

## Teachers capacity building



Teaching  
Reading and Writing  
successfully  
Modul 3



„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

## Introduction

Africa (k)now Uganda is a young organization with the main goal building teachers capacity and empowering teachers. Ugandan teachers are training teachers. Africa (k)now provides workshops and is supervising and monitoring the process of implementing the contents. Thereby the training ensures a sustainable impact. The story behind was the realization of many students struggling in reading and writing. Therefore schools were requesting for support in that issue. So, Africa (k)now Uganda was founded in 2021. The program is based on Fun of Phonics by Jody Spencer, 2015. Africa (k)now Uganda adapted it for Nursery school and extended some activities.



This manual is the continuation of Teachers capacity building Modul 1. It contains the sounds for the second term. Each week should be taught one sound by a variety of activities. The meaning of blending sounds will be in the focus now. You can follow the scheme to every sound. Then you are sure to be very successful and children will achieve to read at the end of the term. The schemes have been developed with Ugandan teachers and practiced by themselves.



Your team  
Africa (k)now Uganda

Mbale, October 2023





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

# Contents

Introduction .....	2
Program Fun of Phonics.....	4
Teaching activities.....	7
Week 1 Sound l.....	13
Week 2 Sound h.....	16
Week 3 Sound sh.....	19
Week 4 Sound r.....	22
Week 5 Sound j.....	25
Week 6 Sound v.....	28
Week 7 Sound y.....	31
Week 8 Sound w.....	34
Reading assessment 3.....	37
Flashcards.....	39





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

## Program Fun of Phonics

### T3,5

Letters have got names:

Go through alphabet and let teachers say names of the letters:

a-b-c-d-e-f-g-...

Make an exercise:

Ask teachers to say the name of the letters of

C -a t, Now read the word by using the name of the letters (Ci-ai- te)-It is not the right word.

What are the sounds of the letters? Go through the alphabet and let the teachers sound:

a-b-c-d-e-f-g-...

Ask the teachers again to sound the word

c-a-t.

What is the word? Cat.

There are 44 sounds in the English language and 100 different ways to write them.

How to teach reading:

Sound out the word c – a – p . Point at each word sound while sounding it out.

Then blend with the finger as a bow from first to last sound and say the whole word.

Sound buttons

Some sounds consist of one letter like ´m´

other sounds have more letters like `sh` .

To emphasize this to children, mark one- sound-one letter marked by one point.

Underline sounds, consisting of more letters.

### Sound buttons

Some sounds consist of one letter like ´m´ -other sounds have more letters like `sh` .

To emphasize this to children, mark one- sound-one letter marked by one point.

Underline sounds, consisting of more letters.



### **Tricky words**

are not-decodable, because the sounds don't match to the letters.  
They must be taught to be memorised.

the most frequently used 'tricky words' are taught in the manual fun of phonics.(FunofPhonics, J. Spencer, p.13)

Introduce by building the word up and down by writing on board an spelling with children such as be:

b

be

b

Let them also spell it backward.

### **Decodable words**

With the taught sounds, children can read simple words quickly.

The decodable words are always based on the already taught sounds.

Use the flashcards to do many activities with these words

are not-decodable, because the sounds don't match to the letters.

They must be taught to be memorised.

the most frequently used 'tricky words' are taught in the manual fun of phonics.(FunofPhonics, J. Spencer, p.13)

Exercise: (Write on board):

“You taught already: m, s, d, a,t, i,g, p Which words are they able to read? tin, cat, Sam, pig, gap, sun, pot, dog”

### **Structure of a lesson**

The sounds are taught in a fixed order.

Every lesson has got a structure:

- Revision activity



„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

- Reading activity
- Writing activity

## Assessments

After teaching sounds teachers should assess, if students got the contents properly or they need some additional training. That`s why there is an assessment at the end of a term.

Sounds are divided into sections.

Assessment 1: m - a - s - d - t - i - n - p

Assessment 2: g - o - c - k - c - k - u - b - f

Assessment 3: e - l - h - sh - r - j - v - y





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

# Activities

## Reading activities

### Starting Sound- Introduction

Requirements: picture cards with initial sound m (mouse and maize) or drawings on the blackboard

The teacher takes two picture cards with the same initial sound (mouse, maize)..

Take the first card .

The children tell what they see.

The teacher says the word and speaks the initial sound very slowly: „mmmm-ouse. (extend it)

The children repeat the word.

Do the same with the second card/ drawing (mmmm-aize) .

Ask the children: What is the same at this two words? (Answer: the initial sound `m`)

Repeat with some cards with the initial sound m (mango, monkey, money, mouse)

### Friends of sound ...

E.g. you teach sound `a`. Every object starting with a (apple, ant,...) is a friend of `a`. Things starting with another sound such as e.g m (maize) is not a friend of `a`.

Present drawings, objects or flashcards to students and ask: “Who is friend of `a`?”

### Puppet talk

Say a word in sounds (don't say the whole word, but just the sounds separately in each, e.g. s- a - t.) The children try and guess the word. they practice orally blending sounds. this is the beginning of reading

*(Fun of Phonics page 2)*

### George`s gym

You give an instruction to the children by sound-talking a word. The pupils guess the word and carry out the movement.

E.g. Put your hands on your b-a-ck.

*(Fun of Phonics page 3)*





„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

### Bottle line

Take some empty water bottles out of plastic. Cut them in the middle. Put them on a line so that you can move them. Make sound cards. Each bottle gets one sound card. If you move bottles with sounds together you demonstrate the process of blending:” m-a, m-a, ma.”

*(Idea: Red Earth Education, Masindi)*

### Reading syllables words with bottle line

Move one bottle from the right side `m` , children make the sound `mmmmmm`.  
Move another bottle from the left side sound `a` , children make sound `aaaaaa`.  
Repeat until the two bottles match, then you form syllable `ma`

### Reading decodable words with bottle line

Move one bottle from the right side `m` , children make the sound `mmmmmm`.  
Move another bottle from the left side sound `a` , children make sound `aaaaaa`.  
Repeat until the two bottles match, then you form syllable `ma`  
Now you add another letter. Right side (ma ` , left side `t` until they join to `mat`.

### Read words with sound buttons

This activity is important from the moment you start with the first sound consisting out of two letters (ck).  
Write some words with sound buttons on the chalkboard. If the sound has one letter make a dot underneath, if the sound has two letters (as ck, ch) a line.  
Talk about the difference of dot and line.

*(Fun of Phonics page 3)*

### Which sound is missing?

Write words with blank on paper. Teacher says: It is word `sit`. Which sound is missing?

s_ t (sit)	p_ t (pit)
m_ t (mat)	m_ p (map)
m_ p (mop)	p_ t (pot)







„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius

### Puzzle word

Give children sounds of words and ask them to bring in right order

b

u

r

Word is: rub

Make Pair activity.

