



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)

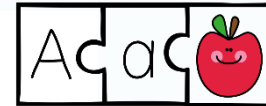


Literacy in the Primary school

- 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

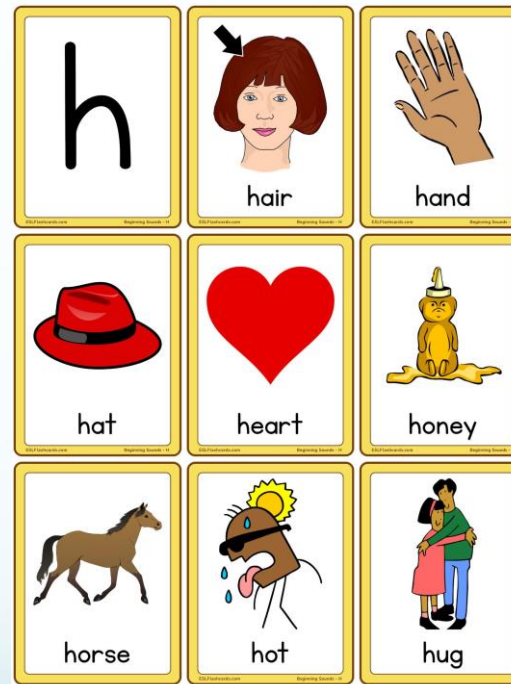
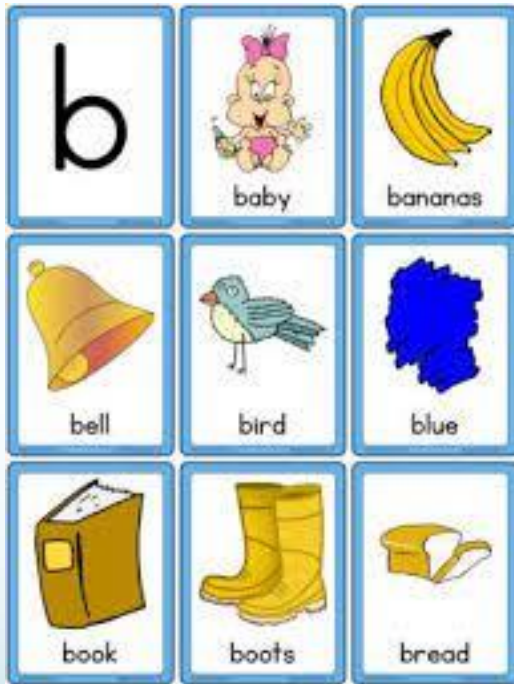
Visual or auditory learners?

- 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

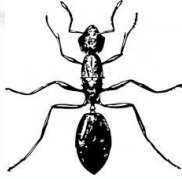
- Stage 1: initial sounds



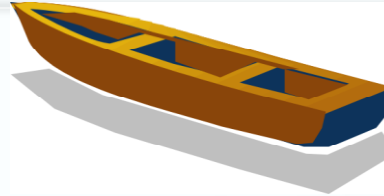
“I spy” is a good game for initial sounds.

