

# Unit One

## Activities in each lesson

### Oral language development

Extend oral language awareness by focusing on the rhythm, the words that rhyme, clapping and clicking the syllables and by using varied oral-reading expression, such as loud and soft, fast and slow. Repeat the chant many times, focusing on rhyme, syllables and the beginning sounds in words.

### Phonological awareness

Develop phonological awareness through auditory activities that focus on the sound of the letter introduced in the lesson. Students learn to hear the beginning, middle and final sounds in words, how to change the sounds in words to create new words and how to identify syllables in words.

### Vocabulary

Find a word or words in the rhyme to explicitly teach to your students. Define the word using student-friendly language. Use the word in a sentence and encourage the students to use the word in a sentence of their own.

Sound (phoneme) /k/

Letter (grapheme) Cc



### Oral language development

#### Say it

##### Goal

- To increase oral language awareness, rhythm, rhyme and vocabulary.

Sing the rhyme and have everyone join in. Emphasise the /k/ sound. Clap the syllables as you sing. Alternatively, tap each syllable or use finger clicks.



#### Fuzzy Little Caterpillar

(Sing to the tune of *Incy Wincy Spider*)

The fuzzy little caterpillar  
Curled upon a leaf,  
Spun her little chrysalis,  
And then she fell asleep.

While she was sleeping,  
She dreamed that she could fly,  
And later when she woke up,  
She was a butterfly!

From *Flying Start to Literacy: Phonics* The Big Book of Rhymes.  
See the Unit One, Lesson 7 reproducible rhyme on page 107.

### Vocabulary

Explain the meaning of unfamiliar words. For example, a chrysalis is a casing that a caterpillar spins around itself. When it comes out of the chrysalis, it is a butterfly. Show students the life cycle of a butterfly.

### Alphabet review

Say the names of the letters of the alphabet using the *Flying Start to Literacy: Phonics* Alphabet Cards. Point out that each letter has a name and that letters can be upper case or lower case.

Introduce *The ABC Song*. Say: *Join in with me as I sing this song and point to each letter. My finger matches each letter as I say the letter name.*

See *The ABC Song* on page 118.

### Phonological awareness

#### Hear it

##### Goals

- To hear and say the /k/ sound at the beginning of a word and at the end of a word.
- To hear words that rhyme.
- To hear the sounds in a word and to blend those sounds to make a word.

#### Beginning sound

Ask students to listen to the beginning sound of the word, then repeat the sound and the word.

/k/ cat /k/ carrot /k/ cow  
/k/ car /k/ camel

Say students' names beginning with /k/.

/k/ Cam /k/ Catherine /k/ Chloe

#### Final sound

Ask students to listen to the final sound of the word, then repeat the word and the final sound.

duck du- /k/ quack qua- /k/ black bla- /k/  
bark bar- /k/ oink ain- /k/

#### Rhyming words

Ask students to repeat pairs of rhyming words after you. Listen carefully to their responses and repeat the rhyming words if necessary.

duck, luck back, sack sink, blink neck, speck

Ask students to finish the word by adding the /k/ sound. For example, you say: *du*. Students say: *duck*.

*du* + /k/ = *duck*  
*bla* + /k/ = *black*  
*oin* + /k/ = *oink*

#### Blend sounds

Say the sounds in a word. Ask students to repeat the sounds and then blend the sounds to say the word.

/k/ /a/ /t/ cat  
/k/ /o/ /w/ cow  
/k/ /u/ /p/ cup

**Note:** Most words ending with the /k/ sound have the letters **ck**.

### Alphabet review

Use the Alphabet Cards to review and practise upper-case and lower-case letters. Each card includes the beginning letter of the featured word, such as **Cc**, and a corresponding illustration. Sing a variety of ABC songs to teach letter names. Additional activities help students learn letter names and alphabetical order.

## Phonics

Encourage students to connect a sound to a letter and to write the letter in upper case and lower case.

## Unit One Lesson 7

### Phonics

#### Write it

##### Goals

- To identify and connect the letter **c** and the /k/ sound.
- To identify the lower-case **c** and upper-case **C**.
- To write the lower-case **c** and upper-case **C**.

