

Content: C2C

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I. INTRODUCTION to PHONICS C2C

Video on You Tube: Summary [Reading and Spelling using Phonicsc2c material](#) :

Phonics Chaos to Clarity is a reading program written for teachers, and by teachers. It is based on scientific research and over three decades of teaching experience.

The team at BVerve- C2C developed ways to adapt Orton-Gillingham techniques for classroom use, reaching more children effectively, efficiently, and economically. Most importantly, we realized that if the instruction was introduced in the pre-primary grades, reading failure could be prevented. Our vision is to train the regular education teachers who would teach all children to read by providing instruction based on Orton-Gillingham techniques in their classroom.

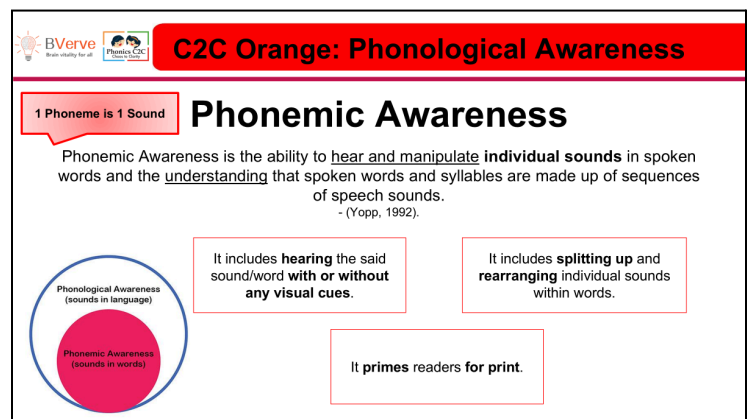
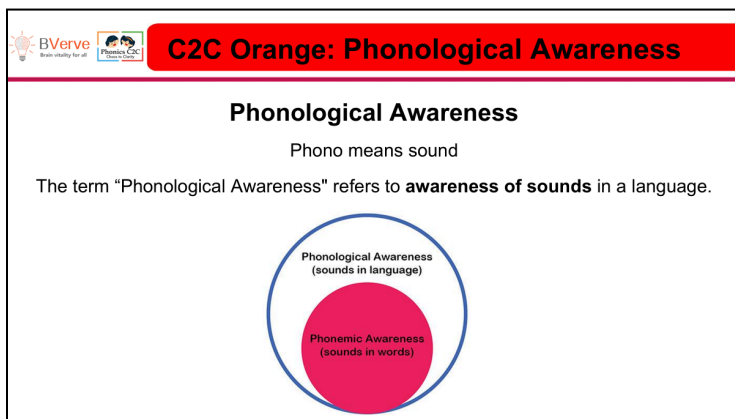
Learning to read requires a systematic phonics-based program in which reading, spelling and handwriting are taught as one unified lesson (known as multisensory reading instruction).

Phonics Chaos to Clarity (C2C) covers all the letters and the 44 sounds at the single syllable level of reading and spelling. It can also be used as an effective beginning reading program for all children and incorporates reading practices supported by scientific research.

II. ORANGE LEVEL: PHONEMIC AWARENESS (Building the Skill of Listening to Sounds)

Description: Phonemic Awareness is the ability to hear and manipulate individual sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds.

- (Yopp, 1992).



1. Video on You Tube: WHY: [Phonemic Awareness Instructions? Help the Children Learn to Read](#)

Description: Phonemic awareness instructions help the children learn to read.

📌 It improves the ability to listen/read and understand the sounds, words, connected texts, etc.

2. Video on You Tube: Building the Skill of Listening to Sounds: Rhyming Words:

Description: Actively listening lays the foundation for children to hear words that rhyme. Rhyming activities highlight the similarities and differences between words. Rhyming games will also introduce the idea that words have structure as well as meaning. The human brain is hard-wired for the sounds of singing, rhythm, meter, and rhyme. Exposure to these elements early on as infants and toddlers sets the stage for attending to language — its cadence, its meaning, and finally its structure.

3. Video on You Tube: Building the Skill of Listening to Sounds: Segmenting Sentence to Word

Description: We will start focusing your child's attention on the structure of the language she hears. By that, we mean your child will learn that our language is made up of sentences, which are made up of words, which she will later divide into syllables and finally individual phonemes (sounds).

In this section we learn about sentences and how they are made up of words.

“Why does my child need to learn this? After all, she can already speak in complete sentences!”

A child's understanding that a sentence is made up of a series of individual words is her first introduction to the structure of our language. Ultimately, it is her ability to break words apart into individual sounds and put individual sounds together to form words that will lead to her success in reading and spelling.

Think of spoken language as a movie that your child is watching. A sentence is like a single frame of film, which your child will never notice unless she is taught to pay attention and listen for it.

Eg. Good - morning, - may - I - come - in? (6 words in 1 sentence).

4. Video on You Tube: Building the Skill of Listening to Sounds: Segmenting Multi Syllables Words

Description: The ability to divide words into syllables is the gateway to being able to analyze the individual sounds in words. A child who cannot hear syllables will have great difficulty hearing individual sounds (phonemes), which will lead to difficulty with spelling and reading. Hence practice in this area is important.

5. Video on You Tube: Building the Skill of Listening to Sounds: Syllable Blending

Description: The ability to divide and blend syllables in words is the gateway to being able to analyze the individual sounds in words. A child who cannot hear syllables will have great difficulty hearing individual sounds (phonemes), which will lead to difficulty with spelling and reading.

Feeling Syllables – Feel how your mouth and jaw move with each syllable of a word. This is your child's introduction to the idea of dividing words into parts called syllables.

In words with multiple syllables, some of the individual syllables have no meaning, so your child has probably never noticed them before. For example: in the two-syllable word ‘marching’, the ‘-ing’ syllable has no meaning on its own. This activity will teach your child to divide words into the rhythmic speech segments known as syllables.

Syllables are the “natural perforations in words,” the places where words easily come apart.

We will begin this section by focusing on compound words, where each syllable has a meaning on its own. For example, “starfish” is made up of the words/syllables “star” and “fish”. This will ease the child into the concept of syllables.

Syllables Activities: Drumming Names – Beat a drum for each syllable in a name or word. Learn to hear and feel the syllables within words. This is your child's introduction to the idea that words with different numbers of syllables can be analyzed and broken into parts. She will feel the vibrations from the drum as she hears the syllables, but this is more difficult than feeling her chin move with each syllable.

6. Video on You Tube: Building the Skill of Listening to Sounds: [Segmenting Rime and Onset](#)

Description: Children's ability to listen is critical to learning in school and in life. Attending sounds in the environment and in language starts at an early age. The first step in building children's active listening is to use games and activities that purposely emphasize attentive listening.

Playing games where a child has opportunities to give the onset of a word is one of the listening skills building games. In the word "cat", "c" is the onset and "at" is the rime.

Although listening is not a phonological awareness skill, it is the foundation for learning all phonological awareness skills. That's why it is included as the first module of this curriculum.

"The ability to listen closely is a key ingredient of phonemic awareness."

— Jeannie Partin, Kindergarten teacher

7. Video on You Tube: Building the Skill of Listening to Sounds: [Segmenting 3 Sounds / Phoneme Word](#)

Description: Children will do several activities where they practice working with individual sounds (phonemes), adding and removing them from the beginning and end of short words. Children will also learn to count the number of sounds in these short words and to pay attention to the order of the sounds.

NOTE: This module is NOT about spelling words! We are identifying and counting sounds, not letters. Some words have a one-to-one correlation between their sounds and their letters (e.g., m-a-p), but some do not (for example, ph-o-ne).

The ability to correctly identify, count, and order the sounds in words leads to formal learning of decoding and spelling later on (in Phonics). These activities build the foundation for success in later reading and spelling.

8. Video on You Tube: Building the Skill of Listening to Sounds: [Segmenting /Blending Word: Flap](#) (4 sounds/phonemes)

Segmenting, simply put, is the ability to break down words into individual sounds or phonemes. It's a fundamental skill in the journey of literacy, paving the way for confident readers and expressive communicators.

By segmenting words like "flap," we empower young learners to grasp the building blocks of language, equipping them with the tools to unlock a world of stories, ideas, and self-expression. It's a crucial step towards literacy proficiency, fostering not only reading comprehension but also spelling prowess and oral communication skills.

III. ORANGE: LETTER SOUND ASSOCIATION

C2C: /a-z/ Letter Sound Association - Orange :

Key Reasons for Teaching Letter Sound Association

Foundation for Reading: Children must associate letter shapes with their corresponding sounds to blend them together to form words. This phonetic skill is essential for decoding and reading unfamiliar words.

Understanding the Alphabetic Principle: It helps children grasp that language is composed of individual sounds and that letters systematically represent those sounds, a crucial milestone in early literacy.

Development of Spelling Skills: When children learn to connect sounds with letters, they can also use this knowledge to identify patterns in words and improve their ability to spell.

Support for Phonics Instruction: Letter-sound knowledge is the bedrock of phonics, allowing children to use these associations to understand and decode increasingly complex spelling features like consonant blends.

Enhanced Literacy and Confidence: Mastering letter-sound correspondences is a strong predictor of future reading success, helping children build confidence as they approach new words and foster a love for language.

Brain Development: Studies show that attending to letter-sound patterns engages the left hemisphere of the brain, a characteristic of skilled readers, and is more effective for learning to read new words than memorizing entire words.

1. **Video on You Tube:** [Oral Language Building](#) activity example using letter n from the multisensory letter association book.
2. **Video on You Tube:** Activity of [Story telling letter n](#) using the Picture Talk calender/sheets
3. **Video on You Tube:** Teaching [Rhyming using example of letter n](#)
4. **Video on You Tube:** [Isolating Sound in the Beginning Position Sound](#)

Description: In this module, your child will start analyzing one-syllable words by identifying, “chopping off,” and isolating their initial phonemes (sounds).

