

EARLY YEARS STARTER BOOKLETS

Suggestions for use:

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

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

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

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

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

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

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

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

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

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



ee

w oa ow ie igh le o₄

a₂ e₂ i₂ u₂ y₂ ee

The sly old eel hid
between the pond
plants. The greedy
man did not see
where the wily eel
hid. The sleek eel
remained free to
swim away again.

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



or

w oa ow ie igh le o₄

a₂ e₂ i₂ u₂ y₂ ee or

Nora needed a fork
to hold her hot,
sweet corn-on-the-cob.
That morning, Nora
sorted the cutlery
tray and selected a
fork that did 'just
the job'.

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



Z

ie igh le o₄ a₂ e₂ i₂
u₂ y₂ ee or z

Zed, the zebra, has
zig-zags from top to
bottom of his coat.
Zed is full of zest
as he zips from left
to right and top to
bottom of his field.
Zed is zzz..uper fun!

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



-ZZ

ie igh le o₄ a₂ e₂ i₂
u₂ y₂ ee ea₂ z zz

The ‘*Razzle Dazzle Jazz Band*’ has come to play. The band lifts our spirits on a cold, drizzly day. It’s a puzzle that we all ‘*buzz*’ and ‘*jive*’ until the morning light.

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



wh

ie igh le o₄ a₂ e₂ i₂ u₂

y₂ ee or z zz wh

Captain Pug held
the wheel tightly.
He turned it fifteen
degrees to the right
and then fifteen
degrees to the left.
Had Captain Pug
lost the map?

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

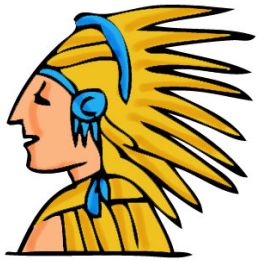


ea

igh le o₄ a₂ e₂ i₂ u₂ y₂
ee or z zz wh ea

Dean eats his meals really well. He eats his meat with peas and beans. For a treat, he eats peach pudding and cream. After tea, Dean asks for “*More please*”!

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

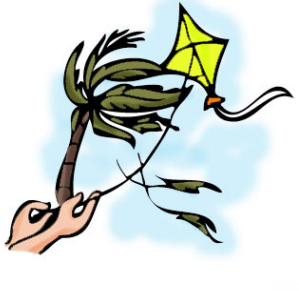


ea

igh le o₄ a₂ e₂ i₂ u₂ y₂
ee or z zz wh ea₂

My Indian friend
has a splendid
head dress. He is
an important man
in his family. His
head dress is made
with leather and
the finest feathers.

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



-se -ze

o₄ a₂ e₂ i₂ u₂ y₂ ee or

z zz wh ea₂ se ze

On a light - breeze
day, we travel up
into the hills. We
eat a simple picnic
of cheese and cream
crackers with hot tea
from a flask. Then
we fly kites in the
glorious sky.

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