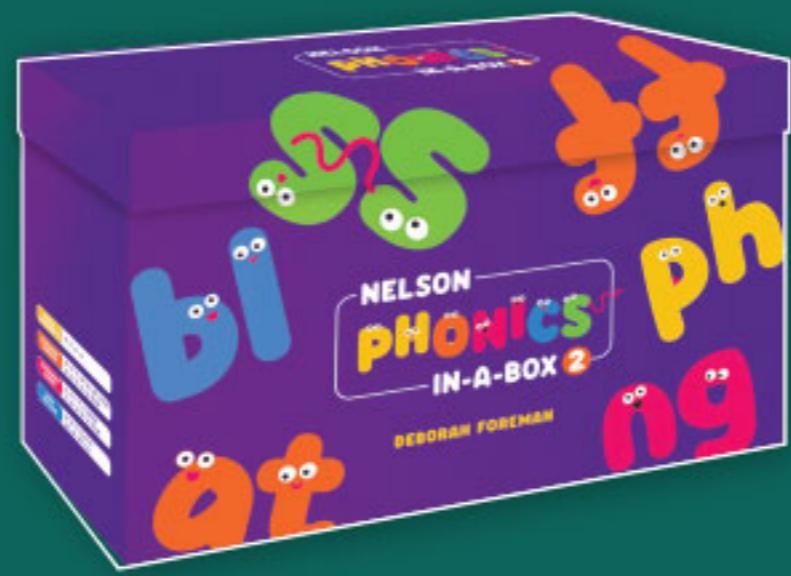




NELSON PHÖNICS IN-A-BOX

Evidence-based, sequential, scaffolded phonics



Alphabet Sounds

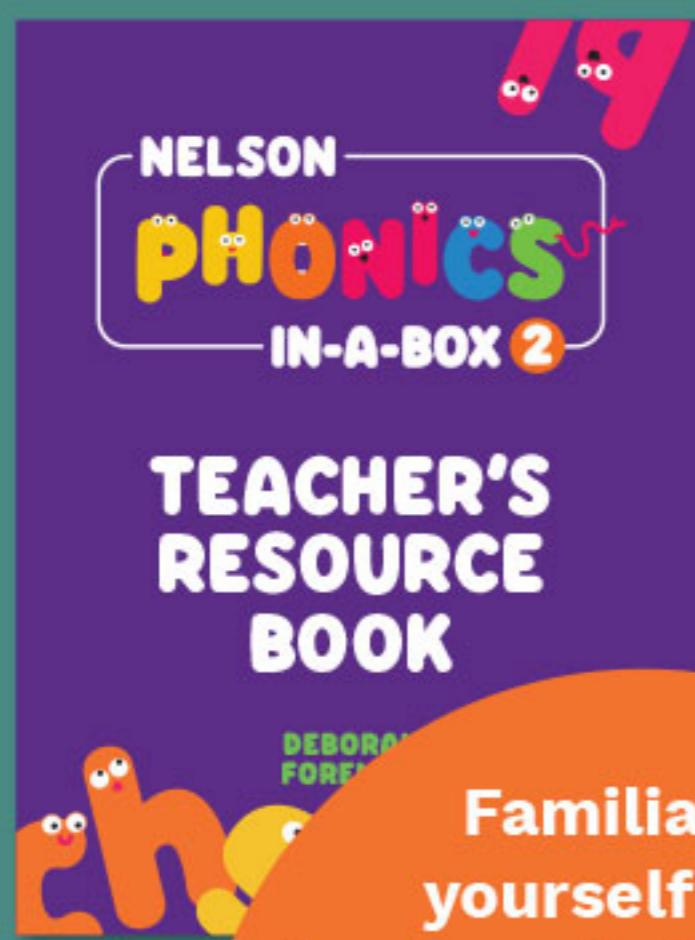
Consonant Sounds

Vowel Sounds

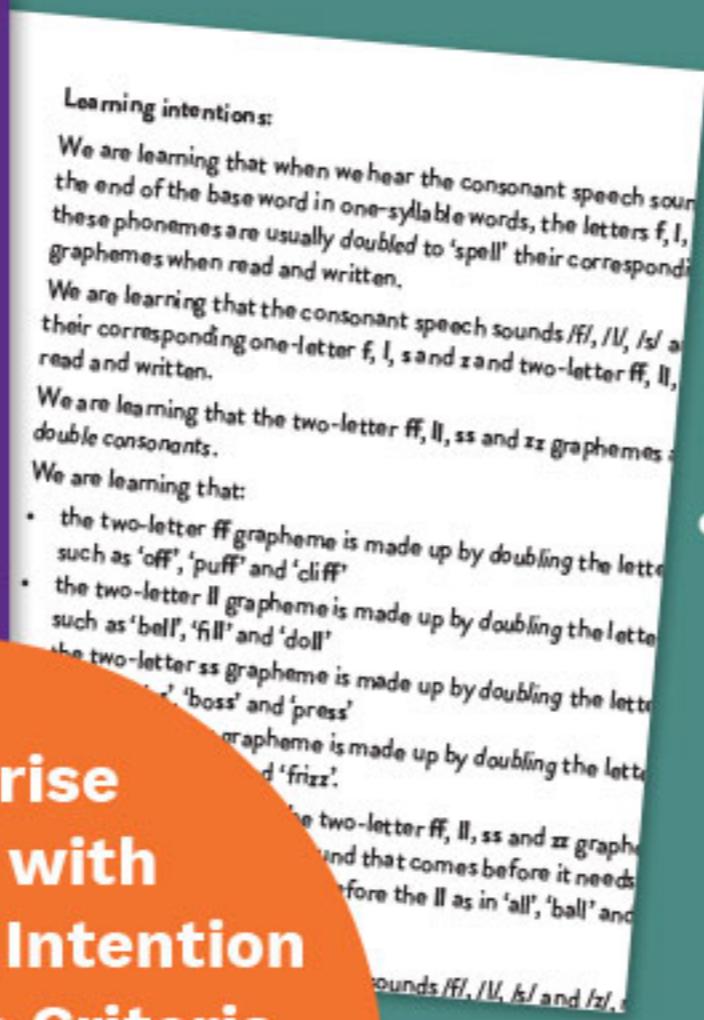
USING PHONICS-IN-A-BOX IN YOUR CLASSROOM