Prerequisites: Here are a few things parents and teachers must do before teaching this section (and the following sections) to their children or students:

1. Be sure that you are pronouncing the individual sounds (phonemes) correctly. Start with the consonant sounds, because that’s what you’ll use in the Beginning Sounds activities.
2. Use the right child-appropriate terminology. When teaching children, explain that lower-case letters are “the pictures of what the sounds of the alphabet look like when we write them or see them printed in a book.”
3. Always have a copy of the written sound (the lower-case letter) for the beginning (onset) of the word in front of the child while doing these activities. For example, you will put out a “d” card when playing a game that focuses on the word “duck”. This will draw the child’s attention to the written sound while you pronounce it in the word.

Activity for learning and practicing letter-sound association at Beginning Position

First Things First: Identify and practice listening to the beginning sound in one-syllable words, focusing on one sound (phoneme) at a time. The child will also become familiar with the lower-case letter that goes with each

beginning sound. This is a simple identification activity, but your child will not be bored if you move at a fairly fast pace. This is an important step in your child's introduction to the letter sounds.

5. Video on You Tube: [Tracing](#) Cards used for learning letter sound association and letter writing

Description: Capital and Small Letter cards as written in red and blue line books, Key Picture for the letter and Small case letter with arrows giving the direction for formation of the letter.

Size : A5; No.of Cards: 26 cards; Format : f/b 350 gsm Laminated; Double sided 4 color cards; Shrink wrapped packaging.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=42>

6. Video on You Tube: Learn / Revise [Air Writing](#) of a-z letters with their sounds.

7. Video on You Tube: Revise/ [Learn: the Sounds](#) of a-z explicitly given by the teacher

Description: Revise Letter Sound Association

8. Video on You Tube: Game: [I Spy: a-z Sounds in the Beginning Position](#)

Description: There are 12 pictures per letter card. Say the picture names. Isolate the beginning sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness, Tracing of Letters and Build Vocabulary.

No. of Cards: 26; Size: A4 One Side Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=52>

9.Video on You Tube: [Bingo Cards](#): For Revision of letter-sound association

Description: Use these cards to revise letter sound association.

Size : A5; No.of Cards: 4 Cards

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=51>

10. Video on You Tube: [Flash Cards for Teaching \(a-z\)](#) letter-sound association

Description: Teach Letter Sound Association: a-z

Size : A6 (6 by 4 inches); No.of Cards: 54 cards; Format: f/b Coloured 350 gsm Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=65>

11. Video on You Tube: [Phonics Stories \(a-z\) Book Colored](#)

Description: Makes Abstract Sounds Concrete: Sounds are invisible, so children may find them hard to grasp; A story gives the sound a character, action, or situation—turning an abstract sound into something concrete. Example: “/s/ is the snake sound. The snake goes ssss as it slithers.”

Supports Memory and Recall: Stories create visual images and emotional connections, which strengthen memory. Children are more likely to recall the story (and thus the sound) when decoding or spelling words.

Engages Multiple Senses: Stories can include actions, gestures, or sound effects, appealing to auditory, visual, and kinesthetic learners. This multi-sensory experience deepens learning and retention.

Builds Interest and Motivation: Instead of just drilling sounds, stories make learning fun and imaginative.

Children look forward to “meeting” new sounds through their characters and adventures.

Provides Context for Sound Discrimination: Stories highlight how sounds are used or how they “behave.”

Example: The story of “quiet ‘h’ hiding behind other letters” explains why *sh*, *th*, *ch* make special sounds.

Encourages Application in Reading and Writing: When a child sees a letter, recalling the story helps them produce the correct sound. This bridges the gap from letter–sound recognition to blending and decoding words.

👉 In short: Sound stories make phonics lively, meaningful, and memorable. They help children move from mechanical sound practice to joyful, story-based learning.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=24>

12. Video on You Tube: [Picture - Talk illustrations \(a-z\): as Calendar or as Sheets](#)

Description: Calendar Format is like an easel with Phonics Picture - Talk: 15-20 words beginning with the letter are beautifully woven into each illustration. Each page has a multi-sensory activity where a large letter is embossed, for the child to do finger tracing.

Built in Visual Perceptual Activity, Builds Listening Skills, Vocabulary Building, Builds Phonemic Awareness, Finger tracing to build motor planning for the letter, Letter-Sound Association.

Size : A3; No.of Pages: 13 Pages f/b

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=2>

13. Video on You Tube: [Letter Sound Association Multisensory Book \(a-z\) Colored](#)

Builds Visual Perceptual, Listening Skills, Vocabulary Building and Phonemic Awareness

Description: Size : A4, No.of Pages: 28pgs

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=1>

14. Video on You Tube: [Orange Phonics Workbook \(a-z\) \(B/W\)](#)

Detailed explanation of how to use the book.

Description: Builds Vocabulary, Phonemic Awareness and revise to builds Letter-Sound Association

Pages: 72; Size: A4

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=3>

15. Video on You Tube: [Flashcard for Activities \(a-z\) cards](#)

Description: Picture Discussion: The teacher takes the picture card and discusses the picture. The teacher uses the cards to teach and then to revise letter sound association.

Capital and small letter cards and 8 illustrations of each letter which is a useful resource for the teachers/parents.

Cards: 192; Format: Single Sided Coloured 350 gsm Laminated; Cards: 192 Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=27>

16. Video on You Tube: Revision: [Letter Sound Association Pegging Activity](#)

Description: Vocabulary Teaching: Adult takes one picture card and clips the letters with a blank card. The adult discusses with the child the picture and emphasises on the beginning sound.

Revise Sounds: Adult shows the whole card and the child says the picture name. The child isolates the beginning sound. The child chooses the correct letter for the beginning sound and clips it. Adult checks the answer

Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Cards: 48 Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=66>

17. Video on You Tube: [Wall Posters \(a-z\)](#): Build oral language and letter sound association.

Description: Builds Picture Talk: 10-12 words beginning with the letter are beautifully woven into each illustration. Each page has a multi-sensory activity with a large capital and small case letter, for the child to do finger tracing.

Features: Visual Perceptual Activity, Listening Skills, Vocabulary Building, Phonemic Awareness, Finger tracing to build motor planning for letter and Letter-Sound Association.

Size : A4; Number of peel and stick sheets: 26

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=26>

Below are the 25 sounds videos for the 26 letters (sound /c/ and /k/ is the same)

Sound No.	Teaching Sounds	Revision Videos	Jingles/ Songs for Student: Revision or Practice
1.	Learn the Short Vowel Sound /a/	Aa Video	Phonics C2C Alphabet A Song
2	Learn the Sound /b/	Bb Video	Phonics C2C Alphabet B Song
3	Learn the Sound /c/	Cc Video	Phonics C2C Alphabet C Song
4	Learn the Sound /d/	Dd Video	Phonics C2C Alphabet D Song
5	Learn the Short Vowel Sound /e/	Ee Video	Phonics C2C Alphabet E Song
6	Learn the Sound /f/	Ff Video	Phonics C2C Alphabet F Song
7	Learn the Sound /g/	Gg Video	Phonics C2C Alphabet G song
8	Learn the Sound /h/	Hh Video	Phonics C2C Alphabet H Song
9	Learn the Short Vowel Sound /i/	Ii Video	Phonics C2C Alphabet I Song
10	Learn the Sound /j/	Jj Video	Phonics C2C Alphabet J Song
3	Learn the Sound /k/	Kk Video	Phonics C2C Alphabet K Song
11	Learn the Sound /l/	Ll Video	Phonics C2C Alphabet L Song
12	Learn the Sound /m/	Mm Video	Phonics C2C Alphabet M Song
13	Learn the Sound /n/	Nn Video	Phonics C2C Alphabet N Song
14	Learn the Short Vowel Sound /o/	Oo Video	Phonics C2C Alphabet O Song
15	Learn the Sound /p/	Pp Video	Phonics C2C Alphabet P Song
16	Learn the Sound /qu/	Qq Video	Phonics C2C Alphabet Qu Song
17	Learn the Sound /r/	Rr Video	Phonics C2C Alphabet R Song
18	Learn the Sound /s/	Ss Video	Phonics C2C Alphabet S Song
19	Learn the Sound /t/	Tt Video	Phonics C2C Alphabet T Song
20	Learn the Short Vowel Sound /u/	Uu Video	Phonics C2C Alphabet U Song
21	Learn the Sound /v/	Vv Video	Phonics C2C Alphabet V Song
22	Learn the Sound /w/	Ww Video	Phonics C2C Alphabet W Song
23	Learn the Sound /x/	Xx Video	Phonics C2C Alphabet X Song
24	Learn the Sound /y/	Yy Video	Phonics C2C Alphabet Y Song
25	Learn the Sound /z/	Zz Video	Phonics C2C Alphabet Z Song

IV. LEVEL 1 CVC

C2C: Short Vowel CVC - Level 1 (Blue)

Description: CVC (Consonant-Vowel-Consonant) words are taught to children to build foundational reading skills by teaching children to decode and blend individual letter sounds, which fosters phonemic awareness and boosts confidence as they successfully read and write simple words. Mastering CVC words provides a building block for understanding more complex word patterns, expanding vocabulary, and developing fluency, ultimately preparing children for independent reading.

1. **Video on You Tube: Isolating Sound at the Ending Position of the word**

Description: Ending Sounds: Children have greater difficulty hearing and isolating a sound at the end of a word than a sound at the beginning of a word.

