

Teaching Phonics in Primary Schools

A Guide for Early Grade Reading Teachers and Trainers in Uganda



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Introduction

This guide is aimed at teachers and trainers. It provides information and guidance on how to teach phonics from the first stages of learning to read and then, to transition to English.

In Uganda, it is government policy to teach from Primary 1 to Primary 3 in the local language, and this guide aligns with this approach. Research has shown that teaching in a language in which the child thinks is a critical determinant of successfully learning how to read.

Additionally, many, if not most local African languages are phonetically consistent; in general, unlike in English, each letter sounds the same wherever and whenever it is encountered in a word. This makes it relatively easy to teach children to read in their local languages. Whilst some of these sounds may vary in different African languages, it is easy to substitute and teach any sounds in those languages which are pronounced differently from pure phonic sounds in English.

The aim of teaching phonics to pupils is that they learn, and know, the relationships between letters and sounds; they can then learn how to use this knowledge to ‘decode’, to recognise words when reading, to read words they have not encountered before, and spell words correctly when writing.

Phonics knowledge is essential to becoming an effective reader.

BACKGROUND TO TEACHING PHONICS

I DO, WE DO, YOU DO

The ‘I do, we do, you do’ method of teaching and learning is a way of ensuring that children remain engaged in their lessons. It applies to the teaching of reading as well as all other areas of the curriculum.

Remember that we are trying to maintain the interest and enthusiasm of pupils in the lesson, as learning to read is possibly the most important thing your children will learn whilst in your class.

1. Demonstrating through showing, telling and modelling to the pupils (I do)

This is a teacher-centred strategy where the teacher **directs and controls the teaching and learning**. It is very important when delivering new material.

An example of what this means in practice:

- The teacher might say, ‘**When these sounds are found together...**’ and then s/he pronounces the phoneme (or combination of sounds), she/ he e s modelling how it should be said.
- The teacher might say, ‘**When these sounds are joined together, they are pronounced...**’ and then pronounces the phoneme.

S/he may then say, ‘**When we know this group of sounds or phonemes, we can use it to help us read new words**’. This could be done by using a bottle-line to blend the individual sounds and combinations of sounds.

In this strategy, the teaching is teacher-centred.

2. Supporting and scaffolding pupils (We do)

This is when the teacher supports and encourages pupils to try a task by themselves but provides activities to help and support them do so.

The teacher might say,



'Listen to the sounds in the word '**kusoma**'. Try to remember which sounds are used' and find the sound cards to make the word on your sound frame'.

'Listen hard to the first sound, listen to the next sound etc. and see if you can find each individual letter sound or combination of letter sounds in the word'.

In this strategy, the teaching is pupil-centred.

3. Allowing and encouraging independence (You do)

This is when the pupils require little or no assistance, and can work independently.

The teacher might say, '**Remember to break up (segment) the sounds as you try to spell words.**

In this strategy, the teacher will be giving the pupils independent activities in groups, pairs or as individuals. There needs to be a good balance between the three 'groupings'.

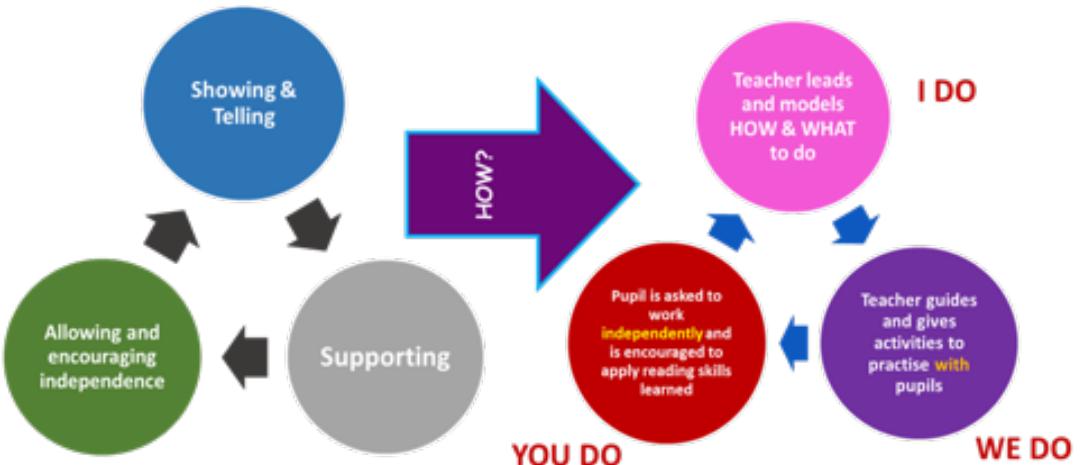
Remember that you do not always need to apply all of 'I do, we do, you do' in one lesson. Sometimes, some groups of pupils may be able to go straight to the 'you do' part of this strategy, as they already can work independently on the aspect you are teaching, whilst you work with other children on 'I do' or 'we do'.

It is very important that pupils are allowed to read independently rather than only reading:

- (a) as a class or group and/or
- (b) always under the direct supervision of the teacher.

Strategies such as paired work, group work, games etc. need to be used regularly and included in lessons.

This will ensure that the pupils enjoy participating and remain engaged in the lesson. It also develops their confidence and provides opportunities for them to apply what they have learned.



BEFORE LEARNING TO READ

Children need to develop a range of skills, called pre-reading skills, to enable them to become effective readers.

They need to develop:

1. Phonological awareness

They need to be able to recognize differences and similarities among a range of sounds. These can be any general sounds they hear but also the sounds of the language which they have learned to speak.

2. Auditory discrimination skills

They need to be able to identify similarities and differences in what they hear; pitch, loudness, softness, intonation, etc.

3. Visual discrimination skills

They need to be able to identify similarities and differences in size, shape, orientation, colour etc.

4. Directionality

They need to know that (in local language and English) text is read from left to right.

They also need to know how to hold a book, which is the back and the front and how to manipulate the pages.

In Appendix 1 and in your training, you will cover some of the activities which can be done to develop phonological awareness, auditory and visual discrimination skills.

LEARNING TO READ

When learning to read, children need a range of WORD ATTACK skills which will help them in working out how a word is pronounced.

Just as a mechanic, with a set of tools or a toolbox, is able to repair vehicles, children need this set of word attack skills or ‘toolbox’ to help them to read successfully.



These skills include being able to identify letter sounds, segmenting, blending, recognising syllable patterns, identifying which word makes sense in the text.

WHAT IS PHONICS?

Phonics can be identified as the system which uses the smallest ‘bits’ of sound in a language. These ‘bits’ are then put together to make the words that we hear and the words that we read.

In order to learn to read, children need to be able to identify, through sound and vision, the individual ‘bits’ of a language. Therefore, children need to be taught the letter sounds and what the letter sounds look like when they are written on a page.

This is a fundamental skill which is essential in learning to read. It is one of the WORD ATTACK skills.

Phonics is the connection between sounds and written language.

WHY USE PHONICS?

Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read.

Almost all children who receive good phonics teaching will learn the skills they need to tackle new words. They can then read any kind of text fluently and confidently, and read for enjoyment.

Children who are taught phonics also tend to read more accurately than those taught using other methods such as ‘look and say’.



TEACHING PHONICS IN UGANDA

As most local languages in Uganda are phonetically consistent (the sounds are said in the same way wherever you meet them), and as the government policy is that children are taught in their local language from Primary 1 to Primary 3, the teaching of phonics can be divided into two levels.

Level 1 phonics is the learning of **individual** letter sounds (plus any double letter sounds that are present in some local languages).

Level 1 comprises of three stages

STAGE 1: To distinguish between sounds (this is a pre-reading skill).

STAGE 2: To introduce the sound-to-symbol correspondences in the local language. Most of these will be the same as those which are used in English. However, there will be additional sounds that you will need to also teach in your own language. See the orthography for additional information on sound variations in your local language.

STAGE 3: To blend and segment letter sounds in order to read simple words.

Within this stage, children should be taught to blend and segment individual sounds into syllables and then syllables into words.

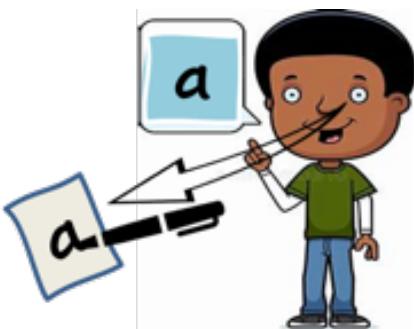
The technical term for a letter sound is **Phoneme**.

The technical term for the symbol used to write that sound is **Grapheme**.

When we read, we are turning graphemes (the written letter) into phonemes (the sounds that we speak).

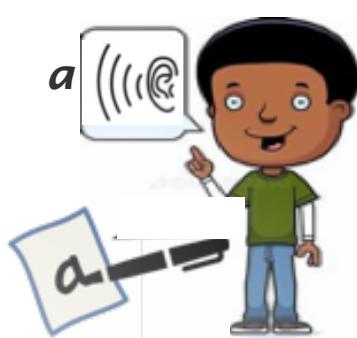
When we are writing we are turning phonemes (the sounds that we hear) into graphemes (the letter symbols that we write).

READING



The child sees the letter sound (or grapheme) written on the page, recognises it, and says it.

WRITING



The child hears the sound (or phoneme), recognises it, and writes it.

Level 2 phonics is learning the additional letter sounds needed to read and write English. This should be taught later, when the child is transitioning to English from a local language. It is important to remember that Level 2 phonics builds upon Level 1 phonics. We will discuss Level 2 later.

It is very important to know that ALL children need to go through all stages. This means that if they are taught in English or local language they must be supported to gain pre-reading skills and be able to understand sound letter correspondence before they can blend, segment and read words.

THE BIG PICTURE

Learning to be an effective reader is a lifelong process and involves the acquisition of a variety of different skills. It has been categorised in different ways by different academics but is basically connected with the following key areas:

1. Knowledge of sounds – decoding the text
2. Making meaning
3. Analysing the text
4. Applying what has been learned from the text

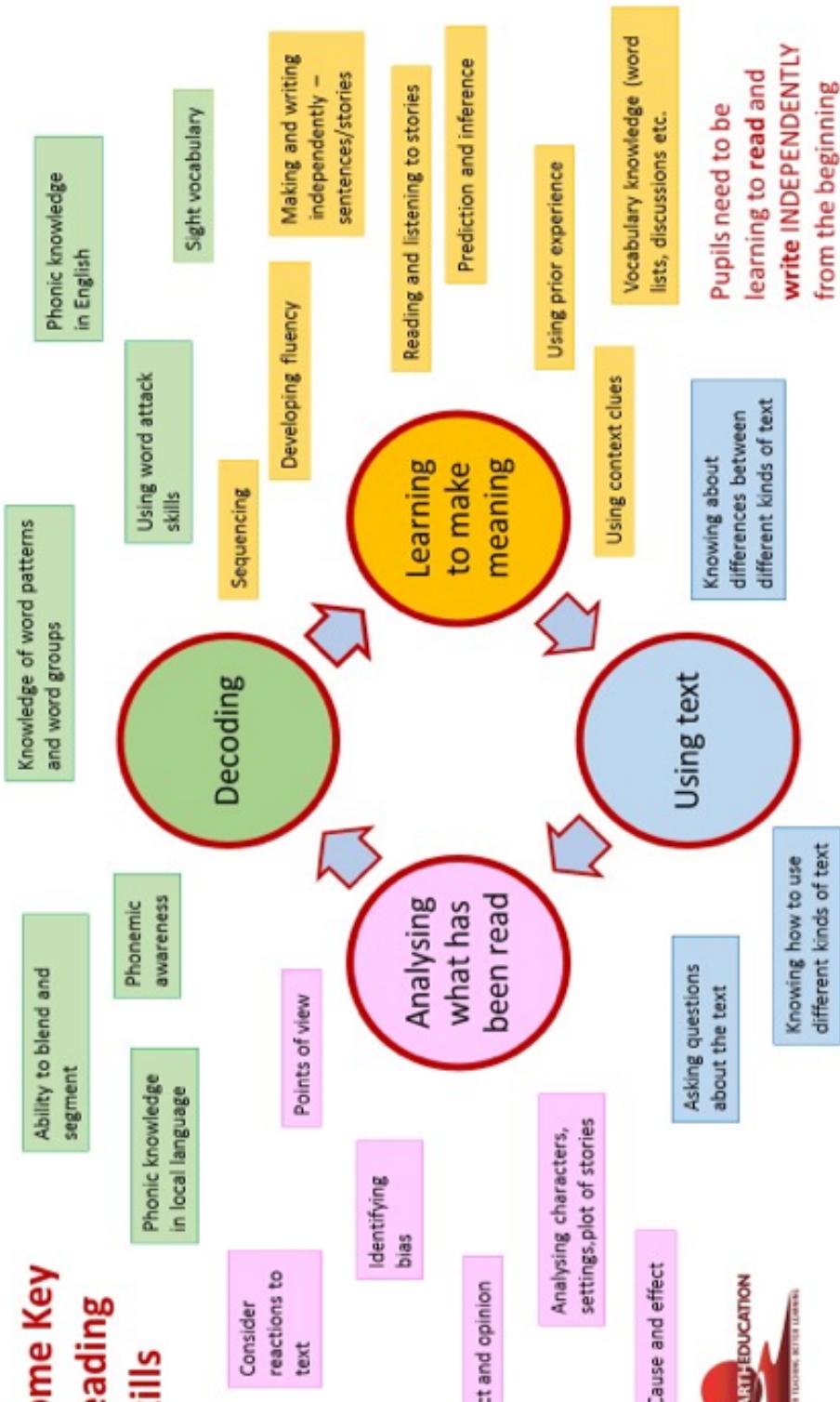
In the following diagram, this has been placed into a sequence which covers the possible progress in learning to read, and the focus at different times; it is based around:

1. Understanding what reading is
2. Phonics
3. Vocabulary development
4. Comprehension

All of these aspects contribute to the four (4) key areas described above.