Each Nelson Phonics-in-a-Box session is designed to complement daily reading instruction, with **20–30 minutes dedicated to explicit phonics instruction** and practice.

EXPLICIT AND DIRECT INSTRUCTION PROVIDES THE BEST STUDENT



Familiarise yourself with the Learning Intention and Success Criteria
Using the **Teacher's Resource Book**, outline what your students will learn and be able to do.



Introduce phoneme-grapheme correspondences

Use the **Flashcards** and accompanying audio, accessible via QR code.



Review and consolidate understanding

The **Teacher's Resource Book** provides frequent opportunities to consolidate and reinforce students' understanding.



Consolidate and reinforce sounds and their connections to graphemes

Use the **Decodable Story Books** to practise reading phoneme-grapheme correspondences, high-frequency words, practise CVC, CCVC, CVCC and CCVCC words, and build concepts about print skills.



OUTCOMES IN READING

Build students' phonological and phonemic awareness skills

Multi-sensory activities in the **Teacher's Resource Book** provide opportunities for students to **blend** sounds together to read words, **segment** whole words into the sounds that make up the word, and **manipulate** sounds to make new words.



Direct and explicit grapheme instruction

Use the **One-Word Readers** alongside explicit activities to assist in introducing the letters and sounds to students, or to consolidate students' understanding.

TEACHER'S RESOURCE BOOK

Lesson 8 and

- Alphabet Flashcards (1) (from Phonics Phrases Set 1)
- Double Consonant Flashcards (1) (from Phonics Phrases Set 1)
- BLM & Three-Phoneme Words – Double Consonants (2)
- BLM & Three-Phoneme Words – Double Consonants (3)
- Double Consonant One-Word Readers (ff, fff, ff, puff, fin, puff, huff, buff, fed, cuff, fan, fit, fat, off, tiff, lip, tell, lap, sell, log, well, bell, fill, lid, yell, leg, hill)
- Double-Blends Books (double consonants: ff, iff, off, puff, fin, buff, cuff, fan, fed, tiff, lip, sell, bell, yell, leg, well, lid, lap, log, fill, hill)

DIRECT AND EXPLICIT INSTRUCTION OF DOUBLE CONSONANTS

Explain that the consonant speech sounds /ff/ and /f/ are represented by the one-letter grapheme already spoken in Lesson Number 8 and that three words are also represented by the two-letter double consonant graphemes (fff, puff, fin, buff). Double-blend up to six. Explain that the /f/ in each Alphabet Flashcard in Phonics Phrases Set 1 is for the first /f/ in the double consonants. Double-blend up to six. Explain that there are all new letter graphemes that represent the /ff/, /f/, /ff/ and /f/ speech sounds. These are the first four letters of many of the new double consonant words and ends.

Explain that double consonants are often used in words that start with the same consonant speech sound. For example: The letter 'f' is the first letter of graphemes in the words 'puff' and 'buff'. The double consonant allows the vowel in these words to keep their individual sound.

Phonemic Awareness Activity

Let's play by exploring the /ff/, /f/, /ff/ and /f/ phonemes.

Conduct a phonemic awareness activity to review students' understanding of these:

- /ff/ sound is heard in the three-phoneme words 'fin' and 'puff'
- /f/ sound is heard in the three-phoneme words 'buff' and 'fed'
- /ff/ sound is heard in the three-phoneme words 'cuff' and 'fan'
- /f/ sound is heard in the three-phoneme words 'tiff' and 'lap'

Begin by focusing on the placement of the /f/ phoneme in the following three-phoneme words. Then follow the same process, focusing on the /ff/ and /ff/ phonemes in their corresponding three-phoneme words.

What are our three phoneme words? /ff/ and /ff/ are clearly hear the /ff/ phoneme. We can hear with beginning of the word 'fin' and at the end of the word 'puff'.

Review that both of these words have three phonemes by encoding them out:

- Most can read the word 'fin' /f/ - /i/ - /n/ how remarkable!
- Demonstrate the three sounds in them and 'fin' by holding up a finger as you say each sound.
- Most can read the word 'puff' /p/ - /u/ - /f/ can decode these words.
- Demonstrate the three sounds in them and 'puff' by holding up a finger as you say each sound.
- Follow the same process, focusing on the /f/ sound in the words 'ff' - /f/ - /i/ and 'ff' - /f/ - /i/ and the /f/ sound in the words 'buff' - /b/ - /u/ - /ff/ and the /f/ sound in the words 'fed' - /f/ - /e/ - /d/.

Phoneme-Grapheme Correspondence Connection to Print

Before begining the writing match up three words 'fin', 'puff', 'buff' and 'fed', 'cuff', 'fan', 'tiff', and 'lap' and 'log' from BLM & Three-Phoneme Words – Double Consonants (2) and BLM & Three-Phoneme Words – Double Consonants (3). Each pair of three-phoneme words is based on the same three-phoneme words with the exception of the first letter grapheme that represent their corresponding /ff/, /f/, /ff/ and /f/ consonant speech sounds.