Prerequisites: Children should be very familiar with the consonant letter sounds from doing Beginning Sounds activities. If your child is still shaky in identifying these sounds, please spend more time on the Beginning Sound module before starting the Ending Sounds module.

Review the pronunciations of the letter sounds before starting this module to be sure that you — the adult — are still saying them correctly.

Last Thing Last: Identify and practice listening to the ending sound in one-syllable words, focusing on one sound (phoneme) at a time. It is more difficult for a child to hear and notice ending sounds than beginning sounds.

This is a simple identification activity, but your child will not be bored if you move at a fairly fast pace.

2. **Video on You Tube: Isolating Sound in the Middle Position of the word**

Description: Sound Sort for Middle Sound: All the words in this activity contain short vowel sounds, so do a quick review of those sounds with your child if necessary. Middle position sounds (vowels) are the hardest to hear hence affects reading and spelling accuracy.

3. **Video on You Tube: ISpy: Ending & Middle Position**

Description: There are 12 pictures per letter card. Say the picture names. Isolate the ending/middle sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness (Segmentation of Sounds, Letter/Phonogram Sound Association)

Tracing of Letters and Building Vocabulary.

Size: A4; Format: Single Sided Coloured 350 gsm Laminated; No. of Cards: 16

Sound in the Ending Position: b, d, f, g, k, l, m, n, p, s, t,

Short Vowel Sound in the Middle Position: a, i, u, o, e

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=69>

4. **Video on You Tube: Rapid Automatized Naming (RAN)** : is an activity where students quickly name a series of randomly arranged letters as fast and accurately as possible. It's used because:

Builds Reading Fluency – RAN strengthens the ability to quickly recognize and retrieve letter names from memory, which is a foundation for fluent word reading.

Connects Visual Symbols to Sounds – Rapid naming helps children link the visual form (letters) with their verbal labels, a skill critical for phonics and decoding.

Improves Processing Speed – It trains the brain to process information more quickly, supporting smoother reading and reducing effortful, slow decoding.

Predicts Reading Success – Research shows that RAN tasks are strong predictors of future reading ability and fluency, especially in early readers or those at risk for reading difficulties.

Supports Working Memory & Attention – Students practice holding and retrieving information rapidly, which helps with multitasking during real reading (tracking letters, decoding, and comprehending at once).

👉 In short: Rapid naming of letters isn't just "speed practice." It strengthens automaticity, retrieval, and fluency—essential for moving from effortful decoding to smooth, independent reading.

5. Video on You Tube: [Flash Cards for Teaching \(Short Vowel words\)](#)

Description: Builds picture vocabulary. Introduce and practice reading of Short Vowel CVC Words: a, e, i, o, u

Size: A6 (6 by 4 inches); No. of Cards: 45 Cards; Format: f/b Coloured 350 gsm Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=67>

6. Video on You Tube: [Phonics Storybook 1: \(Group 1-4 Letters\)](#)

Description: Blending Sounds to Read Short Vowel Words. These books have short stories with only the letters and the sounds which have been learnt.

- Reading Sight Words
- Reading a Short Book
- Building Reading Fluency

Books in Level 1

Group 1: s, a, t, p, i, n	Pat
Group 2: c, k, u, h, r, m, d	Dad and His Hat
Group 3: g, o, l, f, v, j	Ron and HisPals
Group 4: w, x, y, z, b, e	Wigs with a zip

Size: A5; No. of Pages: 32

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=83>

7. Video on You Tube: [Blue Workbook 1: Short Vowel CVC Words](#)

Description: Revision at word and sentence level

Provides explicit phonics revision of Short Vowels Words at word and then at sentence level with controlled vocabulary.

Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement for Short Vowels words.

Corresponds to a set of 10 story books within each level.

Sequencing activities provide an early introduction to comprehension skills.

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

Size: A4; Pages: 72 b/w

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=9>

8. Video on You Tube: [Blue 10 Storybooks: Short Vowel CVC Words](#)

Description: Build Reading Fluency

Decodable 10 storybooks are bound to build fluency of words and provide opportunities for students to revise the short vowel phonic words as they read in context.

Each of the 10 Storybook Covers are numbered for easy classroom management.

Convenient inside cover lists phonic focus concepts words and sight words which the child will come across in each book and more phonic words for the same phonic concept.

Comprehension questions, discussion points, and activities for every storybook.

Sequencing activities provide an early introduction to comprehension skills.

Literal comprehension questions promote story recall.

Inferential questions are also included.

Size: A5; Set of 10 Books; Each book has 22 reading pages; b/w

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=41>

9. Video on You Tube: [Word Reading Wheel: CVC](#)

Description: To build Reading fluency at word level for short vowel CVC words.

Size: 20.5 Diameter; No. of Cards: 1, Colored laminated

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=39>

10. Video on You Tube: [Flash Cards for Activities \(CVC\)](#)

Description: A few of the various activities that can be done using these cards are listed below:

1. Picture Discussion: The teacher takes the picture card and discusses the picture. Read the word: The teacher points to each letter and says the sounds and reads the word by blending the sounds /m/ /a/ /n/ and then saying the whole word. The child follows the same.

2. Teaching Beginning, Ending and Middle position of the sounds in a word: Teacher shows the picture card, the child says the picture name. After saying the word, children isolate the beginning sound and then skywrite the beginning letter of the picture card. Similarly they do it for the ending and middle position of sounds in the words shown on the picture card.

3. Matching Picture and Word: Children line up near the picture cards on the floor/table. The teacher hands out the word card to a child. Each child matches it with the picture.

4. 4 Corners - Middle position: The teacher assigns the 4 corners of the room with different vowel cards. The children stand in the middle of the room. The teacher says the word 'man'. Children repeat the word. Identify the middle sound and then the children run to the corner with the letter 'a'. This can also be played by tapping on the table or bench.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=10>

13. Video on You Tube: [Blue Flash cards: Match the Sentence with picture](#)

Description:  Movable flashcard adds the use of Motor Skills in learning.

Using: PhonicsC2C Level 1: Blue Sentence Flashcards

We like to incorporate games and activities using our PhonicsC2C materials to make learning enjoyable.

This activity ensures the use of learning skills like Decoding and Comprehension along with Motor skills.

14. Video on You Tube: [Magnetic Tile: Making Sentences](#)

Description: Make simple sentences using learnt cvc words and sight words using magnetic tiles.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=45>

15. Video on You Tube: [Find the Word Pegging Activities: Short Vowel Words](#)

Description: Procedure for playing the game.

Vocabulary Teaching: An adult takes one picture card and clips the words with a blank card. The adult discusses the picture with the child.

Revising the Short Vowel Words: The adult shows the whole card and the child says the picture name. The child reads the three words and chooses the correct word and clips it. The adult checks the answer.

Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Cards: 48 Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=68>

16. Video on You Tube: Play [Crosses & Zero L1](#). Needs 2 players

Description: Practice Short Vowel CVC Words: Focuses on:

Cross and zero with CVC words combines phonics practice with play, keeping children motivated while building decoding, fluency, and confidence.

Size: A5; No. of Cards: f/b 4 Cards

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=70>

V. LEVEL 2 CCVCC

C2C: Short Vowel with Blends - Level 2 (Red) CCVCC

Description: CCVCC words help students practice blending multiple consonant sounds (the "blends") with the short vowel and final consonant blends, further reinforcing the skill of segmenting and blending sounds to read more words.

Sound Number 26: In this level the only new sound to be learned is _ng/_n_ sound

Sound No.	Teaching Sounds	Revision Videos	Jingles/ Songs for Student: Revision or Practice
26	Digraph NG Song	Ng sound	Phonics C2C Digraph NG
		Nk Sound	

1. Video on You Tube: [Flash Cards for Teaching: Blends with Short Vowel Words](#)

Description: Picture and word cards to practice Blends with Short Vowel Words.

Build Oral Language: Discuss the picture

Blend Sounds to read the word.

Words and Pictures with Beginning Blends: bl, cl, fl, gl, pl, sl, tw, dw
 sp, sk, st, sc, sm, sn, sw
 cr, br, dr, fr, gr, pr, tr.

Words and Pictures with Ending Blends: _mp, _nd, _nt, _st, _ct, _ft, _pt, _xt
 _lm, _lp, _lt, _ld, _lf, _lk, _lb, _sk, _sp

Short Vowel Words with Ending Sound: _ng, _nk, qu_, _ck

Size: A6 (6 by 4 inches); No. of Cards: 45 Cards; Format: f/b Coloured 350 gsm Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=67>

2. Video on You Tube: [Red Workbook 2: Short Vowel with Blends:](#)

Description: Revise CCVCC Words and Sentences

Blends Workbook 2 (A4 size red) provides explicit phonics revision of Short Vowels at Beginning and Ending Blend Words at word and then at sentence level with controlled vocabulary.

Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement for Short Vowels words with blends.

Corresponds to a set of 10 story books within each level

Sequencing activities provide an early introduction to comprehension skills.

