

OXFORD

Phonics & Literacy

American

Teacher's Guide



Starter

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12	/æ/ a /b/ b /k/ c /d/ d /e/ e /f/ f /g/ g /h/ h /i/ i /dʒ/ j /k/ k /l/ l	apple boat crab doll egg farmer girl hat insect juice kite leaf
13	/m/ m /n/ n /ɔ:/ o /p/ p /kw/ q /r/ r /s/ s /t/ t /ʌ/ u /v/ v /w/ w /ks/ x /j/ y /z/ z	monster net octopus pen queen river sun tiger umbrella van web fox yo-yo zebra
14	Tim and Tom Story 1 Tricky words: <i>I'm, He's</i>	
15	/æ/ a in CVC words	cat, hat, rat
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22	/tʃ/ <i>ch</i>	chick
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24	/θ/ <i>th</i>	three
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33	/ŋ/ <i>ng</i>	king
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37	/ʊ/ <i>oo</i>	book
38	Tim and Tom Story 4 Tricky word: <i>There's</i>	
39	/ð/ <i>th</i>	feather
40	/ɔɪ/ <i>oy</i>	boy
41	/ɜːr/ <i>ur</i>	purple
42	/eɪ/ <i>air</i>	chair
43	/ɪr/ <i>ear</i>	ear
44	/dr/ <i>dr</i>	dress, drum, drink
45	/tr/ <i>tr</i>	tree, tractor, train
46	/st/ <i>st</i>	star, stamp, storm
47	/sw/ <i>sw</i>	swim, sweep, swing
48	Tim and Tom Story 5 Tricky words: <i>Let's, go, is</i>	

Phonics & Literacy is a three-level phonics and literacy program designed to accompany any American English Elementary ELT course.

Each level of the program provides the following engaging materials to support both teaching and learning:

Classroom Presentation Tool (CPT)

- This can be displayed on the whiteboard or screen, which makes it flexible for in-person, hybrid, or remote-learning classrooms.
- The CPT contains images and audio for all of the phonics words and songs, and features engaging, full-color illustrations to generate child-interest.
- There are two exercises on each phoneme CPT slide. In exercise 1, students begin mapping the sounds onto the graphemes. Exercise 2 is an additional audio exercise for students to practice identifying and matching sounds or blending sounds to read simple words.
- There are five fully decodable stories in each level featuring the adventures of two cats, Tim and Tom. They contain words with the sounds students have been learning, as well as introducing and practicing non-decodable and high-frequency sight words (known as tricky words).
- The audio features all the letters, sounds, words, and sentences necessary to teach any lesson.
- There is a song for each different sound in the English language to encourage students to listen to the sounds and practice them in an engaging way. These songs help develop phonemic awareness through rhythm, rhyme, repetition, and alliteration.

Downloadable Teacher's Resources

Phonics Worksheets These should be used in tandem with the CPT material and include activities to further develop phonemic awareness, alongside other literacy skills such as print awareness, print directionality, reading, and letter formation. There are activities to practice each phoneme, as well as activities to support the stories introduced on the CPT. There are also cut-out versions of the stories to encourage independent reading, so students can read the stories again at home.

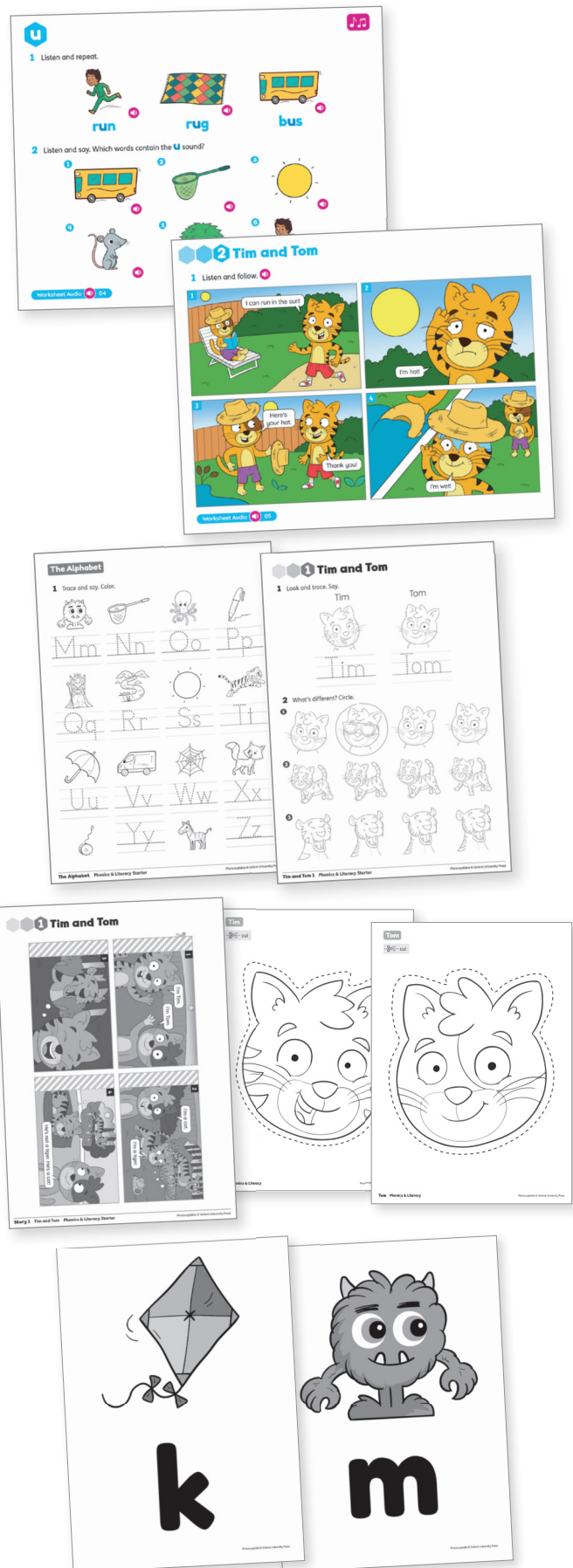
Flashcards These feature the phonics keywords and letters. They're useful for presenting the sound through the keyword before introducing the grapheme and can also be used in fun games to practice language kinesthetically.

