

Fun with Phonics

lesson planning and games to use with the
Jolly Phonics teachers book



About this book

In this book you find information about reading with the method Jolly Phonics. Learning to read is very important, because you need it in all other subjects. It needs a lot of attention. Young children learn by playing, experimenting and exploring; being active and having fun. Playing games helps the children in the process of learning to read.

In the section 'Fun with letter sounds' you find games that can be played with the whole class. Other games are made to play with small groups. A lot of games can be made by yourself; using materials from the environment. In this book you find ideas and examples. There are many other possibilities. The games in this book are meant to encourage you to have fun in teaching reading in your class, to be creative and to make your own games. For each letter group there is a workbook for the children, to practise individual. These can be copied, fold and stapled for each child per letter group. You need them in the first term of P1, the second and third terms have their own workbooks that you also find in this book. In the planning you find the different materials and ideas that can be used.

Index

The book is divided in four sections, separated by coloured pages:

1. Information

- Reading with Jolly Phonics
- Information about games
- How to make and play:
 - Memory
 - Domino
 - Board game with a dice
 - Bingo
 - Snakes and ladders
 - Word wheel, word slide and word book
 - Other ideas

2. Planning

3. Fun with letter sounds

4. Workbooks for the children

5. Examples of games for the different letter groups.

This book is one of three:

Fun at the Nursery school

Fun with Phonics

Fun with Grammar



We wish you a lot of fun with this book!

Ineke Bloemendaal en Reny Nauta – learningwithfunuganda@gmail.com

Reading with Jolly Phonics

Why is reading important

A lot of information is written. So, if you want to get to know things it's important you learn to read. From learning to read to reading to learn! Research has shown that people who can read have more chance to get a job and a better life. When they can read it is important that they keep on practicing a lot so that they learn to read automatic, become fast readers and learn more and more words. So learning to read is not ending in P2!

Why learning to read with Jolly Phonics.

We use Jolly Phonics because it has been proved that children learn to read better with Jolly Phonics than with the methods that are or were used at schools in Uganda.

It is important to teach in **different ways**, because children also learn in different ways: by hearing, seeing, trying, exploring, playing, doing, singing. So each letter sound is taught in different ways: the sound, the formation, a story, an action and a song. Children need variety in the activities they do. It will motivate them to learn. Research has shown that children learn better when they are active and have fun in what they do in a **meaningfully setting**.

When children have fun they learn better. When teachers have fun they teach better! Each day, play at least one game with the group. See: 'Fun with letter sounds'. These games are not just games, but they help the children to learn new things or practice the things they have been taught. In this file you also find games that can be played in small groups.

There are five main elements to the teaching of Jolly Phonics:

1. Learning the Letter Sounds: 42 letter sounds, divided in 7 groups.
2. Learning Letter Formation
3. Blending
4. Identifying Sounds in Words
5. Tricky Words

Jolly Phonics has developed a lot of materials. In Uganda a lot of schools cannot afford it to buy

all of it. In these files you find materials you can use or copy for free. They are specially developed for a school in Uganda.

Pre reading:

Before children can learn to read they have to develop some skills.

See for more information about pre reading 'Learning with fun at the nursery school'.

The activities mentioned here, need revision and continuation in primary school.

When the pre reading is not developed a child will not learn to read!

In the planning in these files the children at the Nursery school are taught the pre reading activities and in top class they start with the first letter groups. At the start of P1 they repeat these letters and go on.

Fun with Phonics

Information, lesson planning and games to use
with the Jolly Phonics teachers book



About this book

Young children learn by playing, experimenting and exploring; being active and having fun. In this book you find information and ideas about learning by playing at Nursery School. While they play, experiment and explore the children develop many skills, skills they need to be able to continue learning after Nursery School.

The most important task of a Nursery teacher is to create an environment where children find challenges, where they can play, experiment and explore. The teacher interacts with the children and observes them. She brings in new challenges.

In the part 'Learning with fun at the Nursery school' you find games that can be played with the whole group.

Other games are made to play with small groups. A lot of games can be made by yourself; using materials from the environment. In this book you find ideas and examples. There are many other possibilities. The games in this book are meant to encourage you to be creative and make your own games.

The third section is about the start with the reading method Jolly Phonics in the third term of Top Class

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 - Domino
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 - Word wheel, word slide and word book
 - Other ideas



2. Learning with fun at Nursery school: group games.

3. Jolly Phonics in Top Class

- Information about Jolly Phonics
- Planning for lessons in the third term of Top Class.
- Workbooks for the children

4. Examples of games for the different letter groups.

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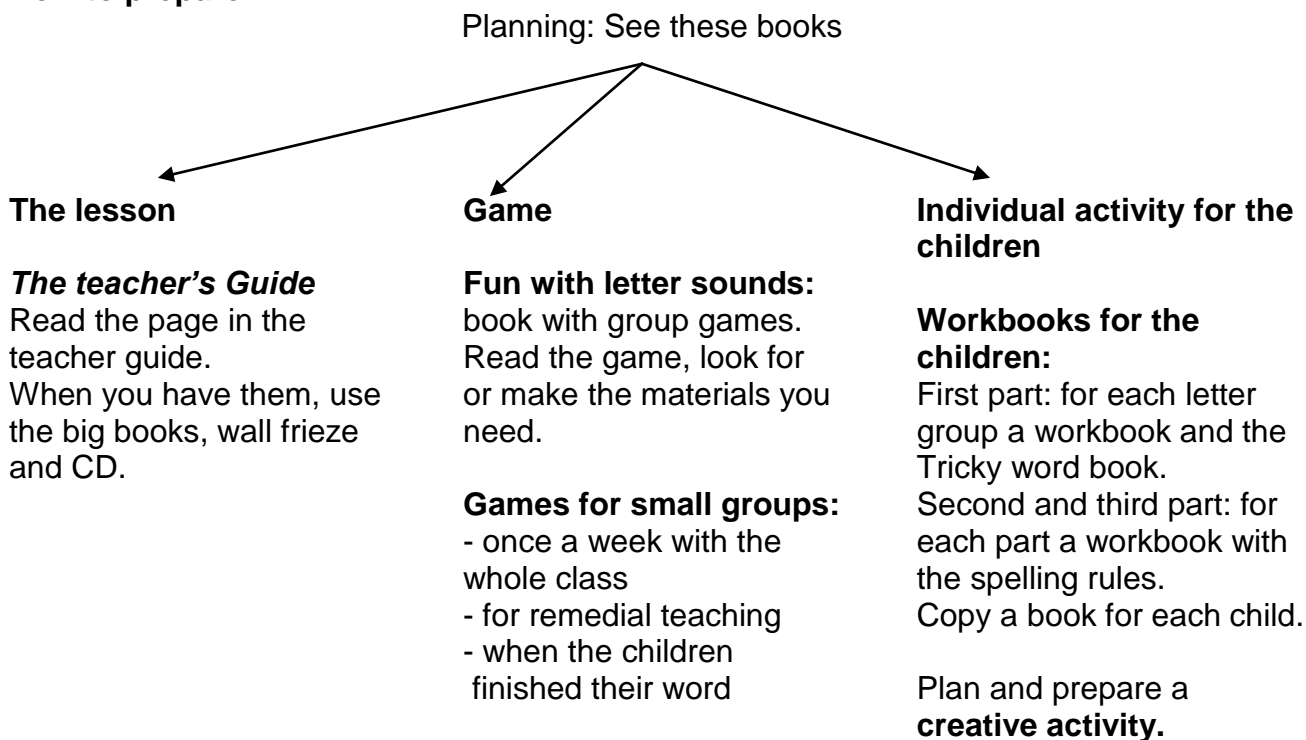
In the planning in these files the children at the Nursery school are taught the pre reading activities and in top class they start with the first letter groups. At the start of P1 they repeat these letters and go on.

When and where you start depends on several things: did the children go to a Nursery school; do they speak English yet. Don't start too early. E.g. when children don't speak English or don't understand the meaning of reading, they may learn the sounds but that doesn't mean that they can read!

Differences with the reading method used in many schools in Uganda.

- . We use letter sounds, not letter names before P2.
 - . Blending is very important. When children know the letter sounds and know how to blend they can read!
 - . We don't teach syllables (like ma ta ra ka etc) as in native languages.
 - . Children only write words they can also read.
 - . We don't believe in just copying.
 - . Instead of teaching the whole alphabet first, we start with a letter group of 6 letters. With these letters children can make words and read them. This is a big motivation for them to go on and learn more sounds. From the beginning they know why they learn letters and how to use them.
- Before starting with Jolly Phonics read the information in the handbook or teachers book. Learn the sounds, actions and songs.

How to prepare



For Top Class at Nursery see the planning in this book.

Information about the materials: see Fun with phonics

Have fun and let the children be active



Materials Jolly Phonics and Grammar

Jolly Phonics developed a lot of materials that can be used by teaching Jolly Phonics and Jolly Grammar.

When you start with Jolly Phonics the most important book you need is the handbook. When you can spend more it's nice to buy the letter sound strips and the song book. Materials, like flashcards, tricky word cards and picture cards, you can also make by yourself.

For the grammar you need the handbooks or the teacher books.

Jolly Phonics

Handbook and teacher's book

Handbook	Teacher's book
Information about letter sounds, blending, segmenting etc.	Information about letter sounds, blending, segmenting etc.
Photocopy Section: Sound Sheets Flash Card Sheets Word Box Sheets Sheets you can copy for making games / worksheets.	Planning for every day: what to do, how to do, things you need.

7 Phonics workbooks (1 of each letter groups) and 3 Pupil Books

Workbooks by each letter book, tricky words and alternative spelling:

Because the workbooks and pupil books are expensive we made books by ourselves:

- 1 for each letter group. The 42 letter sounds divided in 7 groups (instead of the workbooks and Pupil Book 1). These books can be copied, each one 2 x A4, both sides.
- Jolly Phonics 2 and Jolly Phonics 3 about alternative spelling (instead of Pupil Book 2 and 3). These books can be copied, each one 4 x A4, both sides.
- A book with Tricky Words, 3 x A4, both sides.

7 Phonics Activity Books

These books can also be used for making games.

7 Big Books

For teaching the letter sounds. With the sound / letter, action, picture, some words and a little story.

7 Finger Books

The same content as the big book but without the story, smaller and made of hard carton. These books can be used by teaching small groups or individual.

Word Book

The book provides words that are suitable for blending practice, made using Jolly Phonics letter groups.

Jolly Phonics Wall Frieze

Sound, picture and action to hang in the class

Jolly Songs / Jingles

Book and CD

Tricky Word Wall Flowers

The tricky words written on a flower to hang on the wall.

Alternative Spelling & Alphabet Posters

Flash Card

Sounds; Regular Words Blending Cards; Alternative Words Blending Cards and Tricky Words.

Others

- Puppets
- DVD with introduction of each letter group
- Tricky Word Hat
- Jolly Phonics Resources CD

Jolly Readers

- Read and See
- Jolly Readers Level 1 t/m 4

Fun with letter sounds:

Games to play with the whole group, small groups or pairs. While playing these games children learn, together, to blend, segment and read. With fun! Most important by the games is hearing differences and similarities.

Games

Different games you can play at the table in small groups, pairs or individual. Most of them and can be printed or copied. By the games the children learn to hear and to see differences and similarities.

Games also can be made of the Activity Books of Jolly Phonics. When you separate the pages and make a game of it, it can be used for a long time.

See also: How to make and play games.

Planning for P1

A daily planning for P1 included:

- Jolly Phonics Teacher's Book
- Fun with letter sounds
- Games

More materials for Jolly Grammar: see Fun with Grammar.



Games

Children can practice their skills by playing games, also reading skills.

Group games

In the books: 'Fun with letter sounds' and 'Fun with words and sentences' you find games you can play with the whole class or a part of it.

Games for small groups

There are also a lot of games you can play in small groups: games like memory, domino, bingo and board games. You can buy games like this, but most of them are easy to be made by yourself. In this book we explain how to make these games and how to play them.

There is also a variety of **examples**. You can copy or print them and if you have a laminator you can laminate them. But they are also easy to be made by yourself on carton or wood. Use the materials found in the environment. You can give the games a different level by changing the sound or words. Also the tasks can be changed. You can make your own varieties. The games in this book are for reading. Games can be made also for other subjects, like mathematics. Be creative!

Needs

You need to know, by yourself, how to play the game. Then you can explain it to the children.

Before you start playing the game, make sure that the materials are complete: cards, dices, counters, etc. By the games is mentioned what you need and how to use it. Put all you need for one game together in one box. Put on the box the name of the game on the box and what's in it. So you easily can check if it's still complete after playing it. You can make your own varieties on the games.

Players

Most games are made for 2-4 children.

When the board of a board game is small (like the examples here), it is better to play with 2 or 3 children.

When the group is big the children also have to wait a long time for their turn.

Wait till a player has finished his turn before the next player starts.

Play clockwise: the player on the left side is the next one.

Goal

Of course children want to win when they play a game. But by games like this the most important thing to practice some skills and to learn with fun.

Time to play

- You can play games with whole class. Divide the groups in small groups.
- When the children finished their work.
- Extra practicing what is taught for e.g. slow learners.

Before playing games with the whole class

When all the children of the class play games at the same time, it is very important to prepare well. You need to know:

- The number of pupils in class and how to make the groups based on the level, interest and / or individual differences between the children.
- Are their group leaders?
- Choose the games, collect and check the materials
- How to introduce and to explain the games
- Sitting arrangements
- Are they going to play one or more games? When they play more how do they change: rotation / picking another game when they finished one?
- Time to be used

Playing the games

Start: Give instructions and explain the games, capture the pupils' attention.

While they play:

- The teacher moves around to guide the different groups.
- The teacher interprets the pictures / words in the games..
- The teacher plays with the learners
- The teacher gives compliments, encourages and motivates the children.
- The teacher keeps order

Clearing up: The teacher instructs the learners to pack and put away the games (give a warning a few minutes before) and checks the materials

When a teacher is alone with a (big) group it can be difficult to handle the whole group. Then you can give half of the class books to read, while the other half plays games. After a while change.

A good preparation and organization is the base of a good lesson!

Have

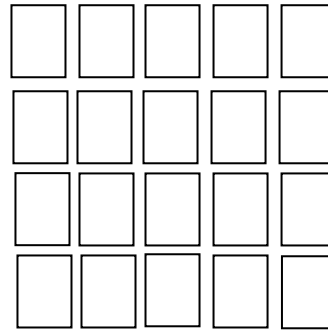


Memory

2-4 players from 3 years and older.
Make cards e.g. from carton and paste,
draw or write on it.

Preparation

Shuffle the cards.
Place the cards picture-side down on the table
and arrange them in rows, making a square or
rectangle shape.



Playing the game

Choose who goes first, then continue playing the game in a clockwise direction. The player whose turn it is turns over two cards so everyone can see them. If the two cards have the same pictures, then the player keeps these two cards and turns two new ones. This continues until the player turns two cards that do not match.

If the pictures on the cards do not match, they are turned face-down again. At the same place! So the players can try to remember the place of a card.

The next player continues with the game.

Game over

The game is over when the last pair of cards has been turned over. Now the players stack all their cards in a tower.

The winner is the player with the most pairs of cards who has the highest tower.

Different levels

Start with not more than 10 pairs. When the children know the game you can give more. For the Nursery school, use cards with pictures, colours or shapes. Start with easy pictures, than use pictures with more details.

In Top class and in Primary play with the same letter or number.

From P1 and upwards you can make it more difficult by using pairs e.g. picture – word; sum – answer.

Other games to play with pairs

Match

Playing individual or in pairs: Find the cards that match.

Describe

You keep 1 of each pair by yourself. Give each child 1 card. You show 1 card. The children look at their cards. When it is the same they give it.

Instead of showing the card, you can:

- name something with that color / shape, when you play with cards with a color or shape.
- describe what you see on the card, when you play with cards with pictures.
- say the letter sound when you play with letters

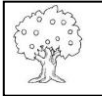
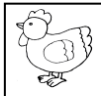
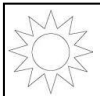
- read the word when you play with word cards

Group games

See: Learning with fun in the Nursery school

Fun with letter sounds

Fun with words and sentences

Pairs with the same letter	n	n	p	p	s	S	etc.
Pairs with the same word	cat	cat	hen	hen	sun	SUN	etc.
Match picture word		tree		hen		sun	etc.

Other possibilities:

- Match picture – first sound
- Match lower case letter – capital
- Match 2 words that rhymes
- Match big and small
- Match picture and a detail of it.
- Etc.

Domino

Materials

Domino is a game with cards with on the left and the right side different picture.

All cards are different but every picture is at least on two cards when you put them in a long line the pictures on the cards match. There are about 24 cards or more.

The cards can be made of e.g. carton or wood. Paste, draw or write the pictures on it.

When you make the cards make sure that a good row can be made.

Players

2 – 4 players from 3 years and older. The age of the players depends on the pictures.

Goal

Making a long row with all the cards.

When you play with more players: who is the first one who puts all his cards in the row?

Playing the game

Shuffle the cards.

Pick a card and put it the in middle. Find a card that matches with the right or left side of the card. Put it there. So go on until all the cards are in a row. When the row is too long, choose another direction for the row.

e.g.

a	m	m	o	o	p	p	s
o							s
r							k

You can also divide the cards.

The players can try, one by one, to match a card. You may only put a card at the ends of the row. Play in clockwise direction.

The one who finished all of his cards is the winner.

Different levels

You can make a domino for different levels. You can use pictures, letters, words, numbers, amount, etc.

After that you can make it more difficult by matching e.g. picture – word; sum – answer.

Examples

m	w	w	o	o	p	p	b
---	---	---	---	---	---	---	---

Match the same letter

man	cat	cat	pin	pin	bed	bed	bag
-----	-----	-----	-----	-----	-----	-----	-----

Match the same word

 man	 dog	 book	 pen
---	---	--	---

Match picture - word

Other possibilities

- Match two halves of a picture
- Match part of e.g. animals, like head and tail
- Match letter and a picture that starts with this sound

Board game with a dice

You play with a board, a dice and for each player a counter.
There many variations of the board game.

Number of players

The number of players can be different. It depends of the size of the game. When you play on a board with size A4, play with 2 or 3 children.

When there are many players they have to wait a long time for their turn.

The board

The board can be made of carton or wood. When you make it on paper you can laminate it, so it can be used for a longer time.

On the board is a route of several shapes (like squares) in a specific order.

Some or all shapes have a meaning. The players have to do something specific when they reach that shape. In the shapes you can put: colours; pictures, numbers, a combination, etc

See the examples

Counters

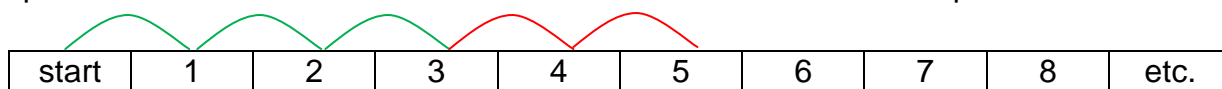
Each child has a counter and is playing the whole game with his own counter. They use the counter to take steps on the board. For the counters you can use small stones, bottle tops, etc. Give each counter a different color, so everybody recognizes his own counter. Make sure that the counters fit on the board.

Playing with a dice

A regular dice has dots from 1 to 6. You can make a dice of a cube.

The players throw the dice on the table, and count the dots on the top. They take as many steps as there are dots on the top of the dice. First take a step, than count. You start from 'start'. When there is no 'start' written on the board, put the counters before nr. 1.

When the player throws 3, in the first turn, he takes 3 steps: to one, to two and to three. He puts his counter there. When he throws next time 2 he takes 2 steps: to 4 and to 5. Etc.



Goal

To do the tasks and try to reach the finish first.

Playing the game

The first child throws with a dice. First take the step, then count.

Then the next one throws with the dice. Take turns clockwise.

The next player waits till the one before him is done moving his counter and has finished the task. The one who reaches the finish first, is the winner.

Examples and varieties in the layout of the board

See the games in this book

Varieties in dices

Dice with e.g. colours and / or shapes



Bingo

Cards

There are a number of big cards and a lot of small cards.

On each big card there are a number of words. For each word there is a small card. On these small ones is only one word. All the big cards are different, the words can be on more than one big card.

Covers

There have to be enough covers for all the word on all the cards. You can use bottle tops, stones, pieces of paper, etc.

Players

When there are 4 cards 5 children can play: 4 children get a big card; 1 child picks the small cards. It depends on the number of big cards with how many players you can play the game.

Goal

To be the first to cover all the words on the card.

Playing the game

Each child gets a big card.

One child gets the small cards in a box. This child picks the small cards one by one. He says the word.

The children see if word is on their card. When it is, they cover this word for example with a top of a bottle.

Put the cards that have been said in another box.

When all the letters or words are covered they say bingo.

Who finished the card first is the winner.

Variation

Instead of words there can be cards with pictures, letters or numbers.

Examples

See the Bingo's in this book.



How to play snakes and ladders

Needs: A dice

For each player a counter. E.g. cork, a stone, a piece of wood. Give each counter a different color, so that each player recognizes his or her own.

Number of players: when the card is not so big play with 2 or 3 players.

Put all the counters at start.

Each player only moves his own counter.

The first child throws with the dice and takes as many steps as there are on the dice. First take the step than count.

When there is written something in the box you reach read it and do what is written. E.g. when you read: go to the tree, you move your counter to the box with the tree.

Tell the children what to do when they reach a picture. They can just say the word or spell it.

When a child reaches a box with the head of a snake he has to go down, following the snake.

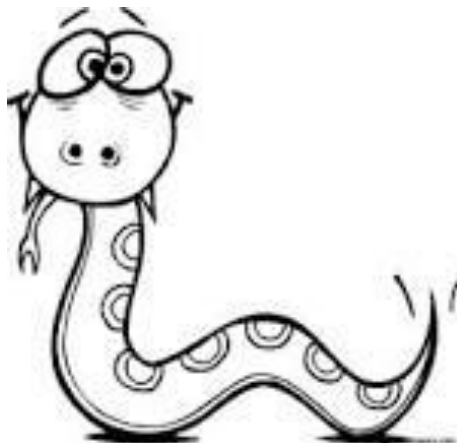
When a child reaches a ladder he may go up, following the ladder.

When a child finishes his turn (read the task and has done it) the next child gets the turn. Play clockwise.

Who reaches the finish as the first?

Choose a game of the right level for the group. There are games with 3, 4 or more letter words and games with a specific spelling problem.

See the website: [Phonics4Free](http://Phonics4Free.com). Here you find a lot of snakes and ladders and these are free to print.



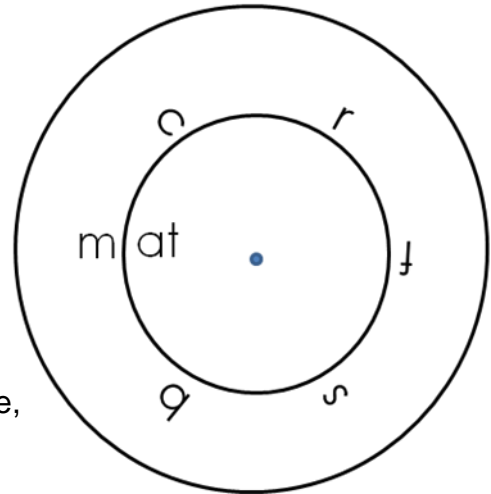
Other idea's for playing / games

Word wheel

With a 'wheel' as showed on the picture children can make words that end with same letters but where the first letter can be changed.

E.g. at the example with *at* the words mat, cat, rat, fat, sat and bat can be made.

Cut 2 circles in different sizes and put them together in the middle. It must be possible to rotate the smallest circle, so that the different words can be made, matching at with the different sound at the big circle.



Examples:

h n c t g cl + ot

wh p m t d h + en

br dr g pl str tr + ain

b f p t + in

etc. Use the word bank!

m h d b r + ug

p h f b s qu + it

c cl r t + ub

f m h t w k + ill

b c f h m p r + at

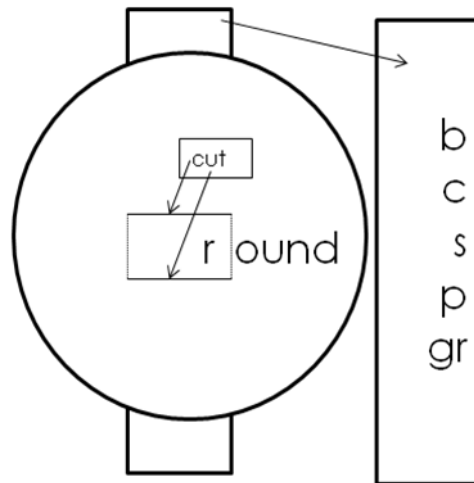
can hop kit tap cub + e

sou rou fo bou ba fou + nd

ki ri lo swi sti ha si wi su + ng

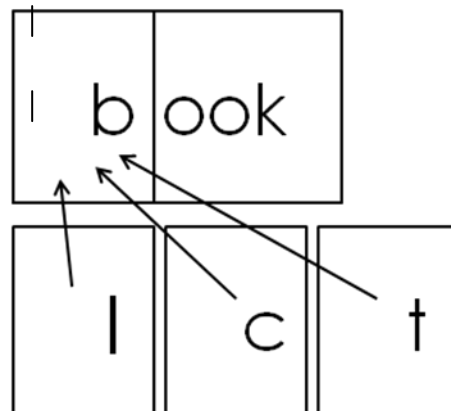
Word slide

A variation on the word wheel is the word slide. Make a shape or picture, write the end (or beginning) of a word on it and write the letters you can add on a slide. Make two cuts in it and put the slide through it. Moving the slide up and down the different words can be made.



Word book

Write the last part of the word on a paper. Write the first letters on smaller papers. Staple the small papers on the right side of the big one. When you browse through the book you see the different words.



Playing with a dice

There are many games you can play with a dice

On a regular dice there are dots: 1 and on the opposite site 6, 2 and on the opposite site 5, 3 and on the opposite site 4. But you can put also put other things on the sites, like colours, shapes or letters. E.g. the letters of a letter group.

Games with one or more dices with letters:

- The children throw the dice and make a word that starts with the letter that's on top. Or make a word with this letter at the end or in the middle.
- Throw 2 dice. Who knows a word with both letters in it?
- Throw a lot of dices (6-10). How many words can you make with these letters?
- Write on the dice: I; you; he / she; it; we; they. Make a sentence starting with the word on top.
- Write on the dice: why; how; where; when; who; what. Make a sentence starting the word that's up. Write tricky words on it: make a sentence with this tricky word.

When you use a blank dice and write with chalk on it, you can use it for different games.

Playing with letter sounds

Write the sounds on pieces of carton, stones or whatever. You use anything.

Possibilities:

- Sorting / matching the same.

Put them in a sack or box and let them pick one:

- Say or write a word with the sound.
- Show the action.
- Who can make the most words with the sound?
- Pick two sounds can they make a word including both sounds?
- Give a specific item, like animals. The children have to find a name of an animal with the sound.
- Make a list of items like: animal, name, something at school, something in the house, a land, plant; etc. Can they write a word for each item? E.g. they pick an s: animal – snake; name – suzan; something at school – sharpener; something in the house – saucepan; etc.
- Match a letter with an object or picture that has that letter at the beginning, the end or the middle.
- Make a word snake starting with the letter. E.g. t: table – egg – grass – snail – etc.



Make several small cards of each letter and let the children make words with them.

Use the sounds you taught.

Letter wall

Hang one or more letters on the wall on a big piece of paper. Let the children draw, cut or write things and put them by the first sound of it.

Spot the sound

Give the children a text. Let them find a specific sound (cluster) / spelling problem

Puzzles

Make a picture on carton or wood and cut or saw it in different pieces. The children can make the puzzle.

Circuit: Make words

Divide the group in groups of 4 children.

Put on different tables a letter sound. How many words can the group write with this sound? Rotate after 1 minute.

Make it more difficult by giving a vowel or a double vowel.

At the end correct the words and count the correct ones. Which group has the best score?

You can also give other exercises, activity cards, games, etc.

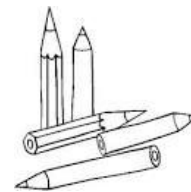
Creative activities:

- Draw with pencils, chalk, fingers, with water; on paper, in soil,:
 - Free; yourself; your friends or family; house; class; an animal;...
 - What you like to eat; what you like to do;
 - A big and a small house; a low and a high tree;
 - Something that start with sound ...

When children draw something write the words next to it. So, they realize that what you write has a meaning.

- Cut, paste, fold with paper
- Play with clay, water, soil.
- Stamp with leaves, branches, tp rolls, etc.

Let the children use their imagination!



Outside

Let the children write in the soil.

Write letters in the soil or hang papers with letter sounds on the tree. Name a sound and let the children search it. Or say a word and let the children search the first (or last) letter.

They can also run or jump to all the letters of the word, one by one. E.g. sun: they first run to the s, then to the u and at last to the n

Labeling

Write names next to several different things in the class. E.g. door, window, cupboard.



In bookshops there are a lot of workbooks for children. When you buy one you can use the ideas and pictures for making games.

The lessons

The Teacher's book is divided in three parts: Pupil Book 1, 2 and 3. You can teach each term of P1, 1 part. Start each term with repeating the things taught in the term before. Before you start with a part read the 'Daily Guidance for Teaching'. In the Teacher's Book each day, a page of the Pupil Book is shown. In this planning the Pupil Books are not used, but:

- for part 1, workbooks for each letter group,
- for part 2 and 3 a workbook with the alternative spelling
- a Tricky wordbook.

These books are easy to copy.

Repeat the tricky words every day. Give the children for handwriting and words and sentences a book where they can write their work. They can draw the pictures of the story by themselves. The other activities, like finish the sentence and choose the right word, you can write on the blackboard. Use the book 'Fun with letter sounds' for the games.

When you **plan your lessons**:

Read this planning and the page that is mentioned in the Daily Guidance for Teaching. In the afternoon there is time for (more) games and / or a creative activity.

Play at least one game every day, but preferably more. You find the games in 'Fun with letter sounds'. What you need for the games is written in bold letters.

Also think, before the lesson starts, about the words and / or sentences you are going to use. Prepare the creative activities.

Some days can be used for repeating. Look what needs more attention. Before you continue make sure that the children understand what you taught.

Writing:

On the days, that the children write words and sentences you give attention to writing. How do you make the letter pattern, how do you hold your pencil, sit proper, write proper, etc.

Games:

Play games once a week, 45 min – 1 hour. Choose the same day every week. See: 'about games'.

Books and reading cards:

Make a place in the class with books and reading cards. When children are ready with their work they can read. Give also moments for the whole class to read books, at least three times a week. Sit with the kids to hear them read. Help the week ones while they all are reading. Register who read which book and if they did it well.

Materials:

Find a place where you keep the materials. Register what is where. Check before you put it back.

Assessment:

Take an assessment on the first Monday and Tuesday of a term.

Then check at least every 3 weeks if the children catch up what you taught. When they don't repeat and / or give extra exercises.

Children who have problems with (pre)reading:

Give children who have problems with learning the letter sound and/or blending extra help. Check your time table and look for moments that one of the teachers can work with them. Repeat the sounds and blending and use games.

Children who can do more:

Give children who read well extra work, like reading cards, task cards and books. Order them by level.

Consultation with Top class and P2

Ask what the children know when they start in P1 and tell the teachers from P2 about the level of the group and each child individual.

