

Phonics and Talk Time

for Pre-schoolers

by Debbie Hepplewhite

My name is _____



Age 3+

Aa to Zz letter-sound links and phonics skills for pre-schoolers

Linking letter shapes and sounds with key pictures and words for early phonics

Sounds	Letters	Key Picture-words	Sounds	Letters	Key Picture-words
/a/	A a	 apple	/n/	N n	 net
/b/	B b	 bat	/o/	O o	 orange
/k/	C c	 cat	/p/	P p	 pan
/d/	D d	 dig	/kw/	Qu qu	 queen
/e/	E e	 egg	/r/	R r	 rat
/f/	F f	 feathers	/s/	S s	 snake
/g/	G g	 girl	/t/	T t	 teddy
/h/	H h	 hat	/u/	U u	 umbrella
/i/	I i	 insect	/v/	V v	 violin
/j/	J j	 jug	/w/	W w	 web
/k/	K k	 kit	/ks/	X x	 fox
/l/	L l	 ladder	/y/	Y y	 yawn
/m/	M m	 map	/z/	Z z	 zebra

Note: Sounds, or *phonemes*, are always shown in slash marks. In the chart above, vowel sounds are shown with red lettering and consonant sounds are shown with blue lettering: /a/, /b/. The key picture-words provide examples of the letters linked to the sounds intended, for example, /a/ as in **a**pple.

Say the sounds as 'purely' as possible: "s" not "suh"; "k" not "kuh"; "m" not "muh" and so on.

Different letters can be code for the *same* sound in various words: for example, **c**, **k**, **-ck** and **q** are all code for the sound /k/ but letters **qu** always appear together in the English language. It is sensible, therefore, to teach **qu** as one unit and as code for the combined phonemes /k+w/ as in **qu**een. Letter **x** appears most commonly within, or at the end of, printed words as code for two combined phonemes /k+s/ as in **fo**x.

We can identify around 44 phonemes (the smallest sounds) in the English language so oral (spoken) *blending* activities for reading and oral *segmenting* activities for spelling in the book (that is, not involving any letter shapes as provided in the bottom bars) can include more sounds than those linked to the single alphabet letters. Using the full range of 44+ phonemes is fine for any *oral* blending activities (a *sub-skill* of decoding for reading) and *oral* segmenting activities (a *sub-skill* of encoding for spelling).

In English, single vowel letters can be pronounced in different ways dependent on the word. Compare the different sounds letter **a** is code for in the following words: /a/ **a**pple, /ai/ **a**ible, /ar/ **a**ther and /o/ **a**ch. Letter *groups* are frequently utilised in the English writing system as code for various sounds: for example, /sh/ as in **sh**ip, /ch/ as in **ch**air, /oa/ as in **oa**t, /ai/ as in **ei**ght. It is simple to introduce these letter groups 'incidentally' as they are encountered in a name, in a book, on a poster, on packaging and so on. Point under the letter group and say, "In the word 'ship', these letters here [point under **sh**] are code for the sound /sh/." Then model how to 'sound out' by pointing under each *grapheme* (letter or letter group) as required whilst saying the sounds /sh/ /i/ /p/ and then run your finger under the whole word as you say the whole word, "ship".

This pre-school introduction to the alphabet letters as code for some sounds and practising some phonics *sub-skills* and skills is only the very beginning of phonics and learning to read, spell and write. This book should be used as many times as necessary to embed the learning. A comprehensive range of letter/s-sound correspondences for the 44+ sounds of a core systematic synthetic phonics programme needs to be introduced for the next steps.

We are learning the sound /a/ and its letter shapes.

1 **A a**

This is the capital letter. It is code for the sound /a/ as in **Anna**.
This is the lower case letter. It is code for the sound /a/ as in **apple**.



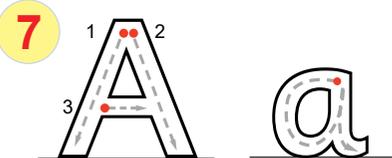
Say /a/ as in **apple**.



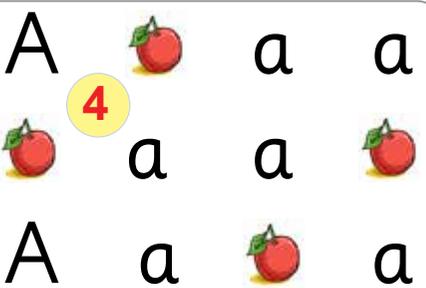
5 Anna has an apple.
Anna's apple is not green.
Anna had an apple.
Now it's nowhere to be seen!

What colour is Anna's apple?
What do you think happened to Anna's apple?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /a/.



Say /a/ when you point under its letter shapes.



Listen for the sound /a/ at the beginning of these picture-words:
ants, anthill, arrow
Let's think of more words beginning with the sound /a/.
Let me help you to hold your pencil with 'froggy legs'.
Now you can draw a picture in the space.

Information and guidance for the activities

1 Capital and equivalent lower case letters are code for the *same* sounds. Children are exposed to both forms of letter shapes so teach both explicitly. Most writing in English is in lower case letters, so most phonics work is with lower case letters.

2 The full English alphabetic code is very complex. It helps to exemplify the letter shapes and focus sounds in key pictures and their printed words such as 'apple' as an aid to memory.

3 Point out that capital letters are used for special reasons such as for the beginning of special names and places and at the beginning of the first word of written sentences.

4 Say the sounds: To see the letters (and letter *groups*) and say their sounds in automatic response is an essential *sub-skill* of reading (decoding). The next step is to sound out and blend the sounds from left to right of the printed word to hear, or discern, the word. Constantly model how to point under each letter (or letter group) as you say each sound then run your finger under the whole word, from left to right, as you say the word. Some children will be able to decode like this very quickly whilst others will take much longer. Remember to say the *sound* /a/ in response to the capital letter **A**, *not* the letter *name*. Learn letter names (ay, bee, see, dee) through singing an alphabet song – not when teaching phonics for reading and spelling. Play with letter tiles/cards to build simple words.

5 Language play: Chanting and singing with rhythm, rhyme (words that sound the same at the end) and alliteration (words beginning with the same sound) contribute to developing awareness of sounds in speech generally. Enrich the child's vocabulary and language comprehension through wide-ranging speaking activities and sharing books together.

6 Phonemic awareness: Pictures generate spoken words to enable phoneme-level activities in readiness for spelling. Say the words as slowly and naturally as possible and, at first, model how to identify the *first* sound of these words. Later, model how to identify *all* the sounds from beginning to end of the words. This is oral segmenting and a *sub-skill* of the full spelling skill (*encoding*).

