

# Phonics and Talk Time

for Pre-schoolers

by Debbie Hepplewhite



























My name is \_\_\_\_\_



Age 3+

Aa to Zz letter-sound links and phonics skills for pre-schoolers

## Linking letter shapes and sounds with key pictures and words for early phonics

Sounds	Letters	Key Picture-words	Sounds	Letters	Key Picture-words
/a/	A a	 apple	/n/	N n	 net
/b/	B b	 bat	/o/	O o	 orange
/k/	C c	 cat	/p/	P p	 pan
/d/	D d	 dig	/kw/	Qu qu	 queen
/e/	E e	 egg	/r/	R r	 rat
/f/	F f	 feathers	/s/	S s	 snake
/g/	G g	 girl	/t/	T t	 teddy
/h/	H h	 hat	/u/	U u	 umbrella
/i/	I i	 insect	/v/	V v	 violin
/j/	J j	 jug	/w/	W w	 web
/k/	K k	 kit	/ks/	X x	 fox
/l/	L l	 ladder	/y/	Y y	 yawn
/m/	M m	 map	/z/	Z z	 zebra

**Note:** Sounds, or *phonemes*, are always shown in slash marks. In the chart above, vowel sounds are shown with red lettering and consonant sounds are shown with blue lettering: /a/, /b/. The key picture-words provide examples of the letters linked to the sounds intended, for example, /a/ as in **a**pple.

Say the sounds as 'purely' as possible: "s" not "suh"; "k" not "kuh"; "m" not "muh" and so on.

Different letters can be code for the *same* sound in various words: for example, **c**, **k**, **-ck** and **q** are all code for the sound /k/ but letters **qu** always appear together in the English language. It is sensible, therefore, to teach **qu** as one unit and as code for the combined phonemes /k+w/ as in **q**ueen. Letter **x** appears most commonly within, or at the end of, printed words as code for two combined phonemes /k+s/ as in **f**ox.

We can identify around 44 phonemes (the smallest sounds) in the English language so oral (spoken) *blending* activities for reading and oral *segmenting* activities for spelling in the book (that is, not involving any letter shapes as provided in the bottom bars) can include more sounds than those linked to the single alphabet letters. Using the full range of 44+ phonemes is fine for any *oral* blending activities (a *sub-skill* of decoding for reading) and *oral* segmenting activities (a *sub-skill* of encoding for spelling).

In English, single vowel letters can be pronounced in different ways dependent on the word. Compare the different sounds letter **a** is code for in the following words: /a/ **a**pple, /ai/ **a**ible, /ar/ **a**ther and /o/ **a**ch. Letter *groups* are frequently utilised in the English writing system as code for various sounds: for example, /sh/ as in **sh**ip, /ch/ as in **ch**air, /oa/ as in **oa**t, /ai/ as in **ei**ght. It is simple to introduce these letter groups 'incidentally' as they are encountered in a name, in a book, on a poster, on packaging and so on. Point under the letter group and say, "In the word 'ship', these letters here [point under **sh**] are code for the sound /sh/." Then model how to 'sound out' by pointing under each *grapheme* (letter or letter group) as required whilst saying the sounds /sh/ /i/ /p/ and then run your finger under the whole word as you say the whole word, "ship".

This pre-school introduction to the alphabet letters as code for some sounds and practising some phonics *sub-skills* and skills is only the very beginning of phonics and learning to read, spell and write. This book should be used as many times as necessary to embed the learning. A comprehensive range of letter/s-sound correspondences for the 44+ sounds of a core systematic synthetic phonics programme needs to be introduced for the next steps.

## Reading and spelling with the sound /a/

**A a**

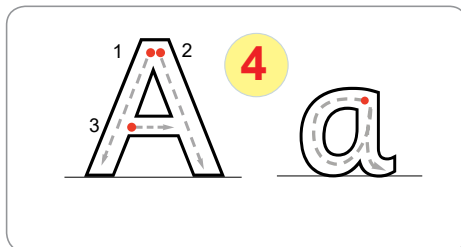
1



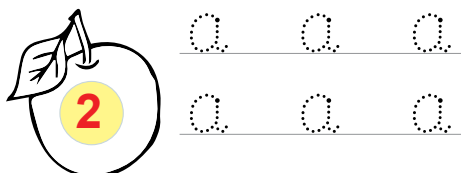
3

Anna has a red apple.

These letters **A a** are code for the sound /a/ in some words.



Finger trace the letter shapes from the red dots and say the sound /a/.



Colour the picture.

Trace the letters and say the sound /a/.

## Information and guidance for the activities

1

Capital and equivalent lower case letters are code for the same sounds. Children are exposed to both forms of letter shapes so teach both explicitly. Most writing in English is in lower case letters, so most phonics work is with lower case letters. Remember to say the sound /a/ in response to the capital letter **A**, not the letter name. Learn letter names (ay, bee, see, dee) through singing an alphabet song – not when teaching phonics for reading and spelling.

2

The full English alphabetic code is very complex. It helps to exemplify the letter shapes and focus sounds in key picture-words such as 'apple' as an aid to memory.

3

Point out that capital letters are used for special reasons such as for the beginning of special names and places and at the beginning of the first word of written sentences.

4

Letter formation and handwriting: Forming the letter shapes whilst saying the sounds supports reading, spelling and writing processes.

5

Pencil hold: Teach and support the child to hold an ordinary-sized pencil correctly with the tripod grip. For example, say, "Let me help you to hold your pencil. 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 for him to sit on. Well done!" [*middle finger supporting the pencil to complete the tripod grip*]. Repeat in a kindly way as often as necessary.

6

Say the sounds: To see the letters (and letter groups such as ee, oo, ai, sh, nn, pp, -le) and say their sounds in automatic response is an essential sub-skill of reading (decoding). The next step is to sound out and blend the sounds from left to right of the printed word to hear, or discern, the word. Play with letter tiles/cards to make simple words to read.

7

Develop the child's vocabulary as many words may be new to the child or have multiple meanings: For example, Turn the taps off; He taps his toes.

8

Phonemic awareness: Pictures generate spoken words to enable spelling activities. Say the words as slowly and naturally as possible to help the sounds 'pop out'. Model how to identify all the sounds from beginning to end of the words. This is oral segmenting and a sub-skill of the full spelling skill (encoding).

