

"First steps in Fonix, phonicks, phonics..."

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# Introduction

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**Name:** Josie Wood

**Age:** 27

**Nationality:** GB

**Job:** Primary School Teacher

**Sector:** State

**Pupils:** 5-6 year olds

**Graduated:** 2010

**Experience:** 4 years

**Phonics:** 30 minutes daily

**Class size:** approx 30

# Conversation

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- \* As a pupil, Josie didn't learn to read and write using phonics.**
- \* With regard to phonics, she had basic teacher training. There was very little practical guidance.**
- \* She has learnt how to use phonics in the classroom whilst teaching. This is how she has gained her experience.**
- \* She was very nervous to start with, but feels more confident after four years of teaching.**

## **Josie expressed initial nervousness due to:**

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- \* A lack of preparation during her teacher training.**
- \* Phonics being an unfamiliar activity area.**
- \* The fact that she had no personal experience of phonics when she was a young child.**
- \* The fact that, in her school, phonics is an isolated subject area, which is taught separately from other subject areas.**

**Difficulties Josie also highlighted include:**

- \* Children not realising the purpose of the phonics activities.**
- \* Children not making the connection between phonics and learning to read and write.**

# Can you identify with Josie's experience?

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<b>1) Did you learn to read and write using phonics?</b>	<b>Yes</b>	<b>No</b>
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<b>2) Was how to teach phonics covered in your teacher training?</b>	<b>Yes</b>	<b>No</b>
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<b>3) Are phonics activities unfamiliar to you?</b>	<b>Yes</b>	<b>No</b>
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<b>4) Are you nervous of teaching phonics?</b>	<b>Yes</b>	<b>No</b>
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## **Additional areas of difficulty for the teaching of phonics:**

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- \* Phonics look and seem 'abstract' and 'artificial'**
- \* My country uses a different alphabet system**
- \* My native language has different phonemes from English**
- \* I feel self conscious about my own accent**

**An example of how phonics, rather than the alphabet feed into spelling patterns...**

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**Any combination of these words is correct:**

**r o a d      r o d e      r o w e d      Rh odes**

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**An example of how these phonemes (spoken) and graphemes (written) forms can be used to build up reading and writing skills**

**r oa d**

**r o d e**

**r ow e d**

**Rh odes**

**b oa t**

**c o p e**

**cr ow**

**rh yme**

**c oa t**

**b o n e**

**thr ow**

**rh ubarb**



# Macmillan Next Move: Pupil's book 1

**Unit 7**

**Lesson 3**

Sounds Great!

**1** Listen and chant.

Hello, doll. Look at me.  
I'm a black and yellow bee.  
Buzz, buzz, buzz. Look at me.  
I'm a dizzy, dizzy bee.



**2** Listen and say.

ll      zz

hello

doll

yellow

dizzy

buzz

**3** Listen and write **ll** and **zz**.



d i \_ \_ y



b u \_ \_



d o \_ \_



y e \_ \_ o w

**4** Read the chant and underline **ll** and **zz**.

Workbook page 54

**Unit 7**

**Lesson 4**

Reading Time

**1** Listen and read.

**1** This is my doll. Her name's Bella. Wash your face, Bella.



**2** Brush your hair.



**3** Brush your teeth.



**4** Lizzy, wash your face and brush your hair, please.



**2** Read the story again. Tick (✓) the **value**.

Be clean. ☐ Take care of your toys. ☐

**3** Read and circle.

I brush my teeth. / I wash my face. / I brush my hair.

Workbook page 55

# Macmillan Next Move: Pupil's book 2

**Unit 8**

**Lesson 3**

Sounds Great!

**1** Listen and chant.

Put on your coat,  
Get in the boat,  
Sit down low,  
And row, row, row!

**2** Listen, say and colour.

boat

row

coat

low

**3** Look and write.

		c	
	l	-	-
r		-	
b	-	t	
-			

**4** Read the chant and underline *oa* and *ow*.

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Workbook page 62

**Unit 8**

**Lesson 4**

Reading Time

**1** Listen and read.

**1**

Do you play the violin?

**2**

No, I don't.

**3**

I play the violin and the recorder. I can help you!

**4**

OK! Let's start the show!

**2** Read the story again. Tick (✓) the **value**.

Play an instrument. ☐ Help your friends. ☐

**3** How do you help your friends? Circle.

I help my friends to play computer games / make models / climb trees / do homework / spell.

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Workbook page 63

# Macmillan Next Move: Pupil's book 3

Unit 7

## Lesson 3

Sounds and Spelling!



1 Listen to the poem.

ur or a



Cats, snakes and turtles!  
My father is a vet.  
He works in a world of animals,  
With all kinds of pets.



