

Teacher Activity Resource

Sample Units

Teaching ALL children to read, write and spell with confidence



This booklet contains sample pages for:
Stage 3 Week 1 Stage 6 Week 1 Stage 7.1 Week 1

Introduction

The importance of systematic and explicit phonics teaching

The Teacher Activity Resource books support explicit and successful teaching of the alphabetic code using the Little Learners Love Literacy® resources, to ensure that all children learn to read, write and spell with confidence.

Learning to read is a complex task, but the Little Learners Love Literacy® sequence and structure makes teaching reading and spelling simple and systematic.

Having a planned sequence ensures children continuously consolidate their learning as their skills are extended. Children learn at a quicker rate if they are taught systematically and explicitly using a synthetic phonics and structured literacy approach. They know what they are learning and can verbalise it. The pace should be brisk, with both reading (decoding) and spelling (encoding) being taught together. Each stage focuses on new alphabetic code knowledge, as well as vocabulary, morphology, fluency and comprehension. A rich oral language environment is important for the approach to be effective and for students to thrive.

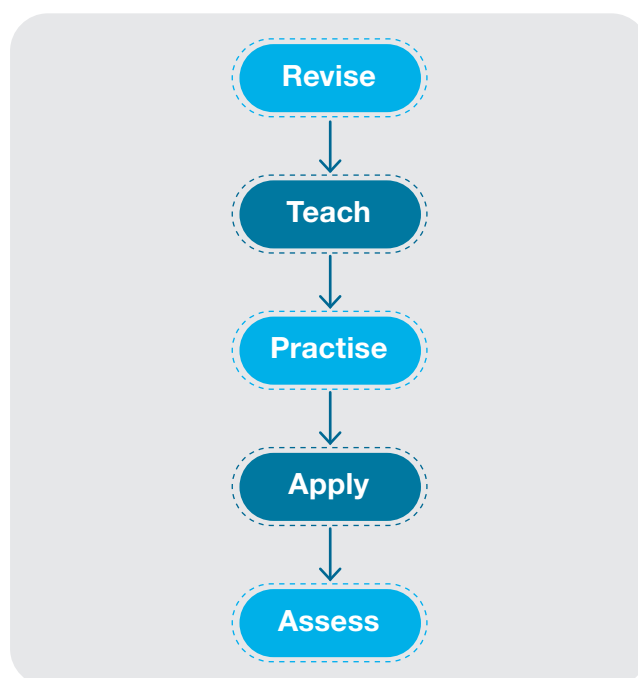
The six guiding principles of Little Learners Love Literacy®

- 1 Introduce new phonemes with objects or pictures (in a sound box) so that children identify the phoneme as the grapheme is taught. This develops the vital foundational skill of phonemic awareness.
- 2 Teach reading (decoding) and spelling (encoding) together. The **Let's spell** activities need to be given at least three times a week, preferably daily. Read the step-by-step instructions to ensure that the integrity of the strategy is followed.
- 3 Revise phonemes and graphemes daily, using the *Speed Sounds and Chants* cards. Repeated practice builds mastery. The aim is for children to say the phoneme automatically when shown the grapheme.
- 4 Weave incidental teaching and practice into every area of the curriculum. Make the most of every minute. Remember, teaching literacy is the core focus of the classroom.
- 5 Listen to students read the Little Learners decodable books to identify how they are progressing (e.g. in small group reading sessions). Most importantly, discuss the characters, events and humour with the children.

- 6 Make phonics teaching visible in the classroom. Create a display with the focus grapheme – use the classroom display of *Speed Sounds and Chants* display-size cards and posters. Children can contribute to this display with words, sentences, questions, stories and artwork. The goal is for children to be highly tuned into what they are learning.

The Little Learners Love Literacy® teaching model

The plan for each week follows this model:



- **Revise** using *Speed Sounds and Chants* cards and words.
- Identify from the Little Learners Love Literacy® sequence what to **teach** next.
- Plan how the children will **practise** this skill to reach mastery.
- **Apply** this knowledge to reading decodable stories and independent writing.
- **Assess** children to monitor their progress and group them.

