

Information Booklet



Early Years Starter Package

The Early Years Starter Package: What is it?

Colourful and supportive explicit instruction **step-by-step** resources:

- to introduce beginners to the **English Alphabetic Code** by teaching the **letter/s-sound correspondences** of **Units 1 to 6** of the **Phonics International** programme and how to apply these to the **three core phonics skills** (and their *sub-skills*) of reading, spelling and writing words
- to develop the learner's **phonemic awareness** (awareness of sounds in spoken words) at the same time as teaching about the following letters and letter groups:

Unit 1	s	a	t	i	p	n							
	c	k	-ck	c, k, -ck	e	h	r						
Unit 2	m	d	g	o	u	l	l, -ll	f	f, -ff	s, -ss	b	j	
	y	ai	ay	ai, ay	w	oa	ow	oa, ow	-ie	-igh	-ie, -igh	-le	/u/ o
Unit 3	ee	or	z	z, -zz	w	wh	w, wh	ea	ee, ea	/e/ e, -ea	/z/ z -zz	s -se -ze	
Unit 4	-ng	-nk	v	v, -ve	short oo-oo	long oo-oo	oo-oo	y	-y (-ey)	/ks/ -x			
	ch	sh	th th	-ed	double consonant letters								
Unit 5	qu	ou	/ou/ ow	ou, ow	ow, ow	oi	oy	oi, oy	-ue	-ue, -ue	er	ar	
	-ve	-ce	s, -ss, -ce	-ge	j, -ge	-se	y, -y, -y						
Unit 6	ce, cl, cy	ge, gl, gy	o, -oe	'o' 'oes'	-ie, i-e	ee, e-e	-oe, o-e	-ae, a-e	-ue, u-e	air	-are	-ear	-ere
	/air/	eer	ear	-ere	-ier	/eer/	ir	ur	ear	/er/	wor	-er, -our	-re (-er)
Optional extra resources for schools doing Year One Phonics Screening Check in England:								f, ph	or, au, aw	ou /oul/ ool	ie /igh/ /ee/	ew /yool/ool	ch /ch/ /k/ /sh/

The three core skills involve:

- DECODING:** scan the printed word from left to right to 'recognise' any letter groups then *sound out* the graphemes (letters and letter groups) all through the printed word, from left to right, and **blend** the sounds to 'hear' (discern) the target word (*reading*)
- ENCODING:** identify and **segment** (split up) the individual sounds (the phonemes) all through the spoken word and know the graphemes (letters or letter groups) which **are code for** those sounds (*spelling*)
- WRITING:** hold a pencil with the tripod grip (described as '*froggy legs with a log under*' for young learners) and **write** the 26 capital letters and 26 lower case letters (of *the alphabet*) correctly positioned on a *writing line* (emphasis on **lower case** letters in the **Early Years Starter Package**)

The English Alphabetic Code

The **Alphabetic Code** is **different** from the **Alphabet** and needs to be taught **in detail** very carefully. It is the **complexities** of the **English Alphabetic Code** and how these are often not taught thoroughly enough that make well-designed systematic (step-by-step) **teaching resources** very important. There are around **44 sounds** (phonemes) identified in English speech but only **26 different letters** in **The Alphabet** to represent the 44+ phonemes. This means that letters and letter groups (graphemes) are used **as code for** the 44+ sounds.

For example; we can identify **three sounds** in the word 'rain' /r/ /ai/ /n/ but the word is spelt with **four letters**. Note that the letters 'a' and 'i' combined as a *letter group* 'ai' **are code for** the sound /ai/. Letters written within slash marks /_ / denote the sounds (**phonemes**) and spelling alternatives (**graphemes**) are generally shown in single apostrophes ' _ '.

Although there are around 44 sounds, or phonemes identifiable in English speech, there are around **50 units of sound** that need to be taught as some graphemes are code for **two phonemes combined** (for example, 'x' is code for /k+s/ as in fox; 'u' is code for /y+oo/ as in unicorn).

The three complexities of the English Alphabetic Code include:

1. one sound (**phoneme**) can be represented by one, two, three or four letters:
e.g. /k/ c, /f/ ph, /igh/ igh, /ai/ eigh
2. one sound (phoneme) can be represented by different spelling alternatives (**graphemes**):
e.g. the sound /oa/ can be represented by the graphemes (letter or letter groups) as in the words no, oak, bow, oboe, plateau, dough
3. one spelling (grapheme) can represent **multiple** sounds (or 'various' phonemes):
e.g. the letter (grapheme) 'y' can be code for the sound /y/ as in yawn, the sound /ee/ as in sunny, the sound /igh/ as in fly, the sound /i/ as in cymbal.

Who is it for?

- **The Early Years Starter Package** is primarily to support parents of young beginners, or home-schoolers, or teachers in pre-schools and infant settings.
- The resources are also helpful where English is a second or additional language – in which case 'beginners' may be older than infant age.
- The resources may also be very useful for tutors to support learners to catch up with their peers if they have gaps in their alphabetic code knowledge and core skills (and *sub*-skills) – the systematic resources can be used readily in one to one and small group situations.
- This package is designed to **complement** - not replace - the full **Phonics International** programme (it is a **pre-entry option** for young beginners). The **Early Years Starter Package** is provided *free* when the three-year licence is purchased for the full **Phonics International** programme.
- It is possible to use the **Early Years Starter Package** resources alongside other reputable synthetic phonics programmes and practices for mainstream and special needs teaching.
- The resources are designed to be suitable for sharing between institutional settings and parents at home in **working partnerships**.

