

Phonicsability

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Introduction

ABOUT THE SERIES

'Throughout Key Stage 1, phonics should be the main focus of the 15-minute word level slot in the Literacy Hour.' This is the directive to be found in *Phonics, Progression in phonics: materials for whole-class teaching* issued by the DFEE in 1999. Such an emphasis being placed on the teaching of phonics illustrates its importance.

Phonicability is a series of books which provides individual worksheets that support and consolidate the teaching of phonics skills as outlined in the *National Literacy Strategy Framework for Teaching*. There is one book for each year of Key Stage 1 (Scottish Primary 1–3): *Reception* (Scottish Primary 1), *Year 1* (Scottish Primary 2) and *Year 2* (Scottish Primary 3).

A unique feature of the series is the provision of differentiated photocopiable activity sheets aimed at considerably reducing teacher-preparation time. These sheets present the same activity at three different levels, for below average, average and above average children. They are also differentiated across the year of work, thereby reflecting the expected progress of the child. The worksheets tie in closely with the term-by-term teaching of phonics as detailed in the *National Literacy Framework*. While they leave the teacher free to approach phonics lessons in the most appropriate way for each particular class, they provide a useful extra source of practice material to reinforce and consolidate the teaching points. It is vital that an adult reads the sheets with the children first before expecting them to start work.

Children as young as those at Key Stage 1, who are learning formal literacy and phonics rules for the first time, need a great deal of repetition, practice and consolidation. The provision of as much varied material as possible is essential. Teachers can never have too many ideas and materials for this purpose!

The contents of the books for Reception (Primary 1) and Year 1 (Primary 2) follow a similar format; this is useful for classes with mixed ages.

At the back of each book is a Record/Assessment Sheet. This details the goals for each year, as outlined in the *National Literacy Framework*, and provides a useful record of what the child has achieved, what they need to consolidate and what their next targets should be.

ABOUT THIS BOOK

This book is for teachers of Year 2 children (Primary 1). It aims to:

- provide differentiated material which will support and consolidate the phonics rules taught during the Literacy Hour
- provide extension activities that can be worked on independently both during the Literacy Hour and at other (unstructured) times in the day
- provide repetition and practice of the current rule being taught, while simultaneously reinforcing other aspects of work at word level in the *National Literacy Framework*
- enable the children to work independently, thus allowing the teacher to work with other groups or individual children simultaneously.

THE PHOTOCOPIABLE ACTIVITY SHEETS

The differentiated sheets introduce the same phonics rule and have the same task, but at three different ability levels. They also provide a variety of activities to consolidate the same teaching point. They are designed to stimulate the children's thinking and to keep up their interest level. The format is not identical on every sheet and so the child will not suffer from 'worksheet fatigue'; boredom is guaranteed to kill motivation!

The activities on each sheet introduce the phonics rule being taught, but they also introduce and use the vocabulary of the *National Literacy Framework*, such as 'vowel', 'consonant', 'digraph' and 'blend'. While these are not among the high frequency words to be taught at Year 2, nevertheless they are words that the children need to become accustomed to hearing and using appropriately. There is also a bonus in seeing them in written form.

Some of the sheets have activities based on 'Look, Say, Cover, Write, Check'. While this is not introduced in the *National Literacy Framework* until Year 3, it is useful for the children to be exposed to the technique gradually and easily. It does not appear on the sheets until Term 2's work; therefore its introduction is not too premature. It is suggested that the teacher models the technique initially, until the children are confident in using it themselves. The activity is self-contained within the sheet, so no additional resources are necessary.

Some of the sheets ask the children to make a wordsearch of their own. These are intended to make the children analyse words containing the phonics rule being taught and give practice in playing with words. It is suggested that these wordsearches are shared among the children so that those who have designed the puzzle have a real ‘audience’ on whom to try it out.

The order of the activity sheets is not a recommendation to teach the sounds in the same order. They have been presented in the book to follow digraph and blend order as outlined in the *National Literacy Framework* documents. It is suggested that the teacher should read *Phonics, Progression in phonics: materials for whole-class teaching* (DfEE, 1999) and follow its suggestions for teaching order and technique. It is also important to be familiar with the recommended pronunciations in the document. Teaching points in the lesson plans are in line with the document’s recommendations. For example, the correct technical terms are adopted, such as ‘phoneme’ (instead of ‘sound’), ‘digraph’, ‘cluster’ and ‘blend’.

THE EXTENSION ACTIVITIES

The sheets also offer extension activities. These can be done on the back of the sheet and should be done independently, thus eliminating the need for adult supervision, although help with reading the instructions will be needed. The extension activities are designed to reinforce the work done on the main sheet and provide extra practice in the rule being taught.