Stage 3, Week 1: Example plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Warm up	Robot walk (animals)	Ally talk (Ally says – actions)	Robot walk (character names)	Names beginning with r	Ally talk (What is it? – animals)
Revise	<i>Speed Sounds and Chants</i> – Stages 1–2 Speed words – Stages 1–2	<i>Speed Sounds and Chants</i> – Stages 1–2 + y Speed words – Stages 1–2 + y Revisit MBS – y	<i>Speed Sounds and Chants</i> – Stages 1–2 + y Speed words – Stages 1–2 + y	<i>Speed Sounds and Chants</i> – Stages 1–2 + y r Speed words – Stages 1–2 + y r Revisit MBS – r	<i>Speed Sounds and Chants</i> – Stages 1–2 + y r Speed words – y r
Teach (Circle time)	Sound box/Say the sound – /y/ Introduce Yasmin with MBS <i>Speed Sounds and Chants</i> – y Reading words – y Handwriting instruction using mini whiteboards – Yy	Super spelling – y (word building) Spelling words on mini whiteboards – y Model Sound and write – y	Sound box/Say the sound – /r/ Introduce Roxy with MBS <i>Speed Sounds and Chants</i> – r Reading words – r Handwriting instruction – Rr	Spelling words on mini whiteboards – r Model Where's the sound? and Sound and write – r	Super spelling – y r (sound swap word chain) <i>The Wiz Kids Quiz</i> (Stage 2)
Practise (independent)	Art and craft – y Rainbow handwriting – y Music – Yasmin's song	Handwriting – Yy Sound and write – y	Art and craft – r Rainbow handwriting – r Music – Roxy's song	Where's the sound? – r Handwriting – R r Sound and write – r	Read, write and draw – words, phrases (Stage 2 or Stage 3.1) <i>The Wiz Kids Quiz</i> (Stage 2)
Practise (teacher-led)	Let's spell 2.4	Let's spell 2.4	<i>Read and Grab Word Game Box 1</i> (Stages 1 and 2)	<i>Read and Grab Word Game Box 1</i> (Stages 1 and 2)	Let's write – Stage 3.1 (whole class or small group)
Apply	Small group reading with Stage 2 decodable books Partner reading with Stage 2 speed words or books.	Small group reading with Stage 2 decodable books Partner reading with Stage 2 speed words or books.	Small group reading with Stage 2 decodable books Partner reading with Stage 2 speed words or books.	Small group reading with Stage 2 decodable books Partner reading with Stage 2 speed words or books.	Small group reading with Stage 2 decodable books Partner reading with Stage 2 speed words or books.
Review	Tell your partner who we met today and our new sound <i>Speed Sounds and Chants</i> – y Goodbye rhyme	'Would Yasmin prefer ...?' questions Air-trace y Read this word to your partner: yam	Tell your partner who we met today and our new sound <i>Speed Sounds and Chants</i> – r Goodbye rhyme	'Would Roxy prefer ...?' questions Air-trace r Read this word to your partner: ram	<i>Speed Sounds and Chants</i> – y and r Read this question to your partner: Can the ram yap?

*MBS – Milo's Birthday Surprise storybook

More practice: Bingo Games Stages 1–2, Milo's Read and Match Word Game, Word quiz, Word treasure chest, Milo's Making Words Placemats, Milo's Flipbook.

Stage 3, Week 1

Roxy the rabbit



Teach the phoneme /r/ represented by the grapheme r



Resources

- *Milo's Birthday Surprise* (MBS)
- Ally the alligator puppet
- 'Roxy the rabbit' song and lyrics
- Sound box and objects to go inside beginning with the sound /r/. For example: red rose, red ribbon, robot, racing car, ruler, ring (ruby)

- *Speed Sounds and Chants* cards – Stages 1 and 2, plus **y** and **r**
- Small mirrors (one per child)
- Mini whiteboards (one per child)
- Copies of **Art and craft – r** (one per child), plus red felt-tip pens or pencils, googly eyes
- Copies of **Rainbow handwriting – r** (one per child)
- Copies of **Where's the sound? – r** (one per child)
- Copies of **Sound and write – r** (one per child)
- Copies of **Handwriting – r** (one per child)
- Copies of **Let's write – Stage 3.1 (y, r)**
- Coloured pencils or felt-tip pens
- Copies of **Roxy the rabbit take-home letter** (one per child)

Teaching routines and activities

The following teaching routines and activities refer to the Stage 3, Week 1 Example Plan (days 3-5).

Warm up

- **Phonological fun – Robot walk:** Children sit in a circle. Repeat tapping out children's names in syllables. Show a *Speed Sounds and Chants* card and 'robot walk' the name of Milo's friend pictured on the card. Children say who it is and then repeat 'robot walk' in time to the beats in the words. Children choose their favourite character to 'robot walk'.

Le-o (2 syllables)	Pe-ter (2 syllables)
Coo-per (2 syllables)	Tim (1 syllable)
Ga-bby (2 syllables)	Os-car (2 syllables)
- **Phonemic fun – Ally Talk:** Use the Ally alligator puppet for phonemic awareness activities: Ally Says (actions) and What is it? (animals).

Ally says (actions):

/f/r/ē/z/ (freeze), /s/i/t/ (sit), /d/a/n/s/ (dance),
/j/o/g/ (jog), /w/ā/v/ (wave), /k/r/or/l/ (crawl).

What is it? (animals):

It is a pet: /d/o/g/
It lives on a farm: /sh/ē/p/
It swims in the ocean: /sh/ar/k/
It lives in a hive: /b/ē/
It likes to hop: /r/a/b/i/t/

Revise

After the warm up, start every session with:

- **Speed sounds and chants:** First, practise the chitter chatter chants. Use *Speed Sounds and Chants* cards – Stages 1 and 2, plus **y** (picture side) to chant: 'Milo monkey, /m/; Sally snake, /s/', and so on. Next, practise the speed sounds, using the grapheme side of the same cards. Ask children to say the sound once. You can mix up the order the cards appear in. From day 4 include **r** in the Speed Sounds and Chants.
- **Speed words:** Revise reading of some Speed words – Stages 1 and 2 plus **y** (see word lists). From Day 4 include words with **r**, e.g., rag, ram, ran, rap, rat, rib, rid, rim, rip, rod, rob, Ron, rot.

