**SAGE Fun with phonics**

‘Phonics’ means learning the sounds of letters and groups of letters. This helps children to learn to read.

**How to use these activities**

You can use the activities with one child or with a small group of children. You will need to play the sound on a mobile phone, or use other some other way of playing sound files.

Before you do an activity with children, listen to the sound file. Then follow the instructions for that track. If the sound is not loud enough or clear enough for the children, repeat it in your own voice.

The tracks are divided over six weeks, but that is just a suggestion. The easier activities are at the beginning, and the more difficult activities are at the end.

**Download data**

There are 18 tracks. Each track is about 0.3 megabytes. The total for all 18 tracks is about 5.5 megabytes.

# WEEK 1

**Track 01: Listen and point to the sound 1**

The children write the alphabet. They can do this on paper, or by scratching the letters on the ground. Help them if necessary. They should write small letters (not capital letters).

Play the track. The children listen and touch the letter with that sound. You can say the sounds too. (C, K and Q have the same sound.)

Repeat the activity. This time the children use capital letters.

Audio script: The sounds made by s, a, t, p, i, n, m, d, g, o, c, e, t, a, m, c, p, d, e, g, i, n, s, o.

**Track 02: Letter sound bingo 1**

Each child draws a grid with six boxes. They can do this on paper, or scratch it on the ground. Each child then chooses any six letters and writes them into his/her grid. They should write small letters (not capital letters).

Play the track. You can repeat the sounds too. When a child hears the sound of one of her/his letters, she/he crosses it off. (The sounds of C, K and Q are the same.) The first child who crosses off all six letters is the winner, and shouts ‘Bingo!’ Continue until everybody has crossed off all six letters.

Repeat the activity. Each child must choose different letters.

Repeat the activity again. This time the children use capital letters.

Audio script: The sounds made by d, o, g, l, s, b, r, f , m, j, u, a, w, z, i, x, v, c, n, k, e, y, t, p, h

**Track 03: Write and say the word 1**

Play the track. The children write the words they hear. They can do this on paper, or scratch them on the ground.

After each word, pause the audio. You can repeat the sounds too. The children compare their spellings, say the word, and discuss whose spelling right. Help them if necessary. Then they read and say the word a few more times.

Repeat with the other words.

Audio script (words broken into their sounds): big, can, did, leg, sun, not, red, box, him, and

**WEEK 2**

**Track 04: Listen and point to the sound 2**

The children write the alphabet. They can do this on paper, or by scratching the letters on the ground. Help them if necessary. The should write small letters (not capital letters).

Play the track. The children listen and touch the letter with that sound. You can say the sounds too. (C, K and Q have the same sound.)

Repeat the activity. This time the children use capital letters.

Audio script: The sounds made by u, r, x, b, f, l, k, j, v, w, y, h, z, b, j, l, v, w, u, x, r, y, f, k, h z

**Track 05: Letter sound bingo 2**

Each child draws a grid with six boxes. They can do this on paper, or scratch it on the ground. Each child then chooses any six letters and writes them into his/her grid. They should write small letters (not capital letters).

Play the track. You can repeat the sounds too. When a child hears the sound of one of her/his letters, she/he crosses it off. (The sounds of C, K and Q are the same.) The first child who crosses off all six letters is the winner, and shouts ‘Bingo!’ Continue until everybody has crossed off all six letters.

Repeat the activity. Each child must choose different letters.

Repeat the activity again. This time the children use capital letters.

Audio script: The sounds made by e, t, j, b, n, x, u, a, z, h, f, i, r, m, g, p, d, w, l, y, o, k, v, s, c

**Track 06: Write and say the word 2**

Play the track. The children write the words they hear. They can do this on paper, or scratch them on the ground.

After each word, pause the audio. You can repeat the sounds too. The children compare their spellings, say the word, and discuss whose spelling right. Help them if necessary. Then they read and say the word a few more times.

Repeat with the other words.

Audio script (words broken into their sounds): hand, stop, wind, lots, clap, sent, lost, drop, went, jump, help, next

**WEEK 3**

**Track 07: Letter sound bingo 3**

Each child draws a grid with six boxes. They can do this on paper, or scratch it on the ground. Each child then chooses any six letters and writes them into his/her grid. They should write small letters (not capital letters).

Play the track. You can repeat the sounds too. When a child hears the sound of one of her/his letters, she/he crosses it off. (The sounds of C, K and Q are the same.) The first child who crosses off all six letters is the winner, and shouts ‘Bingo!’ Continue until everybody has crossed off all six letters.

Repeat the activity. Each child must choose different letters.

Repeat the activity again. This time the children use capital letters.

Audio script: The sounds made by b, m, h, k, d, o, t, p, f, l, u, n, a, s, g, z, e, y, v, c, r, x, i, w, j

**Track 08: Listen and point to the sound 3**

The children must write these pairs of letters (on paper or scratched on the ground):

th, sh, ch, ng, ck, qu

Play the track. The children must point to the letters with the sound they hear in the words. You can repeat the words too.

Audio script: shop, this, children, going, wash, thanks, quick (qu + ck), she, sing, mother, choose, three, shoe, path, other, teacher, quiet, doing, shirt, three

You can repeat the activity by reading these words aloud: with, chair, ship, wrong, birthday, back, queen, the, wish, these, long, brother, socks, cheap, she, bath, talking, quiz, each, pick.

**Track 09: Listen and point to the sound 4**

The children must write these letter pairs/threes (on paper or scratched on the ground):

ai, ar, or, er, ow, ee, oo, oa, igh

Play the track. The children must point to the letters with the sound they hear in the words. You can repeat the words too.

