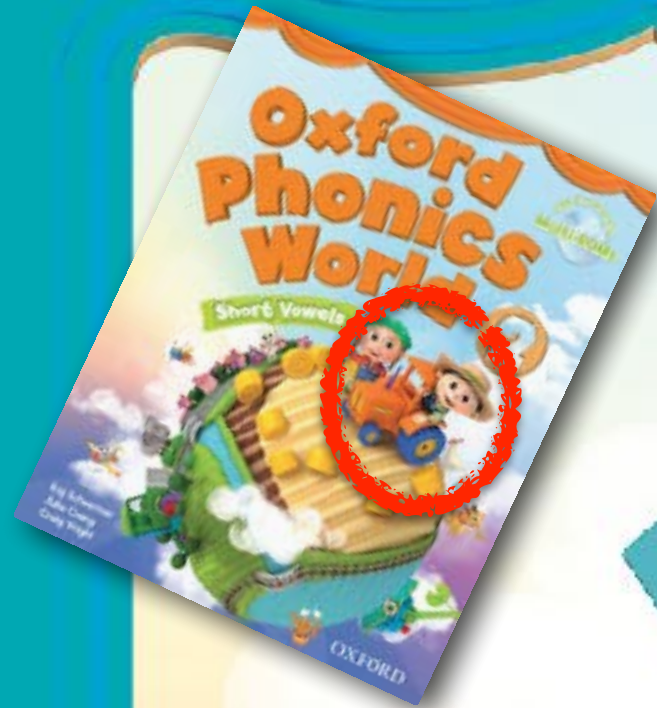


“I wish you to gasp not only at what you read but at the miracle of its being readable.”

- Vladimir Nabokov

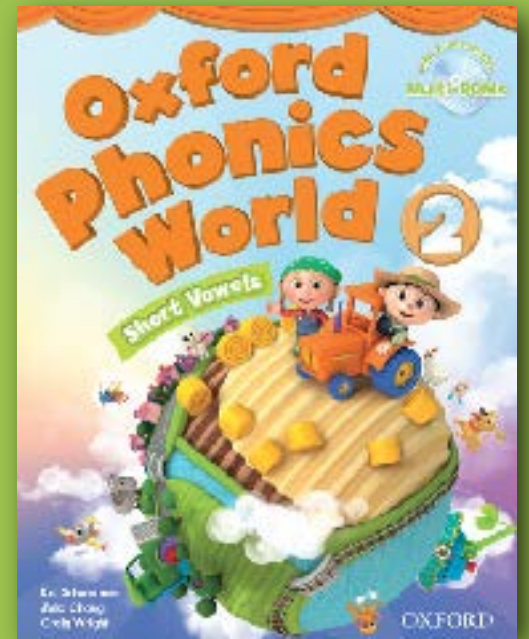


Oxford Phonics World



OXFORD

Ants



**story as warm-up
(no reading, just told orally)**



2



3



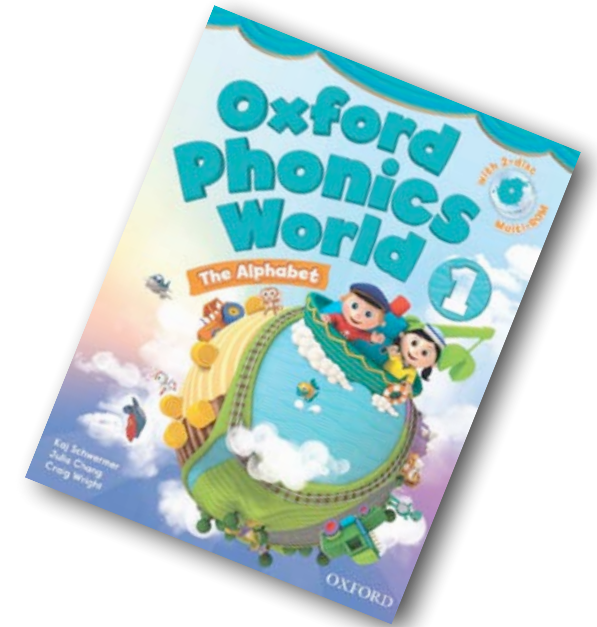
To be continued...