Additional revision activities:

- **Turn to your partner:** Children tell their partner which character they last met, what sound they have been learning or a name/word beginning with their new sound. Pick children to share their answers.
- **Find the character:** Children find the character they've most recently met on the *Alphabet Frieze* or *Speed Sounds and Chants* poster.
- **Milo's Birthday Surprise:** Re-read the Yasmin/Roxy pages – find the focus words and revise letter formation.

Teach (Circle time)

- **Sound box:** Children sit in a circle around the sound box. Say: 'Milo is going to ring one of his friends to invite them to his party. Who will he ring? The clue is in our box.' As in previous lessons, children take turns taking an object from the box and guess the special sound. Encourage children to segment the first sound.
- **Say the sound:** Have children look in the mirror when they say /r/. It is a voiced consonant phoneme. Say: 'Can you feel your tongue? Where is it? It is just like you are growling.'
- **Introduce Roxy the rabbit:** Explain to children that they are going to meet someone whose name begins with /r/. Children sit in a circle where they can see the book MBS. Open the book at the relevant page. Say: 'Which friend of Milo's begins with /r/? Let's find out.' Have children say the character's name after you: 'Roxy rabbit'. Read the Roxy the rabbit page, pointing to the text as you read. Say: 'Why doesn't Roxy the rabbit answer the phone? What is Roxy doing?' Children find things on the page beginning with the /r/ sound – *road, race, running, rat, red roses, rubber ring, rainbow, raindrops, roast*. Point to the letter **r** and explain this letter makes the /r/ sound.
- **Chitter chatter chant:** Show the picture side of *Speed Sounds and Chants* card – **r**. Encourage children to chant: 'Roxy rabbit, /r/'. Repeat for all known characters to build up automaticity with the character names and sounds.
- **Speed sound:** Show the letter side of the *Speed Sounds and Chants* card – **r**. Ask children to say /r/ once. This activity links the sound /r/ to the letter **r**. Have children find Roxy on the *Alphabet frieze*. Build up fluency with lots of quick practice of all the sounds learned so far.
- **Reading words with r:** Prepare flashcards containing CVC words using **r**, e.g., *rag, ram, ran, rap, rat, rib, rid, rim, rip, rod, rob, Ron, rot*. Model reading one or two of the words. Sound out and blend from left to right to read the word, tracking with your finger as you go. Say: 'Now you are going to read some words with our new sound. What's our new sound? Yes, /r/ (or Roxy rabbit, /r/). It's my turn first, so eyes on me: /r/ /a/ /g/, *rag*.' Read the rest of the flashcards together, sounding out and blending, e.g., /r/ /a/ /m/, *ram*.
- **Handwriting:** Refer to MBS. Point out the side panel on the page with the upper-case and lower-case letter **r**. Children find the letter **r** on the page (on the character, in the side panel and in the text). Talk about the shape of the upper-case and lower-case letter. Show the picture side of the *Speed Sounds and Chants* card – **r**. Trace around the **r** on Roxy's leg, saying /r/. Flip the card and show the letter **r** and finger-trace it a few times, emphasising the starting position at the top. Children air-trace the letter. Demonstrate writing **r** on the board. Show children your tripod grip. Emphasise the starting point and the direction as you write. Children then try on their mini whiteboards before showing you their board. Give praise and feedback. Repeat with the upper-case letter **R**.
- **Music – Roxy's song:** Play the 'Roxy the rabbit' song. Tell children that Roxy runs round and round and then up a rainbow and down the other side. Children run like Roxy while singing. 🎵
- **Phonemic fun – Where's the sound?:** Use your **Where's the sound? – r** digital resource. Children look at the pictures, say the word and decide if the /r/ sound is at the beginning, middle or end of the word. Model the first one, then let children have a go together. This activity can be completed independently using the activity sheet after your whole class lesson. Please note – all words in this activity begin with **r**. CVC words cannot end in **r** without becoming an **r**-controlled long vowel phoneme, e.g., *c-ar, f-ur, f-or, s-ir, h-er*. These are taught in Stage 7.2 of the teaching sequence.
- **Super spelling:** Follow scripts provided on page x for word building and sound swap options. Use *Speed Sounds and Chants* cards – Stages 1 and 2, plus **y** and **r**.

Word building: Hand out the cards. Say the word. Children segment the phonemes and spell the word using the cards. Children blend to read the word. Using the cards, children blend sounds together to make words. Keep this Super spelling activity moving along and make it fun. Take the opportunity to correct errors as a class. Only choose 5–10 words to do each session.

Words to make: See the previously used super spelling lists.
New words: *rag, ram, ran, rap, rat, rib, rid, rim, rip, rod, rob, Ron, rot*
- **Spelling words with r:** Children write words from the super spelling session on mini whiteboards. Dictate one word at a time and ask children to 'chin it' so you can check and give feedback. Make sure children repeat the word back to you before segmenting each sound on their fingers and writing the graphemes down as done in previous weeks of teaching. Model the first one.
- **The Wiz Kids Quiz:** Follow instructions on the box for whole class quiz or incidental class quiz. Select questions from the Stage 2 box.

