

Sentences

This strand provides mainly cumulative, decodable words in sequenced sentences along with a few writing lines and a drawing space. The resource can be used flexibly to rehearse the **blending** of letter/s-sound correspondences which have been introduced to **supplement** and extend word level activities. **Writing** activities can include copy-writing (thinking about directionality, position of letters on the writing line, size of letters and spacing of words), converting print to joined writing, writing a couple of sentences based on the text or to extend the text as 'What happened next?'. When appropriate, the provided sentences can be used for **dictations** - or for the learner to read one sentence at a time, '**hold the sentence**' in his or her head, and then **re-write** the sentence. This method can be undertaken independently and leads to more competent writing over time.

Points to consider:

- Wait until learners can **blend well** before using this resource.
- The teacher needs to teach the sound /th/ and the grapheme 'th' **BEFORE** using the material in this strand. This enables the early use of very helpful words such as: '**the**', '**this**', '**then**' and '**that**' - plus many other words which include the grapheme 'th' - long before this letter/s-sound correspondence is introduced via the **SOUNDS BOOK ACTIVITY SHEETS** at the end of unit 4.
- Occasionally, useful common words and graphemes are introduced in the **SENTENCES** strand **earlier** than in the **Phonics International** 'order' in the interests of providing more **meaningful** text. The teacher can **support** the learner, where necessary, with more challenging words - but many learners will be able to manage the longer words and trickier parts in the sentences independently.
- It is helpful to ask learners to '**say the sounds**' of the graphemes at the top of each sheet first and then to undertake '**grapheme searches**' in the words before reading the sentences. This is where the learner underlines any digraphs and trigraphs that he or she recognises in the words before decoding the sentences fluently.
- Point out the use of **punctuation** in the sentences and discuss how this makes text easier to read and understand - and also indicates the manner in which we 'read' the sentences particularly when we **read aloud**.
- Encourage the learner to read the sentences more than once to build up fluency and word recognition - and then to think of a couple of similar sentences for writing down. Discuss any **new vocabulary** and any **ideas** introduced in the sentences.

Name	Sentences
ai -ay w oa ow -ie -igh -le /u/ o long vowel sounds: a e i o u -y -y	ee very
<p>The bumble bee flies onto the silky petals. The bee collects the golden pollen. This is its main job.</p>	
<p>The bee flies from plant to plant and from tree to tree. I can see the bee's flight path but the bee cannot see me.</p>	
<p>I feel very humble indeed as the little bee fulfills its big job - a very important job !</p>	
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.	

Name	Sentences
ai -ay w oa ow -ie -igh -le /u/ o long vowel sounds: a e i o u -y -y ee	or schwa -er
<p>A sleek stork stands on its slender leg. His other leg folds up and rests. He is so still.</p> <p>But wait for a second... he sees a little green frog. As fast as can be, the stork stabs into the still pond... and ripples form.</p> <p>The moment has <u>passed</u> and the lucky frog is free to hop away... for today!</p>	
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation. Sentences 3.2	

Name	Sentences
ai -ay w oa ow -ie -igh -le /u/ o a e i o u -y -y ee or	z people
<p>Zed is a big black dog. His coat is very glossy and sleek. Tom is his owner and he <u>loves</u> Zed a lot.</p>	
<p>Zed zips up the path and runs away up the street. He gets under <u>people</u>'s feet.</p>	
<p>Tom cannot find Zed. "<i>Zed, come to me!</i>" he cries. Zed stops still in his tracks...</p>	
<p>Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation. Sentences 3.3</p>	

Name	Sentences	
oa ow -ie -igh -le /u/ o a e i o u -y -y ee or z	-zz -wh	<u>your</u>
<p>Zed has run away. Tom tries to find him. It is a puzzle as to why Zed ran off.</p>		
<p>Zed runs back to Tom. His muzzle is sticky and wet! Zed wags his tail.</p>		
<p>Tom is so glad to have Zed back. "Is this fizzy cola on <u>your nose</u>?" he asks.</p>		
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.		

Name	Sentences		
oa ow -ie -igh -le /u/ o a e i o u -y -y ee or z	-zz	-wh	-ing
<p>The rabbit is dazzled by the bright lights.</p> <p>The whizzing wheels spin on the slippery road as the truck speeds away. The old truck just misses the terrified rabbit.</p> <p>After its bad fright, the dizzy rabbit hops away into the night. Only the dust remains.</p>			
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.			

Name	Sentences
oa ow -ie -igh -le /u/ o a e i o u -y -y ee or z -zz wh	/ee/ ea
<p>“Come for tea tonight. It will be a treat. We can <u>have</u> a big feast !</p> <p>We can <u>have</u> roast meat and onion gravy. This can be with green beans, carrots and roast potatoes. After that, we can <u>have</u> yummy cream buns with a pot of tea.”</p> <p>“Oh yes <u>please</u> !”</p>	
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.	

Name	Sentences
-le /u/ o a e i o u -y -y ee or z -zz wh ea	/e/ ea
<p>“I can feel ‘THUMP THUMP’ throbs deep in my head.</p> <p>It feels as if a hammer has hit my head. Can I have some pills ?”</p> <p>“No. Have a deep sleep on a soft pillow instead. That will help your head to feel better. Go to sleep. Sweet dreams !”</p>	
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.	

Name	Sentences
-le /u/ o a e i o u -y -y ee or z -zz wh ea /e/ ea	/z/ -se -ze
<p>Rozza is a very funny lad. He plays razzle -dazzle tricks on us. He is a real whizz -kid !</p> <p>We spend heaps of <u>time</u> with him. We crack up from all the fun. When Rozza breezes in with his latest trick, We end up <u>rolling</u> on the <u>floor</u>. He <u>makes</u> us wheeze... ..until we cry, "Please.. no more !"</p>	
Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.	
Sentences 3.8	