In this guide, we are mainly focusing on decoding skills i.e phonic knowledge in local language and English; ability to blend and segment; knowledge of word pattern and word groups; using word attack skills and sight vocabulary.

Some Key Reading Skills



DECODING

When we are teaching phonics, we are teaching **DECODING**.

This means using word attack skills to be able to read a word.

As you have seen, there are many other skills needed to become a fully effective reader, but understanding phonics and the ability to use this, is the foundation.

LEVEL 1 PHONICS

Level 1 phonics is about decoding. **There are 3 stages of teaching and learning and all stages have to be taught.**

- 1. Pre reading skills**
- 2. Letter sounds – (phoneme: grapheme correspondence)**
- 3. Blending and segmenting**

Stage 1:

Pre-reading

Stage 1: Pre reading skills for phonological awareness

The first step focused on developing phonological awareness through pre-reading activities. Children need to be involved in many activities for them to be able to identify and discriminate different sounds. These activities can be fun while helping to build skills.

We all learn best when we are enjoying learning.

Below are the broad areas where teachers need to provide enjoyable and engaging activities which develop the skills.

Phonological awareness: This is a broad skill. It includes:

The recognition of units of language such as individual sounds, syllables, rhyme, changes in volume, length of words etc.

Auditory discrimination: Children need to be able to identify similarities and differences in what is heard.

Visual discrimination: Children need to be able to identify similarities and differences of size, shape, orientation, colour etc. in what is seen.

How can this stage be taught in class?

In the reading lessons delivered over the week, the following components should be in evidence:

The lessons should have:

- * A phonemic awareness activity every day i.e. **listening and speaking**. Children must practise using vocabulary that contains new sound combinations through speaking and listening to others. This can also be a component of other lessons.

- * A focus on developing new knowledge and provide practice in using this knowledge.
- * Activities that vary each day, from day to day, to avoid boredom.
- * Activities that are interactive and engaging.
- * More than purely repetition, ie. teacher speaks and pupils repeat endlessly. There are many games which encourage repetition but in a ‘fun’ manner which avoids boredom and encourages the child to use the new knowledge.
- * Vocabulary being taught that is linked to the curriculum topic wherever possible.

There are a range of activities you can use to develop these pre reading skills. See appendices for a variety of activities you can use for pre-reading.

It is also important to use the ‘I do, we do, you do’ method when teaching as this moves learner towards greater independence.

Teachers must ensure they pronounce the sounds correctly themselves and that they listen very carefully for mispronunciation by their pupils.

This involves teachers ensuring that they enhance their own auditory discrimination skills.

Stage 2: Letter Sounds

Stage 2: Learning letter sounds (a word attack skill)

Children need to learn the letter sounds of the language in which they are taught. **The majority of these letter sounds are the same in local languages as in English** but there are exceptions in different languages.

Learning letter sounds involves children understanding that every sound is linked to a written letter. This is known as phoneme (sound) to grapheme (written symbol) correspondence. This means children learn that, when they hear a particular sound, they know the symbol it is connected with. Additionally, when they see the written symbol, they can say the sound it represents.

However, before teaching the children, you must ensure you, yourself can articulate all the sounds in your language correctly and ensure that you are able to hear if children articulate them incorrectly.

THIS IS ESSENTIAL. It will require some practice. You will be able to articulate them all, but in local Ugandan languages consonants are usually followed by a vowel. This causes local language speakers, through habit, to often add a vowel sound to a consonant sound, especially at the end of a word.

An example:

1. • The sound to be learned is the sound 'b' (there is no 'vowel u' component).
2. • The teacher says 'bu' because they have been used to saying consonants followed by a vowel all their lives! They find it difficult to separate them.
3. • The teacher teaches the sound 'b' as 'bu'.
4. • The children learn that the letter sound of 'b' is 'bu', This is incorrect. It will affect their ability to blend sounds together which is an important aspect of phonics.

MAKE SURE YOU PRACTISE, PRACTISE, PRACTISE

Additionally, the following may happen if the teacher is not able to discriminate whether a sound is being articulated correctly or not.

1. • Children are asked to identify the sound 'd' from a flashcard.
2. • Children say 'da'.
3. • The teacher says 'well done'. The child believes they are saying the sound correctly, which they are not. This will affect their ability to blend sounds together.

MAKE SURE YOU PRACTISE, PRACTISE, PRACTISE

Confusions with letter names, letter sounds and syllables

It is important for teachers to realise the confusion that may arise in learning letter names and letter sounds in the local language due to the names of letters and syllables.

As you know, each letter of the alphabet has a name e.g. **B** (pronounced **BEE** in English).

In local language the letter name is **Ba**.

If this is read by blending letter sounds the letter **B** is **Ba**.

In local language there is a big focus on syllables. **Ba** is also a syllable as well as the name of the individual letter.

1. **B (bee)** the letter name in English.
2. **ba** the letter name in local language.
3. **ba** the syllable.
4. **'b'** and **'a'** are individual phonemes, blended make **'ba'**.

This causes confusion with children as, when learning the letter sounds, 'b' is a single sound and is 'accidentally' blended with 'a' to make a phoneme 'ba' where there is no 'a' sound present.

When learning letter sounds, it is probably best to leave the learning of the names of letters until later, due to the nature of the local languages and their naming of letters.

Letter names are of little value when learning to read.

How can this stage be taught in class?

There are many activities which can be delivered in a classroom to ensure children learn the letter sounds.

See appendices for a variety of activities you can use.



Repetition is an important aspect of learning letter sounds

Whilst repetition is very important, this must be undertaken in an enjoyable way. Children will be repeating and learning the sounds through activities that are engaging and enjoyable.

We must avoid allowing boredom to be there as it reduces the capacity to learn and retain new information.

In the appendices are a wide variety of activities you can use to vary the repetition of sounds in an enjoyable way.

The activities will make children want to participate as they are fun, so they learn the sounds without realizing they are doing so.



Stage 3: Blending and segmenting

Blending and Segmenting (word attack skills)

You can move into this stage when children have learned and know a few letter sounds (around four consonant letter sounds and two vowel letter sounds. It is best to teach about six at a time for better retention by the children).

If children are to learn to read well, they must learn the critical word attack skills of blending and segmenting.

Blending

When beginning-readers sound out words, they should say each sound in a word separately (e.g. **k—a—t—i**), and then ‘join’ the sounds more smoothly and quickly together to “read” the word, **‘kati’**.

In reading, this is called **blending of sounds** because sounds are being ‘blended’ together to make words, just as ingredients are ‘blended’ to make meals.



Segmenting

This helps children to ‘break up’ the word into sounds or syllables in order to be able to read it, and later to be able to write it.

- It is one of the word attack skills.
- It involves identifying the individual sounds (**phonemes**) or syllables or word parts in a word.
- If children are to learn to read well, teaching the skills of **segmentation** separately, **combined with blending instruction**, helps with successful reading development.

- When trying to read a new word, children can segment through breaking down the single sounds, syllables or parts of words in order to read the whole word.

REMEMBER, this is the sequence through which reading skills are acquired:

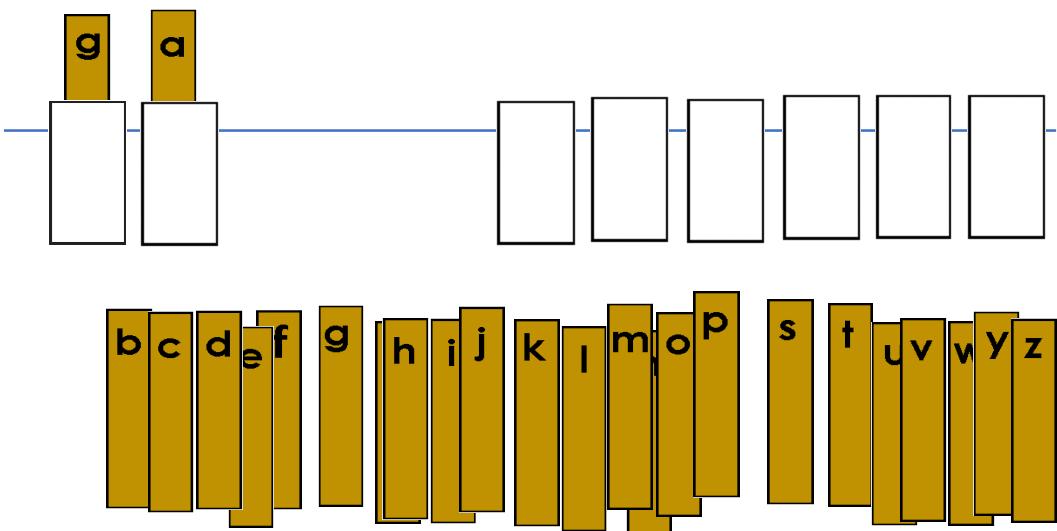


How can this stage be taught in class?

There are many activities which can be used to teach blending and segmenting. See appendices.

Using bottle lines

One of the best ways of teaching blending and segmenting is to use a bottle line. EVERY class should have at least one of these (It is preferable to have more, so children can use them independently).





Children using multiple bottle lines on 1 string across the classroom



A Teacher using a bottle line in class



Groups of children using a bottle line in the lesson

What resources do I need to teach these concepts well?

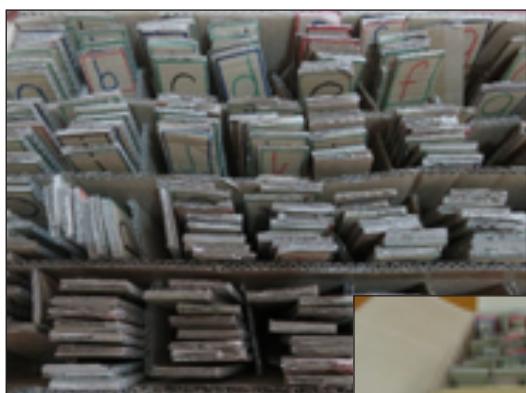
If you are to ensure that children go through the three stages in level 1, you MUST make learning aids to support them. In the appendices, videos and resources booklets you will be given, there are many examples of the different learning aids you can make.

As a **minimum** you need to have:

- ✓ A set of flash cards of a good size that can be read by all children in the class.
- ✓ Bottle lines, preferably for the teacher AND for groups of children.

(For groups of children you can put many bottles on ONE line right across the classroom and divide the bottles up, above where the groups of children are seated, so that each group has a set of its own for the children to use).

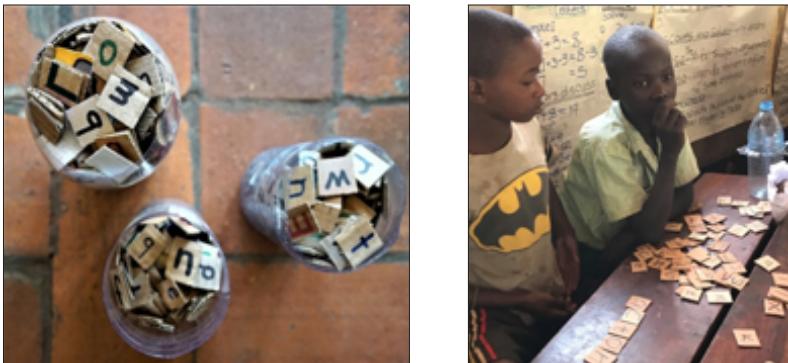
- ✓ A set of large, well made flash cards.
- ✓ Letter sound cards to go with the bottle lines, organised according to letter.



- ✓ Sound frames - preferably one for every child (maybe you could ask each parent to send in a strip of card for their child).



- ✓ Many letter-sound cards.



... And as many of these activities as you can make...



Level 2: Decoding in English

ADDITIONAL PHONICS FOR ENGLISH

When children have become competent in using the sounds of local language and can blend and segment, reading words they have never seen before, they can begin to learn the additional letter sounds needed to decode English.

English is more complex than local language.

This is because:

1. In most local languages, the majority of letter sounds are pronounced the same wherever they are encountered. This is not the case in English.
2. England has been invaded many times in its history which has caused the language to change according to the invader's language. It has developed through encompassing words from many other cultures over long periods of time.

This can make the reading and spelling of English more complex and difficult.

Due to the above, children should learn to read in their local language first, the language they use for thinking, discussing, calculating, etc.