Begin by holding up the first pair of words, 'fin' and 'puff'. You could write these on the board if you prefer. Draw student attention to how many letters are in each word by counting each letter. Remind students that the difference is between a word and a grapheme called graphemes. Graphemes are the printed representation of the sounds (phonemes) in a word, and can be made up of one, two and three letters. Encourage the students to look for patterns of letters in words that are spelling the graphemes, rather than just focusing on the letters.

DIRECT AND EXPLICIT INSTRUCTION: THE /FF/ GRAPHENE

It is important to explicitly teach students that double letters are used to spell words, the spelling of the grapheme 'ff' is the same as the spelling of the speech sounds like a word can have a small ff in spelling further in the following segments. For example:

- The word 'cat' is made up of three letters. These three letters each represent the corresponding consonant consonant speech sounds /k/, /a/, /t/. Therefore, the word 'cat' has three sounds, which are represented by the three graphemes (graphemes 'c', 'a', 't').
- The word 'buff' is made up of four letters. This word has four sounds (graphemes). It has the first two letters 'bu' and a single letter 'f' grapheme. The letter 'f' is representing the /ff/ sound at the beginning of the word, due to it representing the short /ff/ sound in the middle of the word, and also know that due to one of the same letter standing side by side in a word, such as the double consonant 'ff' at the end of the word 'puff', it is dynamic to say the word twice.

Help students make connections to print

Purposeful, photocopiable BLMs in the **Teacher's Resource Book** help students to connect phonemes to corresponding graphemes in words.

THREE-PHONEME WORDS – DOUBLE CONSONANTS (1)		
fin	puff	huff
buff	fun	fed
cuff	fan	fit
fat	off	tiff
lip	tell	lap
sell	log	well
bell	fill	lid
yell	leg	hill

Cut out each word card and laminate for class use. (Print at A3 for best results.)

NELSON PHONICS-IN-A-BOX COMPONENTS

TEACHER'S RESOURCE BOOK

The Teacher's Resource Book is your comprehensive guide to easily and successfully implementing the **Nelson Phonics-in-a-Box** series in your classroom.

The Teacher's Resource Books include:

- Series background, rationale and overview
- Audio of letter sounds accessible by QR code
- Explicit, sequential lesson plans
- Assessment information
- Photocopiable BLMs.

THE GRADUAL RELEASE OF RESPONSIBILITY MODEL

The pedagogy underpinning the Teacher's Resource Books is the **Gradual Release of Responsibility Model** (Pearson & Gallagher, 1983). This approach follows a defined structure.



I do

Explicit teacher instruction



We do

Let's do the new learning together



You do

Independent practice

SOUND GROUPS

BOX 1

SET 1 m s a p i t

SET 2 c b r e f h

SET 3 d n j o g u

SET 4 k l v q w

SET 5 x y z

BOX 2

DOUBLE CONSONANTS

ff ll ss zz

CONSONANT DIGRAPHS

sh ch th wh qu ph (initial)
sh ch th ck ng (final)

CONSONANT BLENDS

bl gl cr fr st (initial)
ft mp nd nk st (final)