### Writing activities

#### Write a word

Say a word or give actions of a word.  
Children write on slates.

#### Sign a word

Say a word or give actions of a word.  
Children try to `read` or to write the word

#### Sound out a word

Spell the word sound by sound and children note each sound.



# Week 1

## Sound l



**Action:** Pretend to speak l and put your forefinger vertical in front of your lips and say 'lllll'.



**Song:** Variation of 'This Old Man' tune.

I love you, you love me, we're as ha - ppy - as can be llll.

out of Fun of Phonics, Jody Spencer 2015

### Flashcard and picture with initial sound l

--	--

## Story, rhymes

### L,l

Children had a party and there were lots of balloons and some yummy foods. They also ate cakes. One girl got a nice leaf and lollipop as a gift. So she



licked her lollipop l, l, l.

*by Joan Wegosasa & Fatuma Nasanga*

## Activity with leaves

Collect some leaves with the children. Press and dry them by laying between pages of a book.

After drying you can do some activities such as putting a paper above and scribbling the structure.



## Reading with bottle line

**Syllables:**



la, le, li, lo, lu

## Decodable words

Just read the following words with the children and no others.

lick, lip lap, leg, milk, list

## Scheme sound L, l

	Monday	Tuesday	Wednesday	Thursday	Friday
Revision	<b>Georgies Gym</b>	<u>Sing song l</u>  <b>Puppet talk</b>  l-i-p  l l ck  l e g  l a p  l i s t  m l l k	<u>Sing song l</u>  <b>Missing sound</b>  _ ick  _ ip  _ ap  - _ eg  _ ist  mi _ k	<u>Sing song l</u>  <b>Sign the words, children read</b>  lip, lick, list, milk, leg, lap	<u>Sing song l</u>  <b>Flashcard</b> <b>Slow re</b> lip, lick, list, milk, leg, lap <b>veal</b>  <b>Tricky words flashcards</b>  I, go, no, to the, into
Reading activity	<b>Introducing sound `l`</b> Song, sound, action, story, activity	<b>Read words with bottle line</b>  lick  leg  lip  lap  list  mi-lk	<b>Match word and pictures</b>  (drawings, Flashacards)  ,lip, lick, list, milk, leg, lap	<b>Read sentences</b>  A red lip.  On mums lap.  Milk in a cup.  A list .  A leg is fat.	<b>Read sentences</b>  I go to bed  No man in the   The man is big.  Go into the. 
Writing activity	<b>Writing sound l</b>  Writing in air, back, table, sand, chalkboard, exercise book	<b>Copy words</b>	<b>Sound out the words, children write</b>	<b>Copy sentences</b>	<b>Copy sentences</b>

## Week 2

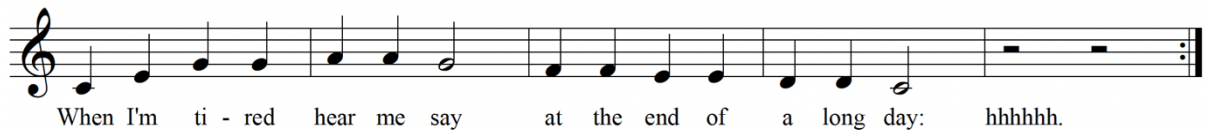
### Sound H, h



**Action:** Exhale loudly as if to cough into your hand and  
say ‘hhh’.(DS1)

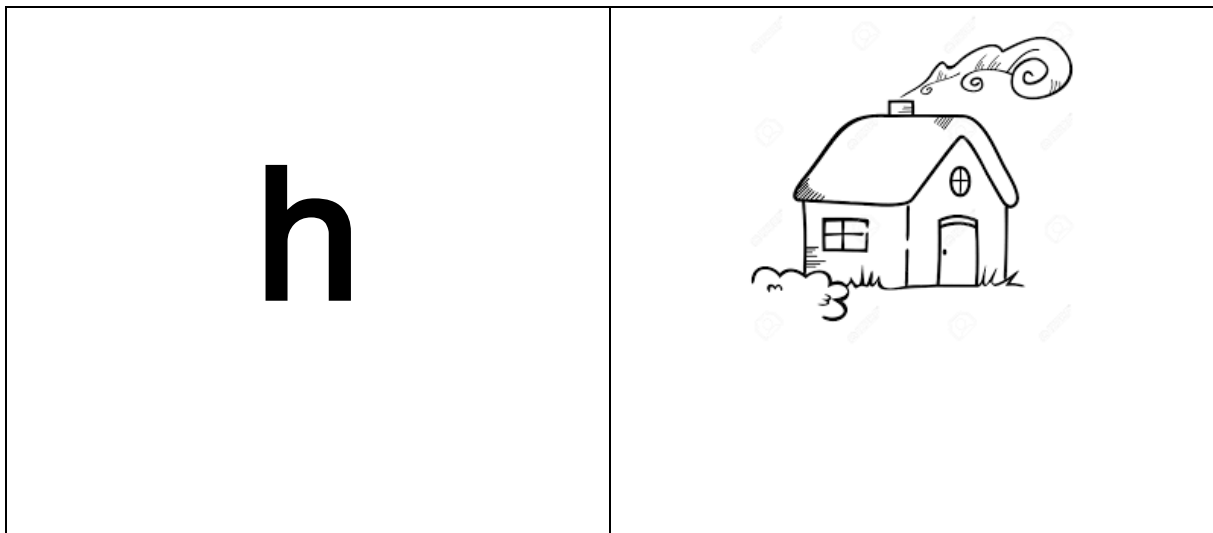


**Song:** Variation of ‘*Twinkle, Twinkle, Little Star*’ tune.



out of Fun of Phonics, Jody Spencer 2015

### Flashcard with initial sound h



## Story, rhymes, activities

### H,h

One day and my family went for a picnic in a beautiful garden, when we reached there we played a lot and we got very very tired h, h, h Oh! I am very tired h, h, h,h. Then we went back .