7 Letter formation and handwriting: Forming the letter shapes whilst saying the sounds supports reading, spelling and writing processes.

8 Pencil hold: Teach and support the child to hold an ordinary-sized pencil correctly with the tripod grip. For example, say, "Let me help you to hold your pencil. Put your froggy legs [*thumb and forefinger*] on the bottom of the painted part of the pencil [*not on the cone-shaped end part*] with the pencil across the frog's back [*back of the hand*], then put the log under the frog for him to sit on. Well done!" [*middle finger supporting the pencil to complete the tripod grip*]. Repeat in a kindly way as often as necessary.

9 Oral blending: Providing all the sounds in order helps to develop the child's 'ear' to hear, or discern, the target word. This is a *sub-skill* of decoding for reading. The letters in slash marks indicate the *sounds* you need to say for the child, *not* the spellings of the words. You can use any speech sounds for this activity – not just the sounds featured in this book.

Can you 'hear' some words if I say some sounds for you? /a/ /n/ /t/ /a/ /p/ /u/ /k/ /a/ /t/ 9

We are learning the sound /a/ and its letter shapes.

A a

This is the capital letter. It is code for the sound /a/ as in **A**nna.
This is the lower case letter. It is code for the sound /a/ as in **a**pple.

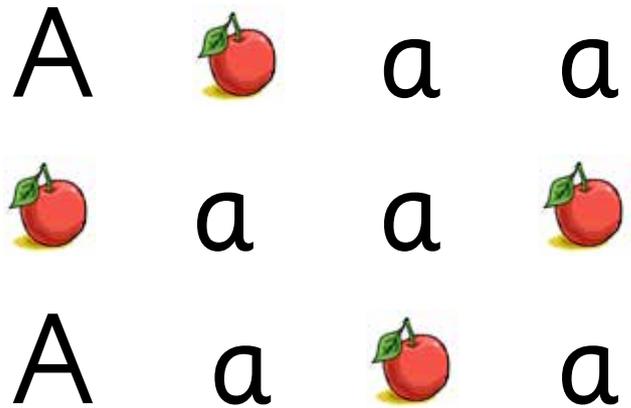


apple

Say /a/ as in **a**pple.



Anna

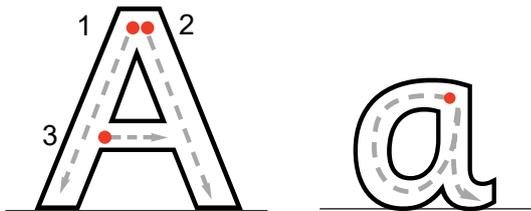


Say /a/ when you point under its letter shapes.

Anna has an apple.
Anna's apple is not green.
Anna had an apple.
Now it's nowhere to be seen!

What colour is Anna's apple?
What do you think happened to Anna's apple?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /a/.



Listen for the sound /a/ at the beginning of these picture-words:
ants, anthill, arrow

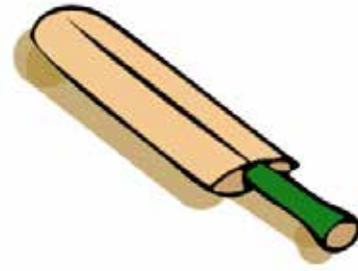
Let's think of more words beginning with the sound /a/.
Let me help you to hold your pencil with 'froggy legs'.
Now you can draw a picture in the space.

Can you 'hear' some words if I say some sounds for you? /a/ /n/ /t/ /a/ /p/ /u/ /k/ /a/ /t/

We are learning the sound /b/ and its letter shapes.

B b

This is the capital letter. It is code for the sound /b/ as in Ben.
This is the lower case letter. It is code for the sound /b/ as in bat.

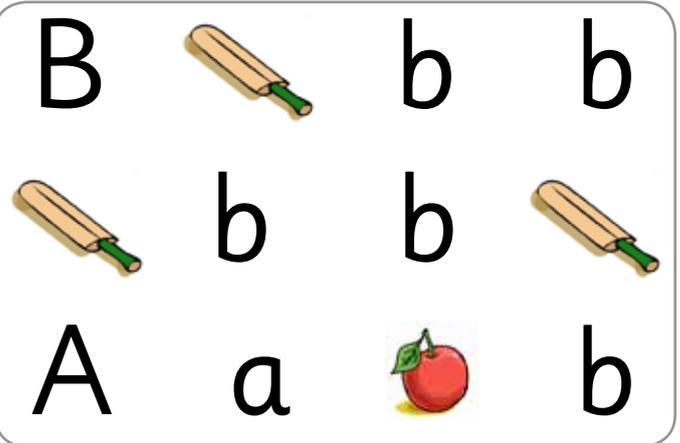


bat

Say /b/ as in bat.



Ben



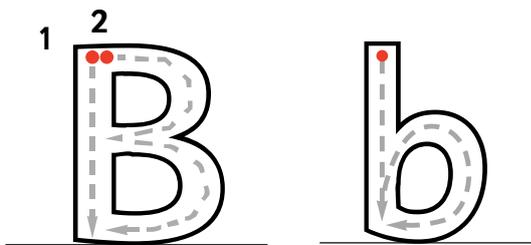
Say the sounds when you point under their letter shapes.



Ben likes lots of outdoor games,
football, tennis, this and that.
Cricket is his best game though.
He loves his ball and his cricket bat.

What is your favourite game?
Why do you enjoy playing it?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /b/.

Listen for the sound /b/ at the beginning of these picture-words:
ball, bag

Let's think of more words beginning with the sound /b/.

Let me help you to hold your pencil with 'froggy legs'.

Now you can draw a picture in the space.

Can you 'hear' some words if I say some sounds for you? /b/ /i/ /g/ /b/ /a/ /t/ /b/ /o/ /l/

We are learning the sound /k/ and its letter shapes.

C c

This is the capital letter. It is code for the sound /k/ as in **Carol**.
This is the lower case letter. It is code for the sound /k/ as in **cat**.



cat

Say /k/ as in **cat**.

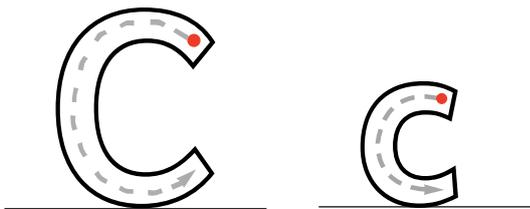


Carol

Carol's cat is black and white,
its favourite food is fish.
Carol feeds it every night
from its favourite yellow dish.