9

Model how to write the spellings using the sound-dashes as the writing lines, or allow the child, if able, to write the spellings. The child can play with letter tiles or magnetic letters to spell simple words.

10

The activities in the bottom bars alternate between oral blending and oral segmenting. Remember the letters within the slash marks indicate the sounds to say, not the spellings of the target words.

6

hat taps fan

5



7

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **a** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

t a n

p a c

8



9

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /p/ /a/ /n/ /b/ /a/ /g/ /h/ /a/ /n/ /d/ 10

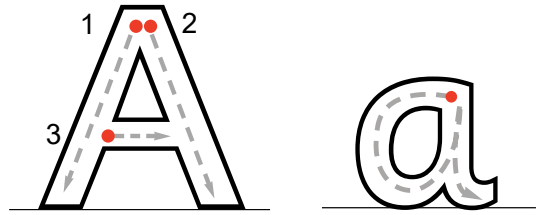
# Reading and spelling with the sound /a/

## A a

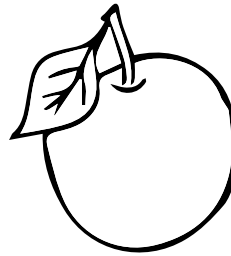


Anna has a red **a**pple.

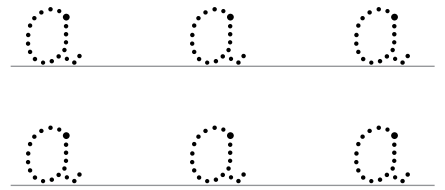
These letters **A a** are code for the sound /a/ in some words.



Finger trace the letter shapes from the red dots and say the sound /a/.



Colour the picture.



Trace the letters and say the sound /a/.

## hat



Say each sound then run your finger under from left to right as you say the word: "/h/ /a/ /t/ hat"

## taps fan

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **a** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

t a n



\_\_\_\_\_

p a c



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /p/ /a/ /n/   /b/ /a/ /g/   /h/ /a/ /n/ /d/

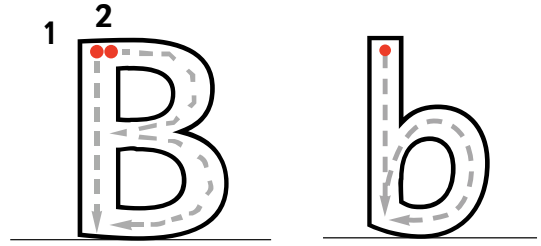
# Reading and spelling with the sound /b/

**B b**

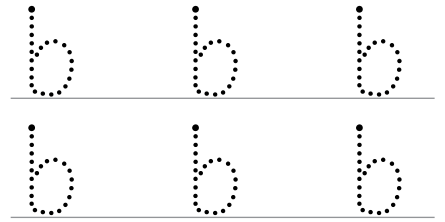
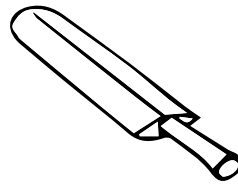


**Ben** has a cricket **bat**.

These letters **B b** are code for the sound /b/.



Finger trace the letter shapes from the red dots and say the sound /b/.



Colour the picture.

Trace the letters and say the sound /b/.

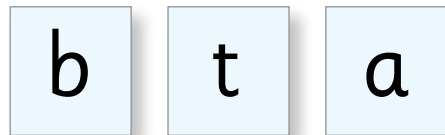
crab      bin      bend

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **b** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.



\_\_\_\_\_



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? **bug, bed, best**

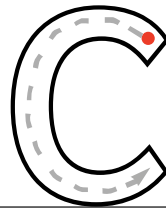
# Reading and spelling with the sound /k/

C c

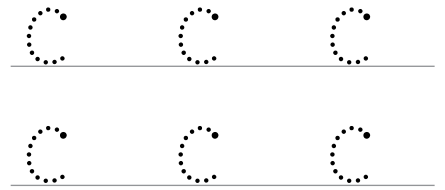
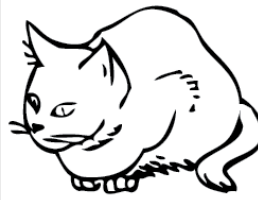


Carol has a well-fed cat.

These letters C c are code for the sound /k/ in some words.



Finger trace the letter shapes from the red dots and say the sound /k/.



Colour the picture.

Trace the letters and say the sound /k/.

cut can caps

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter c as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

p

u

c



\_\_\_\_\_

b

r

a

c



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /k/ /u/ /b/ /k/ /a/ /n/ /f/ /i/ /sh/

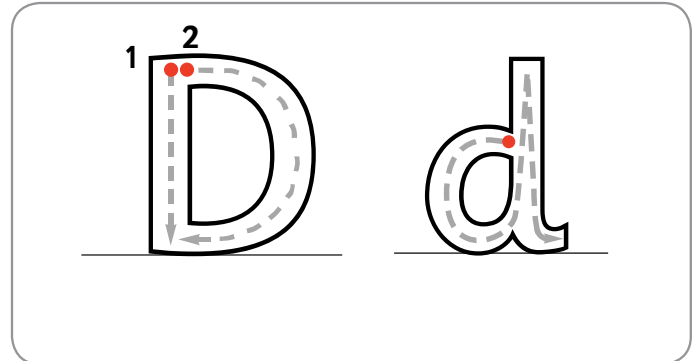
# Reading and spelling with the sound /d/

## D d

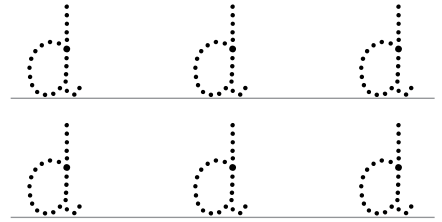


Dan's dad, David, digs.

These letters **D d** are code for the sound /d/.



Finger trace the letter shapes from the red dots and say the sound /d/.



Colour the picture.