Book 1

pg.	sound	game	extra
Letter group 1: s – a – t – i – p – n			
2	s	Make a list of words that start with s sound. Make a list of words that ends with s	Make a s with clay Make a snake of letter s
3	a	<i>Rhyming: pg. 2</i> Use words that have a in it and ask the children to say words that rhyme. Write them on the blackboard. e.g. pan – man sack - pack ant – sand van – can arm – farm sat – pad You can also use pictures. Nonsense words are allowed. Ask if the word is real or not. What you need: a list with words. (and pictures)	Make an ant e.g. by stamping with a (t.p.) roll.
4	t	<i>How many words can you make: pg. 7</i> Write a frame with letters on the blackboard with a vowel in the middle. Blend the words and / or let the children write them on paper.	Draw words that start with t and try to write the words.
5	i	<i>Make words with a fan: pg. 4</i> Use the letters groups you taught until now. What you need: fans	Make inky fingerprints with ink or paint. See activity book.
6	p	<i>Blending with flashcards: pg. 2</i> - Show flashcards with words. Ask the children to blend them. - Blend words on the flashcards. Ask the children what word you blend. Then show the card. What you need: flashcards	Paste or paint a pig

pg.	sound	game	extra
7	n	<i>Letter dice : pg. 3</i> Throw with the letter dice with the sounds of this group. Can you make a word with this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Cut letters and make words
Letter group 2: c /k /ck – e – h – r – m - d			
8	c/k/ck	<i>A sack whit letters: pg 4</i> Use the letters you teach till now. Pick one letter and make words. Blend the words What you need: a sack (or box) with letters	Make a clock
9	e	<i>Rhyming: pg. 2</i> Use words with e and ask the children to say words that rhyme. Write them on the blackboard. e.g. pen – hen – men; net – pet – red nest – test Nonsense words are aloud. Ask if the word is real or not. What you need: a list with words (and pictures)	Make letter e (and other) letters with clay.
10	h	<i>How many words can you make: pg 7</i> Write a frame with letters on the blackboard with a vowel in the middle. Blend the words and / or let the children write them on paper.	Paste a hen.
11	r	<i>Blending with flashcards: pg 2</i> - Show flashcards with words. Ask the children to blend them. - Blend words on the flashcards. Ask the children what word you blend. Then show the card. What you need: flashcards	Draw things that start with r and try to write the word.

pg.	sound	game	extra
12	m	<i>Make words with a fan: pg. 4</i> Use the letters groups you teach till now. What you need: fans	A book or a story about a Monkey Make drawing of the story
13	d	<i>Letter dice – pg. 3</i> Throw with the letter dice with the sounds of this group. Make a word with this letter sound. The children can name the word or write it. What you need: letter dice (paper / pencils)	Cut letters and make words
Letter group 3: g – o – u – l – f – b			
14	g	<i>Countdown with flashcards: pg. 2</i> Hold up flashcards: how many can you read in 1 minute You can use letters, words and sentences What you need: flashcards / clock	Read a book or tell a story about a Frog Paint a green frog. Write the caption under it.
15	o	<i>Buried Treasure: pg. 23</i> Write words on coins or cards. Blend the words with the children and ask if it is a real or a fake word. Put the real words in the treasure box and the fake words in another box. Use the words mentioned by the day planning and add fake words. Blend the words. What you need: word cards and the Buried Treasure boxes	Drawing: What can you make from an o? (e.g. a puppet, the sun, a flower, a car)
16	u	<i>How many words can you make – pg 7</i> Write a frame with letters on the blackboard with a vowel in the middle. Blend the words and / or let the children write them on paper.	Paste an umbrella: Give each child a half of a circle in different colors. Fold it in 4 (pieces, exchange colors ; each child paste a colorful umbrella.

pg.	sound	game	extra
17	l	<i>Blending with flashcards: pg 2</i> - Show flashcards with words written on it. Ask the children to blend them. - Blend the words on the flashcards. Ask the children what word you blend. Then show the card. What you need: flashcards	Stretch your legs and go for a long walk. What do you see with sound l?(leafs, clouds, soil, legs, lips, lamp,...)
18	f	<i>Make words with a fan: pg. 4</i> Use the letters groups you taught till now. What you need: fans	A book of a story about a fish. Let the children make a fish
19	b	<i>Letter dice: pg. 3</i> Throw with the letter dice with the sounds of this group. Can you make a word using this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Cut letters and make words
Letter group 4: ai – j – oa – ie – ee – or			
20	ai	<i>Countdown with flashcards: pg. 2</i> Hold up flashcards: how many can you read in 1 minute You can use letters, words and sentences What you need: flashcards / clock	Paint the rainbow
21	j Tricky words : <i>l,</i> <i>he, the</i>	<i>Buried Treasure: pg. 23</i> see also day 15 What you need: word cards and the Buried Treasure boxes	Go outside for a jolly jog and jump

pg	sound	game	extra
22	oa Repeat the tricky words.	<i>Sentence substitution: pg. 9</i> Write on the blackboard: the goat is on the road. Ask the children if they know a alternative word for goat. And for road. E.g. The goat is on the road → the dog is on the road (or man, cat, pig, etc.)The goat (or whatever) is on the road → the goat is on the grass	Fold a sailing boat.
23	ie Repeat the tricky words.	<i>Blending with: pg. 2</i> - Show flashcards with words. Ask the children to blend them. - Blend words on the flashcards. Ask the children what word you blend. Then show the card. What you need: flashcards	Write a sentence and draw it.
24 *	ee Repeat the tricky words.	<i>Finish the sentence: pg. 8</i> E.g. In the tree I see; I feel When I sleep *In the book they teach ee and or on the same day, but that's confusing the children. It is better to take 1 day for 1 letter.	Find the ee sound in a piece of text.
24	or Tricky words: she, me, we	<i>Letter dice: pg. 3</i> Throw with the letter dice with the sounds of this group. Can you make a word with this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Cut letters and make words
Repeat all letters and tricky words.		Ask the children what game they want to play.	Do a special activity

pg	sound	game	extra
Letter group 5: z – w – ng – v – (oo) – oo			
25	z Repeat tricky words	<i>Letter train: pg. 5</i> Make chains of words, matching the last letter of a word with the first letter of the next word. Like: car – rabbit – train – n...	Talk about the Zoo. Make a Zoo: each child draws an animal and cuts it out. Paste all the animals together in a Zoo.
26	w Repeat tricky words	<i>Buried Treasure: pg. 23</i> Write words on coins or cards. You together with the children blend the words and ask if it is a real or a fake word. Put the real words in the treasure box and the fake words in another box. Use the words mentioned by the day planning and add fake words. Blend the words. What you need: word cards and the Buried Treasure boxes	Read the book: The very busy spider. Make a web of a spider.
27	ng Repeat tricky words.	<i>Sentence substitution: pg. 9</i> Write on the blackboard: the goat is on the road. Ask the children if they know a alternative word for goat. And for road. E.g. The web in the rain → The web in the wind → The van in the wind	Make a ring.....
28	v Tricky words: be, was, to	<i>Blending with flashcards: pg. 2</i> - Show flashcards with words. Ask the children to blend them. - Blend words on the flashcards. Ask the children what word you blend. Then show the card. What you need: flashcards	Write you own sentence and make a drawing
Repeat all letters and tricky words.		Ask the children what game they want to play.	Do a special activity

pg.	sound	game	extra
29	oo Mention that in some words the oo sounds long in other words short. Repeat the tricky words.	<i>Letter dice: pg. 3</i> Throw with the letter dice with the sounds of this week. Can you make a word with this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Read the book: Rabbit's Bad Mood (27) Fold a paper in 4 parts, draw in each part different moods, like happy, sad, etc.
Letter group 6: y – x – ch – sh – th - th			
30	y Repeat the tricky words	<i>Letter train: pg. 5</i> Make chains of words, matching the last letter of a word with the first letter of the next word. Like: car – rabbit – train – n...	Make a yell
31	x Repeat the tricky words	<i>Buried Treasure: pg. 23</i> see day 15	Draw six things with a x
32	ch Repeat the tricky words	<i>What's wrong: pg. 8</i> Write a sentence on the blackboard: e.g. I put it in the boks – I put it in the box Tup there a point – Put there a point	Write you own sentence and make a drawing.
Repeat all letters and tricky words.		Ask the children what game they want to play.	Do a special activity

pg.	sound	game	extra
33	sh Tricky words: do, are, all	<i>Yes or no?: pg. 9</i> Show cards with questions written on it. Is the answer yes or no? What you need: cards with question.	Draw what you can buy in the shop.
34	th. / th Repeat the tricky words.	<i>Letter dice: pg. 3</i> Throw with the letter dice with the sounds of this week. Can you make a word with this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Design and draw three pieces of clothes that you should to wear and show them .
Letter group 7: qu – ou – oi – ue – er – ar			
35	qu Repeat the tricky words.	<i>Letter train: pg. 5</i> Make chains of words, matching the last letter of a word with the first letter of the next word. Like: car – rabbit – train – n...	Make a letter train.
36	ou Repeat the tricky words.	<i>Buried Treasure: pg. 23</i> Write words on coins or cards. Blend the words with the children and ask if it is a real or a fake word. Put the real words in the treasure box and the fake words in another box. Use the words mentioned by the day planning and add fake words. Blend the words. What you need: word cards and the Buried Treasure boxes	Paint a cloudy sky with white, black and blue paint. When you mix the colors you can make light and dark clouds.
Repeat all letters and tricky words.		Ask the children what game they want to play.	Do a special activity

pg.	sound	game	extra
37	oi Repeat the tricky words	<i>What's wrong?: pg 8</i> Write a sentence on the blackboard: e.g. Put iol in your lamp – Put oil in your lamp The clouds in the sky – The clouds in the sky Yesterday I saw the kween – Yesterday I saw the queen.	Design your own coin.
38	ue Repeat the tricky words.	<i>Yes or no?: pg. 9</i> Show cards with question. Is the answer yes or no? What you need: cards with question.	Play statue: the children are moving around. On a sign (clap) they stand still like a statue. Design a statue.
39	er Repeat the tricky words.	<i>Make a sentence: pg. 8</i> Show a picture or an object. Write a sentence about it. Individually or in group(s). What you need: pictures or objects	Write you own sentence and make a drawing
40	ar Repeat the tricky words.	<i>Letter dice: pg. 3</i> Throw with the letter dice with the sounds of this week. Can you make a word with this letter sound? The children can name the word or write it. What you need: letter dice (paper and pencils)	Make art....
Repeat all letters and tricky words		Ask the children what game they want to play.	Do a special activity. E.g. give the children a balloon and let them write the letters on it.

pg.	sound	game	extra
Tricky Words and Reading and Writing Activities (repeating) The children now use the Tricky word book.			
41	Tricky Words the, he, she, me, we, be Write them in the Tricky word book	<i>Missing tricky words – Complete the sentence: pg. 8</i> Write sentences on the blackboard, without the tricky words. Ask the children which tricky words you can fill in.	Fold a (tricky) hat.
42	Writing words	<i>Full Circle: pg. 7</i> Children make a word using letters. Each time they change 1 letter, till they are back at the first word. Start with an easy one. What you need: circle words (see pg. 7)	Make a Full Circle.
43	Tricky Words I, was, to, do, are, all Write them in the Tricky word book	<i>What's wrong?: pg. 8</i> Write sentences on the blackboard. Write a tricky word in the wrong way. Ask the children what's wrong. E.g. I go ot the market	Decorate the hat (Monday) with flowers with tricky words.
44	Diagraph and Consonant Blend Words	<i>Buried Treasure: pg. 23</i> see day 15 Use words with digraph (2 consonants at the beginning or end) like: fork, farm, park, turn, bread, green, blue, stick, word, train, frog, star, jump, grass, , etc. Add nonsense words. What you need: word cards and the Buried Treasure boxes	Make a worksheet with beginning consonants blends.
Repeat all letters and tricky words.		Ask the children what game they want to play.	Do a special activity

pg.	sound	game	extra
-	More Consonant Blend Words	<i>Play buried treasure</i> (see 2 days ago) again, but now uses words with 2 consonant at the beginning and the end, like: stamp, plant, stairs, crocs, frogs, bricks, drips, steps, spoons, plums.	Paste words with letters.
45	Tricky Words Write them in tricky word book.	<i>Make a sentence: pg. 8</i> Say two tricky words. Who can make a sentence? They have to use both words in one sentence.	Make an 'I can' book: Fold a book and let the children write on each page something they can, like: I can hop, I can write, I can sing. Draw what you can. Finish the book.
46	Sentence Reading	<i>Quick reading: flashcard pg. 1</i> How many sentences can you read in 1 minute? What you need: cards with sentences	
47 48	Missing Words	<i>Yes or no? pg. 9</i> Show sentences or: Divide the group into pairs or small groups. Each group makes a yes-sentence and a no-sentence. Then play the game. What you need: sentences (see Word bank pg. 3-5) or paper (where the children can write their sentences on (big letters!))	When a child has finished his book he can play a game.

During the last weeks the children make exams. Do what you can do in this week. Give the other lessons in the next week. The days that are left over you take an assessment and repeat the things that need more teaching. The children that made their assessment well can write sentences. Choose a game every day and also play games outside, like a circuit.
Stay active till the last day!

Book 2

pg.	activity	game	extra
-	Repeat book 1: All sounds and tricky words	<i>Flashcards: pg. 2</i> Letter sounds and words Play quick read: how many letter sounds / word can they read in 1 minute. What you need: flashcards and clock	Write a sentence and draw
-	Repeat book 1: All sounds and tricky words	<i>Flashcards: pg. 2</i> <i>Make sentences: pg. 8</i> <i>Play quick read: pg. 2:</i> How many sentences can they read in 1 minute. What you need: flashcards and clock	Play Pictionary in pairs: one draws something, the other one guesses what it is. How many words can they draw and guess in e.g. 10 minutes. Or play with the whole group. Make 2 teams.
2	Alternatives y sounds as ee Activity book pg. 1	<i>Talk about the body.</i> Can you show: angry, happy, grumpy, sad, etc. Write the words on the blackboard. Which one do you write with y? Use the dice with feelings (Nursery)	Paint a happy, angry, scary and sad face.
3	Handwriting letter group 1 They write in their own book	<i>Learn an alphabet song</i> Do you know a name by each letter? What you need: alphabet song	Make a piece of art of the first letter of you name (or your whole name)
4	Tricky words you your Writing in tricky words book	<i>Finish sentences: pg. 8</i> e.g. I like you because I like your, because.....	Draw yourself Make a sentence about yourself.

pg.	sound	game	extra
10	Alternative ck Activity book pg. 2	<i>Buried treasure: pg. 6</i> Use words with ck What you need: list with words with ck; boxes for buried treasure.	Build with bricks
11	Handwriting letter group 3 They write in their own book	<i>A sack with letters: pg. 3</i> Pick a letter. Who knows a word with this letter? What you need: a sack with letters	Write a sentences and draw about it.
12	Comprehension Read and draw They write and draw the phrases and picture frames in their own book.	<i>Build vocabulary: pg. 5</i> An angry apple A busy bee A crazy cow, etc. Nonsense is allowed.	Draw a cartoon (humorous picture), mentioned by build vocabulary.
13	Tricky Words said, here, there Write them in the tricky word book.	<i>I said</i> Tell something with actions and without words. The other children try to understand what you are telling.	Paste a flag, one of <i>here</i> (Uganda) and one of <i>there</i> . Choose a land (Holland, Canada,
-	Repeat: The spelling rules The tricky words	Let the children choose a game.	Craft

pg.	activity	game	extra
14	Words and sentences The pond They write in their own book	<i>Make jumbled words: pg. 6</i> Mix the letters of a few words. Which words can you make?	Paint a pond and paste the plants and animals in and around it. Variation: Make a groups work. Divide the group in groups of about 6 children: 2 paint, 2 make the plants, 2 make the animals
15	Alternatives 2 the same letters together Activity book pg. 3	<i>Buried Treasure: pg. 6</i> Use words with two the same letters. What you need: boxes for buried treasure and words.	Make a puppet. Fold a rabbit.
16	Handwriting letter group 4 They write in their own book	<i>A sack with letters: pg. 3</i> Pick a letter. Who knows a word with this letter that you always write with a capital (like names of people, lands, etc.) What you need: a sack with letters.	Uganda is written with a capitol. Give the children the outline of Uganda. Write Uganda and draw or write things that you see in Uganda.
17	Tricky Words: they Write them in the tricky word book.	<i>Finish the sentence: pg. 8</i> They want They like They go to	Write a sentence and make a drawing of it.
18	Words and sentences The fox They write in their own book	<i>Full circle: pg. 7</i> 1. Leg – peg – pet – pat – rat – ran – rag – lag – leg. 2. Run – bun – but – bit – hit – him – dim – din – sin – sun – run.	Craft

pg.	sound	game	extra
23	Handwriting They write in their own book	<i>Alphabet exercise:</i> The children stand in a circle: the first one says a, the next one b, the next one c, etc. After z begin again by a. When somebody says the wrong letter or is waiting too long, he or she has to sit down.	Write with paint brushes or ink pens.
24	Tricky Words my, one, by Write them in the tricky word book.	<i>Matching opposites:</i> Write words on the blackboard and let the children search the words that belong together. E.g. high and low; small and big; wide and narrow; long and short; etc. What you need: words	Paste: My family or My friends or My house.
25	Words and sentences Night time They write in their own book	<i>Sorting words:</i> Which words belong to night and which ones to day. E.g. dark, light, sun, moon, stars, play, school, lunch, bed,	Make a star and/or the moon.
26	Alternatives ai-ay, oi-oy Activity book pg. 5 and 6	<i>What's in the toy box?: pg. 6</i> Put a toy in a box. Children ask questions about it. You may only answer with yes or no. What you need: a box and things to put in.	Paint Play with toys.
27	Handwriting They write in their own book	<i>Missing letters in the alphabet:</i> write the alphabet on the blackboard, fade out some letters. Which letters are missing?	Craft

pg.	activity	game	extra
28	Tricky Words <i>only, old</i> Write them in the tricky word book.	<i>Choose the right answer: pg. 9</i> Play the variation with the one and only right answer! Make anagrams on the board. What you need: questions and answers. Anagrams	Let the children make their own anagrams. Let them solve the anagram of each other.
29	Words and sentences Ducks They write in their own book	<i>What is wrong?: pg 8.</i> Write sentences on the word and write some words wrong. Ask what's wrong. What you need: sentences	Fold a duck
30	Alternatives ee can be spelt: ee ea Activity book pg. 7	<i>Read the story 'A Real Treat': pg. 21</i> word banks Raise your hand when you hear the ee sound. What you need: The story.	Give a copy of the story. Color the words with ee red and the words with ea blue. Ready? Make a drawing.
31	Handwriting They write in their own book	<i>Buried Treasure: pg. 6</i> Use words with b, d and p. What you need: boxes for Buried Treasure and word cards	Fold a bear (or paste) Hang it next to the duck. Remember: the bear and the duck!
-	Repeat: The spelling rules The tricky words	Let the children choose a game.	Craft

pg.	sound	game	extra
32	Tricky Words like, have Write them in the tricky word book.	<i>Make a 'I like, top 10, list'.</i> Mention: a color, shape, food, drink, friend, toy, animal, book, to do at school, to do at home. Write the items on the board. Children write their own top list in their book. So they write 10 times 'I like	Draw (paint, paste, ..) things you like.
33	Words and sentences The queen They write in their own book	<i>Make a mind map: pg. 10</i> Write Queen in the middle of the blackboard. Children name things that belong to a queen. Write the words around the word queen.	Make a crown
34	Alternatives ie sound can be spelt: ie, i_e, y Activity book pg. 9	<i>Make sentences with a lot of ie sounds.</i> E.g. The fly in the sky was very shy. I like to drive a long time in the sunshine. I try to put my tie in the pie. I fly high in the sky. Write the sentences on the blackboard. When do you write ie, when y and when i_e	Decorate a pie. Give a paper (circle). Children paste decoration on it.
35	Handwriting Repeat tricky words They write in their own book	<i>Missing letters in the alphabet:</i> write the alphabet on the blackboard, fade out some letters. Which letters are missing?	Put the letters of the alphabet in a horizontal line. Can you write / draw by each letter a word?
36	Tricky Words live, give Write them in the tricky word book.	<i>Buried Treasure: pg. 6</i> Use words with and without magic e as: cub – cube, fin – fine. What you need: boxes for Buried Treasure and word cards (see word bank pg. 13)	Craft

pg.	activity	game	extra
41	Words and sentences Monkeys (The shipwreck is too difficult for children here) They write in their own book	<i>Story telling: pg. 13</i> The first child starts with one sentence of a story about a monkey. The next one tells the next sentence, and so on.	Paste a monkey.
42	Alternatives er sound can be spelt: er ir or Activity book pg. 11	<i>Quick reading: pg 2</i> Show flashcards with er ir ur words. How many can you read in 1 minute? What you need: flash cards with er, ir or words	Make a picture of a bird on a ladder: paste a ladder with strokes
43	Handwriting They write in their own book	<i>Letter train: pg. 5</i> Variation: use only names.	Make pairs: One child points (eyes closed) to a letter in a text (e.g. a page of a newspaper) and says: Name an animal (something in the house or class, a name, food) with the letter that he points to. The other child answers. Write the items (house, animal, class, food, name) on the blackboard.
44	Tricky Words what when why Write them in the tricky word book.	<i>What, when, why:</i> Mention an activity. Ask the children when and why you should do it. E.g. What: bathing; when: in the morning or evening; why: to wash yourself. What: reading; When: at school / at home; Why: to learn / for fun More options are possible.	Make 3 columns: Write on top: what when why Draw or write: What you want to do, When you are going to do it Why you want to do it
45	Words and sentences The car They write in their own book	<i>Make a mind map: pg.10</i> About the car.	Craft

extra			
-	Words and sentences Books They write in their own book	<i>Recognizing words: pg. 3</i> Talk about the lay-out of a book. Show different books. Read a book and let the children react (like raising a hand) to words which the teacher wrote on the blackboard	Write a story
-	Words and sentences Illustrations in Books They write in their own book	<i>Make a sentence: pg. 8</i> Show an illustration of a book and ask the children to make a sentence about it.	Choose a book and make your own illustration.
-	You can choose any theme for words and sentences. E.g. the theme mentioned in the curriculum.	Let the children choose a game or choose one yourself.	Draw, paste, paint, clay, etc. Play with toys, games, etc.

Book 3

pg	activity	game	extra
	Repeat book 2 Letter sounds Tricky words Spelling rules	<i>Use flashcards:</i> - Tricky words - Words with digraphs like oa, ai, What you need: flashcards	Make words with clay
	Repeat book 2 Letter sounds Tricky words Spelling rules	<i>Jumbles words / sentences: pg. 6</i>	Write a sentence or short story and draw about it.
2	Alternatives ph sounds as f Activity book pg. 1	<i>Time to talk:</i> Make a microphone. Mention an item, e.g. elephant. The first child gets the microphone and can talk about the item for half a minute. Then the teacher says stop and another child gets the microphone and can talk for half a minute. What you need: a microphone and a clock	Make a microphone, e.g. from a tp roll
3	Tricky words any, many Writing in tricky words book	<i>Quick reading: pg. 2</i> How many sentences or words can you read in one minute? What you need: sentences	Make a Circuit: Make groups of 2 or 3 children. Each child does a activity for half a minute, than change. When both or all three have had their turn, the pair or group goes to the next activity. Number the activities so that they know where to go.
4	Short or long vowel a e i o u ai ee ie oa ue Activity book pg. 2	<i>Buried Treasure: pg. 6</i> Use words like the ones in the book What you need: cards with words and boxes	Craft

pg	sound	game	extra
5	Comprehension The seaside Give paper to work on	<i>Make a mind map: pg. 10</i> about the sea	Paint the seaside
6	Alternatives c followed by e, i or y usually makes s sound Activity book pg. 3	<i>Full circle: pg. 7</i> 3. Song – long- lock – shock – shop – chop – chip – chick – thick – thing – sing – song. 4. Car – card – lard – laid – maid – mood – moon – moan – moat – mart – cart – car.	Draw a bicycle and write the names of the different parts. Take a bicycle of the home for example.
7	Tricky words more, before Write them in the tricky word book	<i>Play: I go to the market and buy..</i> The first child says: I go the market and buy a book. (or whatever) nr. 2 says: I go to the market and buy a book and a pen (or whatever) nr. 3: I go buy a book, a pen and .. So each child adds 1 thing. So it becomes more and more. When a child cannot remember all things his or her turn is over.	Paste a market with strokes and past the things they sell.
8	Words and sentences This is me Writing in their own book.	<i>Sorting children:</i> Make groups: - boys – girls; - 6 years old or younger; - long – short hair Or / and: Let them choose what they like the most: - color blue or red; - porridge or bread; - potatoes or rice; - etc. When they choose the one they go to the right side, when they choose the other go to the left side. You also can give them 3 or more choises.	Draw yourself and write 3 things about yourself. E.g. My eyes are brown
9	Comprehension yes or no?	<i>Yes or no? pg. 9</i> What you need: questions (see word bank pg. 20)	Craft

pg.	activity	game	extra
10	Alternative g followed by e, i or y makes j Activity book pg. 4	<i>Make a mind map: pg. 10</i> about vegetables	Make vegetables with clay or paper mache.
11	Tricky words other, were Write them in the tricky word book	Another word for: not high (low) not big (small) What you need: a list with opposites	Write a sentence and draw.
12	Words and sentences My family Writing in their own book	Role play: Tell a story about a family. Let the children role play the story What you need: a story	Make somebody of you family with banana fibres.
13	Alternatives Three ways to spell ai: ai ay a_e Activity book pg. 5	Spot the sound. Read the story 'The School Sale'. Pg 25 word bank. Raise hands (or do something else) by the ai sound. Write the words on the blackboard.	Paint a snake and a snail in the hay.. or Make a painting of the story 'The School Sale'.
	Repeat the Alternative spellings. Especially what is still difficult and needs more teaching.	Let the children choose a game.	Craft

pg.	sound	game	extra
14	Tricky words want, because Write them in the tricky word book	Finish the sentences: I want because	Write a sentence a draw.
15	Words and sentences My house Writing in their own book	<i>Pictionary</i> One child starts drawing something that belongs to or in the house on the blackboard. Who is the first to guess right what he or she is drawing? Make groups: which group guesses the most? A wrong answer means losing one point.	Build a house with blocks and / or lego.
16	Alternatives Three ways to write ee sound: ee, ea, e_e Activity book pg. 6	<i>Find the other part: pg. 7</i> Use words with ee sound. See word bank pg. What you need: cards with (half) words.	Make a bee
17	Tricky Words put, saw Write them in the tricky word book.	<i>"I saw, I saw,</i> Children ask question about what you saw: where, size, color, etc. You only may answer with yes or no. When the children think they know what it is they say it. The may guess three times. Or: what did I put in the box ?	Make a pair of glasses.
18	Words and sentences My best dinner Writing in their own books	<i>Full circle: pg. 7</i>	Craft

pg.	activity	game	extra
19	Comprehension Read and draw Writing and drawing in their own book	<i>Sentence substitution: pg. 9</i> Start with sentences out of the Teacher's book.	Choose the best of your drawing and make a painting of it. Make a frame using slips of papers.
20	Alternatives Four ways to write the ie sound: ie, y, igh, i_e Activity book pg. 7	<i>Make a double mind map: pg.10</i> One for the things you do by daytime and one at night.	Make a kite or fold one.
21	Tricky words could, should, would Write them in the tricky word book.	<i>(Re)telling:</i> Divide the group in pairs. Let them tell each other what they would if they could. Start with: If I could, I would (Go back in the circle and let them tell what their partner told them.) You can also let them draw it.	Write a sentence and draw.
22	Words and sentences The animal, I like best is ... Writing in their own books	<i>How many words can you make?: pg. 7</i> Write a word on the blackboard, e.g. hippopotamus. How many words can you make with the letters of this word? (hip, must, pot, mat,)	Make your favorite animal.
Repeat the Alternative spellings Especially what is still difficult and needs more teaching.		Let the children choose a game.	Craft

pg.	sound	game	extra
23	Alternatives Three ways to write oa sound: oa, ow, o_e Activity book pg. 8	<i>Letter ball: pg. 4</i> Throw a ball. The children stand in a circle. They throw a ball. The one who catches the ball names a word with oa sound. What you need: a ball	Let them draw the slow goat on the stone.
24	Tricky Words right, two, four, goes Write them in the tricky word book.	<i>Listen to your guide:</i> One child gets a blind fold or towel for the eyes. Another one guides him to a friend who is posted somewhere in the classroom. What you need: a blindfold or towel.	Write a sentence and draw.
25	Words and sentences My best day Writing in their own books	<i>Make it perfect:</i> Give the first word and let the children finish: good – better – best warm – warmer – warmest small – smaller – smallest etc.	Make a sun (for a sunny day)
26	Comprehension Fill in the missing word Writing in their own book.	<i>Make more:</i> 1 coat – 2 coats 1 house – 2 houses 1 ant – a lot of ants.	When you have 1 stamp, you make a lot of the same pictures. Stamp with things of the environment like the stick of a banana fiber.
27	Alternatives Three ways to write ue sound: ue, ew, u_e Activity book pg. 9	<i>Spot the sound: pg. 3</i> Read the story of Luke and Ruth: pg. Raise your hand when you hear the ue sound. Write the words on the board after reading the story.	Craft

pg.	activity	game	extra
28	Tricky Words does, made, their Write them in the tricky word book.	<i>Today and tomorrow:</i> Make word cards or write words on the blackboard and match them, like make – made; does – did; see – saw; eat – ate; go – went; paint – painted; write – wrote; drink – drank; is – was; sleep – slept; Help by saying: today I make, yesterday I (made) (What you need: word cards)	Make a piece of jewelry and mark it with 'made by (name)' Give different materials like clay, paper, banana fiber, etc.
29	Words and sentences My game Writing in their own books	<i>Make a list</i> of all the games the children know. Choose a game out of the list you made to play (or more)	Make your own game, like Ludo or Memory.
30	Comprehension At the zoo Writing in their own books	<i>Choose one or more games</i> from the list you made yesterday. Leave the list on the board.	Write a sentence and draw.
31	Alternatives Two ways to write ou sound: ou, ow Activity book pg. 10	<i>Count the games</i> on the blackboard. How many are there. <i>Make a top ten list:</i> Let each child choose 3 and give these games a point. The games with the most points belong in the top 10.	Make flowers
Repeat the Alternative spellings. Especially what is still difficult and needs more teaching.		Let the children choose a game.	Craft

pg.	sound	game	extra
32	Tricky Words once, upon, always Write them in the tricky word book.	<i>Story telling: pg. 13</i> The teacher starts with: Once upon a time there was a ... Each child tells one sentence of the story.	Draw your own story in different steps. Fold a paper in 4 and draw in each part a part of the story. Add words and captions (short sentences).
33	Words and sentences Re-telling a story Writing in their own books	<i>Role play a story:</i> Read a story of a book and let the children role play the story. What you need: a book or a story	Take two days for this activity Before they start, talk about a strip and show one
34	Comprehension At the park	<i>Jumbled sentences: pg. 6</i> Make a sentence about our school environment = the compound.	Go out, sit down somewhere and draw and / or write what you see.
35	Alternatives Two ways to write oi sound: oi, oy Activity book pg. 11	<i>Buried Treasure pg. 6</i> Use coins with words with oi and oy What you need: coins with words and the boxes of Buried treasure.	Draw your favorite toy and write about it. Or make a toy like a ball or rope of banana fibers.
36	Tricky Words also, of, eight Write them in the tricky word book.	<i>Find the same: pg. 7</i> Hand out cards with words with different vowels, 4 with the same vowel. When you have an 'e' you look for children who have also an e. When your group is complete you make together eight new words with the vowel. What you need: word cards.	Craft

pg.	activity	game	extra
37	Words and sentences My best story Writing in their own books	<i>What's wrong?: pg. 8</i> Write sentences on the blackboard with some wrong words.	Make a cover for the story you wrote. Add title and writer (own name). Before they start: Show the children some books and talk about the cover: what do you see, why, etc.
38	Comprehension Moat Farm Writing in their own books	<i>Riddle:</i> Tell about something on the farm without saying the name. Children guess what you mean. E.g. It has horns, is often black and white, gives milk, ... (cow)	Visit the farm. Make an animal of the farm.
39	Alternatives Three ways to write er sound: er, ir, ur Activity book pg. 12	<i>Make sentences: pg. 8</i> Write the words from the book on the blackboard. Make sentences with in each sentence at least 2 of these words.	Write a sentence and draw.
40	Tricky Words love, cover, after Write them in the tricky word book.	<i>Variation of letter ball:</i> Throw the ball. When you catch the ball you say: 'I love <p>What you need: a ball</p>	Cut a hart and write in it what you love.
Repeat the Alternative spellings. Especially what is still difficult and needs more teaching.		Let the children choose a game.	Craft

pg.	sound	game	extra
41	Words and sentences Inky's Day out Writing in their own books	<i>Where are you going?</i> Tell the children you go out. But you may not name the place. Tell about it, so that the children can guess where you are going. E.g. I go to a place with water. I wear special clothes. I get wet..... = swimming pool. Let the children tell where they are going to. You can also work in pairs.	Make Inky the mouse
42	Comprehension Crossword Making a crossword	<i>Three right answers: pg. 9</i>	Make your own crossword puzzle
43	Handwriting and Comprehension The alphabet	<i>What's missing?</i> Write the alphabet with capitals on the blackboard. Fade a few letters out. What's missing? Make it more difficult by fading out more letters.	Write a sentence and draw.
44	Alternatives Three ways to write air sound: air, ear, are Activity book pg. 13	<i>Reach the top: pg. 9</i> Draw a staircase on the blackboard. Ask questions. For each right answer tick one step up. After how many question do they reach the top? What you need: questions, e.g. about the theme of this week.	Make an airplane e.g. of a tp roll
45	Tricky Words every, mother, father Write them in the tricky word book	<i>Make a list of things you do every day.</i>	Craft

pg.	activity	game	extra
46	Words and sentences <i>In the old tree lived</i> Writing in their own books	<i>Story telling: pg. 13</i> Make together a story with the title 'In the old tree lived'.	Make a tree (e.g. of a tp roll) or paste one
47	Comprehension The Midnight Feast Copy this page for the children.	<i>Board race: pg. 10</i> Let them write words with the sound of the vowels: a e i o u	Play mice and cat. One child is a cat and tries to get the mice's tails. The tails are threads put over the belt of the uniform or in the trousers. Don't let them tie the tail. When the cat catches it, it must come off easily. Draw a picture about the story 'The Midnight Feast'.
48	Words and sentences Celebration Writing in their own books	<i>Make a mind map: pg. 10</i> What do you celebrate?(birth, birth-day, wedding, Christmas, Easter,) How do you celebrate? (strings, flags, cake,	Prepare a celebration. Let the children make a plan. Let them think about a theme. Make groups and let them prepare an activity. Celebrate next week. So they have one week to prepare.
Extra days			
*	Words and sentences A new baby is born! Writing in their own book.	<i>Sentence substitution: pg. 9</i> Start with 'A new baby is born'.	Make a time line about your life 0 year – born; 1 year – baby 2 year – toddler; 3 year – baby class 4 year – middle class, etc What did you do at that age? Draw it and write it. Make it a 2 day activity.

pg.	sound	game	extra
*	Words and sentences Birthday Writing in their own book.	<i>When is your birthday?</i> Write the names of the months on the blackboard and let the children write their name under the month of their birthday. Count the names in each month. Where are the most / less / even. Ask the children if they celebrate their birthday and how.	See yesterday
*	Words and sentences Wedding Writing in their own book	<i>Role play</i> Role Play a wedding Who has ever been to a wedding? Are your father and mother married?	What clothes do you like to wear when you go to a party? Cut pictures out of magazine. Or paint what you want to wear.
*	Words and sentences Decorations Writing in their own book	<i>Talk about different decorations:</i> shape, color, size, pattern, etc. Are the special decorations for special parties?	Make decorations: flags strings etc. Decorate a cake.
*	Words and sentences Music and dance Writing in their own book	<i>Listen to music:</i> Music and dance are parts of a celebration. Listen to different types of music. What do you like? What's your favorite? What you need: music	Make in small groups your own dance.
*	Words and sentences Games Writing in their own book	<i>Talk about different games</i> you play at different parties	Make small groups and let every group prepare a game. They have to take care of everything (e.g. materials, making groups, score forms,)

Assessments

Take at the end of each part an assessment. Check if the children know what you taught.

Make a list of the names and tick what they know.

When they don't, repeat this part. Give children with problems extra attention; e.g. when the other children do their work.

1.1 Assessment after 3 letter groups. Use flashcards. Give also a dictation of the sounds.

Names	s	a	p	i	n	t	m	d	g	o	c	k	e	u	r	h	b	f	l	ck
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

1.2 Oral blending: teacher says the sounds – child blends to say the word. Practice items: c-a-t; m-u-m
Tick if correct – otherwise record exactly what child said or did.

Names	m-a-n	s-o-ck	c-u-p	p-e-g	f-i-sh	th-i-n	m-o-p	b-e-d	b-u-t	ch-i-p
-------	-------	--------	-------	-------	--------	--------	-------	-------	-------	--------

1.3 Oral segmenting: teacher says the word – child segments and tells you the sounds. Practice items: tap; pin
Tick if correct – otherwise record exactly what child said or did.

Name	net	dog	zip	red	cup	jam	duck	frog	hat	sing
------	-----	-----	-----	-----	-----	-----	------	------	-----	------

1.4 Assessment after 7 letter groups – end of book 1. Make flashcards with the sounds. Give also a dictation of the sounds.

Names	z	w	ng	v	oo	y	x	ch	sh	th	qu	ou	oi	ue	er	ar				
-------	---	---	----	---	----	---	---	----	----	----	----	----	----	----	----	----	--	--	--	--

1.5 Blending: Make cards with the words. Show the child the flashcard with the first word on it. Ask them to soundtalk (say each sound in the word) and then blend the word together. If they just read it, ask them to go back and soundtalk. Tick if they can soundtalk and blend correctly. Stop if children are really struggling! Practice with pen; star.

Name	fox	shop	van	ring	tail	moon	road	park	coin	cloud
------	-----	------	-----	------	------	------	------	------	------	-------

1.6 Say the first word to the child. Ask them to segment orally and then write the word.
Tick if they spell the word correctly. Stop if children are really struggling!

Name	box	rich	ship	teeth	zip	rain	goat	tear	oil	pie
------	-----	------	------	-------	-----	------	------	------	-----	-----

2.1 Assessment end of book 2. Make cards with the words and phonemes.
 Show the cards with the phonemes. If they know the sound tick. (...) is the sound. When they don't know let them read the word with the sound. Then write **w** (known in a word)

Names	y ee	a_e (ai)	e_e (ee)	i_e (ie)	o_e (oo)	u_e (ue)	ay (ai)	oy (oi)	ea (ee)	y (ie)	ow (ou/au)	er (ur)	ir (ur)	or (ur)
	sunny	face	eve	kite	stone	tube	stay	toy	real	try	low cow	mister	bird	corn

2.2 Make cards with the words. Show the child the card with the first word. Ask them to soundtalk (say each sound in the word) and then blend the word together. If they just read it, ask them to go back and soundtalk. Tick if they can soundtalk and blend correctly.
 Practice with: proud, stone

Name	bricks	parrot	smoke	spray	queen	flying	town	shirt	daisy	toy box
------	--------	--------	-------	-------	-------	--------	------	-------	-------	---------

2.3 Make cards with the words without a meaning. Show the child the card with the first word on it. Explain that it are words without a meaning. Practice with knes and sprood. Ask them to soundtalk (say each sound in the word) and then blend the word together. If they just read it, ask them to go back and soundtalk. Tick if they can soundtalk and blend correctly. Stop if children are struggling.

Names	glang	plick	vust	ploach	neest	quorst	stroink	clights	thrunc	splash
-------	-------	-------	------	--------	-------	--------	---------	---------	--------	--------

3.1 Assessment end of book 3. Make cards with the words.
 Let the children read the words. Tick if they read correct.

Names	stay	sounds	enjoy	thirteen	whisper	dolphin	turkey	amaze	explode	invite	ice-cream	use	oranges	painting	theme	light	rescue	brown	raincoat
-------	------	--------	-------	----------	---------	---------	--------	-------	---------	--------	-----------	-----	---------	----------	-------	-------	--------	-------	----------

Fun with letter sounds

Group games with letters, words and sentences



Games for Jolly Phonics.

Children practice blending and reading by playing these games. They like to play games and while playing them they learn and have fun. When you have fun you learn better!

You can play the games with the whole group, in small groups or in pairs.

Make sure that all the children can see what's happening.

Make rules e.g. about raising up hands.

Make sure you prepared well and collect the things you need. The (small) words that are written bold are the things you need, beside a blackboard and chalk.

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1. Flashcards

Make flashcards with letters or words

Hold up the **flashcards** with words or letters, one at a time.

Letters: Ask the children to name the letter sound.

