

Information Booklet



Teeny Reading Seeds

by Rachel Hornsey and Debbie Hepplewhite

What is Teeny Reading Seeds ?

The Teeny Reading Seeds programme provides some creative ideas along with focused resources for adults to help young children make links between the **26 capital letters and the 26 lower case letters of the alphabet** with **25 of the sounds of English speech**. In total, however, there are around 44 sounds (*phonemes*- the smallest identifiable sounds) in English speech. Continue to read this guidance for suggestions of how you can also introduce the remaining sounds in English speech and more complex alphabetic code (the letter/s-sound correspondences) in an **incidental** way.

This light, but focused, introduction may typically be suitable for three to five year old learners in English-speaking contexts. In some countries, this introduction may be suitable for slightly older learners dependent upon the age of children starting pre-schools or when parents start to teach children more explicitly at home - or where English is an additional language.

Please note that the Teeny Reading Seeds pdf resources can be viewed online or printed to make paper-based resources as appropriate. You can choose to print the resources in full size or reduced as *multiples per page* according to your needs and preferences. You can also enlarge A4 resources to A3 if you have a photocopier with an enlarge facility. For permanent resources, you can print or stick on card or laminate.

Raising awareness of the three core phonics skills ...

By adults **modelling** the *phonics skills* routinely for teenies, the seeds are sown for the development of the **three** important lifelong phonics skill of:

1. **decoding**: recognise *graphemes* (letters or letter groups), from left to right of a printed word, then sound out and blend the sounds to hear, or discern, the word (the technical skill for **reading**)
2. **encoding**: identify the smallest sounds from beginning to end of whole spoken words (*oral segmenting*) in readiness for selecting letter shapes as code for those sounds (the technical skill for **spelling**)
3. **writing**: recognise letter shapes, then link the letter shapes and their formation to the sounds of speech; learn to hold the pencil with the **tripod grip** ('Froggy Legs Hold') to write the letters (the technical skills to express and communicate thoughts through written language)







The 'Froggy Legs Hold'!

"Put your froggy legs [thumb and forefinger] on the bottom of the painted part of the pencil [not on the cone-shaped end part] with the pencil across the frog's back [back of the hand] then put the log under the frog" [middle finger supporting the pencil to complete the tripod grip].



Linking letters, sounds, language-play, literature and topics ...

Teeny Reading Seeds provides examples of **planning** which link the alphabet letters, speech sounds (*phonemes*) and key picture-words to themed activities through art, role play, rhythm and rhymes, songs, a range of literature and typical early years topics.

Letters	Sounds	Key picture-words	Multi-sensory suggestions	Theme possibilities and further ideas	Literature and nursery rhyme suggestions	Possible long-term topic links
A a	/a/		Print with apples cut in half. Taste apples. Peel apples. Listen for the sounds from peeling, chopping and crunching. Use words like 'crisp', 'juicy', 'sweet', 'sour' and 'tastebuds'.	'Eat an apple a day' Visit an orchard. Visit a greengrocer's store. Link with harvest festival. Each bring an apple for a big fruit bowl. How are they different or the same? Talk about healthy eating. Chop apples for stewing. Cut pastry circles and spoon in apple for apple pies.	The Very Hungry Caterpillar (Eric Carle) A was an Apple Pie	Food and harvest Autumn Keeping healthy
B b	/b/		Link the letter shape b with 'bat' (the down stroke) and 'ball' (bounce back up to form the round part).	'Bat and ball' Play with different types of bats and balls. Make up team games. Talk about 'teams' and healthy exercise. Watch older children play a cricket match or similar game.	Take Me Out to the Ball Game (Jack Norworth) Big Bat, Cricket Bat Betty Botter Bought Some Butter	Sport Keeping healthy
C c	/k/		Talk about 'curls' and 'curves' when forming the letter shape and link to the shape of cats' bodies and tails.	'Care for your cat' Link with work on pets and how to care for pets—especially cats. Talk about domestic cats and big wild cats such as tigers, lions, leopards, cheetahs and find out more from information books. Cut furry fabric and make collages of pets.	Puss In Boots (various copies) Ding Dong Bell Little Robin Redbreast Pussy Cat, Pussy Cat There was a Crooked Man I Love Little Pussy Six Little Mice	Animals Traditional tales
D d	/d/		Dig in the soil or sandpit. Talk about what is involved in the action of 'digging' and the tools we can use for digging.	'Dig deep down' Discuss the many ways we 'dig'—for laying pipes, cultivating fields and gardens, building roads, foundations for buildings. Select different types of seeds and use trowels to plant them. Play with diggers. Talk about different animals that dig and why.	Farmer Duck (Martin Waddell) Mary, Mary, Quite Contrary Five Fat Peas Oats and Beans and Barley Grow	People who help us Food and harvest Spring and new growth Animals

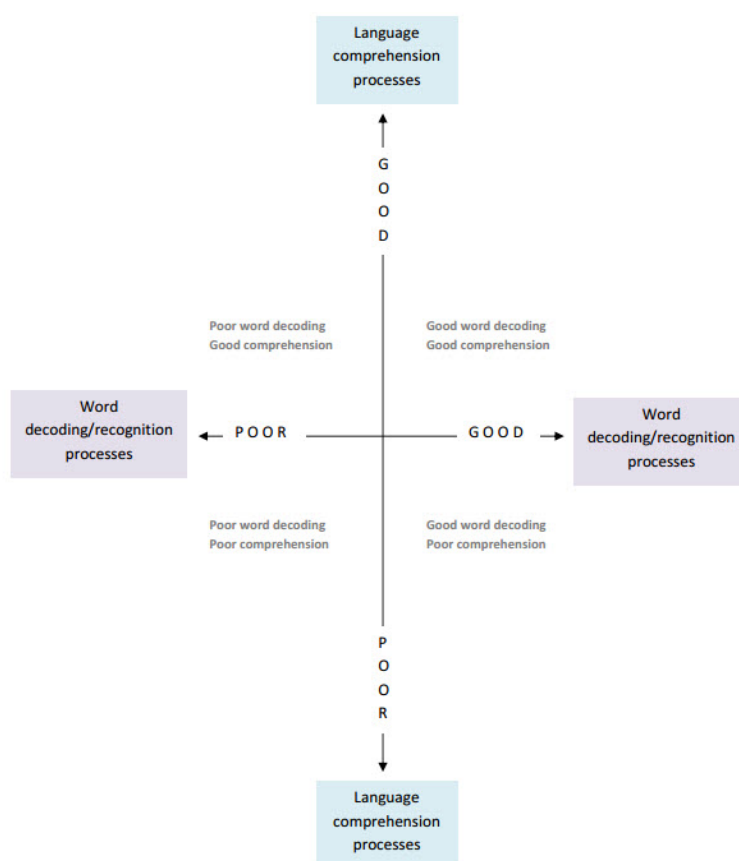
Masses of chatter, books, play and life experience ...

