



Make Phonics Fun

Play, Practise, Test

Autumn topics

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Make Phonics Fun

Play, Practise, Test

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Published by:

LCP, Hampton House, Longfield Road,

Leamington Spa CV31 1XB

Tel 01926 886914 **Fax** 01926 887136 **Email** orders@lcp.co.uk

Website www.LCP.co.uk

First published 2012.

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ISBN 978 1 905827 95 4

Acknowledgements

The authors and publisher would like to thank the following for the use of their work: **John Foster** for *If I had a magic ring*, copyright © 2003, John Foster, from *Oxford First Rhyming Dictionary* (Oxford University Press), included by permission of the author. **John Foster** for *Thunder*, copyright © 2012, John Foster, included by permission of the author. **Paul Cookson** for *Playground Song* and *The Skipping Rope Queen*, both poems copyright © 2000, Paul Cookson, first published in *The Works*, edited by Paul Cookson (Macmillan, 2000), included by permission of the author.

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British Library Cataloguing-in-Publication Data

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Photographs: Some of the activities suggested involve photography. Before you begin, please remember to refer to your school's policy on taking and storing photographs and videos of children in your care.



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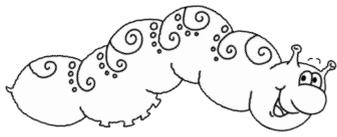
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Introduction

Make Phonics Fun sets out to make preparation for the Year 1 phonics screening check both effective and fun. Designed to complement your school's phonics scheme, the three books in this practical, activity-based series offer all the resources you need to enable your pupils to apply their phonics knowledge across the curriculum and to develop their reading skills in a fun, meaningful and relevant context. There is one book for every school term, each covering six inspirational topics.

Make Phonics Fun is designed with the busy primary teacher in mind. Its flexible format and accessible presentation enables teachers – no matter what their level of experience – to select from a range of resources and activities and to use those materials straightaway, without needing to spend hours of preparation time.

18 great themes

Topics covered in this book (Autumn term)	Topics available for the Spring term	Topics available for the Summer term
Starting school Weather Celebrations Magic Rhythm & rhyme Night time	Spring Colour Food Monsters Homes Dinosaurs	Holidays Pets Transport Minibeasts Fairytale All about me

Teacher's notes

For each topic covered there are two pages of practical teacher's notes offering activity ideas to help you make the best use of the resources and texts provided. Activities are clearly signposted to indicate whether they are most suitable for shared, guided or independent reading sessions and, where relevant, opportunities for writing and for developing speaking and listening skills are also highlighted.

The book makes frequent references to the phases of *Letters and Sounds*, which can be downloaded for free from the Publications section of the Department for Education website (www.education.gov.uk). To support schools using this scheme, references to grapheme-phoneme correspondences are kept in line with *Letters and Sounds*, rather than making use of the International Phonetic Alphabet (IPA) symbols. Across the three books in the *Make Phonics Fun* series, there is some subtle differentiation in the level of the activities, to reflect a gradual progression in phonic understanding and decoding skills as the children move through Year 1, from the autumn to the summer term when they will be taking part in the June screening check. For example, the activities in this book for the autumn term introduce children to graphemes and their alternative pronunciations up to early Phase 5 only, while most split digraphs are covered in topics for later in the school year.

Fiction, non-fiction and poetry

Each topic within *Make Phonics Fun* is supported by a range of lively and appealing pupil texts – including

original stories, fascinating non-fiction and quality poetry. In line with Key Stage 1 requirements for literacy, a range of genres are covered, and all the texts are photocopiable so that you can use them with the whole class, for focused group and guided reading, for individual work or, if desired, as part of your reading progress checks.

Across the different genres, children are introduced through the fiction, non-fiction and poetry texts to a list of key words, enabling them to develop their decoding and blending skills. Real and pseudo words have been chosen to cover the grapheme-phoneme correspondences contained in Sections 1 and 2 of the screening check.

Picture prompts

As a fun way to introduce the children to the concept of pseudo words, many of the resources in *Make Phonics Fun* for the autumn term star a group of friendly aliens. Young readers will have lots of fun as they follow the aliens on their adventures and meet the many weird and wonderful creatures which inhabit their alien pseudo world.

Each topic is also supported by photocopiable, labelled picture scenes, providing visual cues for some of the key real and pseudo words to be tested. Care has been taken to ensure that the pictures representing the key pseudo words are of objects and items that are clearly meant to be imaginary. This should prevent the child from trying to match the picture prompt to a real word in their vocabulary.