*By Joan Wegosasa & Fatuma Nasanga*

### Make a hen



Bastelideen.info



pinterest.de



### Reading with bottle line

#### Syllables:

ha, he, hi, ho, hu

#### Decodable words

Just read the following words with the children and no others.

hen, hip, hat, hut,  
hop, hit, hot hand,  
help

#### Tricky word

Always read whole word, don't blend!

he

## Scheme sound H, h

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<b>Board table</b> <table border="1" style="display: inline-table; vertical-align: top;"> <tr><td>f</td><td>i</td><td>sh</td></tr> <tr><td>a</td><td>t</td><td>o</td></tr> <tr><td>n</td><td>m</td><td>p</td></tr> </table> <p>Sounds to blend into words:</p> <p><b>fish, fan, it, at, shop.</b></p>	f	i	sh	a	t	o	n	m	p	<u>Sing song h</u>  <u>Puppet talk</u>  h e n, h l p hip h o t h l t h o p h a n d	<u>Sing song h</u>   <b>Sign the words, children read</b>	<u>Sing song h</u>  Missing sound __en, (hen) __ip (hip) __op (hop) __ot (hot) __it (hit) __and (hand)	<u>Sing song h</u>   <b>Introduction Tricky word he</b>  h he h
f	i	sh												
a	t	o												
n	m	p												
Reading activity	<u>Introducing sound `h`</u> Song, sound, action, story, activity	<b>Reading words with bottle line</b>  he-n  hi -p  hi-t  ha-t  hu-t  ho-p	<b>Matching words and pictures</b>  <b>(Drawings Flashacards)</b>  hen, hip hip hot hit hop hand	<b>Reading senteces</b>  A mat in a hut.  A cock and a hen.  <b>A cup in a hand.</b>  <b>A sun is hot.</b>  <b>I help mum.</b>	<b>Reading sentences</b>  He is fat.  He is old.  He is big.  He is bad.									
Writing activity	<u>Writing sound H, h</u>  Writing in air, back, table, sand, chalkboard,	<u>Copy words</u>	<u>Sound out the words, children write</u>	<u>Copy sentences</u>	<u>Copy sentences</u>									

## Week 3

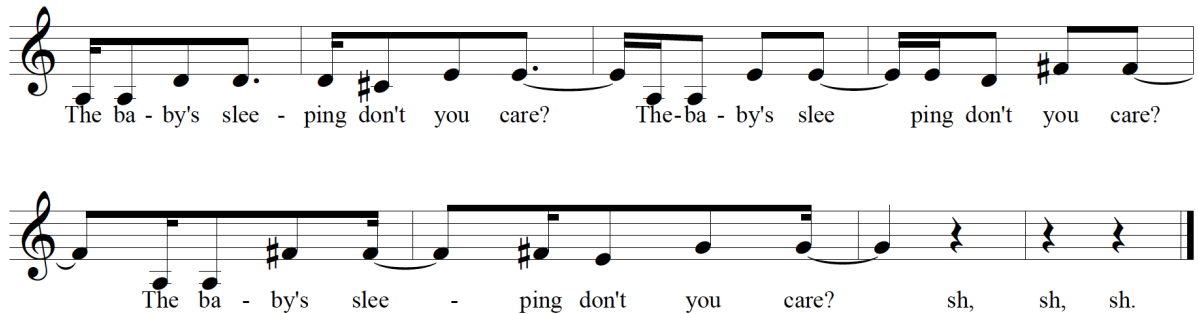
# Sound sh



Action: Place indexfinger over lips and say `shhhhhh`.



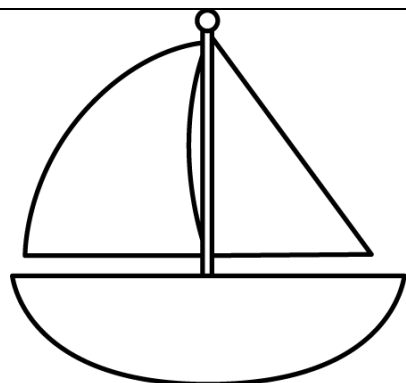
Song: Variation of “Jimmy Crack Com



The ba - by's slee - ping don't you care? The-ba - by's slee ping don't you care?  
The ba - by's slee - ping don't you care? sh, sh, sh.

out of Fun of Phonics, Jody Spencer 2015

## Flashcard with initial sound sh

<h1>sh</h1>	
-------------	--

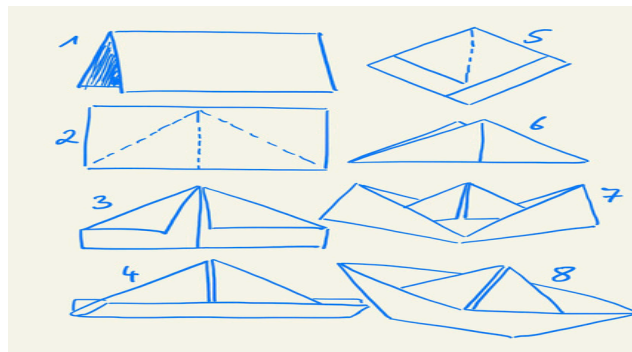


## Story, rhymes, activities

### Sh, sh

I went with my mum went to a shop. On the shelf were sweets. There was also fish. It was brought with a ship from Victoria lake. I asked mum for sweets. She bought for me and I was very happy.  
*By Petra Hege*

### Make a ship



### Reading with bottle line

Syllables:

sha, she, wsh, sho, shu

### Decodable words

Just read the following words with the children and no others.

shop, ship,  
fish, shin,  
shock, shut,  
shelf, cash,  
slash

### Tricky word

Always read whole word, don't blend!

she

## Scheme sound sh

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Sing song sh</b> <b>Sound table</b></p> <table border="1"> <tr><td>h</td><td>i</td><td>m</td></tr> <tr><td>a</td><td>n</td><td>o</td></tr> <tr><td>t</td><td>o</td><td>p</td></tr> </table> <p>Sounds to blend into words: <b>him, an, it, hat, on, an, top, pot, mop</b></p>	h	i	m	a	n	o	t	o	p	<p><b>Sing song sh</b> <b>Puppet talk</b></p> <p>sh o p sh l p sh l n sh o ck sh u t sh e l f f l sh c a sh</p>	<p><b>Sing song sh</b> <b>Where is `sh`?</b></p> <p>sh* i p sh o p sh i n sh u t f i sh sh o ck c a sh s l a sh sh e l f</p>	<p><b>Sing song sh</b> <b>F</b></p> <p>Write sounds on board: sh o i p i n. f. Sounds to blend into words: <b>Ship, shop, fish, shin</b></p>	<p><b>Sing song sh</b> <b>Introduction tricky word she</b></p> <p>sh she sh</p>
h	i	m												
a	n	o												
t	o	p												
Reading activity	<p><b>Introducing sound `sh`</b> Song, sound, action, story, activity</p>	<p><b>Write with sound button shop.</b></p> <p>— .. ship — .. shin — .. shut — .. shock — .. shelf — .. fish · · — cash</p>	<p><b>Matching words and pictures</b> <b>(drawings, Flashcards)</b></p> <p>shop ship shin shut shock shelf fish cash</p>	<p><b>Reading sentences</b></p> <p>I go to a shop. The ship is big. A fish in a pond. A pen on the shelf.</p>	<p><b>Reading sentences</b></p> <p>She is fat. She is old. She is big. She is bad.</p>									
Writing activity	<p><b>Writing sound Sh,sh</b> <b>h</b>Writing in air, back, table, sand, chalkboard, exercise book</p>	<p><b>Copy words</b></p>	<p><b>Sound out the words, children write</b></p>	<p><b>Copy sentences</b></p>	<p><b>Copy sentences</b></p>									

