

Snappy
Sounds



NEW!

macmillan
education
INTERNATIONAL CURRICULUM



For Foundation and Year 1 pupils

Fun, fast
phonics that
develop a love
of reading





A fun, fast and effective synthetic phonics approach taught over 10 weeks with 2 weeks of revision.



Snappy Sounds is a systematic, synthetic phonics series, built by world class educators, authors and speech pathologists. It has been designed to make teaching phonics designed to make teaching phonics as simple and as speedy as possible for you and your class. Children will enjoy reading because the resources build confidence quickly.

Snappy Sounds supports you to deliver your phonics teaching effectively through:

- an explicit and snappy teaching routine that reduces preparation time
- a mastery teaching sequence that dedicates a quarter of lessons to consolidation and catch up, so that you can set the right pace for your students
- engaging and modern decodable readers that allow students to apply and practise their learning from week 1
- an assessment check that reveals exactly where students need further support
- professional development support that has been built in to all resources including classroom management tips

These resources are organised into eight levels:
Levels 1–4 cover Foundation and Levels 5–8 cover Year 1.



What is synthetic phonics?

Synthetic phonics is a way of teaching reading that focuses on the link between letters and sounds. Phonics involves students learning to say and identify the sounds (phonemes) of the English language and learning the letters and combinations of letters (graphemes) that represent those sounds in written text.

Synthetic phonics teaches students:

- the phonemes (or spoken sounds) of the English language
- graphemes (or written letter/s) to represent the phonemes, in a systematic and cumulative order
- how to blend the phonemes in the written word to read the word
- how to segment the phonemes in a spoken word to spell the word.



KEY TERMS

Phoneme	The smallest units of sound that we can hear or say in words (they are mostly one mouth movement). A phoneme can be represented in multiple ways - by single letters or by groups of two, three or four letters. There are 44 phonemes in the English language. They are usually denoted using forward slash marks (e.g. the phoneme /a/ as in 'a-nnn-t, ant'). Students must initially learn to say and identify these sounds in spoken words.
Grapheme	A letter or group of letters that represent a phoneme in written text. We read and write graphemes. Some phonemes are represented by several graphemes (e.g. /ai/ as in aim, day, game, apron, break). The same grapheme can make a different sound (an alternative pronunciation).
Blending	The process of reading words by saying individual phonemes together until you can hear the word you are reading (e.g. 'b-lll-e-nnn-d, blend').
Segmenting	The process of spelling words by hearing individual phonemes in a spoken word and attributing a grapheme to each of those phonemes to spell the word (e.g. 'cat, c-a-t').



The *Snappy Sounds* team

Kristin Anthian – Lead author

Kristin has worked in education for 30 years. Her qualifications include degrees in Early Childhood Education and Primary, a Post Graduate Diploma in Early Intervention and a Master's degree in Special Education and Inclusion.

Kristin currently works as a private practitioner consulting with schools, early childhood settings and families to support students with diverse and exceptional learning needs. She is an accredited Consultant, as well as past Council member (2015-2017), for Learning Difficulties Australia (LDA) and a Certified Dyslexia Therapist. Additionally, she is a member of the Developmental Disorders of Language and Literacy network and the Developmental Disorder of Maths network at Macquarie University and is a certified Special Educator with the Australian Institute of Special Educators (InSpEd).



Kristin is passionate about employing good evidence based practice for students with literacy based learning difficulties and explicit instruction, as well as supporting educators to ensure high quality teaching and early intervention for students with complex learning needs. Kristin is also a regular presenter at schools and conferences.

Stephanie Evans & Melanie Porter – Series advisers

Certified practising speech pathologists with over 20 years' experience in the field of children's speech, language and literacy development, Stephanie and Melanie are directors of Better Start Education Services Speech Pathology in Adelaide.

Through their practice they have witnessed many success stories when children are explicitly taught the methods to decode the words on the page, so they can become strong, independent readers.