Photocopiable activity sheets

There are two photocopiable activity sheets for each topic, providing a range of fun things to do – from reading games which involve listening for rhyming words, to sequencing activities and track games providing sounding out and blending practice.

Test cards

At the heart of each topic within this book is a carefully selected list of 40 real and pseudo words (20 words

for Section 1 and 20 words for Section 2), building a word bank, from topic to topic and term to term, that will cover the broad range of grapheme-phoneme correspondences that the children should be familiar with by the time they approach the end of Year 1.

These words are introduced to the children within the context of the stories, non-fiction, poems, picture scenes and activity sheets provided for that topic. Having practised reading some of these words within a fun and meaningful context, you can then check and assess the children's phonic knowledge and reading skills using the test cards provided.

Each test card is designed to match the look and feel of the official Year 1 screening check, so each card features a list of four real or pseudo words, and all the letters are in lower case. Picture prompts are provided when it is necessary to indicate to the child that they are being asked to read a pseudo word. Each set of ten test cards is followed by a photocopiable answer sheet, listing all 40 words for that topic. The teacher can use this sheet to assess and make notes on the child's responses.

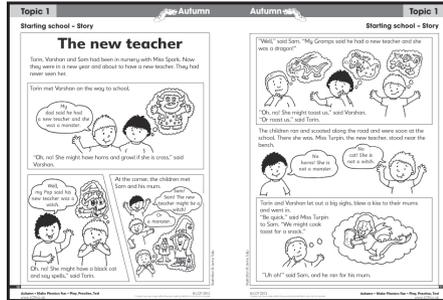
It may not be necessary or appropriate to use every test card with any one child. It is expected that teachers will use their own judgement as to when, and if, to assess each child and it is hoped that the test cards provided will not just be used for formal assessment but also in a fun way that will support the child and help them to revise and consolidate the reading skills they have acquired. For example, the cards could be used during your phonics sessions to revisit and review, or practise and apply. Alternatively, a teaching assistant could use the answer sheet, when observing a group of children reading, to record how well they are doing.

To turn the cards into a game, why not make two sets of each test card and try playing pairs, inviting the children to blend each word as they play while you record their attempts on the answer sheet. No doubt you will have your own creative ideas for using the cards in other ways.

Starting school

The new teacher

This story, presented in a comic strip format, has a realistic school setting. It is suitable as a guided reading text across two sessions with children confident up to *Letters and Sounds* Phase 4.



Session 1 - Blending skills

- Use phonics and guided reading sessions to recap on any tricky words or digraphs and trigraphs. The table below shows which of these are used in the story (pages 10 to 11).
- Discuss the format of the story. Do the children have any comics? Explain how to read the text if the format is unfamiliar.
- Introduce the words *nursery*, *teacher* and *school* and point out the '-ed' ending of *scooted*. Have these words available on cards throughout the session.
- If necessary, read the introductory sentences to the children. Then listen to the children reading individually. Help them to blend accurately and re-run sentences. Praise individual successes.

Session 2 - Comprehension

- Remind the children that they have read the story once. Ask what they need to do to read it

- again fluently.
 - After re-reading, ask the following questions. The children can discuss their ideas in pairs or as a group:
- Assessment Focus 2:**
- How did the boys get to school?
 - What was the teacher's name?
 - Where did Torin and Varshan meet Sam?

Assessment Focus 3:

- Why might the children have never seen the new teacher before?
- Was Torin's dad's teacher really a monster, Varshan's Pop's teacher really a witch and Sam's Gramps' teacher really a dragon?
- What might they have really meant?
- Why did Sam run back to his mum?

On the way to school

Speaking and listening

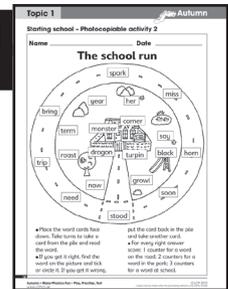
- Look at the 'On the way to school' picture (page 14) and read the

labels. These include Phase 3 digraphs and trigraphs (some within Phase 4 words): 'ee' (*tree*); 'ar' (*park, garden, barber*); 'igh' (*lights*); 'ur' (*church*); 'er' (*scooter, barber*); 'oo' (*scooter, flood*).

- What would the children who live in the house by the church see on their way to school?
- Make a large model of the picture using construction sets. Support the children to use positional language.
- The children could make models of their own route to school, write labels and read each other's words.