Questions and activities promote inferential thinking

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=13>

3. Video on You Tube: [Red 10 Story Books -2: Short Vowel with Blends](#)

Description: Builds Reading Fluency for CCVCC words in a story format
Decodable storybooks build fluency of 4-5 letter words with short vowels.
Each of the 10 Storybook Covers are numbered for easy classroom management.
Convenient inside covers list phonic focus concepts and sight words which the child will come across in each book and more words for the same phonic concept.
Comprehension questions, discussion points, and activities for every storybook.
Sequencing activities provide an early introduction to comprehension skills.
Literal comprehension questions promote story recall.
Inferential questions are also included.
Size: A5; 10 books / No. of Total Pages: 220 pages; Shrink wrapped packaging

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=12>

4. Video on You Tube: [Flash Cards for Activities Blends with Short Vowel Words](#)

Description: Picture and Word cards: A few of the various activities that can be done using these cards are listed below:

1. Picture Discussion: The teacher takes the picture card and discusses the picture. Read the Word: The teacher points to each letter and says the sounds and reads the word by blending the sounds /c/ /l/ /a/ and /p/ and then saying the whole word. The child follows the same.
2. Teaching Beginning, and Ending position of the sounds in a word: Teacher shows the picture card, and the child says the picture name. After saying the word, children isolate the beginning sound and then skywrite the beginning letter of the picture card. Similarly they do it for the ending position of sound in the words shown on the picture card.
3. Matching Word and Picture: Children line up near the picture cards on the floor/table. The teacher hands out the word card to a child. Each child matches it with the picture on the floor/table.
4. 4 Corners - Middle position: The teacher assigns the 4 corners of the room with different vowel cards. The children stand in the middle of the room. The teacher says the word 'crab'. Children repeat the word. Identify the middle vowel sound and then the children run to the corner with the letter 'a'. This can also be played by tapping on the table or bench.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=14>

5. Video on You Tube: [I Spy: ng, nk Sounds](#)

Description: There are 12 pictures per letter card. Say the picture names. Isolate the last sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness (Segmentation of Sounds, Letter/Phonogram Sound Association)

Tracing of Letters and Building Vocabulary.

Size: A4; No. of Sheets: 19 Sheets

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=60>

6. Video on You Tube: [Fluency Building](#) for Short Vowel with Blend words

7. Video on You Tube: [L2- Magnetic tile](#) used for spelling of 4 letter Short Vowel words with Blends example "flat".

8. Video on You Tube: [Find the Sound Pegging Activity: Blends with Short Vowel Words](#)

Description: Procedure for playing

Vocabulary Teaching: Adult takes one picture card and clips the blends with the blank card. The adult discusses with the child the picture and emphasises on the beginning and ending sounds.

Revise Blends: The adult shows the whole card and the child says the picture name. The child reads the three blends. The child chooses the correct blend and clips it. The adult checks the answer.

Feature(s): Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=72>

9. Video on You Tube: [Find the Word Pegging Activity: Blends with Short Vowel Words](#)

Description: Procedure for playing

Vocabulary Teaching: An adult takes one picture card and clips the word with the blank card. The adult discusses with the child the picture and emphasises on the beginning and ending sounds.

Revise Blends: The adult shows the whole card and the child says the picture name. The child reads the three words. The child chooses the correct word and clips it. The adult checks the answer.

Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=73>

10. Video on You Tube: [Crosses & Zero L2](#)

Description: Practice Blends with Short Vowel Words

Cross and zero with CCVCC words combines phonics practice with play, keeping children motivated while building decoding, fluency, and confidence.

Beginning Blends: bl, cl, fl, gl, pl, sl, tw, dw

sp, sk, st, sc, sm, sn, sw

cr, br, dr, fr, gr, pr, tr.

Ending Blends: _mp, _nd, _nt, _st, _ct, _ft, _pt, _xt

_lm, _lp, _lt, _ld, _lf, _lk, _lb, _sk, _sp

Size: A5; No. of Cards: f/b 4 Cards;

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=74>

VI. LEVEL 3

C2C: Consonant Digraph & Silent e- Level 3 (Green)

Consonant digraphs are combinations of two consonants that make one sound, such as 'ch', 'sh', 'th', and 'wh'. They are important in early literacy because they help children understand phonics, improve reading fluency, and enhance spelling skills.

The general goal of learning the Silent e words is to help beginning-level students gain basic fluency of reading and spelling in the English language.

Sound Number 27- 35

Sound No	Teaching Sounds	Revision Videos	Jingles/ Songs for Student: Revision or Practice
27	Learn the More Sounds Digraph SH	Sh sound	Phonics C2C Digraph SH
28	Learn the More Sounds Digraph CH	Ch sound	Phonics C2C Digraph CH
	Learn the More Sounds Digraph WH	Wh sound	Phonics C2C Digraph WH
29	Learn the More Sounds Digraph TH	Th sound	Phonics C2C Digraph TH
30	Learn the More Sounds Digraph TH	Th sound	Phonics C2C Digraph TH
31	Learn the More Sounds Digraph Long a	a_e sound	Phonics C2C Digraph Long a
32	Learn the More Sounds Digraph Long i	i_e sound	Phonics C2C Digraph Long i
33	Learn the More Sounds Digraph Long O	o_e sound	Phonics C2C Digraph Long O
34	Learn the More Sounds Digraph Long u	u_e sound	Phonics C2C Digraph Long u
35	Learn the More Sounds Digraph Long e		Phonics C2C Digraph Long e

1. Video on You Tube: [Flash Cards for Teaching: Consonant Digraphs & Silent e words](#)

Description: Teach Consonant Digraphs & Silent e Words

Consonant Digraphs: sh, ch, wh, th

Silent e: a_e, i_e, o_e, u_e

Size: A6 (6 by 4 inches); No. of Cards: 45 Cards; Format: f/b Coloured 350 gsm Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=75>

2. Video on You Tube: [Green Workbook -3: Consonant Digraphs & Silent e Words](#)

Description: Revise at word and sentence level

Phonics Workbook 3 (A4 size green) provides explicit phonics revision of Silent e and Consonant Digraphs-sh, ch, wh, th words at word and then at sentence level with controlled vocabulary.

Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement of Short and Long Vowel and Consonant digraph words.

Corresponds to a set of 10 story books within each level.

Sequencing activities provide an early introduction to comprehension skills.

Questions and activities promote inferential thinking

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

Size: A4; Pages 72 b/w

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=17>

3. Video on You Tube: [Green 10 Storybooks -3: Consonant Digraphs & Silent e Words](#)

Description: Builds Reading Fluency in a story format

Decodable Story Books 3 (A5 size green) parallels the Consonant Digraphs-sh, ch, wh, th and Silent e phonic concepts in the workbook and provides opportunities for students to revise new phonic sounds as they read in context.

Each of the 10 Storybooks. Covers are numbered for easy classroom management.

Convenient inside covers list phonic focus concepts and sight words which the child will come across in each book and more words for the same phonic concept.

Comprehension questions, discussion points, and activities for every storybook.

Sequencing activities provide an early introduction to comprehension skills

Literal comprehension questions promote story recall.

Inferential questions are also included.

Size: A5; Set of 10 Books; Each book has 22 reading pages; b/w; Shrink Wrapped packaging

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=16>

4. Video on You Tube: [Learn Consonant Digraphs](#)

5. Video on You Tube: [Word Reading Wheel: Consonant Digraphs & Silent e Words](#)

Description: To build Reading fluency at word level for Short Vowel words and Silent e words.

Size: 20.5 Diameters; No. of Cards: 1

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=40>

6. Video on You Tube: [Flash Cards for Activities: Consonant Digraphs & Silent e words](#)

Description: Picture and Word cards: A few of the various activities that can be done using these cards are listed below:

1. Picture Discussion: The teacher takes the picture card and discusses the picture.
2. Read the Word: The teacher points to each phonogram and says the sounds and reads the word by blending the sounds /sh/ /e/ /ll/ and then saying the whole word. The child follows the same.
3. Teaching Beginning, and Ending position of the sounds in a word: Teacher shows the picture card, and the child says the picture name. After saying the word, children isolate the beginning sound and then skywrites the beginning letter of the picture card. Similarly they do it for the ending position of sound in the words shown on the picture card.

4. Matching Picture and Word: Children line up near the picture cards on the floor/table. The teacher hands out the word card to a child. Each child matches the word card with the picture card on the floor/table.

5. 4 Corners - Middle position: The teacher assigns the 4 corners of the room with different short vowel cards. The children stand in the middle of the room. The teacher says the word 'ship'. Children repeat the word. Identify the middle vowel sound and then the children run to the corner with the middle letter 'i'. This can also be played by tapping on the table or bench.

No. of Cards: 192 Cards; Format: Single Sided Coloured 350 gsm Laminated; Size: **A7 (4.2 by 3 inches)**

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=18>

7. Video on You Tube: [I Spy: More Sounds](#) Consonant Digraph

Description: There are 12 pictures per letter card. Say the picture names. Isolate the sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness sh, ch, wh th (Segmentation of Sounds, Letter/Phonogram Sound Association)

Tracing of Letters and Building Vocabulary.

Size: A4; No. of Sheets: 19 Sheets

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=60>

8. Video on You Tube: Activity Game to Read '[ch](#)' words to build reading fluency.

9. Video on You Tube: [Find the Word Pegging Activity : Consonant Digraph & Silent e Words](#)

Description: Procedure for playing

Vocabulary Teaching: An adult takes one picture card and clips the word with the blank card. The adult discusses with the child the picture and emphasises on the individual sounds.

Revise: The adult shows the whole card and the child says the picture name. The child reads the three words. The child chooses the correct word and clips it. The adult checks the answer.

Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=76>

10. Video on You Tube: [Level 3: Cross and Zero Game](#)

Description: Practice Consonant Digraphs & Silent e Words

Consonant Digraphs: sh, ch, wh, th

Silent e: a_e, i_e, o_e, u_e, e_e

Size: A5; No. of Cards: f/b 4 Cards

Cross and Zero with words combines phonics practice with play, keeping children motivated while building decoding, fluency, and confidence.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=77>

VII. LEVEL 4

C2C: Vowel Team and r-Control - Level 4 (Pink)

The Vowel Team involves two vowels to make one sound. Effective teaching strategies to learn vowel teams include clear instruction, pattern recognition, multisensory activities, and engaging games.