Decodable Readers

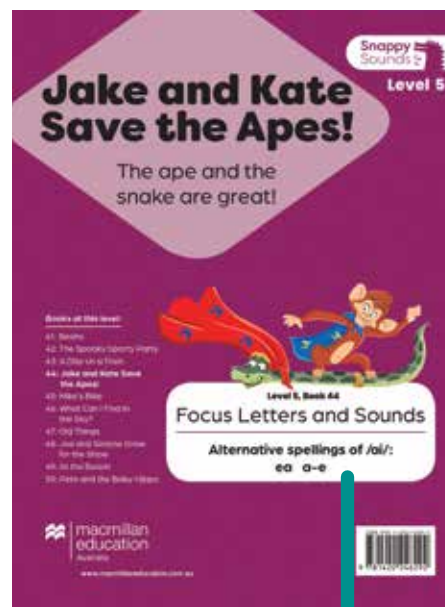
Fully decodable books, for use from the end of Week 1

Decodable books support students to learn to read by 'decoding' words: sounding out and blending the sounds to read the word. They are a tool for application, practice and consolidation of phonics knowledge and skills.

Each *Snappy Sounds* decodable book gives students the chance to practice sounds and letters taught during the week. This means students have the knowledge and skills to read every book they are given. This builds up confidence in reading and helps develop a love of reading from an early age.



Front cover, Jake and Kate Save the Apes (*Snappy Sounds* Level 5)



Back cover, Jake and Kate Save the Apes (*Snappy Sounds* Level 5)

Systematic introduction of letter-sounds correspondences

The *Snappy Sounds* decodable books include:

- **Systematic introduction and revision of the letter-sounds correspondences**, introduced by the series' teaching sequence
- **A wide variety of fiction and non-fiction text types** which are designed to engage all students' tastes
- **Age appropriate vocabulary** and text that is not highly predictable, so students are not encouraged to guess
- **Guided reading notes** that include before and after reading activities. These activities provide robust practice of decodable and high frequency words, as well as comprehension and vocabulary checks, and fluency activities
- **Consolidation and revision books**, allowing all students to practise what they have learned to date, whilst providing teachers with time to support students who have not yet mastered the letters and sounds in that level.



'Fast phonics' practice to preteach the new phonics content in the book, before you begin to read.

Practise decodable words

Practise tricky high frequency words

Practise letters and sounds

Fast phonics
Before reading this book, ask the student to practise saying the sounds (phonemes) and reading the new words used in the book. Try to make it as speedy and as fun as possible.

Read the tricky high frequency words
The student can't sound out these words at the moment, but they need to know them because they are commonly used.

do friend Mr Mrs

Tip: Encourage the student to sound out any sounds they know in these words, and you can provide them with the irregular or tricky part.

Say the sounds

-ed -ed -ed
(sounds like t) (sounds like d) (sounds like u)

ure air ear er ur

Tip: Remember to say the pure sounds. For example, 'sssss' and 'nnnnn'. If you need a reminder, watch the Snappy Sounds videos.

Snappy words
Point at a word randomly and have the student read the word. The student will need to sound out the word and blend the sounds to read the word. For example: t-h-e-l-p-e-d, h-e-l-p-e-d.

helped	<u>joined</u>	started
finished	smelled	waited
<u>flapped</u>	banged	pointed
cooked	pulled	pointed
jumped	<u>juggled</u>	
tapped		

Quick vocabulary check
The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

Page 2, We All Joined In (Snappy Sounds Level 4)

Vocabulary check



The dog had a big fright in the night.
"Is that a hump?" said the dog.



"You might be right. It is so high," said the frog.
"We need a big, bright light," said the cat.

Lots of repetition of the new letters and sounds

Tricky, high frequency word practise

Pages 8-9, Such a Fright (Snappy Sounds Level 3)



Focus sounds and high frequency words

It's reading time!

The new letters and sounds are: **oa** as in lead.
The new high frequency words are: **was** **what** **for**

Before reading

- Look at the front cover together. Ask the student to read the title. Point to the word 'lead' and ask 'What do you think this word means?'
- Turn to page 2. Practice reading the words accurately before starting the book. This will support a fluent and more pleasurable reading experience.
- Discuss any interesting or unusual vocabulary contained within the book that the student may not be familiar with (these words are highlighted on page 2).

