



Contents

Introduction

Using <i>Nelson Phonics 1</i>	iv
Scope and Sequence of <i>Nelson Phonics 1</i>	vii

Unit 1

Syllables	2
Rhyme	8

Unit 2

Ss	12
Mm	16
Tt	20
Ff	24
Aa	28
Review	30

Unit 3

Rr	34
Dd	36
Gg	40
Oo	44
Ii	46
Review	48

Unit 4

Ll	52
Pp	56
Uu	60



Contents

Hh	62
Cc	64
Review	66

Unit 5

Ee	70
Bb	72
Nn	76
Kk; ck	80
Vv	84
Review	88

Unit 6

Ww	92
Jj	94
Yy	96
Xx	98
Qu	100
Review	102

Unit 7

Zz	104
Th	106
Sh	108
Ch	112
Review	116

Introduction

Nelson Phonics 1 addresses the four essential skills children need in order to read and spell. These include:

- phonological awareness
- visual (graphological) processing
- letter–sound (phonics) relationships
- spelling.

Phonological awareness is the explicit awareness of the sound structures of spoken language. Training in phonological awareness helps children ‘tune in’ to the sounds of the English language. Children learn that sentences are made up of words, and that words are made up of separate sounds. They also develop the skills to separate words into sounds, and to blend and manipulate sounds to make new words. Furthermore, children learn how sounds make new words. Phonological awareness includes skills such as rhyming, segmenting syllables and identifying and manipulating the sounds in words. It is an important prerequisite for developing literacy, and can even be used to predict a child’s success at learning how to read and spell.

Phonics is the understanding of the relationship between the letters of the alphabet and the individual sounds in the English language. While there are only 26 letters in the alphabet, there are 44 sounds in spoken English. Children learn that individual sounds are represented by different letter combinations.

The *Nelson Phonics* Workbooks focus on phonological awareness and phonics. Research shows that phonological awareness and sound–letter relationships (phonics) are the most important foundation skills for a beginner reader. Simultaneous focus on both skills increases the child’s success in acquiring early literacy skills.

Using *Nelson Phonics 1*

Nelson Phonics 1 should be used as part of the classroom literacy program for children at a beginner stage of literacy development. Parents can also support their child’s literacy development by using this Workbook at home.

Nelson Phonics 1 introduces beginner readers to the phonological awareness skills of **syllabification** and **rhyme**, then introduces **individual sounds**.

The activities require children to:

- listen for the target sound in spoken words

Contents

- visually recognize the letter that represents that sound
- write the letter that represents the target sound.

This Workbook adopts a multi-sensory approach to teaching children about sounds and letters. This approach includes *seeing, listening, feeling* and *writing* sounds, letters and words. Multi-sensory learning has been shown to cater for the learning styles of a greater range of children.

Icons are used in the activity instructions to help children understand what is required in each task. The key for these icons is as follows:



Clap the syllables.



Say the sound or name the picture.



Listen.



Draw or colour the picture.



Circle the picture.



Draw a line.



Cross out the picture.



Trace with your finger.



Trace the letter with your pencil.



Write the letter.



Change the words.

Scope and Sequence of *Nelson Phonics 1*

Nelson Phonics 1 has 7 units. Unit 1 focuses on children's ability to work with the syllables within words and to identify words that rhyme. Units 2 to 7 focus on the consonant and short vowel sounds found in the alphabet. The common digraphs 'sh', 'ch' and 'th', which are produced as one sound, are also included.

Individual sounds in each unit have been grouped based on how often they occur in language, how different they are from other sounds, and according to a sequence widely used by educators and within curricula.

The main goal of teaching beginner readers phonological awareness skills is to develop their ability to listen for individual sounds. In the *Nelson Phonics* Workbooks, children are expected to name the pictures and listen for the sounds in the words they say. They will therefore benefit from naming the pictures with an adult before completing the activities. This will ensure that they understand the pictured vocabulary.

Each unit concludes with a Unit Review, in which children apply their knowledge of the sounds addressed in current and previous units. A child's ability to complete the Unit Review activities will provide feedback on the progress of individual children and inform future teaching strategies.

