

The UAE Phonics Programme Book 2

TEACHER HANDBOOK



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Introduction to The UAE Phonics Programme

As educators, we must ensure that no learner is left behind and so it is important to assist them to acquire basic literacy skills so that they have every opportunity to succeed.

Sometimes learners are pushed through the phonic learning phase too quickly. Some take longer than others to learn individual sounds and they become confused with letter names and sounds. Some have difficulties blending sounds or realising that they produce a word when they blend sounds together. Learners will progress at their own pace through each of these methods and teachers have to be prepared to do lots of revision and encouraging. A difficulty for many learners with emerging literacy skills is that the pace of teaching moves too quickly for them, they move on to new skills before emerging skills have been consolidated and developed to the point of automaticity.

Automaticity is important for efficient reading skills. This is the ability to read without occupying the mind with the low-level details such as sounding out, so that it becomes an automatic response pattern. This is typically achieved as the result of learning, repetition and practice. Teachers need to ensure that learners reach a point of automaticity before moving on to the next steps. This means checking that they have achieved speed and accuracy in the key skill areas. Teachers need to offer learning activities where learners can achieve high levels of success.

For effective reading instruction, the following elements should be part of an effective programme:

- Phonemic awareness and the teaching of phonics
- Decoding and word studies, including High Frequency Words (HFWs)
- Language development, including vocabulary development
- Explicit teaching of comprehension strategies
- Letter formation and basic penmanship skills
- The development of fluent reading, by reading and re-reading familiar words and texts
- Opportunities for both guided and independent reading

The UAE Phonics Programme allows low language level learners to understand and use the basics, incorporating the elements outlined above with the view to developing their basic literacy skills so that they may have a meaningful educational experience, and to prepare them for success in their future language learning.

The materials provided to the teacher to teach this programme include:

- The UAE Phonics Kit
- The UAE Phonics Coursebook
- The UAE Phonics Song – Parts 1 & 2
- Additional optional resources
- Pacing suggestions for weekly plans and sample daily lesson plans
- A myriad of activities to engage and motivate learners

Introduction to The UAE Phonics Coursebook

The UAE Phonics Programme was developed to focus on the main components of effective literacy instruction. It is important that the book is supplemented with activities that will engage and involve learners in their learning and to recognise that traditional teaching alone will not benefit learners. It is essential that the way learners are taught is more focused and kinaesthetic, encouraging them to become more responsible for their own learning and assisting them to succeed in achieving the basics of literacy.

The book follows the same lesson patterns over the term but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the learners in a particular class. Perhaps some will achieve reading skills more readily than others so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the UAE Phonics Coursebook include:

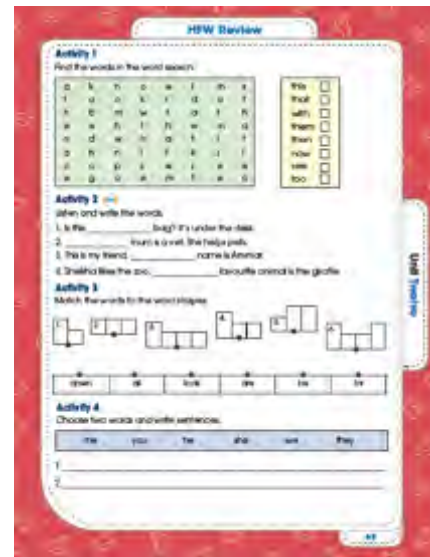
1. **Phonics Focus** – structured sets of phonemes and graphemes are applied through blending, segmenting, word families and rhyming
2. **Writing Practice** – supporting learners through letter formation, reinforcing penmanship and learning how to form sentences
3. **High Frequency Words (HFWs)** – creating an awareness and understanding of HFWs
4. **Chants & Songs** – simple and adaptable chants and songs that can be used to practise vocabulary and reinforce the correct pronunciation of specific phonics sounds
5. **Sentence Structure** – introducing and practicing the ability to construct and use basic sentence structures
6. **Reading Comprehension** – level based texts and comprehension tasks designed to enhance learners' ability to understand and discuss texts
7. **Grammar Practice** – presenting and practicing essential grammar structures such as punctuation, nouns, verbs and adjectives
8. **Review** - weekly review activities are provided to reinforce learning

Introduction to The UAE Phonics Coursebook

Phonics
Focus



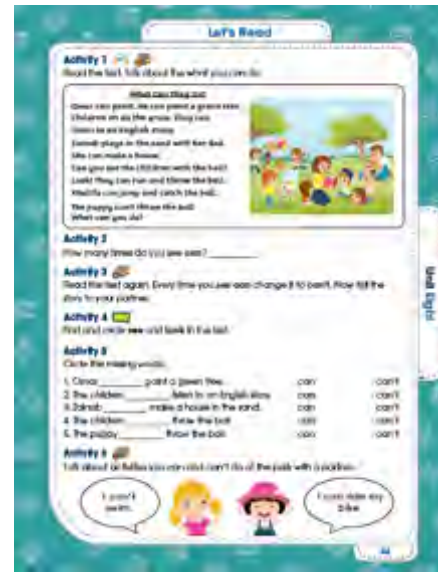
HFW
Focus



Vocabulary
Focus



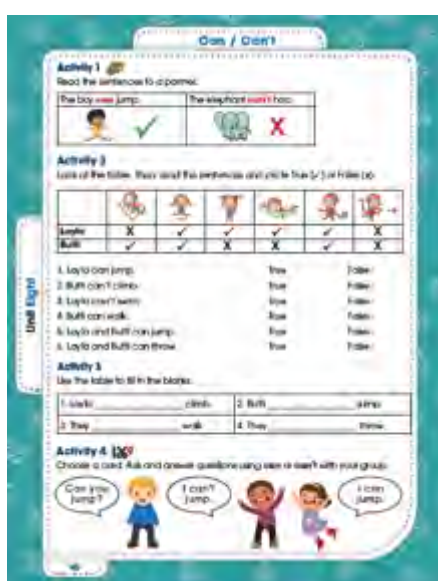
Reading
Skills



Writing
Skills








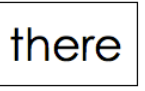






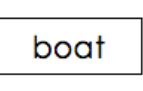
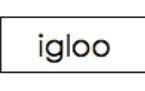
Grammar
Focus



Introduction to The UAE Phonics Kit

The **UAE Phonics Kit** is for the teacher to use in conjunction with the *UAE Phonics* and *Literacy Skills* books. It is important that learners are exposed to a more engaging and interactive way of learning. Through the appropriate use of educational games and activities learners are encouraged to become more involved in the learning process.

The kit has many components that can be used in a variety of ways to activate the learners' understanding of the subject matter.

Component	Description	Example
Alphabet Books	books that focus on sounds and sentence structures that are introduced each week	 
Alphabet Jigsaw	lowercase alphabet letters presented on jigsaw pieces for word construction and spelling games	
Alphasteps	lowercase alphabet letters presented on foot prints for word construction and spelling games	
High Frequency Word Flashcards	cards with top 100 High Frequency words	 
Vocabulary Picture & Word Flashcards	cards with key vocabulary words and pictures	 
Alphabet Sound Flashcards	cards with letters for phonics focus, blending activities or upper-lower case matching	 
Upper & Lower-case Alphabet Flashcards	cards with upper and lower-case letters together for phonics focus	 
Vocabulary Word Flashcards	cards with key vocabulary words for use as initial sound words for phonics	 

A printable version of the The UAE Phonics Kit is available on Sharepoint and LMS.

Introduction to The UAE Phonics Song

The phonics song follows the order in which the sounds are taught throughout the UAE Phonics Programme.

Each sound is repeated numerous times to allow learners the opportunity to practise forming the correct sound verbally. Links that specify the phonics song as a supportive resource are included in both the Instructional Planners and the Course books.

How and When to Teach the Phonics Song

The Phonics Song follows the order in which the sounds are taught throughout the UAE Phonics Programme. Each sound is repeated numerous times to allow learners the opportunity to practise forming the correct sound verbally. This provides learners with ample opportunity to revisit their learning and to associate the sounds with the vocabulary that they have learned.

Sample Verse of the Phonics Song – Part 1 (Tune: Bingo Was His Name-O)

There is a letter that makes a sound and 's' is its sound...

S, S, S, S, S

S, S, S, S, S

S, S, S, S, S

And 's' is its sound!

Sample Verse of the Phonics Song – Part 2 (Tune: London Bridge is Falling Down)



*** The UAE Phonics Song Parts 1 & 2 lyrics are also provided later in the Teacher Handbook**

Instructional Planner

Teachers must use the Instructional Planner (IP) to know what material to cover in their lessons and how to stay on track throughout the terms. The IP is available on LMS and Sharepoint.

This is similar to a Scheme of Work and is done on a weekly basis, so for each week the teacher will see what material needs to be covered in order to meet the outcomes listed. The outcomes come from the National Framework (NELCF) and align to the CEFR.

These outcomes are to be achieved over the whole level, not just that particular week or term. So rather than being overly prescriptive and outlining what is to be done lesson by lesson, the IP gives teachers more flexibility in how to work on those outcomes over the whole week, providing suggested content from the curriculum.

The only things that must be covered, in accordance with assessment, are the outcomes, functional language, grammar, and lexis. There is flexibility in the weekly plan to allow teachers to incorporate their own ideas and supplementary material to further work towards the outcomes.

Teachers must refer to the Instructional Planner for the recommended pacing of the curriculum.

Teaching Techniques & Strategies

Signals

Learners' minds must be free to read and write. Set routines should be introduced and practised until they are recognised immediately by all learners. When routines are used effectively they will transform classroom management. Teachers within the same school should share routines so that learners are using them across subjects and grades.

Silent Signals

Praise learners for routines they do quickly and quietly. When learners know the routines, teachers should acknowledge their co-operation with a nod, smile or thank you.

Team Stop Signal

This signal helps prepare learners for what is going to happen next in a lesson. It is used in place of other techniques; clapping, clicking, shouting, singing, counting back.

The team stop signal can be used both in and outside of the classroom and is to gain attention. It should be practised until all learners understand and respond appropriately.

Teacher:

- Hold one hand in the air with a flat palm. Do not clap or talk.
- Check that all learners are paying attention.

Learners:

- Raises one hand in response.
- Checks the other learners in their group/ at their table have also raised their hands.
- Sits up straight and looks at their teacher with full attention, ready to listen.

When all learners are looking at the teacher attentively, the lesson can continue.

Turn to Your Partner (TYP) Signal

Partner work should be included in all lessons.

The teacher holds both hands pointing forward as if they are two open gates, then close the gates as soon as a question has been asked. This signal should be rehearsed until all learners turn automatically to their partners to answer the question.

Learners should turn their heads towards their partners, not their whole body or chair.

My Turn, Your Turn (MTYT) Signal

This signal is used when a teacher (and only by the teacher) wants learners to repeat what is being said.

My turn: The teacher gestures towards him / herself with one or two hands.

Your turn: The teacher gestures towards the learners with one or two open palms.

1, 2, 3 Signal

This signal is used to effectively and efficiently move learners back to their desks.

- Hold up one finger – learners stand
- Hold up two fingers – children walk and stand behind their chairs
- Hold up three fingers – children sit down and prepare to read and write

Praise

It is vital that teachers praise learners, especially learners who are not confident in the classroom or those who might be potentially uncooperative. These learners should be given classroom responsibilities and encouraged and praised for working as part of a team.

Praise Effort

Teachers must make sure that learners understand that effort is required to learn something new, and that some things are harder to learn and will require more practice. Learners feel good when they are working hard and successfully achieving their learning goals.

- Teachers should praise effort and be specific about what they are praising
- Teachers should praise a learner quietly, in order not to cause disturbance amongst other learners
- Praise must be genuine and only given when there is good reason to give it

Praise Partner Work

The more children help each other, the faster the team learns. A great way to check understanding is to explain it to someone else.