During reading

- To read unfamiliar words, ask the student to place their finger below each phoneme (spelling pattern) and say the phoneme (sound) it represents before blending all the phonemes together. Repeat until the student can 'say' the word.
- If the student struggles, sound out and blend the word together rather than going from the word.

After reading

- Use the comprehension questions at the back of the book to check for understanding and encourage reflection.
- Ask the student to read the text again. This will help them to build fluency which will help comprehension as well as boost their confidence.

Have fun!

Inside front cover, Loads of Things! (Snappy Sounds Level 4)

Guided reading notes

Comprehension questions: Retell, Literal, Vocabulary, Inferential / Evaluative

Check knowledge of focus letters and sounds again

Fluency activity

Comprehension questions

Well done!

Let's talk about the story together

Ask the student:

- What happened at the beginning of the story?
- Where did Jan and Jen jog to?
- What sort of jam was in the story? Do you know another type of jam?
- How do you think the children felt taking their pet to the vet?

Snappy words

Ask the student to read these words as quickly as they can.

Jan	jam	jet	jab
jog	Vic	van	vet

Fluency

Can the student read the story again and improve on the last time?

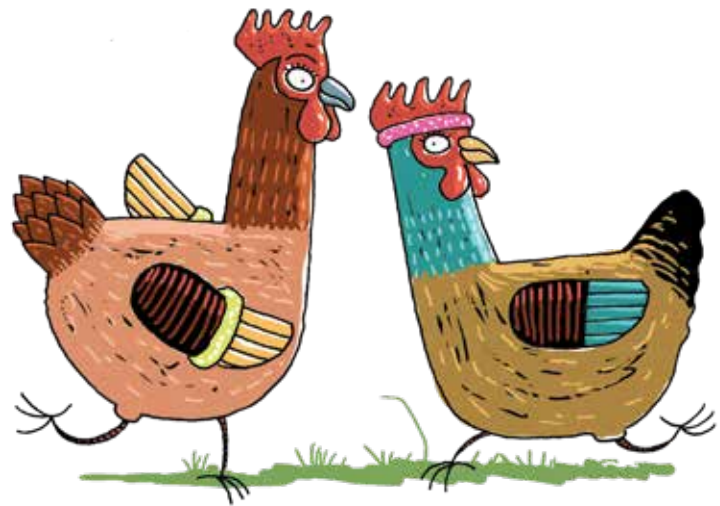
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Have fun!

Page 12, Jet to the Vet (Snappy Sounds Level 1)



Engaging illustrations and photographs provide extra detail and humour



Lightning cracks and thunder booms.

Experts can tell when storms will happen.

Lots of thunderstorms happen in spring and summer when it is hot. They can happen in winter when it is wetter, too.

5

Pages 4 - 5, Thunderstorms (Snappy Sounds Level 4)

The frog sank into the bog. Then "pop!". The frog got the ring.

"Thanks, Frog!" said the king. "Rest in my pond."

My ring!

Thanks, King!

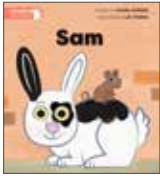





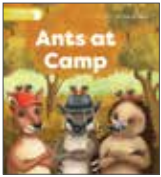






















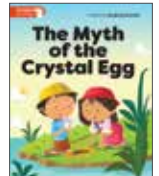


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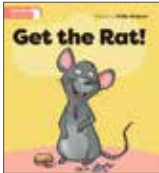









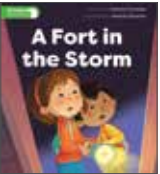












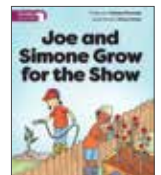



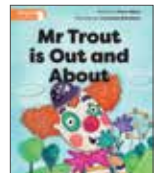








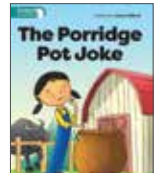


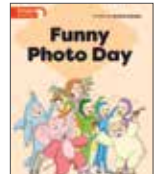

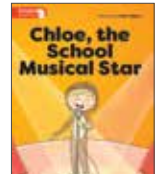
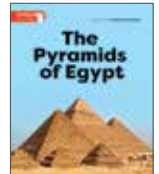
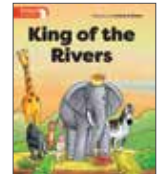
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Pages 10-11, The King and the Ring (Snappy Sounds Level 2)



