

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.



qu

ng nk v ve oo₂ y₃ x
ch sh th₂ qu you

The queen had to
quell the fear that was
quickly rising in her
throat. She put on her
quilted robe. A toad
jumped out. The queen
squealed. “ *Quiet! I can
help you my Queen. I
am a magic toad. Do
not be squeamish...* ”

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



ou

ng nk v ve oo₂ y₃ x ch
sh th₂ qu ou thumb

‘Big Greg’ banged his hammer hard and hit his left thumb. He shouted, “ **OUCH** ” very loudly. Then Greg’s mouth showed that he was pouting. A black cloud hung over him as he felt so very, very sorry for himself.

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

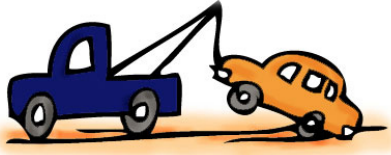


OW

ng nk v ve oo₂ y₃ x ch
sh th₂ qu ou ow₂

Up in the stout oak
tree sat a very wise
owl. He had brown
feathers with soft down
beneath. He had tufts
of white around his
ears. Most important of
all were his big brown
eyes that looked down
and saw all things...

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



OW

ng nk v ve oo₂ y₃ x ch
sh th₂ qu ou ow₂

Rowan's battered old
tow - truck chugged
quickly up the rugged
mountain. He tried to
rush there to help a
lady in need. Rowan
towed Miss Blossom's
van down the steep
mountain track very
slowly... quite the *gent*!

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



oi

v ve oo₂ y₃ x ch sh th₂
qu ou ow₂ oi your

“ Squeeze out the ointment onto your clean finger. Is your wound clean? Spread the ointment around. Now, put a clean plaster on. That cut will soon heal up if it is kept clean. ”

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



oy

v ve oo₂ y₃ x ch sh th₂
qu ou ow₂ oi oy

Toya asked the little boy if he enjoyed playing with his clown. It was a clockwork toy. The boy was very coy but soon he happily played with Toya. She found out that little Roy and his toy were both very annoying!

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



-ue

oo₂ y₃ x ch sh th₂ qu
ou ow₂ oi oy ue

My grandfather was valued so much that they made a memorial statue of him. Many years ago, he rescued three children from drowning. The venue for thanking him was the town hall. The Lord Mayor hosted a party.

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



-ue

oo₂ y₃ x ch sh th₂ qu
ou ow₂ oi oy ue₂

When my baby brother was born, my mother went crazy about 'blue'. With a paint brush in her hand, she painted anything she could see in blue - including *my* bedroom. But I am *sixteen* and I happen to prefer hues of *green*!

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



-er

x ch sh th₂ qu ou ow₂
oi oy ue₂ er their

Long ago in the land of Merkin, mothers did not permit their children to play on the cliffs by the sea. The children collected the old shells borrowed by hermit crabs. They heard whispers of how beautiful mermaids perform wonderful dives off the Merkin cliffs...

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



-er

x ch sh th₂ qu ou ow₂

oi oy ue₂ er₂ people

We look outside at the weather. It is colder. My father, mother, brother, sister and I don't bother to cover-up for cold weather. Other people brave the cold wind with leather boots, gloves and snug winter coats - not us!

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



ar

x ch sh th₂ qu ou ow₂

oi oy ue₂ er₂ ar were

We all went by car to see an artist's work displayed in a farmer's barn. It wasn't too far for us. The artist was painting a portrait. He rested the paint palette on his arm. We were mesmerised by his skill and his great charm.

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



-ve

x ch sh th₂ qu ou ow₂
oi oy ue₂ er₂ ar ve

Tennis players have athletic fitness, strength and strong nerves. They can serve the tennis ball at massive speeds. They need to twist and weave at great speed. Above all, to be the *best*, they need to be 'good sports'!

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



-ce

th₂ qu ou ow₂ oi oy
ue₂ er₂ ar ve ce was

Alice looked up the hill at the palace. It was a grand place. She took more notice of the palace since she was sent a ticket for the royal dance. Alice really hoped the prince would be there to enhance the wonderful event...

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



-ge

th₂ qu ou ow₂ oi oy

ue₂ er₂ ar ve ce ge

My gran lived in a village. Every winter, the village was ravaged by storms. There was always some damage. One day a package was sent to my gran - of hardy cabbage seeds. Gran managed to grow healthy 'winter' cabbage!

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



-se

ou ow₂ oi oy ue₂ er₂
ar ve ce ge se

Nobody understood why our house had been painted blue. I had kept quiet as a mouse. Since my brother had been born, of course my mother spent every penny in her purse on blue paint. Well... purple would have been worse!

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



y

ou ow₂ oi oy ue₂ er₂
ar ve ce ge se y₃

At last the day arrived.
Alice had to try every
dress on. She tried not to
cry but why did she not
buy the lovely blue dress
with the white collar? A
box arrived. For her? She
opened the box and
gasped. *My, oh my!* She
felt truly shy. Why, *oh*
why, had *she* been sent
such a *lovely* gift?

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