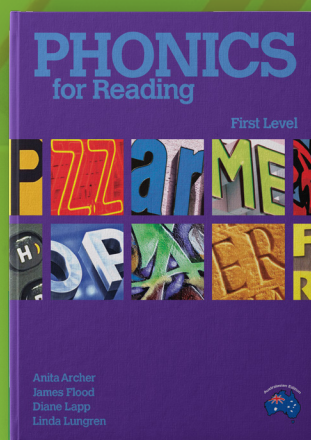


PHONICS

for Reading

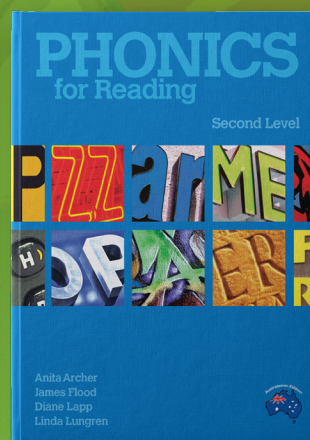
- Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills.
- Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension.
- Systematic, explicit instruction builds confidence and motivation specifically designed to appeal to older students.



First Level

focuses on:

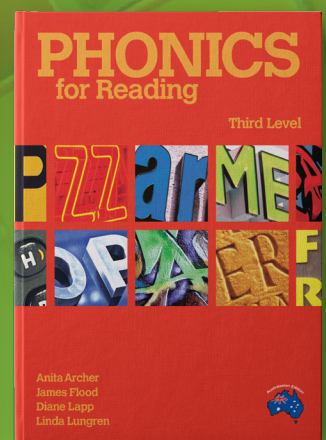
- short vowels
- double consonants
- consonant blends
- consonant digraphs



Second Level

progresses with:

- long vowels
- vowel combinations
- CVCe words
- word endings
- r-controlled vowel sounds



Third Level

expands concepts with:

- letter/vowel combinations
- prefixes and suffixes
- minor sounds of c and g
- minor sounds of vowel combinations

Support students who struggle with reading comprehension due to weak phonemic awareness and decoding skills with **PHONICS for Reading**. This three level series helps build phonemic awareness, decoding and fluency skills to strengthen reading comprehension. They include systematic, explicit instruction that builds confidence and motivation. The books are specifically designed to appeal to older students, so that they can be used across the curriculum and year levels to bring instruction to the students who need them most, regardless of age.

"Phonics for Reading is a fantastic resource for any school to have and use in a variety of ways for many classes, ages and stages.

I love the fact that the student books are systematic in their approach and that the Teacher books have such explicit instructions. This means that the program is usable by teachers, teacher aides or parent tutors.

It is a perfect resource for struggling readers who are challenged by decoding difficulties. The simple placement tests make it easy to find a starting point for each student.

The repeated explicit and systematic program is ideal for struggling readers. The content is also appropriate for older students. This program could be used with small groups, individuals or even as a whole class learning experience. The scope and sequence makes it easy to plan and assess. The individual student records and letters of progress are a great tool which save teachers valuable time.

This is a comprehensive program that is extremely easy to pick up and just teach. It is systematic and explicit, and especially ideal for children with learning difficulties or struggling readers. I would recommend to any school that they have this resource in their teacher library."

Strengthen

essential reading skills

Phonics for Reading also provides word-recognition and spelling instruction, story reading, and independent activities.

Assessment opportunities include:

- **Placement Tests** - Use for placing students within the program or to measure growth at the end of the program or school year.
- **Checking Up** - Ten activities throughout each level offer teacher and students a formal measure of skills.
- **Fluency Assessment** - Teacher Guides for Second and Third Level provide directions for using story passages to assess fluency and activities for building fluency.

AVAILABLE:

STUDENT BOOKS

- **First Level** - 30 teacher-directed lessons— focuses on short vowels, consonants, consonant blends, and digraphs
- **Second Level** - 32 teacher-directed lessons— progresses with vowel combinations, r-controlled vowel sounds, common endings, and CVCe words
- **Third Level** - 36 teacher-directed lessons— expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g, and minor vowel sound combinations

TEACHER BOOKS

- **Information about the research base**
- **Lesson objectives and scripting**
- **Word lists**
- **Answer keys**
- **Reproducible IEPs/progress letters**
- **Scope and sequence chart**
- **Pre- and post-assessment tools**

Motivate your older students to learn the keys to fluency and reading comprehension

Many students progress through school without ever having mastered phonics. Without a basic foundation, older students often struggle with the year-level concepts that require reading. Phonics for reading was specifically designed with these students in mind. Systematically sequenced lessons provide the foundation for struggling students – of any age – to become successful, motivated and confident readers.

Emphasise key reading skills

- Phonemic awareness activities like blending and segmenting build foundational reading skills.
- Strengthen decoding skills through progression from decoding single and multi-syllable words to decoding full passages.
- Spelling activities complement and reinforce decoding skills.
- Matching images to passages building reading comprehension.
- Relentless repetition builds accuracy, automaticity and fluency.