Decodable Readers

<p>Snappy Sounds Level 1</p>				
<p>Focus Letters and Sounds</p>	<p>s a t m</p>	<p>p i n</p>	<p>d g o</p>	<p>c h b</p>
<p>Snappy Sounds Level 2</p>				
<p>Focus Letters and Sounds</p>	<p>x ck</p>	<p>ff ll ss zz</p>	<p>VCC and CVCC words; Suffix: -s</p>	<p>CCVC words</p>
<p>Snappy Sounds Level 3</p>				
<p>Focus Letters and Sounds</p>	<p>ai</p>	<p>ee</p>	<p>igh</p>	<p>oa</p>
<p>Snappy Sounds Level 4</p>				
<p>Focus Letters and Sounds</p>	<p>Suffixes: -le -ing</p>	<p>oi</p>	<p>ur</p>	<p>er -er</p>
<p>Snappy Sounds Level 5</p>				
<p>Focus Letters and Sounds</p>	<p>/ee/: e ea</p>	<p>/eel/: e-e y</p>	<p>/ai/: a ay</p>	<p>/ai/: a-e ea</p>
<p>Snappy Sounds Level 6</p>				
<p>Focus Letters and Sounds</p>	<p>/y/+oo/: ew ue</p>	<p>/y/ + /oo/: u u-e</p>	<p>long /oo/: ew ue</p>	<p>long /oo/: u-e ui</p>
<p>Snappy Sounds Level 7</p>				
<p>Focus Letters and Sounds</p>	<p>/s/: c ce se st</p>	<p>/j/: g dge ge</p>	<p>/z/: s ze se</p>	<p>/er/: ir or</p>
<p>Snappy Sounds Level 8</p>				
<p>Focus Letters and Sounds</p>	<p>/u/: o; /e/: ea</p>	<p>/o/: a; /i/: y</p>	<p>/v/: ve</p>	<p>/ear/: are ear ere</p>

					
e k f	r u l	j v	w y z	Revision & Consolidation	Revision & Consolidation
					
CCVC and CVCC words	ch tch sh	qu wh	th ng nk	Revision & Consolidation	Revision & Consolidation
					
ar	Long oo Short oo	or	ow	Revision & Consolidation	Revision & Consolidation
					
ear	air	ure	Suffix: -ed	Revision & Consolidation	Revision & Consolidation
					
/igh/: i ie	/igh/: i-e y	/oa/: o ow	/oa/: o-e oe	Revision & Consolidation	Revision & Consolidation
					
Split vowel digraphs	/ow/: ou	/oi/: oy	/r/: wr; /n/: kn	Revision & Consolidation	Revision & Consolidation
					
/ar/: a al	/or/: a al	/or/: aw au	short /oo/: u ou	Revision & Consolidation	Revision & Consolidation
					
/or/: oar ore	/f/: ph; /m/: mb	/uh/+/l/: -el -il -al	/k/: ch	Revision & Consolidation	Revision & Consolidation

Letters within slashes, i.e. /ee/, denote the phoneme (sound) or the grapheme (letter/s) being studied.

Teaching Resources

Teaching Cards

These large-format cards for introducing new letters and sounds (and revising previously learnt ones) are cleverly designed to include teacher tips on the reverse side, including the lesson objective, say, hear, write, read and spell directions, and word lists.

Pre-prepared decodable word lists and captions to write on your board

Condensed steps of the lesson routine

Reminder of how to say the sound

Introduce the new grapheme (letter/s)

Introduce the new phoneme (sound) using key word / picture

Snappy Sounds **Lesson 26 /k/ as in lock**

Revision
Do snappy sounds using Teaching Cards: v, w, y, z, x. Students say the sound quickly when you show the card.
Flashcards: yet, yes, zap, zip, fix, box. Students say the sounds and blend them to read the word.