The learning objectives for R controlled vowels is that students will learn to read and spell sets of words with r-controlled vowels. Students will become familiar with r-controlled spelling patterns.

Sound Number: 36-43

Sound No	Teaching Sounds	Revision Videos	Jingles/ Songs for Student: Revision or Practice
31	Learn the More Sounds Digraph Long a	ay sound	Phonics C2C Digraph Long a
35	Learn the More Sounds Digraph Long e	ee sound	Phonics C2C Digraph Long e
33	Learn the More Sounds Digraph Long O	oa sound	Phonics C2C Digraph Long O
31	Learn the More Sounds Digraph Long a	ai sound	Phonics C2C Digraph Long a
35	Learn the More Sounds Digraph Long e	ea sound	Phonics C2C Digraph Long e
36	Learn the More Sounds Digraph AR	ar sound	Phonics C2C Digraph AR
37	Learn the More Sounds Digraph OR	or sound	Phonics C2C Digraph OR
38	Learn the More Sounds Digraph ER	er sound	Phonics C2C Digraph ER
38	Learn the More Sounds Digraph IR	ir sound	Phonics C2C Digraph IR
38	Learn the More Sounds Digraph UR	ur sound	Phonics C2C Digraph UR
39	Learn the More Sounds Long oo	OO Sound	Phonics C2C Digraph Long oo
40	Learn the More Sounds Short oo	Oo Sound	Phonics C2C Digraph Short oo
41	Learn the More Sounds Digraph AU	au sound	Phonics C2C Digraph AU
41	Learn the More Sounds Digraph AW	aw sound	Phonics C2C Digraph AW
42	Learn the More Sounds Digraph OI	oi sound	Phonics C2C Digraph OI
42	Learn the More Sounds Digraph OY	oy sound	Phonics C2C Digraph OY
43	Learn the More Sounds Digraph OU	ou sound	Phonics C2C Digraph OU
43	Learn the More Sounds Digraph OW	ow sound	Phonics C2C Digraph OW

1. Video on You Tube: [Flash Cards for Teaching: Vowel Team & r-Controlled Words](#)

Description: Practice Vowel Team: ay, ee, oa, ai, ea, oo/OO, oi/oy, ou/ow, au/aw; and r-Controlled: ar, or, er/ir/ur,
Size: A6 (6 by 4 inches) No. of Cards: 45 Cards; f/b Coloured 350 gsm Laminated

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=78>

2. Video on You Tube: [Pink Phonics Workbook - 4 \(B/W\)](#)

Description: Phonics C2C Workbook 4 (pink) provides explicit phonics revision of Vowel Team and r-Controlled Words at word and then at sentence level with controlled vocabulary. Workbook 4 corresponds to a set of 10 story books within each level.

Sequencing of words to make sentences activities provide an early introduction to comprehension skills.

Questions and activities promote inferential thinking. Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

Size: A4; Pages 72

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=21>

3. Video on You Tube: [Set of 10 Story books - 4 \(B/W\)](#)

Description: Decodable Phonics C2C Storybooks 4 (pink) parallels the Vowel Team and r-Controlled phonic concepts in the workbook and provides opportunities for students to apply new phonic elements as they read in context. Each of the 10 Storybook Covers are numbered for easy classroom management.

Convenient inside covers list phonic focus concepts and sight words which the child will come across in each book and more words for the same phonic concept.

Comprehension questions, discussion points, and activities for every storybook. Sequencing activities provide an early introduction to comprehension skills. Literal comprehension questions promote story recall. Inferential questions are also included.

Size: A5; Set of 10 Books; Each book has 22 reading pages; b/w; Shrink Wrapped packaging

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=20>

4. Video on You Tube: [I Spy: More Sounds](#)

Description: There are 12 pictures per letter card. Say the picture names. Isolate the sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness, (Segmentation of Sounds, Letter/Phonogram Sound Association), Tracing of Letters and Building Vocabulary.

Size: A4; No. of Sheets: 19 Sheets

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=60>

5. Video on You Tube: Colored [Flash Cards for Activities: Vowel Team & r-Controlled Words](#)

Description: Picture and Word cards: A few of the various activities that can be done using these cards are listed below:

1. Picture Discussion: The teacher takes the picture card and discusses the picture.
2. Read the Word: The teacher points to each phonogram and says the sounds and reads the word by blending the sounds /c/ /l/ /ay/ and then saying the whole word. The child follows the same.
3. Matching Picture and Word: Children line up near the picture cards on the floor/table. The teacher hands out the word card to a child. Each child matches the word card with the picture card on the floor/table.

4. Four Corners - Middle position: The teacher assigns the 4 corners of the room with different Short Vowel cards. The children stand in the middle of the room. The teacher says the word 'ship'. Children repeat the word. Identify the middle vowel sound and then the children run to the corner with the middle letter 'i'. This can also be played by tapping on the table or bench.
No. of Cards: 192 Cards; Format: Single Sided Coloured 350 gsm Laminated; Size: **A7 (4.2 by 3 inches)**

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=22>

6. Video on You Tube: [Find the Word Pegging Activity: Vowel Team & r-Controlled Words](#)

Description: Procedure for playing

Vocabulary Teaching: An adult takes one picture card and clips the word with the blank card. The adult discusses with the child the picture and emphasises on the individual sounds.

Revise: The adult shows the whole card and the child says the picture name.

The child reads the three words. The child chooses the correct word and clips it. The adult checks the answer.

Cards: 48 with 1 colored peg; Format: f/b Coloured 350 gsm Laminated; Size: A7 (4.2 by 3 inches)

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=81>

7. Video on You Tube: [Level 4: Cross and Zero Game](#)

Description: ay, ee, oa, ai, ea, ar, or, er/ir/ur, oo, oo, aw, oi, ou, ow.

Cross and Zero with words combines phonics practice with play, keeping children motivated while building decoding, fluency, and confidence.

Size: A5; No. of Cards: f/b 4 Cards

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=82>

VIII. SIGHT WORDS

C2C: Strategies to Teach Sight Word: These words don't always follow regular phonics rules and appear very frequently in texts. Here are the main reasons why teaching them matters:

High Frequency in Text: Words like *the, said, was, come, of* occur so often that children need to recognize them instantly to read fluently. If a child tries to sound them out every time, reading becomes slow and frustrating.

Irregular Spellings: Many sight words don't follow phonetic patterns (*one, two, said*), so they can't always be decoded with phonics alone. Teaching them explicitly gives children tools to handle exceptions.

Builds Fluency: Automatic recognition of sight words frees up mental energy for decoding harder words. This allows children to read smoothly, with expression, and focus on meaning.

Supports Comprehension: Since sight words carry key grammatical meaning (articles, pronouns, prepositions, helping verbs), knowing them quickly helps children understand sentences.

Boosts Confidence & Motivation: When children can read short sentences like *I see the cat* early on, they feel successful and motivated to keep reading.

Foundation for Writing: Kids use sight words constantly in their own writing. Memorizing them helps with spelling and constructing sentences.

1. Video on You Tube: [Sight Words: Teaching 2 types of Strategy](#)

Description: Say, Spell and Write

8-10 repetitions of the Sight Word in each activity

The teacher says the Sight word. A child sees the word on the paper/flash card and repeats the word, spells each letter as she writes the letter. Then underlines the word with her finger as she repeats the sight word.

Next she finds the Sight word and as she circles it as she says the word.

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=62>

2. Video on You Tube: [Strategies to Teach Sight Word Cards](#)

Description: Sight Words Teaching Strategy

1. See & Say: A child sees the word on the flash card and says the word while underlining it with her finger.

2. Spell Reading: The child says the word and spells out the letters, then reads the word again.



3. Table Writing: A child writes the letters on a table, first looking at and then not looking at the flash card.

4. Air Writing: A child says the word, then writes the letters in the air in front of the flash card.

To Buy Printed Materials: <https://www.phonicsc2c.com/Home/MoreInfo?PID=56>

3. Video on You Tube: ["Match & Learn" Practice Sight Word](#)

Description: 100 words Wall posters with candy pictures.

"Engage your little learner with this fun sight words activity!  

Exclusively Phonics Structured based approach designed by Professionals to make learning fun!

Size: A4; No. of Sheets: 6 ; Colored; (Pill & Stick)

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=36>

IX. Teaching Reading

C2C: Strategies/ Methods to Teach Reading

👉 A strong reading program usually integrates multiple methods—starting with phonics for decoding, adding sight words for fluency, and then moving to comprehension strategies for deeper understanding.

1. Video on You Tube: [Reading using Word Family Method](#)

Group words into families with the same spelling pattern and sound; eg bat, fat, cat, mat

- Builds phonemic awareness (children see how sounds combine).
- Strengthens decoding skills (recognizing patterns instead of memorizing each word).
- Makes reading easier and faster since children transfer the pattern to new words.
- Connects well with rhyming, which makes learning fun.

👉 It's especially useful in early literacy programs and for struggling readers, because once a child learns one word in a family, they can read many others.

2. Video on You Tube: [Experience Method of Learning to Read](#)

The **Experience Method of Learning to Read** is a natural, child-centered approach that emphasizes using the learner's own experiences, environment, and language as the foundation for learning to read. Instead of starting with abstract letters and sounds, it begins with meaningful content familiar to the child.

Key Features of the Experience Method:

Language Experience Approach (LEA) – A well-known form of this method.

The child dictates or shares a personal story/experience (e.g., "I went to the park").

The teacher writes it down exactly as the child says it.

The child then reads their own words, making reading personally meaningful.

Personal Connection

Reading material is drawn from the child's life (family, daily routines, special events).

This builds motivation and comprehension because the child already understands the context.