My mother is a nurse.  
She drives a purple car.  
She works at the hospital.  
It isn't very far.



I'm going to be a writer  
And work with lots of words.  
I'm going to write poems  
About surfing, fish and birds.



2 Listen and complete. Then cross (X) out the word with a different sound.

1 f \_ \_ ther

n u r se

c \_ \_ r

2 c \_ \_ r

w \_ \_ k

w \_ \_ ld

3 n \_ \_ se

t \_ \_ tle

f \_ \_ ther



3 Look back at the poem. Find one more word for each column.

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Workbook page 54

Unit 7

## Lesson 4

Reading Time



1 Listen and read.



Look at the firefighters.

What a great job!  
I'm going to be a firefighter.

It's a lot of work.



Look at the police officer in his fast car.

What a great job!  
I'm going to be a police officer.

It's a lot of work.



Look at the nurse helping the old man.

What a great job!  
I'm going to be a nurse.

It's a lot of work.



Dad is right. This is a lot of work!



2 Read the story again. Tick (✓) the value.

Effort: Do your homework. ☐ Work hard. ☐



3 Do you always work hard? Read and tick (✓) what you do.

1 I always try hard at school. ☐

2 I never miss a class. ☐

3 I do my homework regularly. ☐

Workbook page 55

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# Macmillan Next Move: Pupil's book 4


**Unit 4**

**Lesson 3**


Sounds and Spelling!

**1** Listen to the chants and say.


**j ge dge**



I'm wearing my jeans and my jacket in the jungle! Oh, it's hot! Where's my juice?



Look! On this page is an old stage from another age!



Stand on the edge of the bridge. Look at the water, look at the hedge. But be careful! Don't fall in!

**2** Write the words in the correct boxes.

edge page jungle juice age jacket bridge jeans hedge stage

**j**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ge**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




**dge**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3** Look and write more words beginning with *j*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Workbook page 30

**Unit 4**

**Lesson 4**

Reading Time

**1** Listen and read.

**1** Here's your homework, your lunch orange juice and your jacket.



**2** Jemma, where's your homework from page 14?



Oh, no! I don't have my homework. Sorry, Miss ...

**3** Oh, no! I don't have my lunch or my juice.



**4** Jemma goes over the bridge.



Oh, no! I don't have my jacket.

**5** Oh, Jemma!



Sorry, Mum.

**6** Homework, check. Lunch and juice, check. Jacket, check. I'm ready!



**2** Read the story again and tick (✓) the **value**.

**Responsibility:** Be prepared. ☐ Don't forget your homework. ☐

**3** Are you prepared and organised? Yes / No.

Read and tick (✓) the things you prepare for school.

lunch ☐ books ☐ homework ☐ sports clothes ☐ pencil case ☐

Workbook page 31

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# Macmillan Next Move: Workbook samples

Unit  
7

Lesson 3

Spelling

1 Read. Then underline ll and zz.



2 Write ll or zz.



1 He \_\_\_\_o.  
I'm E \_\_\_\_a.



2 This is l \_\_\_\_y.  
She's a do \_\_\_\_.



3 I \_\_\_\_y's  
di \_\_\_\_y!

# Macmillan Next Move: Workbook samples

**Unit 8**

**Lesson 3**

Spelling


1 Read and colour. Then underline oa and ow.

①



Milly the goat has a yellow boat.

②




Milly the goat has a yellow coat.

③




Milly rows her yellow boat in her yellow coat!

2 Write *oa* or *ow*.



1 Milly the g\_\_\_\_t has a yell\_\_\_\_ b\_\_\_\_t.



2 A yell\_\_\_\_ c\_\_\_\_t.



3 Milly r\_\_\_\_s her yell\_\_\_\_ b\_\_\_\_t.

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# Macmillan Next Move: Workbook samples


**Unit 7**

**Lesson 3**


Spelling

1 Read and circle *ur*, *or* and *a*.


1



2




3




2 Complete and find the secret word.


1




2




3




4




5

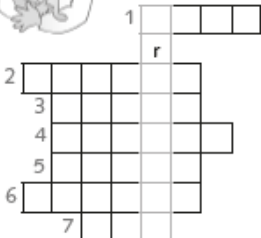


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7






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# Macmillan Next Move: Workbook samples

**Unit 4**


**Lesson 3**




Spelling

1 Read the story. Find and write.


① Jessy is on the bridge.



③ The juice and the page are on the bridge!



② Where's page 2 of my homework ... and where's my juice?



Words with j- \_\_\_\_\_

Word with -ge \_\_\_\_\_

Word with -dge \_\_\_\_\_

j- = red   -ge = blue   -dge = green