Trace the letters and say the sound /d/.

dog sad drip

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **d** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

i d l



\_\_\_\_\_

b d e



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

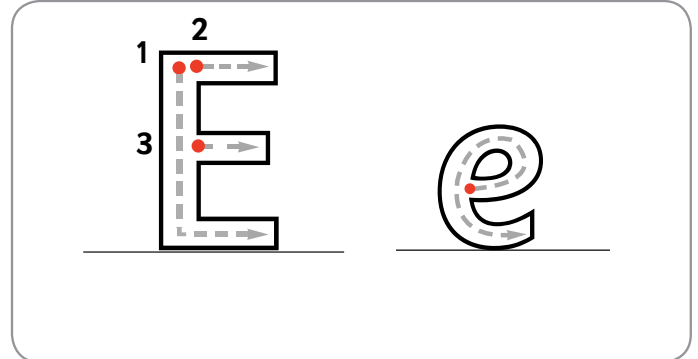
Can you 'hear' and say the sounds if I say some words for you? dad, dress, drop

# Reading and spelling with the sound /e/

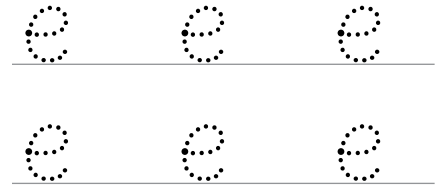
## E e



Elsa has a speckled egg.



Finger trace the letter shapes from the red dots and say the sound /e/.



These letters **E e** are code for the sound /e/ in some words.

Colour the picture.

Trace the letters and say the sound /e/.

pen pet mend

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter e as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

e h n



\_\_\_\_\_

t s n e



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /b/ /e/ /s/ /t/ /m/ /a/ /n/ /d/ /r/ /e/ /s/



# What games can the children play?



**Oral blending:** The children are playing with a set of plastic toys. Can you find the: /r/ /a/ /t/, /d/ /o/ /g/, /a/ /n/ /t/, /m/ /e/ /n/, /k/ /a/ /t/, /y/ /a/ /k/, /f/ /r/ /o/ /g/, /b/ /a/ /t/, /h/ /e/ /n/, /f/ /o/ /ks/, /k/ /r/ /a/ /b/, /k/ /a/ /m/ /ul/, /z/ /e/ /b/ /r/ /u/, /r/ /o/ /b/ /i/ /n/, /b/ /o/ /ks/, /s/ /u/ /n/, /r/ /u/ /g/?

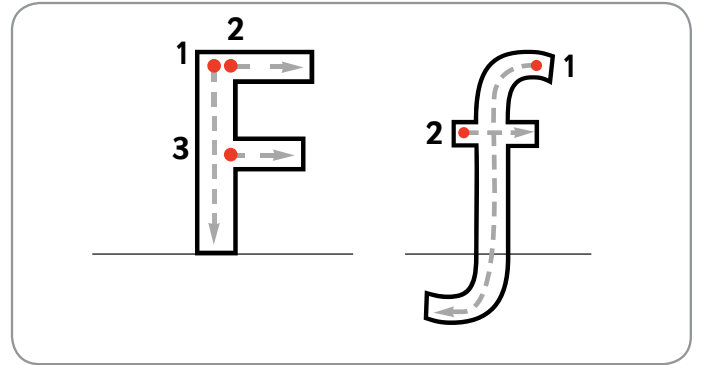
**Oral segmenting:** If I say the name of the plastic toys, can you say the sounds (from beginning to end) in each word? [Spelling: Some children may be able to select letter tiles, or magnetic letters, or write the words, or you can model how to write some of the words.]

Let's talk about the other toys we can see in the picture.

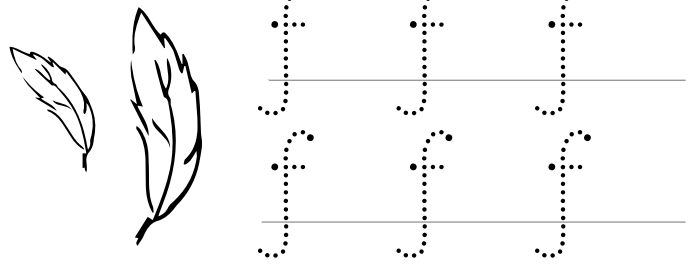
# Reading and spelling with the sound /f/



These letters **F f** are code for the sound /f/.



Finger trace the letter shapes from the red dots and say the sound /f/.



Colour the picture.

Trace the letters and say the sound /f/.



**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **f** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.



\_\_\_\_\_



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? fish, lift, foot

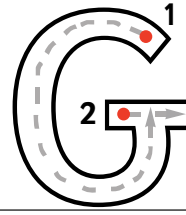
# Reading and spelling with the sound /g/

**G g**



**Gabby is a happy girl.**

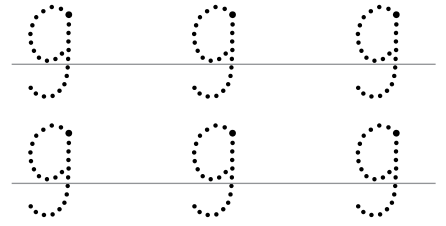
These letters **G g** are code for the sound /g/ in some words.



Finger trace the letter shapes from the red dots and say the sound /g/.



Colour the picture.



Trace the letters and say the sound /g/.

gift      bug      grab

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **g** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

g    d    o



\_\_\_\_\_

o    f    l    g



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /g/ /er/ /l/    /b/ /i/ /g/    /g/ /r/ /ee/ /n/

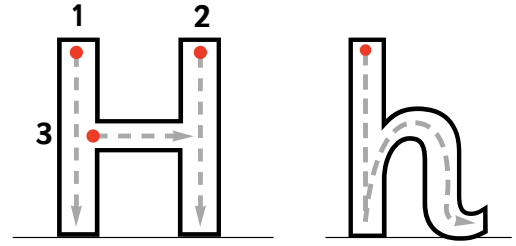
# Reading and spelling with the sound /h/

## H h



Harry has a hat.

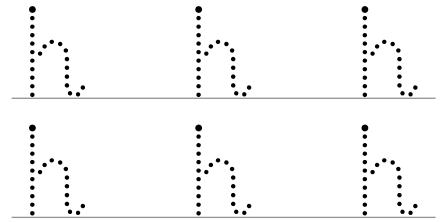
These letters **H h** are code for the sound /h/.



Finger trace the letter shapes from the red dots and say the sound /h/.



Colour the picture.