It is really important that children are involved with **masses** of 'chatter' in the home and in pre-schools, and masses of exposure to all kinds of activities and books. **Speaking and listening, book experience, play and life experience** all underpin *general* understanding (language comprehension at the level of **spoken** language); *and* knowledge and understanding of print, of how books work; *and* development of concepts through a wider knowledge and understanding of the world. Children *expand* on their language, book and life experiences through their play and their chatter.

Being a reader in the fullest sense needs both the **technical ability** to decode the printed words themselves, and then the **language comprehension** to understand the words that have been decoded. Language comprehension refers to understanding **spoken** language.

The **Simple View of Reading** diagram illustrates the importance of two main processes:

- 1) being able **to read** the words
- 2) being able **to understand** the words (whether *spoken* or *read*)



For more information about this diagram:

http://www.phonicsinternational.com/The_Simple_View_of_Reading_model.pdf

A good starting point for making links between letters and sounds ...

A good starting point for younger learners is a focus on the **alphabet letters** and the **first sounds of speech** that these represent in readiness for reading simple words such as **b a t** (sound out and blend the sounds /b/ /a/ /t/ to hear and say “bat”) and spelling simple words (identify the sounds all-through-the-spoken-word “sun” /s/ /u/ /n/ and then allot letter shapes for each sound **s u n**). The first step towards decoding is the **sub-skill** of being able to recognise a letter shape and automatically be able to say its sound.



























See **a**, say /a/. See **A**, say /a/.

Capital letters are very common in *environmental* print and books - and we use a capital letter for the **first** letter of children’s own names. This is why Teeny Reading Seeds places emphasis not only on looking at **lower case letters** but also **capital letters** – noting that **both** capital letters **and** lower case letters **are code for the same** sounds - for example, the letters **A** and **a** are both code for the sound /a/ as in **Ann** or **apple**. It is helpful for teenies to begin to associate letter **A** and letter **a** with each other and with the sound /a/ at first. Later, they will be taught that letter **A** and letter **a** **are also code for other sounds** such as /ar/ in ‘father’, /ai/ in ‘table’ and /o/ in ‘salt’!

Please note that we use **slash marks / /** around letters such as /ar/ to indicate when we are **referring to sounds** and not referring to the written, or printed, letters.

The Teeny Reading Seeds mnemonic systems (aids to memory) ...

Teeny Reading Seeds provides **key-picture words** linked to the capital and lower case **letter shapes** and the **sounds** they are code for. Usually, the **first sounds** of the picture words are the sounds that the letters are code for: **A a /a/** as in “*apple*”. Letters **X** and **x**, however, are the last sound **/ks/** of the picture-word “*fox*”. Letters **Q** and **q** are mainly introduced in these combinations **Qu** or **QU** or **qu** as code for **/kw/** as in “*queen*”. Note that **/ks/** and **/kw/** are actually units of **two** phonemes, said as a *blended* unit of sound.

We are learning about letter shapes and sounds using key picture-words and actions.			
capital letters	lower case letters	key pictures	
A	a	/a/ 	See the letter 'a' and say /a/! Pretend to use a pin to prick your finger. This letter sound is like a bite of an apple. Write the lower case letter shape in the air.
B	b	/b/ 	See the letter 'b' and say /b/! Pretend to use a bat as you hit an imaginary ball. Write the lower case letter shape in the air.
C	c	/k/ 	See the letter 'c' and say /k/! Pretend to make the head of the cat open its mouth to show its teeth. This can make a 'c' letter shape in the air. Write the lower case letter shape in the air.
D	d	/d/ 	See the letter 'd' and say /d/! Pretend to dig a hole with a spade. Write the lower case letter shape in the air.
E	e	/e/ 	See the letter 'e' and say /e/! Pretend to crack an egg. Tap it once on the side of an imaginary bowl and then split the shell open to let the egg yolk out. Write the lower case letter shape in the air.
F	f	/f/ 	See the letter 'f' and say /f/! Pretend to hold a feather gently with your fingers. Flip the feather below your chin as if you are tickling your chin with the soft feather. Write the lower case letter shape in the air.
G	g	/g/ 	See the letter 'g' and say /g/! Choose an action with the hands to introduce a girl doing a gymnastic such as planting a long pole. Write the lower case letter shape in the air.
H	h	/h/ 	See the letter 'h' and say /h/! Pretend to pull on a hat string around your ears. Please note: This letter sound is like a deep breath. Write the lower case letter shape in the air.
I	i	/i/ 	See the letter 'i' and say /i/! Wiggle the fingers of your hand from your ankle up towards your knee as if an insect is crawling up your leg. Write the lower case letter shape in the air.
J	j	/j/ 	See the letter 'j' and say /j/! Pretend to pick up a jug by its handle and pour out some juice. Write the lower case letter shape in the air.
K	k	/k/ 	See the letter 'k' and say /k/! Place the palm of one hand over the top of the other hand which is in a fist shape - like a kit box with a lid. Move your top hand to represent the lid of the box being opened and say /k/! Write the lower case letter shape in the air.
L	l	/l/ 	See the letter 'l' and say /l/! This sound is closer to 'll' than 'lah'. Pretend to climb up the rungs of the ladder using arms and legs. Write the lower case letter shape in the air.
M	m	/m/ 	See the letter 'm' and say /m/! Pretend to study a map. Look as if you are deep in thought whilst tapping 'm'. Write the lower case letter shape in the air.
N	n	/n/ 	See the letter 'n' and say /n/! Pretend that you are holding a big ball in your hands. Throw it in the net as you say the quiet sound /n/ with the effort of the throw. Write the lower case letter shape in the air.
O	o	/o/ 	See the letter 'o' and say /o/! Curve the palm of your hand as if holding an orange and use your other hand to peel the orange. Write the lower case letter shape in the air.
P	p	/p/ 	See the letter 'p' and say /p/! Pretend to place your spoon on your hand and look very happy. Please note: The sound /p/ is really two sounds /p/ + /t/ blended together. Write the lower case letter shape in the air.
QU	qu	/kw/ 	See the letters 'qu' and say /kw/! Pretend to place your crown on your head and look very regal. Please note: The sound /kw/ is really two sounds /k/ + /w/ blended together. Write the lower case letter shape in the air.
R	r	/r/ 	See the letter 'r' and say /r/! Wobble up your nose and wiggles it whilst looking around for food. Please note: The sound /r/ is closer to 'rr' rather than 'rah'. Write the lower case letter shape in the air.
S	s	/s/ 	See the letter 's' and say /s/! Make a slithering snake movement with your hand - like the 's' shape. Write the lower case letter shape in the air.
T	t	/t/ 	See the letter 't' and say /t/! Squint like 'tu'. Hold your arms open wide at first and then fold them to hug an imaginary teddy. Write the lower case letter shape in the air.
U	u	/u/ 	See the letter 'u' and say /u/! Pretend that you are holding an umbrella. Hold the handle with one hand and push up the umbrella with the other. Write the lower case letter shape in the air.
V	v	/v/ 	See the letter 'v' and say /v/! Pretend to hold a violin and draw the bow across the strings. Feel the vibrations on your bottom lip when you say the /v/ sound. Vibrations are also made when a violin is played. Write the lower case letter shape in the air.
W	w	/w/ 	See the letter 'w' and say /w/! Move your hands and arms alternately as if you are walking through a spider's web. Please note: Try saying the sound /w/ closer to an 'u' sound than 'wah'. Write the lower case letter shape in the air.
X	x	/ks/ 	See the letter 'x' and say /ks/! Cross your straight hands to make an 'x' shape. Place this shape on your head to make the fox's ears. Please note: This sound /ks/ is really two sounds /k/ + /s/ blended together. Write the lower case letter shape in the air.
Y	y	/y/ 	See the letter 'y' and say /y/! Stretch your arms and yawn. Write the lower case letter shape in the air.
Z	z	/z/ 	See the letter 'z' and say /z/! Write a 'z' shape like a zebra making a zigzag trail as it runs back and forth. Draw attention to the initial left-to-right movement which makes the top horizontal line of the letter 'z'. Write the lower case letter shape in the air.