#### Connect the letter and sound

Say: *The letter c makes the /k/ sound.* Point to the letter **c** and the picture of the cat on the *Flying Start to Literacy: Phonics* Alphabet Cards. Say: *The word cat begins with the /k/ sound.*

Ask: *What could I draw that begins with the /k/ sound? Yes, cat (cow, cake, car, camel).* Draw the object and write the letter **c** beside the picture. Make a class poster with words that begin with **c** making the /k/ sound and are meaningful to students.

#### Learn the letter c

Demonstrate writing the letter **c**.

Say: *We are going to learn to write the letter c. I will write the letter c for the /k/ sound.* Talk about the action you make as you write. Say: *Pull back and around. This is the letter c and it makes the /k/ sound.* Repeat as a whole class. Have students write the letter **c** several times. Check for accuracy.

#### Write words

Teach how to segment sounds to write a word beginning with the /k/ sound. Say the word slowly so students can clearly hear the sounds in the word.

Say: *I am going to write the word cat. I will say the word slowly: /k/ /a/ /t/. I can hear the /k/ sound at the beginning, which is the letter c. Then I hear the /a/ sound, which is the letter a and the /t/ sound, which is the letter t. Those are the sounds for the word cat.* Have students write the word **cat** several times on a whiteboard. Check for accuracy.

When accuracy is achieved with the lower-case form of this letter, teach the upper-case form using the sequence and activities in this lesson.

Say: *We have learnt the lower-case c. This is the upper-case C. Both make the /k/ sound. You can write the upper-case C.*

**Cc**

### High-utility words

#### See it, say it

##### Goal

- To review the high-utility words already learnt and learn the new high-utility word **This/this**.

Review the words already learnt: **The/the, a and, I, me** and **My/my**.

Say: *We are going to learn a new word.* Show the word **this** and say it slowly.

Write the word **this** and say: *I can hear the sounds /th/ /i/ /s/. Draw a sound-letter chart to show the sounds in the word.* Say: *I will put a dot in a box for each sound that I hear. Then I will write the letter or letters that represent each sound.*

Point out the letter-sound correspondences that students already know: **i** making /i/ and **s** making /s/.

•	•	•	
th	i	s	

Support students as they learn the word: say the letter names in the word; arm tap the word; and air write the word. Have students say the letters in the word. Check for accuracy.

Repeat the teaching sequence for upper-case **This**.

### Consolidate learning

#### Read it

Have students practise reading words with the letters and sounds they have already learnt.

See the Unit One, Lesson 7 Practice sentences on page 125.

#### Sound shopping

Have students take turns to complete the phrase, *I went shopping and I bought a ...* by saying an object beginning with the /k/ sound. For example: *I went shopping and I bought a cat.* Students can continue the game by thinking of other objects beginning with the /k/ sound.

### High-utility words

High-utility words are useful and many of these need to be taught explicitly. Sound-letter charts are used for explicit instruction of high-utility words.

### Consolidate learning

Use the activities provided to consolidate learning in pairs, small groups or individually. Practising new knowledge and skills will help students develop accuracy and automaticity when reading and writing.

# Unit Two

## Activities in each lesson

### Oral language development

Extend oral language awareness by focusing on the rhythm, the words that rhyme, clapping and clicking the syllables and by using varied oral-reading expression, such as loud and soft, fast and slow. Repeat the chant many times, focusing on rhyme, syllables and the beginning sounds in words.

### Vocabulary

Find a word or words in the rhyme to explicitly teach to your students. Define the word using student-friendly language. Use the word in a sentence and then encourage the students to use the word in a sentence of their own.

### Review

Progressively review the letter-sound correspondences taught in previous lessons to practise retrieving information.

### Phonological awareness

Develop phonological awareness through auditory activities that focus on the sound of the letters introduced in the lesson. Students learn to hear the beginning, middle and final sounds in words, how to change the sounds in words to create new words and how to identify syllables in words.

Sound (phoneme) **long /ā/ vowel sound**

Letters (graphemes) **ai and ay**

#### Oral language development

##### Say it

**Goal**

- To increase oral language awareness, rhythm, rhyme and vocabulary.

Sing the rhyme and have everyone join in. Emphasise words with the long /ā/ vowel sound made with the letters **ai** and **ay**. Clap the syllables as you sing. Alternatively, tap each syllable or use finger clicks.