Words:- Ask the children to blend the word / read the word

Or - Say the word with letter sounds before you show the card. Ask the children what you say and then show the card.

Use action / mnemonic

Increase the speed of presentation so that the children learn to respond quickly

Variation:

Quick read: How many letters, words or sentences can you read in 1 minute?

2. Frieze

Point to the letters on **the frieze** and ask the children to tell the sounds.

As the children become familiar with the letters, increase the speed of presentation.

Sometimes ask a child to be the teacher so the child can get more confidence and it gives you the opportunity to watch and assess them as they respond.

Say a letter sound and ask the children to point the right grapheme.

3. Letter wall or letter book

Cut out pictures of **papers and / or magazines**.

Make sets of words that start with the same sound and paste them on a big paper, on the wall or a page in a book. (A book per child or make one big book together).

4. Rhyming

Name a word or write it on the blackboard.

What rhymes to it?

E.g.: rat – mat – cat

house – mouse

pen – when – then

It doesn't matter when the children say nonsense words.

If you write the words ask the children which letters are the same / different.

5. Sound sets

Put **objects or pictures** on the table. There must be two or more **with the same sound** at the beginning.

The children search for the object or pictures with the same sound at the beginning.

Variation:

Sets with the same sound at the end or in the middle.

6. Match

Give each child a card with a letter, picture or word. The children walk around and try to find the child with the matching card. E.g.

- the same letters
- the same word
- word – picture
- letter – picture or word that start with this letter

There can be two cards that match but also more, like words with the same vowel or the same letter at the beginning of the words.

See also: playing memory

7. I spy with my little eye

The teacher or a child says: I spy with my little eyes something that starts with sound

The other children guess what it is. They name things in the class that start with the sound till it is the one that the teacher (or child) means.

Variation:

Sound at the end of the word

Sound in the middle

With double letters like br, sn, etc.

Spy in different surroundings like farm, shop, kitchen, play ground. Say: I spy with my little eyes in the something.....

8. Spot letter sounds

Show a **picture**.

What do you see in the picture with letter sound

You can use **the big book of Jolly Phonics**. For individuals or small group use **the hard carton book of Jolly Phonics**.

Check the library for other books to use for this game.

9. Throw a letter dice:

Throw a **letter dice**. Use a dice with the letters you teach that week and repeat the ones you used before.

Can you make a word with this letter?

Can you blend it?

Can you write it?

Make sure that all of the children can see the dice.

10. A sack with letters

Put all the **letters** the children have learned **in a sack**.

One child takes a letter without looking and shows it to the other children.

Can you make a word with this letter?

Can you blend it?

Can you write it?

11. Fans

Use **fans** with letters from one or more sets of letters.

Say a letter sound and ask the children to find the letter on the fan and leave it at the top, sliding the other letters out of sight.

When every child has found the letter they hold it up for you to see.

When there is not a fan for each child let them work together or work in small groups.

Work in pairs or in small groups and give each child a different fan. Who has the letter you say?

Variation:

Make words with the letters of the fan.

12. Quick write letters / words

Give each child **a piece of paper or their book**.

Say a letter sound and ask the children to write it down, saying the letter formation as they do so.

Then write the letter on the blackboard so the children can check if they wrote the right one.

13. Clay letters

Let the children make letters (words) using **clay or play doh**.

14. Letter ball

The children stand in a circle. Throw a beach ball with letters on it to a child. (Write the letters on it with a permanent marker.)

The child who catches the ball looks what letter there is under his right thumb and gives a word with that letter.

For small groups you can also use a balloon.

15. What do I say?

Put a set of any six **objects or pictures**: e.g. pen, book, box, mug, block, chart, chalk, soap, doll, etc.

Say the name of one of the objects or pictures using sound-talk. Ask a child to point to the object or picture.

You can also sound-talk (say the word with the letter sounds, one by one) the name of an item that's not there. Children then say that that one is missing.

You can use a soft toy.

Make **a list of the words** / items you want to use.

16. Build vocabulary

Search 2 words that match with alliteration like:

I went shopping and I got an **amazing anteater**; a **beautiful bike**; **colourful crayons**, etc.

variation:

Annie got an **apple**, Ben got a **bike**,

17. Letter trains

Make chains of words, using the last letter of a word with the first letter of the next word. Like:

car – rabbit – train – n...

18. 'Georgie's gym

Use a **soft toy** (Georgie, or give it another name) give instructions:

1. Stand u-p
2. Put your hands on your kn-ee-s
3. Put your hands on your f-ee-t
4. Put your finger on your n-o-se
5. Bend your arm round your b-a-ck
6. Wiggle your.....

19. Counting sounds

Sound-talk (say the word with the letter sounds, one by one) a word.

Hold up a finger for every sound you hear.

20. Sound buttons

Display a word. Start with VC words (e.g. it, at), than CVC words (e.g. sun, mat) etc. It depends on which phase of reading the children are.

Say the word with the letter sounds, one by one together with the children.

Write it on the blackboard and put a button (dot) under each sound.

Use the **flashcards** with sound buttons.

21. Phoneme frame

Give the children a **phoneme frame** like:

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Give the children **letters (e.g. magnetic letters)**

Say a word like *cat* the children say the word with the letter sounds, one by one.

They look for the right letters and put them in the frame. So, cat = c a t

Start with VC words, than CVC words, etc.

22. What's in the box?

Set of word cards and set of objects or pictures corresponding to the word cards.

Put the objects or pictures in a **box**.

Display a card – blend the word.

Ask one child to find the object or picture in the box.

Variation 1:

- Put the object or pictures behind a **screen or table** or something else.
- One child takes an object or picture and puts it in the box.
- The child sound-talks (says the word with the letter sounds, one by one) and so doing names what's in the box.
- The other children tell what it is and look for the right word card.

Variation 2:

- Half of the class gets a word card and the other half an object or picture.
- The children with a word card stand up and go around to the child who has the corresponding object or picture

23. Buried treasure

About **10 cards, shaped and colored like coins**, with words and nonsense words on them made up from the letters the children have been learning.

Containers representing a treasure chest and a waste bin.

Blend / read the words with the children and ask if it is a proper word or a nonsense word.

Put the proper words in the treasure chest and the nonsense words in the waste bin.

Variation:

Show a word (or write it on the blackboard): When it's a proper word put your thumb up, when it's nonsense put your thumb down.

24. Make jumbled words

Cut out of paper or cardboard **the letters of a word** like *cat* and ask the children to fix the word.

Make the words longer and longer.

Variation:

Mix the words of a sentence and write them on the blackboard. Fix the sentence.

25. Make new words

Write a long word on the blackboard.

Make new words with the letters of the word on the board. E.g. television: ten – vision – son – sin – on – in – etc.

26. How many words can you make?

Draw this frame on the blackboard.
How many words can you make with these letters?

c	f	t
p	a	m
r	s	n

You can make frames with other letters.

27. Full circle

Give the children a **set of letters**.
Let them make the first word you say, or write on the blackboard.
Let them make the second word, etc. Every time one letter is changing.
Go on till you are back by the first word.

Circles:

1. Sat – sit – sip – tip – tap – sap – sat.
2. Pin – pit – sit – sat – pat – pan – pin.
3. Pot – pod – pad – sad – mad – mat – pat – pot.
4. Cat – can – man – map – mop- cop – cap – cat.
5. Leg – peg – pet – pat – rat – ran – rag – lag – leg.
6. Run – bun – but – bit – hit – him – dim – din – sin – sun – run.
7. Ship – chip – chin – thin – than – can – cash – rash – rang – ring – rip – ship.
8. Song – long- lock – shock – shop – chop – chip – chick – thick – thing – sing – song.
9. Car – card – lard – laid – maid – mood – moon – moan – moat – mart – cart – car.

28. Find the same

Give each child a piece of paper with a sound or a word.
The children walk around and try to find the children with the same letter sound or word.
You can make two, three or four the same.

Variation:

Make groups with different words but with the same vowel.

29. Find the other part

Give each child a piece of paper with a part of a word.
The children walk around and try to find the child with the other part that makes one word with his or her part. E.g. win – dow; ta – ble
You can also practice the words with 2 consonants like br – ead; fa – rm

Variation:

Make groups with words that belong together. E.g. animals of the farm, things for cooking, plants.

Give children a part of a sentence. Find the other part.

30. Complete the sentence

Write on the blackboard e.g. The dog is

Finish it together and write it on the blackboard.

For each sentence there are more possibilities. How many do you know?

You can also give the first letter of the word, like: The dog is w (wet) or s (sick).

Encourage the children to make the sentences longer and longer.

Variation:

Each child writes its own sentence.

Compare the sentences.

31. Write a sentence

Show **an object or picture**.

Who can make a sentence about it.

Blend and write the sentence together on the blackboard.

Variation:

Each child writes its own sentence.

Compare the sentences.

Give two (or more) words: can you make a sentence with both (all) words?

32. What's wrong?

Write the caption on the blackboard like.

I go to deb (bed) The cat is on the tam (mat)

A tac (cat) has legs The nus (sun) is hot.

Who knows what's wrong

Write the right caption on the blackboard.

When the children don't see what's wrong, tell them what word is wrong and let them blend it right.

33. Missing word in a sentence

Write **a sentence** but leave out one word.

Ask the children which word, from **a set of words**, can be filled in.

Write the word.

Are there more possibilities?

34. Sentence substitution

Write **a sentence** on the blackboard.

Let the children read the sentence for themselves and read it together.

Choose one word and ask the children to replace it for another word.

Eg. The cat is on the mat → The dog is on the mat → The dog is on the grass

Variation:

- Write the sentence and some words they can use for replacing on the blackboard.

Try the words and ask the children, after reading it, if it makes sense or is ridiculous.

E.g. Mark hid the cat → John hid the cat → John hid the moon

- You can also put words in a **box**. Choose a word in the sentence. Take a word out of the box. Can you put the word out of the box on the word in the sentence you choose?

E.g. I sit in the car → we choose to change car and pick the card moon → I sit in the moon: sense or ridiculous?

35. Yes or no?

Cards with questions.

Show the card.

Is the answer yes: put your thumb up: Is the answer no: put your thumb down.

Variation:

Put a **big card with yes** on one side of the class and at the other side a **big card with no**. Go to the right answer.

Or sit down – stand up.

36. Choose three correct answers

A number of **prepared questions or statements**, three correct answers and one incorrect.

Which answers are correct?

E.g. See pg. 159

Which of these are days of the week?	sunday	thursday	tuesday	september
What do you see on the farm	cow	pig	lion	hen

Variation:

Choose 1 right answer.

The color of the grass is	red	green	black	pink
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37. Reach the top

Draw a staircase on the black board.

Write a letter on the board. When the children know the sound, put a tick on the first step of the staircase.

Step with each right answer.

After how many answer do they reach the top?

You can also let them blend or read words or sentences.

Variation:

- Divide the group in two or more groups and make a race of it.
- Instead of a staircase you can also make a mountain with different levels or whatever.

38. Board Race

Divide the class in 3 or 4 groups.

Draw lines down the board to divide it into 3 or 4 areas. Write three different phonics sounds on the board. For example in column 1, write "ai", column 2 write "oa" and in column 3 write "ir".

Children stand in line and go in order to the board and write a word (spelling it correctly of course!) that fits that column's sound. Then he goes to the last place in the line. A student in group 1 could write words like rain, train braid, trail, etc. Group 2 students might write boat, goat, float foam, soap, etc. Group 3 students might write bird, first, birthday sir, etc.

Give them 2 minutes. Students must stop when you say "STOP!"

Score the correctly written words and write the total score on the blackboard.

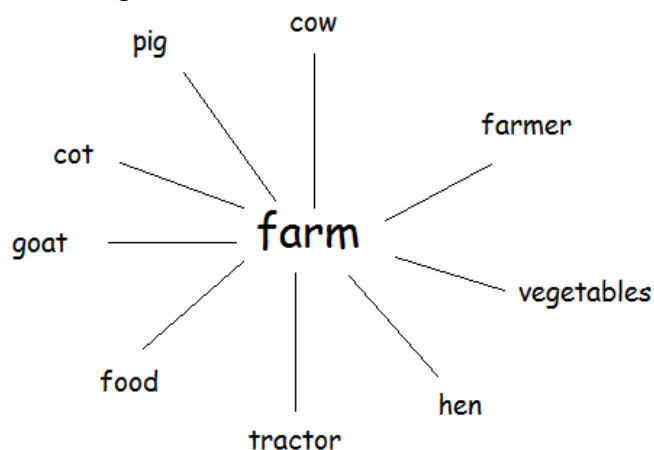
Change the sounds for each group each round. Add the scores together. Double words and words that are spelled wrong do not count.

39. Mind mapping

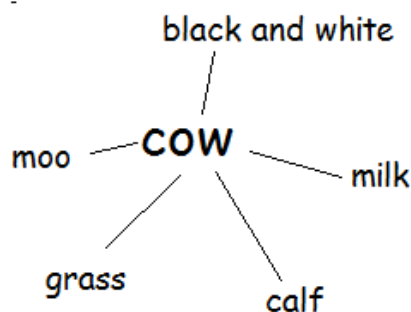
Write a word in the middle of the blackboard or paper.

Ask the children what words belong to this word and write them around the word in the middle.

E.g.:



You can choose one of the words and start again, making a new mind map. E.g



40. Hangman

Think of a word.

Write for each letter a dot on the blackboard.

The children name a letter.

When the letter is in the word you write it in the right place.

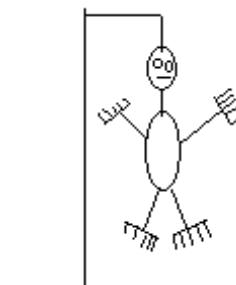
For each letter that is not in the word you draw one line of the 'hangman'.

How fast can the children guess the word?

When they guess the wrong word three times, they hang.

They also loose when the hangman is finished.

hangman



To play outside

41. Spot sounds

Go out and sit down somewhere on the compound. Make groups of about 4 children. Mention a letter sound. Which group can find, as the first, something with this sound? (like l-leaf, g-grass,)

42. Step by step

Divide the group in smaller groups.

The children stand behind a line. There is another line at a distance of about 4 meter.

Each group has a leader. The leaders must be children that know all letter sounds.

Give the leader of the group cards with words.

The leader tells the children of his group a word one by one. The child has to blend the word. When it's right that child can take 1 step forward.

Who is the first that reach the other line?

43. Decorated stones

Decorate the stones outside with letters and drawings.

Use the big chalks.

Mark the area in which they are allowed to draw.

44. Hop words

Write letters on the stones.

Children hop from stone to stone making words.

Let them make words on their one or give words they can hop.

45. Run to the right letter

Hang letters in trees or write them on the stones.

Say a letter and the children have to run to the right letter.

You can also say a word and children has to run to the letters in the right order.

46. Hide and seek

Hide letters and let the children seek them

Can they make words with it?

Variation:

- Hide halves of words. Such as bl and ack. Can they find the matching cards
- Hide words with different vowels. Each child as to bring 3 (or another number) cards with different vowels. Who is the first?
- The children can also work in teams or small groups.

47. Treasure hunt

Let the children follow a route over the compound by reading sentences.

48. Write what you see

Go out and sit down somewhere on the compound. (by de clinic, on the farm,...)

Make groups of about 4 children. Write what you see.

Which group writes the most words?

Or let them write sentences. Give for each correct word a point.

49. Phonics Basketball!

Divide the class in groups, lining them up.

Place a can or basket several feet from the beginning line.

Give the first player from the first group a word to spell.

If he spells the word correct, he gets the basketball and tries to throw it in the can. When it's a goal the group gets a point.

The one who played goes to the last place of the line.

Then it's the other team's turn.

Which team gets most points?

Variation:

Use colored tape to put down two different lines. The children choose from behind which line they try to score. The line furthest from the basket is worth 3 points, from the closer distance is worth 2

50. Search letters and sounds

Look for letters and words on the compound. Can you read it?

What does it mean?

Can you design your own signpost? For the school or something else.

Books and stories

Before you read the book

- Talk about a book before you read it to the children or before they read it by themselves.
- Talk about the title and the pictures on the cover. Look through the pictures and discuss what you think the story might be about.
- Talk about the pictures in the book and discuss what's going to happen next.

After

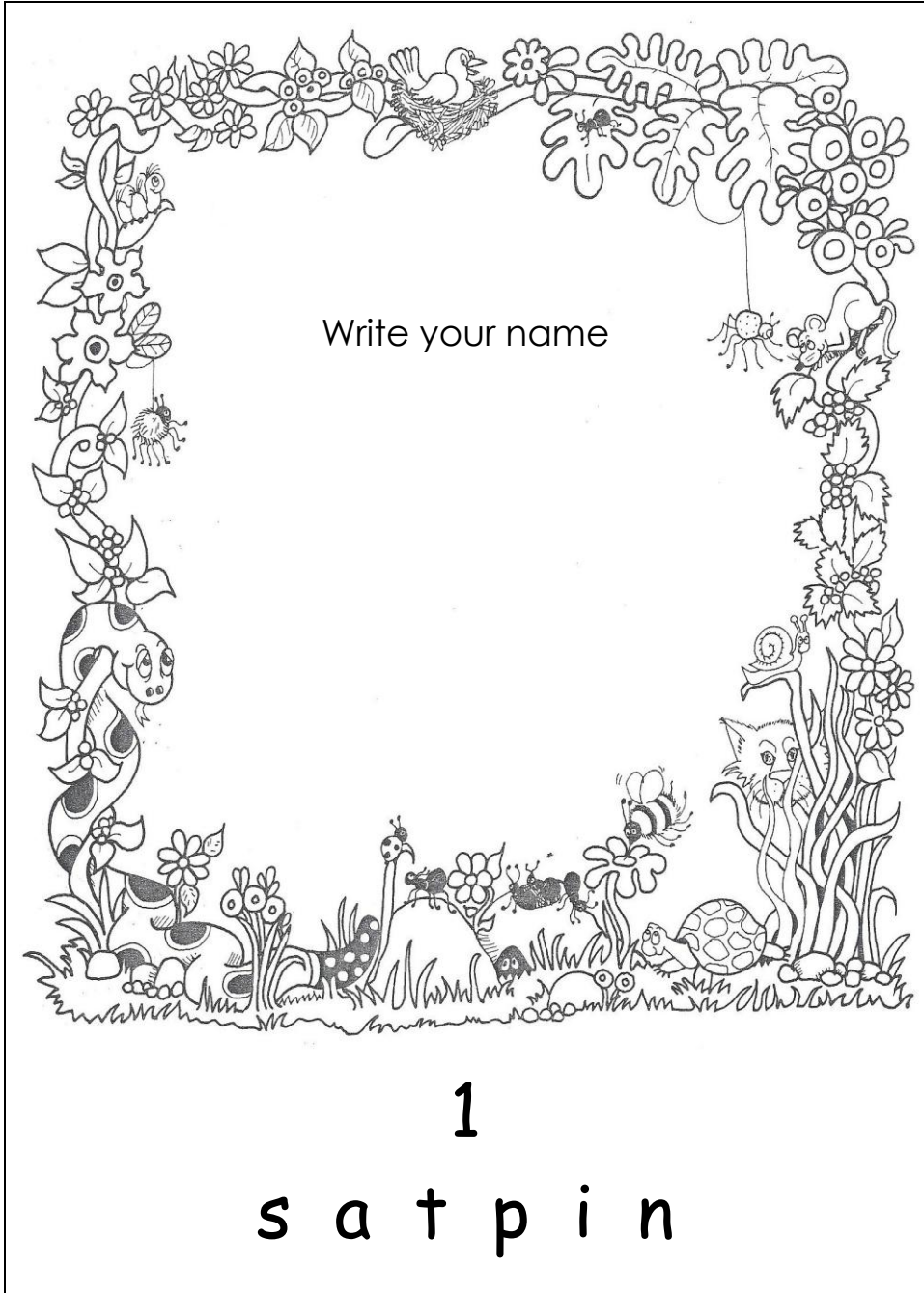
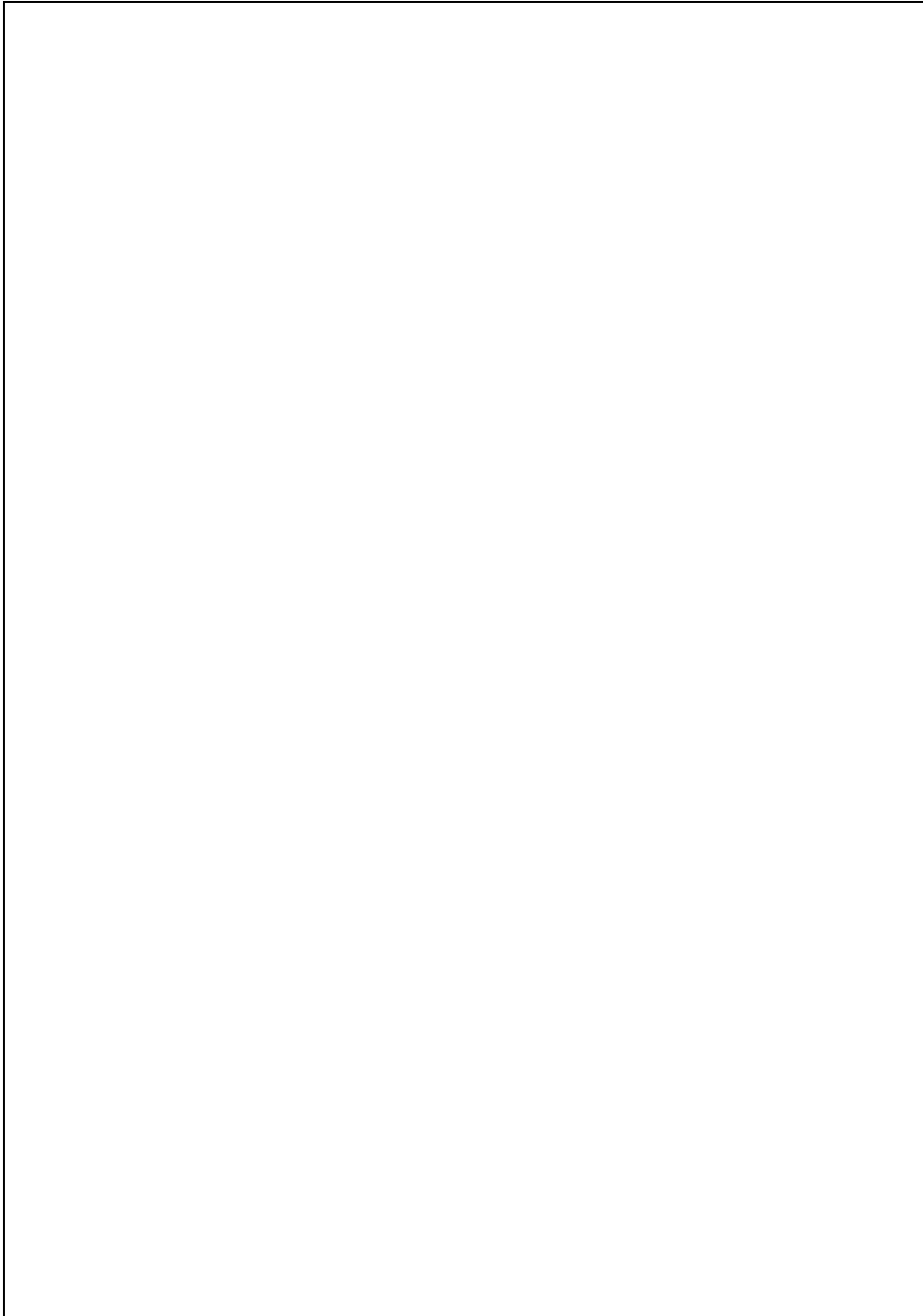
- Let the children retell the story.
- Let them tell about their favorite story.
- Ask questions about the story.
- Talk about what might happen after the story ending.
- Play word-and-letter spotting game like:
 - Can you find Floppy's name (or another word) on this page?
 - Can you find something in the picture that begins with the sound ...
- Let them make a summary and / or picture of the story.

While reading

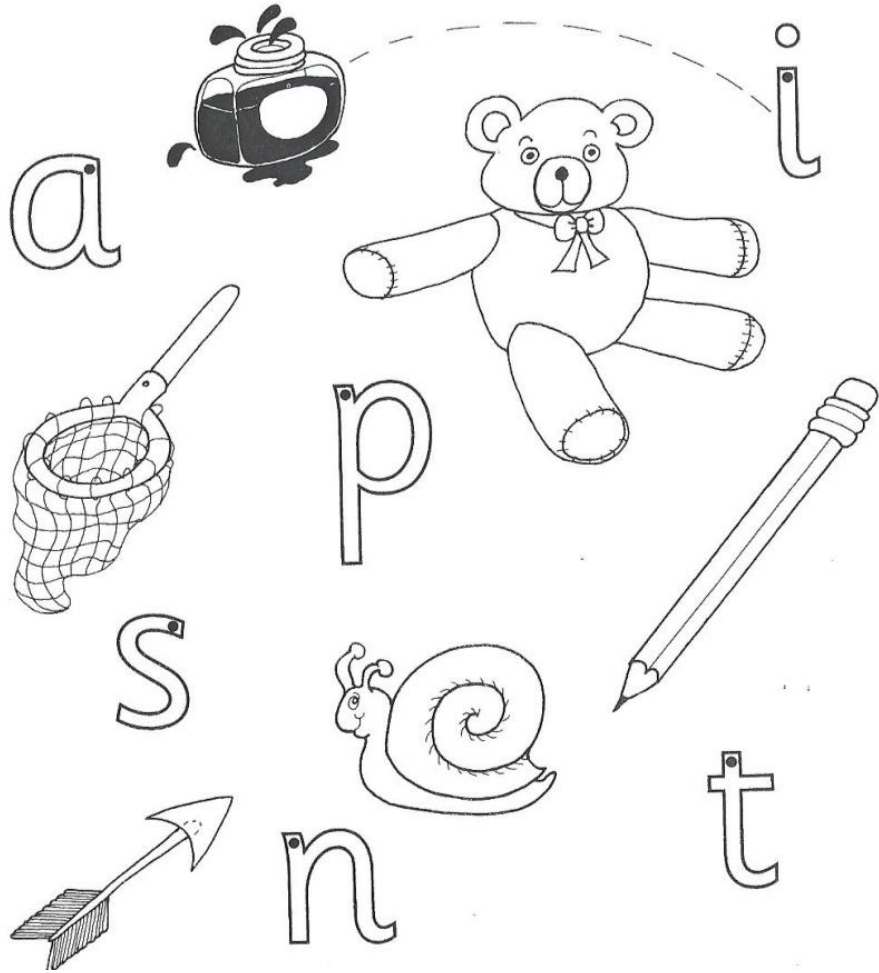
- If the children do not know what they are reading, ask them to stop and think about what the word or sentence might mean, using a variety of strategies:
 - Reading to the end of the sentence and then deciding on a sensible word to fill the gap;
 - using the picture;
 - using the letter sounds.
- If they still can't read the word, read it for them.

Story telling

- Tell a story together: The first child starts with one sentence of a story. The next one tells the next sentence, and so on.



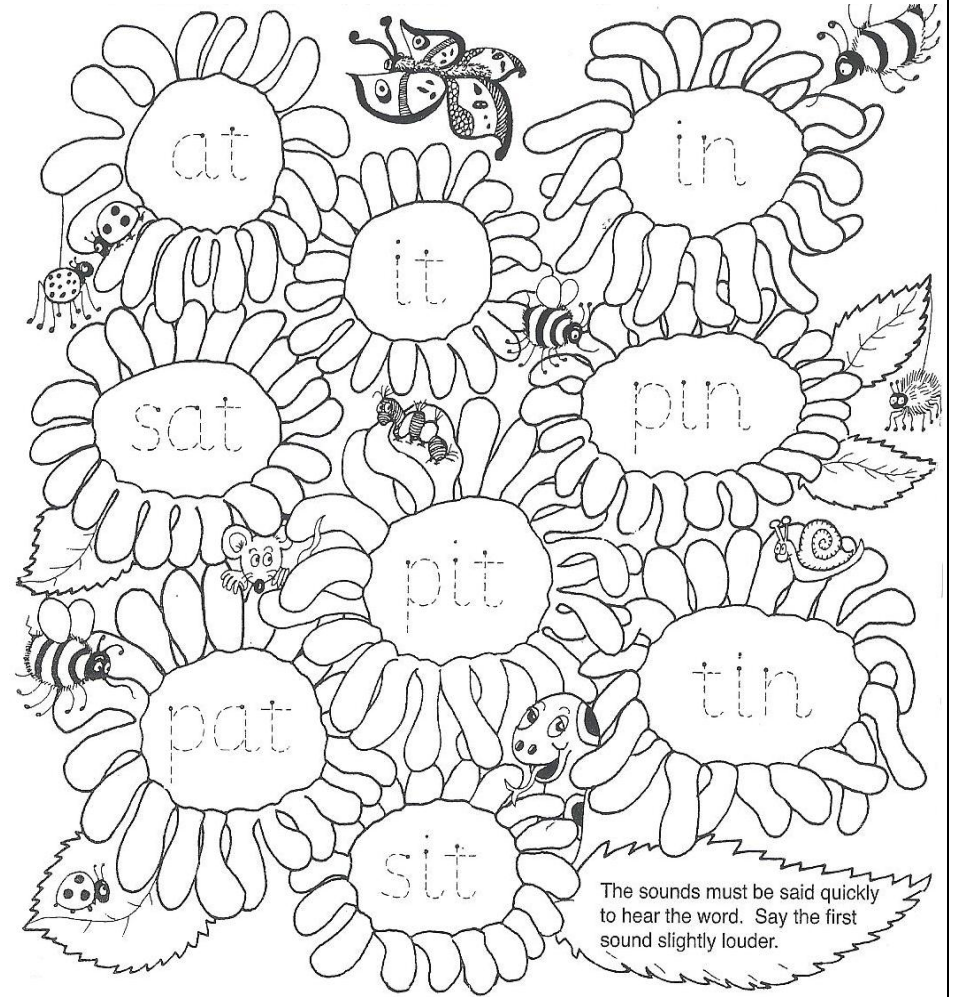
Join each picture to its beginning sound



Write the words.

Make sure you start on the dot.

Read them. Say each letter sound in turn and listen for the word.

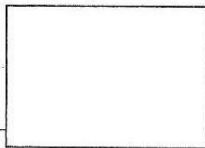


The sounds must be said quickly to hear the word. Say the first sound slightly louder.

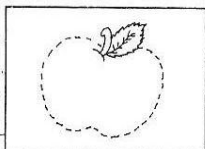
Write the letters

Can you think of something that begins with each sound? Draw it. Can you also write the word?

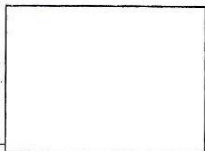
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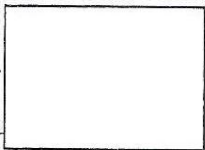
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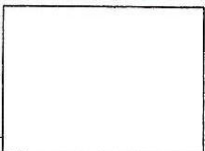
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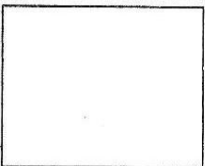
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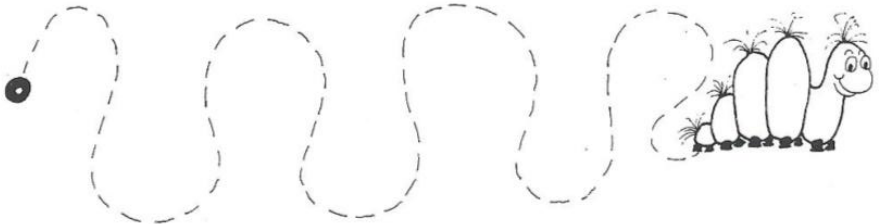
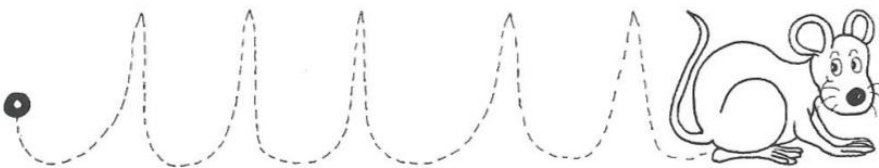
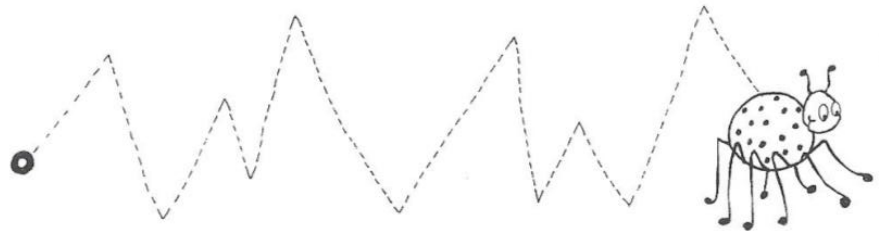
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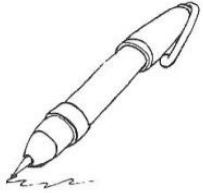
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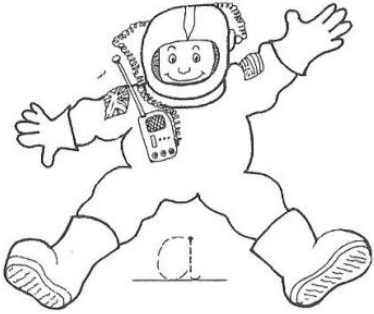
Follow the trails



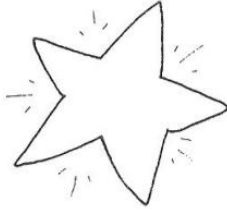
Write the first sound under each picture

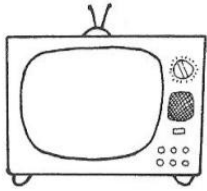


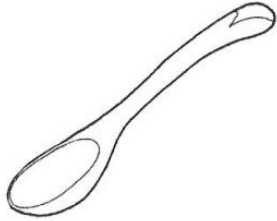
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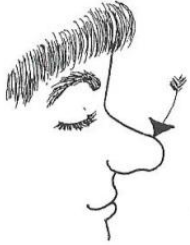


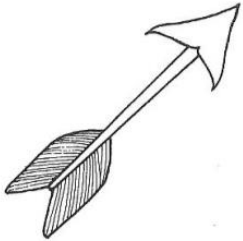
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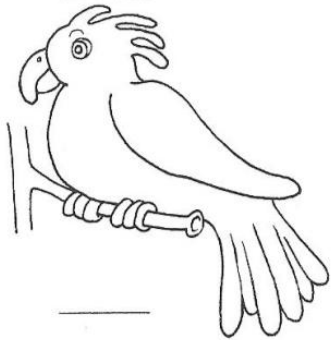


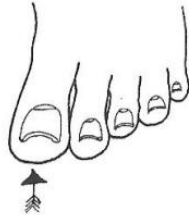














Spy which things begin with the same sound

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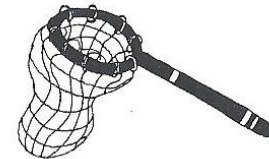
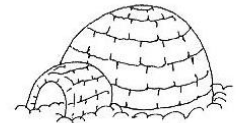
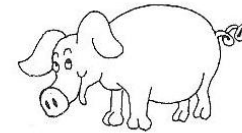
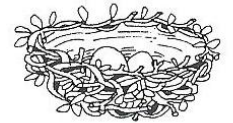
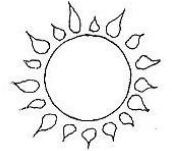
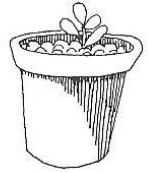
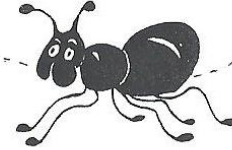
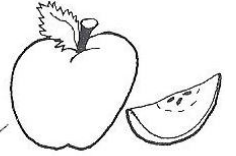
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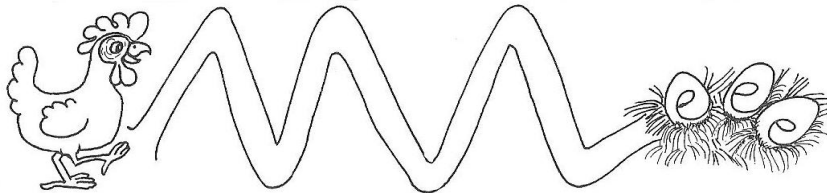
Write your name:

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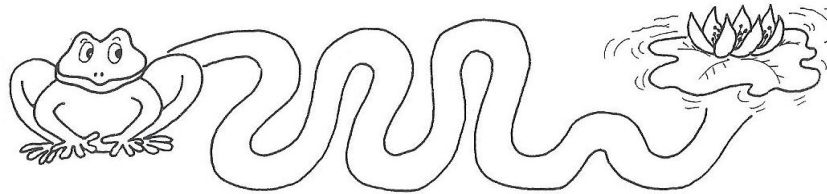
c k e h r m d

Keep inside the lines!

