



ABOUT THE FLASHCARDS



Size and card type:

The flashcards are A5 (approx 21cm x 15cm).
The card is 350gsm with a silk finish.

Organising and sequencing:

The 99 flashcards 'chunk' the letter/-sound correspondences of the alphabetic code into 8 sub-sets with different coloured borders. Each sub-set has sequential numbering on every flashcard to ease systematic management.

The No Nonsense Phonics Skills series:

The colour coding of the 99 flashcards is a match for Pupil Books 1 to 8. Book 9 has printable Frieze Cards.



The Phonics International programme: PI has 12 Units of cumulative printable and projectable resources. The set of 99 hard copy flashcards include the letter/s-sound correspondences introduced in the first half of Phonics International, Units 1 to 6, for when learners are beginners. For information and free CPD resources, see <https://phonicsinternational.com>



Letter shapes:

Linking **letter formation** to the 'sounds' supports learning the code as a phonics *sub-skill* for *both* reading and spelling.

Children see capital letters in books, environmental print and at the beginning of their own names. They need to know that lower case letters *and* capital letters are *both* code for the same sounds.

Note: Teach letter 'names', however, when introducing *the alphabet* and alphabetical order, *not* when learning about the *alphabetic code* for reading and spelling.

Purpose:

The 99 flashcards are really practical for supporting teacher-modelling when introducing the new or focus letter/s-sound correspondence. The featured code is then immediately applied to the three large printed words on each card to model reading. Two words are provided in small-scale font to *say aloud* to model spelling.



Teaching and learning tip for use in schools:

It's a great idea to have two parallel sets so that when each letter/s-sound correspondence is introduced in the main phonics lesson with the 'teacher's flashcards', add the focus card from a *parallel set* to build up the 'children's set of flashcards' for their free-play and 'continuous provision' opportunities. This raises the likelihood of extra practice and fully embedded learning.

