

Come and learn
to read with us!



York Phonics

Teach pupils to read with
York Phonics 1 and 2!



York Phonics is a complete package for
the teaching of phonics in schools.

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About the course

What is York Phonics?

York Phonics is a two-year course which teaches young learners how to read. It uses modern teaching practices and the most up-to-date research in phonics for children learning English as a foreign language.

Who can use York Phonics?

The course can be used alongside any preschool or primary level course where additional input in phonics is required. It is a standard syllabus which would benefit all children who are learning to read in English.

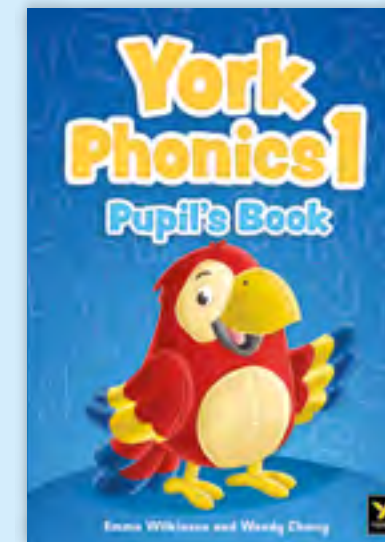
What does the syllabus consist of?

York Phonics 1 teaches the letter sounds of the alphabet. Pupils are taught to blend letters into simple and high frequency CVC (consonant-vowel-consonant) words early in the course to enhance basic reading skills from the very beginning. Alongside the presentation of the sounds, pupils are taught high frequency 'tricky words' in context.

York Phonics 2 builds on the work from level 1 with presentation of common vowel digraphs and consonant clusters, along with more 'tricky words'.



The components of the course



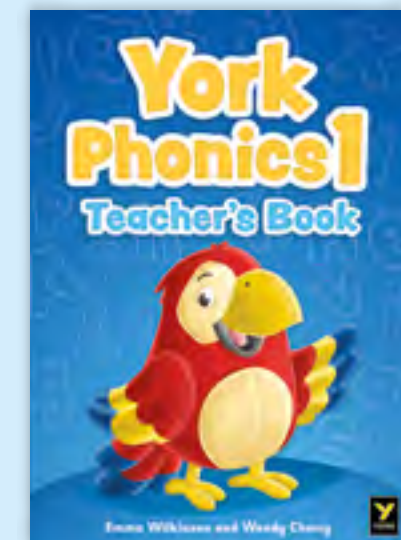
Pupil's Book



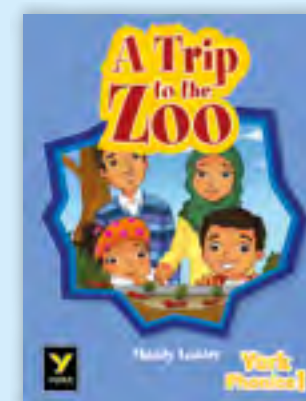
Class CD



Activity Book



Teacher's Book



Graded reader



Phonics cards



Letter cards

Fun and visual icons featuring the course character (a parrot for level 1 and a chick for level 2) indicate to pupils what they will do in each exercise.

Pupils practise the sound alongside the presentation of other words with the same initial sound. Practice activities include circling, matching and fun mazes.

Pupils are given a clear example for each exercise.

Pupils trace and copy both the lower and upper case letter. They are given clear directional arrows to follow.

The first exercise presents the letter sound with a clear visual example. Pupils listen and repeat the sound and the word.

Unit 2

1 Listen and repeat

gG goat

2 Listen and repeat. Circle g

goat garden gate

3 Trace and copy

g g g

G G G

abcdefghijklmnopqrstuvwxyz

The corresponding letter is highlighted in the alphabet banner at the bottom of each page.

At the end of every unit, two tricky words are presented.

Pupils then trace and copy the word in the context of a simple phrase or sentence, again with a visual stimulus.

There are two chants or songs at the end of every unit. The lyrics contain the words taught in the unit along with the tricky words.

1 Look, listen and repeat

a mop a tin

2 Trace and copy

hat hat

3 Chant

A parrot. A mop.
A mop. A parrot.
A tiger. A tin.
A tin. A tiger.