How does Carol care for her cat?
Think of a name for Carol's cat.

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /k/.

C c b a
A c c b
B b a c

Say the sounds when you point under their letter shapes.



Listen for the sound /k/ at the beginning of these picture-words:
camel, crab

Let's think of more words beginning with the sound /k/.

Let me help you to hold your pencil with 'froggy legs'.

Now you can draw a picture in the space.

Can you 'hear' some words if I say some sounds for you? /k/ /u/ /p/ /k/ /o/ /t/ /k/ /a/ /t/

We are learning the sound /d/ and its letter shapes.

D d

This is the capital letter. It is code for the sound /d/ as in David.
This is the lower case letter. It is code for the sound /d/ as in dig.



dig

Say /d/ as in dig.



David

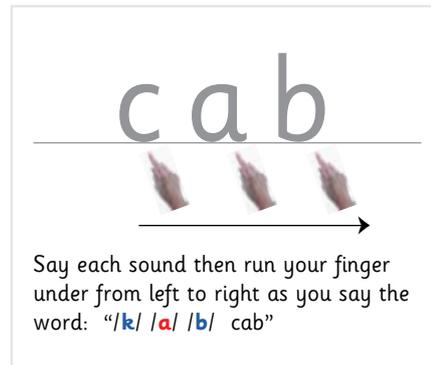
D d d a
A b d a
B b d c
cab dad

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

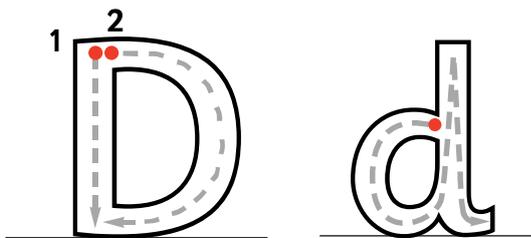
Dan's dad, David, dug down deep.
Dig, dig, dig, dig, dig.
He planted dahlias in a row so neat
that soon grew very big, big, big.

Have you ever planted anything?

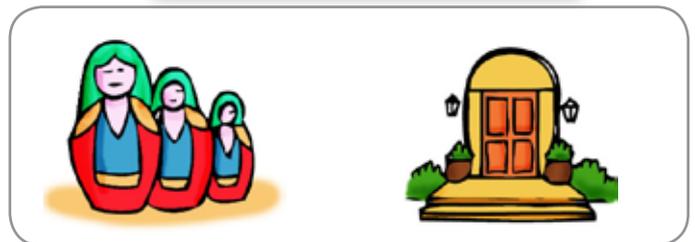
Listen to the rhyme. Let's say it together.



Say each sound then run your finger under from left to right as you say the word: "/k/ /a/ /b/ cab"



Finger-trace the letter shapes from the red dots and say the sound /d/.



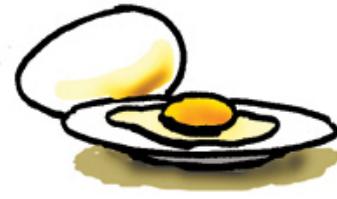
Listen for the sound /d/ in the picture-words: dolls, door
Think of more words beginning with the sound /d/.

Can you 'hear' some words if I say some sounds for you? /s/ /a/ /d/ /d/ /i/ /g/ /b/ /u/ /d/

We are learning the sound /e/ and its letter shapes.

E e

This is the capital letter. It is code for the sound /e/ as in **E**lsa.
This is the lower case letter. It is code for the sound /e/ as in **e**gg.



egg

Say /e/ as in egg.



Elsa

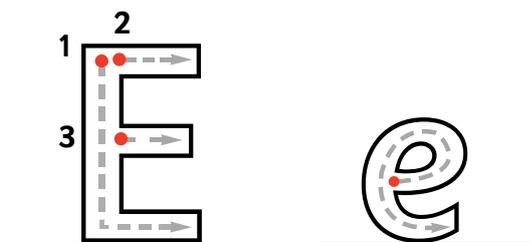
E e e c
B b a e
D d e c
bed bad

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Elsa found a brown speckled egg
just laid by her brown speckled hen.
I'll have that egg for breakfast, she said.
Tomorrow, if it's okay with you,
I'll have the same breakfast again.

What do you like to eat for breakfast?

Listen to the rhyme. Let's say it together.



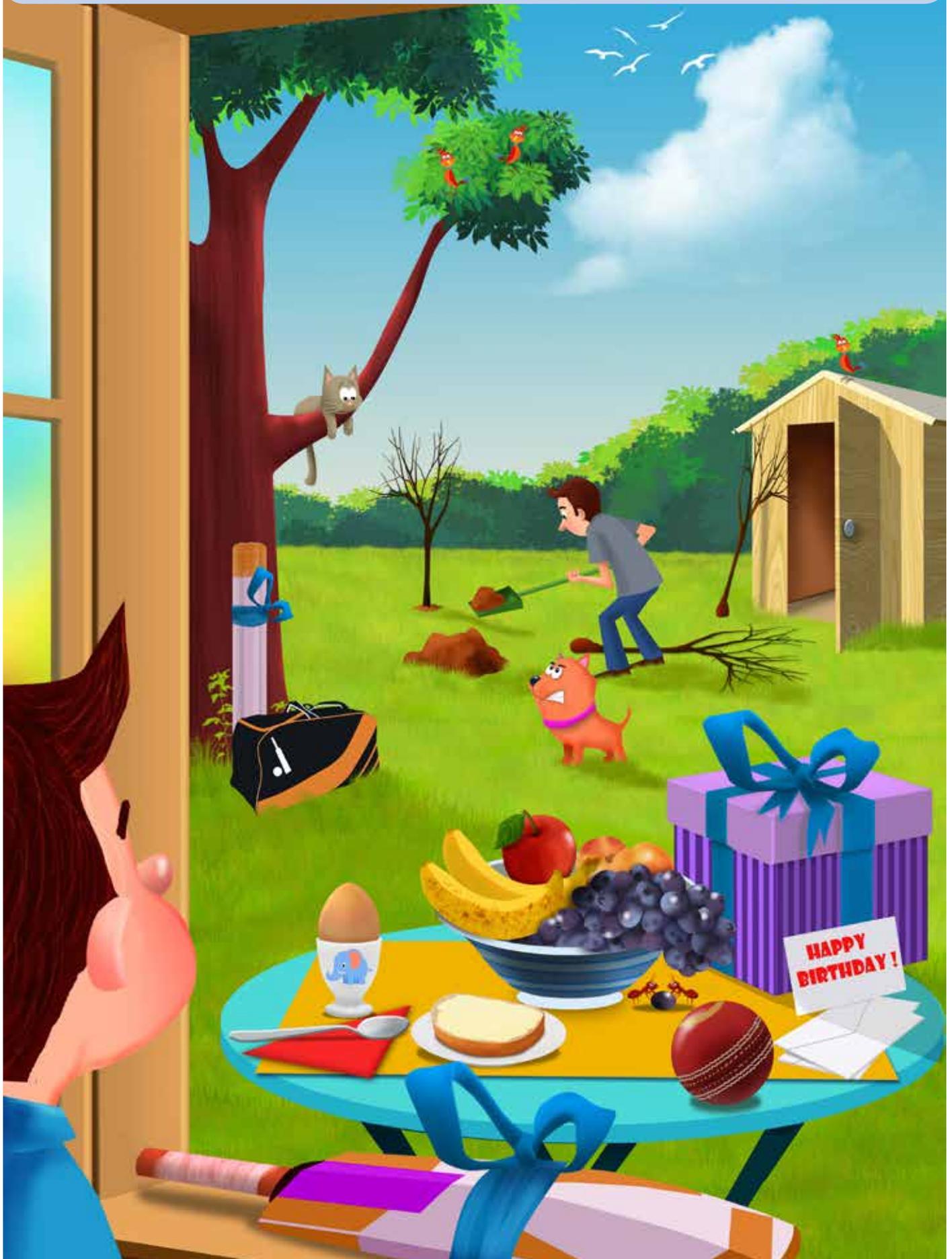
Finger-trace the letter shapes from the red dots and say the sound /e/.