The **key-picture words** for the alphabet letters and sounds in Teeny Reading Seeds also feature in the Phonics International **Early Years Starter Package** and the full **Phonics International** synthetic phonics programmes. The key words and pictures used, however, are just very ordinary **objects, animals or actions** and therefore Teeny Reading Seeds can complement and supplement other alphabet resources and synthetic phonics programmes used in schools and in homes.

The key picture-words for the alphabet letters are: **apple, bat, cat, dig, egg, feathers, girl, hat, insect, jug, kit, ladder, map, net, orange** (and/or **octopus** – dependent on *accent*), **pan, queen** (and **quilt**), **rat, snake, teddy, umbrella, violin, web, fox, yawn, zebra**.

Suggestions for **optional actions** related to the key-picture words are provided in Teeny Reading Seeds and also feature in the Early Years Starter Package for further letter/s-sound correspondences introduced.

What Teeny Reading Seeds is not ...

Teeny Reading Seeds is **not** a systematic, cumulative synthetic phonics programme. This means that the letters and sounds in Teeny Reading Seeds can be introduced in **any order at any time**. There is no attempt to build on prior knowledge of letters and sounds in an incremental, or systematic, way.

Children are **not** expected to have embedded learning for any letters and sounds before an introduction to further letters and sounds. The rationale for Teeny Reading Seeds is purely ‘**sowing seeds**’. You are simply **raising awareness** of letters and sounds and the skills of decoding, encoding and handwriting - with **no expectation** of what children may learn. **The adults provide modelling and support continuously**. A really useful phrase for you to keep in mind is, “**Let me help you** with that...” – whatever ‘that’ may be!

Words everywhere - incidental teaching of the alphabetic code and phonics skills ...

Children see words everywhere in the environment (*environmental print*) which are beyond simple words like 'cat' and 'dog'. Many words include two, three or four letters in a group that are code for a particular sound.

Print in the environment – notice how many capital letters and different fonts are used in signs:



Note the **three complexities of the English alphabetic code** which show why children need to be taught very thoroughly to read and why spelling is particularly challenging to teach, or learn, to a good standard. This is why it is **very helpful if parents can work in partnerships with teachers** to teach the alphabetic code and the phonics skills:

The complexities of the English Alphabetic Code:

1. one sound (phoneme) can be represented by one, two, three or four letters:

e.g. /a/ a, /f/ ph, /igh/ igh, /oa/ ough

2. one sound can be represented by multiple spelling alternatives (graphemes):

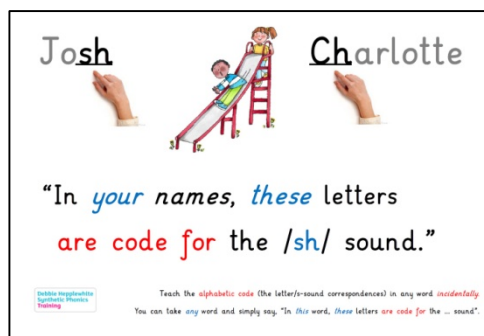
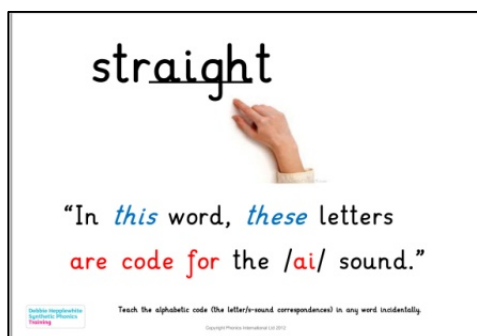
e.g. /oa/: o, oa, ow, oe, o-e, eau, ough

3. one grapheme can represent multiple sounds:

e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, schwa /u/ thorough

Teachers, parents and carers are **not restricted** to modelling and mentioning only the single letters of the alphabet and the sounds that they are code for. On the contrary, **the adults can mention any part of the English alphabetic code when opportunities arise as part of continuously raising awareness.**

This is a **really simple and useful way** of teaching any alphabetic code in any word:



Whatever you are doing **you can point out how letters work in words**: for example, the theme of **farm animals** will include words such as 'goat', 'horse' and 'sheep' which are more complex when seen as **printed words** than words which just have single letters as code for the sounds such as 'hen', 'cat' and 'dog'. The adult can simply point to the printed words and say, "In this word [goat], these letters [point under the 'oa'] are code for the /oa/ sound. We say the sounds like this: /g/ /oa/ /t/ [point under the letters and letter groups as you say the sounds]. Can you hear what the word is?"

Oral blending and oral segmenting develop 'phonemic awareness' which means 'awareness of the smallest sounds in speech' ...

