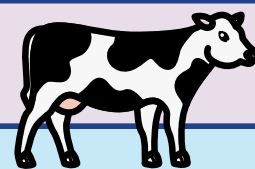


Unit 1



Listen and repeat x3



1

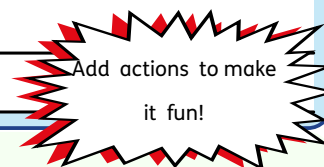


What's the target sound?

Say and write then underline the target sounds.



1. The cow stood on a cloud



The Cambodian Language

Khymer has 76 letters! How many letters do other languages have?

(This will be a revision section.)

Some languages are read from right to left, others from top to bottom. Do you know any of these languages?

Say 3x.



ow like cow

--	--

--	--

--	--

Say 3x.



ou like cloud

--	--	--	--

--	--	--	--

--	--	--	--

Say and write 3x.



Say and write 3x.



Spelling: Do we need ow or ou?



cow



The sound is at the end of the word

(or followed by n or l).



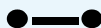
cloud



The sound is in the middle of the word.

Look at the words on the next page. Are the sounds **always** found in these positions?

Dot and dash the words:



Read the sounds, then blend the word. My turn, your turn.



shout out cloud proud spout pound rebound

Be sure to keep your eyes on the words as you listen and repeat.

're' is a prefix. The e says its name. See pg. 32

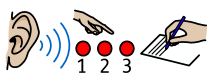
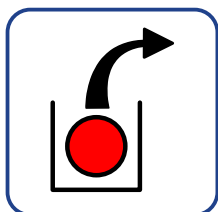


sow bow now gown how town brown towel down scowl

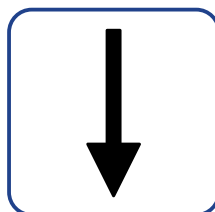
Don't forget to cover the reading section above before you begin writing below!

Listen, count the sounds and write the words.

Is the target sound at the **beginning** the **middle** or the **end**?



ou	t		
----	---	--	--



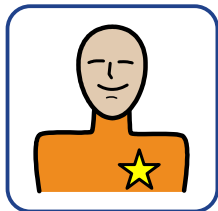
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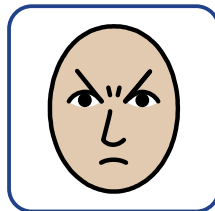
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Earn a reward for a perfect sentence!