The *Nelson Phonics* CD-ROM contains a Teacher's Guide with key teaching points and activity ideas, as well as a range of interactive activities for use across the three year levels. The interactive activities on the CD-ROM are presented in three sections:

- Teaching Objects (for whole-class learning)
- Learning Objects (for independent or group learning)
- Task Review (for teacher–student evaluation).

These activities have been specially designed to consolidate and extend on the topics covered in the Workbooks.

Syllables

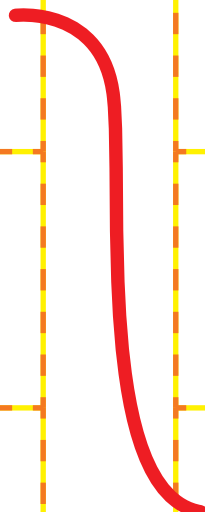


Name the pictures in each box. Say the words together to make a longer word.



Draw a line to match the word they make.

earring	
football	
cowboy	
rainbow	
sandwich	



Syllables



Name the pictures in each box. Say the words together to make a longer word.



Draw a line to match the word they make.

	basketball
	pancake
	teapot
	raincoat
	toothbrush

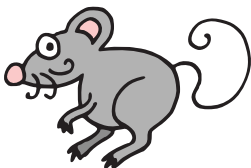
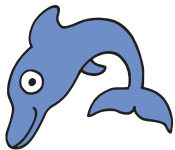
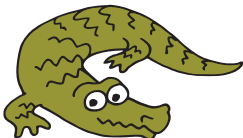
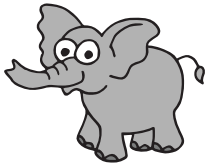
Syllables



Clap the syllables in the word.



Color a hand for each clap.



Syllables



Clap the syllables
in each word.



Draw a line to the number of
syllables you hear in each word.

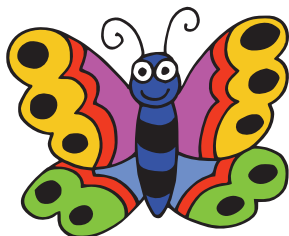
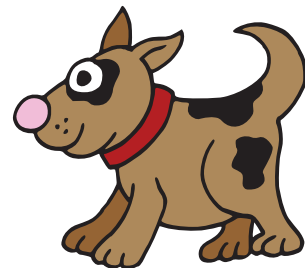
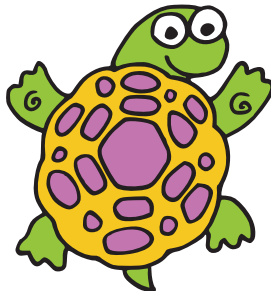
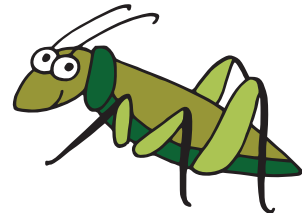
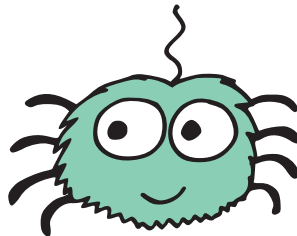
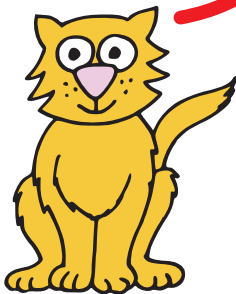
1