Listen for the sound /e/ in the picture-words: elephant, engine
Think of more words beginning with the sound /e/.

Can you 'hear' some words if I say some sounds for you? /b/ /e/ /d/ /h/ /e/ /n/ /e/ /g/ /z/

Let's talk about what's happening in the picture.



Next, what can we find in the picture beginning with the sounds /a/, /b/, /k/, /d/ and /e/ ?

We are learning the sound /f/ and its letter shapes.

F f

This is the capital letter. It is code for the sound /f/ as in Fred.
This is the lower case letter. It is code for the sound /f/ as in feathers.



feathers

Say /f/ as in feathers.



Fred

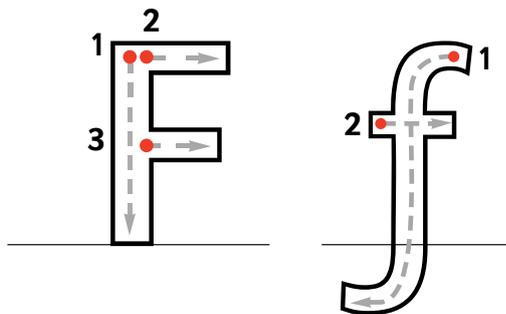
F f f a
D d e b
E e f c
fed dad

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

A feather floated from the sky.
Fred caught it as it floated by.
He found another at the foot of a tree.
Then another caught his eye and that made three.

Have you ever found a feather floating in the air?
Make a picture using feathers.

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /f/.

Listen for the sound /f/ in the picture-words: fish, flower
Think of more words beginning with the sound /f/.

Can you 'hear' some words if I say some sounds for you? /f/ /i/ /t/ /f/ /a/ /s/ /t/ /s/ /o/ /f/ /t/

We are learning the sound /g/ and its letter shapes.

G g

This is the capital letter. It is code for the sound /g/ as in **G**abby.
This is the lower case letter. It is code for the sound /g/ as in **g**irl.



girl

Say /g/ as in girl.



Gabby and **G**randma

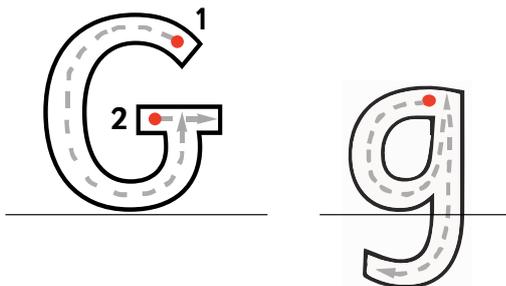
G g g a
E e c b
F f e d
b e g b a g

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Grandma needs her glasses on
as she cannot see that well.
“Who’s that little girl nearby?
It’s hard for me to tell!”

Does someone in your family need to wear glasses?
How do sunglasses help us?

Listen to the rhyme. Let’s say it together.



Finger-trace the letter shapes from the red dots and say the sound /g/.

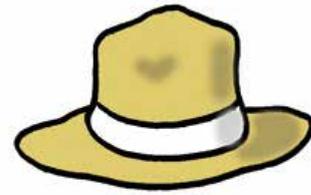
Listen for the sound /g/ in the picture-words: glasses, goat
Think of more words beginning with the sound /g/.

Can you ‘hear’ some words if I say some sounds for you? /g/ /e/ /t/ /g/ /o/ /n/ /l/ /e/ /g/

We are learning the sound /h/ and its letter shapes.

H h

This is the capital letter. It is code for the sound /h/ as in **H**arry.
This is the lower case letter. It is code for the sound /h/ as in **h**at.



hat

Say /h/ as in hat.



Harry

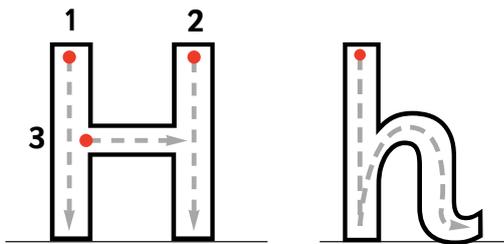
H h h e
F f a b
G g d c
had bed

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Hats are useful in the sun
and useful in bad weather.
Hats are also lots of fun
when you wear them with a feather!

Can you describe a hat for a sunny day
and a different hat for a rainy day?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /h/.



Listen for the sound /h/ in the picture-words: hen, hands
Think of more words beginning with the sound /h/.

Can you 'hear' some words if I say some sounds for you? /h/ /a/ /t/ /h/ /a/ /p/ /ee/ /h/ /o/ /p/

We are learning the sound /i/ and its letter shapes.

I i



insect

This is the capital letter. It is code for the sound /i/ as in **Ingrid**.
This is the lower case letter. It is code for the sound /i/ as in **insect**.

Say /i/ as in insect.



