



*Archie's World Phonics* is a **complete synthetic phonics programme** that can be used on its own or alongside *Archie's World*. This flexible phonics and literacy course **improves pronunciation** in English and **develops the literacy skills** that students will need in Primary school.

The course has been developed specifically for non-native English speakers, who are also learning to read and write in their own language.

What are synthetic phonics? Discover the *Archie's World Phonics* methodology, and how to use it in your classroom, on page 27.

***Archie's World Phonics*  
sample material**

Syllabus	2
Phonics Activity Book Starter	4
Phonics Story Starter	9
Phonics Activity Book A	11
Phonics Story A	16
Phonics Activity Book B	18
Phonics Story B	23
Teacher's Guide A	
• Meet the authors	25
• Component overview	26
• Introduction	27
• Teaching notes	31
• Phonics Stories	32
Phonics Flashcards	35
Phonics iPack	38

Discover more about the course by visiting [www.catalogooxford.es](http://www.catalogooxford.es)

# Syllabus

## Starter Level

phoneme	grapheme	keyword
/p/	p	pink
/j/	y	yellow
/æ/	a	ant
/b/	b	bird
/ɒ/	o	orange
/dʒ/	j	jumper
/s/	s	sad
/d/	d	doll
/t/	t	toys
/ks/	x	box
/ɪ/	i	insects
/l/	l	leaf
/h/	h	happy
/m/	m	mouth
/ɪə/	ear	ear
/n/	n	nose
/ɔɪ/	oi	point
/f/	f	finger
/k/	c/k	cat
/z/	z	zigzag
/g/	g	girl
/v/	v	violin
/ŋ/	ng	king
/kw/	qu	queen

phoneme	grapheme	keyword
/eɪ/	ai	rainy
/aɪ/	igh	night
/r/	r	red
/ʌ/	u	umbrella
/ɜ:/	ur	purple
/əʊ/	oa	coat
/e/	e	egg
/tʃ/	ch	chick
/i:/	ee	cheese
/u:/	oo	food
/w/	w	water
/θ/	th	thirsty
/eə/	air	chair
/ʊ/	oo	book
/aʊ/	ow	cow
/ɔ:/	or	horse
/ʃ/	sh	sheep
/ɑ:/	ar	farm
/ə/	er	flower
/ð/	th	feather



# Syllabus

## Level A

phoneme	grapheme	keyword
/s/	s	sad
/e/	e	egg
/t/	t	toys
/d/	d	doll
/æ/	a	ant
/n/	n	nose
/r/	r	red
/k/	c/k	cat
/g/	g	girl
/ɒ/	o	orange
/b/	b	bird
/ɪ/	i	insects
/ʌ/	u	umbrella
/p/	p	pink
/h/	h	happy
/m/	m	mouth
/f/	f	finger
/l/	l	leaf
/dʒ/	j	jumper
/v/	v	violin
/w/	w	water
/ks/	x	box
/j/	y	yellow
/z/	z	zigzag

## Level B

phoneme	grapheme	keyword
/tʃ/	ch	chick
/ʃ/	sh	sheep
/θ/	th	thirsty
/ð/	th	feather
/ŋ/	ng	king
/kw/	qu	queen
/eɪ/	ai	rainy
/i:/	ee	cheese
/aɪ/	igh	night
/əʊ/	oa	coat
/ʊ/	oo	book
/u:/	oo	food
/ɑ:/	ar	farm
/ɔ:/	or	horse
/aʊ/	ow	cow
/ɔɪ/	oi	point
/ɜ:/	ur	purple
/ə/	er	flower
/eə/	air	chair
/ɪə/	ear	ear



G and V



Look and say.

G



V

Circle the girls with violins.

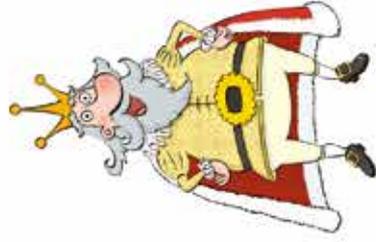


Look and say.

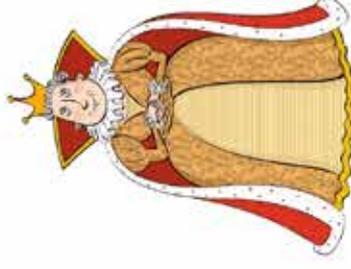


NG and QU

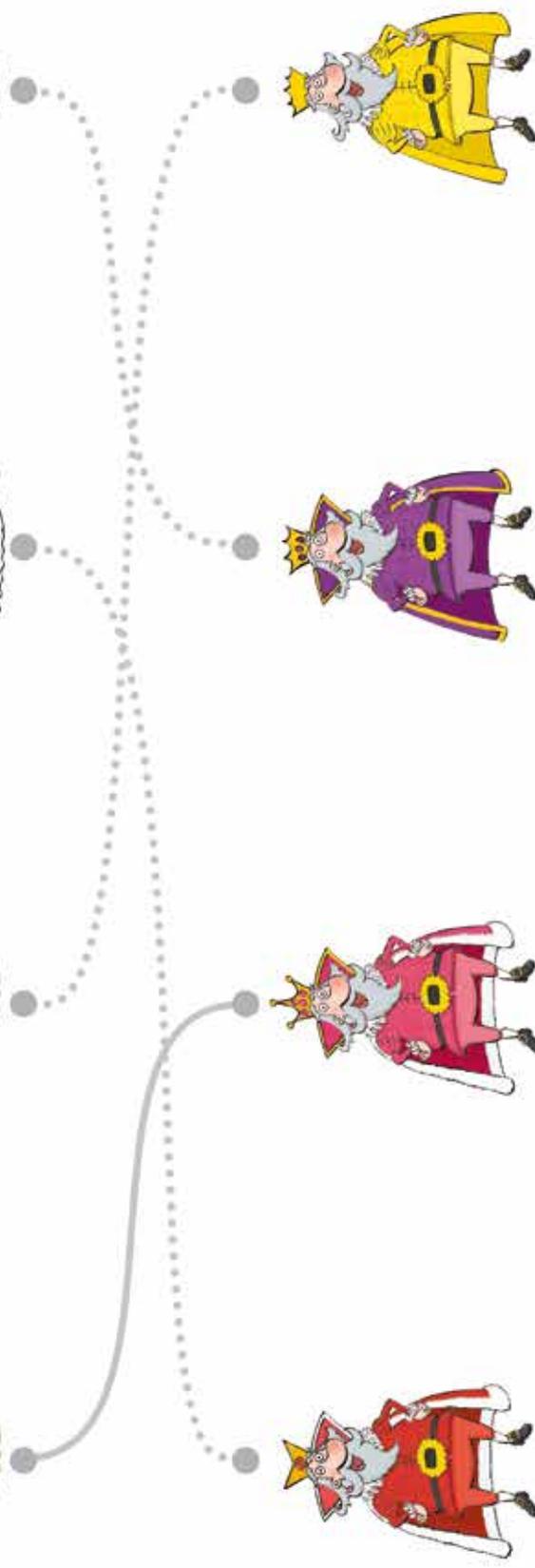
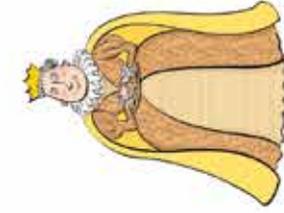
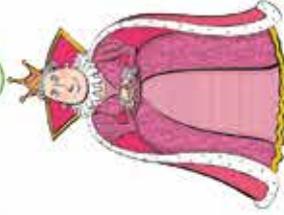
NG