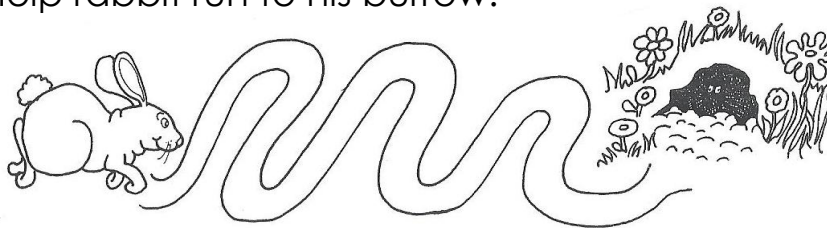
Help hen to get her eggs.



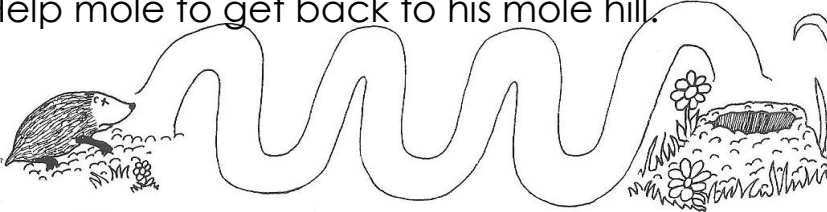
Help frog hop to his lily pad.



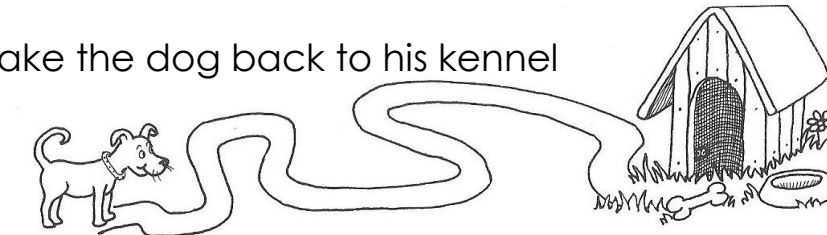
Help rabbit run to his burrow.



Help mole to get back to his mole hill.



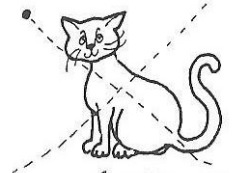
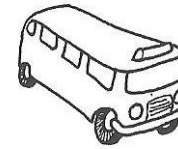
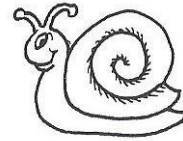
Take the dog back to his kennel



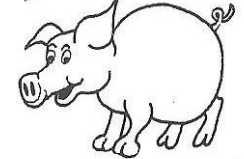
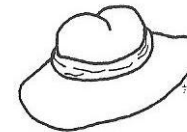
Is the sound there?

On each line, cross out the picture without that sound.

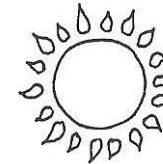
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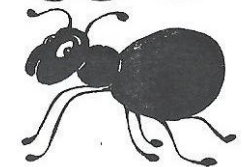
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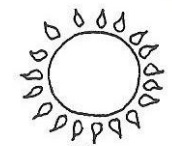
t



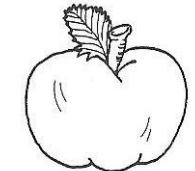
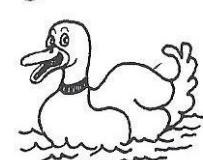
d



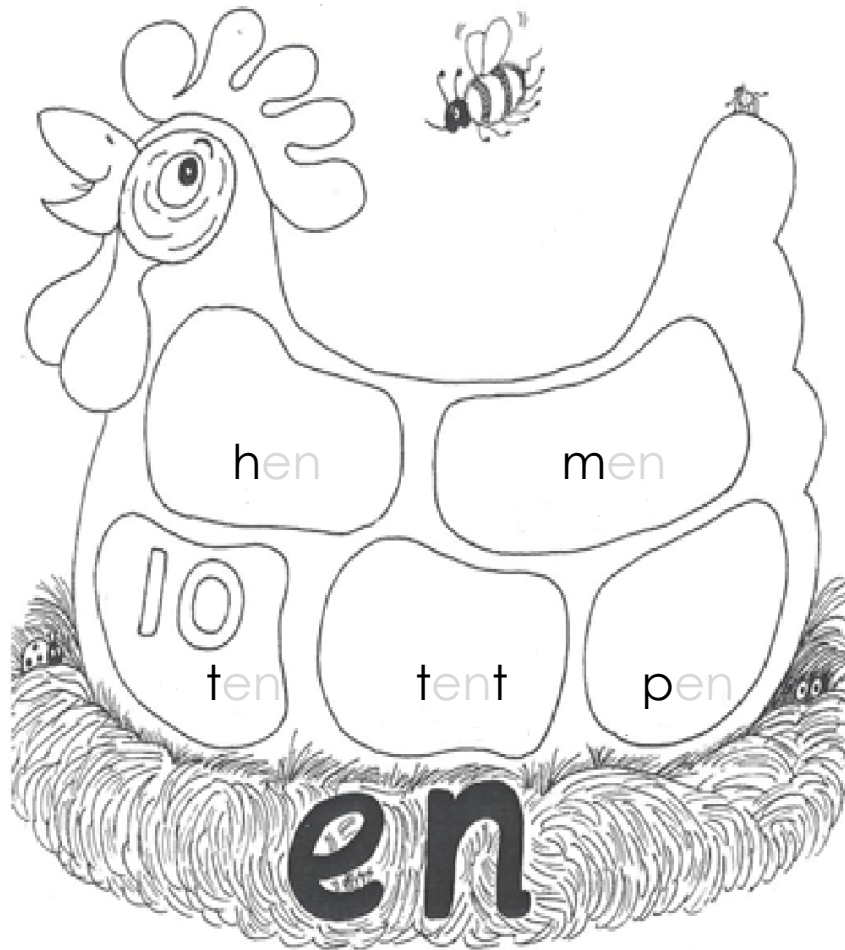
n



k



en family. Put the missing letters in the gaps.
 Read the word and draw a picture in the space.



Listen carefully for the sound at the end.
 Write the sound.



he . _



pe . _



ne . _



ha . _



ra . _



ca . _



ma . _



ma . _



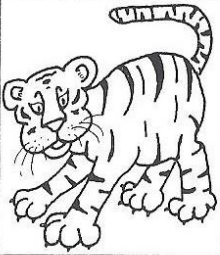

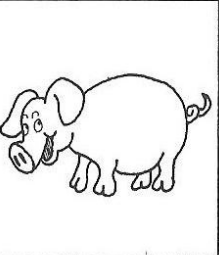
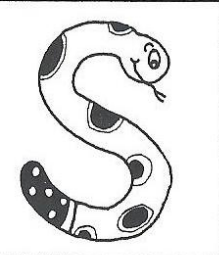
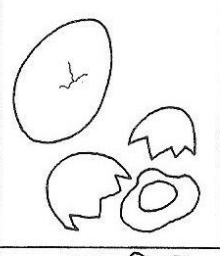

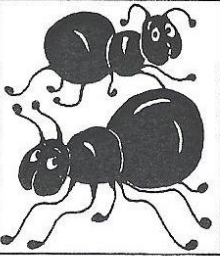
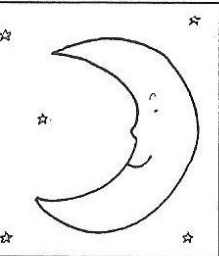
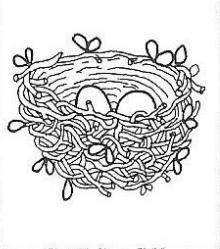
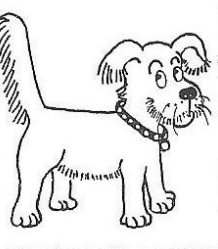
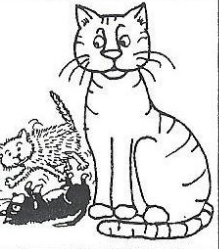
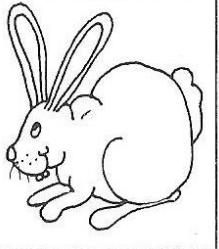
ca . _

Practice of the **e** shape.

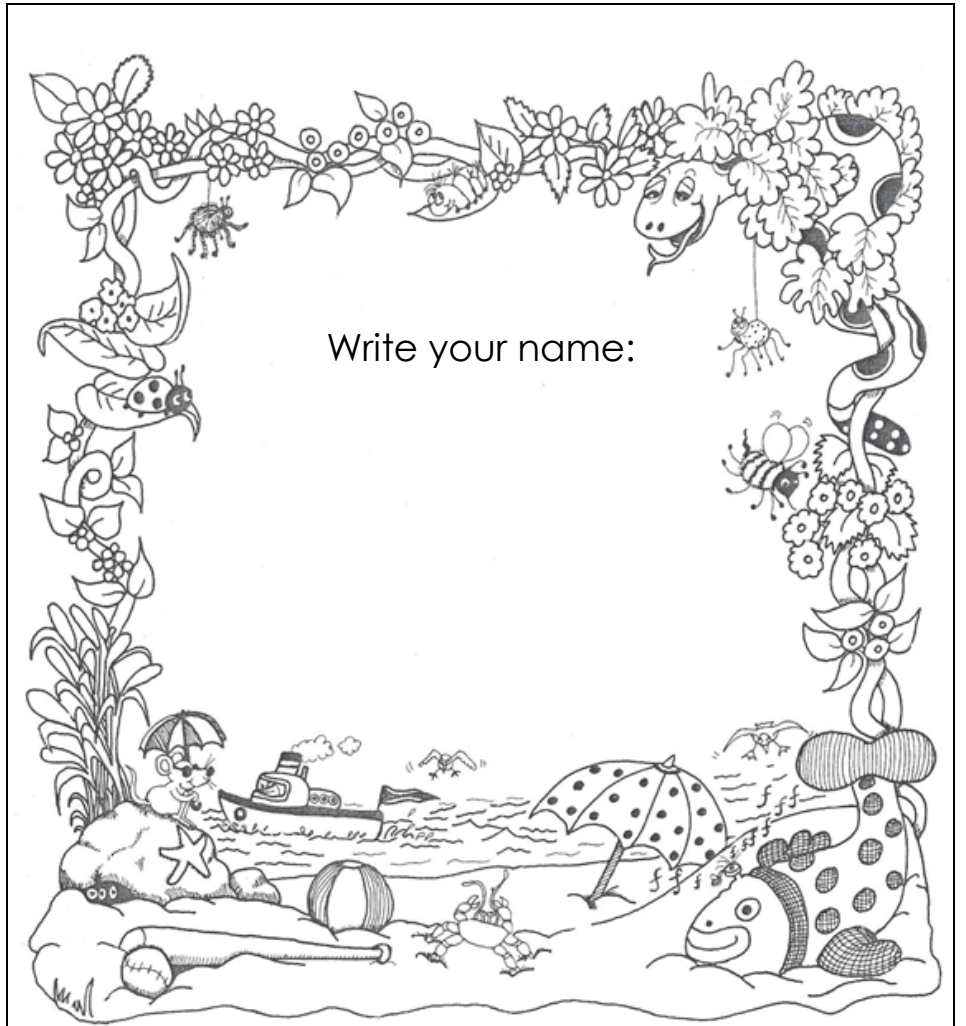


Do you know a word with e sound?
Can you write it?

Join each picture to its beginning sound.

			
	a p n		
	h c d s		
	k r m		
	e i		

Can you write a word?



Write your name:

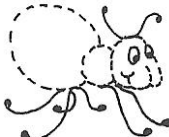

3

g o u l f b

Do you know these sounds?

Write the letter.

Draw a picture of something that begins with it.

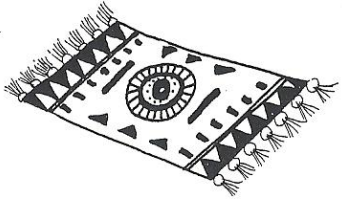
a 	h	l
t	r	u
s	c	k 
n	d	o
l	e	b
p	m	g

Write each word and read it.

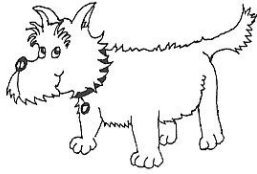
Then draw a picture of it.

		
hat	pen	ant
ink	man	cap
bed	dog	bus

Choose the word and write it underneath.



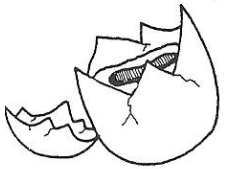
met mat man
mat



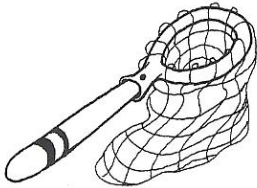
log dig dog
_ _ _



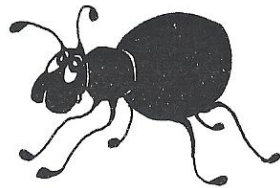
cup cut cap
_ _ _



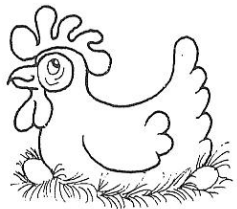
peg egg pig
_ _ _



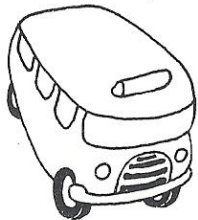
net nut not
_ _ _



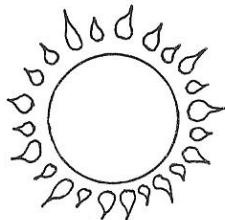
and ant act
_ _ _



hen hat pen
_ _ _

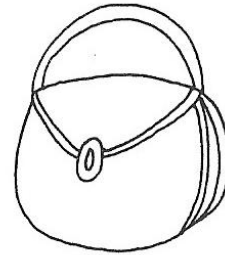


bin bus bug
_ _ _

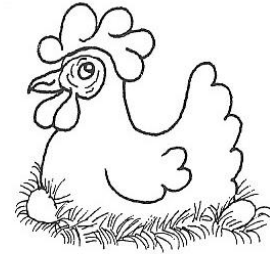


sub sit sun
_ _ _

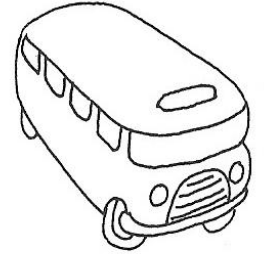
Fill in the missing sound.



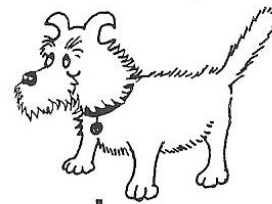
b . g



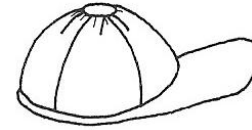
h . n



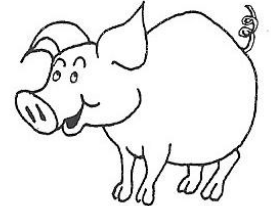
b . s



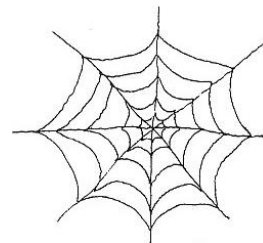
d . g



c . p



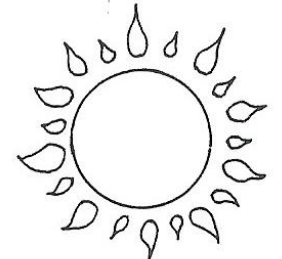
p . g



w . b



p . n



s . n

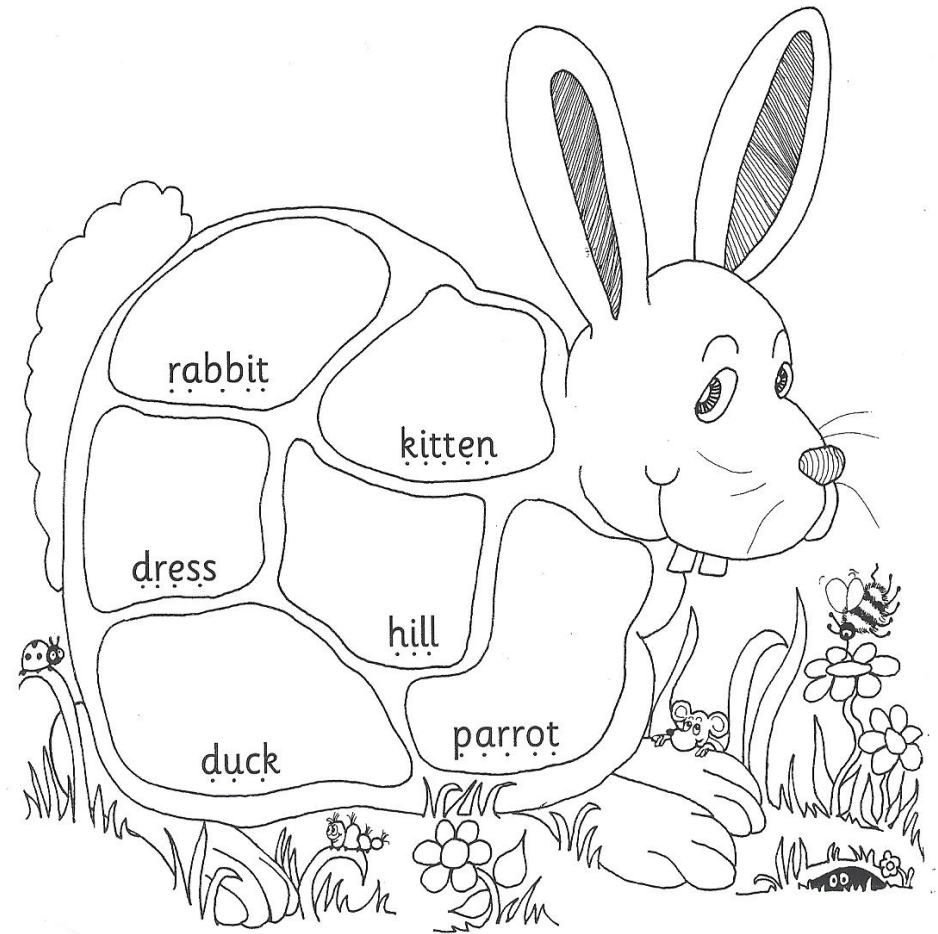
Read the words in the logs.
Match each word to the picture in the frog that rhymes with it.



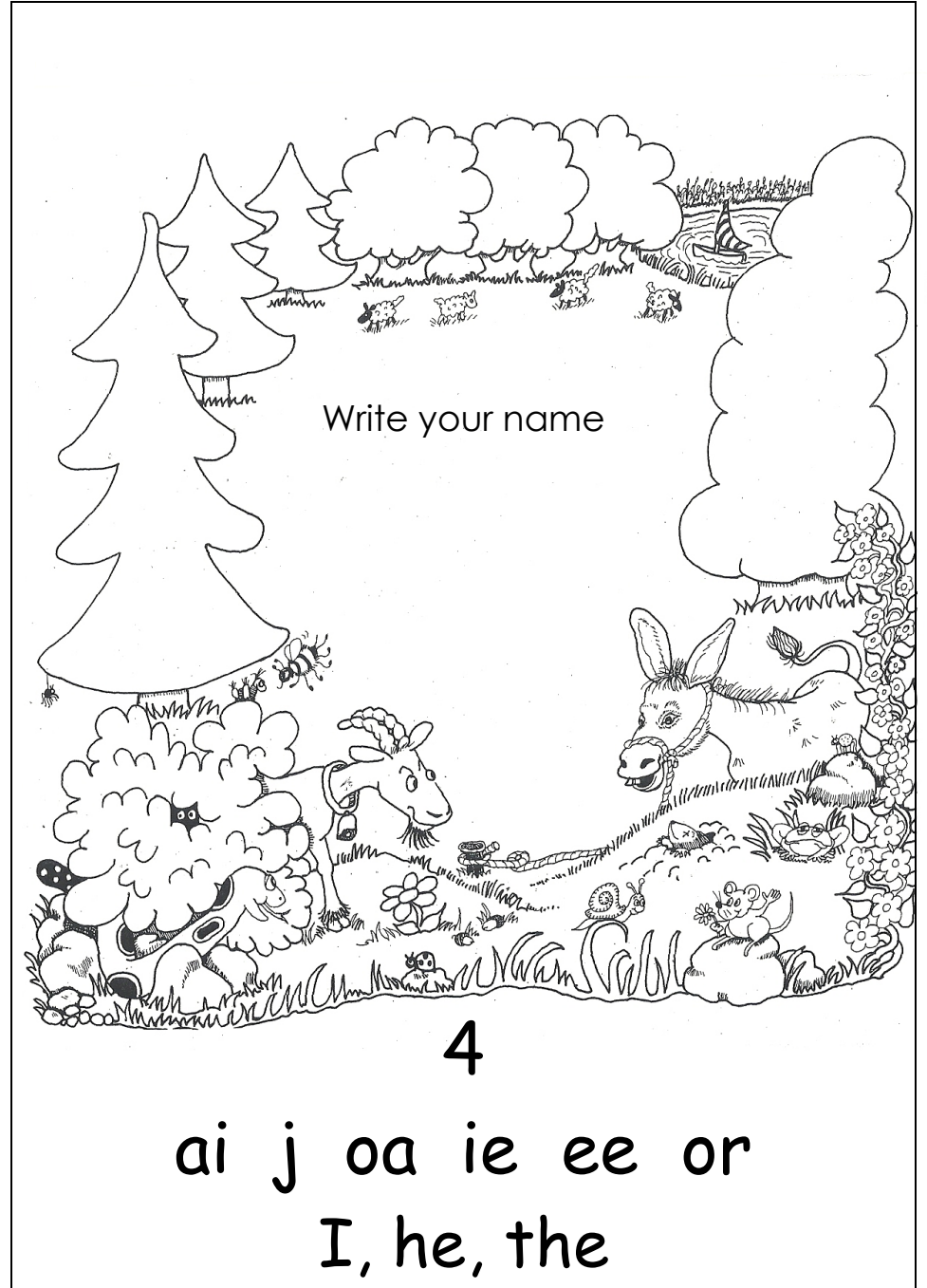
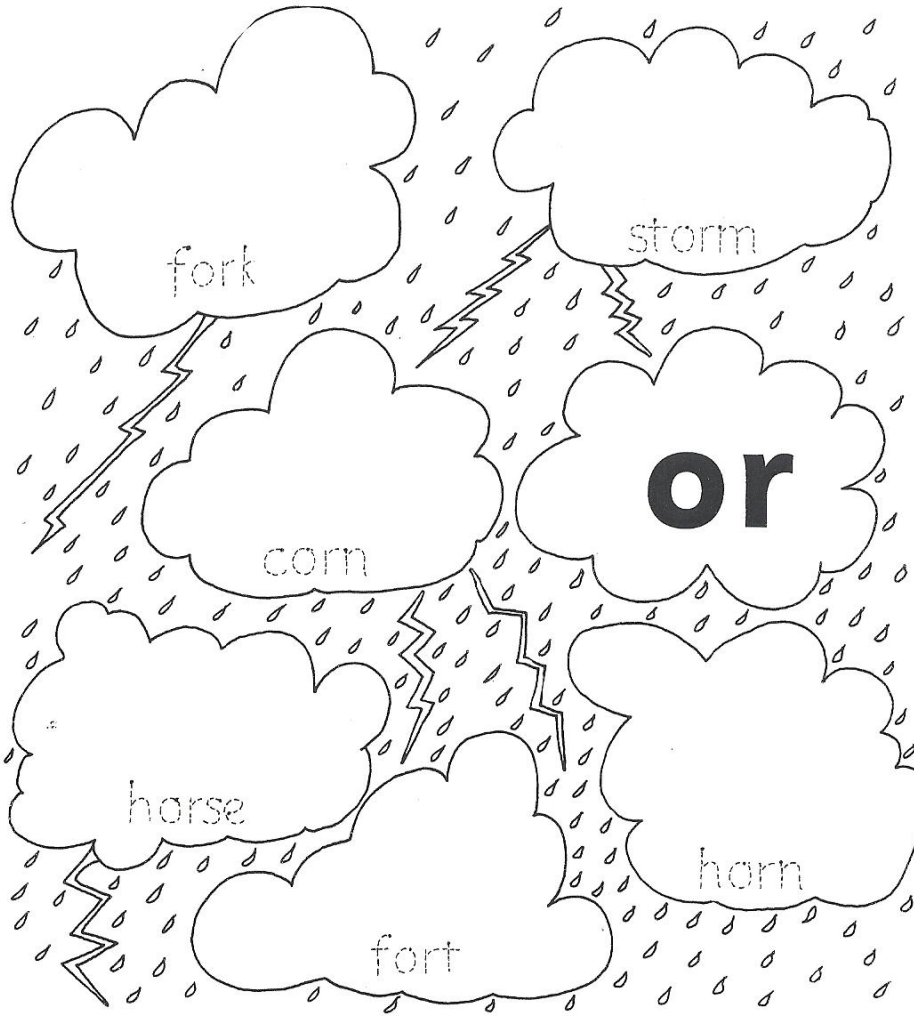
When two letters making the same sound, come next to each other, you only say the sound once.

bb in rabbit sounds b

Read each word and draw a picture of it.



Write, read and draw a picture.



Write your name

4

ai j oa ie ee or
I, he, the

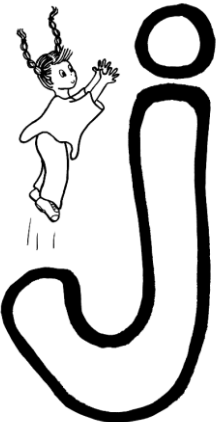
a + i = ai

Fill in the ai sound.

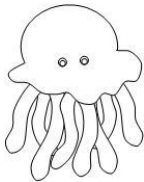
Read the words and make a picture.

tr__n	r__n	sn__l
-------	------	-------

Do you know more words with ai sound?



What do you see with j sound?
Can you draw more pictures with j sound?



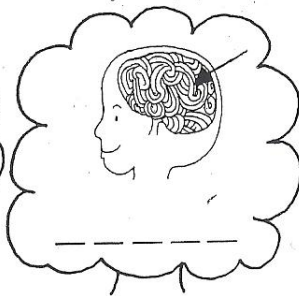
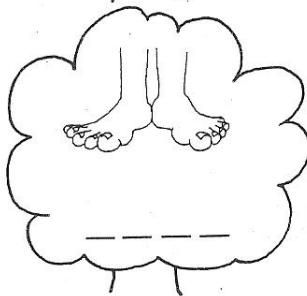
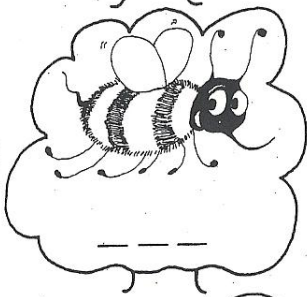
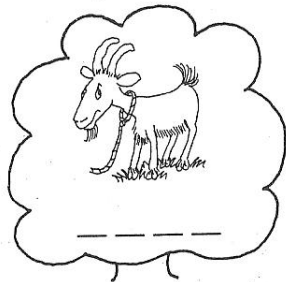
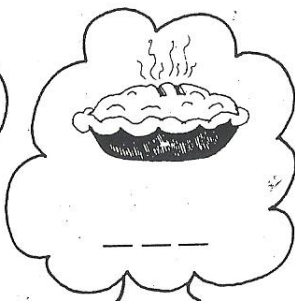
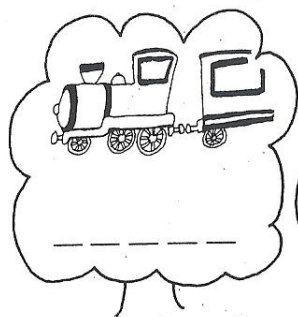
Join the pictures to the sounds.

3	Soap	Tractor	Horse
Pie	ai	or	Bee
Rain	oa	red	Paint
ie	ee	Fork	Goat
Clouds	Tree	Tie	Goat

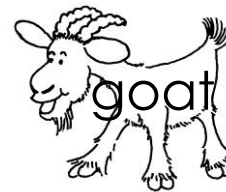
Can you write one or more of these words?

Write the words.

ai ee ie oa



oo oa



ie



ee

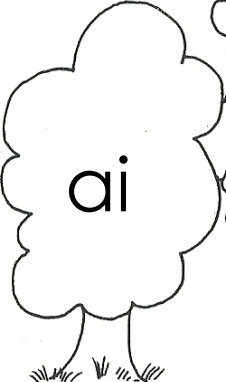
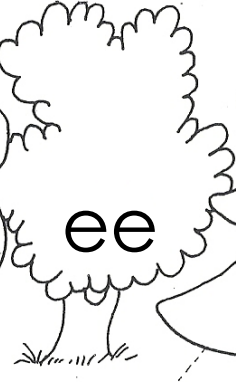
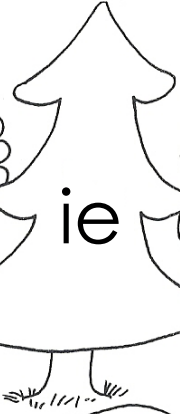
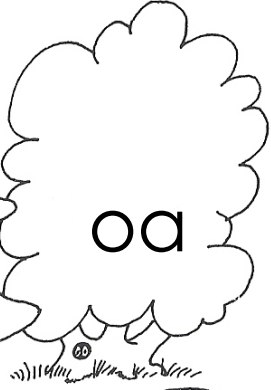
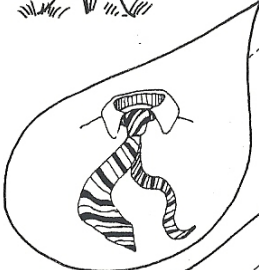
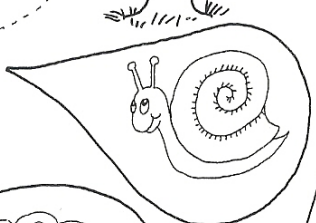

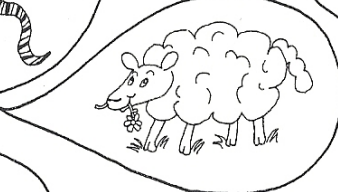
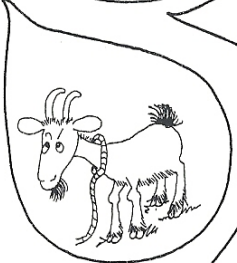
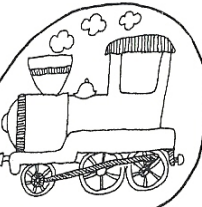




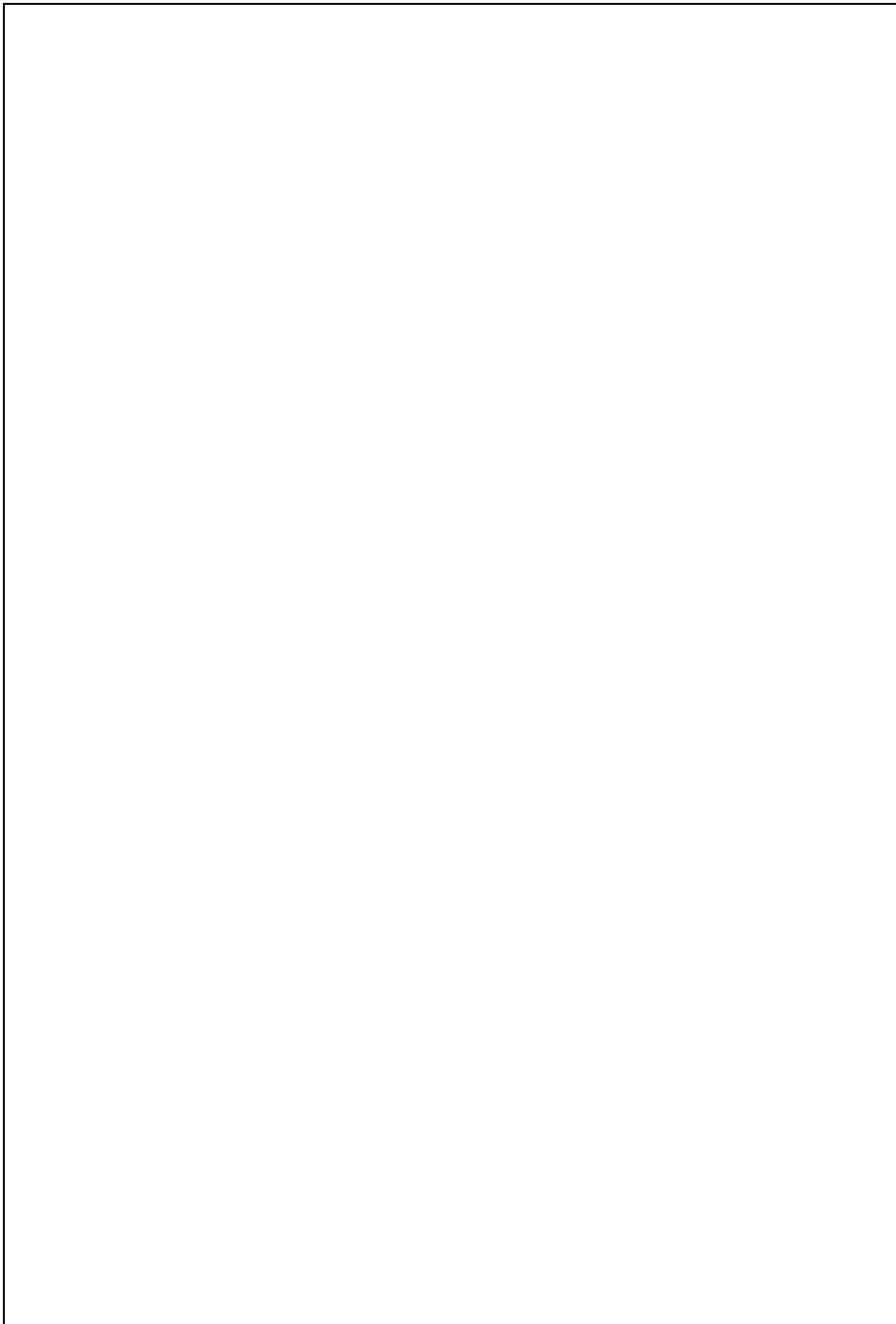
Do you know words with these sounds?
Draw or write them.

Match the words to their pictures.

	leek •••	
	snail ••••	
	lie ••	
	soap •••	
	tree •••	
	road •••	
	nail •••	
	pie •••	

Join the sounds with the pictures with that sound.

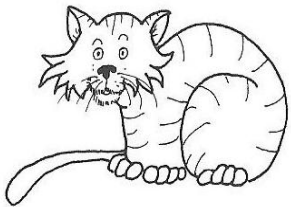
A whimsical black and white line drawing of a garden scene. At the top, a large, smiling cloud with a face blows wind towards the right. A bird is flying in the sky. The garden is filled with various plants, flowers, and insects. A beehive sits on a wooden platform on the left, with several bees flying around it. In the center, a rabbit is visible. On the right, a frog is sitting on a lily pad. The scene is framed by a decorative border of flowers and leaves.