Practise

- **Rainbow handwriting:** Give each child a copy of **Rainbow handwriting – r**. Children finger-trace the letter on their rainbow handwriting sheet and say the sound. They choose coloured pencils to write the letter five times and complete the sheet. Help children with their pencil grip and give lots of positive feedback.
- **Phonemic fun – Where's the sound?:** Give each child a copy of **Where's the sound? – r**. Children complete the sheet as modelled earlier in the lesson. This activity can be extended with the children writing **r** in the appropriate bubble.
- **Sound and write:** Children complete **Sound and write – r** to practise their new letter and sound.
- **Handwriting:** Review upper-case letters and lower-case letters. Children finger-trace the letters on a copy of **Handwriting – R r**, saying the sound as they do so. Children complete the sheet.
- **Let's spell:** Follow the instructions on page x to complete **Let's spell – Stage 2.4** using the challenge list of your choice.
- **Let's write:** Follow the instructions on page X to complete **Let's write – Stage 3.1** dictation at your chosen level (words, phrases or sentences).
- **Read, write and draw:** use the **Let's write 3.1** or below to provide children with words, phrase or sentences to read aloud, cover, write and check before illustrating to show comprehension.
- **The Wiz Kids Quiz:** Children play the quiz with a partner to build reading fluency and oral language skills. Follow instructions on the box for either bingo or collections options. Children re-read, write and draw their favourite question after playing.

Other practice activities

- **Art and craft:** Give each child a copy of **Art and craft – r** and show them a finished model. Children colour in the rubber ring and headband red. Then they glue on googly eyes.
- **Milo's Making Words Flipbook:** Children manipulate flip cards to make words. Children can take turns, or each child has their own flipbook to make the words.
- **Milo's Making Words Placemats:** Children spell words from the super spelling list by segmenting the phonemes, circling the graphemes and writing the full word. Children can also make their own word list.
- **Thumbs up game:** Play the game (see page 15) using super spelling words the children know and new words.

- **Word treasure chest:** Write new words on the coin cards and bury the coins in the big container for children to find and read (see page 15). Encourage children to decode or sound out the word.
- **Read and Grab Word Game Box 1:** Follow the instructions on the box, choosing six sets of words for every three players.

Apply

Children can read independently, using the Stage 2 decodable books or apps.

Review and wrap up

At the end of every session, review new learning:

- Say: 'Turn to your partner and tell them who we met today and what sound her name begins with.' Or
- Show Roxy's page of MBS. Ask children to find the letter for the /r/ sound. Read the words that children point out. Or
- Ask about Roxy's favourite things. Say: 'Would Roxy prefer the colour red or yellow?' (Would she prefer to walk or run? Would she prefer eating rice or pasta? Would she prefer playing with blocks or a robot?) Or
- Ask students to air-trace their new letter **r** – they can do an upper-case **R** and a lower-case **r** whilst saying the sound.
- Do the new *Speed Sounds and Chants* card – **r** (and previously introduced sounds if time).
- Ask students to decode a CVC word containing r, e.g. rat. Read it to their partner and cold-call three students to read the word.

Wrap up the session:

- **Goodbye rhyme:** Children stand in a circle, saying the rhyme while they do the actions.

Roxy rabbit	Roxy rabbit
Turn around,	Reach up high,
Roxy rabbit	Roxy rabbit
Touch the ground.	Wave goodbye.

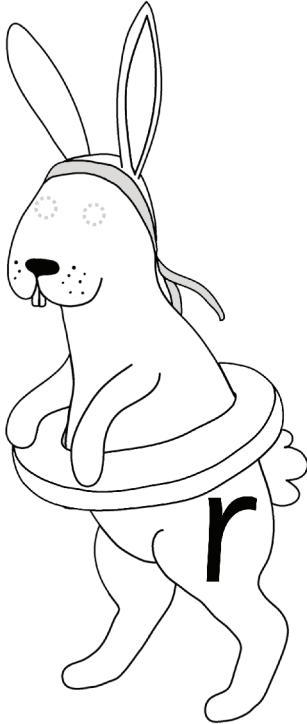
- Children take home a copy of the **Roxy the rabbit take-home letter**.



Name _____



Roxy rabbit

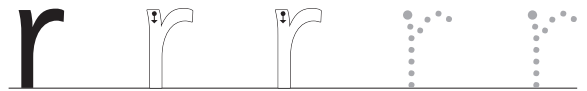
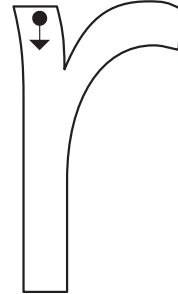


STAGE 3 WEEK 1 Art and craft

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Name _____



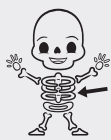
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STAGE 3 WEEK 1 Rainbow handwriting

Name _____



Where's the sound? – r



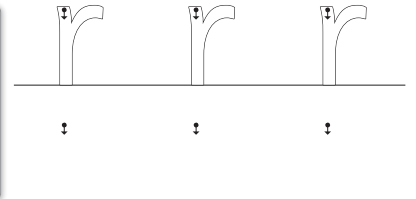
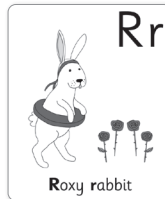
☐ ram ☐ rat ☐ run ☐ rod ☐ rip ☐ rib

STAGE 3 WEEK 1 Where's the sound?

