



# Equipping Literacy Assistants

## Phonics

# Beginning to read text

- Text means words in print. (Hand writing, typed or on a screen)

To be a good reader we need to master 4 things:

1. Sounds (phonics)
2. Identify the shapes of words (sight words)
3. Read fluently (as if we are speaking)
4. Understand what we are reading (comprehension)

# Words are made up of sounds (Phonics)



# Words have shapes (Sight Words)

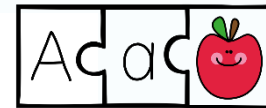


# Literacy in the Primary school

- Sounds and sight words are like two wings of an aeroplane.
- They are equally important.
- They should be taught at the same time.

# Teach together

Sounds



Sight  
words

has had  
going

# Visual or auditory learners?

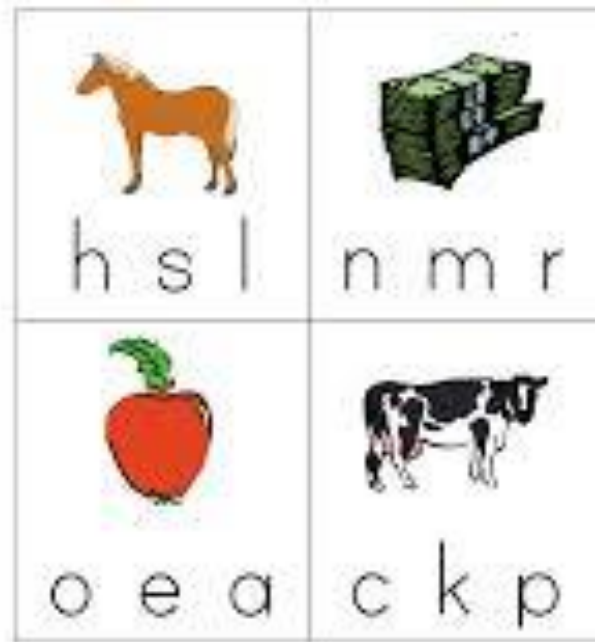
- Some are naturally visual learners. (They learn by recognizing the shapes of the words)
- Some are naturally auditory learners. (They learn best by sounding out the letters of the word.)
- Some are equally good at both sound and sight.

- A visual learner may be sound as if they are reading well, but may not be reading all the words correctly. They might make up words.
- An auditory learner will be able to sound out words but may have stops and starts and read very slowly.
- We need to encourage children in both areas – sound and sight.



