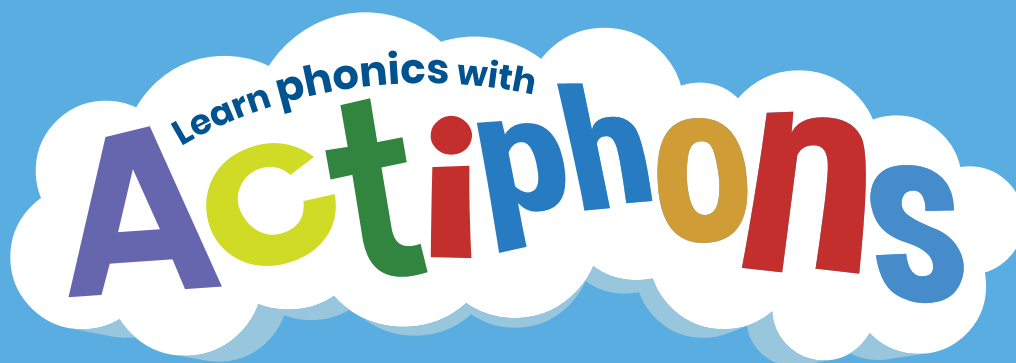




Learn phonics with

# Actiphons

## Teacher Resources

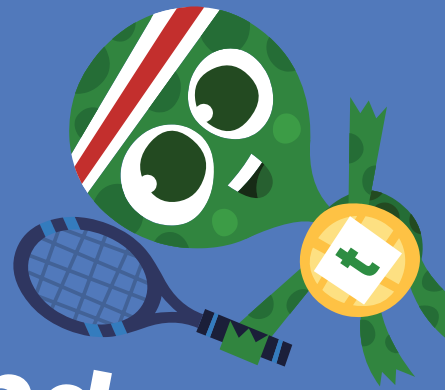
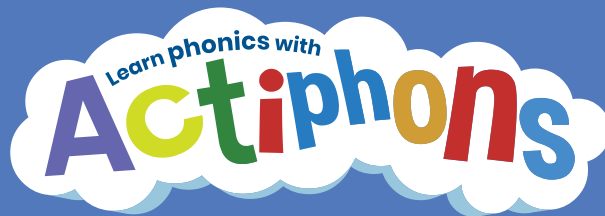


## Teacher Resources



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# 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:

<i>running</i>	<i>crawling</i>	<i>lifting</i>	<i>turning</i>
<i>bending</i>	<i>hopping</i>	<i>pushing</i>	<i>balancing</i>
<i>catching</i>	<i>jumping</i>	<i>skipping</i>	<i>throwing</i>
<i>stretching</i>	<i>swinging</i>	<i>rolling</i>	

## 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 **A**dventure **A**nnie. 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

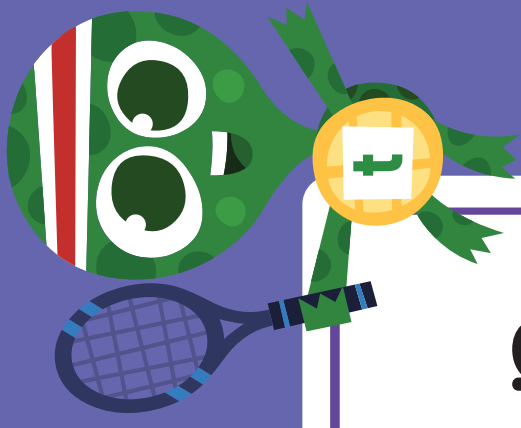
Encourage children to share their thoughts about the story. Which was their favourite part? Were there any parts of the story that they didn’t understand? You could use the comprehension questions on page 19 to help children talk about the story.

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

Mat 2



# Level 1 sound mat

ck	e	u	r	h	b
f	ff	l	ll	ss	







# Writing practice with Swimming Sally

Start here! Trace  
over the dotted  
letter shapes.

s

s

s

s

s

s

s

s



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





# Writing practice with Adventure Annie

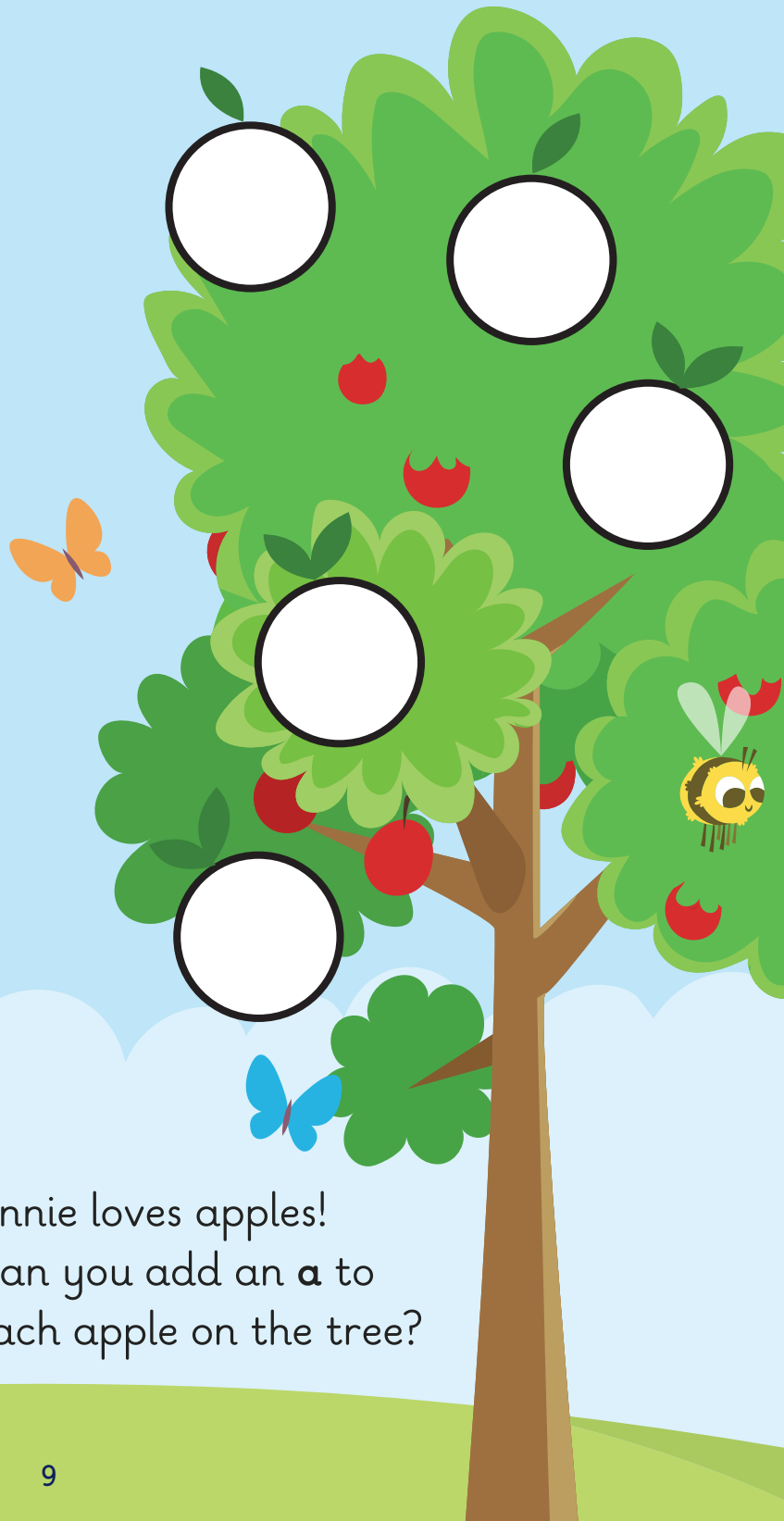
Start here! Trace  
over the dotted  
letter shapes.

a a

a a

a a

a a

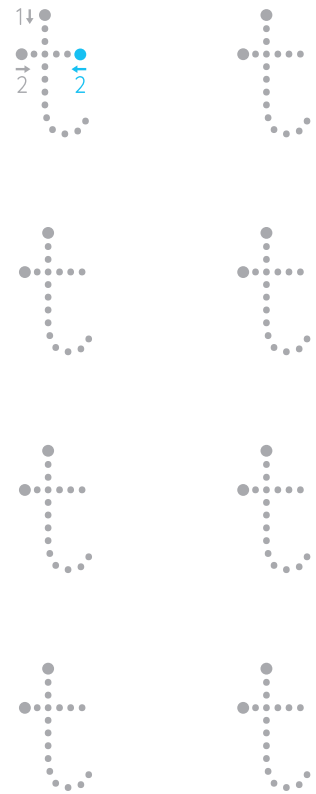


Annie loves apples!  
Can you add an **a** to  
each apple on the tree?

