

# FAST PHONICS



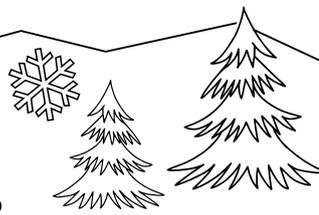
**BOOK 1**

# PEAKS 1 to 10

**TEACHER GUIDE**



# Fast Phonics Teacher Guide



**FAST  
PHONICS**

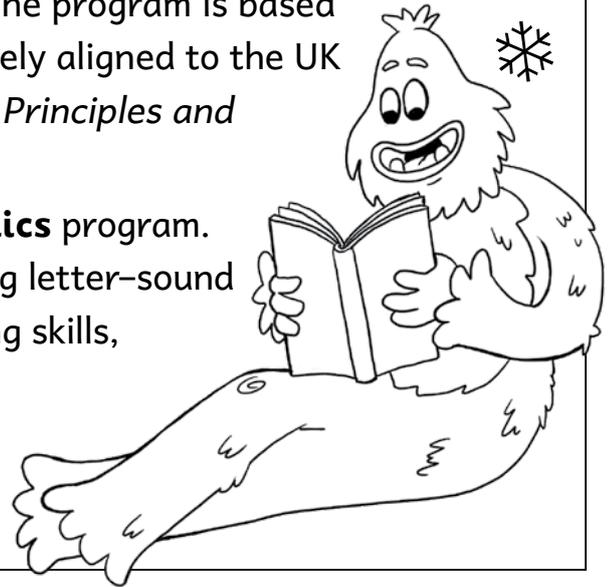


Learning to read is a complicated process, made up of 5 essential elements that children need to master in order to become competent and fluent readers. These 5 essential elements are: **phonemic awareness, phonics instruction, vocabulary, fluency** and **comprehension**.

The **Fast Phonics** program highlights the proven power of systematic synthetic phonics instruction to boost reading skills fast! The program is based on best practice educational research and is closely aligned to the UK Department for Education's *Letters and Sounds: Principles and Practice of High Quality Phonics* scheme.

**Book 1** focuses on Peaks 1–10 of the **Fast Phonics** program. The program reinforces key phonics skills including letter–sound recognition, blending all through the word, spelling skills, nonwords, syllables and reading captions.

**Learning to read with phonics  
has never been so much fun!**



## **Fast Phonics** Book 1 Teacher Guide

ISBN: 978-1-74215-475-6

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Blake Publishing  
Locked Bag 2022  
Glebe NSW 2037  
www.blake.com.au

Publisher: Katy Pike  
Written by Sara Leman  
Editor: Stacey Belgre  
Design and layout by Modern Art Production Group

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# Introduction



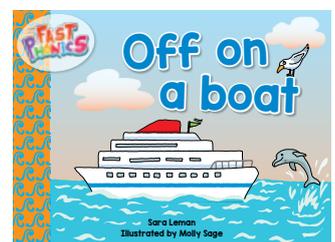
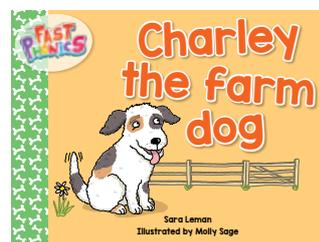
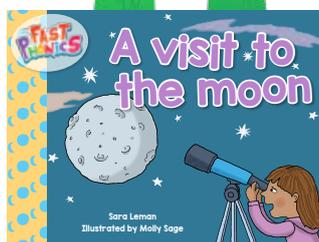
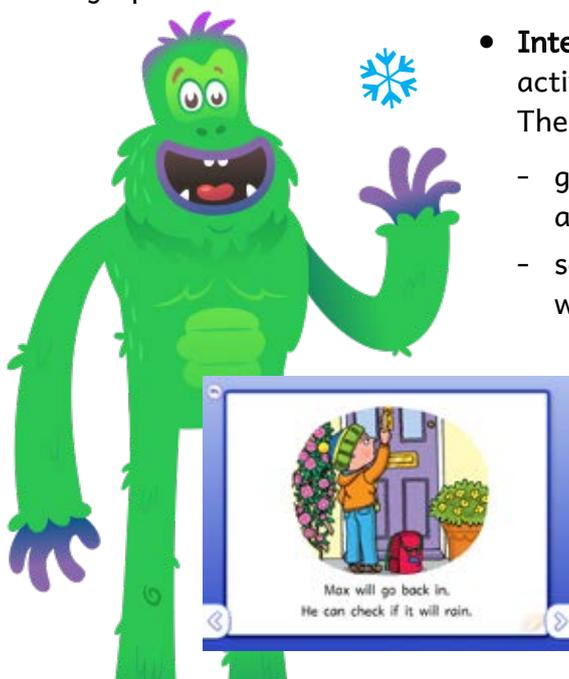
**Fast Phonics is the complete systematic synthetic phonics program that's both rigorous and exciting. Phonics has never been so much fun!**

The **Fast Phonics** online reading program integrates the most effective components of synthetic phonics instruction. Guide your students towards reading success with fast-paced, highly engaging and carefully structured activities.

**Fast Phonics** teaches, supports, reinforces and assesses students who are learning to read. Based on best practice educational research, and closely aligned to the *Letters and Sounds* sequence, **Fast Phonics** meets the needs of both emergent readers and students who have gaps in their core reading knowledge.

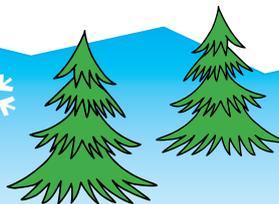
**Fast Phonics** provides:

- **20 Peaks that each cover a set of letter sounds, aligned to Letters and Sounds phases.** Each Peak has up to 24 parts and focuses on a specific set of letters and sounds.
- **Teaching strategy videos and sound videos.** Each video is animated and designed to engage students whilst they learn. The videos are short and well-paced in order to explain either a reading strategy or to introduce a letter, a specific phoneme, digraph, trigraph or split digraph etc.
- **Interactive activities.** These highly engaging, playful activities are designed to introduce and reinforce new skills. These include:
  - grapheme-phoneme correspondence, taught in an incremental sequence
  - sounding out each phoneme and blending all the way through in order to read the word
    - automaticity and fluency
    - segmenting words into phonemes for spelling
    - comprehension skills.
- **Decodable books.** Each Peak has 1-4 decodable books that each have an accompanying book quiz. The books and quizzes allow the student to apply their skills to read and comprehend the text.



- **End of Peak Quiz.** Each Peak concludes with a quiz and individual student results are analysed and reported in the Teacher Dashboard. Results can also be viewed by the student in their personal **My Progress** area. This is where they can track and review their learning.
- **Motivational rewards.** The key to learning new skills is motivation and **Fast Phonics** ensures that students are engaged and motivated to keep learning. From playful characters such as Yeti and the Furballs; Yeti coins, gems and exciting upgrades to earn; as well as reward animations to watch; **Fast Phonics** ensures students remain on task whilst having fun.





# Fast Phonics and synthetic phonics instruction

## Learning to read is complex

Learning to read is a complicated process. It is made up of 5 essential elements, or building blocks, that children need to experience and master in order to become competent and fluent readers. These 5 essential elements are: **phonemic awareness**, **phonics instruction**, **vocabulary**, **fluency** and **comprehension**.

Phonics is a crucial building block and widely acclaimed by governments, researchers, literacy experts and educators. A longitudinal research project in Clackmannanshire, Scotland, in 2005, produced remarkable gains for students who were taught using synthetic phonics instruction. The Rose Review in 2006 recommended systematic, **synthetic phonics** as a highly effective method of reading instruction.

“Having considered a wide range of evidence, the review has concluded that the case for systematic phonic work is overwhelming and much strengthened by a synthetic approach...”  
Rose, 2006, para 51:20





## What is synthetic phonics?

For young children to read successfully, they need to understand the **alphabetic code**. This is where individual letters and groups of letters represent the sounds of spoken language. There are 26 letters of the alphabet but there are actually 44 sounds, or phonemes, in the English language. It is very important that children learn to make the association between these letters and sounds in a direct and systematic way.

Synthetic phonics is a method of instruction in which words are broken up into the smallest units of sound (phonemes). It teaches children to first make connections between the letters of written texts (graphemes) and the sounds of spoken language. It simultaneously teaches children how to identify all the phonemes in a word and match them to a letter in order to read or spell correctly.

The **Fast Phonics** program integrates systematic, synthetic phonics instruction. It teaches students how to break words up, or decode them, into individual sounds and then to blend all the way through the word. For example, in the word **sat**, children learn to identify three individual phonemes: /s/ /a/ /t/ that can be blended together to produce a word. The 'synthetic' part of this phonics instruction derives from the process of synthesising or blending sounds to create words.

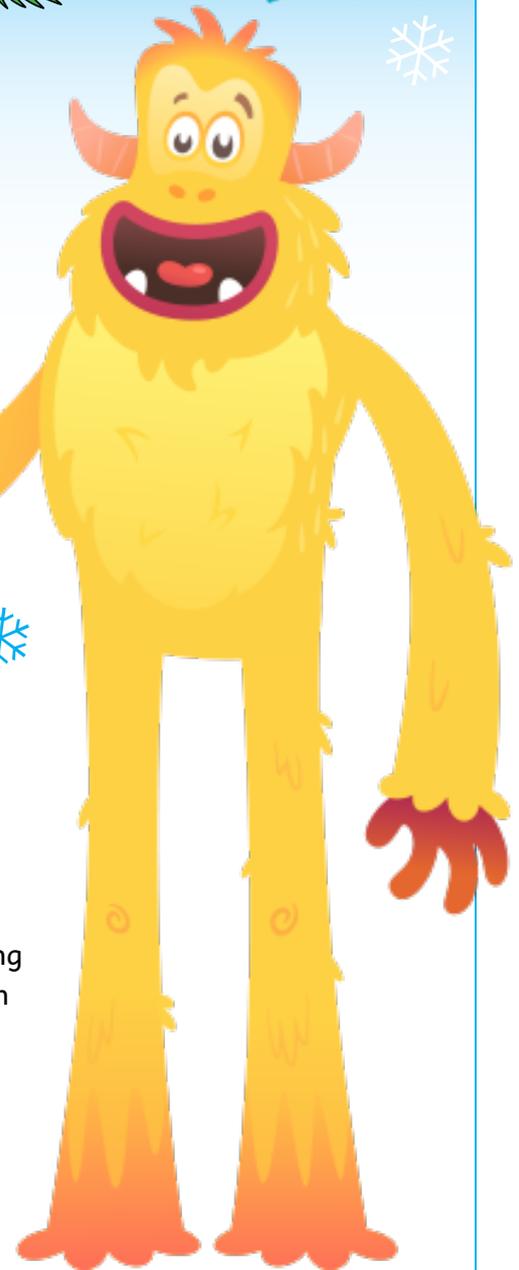


**Fast Phonics** uses 'sound buttons' under each phoneme to encourage students to sound each one out. It also uses an arrow to show that sounds are blended all the way through the word from left to right.

In **Fast Phonics**, new sounds are not introduced in alphabetical order, but they are introduced **quickly** and **explicitly**. This is so that students are soon able to read and spell a range of easily decodable words. For example, in Peak 1, students are introduced to the sounds /s/, /a/, /t/, /p/ and they can quickly read the words **as**, **at**, **pat**, **sat**, **sap**, **tap** and **taps**.



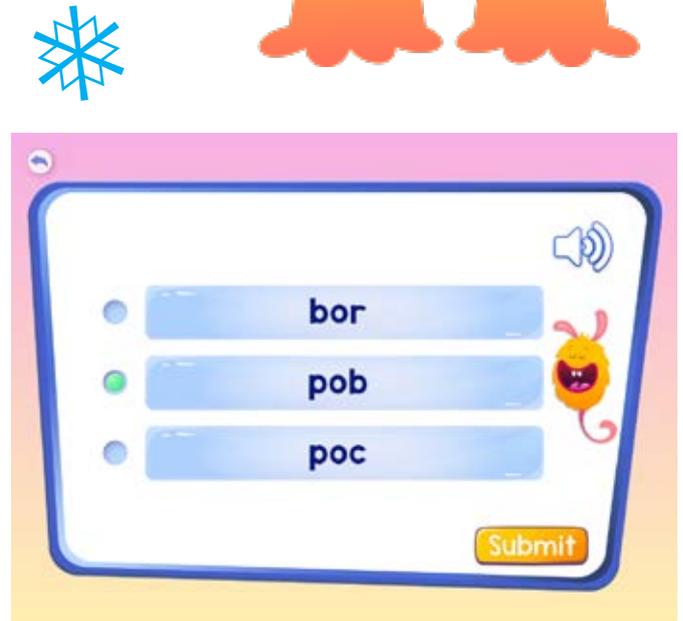
# Implementation



## Fast Phonics is simple to implement

### 1. Watch the Strategy and Sound videos

When students commence the **Fast Phonics** program, they will be placed at the start of a Peak. Each Peak consists of a series of activities, including short, snappy teaching strategy and sound videos. These videos teach specific skills, such as blending or segmenting. Each alphabet video introduces the 26 letters in upper- and lower-case, their corresponding sounds, and their position in a word. In addition, there are videos that teach digraphs, split digraphs, adjacent consonants, tricky HF words and CCVC words etc.



## The videos

### Alphabet letters and sounds

*Video: Letter 's' alphabet*

Students learn to identify letter **s** in lower- and upper-case forms, and the sound letter **s** makes. The letters are presented as fun mnemonics to aid memory and recall.



### Digraphs

*Video: Digraph 'ie'*

Students learn that sometimes 2 letters make one sound called a digraph. This video teaches them about the **ie** digraph.

### 3, 4, 5 letter words

*Video: CCVC words*

Students learn to recognise and read simple CCVC words. Every video is quirky and fun to make learning more engaging and memorable.



### Blending and segmenting strategies

*Teaching strategy video: Letter sounds make words*

An early teaching strategy video that teaches children how to decode words by sounding out each letter, and then blending all the way through.

### Syllables

*Teaching strategy video: Words with 2 syllables*

In this teaching strategy video, students learn that words can be made from 2 syllables. These teaching strategy videos always feature Yeti and the crazy Furballs.



## Progress and activities

### 2. Keep track of progress

Students can keep track of their progress in a visual way. Each component of a Peak is shown on a map and learning components open as the student progresses.



### 3. Complete the interactive reading, spelling and comprehension activities

Each Peak contains activities that playfully teach fundamental reading and spelling skills. Sets of letters are introduced systematically to allow early word building. The activities have been designed to engage student interest, allowing children to practise new skills and reinforce skills already learnt.

Example skills and corresponding activities include:

#### Phonemic awareness and grapheme-phoneme correspondence

*Activity: Who's in the tree?*

Aim of the activity: to listen to a sound and find its matching grapheme.



#### Sounding out and blending

*Activity: Stretch it out*

Aim of the activity: to encourage students to sound out individual phonemes and blend them together to read the word.





## Progress and activities

### Automaticity and fluency

*Activity: Build a fire*

Aim of the activity: to quickly recognise tricky word when presented as one of several words.