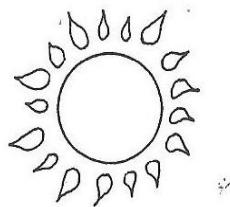
Write your name:

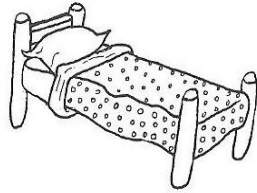
5

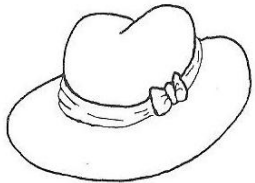
z w ng v oo
she, me, we

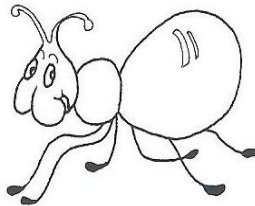
Write each word.

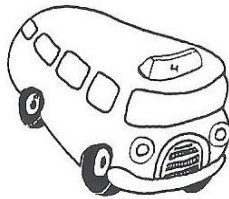


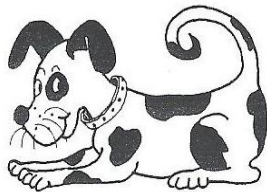


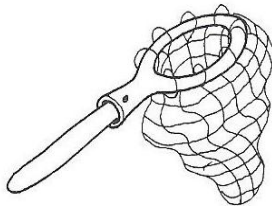


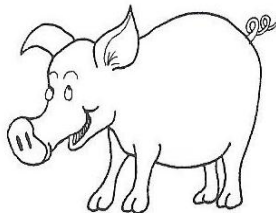












oo

Join each word to its picture.



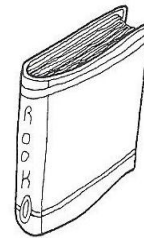
hook

spoon



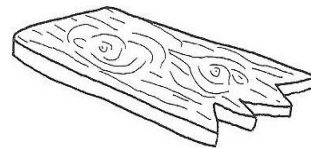
broom

foot



moon

boot



wood

book



V



_iolin



_an



ca_e



What is in Vic's van?
Draw or write it.

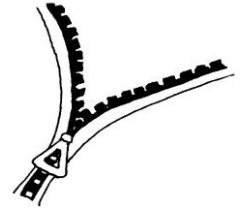
Z



bu__



_ebra



_ip

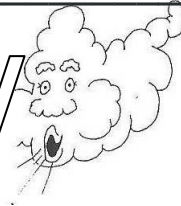
Read the words:

zap	fizz	buzz	zigzag
-----	------	------	--------

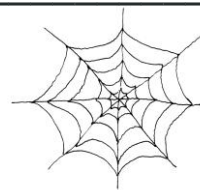
Write the z:

Z Z z _ _ _ _ _

W



_ind



_eb



_indow

Read the words:

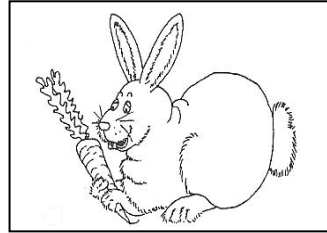
swam	wig	swim	sweep
------	-----	------	-------

Write the w:

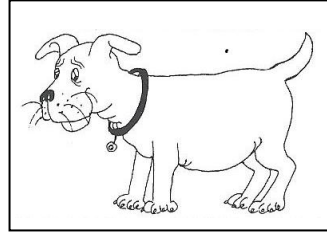
W W w _ _ _ _ _

Join each sentence to its picture.

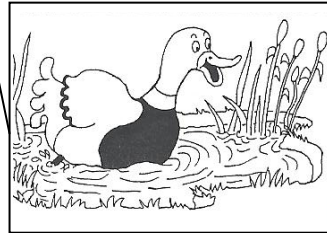
A duck on a pond.



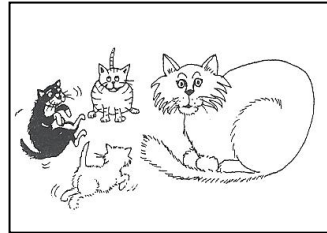
A cat and 3 kittens.



A rabbit and a carrot.



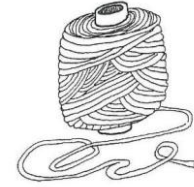
A big fat dog.



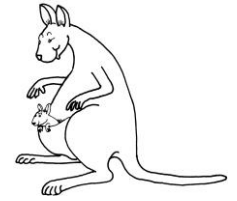
ng



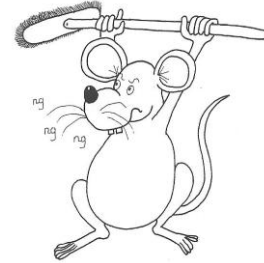
ri__



stri__



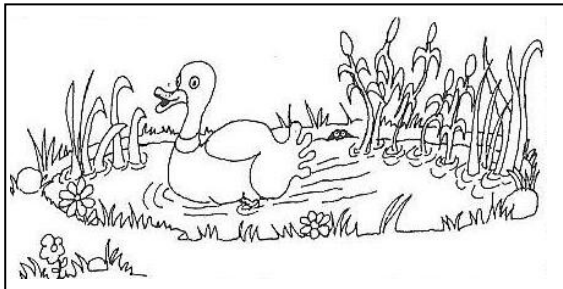
ka__aroo

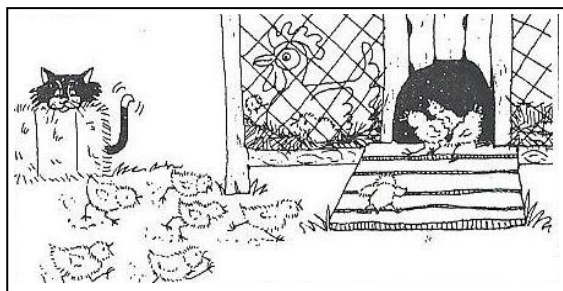


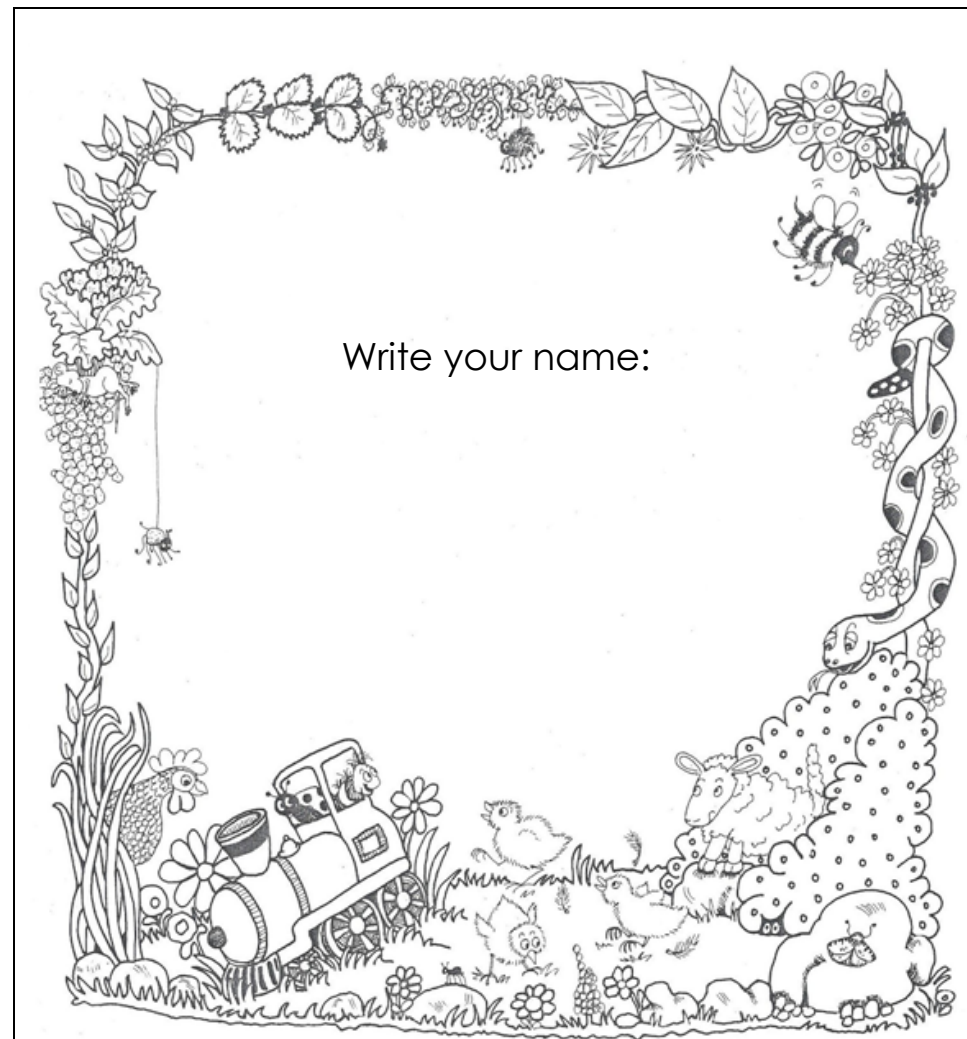
Are you strong?
Draw yourself.

Choose the right sentence and write it under the picture.

A duck swims on the pond.
The chicks run to the nest.







Write your name:

6

y x ch sh th th
be, was, to

Y



_o_o



_ohurt



_ak

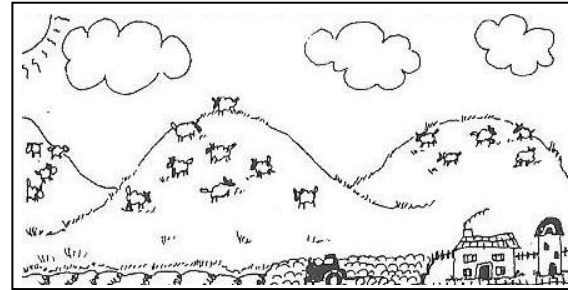
Read the words:

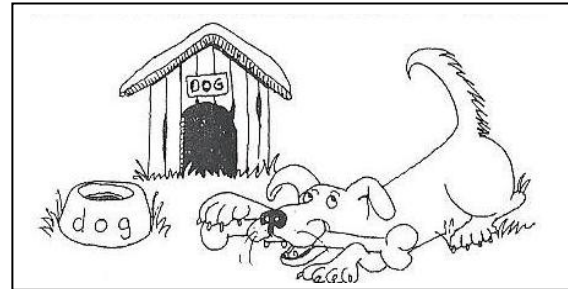
yes	yell		
-----	------	--	--

Draw things that are yellow.

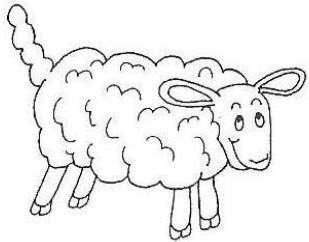
Choose the right sentence and write it under the picture.

The dog is eating a bone
 The sheep are on the hills

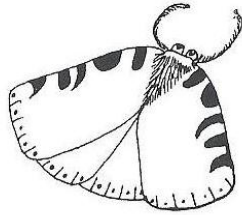




Say each picture.
Write sh, ch or th to complete its name.



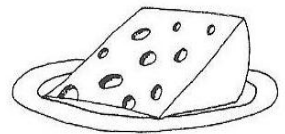
__eep



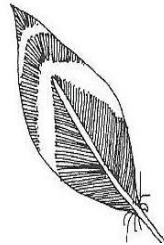
mo__



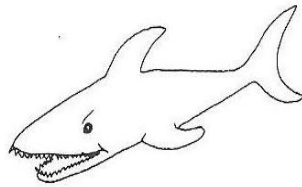
__ree



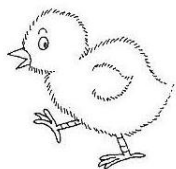
__eese



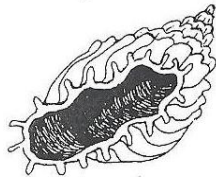
fea__er



__ark



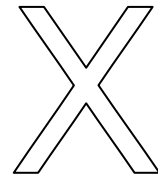
__ick



__ell



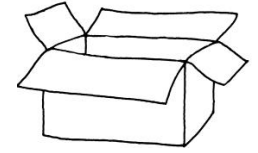
__op



si_



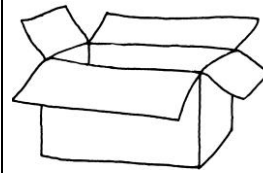
si_teen



bo_

Read the words:

fox	exit	next	lex
-----	------	------	-----



What's in the box?
Draw and try to write the word.

Match



cheese



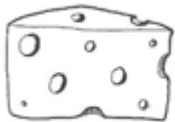
fish



chicken

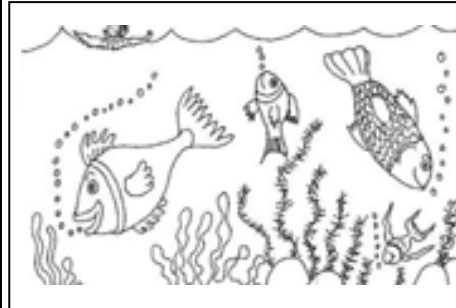


sheep

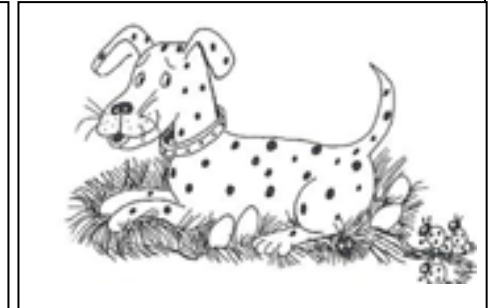


shell

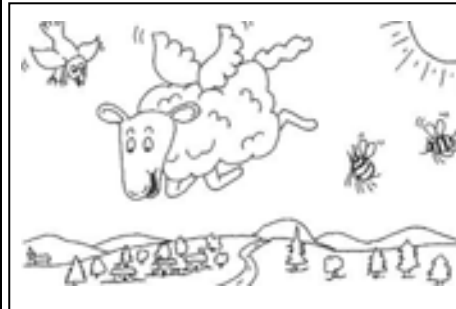
Is it true? Write yes or no next to each one.



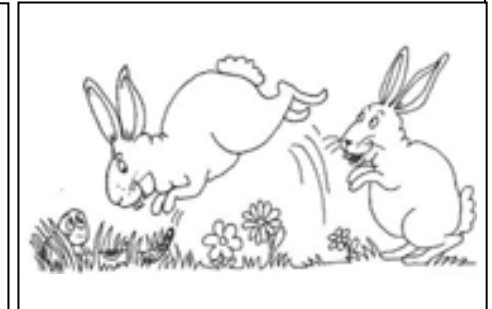
Fish can swim. _____



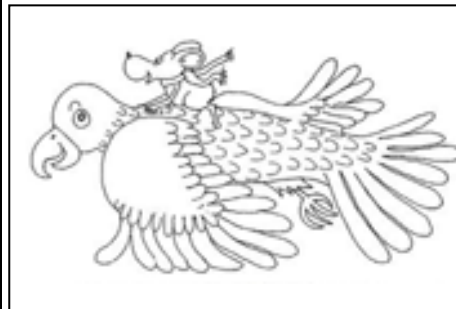
Dogs lay eggs. _____



Sheep can fly. _____



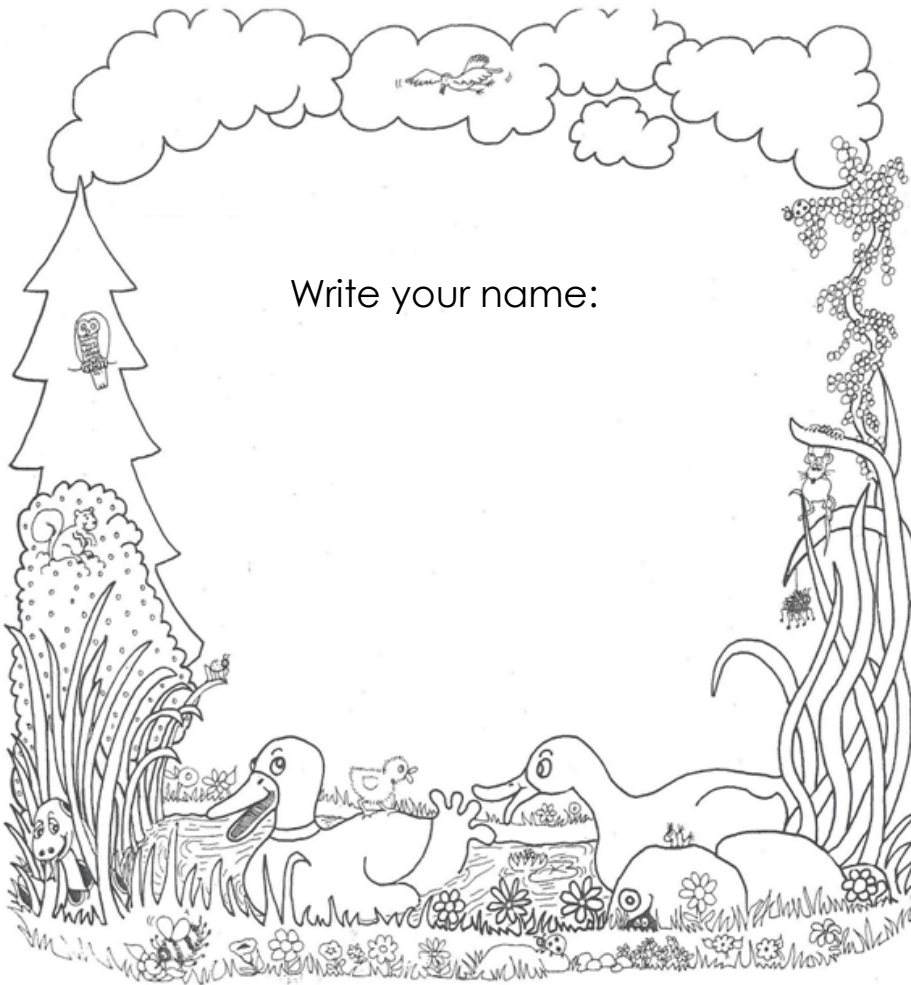
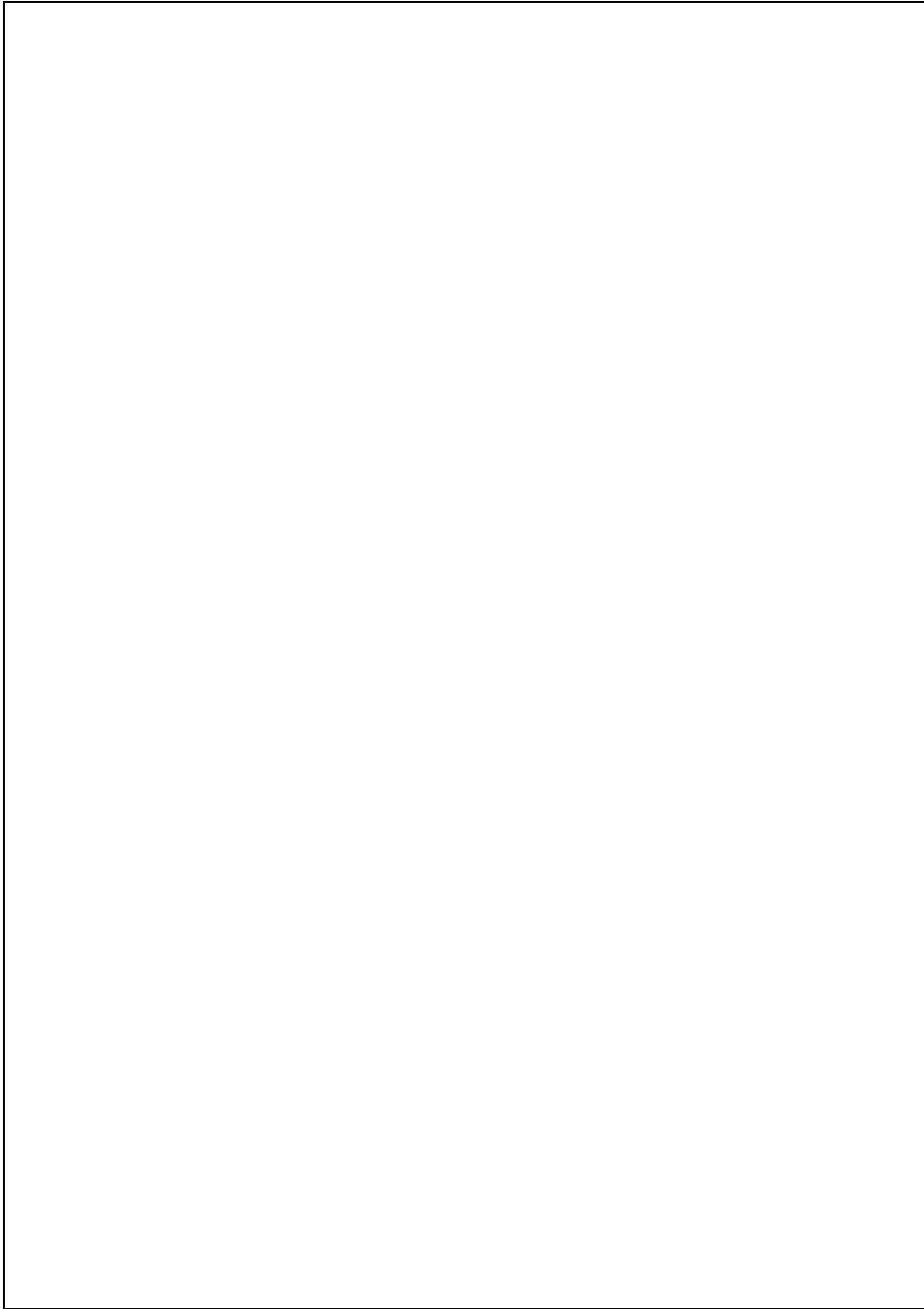
Rabbits can hop. _____



Parrots have wings. _____



Chickens chop wood. _____



Write your name:

7

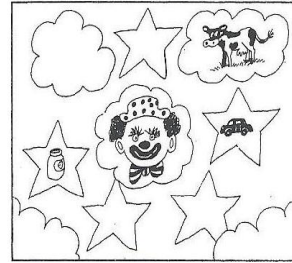
qu ou oi ue er ar
do, are, all

The decorative frame features a scene with two ducks in a pond, a tree with a bird, and various plants and flowers. The text 'Write your name:' is centered within the frame. Below the frame, the number '7' is printed, followed by the vowel combinations 'qu ou oi ue er ar' and the words 'do, are, all' on separate lines.

What do you see at the picture?
Write the words.



stars and clouds.



Make a picture with stars and clouds. Draw or write in the stars words with ar and in the clouds words with ou.

er



let__



din__



mix__

Read the words and color the words with er

sister	door	runner
cloud	term	verb

Draw something with er.

ar



st__



__m



c__

Read the words and color the words with ar.

jar	dark	proud
park	cat	shark

Draw something with ar.

Finish the sentence.

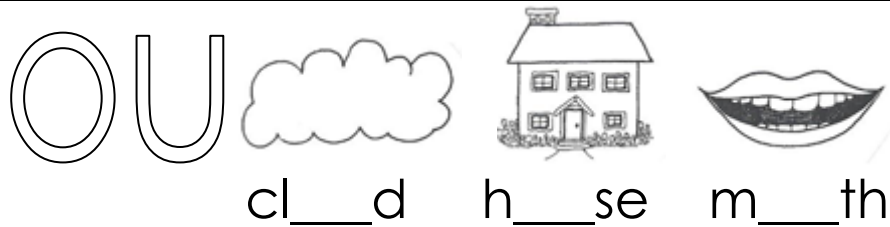
A duck on the p__

I see the b__

The grass is g__

Inky is a __

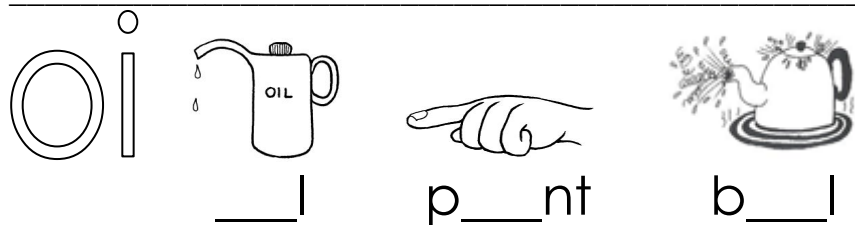
Can you write your one sentence?
Draw about it.



Read the words:

count	round	proud
shout	sound	loud

Draw something with ou.



Read the words:

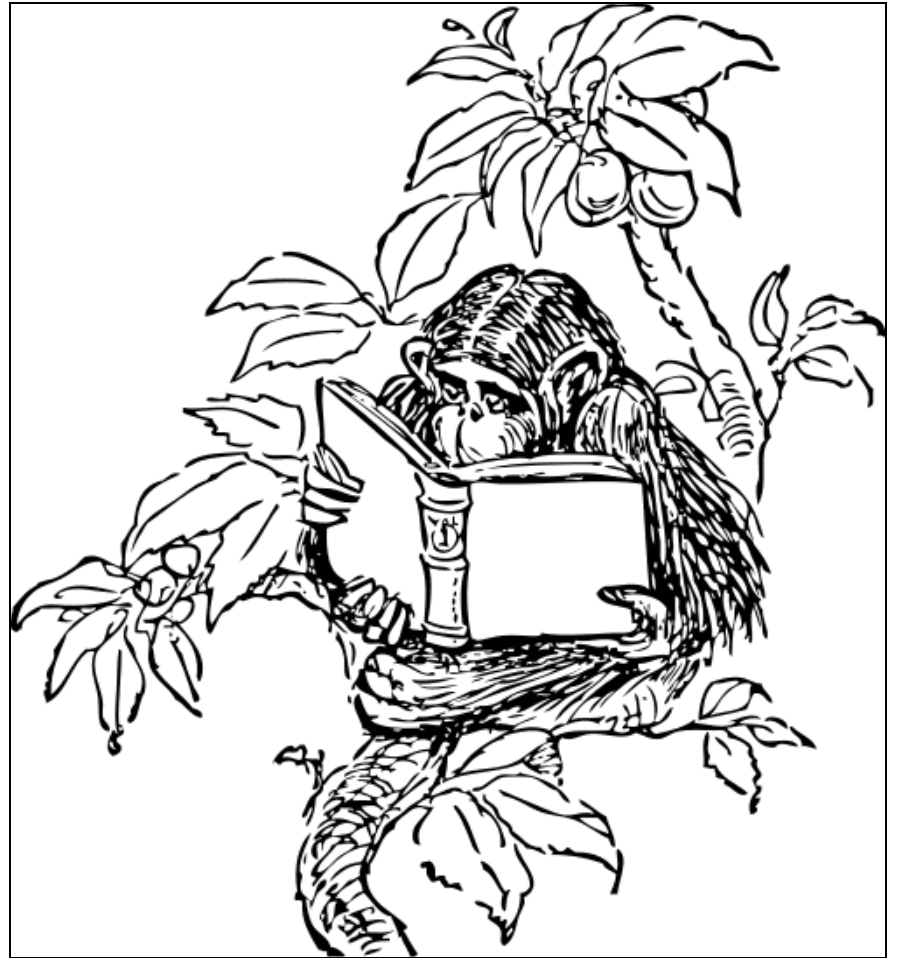
coin	joint	spoil
soil	void	point

Draw something with oi.

Color the words with oi – red
 Color the words with ou – green
 Color the words with ue – bleu

fuel	count	coin
round	value	spoil
point	rescue	cloud
shout	joint	blue
soil	void	mouth
proud	glue	spoil


Name:


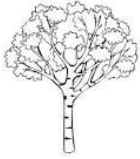




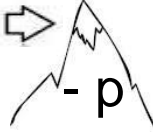
Jolly Phonics 2


Can you 'read' the rebuses?

The  and 2 

in a 

The  6 in the 
X = ts

I b+  the   - p

the 

Read the tricky words
Try to find them in the word search.



only	do	l	i	k	e	d	o	m	y
old	he	t	h	e	h	a	v	e	l
like	me	d	o	w	n	l	i	v	e
have	we	o	n	e	a	w	a	s	b
one	I	a	r	e	l	s	h	e	y
my	was	o	l	d	l	o	n	l	y
down	she	h	e	g	i	v	e	w	e
little	by	m	e	l	i	t	t	l	e
give	we								
live	are								
the	all								

Choose two words and make one sentence with both words.

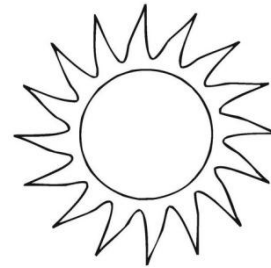


Can you make a sentence with three of these tricky words?

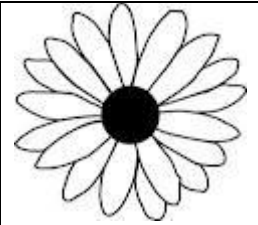
And four?

y at the end of a word makes an **ee** sound!

Match the words with the pictures



sunny



angry



baby

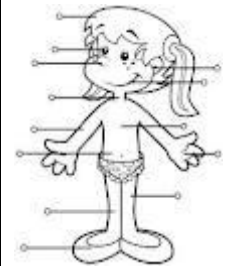


daisy

lady bug



body



teddy

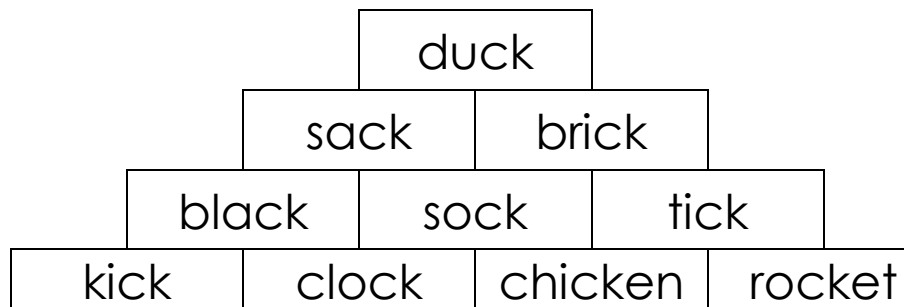


puppy



After a short vowel sound you write **ck**

Read the words on the bricks.



Choose a word and draw it

The **er** sound can be spelt **er ir ur**

Read the word and draw it.

er	ir	ur
hammer	skirt	purple
ladder	shirt	curl
sister	bird	turn

The sound of **ow** can be **ou** or **oa**

Read the words:

ou (as in cloud):
town brown owl flower

oa (as in boat):
grow borrow yellow slow

Put the words with ou sound in the cloud and
with oa sound in the boat



When 2 letters with the same sound are
together the sound is like 1! Like **bb** in **rabbit**.

Read this words:

bell	jazz	kitten	puppet	egg
doll	duck	duck	button	teddy
boss	miss	dress	balloon	
shell	huff	rabbit	parrot	

Can you add two words?

Can you put back the letters in the right word?

zz tt tt ll ll ll ll ff gg
ss ss pp rr rr dd

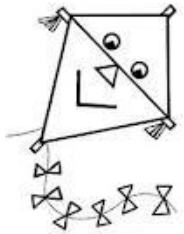
pa__ot	hu__	du__
e__	te__y	she__
be__	do__	ca__ot
ja__	mi__	pu__et
bu__o	ra__it	bo__
n	dre__	ba__oon
ki__en		

The **magic-e** hops over the consonant and turns the short vowel into a long vowel sound.

Like:

smoke use game tube tape
bone kite cake smile rope

Circle the right word



kit kite



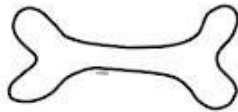
cap cape



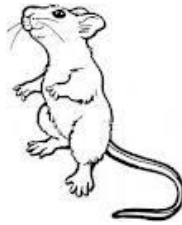
pan pane



nos nose



bon bone



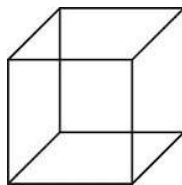
rat rate



slid slide



smil smile



cub cube

The **ie** sound can be spelt: **ie i_e y**

Read the words:

pie	line	shy	drying	drive
sky	tie	nice	flying	tried
time	try	my	crying	slide
shine	bike	lie	flight	knife

Draw the words. Put all words in the right row

kite	tie	sky

b or **d**

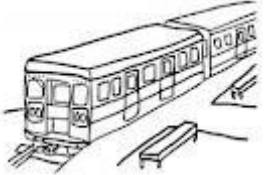
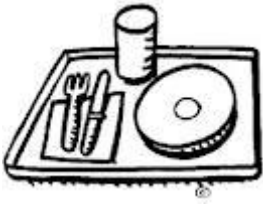
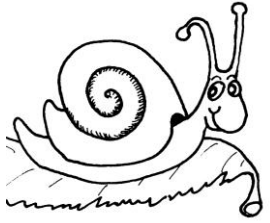

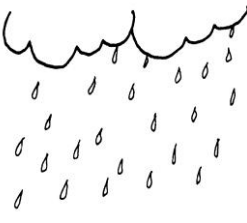




Choose **b** **d** **dd** or **bb** and draw the word.

___og	___oat	clou___
___ook	ra___it	pon___
___rum	te___y	___e___

9

The **ai** sound can be spelt: **ai** **ay**







Choose the right spelling

 tr___n	 tr___	 sn___l
 h___	 r___n	 p___nt
 s___l boat	 n___l	 p___

6

The **oi** sound can be spelt: **oi oy**

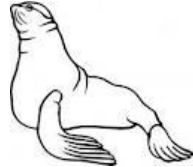


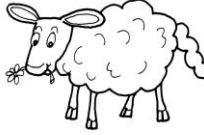
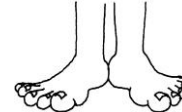
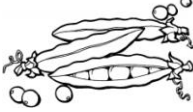





Choose the right spelling

		
_____l	p_____nt	c_____n
		
b_____l	b_____	t_____box

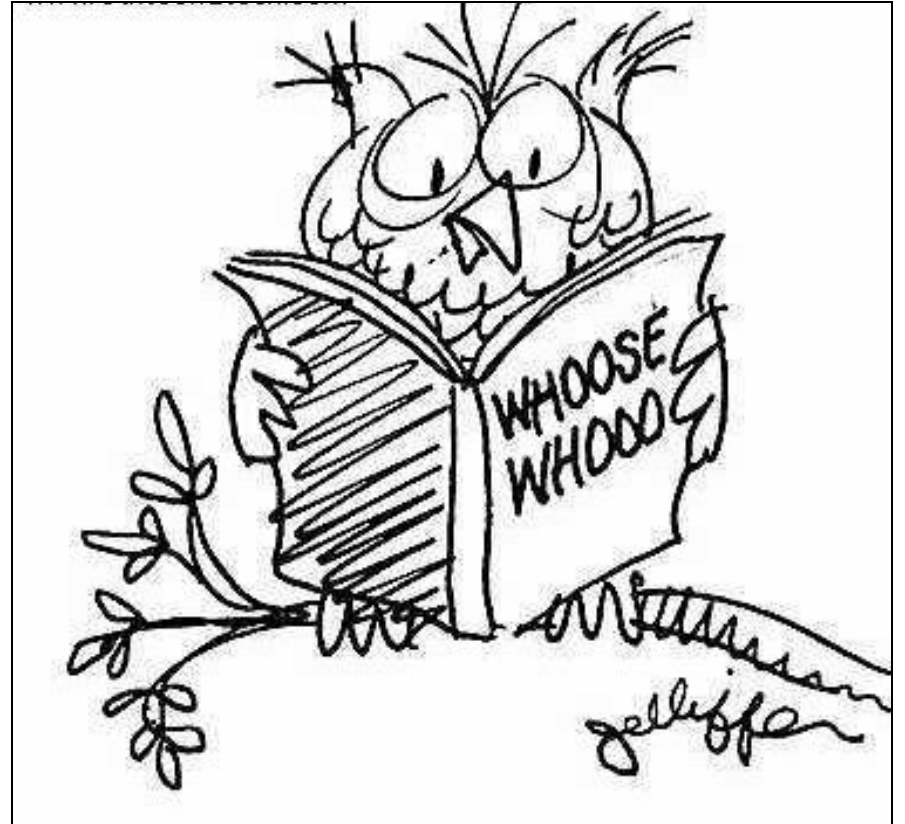
Roy is a boy who plays with toys. Can you draw him?