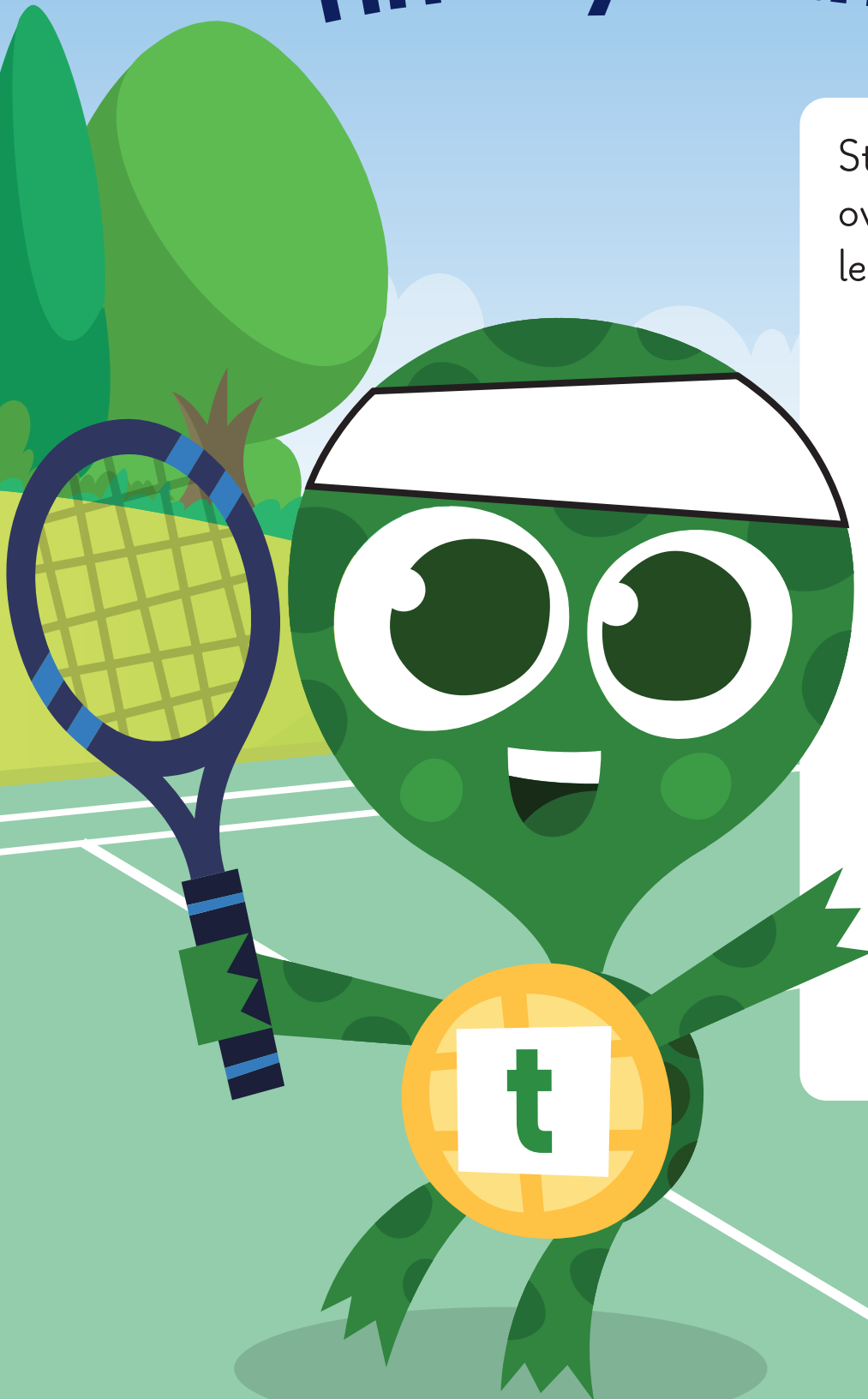


# Writing practice with Timmy Tennis

Start here! Trace  
over the dotted  
letter shapes.



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





# Writing practice with Parachute Pravin

Start here! Trace  
over the dotted  
letter shapes.

p p  
p p  
p p  
p p



Can you add lots of  
p shapes to Pravin's  
parachute?



# Writing practice with Netball Nelly

Start here! Trace  
over the dotted  
letter shapes.

n n

n n

n n

n n

Can you write  
lots of n shapes  
on Nelly to make  
her look furry again?



# Writing practice with Dancing Daisy

Start here! Trace over the dotted letter shapes.



Can you add lots of  
d shapes to Dot's fur?





# Writing practice with Billy Basketball

Start here! Trace  
over the dotted  
letter shapes.



Billy is tidying away the  
basketballs. Can you add  
a **b** shape to each ball?





# Fun with

s a t p i n



Help Swimming Sally find the words with **s** in them! Draw a circle round them.

pat

sat

pip

sit

naps

tin

sip

tip



Help Parachute Pravin draw a line to match each word to its picture.

tap

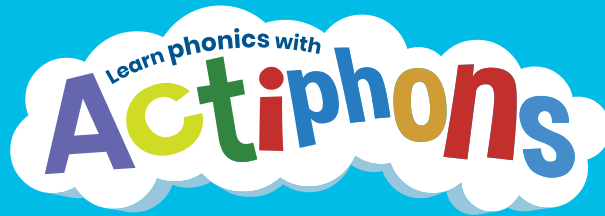
pin

tin

pip







# Practising

s a t p i n

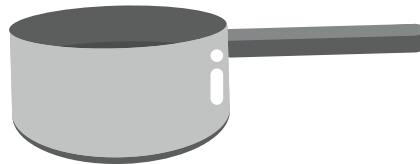


Help Netball Nelly write in the letter **n** to finish the words.

pa \_ ta \_ \_ ap \_ it

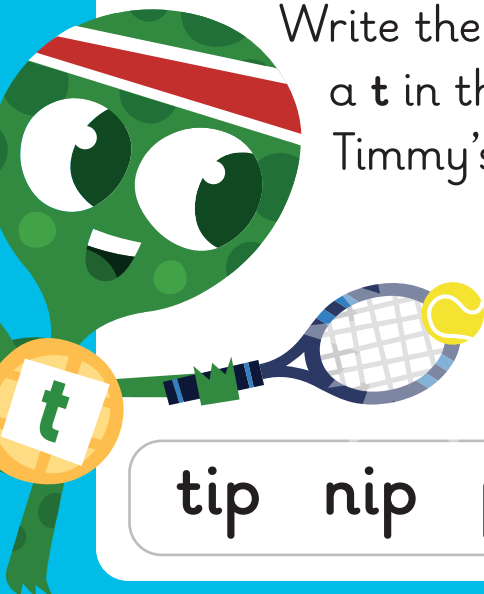
One of the words goes with this picture!

Write the word next to the picture.

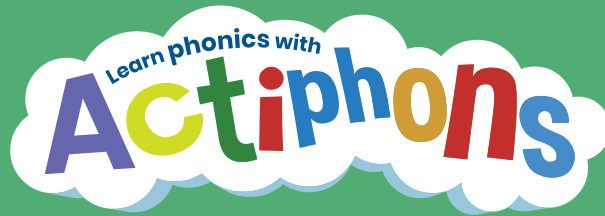


\_ \_ \_

Timmy Tennis is collecting **t** words.  
Write the words which have  
a **t** in them inside  
Timmy's bag.



tip nip pip pit nap pan tap pat



# Fun with

m d g o c k

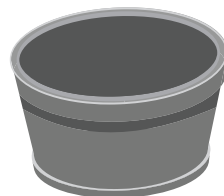


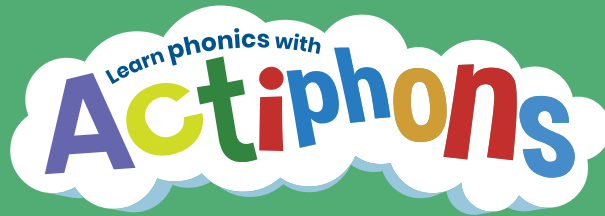
Help Milo Mover find the words with **m** in them! Draw a circle round them.

dog mop gap top  
map pot mat man

Help Olly Obstacle draw a line to match each word to its picture.

top cod dog pot





# Practising

m d g o c k



Help Dancing Daisy write in the letter **d** to finish the words.

\_\_ots   pa\_\_   \_\_ip  
\_\_og   \_\_im   \_\_ig

One of the words goes with this picture! Write the word next to the picture.