Ingrid

I i i a

G g f d

H h e c

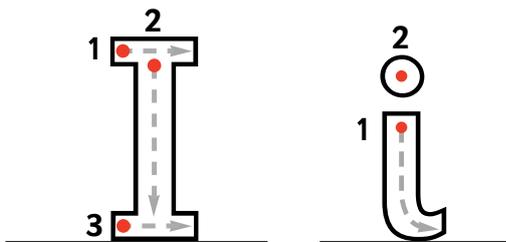
if hid fed

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

An insect has more legs than me.
I'll count them, let me see.
There's three on that side, then three more.
That's six I make it – three add three.

An insect always has six legs.
Can you find and name some different insects?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /i/.

Listen for the sound /i/ in the picture-words: instrument (trumpet), ink.
Think of more words beginning with the sound /i/.

Can you 'hear' some words if I say some sounds for you? /t/ /i/ /p/ /h/ /i/ /p/ /s/ /w/ /i/ /n/

We are learning the sound /j/ and its letter shapes.

J j

This is the capital letter. It is code for the sound /j/ as in Janet.
This is the lower case letter. It is code for the sound /j/ as in jug.



jug

Say /j/ as in jug.



Janet

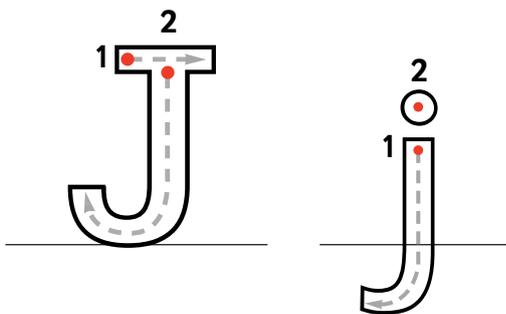
J j j e
H h g b
I i a f
jig bag

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Playing games is thirsty work,
so Janet needs a drink.
Mother made some juice for her.
It's in a jug just by the sink.

When you are thirsty, what is your favourite drink?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /j/.



Listen for the sound /j/ in the picture-words: jam, jungle
Think of more words beginning with the sound /j/.

Can you 'hear' some words if I say some sounds for you? /j/ /e/ /t/ /j/ /a/ /m/ /j/ /u/ /s/ /t/

Let's talk about what's happening in the picture.



Next, what can we find in the picture beginning with the sounds /f/, /g/, /h/, /i/ and /j/ ?

We are learning the sound /k/ and its letter shapes.

K k

This is the capital letter. It is code for the sound /k/ as in **K**azim.
This is the lower case letter. It is code for the sound /k/ as in **k**it.



kit

Say /k/ as in kit.



Kazim

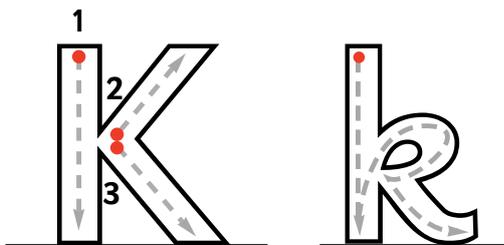
K k k e
I i c g
J j b d
kid fed

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Too many tools – a little box,
it's hard to make them fit.
I'll have to pack them neatly
in my mechanics kit.

Can you think of different kinds of kit?
Have you got a kit?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /k/.



Listen for the sound /k/ in the picture-words: key, kettle
Think of more words beginning with the sound /k/.

Can you 'hear' some words if I say some sounds for you? /k/ /i/ /s/ /s/ /k/ /i/ /p/ /s/ /k/ /i/ /n/

We are learning the sound /l/ and its letter shapes.

L l

This is the capital letter. It is code for the sound /l/ as in Lilly.
This is the lower case letter. It is code for the sound /l/ as in ladder.



ladder

Say /l/ as in ladder.



Lilly

L l l h

J j a f

K k b c

leg lid

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

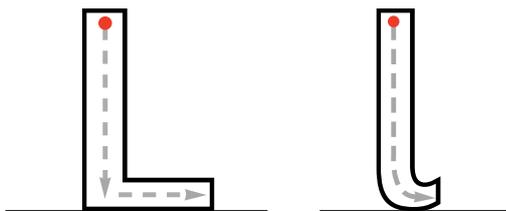
Grandma likes a lemon tea
with lemons from our lemon tree.
I'll need my ladder, the fruit's too high.
I'll get a few more for a lemon pie.

Have you ever climbed a ladder?
Have you ever tasted a lemon?

Listen to the rhyme. Let's say it together.



Listen for the sound /l/ in the picture-words: lamp, leaf
Think of more words beginning with the sound /l/.



Finger-trace the letter shapes from the red dots and say the sound /l/.

Can you 'hear' some words if I say some sounds for you? /l/ /i/ /d/ /l/ /a/ /m/ /p/ /m/ /i/ /l/ /k/

We are learning the sound /m/ and its letter shapes.

M m

This is the capital letter. It is code for the sound /m/ as in **M**orris.
This is the lower case letter. It is code for the sound /m/ as in **m**ap.



map

Say /m/ as in map.

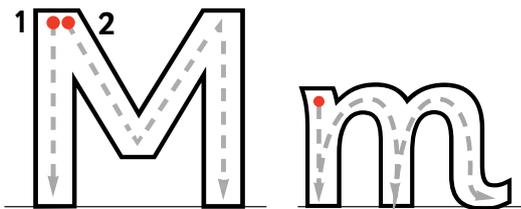
M m m g
K k e j
L l f b
mad him

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

To find our way on holiday,
we always take a map.
We need to know just where we are
or Mum 'gets in a flap'!

Can you draw a map of where you live?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /m/.



Listen for the sound /m/ in the picture-words: monkey, moths
Think of more words beginning with the sound /m/.

Can you 'hear' some words if I say some sounds for you? /m/ /e/ /n/ /m/ /a/ /t/ /l/ /a/ /m/ /p/

We are learning the sound /n/ and its letter shapes.

N n

This is the capital letter. It is code for the sound /n/ as in **N**elly.
This is the lower case letter. It is code for the sound /n/ as in **n**et.



net

Say /n/ as in net.



Nelly

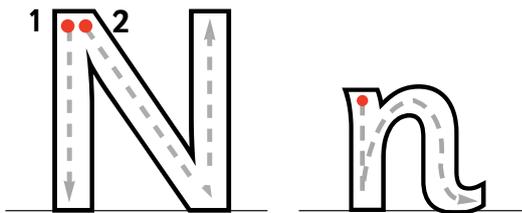
N n n b
L l c f
M m e j
in hand

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Basketball and netball
are very much the same.
You throw a ball into a net
to try and win the game.

Have you played a game with a ball and a net?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /n/.



Listen for the sound /n/ in the picture-words: nest, nurse
Think of more words beginning with the sound /n/.