**BIBLE PHONICS
INITIAL SOUNDS**

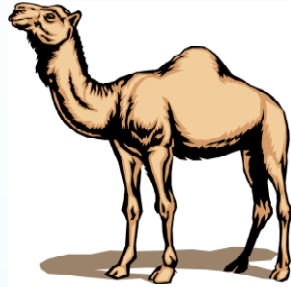
Aa



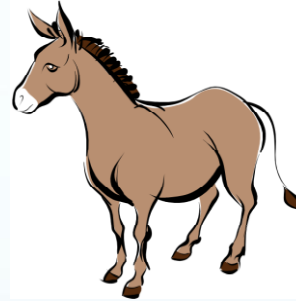
Bb



Cc



Dd



Ee



every boy & girl

Ff



Gg



Hh



Ii



inn

Jj



Kk



Ll





















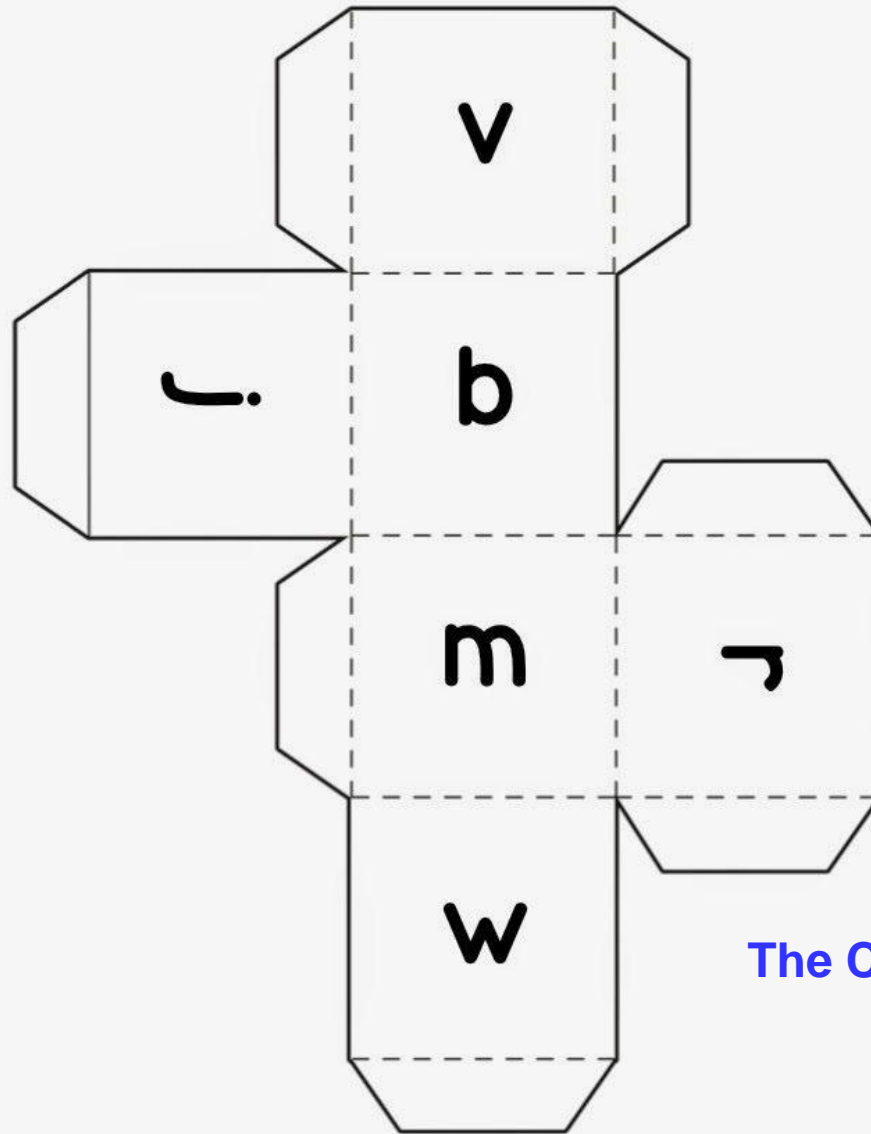