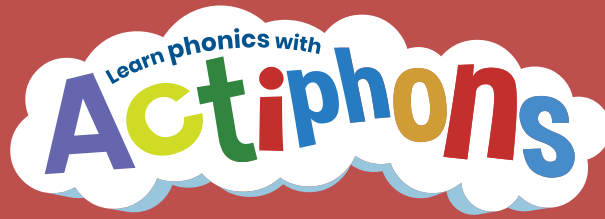


\_\_\_

Cricket Craig is looking for words with a **c** in them. Write the words that have a **c** in them in Craig's box.



cat   tap   tip   cap   mop   cog   tag   cot



# Fun with

ck e u r h b  
f f l l s s

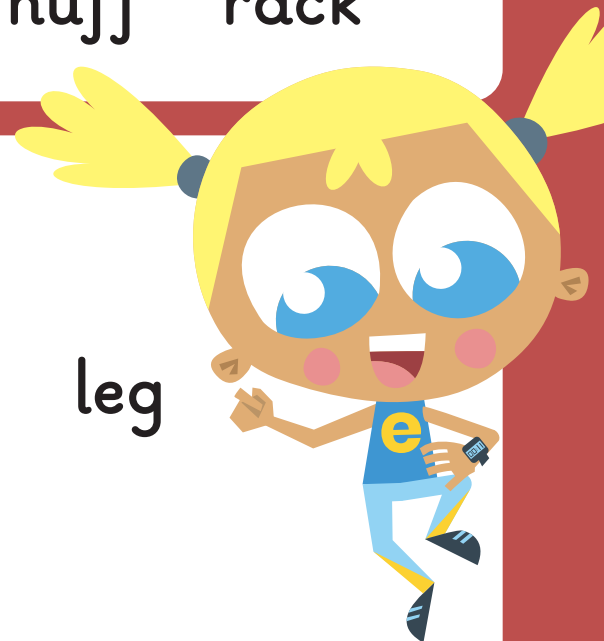


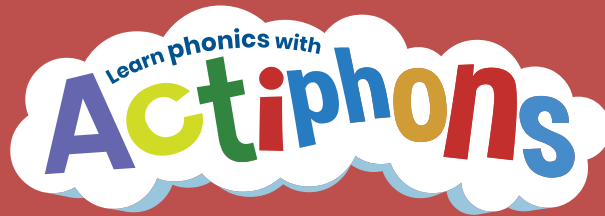
Help Racetrack Nick find the words with **ck** in them! Draw a circle round them.

cap      pick      rat      duck  
tell      sock      huff      rack

Help Energetic Erin draw a line to match each word to its picture.

bed      hen      bell      leg





# Practising

ck e u r h b  
f ff l ll ss

Help Upside-down Ulla write in the letter u to finish the words.

f \_ n      m \_ g      r \_ g  
t \_ ck      c \_ b      p \_ ff



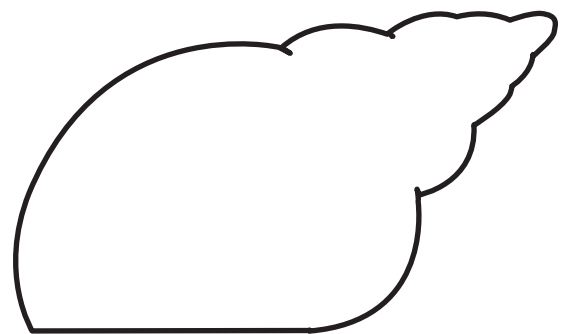
One of the words goes with this picture! Write the word next to the picture.



\_\_\_\_\_



Rolling Will is finding words with ll in them. Write the ll words on Will's shell.



back   hill   doll   mess   run   tell   gull   lip



# Tricky words race



to

the

into

Start

Two people can play this game! Take turns to roll a dice and move forward by the number you rolled. When you land on a tricky word, read it out loud. The winner is the first player to reach the finish.

I

no

go

into

the

to

I

go

no

Finish!





# Physical activities with Level 1 sounds

Here are some activity ideas you can use with any book:

Collect a set of Level 1 Actiphons storybooks. Show the children the book covers in random order. Whenever they see a particular cover, they have to carry out that character's action.



Set a timer for 30 seconds. Choose an Actiphons character and say their sound. How many times can children carefully carry out the character's action and say their sound before the timer goes off?



The characters' actions can be turned into a race! Ask children to take the roles of Parachute Pravin, Netball Nelly, Cricket Craig, Energetic Erin and Leaping Livia. When you say 'Go!' the children must race while performing their character's action. Ask the children to pick their own character from the flashcards and repeat the activity.

In an outside space, practise these characters' moves using balls and bats or racquets where necessary: Timmy Tennis, Gordon Golfer, Rugby Robbie, Billy Basketball, Freestyle Flora, Passing Bess. Which of the moves do children find easiest or hardest? Which make the ball go furthest?



Look at the notes on page 19 of the storybooks for more physical activity ideas to go with each story!



# Using Actiphons Level 2 in the classroom

At Level 2, children are introduced to the following graphemes:

j v w x y z zz qu ch sh  
th ng ai ee igh oa oo ar  
or ur ow oi ear air ure er



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

Children should read each Level 2 storybook in sequence, starting with **Jumping Javid** and working up to **Peter Runner**. As each sound is taught, children will be able to read increasingly complex words and continue to build their vocabulary.

By the end of Level 2, children will be able to read words containing the 28 listed phonemes and graphemes. They can then move on to Actiphons Level 3!

## Level 2 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, and 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 show the ebook on a whiteboard for the whole class to share the reading or listen the audiobook together.

See page 24, **Quincy Quick Teaching Session**, for a sample lesson plan using one of the Level 2 books. This can be adapted for other books at this level.





# Quincy Quick 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: **Quincy Quick**. Say, “Can you hear the sound at the start of Quincy Quick’s name?” Say the sound together, **qu, qu, qu**.

Explain that Quincy Quick does everything very quickly. Show children how to do Quincy’s sitting down and standing up action. How fast can the children do it? Challenge them to carry out this action ten times, as fast as possible, while saying Quincy’s sound: **qu, qu, qu**.

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: l-i-**qu**-i-d, **liquid**. If they have difficulty with any of the words after prompting, tell them the word, ask them to repeat it, and move on. Encourage them to read with expression, so that it sounds as if the characters are really talking.

Pause occasionally to talk about the story. For example, on page 14, ask, “What do you think Quincy is thinking when he sees the ducks? What might happen next?”

## 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 **qu** sound they can spot in the text with larger type. How fast can they read these words?

Play a game with the **qu** sound. Go around the group and take turns to think of a word that starts with **qu**. How many words can you think of as a group? Can children think of any other words, such as ‘**liquid**’, that have a **qu** in the middle?

Finish by playing a game of ‘Quincy Says’. When you say, “Quincy says run on the spot!”, the children have to run as quickly as possible. When you just say “Run on the spot!”, they have to perform the action as slowly as possible. Vary the actions – you could ask them to jump up and down or touch the floor.



# Level 2 sound mat



j	v	w	x
y	z	zz	qu





Level 2

Mat 2

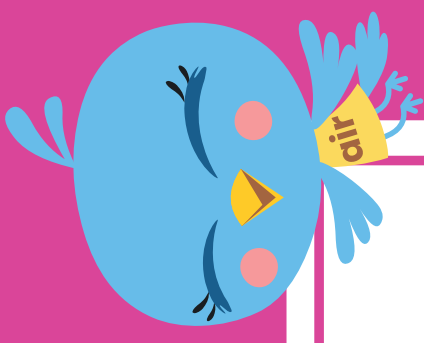


## Level 2 sound mat

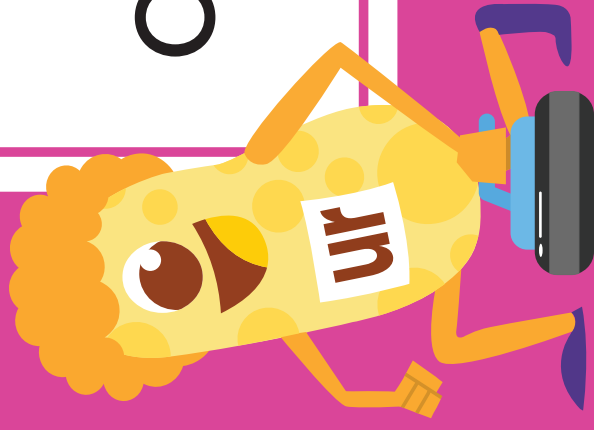
ch	sh	th (soft)	th (hard)	ng
ai	ee	igh	oa	oo (long)

