


ABIGAIL STEEL

KS3 PHONICS TEACHER HANDBOOK



**The lessons in this book will help you
teach reading and spelling**

KS3 Phonics
Teacher Handbook

Introduction

The *Key Stage 3 Phonics Series* has been carefully designed to provide you with the materials you need to teach learners that have reached Key Stage 3 but are unable to read or write well enough to thrive with the demands of a Key Stage 3 curriculum. In some places this is thought to be as much as 60% of the Year 7 cohort.

In the introduction section of the *KS3 Phonics Student Workbooks*, learners are informed that learning to read and write in the English language is especially challenging. They are reassured that even proficient readers and writers have to work hard to get better at reading and writing.

Many people perceive phonics as something that is concluded in the infants. This is a misconception that we need to address. It causes older learners to face the challenge of low self-esteem alongside the difficulties of weak literacy skills. We do teach using phonics in the infants, but the English language takes many years to master. Even adults who are good readers and writers still use phonics if they need to read or spell a new or difficult word.

Phonics can be explained to learners as being similar to a spy code. Phonics is a code that matches the sounds that we make when we speak with the letters that we use when we read or write. For example, when you see the letter b you say /b/ as in bat. When you see the letters ee together you say /ee/ as in eel. The slash marks // mean sound. The letter c can be a /k/ sound as in cat, or a /s/ sound as in city.

There are over 150 pieces of code (letter/sound combinations, or grapheme/phoneme correspondences) in English so it is no great surprise that many learners struggle to master it during the first few years of school.

The content of this comprehensive course covers the English Alphabetic Code across one academic year. Each *KS3 Phonics Student Workbook* has 46 – 48 short, standalone lessons. If the learner is able to receive 1 x 20-minute lesson for 5 days a week, a workbook will be completed in ten weeks. All three workbooks can be completed within 30 weeks.

The lessons follow the same structure throughout the course. This eliminates the need for teachers to spend time explaining activities. Time is used efficiently by both teacher and learner to focus on the knowledge and skills being taught, practised and embedded. Many Key Stage 3 learners taking this course will have irregular gaps in their knowledge and skills. Some lessons will be new learning and some lessons will be revision.

Getting Started

How do I know which KS3 Phonics Student Workbook to use for my learners?

Use the *Diagnostic Assessment Sheet* to help you evaluate whether to place learners on *KS3 Phonics Student Workbook 1, 2 or 3*.

Using this assessment tool will give you a measurable baseline score which can be tracked for progress and can be used to evaluate impact.

How do I use the Diagnostic Assessment?

The Diagnostic Assessment in the Key Stage 3 Phonics series is a form of test known as a 'Stop Test'. This means that if a learner is not scoring well as the test progresses, the test is stopped, and the learner is not expected to continue to the end.

The Diagnostic Assessment has 3 sections. All learners complete Section 1. Learners who do not score highly, do not progress to Section 2. Those that do progress to Section 2 but do not score highly, do not progress to Section 3.

The Diagnostic Assessment needs to be conducted 1:1 but should only take a few minutes per learner.

Give the learner a copy of the *Diagnostic Assessment Student Sheet*.

The adult administering the test needs a copy of the *Diagnostic Assessment Teacher Sheet*.

1. Ask the learner to look at the graphemes (letters) in Section 1 and say the sound that each represents. You may need to give an example: "If you see the letter 's' you say /s/." Some of the graphemes represent more than one sound and either answer is acceptable. The *Diagnostic Assessment Teacher Sheet* indicates the possible sounds and provides you with key words to support your own knowledge of sounds. Each correct box equates to 1 mark, a total of 20.
2. Ask the learner to read each of the words in Section 1. If the word is a homophone e.g. 'tear', accept either pronunciation as correct. Each correct box equates to 1 mark, a total of 15.
3. Use the *Diagnostic Assessment Teacher Sheet* to dictate the words in Section 1 for the learner to write into the corresponding boxes. Each correct box equates to 1 mark, a total of 15.