**leave students in anticipation
of ending, which they will read
and discover on their own at
the end of the unit**

T

ell a story

create



nterest









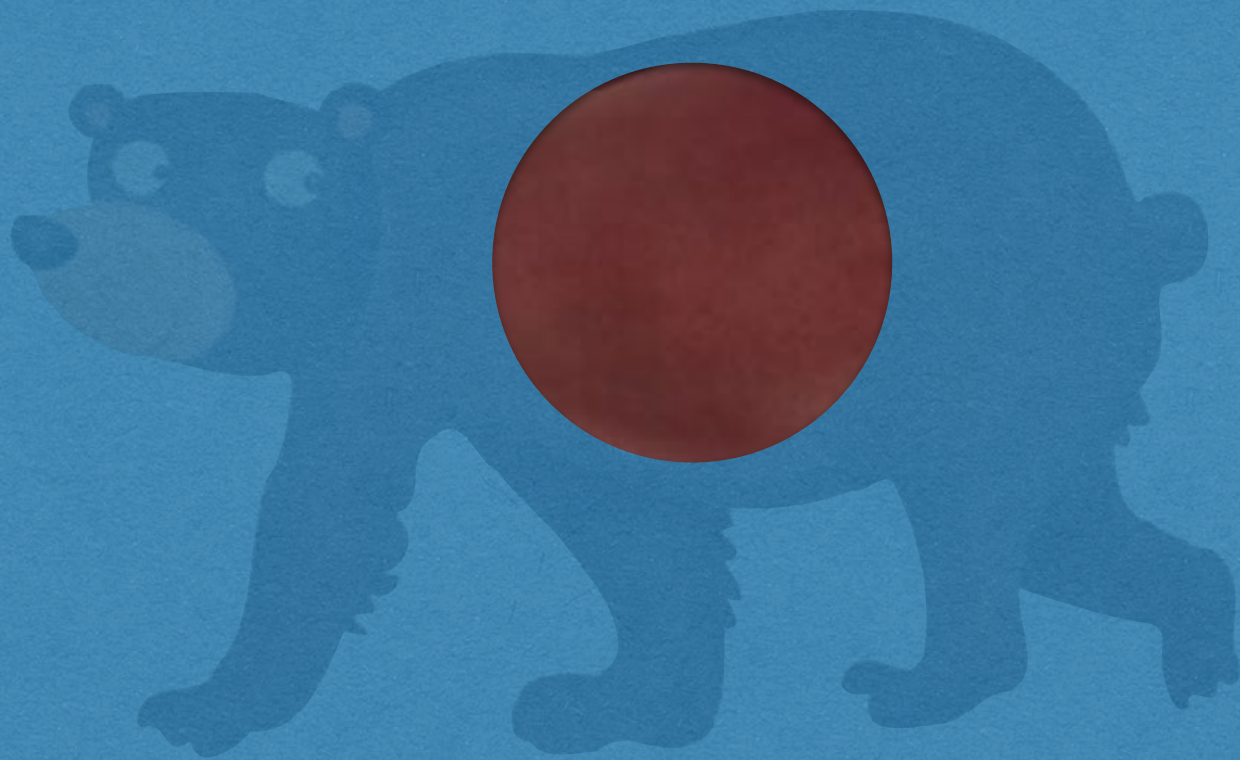


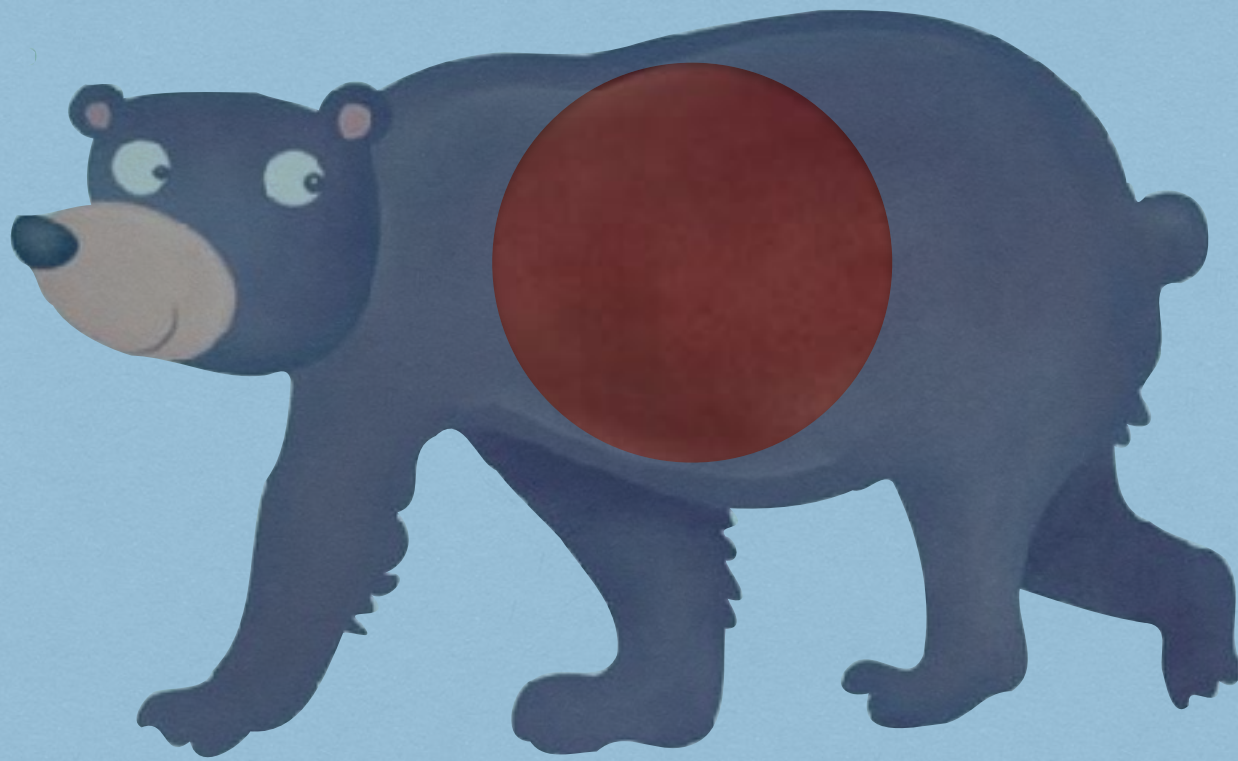
phonics friends

friends 26

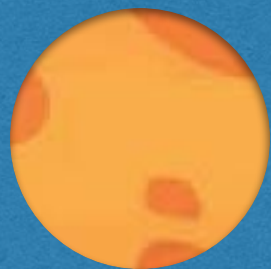
150













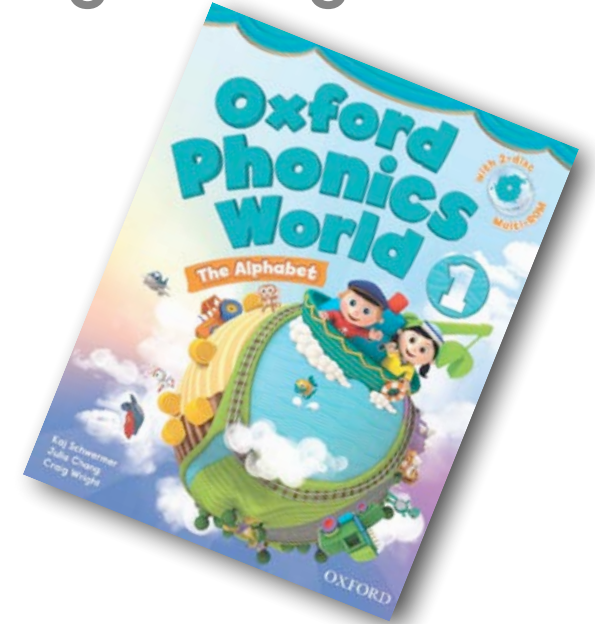






Multisensory: seeing hearing doing

create



interest

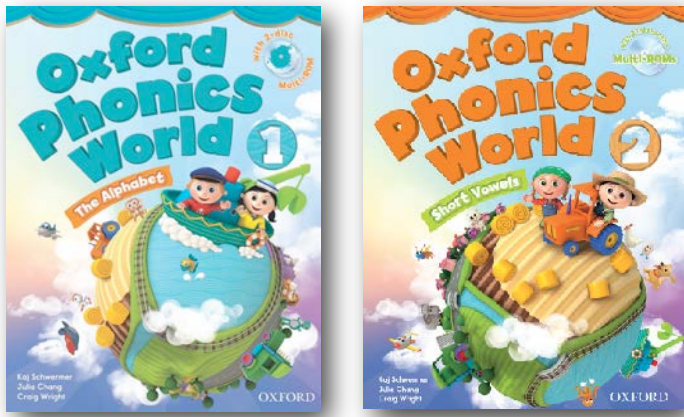
**writing in itself is
multi-sensory**



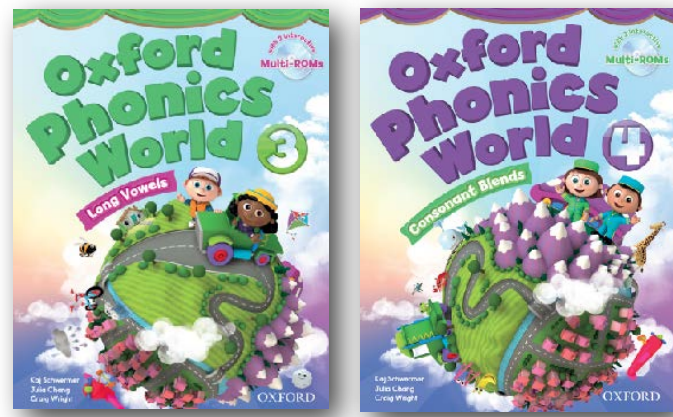
**five levels cover ALL sounds
and most spelling variations**