Partner work should be a regular part of the classroom routine, when partners can effectively teach each other the learning environment is more productive.

Teachers should praise learners for working well with a partner. For example:

- You can both read the sounds / words quickly now.
- You both listened carefully to each other.
- You both have an answer.
- You both worked very hard.

Team Cheers

Team cheers can be used to celebrate great teamwork. They can be used at the end of an activity or lesson to show how much learners' cooperation has been appreciated.

The Firework

Stand up. Throw both hands in the air as though they are rockets saying, "Whooooooooooosh!" When they are as high as they can go, turn your fingers into the sparkles that come from the firework, saying "Aaaaaaaaahhhh!" Finish by punching the air like a banger, saying, "Boom, boom, boom!"

The Whoosh

Direct the whoosh at an effective partnership. The whole class sends a whoosh by throwing hundreds of sparkles from their clenched fists towards the partnership, saying "Whoosh!"

Go Guys!

Rotate your hands together saying, "Go guys, go!"

Good Job

Put both thumbs up as you say "Good job".

Marshmallow Clap

Clap as though your hands are caught up in a marshmallow – as hard as you try your hands won't come together to clap.

Microwave

Wave with your two little fingers.

Developing Fine Motor Skills

Learners at this level need a lot of help to get ready for all the handwriting, and there are specific exercises and games that will enable them to develop their fine motor skills and better pencil control.

Fine motor skills involve the use of the smaller muscle of the hands, fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to occur simultaneously to appropriately manipulate the object or perform the task.

Fine motor skills are essential for performing everyday academic skills, if a learner is unable to complete everyday classroom activities such as drawing, writing, colouring and cutting and pasting. It is important these skills are developed so that learners can participate in the classroom with confidence.

There are various activities that can be incorporated into lessons that develop learners' fine motor skills.

Scissor Cutting

One of the best classroom activities to get the tripod fingers to work well together. Learners should have lots of practise cutting out straight lines before moving on to shapes and pictures.

Clothes Pins

Draw dots on clothes pins / pegs to show a learner where to place the fingers. Learners can use clothes pins / pegs in a variety of games and activities.

Threading and Lacing

Learners can exercise the muscles in their hands with a variety of activities including various sized laces and beads.

Tongs or Teabag Tweezers

To pick up objects, sort objects or transfer objects (e.g. put marbles down a marble maze).

Manipulation Games

Such as 'Pick up Sticks' and 'Connect 4'.

Play-doh

Using the fingers, not the hands as whole; working with the Play-doh up in the air, not flat on the table. Learners can squeeze, pull, squish and mould play-doh through countless games and activities. For example, modelling new letters, numbers or shapes.

Classroom Storage

Storing construction materials in jars with screw lids that need to be opened and closed as the materials are needed and when packed away.

Craft

Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.

Classroom Games

Keeping a library of board games in the classroom provide learners with a fun, interactive way to develop fine motor skills. Any games involving small pieces or cards are great.

Sand writing

Learners can trace newly learned letters, numbers and shapes in sand.

Teaching Tricky Words

Step 1:

Use a tricky word flash card or write the target tricky word on the board. Read the tricky word to the learners, then read it together. Say the word again, phoneme by phoneme, representing each sound with a magnet or circle. For example:

m a n y



Step 2:

Identify the *regular* letter-sound correspondences in the word.

m a n y



Step 3:

Identify the 'tricky' bit. In the word 'many', the short /e/ is represented by an 'a'. Ask the learners to read the tricky word and then to write it, using red to highlight the tricky bit.

m a n y



Step 4:

Where possible, teach the learners a mnemonic that will help him learn the tricky word. For example, there is a basket-shaped letter, 'u', in the middle of 'buy', which helps the learner to remember that this homophone is associated with shopping.

Teaching Phonics

Phonics is mainly based on listening skills and sounding letters. In this course, we focus mainly on synthetic phonics. Synthetic phonics emphasises a part-to-whole approach, letter-by-letter phonological decoding. The learner learns to sound and blend the sequential letter sounds. Sounds are learned in isolation and blended together e.g. /c/ /a/ /t/ leads to cat.

The synthetic approach emphasises the segmenting and blending of sounds early in reading development. Studies suggest that synthetic phonics have the most impact on those with reading difficulties and those from disadvantaged communities. Phonemic awareness is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words are made up of sequences of speech sounds.

The reason that we follow the 'satpin' arrangement, rather than the 'abcdef' arrangement is so that learners can put their knowledge of phonics to work immediately with blending of two and three letter words.

How you Might Teach Phonics

Step 1:

Introduce picture cards of words beginning with the target sound, e.g. *souq*, *snake*, *spider*, *star*, *sandcastle*, *spoon*. Identify that each word begins with the /s/ sound.

Step 2:

Emphasise the sound in the word, e.g. 'sssssouq'. Write the word and underline the 's'. Repeat this for each 's' word so that learners can see that each word begins with /s/. Have learners repeat the sound both isolated and in each word.

Step 3:

Play a flashcard or phonics game to reinforce what they have just learned (see Activities section for some ideas).

Step 4: Use an activity to make sure they have to produce what they have just learned.

You may have to be patient at this stage and do a lot of demonstration but it is important to get the learners into a routine so that they become familiar with the steps that will be taken with each new phonic sound. It is important to make the activities multi-sensory to reach the needs of each of the learners.

Learners need to learn word attack skills. These are organised into different levels:

Level 1:

Recognise, say, write the letter names and sounds of the alphabet including lower-case and upper-case letters.

Level 2:

Recognise, blend, segment and build three-letter words in a consonant-vowel-consonant (CVC) pattern e.g. /c/ /a/ /n/ → *can* → /c/ /a/ /n/

Level 3:

Use word families and phonemic manipulation to make words by adding and substitution letters at the beginning, middle and ending of words e.g. *can* → *man* → *mat* → *hit*, etc.

Level 4:

Use two-letter initial (*bl*, *fr*, *gl*, *pl*, *sc*, etc.) and final (*ft*, *lk*, *mp*, *nd*, *st*, etc.) consonant blends. These blends can lead to building bigger words. Three-letter initial consonant blends (*scr*, *spr*, *str*, *squ*, etc.) can be used also.

Level 5:

Use digraphs (groups of two letters that express one sound - *ar*, *er*, *or*, *ee*, *th*, *sh*, *ch*, *qu*, etc.) and diphthongs (joining two vowels to make one sound - *oo*, *ay*, *ou*, *oy*, *ue*, *ew*, *ow*, *ea*, *ai*, etc.)

Level 6:

Recognise, identify and use syllables, word stress, compound words, prefixes and suffixes.

Blending

Blending means smoothly joining sounds to come up with a pronunciation close enough to a word to access the word. Make sure learners are hearing the word when they blend the letters together. Blending is an important stage in the learning process and do not move on until each learner has mastered blending. This is usually where learners begin having difficulties. The more practise learners have with three-letter words the easier it becomes for them to blend four and five letters. There are various blending activities outlined in the Activities section later in the Teachers' Handbook.

Segmenting

Segmenting sounds is the opposite of blending sounds. While segmenting sounds is an important reading skill, the best application for it is for writing. If learners can hear and say each sound in a word and match it to a symbol, they can write words! Segmenting can be emphasised by pronouncing a word and telling the learner that this is the *fast* way to say the word and give an example of the *slow* way. For example, football (*fast* way) and f-oo-t-b-a-ll (*slow* way). Give the learners another word, eg. Bed, and ask if they can say it the *slow* way (b-e-d).

Tips for Teachers

- If the learner calls the sound by its letter name tell him/her 'Yes, its name is 'eff' but its sound is 'ffff'. Keep emphasising sound as when it comes to blending it is best to avoid having the learners trying to blend 'eff' 'aaa' 'enn' → 'effaenn' instead of 'fff' 'aaa' 'nnn' → 'fan'.
- Explain to learners that they will see 'a' in a different format in different books. In the Literacy Skills book, 'a' has been used so as not to confuse the learners as they learn the letter but when they look at other books they may see 'a'. Similarly, make them aware that 'l' and 'I' are the same thing also. Explain that sometimes capital l (i) and lowercase l (L) look the same sometimes also.
- Sounds follow a general rule and like all general rules, there are exceptions. For example, 'ow' can say 'ou' as in 'out' as seen in 'down', 'clown', 'town', etc. Older learners can cope with two sounds each for 'ow' and 'oo' so it is best they just learn it through practise and repetition.
- For teaching vowel combinations, such as 'ea' 'ai' 'oa', etc the following chant or rhyme can be useful to teach: 'When two vowels go walking, the first one does the talking'.

High Frequency Words and Whole-word Learning

High Frequency Words (HFWs) are words that occur frequently in text, for example, *the, I, was, what, this*. Automatic recognition of these words helps learners to improve fluency, make use of context clues and focus more on comprehension than on decoding. Many HFWs have irregular spelling patterns and sounding out these words can be pointless and frustrating. High Frequency Words are learnt through whole-word recognition. That is through recognising words by shape, size and spacing. High Frequency Words (HFWs) are words that cannot be sounded. Teachers should teach

and expose learners to these words in various ways through activities, games and text readings. Flashcards can be used for drilling the words but learners need to do lots of word and picture matching activities.

Using the Look, Cover, Say, Write, Check Method

Look, Cover, Say, Write, Check is a strategy used to help learners become familiar with words and to learn spellings. A learner is given a word to spell.

They will:

- look at the word carefully, look at the shape and visualise it.
- cover it over with a piece of paper or their hand.
- say the word to remember it.
- write the word from memory.
- uncover the spelling to check if they have got it right.

This is a good method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

Word Families

Word families are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. To teach word families begin with meaningful little words such as *-an*: *can, fan, man, pan, ran*. It is important to get the learners to identify the common sound in all the words and underline the letters that make this sound e.g. can. When they are ready, you can add four letter words – *band, hand, land, sand*. It is important to get learners to find small words inside bigger words e.g. *garden – den, catch – cat, etc.*

Teaching Writing Tips

Letter Formation in Context

Learners benefit from learning letter formation from within the context of writing a sentence. Learners will need the opportunity to move on from individual letter formation to using their handwriting skills to write a sentence. Teach capitalisation, spacing and end punctuation while demonstrating proper sentence structure.

Consistent Practice

Writing activities should be meaningful to learners, in order for them to engage and practise to the best of their ability. Learners will only become better at writing with practise and consistent opportunities to do so should be included in lesson planning. They can be given the tools to develop into confident writers by allowing them the time to write and draw every day.

Sight Words

Learners need to read and spell Sight Words and High Frequency Words to be confident readers and writers. Word walls, memory games, songs and chants will help learners remember these words and how to spell them. Learners will need these words to successfully write and structure sentences.

Spelling Mistakes

The incorrect spelling of words should not be acknowledged or focused on in free and creative writing activities. If learners become focused on spelling words correctly, creativity and continuity suffer. Free writing and creative writing activities should allow learners the opportunity to write without constraint.

Mini lessons

Before a writing task or activity, focus learners' attention with a mini lesson that focuses on one skill. This can be about punctuation, how to express opinion, a specific language point, etc.

Interactive Writing

A morning message or class news is an effective way to encourage interactive writing. The learners and the teacher work together to create a piece of writing. The class provides the teacher with the message or news, this is then written on the board with learners volunteering to help sound out words and place punctuation correctly.

Choosing Topics

Young learners have favourite topics to think, talk and write about; in particular themselves, their friends and their families. Let learners write about what they want in free writing activities or in their journals. If they repeatedly choose a favourite topic it will serve to build their confidence. At the Literacy stage, learners should be encouraged to write about what they want.

Use the Curriculum

The material provided in the curriculum can inspire and support writing activities. Reading and writing go together; after a reading task, learners can write their favourite part of a story or describe their favourite character. Use the reading texts from the curriculum to create fun activities that will deepen learners' understanding of the text.

Sharing

Provide opportunities within a lesson for learners to share what they produce; allowing learners to express themselves in a controlled and productive way can bring focus to the lesson and to the relevant language point.