Further documents with information about the **Phonics International** programme with specific reference to the **Early Years Starter Package**:

See pages 4 and 5: http://www.phonicsinternational.com/pi_catalogue_deb_combined.pdf

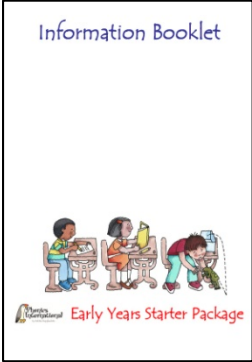
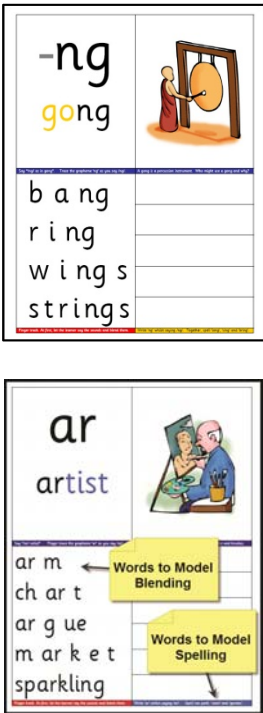
See page 3: http://www.phonicsinternational.com/final_rationale_and_overview.pdf

See page 4: http://www.phonicsinternational.com/What_Does_Phonics_International_Provide.pdf

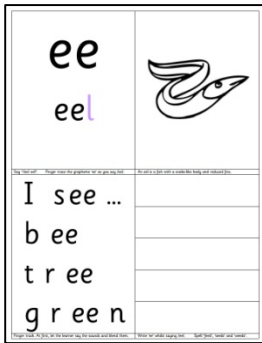
Full information about the synthetic phonics teaching principles:

http://www.phonicsinternational.com/What_Does_Phonics_International_Provide.pdf

What resources are included in the Early Years Starter Package?

Examples of the resources described	Description of the resources as provided via the Early Years Starter Package webpage	Type of resource via the webpage
<p>16 page printable booklet</p> 	<p>EARLY YEARS STARTER PACKAGE INFORMATION BOOKLET</p> <p>The Early Years Starter Package - What is it? Colourful and supportive, explicit instruction step-by-step resources to introduce beginners to the English Alphabetic Code and the three core skills and their <i>sub</i>-skills.</p> <p>The English Alphabetic Code and description of the three complexities</p> <p>Who is it for? Resources and guidance to support parents, carers, tutors and teachers – learners with English as the main or additional language.</p> <p>What resources are included in the Early Years Starter Package? A description of resources and screenshots of examples – the wording is the same as on the Early Years Starter Package webpage.</p> <p>The Teaching and Learning Cycle EYSP & Visual Display Resources Phonics International order of the letter/s-sound correspondences</p>	<p>pdf</p>
<p>95 sheets of A4</p> 	<p>CORE TEACHER MODELLING CARDS – essential teacher-led ‘lesson introduction’ material</p> <p>This resource can be used in reduced size (as single sheets of paper or booklets) for learner-practice of core alphabetic code knowledge and skills. Its key role, however, is to provide the teacher (tutor or parent) with a comprehensive <u>all-in-one</u> resource to introduce new alphabetic code and to model the three core skills of:</p> <ul style="list-style-type: none"> <i>blending</i> all-through-the-printed-words for reading (decoding); <i>orally segmenting</i> all-through-the-spoken-words for spelling (encoding); <i>handwriting</i> the new letter/s-sound correspondence and, further, applying handwriting to spelling. <p>Providers in school and pre-school settings can use this as a paper or laminated resource and after using each CORE TEACHER MODELLING CARD to introduce the new alphabetic code and skills, the cards can be immediately transferred to the main display wall to systematically build up a set of posters to support continuous learning.</p> <p>The CORE TEACHER MODELLING CARDS can be used as a stand-alone lesson introduction resource or along with other Phonics International multi-sensory aids. The PICTURE POSTERS (visual resource) and online ‘HEAR THE SOUNDS’ (audio-visual resource) in Units 1 to 6 provide picture/word examples with the focus letter/s-sound correspondence (especially helpful when English is being taught as a foreign language).</p> <p>[Note: You can hear about the use of this resource in the 8 minute video clip entitled: ‘<i>Demonstrating the power of synthetic phonics teaching with the Phonics International Early Years Starter Package</i>’.]</p>	<p>Unit 1 pdf Unit 2 pdf Unit 3 pdf Unit 4 pdf Unit 5 pdf Unit 6 pdf</p>

95 sheets of A4

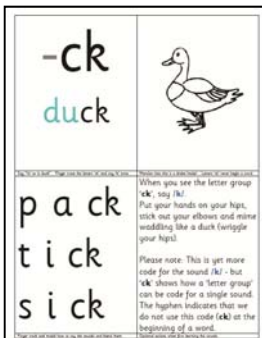


CORE TEACHER MODELLING CARDS – FOR LEARNERS’ USE

This resource is almost identical to the CORE TEACHER MODELLING CARDS but the key pictures are black outlines only. These could be useful particularly for younger learners – for example; reduced to half size and made into core skills activity booklets and/or reference booklets for use at home (in effect, as booklets they are the phonics equivalent to ‘*alphabet ABC books*’ and can be looked at many times).

[Unit 1 pdf](#)
[Unit 2 pdf](#)
[Unit 3 pdf](#)
[Unit 4 pdf](#)
[Unit 5 pdf](#)
[Unit 6 pdf](#)

75 sheets of A4



OPTIONAL ACTION MNEMONICS (AIDS TO MEMORY)

These might be fun for the very youngest learners. The actions are not the main mnemonic system for Phonics International. Key pictures and words prompt the sound and provide memorable references for spelling alternatives in this programme. Remember that the focus learning is simply to see the letter shapes and say the sounds to automaticity. Suggested actions provided for Units 1 to 5.