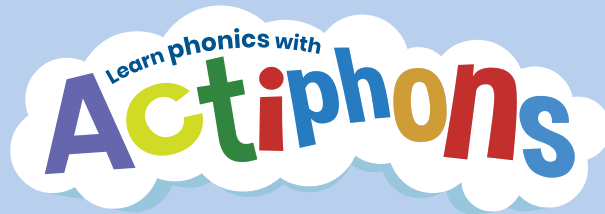


# Level 2 sound mat



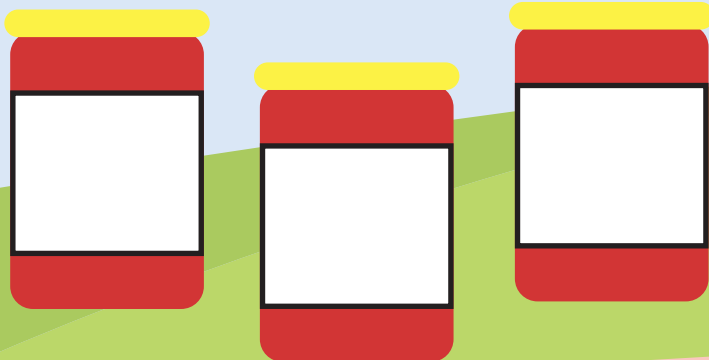
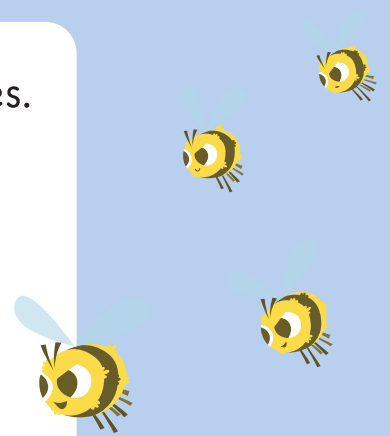
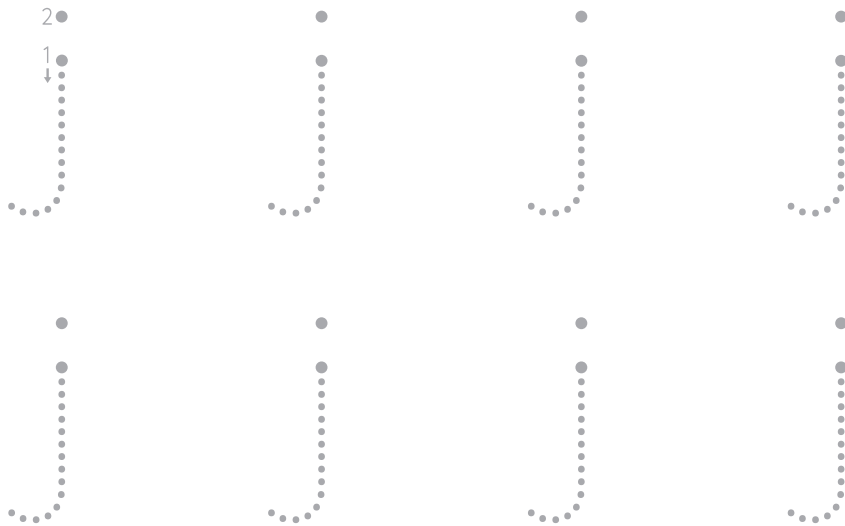
oo (short)	ar	or	ur	ow
oi	ear	air	ure	er





# Writing practice with Jumping Javid

Start here! Trace over the dotted letter shapes.



Javid has  
made lots of jam.  
Can you write a j on  
each jam jar label?



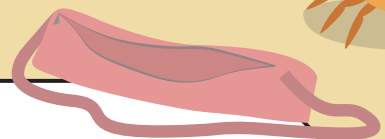


# Writing practice with Yoga Yasmin

Start here! Trace over the dotted letter shapes.



Can you add lots of  
y shapes to Yasmin's  
yoga mat?





# Writing practice with High Dwight

Start here! Trace  
over the dotted  
letter shapes.

igh  
igh  
igh  
igh  
igh



Dwight is almost as  
tall as a tree! Can  
you write **igh** on the  
tree lots of times?





# Writing practice with Quincy Quick

Start here!  
Trace over  
the dotted  
letter shapes.

Quincy's ducks are learning to say his sound.  
Can you write **quack** in their speech bubbles?

qu

qu

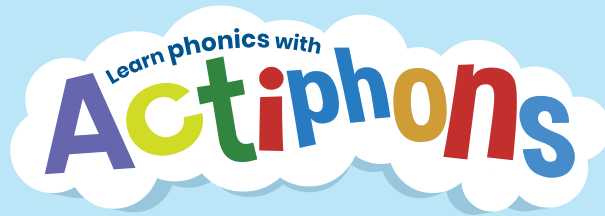
qu

qu

qu







# Writing practice with Chasing Chad

Start here! Trace  
over the dotted  
letter shapes.

ch

ch

ch

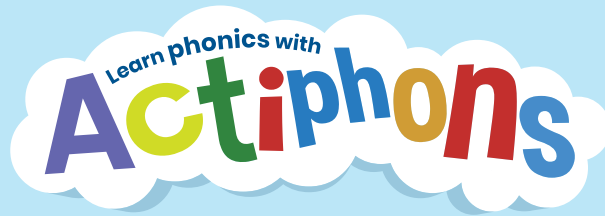
ch

ch



Chad is chasing  
leaves! Can you write  
ch on each leaf?





# Writing practice with Speedy Faheem

Start here! Trace over the dotted letter shapes.

ee ee

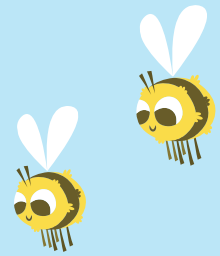
ee ee

ee ee

ee ee

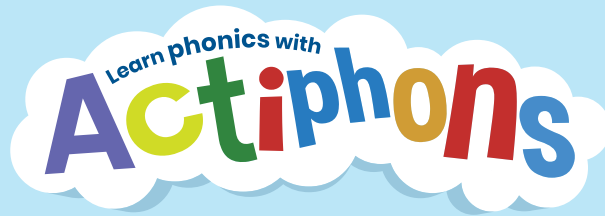
ee ee

ee ee



Faheem is very speedy! Can you add lots of **ee** shapes behind him?





# Writing practice with Floating Coady

Start here! Trace over the dotted letter shapes.

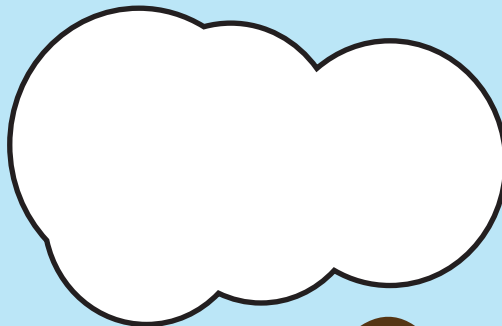
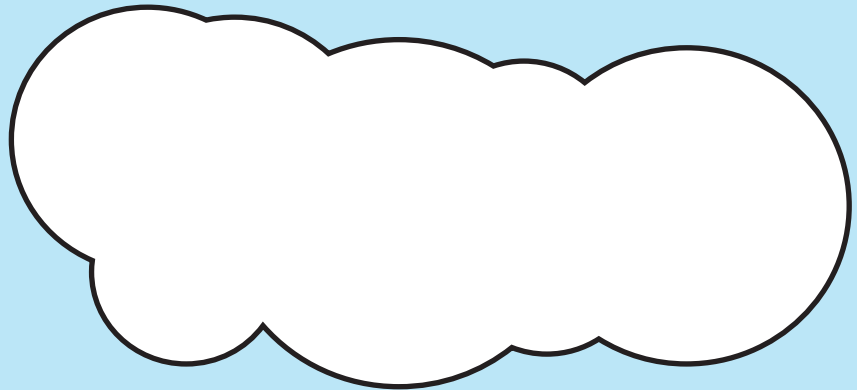
oa oa

oa oa

oa oa

oa oa

oa oa



Coady has jumped so high that he is floating in the clouds! Can you write **oa** three times on each cloud?





# Fun with

j v w x y z zz qu



Help Jumping Javid find the words with j in them! Draw a circle round them.

jet

fizz

zip

jug

jig

duck

jot

rocket

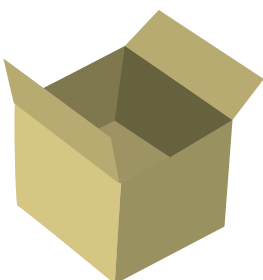
Help Boxing Max draw a line to match each word to its picture.

Max

sax

fox

box





# Practising

j v w x y z zz qu

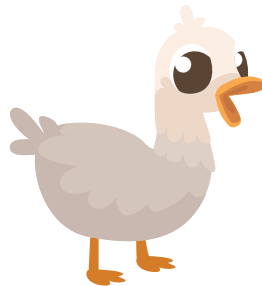


Help Quincy Quick write in **qu** to finish the words.

\_\_\_ack \_\_\_ick

\_\_\_it \_\_\_iz

One of the words goes with this picture! Write the word in the speech bubble.



Violet Volleyball and Walking Wendy are passing **v** and **w** words to each other. Write the **v** and **w** words between them.



van sock vet quill will fun fizz win



# Learn phonics with Actiphons

## Fun with

ch sh th ng ai  
ee igh oa oo



Help Chasing Chad find the words with **ch** in them! Draw a circle round them.

fill chips rag chop  
bell chat duck rich

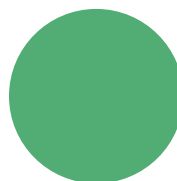
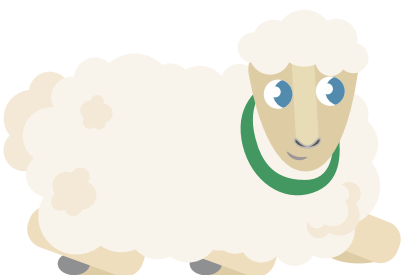
Help Speedy Faheem draw a line to match each word to its picture.