Class Audio Teachers can access the songs and worksheet audio.

Cut-out characters from the stories These cut-outs show the faces of Tim and Tom and can be used as puppets or masks to act out the stories.

Teacher's Guide This resource provides everything needed to present, practice, and review the material. A detailed explanation of how to teach a lesson is provided, as well as teaching tips and game ideas. All audio scripts and answer keys are provided for each lesson.

Student's Resources All the songs and stories are available for students to download and listen to at home.



Phonics & Literacy is designed to be flexible to meet the needs of elementary-aged children learning phonics for the first time in an English as a Foreign Language (EFL) environment, as well as those who are looking to consolidate and build on skills learned during preschool or kindergarten courses.

The syllabus is structured so that it can be used as a standalone to support any English Language Teaching (ELT) elementary course curriculum. It lays a strong foundation for children's reading and writing skills by teaching the concepts of the alphabet, phonetic sounds, the printed word, and simple sentence structures.

The *Phonics & Literacy* program has three levels: Starter, Level 1, and Level 2. Starter Level provides a general introduction to the concepts of phonics and print / literacy awareness. Levels 1 and 2 build on this and take it further, with a greater focus on spelling, blending, segmenting, and rhyming words. Level 2 has a particular focus on spelling and writing. Students learn plurals (regular and irregular), more spelling varieties for known sounds, and are introduced to the concepts of nouns, verbs, and adjectives. You can choose to use materials from the level which best meets the needs of your students, e.g. a class using a Level 2 Student Book could comfortably use materials from the Level 1 *Phonics & Literacy* program.

The syllabus across the three levels progresses at a natural and steady pace, offering students many opportunities to practice each new language item. The language is presented in small and manageable chunks, enabling students to retain it and have a successful learning experience. This builds student confidence and increases motivation. Stories and classroom games are built into the program, and these provide a fun way to regularly review the language.

Students using the *Phonics & Literacy* program will develop the following crucial literacy skills:

- **Phonemic awareness:** This provides students with an understanding that a word is made up of sounds. Students using the program will be able to listen to, identify and produce the 44 sounds in the English language. They will learn to listen closely to sounds within words to identify rhyming pairs and will be taught to blend sounds together and segment words into individual sounds, both of which are decoding skills needed for reading and writing.
- **Print / Literacy awareness:** This helps students internalize the concept that written language is related to spoken language. Students using this program will be able to recognize and write individual letters, letter combinations, and words using those letters. This helps deepen their understanding of the relationship between graphemes and phonemes. Students will also understand that words are comprised of letters, that sentences are comprised of words, and that print is read from left to right.

Children learn best when they are engaged in interesting and fun activities, so games, songs, and child-friendly activities are included in every lesson. These will motivate children and enhance their learning.

Program Methodology

This phonics and literacy program provides activities for developing phonemic awareness, including letter knowledge, grapheme–phoneme (letter–sound) correspondence, blending phonemes from left to right into words, and segmenting words into individual phonemes.

The program starts by teaching the 44 sounds of the English language, before moving on to more complex digraphs. This is so students can first learn the grapheme–phoneme (letter–sound) correspondence. Students need to know how the letters they see on the page are pronounced in order to read or spell (by blending and segmenting).

The 44 distinct phonemes in English may be very different from the phonemes of students' first language, so it is important that they are given practice to develop their awareness of the sounds. For this reason, the course takes a systematic approach so that students gradually learn a letter / grapheme for every phoneme of English, and then move on to learn the additional alternative spellings for phonemes.

The 44 sounds are initially taught alphabetically through a synthetic phonics approach, so that students can learn them as quickly as possible. Once learners have developed basic phonemic awareness and initial letter–sound recognition, they move on to learn how one sound can sometimes be represented by two or more letters, such as /tʃ/–*ch* or /ʃ/–*sh*. They also learn how a single sound can be represented in different ways (e.g. /ɔɪ/ which can be both *oy* as in *boy* and *oi* as in *coin*) and how the same letter / letters can represent different sounds (e.g. *th* in *three* and *th* in *brother*).

There is a strong focus on developing reading skills throughout the course as students practice blending and segmenting short Consonant Vowel Consonant (CVC) words, as well as longer decodable words. Learners are supported to read sentences: through the audio; exercises that practice blending; and exercises that highlight and practice common sight words.

1 Review

To start the class, review the sounds taught in the previous lesson by using the flashcards, singing songs, or playing a game. Detailed game explanations are provided in the *Games Bank* on pages 9–11.

2 Phoneme Presentation

Use exercise 1 on the CPT to present the sounds and their graphemes. Detailed suggestions for each lesson are provided in the teaching notes.