[Click HERE](#)

1 sheet of A4

Sounds and graphemes as introduced in units 1 to 6 of Phonics International				
Unit	Sound	Grapheme	Word	Picture
1	/s/	s	snake	
1	/t/	t	tea	
1	/p/	p	pot	
1	/n/	n	net	
1	/c/	c	cat	
1	/k/	k	key	
1	/e/	e	egg	
1	/i/	i	ice	
1	/o/	o	otter	
1	/u/	u	up	
1	/a/	a	ant	
1	/m/	m	man	
1	/l/	l	leaf	
1	/r/	r	rat	
1	/h/	h	hat	
1	/g/	g	goat	
1	/f/	f	fish	
1	/v/	v	van	
1	/z/	z	zebra	
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1	/g/			

HEAR THE SOUNDS – introduces the sounds and graphemes of the word examples in the PICTURE POSTERS of Units 1 to 6



Unit 1
[Click HERE](#)

Unit 2
[Click HERE](#)

Unit 3
[Click HERE](#)

Unit 4
[Click HERE](#)

Unit 5
[Click HERE](#)

Unit 6
[Click HERE](#)

SUGGESTIONS FOR PARENTS (for Sounds Books)

This is an A4 sheet which has four identical sets of ‘suggestions for parents’. Teachers in educational settings can glue these suggestions into the front of the early years ‘Sounds Books’. These are exercise books that beginners can use to glue in each new GRAPHEME TILE as the new letter/s-sound correspondence is introduced, draw pictures of words with the new focus sound in any position in the word, practise writing the new grapheme – and then take this book home every day to share with parents or guardians. Eventually, teachers can also provide paper lists of decodable words (SIMPLE WORD BLEND CARDS) which beginners can glue into their Sounds Books in addition to each new Grapheme Tile. Teachers and parents can ‘tick off’ each word as it is successfully sounded out and blended by the learner. [Note that some beginners find it much harder to blend words than others at first so patience and plenty of practice may be required.]

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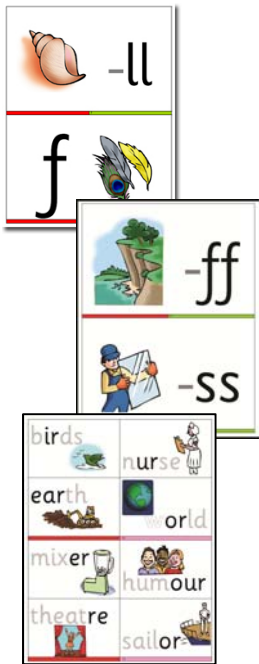
A5 CHART – SOUNDS AND SPELLING ALTERNATIVES (for Sounds Books)

This is an A4 sheet with two identical A5 charts which include a list of sounds as introduced in Phonics International (the full programme and the Early Years Starter Package) along with example words demonstrating spelling alternatives (different graphemes) for the sounds. The selection of words is the same as the words and pictures on the full Phonics International ALPHABETIC CODE FRIEZE POSTERS.

Teachers in educational settings may wish to glue one of these mini spelling alternative charts into the beginners' Sounds Books along with the 'suggestions for parents' as described above.

pdf

44 sheets of A4

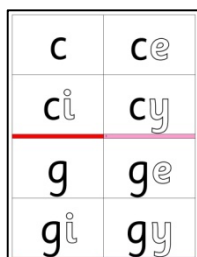
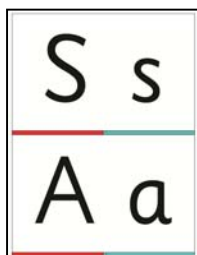
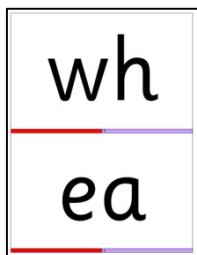


A5 ALPHABETIC CODE FRIEZE POSTERS (can also be used as beginners' FLASH CARDS)

Simple A5 Alphabetic Code Frieze Posters which are also ideal as 'first time round' A5 Flash Cards for learning the letter/s-sound correspondences (in which case you would need two sets – one for the Frieze Posters and one for the Flash Cards). The letters are lower case only and the picture mnemonics are the same as the full Phonics International programme. Be careful not to overwhelm the child, or children, by displaying the Frieze Posters all at once. Either display them in small groups (two or three or 'unit by unit') or one at a time as each letter/s-sound correspondence is systematically introduced. The Early Years Starter Package introduces the letter/s-sound correspondences of Phonics International Units 1 to 6. See chart above.

[Unit 1 pdf](#)
[Unit 2a pdf](#)
[Unit 2b pdf](#)
[Unit 3 pdf](#)
[Unit 4 pdf](#)
[Unit 5 pdf](#)
[Unit 6 pdf](#)

59 sheets of A4



EARLY YEARS A5 SUBSTITUTE FLASH CARDS

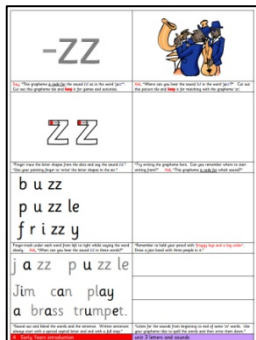
This resource is particularly suitable for settings where there are groups or whole classes of learners to teach. These A5 SUBSTITUTE FLASH CARDS include: 1) letter/s-sound correspondences in lower case only (no pictures), and; 2) single capital letters along with single lower case letters (no pictures). These Substitute Flash Cards can replace the A5 Flash Cards with pictures (that is, the A5 ALPHABETIC CODE FRIEZE POSTERS) once the learner recognises the focus grapheme and can 'say its sound'. So, the first step is to introduce each new letter/s-sound correspondence using an A5 Flash Card with the key picture mnemonic.

Build up the pack of the key picture Flash Cards and revise each letter/s-sound correspondence daily, or a few times per day, in short sessions. Once the learner is confident to say the correct sound on seeing the letter shape or letter group (graphemes), the second step is to substitute the picture Flash Card with the plain Flash Card in lower case. For single letters, the third step is to add the Flash Cards with both capital and lower case letters so the learner can become familiar with the shape of capital letters. The learner needs to understand that capital letters are code for the same sounds as lower case letters. [Note: The various POSTERS of the Early Years Starter Package also reinforce that both lower case and capital letters are code for the same sounds.]

