

EARLY YEARS STARTER BOOKLETS

Suggestions for use:

These **BOOKLETS** are designed to provide **instructional**, cumulative text. As with most resources in the **Phonics International** programme, the **BOOKLETS** can be used very **flexibly** according to the **judgement** of the teacher and the **needs** of the learner. The text throughout the strand includes some longer, more **challenging** words as well as simpler words. The teacher should follow-up on the **vocabulary/meaning** of the words and talk about the use of **punctuation** at all times. **Always start** with **'saying the sounds'** as shown in the top right hand corner.

The bite-sized pieces of text **reflect the key words and pictures** of the **Phonics International** mnemonic system - but this does not prevent the use of the **BOOKLETS** to **complement** or **supplement** any other synthetic phonics programmes.

The key pictures and words consist of 'general every day' vocabulary and are **not intended to be overly important**. They are just a 'means to an end' to provide a simple 'hook' to recall the letter/s-sound correspondences for the beginner.

The **BOOKLETS** provide **rehearsal of blending** for the learner - or a means for the **teacher to model the blending process** in simple sentences with basic punctuation (remember always to **finger track** under the words from left to right). The texts can also be used for **handwriting practice** and **dictations** or as a **stimulus** for extending to **creative writing** in the drawing space or on the back page of the booklet (as appropriate to the learner's age/ stage/ ability).

Do not start to use the **BOOKLETS** strand **from unit 2 onwards until** the learner has a good understanding of the **blending process** and is able to **blend at word level independently**.

In unit 1, the **BOOKLETS** are designed **for the teacher to model the blending process whilst finger tracking** under the appropriate graphemes from left to right all-through-the-words. This demonstrates to the learner how the Alphabetic Code 'works' by **mapping** the graphemes in the **printed** words to the 'sounds' (phonemes) in our **spoken** words. The teacher needs to **read very slowly** at first to allow the learner to 'recognise' the **taught** letter shapes and their corresponding sounds.

How 'well' the learner can decode the text in the **BOOKLETS from unit 2 onwards** depends on many factors. If the learner has some **prior experience**, for example, and is using the **BOOKLETS** to revise previously taught knowledge, the learner may well be able to read the pieces of text independently and quite fluently. Other learners may need **plenty of support** in which case the **BOOKLETS** provide a means of **modelling** rather than independent rehearsal.

If the learner is very young and/or English is an additional or foreign language, then such a learner will need **extra help with pronunciation and blending** to 'hear' the target words.

Whilst the **BOOKLETS** consist of **mainly** cumulative, decodable text, some letter/s-sound correspondences not yet 'formally' introduced are also included. The teacher **may find that the learner readily learns** these additional common correspondences such as 'er', 'ed' and '-y' at the end of many words. The letter/s-sound correspondence 'th' and the word 'the' need to be taught **from the outset** of the **BOOKLETS** strand and **certainly by the beginning of the 'unit 2' BOOKLETS**. **Split digraphs** (traditionally referred to as 'magic e') such as 'a-e' in words like 'came' and 'safely' can also be taught, or pointed out, incidentally as they appear in the text.

Fold the A4 page 'in half' to create **A5 booklets**. The teacher or learner can **make up a title** for the text on the 'front cover' and write at the bottom: **by** _ _ _ _ _ or **illustrated by** _ _ _ _ _ and write the learner's name.



-ng

o₄ a₂ e₂ i₂ u₂ y₂ ee

ea₂ z zz ng come

The gong rings out
across the valley.
This is a splendid
day. People from all
the corners of the
land bring feasts to
eat. Along come the
children singing songs
and longing to play.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



-nk

o₄ a₂ e₂ i₂ u₂ y₂ ee
ea₂ z zz ng nk

Jacob picked up the pen and dipped it into the bottle of ink. He sank into his seat and began to think. Jacob linked his own story to those his mother told him long, long ago...

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



V

o₄ a₂ e₂ i₂ u₂ y₂ ee

ea₂ z zz ng nk v

Victor played sweet
violin music every
evening. His magic
bow slid smoothly
over very tightly -
strung strings.

Victor's violin music
drifted into the
velvet night skies.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



-ve

o₄ a₂ e₂ i₂ u₂ y₂ ee ea₂ z

zz ng nk v ve

The white dove is a very important bird. It is a symbol of peace and love across the world. It is often shown 'in flight' and holding an olive branch in its beak.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



oo

o₄ a₂ e₂ i₂ u₂ y₂ ee ea₂ z
zz ng nk v ve oo

Look at this book.
It is made just from
paper and card. It is
not very attractive.
But the words inside
tell wonderful stories.
We can get fantastic
ideas from reading
lots of good books.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



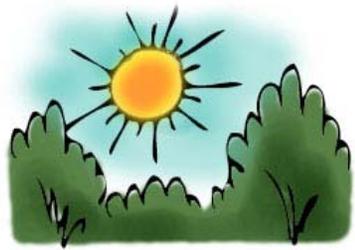
oo

o₄ a₂ e₂ i₂ u₂ y₂ ee ea₂ z

zz ng nk v ve oo₂

It was a cool crisp night. The moon shone only slightly above the roof tops. A sliver of light helped us to look for the hoof tracks in the snow.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



-y

o₄ a₂ e₂ i₂ u₂ ee ea₂ z zz

ng nk v ve oo₂ y₃

Yesterday was very sunny. We saw a massive yak on our trip. It had a long, shaggy coat and big horns. It looked very scary as this is not an animal that we see very often!



Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



-X

o₄ a₂ e₂ i₂ u₂ ee ea₂ z zz

ng nk v ve oo₂ y₃ x

Max looked out of the window and saw a fox cub. The next thing he saw was six more all playing! The mother fox, or vixen, followed soon after with food for the hungry cubs.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



ch

ee ea₂ z zz ng nk v ve

oo₂ y₃ x ch

Max got a bigger desk for his fax. He also chose a swivel chair. Max was not a rich chap but it gave him such a good feeling to get much chunkier and better furniture.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



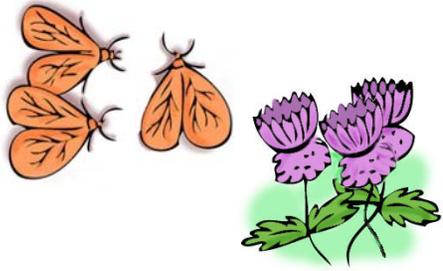
sh

ee ea₂ z zz ng nk v ve

oo₂ y₃ x ch sh

Shelley is a sheep.
She got lost last
week. Shep, the
sheep dog, found
Shelley. Shep chased
her safely back to
the fold thanks to
the training he had
been given by Shona.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



th

ee ea₂ z zz ng nk v ve

oo₂ y₃ x ch sh th

Theo saw three little moths land on three prickly thistles. The thistles were growing in the cracks of an old cobbled path. Theo thought, “*Both moths and thistles are beautiful things*”.

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.



th

ee ea₂ z zz ng nk v ve

oo₂ y₃ x ch sh th₂

Theo holds a feather up in the wind. “Which way is that wind blowing?” he thinks. “This weather is feeling thundery and I am lost...” Lightning flashes bathe the path in light. “Over there! I can see the camp!”

Finger track under the words. Blend the words to read the sentences. Write the focus letter shape/s. Draw a picture.