Integrated Skills

Reading, speaking, listening, and writing are developed together.

For example, after writing about visiting a zoo, the child may read the story, illustrate it, and act it out.

Progression from Whole to Part

Children first see whole sentences and stories.

Gradually, teachers draw attention to individual words, letters, and sounds.

Encourages Confidence

Since children begin by reading their own language, they experience success early.

It reduces fear of failure.

✅ **Example Activity:** A child shares: "*I baked a cake with my mom.*"

The teacher writes it on chart paper: *I baked a cake with my mom.*

The child reads it back with the teacher.

Later, the teacher highlights the word *cake* and connects it to other words like *make*, *take*, *lake*.

👉 In short, the **Experience Method** (often called the *Language Experience Approach*) makes reading a meaningful, enjoyable process by starting with the learner's own thoughts and experiences.

3. Video on You Tube: [Personalized Book for Reading](#)

4. Video on You Tube: [Building Reading Fluency using Technology](#)

Description: At BVerve we use computer monitors to aid the child in reading by increasing or decreasing the font size according to the student's need. Technology can also add a fun element.

Accessibility of information – Texts (books, articles, documents) can be instantly accessed online without needing physical copies.

Adjustable display – Users can change font size, style, brightness, and contrast to make reading easier on the eyes.

Interactive features – Unlike paper, text on a monitor can include hyperlinks, multimedia, and search functions to quickly find information.

Storage and space saving – Thousands of pages of text can be stored digitally and read on a single monitor instead of keeping shelves of books.

Ease of editing and note-taking – Digital text allows copy-paste, highlighting, comments, and quick revisions, useful for study and work.

Accessibility tools – Monitors can work with assistive technologies like screen readers, magnifiers, or text-to-speech for people with visual or learning difficulties.

Portability with laptops and external monitors – A single screen can serve multiple purposes—reading, writing, communication, and entertainment.

X. SPELLINGS

C2C: Strategies to Teach Spelling

Supports Reading Development: Spelling and reading use the same sound–symbol knowledge. When children learn to spell, they reinforce their ability to decode (read) words. Understanding spelling patterns helps them recognize words more quickly in print.

Builds Writing Skills: Accurate spelling lets students express ideas clearly without interruptions. Poor spelling can distract from content and lower confidence in writing. It encourages fluency, so students focus on meaning rather than struggling to form words.

Strengthens Phonics and Word Study: Spelling instruction highlights sound–letter relationships, word families, and spelling rules. It deepens understanding of how English words work (e.g., silent “e,” vowel teams, prefixes, suffixes).

Improves Vocabulary and Word Recognition: Learning spellings exposes students to new words, their meanings, and usage. It helps them see connections between related words (e.g., sign → signal, design → designer).

Boosts Memory and Attention to Detail: Spelling practice sharpens visual memory and pattern recognition. It trains students to pay attention to accuracy, structure, and order.

Builds Confidence and Communication: Correct spelling helps students communicate effectively in school, exams, and later in professional life. Confidence in spelling reduces hesitation when reading aloud or writing independently.

👉 In short: Spelling instruction is not about rote memorization—it’s about teaching how language works. It ties together reading, writing, vocabulary, and communication.

1. Video on You Tube: [Multi Sensory Dictation of Letter Names and Letter Sounds](#)

Description: We show you how to spell using semolina and broken wheat/pulses. This method also improves your child's fine motor skills and your child practices letter names and sounds of the alphabet.

You can also use the above method to work on letter reversals like b and d, or p and q etc .

2. Video on You Tube: [Teaching Spelling: Segmenting Words to Individual Sound](#) and Blending the sounds to read. example using an outstretched arm and tapping sounds at shoulder, elbow and at the wrist ‘nap’.

3. Video on You Tube: [Teaching Spelling](#) when a child has learnt just 6 letters and their sounds using letters on magnetic tiles or you can use letter flashcards.

4. Video on You Tube: [Multi Sensory Dictation of Sight words and Phonics words](#)

Description: Multi Sensory easy trick to enjoy learning Spelling (Sight and Phonic Words) and Improve Fine Motor Skills. We show you how to spell using semolina and broken wheat/pulses. This method also improves your child's fine motor skills. Your child practices spellings of Sight words and Phonic words.

5. Video on You Tube: [Phonics Spelling Word Book](#)

Description: A bank of spelling words that will be a ready user’s guide of comprehensive phonics grouping. Also it can be used as a reading word list. It has both single and multi- syllabic words and sight word lists.

Size: A5, Pages: 52

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=35>

6. Video on You Tube: Teaching how to do [Spelling Correction](#)

Description: Detailed video on how to encourage the child to proof his spellings, strategies for reducing reversals, and step by step details of correcting various kinds of errors.

7. Video on You Tube: [Alternative Spellings Posters](#)

Description: 2 posters pack to facilitate students when they write spellings. Contains peel and stick A4 chart (297 x 210mm).

Pages: 12 Size: A4

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=33>

8. Video on You Tube: [Creative Spelling Writing Techniques](#) to build Spellings.

Description: not in the mood to write with pencil or pen on paper? It's okay.

📌 Alternative ways to review Spellings. At BVerve, we believe in using creative measures to work with our children. And so, here are some of the ways that we actively use in our sessions to review Spellings.

XI. WRITING

C2C: Strategies to Teach to Write Letters: To teach children to write letters, first develop their pre-writing fine motor skills, then group letters by similar strokes, and use multi-sensory techniques like tracing in air, sand, or with Play-Doh. Provide guided instruction and practice with templates or dotted lines, focusing on letter names, sounds, and proper grip. Integrate fun, hands-on activities, use physical movement, and encourage reading to reinforce learning and build a strong foundation for writing.

1. Build Foundational Skills : Fine Motor Skills: Engage children in activities that strengthen finger muscles, such as playing with Play-Doh, using tongs, or squeezing sponges. Pre-writing Skills: Practice basic strokes (vertical lines, horizontal lines, curves) and shapes (circles, squares) that form letters.

2. Group and Teach Letters: Group Similar Strokes: Teach letters that share similar strokes together (e.g., 'c', 'a', 'o' or 'i', 'l', 't') to make them easier to learn and remember. Focus on Lowercase First: Start with lowercase letters, as they are more complex, and introduce uppercase later.

3. Use Multi-Sensory Approaches : Tracing: Have children trace letters in the air, in sand, shaving cream, or on a steamy window using their fingers. Tactile Activities: Create letters with Play-Doh, use mosaic tiles, or fill letters with small objects like beans, pebbles, or acorns that start with the letter's sound. Visual Cues: Use visual aids like letter cards, dotted lines, or templates, and demonstrate correct letter formation slowly and clearly.

4. Provide Guided Practice

Verbal Cues: Give clear verbal instructions for each stroke, such as "start at the top," "slide down," or "tag the line". Directionality: Model the correct directionality of strokes for each letter, emphasizing starting points and transitions. Gradual Progression: Move from tracing letters to writing them independently, then progress to writing simple words and short sentences.

5. Make it Fun and Engaging

Games: Play games like "Memory" or "Simon Says" with letter cards, or use toy cars to drive to letters on the floor. Movement: Take learning outside with sidewalk chalk, where children can write letters, draw grid games, or jump to letters you call out.

Music: Sing alphabet songs, which can help reinforce letter names and sounds.

1. Video on You Tube: [Pre-Writing Exercises](#)

Description: 📌 Pre-writing skills help your child build finger strength, eye hand coordination, wrist movement and grip strength.

📌 These will in turn help children to gradually hold and use a pencil or any writing tool to draw, write, color and in general, express themselves.

2. Video on You Tube: [Tracing](#)

Description: Size : A5, No.of Cards: 26 cards, Format : f/b 350 gsm Laminated

Shrink wrapped packaging, Double sided 4 color cards

Capital and Small Letter cards as written in red and blue line books

Key Picture for the letter and Small case letter with arrows giving the direction for formation of the letter.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=42>

3. Video on You Tube: [See, Wet, Dry and again Write the Letter Activity](#)

Description: Copying: In a fun manner 4 practices to copy write the same letter on a slate leading to muscle memory for the letter.

4. Video on You Tube: Learning Letter Formation [Handwriting](#):

Description: Teaching Letter Formation: Tracing to Copying to Writing from the Memory.

5. Video on You Tube: Children with [b d reversal](#)

Description: detailed video explaining how to teach children who have a difficulty with reversals of letters. Detailed verbal strategies and various ways to revise the writing of b and d.

6. Video on You Tube: [Air Writing](#) of letters a-z

Description: Air-writing helps children internalize letter shapes, sounds, and writing strokes by linking movement, vision, and sound—making learning more memorable and effective.

Review of the letter and its sound is a simultaneous multi sensory method by writing the letter in the air and simultaneously saying the sound of the letter and showing the letter on a card.

WRITING SMALL CASE LETTERS

Benefits of verbal input for letter formation: Boosts memory through multi-sensory learning. Engaging multiple senses—seeing, hearing, and physically moving—creates stronger memories. When a child repeats a verbal cue, the auditory and motor connections work together to embed the process in their memory.

- Reinforces correct directional movement. Verbalizing the "verbal path" for a letter provides a clear, consistent set of instructions for a child to follow. This helps them understand the proper starting point, direction, and sequence of strokes, which is crucial for developing automatic and fluent handwriting. This is especially useful for preventing common reversals, like confusing 'b' and 'd,' which have opposite movement paths.
- Reduces cognitive load. For a child learning to write, handwriting is a complex task that heavily uses working memory. When letter formation becomes automatic through consistent verbal and motor practice, it frees up the child's working memory to focus on higher-level writing skills, such as spelling, grammar, and organizing thoughts.
- Keeps students engaged. Predictable and rhythmic verbal cues or songs can make handwriting practice more interactive and fun, turning a potentially tedious task into an enjoyable learning experience. Teachers can also model the cues.
- Builds independence. A consistent set of verbal cues gives students an internal framework for recalling letter formation. This allows them to self-correct and remember the strokes needed to write a letter, even when a teacher or parent is not present.
- Supports students with learning differences. A multi-sensory approach that includes verbal input can be especially beneficial for students with dyslexia or dysgraphia. The structured, movement-based instruction can help them build the motor memory needed to overcome challenges with mirror-image letters and improve writing fluency.