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Name _____



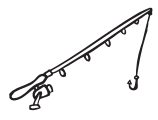
rag ran rib rob rid rod rat



The ram ran to my dad.







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STAGE 3 WEEK 1 Sound and write

R

r

Name _____

STAGE 3 WEEK 1 Handwriting

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Milo's music

Roxy the rabbit

Roxy the rabbit has a strange habit, let me tell you more
 She doesn't jump or hop like rabbits you have seen before
 She loves to run with a rubber ring, she races Ralph the rat
 She even runs when it's raining and she doesn't even wear a hat.

Chorus:
Run, run, run, with **Roxy** let's run round and round
Run, run, run, it's so much fun, just like a merry-go-round
 Let's run right up the rainbow and down the other side
 Let's run, run, run, with **Roxy**, wow what a ride.

Now **Roxy** loves red raspberries, she eats them every day
 'They help me run really fast', you'll hear **Roxy** say
 She eats them to relax her and keeps them in her pocket
 And then when she's ready she takes off like a rocket.

[Listen to Milo's Birthday Surprise Music on Spotify](#)

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STAGE 3 WEEK 1

This week we meet ...

Roxy the rabbit

Today in *Little Learners Love Literacy*® we met Roxy the rabbit. Roxy was running in a race so she couldn't answer the telephone. Poor Milo, he must be feeling quite rejected that no one is answering his calls.

Meanwhile Roxy has remembered Milo's birthday surprise party and bought some red roses and raspberries. Roxy favourite colour is red and she loves to eat a roast.

We continued talking about syllables today and became robots, walking in time to the syllable beats in words. It was great fun walking in time to *rhi-no-cer-os* (rhinoceros), which meant four steps; *rabbit* was two steps. Ask your child to show you how to 'robot walk' with words. One-syllable words are quite tricky as it is natural to want to stretch them to two syllables.

We continued our **super spelling** today. Children have a flashcard with a letter and if their sound is in a word, they stand out the front. For example, if we make *rat*, then the children with the **r**, **a** and **t** flashcards come to the front. The children say the sounds as we point to them and then say the word. We talk about the 'reading direction' (left to right), which is an important concept for children to understand.

Say to your child:

Remember Roxy likes things that begin with her sound.

- Would Roxy like to sleep or rest?
- Would Roxy like to run or jump?
- Would Roxy like to eat raspberries or apples?
- Would Roxy's favourite flower be a daisy or a rose?

Your Little Learner teacher

r

STAGE 3 WEEK 1 Take-home letter

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Let's write – Stage 3.1

y

r

Words

yap	rib	ram	ran	rip	rod
yam	rag	rid	rap	rat	rot

Phrases

1. Ron ran
2. rip the rag
3. a sad rat
4. yap yap yap
5. Sam yaps
6. lots of yams

Sentences


1. The ram ran.
2. The rat ran to my dad.
3. Can Ron rap?
4. Sam the dog can yap.

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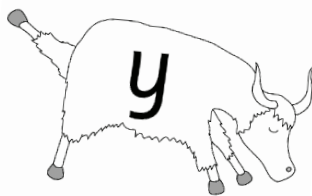
STAGE 3 WEEK 1 Let's write

A cartoon illustration of a brown yak with white horns and legs, standing on green grass. The yak has a thick brown coat and a white face with a small black eye. It is facing left.



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 Name _____

Yasmin yak



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Sound  Write 



Name _____ 




y

y y y y y y y y

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 Name _____



 Yy









Yamin yai

yam yap yaps yip







My dog Sam
 6 yams in the pot yaps at the cat.

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 Name _____

Handwriting 1: Letter Y: Worksheet © 2014

♪ **Milo's music**

Yasmin the yak

Yasmin the yak likes to snack on yoghurt every day
She thinks it's yummy in her tummy – 'Yippie!' you'll hear
her say

She plays with her yellow go-go, which she finds quite hard
So she has some yummy yoghurt from the shed in her
back yard.

Chorus

Yum, yum, yum, in my tum (yum, yum, yum, in my tum)
yoghurt tastes so yummy (yoghurt tastes so yummy)
Yum, yum, yum, in my tum (yum, yum, yum, in my tum)
when it's cold or sunny (when it's cold or sunny)
I could be godeling or playing a game of chess
Yum, yum, yum, in my tum, for yoghurt I'll say 'Yes!'

Now Yasmin likes to practise yoga on her yacht
She lifts one leg and bows her head, for a yak that's quite a lot
Then Yasmin gawns and lays right down, and then she starts
to snore

She dreams of a sea of yoghurt lapping on the shore.



