

Learn phonics with  
**Actiphons**

**Teacher  
Resources**



**SAMPLE**



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## Teacher Resources



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# Learn phonics with **Actiphons**



## Learn phonics and get active with Actiphons!

Actiphons is an energetic phonics series for children who are learning to read. As children learn their letters and sounds with the Actiphons characters, they will become active learners – and lifelong readers!

Throughout Levels 1 to 3, each Actiphons book reinforces a new sound and introduces a new character. From Swimming Sally introducing **s** at the start of Level 1, right up to June Tune introducing **u-e** at the end of Level 3, children's reading skills, stamina and phonic knowledge are gradually extended.

Each Actiphons book at Levels 1 and 2 has two levels of text – text in small type for an adult to read to the child, and text in larger type for the child to read independently. This ensures that from the earliest books, children can enjoy sharing a real story, with decodable text at their own reading level. At Level 3, children have the necessary phonic knowledge and fluency to read the whole story themselves.





# What is physical literacy?

Physical literacy is the means by which children can develop the confidence, motivation, knowledge and physical skills that will encourage them to lead a healthy and active lifestyle.

## Gross motor skills

Gross motor movements come from the body's large muscle groups, and include movements of the arms, legs, feet and the whole body. Standing up, walking, running and walking upstairs are all examples of gross motor skills.

Key Actiphons activities that reinforce gross motor skills include:

*running*

*crawling*

*lifting*

*turning*

*bending*

*hopping*

*pushing*

*balancing*

*catching*

*jumping*

*skipping*

*throwing*

*stretching*

*swinging*

*rolling*

## Fine motor skills

These are the small movements that occur in the hands, wrists, fingers, feet, toes, lips and tongue. They are used when picking up objects between the thumb and finger, using a pencil to write carefully, holding a fork and using it to eat, sounding out words and other daily tasks.

All the Actiphons games and activities are designed to use a mixture of fine and gross motor skills. For example, the tracing activities in this guide encourage children to write letters using a pencil. Children are encouraged to place their pencil on the first large dot of each letter and follow the arrows. Left-handed children should follow the blue arrows where shown.

## Confidence and motivation

To develop physical literacy, it is crucial for teachers, parents and carers to promote confidence and motivation while developing each activity. This includes:

- Varying the challenge of the activity depending on the child's ability
- Encouraging active participation and giving children a sense of ownership
- Giving praise around individual progress and avoiding comparisons between peers
- Promoting cooperative learning groups
- Allowing flexibility in the time to complete an activity

Adopting these pedagogical techniques should give children a positive experience with physical activity and encourage them to participate throughout their lives.



# Using Actiphons Level 1 in the classroom

At Level 1, children are introduced to one sound for each of the following graphemes:

s a t p i n m d g o c k  
ck e u r h b f ff l ll ss

Each grapheme is linked to an Actiphons character to help children remember the corresponding phoneme, e.g. **a** is **Adventure Annie**. Children should learn the letter sounds using the characters' names to remember how to pronounce each sound.

Each character stars in their own storybook, which children should read in sequence, starting at Book 1 with *Swimming Sally* and working up to Book 23 with *Passing Bess*. As each sound is taught, children will be able to read an increasing range of simple CVC (consonant-vowel-consonant) words and build their vocabulary.

By the end of Level 1, children will be able to read simple words with all 23 of the listed graphemes and phonemes. They can then move on to Actiphons Level 2!

## Level 1 reading sessions

You can use the notes and activity ideas on page 19 of each storybook to help structure a reading session for individual children or small groups. Each session should involve practising the new focus sound, trying out the character's key movement, then reading the book together. The adult reader will read the text in smaller type, and the children will read the text in larger type, which uses only sounds that they have learnt. You can also show the ebook on a whiteboard for the whole class to share the reading, or listen to the audiobook together.

See page 5, *Incredible Isabelle Teaching Session*, for a sample lesson plan using one of the Level 1 books. This can be adapted for other books at this level.



# Incredible Isabelle teaching session



These notes can be used to help you structure a teaching session with an individual child, or a group of children at the same reading level.