C2C: Writing Small Case a-z

1. Video on You Tube: [Letter a: Verbalizations for Print Letters](#)

Description: Curved Letter a: put the pencil slightly below the top blue line, go up to the top blue line, curve down to the bottom blue line, go up and close the circle and down to the bottom blue line.

2. Video on You Tube: [Letter b Verbalisation for Print Letters](#)

Description: Tall Letter b: place the pencil on the top red line, pull down to the bottom blue line, up to the top blue line, away and join it at the bottom of the standing line.

3. Video on You Tube: [Letter c Verbalisation for Print Letters](#)

Description: Curved Letter c: place the pencil slightly below the top blue line, go up to the top blue line, curve and touch pencil on the bottom blue line, slightly up and stop.

4. Video on You Tube: [Letter d Verbalisation for Print Letters](#)

Description: Curved Letter d: place the pencil slightly below the top blue line, go up to the top blue line, curve and touch pencil on the bottom blue line, straight up to the top red line and down to the bottom blue line.

5. Video on You Tube: [Letter e Verbalisation for Print Letters](#)

Description: The letter e: place the pencil in between the top and bottom blue lines writing a line going away, swing up to the top blue line, curve and touch the pencil on the bottom blue line, slightly up and stop.

6. Video on You Tube: [Letter f Verbalisation for Print Letters](#)

Description: Curved Letter f: place the pencil slightly below the top blue line, go up to the top blue line, curve and pull straight down to the bottom blue line and cross.

7. Video on You Tube: [Letter g: Verbalisation for Print Letters](#)

Description: Curved Letter g: put the pencil slightly below the top blue line, go up to the top blue line, curve down to the bottom blue line, go up and close the circle and down to the bottom red line and kick in front.

8. Video on You Tube: [Letter h Verbalisation for Print Letters](#)

Description: Tall Letter h: place the pencil on the top red line, pull down to the bottom blue line, up to the top blue line, away and stop at the bottom blue line.

9. Video on You Tube: [Letter i Verbalisation for Print Letters](#)

Description: Short Letter i: place the pencil on the top blue line and pull straight down to the bottom blue line and a dot.

10. Video on You Tube: [Letter j Verbalisation for Print Letters](#)

Description: Short Letter j: place the pencil on the top blue line and pull straight down to the bottom red line, kick in the front and a dot.

11. Video on You Tube: [Letter k Verbalisation for Print Letters](#)

Description: Tall Letter k: place the pencil on the top red line, pull down to the bottom blue line, lift and place pencil on the top blue line, in and out to the bottom blue line.

12. Video on You Tube: [Letter l Verbalisation for Print Letters](#)

Description: Tall Letter l: place the pencil on the top red line and pull down to the bottom blue line.

13. Video on You Tube: [Letter m Verbalisation for Print Letters](#)

Description: Short Letter m: place the pencils on the top blue line, pull straight down to the bottom blue line, up to the top blue line, away and down on the bottom blue line and repeat; up to the top blue line, away and down on the bottom blue line.

14. Video on You Tube: [Letter n Verbalisation for Print Letters](#)

Description: Short Letter n: place the pencil on the top blue line, pull straight down to the bottom blue line, up to the top blue line, away and down on the bottom blue line.

15. Video on You Tube: [Letter o Verbalisation for Print Letters](#)

Description: The letter o: o is taught as a twelve o'clock letter in order to form it the way the letter is written in cursive. The letters e and z begin with a line that goes away from the blue writing line.

o= place the pencil at the top blue line, draw a circle touching the bottom blue line.

16. Video on You Tube: [Letter p Verbalisation for Print Letters](#)

Description: Short Letter p: place the pencil on the top blue line, pull straight down to the bottom red line, away, and join it at the bottom blue line to the standing line.

17. Video on You Tube: [Letter q Verbalisation for Print Letters](#)

Description: Curved Letter q: place the pencil slightly below the top blue line, go up to the top blue line, curve down to the bottom blue line, go up and close the circle and down to the bottom red line and kick back.
(The q is never written without the u. The q turns toward or makes a pocket for the u.)

18. Video on You Tube: [Letter r Verbalisation for Print Letters](#)

Description: Short Letter r: place the pencil on the top blue line and pull straight down to the bottom blue line, up to the top blue line and away.

19. Video on You Tube: [Letter s: Verbalizations for Print Letters](#)

Description: Curved Letters s: place the pencil slightly below the top blue line, go up to the top blue line, curve and slant to the bottom blue line and go slightly up.

20. Video on You Tube: [Letter t Verbalisation for Print Letters](#)

Description: Tall Letter t: place the pencil between the top red line and the top blue line, pull down to the bottom blue line, lift and cross.

21. Video on You Tube: [Letter u Verbalisation for Print Letters](#)

Description: Short Letter u: place the pencil on the top blue line and pull straight down to the bottom blue line, curve up to the top blue line and down on the bottom blue writing line.

22. Video on You Tube: [Letter v: Verbalisation for Print Letters](#)

Description: Slanting Letter v: place the pencil at the top blue line, slant down to the bottom blue line and slant up to the top blue line.

23. Video on You Tube: [Letter w Verbalisation for Print Letters](#)

Description: Slanting Letter- place the pencil at the top blue line, slant down to the bottom blue line, slant up to the top blue line, repeat down and up.

24. Video on You Tube: [Letter x Verbalisation for Print Letters](#)

Description: Slanting Letter x: place the pencil at the top blue line, slant down to the bottom blue line, lift and place the pencil at the top blue line and slant to the bottom blue line.

25. Video on You Tube: [Letter y Verbalisation for Print Letters](#)

Description: Short Letter y: place the pencil on the top blue line, pull straight down to the bottom blue line, curve up to the top blue line, down to the bottom red line and kick front.

26. Video on You Tube: [Letter z Verbalisation for Print Letters](#)

Description: Letter z: write a sleeping line on the top blue line, slant to the bottom blue line and again a sleeping line on the bottom blue line.

XII. DIGITAL eBOOKS

C2C: eBooks: Digital ebooks are valuable for teaching phonics because they offer engaging, interactive features that can be personalized for different learning styles and levels. While physical books promote longer attention spans, well-designed digital phonics resources can be an effective tool alongside traditional methods.

Benefits of digital ebooks for phonics

- **Multisensory and engaging:** c2c Digital books incorporate audio, and interactive games. Research indicates that incorporating visual, auditory, and interactive elements can lead to better information retention. For example, a word might light up as it is narrated, helping children connect sounds and letters.
- **Accessible and customizable:** Our Ebooks can accommodate different learning needs with features like adjustable font sizes, and high-contrast modes, making them helpful for children with visual impairments or learning disabilities like dyslexia.
- **Motivational for reluctant readers:** For children who see reading as a chore, the gamified and tech-driven nature of ebooks can reframe the activity as a fun, new experience. Interactive features can keep children engaged with the material, helping them overcome reading reluctance.
- **Convenient and portable:** Digital books eliminate the need for heavy physical books, allowing children to carry an entire library on a single device. This provides flexibility for reading anywhere, making it easier for students to access phonics practice outside the classroom.
- **Provides targeted practice:** Our phonics ebooks include structured activities, like digital flashcards, that reinforce specific letter sounds and blends taught during explicit instruction. For example, decodable ebooks allow children to practice sounding out words with controlled, systematic repetition.
- **Supports parental involvement:** Ebooks can also facilitate reading sessions between parents and children, which fosters a collaborative learning experience.

1. Video on You Tube: [Video eBook Multisensory Book](#)

Description: Visual Perceptual Activity, Listening Skills, Vocabulary Building, Phonemic Awareness, Finger tracing to build motor planning for letter, and Letter-Sound Association.

No. of eBooks: 26

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=6>

2. Video on You Tube: [Video ebook Phonemic Awareness](#)

Description: It has 26 books for a-z. 1 book per letter. Each book has 2 activities with 20 practices for each activity.

Auditory Discrimination - Targets phoneme in the Beginning Position of the given word? The child has to click on “Yes” or “No” (20 practices).

Identify the Position of the Sound - Learns to identify the Beginning, Middle or Ending Position in the given 2-3 phoneme word (20 practices).

No. of eBooks: 26

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=7>

3. Video on Youtube: [Activities to Consolidate Letter Sound Association: as per the 4 Groups](#)

Description: Review Letter Sound Association, Blending Sounds For Reading, Segmenting Sounds For Spelling, Building Reading Fluency.

No. of eBooks: 4

To Buy eBook: <https://www.phonicsc2c.com/Home/eBooksMoreInfo?PID=4>

4. Video on You Tube: [Video eBook Orange Workbook](#)

Description: A 72 page coloured workbook used for consolidation of phonemic awareness, Letter-Sound relationship, and Builds Vocabulary. It provides extensive practice and consistent review and reinforcement.

No. of eBooks: 1

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=9>

5. Video on You Tube: [Video eBook Starting Reading: as per the 4 Groups: Blending Sounds for Beginning Reading Group 1](#)

Description: Blending Sounds to Read Short Vowel Words, Reading Sight Words, Reading a Short Book and Building Reading Fluency.

