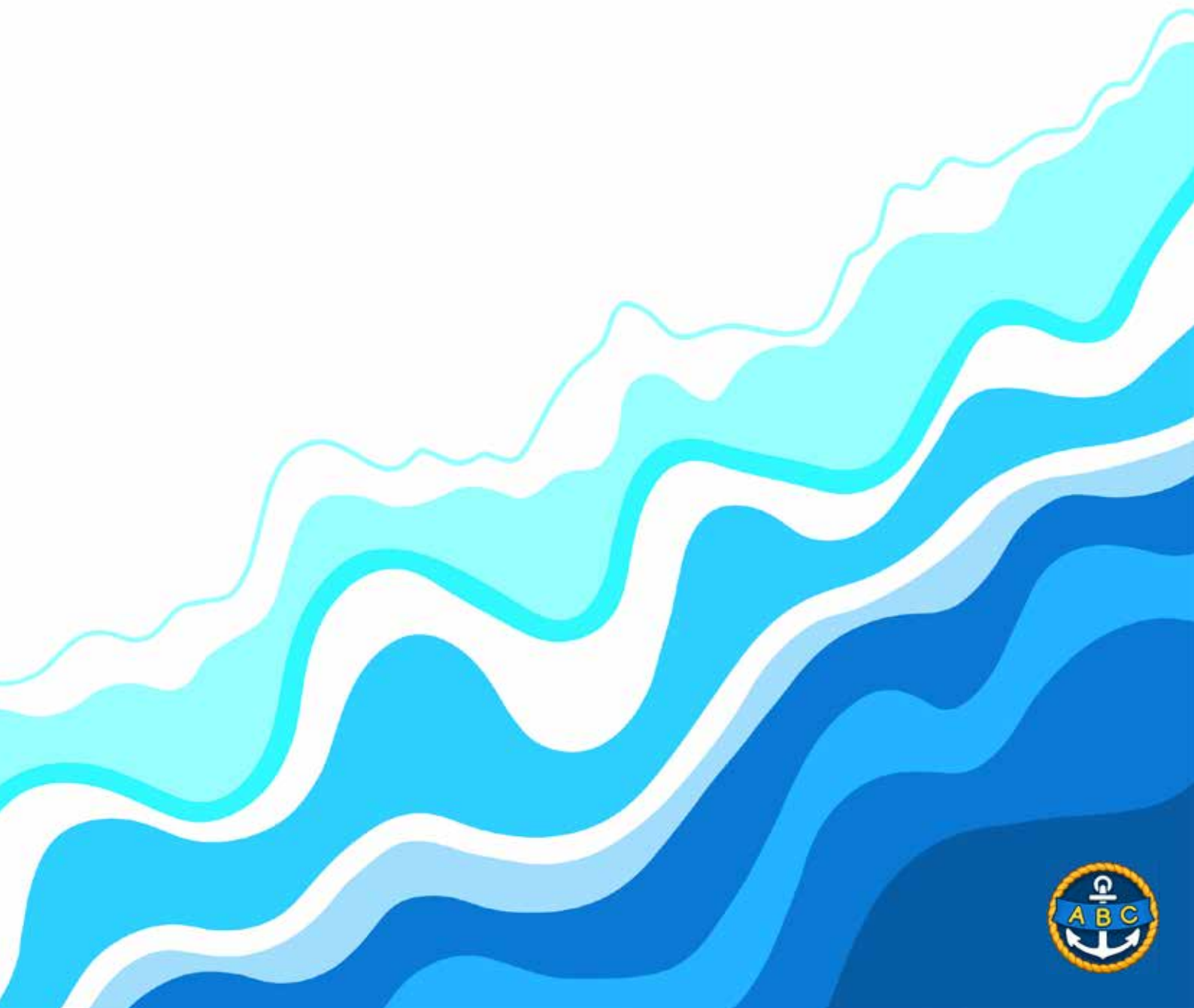
All Aboard Phonics

Phase 5 Unit 1 Teacher Manual
Second Edition

David Morgan & Katie Selwood



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Second Edition

David Morgan & Katie Selwood

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Contents

Introduction **7**
- Why All Aboard Phonics? 8
- All Aboard Phonics Overview Phases 2-5 9
- Systematic Synthetic Phonics 13
- Letter Formation 14
- Decodable Books 14
- Assessment Overview 15

Teaching Guidance **16**
- Lesson Format 16
- Guidance for Online Delivery 18

Lesson Plans **20**

End of Phase Assessment **140**

Resources **153**
- Activity Bank 153
- Word Bank 157
- Grapheme Bank 160
- Tricky Word Flashcards 161
- Spot the Fake Coins 165
- Yes/No Flashcards 166
- A Guide for Parents on Daily Reading Practice 168

Glossary **169**

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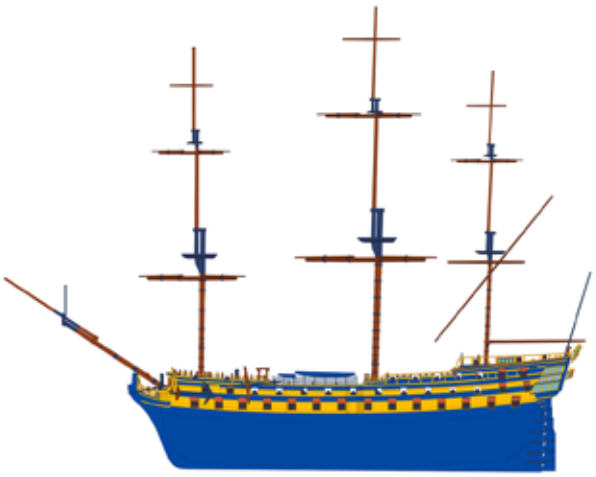

Introduction

All Aboard Phonics is a systematic synthetic phonics programme (SSP) that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 5 Unit 1, the children start to learn new graphemes to represent sounds that they already know, enabling them to read a much greater variety of words.

Why All Aboard Phonics?

Child-Friendly

We believe that the psychology of learning to read is one of the most essential elements to get right. So the All Aboard Phonics programme uses a lot of fun imagery and games to make it enjoyable.

We aim to present the whole process as an exciting journey, which it is if we can make it fun and easy for them. The more excited the children are, and the less stress they feel, the better the results you will see.

Building confidence is at the core of all learning.

Integrated Intervention Process

We are a research-based publishing team entirely focused on our mission to make reading and spelling progress easy and quick for anyone, anywhere. We research as we teach. So we help the children and they help us keep learning too.

We have been helping struggling readers and spellers all over the world since 2008, so we really understand how things can go wrong for individual children. All of this experience has been built into our SSP programme, so that you see more consistent success across the whole of each class.

Engaging Decodable Books

A key thing is to make reading easy, fun and interesting, but you will know that this has sometimes been a weakness of decodable books. The quality of our decodable books is an area that we feel sets All Aboard Phonics apart. Our books explore themes dear to children's hearts: silliness, food, weird animals, sport, ninjas, pranks, space, fear, love, the future... to name but a few!

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All Aboard Phonics Overview Phases 2-5

Phase 2 (6 weeks)

Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c	
4	ck e u r	the to and
5	h b f ff l ll s ss	
6	Revision / Assessment	I go no

Phase 3 (12 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	he she
3	sh ch th ng	we me be
4	ai ee igh oa	was my
5	oo ar or	no go
6	ur ow oi	you
7	ear air er	they
8	Writing sentences	

9	Revision	all
10	Revision	are
11	Revision	
12	Revision / Assessment	

Phase 4 (6 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	CVCC (consonant - vowel - consonant - consonant)	said so
2	CCVC	have like some come
3	Two syllable words	were there little one
4	Adjacent consonants	do when out what here says love
5	Revision	
6	Revision / Assessment	

Phase 5

Throughout Year 1

Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would

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5	a_e u_e e_e ph	
6	Revision / Assessment	

Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> and <u_e>	were go little as no
16	Alternative phonemes for <ue> and <y>	mum one them do me
17	Revision / Assessment	

Unit 3 (Spelling Focus)

Week	Focus	High Frequency Words
18	Alternative graphemes for /ai/	down dad big when it's
19	Alternative graphemes for /ee/ and three syllable words	see word very look don't
20	Alternative graphemes for /igh/ and compound words	come will into back from
21	Alternative graphemes for /oa/	children him which get just
22	Alternative graphemes for long /oo/, /ue/ and /oy/	now came oh about got

23	Alternative graphemes for short /oo/ and /ow/	any friend laugh today want
24	Alternative graphemes for /or/ and /o/	their people your put could
25	Alternative graphemes for /er/ and /ear/	house old too by day
26	Alternative graphemes for /air/, /ar/ and /a/	
27	Vowel GPCs Revision / Assessment	
28	Alternative graphemes for /ch/, /f/, /j/ and /k/	made time I'm if help
29	Alternative graphemes for /m/, /n/ and /ng/	mouse called here off asked
30	Alternative graphemes for /r/, /sh/ and /s/	who where how saw make
31	Alternative graphemes for /w/ and /v/	again many two different work
32	Revision / Assessment	

Unit 4 (Word Endings)

Week	Focus	High Frequency Words
33	<s>, <es> and <ies> endings and <un> prefix	thought through though because shoe
34	<er>, <est>, <ed> and <ing> endings	water please whole hour busy
35	Revision / Assessment	

Year 2 National Curriculum

After passing the Phonics Screening Test

At the end of Year 1, children should have a firm grasp of all the GPCs covered in Phases 2-5. In Year 2, schools can begin to follow the National Curriculum for spelling.

Any children in Year 2 who did not pass the Phonics Screening Check or who are not confident in reading words with the Phase 5 GPCs should continue to learn phonics using the previous phases. You can use the end of phase assessments to identify where a student needs to start from.

You can find further assessment tools, lesson plans and resources in our All Aboard Plus intervention manual for children who need extra support with their phonics.

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Systematic Synthetic Phonics

All Aboard Phonics uses the synthetic phonics method, which means that the phonemes are taught first and then children are taught to blend sounds together to say words. The programme follows a systematic approach, meaning that the phonemes are introduced in a specific sequence.

In All Aboard Phonics, all the main sounds of the English language are taught and each sound is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ sound and the Oon on the Moon represents the long /oo/ sound.

In this phase, the variability of sound for the vowels and some consonants will be explained.

Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. This is a technique that every child needs to learn and although it can be difficult for some children at first, with lots of practise this will improve.

We have a very particular process for introducing early blending, which is one of the key stumbling blocks for some children. It goes like this:

1. Introduce a word, “cat” for instance.
2. Segment the word into the individual phonemes for the children, which are /c/ /a/ /t/ in this case. Be very precise about making just the sound of the letter, not “cuh... a.... tuh”. The /c/ sound is just a little pop at the back of the mouth and the /t/ sound is a little pop between the tongue and top front of the roof of the mouth.
3. Blend the sounds back together for the children into the word. Now get them to repeat the whole process. Although they know what they are blending the sounds back to, we find this process builds confidence much more quickly than if they learn by trying to blend sounds blind, into an unknown word.

When they progress onto digraphs and trigraphs, then the same routine should be used, highlighting how the graphemes have just a single sound.

Segmenting

The easiest way to know how to spell a word is to listen for the sounds in that word and relate those sounds to the possible graphemes for each of them. This is also called segmenting and is the reverse of blending. Games like Phonics I-Spy are ideal for this.

Begin with simple three letter words, say the word and demonstrate the three sounds by holding up a finger for each individual sound. Remember to take care with digraphs, which are two letters that make one sound.

Letter Formation

First, it is very important that a child learns to hold their pencil in the correct way from the outset. It is much more difficult to correct this later on. We encourage children to hold their pencil using a tripod grip between the thumb and first two fingers.

Once we have established the correct way to hold the pencil, then we must turn our focus to children forming each letter the correct way. This includes the direction and starting point for each letter.

It is important to revise the formation of each letter regularly and when children are writing, be vigilant in checking their pencil hold. Of course, parental support here can be invaluable as they can work on a one-to-one basis.

Decodable Books

As soon as a child has begun to learn the phonemes, they will be able to identify them in words. At this stage they should move on to working out whole words through decoding. Our decodable books are designed to match a child's development so there are appropriate texts for each stage of their phonics learning.

The National Curriculum for English (2014) aims to ensure that all pupils:

- Read easily, fluently and with good comprehension.
- Develop the habit of reading for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. To be able to read, children need to be taught an efficient strategy to routinely decode words, until that process becomes automatic and they become fluent readers.

Children need to be given the opportunity to regularly apply the phonics they have learned by reading fully decodable books. All Aboard Phonics decodable books match the progression of the All Aboard Phonics lesson plans.

When children are learning to read it is imperative that they are using fully decodable books that are matched to their phonics knowledge. This will establish the use of phonics rather than whole word sight reading or guessing.

Schools should provide guidance to parents on how best to support their child with their reading at home. More information on this can be found on page 168 *A Guide for Parents on Daily Reading Practice*. It is easy to think home reading will be straightforward; however it can be a source of frustration for many families. A few tips from us to the parents can be the difference between a stressful and a successful reading session.

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Assessment Overview

We provide assessments for the end of every phase to identify children at risk of falling behind. At the back of this manual you will find the Unit 1 assessment for Phase 5.

When following All Aboard Phonics, it is vital to be confident in assessing children's command of phonic skills and knowledge in order to meet all children's needs and to support them in becoming fluent, independent readers and writers.

The first and most frequently used assessment will be daily formative assessments. It is vital to note down any children who have not met the daily objective so that gaps are addressed with a short recap at some point before the next phonics lesson. If this form of assessment is followed thoroughly, children should be getting the best possible phonics provision.

You can try the Unit 1 assessment at the beginning of Phase 5 as a baseline, but it is important to stop the assessment if the child is finding it too difficult. By the end of the phase you are looking for ticks in almost all boxes. Record your class results on the class analysis sheet.

Teaching Guidance

Overview

Phase 5 Unit 1 introduces new graphemes to match previously taught phonemes, and a final batch of tricky words.

Children entering this phase are expected to be able to represent each of the 42 phonemes by a grapheme, and be able to blend phonemes to read CVC, CCVC, and CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and phrases. They will know letter names and be able to read and spell some tricky words.

The purpose of Phase 5 Unit 1 is to consolidate and add to children's knowledge of graphemes in reading and spelling words, including those containing adjacent consonants and polysyllabic words

The teaching materials in this phase are designed to be taught in order and provide a selection of suitable activities and resources to develop phonemic awareness.

Lesson Format

Introduce

To signal the start of the lesson we recommend using the following call and response with your class:

Teacher: *"All aboard! Let's sail the...."*

Children: *"Sea of Sounds!"*

At the start of every lesson, it is important to share the learning objective with the class. Learning objectives define learning outcomes and focus teaching. They help you and your students evaluate progress and encourage them to take responsibility for their learning.

Revisit

Every phonics lesson should start with some revision of the sounds previously taught. The simplest way to do this is by holding flashcards up, one at a time, in quick succession. The children should call out the sounds - we call this Quickdash. We also continue with Phase 4's Quickwrite game, which practises writing graphemes when given their sounds. A third game, Word Breaker, practises segmenting, decoding, and blending which are such core parts of both reading and spelling. These three games you will find in each lesson plan and also in the Activity Bank.

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Teach

This is the part of the lesson where the children learn the new grapheme or the new tricky words. We recommend engaging the children by asking for their input on how to spell the sound for the pictophone you are showing. This allows a useful revision of the graphemes learnt in previous phases before introducing the new grapheme. They can also chant the sound once you have written out the grapheme.

Practise

In this part of the lesson it is important to practise reading and/or spelling words with the new grapheme. We recommend you introduce this part of the lesson with the following phrase:

Teacher: *"Now we're ready to set sail with our new grapheme!"*

Demonstrate how the letter is written and allow time for children to practise this. We have a number of games for this section which we recommend. A Practise activity is recommended in each lesson plan, or you can take any from the Activity Bank on page 153.

Apply

For the final part of the lesson, we have provided a suggested activity that either allows the children a bit more independent work with the day's grapheme, or a chance for you to quickly scan the room to assess each child's progress and understanding. There is also a worksheet for children to complete, as an add-on, a replacement for the final game, or to take home.

To end the lesson and get the classroom ready for the next lesson we recommend the following call and response:

Teacher: *"Scrub the decks!"*

Children: *"And abandon ship!"*

Guidance for Online Delivery

"Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies."[1]

Introduction

2020 saw the unprecedented introduction of remote education for the majority of children in the UK, requiring schools to rapidly adapt to this new way of teaching. We appreciate that there are still some difficulties and challenges faced by teachers when teaching remotely, especially for younger children in EYFS and KS1. To help you and your pupils get the most out of each lesson together, we have compiled some guidance here on how teaching of All Aboard Phonics sessions can be best adapted for effective online delivery.

Preparation

In 2020, UK schools had very little time to prepare for this new remote way of teaching. Now that we are conscious of the impact and rapid adaptations necessary for distance learning, it is vital that we remain as prepared as possible. We recommend the following tips:

- Find out from pupils and parents what access they have to online learning in advance so that arrangements can be made for pupils who do not have access to technology.
- Prepare packs of offline learning that can be used in the home, in case online access is a challenge. This can include our worksheets, available online to download and in our teacher manuals.
- Have a clear school plan in place, in case a child is self isolating, school closures or national lockdown. Ensure parents know how to access daily timetables, lessons and resources.

Delivery

The key to a successful remote phonics lesson is all in the delivery. First, we recommend that you build routine into online lessons, following the same structure each session. It is vital to use clear, familiar routines so as to not waste any time.

- Welcome the children and introduce the lesson
- Revisit previous learning using your set of flashcards
- Teach the new learning using our printable resources
- Allow time for practising and applying

Limit teacher input so pupils don't lose focus and then provide a chance for them to practise independently. You might find that referring to our activity bank and extension activities will be useful, in case there is an activity in the lesson plan that doesn't work as well when teaching online.

It is also crucial that you set clear expectations for each session, including verbal and visual reminders and expected behaviours.

[1] Source: GOV.UK. 2021. What's working well in remote education. [online] Available at: What's working well in remote education - GOV.UK (www.gov.uk) [Accessed 15 July 2021]

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Format

It is harder for pupils to concentrate when being taught remotely, so we recommend keeping the phonics session short. It is believed that concentration online is shorter than that of a typical lesson so simply filming yourself teaching a classroom lesson may be ineffective. Keep up the pace of the lesson and then allow time for children to practise their new skill independently or with parental support.

We have PDF versions of all our manuals available to download from our website. You can set up a screenshare to share pages of the manual with your students, such as the pictophone and grapheme card pages.

If it is possible to record your online session, then this is a good idea as some children might find it difficult to attend lessons at the scheduled time, especially if they are sharing technology with siblings and parents.

We also recommend that you build in short, frequent breaks to help children maintain focus.

Parental Support

Communicating and working well with parents can help support effective home learning. Provide guidance on creating a suitable home learning space to help pupils focus, like a quiet area, free of distractions such as mobile phones or televisions. Keep in touch with parents and pupils through regular check-ins and be conscious to not put an unreasonable burden on them. As many of you know, juggling working from home and childcare is not an easy task!

We would recommend that parents complete our online training so they are familiar with All Aboard Phonics and have access to our resources.

Technology

Although technology plays a key role in remote learning, not all remote education needs to be delivered in a digital format. A blended methodology of complementary online and offline resources is a proven approach to effective delivery.

We believe that live lessons are excellent for phonics teaching and for retaining the attention of pupils, therefore it is best practice to be confident with the use of technology that enables this style of teaching.

This, of course, relies upon internet access so we need to consider whether pupils have this and what we can do if they do not. There may be the option to loan a laptop or tablet from school, or you might be able to apply for funding to provide this. During the first lockdown of 2020, there were opportunities to provide data for families who did not have access to the internet. These options should be explored to provide equal opportunities for all.

Review: s a t p i n m d g o c k

General Note

If you are starting Phase 5 without having completed Phases 2 and 3 of All Aboard Phonics, then we strongly recommend spending a few days reviewing the pictophone and grapheme flashcards for all the phonemes previously introduced. You will find the children pick them up amazingly quickly! The flashcards can be downloaded and printed from our website.

Graphemes	Pictophones
s a t p	
i n m d	
g o c k	

Revisit

⚓ **Quickdash:** Review the grapheme flashcards for the graphemes above, cycling through them at increasing speed. Children shout out the sound for each grapheme.