Listen to Milo's Birthday Surprise Music on Spotify  [here](#)

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These are sample pages only

Stage 6 Week 1 suggested plan

Teach the phoneme /sh/ represented by the grapheme sh

Background information

- **sh** is a consonant digraph – two letters, one sound.
- You can find **sh** at the start of and at the end of words, e.g. **shed**, **bash**, **shush**.
- There are many alternative spellings for the phoneme /sh/ but they are less common, and we do not introduce these until Stage 7.5 (Year 2), e.g. *motion*, *sugar*.

Revise

Start every session with Chitter chatter chants, Speed sounds and Speed words. Use a selection of *Speed Sounds and Chants* cards from Stages 1–5. Include some two-syllable words in your Speed words deck.

Teach

- **Sound box:** Prepare a box containing items that use the /sh/ sound represented by the grapheme **sh** (*fish shark brush shell dish cash ship*). Ask children to pick an item from the box and name it. Repeat the word slowly, emphasising the focus sound. At the end, ask: What sound did you hear in each word? Confirm the sound that we are learning today is /sh/.
- **Chitter chatter chant:** Introduce the new *Speed Sounds and Chants* card: today we are learning /sh/ represented by **sh** – *shed shop*. Talk about the illustration and practise the chant.
- **Read and write:** Model and practise blending to read some **sh** words together. Model and practise handwriting **sh** together on mini whiteboards. Model and practise segmenting to spell some **sh** words together on your mini whiteboards.
- **Phonological fun:** Follow instructions for *Where is it?* on page 98.

Practise

- Children complete the *Sound and write* activity
- Children complete the *Let's spell* activity. Use at least two sets of words during the week to consolidate the link between reading and spelling.
- Do at least three *Let's write* activities, of which at least one should be a dictation following the six steps.
- Children complete the *Read and match* and *Crossword* activities.
- Play *Tim's quiz* for further decoding practice, as well as vocabulary and language comprehension development.
- Play *Read and Grab Word Game Box 4* for consolidation and fluency.
- Use the *Read, Write and Draw* Stage 6 words, phrases and sentences for reading and writing practice.

Consolidate: The Stage 6 book *Quack!* revises **ck** and is a perfect tool to consolidate Stage 5 learning.

Apply

Children read the Stage 6 decodable books *The Shed Shop* and *Fantastic Fish*.

Assess

Check that children can:

- say the sound correctly when shown the grapheme (using the Speed Sounds and Chants card)
- read and write single words with **sh**.



Name _____



Sound and write – sh



sh

dish shut mash
wish rush trash
splash radish vanish

sh sh _____
sh sh _____



Write and draw your own
sh story.



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STAGE 6 WEEK 1

Let's spell – sh



Challenge 1

- shop
- dish
- fish
- shut
- rash
- shock
- cash
- wish

Challenge 2

- blush
- shock
- flash
- smash
- crush
- shell
- clash
- shift

Challenge 3

- shot
- rush
- flesh
- shed
- crash
- flush
- ship
- shut



Phonological and phonics fun

Where is it?

Preparation

Make two large cards: **sh** and **sh**. Place them at opposite sides of the room.

Alternatively, children have a rectangle of paper in front of them representing the word. After repeating the word, the children place a counter at the start or end of their paper when the teacher says a word from the list, depending on where they hear the **sh**.

How to play

- Children chant shed shop /sh/ when shown the card.
- Teacher designates one side of the room for /sh/ at the beginning of a word and the other side for /sh/ at the end of the word.
- Teacher says a word from the list below.
- Children repeat it, identify the position of /sh/ in the word and go to the appropriate side of the room.

Word list: rush brush shell shed rash fresh shop crush dish ship wish cash



STAGE 6 WEEK 1

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Name _____

Let's spell – sh

1 sh bl a e i o u t p sh
2 sh r d a e i o u ck p sh
3 sh f l a e i o u p t sh
4 sh s m a e i o u t d sh
5 sh c r a e i o u m ck sh
6 sh f l a e i o u ck ll sh
7 sh c l a e i o u p d sh
8 sh w b a e i o u f t sh

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STAGE 6 WEEK 1

Let's write – sh

Words

wish fish shut shop shed
ship rush brush flash fresh
shrub shift rubbish vanish finish

Phrases

- a fish in a dish
- dash to the shop
- fresh rockfish
- in a flash
- rubbish in the bin
- a big mish mash
- shut the shed
- brush off the dust
- a crack in an eggshell
- a radish in a dish

Sentences

- Pip got a big shock.
- Tim got cash for his dish.
- Pip and Tim had to shift the rubbish.
- Crash went the brush!
- We get six fresh fish at the shop.
- Sam went for a splash in the pond.
- I will finish my drink and dash off to bed.
- In a flash the ship was lost in the mist.
- Pip and Tim got lots of cash at the shed shop.
- She sells shells at the shack.



Challenge

- The shrimps see Tim with his net and vanish in a flash!
- With a swish of the brush and a quick polish the shed shop will look fantastic.