QU

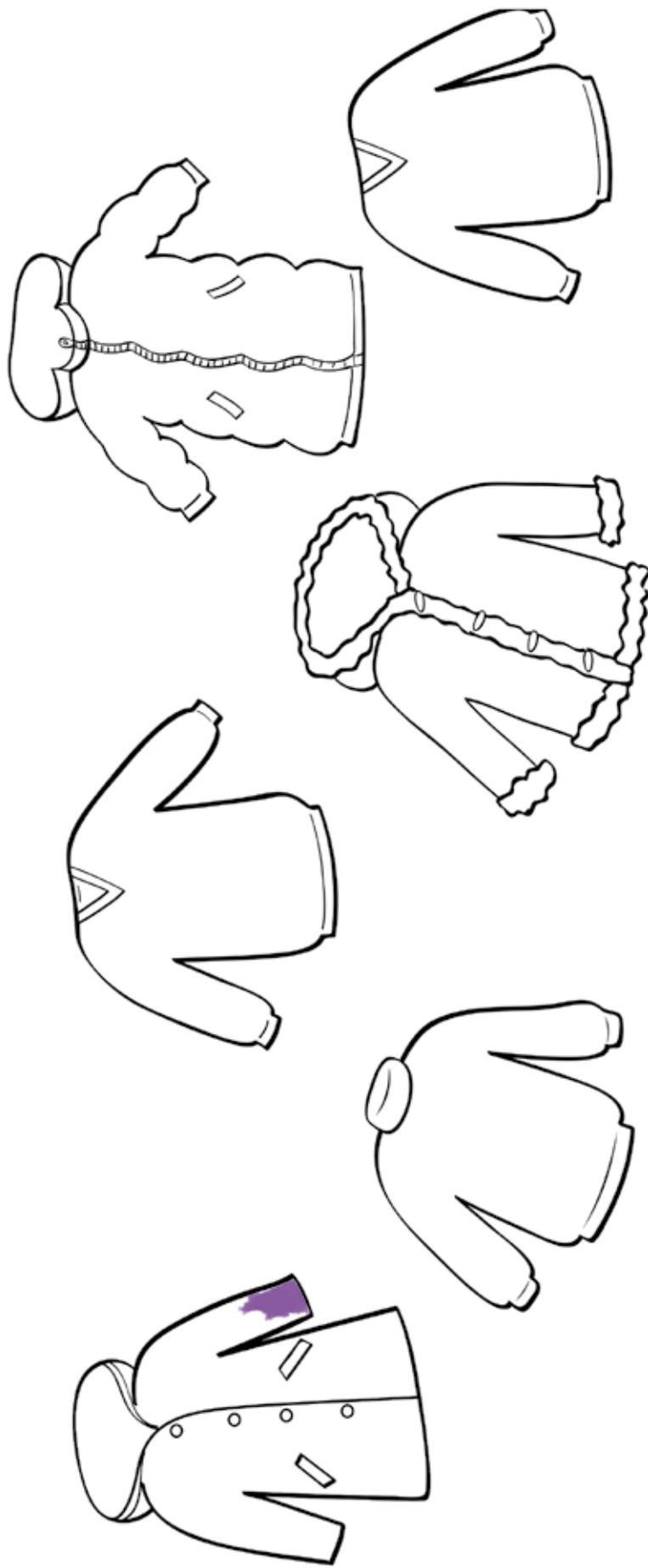


Match.





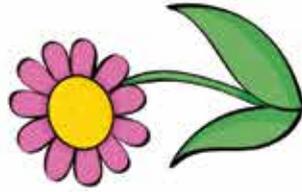
# UR \* OA



Look and say.



ER



TH



ER and TH

Trace.



Review

Look and say.





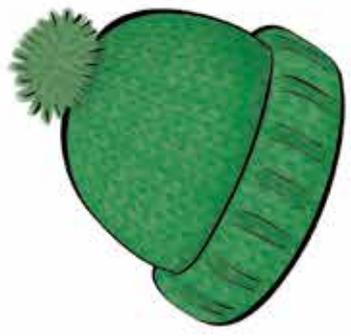


Look and say. Write.

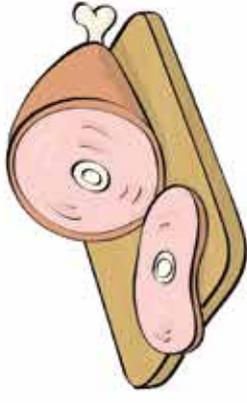


Handwriting practice lines with dotted 'A' and 'a' for tracing.

Listen and circle the words with the a sound.