Teach

⚓ Stick today's grapheme flashcards and pictophone flashcards from the printable set on the board, graphemes on the left and pictophones on the right, in a random order. Teach the children the name of each pictophone (i.e. the Seal with a Wheel) and then the sound it represents (/s/ /s/ /s/). Repeat a few times. Then ask the children if anyone knows which grapheme represents that sound, and draw a line between the pictophone and the corresponding grapheme on the left.

Practise/Apply

⚓ **Sound Jump:** Put today's pictophone flashcards on the floor and divide the class into groups around each card. Call out the sound and students in that sound group jump up. You can also switch to laying the grapheme flashcards on the floor and repeat the activity.

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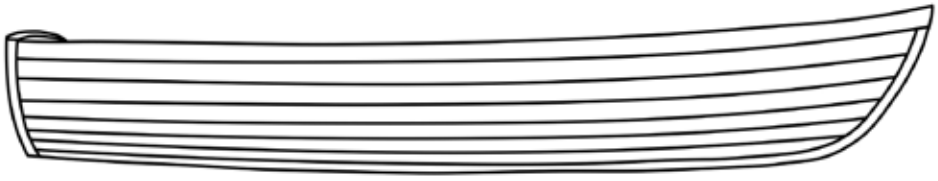
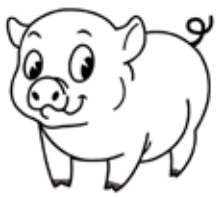
Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the missing letter for the sound at the **end** of each word using the choices from the boat.

an_ ba_ do_

g t p





ca_ ba_ pi_

Review: ck e u r h b f/ff l/ll

Graphemes	Pictophones
ck e u r	
h b f ff l ll	

Revisit

⚓ **Quickdash:** Review the grapheme flashcards for the graphemes above, cycling through them at increasing speed. Children shout out the sound for each grapheme.

Teach

⚓ Stick today's grapheme flashcards and pictophone flashcards from the printable set on the board, graphemes on the left and pictophones on the right, in random order. Teach the children the name of each pictophone (i.e. the Kangaroos Reading the News) and then the sound it represents (/k/ /k/ /k/). Repeat a few times. Then ask the children if anyone knows which grapheme represents that sound, and draw a line between the pictophone and the corresponding grapheme on the left.

Practise/Apply

⚓ **Sound Pops:** Hand out grapheme/pictophone flashcards for today, one to each small group. Say a sound and the children holding that pictophone or grapheme card hold it up high above their head.

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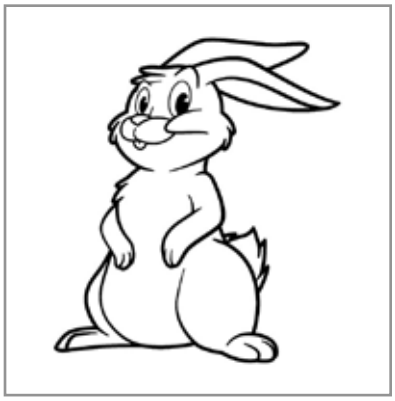
Onsets All Aboard

Join each image to the letter for its onset sound.



b

r

l

f

Review: j v w x y z qu sh ch th ng

Graphemes	Pictophones
j v w x	
y z qu	
sh ch th ng	

Revisit

⚓ **Quickdash:** Review the grapheme flashcards for the graphemes above, cycling through them at increasing speed. Children shout out the sound for each grapheme.

Teach

⚓ Stick today's grapheme flashcards and pictophone flashcards from the printable set on the board, graphemes on the left and pictophones on the right, in random order. Teach the children the name of each pictophone (i.e. the Jellyfish who Made a Wish) and then the sound it represents (/j/ /j/ /j/). Repeat a few times. Then ask the children if anyone knows which grapheme represents that sound, and draw a line between the pictophone and the corresponding grapheme on the left.

Practise/Apply

⚓ **Sound Splat:** Lay out the grapheme and pictophone flashcards on the floor and sit around the flashcards. Ask the child to hit their hand on a specific pictophone or grapheme when you call out the sound. For example, "splat the /j/ sound", and the children can splat the Jellyfish or the <j>. Always try onset matches like, "what sound does the word 'van' begin with?" where the Vulture or <v> is slapped.

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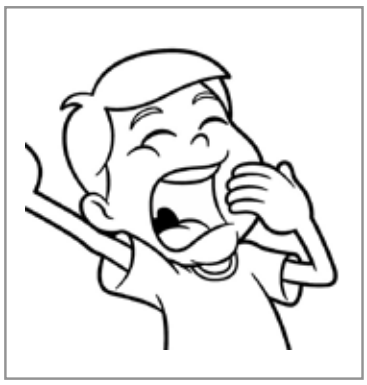
Onsets All Aboard

Join each image to the letter(s) for its onset sound.



qu

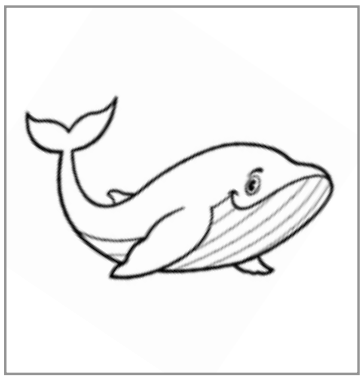
z

y

j

w

v



Review: ai ee igh oa oo ar or

Graphemes	Pictophones
ai ee igh oa	
oo ar or	

Revisit

⚓ **Quickdash:** Review the grapheme flashcards for the graphemes above, cycling through them at increasing speed. Children shout out the sound for each grapheme.

Teach

⚓ Stick today's grapheme flashcards and pictophone flashcards from the printable set on the board, graphemes on the left and pictophones on the right, in random order. Teach the children the name of each pictophone (i.e. the Ogre in a Toga) and then the sound it represents (/oa/ /oa/ /oa/). Repeat a few times. Then ask the children if anyone knows which grapheme represents that sound, and draw a line between the pictophone and the corresponding grapheme on the left.

Practise/Apply

⚓ **Sound Jump:** Put today's pictophone flashcards on the floor and divide the class into groups around each card. Call out the sound and students in that sound group jump up. Switch to laying the grapheme flashcards on the floor and repeat the activity.

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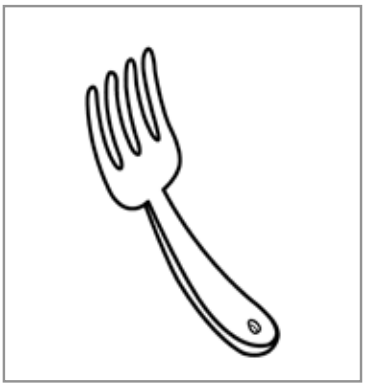
Deep into Digraphs

We are really getting to know our digraphs today! Join each digraph to the image that contains that sound.



or	oo	ee
ar	oa	ai

Review: ur ow oi ear air er

Graphemes	Pictophones
ur ow oi	
ear air er	

Revisit

⚓ **Quickdash:** Review the grapheme flashcards for the graphemes above, cycling through them at increasing speed. Children shout out the sound for each grapheme.

Teach

⚓ Stick today's grapheme flashcards and pictophone flashcards from the printable set on the board, graphemes on the left and pictophones on the right, in random order. Teach the children the name of each pictophone (i.e. Owl with a Scowl) and then the sound it represents (/ow/ /ow/ /ow/). Repeat a few times. Then ask the children if anyone knows which grapheme represents that sound, and draw a line between the pictophone and the corresponding grapheme on the left.

Practise/Apply

⚓ **Sound Pops:** Hand out grapheme/pictophone flashcards for today, one to each small group. Say a sound and the children holding that pictophone or grapheme card hold it up high above their head.

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Ship-Shape Letters

Let's practise tracing our letters! Can you think of a word to draw for each sound?

air air

er er

oi oi

ow ow

ear ear

ur ur

New Grapheme <ay>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ay>. Which of our friends represents the /ai/ sound?"* Show a handful of pictophones, including the Ape, for children to pick from. Stick the Ape on the board.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Explain that some sounds have different spellings. *"How have we learnt to write the phoneme /ai/ previously?"* Write <ai> on the board under the Ape, then add today's grapheme <ay> and practise saying the sound.

Practise

- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (day, glay, spray, crayon, snay, fay, stay, gway)

Apply

- **Missing Grapheme:** Write a word on the board, with a missing grapheme somewhere in the word (not always the middle). Draw a line with a pen to indicate where the grapheme is missing. Say the word. Can the children pick the right grapheme to complete the word? (lay, stray, play, way, say, may, clay)
- Children can also use the worksheet.

Teacher Notes

Each day as the lesson finishes, add the pictophone to a display board or a whiteboard with the two graphemes.

Also note that <ay> usually comes at the end of a word, and that <ai> does not.

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ape in a cape

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ay

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ay

ay

Trace the following words.

day

spray

tray

crayon

New Grapheme <ou>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ou>. Which of our friends represents the /ow/ sound?"* Show a handful of pictophones, including the Owl, for children to pick from. Stick the Owl on the board.

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /ow/ previously?"* Write <ow> on the board under the Owl, then add today's grapheme <ou> and practise saying the sound.

Practise

- **Word Sort:** Attach two pictophones to the board (Owl, Octopus) and revise their sounds, pointing at one and then the other with the class calling out the correct sound. Say a word and ask the children which sound the word has in it. Write the words under the correct pictophone, asking the children to help you spell the word. (out, hog, dog, shout, lot, about, fog, loud, found)

Apply

- **Phrase Draw:** Write a word for the children to decode and then draw on their whiteboards and hold up to share. (cloud, mouth, shout)
- Children can also use the worksheet.

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owl with a scowl

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ou

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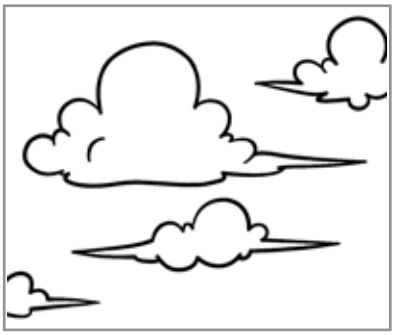
ou

ou ou

Fill in the missing <ou> in these words. Then draw a line from the image to the matching word.

m__th

cl__d



Tricky Words (Mr, Mrs, Ms)

Introduce

⚓ **Objective:** *"Today, we are learning to read the tricky words: Mr, Ms, and Mrs."*

Revisit

⚓ **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

⚓ Introduce the new tricky words, give examples of how they are used in a sentence, then cycle through them with the children calling out each one. Tell the children that these tricky words always start with a capital letter.

Practise

⚓ **Tricky Word Race:** Select 10-15 tricky word flashcards, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

⚓ **Mini Whiteboard Work:** Practise writing today's tricky words.

⚓ Children can also use the worksheet.

Teacher Notes

Explain that these words are shortened forms of longer words. You could write out Mister in full and show that the shortened version is the first and last letters, Mr. Then show how Mrs. and Ms. are both shortened versions of Mistress or Miss.

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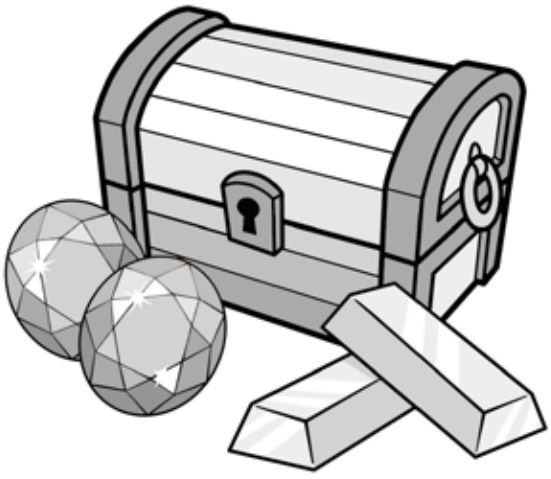
Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them and follow the maze to get to the reward.

Mr

Ms

Mrs



New Grapheme <ie>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ie>. Which of our friends represents the /igh/ sound?"* Show a handful of pictophones, including the Ice Cream, for children to pick from. Stick the Ice Cream on the board.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /igh/ previously?"* Write the <igh> on the board under the Ice Cream, then add today's grapheme <ie> and practise saying the sound.

Practise

- **Missing Grapheme:** Write a word on the board, with a missing grapheme somewhere in the word (not always the middle). Draw a line with a pen to indicate where the grapheme is missing. Say the word. Can the children pick the right grapheme to complete the word? (fried, lied, spies, flies, twin, skill, rip)

Apply

- **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "Can I eat a pie?" "Is a lie good?" "Can a tie be red?"
- Children can also use the worksheet.

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ice cream
feeling supreme

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ie

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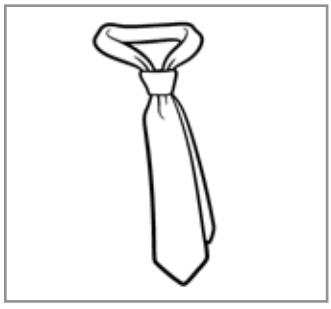
ie

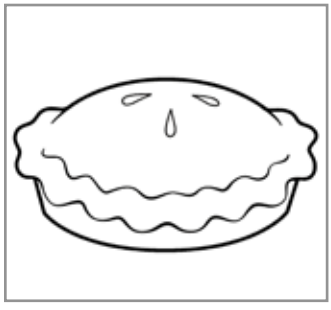
ie ie ie

Draw a line from these words to their matching images.

tie



pie



New Grapheme <ea>

Introduce

⚓ **Objective:** *"Today we will be learning a new grapheme, <ea>. Which of our friends represents the /ee/ sound?"* Show a handful of pictophones, including the Eagle, for children to pick from. Stick the Eagle on the board.

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /ee/ previously?"* Write the <ee> on the board under the Eagle, then add today's grapheme <ea> and practise saying the sound.

Practise

⚓ **True or False:** Children read phrases and shout out if it is true or false. "Steam is hot." "I dream in the day." "Meat is sweet."

Apply

⚓ **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "A cream tea is perfect." "A green leaf."

⚓ Children can also use the worksheet.

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eagle feeling regal

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ea

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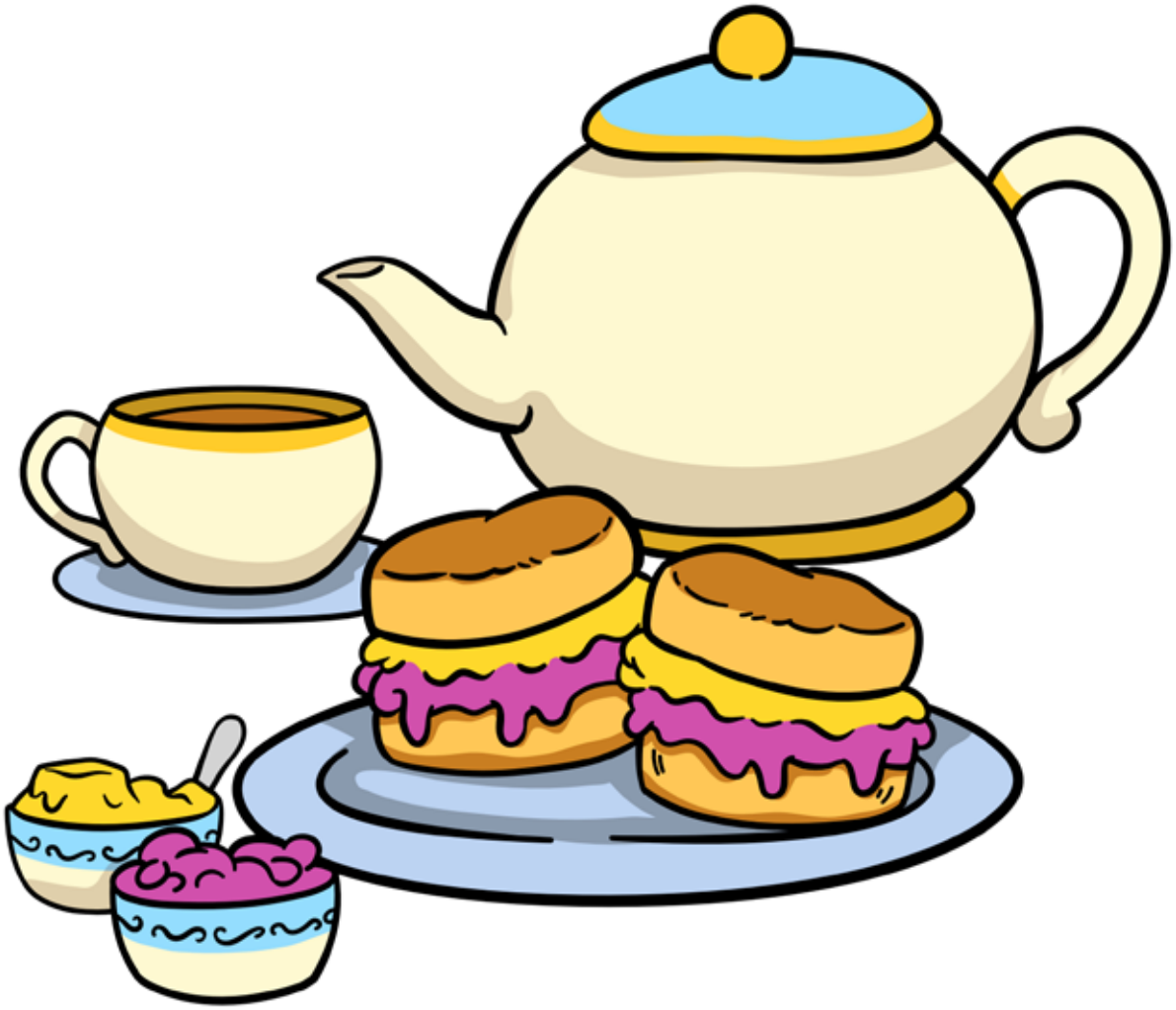

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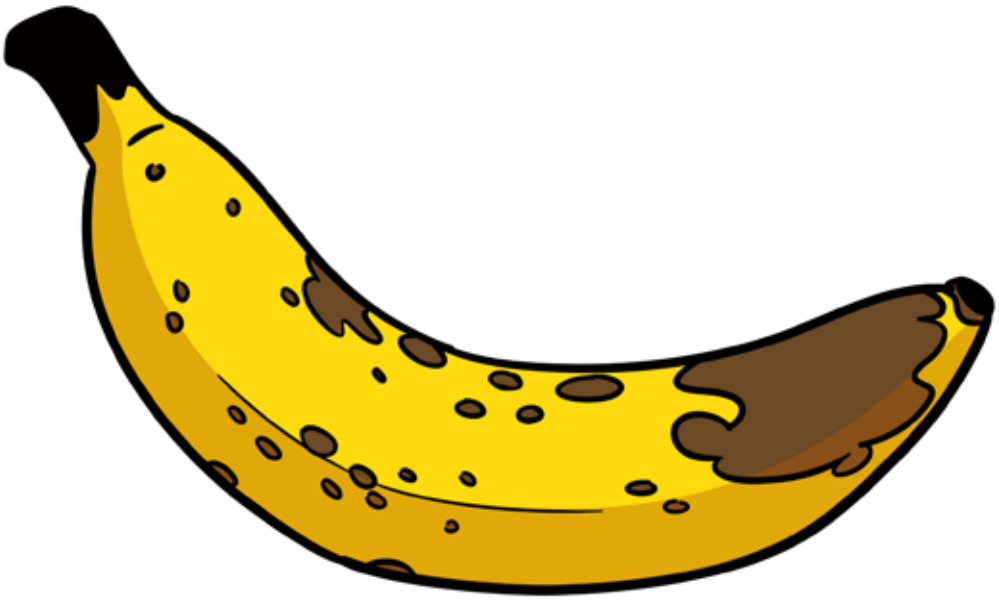

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ea

ea ea

Circle the words with an /ea/ (long e) sound in them.

east spied

lay peach

New Grapheme <oy>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <oy>. Which of our friends represents the /oi/ sound?"* Show a handful of pictophones, including the Oyster, for children to pick from. Stick the Oyster on the board.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /oi/ previously?"* Write the <oi> on the board under the Oyster, then add today's grapheme <oy> and practise saying the sound.

Practise

- **Word Sort:** Attach two pictophones to the board (Oyster, Oon) and revise their sounds, pointing at one and then the other with the class calling out the correct sound. Say a word and ask the children which sound the word has in it. Write the words under the correct pictophone, asking the children to help you spell the word. (boy, enjoy, moon, boom, annoy, root)

Apply

- **Mini Whiteboard Work:** Practise writing the digraph, then dictate a few <oy> words. (joy, toy, soy)
- Children can also use the worksheet.