Where available, play the song for your target sound for students to listen to. When they feel ready, they can practice the sound by singing along.

3 Whole-class Practice

Play a game to practice the new sound you have introduced. Game ideas are in the lesson notes or in the *Games Bank* on pages 9–11. It is a good idea to include some movement games, as students can lose concentration if they have to sit down for too long. Make sure you model how the game is played the first few times you play it.

Exercise 2 on the CPT is an audio task which provides whole-class practice of the new sounds. In each level, a few exercise types are repeated. The first few times you do each exercise type, model it first. Once students have done each exercise several times, this modeling can be eliminated. The lesson notes contain a detailed explanation of how to set up each task type.

4 Individual Practice

Worksheet activities provide individual practice of the new sounds and letters. Before you start, make sure you include review time for students to practice writing some of the letters they learned previously. They can do this by tracing the letters in the air or on each other's backs. Ask volunteers to write the letters on the board. You can also play a letter writing game (see *Games Bank* on pages 9–11).

While students are completing worksheet activities, circulate and make sure they are using the correct stroke order. The lesson notes contain a detailed explanation of how to support each task type.

e

1 Listen and repeat.

net vet wet

2 Listen and say. Which words contain the e sound?

1 hat 2 net 3 mouse 4 vet 5 fish 6 girl

Worksheet Audio 01

e

1 Listen and circle a or e.

1 net a e 2 cat a e 3 girl a e

4 hat a e 5 fish a e 6 girl a e

2 Trace and say.

net

vet

pet

Phonics & Literacy Starter

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1 Review

Start the class by reviewing any sounds students have learned in previous lessons.

2 Tricky Words Presentation

The Tim and Tom stories include opportunities to highlight “tricky” words. These are non-decodable and high-frequency sight words that help students learn to read. In story 1, the story is presented before the tricky words to engage students, but for stories 2–5 the tricky words are presented first.

Before you teach new words, make sure you review tricky words from previous story lessons. One way to review tricky words frequently is to create a “tricky words wall,” using classroom display paper. Write the words on pieces of paper and ask volunteers to tape them onto this wall. Point to each word and ask students to read them (prompting if necessary). These words should stay on the wall, so that students become familiar with how they look. They can then be used as part of a review session where you ask students to read the words and try to make sentences with them.

3 Story Presentation

Use the CPT to show the story pictures and introduce the characters, Tim and Tom. Give students a minute to look at the first picture and think about what they are seeing and anything they think they know about the characters. Have them discuss their ideas with a partner in Language 1 (L1) and then discuss ideas as a class (e.g. in Story 1: they are cats, they look happy, they look like they are friends). Look at the next picture(s) and ask students what they think is happening and how the characters are feeling. Engage students further by asking them to make a prediction about the story.

Initially, play the audio right through and allow students time to enjoy listening to the story. Check predictions and then play the audio again. The second time, point to the words on the CPT and encourage students to follow where you are pointing as they listen.

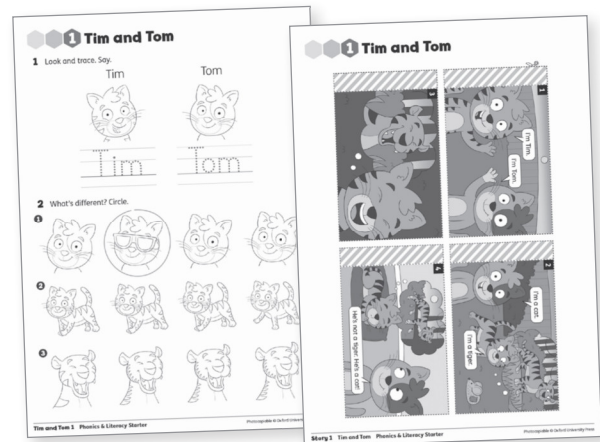
Ask students comprehension questions in L1 to check that they have understood the story. Students can answer in L1, but encourage them to use any English they know. You can also translate their answers into simple English and ask them to repeat it. Include some personalization questions, for example, ask students which character or part of the story they liked best and why.

Students can use the character cut-outs to act out / retell the story. Doing this further supports students’ comprehension of the story by helping them to understand sequence and plot.

4 Worksheets and Story Worksheets

Use the worksheets to develop reading skills. Worksheet exercises give students practice at identifying the sounds in the story words, as well as developing narrative skills.

Students can cut out the extra story worksheets and make their own Tim and Tom story books. This exercise is optional but extremely valuable for reinforcing early literacy foundations. All the words in the stories are either decodable or have been taught in the lesson, so reading them again at home (or with a friend) will help students to become familiar with the sight words and boost their confidence, fostering a love of reading. Allow time for students to decorate their story books to personalize them. If students feel that they have made the books “their own,” they are more likely to want to read them again to family members at home.



Teaching Mixed Abilities

Some students will find phonics easier than others. They may have studied phonics before or get extra help and exposure to English at home. Some may have difficulty paying attention and may not be able to hear the sounds as well as others.

- Provide opportunities for students to listen to and identify all kinds of different sounds in the environment around them: high, low, loud, soft, sounds outside, and sounds around the school. This will help them develop phonological awareness.
- Give more confident students opportunities to go first and help model activities. Allow less confident students time to process the new language. Have them respond in pairs or small groups, rather than individually.
- Provide a supportive learning environment for students, where they are not afraid of making mistakes.