closely correlated with other OUP titles

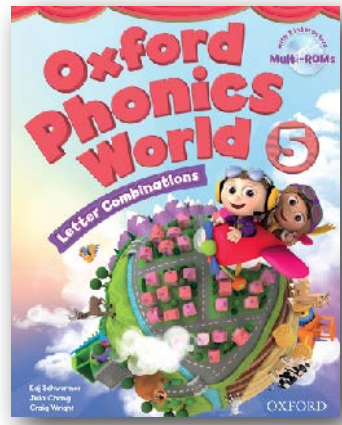
1 2



3 4



5



Level 1



Level 2



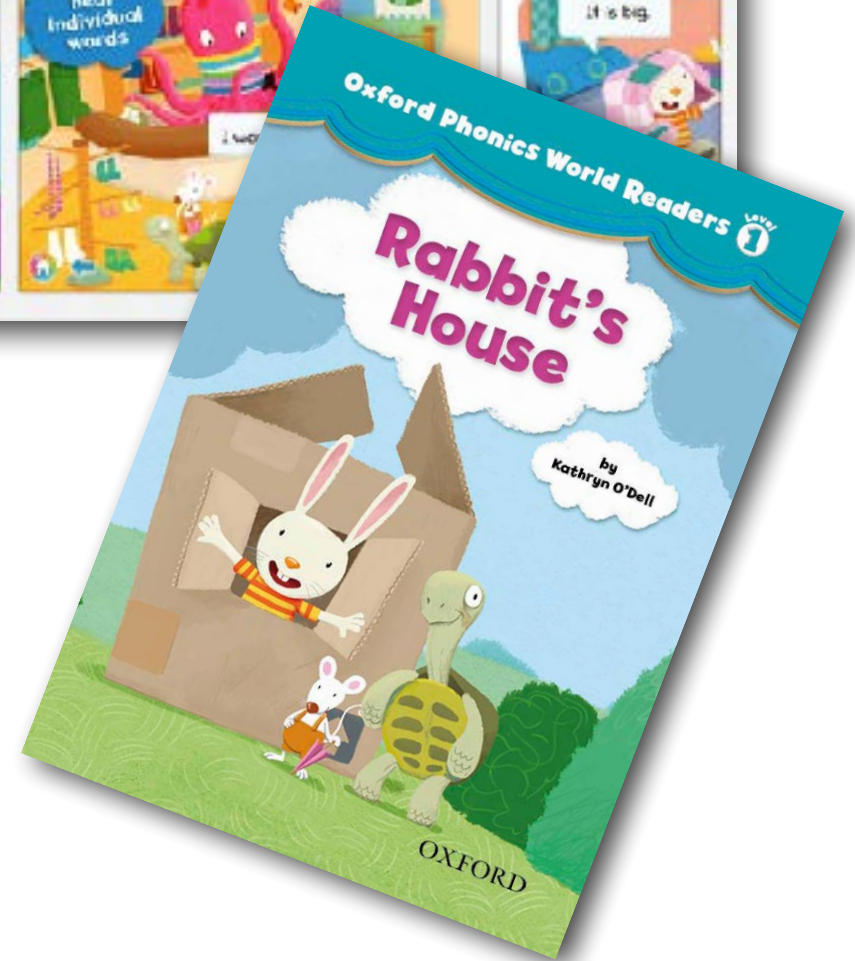
Level 3

80% vocabulary from other main OUP titles

separate readers series



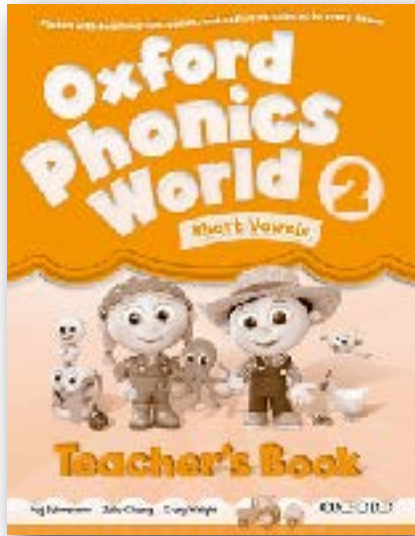
Apps for readers for iOS and Android



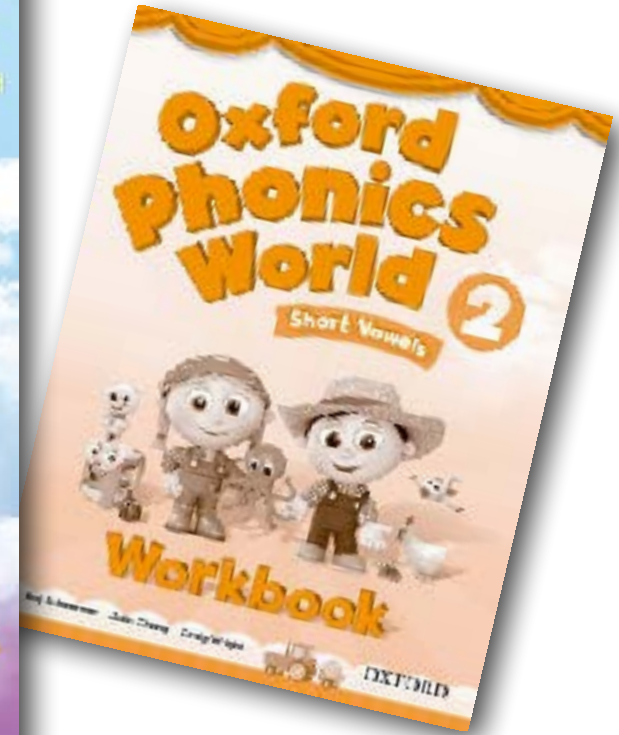
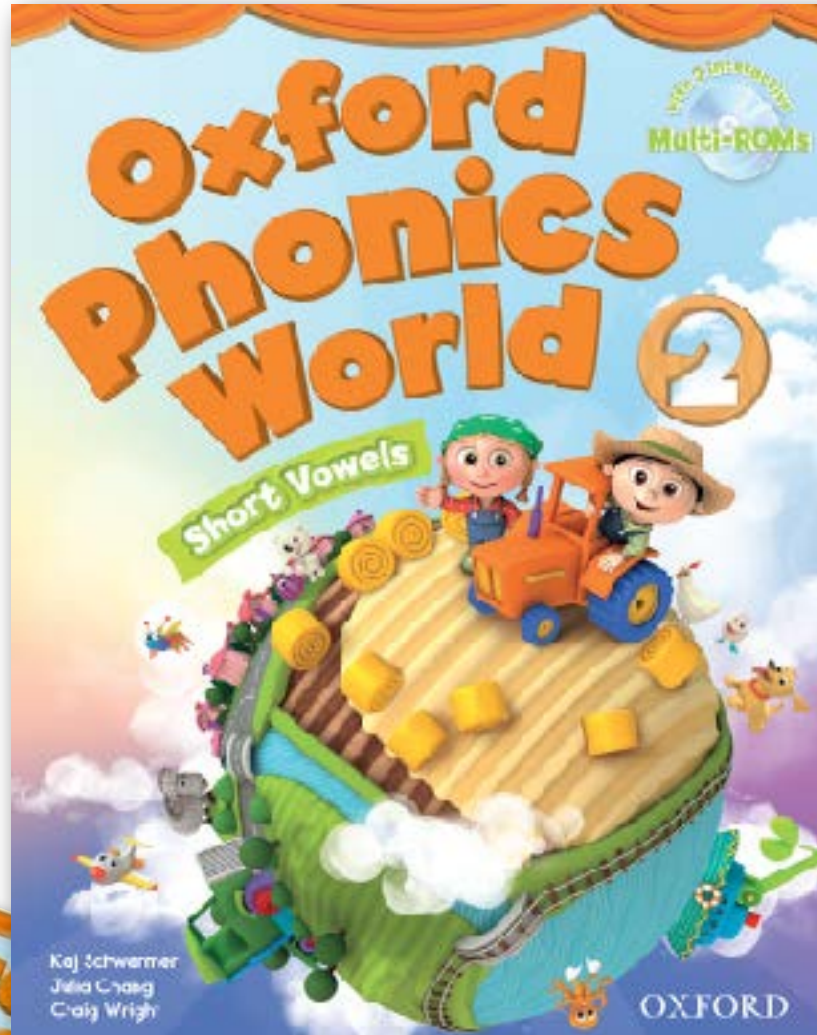


full range of components

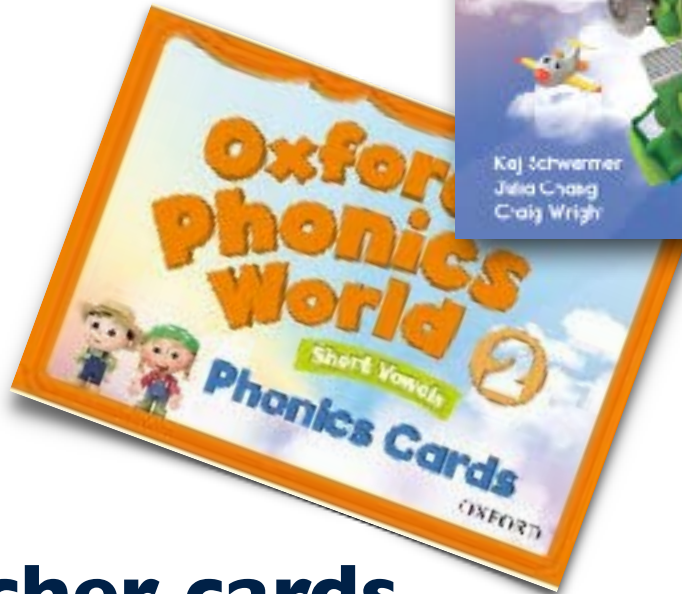




teacher book



workbook



teacher cards



iTools

Book 2

Blending book 1 sounds and letters into words

Unit 1 short a a am an 

Unit 2 short a ad ag ap at 

Unit 3 short e e et en ed 

Unit 4 short i i ip ib id 

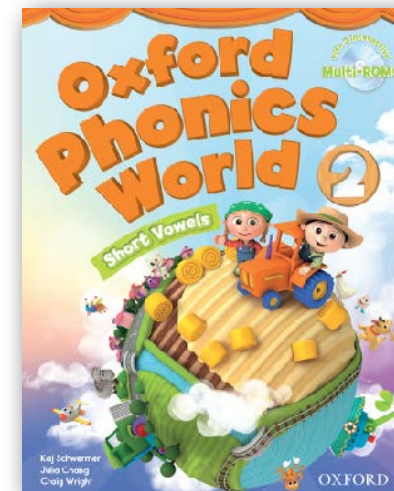
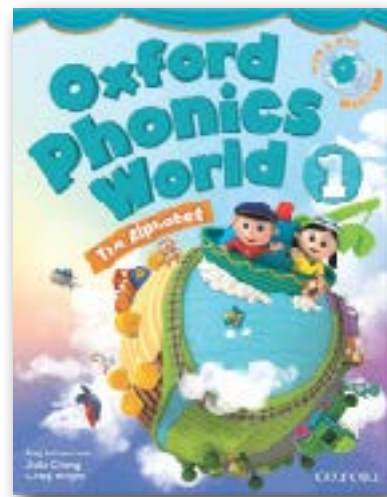
Unit 5 short i in ig it ix 

Unit 6 short o o ot op 

Unit 7 short u u ug ud up 

Unit 8 short u ut ub um un 

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll



Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz



1 to 1

/a/



1 letter

1 sound



/k/

**all words students expected to read and write carefully
chosen with one to one correspondence**

Blending

left to right



skill of “blending” introduced



A Listen and learn.

disc 1
03



a

B Listen, point, and repeat.

disc 1
04

1.



cat

2.



ant

3.



yak

4.



ax

difficult vocabulary introduced to ensure genuine reading, not just guessing

Synthetic phonics approach, blending individual sounds left to right, decoding and sounding out



a x



a n t



c a t



y a k



order carefully thought through: easier to decode to difficult

C Listen and read. Then write. 

