

Additional Activity Sheets

Unit 2

Unit 4

Unit 6

Updated Index: pdfs

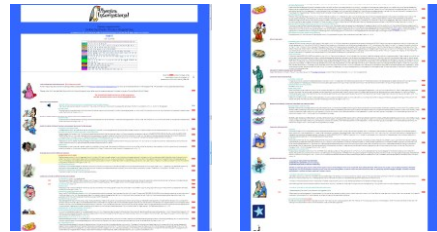
End of Unit 6 now includes:
ph, au, aw, ou as long /oo/, -ie as /ee/, ew as /oo/ & /yoo/, ch as /k/ & /sh/

Pace of code introduction

- Units 1 to 4 or 5 for beginners – every day
- Revise and then complete Unit 6 in next year
- Split Units with fewer sessions to complete by end of KS 2

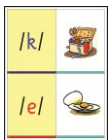
See Jacqui O'Donnell's report in the 'Downloads and Links' section.

Resources provided online



Unit 5 webpage: All resources for each Unit provided as pdfs via 12 colour-coded webpages, plus an audio-visual resource in Units 1 to 6.

Continuous provision and enrichment resources



SOUND CARDS
top left of the board

- UNIT 2:**
- *SOUNDS CARDS
 - *COLLATED ALPHABETIC CODE INFORMATION PLUS WORD BANKS
 - *HANDWRITING – 10 SHEETS
 - *HANDWRITING – LOWER CASE – 15 SHEETS
 - *HANDWRITING – UPPER CASE – 14 SHEETS

- UNITS 3 & 4:**
- *ORIGAMI BLEND, SPELL AND WRITE BOOKS WITH INSTRUCTIONS

Collated Alphabetic Code Information Plus Word Banks

UNIT 2:

This is particularly helpful to give an overview of the content of all the Sounds Book Activity Sheets. It begins with 'In a nutshell...'

Print in full for the staff room.

Some teachers use it for their own planning files.

Resources provided online

Two additional webpages:

An 'Extras' webpage for additional resources which are not 'unit' specific

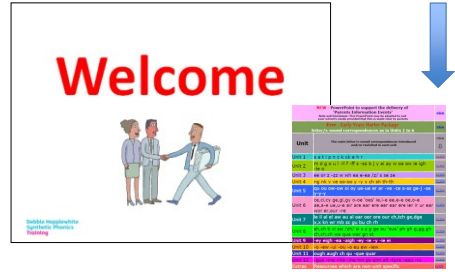
Words to read, spell and write:

1. accident
2. accidentally
3. actual
4. actually
5. address
6. answer



200 Key Stage 2 words (Y3/4 and Y5/6) from English national curriculum and many additional posters

Resources provided online

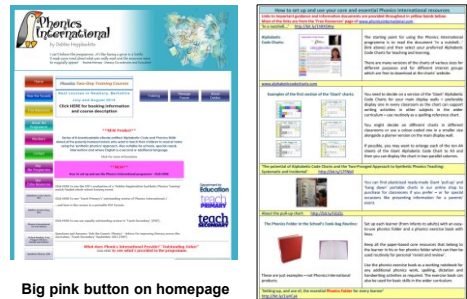


Editable PowerPoint to support Parents' events available top of Index

So, how best to use PI?

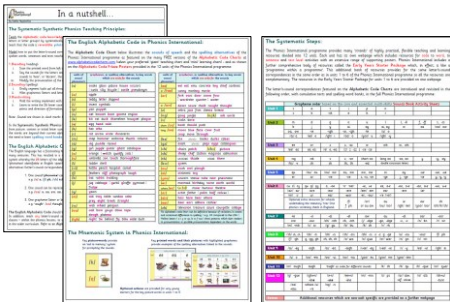
The following information is a 'walk-through' of the most essential core resources and guidance for teaching with the Phonics International resources provided *online*...

How to set up and use...

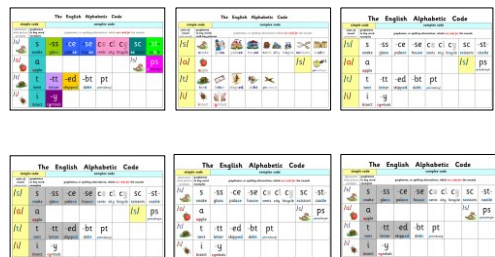


Big pink button on homepage

In a nutshell...