Teacher Notes

Note that <oy> usually comes at the end of a word or syllable, whereas <oi> rarely does.

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oyster feeling moister

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oy

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oy

oy oy

Circle the words with an /oy/ sound in them.

boy out

pie enjoy

New Grapheme <ir>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ir>. Which of our friends represents the /er/ sound?"* Show a handful of pictophones, including the Earth, for children to pick from. Stick the Earth on the board.

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /er/ previously?"* Write the <er> on the board under the Earth, then add today's grapheme <ir> and practise saying the sound.

Practise

- **Real or Not Real:** Write a word on the board and ask the children to decode it. Then ask the children to shout out whether the word is real or not real. (bird, fost, shirt, glirt, stir, dirl, third, chirt)

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "The girl thinks the zoo is fun." "It is the girl's birthday."
- Children can also use the worksheet.

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earth full of mirth

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ir

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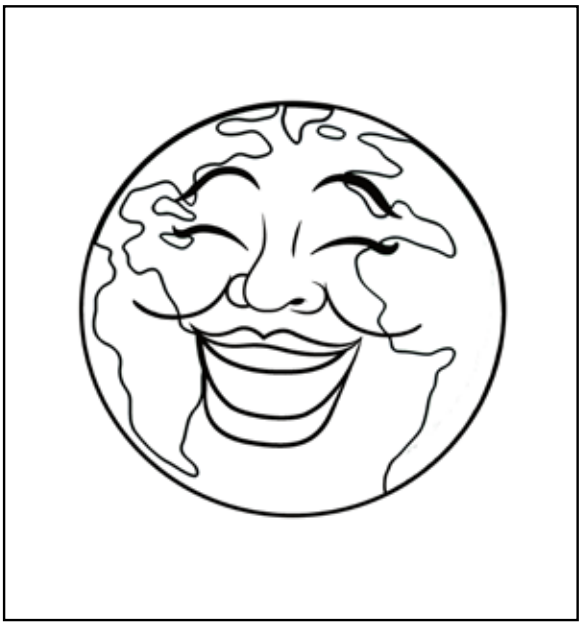
ir



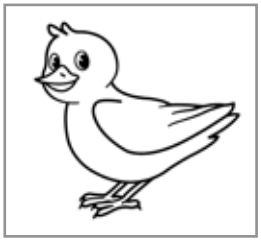
ir ir ir

Draw a line from these words to their matching images.

bird

girl

shirt



Tricky Words (their, there, oh, people)

Introduce

- **Objective:** *"Today, we are learning to read the tricky words: their, there, oh, people."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Introduce the new tricky words, give examples of how they are used in a sentence, then cycle through them with the children calling out each one.

Practise

- **Tricky Word Race:** Select 10-15 tricky word flashcards, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Mini Whiteboard Work:** Practise writing today's tricky words.
- Children can also use the worksheet.

Teacher Notes

You may want to explain the difference between "their" and "there" and then have the children practise identifying which spelling it should be when you use it in a sentence.

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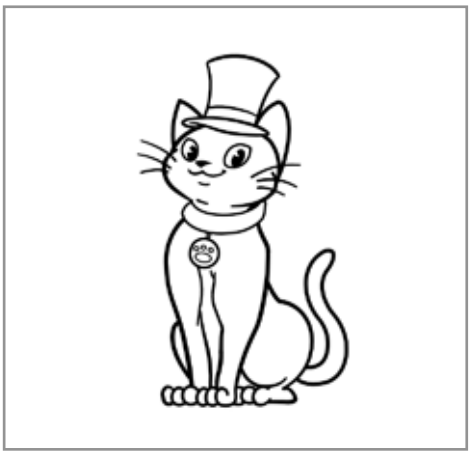
Aye-Aye Caption

Read the caption and match it to the right image by drawing a line. Try tracing out the caption again below!

There are lots of people playing.



There are lots of people playing.

New Grapheme <ue>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ue>. We have two friends aboard the ship today to help with this tricky digraph."* Reveal the Oon on the Moon, whom we have met before, and the Unicorn with a Pink Horn.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the long /oo/ phoneme previously?"* Write the <oo> on the board under the Oon, then add today's grapheme <ue> and practise saying the sound. Explain that in some words the <ue> represents a /yoo/ sound. Write "blue" and "argue" on the board and stick the Oon above "blue" and the Unicorn above "argue" as you decode and blend.

Practise

- **Word Sort:** Form two columns, one with the Oon at the top and one with the Unicorn. Say a word and have the children help you sort it into either column based on the sound. (true, clue, value, blue, venue, argue, statue)

Apply

- **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "You can hunt for a clue." "I am a statue." "The moon is blue." "Glue sticks to things."
- Children can also use the worksheet.

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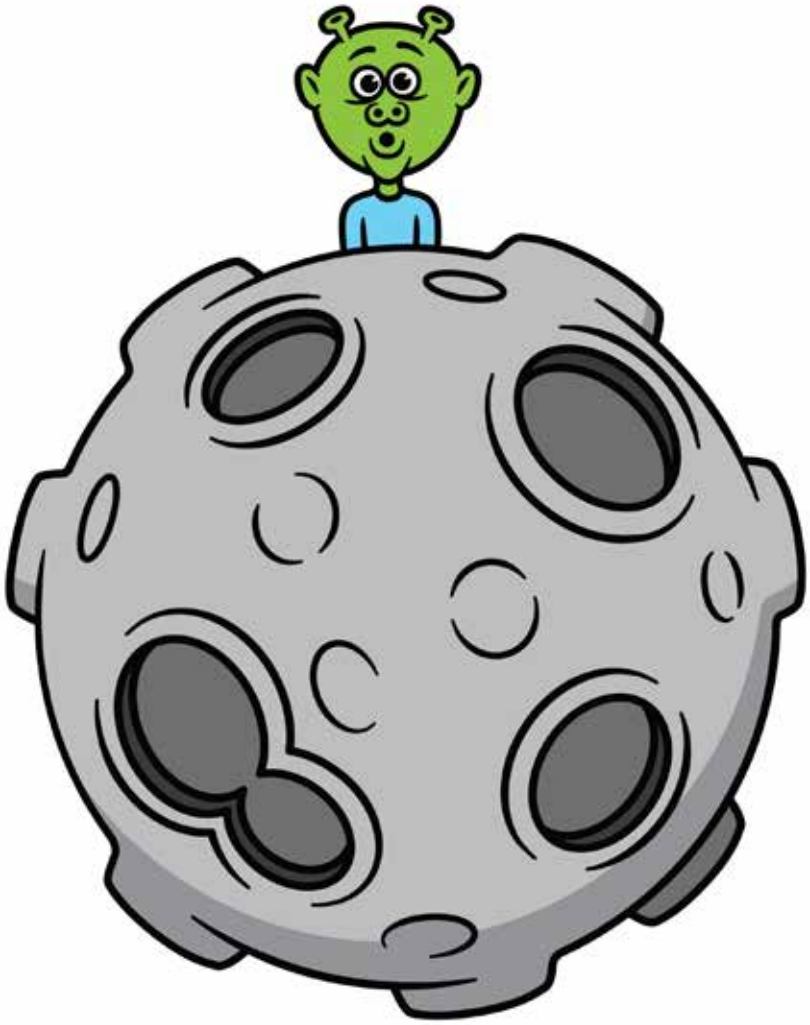

oon on the moon

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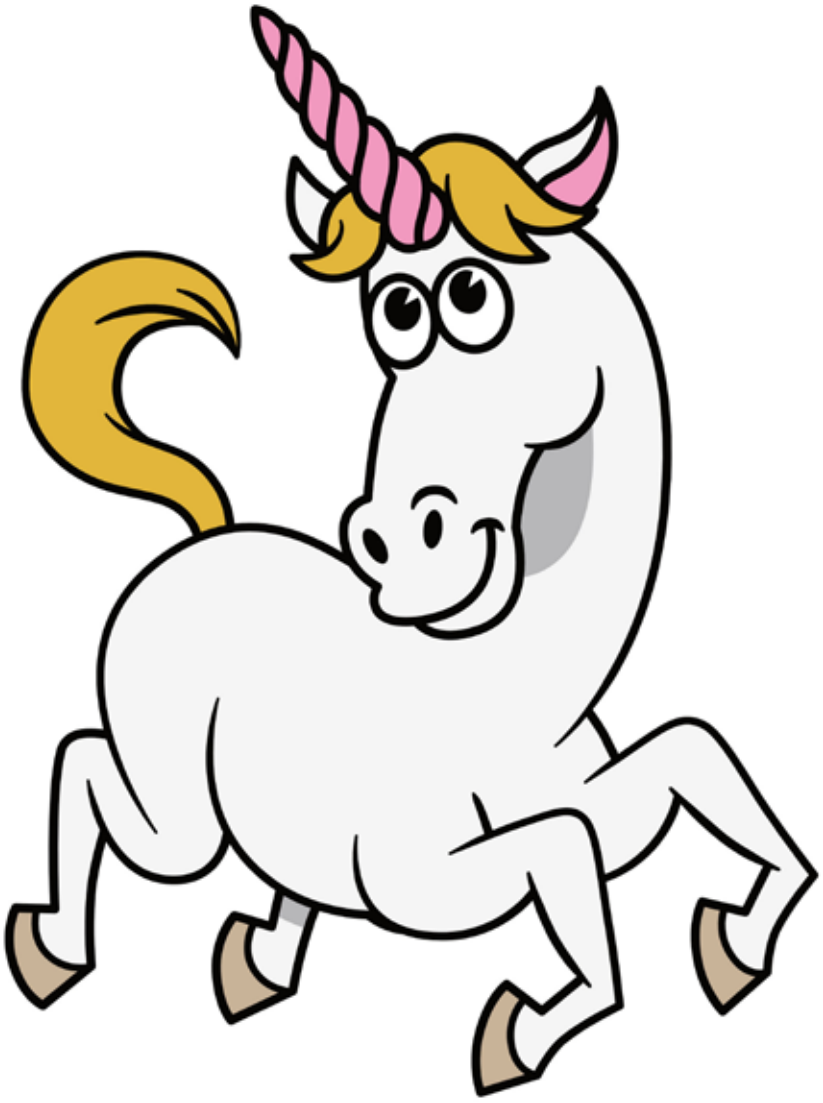

unicorn with
a pink horn

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ue

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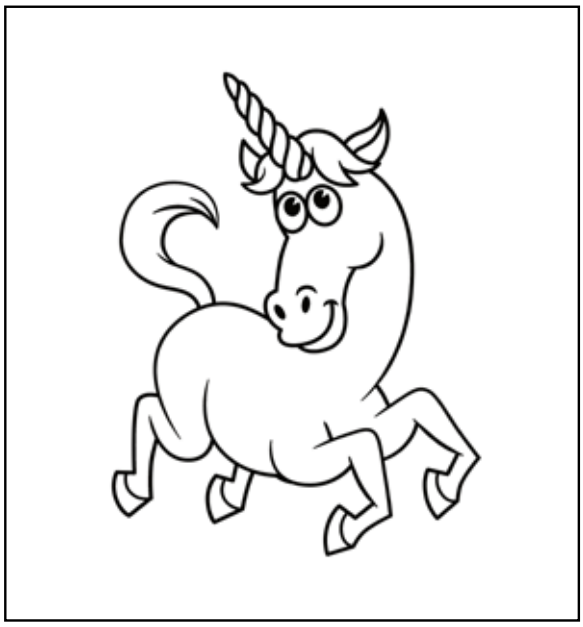

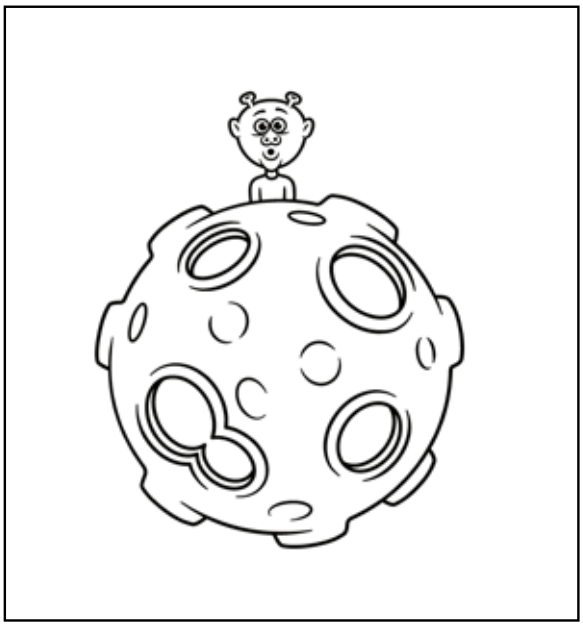

ue ue

Fill in the missing <ue> in these words.

tiss__ bl__

arg__ gl__

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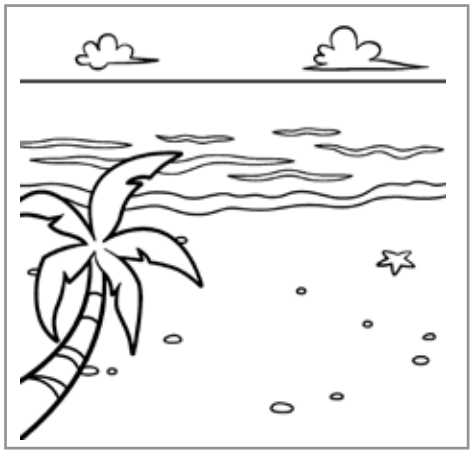
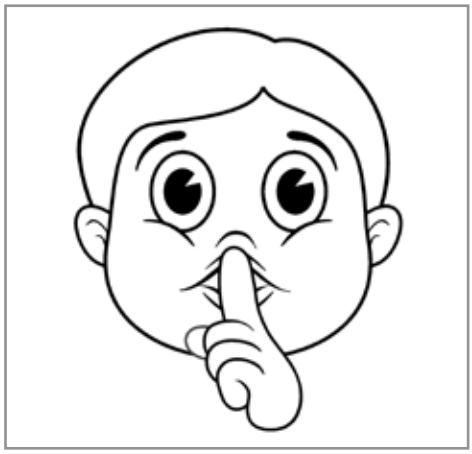
Castaway Captions

These captions got lost at sea so we need to make sure they match their images! Put a **tick** in the box if the caption describes the image and a **cross** if it doesn't.

There is a tree on the beach.



The boy is loud.



New Grapheme <aw>

Introduce

⚓ **Objective:** *"Today we will be learning a new grapheme, <aw>. "Which of our friends represents the /or/ sound?"* Show a handful of pictophones, including the Organ, for children to pick from. Stick the Organ on the board.

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /or/ previously?"* Write the <or> on the board under the Organ, then add today's grapheme <aw> and practise saying the sound.

Practise

⚓ **Word Mood:** Show a word/phrase for the children to read. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. (raw, hawk, yawn, law, lawn, straw, crawl, prawn)

Apply

⚓ **True or False:** Children read phrases and shout out if it is true or false. "A pig has a claw." "A dog has a paw." "A kid can draw." "I eat with my jaw."

⚓ Children can also use the worksheet.

Teacher Notes

Typically, in England and Wales, the <aw> grapheme is pronounced with the Organ sound. In Scotland and Northern Ireland, you should teach this lesson with the Octopus sound.

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organ played by Captain Morgan

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aw

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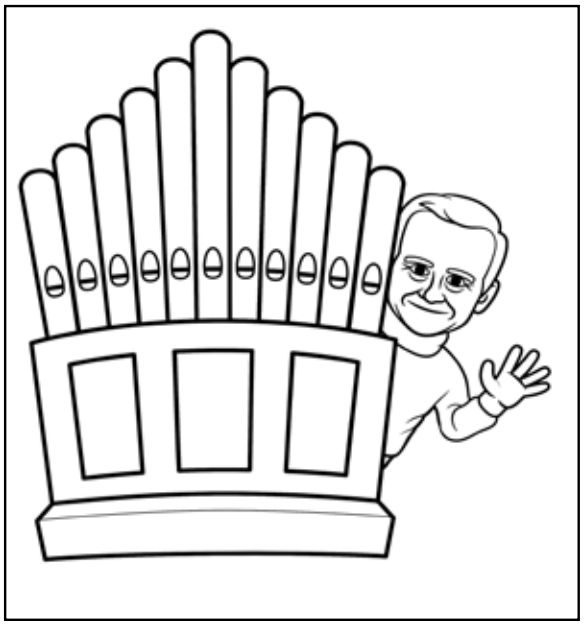
aw



aw aw

Trace the following words.

paw

straw

hawk

prawn

New Grapheme <wh>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <wh>. "Which of our friends represents the /w/ sound?"* Show a handful of pictophones, including the Wizard, for children to pick from. Stick the Wizard on the board.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /w/ previously?"* Write the <w> on the board under the Wizard, then add today's grapheme <wh> and practise saying the sound.

Practise

- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (which, whurp, whirl, whup, whisper, whib, wheat)

Apply

- **Mini Whiteboard Work:** Practise writing the digraph. Dictate a few words for the children to write. (wheel, when, whip)
- Children can also use the worksheet.

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wizard with a lizard

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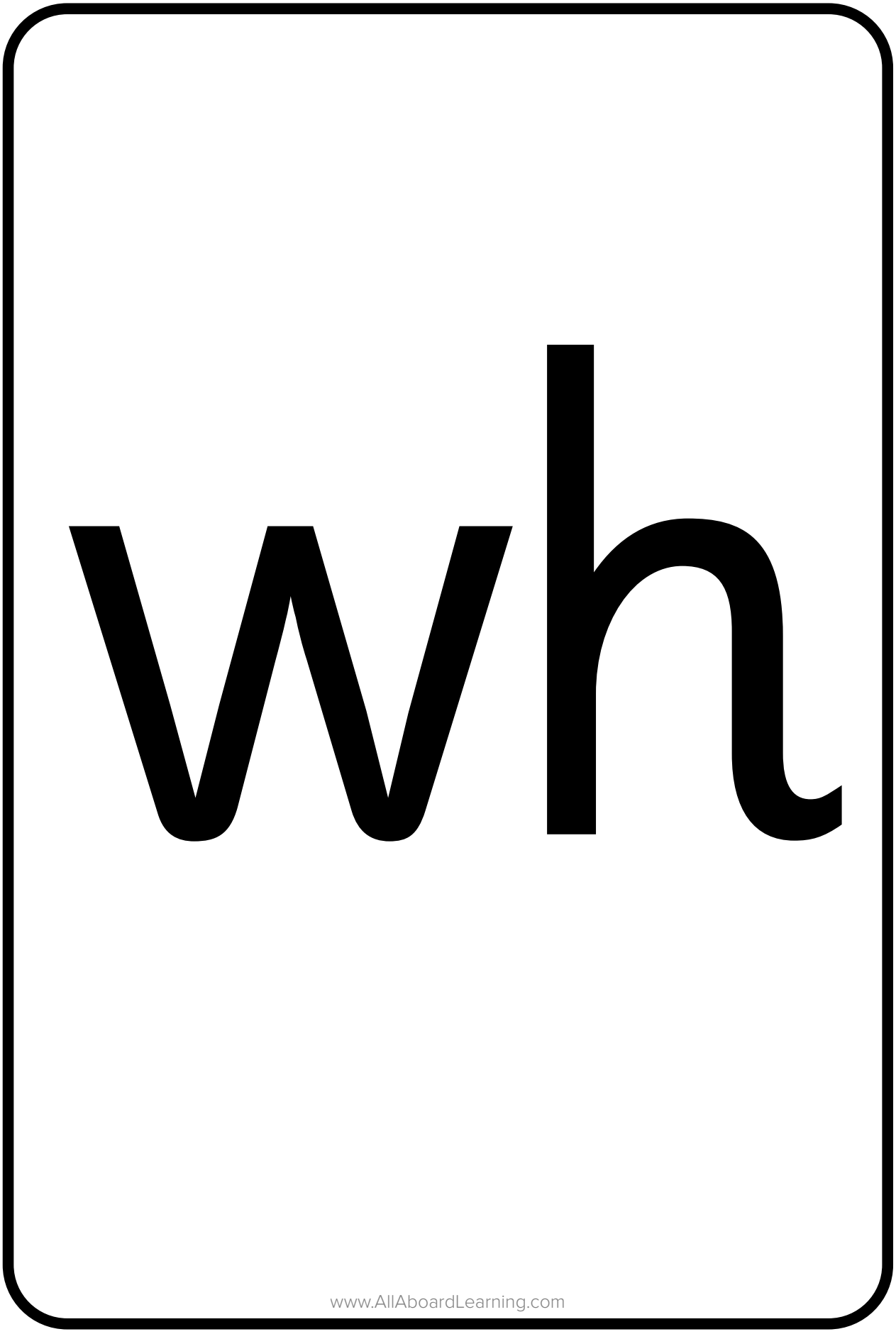

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wh

wh wh

Circle the letters <wh> in these words.

whip wheat

whisper

Compound Words

Introduce

- **Objective:** *"Today we are going to practise some compound words. Sometimes a word is made of two or three words stuck together. Like basketball or bedroom. They are then called compound words because a compound is something made up of more than one thing."*

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach/Practise

- Write a few compound words on the board and ask the children to help you clap the syllables. Then ask for volunteers to come up and put slashes between the two parts of the compound word on the board, and decode and blend them together. (backlash, airlift, bedbug, bluebird, bluebell, blackout)

Apply

- **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "Do I sleep in a bedroom?" "Do you enjoy a daydream?" "Do you have a toothbrush?"
- Children can also use the worksheet.