You can constantly support children to develop their awareness of speech sounds without looking at any words in print and this is really helpful for their future reading and spelling ability. For example, "When I say these sounds, '/h/ /or/ /s/', do you think the word is 'goat' or 'horse'?" This process is called **oral blending** and it is a **sub-skill** of reading. **You start with the separate sounds and end up with the whole spoken word.**

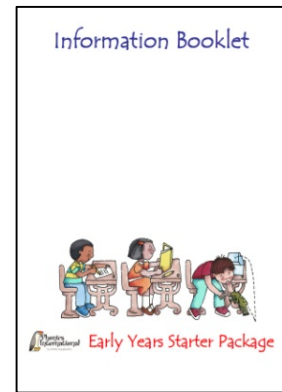
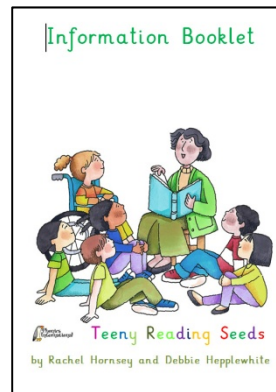
Further, for sowing the seeds of **spelling**, the adult can 'train' the children to identify the sounds all through any short, spoken word, not just words made up of single letters and sounds. Thus, the adult might say, "Can we can hear and say the sounds in the [spoken] word 'sheep'. Yes, that's right: 'sheep /sh/ /ee/ /p/'. Well done." This process is called **oral segmenting** and it is a **sub-skill** of spelling. **You start with the whole spoken word and end up with the separate sounds.**



What if the teenies are learning so quickly and easily that they seem ready for a more **systematic** approach to the alphabetic code and the three core phonics skills ?

If you think the time is right, you can progress to the Phonics International **Early Years Starter Package** or the full **Phonics International** programme (which includes the resources of the Early Years Starter Package).

You can still continue to use any resources in the Teeny Reading Seeds programme which are useful – as all the resources in Teeny Reading Seeds, the Early Years Starter Package and the full Phonics International programme are complementary.



If, or when, you start to use the Early Years Starter Package, for example, you may want to start at the very beginning with the planned order of introducing letter/s-sound correspondences (**s a t i p n**), or you may want to start at the point which seems right for the learner or learners. **It is better to revise and embed learning, however, rather than racing ahead too fast – particularly with young learners.**

When you use the Early Years Starter Package or the full Phonics International programme with older or more advanced learners with prior knowledge and understanding, you may assess the learners' alphabetic code knowledge and skills and decide which is the most appropriate starting point in the programmes.

Here is free information and material about assessment:

<http://www.phonicsinternational.com/assessment.html>

Should Teeny Reading Seeds be used before the Early Years Starter Package or the full Phonics International programme ?

It is **not necessary** to use the Teeny Reading Seeds programme before the Early Years Starter Package or the full Phonics International programme. The main consideration is the **age and stage of the learner** when you decide to start teaching about the links between letters and sounds – and the sub-skills and skills of blending for reading, segmenting for spelling and handwriting – **in a more structured and precise way.**

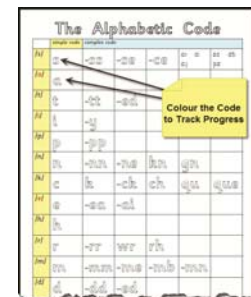
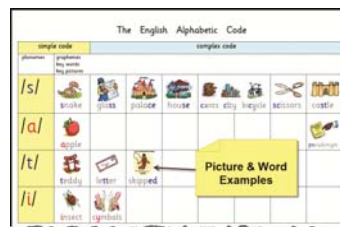
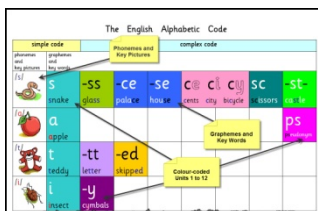
If you want to start teaching a three or four year old (or slightly older learner when English is a new and additional language), then you might find the Teeny Reading Seeds material is exactly what you need to support you.

If you want to start teaching a systematic, synthetic phonics programme, then you can start immediately with the Early Years Starter Package or full Phonics International programme. Remember that the Teeny Reading Seeds resources can also **complement** the Early Years Starter Package for younger learners.

Parents and tutors may find all the Phonics International Ltd resources helpful to complement programmes and practice at pre-school and school.

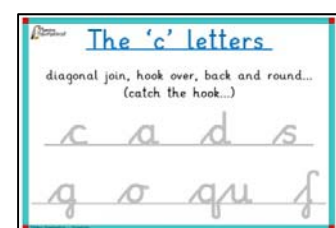
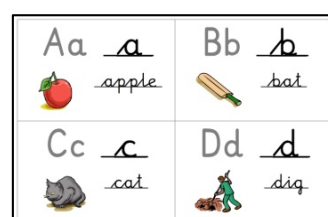
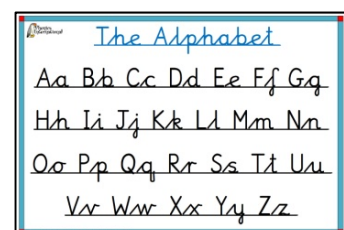
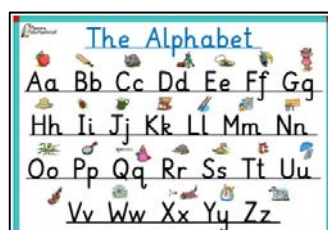
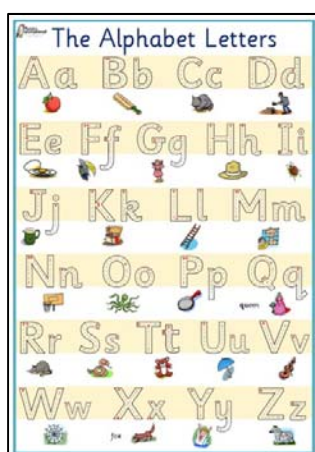
Where can I find a comprehensive version of the English alphabetic code and further information about the code ?

Phonics International Ltd provides different versions of English **Alphabetic Code Charts** for supporting both adults and learners which are free to download at the website www.alphabeticcodecharts.com .

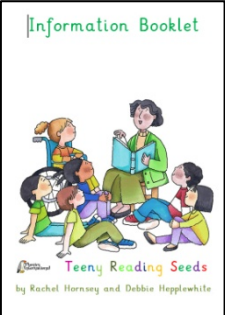
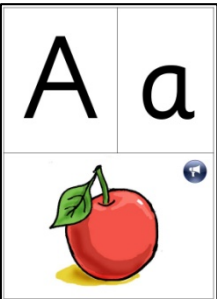
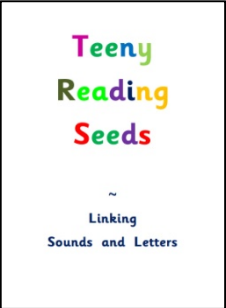



Where can I find additional resources to teach the Alphabet and handwriting when the time is right ?




Phonics International Ltd provides free alphabet and handwriting resources and guidance at the website: www.debbiehepplewhitehandwriting.com .



What resources are included in Teeny Reading Seeds ?