6

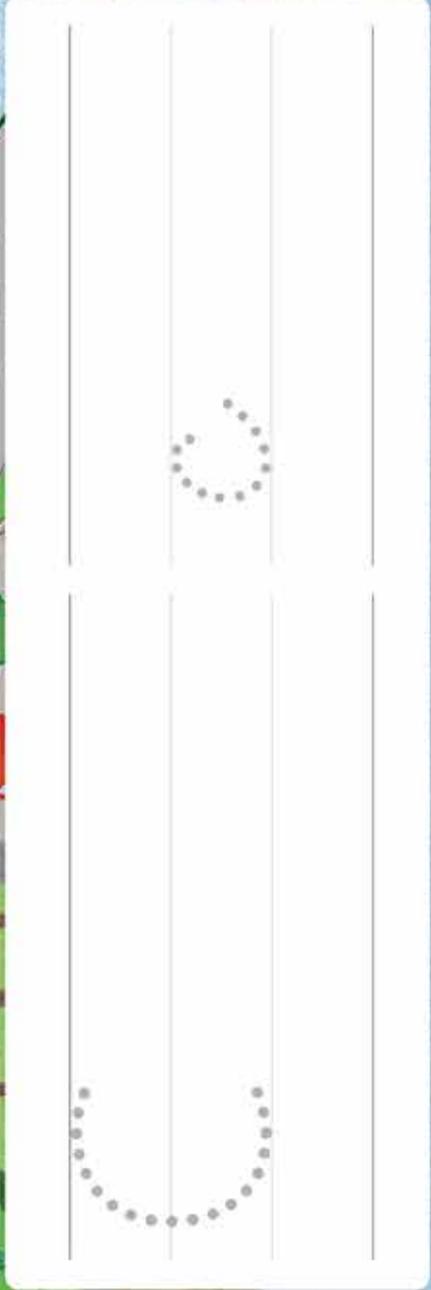
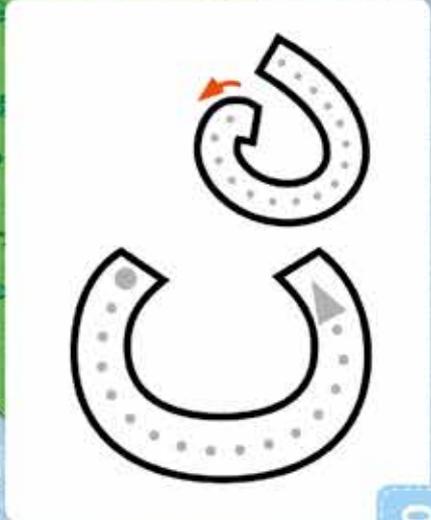
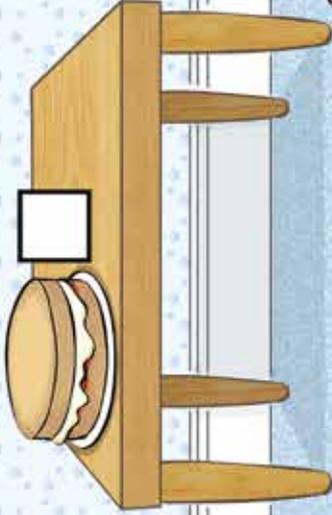
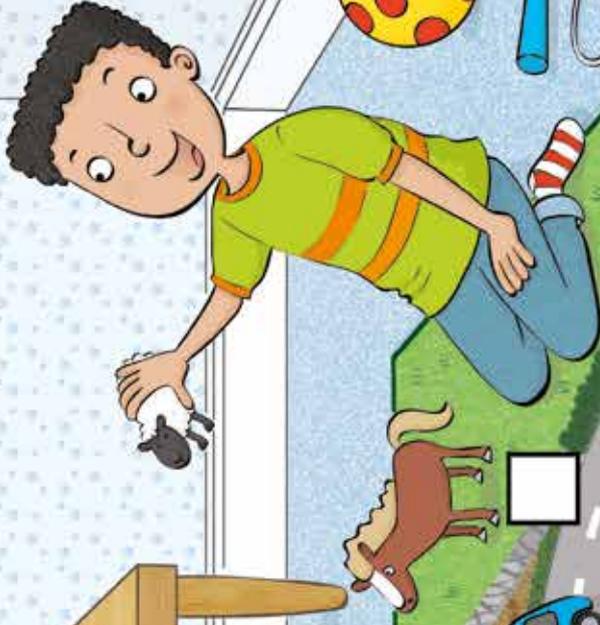


A a

Listen and tick the words that begin with the c / k sound.



Look and say. Write.



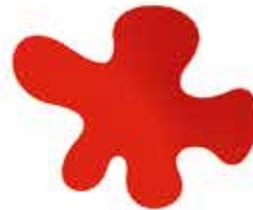
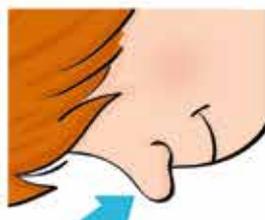
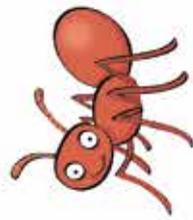
Match. 

N n

R r

A a

C c



Look and read. Stick.  

## Review 2



# MY PROGRESS



Ss

Ee

Nn

Rr

Cc



Mm

Hh



Tt

Dd

Aa



Pp

Uu

Ii



Vv

Ww

Xx

Yy



Ff

Ll

Jj

Zz

Ss

Ee

Tt

Dd

Aa

Nn

Rr

Cc

Gg

Oo

Bb

Ii

Uu

Pp

Hh

Mm

Ff

Ll

Jj

Vv

Ww

Xx

Yy

Zz

# THE HAT!



HERE'S THE HAT.



- Trace, write and say.

igh

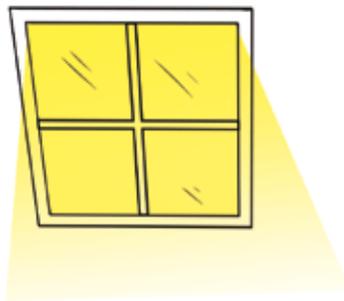


might

- Listen and circle the words with the igh sound.

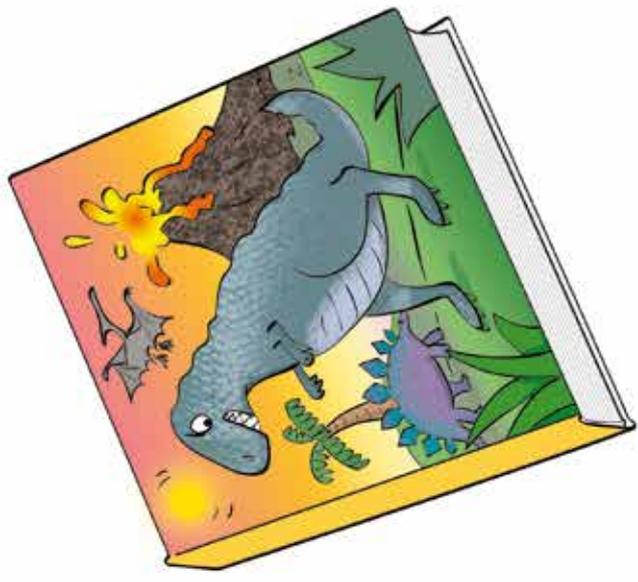


6



IGH  
igh

Trace, write and say.



oo

Read and match. Listen and check.