Add the marks achieved in Section 1 together, up to a potential total of 50 marks.

If the learner scores less than 40, start them on *KS3 Phonics Student Workbook 1* and do not continue to conduct Section 2 of the *Diagnostic Assessment Sheet*.

If the learner scores 40 or more, continue to conduct Section 2 of the *Diagnostic Assessment Sheet*.

When the learner has completed Section 2 add together all of the marks from Section 1 and 2, up to a potential total of 100 marks.

If the learner scores less than 90, start them on *KS3 Phonics Student Workbook 2*.

If the learner scores 90 or more, continue to conduct Section 3 of the *Diagnostic Assessment Sheet*.

When the learner has completed Section 3 add together all of the marks from Sections 1, 2 and 3, up to a potential total of 150 marks.

If the learner scores less than 140, start them on *KS3 Phonics Student Workbook 3*.

If the learner scores 140 or more, the Key Stage 3 Phonics series is unlikely to be a necessary programme of work.

If in doubt start on a lower level workbook, and do not jump around within workbooks to plug gaps but work systematically from start to finish – revision lessons are still valuable additional practice.

Repeat the Diagnostic Assessment at the learners' exit point (when they have finished the series). This will give you a comparison score to measure progress accurately.

How can I track and monitor progress?

Use a copy of the class tracking sheet to keep a record of learners' baseline Diagnostic Assessment scores, their achievement at the end of each Workbook, and a repeat Diagnostic Assessment score at their point of exit from using the series.

KS3 Phonics Tracking Sheet

Student name	Diagnostic entry score	End of WB1 word assessment	End of WB2 word assessment	End of WB3 word assessment	Diagnostic exit score
Example A	25%	50%	75%	50%	60%
Example B	53%	n/a	80%	80%	75%
Example C	67%	n/a	n/a	90%	88%

At entry point/baseline all learners are regarded as achieving a score out of 150, irrelevant of whether they completed only Section 1, Sections 1 and 2 or all three sections. To convert the score to a percentage, use this equation:

$$(\text{total score} \div 150) \times 100$$

For example, a learner with a total score of 36/150 has a percentage of 24%

$$(36 \div 150) \times 100 = 24\%$$

At the end of each *KS3 Phonics Student Workbook* there is a word level assessment. After completing the workbook, the learner takes the assessment by reading and spelling a selection of words at a level that matches the book content. This gives an indication of how well they have retained and are applying the content from each workbook. The score (marks out of 60) can be changed to a percentage using the equation: $(\text{score} \div 60) \times 100$

In *KS3 Phonics Student Workbooks 2 and 3* there is also a text level assessment. These assessments enable the teacher and the learner to check how well the learner is able to apply the content *beyond* word level. These formative text level assessments can be evaluated using teacher judgement.

Diagnostic Assessment Student Sheet				
Name:			Date:	
Section 1				
ck	u	ff	j	ai
oa	igh	ie	le	or
ea	ng	v	oo	y
th	ou	oy	er	ce
tint	skip	elf	juts	aid
flow	sigh	ton	snort	whisk
tongs	vast	took	bonny	chat
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
Section 2				
i-e	o-e	u-e	eer	ere
ier	ur	our	re	il
aw	al	oor	kn	dge
mn	sc	bu	rh	ti
gym	theme	fake	lair	tear
adhere	dirt	early	humour	brittle
numb	guide	chorus	chiffon	motion
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
Total score (out of 100):				

Diagnostic Assessment Student Sheet continued				
Name:			Date:	
Section 3				
gh	gn	eigh	ei	ui
eu	wa	gue	mn	ps
eau	ph	ssi	ous	aigh
ture	ie	al	que	iew
delusion	porous	gherkin	hasten	feign
paisley	heist	strewn	recoup	euphoria
haughty	chronic	quiche	oblique	pristine
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
Total score (out of 150):				