Examples of the resources described	Description of the resources as provided via the Teeny Reading Seeds webpage	Type of resource via the webpage
<p>20 sheets of A4</p> 	<p>INFORMATION BOOKLET – TEENY READING SEEDS</p> <p>Information about the alphabetic code and phonics skills and how adults can help young learners make focused links between spoken language and print for reading, spelling and handwriting – building on their daily life, play, book and spoken language experiences.</p>	pdf
<p>26 sheets of A4</p> 	<p>AUDIO-VISUAL RESOURCE of the 26 upper case and 26 lower case letter shapes and their corresponding sounds.</p> <p>Listen for the focus sounds in their key picture-words.</p> <p>Use this resource online. Click on the speaker icon to hear the sounds and spoken words.</p>	pdf
	<p>RESOURCES FOR YOUR PLANNING FILE:</p>	
<p>1 sheet of A4</p> 	<p>FRONT TITLE PAGE</p>	pdf
<p>1 sheet of A4</p> 	<p>TEENY READING SEEDS RATIONALE</p> <p>A brief introduction to the thinking behind Teeny Reading Seeds.</p>	pdf

4 sheets of A4

We are learning about letter shapes and actions			
capital letters	lower case letters	pictures and actions	
A	a	see the letters, say the letters See the letter 'a' and say <i>ah</i> Pretend to touch the apple in your hand. Say in your mouth: apple wants to take a bite of the apple. Write the lower case letter <i>a</i> in air.	
B	b	see the letters 'b' and say <i>bb</i> Pretend to bend a bit so you are wiggling like a worm. Write the lower case letter <i>b</i> in air.	
C	c	see the letters 'c' and say <i>ch</i> Pretend to trace the head of the cat from ear to chin like the 'c'. You can make a 'c' letter shape in the air. Write the lower case letter <i>c</i> in air.	
D	d	see the letters 'd' and say <i>ld</i> Pretend to dig a hole with a spade. Write the letter 'd' and say <i>ld</i> Pretend to dig a hole with a spade. Write the letter 'd' and say <i>ld</i>	
E	e	see the letters 'e' and say <i>eh</i> Pretend to touch an egg. Tap it once on the egg of an imaginary bird and watch the shell crack. Say the egg shape. Write the lower case letter <i>e</i> in air.	
F	f	see the letters 'f' and say <i>ff</i> Pretend to hold a feather gently with your fingers. Then the feather falls like your chin so it goes like falling your chin with the soft feather. Write the lower case letter <i>f</i> in air.	

LETTERS, KEY PICTURE-WORDS AND OPTIONAL ACTIONS CHART

Use in your planning file.

You can also use this for visual display on a main wall. You may want to enlarge each A4 sheet to A3 in a pre-school or school context.

pdf

8 sheets of A4

[illegible]

THEMED SUGGESTIONS INCLUDING RHYMES AND LITERATURE

These general suggestions might be helpful for your overarching curriculum. Please note that no 'order' is suggested in this planning. You can introduce any letters and sounds in any order according to what is topical in your context.

pdf

2 sheets of A4

Suggested rhymes

These are different versions of these well-known rhymes. Adapt them to suit your purpose and style. Make up little rhymes to fit your rhymes and the letter sounds.

A	a	as on Apple and on Alice	as in the rain or in the rain
B	b	as in the back of the head	as in the back of the head
C	c	as in the back of the head	as in the back of the head
D	d	as in the back of the head	as in the back of the head
E	e	as in the back of the head	as in the back of the head
F	f	as in the back of the head	as in the back of the head
G	g	as in the back of the head	as in the back of the head
H	h	as in the back of the head	as in the back of the head
I	i	as in the back of the head	as in the back of the head
J	j	as in the back of the head	as in the back of the head
K	k	as in the back of the head	as in the back of the head
L	l	as in the back of the head	as in the back of the head
M	m	as in the back of the head	as in the back of the head
N	n	as in the back of the head	as in the back of the head
O	o	as in the back of the head	as in the back of the head
P	p	as in the back of the head	as in the back of the head
Q	q	as in the back of the head	as in the back of the head
R	r	as in the back of the head	as in the back of the head
S	s	as in the back of the head	as in the back of the head
T	t	as in the back of the head	as in the back of the head
U	u	as in the back of the head	as in the back of the head
V	v	as in the back of the head	as in the back of the head
W	w	as in the back of the head	as in the back of the head
X	x	as in the back of the head	as in the back of the head
Y	y	as in the back of the head	as in the back of the head
Z	z	as in the back of the head	as in the back of the head

LIST OF SUGGESTED RHYMES AND SONGS

Most of these suggestions are well-known traditional rhymes and songs. Many will be found in children's literature.

Try making up some rhymes and songs of your own – along with your child or class.

pdf

15 sheets of A4

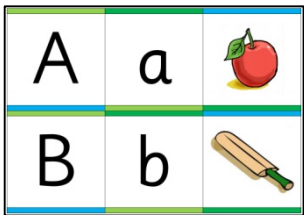
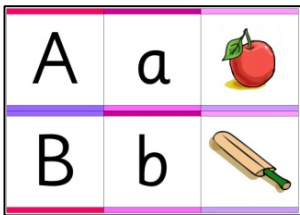
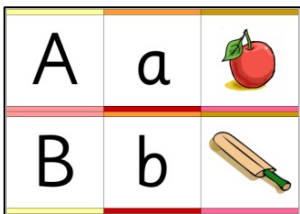
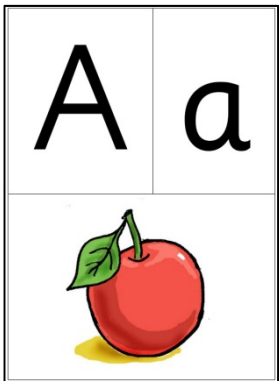

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WORDS OF SUGGESTED RHYMES AND SONGS

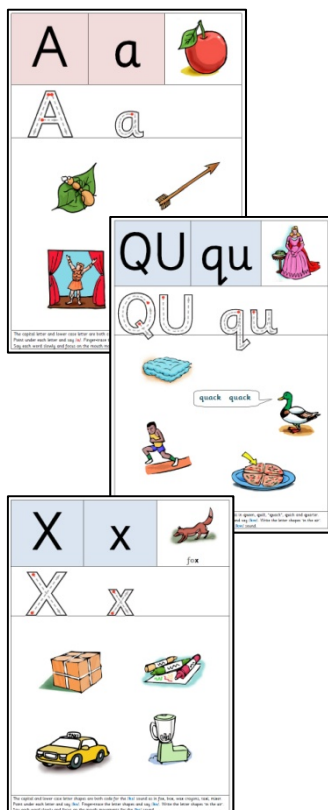
Make up actions, chant and/or sing, adapt as your prefer.

