

# Contents of the Synthetic Phonics Toolkit - Part One

Everything you need is included in your 185 page Toolkit!

<b>Introduction</b> Pg 1-11	Introduction to synthetic phonics and <i>The Synthetic Phonics Toolkit</i> .
<b>Lesson Plans</b> Pg 12-71	Daily lesson plans for the basic code phonemes and 36 irregular, high frequency words.
<b>Word Lists</b> Pg 72-91	For every unit - so you never get stuck thinking of a word!
<b>Games</b> Pg 92 - 123	Over 30 multi-sensory games and activities.
<b>Guided Reading</b> Pg 124 - 139	Including workboards and activities for small groups.
<b>Assessment</b> Pg 140 - 153	Daily built-in formative, and summative assessment. Full instructions and assessment activities for every step of children's learning.
<b>Copymasters</b> Pg 154 - 181	Black and white copymasters for every game and activity.
<b>Technical Vocabulary</b> Pg 182 - 185	Making the language of synthetic phonics less daunting and first hand!

**Everything a teacher needs for a successful Synthetic Phonics classroom!**

Plus free Resource & IWB CD!



# Unit 1

Target phonemes — **s m c t g p a o**

Date:

Lesson 1 of 10

Teacher:

## What I'm teaching:

- Explore and experiment with sounds, words and text
- Link sounds to letters

## What we're learning:

We are learning to match some sounds and letters together to help us read and spell words.

## How did we do?

I will be able to recognise and pronounce at least 4 new phonemes.

## What I need:

- Teacher's board with magnetic letters **s m c t g p a o** arranged in a line
- *Individual Fly Swatter* sheet - 1 per child
- *Thumbs up? Thumbs down?* (pg 118) game rules

## Getting ready:

Seat the children on the carpet facing the teacher's board. Seat any children requiring support at the front. Have the LSA at the back ready to support as required.

## Tuning in

Display and share childspcak learning intention and success criteria with the class.

## Learn with me

Display the teacher's whiteboard with magnetic letters. Select the letter 'S'. Slide it to the middle of the board; as the letter is moved pronounce the phoneme /s/. Have the children repeat the phoneme after you. Check for correct pronunciation with the whole class. Select individual children to pronounce phonemes to ensure understanding. Repeat for each of the target phonemes.

## Your turn

Give each child an *Individual Fly Swatter* sheet with the target phonemes written on the flies. Slide the letter 'S' to the middle of your whiteboard, ask the children to look at the letter and say the phoneme. Then ask the children to locate the phoneme on the sheet, point to it and say the phoneme. Repeat for the remaining phonemes. To extend this activity, more able children could work with the LSA. The adult says the sound rather than showing it on the magnetic board. Children then locate correct phoneme independently.

## Back together

Review the childspcak target and success criteria. Play *Thumbs up? Thumbs down?* using phonemes rather than words. In the box below record the names of any children who cannot recognise at least 4 of the 8 phonemes.

Record of children requiring extra support.

Ideas for extra support.

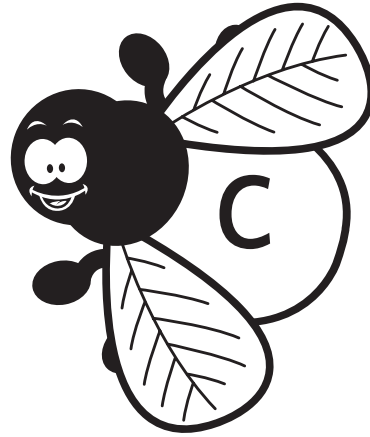
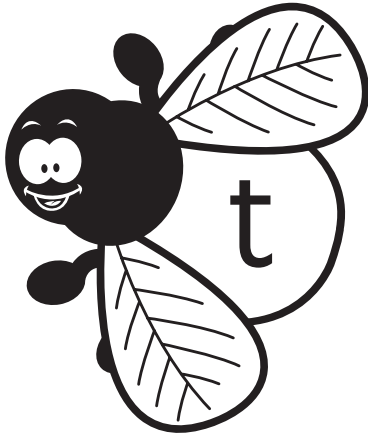
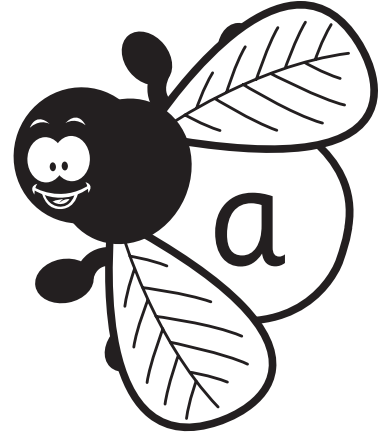
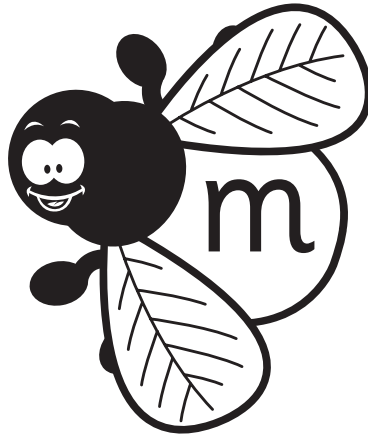
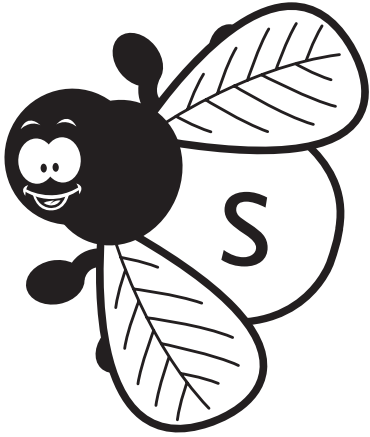
Ask an LSA/parent to repeat main lesson with those children identified as requiring extra support. Ensure that the phonemes are pronounced correctly by the adult.