1. 

a **x** = **ax**

| | | | | |
|--|------------------------------|--|------------------------------|-----------|
| 1.  | ant <input type="checkbox"/> | ax <input checked="" type="checkbox"/> | cat <input type="checkbox"/> | <u>ax</u> |
| 2.  | cat <input type="checkbox"/> | ant <input type="checkbox"/> | yak <input type="checkbox"/> | |
| 3.  | yak <input type="checkbox"/> | ax <input type="checkbox"/> | cat <input type="checkbox"/> | |
| 4.  | cat <input type="checkbox"/> | ant <input type="checkbox"/> | ax <input type="checkbox"/> | |

2. 

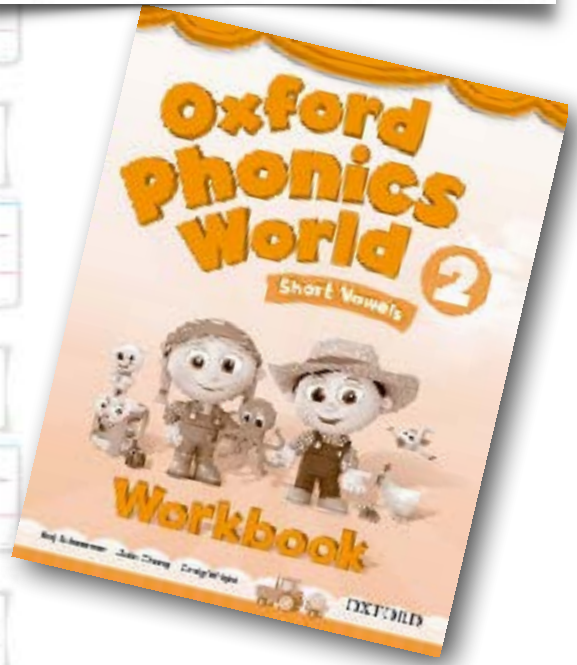
a **n** **t** = **ant**

3. 

c **a** **t** = **cat**

4. 

y **a** **k** = **yak**



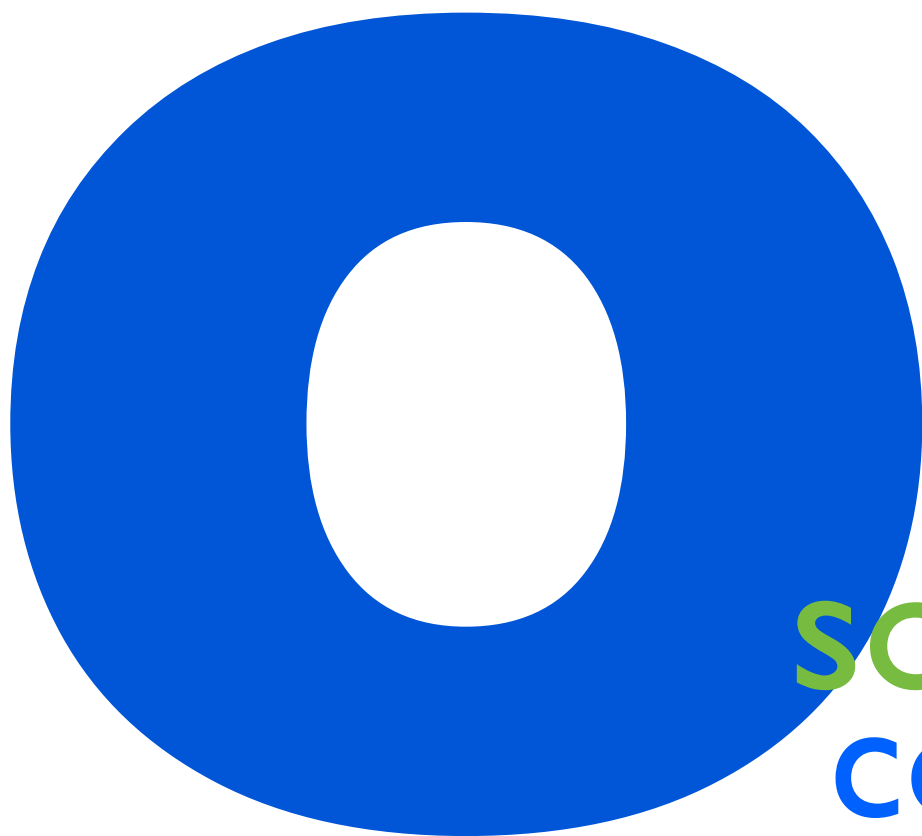
reinforce with workbook activities


D Listen and chant. Then read. 



I see an ant and an ax.






1. 

| | |
|---|---|
| a | x |
|---|---|

 =

| | |
|---|---|
| a | x |
|---|---|

| |
|----|
| ax |
|----|


2. 

| | | |
|---|---|---|
| a | n | t |
|---|---|---|

 =

| | | |
|---|---|---|
| a | n | t |
|---|---|---|

| |
|-----|
| ant |
|-----|


3. 

| | | |
|---|---|---|
| c | a | t |
|---|---|---|

 =

| | | |
|---|---|---|
| c | a | t |
|---|---|---|

| |
|-----|
| cat |
|-----|

4. 

| | | |
|---|---|---|
| y | a | k |
|---|---|---|

 =

| | | |
|---|---|---|
| y | a | k |
|---|---|---|

| |
|-----|
| yak |
|-----|

one to one
sound letter
correspondence



— p p p l e


C Listen and read. Then write. 

1.   = 


2.   = 


3.   = 

**chant introduces communicative language
(it's actually possible to use OPW as a
standalone course)**

D Listen and chant. Then read. 



I see an ant and an ax.







I see an ant and an ax.

active game



SENTENCE PARTY

Partner



What do you see?

Ask

I see a ram and a fan.

Read

fan ram

Trade



Yes!

Yes!

Yes!



C Listen and circle.

13

1.



f an
c an

2.



f an
p an

3.



c an
m an

4.



m an
p an

D Read, check, and write.

1.



yak

man

pan

man

2.



pan

dam

fan

second chant introduces different communicative language

E Listen and chant. Then read.

14



The man has a can and a pan.





Partner



Ask

fan cat

Read

What do you have?

Trade

I have a cat and a fan.



Yes!

Yes!

Yes!



**mix communicative language to
encourage genuine communication**



SENTENCE PARTY

The title 'SENTENCE PARTY' is written in large, bold, multi-colored letters. Each letter is a different color: S (orange), E (yellow), N (light green), T (green), E (light blue), N (blue), C (dark blue), E (purple), P (pink), A (magenta), R (pink), T (purple), Y (white). A dashed light blue line arches over the text, ending in a musical note icon on the right. The text is set against a light blue, rounded rectangular background.

