s

sit   sat   sip   sun

nest   mist   fast

pots   bats   sips

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words *very slowly*. You are teaching *only* the sound /s/ (not "suh") and the letter shape 's' and how these work in *some* written and spoken words.
The learner holds the pencil with 'froggy legs and log under' and writes the letter 's' as he/she says the sound /s/.

s

s

Draw pictures of objects, animals and 'actions' (he is sliding) starting with the /s/ sound:

Fold this page up to the bottom of the first 's' box to hide the words but to reveal the 's'. Use the back of the folded-up part to practise writing the letter 's' whilst saying the sound /s/.

a

an**t** a**pp**le a**ct** a**dd**

m**a**n b**a**g c**a**t h**a**nd

l**a**mp t**a**p s**a**nd tr**a**p

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. At this point, you are teaching only the sound /a/ and the letter shape 'a' and how these work in some written and spoken words. Say, "In these words, the letter-shape 'a' is the code for the sound /a/. When you see 'a', say /a/. Later I will teach you more code using this letter."
The learner holds the pencil with 'froggy legs and log under' and writes the letter 'a' as he/she says the sound /a/.

a

a

Draw pictures of objects and animals starting with the /a/ sound:

Fold this page up to the bottom of the first 'a' box to hide the words but to reveal the 'a'. Use the back of the folded-up part to practise writing the letter-shape 'a' correctly whilst saying the sound /a/.

t

tin taps top ten

hats cats spots

sat cut plant tent

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. You are teaching only the sound /t/ (not "tuh") and the letter shape 't' and how these work in *some* written and spoken words. The learner holds the pencil with 'froggy legs and log under' and writes the letter 't' as he/she says the sound /t/.

t

t

Draw pictures of objects, animals and 'actions' starting with the /t/ sound:

Fold this page up to the bottom of the first 't' box to hide the words but to reveal the 't'. Use the back of the folded-up part to practise spelling and writing. Say the word 'at' *as slowly as you can*. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check this word by sounding out and blending (this is called 'editing'). Then, say the word 'sat' *very slowly* so the learner can repeat the spelling, writing and editing routine. Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word.

i

insect igloo ink imp

hit miss pink milk

is it sit its sits

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. You are teaching the sound /i/ and the letter shape 'i' and how these work in *some* written and spoken words. Notice how the volume of the word is mainly provided by the /i/ sound. It is the vowel phonemes (sounds) which provide most of the volume in spoken words. Ask the learner to say all the sounds all-through-the-words in the third line. Can he/she then 'hear' the target words independently? If not, model the sounding out and blending process. Tweak (adjust) the pronunciation of the 's' in the word 'is' to sound like /z/. This notion of 'tweaking (or adjusting) pronunciation' is very important in the reading process.

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'i' as he/she says the sound /i/.

i

i

Draw pictures of objects and animals starting with the /i/ sound:

Fold this page up to the bottom of the first 'i' box to hide the words but to reveal the 'i'. Use the back of the folded-up part to practise spelling and writing. Say the word 'it' *very slowly*. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check this word by sounding out and blending (this is called 'editing'). Say the words on the third line above so that the learner can repeat the spelling, writing and editing routine. Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. Beginners may only manage up to three sound/letter words for spelling at first. The teacher models this process repeatedly.

p

pit pat pits pats

sips taps spat spits

tip sip tap sap pip

Model how to say the sound /p/. (Not "puh".) You are teaching the sound /p/ and the letter shape 'p' and how these work in most written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. If not, sound out and blend the whole words. Track under the letters with the index finger at all times.
The learner holds the pencil with 'froggy legs and log under' and writes the letter 'p' as he/she says the sound /p/.

p

p

Draw pictures of objects and animals starting with the /p/ sound:

Fold this page up to the bottom of the first 'p' box to hide the words but to reveal the 'p'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

n

nap nits naps nips

ant pant tins snap

pin pan tin spin

n

n

Draw pictures of objects and animals starting with the /n/ sound:

c

cat   can   cap   cats

cans   caps   cast

act   scan   acts   scans

Model how to say the sound /k/. (Not "kuh".) You are teaching the sound /k/ and the letter shape 'c' and how these work in *some* written and spoken words. Say, "In *these* words, the letter-shape 'c' is the code for the sound /k/. When you see 'c', say /k/. *Very soon* I am going to teach you more written code for the /k/ sound." Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she 'hear' the target words independently? If not, model the *sounding out* (but not the whole blended word) and see if the learner can *then* hear the target words. If not, sound out and blend the words to model the whole process. Always track under the letters with the index finger. The learner holds the pencil with 'froggy legs and log under' and writes the letter 'c' as he/she says the sound /k/.

c

c

Draw pictures of objects and animals starting with the /k/ sound and 'c' letter:

Fold this page up to the bottom of the first 'c' box to hide the words but to reveal the 'c'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

k

kit   kin   kip   kits

kips   skin   skip

skips   skins   kiss

Model how to say the sound /k/. You are teaching the sound /k/ and the letter shape 'k' and how these work in written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the *sounding out* and see if the learner can then hear the target words. If not, then sound out and **blend** the whole words. Track under the letters with the index finger at all times. Say /s/ once only for 'ss'.
The learner holds the pencil with 'froggy legs and log under' and writes the letter 'k' as he/she says the sound /k/.