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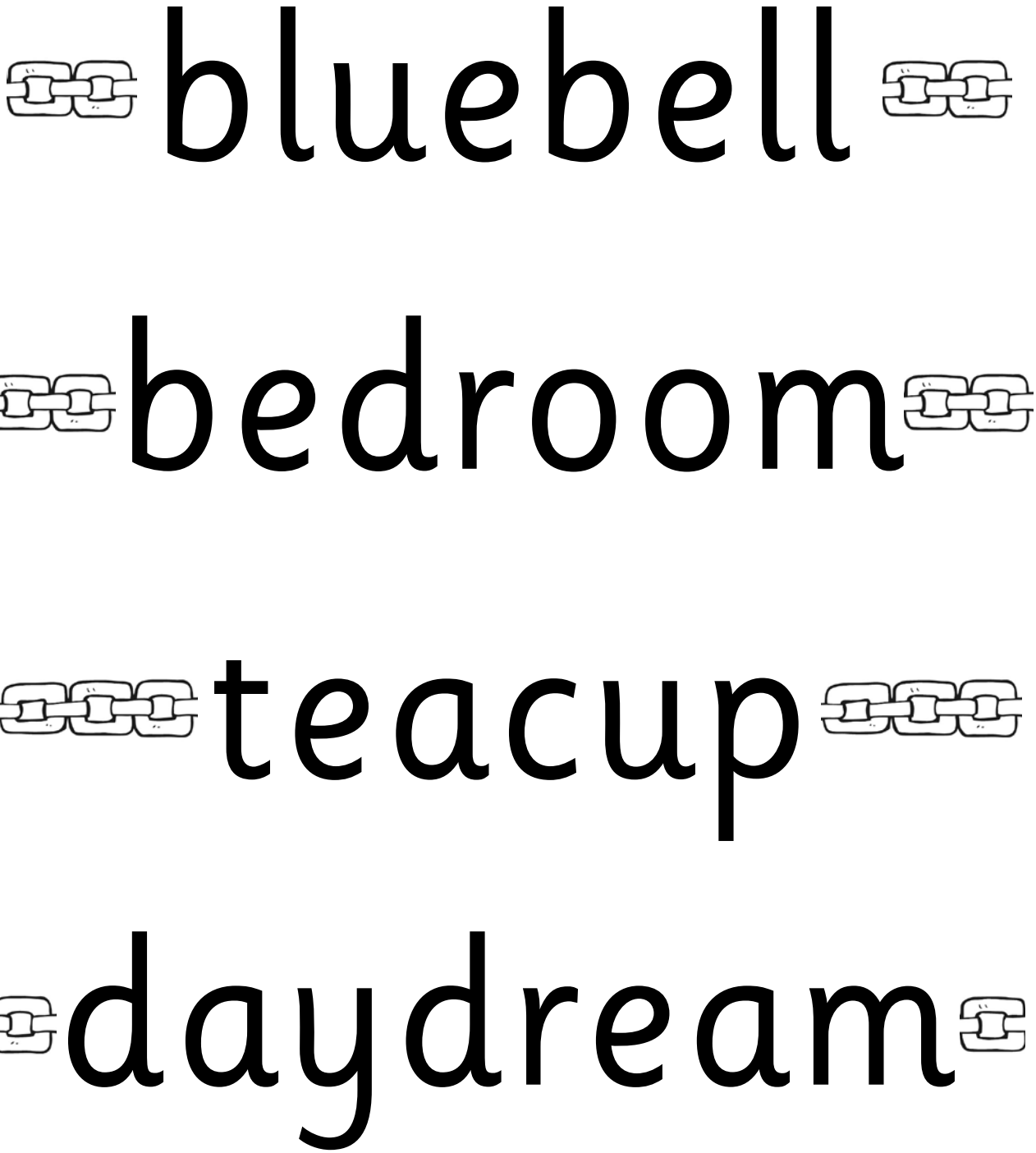
Save the Syllables

Oh no! These words have been captured by an enemy ship, help them escape by putting a slash in between the syllables and slashing their chains.



New Grapheme <ew>

Introduce

⚓ **Objective:** *"Today we will be learning a new grapheme, <ew>. Just like with the <ue> digraph last week, we have two friends to help us!"* Reveal the Unicorn and the Oon and stick them on the board.

Revisit

⚓ **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ Remind the class that some sounds have different spellings, and some spellings have different sounds. Explain that in some words the <ew> represents a /yoo/ sound and in others it represents the long /oo/ sound. Write "blew" and "dew" on the board and stick the Oon above "blew" and the Unicorn above "dew" as you decode and blend.

Practise

⚓ **Word Sort:** Form two columns, one with the Oon at the top and one with the Unicorn. Say a word and have the children help you sort it into either column based on the sound. (grew, dew, screw, chew, newt, crew, new)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "A hundred is a few." "Stew is hot." "The birds flew in the sea."

⚓ Children can also use the worksheet.

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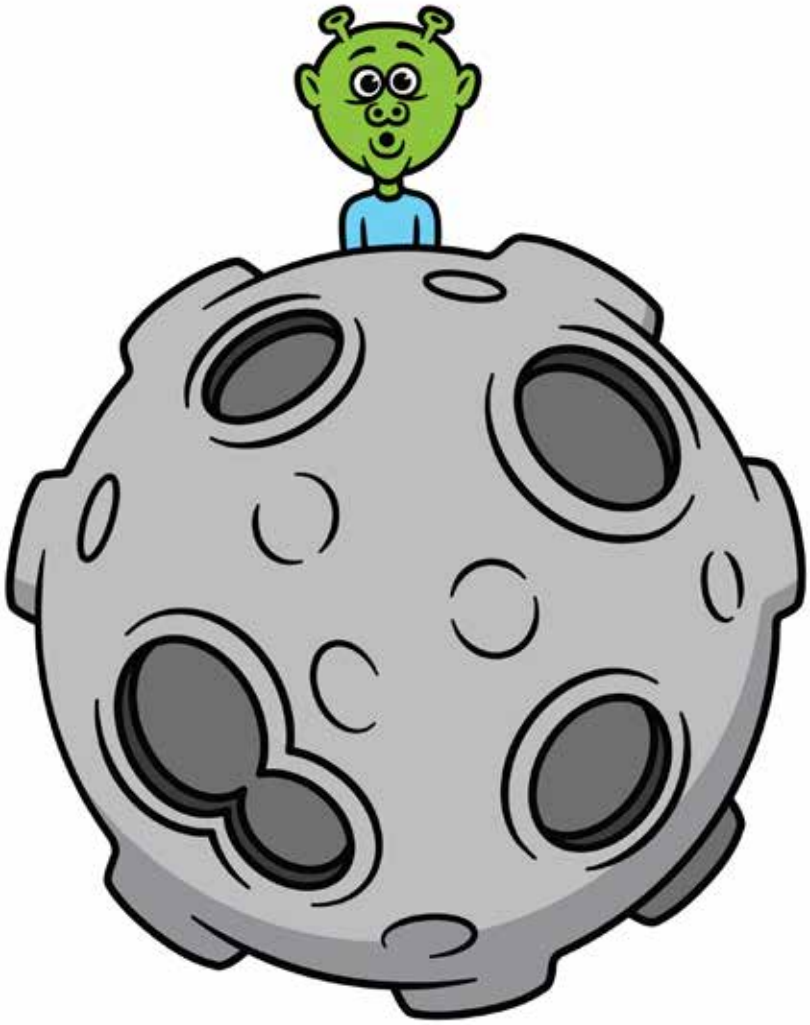

oon on the moon

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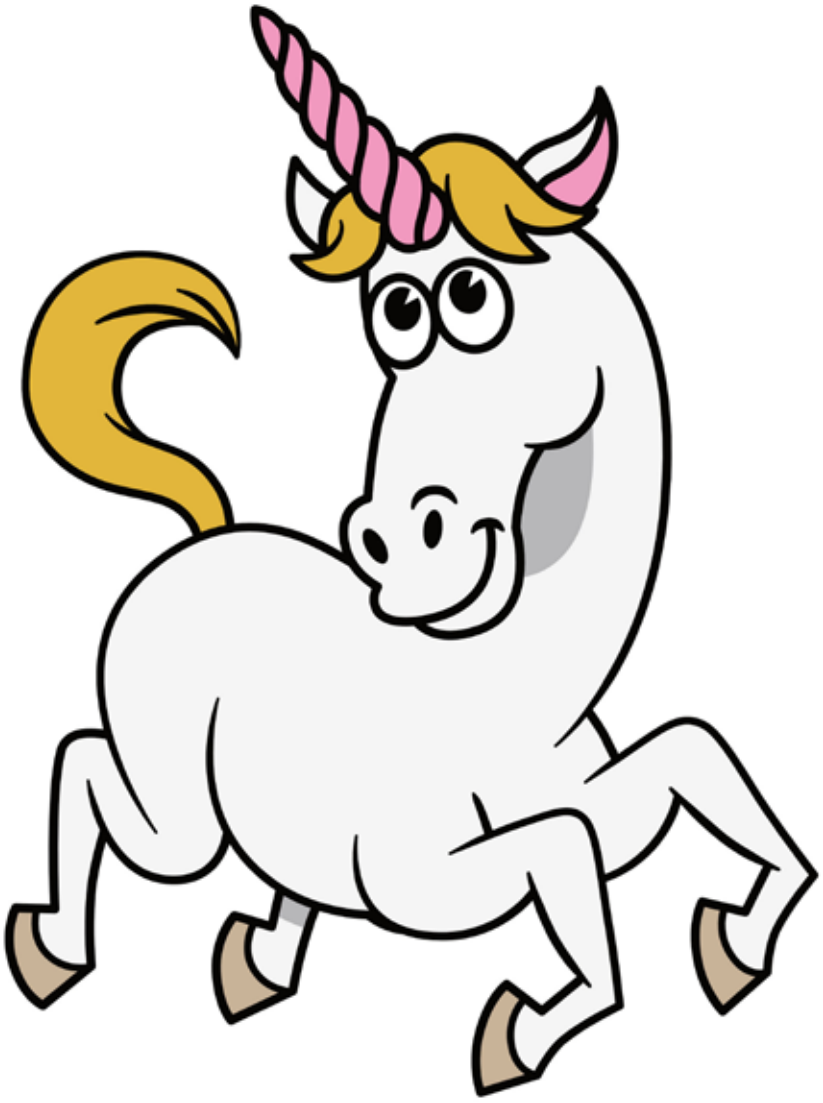

unicorn with
a pink horn

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ew

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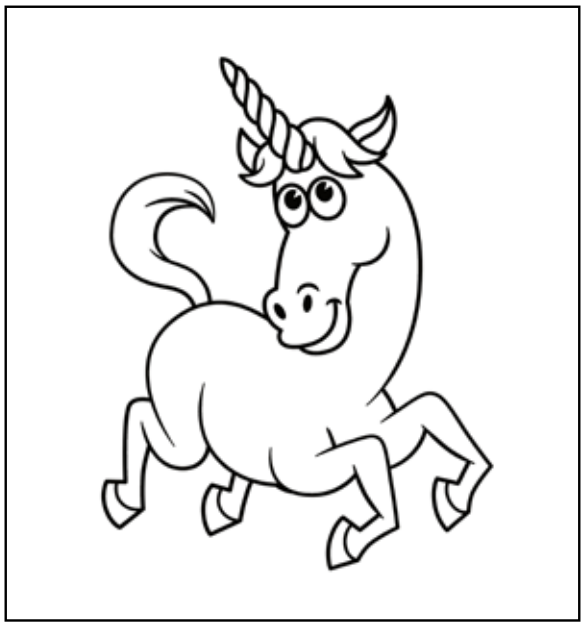

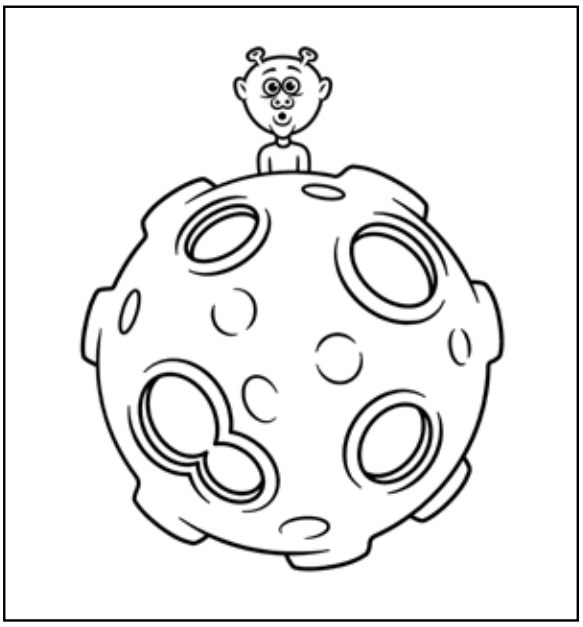

ew ew

Trace the following words.

newt

drew

dew

brew

stew

screw

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Diving for Digraphs

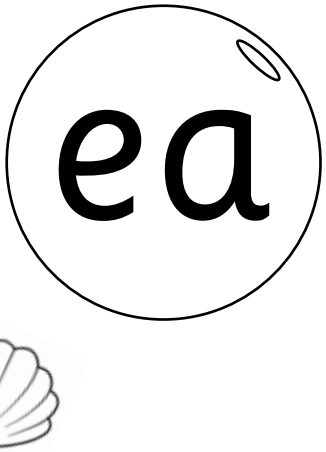
We need to collect the digraphs to complete these words, pick them from the selection under the sea!

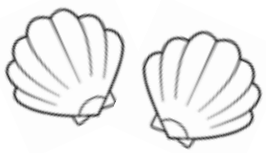
m___t

t____

l___f

cr___on





Tricky Words (looked, asked, called)

Introduce

- **Objective:** *"Today, we are learning to read the tricky words: looked, asked, called."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Introduce the new tricky words, give examples of how they are used in a sentence, then cycle through them with the children calling out each one.

Practise

- **Tricky Word Race:** Select 10-15 tricky word flashcards, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Mini Whiteboard Work:** Practise writing today's tricky words.
- Children can also use the worksheet.

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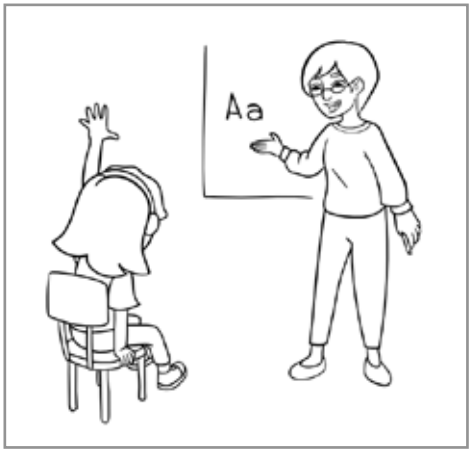
Aye-Aye Caption

We are diving into new tricky words today! Read the caption and match it to the right image by drawing a line. Make sure to trace the tricky words.

He looked at the toy.



She asked the teacher.

New Grapheme <oe>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <oe>. Which of our friends represents the /oa/ sound?"* Show a handful of pictophones, including the Ogre, for children to pick from. Stick the Ogre on the board.

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /oa/ previously?"* Write <oa> on the board under the Ogre, then add today's grapheme <oe> and practise saying the sound.

Practise

- **Real or Not Real:** Write a word on the board and ask the children to decode it. Then ask the children to shout out whether the word is real or not real. (toe, shmoe, goes, koe, boetee, Joe)

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "My big toe hurts." "A monster goes to bed."
- Children can also use the worksheet.

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ogre in a toga

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oe

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oe

oe oe

Fill in the missing <oe> in these words.

t__ g__s

d__ f__

New Grapheme <au>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <au>. Which of our friends represents the /or/ sound?"* Show a handful of pictophones, including the Organ, for children to pick from.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /or/ previously?"* Write the <or> and <aw> on the board under the Organ, then add today's grapheme <au> and practise saying the sound.

Practise

- **Missing Grapheme:** Write a word on the board, with a missing grapheme somewhere in the word (not always the middle). Draw a line with a pen to indicate where the grapheme is missing. Say the word. Can the children pick the right grapheme to complete the word? (haul, launch, August, taunt, haunt)

Apply

- **Phrase Draw:** Write a phrase for the children to decode and then draw on their whiteboards and hold up to share. "A big grinning dinosaur."
- Children can also use the worksheet.

Teacher Notes

Typically, in England and Wales, the <au> grapheme is pronounced with the Organ sound. In Scotland and Northern Ireland, you should teach this lesson with the Octopus sound.

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organ played by Captain Morgan

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au

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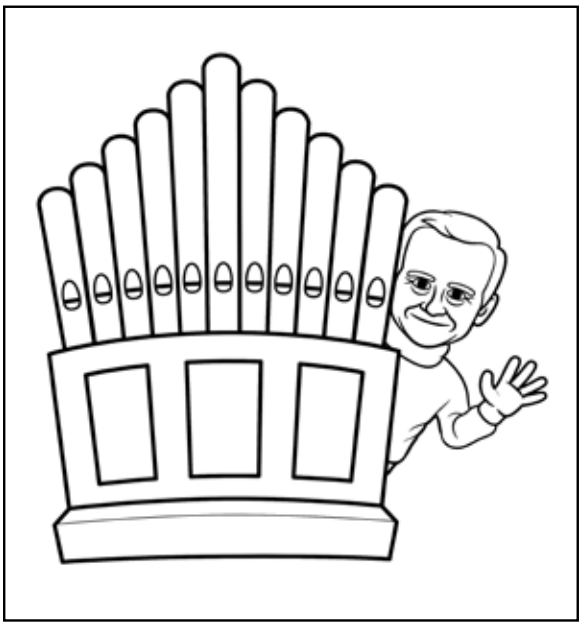
au



au au

Circle the words with an /au/ sound in them.

haul whip

launch toe

New Grapheme <ey>

Introduce

- **Objective:** *"Today we will be learning a new grapheme, <ey>. Which of our friends represents the /ee/ sound?"* Show a handful of pictophones, including the Eagle, for children to pick from.

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /ee/ previously?"* Write the <ee> and <ea> on the board under the Eagle, then add today's grapheme <ey> and practise saying the sound.

Practise

- **Word Mood:** Show a word/phrase for the children to read. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. (turkey, taunt, trolley, kidney, key, Joey)

Apply

- **Caption Match:** Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase. "The key fits in the lock." "The donkey is sick."
- Children can also use the worksheet.

