

All Aboard Phonics

Phase 2 Teacher Manual Fourth Edition

David Morgan & Katie Selwood

Validated
by



Department
for Education



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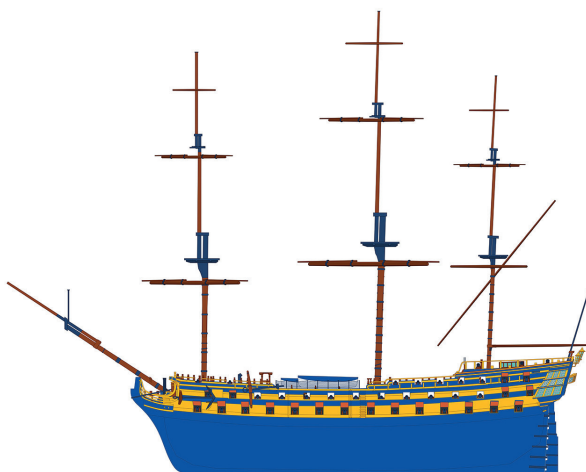
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All Aboard Phonics

Phase 2 Teacher Manual



Introduction

All Aboard Phonics is a systematic synthetic phonics (SSP) programme, designed to make teaching children to read easy and fun.

It combines entertaining graphics, games and books for the children with all the resources a teacher needs to deliver successful phonics instruction. It also incorporates a sophisticated intervention process for boosting the progress of any children showing signs of being at risk of falling behind.

This manual is for Phase 2, which covers the first steps in learning graphemes and learning grapheme to phoneme correspondences. Ideally the children starting to work through these lessons will have been introduced to onset sounds and rhymes already.

Why All Aboard Phonics?

Save Time and Hassle with All Aboard Phonics Technology

All Aboard Phonics includes an online tracking system. It allows you to record the assessments you do with each child in your account rather than on bits of paper. That way, you can see instantly which bits of the curriculum need revising and which children need extra help. Our assessment manual is also compatible with any programme that follows the Letters and Sounds curriculum.

All Aboard Phonics has an optional library of decodable books on the All Aboard app. This means that as you reach the end of a week in the classroom, you can give a whole class access to the new decodable books released by the new GPCs with a click of a single button. No more hours messing around with piles of books in the classroom and sorting out dozens of book bags!

In addition to the assessments you do at the end of each phase, the app will be tracking the activity of the children day by day. That will give you another layer of insight into which children need a little extra help to keep them up to speed. You will also know exactly who has done their daily home reading practice and who needs that input from you as well. Because the app incorporates a lot of games as well as books, you are also more likely to see the home reading happening!

All Aboard Phonics Overview

Phases 2-5

Phase 2 (6 weeks)

Early Years Foundation Stage (EYFS) - Reception

Week	Focus	Tricky Words
1	s a t p	
2	i n m d	
3	g o k c CVC/s words	
4	ck e u r	the to and is
5	h b f l double consonants	
6	Revision / Assessment	I go no of

Phase 3 (12 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	j v w x	
2	y z qu	we me be
3	sh ch th ng	he she
4	ai ee igh oa	was my
5	oo ar or	live
6	ur ow oi	you
7	ear air er	they
8	Revision	are

9	Revision	all
10	Revision	what
11	Revision	
12	Revision / Assessment	

Phase 4 (6 weeks)

EYFS - Reception

Week	Focus	Tricky Words
1	CVCC	said so
2	CCVC	have like some come
3	Revising two syllable words	were there little one
4	Revision	do does when out here says love
5	Revision	
6	Revision / Assessment	

Phase 5

Throughout Year 1

Unit 1 (New Graphemes)

Week	Focus	Tricky Words
0	Revision of previous phases	
1	ay ou ie ea	Mr Mrs Ms
2	oy ir ue aw	their people oh there
3	wh ew oe	looked asked called
4	au ey i_e o_e	could should would
5	a_e u_e e_e ph	

6	Revision / Assessment	
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Unit 2 (Reading Focus)

Week	Focus	High Frequency Words
7	Alternative phonemes for <a> and <y>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> <ue> and <u_e>	were go little as no
16	Revision / Assessment	

Unit 3 (Spelling Focus)

Week	Focus	High Frequency Words
17	Alternative graphemes for /ai/	down dad big when it's
18	Alternative graphemes for /ee/ and three syllable words	see word very look don't
19	Alternative graphemes for /igh/ and compound words	come will into back from
20	Alternative graphemes for /oa/	children him which get just
21	Alternative graphemes for long /oo/ /ue/ and /oy/	now came oh about got
22	Alternative graphemes for short-/oo/ and /ow/	any friend laugh today want

23	Alternative graphemes for /or/ and /o/	their people your put could
24	Alternative graphemes for /er/ and /ear/	house old too by day
25	Alternative graphemes for /air/ and /ar/	
26	Vowel GPCs Revision / Assessment	
27	Alternative graphemes for /ch/ /f/ /j/ and /k/	made time I'm if help
28	Alternative graphemes for /m/ /n/ and /ng/	mouse called here off asked
29	Alternative graphemes for /r/ /sh/ and /s/	who where how saw make
30	Alternative graphemes for /w/ and /v/	again many two different work
31	Consonant GPCs Revision / Assessment	

Unit 4 (Word Endings)

Week	Focus	High Frequency Words
32	<s> <es> and <ies> endings and <un> prefix	thought through though because shoe
33	<er> <est> <ed> and <ing> endings	water please whole hour busy
34	Revision / Assessment	

Year 2 National Curriculum

After passing the Phonics Screening Check

At the end of Year 1, children should have a firm grasp of all the GPCs covered in Phases 2-5. In Year 2, schools can begin to follow the National Curriculum for spelling.

Any children in Year 2 who did not pass the Phonics Screening Check or who are showing weaknesses in their reading development should be given a boost with the All Aboard Phonics Plus intervention process.

If you continue to see difficulties, please make contact with us to discuss the situation for the individual child. We may be able to suggest a possible solution for you to try.

Systematic Synthetic Phonics

All Aboard Phonics uses the synthetic phonics method, which means that the phonemes are taught first and then children are taught to blend these phonemes together to say words. The programme follows a systematic approach, meaning that the phonemes are introduced in a specific sequence.

In All Aboard Phonics, all the main sounds of the English language are taught and each sound is introduced with a character called a pictophone. This is a memorable, visual prompt to support phonemic awareness. For example, the Toad About to Explode represents the /t/ sound and the Oon on the Moon represents the long /oo/ sound.

Children should initially learn each letter by its sound, not its name. This will help when blending sounds to form words in the early stages. Later on in the programme, the letter names and alphabet song will be introduced and the variability of sound for the vowels and some consonants will be explained.

Segmenting

Segmenting is the process of identifying the sounds in a word and voicing them individually.

Begin to teach segmenting with simple three letter words, say the word and demonstrate the three phonemes by holding up a finger for each individual phoneme. Remember to take care with digraphs, which are two letters that make one phoneme.

Blending

Blending is the process of merging multiple phonemes to say a word. It is an essential skill and can be tricky for some children at first, but with the right approach every child can master it.

We have a very particular process for introducing early blending, which is one of the key stumbling blocks for some children. It goes like this:

1. Introduce a word, “cat” for instance. Say the word and write it on the board.
2. Segment the word into the individual phonemes for the children, which are /k/ /a/ /t/ in this case. Be very precise about making just the sound of the letter, not “kuh... a.... tuh”. The /k/ sound is just a little pop at the back of the mouth and the /t/ sound is a little pop between the tongue and top front of the roof of the mouth.
3. Blend the phonemes back together for the children into the word. Now get them to repeat the whole process with a word of their choice. Although they know what they are blending the phonemes back into, we find this process builds confidence much more quickly than if they learn by trying to blend phonemes blind, into an unknown word.

When they progress onto digraphs and trigraphs, then the same routine should be used, highlighting how the graphemes have just a single phoneme.

Letter Formation

It is very important that a child learns to hold their pencil in the correct way from the outset. It is much more difficult to correct this later on. We encourage children to hold their pencil using a tripod grip between the thumb and first two fingers.

Once we have established the correct way to hold the pencil, then we must turn our focus to children forming each letter the correct way. This includes the direction and starting point for each letter.

It is important to revise the formation of each letter regularly, and when children are writing, be vigilant in checking their pencil hold. Of course, parental support here can be invaluable as they can work on a one-to-one basis.

Decodable Books

Our decodable books provide exposure to words of varying complexity and structure, but each word is decodable in the context of the phase and week they have reached in the programme. We occasionally include more challenging words in our books and the children should be encouraged to decode those in the same way.

Home reading practice can become stressful for both the parents and the child. There are tips in the back section of the manual to share with the parents. They may also find reading the books in our All Aboard app easier for their child because of the trainertext presentation we use in the app library.

Structure of our decodable books

We have designed our decodable books so they are easy to use for teachers, parents and children. On the back cover, you will find a coloured symbol that relates to the phase and week of the book. You can use this to guide the children towards the books they need to be reading. You can refer to your book chart at the back of this manual to find the symbol for each week.

You will notice that we do not have clear indicators of which level the book belongs to on the front cover. This is deliberate. From our experience, children can become self conscious by obviously levelled book bands. They can start to compare themselves to each other and get upset if they are on a lower book band.

We have also purposefully designed our books so that the front covers look different from each other. We want our books to have a “real book” feel to them, so we have used a number of different illustrators and styles so that the books feel like something you might pick up at a library.

On the back of each book, you will find the phase and week for each book and some blurb on the content. The blurb is not decodable. It is just meant for the adult to read to the child.

Finally, before starting the book with a child, we recommend looking at the focus page. On this page you will find all new graphemes and tricky words that have been learnt that week.

Most of these will feature in the book so it is important to revise them with the child before starting the new book. Some weeks, there is no focus page because no new graphemes have been learnt that week.

The All Aboard Home Reading App

You will know that one of the key elements for good progress with each child is the daily reading practice that they get at home. Our home reading app (called All Aboard on the app stores) is designed to make this reading practice more likely to happen.

It has a series of daily lessons with games that reinforce what you have been teaching in the classroom. There is also an optional elibrary of decodable books. So each parent can potentially do their home reading session on the app. This means it can be done at any convenient time.

When you set up a class in your online account, we will send out invites to the parents so that they can access their child's lessons on the app. The parents will only get access to the children that you link them to, as "collaborators".

Assessment Overview

The first and most frequently used assessment will be daily formative assessments. It is vital to note down any children who have not met the daily objective so that gaps are addressed with a short recap at some point before the next phonics lesson.

We provide more formal assessment materials at the end of each phase, to help you identify any children beginning to fall behind their peers.

As soon as a child is showing signs of struggle or is actually falling behind, we recommend that you do an immediate analysis of their difficulty with the Baseline Assessment process in the All Aboard Phonics Plus manual. This should indicate why they are struggling and how to help them catch up with their peers.

Online Account

We can set up an online account for your school on the All Aboard Learner Management System. Once that is created, you can invite teachers and TAs to be the administrators of individual "Teams". Those might be class teams or perhaps intervention groups.

This will give you the following resources:

- ⚓ Access to training for each of your members of staff.
- ⚓ The ability to track progress for every learner online.
- ⚓ Dashboards to get an overview of progress across each class and the whole school.

Our aim is to make this an effortless process for you. Just contact us to get your account organised if that has not already been done.

Teaching Guidance

Overview

The purpose of this phase is to teach at least 19 graphemes, and move children on from oral blending and segmentation to blending and segmenting with written letters.

Prior to entering Phase 2, children should have experienced a number of listening activities, including songs, stories and rhymes and many will already be able to blend and segment words orally. Some children may have had less experience; however this should not prevent them from moving on to Phase 2, as speaking and listening activities continue throughout this phase.

By the end of Phase 2 children should be able to:

- ⚓ Give the phoneme when shown any Phase 2 grapheme, securing at least the first starter letters s, a, t, p, i, n.
- ⚓ Find any Phase 2 grapheme, from a display, when given the phoneme.
- ⚓ Orally blend and segment CVC words.
- ⚓ Blend and segment in order to read and spell VC words such as "if", "am", "on", "up" and nonsense words such as "ip", "ug" and "ock".
- ⚓ Read the eight tricky words (the, to, and, is, I, no, go, of).

If a child struggles in the end of phase assessment, they can continue to the next phase with their peers, but they should immediately begin a daily intervention process using All Aboard Phonics Plus, in parallel to the class lessons for the next phase.

Children's capacity to write letters will depend on their physical maturity and the teaching approach taken to letter formation. Some children will be able to write all the letters in pencil, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as l, t, i, h, n and m reasonably well.

The teaching materials in this phase are designed to be taught in order and provide a selection of suitable activities and resources to develop phonemic awareness.

Online teaching guidance is available on our website in case of national lockdowns.

Pictophones

In All Aboard Phonics we introduce a single graphic image for each phoneme introduced. We refer to these images as pictophones. The onset sound of each name is the phoneme being represented. This makes the phonemes easier for the children to manipulate and remember.

You should revise the pictophones with them until they are completely familiar. The second half of the rhyme is there to make remembering the name of the pictophone easier.

Once you get used to them, you will begin to love them! They make teaching phonics much, much easier.

As an example, the Ant in Pink Pants represents the /a/ sound in apple, anchor and acrobat.



apple



anchor



acrobat

The Kangaroos Reading the News represent the /k/ sound found in kite, cat and chord.



kite



cat



chord

You can see how the pictophone is independent of a particular grapheme, because it only relates to the phoneme. This regular 1:1 relationship is very helpful for the children.

Pronunciation of Phonemes

The first step in teaching any systematic synthetic phonics programme is to teach the phonemes, which is the easiest step for most children to make. However, if the sounds are pronounced incorrectly, it can make the next step, blending, quite difficult. It is critical to ensure all staff and children are pronouncing each phoneme correctly.

For example, it is important to avoid saying "suh" instead of the /s/ sound, "kuh" instead of the /k/ sound and "tuh" instead of the /t/ sound. This added schwa sound will make blending much harder.

To illustrate this, think of the word: "cat". If you sound it out as "kuh" /a/ "tuh" you get something closer to "curatter". Clearly it is much harder to end up at "cat" from there.

You can listen to our phoneme voicing videos in the training suite to check on this. We recommend making it a game to voice the phonemes in the right way and it is good to keep practising it regularly.

Throughout the manual, you will see phonemes represented with // and graphemes represented with <>. If a letter is between //, say the phoneme and then if the letter is between <>, say the letter name.

Lesson Format

Introduce

To signal the start of the lesson we recommend using the following call and response with your class:

Teacher: *"All aboard! Let's sail the..."*

Children: *"Sea of Sounds!"*

At the start of every lesson, it is important to share the learning objective with the class. Learning objectives define learning outcomes and focus teaching. They help you and your students evaluate progress and encourage them to take responsibility for their learning.

Revisit

Every phonics lesson should start with some revision of the phonemes previously taught. The simplest way to do this is by holding flashcards up, one at a time, in quick succession. The children should call out the phonemes. We call this Quickdash.

Teach

This is the most exciting part of the lesson, when the children learn the sound of the day and are introduced to the grapheme and relevant pictophone. We recommend revealing the character slowly and seeing if the children can guess the name of the character! You can do this using the following format:

Teacher: *"Who is climbing on board today? Any guesses? Stomp your feet, sailors... It's the*

Seal with a Wheel!” Slowly reveal the pictophone card as you say this.

Once you have shown children the grapheme and pictophone, we have a story for you to read which includes the pictophone and lots of words containing the phoneme of the day. It is good practice to emphasise the words with the sound in them, so the children can learn to hear these sounds in words. You can also ask the children to indicate when they hear the phoneme. This might be standing up when they hear it, or putting hands on head or a finger on nose or saluting, for example.

Practise

In this part of the lesson it is important to practise reading and/or spelling words with the new grapheme. We recommend you introduce this part of the lesson with the following phrase:

Teacher: *“Now we’re ready to set sail with our new sound!”*

Demonstrate how the grapheme is written and allow time for children to practise this. We have a number of games for this section which we recommend and rotate through to keep engagement high.

Apply

The next step of the process is for all children to actively engage with the material taught in the session through the apply phase of the lesson. The more they are all active, rather than just one student responding and the rest observing, the faster they will all build confidence.

Each day there is at least one application activity and a worksheet for the children to work on at their desks. We use mini whiteboards for them to build early confidence, but then they should move on to work on the worksheets or in exercise books, so that they are building their writing skills and so that you have a record of their progress.

We also list extension activities for you to use after the phonics session, at any other time of the day. These extension activities are described at the back of the manuals and are designed to complement what has already happened in the phonics lesson earlier in the day. It is vital that they do not replace any of the lesson work itself.

To end the lesson and get the classroom ready for the next lesson we recommend the following call and response:

Teacher: *“Scrub the decks!”*

Children: *“And abandon ship!”*

Optional Week 0

Overview

As you will know, children starting school in Foundation Stage all have different levels of experience and exposure to phonics and early reading skills. Week 0 of Phase 2 is an optional week which will allow you to informally assess your class and their previous knowledge while also preparing the class for more formal phonics teaching. Depending on your class, you may want to start Phase 2 at Week 1 or you may decide you need a couple of weeks working on Week 0.

Lesson Plans

A session should take about 10-15 minutes and we recommend doing one session per day.

Session 1

- ⚓ **Shipsshape Sailors:** Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking at the right times and being quiet at other times, hands under control, rest of the body still. Play a game where the children are chatting to one another and when you call “All Aboard!” they must get ready for phonics as quickly as possible. Celebrate success – especially any aspects that any children have struggled with.
- ⚓ **Name Play:** Call out a child’s name and make up a fun sentence or pair of words starting with the same first sound of their name. Ask the children to think up similar phrases for their own names, e.g. “Josiah jumps” “Sadie swims”.
- ⚓ **What’s in the Box?:** Have a box with items inside (or pictures of items) that you can easily orally segment such as hat, /h/ /a/ /t/. Say to the children, “*Inside the box is a /h/ /a/ /t/*”. Can the children blend the sounds to tell you what is in the box? When they get it right, reveal the object to confirm! Repeat with other objects.
- ⚓ **First Sound Last Sound:** Say a word and ask the children to call out the starting sound (for example: chat, pig, think, fog). For an added challenge, in round two say a simple CVC word and ask the children if they can call out the final sound (for example: bag, make, cat).

Session 2

- ⚓ **Shipsshape Sailors:** Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking (at the right times) and being still at other times, hands under control, rest of the body still. Play a game where the children are chatting to one another and when you call “All Aboard!” they must get ready for phonics as quickly as possible. Celebrate success – especially any aspects that any children have struggled with.
- ⚓ **Sound Rhythm:** Practise saying a sound, and then chant the sound in a rhythm. The

children have to chant it back to you in the rhythm. Try out different rhythms and different sounds. For example: /a/ /a/ /a/ a/ - /m/ /m/ - /ch/ /ch/ pause /ch/ ch/

- ⚓ **Sound Talk:** Give instructions with broken down words like “/p/ /a/ /t/ yourself on the back”, “/s/ /t/ /a/ /n/ /d/ up”, “/s/ /p/ /i/ /n/ around”. You can also use Simon Says as a variation.
- ⚓ **Odd One Out Onset:** Show a number of objects or pictures of objects that start with the same letter, for example a spoon, a snake, a sausage and a slide. Also show an object which has a different onset sound. Ask the children to identify the odd one out!

Session 3

- ⚓ **Shipshape Sailors:** Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking (at the right times) and being still at other times, hands under control, rest of the body still. Play a game where the children are chatting to one another and when you call “All Aboard!” they must get ready for phonics as quickly as possible. Celebrate success – especially any aspects that any children struggled with.
- ⚓ **Rhyme Time:** Choose a starting word and go around the group with children saying a word that rhymes with the previous word until they get stuck. At this point they should choose a new word starting with the same sound as the last word.
- ⚓ **Word Breaker:** Take it in turns to say a word, break it into its sounds and put it back together. For example, you might say the word “miss”, and have the children help you break it into /m/ /i/ /s/. You can also say the word, hold up fingers to show the number of phonemes in the word and point to each finger as the children shout out the phoneme.
- ⚓ **Word Glue:** Hold out one hand palm up and say half of a compound word (“any”). Hold out other palm and say other half of the word (“one”). Put your two palms together and children call out the word (“anyone”). Example words: bathtub, nowhere, batman.

Session 4

- ⚓ **Shipshape Sailors:** Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking (at the right times) and being still at other times, hands under control, rest of the body still. Play a game where the children are chatting to one another and when you call “All Aboard!” they must get ready for phonics as quickly as possible. Celebrate success – especially any aspects that any children have struggled with.
- ⚓ **Sound Rhythm:** Practise saying a sound, and then chant the sound in a rhythm. The children have to chant it back to you in the rhythm. Try out different rhythms and different sounds. Celebrate success – especially any aspects that any children struggled with.
- ⚓ **Sound Talk:** Give instructions with broken down words like “/p/ /a/ /t/ yourself on the back”, “/s/ /t/ /a/ /n/ /d/ up”, “/s/ /p/ /i/ /n/ around”. You can also use Simon Says as a variation.