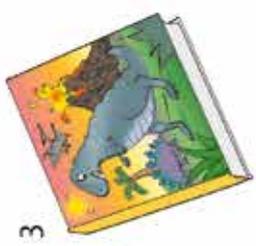
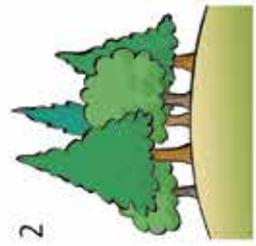
oo oo-

book

book

room

woods



Trace and say. Read and match.



oo



book

oo



coat

igh



night

oo



food

Look and read. Stick.

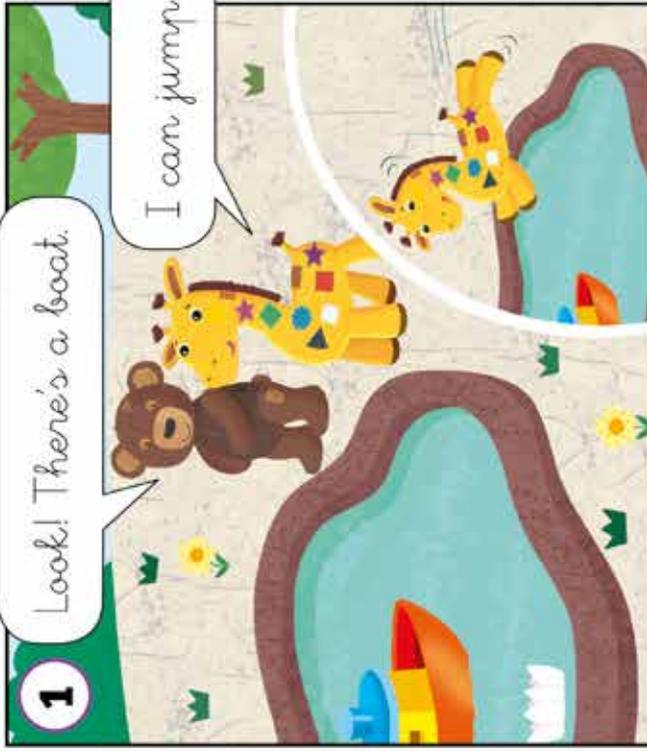


Review 3

1

Look! There's a boat.

I can jump.



2

And I can swim!

Good!

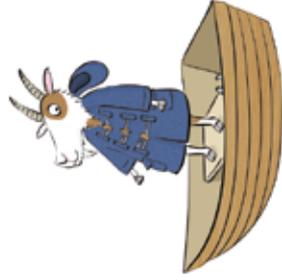


Review 3: igh, oa, oo, oo

## Review extra

- Read and number. Listen and check.   

- 1 A queen in a green coat.
- 2 Look at the book.
- 3 A goat on a boat.
- 4 A spoon on the moon.



- Write a word that rhymes. Listen and check.  

goat look queen spoon

green

\_\_\_\_\_

\_\_\_\_\_

moon

\_\_\_\_\_

\_\_\_\_\_

**Review 1**

I'm Ted.

**Review 2**

I'm a queen.

**Review 3**

And, I can swim!

**Review 4**

I can see an owl.

**Review 5**

It's summer!

**Review 6**

It's my ear!



Here's a star and here's the moon. Look at the trees!



Look at my card.

It's night in  
the woods.

## Meet the authors of *Archie's World Phonics*:



**Ángela Álvarez-Cofiño Martínez** is the author of *Archie's World Phonics Teachers Guide A, B and Starter*.

Ángela Álvarez-Cofiño Martínez has got a Degree in English Teaching and a PhD in English studies. She has worked as a teacher trainer and she is currently part of the Oxford University Press Phonics Experts Panel. She works as a course consultant and materials writer for Oxford University Press. She was awarded a National Prize in Educative Innovation for an *English at Infants Stage* project in 2003, and in 2004, 2005 and 2009, and she has been awarded three European Labels for innovation and quality in a CLIL project. In 2011 the European Commission included her work as an example of good practice in Quality and Consistency criteria, in the work document "European Strategic Framework for Education and Training (ET 2020)". At present, she is a Literacy teacher at C.P. Billingüe Ventanielles (Oviedo, Spain), where she is also the coordinator of the English Department, and she is also a professor at the Languages and Education Faculty in the University Antonio de Nebrija.

In her free time she enjoys swimming, playing pádel (a kind of tennis) and skiing. She also loves going to the opera season in her hometown. In addition, she loves spending time with her family, listening to music, reading and going to the cinema. Her passion is travelling! At the moment she is working on some research in phonics with Pre-Primary and Year 1 children.



**Margaret Whitfield** is the author of *Archie's World Phonics Activity Book A, B and Starter*.

Margaret Whitfield is an ELT writer and editor specialising in materials for Young Learners. She has a master's degree in linguistics from the University of Birmingham and over twenty years' experience in English Language Teaching and educational publishing. She is co-author of *Show and Tell* (OUP) and has contributed to many other Pre-Primary and Primary courses. She has also written readers and supplementary materials.

Margaret is based in the UK, where alongside her writing she works with young children, providing literacy support.



**Nicole Irving** is the author of *Archie's World Phonic Stories Level A, B and Starter*.

Nicole Irving lives below a mountain in Snowdonia, and writes and edits Readers. She taught French and English before working in children's publishing, and then at Oxford University Press. Born in Japan to a French mother and English father, she learnt English when she was ten, and has lived in many countries. Now she's learning Welsh!

At OUP she commissioned Graded Readers for learners of all ages, including *Oxford Read and Discover* and *Oxford Read and Imagine*, which has three Pre-Primary levels. She's now Series Editor for OUP's *Dominoes*, and has just written twelve stories for *Reading Stars*, an OUP Pre-Primary Readers series that features popular characters from some Nick Jr. television shows, such as *Dora the Explorer*, *Blaze and the Monster Machines* and *Team Umizoomi*.

# Components

*Archie's World Phonics* is comprised of a variety of fun and engaging resources for children and teachers to use in the classroom and at home.

For children:

- Phonics Activity Book A: A 32-page Activity Book containing fun and interesting worksheets that help consolidate the sound-letter relationship, develop listening skills and consolidate and expand vocabulary.

Also available are three Phonics Stories per level. These fun and entertaining stories can be read in class and at home. Each story is fully decodable and can be read independently.

For teachers:

- Teachers Guide: A comprehensive guide with detailed teaching notes for 36 sessions that are packed full of ideas and activities, a games bank and photocopiable resources.
- *Archie's World Phonics* iPack: This consists of a sounds bank with audio tracks for all phonemes and songs, a tricky words bank, interactive games, and audiovisual links to the Phonics Activity Book.
- A set of 44 phonics flashcards.