## Week 4

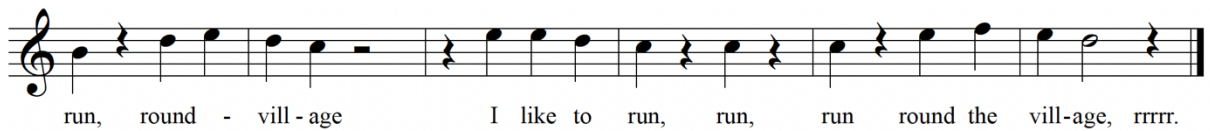
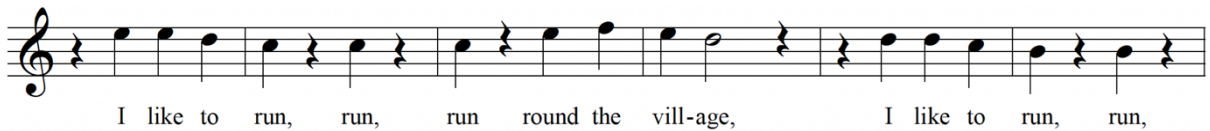
### Sound R



**Action:** Pretend to be running and say ‘rrrrrrr’.

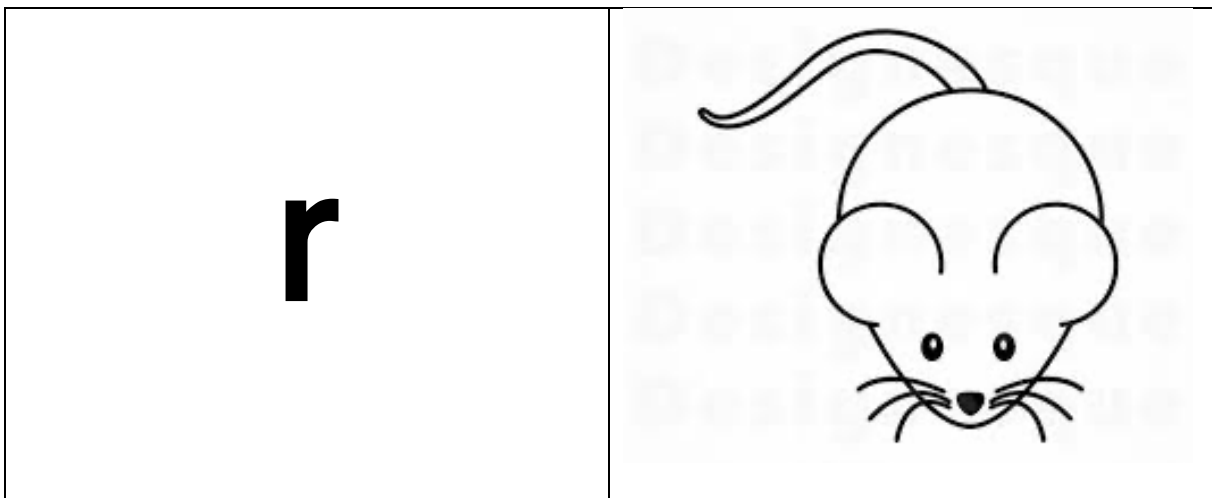


**Song:** Variation of ‘Apples and Bananas’ tune.



out of Fun of Phonics, Jody Spencer 2015

### Flashcard initial sound r



## Story, rhyme, activities

### R, r



gg74483204 GoGraph.com

One day when I was running with my brother from the market, a dog followed us and it grabbed my dress and tore r, r, r, r. I screamed on top of my voice and entered the house. When my brother and me shut the door when mummy came back we told her about it an how the dress tore, r, r, r.

*by Joan Wegosasa & Fatuma Nasanga*

### Rabbit

as a jumping jack  
out of paper



with

ot

out of ABC mit allen Sinnen 2002



### Reading with bottle line

Syllables:

ra, re, ri, ro, ru

### Decodable words

Just read the following words with the children and no others.

red, rack, rip, rat, rock, rush, rub, brush, rest

## Scheme sound r

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Sing song r</b></p> <p><b>Board</b></p> <table border="1"> <tr><td>r</td><td>u</td><td>n</td></tr> <tr><td>a</td><td>p</td><td>u</td></tr> <tr><td>t</td><td>i</td><td>n</td></tr> </table> <p>Sounds to blend into words: <b>nun, up, tin, nit, it</b></p>	r	u	n	a	p	u	t	i	n	<p><b>Sing song r</b></p> <p><b>Puppet Talk</b></p> <p>r a ck r a t. r e d. r l p r u b r u n r o ck b u sh r e s t</p>	<p>Sing song r</p> <p><b>Missing sound</b></p> <p>_at (rat) _ock (rock) _ed red) _ ip (rip) _ ub (rub) _ un (run) _ ack (rack) b_ ush (brush) _est (rest)</p>	<p><b>Sing song r</b></p> <p><b>Flashcard</b></p> <p><b>Activity</b> <b>-Flash</b></p> <p>-Duel, - Flash -Slap the floor</p>	<p><b>Sing song r</b></p> <p><b>Flash card</b></p> <p><b>Tricky words</b></p>
r	u	n												
a	p	u												
t	i	n												
Reading activity	<p><b>Introducing sound `r`</b></p> <p>Song, sound, action, story, activity</p>	<p><b>Writ words with sound buttons</b></p> <p>r a ck . . _ r a t. . . . r e d . . . r l p . . . . r u b . . . r u n . . . r o ck . . _ b u sh . . _ r e s t. . . . .</p>	<p><b>Matching word and picture</b></p> <p>r a ck r a t. r e d. r l p r u b r u n r o ck b r u sh r e s t</p>	<p><b>Puzzle words</b></p> <p>Give children sounds of words and ask them to bring in right order</p> <p>b r u</p> <p>Word is: rub</p> <p>Make Pair activity.</p>	<p><b>Reading sentences</b></p> <p>The rat is fat.</p> <p>A cup on a rack.</p> <p>I can run fast.</p> <p>The sock is red.</p>									
Writing activity	<p><b>Writing sound R, r</b> in air, back, table, sand, chalkboard, exercise book</p>	<p><b>Copy words</b></p>	<p><b>Sound out the words, children write</b></p>	<p><b>Sign words</b></p>	<p><b>Copy sentences</b></p>									