Activity

- 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

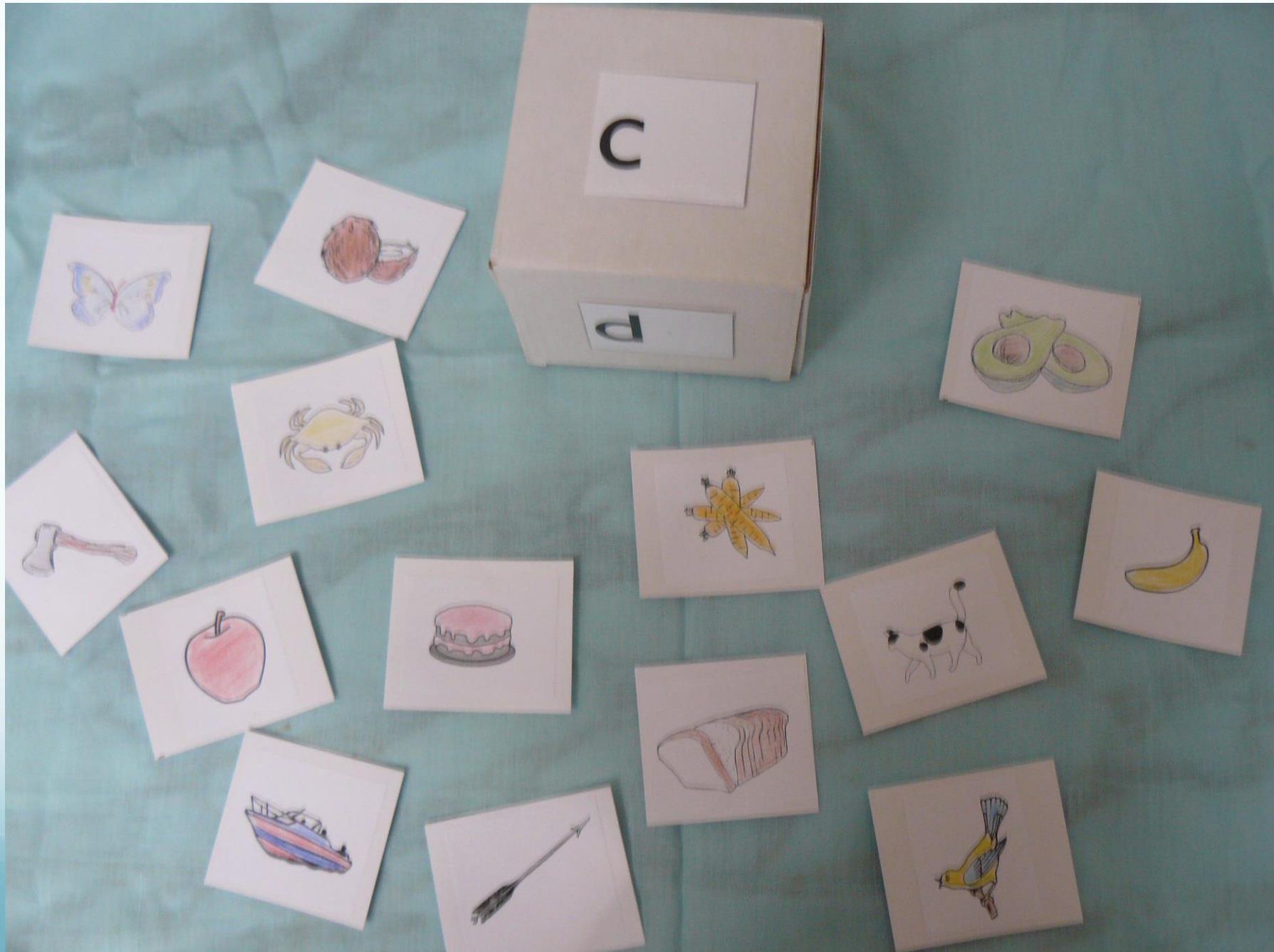
Sound Bingo

a



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

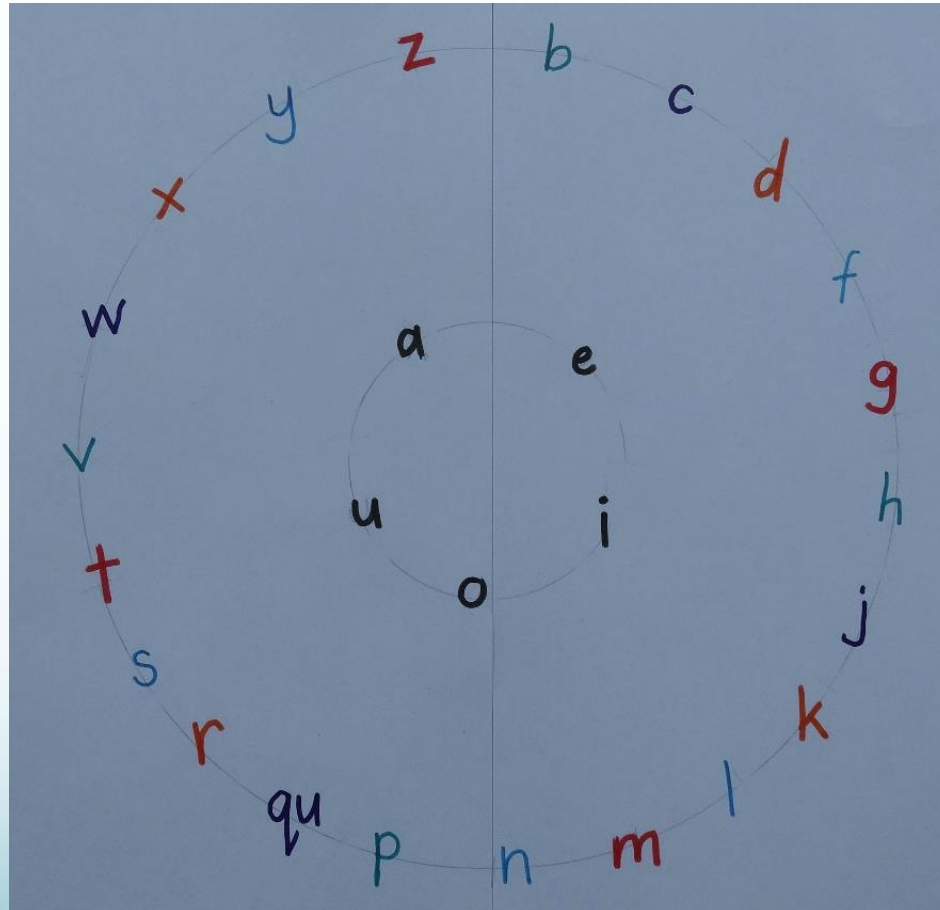
Example of a phonics game with 3-letter words