ONSET AND RIME

at an ap et og ug
ell ack ash ing

BOX 3

LONG VOWELS

a e i o u

DIPHTHONGS

oy ow oo aw

LONG /oo/ SOUND GRAPHEMES

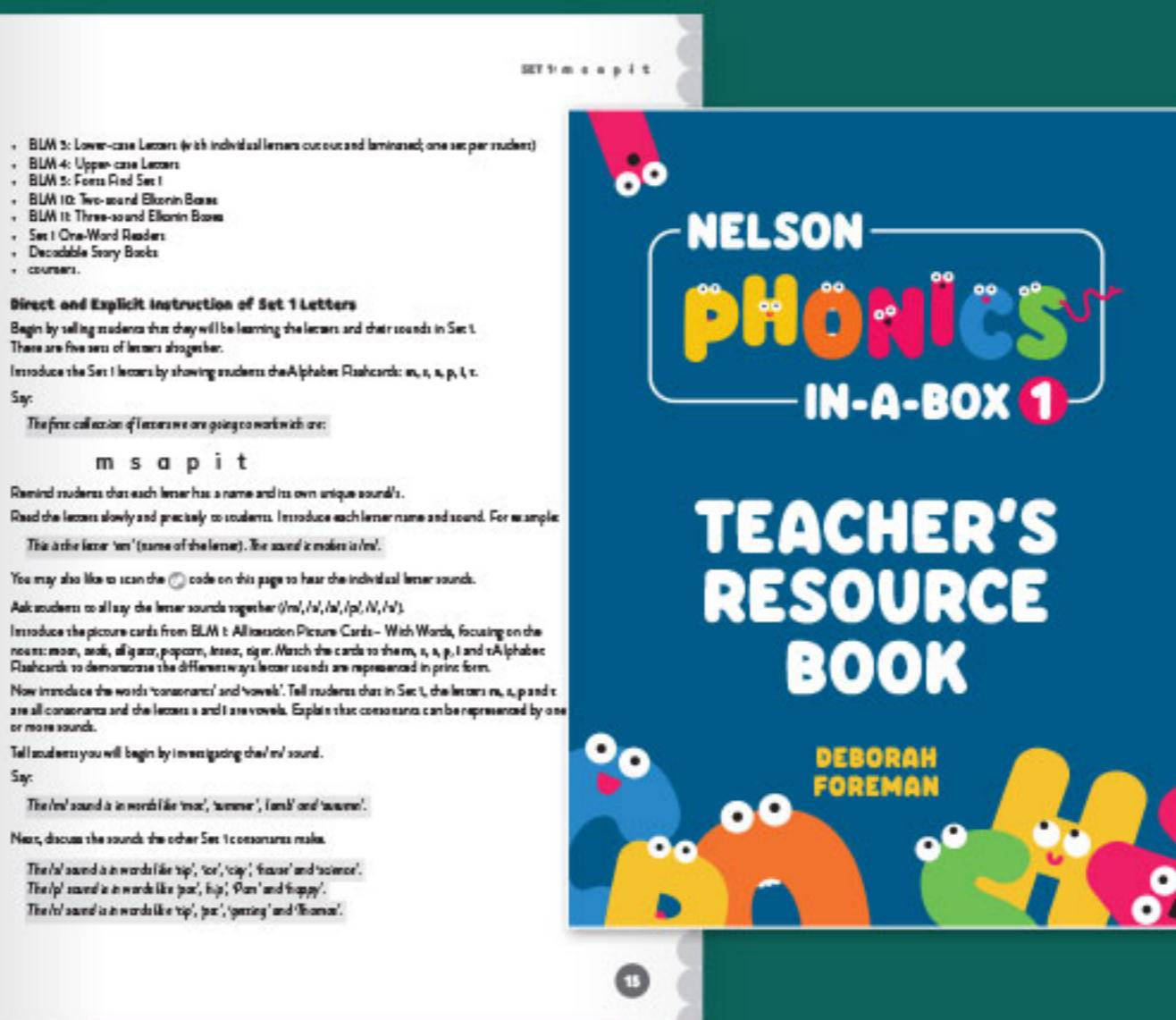
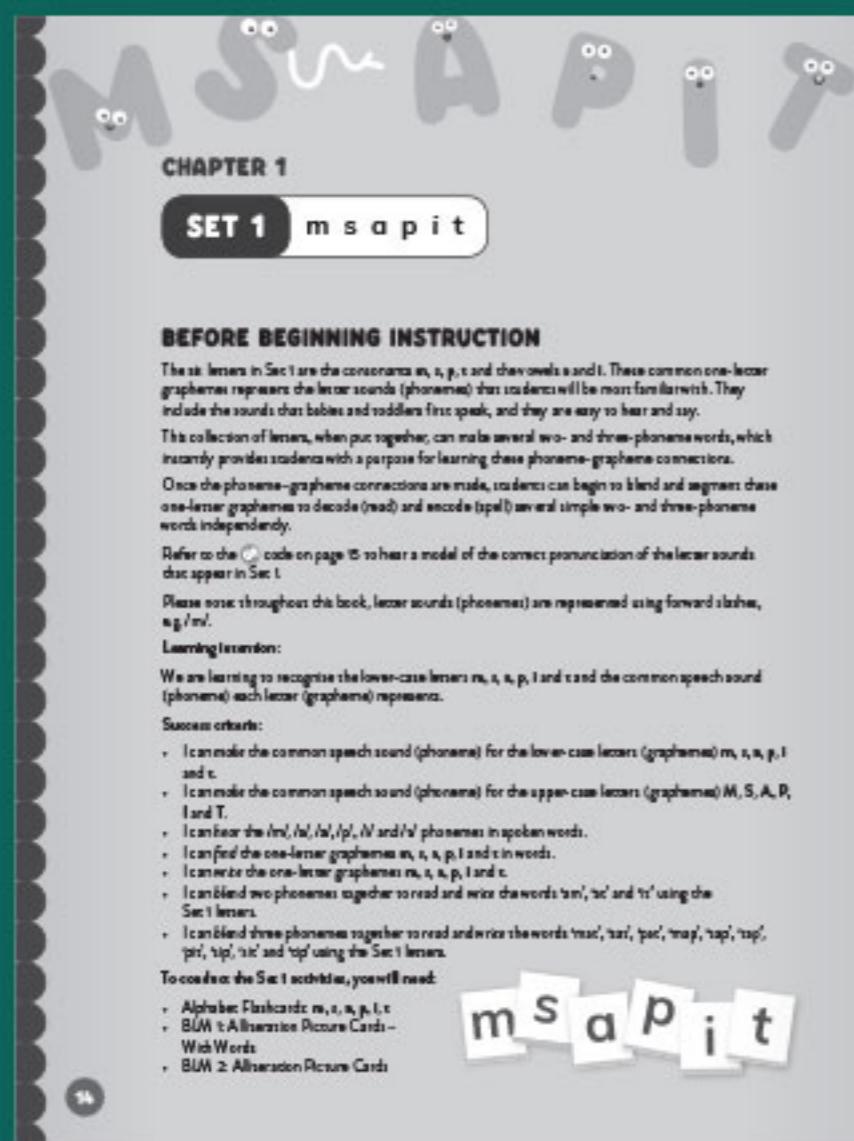
oo ue ew ui
u_e ou u oe