- ⚓ **Odd One Out Rhyming:** Have some items or pictures of items to show the class that all rhyme, such as a bat, a rat, a hat and a cat. Also show a random object such as a fish which doesn't rhyme. Can the children work out the odd one out as a team? How do they know it is the odd one out?

Session 5

- ⚓ **Shipshape Sailors:** Introduce good phonics learning behaviours – eyes looking, ears listening, mouths talking (at the right times) and being still at other times, hands under control, rest of the body still. Play a game where the children are chatting to one another and when you call “All Aboard!” they must get ready for phonics as quickly as possible. Celebrate success – especially any aspects that any children struggled with.
- ⚓ **What's in the Box?:** Have a box with items inside (or pictures of items) that you can easily orally segment such as hat, /h/ /a/ /t/. Say to the children, “*Inside the box is a /h/ /a/ /t/*”. Can the children blend the sounds to tell you what is in the box? When they get it right, reveal the object to confirm! Repeat with other objects.
- ⚓ **Word Breaker:** Take it in turns to say a word, break it into its sounds and put it back together.
- ⚓ **Thumbs Up Thumbs Down:** Say two words and ask the children to repeat the two words then give you two thumbs up if they rhyme and thumbs down if they don't. (For example: knuckle-buckle, lick-luck, sit-wit)

Extension Activities

- ⚓ **Listening Walk:** Children walk around different areas to identify what they can hear.
- ⚓ **Song Time:** Sing songs, especially ones with rhyming patterns and actions.
- ⚓ **Mark Making:** Children use shaving foam on a board to make marks, eg. lines/swirls. They could also use chalk on the playground or large paper and big felt tip pens to explore mark making.
- ⚓ **Reading Nook:** Create an inviting book corner to encourage a love of reading.
- ⚓ **Tongue Twister:** Encourage and help children to give themselves a special tongue twister sailor name, e.g. Super, Special, Sunshine Sally! Invite the children to answer the afternoon register by repeating back their sailor name!
- ⚓ **Sailor I Spy:** Children take turns using binoculars as a prop to play “I spy with my little eye”.
- ⚓ **Pirate's Loot:** Plant lots of pictures/objects in an outside area. Give the children a sound and ask them to hunt for pictures/objects starting with that sound to come and put in the treasure chest.
- ⚓ **Pirate Potion:** Display a range of items all with the same starting sound. Children help to select the items for a very unlikely pirate potion! One child comes and selects two items to put in a large pot or saucepan. The whole class chants:

"All aboard, all aboard, let's make a pirate potion"

All aboard, all aboard, let's add and ... in a swirling motion."

Repeat as the next child chooses more items.

- ⚓ **Hoist the Sail:** Children sit around the edge of the parachute holding different objects/pictures. The teacher chooses a particular sound and shares this with the children. When the teacher shouts "Hoist the sail!", the parachute is lifted up and the children swap places if they are holding an object/picture starting with that sound. The game is repeated using different sounds.
- ⚓ **Rhyming Books:** Read a rhyming story. Stop at the rhyming words and ask for suggestions from the children before revealing the word on the page (silly suggestions encouraged as long as they rhyme!). Choose a word in the book and ask the children to see if they can find an object in the room which rhymes with it.
- ⚓ **Sailors Ahoy!:** Choose a story that the children know well and pick a word that appears often (e.g. the name of a character). The children need to listen out for the word and every time they hear it, they shout out 'Sailors Ahoy!'

Phoneme /s/ and Grapheme <s>



Introduce

- ⚓ **Objective:** “Today we will learn the /s/ phoneme. Who do you think this is?” Reveal the Seal with a Wheel card and the grapheme card <s>.

Revisit

- ⚓ **Name Game:** Go round the circle with children making up alliterative phrases about themselves (Brilliant Billie, Joyful Josiah) to practise listening for sounds.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Seal with a Wheel is the star of the circus. One day, her favourite spinning wheel sprung a leak. Suddenly, the air started to hiss out of the wheel... sssss! Can you hiss like her leaking wheel?”

- ⚓ **Action:** Mime balancing the wheel on your nose and make the /sssss/ sound of the air leaking.

Practise

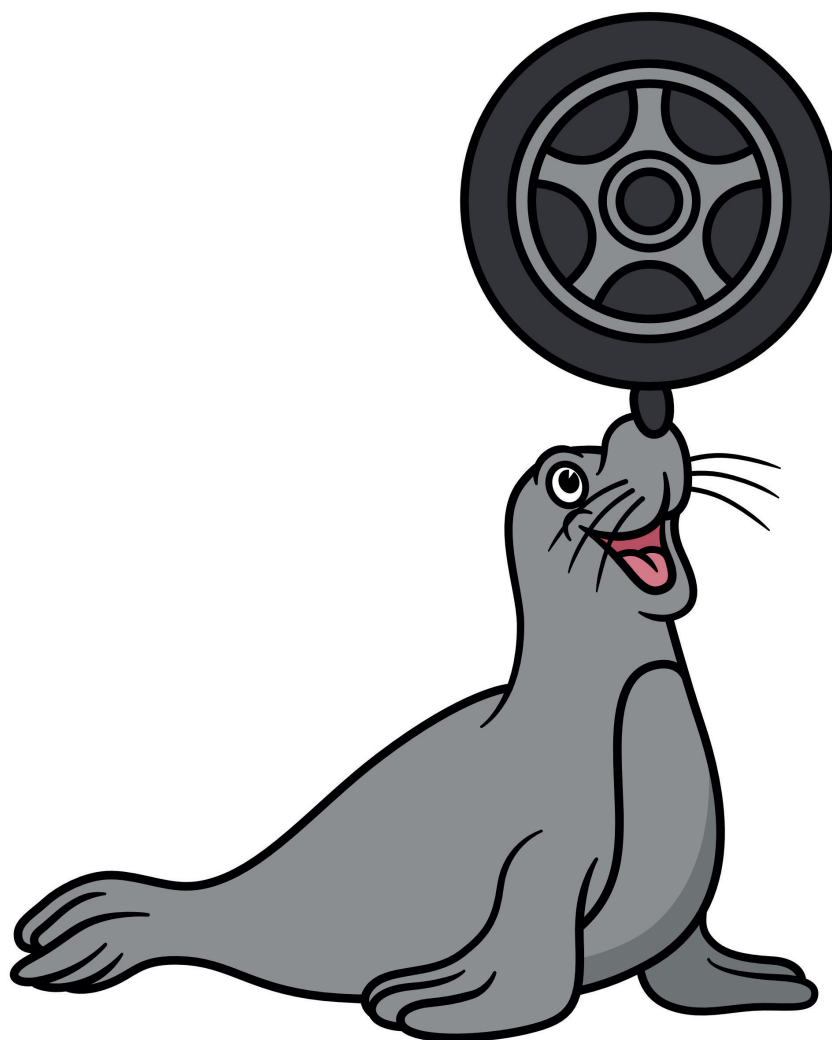
- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Spy:** Students run to/point to/spy objects in the room that start with the /s/ phoneme.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Playdough, Sand Writing.

Teaching Notes

This is the first day of phonics! A momentous occasion! It is important to build excitement and start their phonics instruction in a positive way. The children should feel excited - this is day one of learning to read and write! Throughout the day, see if the children can spot the letter <s> or find objects that start with the /s/ sound. Provide lots of praise and they will be looking forward to learning a new phoneme tomorrow!

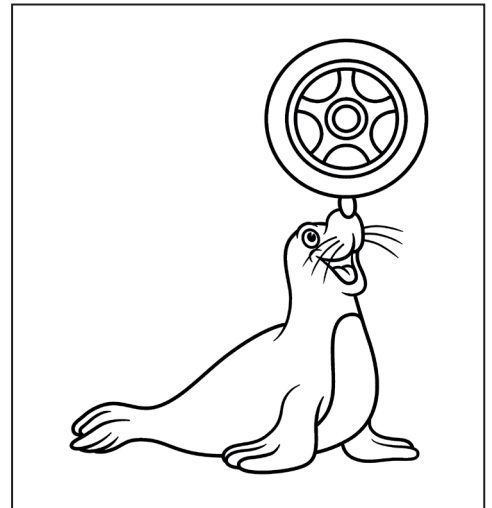


seal with a wheel

S

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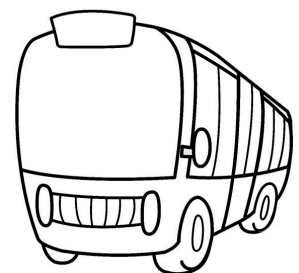
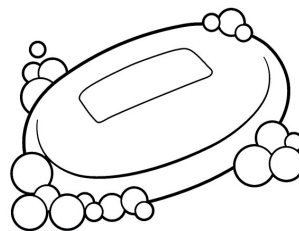
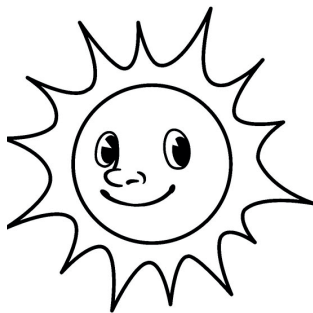
S



S S S S . . .

S S S . .

Circle the images that have the /s/ sound in them.



Phoneme /a/ and Grapheme <a>



Introduce

- ⚓ **Objective:** “Today we will learn the /a/ phoneme. Who do you think this is?” Reveal the Ant in Pink Pants card and the grapheme card <a>.

Revisit

- ⚓ **Rhyme Time:** Go round the circle with children saying a word that rhymes with the previous word until they get stuck and you provide a new starting word. Start with something easy to rhyme with, like “hat”.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Ant in Pink Pants adores a disco party. As soon as he hears the beat, his four ankles start twitching and his body starts to sway. Then his arms start waving in the air as he sings /a/ /a/ /a/ /a/ to the disco beat.”

- ⚓ **Action:** Do disco fever arms singing /a/ /a/ /a/ /a/ (as in ‘Staying Alive’).

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Shout:** Call out words, some containing the /a/ sound and some not, and have children raise hands or shout when they hear the sound. (hat, sad, vet, boat, alphabet, doctor, back, attack, long, stand, farm, grandad, jump)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Chalk, Letter Hunt.

Teaching Notes

Regional differences in pronunciation mean that the <a> grapheme in words like ‘path’, ‘grass’ and ‘bath’ can either make the /a/ sound or the /ar/ sound.

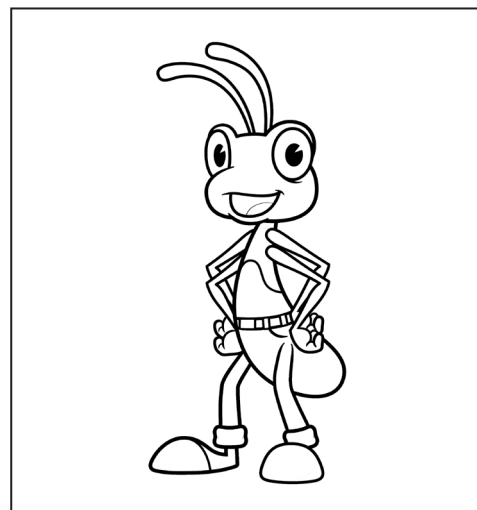


ant in pink pants

a

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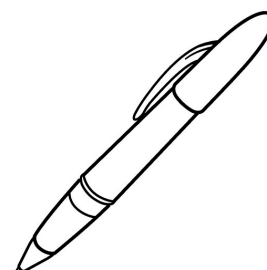
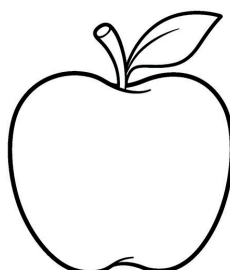
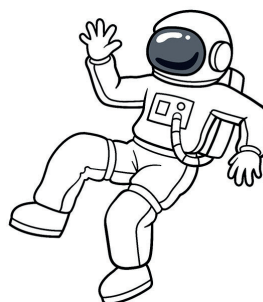
a



a a a a

A A A

Circle the images that start with the /a/ sound.



Phoneme /t/ and Grapheme <t>



Introduce

- ⚓ **Objective:** “Today we will learn the /t/ phoneme. Who do you think this is?” Reveal the Toad About to Explode card and the grapheme card <t>.

Revisit

- ⚓ **Sound Jump:** Put the Ant and Seal flashcards on the floor and divide the class into two groups, one around each card. Call out the phoneme and students in that flashcard group jump up. Repeat a few times.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Toad about to Explode was feeling a bit tired and flat one day, so he tried topping himself up with a tyre pump. He kept pumping and pumping until suddenly... he began to take off!”

- ⚓ **Action:** Say /t/ /t/ /t/ while pumping fists up and down like pumping up a tyre.

Practise

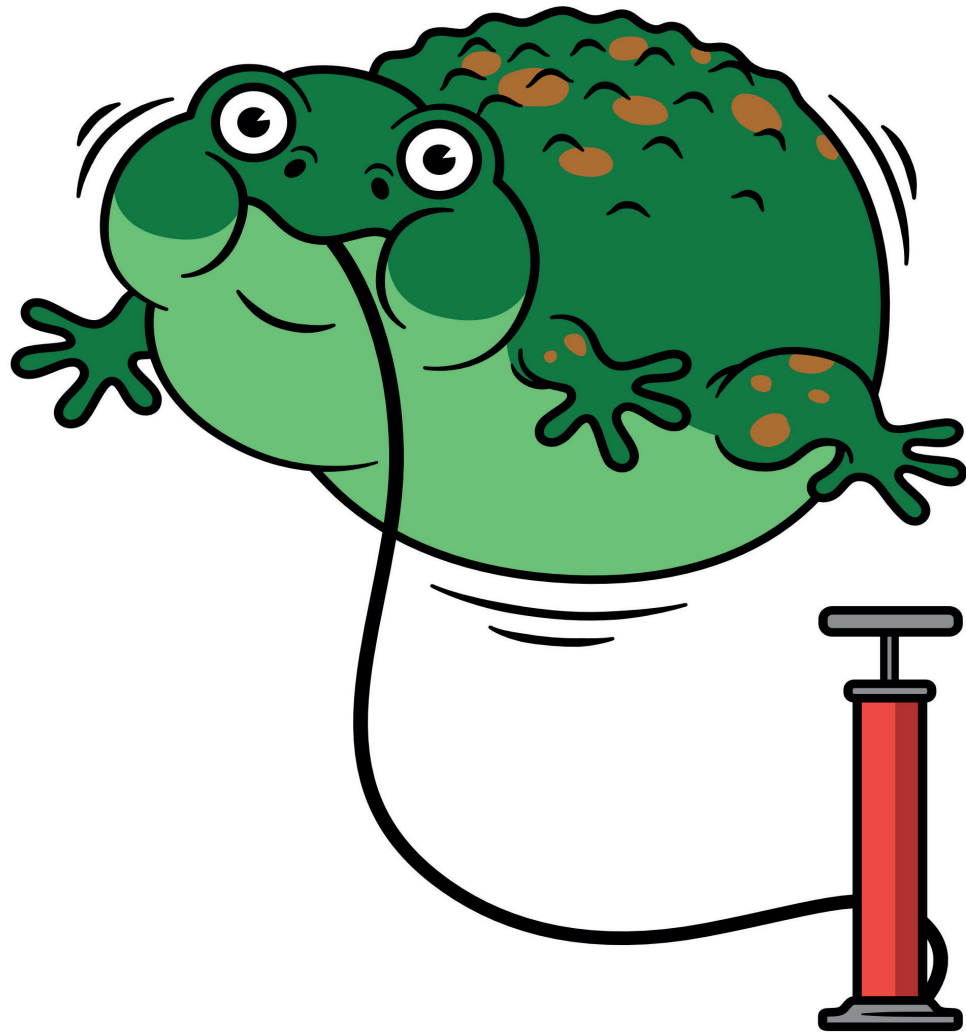
- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Shout:** Call out words, some containing the /t/ sound and some not, (or read the story again) and have children raise hands or shout when they hear the sound.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the letter.
- ⚓ **Extension Activities:** Sorting, Drawing.

Teaching Notes

Now the children have learned three sounds. It is important to continue to revise these sounds so that they are able to recall all sounds they have previously learned. This should happen at the start of every lesson but can also be done throughout the day. For example, when walking to assembly can anyone spot the /a/ grapheme on the display boards? Or, you can use flashcards to revise the phonemes when the class are sat on the carpet at the end of the day. The more familiar the children are with the sounds that letters make, the easier they will find blending and segmenting.

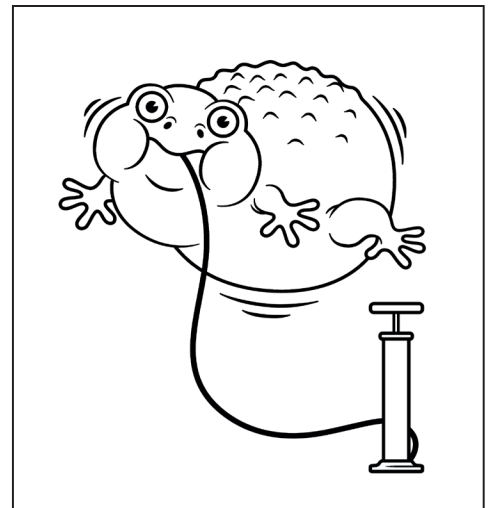


toad about to
explode

t

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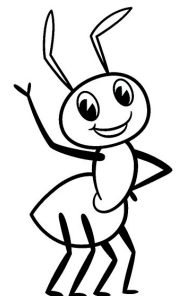
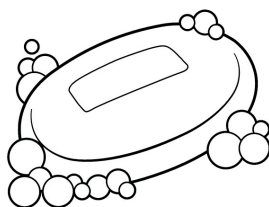
t



t t t t t t

T T T T T T

Circle the images that have a /t/ sound in them.



Phoneme /p/ and Grapheme <p>



Introduce

- ⚓ **Objective:** “Today we will learn the /p/ phoneme. Who do you think this is?” Reveal the Pig in a Wig card and the grapheme card <p>.

Revisit

- ⚓ **Sound Pops:** Hand out grapheme/pictophone flashcards learned so far (<s>, Seal, <a>, Ant, <t>, Toad) one to each child or small group. Say a phoneme and the children holding that grapheme or pictophone card hold it up high above their head.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Pig in a Wig loves to dance an Irish jig but she always practices her leg movements first with her fingers. She pretends to be doing the dance, with her fingers being her legs, while she goes /p/ /p/ /p/ in the rhythm of the music.”

- ⚓ **Action:** Mime a pair of dancing legs with your first and second fingers, while sounding the rhythm with a /p/ /p/ /p/.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.

- ⚓ **Sound Spy:** Students run to/point to/spy objects that start with the phoneme.

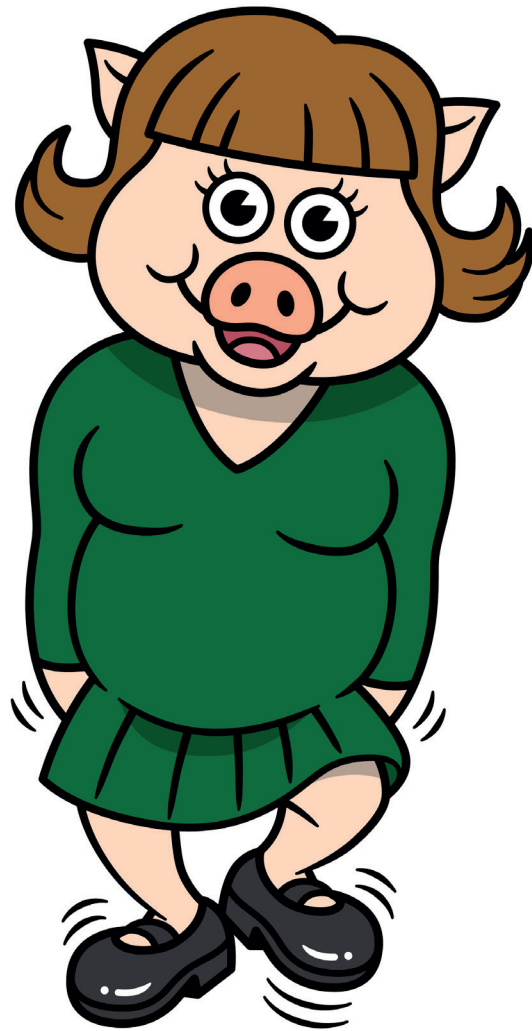
Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.

- ⚓ **Extension Activities:** Letter Circling, Shaving Foam.

Teaching Notes

The decodable books include normal punctuation, so we recommend introducing that to the children before they try to read their first book at the end of next week.

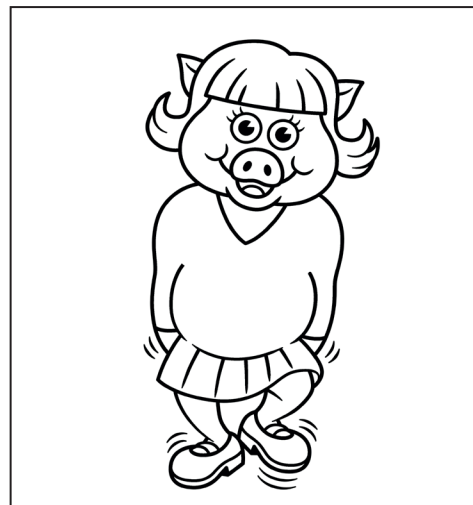


pig in a wig

p

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p



p p p p . .