At Literacy level learners will find writing challenging and learners will develop as writers differently from one another. Enjoyable activities that facilitate creativity and encourage expression should be regularly incorporated to allow learners to become confident writers.

Classroom Environment

The classroom environment can have a significant impact on learners' writing and it can be of great benefit to display High Frequency Words, examples of their written work and examples of correct sentence structure.

Motivating and Engaging Learners

The following approaches are recommended:

- Make literacy experience relevant to learners' interests, everyday life and to current environmental events.
- Provide a positive learning environment that promotes learner autonomy in learning and participation in lessons.
- Build strategies such as goal setting (asking learners to set their own targets), self-directed learning and collaborative learning.
- Give feedback that is motivational but not controlling. The best type of feedback is informational feedback that conveys realistic expectations and links performance to effort. It is better to praise learners for effort rather than to praise for ability.
- Give the learners opportunities to engage in meaningful reading and writing activities, including reading their own and peers' work.
- Offer learners access to a wide range of high quality reading material.

Activities

Vocabulary

What's Missing?

Place the vocabulary cards or items on the floor (or stick them on the board), face up so that the learners can see them. Tell the learners to close their eyes. Take one of the cards away. Tell the learners to open their eyes again. Ask 'What's missing?' Learners try to guess which card or item is missing.

Guessing Game

Use a large manila envelope, big enough to hold the flashcards for the target vocabulary. On one side of the envelope, cut out a shape (circle, square, balloon). Be sure not to cut it too big. Place the flashcards inside the envelope. Only a small portion of the top vocabulary card should be showing through the cut-out area. Learners try to guess what card it is. When they guess, pull out the top card and let them guess the next one.

Sit Down/Freeze

Hold up a flashcard and say what the vocabulary word is. The learners say the word 3 times clearly and race to sit down on the floor. The slowest 5 learners to sit down must go back and sit in their chairs but continue to say the target words. When near the end, with lower numbers of learners, choose one learner at a time to go back and sit in his/her chair. The last remaining learner is the winner.

Red Light/Green Light

Line the learners up at one end of the room. Teacher stands at the opposite end. Slowly start reciting different words. When the learners hear one of the target words (e.g. a word with initial /s/ sound), they must repeat the word and move one step towards you. When they hear a word that is not one of the target words, the learners must stop. The first learner to reach the teacher is the winner.

Run and Hit

Split the class into 2 teams, each team sitting in a line. Give the first learners on each team a fly swatter. On the board write the target sentence structure (such as 'Yes, it is' and 'No, it isn't' or 'Yes, I can' and 'No, I can't' etc). Hold up a flashcard to prompt the learners for the question pattern. For example, 'Is this a cat?' (or 'Can you see a cat?') while holding up a picture of a table and the learners have to run and hit the correct answer. Once the learners have hit the correct answer, ask them the question again. They must answer 'No, it isn't' or 'Yes, it is' etc. Be sure to elicit the full answer pattern before a point is given to the winning team.

Race to the Board

Divide the class into 2 teams, each team sitting in a line. Place a set of vocabulary cards or items in front of the classroom. Define a starting line for the learners and give the first learners in line a fly swatter. Call out one of the vocabulary words. The learners with the fly swatters race to hit the corresponding vocabulary card. Ensure that all learners repeat the key vocabulary word before points are given to the winning team.

When studying a question and answer pattern, have the learners ask you the question pattern. For example, learners ask 'What colour do you like?' and the teacher says 'I

like (blue)'. Again, be sure to elicit the full answer pattern from the learners before a point is given to the winning team.

Relay

Divide the class into 4 teams, each team standing in a line. Give the first learner in each line a flashcard. Learner 1 turns to Learner 2 in line and asks the target question. Learner 2 answers the question, based on the flashcard being held by Learner 1. Learner 2 takes the card, turns to Learner 3 and asks the target question. Learners continue asking and answering until the card has reached the end of the line and all learners have had a turn. The first team to finish and sit down is the winner.

Another version is to place a set of vocabulary cards at the front of each line. The first learners on each team pick up the first card and say the vocabulary word or key sentence pattern before passing the card to the next learner. When the card has gone to the end of the line, Learner 1 picks up the next card, etc. This game can be adapted to practise question and answer patterns as well. The first team to get through all the cards is the winner. Make sure to monitor the learners to ensure that they are speaking clearly and using the correct grammar.

Catchball

Divide the class into 2 teams, each team standing in a circle. Give each team a ball. Each team races to pass the ball around to each learner in the circle, while practising the language focus. For example, Learner 1 '*I like to jump*'. Learner 1 passes the ball to the next learner. Learner 2 '*I like to run*'. Learners continue until all the learners have had a turn. The first team to pass the ball all the way around is the winner.

Whispers

Divide the class into 2 teams, each team sitting in a line. The teacher sits at the front of the lines. The teacher asks Learner 1 on each team the target question. Learner 1 asks Learner 2 the same question, and each learner passes the question down the line until the question has reached the last learner in line. The last learner in the line whispers the answer to the second last learner who whispers the answer to the learner in front of them until the answer reaches the first learners in line. Finally, Learner 1 stands up and says the answer out loud. The first team to say the correct answer is the winner.

Pictionary

Divide the class into 2 teams. The first learner from each team is given a vocabulary item to draw (either show them a card or whisper the word to them). When the teacher says 'Go!', the 2 learners begin drawing a picture of the vocabulary item on the board. Whoever guesses what the picture is, says '*I know!*' and tells his/her team. The team then has to say the word together as a group. The first team to say it correctly gets a point. If they are incorrect, the other team gets a chance at guessing. To keep the game controlled, be sure to explain that only group answers will be accepted.

Hangman

Select a vocabulary word or High Frequency Word that the learners are familiar with. On the board, draw dashes to represent all the letters in that word. Learners pick letters from the alphabet. If one of the letters they have chosen is part of the word, write the letter in the appropriate space. If not, write the letter to the side to remind the learners which letters have already been guessed and draw part of the 'hangman'. Learners

play until six letters (head, body, arms, legs) have been selected that don't belong in the word or until they have filled in the letters for the word.

Another version is to draw a bomb and use the wick instead of body parts. Each time the learners guess a letter that is not part of the puzzle, a section of the wick is lost and they move closer to the bomb.

Word Chains

Start by writing a word on the board, for example 'can'. Then choose a learner who must think of a word that starts with the letter 'n' (the last letter of can). Maybe they will choose 'net'. The next learner must think of a word that starts with the letter 't' and so on. Continue until everyone has had a chance. Learners can only use a word once – they cannot repeat words. Work on speed – set time limits if you like. You can reduce the amount of vocabulary that the learners can use to make it more focused, for example, only animals can be used.

Phonics

No Name Game

Ask learners to draw a 5 x 5 grid on a page. List 4 categories that they have to write on the top row of their grid (e.g. colours, fruit, animals, etc.). Give them a letter to focus on. Learners must think of a word matching each category that starts with the given letter. After a minute, give them the next letter and they must complete the categories with appropriate words.

After doing this with 4 letters, the learners must compare their answers with the class and the most unusual/unique words get 2 points while correct but duplicated words only get 1 point. The winner is the learner with the most points.

Sound Jump

Give each learner an alphabet card which they place on the desk in front of them. Each learner identifies their phoneme (sound), with help from others if necessary. Teacher calls out a phoneme and the learner with corresponding grapheme (letter) jumps up quickly. Meanwhile, the rest of the class has to try to point to that grapheme before its owner has jumped up.

Box of sounds

Learners look at the objects/flashcards and identify initial sounds. Place objects/flashcards on table at the front of the classroom or on the board. Pass a box of alphabet cards around the class, chanting '*Box of sounds, pass it round, pass it round. Box of sounds, pass it round, what sound is it?*' The learner holding the box at the end of the chant takes a card, identifies the sound and places it next to corresponding object/flashcard.

Alliteration match

Learners sit in a circle. Give each learner a card which they place on the floor in front of them. Each learner identifies their phoneme (sound), with help from others if necessary. Teacher says a sentence with alliteration (e.g. whales in the water). The learner with the corresponding grapheme card calls out the target sound and holds up their card.

Noughts and crosses

Divide class into 2 groups. In black, draw a noughts & crosses grid and write in 9 letters/diagraphs. A learner from Team A says the phoneme from the square he/she wants to choose. Someone else from Team A has to call out a word with a corresponding initial sound. The teacher then rubs out the letter and replaces it with a smiley face in that team's colour. Continue with Team B until either team wins by getting 3 smiley faces in a row.

Find a sound

Learners sit in a circle. The box of cards are passed around the circle while chanting or rapping: *'Pass the sound box round and round etc what can you find?'*. Learner identifies the phoneme and then finds something in the room beginning with that sound and places the card next to the object or brings it back to the circle.

Initial Sound Bingo

Each learner has a board on which they place any 3 grapheme cards in the 3 columns. Each learner identifies their graphemes. The teacher holds up an object for the learners to name and identify its initial sound. The learner with corresponding card claims the object and places it next to its letter. The first learner with 3 objects is the winner.

Alphabetical Order

Each learner gets four or five cards to put in alphabetical order on the floor in front of them. They check with a partner, combine cards and put in alphabetical order again. Add another pair, etc.

Blending & Segmenting

Snail Talk

Place a small number of picture cards in front of the learners. Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g., /ffffllllaaaag/). They have to look at the pictures and guess the word you are saying. It is important to have the learners guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one learner identify the word and having all learners say the word aloud in chorus to keep them engaged.

Blending Slide

Draw a picture of a playground slide on the board. Have cards for each letter in a target CVC word ready, for example, c, a, t. Place 't' at the bottom of the slide and ask learners what sound it makes. Then place 'a' at the top of the slide and ask learners what sound it makes. Demonstrate 'a' moving down the slide, getting the learners to say 'aaaa' 'tttt' with decreasing time between the 2 sounds as the letters on the board come closer together. Put the 2 letters together at the bottom of the slide and get learners to say 'aaattt' → 'aatt' → 'at'. Then, put the 'c' at the top of the slide and ask learners to make the sound. Repeat the process with learners saying 'cccc' 'at' with decreasing time between them until they are finally saying 'cat'. Repeat with various different words.

Medial Vowels

Identify vowel graphemes and place on the board facing the class. Pass a box of objects or flashcards around while chanting 'abcdefg' etc. The learner holding the box on 'z', chooses an object or flashcard, says its name then segments its sounds to identify its middle sound. The learner then places the object underneath the correct vowel. Repeat until all objects or flashcards have been placed. This game could be ended by writing the spelling of an object on board and asking a learner to read the word by blending the sounds then collecting the object and placing it back in the basket.

Tap Along with Phonemes

The teacher calls out word and learners tap on their desks the number of phonemes in the word. The teacher prompts learners to announce the number of phonemes in the word. The teacher then confirms the number of phonemes in the word. The teacher sounds out the phonemes, separating them vocally. Learners repeat the sounding out of that word's phonemes. Repeat with next word.

Blocks

Teach learners how to stretch words, saying them slowly, so they can hear the sounds that make up a word. The teacher invites learners to say the word slowly as they listen for the individual phonemes. The teacher should be sure the learners are actually saying the words. After learners have learned how to say the words slowly, use small coloured blocks to mark the different phonemes. Example: Say 'g...o...t' and use three different coloured blocks to represent the sounds. Later, the teacher asks learners to tell how many blocks they will need to represent the sounds in other words.

It's In the Bag!

The teacher gives a learner a brown paper bag with an object or flashcard inside. The learner looks inside but s/he will not show the object to the class. The learner holding the bag then segments the name of the object/flashcard and the other learners guess what the object is by blending the sounds back together to make the word. Take the object or flashcard out, show it, segment the object name again, and set it to the side. The learners take turns segmenting the names of objects or flashcards in the bag for the other players. (Suggested items to get you started: fork, pen, shell, sock, bottle, brush).