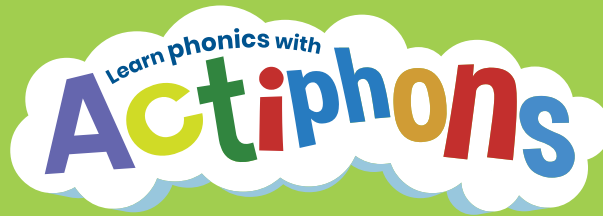
green

seed

bee

sheep





# Practising

ch sh th ng ai  
ee igh oa oo

Help High Dwight write in **igh** to finish the words.

n \_ \_ \_ t

s \_ \_ \_

l \_ \_ \_ t

r \_ \_ \_ t

One of the words  
goes with this picture!  
Write the word next  
to the picture.



\_ \_ \_ \_ \_



Theo and Heather want to collect hard  
and soft **th** words. Write the **th** words  
between them.



thin jet that jacket then wet maths fox



# Fun with

ar or ur ow  
oi ear air ure er



Help Archery Mark find the words with **ar** in them! Draw a circle round them.

part

rain

farm

light

cart

sail

far

Mark

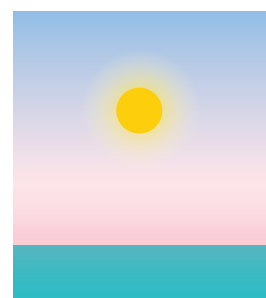
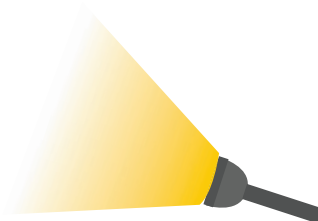
Help Lorna Sport draw a line to match each word to its picture.

morning

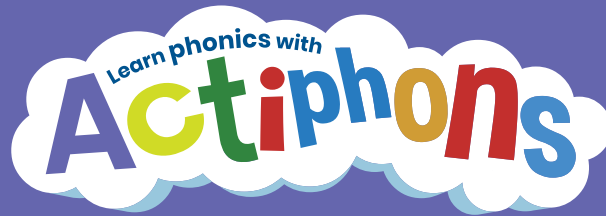
torch

shorts

horn







# Practising



ar or ur ow  
oi ear air ure er

Help Powerful Howie write in **ow** to finish the words.

c\_\_\_ h\_\_\_ sh\_\_\_er

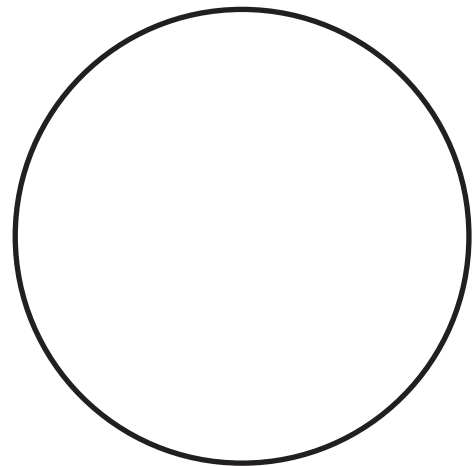
p\_\_\_er b\_\_\_ n\_\_\_

One of the words  
goes with this picture!  
Write the word next  
to the picture.



\_\_\_

Avoiding Moira  
is collecting  
words with **oi**  
in them. Write  
the **oi** words on  
Moira's ball.



pure fair soil burn boil carpet coin



Learn phonics with  
**Actiphons**



# Tricky words time



The Level 2 tricky words are all over the arena! With your finger, trace a path of tricky words around the arena. How quickly can you find and read them all?



# Physical activities with Level 2 sounds

Here are some activity ideas you can use with any book:

Ask the children to take turns to call out the name of an Actiphons character. Others in the group should then say the character's sound and perform their action as quickly as they can.

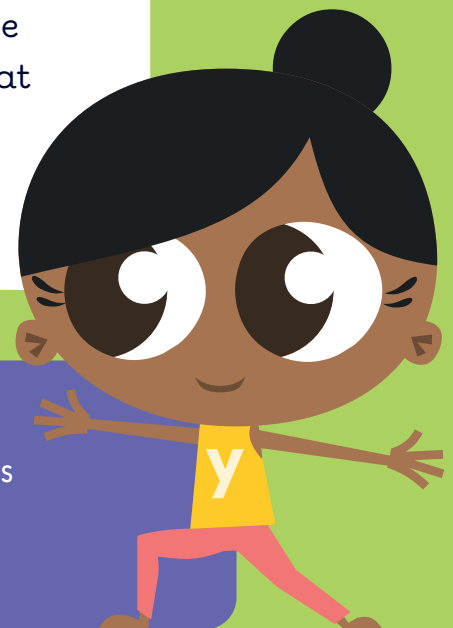


Set a timer for 30 seconds. Choose a character and say their sound. How many times can children carefully carry out that character's action and say their sound before the timer goes off?



Set out some chairs at a reasonable distance apart. Put an Actiphons storybook on the seat of each chair. Challenge children to move from chair to chair, and perform each character's action as they reach their book.

Ask children to form pairs. Each pair should take on the roles of Jumping Javid and Zigzag Zara. Challenge the pairs to race for a short distance in a safe outdoor space. Swap roles and try again.



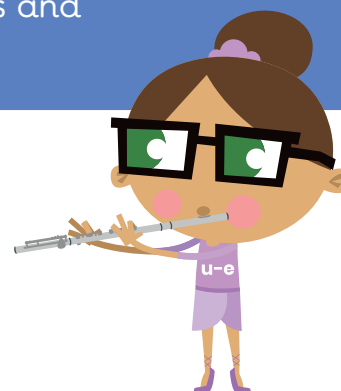
Look at the notes on page 19 of the storybooks for more physical activity ideas to go with each story!



# Using Actiphons Level 3 in the classroom

At Level 3, children are introduced to the following digraphs and split digraphs:

ay ou ie ea oy ir ue  
aw wh ph ew oe au ey  
a-e e-e i-e o-e u-e



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

Children should read each Level 3 storybook in sequence, starting with Playing Fay and concluding with June Tune. As each sound is taught, children will become more confident and fluent readers, reading increasingly complex words and sentences.

By the end of Level 3, children will have built up their reading stamina, and be able to use the full range of sounds to read with fluidity. They are on their way to being confident, independent readers!

## Level 3 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, and then children will read the book independently. The text is fully decodable and uses sounds that the children have learnt, as well as a range of tricky words. You can show the ebook on a whiteboard for the whole class to share the reading or listen to the audiobook together.

See page 44, Baseball Zane Teaching Session, for a sample lesson plan using one of the Level 3 books. This can be adapted for other books at this level.



# Baseball Zane 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: **Baseball Zane**. Say, “Which sound can you hear in the middle of Zane’s name?” (the long **a-e** sound). “Which letters make that sound?” (the **a** and **e**). If children do not already know the term, tell them that when a consonant letter splits up a vowel sound, we call this a split digraph. The two letters make the whole vowel sound together, but there is another letter splitting them up.

Explain that Zane’s favourite sport is baseball. If this is an unfamiliar sport for the children, you could show them a photo or video clip of a baseball match. Ask them to share anything they know about the sport. Show children how to do Zane’s action – holding the bat over your shoulder and swinging it forwards to hit the ball, then spinning on the spot. Challenge children to do the action ten times, while saying Zane’s sound: **a-e, a-e, a-e**.

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

Encourage children to read the story out loud at their own pace.

If they struggle to read any of the words, remind them to sound out and blend each sound to read the whole word: b/a/ll/oo/n, balloon. Give them a chance to try this, but tell them the word if they are stuck and let them say it again.

Remind them to look out for words with the split vowel digraph **a-e**. Encourage them to read with fluency and expression, so that it sounds as if the characters are really talking.

Pause occasionally to talk about the story. For example, after reading page 14, ask, “What has happened so far in the story? What do you think will happen next?”

## 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.

Read part of the story out loud to the children. Whenever they hear an **a-e** word, they should stand up and perform Zane’s action.

Give children a list of CVC words with **a** in the middle: man, mad, rat, can, cap, tap, hat. Ask them to add the letter **e** to the end of these words. What new words have they made?



# Level 3 sound mat

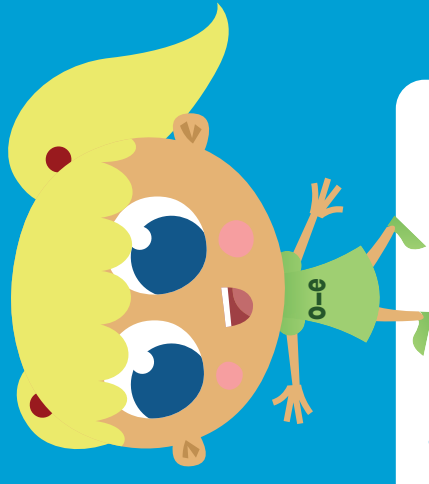
ay	ou	ie	ea
oy	ir	ue	aw





Level 3

Mat 2



# Level 3 sound mat



wh

ph

ew

oe

au

ey

a-e

e-e

i-e

o-e

u-e



# Writing practice with Bouncing Scout

Start here!  
Trace over  
the dotted  
letter shapes.

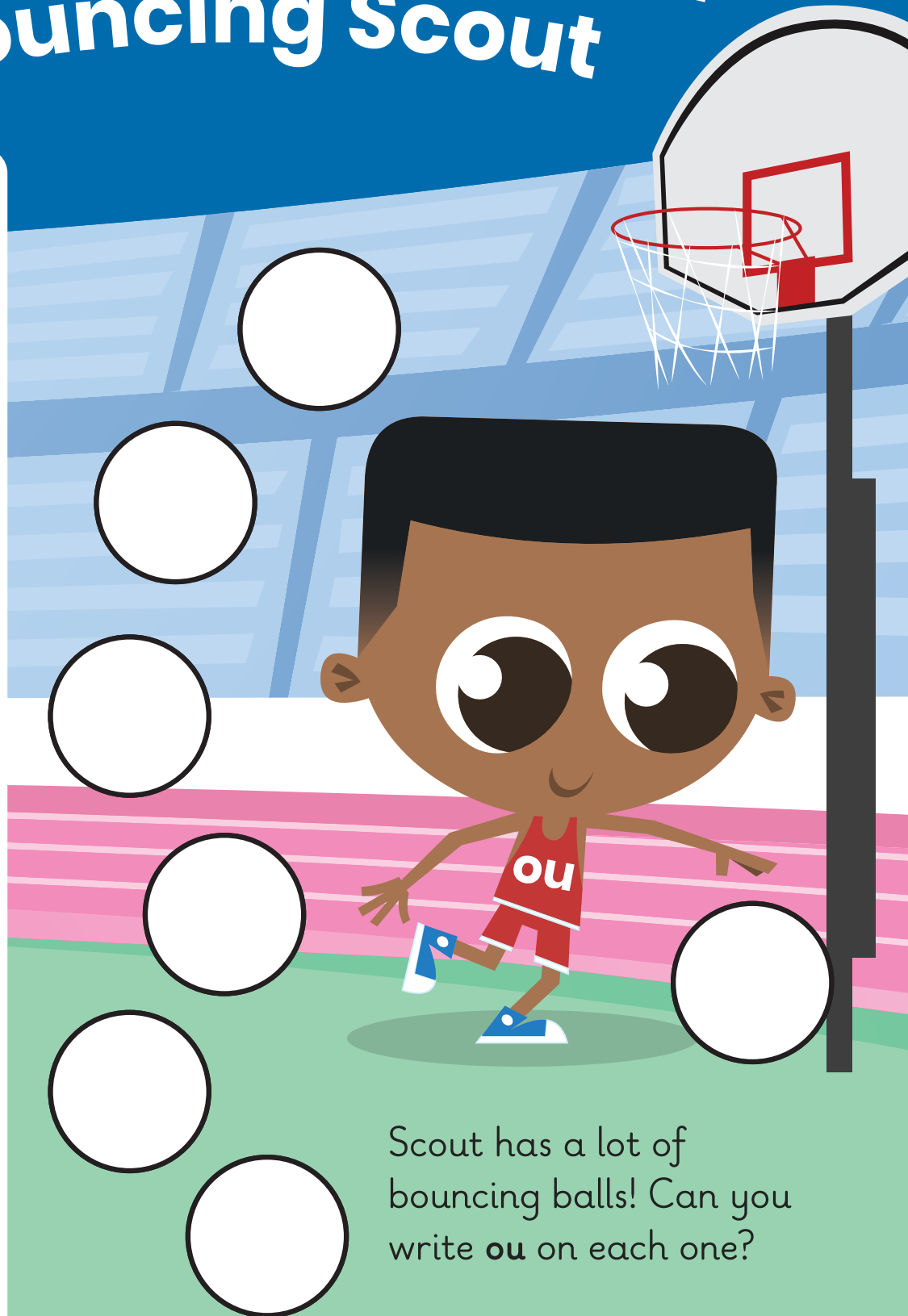
ou

ou

ou

ou

ou



Scout has a lot of  
bouncing balls! Can you  
write **ou** on each one?





# Writing practice with Cheerleading Bea

Start here!  
Trace over  
the dotted  
letter shapes.

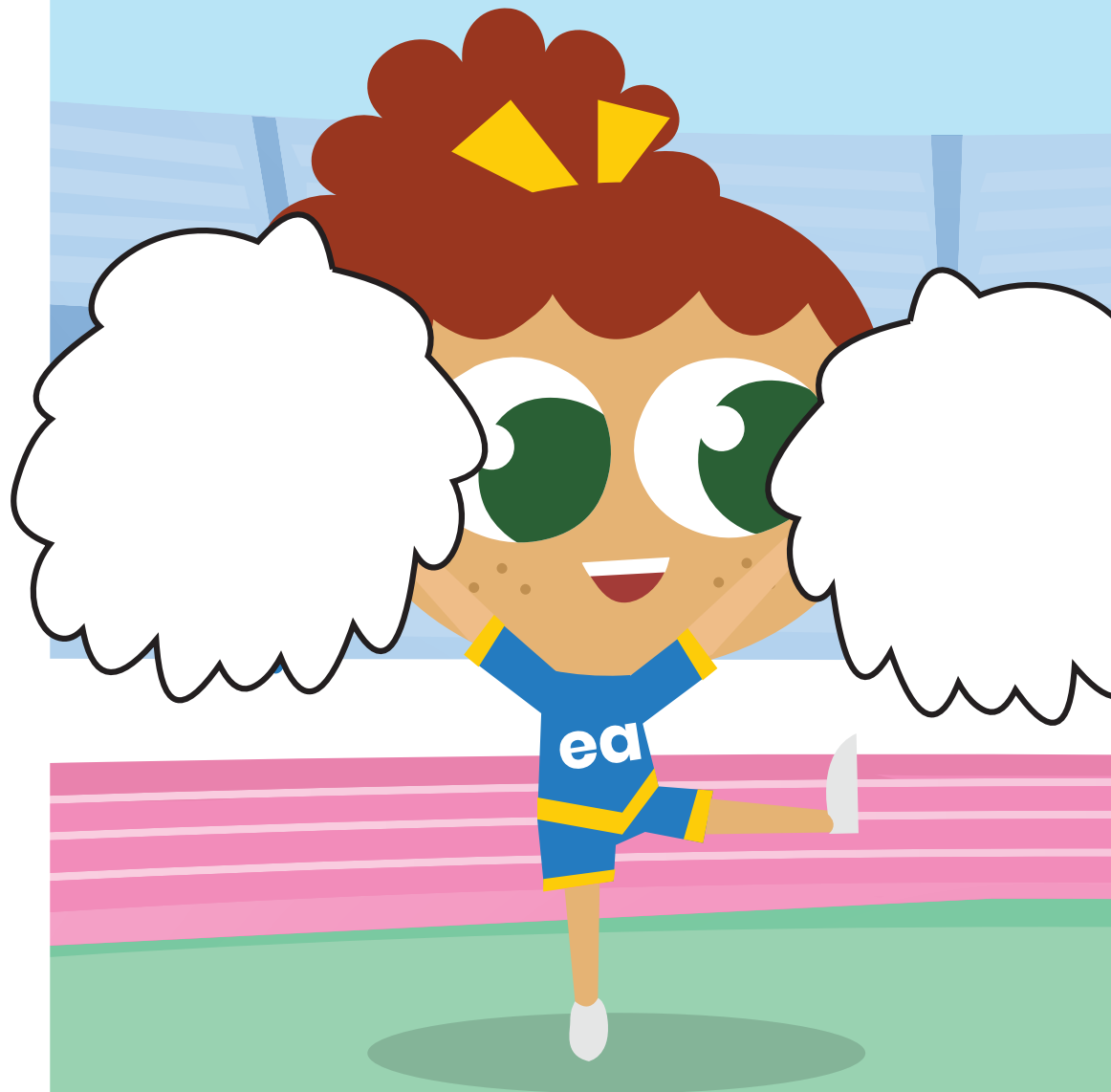
ea ea

ea ea

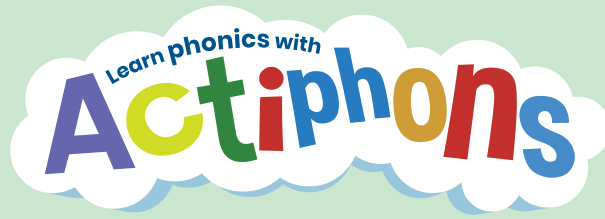
ea ea

ea ea

ea ea



Bea's pom-poms look too plain.  
Can you decorate them by  
writing **ea** all over them?



# Writing practice with Matthew Phew

Start here!  
Trace over  
the dotted  
letter shapes.

ew ew

ew ew

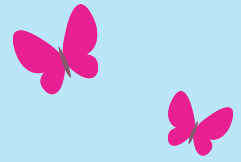
ew ew

ew ew

ew ew



Matthew is out of breath! Can you write  
**ew** lots of times in the speech bubble?



# Writing practice with Launching Maud

Start here!  
Trace over  
the dotted  
letter shapes.

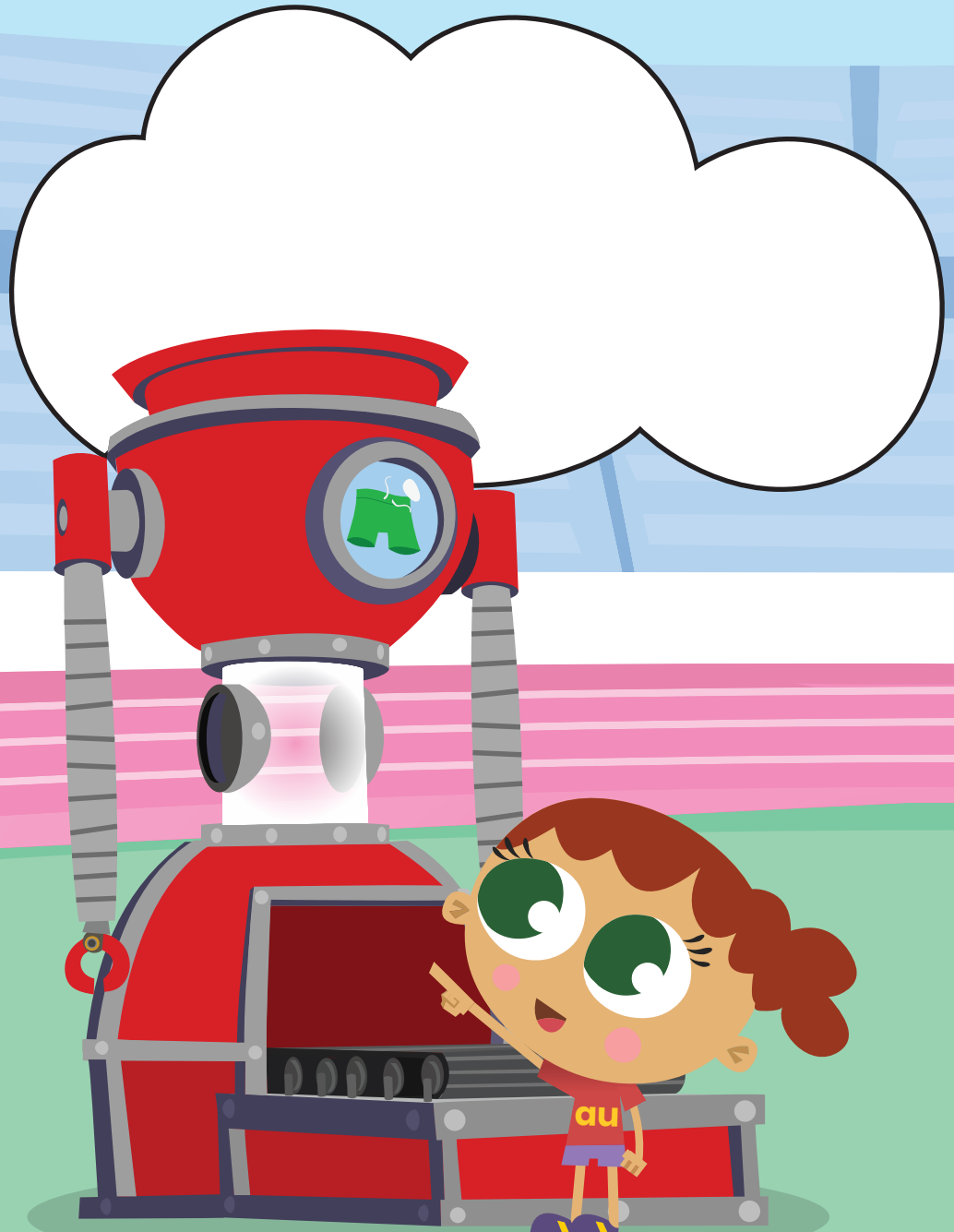
au

au

au

au

au



Maud's machine is puffing out the  
**au** sound. Write **au** into the cloud  
of steam as many times as you can!



# Writing practice with Volleying Finley

Start here! Trace  
over the dotted  
letter shapes.

ey

ey

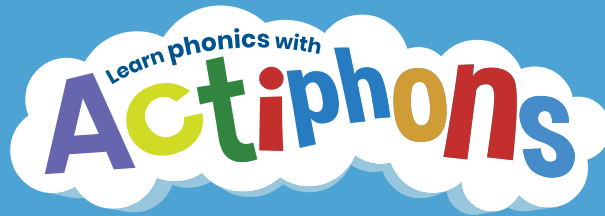
ey

ey

ey

Finley has hit six  
shuttlecocks into the  
air! Can you write  
ey on each one?





# Writing practice with Shirley Circuit

Start here!  
Trace over  
the dotted  
letter shapes.

2  
1  
r

ir

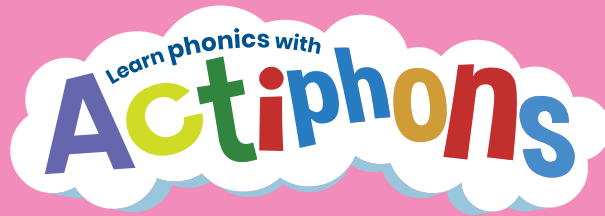
ir

ir

ir

Shirley's birds are  
learning to sing her  
sound! Can you  
write **chirp** in their  
speech bubbles?





# Fun with

ay ou ie ea oy ir

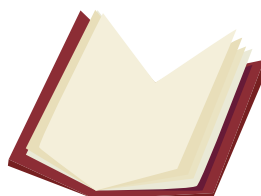
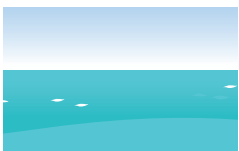
Help Playing Fay find the words with **ay** in them! Draw a circle around them.

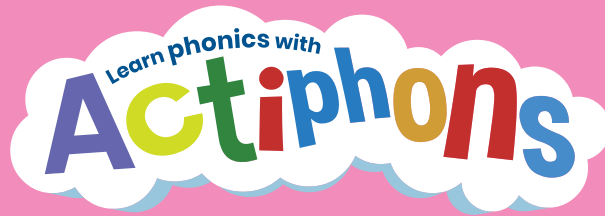
stay      seems      playing  
moonlight      daylight  
sitting      tray      clear



Help Cheerleading Bea draw a line to match each word to its picture.

reading      beans      sea      tea





# Practising

ay ou ie ea oy ir

Help Beachboy Troy and Shirley Circuit write in **oy** or **ir** to finish each word.

t\_\_ box      b\_\_ d      b\_\_

g\_\_ l      enj\_\_      th\_\_ d

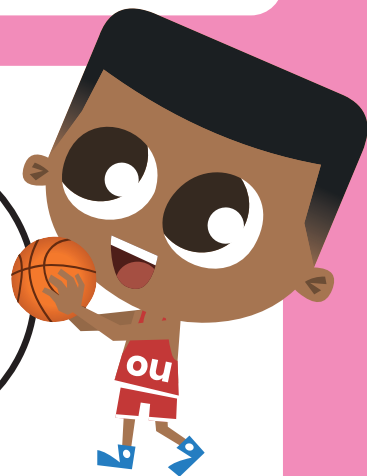
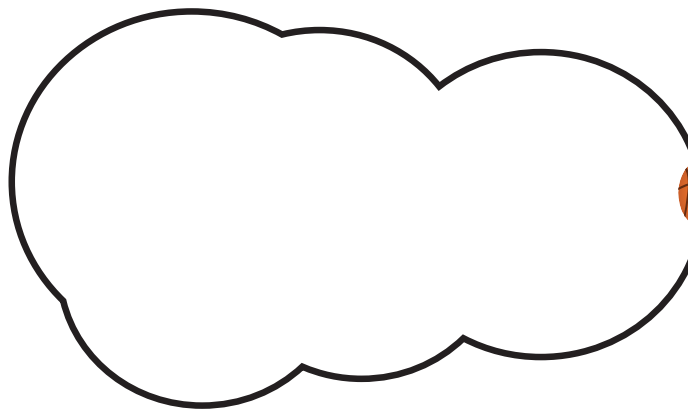


One of the words goes with this picture! Write the word next to the picture.



\_\_\_\_\_

Bouncing Scout is looking in the clouds for words with **ou** in them. Write the **ou** words on the cloud.



pies round beach out ground thirst about saying



# Fun with

ue aw wh  
ph ew oe au ey

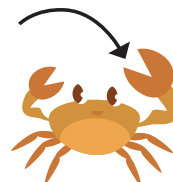
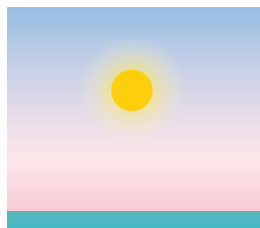
Help Prue Clue find the words with **ue** in them! Draw a circle around them.

about glue claw  
blue phonics due  
donkey tissue



Help Crawling Shawn draw a line to match each word to its picture.

dawn lawn claw paw







# Practising

ue aw wh

ph ew oe au ey

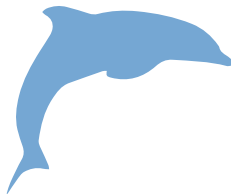


Help Whirlwind Whitney and Physical Phil write **wh** or **ph** to finish each word.

\_\_\_en      dol\_\_\_in      al\_\_\_abet

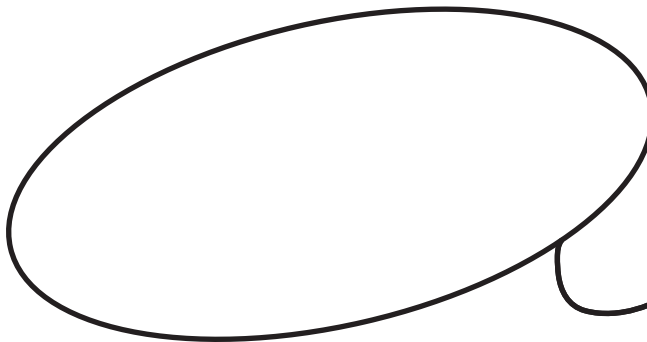
\_\_\_eel      \_\_\_ich      ele\_\_\_ant

One of the words goes with this picture! Write the word next to the picture.



\_\_\_\_\_

Hoedown Joe wants to collect all the words with **oe** in them. Write the **oe** words in his lasso.



goes    faun    doe    blue    toes    haul    woe    new



# Fun with

a-e e-e  
i-e o-e u-e



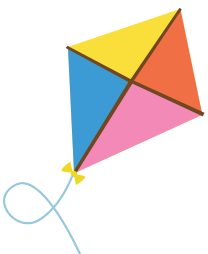
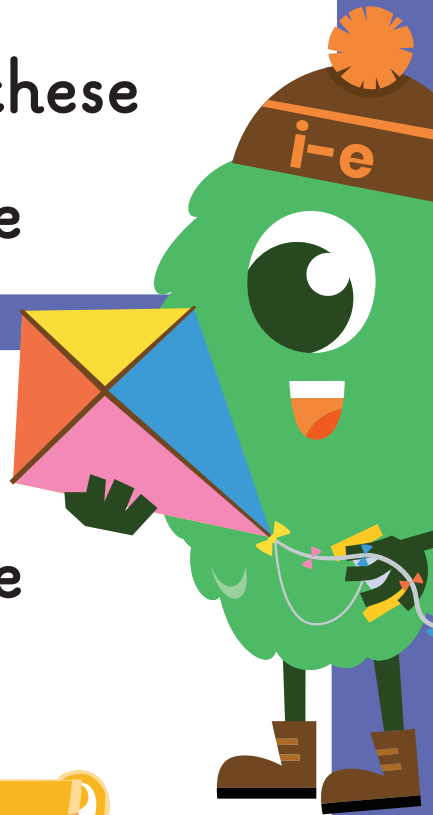
Help Baseball Zane and Athlete Eve find the words with **a-e** and **e-e** in them! Draw a circle around the **a-e** words. Underline the **e-e** words.



bake evening delete  
grape same these  
athlete gave

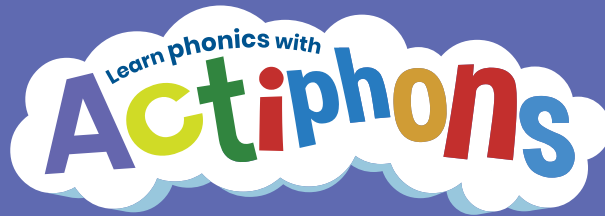
Help Kite Mike draw a line to match each word to its picture.

prize kite time five



5





# Practising

a-e e-e

i-e o-e u-e



Help Hope Rope write in **o-e** to finish the words.

h \_ m \_

r \_ p \_

n \_ t \_

b r \_ k \_

p h \_ n \_

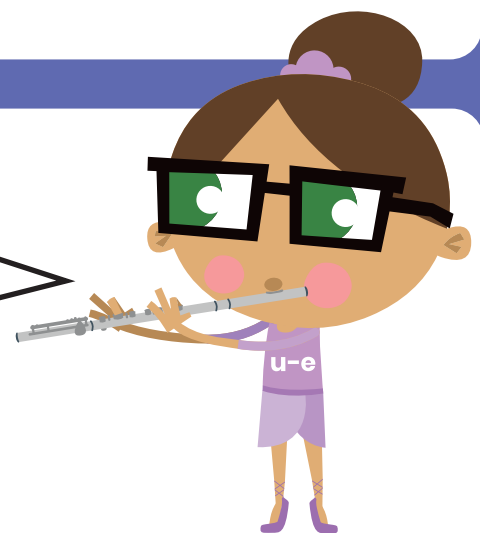
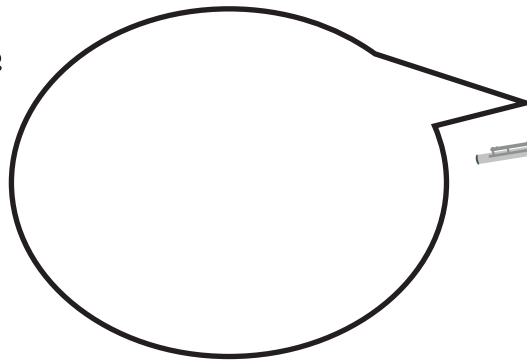
c \_ d \_

One of the words  
goes with this picture!  
Write the word next  
to the picture.

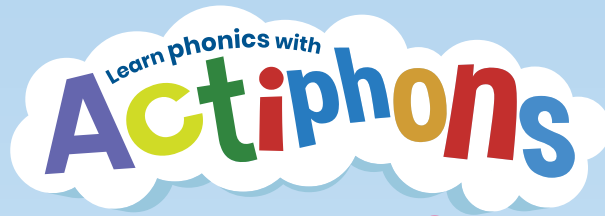


\_ \_ \_ \_ \_

June Tune wants to  
sing a song with **u-e**  
words. Write the  
words with **u-e** in  
them into June's  
speech bubble.



tube make home flute cube complete cute fine



# Word building

Use the  
prefix cards on  
the left to create  
some new words!  
How many can  
you build?

**re-****marine****bi-****connect****dis-****do****up-****van****un-****ground****pre-****heat****mini-****view****sub-****cycle****under-****fair**

Learn phonics with  
**Actiphons**

# Word building

Use the  
suffix cards  
on the right to  
create some new  
words! How many  
can you build?

**jump****-ed****twist****-ing****quick****-er****play****-est****slow****-ful****push****-ly****bend****-y****use****-s****sport****-es**



# Tricky words race

Start



said

have

like

so

do

some

come

were

there

little

one

when

out

what

oh

their

people

Mr

Mrs

looked

called

asked

could

Finish!

Two people can play this game! Take turns to roll a dice and move forward by the number you rolled. When you land on a tricky word, read the tricky word out loud. The winner is the first player to get to the finish.





# Physical activities with Level 3 sounds

Here are some activity ideas you can use with any book.

Ask the children to take turns to call out the name of an Actiphons character. Others in the group should then say the character's sound, do their action and say a word that has the same sound and spelling pattern.



Set a timer for 30 seconds. Choose a character and say their sound. How many times can children perform the character's action and say their sound before the timer goes off?



Play Actiphons charades! One child performs an Actiphons character's move and the other children in the group have to guess who they are pretending to be. The person who guessed correctly takes the next turn. Make sure everyone has had the chance to act out at least one move before the end of the game.



Ask children to form pairs. Each pair should take on the roles of Playing Fay and Whirlwind Whitney. Challenge the pairs to race for a short distance in a safe outdoor space. Swap roles and try again.

Set up your own Actiphons Games by creating your own version of some of the sporting events that the characters take part in!

Look at the notes on page 19 of the storybooks for more physical activity ideas to go with each story!



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