Lesson objective
Share and check understanding of the lesson objective: We are learning a new grapheme to read and spell new words. We are learning that two letters can make one sound. Our phoneme is /k/. Our new grapheme is "ck".

Say
Model saying the sound: "We have already learnt this phoneme. Let's practise saying it one more time: I open my mouth with my tongue touching the back of my mouth. I do not use my voice: /k/".
Point to the picture on this card: "This is a lock. The last sound you can hear in 'lock' is /k/".
Point to the grapheme 'ck' on this card: "This is another way we can write the sound /k/. The underscore means this spelling always has graphemes before it in a word."
Say it together: "/k/". Point to the picture and then the grapheme: 'lock, /k/, lock, /k/...'. Ask: "What is the sound?"

Write
Write the grapheme 'ck' on the board and say the sound /k/. Repeat.
When I point here (to 'ck') you say /k/. Repeat.
Next, practise skywriting 'ck'. Now write it on your mini whiteboard and 'chit it'.

Read
Write some words on the board using the word list on this card. Model sounding out and blending to read the word, while tracking your finger below the word.
Students read words on the board, tracking with their fingers as they sound out and blend to read the word. Try with some captions listed on this card.

Spell
Say a word from the word list. Model segmenting to spell the word using fingers and dashes.
Dictate words and captions for students to write on mini whiteboards. Ask them to 'chit it' to check for understanding. Play 'Sound swap', if time allows.

Sort
Write 'ck', 'k' and 'c' on the board. Write some /k/ words on the board. Sort a few of them under the correct grapheme.
Sort the rest of the words together. Which words use the grapheme 'ck' for the /k/ sound?

Review
Today we learnt the phoneme /k/ can be spelled using the grapheme "ck". What did we learn, everyone?
Ask students to read words from the list you wrote on the board earlier. We can also read and write these words. Let's read them together. What words can we read?

Independent practice
Complete the application activities.

Word list
kick sock sack
sick neck tick
pack lick pick
lock rock back
Jack deck Mick

Extension
tuck black truck
stuck backpack

Captions
A sock is on the deck.
Jack can pack his bag.
It is on the back of your neck.
I lick the snack.

Extension
A big, black truck got stuck.

y z _x _ck _ff _ll _ss _zz -s ch

Flashcards

Perfect for Snappy Words revision in your phonics lesson, use these cards to develop proficiency in sounding out and blending. Included with the 200 flashcards cards are instructions for card games for independent practice and small group work.

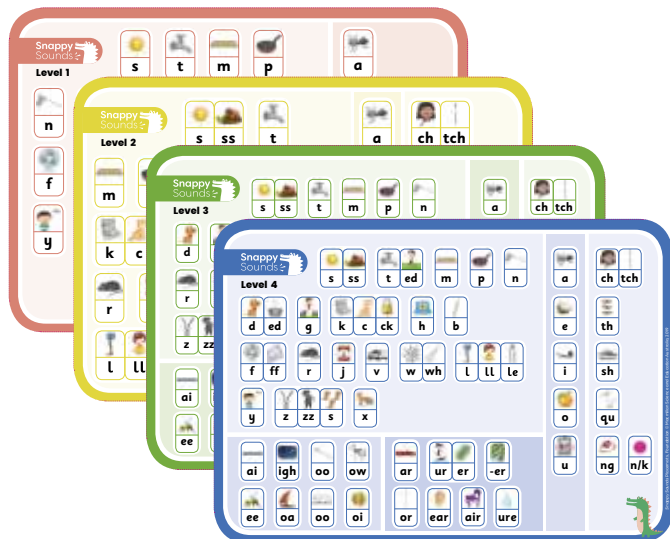
Flashcards can also be used in revision sessions and play a role in explicit introduction sessions and interventions sessions making these a great value, flexible resource.