Reading

Sentence Scramble

Take a sentence from the story and mix the words. This can be done on the board as a review at the end of the class.

Interactive Dictation

Learners are put into pairs and each given a text (text A/B). They face each other and dictate the reading (one line of A readers facing one line of B readers). Each learner is given a piece of paper and they take turns to dictate. They can only speak in English to clarify spelling, punctuation, etc. If there is an odd number of learners, a strong reader can become the 'helper'. To make it easier or for learners, they can use the same text.

The Wrong Sentence

The teacher reads/writes a sentence from the text and the learners work in groups to locate the mistake.

Search for the Missing Word

Either done as a review without the text or an exercise with the text. Teacher reads a sentence and misses out a word. Learners refer to the text to locate the missing word. This can be done in groups quietly (they write down the missing word) and answers checked at the end of the lesson.

Finding the Words

Retell the story or reread the text encouraging learners to point to the words in the book as you say them. This will encourage learners to make the connection between the spoken and the written words and develop their sight recognition skills.

Finishing the Sentence

Ask learners to finish some of your sentences as you retell the story or reread a text. Encourage learners to be confident enough to lead the activity.

Find the Mistakes

Retell the story or reread a text and make deliberate mistakes. Ask learners to indicate a mistake through an action, for example, clapping hands together once. Learners then correct the mistake. This can also be a team activity. Opposing teams attempt to trick each other by trying to get mistakes past each other.

Flashcards

Actions

Before introducing your learners to a new set of flashcards/phonics cards, think of simple actions to correspond with each card – this works well with both picture and word flashcards. Teach the learners actions while teaching the vocabulary/sounds, the association will enable learners to remember the vocabulary.

Matching Cards

Have two sets of cards-one with pictures, one with words. Go through the picture cards with learners, sticking the cards to the board as you go through them. Drill the vocabulary. Ask individual learners to come to the front of the class and pick a word card from a selection. Learners hold the word card up for the rest of the class to read – they then match the word card to the picture card.

Categorising Flashcards

Some sets of flash cards can be categorised, for example, by sound, group, number of syllables, etc. Elicit from the class how the flash cards can be categorised.

- Individual learners can come to the front of the class and move a card to the correct category.

- Learners can be put into teams and asked to decide how the cards are categorised. Sort the flash cards into categories.

Charades

A simple action/miming game that learners really enjoy. This is played when learners have already practised with the flash cards. An individual learner comes to the front of the class. They pick a flash card/word card without showing the rest of the class. They then use actions – other learners guess the word from watching the actions.

Stand up! Sit down!

Learners are in two teams – they line up in rows. The teacher is to walk up the middle of the two teams and show the flash cards to each member in turn. The learner that is shown the card should then say what is on the card and if necessary should also say the correct structure. This should be done with the correct pronunciation. If the learner is successful, then s/he is able to stay standing. If the learner is incorrect or uses bad pronunciation, then s/he should sit down on the floor.

The teacher shows the flash cards to all learners so all have a chance to take part. When this has been done one point is given to all learners left standing. For example, if Team A has two learners left standing, then Team A is awarded 2 points. If Team B has three learners left standing, then Team B is awarded 3 points. Repeat the process until the majority of the learners have a good command of the vocabulary or structure.

Run And Fetch!

Drill the vocabulary and line learners up in teams at one end of the classroom (this activity works best in a large room or outside). The teacher then places the flash cards on the floor in random order. The teacher calls out the vocabulary on one of the cards, e.g. 'rabbit' and then a learner from each team (at the same time) races to find the correct flash card. When the learner finds the appropriate card they then give it to the teacher and say the appropriate word or sentence. Emphasis here, is placed equally on their correct pronunciation, as it is on recognising the word. Then a point is awarded. If two learners pick up the same flash card at the same time, the best way to decide the winner is to use the rock, paper, scissors method.

Pairs

This game requires two sets of identical picture or word cards. Two identical sets of cards are stuck in random order face down on the whiteboard. Learners (either individually or in teams) take it in turns to approach the board and overturn two cards. If they make a pair they win a point for their team. Continue until all cards have been matched.

Whispers/Slap The Card!

Once a set of flash cards has been drilled they can be stuck in random order on the whiteboard.

Learners are divided into groups and asked to form lines running from the back of the classroom to the front. The last learners in line approach the teacher who whispers one of the words to them.

The learners race back to their teams and whisper it to the next learner in line. This is repeated –the learner at the other end of the line runs and slaps the corresponding flash card. The first one to do so wins a point for their team. That learner then goes to the back of the line and the process is repeated.

High Frequency Words

Dry Erase Boards

Write the word over and over until it is learned, erasing each time. This is a writing task, not a copying task. If the learner is using paper and pencil, fold the paper over each time or use another paper or card to cover the previous word. If the learner needs a model to start with, provide it. Then cover it and allow the learner to peek if necessary. Then remove it altogether.

Find and Frame

After a learner reads a text/passage, ask him/her to frame one or two high frequency words.

HFW Swat

Write a list of HFWs on the board. Divide the class into two teams. Give a flyswatter to the first learner in each team. Say a sentence that includes one of the words. The first learner to touch the correct word earns a point for his/her team.

Highlight HFWs

Have learners go through books, worksheets, posters, etc. and highlight the HFWs of the week.

Making Sentences

Start by giving each learner 2 cards face down. Each learner thinks of a sentence that uses those two words. When a learner recites his/her sentence, ask the class, "Can we guess what the two words are?" Learners may look at the word wall for help. Gradually move up to more words.

Assessment

Continuous Assessment

Continuous Assessment for *UAE Phonics Books 1 and 2* is exclusively conducted through the *UAE Phonics Outcome Tracker*. This continuous assessment tool is designed to give continual, linearly comparable information to both teacher and student, regarding each learner's progress towards foundational NELCF Level 1 outcomes. There are three Outcome Tracker points across the academic year, one each in Terms 1, 2, and 3.

Each Outcome Tracker point has three separate elements:

- Listening
- Writing
- Reading and Speaking

The *UAE Phonics Outcome Tracker* is designed to fulfil a summative purpose whilst also retaining a formative function.

Summative Purpose:

- Students' receptive and productive language skills are assessed through valid and highly reliable assessment tools.
- Student learning outcomes that are not typically assessed through formal end of learning assessments are equitably assessed.
- Teachers can report on the achievement of individual students at periodic times as they work towards the relevant student learning outcomes.

Formative Function:

- The *UAEP 1/2 TX Outcome Tracker* Excel file creates individual student reports that can be shared with both students and parents so that they can identify and address their weaknesses.
- Analytics in the *UAEP 1/2 TX Outcome Tracker* Excel file give the teacher visually clear, linearly comparable data sets so that individual and group weaknesses can be identified and addressed during delivery of the academic programme.

End of Learning Assessments

Receptive Language Skills:

Students enrolled in UAE Phonics will take End of Term assessments in Terms 1, 2 and 3. These assessments will focus on content from the syllabus from that term and address comprehension-based outcomes. There are separate assessments for listening and reading.

Productive Language Skills:

UAE Phonics 1 and 2 (En1.1 / En1.1-1.2) are exclusively aligned to Level 1 NELCF learning outcomes and will NOT have End of Learning exams for productive language skills (writing and speaking). The rationale for this is that there are minimal elements of the NELCF supplementary syllabus that are marked as '*Understand and Use*'. Productive language skills are assessed through continuous assessment, where tasks can be scaffolded and supported by the teacher.

Formative Assessment:

Formative assessment identifies issues in classroom work and student performance and leads to short-term, informed changes and decisions in the teaching and learning process. Formative assessment is the feedback tool that facilitates adaptive and effective learning. The effective implementation of *Assessment for Learning* and *Assessment as Learning* in day-to-day classroom practices is key to academic achievement. Consequently, in support of fostering the spirit of formative assessment in the classroom, the Cycle 1 English Language Assessment team have produced a Cycle 1 specific '*Formative Assessment Toolkit*'. We hope that the strategies and materials included in this toolkit will complement Cycle 1 teachers' own perspectives of and approaches to formative assessment. The '*Formative Assessment Toolkit*' can be found on SharePoint.

Answer Key – Term 1

Unit 1
Phonics Review – page 1
Activity 1
1. g; 2. v; 3. d; 4. o; 5. n; 6. z
Activity 2
1. f; 2. d; 3. v; 4. e; 5. g; 6. y; 7. a; 8. r; 9. w; 10. l
Activity 3
Learners say each sound to get from the start to the end.
Phonics Review – page 2
Activity 4
1. t; 2. u; 3. a; 4. j; 5. n; 6. a; 7. p; 8. x
Activity 5
Learners cut out the letters on the PCM and match the uppercase and lowercase letters. Then, they put them in alphabetical order.
Activity 6
Learners' own answers.
Greetings – page 3
Activity 1
Learners listen and repeat.
Activity 2
1. morning; 2. afternoon; 3. evening; 4. night
Activity 3
Learners' own answers.
Let's Read – page 4
Activity 1
1. Good afternoon. Do you want to eat lunch with me?
2. Good evening. Let's go for a walk by the river.
3. Good night! It's time for you to go to sleep.
4. Hello, Amira and Sara!
5. Goodbye, see you soon.
6. Good morning! It's time for me to get up.
Activity 2
me – 2 you – 2
Let's Write – page 5
Activity 1
1. Good morning; 2. Good evening; 3. Good night; 4. Hello; 5. Good afternoon; 6. Goodbye
Activity 2
Learners' own answers.
Activity 3
Learners' own answers.
Review – page 6
Activity 1
1. Hello; 2. Goodbye; 3. Good morning; 4. Good afternoon; 5. Good night
Activity 2
1. n; 2. g; 3. x; 4. m; 5. n; 6. n

Activity 3
1. you; 2. me
Activity 4
Learners say the sounds and colour the sounds that they know.
Unit 2
Phonics Review – page 7
Activity 1
1. ph; 2. wh; 3. ch; 4. sh; 5. ng
Activity 2
1. ch – cherry; 2. wh – wheel; 3. sh – shoes; 4. ng – ring; 5. ph – phone
Activity 3
ch – chair; sh – shop; ph – dolphin; wh – whale; ng – hang
Phonics Review – page 8
Activity 4
1. wh; 2. ph; 3. ng; 4. sh; 5. ch
Activity 5
1. wh (or w); 2. sh; 3. ch; 4. ng; 5. ph (or f)
Activity 6
Learners' own answers.
Questions – page 9
Activity 1
Learners listen and repeat.
Activity 2
Learners practise asking and answering questions.
Questions – page 9
Activity 3
1. please; 2. you; 3. name's; 4. thanks; 5. Yes; 6. name
Let's Read – page 10
Activity 1
Learners' own answers.
Let's Read – page 10
Activity 2
Learners circle the words in the text (me – 1, you – 3, he – 2, she – 1)
Let's Read – page 10
Activity 3
1. True; 2. False; 3. False; 4. True; 5. False
Let's Read – page 10
Activity 4
Learners read the text with a partner.
Let's Write – page 11
Activity 1
Learners own answers.
Let's Write – page 11
Activity 2
Learners own answers.
Let's Write – page 11
Activity 3
Learners own answers.
Review – page 12
Activity 1

1. name's; 2. please; 3. you; 4. name; 5. thanks
Review – page 12
Activity 2
ch – chair, cherry; sh – shoes, sheep; wh – wheel, whistle; ph – phone, trophy; ng – hang, ring
Review – page 12
Activity 3
1. an; 2. a; 3. an; 4. an; 5. shark
Review – page 12
Activity 4
Learners practise asking and answering questions.
Unit 3
Alphabetical Order – page 13
Activity 1
a; b; c; d; e; f; g; h; i; j; k; l; m; n; o; p; q; r; s; t; u; v; w; x; y; z
Activity 2
1. k, l; 2. e, f; 3. y, z; 4. l, j; 5. c, d
Activity 3
1. ✓; 2. X; 3. X; 4. ✓; 5. ✓
Activity 4
A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; X; Y; Z
Activity 5
1. VW; 2. BC; 3. KL; 4. HI; 5. RS
Alphabetical Order – page 14
Activity 6
1. ✓; 2. X; 3. ✓; 4. ✓; 5. X
Activity 7
1. fish; 2. nose; 3. robot; 4. yo-yo
Activity 8
1. apple, desk, heart, window 2. egg, kite, umbrella, zebra 3. bat, gift, igloo, snake
Activity 9
Learners' own answers.
Weather – page 15
Activity 1
Learners listen and repeat.
Activity 2
1. cold; 2. hot; 3. sunny; 4. windy; 5. rainy; 6. cloudy
Activity 3
1. windy; 2. hot; 3. sunny; 4. cloudy; 5. cold; 6. rainy
Activity 4
Learners' own answers.
Let's Read – page 16
Activity 1
I try to sleep on a <u>stormy</u> night. Crashing and banging! Flashes of light! I look out the window and lie in bed. I close my eyes and <u>hide</u> my head.