# Teaching Phonics

- Stage 1: initial sounds

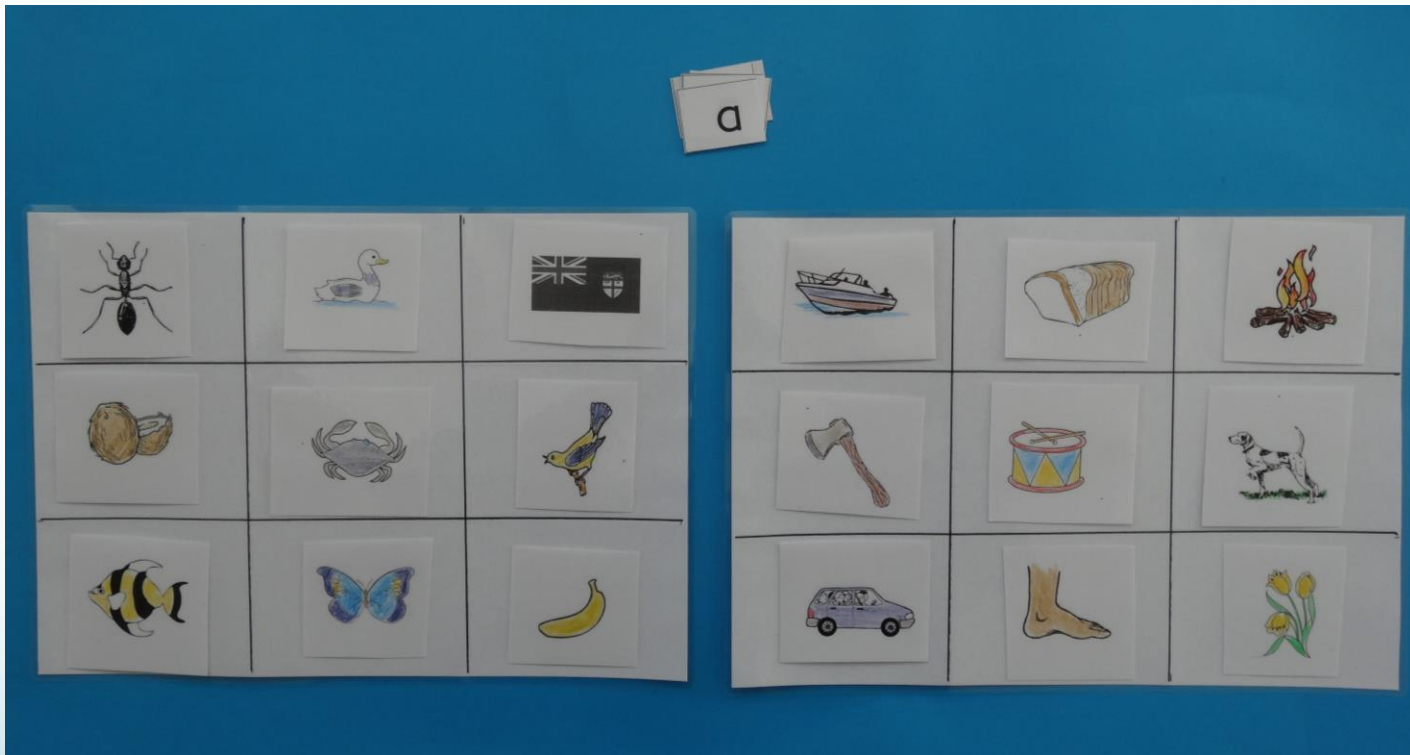


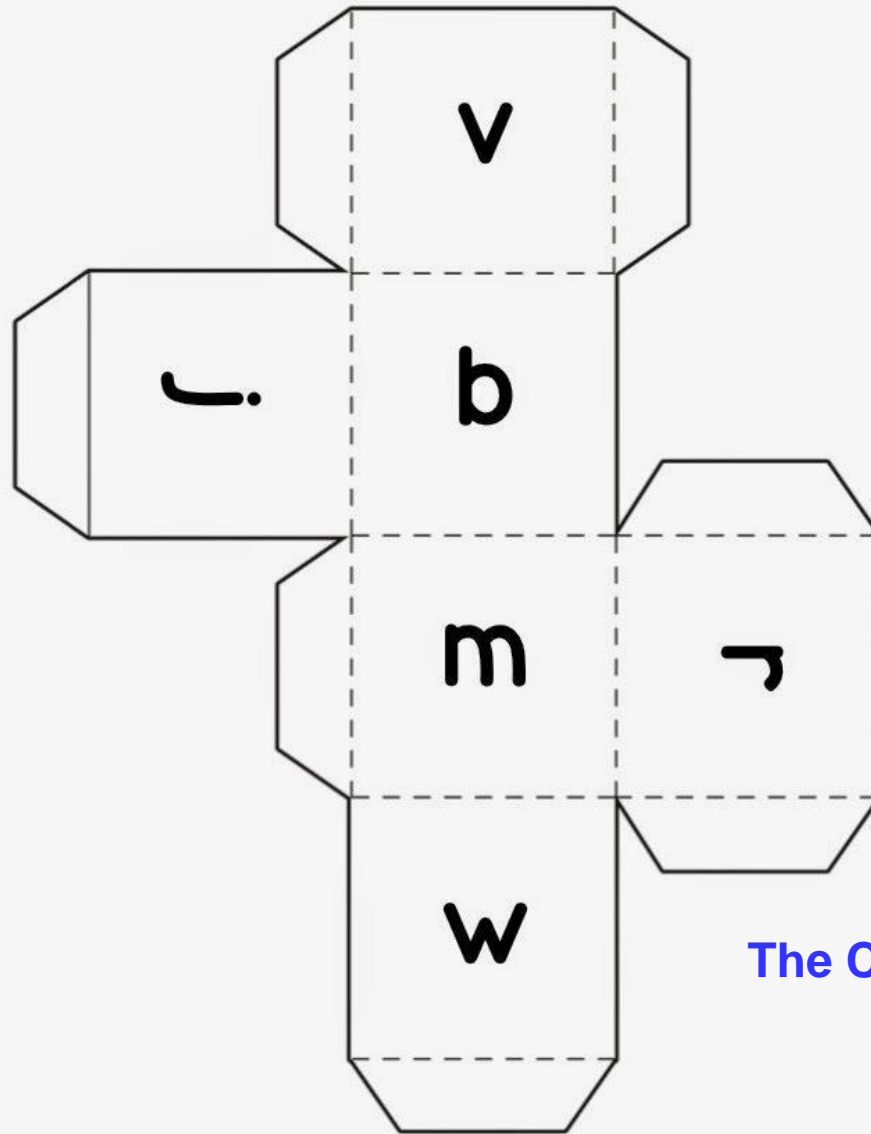
“I spy” is a good game for initial sounds.