The school run

- Use the photocopiable game (page 16) and the test cards (real words) to reinforce and practise blending skills. The children could play the game individually (stopping when they have ticked all the words), with a partner (seeing who can win the most counters) or against the clock (trying to win as many counters as possible in a given time).



Phase 2 tricky words	Phase 3 tricky words	Phase 3 digraphs and trigraphs*	Phase 4 tricky words	Phase 5 tricky words	Phase 5 digraphs and trigraphs
no	they	'oo' (stood, soon)	have	their	'ay' (say, way)
the	my	'ee' (seen)	said		'ew' (new, blew)
	was	'ow' (now, growl)	there		'ou' (out, about)
	she	'igh' (might, sigh)			'tch' (witch)
		'ar' (spark)			
		'or' (for, horns)			
		'er' (corner, monster)			
		'ear' (near)			

The Stars Primary School

Many schools have exciting websites with class



pages or blogs. This information text contains lists commonly found on a school website home page but is based on an imaginary, alien school.

Guided reading

- There are lots of simple reading activities to try, linked to this information text (page 12). It is best used in conjunction with a copy of your school's website home page, either live on screen or as a paper print-out. The text gives examples of different lists which vary in phonic phase complexity. The 'Checklist' contains *Letters and Sounds* Phase 3 and 4 words. The 'Read the news' list is predominantly Phase 4, with some simple Phase 5 phonemes. All the lists contain a few pseudo words.
- The 'Checklist' contains items that each alien child needs to pack for school. Give each child a copy of the checklist and a handwritten version with an item missing. Can they identify the missing item?
- Talk about the 'Read the news' list. What might the hide and seek contest have involved?
- Organise your own hide and seek contest. Hide some small toy aliens, pictures of aliens or simple alien finger puppets around the classroom or playground. Make a set of clues for the children to read before hunting for the aliens.
- This is a good opportunity to extend the children's vocabulary – for example, by using and

encouraging questions like: *Is it inside the bag? Is it beneath the pot? Is it under a rock?*

Guided writing

- Show the children the alien child from the 'Space playground' picture scene (page 13). The alien is wearing a backpack with booster wings. Make a pair of cardboard wings, attach them to a real backpack then ask the children to write an alternative list of things they would need to pack for school. Each list could be differentiated to meet the needs of each group. For example:
 - Phase 2:** *sock, hat, pen*
 - Phase 3:** *fork, boot, book*
 - Phase 4:** *snack, scarf* and plural words such as *boots* (children can often blend to read Phase 4 words whilst working within Phase 3).
- What events might there be in an alien sports day? Look at images of your own school sports days and add labels – for example: *jump, hop, skip, crowd, winner*.
- Use photographs from summer term trips to make a book with simple captions.
- Make parcel labels for items that need to be packed for a trip – either real (to the swimming pool) or imaginary (to the rocket landing pad).
- Write checklists of things you will need for: PE; a trip into space; to make a model rocket.

Spelling

- The 'Homework' panel on 'The Stars Primary School' website says that the Y1 children will be doing 'I can spell...'. Use some of the pseudo words on the test cards for your own spelling challenge, establishing how well your class can segment to spell.
- Write a pseudo word spelling list

for a 'look, cover, write, check' activity. For example:

Look...	Cover...	Write...	Check
pag			
vit			
teep			
shub			

Cross-curricular links

- The website text could generate some interesting cross-curricular links. For example, what do the children think that *goik maths* is? Perhaps they use symbols to represent numbers (see the hoops in the 'Space playground' picture scene), or perhaps it's a measure of distance used for alien travel?
- Note the *asteroid bulf* listing under 'Clubs'. What is an asteroid?
- Imagine that the alien children went on a trip to Mars. Find out what it would be like on Mars.

First day fun

- Use the 'Read the news' list on the webpage text in conjunction with 'First day fun' (page 15) which is based on a scrapbook recording the activities listed in the blog. This simple activity involves matching captions to pictures.
- Take your own 'First day fun' pictures and write appropriate captions. The children could mix them up and challenge a partner to match them to the right pictures.
- Make your own version of the activity sheet to link with important classroom routines – for example: *We hang our coats up. We all line up.*
- Read the line *Vee wins the model rocket contest*. Challenge the children to design and make their own model rocket. They should start by making labelled drawings. More able children could write assembly instructions.