R-CONTROLLED VOWEL SOUNDS

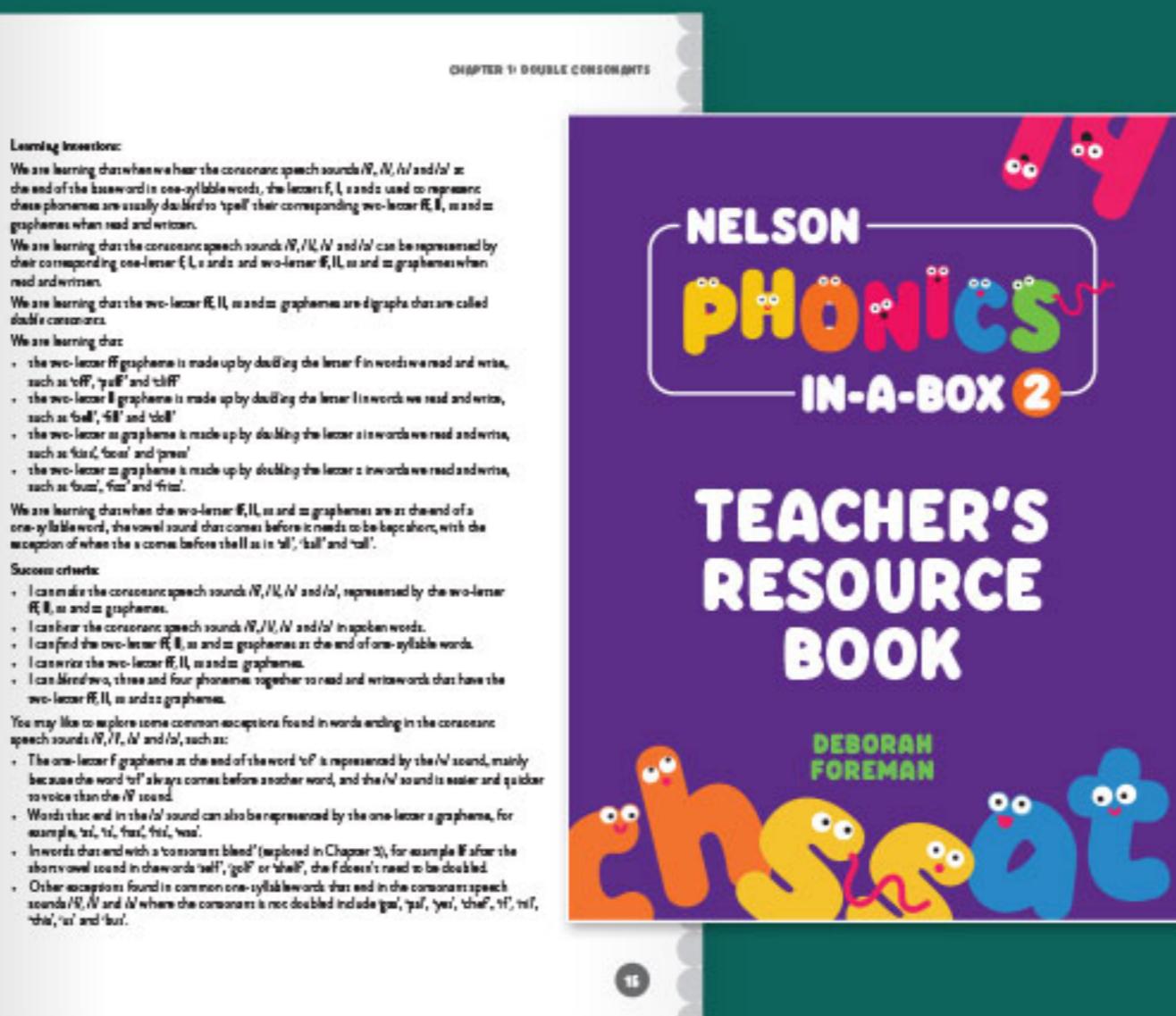
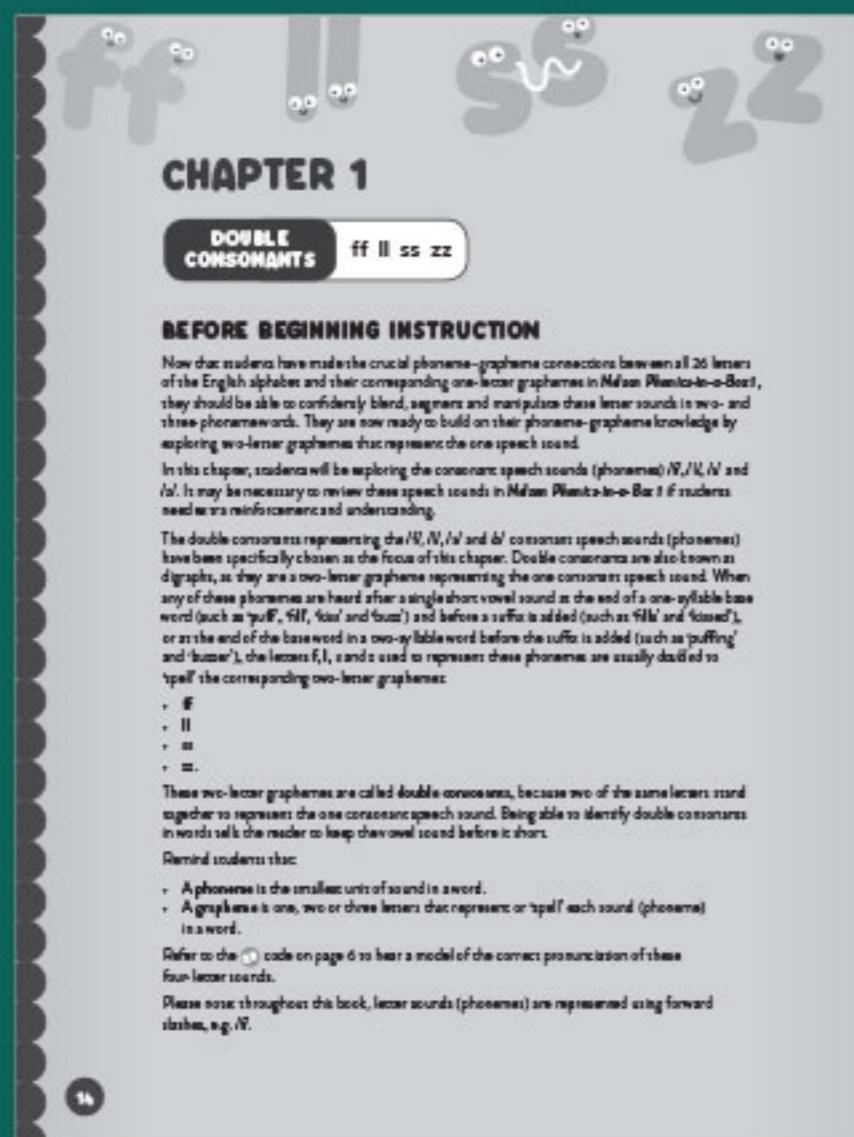
ar er ir ur or