P P P . .

Fill in the missing <p> in these words.

_at

ta_

Review Day

Revisit

- ⚓ **Quickdash:** Review the grapheme/pictophone flashcards learned so far, cycling through the front and back at increasing speed. Children shout out the phoneme for each grapheme shown (i.e. /s/) and the name for each pictophone shown (i.e. Seal with a Wheel).
- ⚓ Review the 4 graphemes learned this week modelling letter formation with children air-writing or tracing on a friend's back.

Teach

- ⚓ *"Today we are going to learn something new about our first grapheme, the letter <s>. Some graphemes are a bit tricky, and represent more than one sound. The letter <s> usually represents the /s/ sound, but sometimes it has a bit of a buzz to it, making more of a /z/ sound. Can you practise your buzz? Good! Now listen to these two words - which one has the /z/ sound?" Write "sat" and "as" on the board. Say the words out loud. Ask the children to identify the /z/ sound. Decode them together using sound buttons.*

Practise

- ⚓ **Games:** Pick one or two of the games from this week to repeat, using the phonemes of the week (Sound Pops, Sound Jump, Sound Spy, Sound Shout).
- ⚓ **Lift and Rub:** Ask the group to stand up and lift their left arms in the air. (Turn around to face in the same direction as you model this.) Then ask them to rub their right side with their right arm. Ask them to "lift your left" or "rub your right", with them following suit. Once they are confident with that, reduce it to just "left" and "right" as the two commands. Start to give them a sequence like "left-right-left-right-right-left-left..." slowly speeding up as they get better, for fun. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

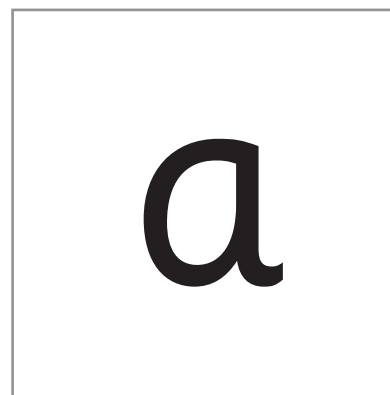
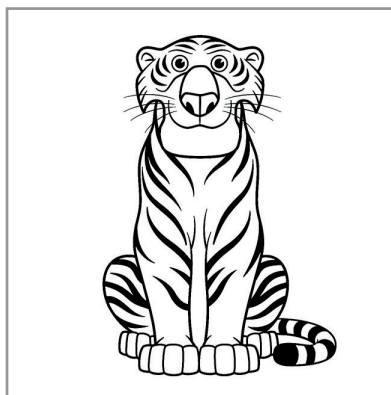
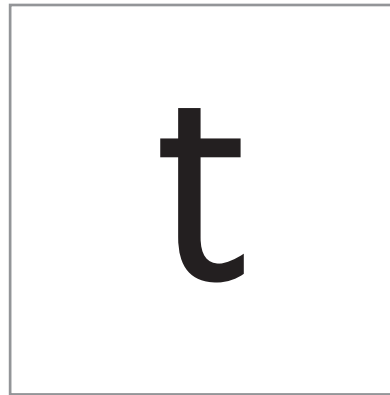
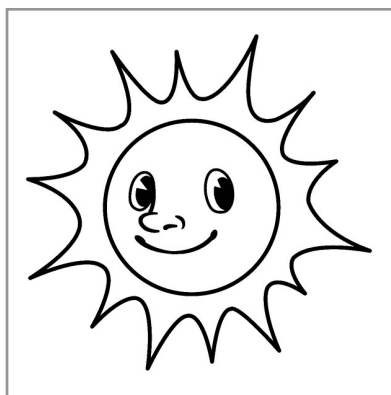
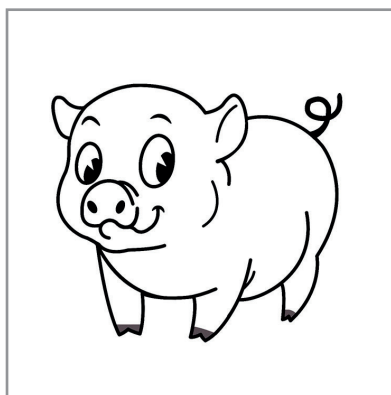
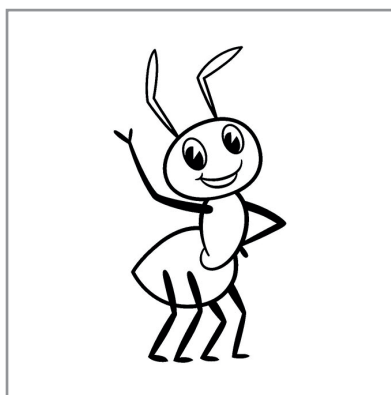
- ⚓ **Mini Whiteboard Work:** Call out the phonemes learned so far (/s/ /a/ /t/ /p/) for children to write the corresponding grapheme on their whiteboards.
- ⚓ **Extension Activities:** Nature Letters.

Teaching Notes

Lift and Rub helps children build a sense of left and right. It is essential that the children start to scan the words naturally from left to right. Always emphasise this when modelling decoding and blending on the board. Continue the Lift and Rub game to embed that left-right familiarity for the children, until they are all confident with it.

Onsets All Aboard

Join each image to the grapheme for its onset sound.



Phoneme /i/ and Grapheme <i>



Introduce

- ⚓ **Objective:** “Today we will learn the /i/ phoneme. Who do you think this is?” Reveal the Igloo with a Blue Hairdo card and the grapheme card <i>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Igloo with a Blue Hairdo is very cool. How does she get her hair to go such an amazing blue colour? She has blue ink in a bottle that goes i... i... i... as she drips onto her hair.”

- ⚓ **Action:** Say /i/ /i/ /i/ while dripping ink drops on your hairdo.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Sorter:** Have a variety of objects (or pictures of objects) and 3 trays with the pictophone flashcards. Children sort objects onto the correct tray by onset sound.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Playdough, Sand Writing.

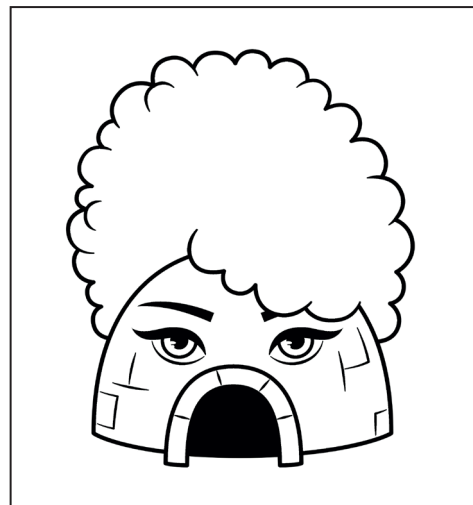


igloo with a
blue hairdo

i

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i



i i i i . .

I I I . . .

Circle the <i> grapheme in these words.

sit

pip

tips

it

Learn to blend words

Introduce

- ⚓ **Objective:** *"Today is an exciting day because we will start building words by blending the sounds we have played with over the last few days."*

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Sound Segmenting:** Pick a word to say out loud. Segment the sounds one by one then put them back together. ("Sit" becomes /s/ /i/ /t/, then becomes "sit" again!) Pick a few words and work through them as a class verbally. (at, sat, pat, tap)

Practise

- ⚓ **Sound Talk:** Play a game giving verbal instructions in sound talk. Ask the children to /p/ /a/ /t/ their head, /s/ /i/ /p/ a drink, etc. You can turn it into Simon Says for extra fun!
- ⚓ **Sound Read:** Play the same game but this time write the words on the board for the children to read and then act out. Clearly model the left-to-right scan with sound buttons and monitor the children's understanding of this. (sit, tap, tip)

Apply

- ⚓ **Mini Whiteboard Work:** Dictate a couple words for the children to write, then have them draw the sound buttons underneath. (pit, sat)
- ⚓ **Extension Activities:** Magnetic Letters.

Teaching Notes

Blending is combining two or more phonemes to say a word. It can be tricky and you may find some of your students need extra support. Try the blending activity on page 13 either with the whole class or a few students. When practising blending, remember to concentrate on saying the phoneme without adding an "uh" sound after consonants. e.g. "cat" should be "/k/ /a/ /t/" rather than "kuh-ah-tuh". If this is hard for a child, consider intervening early with All Aboard Phonics Plus.

A **sound button** is a dot shown below a single grapheme. **Sound bars** are lines drawn underneath multiple letters to indicate that the letters combine to make one sound.

Blends Ahoy

Decode the words below and read them out loud. Draw a line from any nonsense words to the ship to make them walk the plank!

at

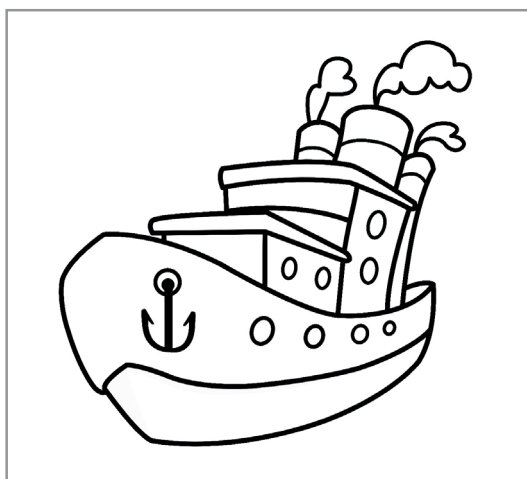
• •

tap

• • •

sit

• • •



pap

• • •

tas

• • •

tip

• • •

Phoneme /n/ and Grapheme <n>



Introduce

- ⚓ **Objective:** “Today we will learn the /n/ phoneme. Who do you think this is?” Reveal the Nurse with a Purse card and the grapheme card <n>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

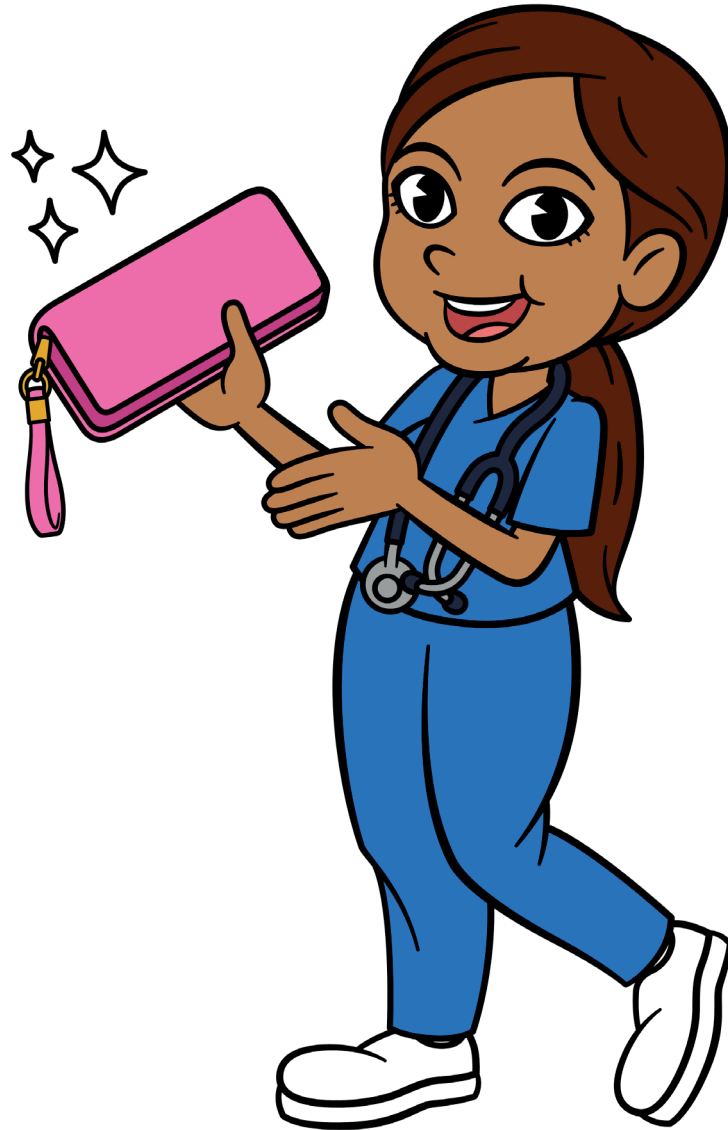
- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.
“The Nurse with a Purse is always busy and people keep calling her nonstop. So sometimes she holds up her purse when her phone goes off and just listens to it vibrating /n/... /n/... /n/... in her purse instead of answering!”
- ⚓ **Action:** Mime picking up a purse and listening, while making the /n/ /n/ /n/ sound.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Count:** Call out words and have the children count the sounds and hold up a finger with the total number of sounds in each word. (an, in, nip, pan, pin, tin)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Chalk, Letter Hunt.

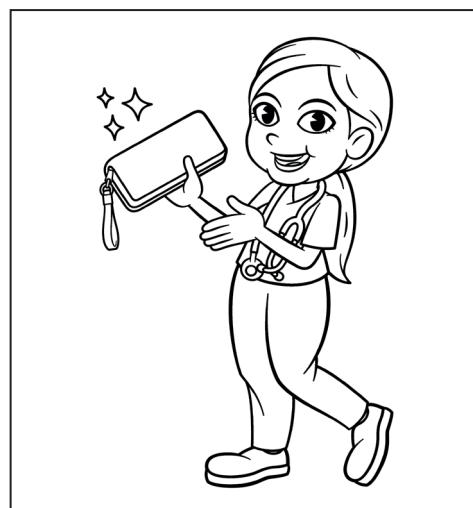


nurse with a purse

n

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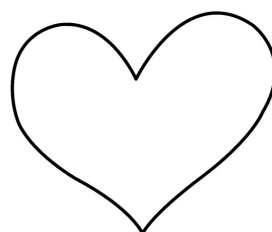
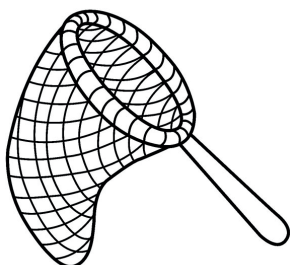
n



n n n n n

N N N N

Circle the images that start with the /n/ sound:



Phoneme /m/ and Grapheme <m>



Introduce

- ⚓ **Objective:** “Today we will learn the /m/ phoneme. Who do you think this is?” Reveal the Moose with a Juice card and the grapheme card <m>.

Revisit

- ⚓ **North, South, East, West (Onsets):** Place a grapheme on each wall of the room with its corresponding pictophone. Read out words beginning with the four phonemes. The children run to the wall with the correct grapheme and pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.
- “The Moose with a Juice loves to run! He takes a morning jog up the mountain every day. “Mmm!” he says as he drinks his juice and marvels at the view.”*
- ⚓ **Action:** Mime drinking the juice and then rubbing your tummy, saying /m/ in appreciation.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Sound Scramble:** Lay out pictophone flashcards learned so far. Work together to create as many different words with those phonemes as possible, then decode and blend them.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Sorting, Drawing.



moose with a juice

m

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m



m m m m m

M M M M M

Circle the words that start with the /m/ sound.

dip

mat

map

pin

Phoneme /d/ and Grapheme <d>



Introduce

- ⚓ **Objective:** “Today we will learn the /d/ phoneme. Who do you think this is?” Reveal the Dog on a Log card and the grapheme card <d>.

Revisit

- ⚓ **Sound Jump:** Put a few grapheme/pictophone flashcards learned so far on the floor and divide class into groups, one around each card. Call out the phoneme and students in that sound group jump up.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Dog on a Log loves dancing on wooden decks. She likes to hear the d, d, d of her damp paws on the wood. One day she jumps on a hollow log and is delighted to discover it makes the very same sound! She pads away on her four paws... /d/ /d/ /d/!”

- ⚓ **Action:** Say /d/ /d/ /d/ while tapping the table with alternating hands, like a dog padding around.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if “real”, or into the bin if “fake”! (dad, sad, dim, dip, din, did, Sid, and, dap, nim, pid, tid)
- ⚓ **Lift and Rub:** Ask the group to stand up and lift their left arms in the air. (Turn around to face in the same direction as you model this.) Then ask them to rub their right side with their right arm. Ask them to “lift your left” or “rub your right”, with them following suit. Once they are confident with that, reduce it to just “left” and “right” as the two commands. Start to give them a sequence like “left-right-left-right-right-left-left...” slowly speeding up as they get better, for fun. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Letter Circling, Shaving Foam.

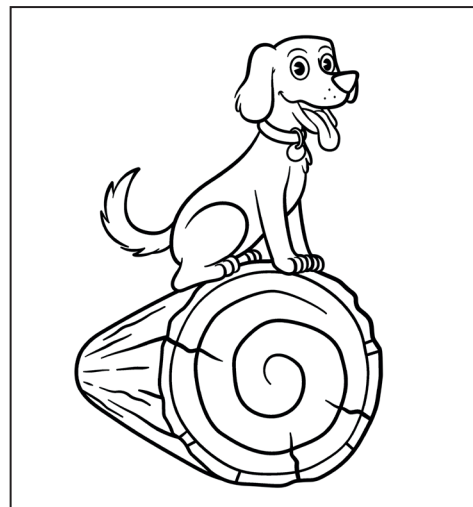


dog on a log

d

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d



d d d d . .

D D D .

Fill in the missing <d> in these words. Then draw a line from the image to the matching word.

__im sa__



Phoneme /g/ and Grapheme <g>



Introduce

- ⚓ **Objective:** “Today we will learn the /g/ phoneme. Who do you think this is?” Reveal the Goat in a Boat card and the grapheme card <g>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Goat in a Boat is a rescue goat! If ever anyone gets into trouble, he pulls on his waterproof gear and rows out to save them. He rows very quickly and makes a /g/ /g/ /g/ sounds with his oars through the water.”

- ⚓ **Action:** Mime rowing while saying /g/ /g/ /g/ to mimic the gurgling sound of oars.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ : Children match object flashcards to word flashcards (see the resources section of the manual) by decoding and blending each word. (pig, tin, map, pan)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Playdough, Sand Writing.



goat in a boat

g

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g



g g g g

G G G

Circle the <g> grapheme in these words.

gap

pig

gig

sag

Phoneme /o/ and Grapheme <o>



Introduce

- ⚓ **Objective:** “Today we will learn the /o/ phoneme. Who do you think this is?” Reveal the Ox in Red Socks card and the grapheme card <o>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Ox in Red Socks often used to wear boring, dark socks. Not any more though! He has found his dream red socks! He is so pleased that each morning he pulls each of them on with an /o/ /o/ /o/ of delight!”

- ⚓ **Action:** Mime pulling on socks saying /o/ with delight each time.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Word Act:** Write words on the whiteboard for children to decode, blend, and act out. (dog, cap, pig, dig, cat, top)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Chalk, Letter Hunt.

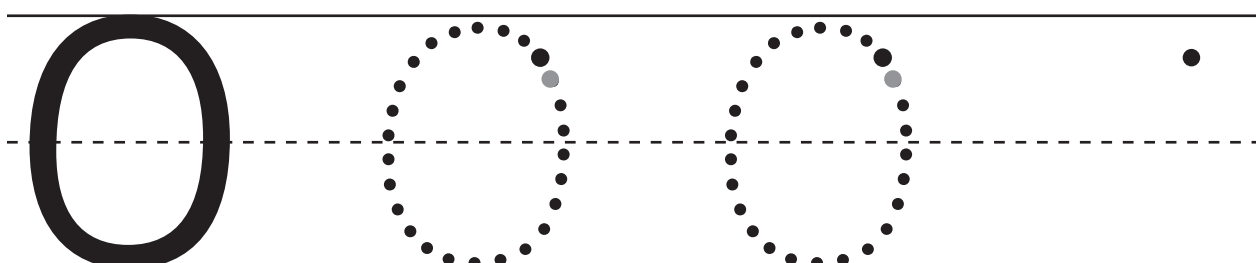
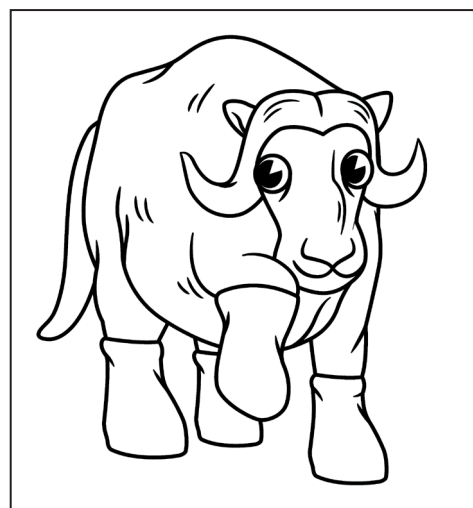


ox in red socks

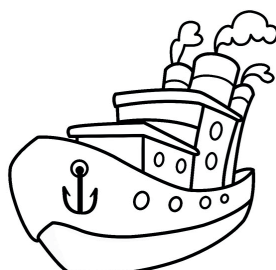
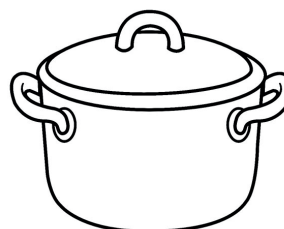
O

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O



Circle the images that have the /o/ sound in them.