Diagnostic Assessment Teacher Sheet (NB. The use of slash marks around a letter(s) like this /s/ indicates the sound and not the spelling)				
/k/ (as in duck)	/u/ (as in umbrella)	/f/ (as in cliff)	/j/ (as in jump)	/ai/ (as in aim)
/oa/ (as in boat)	/igh/ (as in night)	/igh/ or /ee/ (as in pie or field)	/ul/ (as in kettle)	/or/ (as in fork)
/e/ or /ee/ or /ai/ (as in head , beak or great)	/ng/ (as in king)	/v/ (as in violin)	short or long /oo/ (as in book or moon)	/y/ or /ee/ or /igh/ (as in yawn , happy or sky)
voiced or unvoiced /th/ (as in this or thumb)	/ou/ (as in ouch)	/oy/ (as in toy)	/er/ (as in sister)	/s/ (as in dance)
tint	skip	elf	juts	aid
flow	sigh	ton	snort	whisk
tongs	vast	took	bonny	chat
^{1.} stray	^{2.} soak	^{3.} spied	^{4.} cattle	^{5.} freedom
^{6.} zebra	^{7.} team	^{8.} buzz	^{9.} link	^{10.} love
^{11.} stool	^{12.} text	^{13.} shall	^{14.} quest	^{15.} town
/igh/ (as in time)	/oa/ (as in rope)	/oo/ or /yoo/ (as in rule or tube)	/eer/ (as in deer)	/air/ or /eer/ (as in where or adhere)
/eer/ (as in cashier)	/er/ (as in nurse)	/er/ or /or/ (as in humour or four)	/u/ (as in theatre)	/ul/ (as in pencil)
/or/ (as in yawn)	/ul/ or /or/ (as in hospital or chalk)	/or/ (as in door)	/n/ (as in knit)	/j/ (as in hedge)
/m/ (as in column)	/s/ (as in scissors)	/b/ (as in build)	/r/ (as in rhino)	/sh/ (as in station)
gym	theme	fake	lair	tear
adhere	dirt	early	humour	brittle
numb	guide	chorus	chiffon	motion
^{1.} circle	^{2.} shine	^{3.} throne	^{4.} flute	^{5.} care
^{6.} there	^{7.} fears	^{8.} cashier	^{9.} burnt	^{10.} work
^{11.} theatre	^{12.} stencil	^{13.} flannel	^{14.} saucer	^{15.} boar

Diagnostic Assessment Teacher Sheet continued				
Section 3				
/g/ or /f/ (as in g host or la gh)	/n/ (as in gn ome)	/ai/ (as in ei ght)	/igh/ or /ee/ (as in ei der or ceiling)	/oo/ (as in frui t)
/yoo/ (as in feud)	/wo/ or /wor/ (as in w atch or w ater)	/g/ (as in catalog ue)	/m/ (as in colum n)	/s/ (as in p seudo)
/yoo/ or /oa/ (as in bea uty or be au)	/f/ (as in ph oto)	/sh/ (as in mi ssion)	/us/ (as in curi ous)	/ai/ (as in strai ght)
/chu/ (as in pic ture)	/igh/ or /ee/ (as in tie or mov ie)	/or/ or /ol/ (as in w alk or salt)	/k/ (as in che que)	/yoo/ (as in vi ew)
delusion	porous	gherkin	hasten	feign
paisley	heist	strewn	recoup	euphoria
haughty	chronic	quiche	oblique	pristine
¹ .meagre	² .tableau	³ .gesture	⁴ .paltry	⁵ .almond
⁶ .psychology	⁷ .solemn	⁸ .cuisine	⁹ .jasmine	¹⁰ .define
¹¹ .rogue	¹² .quartet	¹³ .brusque	¹⁴ .mosquito	¹⁵ .preview
Total score (out of 150):				

KS3 Phonics Tracking Sheet

[illegible]

Revisit and Review Charts

At the start of each *KS3 Phonics Student Workbook* are Revisit and Review Charts. These are used as a warm-up activity at the beginning of each lesson to help learners become confident in their knowledge of the alphabetic code.

