

Gill Budgell  
Natalie Jane Gómez O'Neill

# Pip's Phonics

Teacher's Resource Book



# 1

## Index

Welcome to Pip's Phonics	2
What is synthetic phonics?	3
Teaching and learning resources	4
Methodology for young bilingual learners	6
Step by step to learning new sounds	8
Step by step to consolidating learned sounds	10
Reading books	12
Teaching tips	13
Ideas banks	15
Teaching notes	18
Assessment	99
Letter to parents	102
Photocopiable material	103



## Teaching the letter and sound: S

### What are the children learning?

- To see, hear, say, read and write the simple sound for the letter **s**.
- How to write **s** correctly both as a small and a capital letter.
- To identify the sound **s** in words in any position, e.g. **sun**, **glasses**.
- Some new vocabulary featuring **s**.
- A simple jingle with actions to use and reuse as a mnemonic.



### Warning:

- Talk about Sal's name; explain that Sal is not salt, it is short for Sally.
- Don't focus on the **s** in the *sh* sound in shell or fish just yet. (see Book 2)
- Say a long 'sssss' sound, not a short **s**, **s**, **s** sound.
- Help the children to avoid saying *e* before the **s** sound. Ask them to put a finger to their lips to avoid saying *es*. Tell them to say a long *sss* sound and then say the word straight away, e.g. *sss*nake, *sss*top.

### Main Vocabulary:

Sal, sunglasses, sun, sun hat, sandal

### Vocabulary in the scene:

sea, sand, sky, surf, swim, salad, sandcastle, spade, swing, slide, seesaw

### Additional Vocabulary:

six, starfish

### S Jingle

Sal loves the sun, (point to the sun)

Sal loves the sea. (make wave actions)

Sal loves sunglasses, (hold hands as if lenses up to eyes)

Just like me! (point to self)

### Main action: Sunglasses

Make a circle with each hand and hold them up to the eyes.

### Teaching and learning focus in each session:

#### Session 1: Introducing the letter sound

- Introduce the letter sound.
- Introduce new vocabulary.
- Introduce the iconic image.
- Sing or say the jingle.

#### Session 2: Practise see, hear and say the letter sound

- Sing the jingle again.
- Review new vocabulary.
- Complete Student's Book, page 3.

#### Session 3: Practise saying the letter sound and writing the letter

- Finger trace the letter.
- Review the vocabulary.
- Complete Student's Book, page 4.

#### Session 4: Practise the letter sound with a creative activity

- Make the pop-out sun.

#### Session 5: Practise the letter sound with the whole class and in group activities

- Review the sound.
- Review the vocabulary.
- Whole class and group activities (see Teacher's Book, pages 14-17).

### Optional extra materials

- Photocopiable vocabulary activity, Worksheet S1, see page 103.
- Photocopiable letter formation activity, Worksheet S2, see page 104.
- Photocopiable craft activity, Worksheet S3, see page 105.

### Class audio

- **S** Sound: Track 1.
- **S** Jingles: Tracks 2-5.



## Session 1: Introduce S

### Materials:

- Pip pop-out
- i-book
- Sound card for **s**
- Picture flashcards for **s**
- Jingle card for **s**
- CD
- Photocopiable vocabulary worksheet (Optional Follow up Activity)

### Warm up

Introduce Pip the dog to the children using the pop-out. Explain that he knows a lot of sounds in English and that he is going to help them to learn them too. Pip says: *Hello* and the children say: *Hello, Pip!*

Give a special voice to Pip and use him to ask the children their name.

Tell the children that Pip is excited and wants to teach them the first sound but that they need to say: *What's the sound today, Pip?* Encourage the children to repeat the question several times. Pip then answers: **S**.

Tell them that Pip has a special friend called Sal. Explain that Sal is not salt; it is the short name for Sally. Ask the children if they would like to meet Sal.

### See, hear, say

Display the Student's Book, page 3 or the IWB and use Pip to introduce the sound of the day. He points to Sal and says: *Look, this is Sal!* Exaggerate the **S** for Sal.