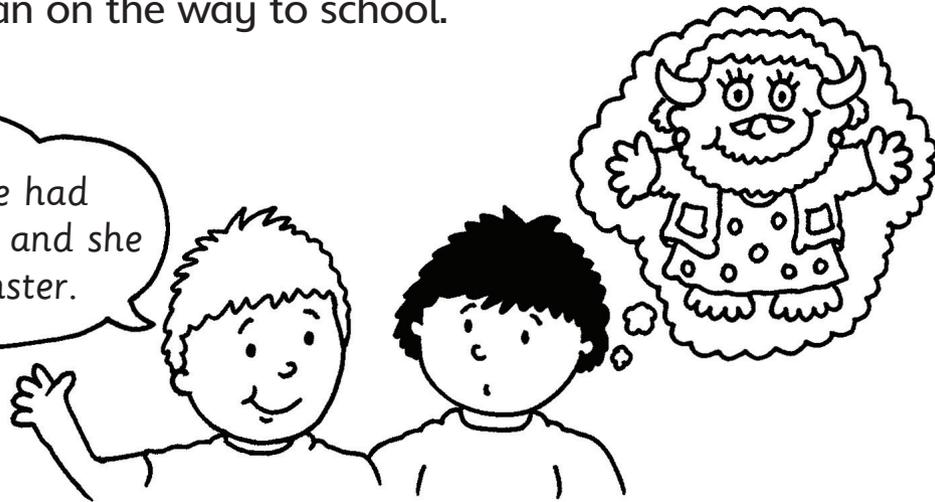
Starting school - Story

The new teacher

Torin, Varshan and Sam had been in nursery with Miss Spark. Now they were in a new year and about to have a new teacher. They had never seen her.

Torin met Varshan on the way to school.

My dad said he had a new teacher and she was a monster.



“Oh, no! She might have horns and growl if she is cross,” said Varshan.

Well, my Pop said his new teacher was a witch.



“Oh, no! She might have a black cat and say spells,” said Torin.

At the corner, the children met Sam and his mum.

Sam! Sam! The new teacher might be a witch!

Or a monster.



Starting school - Story

"Well, my Gramps said he had a new teacher and she was a dragon!" said Sam.



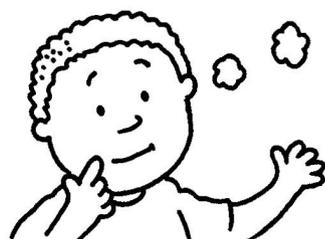
"Oh, no! She might toast us," said Varshan.
"Or roast us," said Torin.

The children ran and scooted along the road and were soon at the school. There she was. Miss Turpin, the new teacher, stood near the bench.



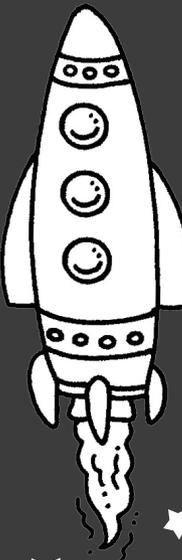
Torin and Varshan let out a big sigh, blew a kiss to their mums and went in.

"Be quick," said Miss Turpin to Sam. "We might cook toast for a snack."



"Uh oh!" said Sam, and he ran for his mum.

Starting school - Non-fiction (Information texts)



The Stars Primary School

Try, fly, zoom!
Reach for the stars.

Welcome to our website. We hope you enjoy your visit.

Home

About us

How to find us

Links

Clubs			
Asteroid bulf	Rock collecting	Zode	Goik maths

Welcome to the new term.
New children will need to bring a bag of things to help them reach for the stars.

Checklist:

- ☆ helmet
- ☆ booster wings
- ☆ flippers
- ☆ foop bag
- ☆ a hook stick
- ☆ night slib
- ☆ moon spring boots
- ☆ a tracker pad
- ☆ a sun coat
- ☆ a rocket lozz

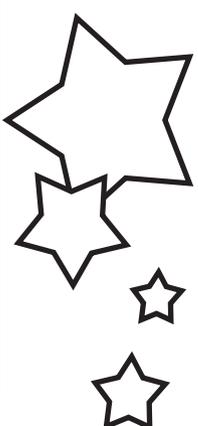
Go to our blog to find out what we have been doing.