STAGE 6 WEEK 1

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Name _____



1 Read



2 Draw a line to the picture.

fish

rubbish

shop

dish

crash

ship

cash

shut



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Name _____



Crossword – sh

Down

1



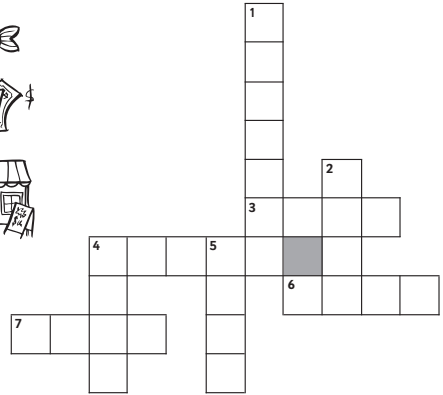
2



4



5



Across



3



4



6



7

STAGE 6 WEEK 1

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Stage 7.1 Week 1 suggested plan

Teach the phoneme /ā/ represented by the grapheme ai and ay

Revise

Start every session with Chitter chatter chants, Speed sounds and Speed words. Use a selection of Speed Sounds and Chants cards from Stages 1–6. Include some two-syllable words in your Speed words deck.

Teach

- Teach the phoneme /ā/ represented by the graphemes **ai** and **ay** using objects or pictures with this phoneme, for example **tray**, **spray** (spray bottle), **clay**, **hay**, **train**, **nail**, **chain**, **snail**, **quail**. Place the objects or pictures in a sound box or bag. Children name them to identify the /ā/ phoneme.
- Teach graphemes **ai** and **ay** representing the phoneme /ā/ using the Speed Sounds and Chants cards: *snail trail*, *play all day*. Explain that as no English words end in **i**, **ai** is always in the middle of a word, **ay** is at the end of a word.
- Show the Speed Sounds and Chants card for *snail trail* then turn the card over to show the grapheme **ai**. Talk about what is happening in the picture. What is a trail? How do you think the snails made these trails? Could they have slithered through the paint? Practise chanting *snail trail ... /ā/*.
- Show the Speed Sounds and Chants card for *play all day* then turn the card over to show the grapheme **ay**. Talk about what Tim and Aiden are doing in the sand pit. Practise chanting *play all day ... /ā/*.
- Sort the /ā/ objects into the two groups – those with /ā/ in the middle (**ai** words) and those with /ā/ at the end (**ay** words). Children place the matching graphemes in front of the objects. *Note:* the word *crayon* does not fit this spelling pattern; it is French.

Practise

- Children complete the **Sound and write** activity for the **ai** and **ay** graphemes.
- **Which one?** Children write words according to their spelling pattern – either in the *snail* or *play* column. To generate words, ask the following questions:
 - 1 What do we use to think and learn every day? (brain)
 - 2 January, February, March, April ... (May)
 - 3 When you buy something, you need to ... (pay).
 - 4 When it falls from the sky, you might get wet. (rain)
 - 5 You do this at the park or at recess. (play)
 - 6 Water goes down this after your bath. (drain)
 - 7 When my dog is happy, it wags its ... (tail).
 - 8 If you spill something on your clothes, it might leave a ... (stain).
- Children complete the **Let's spell** activity using at least two lists of words; this links spelling and reading practice.

- Phonological and Phonics Fun: **Sound circle**, **Which one?** and **Super spelling**. See instructions on Let's spell page 17. Sound Circle teaches and practises the difference between /a/ as in *pan* (sometimes referred to as a short vowel phoneme) and /ā/ as in *pain*.
- Give dictation practice with words, phrases and sentences using **Let's write**. Teach children how to do the Six Steps to Spelling using their Let's write strip from Appendix 4.
- Children practise reading (decoding) **ai** and **ay** words with the activity sheets: **What am I?** and **Choose Your Own Adventure!**
- Children decode single **ai** and **ay** words with the *Read and Grab Word Game Box 5* (orange).
- Play the *Sound Swap Word Game* (page 13), manipulating graphemes to make new words.

Teach

- Contractions: a contraction is a shorter way of saying something. Contractions are made by combining two words and using an apostrophe to replace the letters that have been removed. For example, *I am* changes to *I'm*; *we will* changes to *we'll*. The first word in a contraction doesn't change. Letters are always deleted from the second word, and an apostrophe takes their place. There is one exception where the first word of a contraction is changed: *won't*, which is a contraction for *will not*. Children find the contractions in *The Snail That Tim Forgot (that's, I'm)*. Children can also list these in their own *My Word Detective Book*.
- Teach alternative graphemes for /ā/ – **eigh** as in *eight*, **ey** as in *they*, **aigh** as in *straight*. *They* and *eight* are high-frequency words and children need to be taught how to decode them.
- Teach Heart words for *The Snails That Tim Forgot*. Photocopy the Heart word fold-out card from Appendix 1. Give a strip to each child.

Apply

Children read *The Snails That Tim Forgot* and *Aiden's Clay Lesson*.

Assess

Use the Speed Sounds and Chants cards: children say the correct phoneme when shown the graphemes **ai** and **ay**. Children write words with these graphemes.

Name _____



Sound and Write



ai

pain wait sail
hail paint Spain



ay

day way say
May pay pray

ai ai

ay ay



Write and draw your own
ai and **ay** story.