*See the Unit Five, Lesson 1 reproducible rhyme on page 83.*

**Rain, Rain, Go Away**  
 Rain, rain, go away,  
 Come again some other day.  
 Little Rory wants to play.  
 Rain, rain, go away.

Rain, rain, go to Spain,  
 Never show your face again.

#### Vocabulary

Explain the meaning of unfamiliar words and phrases. For example, Spain is a country in Europe. Never show your face again is wordplay pretending that the rain has a face. Change the name Rory to that of different students in the class and use this as an opportunity to count syllables.

#### Review

Review the following sounds and letters learnt in Unit Four.

- ff, ll, ss**

Review the FLoSS rule: the letters **f**, **l** and **s** can be doubled at the end of one-syllable words. This rule also applies to the letter **z** at the end of one-syllable words.

- the consonant digraphs **ck**, **sh**, **ch**, **ng** and **th**.

Remind students that a digraph is two letters that make one sound. Show each Word-Picture card and have students say the sound. Then have them turn to a partner and take turns saying words that contain each digraph.

*See the Word-Picture cards on pages 103–111.*

#### Phonological awareness

##### Hear it

**Goals**

- To build syllable awareness.
- To hear a word and segment it into syllables.
- To add a sound to the beginning of a rime to make a word.
- To say a word and then change one of its sounds to create a new word.

#### Syllable awareness

Say and clap the syllables and then say the word. Ask students to repeat after you.

dai-sy → daisy  
 cray-on → crayon  
 a-way → away  
 ho-li-day → holiday

#### Segment into syllables

Say a word and ask students to segment it into syllables. (Note: These words are compound words.)

birth-day → birth-day  
 drive-way → drive-way  
 side-way → side-way  
 rain-coat → rain-coat  
 play-ground → play-ground

#### Add a sound

Say a rime. Ask students to repeat the rime and add a sound to the beginning to create a word.

rime	add to beginning	word
ay	/p/	pay
ain	/p/	pain
aint	/p/	paint
ait	/w/	wait

#### Change a sound

Have students repeat a word after you. Ask them to change the first sound and then say the new word. Demonstrate this task first.

word	change sound	new word
rain	/r/ to /p/	pain
nail	/n/ to /s/	sail
chain	/ch/ to /m/	main

## Phonics

Encourage students to connect a sound to a letter(s) and to write words that have the letter(s) making the sound the lesson is focusing on.

## Unit Five Lesson 1

### Phonics

#### Write it

##### Goals

- To identify and connect the long /ā/ vowel sound with the letters **ai** and **ay**.
- To generate and write words that have the letters **ai** and **ay** making the long /ā/ vowel sound.
- To recognise the suffixes **ful**, **ing**, **s** and **ed** and to add these to a base word.

#### Words with ai and ay

Point to the letters **ai** in the word **snail** on the Word-Picture card. Say: *The two vowels ai make the long /ā/ vowel sound.* Make a list of words that include the letters **ai** making the long /ā/ vowel sound.

-ain	-ail	-aim	-ait	-aid	-aint
rain	nail	aim	wait	laid	saint
pain	rail	claim	strait	paid	paint
train	sail		gait	maid	faint

Point to the letters **ay** in the word **play** on the Word-Picture card. Say: *The letters ay also make the long /ā/ vowel sound. The letter y acts as a vowel in this word family.* Make a list of words that include the letters **ay** making the long /ā/ vowel sound.

ay	day	clay	spray	way	ray
	say	tray	pay	play	stay

See page 112 for Word-Picture cards.

#### Write words

Write a sentence on the whiteboard that uses one or more words with the letters **ai** and **ay** making the long /ā/ vowel sound. For example, *We can play with the toy train.*

Ask a student to circle the words that have the letters **ai** and **ay** making the long /ā/ vowel sound. Have students write these words and two or more others. Check for accuracy.

#### Morphology: Suffixes

Use the word **play** as a base and add suffixes to show how the meaning changes.

play + ful = playful  
play + ing = playing  
play + s = plays  
play + ed = played

### High-utility words

#### See it, say it

##### Goal

- To learn the new high-utility words **eat** and **animal**.