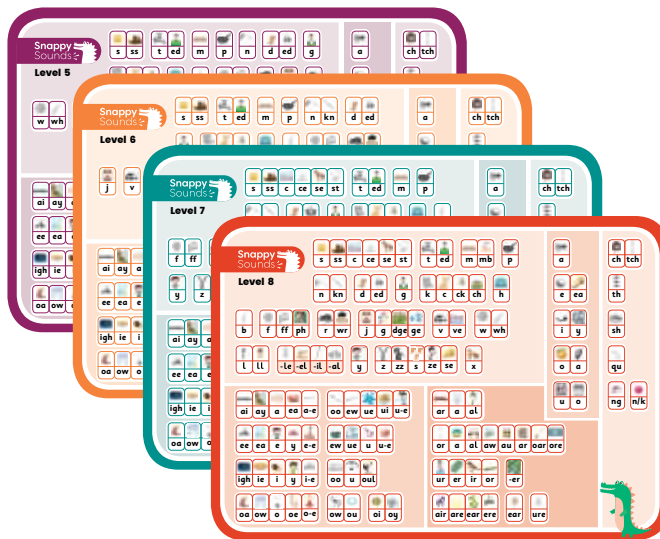
Placemats and Posters

Placemats

These bright and colourful reference tools will continue your students' letter-sound correspondences exposure during their school day.

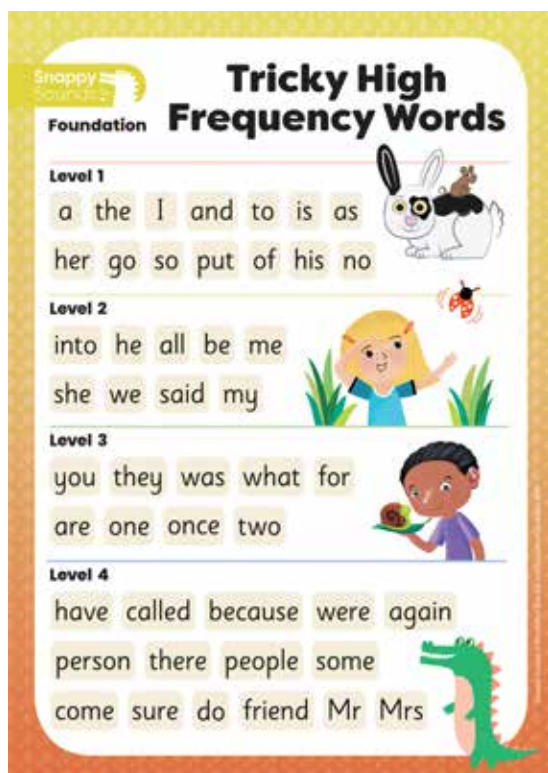


Foundation Placemats
(Level 1 to 4)



Foundation Placemats
(Level 5 to 8)

Posters



Tricky High Frequency Words Poster



Lesson Sequence Poster



Phonics Assessment

Snappy Sounds Assessment supports a regular check on students' phonics knowledge and skills. It is specifically designed to inform phonics teaching by:

- checking mastery of the phonics knowledge and skills taught during a *Snappy Sounds* level
- revealing gaps in student knowledge and identifying precise areas for extra support or intervention
- providing data to support the teacher's decision to move on to the next level of the *Snappy Sounds*.