Search for any associated music via the internet.

pdf

	ALPHABET FRIEZE, POSTERS AND FLASH CARDS:	
<p>Each colour-range is 13 sheets of A4</p>   	<p>Aa Bb Cc ALPHABET FRIEZE – choose your favourite colour range</p> <p>Print your choice of colour to your preferred size. Cut in half horizontally to create a frieze for bedroom walls or pre-school display. Note that each capital letter is displayed in its own box to avoid confusion as your child progresses to learning about the role of two or more letters together as letter pairs and groups (such as ‘ck’, ‘sh’, ‘ee’, ‘oo’ and ‘igh’) which are code for the smallest sounds of speech (as in ‘d-u-ck’, ‘sh-ee-p’, ‘m-oo-n’ and ‘n-igh-t’).</p> <p>Please note that Phonics International Ltd provides free, full alphabetic code charts which illustrate the relationship between the sounds we can identify in our English words with their many spelling alternatives. The Phonics International programme then provides all the resources which support the teaching and learning of all the letter/s-sound correspondences for both reading and spelling.</p> <p>blues and greens pinks and purples browns and peachy-pinks</p> <p>pdf pdf pdf</p>	
<p>27 sheets of A4</p>  	<p>Aa Bb Cc ALPHABET POSTERS, FLASH CARDS OR CARDS FOR MATCHING GAME</p> <p>Print to your preferred size for visual wall display POSTERS, and/or FLASH CARDS, and/or CARDS MATCHING GAME.</p> <p>For FLASH CARDS or CARDS MATCHING GAME, laminate or stick on card (or print on card) to create durable cards.</p> <p>You can cut up the elements on the cards to create “See the letters, say the sounds” or “Hear the sounds and point to the letters” (or air-write the letter shapes) – and for matching the elements (match capital letters with lower case letters and match to the key pictures).</p> <p>Please note: When demonstrating to your child how to ‘air-write’ the letter shapes, always face in the same direction as your child – not opposite your child. Then form the letter shapes in the air with the same writing hand as your child. So, if you are confident that your child is left-handed, then demonstrate using your left hand in the air.</p>	pdf

26 sheets of A4



Aa Bb Cc ALPHABET POSTERS WITH LETTER FORMATION AND EXTRA PICTURES

These posters have clear distinctions between the capital letter and lower case letter shapes to avoid confusion with letter groups.

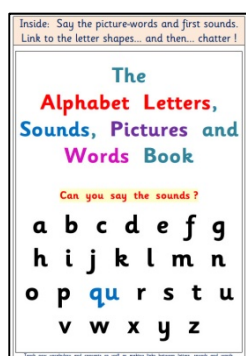
Children see the position of letters on writing lines and learn that letters are formed in special ways – with special starting points and directionality.

These posters can be used in many ways – for example, as posters on walls, and/or made into permanent ‘browse’ books (print double-sided, laminate and punch holes to put in ring binders – or put printed paper into plastic sleeves).

Use them as a form of ‘activity sheet’ – children can say the sounds and the key picture-word, finger-trace and pencil trace inside the letter shapes, say the other picture-words and think about the focus sound in those words, draw or cut out and glue the pictures and letter tiles and write the letter shapes in their own alphabet books or on paper.

pdf

27 sheets of A4



THE ALPHABET LETTERS, SOUNDS, PICTURES AND WORDS BOOK

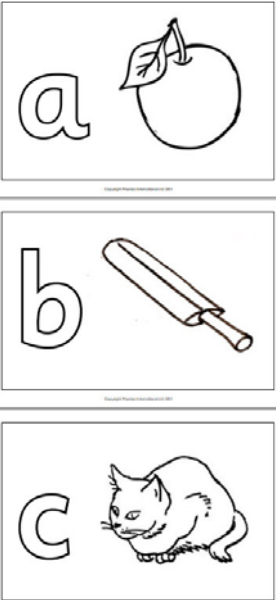

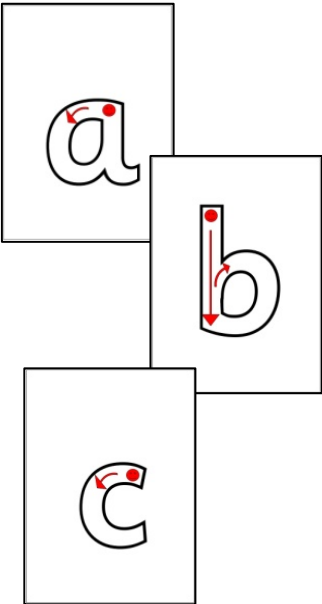
Use this resource flexibly: Select one page at a time with the focus letter and sound as you need it. Look at this with your child, or children, online – or print as a single sheet if you prefer.

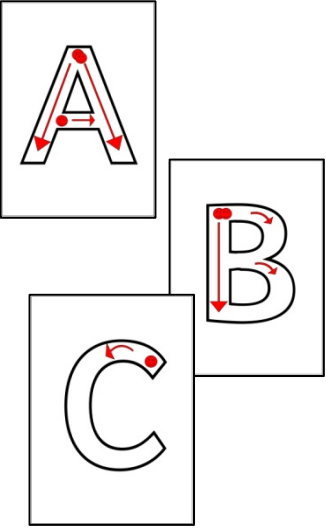
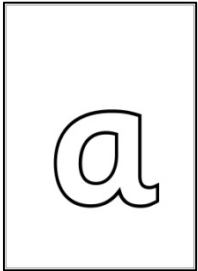
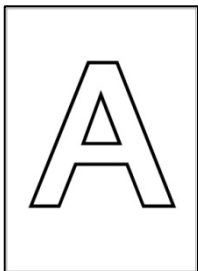

You could print all the sheets and make them up into a book to look at the pages in any order. Staple the sheets together or put the sheets back-to-back into a file with transparent sleeves to create a durable 'book' for browsing and/or for discussing the contents in more detail.

This book can help not only with linking the first sounds of the picture-words with the upper and lower case letter shapes – but also with developing your child’s speaking and listening skills and building up vocabulary (that is, learning new words and their meanings for general comprehension).

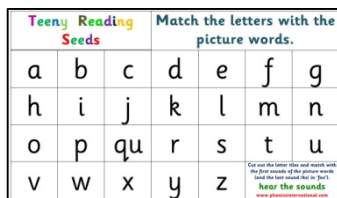
You could also use selected sheets for your child to cut out the pictures and glue them in his or her own 'scrap book', or display, of focus sounds.

pdf

<p>26 sheets of A4</p> 	<p>COLOURING SHEETS: a to z lower case letters and key pictures to colour</p> <p>Select and print the sheet for the focus letter and sound. Remember that you can print in smaller sizes (by selecting <i>multiples per page</i> as your printing option). Finger-track the letter shape whilst saying the sound that the letter is code for and not the letter name – that is /a/ as in apple, and not /ai/. Say the key picture-word aloud and listen for the first sound (or the last blended sound /ks/ for the word 'fox'). Colour the letter shape and colour the key picture. Your child, or children, can also add to the picture (for example, draw other things with the same sound such as 'ants' on the 'apple' sheet – or add a variety of insects on the 'i insect' sheet).</p> <p>You could print all the COLOURING SHEETS to make up booklets for your child, or children, to colour and keep for reference.</p>	<p>pdf</p>
<p>26 sheets of A4</p> 	<p>COLOURING SHEETS: a to z lower case letters and three pictures to colour</p> <p>As above but with three picture-words to colour.</p> <p>Can your child, or children, think of further things associated with the focus sound?</p>	<p>pdf</p>
<p>26 sheets of A4</p> 	<p>LOWER CASE LETTERS FORMATION with 'smiley faces' starting points and direction arrows</p> <p>Print to your preferred size. Laminate for a permanent pre-school teaching and learning resource – or use as a smaller paper-based resource for your child's build-up file of activities.</p>	<p>pdf</p>