The **ee** sound can be spelt **ee ea**

Read the words and match them with the pictures

	sheep	
	feet	
	tree	
	leaf	
	teeth	
	bee	
	seal	
	three	
	knee	
	beans	
	peas	
	read	
		

Name:



Jolly Phonics 3

Read the words.
Try to find them in the word search.



giraffe
tiger
elephant
monkey
fish
deer
snake
dog
leopard
pig
bird
rabbit
lion

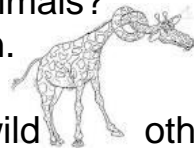
l	i	o	n	f	i	s	h
m	l	e	o	p	a	r	d
o	b	i	r	d	d	o	g
n	r	a	b	b	i	t	d
k	g	i	r	a	f	f	e
e	i	t	i	g	e	r	e
y	p	s	n	a	k	e	r
e	l	e	p	h	a	n	t

Where do you see these animals?
Put them in the right column.

on the farm



in the wild



other place

The **air** sound can be written **air** **ear**
are

Read the words and write them in the right row

fair	chair	pear	pair
bear	tear	care	dare
scare	square	wear	fairy
stairs	hare	beware	



Draw: Beware of a bear in a chair

Three ways to write **er** sound: **er ir ur**

Read the words and put them in the right column

bird
cooker
purple
girl

sister
cooker
Saturday
third

hurt
helicopter
numbers
thirsty



er

ir

ur

Draw: My sister saw a purple bird

In some words the f sound is written with a **ph**

Read these words

elephant
microphone
phantom
graphic

dolphin
photograph
alphabet
telephone

Finish the alphabet:

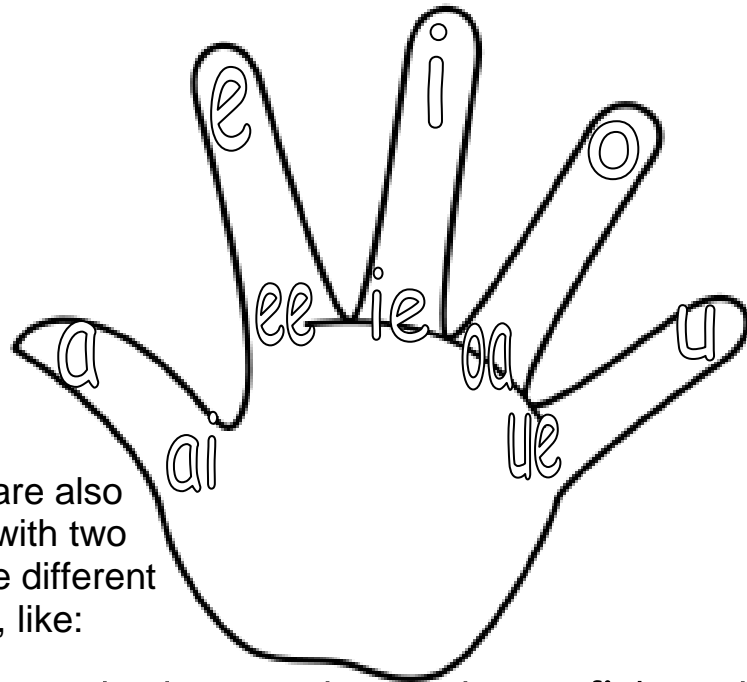
a b c ..

Draw a write something with ph sound

Short or long vowel: **a, e, i, o, u, ai, ee, ie, oa, ue**

Read the words. Give the vowels in the hand and the words with the same vowel the same color.

rain man pup road net coat pin cat
train pot tie goat milk pond mat
bead three needs true fence park
brain cat yes tree cue feet fin lie
pie clock boat mud blue



There are also words with two or more different vowels, like:

sailboat teapot statue fishnet
workshop raincoat camera
sunset

Two ways to write the **oi** sound: **oi oy**

Read the words and write them by the boy or the coin.

boy
spoil
oil
toys

royal
enjoy
boil
coin

annoy
point
joy
join



Draw your favorite toy's and write the words

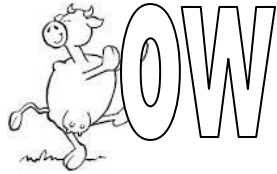
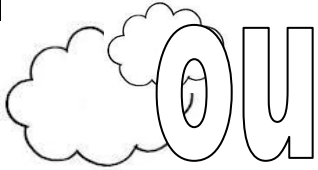
Two ways to write **ou** sound: **ou ow**

Read the words and write them in the right column

count
found
cow
about
down

brown
vowel
sound
mouse
shower

cloud
clown
mouth
owl
brown



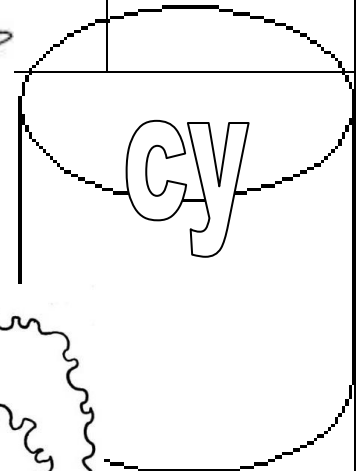
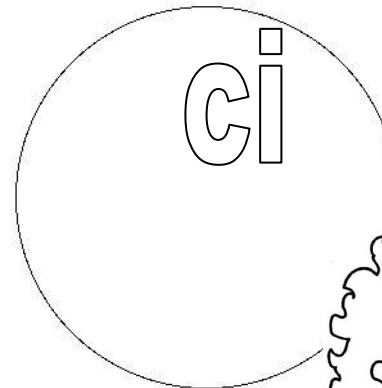
c with **e i y** usually makes a **s** sound.

Read the words and write them in the right circle

circle
ice
cylinder
cycle

pencil
circus
cygnet

excellent
fence
face



Write the words
also under the
pictures:



Ready? Excellent!

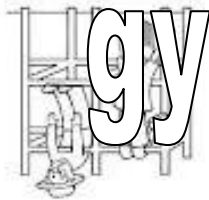
g with **e i y** usually make a **j** sound.

Read the words, then write them in the right row.

orange
large
giraffe
giant

ginger
gypsy
gym
germ

dingy
vegetable
magic
gymnast



Draw: The orange giraffe goes to gym

Three ways to write **eu** sound: **u-e ue ew**

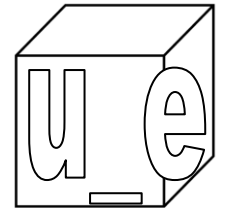
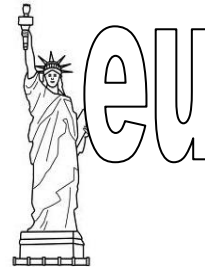
Read the words and write them in the right column

blue
rule
news
rescue
use

tune
chew
true
excuse
threw

statue
cute
tune
stew

cube
tube
few
argue



Draw: The new blue cube

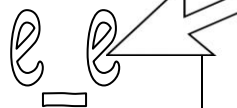
Three ways to write **ee** sound: **ee ea e-e**

Read the words and write them in the right column

speed
teacher
eve
sneeze
read
bee

peanut
theme
toffee
peach
these
teeth

indeed
seatbelt
Pete
feet
sleep
tea



Draw: Can the bee read these books?

4 ways to write the **ie** sound: **ie y igh i_e**

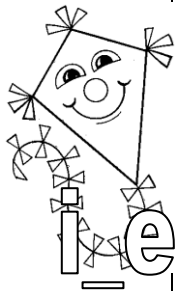
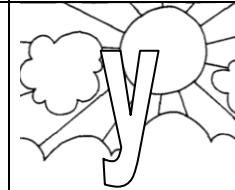
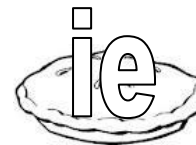
Read the words and write them in the right column

pie
night
fly
time

my
kite
light
tie

die
right
sky
lie

write



Draw: A kite with a tie high in the sky

3 ways to write the **oa** sound: **oa ow**

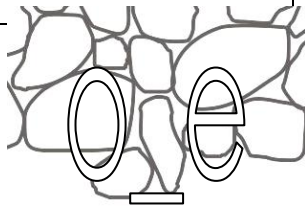
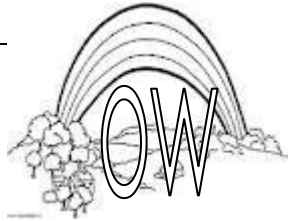
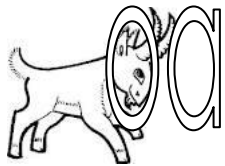
o_e

Read the words and write them in the right column

snow
nose
toast
loaf

goat
slow
oak
stone

rose
those
throw
low



Draw: The slow goat on a stone

Three ways to write the **ai** sound: **ai ae**

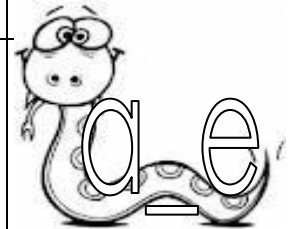
ay

Read the words and write them in the right column

whale
paint
play
snake

train
tray
name
may

cake
tail
snail
hay




Draw: I play with a snake and a snail

Word Bank – provides words for blending practice

This Word Bank provides words which can be used for **sounding out and blending**. For each letter sound it only includes the letter sounds taught so far. This means that there are no words when just the first letter sounds, s, has been taught, but the number increases as more letter sounds are taught.

The words also can be used for making **reading cards** (see example), **games** (see examples in this book) and **stories** with e.g. a specific sound or spelling problem. Start with words the children know and explain the words they don't know.

See also the 'Phonics Word Book'.

Double sounds card 1			
rain	boat	corn	storm
pie	short	week	green
sack	nail	sail	paint
feed	speed	toast	sick
snail	tie	lie	free
coat	back	sock	soap
horse	wait	oak	
deck	road	brain	

Some words tend to give an inaccurate pronunciation. However, the pronunciations are so close that the children are able to 'tweak' them and read them, especially if the words are in their vocabulary. The pronunciation is not always the same in each land where English is taught. Check the words when you use them. Start with the words that are pronounced as they are written. Some examples:

- Pasta, lemon, attack, packet etc. – in many words a vowel is not always pronounced as it is spelled and makes an /uh/ type of sound. This is known as a schwa. Sometimes it can even sound a bit like a different vowel, as in packet /pacit/. This causes few problems with reading but makes spelling much harder.
- Ink, tank, sunk etc. – the <nk> is pronounced /ngk/ - there are few problems for reading and the spelling difficulties can be overcome by teaching the children to write <nk > when they hear /ngk/, and learn the odd one that does not follow this advice, such as 'uncle' .
- Sense, sneeze, mouse, cassette, opposite etc. – the <e> on the end gives no sound but the word can be heard after blending the letter sounds that come before the <e>.
- Apple, kennel, devil, royal, cheerful etc. – these all have an /l/ sound at the end. The children cope well for reading but have to remember which alternative to use for spelling.
- Catch, pitch, hutch etc. – the <t> is not pronounced.
- Doctor, collar, etc. - the <or> and <ar> have an /er/ sound. Again spelling is more of a problem than reading.
- Salt, alter, walrus etc. – the <al> gives an /or/ sound in British English, and an /o/ sound in North American English, but the <l> is also pronounced.
- Bold, told, sold etc. – the <o> is not a /o/ or an /oa/. It is in between these two sounds and only becomes more difficult when spelling.
- Blue, grew, rude etc. – have a long /oo/ sound rather than a /ue/ sound.
- Sound /r/ and sound /l/ are difficult to pronounce for many people in Uganda. They mix both letters; pray can sound as play. This needs extra attention.
- In Uganda many people pronounce /i/ as /ee/. Use words like in and if to hear the sound in the correct way.

Words sorted by lettergroup or alternative spelling

letter group 1	ink	strap	red	grin	topic	pumpkin	lost	form
group 1	stink	stress	mad	grand	moss	undress	help	port
as	tank	track	had	granddad	mock	unpack	held	lord
sat	packet	trap	hid	spaghetti	crop	grunt	list	cord
at	pink	trick	din	tag	spotted	upon	melt	snort
sit	sank	trip	kid	sag	protect	trumpet	milk	stork
it	sink	strict	pad	nag	maggot	hiccup	limp	sweet corn
its	snack	crisps	desk	rig	opposite	puppet	still	inform
is	napkin	crept	add	stag	kiosk	eggcup	clap	landlord
pip	tact	crack	skid	gram	connect	drunk	clip	platform
pit	stack	present	drip	grim	adopt	trunk	click	record
pat	spick	rinse	hand	top	incorrect	rut	clock	transport
tap	span	cricket	sand	pop	opinion	drug	plan	store
tip	kit	spirit	mend	on	cannon	sum	plug	elastic
sip	attack	strip	send	not	recommend	rump	plum	kennel
spit	spank	actress	spend	pot	up	stump	glum	lesson
spat	set	attract	stand	pod	us	undid	glad	milkman
nap	pet	resist	damp	in	bus	pun	slug	melon
ant	net	respect	dent	cot	sun	instruct	slid	salad
pant	pen	man	dentist	cod	nut	rucksack	slim	tinsel
pants	ten	am	dress	cost	cup	product	slip	carol
nip	test	men	disk	hot	cut	sunset	slit	collect
pan	sense	map	drink	hop	hum	spun	slot	candle
nit	kept	mat	and	rot	gum	putt	skill	cuddle
in	pest	met	panda	rod	tug	discuss	skull	ankle
sin	nest	hem	drank	odd	hug	lap	slam	giggle
pin	sent	ham	address	dog	mug	lit	slap	rattle
snip	neck	him	pretend	dot	mud	let	smell	handle
an	peck	miss	dim	god	rug	leg	split	apple
insist	step	mist	mid	got	run	log	spell	kettle
tan	tennis	mint	timid	rock	pup	pal	spelt	little
spin	tent	stamp	disc	pond	dug	lip	spill	simple
tin	insect	crisps	deck	sock	hut	led	slept	sprinkle
snap	speck	trim	tend	spot	mum	lot	plump	middle
sap	ticket	pram	addict	stop	dust	lid	grill	muddle
past	kitten	mess	handicap	trod	dump	lad	lipstick	paddle
pass	tense	smack	intend	trot	dump	lips	adult	pebble
assist	arrest	tramp	drastic	drop	duck	lick	lollipop	prickles
assistant	hen	camp	rapid	tick tock	tuck	luck	plastic	puddle
stint	hat	cramp	attend	cannot	hump	lass	solid	saddle
	hip	miss	admit	cross	pump	lump	splendid	struggle
letter group 2	hit	stem	errand	comic	mumps	lamp	until	tackle
group 2	had	ram	madam	dragon	hunt	lend	unless	tickle
cat	hint	mass	adapt	nonsense	must	less	unplug	uncle
can	hiss	mimic		second	suck	lock	unlock	untie
cap	honk	tram	letter group 3	parrot	gust	ill	old	lies
act	rat	prim	gas	pocket	rust	pill	sold	cries
stick	rip	imp	gas	rocket	tusk	kill	hold	fries
skip	ran	tempt	pig	carrot	drum	hill	cold	flies
skin	rest	mink	peg	cotton	duck	tell	told	dries
tick	rack	rim	gap	correct	truck	mill	gold	magpie
pack	risk	dad	egg	haddock	stuck	sell	roll	terrified
kiss	rent	den	get	across	scrub	doll	petrol	elk
kick	press	did	dig	cog	snug	dull	tunnel	nil
sack	prick	dip	drag	mop	trust	gull	lemon	till
sick	print	sad	snag	hog	crust	silk	electric	sill
panic	risk	end	grip	dock	upset	sulk	gallop	dell
picnic	scrap	rid	gran	desktop	suntan	tilt	animal	dill

gill	if	flan	grub	embarrass	jog	seed	sport
pulp	fat	frill	club	minibus	jam	need	storm
kilt	fin	drift	black	minicab	jet	feet	foghorn
hull	fun	font	blend	toboggan	job	deep	popcorn
loss	fog	flock	brick	battle	jumble	heel	horse
gulp	elf	fiddle	block	bundle	jug	beef	sore
plot	fan	freckles	blond	crumble	jump	peep	snore
plus	fit	frank	rabbit	gobble	just	keep	score
clamp	fed	frantic	robin	impossible	jacket	meet	more
clump	off	infect	dustbin	incredible	junk	feed	forget
drill	fell	muffin	habit	assemble	jungle	keen	mirror
plank	fill	adrift	bold	abandon	juggle	teeth	doctor
stilts	fuss	affect	bottom	brilliant	jab	coffee	tractor
electronic	huff	offend	bunk		jut	deer	tore
laptop	left	reflect	blink	letter	jazz	leek	forgive
insult	traffic	fossil	problem	group 4	object	tree	ignore
limit	fantastic	fungus	ribbon	aim	project	feel	error
clarinet	golf	unfold	button	rain	subject	keep	forbid
control	gift	flannel	umbrella	sail	jingle	seen	anorak
troll	fold	confident	bottle	tail	jangle	been	ashore
scroll	forest	scuffle	bubble	rail	boat	beep	adore
stroll	daffodil	funnel	buckle	paid	goat	sleep	afford
helpless	infant	bad	grumble	nail	load	green	projector
eldest	difficult	bat	horrible	main	soap	free	report
ink	gorilla	bib	nibble	fail	road	creep	restore
helmet	sniff	bag	scribble	laid	loaf	street	sailor
atlas	soft	rub	tumble	hail	raincoat	speed	scorpion
settle	lift	but	terrible	mail	foal	steep	shore
single	loft	bit	tremble	paint	moan	bleed	sportsman
allotment	fist	bin	nib	train	oak	indeed	stubborn
kilogram	felt	pub	ban	snail	roast	toffee	support
planet	film	cub	rib	brain	soak	beer	tailor
millennium	fact	bed	cob	Spain	foam	steer	terror
omelet	fond	bud	hob	plain	toad	agree	corridor
pollen	gift	bug	bog	drain	coat	asleep	adorable
skeleton	left	big	tub	stain	groan	geese	portable
neglect	puff	bet	sob	pigtail	boast	settee	ignorant
pelican	cliff	bun	bob	raindrops	coast	sneeze	terrorist
select	stiff	beg	biff	afraid	coal	beetle	
talent	fluff	rob	stub	again	goal	needle	letter
talon	flag	bill	drab	captain	crossroad	eel	group 5
triplet	flat	back	crib	gain	float	seem	zip
catapult	flick	bent	blot	aid	toast	steel	buzz
cattle	frog	blossom	blob	ail	moat	greed	fizz
angle	flap	bucket	stab	faint	roam	seek	zigzag
ample	gruff	blanket	snub	grain	cloak	disagree	zebra
goggles	frock	bell	slab	sprain	croak	peek	sneeze
miracle	frost	boss	abrupt	strain	poach	or	breeze
pimple	from	belt	absent	trail	oats	for	freeze
screen	sift	bump	blunt	raid	pie	sort	dazzle
reed	self	bend	public	saint	tie	torn	krizzle
agreement	important	best	cabin	pail	die	horn	puzzle
ripple	enormous	bulb	blank	against	lied	born	zap
riddle	monitor	twin	album	remain	hoof	pork	zest
rectangle	organ	week	stung	raise	mood	cork	maize
responsible	cuff	weed	strong	praise	pool	fork	win
rumble	tiff	worn	cling	complain	food	corn	web
sample	flop	crab	string		bee	forgot	wet
	flip	grab	subtract		see	fort	wag

went	feeling	devil	stoop	vixen	duchess	punish
wind	painting	available	droop	axe	hunch	rubbish
well	ping-pong	develop	roost	example	inch	shampoo
will	soaking	venom	scoop	hexagon	chaffinch	bookshop
swim	spelling	villa	swoop	maximum	chess	mushroom
swam	along	vitamin	too	exact	poach	shopping
twig	belong	adjective	cloakroom	taxi	porch	shocking
swept	snoring	volunteer	noodles	chin	screech	goldfish
waist	sleeping	visible	moose	chap	cheerful	eggshell
weekend	lung	invisible	baboon	chips	chipmunk	ash
windmill	clang	good	raccoon	rich	trench	shin
unwell	sling	wood	tattoo	chop	drench	shift
cobweb	fling	wool		chum	finch	shrug
between	flung	soot	letter	chat	chump	shrink
wore	sprang	foot	group 6	much	cockroach	shrank
wink	landing	hood	yes	punch	twitch	shrunk
wobble	meeting	book	yap	bench	hopscotch	shrill
wall	stinking	took	yam	bunch	ketchup	flesh
wilt	oblong	look	yet	lunch	patch	polish
swift	promising	rook	yell	chill	pitch	posh
west	rung	cook	yelp	such	attach	publish
weep	railings	hook	yak	chick	sketch	selfish
wept	ding-dong	woof	yuck	munch	twitch	shellfish
wig	gang	stood	yank	pinch	approach	sheriff
swell	smuggling	footsteps	yard	chimp	grandchildr	shred
tweet	steering	scrapbook	six	chest	en	slush
windscreen	speeding	brook	fox	check	fish	vanish
wombat	swelling	crook	fix	champ	shop	blush
wigwam	swung	wooden	box	chug	dish	crush
waistcoat	training	woolen	wax	chain	wish	refresh
wicked	wellington	woodland	mix	cheek	ship	astonish
wagon	kingdom	zoo	next	cheer	hush	astonishing
wicket	van	moo	sixteen	crunch	rush	this
wisdom	vet	cool	boxing	torch	shed	that
witness	vest	fool	toolbox	coach	shut	then
wick	give	boot	expect	chimpanzee	rash	with
waitress	have	hoop	paint box	ostrich	mash	them
ring	active	roof	exit	chopstick	cash	than
sing	visit	room	exam	sandwich	dash	within
bang	sleeve	tool	fax	children	shell	thin
song	travel	zoom	flex	chicken	shot	moth
wing	vanilla	toot	explain	chickenpox	shut	tenth
hang	caravan	spoon	express	cheese	shelf	thing
long	vent	stool	extend	catch	shock	thick
king	vain	bedroom	extinct	hatch	shook	thud
sung	vomit	broomstick	expand	match	brush	thump
rang	velvet	toadstool	oxen	fetch	smash	tooth
sang	visitor	goose	unexpected	stretch	crash	teeth
hung	expensive	loose	index	itch	flash	cloth
seeing	attractive	broom	ox	ditch	flush	three
sting	prevent	boo	tax	witch	shoot	thorn
spring	sensitive	boom	text	stitch	sheep	throat
bring	involve	hoot	textbook	switch	sheet	toothbrush
swing	level	noon	mailbox	hutch	short	thank
freezing	massive	bloom	axe	choose	shall	think
sitting	offensive	gloom	relax	chuckle	shrimps	thanks
wedding	solve	beetroot	relaxing	scratch	splash	sixth
willing	olive	igloo	experiment	kitchen	finish	math
weeping	aggressive	proof	explore	snatch	paintbrush	pith

faith	ground	disappoint	shiver	glitter	understanding	dark
length	sprouts	poison	sticker	gutter	upper	bark
north	shouting	appointme	temper	hanger	lobster	part
thrill	outing	nt	toaster	hoover	locker	harm
thrush	house	asteroid	toddler	internet	matter	march
strength	mouse	fuel	terrific	jerk	member	sharp
theft	blouse	rescue	thunder-	lantern	mermaid	charm
thrilling	greenhouse	continue	storm	lavender	miller	star
width	about	argue	understand	liver	misunderstand	start
anthem	around	cue	buttercup	suffer	modern	smart
arithmetic	aloud	value	helicopter	tavern	mutter	spark
pathetic	sour	statue	interest	term	order	scarf
thatch	without	due	chatter	timber	otter	shark
thimble	hound	avenue	cooker	trainer	perfect	starfish
method froth	pouch	glue blue	corner	transfer	perform	sharper
broth	south	true	cracker	chapter	perhaps	farmer
throb	outfit	bluebell	clever	consider	pester	artist
	noun	tissue	painter	copper	pier	darling
letter group	stout	untrue	pattern	counter	porter	farmyard
7	outstanding	cruel	numbers	evergreen	potter	partner
quiz	slouch	clue	slippers	asterisk	printer	cartoon
quick	snout	her	finger	manners	proper	harvest
quack	wound	sister	father	camera	quiver	armbands
queen	background	herd	afternoon	person	interrupt	carpet
quilt	amount	mister	different	nerve	rooster	starve
squirrel	roundabout	silver	remember	verse	rudder	barbecue
squeeze	fountain	litter	trousers	nervous	scanner	harmless
quit	mountain	pepper	singer	recorder	scatter	wizard
quip	woodlouse	letter	fern	customer	September	alarm
quill	aground	better	boiler	alert	shatter	are
liquid	mousetrap	winter	bother	referee	shelter	garden
quall	trout	never	bitter	angler	shopkeeper	kangaroo
squid	obvious	butter	enter	reserve	shudder	cardigan
squint	tremendous	fatter	perm	reverse	slender	caterpillar
quench	account	supper	herb	soldier	slither	marbles
quest	accountant	hotter	perch	serpent	smuggler	sparkle
tranquil	oil	summer	stern	servant	snooker	carve
request	boil	river	tender	serve	sooner	lizard
aquarium	soil	under	blender	miserable	spanner	collar
ventriloquist	join	herself	shatter	stretcher	stagger	market
quicksand	coin	blister	blunder	supporter	stammer	mustard
equipment	joint	splinter	slither	surrender	stopper	custard
out	point	were	amber	tanker	stutter	calendar
loud	spoil	painter	adverb	terminal	verb	vinegar
found	spoilt	swimmer	advert	thermometer	waiter	bar
shout	boiling	thunder	sprinter	propeller	woodpecker	ark
mouth	spoilsport	winner	entertain	desert	camcorder	tar
round	toilet	bumper	expert	tweezers	arm	tart
pound	tortoise	ever	antlers	shepherd	car	cart
sound	avoid	ladder	archer	anger	far	yard
count	noisiest	dinner	flutter	butterfingers	art	chart
our	foil	hammer	folder	hunger	jar	harsh
couch	coil	hamster	forever	herdsman	hard	darkroom
proud	moist	jumper	gander	disaster	farm	Antartic
flour	toil	monster	gangster	rounder	barn	arch
cloud	tinfoil	offer	border	trigger	card	arc
spout	oilcan	robber	dagger	twister	park	Arctic
scout	topsoil	runner	duster	underground	dart	barber
crouch	ointment	scooter	gather	understood	mark	garlic

harp	sunny	hobby	a-e	escape	salesmen	bridesmaid
larder	tummy	entry	ate	awake	decorate	crocodile
scar	lorry	fuzzy	ape	marmalade	demonstrate	kite
starling	dummy	glossy	game	chocolate		wide
pardon	dusty	hardy	lane	ale	e-e	stripes
carthorse	frosty	jellyfish	gate	blade	Steve	size
sharpener	lucky	lily	save	blaze	Pete	mine
similar	rusty	mainly	gave	blazer	theme	wine
ajar	penny	pantry	made	daze	here	tide
tartan	teddy	partly	name	estimate	even	wife
vicar	berry	possibly	cake	exterminate	these	quite
apart	nappy	pottery	hate	fade	evening	shine
apartment	potty	history	safe	fake	eve extreme	prize
grammar	merry	industry	rake	fame	interfere	smile
startle	milky	lottery	tale	frame	athlete	drive
target	misty	terrifically	wave	gaze	complete	slide
carpenter	party	territory	came	grade	concrete	bride
remarkable	pity	robbery	bake	grave	meter	inside
bargain	empty	silvery	date	imitate	prefect	upside
familiar	skinny	similarly	lake	indicate	prefer	bedtime
blizzard	spooky	secretary	lemonade	caveman	severe	invite
scrollbar	clumsy	salary	pavement	wade	fever	outside
arson	cherry	satisfactory	pale	inhaler	event	live
	foggy	property	late	operate	trapeze	hike
y as ee	muddy	roomy	make	inflate	completely	slime
mummy	floppy	rugby	wake	invade	uneven	bedtime
daddy	body	sherry	same	irritate		hillside
funny	buddy	shortly	gale	lame	i-e	likely
poppy	buggy	silky	sale	maze	ride	dive
bunny	granny	simply	take	landscape	hide	divide
silly	spotty	speedy	tame	make-up	nine	file
jolly	story	sporty	tape	rate	ripe	glide
dolly	dizzy	study	cave	male	life	pride
puppy	ugly	teeny	case	mane	five	reptile
plenty	family	terribly	grapes	mate	line	thrive
sadly	filthy	victory	flame	nickname	pipe	tile
sandy	very	tubby	plate	pane	mile	spike
yummy	greedy	wiggly	snake	slate	pile	spine
sleepy	happy	willingly	plane	slave	time	tribe
slippery	grubby	woolly	crane	state	side	underline
soapy	grumpy	candy floss	brave	telltale	wipe	unlikely
soggy	handy	wonky	spade	trade	like	vine
sorry	hurry	crockery	stale	translate	bike	website
sticky	windy	cutlery	blame	complicated	bite	spire
tally	wobbly	academy	skate	scale	diver	umpire
tricky	lumpy	agony	scrape	paper	hive	vampire
unhappy	marry	daisy	graze	relate	beehive	admire
unlucky	every	anniversary	brakes	later	sunshine	advertise
storybook	noisy	antibody	chase	roller-skate	fire	alike
carry	gusty	archery	shame	amaze	bonfire	item
copy	army	artery	shape	hesitate	wire	arise
creepy	tabby	astronomy	shave	sandpaper	lively	appetite
curry	daily	majesty	shade	appropriate	fine	describe
nanny	hobby	majority	pancake	shaken	tired	glider
fussy	ferry	memory	lampshade	approximate	alive	hibernate
rocky	frothy	ordinary	sunshade	ashamed	arrive	organize
jelly	activity	enemy	handshake	scales	spider	pantomime
holly	county	factory	mistake	wafer	wise	rise
runny	elderly		cornflakes	separate	tiger	stripes

refine revise satellite silent silently title times sunrise terrorize unwise clockwise pineapple polite strike unlike	globe dome code alcove explode lobe robe milestone role sole stove trombone wove zone scone antelope primrose antidote enclose leftovers mouse hole October November opening overlook stethoscope suppose telescope voter woken woven overtake	nude attitude assume rude salute ruler super supermarket computer rule June prunes absolute absolutely flute fluke include pollute supervise	Friday layer playpen slay display haystack hooray midday	python supply dragonfly style lullaby skyline type	teapot jeans seatbelt daydream seagull seaweed seashell earwig meaning nearly reach seaside teabag teacup seasick teacher teaspoon underneath peas measles treacle easy easily leave please beads peacock beam east steamship anteater creak bleak eager feat flea lean least meantime nearby peak seafood seagull really grease tease season steamroller increase reason release leaflet eagle treatment weaken weakness seahorse speaker spear	steal tear seashore repeat reveal weasel weave overhear yearly weary dreary crease appeal appear disappear yeast earring sneak seam gear
o-e bone home rope hope joke mole hole pole woke note doze poke stone stole homemade flagpole molehill tadpole hose rose nose close those alone broken envelope frozen open drove smoke slope stroke broke spoke choke throne lonely owe over overcoat vote cone	u-e mule cube cute use pure cure excuse perfume volume useless fuse refuse accuse amuse amusement fumes unused used yuletide confuse include tune tube costume duke	ay day hay lay pay may say way play tray clay stay pray spray staying playtime daytime yesterday Sunday driveway railway runway holiday playground players crayons Tuesday away ray bay sway crayfish weekday stray subway sideways sunrays hurray mayonnaise	oy boy toy joy enjoy Roy enjoying annoy annoying boyish employ employer oyster joystick joyful royal ahoy employment destroy	y as i pyramid mystery	ea eat tea sea pea ear meat read each beat heap leaf beak heat mean seat leak team real hear heal near meal leap beans weak neat dear fear seal year beach teach peach clean clear treat cream steam speak steal dream stream scream squeak cheap peanuts	igh high night light right flight sight bright fight tight fright might lightning traffic lights sigh thigh midnight sunlight tightrope flashlight highlight nightdress tighten overnight lighthouse nightingale tight slight
			y as ie by my try fly dry fry shy sty sly sky cry myself pigsty butterfly spy nylon satisfy magnify multiply simplify pylon skyscraper terrify terrifying typing typist apply rely reply			ow as oa low own mow slow snow blow show grow throw

window snowflake snowman grown-up lower bowl bowling below arrow slowest yellow borrow pillow shadow owner elbow follow narrow arrow bow rainbow row rowing flow crow shallow shown marrow hollow sorrow sparrow bungalow lowest tomorrow bowling snowy sow mars mallow snowstorm thrown tow widow widower willow windowpane windowsill glow fellow Halloween overflow ow as ou owl how now down town cow howl brown	drown crown clown crowd frown shower flower tower downhill sunflower bow row showery towel powder sow scowl upside down gown prowl vowel fowl flowerpot however cowshed allow over crowded coward powder trowel ir bird girl dirt stir firm first thirsty birthday dirty birdseed tee shirt stirring third skirt thirteen sir fir chirp birth twirl swirl shirk thirty firmly songbird blackbird squirt	thirst cowgirl miniskirt bluebird ur turn burn fur hurt curl purr burnt burst church burger hamburger beef burger yoghurt sunburn turning surprise curve purple burglar return curtain purse nurse turf furry further churn Saturn murder Saturday turnip further disturb murmur nursery suburb surf surname survive turban furthest surround Thursday hurtful absurd unhurt turtle ew few pew skewer view new	dew stew newt newspaper blew grew shrew chewing drew flew threw screw Jew jewel screwdriver shrewd slew unscrew au taut Paul jaunt faulty haunted August cauliflower cause because pause haul vault taunt launch automatic audible autumn author laundry restaurant astronaut aw saw paw jaw thaw lawn draw jigsaw seesaw drawing dawdle strawberry claw straw prawn crawl yawn	sawmill withdraw jawbone hawthorn law flaw raw pawn shawl hawk spawn trawl trawler crawly drawer drawn lawnmower outlaw sawdust awful awfully awkward dawn hawk al all hall fall wall call tall talk walk chalk small salt altogether alright always stalk mall ballpoint chalky alter fallen altar basketball wallpaper walnut walrus alternate alternative falcon false halt penalty scald
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Sentences:

Use these sentences **for dictation or reading**.

These words are made from the 42 letter sounds and are divided into six sections with each section increasing the number of tricky words used: the first uses the first 12 tricky words.

These sentences have been carefully worked out so that only regular words made from the 42 letter sounds are used and tricky words that have been taught.

Sentences – 1 – 12 tricky words

1. The pink pig was hot. 2. This was a good plan. 3. We lost the pen on the bus.	1. She went to the zoo. 2. He had a rest on the bed. 3. It was a hard job to do the zip up.
1. The map was in the tent. 2. I think he was a tramp. 3. She hit me with a bat.	1. We can do it soon. 2. The nut was bad. 3. She is good at lifting things up.
1. In the end the shop was shut. 2. Get me the damp cloth. 3. The cats are in the tree.	1. He had to stand next to the tent. 2. Let me fit the plug. 3. She went up in the lift.
1. Do we let him swim in the pool? 2. She is the best at singing. 3. He has a lump on his leg.	1. The frog hops to the pond. 2. Do not drop the cups. 3. We are all hot.

Sentences – 1 – 12 tricky words

1. We went up to the flat in the lift. 2. All the dogs must be good. 3. I can help him fit the lamp.	1. She was short and slim. 2. Are we feeling strong? 3. The plan was to get on the bus at the next bus stop
1. It was a sharp frost. 2. She was sent to her bedroom. 3. We all sat on the bed but she sat on the rug.	1. It was a good plan. 2. I think the flag was red. 3. Do all the men help to bring the wood into the shed?
1. We do not do that. 2. The dog bit his lip. 3. All the cups are on the shelf.	1. His dog was lost in the wood. 2. We slept in a tent at camp. 3. He got cramp in his left foot and had to hop for a bit.
1. The bee stung me. 2. We left our dog with the vet. 3. Can she be with me on the outing?	1. All the teeth are bad. 2. I think the jumper is worn out. 3. We are all in a bad mood.