- Substitute A5 Flash Cards – Lower Case Only
- Substitute A5 Flash Cards – Single Letters – Capital and Lower Case
- Substitute A5 Flash Cards – Lower Case Only
- Substitute A5 Flash Cards – Single Letters – Capital and Lower Case
- Substitute A5 Flash Cards – Unit 3
- Substitute A5 Flash Cards – Unit 4
- Substitute A5 Flash Cards – Unit 5
- Substitute A5 Flash Cards – Unit 6

[Unit 1 pdf](#)
[Unit 1 pdf](#)
[Unit 2 pdf](#)
[Unit 2 pdf](#)
[Unit 3 pdf](#)
[Unit 4 pdf](#)
[Unit 5 pdf](#)
[Unit 6 pdf](#)

92 sheets of A4



EARLY YEARS STARTER ACTIVITY SHEETS

A total of 92 colour A4 multi-sensory activity sheets for teaching and learning each new letter/s-sound correspondence introduced in Units 1 to 6 of Phonics International. There are bite-sized activities on each sheet for developing *phonemic awareness*, for encouraging correct pencil hold and letter formation for lower case letters, for blending words and spelling words. The activity sheets include 'cut out' Grapheme Tiles and Key Picture Tiles for each new letter/s-sound correspondence introduced. For a 'longer life' to play additional reading and spelling games, these tiles could be glued onto card. Use alongside the WORD BANK resource (see below).

IMPORTANT: On completion of the face-side of the Activity Sheets (and before the Grapheme and Picture Tiles are cut off), fold the sheet up to just under the Grapheme Tile and Key Picture Tile. Then, the supporting adult can provide simple words to spell (on the folded up part) consisting of letters and sounds previously taught and the new letter/s-sound correspondence shown on the focus Grapheme Tile.

The **spelling-with-editing routine** for the folded-up part of the Activity Sheet: The support adult says the word to be spelled very slowly – the individual sounds will 'pop out'. The learner repeats the word, identifies the sounds all-through-the-spoken-word and tallies each sound to thumb and fingers of the left hand, palm facing. Draw sound-dashes for each sound identified (these also provide the 'writing line'). The learner writes the graphemes on the sound-dashes for each sound identified, then edits, or checks, the spelled word by sounding out and blending all the graphemes. The learner can try to identify any sounds/graphemes missing or wrongly placed (support as necessary). When the spelled word is correct, allow the learner to 'tick' his or her word.

[Unit 1 pdf](#)
[Unit 2a pdf](#)
[Unit 2b pdf](#)
[Unit 3 pdf](#)
[Unit 4 pdf](#)
[Unit 5 pdf](#)
[Unit 6 pdf](#)

92 sheets of A4

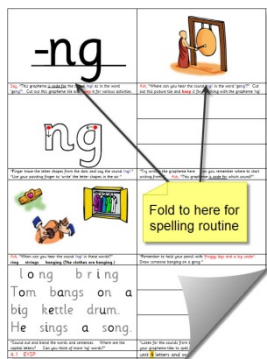


ALTERNATIVE 'STYLE 2' EARLY YEARS STARTER ACTIVITY SHEETS

These are a slightly revised version of the EARLY YEARS STARTER ACTIVITY SHEETS (directly above) – simply to provide choices for users. In this version, the new letter/s-sound correspondences are shown on a 'writing line'. The section for learners to practise writing the letter shapes and graphemes now includes writing lines. The printed words provided for the 'teacher' to read aloud where the learner listens for the focus sound (in the original version) are now provided as pictures. The purpose of this section is still the same – to develop *phonemic awareness* – but, additionally, the pictures are helpful to build up vocabulary (word meanings).

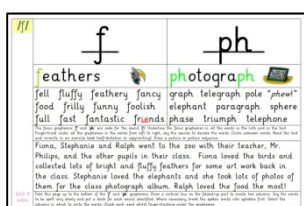
IMPORTANT: On completion of the face-side of the Activity Sheets (and before the Grapheme and Picture Tiles are cut off), fold the sheet up to just under the Grapheme Tile and Key Picture Tile. Then, the supporting adult can provide simple words to spell (on the folded up part) consisting of letters and sounds previously taught and the new letter/s-sound correspondence shown on the focus Grapheme Tile.

[Unit 1 pdf](#)
[Unit 2 pdf](#)
[Unit 3 pdf](#)
[Unit 4 pdf](#)
[Unit 5 pdf](#)
[Unit 6 pdf](#)



The **spelling-with-editing routine** for the folded-up part of the Activity Sheet: The support adult says the word to be spelled very slowly – the individual sounds will ‘pop out’. The learner repeats the word, identifies the sounds all-through-the-spoken-word and tallies each sound to thumb and fingers of the left hand, palm facing. Draw sound-dashes for each sound identified (these also provide the ‘writing line’). The learner writes the graphemes on the sound-dashes for each sound identified, then edits, or checks, the spelled word by sounding out and blending all the graphemes. The learner can try to identify any sounds/graphemes missing or wrongly placed (support as necessary). When the spelled word is correct, allow the learner to ‘tick’ his or her word.