Audio script: train, see, look, car, high, for, boat, her, town, green, good, corner (or + er), night, farm, soap, cow, wait, person, arm, keep.

You can repeat the activity by reading these words aloud: now, book, coat, part, rain, meet, might, forty, term, park, seen, goal, stood, light, stars, flower (ow + er), paid, agree, afraid, ordinary.

**WEEK 4**

**Track 10: Tricky spellings bingo 1**

‘Tricky spellings’ are words which don’t follow the common rules of spelling. Write these words clearly on a piece of paper:

are, by, come, could, do, go, he, here, his, house, I’m, into, little, my, no, one, said, she, so, some, the, their, there, they, to, very, was, were, what, when.

Each child must draw a grid with six boxes. They can do this on paper, or scratch it on the ground. Each child chooses any six words from the list and writes them into his/her grid.

Play the track. When a child hears one of her/his words, she/he crosses it off. The first child who crosses off all six words is the winner, and shouts ‘Bingo!’ Continue until everybody has crossed off all six words.

Repeat the game. This time, each child chooses different words.

Audio script: the, no, said, he, was, they, go, she, his, are, my, what, to, there, some, so, were, little, one, do, when, very, come, into, their, could, house, by, I’m, here.

**Track 11: Listen and write short sentences 1**

Each child will need pen/pencil and paper. They listen to the first sentence and write what they hear. You can read it aloud too. When they have finished, they compare their sentences, read it aloud and correct any mistakes they can see. Help them to correct any other mistakes. Then they read and say the sentence again.

Repeat with the other sentences.

Audio script:

This is fun.

We are happy.

I like it.

That is my bag.

We live here.

My school is big.

I can ride a bike.

You are right.

**Track 12: Listen and point to the sound 5**

The children must write these letter pairs/threes (on paper or scratched on the ground):

ea, oo, oi, ou, ay, ow, ur, air, ear

Play the track. The children must point to the letters with the sound they hear in the words. You can repeat the words too.

Audio script: day, eat, school, turn, near, hair, shout, noise, show, food, play, burn, easy, cloud, grow, coin, away, soon, ears, about.

You can repeat the activity by reading these words aloud: say, meat, hear, moon, voice, out, church, hurt, own, pair, join, teacher, stairs, play, Thursday (ur + ay), purple, loud, know, maybe, cool.

**WEEK 5**

**Track 13: Write and say the word 3**

The children will need pen/pencil and paper.

After each word, pause the audio. You can repeat the sounds too. The children compare their spellings, say the word, and discuss whose spelling right. Help them if necessary. Then they read and say the word a few more times.

Repeat with the other words.

Audio script (sounds of the words): shop, green, farm, good, then, town, bird, say, hair, three, sing, wait.

**Track 14: Write and say the word 4**

The children will need pen/pencil and paper.

After each word, pause the audio. You can repeat the sounds too. The children compare their spellings, say the word, and discuss whose spelling right. Help them if necessary. Then they read and say the word a few more times.

Repeat with the other words.

Audio script (sounds of the words): eat, hear, point, food, boat, train, grow, turn, night, wish, cheap, morning.

**Track 15: Listen and write short sentences 2**

Each child will need pen/pencil and paper. They listen to the first sentence and write what they hear. You can read it aloud too. When they have finished, they compare their sentences, read them aloud and correct any mistakes they can see. Help them to correct any other mistakes. Then they read and say the sentence again.

Repeat with the other sentences.

Audio script:

I’m ten.

This isn’t my book.

Let’s go.

I don’t live here.

She can’t swim.

It’s very hot today.

We weren’t here yesterday.

He doesn’t like tea.

**WEEK 6**

**Track 16: Write and say the word 5 - ‘magic e’**

An example of ‘magic e’ is the e at the end of ‘mine’ – it changes the sound of the i from its sound in ‘min’.

The children will need pen/pencil and paper.

After each word, pause the audio. You can repeat the sounds too. The children compare their spellings, say the word, and discuss whose spelling right. Help them if necessary. Then they read and say the word a few more times.

Repeat with the other words.

Audio script (sounds of the words): *like, made, home, ride, game, tune, hope, plane*.

**Track 17: Tricky spellings bingo 2**

‘Tricky spellings’ are words which don’t follow the common rules of spelling. Write these words clearly on a piece of paper:

again, any, because, called, can’t, clothes, doesn’t, don’t, door, eyes, friend, gone, great, key, let’s, new, saw, school, thought, through, two, use, want, wanted, water, we’re, where, who, why, window,

Each child must draw a grid with six boxes. They can do this on paper, or scratch it on the ground. Each child chooses any six words from the list and writes them into his/her grid.

Play the track. When a child hears one of her/his words, she/he crosses it off. The first child who crosses off all six words is the winner, and shouts ‘Bingo!’ Continue until everybody has crossed off all six words.

Repeat the game. This time, each child chooses different words.

Audio script: water, school, called, new, door, saw, where, don’t, want, thought, who, through, we’re, wanted, two, great, why, key, window, any, can’t, eyes, friend, gone, doesn’t, because, again, clothes, let’s, use.

**Track 18: Listen and write short questions**

Each child will need pen/pencil and paper. They listen to the first question and write what they hear. You can read it aloud too. When they have finished, they compare their sentences, read them aloud and correct any mistakes they can see. Help them to correct any other mistakes. Then they read and say the question again. They also suggest possible answers to the questions.

Repeat with the other questions.

Audio script:

Is this my pen?

Are you sad?

Is it Monday today?

Are we all here?

Who are you?

Where is my bag?

What time is it?

Do you live here?