Trace the letters and say the sound /h/.

hot hips hand

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **h** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

n e h s



t a s h



**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? **hill, hop, help**

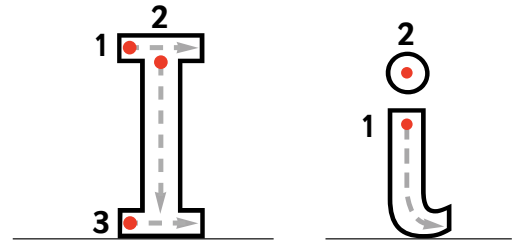
# Reading and spelling with the sound /i/

I i



Ingrid inspects an insect.

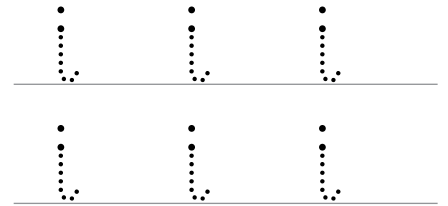
These letters I i are code for the sound /i/ in some words.



Finger trace the letter shapes from the red dots and say the sound /i/.



Colour the picture.



Trace the letters and say the sound /i/.

fins spin insect

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter i as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

n t i



\_\_\_\_\_

i p n s



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /t/ /r/ /i/ /p/ /h/ /o/ /p/ /s/ /t/ /w/ /i/ /n/ /z/

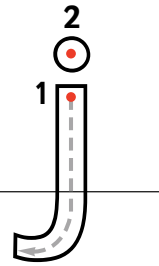
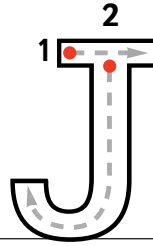
# Reading and spelling with the sound /j/

J j

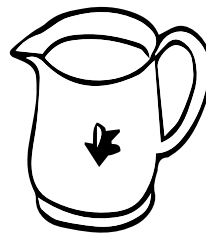


Janet has a jug  
and a glass.

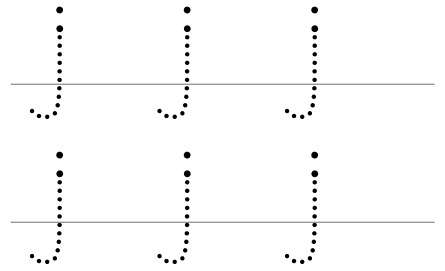
These letters J j are code for the sound /j/.



Finger trace the letter shapes from the red dots and say the sound /j/.



Colour the picture.



Trace the letters and say the sound /j/.

j o g      j o b      j u m p

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter j as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

a      m      j



\_\_\_\_\_

t      j      e



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? sky, rain, juice

# What do you need to set up a camp?



**Oral blending:** Where have the children set up their camp? Can you find: two /h/ /a/ /t/ /s/, a /t/ /e/ /n/ /t/, the /s/ /u/ /n/, a /f/ /r/ /o/ /g/, two /t/ /i/ /n/ /z/, a /r/ /e/ /d/ /p/ /a/ /n/, two types of /p/ /e/ /g/ /z/, a /n/ /e/ /t/, Dad's /h/ /u/ /t/, a /k/ /i/ /t/ /b/ /a/ /g/, a /w/ /e/ /b/, two /i/ /n/ /s/ /e/ /k/ /t/ /s/, some /d/ /r/ /i/ /p/ /s/, a /m/ /u/ /g/?

Let's talk about which things are made of: (for example) wood, plastic, metal, rope or string, material, water, glass, rubber.

Let's talk about the colours we can see in the picture.

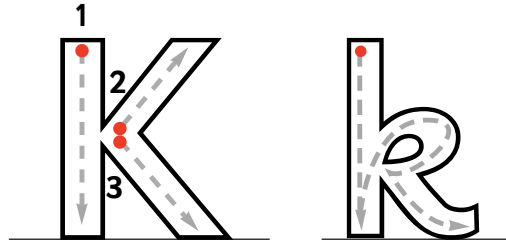
# Reading and spelling with the sound /k/

**K k**

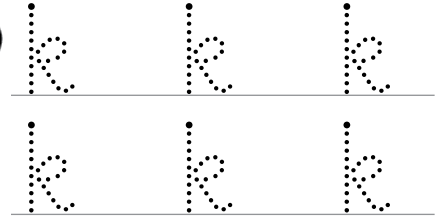


**Kazim packs his kit.**

These letters **K k** are code for the sound /k/.



Finger trace the letter shapes from the red dots and say the sound /k/.



Colour the picture.

Trace the letters and say the sound /k/.

     milk           skin           skull

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **k** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

k

s

p

i

t

k

l

i



**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

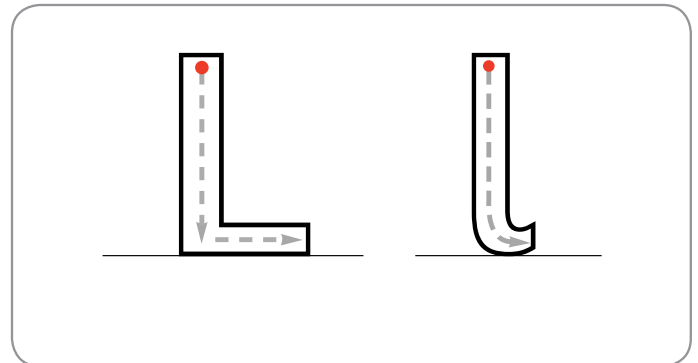
Can you 'hear' some words if I say some sounds for you? /k/ /ee/ /p/    /k/ /i/ /ng/    /k/ /ee/



# Reading and spelling with the sound /l/



These letters **L l** are code for the sound /l/.



Finger trace the letter shapes from the red dots and say the sound /l/.



Colour the picture.



Trace the letters and say the sound /l/.

lid list left

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **l** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

o l g



\_\_\_\_\_

e s l g



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? loaf, light, meal

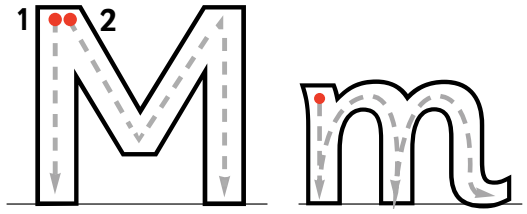
# Reading and spelling with the sound /m/

**M m**

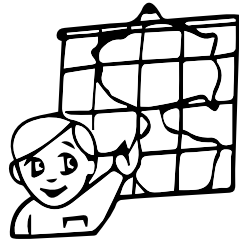


**Morris has a map.**

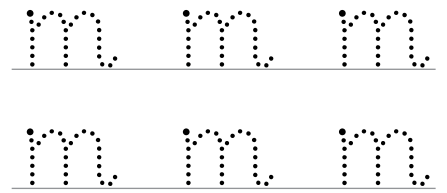
These letters **M m** are code for the sound /m/.