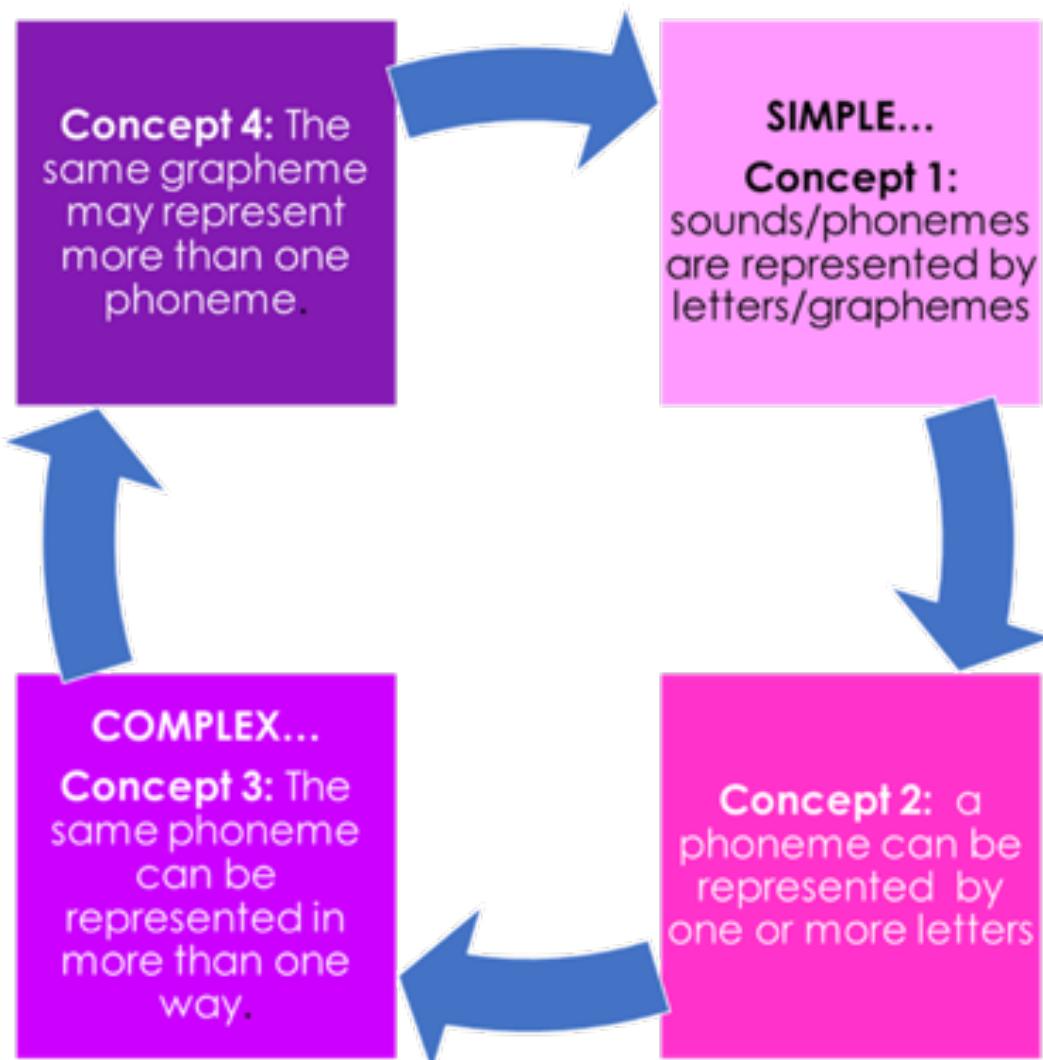
They then gain confidence as they develop an understanding of what reading IS, and the word attack skills needed to read new words. Then they will have had some preparation and can then move on to the next level, to learn the new phonemes and rules needed for reading English.

It is important to remember that we are building on the skills the child learned in Level 1 to further develop and extend in Level 2 moving from KNOWN to UNKNOWN, or simple to complex.

The child will need the knowledge they will have acquired of individual letter sounds and their ability to blend and segment words.

There are three stages of teaching and learning in level 2 phonics. The following concepts in the diagram below have been Incorporated into the stages.

Simple to complex concepts for the teaching and learning of reading English



It is very important to note that whilst a child may be able to ‘decode’ what they are reading, they may not understand what they are reading.

DECODING IN ENGLISH

It is very important to understand that decoding in English is very different from decoding in local languages.

This is because:

1. There are more sounds (phonemes) in English.
2. The additional sounds are usually made up of combinations of letters.
3. The letter sounds can be pronounced, and written, in different ways.
4. The letter sounds (phonemes) can be spelled differently.

As we saw at level 1, decoding means:

- the ability to use letter **sound** knowledge and rules, which apply to reading and writing, to work out what a **word** says, and how it sounds.

For example, if you know, recognise and can reproduce the sounds of these letters, **b-a-n-k**, and can blend them together, you will be able to ‘decode’ the complete word, ‘**bank**’.

It is this ability to convert what is written into what is spoken that leads to fluency in reading.

As mentioned earlier, in most local African languages, the letter sounds of every letter in that language are always pronounced in the same way, in any word where they are found.

In English, there are many inconsistencies, and many words are not decodable by using individual letter sounds. However, children who have a good knowledge of letter sounds, blending and segmenting will find learning English easier. It will also assist them in learning, and enjoying, all the combinations and different rules which apply in English.

When teaching reading in English with your pupils, you can only sound out words by using individual letter sounds if they are **decodable words**. i.e. where the individual sounds in the words are the **PURE PHONIC SOUNDS** e.g. **dog, hat, fit, pig, cup**.

The first words children should read in English should be **Consonant Vowel Consonant (CVC)** words. These are three letter words which are **Consonant**, then a **Vowel** followed by another **Consonant**.

This is because children will be moving from **known** i.e. the letter sounds and blending into the **unknown** i.e. reading in a different language.

Some sentences containing CVC words

The **cat** is on the **mat**.

Sit on the **box**.

The **pig** is in the **mud**.

I **sit** in the **sun**.

The **sun** is **hot**.

The **pan** is black.

The **man** is **hot**.

It is a **rat**.

It is a **cap**.

It is a **bag**.

The **hot pot** is **red**.

It is a **hot pot**.

Ben is ten.

Ken has **ten pens**.

The **cup** is on the **mat**.

These sentences also contain some other decodable words.

Example

Try to use individual letter sounds to sound out this word
f - r - i - e - n - d

If you blend the individual sounds together, it will not make the word '**friend**'.

Now try this one: **i - i - f - t**

Sound out the individual letter sounds and then blend them together. It will make the word '**lift**'.

- The first word **IS NOT** decodable, using individual letter sounds but
- the second word **IS** decodable, using individual letter sounds.

Most other words can be read by decoding, but the child needs Level 2 Phonics to assist in mastering the reading of English.

Level 2 phonics is about learning the additional phonemes and rules in English

It comprises of:

Stage 4: To teach the 18 additional English phonemes.

Stage 5: To teach alternative pronunciations for graphemes and alternative spellings for phonemes.

Stage 6: To develop skill and automaticity in reading and writing.

The 100 most used words in written English

An analysis was undertaken of words that are used the most in written English. This is a very useful list that contains words that can be read through blending individual letter sounds and words that can be decoded through knowing all the other English rules or can be learned as whole words.

Dr. Edward B. Fry (1996) found that just 25 words make up approximately 33% of the published text. These 100 words make up about 50% of text and the first 300, about 65%.

These word lists are in the appendices.

If children learn to read and write these 100 words, it will dramatically improve their reading in English.

Remember, many are decodable using individual letter sounds, so if blending and segmenting have been taught well, they will be able to read them. The rest they can learn using the suggested activities.

ENGLISH PHONEMES (SOUNDS)

In English there are **44** phonemes or sounds. These include:

- (a) all the individual letter sounds of the alphabet **PLUS**
- (b) additional combinations of sounds.

The chart below identifies the different kinds of sounds which need to be learned to decode English words.

The different kinds of sounds in English include:



The 18 additional phonemes

ar	or	ur	oi	ow
oo	aw	zh	ch	sh
wh	ph	a	e	i
o	u	ng		

Stage 4: Additional Phonemes in English

Stage 4: Learning the additional phonemes

This stage needs to be combined with stage five. However, it is sensible to teach particular phonemes before others.

Consonant sounds (18) These are sounds that children will have learned in level 1. They are usually the same in both the local language and in English, although there are some exceptions in local languages e.g. letter sounds.



At this stage, the differing pronunciations need to be taught.

Consonant Blends

Consonant blends are common blends of two or three sounds. These combinations should not be difficult to read as the children will already know individual letter sounds and be able to blend them if they have been following this programme in the lower classes.

It is a good idea to teach these using the ‘word lists’ or ‘word banks’ (groups of words that share a common feature e.g. a blend ‘bl’) which are part of this guide. They can also be taught as they come up when a child is reading, or incidentally, in your teaching of other subjects.

Consonant Blends

Blend	Example	Blend	Example
bl	black	ct	act
cl	clean	ck	sack
fl	flow	sw	swim
gl	glow	tw	twin
pl	play	nd	sand
sl	slip	ng	song
br	bring	nk	sink
cr	cross	sc (sk)	scar, skill
dr	draw	sm	smile
fr	frog	sn	sneeze
gr	grow	sp	spell
pr	proud	dw	hardwood
tr	trap	mp	lamp
ft	lift	st	stop

Triple Consonant

Blend	Example	Blend	Example
scr	scrap	squ	squash
shr	shrine	str	strip
sph	sphere	thr	throw
spr	sprout	nch	lunch

As you can see, you can now write two letters on a single sound card as the two letters combine to make a new sound. You can

Then you can substitute different letter sounds cards into the bottle line to make different words using the '**ch**' (digraph) phoneme and blend them together to create and read the new words.

You can additionally use word banks or word families to teach the new phonemes and can use learning aids such as word slides to give the children practical experience. See appendices.

Simple digraph and trigraph sounds

A digraph (and trigraph) is a combination of individual sounds which makes a new sound (phoneme). It is not a blend where the individual component sounds are pronounced.

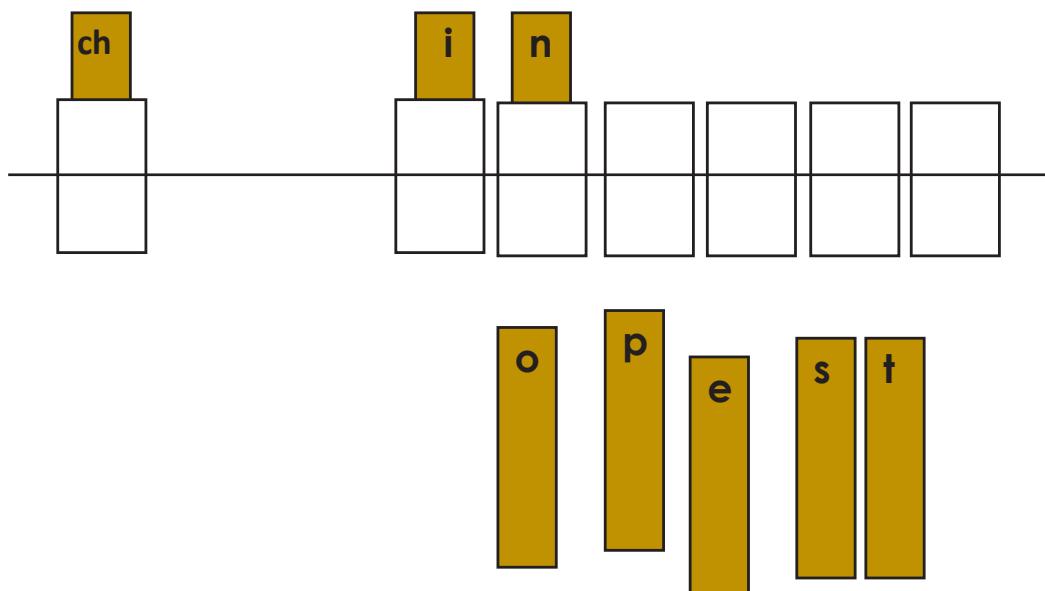
With digraphs, you cannot hear the individual letter sounds.

In this stage, start off by teaching the easier digraphs. These are the digraphs ch, sh, th, wh and ph. The spelling of these digraphs is usually the same wherever they are found but there are exceptions. E.g. **cheese**, **hatch**, **future**

In the beginning it is best to teach the basic digraph spellings of ch, sh, th, wh, ph until the children discover that there are alternative, different spellings for some of these phonemes.

How can this be taught in class?

These new phonemes can be taught using the techniques you have used previously. Bottle lines can be used to blend the phonemes; phoneme addition, deletion, substitution can also be learned.



Stage 5:

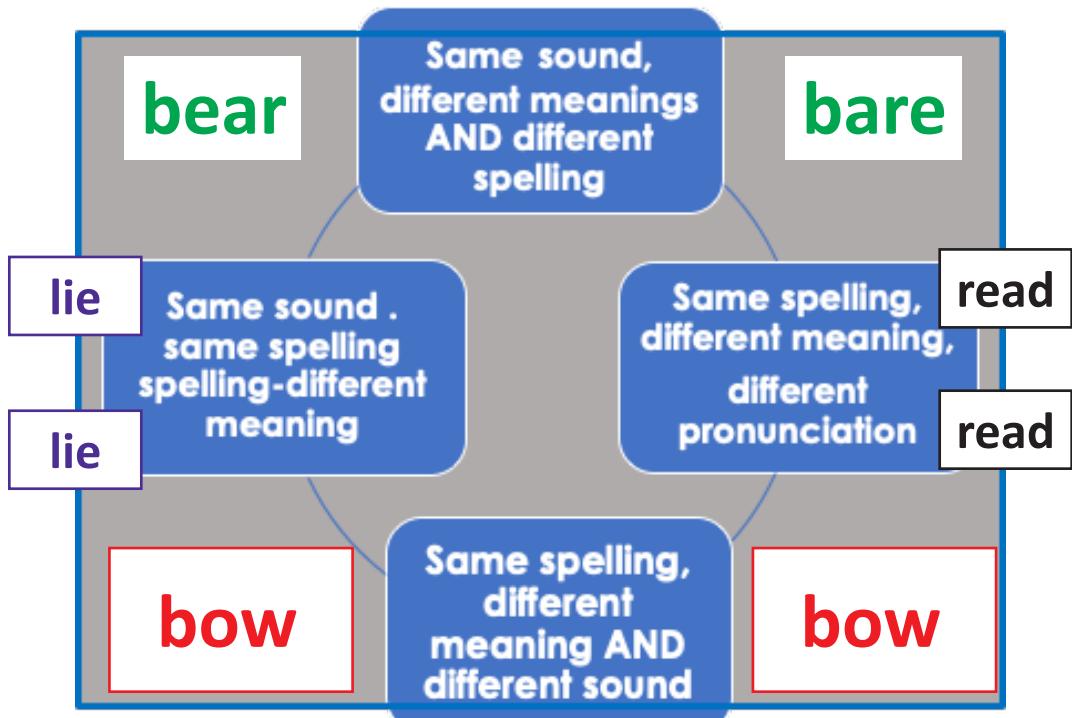
Alternative

Pronunciation

Stage 5: To learn alternative pronunciations for graphemes and alternative spellings for phonemes

You will need to decide when it is appropriate to teach these. Remember, you do not need to teach them all at the same time.