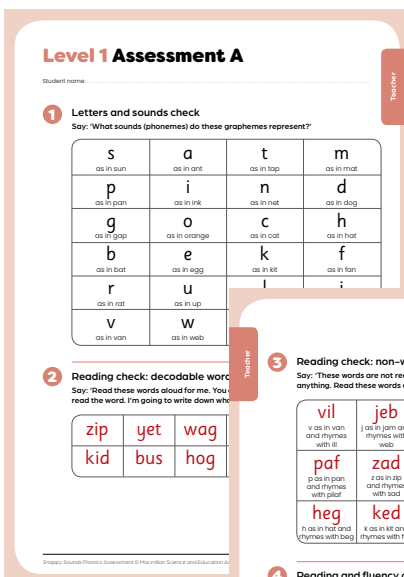


Student card, Level 3 Assessment A

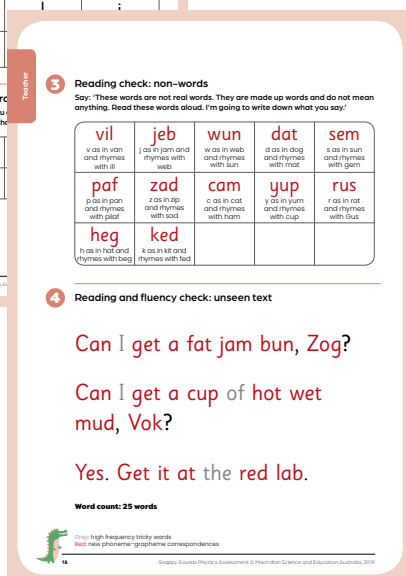


Student card, Level 3 Assessment A

Non-words are a great way of assessing decoding progression



Student card, Level 1 Assessment A



Student card, Level 1 Assessment A

The Assessment file includes:

- two assessments for every *Snappy Sounds* level
- lists of decodable words and non-words to check student knowledge of phoneme-grapheme correspondences
- unseen texts to check reading fluency and accuracy in context
- answers and tips in the teacher card
- a tricky high frequency word check
- tracking sheets and marking guidance.



Teacher Resource Books

All the information you need on phonics and the *Snappy Sounds* series, as well as activity resources for every independent practice session, including:

- phonics background information
- how to say the sounds
- planning and implementation support
- full step-by-step lesson plans
- activity sheets for reading and spelling.



Level 1: Sound Swap		Sound Swap	
Week	Initials	Word 1	Word 2
Week 1	s a t m	sat > Sam > Tom > tat > mat	
Week 2	p i n	pit > pot > pan > tan > top > tip > sip > nip > pip	
Week 3	d o g	dog > dot > got > pot > pop > top > top > gap > gas	
Week 4	c a t	can > cat > cot > hot > hot > bat > bit > hit > him > ham	
Week 5	k i t	kit > fit > fin > fig > fog > bog > beg > Ben > men > Ken > pen > peg	
Week 6	m u d	mum > mud > bud > but > bug > hug > rug > run > ran > rot > lot	
Week 7	v e t	vet > jet > pet > pat > Pam > jam > Jan > van > vet	
Week 8	y e s	yes > yet > wet > wit > zit > zip > zap > Zak > yak	
Week 9	Level 1 Revision	pop > top > tap > rap > rip > zip > dip > did > hid > hip > hop	
Week 10	Level 1 Revision	kit > sit > sat > mat > man > van > fan > fin > Lin > lit	

Online Lesson Support

Your 'go-to' place for some quick pre-lesson preparation. Links to all of the resources you need for the lesson are organised around every Teaching Card, including:

- audio and video demonstrations of focus phonemes by speech pathologists
- links to PDF cards and tiles
- lesson-specific teaching tips
- independent practice activity sheet PDFs



Online video support provides essential help with pronunciation



Titles and ISBNs

Create your own bespoke packages to meet the needs of your classrooms.