The first of  
60+ daily  
lesson  
plans



Every  
Copymaster  
you need!  
Here's just  
one!

# Individual Fly Swatter



Game  
instructions  
with support  
& extension  
ideas!



# Thumbs Up? Thumbs Down?

## What does this game do?

- ✓ Reinforces phoneme-grapheme correspondences
- ✓ Reinforces blending phonemes to read new words
- ✓ Reinforces how to segment words into phonemes in order to spell

## Set up

- Have a word list handy that contains all the words that can be made using the target phonemes.
- Children should be able to see the teacher's whiteboard clearly.
- Give each child a mini-whiteboard and a marker pen.

## How to play

1. Write a word on the board, for example, 'cat' but tell children the word is cot
2. Ask the children to put their thumbs up if they think the word you have written is correct and to display thumbs down if it is not
3. If the children give you the thumbs down ask them to explain why. Have them sound out the word and then write it correctly on their mini-whiteboards
4. If the children give you the thumbs up ask them to explain why. Give praise for great reading

## Make it harder, make it easier!

For more able children, write words on your board that are very similar so that only one letter is incorrect.

To make it easier have children work with a more able buddy. You can also make this activity easier by writing words on your board that are obviously wrong.



**Game  
instructions  
with support  
& extension  
ideas!**

# Word List for Unit 1

Word lists for  
every unit of  
phonemes!  
Here is unit 1

s m c t g p a o

## 3 Phoneme Words

map  
cat  
cap  
gap  
got  
act  
tap  
mat  
pat

pop  
mop  
cog  
tag  
cot  
tot  
top  
pot  
sat

cop  
gas  
sap  
Sam  
Pam  
Tom  
Mog  
Pat

## Extension Words

## VC Words

at  
am

## 4 Phoneme Words

lamp  
camp  
stag  
stop

spam  
smog  
spat  
spot

## 5 Phoneme Words

stamp



# Everything you need to get going with **Synthetic Phonics**



AUS \$120



ISBN: 978-988-99008-5-4

## Part 1 Basic Code

- Covers the simpler first 31 of the 44 phonemes needed for systematic reading and spelling with synthetic phonics
- 36 of the 72 irregular, high frequency words that are needed for confident writing

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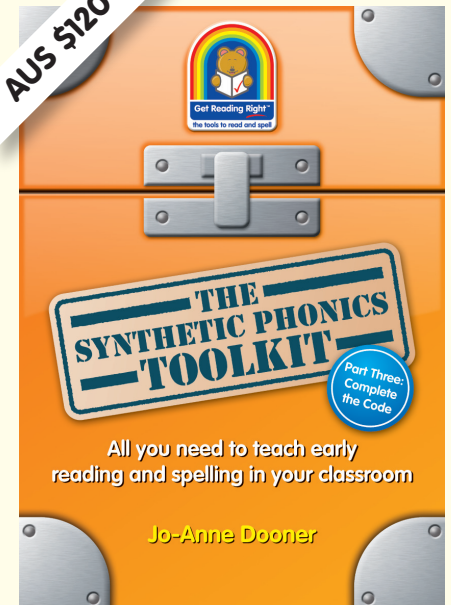


ISBN: 978-988-99307-2-1

## Part 2 Advanced Code

- The many representations for /ee/, /ie/, /oa/, /ay/ and /ue/
- Complete the irregular, high frequency words

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## Part 3 Complete the Code

- Complete the phonemes: /wr/, /oi/, /ph/, /ow/, /se/, /oul/, /ar/, /ir/, /or/, /air/, /dge/, /tch/, /ci/ and /zh/ and all their spelling choices.

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