Learn to segment words for spelling

Introduce

⬇ **Objective:** *"Today we will learn how to break apart words to spell them."*

Revisit

⬇ **Sound Splat:** Put grapheme or pictophone flashcards on the floor, and call out a phoneme. The first child to slap the dictated one gets a point. If playing this game with the whole class, you might want to split into teams and have one child from each team at a time hunting for the right card.

Teach

⬇ **Sound Segmenting:** Pick a CVC word and show children how to break it apart verbally. Do not write the word out - just segment the sounds out loud then put them back together. ("Sit" becomes /s/ /i/ /t/, then becomes "sit" again!) Pick 5 words and work through them as a class.

⬇ **Letter Segmenting:** Draw 3 boxes (frames) for the graphemes in a word on the whiteboard. Say the word "pot". Segment it. Show how to match phonemes to graphemes and fill in the boxes. Ask the class to think about the first phoneme and choose which grapheme it should be (from a selection of grapheme flashcards if you wish). Write that letter in the first section of a phoneme frame. Repeat with the other phonemes in the word.

Practise

⬇ Practise segmenting further by using phoneme frames for a few more words, with the children helping you pick the correct phonemes and graphemes. (dog, sad, pan)

Apply

⬇ **Mini Whiteboard Work:** Have the children draw 3 frames on their whiteboards. Hold up 3 fingers, say a word from past lesson plans, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to write the letters on their whiteboards. (tip, tap, pop)

⬇ **Extension Activities:** Magnetic Letters, Printing.

Teaching Notes

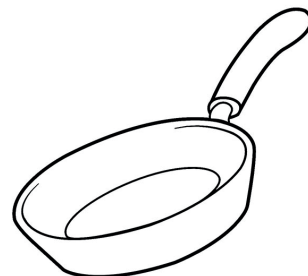
We recommend telling your class that segmenting is the opposite of blending. Rather than putting phonemes together to read a word, segmenting breaks a word down into different phonemes, ready for matching to the correct grapheme when spelling.

Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the missing grapheme for the sound you hear at the **end** of each word using the choices from the boat.



do__



pa__

g d n



sa__



ma__

Phoneme /k/ and Grapheme <k>



Introduce

- ↓ **Objective:** “Today we will learn the /k/ phoneme. Who do you think this is?” Reveal the Kangaroos Reading the News card and the grapheme card <k>.

Revisit

- ↓ **Sound Pops:** Hand out grapheme/pictophone flashcards learned so far. Say a phoneme and children holding that pictophone or grapheme card hold it up high above their head.

Teach

- ↓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Kangaroos Reading the News like to have very flat, crisp newspapers to read each morning. As they turn each page with their claws the paper makes a sharp /k/ /k/ /k/ sound as it creases.”

- ↓ **Action:** Mime turning the pages of a newspaper, making the /k/ /k/ /k/ noise of the paper.

Practise

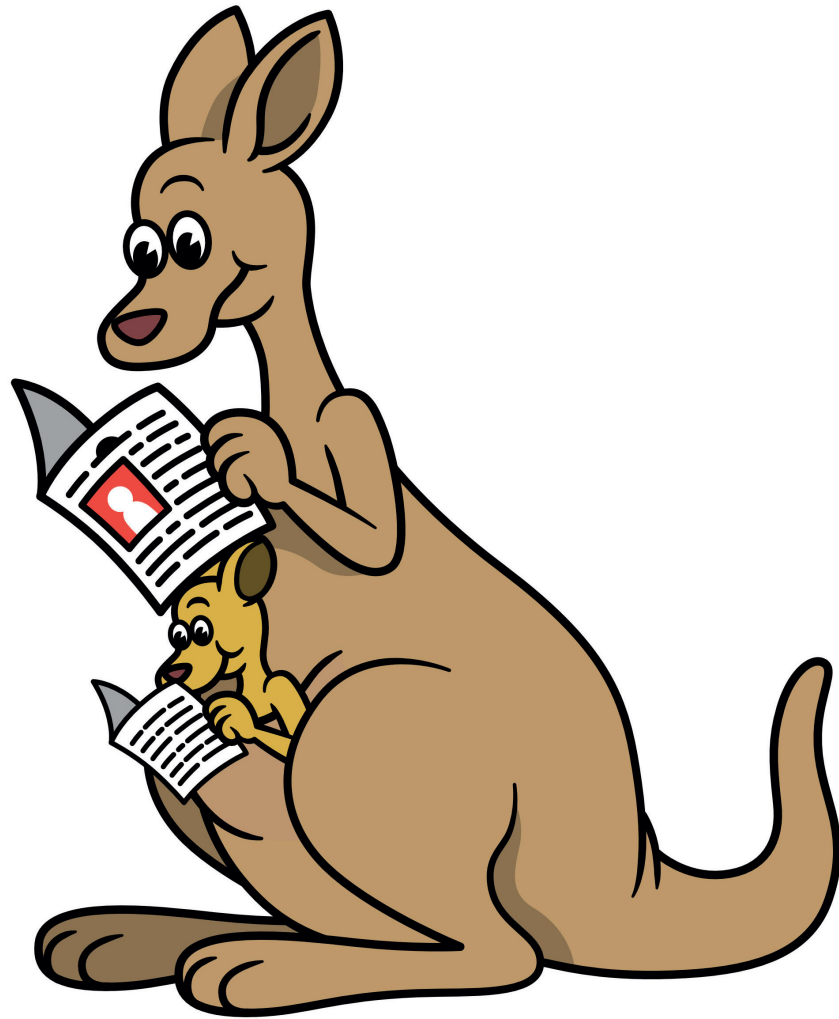
- ↓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ↓ **Missing Letter:** Put a word up on the board, with a missing letter somewhere in the word (not always the middle). Draw a line to indicate where the letter is missing. Say the word. Can the children pick the right letter to complete the word? (kit, kid, Kim, Ken)

Apply

- ↓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ↓ **Extension Activities:** Sorting, Drawing.

Teaching Notes

We use the Kangaroos for the graphemes <k>, <c> and <ck>. That is because these graphemes are all representing the /k/ phoneme. Remember as well that the pictophones represent phonemes rather than graphemes, and this is kept consistent throughout the whole phonics programme. You will find the pictophones becoming particularly helpful when we get to Phase 5 and start exploring graphemes that represent multiple different phonemes! The pictophones are a shorthand, a visual representation, of a sound.

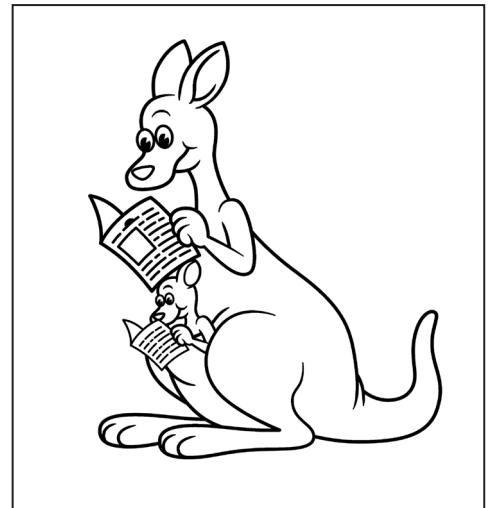


kangaroos reading
the news

k

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k



k

k

k

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K

K

K

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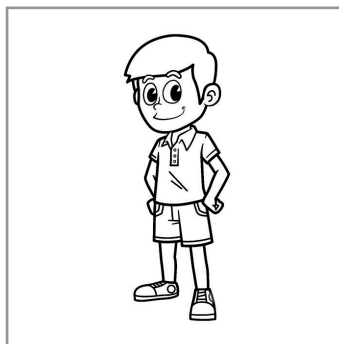
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Fill in the missing <k> in these words. Then draw a line from the image to the matching word.

__id

__it



Phoneme /k/, Grapheme <c>, and CVC/s words



Introduce

⚓ **Objective:** “Today we will learn the /k/ phoneme again. But this time I am going to show you a new grapheme for that sound.” Reveal the grapheme card <c>.

Revisit

⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

⚓ **Story:** “Today we have no new friends aboard the ship... but we do need an old friend to help us learn the new grapheme <c>. Here are three friends already on board (show Kangaroos and two others). Which one do you think represents the sound for the <c> grapheme? That’s right! The Kangaroos! The <c> grapheme represents the /k/ sound just like the <k> grapheme. Your brain will start to learn which words have a <k> and which words have a <c>, as you practise.” Show how “kid” has a different grapheme than “can” on the board.

⚓ **CVC/s Words:** Write the word “cat” on the board and sound buttons underneath each sound. Press each button as you say each sound, then blend all the sounds together to say the word. Children repeat then try on their own. Now write the word “cats” on the board. Show the children how you can decode and blend the first 3 sounds (CVC) first, then add on the s. So “cat” becomes “cats”. Repeat with more words. (pits, tips, sips)

Practise

⚓ **Formation:** Show how the grapheme <c> is written. Students finger write in the air or on a friend’s back.

⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if “real”, or into the bin if “fake”! (can, cot, cop, caps, cat, cod, mip, gids, tam, dat)

Apply

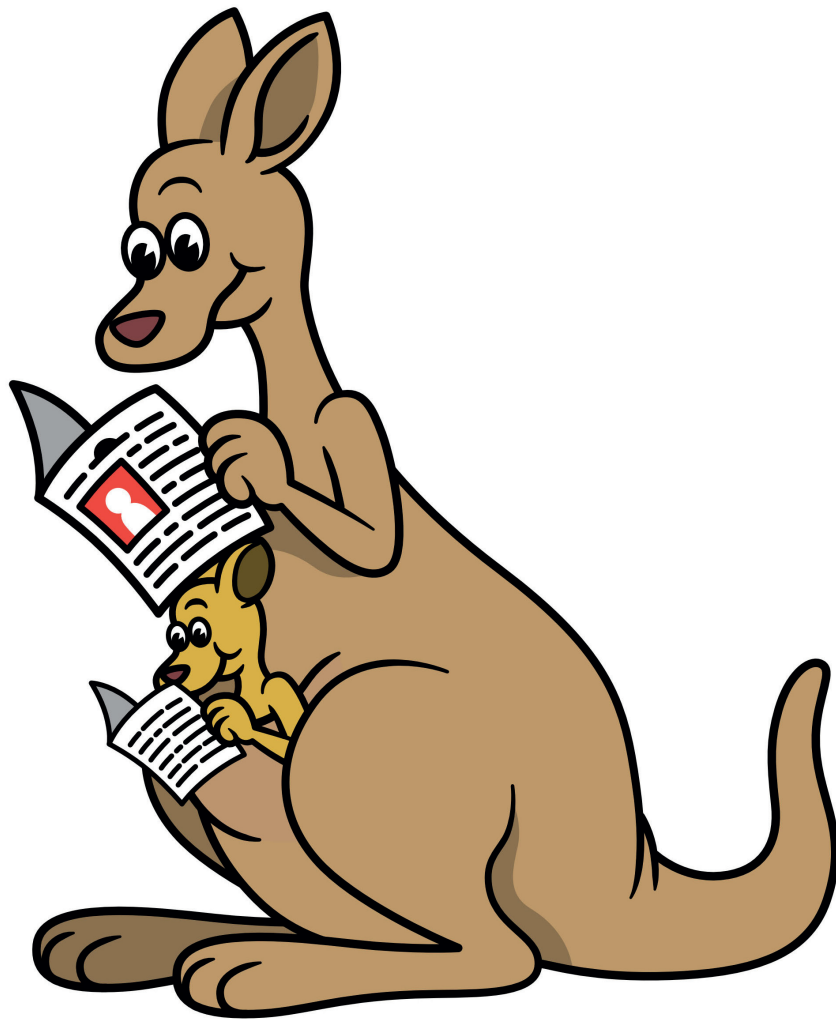
⚓ **Mini Whiteboard Work:** Practise writing the grapheme.

⚓ **Extension Activities:** Letter Circling, Shaving Foam.

Teaching Notes

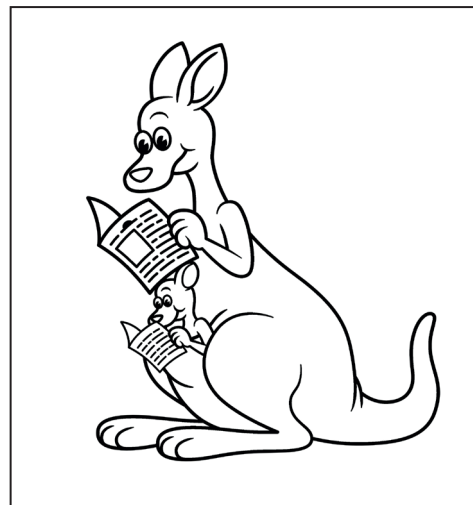
If the CVC/s blends are especially hard for any children, consider intervening early with All Aboard Phonics Plus. Weaker blending ability is a very useful early indicator of potential reading difficulty for a child and we recommend early intervention.

C



kangaroos reading
the news

C



c c c c . .

C C C .

Circle the words that start with the /k/ sound.

cod

kit

cap

not

Phoneme /k/ and Grapheme <ck>



Introduce

- ⚓ **Objective:** “Today we will learn the <ck> grapheme, which also represents the /k/ phoneme.” Show the grapheme card.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ “Today we have no new friends aboard the ship... but we do need an old friend to help us learn the new digraph <ck> again! But this new grapheme is pretty cool because it uses 2 letters instead of 1. Sometimes single letters make single sounds, and sometimes we need 2 letters to do it. This is called a digraph. Here are three friends already on board (show Kangaroos and two others). Which one do you think represents the digraph <ck> for the /k/ /k/ /k/ sound? That’s right! Your brain will start to learn which words have a <k>, a <c>, or a <ck>, as you practise.” Show how “kid” has a different grapheme than “can” and “kick” on the board. Explain that the <ck> never goes at the start of a word.

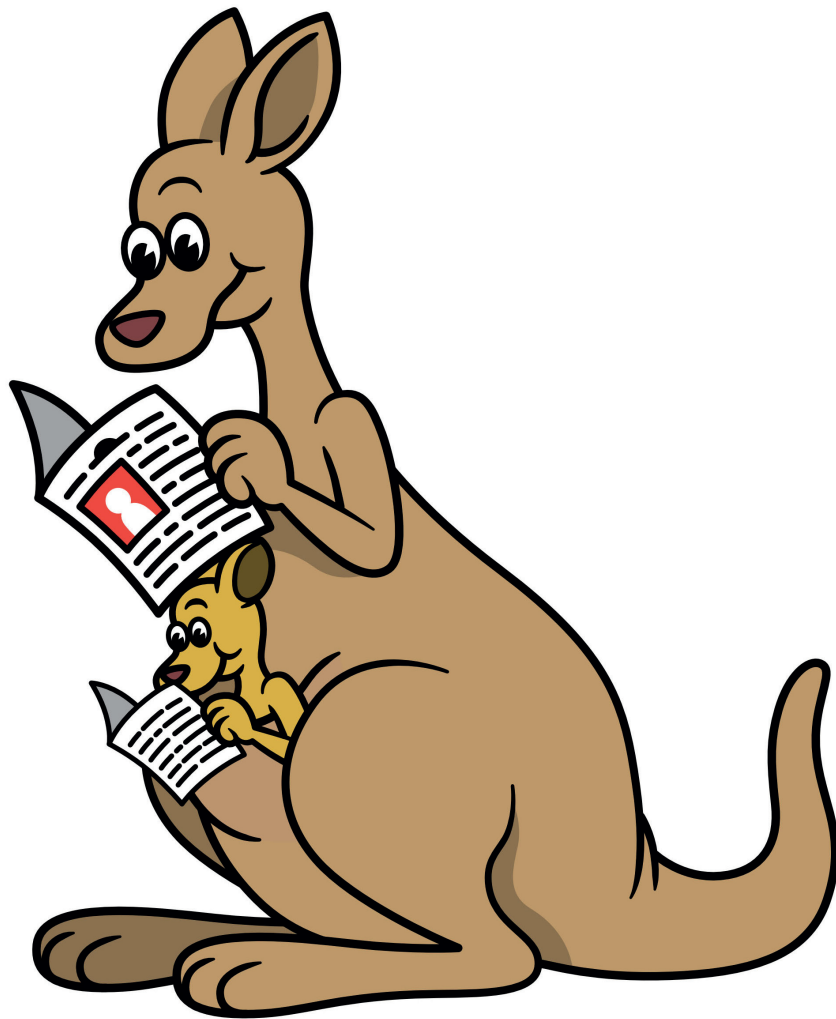
Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Word Match:** Children match object flashcards to word flashcards (see the resources section of the manual) by decoding and blending each word. (sock, kick, sack, pack)

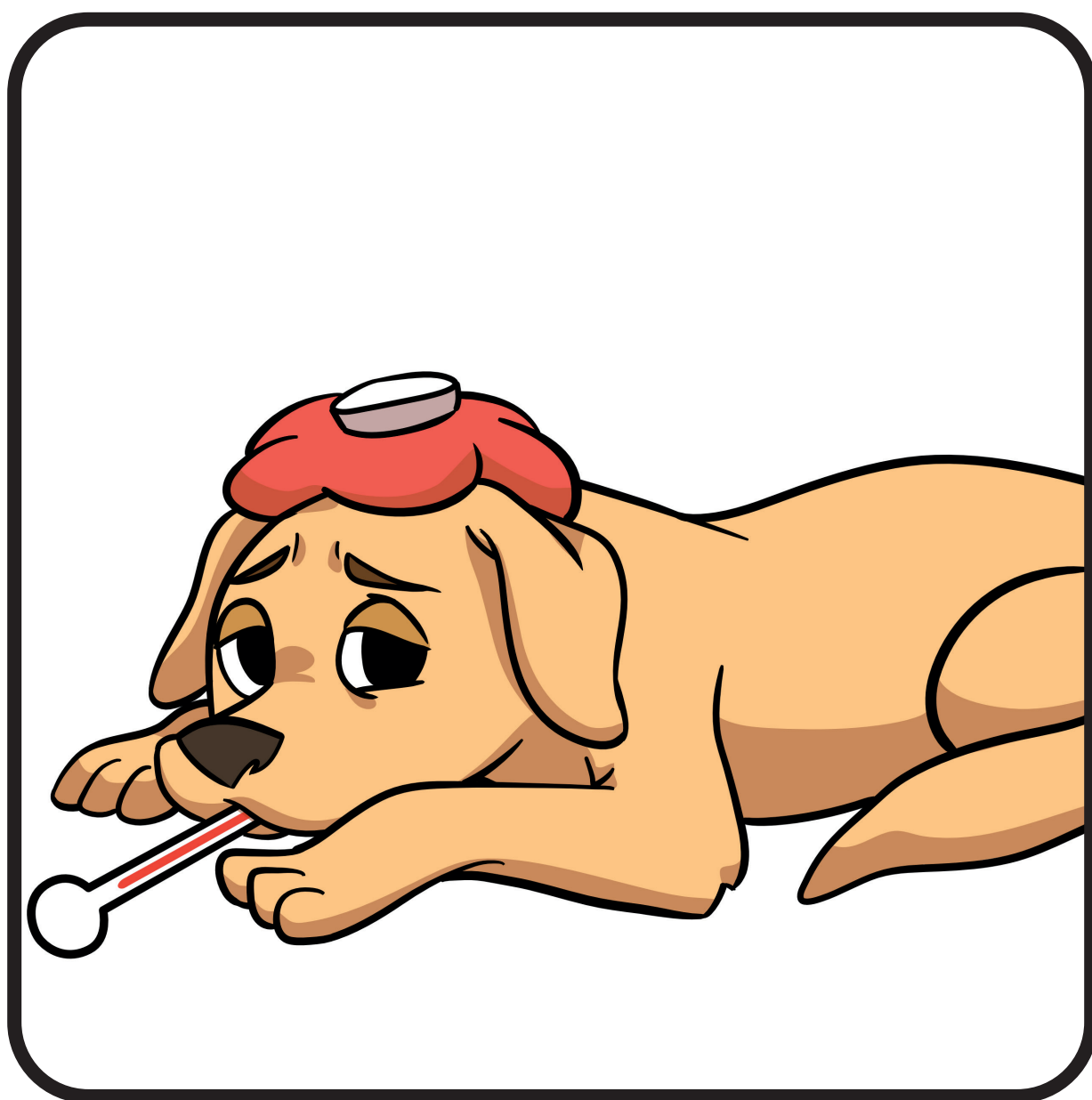
Apply

- ⚓ **Caption Match:** Write the two sentences on the board. Ask the children to read each sentence. Then hold up the two pictures and ask them to help you match the phrases to the images. (A dog is sick. Pick a cat.)
- ⚓ **Extension Activities:** Playdough, Sand Writing.

ck

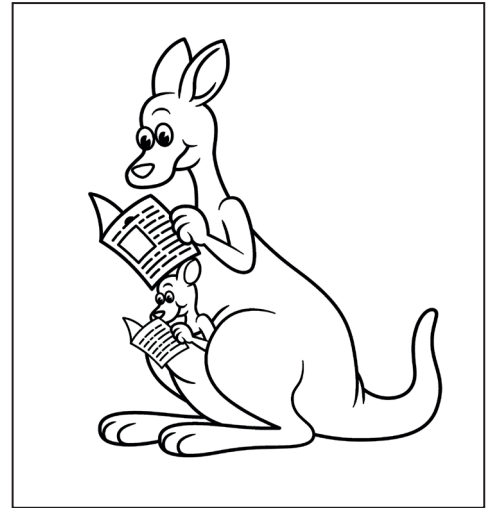


kangaroos reading
the news





ck



ck ck

CK CK . .