<p>26 sheets of A4</p> 	<p>CAPITAL LETTERS FORMATION with 'smiley faces' starting points and direction arrows</p> <p>Print to your preferred size. Laminate for a permanent pre-school teaching and learning resource – or use as a smaller paper-based resource for your child's build-up file of activities.</p> <p>Please note that many teachers prefer letter formation (handwriting) to focus on lower case letter shapes at first. It is important, however, that your child learns that both capital letters and lower case letters are code for the same sounds. This means, for example, that A is code for the same sound as a - as in Ann, or Apple or apple.</p>	<p>pdf</p>
<p>26 sheets of A4</p> 	<p>HOLLOW LOWER CASE LETTER SHAPES</p> <p>Lower case letter shapes for various art and craft activities.</p> <p>Reduce size by setting <i>multiples per page</i> on your printer or enlarge to A3 by photocopying if required.</p>	<p>pdf</p>
<p>26 sheets of A4</p> 	<p>HOLLOW CAPITAL LETTER SHAPES</p> <p>Capital letter shapes for various art and craft activities.</p> <p>Reduce size by setting <i>multiples per page</i> on your printer or enlarge to A3 by photocopying if required.</p>	<p>pdf</p>
<p>1 sheet of A4</p> 	<p>JUMBLED PICTURES AND LETTERS MATCHING GAME</p> <p>Say the picture-words and first sounds of the picture-words. Link to the letter shapes.</p> <p>You can use this as an A4 paper sheet for your child to make links by pointing to the matching pictures and letters or by drawing lines between the matching pictures and letters.</p> <p>You can also use this as a poster game – preferably by sticking on card, or printing on card, or laminating – then display on a wall or cupboard door for repeated use. In a pre-school or school setting, you may want to enlarge this to an A3 poster.</p>	<p>pdf</p>

4 sheets of A4



MATCHING LETTERS AND SOUNDS OF KEY PICTURE-WORDS BOARD GAME

Create a board game by cutting out the letter tiles to place over the matching picture-words.

Use lower case letter shapes, upper case letter shapes (capital letters), or upper and lower case letters shown together (on each tile) to match the picture-words.

In a pre-school or school setting, enlarge to A3 and laminate if possible.

pdf

10 sheets of A4



FLEXIBLE PICTURE GAMES – ‘What do I spy with my little eye?’

These pictures can be used in a variety of ways to teach:

- oral blending** (a *sub*-skill of reading)
- oral segmenting** (a *sub*-skill of spelling)

Printed words are also provided to model the **core skill** of:

- Model how to sound out and **blend** printed words – which can then be matched with the pictures.

When children know all their alphabet letters and sounds, they can try sounding out and blending the printed words. Some children can do this easily whilst others take much longer to be able to sound out and blend to ‘hear’, or discern, the words. Model the *sub*-skills of *oral blending* and *oral segmenting*, and the core skill of *sounding out and blending* as necessary. Remember to say the sounds as close to real speech as possible, that is “s” not “suh”. The **sounds** are shown in slash marks like this: /s/ as in **s**nake, /a/ as in **a**pple.

- Game One:** Before referring to the pictures, say the separate sounds of each picture-word (e.g. “/b/ /e/ /l/ /t/” to develop the ability to ‘hear’, or discern, the word ‘belt’. Can your child ‘hear’ the word from its individual sounds and point to the correct picture? This is **oral blending** and it is a *sub*-skill of reading.
- Game Two:** To model oral segmenting, a *sub*-skill of spelling, select a picture and say the whole word aloud slowly and then break it up (or *segment* the spoken word) into its smallest separate component sounds (e.g. “belt, /b/ /e/ /l/ /t/”). Can your child select a picture, say a whole picture-word aloud slowly and then break it up into its separate sounds?

pdf

5 sheets of A4

Words for: What do I spy with my little eye ?		
ant	bag	belt
cat	cup	egg
fan	hat	hill
kiss	kit	lips

Words for: What do I spy with my little eye ?		
crab	bed	cliff
dig	bat	dolls
golf	flag	dress
jam	jet	jug

Words for: What do I spy with my little eye ?		
lamp	log	map
pegs	run	swim
yak	jazz	wigs
zip	fox	web

'What do I spy with my little eye?' The PRINTED WORDS for sounding out and blending

- 3) Model how to sound out and blend these printed words. **Finger-track under each letter (or letter group) from left to right whilst saying each sound, then return your finger to the first letter and run your finger under the whole printed word from left to right whilst saying the whole blended word.**

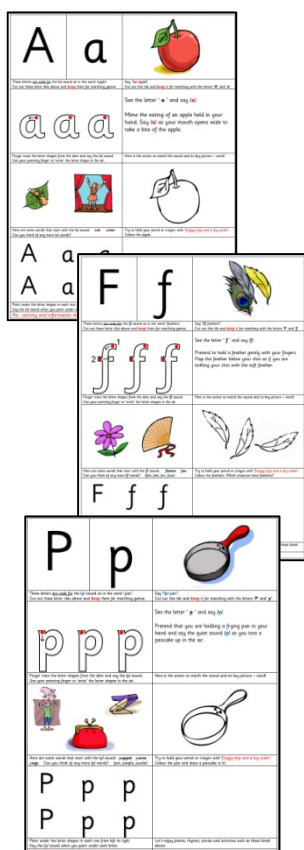
When the words have been read (decoded), they can be matched with their picture-words in the resource above. Once your child has learnt fluently all the alphabet letters and the sounds that they are code for, then he or she can '*see the letters [or letter groups] and say the sounds*' and blend them to discover the words independently.

Suggestions: You can use these pictures as whole sheets and/or you can choose to cut out the pictures and keep them like a pack of cards to select them randomly: and/or you can cut out the words to match them to their pictures.

pdf

Alphabet letters and sounds ACTIVITY SHEETS and MULTI-SKILLS SHEETS – to practise *sub*-skills and core skills:

26 sheets of A4



Aa to Zz ACTIVITY SHEETS – With Phonics International 'actions' described

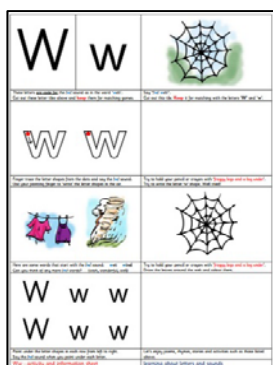
These ACTIVITY SHEETS introduce *some* of the basic *sub*-skills of decoding, encoding and handwriting. They are ideal for use either in the home, or in the pre-school or school setting to then use for repetition and as posters at home.