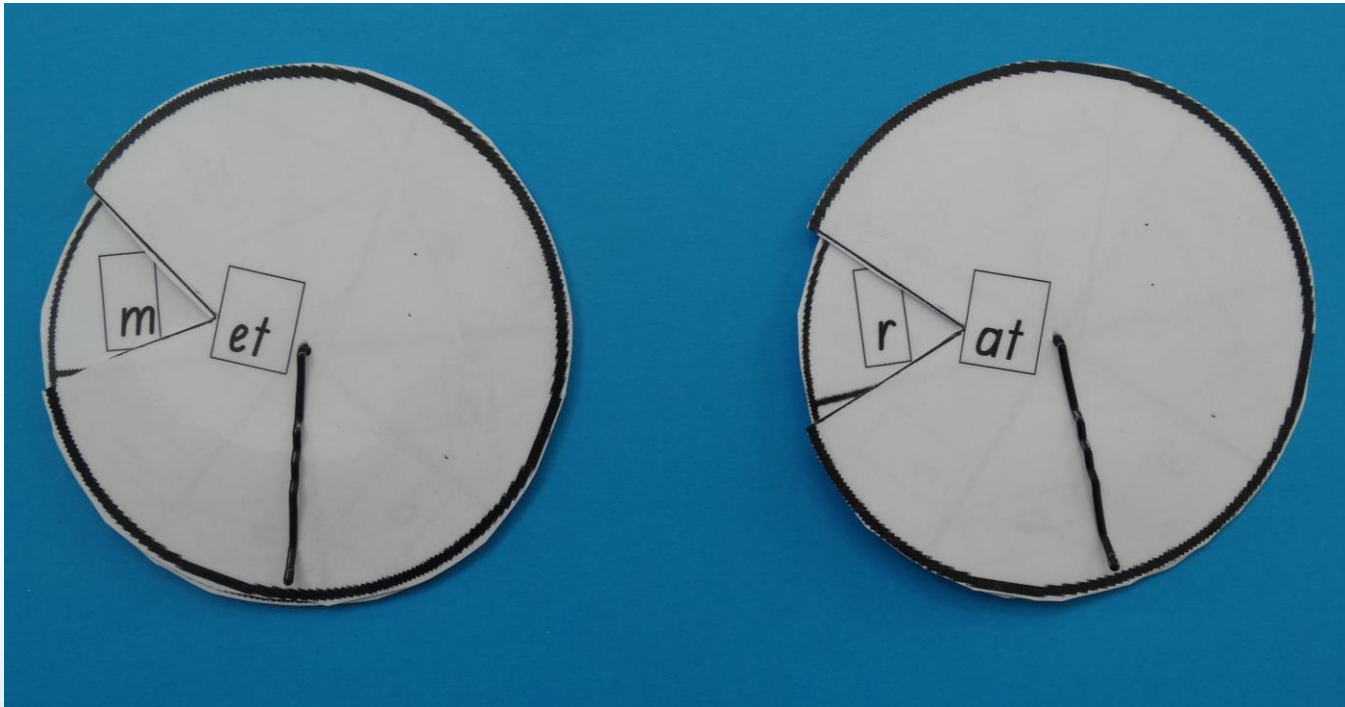
Phonics flippers



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.

black

truck

skip



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:

flag, **sl**ip, **dr**ag

And not

flower, **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