Circle the <ck> digraph in these words.

kick tick
sock pack

Phoneme /e/ and Grapheme <e>



Introduce

- ⚓ **Objective:** “Today we will learn the /e/ phoneme. Who do you think this is?” Reveal the Egg with Little Legs card and the grapheme card <e>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Egg with Little Legs has an extraordinary hat! His hat extends up into some little propellers. When his little legs are tired, there is an /e/ /e/ /e/ sound as the propellers on his hat begin to spin and lift him into the air!”

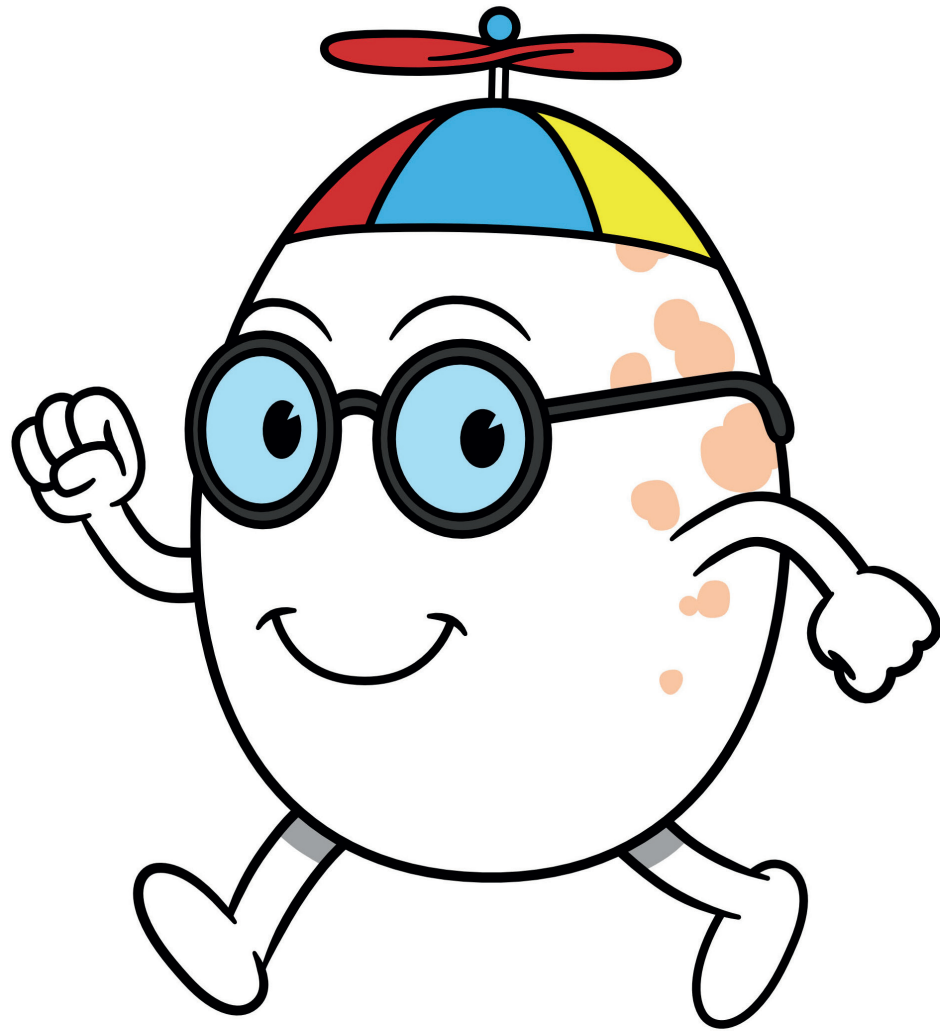
- ⚓ **Action:** Hold up a finger just above your head and spin it like a propeller, saying /e/ /e/ /e/.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Missing Letter:** Put a word up on the board, with a missing letter somewhere in the word (not always the middle). Draw a line to indicate where the letter is missing. Say the word. Can the children pick the right letter to complete the word? (get, pet, ten, net, pen, peg, met, men, neck)

Apply

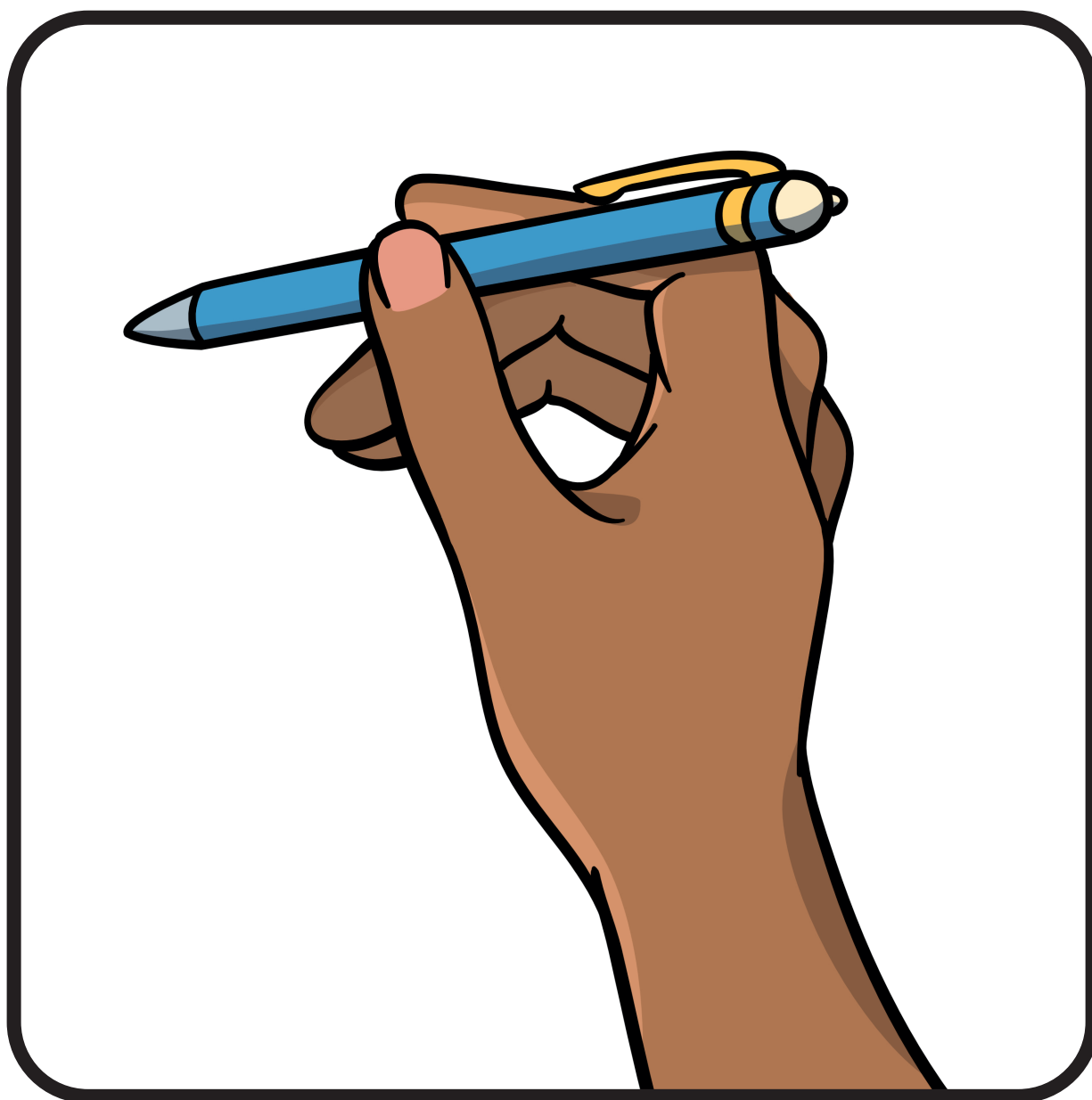
- ⚓ **Caption Match:** Write the two sentences on the board. Ask the children to read each sentence. Then hold up the two pictures and ask them to help you match the phrases to the images. (Get a pen. A cap on a peg.)
- ⚓ **Extension Activities:** Chalk, Letter Hunt.

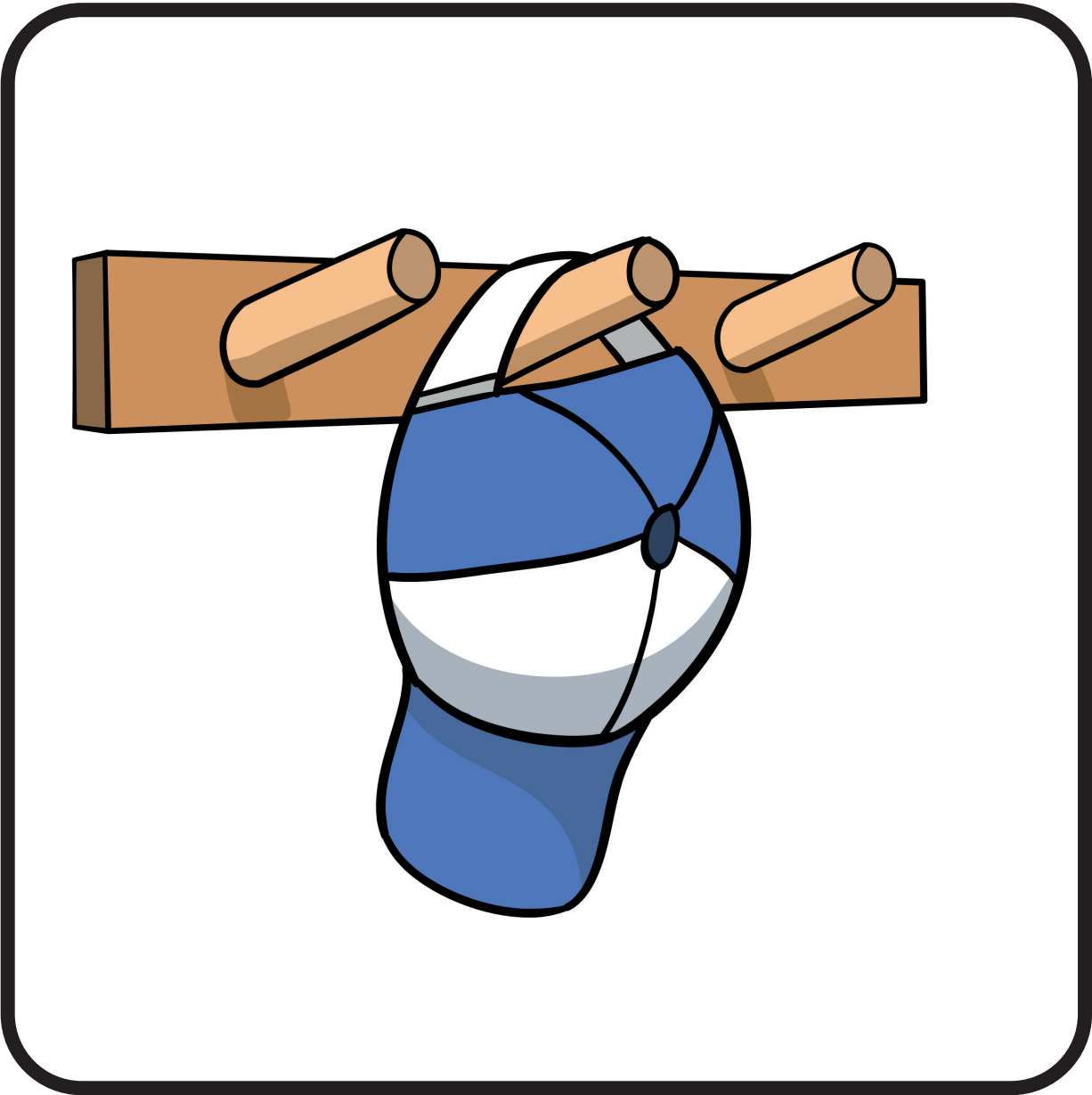


egg with little legs

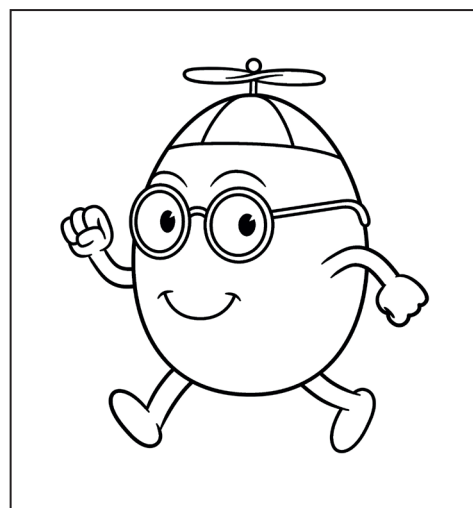
e

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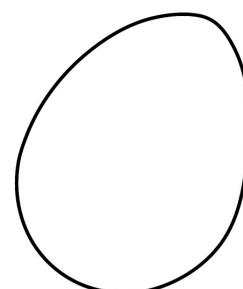
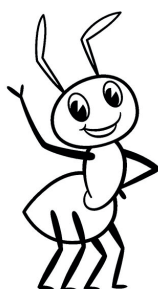
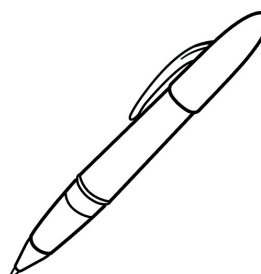
e



e e e e . .

E E E . .

Circle the images that have the /e/ sound in them.



Tricky Words (the, to, and, is)

Introduce

⚓ **Objective:** *"Today we will learn our first tricky words! Get excited!"*

Revisit

⚓ **Flashcards Race:** Break the children into teams and see how fast they can identify the phoneme on the card you show, reviewing all of the grapheme/pictophone flashcards learned so far.

Teach

⚓ **Tricky Words:** *"Some words don't follow the rules and are downright tricky. Today we are learning 'the' 'to' 'and' and 'is'. You can sound them out, but the phonemes the graphemes represent are unusual. Let's decode them together."* Write these words on the board with sound buttons and decode the words. Have the children count the sounds in each word and repeat the decoding and blending for these words.

Practise

⚓ **True or False:** Children read the phrases you write on the board and shout out if the statement is true or false. (The tin can dig. A cat and dog can nap. A pig gets to sit on a man! A pig is a dog.)

⚓ **North, South, East, West (Tricky Words):** Place a tricky word on each wall of the room with its corresponding pictophone. Call out one of the words. The children run to the wall with the correct tricky word.

Apply

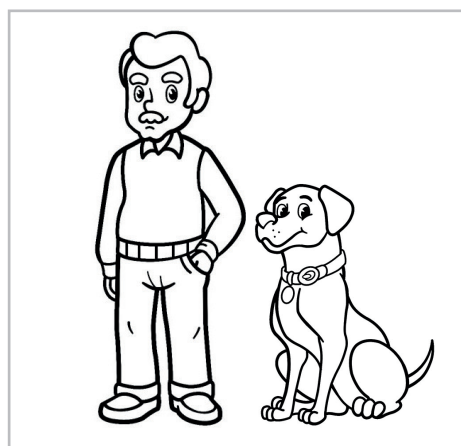
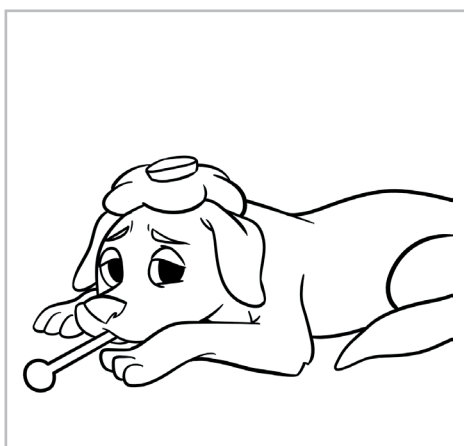
⚓ **Mini Whiteboard Work:** Sound-talk the tricky words for the children to practise spelling on their whiteboards. You can use phoneme frames if it is helpful.

⚓ **Extension Activities:** Magnetic Letters, Printing.

Aye-Aye Caption

Read the caption and match it to the right image by drawing a line.

a dog is sick



a man and a dog

Phoneme /u/ and Grapheme <u>



Introduce

- ⚓ **Objective:** “Today we will learn the /u/ phoneme. Who do you think this is?” Reveal the Umbrella Man with a Suntan card and the grapheme card <u>.

Revisit

- ⚓ **North, South, East, West (Onsets):** Place a grapheme on each wall of the room with its corresponding pictophone. Read out words beginning with the four phoneme. The children run to the wall with the correct grapheme and pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Umbrella Man with a Suntan loves being at the beach. It makes him feel utterly wonderful! He sets up his towel, his deckchair and then finally his umbrella to protect him from the very hot sun. It is hard to put the umbrella up each day. You can hear him straining, making an /u/ sound until the umbrella eventually opens. Now the sunbathing can begin!”

- ⚓ **Action:** Mime struggling to open the umbrella and making an /u/ sound of effort.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Word Match:** Children match object flashcards to word flashcards (see the resources section of the manual) by decoding and blending each word. (sun, nut, cup)

Apply

- ⚓ **Yes/No:** Give children flashcards which say YES or NO (with tick mark or cross also shown). Have them decode the phrases you write on the board then hold up the flashcards with the right answer. (Can the sun sip? Is a mum on a map? Can a dog sit on a sock?)
- ⚓ **Extension Activities:** Sorting, Drawing.

Teaching Notes

If you do not want to use the YES and NO cards, you can ask your students to give you a thumbs up or thumbs down to indicate yes or no.



umbrella man
with a suntan

u

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u



u u u u u u u

U U U U U U U

Circle the words with the /u/ sound in them.

up

dog

sun

tuck

Phoneme /r/ and Grapheme <r>



Introduce

- ⚓ **Objective:** “Today we will learn the /r/ phoneme. Who do you think this is?” Reveal the Rat with a Bat card and the grapheme card <r>.

Revisit

- ⚓ **Quickdash Tricky Words:** Review the tricky words learned so far, cycling through the tricky word flashcards at increasing speed. Children shout out the tricky words as they see them.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Rat with a Bat loves to play baseball. The only problem is that he is not really a very good batsman. The ball rushes by as he swings his bat and each time he makes a little /r/ sound of annoyance.”

- ⚓ **Action:** Children mime missing the ball with a swing, and going /r/ through their gritted teeth.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Phrase Act:** Children read the phrases you write on the board and then act them out, like charades. (Rip up the rag. The cat gets a rat. Dig up a rug in the mud.)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Letter Circling, Shaving Foam.



rat with a bat

r

www.AllAboardLearning.com

r



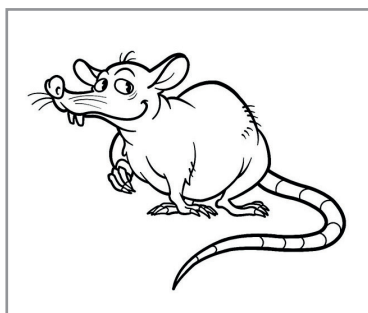
r r r r r

R R R R R

Fill in the missing <r> in these words. Then draw a line from the image to the matching word!

__at

__ug



Phoneme /h/ and Grapheme <h>



Introduce

- ⚓ **Objective:** “Today we will learn the /h/ phoneme. Who do you think this is?” Reveal the Horse on a Course card and the grapheme card <h>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Horse on the Course is the only horse that likes to ride her jockey instead of the other way around. Her jockey gets very tired and so you can hear him panting, with a /h/ /h/ /h/ as he runs along with a horse on his back.”

- ⚓ **Action:** Mimic running by swinging arms at their sides, panting /h/ /h/ /h/ each time.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Caption Match:** Write the two sentences on the board. Ask the children to read each sentence. Then hold up the two pictures and ask them to help you match the phrases to the images. (The cat had a hat. Hug a pet.)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Playdough, Sand Writing.