As well as providing a practice and consolidation activity, they are a useful tool for learners' self-assessment. They are able to 'tick off' the code they know and take ownership over their own progression. They could do this using a different coloured pen at weekly or fortnightly intervals.

There are two specific skills that are rehearsed using the charts. Firstly, a sub-skill of reading: **see the letter/s and say the sound**. Learners independently, or with a partner, take turns to look at the graphemes (letters or letter groups) and say the sound that the grapheme represents. Sometimes the grapheme represents more than one sound. The key word underneath the grapheme helps the teacher and learner to identify the correct sound.

The second skill that is rehearsed using the charts is a sub-skill of spelling: **hear the sound and find the letter/s**. The teacher, or a partner, says a sound and the learner points to the corresponding grapheme on the chart.

Look at the letters and say the sounds: **Chart 1**

s snake	a apple	t tent	i insect
p pan	n net	c cat	k kit
ck duck	e egg	h hat	r rat
m map	d dig	g girl	o octopus
u umbrella	l ladder	f feather	b bat

Lesson 1 Revising s, a, t, i, p, n

the, that

Example of a Student Workbook 1 lesson

Introduction:

The letters s, a, t, i, p and n are code for the sound /s/, /a/, /t/, /i/, /p/ and /n/.
There are other ways to spell some of these sounds.
Some of these letters can be more than one sound.
Today we are focusing on the simple code: 1 spelling for 1 sound.

Words used in
the lesson that
may be tricky

Remember to
discuss the
meanings of new
or unusual words

1. Word reading. Read each word carefully. Tick it when you can read it.

sat sit its nip pit at pin Nan tip tin

2. Dictation time. Listen carefully and write the 3 sentences your teacher tells you.

a)

b)

c)

Sentences are provided in
this handbook or you
could use your own ideas

3. Letter hunt. Find and underline all the 'a' and 'i' letters. Then read the text.

An ant nips in a tin.

The ant sits in the tin.

Pat tips the tin that the ant is in.

Ask questions to check
understanding. For example,
'Who nips in a tin? Where
does the ant sit? What does
Pat do?'

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

b)

c)

Support students who might
need help to think of sentences

5. Challenge. Which of today's sounds can be spelled using different letters?

The purpose of the challenge
is for the teacher to draw
attention to details about
the focus code

Lesson 1 c (e, i, y)

Example of a Student Workbook 2 lesson

Introduction:

The letter c can be code for the sound /s/ when it is followed by an e, i or y. There are other ways to spell the sound /s/: s, -ss, -ce, -se, c (e, i, y), sc, -st- or ps.

Today we are focusing on the c (e, i, y) spelling of the /s/ sound.

1. Word reading. Read each word carefully. Tick it when you've read it.

city cents central cellar citrus cvgnet cinema

2. Dictate to you.

a)

b)

c)

- Same format and structure as Student Workbook 1 lessons
- Subtle progression
- More complex alphabetic code – spelling alternatives
- More complex vocabulary
- Text for reading is slightly longer and has a slightly smaller font

3. Letter hunt. Find and underline all the c as /s/ code. Then read the text.

Cinderella lived in the cellar. She was a good citizen. She cooked and cleaned for her wicked step-sisters but she was never allowed out to the cinema or to the city. She felt certain that her circumstances held her back from success.

4. Now it's your turn. Write 3 short sentences that include words with today's focus code.

a)

b)

c)

5. Challenge. How do you know when the letter c may be an /s/ and not a /k/?

Lesson 1 ssi as in admission

Example of a Student Workbook 3 lesson

Introduction:

There are several graphemes which represent the /sh/ sound: sh, ch, -ti, -ci and -ssi.
Note that the end of every word is spelt -ssion and this word chunk is pronounced “shun”.