I think about Mum, I think about Dad. Soon, the storm isn't so bad! I go to sleep, I feel big and <u>strong</u> . When I wake up, the storm has gone!
Activity 2
Learners' own answers.
Activity 3
2. A Stormy Night
Activity 4
Learners' own answers.
Let's Write – page 17
Activity 1
1. hot; 2. cold; 3. sunny; 4. cloudy; 5. rainy; 6. windy
Activity 2
1. scared; 2. sleepy; 3. happy; 4. excited; 5. sad; 6. angry
Activity 3
Learners' own answers.
Review – page 18
Activity 1
Learners' own answers.
Activity 2
1. no; 2. no; 3. no; 4. yes; 5. no
Activity 3
1. cloudy; 2. sunny; 3. rainy; 4. hot; 5. cold; 6. windy
Activity 4
1. It's sunny; 2. It's cold; 3. It's cloudy; 4. It's rainy; 5. It's windy; 6. It's hot
Unit 4
Syllables – page 19
Activity 1
Learners listen to the words and clap the syllables.
Activity 2
Learners read the syllables and say the words.
Activity 3
1. 2; 2. 3; 3. 1; 4. 2
Activity 4
1 syllable – cup, pot; 2 syllables – tiger, apple; 3 syllables – iguana, octopus
Syllables – page 20
Activity 5
1. 2; 2. 1; 3. 3
Activity 6
1. arrow; 2. dolphin; 3. tiger; 4. morning; 5. window
Activity 7
1. go – rill – a; 2. oc – to – pus; 3. ca – mel
Activity 8
Learners' own answers.
Let's Read – page 21
Activity 1
Learners' own answers.
Activity 2

A Day at the Beach

Hello, my name is Rashid. It's Saturday today. It's going to be hot and sunny! Let's go to the beach. Lots of my friends are there.

My friends play in the sand and swim in the sea. They sit in the sun and eat cold ice-cream. Maryam and Saeed throw and catch a big ball.

I drink orange juice and sit under an umbrella. We have fun at the beach. What do you do at the beach?

Activity 3

1. False; 2. False; 3. True; 4. False; 5. False

Let's Read – page 22

Activity 4

Learners' own answers.

Activity 5

1. towel; 2. bucket; 3. sunglasses; 4. swim ring; 5. flip flops

Activity 6

1. sunny; 2. friends; 3. swim; 4. ball; 5. orange

Activity 7

Learners' own answers.

Let's Write – page 23

Activity 1

Learners' own answers.

Activity 2

Learners' own answers.

Activity 3

Learners' own answers.

Review – page 24

Activity 1

1. 2; 2. 3; 3. 2; 4. 1

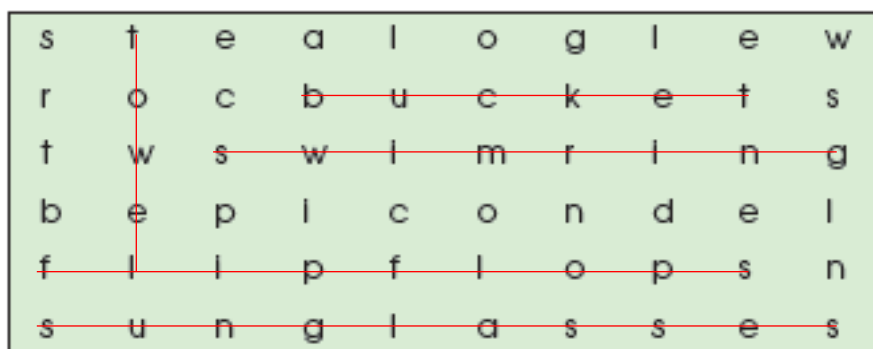
Activity 2

1. They; 2. be; 3. we; 4. are

Activity 3

1. swim ring; 2. bucket; 3. flip flops; 4. towel; 5. sunglasses

Activity 4



Unit 5

Short Vowels – page 25

Activity 1

Learners listen and repeat the sounds.

Activity 2

1. u; 2. a; 3. i; 4. e; 5. e; 6. e; 7. o; 8. a

Activity 3
1. bat; 2. hen; 3. sit; 4. box; 5. cup
Short Vowels – page 26
Activity 4
1. a; 2. i; 3. e; 4. o; 5. u
Activity 5
1. The <u>duck</u> <u>runs</u> to win the <u>cup</u> . 2. <u>Clap</u> your <u>hands</u> for the <u>fat</u> <u>rat</u> ! 3. The <u>red</u> <u>hen</u> <u>has</u> <u>six</u> <u>eggs</u> . 4. The <u>orange</u> <u>fox</u> <u>has</u> a <u>box</u> . 5. <u>This</u> <u>big</u> <u>fish</u> uses <u>little</u> <u>fins</u> to <u>swim</u> .
Activity 6
4; 1; 5; 2; 3
Activity 7
Learners' own answers. Can be any selection of the words underlined in Activity 5.
My Morning – page 27
Activity 1
Learners listen and repeat.
Activity 2
1. I wake up.; 2. I have a shower.; 3. I brush my teeth.; 4. I get dressed.; 5. I eat breakfast.; 6. I go to school.
Activity 3
1. up; 2. have; 3. my; 4. get; 5. eat; 6. go
Activity 4
Learners' own answers.
Let's Read – page 28
Activity 1
5; 1; 4; 3; 2
Activity 2
Learners find and underline my and your in the text. (my – 5, your – 1)
Activity 3
Ticks only for 2. brushes his teeth and 3. wakes up
Activity 4
1. wakes up; 2. has a shower; 3. gets dressed; 4. brushes his teeth; 5. goes to school
Let's Write – page 29
Activity 1
1. eat breakfast; 2. wake up; 3. brush my teeth; 4. go to school; 5. get dressed; 6. have a shower
Activity 2
1. I eat breakfast. 2. I have a shower. 3. I wake up. 4. I get dressed. 5. I go to school. 6. I brush my teeth.
Activity 3
Learners' own answers.
Activity 4
Learners' own answers.

Review – page 30

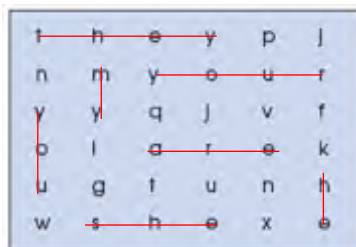
Activity 1

1. a; 2. i; 3. u; 4. o; 5. e

Activity 2

1. your; 2. my

Activity 3



Activity 4

1. She wakes up.; 2. She has a shower.; 3. She brushes her teeth.; 4. She gets dressed.; 5. She eats her breakfast.; 6. She goes to school.

Unit 6**Magic e – page 31**

Activity 1

Learners listen and repeat. They point to the vowels as they listen.

Activity 2

Learners listen and point.

Activity 3

Learners add Magic e to the words to make new words.

Activity 4

Learners listen and sing the Magic e song.

Activity 5

Learners use the words given to sing 3 new verses of the song.

Activity 6

1. man; 2. bite; 3. robe; 4. tub

Magic e – page 32

Activity 7

Learners say all the words to get from the start to the end.

Activity 8

1. no magic e; 2. add magic e; 3. no magic e; 4. no magic e; 5. add magic e; 6. add magic e; 7. no magic e; 8. add magic e

Pronouns – page 33

Activity 1

Learners find the pronouns in the picture.

Activity 2

1. it; 2. she; 3. they; 4. he

Activity 3

1. she; 2. they; 3. she; 4. it; 5. they; 6. she

Activity 4

Learners cut out the cards and match the pictures to the words.

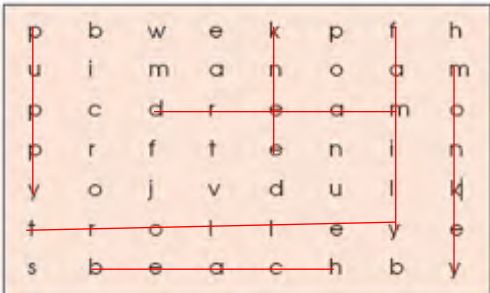
Let's Read – page 34

Activity 1

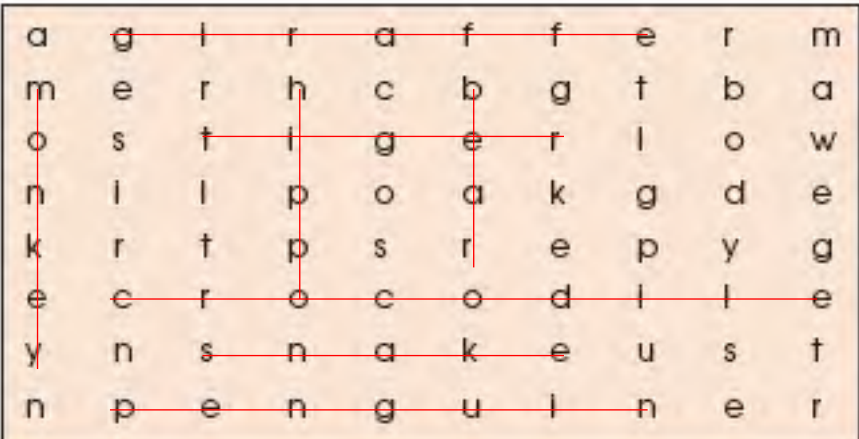
Hamdan: 1. wakes up; 2. eats breakfast; 3. brushes his teeth; 4. has a shower; 5. gets dressed; 6. goes to school

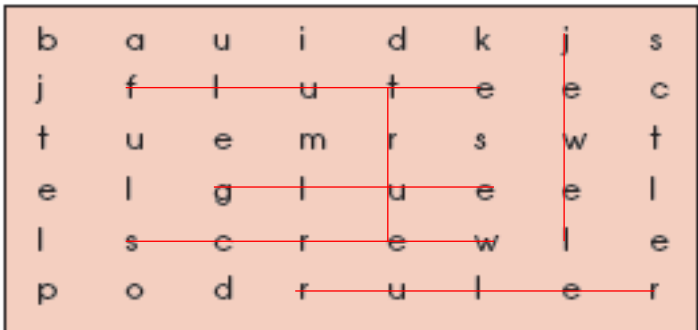
Alia: 1. wakes up; 2. has a shower; 3. brushes her teeth; 4. gets dressed; 5. eats breakfast; 6. goes to school
Activity 2
Learners find and underline the words in the text. (for – 2, all – 0)
Activity 3
1. Hamdan and Alia 2. Things We Do in the Morning 3. Learners own answers.
Activity 4
Learners own answers.
Let's Write – page 35
Activity 1
Learners own answers.
Review – page 36
Activity 1
1. mane; 2. her; 3. fine; 4. rob; 5. cut
Activity 2
Learners circle the pictures for: phone, bike, kite, nose, whale
Activity 3
1. for; 2. all
Activity 4
Pronouns: he; it; we; I; you; they Names: Ali; Sara and Meera; Saif; Aisha
Unit 7
Long a Vowel Sound – page 37
Activity 1
Learners listen and repeat.
Activity 2
1. ai; 2. a_e; 3. ay; 4. ay; 5. ai; 6. a_e
Activity 3
1. ai; 2. ay; 3. a_e; 4. a_e; 5. ai; 6. ay
Activity 4
1. cake; 2. crayon; 3. page; 4. paint; 5. play; 6. train
Long a Vowel Sound – page 38
Activity 5
1. paint; 2. play; 3. train; 4. page; 5. crayon; 6. cake
Activity 6
3; 1; 4; 5; 2; 6
Activity 7
Long a Sound: cake; snake; crayon; rain Short a Sound: ant; tap; cat; hand
Action Verbs – page 39
Activity 1
Learners listen and repeat and do actions for each verb.
Activity 2
1. swim; 2. throw; 3. climb; 4. jump; 5. walk
Activity 3
Learners' own answers.
Let's Read – page 40