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eagle feeling regal

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ey

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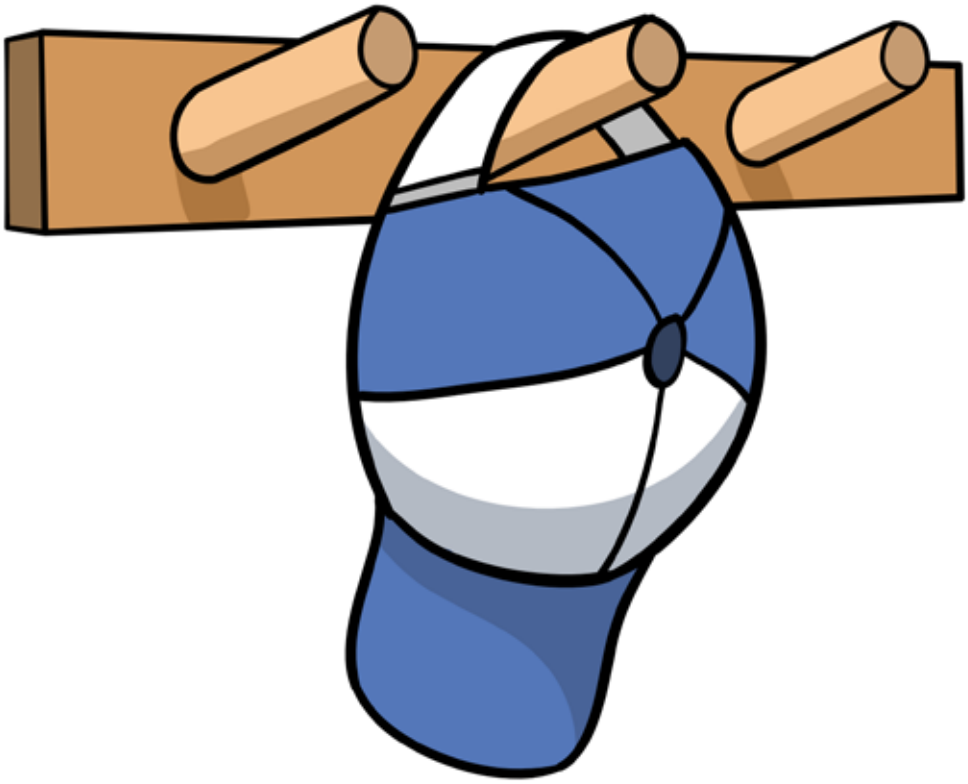

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ey

ey ey

Fill in the missing <ey> in these words. Then draw a line from the image to the matching word.

k_ _ troll_ _

New Grapheme <i_e>

Introduce

⚓ **Objective:** *"Today we will be learning a new kind of digraph, called a split digraph, <i_e>. Which of our friends represents the /igh/ sound?"* Show a handful of pictophones, including the Ice Cream, for children to pick from.

Revisit

⚓ **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **1.** Write the word "time" on the board.
2. Add sound buttons below <t> and <m> and a swooping line between <i> and <e> to indicate that is one grapheme. Explain to the class that when the <i> and the <e> are in the same word like this - the <e> makes the <i> say its letter name. This is called a split digraph.
3. Practise decoding and blending the word "time" and demonstrate again with the word "bite".
4. Write a few more words on the board and ask for volunteers to come and draw the swooping line.

Practise

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (shine, quile, smile, while, jite, gime, file, sike, tile, yife)

Apply

⚓ **Mini Whiteboard Work:** Dictate a few split digraph words for the children to write. (kite, ride, time, pipe)

⚓ Children can also use the worksheet.

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ice cream

feeling supreme

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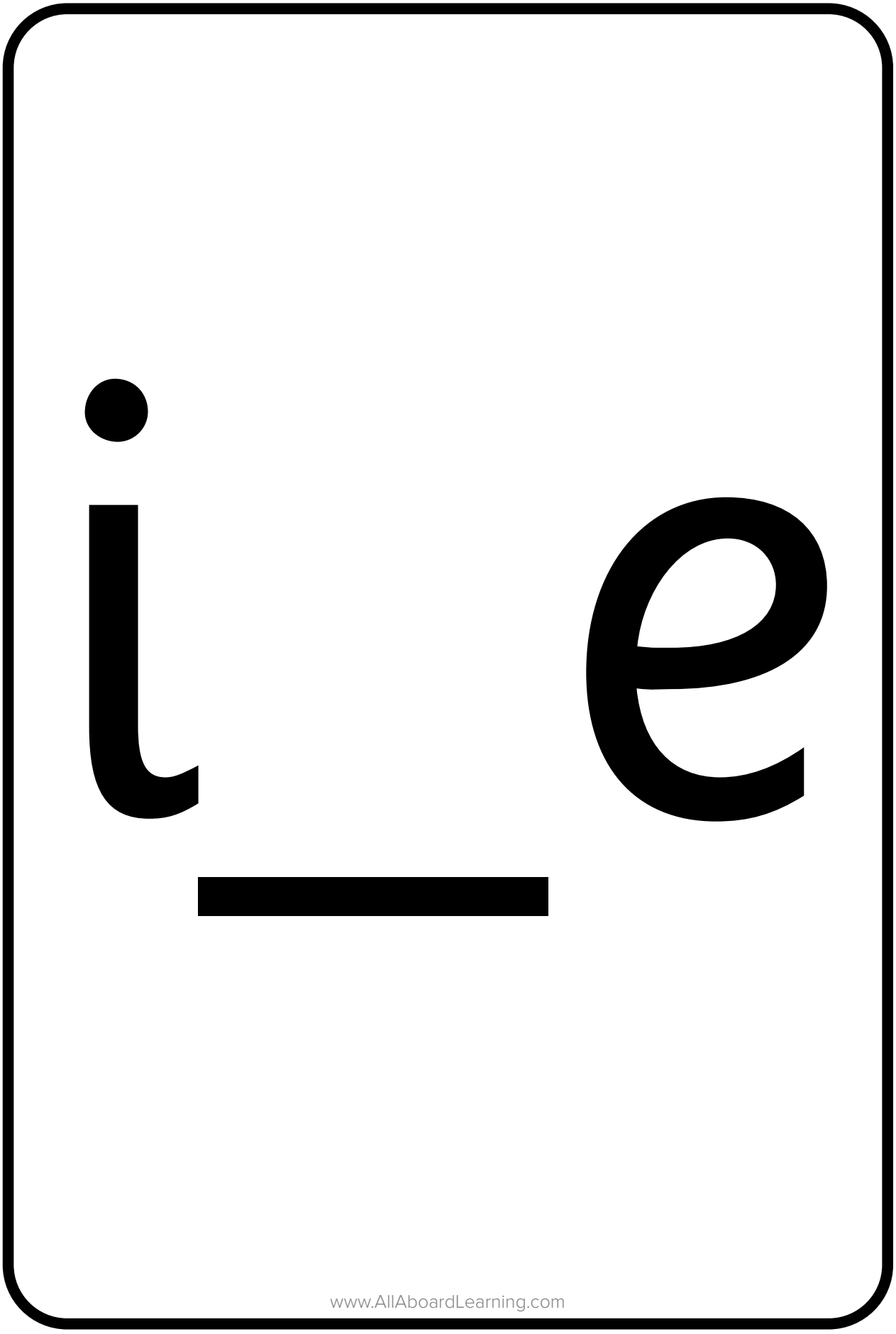

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i_e

Trace the following words.

tune

prize

slide

shine

price

bride

New Grapheme <o_e>

Introduce

⚓ **Objective:** *"Today we will be learning a new split digraph, <o_e>. Which of our friends represents the /oa/ sound?"* Show a handful of pictophones, including the Ogre, for children to pick from.

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ **1.** Write the word "bone" on the board.
2. Add sound buttons below <b> and <n> and a swooping line between <o> and <e> to indicate that is one grapheme. Remind the class that the <e> makes the <o> say its letter name.
3. Practise decoding and blending the word "bone".
4. Write a few more words on the board and ask for volunteers to come and draw the swooping line.

Practise

⚓ **Real or Not Real:** Write a word on the board and ask the children to decode it. Then ask the children to shout out whether the word is real or not real. (home, pone, zone, those, mole, jote, quote, doke)

Apply

⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases then hold up the flashcards with the right answer! Ask for volunteers to read each phrase afterwards. "Can a poke hurt?" "Can a donkey send a note?" "Is a hose a pipe?"

⚓ Children can also use the worksheet.

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ogre in a toga

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o_e

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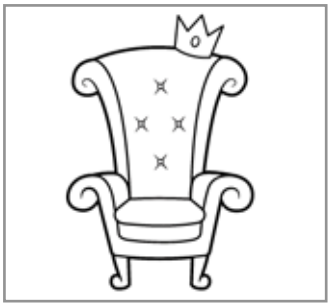
o_e

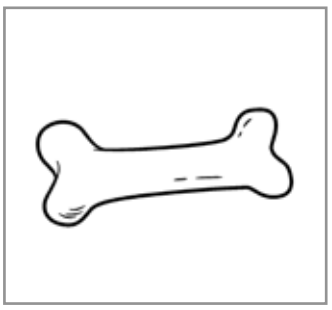
Draw a line from these words to their matching images.

home



bone

throne



Tricky Words (could, should, would)

Introduce

- **Objective:** *"Today, we are learning to read the tricky words: could, should, would."*

Revisit

- **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach

- Introduce the new tricky words, give examples of how they are used in a sentence, then cycle through them with the children calling out each one.

Practise

- **Tricky Word Race:** Select 10-15 tricky word flashcards, including today's words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Apply

- **Mini Whiteboard Work:** Practise writing today's tricky words.
- Children can also use the worksheet.

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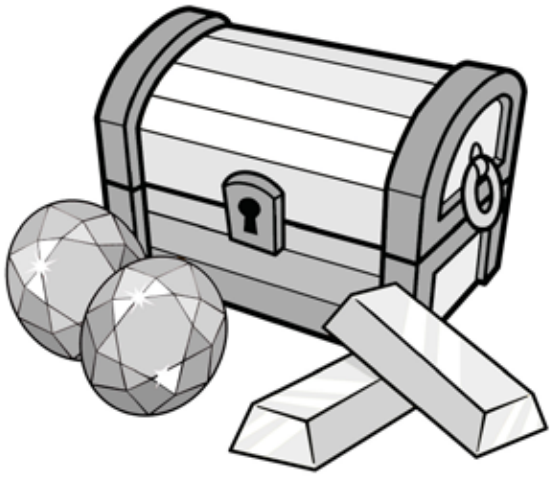
Tricky Word Treasures

We are so close to the treasure but these tricky words are blocking the way! Trace them, and follow the maze to get to the reward.

could

should

would



New Grapheme <a_e>

Introduce

- **Objective:** *"Today we will be learning a new split digraph, <a_e>. Which of our friends represents the /ai/ sound?"* Show a handful of pictophones, including the Ape, for children to pick from.

Revisit

- **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

- **1.** Write the word "take" on the board.
  2. Add sound buttons below <t> and <k> and a swooping line between <a> and <e> to indicate that is one grapheme. Remind the class that the <e> makes the <a> say its letter name.
  3. Practise decoding and blending the word "take".
  4. Write a few more words on the board and ask for volunteers to come and draw the swooping line.

Practise

- **Word Sort:** Form two columns, one with the Ape at the top and one with the Astronaut. Say a word and have the children help you sort it into either column based on the sound. (take, hat, game, plan, cannot, lake, cake, chat, make, batter, grape)

Apply

- **Mini Whiteboard Work:** Dictate a few split digraph words for the children to write. (same, name, late, flake)
- Children can also use the worksheet.

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ape in a cape

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a_e

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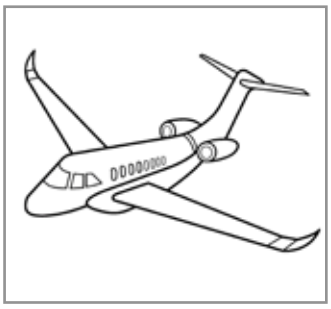
a_e

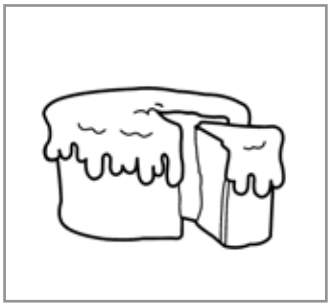
Draw a line from these words to their matching images.

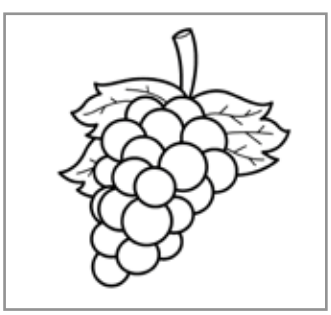
cake

grape

plane







New Grapheme <u_e>

Introduce

- **Objective:** *"Today we will be learning a new split digraph, <u_e>. Just like our other tricky <ue> and <ew> digraphs, the digraph today has both the Oon and Unicorn here to help!"*

Revisit

- **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

- **1.** Write the word "tune" on the board.
  2. Add sound buttons below <t> and <n> and a swooping line between <u> and <e> to indicate that is one grapheme. Remind the class that the <e> makes the <u> say its letter name.
  3. Practise decoding and blending the word "tune".
  4. Now write the word "rule" on the board. Try using the split digraph phonics rule - that the <e> makes the vowel say its letter name - and notice that would make "r-yule". Teach the children to try the split digraph rule first and if that doesn't make sense, to use the long /oo/ sound.
  5. Repeat with a few more examples, like prune and mule.

Practise

- **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"! (fuse, prune, use, tuse, wuse, duse, rude, cube, vuse)

Apply

- **Word Sort - Pairs:** Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the grapheme represents in each word. (tube, tune, mute, rule, June)
- Children can also use the worksheet.

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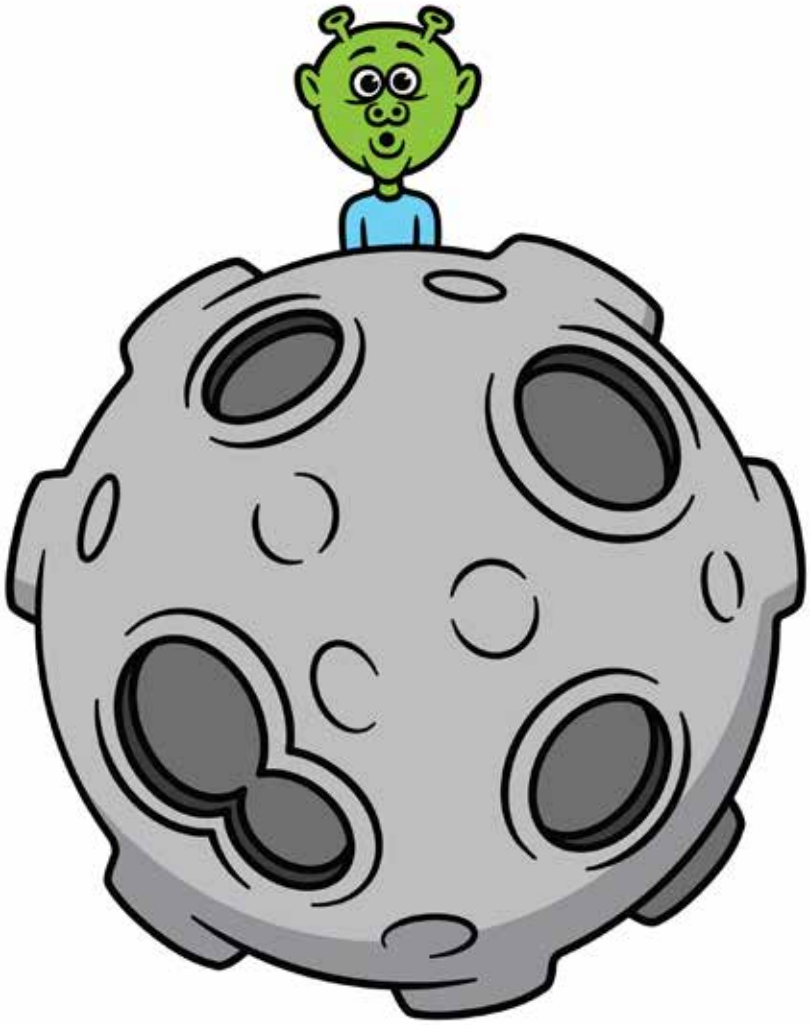

oon on the moon

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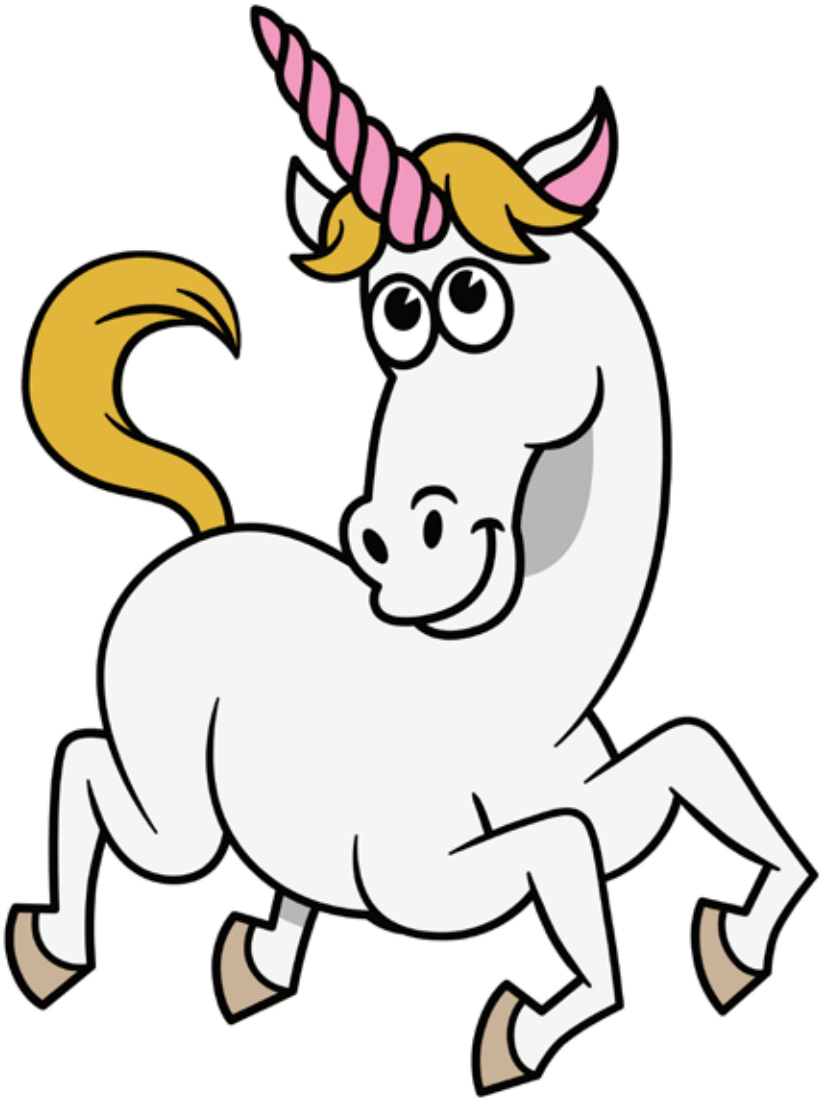

unicorn with
a pink horn

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u_e

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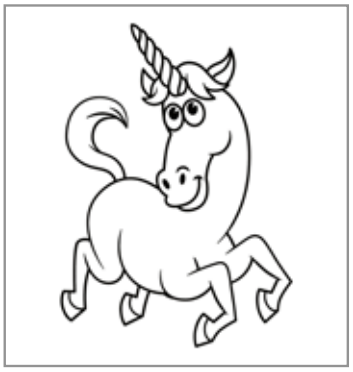
Word Sort - Pairs

Give the children this resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/pictophone that the <u_e> grapheme represents in each word.

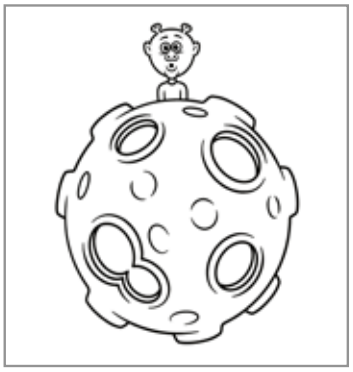
June

tube



tune

mute



rule

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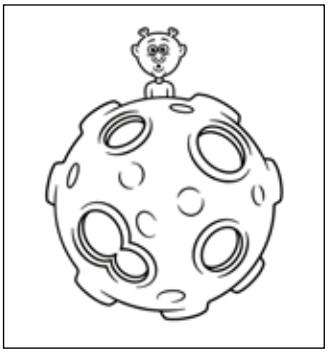
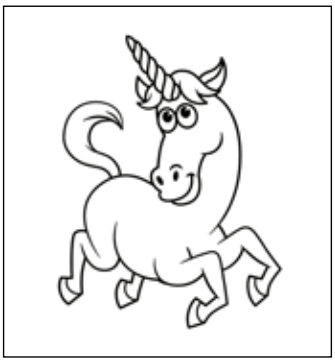
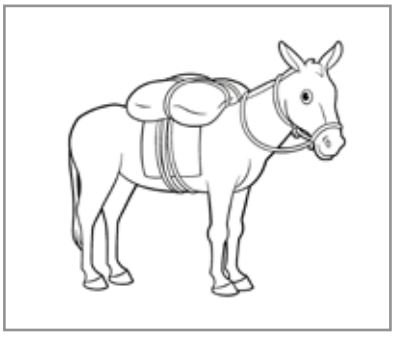
u_e





Fill in the missing <u_e> in these words. Then draw a line from the image to the matching word.

r_l_ f_s_



J_n_ m_l_

New Grapheme <e_e>

Introduce

⚓ **Objective:** *"Today we will be learning a new split digraph, <e_e>. Which of our friends represents the /ee/ sound?"* Show a handful of pictophones, including the Eagle, for children to pick from.