# Introduction



Welcome to *Archie's World Phonics*, a Pre-Primary resource that has been carefully developed by language experts to help children improve their pronunciation in English and establish reading and writing skills. *Archie's World Phonics* is a complete synthetic phonics programme that is designed for use by children aged three to five who are learning English as an additional language. With its everyday vocabulary and clear, comprehensive teaching notes, this resource can be used alongside any coursebook, but is particularly suitable for use with *Archie's World*, containing characters and words familiar from the course.

*Archie's World Phonics* is a multisensory phonics programme that includes presentations, songs, games, stories and many other resources to help teachers implement the phonics programme in a systematic and rewarding way. The varied selection of activities and games ensure that the phonics learning experience is a fun and memorable one for children and teachers alike.

*Archie's World Phonics Level A* covers 24 of the 44 phonemes in English. *Archie's World Phonics Level B* covers the remaining 20 phonemes. *Archie's World Phonics Starter Level* covers all 44 phonemes with an oral/aural focus.

In Level A of *Archie's World Phonics*, the sounds of English are presented in such a way as to enable children to begin blending and decoding words that are familiar and interesting to them from the very first term of teaching. Even if children are not using *Archie's World*, the vocabulary used in *Archie's World Phonics* is commonly found in most Pre-Primary English Language Teaching coursebooks.

From playing and experimenting with sounds at the age of three, children will progress through the *Archie's World Phonics* programme learning the individual sounds of English and their letter correspondences. From Level A onwards, children learn to blend sounds and recognize tricky words in order to begin reading and writing, all under the guidance of their teacher and with the support of the many resources supplied.

## How to use *Archie's World Phonics Level A*

*Archie's World Phonics* has been specifically designed to be flexible and to meet the very different needs of children and teachers in different schools. Whether you have daily English lessons or only one lesson per week, *Archie's World Phonics* works for you.

The teaching notes are divided into 36 sessions, which are designed to cover a full academic year. 24 of these sessions are focused on introducing a single new phoneme. There are also six sessions dedicated to review and six sessions covering high-frequency and tricky words.

Each of the 24 sessions focused on one phoneme consist of the following stages:

- Revision of previous sounds
- Presentation
- Practice
- Sound-letter identification
- Blending practice
- Activity Book worksheet.

Other stages are included where appropriate, for example 'Phonics gymnastics' in which specific guidance is given on introducing children to similar or difficult sounds (e.g. /t/ and /d/).

Each session will take approximately 45 minutes. The sessions can be split and covered over several lessons, or covered in one single lesson. For example, for teachers with fifteen minutes per day to spend on phonics (perhaps as part of the main English lesson), the teacher can present and practise the phoneme in one lesson, introduce the grapheme and practise blending with other letters in the second lesson and complete the Activity Book page in the third lesson. A teacher with one lesson per week can complete an entire session in the one lesson.

It is recommended that each lesson starts with a brief review of previous sounds – this may be only a very quick review of one sound, or may cover more sounds. For a more comprehensive view, you can use the accompanying phonics songs. One of the key principles of phonics teaching is that it should be systematic and cumulative, and sounds should be continually revisited in order to make optimal progress.

Teachers can adapt the pace of the course to the needs of their children. Should children be struggling with a particular sound, the session can be repeated, or more games and activities played around that sound, until both teacher and children are ready to move on.

## Using this resource with *Archie's World*

*Archie's World Phonics* has been designed to be used on its own or alongside the Pre-Primary course *Archie's World*. The keywords used in the phonics programme to illustrate each sound have been taken from the *Archie's World* syllabus to ensure that children are familiar with the language and are able to comprehend the meaning behind the words that they have decoded. All keywords are accompanied by an image and a gesture, to ensure that those children not familiar with the main course can still benefit from using the phonics programme.

Children will meet their favourite course characters from *Archie's World* in the phonics materials, but the characters are reintroduced for those children not using *Archie's World*. So, everyone can enjoy meeting or recognizing the loveable Archie and his friends.

The Archie puppet from *Archie's World* can be used in phonics sessions. Tell the children that Archie only speaks and understands English, and use him to encourage, prompt and congratulate children in their efforts.

## About synthetic phonics

Synthetic phonics is a way of teaching reading and writing that focuses on developing a child's ability to hear, identify and use the individual sounds that make up the English language, rather than teaching whole words.

Research indicates that children who learn phonics do better in all aspects of literacy – word identification, comprehension, fluency, spelling – than those who are not exposed to this explicit and systematic instruction. In early reading especially, children who are better at word identification attain better comprehension and fluency, because word identification and decoding are the most difficult tasks they have to face in their reading. Phonics instruction helps children to pronounce written words that they do not recognize immediately – the cornerstone of learning to read.

In order to become skilled, fluent readers, children need to have knowledge of sound-letter relationships – in other words, they need a comprehensive understanding of phonics. This involves developing phonological and phonemic awareness, then consistent, explicit and systematic phonics instruction. Phonological awareness is the ability to identify that spoken language is made up of smaller parts; for example, sentences are made up of words, words are made up of syllables, and syllables are made up of onsets and rimes.

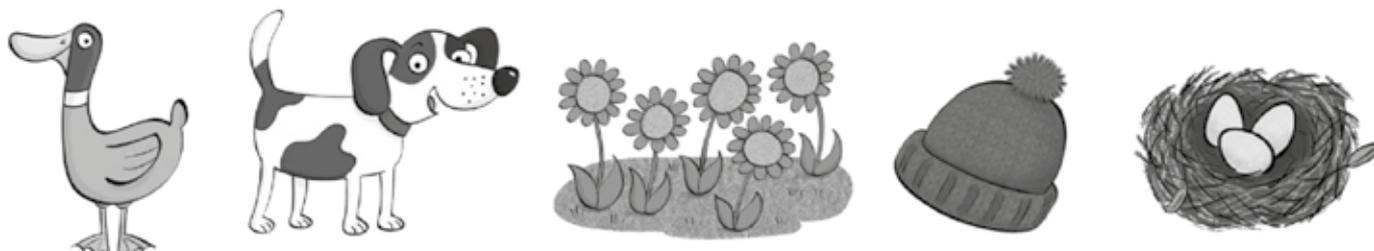
The next stage of phonological awareness is phonemic awareness. This is the ability to identify that syllables can be further broken down into phonemes, the sounds which make up the smallest unit of speech. Before children can access the sound-spelling relationships necessary to decode written words, they must understand that words (whether written or spoken) are made up of sounds.