In English, the inconsistencies have to be learned.



CONSONANTS

(a) Different pronunciations of consonants

In English the consonant sounds can be spelled in different ways. E.g. the sound 'j'

jump, giraffe, page

OR the sound 't'

top, tripped, Thomas

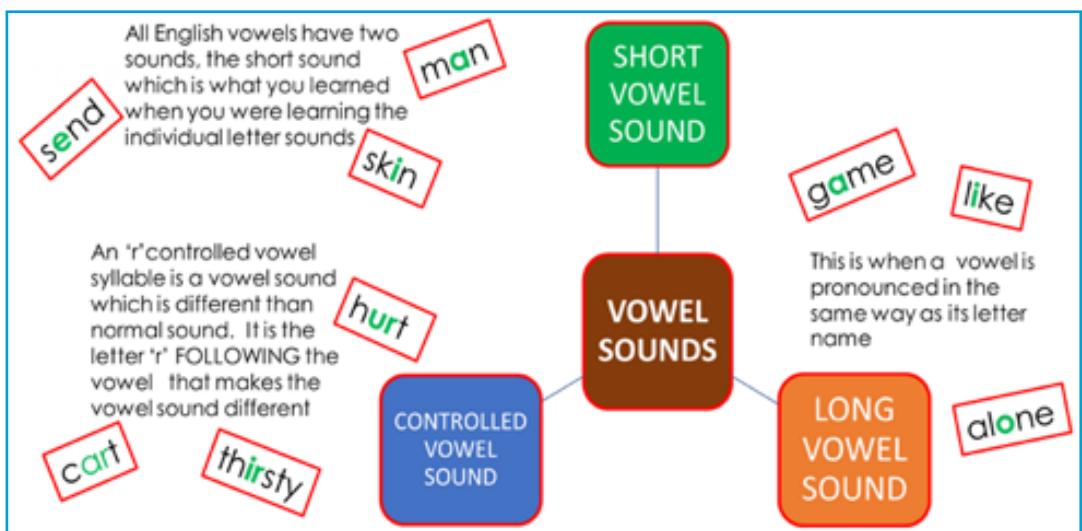
(b) Consonant Digraph sounds

As previously described, digraphs are combinations of letters which make a new sound, or phoneme. You cannot hear the individual letter sounds when they are spoken.

The consonant digraph sounds are:

ch, sh, wh, ph, th (think), th (then), ng

VOWELS



(a) Long vowel sounds (5)

Children will not have learned these before as they are sounds which are made by saying the English **name** of the letter.

Long vowel sounds are sometimes made according to rules that the children need to learn.

However, sometimes they need to be learned as part of word families or as whole words.

Example: **made, maid, day, lady**

code, decide, duty, eve

(b) Vowel digraphs/trigraphs (contain a vowel)

	Example		Example
ai	rain	ir	first
au	taught	oa	load
aw	claw	oe	toe
ay	day	oi	moist
ea	fear	oo	book
ea	learn	or	for
ear (er)	heard	ou	loud
ee	seen	ow	sow
er	her	ow	cow
ew	few	oy	boy
ie	tie	ue	true
igh	high	ur	hurt

The above are a set of common vowel digraphs (di – meaning two) and trigraphs (tri – meaning three). Remember – digraphs and trigraphs are groups of two or three letters that make a completely different sound when said together.

Try reading these words using your knowledge of blending individual letter sounds:

I-e-a-r-n h-i-g-h

You will find that they do not sound the same as the word you know!

However, if you learn, for example, that sometimes (but not always) **ear** sounds like **er** when found as a trigraph within many (but not all) words, and that **igh** sounds like **I** when found as a trigraph, you will better be able to apply this knowledge in reading.

(c) Split vowel digraphs

These can be more difficult for children to understand but are very common in English.

The silent '**e**' is an example (sometimes called the '**magic e**'')

Silent 'e' (split vowel digraph) **like**

In this case, the digraph is i-e but has a consonant in between.

As you can see this 'splits' the two vowels.

The consequence of this is that the first vowel is pronounced as its **letter name** and the second vowel is **silent**.

Some examples include:

Take pole time cure made

Sometimes teachers try to teach English phonics using local language features.

For example, a teacher may try to break up the word **pole** into the two syllables in the local language i.e ‘**po**’ and ‘**le**’. This is incorrect and the word would not be pronounced correctly using this method.

Syllables in English are different to syllables in the local language so children need to know that they do not break up words into local language syllables for reading English.

(d) Controlled vowel sounds (3)

These are comprised of a vowel and the letter sound ‘**r**’. e.g. ‘**ir**’. Due to the ‘r’ sound, the two sounds together cause the whole sound to be pronounced differently. This is why they are named controlled vowel sounds. The vowel sound is ‘controlled’ by the ‘**r**’.

The controlled vowel sounds are ar, or, ur.

REMEMBER THESE ARE THE SOUNDS OR PHONEMES, BUT THEY CAN HAVE MORE THAN ONE SPELLING.

For example, the sound or phoneme ‘**ur**’ - **her bird, hurt, dollar** (4 different spellings for the same sound!)

ar	er	ir	or	ur
bar	nerve	bird	pork	turtle
farm	dinner	girl	storm	curb
smart	jerk	smirk	dorm	purple
shark	germ	flirt	fork	surf

I have a shirt/skirt.
I came third.
I am covered in dirt.
I hear a bird chirp.
The doctor told
my mother not to
eat sugar after
dinner.

These three controlled vowels all make the SAME sound, so there is only ONE phoneme, but 3 ways of writing it! Even ‘or’ is sometimes pronounced as ‘ur’ as in the word doctor.

(e) Special sounds (5)

It is important to note that in English there are many exceptions to the rules.

Due to this, as you can see, the digraph 'ow' can be pronounced in different ways.

e.g. c-**ow** l-**ow**

These are unusual combinations of letter sounds which make very different sounds.

e.g. '**oi**' boy, **oil**

The common special sounds are: **oi, ow, oo, aw**

It is important to note that due to the way in which local languages are pronounced, they will not always be articulated in the way that a native English speaker articulates them.

e.g. the words, **bird**, **bud** and **bad** are often said as if they are the same word by local language speakers but each of these words are pronounced differently by native English speakers.

Sequence for teaching phonics

1. Pre reading skills development
2. Learning the individual letter sounds
3. Blending and segmenting sounds followed by syllables, followed by words
4. Learning the additional English phonemes
5. Consonant blends
6. Vowel digraphs
7. Split vowel digraphs

8. Controlled vowel sounds
9. Special sounds

This is a sequence you can follow to teach phonics. However, you may wish to teach some of the vowel digraphs when they arise in your general teaching. This is fine as long as the children have the opportunity to work with all the different types of vowel sounds when it is most relevant in your teaching.

How can this stage be taught in class?

When children reach this level, they should be already competent in their knowledge of individual letter sounds and other word attack skills.

It is likely that they will try to read English using blending and segmenting and find that it does not always work. This is the time when other aspects of English phonics need to be taught e.g. if a child has read the word ‘like’ by blending the individual letter sounds into local language syllables, it will be pronounced as ‘**li - ke**’ – You cannot use local language syllables for reading English.

This would be a great opportunity to explain to the class that in English there are rules which make the vowel make a different sound or ‘say its own letter name’.

You can develop word lists or word banks which show this pattern and display them in class so the child both can use the word banks and can also become used to this aspect of phonics in English.

- (a) Identify what you believe are characteristics that are the same in a number of words, perhaps by **underlining** or circling those words and the common characteristic.
- (b) Create lists of those words with common characteristics.
- (b) INVESTIGATE...for example, do any words belong in more than one list?

You can teach the digraphs in the same way and give children lots of opportunities to engage in **games and activities** that support this learning, making the children practise the pronunciations and spellings in an enjoyable and fun way.

They could also do some written exercises.

You may like to focus on one digraph per week, make word banks and display them, and give these as spellings to learn for homework.

In this way, the child will become used to these kinds of rules that guide the reading of English.

Stage 6: Automaticity in Reading

Stage 6: To develop skill and automaticity in reading and writing

Once children have understood a range of phonic skills, they will be able to apply them in their reading to read words they have never seen before.

Additionally, words are read *automatically* when they are seen.

There are additional skills which might also help them.

Prefixes and suffixes

Learning prefixes (word beginnings) and suffixes (word endings) will help children to decode words they do not know. See appendices for list of these.

Reading ‘whole words’ and developing a sight vocabulary

As we have seen, in English there are words that are easier to read as ‘whole words’. These are often words that do not follow clear patterns or rules.

The words are learned through visual memory as a shape or a pattern. It is advisable to have word banks of these tricky words displayed on the classroom wall, which should be related to your teaching topic.

If there is a pattern, and it is linked with their knowledge of phonics, children can also become skilled in working out how to read a new word, especially if they learn to apply the same pattern to other new words, e.g. late, mate hate... or might, fright, light, night, delight, right.

When the child remembers the pattern of ‘ate’ and ‘ight’ and knows individual letter sounds, they can read the new word.

Using prior knowledge

Similar to the above, knowledge of similar words or ‘word families’ for example, **seen**, **been**, **keen** or **meat**, **beat**, **heat** etc. supports children in working out an unknown word.

Suggest to the child that they already know similar words or point to similar words on your displayed word lists. Then ask them to think about it and use this knowledge to decide what this particular word may be.

Comprehension

A combination of skills is needed to become a fluent reader. Comprehension, alongside our phonic and other knowledge, also assist us in reading words we do not know, and helps us to understand what we read.

Re-reading to work out what the word might be

Children need to be encouraged to re-read a sentence or paragraph if they cannot read a word that they find there.

This should help them to understand the **general** meaning of the sentence and in doing so should be able to work out the word they couldn’t read at the start.

In this way they are using **clues** in the text to help them read a word that they have struggled to read.

Using pictures clues in the text to help them understand and to work out the word

If the text a child is reading has pictures, this can greatly help in reading words they have trouble decoding. They need to be encouraged to look at the pictures and use them to think of what the word on which they are stuck might be.

Reading on' to the end of the sentence

Children need to develop the skill of 'reading on' to the end of the sentence, even if there is a word they struggle to read. This can help them to guess the word which makes sense in the sentence.

Self-correcting

When a child realises that a sound or a word does not make sense in that place in the sentence, children need to be given the chance to realise that they are incorrect, and to go back to self-correct. They usually do this when they have read to the end of a sentence and realise it does not make sense.

As a teacher of reading (remember, all teachers are teachers of reading) you need to ensure that children can use this variety of 'tools' to help them in their reading. Teach and encourage them to use the appropriate methods outlined above to help them if they become stuck on words or understanding.

To become familiar with the inconsistencies of English, children need to have lots of practice in 'playing' with words, participating in games, sorting words etc. This will greatly assist them in being able to read fluently.

You, the teacher, and the children you are teaching, are probably learning in a language which may not be your mother tongue. This brings particular challenges as, whilst children may be able to read a word or a sentence, they may have little understanding of its meaning.

They can therefore learn how to read a question and remember what the answer is, but with deeper questioning you will find that many have no knowledge of what the question means or what the answer is about!

The equator is the answer?

In a P7 revision lesson, the following question was asked,

'What is a major line on a map signified by zero degrees?'

Many hands were raised, and one child was asked to give their answer.

'The Equator'

'Is she correct?' Asked the teacher

'Yes!' was the chorus from the class.

The teacher then asked the children, '*What is the Equator?*'

For some time, there was no raised hand in response, then one girl shyly put up her hand and said, '*The Equator is a major line signified by zero degrees*'.

'Is she correct?' asked the teacher.

'Yes', was the slightly uncertain response from the class.

Then the class was asked, 'What is the meaning of major line signified zero degrees

No child was able to offer a definition of these words or phrases.

(In fact, even the question was mis-spoken; it should be 'imaginary line', not 'major line'.)

Without understanding, reading is not such a useful skill to acquire. As a teacher of second (or third or fourth) language learners you will need to concentrate on developing and enhancing your pupils understanding. Some examples of activities you may use are listed in the appendices.

Speaking and Listening are both key elements in developing comprehension

Through practice in the use of the language, children will learn both how to pronounce words well but also, and more importantly, what the words mean in context. When you are teaching, try to make the teaching and learning process engaging and ACTIVE. This will then provide opportunities for pupils to discuss in groups and in pairs, as well as to ask questions which, in turn, provides the essential practice in using the language.

- Children need to be confident and be encouraged to ask what a word or a sentence means.
- Use of their first language (if you speak it) is extremely important to translate the meaning of the things which are not understood in English.
- Concentrate on different aspects in different lessons or on parts of the lesson, e.g. sometimes concentrate on sounds and at other times concentrate words or on sentences.



Use drawings or diagrams which help the child to understand



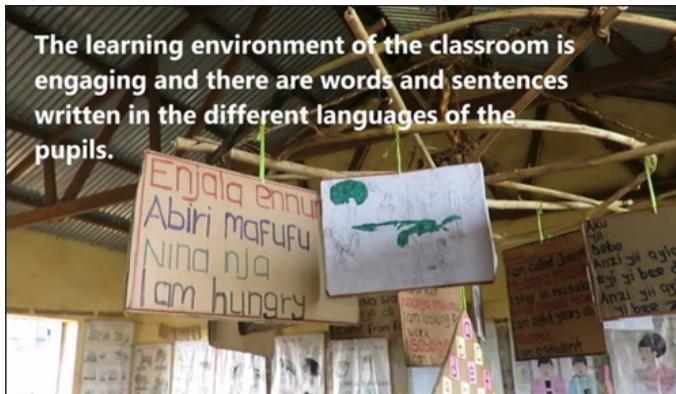
If appropriate use ROLE PLAY to demonstrate actions, processes, concepts etc.





