

The Long Vowel Sound

You will be working with words again in this activity, blending the sounds of letters together to make words. The words may be real or nonsense words. The vowel in each word in this activity will always have a long sound.

1. The letter '**a**' will always have the sound as in '**mate**'
2. the letter '**e**' will always have the sound as in '**meet**'
3. the letter '**i**' will always have the sound as in '**mile**'
4. the letter '**o**' will always have the sound as in '**bone**'
5. the letter '**u**' will always have the sound as in '**cute**'

There are several signs to look for in words that will usually tell you the vowel has a long sound.

1. Two vowels in a word, when one is an 'e' at the end of the word, means the first vowel has a long sound, e.g. bale, mine, cone... etc
2. Two vowels next to each other in word, when the first vowel is usually 'a' or 'e', means the first vowel has a long sound, e.g. beat, bait, feet... etc
3. When 'i' is followed by 'gh' the 'i' has a long sound e.g. sight, light... etc
4. When 'a' is followed by 'y' the 'a' has a long sound, e.g. day, may... etc
5. The letter 'y' can sometimes act like it is an 'i' with a long sound, but only when there is no vowel in the word and the 'y' is at the end of the word, e.g. my, by, cry... etc

You will start with stems again, where the 'word' will have two vowels and a consonant, such as 'ime' or 'eeg'. The three letters blend together to make one sound. Many of these words are not real words, but stems can be parts of larger words with several syllables, such as 'dem/on/strate'.

Next, you will try real words, where three or four letters blend together to make one sound. Again the vowel will always have a long sound in words like, ate, cake, mean, site, deed, cope... etc

You will start with a chart of words where the words will be on lines, one after the other. Then, when you are familiar with the words, you will have to read them in time to a beat. You will then try saying the words after they are flashed 2 or 3 at a time. Then you will try saying the words faster and faster as they jump across on the screen, one at a time. Lastly several words will jump across the screen very quickly from left to right and you will say them.

Notes for helpers:

Before you start each section below, it will be help to discuss the sound that the vowel is now going to make and what to look for in the word that tells the sound the vowel will make. In each step below the vowel has a long sound, but there are different 'rules' or 'signs' in the word that tell you the vowel has a long sound. These rules are not always right, there are lots of exceptions. However the 'rule' is mostly right and works for most words. For example if you are about to start the word list with 'i' followed by 'gh', you will need to say something like, 'when you see a word with 'i' followed by 'gh', the 'i' has a long sound'.

Step 1. Word Chart - Say the sound the three letters make

Click on '**Run Activity**' at the top of this screen.

1. Click on '**Presentation**' then click on '**Word chart**' from the menu at the top of the screen.
2. Click on '**Word list**' and click on '**Stems**'.
3. Click on '**New Chart**' in the bottom right corner of the screen.

There will be a chart of three letter word 'stems' on the screen. You have to look at the first word (on the left side) and say the sound it makes. Try to say the word as one single sound, rather than sounding out the word. Then say the sound of the next word. Keep saying the sound that each word makes across the line. When you have finished each chart click on '**new chart**' at the bottom right of the screen to show a new chart.

Your goal is to say the sound of each word, line by line without losing your place.

Step 2. Sounds with a beat

1. Click on '**Presentation**' then click on '**Word chart to a beat**'. The beat will be automatically set at 1.0 second.
2. Click on '**New Chart**' in the bottom right corner of the screen

Now say the sound of each word across the rows, saying the sound of a word on every beat. Your helper can change the words to a new chart when you are finished.

Your goal is to say the sound of each word, line by line, exactly in time to the beat, without losing your place.

Step 3. Flashing words

1. Click on '**Presentation**' then click on '**Flashing words**'
2. Click on '**Number**' and click on '**2**'
3. Click on '**Start**' at the bottom right of the screen

Two short words will be flashed at the same time. You have to tell your helper the words you saw on the screen. Then click on '**check**' to show the words again. Continue to flash the words and check your answers.

Your goal is to get 8 or more out of 10 correct.

You can then try 3 words flashed at the same time.

Step 4. Fast naming

1. Click on '**Presentation**' then click on '**Fast naming**'. The flash rate will start at 1.4 seconds.
2. Click on '**Start**'

Look at the left side of the screen. A list of words will be presented on the screen. The first word will change its colour from white to green. You have to say the sound of that word before it changes its colour to white again. After this, the next word will change colour. Say the sound of this word. Keep saying the sound of the words as they change colour on the screen. If you can't keep up, change the flash rate to 1.6 seconds. When you can keep up, increase the flash rate again to 1.4 seconds. If you can keep up at this speed, increase the flash rate to 1.2 seconds. As you improve keep increasing the speed to 1.0 then 0.9 seconds etc.

Your goal is to say the sound of each word at a speed of 0.9 seconds or better.

Step 5. Word sequence

1. Click on '**Presentation**' then click on '**Word sequence**'
2. Click on '**Number**' and click on '**2**'
3. Click on '**Start**' at the bottom right of the screen

Look at the left side of the centre box on the screen. A word will come on the screen then disappear. After this, another word will come on the screen next to

where the first word appeared. After both words have appeared on the screen, one after the other, say the sound of the 2 words in the same order in which they were on the screen.

Then click on '**check**' to show the 2 words again. Click on '**start**' again for the next 2 words.

Your goal is to say the sound of the two words so you get at least 8 or more out of 10 correct.

Then you can try 3 words flashed in a row by changing the 'number' to 3.

Your goal is again to get 8 or more correct out of 10.

Step 6. Real words 1

1. Click on '**Word list**' then click on '**Real words 1**'
2. Click on '**Presentation**' and click on '**Word chart**'

All the words will have 4 letters and will be words with

1. An 'e' at the end, such as mane, file... etc, or
2. Two vowels next to each other, where the first vowel is an 'a' or an 'e' such as feet, mean... etc

Now you have to go through all the 5 steps above, but the words will be real words. Again the vowel always has a long sound.

The 5 steps and their goals will be:

1. **Word chart** - read each word across the lines without losing your place.
2. **Word chart to a beat** - read each word in time to the beat. (change '**presentation**' to '**word chart to a beat**')
3. **Flashing words** - say 2 then 3 words after they are flashed at the same time. (change '**presentation**' to '**flashing words**')
4. **Fast naming** - call the words one after the other at a speed of 0.9 seconds or better. (change '**presentation**' to '**fast naming**')
5. **Word sequence** - say 2 then 3 words after they flash in a sequence. (change '**presentation**' to '**word sequence**')

Step 7. Real words 2

Click on '**Word list**' at the top and click on '**Real words 2**'. Each word will now have a blend sound at the start or end on the word, such as stage, fleet, feast.

Go through the 5 steps again where you work through **charts, charts to a beat, flashing words, fast naming and word sequence. Your goals are the same.**

Step 8. Real words 3

Click '**Word list**' at the top and click on '**Real words 3**'.

In each word the vowel will have a long sound but the words will be:

1. 'i' followed by 'gh', as in sigh, light.
2. 'a' followed by 'y', as in bay, stay.
3. 'y' at the end of a word where the 'y' acts like an 'i' with a long sound, as in fly, by.

Progress through the 5 steps, **chart, chart with the beat, flashing words, fast naming and word sequence. Your goals are the same as for real words.**

Step 9. Everything

Click on '**Word list**' and click on '**Everything**'. Now the words will be a mix of stems and all the real words you have worked through in steps 6, 7 and 8 above.

You can test yourself using the chart to a beat, flashing 2 or 3 of the words at the same time, fast naming and word sequence. **Your goals are the same.**