Revisit

⚓ **Quickdash:** Review a selection of the grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the sound for each grapheme and the name for each pictophone.

Teach

⚓ **1.** Write the word "these" on the board.
2. Add sound buttons below <th> and <s> and a swooping line between <e> and <e> to indicate that is one grapheme. Remind the class that the second <e> makes the first <e> say its letter name.
3. Practise decoding and blending the word "these".
4. Write a few more words on the board and ask for volunteers to come and draw the swooping line.

Practise

⚓ **True or False:** Children read phrases and shout out if it is true or false. "Concrete is soft." "Three is an even number." "Swede is good to eat."

Apply

⚓ **Mini Whiteboard Work:** Dictate a few split digraph words for the children to write. (theme, Steve, eve)

⚓ Children can also use the worksheet.

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eagle feeling regal

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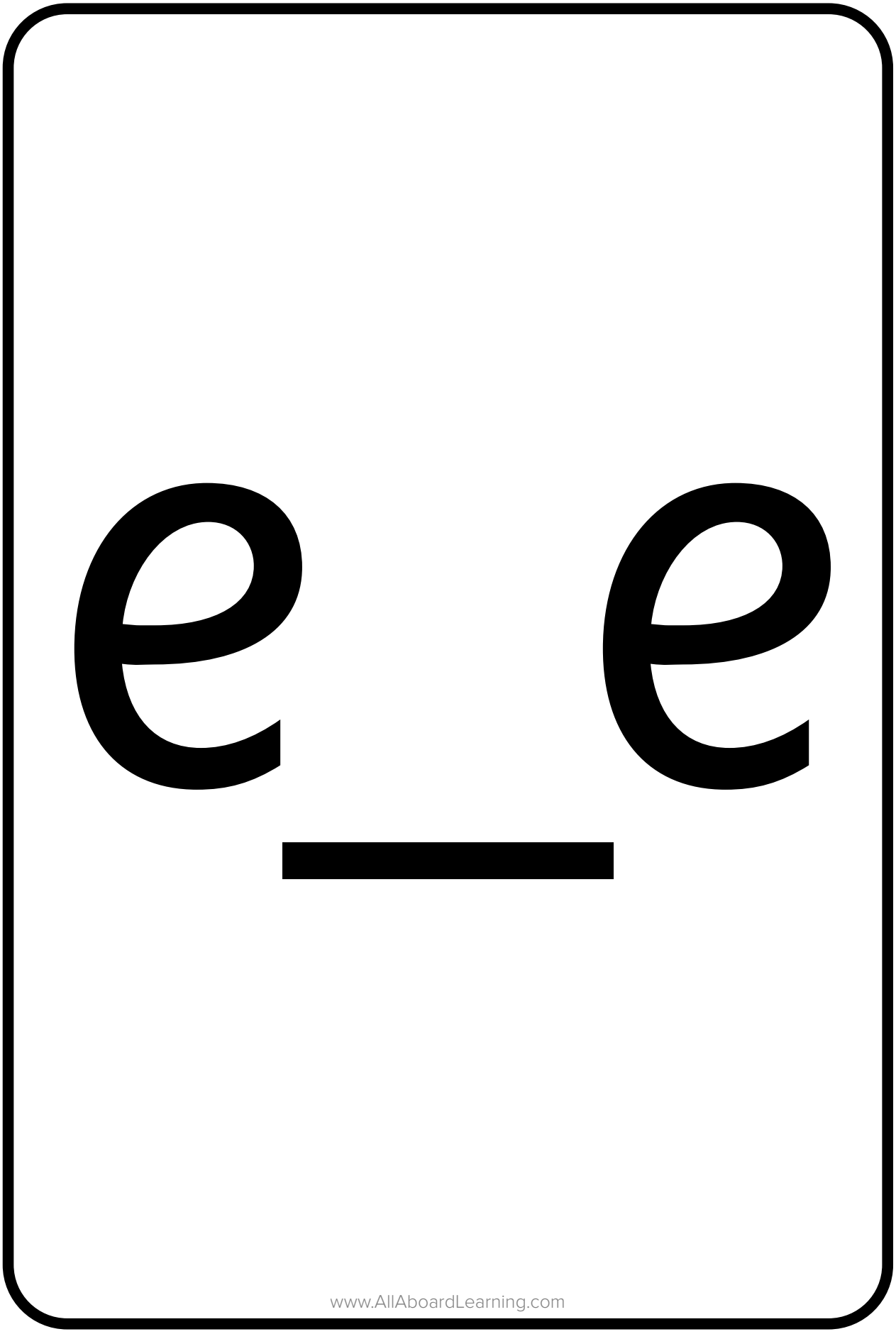

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e_ e

Trace the following words.

even these

here theme

concrete

New Grapheme <ph>

Introduce

⚓ **Objective:** *"Today we will be learning a new grapheme, <ph>. Which of our friends represents the /f/ sound?"* Show a handful of pictophones, including the Fish, for children to pick from. Stick the Fish on the board.

Revisit

⚓ **Quickwrite:** Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Teach

⚓ Remind the class that some sounds have different spellings. *"How have we learnt to write the phoneme /f/ previously?"* Write the <f> on the board under the Fish, then add today's grapheme <ph> and practise saying the sound.

Practise

⚓ **Word Mood:** Show a word/phrase for the children to read. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. (phonics, alphabet, fight, flay, phone, first, phase)

Apply

⚓ **Phrase Draw:** Write a phrase for the children to decode and then draw on their whiteboards and hold up to share. "A jumping dolphin."

⚓ Children can also use the worksheet.

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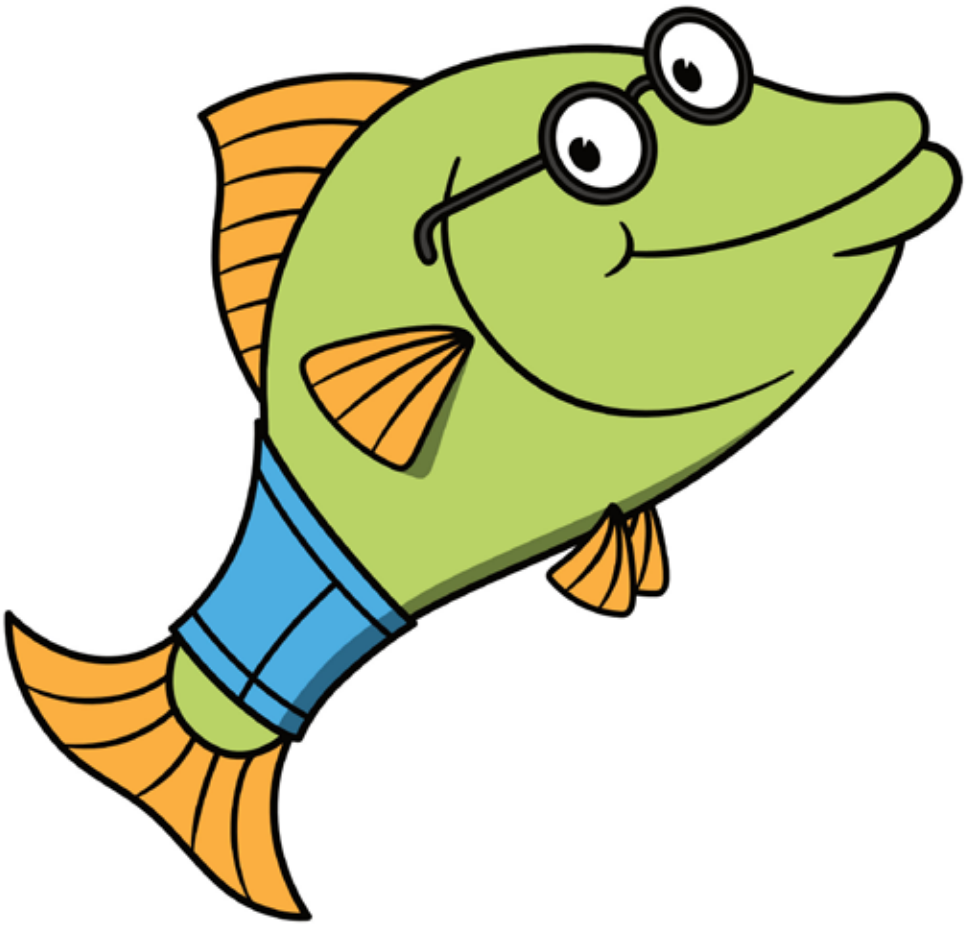

fish that
goes splish

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ph

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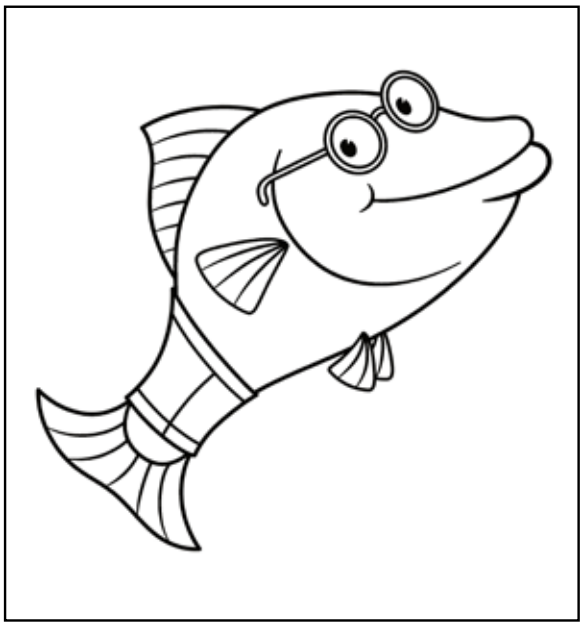
ph



ph ph

Circle the letters <ph> in these words.

phonics

phone dolphin

Review Unit 1 Tricky Words

Introduce

- ⚓ **Objective:** *"Today, we are reviewing all of the tricky words from this unit."*

Revisit

- ⚓ **Word Breaker:** Pick a word and say it out loud to the class. Ask the children to break it apart into its sounds, then everyone says the whole word again together. Repeat with a couple more words.

Teach/Practise

- ⚓ **Tricky Word Race:** Compile all the tricky words from this unit (they are in the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.
- ⚓ **Tricky Word Scavenger Hunt:** Cut out the attached word flashcards then hide around an area and provide each child with a scavenger hunt checklist. They should tick off each word as they find it.
- ⚓ **Tricky Word Bank (Unit 1):** Mr, Mrs, Ms, their, there, people, oh, looked, asked, called, could, should, would.

Apply

- ⚓ **Mini Whiteboard Work:** Practise a few of the tricky words to write.
- ⚓ Children can also use the worksheet.

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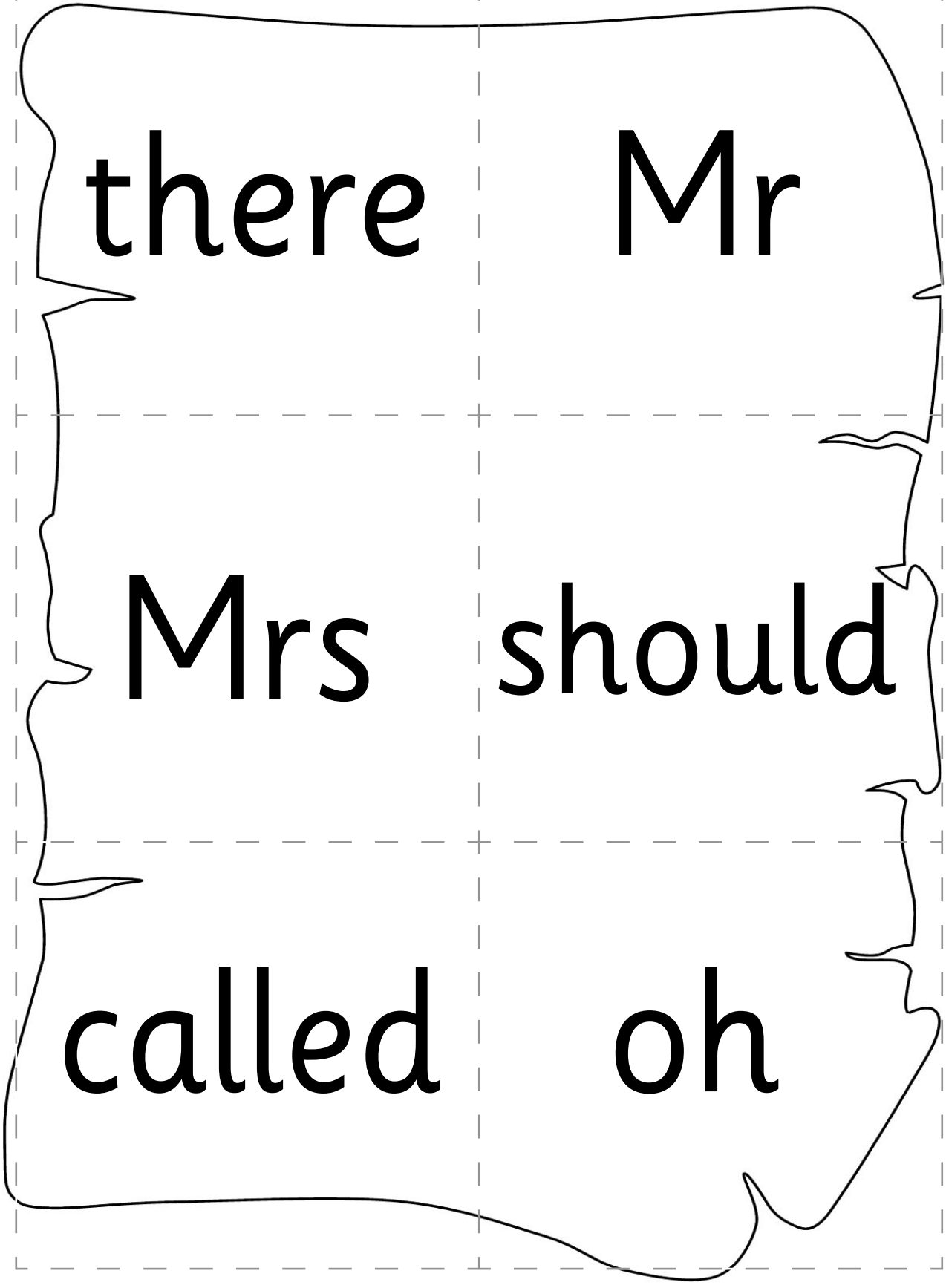
Tricky Word Hunt

We're trying to find some tricky words today! Cut out the tricky words and hide them around the class for the children to find. They can tick them off their sheet once they have found them. Can the children read the tricky words?



Tricky Word List

Mr	☐	there	☐
Mrs	☐	called	☐
oh	☐	should	☐

Tricky Word List

Mr	☐	there	☐
Mrs	☐	called	☐
oh	☐	should	☐

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Trawling for Tricky Words

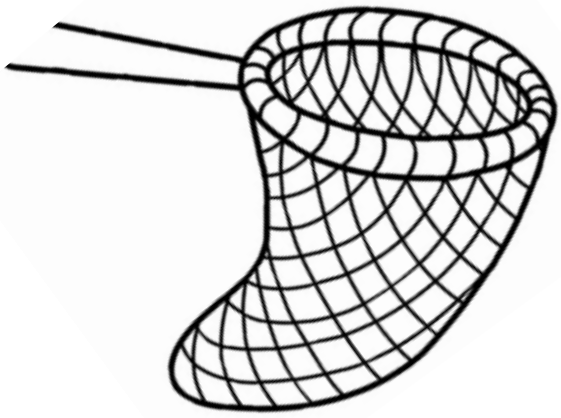
We are going to be catching some tricky words today! Complete these phrases using the tricky word choices in the nets. Trace the tricky words in the sentences too.

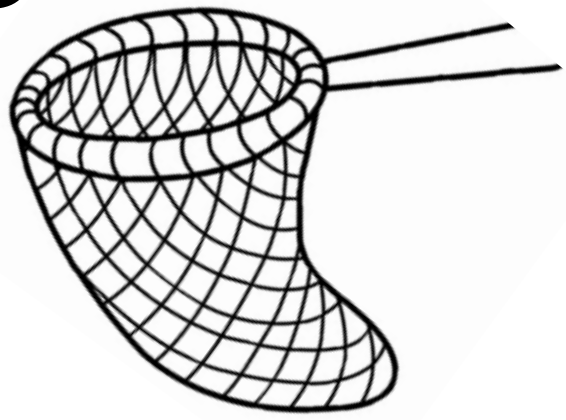
Mr. and Mrs. Rabbit _____ for their kids.

Oh! _____ they go.

looked

There





Assessment Week

Introduce

⚓ Objective: *"Today we will be reviewing all we have learned together!"*

Revisit

⚓ Play one of the following review games each day: Quickdash, Quickwrite, Word Breaker, Tricky Word Race.

Apply

Divide children into groups and have them play these activities on different tables while you pull individual children to assess:

⚓ **Table 1: Build a Word** - Use mini grapheme/pictophone flashcards to practise building words in small groups.

⚓ **Table 2: Phrase Draw** - Write some brief phrases on flashcards and set out blank paper for the children to illustrate an image for each caption.

⚓ **Table 3: Word Match** - Lay a bunch of object flashcards and word flashcards on the table for the children to match up.

⚓ **Table 4: Worksheets** - Children work to complete the worksheets for this week.

⚓ **Table 5: Caption Match/Write** - Re-use any previous caption images for children to match to phrases you write on flashcards, or with blank paper for children to write their own stories that match the illustrations

Assess

⚓ Select individual children to complete the assessment sheets for Phase 5 Unit 1.