Use real objects.

The learning environment of the classroom is engaging and there are words and sentences written in the different languages of the pupils.



Use word lists or other materials which have the translation written beside the English word in local languages.

If children have learned to read in the lower school in local language, they can find the word and will then understand its meaning.

Paired talk

Encourage your children to do paired talk activities and group work where they practice USING the vocabulary of English words.



Read Stories

Read stories to children every day. This is very important in developing their vocabulary and comprehension through listening. Children need to listen to stories, retell them, respond to them, create them, share them.

Ask questions

Ask children questions which make them THINK about the text. HOW? WHY? WHAT IF...? Get them to predict what might happen next or to consider what something means even if it is not explicitly written.

Example: Ask pupils to identify, and justify, which they think are the most important words or the most important ideas in the text.

Ask pupils to re-tell or re-write what has been read in a few sentences.

Ask inferential questions

‘Inference’ is when a reader or listener can make an educated guess about an aspect of a story that is not explicitly explained, by using the information from what has been read or said.

For example:

Madam Naomi went to her room, picked her umbrella and coat, then collected her basket, opened the door and walked to town.

The inferential question might be, ‘What was the weather when Madam Naomi went to town?’

Questions to ask children when they are reading

In order to find out if children have **UNDERSTOOD** what they have read, it is important to ask questions about the book and the text they have read.

There is little value in reading if what is read is not **UNDERSTOOD**.

For beginning readers, you could ask:

Before reading the book

- Can you point to the title? or What is this? (*children pointing to the title*)
- What do you think this story **will be** about? What might happen in the story?

When reading the book

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is ...? Is he/she friendly/ mean/ nice...?

At the end of the book

- Did you like this book? Why? (*Encourage children to develop their opinion about books by encouraging them to explain their reasons*)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it? Why do you think that?
- What sort of character was....? What makes you think that?
- Why did that character do ... (*give a situation/ event from the story*)?
- What happened in the story?

For the more experienced reader you could ask

Before reading the book

- What do you think this story will be about? Why do you think that?
- What might happen in the story?

During reading the book

- What has happened so far? Is it what you expected to happen?
- What might happen next? Why?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?

At the end of the book

- Which part of the story is your favourite / least favourite? Why?
- Which part of the story was the funniest, scariest, saddest, and happiest?
- Would you like to read another book by this author? Why? Ask for ‘expanded’ answers, with genuine reasons.
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

For non-fiction texts you could ask

Before reading the book

- Look at the title of the book, chapter or paragraph (*if it has one*). What do you already know about this topic?
- If there are pictures or illustrations – what do you find interesting about these pictures/illustrations?
- What questions might you like to ask about the title or about the pictures? What would you like to KNOW?
- How does the table of contents help you?

When reading the book

- What are the main points you have found out so far?
- Does this information link to other things you have learned?

After reading of the book

- What have you learned?
- What facts did you enjoy learning about most?
- Were there parts of this text that you did not understand? Which parts?
- What are some of the most important words in this piece of writing? Why are they important?
- What did you find interesting? Why?
- Would you like to read more about this topic? Why?
- What would you like to learn more about? Why?
- Did you learn something that might help you outside of school? How do you know?

Pupils need to ask questions too!

Children need to develop critical thinking skills. Part of this is to think about what they are learning and to ask questions about it.

Before reading the book

- Ask pupils to work together to form questions about the text, find the answers and share them with the whole class. (Research)
- Ask pupils to write down questions and answers.
- Good readers are always asking themselves questions before, during, and after they read. Help pupils become more proficient by modelling this process for them and encouraging them to use it when they read independently.

Reading Stories to Children

One of the ways children learn to love reading is by having stories read to them. This encourages children to WANT to read books themselves, both fiction and non-fiction.

Reading is improved by practice. To become a good reader, you must read and read and read and read.

As a teacher you will want your children to read well.

In addition to being enjoyable, it is one of the best methods of developing vocabulary. It is also essential in accessing information, and poor readers have a much smaller chance of having successful future lives.

You must therefore try to read stories to children as often as possible.

Whilst this manual does not cover story reading, training is available.



Appendices

USING WORD LISTS/WORD BANKS

The idea of word lists

Word banks or word families is for these to be displayed for children's use. They need to be copied onto charts and displayed in the classroom. They can be referred to at any time.

The teacher needs to explain their meaning and to USE the words as frequently as possible in the lesson. The teacher also needs to encourage the learners to USE the words when undertaking paired or group activities, in answering questions verbally or in writing. It is good practice to listen for the correct use of the words and to give rewards (verbal, team points or merits for children who are using the words independently). It is only through continued practice in context that children will be able to both use and read these words effectively and with UNDERSTANDING.

HIGH FREQUENCY WORD LISTS

High frequency words contain a number of 'sight words'. These are the many words in English that cannot be easily 'decoded' through phonics. A word like 'the' is a good example of a sight word that needs to be read as a whole, utilising a child's memory. Teachers should make and display charts of these words for children to practise.

The first 25 most commonly used words in English (*33% of written English is made up of these 25 words*)

the	of	and	a	to
in	he	as	at	from
is	you	that	it	was
for	on	are	with	his
they	I	be	this	have

The first 100 most commonly used words in English (*50% of all written English is made up of these words*)

the	of	and	a	to
we	at	as	he	in
is	you	that	it	was
for	on	are	with	his
they	I	be	this	have
from	one	had	by	words
but	or	there	she	many
not	what	all	were	when
your	can	said	use	an
each	which	do	how	their
if	up	other	about	out
will	him	part	some	two
then	them	these	so	her
would	make	like	into	time
has	look	more	write	go
see	no	way	could	people
number	get	find	call	my
then	first	water	been	who
am	its	now	long	down
day	did	come	made	may

The second 100 most commonly used words in English (*65% of written English is made up of these and the first 100 combined*)

over	new	sound	take	only
say	name	very	live	little
work	know	place	years	me
back	give	most	after	things
our	just	good	sentence	man
think	great	where	help	through
set	also	boy	means	much
before	line	right	too	old
any	same	tell	follow	came
want	show	around	form	three
small	put	end	does	another
try	land	ask	such	well
large	must	big	even	because
turn	here	why	went	men
read	need	different	home	us
move	kind	hand	picture	again
world	still	letter	away	change
off	play	spell	air	animal
house	point	page	mother	answer
found	study	learn	should	America

The third 100 most commonly used words in English

high	every	near	add	food
between	last	never	light	along
own	below	country	plant	school
father	keep	tree	start	city
earth	eyes	thought	head	under
story	left	don't	few	while
saw	next	life	together	important
might	close	something	seem	hard
open	example	begin	always	both
those	paper	got	group	often
run	until	children	side	feet
car	sea	four	hear	watch
mile	night	walk	white	began
grow	took	river	carry	slate
once	book	stop	without	second
late	idea	enough	eat	face
miss	let	cut	song	it's
far	indian	real	almost	above
girl	sometimes	mountains	young	talk
soon	list	being	leave	family

Word Endings (suffixes)

There are a variety of common word endings in English. It is very useful to teach these because, as mentioned before, it will assist children in reading/decoding English words they do not know.

	Example		Example
-ed	baked	-dle	candle
-er	carpenter	-gle	giggle
-est	forest	-kle	sparkle
-ing	playing	-ple	people
-ly	lovely	-tle	turtle
-ble	comfortable	-cle	uncle

Word Beginnings (prefixes)

Prefix	Meaning	Example
anti-	against	anti
de-	opposite	de
dis-	not, opposite of	disagree
en-, em-	cause to	en
fore-	before	forecast
in-, im-	in	in
inter-	between	Interact
mid-	middle	midway
mis-	wrongly	mistake
non-	not	nonsense
over-	over	overlook
pre-	before	Prefix
re-	again	return
semi-	half	semicircle

sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-	not	unfriendly
under-	under	undersea

The 4 most frequent prefixes (highlighted in blue) account for 97% of prefixed words in English so, these are the most important to know ... MAKE SURE YOU TEACH THEM!

Simple rules to learn about English words

'qu' always go together in English words

quick

queen

No words end in 'v'

No words end in 'j'

'll' at the end of short words e.g. ba**ll**

'ff' at the end of short words e.g. off

'ss' at the end of short words e.g. pass

If a word has an 'i' or 'ee' sound at the end, the letter used is 'y'

e.g. fly many

Regular plurals add 's'

If the word ends with an 's', it has a 'hissing' plural (like a snake), by adding an 'es' e.g. box**es**

'all' has only one 'l' if it is found at the beginning of a word e.g. always

If you are adding 'ing' to a word that ends with an 'e', drop the letter 'e' e.g. like.....lik**ing**

EXAMPLES OF CONSONANT DIGRAPH WORDS

sh	ch	wh	th
shade	chair	when	the
shadow	cheer	where	then
shake	cheek	why	there
sharp	channel	whatever	their
shelf	chin	what	those
shelves	chance	which	these
shame	change	while	them
shave	child	wheel	than
shawl	children	white	thank
she	charge		think
sheet	chart		thankful
shelter	chat		that
shilling	cheap		thermometer
shine	check		thick
shiny	check		thin
shining	check up		thirst
shin	childbirth		thirsty
shirt	childhood		thorax
shorts	chill		thought
shiver	choice		threat
shock	choose		thread
shoe	choke		threadworm
short-sighted	chop		throat
shoulder	chore		throb
shout			thumb
shower			
show			

100 COMMON NOUNS IN ENGLISH

apple	corn	hand	rain
baby	day	head	ring
back	dog	home	school
ball	doll	horse	seed
bear	door	house	sheep
bed	duck	leg	shoe
bird	egg	letter	sister
birthday	eye	man	Stick
boat	farm	men	street
box	farmer	milk	sun
boy	father	money	table
bread	feet	morning	thing
brother	fire	mother	time
cake	fish	name	top
car	floor	nest	toy
cat	flower	night	tree
chair	game	paper	watch
chicken	garden	party	water
children	girl	picture	way
hill	grass	pig	wind
coat	ground	rabbit	window

100 COMMON REGULAR VERBS IN ENGLISH

to want	to consider	to note	to respond
to use	to appear	to enter	to work
to call	to ask	to maintain	to serve
to share	to contain	to die	to save
to try	to need	to seem	to play
to apply	to stay	to protect	to discover
to reach	to occur	to treat	to kill
to accept	to affect	to raise	to determine
to worry	to pass	to prepare	to mention
to help	to move	to live	to believe
to decide	to argue	to improve	to return
to recognize	to sign	to explain	to indicate
to exist	to hope	to arrive	to notice
to happen	to include	to continue	to change
to develop	to answer	to travel	to carry
to compare	to prevent	to receive	to act
to admit	to agree	to study	to suffer
to watch	to follow	to stop	to open
to support	to remove	to publish	to produce
to sound	to count	to cover	to form
to achieve	to cause	to establish	to announce
to create	to walk	to offer	to remember
to close	to visit	to touch	to increase
to avoid	to attend	to represent	to imagine
to define	to reduce	to finish	to introduce

100 COMMON IRREGULAR VERBS IN ENGLISH

	Past simple		Past simple
to awake	awoke	to feel	felt
to be	was/were	to fight	fought
to beat	beat	to find	found
to begin	began	to fly	flew
to bite	bit	to forget	forgot
to blow	blew	to forgive	forgave
to break	blew	to freeze	froze
to bring	brought	to get	got
to build	built	to give	gave
to buy	bought	to go	went
to catch	caught	to grow	grew
to choose	chose	to hang	hung
to come	came	to have	had
to cost	cost	to hear	heard
to cut	cut	to hide	hid
to do	did	to hit	hit
to deal	dealt	to hold	held
to dig	dug	to hurt	hurt
to dream	dreamt	to keep	kept
to draw	drew	to know	knew
to drink	drank	to lay	laid
to drive	drove	to lead	led
to eat	ate	to leave	left
to fall	fell	to lend	lent
to feed	fed	to let	let

COMMON ENGLISH VERBS

	Past simple		Past simple
to lie	lay	to sink	sank
to lose	lost	to sit	sat
to make	made	to sleep	slept
to mean	meant	to slide	slid
to meet	met	to speak	spoke
to pay	paid	to spend	spent
to put	put	to spread	spread
to quit	quit	to stand	stood
to read	read	to steal	stole
to ride	rode	to stick	stuck
to ring	rang	to strike	struck
to rise	rose	to swear	swore
to run	ran	to sweep	swept
to say	said	to swell	swelled
to see	saw	to swim	swam
to seek	sought	to swing	swung
to sell	sold	to take	took
to send	sent	to teach	taught
to set	set	to tear	tore
to sew	sewed	to tell	told
to shake	shook	to think	thought
to shine	shone	to wear	wore
to shoot	shot	to weep	wept
to show	showed	to win	won
to sing	sang	to write	wrote

ACTIVITIES FOR TEACHING PHONICS

In this section, you will find a variety of activities relating to different aspects of teaching phonics and extending these into reading.

You should choose appropriate activities when planning your lessons.

They should be relevant to the different sections, or phases, in the lesson plans in this guidebook over a school week.

This will require you to **make learning aids**.

Initially this will involve you in some work BUT, if you:

1. store and label them carefully AND
2. teach your pupils to look after them, you will be able to use them repeatedly over many years.

Additionally, you can teach some older pupils to make these games and activities; that will save you a lot of time, while at the same time teaching your pupils to ‘own’ the learning aids. Hopefully this will also encourage the pupils to look after them.

REMEMBER, CHILDREN LEARN BY DOING – USING APPROPRIATE LEARNING AIDS WILL SIGNIFICANTLY IMPROVE THEIR CHANCES OF REAL LEARNING, IN READING AND OTHER LEARNING AREAS.

AUDITORY DISCRIMINATION AND PHONEMIC AWARENESS ACTIVITIES

WHAT SOUND IS MISSING?