### Segmenting and letter recall

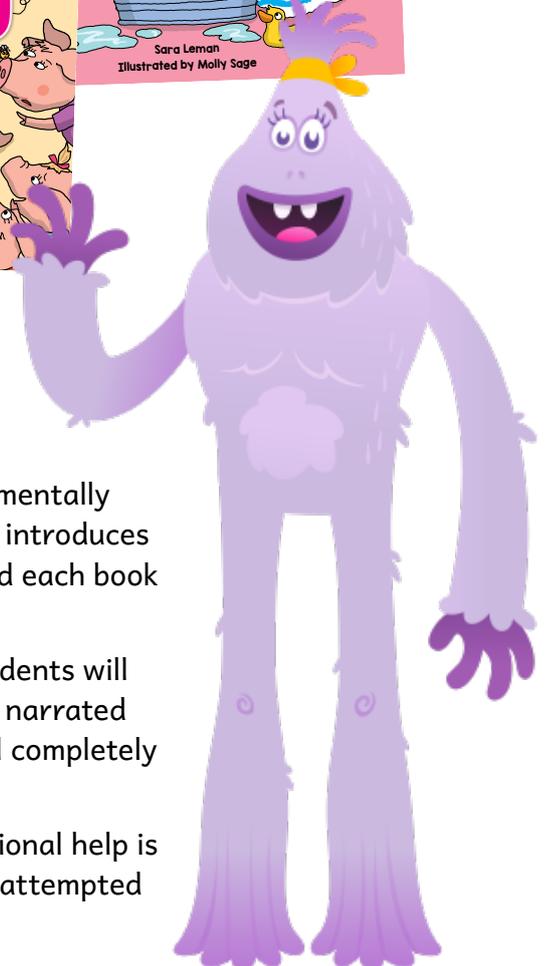
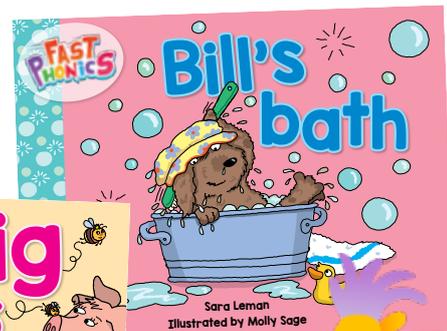
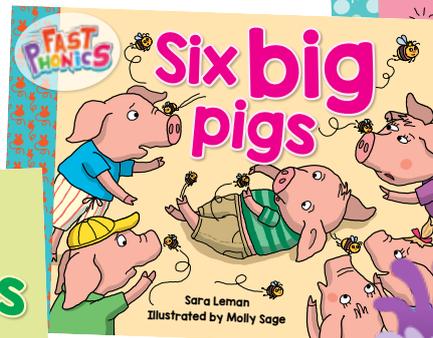
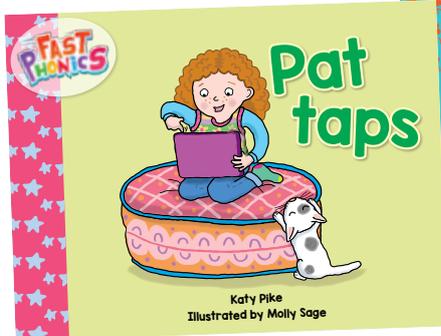
*Activity: Fly the flag*

Aim of the activity: to segment a word into its individual phonemes for spelling.

### Comprehension

*Activity: Read a book*

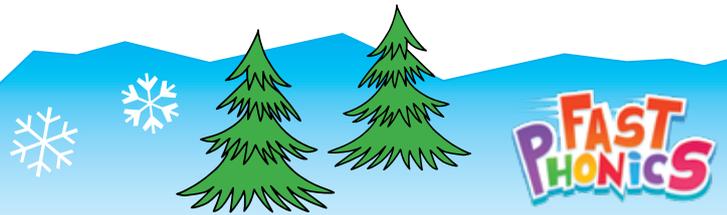
Aim of the activity: to apply decoding skills to read and comprehend a text.



Each Peak features up to 4 fully decodable books that incrementally build in complexity. Every book is beautifully illustrated and introduces new vocabulary in context. Students are encouraged to read each book independently, without audio support.

On completion of a book, there is a comprehension test. Students will answer up to 10 questions about the text. Every question is narrated and has multiple choice answers. The answer options are all completely decodable.

If a student is unable to read the book by themselves, additional help is provided. Audio support is offered only after a student has attempted to read the book and completed its related quiz.



## Rewards

### 4. Earn rewards

#### (i) Earn gems and Yeti coins

A score of 80% is necessary to proceed to the next component of the program.

In addition to providing feedback, the end of activity screen also shows students how many gems they earned. These gems show students how many skills they have mastered. Earning a gem is a reward for learning a new sound, a new word or reading a new book. There are three types of gems to earn:

pink gems: sounds



blue gems: words



green gems: books



Some activities earn Yeti coins. The student can use their Yeti coins to purchase alternative versions of the Yeti. Yeti coins and gem status can be viewed on the student panel:



**Rewards**



**(ii) Yeti shop**

Yeti is the core character in **Fast Phonics**. Students can use the Yeti coins they have earned to buy a different Yeti. The special purple Yeti is the most exclusive upgrade!



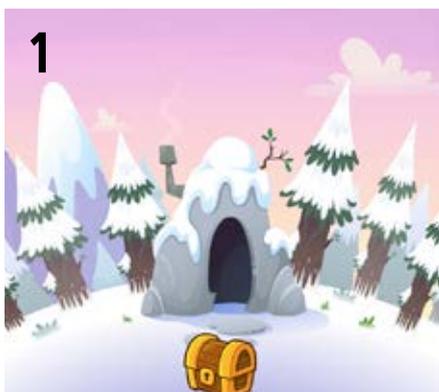
**(iii) Peak upgrades**

The central feature of every Peak goes through two surprise upgrades as students progress. They are an exciting element of the program that reward, engage and motivate students.

The 2 upgrade spots are displayed as treasure chests after part 6 and part 13 in each Peak.



Peak 1 opens with Yeti’s house which is a simple cave. The first surprise upgrade happens after the student completes part 6. Yeti’s house becomes more sophisticated. To add to the fun, a final upgrade happens once the student has completed part 13. This time, Yeti’s house changes significantly, grows even larger and includes lights, a slide and a spa!



# Quiz

## 5. Take a quiz

Each Peak concludes with an **End of Peak Quiz**. Students answer 10 narrated questions. The answers are all multiple choice and fully decodable.

The student receives instant feedback after taking the quiz and is rewarded for their efforts. They can then proceed to the start of the next Peak, or repeat the quiz in order to improve their results.



The results of each **End of Peak Quiz** are reported in the Teacher Dashboard. Results can also be viewed by the student in their personal **My Progress** area. This is where they can track and review their learning.



### (i) Review Peak progress

This screen lets students see an overview of their progress. It records their average score for **End of Peak Quizzes**, as well as the total number of sounds and words learnt, and books read. Results are displayed in a simple, colourful format for students to easily understand.

### (ii) Review sounds

In the **My Progress** area, students can keep track of the letters and sounds they have learnt. They can also replay the videos to watch and enjoy at any time.



**Quiz**

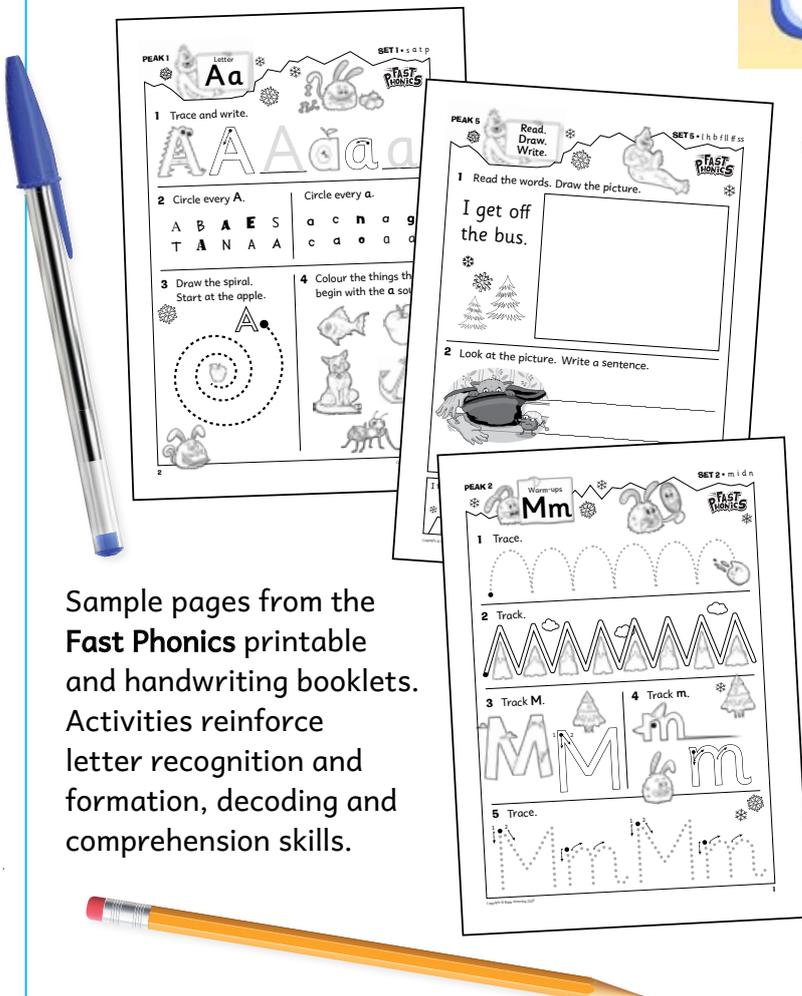


**(iii) Review words**

Students can review all of the new words they have learnt, organised per Peak. This is ideal for revision and for building confidence. Students can feel proud of their achievements.

**(iv) Review books read**

This screen in the **My Progress** area shows students the collection of books they have read. Students can proudly watch their library grow, and they can reread any book whenever they want.



Sample pages from the **Fast Phonics** printable and handwriting booklets. Activities reinforce letter recognition and formation, decoding and comprehension skills.

**6. Consolidate learning with downloadable, printable booklets**

Each Peak has a downloadable, printable booklet for students to complete. These 12-page booklets have been designed to practise and consolidate new skills, including phonemic awareness, grapheme-phoneme correspondence, decoding, segmenting and comprehension.

Learning to read should be a multisensory experience, and the booklets provide additional opportunities for students to develop letter formation and written skills. Each booklet ends with a practical game or activity for students to enjoy.

In addition, each Peak has a downloadable handwriting booklet. Each 10-page booklet encourages correct letter formation, as well as consolidating essential reading skills.

## Weekly Planner Phase 2 Week 1: s a t p (set 1)

Learning objectives:					New words:
Learn new letters and corresponding sounds Sound out and blend words Practise automaticity and fluency		Segment for spelling Read a book Build comprehension			at, as, pat, Pat, sap, sat, tap, taps
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Introduce the <b>Fast Phonics</b> program and watch the introductory video. Answer any questions.	Review 's' using <b>Fast Phonics</b> flashcards and sound mat	Review 's' and 'a' using <b>Fast Phonics</b> flashcards and sound mat	Review 's' 'a' and 't' using <b>Fast Phonics</b> flashcards and sound mat	Review 's' 'a' 't' and 'p' using <b>Fast Phonics</b> flashcards and sound mat
Teach	Teach 's' - Watch the letter sound video 's' - Hear and say the sound /s/	Teach 'a' - Watch the letter sound video 'a' - Hear and say the sound /a/	Teach 't' - Watch the letter sound video 't' - Hear and say the sound /t/ Teach decoding and segmenting. - Watch the 'Letter sounds make words' video - Decode by sounding out each letter and then blend them together. Segment by breaking the word into its sounds.	Teach 'p' - Watch the letter sound video 'p' - Hear and say the sound /p/ Teach CVC 'a' words. - Watch CVC 'a' video - Hear and say each sound, then blend to read the CVC word	Re-watch the 'Letter sounds make words' video. Demonstrate decoding and segmenting words: <b>at, as, pat, Pat, sap, sat, tap, taps</b>
Practise	Activity: <b>Snowballs</b> Hear the sound and find the matching letter. <u>Additional activities</u> Encourage children to: - listen to, and identify words that contain the sound /s/, e.g. sun, bus, sister - trace the letter 's' in the air, on the floor, on a partner's back, using finger paint - make the letter 's' from playdough - find and cut out pictures of things that start with 's' N.B. Encourage children to say the sound /s/ as they trace or make the letter.	Activity: <b>Find the sound</b> Hear the initial sound and find the matching picture. Sounds: /a/ /s/ Additional activities as per Monday. Letter focus: 'a' Plus: - Write letter 's' and letter 'a' on cards. Ask children to sort a variety of objects that start with the sound /s/ or /a/, and to place them next to the corresponding letter.	Activity: <b>Flying furballs</b> Identify the correct sound that matches a letter. Focus sounds: /a/ /t/ Activity: <b>Stretch it out</b> Hear and say each sound, then blend to read the word. Activity: <b>Build a fire</b> Identify the word <b>at</b> . Activity: <b>Who's in the tree</b> Hear the sound and find the matching letter. Sounds: /t/ /a/ /s/	Activity: <b>Find the sound</b> Hear the initial sound and find the matching picture. Sounds: /p/ /t/ Activity: <b>Four square</b> Hear the sound and find the matching letter. Sounds: /s/ /a/ /t/ /p/ Activity: <b>Fly the flag</b> See, hear, say and spell a word. Words: tap, sat, pat, sap, Pat, taps Activity: <b>Furball fun</b> Hear and say each sound, then blend to read the word. Determine if it is a real word.	Activity: <b>Yeti stomp</b> Identify the word <b>as</b> . Activity: <b>The daily dozen</b> Read the words and find the matching picture Activity: <b>Read a book Pat taps</b> Read the book and answer 5 questions based on the text Activity: <b>Full circle</b> See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	<b>Fast Phonics</b> printable booklet Peak 1, page 1. <b>Fast Phonics</b> printable handwriting booklet Peak 1, pages 1 & 2.	<b>Fast Phonics</b> printable booklet Peak 1, pages 2 & 3. <b>Fast Phonics</b> printable handwriting booklet Peak 1, pages 3 & 4.	<b>Fast Phonics</b> printable booklet Peak 1, page 4. <b>Fast Phonics</b> printable handwriting booklet Peak 1, pages 5 & 6.	<b>Fast Phonics</b> printable booklet Peak 1, pages 5 & 6. <b>Fast Phonics</b> printable handwriting booklet Peak 1, pages 7 & 8.	<b>Fast Phonics</b> printable booklet Peak 1, pages 7, 8, 9, 10, 11 & 12. <b>Fast Phonics</b> printable handwriting booklet Peak 1, pages 9 & 10.
Assessment:					
End of Peak 1 quiz Reading record: Pat taps					

## Weekly Planner Phase 2 Week 2: m i d n (set 2)

Learning objectives:		New words:			
Recap set 1 letters, and learn new letters and corresponding sounds Sound out and blend words Practise automaticity and fluency		Segment for spelling Read a book Build comprehension			
		and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim			
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/Review	Review 's' 'a' 't' and 'p' using <b>Fast Phonics</b> flashcards and sound mat Review decoding and segmenting words: <b>at, as, pat, Pat, sap, sat, tap, taps</b>	Review 'm' using <b>Fast Phonics</b> flashcards and sound mat	Review 'm' and 'i' using <b>Fast Phonics</b> flashcards and sound mat	Review 'm' 'i' and 'd' using <b>Fast Phonics</b> flashcards and sound mat	Review 'm' 'i' 'd' and 'n' using <b>Fast Phonics</b> flashcards and sound mat
Teach	Teach 'm' - Watch the letter sound video 'm' - Hear and say the sound /m/	Teach 'i' - Watch the letter sound video 'i' - Hear and say the sound /i/	Teach 'd' - Watch the letter sound video 'd' - Hear and say the sound /d/	Teach 'n' - Watch the letter sound video 'n' - Hear and say the sound /n/. Teach CVC 'i' words. - Watch CVC 'i' video - Hear and say each sound, then blend to read the CVC word Teach tricky words. - Watch 'Tricky words' video - Hear and say each sound, then blend to read the word. Understand that the letters in some words make a different sound.	Re-watch the 'Tricky words' video. - Revise how to hear and say each sound, then blend to read the word. Remind children that the letters in some words make a different sound or have letters they have not learnt yet, e.g. <b>the</b> .
Practise	Activity: <b>Who's in the tree?</b> Hear the sound and find the matching letter. Sounds: /m/ /a/ /s/ Additional activities Encourage children to: - listen to, and identify words that contain the sound /m/, e.g. mat, Sam, camera - trace the letter 'm' in the air, on the floor, on a partner's back, using finger paint - make the letter 'm' from playdough - find and cut out pictures of things that start with 'm' N.B. Encourage children to say the sound /m/ as they trace or make the letter.	Activity: <b>Snowballs</b> Hear the sound and find the matching letter. Activity: <b>Find the sound</b> Hear the initial sound and find the matching picture. Sounds: /m/ /i/ Activity: <b>Stretch it out</b> Hear and say each sound, then blend to read the word.	Activity: <b>Flying furballs</b> Identify the correct sound that matches a letter. Focus sounds: /d/ /i/ Activity: <b>Who's in the tree?</b> Hear the sound and find the matching letter. Sounds: /m/ /i/ /d/ /s/ /a/ /t/ Additional activities as per Monday. Letter focus: 'i' & 'd' Plus: - Write letter 'm' and letter 'd' on cards. Ask children to sort a variety of objects that start with the sound /m/ or /d/, and to place them next to the corresponding letter.	Activity: <b>Find the sound</b> Hear the initial sound and find the matching picture. Sounds: /n/ /d/ Activity: <b>Fly the flag</b> See, hear, say and spell a word. Words: nip, map, dad, sit, pip Activity: <b>Build a fire</b> Identify the word <b>the</b> . Activity: <b>Knock it down</b> Read the words and, man, it, Tim, did, the, at, sat, in.	Activity: <b>Yeti stomp</b> Identify the word <b>and</b> . Activity: <b>The daily dozen</b> Read the words and find the matching picture Activity: <b>Read a book Tim and the map</b> Read the book and answer 5 questions based on the text Activity: <b>Full circle</b> See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	<b>Fast Phonics</b> printable booklet Peak 2, page 1. <b>Fast Phonics</b> printable handwriting booklet Peak 2, pages 1 & 2.	<b>Fast Phonics</b> printable booklet Peak 2, pages 2 & 3. <b>Fast Phonics</b> printable handwriting booklet Peak 2, pages 3 & 4.	<b>Fast Phonics</b> printable booklet Peak 2, page 4. <b>Fast Phonics</b> printable handwriting booklet Peak 2, pages 5 & 6.	<b>Fast Phonics</b> printable booklet Peak 2, pages 5 & 6. <b>Fast Phonics</b> printable handwriting booklet Peak 2, pages 7 & 8.	<b>Fast Phonics</b> printable booklet Peak 2, pages 7, 8, 9, 10, 11 & 12. <b>Fast Phonics</b> printable handwriting booklet Peak 2, pages 9 & 10.
Assessment:					
End of Peak 2 quiz Reading record: Tim and the map					