ISBN	DECODABLE READER	ISBN	DECODABLE READER
9781420246711	Foundation Level 1: Sam	9781420246988	Foundation Level 3: Bow to the Crowd
9781420246728	Foundation Level 1: Nip in the Tin	9781420246995	Foundation Level 3: From Zoo to Zoo
9781420246735	Foundation Level 1: Dip In, Dad!	9781420247008	Foundation Level 3: Towns at Night
9781420246742	Foundation Level 1: Is It Big?	9781420247015	Foundation Level 4: Kitten and Little Rabbit
9781420246759	Foundation Level 1: Kim and Kat Get Fit	9781420247022	Foundation Level 4: Point!
9781420246766	Foundation Level 1: The Fun Run	9781420247039	Foundation Level 4: Surf's up
9781420246773	Foundation Level 1: Jet to the Vet	9781420247046	Foundation Level 4: Thunderstorms
9781420246780	Foundation Level 1: Zak the Dog	9781420247053	Foundation Level 4: Bam's Big Fear
9781420246797	Foundation Level 1: Get the Rat!	9781420247060	Foundation Level 4: Up in the Air
9781420246803	Foundation Level 1: A Fun Hat	9781420247077	Foundation Level 4: A Sure Cure!
9781420246810	Foundation Level 2: Jack Can Pack Up	9781420247084	Foundation Level 4: We All Joined In
9781420246827	Foundation Level 2: Nell and Jeff Will Go Back	9781420247091	Foundation Level 4: The Best Picnic
9781420246834	Foundation Level 2: Ants at Camp	9781420247107	Foundation Level 4 Shearing Sheep
9781420246841	Foundation Level 2: Grab the Flag!	9781420246261	Year 1 Level 5: Beans
9781420246858	Foundation Level 2: Stand Still, Bug	9781420246278	Year 1 Level 5: The Spooky Sporty Party
9781420246865	Foundation Level 2: Fish and Chips	9781420246285	Year 1 Level 5: A Day on a Train
9781420246872	Foundation Level 2: The Best Nest Quest	9781420246292	Year 1 Level 5: Jake and Kate Save the Apes!
9781420246889	Foundation Level 2: The King and the Ring	9781420246308	Year 1 Level 5: What Can I Find in the Sky?
9781420246896	Foundation Level 2: Plan a Trip	9781420246315	Year 1 Level 5: Mike's Bike
9781420246902	Foundation Level 2: Plum Buns	9781420246322	Year 1 Level 5: Old Things
9781420246919	Foundation Level 3: The Snail Trail	9781420246339	Year 1 Level 5: Joe and Simone Grow for the Show
9781420246926	Foundation Level 3: Lots to See at the Pond	9781420246346	Year 1 Level 5: At the Beach
9781420246933	Foundation Level 3: Such a Fright	9781420246353	Year 1 Level 5: Pete and the Baby Hippo
9781420246940	Foundation Level 3: Loads of Things!	9781420246360	Year 1 Level 6: A New Day
9781420246957	Foundation Level 3: Off to the Market	9781420246377	Year 1 Level 6: The New Student
9781420246964	Foundation Level 3: Look at Wool	9781420246384	Year 1 Level 6: Sue's Shoot
9781420246971	Foundation Level 3: A Fort in the Storm	9781420246391	Year 1 Level 6: Fruit Drink Mess
		9781420246407	Year 1 Level 6: Save the Planet



ISBN	DECODABLE READER
9781420246414	Year 1 Level 6: Mr Trout is Out and About
9781420246421	Year 1 Level 6: Toys
9781420246438	Year 1 Level 6: Bunny Knick Knack
9781420246445	Year 1 Level 6: Jude's Home Town
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9781420246575	Year 1 Level 8: The Myth of the Crystal Egg
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9781420246599	Year 1 Level 8: Bear Scare At The Fair
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Reader Packs

Each pack contains 1 copy of all 10 titles in the Level.

ISBN	PRODUCT
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9781420247121	Foundation Level 2 Pack
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9781420247145	Foundation Level 4 Pack
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9781420246667	Year 1 Level 6 Pack
9781420246674	Year 1 Level 7 Pack
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Teacher Resources

PRODUCT	DESCRIPTION
Snappy Sounds Foundation Lesson Kit	Teaching Cards and Teacher Resource Book + digital code
Snappy Sounds Year 1 Lesson Kit	Teaching Cards and Teacher Resource Book + digital code
Snappy Sounds Foundation Teacher Pack	Foundation Poster Pack Foundation Placemat Pack Foundation Flashcards Foundation Teacher Resource Book + digital code Snappy Sounds Assessment Kit
Snappy Sounds Year 1 Teacher Pack	Year 1 Poster Pack Year 1 Placemat Pack Year 1 Flashcards Year 1 Teacher Resource Book + digital code Snappy Sounds Assessment Kit
Snappy Sounds Phonics Assessment	File containing assessment cards and tracking sheets



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