Show the sound card for **s** and say: *S!* (Make sure that you say *sssss* not *suh*.) Play the sound for the children to hear and repeat.

Point to your own mouth to model the way you hiss the **s** sound. Play the video for this sound in the i-book to demonstrate correct pronunciation. Repeat the sound, ask the children to say it several times. Choose various children to model the sound in front of the class.

Show the picture flashcards of *sunglasses*, *sandal* and *sun*. Say each word with emphasis on the **s** sound. Ask children to come out and point to each of the cards and say the word.

Use Pip to say a word and invite volunteers to come out and touch the corresponding card. Mix up the cards and repeat until the children are joining in saying all the words.

Once you have introduced all the words start saying them without the exaggerated **s** sound.

### Present the scene

Point to the **S** at the top and reiterate the sound whilst you trace the letter shape. Point to Sal and repeat her name. Then point to the pictures and ask the children to name *sunglasses*, *sun*, *sun hat* and *sandal* as you see the items in the picture. Encourage the children to repeat and join in as much as possible. Depending on the level of the class and their language acquirement skills you could point out other **s** words that appear in the picture: *salad*, *swing*, *slide*, *seesaw*, *surf*, *swim*, *sand*, *spade*, *sandcastle*, *sea*, *sky*.

### Jingle

Explain to the children that there is a great song that Pip likes about the sound **s**. Show them the flashcard of the jingle and then play the chant version while demonstrating the actions. Play the jingle again and encourage the children to join in, both saying it and with the actions.

Point to the pictures *Sal*, *sun*, *sea*, *sunglasses* as they appear in the jingle and then point to yourself on the last line.

Repeat the jingle and encourage the children to join in again.

If there is someone in the class whose name begins with **S** you can substitute *Sal* for their name.

Divide the class into two groups and ask them to sing the different versions of the jingle in turn. Use the instruments in the classroom, if you have them, to accompany each group.

Say: *Give yourselves a round of applause! You are all super singers!*

### Optional Follow up

Photocopiable vocabulary activity, Worksheet S1, see page 103. Use the i-book to demonstrate the activity.



## Teaching the letter and sound: S

### Session 2: See, hear and say S

#### Materials:

- Pip pop-out • CD • i-book
- Sound card for **s** • Student's Book, page 3
- Student's stickers for **s** • Pencils and crayons

#### Warm up

Remind the children who Pip is. Pip says: *Hello, it's phonics time!*

Ask the children if they can remember the sound Pip told them in the last session. Do the main action to remind them. Play the jingle and encourage the children to join in.

#### See, hear, say

Show the **s** sound card and ask all the children to identify and say: *ssss*.

Quickly revisit the main picture and find the **s** words. If the children do not know them, point out the pictures of the sandcastle and spade. If you have a sand tray available, the children can make sandcastles!

#### Let's work!

Hand out the Student's Books and **s** sticker sheet. Using the IWB or Student's Book page 3, point to and demonstrate the *Find and ring* activity. Remind the children what they need to do and give them a few minutes to do it. Repeat with the *Stick* activity. Finally, elicit words that start with **s** and ask the children to draw one or two pictures in the space provided. Give lots of praise for their work: *Super!*

### Session 3: Say and write S

#### Materials:

- Pip pop-out • i-book • Picture flashcards for **s**
- Student's Book, page 4 • Student's stickers for **s**
- Photocopiable writing worksheet (Optional Follow up Activity)
- Plasticine or dough (optional)

#### Warm up

Remind the children to ask: *What's the sound today, Pip?* Pip whispers: *S*. The children repeat the question and Pip responds with a louder: *S!* Pip can then ask: *What's the sound today, children?* They reply either loudly or quietly: **S**.

#### Say and write

Show the **s** card and everyone calls out: *ssss*. Make the **s** shape in the air with your back to the children so they can copy it correctly. Ask the children to draw a big **S** in the air and then draw it very small on the palm of their hands. They can also finger draw it on their table or on their friend's back.

If there are ribbons available the children can use these to draw the **s** in the air.

Call out: *Big s!* or *Small s!* and encourage the children to sky-write it accordingly.

#### Let's work!

Using the IWB or Student's Book page 4, point to the letters at the top and demonstrate how to finger write both letters, pronouncing the **s** as you

do so. Encourage the children to say the letter and finger write it in their books. Use the grapheme guide in the i-book to demonstrate the correct letter formation.

Demonstrate how to write the capital **S** for Sal on the IWB or chalk board and invite volunteers to come out and have a go. Point to the picture of Sal and ask the children what is the first sound of her name. Tell them to write the missing letter from Sal's name in their books.

The children then complete the rows of **S** and **s** in their books.

Point to the pictures at the bottom of the page and ask the children to identify them. Tell them that all the letters **s** are missing and that they have to write them in. The children are not expected to read the words.

Hand out the **S** sticker sheet. Point to the picture of the beach and tell the children they are going to decorate it with **s** words, they can use their stickers and do drawings too if they like. As they work, ask them to tell you what pictures they have put in.

#### Optional Follow up

Photocopiable letter formation activity, Worksheet S2, see page 104. Use the i-book to demonstrate the activity.

Introduce the word *starfish*. Use the worksheet for writing practice, making sure the pattern is followed correctly. The children can then trace the drawings and colour them.



## Session 4: Play with S

### Materials:

- Sound card for **s**
- i-book
- **S** Pop-out
- Crayons
- Decorating materials (glitter, sequins, paint etc.)
- CD

### Warm up

Do the main action and show the sound card for **s**. Ask the children to say the sound and to finger write it in the sky.

### Let's work!

Use the i-book to demonstrate the activity. Show the children the pop-out sun and help them to push it out. They decorate their sun with an **s** pattern and colour it. This is good practice for letter formation but let them enjoy the mark-making. The children can use other craft materials to decorate them.

As they work, play the different versions of the jingle.

When they have finished, hang the suns up around the classroom.

## Session 5: Review S

### Materials:

- i-book
- Picture flashcards
- CD
- Objects the children know starting with **s**
- Optional craft resources
- Crayons
- Photocopiable craft activity (Optional Follow up)
- Scissors, glue, pencils and crayons.

### Warm up

Display the Student's Book scene and ask: *What can you see? I can see (the sun).*

**Note:** It doesn't have to be something with **s**, but encourage them to use **s** words if they can and to answer using a sentence.

### Whole class work

- Put the picture flashcards and **s** objects around the classroom. Point to the suns from the previous session and say: *Look, it's a sunny day.* Ask the children to say a chant using the words from the flashcards and objects:  
*Sunny day, sunny day,  
What can we say?  
We can say (sandal).*
- Sing the jingle, as fast as the children can manage.
- Play *Sal Says* (like *Simon Says*) using the words *sit* and *stand*:  
*Sal says sit. All sit.  
Sal says stand. All stand.  
Sit! Stay standing, you didn't say "Sal says..."*

### Group work

Divide the children into groups and have them play or create different things to practise **s**. Here are some examples but there are more ideas on page 16.

#### **Make a giant S mobile**

Photocopy the shape of the sound **s** onto A4 card. The children use a bradawl or scissors to cut out the shape and then decorate it. Hang them from the ceiling.

#### **Make a seaside scene in the sand tray**

Using the sand tray, the toys in the classroom or other items, they create a seaside scene. Ask the children about the items you can see.

#### **Pictures with sand**

- The children put glue onto an **s** shape drawn on card and then sprinkle sand on.
- Create a seaside scene on a piece of card. The children divide the card horizontally with a black curved line. They paint or colour the top half blue like the sea, and then smear glue on the bottom half and sprinkle sand onto it as the beach. They can cut out pictures from magazines to stick on.

#### **Optional Follow up**

Photocopiable craft activity, Worksheet S3, see page 105.

Ask the children to say all the **s** words they can see on the picture. Tell them that Sal is at the beach and she wants to make a sandcastle with her spade! Ask them to colour the scene, then cut out and stick the two pictures next to Sal.