Activity 1
At the Park Ali likes the park. He goes on Saturday morning. He's excited to see all his friends. At the park, he <u>hangs</u> and <u>swings</u> from the rings. Ahmed <u>walks</u> around and eats his ice-cream. Rashid and Rafea <u>jump</u> up and down. Layla sits and waits for her friends to play. Zayed <u>climbs</u> on the wheel. He's not scared. They have fun at the park!
Activity 2
Learners circle the words in the story. (his – 2, her – 1)
Activity 3
1. morning; 2. hangs; 3. walks; 4. jump; 5. climbs
Activity 4
Learners match the names to the pictures.
Let's Write – page 41
Activity 1
Learners paste the pictures in the correct boxes.
1. walks; 2. jumps; 3. throws; 4. swims; 5. hangs; 6. climbs
Activity 2
1. The frog jumps into the water. 2. The leaf hangs from the tree. 3. The boy walks to the shop. 4. The cat climbs up the tree. 5. The shark swims in the sea. 6. The girl throws a ball.
Review – page 42
Activity 1
paint; train; crayon; cake; rain
Activity 2
<p>1. Can you look at <u>page</u> <u>ten</u>?</p> <p>2. <u>Zainab</u> likes to <u>play</u> with her brother.</p> <p>3. The black <u>train</u> goes to the park every <u>day</u>.</p> <p>4. We eat pizza and <u>cake</u> on <u>Friday</u>.</p> <p>5. Amna draws with her <u>crayon</u> on the <u>page</u>.</p>
Activity 3
her; her
Activity 4
1. climb; 2. throw; 3. swim; 4. hang; 5. walk; 6. jump
Unit 8
Long e Vowel Sound – page 43
Activity 1
Learners listen and repeat.
Activity 2
Long e: knee; bee; beach; dream; family; trolley; monkey; puppy Short e: elbow; zebra; shell; egg; ten; exit
Activity 3
1. dream; 2. bee; 3. trolley; 4. family

Activity 4
1. beach; 2. trolley; 3. family; 4. puppy; 5. knee; 6. bee; 7. dream; 8. monkey
Long e Vowel Sound – page 44
Activity 5

Bee is the missing word.
Activity 6
2; 3; 4; 1
Activity 7
10
Activity 8
Learners' own answers.
Can / Can't – page 45
Activity 1
Learners read the sentences.
Activity 2
1. True; 2. False; 3. False; 4. True; 5. True; 6. False
Activity 3
1. can't; 2. can; 3. can; 4. can't
Activity 4
Learners choose a card and ask and answer questions.
Let's Read – page 46
Activity 1
Learners' own answers.
Activity 2
8
Activity 3
Learners read the text changing can to can't.
Activity 4
Learners circle the words in the text. (see – 1, look – 1)
Activity 5
1. can; 2. can; 3. can; 4. can; 5. can't
Activity 6
Learner's own answers.
Let's Write – page 47
Activity 1
Learners' own answers.
Activity 2
Learners' own answers.
Activity 3
Learners' own answers.
Review – page 48
Activity 1

monkey; wheel; dream; trophy; key; bee; puppy
Activity 2
1. long e sound; 2. short e sound; 3. long e sound; 4. long e sound; 5. short e sound; 6. long e sound
Activity 3
1. Look; 2. see; 3. her; 4. his
Activity 4
Learners' own answers.
Unit 9
Long o Vowel Sound – page 49
Activity 1
Learners listen and repeat.
Activity 2
1. o_e; 2. oa; 3. ow; 4. ow; 5. o_e; 6. oa
Activity 3
Red: soap; rope; bowl; pillow; bone; road Blue: pot; clock; frog; mop; dog; olive
Activity 4
Learners' own answers.
Long o Vowel Sound – page 50
Activity 5
1. rope; 2. pillow; 3. bowl; 4. soap; 5. bone; 6. road
Activity 6
4; 1; 2; 5; 3; 6
Activity 7
Learners read the story and tick: road; soap; bone; pillow
Activity 8
Learners' own answers.
Animals – page 51
Activity 1
Learners listen and repeat.
Activity 2
1. snake; 2. crocodile; 3. giraffe; 4. tiger; 5. monkey; 6. bear; 7. hippo Missing: penguin
Activity 3
1. giraffe; 2. tiger; 3. penguin; 4. crocodile
Activity 4
1. hippo; 2. snake; 3. bear; 4. monkey
Let's Read – page 52
Activity 1
Learners read the story and find the animals in the picture.
Activity 2
Learners find the words in the story (this – 3, that – 2, with – 1, them – 1).
Activity 3
1. True; 2. True; 3. False; 4. False; 5. True
Activity 4
1. animals; 2. elephant; 3. snake; 4. monkey; 5. giraffe
Let's Write – page 53
Activity 1

Learners' own answers.
Activity 2
1. zebra; 2. monkey; 3. elephant; 4. snake; 5. giraffe; 6. crocodile
Activity 3
1. Look at the zebras. 2. There is a monkey in the tree. 3. That is an elephant. 4. The snake is long and green. 5. I can see two giraffes.
Activity 4
Learners' own answers.
Review – page 54
Activity 1
o_e: rope, bone; oa: road, soap; ow: bowl, pillow
Activity 2
o_e: rope, bone; oa: road, soap; ow: bowl, pillow
Activity 3
1. this; 2. with; 3. that; 4. them
Activity 4

Unit 10
Long i Vowel Sound – page 55
Activity 1
Learners listen and repeat.
Activity 2
1. slide; 2. night; 3. cries; 4. tie; 5. fries; 6. sky; 7. light; 8. smile
Activity 3
1. cries; 2. fries; 3. light; 4. night; 5. sky; 6. slide; 7. smile; 8. tie
Long i Vowel Sound – page 56
Activity 4
1. sky; 2. fries; 3. night; 4. smile
Activity 5
Learners practise saying the words.
Activity 6
Long i sound: slide, night, try, like, ties, tiger Short i sound: gift, pin, milk, ring, igloo, king
Let's Read – page 57
Activity 1

Learners' own answers.
Activity 2
Learners' own answers.
Activity 3
1. True; 2. False; 3. True; 4. False; 5. False
Activity 4
1. Africa; 2. grey; 3. swimming; 4. grass; 5. calf
Let's Write – page 58
Activity 1
<p>This is a frog. It's small and green. It eats insects. Frogs jump very high.</p> <p>This is a giraffe. It is tall and orange. It eats leaves. Giraffes run very fast.</p>
Activity 2
Learners' own answers.
Review – page 59
Activity 1
1. smile, slide; 2. night, light; 3. sky, cry; 4. fries, tie
Activity 2
1. tie; 2. smile; 3. light; 4. slide; 5. fries; 6. sky; 7. night; 8. cries
Activity 3
1. that; 2. This; 3. them; 4. with
Activity 4
Learners' own answers.
Unit 11
Long u Vowel Sound – page 60
Activity 1
Learners listen and repeat.
Activity 2
1. flute; 2. ruler; 3. screw; 4. jewel; 5. glue; 6. true

Activity 3
1. screw; 2. glue; 3. ruler; 4. flute; 5. true; 6. jewel
Activity 4
Learners tick the words they can say.
Long u Vowel Sound – page 61

Activity 5
1. jewel; 2. screw; 3. true; 4. flute; 5. glue; 6. ruler
Activity 6
Long u sound: jewel, ruler, glue, screw, true, flute
Short u sound: jump, mum, buzz, duck, nuts
Activity 7
1. short u; 2. long u; 3. long u; 4. short u; 5. long u
Activity 8
Learners' own answers.
Let's Read – page 62
Activity 1
Learners' own answers.
Activity 2
Learners' own answers.
Activity 3
3; 4; 1; 2
Activity 4
All words to be ticked.
Activity 5
Learners' own answers.
Let's Read – page 63
Activity 6
Title: The Fox and the Crow
Characters: Fox, Crow
Activity 7
1. sees; 2. eats; 3. likes; 4. sings; 5. catches; 6. is
Let's Write – page 64
Activity 1
Learners' own answers.
Activity 2
Learners' own answers.
Activity 3
Learners' own answers.
Activity 4
Learners' own answers.
Activity 5
Learners' own answers.
Review – page 65
Activity 1
1. flute; 2. glue; 3. jewel; 4. ruler; 5. screw; 6. true
Activity 2
1. long u; 2. long u; 3. short u; 4. long u; 5. short u
Activity 3
1. too; 2. then; 3. now; 4. down
Activity 4
Learners' own answers.
Unit 12
Phonics Review – page 66
Activity 1

2; 4; 5; 3; 1
Vocabulary Review – page 70
Activity 5
1. throw; 2. jump; 3. walk; 4. climb; 5. swim; 6. hang
Activity 6
4; 6; 2; 5; 1; 3
Activity 7
1. hippo; 2. bear; 3. crocodile; 4. snake; 5. giraffe; 6. monkey; 7. tiger; 8. penguin
Activity 8
1. monkey; 2. penguin; 3. tiger; 4. hippo; 5. bear
Activity 9
Learners pick cards and do the actions.

Audio Script – Term 1

Unit 1
Track 1 page 1 Phonics Review - Activity 1
1. g; 2. v; 3. d; 4. o; 5. n; 6. z
Track 2 page 2 Phonics Review - Activity 4
1. a-n-t → ant; 2. s-u-n → sun; 3. t-a-p → tap; 4. j-e-t →; 5. p-e-n → pen; 6. m-a-n → man; 7. c-u-p → cup; 8. f-o-x → fox
Track 3 page 3 Greetings - Activity 1
Hello; Goodbye; Good morning; Good afternoon; Good evening; Good night
Track 4 page 6 Review - Activity 2
1. man; 2. leg; 3. fox; 4. jam; 5. run; 6. pin
Unit 2
Track 5 page 7 Phonics Review - Activity 1
1. ph; 2. wh; 3. ch; 4. sh; 5. ng
Track 6 page 8 Phonics Review - Activity 5
1. wh; 2. sh; 3. ch; 4. ng; 5. ph
Track 7 page 9 Questions - Activity 1
A: What's your name? B: My name's Sultan.
A: How are you? B: I'm happy, thanks.
A: Can I have this, please? B: Yes, you can.
Track 8 page 10 Let's Read - Activity 2
Khaled: Hello, Ahmed! Ahmed: Good morning, Khaled. How are you? Khaled: I'm fine, thanks. How are you? Ahmed: I'm sleepy, but I'm happy to see you. Khaled: Me too. I'm happy to see Abdullah too. Ahmed: Where is he? Khaled: He's over there with Miss Fatima. Ahmed: She's my teacher this year. Khaled: It's time to go to English class. Goodbye!
Track 9 page 12 Review - Activity 1
1. Hello, my name's Maryam. 2. Can I play with you, please? 3. Good afternoon, Haza. How are you? 4. What's your name?