Let's Blend! and Let's Read!

At the end of every unit, pupils blend the letter sounds they have learned to form simple CVC words.

Pupils blend simple CVC words with a simple matching activity.

Let's Blend! 3

Let's blend!

1 Match and trace. Follow and write

ed mbrella ork og up ag

2 Look and write

run up

Pupils order the letters in the staves.

Pupils identify the missing sound and write it in the staves.

1 Look, order and write

g b a b

u s b

e r d

s n u

2 Look and write

bat

cat

fan

cot

Pupils read the words and match the pictures.

In this activity, pupils look at the pictures, say the word and then write it in the stave provided.

In York Phonics 2, the same section is titled *Let's Read!*

Pupils read the words and match them to the correct pictures.

Let's Read! 2

Let's read!

1 Read and match

kite

nose

night

bone

coat

2 Look, read and choose

1 bike

boat

2 coat

goat

3 snake

snail

4 rose

road

1 Read and trace. Draw and colour

A red flag.

A yellow boat.

Five green bikes.

Pupils identify the correct words from the picture.

Pupils start to read simple phrases. Comprehension is necessary in order to draw the pictures correctly.

1 Look and read. Choose and write

light

rose

flags

bow

five

A black .

This is a .

They are .

Her are yellow.

This is a .

1 Read, match and write

bikes

coat

The are red.

The is yellow.

2 Order and write

is

snake

The

green.

The

black

The

is

bike

As skills develop, pupils start to read simple sentences. In this activity, pupils complete sentences with the correct word.

Pupils order words to write complete sentences.

Games

Game 1B

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2

pg

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1

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1

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54

55

At the end of the Pupil's Book, there are four games. Two of these games are played in the middle of the course and two at the end of the course. These are fun classroom activities which revise and recycle the sounds in an enjoyable way.

Game 2A

1

2

3

j

l

b

f

r

c

v

k

u

l

b

w

q

r

j

f

z

y

x

u

l

c

w

k

56

57

At the end of each Pupil's Book, there is a simple story featuring the letter sounds and words which pupils have learned during the course. Pupils can firstly listen to the story and follow the words in the speech bubbles, but can easily progress to reading the story by themselves.

It's story time!

1 Listen and point

1 This is a hat!

2 This is a bag!

3 This is an umbrella!

4 This is a cup!

5 It is a map.

6 The garden.

7 Sit on the mat.

8 This is a cake!

The exercises in the Activity Book are designed to be used either in class or given as homework. Activities include tracing and copying letters and words and phrases, matching items to pictures, mazes, anagrams, drawing and colouring.

Each activity practises one sound. In this activity, pupils practise tracing and copying the letters, and then find words which have the same initial sound.

Pupils find the relevant letter in the picture and circle it. They then trace and copy the letter in the staves alongside.

Unit 3

1 Trace and copy. Find, colour and say

2 Circle r. Trace and copy

Unit 3

1 Find f and colour. Trace and copy

2 Trace, copy and colour

Pupils find the relevant letter in the pictures and then colour the fish. They then trace and copy the letters in the staves alongside.

Pupils trace and copy the letters and then colour the pictures.

When pupils have completed the activities, they trace the corresponding letter in the alphabet banner at the bottom of the page.

Let's Make! and Let's Act!

The craft activities use templates from the Photocopiables, which are at the end of the Teacher's Book. The activities are carefully staged to enable all pupils to create successful projects.

The materials required for the craft project are pictured at the top of the page.

In this task, pupils make a simple mobile using pictures and letters from the templates.

When pupils have finished making their mobiles, they use them for a fun speaking activity in class.



These activities provide craft and drama tasks for pupils.



On these pages, pupils are encouraged to bring drama into the classroom. Pupils use mime and acting skills to work with others, which is fun and motivating for young learners.

Pupils choose a card from those pictured and say the word. They then use a simple mime to convey the word to their partner.