1. Word reading. Read each word carefully. Tick it when you’ve read it.

mission admission permission passion expression
discussion compassion possession

2. Dicta

a)

b)

c)

- Same format and structure as Student Workbook 1 and 2 lessons
- Subtle progression
- More complex alphabetic code – less common spelling alternatives
- More complex vocabulary
- Text for reading is longer and has a smaller font
- No challenge section

3. Letter hunt. Find and underline all the ‘ssi’ as /sh/ code. Then read the text.

Sanjay and Sally had been given instructions for a new mission. The task was to take possession of a top-secret robot. They had a discussion with Mr Black (the department manager) and he gave them permission to get started. When they reached the hidden location of the robot, they gained admission to the site by showing fake IDs. “You may enter by proxy,” said the gatekeeper. “What an odd expression,” said Sanjay. “That gatekeeper didn’t make any sense.” “Show some compassion, Sanjay!” exclaimed Sally. “He’s probably had that job for the last fifty years and has lost all passion for it.” As Sally finished her sentence, Sanjay looked at her with wide eyes. Sally instantly knew what he was thinking. “The gatekeeper is a robot!” they said in unison.

4. Now it’s your turn. Write 3 short sentences that include words with today’s focus code.

a)

b)

c)

KS3 Phonics Student Workbook 1 Contents

- ☐ **Lesson 1:** s, a, t, i, p, n
- ☐ **Lesson 2:** c, k, ck, e, h
- ☐ **Lesson 3:** r, m, d, g, o
- ☐ **Lesson 4:** u, l, f, b
- ☐ **Lesson 5:** -ll, -ff, -ss
- ☐ **Lesson 6:** j as in jug
- ☐ **Lesson 7:** y as in yawn
- ☐ **Lesson 8:** ai as in aid
- ☐ **Lesson 9:** ay as in tray
- ☐ **Lesson 10:** w as in web
- ☐ **Lesson 11:** oa as in oak
- ☐ **Lesson 12:** ow as in own
- ☐ **Lesson 13:** -ie as in tie
- ☐ **Lesson 14:** -igh as in night
- ☐ **Lesson 15:** -le as in kettle
- ☐ **Lesson 16:** o as in son
- ☐ **Lesson 17:** ee as in eel
- ☐ **Lesson 18:** or as in fork
- ☐ **Lesson 19:** z, -zz as in zebra and jazz
- ☐ **Lesson 20:** wh as in wheel
- ☐ **Lesson 21:** ea as in eat
- ☐ **Lesson 22:** -ea as in head
- ☐ **Lesson 23:** /z/ spelling alternatives
- ☐ **Lesson 24:** -ng as in gong
- ☐ **Lesson 25:** -nk as in ink
- ☐ **Lesson 26:** v as in violin
- ☐ **Lesson 27:** -ve as in dove
- ☐ **Lesson 28:** -oo as in book
- ☐ **Lesson 29:** oo as in moon
- ☐ **Lesson 30:** -y as in sunny
- ☐ **Lesson 31:** -x as in fox
- ☐ **Lesson 32:** ch as in chair
- ☐ **Lesson 33:** sh as in sheep
- ☐ **Lesson 34:** th as in thistle and there
- ☐ **Lesson 35:** qu as in queen
- ☐ **Lesson 36:** ou as in ouch
- ☐ **Lesson 37:** ow as in owl
- ☐ **Lesson 38:** oi as in ointment
- ☐ **Lesson 39:** oy as in toy
- ☐ **Lesson 40:** -ue as in statue and blue
- ☐ **Lesson 41:** er as in herb and sister
- ☐ **Lesson 42:** ar as in artist
- ☐ **Lesson 43:** -ce as in palace
- ☐ **Lesson 44:** -ge as in cabbage
- ☐ **Lesson 45:** -se as in house
- ☐ **Lesson 46:** assessment

