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**Phonics Curriculum**

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|  | Reading | writing | song & rhyme | phonics |
| K1 | Alphabet letters and common words | finger tracing |  | Single initial sound A-M |
| K2 | CVC words  sight words  Simple sentences | CVC word families, fill in the blanks | poems & simple rhyming sentence | secondary letter sounds (GCXS), word families,  medial and final sounds, |
| K3 | Simple rhyming stories  Sight words | Blends and digraphs fill in the blanks | songs , poems and limericks | Consonant blends and digraphs, vowel blends and digraphs |

Phonics is an important part of children’s language development. With the right foundation in phonics they can recognize the patterns to decode unfamiliar words. K1 will learn the initial sounds and the children will practice recognizing the shape of the letter. In K2, the children will start to learn the simple word families, as well as the secondary sounds of the letters G, C, X and S and some high-frequency English words that do not follow the rules of pronunciation. K3’s program will continue to build on their previous skills and start to introduce blends and digraphs. We will intensify the focus on comprehension by reading short stories, and writing full sentences that express their own ideas, feelings, and thoughts.

We need parents/guardians to join their children when they are doing homework and we want that time to be enjoyable. Each page includes information for parents, some extra games and activities to try, and instructions for parents and children to read together. The extra games will not require any writing or submission of work, but we would always love for you to share your experience with us.

**Colour and Say the /**ă**/ Words**

**A is for ant, /**ă**/ /**ă**/ ant**

**Parents-** Children should be learning that letters have a name and a sound. Have them to pick out the words in the picture that begin with a short /ă/ sound as in apple. Find things around the house or in your neighborhood that start with the /ă/sound.

A

**Ants**

Ants, ants,

Everywhere,

running here,

running there.

Carrying food

To their nest,

Never stopping

For a rest.

Ants, ants

Here and there,

running and running

Everywhere.

Colour and Say the /b/ Words

**B is for boy, /**b**/ /**b**/ boy**

**Parents-** Pick out the words in the picture that begin with a /b/ sound as in boy. Find things around the house or in your neighborhood that start with the /b/sound.

Bb

**Bubbles**

Bubbles floating all around

(pretend to catch bubbles)

Bubbles fat and bubbles round

(make a big circle w/arms)

Bubbles on my toes and nose

(point to toes; point to nose)

Blow a bubble. ..up it goes!

(pretend to blow bubble; point up)

Bubbles floating all around.

(pretend to catch bubbles)

Bub. . .bles fall. ..ing to…the…ground.

(sing slowly & sink to ground)

Circle and Say the /c/ Words

**C is for cat, /**c**/ /**c**/ cat**

**Parents-** The letter “C” has two sounds. We will first teach the hard /c/ sound as in cat.

Extra activity- corn on the cob is a double /c/ food can think of other foods that start with C.

Cc

**C Song**(Skip to my Lou)

Carrots, castles, candy canes,  
Cucumbers and clouds with rain.  
Cats and cookies, crayons too.  
I think C is cool. Don’t you?

Circle and Say the /d / Words

**D is for dog, /**d**/ /**d**/ dog**

**Parents-** Test and improve your child’s speed of recognition. Make small cards with one letter (A-D) on each. Say a letter, or a word that begins with one of the letters and have them slap their hand quickly on the right card.

Dd

**Diddle diddle Dumpling**

Diddle diddle Dumpling, my son John  
Went to bed with his Dungarees on.  
One shoe off and one shoe on,  
Diddle diddle dumpling, my son John.

Review A-D

Review A-D

Circle and Say the /ĕ/ Words

**E is for egg, /**ĕ**/ /**ĕ**/ egg**

**Parents-** We will start with the short /ĕ/ sound as in egg. We can start to show the middle sound in Consonant/Vowel/Consonant words like bed and bad, deb and dab, cab and ceb.

Ee

**Poem: “The Elephant”**

He’s ever so big and ever so fat.

(hold hands high and then apart)

He has no hands, he has no toes.

(shake finger and head for no)

But oh my goodness,

(hands on cheeks)

Such a nose!

(fist on nose and go down, making a trunk).

Circle and Say the /f/ Words

Ff

**Parents-** Try this song and make sure the kids are putting their teeth on their lower lip and blowing air out with each /f/.

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**Funny Frog**

Try this song and make sure the kids are putting their teeth on their lower lip and blowing air .

Funny, funny frog, hop, hop, hop  
Funny, funny frog, stop,stop, stop  
Funny, funny frog, jump and play  
Funny, funny frog, don’t run away!

Gg

Gg

Hh

Hh

Ii

Ii

Jj

Jj

Kk

Kk

Ll

Ll

Mm

Mm