Finger trace the letter shapes from the red dots and say the sound /m/.



Colour the picture.



Trace the letters and say the sound /m/.

  m  o  p         m  i  n  t         s  w  i  m  

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **m** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

n      e      m



\_\_\_\_\_

u      m      d



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /m/ /i/ /s/    /m/ /e/ /s/    /s/ /t/ /a/ /m/ /p/

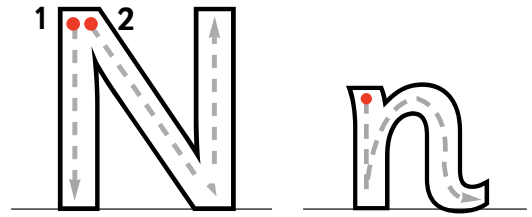
# Reading and spelling with the sound /n/

## N n



Will **Nelly** get the ball in the **net**?

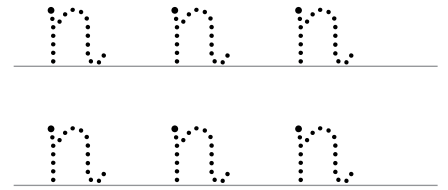
These letters **N n** are code for the sound /n/.



Finger trace the letter shapes from the red dots and say the sound /n/.



Colour the picture.



Trace the letters and say the sound /n/.

nap sun snip

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **n** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

t n u



\_\_\_\_\_

a n p



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? pen, nip, not

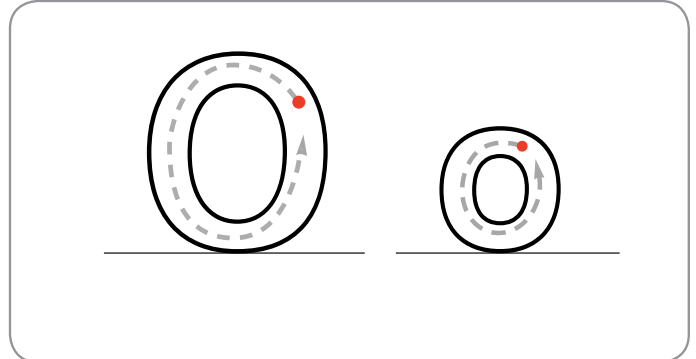
# Reading and spelling with the sound /o/

O o

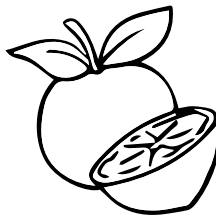


Oliver peels an orange.

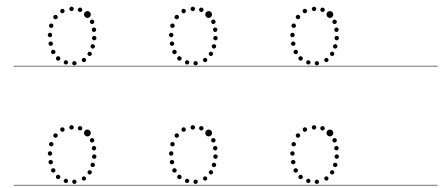
These letters O o are code for the sound /o/ in some words.



Finger trace the letter shapes from the red dots and say the sound /o/.



Colour the picture.



Trace the letters and say the sound /o/.

pond pots stop

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter o as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

o t p



\_\_\_\_\_

p m o



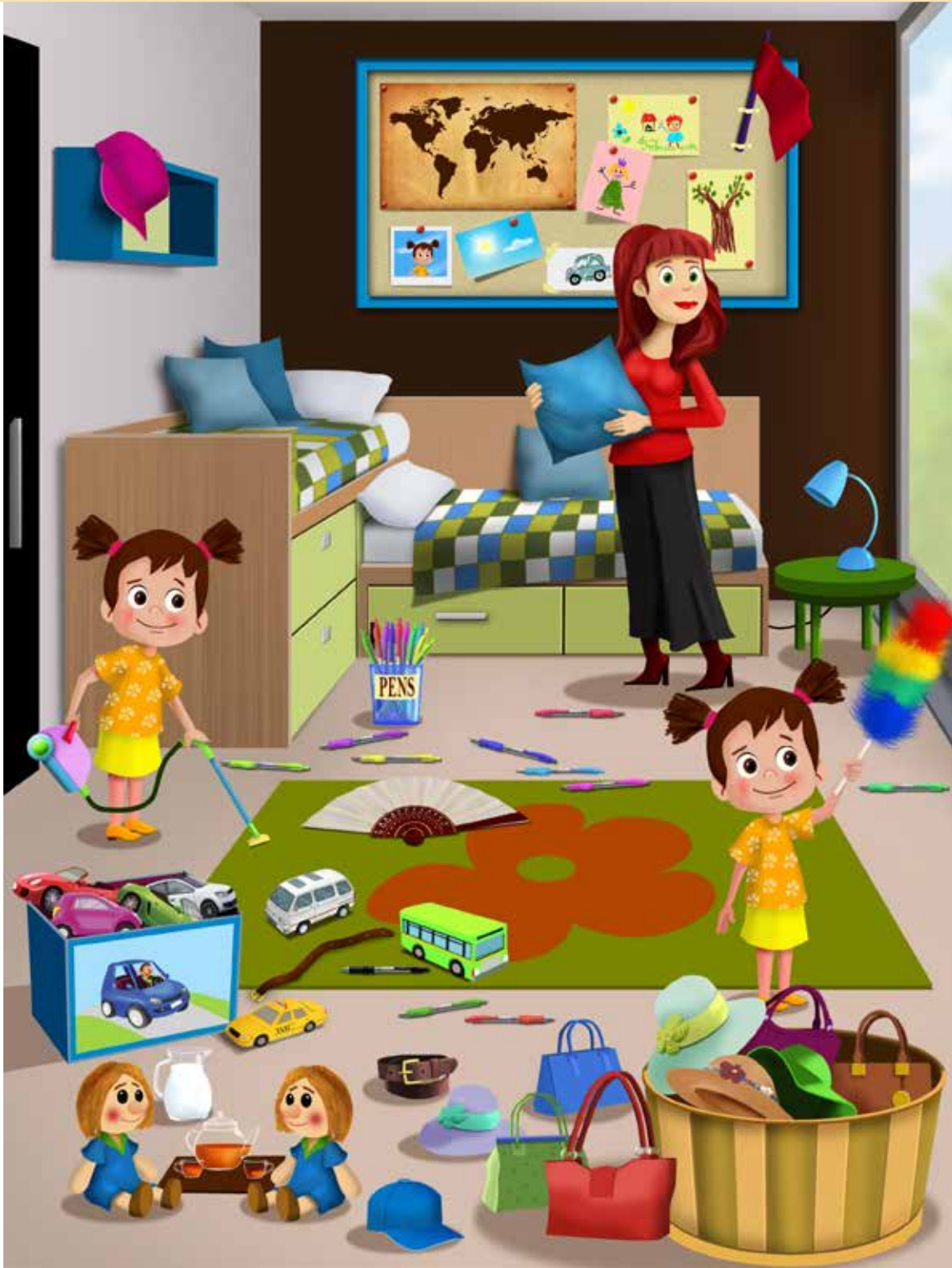
\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /l/ /o/ /ng/ /s/ /t/ /o/ /p/ /h/ /o/ /t/