What You Need

1. Sequences of sounds
2. Sequences of words

What You Do

1. Ask the children to close their eyes, remind them of GOOD LISTENING.
2. First make a series of sounds in sequence:
 - environmental sounds e.g. bang on table, whistle, tearing paper, writing on the chalk board, ringing a bell, clicking fingers etc. and later ...
 - about 4 or 5 letter/sounds e.g. **a k s l b** (*increase or reduce this number according to the age and ability of the children*)
3. Now, **repeat** the sequence a few times, but, each time, remove 1 of the sounds i.e. **a s i b**
4. Ask the children to identify the sound that has been removed in the 2nd sequence.
..... as a follow-up activity....
5. Ask the children to try the same activity with each other.

STORY CHANGE

What You Need

A selection of well-known and familiar stories, with alterations and differences you have made from the originals.

What You Do

1. Ask the children to focus, remind them of GOOD LISTENING.
2. Tell, or read the story aloud to the children.
3. (Record where you do it!!) change something in the story here and there e.g.
 - In The Lion and the Chameleon: the lion jumped on the tail of the chameleon
 - Change the colour of an animal or clothing etc., e.g. the purple cow
 - Change the order of the words e.g. on church, Okello went to Sunday
 - Change the order of events in the story
 - Change the words themselves e.g. '**motor cycle**' can be changed to '**sotor mycle**'
 - Substitute words e.g. '**she cooked some food in the kitchen**' could become she '**booked some wood in the chicken**'
4. A change can make the story into surprising nonsense, or just amusing
5. The children must try to identify WHERE and WHAT the change is that you have made.
6. Ask the children to EXPLAIN what is wrong, why it is wrong, how it should be corrected.

7. Note:

- This activity can be more complicated depending on the ages and abilities of the children.
- It encourages concentration, and
- Greater awareness of
 - (a) the importance of language,
 - (b) sentence structure,
 - (c) vocabulary, etc.

CLAP YOUR NAME

What You Need

No materials are needed for this activity.

What You Do

1. Model for the class: Explain what a syllable is.

- Choose longer and shorter names among the children. ie. Different numbers of syllables (E.g. Mandela = 3; Museveni = 4)
- Count the syllables with the children.
- Choose names and ask the children to clap along with you as you say the names.
- Make sure you include the full name of each child.

2. Ask the children, HOW MANY SYLLABLES DID YOU HEAR?

3. Assist the children to count all the syllables in the longer names.

In their groups....

4. Let them clap the name of each member of their group in turn:
 - First they CLAP the name only.
 - Next they CLAP + WHISPER the name.
 - Next they only MOUTH the name with no voice or clapping.

SOUND DISCRIMINATION

What You Need

Pieces of cardboard on which to write words, letters, blends etc.

A storage box/system to keep them all in order and secure

What You Do

1. (a) Make a list of words in the local language.
 (b) They must BEGIN with the letters you are currently teaching.
 (c) Use DIFFERENT words each day but revise words from previous days.
 (d) This revision can be very short and take place at the start of ANY lesson of the day.
2. Choose 3 words in the local language:
 2 out of these 3 words must begin with the SAME sound. (It will be one of the sounds that you are teaching).
3. Remind children of good listening –
 - LISTEN with your eyes.
 - LISTEN with your ears.

- LISTEN with your whole body.
- Explain to them how to do each of the above if they do not already know.

- 4 Say the 3 words slowly but do not emphasize the initial sound.
5. Ask the children which of the three words began with a DIFFERENT sound.
6. You could also ask the children which sound was at the BEGINNING of the 2 words which began with the same sound.

LISTEN FOR THE SOUND

What You Need

Complete sets of cardboard sound cards for each group.

Store in a plastic bottle container. This should be clearly labelled.

What You Do

1. Distribute sets of sound cards to each group (do not give them too many – 8 cards is enough).
 - (a) You must include the sounds you are teaching either on that day or on previous days.
2. Say the sound.
3. Children find the sound from the set of cards and hold it up.

INITIAL SOUNDS

What You Need

1. Enough bottle tops, ONE for every child
2. Enough sticks or pencils, ONE for every child
3. Prepare a list of words in the local language to use in this activity.

What You Do

1. Distribute a bottle top to every child.
2. Distribute a stick to every child (*they could use their pencils if you wish*).
3. Think of two sounds you want to practice. Tell the children that the stick represents one of the sounds (*tell them which sound. e.g. B. repeat the sound B, B, B, B, B*) and the bottle top represents the other sound (tell them the sound e.g. H. Repeat the sound H, H, H, H, H).
4. Remind children of good listening.
5. Read a list of words to the children – Tell them they must pick up and show the correct object i.e. the bottle top or the stick when they hear any word which begins with that sound.

Example: Teacher says ‘bagenzere’... children hold up STICK.

Teachers says ‘bagungu’ ... children hold up STICK.

Teacher says ‘hanu’ ... children hold up BOTTLE TOP.

SAME INITIAL SOUND BUT DIFFERENT WORD:

FIND THE SOUND

What You Need

1. A Selection of Picture Cards
2. The **pictures** should be groups of items that BEGIN with the SAME INITIAL SOUND/PHONEME in local language.
3. E.g. kiboko, kitabu. Kabaka, kaawa; or ekiibo, empango. There should be no words written on the cards to accompany the pictures.

What You Do

1. Place a number of the picture cards, facing up, in the middle of a group of children.
2. There should be groups of pictures, each group having a different INITIAL SOUND/PHONEME.
3. Now ask the children, ‘Can you find pictures that START with the SAME SOUND?’
4. As each picture is selected by a child, they should say the name of the picture, then say the **initial sound** of the picture repeatedly. E.g. a child selects the picture that shows a hen; they then say ‘enkoko’ followed by ‘e, e, e, e ... enkoko’.
5. They then look for another picture that starts with the same sound. Follow the same process as in No. 4. This will increase their ability to compare different initial sounds of Words.
6. Ask the children to make piles of pictures that have the same initial sound.

7. Extension and Variation of Activity:

- **Put on the Pile:** Hand out the picture cards to the children and ask them in turn to place their cards on the correct pile ... according to the initial sound of the picture.
- **Pairs:** Place the cards upside down in the middle of a group of children and ask them to play ‘pairs’, trying to select pairs of pictures with the same initial sound.

If they succeed, they keep the pair they have selected and have another turn.

IDENTIFY THE INITIAL OR FINAL SOUND

What You Need

1. Relevant words in Local Language.
2. Words related to the topics and curriculum.

What You Do

1. Ask the children to close their eyes, remind them of GOOD LISTENING. This can be done as a whole class or in groups.
2. Say a word.
3. The children try to identify the INITIAL (FIRST) sound of the word.
4. The ‘winning’ child, i.e. the 1st to identify the initial or final sound correctly takes the place of the teacher.
..... As a follow-up activity....
5. As the children become more able readers ask them to identify the FINAL (LAST) sounds of words.

1. Ask the children to close their eyes, remind them of GOOD LISTENING. This can be done as a whole class or in groups.
2. Say a word.
3. The children try to identify the INITIAL (FIRST) sound of the word.
4. The ‘winning’ child, i.e. the 1st to identify the initial or final sound correctly takes the place of the teacher.
..... As a follow-up activity....
5. As the children become more able readers ask them to identify the FINAL (LAST) sounds of words.
6. **Note:** Final sounds are harder to identify, but equally important in learning to read.

NOISY SOUNDS

What You Need

1. Calculate the number of pupils in your class.
2. Put them in groups of 6.
3. You will need sets of 6 different sound cards.
4. Each pupil will have 1 of these 6 sound cards.
5. You could do this activity outside if you feel it is too noisy for the classroom.

What You Do

1. Give each group a set of 6 sounds. Don’t touch!
Tell them that this activity is called ‘NOISY SOUNDS’.
2. In their groups ask the children to take 1 card each.

3. Identify their sounds to each other. Check with each other that they are correct.
4. Now tell children that they must move around the class (or outside) saying their sound aloud, repeatedly.
5. They must not say anything else except their sound.
6. Now tell children that they must LISTEN and find all the other children who are saying the same sound as they are saying.
7. When they have all been found they must hold hands in a circle. The first group to do this gains a team point.

A SOUND DISCRIMINATION GAME) FOR INITIAL SOUNDS AND FINAL SOUNDS: I SPY

What You Need

Nothing!

What You Do

1. The teacher sees an object IN the room.
2. Do NOT tell the children what the object is.
3. The teacher says '**I spy with my little eye, something beginning with 'a'** (or whatever sound the word begins with).
4. Pupils must guess what is in the teacher's mind. The first one to guess takes over as 'teacher'.
5. This can also be done with **final sounds** when children are more confident with phonics.

A SOUND DISCRIMINATION AND EARLY SPELLING GAME: SOUND CIRCLE

What You Need

Nothing!

What You Do

1. Children make a circle (this is best done in small groups).
2. First child says a sound or syllable.
3. The next child must think of a word beginning with that very sound or syllable.
4. Continue this sequence of 1, 2, 3 around the circle.

WHAT IS IN THE BAG?

What You Need

1. A bag with objects that begin with the letter sounds you are teaching
2. Beans for rewards.

What You Do

1. Get a bag and put items inside which begin with a selection of the sounds you are teaching or have taught.
2. Remind children of good listening.
3. Put your hand in the bag and hold an object.
4. Describe it, without showing it to the children. e.g. It is long, it is orange, you can eat it, it begins with 'e' (*ekaroti*).
5. Ask the children to guess the item. If they get it right they get a bean for their table pot as a reward.

STORY SOUNDS

What You Need

1. A children's book written in a target local language.
2. slates for all pupils.
3. Pieces of chalk for all pupils.

What You Do

1. Choose a children's book written in a target local language, to read it (or part of it, if it is long) to the children.
2. First count how many words **begin** with the sound (or sounds) you wish the children to identify in this lesson.
3. On their slates, ask the children to write down the letter sound you wish them to identify from listening to the story.
4. Tell the children that, each time they hear the sound of the letter at the beginning of a word, they must make a 'tally' mark on their slate.
5. Children should count the tally on their slates.
6. Tell the children the correct number of times the letter appears at the beginning of a word. Congratulate all the children who have identified the correct number of words beginning with the identified sound.

OTHER GAMES AND ACTIVITIES

Louder, Quieter

1. Two children sit opposite each other.
2. They should have similar instruments.
3. Ask them to copy each other in making loud sounds and quiet sounds.
4. AS ONE GETS LOUDER, THE OTHER SHOULD FOLLOW THAT EXAMPLE and also get louder.
5. They can copy AT THE SAME TIME as their partner OR, first listen, and then copy as a response.
6. FIRST one child can lead and the other follow their example. THEN the second child can lead.
7. This game can be demonstrated by one teacher or child LEADING and the whole class FOLLOWING.
8. It can include clapping, drumming on the desk, stamping on the floor, clicking of fingers etc.
9. There can be a combination of different sounds used in this activity.

Talking about favourite sounds

Ask the children

1. What sounds do you like? (e.g. school bell, music, laughing, motorcycle) WHY do you like them?
2. What sounds do you NOT like (e.g. stormy weather, barking dogs, car horns, crying babies?)
3. WHY do you NOT like them?

Listen to the Beat

1. Play different rhythms.
2. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc.
3. Keep the beat simple at first (e.g. suitable for marching) then move on to more complex rhythms for the children to skip or gallop to.
4. IMITATING rhythms is a good, short ‘concentration’ activity. Clap/stamp/blow, whistle patterns of sounds for the children to imitate.

Who is Speaking?

1. Ask all the children to put their heads down and close their eyes for the whole game. NO CHEATING OR LOOKING!
2. Select 4 children from the class by gently tapping them on the head.
3. The 4 should walk silently to the front of the class.
4. No-one who remains should realise they have gone.
5. Choose one child out of the 4, by touching them to say something (*e.g. by touching them lightly on the shoulder*). They might say, ‘omutima guramaire’.
6. The children then open their eyes and have to guess whom they heard speaking.

My Teacher Has a Box : Aina ekigega

1. Choose a **box**; it can be cardboard or wooden or metallic; DECORATE IT.
2. Put the box on its side, but with the opening facing away from the class.
3. One by one, as the children are watching you, put about 4-6 different items that make noise into the box (e.g. keys, a packet of sweets, a small bag of coins, scrunched paper).
4. NAME THEM as you put them in the box, and demonstrate the sound they each make.
5. When they are all in the box, out of sight, sing to the tune of 'Old MacDonald'; you can use your own name or a child's name.
(a) Aina ekigega ~ i e i e o (sounds) omu kigega aina i e i e o ...



*With a ** here and a**there, Here **, there**, Everywhere a ***

- Stop singing, ask the children to be quiet and LISTEN.
- Put your hand in the box and, out of sight of the children, use one of the items inside to make a noise.
- Then the children, by listening, try to identify the item that makes that noise.
- The children try to IMITATE the noise they hear.
- Now use that imitated sound ** to continue the song.

Who is Speaking?

1. Ask all the children to put their heads down and close their eyes for the whole game. NO CHEATING OR LOOKING!
2. Select 4 children from the class by gently tapping them on the head.
3. The 4 should walk silently to the front of the class
4. No-one who remains seated should realise they have gone.
5. Choose one child out of the 4, by touching them to say something (*e.g. by touching them lightly on the shoulder*). They might say, '**omutima guramaire'**
6. The children then open their eyes and have to guess whom they heard speaking.

Clapping rhythms

1. **Clap** a simple rhythm.
2. Ask the children copy you, to clap it back to you.
3. Change the rhythms that you clap.

When the children have become used to this clapping activity, invite a child to the front of class, or from where they are sitting, to clap a rhythm for others.

Visual Discrimination Activities

MATCHING PICTURE TO PICTURE OR PICTURE TO WORD

What You Need

1. Sets of 10 pictures or sets of shapes drawn or cut out on pieces of card
2. Each picture needs to be made twice.

What You Do

1. In groups, give the children the sets of cards.
2. Children must match the shapes to make pairs of cards that have the same picture.

