

FRANCES WOODWARD

Phonics Stories for Older Learners

Illustrations by Grant Dudley



Introduction

These stories are graded within a phonic progression, which takes the learner from simple to more complex. They have been written especially for older children, adult and ESOL learners.

They follow the phonic progression that is presented in the Sounds~Write programme and are designed to be used alongside that programme. However, they would be useful for any teacher who wants to introduce the English alphabet code gradually, in a structured sequence.

Being able to read a short text, at the right level, will give the learners confidence and a sense of achievement. It is important to reinforce work on the sounds at each level with reading words in text. Each story includes the sounds taught in that unit and the sounds already learned in previous units, so that the learner can decode every word and gain confidence from independent reading.

The stories are divided into two sections.

Section One contains stories which introduce the English alphabet code in its simplest form: single-letter sounds and consonant digraphs, within CVC words in the initial stages. The level of difficulty increases gradually to include 4 and 5 sound words, such as CCCVC. This progression correlates to the Initial Code of the Sounds-Write programme and Phases 2, 3 and 4 of Letters and Sounds.

Section Two contains stories that focus on the main vowel phonemes in our language. It correlates to the Extended Code of the Sounds~Write programme and Phases 3 and 5 of Letters and Sounds.

There are two levels in this section:

Level 1 are simpler stories containing a limited number of graphemes representing the target sound.

Level 2 are more complex stories and contain more ways of spelling that sound.

Appropriate polysyllabic words are included in each section.

The stories can also be used to consolidate code knowledge. The Sound Search activity, outlined on page 93, helps to enhance aural discrimination by asking the learners to listen for the target sound. Analysing the words containing that sound helps them to identify the various ways of spelling the sound.

A book containing extensive phonic resources suitable for older learners can be ordered from www.forwardwithphonics.com

Contents - Section One

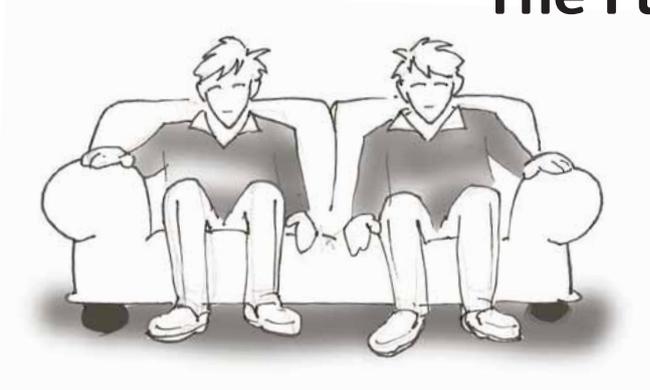
Pot on a Mat - CVC	8
Sounds included: a, i, m, s, t, n, o, p	
Units 1 and 2 of the Sounds-Write programme	
Phase 2 of Letters and Sounds	
High frequency words included: the (The), is	
Man in a Hat – CVC	10
New sounds: b, c, g, h, d, e, f, v	
Sounds previously introduced: a, i, m, s, t, n, o, p	
Units 3 and 4 of the Sounds-Write programme	
Phase 2 of Letters and Sounds, except 'v' which is in Phase 3	
High frequency words included: the, is	
Zac can Run – CVC	12
New sounds: k, l, r, u, j, w, z	
Sounds previously introduced: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v	
Units 5 and 6 of the Sounds-Write programme	
Phases 2 and 3 of Letters and Sounds	
k, l, r, u – Phase 2	
j, w, z - Phase 3	
High frequency words included: the, is, are	
Bill's Hut - CVC	14
New sounds: x, y, ff, ll, ss	
Sounds previously introduced: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z	
Unit 7 of the Sounds Write programme	
Phases 2 and 3 of Letters and Sounds	
ff, ll, ss – Phase 2	
x, y - Phase 3	
High frequency words included: the, is, are	
Rob's Pen – CVCC	16
No new sounds are introduced	
Unit 8 of the Sounds-Write programme	
Phase 4 of Letters and Sounds	
High frequency words included: the, is,	
2 syllable words included: up-set	