## Week 5

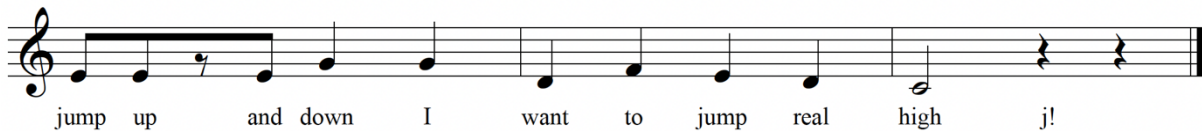
### Sound j



**Action:** Put two fingers on palm of hand to pretend it is a person, jump fingers up and down, and say ‘j, j, j’.

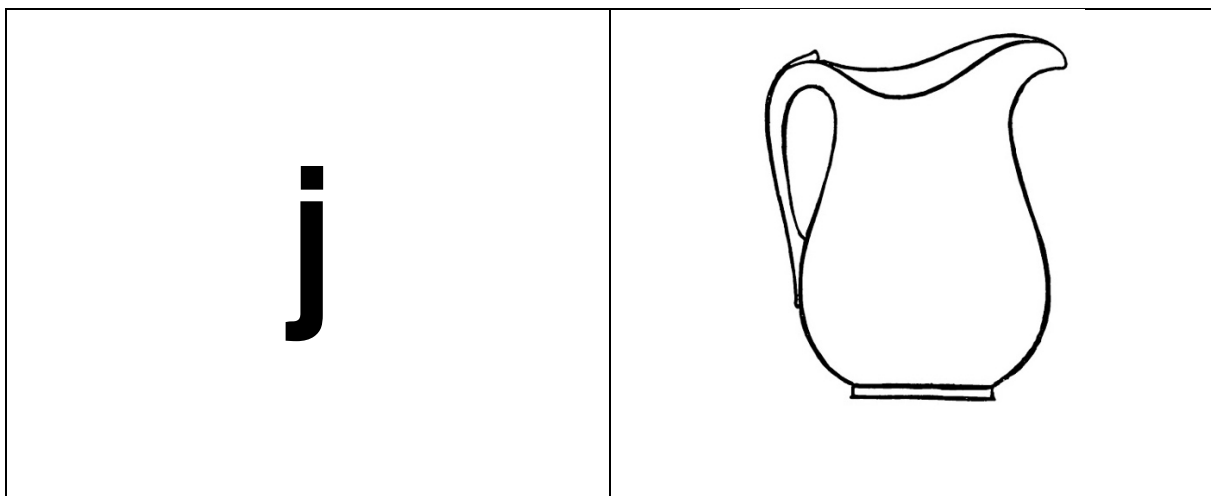


**Song:** Variation of ‘*Skip to my Lou*’ tune. Key: C



out of Fun of Phonics, Jody Spencer 2015

### Flashcard and picture with initial sound j



## Story, rhymes, activities

### J, j

One day my sister went to the market to the bought for me a very nice jug.  
Then she gave it to me. I started jumping up and down because I  
was very happy. Then I had to put my water in a nice jug that my  
sister bought for me!



*By Joan Wegosasa & Fatuma Nasanga*

### Jig saw



### Reading with bottle line

#### Syllables:

ja, je, ji, jo, ju

### Decodable words

Just read the following words with \_\_\_\_\_ !

the children and no others.

**job, jog, jump,  
jug**

## Scheme sound j

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Sing song j</b></p> <p><b>Sound board</b></p> <table border="1"> <tr> <td>r</td> <td>u</td> <td>n</td> </tr> <tr> <td>a</td> <td>p</td> <td>u</td> </tr> <tr> <td>t</td> <td>i</td> <td>n</td> </tr> </table> <p>Blend into words: nun, up, tin, nit, it</p>	r	u	n	a	p	u	t	i	n	<p><b>Sing song j</b></p> <p><b>Puppet talk</b></p> <p>j o g j o b j u g j u m p</p>	<p><b>Sing song j</b></p> <p><b>Sign a word</b></p> <p>j o g j o b j u g j u m p</p>	<p><b>Sing song j</b></p> <p><b>Flashcard activity</b></p> <p>Choose any</p>	<p><b>Sing song j</b></p> <p><b>Right or wrong spelling</b></p> <p>jump. jimp jamp</p> <p><b>Tricky word me</b></p>
r	u	n												
a	p	u												
t	i	n												
Reading activity	<p><b>Introducing sound `j`</b> Song, sound, action, story, activity</p>	<p><b>Reading decodable words with bottle line</b></p> <p>j o g j o b j u g j u m p</p>	<p><b>Matching words and picture</b></p> <p>j o g j o b j u g j u m p</p>	<p><b>Read sentences</b></p> <p>I jog. Dad has a job. In the jug is water. I jump into bed.</p>	<p><b>Reading sentences</b></p> <p>I r u b. I g o. I s l t. I l i ck. I t i ck. I p i ck.</p>									
Writing activity	<p><b>Writing sound j</b></p> <p>Writing in air, back, table, sand, chalkboard, exercise book</p>	<p><b>Copy words</b></p>	<p><b>Sound out a word</b></p> <p>Children write in books</p>	<p><b>Copy sentences.</b></p>	<p><b>Copy sentences</b></p>									



## Week 6

### Sound V



**Action:** Pretend to be holding the steering wheel of a van and say ‘vvvvvv’. (top teeth should be on your bottom lip)

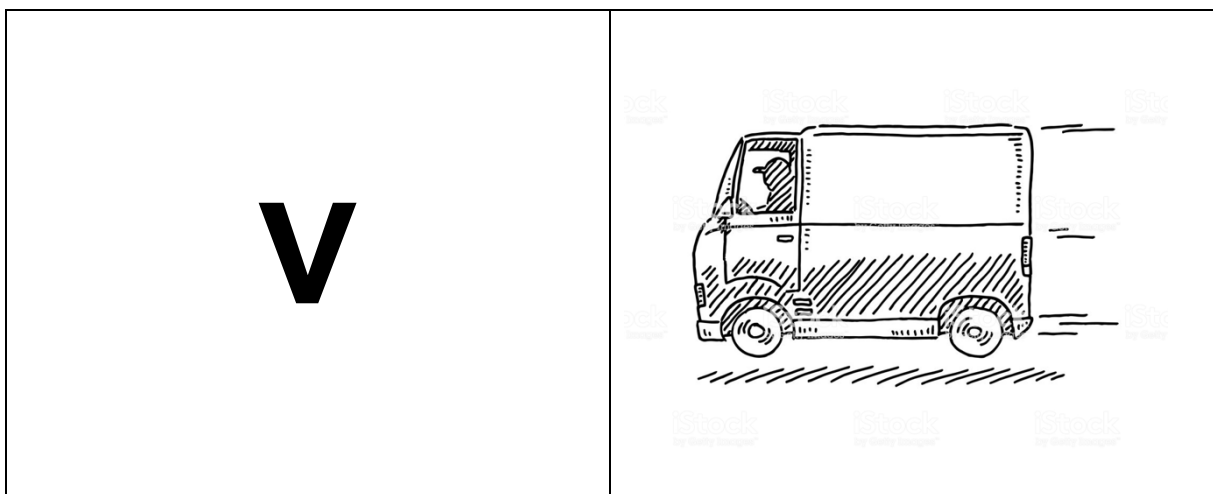


**Song:** Variation of ‘Have you Ever Seen a Lassie?’ tune. K

Have you ri - dden on school van the school van the  
school van have you ri - dden on school van vvvvvv.