Sentences – 1 – 24 tricky words

1. They wish to do it. 2. Tom said it was a bad thing to do. 3. They are to come in here soon.	1. There is an ant in my drink. 2. There is a good plug in your sink. 3. Here is a long bench for you to sit on.
1. Some rats ran under the shed. 2. Can you come to the quiz? 3. All the liquid ran on to the bench.	1. Your quilt is a bit big. 2. Here is the next bus stop. 3. My dad has pigs and sheep on his farm.
1. There are ten hens in this shed. 2. We all had good food at the pub. 3. His tooth is bad so he must go to the dentist.	1. You must all stand on the bus. 2. There are some crabs in the sand. 3. They stood on the steps to see the fox.
1. You must bring the ring with you. 2. She had to hang all the vests up. 3. He said that we can soon go to the camp in the woods.	1. My mum is an artist. 2. Here is the tooth that you lost. 3. I had a pie and a drink for my lunch.

Sentences – 1 – 24 tricky words

1. We said that it was a good drum. 2. The sink in here is pink. 3. They all had toast and jam in the morning.	1. Can your dad dig the trench? 2. All the beds are long and hard. 3. They all ran on to the next corner.
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<ol style="list-style-type: none"> 1. Hang your coat up here. 2. Can they go with your mum? 2. Do you think the hut needs painting? 	<ol style="list-style-type: none"> 1. I think all my sprouts are bad. 2. His food was so good. 3. So you think you are best at jumping?
<ol style="list-style-type: none"> 1. My hamster must go to the vet. 2. I said he must bring my torch. 3. The plan was to help you sing my song. 	<ol style="list-style-type: none"> 1. My boat is green and red. 2. There are big fish in my pond. 3. They got ham and chops from the farm shop.
<ol style="list-style-type: none"> 1. Some pets can come with us. 2. She said it was hot in the room. 3. It was a good job that they went to help at the club. 	<ol style="list-style-type: none"> 1. It is not raining so we can go out. 2. You can dig this up for yourself. 3. I think your pen has a sharp point.

Sentences – 1 – 36 tricky words

<ol style="list-style-type: none"> 1. We go by bus to see the little pigs. 2. They like to have chips at the pub. 3. It is no good bringing that old rag in here. 	<ol style="list-style-type: none"> 1. My sheep live on a big farm. 2. I have a hard job to do in the morning. 3. They must get on the bus one by one.
<ol style="list-style-type: none"> 1. I have to live in this hut. 2. You must give the fish to your sister. 3. They must get on the coach one by one. 	<ol style="list-style-type: none"> 1. We have blisters on our feet. 2. They can have this one if you like. 3. Next winter we can go and live in the south.
<ol style="list-style-type: none"> 1. You can go to the pool by bus. 2. I like to have a little fun on your swing. 3. My dad said that you can go down the little road to the shops. 	<ol style="list-style-type: none"> 1. You can count them one by one. 2. It is foolish to go by rail to get the crabs. 3. One little goat has got out and it is lost.
<ol style="list-style-type: none"> 1. This is the only strong one. 2. Here is an old flag that you can have. 3. We like to sing some old songs for them. 	<ol style="list-style-type: none"> 1. I like to get buns for my mum. 2. Your little cat has run down the road. 3. When are they going to join the cubs?

Sentences – 1 – 36 tricky words

<ol style="list-style-type: none"> 1. What can you see down there? 2. My old dog can only just get up the steps. 3. When can you mend the bat for me? 	<ol style="list-style-type: none"> 1. If only it had a sharp point. 2. I think it is good to go down there. 3. I only had one rod with me when I went fishing.
<ol style="list-style-type: none"> 1. What can you bring with you? 2. This food can go bad when it is left in the sun. 3. This little old man lost his dog at the zoo. 	<ol style="list-style-type: none"> 1. What is she doing? 2. They like to go for a swim when it is not so hot. 3. This old chest is the best I have ever seen.
<ol style="list-style-type: none"> 1. What is the monster like? 2. You can go down to the bank and get me some cash. 3. They can only come if they bring some food and drink. 	<ol style="list-style-type: none"> 1. Have they far to go? 2. It is a little helicopter on a silver chain. 3. What are you going to do when you get to the river?
<ol style="list-style-type: none"> 1. When did you get your scooter? 2. I feel clever when I count up to one hundred. 3. What is it like to fish down by the river in the winter? 	<ol style="list-style-type: none"> 1. His pet is a little rat. 2. What did you see when you went to the zoo? 3. We live by the main road and only have a car for long trips.

Sentences – 1 – 48 tricky words

<ol style="list-style-type: none"> 1. Who are you? 2. Why are there no more boats on the river? 3. Who can come and help us paint this old shed? 	<ol style="list-style-type: none"> 1. Which is the best street to live in? 2. Who do you think can rescue the goat? 3. Why did they go camping when it was raining so much?
<ol style="list-style-type: none"> 1. Why did it not go down the drain? 2. Which is the best film to go and see? 3. They want to go before the bank shuts. 	<ol style="list-style-type: none"> 1. Who got lost on the trip to Spain? 2. What other cars were speeding on the road? 3. It is not long before they are all six?
<ol style="list-style-type: none"> 1. Where did they get the stamps? 2. They were sad because the hamster had died. 3. The other tree trunks were all smooth. 	<ol style="list-style-type: none"> 1. Who can we give this gift to? 2. The boat sank because it was hit by a big ship. 3. Did the car crash because it hit a bump in the road?

<ol style="list-style-type: none"> 1. Where did the old man go? 2. All the other men were there before lunch. 3. This morning there were many more sheep in this pen. 	<ol style="list-style-type: none"> 1. Why was this string so short? 2. Are there many more cars to go on the ship? 3. What are you going to do before you go to bed?
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Sentences – 1 – 48 tricky words

<ol style="list-style-type: none"> 1. Where are the other jam pots? 2. Did anyone see the flag come down? 3. The other tree is best because it has more plums on it. 	<ol style="list-style-type: none"> 1. They want to have some sweets. 2. It is best to fix it before they come this morning. 3. We need the car soon because we want to get to the farm shop.
<ol style="list-style-type: none"> 1. Do we need any more fish? 2. Are there many chimps at the zoo? 3. It must have more testing before it can go on the road. 	<ol style="list-style-type: none"> 1. Why did you have to punish him? 2. We were hot because we had run down the road. 3. Are there many more trains to come?
<ol style="list-style-type: none"> 1. Where can you get the best crabs? 2. The toads jump to the pond when they are hot. 3. You must go before the storm starts. 	<ol style="list-style-type: none"> 1. Who slept in this bed? 2. We must get the weeds out before spring starts. 3. Who wants to go and see the boxing?
<ol style="list-style-type: none"> 1. I must hang her shorts up. 2. The bee stung him because he hit it. 3. There were many more fish in the river. 	<ol style="list-style-type: none"> 1. Is there any food in the dustbin? 2. We want to finish the job in the morning. 3. This tree has many sharp thorns on it.

Sentences – 1 – 60 tricky words

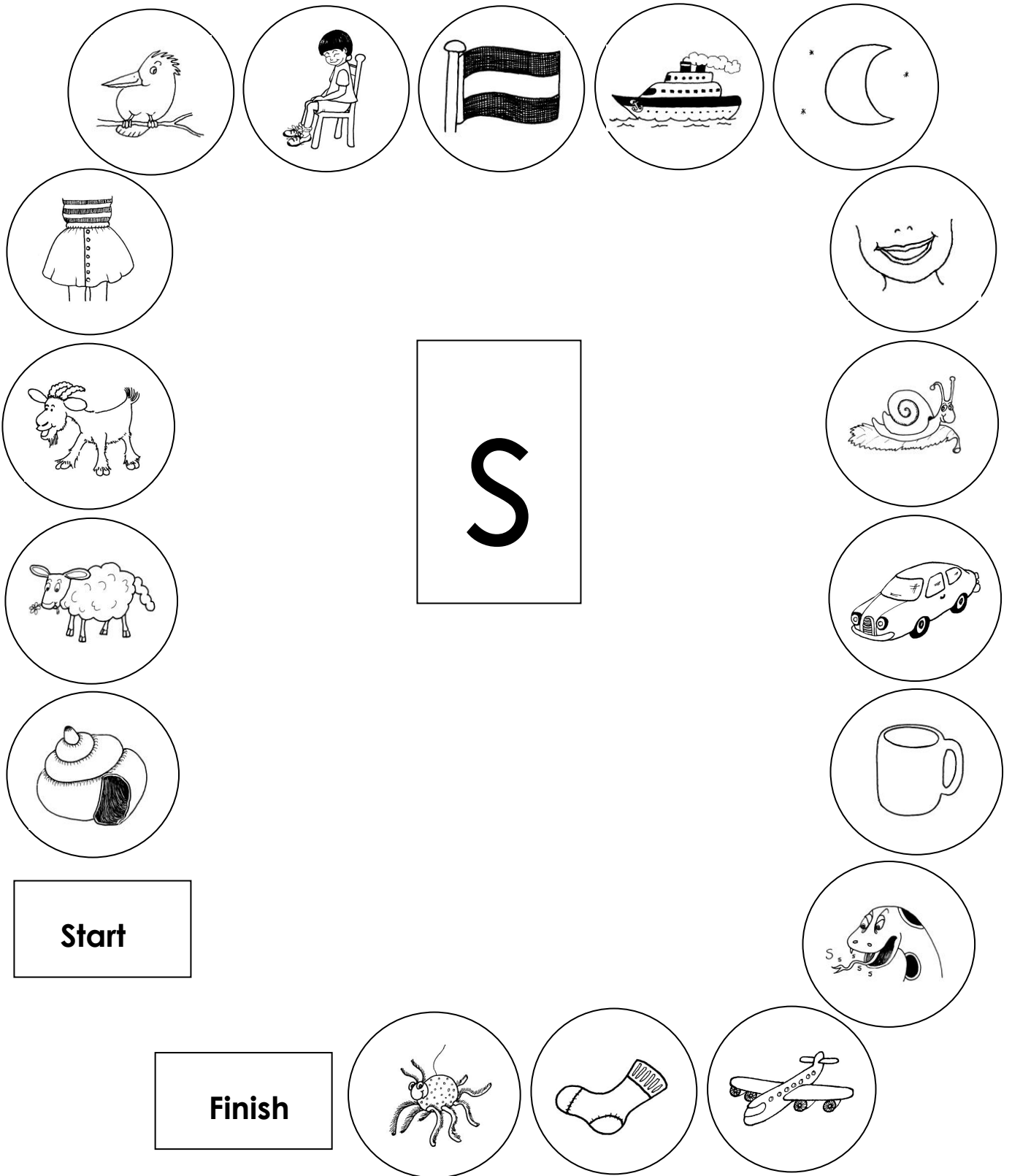
<ol style="list-style-type: none"> 1. He saw six fish in his pond. 2. Their scout hut was made from wood. 3. My little cat saw me before she saw my mum. 	<ol style="list-style-type: none"> 1. Where have you put your vest? 2. What would be the right thing to do? 3. Who saw the man jump into the river?
<ol style="list-style-type: none"> 1. Two cars hit the bus shelter. 2. Put the plug on the shelf before it gets lost. 3. Why did they want to put the box in the other van? 	<ol style="list-style-type: none"> 1. Who has lost their jumper? 2. Where does their coach go to next? 3. She goes to the farm because she can get some corn there.
<ol style="list-style-type: none"> 1. There goes a sad old tramp. 2. Do we need to put on two or four stamps? 3. Where would you like to go for your outing? 	<ol style="list-style-type: none"> 1. Why does this seem right to you? 2. I think our dog likes to go into their tent. 3. They made four little tarts and put plum jam in them.
<ol style="list-style-type: none"> 1. Who goes to the shops by bus? 2. We should sleep in the bunk beds. 3. Their dad made them put all the sand into the sandpit. 	<ol style="list-style-type: none"> 1. The thunder made them jump. 2. Their goat stamps his foot when he wants food. 3. Why does he think it would be good to put the bus in my barn?

Sentences – 1 – 60 tricky words

<ol style="list-style-type: none"> 1. The sun goes down in the west. 2. The sailing boat could not get up the river. 3. We would never start a job and not finish it. 	<ol style="list-style-type: none"> 1. She would like to see a cartoon. 2. Should we get some planks for the loft? 3. When the wind goes to the north we should have some rain.
<ol style="list-style-type: none"> 1. They made a swing. 2. Where would you put the two lamps? 3. Should we put a torch in their car? 	<ol style="list-style-type: none"> 1. When does he go to Scotland? 2. They must wait in their barn until the rain stops. 3. Would it be right to put the seeds into this hard soil?
<ol style="list-style-type: none"> 1. They put their coins in the box. 2. You should not argue with your mum. 3. Would you put the oats in the dish for the goat? 	<ol style="list-style-type: none"> 1. What would you do to help them? 2. The sprouts should not be boiling yet. 3. Who would like to do a painting for me?
<ol style="list-style-type: none"> 1. He goes for a run in the morning. 2. When would you like to go to the old fort? 3. The old man should not go out in the freezing wind. 	<ol style="list-style-type: none"> 1. Does it have to go in the big box? 2. You could get the stain out of this cloth. 3. You could be good at sport if you did the right training.

Listen to the sound – letter group 1

Needs: Something to cover the pictures without the sound, like bottle tops.



Some of these words begin with sound 's'. Work your way around the board saying the words and find the words which begin with sound 's'. Cover the words without sound 's'.

Listen to the sound – letter group 1

Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 't'. Work your way around the board saying the words and find the words which begin with 't'. Cover the words without sound 't'.

Listen to the sound – letter group 1

Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 'p'. Work your way around the board saying the words and find the words which begin with 'p'. Cover the words without sound 'p'.

Listen to the sound – letter group 1







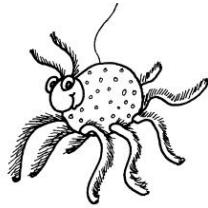

Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 'n'. Work your way around the board saying the words and find the words which begin with 'n'. Cover the words without sound 'n'.

Where do you hear the sound? – Letter group 1

Needs: something to cover the right box, like bottle tops or small stones.



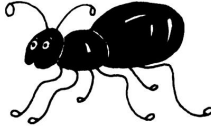
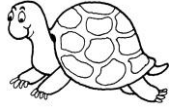



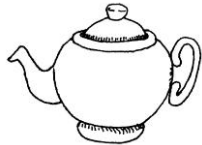
Is the sound 's' at the beginning or the end of the word? Cover the correct box.

			
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Where do you hear the sound? – Letter group 1

Needs: something to cover the right box, like small stones.





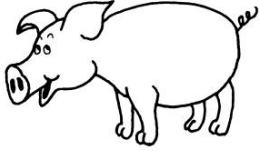
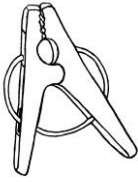

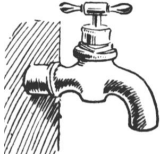
Is the sound 't' at the beginning or the end of the word? Cover the correct box.

			
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Where do you hear the sound? – Letter group 1

Needs: something to cover the right box, like bottle tops or small stones.

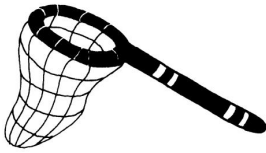



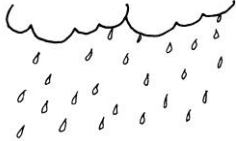

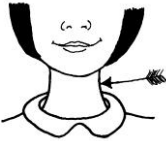
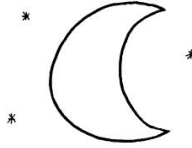
Is the sound 'p' at the beginning or the end of the word? Cover the correct box.

			
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Where do you hear the sound? – Letter group 1

Needs: something to cover the right box, like small stones.

Is the sound 'n' at the beginning or the end of the word? Cover the correct box.

			
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Word-way : letters - letter group 1

Needs: a dice and for each player a counter.

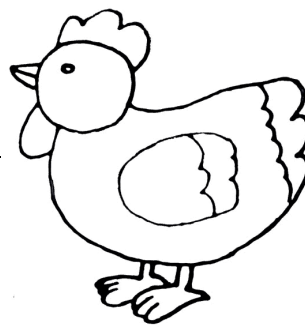


	i	n	p
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start

a	p	t		a
s		i		t
t		n		s
i				p
a				n
n	p	s	a	i

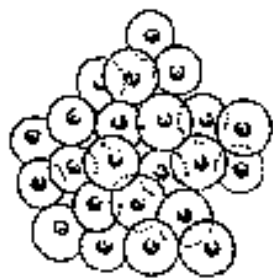
finish



Throw a dice. Say the letter. Can you make a word with this letter?
 You can? Go one step forward.
 You can't? Go back one step
 Or give a point for each good word.

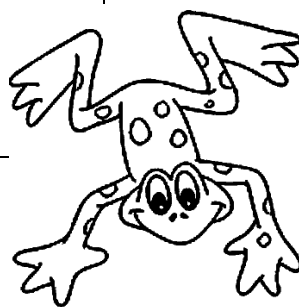
Word-way 2: words - letter group 1

Needs: a dice and for each player a counter.



		it	nip	tin
	start			pat
tap	tip	pin		as
pan		ant		sat
pat		tin		ant
nip				tip
sat				pan
as	sit	it	tap	sit

finish



Throw a dice. Read the word.
 You can? Go one step forward.
 You can't? Go back one step
 Or give a point for each good word.

Domino – letter group 1

Cut the cards.

Let the children put the cards in line. The right letter on a card has to match with the left letter of the next card.

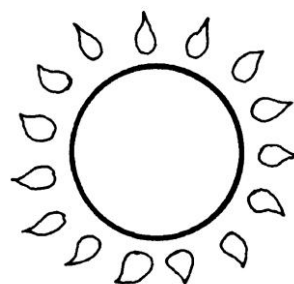
s	t	a	p
i	s	n	a
t	p	n	t
i	a	s	i
s	n	n	a
p	t	p	i

Letter-word-picture - Letter group 1

Cut the cards. Match letter-word-picture.

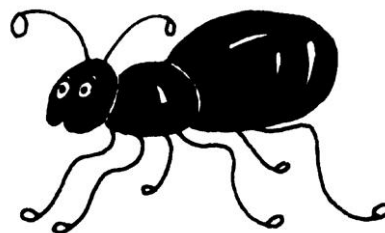
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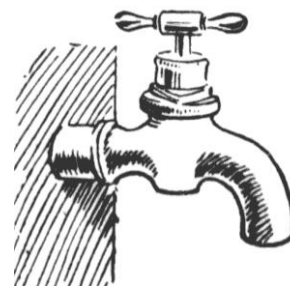
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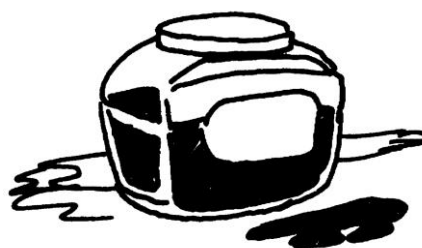
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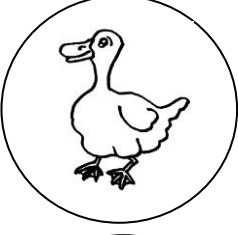
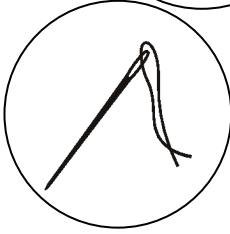
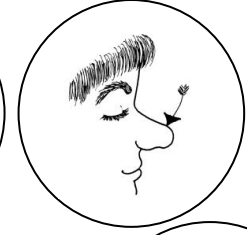
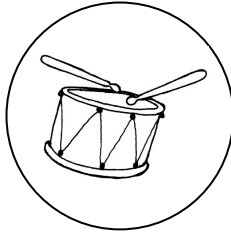
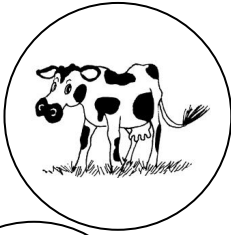
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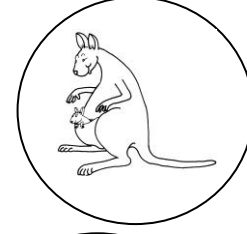
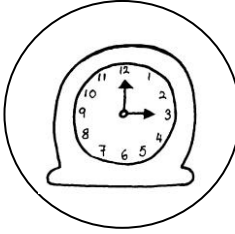
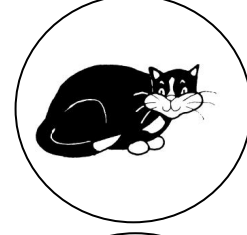
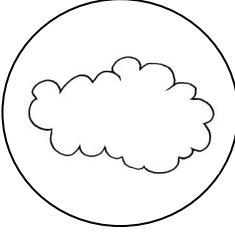
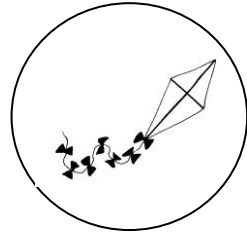


Listen to the sound – letter group 2

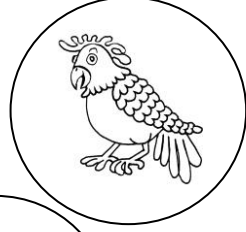
Needs: Something to cover the pictures without the sound, like bottle tops.



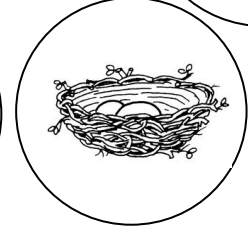
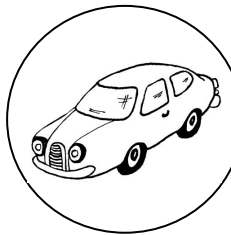
C or **K**



Start



Finish



Some of these words begin with 'c or k'. Work your way around the board saying the words and find the words which begin with 'c or k'. Cover the words without sound 'c or k'.

Listen to the sound – letter group 2

Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 'd'. Work your way around the board saying the words and find the words which begin with 'd'. Cover the words without sound 'd'.

Listen to the sound – letter group 2

Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 'h'. Work your way around the board saying the words and find the words which begin with 'h'. Cover the words without sound 'h'.

Listen to the sound – letter group 2

Needs: Something to cover the picture without the sound, like bottle tops.

Some of these words begin with 'm'. Work your way around the board saying the words and find the words which begin with 'm'. Cover the words without sound 'm'.

Listen to the sound – letter group 2





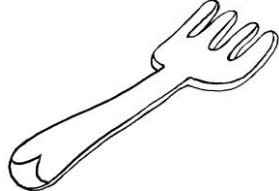
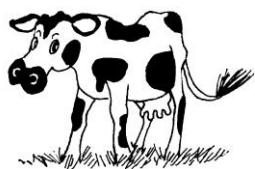


Needs: Something to cover the pictures without the sound, like bottle tops.

Some of these words begin with 'r'. Work your way around the board saying the words and find the words which begin with 'r'. Cover the words without sound 'r'.

Where do you hear the sound? – Letter group 2

Needs: something to cover the right box, like small stones.


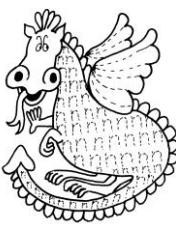
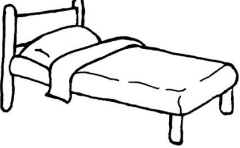
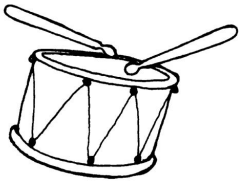

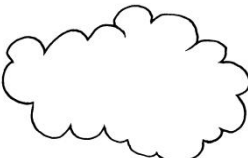


Is the sound 'c or k' at the beginning or the end of the word? Cover the correct box.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do you hear the sound? – Letter group 2

Needs: something to cover the right box, like small stones.

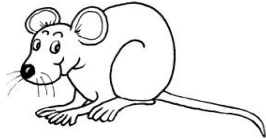

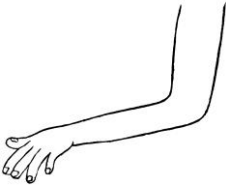


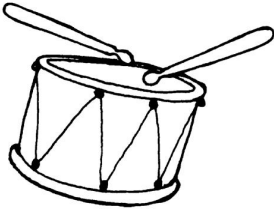


Is the sound 'd' at the beginning or the end of the word? Cover the correct box.

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do you hear the sound? – Letter group 2

Needs: something to cover the right box, like small stones.

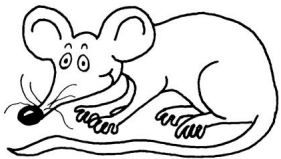
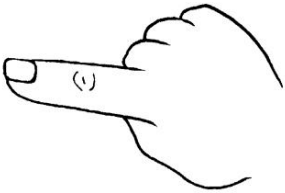
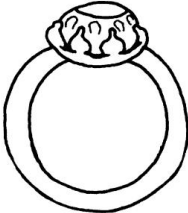
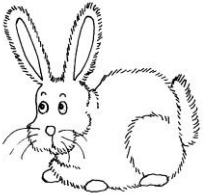
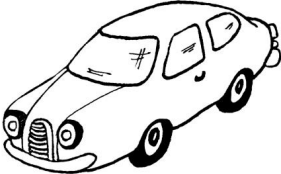


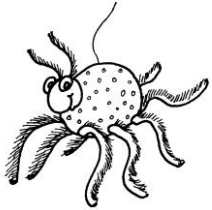
Is the sound 'm' at the beginning or the end of the word? Cover the correct box.

Where do you hear the sound? – Letter group 2

Needs: something to cover the right box, like small stones.

Is the sound 'r' at the beginning or the end of the word? Cover the correct box.

Domino – letter group 2


Cut the cards.

Let the children put the cards in line. The right word on a card has to match with the left word of the next card.

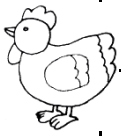
it	pest	pest	tin
tin	tap	tap	pat
pat	hip	hip	pet
pet	pin	pin	pat
pat	mat	mat	nip
nip	is	is	ran
ran	sat	sat	pit
pit	dip	dip	as

as	snap	snap	ham
ham	ant	ant	in
in	map	map	tip
tip	man	man	rat
rat	pan	pan	red
red	his	his	sit
sit	dip	dip	rip
rip	it		

ord-way 1 letters – letter group 2
Needs: a dice and for each player a counter.

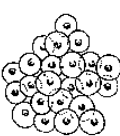


	c	k	m
start			d
m	e	r	r
k		d	e
e		h	h
m		finish	r
h			c
r	k	c	h
			d




Throw a dice. Say the letter. Can you make a word with this letter? You can? Go one step forward.
You can't? Go back one step
Or give a point for each good word.

Word-way 2 – letter group 2
Needs: a dice and for each player a counter.




	red	mat	tap
rt			rat
kid	rat	cat	mad
in		red	hat
end		tap	end
sad			cat
hat		finish	mat
rat	in	pet	kid
			sad

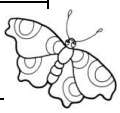


Throw a dice. Read the word.
You can? Go one step forward.
You can't? Go back one step
Or give a point for each word.

Word-way 3 letters – letter group 2
Needs: a dice and for each player a counter.




	dip	ant	kid
start			hand
pin	man	trip	step
pen		act	cap
dip		tank	sand
nest			ink
neck		finish	met
mat	can	men	sent
			hint

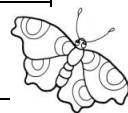


Throw a dice. Read the word.
You can? Go one step forward.
You can't? Go back one step
Or give a point for each word.

Word-way 2 – letter group 3
Needs: a dice and for each player a counter.



	mat	bed	pen
start			cap
bin	pin	hop	sit
map		cup	hen
hat		sock	man
sad			pot
car		finish	bus
pig	mug	bag	sun
			cat



Throw a dice. Read the word.
You can? Go one step forward.
You can't? Go back one step
Or give a point for each word.

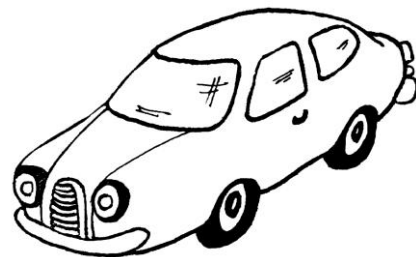
Letter-word-picture - Letter group 2

Cut the cards. Match letter-word-picture.

Combine with letter-word-picture letter group 1

c

car



e

egg



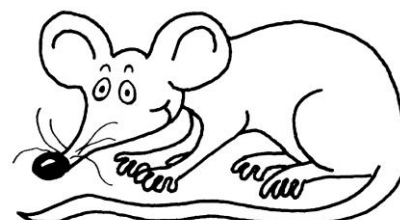
h

hat



r

rat



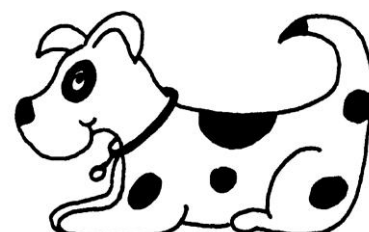
m

mat



d

dog



Letter-word-picture - Letter group 3

Cut the cards. Match letter-word-picture.

Combine with letter-word-picture letter group 1 and 2

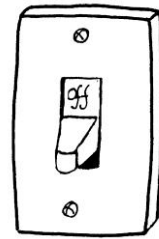
g

goat



o

off



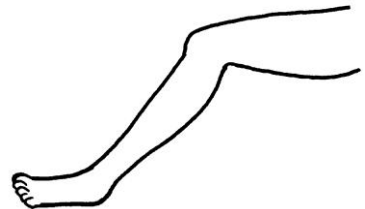
u

up



l

leg



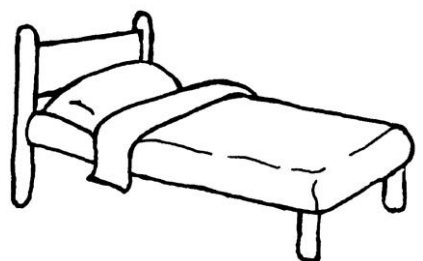
f

fan



b

bed



Name the picture: Match word with picture.

Letter group 3

There are 6 big cards.

Separate the words and make cards with one word.

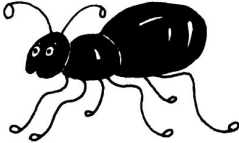







Put the cards under the right picture.









Variation:



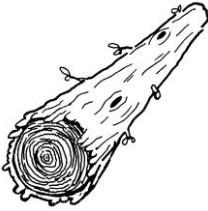
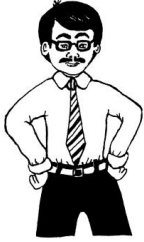




Play it as a bingo game: one reads the words and gives it to the one who has this word on his or her card.

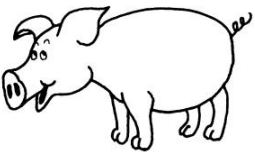

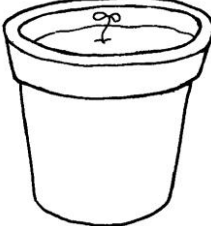




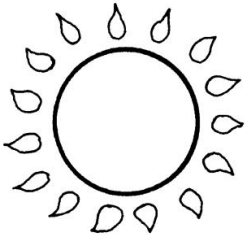
Sort the words with the same letter at the beginning, the end or in the middle.

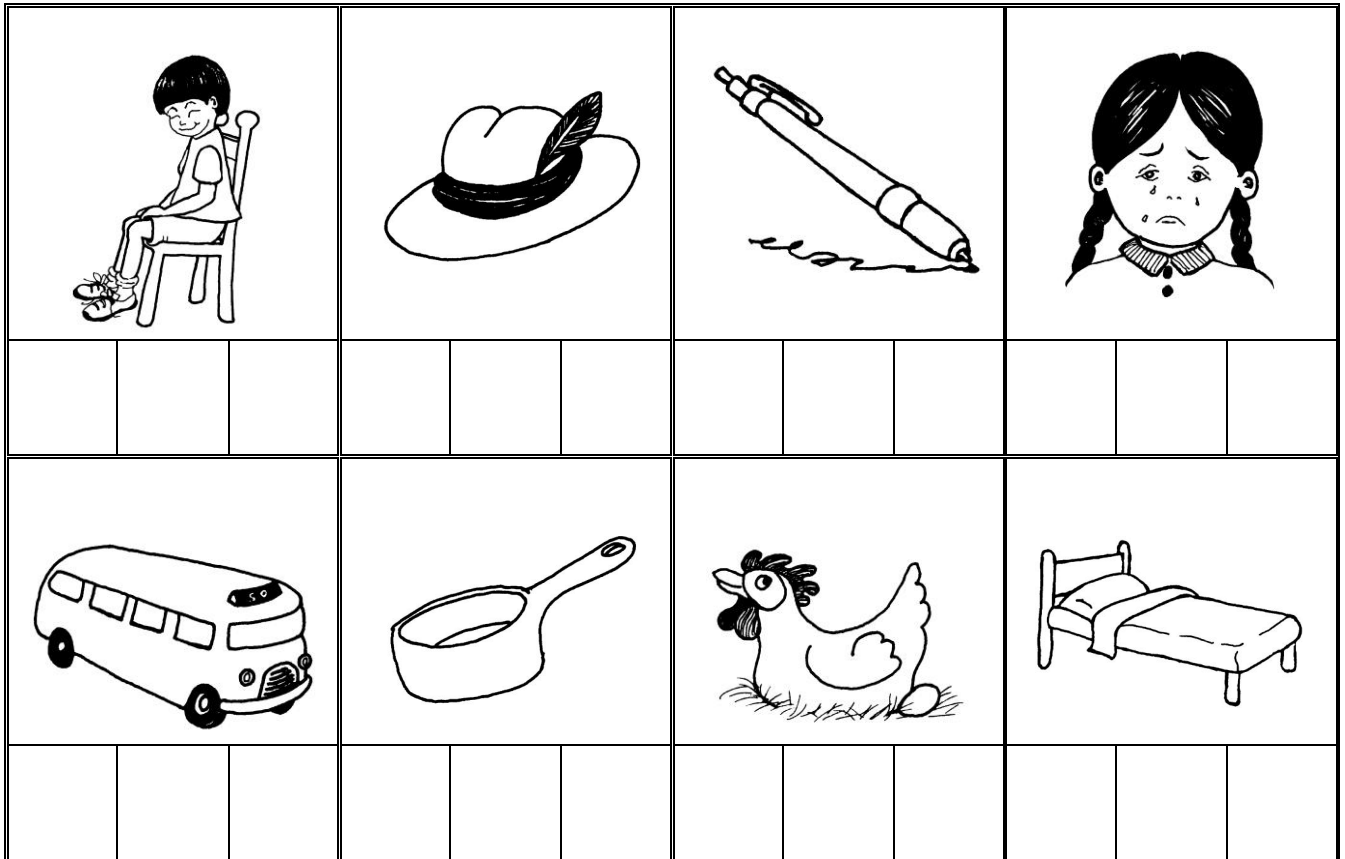
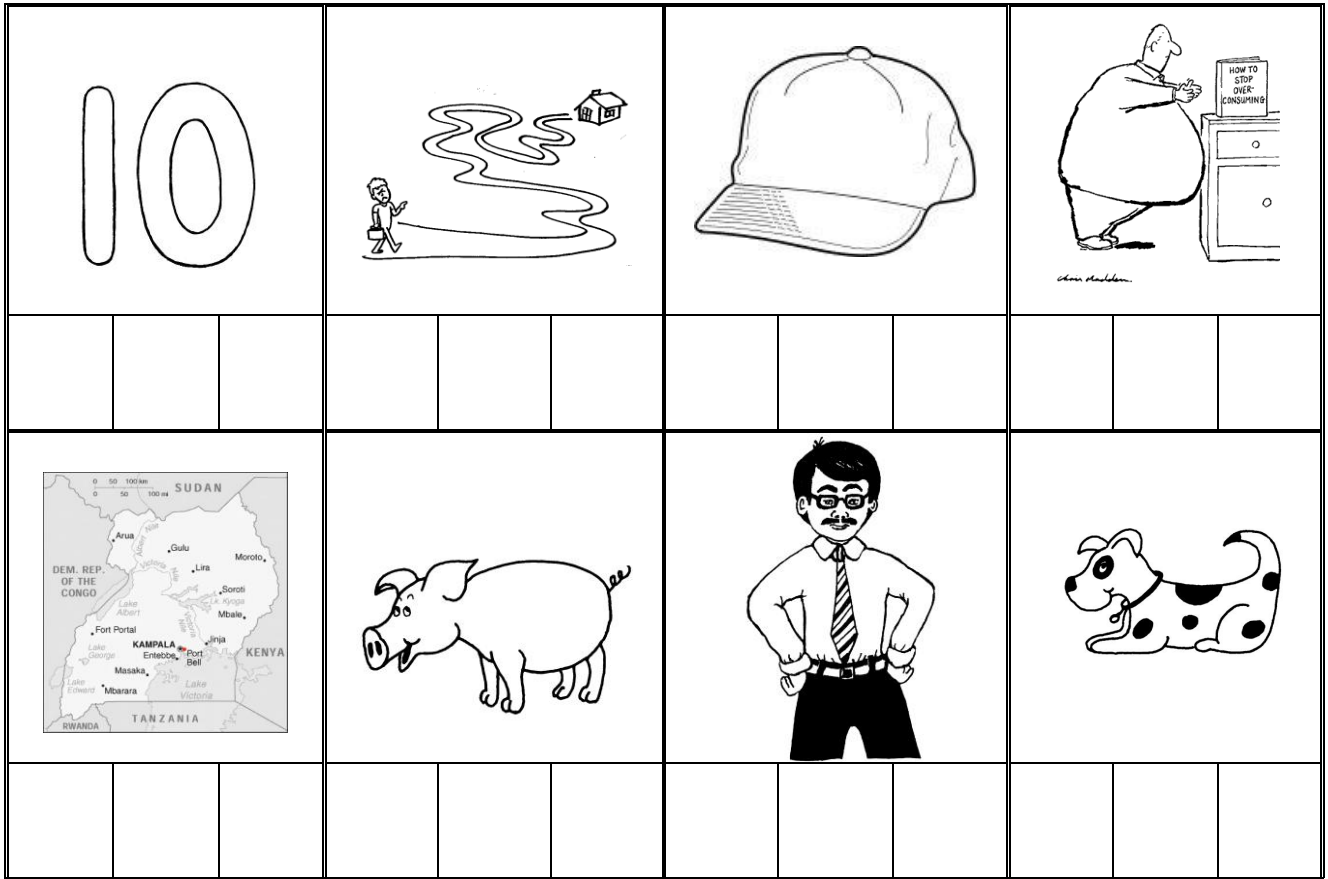
d	o	g	d	u	ck	e	g	g	h	a	t
h	e	n	h	i	ll	h	o	p	i	n	k
a	n	t	b	a	g	b	e	d	b	i	n
b	u	s	c	a	t	c	a	r	c	u	p
b	u	s	p	a	n	h	e	n	b	e	d
p	e	n	h	a	t	s	a	d	s	i	t
t	e	n	f	a	r	c	a	p	f	a	t
m	a	p	p	i	g	m	a	n	d	o	g
p	i	g	p	i	n	p	o	t	r	a	t
r	u	n	s	a	d	s	i	t	s	u	n
l	e	g	l	i	p	l	o	g	m	a	n
m	a	t	n	e	t	p	a	n	p	e	n






			
			



a	s		r	u	v	p	c	o	
d	b	c	l	a	o	b			
t	g	a	y	a	g		e		
p		o	Gather the sounds – letter group 3				i	o	r
i	u		e	i	k	s	h		
l	d	n	f	e		h	m		
n		f	i	k	e	t	m	u	

Needs: a dice and for each child a counter, paper and a pencil. Each child chooses his own place to start. They throw with the dice and take the steps. They can choose their own way. When they reach a letter at the last step of the turn they write this letter on the paper. At a smiley you can choose a letter. After playing (e.g. 15 minutes) they try to make as many words as they can with the letters they gathered.