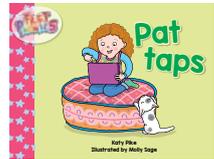
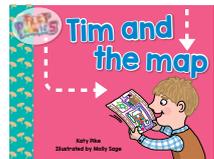
## Weekly Planner Phase 2 Week 3: g o c k ck (set 3)

Learning objectives:					New words:
Recap set 1 & 2 letters, and learn new letters and corresponding sounds Sound out and blend words		Segment for spelling Read a book Build comprehension			can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pot, pots, pig, pop, Sam, sack, sock, tin, top
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Review set 1 and set 2 letters using <b>Fast Phonics</b> flashcards and sound mat Review decoding and segmenting words e.g. <b>can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pot, pots, pig, pop, Sam, sack, sock, tin, top</b>	Review 'g' using <b>Fast Phonics</b> flashcards and sound mat	Review 'g' and 'o' using <b>Fast Phonics</b> flashcards and sound mat	Review 'g' 'o' and 'c' using <b>Fast Phonics</b> flashcards and sound mat	Review 'g' 'o' 'c' 'k' and 'ck' using <b>Fast Phonics</b> flashcards and sound mat
Teach	Teach 'g' - Watch the letter sound video 'g' - Hear and say the sound /g/	Teach 'o' - Watch the letter sound video 'o' - Hear and say the sound /o/ Teach CVC 'o' words. - Watch CVC 'o' video - Hear and say each sound, then blend to read the CVC word.	Teach 'c' - Watch the letter sound video 'c' - Hear and say the sound /c/	Teach 'k' - Watch the letter sound video 'k' - Hear and say the sound /k/ Teach 'ck' - Watch the letter sound video 'ck' - Hear and say the sound /ck/	Re-watch the 'Tricky words' video. - Revise how to hear and say each sound, then blend to read the word. Remind children that the letters in some words make a different sound or have letters they have not learnt yet, e.g. <b>the</b> .
Practise	Activity: <b>Snowballs</b> Hear the sound and find the matching letter. <u>Additional activities</u> Encourage children to: - listen to, and identify words that contain the sound /g/, e.g. gold, egg, magazine - trace the letter 'g' in the air, on the floor, on a partner's back, using finger paint - make the letter 'g' from playdough - find and cut out pictures of things that start with 'g' - Practise oral blending by sound-talking words, e.g. Give a bone to the d-o-g.	Activity: <b>Find the sound</b> Hear the initial sound and find the matching picture. Sounds: /g/ /o/ Activity: <b>Stretch it out</b> Hear and say each sound, then blend to read the word.	Activity: <b>Flying furballs</b> Identify the correct sound that matches a letter. Focus sounds: /c/ /o/ Activity: <b>Fly the flag</b> See, hear, say and spell a word. Words: dog, got, top, pig, dig <u>Additional activities</u> as per Monday. Letter focus: 'g' & 'c' Plus: - Say a sound from set 1 or set 2. Ask the children to write the corresponding letter. Check with a partner.	Activity: <b>Four square</b> Hear the sound and find the matching letter. Sounds: /g/ /o/ /k/ /i/ Activity: <b>Fly the flag</b> See, hear, say and spell a word. Words: pot, cap, cat, sock, sack Activity: <b>Yeti stomp</b> Identify the word <b>no</b> . Activity: <b>Furball fun</b> Hear and say each sound, then blend to read the word. Determine if it is a real word.	Activity: <b>Build a fire</b> Identify the word <b>go</b> . Activity: <b>The daily dozen</b> Read the words and find the matching picture Activity: <b>Captions</b> Read a sentence. Find the matching picture. Activity: <b>Read a book Sam can</b> Read the book and answer 5 questions based on the text Activity: <b>Full circle</b> See, hear, say and spell a word. Change a letter each time to make a new word.
Apply	<b>Fast Phonics</b> printable booklet Peak 3, page 1. <b>Fast Phonics</b> printable handwriting booklet Peak 3, pages 1 & 2.	<b>Fast Phonics</b> printable booklet Peak 3, pages 2 & 3. <b>Fast Phonics</b> printable handwriting booklet Peak 3, pages 3 & 4.	<b>Fast Phonics</b> printable booklet Peak 3, page 4. <b>Fast Phonics</b> printable handwriting booklet Peak 3, pages 5 & 6.	<b>Fast Phonics</b> printable booklet Peak 3, pages 5 & 6. <b>Fast Phonics</b> printable handwriting booklet Peak 3, pages 7 & 8.	<b>Fast Phonics</b> printable booklet Peak 3, pages 7, 8, 9, 10, 11 & 12. <b>Fast Phonics</b> printable handwriting booklet Peak 3, pages 9 & 10.
Assessment:					
End of Peak 3 quiz Reading record: Sam can					

# Learning overview

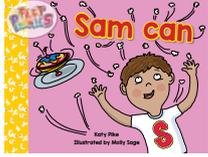
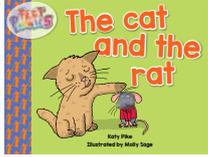
Students will learn:

- Phonemic awareness
- Blending letters for reading
- Fluency and automaticity
- Letter-sound correspondence
- Segmenting for spelling
- Reading comprehension

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
1 Phase 2	Set 1: s, a, t, p	6 videos Letter sound videos for: s, a, t, p CVC a video Letter sounds make words video	15 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 2) Automaticity and fluency (x 3) Segmenting for spelling (x 2) Read a book and comprehend (x 1) End of Peak 1 quiz	8 words at, as, pat, Pat, sap, sat, tap, taps	1 book Pat taps 
2 Phase 2	Set 2: m, i, d, n	6 videos Letter sound videos for: m, i, d, n CVC i video Tricky words video	15 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 1) Automaticity and fluency (x 4) Segmenting for spelling (x 2) Read a book and comprehend (x 1) End of Peak 2 quiz	22 words a, and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim	1 book Tim and the map 

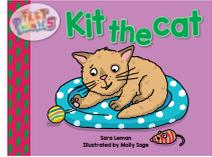
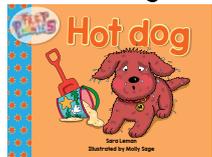
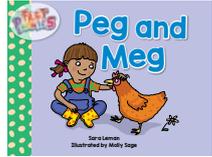
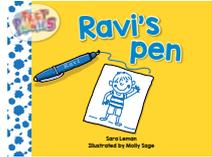
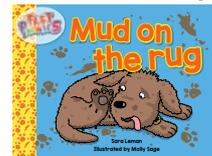
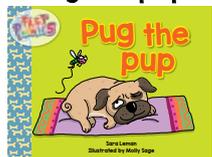


# Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
3 Phase 2	Set 3: g, o, c, k, ck	6 videos Letter sound videos for: g, o, c, k, ck CVC o video	15 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 2) Automaticity and fluency (x 3) Segmenting for spelling (x 3) Reading and comprehending (x 1) Read a book and comprehend (x 1) End of Peak 3 quiz	25 words can, go, got, not, on, to, cap, cat, cot, dig, dog, dot, kid, mop, pan, pans, pot, pots, pig, pop, Sam, sack, sock, tin, top	1 book <b>Sam can</b> 
4 Phase 2	Set 4: r, e, u	7 videos Letter sound videos for: r, e, u CVC e video CVC u video Vowels and consonants video Syllables video	15 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 1) Reading and comprehending (x 1) Read a book and comprehend (x 2) End of Peak 4 quiz	35 words am, get, I, it, to, up, cannot, carrot, cup, kick, Kit, mad, men, Moppet, muck, mud, mug, neck, nips, peg, pen, pocket, pup, rat, rats, red, rocket, rug, run, sick, sits, socks, sun, ten, ticket	2 books <b>The red rocket</b>  <b>The cat and the rat</b> 

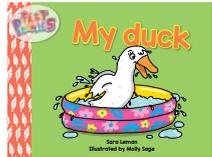
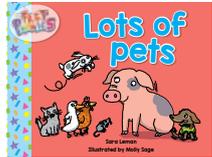


# Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
5 Phase 2	Set 5: l, h, f, b, ll, ff, ss	6 videos Letter sounds videos for: l, h, f, b <b>Mixing up b &amp; d</b> video <b>Double letters</b> video	<b>18</b> activities Phonemic awareness and letter-sound correspondence (x 5) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 2) Read a book and comprehend (x 4) End of Peak 5 quiz	<b>53</b> words <b>gets, had, has, he,</b> <b>him, his, of, off,</b> <b>see,</b> back, bad, bed, bell, big, Bill, bin, bit, bug, bun, bus, carrots, doll, fan, fed, fig, fill, fin, fit, fusspot, gap, hat, hid, hill, hiss, hop, hot, hut, huff, kiss, led, leg, let, lots, mess, parrot, peck, puff, rabbits, ruff, sunset, tag, tan, tell	<b>4</b> books <b>Bill</b>  <b>Kit the cat</b>  <b>Carrots</b>  <b>Hot dog</b> 
6 Phase 3	Set 6: j, v, w	4 videos Letter sound videos for: j, v, w <b>The five short</b> <b>vowels</b> video	<b>20</b> activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 4) Automaticity and fluency (x 2) Segmenting for spelling (x 3) Read a book and comprehend (x 4) End of Peak 6 quiz	<b>54</b> words <b>an, for, her, into,</b> <b>put, puts, sees,</b> <b>she, this, will, with,</b> bucket, egg, fun, fuss, hen, hug, jacket, jam, Jess, jet, job, jog, kitten, legs, less, lost, Meg, met, naps, nut, Peg, pet, Pug, puts, rag, Ravi, rub, runs, Ted, tells, tick, tub, tum, tug, van, velvet, vet, visit, wag, web, wet, wig, win	<b>4</b> books <b>Peg and Meg</b>  <b>Ravi's pen</b>  <b>Mud on the rug</b>  <b>Pug the pup</b> 



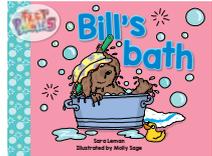
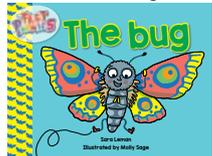
# Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
7 Phase 3	Set 7: x, y, z, zz, qu	5 videos Letter sound videos for: x, y, z, q Mixing up p & q video	20 activities Phonemic awareness and letter-sound correspondence (x 6) Sounding out and blending (x 1) Automaticity and fluency (x 4) Segmenting for spelling (x 2) Reading and comprehending (x 1) Read a book and comprehend (x 5) End of Peak 7 quiz	43 words do, my, yes, bag, box, buzz, cobweb, Dot, duck, fix, fizz, hops, Jack, lap, lemon, lets, locks, lot, miss, pack, packs, pick, picks, picnic, pond, quack, quick, quit, quiz, six, taxi, tops, unzip, wax, well, yap, Yasmin, yell, yet, yum, zap, zigzag, zip	5 books Off on a jet  My duck  A visit to the vet  Lots of pets  Six big pigs 



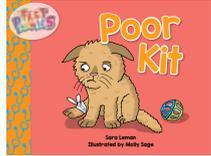
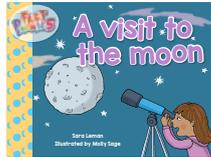
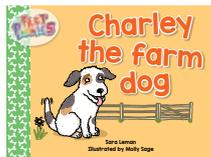


# Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
8 Phase 3	Set 8: sh, ch, th, ng	5 videos Letter sound videos for: sh, ch, th, ng Digraphs video	19 activities Phonemic awareness and letter-sound correspondence (x 2) Sounding out and blending (x 4) Automaticity and fluency (x 4) Segmenting for spelling (x 3) Reading and comprehending (x 1) Read a book and comprehend (x 4) End of Peak 8 quiz	55 words look, than, that, them, you, we, bats, bath, cash, chat, chickens, chill, chin, chip, chips, chop, cubs, den, dish, fish, fox, full, hush, jug, king, lid, long, magnet, mitten, moth, moths, much, napkin, path, rang, rash, rich, rid, ring, rip, rubs, rush, shall, shed, shell, ship, shock, shop, shut, sings, song, such, thick, thin, wings	4 books Fish for Kit  Bill's bath  The bug  Sunset 
9 Phase 3	Set 9: ai, ee, igh, oa	4 videos Letter sound videos for: ai, ee, igh, oa	20 activities Phonemic awareness and letter-sound correspondence (x 3) Sounding out and blending (x 3) Automaticity and fluency (x 3) Segmenting for spelling (x 5) Reading and comprehending (x 1) Read a book and comprehend (x 4) End of Peak 9 quiz	73 words along, but, if, its, me, oh, out, aim, beep, boat, butterfly, check, checks, coat, deep, dull, fail, feel, feet, fight, foal, goat, hails, high, hum, Jeep, keen, laptop, last, light, loads, looks, mail, mash, Max, meet, might, mum, nail, need, needs, Nell, night, oak, paid, pain, popping, rain, Rex, right, rings, road, sail, seed, seem, set, sets, sheep, sigh, sighs, sight, sixteen, soap, sunlit, tail, teeth, tight, toad, train, tree, wait, week, weep	4 books King Rex  Can a chicken get mail?  Off on a boat  Max gets wet 



# Learning overview

Peak	Focus	Sound and Strategy videos	Activities and skills taught	New decodable words and HF words	Decodable books
10 Phase 3	Set 10: oo, ar, or, ur	5 videos Letter sound videos for: oo (as in moon), oo (as in book), ar, or, ur	18 activities Phonemic awareness and letter-sound correspondence (x 4) Sounding out and blending (x 5) Automaticity and fluency (x 2) Segmenting for spelling (x 3) Read a book and comprehend (x 3) End of Peak 10 quiz	74 words are, be, by, must, so, too, was, bags, bark, barn, bedroom, bench, book, born, burn, car, card, cart, Charley, cook, cool, cord, cork, corn, curl, curls, dark, door, far, farm, farms, food, foot, fork, fur, good, goodnight, hard, harm, hurt, Karl, lick, loops, moon, Nan, next, oops, park, parks, pool, pools, poor, purr, rocks, rooftops, room, shoo, soon, sort, tart, trip, turnips, turn, turns, urn, wags, waits, woof, wood, wool, yard, yum, zoo, zoom	3 books Poor Kit  A visit to the moon  Charley the farm dog 



# Peak 1 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 1: s, a, t, p	2	Letter sound videos for: s, a, t, p CVC a video Letter sounds make words video	at, as, pat, Pat, sap, sat, tap, taps

Part	Activities	Skills
1	Letter sound video – ‘s’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters s and S. Hear and say the sound s.
2	Snowballs	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter.
3	Letter sound video – ‘a’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters a and A. Hear and say the sound a.
4	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: a, s
5	Letter sound video – ‘t’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters t and T. Hear and say the sound t.
6	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: a, t
7	Teaching strategy video – Letter sounds make words	<b>Decoding and segmenting</b> Decode by sounding out each letter and then blend them together. Segment by breaking the word into its sounds.
8	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: at, sat, as
9	Build a fire	<b>Automaticity and fluency</b> Identify the word at.
10	Who’s in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: t, a, s
11	Letter sound video – ‘p’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters p and P. Hear and say the sound p.
12	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: p, t
13	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: s, a, t, p

