

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.



C

oi oy ue₂ er₂ ar ve ce

ge se y₃ ce ci cy

Cedric wished to go to the city to visit Celia. Cedric was certain that he could not cycle there - it was too far. He only had a few cents. He decided to do some extra jobs to pay for a ticket on the north-circular train.

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



g

er₂ ar ve ce ge se y₃

ce ci cy ge gi gy

Gerald is a gymnast. He enjoys life to the full. Gerald generously gives his time to help out at the local zoo. He is such a 'gentleman' - even to the animals from the little burrowing gerbils to the giant elegant giraffes. The ladies all think Gerald is gorgeous !

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



-oe

er₂ ar ve ce ge se y₃

c₂ g₂ oe everyone

Joe put a musical trio together with Roberto and Florence. Joe plays the oboe, Roberto plays the drums and Florence plays the piano and the keyboard. Their upbeat music playing on the radio soon had everyone's toes tapping!

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

goes
does
shoes

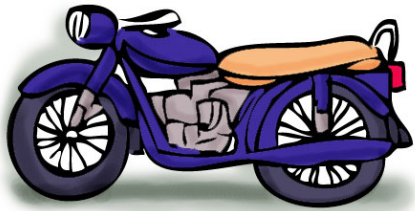
-oes

er₂ ar ve ce ge se y₃

c₂ g₂ oe who

My grandfather likes to play dominoes. He goes to the local club for retired folk frequently. He also does much voluntary work for people who need help in the community. Wherever he goes, he always polishes his best shoes and looks smart.

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



i-e

er₂ ar ve ce ge se y₃

c₂ g₂ oe i-e parents

My parents worry about my brother, Steven. His nickname is 'Spike'. Steven likes to ride motor bikes. I think he rides very safely but my parents think otherwise. When Spike was a toddler on his trike, my parents worried about him then just like they do now!

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



e-e

er₂ ar ve ce ge se y₃

c₂ g₂ oe i-e e-e any

My brother, Steve, is very skilled. He can turn his hand to any job and often helps out. In the evenings, Steve lays the concrete for people doing their drives to improve car-parking. He's into the music scene and he has a lovely, kind girlfriend who is a Swede.

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



O-e

er₂ ar ve ce ge se y₃

c₂ g₂ oe i-e e-e o-e

Rich 'sea smells' arose from the shipyard. These were not sweet-smelling but exciting - hinting at sea adventures of sailors who have made the sea their home. Coiled and oiled ropes scattered along the harbour tell of modern ships but also of galleons in days gone by.

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



-ae

ve ce ge se y₃ c₂ g₂ oe

i-e e-e o-e ae

Corinne Bailey Rae's blues music drifted lazily into the heat. Mae gave full focus to eating her sundae - licking, slurping and melting the ice-cream in her mouth. A wailing Bob Marley reggae song followed - and after that a lilting Gaelic ballad finally sent Mae to sleep.

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



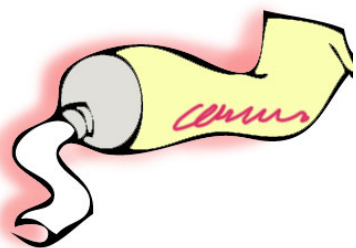
a-e

ve ce ge se y₃ c₂ g₂ oe

i-e e-e o-e ae a-e

Kate really liked cooking. She was an expert at baking cakes. Needless to say, Kate made baking cakes look very easy. She gave all her relatives cakes for their birthdays. Kate had lovely china plates to display them upon. We were all very grateful for Kate's cakes!

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



u-e

ce ge se y₃ c₂ g₂ oe i-e

e-e o-e ae a-e u-e₂

When I was little, I used to get told off for the way that I squeezed the toothpaste tube. I was quite cute, so Mum and Dad found it hard to be very cross. I assume they were actually amused. Now, I am not so cute and Mum and Dad can shout with huge volume !

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



air

y₃ c₂ g₂ oe i-e e-e o-e
ae a-e u-e₂ air eye

Claire's family were all Scottish Gaelic. She had fair skin, brown hair and a pair of lovely pale blue eyes. Claire had a real flair for dancing the 'Highland Fling'. She had a pair of very special dancing shoes for performing in reels at the local fair.