# What jobs need to be done at tidy-up time?



pens, hats, bags, tub, legs, caps, hats, fan, van, bus, belt, lamp, beds, Mum, cups, twins, flag, map, jug of milk, twin dolls, rug, quilts, box, sun

**Decoding:** Mum and the twins are tidying up the girls' bedroom. Can you read these words and then find them in the picture? [Point under the letters and sound out from left to right to read the words.]

Let's do some counting. How many cars can you see? [And so on...]

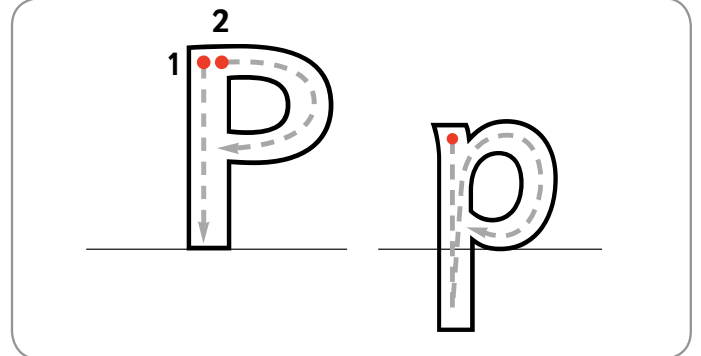
# Reading and spelling with the sound /p/

P p



Pat has a pan.

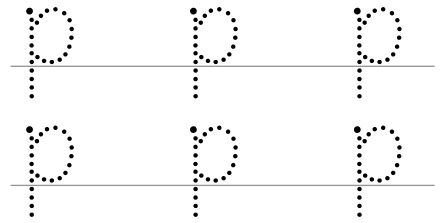
These letters P p are code for the sound /p/.



Finger trace the letter shapes from the red dots and say the sound /p/.



Colour the picture.



Trace the letters and say the sound /p/.

pet pin spill

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter p as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

p n e



\_\_\_\_\_

e p s g



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? pot, nap, taps

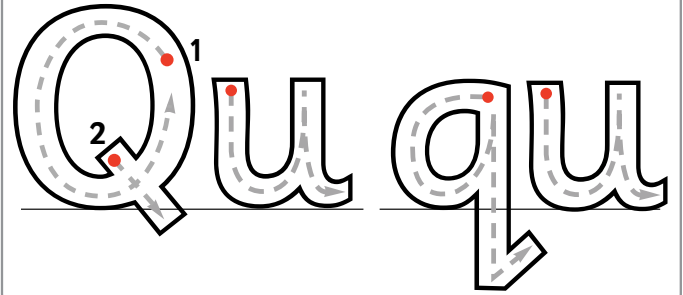
# Reading and spelling with the sound /kw/

## Qu qu



Queen Ann has quite a lot of bags.

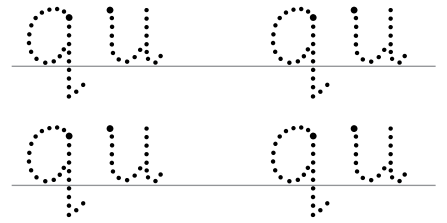
These letters **Qu qu** are code for the sound /kw/.



Finger trace the letter shapes from the red dots and say the sound /kw/.



Colour the picture.



Trace the letters and say the sound /kw/.

squirrel      quit      squint

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letters **qu** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

i

qu

t

l



i

s

d

qu



**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /kw/ /i/ /k/    /kw/ /a/ /k/    /kw/ /ee/ /n/

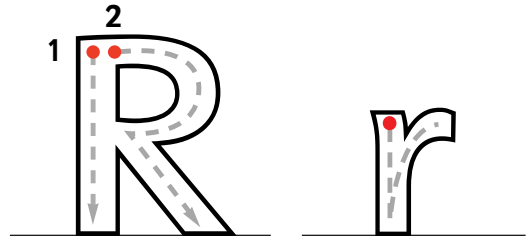
# Reading and spelling with the sound /r/

**R r**

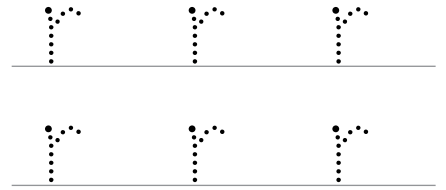


**Mr. Rat runs on the rug.**

These letters **R r** are code for the sound /r/.



Finger trace the letter shapes from the red dots and say the sound /r/.



Colour the picture.

Trace the letters and say the sound /r/.

red robin crust

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter r as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

i p r



\_\_\_\_\_

s u r n



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? rag, rope, tree



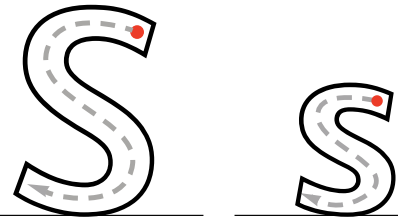
# Reading and spelling with the sound /s/

S s

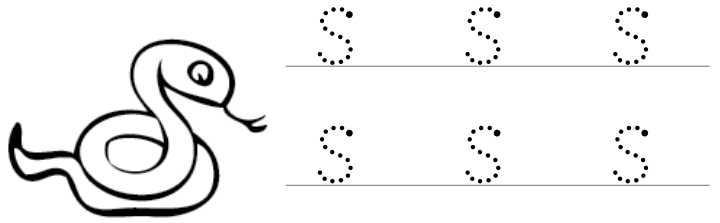


Sid is a snake. Sid is still.