Read the news:

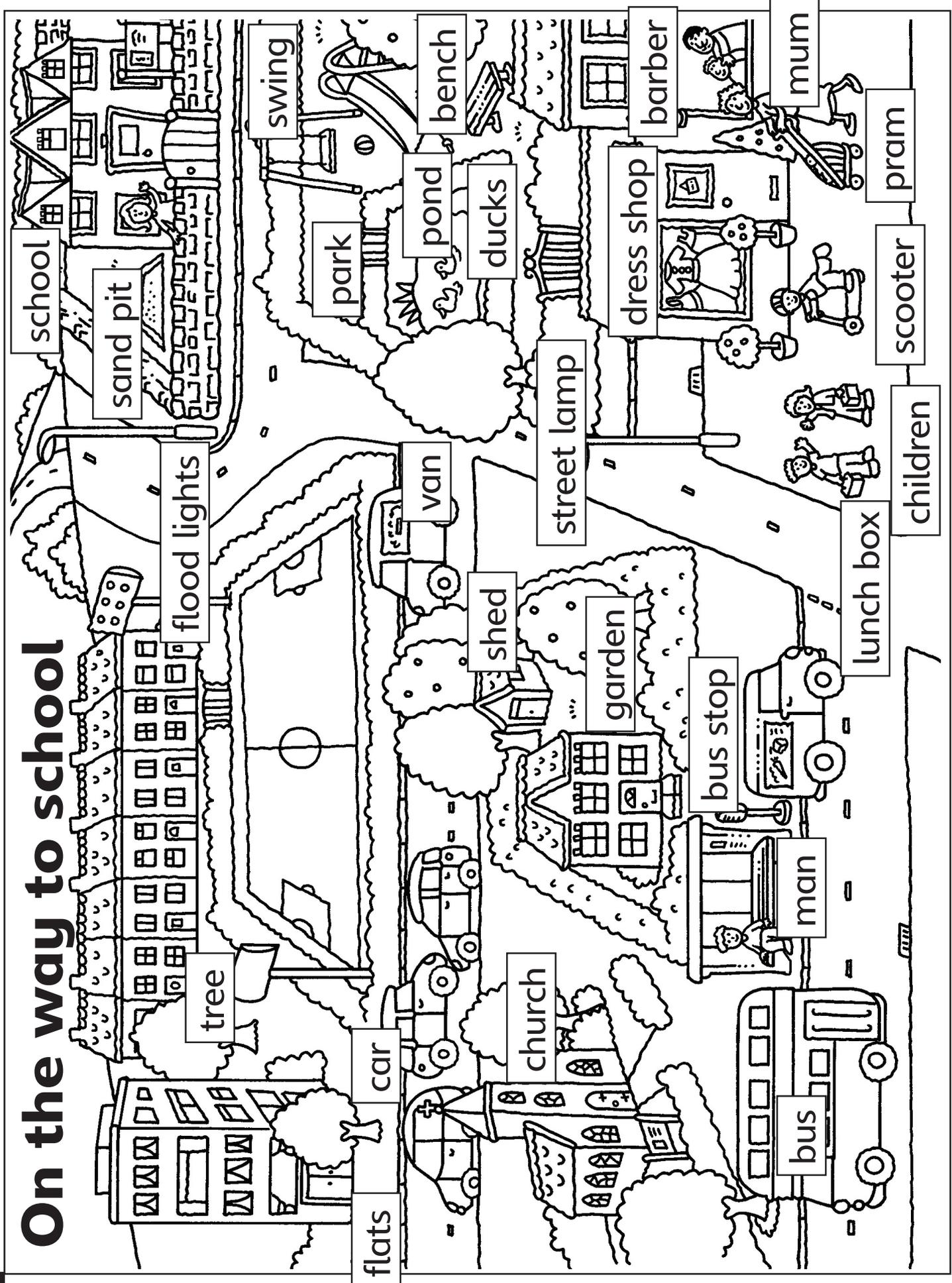
- ☆ First day fun
- ☆ Sports day
- ☆ Trip to the rocket landing pad
- ☆ Trip to Mars
- ☆ Hide and seek contest
- ☆ Grick day
- ☆ Plord winners
- ☆ Tim Meask visits for the day

Homework

R – Paint a dak.
YI – I can spell...