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



-are

y₃ c₂ g₂ oe i-e e-e o-e

ae a-e u-e₂ air are

A long - legged hare
darted across the bare
soil. He had not a care
as he bounded in huge
leaps over the furrows in
the farmer's field. In the
distance, a red - coated
fox shared the same big
field. Too far away, the
fox decided to spare
himself a tiring chase.

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



-ear

e-e o-e ae a-e u-e₂

air are ear their

The gigantic grizzly bear lumbered along the rocky slopes. Her pain was unbearable. Leaving her cubs behind was tearing her heart out. But, nearby, hunters bearing guns continued to shoot recklessly into the air at all the creatures in their path - big or small.

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



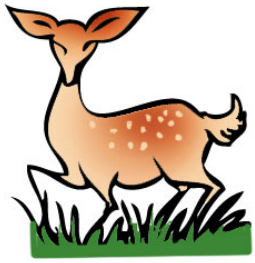
-ere

i-e e-e o-e ae a-e u-e₂

/air/ air are ear ere

“Where are you going?” asked the scout leader. Pierre replied, “Over there - that way.” “The sign points this way therefore we need to turn around,” said Mr. Robere. “But where are we according to this map?” “I think we are in the middle of ‘nowhere’.” We despaired!

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



eer

/air/ air are ear ere

/eer/ eer was beauty

The elegant deer stood still as if she was a painted picture. She was sheer beauty and, for a moment, time seemed to stop. She darted off in a flash as the mountaineer invaded her space.

Unaware of his blunder, the man cheerfully continued on his way.

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



ear

/air/ air are ear ere

/eer/ eer ear people

My dear uncle had large ears and he was very pleased with them. People noticed his appearance but he never feared their comments. It was very clear to him that it did not matter what they said. He could hear very clearly with his precious ears and so he was glad.

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



-ere

/air/ air are ear ere

/eer/ eer ear ere

I like to persevere with my projects. My grandma tries to interfere but she is very sincere. Sometimes there is an 'atmosphere' when I'm glueing and I'm getting in a sticky mess. "Why don't you let me help you adhere those bits?" "No thanks. Please let me glue them myself."

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



-ier

/air/ air are ear ere

/eer/ eer ear ere ier

Kiera is my older sister. When we were younger, we used to sit on the pier and fish together. Then she left school and became a cashier in a local shop. She is a very good water - skier. Soon Kiera is getting married. Her wedding cake has four tiers! I do love her.

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



ir

eer ear₂ ere₂ ier

ir were special

I remember how my big sister, Kiera, made my sixth birthday very special. She helped our mother to bake the cake. Kiera stirred it and iced it with chocolate. She gave me a silk shirt to wear with my best skirt. Kiera was only thirteen at the time but these were our best days.

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



ur

eer ear₂ ere₂ ier er₂
ir ur friend young

My friend, Ursula, burnt two fingers on her hot curling tongs the other day. Her mother took her to the surgery where a nurse attended to her. At first, the young nurse appeared quite surly but, later, we learnt that she had lost her purse down by the local church.

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



ear

eer ear₂ ere₂ ier

/er/ er ir ur ear

Ever since he was little, my brother loved digging in the earth. Now he has learnt to earn his living by digging up huge mounds of earth in a mechanical 'digger'. I last heard that he gets up earlier than ever to search for the best contracts. These include researching the Earth's crust.

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



wor

eer ear₂ ere₂ ier

/er/ er ir ur ear wor

My brother, Ernie, has now travelled the world. He works hard doing geological digs sometimes in the worst weather. His work is so worthwhile as it involves discovering how best to conserve the Earth's minerals. Words cannot describe how I look up to my brother.

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



-our

/er/ er ir ur ear₃ wor
schwa -our great

There is nothing so great as a sense of humour. When my friends and I get together, we savour those moments of fun and banter. We ignore the rumours spread by others. We chuckle at ourselves and share our stories taken from the previous month's events.

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



-er

/er/ er ir ur ear₃ wor
schwa -our er

My father is in the kitchen making us a 'surprise' supper. He is using the electric mixer to mix up his mixture. Father is often better at concoctions than my mother. They are usually full of flavour. His favourite ingredients are onions and peppers of every colour resulting in the tastiest flavours ever!

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



-re

/er/ er ir ur ear₃ wor
schwa our er re

Grandfather has amazed us all. He has joined the theatre in the city centre! This theatre group is of the highest calibre. The theatre itself is over ten kilometres away but the group can rehearse in the village centre. As this is less than a kilometre, Grandfather can easily take the local number '33' bus.

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