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Phonics Resources for Older Learners

Illustrations by Angela Clarke



Introduction

There is an abundance of phonics resources for use with young children but often the content and tone of the text is unsuitable for an older learner.

I have written this book of resources for teachers of older children and tutors of Adult Literacy and ESOL classes. The phonic progression is that presented in the Sounds~Write programme, but these resources may be useful to any teacher of older learners, who wants to introduce the English alphabet code gradually, in a structured sequence.

For many years I have used the Sounds~Write programme, which is as successful with adult learners as it is with children. Most of the programme can be easily adapted for use with older children and adults. However, the stories have been written with younger learners in mind. A set of stories, suitable for older learners, but which also follow the phonic progression of the programme, can be ordered from www.forwardwithphonics.com.

I have divided this book into two sections.

Section One contains the English Alphabet Code in its simplest form; dealing with the single-letter sounds and consonant digraphs within CVC words at first and gradually increasing the level of difficulty to 5 sound words such as CCCVC. This corresponds to the Initial Code of the Sounds~Write programme and to Phases 2, 3 and 4 of Letters and Sounds.

Section Two deals with the main vowel phonemes in our language and the spellings we use to represent them. This section corresponds to the Extended Code of the Sounds~Write programme and Phases 3 and 5 of Letters and Sounds.

Suitable polysyllabic work is included in each section.

Contents

Section One

Dictation Sentences	9
Picture-Word Matching	25
Gap-Fills	39
Mixed-up Sentences.....	53
Wordsearches	67
Two Syllable Words	81

Section Two

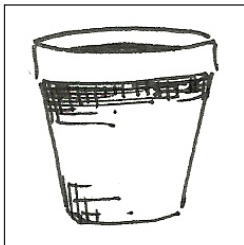
Dictation Sentences	95
Picture-Word Matching	109
Gap-Fills	123
Word Analysis	137
Wordsearches	151
Spelling	165
Two Syllable Words	193
Suffixes	231

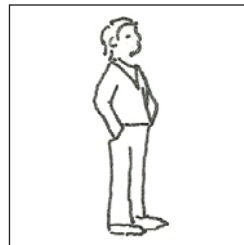
Match the words to the pictures:

pot	tap	map	mop	pin
top	sit	pop	man	tin

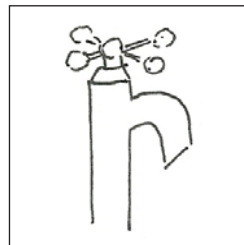


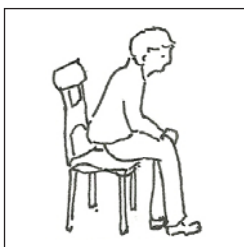






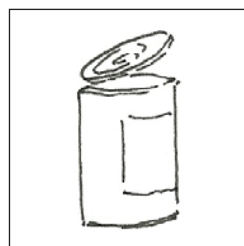












Choose a word from the box for each sentence:

drop	plug	stop	cross	dress
crab	drill	trap	frog	smell

- 1 The _____ is red.
- 2 Brad got the _____ from his van.
- 3 The _____ digs in the sand.
- 4 Has the lamp got a _____?
- 5 I can _____ the jam.
- 6 The rat is in the _____.
- 7 I must not _____ the cups.
- 8 The _____ can swim in the pond.
- 9 Fred can _____ the drip.
- 10 The flag has a red _____ on it.

Choose a word from the box for each sentence:

collect	until	present	rabbit	attend
second	visit	spelling	public	padlock

1. I got a _____ for him at the shops.
2. Jack must _____ the dentist.
3. The _____ ran from the fox.
4. I will _____ the ten o'clock class.
5. The children had a _____ test.
6. Ali will _____ the TV from the shop.
7. I must get a _____ for the shed.
8. I will not sing in _____.
9. Sharon was _____ in the quiz.
10. I will not get a jacket _____ the spring.

1. The child might cry.
2. Turn right at the lights.
3. The kind lady was shy.
4. I went by myself.
5. The moon was high in the sky.
6. He has nine ties.
7. She will try five times.
8. What time do we fly tonight?
9. You are quite right.
10. I like pie and chips.
11. Mike will ride his bike.
12. We will try to go higher.

s	m	a	l	l	e	d	y	s	k
a	j	x	d	r	h	r	l	b	t
w	a	r	m	s	n	a	z	o	p
b	c	f	u	o	g	w	a	r	d
a	w	d	r	a	v	o	m	n	e
u	s	c	t	h	j	i	b	d	x
t	d	o	v	m	f	a	u	l	t
h	o	r	s	e	z	b	r	w	a
o	s	k	h	u	v	c	o	n	l
r	f	y	b	p	s	t	a	l	k

Find these words:

horse	small
stalk	cork
author	fault
draw	talk
born	ward
warm	saw

Underline the sounds in each word. Then write them and say the sounds as you go.

first	— — — —	_____	_____
her	— —	_____	_____
work	— — —	_____	_____
earn	— — —	_____	_____
turn	— — —	_____	_____
shirt	— — — —	_____	_____
term	— — —	_____	_____
word	— — —	_____	_____
learn	— — — —	_____	_____
hurt	— — —	_____	_____

Sort the words into the different spellings for 'er':

er	ur	ir	or	ear