Starting school - Picture scene/Real words



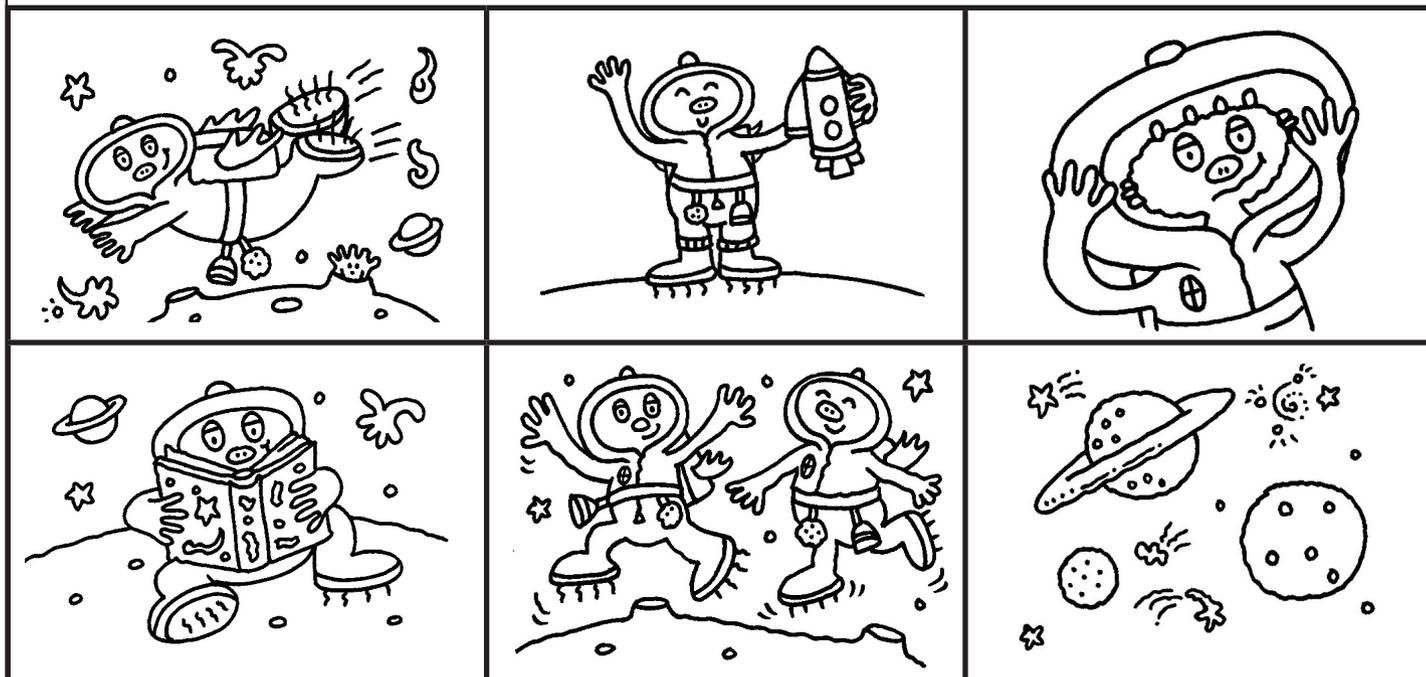
On the way to school

Starting school - Photocopiable activity 1

Name _____ Date _____

First day fun

The children in Class 1 have made a scrapbook of their first day, but someone has muddled up all the captions. Can you match the captions to the correct pictures?



We can look at far off planets with a grike cone.

This helmet is a bit too big for Blark.

The class hop about on their moon spring boots.

It is fun zooming around with our booster wings.