Partner



What do you see?

Ask

I see a ram and a fan.

Read

What do you have?



I have a cat and a fan.

Trade



Yes!

Yes!





Natural

Flexible

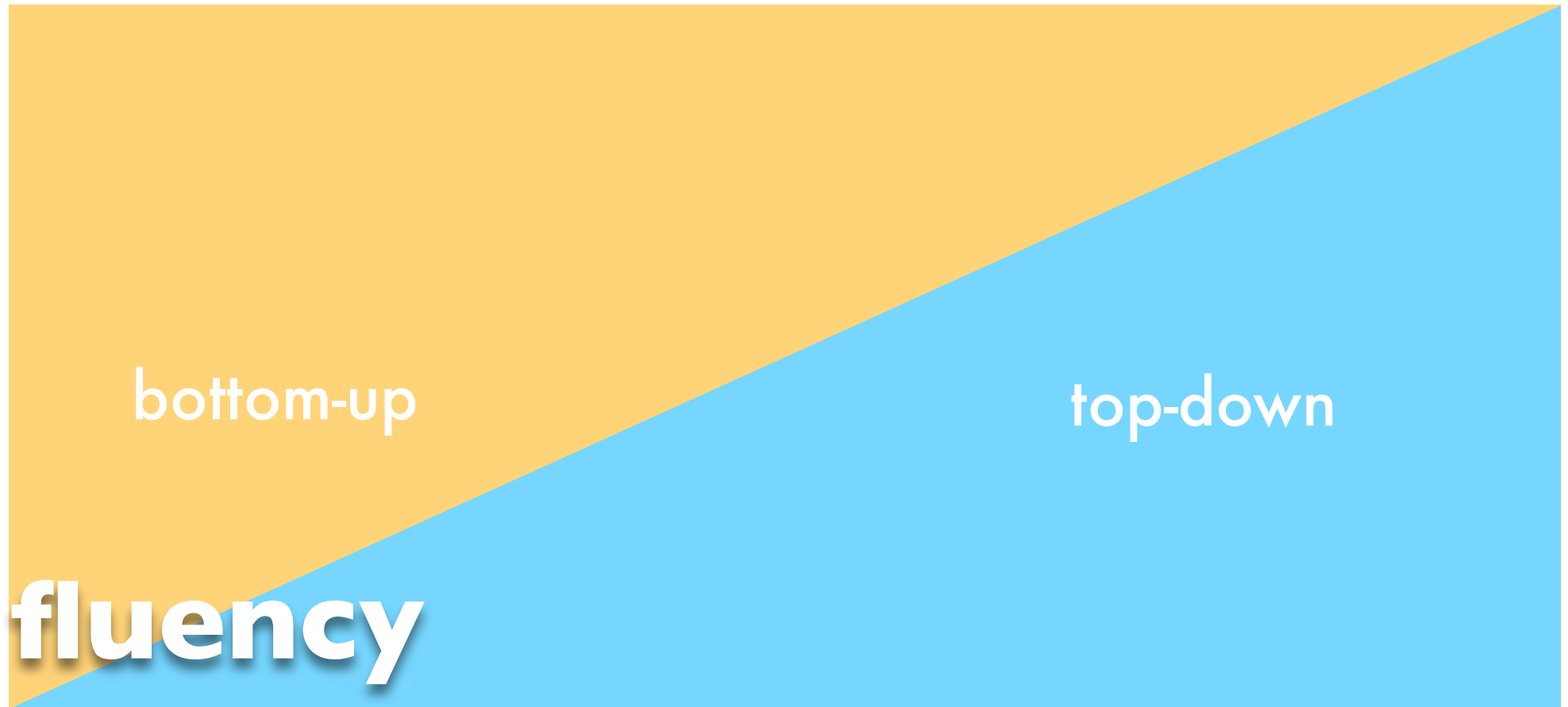
Meaningful

ommunication

Personalized

“At every level of language proficiency,
learners should try to be fluent,
with what they already know.”