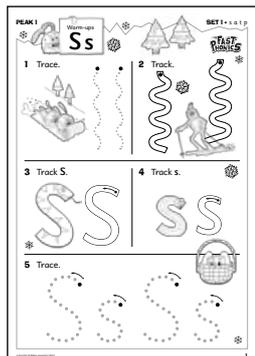
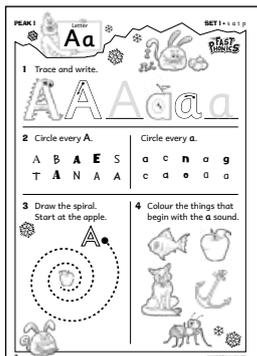
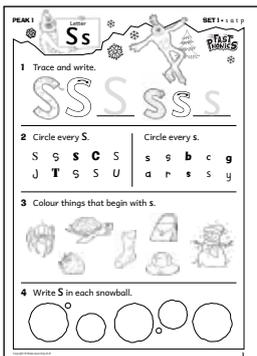
# Peak 1 overview

Part	Activities	Skills
14	CVC a video	<b>Sound out and blend</b> Hear and say each sound, then blend to read the CVC word.
15	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>tap, sat, pat, sap, Pat, taps</b>
16	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: <b>at, as, tap, sat, pat, sap</b> Nonsense words: <b>pas, tas, ast, pas</b>
17	Yeti stomp	<b>Automaticity and fluency</b> Identify the word as.
18	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>pat, sat, tap, sap, taps</b> (repeated)
19	Read a book	<b>Read and comprehend</b> Read the book: <b>Pat taps</b> Answer 5 questions based on the text.
20	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>tap, sap, sat, pat, sat, sap, tap</b>
21	End of Peak 1 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

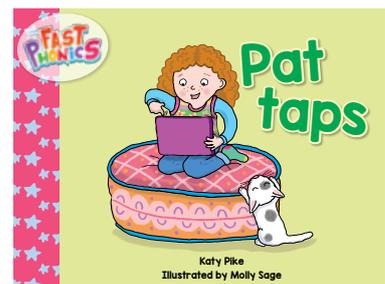
### Fast Phonics printable booklets

Peak 1, pages 1–12 and Peak 1, Handwriting, pages 1–10



### Fast Phonics reading record

*Pat taps*



# Peak 2 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 2: m, i, d, n	2	Letter sound videos for: m, i, d, n CVC i video Tricky words video	a, and, did, in, is, it, no, the, dad, map, man, mat, nap, nip, pan, pin, pip, pit, sad, sip, sit, Tim

Part	Activities	Skills
1	Letter sound video – ‘m’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>m</b> and <b>M</b> . Hear and say the sound <b>m</b> .
2	Who’s in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: <b>m, a, s</b> ,
3	Letter sound video – ‘i’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>i</b> and <b>I</b> . Hear and say the sound <b>i</b> .
4	Snowballs	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter.
5	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: <b>m, i</b>
6	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: <b>mat, sit, is</b>
7	Letter sound video – ‘d’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>d</b> and <b>D</b> . Hear and say the sound <b>d</b> .
8	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: <b>d, i</b>
9	Who’s in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: <b>m, i, d, s, a, t</b>
10	Letter sound video – ‘n’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>n</b> and <b>N</b> . Hear and say the sound <b>n</b> .
11	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: <b>n, d</b>
12	CVC i video	<b>Sound out and blend</b> Hear and say each sound, then blend to read the CVC word.
13	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>nip, mad, dad, sit, pip</b>

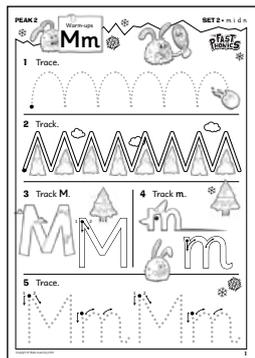
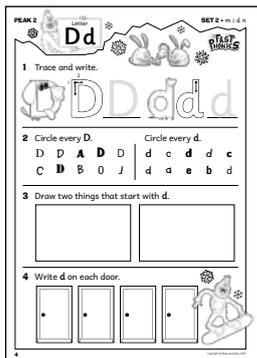
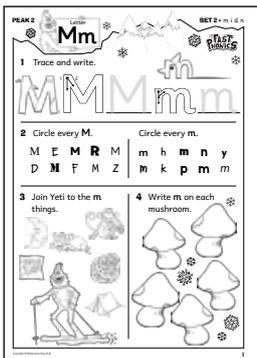
# Peak 2 overview

Part	Activities	Skills
14	Teaching strategy video – ‘Tricky words’	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Understand that the letters in some words make a different sound. These are ‘tricky’ words to learn.
15	Build a fire	<b>Automaticity and fluency</b> Identify the word <b>the</b> .
16	Knock it down	<b>Automaticity and fluency</b> Read the words <b>and, man, it, Tim, did, the, at, sat, in</b>
17	Yeti stomp	<b>Automaticity and fluency</b> Identify the word <b>and</b> .
18	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>Tim, map, pan, pip, nap, man, nip, pin, mat, sad, dad, sap</b>
19	Read a book	<b>Read and comprehend</b> Read the book: <b>Tim and the map</b> Answer 5 questions based on the text.
20	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>map, mat, sat, sit, pit, pip, sip, sap, map</b>
21	End of Peak 2 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

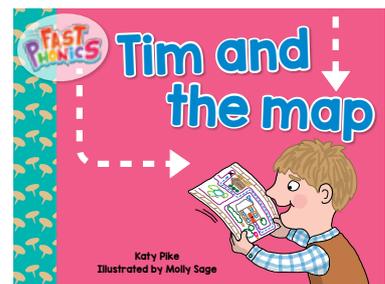
### Fast Phonics printable booklets

Peak 2, pages 1–12 and Peak 2, Handwriting, pages 1–10



### Fast Phonics reading record

*Tim and the map*



# Peak 3 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 3: g, o, c, k, ck	2	Letter sound videos for: <b>g, o, c,</b> <b>k, ck</b> CVC <b>o</b> video	<b>can, go, got, not, on, to,</b> cap, cat, cot, dig, dog, dot, kid, mop, pans, pot, pots, pig, pop, Sam, sack, sock, tin, top

Part	Activities	Skills
1	Letter sound video - 'g'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>g</b> and <b>G</b> . Hear and say the sound <b>g</b> .
2	Snowballs	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter.
3	Letter sound video - 'o'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>o</b> and <b>O</b> . Hear and say the sound <b>o</b> .
4	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: <b>o, g</b>
5	CVC <b>o</b> video	<b>Sound out and blend</b> Hear and say each sound, then blend to read the CVC word.
6	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: <b>on, got, not</b>
7	Letter sound video - 'c'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>c</b> and <b>C</b> . Hear and say the sound <b>c</b> .
8	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: <b>c, o</b>
9	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>dog, got, top, pig, dig</b>
10	Letter sound video - 'k'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>k</b> and <b>K</b> . Hear and say the sound <b>k</b> .
11	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: <b>g, o, k, i</b>
12	Letter sound video - 'ck'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>c</b> and <b>k</b> . Hear and say the sound <b>ck</b> .
13	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>pot, cap, cat, sock, sack</b>



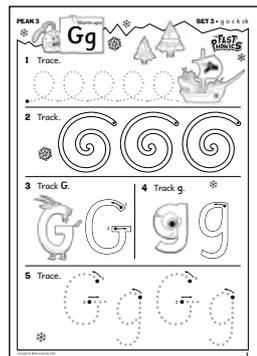
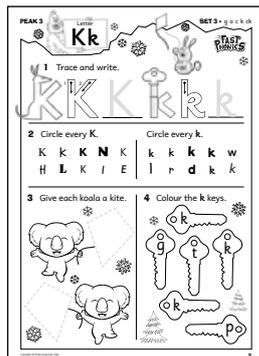
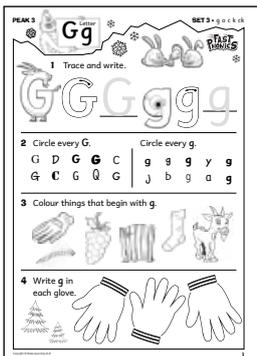
# Peak 3 overview

Part	Activities	Skills
14	Yeti stomp	<b>Automaticity and fluency</b> Identify the word no.
15	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: <b>not, got, can, pop, pit</b> Nonsense words: <b>kag, dos, pid, pog, sot</b>
16	Build a fire	<b>Automaticity and fluency</b> Identify the word go.
17	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>mop, sock, dog, cat, tin, dot, map, pot, pig, pop, sack, pin</b>
18	Captions	<b>Read and comprehend</b> Read a sentence. Find the matching picture.
19	Read a book	<b>Read and comprehend</b> Read the book: <b>Sam can</b> Answer 5 questions based on the text.
20	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>pit, pat, cat, cot, dot, dog, dig, pig, pit</b>
21	End of Peak 3 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

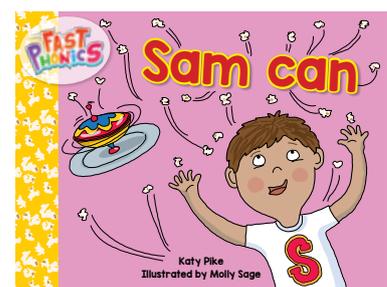
### Fast Phonics printable booklets

Peak 3, pages 1–12 and Peak 3, Handwriting, pages 1–10



### Fast Phonics reading record

Sam can



# Peak 4 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 4: r, e, u	2	Letter sound videos for: r, e, u CVC e video CVC u video Vowels and consonants video Words with 2-Syllables video	am, get, I, it, to, up, cannot, carrot, cup, kick, Kit, mad, men, Moppet, muck, mud, mug, neck, nips, peg, pen, pocket, pup, rat, rats, red, rocket, rug, run, sick, sits, socks, sun, ten, ticket

Part	Activities	Skills
1	Letter sound video - 'r'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters r and R. Hear and say the sound r.
2	Snowballs	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter.
3	Letter sound video - 'e'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters e and E. Hear and say the sound e.
4	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: e, r
5	CVC e video	<b>Sound out and blend</b> Hear and say each sound, then blend to read the CVC word.
6	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: ten, red, neck
7	Letter sound video - 'u'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters u and U. Hear and say the sound u.
8	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: u, e
9	CVC u video	<b>Sound out and blend</b> Hear and say each sound, then blend to read the CVC word.
10	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: mud, run, men, rug, sun
11	Who's in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: u, r, e, g, c, d
12	Yeti stomp	<b>Automaticity and fluency</b> Identify the word to.
13	Teaching strategy video - 'Vowels and consonants'	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Understand that 5 letters are vowels, and the rest are consonants. Identify the vowel in a word.

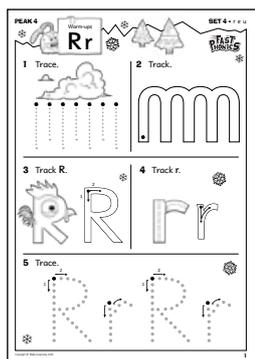
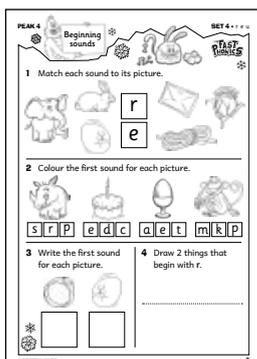
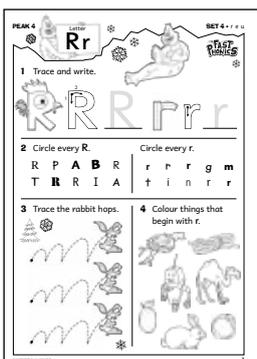
# Peak 4 overview

Part	Activities	Skills
14	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>dog, ten, sit, peg, mug, sun, red, run, pen, rug, men, cup</b>
15	Teaching strategy video – ‘Words with 2 syllables’	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Understand that words have ‘beats’ that are called syllables. Identify the vowel in each syllable.
16	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>pocket, rocket, ticket, carrot, cannot</b>
17	Knock it down	<b>Automaticity and fluency</b> Read the words <b>to, go, did, the, and, no, up, sack, kid</b>
18	Read a book	<b>Read and comprehend</b> Read the book: <b>The red rocket</b> Answer 5 questions based on the text.
19	Flip and spin	<b>Sound out and blend</b> Read the word and find the matching picture. Words: <b>pen, pup, sun, rat, kick, mud, ten, nip, rug, men</b>
20	Captions	<b>Read and comprehend</b> Read a sentence. Find the matching picture.
21	Read a book	<b>Read and comprehend</b> Read the book: <b>The cat and the rat</b> Answer 5 questions based on the text.
22	End of Peak 4 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

### Fast Phonics printable booklets

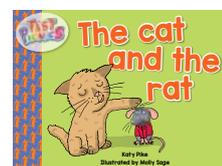
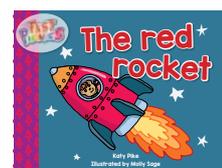
Peak 4, pages 1–12 and Peak 4, Handwriting, pages 1–10



### Fast Phonics reading record

*The red rocket*

*The cat and the rat*



# Peak 5 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 5: l, h, f, b, ll, ff, ss	2	Letter sounds videos for: l, h, f, b <b>Mixing up b &amp; d</b> video <b>Double letters</b> video	<b>gets, had, has, he, him, his, of, off, see,</b> back, bad, bed, bell, big, Bill, bin, bit, bug, bun, bus, carrots, doll, fan, fed, fig, fill, fin, fit, fusspot, gap, hat, hid, hill, hiss, hop, hot, hut, huff, kiss, led, leg, let, lots, mess, parrot, peck, puff, rabbits, ruff, sunset, tag, tan, tell

Part	Activities	Skills
1	Letter sound video - 'l'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters l and L. Hear and say the sound l.
2	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: l, u
3	Letter sound video - 'h'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters h and H. Hear and say the sound h.
4	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: h, l
5	Letter sound video - 'f'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters f and F. Hear and say the sound f.
6	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: f, l, h, k
7	Letter sound video - 'b'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters b and B. Hear and say the sound b.
8	Who's in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: l, h, b, g, o, c
9	Teaching strategy video - 'Mixing up b & d'	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Multi-sensory approach to help children distinguish letter b from letter d.
10	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: <b>bed, led, fed</b>
11	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>hat, doll, hut, bus, bell</b>
12	Yeti stomp	<b>Automaticity and fluency</b> Identify the word <b>off</b> .
13	Knock it down	<b>Automaticity and fluency</b> Read the words <b>the, to, get, no, is, had, off, go, has</b>
14	Teaching strategy video - 'Double letters'	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Understand that double letters make one sound.