The Teacher's Book

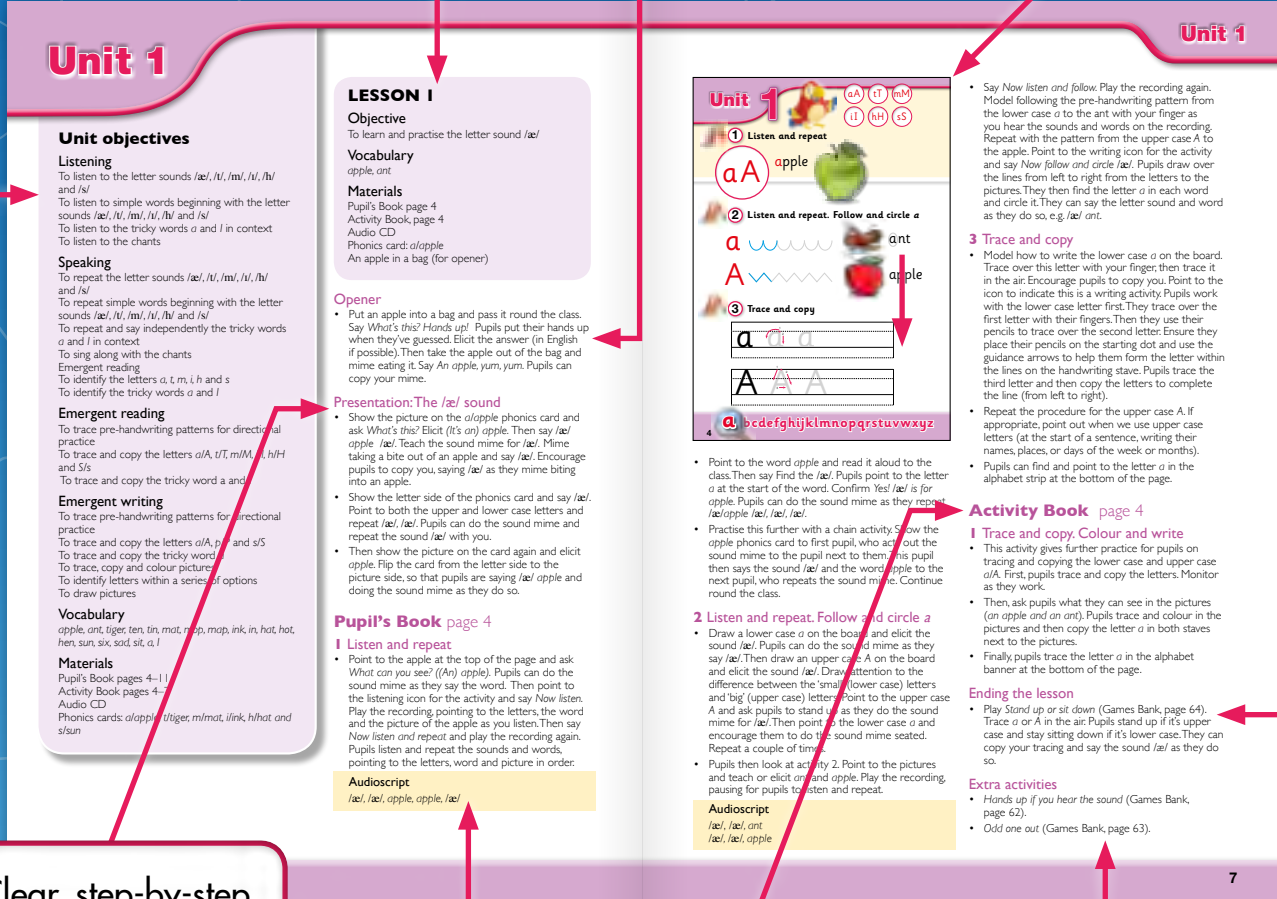
The Teacher's Book provides all of the necessary information for teachers to use the course successfully in class.

At the beginning of each unit, the Unit objectives indicate to teachers what will be covered in the unit.

There is a smaller lesson box at the beginning of each lesson which summarises the objectives, new vocabulary and materials required.

Each lesson begins with an opener to revise the material from the previous lesson.

The relevant Pupil's Book page is inserted within the lesson notes for easy reference for the teacher.



Clear, step-by-step instructions are given to teach the activities in class.

The audioscript for each activity is clearly provided in a coloured box.