Supporting Children with Dyslexia

Children with dyslexia often struggle to recognize the individual sounds that make up words, making reading more difficult, but it can also affect other areas of learning, such as writing and spelling, working memory, and the ability to focus. If you have a child with dyslexia in your class, talk to the child's parent or guardian about what other means of support are in place. Try to reinforce any existing strategies being used in L1 and in other subject areas. Be willing to accommodate the child's special needs and use inclusive practices to keep the child motivated and engaged.

It's important to provide plenty of activities to help students with dyslexia develop phonemic awareness. For example, listening to songs and chants together and playing games that practice recognizing which words in a group start with the same sound, or games which encourage students to identify the first and last letter sounds in a word. Multisensory activities, such as writing in the air or in sand, can also be used to help students notice the sequence of letters in words.

Modeling

Students sometimes do not succeed at an activity because they are not sure how to complete it. This can be frustrating and demotivating, especially for young learners. It is important to model each step of an activity (oral or written), so that students clearly understand what to do.

Providing Encouragement

Always encourage students, especially those who are shy or hesitant. Praise participation and good behavior, as well as the ability to master new skills. Encouragement is a great motivator, but it needs to be deserved.

Correcting Mistakes

Be sure to correct any pronunciation problems immediately, so that they do not become memorized. Use group drill practice initially to correct any general pronunciation problems, without singling any one student out.

When correcting an individual student, it is good practice not to interrupt them. Let them finish, then model the correct pronunciation and ask the student to repeat. If a student continually makes the same mistake, move on and work with that student individually, outside of class time.

Keeping Students Focused

Young elementary-aged children often have short attention spans and can get bored easily.

- Make sure your activities are short and increase the length of activities as children get older.
- Include activities that get students moving, especially after they have been seated for long periods of time.
- Stop games and activities before excitement fades, so that students do not get bored and lose interest. They then also look forward to playing that game in a future lesson.

Recycling Language

Students may not get a chance to practice English outside of the classroom, so it is very important to recycle and review the language.

Before teaching a new letter, sound, or word, review the ones students already know. Before teaching students how to write a new letter or letters, check that they remember how to write the letters they know. Ask volunteers to come to the board and write them or play a letter-writing game (see *Games Bank* on pages 9–11).

Before teaching new sight words or phonics sentences, play a game that reviews the ones students already know. Alternatively, write the words or sentences on the board and have students read them, or encourage them to make their own sentences using the words.

Using Songs

Songs are a fun way to practice and remember new sounds. They also help students learn the natural word stress, rhythm, and intonation of English.

Play a review song at the start of a lesson. Let students who have participated or behaved well in the previous lesson choose the song. You can also play a song in the background when students are cleaning up, coloring, or doing any other heads-down activity.

Playing Games in the Classroom

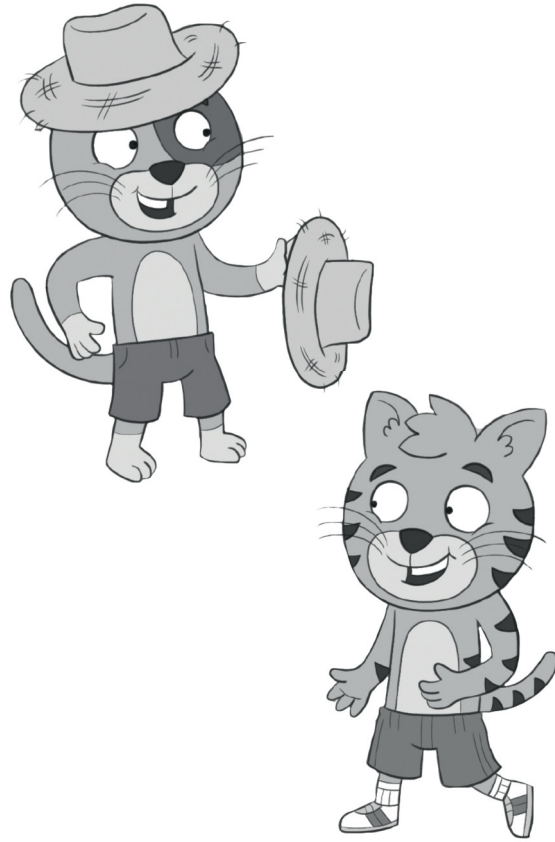
Games are a very important part of any lesson plan. Games help students practice the sounds, while having fun at the same time. Students tend to remember the sounds and letters more if they are having fun with them.

Choose games carefully. If a game is too difficult, complicated, too easy, or played too often, students will not enjoy playing it. It is important to choose games at the right level and to choose a wide variety of games. Stop a game while students are still having fun. This way they will look forward to playing it again and again.

Teaching Blending and Segmenting

Blending is the ability to say each sound in a written word and blend the sounds together to read the word. Segmenting is the ability to break a word down into its individual sounds. This is particularly useful when students are learning to spell.

- Make sure students are confident at identifying individual phonemes before you introduce blending.
- When you first start, do some activities that help students think about moving from left to right. For example, write the word that you want to blend on the board with dots below each letter and an arrow underneath. Volunteers come to the board and touch each dot while they say the individual sound. Then they move a finger along the arrow as they blend the sounds together.
- Students can also use their fingers to help them blend. Have them hold up a finger on their left hand for each sound (moving from left to right). Then they use a finger on their right hand to sweep across the fingers they are holding up, as they blend the sounds.
- If students are struggling to blend sounds, cover the third letter in a CVC word and have them practice blending the first two sounds together. Once they have done this successfully, uncover the third letter and have them add this sound to the blend.
- Use squares to practice segmenting words. Say a CVC word, e.g. *cat*, and have students write each letter sound in a different square (*c*, *a*, *t*).