VISUAL MEMORY & SOUND DISCRIMINATION: INITIAL SOUND TO PICTURE MATCHING

What You Need

1. Initial sound cards and
2. picture cards

What You Do

1. The pupils are given two sets of cards.
2. One set has the **initial sounds** written on the cards.
3. The other set has **pictures** drawn on them.
4. The pupils must match each picture with its initial sound card.

OTHER SIMPLE ACTIVITIES

Here are some additional activities to help your child develop their visual discrimination:

- ❖ Complete simple jigsaw puzzles correctly progressing to more difficult puzzle shapes with more pieces.
- ❖ Play games that require you to match the same shape, letter or number.
- ❖ Place different sized shapes in a bag. Ask the child to reach in the bag without looking and find, for example, a small stone or a large stone, a short stick or a long stick.
- ❖ Discuss different shapes, letters or numbers that you see in the environment around you.
- ❖ Go on a hunt to find 10 circles outside or 10 of letter ‘a’ in the school.
- ❖ Match pictures to real life objects.
- ❖ Partially hide objects and ask the child what is hiding without revealing the entire object.
- ❖ Cover up parts of a picture and see if the child can guess what the image is.
- ❖ Play “Find the Object”: pick any small object such as a pencil. Have the child close eyes. Hide the pencil in the room with a small part of the pencil showing. The child has to find the pencil.
- ❖ Find a simple picture in a magazine, cut it out and fold it in half. Glue one $\frac{1}{2}$ of it on a piece of paper. Ask the child to finish drawing the other $\frac{1}{2}$ of the picture.

WRITING THE LETTER SOUNDS

What You Need

1. Slates and chalk
2. Stones
3. Sticks
4. Leaves
5. Grass
6. Check that you know the correct way to form letter shapes

What You Do

1. Teach the children how to WRITE the sounds correctly.
2. Show them how to form the letter sound you are teaching.
3. These are various ways to demonstrate and practise handwriting motor skills. Either:
 - Write the sound in the air
 - In the mud
 - On a slate
 - VERY LARGE
 - With stones outside
 - With sticks outside
 - With leaves outside
 - With grass outside
 - With a finger on the back of another child
 - With water from a very small hole in a plastic bottle lid

Notes: It is important to practice writing the letter sound in as many different ways as possible.

VISUAL MEMORY: MATCHING SOUNDS

What You Need

1. Sound cards (smaller).
2. syllable cards (larger).

What You Do

1. In groups, children are given cards with **sets of sounds** or **syllables** written on them.
2. They are then given **smaller cards** with **individual sounds** written on them.
3. Children must **match** the small cards with the sounds written on the large cards.

Individual Sound Level Activities

SOUND THE ALPHABET

What You Need

1. Cardboard Grids enough for groups of 4
2. Sets of small cards with the Sounds you have taught for each group.

What You Do

1. Tell the children this activity is called '**Sound the Alphabet**'.
2. Distribute the cardboard grids to groups of children.

- In groups, they should take turns to place their letter sound cards in the correct position on their Grids.
- Distribute to them only cards of the letters that have been taught to them.
- They must be the correct size to fit in the spaces on the grid.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				



3. Tell the children to match the letter sounds to the letter sounds on the grid.
4. Ask the children to say the sounds they have matched, and agree that they are correct.

SOUND SEEKER

What You Need

Large letter sound flashcards

What You Do

1. Teach the children how to say a letter sound loudly and softly.
2. Select one child who will be the ‘seeker’ (*the one who will search for, and find the letter*). Ask them to leave the classroom.
3. Show to the class the SOUND letter card that will be hidden.
4. Hide the flashcard in the classroom.
5. Ask the child to return.
6. As the child returns, the whole class must repeat the letter sound that has been hidden. They must repeat the sound continuously but quietly.
7. As the child seeks for the flashcard, the rest of the class must repeat the sound more **loudly** if the child gets nearer to where it is hidden and more **quietly** if the child moves away from where it is hidden. The class are therefore guiding the child to where the card may be ... BUT only if the child is listening well.
8. When children are reading words, the same activity can be done but with word cards instead of sound cards.

BACK DRAW

What You Need

Nothing

What You Do

1. Teacher chooses a child.
2. The child has his or her back to the class.
3. The teacher holds up the card for the rest of the class to see and then ‘writes’ it on the child’s back with a finger (*not a pen!*).
4. The child must guess what it is that is ‘written’ on their back.

GRAPHEME TO PHONEME CORRESPONDENCE: QUICK SOUND FLASH

What You Need

Sound cards (choose the sounds they need to learn).

What You Do

1. The teacher has a set of sound cards.
2. The number may vary according to the ability of the group.
3. Especially use the sounds **that children struggle to learn**.
4. The teacher goes through the sounds with the pupils.
5. The cards are then placed face down on the table.
6. The teacher picks a card and holds it up.
7. The first child to say the sound correctly wins the card.

8. If no-one in the group knows the sound, the card should be placed face down again.
9. The teacher then revises those sounds the children don't know well.

VISUAL MEMORY AND REACTIONS: SOUND SNAP

What You Need

Snap cards

What You Do

- 1 A set of 40-60 cards is given to a group of pupils.
- 2 Each card has an individual letter **sound** written on it.
- 3 There must be x4 cards for each sound that is included in the game.
- 4 The children in turn place a card on the table on top of the previous card face up and say **the sound** as they do so.
- 5 If the card they place on the pile is the same as the immediately previous card, any child in the group may say **SNAP!** to win all the cards.
- 6 The winner is the child who gains the most cards.

WIN THE SOUND

What You Need

1. Sets of sound flashcards.
2. Make a ‘Sound Champion’ Medal or use a ‘Sound Champion’ button badge.

What You Do

1. Make sets of flashcards:
 - They must be the sounds you are **going to teach**, or
 - Sounds which you **have already taught**.
 - You need at least x 10 flashcards with each sound.
 - This game is suitable for small groups of 5-8.
2. Hold up a single flash card sound at random:
 - Children are to raise their hands.
 - Pick 1 child to respond.
 - If they get it right they ‘WIN’ the sound, and KEEP it.
 - If they are not correct, praise them for having a try, and then pick another child.
 - Try to maintain gender-balance.
 - The child who WINS the most cards at the end of the session receives the **‘Sound Champion’ medal**.

SOUND AND LETTER MATCH

What You Need

Letter Sound Cards

What You Do

1. 10 children are each given a sound written on a piece of card.
2. They are then told to find an object in the room which begins with this sound and ...
3. They hold their card next to it.
4. This should be done **to the count of 20 by the rest of the class (possibly backwards)**, by which time all children involved should be holding a card next to an object.
5. Each child must then say the word and other pupils check whether it is correct or not.

VISUAL DISCRIMINATION AND MEMORY - BOOK SOUND SEARCH

What You Need

1. Books
2. Slates and
3. Chalk

What You Do

1. In a small group, children are given a reading book.
2. They are given 10 minutes to find as many words beginning with a given sound and to write them on their chalkboards.
3. This can also be done with **final sounds**.

SOUND BINGO

What You Need

1. Sound bingo cards made from pieces of cardboard. These should display a selection of letters that have been taught to the children.
2. Sets of small plain cards used by the children for covering the letters on their Bingo boards; you are teaching or have taught these words.
3. 1 ‘master’ Bingo card to be held by the teacher. This has ALL the letters of the alphabet on it.
4. A set of 26 white bottle tops, 1 for each letter of the alphabet, where the letters are written clearly INSIDE. (This prevents the writing being rubbed off).
5. Beans for rewards.

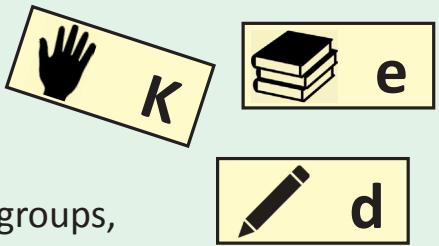
What You Do

1. Distribute ‘Sound Bingo’ cards; give 1 card to each pair of children.
2. Distribute enough bottle tops to cover all the sound bingo squares.
3. The teacher has a bag full of bottle tops with the letters of the alphabet written inside.
4. Explain to the children that:
 - (a) you will be saying some sounds aloud.
 - (b) If they have the sound on their card they must cover it up with a small plain card.

- (c) Explain that the winner will be the pair/child who is the first to cover up all the letters/sounds on their Bingo card.
 - (d) When a child has covered all the letters on their card they must shout out ‘BINGO!’
5. As you call out the letter/sounds, keep the set of the sounds you have called out ON YOUR MASTER BINGO CARD so that you can check that the ‘winning’ pair/child has covered the correct sounds.
 6. Reward the winner with a team point or other reward as you think appropriate.

SOUND DOMINOES

What You Need

1. Sets of sound dominoes cards (4 pupils can play with one set) made from cardboard.
 2. Make sets of at least 6 connected domino cards.
- More advanced players, or larger groups, will need more cards. The dominoes must have a picture on one side and a letter/sound on the other.
- 

What You Do

1. Distribute sets of ‘Sound Dominoes’
2. Teach children that they must
 - (a) Match the letter on one card with the initial sound of the picture on another card to make a line.

- (b) The cards are to be shared equally among all the players.
 - (c) Choose the one to start the game by placing 1 card face up on the table or floor.
 - (d) They then take turns, looking at the cards in their hands, trying to add one of their cards to the ones already placed on the table or floor.
 - (e) The WINNER is the 1st player to place ALL their cards correctly in the line of cards, leaving them with none.
3. **Notes:** • This game can be played by groups of 3 or 4 children (*whilst you support other groups, either to help them catch up or to take the brighter ones forward*).

BOO!!

What You Need

1. Make a selection from all the sounds that you are teaching, or that you have taught your class of children.
2. Make x10 copies of each sound on small pieces of paper or card.
3. Make x10 copies of the word **BOO!** Written on small pieces of paper or card.
4. Choose a pot or box in which to put all the pieces of paper or card, including the sound cards and the **BOO!** cards.

What You Do

1. Choose 6 sounds and words you are learning in your classroom.
2. Mix all those sounds and words together in a container.

3. Tell the children you are going to play the game ‘**BOO!!**’
4. Pass the pot to the first child.

Tell them that they must take a piece of paper from the container **WITHOUT LOOKING**.

5. If the child picks a piece of paper with a word or sound on it, they must say the word or sound.
6. If they are correct, they can keep the card.
7. If the child picks a piece of paper with the word **BOO!!** on it they must say **BOO!!** and return it to the pot **together with any other words they have collected**. They have missed a turn.
8. The Winner of the game is the one who has collected the most pieces of paper.

Blending and Segmenting Activities

BOTTLE LINE BLEND 1

What You Need

1. Sets of sound cards which fit well in a bottle line.
2. Each group to have its own separate bottle line.
3. Slates.
4. Bottle lines for each group, so they can all work at the same time.

What You Do

1. Distribute sets of the letter/sound flash cards that the children have learned; the cards must fit well in the bottles in the bottle line.
2. Tell the children that this activity is called
 - ‘**Bottle-line Blend**’ (explain that **blending** means **joining together**)
 - Tell the children to use the sound cards to make sound blends, using the bottle line. (*This can be increased when the children are competent with two sounds*).
 - The children must write these blends on their slates and say them correctly to each other. e.g. **ku**, **ha**, **be** etc.
 - They must listen carefully to each other and correct each other if necessary.
3. Teacher should move among the groups, checking on accuracy and assessing pupils’ skills at blending, and PRAISING appropriately.

4. **Note:** Group together the children who are more competent to combine BLENDS so they can make longer WORDS of 3 or 4 letters, or more etc.

BOTTLE LINE BLEND 2

What You Need

1. Bottle line.
2. Bottle line cards with letter-sounds written on them appropriate to the lesson being taught.
3. Patience! Do not rush too fast, leaving some pupils behind.
4. Planning! Make sure that there is progression - do not repeat the same few letter sounds endlessly when the pupils already know them.
5. Revision! Go back to ensure that the skills of blending and sound discrimination are not forgotten by the children.

What You Do

1. Begin with blending TWO sounds only.
Put the sounds on a bottle line card and place the bottles apart. Make sure they are placed in the correct order for the children to read i.e. left to right.
2. Ask the children FIRST to say the INDIVIDUAL sounds. E.g. 'k' and 'u' (*Make sure you are teaching the local language pronunciation of the 'u' sound*). Check carefully that the pupils pronounce the sounds correctly.
3. Move the two bottles gradually together, one bottle at a time, saying each sound in turn.

4. When the two bottle meet, say the sounds together e.g. **ku**.
5. Change the '**k**' sound for the '**m**' sound.
6. Ask the children to say the two sounds INDIVIDUALLY. Then move the bottles together as described above.
7. Ask the children to say the two sounds together.
8. Repeat with other initial sounds e.g. '**b**', '**f**' etc.
9. Repeat with different vowel sounds.
10. Eventually all 2 letter blend combinations will be done and 3 letter blends can be introduced.

TEAM BLEND

What You Need

A list of words you wish the children to know and be able to blend.

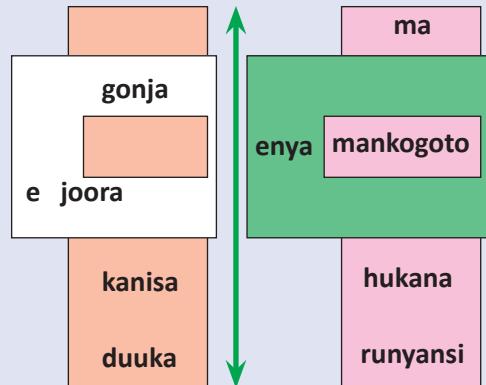
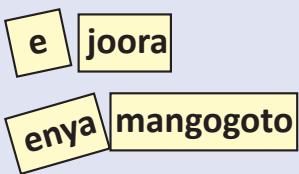
What You Do

1. Divide the class into 2 teams.
2. Choose One of the words on our list.
3. Say the word in syllables leaving a short gap between each e.g. e-ka-la-mu.
4. Choose a child from team A to say the full word.
5. If the child can blend the syllables to say the word the team scores a goal!
6. Goals are recorded on the board and are added up at the end to identify which team has won.