2



3



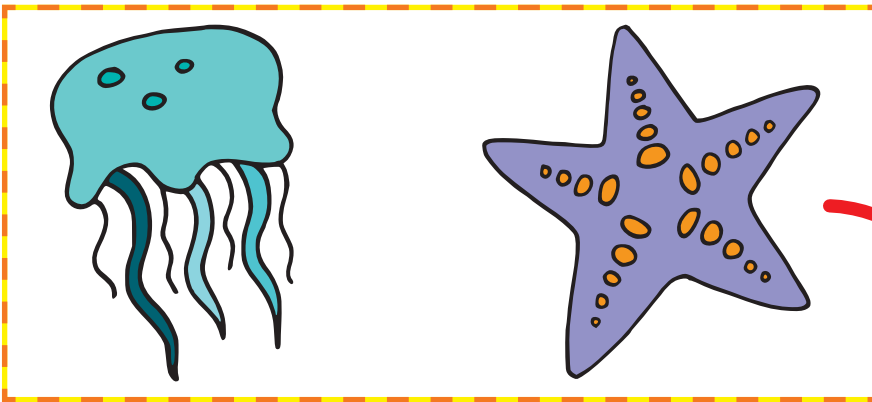
Syllables



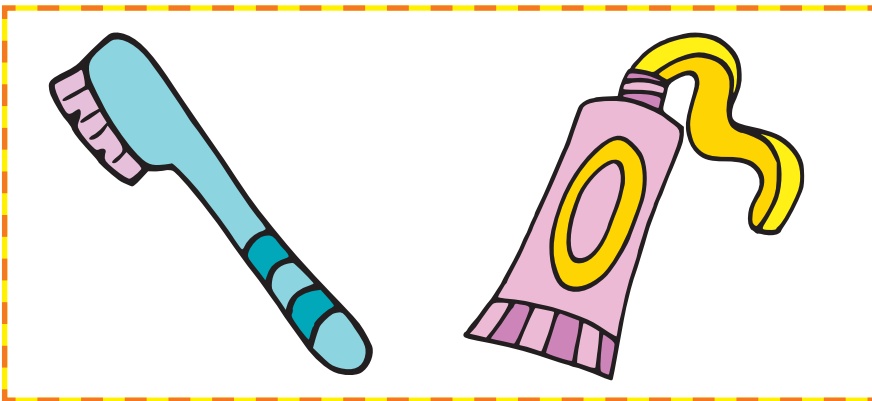
Listen for the syllable that sounds the same in both words.



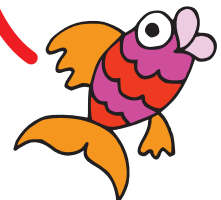
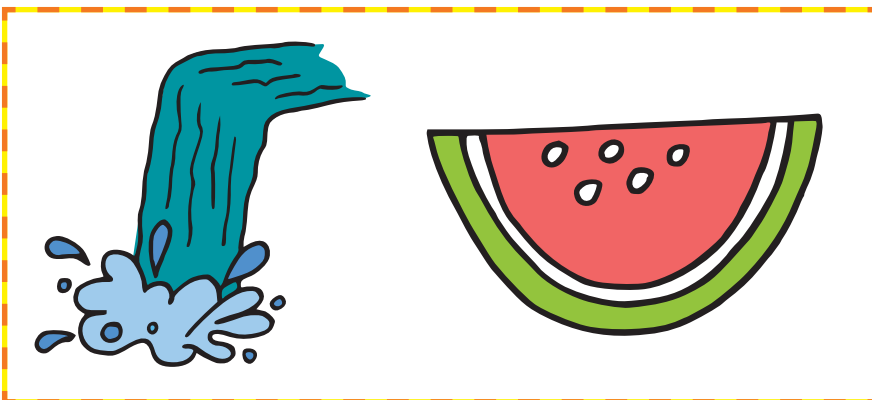
Draw a line to the picture that shows the syllable the words share.



