

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**.

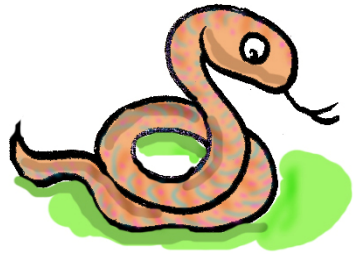
In unit 1, the **BOOKLETS** are designed **for the teacher to model the blending process whilst finger tracking** under the appropriate graphemes from left to right all-through-the-words. This demonstrates to the learner how the Alphabetic Code 'works' by **mapping** the graphemes in the **printed** 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.



S

S SS

Can you **see** that
sleek, **scary** **snake**?
It **slithers** **silently**
around the **stones**
and through the
grass. Now can
you hear it '**hiss**'?

Finger track under the words and map the sound /s/ to the letter 's'. Practise writing the letter 's'. Draw the picture.



a

s S a A

Sam had an
apple in his
bag. Sadly, Sam
lost his bag. At
last, Sam found
it but his apple
had gone bad.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



t

s a t

S a l l y s a t o n
a p l a s t i c
s e a t i n h e r
t e n t a n d
s h e s q u e e z e d
h e r b i g s o f t
t e d d y t i g h t l y .

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



i

s a t i

I i

Is it an

insect?

Has it got

six legs?

It sits on

an apple

stick.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



p

s a t i p

P p

P a t t a p s a
t i n . P a t
p u l l s a t t h e
r i n g . ' P o p ! '
T h e r i n g
p l o p s i n
t h e p a n .

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



n

s a t i p n

S P

S t a n s p i n s
t h e b a l l . P a s s
i t t o P a t.
S t a n j u s t
t a p s t h e b a l l
i n t o t h e n e t.
P a t t r i p s u p.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



C

s a t i p n c T

‘T i p s’ is a
s o f t f a t c a t.
T i p s is t h e
t o p s. H e s i t s
a t S a m ’ s s i d e
s o S a m c a n
p a t T i p s.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



k

s a t i p n c k

T t I i P p

Pat, can you
see the kit
tin? It is a
tin that has
pins in. Tips
sits on it.
He tips it up.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



-ck

s a t i p n c k

ck I i A a P p

Is that duck
sick? Can
Ann catch it?
Pack a can
of worms in
a sack. Pick
it up, Ann.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



e

s a t i p n c k

ck e th the A N

A n n s e e s t h a t
t h e h e n h a s
l a i d a n e g g .

A n n p i c k s u p
t h e e g g a n d

N a n n a c o o k s
i t f o r A n n .

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



h

s a t i p n c k

ck e h to into

Pat tips his
hat to Ann.
The hat falls
into the hen
pen. It hits
'Pecks'. Ann
is not happy
or impressed.

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.



r

s a t i p n c k
ck e h r The the

P a t r i c k h a s
s e t a t r a p
f o r t h e r a t.
T h e f a t r a t
t r i p s t h e
t r a p. A n n i s
i m p r e s s e d !

Finger track under the words. Map sounds learnt to letter shapes. Write the focus letter shape/s. Draw a picture.