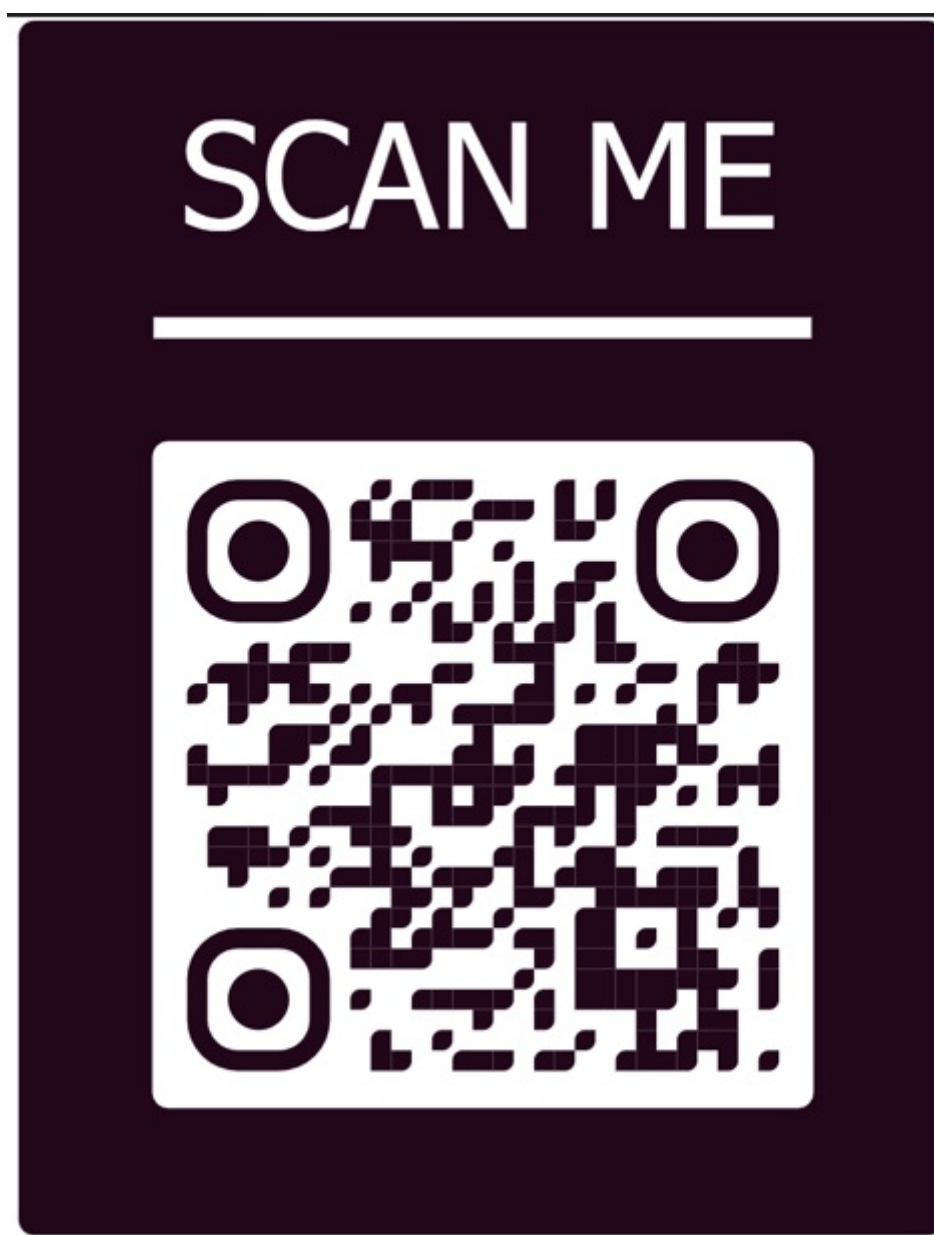
Write the sentence

1



Search for 'Fasttrack 14 Phonics' A Metacognitive Approach for Older Learners on Amazon or scan the QR code below to see more, including assessments, independent revision work, spelling application and a shortcut reference for application in class.

43 graphemes in 14 sentences.



FastTrack...Closing the Gap!

What is it?

FastTrack 14 Phonics is a metacognitive method of learning phonic reading and spelling for older learners. It's a short-cut to unlocking literacy, built with multilingual learners in mind. Dual-coding and a predictable lesson format reduce cognitive overload while memory techniques like interleaving and spaced-recall produce accelerated learning.

One simple sentence teaches a family of graphemes (eg. oi and oy) that make the same sound (phoneme) which the student learns to read, write and associate with the sound.

At the same time, a colour-coded system and a few simple rules build-in spelling guidance, releasing pupils' writing skills from the harness of spelling constraints. It's...

Visual

Pacey

Interactive

Confidence-boosting

Enabling

Motivating

Accessible

Empowering

Who is it for?

Learners aged 8+

Learners who already read the initial sounds, as well as digraphs sh ch th.

Learners who might already have some 'sight reading' skills but decode new words inaccurately or 'mispronounce' them.

Learners who struggle with spelling.

Learners who have 'missed-out' on traditional phonics teaching.



A note from the author:

This book is for the many amazing multilingual children who have traveled to the UK and for those who have not; You are our hope for a future global-community, thank you!

At least 50% of the profit from this book is donated towards worldwide equality in education.

Sally Roberts

Bring **order** to the confusion of reading English, fast!

Don't waste time or damage **self-esteem** by teaching phonics in the same way as we do for children in the early years.

Build confidence and enable language-learners to access the power of reading for **rapid language acquisition!**

How to use this book:

Learners will need the support of a helper or teacher to keep the lessons pacy and positive. Make it fun and build confidence by always repeating content **together** and helping promptly.

Before you begin Unit 1, be sure to complete the Initial Assessments for Section One. You may find that learners know some but not all of the phonemes in each family. Experience shows that learning the family as a group allows for learning by contrast and consolidation. Complete the Initial Assessments for Section 2 when you have completed Section One.

Depending on the size of the group that you take, it can be useful to plan to spread each Unit over two lessons. Completing one unit per week is ideal, interspersed with Spelling Practice and Revision (see pages 28-29, 44-45 and 47-48).

Completing a Unit: Step by Step:

Introduce the new target sentence

1. Listen to the teacher then repeat the sentence, three times.
2. What do you think is the target sound? oy oi
3. Say the sentence as you copy it three times, underlining the target sounds.

1. Listen and repeat x3

2. Guess the target sound

Unit 2

1. Listen and repeat x3

2. The boy had a coin.

3. Say, copy and underline x3

Add actions to make it fun!

1. Remember and write

The cow stood on a cloud.

1

s c ow l p ou n d

2. Listen and write

Remember what you learnt in the last unit?

1. Use the images to help you remember and write the target sentence from Unit 1.

2. Listen to the teacher say the word, count the sounds and decide together which spelling to use. (Teachers can check the previous unit for answers.)

Do you remember today's sentence? Focus on the target words.

1. Listen to the teacher then repeat 'oy like boy' three times.
2. Write and say the sounds. Put one sound in each box. Then, blend them to say the word. Repeat three times.
3. Repeat for each word.

1. Listen and repeat x3

The diagram shows two rows of sound boxes. The first row is for 'oy' and the second row is for 'oi'. Each row has a stick figure icon and a coin icon, both labeled 'x3'. The 'oy' row has three boxes labeled 'b', 'oy', and 'oy'. The 'oi' row has three boxes labeled 'c', 'oi', and 'n'. Arrows indicate the flow from the first row to the second row.

2. write and say x3

Spelling guidance:

Learn which of the graphemes, oy or oi, to use when you want to spell a word with that sound.

If the sound is in the middle of a word, try using a **green grapheme**.

If the sound is at the end of a word, try using a **blue grapheme**.

If a sound is at the beginning of a word, try using a **purple grapheme**.

Spelling: Do we need oy or oi?

The diagram shows two rows of icons and text. The first row shows a stick figure icon, a speaker icon, and a box labeled 'Abcd'. The text below is 'boy The sound is as the end of the word'. The second row shows a coin icon, a speaker icon, and a box labeled 'Abcd'. The text below is 'coin The sound is in the middle of the word'.

Look at the words on the next page. Are the sounds **always** found in these positions?

If the sound is a long vowel before a final consonant, try using a **red, split digraph**. (These are found only in the second Long Vowels Section of the book. See page 32)

Point to each of the words in the next section and ask the children to say whether the target sound is at the 'beginning', 'middle' or the 'end' of the word. Is this where it's expected to be? Notice that as words get longer, sounds usually found at the end might be found at the **end of a syllable**, rather than at the end of the whole word.

Try asking all children to answer on the count of three.

This gives thinking time and improves engagement!