After each page in the Pupil's Book, there are instructions for corresponding activities in the Activity Book.

Extra activities are provided for fast finishers, so those pupils who finish activities first and need extra tasks.

There is an 'Ending the lesson' activity provided at the end of each lesson.

Games and Photocopiables

Additional components

At the end of the Teacher's Book, there is an extensive list of language games which can be used in class. This is an extremely useful resource for busy teachers.

Games Bank

Act it out

Use this game to review sounds, vocabulary and sounding out. Ask a pupil to come to the front of the class and give them a phonics card or whisper a word to them, e.g. *for*. If they have a phonics card they mime the word for the rest of the class to guess. When they guess correctly the pupil performing the mime shows the class the card and the rest of the class repeats the word. If you whisper a word, e.g. *for*, they make the word on the board using the letter cards. Pupil sound it out and mime the word again.

Anagrams

Use this activity to practise word formation. Use three letter cards for a CVC word you have covered. Attach these to the board in a jumbled order, e.g. *d r e*. Allow pupils time to guess the word, then ask one pupil to come to the board to reorder the cards to make the word, e.g. *red*. With more confident classes, pupils can take turns in making up anagrams for the rest of the class to solve. If pupils make their own sets of letter cards, they can also play this activity in pairs.

Blend and mime

Use the letter cards for words pupils know how to sound out. Choose three of these letter cards and show them to the class in the order of a word, e.g. *h e n*. Attach each card to the board, in order, as pupils say the letter sound, */h/ /e/ /n/*. Then point to the letter cards on the board again, encouraging pupils to sound out the CVC word they form: */h/ /e/ /n/*. Pupil then mime the word to demonstrate its meaning. They can also repeat the word and sound it out as they mime: *hen /h/ /e/ /n/*. This can also be played as a team game, with the first team to mime the word correctly getting a point. If pupils make their own sets of letter cards, they can also play this activity in pairs.

Circle it

Use this game to review lower or upper case letter formation. Write letters pupils know on the board in random order (choosing lower or upper case). Then say a sound for one of the letters, e.g. */p/*. Nominate a pupil to come to the board and circle the letter *p*, saying */p/* as they do so. Alternatively say a word beginning with the sound, e.g. *porcupine*. Pupil say the initial sound and then circle the letter. This can also be played as a team game, with two sets of letters on the board. The first pupil to circle the correct letter gets a point for their team.

Circle the word

Use this game to review word formation. Write CVC words pupils know on the board in random order. Then sound out one of these words, e.g. */k/ /æ/ /t/*. Nominate a pupil to come to the board and circle the word *cat*, sounding the letters out and blending the word as they do so: */k/ /æ/ /t/*. Pupil can then mime a cat, or point to a picture of one to

demonstrate the meaning of the word. This can also be made into a team game, with a member of each team raising to circle the word first as you sound it out. The team who circles the correct word first gets a point.

Correct my mistakes

Use this game to revise vocabulary or tricky words for each unit. Use pictures or objects. Point to a picture or hold up an object and identify it incorrectly, e.g. point to a picture of a hen and say *It's a vet*. Pupil correct you, e.g. *No! It's a hen*. If pupils are confident, they can also take turns making the mistakes, or they can play this game in pairs.

Draw and guess

Use this game to review vocabulary and practise sounding out. Choose a CVC word pupils know, e.g. *for*. Draw a picture of this word slowly on the board, pausing for pupils to guess what you are drawing. When they guess correctly, complete the picture. You can then write the word underneath your picture, sounding the letters out as you do so: */f/ /o/ /r/*. Alternatively, ask pupils to write the matching words or form the words from the letter cards. The rest of the class sounds out the letters and reads the word as they do so.

Echo

This is a sequencing game to review vocabulary. Choose a selection of words with the same target sound, e.g. CVC words with the sound */i/*. Say the words in a random sequence, e.g. *pip, big, fig, pin*. Pupil then mime the word to demonstrate its meaning. They can also repeat the word and sound it out as they mime: *hen /h/ /e/ /n/*. This can also be played as a team game, with the first team to mime the word correctly getting a point. If pupils make their own sets of letter cards, they can also play this activity in pairs.