k

k

Draw pictures of objects, animals and 'actions' like 'kick' and 'kiss' which start with the 'k' letter and sound /k/:

Fold this page up to the bottom of the first 'k' box to hide the words but to reveal the 'k'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

-ck

ti**ck** sa**ck** pi**ck** ta**ck**

pa**ck** si**ck** ti**ck**s sa**ck**s

pi**ck**s pa**ck**s sti**ck**s

Revise how to say the sound /k/. You are teaching the sound /**k**/ and the new grapheme '**ck**' and how these work in written and spoken words. **The grapheme 'ck' is never used for the beginning /k/ sound of a word.** It is used commonly following 'short' vowel sounds in single syllable words such as 'sick'. Say, "In *some* words, we use these two letters **together** as code for /k/. This means that we have now learnt three ways to read and write the code for /k/." Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. If not, then sound out and blend the whole word. Track under the letters with the index finger at all times.

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'ck' as he/she says the sound /k/.

c·k

ck

Draw pictures of objects and 'actions' (lick, kick) which end with 'ck':

Fold this page up to the bottom of the first 'ck' box to hide the words but to reveal the 'ck'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three <u>sound</u> words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each <u>sound</u> identified and then writes down the corresponding letter or letter group - the 'ck' together is written on one sound dash. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

c	k	-ck
cat can cap	kit kin kip	tick sack
cans caps	skip skin	pick stack
act scan	skips skins	packs sticks

Model how to say the sound /k/. You are teaching three *spelling variations* for the sound /k/. There are two *different letter shapes* for these three *spelling variations*. Say, "We now know three ways to read and write the code for the /k/ sound." Describe how you sound out /k/ *once only* when you see the letters 'ck' together. The grapheme 'ck' is never used for the beginning /k/ sound of a word. It is used commonly following short vowel sounds in single syllable words such as 's-i-ck'. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. Track under the letters with the index finger at all times.

The learner holds the pencil with 'froggy legs and log under' and writes the letters 'c', 'k' and 'ck' as he/she says the sound /k/.

c

k

ck

Draw pictures from the words above. Where can you hear the /k/ sound?

Fold this page up to the bottom of the first 'c,k,ck' box to hide the words but to reveal the 'c,k,ck'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three-sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter/s shapes on each dash. When appropriate, write the grapheme 'ck' on one dash only. The dashes are for the number of **sounds**, <u>not</u> <u>individual</u> <u>letters</u>. Check each word by sounding out and blending from left to right all-through-the-word. Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending /saying the whole word. At first beginners may only manage the shortest words.

e

pen set ten pet net

neck pecks speck (of dust)

pens sent tent tents

Model how to say the sound /e/. You are teaching only the sound /e/ and the letter shape 'e' and how these work in *some* written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the *sounding out* and see if the learner can then hear the target words. If not, sound out and *blend* the words. Track under the letters with the index finger at all times.
The learner holds the pencil with '*froggy legs and log under*' and writes the letter 'e' as he/she says the sound /e/.

e

e

Can you think of objects and animals starting with the /e/ sound?   Draw some of them here:

Fold this page up to the bottom of the first 'e' box to hide the words but to reveal the 'e'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

h

hit   hat   hip   hen   hits

hens   hats   hips   hint

hints   has   his   hiss

Model how to say the sound /h/. It is just like a 'breath' with no voiced volume. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. Track under the letters with the index finger at all times. Note that the pronunciation of the words 'has' and 'his' needs to be tweaked so that the letter 's' sounds like /z/. Double consonant letters like 'ss' are sounded only once.

The learner holds the pencil with 'froggy legs and log under' and writes the letter 'h' as he/she says the sound /h/.

h

h

Draw pictures of objects and animals starting with the /h/ sound:

Fold this page up to the bottom of the first 'h' box to hide the words but to reveal the 'h'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Check each word by sounding out and blending (this is called 'editing'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.

r

rat rip ran rats rips

rent trip trap trips

strip strips strap straps

Model how to say the sound /r/ (closer to "err" than "ruh"). Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the *sounding out* and see if the learner can then hear the target words. If not, sound out and *blend* the whole words. Track under the letters with the index finger at all times. When reading, say the sounds in clusters of consonant letters separately but develop the ability to say the sounds quickly enough to hear the overall sound. Relate the sounding of the consonants to a train speeding up until all the separate consonant sounds blend together. The learner holds the pencil with 'froggy legs and log under' and writes the letter 'r' as he/she says the sound /r/.

r

r

Draw pictures of objects, animals and 'actions' starting with the /r/ sound:

Fold this page up to the bottom of the first 'r' box to hide the words but to reveal the 'r'. Use the back of the folded-up part to practise spelling and writing. Start with saying the three letter/sound words above very slowly. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Edit the words whilst finger tracking underneath. At first beginners may only manage the shortest words and they will have greater difficulty with identifying the sounds in clusters of consonant letters. Say a consonant cluster very slowly like a train slowing down - the individual phonemes 'pop out'.