Teaching Notes

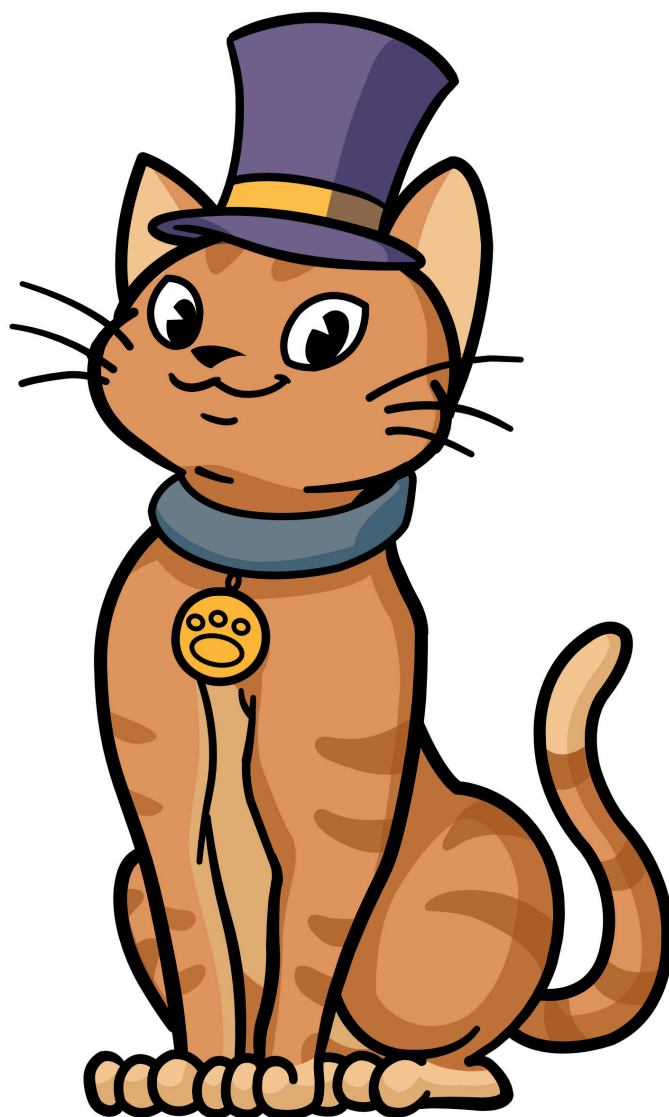
To help children with pronouncing this sound, we recommend that they hold their hand in front of their mouth as they say the sound. They should be able to feel their breath on their hand as they say it.



horse on the course

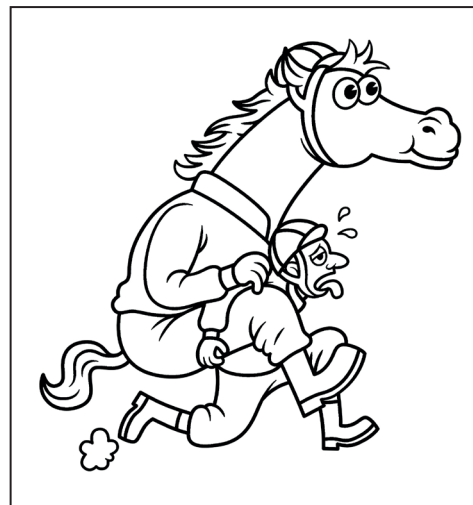
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Circle the <h> grapheme in these words.

hug

hack

hit

hop

Phoneme /b/ and Grapheme



Introduce

- ⚓ **Objective:** *Today we will learn the /b/ phoneme. Who do you think this is?* Reveal the Bear with Long Hair card and the grapheme card .

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Bear with Long Hair is very proud of his fringe. He has been growing his brown hair for years and brushes it daily. The only problem is that he can't see where he's going and bumps into almost everything!”

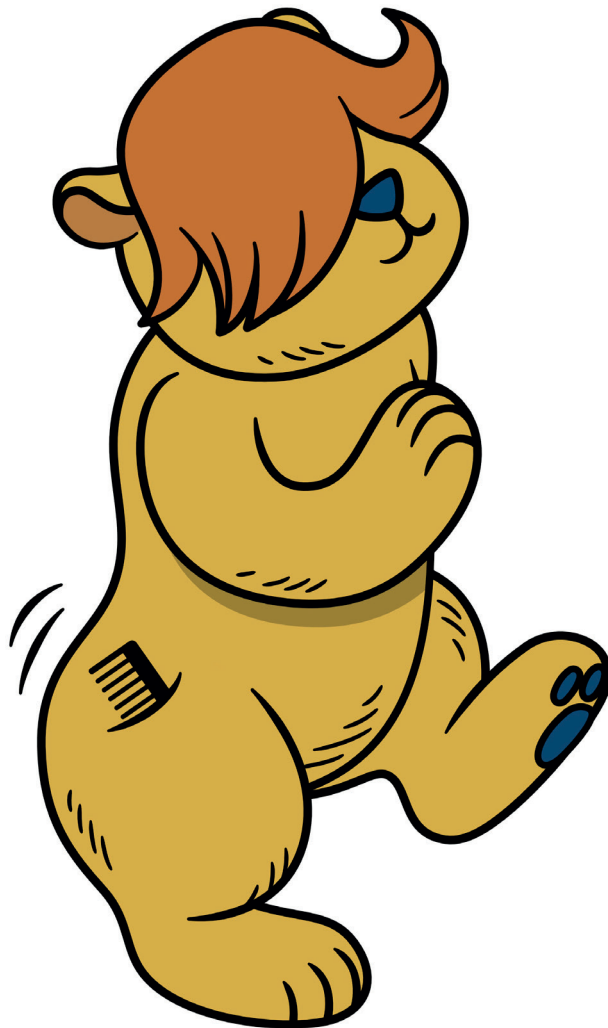
- ⚓ **Action:** Say /b/ /b/ /b/ while pretending to bump into things with your head.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend's back.
- ⚓ **Spot the Fake:** Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if “real”, or into the bin if “fake”! (but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, bat, bit)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Chalk, Letter Hunt.



bear with long hair

b

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b



b

b

b

b

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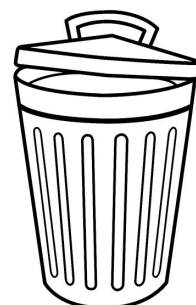
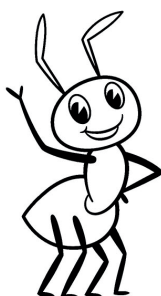
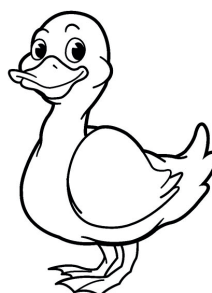
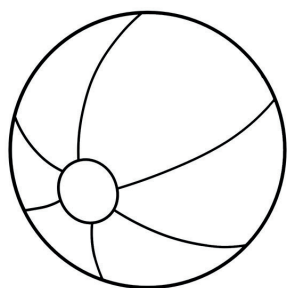
B

B

B

•

Circle the images that start with the /b/ sound.



Phoneme /f/ and Grapheme <f>



Introduce

- ⚓ **Objective:** “Today we will learn the /f/ phoneme. Who do you think this is?” Reveal the Fish Who Goes Splish card and the grapheme flashcard <f>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Fish that Goes Splish loves to frolic in the frothy seas. His favourite thing is to leap out of the water and go /f/ /f/ /f/, flicking his fabulous tail fin in the air!”

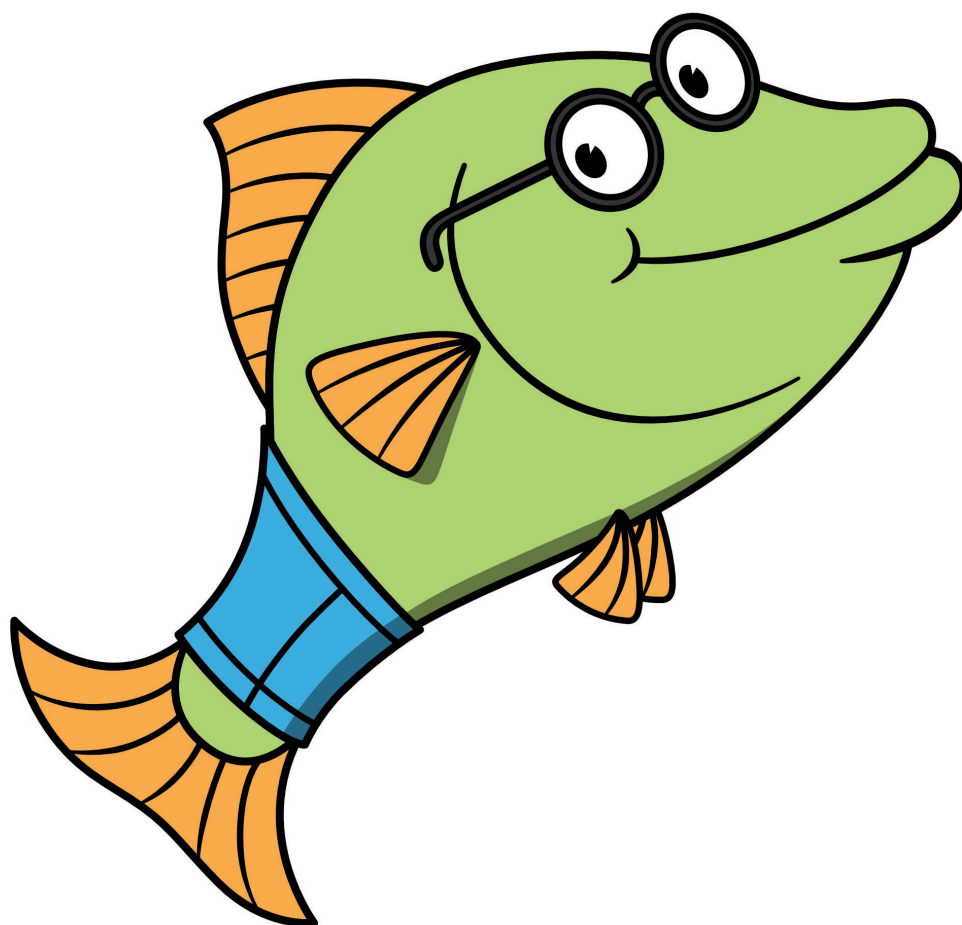
- ⚓ **Action:** Flick hand like a fish tail and say /f/ /f/ /f/.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend's back.
- ⚓ **True or False:** Children read phrases that you write on the board and shout out if it is true or false. (Mud is fun. Fog is fat. Sun is hot.)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Sorting, Drawing.

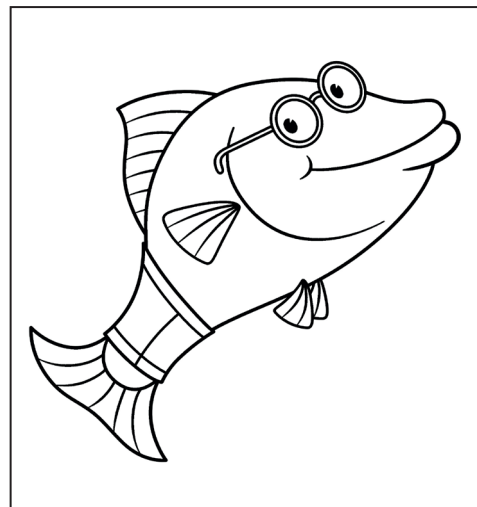


fish that
goes splish

f

www.AllAboardLearning.com

f



f f f f

F F F

Circle the words that have the /f/ sound in them:

if

big

fan

huff

Phoneme /l/ and Grapheme <l>



Introduce

- ⚓ **Objective:** “Today we will learn the /l/ phoneme. Who do you think this is?” Reveal the Lion with a Tie On card and the grapheme flashcard <l>.

Revisit

- ⚓ **Quickdash:** Review grapheme/pictophone flashcards learned so far, cycling through them at increasing speed. Children shout out the phoneme for each grapheme and the name for each pictophone.

Teach

- ⚓ **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Lion with a Tie On was one smooth talker! He liked to think of himself as the coolest cat in town. He loved to lope around, lolling his tail back and forth with a /l/ /l/ /l/ sound as it swung through the air.”

- ⚓ **Action:** Hang your arm behind you and swing it like a tail, saying /l/ /l/ /l/ with each swing.

Practise

- ⚓ **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- ⚓ **Phrase Act:** Children read phrases that you write on the board and then act out the phrase, like charades. (A man bit his lip. A dog can lick. Tap a leg.)

Apply

- ⚓ **Mini Whiteboard Work:** Practise writing the grapheme.
- ⚓ **Extension Activities:** Letter Circling, Shaving Foam.

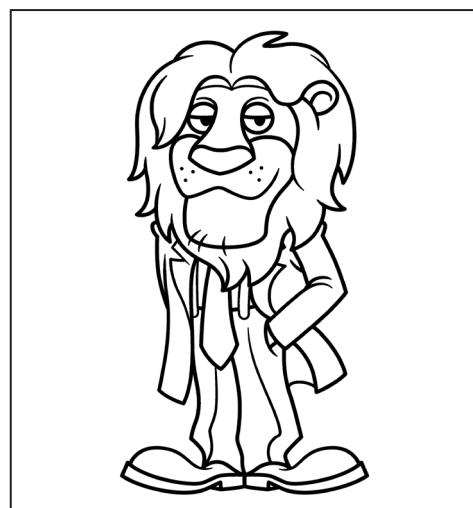


lion with a tie on

l

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L

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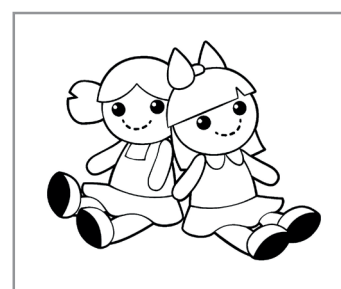
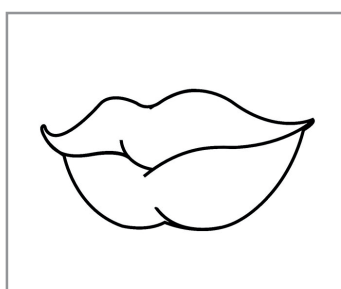
L

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Fill in the missing <l> in this word. Then draw a line from the word to the matching image!

_ips



Double Consonants

Introduce

⚓ **Objective:** *"Today we will learn a new grapheme pattern, where two of the same letter in a row make a single sound."*

Revisit

⚓ **Quickdash Tricky Words:** Review the tricky words learned so far, cycling through the tricky word flashcards at increasing speed. Children shout out the tricky words as they see them.

Teach

⚓ *"Today we have a new pattern to learn. Two of the same consonants, side by side, usually represent one single sound or phoneme."* Write the words "fun" and "puff" on the board with sound buttons and bars to illustrate this point, decoding each word as you go. Do the same with "sit" and "miss", "let" and "sell". Explain that double consonants often come at the end or middle of a word, not at the start.

Practise

⚓ **Word Match:** Children match object flashcards to word flashcards (see the resources section of the manual) by decoding and blending each word. (doll, bell, lips, hill).

⚓ **Lift and Rub:** Ask the group to stand up and lift their left arms in the air. (Turn around to face in the same direction as you model this.) Then ask them to rub their right side with their right arm. Ask them to "lift your left" or "rub your right", with them following suit. Once they are confident with that, reduce it to just "left" and "right" as the two commands. Start to give them a sequence like "left-right-left-right-right-left-left..." slowly speeding up as they get better, for fun. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Apply

⚓ **Mini Whiteboard Work:** Practise writing a few double-consonant graphemes (ss, ll, ff) and/or words (hiss, hill, huff).

⚓ **Extension Activities:** Collage.

Captain of Consonants

When sailing the sea of sounds, you'll need to know your consonants! Circle the double consonants in the words below.

kiss



doll



pill



mess



huff



mallet



Tricky Words (I, go, no, of)

Introduce

⚓ Objective: “Today we will learn four new tricky words: I, go, no, of!”

Revisit

⚓ **Quickwrite:** Say a phoneme and ask the children to write the grapheme on their whiteboards.

Teach

⚓ **Story:** “Some words don’t follow the rules and are downright tricky. Today we are learning “I”, “no” “go” and “of”. You can sound them out, but the phonemes the graphemes represent are unusual. Let’s decode them together.” Write the words on the board with sound buttons and decode the words. Have the children count the phonemes in each word and repeat the decoding and blending for these words.

Practise

⚓ **Tricky Word Race:** Divide into 2 teams. Write the tricky words learned so far on flashcards. Go through the deck and have the children sound them out first, then say the word. On the second go round, make it a 2 team game to see if they can just say the word. You can time them for speed and see if they can get faster each time! (the, to, and, is, I, no, go, of)

Apply

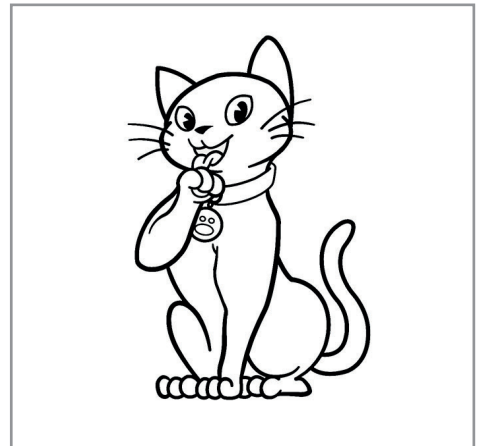
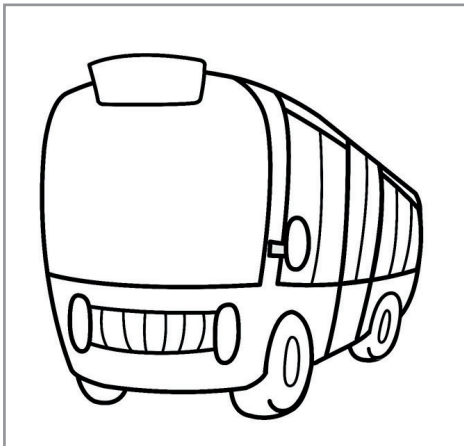
⚓ **Mini Whiteboard Work:** Sound-talk the tricky words for the children to practise spelling on their whiteboards. You can use phoneme frames if it is helpful.

⚓ **Extension Activities:** Magnetic Letters, Printing.

Aye-Aye Caption

Read the caption and match it to the right image by drawing a line.

I go on the bus



the cat had no cap

Assessment Days

Introduce

⚓ **Objective:** *"Today we will be reviewing all we have learned together!"*

Revisit

Play one of the following games each day:

- ⚓ **Sound Splat:** Put grapheme/pictophone flashcards on the floor, and call out a phoneme. The first child or team to slap the dictated one can get a point if you wish.
- ⚓ **Letter Pops:** Hand out some grapheme flashcards learned so far. Say a phoneme and children holding that grapheme card hold it up high above head.
- ⚓ **Quickdash:** Break the children into teams and see how fast they can identify the grapheme/pictophone on the card you hold up. Award points if you wish.
- ⚓ **Sound Jump:** Put the grapheme/pictophone flashcards on the floor and divide the class into two groups, one around each card. Call out the phoneme and students in that sound group jump up. Repeat a few times.
- ⚓ **North, South, East, West (Onsets or Tricky Words):** Place a grapheme or tricky word on each wall of the room with its corresponding pictophone. Read out words beginning with the four phonemes, or say the tricky word. The children run to the wall with the correct grapheme/tricky word.

Apply

Divide children into groups and have them play these activities on different tables while you assess individual children.

- ⚓ **Table 1: Build a Word** - Use mini grapheme/pictophone flashcards to practise building words in small groups.
- ⚓ **Table 2: Letter Build** - Children practise letter formation using playdough or clay (make a list of letters to practise on the table).
- ⚓ **Table 3: Word Match** - Lay out object flashcards and word flashcards from the resources section of the manual on the table for the children to match up.
- ⚓ **Table 4: Worksheets** - Children work to complete the worksheets for this week.

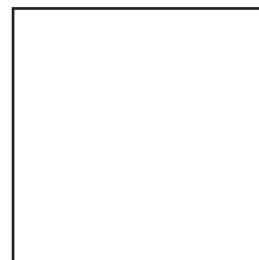
Assess

- ⚓ Select individual children to complete the assessment sheets with a teacher for Phase 2 from the back of this manual.

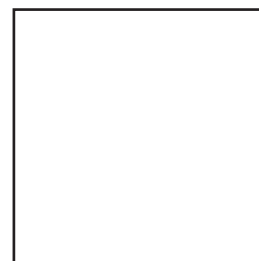
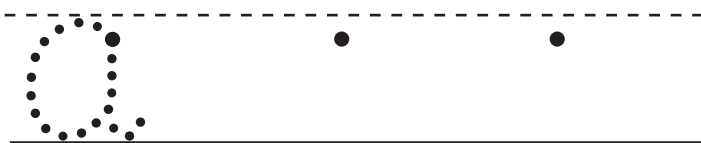
Ship-Shape Letters

Let's practise our letters! Draw something that starts with each grapheme.