Find it

This is an observation activity to revise vocabulary. It can be used with pictures or objects in the classroom. Give instructions such as *Find a pen*. Pupil listen and point to or pick up the items you describe. Alternatively, give sound-based instructions, e.g. *Find something beginning with /p/*. Pupil can find and point to any word as long as it begins with the target sound.

Flash

Use this game to review phonics words and initial sounds. Choose a phonics card and 'flash' show it to the class – showing it very quickly so they don't have time to take in the picture completely. Then put the card behind your back and ask pupils to do the sound mime to match the card they think it is. Then show the card again for pupils to check if they were correct. Pupil then all say the word and its initial sound. This can also be played as a team game with pupils getting a point for their team if they guess the sound correctly.

Guess the card

This is an observation activity to review sounds and vocabulary. Use a selection of phonics cards and an A4 piece of paper with a small window cut out of it.

Choose and hold up a phonics card with the piece of paper over it, so that pupils can only see a small section of the picture. Pupil guess the sound and word. When they guess correctly, reveal the picture. Pupil then repeat the sound mime for the card, saying the sound and word as they do so.

Hands up if you hear the sound

Use this game to differentiate between target sounds. Give pupils a target sound, e.g. */f/*. Then say a list of words that pupils know, some that have the target sound and some that don't, e.g. *fish, sun, well, clock*. Pupil listen and put their hands up only when you say a word that contains */f/*. They can also then do the sound mime for */f/*.

Hunt the cards

Use this game to review sounds and vocabulary. Hide a selection of phonics cards around the classroom, either before the lesson or while pupils have their eyes closed. Small groups of pupils then take turns to hunt and find a card. This can be played in different ways. You can either give them a sound to find, e.g. *find /a/* and the pupils have to hunt until they find the *apple* card. Or you can say *Find a card and make the sound*. Pupil show the first card they find and the class says the sound and does the sound mime.

It begins with ...

Use this game to review vocabulary and initial sounds. Use a selection of phonics cards for the sounds pupils know. Show the cards first if necessary to review any words. Then choose a card, hide it behind your back and say *Guess the card. It begins with /b/*. Pupil have to remember and say the word pictured on the *bed* phonics card, */b/ /e/ /d/*. Repeat with other cards. (Note that when reviewing letter sounds which end a word, e.g. */k/* (*book*), say *It ends with /k/* when asking pupils to guess the card. With words with the target sound in the middle, e.g. */m/* (*mother*) say *It has the sound /m/*.) You can also play this game with objects round the classroom instead of phonics cards.

Letters on backs

Use this game to review letter formation. Trace a letter (in upper or lower case) on a pupil's back for them to guess which letter it is. They say the letter sound and then trace the same letter in the air to confirm. Pupil can then also say a word that begins with that sound. Pupil can also play this game in pairs.

Make a word

Use this activity to practise blending sounds and word formation. Use the letter cards for the sounds you have been practising. Attach these to the board in a random order. Ask a pupil to come to the board. Then sound out a CVC word pupils know, e.g. */b/ /æ/ /t/* (*bat*). The pupil at the board takes down the correct letters (*b a t*) and arranges them into the word *bat*. To make this game more challenging, you can also just say the

word, e.g. *bat* and the pupil has to remember and find the individual letters to sound out. This can also be played as a team game, with the teams taking turns to make the words. They score a point if they make a word correctly. If pupils make their own letter cards, they can also play this activity in pairs.

Matching initial sounds

Use this activity to practise linking initial letters to words that begin with the sound of that letter. Use a set of letter cards and matching phonics cards. Attach the letter cards to the left-hand side of the board and the matching phonics cards (picture side up) to the right-hand side of the board, in a random order. Point to one of the letter cards and elicit the sound, e.g. */b/*. Then point to the phonics cards and elicit the word that begins with that sound, i.e. *bed*. Draw (or ask a pupil to draw) a line from the letter *b* to the phonics card of the *bed*. Repeat with the other letters and pictures on the board. You can also play this game with simple pictures of other items beginning with the same letters instead of using the phonics cards if you prefer.