These letters **S s** are code for the sound /s/.



Finger trace the letter shapes from the red dots and say the sound /s/.



Colour the picture.

Trace the letters and say the sound /s/.

sit bus stand

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **s** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

u

n

s



w

m

s

i



**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /s/ /o/ /f/ /t/ /s/ /ai/ /f/ /s/ /t/ /i/ /l/

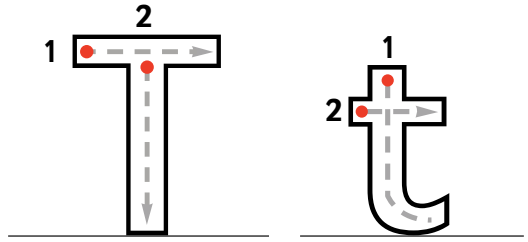
# Reading and spelling with the sound /t/

## T t



Tom hugs his teddy.

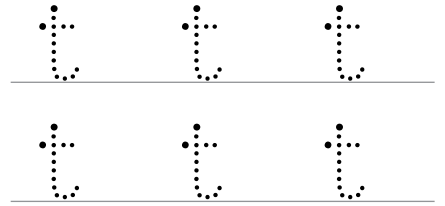
These letters **T t** are code for the sound /t/.



Finger trace the letter shapes from the red dots and say the sound /t/.



Colour the picture.



Trace the letters and say the sound /t/.

tip      ten      taps

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **t** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

a    t    r



\_\_\_\_\_

n    e    t    t



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? tip, toe, trip

## What activities can the children do?



Can Carol clap hands?

Yes, Carol can clap hands – CLAP, CLAP, CLAP.

Can Fred run?

Yes, Fred can run fast. Fred runs and runs.

Can Ben swim?

Yes, Ben can swim. Ben kicks and kicks his legs and swims fast.

Can Nelly hop?

Yes, Nelly can hop, hop, hop, skip and jump!

Let's sound out and blend to read the sentences to find out what the children can do.

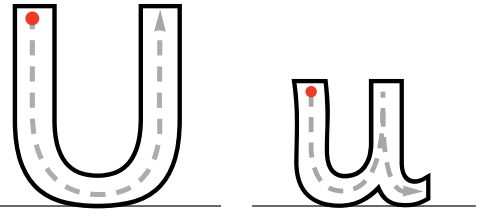
# Reading and spelling with the sound /u/

U u



Umbrella puts her umbrella up.

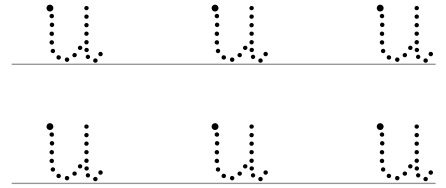
These letters **U u** are code for the sound /u/ in some words.



Finger trace the letter shapes from the red dots and say the sound /u/.



Colour the picture.



Trace the letters and say the sound /u/.

bump      bun      crust

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **u** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

s      b      u



\_\_\_\_\_

g      m      u



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /d/ /u/ /s/ /t/    /r/ /ai/ /n/    /d/ /r/ /o/ /p/

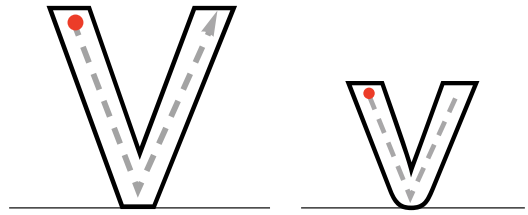
# Reading and spelling with the sound /v/

V v



Val fiddles on her violin.

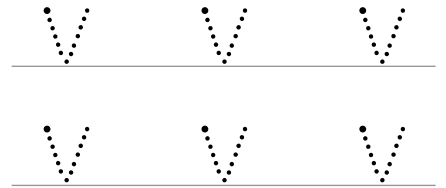
These letters V v are code for the sound /v/.



Finger trace the letter shapes from the red dots and say the sound /v/.



Colour the picture.

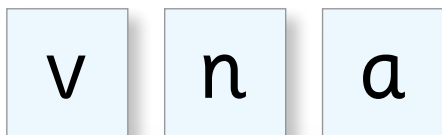


Trace the letters and say the sound /v/.

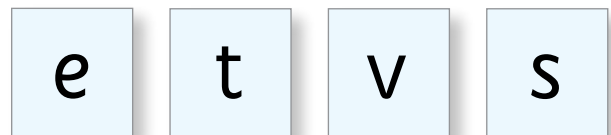
vet vans invent

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter v as you say the sound (or all the letters and say their sounds). Draw a picture for each word.



\_\_\_\_\_



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? vet, ship, boat

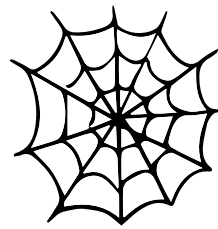
# Reading and spelling with the sound /w/



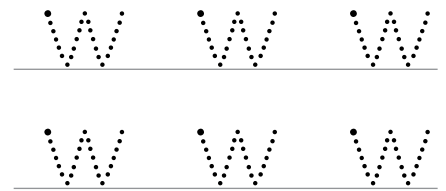
These letters **W w** are code for the sound /w/.



Finger trace the letter shapes from the red dots and say the sound /w/.



Colour the picture.