5. I'm fine, thanks. How are you?

Unit 3

Track 10 page 13

Alphabetical Order - Activity 3

1. a, b; 2. e, d; 3. l, k; 4. w, x; 5. s, t

Track 11 page 14

Alphabetical Order - Activity 6

1. frog, gate; 2. igloo, hen; 3. moon, net; 4. queen, robot; 5. van, up

Track 12 page 15

Weather - Activity 1

hot; cold; sunny; cloudy; rainy; windy

Track 13 page 15

Weather - Activity 2

1. cold; 2. hot; 3. sunny; 4. windy; 5. rainy; 6. cloudy

Track 14 page 16

Let's Read - Activity 3

I try to sleep on a stormy night.
Crashing and banging! Flashes of light!
I look out the window and lie in bed.
I close my eyes and hide my head.
I think about mum, I think about dad.
Soon, the storm isn't so bad!
I go to sleep, I feel big and strong.
When I wake up, the storm has gone.

Track 15 page 18

Review - Activity 3

1. It's a cloudy day. Let's watch TV.
2. When it's sunny, we go to the pool.
3. Take an umbrella, it's a rainy day.
4. It's very hot. I want an ice-cream.
5. Where's my hat? It's cold.
6. I fly my kite when it's windy.

Unit 4

Track 16 page 19

Syllables - Activity 1

1. white; 2. le - mon; 3. el - e - phant; 4. ro - bot

Track 17 page 21

Let's Read - Activity 3

Hello, my name is Rashid. It's Saturday today. It's going to be hot and sunny! Let's go to the beach. Lots of my friends are there.
My friends play in the sand and swim in the sea. They sit in the sun and eat cold ice-cream. Maryam and Saeed throw and catch a big ball.
I drink orange juice and sit under an umbrella. We have fun at the beach. What do you do at the beach?

Track 17 page 22

Let's Read - Activity 6

1. It's a hot and sunny day.
2. His friends are at the beach.
3. Rashid's friends swim in the sea.
4. Maryam and Saeed play with a ball.

5. Rashid drinks orange juice.
Track 19 page 24 Review - Activity 2
1. Where are your friends? They are at the beach. 2. Please, be careful, it's hot outside. 3. It's sunny, we can play at the park. 4. There are a lot of shells on the sand.
Unit 5
Track 20 page 25 Short Vowels - Activity 1
a; e; i; o; u
Track 21 page 26 Short Vowels - Activity 1
1. cat; 2. king; 3. egg; 4. sock; 5. run
Track 22 page 27 My Morning - Activity 1
wake up; have a shower; brush my teeth; get dressed; eat breakfast; go to school
Track 23 page 28 Let's Read - Activity 1
My Morning Every morning, I wake up at 7am. I get up and I have a shower. I like hot showers. After my shower, I get dressed. I brush my teeth slowly. Do you brush your teeth too? Then, I eat breakfast. I eat it all! Then, I get ready for school. I put my books in my bag. At 8am, I go to school. I like school because I can see my friends!
Track 24 page 30 Review - Activity 4
1. I wake up.; 2. I have a shower.; 3. I brush my teeth.; 4. I get dressed.; 5. I eat my breakfast.; 6. I go to school.
Unit 6
Track 25 page 31 Magic e - Activity 1
1. a (short a sound), a (long a sound) 2. e (short e sound), e (long e sound) 3. i (short i sound), i (long i sound) 4. o (short o sound), o (long o sound) 5. u (short u sound), u (long u sound)
Track 26 page 31 Magic e - Activity 2
cap; cape; rip; ripe; hop; hope; tub; tube
Track 27 page 31 Magic e - Activity 4
<i>To the tune of 'The Farmer's in the Dell'</i> The a in tap says a, The a in tap says a, But if we add a Magic e,

The a in tape says a.

The i in kit says i,
The i in kit says i,
But if we add a Magic e,
The i in kite says i.

Track 28 page 31

Magic e - Activity 6

1. man; 2. bite; 3. robe; 4. tub

Track 29 page 34

Let's Read - Activity 1

Things We Do in the Morning

This is Hamdan.

He wakes up at 6am. He eats breakfast.

He brushes his teeth and he has a shower.

Then, he gets dressed for school.

He goes to school at 7am. He likes school.

This is Alia.

She wakes up at 7am. She has a shower.

She brushes her teeth and she gets dressed.

Then, she eats breakfast. She eats eggs for breakfast.

She goes to school at 8am. She likes school!

Track 30 page 36

Review - Activity 1

1. mane; 2. her; 3. fine; 4. rob; 5. cut

Unit 7

Track 31 page 37

Long a Vowel Sound - Activity 1

a - cake; a - page; a - paint; a - train; a - crayon; a - play

Track 32 page 38

Long a Vowel Sound - Activity 5

1. paint; 2. play; 3. train; 4. page; 5. crayon; 6. cake

Track 33 page 39

Action Verbs - Activity 1

climb; jump; swim; hang; throw; walk

Track 34 page 40

Let's Read - Activity 1

At the Park

Ali likes the park. He goes on Saturday morning. He's excited to see all his friends.

At the park, he hangs and swings from the rings. Ahmed walks around and eats his ice-cream. Rashid and Rafea jump up and down. Layla sits and waits for her friends to play. Zayed climbs on the wheel. He's not scared.

They have fun at the park!

Unit 8

Track 35 page 43

Long e Vowel Sound - Activity 1

e - beach; e - dream; e - bee; e - knee; e - monkey; e - trolley; e - puppy;
e - family

Track 36 page 43

Long e Vowel Sound - Activity 3

1. dream; 2. bee; 3. trolley; 4. family
Track 37 page 46 Let's Read - Activity 1
<u>What Can They Do?</u> Omar can paint. He can paint a green tree. Children sit on the grass. They can listen to an English story. Zainab plays in the sand with her dad. She can make a house. Can you see the children with the ball? Look! They can run and throw the ball. Khalifa can jump and catch the ball. The puppy can't throw the ball. What can you do?
Track 38 page 48 Review - Activity 3
1. Look at the family and their shopping trolley. 2. Can you see they have cheese and coffee? 3. The queen lets her monkey sleep in the tree. 4. The king brings his three sheep for a walk on the beach.
Unit 9
Track 39 page 49 Phonics Focus - Activity 1
o – bone; o – rope; o – road; o – soap; o – pillow; o – bowl
Track 40 page 50 Phonics Focus - Activity 5
1. He can use a rope to tie the bag. 2. There is a pillow on my bed. 3. My sister has a bowl of fruit every day. 4. Wash your hands with soap before you eat. 5. The puppy has a bone in its mouth. 6. We cross the road with our teacher.
Track 41 page 51 Vocabulary - Activity 1
tiger; hippo; monkey; giraffe; bear; giraffe; penguin; crocodile
Track 42 page 51 Vocabulary - Activity 4
1. Look at the hippo. It can swim. 2. I can see a snake in the grass. I'm scared! 3. There is a big bear under the tree. 4. Can you jump up and down like a monkey?
Track 43 page 52 Let's Read - Activity 4
<u>My Picture</u> This is my favourite picture. It's a picture of animals at the zoo. Look at the picture with me! There are a lot of different animals at the zoo. Can you see them? This is an elephant. It has big ears. This is a monkey. It likes to eat bananas. That is a snake. It's long and green. That is a giraffe. It's very tall!
Unit 10
Track 44 page 55

Phonics Focus - Activity 1
i – slide; i – smile; i – night; i – light; i – sky; i – cry; i – tie; i – fries
Track 45 page 55
Phonics Focus - Activity 2
<ol style="list-style-type: none"> 1. There's a slide at the park. 2. At night, the tiger walks in the forest. 3. My baby bother cries a lot. 4. Dad wears a red tie every day. 5. Let's have pizza and fries! 6. Look up at the sky! 7. It's cloudy, turn on the light. 8. I smile when I am happy.
Track 46 page 57
Let's Read - Activity 1
<p>This is a hippo. Hippos live in Africa. Hippos are very big and strong. They are grey. They have long, sharp teeth. The weather is hot in Africa. Hippos swim in the water to keep cool. Hippos are very good at swimming. In the evening, hippos get out of the water to eat grass. Hippos eat a lot of grass! Hippos can live for forty years. A baby hippo is called a calf. Did you see a hippo at the zoo?</p>
Track 47 page 59
Review - Activity 3
<ol style="list-style-type: none"> 1. Look at that snake! It's in the tree. 2. This is my favourite animal. 3. There are tigers in the trees. Can you see them? 4. The crocodile with big teeth swims in the water.
Unit 11
Track 48 page 60
Phonics Focus - Activity 1
u – flute; u – ruler; u – screw; u – jewel; u – glue; u – true
Track 49 page 60
Phonics Focus - Activity 3
<ol style="list-style-type: none"> 1. There is a screw on the desk. 2. Glue the shapes on to the page. 3. Your ruler is under my chair. 4. Maryam plays the flute for her mum. 5. It is a true story. 6. That jewel is so big!
Track 50 page 61
Phonics Focus - Activity 5
<ol style="list-style-type: none"> 1. There is a jewel in the crown. 2. She fixes it with a screw. 3. Is the answer true or false? 4. My little sister plays the flute. 5. The pot of glue is on my desk. 6. I use a ruler and a pencil.
Track 51 page 62

Let's Read - Activity 2
<p><u>The Fox and the Crow</u></p> <p>It's a sunny morning. Fox walks in the forest. He sees Crow. He's hungry. Crow eats cheese. It's her favourite food. Fox like cheese too. He talks to Crow. "Can you sing for me? You're good at singing."</p> <p>"I love to sing!" says Crow. "Kwaaaaaaaaa!"</p> <p>Crow sings and the cheese falls down. Then, fox catches it with his mouth. Now, Fox is very happy.</p> <p>"Thank you," says Fox. "I love cheese!"</p>
Unit 12
<p>Track 52 page 66</p> <p>Phonics Review - Activity 3</p>
<ol style="list-style-type: none"> 1. The happy cat has a black hat. 2. There are ten wet shells in a red net. 3. Six big kids drink milk and sing. 4. There's a clock on top of the rock. Tick, tock, tick tock! 5. The bug jumps up and runs under the cup.
<p>Track 53 page 67</p> <p>Phonics Review - Activity 6</p>
<ol style="list-style-type: none"> 1. dream, teach; 2. key, monkey; 3. puppy, happy; 4. see, bee
<p>Track 54 page 68</p> <p>High Frequency Words Review - Activity 2</p>
<ol style="list-style-type: none"> 1. Is this your bag? It's under the desk. 2. My mum is a vet. She helps pet. 3. This is my friend. His name is Ammar. 4. Sheika likes the zoo. Her favourite animal is the giraffe.
<p>Track 55 page 69</p> <p>Vocabulary - Activity 4</p>
<ol style="list-style-type: none"> 1. I go to school. 2. I wake up. 3. I eat breakfast. 4. I have a shower. 5. I brush my teeth.
<p>Track 56 page 70</p> <p>Vocabulary - Activity 8</p>
<ol style="list-style-type: none"> 1. The monkey can hang from its tail. 2. The penguin can swim very fast. 3. The tiger can jump on the rocks. 4. The hippo can walk under water. 5. The bear can climb high in the trees.

The UAE Phonics Song (Part 1) ***(To the tune of Bingo Was His Name-O)***

There is a LETTER that makes a SOUND and 's' is its SOUND.

s, s, s, s, s

s, s, s, s, s

s, s, s, s, s

And 's' is its SOUND.

There is a LETTER that makes a SOUND and 'a' is its SOUND.

a, a, a, a, a

a, a, a, a, a

a, a, a, a, a

And 'a' is its SOUND.

(The format is repeated for a – z)

The UAE Phonics Song (Part 2) ***(To the tune of London Bridge is Falling Down)***

/sh/

Listen, clap and sing the sound,
ch, ch, ch,
ch, ch, ch,
Listen, clap and sing the sound,
All together!

Sing the words that have ch,
Cherry and chair,
Cheese and child,
Sing the words that have ch,
All together!