The Flat - CCVC	18
No new sounds are introduced	
Unit 9 of the Sounds-Write programme	
Phase 4 of Letters and Sounds	
High frequency words included: the, is, are, live, to	
The Crisps – CCVCC, CCCVC, CVCCC	20
No new sounds are introduced	
Unit 10 of the Sounds-Write programme	
Phase 4 of Letters and Sounds	
High frequency words included: the, is, too	
At the Shops – ‘sh’	22
Introducing the consonant digraph ‘sh’ (two letters, one sound)	
Unit 11 of the Sounds-Write programme	
Phase 3 of Letters and Sounds	
High frequency words included: the, is, they, to, was	
2 syllable words included: fin-ish	
Chips for Lunch – ‘ch’	24
Introducing the consonant digraph ‘ch’	
Includes the sound ‘sh’	
Unit 11 of the Sounds-Write programme	
Phase 3 of Letters and Sounds	
High frequency words included: the, is, for, they, all, of, what,	
2 syllable words included: chick-en, ketch-up, sand-wich	
The Swim – ‘th’	26
Introducing the consonant digraph ‘th’	
Includes the sound ‘ch’	
Unit 11 of the Sounds-Write programme	
Phase 3 of Letters and Sounds	
High frequency words included: the, is, they, for, was, to,	
In some accents the <a> in ‘fast’ and ‘last’ represents the sound ‘ar’	
In the word ‘dressed’ - the ‘ed’ is pronounced ‘t’	
2 syllable words included: chil-dren	

The Duck – ‘ck’ 28
Introducing the consonant digraph ‘ck’
Includes the sounds: ‘sh’, ‘ch’, ‘th’, ‘qu’
Unit 11 of the Sounds-Write programme
Phase 2 of Letters and Sounds
High frequency words included: the, is, one, there, comes, to
In the word ‘hatched’ - the ‘ed’ is pronounced ‘t’
2 syllable words included: chick-ens, in-to

The Visit – ‘ng’, ‘wh’, ‘qu’ 30
Introducing the consonant digraphs ‘ng’, ‘wh’, ‘qu’
Includes the digraphs: ‘ch’, ‘th’, ‘ck’
Unit 11 of the Sounds-Write programme
Phases 3 and 5 of Letters and Sounds
‘ng’, ‘qu’ – Phase 3
‘wh’ - Phase 5
High frequency words included: the, is, what, says, go, to, you, under, time
2 syllable words included: shopp-ing, chil-dren, un-der, a-long

The Flat



Fred and Scott
are twins.

Fred and Scott live in a flat.
The flat is a mess. It has a bad smell.



Lots of pots are in
the sink.
The tap drips.
The grill is in bits.

Fred and Scott plan to
get rid of the mess.
Fred will stop the drip.
Scott will fix the grill.



Fred and Scott are glad to get rid of the
bad smell.

Choose a word for each sentence:

flat	sink	mend	grill	twins	bad
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1. Fred and Scott are _____.
2. They live in a _____.
3. The flat has a _____ smell.
4. There are pots in the _____.
5. The _____ is in bits.
6. Fred will _____ the drip.

Fill in the missing vowel (a, e, i, o, u) to make a word from the story:

tw_n	fl_t	sm_ll	s_nk	dr_p
gr_ll	m_ss	pl_n	st_p	gl_d

Write these sentences with capital letters and full stops:

1. fred and scott are twins

2. the flat is a mess

3. scott will fix the grill

Contents - Section Two

Level 1

Jane and Jake – ‘ae’ 42

Graphemes included: <ai>, <ay>, <ea>, <a-e>
 Unit 2 (Extended Code) of the Sounds~Write programme
 Phase 3 (<ai>) and 5 of Letters and Sounds
 High frequency words included: the, to, was, they
 3 syllable word: hol-i-day

Pete’s Jeep – ‘ee’ 44

Graphemes included: <e>, <ee>, <ea>, <y>, <e-e>
 Unit 3 (Extended Code) of the Sounds~Write programme
 Phase 3 (<ee>) and 5 of Letters and Sounds
 High frequency words included: the, to, was, come, for, what, said
 2 syllable word: stick-y

Joe Gets Post – ‘oe’ 46

Graphemes included: <o>, <oa>, <ow>, <oe>, <o-e>
 Unit 5 (Extended Code) of the Sounds~Write programme
 Phase 3 (<oa>) and 5 of Letters and Sounds
 High frequency words included: the, to, of
 2 syllable words: win-dow, post-man, him-self