# Activity

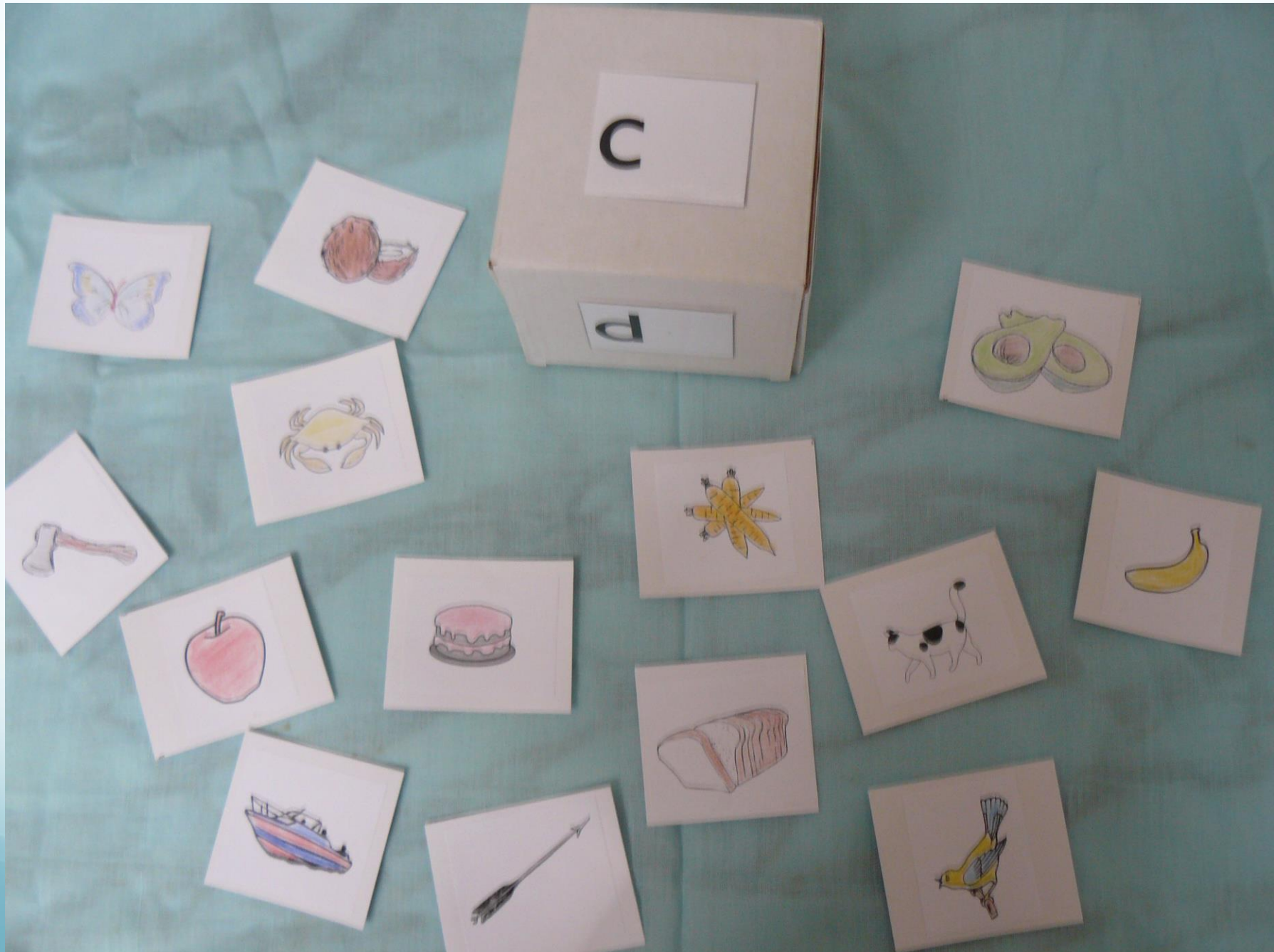
- Take a look at the “Sound Pictures”.
- Also look at ‘Bible Phonics’, including the picture chart.
- Say the sounds to your partner, (not the letter names).
- OR listen to and repeat the sounds on the Bible Phonics audio mp3

# Sound Bingo





The Cube or Box Game



# Activity

Begin to make the resources and games for teaching initial sounds.

