

Key Strategies for Teaching Letters & Sounds

Adapted by J. T. See Letters and Sounds

Teaching a new GPC (see lesson structure) 'I have a sound for you.'

1. **Hear it:** rehearse articulation of the phoneme. ea, ea,ea . Make vocabulary links- say a sentence/explain.
Sound talk a few words: s-ea= sea..... / mmmman, mmmug...(images/objects)
2. **Read it:** introduce grapheme, use name and sound. (**phase 5+ point to grapheme chart**), we know 'ee' but today 'ea' same sound but different spelling.
3. **Hide and find it:** Sing it back in the pack of past 10 or so sounds. Say the sounds and frequently read new focus sound. (Rehearse distinguishing the grapheme from a mnemonic and from other taught graphemes).
4. **Write it:** Model how to write the letter. Then children write.
5. **Rapid read:** Model using new letter- blend and segment one or two new words with magnetic letters/cards (R) or quick whole class read words. LS 1,78,81,135. Guidance notes.

Tricky words

See pg 65

- 1.Sound talk the word- say a sentence (teach in meaning).
2. Identify phonetic part, **2a** Then tricky part.
- 3.Read the word (MTYT). Bounce it.
- 4.Revise a few- quick read and spot new tricky word (distinguishing from a few others recently taught)

Sound buttons for Reading

1. Show word, model adding sound buttons for each sound.
- 2.Touch each sound button, saying each phoneme, increasing in speed.
3. Model blending the sounds as you swipe your finger across the word.
4. 'Your turn (gesture)' children to write sound buttons. P.58/85.

Sound Buttons for Spelling:

Say the WHOLE word 'coat', say the sounds 'c-oa-t' (use fingers), write it!

Push each finger for each sound button, repeat several times. Write it!

Model and scaffold as apt.

Blending with letters- sound talk (reading)

1. Sound talk pictures or objects- robot arms- children to participate.
2. Repeat and children to join in. b - e - d b-e-d = bed (repeat slow to fast as apt)
3. Read whole word. Bounce back and forth to embed and gain fluency.

'Sound talk- read the word.' SSRTW

Sound button, swipe and bounce!

Early Segmenting GPC cards (spelling)

1. Introduce x3,4 pictures or objects- robot arms- children to participate.
2. Sound talk x1 (oral rehearsal) segmenting a word with robot arms.
3. Model finding the appropriate letters (graphemes) with magnetic letters/cards to make the word.
4. Practise writing (copy the word)- model first, then children do.

Phoneme frames- page 61,88

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Notes:

Consistency checklist in place?

Spot light children

TA- how to support, who, where to position and Assessment for learning (AFL).

Resources ready: Words(progressive), phoneme, sentence to read /write.

2 different colour pens.

Grapheme chart- add to gradually as you teach and refer to when introducing a new phoneme (phase 5- ea/ea, e-e..).

Reading: Blend to read, 'Say the sounds, read the word.' (SSRTW)/ 'sound out and blend...'

'Sound talk'- (oral robot talk) use objects/images to speak in sounds- c-u-p- cup.

Group reading: Focus- 'We are decoding (to read)' We might need ai ee oo.. Pre-teach phonemes, vocab and do a quick blending warm-up.

Scaffold: Sound buttons for reading support/ no sound buttons when more confident (flash cards)

Press fingers for each sound (sound buttons) when spelling (non writing hand)

Spelling: spell 'cloud'- 'segment it, write the letters.' *Encourage ch to 'say the sounds' as they write.

Use a different colour pen to emphasize the focus phoneme.