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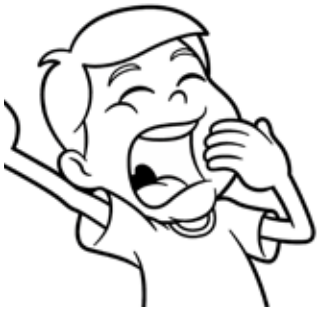
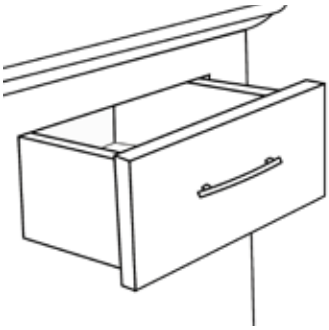
Diving for Digraphs

We need to collect the digraphs to complete these words, pick them from the selection under the sea!

n___t

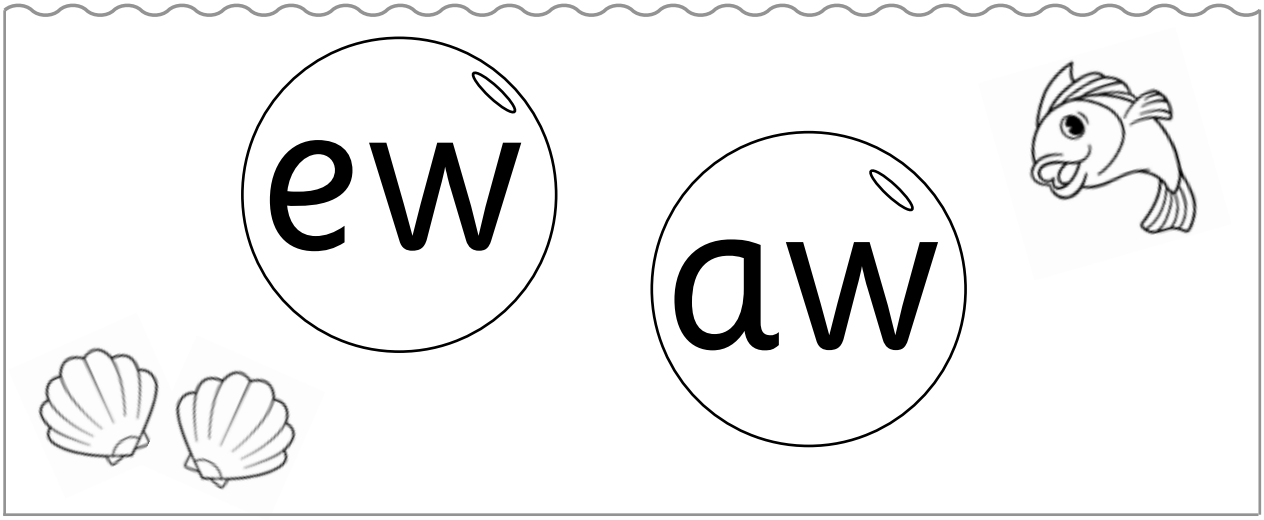


y___n



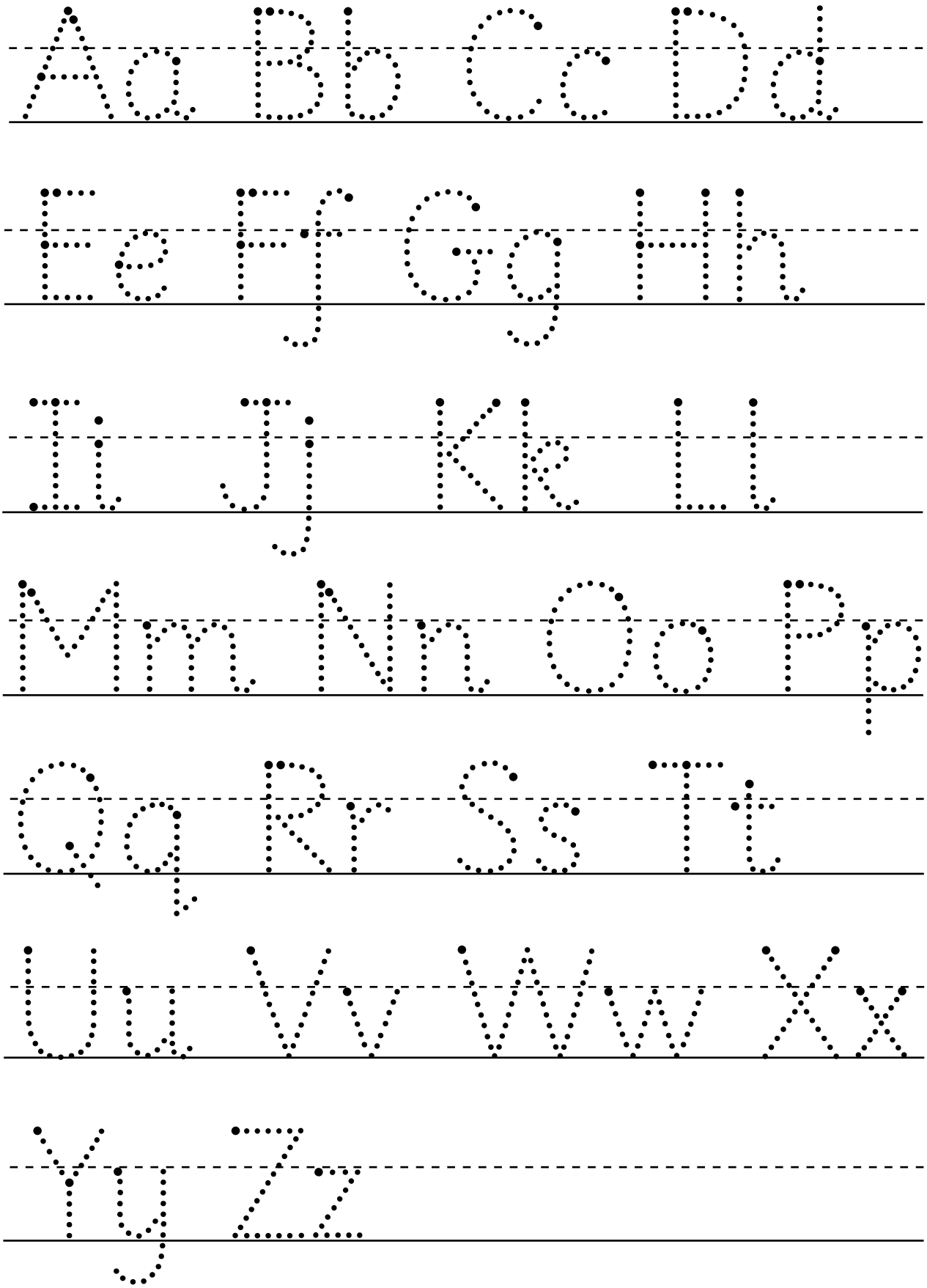
dr___er

scr___



Ship-Shape Letters

Let's practise tracing our letters! The capital letters have now landed ashore too so trace let's them along with their lowercase mates.



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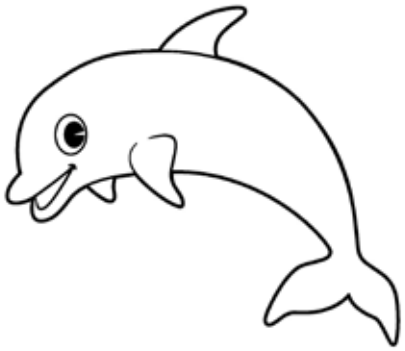
Anagrams Washed Ashore

These words have washed up on the shore, but the letters are all jumbled! Can you write out the word based on the image? Make sure to sound it out while spelling.



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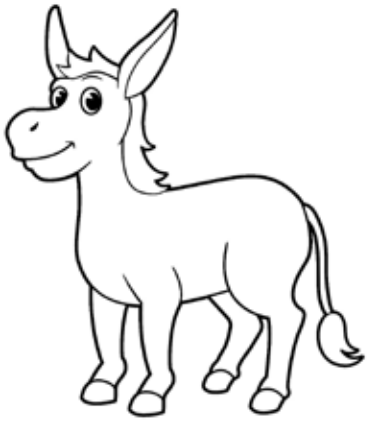

ey
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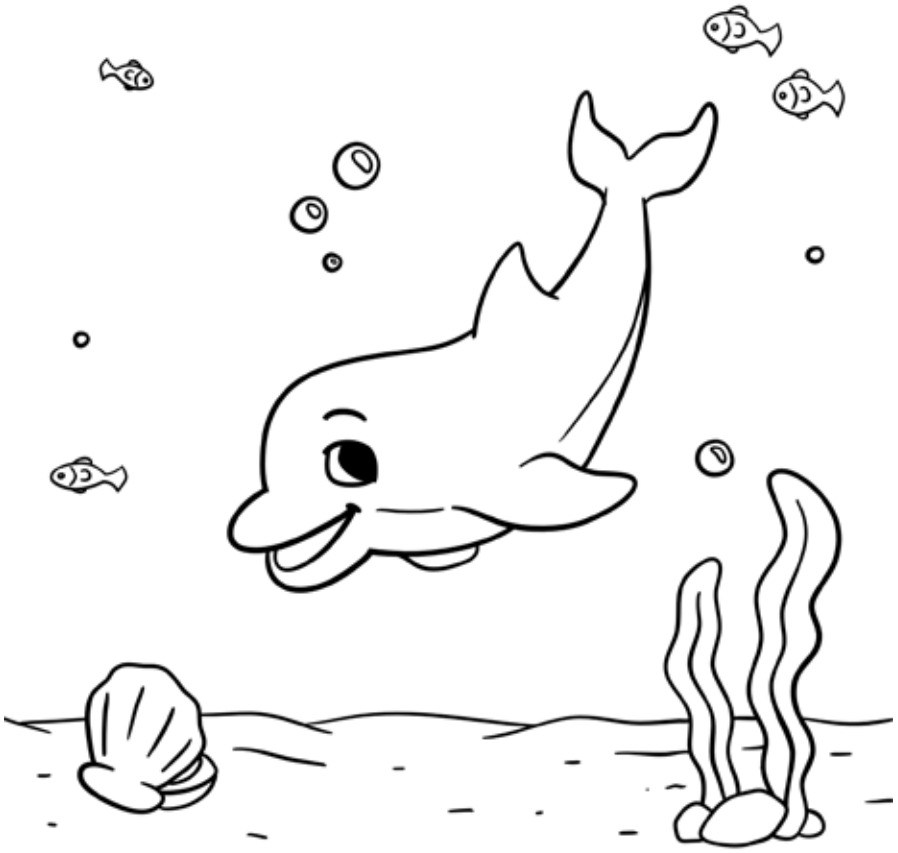
o
d
k

Verbal Voyaging

Get ready for today's adventure under the sea! Can you trace out this sentence describing the scene? Then write it out again below to send to the captain.

The dolphin likes to swim.



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Sound Stepping Stones

To get to the new island we'll need to take the stepping stone path, but we can only step on stones with real words! Colour in the stones with real words.

lie koe

rey time

bone these

irm paw

grew true

taw fried

whip

Phase 5 Unit 1 Assessment

Introduction

At the end of each unit in Phase 5, you will find an assessment activity which contains everything you need in order to assess a child's phonological awareness upon completion of the unit.

These assessments do not have a standardised pass rate but are designed to be used as part of your day to day formative assessment to inform your next steps for every child. As a general indicator, a child should be able to recognise and pronounce the majority of graphemes and phonemes in the phases they have completed.

If a child has found this assessment challenging and there are gaps in their knowledge, please reassess using our All Aboard Phonics Plus assessment to identify the cause of difficulty and the intervention required.

These assessments are also useful as a baseline assessment, to assess new children to your school or children that you may have concerns about.

General Instructions

You will find two types of sheet for each part of the assessment:

- A sheet for you to record the performance of each child
- A sheet for the child

Stop the assessment if the child seems to find it too difficult at any point.

All these assessments are designed to be completed on a 1:1 basis in order to help you assess, record and identify areas for development for each child.

It can also be very helpful in all lessons to jot down quick notes about any problems that particular children are having or any GPCs that lots of children are struggling with. By doing this you can make sure that you can build extra support into future planning. Encourage any adults working in class to do this too.

Analysis Sheets

Write down the names of your students on the analysis sheets and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities.

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Pupil Name: _____

Teacher Assessment Sheet

Grapheme Recognition

Ask the child to tell you the sound for each grapheme on their sheet. Mark your sheet with a tick against each correctly identified grapheme.

Phase 5 Unit 1			
Grapheme	Tick if correct	Grapheme	Tick if correct
ay		ew*	
ou		oe	
ie		au	
ea		ey	
oy		i_e	
ir		o_e	
ue*		a_e	
aw		u_e*	
wh		e_e	
ph			

*You can accept long /oo/ or /yoo/.

Student Worksheet

Give this sheet to the student and ask them to go through saying the sound each grapheme represents. Mark on the teacher assessment sheet which letters are read out correctly.

ay	ou	ie
ea	oy	ir
ue	aw	wh
ph	ew	oe

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Student Worksheet

Give this sheet to the student and ask them to go through saying the sound each grapheme represents. Mark on the teacher assessment sheet which letters are read out correctly.

au	ey	i_e
o_e	a_e	u_e
e_e		

Pupil Name: _____

Teacher Assessment Sheet

Blending Assessment

Ask the child to go through the student worksheet and sound out and blend the words. Mark the words on your sheet with a tick if the child can decode and blend correctly.

Words	Tick if correct	Record exactly what was said if incorrect
day		
fried		
stir		
draw		
when		
crew		
ride		
phone		
cake		
same		

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Student Worksheet

Blending

Give this sheet to the student and ask them to say the sounds then blend the sounds together to say the whole word e.g. t-a-p tap.

day	fried
stir	draw
when	crew
ride	phone
cake	same

Pupil Name: _____

Teacher Assessment Sheet

Segmenting Assessment

Read the word out loud from this sheet and ask the child to break it down into the sounds. Mark the words with a tick if they are able to say the sounds correctly.

Words	Tick if correct	Record exactly what was said if incorrect
say		
pie		
yawn		
new		
key		
smile		
note		
maze		
rude		
even		

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Pupil Name: _____

Teacher Assessment Sheet

Tricky Words

Ask the child to go through the student worksheet and read out the tricky words. Mark the words on your sheet with a tick if the child can read them correctly.

Tricky words	Tick if correct	Record exactly what was said if incorrect
oh		
Mr		
Mrs		
there		
people		
their		
looked		
asked		
called		
could		
should		
would		

Student Worksheet

Tricky Words - 1

Give this sheet to the student and ask them to read out the words.

oh
Mr
Mrs
there
people
their

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Student Worksheet

Tricky Words - 2

Give this sheet to the student and ask them to read out the words.

looked
asked
called
could
should
would

Pupil Name: _____

Teacher Assessment Sheet

Nonsense Words

Ask the child to go through the student worksheet and read out the nonsense words. Mark the words on your sheet with a tick if the child can read them correctly.

Nonsense words	Tick if correct	Record exactly what was said if incorrect
vay		
feam		
whem		
mew*		
lib		
koe		
daul		
dipe		
hame		
beve		

*You can accept “moo” or “myoo”.

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Student Worksheet

Nonsense Words

Give this sheet to the student and ask them to read out the words.

vay	feam
whem	mew
lib	koe
daul	dipe
hame	beve

Analysis Sheet

Write down the names of your students and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities.

Student Name															
ay															
ou															
ie															
ea															
oy															
ir															
ue															
aw															
wh															
ph															
ew															
oe															
au															
ey															
i_e															
o_e															
a_e															
u_e															
e_e															
Blending															
Segmenting															
Tricky															
Nonsense															

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Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 5 Unit 1 lesson plans. Remember to visit our website for all our printable resources.

Caption Match	
Objective	To be able to decode and blend captions
Procedure	Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in the lesson plan resources and ask the children if it is a match to the phrase.

Missing Grapheme	
Objective	To practise picking the right grapheme for a certain phoneme
Procedure	Write a word on the board, with a missing grapheme somewhere in the word (not always the middle). Draw a line with a pen to indicate where the grapheme is missing. Say the word. Can the children pick the right grapheme to complete the word?

Pass the Treasure (bonus activity)	
Objective	To develop decoding skills
Resources	Box Words or phrases written on pieces of paper
Procedure	Put words or phrases in a box. Children sit in a circle and pass it around until the music stops. The child holding the box picks out a word/phrase card and decodes it.

Phrase/Word Draw	
Objective	To practise decoding and writing phrases or words
Procedure	Write a phrase or word for the children to decode and then draw on their whiteboards and hold up to share.

Quickdash	
Objective	To practise recognising phonemes and writing down corresponding graphemes
Procedure	Say a sound and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more sounds.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a sound and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 to 1 and the children hold their boards up to show their grapheme.

Real or Not Real	
Objective	To practise decoding words, including nonsense words, which builds phonemic awareness
Procedure	1. Write a word on the board and ask the children to decode it, either outloud as a class, with a partner, or asking a volunteer. 2. Then ask the children to shout out whether the word is real or not real.

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Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)!

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Select 10-15 tricky word flashcards, including today’s words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

True or False	
Objective	To practise reading phrases
Procedure	Children read phrases and shout out if it is true or false.

Word Breaker	
Objective	To practise segmenting and blending
Procedure	1. Pick a word and say it out loud to the class (“milk”) 2. Ask the children to break it apart into its sounds (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again (“milk!”)

Word Mood	
Objective	To practise decoding and blending words
Procedure	Show a word/phrase for the children to read all together. Ask them to read it in a particular voice: sad, happy, angry, scared, excited.

Word Sort - Pairs	
Objective	To practise sound onset or identify sounds within words
Procedure	Give the children word flashcards to sort by phoneme in pairs. Use attached pictophone sheet as the sorting area.

Word Sort - Unit 1	
Objective	To practise sound onset or identify sounds within words
Resources	A4 pictophone card set
Procedure	Attach two pictophones to the board and revise their sounds, pointing at one and then the other with the class calling out the correct sound. Say a word and ask the children, which sound the word has in it. Write the words under the correct pictophone, asking the children to help you spell the word.

Yes/No	
Objective	To practise reading phrases
Procedure	1. Give children flashcards which say YES or NO (with tick mark or cross also shown). 2. Have them decode the phrases you write on the board, then hold up the flashcards with the right answer!

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Word Bank

The Phase 5 Unit 1 Word Bank is for using in the lessons and activities. The words can be used for practising blending for reading and segmenting for spelling.

Week 1				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
day lay spray stray crayon play way stay hay say may	out shout about loud found flour mouth south cloud sound pound	Mr Mrs Ms	pie lie tie fried lied spied	steam dream cream tea east peach jeans leaf speak meat

Week 2				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
boy enjoy joy toy soy	first bird shirt stir third girl birthday	their people oh there	true clue value blue venue argue statue	claw paw draw jaw raw hawk yawn law lawn straw crawl prawn

Week 3				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
which wheel when whisper whirl wheat	backlash airlift bedbug bluebird bluebell blackout bedroom daydream toothbrush	grew screw chew crew brew grew flew newt new dew drew stew	looked asked called	toe doe goes foe

Week 4				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
haul launch haunt dinosaur astronaut August taunt automatic	donkey turkey trolley kidney valley key	time ride kite pipe shine smile bride side prize hide pine ripe	home bone zone those tone stone alone note poke broke globe throne hose	could should would

Week 5				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
take game lake cake	tube cute fuse mute	even theme these swede		dolphin phonics alphabet phone

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Week 5 continued				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
make same name late flake maze plane grape	rule June prune flute rude cube	concrete eve delete		phase graphic

Grapheme Bank

Here is an overview for which graphemes have been introduced by each week of Phase 5 Unit 1. This will help with activities like Quickdash and Quickwrite.

Phase 5 Unit 1

Week	Graphemes	Pictophones
1	ay ou ie ea	
2	oy ir ue aw	
3	wh ph ew oe	
4	au ey i_e o_e	
5	a_e u_e e_e	