There are 44 of these sounds (or phonemes) in English, and each sound can be represented by certain letter symbols (or graphemes). Unlike in other languages, such as Spanish, where each sound in speech matches with one letter, in English, many sounds can be represented by a number of letter symbols; for example, the sound /k/ can be written as c, k, ck, ch, lk or even qu. These sound-letter relationships can be compared to an alphabetic code, and the aim of phonics is to equip children with the skills to 'decode' what they can see. In order to learn to read, first children need to recognize the individual sounds, then they learn to synthesize, or blend, them to form words. To learn to write, children need to be able to break a word into sounds, or segment it.

## How literacy skills are developed

For most children, learning to read and write is a developmental stage not dissimilar to learning to walk and talk; they have an innate ability to interpret signs and symbols, the essence of literacy. At the age of three, many children will encounter phonics in their English lessons for the first time, but long before this, they will have been developing the skills necessary to enjoy reading. These very young learners will have learnt to listen to environmental sounds, instrumental sounds and the sounds of the body. They will be familiar with the sounds of speech, rhythm, rhyme and alliteration, and enjoy listening to their favourite stories over and over again.

Many education experts now believe that the systematic teaching of phonological awareness, as a precursor to phonics instruction, is the key that opens the world of reading to children, and that the earlier this takes place, the better. The acquisition of phonological and phonemic awareness is considered the primary factor determining success in the future development of reading for a child.



In order to help children to develop early literacy skills, they should be encouraged to:

- listen attentively
- enlarge their vocabulary
- speak confidently
- be aware of a wide range of sounds and where they come from
- experience a wide range of printed material
- be creative with sounds, music and language
- discriminate phonemes in speech
- orally segment spoken words in to their sounds, and orally blend sounds into spoken words.

All of these things are extensively covered in *Archie's World* and *Archie's World Phonics*. Each lesson builds upon the one before it to ensure that children accumulate the knowledge they need to be able to learn to read, while having fun.

In terms of early reading skills, the numerous activities involving recognition of colours, shapes and size promote spatial awareness and an ability to discriminate between objects.

In addition, classroom routines and language games develop memory and concentration; crucial skills for becoming literate. With regard to early writing, the resources incorporate activities that promote cognitive skills, as well as pencil, sticker and pop-out activities to develop fine motor skills. The emphasis on songs and stories also help develop children's listening skills; vital for helping them understand sound-letter relationships when following the phonics programme.

## Phonics Stories

There are three phonics stories per level in *Archie's World Phonics*. These story books contain fun stories that are decodable. They contain phonemes, tricky words and language that the children have already encountered in their phonics lessons, so that the children can read them with confidence and enjoyment. The content of the Level A stories and teaching notes on how to use them are provided on pages 38 and 39 of this Teacher's Guide.

## Top tips for teaching phonics

- Start each phonics lesson with a review of one or more previous sounds.
- Work on phonics during circle time, sitting on a carpet and with the children able to see each other's faces. This encourages children to relax and increases willingness to participate.
- When presenting a new sound, the teacher should sit so that every child can see the movement of their lips and tongue and imitate the form. The teacher should exaggerate the pronunciation of the sound, without distorting the shape of the mouth.
- For those teachers using the phonics programme alongside *Archie's World*, the Archie puppet can be used in the phonics sessions. For example, children can be encouraged to talk to Archie in order to practise new sounds, and Archie can lead games and activities.
- By pointing to their ear when saying a sound, teachers can show children clearly that they are referring to a sound, rather than a word.

- Keep parents informed with regards phonics instruction, encouraging them to reinforce learning at home.
- Monitor each child's progress, to ensure that nobody is left behind.
- Be patient, flexible and enthusiastic.

## Teaching phonics

The teaching of phonics consists of a series of routines to present the sounds and to help children identify, reproduce and use them.

For a phonics programme to be effective, it is necessary to present the sounds in a cumulative way, introducing a new sound in almost each session and then revisiting sounds that have been learnt previously. Some sessions will be used to consolidate knowledge of a number of sounds that have been learnt already and so no new sounds will be presented in these sessions. The following sequence can be used as a guide to a successful phonics session where a new sound is introduced:



After presenting a new sound for the first time, it will be necessary to practise it several times with the children (this is especially important if that sound does not exist in the children's native language). Children will learn to apply the sound, working on it in depth and exploring how it is used, before undertaking consolidation games and activities to ensure that the sound has been properly acquired. Further practise may be needed if the sound is a difficult one, or if some children are struggling. Finally, revisiting and reviewing the sounds worked on in previous sessions will help children to consolidate all that they have learnt and get ready to begin blending and segmenting.

In order to be successful, phonics teaching must be consistent and systematic. *Archie's World Phonics* makes use of routines and a variety of practice, consolidation and application activities to ensure children get the most out of their phonics instruction.

# Games bank

The Games bank below contains a selection of games and activities that can be used to consolidate knowledge of the sounds covered in *Archie's World Phonics*.

## Sounds practice

### Beginning, middle or end?

Choose a target sound. Write on the board a number of known words containing that sound, for example /s/ – “sad”, “nest”, “bus”, highlighting the grapheme representing the target sound. Invite children to read the words if they are able to, then to identify whether the target sound is at the beginning, middle or end of each word. The aim of this activity is to introduce to children the idea that sounds can occur in different positions within a word.

### Find the sound first

Organize the class into two teams, sitting facing each other with a space in the middle. Give the child at the head of each row a basket (or any container). Place a selection of lettercards in the space in the middle of the floor and explain that you are going to say a sound, and the two children holding a basket must race to pick up the correct lettercard and put it in their team basket. Once all of the cards have been picked up, and all children have had a turn, count the cards in each basket, encouraging children to say the sounds.

### Find your match

Prepare a number of picture cards, making sure that there are at least two different pictures cards for each target sound. Hand out the cards to the class and encourage children to find the child whose card features a picture of something that begins with the same sound as their own, for example, the child with the picture of a dog could match with the child with a picture of a doll. Ask the groups to identify the sound they have in common. This game could also be played with rhyming words, or words that end with the same sound.

### How many sounds?

Write a familiar word on the board and ask children to count how many letters the word contains. Give each child some building blocks. Say the word, emphasizing the individual sounds and ask children to build a tower containing as many blocks as there are sounds in the word. Ask children if there are more letters or more sounds in the word? Repeat with other words.

### I spy

Say to children *I spy, with my little eye, something beginning with ...* adding the target sound. Invite children to guess what it is that you can see, reminding them of the target sound throughout the game.