Student Book, Level 2, Lesson 9

36

LESSON 9

A. New Words. Say each sound. Say each word.

1. coal	slow	flown
2. may	mow	goal
3. throw	Gail	foam
4. groan	shown	green
5. growth	soak	grey
6. cloak	boast	beast

7. The traffic is very slow here.
8. Did you get a goal?
9. I will throw your hat in the water.
10. Have I shown you my plan?
11. Soak the spot in water.
12. He has a mask and a cloak.

B. Review Words. Say the words.

1. sprain	shift	lift
2. brain	brass	chain
3. cheek	feed	fed
4. maths	faith	flash
5. clean	lean	cream

C. Word Endings. Say the words.

1. soaked soaking	2. mowed mowing	3. cleaned cleaning	4. lifted lifting	5. foamed foaming
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Why

Build student motivation and confidence with explicit instruction

Each lesson uses a systematic sequence of instruction to allow students to gain mastery of basic sounds and words before progressing to more complex words and passages.

A consistent instructional routine allows students to focus on learning new content rather than repeatedly learning a new lesson format.

It's never been easier to deliver systematic, explicit instruction

58

Lesson 9

LESSON 9

OBJECTIVES

- to practise vowels with *oa* and *ow*
- to practise vowels with both word endings -ed and -ing

Sound Drill

(Oral Teacher-Directed Activity)

(Write the following on the board or display it on-screen.)

1.	oa	ee	ow	a
2.	ai	i	u	ay
3.	sh	ow	oa	ck
4.	ea	e	ai	oa
5.	ow	ay	o	ch

1. Let's practice saying the sounds in the words that we will be reading. Look at the letters in line 1. Say the sounds. /*oo*oi/, /*ee*ee/, /*oo*oi/, /*oo*oi/
2. Look at the letters in line 2. Say the sounds. /*oo*oi/, /*uu*uu/, /*oo*oi/

(Repeat step 2 with lines 3-5. Then choose individual students to say the sounds in a line.)
(NOTE: As an alternative, review the sounds with flash cards.)

Segmenting Words into Sounds

(Oral Teacher-Directed Activity)

1. Let's practice saying some words.
I will say a word, and then you will say the sounds in the word.
2. The first word is **groan**. What is the word? *groan*
3. Say the sounds in **groan**. Put up a finger for each sound. /*g*/ /*r*/ /*oo*oi/ /*oo*oi/ /*n*/
4. The next word is **float**. What is the word? *float*
5. Say the sounds in **float**. Put up a finger for each sound. /*f*/ /*l*/ /*oo*oi/ /*oo*oi/

(Repeat steps 4 and 5 with these words.)

growth	/g/	/rrr/	/oooi/	/th/
beast	/b/	/eee/	/oss/	/t/
shown	/sh/	/oooi/	/unn/	

A. New Words

(Have students open their books to Lesson 9, page 36.)

1. coal	slat	flam
2. may	razz	gal
3. thrax	gal	foam
4. groan	shum	grzy
5. graah	gah	spex
6. clark	hast	heast
7. The traffic is very slow here.		
8. Did you get a goat?		
9. I will throw your hat in the water.		
10. Have I shown you my plan?		
11. Soak the spot in water.		
12. He has a mask and a cloak.		

1. Find part A in your book.
2. Touch the first word in line 1. Look at the underlined letters. What is the sound? /*oo*oi/
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *coal*
4. Touch the next word. Look at the underlined letters. What is the sound? /*oo*oi/ Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *slat*
- (Repeat step 4 with the remaining words in lines 1-3.)

5. Touch the first word in line 4. Sound out this word to yourself. Say the sounds carefully. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *groan*
6. Touch the next word. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up.) What is the word? *shum*
- (Repeat step 6 with the remaining words in lines 4-6. Then choose individual students to read a line.)

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Student Book, Level 2, Lesson 9

This easy-to-use program features scripted lessons and a predictable structure, allowing teachers and paraprofessionals alike to concentrate on student learning rather than worrying about what they have to say next. Flexible and dynamic, Phonics for Reading is perfect for a wide variety of settings, including whole group or small group instruction and one-on-one tutoring.

- 1 Enable educators to focus on **student learning by using scripted text**, which walks them through what to do and say during each part of the scaffolded lessons.
- 2 Promote students ability to read independently using an effective, scaffolded **“I do, we do, you do” model**.
- 3 Easily monitor student progress with **placement tests** and timed readings.

PLACEMENT TEST – Student Form

Phonics for Reading – Second Level (2)

Subtest C

braid	beach	trait	clean	soap
shown	boast	flight	spray	speech
speedway	daydream	brightness	shadow	

Improve Reading Comprehension

Strengths of Phonics for Reading:

- Instruction is explicit and systematic, and the materials include a detailed scope and sequence and clear objectives.
- Materials are teacher-friendly and easy to navigate.
- The program consists of features that may be helpful for struggling readers, such as consistent teaching routines, repeated practice and cumulative review.
- The decoding strategies are taught to automaticity.
- Students learn to pronounce the individual sounds in a blend.
- Students are given immediate corrective feedback.
- No weakness noted!