Variations: Add other sounds, also the double sounds / Let them make words with 4 (or more) letters / Give points, e.g. for a 3 letter word 3 points, for a 4 letter word 4 points, etc. / Let them gather the letters in the right order of a word.

Sorting Letter group 3

Cut the cards and sort: Put the cards with the letters on the table and sort the words

- beginning with c, l, b, m, h, s, p, b or

- ending with n, r, g or t.

bus	pan	hen
bed	pen	hat
sad	sit	ten
far	cap	fat
map	pig	man
dog	pin	pot
rat	run	sat
sit	sun	leg
lip	log	cup
mat	net	car
pen	hop	cat
bus	pan	hen




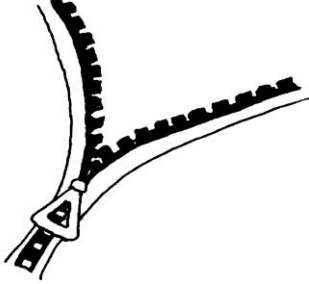


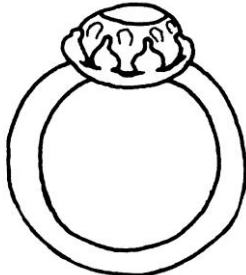
bed	pen	hat
sad	sit	ten
far	cap	fat
map	pig	man
dog	pin	pot
rat	run	sat
sit	sun	leg
lip	log	cup
mat	net	car
pen	hop	cat
c	l	b
m	h	s
p	b	n
r	g	t

Memory word-picture double sounds

Letter group 5

Cut the cards.

Put the cards up site down on the table. The first player turns two cards. When they are the same he or she keeps them. When they are different they have to be turned back at the same place. Then the next player get the turn.

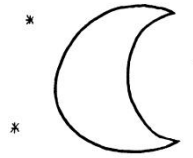
			
yak	book	coat	van
			
swan	feet	frog	zip
			

goat

horse

jam

ring

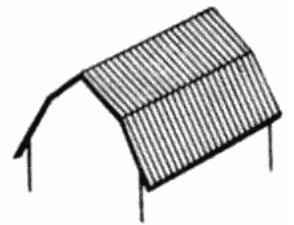
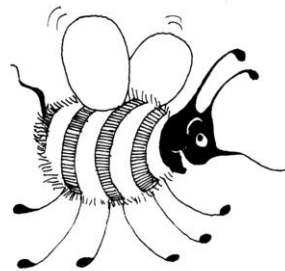
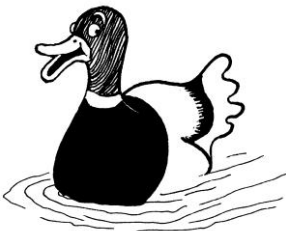


jump

king

moon

spoon



duck

tree

bee





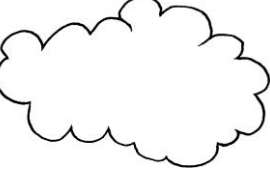

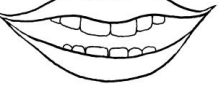



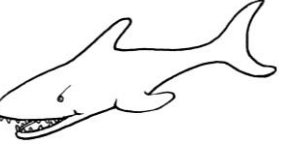

roof

Memory word-picture double sounds

Letter group 7 and alternative spelling

Cut the cards.

Put the cards up site down on the table. The first player turns two cards. When they are the same he or she keeps them. When they are different they have to be turned back at the same place. Then the next player get the turn.

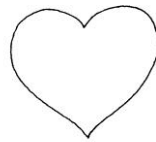
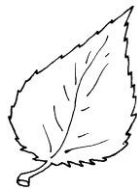
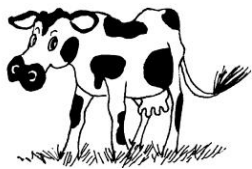
			
beak	queen	statue	seal
			
cloud	clown	mouth	rainbow
			

boil

girl

shark

owl

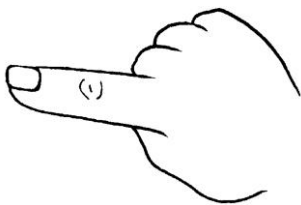


cow

leaf

heart

scarf



point

mouse

light

skirt

Bingo lettergroup 4 and 5

Needs: 48 things to cover the words, like tops or stones.

2 boxes for the word cards.

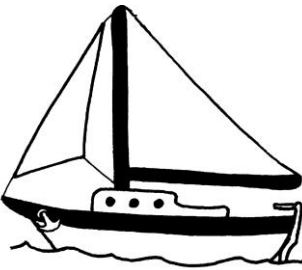
Cut the word cards and the 4 big cards.

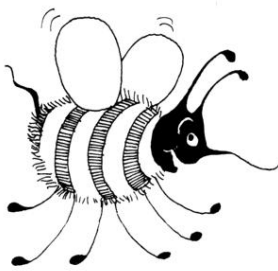
There are 4 big cards. For each player 1.

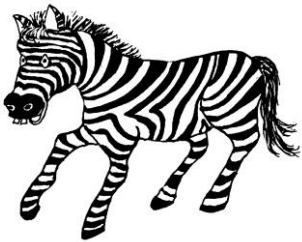
Put the cards with the words in a box. Pick them one by one. Read the word. Each player that has this word on his or her card may cover it. Put this card in the other box and take the next one.


Who has, as the first, covered all the words of his or her card?

rain	jail	wait	spoon
paint	swing	jump	sport
jam	vest	boat	goat
soap	road	toast	wind
tie	pie	moon	sing
feet	week	green	wood
visit	book	fork	roof
storm	zebra	good	long
zigzag	swim	web	van
west	king		

rain	feet	soap	book
storm			tie
visit			long
king	zigzag	jam	wind

book	paint	zebra	pie
week			king
boat			vest
roof	swing	road	jail

wait	sport	toast	zebra
rain			boat
green			good
fork	moon	jump	long

goat	paint	wood	web
spoon			sing
visit			wind
van	sport	roof	green

Bingo letter group 6 and 7

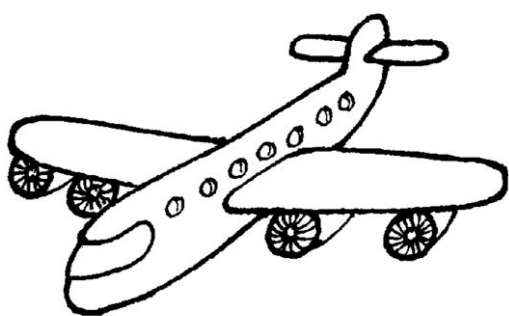
Needs: 48 things to cover the words, like tops or stones. 2 boxes for the word cards.


Cut the word cards and the 4 big cards.

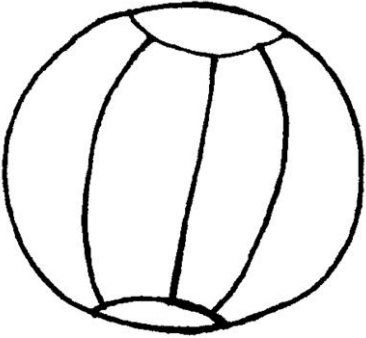
There are 4 big cards. For each player 1. Put the cards with the words in a box. Pick them one by one. Read the word. Each player that has this word on his or her card may cover it. Put this card in the other box and take the next one.


Who has, as the first, covered all the words of his or her card?

coin	sharp	paintbrush
lunch	couch	thick
letter	chest	yard
cloud	splash	chicken
scarf	thing	argue
join	oil	father
moth	such	count
queen	mister	never
rescue	hard	flush
wish	quack	quick
shark	brush	

shark	father	thick	wish
coin			chicken
sharp			such
paintbrush	argue	thing	scarf

count	sharp	couch	rescue
moth			chest
such			wish
never	queen	mister	quick

flush	rescue	hard	brush
oil			quick
never			couch
cloud	father	quack	thick

yard	letter	chest	chicken
flush			cloud
queen			splash
thing	mister	lunch	join

Make – change sentences 1

Letter group 7

Cut the words. Give each sentence a different colour.

Give the children the words of one color. Let them make a sentence with a part of the words. Can they change the sentence by using another word? E.g. Paul eats peas with his meat → Paul eats beans with his meat / Paul eats beans with Phil / Paul cooks beans with Phil / Paul reads with Phil.

To make it easier you can give the first sentence, that's printed bold.

Paul eats peas with his meat – beans reads cooks Phil

Kay must pay for her new bike – tries Jean wait toy

We can bake a pie today – they yesterday cake make

The boys shout as they play outside – sleep girls run sing

They say that the dog had hurt its paw – found she tail stone

Children like the seaside – dentist beach enjoy zoo

Loud sounds can be annoying – noises singing frightening nice

Mum gave us a few grapes as a treat – sold made punishment Dad

The girl came home on the train – late bus went boy

You can tie things up with string – rope we glue paste


Paul	eats	peas	with
his	meat	beans	reads
cooks	Phil		
Key	must	pay	for
her	new	bike	tries
Jane	wait	toy	

We	can	bake	a
pie	today	they	made
cake	yesterday		
The	boys	shout	as
they	play	outside	sleep
girl	run	sing	
They	say	that	the
dog	had	hurt	its
paw	found	she	tail
stone			
Children	like	the	seaside
dentist	beach	enjoy	zoo


Loud	sounds	can	be
annoying	noises	singing	frightening
nice			
Mum	gave	us	a
few	grapes	as	a
treat	sold	made	dad
reward			
The	girl	came	home
on	the	train	late
bus	went	boy	
You	can	tie	up
things	with	string	rope
we	glue	paste	

start	ai	oa	ie	ee	or	ng	<u>oo</u>	ch	sh
-------	-----------	----	----	----	----	-----------	-----------	----	----

Make words with the double sounds – letter group 7
Needs: a dice and for each player a counter.

									
ee	<u>ie</u>	oa	<u>ai</u>	ar	er	ue	oi	ou	qu

or	Throw the dice and take the steps. Name or write a word with the double sound. ! If you can, you may make two words. ? You can ask another player for help. For each word you get 1 point 😊 You get 2 point for the word.								
ng	oo	? ch	sh	<u>th</u>	qu	ou	oi	ue ?	er 😊

									
the end	<u>oi</u> !	ou	th	sh	oo ?	<u>ee</u> !	ie	oa 😊	ai

s



a



t



i



p



n



Fans

Cut the letter cards. Make a hole in the small circles and bind the cards together. By moving the cards you can make words.

c



k



e



h



r



m



d



g



o



u



l



f



b

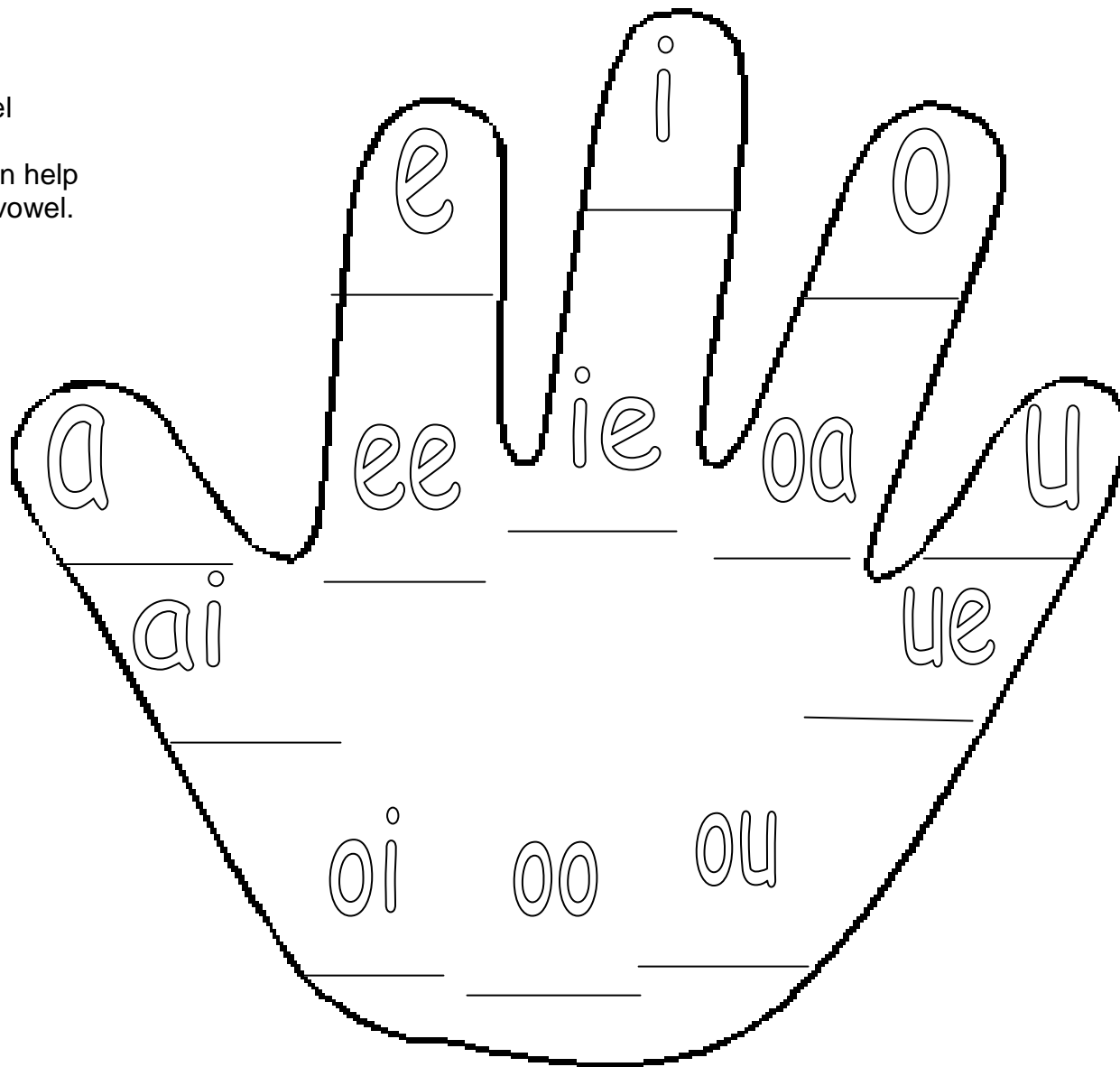


Add also the letters of the other letter groups.


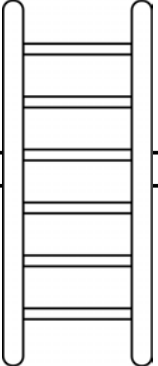
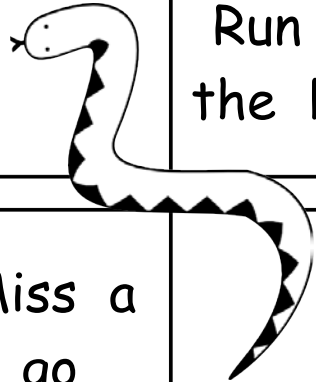

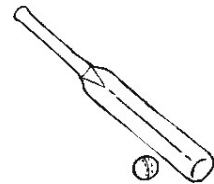
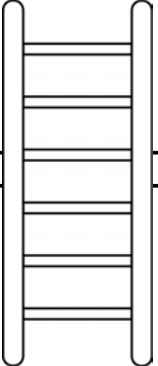
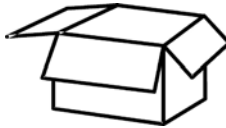
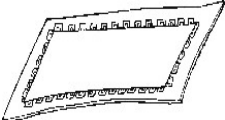
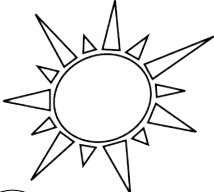


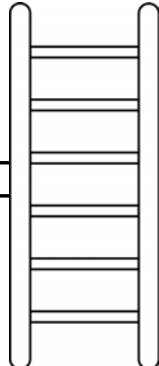



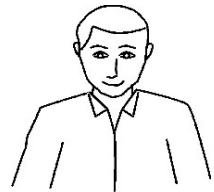
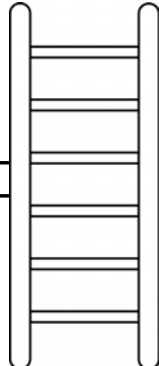
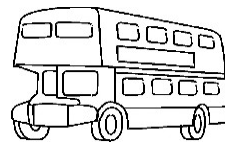
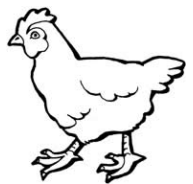

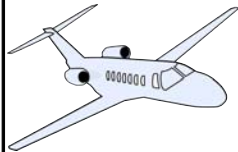
You can make a fan with the letters of 1 letter group or mix them

Vowel hand

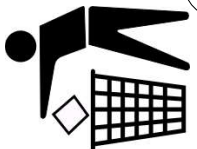
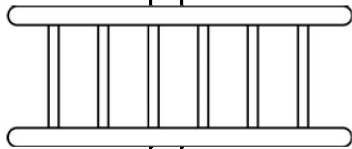
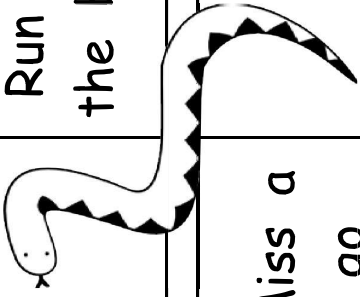


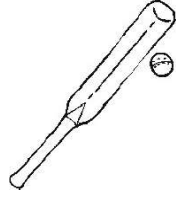
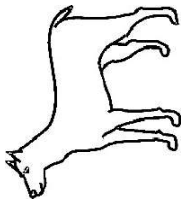
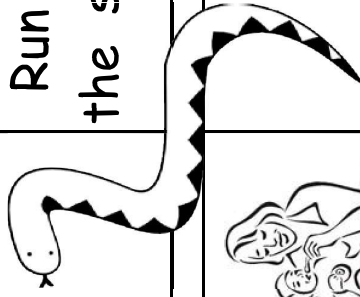
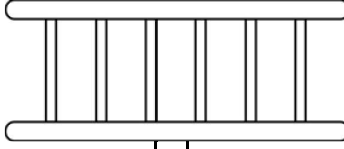
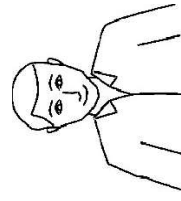
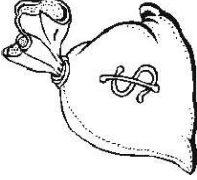
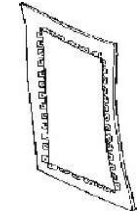
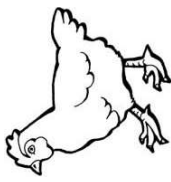
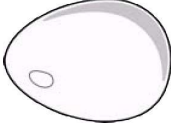
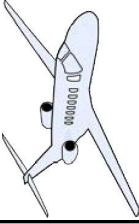
Write under each vowel
a word with it.
Choose a word that can help
you to remember that vowel.



Snakes & ladders-3 letter sounds


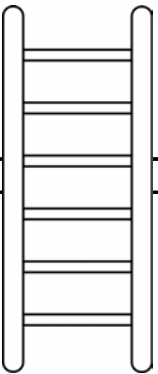
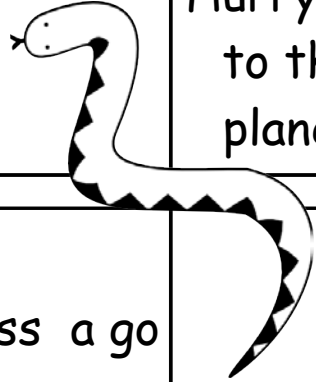






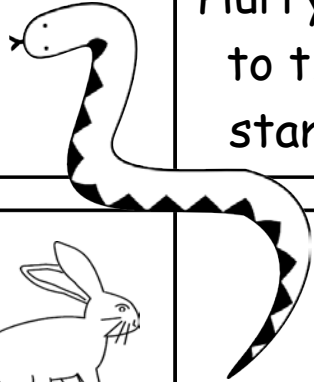
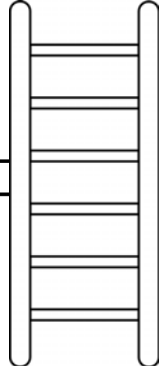

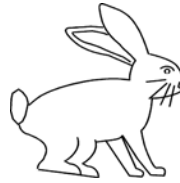

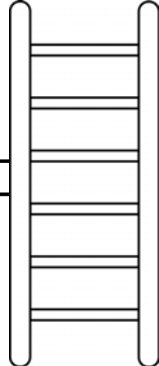




			Run to the bat		Run back to the bin		Win
Jog to the ant		Miss a go		Back to the mat			
		Run to the sack	Miss a go			Run to the sun	Jog to the box
Run up to the dog					Run to mum		Run to dad
Begin	Run to the egg		Run to the jet	Hop on to the bus		Run back to the hen	

Snakes & ladders-3 letter sounds

						Win
Jog to the ant	Miss a go	Run to the bat	Run back to the bin	Back to the mat	Run to the sun	Jog to the box
						Run to the box
Run up to the dog	Run to the sack	Miss a go	Run to mum	Run to the sun	Run to dad	Run to the box
Begin	Run to the egg		Run to the jet	Hop on to the bus		Run back to the hen
						


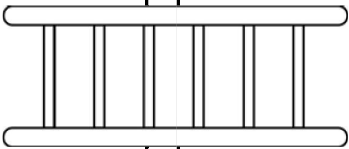




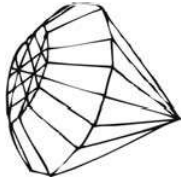
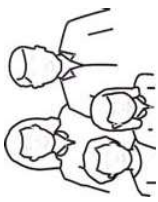
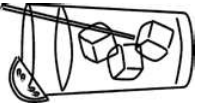




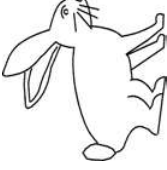

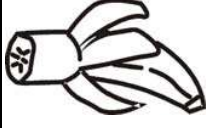
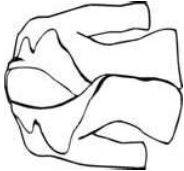


Snakes & ladders with 5+ letter sounds

5+lettersnakes-1

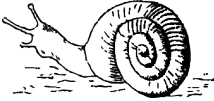
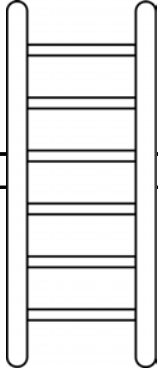



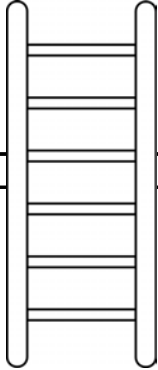


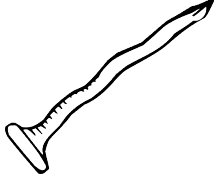
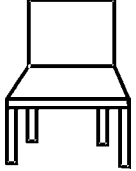

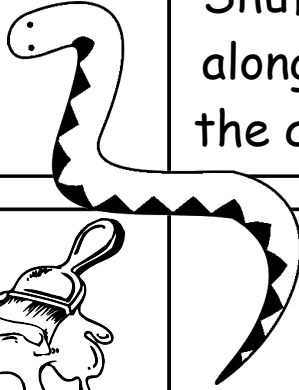
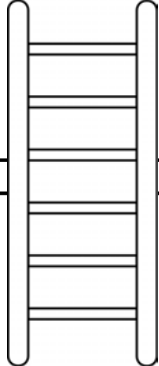
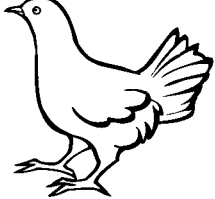

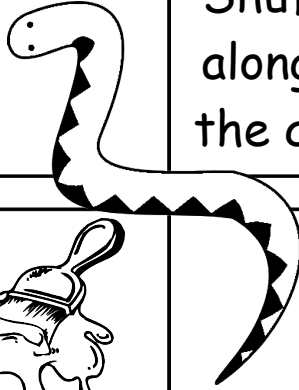

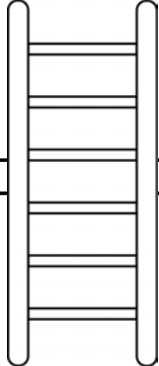
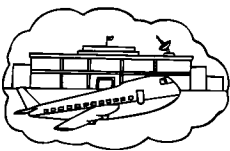


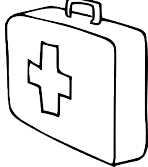
			Hurry on to the planet		Back to the basket		Win
On to a smelly skunk		Miss a go			Back to the family		
		Hurry on to the stamp	Miss a go			Step quickly to the drink	Sprint to the crystal
Jump up to the panda					Sprint to the rabbit		Step to the insect
Begin	Trot to the bucket		Jump to the helmet	Trot to the banana		Trot back to the jacket	

Snakes & ladders with 5+ letter sounds

5+ lettersnakes-1


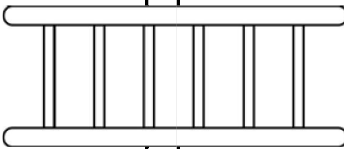
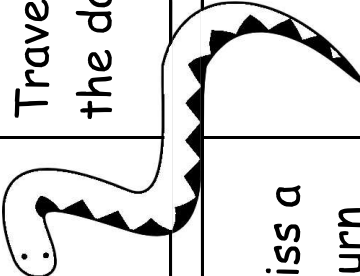



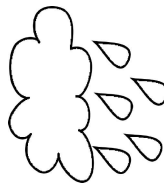
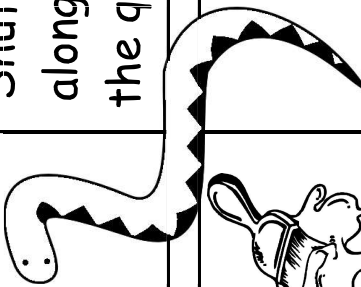
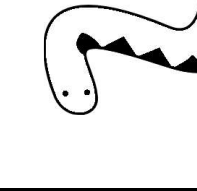
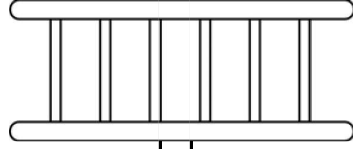
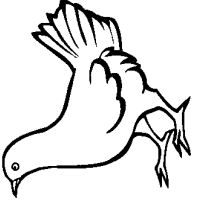
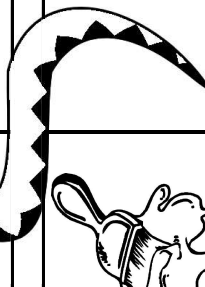
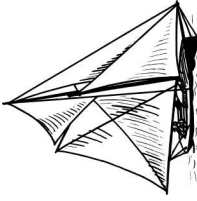
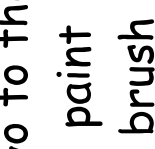
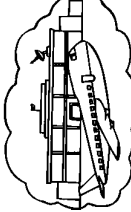

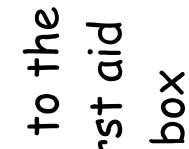
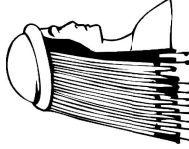
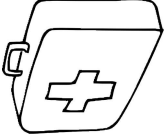
						Win
On to a smelly skunk	Miss a go		Back to the family			
		Hurry on to the stamp			Step quickly to the drink	Sprint to the crystal
Jump up to the panda			Sprint to the rabbit		Step to the insect	
Begin	Trot to the bucket		Jump to the helmet		Trot back to the jacket	

Snakes & ladders with "ai" words


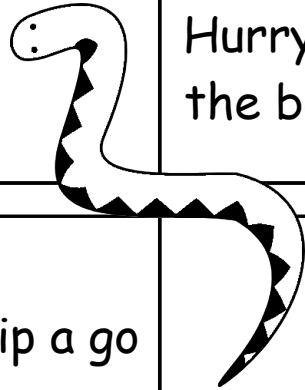
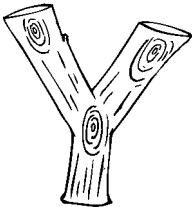

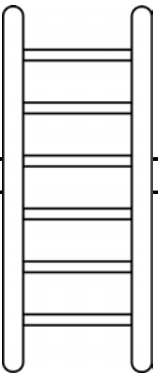
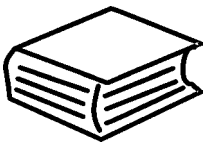



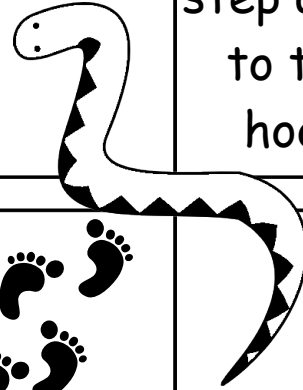
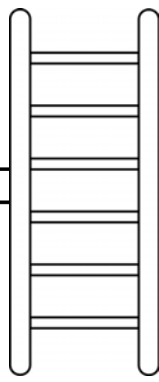



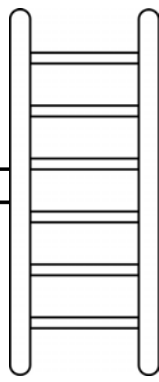

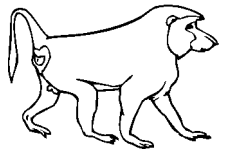


			Travel to the daisy		Return to the snail		Finish
On to the pair of socks		Miss a turn			Return to the bent nail		
		Shuffle along to the quail	Miss a turn			Toddle along to the chair	Get to the chain links
Sprint to the rain					Go to the paint brush		On to the sailing vessel
Start	On to the hair braids		On to the first aid box	Quickly get to the airport		Return to the stair	

Snakes & ladders with "ai" words

aisnakes-1


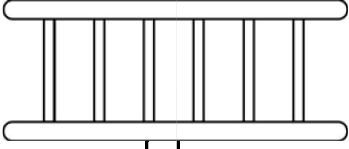
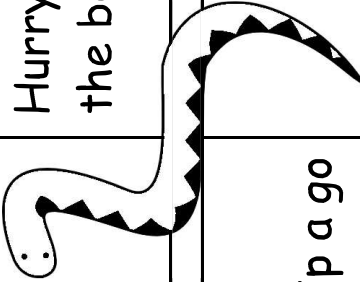
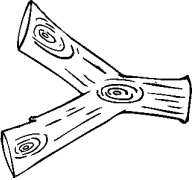
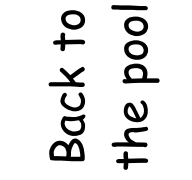
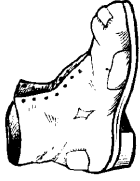
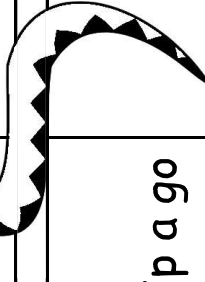

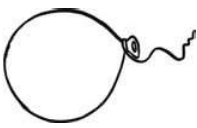


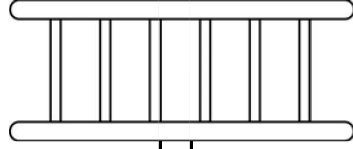

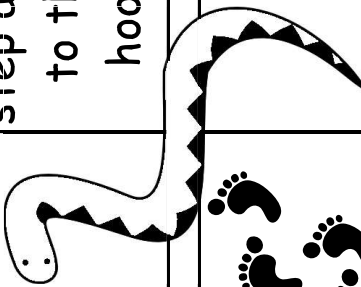

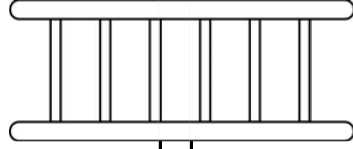


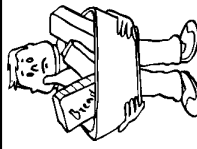
						Finish
On to the pair of socks	Miss a turn	Miss a turn	Travel to the daisy	Return to the bent nail	Return to the snail	
			Shuffle along to the quail			Get to the chain links
Sprint to the rain			Miss a turn			On to the sailing vessel
Start			On to the first aid box		Return to the stair	
On to the hair braids	Quickly get to the airport	On to the first aid box	Go to the paint brush	Return to the stair		

Snakes & ladders with "oo" words

			Hurry to the boot		Back to the pool		Win
Quickly get to the wood		Skip a go			Back to the balloon		
		step along to the hook	Miss a go			Sprint to the roof	On to the book
Up to the moon					Hurry to the foot prints		Sprint to wool
Begin	On to the food basket		On to the cook	Quickly get to the spoon		Back to the baboon	

Snakes & ladders with "oo" words

oosnakes-1

						Win
Quickly get to the wood	Skip a go			Back to the balloon		
	step along to the hook	Miss a go			Sprint to the roof	On to the book
Up to the moon				Hurry to the foot prints		Sprint to wool
Begin	On to the food basket		Quickly get to the spoon		Back to the baboon	