No. of eBooks: 4

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=5>

6. Video on You Tube: [Video eBook Blue Workbook](#) Short Vowel words with Consonants CVC

Description: Progresses in skill difficulty and provides extensive practice, consistent review and reinforcement for Short Vowels CVC words.

Corresponds to a set of 10 storybooks within each level.

Sequencing of words to make sentences activities provide an early introduction to comprehension skills.

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

No. of eBooks: 1

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=8>

7. Video on You Tube: [eBook Blue Storybook 1.1](#) Short Vowel Words with Consonants CVC

Description: Reading CVC /a/ Short Vowel words, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Story and Storybook Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=3>

8. Video on You Tube: [EBook Sample Blue story 1.6](#) Short Vowel Words with Consonants CVC

Description: Reading CVC words, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Story and Storybook Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=3>

9. Video on You Tube: [Video eBook Red Workbook](#) Short Vowel Words with Blends

Description: Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement for Short Vowels words with Blends.

Corresponds to a set of 10 storybooks within each level.

Sequencing of words to make sentences activities provide an early introduction to comprehension skills.
Exercises combine decoding and spelling instruction.
Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.
No. of eBooks: 1

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=11>

10. Video on You Tube: [eBook Red Storybook 2.1](#) Short Vowel Words with Blends

Description: Reading Short Vowel words with Blends CCVCC, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Story and Storybook Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=13>

11. Video on You Tube: [Video Ebook Red Storybook 2 .7](#) Short Vowel Words with Blends

Description: Reading Short Vowel words with Blends CCVCC, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Story and Storybook Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=13>

12. Video on You Tube: [Video eBook Green Workbook](#) Consonant Digraph and Silent e Words

Description: Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement for Consonant Digraph and Silent e Words.

Corresponds to a set of 10 storybooks within each level.

Sequencing of words to make sentences activities provide an early introduction to comprehension skills.

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

No. of eBooks: 1

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=14>

13. Video on You Tube: [Video eBook Green Storybook 3.1](#) Consonant Digraph and Silent e Words

Description: Reading Consonant Digraph and Silent e words, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Storybook and Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=17>

14. Video on You Tube: [Video eBook pink Workbook](#) Vowel Team and r-Controlled Words

Description: Progresses in skill difficulty and provides extensive practice and consistent review and reinforcement for Vowel Team and r-Controlled Words.

Corresponds to a set of 10 storybooks within each level.

Sequencing of words to make sentences activities provide an early introduction to comprehension skills.

Exercises combine decoding and spelling instruction.

Detailed Table of Contents cross references workbook pages with storybook titles and focus concepts.

No. of eBooks: 1

To eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=19>

15. Video on You Tube: [Video of eBook of Pink Storybook 4.6](#) Vowel Team and r-Controlled Words

Description: Reading Vowel Team and r-Controlled words, Sight words, Building Reading Fluency, Reading 16 pages of a Decodable Reader / Storybook, and Reading Comprehension activities.

No. of eBooks: 10

To Buy eBook Material: <https://phonicsc2c.com/Home/eBooksMoreInfo?PID=21>

XIII. MORE LETTER SOUND ASSOCIATION

C2C: 19 More Sound Association

1. Video on You Tube: [Magnetic B/W tiles: Digraph](#)

19 More Sounds: ng, nk, sh, ch, wh, th, ay, ee, oa, ai, ea, oo, oo, aw, oi, ou, ow, ar, or, er/ir/ur/.

To Buy Printed Material: <https://phonicsc2c.com/Home/MoreInfo?PID=47>

2. Video on You Tube: [19 More Story Sheet](#)

Description: Makes Abstract Sounds Concrete: Sounds are invisible, so children may find them hard to grasp; A story gives the sound a character, action, or situation—turning an abstract sound into something concrete. Example: “/sh/ is the shell sound. Shawn with fingers on the lips saying shhhh.”

Supports Memory and Recall: Stories create visual images and emotional connections, which strengthen memory. Children are more likely to recall the story (and thus the sound) when decoding or spelling words.

Engages Multiple Senses: Stories can include actions, gestures, or sound effects, appealing to auditory, visual, and kinesthetic learners. This multi-sensory experience deepens learning and retention.

Builds Interest and Motivation: Instead of just drilling sounds, stories make learning fun and imaginative.

Children look forward to “meeting” new sounds through their characters and adventures.

Provides Context for Sound Discrimination: Stories highlight how sounds are used or how they “behave.”

Example: The story of “quiet ‘h’ hiding behind other letters” explains why *sh*, *th*, *ch* make special sounds.

Encourages Application in Reading and Writing: When a child sees a letter, recalling the story helps them produce the correct sound. This bridges the gap from letter–sound recognition to blending and decoding words.

👉 In short: Sound stories make phonics lively, meaningful, and memorable. They help children move from mechanical sound practice to joyful, story-based learning.

3. Video on You Tube: [19 More Phonics Picture- Talk Illustration Sheet](#)

19 More Sounds: ng, nk, sh, ch, wh, th, ay, ee, oa, ai, ea, oo, oo, aw, oi, ou, ow, ar, or, er/ir/ur/.

Description: 15-20 words with the targeted phonogram are beautifully woven into each illustration. Built in Visual Perceptual Activity, Builds Listening Skills, Vocabulary Building, Builds Phonemic Awareness, Finger tracing to build motor planning for the phonogram-Sound Association.

Size: A3, No. of Sheets: 19 Sheets

4. Video on You Tube: [19 More Multisensory Sheet](#)

19 More Sounds: ng, nk, sh, ch, wh, th, ay, ee, oa, ai, ea, oo, oo, aw, oi, ou, ow, ar, or, er/ir/ur/.

Description: Builds Visual Perceptual, Listening Skills, Vocabulary Building and Phonemic Awareness

Size: A4, No. of Sheets: 19 Sheets

5. Video on You Tube: [I Spy More Sounds](#)

19 More Sounds: ng, nk, sh, ch, wh, th, ay, ee, oa, ai, ea, oo, oo, aw, oi, ou, ow, ar, or, er/ir/ur/.

Description: There are 12 pictures per phonogram card. Say the picture names. Isolate the target sound. There will be 8 correct pictures per letter card.

Build Phonemic Awareness (Segmentation of Sounds, Phonogram Sound Association)

Tracing of Letters and Building Vocabulary.

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Website: www.phonicsc2c.com. Address: Viraj Impex House, 2nd floor, 47 P.D'Mello Road, Masjid East, Mumbai-400009

Size: A4; Format: Single Sided Coloured 350 gsm Laminated; No. of Cards: 19

To Buy Printed Material: <https://www.phonicsc2c.com/Home/MoreInfo?PID=60>

6. Video on You Tube: [Learn: 19 More Sounds](#)

Description: hear the 19 sounds made from a close up visual.

19 More Sounds: ng, nk, sh, ch, wh, th, ay, ee, oa, ai, ea, oo, oo, aw, oi, ou, ow, ar, or, er/ir/ur/.

XIV. PHONICS AFTER C2C LEVEL 4

C2C: Phonics Videos After Level 4

Sound Number	Teaching Sounds	Jingles/ Songs for Student: Revision or Practice
44	Learn the More Sounds Digraph ZH	Phonics C2C Digraph ZH

1. **Video on You Tube:** [/ed/ Sounds in English](#): Explicitly teaching –ed in phonics is important because it supports both reading and spelling development.

1. –ed Has Multiple Sounds: The suffix –ed doesn't always sound the same.

/t/ as in *jumped*

/d/ as in *played*

/ɪd/ or /əd/ as in *wanted*

Children need explicit teaching so they don't get confused when they see “–ed” but hear different sounds.

2. Connects Phonics to Morphology: g (morphemes), not just sounds.

“–ed” always means past tense, no matter how it sounds. This builds vocabulary, grammar, and comprehension skills.

3. Supports Decoding & Fluency: Without explicit instruction, children may try to sound out “–ed” letter by letter (/e/ /d/) in every word, which makes reading slow and inaccurate. Teaching the three pronunciations helps them recognize and read past tense words fluently.

4. Improves Spelling: Many children write “*playd*” or “*jump*” if they aren't taught that “–ed” is the consistent spelling for past tense verbs. Explicit instruction connects the grammar rule to correct spelling.

5. Prepares for Advanced Literacy: Early awareness of suffixes like –ed builds a foundation for later word study (prefixes, suffixes, root words), which is critical for upper-grade reading and writing.

👉 In short: Teaching –ed explicitly in phonics ensures children understand both how to read it (different sounds) and why we use it (past tense meaning), strengthening decoding, spelling, grammar, and comprehension.

2. **Video on You Tube:** [Ever wondered why the letter 'y' seems to wear so many linguistic hats?](#)

Explicitly teaching its three main sounds prevents confusion and builds flexibility when reading unfamiliar words. Here's why it matters:

1. Y as a consonant /y/: At the beginning of words (e.g., *yes, yellow, you*), y acts like a consonant with the /y/ sound. Children need to know this so they don't confuse it with the vowel role of y later in the word.

2. Y as a vowel with the long /ī/ sound: At the end of one-syllable words (e.g., *cry, fly, my*), y represents the long i sound. If students aren't taught this, they might mispronounce or struggle with these high-frequency words.

3. Y as a vowel with the long /ē/ sound: At the end of two-syllable words (e.g., *happy, candy, baby*),

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y represents the long *e* sound. This rule helps children read multisyllabic words more fluently.

✓ Why it's worth teaching explicitly:

Helps children recognize patterns (*y* = /ī/ in short words, *y* = /ē/ in longer words).

Reduces guessing and mispronunciation.

Strengthens spelling, since children learn *when y replaces i or e*.