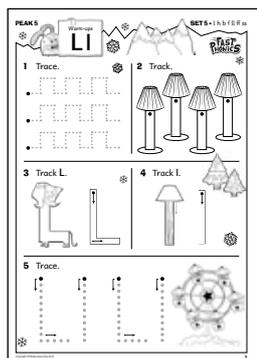
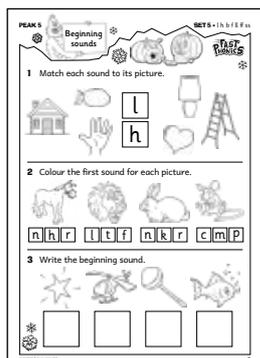
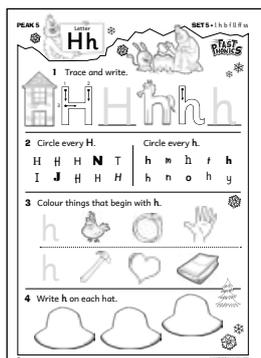
# Peak 5 overview

Part	Activities	Skills
15	Tickle giggle	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find its match.
16	Read a book	<b>Read and comprehend</b> Read the book: <b>Bill</b> Answer 5 questions based on the text.
17	Flip and spin	<b>Sound out and blend</b> Read the word and find the matching picture. Words: <b>bed, bug, dig, gap, leg, nip, hat, sun, rug, peck</b>
18	Read a book	<b>Read and comprehend</b> Read the book: <b>Kit the cat</b> Answer 5 questions based on the text.
19	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>parrot, rabbit, fusspot, pocket, sunset</b>
20	Read a book	<b>Read and comprehend</b> Read the book: <b>Carrots</b> Answer 5 questions based on the text.
21	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>bell, doll, hut, bus, bed, leg, bad, fan, bun, fig, hill, hat</b>
22	Read a book	<b>Read and comprehend</b> Read the book: <b>Hot dog</b> Answer 5 questions based on the text.
23	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>big, pig, pit, bit, fit, fin, bin, big</b>
24	End of Peak 5 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

### Fast Phonics printable booklets

Peak 5, pages 1–12 and Peak 5, Handwriting, pages 1–10



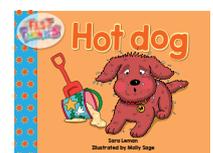
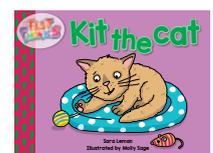
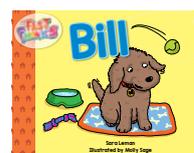
### Fast Phonics reading record

*Bill*

*Kit the cat*

*Carrots*

*Hot dog*



# Peak 6 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 6: j, v, w	2	Letter sounds videos for: j, v, w The five short vowels video	an, for, her, into, put, puts, sees, she, this, will, with, bucket, egg, fun, fuss, hen, hug, jacket, jam, Jess, jet, job, jog, kitten, legs, less, lost, Meg, met, naps, nut, Peg, pet, Pug, puts, rag, Ravi, rub, runs, Ted, tells, tick, tub, tum, tug, van, velvet, vet, visit, wag, web, wet, wig, win

Part	Activities	Skills
1	Letter sound video – ‘j’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters j and J. Hear and say the sound j.
2	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: j, b
3	Letter sound video – ‘v’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters v and V. Hear and say the sound v.
4	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: v, j
5	Letter sound video – ‘w’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters w and W. Hear and say the sound w.
6	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: j, v, w, b
7	Who’s in the tree?	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: c, g, o, j, a, v
8	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: vet, web, jet
9	Teaching strategy video – ‘The five short vowels’	<b>Phonemic awareness and letter-sound correspondence</b> See each vowel and hear the corresponding short vowel sound.
10	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: hut, run, wet, van, jet
11	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: vet, jog, wag, job, van Nonsense words: dop, vap, ost, wes, tep
12	Send a message	<b>Segment for spelling and comprehend</b> Hear a word and spell it. Match the sentence to a picture.
13	Yeti stomp	<b>Automaticity and fluency</b> Identify the word put.
14	Read a book	<b>Read and comprehend</b> Read the book: Peg and Meg Answer 5 questions based on the text.

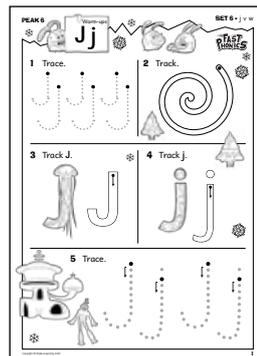
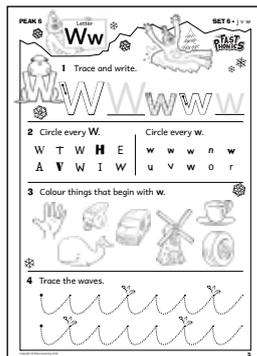
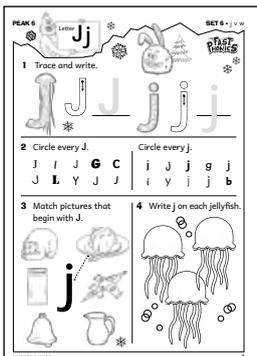
# Peak 6 overview

Part	Activities	Skills
15	Flip and spin	<b>Sound out and blend</b> Read the word and find the matching picture. Words: <b>jam, jet, jog, vet, van, web, win, kiss, wig, bell</b>
16	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>bucket, velvet, jacket, visit, kitten</b>
17	Read a book	<b>Read and comprehend</b> Read the book: <b>Ravi's pen</b> Answer 5 questions based on the text.
18	Tickle giggle	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find its match.
19	Mountain climb	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find the missing sound.
20	Read a book	<b>Read and comprehend</b> Read the book: <b>Mud on the rug</b> Answer 5 questions based on the text.
21	Knock it down	<b>Automaticity and fluency</b> Read the words <b>hill, doll, hiss, less, tick, fuss, will, put, he</b>
22	Read a book	<b>Read and comprehend</b> Read the book: <b>Pug the pup</b> Answer 5 questions based on the text.
23	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>vet, jet, met, mat, rat, hat, pat, pet, vet</b>
24	End of Peak 6 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

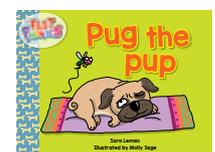
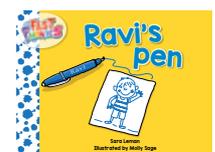
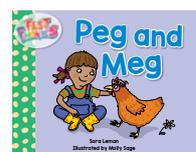
### Fast Phonics printable booklets

Peak 6, pages 1–12 and Peak 6, Handwriting, pages 1–10



### Fast Phonics reading record

*Peg and Meg*    *Ravi's pen*  
*Mud on the rug*    *Pug the pup*



# Peak 7 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 7: x, y, z, zz, qu	3	Letter sounds videos for: x, y, z, q Mixing up p & q video	do, my, yes, bag, box, buzz, cobweb, Dot, duck, fix, fizz, hops, Jack, lap, lemon, lets, locks, lot, miss, pack, packs, pick, picks, picnic, pond, quack, quick, quit, quiz, six, taxi, tops, unzip, wax, well, yap, Yasmin, yell, yet, yum, zap, zigzag, zip

Part	Activities	Skills
1	Letter sound video – ‘x’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters x and X. Hear and say the sound x.
2	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: x, w
3	Letter sound video – ‘y’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters y and Y. Hear and say the sound y.
4	Snowballs	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter.
5	Letter sound video – ‘z’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters z and Z. Hear and say the sound z.
6	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: x, z
7	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: yet, box, zip, yap, zap
8	Yeti stomp	<b>Automaticity and fluency</b> Identify the word this.
9	Send a message	<b>Segment for spelling and comprehend</b> Hear a word and spell it. Match the sentence to a picture.
10	Letter sound video – ‘q’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters q and Q. Hear and say the sound q.
11	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: q, y, z, x
12	Teaching strategy video – ‘Mixing up p & q’	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Multisensory approach to help children distinguish letter p from letter q.
13	Find the sound	<b>Phonemic awareness and letter-sound correspondence</b> Hear the initial sound and find the matching picture. Sounds: q, p
14	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: quack, quit, quiz, fizz, pack, pick, zap, buzz, quick, zip, yap, yell
15	Read a book	<b>Read and comprehend</b> Read the book: Off on a jet Answer 5 questions based on the text.

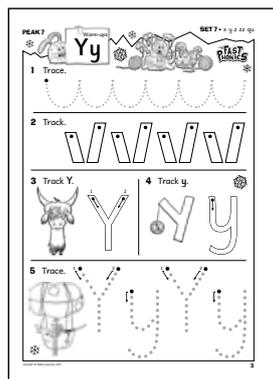
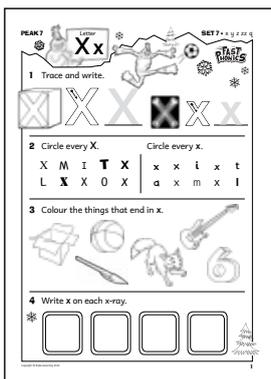
# Peak 7 overview

Part	Activities	Skills
16	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: picnic, zigzag, lemon, cobweb, unzip
17	Build a fire	<b>Automaticity and fluency</b> Identify the word my.
18	Read a book	<b>Read and comprehend</b> Read the book: <b>My duck</b> Answer 5 questions based on the text.
19	Knock it down	<b>Automaticity and fluency</b> Read the words my, and, this, his, it, off, has, her, tell, he
20	Read a book	<b>Read and comprehend</b> Read the book: <b>A visit to the vet</b> Answer 5 questions based on the text.
21	Read a book	<b>Read and comprehend</b> Read the book: <b>Lots of pets</b> Answer 5 questions based on the text.
22	Mountain climb	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find the missing sound.
23	Read a book	<b>Read and comprehend</b> Read the book: <b>Six big pigs</b> Answer 5 questions based on the text.
24	Yes or no questions	<b>Read and comprehend</b> Read the question. Is the answer yes or no?
25	End of Peak 7 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

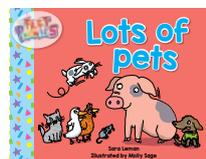
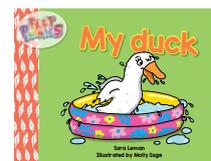
### Fast Phonics printable booklets

Peak 7, pages 1–12 and Peak 7, Handwriting, pages 1–10



### Fast Phonics reading record

*Off on a jet*    *My duck*    *A visit to the vet*  
*Lots of pets*    *Six big pigs*



# Peak 8 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 8: sh, ch, th, ng	3	Letter sounds videos for: sh, ch, th, ng Digraphs video	look, than, then, that, them, you, we, bats, bath, cash, chat, chickens, chill, chin, chip, chips, chop, cubs, den, dish, fish, fox, full, hush, jug, king, lid, long, magnet, mitten, moth, moths, much, napkin, path, rang, rash, rich, rid, ring, rip, rubs, rush, shall, shed, shell, ship, shock, shop, shut, sings, song, such, thick, thin, wings

Part	Activities	Skills
1	Teaching strategy video - 'Digraphs'	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Understand that sometimes 2 letters can make one sound.
2	Letter sound video - 'sh'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters sh. Hear and say the sound sh.
3	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: shop, ship, shell, fish, dish
4	Letter sound video - 'ch'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters ch. Hear and say the sound ch.
5	Rolling along	<b>Sound out and blend</b> Oral blending of individual sounds. Find the matching picture.
6	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: zip, quit, this, ring, hush Nonsense words: zup, poth, shan, ulp, fot
7	Letter sound video - 'th'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters th. Hear and say the sound th.
8	Rolling along	<b>Sound out and blend</b> Oral blending of individual sounds. Find the matching picture.
9	Build a fire	<b>Automaticity and fluency</b> Identify the word we.
10	Letter sound video - 'ng'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters ng. Hear and say the sound ng.
11	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: ring, wing, king, shop, sing, cash, fish, shell, long, moth, chin, thick
12	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: ch, sh, th, ng
13	Yeti stomp	<b>Automaticity and fluency</b> Identify the word for.
14	Read a book	<b>Read and comprehend</b> Read the book: Fish for Kit Answer 5 questions based on the text.

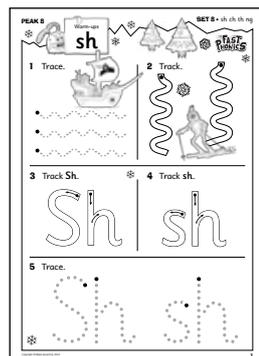
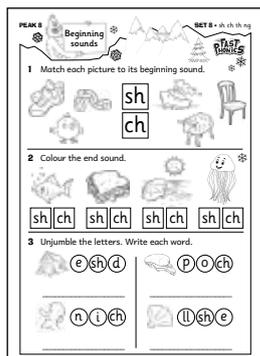
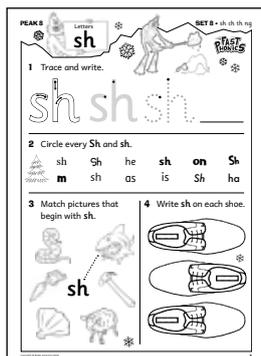
# Peak 8 overview

Part	Activities	Skills
15	Knock it down	<b>Automaticity and fluency</b> Read the words <b>me, we, he, my, his, her, this, them, that, with</b>
16	Send a message	<b>Segment for spelling and comprehend</b> Hear a word and spell it. Match the sentence to a picture.
17	Read a book	<b>Read and comprehend</b> Read the book: <b>Bill's bath</b> Answer 5 questions based on the text.
18	Mountain climb	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find the missing sound.
19	Captions	<b>Read and comprehend</b> Read a sentence. Find the matching picture.
20	Read a book	<b>Read and comprehend</b> Read the book: <b>The bug</b> Answer 5 questions based on the text.
21	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>sunset, mitten, chicken, napkin, magnet</b>
22	Read a book	<b>Read and comprehend</b> Read the book: <b>Sunset</b> Answer 5 questions based on the text.
23	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a letter each time to make a new word. Words: <b>ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship</b>
24	End of Peak 8 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

### Fast Phonics printable booklets

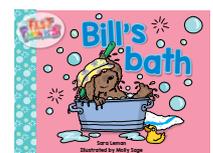
Peak 8, pages 1–12 and Peak 8, Handwriting, pages 1–10



### Fast Phonics reading record

*Fish for Kit*  
*The bug*

*Bill's bath*  
*Sunset*



# Peak 9 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 9: ai, ee, igh, oa	3	Letter sounds videos for: ai, ee, igh, oa	<b>along, but, if, its, me, oh, out,</b> aim, beep, boat, butterfly, check, checks, coat, deep, dull, fail, feel, feet, fight, foal, goat, hails, high, hum, Jeep, keen, laptop, last, light, loads, looks, mail, mash, Max, meet, might, mum, nail, need, needs, Nell, night, oak, paid, pain, popping, rain, Rex, right, rings, road, sail, seed, seem, set, sets, sheep, sigh, sighs, sight, sixteen, soap, sunlit, tail, teeth, tight, toad, train, tree, wait, week, weep

Part	Activities	Skills
1	Letter sound video - 'ai'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters ai. Hear and say the sound ai.
2	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: rain, wait, nail
3	Letter sound video - 'ee'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters ee. Hear and say the sound ee.
4	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: feel, meet, need, pain, mail
5	Snowplough	<b>Segment for spelling</b> Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: rain, sail, tail, nail, see, mail, deep, jeep, feet, teeth
6	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: ch, sh, ai, ee
7	Letter sound video - 'igh'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters igh. Hear and say the sound igh.
8	Rolling along	<b>Sound out and blend</b> Oral blending of individual sounds. Find the matching picture.
9	Build a fire	<b>Automaticity and fluency</b> Identify the word along.
10	Letter sound video - 'oa'	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters oa. Hear and say the sound oa.
11	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: boat, goat, soap, nail, coat, toad, road, light, foal, feet, rain, teeth
12	Send a message	<b>Segment for spelling and comprehend</b> Hear a word and spell it. Match the sentence to a picture.
13	Knock it down	<b>Automaticity and fluency</b> Read the words me, we, see, he, she, her, he, right, feel
14	Read a book	<b>Read and comprehend</b> Read the book: King Rex Answer 5 questions based on the text.

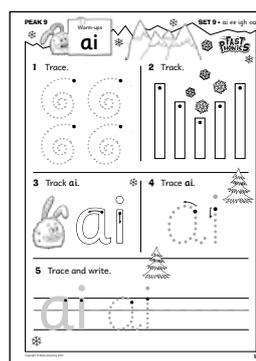
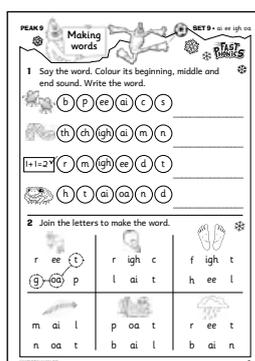
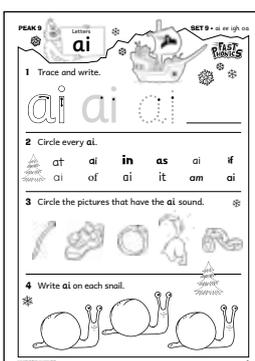
# Peak 9 overview

Part	Activities	Skills
15	Mountain climb	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find the missing sound.
16	Snowplough	<b>Segment for spelling</b> Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: <b>rain, seed, road, light, boat, train, night, tree, coat, sheep</b>
17	Read a book	<b>Read and comprehend</b> Read the book: <b>Can a chicken get mail?</b> Answer 5 questions based on the text.
18	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: <b>high, oak, week, aim, seem</b> Nonsense words: <b>veen, quigh, fip, hab, gax</b>
19	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>popping, sixteen, sunlit, napkin, magnet</b>
20	Read a book	<b>Read and comprehend</b> Read the book: <b>Off on a boat</b> Answer 5 questions based on the text.
21	Yes or no questions	<b>Read and comprehend</b> Read the question. Is the answer yes or no?
22	Read a book	<b>Read and comprehend</b> Read the book: <b>Max gets wet</b> Answer 5 questions based on the text.
23	Full circle	<b>Segment for spelling</b> See, hear, say and spell a word. Change a sound each time to make a new word. Words: <b>rain, ran, rash, mash, mat, might, right, rat, pat, pan, pain, rain</b>
24	End of Peak 9 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

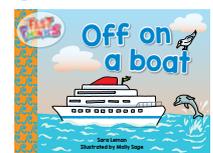
### Fast Phonics printable booklets

Peak 9, pages 1–12 and Peak 9, Handwriting, pages 1–10



### Fast Phonics reading record

King Rex      Off on a boat  
Max gets wet      Can a chicken get mail?