out of Fun of Phonics, Jody Spencer 2015

### Flashcard initial sound v

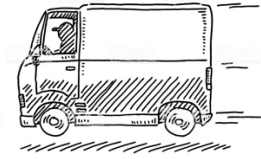


## Story, rhymes, activities

### V, v

The children were in the school van. They set off in the schoolvan `vvvvroom!`

The children pretend to drive going v, v, v, v, v and everyone had a lovely time. V, v, v, v.



*by Joan Wegosasa & Fatuma Nasanga*

**A vase out of bottles** You need empty water bottles or glasses and colour. You also can tear paper and stick with paste on the containers.



### Reading with bottle line

#### Syllables:

va, ve, vi, vo, vu

#### Decodable words.

Just read the following words with the children and no others.

van, vest, vet

#### Tricky word

Always read whole word, don't blend!

me

## Scheme sound V,v

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<b>Board table</b> <table border="1" style="margin-left: 20px;"> <tr> <td>j</td> <td>o</td> <td>g</td> </tr> <tr> <td>a</td> <td>n</td> <td>d</td> </tr> <tr> <td>ck</td> <td>i</td> <td>t</td> </tr> </table> <p>Sounds to blend into words: <b>jog, and, in, on, tick, Jack.</b></p>	j	o	g	a	n	d	ck	i	t	<b>Sing song</b> <b>v</b>  <b>Puppet Talk</b>  V a n  V e t  V e s t	<b>Sing song</b> <b>v</b>  _ at (rat) _ an (van) _ op (shop) _ an (man) _ et (vet) _ ug (jug) _ est (vest) _ ack (sack) _ ut (hut)	<b>Sing song</b> <b>v</b>  <b>Puzzle words</b>  <b>v</b>	<b>Sing song v</b>  <b>Introduction</b>  <b>Tricky word</b> <b>me</b>  <b>m</b>  <b>me</b>
j	o	g												
a	n	d												
ck	i	t												
Reading activity	<b>Introducing sound</b> <b>\`v</b> Song, sound, action, story, activity	<b>Read decodable words with bottle line</b>  V a n  V e t  V e s t	<b>Matching word and pictures</b>  V a n  V e t  V e s t	<b>Read sentences.</b>  Get a vet.  A vest for me.  A van for dad.	<b>Reading sentences</b>  Help me  Tap me.  Hit me.  Pat me.  Run to me.  Jump to me.									
Writing activity	<b>Writing sound v</b>  <u>Writing in air, back, table, sand, chalkboard, exercise book</u>	<b>Copy words</b>	<b>Sound out words</b>	<b>Copy sentences</b>	<b>Copy sentences</b>									

## Week 7

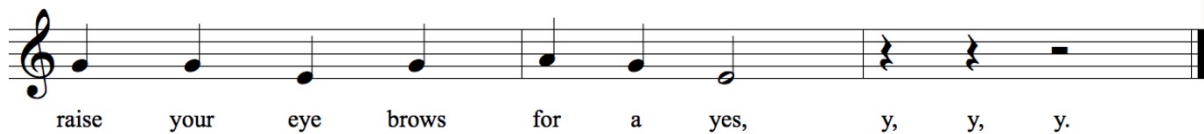
### Sound y



**Action:** Raise your eyebrows to show a yes and say ‘y, y, y.’

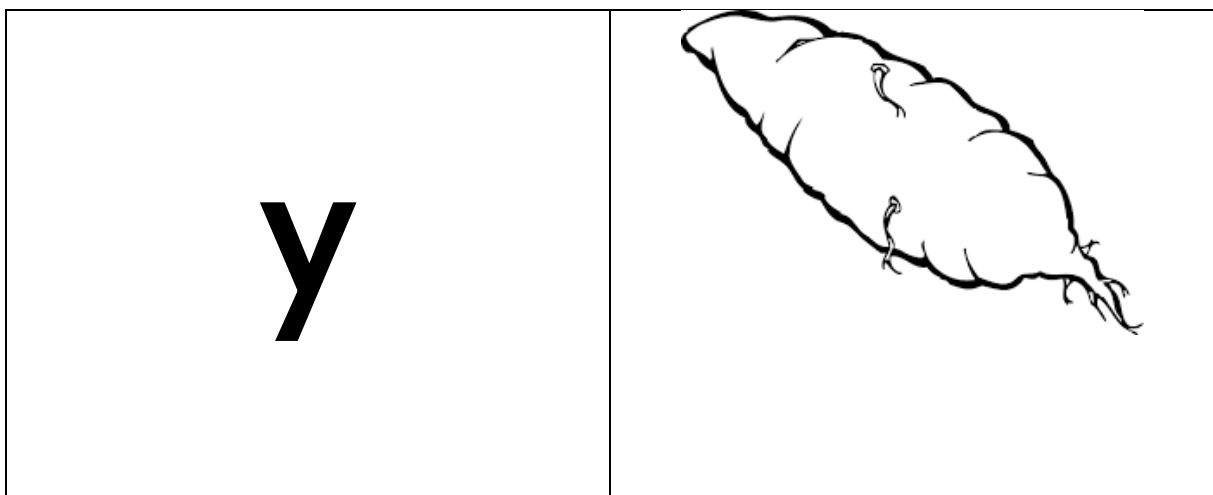


**Song:** Variation of ‘*Campton Races*’ tune



out of Fun of Phonics, Jody Spencer 2015

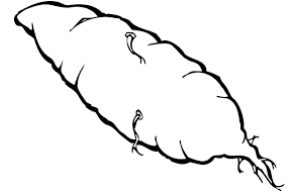
### Flashcard initial sound y



## Story, rhymes, activities

### Y,y

One day my sister was playing with ayo-yo. I was eating a yummy yellow yogurt. Our mother had gone to the market to buy yams. We all love eating yams.