Student Workbook 1 Lesson 1 Revising s, a, t, i, p, n	the, that
Warm up: Ask students to turn to the chart on page 4 and practise saying the sounds with a partner. One says the sounds in the shaded boxes, the other says the sounds in the white boxes, then swap.	
Introduction: Explain to students that the letters s, a, t, i, p and n are code for the sounds /s/ /a/ /t/ /i/ /p/ and /n/. There are other ways to spell some of these sounds. Some of these letters can represent more than one sound. Today we are focusing on one spelling for one sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>sat, sit, its, nip, pit, at, pin, Nan, tip</i> and <i>tin</i> . Discuss any new or unusual word meanings.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) Nan tips the tin. b) The ant nips as I pat it. c) The pin is in the tin.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'a' and 'i' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>What did Pat do?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that /a/ is the only sound in today's lesson that cannot be spelled a different way. All of the other sounds have different ways of being spelled. Refer to the English Alphabetic Code Chart at the end of the workbook to see this.	
Student Workbook 1 Lesson 2 Revising c, k, ck, e, h	the
Warm up: Ask students to turn to the chart on page 4 and point to the letters that match the sounds you say. Call out a selection of sounds from Chart 1 at a brisk pace, allowing just enough time for learners to scan and point to the letters each time.	
Introduction: Explain to students that the letters c, k, ck are all code for the sound /k/. The letters e and h are code for the sounds /e/ and /h/. Today we are focusing on three different ways to spell the /k/ sound and the simple spellings of /e/ and /h/.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>cat, kit, skip, pick, peck, ten, hat, hens, hit</i> and <i>cap</i> . Discuss any new or unusual words.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) The hen pecks a pan. b) The kit has ten hats. c) The cat naps in a cap.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the letters that are code for /k/ sound. Then they should read the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>What type of animal is Ken?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that the ck spelling of the /k/ sound isn't used at the beginning of words.	

Student Workbook 1 Lesson 3 Revising r, m, d, g, o	the
Warm up: Ask students to turn to the chart on page 4 and practise saying the sounds with a partner. One says the sounds in the shaded boxes, the other says the sounds in the white boxes, then swap.	
Introduction: Explain to students that the letters r, m, d, g and o are code for the sounds /r/ /m/ /d/ /g/ and /o/. There are other ways to spell some of these sounds. Some of these letters can represent more than one sound. Today we are focusing on one spelling for one sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>rat, rip, map, him, red, mad, get, peg, top</i> and <i>hot</i> . Discuss any new or unusual words.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) I got hot and mad. b) Tim had a rip in his top. c) The rat got a map.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'd' and 'g' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>Where did Dan and his dog stop?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that all of today's sounds can be spelled in multiple ways. Refer to the English Alphabetic Code Chart at the end of the workbook to see this.	
Student Workbook 1 Lesson 4 Revising u, l, b, f	the, he
Warm up: Ask students to turn to the chart on page 4 and point to the letters that match the sounds you say. Call out a selection of sounds from Chart 1 at a brisk pace, allowing just enough time for learners to scan and point to the letters each time.	
Introduction: Explain to students that the letters u, l, b and f are code for the sounds /u/ /l/ /b/ and /f/. There are other ways to spell some of these sounds. Some of these letters can represent more than one sound. Today we are focusing on one spelling for one sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>mud, gum, leg, luck, fog, fig, elf, bin, bag</i> and <i>grab</i> . Discuss any new or unusual words.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) I grab a bag of figs. b) The elf has mud on his leg. c) Dad got stuck in the fog.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'u' and 'b' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>How did Fred trick his friends?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that 'u' is the only letter in today's lesson that can represent more than one sound. The other letters on their own represent only one sound but combined into digraphs such as 'al', 'mb' represent different sounds. Refer to the English Alphabetic Code Chart at the end of the workbook to see this.	