# Peak 10 overview

Focus	Phase	Sound and Strategy videos	HF words and new decodable words
Set 10: <b>oo, ar, or, ur</b>	<b>3</b>	Letter sounds videos for: <b>oo, ar, or, ur</b>	<b>are, be, by, must, so, too, was,</b> bags, bark, barn, bedroom, bench, book, born, burn, car, card, cart, Charley, cook, cool, cord, cork, corn, curl, curls, dark, door, far, farm, farms, food, foot, fork, fur, good, goodnight, hard, harm, hurt, Karl, lick, loops, moon, Nan, next, oops, park, parks, pool, pools, poor, purr, rocks, rooftops, room, shoo, soon, sort, tart, trip, turnips, turn, turns, urn, wags, waits, woof, wood, wool, yard, yum, zoo, zoom

Part	Activities	Skills
1	Letter sound video – ‘oo’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>oo</b> . Hear and say the sound <b>oo</b> .
2	Flying furballs	<b>Phonemic awareness and letter-sound correspondence</b> Identify the correct sound that matches a letter. Focus sounds: <b>oo, igh</b>
3	Letter sound video – ‘oo’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>oo</b> . Hear and say the sound <b>oo</b> .
4	Stretch it out	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Words: <b>soon, look, pool</b>
5	The daily dozen	<b>Automaticity and fluency</b> Read the words and find the matching pictures. Words: <b>foot, book, cook, food, room, pool, wool, moon, zoo, wood, boot, good</b>
6	Letter sound video – ‘ar’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>ar</b> . Hear and say the sound <b>ar</b> .
7	Rolling along	<b>Sound out and blend</b> Oral blending of individual sounds. Find the matching picture.
8	Fly the flag	<b>Segment for spelling</b> See, hear, say and spell a word. Words: <b>card, moon, bark, yard, food</b>
9	Letter sound video – ‘or’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>or</b> . Hear and say the sound <b>or</b> .
10	Tickle giggle	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find its match.
11	Letter sound video – ‘ur’	<b>Phonemic awareness and letter-sound correspondence</b> Identify letters <b>ur</b> . Hear and say the sound <b>ur</b> .
12	Four square	<b>Phonemic awareness and letter-sound correspondence</b> Hear the sound and find the matching letter. Sounds: <b>oo, ar, or, ur</b>
13	Snowplough	<b>Segment for spelling</b> Hear a word. See part of the word onscreen. Find the missing grapheme(s) to complete it. Words: <b>burp, curl, hurt, surf, turn, cart, park, corn, wood, cook</b>

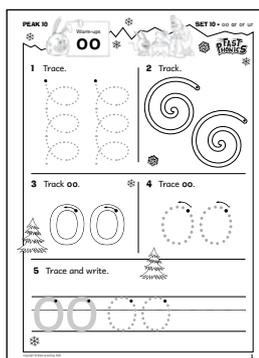
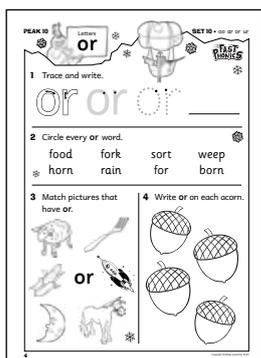
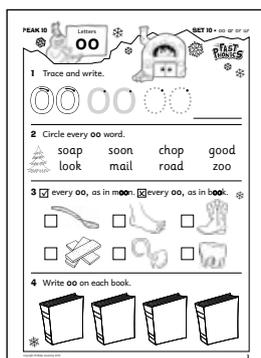
# Peak 10 overview

Part	Activities	Skills
14	Read a book	<b>Read and comprehend</b> Read the book: <b>Poor Kit</b> Answer 5 questions based on the text
15	Silly bulls	<b>Sound out and blend</b> Identify the vowels in each syllable. Sound out the letters in each syllable, then blend to read the whole word. Words: <b>kenel, morning, garden, market, having</b>
16	Flip and spin	<b>Sound out and blend</b> Read the word and find the matching picture. Words: <b>curl, fur, boot, fork, burn, surf, church, corn, fort, book</b>
17	Read a book	<b>Read and comprehend</b> Read the book: <b>A visit to the moon</b> Answer 5 questions based on the text
18	Knock it down	<b>Automaticity and fluency</b> Read the words <b>too, see, are, you, or, look, right, they, now</b>
19	Mountain climb	<b>Phonemic awareness and letter-sound correspondence</b> Hear the word and find the missing sound.
20	Read a book	<b>Read and comprehend</b> Read the book: <b>Charley the farm dog</b> Answer 5 questions based on the text
21	Furball fun	<b>Sound out and blend</b> Hear and say each sound, then blend to read the word. Determine if it is a real word. Real words: <b>wool, car, room, cord, barn</b> Nonsense words: <b>luch, chigh, jart, zoon, chim</b>
22	Send a message	<b>Segment for spelling and comprehend</b> Hear a word and spell it. Match the sentence to a picture.
24	End of Peak 10 Quiz	<b>Assessment</b> Answer <b>10</b> questions based on skills learnt. Students can see their results displayed in the <b>My Progress</b> area.

## Additional resources

### Fast Phonics printable booklets

Peak 10, pages 1–12 and Peak 10, Handwriting, pages 1–10

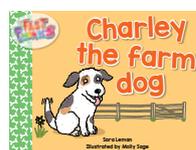


### Fast Phonics reading record

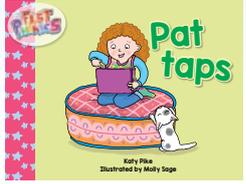
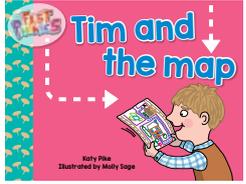
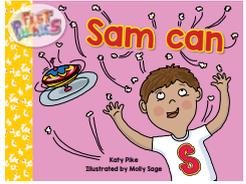
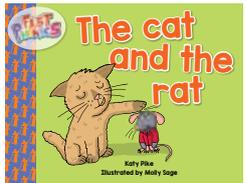
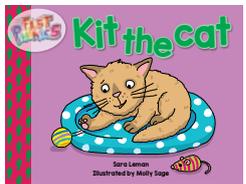
*Poor Kit*

*A visit to the moon*

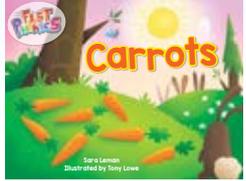
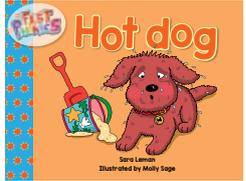
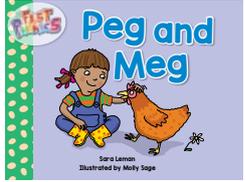
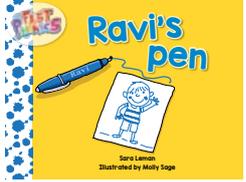
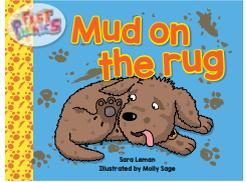
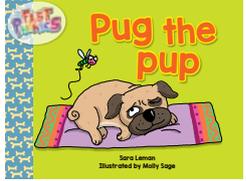
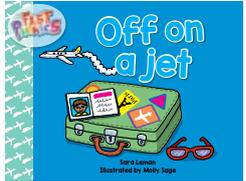
*Charley the farm dog*



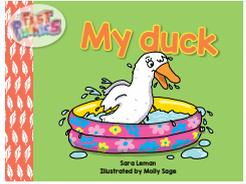
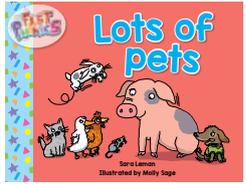
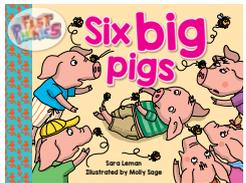
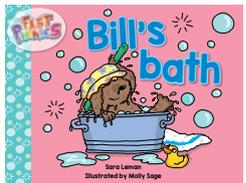
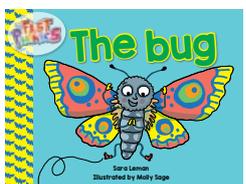
# Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Pat taps	Peak 1 Phase 2 Set 1	at, as, pat, Pat, sap, sat, tap, taps	
Tim and the map	Peak 2 Phase 2 Sets 1-2	a, and, in, is, no, the, dad, map, man, mat, pan, pin, Tim	
Sam can	Peak 3 Phase 2 Sets 1-3	go, can, got, not, on, to, cat, dog, pot, pop, Sam, tin, top	
The red rocket	Peak 4 Phase 2 Sets 1-4 + polysyllabic words carrots, rocket, cannot, pocket, ticket	am, get, I, it, to, up, cannot, carrot, Moppet, nips, pocket, red, rocket, sick, sits, sun, ticket	
The cat and the rat	Peak 4 Phase 2 Sets 1-4	kick, Kit, mad, mud, rat, rug	
Bill	Peak 5 Phase 2 Sets 1-5	has, bad, bed, big, Bill, huff, puff, ruff, tag	
Kit the cat	Peak 5 Phase 2 Sets 1-5	had, him, his, off, back, bit, bug, gap, hat, hid, hop, leg, let, tan	

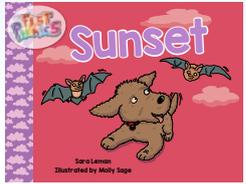
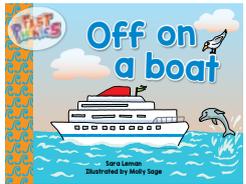
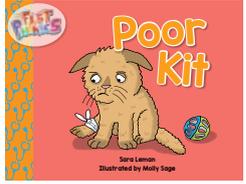
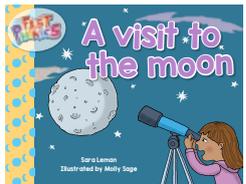
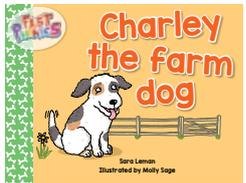
# Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Carrots	Peak 5 Phase 2 Sets 1-5	of, see, carrots, fill, hill, lots, rabbits	
Hot dog	Peak 5 Phase 2 Sets 1-5	he, gets, hot	
Peg and Meg	Peak 6 Phase 3 Sets 1-6	an, for, her, she, will, with, egg, hen, Meg, nut, Peg, pet, Ted, wet	
Ravi's pen	Peak 6 Phase 3 Sets 1-6 + polysyllabic words Ravi, pocket, jacket	sees, this, jacket, Jess, jog, lost, pen, Ravi, runs, tells	
Mud on the rug	Peak 6 Phase 3 Sets 1-6	puts, bucket, rag, rub	
Pug the pup	Peak 6 Phase 3 Sets 1-6	into, fun, hug, legs, naps, Pug, tub, tum, tug	
Off on a jet	Peak 7 Phase 3 Sets 1-7 + polysyllabic word ticket	do, bag, Jack, lets, locks, miss, packs, picks, tops	

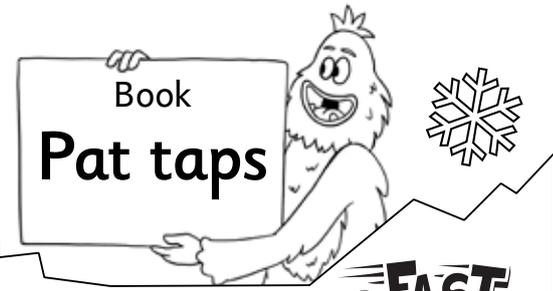
# Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
My duck	Peak 7 Phase 3 Sets 1–7	my, box, Dot, duck, quack	
A visit to the vet	Peak 7 Phase 3 Sets 1–7 + polysyllabic word Yasmin	fix, lap, lot, well, Yasmin	
Lots of pets	Peak 7 Phase 3 Sets 1–7	hops, pond, yap	
Six big pigs	Peak 7 Phase 3 Sets 1–7 + polysyllabic word taxi	yes, buzz, quick, six, taxi, zig, zag	
Fish for Kit	Peak 8 Phase 3 Sets 1–8	cash, chat, fish, rush, shop, shut	
Bill's bath	Peak 8 Phase 3 Sets 1–8	bath, full, jug, rid, rubs, shall, shell, sings, song	
The bug	Peak 8 Phase 3 Sets 1–8	look, you, long, moth, rip, shock, such, wings	

# Decodable books – Peaks 1 to 10

Title	Peak, Phase and Letter sets	New decodable words and HF words	Decodable books
Sunset	Peak 8 Phase 3 Sets 1–5 + polysyllabic word chickens	bats, chickens, cubs, den, fox, moths, shed	
King Rex	Peak 9 Phase 3 Sets 1–9 + polysyllabic word along	<b>along</b> , hum, Nell, Rex, rings	
Can a chicken get mail?	Peak 9 Phase 3 Sets 1–9 + polysyllabic words laptop, butterfly	<b>its</b> , beep, boat, butterfly, feel, feet, goat, high, Jeep, laptop, light, mail, night, pain, rain, road, sail, sigh, tail, toad, weep	
Off on a boat	Peak 9 Phase 3 Sets 1–9	<b>but, oh, out</b> , coat, checks, fail, hails, keen, last, loads, looks, might, needs, paid, right, seem, sighs, sight, set, soap, tight, wait, week	
Max gets wet	Peak 9 Phase 3 Sets 1–9	if, check, dull, Max, meet, mum, sets	
Poor Kit	Peak 10 Phase 3 Sets 1–10	<b>are, so, too</b> , bench, burn, curls, fur, good, hurt, lick, next, oops, poor, purr, soon, turns, urn, waits	
A visit to the moon	Peak 10 Phase 3 Sets 1–10	<b>must, was</b> , cool, dark, far, farms, goodnight, loops, moon, pools, rocks, rooftops, room, trip, zoom	
Charley the farm dog	Peak 10 Phase 3 Sets 1–10	<b>be, by</b> , bark, barn, bags, bedroom, book, car, Charley, cook, corn, door, food, harm, Karl, Nan, parks, shoo, tart, turnips, wags, woof, yard, yum	

# FAST PHONICS • READING RECORD SHEET



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Pat sat.		
3	Tap "as".		
4	Tap.		
5	Tap "at". Tap.		
6	Tap "sap".		
7	Pat taps "sap". Tap.		
8	Pat taps "sat". Tap.		
9	Pat taps. Tap, tap, tap.		
		<b>Results</b>	

❄️ Additional comments/observations

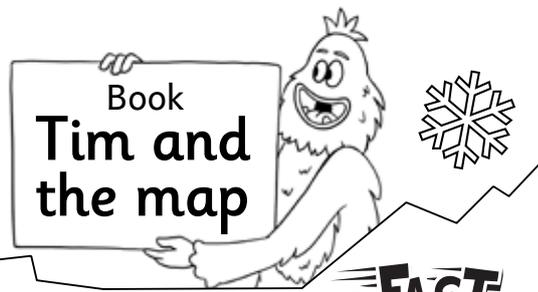
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Tim is a man.		
3	Tim and the map.		
4	Tap, tap, tap.		
5	The pin is in the map.		
6	Is the pin in the map? No.		
7	The pin is in the mat.		
8	The map is in the pan.		
9	Dad sat. The pin is in Dad!		
		<b>Results</b>	

❄ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Sam can**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Sam is sad.		
3	Sam got a map on a mat.		
4	Sam got a tin and a top.		
5	Sam got a pot and a pan.		
6	Sam got the pot to go pop, pop, pop!		
7	Sam got a dog and a cat.		
8	Sam sat on the mat.		
9	Sam is not sad!		
		<b>Results</b>	

Additional comments/observations

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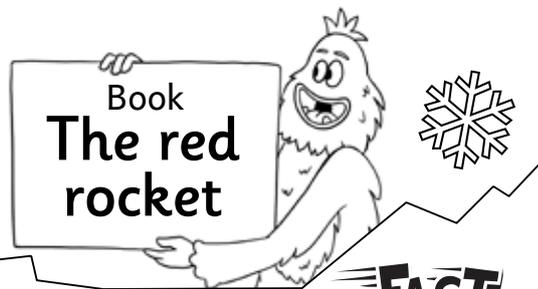
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The rocket is red. It is a top rocket.		
3	Can I get a ticket?		
4	The ticket is in a pocket. I can get on the rocket.		
5	A dog, a cat and Moppet get on the rocket.		
6	I am on the rocket. The rocket can go!		
7	It can go up, up, up! The rocket can go up to the sun.		
8	The dog sits. Moppet nips a carrot. The cat is sick in a sack.		
9	I can go on a rocket. A dog and Moppet can go on a rocket. The cat cannot.		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**The cat  
and the rat**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The sun is up. Kit the cat is on the rug.		
3	A rat in red is on the rug.		
4	The red rat can nip the cat. Nip, nip, nip!		
5	Kit the cat is sad. Kit the cat got mad.		
6	The red rat can not sit on the rug.		
7	Kit the cat can kick. Kick! Kick! Kick!		
8	The rat in red is not on the rug.		
9	The red rat is in the mud.		
		<b>Results</b>	