*by Joan Wegosasa & Fatuma Nasanga*

### A worm with Yarn

Make a shape out of cardboard. Let the children wrap the worm with yarn, take different colour



### Reading with bottle line

### Syllables:

ya, ye, yi, yo, yu

### Decodable words.

Just read the following words with the children and no others.

yum, yack, yes,  
yelp

### Tricky word

Always read whole word, don't blend!

be

## Scheme sound Y, y

	Monday	Tuesday	Wednesday	Thursday	Friday									
Revision	<p><b>Sing song y</b></p> <p><b>Board table</b></p> <table border="1"> <tr> <td>v</td> <td>a</td> <td>n</td> </tr> <tr> <td>i</td> <td>n</td> <td>e</td> </tr> <tr> <td>m</td> <td>t</td> <td>ck</td> </tr> </table> <p>Blend into words: Vim, an, van, in, ant, neck</p>	v	a	n	i	n	e	m	t	ck	<p><b>Sing song y</b></p> <p><b>Puppet talk</b></p>	<p><b>Sing song v</b></p>	<p><b>Sing song v</b></p> <p><b>Right or wrong spelling?</b></p> <p>yis yas yes</p> <p>yun yan yum</p>	<p><b>Sing song v</b></p> <p><b>Introduction Tricky word</b></p> <p><b>be</b></p> <p>b</p> <p>be</p> <p>b</p>
v	a	n												
i	n	e												
m	t	ck												
Reading activity	<p><b>Introducing sound `y`</b></p> <p>Song, sound, action, story, activity</p>	<p><b>Reading decodable words with bottle line</b></p> <p>Yum</p> <p>Yuck</p> <p>Yes</p>	<p><b>Matching words and pictures</b></p> <p>Yum</p> <p>Yuck</p> <p>Yes</p>	<p><b>Read sentences</b></p> <p>This Yam is Yum.</p> <p>Get a vet.</p> <p>Just get a jug.</p>	<p><b>Read sentences and play role play</b></p> <p>Be a cat.</p> <p>Be a man.</p> <p>Be a dog.</p> <p>Be a rock.</p> <p>Be a van.</p>									
Writing activity	<p><b>Writing sound e</b></p> <p>Writing in air, back, table, sand, chalkboard, exercise book</p>	<p><b>Copy words</b></p>	<p><b>Sound out words</b></p> <p>.</p>	<p><b>Copy sentences</b></p>	<p><b>Copy sentences</b></p> <p>.</p> <p>.</p>									

## Week 8

## Sound W

**Action:** Rock from left to right and move arms, as if blowing in the wind, and say ‘w, w, w’.

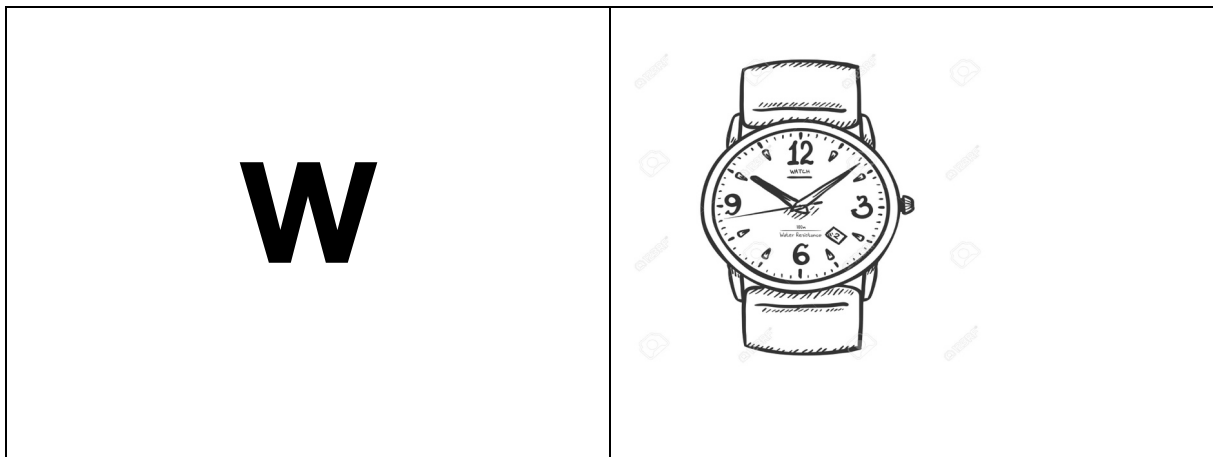


**Song:** Variation of ‘*She’ll be Coming*’ tune.



out of Fun of Phonics, Jody Spencer 2015

## Flashcard initial sound w



## Story, rhymes, activities

## W,w

As I was moving going to school I was holding my watch in the hand before I tied it on my hand. The wind blew from nowhere w, w, w,

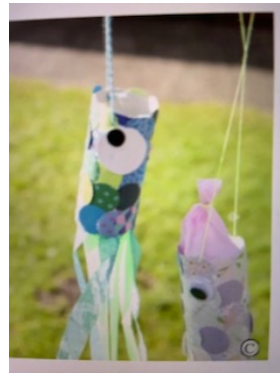
And it took my watch. I sat down and started crying for my watch while looking at the strong wind blowing w, w, w.

*by Joan Wegosasa & Fatuma Nasanga*

**Wind games** Collect some sticks, fruit, leaves in the nature together with the children. Attach them on a twine. Make several. Of them and attach them on a bigger stick which you're hanging up outside such as the wind can move and "play" with the items, when blowing.



You also can decorate paper and eyes and at the end and hang



toilet rolls with attach some tapes them up.



## Reading with bottle line

**Syllables:**

**wa, we, wi, wo, wu**

### **Decodable words.**

Just read the following words with the children and no others.

web win wet  
twin win west

### **Tricky word**

Always read whole word, don't blend!

**was**



### Assessment 3

Reading assessment 3

### Fun of Phonics Set 1















Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

object	Assessment	Score
Sounds	<p>l      h      sh      j      v      y      w      r</p>	/8
l	<p>lip      leg      list      milk</p>	/4
h	<p>hen      hot      hat      hand</p>	/4
sh	<p>ship      shop      shelf      fish</p>	/4
r	<p>rack      rat      rock      brush</p>	/4

j	job	jog	jump	jug	
					/4
v	van	vest	vet		
					/3
y	yes	yuck	yum	yam	
					/4
w	web	win	wet		
					/3
Tricky word	he	she	me	be	was
					/5
<b>Total</b>					/43