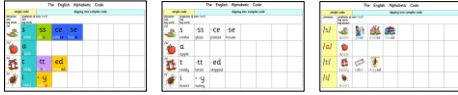


'Giant' Alphabetic Code Charts

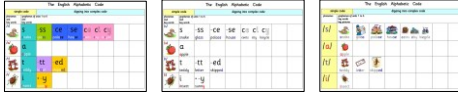


www.alphabeticcodecharts.com

EYSP Alphabetic Code Charts



Letter/s-sound correspondences of Units 1 to 5



Letter/s-sound correspondences of Units 1 to 6

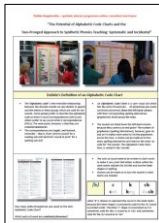
Only available in **Early Years Starter Package**

Alphabetic Code Charts



www.alphabeticcodecharts.com

The 'Two-Pronged Approach'



"The Potential of Alphabetic Code Charts and the Two-Pronged Approach to Synthetic Phonics Teaching: Systematic and Incidental"

Comparing Information

International Phonetic Alphabet (IPA)	International Phonetic Alphabet (IPA)
...	...

International Phonetic Alphabet (IPA)	International Phonetic Alphabet (IPA)
...	...

Charts showing the International Phonetic Alphabet (IPA)

Department for Education Chart

The Phonics Folder in the school's book-bag routine

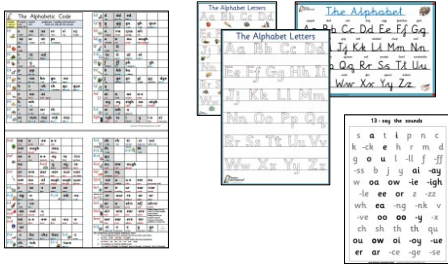


...and the phonics exercise book

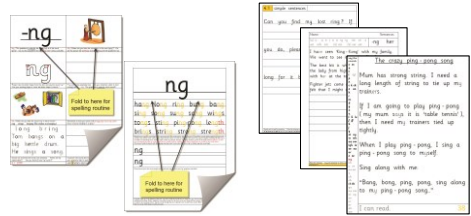
Setting-up, and use of, the essential Phonics Folder ...



Resources to be kept in the Phonics Folder



Work-in-progress resources to be kept in the Phonics Folder



Word level Activity Sheets

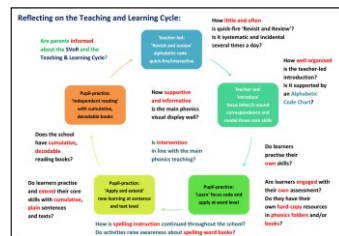
Cumulative sentences/texts

Work-in-progress resources to be kept in the Phonics Folder



Posters and additional activities can be included as appropriate

Reflecting on the Phonics Teaching and Learning Cycle



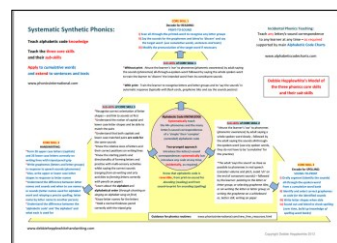
Whole School Phonics Provision: CPD General Audit or Checklist



Useful for whole school Continuing Professional Development

Debbie Hepplewhite's suggestions for effective and supportive phonics provision and practice

The three phonics core skills and their sub-skills



Three Posters for Phonics Routines – Reading, Spelling, Handwriting



Guidance for Phonics Routines



Red print: Professional Development guidance for perfecting the routines for the three phonics core skills and their *sub*-skills

Implementation for older learners when PI is new to the school



Four-side pdf: Suggestions for the implementation of Phonics International in whole classes when the programme is new to a school - for teachers of learners who are not beginners

Simple explanations for reading and spelling - incidental phonics



For reading: print-to-sound

For spelling: sound-to-print

Free posters: Share with all staff and with parents

Simple early explanation for alternative spellings in names



Poster: www.phonicsinternationalpreschool.com

Assessment

Free Resources webpage: 'Range of free Assessments' [Guidance for the Phonics International baseline assessments:](#)

Why are baseline assessments so important?

Total beginners:

Intermediate:

Nonsense word assessments:

Text level reading, spelling and writing assessments:

Baseline and post-unit progress assessments A and B:

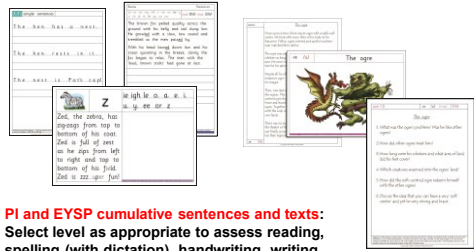
Continuous Assessment:

Examples of assessments

A name:			date:
sati	sat	its	sits
p	pit	taps	spits
n	nip	snap	snips
c	cap	scan	picnic
k	kip	skin	skips
ck	sick	sacks	sticks
e	pet	tent	spent
h	hip	hats	happen
r	ran	rips	trips

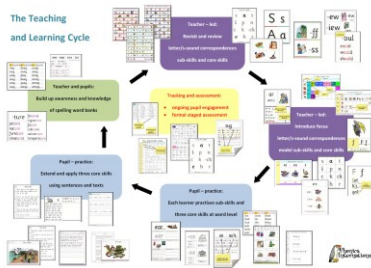
BASELINE AND POST-UNIT PROGRESS ASSESSMENTS A and B
Two extensive word level 'parallel' assessments for Units 1 to 12 of Phonics International to ascertain alphabetic code knowledge, blending for reading, spelling – and even handwriting skills.

Examples of assessments



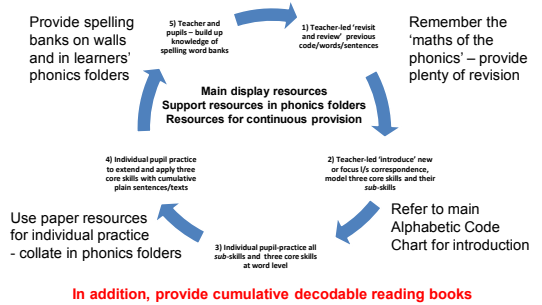
PI and EYSP cumulative sentences and texts:
Select level as appropriate to assess reading, spelling (with dictation), handwriting, writing, language comprehension after reading, and spoken language without a reading activity (e.g. talk about a picture).

Age-appropriate Two-session Teaching and Learning Cycle



Debbie Hepplewhite
Synthetic Phonics
Training

Age-appropriate Two-session Teaching and Learning Cycle



In addition, provide cumulative decodable reading books

Intervention – special needs

For intervention:

- Ensure high quality **visual support** on walls, via mobile displays, and provide in individual's phonics folder and phonics exercise book to help short-term memory.
- Provide more **'little and often'** practice with the contents of the phonics folder and exercise book. **Work in partnership** with parents/carers wherever possible.

Resource Choices

For any letter/s-sound correspondence, there are multiple resources to choose from for delivering the elements of the T & L Cycle:

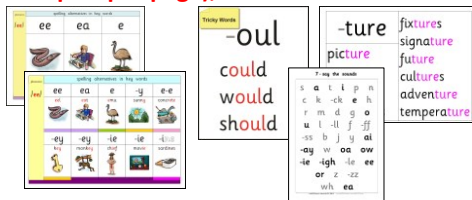
For example, posters for display and/or folders



Resource Choices – use creatively

Further posters for display and/or folders:

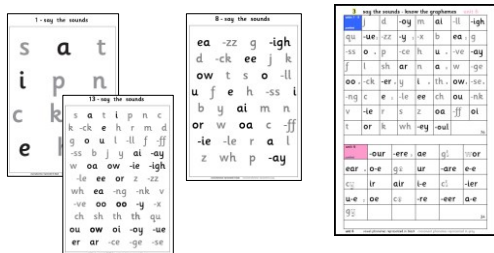
Project, print, laminate, enlarge, reduce (print multiples per page), create browse books



Age-appropriate Two-session Teaching and Learning Cycle

- 1) Revisit and review:** Various sets of grapheme flash cards and/or 'Say the Sounds Posters' available in Units 1 to 12 (use posters for older learners)
- 2) Teacher introduces new or focus letter/sound correspondence and models with a few words:** 'Core Teacher Modelling Cards' in Units 1 to 12, also in EYSP Units 1 to 6

Cumulative, 'in order' of letter/sound correspondences introduction, and 'jumbled' - throughout the PI programme:



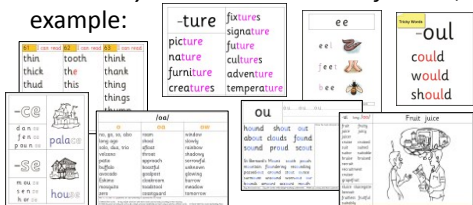
Constant revision and 'over-learning'

Age-appropriate Two-session Teaching and Learning Cycle

- 3) Individual Pupil Practice at word level:** Essential multi-skills 'Activity Sheets' in Units 1 to 12, a version with fewer words in EYSP for Units 1 to 6 (supplement with word lists)
- 4) Individual Pupil Practice extend and apply with cumulative sentences/texts:** 'Sentences' in Units 1 to 5, 'Simple Sentences' in EYSP Units 1 to 6, 'I can read' texts and 'Questions' Units 1 to 12, 'Booklets' in EYSP Units 1 to 6

Over time, raise awareness and build up knowledge of word banks

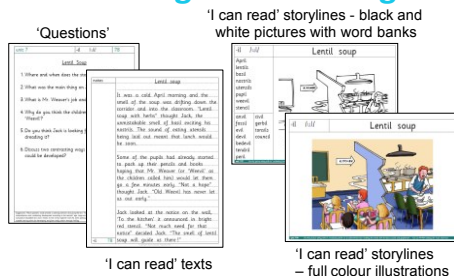
5) Building up knowledge of spelling word banks: Any resources with lists of words, for example:



Younger children: short lists

Older learners: longer lists

Activities to glue words together!



Spelling story themes and their pictures
aid memory for recalling spelling word banks

'Learning Intentions'

STAGE TWO: Units 6 to 12 – 'Extras' webpage

Learning Intentions:

By reading and re-writing the passage answering questions and listing the focus words linked to the story theme, we are developing our language comprehension and building up our knowledge of spelling word banks.

'I can read' spelling story themes:

- 1. Grapheme search:** Underline the focus grapheme (letter or letter group) and note how many are included in the passage.
- 2. Vocabulary:** Read and reread the passage. Circle any new words for later discussion. (Option: Use a dictionary to see meanings.)
- 3. Word bank:** List the words with the focus letter/sound correspondence to form the basis of your spelling word bank.
- 4. Self-distillation:** Re-read the passage in silence and/or concisely and write on paper with lines in your best handwriting.

5. Check:

Check your self-distillation with the original passage for spelling and punctuation.

6. Comprehension:

Answer the Questions for the passage with a working partner (speaking).

7. Comprehension:

Answer the Questions for the passage in your best handwriting.

8. Recall:

Use the story theme (and its picture) to help you remember the focus spelling word bank. How many words can you recall from memory (today, and long term)? Check your spellings carefully if you have written them.

9. Record:

Write the correct spellings in your Phonics Spelling Dictionary. Add to your spelling word bank if you find further words.

10. Extend:

Write a short paragraph to add to the main passage to include any extra words with the focus letter/sound correspondence.

11. Illustrate:

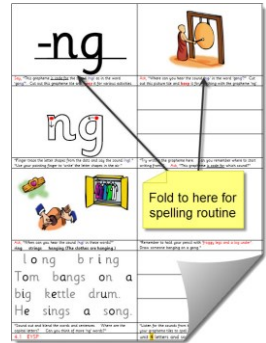
Draw a picture of the passage to help you recall your focus spelling word bank. (Option: add labels of some focus words).

Homework:

Complete numbers ... and ...

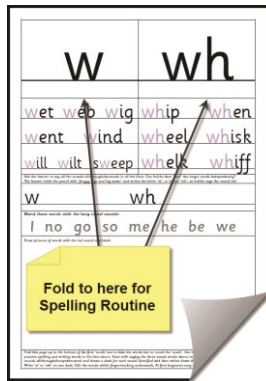
Activity Sheet:

- Train all the children first
- Tell them in advance what extension activity to do when they finish the **FIRST** side of the Activity Sheet
- Strong focus on the slower-to-learn children

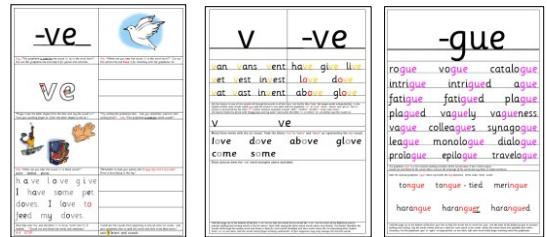


Activity Sheet:

Apart from the initial training stage, never 'go through' the Activity Sheet before the children do the activities!

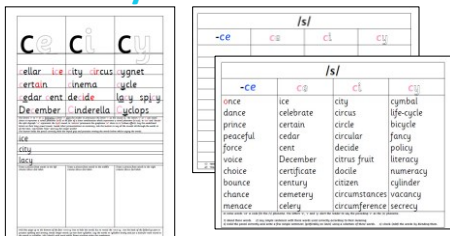


Always – 'fold up' for the spelling routine!



Generally - alternate the Activity Sheets with cumulative sentences or texts as appropriate

STAGE TWO Sounds Book Activity Sheets from Unit 6



Extra resources from Unit 6 onwards

Working in Partnership

- Giving feedback
- Asking questions
- Describing problems
- Reporting on findings
- Recording findings to share with others
- Using the Y1 Phonics Screening Check
- Pioneering to spread Systematic Synthetic Phonics