### Musical paper plates

Write the letters of the alphabet onto paper plates and place the plates in a circle. Play some music as the children dance around the circle, then pause the music whilst saying *Stop!* All the children should stand still behind a plate. Ask *Who is behind /f/ for 'finger'?* and encourage that child to raise their hand. Ask the class if they can think of any other words beginning with the same sound. Restart the music and continue the game.

### Name of the day

Each day, write on the board the name of one child (perhaps the class helper for the day). Invite the class to identify the first sound of the child's name and think of more words beginning with that sound.

### Similar sounds

Identify three or four sounds that the class have found most difficult (perhaps similar sounds such as /p/, /b/, /d/). In an area with some space such as the playground or hall, take the lettercards for these sounds and stick them onto opposite walls and invite children to say the sounds. Arrange children in the middle of the room then call out a word that begins with one of the target sounds. Encourage children to run to the piece of paper that features the grapheme corresponding to that sound. Continue with the other sounds.

### Sound bingo

On the board, draw a grid of nine squares, with each square containing a familiar decodable word. Sound out the words as a class. Explain to children that you are going to say a sound, and if they can see a word on the board that includes the sound you have said, they should shout *Bingo!* and come up to the board to touch the word.

### Sound boxes

Label two boxes each with a target sound. Fill each box with small toys or objects beginning with the sound. Ask different children to take an object from one of the boxes and name it, then mix up the objects and invite children to put them back into the correct boxes, while saying the target sound.

### Sound buttons

Give each child a wordcard and a handful of buttons or counters. Encourage children to sound out the words, then place a button under each sound. Ask them if there is a difference between the number of letters in the word and the number of sounds.

### Sound poster

Write the grapheme representing the target sound in the middle of a large piece of poster paper. Invite children to look through magazines to find pictures of things beginning with the target sound and to cut them out and stick the pictures onto the poster.

# Archie's World Phonics Teaching Notes

## Session 1: /s/ (sad)

### Objectives

- Identify the sound /s/ in isolation
- Identify the sound /s/ in words
- Map the sound /s/ onto its grapheme "s"

### Materials

- Archie puppet (optional)
- Phonics flashcard /s/
- Listening 2 (song) and 3 (Activity Book page 2)
- Phonics Activity Book A, pages 2 and 32

### Presentation routine: /s/

- Show children the /s/ flashcard (covering the grapheme at this stage so that the focus is on the image). You might like to use the Archie puppet to hold the flashcard, saying that Archie has a new sound to show the class.
- Repeat the new word (*sad*) several times, encouraging children to join in when they are ready.
- Make a sad facial expression and invite children to copy the expression.
- Point to your ear to indicate that you are referring to the sound and say the target sound /s/ for children to repeat. Exaggerate the pronunciation of the sound so that children can see the shape of your mouth, tongue and lips as you say the phoneme, but be careful not to distort the formation with too much emphasis.
- If there are any children in the class whose names begin with the target sound (e.g. Sara, Samuel, Sebastian, Solana), say their names whilst emphasizing the /s/ sound. This will help to create an emotional and environmental link to the sound.
- Play the /s/ song (listening 2) several times and encourage children to join in.

### Practice

- Total Physical Response (TPR): Tell children you are going to say different words. They must put up their hands if they hear the sound /s/ (demonstrate by doing it yourself) or cross their arms over their chest if they do not hear the sound /s/ (demonstrate again).
- Say several words to practise the game, e.g. *cat, sun, horse, egg, six, dog, seven, ball, car*.

**TEACHING TIP:** Since in this game the main aim is that children are able to identify the /s/ sound in different words, you can use words from any language you know (e.g. *sunny, sillan, samedi, salsa*). Choose words where the sound appears in different positions.

### Sound-letter identification routine: /s/

- Show children the flashcard, point to the picture of the sad boy and make a sad expression. Encourage children to say *sad* aloud. Then point to your ear to indicate that you are referring to the sound and encourage them to say the sound /s/.
- Uncover the "s" grapheme printed on the flashcard, point to it and say the sound aloud.
- Repeat several times before encouraging children to say the sound for themselves.

### Activity Book: s (page 2)

#### Look and say. Write.

- Children look and say the letter sound and the example word (*sad*). Ask them to trace the large (upper-case or cursive) letter with their finger, and then with a pencil. Children trace the (upper-case or cursive) letters below and then write two or three more letters on the writing stave.

#### Listen and circle the words that begin with the s sound.

- Tell children that they are going to hear the words for the pictures. Show them the order they will hear the words in (top to bottom, left to right). Explain that if the word begins with the /s/ sound, they should circle it. Point out that the first one has been done as an example. Play listening 3 and pause after *sunny*. Ask children if they heard the sound /s/ and play it again if necessary. Children trace over the circle in their books with their pencil. Repeat for the rest of the words, pausing after each one. Check the answers by asking children to say /s/ if they heard the sound.

### ANSWERS

**sunny, six, seven**

- Ask children to turn to page 32 of the Phonics Activity Book and stick the "s" sticker on the progress path.

## Session 2: /e/ (egg)

### Objectives

- Identify the sound /e/ in isolation
- Identify the sound /e/ in words
- Map the sound /e/ onto its grapheme "e"

### Materials

- Archie puppet (optional)
- Phonics flashcards /s/, /e/
- Listening 5 (song) and 6 (Activity Book page 3)
- Phonics Activity Book A, pages 3 and 32

### Revision routine

- Show children the /s/ flashcard. Point to the picture and encourage children to say the word and make the associated gesture (sad face). If they need a prompt, say the word (*sad*) aloud for children to repeat. Then point to the letter "s" and encourage children to say it several times.

# Phonics Stories

*Archie's World* phonics stories are three decodable readers per level: one story per term. The stories are full of surprises, delight and interest, and have been written for children to enjoy. In addition, because they are decodable and they recycle language that the children have recently encountered in the phonics lessons, they also help children improve their independent reading skills.

Decodable texts can be especially beneficial for developing and consolidating reading skills. Early success breaking the English alphabetic code is a powerful experience for young learners of English, enabling them to quickly begin focusing on reading with expression and understanding. These stories enable the children to enjoy reading and do more of it, which leads to even greater reading achievement.

When children are presented with a fully decodable book, they can use their knowledge of phonics to decode any unfamiliar words. Because children can then read every word in the book, they feel enormously successful and their confidence is boosted, which in turn helps them build fluency and develop good reading strategies.

The teaching notes for *Archie's World Phonics* provide comprehensive guidance for how to develop children's blending and segmenting skills. These readers allow the children to practise and consolidate these skills and thus increase their confidence and enjoyment of reading.