Student Workbook 1 Lesson 5 ll, ff, ss	the, they, then
Warm up: Ask students to turn to the chart on page 4 and practise saying the sounds with a partner. One says the sounds in the shaded boxes, the other says the sounds in the white boxes, then swap.	
Introduction: Explain to students that the letters ll, ff and ss are all code for the sounds /l/ /f/ and /s/. We only make one sound for double consonant letters. It is the same for: bb, rr, dd, gg, tt, mm, nn and zz. Today we are focusing on the double consonant letters: ll, ff and ss.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>ill, tell, hill, cuff, huff, puff, off, less, fuss</i> and <i>miss</i> . Discuss any new or unusual word meanings.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) Mud is on his cuffs. b) Dan is in a huff. c) Nell felt ill on the trip.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the double letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>Why do you think Sid and Tim were huffing and puffing?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Example answers could include <i>bottle, little, skipping, stopped, swimming</i> , etc.	
Student Workbook 1 Lesson 6 j as in jug	the
Warm up: Ask students to turn to the chart on page 4 and point to the letters that match the sound you say. Call out a selection of sounds from Chart 1 at a brisk pace, allowing just enough time for learners to scan and point to the letters each time.	
Introduction: Explain to students that the letter j is code for the sound /j/ as in <i>jug</i> . There are other ways to spell the /j/ sound too. It can look like this: j, -dge, -ge or g (followed by e, i, or y). Today we are focusing on the j spelling of the /j/ sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>jet, jam, jug, juts, jag, just, jump, jacket, jig</i> and <i>jog</i> . Discuss any new or unusual word meanings.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) Jen jogs to get fit. b) Jim has a jam bun. c) The red jacket is in the bag.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'j' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>How did Jon and Jen get to Japan?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that the letter 'j' is usually used at the beginning of words in the English language and rarely at the end. Examples of the letter 'j' used in the middle of words include <i>hijack</i> and <i>injury</i> .	

Student Workbook 1 Lesson 7 y as in yawn	the
Warm up: Ask students to turn to the chart on page 4 and practise saying the sounds with a partner. One says the sounds in the shaded boxes, the other says the sounds in the white boxes, then swap.	
Introduction: Explain to students that the letter y is code for the sound /y/ as in yawn. The letter y can represent other sounds too. It can sound like /i/ in cymbals, /igh/ in shy, and /ee/ in happy. Today we are focusing on the y spelling of the /y/ sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>yet, yen, yam, yak, yap, yell, yelp, yes</i> and <i>yum</i> . Discuss any new or unusual word meanings.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) The yak yelps to get help. b) The ticket cost ten yen. c) I had a yam.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'y' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>Why do you think the pup was yapping?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that the letter 'y' as a /y/ sound usually comes at the beginning of words whereas the letter 'y' as an /ee/ sound usually comes at the end of words e.g. happy, silly, funny.	
Student Workbook 1 Lesson 8 ai as in aid	the, to, he
Warm up: Ask students to turn to the chart on page 4 and point to the letters that match the sound you say. Call out a selection of sounds from Chart 1 at a brisk pace, allowing just enough time for learners to scan and point to the letters each time.	
Introduction: Explain to students that the letters ai are code for the sound /ai/ as in aid. There are other ways to spell the /ai/ sound too. It can look like this: ai, ay, a, ae, a-e, ey, eigh, ea or aigh. Today we are focusing on the ai spelling of the /ai/ sound.	
1. Word reading: Ask students to read each word carefully and tick to self-assess each word read. The words are <i>aim, aid, rail, pain, maid, fail, train</i> and <i>faint</i> . Discuss any new or unusual word meanings.	
2. Dictation time: Ask students to listen carefully and then write each sentence that you dictate. a) A snail was in the pail. b) We went on a fun trail. c) The postman left the mail.	
3. Letter hunt: Ask students to scan through the text carefully and underline all the 'ai' letters. Then they should read back through the text, this time reading for accuracy and meaning. Ask a question to check understanding, for example: <i>Where was Emma going?</i>	
4. Now it's your turn: Ask students to write three of their own short sentences using at least one word per sentence that contains today's focus code.	
5. Challenge: Ask students to think about the challenge question. Draw attention to the knowledge that the 'ai' spelling of the /ai/ sound is usually used in the middle of words.	