- Paul Nation

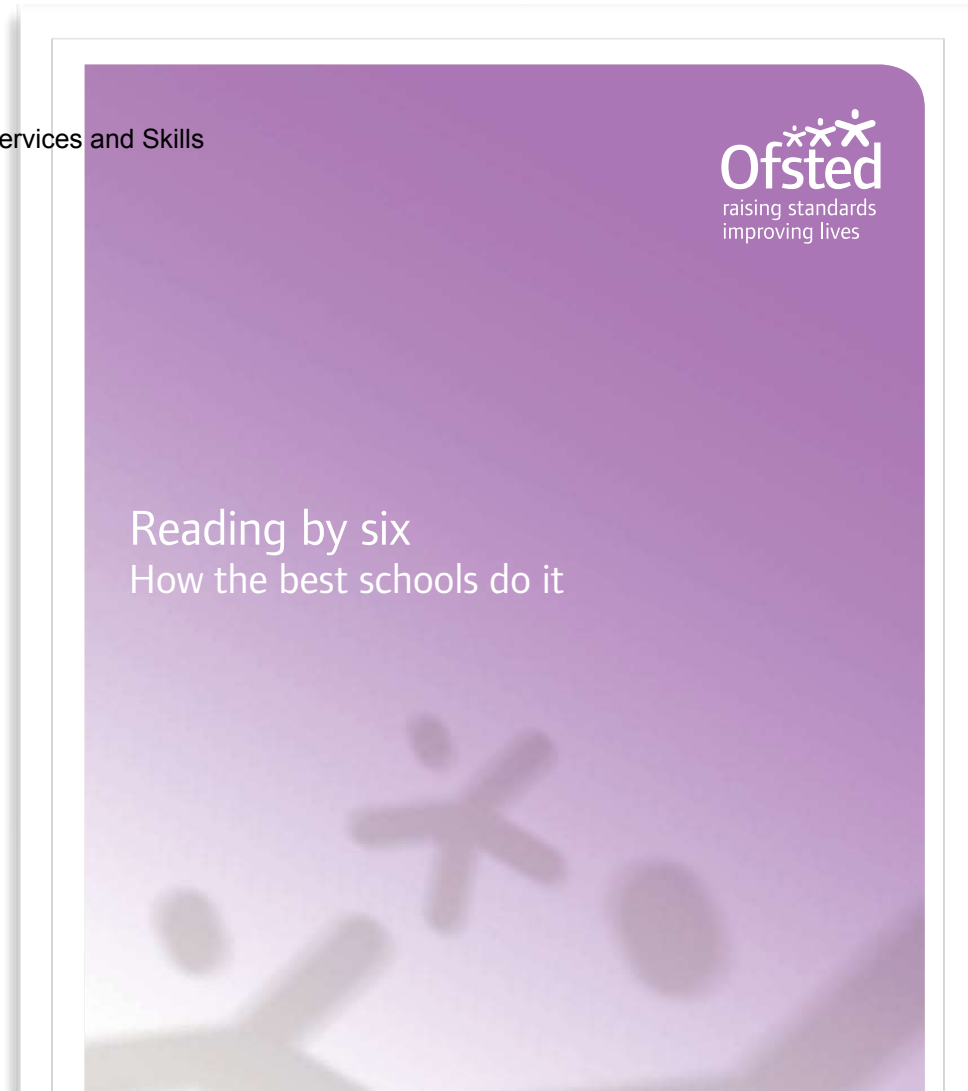


fluency from the outset



Office for Standards in Education, Children's Services and Skills

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UK Ministry of Education report

Every primary school teacher should be able to teach systematic synthetic phonics well.

**recommended synthetic phonics
as most effective approach**

EFL



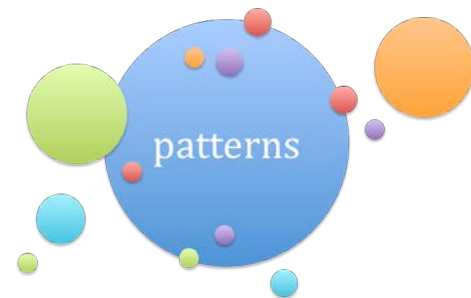
systematic phonics

Approach

synthetic

(linguistic)

analytic



Two lesson types

Synthetic phonics

Unit 1 short a a am an

A Listen and learn. 05



B Listen, point, and repeat. 06

1.  cat
2.  ant
3.  yak
4.  ax


“Analytic” phonics

Unit 1 short a a am an





A Listen and learn. 05

a + m = am

r + am = ram



B Listen, point, and repeat. 06

1.  ram
2.  jam
3.  yam
4.  dam

“analytic” phonics

a + m = a m



r + a m = r a m



focus on blending initial consonant

1.



ram

2.



jam

3.



yam

4.



dam

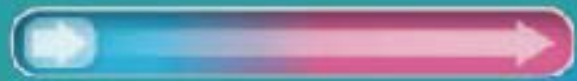
second “analytic” phonics

A Listen and learn. 

a + **n** = **an**



f + **an** = **fan**



activities

C Listen and circle. 13

1.



f an
c an

2.



f an
p an

3.



c an
m an

4.



m an
p an

D Read, check, and write.

1.



yak

man

pan



2.



pan

dam

fan



3.



man

jam

can



4.



can

fan

cat



E Listen and chant. Then read. 14





The man has a can and a pan.








Unit Overview

Unit 1 short a a am an


A Listen and learn. 




B Listen, point, and repeat. 


- 
cat
- 
ant
- 
yak
- 
ax


4 Unit 1


C Listen and read. Then write. 

- 
a x = ax
ax
- 
a n t = ant

- 
c a t = cat

- 
y a k = yak

D Listen and chant. Then read. 



I see an ant and an ax.



Unit 1 5

Part 1: synthetic phonics

Part 2: "analytic" phonics


short a

a am an


A Listen and learn.


a + m = am


r + am = ram




B Listen, point, and repeat.

1.  ram

2.  jam

3.  yam

4.  dam

6 UNIT

C Listen and circle the ones that rhyme.

1.   

2.   

3.   

D Read and write.

yam ant ram dam jam cat

1. 

2. 

3. 

4. 

E Listen and chant. Then read.

ram dam yam jam



Unit 7



Part 3: "analytic" phonics

short a

a am an

A Listen and learn.

a + n = an

f + an = fan

B Listen, point, and repeat.

- fan
- man
- pan
- can

Unit 1

C Listen and circle.

- fan (c) an (a)
- fan (p) an (f)
- man (c) an (m)
- pan (m) an (p)

D Read, check, and write.

- man (y) an (a) (m) an (n) man
- pan (p) an (a) (n) pan
- man (m) an (a) (n) man
- fan (f) an (a) (n) fan

E Listen and chant. Then read.

The man has a can and a pan.

a am an ad ag ap at

Part 4: review and story

sheet 1 a

a am an

A Circle.

1.  yak pan
jam ax

2.  cat can
fan yam

3.  dam man
ant ram

B Listen, read, and write.

yam ram can dam fan pan jam man

am an

yam

Now try these! Sam van

10 lines

Story

C Look and listen. Read along.

Ants

1  A man with a van is at the dam.

2  He has a fan, a can, and a yam.

3  The ants want the yam!

4  The man puts jam on the yam for the ants.

Sight words: with at puts on for

a am an ad ag ap at

B Lister



yam

am

an

yam

not just copying but thinking and assessing genuine skill acquisition

Now try these!

Sam van

active games

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RUN AND FIND



READ AND POINT

The background features a vibrant illustration of a mountain landscape. In the foreground, a group of people are hiking: a woman with glasses and a yellow backpack, a woman in a red top and purple hat holding a map, and a child in a purple jacket. A dog is also part of the group. In the middle ground, a man in a green shirt stands by a river, and a woman in a red plaid shirt is chopping wood. A cabin with a green roof is situated on a snowy patch. In the background, there are purple mountains and a red barn. Overlaid on this scene is a worksheet with a red dashed border. The worksheet has two sections. The top section is titled 'Read and circle the ones that rhyme.' and shows a train, a cow, a jar of jam, and a cat. The bottom section is titled 'Read and write.' and shows a cow, a jar of jam, and a train, with the words 'ram', 'jam', and 'jam' written in boxes. The text 'READ AND POINT' is written in large, colorful letters across the top of the image.

**combining student book
activity with song page**









LOOK AND THINK

using song page for games





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?



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?

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A Look and listen. Sing along.