Trace the letters and say the sound /w/.

win wind west

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **w** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

e w t



\_\_\_\_\_

i w g



\_\_\_\_\_

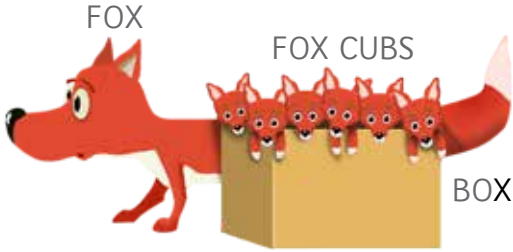
**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /s/ /w/ /i/ /m/ /w/ /ai/ /v/ /w/ /i/ /n/ /d/

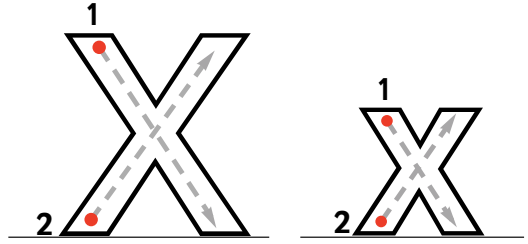
# Reading and spelling with the sound /ks/

**X x**

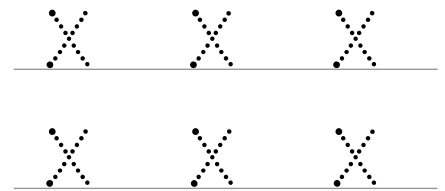
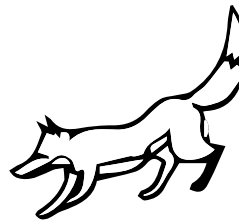


A fox has six cubs in a big box.

These letters **X x** are code for the sound /ks/.



Finger trace the letter shapes from the red dots and say the sound /ks/.



Colour the picture.

Trace the letters and say the sound /ks/.

s i x      b o x e s      f i x

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **x** as you say the sound (or all the letters and say their sounds). Draw a picture for each word.

o      x      b



\_\_\_\_\_

a      i      t      x



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? six, wax, text

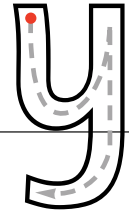
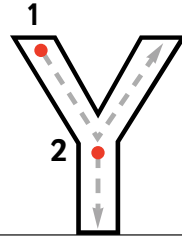
# Reading and spelling with the sound /y/

Y y



Yameen yawns. Yameen needs a rest in his bed.

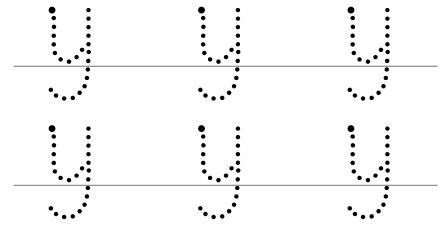
These letters **Y y** are code for the sound /y/ in some words.



Finger trace the letter shapes from the red dots and say the sound /y/.



Colour the picture.



Trace the letters and say the sound /y/.

yes      yet      yam

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter **y** as you say the sound (or all the letters and say their sounds). Draw a picture.

k    y    a



\_\_\_\_\_

a    p    y



\_\_\_\_\_

**Spelling:** Say the picture-words slowly. Can you say the sounds you hear all through the words?

Point to the letter tiles in the correct order to spell the words. Optional: Write the spellings on the sound-dashes.

Can you 'hear' some words if I say some sounds for you? /f/ /r/ /e/ /sh/    /b/ /e/ /d/    /t/ /igh/ /m/



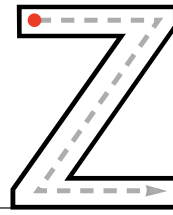
# Reading and spelling with the sound /z/

Z z

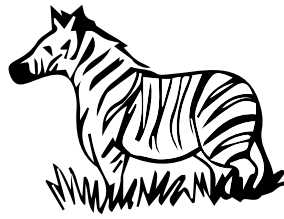


Zeb sees a zebra. Zeb will soon visit a zoo.

These letters **Z z** are code for the sound /z/.



Finger trace the letter shapes from the red dots and say the sound /z/.



Colour the picture.

Trace the letters and say the sound /z/.

zip

zest

buzz

**Reading:** Point under the letters from left to right and say the sounds. Can you hear the words?

**Writing and drawing:** Trace over the letter z as you say the sound (or all the letters and say their sounds). Draw a picture.

i

g

z

g

z

a



**Spelling:** Say the picture-word slowly. Can you say the sounds you hear all through the word?

Point to the letter tiles in the correct order to spell the word. Optional: Write the spelling on the sound-dashes.

Can you 'hear' and say the sounds if I say some words for you? zoo, bus, train

## What activities can the children do?



Can Anna skip?

Yes, Anna can skip well – SKIP, SKIP, SKIP.

Can Kazim act?

Yes, Kazim can act. Kazim is a king.

Can Elsa cut?

Yes, Elsa cuts lots of bits off – SNIP, SNIP, SNIP.

Can Pat trek?

Yes, Pat treks up a big hill. Pat has a big rucksack on his back.

Let's sound out and blend to read the sentences to find out what the children can do.

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Devised, written and edited by Debbie Hepplewhite  
Cover artwork by Dan Rebegea  
Interior artwork by Dan Rebegea and Arun B. Inamdar  
Printed in the UK

ISBN 978-0-9956192-1-0

**British Library Cataloguing in Publication Data**

A full catalogue record for this book is available from the British Library.

**Acknowledgements**

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# Phonics and Talk Time

The **Phonics and Talk Time** Books 1 and 2 introduce the pre-school child (3+ years) to the upper and lower case letter shapes of the alphabet linked to their smallest sounds of speech (phonemes). The letter-sound links of the alphabetic code can be used to introduce early reading, spelling and writing. Guidance is provided for the adult throughout the multi-skills activities pages – including for the essential ‘phonemic awareness’ activities of oral blending (a sub-skill of reading) and oral segmenting (a sub-skill of spelling).

Activities are provided to tune children’s ear into hearing the first sound of spoken words, developing to isolating all the sounds from beginning to end of spoken words to enable early spelling. Becoming familiar with not only letter shapes but also the letter formation linked to the sounds helps to embed the skills of reading, spelling and handwriting.

The content of the books is systematic and cumulative and includes the early application of seeing the letters and saying their sounds to enable all-through-the-word ‘sounding out and blending’ (decoding) for word-level reading. In Book 2, word-level spelling is introduced.

The **Phonics and Talk Time** Books 1 and 2 provide a good foundation for the more advanced phonics teaching and learning as provided for in Debbie Hepplewhite’s Systematic Synthetic Phonics 9-book series (4+ years) **No Nonsense Phonics Skills** published by Raintree, see <https://raintree.co.uk> .

For additional free online resources and a full online phonics programme for all ages (**Phonics International**), plus an advisory message forum and training information, see <https://phonicsinternational.com> .