1

## Flashcards Sound „l“

lick



lip



lap



**leg**



**milk**



**list**



### 3 Flashcards Sound „h“

**hen**



**hip**



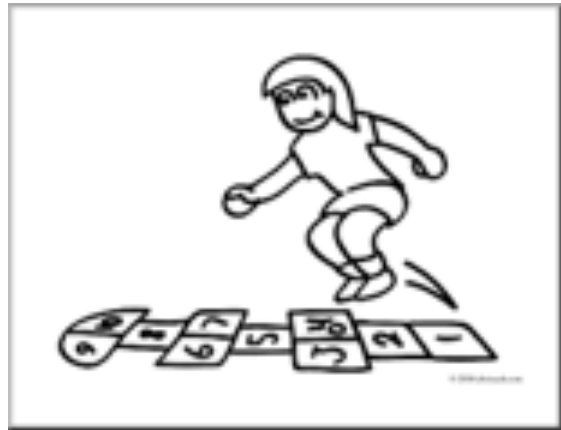
**help**



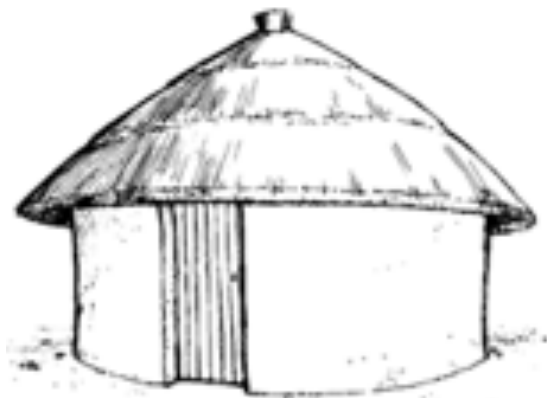
# hat






# hop



# hut



<h1>hand</h1>	
<h1>hit</h1>	
<h1>hot</h1>	

## 4 Flashcards Sound „sh“

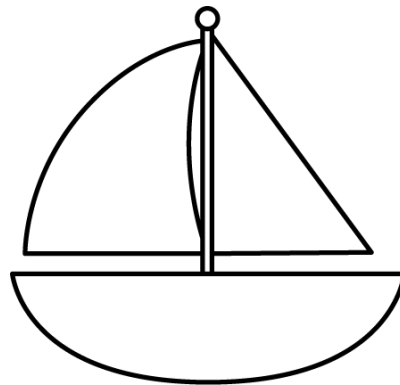
<p><b><u>sh</u>ock</b></p>	
<p><b><u>sh</u>elf</b></p>	
<p><b>sl<u>ash</u></b></p>	



shop



ship

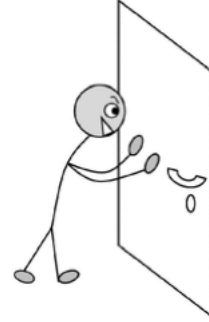


shin

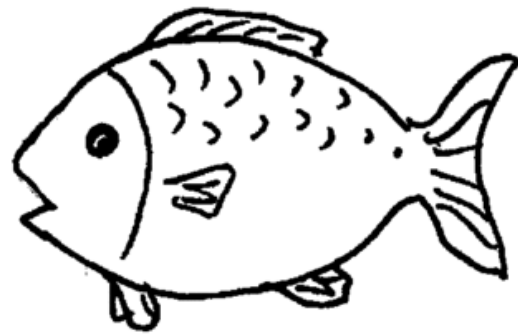


„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius



**sht**



**fish**



## 5 Flashcards Sound „r“

<p><b>red</b></p>	
<p><b>rack</b></p>	
<p><b>rip</b></p>	

**rat**



**rock**



**rush**



**rub**



**brush**



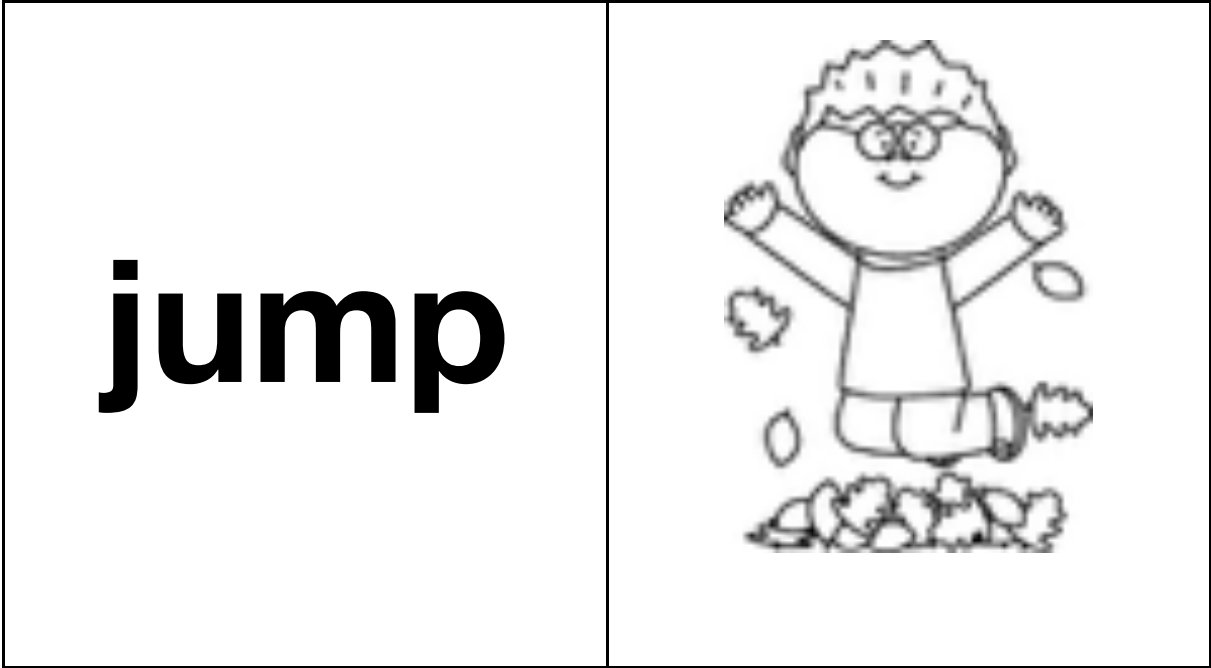
**rest**



## 6 Flashcards Sound „j“

<p><b>job</b></p>	
<p><b>jog</b></p>	
<p><b>jug</b></p>	

„Give a man a fish and you feed him one day.  
Teach a man fishing and you feed him his whole life.“  
Konfuzius






## 7 Flashcards Sound „v“




<p><b>van</b></p>	 <p>©DESIGNALIKE</p>
<p><b>vest</b></p>	
<p><b>vet</b></p>	 <p>www.thegoodcolor.com</p>



## 8 Flashcards Sound „y“

<p><b>yes</b></p>	
<p><b>yuck</b></p>	
<p><b>yum</b></p>	 <p><small>shutterstock.com • 1448300504</small></p>

## Flashcard Sound „w“

<p><b>wet</b></p>	
<p><b>twin</b></p>	
<p><b>west</b></p>	

**win**



**web**