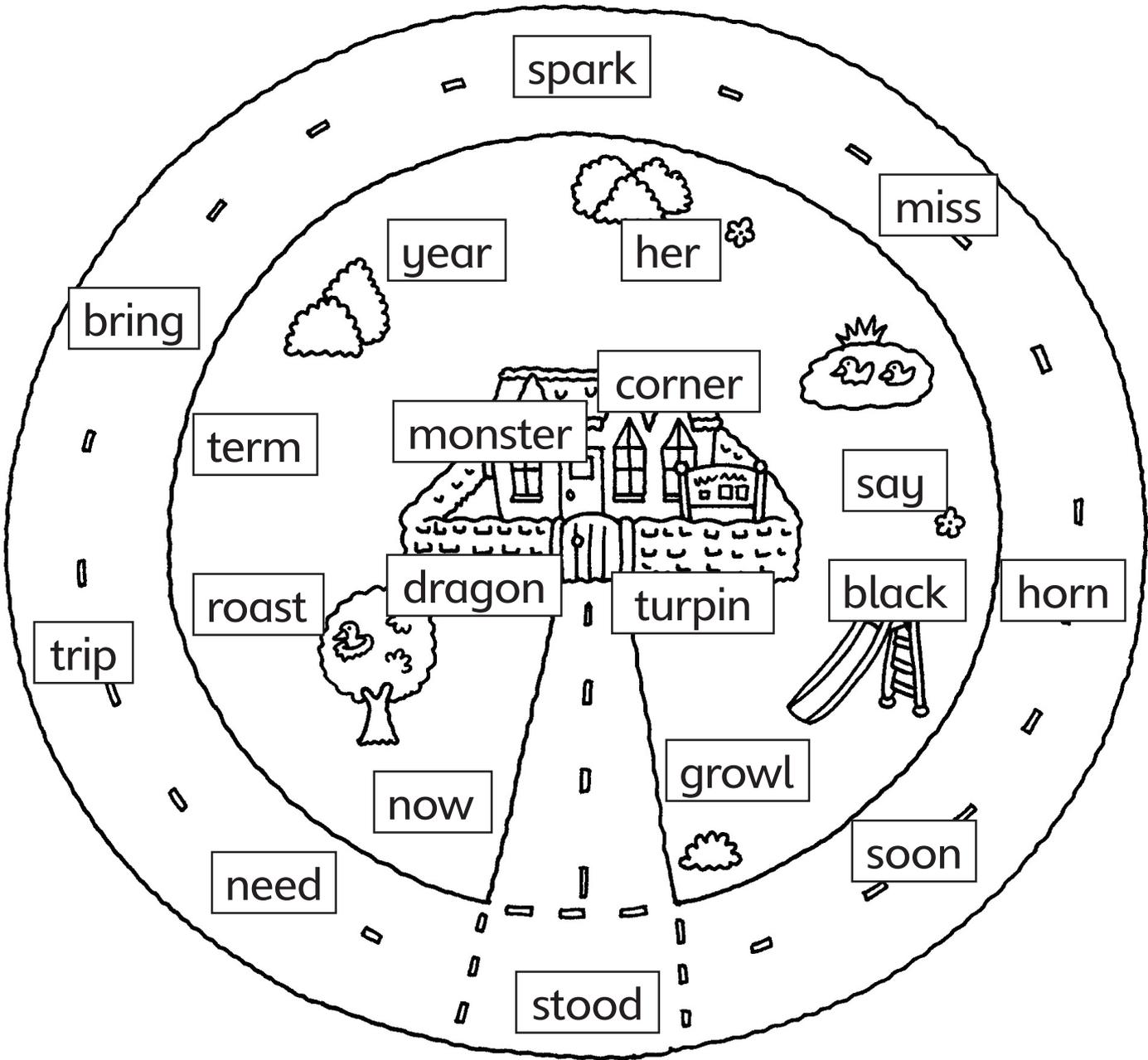
Jed is a star reader with his first planet book.

Vee wins the model rocket contest.

Starting school - Photocopiable activity 2

Name _____ Date _____

The school run



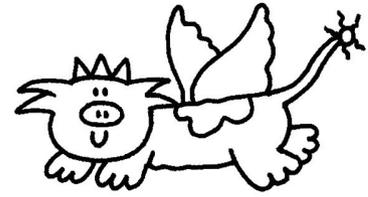
- Place the word cards face down. Take turns to take a card from the pile and read the word.
- If you get it right, find the word on the picture and tick or circle it. If you get it wrong,

put the card back in the pile and take another card.

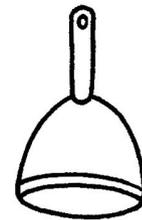
- For every right answer score: 1 counter for a word on the road; 2 counters for a word in the park; 3 counters for a word at school.

Starting school - Test card - Pseudo words - Section 1

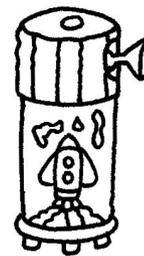
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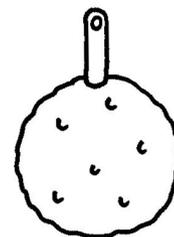
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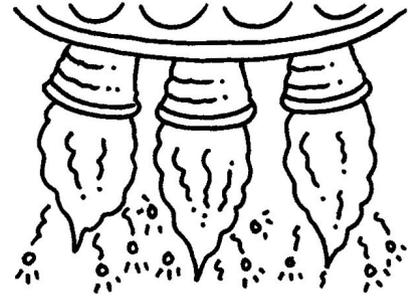


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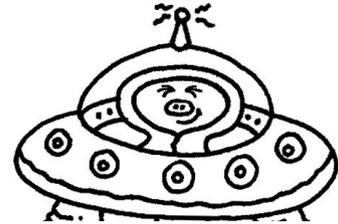