32

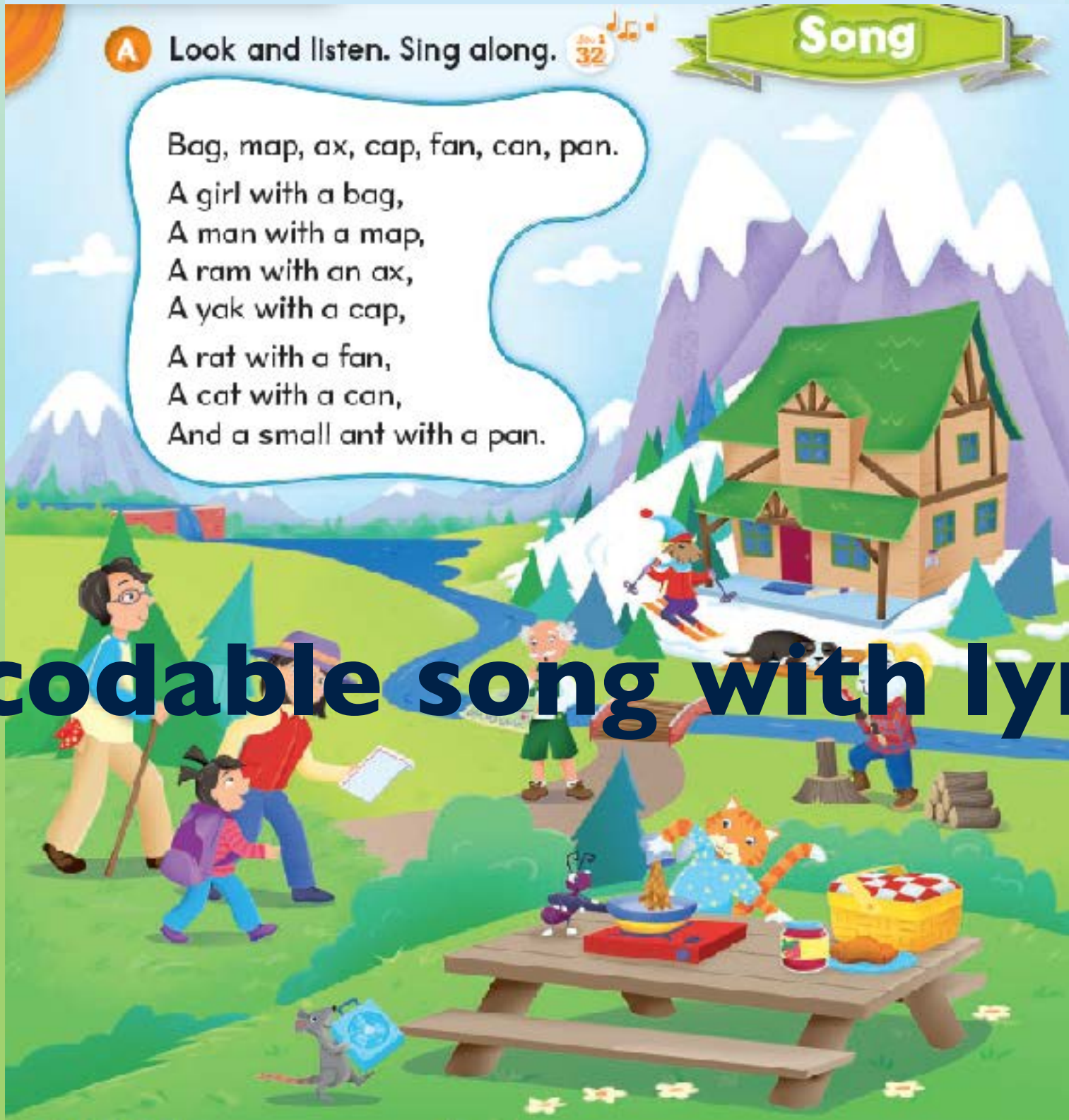
Song

Bag, map, ax, cap, fan, can, pan.

A girl with a bag,
A man with a map,
A ram with an ax,
A yak with a cap,
A rat with a fan,
A cat with a can,
And a small ant with a pan.

decodable song with lyrics

song



Ants

**end each unit with students
reading story on their own**



**(pre-teach vocabulary and
high frequency words)**

A man with a van is at the dam.



He has a fan, a can,
and a yam.



The ants want the yam!



The man puts jam on the yam
for the ants.



“Teach, test, then get out of the way.”

- Earl Stevick

Not

interfering

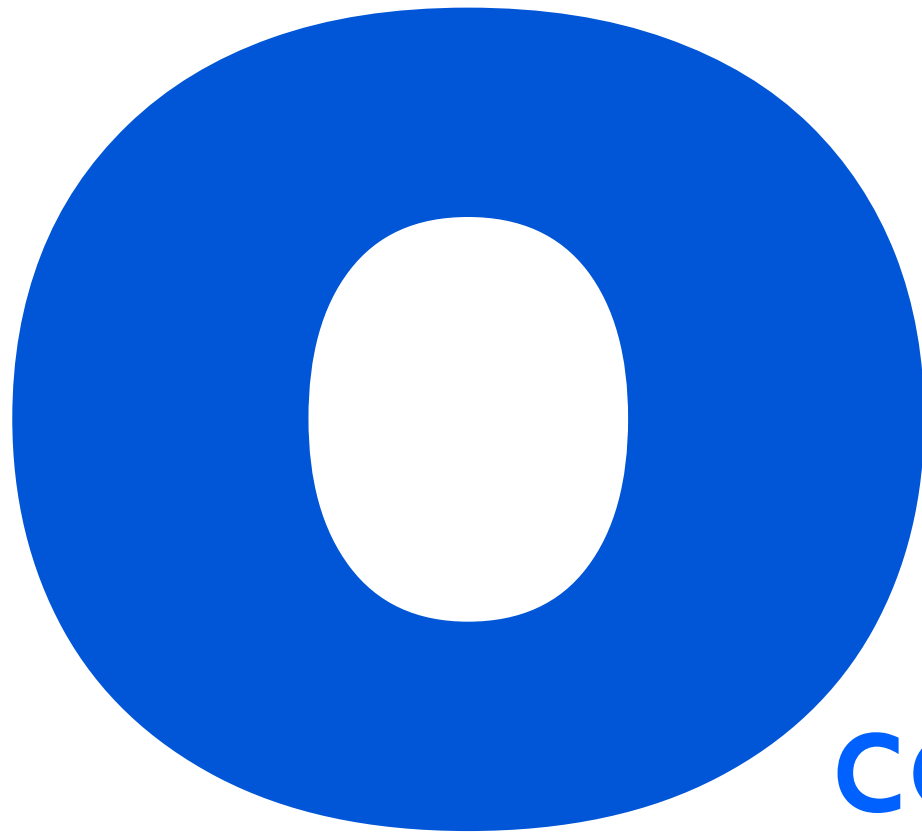
T

ell a story

create



nterest



ne to one
correspondence

Approach



ommunicative

ontext

Not

interfering

“I wish you to gasp not only at what you read but at the miracle of its being readable.”

- Vladimir Nabokov

Oxford Phonics World

Learning and Playing: Phonics in **ACTION**



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