The Level A stories use words which the learners can decode, alongside a few additional high-frequency words (e.g. *and*) and tricky words (e.g. *I, the*). These words will also have been covered in the phonics sessions, and their inclusion will allow children to begin reading short sentences.

## How to use the phonics stories

The phonics stories can be used very flexibly. You can read the stories with the class or play the audio track that is provided for each story. Alternatively, you can read the story with small groups encouraging children to follow in their own copy of the book. When you feel the children are ready to do so, they can read the stories independently or with friends, or they can take them home to read with their parents or carers.

In class, there are lots of ways you can help the children to enjoy the stories and develop literacy skills.

- Show children the front cover and ask if they can guess what the story is about. Segment and sound out the words of the title together. Ask children if they have changed their minds about the content of the story now that they know the title.
- Discuss with children how to read a book in English, for example, ask about the direction of the text.
- The first time you read the story with the class, read it all the way through so that the children enjoy the story as a whole. You can stop and focus on elements of the story on subsequent readings, but the first reading should be entirely for pleasure.

- On a second or third reading, invite children to look at each of the pictures and talk about what they can see. Point to the characters and elicit or remind children of their names.
- Model segmenting certain words and then blending them together. Ask children to find these words in the pictures. If you feel they are ready, ask for volunteers to segment various words on the page, and then blend them together to form a full word. Praise all their efforts.
- Ask children to find words in the book that contain a target sound.
- Direct children's attention to any capitalization and punctuation.
- Ask children what they liked best about the story, and discuss any related aspects in L1.

In order for phonics instruction to be successful, it is important that learning continues at home. Parents and carers play a vital role in ensuring that children recognize the value of reading and develop a love for it at an early age. Parents can use the phonics stories to read at home with their children - looking at the pictures, reading the words together and generally enjoying the stories. Being around adults who show an enthusiasm for reading and recognizing its importance, will ensure that children will soon become eager readers.

## Story 1: *It's Red*

Words and phonemes in this story:

- page 1 *red* (r, e, d)
- page 2 *red* (r, e, d)
- page 3 *sad* (s, a, d)
- page 6 *cat* (k, a, t)
- page 8 *red* (r, e, d)

High-frequency words: *it's, a*

Tricky words: *Archie, is, no*

Characters from *Archie's World*: Archie, Little Bear, Dino, Ted, Doll, Brother Mouse, Sister Mouse

## Using *It's Red* in class

Read the story with the class or in small groups. Ask children what they liked about the story and whether they like drawing pictures, and if they have a toy box at home.

Read the story again and ask questions in L1 to check story comprehension, e.g. page 2 *What does Archie want?* (He wants the red coloured pencil). *How does Archie let Ted know where he is?* (He makes a paper plane and the toys see it fly out of the box).

Look at every page together and ask a volunteer to come and point to Brother and Sister Mouse. Ask children what they are doing (in L1).

Practise blending and segmenting with the class. Point to the word *sad* on page 3 and elicit the separate phonemes s, a, d providing help as necessary. Repeat the phonemes

S

E

T

D

A

N

n

n

c

k

g

g



V v

Archie's  
World

© Oxford University Press 2019

V v violin



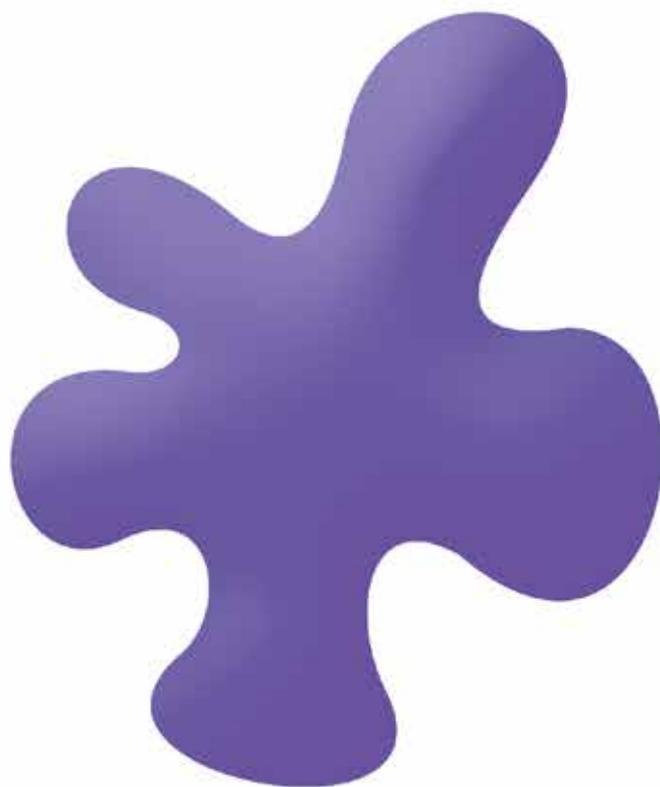
IGH

igh

Archie's  
World

© Oxford University Press 2019

IGH igh night



UR

ur

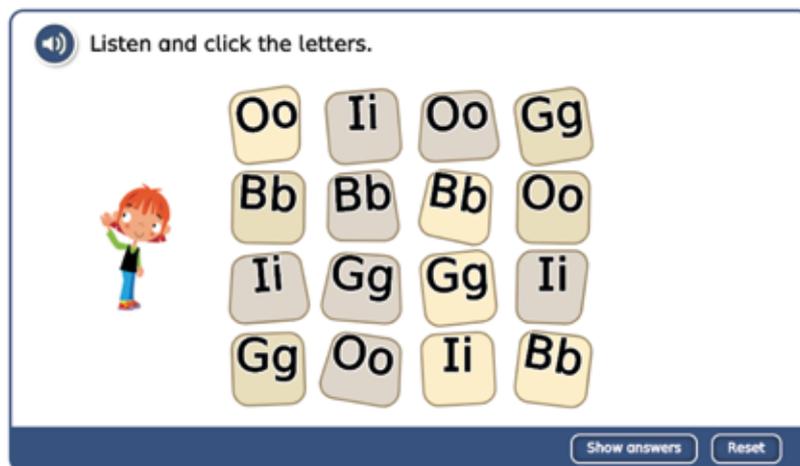
Archie's  
World

© Oxford University Press 2019

UR ur purple

## Archie's World Phonics iPack

A sound bank with audio tracks for all phonemes and songs, interactive games, and audiovisual links to the Phonics Activity Book.



# Archie's World Phonics iPack

 Listen and choose.



Start Reset

Write your name.

Player 1

Player 2

Play



 Listen and click.



Show answers Reset