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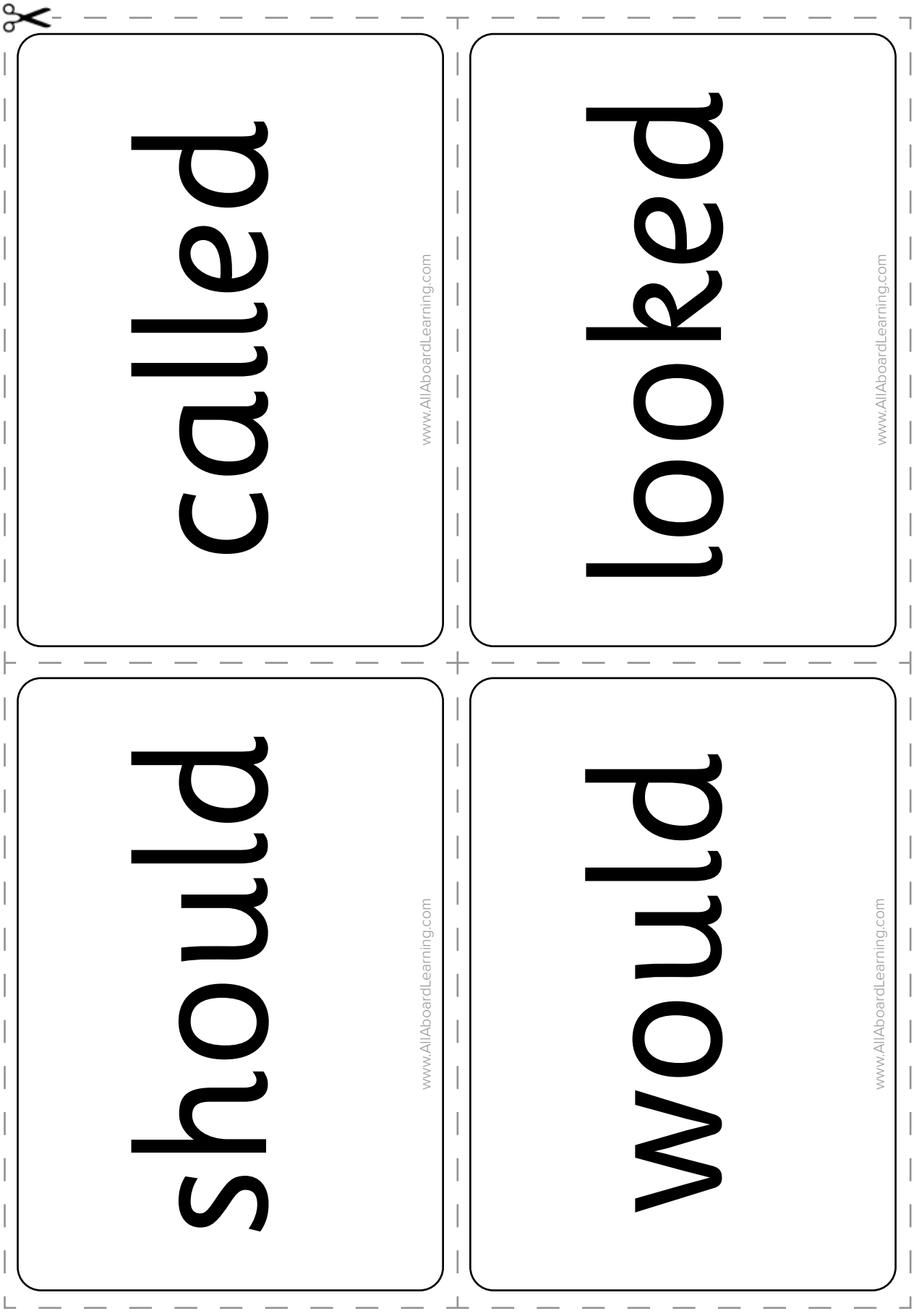
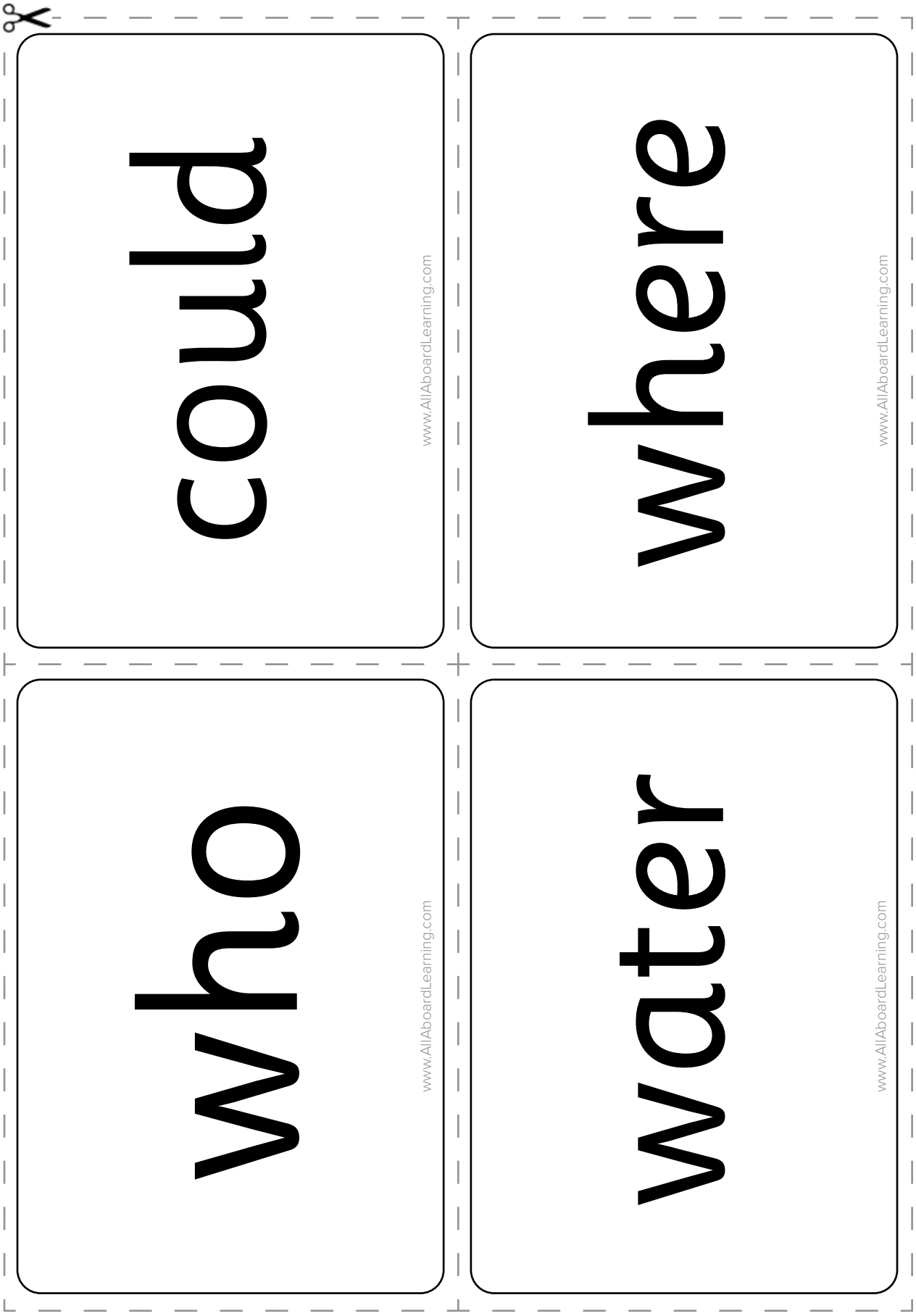
Tricky Words Flashcards



Tricky Words Flashcards



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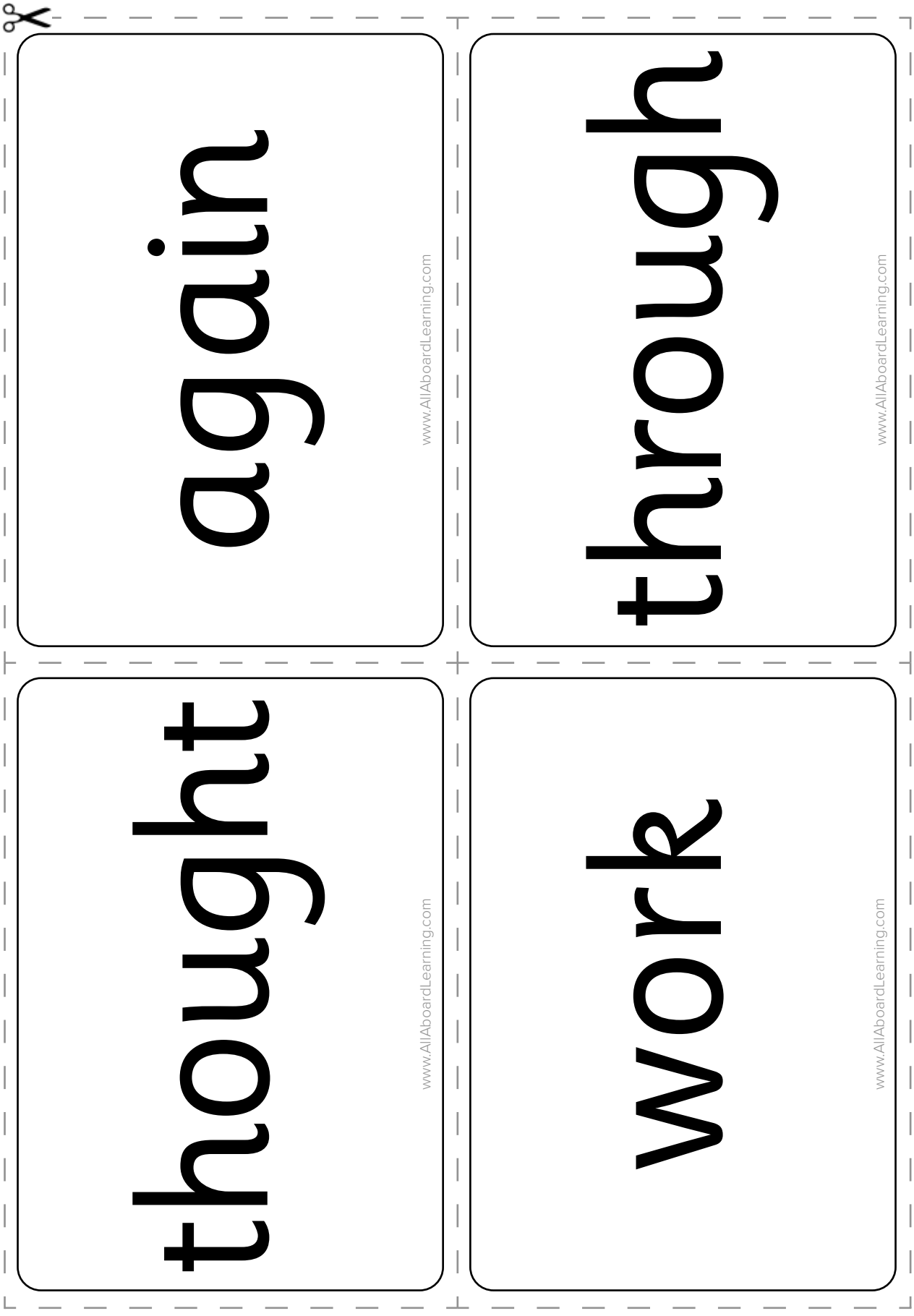
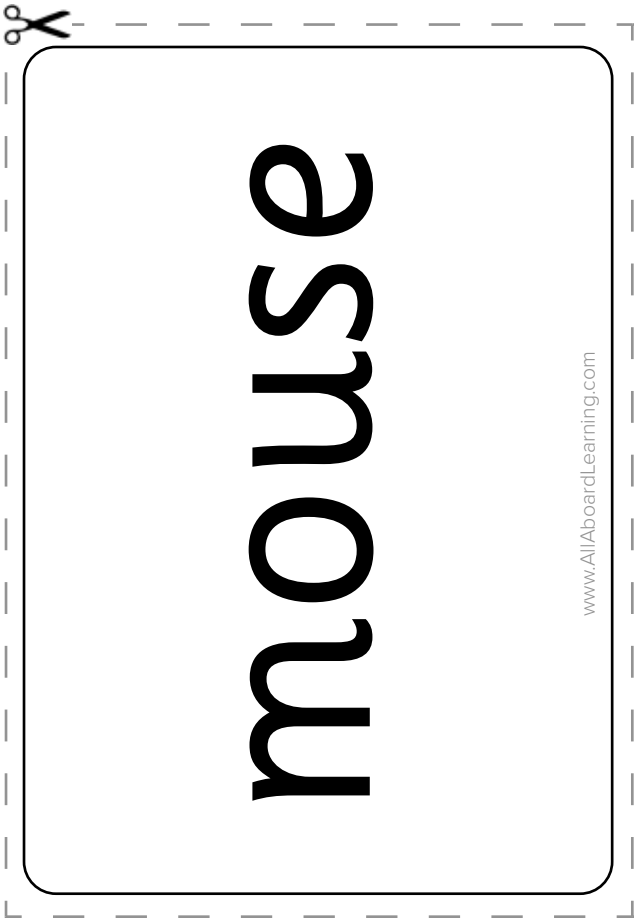
Tricky Words Flashcards



Tricky Words Flashcards



Tricky Word Flashcards Phases 2-4

You can find tricky word flashcards from previous phases to download and print from our website www.AllAboardLearning.com.

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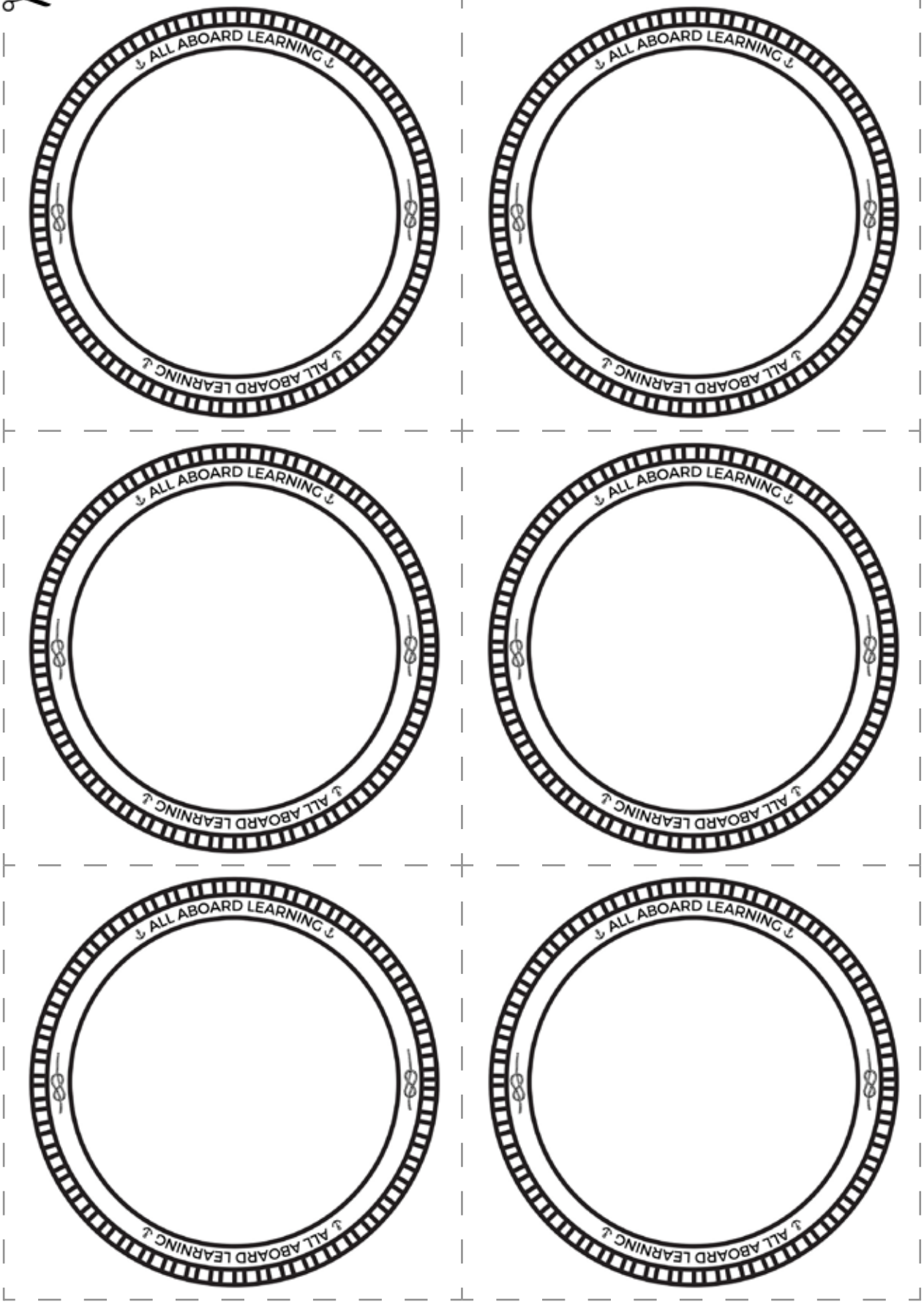
Spot the Fake Game Coins



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A Guide for Parents on Daily Reading Practice

Dear Parent/Guardian,

Supporting your child with their reading development can be challenging, especially when you lead a busy life, have other children to look after and work to complete!

These tips will help you to see the best possible reading progress for your child.

For many children who struggle, the act of reading becomes such a cycle of failure and stress that they can't even try at all. It's easy to become frustrated, as a parent, too. You must lower the stress level before any reading practice can become effective.

Tips for Reading Success

1. Short, Regular Lessons

- Keep reading practice sessions to no more than 10-15 minutes for better focus.
- Do reading practice every day as this makes it easier to build momentum and confidence.
- Always stop if frustration starts to rise. It is vital to reduce stress.
- Try a morning reading routine if your child finds it hard later in the day.

2. Affirm Frequently

- Give an affirmation ("yep", "good", "well done") every time your child gets something right or at least every 5 seconds.
- Avoid saying "no", and instead say something gentler like "Almost... let's have another look."
- Follow the Rule of 5: For every correction or criticism, you have to say 5 positive things. This avoids the association between the helper's voice and, "Oh no, I got it wrong!"

3. Help With Any Difficulties

- When your child has trouble with a word, avoid leaving them to struggle through it alone, as this can lead to stress and affect their confidence.
- Walk through the difficult words as a team and then move on, so that more time is spent on reading easier words successfully.

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Glossary

Alliteration When a phrase contains words beginning with the same onset sound e.g. “Betty bought a bit of butter”, “Sally Smith”.

Allophone Phonemes get pronounced in subtly different ways, depending on factors like the position in the word and surrounding phonemes. These different versions are called the allophones of a single phoneme. For example, in most British dialects, the phoneme /l/ is pronounced in different ways depending on the phoneme’s position in the word. When at the beginning of the word, it’s pronounced with the tongue just behind the front teeth (think “love”). On the other hand, when the /l/ is not an onset sound, as in “bottle”, it’s articulated with the tongue further back in the mouth. Each of these versions is an allophone of the /l/ phoneme, because we still perceive them both as the /l/ sound, despite their differences.

Blending The process of putting the sounds together to form the word, after sounding out a word. For example, a child might sound out /t/... /o/... /p/..., and then blend the sounds together to say “top”.

CVC This initialism stands for consonant - vowel - consonant, which forms the structure of a word e.g. s-a-t is a CVC word. You will also see variations of this initialism, such as CVCC (e.g. hunt) and CCVC (e.g. slip).

Decoding Reading words by working out the phonemes relating to each grapheme and blending those together. Sounding out + blending = decoding. With time and practice, decoding begins to happen in the subconscious and no longer involves consciously sounding out and blending. The brain starts to do it for you automatically.

Digraph A grapheme containing two letters that represents just one sound (phoneme), e.g. <ch>, <ai>

GPC (Grapheme Phoneme Correspondence) The fact of a particular grapheme being able to represent a particular sound. GPCs are not unique links for each grapheme and phoneme. For instance, there is a GPC between the grapheme <ow> and the phoneme /ow/ (as in “cow”). There is also another GPC between the same grapheme <ow> and the phoneme /oa/ (as in “low”).

Grapheme A written representation of a phoneme. Graphemes can be made up from 1 letter or 2-4 letters. For example, in “thought”, the graphemes are <th>, <ough>, and <t>.

Letter Name	The name commonly used when referring to letter shapes and sung when singing the alphabet.
Oral Blending	This involves hearing phonemes and being able to merge them together to say a word. Children need to develop this skill before they will be able to blend the sounds of written words silently.
Oral Segmenting	The act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them. For example, a child could hear the word “dog” and they would then break it down into “/d/ /o/ /g/”.
Phoneme	The smallest unit of sound in a word. There are 44 phonemes in the English language. Phonemes can be put together to make words. For example, the word “cat” is made up of the phonemes /c/, /a/, /t/.
Phonemic Awareness	The ability to hear, identify and manipulate individual sounds in spoken words.
Pictophone	A distinctive visual character representing a sound of the English language which can be used as an aid in reading practice. For example, the Astronaut Being Taught is used to represent the short /a/ sound, as in “cat”. This is a term unique to All Aboard Phonics.
Segmenting (for spelling)	Segmentation for spelling is a combination of oral segmenting and letter recall. In the early stages of spelling development, one must first orally segment the word into its sounds, and then recall the letters which represent those sounds, and write them down.
SSP (Systematic Synthetic Phonics)	A method that teaches phonemes then the blending of those phonemes to say words. The phonemes are taught in a sequence following a set of phases, hence the term “systematic”.
Tricky Words	Frequently used words that cannot be decoded easily because they have unusual GPCs, such as “the”.
Trigraph	A grapheme containing three letters that represents just one sound (phoneme), e.g. <air>, <igh>, <tch>.

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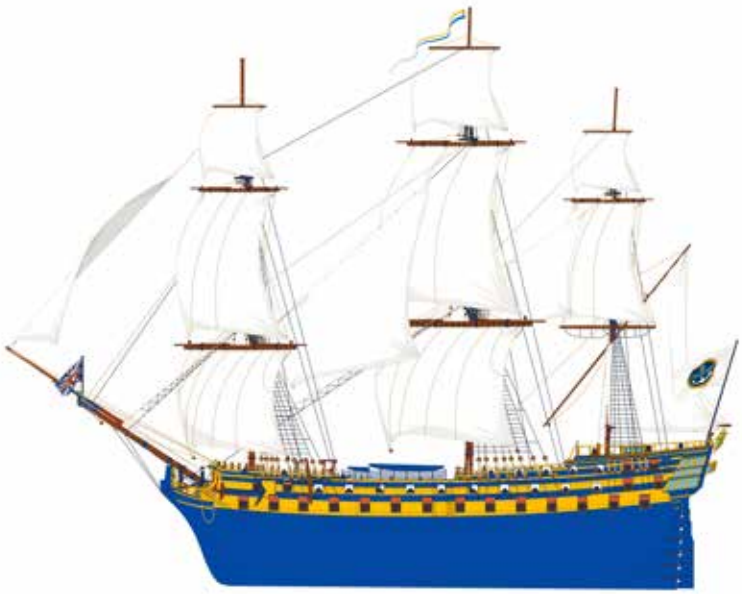
All Aboard Phonics
Phase 5 Unit 1 Teacher Manual Second Edition



All Aboard Phonics is a systematic synthetic phonics programme that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 5 Unit 1, the children start to learn new graphemes to represent sounds that they already know, enabling them to read a much greater variety of words.

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