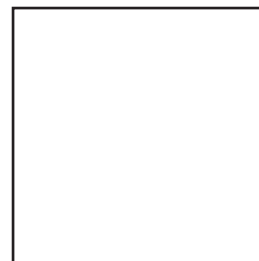
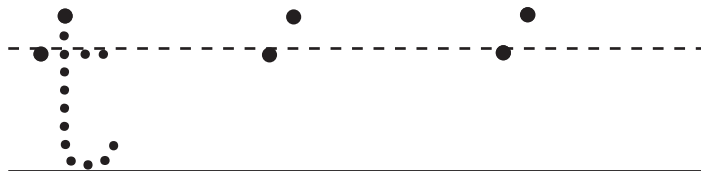
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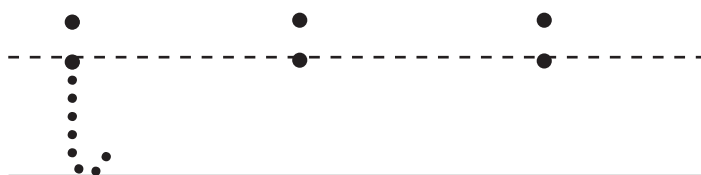
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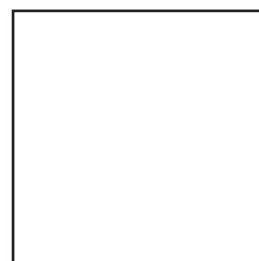
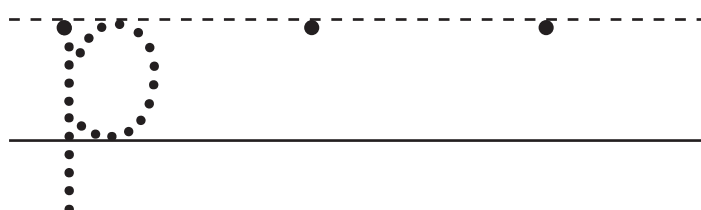
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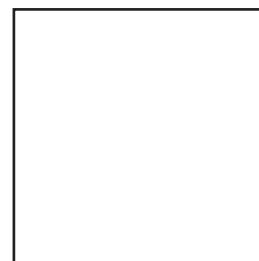
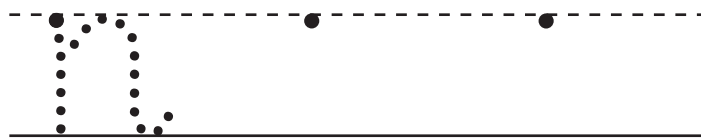
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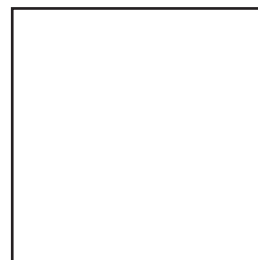
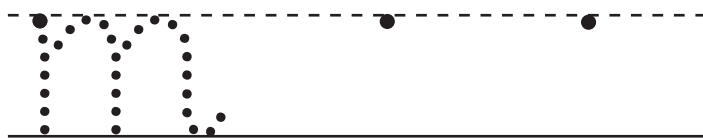
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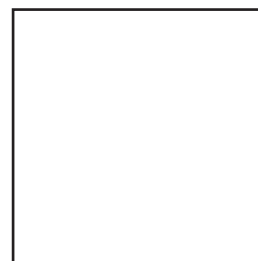
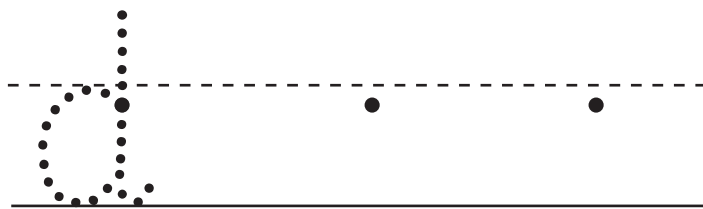
Ship-Shape Letters

Let's practise our letters! Draw something that starts with each grapheme.

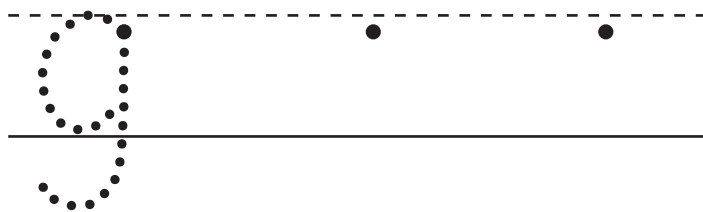
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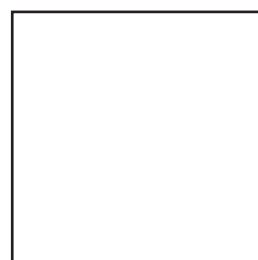
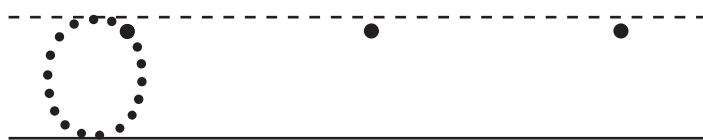
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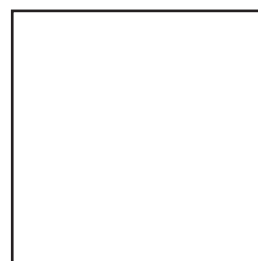
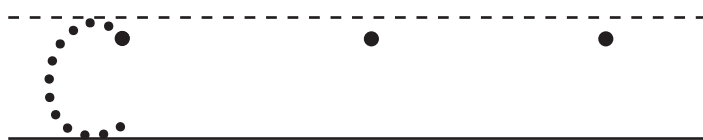
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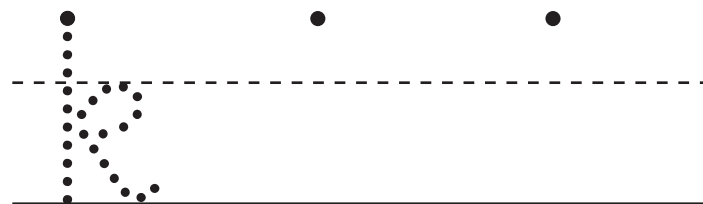
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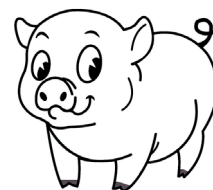
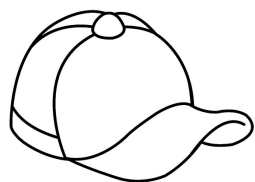
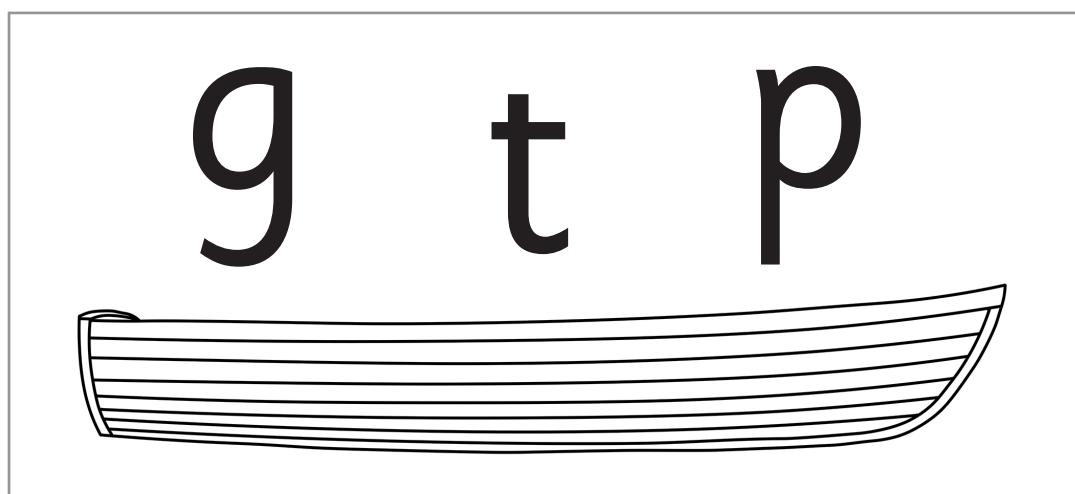


Letters Lost at Sea

Oh no, some of the letters have gone adrift! Fill in the missing grapheme for the sound you hear at the **end** of each word using the choices from the boat.



an__ ba__ do__



ca__ ba__ pi__

Phase 2 Assessment

Introduction

At the end of each phase, you will find an assessment activity which contains everything you need in order to assess a child's phonological awareness upon completion of the phase.

These assessments do not have a standardised pass rate but are designed to be used as part of your day-to-day formative assessment to inform your next steps for every child. As a general indicator, a child should be able to recognise and pronounce the majority of graphemes and phonemes in the phases they have completed.

If a child has found this assessment challenging and there are gaps in their knowledge, you should refer to our All Aboard Plus manual for advice on how to proceed with intervention.

These assessments are also useful as a baseline assessment, for children new to your school or children that you may have concerns about.

General Instructions

You will find three types of sheet for this assessment:

- ↓ A sheet for you to record the performance of each child.
- ↓ Sheets for the child to use.
- ↓ 1 class data sheet to photocopy depending on your number of pupils.

Stop the assessment if the child seems to find it too difficult at any point.

All these assessments are designed to be completed on a 1:1 basis in order to help you assess, record and identify areas for development for each child.

It can also be very helpful in all lessons to jot down quick notes about any problems that particular children are having or any graphemes or phonemes that lots of children are struggling with. By doing this you can make sure that you can build extra support into future planning. Encourage any adults working in class to do this too.

Online Assessment Tracking

You can enter the results for each child directly into your online account. That way all the data is managed for you and can be viewed on dashboards for each class. This will save you hours of time and hassle over the months and you will be able to see instantly which children need a boost with All Aboard Phonics Plus.

Pupil Name: _____

Phase 2 Teacher Assessment Sheet

Grapheme Recognition

Instruction to the learner: "Please tell me the phoneme for each of these graphemes."

Notes: Stop the activity if the child is really struggling or after 60 seconds. Note a yes/no on the sheet for each answer.

s	y / n	a	y / n	t	y / n	p	y / n	i	y / n
n	y / n	m	y / n	d	y / n	g	y / n	o	y / n
c	y / n	k	y / n	ck	y / n	e	y / n	u	y / n
r	y / n	h	y / n	b	y / n	f	y / n	l	y / n

Sounding Out and Blending

Instruction to the learner: "Please try to give me each phoneme in these words and then say the word. For instance, the first one is /t/ /a/ /p/, tap."

Notes: Mark a yes/no for both the sounding out (SO) and for blending (BL) the phonemes to form the word. Help if necessary (but mark 'n') and stop the activity after 60 seconds.

tap	SO y / n	BL y / n	fig	SO y / n	BL y / n	sock	SO y / n	BL y / n
bell	SO y / n	BL y / n	rot	SO y / n	BL y / n	bun	SO y / n	BL y / n

Segmenting

Instruction to the learner: "Please listen to each word I read out and have a go at breaking the word into its individual phonemes. For instance, the first one is sit, so the phonemes are /s/ /i/ /t/."

Notes: They need to get each phoneme in the word to achieve a 'y'. Stop the activity after 60 seconds.

sit	y / n	nap	y / n	dog	y / n	mum	y / n	less	y / n	pack	y / n
------------	-------	------------	-------	------------	-------	------------	-------	-------------	-------	-------------	-------

Tricky Words

Instruction to the learner: "Have a go at reading our tricky words to me, please."

Notes: Help if they are stuck (but mark 'n') and stop the activity after 60 seconds.

the	y / n	to	y / n	and	y / n	is	y / n	I	y / n	no	y / n
go	y / n	of	y / n								

Nonsense Words

Instruction to the learner: "Have a go at reading these nonsense words to me, please."

Notes: Help if they are stuck (but mark 'n') and stop the activity after 60 seconds.

dop	y / n	rit	y / n	bick	y / n	mig	y / n	tass	y / n	keb	y / n
------------	-------	------------	-------	-------------	-------	------------	-------	-------------	-------	------------	-------

Eye Tracking

Instruction to the learner: "Please try reading these words."

Notes: If your learner finds the larger text size more comfortable to read, or makes more errors when reading the smaller text size, then start the ten day eye tracking exercise routine detailed in your All Aboard Phonics Plus manual.

The learner read the smaller text equally well as the larger text.	y / n
---	-------

Phase 2 Assessment Student Sheet - Grapheme Recognition

Instruction to the learner: "Please tell me the phoneme for each of these graphemes."

Notes: Stop the activity if the child is really struggling or after 60 seconds. Note a yes/no on the sheet for each answer.

s	a	t	p
i	n	m	d
g	o	c	k
ck	e	u	r
h	b	f	l

Phase 2 Assessment Student Sheet - Sounding Out and Blending

Instruction to the learner: "Please try to give me each phoneme in these words and then say the word. For instance, the first one is /t/, /a/, /p/, tap."

Notes: Mark a yes/no for both the sounding out and for blending the phonemes to form the word. Help if necessary (but mark 'n') and stop the activity after 60 seconds.

tap

fig

sock

bell

rot

bun

Phase 2 Assessment Student Sheet - Tricky Words

Instruction to the learner: "Have a go at reading our tricky words to me, please."

Notes: Help if they are stuck (but mark 'n') and stop the activity after 60 seconds.

the	to
and	is
I	no
go	of

Phase 2 Assessment Student Sheet - Nonsense Words

Instruction to the learner: "Have a go at reading these nonsense words to me, please."

Notes: Help if they are stuck (but mark 'n') and stop the activity after 60 seconds.

dop

rit

bick

mig

tass

keb

Phase 2 Assessment Student Sheet - Eye Tracking

Instruction to the learner: "Please try reading these words."

Notes: If your learner finds the larger text size more comfortable to read, or makes more errors when reading the smaller text size, then start the ten day eye tracking exercise routine detailed in your All Aboard Phonics Plus manual.

cat

hop

big

dog hat bit

Phase 2 Assessment Class Analysis Sheet

Write down the names of your students and then tick the graphemes that they were able to read correctly. Note down the number of errors made on the blending, segmenting, tricky word and nonsense word activities. Tick the eye tracking box if you circled 'y'.

Student Name															
s															
a															
t															
p															
i															
n															
m															
d															
g															
o															
c															
k															
ck															
e															
u															
r															
h															
b															
f															
l															
Sounding Out															
Blending															
Segmenting															
Tricky															
Nonsense															
Eye Tracking															

Extension Activities

Introduction

Over the next few pages, you will find suggested extension activities that can be used during the school day to ensure phonics is not only a 15 minute session but the learning continues throughout the day in a number of different ways. These activities are generally designed to be independent activities that children can do without much assistance. You can also suggest these activities to parents, so the learning continues at home.

Playdough

Playdough or clay can be used in a number of ways for phonics. You can use alphabet cookie cutters, letter stamps or simply roll out the play dough and shape it into letters.

Sand Writing

For some letter writing practice, use sand in trays and children can practise their letter formations using their fingers or small paint brushes.

Chalk

Using chalk outside on the ground is a fun way to practise letter formation. Once children have written their letters they can also dip a paint brush in water and trace over the chalk letters and make them disappear.

Letter Hunt

A scavenger hunt with a phonics twist! Children have to find a specific letter in the classroom. Can they find the letter they are looking for on display boards, on drawers, on the names on children's pegs or in books?

Sorting

This game uses object flashcards and some additional objects that can be found around the classroom. You will need three trays each with a pictophonics card or letter card placed on/in it. Have a variety of objects on the table/floor that need to be sorted by the sound that they begin with.

Nature Letters

Can children form the letter of the day using items they can find outside the classroom? We recommend using leaves, sticks, pinecones and anything else they can find!

Drawing

Children can draw as many things as they can think of that start with the phoneme of the day.

Magnetic Letters

Using magnetic letters to build VC and CVC words, can they blend the phonemes together to read the word aloud? Magnetic boards and letters are very effective in helping children to identify letter shapes and develop the skills of blending and segmenting.

Letter Circling

With a page of text in front of them, can they circle the phoneme of the day each time it appears? Can they count how many times it appears?

Shaving Foam

Another fun way to practise letter formation! Use a plastic tray with sides and squirt on a thin layer of shaving foam. Children can then practise their letter formation. Then rub it out and start again for more practice.

Collage

Children create a collage of the phoneme of the day. You might want to create an outline for the children before they decorate the sound with items of their choice (sequins, glitter, paint, buttons, beads, etc.)!




















Printing

If you have some letter stamps, it is a good opportunity to revise the graphemes they have learned and to also practise with some VC and CVC words.

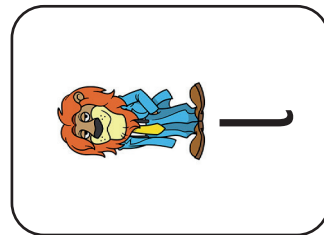
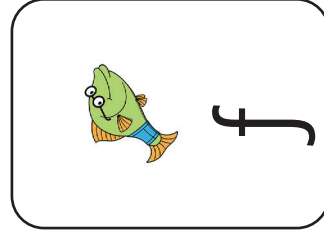
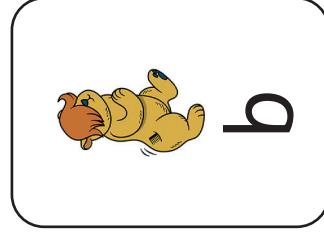
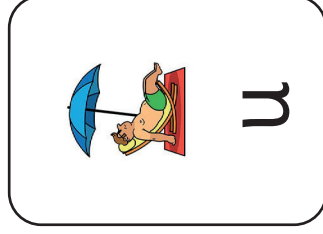
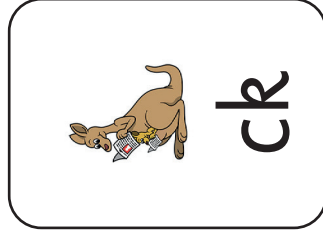
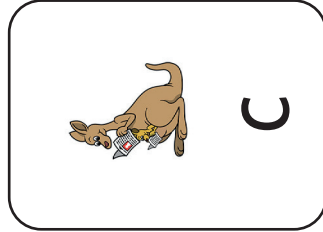
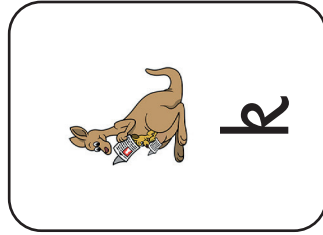
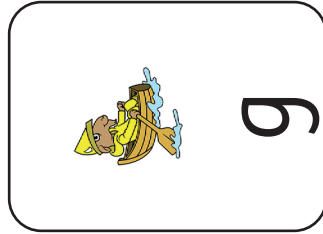
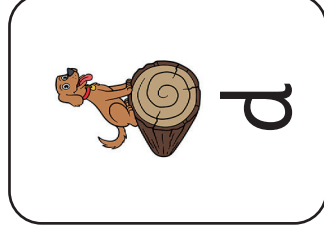
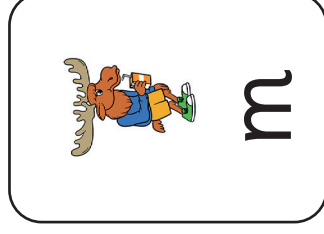
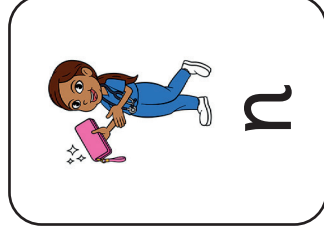
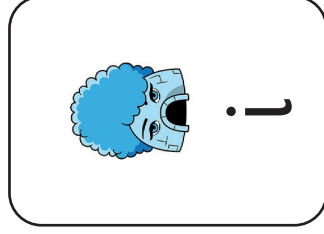
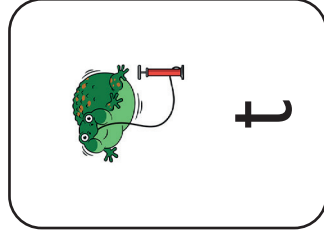
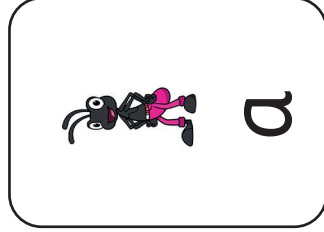
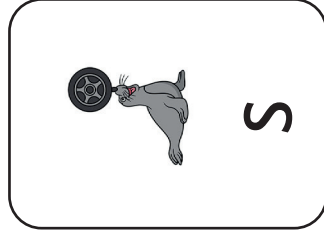
Sound Bank

Here is an overview for which phonemes have been introduced by each week of Phase 2. This will help with activities like Quickdash and Quickwrite.
