/ch/

Listen, clap and sing the sound,
sh, sh, sh,
sh, sh, sh,
Listen, clap and sing the sound
All together!

Sing the words that have with sh,
Shark and shoes,
Shop and sheep,
Sing the words that have sh,
All together!

/th/

Listen, clap and sing the sound,
th, th, th,
th, th, th,
Listen, clap and sing the sound,
All together!

Sing the words that have th,
Think and thumb,
Throw and three,
Sing the words that have th,
All together!

/th/

Listen, clap and sing the sound,
th, th, th,
th, th, th,
Listen, clap and sing the sound,
All together!

Sing the words that have th,
Mother and father,
Weather and feather,
Sing the words that have th,
All together!

/th/

Listen, clap and sing the sound!
ng, ng, ng,
ng, ng, ng,
Listen, clap and sing the sound!
All together!

Sing the words that have ng,
Ring and swing,
Long and hang,
Sing the words that have ng,
All together!

/ph/

Listen, clap and sing the sound!
ph, ph, ph,
ph, ph, ph,
Listen, clap and sing the sound!
All together!

Sing the words that have ph,
Photo and phone,
Dolphin and trophy,
Sing the words that have ph,
All together!

/wh/

Listen, clap and sing the sound!
wh, wh, wh,
wh, wh, wh,
Listen, clap and sing the sound!
All together!

Sing the words that have wh,
Whale and white,
Wheel and whistle,
Sing the words that have wh,
All together!

/ow/

Listen, clap and sing the sound!
ow, ow, ow,
ow, ow, ow,
Listen, clap and sing the sound!
All together!

Sing the words that have ow,
Snow and crow,
Rainbow and grow,
Sing the words that have ow,
All together!

/ow/

Listen, clap and sing the sound!
ow, ow, ow,
ow, ow, ow,
Listen, clap and sing the sound!
All together!

Sing the words that have ow,
Cow and owl,
Clown and crown,
Sing the words that have ow,
All together!

/oo/

Listen, clap and sing the sound!
oo, oo, oo,
oo, oo, oo,
Listen, clap and sing the sound!
All together!

Sing the words that have oo,
Tooth and pool,
Stool and food,
Sing the words that have oo,
All together!

/oo/

Listen, clap and sing the sound!
oo, oo, oo,
oo, oo, oo,
Listen, clap and sing the sound!
All together!

Sing the words that have oo,
Hook and foot,
Wood and book,
Sing the words that have oo,
All together!

/ou/

Listen, clap and sing the sound!
ou, ou, ou,
ou, ou, ou,
Listen, clap and sing the sound!
All together!

Sing the words that have ou,
Mouth and house,
Cloud and mouse,
Sing the words that have ou,
All together!

/air/

Listen, clap and sing the sound!
air, air, air,
air, air, air,
Listen, clap and sing the sound!
All together!

Sing the words that have air,
Airport and pair,
Fair and stairs,
Sing the words that have air,
All together!

/oy/

Listen, clap and sing the sound!
oy, oy, oy,
oy, oy, oy,
Listen, clap and sing the sound!
All together!

Sing the words that have oy,
Oyster and boy,
Royal and toys,
Sing the words that have oy,
All together!

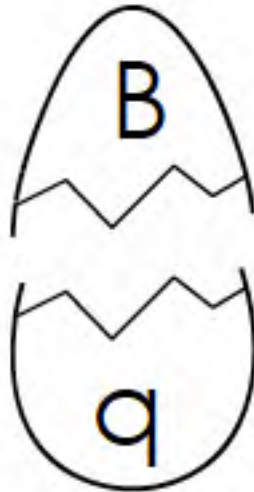
/oi/

Listen, clap and sing the sound!
oi, oi, oi,
oi, oi, oi,
Listen, clap and sing the sound!
All together!

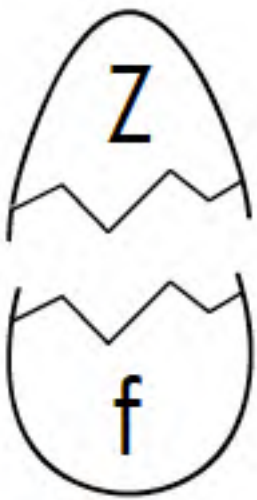
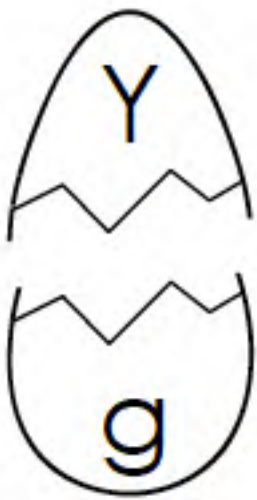
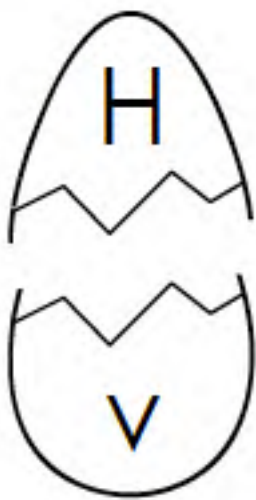
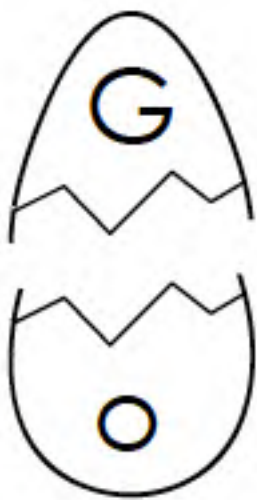
Sing the words that have oi,
Noise and coins,
Boil and join,
Sing the words that have oi,
All together!

PCMs

PCM 1







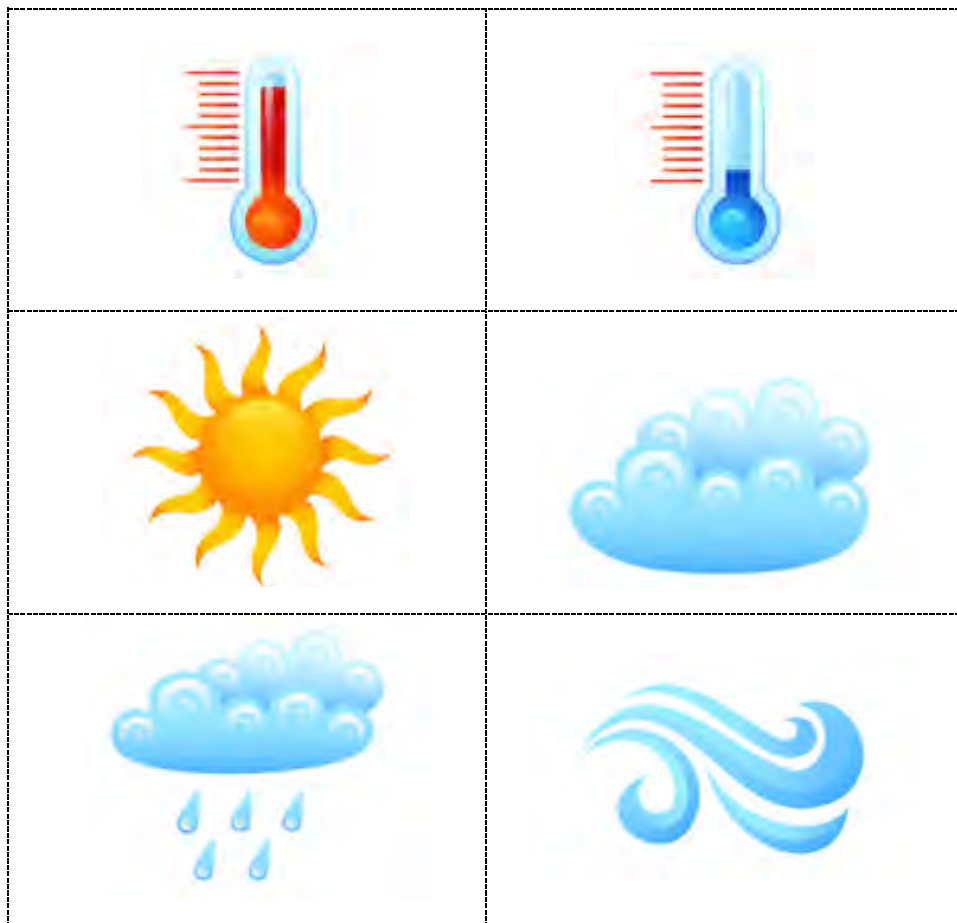
PCM 2

Hello, Amira and Sara!	Good morning! It's time for me to get up.
Good afternoon. Do you want to eat lunch with me?	Good evening. Let's go for a walk by the river.
Good night! It's time for you to go to sleep.	Goodbye, see you soon.

PCM 3



PCM 4



PCM 5

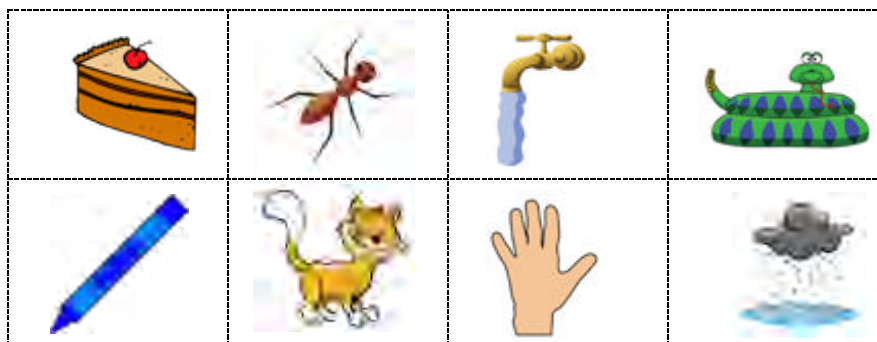


PCM 6

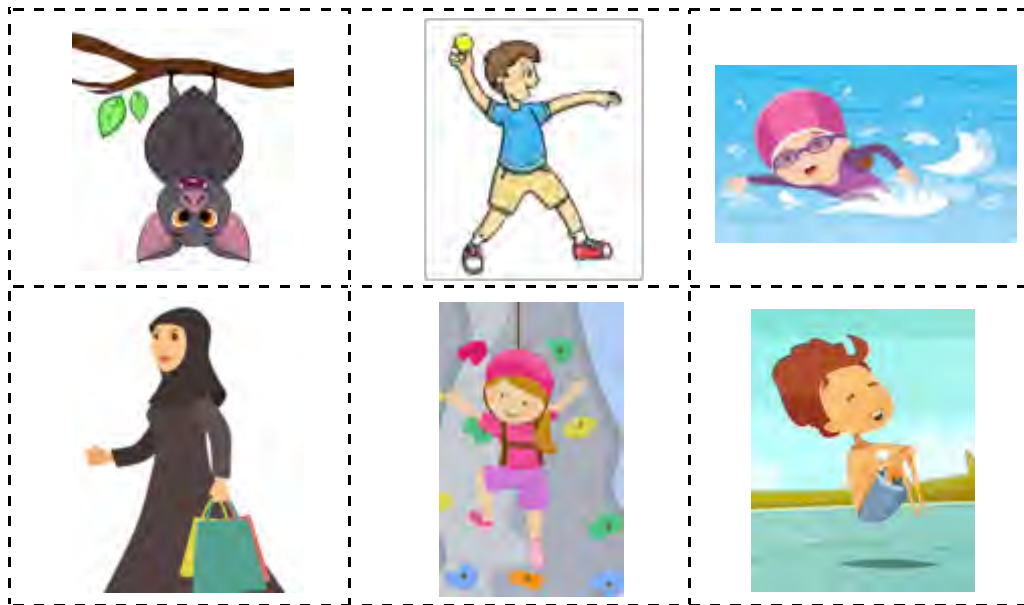


he	we	you	you
it	they	she	I

PCM 7



PCM 8



PCM 9