Say: *We are going to learn two new words. Show the words **eat** and **animal** and say them slowly.*

Write the word **eat** and say: *I can hear the sounds /ē/ /t/.* Draw a sound-letter chart to show the sounds in the word. Say: *I will put a dot in a box for each sound that I hear. Then I will write the letter or letters that represent each sound.* Point out the letter-sound correspondence that students already know: **t** making /t/.

•	•	
ea	t	

Support students as they learn the word: say the letter names in the word; arm tap the word; and air write the word. Have students practise writing the words several times. Check for accuracy.

Write the word **animal**. Have students say the letter names, arm tap the sounds, air write the word and practise writing the word several times. Check for accuracy.

### Consolidate learning

#### Hear and write

Say: *I am going to read a sentence to you. Listen to the words in the sentence as I read them. Think about the sounds you hear in each word and the letters that make those sounds.*

Read the decodable sentence: *I play in the rain.* Repeat each word slowly and then have students write the sentence. Check for accuracy.

#### Read it

To practise reading words with **ai** and **ay** making the long /ā/ vowel sound, have students read:

- the Unit Five, Lesson 1 Practice sentences on page 98
- the decodable text, *Tails*.

#### Further consolidation

See page 121 for further activities.

### High-utility words

High-utility words are useful words and many of these need to be taught explicitly. Sound-letter charts are used for explicit instruction of high-utility words.

### Consolidate learning

Use the activities provided to consolidate learning in pairs, small groups or individually. Practising new knowledge and skills will help students develop accuracy and automaticity when reading and writing.

## Morphology

Encourage students to read and write new words and learn how spelling rules, making compound words and adding suffixes or prefixes change the meaning of words.

# Unit Three

## Activities in each lesson

### Oral language development

Extend oral language awareness by focusing on the rhythm, the words that rhyme, clapping and clicking the syllables and by using varied oral-reading expression, such as loud and soft, fast and slow. Repeat the chant many times, focusing on rhyme, syllables and the beginning sounds in words.

### Vocabulary

Find a word or words in the rhyme to explicitly teach to your students. Define the word using student-friendly language. Use the word in a sentence and encourage the students to use the word in a sentence of their own.

### Review



Progressively review the letter-sound correspondences taught in previous lessons to practise retrieving information.

### Phonological awareness

Develop phonological awareness through auditory activities that focus on the sound of the letters introduced in the lesson. Students learn to hear the beginning, middle and final sounds in words, how to change the sounds in words to create new words and how to identify syllables in words.

Sound (phoneme) **r-controlled /or/ vowel sound**

Letters (graphemes) **or, ore and our**

#### Oral language development


##### Say it

**Goal**

- To increase oral language awareness, rhythm, rhyme and vocabulary.

Sing the rhyme and have everyone join in. Emphasise the words with the letters **or**, **ore** and **our** making the r-controlled /or/ vowel sound. Clap the syllables as you sing. Alternatively, tap each syllable or use finger clicks.

*See the Unit Six, Lesson 4 reproducible rhyme on page 77.*



**Birds Galore**

One watchful owl,  
In the fork of a tree.  
Two snow-white doves,  
Flying high and free.  
Three skinny storks,  
Preening in the sun.  
Four ostrich chicks,  
Exploring on the run.  
Five noisy gulls,  
Squawking on the shore.  
Along comes another,  
Then more and more and more!

#### Phonological awareness

##### Hear it

**Goals**

- To hear a word and segment it into syllables.
- To remove a syllable from the beginning or end of a word and to say what is left.
- To add a sound to the beginning of a rime to make a word.
- To say a word and then change one of its sounds to create a new word.

**Segment into syllables**

Say a word. Ask students to repeat the word and then segment it into syllables.

adore → a-dore  
ignore → ig-nore  
before → be-fore

**Remove a syllable**

Say a multisyllabic word. Ask students to repeat the word, remove a syllable and say what is left. Demonstrate this task first.

word	remove syllable	what is left
explore	ex-	plore
before	be-	fore
superstore	-store	super
ignore	ig-	nore

**Add a sound**

Say a rime. Ask students to repeat the rime, add a sound to the beginning to create a word and then say the word.

rime	add to beginning	word
ore	/p/	pore
ore	/k/	core
ork	/f/	fork

**Change a sound**

Have students repeat a word after you. Ask them to change the first sound and then say the new word. Demonstrate this task first.

word	change sound	new word
thorn	/th/ to /b/	born
four	/f/ to /p/	pour
more	/m/ to /p/	pore

## Phonics

Encourage students to connect a sound to a letter(s) and to write words that have the letter(s) making the sound the lesson is focusing on.