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STAGE 7 UNIT 1 WEEK 1

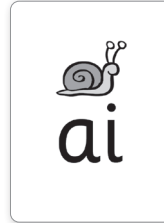
Name _____



?????

Which one?

?????



ai



ay

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STAGE 7 UNIT 1 WEEK 1

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Let's spell – ai ay



Challenge 1

- brain
- snail
- pain
- stain
- trail
- chain
- paint
- wait

Challenge 2

- may
- stay
- pray
- stray
- pay
- ray
- play
- sway

Challenge 3

- rain
- say
- spray
- rail
- tail
- tray
- plain
- way

Challenge 4

- bait
- tail
- sprain
- stay
- paid
- train
- clay
- bay

Phonological and Phonics Fun

Sound Circle: contrasting the /a/ phoneme as in *Ally* alligator with the /ä/ as in *snail* trail. Divide children into two groups – one for /a/ and the other for /ä/. Children write the letter or letters representing their phoneme with a graphic. Children sit in a circle, with alternating phonemes. The teacher reads a list of words one at a time. When the children hear their sound, they say the sound and move to another spot in the circle.

Suggested words: man, main, plain, plan, tram, train, Stan, stain, bran, brain, pain, pan, rat, paid, pad.

Which one?: children write either *ai* or *ay* on a card. A child or the teacher says a word and the children with the correct grapheme for the word stand up, show their card and say the sound and word. Everyone decodes (sounds out) the word to check

whether the phoneme is in the middle or at the end of the word.

Super Spelling: use the Speed Sounds and Chants cards to make a word chain – *ai, ay, r, n, s, t, g, r, l, w, p, c*. When the teacher says the word *rain*, the children with the appropriate phonemes/graphemes, line up and hold their cards up to form the word. Each child says their sound in sequence and then everyone says the word. The word chain continues adding or deleting graphemes until it is completed with the final word *rain*.

Words: chain, rain, train, strain, grain, sprain, rain, plain, play, clay, ray, pray, spray, stay, tray, ray, rain, rail, trail, train, rain.



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STAGE 7 UNIT 1 WEEK 1

Let's spell – ai ay

Name _____

① b m r ai ay n m t	② s n t ai ay d l n	③ s p r ai ay n t d	④ s t r ai ay n m l	⑤ t p r ai ay h l d	⑥ ch t r ai ay n m d	⑦ c p l ai ay d n t	⑧ s w b ai ay t p d
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____



STAGE 7 UNIT 1 WEEK 1

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Let's write – ai ay

Words

aim nail tail crayons waist
bay pail train trays quail
clay rain spray brain hay
chain snail pain pay drain

Multi-syllable words

painting training
crayfish complaining
highway Sunday
waiting swaying

Phrases

1. play in the rain
2. snails on the trail
3. snails on a train
4. spray the grass
5. paints on the tray
6. sails on the bay
7. crayons and paints
8. six nails in a pail

Sentences

1. The train set off along the railway track.
2. I told the doctor I had a pain in my brain.
3. Today I will paint my nails.
4. A stray kitten ran into the kitchen to play.
5. Hurray! We are going on a holiday today.
6. Let's play pin the tail on the possum!
7. On the way to play, Tim fell down the drain!
8. Do not complain if you get wet in the rain.
9. We paid for a bag of raisins at the shop.
10. Snails are munching on my carrots!

Challenge

11. In the rain and the hail we plodded down the trail.
12. We will wait on the bay for the fish to grab the bait.

Name _____



What am I?



rain paint brain bait clay
snail nail play train hail

- 1 You think with me. _____
- 2 I will help you catch a fish. _____
- 3 All plants need me. _____
- 4 Pots are made from me. _____
- 5 You need me to do a painting. _____
- 6 I go on the railway track. _____
- 7 I like to munch on plants. _____
- 8 I am very cold and fall from the sky.

- 9 You have ten of me and you can paint
me with polish. _____
- 10 I am a really fun thing to do. _____

Name _____



Choose your own adventure!



- 1 Today I will
play in the rain. sway in the rain.

- 2 In the rain and hail we
hunted for snails. waited for the rain.

- 3 We will wait on the bay
to sail away to Spain. for the fish to grab the bait.

- 4 Let's play
catch the rainbow. jump on the hay!

- 5 On the way to play,
Pip lost her gold chain down the drain. Tim lost his bag of raisins.

Draw your adventure and circle the **ai** and **ay** words.

Teacher Activity Resource

Sample Units

Little Learners Love Literacy® is an explicit and sequential literacy program that teaches children to read, write and spell with confidence.

The Little Learners Teacher Activity Resource books provide explicit teaching support and carefully constructed application and practise activities for each stage of the scope and sequence – for reading, spelling and handwriting.

Each Teacher Activity Resource book:

- breaks down the scope and sequence into weekly plans
- includes unique instructional routines such as Let's spell, Let's write, Sound and write
- includes 'how to' scripts for each instructional routine
- includes phonemic fun activities for the whole class
- provides opportunities for children to grow their vocabulary
- provides opportunities for children to practise and apply knowledge with activities for independent reading and writing.

For more information, visit the Little Learners Love Literacy® website or contact the Little Learners team by email, phone or chat.



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