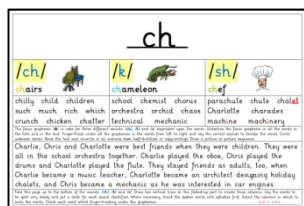
6 sheets of A4



EXTRA SOUNDS BOOK ACTIVITY SHEETS WITH TEXTS – for schools in England where children take part in the Year One Phonics Screening Check

These **Sounds Book Activity Sheets with built-in texts** introduce various letter/s-sound correspondences ahead of the original order in Phonics International. This additional resource is an optional extra for schools in England to address the correspondences which may appear in the statutory Year One Phonics Screening Check (which takes place annually at the end of Year One when most children are six years old). Teachers can simply introduce these correspondences, however, through their wider, incidental phonics teaching and with frequent reference to the Alphabetic Code Charts in phonics lessons and whenever reading and writing is involved in the wider curriculum.

pdf



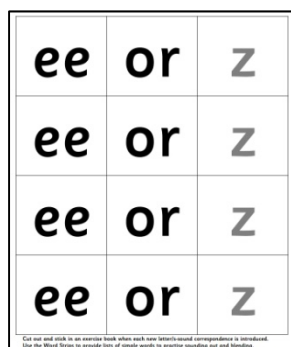
[Please note that this resource is also provided via the Unit 6 webpage of the full Phonics International programme.]

Singles 11 sheets of A4
Multiples 45 sheets of A4

GRAPHEME TILES (BLACK/GREY) – can also be used as SAY THE SOUNDS POSTERS

GRAPHEME TILES are provided for every new letter and letter group as introduced in Units 1 to 6. Different versions are provided on the download page for home use (**Singles**) and use in pre-schools and school settings (**Multiples**). The Grapheme Tiles can be used for several core teaching and learning activities. Downloadable detailed suggestions for use are provided separately.

Suggestions for use of Grapheme Tiles pdf



Unit 1 Singles pdf

Unit 1 Multiples pdf

Unit 2 Singles pdf

Unit 2 Multiples pdf

Unit 3 Singles pdf

Unit 3 Multiples pdf

Unit 4 Singles pdf


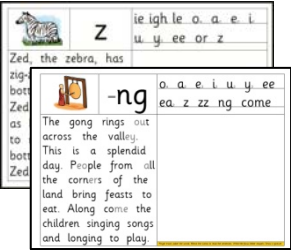



Unit 4 Multiples pdf


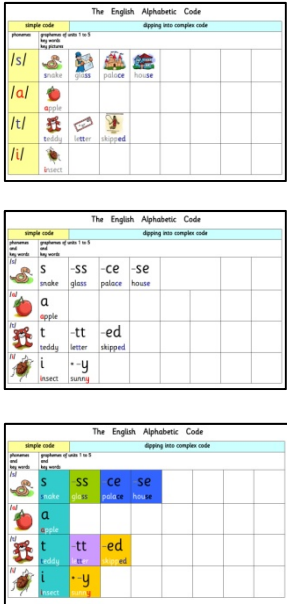
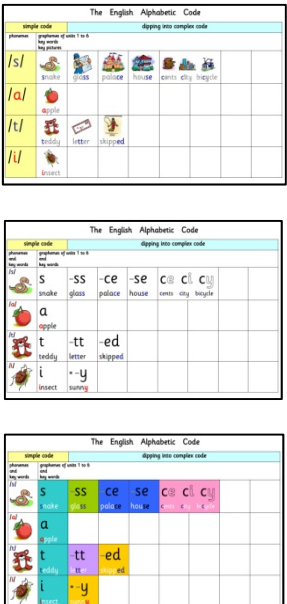
Unit 5 Singles pdf

Unit 5 Multiples pdf

Unit 6 Singles pdf

Unit 6 Multiples pdf

	<p>This means that teachers may not choose to use the SIMPLE SENTENCES when the first set of letter/s-sound correspondences are introduced – but later when the learners are confident in sounding out and blending at simple word level using the I CAN READ word strips. The sentences in the SIMPLE SENTENCES resource can also be used for dictation exercises only when the learner is confident at writing letter shapes independently and when the learner is able to segment all-through-the-spoken-word at word level.</p>	
<p>102 sheets of A4</p> 	<p>EARLY YEARS STARTER BOOKLETS</p> <p>These are instructional BOOKLETS which consist of mainly cumulative, decodable text. They provide bite-sized pieces of text which reflect the Phonics International key words and pictures. They can be used very flexibly for both reading and writing activities. The BOOKLETS can be used to complement the full Phonics International programme. Full guidance is given in every unit of Units 1 to 6.</p>	<p>Unit 1 pdf Unit 2 pdf Unit 3 pdf Unit 4 pdf Unit 5 pdf Unit 6 pdf</p>
	<p>POSTERS:</p>	
<p>2 sheets of A4</p> 	<p>PHONEMIC AWARENESS and CAPITAL LETTERS RECOGNITION</p> <p>Match the first sound of key picture words with capital letters. This can be used as a poster game and/or cut up to make a cards 'matching game'. The completed poster is A3 (A4x2). For larger-sized cards, enlarge each A4 sheet to A3 prior to laminating and cutting out.</p>	<p>pdf</p>
<p>2 sheets of A4</p> 	<p>PHONEMIC AWARENESS and LOWER CASE LETTERS RECOGNITION</p> <p>Match the first sounds of additional picture words with lower case letters. This can be used as a poster game and/or cut up to make a cards 'matching game'. The completed poster is A3 (A4x2). For larger-sized cards, enlarge each A4 sheet to A3 prior to laminating and cutting out.</p>	<p>pdf</p>
<p>2 sheets of A4</p> 	<p>THE ALPHABET</p> <p>ONLY sing the alphabet song or chant the alphabet to learn letter NAMES and alphabetical order – but DO NOT use letter NAMES when reading and spelling words. (Note: Letter NAMES are 'ay, bee, see, dee, ee, eff...' and letter SOUNDS are /a/ as in 'apple', /b/ as in 'bat', /k/ as in 'cat'. Learning letter names too early or with too much emphasis can detract from learning the letter SOUNDS and cause confusion. It is the letter SOUNDS which are needed for reading and spelling. You can delay teaching letter NAMES until learners know many letter/s-SOUND correspondences very confidently.</p>	<p>pdf</p>