ASSESSMENT

The sheets themselves build up to provide a portfolio of the child’s work and progress. This is a useful resource for assessment and recording, particularly if evidence is needed at a later stage of the child’s development. It is suggested that the sheets are kept in a folder or binder. A busy classroom teacher can easily lose sight of how a child performed at the beginning of the year. The sheets will provide evidence of the child’s development.

THE ALIEN CHARACTER

Throughout the book (and indeed the series), a space character is used to introduce each phonics rule and to assist the children with the individual activities on the worksheet. The alien in this book is Sherft, whose name comprises an initial consonant digraph, a medial vowel phoneme (phonics rules which are taught during this year) and a final consonant blend.

Some children may not be able to read all of the words on the activity sheets. Therefore, when a classroom session reaches the point of using the sheets, introduce Sherft to them and read the instructions on each sheet with them.

CHAPTER CONTENT

Overall aims

This outlines the aims for the section content.

Teacher’s notes

This provides information and suggestions regarding the content of the section.

Intended learning

This states the specific learning goals for the activities.

Suggested activities

This offers suggestions for activities which enable the children to practise, consolidate and reinforce the phoneme being taught. The activities are there for the teacher to pick and choose from according to the class/group needs. They are suggestions only, and as such can be adapted and altered in any way to suit the specific needs of each situation. They are varied in their nature, involving both physical and intellectual abilities.

Using the differentiated activity sheets

This explains the required tasks on the differentiated sheets. It also explains which children will benefit from a specific differentiated sheet.

Plenary session

This suggests ideas for a whole-class discussion of the learning outcome and follow-up work.

Generic sheets

This provides suggestions for further activities with specific generic sheets to be found at the back of the book.

OVERALL AIMS

- To revise the terms ‘phoneme’, ‘vowel’, ‘consonant’, ‘blend’, ‘digraph’ and ‘cluster’.
- To revise the long vowels learned during Year 1.
- To sound, recognise and name vowel phonemes ‘oo’ (short), ‘ar’, ‘oy’/‘oi’ and ‘ow’/‘ou’.

TEACHER’S NOTES

Children enjoy using technical terms and need to familiarise themselves with those that are referred to in the *National Literacy Framework*. It is important that they become confident in using these terms correctly and in an appropriate context. While these terms will have been taught and used throughout the Reception (P1) and Year 1 (P2) years, it is important to revise and consolidate them.

A ‘phoneme’ is the smallest unit of sound in a word. For example, the word ‘man’ has three phonemes, ‘m’, ‘a’ and ‘n’. It is vital that children learn to listen to and sound the phonemes represented by the letters of the alphabet.

A ‘digraph’ is a combination of two letters that produce a single phoneme. For example, ‘sh’, ‘th’ and ‘ch’ are consonant digraphs, while ‘ee’, ‘ai’ and ‘oa’ are vowel digraphs.

A ‘blend’ is a combination of two letters that produce two phonemes. For example, ‘st’, ‘lp’ and ‘nd’ are consonant blends.

A cluster is a combination of three letters that produce the same number of phonemes. Examples of clusters are ‘str’, ‘thr’ and ‘ldr’ (as in ‘ch-il-dren’).

Revision – long vowels and vowel phonemes

LESSON ONE**Intended learning**

- To revise the terms ‘phoneme’, ‘vowel’, ‘consonant’, ‘blend’, ‘digraph’ and ‘cluster’.
- To listen to, name and sound the long vowels ‘ee’, ‘ai’, ‘ie’, ‘oa’, ‘oo’, ‘a-e’, ‘i-e’, ‘o-e’ and ‘u-e’.
- To name an object or a word that contains these vowels.
- To sound, recognise and name vowel phonemes ‘oo’ (short), ‘ar’, ‘oy’/‘oi’ and ‘ow’/‘ou’.
- To name an object or a word that contains these vowels.

Starting point: whole class

Write the terms on the board and remind the children that these are words they learned last year. Ask them what the words say. Ask what they mean. If necessary, teach again what each term means.

Write on the board the long vowel(s) being revised. Ask the children whether they can remember the phonemes made by each vowel. Play a game of ‘True or False’ in which you write a vowel digraph on the board and say “The phoneme for this digraph is ...”, which could be true or false. The children have to say whether the statement is true or false.

Write on the board the vowel phoneme to be taught in the lesson. Play a game of ‘Phoneme football’. Divide the class into two teams named after favourite football clubs (their choice). Each child who can name a word/object containing the appropriate vowel phoneme scores a ‘goal’ for their team.

Group activities

- Using Generic sheet 1, ask the children to write in the phoneme box all the words they can think of containing the revised/new vowel phoneme(s).
- Ask the children to draw or paste a picture (from a magazine) of something with the phoneme in it.
- Provide a box of mixed plastic alphabet letters and ask the children to sort out the vowel phonemes and use them as templates for a ‘vowel phoneme frieze’.
- Ask the children to cut out from an enlarged copy of one page of a magazine or newspaper all the words containing the vowel phoneme(s). Stick them on a large sheet of paper. Ask the children to use these words in their writing during the week.
- Ask the children to use dictionaries to find words with the vowel phoneme. How many can they list? Ask them to use these words in their writing during the week.