- Sound Picture cards and letters
- Collect bottle tops for bottle-top letters
- Make a cube for the box game, or find a box that you can cut down into a cube.

# Phonics: 3-letter words

- **Stage 2:** Three letter phonetic words

e.g. c - a - t

Attention drawn to:

1. Initial sound
2. End sound
3. Middle sound

At this stage don't call the letters by their actual name. Use the sound.

# Phonics: 3-letter words

- Can be sounded using initial sounds

The following are not 3-letter phonetic words:

the

one

was



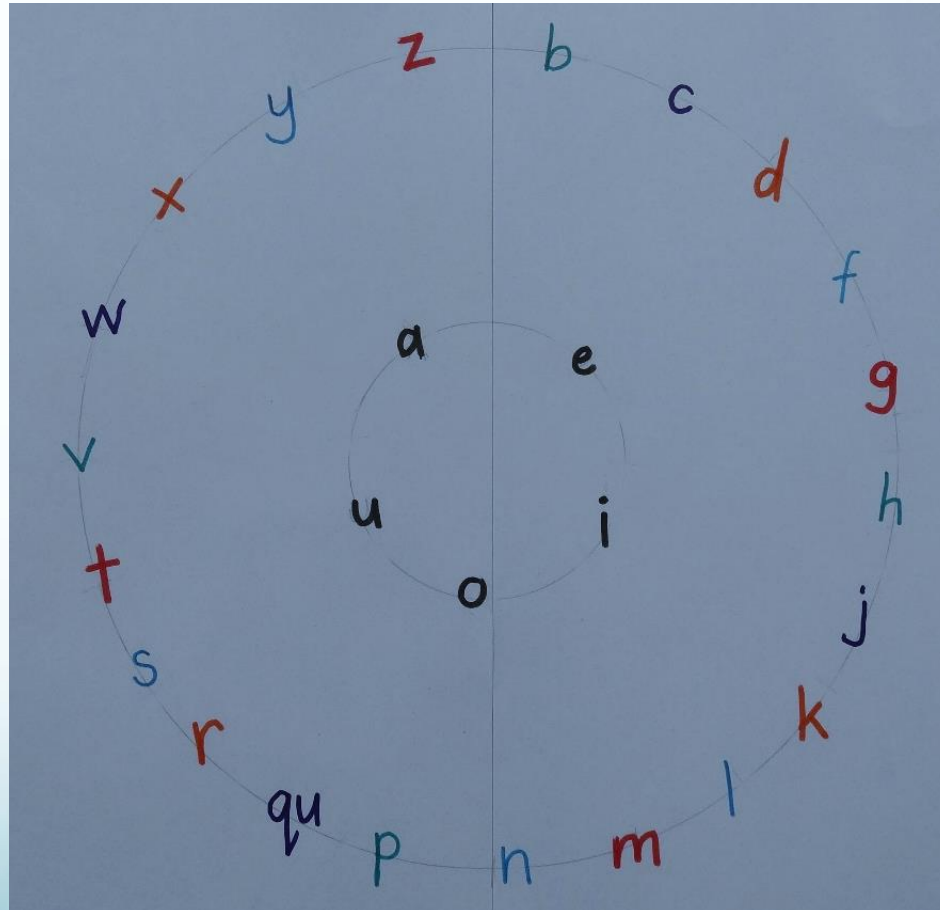
# Example of a phonics game with 3-letter words