Additional comments/observations

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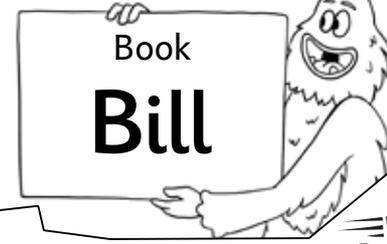
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is a dog.		
3	Bill has a tag.		
4	Bill is a big dog.		
5	Bill is a bad dog.		
6	Run, cat! Run! Huff! Puff!		
7	Up, up, up to the top!		
8	Bill is a mad dog. Ruff! Ruff!		
9	Go to bed, Bill!		
		<b>Results</b>	

❄️ Additional comments/observations

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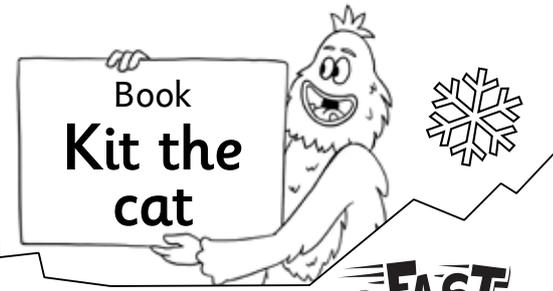
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Kit the tan cat had a nap on the bed.		
3	A big bug hid in the gap.		
4	The bug bit Kit on his leg. Nip!		
5	Kit sat up. Nip! Nip!		
6	Get off, bug! Get off the bed!		
7	Kit hid in a hat.		
8	Can the bug let him back?		
9	Hop off the bed, bug. Let Kit nap.		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Carrots**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Ten rabbits sit on a hill.		
3	The rabbits can see lots of carrots in the sun.		
4	Hop, hop, hop to the carrots.		
5	I can see ten bad rats.		
6	Ten bad rats get a big sack.		
7	Ten bad rats fill up the sack.		
8	Off run the ten bad rats. Lots of carrots fill the sack.		
9	Ten sad rabbits sit on a hill.		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is a dog.		
3	The sun is up.		
4	Bill the dog is in the sun.		
5	The sun is hot. Bill is a hot dog in the sun.		
6	Bill has a nap in the sun. The sun is hot.		
7	Bill gets hot. Bill gets red. Bill has a red leg.		
8	Bill is a red dog.		
9	Bill is a sad dog. He gets a pat.		
		<b>Results</b>	

❄ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Peg is ten. She has a pet hen.		
3	The pet hen is Meg. Meg is a red hen.		
4	The hen is in her pen. She is wet and sad.		
5	Peg will let Meg in. "Sit on the bed, Meg."		
6	Meg the hen will not get wet on Peg's bed.		
7	Peg fed Meg on the bed. She let her peck at a nut.		
8	Meg sits with Peg and Ted. Meg is not a sad pet.		
9	Meg the red hen gets off the bed. She has an egg for Peg!		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Ravi's  
pen**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Jess has a jog to get fit. Jess runs and runs.		
3	She sees Ravi. She can see he is sad.		
4	"I lost a pen." It is not in his jacket pocket.		
5	Jess sits with Ravi. He is sad.		
6	Jess sees the pen. It is in the gap.		
7	"I will get the pen!" she tells Ravi.		
8	"Is this the pen?"		
9	"It is!" Ravi is not sad. He has his pen back!		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Mud on  
the rug**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill the dog sat in mud.		
3	Mud on a dog. A dog in a mess!		
4	Can Peg get the mud off the rug?		
5	Peg got a rag and a bucket.		
6	Rub, rub, rub at the mud.		
7	Rub, rub, rub with the rag.		
8	Peg puts the rag back in the bucket.		
9	No mud on the rug. No mud on Bill.		
		<b>Results</b>	

Additional comments/observations

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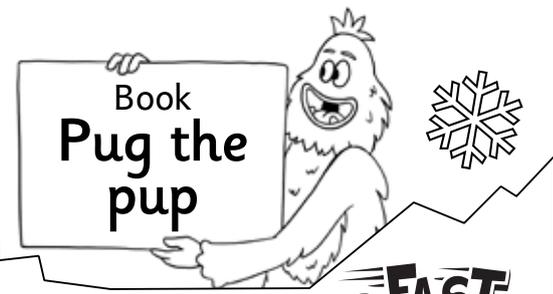
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Can I see Pug the pup? He naps on his rug.		
3	Pug has a run in the sun. He can tug.		
4	Pug sees a bug in the mud. The mud is fun!		
5	Pug the pup has mud on his legs and his tum.		
6	Get into the tub, Pug. Rub off the mud.		
7	Go and sit on the rug, Pug. Pug can get a hug.		
8	Pug the pup sits on the rug. He sees a bun.		
9	Pug has the bun. The bun is in Pug's tum!		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Off on  
a jet**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	The sun is up. Jack is not.		
3	Get up, Jack! Get up and go.		
4	Jack gets a bag. He packs socks and tops.		
5	Jack packs his bag. He locks it.		
6	He has to go. Do not miss the bus.		
7	Run, run, run to the bus! He gets on and the bus can go.		
8	Jack picks up the ticket. The ticket lets him on the jet.		
9	The jet can go up. Jack is off on the jet!		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**My duck**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	This is my pet duck, Dot.		
3	“Quack.”		
4	Will my duck fit in this bucket?		
5	“Quack.”		
6	Will my duck fit in this bag?		
7	“Quack.”		
8	Will my duck fit in this box?		
9	“Quack, quack, quack!”		
		<b>Results</b>	

❄ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Yasmin has got a pet duck, Dot.		
3	Dot is not well. She is sick.		
4	Yasmin tells the vet. Yasmin and Dot will visit her.		
5	A sick cat is at the vet. She sits on a lap.		
6	A man picks up a big rabbit. It has had a lot of carrots!		
7	The vet tells Yasmin to get Dot.		
8	The vet sees Dot. She tells Yasmin she can fix her.		
9	The vet can fix a sick duck. Quack, quack!		
		<b>Results</b>	

❄️ Additional comments/observations

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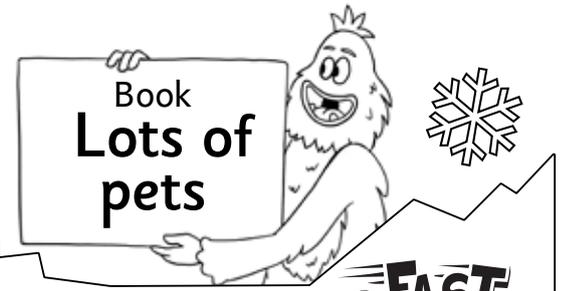
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	My pet is a dog. My dog can yap, yap, yap.		
3	Tim has a pet cat. His cat can hiss.		
4	My pet is a rabbit. My rabbit hop, hop, hops.		
5	Peg has a pet hen. Her hen can peck, peck, peck.		
6	My pet is a rat. My rat can run and run and run.		
7	Sam has a pet pig. His pig can dig in the mud.		
8	My pet is a duck. My duck gets wet in the pond.		
9	I can see a dog, a cat, a rabbit, a hen, a rat, a pig and a duck. Lots and lots of pets!		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Six big  
pigs**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Six big pigs in the sun.		
3	Six big pigs sit in the mud.		
4	Buzz, buzz, buzz!		
5	Six big pigs in a fix. Quick!		
6	Can the pigs run? Yes! Six big pigs run to the hill.		
7	The pigs zig and zag up to the top. Huff and puff!		
8	Buzz, buzz, buzz! Can six big pigs fit?		
9	Six big pigs can fit in a big taxi.		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Fish for  
Kit**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Peg is in a rush to get to the shop.		
3	She has to get a fish for her cat, Kit.		
4	Has she got cash?		
5	Yes. Peg has cash in her pocket.		
6	Has she got a bag? Yes. She picks it up.		
7	Jacket on. Off to the fish shop.		
8	Peg runs. She cannot chat. Rush, rush!		
9	Peg gets to the shop. She sees it is shut. No fish for Kit.		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Bill's  
bath**



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Bill is full of mud. He has to get a bath.		
3	Peg has to fill the bath. Will she fill it with a shell? No.		
4	Shall Peg fill the bath with a cup? No.		
5	Will Peg fill the bath with a jug? No.		
6	Shall Peg fill the bath with a bucket? Yes!		
7	Quick! Get into the bath, Bill. Peg will get rid of the mud and the mess.		
8	Peg rubs the mud off. Rub, rub, rub. It is a big job.		
9	Bill sings a song for Peg. This bath is fun!		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Can you see the bug?		
3	It is a bug in a bed. <i>Zzzzzzzzzz.</i>		
4	The bed is hot in the sun.		
5	It has had a long nap in its bed. Get up, bug! Quick!		
6	Zip! Rip!		
7	Look! It has got big wings.		
8	This is such a shock! It is not a bug.		
9	Can you see? This bug is a moth.		
		<b>Results</b>	

Additional comments/observations

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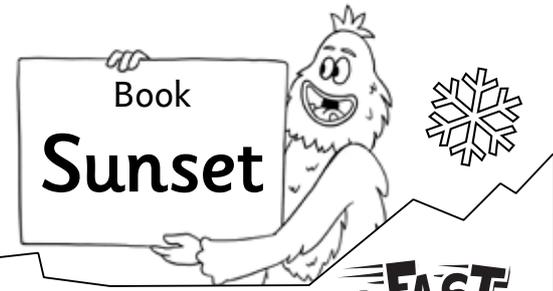
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	It is sunset.		
3	Can you see six fox cubs in the den?		
4	The sun is in bed. The fox cubs get up.		
5	All the bats get up at sunset.		
6	Can you see the moths? The moths zigzag in a rush.		
7	The chickens go back in the shed at sunset.		
8	The big pig naps in his pen at sunset.		
9	Bill yaps and yaps <i>a lot</i> at sunset!		
		<b>Results</b>	

Additional comments/observations

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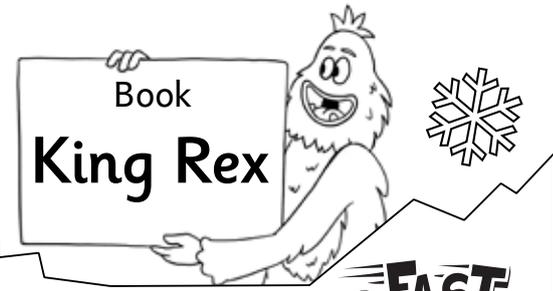
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	King Rex is sad. He is not well.		
3	Nell rings the bell. Ring, ring!		
4	“I am Nell. I can sing you a song. You will get well.”		
5	The king tells Nell to sing her song.		
6	Nell sings a long song. King Rex has a nap. <i>Zzzzzzzz.</i>		
7	“Do not sing a long song, Nell. I cannot hum along.”		
8	Nell sings a quick song for the king. Rush, rush!		
9	King Rex is not sad. He hums and hums. Nell can see that he is well!		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
Can a chicken  
get mail?



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Is it wet in the rain? Can a shell feel pain?		
3	Can a dog wag its tail? Can a chicken get mail?		
4	Has a carrot got feet? Can a bus go 'Beep'?		
5	Can a laptop weep? Can I chat in a Jeep?		
6	Is the sun up at night? Is a sack of bugs light?		
7	Can a butterfly sigh? Can a rocket go high?		
8	Can I sail in a boat? Can I sing to a goat?		
9	Can you kiss a big toad? Can you jog up the road?		
		<b>Results</b>	

❄️ Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Off on  
a boat**



**FAST  
PHONICS**

Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Yasmin cannot wait! She is off on a boat for a week. A week might not seem long, but Yasmin is keen for lots of fun.		
3	Yasmin needs to pack. She puts her coat, socks, tops and soap into her bags. At last she can go!		
4	Yasmin hails a taxi to get her to the boat. She loads her bags. It is tight, but her bags fit. Yasmin is off. She chats in the taxi.		
5	Yasmin looks out of the taxi. "It might rain," she sighs, but Yasmin will not get wet. She will be on the boat and off into the sunset.		
6	Yasmin checks her pocket. She has got her ticket and her cash. She has her hat, her maps and her bags. She cannot fail!		
7	The taxi is paid, and Yasmin has her bags and hat. Beep, beep! The taxi is off up the road.		
8	Yasmin looks and looks but she cannot see the boat. Oh no! Her boat has set sail. It is out of sight and off into the sunset. Yasmin feels sad. She might weep.		
9	But wait! That is not the right boat. This is Yasmin's boat. She sees it and runs to get on it. Yasmin sails off into the sunset. See you in a week!		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Max  
gets wet**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Max is off to visit Ravi. He looks up. It is dull.		
3	Max will go back in. He can check if it will rain.		
4	Max looks at the map. No rain. He can go to meet Ravi.		
5	Max sets off but he can feel rain. Pit-pat, pit-pat.		
6	It rains and rains and rains. Max gets wet.		
7	His feet get wet. His legs get wet. This is no fun for Max.		
8	<i>Beep beep!</i> Max sees Ravi and his mum in a taxi.		
9	Max gets in the taxi. He can meet Ravi and get out of the rain.		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Book  
**Poor Kit**



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Kit the cat sits on a bench next to the urn. He licks his fur. Peg looks at Kit. "You are not to sit on the bench, Kit."		
3	Peg tells Kit that the urn is too hot. "It can burn you, Kit. Get off!"		
4	Kit looks at Peg and then turns his back to her. He has a lot of fur to lick. He will hop off the bench as soon as he has had his bath.		
5	"Kit! Get off!" yells Peg. Kit licks his tail. This is a job he cannot rush. "You are a bad cat, Kit."		
6	Kit waits for Peg to go. He can tell she is mad at him, but he licks his leg. He kicks it and it rubs on the hot urn. Oops!		
7	Poor Kit is in pain. The urn is so hot, it burns his leg. It hurts a lot! Kit needs to see the vet.		
8	The vet looks at Kit's fur and checks his burn. It is not too bad. She tells Kit he needs to be a good cat. He cannot sit on the bench next to the hot urn.		
9	Kit will be a good cat. He will not let his fur get a burn. Kit curls up in Peg's lap. He feels good now. <i>Purr ... purr ... purr.</i>		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	It is a dark night and Nell is in bed. She looks at the moon. "The moon is so cool," she sighs.		
3	Nell cannot wait to visit the moon. She needs to get into the big rocket.		
4	Nell checks this and checks that. Then she zooms up, up, and off to the moon!		
5	The moon is far-off. Nell looks out and sees dark rooftops in the night.		
6	Nell looks out as the rocket zooms along. She sees pools, ponds and farms. The pigs, ducks and goats are far-off dots.		
7	Up and up zooms the rocket. At last Nell can see the moon. It looks so big! She can see rocks on top.		
8	This is so much fun, but all too soon Nell must go back. The rocket loops the moon and zooms back to the rooftops.		
9	Nell's room is dark and her bed feels good. "My trip to the moon was so cool! I will visit you soon," sighs Nell. "Goodnight, Moon!"		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# FAST PHONICS • READING RECORD SHEET



Name \_\_\_\_\_

Age \_\_\_\_\_

Page	Text	Errors	Self-correction Meaning/structure/visual clues
2	Karl is in the car. He is off to visit Nan and Pop's farm. Karl cannot wait to see Charley the farm dog.		
3	Mum parks the car in the yard. Nan is at the door. It is good to see her. "Woof! Woof!" barks Charley. Charley is big and has loads of fur.		
4	Karl gets a big kiss and a hug off Nan. Charley wags her tail. It will soon be dark, so Mum and Pop go to the car to get the bags.		
5	Nan is a good cook. She has lots of food for Karl and Mum. Charley looks at the corn, turnips and tart. Yum! Nan tells poor Charley to go to the yard.		
6	That night, Karl is up in his room. He is keen to go to bed, so he shuts his book. It feels good to be at the farm.		
7	"Woof! Woof! Woof!" barks Charley in the dark. She can see a fox by the barn. The fox might harm the chickens. "Woof! Woof! Shoo!" she barks.		
8	Karl sighs. He puts on the light and gets up. He runs to the door and sees Charley in the yard. The fox jogs off in the night.		
9	Karl is at the barn. He hugs Charley and pats her fur. "Now I will get you a big bucket of corn, turnips and tart! Good dog, Charley!"		
		<b>Results</b>	

Additional comments/observations

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Signed \_\_\_\_\_ Date \_\_\_\_\_

# Placement Test Record Sheet

Use this to assess each child's existing knowledge of phonics. If a child has some skills, they can be placed into the **Fast Phonics** program at the appropriate starting point. For each letter, ask the child, 'Say the letter sound.' For the words, 'Try to read each word.'