SCHWA/UNSTRESSED SOUNDS

a e i o u

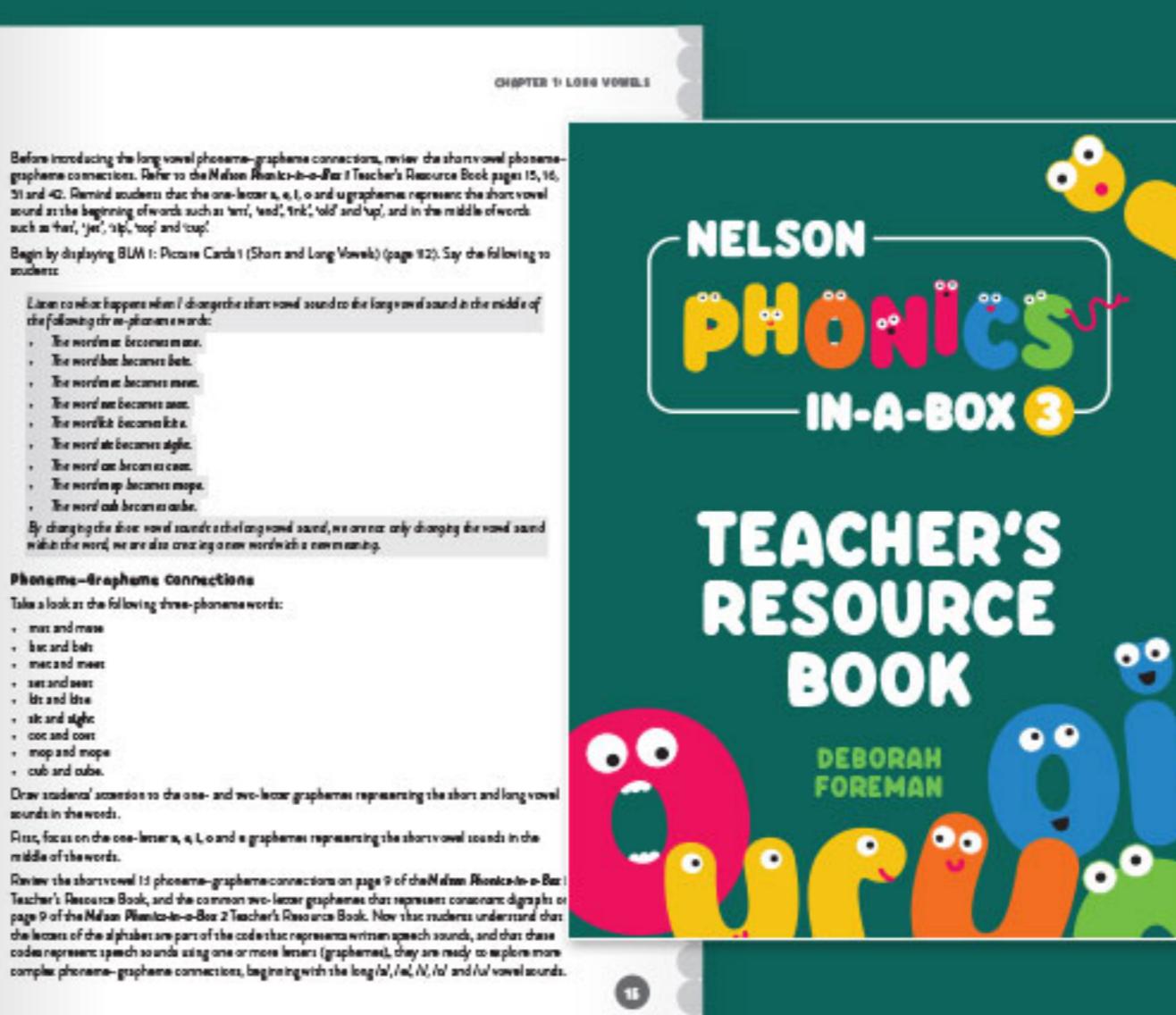
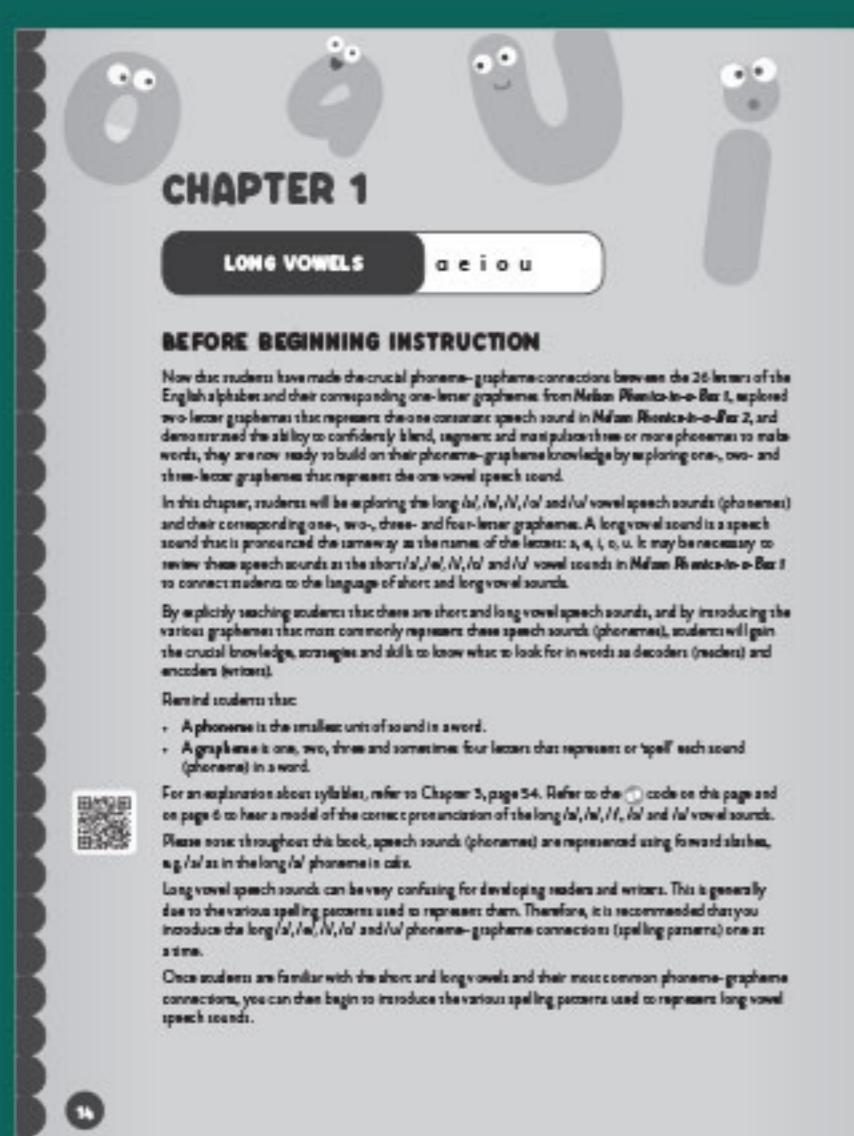


Box 1 Teacher's Resource Book



SCAN ME to look inside the Box 1, 2 and 3 Teacher's Resource Books

Box 2 Teacher's Resource Book



Box 3 Teacher's Resource Book

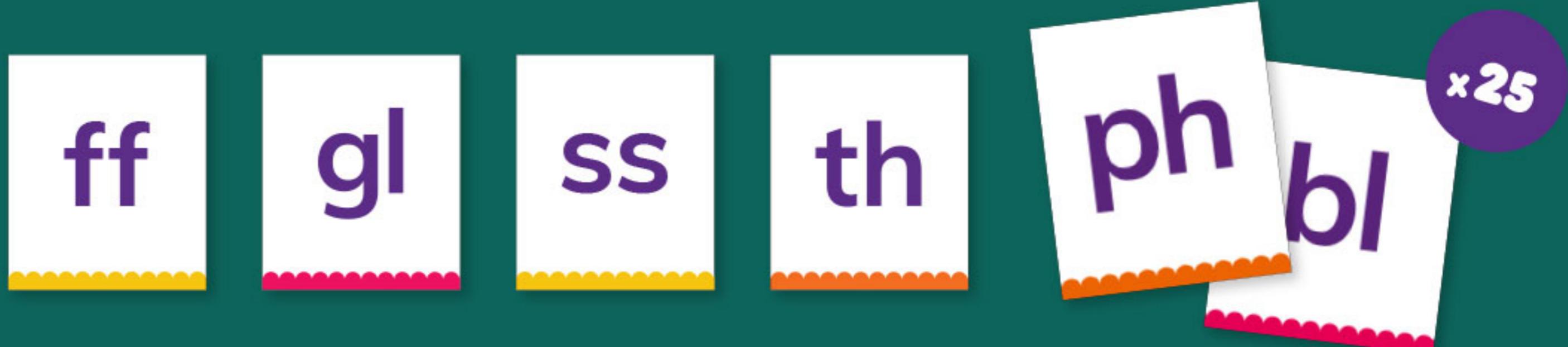
NELSON PHONICS-IN-A-BOX COMPONENTS

FLASHCARDS

The **Box 1** Alphabet Flashcards introduce students to the sounds of the 26 letters of the English alphabet. The lower-case letter appears on the front of the card and the upper-case letter appears on the back.



The **Box 2** Consonant Flashcards introduce students to double consonants, consonant digraphs and consonant blends sounds.



The **Box 3** Vowel Flashcards introduce students to long vowel sounds, r-controlled vowel sounds, long /oo/ vowel sounds, diphthongs and the schwa/unstressed vowel sounds.



ONE-WORD READERS

Each One-Word Reader includes eight words beginning with the focus letter/s and a picture of each word to reinforce the spoken sound for the introduced phoneme-grapheme combination.

There are 26 One-Word Readers in **Box 1**, one for each letter of the alphabet, arranged into the five letter sets.



There are 24 One-Word Readers in **Box 2**, each one focussing on a different consonant sound arranged into the three groups: double consonants, consonant digraphs and consonant blends.

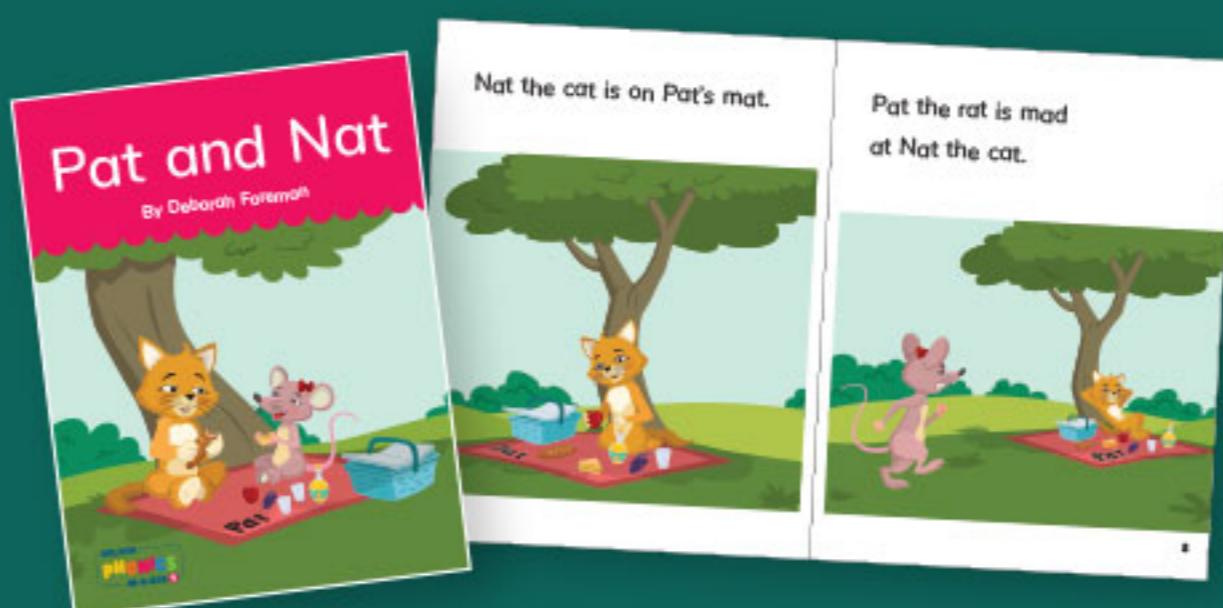


There are 32 One-Word Readers in **Box 3**, each one focussing on a different vowel sound and arranged into the five groups: long vowels, r-controlled vowel sounds, long /oo/ sound graphemes, diphthongs and the schwa/unstressed vowel sounds.



NELSON PHONICS-IN-A-BOX COMPONENTS

The Decodable Story Books are used to practise reading phoneme-grapheme correspondences, CVC, CCVC, CVCC and CCVCC words and high-frequency words, and to build concepts about print skills. These Story Books can be used by students to consolidate and reinforce students' understanding of taught sounds. The Story Books feature engaging illustrations, some recurring characters and also support students to make meaning when reading – that's why we've called them Story Books!



Pat and Nat – Box 1 Decodable Story Book

BOX 1 DECODABLE STORY BOOKS

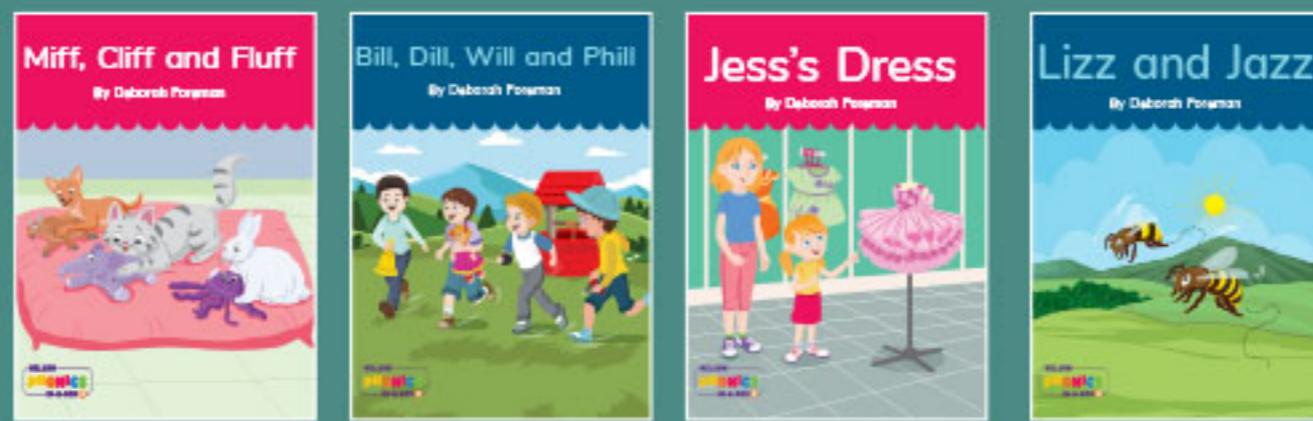


SCAN ME to look inside
Ben and Jen

BOX 2 DECODABLE STORY BOOKS

DOUBLE CONSONANTS

9780170336468



CONSONANT DIGRAPHS

9780170336451



CONSONANT BLENDS

9780170336444



ONSET AND RIME

9780170336475



SCAN ME to look inside
Beth's Shell Shop

BOX 3 DECODABLE STORY BOOKS

LONG VOWELS

9780170336321



R-CONTROLLED VOWEL SOUNDS

9780170336338



LONG /OO/ SOUND GRAPHEMES / DIPHTHONGS

9780170336345



SCHWA/ UNSTRESSED SOUNDS

9780170336352



SCAN ME to look inside
Jade and Tay at the Bay