Say the word. Break it into sounds

c a t = cat

Modelled segmenting with spelling – you:

1. Say the whole spoken word.
2. Model the process of counting the sounds- producing a finger for each sound.
3. Count how many sounds have been identified. (Check how many fingers are showing)
4. Write that number of long sound dashes (lines) onto whiteboard/paper.
5. Write the corresponding letters or letter groups on the sound dashes (lines).

(You can use the magnetic letters to place on the dashes if you have any at home).

Hear the sound. Pick the letter

'See the letter – say the sound'   'Hear the sound, point to the letter'

a A   t T   s S   aa   n a t

Show the word. (e.g. chat)

Say a sound from the word. (e.g. ch)

Child points to the sound(s) / letter(s). (e.g. child points to ch sound)

Syllabification

Place flat hand just below chin. When saying a word, the child should feel

How many times their chin hits their hand.

If a word contains a pair of consonants sandwiched by vowels, syllabication occurs between the consonants. For example: han/dy, how/led, shel/ving. If a word contains a pair of vowels that each produce a separate sound, the syllabic divide is between the vowels. Some examples are li/ar, di/a/logue, and po/em.

Find words within words

Look for a smaller word/ smaller words inside the large word. See examples on front cover.

Spelling Rule

You can use the spelling rule to create more words and create sentences/ stories using them.

Spot the Tricky Letters (example)

those

* Sometimes an <e> at the end of a word changes the vowel sound that comes before it.

* Here the <o> is code for the /oa/ sound.

* Sometimes the letter <s> can be code for the /z/ sound.

* Sound the word out using this code for <o> and <s>.

Break and blend phonemes

oral blending video clip

Use/ Create a mneumonic

Take the first letter or a key word of the item to remember and write it down.
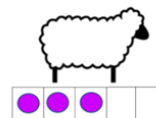
Repeat for all items.

Create a sentence. ...

Write the sentence out a few times while saying the words that the acronym refers to.

Practice reciting the items and the created sentence together until you've got it memorized!

Challenge

Segmenting activity   ELKONIN boxes

- whole class modelling
- reciprocal teaching (partner word building/dictation)
- one sound in each box

| t | a | p | | |

| sh | ee | p | | |

| p | l | ay | | |

- sounds not blends