# 4

## Unit Six Lesson 4

### Phonics

#### Write it

##### Goals

- To identify and connect the r-controlled /or/ vowel sound with the letters **or**, **ore** and **our**.
- To generate and write words that have the letters **or**, **ore** and **our** making the r-controlled /or/ vowel sound.
- To learn spelling rules for adding suffixes **ing** and **ed** to words ending in **e**.

#### Words with **or**, **ore** and **our**

Point to the letters **or** in the word **corn** on the Word-Picture card. Say: *In the word **corn**, there is a vowel **o** and a consonant **r**. Together, the letters **or** make the /or/ sound.* Write a list of words on the whiteboard that have the letters **or** making the r-controlled /or/ vowel sound.

corn born shorn fork pork stork  
fort thorn north torch porch shorts

Point to the letters **ore** in the word **snore** on the Word-Picture card. Say: *In the word **snore**, the letters **ore** also make the /or/ sound.* Write a list of words on the whiteboard that have the letters **ore** making the /or/ vowel sound.

snore store sore tore bore bored  
chore ignore shore explore core pore

Point to the letters **our** in the word **four** on the Word-Picture card. Say: *In the word **four**, the letters **our** also make the /or/ sound.* Write a list of words on the whiteboard that have the letters **our** making the /or/ vowel sound.

four your pour

See page 105 for Word-Picture cards.

#### Write words

Write a sentence on the whiteboard that has words with the letters **or**, **ore** and **our** making the /or/ sound. For example, *Your shorts that you wore for sport tore.*

Have students circle the words that have the letters **or**, **ore** and **our** making the /or/ sound. Have students write these words and two or more others. Check for accuracy.

#### Morphology: Spelling rule

Explain that when adding **ing** and **ed** to words that end in **e**, the **e** is dropped before adding the suffix. Write examples on the whiteboard.

snore → snoring snore → snored  
Repeat with **store**, **ignore**, **score** and **bore**.

### High-utility words

#### See it, say it

##### Goal

- To review the high-utility words already learnt in Unit Six and to learn the new high-utility words **could**, **would** and **should**.

Review the high-utility words already learnt: **so**, **their**, **were**, **head** and **away**.

Say: *We are going to learn three new words. Show the words **could**, **would** and **should** and say them slowly. Write the word **could** and say: *I can hear the sounds /k/ /oo/ /d/. Draw a sound-letter chart to show the sounds in the word.* Say: *I will put a dot in a box for each sound that I hear. Then I will write the letter or letters that represent each sound.* Point out the letter-sound correspondences that students already know: **c** making /k/ and **d** making /d/.*

•	•	•
c	oul	d

Support students as they learn the word: say the letter names in the word; arm tap the word; and air write the word. Have students practise writing the word several times. Check for accuracy.

Repeat the teaching sequence for the words **should** /sh/ /oo/ /d/ (sh-oul-d) and **would** /w/ /oo/ /d/ (w-oul-d).

### Consolidate learning

#### Hear and write

Say: *I am going to read a sentence to you. Listen to the words in the sentence as I read them. Think about the sounds you hear in each word and the letters that make those sounds.*

Read the decodable sentence: *I went to the port with a torch.* Repeat each word slowly and then have students write the sentence. Check for accuracy.

#### Read it

To practise reading words with the letters **or**, **ore** and **our** making the r-controlled /or/ vowel sound, have students read:

- the Unit Six, Lesson 4 Practice sentences on page 93
- the decodable text, *Looking for a Farm*.

#### Further consolidation

See page 120 for further activities.

## High-utility words

High-utility words are useful words and many of these need to be taught explicitly. Sound-letter charts are used for explicit instruction of high-utility words.

## Consolidate learning

Use the activities provided to consolidate learning in pairs, small groups or individually. Practising new knowledge and skills will help students develop accuracy and automaticity when reading and writing.

## Morphology

Encourage students to read and write new words and learn how spelling rules, making compound words and adding suffixes or prefixes change the meaning of words.