Games provide an enjoyable way of reviewing and practicing sounds and letters. Students are more motivated and language becomes more meaningful and memorable when playful learning takes place. To keep everyone engaged, make sure games are fun for all learners, whatever their level. Reinforce an atmosphere of acceptance if students give an incorrect answer. Help students understand that it's OK to make a mistake, the important thing is to try. Create mixed-ability teams for team games so that more confident learners can provide a model for less confident learners to follow. Allow less confident students to volunteer in pairs, rather than individually.

Some alternative options have been provided here which allow teachers to practice different skills and extend tasks to suit the needs of learners. Teachers may also wish to offer rewards, such as stickers, to keep students motivated.

Games for Practicing Letter Sounds

Beanbag Throw

- Place the flashcards on the floor and have students sit in a circle around them. Throw the beanbag to a student. That student tosses the beanbag onto any flashcard, then says the sound of that letter and names the picture. The student picks up the beanbag and tosses it to another student.

Body Point!

- Write the grapheme for one sound on the left side of the board and the grapheme for a different sound on the right side. Say words starting with (or containing) either sound. Students listen and point to the correct grapheme. Repeat the game, but this time ask students to point with a different part of their body such as their elbow, foot, or nose.

Circle It!

- Option 1: Write a few letters students know, randomly on the board. Have two volunteers come to the board. Give each one a marker. Call out a sound or a word with that letter sound. Volunteers try to be the first to circle the correct letter. That student can then call out the next sound or word.
- Option 2: Play this as a team game: the first student to circle the correct letter wins a point for their team.

Concentration

- Option 1: Students play in pairs or small groups, using two sets of flashcards. Students place the cards face down between them. A student turns up two cards, trying to find a matching pair. If a pair of cards matches, the student says the sound and picture name. If correct, that student takes the cards and takes another turn. If not, he / she turns the cards face down and the other student takes a turn.
- Option 2: Use homemade letter cards. Students say the name and sound of the letter.

Guess the Sound

- Option 1: Place flashcards face down on your desk. Have a student come to the front, pick up a card and ask *What's the letter sound?* The class guesses the letter sound on the flashcard. The first student to guess correctly goes to the front and chooses a card.
- Option 2: Play this as a team game: you choose a flashcard and the first team to guess the letter sound correctly wins a point.

Listen and Do

- Option 1: Tell students that they should listen for a specific sound. Say a word. If they hear the sound, students stand up. If not, they remain seated.
- Option 2: Play this game with two specific sounds. Students stand up if they hear one sound and sit down if they hear the other.
- Option 3: Students do actions connected to each sound, e.g. mime flying like a bee if they hear the long /i:/ sound and catching something with a net if they hear the short /e/ sound.
- Option 4: Students write the grapheme for your target sound on a piece of paper. If they hear the sound, they hold the paper in the air. If they don't, they leave it on their desk.
- Option 5: Play this game with rhyming words. Say pairs of words. When students hear two that rhyme, they jump in the air. When they don't, they stand still.

Long or Short?

- Write the five vowels on the board: *a e i o u*. Say a word for each vowel. Students have to decide whether the word contains a long or short vowel sound. If they think it has a long vowel sound, they spread out their hands as wide as possible. If they think it is a short vowel sound, they bring their hands close together.

Mime It!

- Option 1: Review gestures for three sounds or words, or think of new ones (e.g. /æ/ – mime eating an apple; /b/ – mime rowing a boat; /k/ – mime the movement of a crab with your hand). Divide the class into three teams and assign one sound or word to each team. Say a sound / word. Teams stand up when they hear their sound / word and start doing the associated mime. They sit down when you say the next sound / word. Repeat each of the sounds / words in random order, getting gradually faster and faster to make it more fun.
- Option 2: All students do all three mimes. Say the three sounds / words in random order at a quick pace and ask students to quickly swap between the mimes.
- Option 3: Play this game with three words that start or contain the same sound (e.g. *tree, tractor, train*). When students hear one of the words, they perform the agreed mime. When they hear a word that starts with a different sound, they sit down.

Musical Cards

- Hand out a few flashcards to random students. The class sings any song while passing the cards around the room. Call out *Stop!* Students holding the cards stand and identify the letter name, sound, and picture.

Musical Chairs

- Place chairs in a circle, one for each student. Place a flashcard randomly on a few, but not all, of the chairs. Play a review song and have students move around the outside of the circle of chairs. Stop the music. Students rush to sit down. Those who sit on chairs with cards identify the letter name, sound, and picture.

Phonics Dance

- Have two volunteers come to the board. Give each one a flashcard. They hold it behind their backs, with the card content facing outward. The two volunteers then “dance” around each other, trying to be the first to identify the other student’s card by calling out the letter sound.

Say It!

- Have the class form two or three teams. Write letters that students know on the board. Hold up a flashcard for one of the letters (with the grapheme covered). Students race to call out the name of the object pictured and the letter sound.

Sound Jump

- Give three volunteers a flashcard each and ask them to stand in a row facing the class. Say a word. The student who is holding the flashcard that corresponds to the initial sound of that word jumps forward. Ask the class to stand up and cheer if they think the student is correct.