Lunch with Curtis – ‘er’ 48

Graphemes included: <er>, <ur>, <or>, <ir>, <ear>
 Unit 6 (Extended Code) of the Sounds~Write programme
 Phase 3 (<er>) and 5 of Letters and Sounds
 High frequency words included: for, to, the, they
 2 syllable words: Thurs-day, Vern-a, Cur-tis, ear-ly, bur-ger, co-ffee,
 hu-rry, o-ver, ve-ry, si-lly, dir-ty, la-ter

Bread – ‘e’ 50

Graphemes included: <e>, <ea>, <a>, <ai>
 Unit 7 (Extended Code) of the Sounds~Write programme
 Phase 5 of Letters and Sounds
 High frequency words included: for, to, friend
 2 syllable words: a-ny, break-fast, ba-con, ve-ry, hea-vy

Out of Town – ‘ow’	52
Graphemes included: <ou>, <ow>	
Unit 8 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ow>) and 5 of Letters and Sounds	
High frequency words included: of, the, they	
2 syllable words: pic-nic, sunn-y, squeak-ing	
The Blue Boots – ‘oo’ (as in moon)	54
Graphemes included: <oo>, <ue>, <ou>, <o>, <ui>, <ew>	
Unit 10 (Extended Code) of the Sounds~Write programme	
Phase 3 (<oo>) and 5 of Letters and Sounds	
High frequency words included: the, where, they	
2 syllable words: al-ways, a-greed	
Mike’s Ride – ‘ie’	56
Graphemes included: <i>, <ie>, <i-e>, <y>, <igh>	
Unit 11 (Extended Code) of the Sounds~Write programme	
Phase 3 (<igh>) and 5 of Letters and Sounds	
High frequency words included: for, the, one	
2 syllable words: Fri-day, cy-cles, sun-shine, chil-dren, fly-ing	
The Crook – ‘oo’ (as in book)	58
Graphemes included: <oo>, <u>, <oul>	
Unit 12 (Extended Code) of the Sounds~Write programme	
Phase 3 (<oo>) and 5 of Letters and Sounds	
High frequency words included: the, they, come	
2 syllable words: sto-len, on-ly, un-der, la-ter	
The Storm – ‘or’	60
Graphemes included: <au>, <aw>, <or>, <a>, <ar>, <al>, <ore>	
Unit 19 (Extended Code) of the Sounds~Write programme	
Phase 3 (<or>) and 5 of Letters and Sounds	
High frequency words included: were, was	
2 syllable words: Au-gust, aw-ful, hor-ses, ca-rrot, pock-et, a-bout, shel-ter, al-ways	
The Hairdresser – ‘air’	62
Graphemes included: <are>, <air>, <ere>, <ear>	
Unit 20 (Extended Code) of the Sounds~Write programme	
Phase 3 (<air>) and 5 of Letters and Sounds	
High frequency words included: was, of	
2 syllable words: sciss-ors, shout-ed, An-ton, off-ered, be-gan, mi-rror, des-pair,	
3 syllable words: hair-dress-ers, un-a-ware	

On the Farm – ‘ar’	64
Graphemes included: <ar>, <al>, <a>	
Unit 24 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ar>) and 5 of Letters and Sounds	
2 syllable words: farm-er, Ar-thur, fo-llows, co-mmands, chil-dren, fa-ther, af-ter, Fri-day, mar- ket, liv-ing	

Level 2

Off to Spain – ‘ae’	68
Graphemes included: <ai>, <ay>, <ea>, <a-e>, <eigh>, <a>, <ey>	
Units 2 and 27 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ai>) and 5 of Letters and Sounds	

A Birthday Treat – ‘ee’	70
Graphemes included: <e>, <ee>, <ea>, <y>, <ie>, <i>	
Units 3 and 29 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ee>) and 5 of Letters and Sounds	

Snow in October – ‘oe’	72
Graphemes included: <o>, <oa>, <ow>, <oe>, <o-e>	
Units 5 and 32 (Extended Code) of the Sounds~Write programme	
Phase 3 (<oa>) and 5 of Letters and Sounds	

Nurse Turner – ‘er’	74
Graphemes included: <er>, <ur>, <ir>, <or>, <ear>, <our>	
Units 6 and 34 (Extended Code) of the Sounds~Write programme	
Phase 3 (<er>) and 5 of Letters and Sounds	

Eggs for Breakfast – ‘e’	76
Graphemes included: <e>, <ea>, <ai> <a>	
Unit 7 (Extended Code) of the Sounds~Write programme	
Phase 5 of Letters and Sounds	