<p>2 sheets of A4</p> 	<p>CAPITAL LETTERS AS ALPHABETIC CODE</p> <p>Learn that capital letters as well as lower case letters are code for the sounds that we can identify in spoken words. Includes tiles of capital letters, lower case letters and key pictures with words. This resource can be used as a poster game and/or cut up to make a cards ‘matching game’. The completed poster is A3 (A4x2). For larger-sized cards, enlarge each A4 sheet to A3 prior to laminating and cutting out.</p>	<p>pdf</p>
<p>Each of the 6 charts below consists of 10 sheets of A4. These charts can be printed in smaller sizes if required, or enlarge each sheet to A3 for whole class use.</p>	<p>EARLY YEARS ALPHABETIC CODE CHARTS:</p> <p>These include Phonics International ‘Simple Code dipping into Complex Code’ spelling alternatives. Note: For a range of full Alphabetic Code Overview Charts, see free charts at: www.alphabeticcodecharts.com .</p>	
	<p>ALPHABETIC CODE CHARTS FOR UNITS 1 TO 5</p> <p>Suitable for use with the Early Years Starter Package and the Simple Code level of the full Phonics International programme. Select your preferred chart for display and reference as appropriate. Small scale charts indicating the Simple Code (Units 1 to 5) are available at www.alphabeticcodecharts.com .</p> <ul style="list-style-type: none"> ➤ Simple Code – Key grapheme pictures of Units 1 to5 (A4x10) ➤ Simple Code – Key phoneme pictures and plain graphemes grid of Units 1 to 5 (A4x10) ➤ Simple Code – Key phoneme pictures and full-colour graphemes grid of Units 1 to 5 (A4x10) 	<p>pdf</p> <p>pdf</p> <p>pdf</p>
	<p>ALPHABETIC CODE CHARTS FOR UNITS 1 TO 6</p> <p>Suitable for use with the Early Years Starter Package and the Simple Code level of the full Phonics International programme.</p> <ul style="list-style-type: none"> ➤ Simple Code Plus – Key grapheme pictures of Units 1 to 6 (A4x10) ➤ Simple Code Plus – Key phoneme pictures and plain graphemes grid of Units 1 to 6 (A4x10) ➤ Simple Code Plus – Key phoneme pictures and full-colour graphemes grid of Units 1 to 6 (A4x10) 	<p>pdf</p> <p>pdf</p> <p>pdf</p>

The **Early Years Starter Package** is written by Debbie Hepplewhite.

Please feel free to contact Debbie if you have any questions regarding the Early Years Starter Package or its related programmes, the full Phonics International programme and the Teeny Reading Seeds programme: debbie@phonicsinternational.com



You will find a **Message Forum** with a great deal of information at: www.phonicsinternational.com.

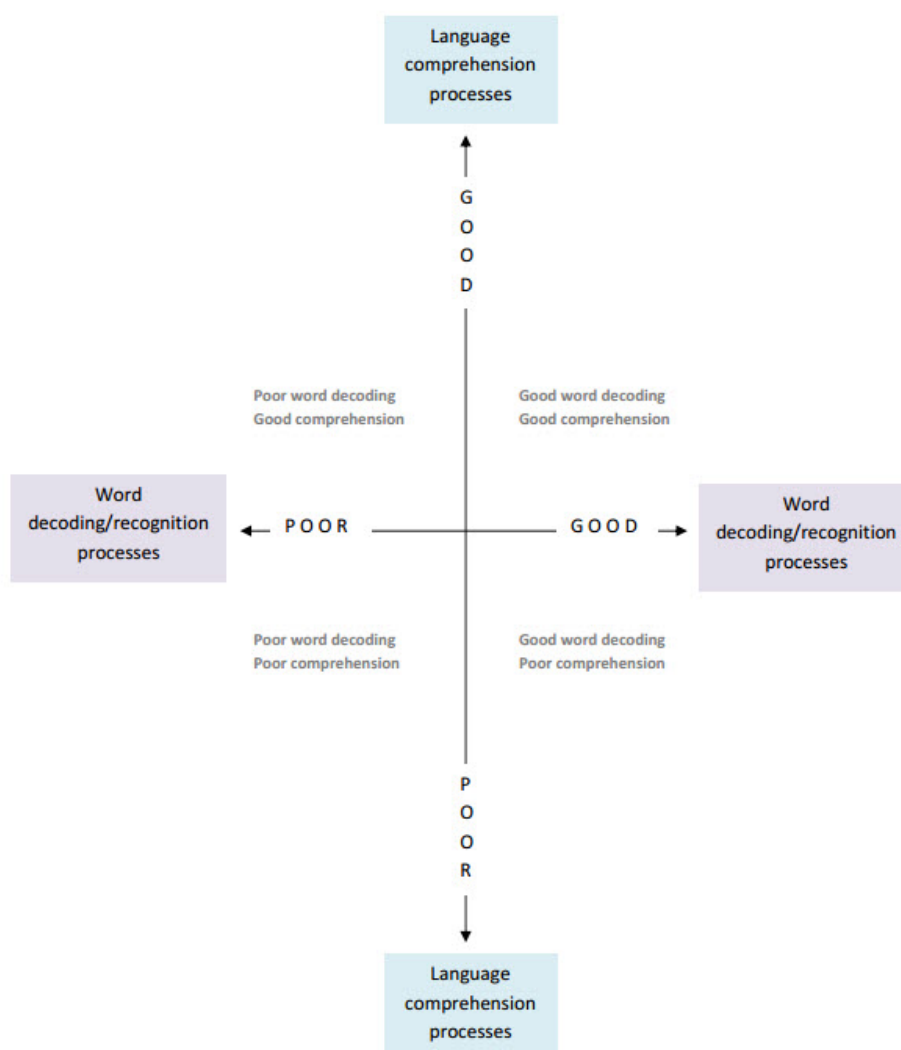
You will also find video clips via the **Hear the Sounds** button where Debbie says all the sounds of the English Alphabetic Code linked to the letters and letter groups which are code for the sounds and the key picture-words.

On the **Free Resources** page of www.phonicsinternational.com, you will find many helpful and interesting additional resources including:



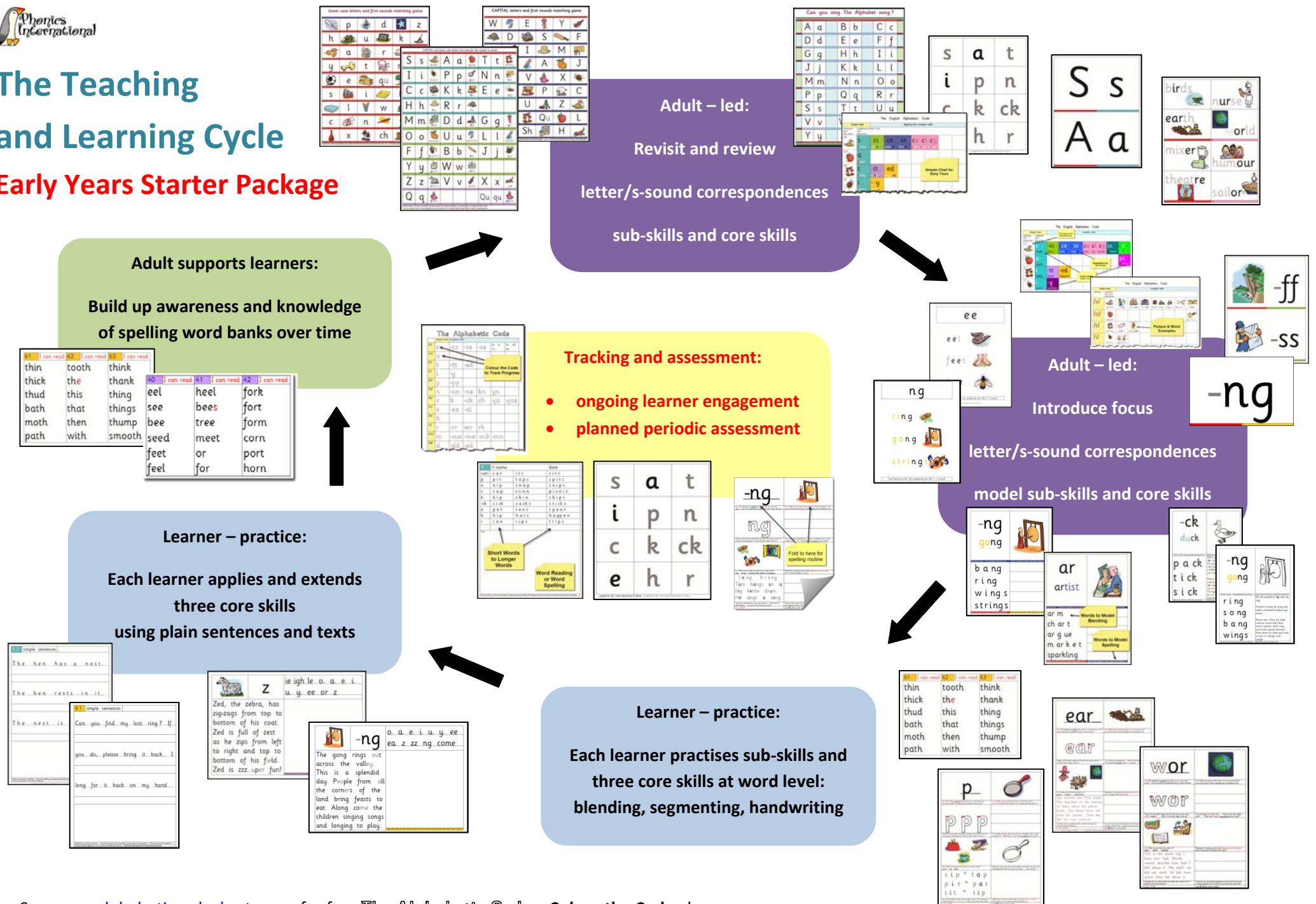
Simple View of Reading model: Original concept – Gough and Tunmer (1986), recommended by Sir Jim Rose (*Final Report, March 2006*) Adopted by UK government (2006) as a *useful conceptual framework*: **reading = decoding x comprehension**
Use for training; and a broad analysis of pupils' profiles for next steps in planning and monitoring over time. Colour-code and date entries.
For pupils with English as an additional or new language, plot for English and for the first language.
Language comprehension processes (general comprehension at the level of *spoken language*) are underpinned by masses of chatter, masses of experience with books, and life experiences providing knowledge and understanding of the world.

The Simple View of Reading



The Teaching and Learning Cycle

Early Years Starter Package



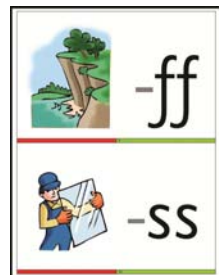
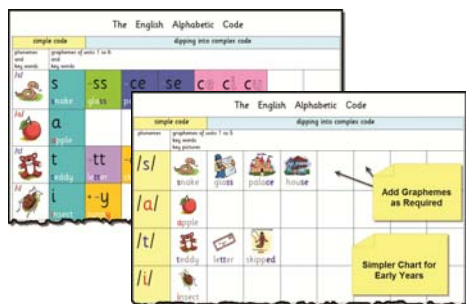
See www.alphabeticcodecharts.com for free The Alphabetic Code - Colour the Code above

See www.phonicsinternational.com Free Resources webpage for phonics and word assessment above

Please note: The posters with red labels are provided in the **Early Years Starter Package**.

For further choices of **free full** Alphabetic Code Charts, and Alphabet and Handwriting resources, see www.alphabeticcodecharts.com and www.debbiehepplewhitehandwriting.com.

Early Years Starter Package Units 1 to 6

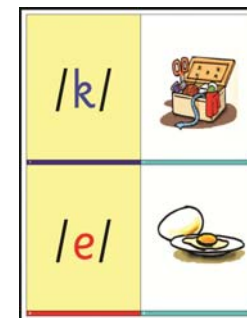


Alphabetic Code Charts - 6 choices

Frieze/Flashcards

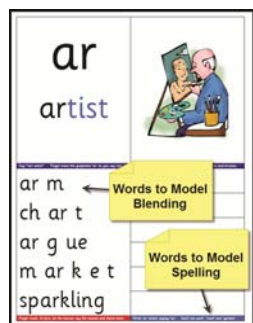
The Alphabet

Full Phonics International programme Units 1 to 12



Say the Sounds Posters

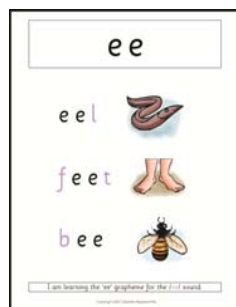
Sounds Cards



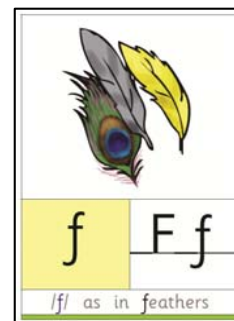
Core Teacher Modelling Cards



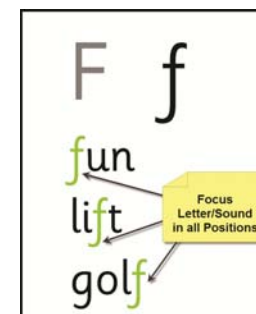
Grapheme Tiles – also use as Say the Sounds Posters



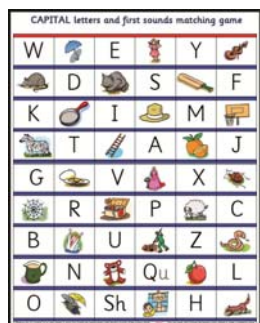
Picture Posters Units 1 to 6



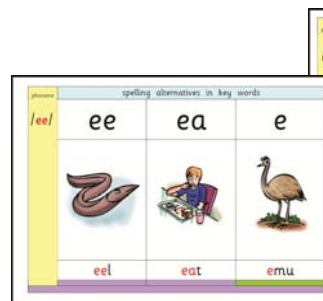
Alphabetic Code Frieze



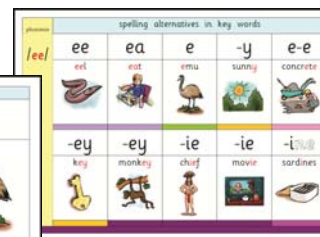
Mini Posters



Matching capital and lower case letters with first sounds of picture-words



Grouping the Spelling Alternatives Posters



Alphabetic Code Charts

Class:													
Date:													
Unit 1	s	a	t	i	p	n							
	c	k	-ck	c, k, -ck	e	h	r						
Unit 2	m	d	g	o	u	l	l, -ll	f	f, -ff	s, -ss	b	j	
	y	ai	ay	ai, ay	w	oa	ow	oa, ow	-ie	-igh	-ie, -igh	-le	/u/ o
Unit 3	ee	or	z	z, -zz	w	wh	w, wh	ea	ee, ea	/e/ e, -ea	/z/ z -zz s -se -ze		
Unit 4	-ng	-nk	v	v, -ve	short oo-oo	long oo-oo	oo-oo	y	-y (-ey)	/ks/ -x			
	ch	sh	th th	-ed	double consonant letters								
Unit 5	qu	ou	/ou/ ow	ou, ow	ow, ow	oi	oy	oi, oy	-ue	-ue, -ue	er	ar	
	-ve	-ce	s, -ss, -ce	-ge	j, -ge	-se	y, -y, -y						
Unit 6	ce, ci, cy	ge, gi, gy	o, -oe	'o' 'oes'	-ie, i-e	ee, e-e	-oe, o-e	-ae, a-e	-ue, u-e	air	-are	-ear	-ere
	/air/	eer	ear	-ere	-ier	/eer/	ir	ur	ear	/er/	wor	-er, -our	-re (-er)
	Optional extra resources for schools doing Year One Phonics Screening Check in England:							f, ph	or, au, aw	ou /ou/ /oo/	ie /igh/ /ee/	ew /yoo//oo/	ch /ch//k//sh/
Unit 7	-le	-il	-al	-el	aw	au	-al	oar	-oor	ore	-our	/ch/ -tch	ch, -tch
	/j/ -dge	-ge, -dge	-x, -x	/n/ kn	/r/ wr	/m/ -mb	/s/ sc	/g/ gu	/b/ bu	/k/ ch	/r/ rh		
Unit 8	/sh/ sh, ch	/sh/ -ti	/sh/ -ci	/sh/ -ssi	/zh/ -si -s -z	g -ge	/u/ -ou	'ous'	/f/ ph	/f/ -gh	g, -gg, gh	ch, ch, ch	
	/o/ wa	/o/ qua	/or/ war	/n/ gn	/s/ -st-								
Unit 9	/ai/ -ey	eigh	/ai/ -ea	-aigh	/i-ee/ -ey	/i-ee/ -ie	/i/ -y	/ee/ -ie	/igh/ ei				
Unit 10	/u/ o	/oo/ -ew	/oo/ -ui	/oo/ -ou	/oo/ -o	/yoo/ eu	/yoo/ ew	/yoo/ -iew					
Unit 11	/or/ ough	augh	'ough' as different sounds			/k/ ch	/k/ qu	/k/ -que	/or/ quar				
Unit 12	/g/ -gue	/igh+n/ -ine	/i+n/ -ine	/ee+n/ -ine	/m/ -mn	/s/ ps	/ar/ aln	/o/ alt	/ch+u/ - ture	-eau	-re	/ng/ -n	
Notes:													