Tap the Letter

- Option 1: Place flashcards upturned on a desk. Have the class form two groups, each standing in a line on either side of the desk. Say a letter sound. Students in each team try to be the first to tap the correct flashcard. If correct, that student wins a point for his / her team. Those students go to the back of the line and the next two students take a turn.
- Option 2: Write the same graphemes on both sides of the board. Say words starting with one of the sounds. The first student to tap the correct grapheme wins a point for their team.

Two Halves

- Divide the class in half. Tell one half that they have to say the sound of the letter and the other half that they have to say the name of the picture. Hold up a flashcard and say the letter name, e.g. *a*. Point to the first half of the class, ask them to stand up, and say /æ/. Point to the second half of the class, ask them to stand up, and say *apple*. Repeat with other letters. Try getting a bit faster each time to make the game more fun.

What’s Missing?

- Option 1: Attach a few flashcards to the board. Have students close their eyes. Remove one of the cards. Students call out the missing letter, sound, and picture name as quickly as they can.

- Option 2: Use homemade letter cards and have students identify the letter name, sound, and any word that starts with that sound. If you play in teams, allow teams a couple of minutes to discuss. The first team to raise their hands and answer correctly wins a point. Have different team members say the sound, letters, name, and word.

Yes or No

- Hold up a flashcard, cover the grapheme and say a sound. If the sound corresponds to the picture, students nod and say *Yes*. If the sound does not correspond to the picture, students shake their heads and say *No*. After a few times, volunteers can take the role of the teacher.

Blending and Segmenting Games

Blend It!

- Have the class form two teams. Call out the individual sounds in a decodable word, for example /h/ /æ/ /t/. Students in one team repeat the sounds, blend them together, and then say the complete word. Do the same with a different word for the other team. Continue like this, giving a point for each correct word.

Circle the Word

- Write four decodable words on the board. Have two volunteers come to the board. Give each one a marker. Call out the sounds in a word. Volunteers try to be the first to circle the correct word.

Clap and Say

- Tell students you are going to write some letters on the board that make a word. They should listen to the letters and clap when they hear a sound, e.g. /i/. Write, e.g. *b i g* on the board and say the sounds slowly. Encourage students to anticipate the /i/ and clap when they hear it. Once you’ve read all three letters aloud, blend the word and encourage students to say the whole word *big*. Repeat the game with different CVC words with the same vowel sound, e.g. *wig, dig, fig*.

I Am a Robot!

- Hold a flashcard turned away from students and pretend to be a robot. While speaking like a robot, say *Hello. I am a robot. What is this? This is a /ɛ/ /ɔ:/ /ks/*. Have students repeat *This is a /ɛ/ /ɔ:/ /ks/*, while speaking like robots. Then they blend the word to answer the question.

I Spy

- Hide some flashcards around the room. Say *I spy with my little eye a /s/ /ʌ/ /n/*. Have students race to find the correct flashcard.

Name Chant

- Have students segment their names into syllables, e.g. *A-na*. Then have the class chant: *This is A-na. This is A-na. This is A-na. She’s great!* They can clap their hands for each syllable of the name and do a thumbs up or raise their arms in the air on the word *great*.

Read It!

- Have the class form two teams. Write a decodable word on the board. Teams race to be the first to blend the letters and say the word.

Spell It!

- Option 1: Make letter cards for CVC words. Give a letter card to five volunteers, e.g. *c, h, r, a, t*. Say a word, e.g. *hat* and have students holding the correct letters get in order to spell the word. Have the class blend and say the word. Repeat with other words, e.g. *rat* and *cat*.
- Option 2: Play this as a team game, with five students in each team (one for each letter). The first team to get in the correct order, blend, and say the word correctly wins a point.

Turtle Talk

- Display some flashcards on the board. Say one of the words really slowly, like a turtle, e.g. *sh-e-ll*. Have students raise their hands when they know which word you said.

Word Race

- Divide the class into groups and give each group six homemade letter cards: four with consonants and two with vowels (e.g. *s, p, n, t, e, i*). Have them place the consonants on one side of the table and the vowels on the other side. Depending on the size of the groups, you could have each student responsible for one or more of the letters. Call out a segmented CVC word using some of those letters (e.g. */p/ /e/ /n/*). Have students work together to form the word from their letters. When they have done so, they should raise their hands and say the word. The first group to do so correctly wins a point. The first team with ten points wins.

Writing Games

Sand Script

- Give small groups a sand tray each. Call out the phonemes in CVC words and have students take turns writing the graphemes in the sand with a finger. Have the class blend the letters to read the words.

Walk the Letter

- Show a student one of the flashcards. Ask the student to walk in the shape of the letter the way he / she would write it. Seated students guess the letter. The first student to guess correctly walks the next letter.

Write in the Air!

- Option 1: Stand facing the same direction as the students. Write a letter or simple word in the air. Students try to be the first to identify it. After a few times, volunteers can take the role of the teacher.
- Option 2: Write three different graphemes on the board first. Say a word beginning with (or containing) one of these sounds. Students draw the correct letter in the air as big as possible. Repeat by saying the words in a different order and having students draw letters as small as possible.

Write It!

- Have two volunteers come to the board. Give each a marker. Call out a letter or sound. The first student to write the correct letter is next to call out.

Write the Letter

- Students form two circles, one within the other. Students in the inner circle stand with their backs to the students in the outer circle. Show students in the outer circle a letter. They finger trace the letter on the back of a student in the inner circle. Students in the inner circle identify the letter. The students in the outer circle then take two steps to the left and do the same again, writing the same or a different letter. After a few letters, switch who's in the inner and outer circles and play again.