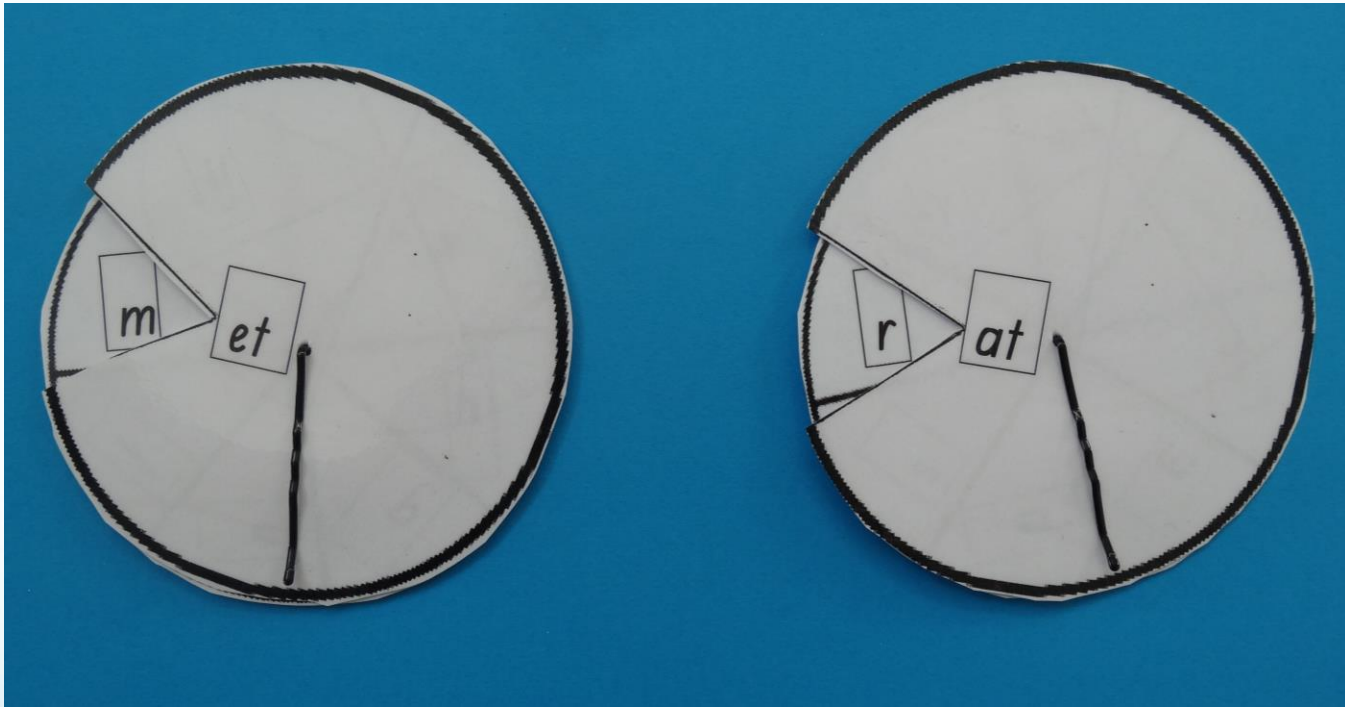
# Phonics flippers



# Circle of sounds



# Word wheels



# Bottle top letters



# Activity

Make the resources that can be used to teach 3-letter words:

- Word wheel
- Phonics flipper
- Bottle top letters
- Circle of sounds

# Phonics: Consonant blends

## Stage 3

### Consonant blends:

sh

ch

th

Now students can sound words like 'chip' and 'ship'.

\* Know the difference between vowels and consonants

# More consonant blends

## Stage 4

Consonant blends

e.g.

**b**lack

**t**ruck

**s**kip





# Consonant blends

**sh, ch, th** will need to be taught. These consonant blends make one sound, e.g. we do not say “c’ “h’ separately.



# Consonant blends

At this stage, why would you teach words like:

**fl**ag, **sl**ip, **dr**ag

And not

**fl**ower, **sl**ee**p**, **dr**eam

?????

# Consonant blends

Answer:

The students have just moved up from 3-letter words.

So far they only know **initial sounds** that make up words.

They have not yet been introduced to vowel combinations like **'ow' 'ee' 'ea'**

Check your consonant blends sheet for a full list of suitable words.

# Word families

## Stage 5

Vowels come together in word families. Look at your 'word families' picture chart with 'key words'.

**Example 1:** long 'a' in 'snake' – The following words are in the same group: tape, same, pale

**Example 2:** long 'o' in 'boat' - The following words are in the same group: coat, soap, float.

# Play a matching game

- Now use word cards to play a matching game with the 'long a' words.
- Put a key word, in the middle and scatter various long 'a' words around it. Students have to look for the words that go with the key word.
- (See next 2 slides.)

gave

brain

day

key  
word

rain

snail

tray

lake

way

snake

gravy

tiger

bike

light

five

bite

might

die

smile

line

fly

# More examples

Words that are grouped in families made by vowels.

- snail, rain, pain (long 'a')
- tree, sheep, feet (long 'e')
- line, pipe, time (long 'i')
- stone, note, bone (long 'o')
- cube, tune, flute (long 'u')

Notice that the words don't have to rhyme



# Activity

- Make some flashcards for some of the word families that you could use to play the game we have just learned.

The End