## Before reading

Show the front cover of the storybook to the children. Read the title: Incredible Isabelle. Say, “Can you hear the sound at the start of Incredible Isabelle’s name?” Say the sound together, **i, i, i**.

Explain that Incredible Isabelle loves ice skating. Show children how to do Isabelle’s action – leaning forward and balancing on one leg, like an ice skater. Can they do this without wobbling? See how long they can hold this pose, while saying Isabelle’s sound: **i, i, i**.

Talk about the picture on the front cover, and encourage children to predict what might happen in the story after reading the blurb on the back cover.

## During reading

Read the words in smaller type aloud to the children. Encourage them to follow along in their books. Pause so that they can read the words in larger type. If they struggle to read these words, remind them to sound out and blend each sound to read the whole word, for example: **s-i-t, sit**.

Praise them for good reading. If they have difficulty with any of the words after prompting, tell them the word, ask them to repeat it, and move on.

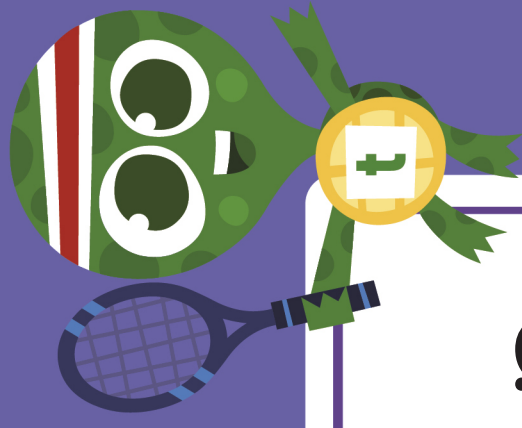
Pause occasionally to talk about the story. For example, on page 15, ask, “What do you think will happen next? Are the girls in danger from the bear? What would you do, if you were Annie or Isabelle?”

## After reading

Encourage children to share their thoughts about the story. Which was their favourite part? Were there any parts of the story that they didn’t understand? You could use the comprehension questions on page 19 to help children talk about the story.

Choose a page of the story and ask children to see how many words with the **i** sound they can spot in the text with larger type. Can they read these words?

Play a game with the **i** sound. Go around the group and take turns to think of a single-syllable word with **i** in it, such as **sit, tip, pit**, etc. Encourage children to write down any words that they are able to. You can write any words that use graphemes that the children haven’t yet learnt (such as **hit, fill, rich**) on the board. Keep going until you run out of words (or time!). How long is your list?



# Level 1 sound mat

s	a	t	p	i	n
m	d	g	o	c	k





# Level 1 sound mat

ck	e	u	r	h	b
f	ff	l	ll	ss	







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# Writing practice with Swimming Sally

Start here! Trace  
over the dotted  
letter shapes.



Can you add lots of s  
shapes in the wave for  
Sally to swim in?