The Alphabet

Objectives

- Introduce the names of the letters of the alphabet *a–l*
- Introduce the sound of each letter

Presentation

- Display the first CPT page on the board and then the second page. Tell students that there are 26 letters in the English alphabet. If you wish, you can count the 26 letters on the two pages with students. Ask students if they already know any of the letters.
- Display the first CPT page again. Point to the graphemes *A* and *a* and say the name of the letter (*a*). Explain in L1 that *a* is the name of the letter and that it also has a sound which is /æ/. Point to the picture of the apple in exercise 1 and elicit or say the word *apple*. Mime eating an apple and ask students to join in with you. Play the audio or say *a says /æ/, apple*. Repeat several times and encourage students to join in with you.

Audio Transcript

/a/ a
 /b/ b
 /k/ c
 /d/ d
 /e/ e
 /f/ f
 /g/ g
 /h/ h
 /i/ i
 /dʒ/ j
 /k/ k
 /l/ l

Optional Activity

Play the *a* song and encourage students to join in when they are ready. The lyrics for all 26 songs are available in the Teacher's Guide.

- Repeat this procedure with the letters *b–l*. If you wish, you can take your time to cover these letters over several sessions and review them again, if needed, for extra support.
- Point to the picture of the crab and the picture of the kite in exercise 1 and say both words. Ask students if they notice anything about the first sound in both words. Confirm that they both begin with the same sound /k/ but have different names for the letters and different graphemes.

Teaching Tip

Students need to learn to recognize capital letters, and learn how to form them and when to use them. However, in this phonics material, we generally use lower-case letters as the visual reference for students, as this is what they will see most often when reading and use most often when writing. Capital letters are introduced on these first two pages so that students see them next to their lower-case “partner” and can associate the two.

Practice

- Play a game. Divide the class in half. Tell one half that they have to say the sound of the letter and the other half that they have to say the name of the keyword picture. Hold up the flashcard *a* and say *a*. Point to the first half of the class, ask them to stand up, and say /æ/. Point to the second half of the class, ask them to stand up, and say *apple*. Repeat with other letters. Try going a bit faster each time to make the game more fun.
- Point to the graphemes *A* and *a* and elicit the sound /æ/ again. Write the capital letter *A* on the board, demonstrating how to form the letter. Ask students to hold out their forefinger and write the letter in the air, copying you as you write the letter again on the board. Do the same with lower case *a*. Praise their efforts. Repeat with letters *Bb* to *Ll*.

The Alphabet Worksheet A–L

1 Trace and say. Color.

- Students trace over the letter, first with their finger and then with a pencil. With a friend they practice saying the name of the letter and the sound, e.g. *a*, /æ/.

The Alphabet

Objectives

Review the letter names and sounds from session 1

Introduce the names of the letters of the alphabet *m–z*

Introduce the sound of each letter

Review

- Review the letter names and sounds from session 1 using the flashcards.
- Play a game. Write the letters *a–l* (or as many letters as you presented in session 1) on the board in random order. Divide the class into two teams. Ask for a volunteer from each team to come to the front of the class, and give each a board pen. Explain that you are going to say a letter or a sound and students should race to circle the letter or sound you have said. The first student to do so wins a point for their team. Say *c* and encourage both students to look for and circle the letter *c*. Award the winner one point and ask for two new volunteers. Say the sound /dʒ/ and encourage students to look for and circle the letter *j*. Continue with new volunteers each time until all the letters are circled. Count up the points and declare which team has won and praise all efforts.

Presentation

- Display the second CPT page and repeat the procedure from session 1 for each letter.

Audio Transcript

/m/ m

/n/ n

/ɔ:/ o

/p/ p

/kw/ q

/r/ r

/s/ s

/t/ t

/ʌ/ u

/v/ v

/w/ w

/ks/ x

/j/ y

/z/ z

Practice

- Demonstrate how to form the capital and lower-case letters for *Mm* to *Zz*. Write the letters on the board one at a time and ask students to copy your formation with their finger in the air.
- Play a game. Ask students to work in pairs and stand side by side. Tell students that one partner is going to write a letter in the air with their finger, and their partner has to say which letter it is. Remind students to use the correct formation that they have learned. Students swap roles and the second student air writes a different letter. As an extension, students could “write” letters on each other’s backs using their finger.

Teaching Tip

If you have time, you could make a class alphabet book. Ask each student to choose a letter (monitor this so that all letters are included) and draw a picture of a word beginning with that sound. Then write the capital and lower-case letter underneath. Students can use the same word as on the CPT page, or a word of their own choosing. If you have more than 26 students in your class, it is fine to have several pages with the same letter.

The Alphabet Worksheet M–Z

1 Trace and say. Color.

- Students trace over the letter. With a friend they practice saying the name of the letter and the sound, e.g. *n*, /n/.

Tim and Tom Story 1

Objectives

Introduce the course characters, Tim and Tom

Listen to the story and follow the words on the page

Practice decoding skills

Introduce two new tricky words: *I'm, He's*

Review

- Review the sounds from the previous lessons using the flashcards and the relevant songs, or play a game from the *Games Bank*.

Story Presentation

- With the CPT page on the board, point to the story heading and say *Tim and Tom*. Point to the picture of the cat on the left and ask *Tim or Tom?* Encourage students to guess which cat is Tim and which is Tom.
- Play the audio recording without stopping and allow students to enjoy the story in full.
- Ask students which cat is Tim and which is Tom, and if they guessed correctly before.