tooth



water



fish

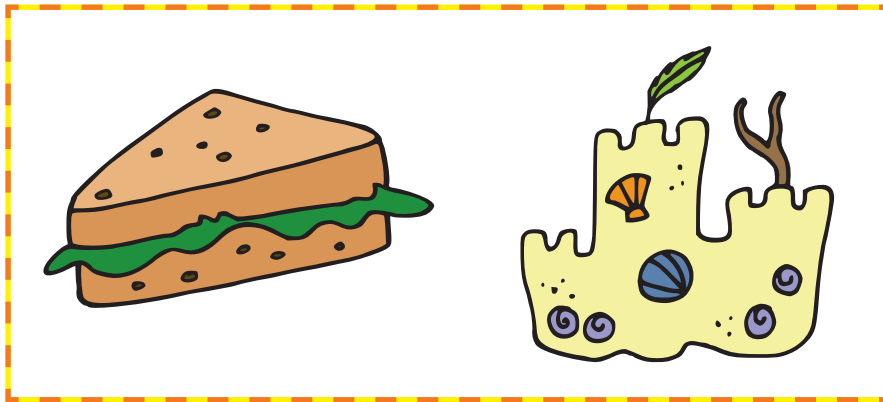
Syllables



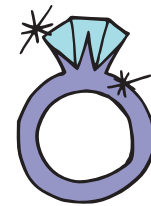
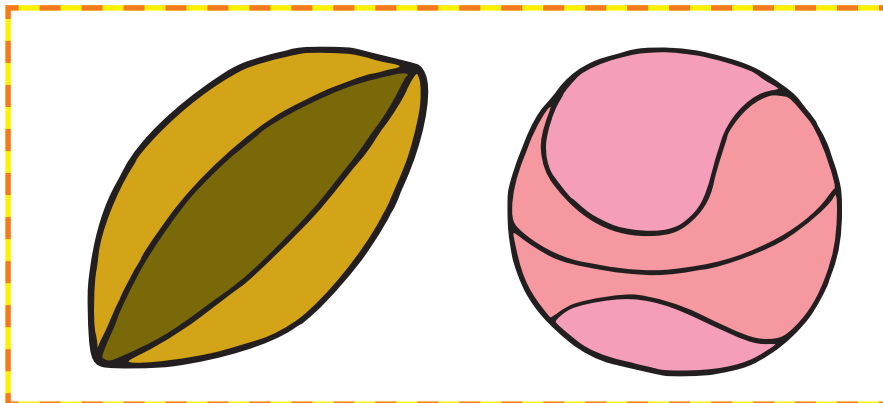
Listen for the syllable that sounds the same in both words.



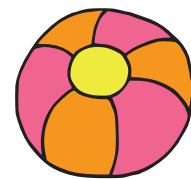
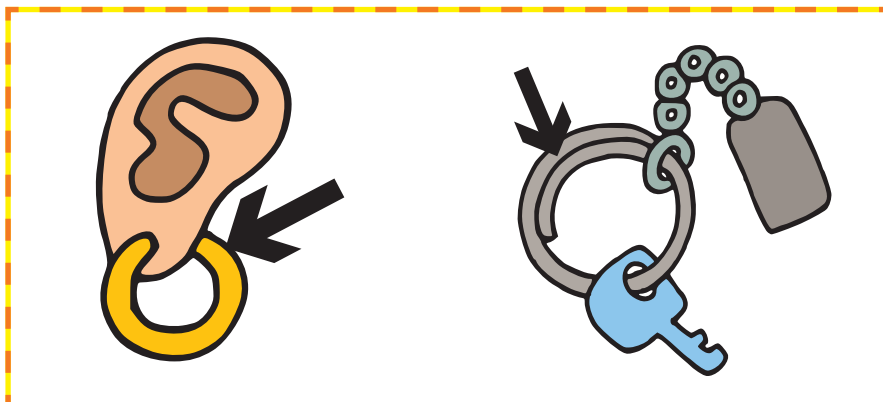
Draw a line to the picture that shows the syllable the words share.



sand



ring



ball

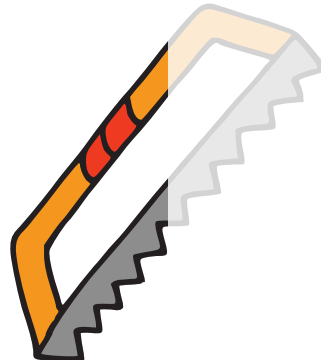
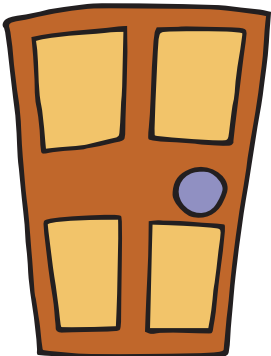
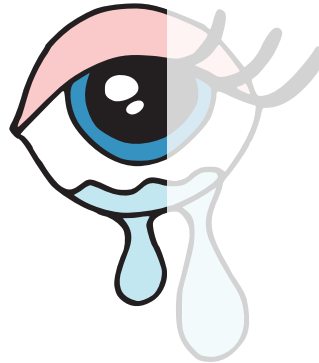
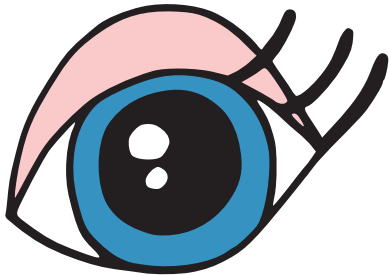
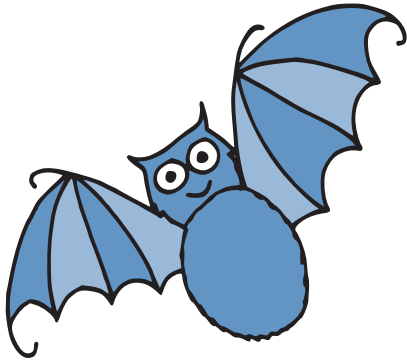
Rhyme