Can you 'hear' some words if I say some sounds for you? /n/ /u/ /t/ /p/ /a/ /n/ /s/ /n/ /ai/ /l/

We are learning the sound /o/ and its letter shapes.

O o

This is the capital letter. It is code for the sound /o/ as in **O**liver.
This is the lower case letter. It is code for the sound /o/ as in **o**range.



orange

Say /o/ as in orange.



Oliver

O o o c
M m b k
N n i g
on in nod

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

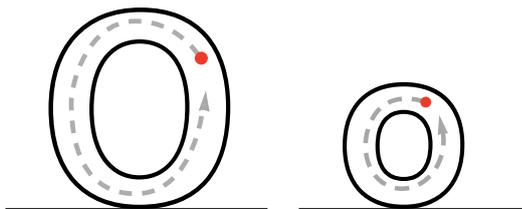
Eating oranges can be fun.
Do they remind you of the sun?
Be careful though, I'll tell you why.
If you squeeze them when you peel them,
juice squirts in your eye!

Have you ever peeled an orange?

Listen to the rhyme. Let's say it together.



Listen for the sound /o/ in the picture-words: octopus, ostrich
Think of more words beginning with the sound /o/.



Finger-trace the letter shapes from the red dots and say the sound /o/.

Can you 'hear' some words if I say some sounds for you? /s/ /o/ /f/ /t/ /p/ /o/ /t/ /s/ /p/ /o/ /t/

Let's talk about what's happening in the picture.



Next, what can we find in the picture beginning with the sounds /k/, /l/, /m/, /n/ and /o/ ?

We are learning the sound /p/ and its letter shapes.

P p

This is the capital letter. It is code for the sound /p/ as in **Pat**.
This is the lower case letter. It is code for the sound /p/ as in **pan**.



pan

Say /p/ as in pan.



Pat

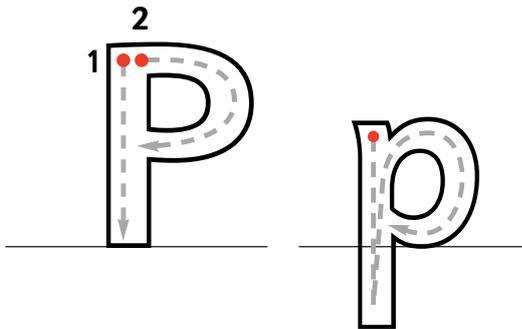
P p p h
N n i j
O o l f
pen nap

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Always take care when cooking food.
An adult must be with you.
Though plastic food is not so good,
pretending will not harm you!

Draw a picture of your favourite food that's cooked in a pan.

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /p/.



Listen for the sound /p/ in the picture-words: pen, patch
Think of more words beginning with the sound /p/.

Can you 'hear' some words if I say some sounds for you? /p/ /e/ /t/ /s/ /t/ /o/ /p/ /p/ /i/ /n/

We are learning the sound /kw/ and its letter shapes.

Qu qu
capital letter



a queen

Qu together are code for the sound /kw/ as in Queen Ann.
The lower case letters qu are code for the sound /kw/ as in queen.

Say /kw/ as in queen.



Queen Ann

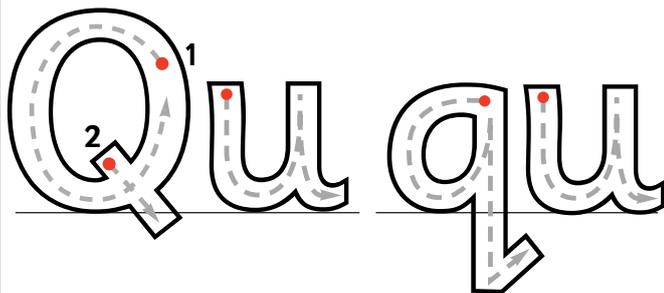
Qu qu b d
O o g m
P p e j
quick quack

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Queen Ann has a problem.
She has too many bags.
She can't decide which one to use,
"So I need a new one now!" she nags.

Do you think the queen needs a new bag?

Listen to the rhyme. Let's say it together.



Finger-trace the letter groups from the red dots and say the sound /kw/.

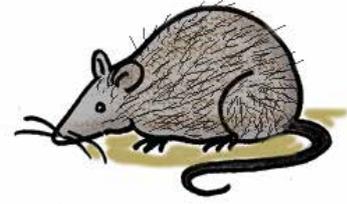
Listen for the sound /kw/ in the picture-words: quilt, quarter
Think of more words beginning with the sound /kw/.

Can you 'hear' some words if I say some sounds for you? /kw/ /i/ /t/ /s/ /kw/ /i/ /d/ /s/ /kw/ /o/ /sh/

We are learning the sound /r/ and its letter shapes.

R r

This is the capital letter. It is code for the sound /r/ as in Mr. **R**at.
This is the lower case letter. It is code for the sound /r/ as in rat.



rat

Say /r/ as in rat.

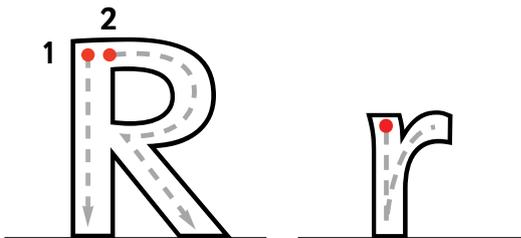


Mr. **R**at runs on the rug.

"I'll race you to the red rug," said Mr. Rat.
"Okay with me," replied Mr. Cat.
"And if I win, you won't be mad?"
"No way," said Mr. Cat, "just a little sad."

Do you like to run races?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /r/.

R r o h
P p b l
Qu qu n m
rag in red

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?



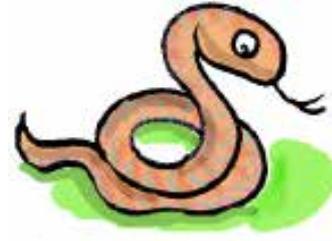
Listen for the sound /r/ in the picture-words: rope, ring
Think of more words beginning with the sound /r/.

Can you 'hear' some words if I say some sounds for you? /r/ /e/ /d/ /r/ /e/ /s/ /t/ /d/ /r/ /e/ /s/

We are learning the sound /s/ and its letter shapes.

S s

This is the capital letter. It is code for the sound /s/ as in Sid.
This is the lower case letter. It is code for the sound /s/ as in snake.



snake

Say /s/ as in snake.