# Writing practice with Adventure Annie

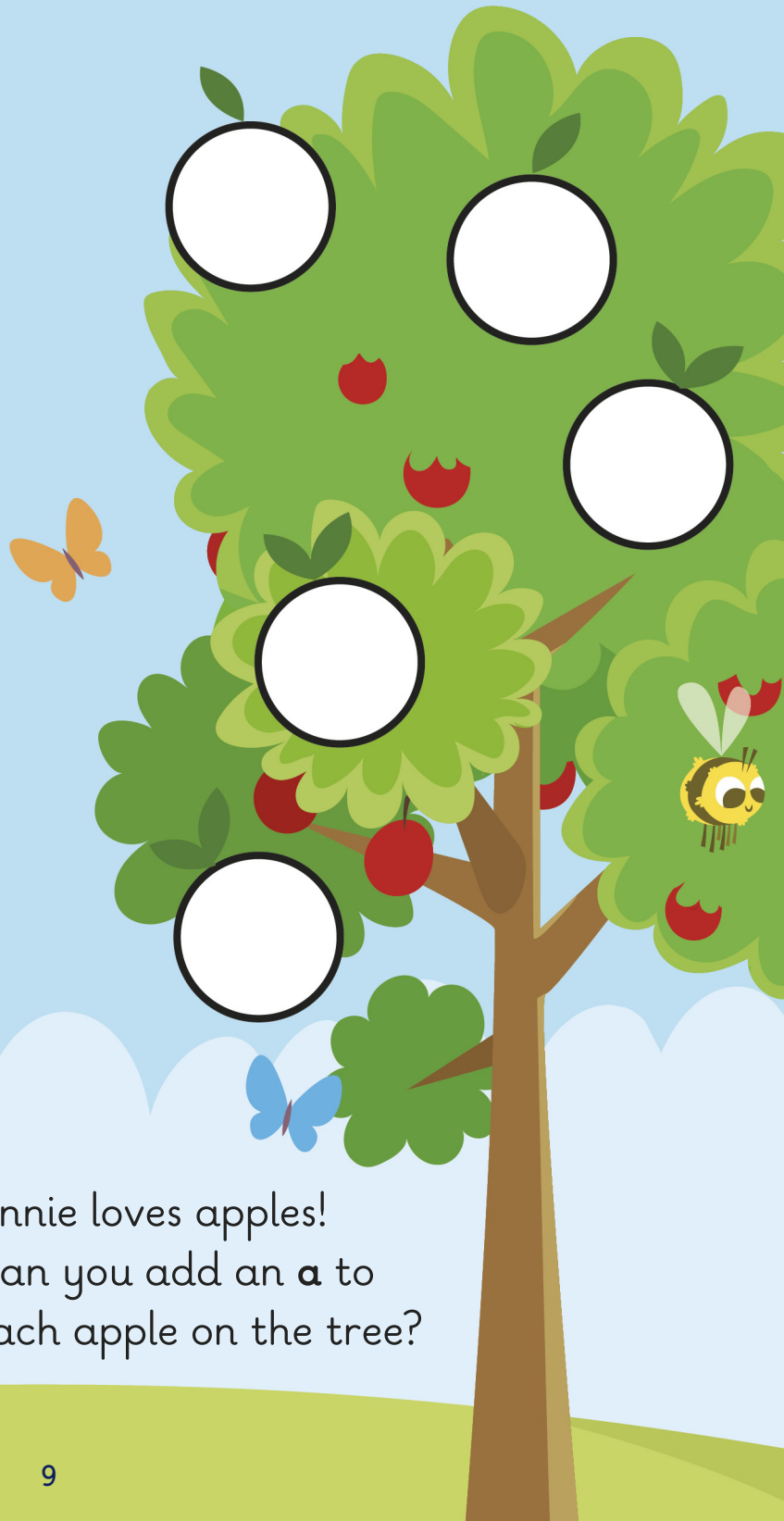
Start here! Trace  
over the dotted  
letter shapes.

a a

a a

a a

a a



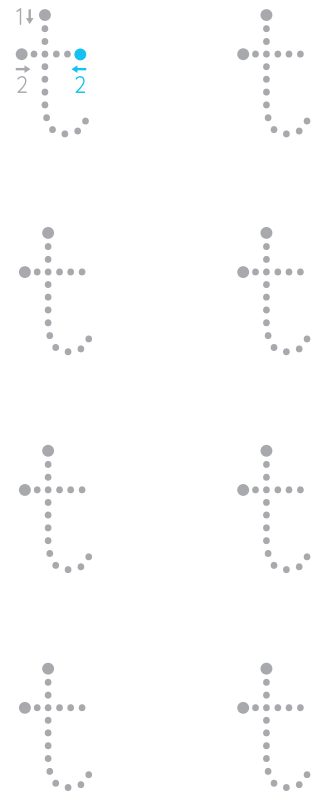
Annie loves apples!  
Can you add an **a** to  
each apple on the tree?



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# Writing practice with Timmy Tennis

Start here! Trace over the dotted letter shapes.



Can you write lots of **t** shapes on Timmy's headband?



**Collect all the Actiphons!**

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