ADD A SOUND

What You Need

1. Sound Slides with initial sounds
2. Sound slides with initial syllables
3. Letter sound/phoneme cards
4. Syllable cards

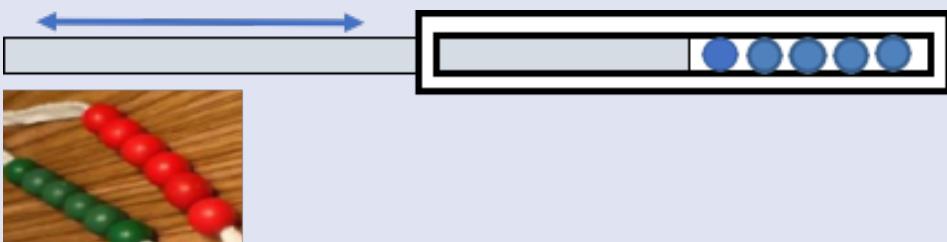


1. Explain to the children that many words are made of 2 parts, or even more.
2. Sometimes a NEW word can be created by adding another part e.g. **emuzo** (small forest) can be changed to **emuzoozi** (*explorer*) just by adding **ozi** to the end.
3. In English this is very frequent e.g. M ice = mice; b ox = box; c hat = chat; s mile = smile.
4. You will be able to think of many examples to show the children of this little language ‘trick’
5. Start with the simplest examples until it is clear that the children are ‘getting it’.

BREAK THE WORDS TO PIECES

What You Need

1. Lists of words or word cards
2. Slide counters
3. Beads or bottle tops on a stick or a string



What You Do

1. Explain to the children that all words are made up of 'pieces'.
2. These are called letter sounds (phonemes) and syllables.
3. **Letter Sounds:** These are the individual letter sounds (or PHONEMES) that make up the word. They are NOT the letter NAMES. E.g. **omwaka** has the 6 individual, sounds, 1 for each letter in the word o (voice) m (voiced) w (voiced) o (voice) m (voiced) w (voiced) a (voice) k (no voice) a (voice)
4. **Syllable Sounds:** These can be **1, 2 or 3 individual sounds combined**, together making a syllable 'sound'. E.g. **omwaka** has 3 syllables, which combine to form the word
o.....mwa.....ka = omwaka
5. **THE ACTIVITY: Letter sounds**
 - The children are given a learning aid on which they can show the number of individual sounds they believe are in any particular word e.g. **omwaka** has 6 individual letter sounds.

- This can be indicated on the slider or the beads on a string (illustrated above).
- When it is held up by the child, it is easy for the teacher to ASSESS who does, and who does not, understand the activity.
- Ask the children to SAY the sounds (not letter names), and the complete word, when they answer.

6. THE ACTIVITY: syllables

- Similar to the activity in no. 4

Ask the children to clearly SAY the syllables they have recognised, and the complete word when they answer.

FURTHER ACTIVITIES TO SUPPORT RECOGNITION OF DIAGRAPHS AND/OR CONSONANT BLENDS

VISUAL MEMORY: BLEND OR DIGRAPH SNAP

What You Need

1. A set of 24 cards divided into 6 sets.
2. Decide on the blends or digraphs you are teaching.
3. Write the blend or digraph on each of the 4 cards in the set.

What You Do

1. Give children the set of cards.
2. Children divide the cards up between them so each has the same number.

3. Each child puts their set of cards in a pile face down on the table.
4. In turns, each child must turn over the top card on their pile and place it on the card turned over by the previous person.
5. If the card has the same blend or digraph as the last card DIGRAPH BINGO that was put down, the child must shout out 'SNAP!'
6. The child who has shouted SNAP! Wins all the cards.
7. The game continues until one person has won all the cards.

APPLYING PHONIC KNOWLEDGE TO SPELLING: WORD-FANS RACE

What You Need

Make a number of word-fans (see appendices). On each part of the fan, write one phoneme (this can be digraph or trigraph if that is what you are teaching).

What You Do

1. Distribute the word-fans to your class.
2. Give them a timed period e.g. 10 mins, to come up with as many words as they can using the phonemes on the word-fan and to write them down.
3. Those with the highest number of correct words are the winners.

DIGRAPH RECOGNITION: DIGRAPH BINGO

This activity is the same as sound Bingo but used to support recognition of digraphs or consonant blends.

What You Need

1. A set of digraph bingo cards for children.
2. A master card and master digraphs (on bottle tops).
3. Bottle tops for children to cover the digraph words as you say them.

What You Do

1. Play Bingo as described in level 1 activities but calling out the words with a consonant blend or a (depending on which you are teaching).
2. The winner is the child who covers their words first and shouts out **BINGO!**.

DIGRAPH OR CONSONANT BLEND RECOGNITION: SNAKES AND LADDERS

What You Need

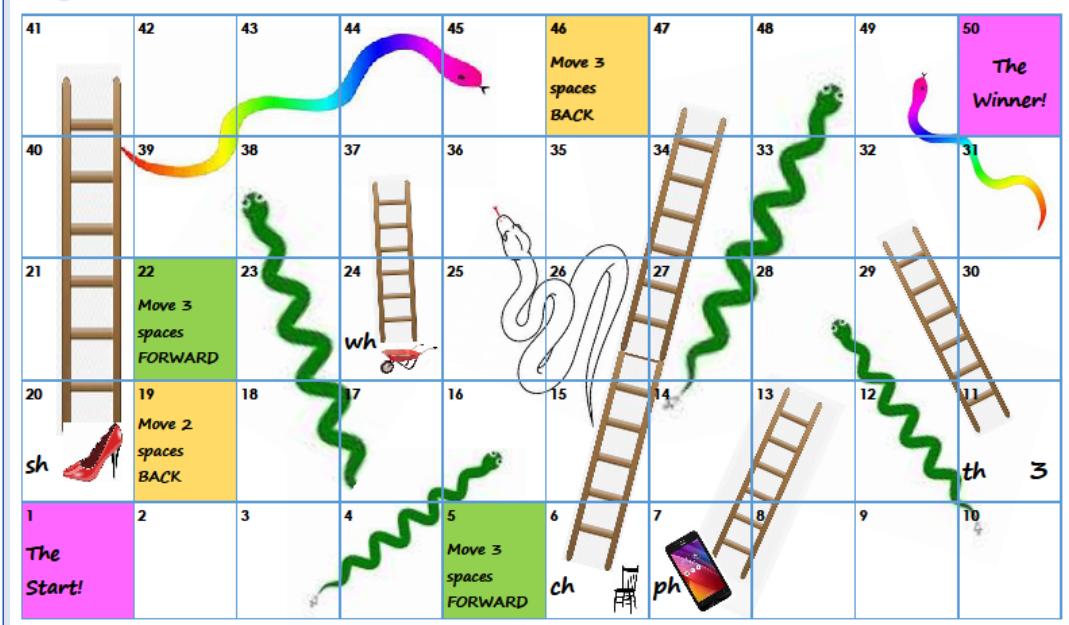
1. A Snakes and Ladders board.
2. Counters (different colour bottle tops).
3. A die.

What You Do

1. Children must throw the die in turn.
2. Each person must move the number of spaces shown on the die when they have thrown it.

- If a child lands at the bottom of a ladder, they must say the digraph or blend written there and the word relating to the picture which is also there.
- If they say the digraph or blend and read the word correctly they can go up the ladder. Otherwise wait for the next turn.
- IF a child lands on the head of a snake, they must move down the snake, from the head to the tail. They are EATEN!
- The first person to reach the last square at the top of the board is the winner.

Consonant Digraph Snakes & Ladders



SPELLING SKILLS APPLYING PHONICS KNOWLEDGE: 2-MINUTE WORDS

What You Need

Nothing

What You Do

1. The teacher must write an **English phoneme** on the board. It could be a consonant blend, digraph or trigraph.
2. In groups, children must write as many words as they can that contain that phoneme.
3. Children are given TWO MINUTES.
4. Those with the most correct words are the winners.

VISUAL VOCABULARY: BOOK SOUND SEARCH

What You Need

Some books

What You Do

1. Organise the children in small groups.
2. Ask the groups to search for words according to your criteria.
For example:
 - Words starting with the letter ‘v’
 - Words containing the phoneme ‘igh’
 - Words comprising 4 syllables, etc.
3. Choose according to the learning you want for the children.
4. The winning group is the one which has the most correct words.

1. Organise the children in small groups.
2. Ask the groups to search for words according to your criteria.
For example:
 - Words starting with the letter ‘v’
 - Words containing the phoneme ‘igh’
 - Words comprising 4 syllables, etc.
3. Choose according to the learning you want for the children.
4. Encourage the children to read the words they have found.
5. Give explanations of any words the children do not know.

PRACTISE READING SIGHT WORDS: WORD HOP

What You Need

A set of words you want to make sure the children can read, written on large pieces of cardboard (about 20 cm long).

What You Do

1. Make one large circle on the ground representing a large island on Lake Victoria.
2. Make small circles on the ground with chalk, stones or a piece of string. These represent small islands on Lake Victoria. **The children must hop from island to island until they reach the BIG island.**
3. Beside the circles, place the words.
4. Taking in turns, the child should hop from one circle to another reading the words as they go.
5. If they hop and land **outside** a circle, they are eaten by crocodiles! This means they must go back to the beginning.

6. They must try to reach the large island before they are eaten.
7. To do this, they must read all the words correctly and must not land outside the circles.
8. If they manage to reach the island they receive a point and a set of different cards are put down for them to read.

PRACTISE SIGHT WORDS: FISH ME A WORD



What You Need

1. Cut out a number of fish shapes from cardboard.
2. Write a word on each fish from whichever list of words you are wanting the child to learn.
3. Make a fishing rod. This will be a stick with a paper clip on the end of a piece of string.
4. On the fish, tie a small circle of string near the 'mouth'. This will be used to catch the fish with the rod.
5. Put all the fish you have made into a container/box/basin.

What You Do

1. Each child must 'fish' a word from the container. They need to hook it onto their fishing rod.
2. The child should read the word on the fish they have caught.
3. Each child wins a point for each fish they catch, and read the word.

MAKING WORDS CONTAINING SPECIFIC PHONEMES: TOSS AND BLEND

What You Need

1. 5 large plastic water bottles with tops cut off.
2. Place pieces of card inside each container with a phoneme written on it. This needs to be large and needs to be seen from the outside of the bottle.
3. Tape the bottles to the floor so they are touching each other and so the phonemes can be seen.
4. A selection of small stones.

What You Do

1. Organise the pupils into groups.
2. Each child in turn throws a stone and tries to get their stone into one of the bottles.
3. IF the child succeeds, they must think of a word containing the phoneme and write it on their slate, or piece of paper.
4. At the end of the game, the teacher must check to make any corrections.
5. The total for each child is counted.
6. The child with the most correct words is the winner.

PRACTISING READING SENTENCES: MIX UP

What You Need

1. Write some sentences onto card and cut them into one word or two-word pieces.
2. Place the words in a bag.

What You Do

1. In groups, the children must take one of the bags and make the sentence so that it makes sense.
2. When it has been checked by the teacher, the pupils can write it in their books.

CONSTRUCTING A VARIETY OF SENTENCES INDEPENDENTLY: USING SENTENCE MAKERS

What You Need

1. Write words on many cards which can be used in the sentence maker (see picture below).
2. It is best to use words which are used in the structures you are teaching.

What You Do

1. Using the given words, children should construct a variety of sentences in the ‘pockets’ of the sentence maker.



BOTTLE LINE JUMBLE

What You Need

1. Bottle lines for groups of children
2. Words which will fit in the bottle lines to make a sentence

What You Do

1. Give out the **set of words** to each group and ask them to place each word randomly in a bottle on the bottle line.
2. At a signal from the teacher, the children must try to unjumble the sentence.
3. The group which succeeds first is the winner.

18 CONSONANT SOUNDS

b	bat	ribbon
c	cat	sick box (pronounced boks)
k	king	queen (pronounced kween)
d	dad	liked ladder
f	fin	laugh half phone
g	egg	get guest ghost
h	hip	who
j	jump	giraffe page
l	lot	tell
m	man	climb autumn summer
n	net	know gnat funny
p	pot	happy
r	red	write
s	sun	dice centre science
t	top	tripped Thomas
v	van	of five
w	why	win queen (pronounced qween) choir (pronounced qwire)

3 CONTROLLED VOWEL SOUNDS

ar	car	part
or	fork	north
ur	her	bird hurt dollar

5 SPECIAL SOUNDS

oi	boy	oil
ow	cow	pouch
oo	look	pull
aw	saw	haul
zh	television	measure

6 LONG VOWEL SOUNDS

a	made	maid	day	lady
e	feet	team	these	be windy
i	lie	night	like	
o	boat	bone	open	hoe sew
u	you	mule		
oo	few	blue	soup	

5 VOWEL SOUNDS a e i o u

44 SOUNDS/ PHONEMES USED IN ENGLISH

The list below gives examples of all the different forms of the phonemes

7 DIGRAPH SOUNDS

ch	chop	hatch	future
sh	shop	fish	
th	thing		
th	this	the	
wh	when		
ng	sing		
nk	sink		

**READING
SHOULD NOT BE
PRESENTED TO
CHILDREN AS
A CHORE OR A
DUTY. IT SHOULD
BE OFFERED AS A
GIFT.**

Kate Demillo

THE END

of the beginning