Mark the phoneme with a tick if the child can say it correctly. Stop the assessment as soon as the child makes more than 3 or 4 errors in a row. If the child is unsure of any skills within a Peak, place the child at the beginning of that Peak.



Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Peak 1 • Set 1</b>		<b>Peak 5 • Set 5</b>		<b>Peak 9 • Set 9</b>	
s		l		ai	
a		h		ee	
t		b		igh	
p		f		oa	
<b>Peak 2 • Set 2</b>		ll		<b>Peak 10 • Set 10</b>	
m		<b>Peak 6 • Set 6</b>		oo	
i		j		ar	
d		v		or	
n		w		ur	
<b>Peak 3 • Set 3</b>		<b>Peak 7 • Set 7</b>			
g		x			
o		y			
c		z			
k		qu			
ck		<b>Peak 8 • Set 8</b>			
<b>Peak 4 • Set 4</b>		sh			
e		ch			
r		th			
u		ng			



## Fast Phonics Placement Test

## Peak 1 • Set 1

s	a	t	p
---	---	---	---

at sat tap

## Peak 2 • Set 2

m	i	d	n
---	---	---	---

it man pin  
and the

## Fast Phonics Placement Test

## Peak 3 • Set 3

g	o	c	k	ck
---	---	---	---	----

on            got            pick

dog            sack            no

.....

pots and pans

## Peak 4 • Set 4

e	r	u
---	---	---

red            sun            peg            neck

carrot            to            Moppet

.....

The sun is up.

## Fast Phonics Placement Test

## Peak 5 • Set 5

l	h	b	f	ll
---	---	---	---	----

fed hut doll fan

bed rabbit off sunset

.....

The bus is on the hill.

## Peak 6 • Set 6

j	v	w
---	---	---

wet van mess jet

will put he bucket

.....

The vet got into his van.

## Fast Phonics Placement Test

## Peak 7 • Set 7

x	y	z	qu
---	---	---	----

yet      zap      box      quiz  
 quick   picnic   my   zigzag

.....

Is the sun wet?

## Peak 8 • Set 8

sh	ch	th	ng
----	----	----	----

shop      fish      much      chin  
 them      this      wing      magnet

.....

The chicken pecks at the shell.

## Fast Phonics Placement Test

## Peak 9 • Set 9

ai

ee

igh

oa

rain

need

soap

nail

light

road

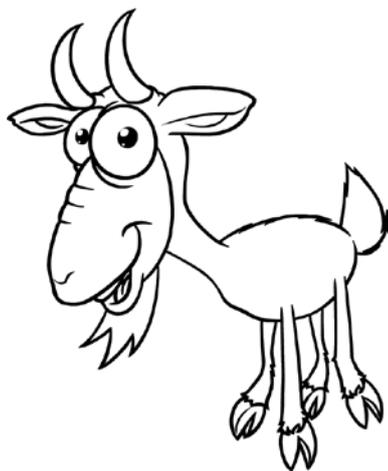
teeth

sheep

we

her

she



The goat got on  
the train at night.

## Fast Phonics Placement Test

## Peak 10 • Set 10

oo

ar

or

us

book

hurt

cart

fork

moon

born

curl

barn

so

too

be

---

The poor farm dog hurt  
her leg.

# GRAPHEME-PHONEME CORRESPONDENCE ASSESSMENT ❄️



Name \_\_\_\_\_ ❄️

✓ ✗ if the child can say each letter's name and sound. ❄️

Phase 2, set 1	name	sound	date and comments
s			
a			
t			
p			

Phase 2, set 2	name	sound	date and comments
m			
i			
d			
n			

Phase 2, set 3	name	sound	date and comments
g			
o			
c			
k			
ck			

Phase 2, set 4	name	sound	date and comments
e			
r			
u			

Phase 2, set 5	name	sound	date and comments
l			
h			
b			
f			
ff			
ll			
ss			



Name \_\_\_\_\_

✓ X if the child can say each letter's name and sound.



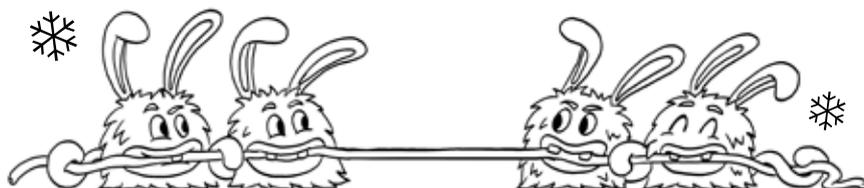
Phase 3, set 6	name	sound	date and comments
j			
v			
w			

Phase 3, set 7	name	sound	date and comments
x			
y			
z			
q			
zz			

Phase 3, set 8	sound	date and comments
sh		
ch		
th		
ng		

Phase 3, set 9	sound	date and comments
ai		
ee		
igh		
oa		

Phase 3, set 10	sound	date and comments
oo		
ar		
or		
ur		



## Phase 2 letters and sounds resource

s

a

t

p

m

i

g

n

g

o

c

k

ck

e

r

u

l

h

b

f

ff

ll

ss



Phase 3 letters and sounds resource

j

v

w

y

z

zz

qu

sh

ch

th

ng

ai

ee

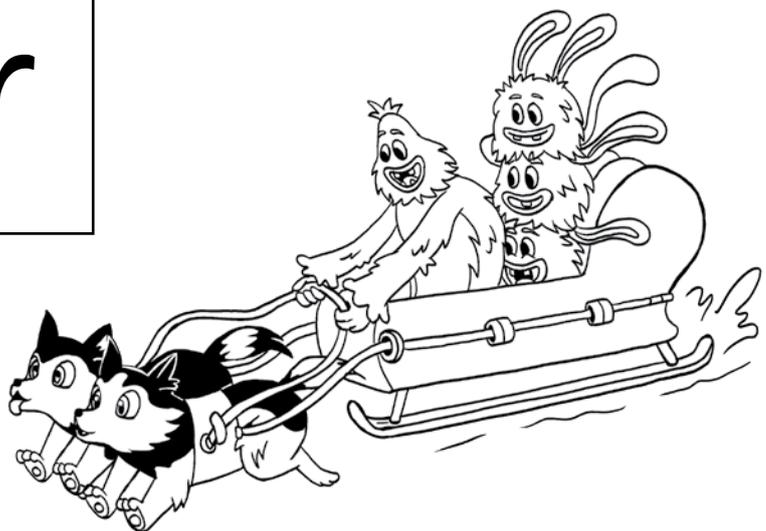
igh

oo

ar

or

ur



# ORAL BLENDING ASSESSMENT



Name \_\_\_\_\_

Sound-talk each word. ✓ if the child can blend independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	a-t		
	s-a-t		
	t-a-p		
	p-a-t		

date	Phase 2, set 2	✓ or ✗	response and comments
	a-m		
	i-t		
	d-a-d		
	p-a-n		

date	Phase 2, set 3	✓ or ✗	response and comments
	o-n		
	t-a-g		
	c-a-p		
	k-i-d		
	s-o-ck		

date	Phase 2, set 4	✓ or ✗	response and comments
	u-p		
	r-i-p		
	g-e-t		

date	Phase 2, set 5	✓ or ✗	response and comments
	l-e-t		
	h-o-p		
	b-u-g		
	f-i-t		
	h-u-ff		
	b-e-ll		
	f-u-ss		

# ORAL BLENDING ASSESSMENT



Name \_\_\_\_\_

Sound-talk each word. ✓ if the child can blend independently.

✗ if incorrect and record the response.

date	Phase 3, set 6	✓ or ✗	response and comments
	j-e-t		
	v-a-n		
	w-i-n		
	j-o-g		

date	Phase 3, set 7	✓ or ✗	response and comments
	b-o-x		
	y-a-p		
	z-i-p		
	qu-i-t		
	f-i-zz		

date	Phase 3, set 8	✓ or ✗	response and comments
	sh-o-p		
	r-i-ch		
	th-i-n		
	k-i-ng		

date	Phase 3, set 9	✓ or ✗	response and comments
	w-ai-t		
	b-ee-p		
	n-igh-t		
	g-oo-l		

date	Phase 3, set 10	✓ or ✗	response and comments
	l-oo-k		
	b-oo-t		
	f-ar-m		
	c-or-n		
	s-ur-f		



# ORAL SEGMENTATION ASSESSMENT



Name \_\_\_\_\_

Say each word aloud. ✓ if the child can orally segment independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	sap		
	at		
	pat		
	tap		

date	Phase 2, set 2	✓ or ✗	response and comments
	man		
	sit		
	dip		
	nap		

date	Phase 2, set 3	✓ or ✗	response and comments
	tag		
	pop		
	cat		
	kit		
	pack		

date	Phase 2, set 4	✓ or ✗	response and comments
	pet		
	rag		
	mud		

date	Phase 2, set 5	✓ or ✗	response and comments
	leg		
	hop		
	bed		
	fan		
	puff		
	tell		
	hiss		

# ORAL SEGMENTATION ASSESSMENT



Name \_\_\_\_\_



Say each word aloud. ✓ if the child can orally segment independently.

✗ if incorrect and record the response.



date	Phase 3, set 6	✓ or ✗	response and comments
	jog		
	vet		
	wig		
	van		

date	Phase 3, set 7	✓ or ✗	response and comments
	mix		
	yes		
	zap		
	quick		
	buzz		

date	Phase 3, set 8	✓ or ✗	response and comments
	shell		
	chop		
	thick		
	long		

date	Phase 3, set 9	✓ or ✗	response and comments
	pain		
	feet		
	light		
	foal		

date	Phase 3, set 10	✓ or ✗	response and comments
	took		
	food		
	card		
	fork		
	curl		



# BLENDING ASSESSMENT



Name \_\_\_\_\_

✓ if the child can read each word independently.

✗ if incorrect and record the response.

date	Phase 2, set 1	✓ or ✗	response and comments
	sap		
	at		
	tap		
	pat		

date	Phase 2, set 2	✓ or ✗	response and comments
	map		
	nip		
	and		
	tan		

date	Phase 2, set 3	✓ or ✗	response and comments
	got		
	gap		
	can		
	Kit		
	sack		

date	Phase 2, set 4	✓ or ✗	response and comments
	pen		
	rat		
	mug		

date	Phase 2, set 5	✓ or ✗	response and comments
	lap		
	hot		
	bag		
	fun		
	off		
	hill		
	mess		

# BLENDING ASSESSMENT



Name \_\_\_\_\_

✓ if the child can read each word independently.

✗ if incorrect and record the response.

date	Phase 3, set 6	✓ or ✗	response and comments
	Jack		
	van		
	well		
	jog		
date	Phase 3, set 7	✓ or ✗	response and comments
	fox		
	yell		
	zip		
	quack		
	buzz		
date	Phase 3, set 8	✓ or ✗	response and comments
	ship		
	chicken		
	moth		
	wing		
date	Phase 3, set 9	✓ or ✗	response and comments
	pain		
	sheep		
	might		
	road		
date	Phase 3, set 10	✓ or ✗	response and comments
	good		
	zoom		
	hard		
	fork		
	turnip		



Blending assessment resource

Phase 2, set 1

sap  
at  
tap  
pat

Phase 2, set 2

map  
nip  
and  
tan

Phase 2, set 3

got  
gap  
can  
Kit  
sack

Phase 2, set 4

pen  
rat  
mug

Phase 2, set 5

lap  
hot  
bag  
fun  
off  
hill  
mess



Blending assessment resource

Phase 3, set 6

Jack  
van  
well  
jog

Phase 3, set 7

fox  
yell  
zip  
quack  
buzz

Phase 3, set 8

ship  
chicken  
moth  
wing

Phase 3, set 9

pain  
sheep  
might  
road

Phase 3, set 10

good  
zoom  
hard  
fork  
turnip



# SEGMENTATION ASSESSMENT - PHASE 2



Name \_\_\_\_\_

Read each word aloud. ✓ if the child can segment and spell the word independently. ✗ if incorrect and record the response.

date	Phase 2 (VC, CV)	✓ or ✗	response and comments
	at		
	is		
	it		
	an		
	in		
	am		
	on		
	up		
	if		
	to		
	no		
	go		

date	Phase 2 (CVC)	✓ or ✗	response and comments
	sat		
	hop		
	man		
	fit		
	beg		
	cup		
	lap		
	kid		
	doll		
	sock		
	puff		
	mess		



# SEGMENTATION ASSESSMENT - PHASE 3



Name \_\_\_\_\_

Read each word aloud. ✓ if the child can segment and spell the word independently. ✗ if incorrect and record the response.

date	Phase 3 (Phase 2 tricky words)	✓ or ✗	response and comments
	to		
	the		
	no		
	go		
	I		
	into		

date	Phase 3 (CVC)	✓ or ✗	response and comments
	job		
	wax		
	yap		
	vet		
	zip		
	buzz		
	wing		
	dark		
	quit		
	sheep		
	path		
	such		
	tail		
	moon		
	sigh		
	boat		
	cook		
	teeth		
	fight		
	corn		
	turn		
	rain		
	cork		
	harm		
	wood		



# HIGH FREQUENCY WORDS ASSESSMENT - PHASE 2



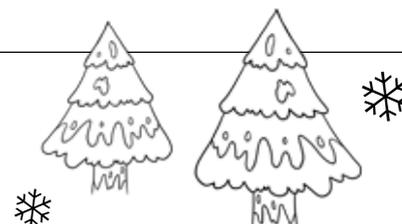
Name \_\_\_\_\_

✓ if the child can read the word independently.

✗ if incorrect and record the response.

date	Phase 2 (VC, CV)	✓ or ✗	response and comments
	at		
	is		
	it		
	an		
	in		
	am		
	on		
	up		
	if		
	of		
	as		
	he		
	to		
	no		
	go		
	I		
	a		

date	Phase 2 (CVC)	✓ or ✗	response and comments
	had		
	off		
	see		
	can		
	got		
	has		
	did		
	not		
	the		
	into		



# HIGH FREQUENCY WORDS ASSESSMENT - PHASE 3



Name \_\_\_\_\_

✓ if the child can read the word independently.

✗ if incorrect and record the response.

date	Phase 3 (CV)(VC)	✓ or ✗	response and comments
	be		
	we		
	he		
	me		
	my		
	an		
	do		
	if		
	oh		
	so		
	by		

date	Phase 3	✓ or ✗	response and comments
	will		
	them		
	look		
	that		
	this		
	see		
	then		
	with		
	put		
	too		
	but		
	yes		
	for		
	you		
	she		
	was		
	along		
	her		
	are		
	than		
	its		





## High frequency words assessment resource

## Phase 2 – (CV) (VC)

at

on

to

is

up

no

it

if

go

an

of

I

in

as

a

am

he

## Phase 2 (CVC)

had

has

off

did

see

not

can

the

got

into



**High frequency words assessment resource**

## Phase 3 – (CV) (VC)

be

my

oh

we

an

so

he

do

by

me

if

## Phase 3

will

with

she

them

put

was

look

too

along

that

but

her

this

yes

are

see

for

than

then

you

its







[Empty rectangular box for name]

# Fantastic Phonics!



You have been working hard on Fast Phonics.



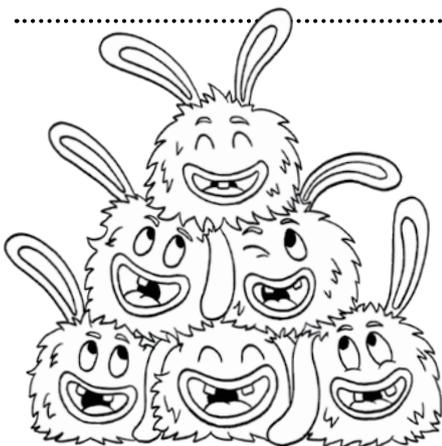
**Well done!**



[Empty rounded rectangular box for name]



# FABULOUS WORK ON FAST PHONICS!



You have completed 10 Peaks!