Name the pictures.



Finish drawing the pictures that rhyme.



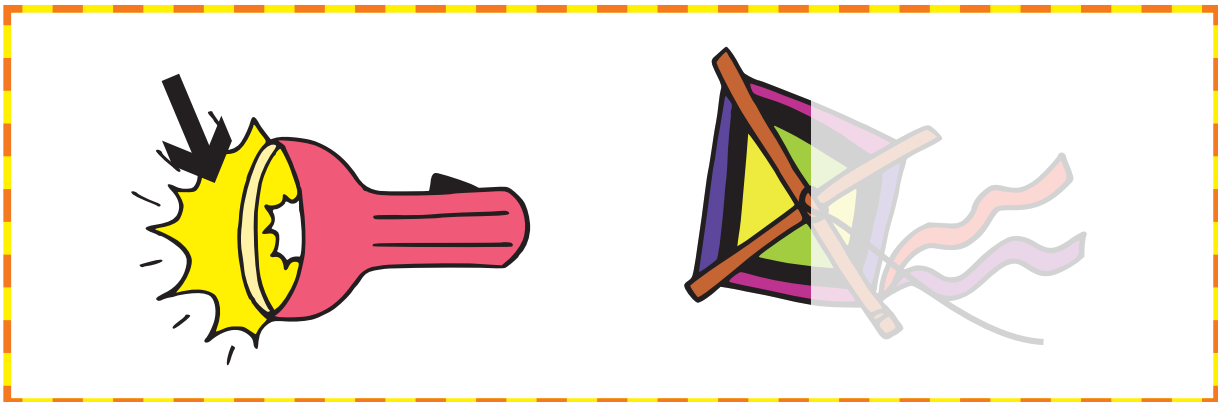
Rhyme



Name the pictures.



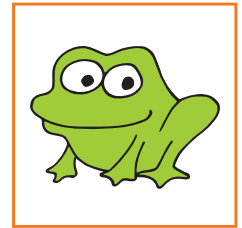
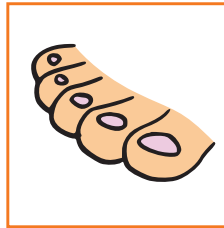
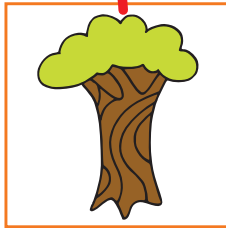
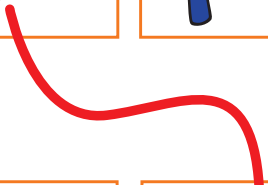
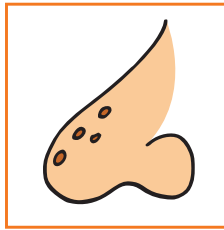
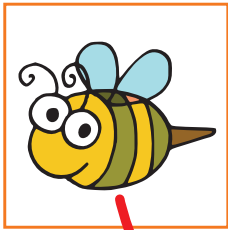
Finish drawing the pictures that rhyme.



Rhyme



Draw a line between the pictures that rhyme.



Draw your own rhyming words.

Rhyme



Circle the picture in each box that DOES NOT rhyme.