Starting school - Test card - Pseudo words - Section 1

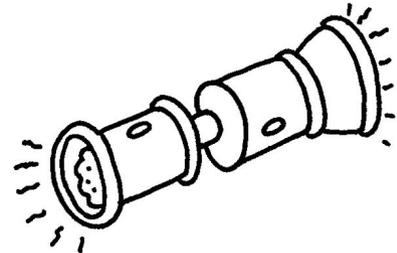
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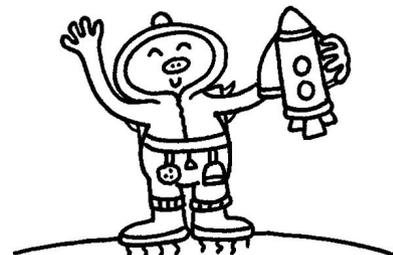
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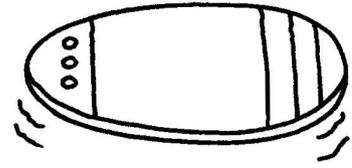


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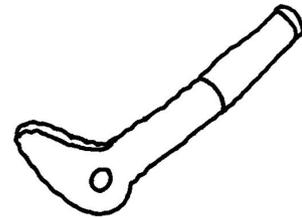


Starting school - Test card - Pseudo words - Section 1

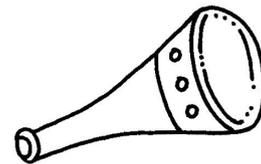
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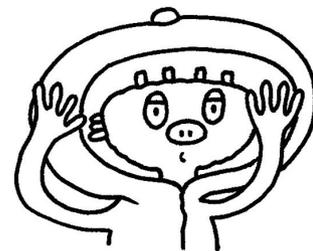
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Starting school - Test card - Real words - Section 1

need

trip

bring

miss

Starting school - Test card - Real words - Section 1

spark

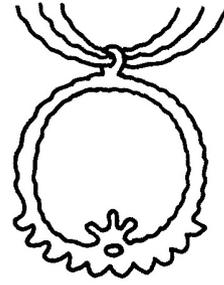
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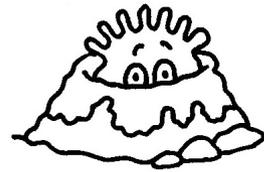
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Starting school - Test card - Pseudo words - Section 2

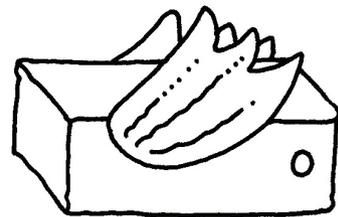
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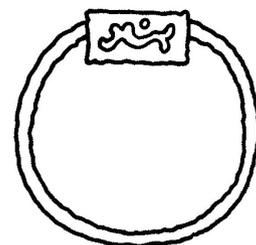
zode



thromp

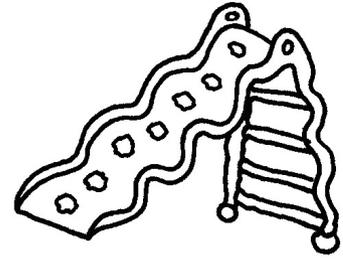


goik

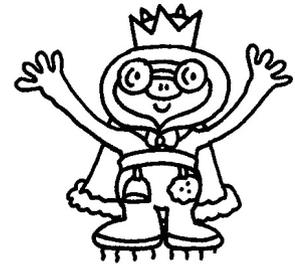


Starting school - Test card - Pseudo words - Section 2

troun



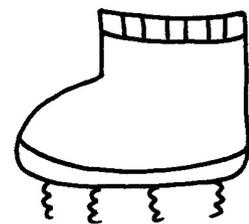
meask



voy



figh



Starting school - Test card - Real words - Section 2

term

roast

now

year

Starting school - Test card - Real words - Section 2

growl

black

say

her

Starting school - Test card - Real words - Section 2

monster

turpin

dragon

corner

Starting school - Screening check: Answer sheet

First name

Last name

Screening check responses:
Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1			
Word	Correct	Incorrect	Comment
dak			
ched			
yozz			
foop			
tholl			
umf			
slib			
vee			
grick			
bulf			
grike			
blark			
need			
trip			
bring			
miss			
spark			
horn			
soon			
stood			

Section 2			
Word	Correct	Incorrect	Comment
plord			
zode			
thromp			
goik			
troun			
meask			
voy			
figh			
term			
roast			
now			
year			
growl			
black			
say			
her			
monster			
turpin			
dragon			
corner			

Total correct