PLENARY SESSION

Each group should report back on what they did. Ensure that, across the term, every child has an opportunity to be their group’s ‘spokesperson’ if they wish to. Ask the children again what each term means.

Ask them to say aloud the revised/new vowel phoneme. Ask, “What have you learned today?”, “What did you find easy today?” and “What did you find difficult today?”

LESSON TWO

Intended learning:

- To practise saying the name and sound of the revised long vowel phonemes/new vowel phonemes.
- To spell and write words containing the phonemes.

Starting point: whole class

Write the vowel phoneme(s) on the board. Ask, “What phoneme is this?”, “What is a phoneme?”, “What is a digraph?” and “What is a vowel?” Ask for some words that contain the phoneme.

Write some other words on the board, but with the vowel phoneme missing. Ask for volunteers to complete the words. (It is important not to force diffident children to do this.)

Play ‘Grandma went to market’ but ‘buying’ items that contain the phoneme.

Play ‘Phoneme ping pong’. Child A names another child and says the two vowels in the digraph, Child B says the phoneme then names another child and two new vowels. For example, David says, “Ellen, ‘a’ and ‘i’”; Ellen says, “‘ai’; Pritpal, ‘i’ and ‘e’”; Pritpal says “‘ie’”; Anne, ‘o’ and ‘o’.” Set speed records and play on a daily basis.

Introduce the activity sheets. Show the picture of Sherft to the children and explain that Sherft’s name is made up of some of the phonemes they will be learning, ie initial consonant digraph, medial long vowel digraph and final consonant blend. Read the instructions on each sheet to the groups.

USING THE DIFFERENTIATED ACTIVITY SHEETS

Activity sheets a

These are for children whose output may be limited in the time available. They give the opportunity to analyse words, sound out the phoneme and do a small amount of independent writing.

Activity sheets b

These are for children who are able to do a little more work within a limited time period. The writing content is more demanding.

Activity sheets c

These are for children who are able to recall the phonemes with confidence. They will be able to do more writing within the time given and to do it independently.

PLENARY SESSION

Choose a child from each group to explain what their group did on their sheets. Make a display of some of the sheets while the revision work is still being done.

Ask, “What have you learned from today’s lesson?”, “Was there anything you didn’t understand about today’s lesson?”, “What were the phonemes we revised/learned today?” and “What were the terms we revised today?”

GENERIC SHEETS

- Generic sheet 1 has blank phoneme boxes. These can be used to find new words with the required phoneme in them. The sheet can be used either as the basis of a search game or as a reference bank of words containing that specific phoneme.
- Generic sheet 2 has blank grids that can be used to design wordsearches or crosswords. Several of the activity sheets give this as a task and this generic sheet can be used as the photocopiable master. The grids differ in size for different ability children.
- Generic sheet 3 has the blank outline of a cube which can be copied on to card, cut out and used as a dice in phoneme games.
- Generic sheet 4 has blanks which can be used for Pelmanism, dominoes or Snap, as required. The appropriate phoneme can be written on each card.



Do you remember these phonemes? *ee* and *ea*.

◆ Join the words to the pictures.

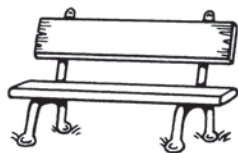


sleep



meat

sheep



seat



◆ Read the words aloud.

◆ Write *ee* or *ea* to finish the words.

tr__

f__t

gr__n

l__f

__t

b__ns

◆ Read the words aloud.

Write sentences for three of the words.





Do you remember these phonemes? *ee* and *ea*.

◆ Finish the words and join them to the pictures.



f__t

tr__

thr__

3

sw__t



s__l

l__f

p__s

st__m



◆ Read the words aloud.

◆ Find a rhyme for

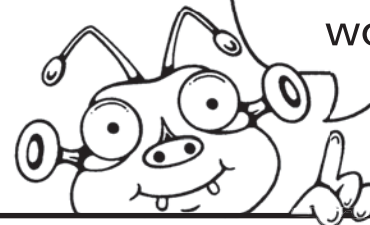
feet

seal

tree

steam

Write sentences for each of these words.



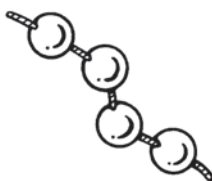


Do you remember these phonemes? *ee* and *ea*.

◆ Write the words and join them to the pictures.



b _ _ _ _



l _ _ _ _



t _ _ _

_ _ _

_ _ _ _



b _ _

w _ _ _ _

q _ _ _ _

_ _ _ _ _

_ _ _ _ _



◆ Read the words aloud.

◆ Find rhymes for these words.

bee team sleep

peas wheel eat

Write sentences for these words.