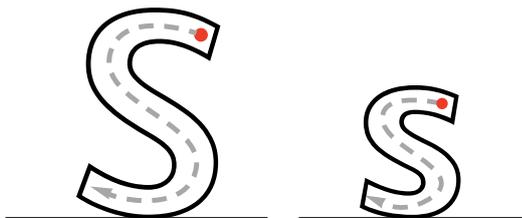


Sid is a snake.

Sid the slippery snake was still.
He didn't want to flinch.
He watched the stranger by the ladder.
But it hadn't moved an inch!

Draw a snakes and ladders game.

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /s/.

S s c i
Qu qu e j
R r f k
sad sob

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?



Listen for the sound /s/ in the picture-words: skip, sun
Think of more words beginning with the sound /s/.

Can you 'hear' some words if I say some sounds for you? /s/ /w/ /i/ /m/ /s/ /a/ /n/ /d/ /f/ /a/ /s/ /t/

We are learning the sound /t/ and its letter shapes.

T t

This is the capital letter. It is code for the sound /t/ as in Tom.
This is the lower case letter. It is code for the sound /t/ as in teddy.



teddy

Say /t/ as in teddy.



Tom

T t e m

R r n o

S s l h

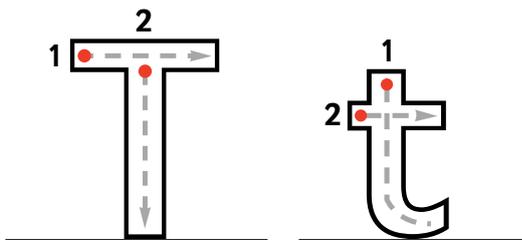
tap at sit

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

My teddy is my very best friend.
I've known him all my life.
When I grow up to be a man,
I'll share him with my wife.

Have you got a favourite toy?
If so, what do you like best about your toy?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /t/.

Listen for the sound /t/ in the picture-words: table, trees
Think of more words beginning with the sound /t/.

Can you 'hear' some words if I say some sounds for you? /t/ /r/ /ee/ /t/ /o/ /p/ /t/ /r/ /i/ /p/

Let's talk about what's happening in the picture.



Next, what can we find in the picture beginning with the sounds /p/, /kw/, /r/, /s/ and /t/ ?

We are learning the sound /u/ and its letter shapes.

U u

This is the capital letter. It is code for the sound /u/ as in **U**mbrella.
This is the lower case letter. It is code for the sound /u/ as in **u**mbrella.



umbrella

Say /u/ as in umbrella.



Umbrella

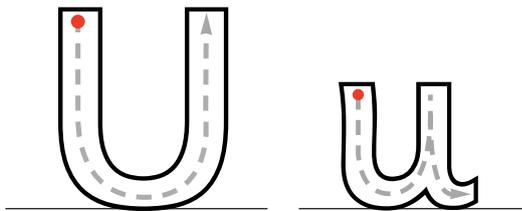
U u d b
S s qu g
T t j k
up in fun

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

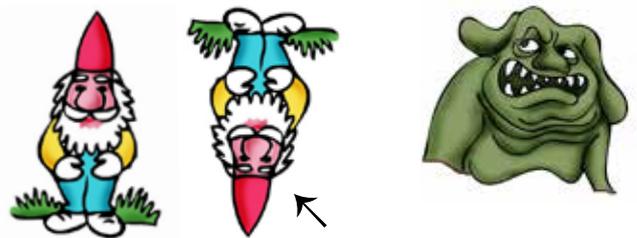
Umber bought her blue umbrella
from the downtown market seller.
She wanted one in a shade of pink.
But blue looks nice – what do you think?

What colour umbrella would you like best?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /u/.



Listen for the sound /u/ in the picture-words: upside down, ugly
Think of more words beginning with the sound /u/.

Can you 'hear' some words if I say some sounds for you? /u/ /p/ /r/ /u/ /g/ /s/ /u/ /n/

We are learning the sound /v/ and its letter shapes.

V v

This is the capital letter. It is code for the sound /v/ as in **V**inita.
This is the lower case letter. It is code for the sound /v/ as in **v**iolin.



violin

Say /v/ as in violin.



Val

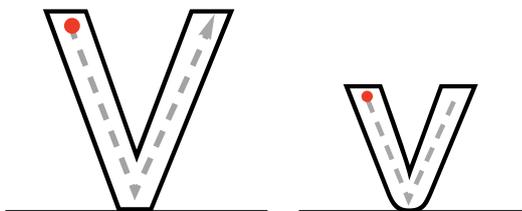
V v c h
T t l o
U u m i
van vest

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

Violins are tricky things
to get to make a sound.
You rub a bow across its strings.
A 'fiddle', I have found...!

What musical instrument would you like to play?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /v/.



Listen for the sound /v/ in the picture-words: vase, vegetables
Think of more words beginning with the sound /v/.

Can you 'hear' some words if I say some sounds for you? /v/ | e/ | s/ | t/ | /v/ | e/ | t/ | /v/ | ar/ | z/

We are learning the sound /w/ and its letter shapes.

W w

This is the capital letter. It is code for the sound /w/ as in **Will**.
This is the lower case letter. It is code for the sound /w/ as in **web**.



web

Say /w/ as in web.



Will

W w r j
U u g p
V v f qu
wet swim

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

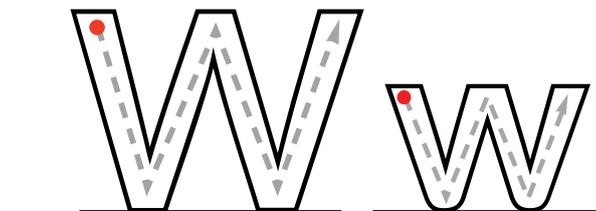
A spider's web is like a net,
but can be hard to see.
Mrs. Spider's caught a fly.
She's having him for tea!

How does a spider's web catch insects?

Listen to the rhyme. Let's say it together.



Listen for the sound /w/ in the picture-words: worm, watch
Think of more words beginning with the sound /w/.



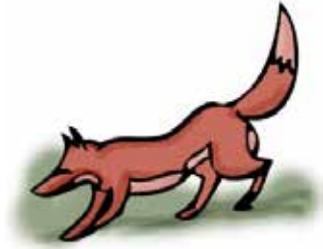
Finger-trace the letter shapes from the red dots and say the sound /w/.

Can you 'hear' some words if I say some sounds for you? /w/ /e/ /t/ /w/ /e/ /n/ /t/ /w/ /o/ /sh/

We are learning the sound /ks/ and its letter shapes.