Choose your own poems, rhymes, stories and creative and topic activities to link with these activity sheets. See the suggestions in the planning section above.

Please note that these sheets are the same as the Activity Sheets described below except **these sheets also include the 'actions'**.

pdf

26 sheets of A4



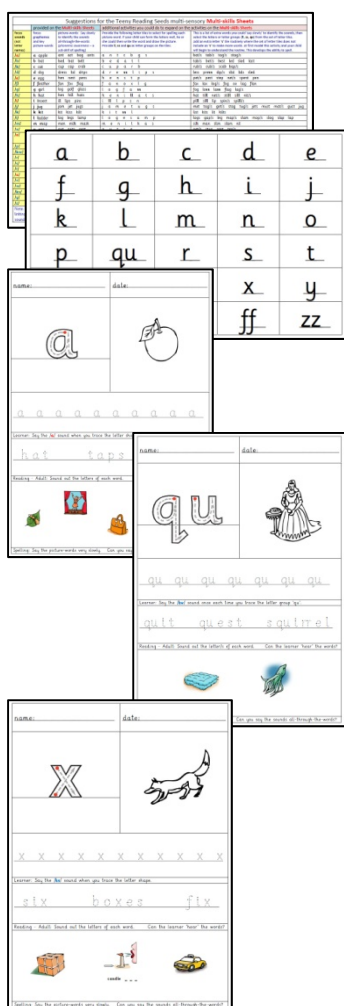
Aa to Zz ACTIVITY SHEETS – With no ‘actions’ described

These ACTIVITY SHEETS introduce *some* of the basic *sub*-skills of decoding, encoding and handwriting. They are ideal for use either in the home, or in the pre-school or school setting to then use for repetition and as posters at home.

Choose your own poems, rhymes, stories and creative and topic activities to link with these activity sheets. See the suggestions in the planning section above.

pdf

29 sheets of A4



TEENY READING SEEDS MULTI-SKILLS SHEETS

These MULTI-SKILLS SHEETS go a step further than the ACTIVITY SHEETS by practising not only the *sub*-skills of reading (decoding) and spelling (encoding) but also the **core** skills. **Guidance** and a selection of **grapheme tiles** with letters on writing lines are also provided for **extension** activities.

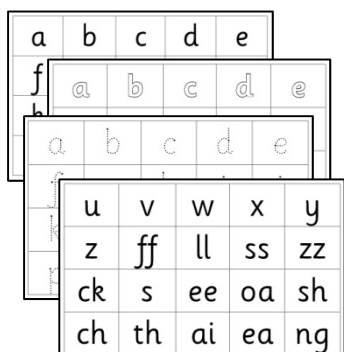
If these sheets are used at an early stage of learning, the adult **provides the modelling throughout the sheets**, but if the sheets are used, or re-visited, when children have had plenty of experience with letters and sounds, and the *sub*-skills and core skills of reading, spelling and handwriting, then the children will be able to complete these sheets with greater independence.

The MULTI-SKILLS SHEETS can be used in **any order** as they are not cumulative, and they can also be used as **posters** for visual display for children to access and re-visit. When used as posters in a pre-school or school, print on card or laminate if possible and display low enough for children to be able to **interact** with the activities.

The MULTI-SKILLS SHEETS are excellent for practising letter formation of the lower case letter shapes – therefore supplement the **teaching of handwriting** even when children have begun a systematic synthetic phonics programme.

pdf

31 sheets of A4



SELECTION OF GRAPHEME TILES

Various Grapheme Tiles allow you to select and use as preferred. Some of these might be cut out and glued into your child's phonics book. They could be printed on card or laminated then cut out for blending and segmenting activities. **Some common letter groups are included for incidental phonics teaching.**

pdf

Teeny Reading Seeds



Rachel

The idea for the Teeny Reading Seeds resources originated with Rachel Hornsey. Rachel developed a special interest in English whilst teaching and advising in primary schools and realised that children's potential could not be fully realised when they were not sufficiently knowledgeable about the alphabetic code and competent with their basic phonics skills. When Rachel's own children were of pre-school ages, she started to use Debbie's phonics resources in the school where she was the literacy coordinator and with her own children and she was surprised by just how much the children were able to learn and remember very quickly. Rachel urged Debbie to design resources focused on the alphabet letters and sounds as a good starting point for teenies and then Rachel trialled them in a new school where she had the role of nursery teacher providing for thirty children. She found that girls and boys who are just three to four years old can make remarkable progress when the right practice and materials and plenty of play activities are in place. With once-a-week planned practice, for example, every single child learned to hold their pencil with the tripod grip (*'froggy legs with the log under'*) automatically and comfortably. So, modelling the right things with teeny bits of practice, and having high expectations and no pre-conceived ideas about what children can or can't do is at the very heart of Teeny Reading Seeds.

Debbie Hepplewhite's interest is to provide resources which are helpful by being very explicit to support the adults - and relevant and enjoyable to support the learners. She also believes that children should have resources to call their own - and to be able to take resources home when they are completed in a pre-school or school setting. In this way, children can show off what they have done in the setting and celebrate with parents, guardians and relations. Equally, the parents or guardians are fully informed and can work in an effective and genuine partnership with the teachers caring for their children. Debbie believes that reading and writing is so important that paper-based resources should be used constantly - and both parents and teachers should be experts at explaining the alphabetic code concepts and teaching the essential basic skills which underpin education and life-chances.



Debbie

In true Phonics International tradition, we shall continue to develop thoughtful resources and extend the Teeny Reading Seeds programme. We always welcome your feedback and suggestions!

Abigail Steel has also been influential in the design of Debbie's resources - particularly the Early Years Starter Package and the notion of *bite-sized* activities for children as can be seen on the various styles of Activity Sheets. What surprised Abi when trialling Debbie's resources in two early years Reception settings that Abi re-developed, was the huge enthusiasm for paper-based Activity Sheets not only from the mature girls in her Reception classes but also from the very youngest of boys! Their appetite for activities of *their own* was insatiable! The parents of all the children were also very appreciative of understanding the phonics teaching in the setting on a daily basis through so many informative resources going home and the provision of parents' information events.



Abigail

If you have any educational queries, please contact Debbie Hepplewhite:

debbie@phonicsinternational.com

If you have any technical or administration queries, please contact:

support@phonicsinternational.com

If you would like more detailed information about the alphabetic code and phonics skills, please visit:

www.phonicsinternational.com .