Audio Transcript

1

Tim I'm Tim.

Tom I'm Tom.

2

Tom I'm a cat.

Tim I'm a tiger.

4

Tom He's not a tiger. He's a cat!

- Play the audio recording again and use your hand or a pointer to follow the words on the screen as they are heard.
- Ask students to tell you (in their L1) what part of the story they liked best.
- Point to the picture of the tiger in frame 2 and ask if anyone can remember the name of the animal in English. Point to the picture of Tim and Tom again in the first frame and elicit their names. Write both names on the board and ask students if the two words share any letters and sounds (T /t/ and m /m/). Can they identify which letters are not the same? (the middle letters *i* and *o*). Ask students to help you read the word *Tim*. Say or elicit each sound with students and then model how to blend the individual sounds back into a complete word. Run your finger underneath each letter, from left to right, as you say the individual sounds and then say the full word *Tim*. Repeat at a slightly faster pace and encourage students to join in. Repeat with the word *Tom*. Remind students that we always use a capital letter at the beginning of a name.

Optional Activity

Use the cut-outs of Tim and Tom to act out the story as a class or in small groups.

Tricky Words: *I'm, He's*

- Point to yourself and say *I'm* (*your name*). Point to a boy and say *He's* (*name*). Ask a volunteer to point to themselves and help them to say *I'm* (*name*). Repeat until students are confident saying the sentence about themselves.
- Write the word *I'm* on the board and say the word. Repeat with the word *He's*. Tell students that these are two words that they cannot sound out in English, and we call them "tricky words." Explain the tricky words wall to students (see Teacher's Guide page 6). Write the words on pieces of paper and ask for a volunteer to tape the pieces of paper on the tricky words wall.
- Point to each word on the tricky words wall and ask students to read it, prompting them if necessary.

Teaching Tip

The word *tiger* is also not decodable. However, students are familiar with this word as it is the keyword for the sound /t/. Encourage students to use the strategy of looking at the artwork clues to work out the word rather than sounding it out.

Tim and Tom 1 Worksheet

1 Look and trace. Say.

- Students look and read the names and then trace them. If you wish, you can ask students to try and remember what color Tim and Tom are and color the pictures.

2 What's different? Circle.

- Students look at each row of four pictures and decide which one is different to the rest. They circle the picture that is different.

ANSWERS

1 second picture 2 fourth picture 3 first picture

Optional Story Worksheet

- Give each student the story worksheet and show them how to cut out and make the story book. Circulate and help as necessary.
- Ask students to read their story books with a friend. Encourage students to read their story books whenever they like or take them home and read them with their family and friends.

a

Objectives

Identify the sound /æ/ in isolation

Identify the sound /æ/ in the middle position of CVC words

Practice segmenting and blending skills

Review

- Review the alphabet with the class by playing some games from the *Games Bank*.

Presentation

- With the CPT page on the board, point to the pictures in exercise 1, and ask students if they know any of the words in English.
- Play the audio and point to the three pictures. Tell students that all three words have the same sound in the middle of the word. Play the audio again and encourage students to repeat each sound and word.

Audio Transcript

/æ/ cat

/æ/ hat

/æ/ rat

- Say the sound /æ/. Exaggerate the pronunciation of the sound so that students can see the shape of your mouth, tongue, and lips as you say it.
- Play the *a* song and encourage students to join in when they are ready.

The *a* song

Let's sing *a, a, a*. Let's sing *a, a, a*.

Let's sing *a*. Let's sing *a, a, a*.

a for *apple*; *a* for *ant*.

a, a, a.

Practice

- Model how to segment the word *cat*. Say the word *cat* slowly, taking care to enunciate each sound in the word, and then break it down into individual sounds and say /k/, /æ/, /t/. Write the letters *c a t* on the board and point to them as you say the sounds /k/, /æ/, /t/. Encourage students to join in.
- Model how to blend the individual sounds back into a complete word. Run your finger underneath each letter, from left to right, as you say the individual sounds and then say the full word *cat*. Repeat at a slightly faster pace and encourage students to join in.
- Write the word *hat* on the board. Ask students to segment and then blend the sounds. Repeat with the word *rat*.
- Write *_at* on the board. Write a *c* at the beginning of the word, say /k/ and elicit the word *cat*. Erase the *c* and replace with an *h* and elicit *hat*. Repeat with *r* and *rat*.

- Play a game. Write the letters *c, h, r, a* and *t* on five pieces of paper and give these to five volunteers. Tell students that you are going to say a word and three of them should stand in a row holding up their piece of paper so it spells out the word you've said. Say *hat* and encourage the three students with the letters *h, a* and *t* to move into a line, holding up their pieces of paper so it reads *hat*. Ask the rest of the class if they are in the correct order. Repeat with the words *cat* and *rat* with other volunteers. If you wish, you can extend the exercise with the following words: *mat, bat, fat, pat, sat*.
- Point to exercise 2 on the CPT page. Tell students that they are going to hear these six words, and they should listen carefully for the /æ/ sound in the middle of the word. There is one word which doesn't contain the /æ/ sound, and they should listen and work out which one (*dog*).

Audio Transcript

cat

bat

hat

dog

rat

fat

a Worksheet

1 Trace and say.

- Students trace the middle *a* in each word and say the words with a partner. Encourage them to blend the letters together to read each word, rather than just looking at the pictures.

2 Read and match.

- Students read the sentences and match the sentence to the correct picture with a linking line.

ANSWERS

1 c 2 b