Phase 2

Week	Graphemes	Pictophones
1	s a t p	   
2	i n m d	   
3	g o c k	  
4	ck e u r	   
5	h b f l	   

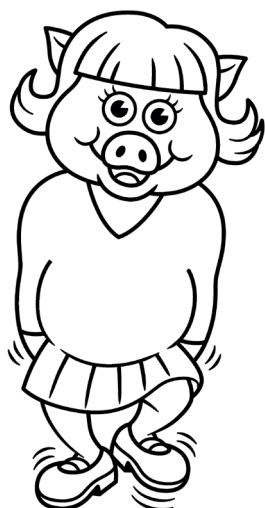
Phase 2 Sound Mat



Decodable Book Chart

	Week	Symbol	Book Title
Phase 2	2		Sid Sat
	3		A Map
	4		Top Dog
	5		Tess is a Mess
	6		Mud on a Rug
Phase 3	1		Jill and Val
	2		Bad Dog Ben and the Jam
	3		Ping-Pong Song
	4		Zud in the Mud
	5		The Seed
	6		A Shark in the Pool
	7		Boxer Dogs
	8		The Jazz Sisters
	9		A Fix For Fear
	10		Choi Gets a Coin
	11		Dash and the Fish
	12		Wicked Will
Phase 4	1		Fin the Fish
	2		The Bed Frog
	3		Bad Luck, Crab!
	4		Raincoat
	5		Jess Runs Just for Fun
	6		In the Woods

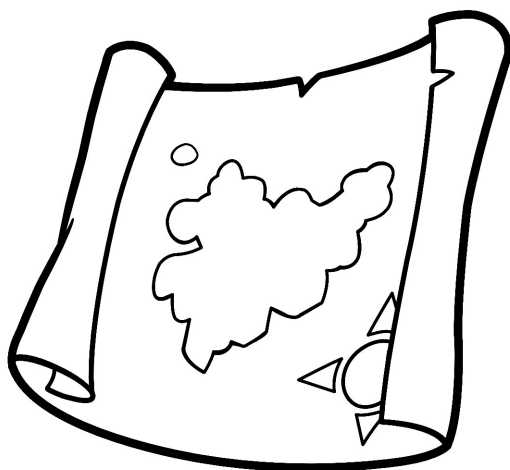
Word Match Flashcards



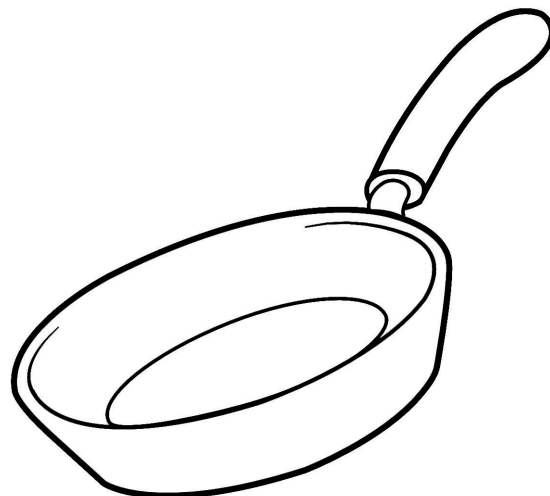
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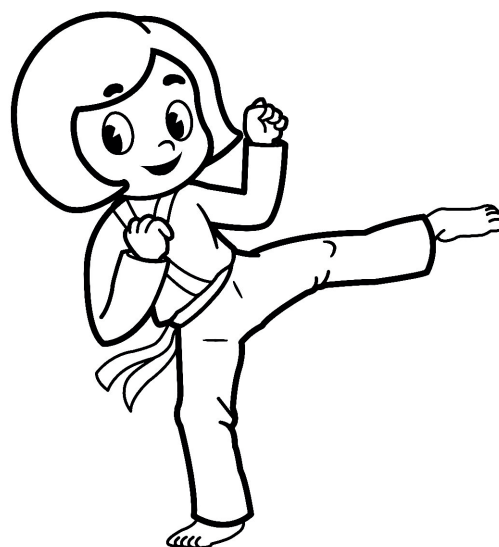
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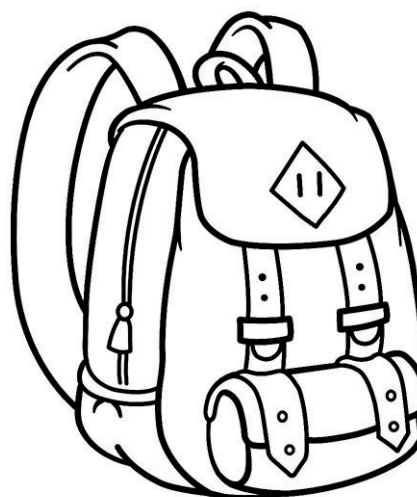
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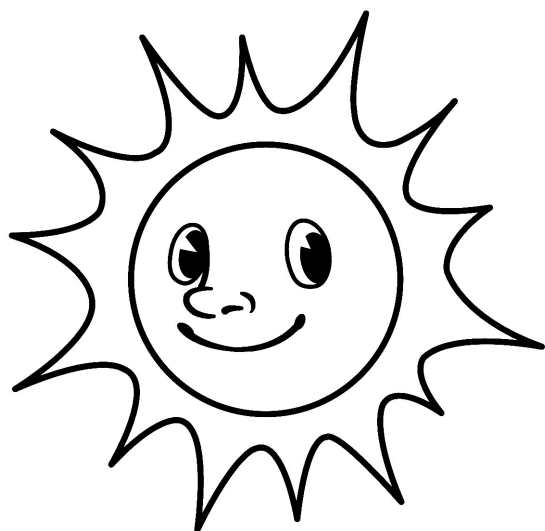
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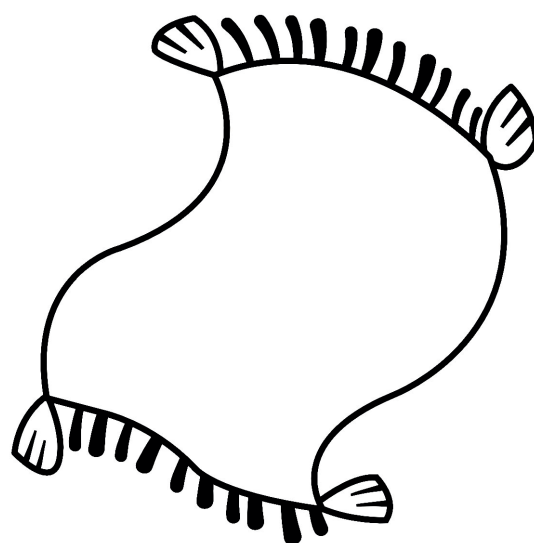
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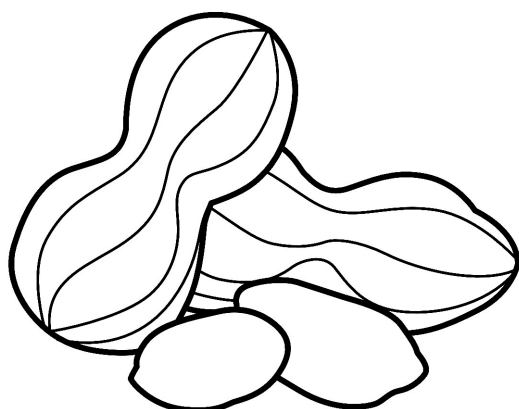
Word Match Flashcards



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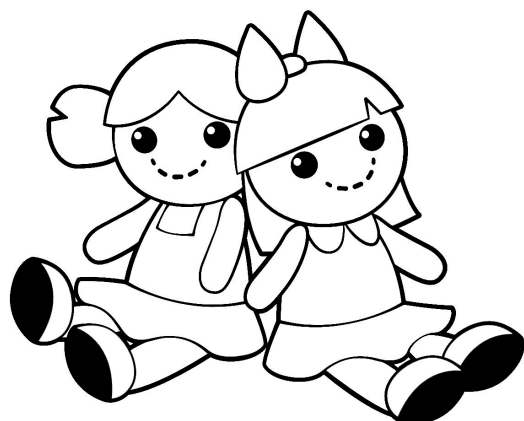
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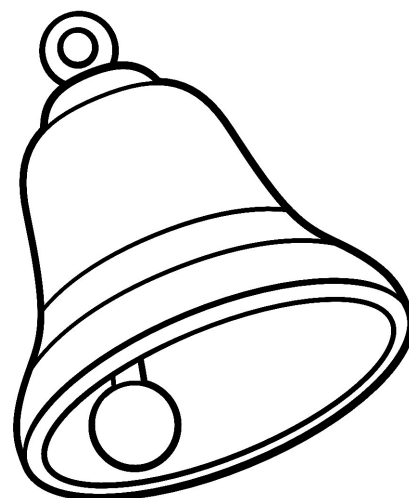
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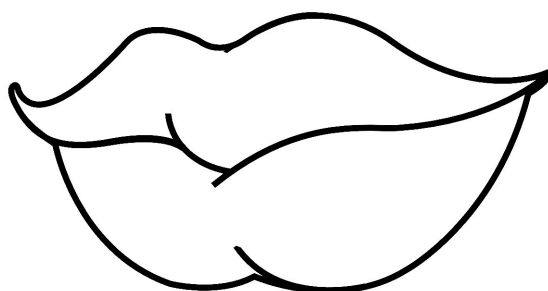
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Tricky Word Flashcards



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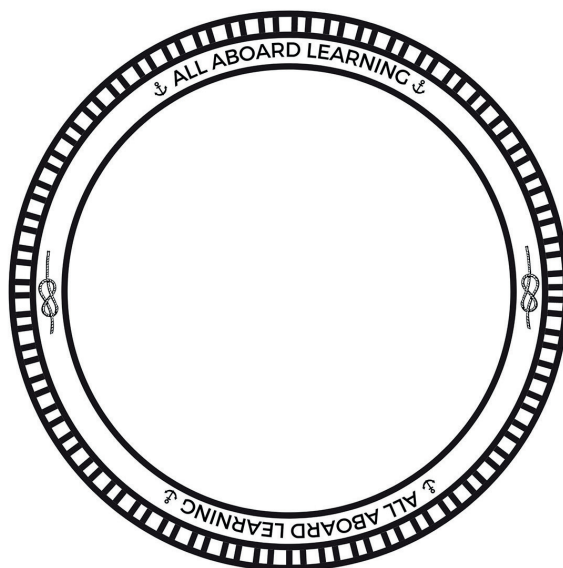
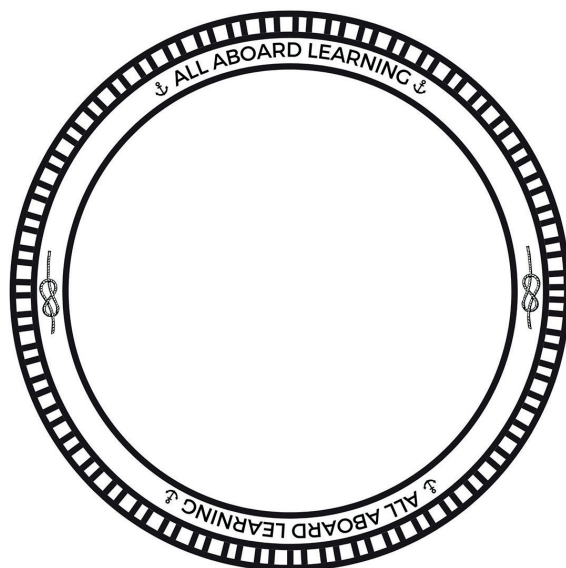
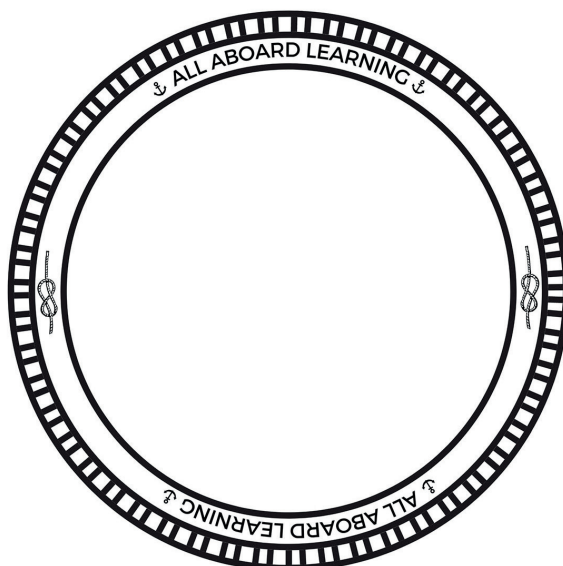
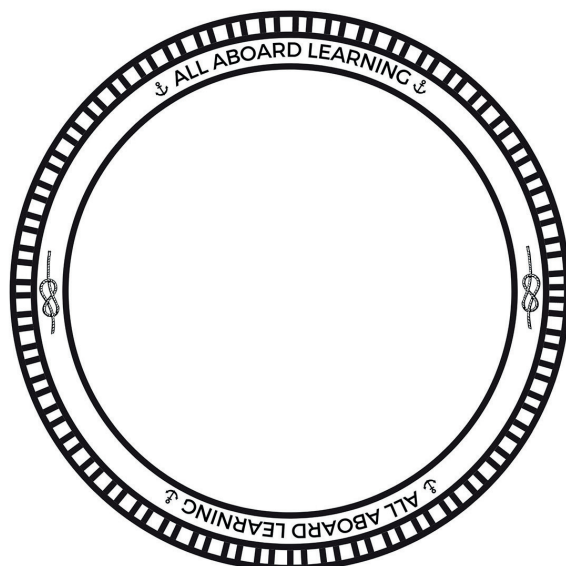
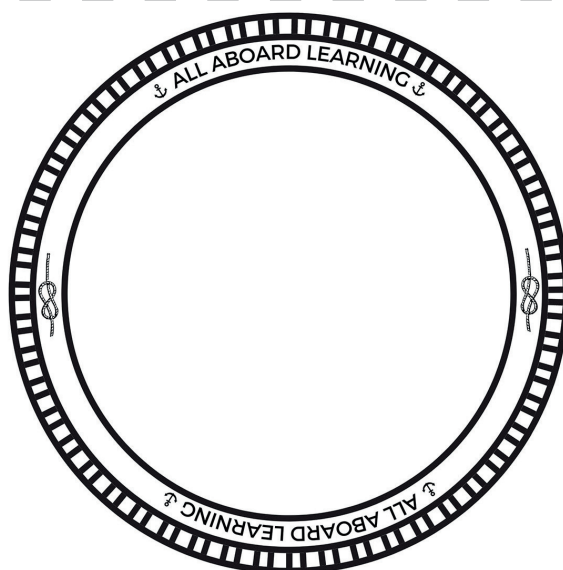
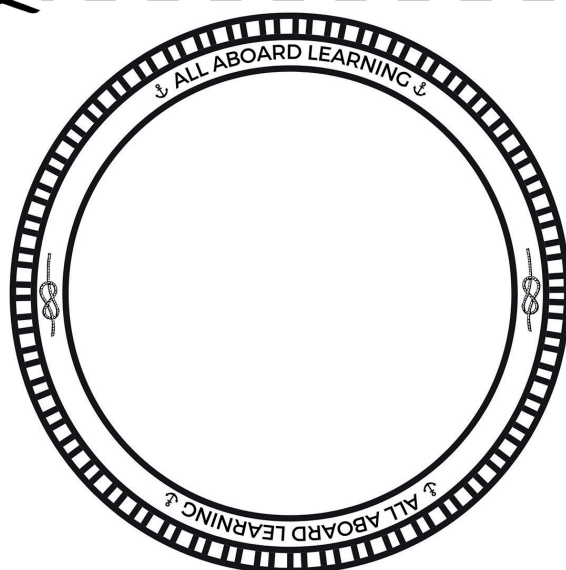
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Spot the Fake Game Coins



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A Guide for Parents on Daily Reading Practice



Dear Parent/Guardian,

Supporting your child with their reading development can be challenging, especially when you lead a busy life, have other children to look after and work to complete! The key thing to know is that your input is going to be vital to your child, because the classroom team cannot do individual reading sessions each day. A ten-minute session with 30 children takes 5 hours!

The good news is that if you really implement these tips, you will see less stress and better progress each week.

Tips for Reading Practice Success

1. Short, Regular Lessons

- ⚓ Keep reading practice sessions to no more than 10-15 minutes for better focus.
- ⚓ Try to do a short session every day, to build momentum.
- ⚓ Try a morning reading routine if your child finds it hard later in the day.

2. Affirm Frequently

- ⚓ Say something positive every time your child gets something right. That means every word or even each sound in a word!
- ⚓ Avoid all negative comments or tones to your voice. If a mistake is made empathise with the difficulty. Imagine trying to read Greek text and you will know what your child is dealing with.
- ⚓ Try measuring your positive to negative comment ratio. Our “Rule of Five” is that you must get five positive comments in for every correction. Someone listening to you should hear “Yes! Good, that’s right. Yup. Nearly... You got it!”

3. Help With Any Difficulties

- ⚓ Stress is the great enemy, because it shuts down the thinking processes. So help if a word is proving difficult and keep praising progress!

4. Ask For a Reread

- ⚓ If a phrase has tricky words in it, always ask your child to do a quick reread of the phrase before going on to the next one, so that they can read it fluently. They may not be keen, but this will double progress.

5. Encourage Decoding

- ⚓ Guide your child towards working out the sounds in a word rather than trying to guess it.

6. Keep the Text Big Enough

- ⚓ Only ask your child to read text that is big enough. If small text is a challenge, help your child do the eye exercises that the school recommends to you.

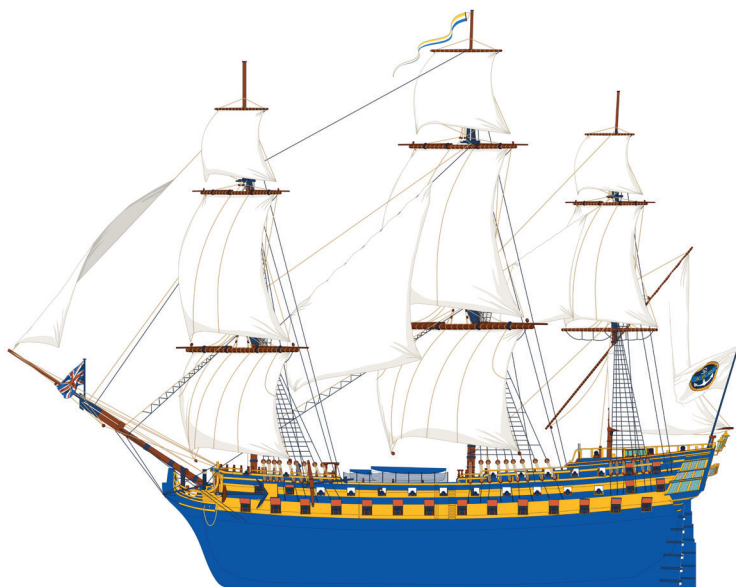
Glossary

Alliteration	When a phrase contains words beginning with the same onset sound e.g. “Betty bought a bit of butter”, “Sally Smith”.
Blending	The process of putting the sounds together to form the word, after sounding out a word. For example, a child might sound out /t/... /o/... /p/..., and then blend the sounds together to say “top”.
CVC	This initialism stands for consonant - vowel - consonant, which forms the structure of a word e.g. s-a-t is a CVC word. You will also see variations of this initialism, such as CVCC (e.g. hunt) and CCVC (e.g. slip).
Decoding	Reading words by working out the phonemes relating to each grapheme and blending those together. Sounding out + blending = decoding. With time and practice, decoding begins to happen in the subconscious and no longer involves consciously sounding out and blending. The brain starts to do it for you automatically.
Digraph	A grapheme containing two letters that represent just one phoneme, e.g. <ch>, <ai>.
GPC (Grapheme Phoneme Correspondence)	The fact of a particular grapheme being able to represent a particular phoneme. GPCs are not unique links for each grapheme and phoneme. For instance, there is a GPC between the grapheme <ow> and the phoneme /ow/ (as in “cow”). There is also another GPC between the same grapheme <ow> and the phoneme /oa/ (as in “low”).
Grapheme	A written representation of a phoneme. Graphemes can be made up from 1 letter or 2-4 letters. For example, in “thought”, the graphemes are <th>, <ough>, and <t>.
Letter Name	The name commonly used when referring to letter shapes and sung when singing the alphabet.
Oral Blending	This involves hearing phonemes and being able to merge them together to say a word. Children need to develop this skill before they will be able to blend the sounds of written words silently.

Oral Segmenting	The act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them. For example, a child could hear the word “dog” and they would then break it down into /d/ /o/ /g/.
Phoneme	The smallest unit of sound in a word. There are 44 phonemes in the English language. Phonemes can be put together to make words. For example, the word “cat” is made up of the phonemes /k/ /a/ /t/.
Phonemic Awareness	The ability to hear, identify and manipulate individual phonemes in spoken words.
Pictophone	A distinctive visual character representing a phoneme of the English language which can be used as an aid in reading practice. For example, the Ant in Pink Pants is used to represent the short /a/ sound, as in “cat”. This is a term unique to All Aboard Phonics.
Segmenting (for spelling)	Segmentation for spelling is a combination of oral segmenting and letter recall. In the early stages of spelling development, one must first orally segment the word into its phonemes, and then recall the graphemes which represent those sounds, and write them down.
Sound Button or Bar	A sound button is a dot shown below a single grapheme. Sound bars are lines drawn underneath digraphs and trigraphs to indicate that the letters combine to make one sound. For split digraphs, use a curved line to join up the two letters of the split digraph.
SSP (Systematic Synthetic Phonics)	A method that teaches phonemes then the blending of those phonemes to say words. The phonemes are taught in a sequence following a set of phases, hence the term “systematic”.
Tricky Words	Frequently used words that cannot be decoded as easily because they have unusual GPCs, such as “the”.
Trigraph	A grapheme containing three letters that represents just one phoneme, e.g. <air>, <igh>, <tch>.

All Aboard Phonics

Phase 2 Teacher Manual Fourth Edition



All Aboard Phonics is a systematic synthetic phonics programme that is used by progressive school literacy teams who are looking to achieve the very best possible results for their children, year after year.

It provides a complete programme to teach phonics in a fun, multi-sensory way with clear signposting of expected progress. All Aboard Phonics taps into children's imaginations making learning fun and easy to remember. The manual includes all of the lesson plans, resources and assessment materials required to meet learning objectives.

In Phase 2, the children learn their first letters and sounds, build up their phonemic awareness and practise decoding and writing CVC words.

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