

*Our Discovery Island* uses a systematic phonics approach adapted for EFL students. The phonemes of the English language are taught in a set sequence which starts with the most frequent letter-sounds and allows students to begin reading decodable words from the start. The approach builds on phonemic awareness to develop an understanding of the alphabetic code. Teaching and practice is focused on getting students to blend letter-sounds for reading and to segment sounds for spelling, and to understand that these processes are reversible. Carefully selected words and added picture support adapt the approach for young EFL learners.

## Working Terminology

Phonemic awareness	The ability to hear the constituent sounds that make up a word. For example, students hear the word shell and can orally break it down into its three phonemes: sh-e-ll
Phoneme	The smallest unit of sound in a word. There are 44 phonemes in English. These phonemes can be represented in print in many different ways. For example, the phoneme /f/ can be written as f in fan, or as ph in dolphin.
Grapheme	The representation of sound in print. Not only can a phoneme have many different graphemes to represent it, but one grapheme can represent different phonemes. For example, the grapheme th can be voiced as this or unvoiced as thin.
Letter names	Written as words in the audio script; for example, cee for the letter c.
Letter-sound	Term to express that both the grapheme and phoneme are the teaching focus.
Blend / Decode / Sound out	The process of looking at the graphemes in a word and sounding out each phoneme to read out the word. For example, a student sees the word cat and then blends out loud /k/ /a/ /t/ to read the word cat.
Segment / Encode	The process of hearing the phonemes in a word and being able to recall the graphemes to spell that word. For example, a student hears the word cat and recalls the graphemes c a t to write the word cat. Blending and segmenting are reversible processes.

*Our Discovery Island* phonics lessons take the following path:

### Warm up and review (optional)

Reviewing previously introduced letter-sounds is important as each unit builds on the next and all known letter-sounds are incorporated into each unit as they are taught. The suggested warm up activities in the lesson plans provide the following review sequence:

1. Letter recognition skills needed for reading
2. Letter recall skills needed for spelling
3. Phonemic awareness — blending graphemes; segmenting phonemes

### Present new letter-sounds

Students hear the letter name followed by the phoneme and can see the grapheme on the page. Alternatively, the teacher can teach this stage before opening the book, by writing the letters on the board, eliciting the letter names and modeling the sounds.

### Initial practice of new letter-sounds

Students identify the phoneme and relate it to the corresponding grapheme and then have a go at saying the letter-sound themselves.

### Blending letter-sounds to read words

This is the main focus of the phonics lesson. All the sample words are fully decodable, meaning they only contain letter-sounds that have been presented before. Spend a lot of time on this stage. Give students as much time as they need to grasp the concept of blending the letter-sounds so they can become successful at reading. Blending can be done using the book, but there are many variations that you might like to try. For suggested activities, see the individual lesson plans.

### Supported practice of reading

Students apply their knowledge to read a selection of words or sentences. The words or sentences are illustrated to support students' understanding of what they are reading.

### Reading and spelling (optional)

Spelling is practiced through the Workbook so it is a good idea to dedicate some time to segmenting for spelling in class. Each unit presents a different extension activity which can be used like an activity bank with any of the phonics lessons.

# Phonics Syllabus

SAMPLE

Level 1	Letter-sounds	Sample words	
1	a, p, s, t	at pat	sat tap
2	i, d, m, n	it, sit dip, dad	man, am nap, pan
3	c, g, o	can, cap, cat on, dog, top	gas, dig
4	ck, e, k	kick, sock, pen, pet, ten, neck kid, kit	
5	b, h, r, u	bag, tub hot, hat	red, rat up, cup
6	f, ff, l, ll	fig, fan off, puff	leg, lap doll, bell
7	j, ss, v, w	jam, jet kiss, mess	van, vet web, wig
8	qu, x, y, z, zz	quiz, quick box, taxi yes, yell	zap, zip buzz, fizz

Level 2	Letter-sounds	Sample words	
1	ch, sh	chop, chin, rich, much ship, shell, fish, dish	
2	th, th	<b>this, that, then, with</b> thin, thick, math, path	
3	ng, nk	sing, ring, ping, long ink, sink, pink, thank	
4	ai, ee	tail, rain, mail, wait see, feet, week, sheep	
5	igh, oa	high, sigh, light, right boat, coat, soap, goat	
6	oo, oo	<b>zoo, too, food, moon</b> book, foot, look, cook	
7	ar, ir, or, ur	car, shark sir, girl	for, corn fur, surf
8	ow, oy	owl, now, cow, down boy, toy, joy, cowboy	

Level 3	Letter-sounds	Sample words	
1	air, ear	fair, pair, hair, chair tear, year, hear, near	
2	ay, er	say, day, way, play dinner, summer, hammer, letter	
3	ea, oi	eat, tea, leaf, peach oil, coin, join, foil	
4	a_e, i_e, o_e	cake, wave, shape time, dive, like bone, home, note	
5	sc, sk, sm, sn, sp, squ, st, sw	scarf, skate, smell, snip, spoon, squid, star, swim	
6	bl, fl, gl, pl, sl	black, flag, float, glass, plum, plate, slip, sleep	
7	br, cr, dr, fr, gr, pr, str, tr	brown, crab, drop, frog, green, press, string, train	
8	ft, mp, nd, nt, sk, sp, st	left, bump, hand, wind paint, ask, wisp, nest	

Level 4	Letter-sounds	Sample words	
1	ou, ow	out, loud, shout, cloud low, snow, blow, yellow	
2	all, aw	call, wall, tall, small yawn, saw, draw, claw	
3	ew, y	new, chew, stew, dew my, try, fly, sky	
4	ie, ue	pie, tie, lie, fried blue, glue, true, tissue	
5	le, y	little, paddle, jungle, tickle sunny, funny, rainy, happy	
6	ce, ce, ci, cir	<b>center, princess</b> prince, ice, rice city circle, circus	
7	ge, ge, dge	<b>gem, gentleman</b> page, large edge, hedge, bridge, badge	
8	ph, wh	phone, dolphin, elephant, alphabet wheel, white, whale, whisper	