X x

This is the capital letter. It is code for the sound /ks/ as in BOX.
This is the lower case letter. It is code for the sound /ks/ as in fox.



fox

Say /ks/ as in fox.



A VIXEN AND SIX CUBS IN A BOX

X x k o

V v s n

W w u t

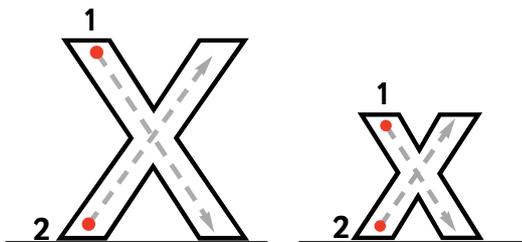
mix it fix

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

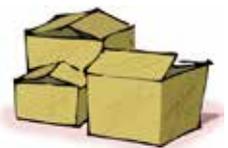
Words don't begin with the sound /ks/,
but learning /ks/ is not hard.
Just think of the vixen, Mrs. Fox, /f/ /o/ /ks/,
who kept her six cubs in a box made of card.

Did you know that a female fox is called a vixen?
What do we call baby foxes?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /ks/.



Listen for the sound /ks/ in the picture-words: taxi, boxes
Think of more words which include the /ks/ sound.

Can you 'hear' some words if I say some sounds for you? /m/ /i/ /ks/ /b/ /o/ /ks/ /w/ /a/ /ks/

We are learning the sound /y/ and its letter shapes.

Y y

This is the capital letter. It is code for the sound /y/ as in Yameen.
This is the lower case letter. It is code for the sound /y/ as in yawn.



yawn

Say /y/ as in yawn.



Yameen

Y y b d

W w a h

X x l c

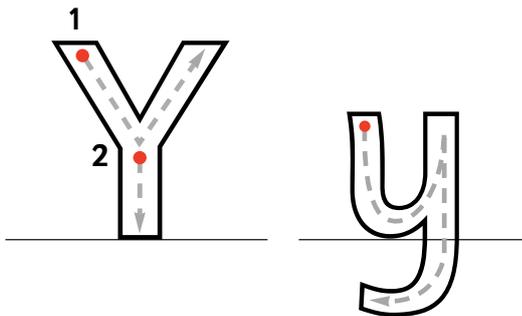
yes yet

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

“If you are yawning all the time,”
my Granny always said,
“You need some nice fresh air, you’ll find,
or you’re tired and it’s time for bed!”

What time do you go to bed?

Listen to the rhyme. Let’s say it together.



Finger-trace the letter shapes from the red dots and say the sound /y/.



Listen for the sound /y/ in the picture-words: yak, yacht
Think of more words beginning with the sound /y/.

Can you ‘hear’ some words if I say some sounds for you? /y/ /a/ /k/ /y/ /e/ /l/ /oa/ /y/ /e/ /s/

We are learning the sound /z/ and its letter shapes.

Z z



zebra

This is the capital letter. It is code for the sound /z/ as in **Z**eb.
This is the lower case letter. It is code for the sound /z/ as in z**ebra**.

Say /z/ as in zebra.



Zeb

Z z p qu

X x r v

Y y o g

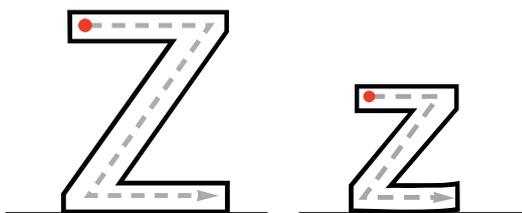
zip zigzag

Say the sounds when you point under their letter shapes.
Can you hear some words from the sounds?

A zebra is a splendid creature.
It's hard to miss of course.
The patterns on its coat are a feature.
It looks like a stripey horse!

Can you draw a zebra or two?

Listen to the rhyme. Let's say it together.



Finger-trace the letter shapes from the red dots and say the sound /z/.

Listen for the sound /z/ in the picture-words: zip, zigzag
Think of more words beginning with the sound /z/.

Can you 'hear' some words if I say some sounds for you? /z/ /oo/ /z/ /a/ /p/ /z/ /e/ /b/ /r/ /u/

Let's talk about what's happening in the picture.



Next, what can we find in the picture with the sounds /u/, /v/, /w/, /ks/, /y/ and /z/ ?

Phonics International Limited is a company incorporated in England and Wales having its registered office at Maes Y Bedw, Aberporth, Cardigan, Ceredigion, United Kingdom Registered company number: 6794365

www.phonicsinternational.com
support@phonicsinternational.com

© Phonics International Limited 2019

All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency, Saffron House, 6–10 Kirby Street, London EC1N 8TS (www.cla.co.uk). Applications for the copyright owner's written permission should be addressed to the publisher.

Devised, written and edited by Debbie Hepplewhite
Cover artwork by Dan Rebegea
Interior artwork by Dan Rebegea and Arun B. Inamdar
Printed in China

ISBN xxx x xxxx xxxx x

British Library Cataloguing in Publication Data

A full catalogue record for this book is available from the British Library.

Acknowledgements

Every effort has been made to contact copyright holders of material reproduced in this book. Any omissions will be rectified in subsequent printings if notice is given to the publisher.

Phonics and Talk Time

The **Phonics and Talk Time** Books 1 and 2 introduce the pre-school child (3+ years) to the upper and lower case letter shapes of the alphabet linked to their smallest sounds of speech (phonemes). The letter-sound links of the alphabetic code can be used to introduce early reading, spelling and writing. Guidance is provided for the adult throughout the multi-skills activities pages – including for the essential ‘phonemic awareness’ activities of oral blending (a sub-skill of reading) and oral segmenting (a sub-skill of spelling).

Activities are provided to tune children’s ear into hearing the first sound of spoken words, developing to isolating all the sounds from beginning to end of spoken words to enable early spelling. Becoming familiar with not only letter shapes but also the letter formation linked to the sounds helps to embed the skills of reading, spelling and handwriting.

The content of the books is systematic and cumulative and includes the early application of seeing the letters and saying their sounds to enable all-through-the-word ‘sounding out and blending’ (decoding) for word-level reading. In Book 2, word-level spelling is introduced.

The **Phonics and Talk Time** Books 1 and 2 provide a good foundation for the more advanced phonics teaching and learning as provided for in Debbie Hepplewhite’s Systematic Synthetic Phonics 9-book series (4+ years) **No Nonsense Phonics Skills** published by Raintree, see <https://raintree.co.uk> .

For additional free online resources and a full online phonics programme for all ages (**Phonics International**), plus an advisory message forum and training information, see <https://phonicsinternational.com> .