Matching letters

Use this game to practise the formation of lower and upper case letters. Write the lower and upper case versions of letters pupils know on the board in random order. Then say a sound for one of the letters, e.g. */i/*. Nominate a pupil to come to the board and circle the letter *i*, saying */i/* as they do so. They then draw a line to match *i* with the upper case *I*.

Miming pictures

Use this game to revise vocabulary. Use a set of pictures for this game. They can be pictures on the page in the book, or a set of phonics cards displayed on the board. Mime one of these pictures for pupils to guess which one it is, e.g. mime cooking for a pan. If playing using the book, pupils find and point to the picture of a pan on the page. If playing using phonics cards, nominate a pupil to come and take the matching card from the board. Pupil then say the word and its initial sound, e.g. */k/ /æ/ /t/* and the class repeats the mime.

My letter cards

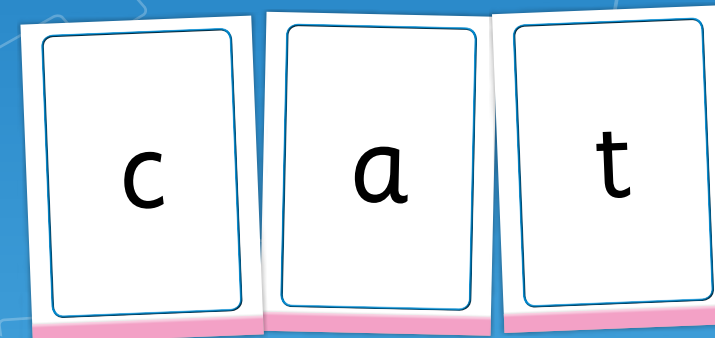
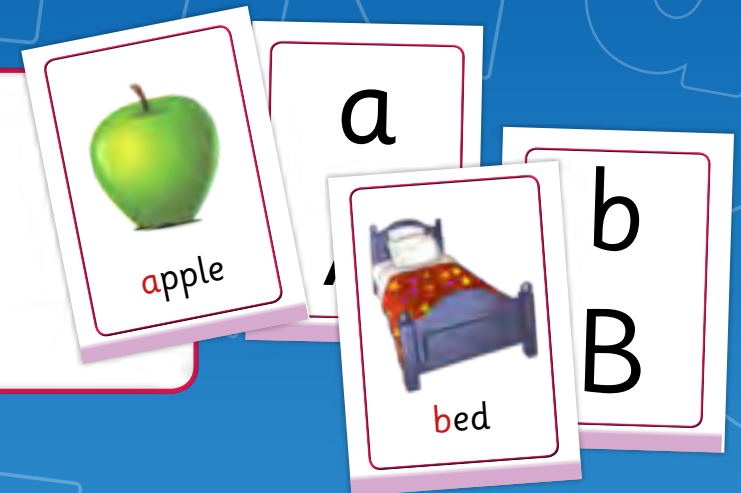
In this activity, pupils make their own set of letter cards, which they can then use to play spelling and sounding out games in pairs. Pupil make the cards in pairs. Each pair will need card, scissors and pencils. (Alternatively, cut the cards for pupils before the lesson, and make sure each pair have enough cards for each letter of the alphabet, plus two cards for each vowel.) Before making the cards, revise the alphabet (in alphabetical order) write each letter on the board in lower case. Allow pupils time to make their cards, helping as necessary. Then show pupils how to use the cards. Sound out a word pupils know, e.g. */k/ /æ/ /t/* (*cat*). Pupil find the correct letters and make the word *cat*, before sounding it out and saying it themselves: */k/ /æ/ /t/*, *cat*.

The Class CD

The Class CD provides all of the listening material required for the course, including the chants and songs.

Phonics cards

The phonics cards are used by the teacher in class to present and recycle the letter sounds taught in the course. Each card has the lower and upper case letter, and a picture with this initial sound.



Letter cards

The letter cards are used for blending and spelling in class. There are enough examples of each letter for fun and enjoyable activities in class.

Graded reader

Alongside each level of the course, there is a simple and fun graded reader to use in class. Young learners apply their knowledge of phonics to read the stories.



At the end of the Teacher's Book, all of the templates for the craft activities in the Activity Book can be found.

Please contact info@york-press.gr for further information.