Mouse in the House – ‘ow’	78
Graphemes included: <ou>, <ow>	
Unit 8 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ow>) and 5 of Letters and Sounds	

The Cruise – ‘oo’ (as in moon)	80
Graphemes included: <oo>, <ew>, <ue>, <u-e>, <ui>, <u>, <ou>, <o>	
Units 10 and 36 (Extended Code) of the Sounds~Write programme	
Phase 3 (<oo>) and 5 of Letters and Sounds	
A Healthy Diet – ‘ie’	82
Graphemes included: <i>, <ie>, <i-e>, <igh>, <y>	
Unit 11 (Extended Code) of the Sounds~Write programme	
Phase 3 (<igh>) and 5 of Letters and Sounds	
The Pudding – ‘oo’ (as in book)	84
Graphemes included: <oo>, <u>, <oul>	
Unit 12 (Extended Code) of the Sounds~Write programme	
Phase 3 (<oo>) and 5 of Letters and Sounds	
Sports Report – ‘or’	86
Graphemes included: <or>, <aw>, <au>, <a>, <al>, <ore>, <oar>, <our>, <ough>	
Units 19 and 43 (Extended Code) of the Sounds~Write programme	
Phase 3 (<or>) and 5 of Letters and Sounds	
Clare’s Nightmare – ‘air’	88
Graphemes included: <air>, <are>, <ear>, <ere>, <eir>	
Unit 20 (Extended Code) of the Sounds~Write programme	
Phase 3 (<air>) and 5 of Letters and Sounds	
The Party – ‘ar’	90
Graphemes included: <ar>, <a>, <al>, <au>	
Unit 24 (Extended Code) of the Sounds~Write programme	
Phase 3 (<ar>) and 5 of Letters and Sounds	
Sound Search	93

Joe Gets Post

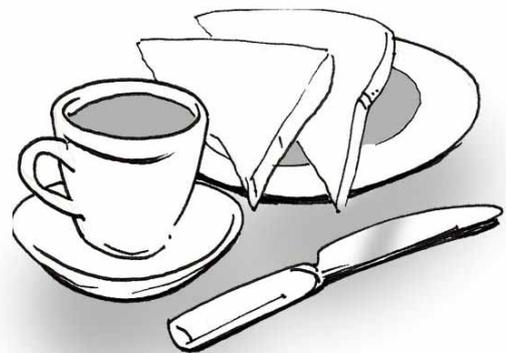
Joe woke up.
He went to the window.
“It is cold today.
I think it will snow.”



Joe got his thick coat and
went up the road.
Joe met the postman.
He gave Joe his post.

It was a note from his old mate Tony.
So Joe went home to read his note.

Then he made himself
a cup of tea
and loads of toast.



Find the missing word in the story:

1. Joe went to the _____.
2. Joe thinks it will _____.
3. Joe got his _____ coat.
4. He met the _____.
5. Joe got a _____ from his old mate Tony.
6. He went _____ to read his note.
7. Joe made himself a cup of _____.
8. He had _____ of toast.

Underline the spelling for 'oe' in these words:

Joe	cold	coat	note	home	toast
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Choose 3 words from the box and write a sentence for each:

Nurse Turner

Nurse Turner rushed into work at thirteen minutes past eight. Her shift started at eight but she had overslept. She worked at Manchester Royal Infirmary in the centre of the city. The traffic was worse than usual this morning.



“Quick,” said her friend, Kirsty. “Sister is coming to inspect the ward at eight-thirty.”

“That’s the first I’ve heard of it,” said Nurse Turner. “I’d better go and get a clean uniform. This collar is dirty and my skirt is too short. Sister likes everything to be perfect.”

After the inspection, Sister turned to Nurse Turner. “I’ve heard a rumour that you are often late for work. Make sure you are early next Thursday. We have a new doctor starting and I want to be certain that we are all here to welcome her.”



Nurse Turner smiled as she got on with her work. She had got away with her bad start to the day.

She was determined not to be late on Thursday. She would be early to impress the new doctor!

Write your answers in sentences:

1. What time did Nurse Turner get to work?

2. Where did she work?

3. Why was she late for work?

4. What was happening at 8.30am?

5. Why did she have to get a clean uniform?

6. What word means 'as good as it can be'?

7. What day is the new doctor starting?

8. Why was Nurse Turner determined to be early?

Write 3-4 sentences about a trip to hospital:
