

PHONICS

Phonics primarily involves teaching letter and sound correspondence, the link between graphemes (individual letters or letter patterns) and speech sounds (also called phonemes). Because phonics involves letters and letter patterns, it differs from phonological and phonemic awareness (since phonological and phonemic awareness are auditory skills focused solely on sounds).

Phonics is sometimes referred to as the “code” of the English language and often targets common sound patterns, word parts, and expectancies. Phonics also involves applying the sounds and code of English to decoding (reading) and encoding (spelling) words.

The below sound cards can be used in a number of different ways to promote letter and sound correspondence. They can be practiced in isolation to introduce sounds, or they can be used in the context of real or nonsense words. Some sample activities for using these cards are outlined below:

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Air Writing Sounds

Teacher introduces each blend to the students gradually. To start the air writing activity, the teacher explains they will introduce a new blend for the day. The teacher holds up the blend card (“bl” for example) for the class and says: “/bl/ says bl..., just like in the word ‘blank,’ ‘bless,’ and ‘black.’ Watch as I say it and spell it, then it will be your turn.” The teacher then repeats /br/ says “br” while tracing the letters as they say them. Then, the teacher holds up the card for a few seconds, takes the card down, and asks the students to spell the blend. The teacher can keep a deck of all the blends they’ve introduced to students, and practice them regularly by holding up the card, at which point the students say/trace each one in the air.

Sound Spelling Test

The teacher will have the deck of blends they’ve introduced in some of them. They will keep the cards so only they can see them at their front desk, but say the sound of the blend aloud to the students. The students will spell the blend at their desk, with the teacher checking in with students to see what letter/letters they wrote and reviewing missed sounds.

Word Assembly

The teacher puts out a 4 sound real or nonsense word, in mixed up order. The students are asked to sound out the word and put the sound cards in the correct order. Once the students have the sounds in the correct order, they should touch and say each sound separately (EX: Teacher tells students, “These (brta) are all the sounds in the word ‘brat’. Help me put them in the right order.” And then, “Great, you have them in the right order, now touch and say each sound separately, saying the blend together.” The students should segment the sounds saying /br/-/a/-/t/.

Changing Phonemes

The teacher lays out all of the sound cards into three piles, with all the vowel sound patterns in the middle, and all the beginning blends in the first pile. The teacher asks the students to touch/say each of the sounds of the top word, and then attempt to sound the word out. Once the students get the word, the teacher removes one sound from one of the piles to reveal the new word. The students then touch/say sounds in the new word and sound it out. Repeat until all sounds have been removed.

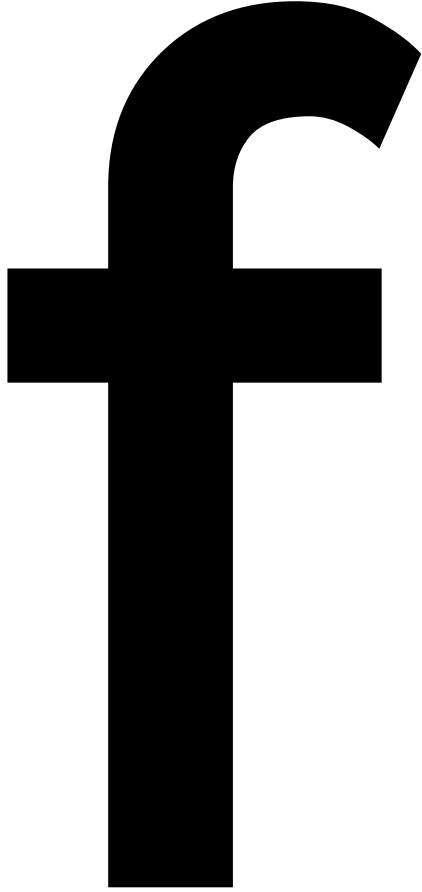
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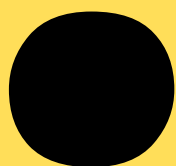
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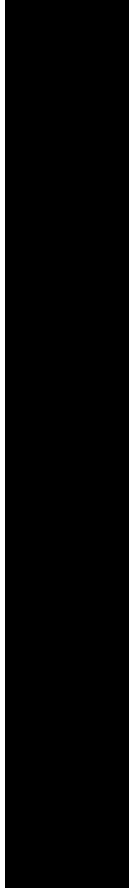
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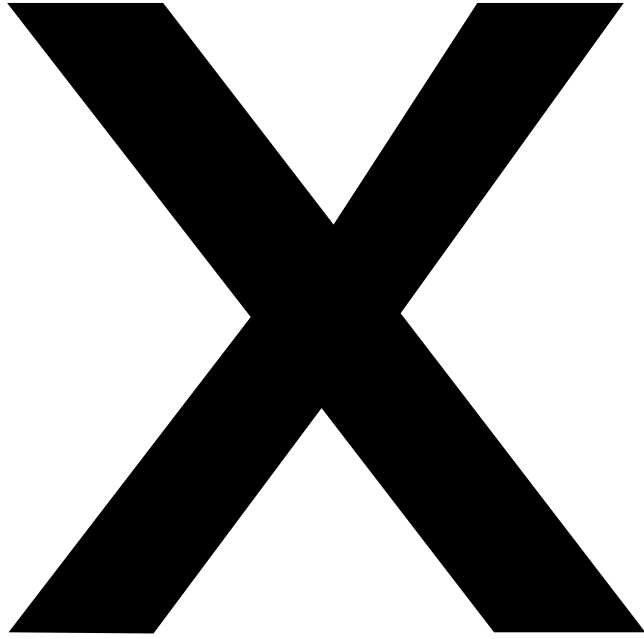
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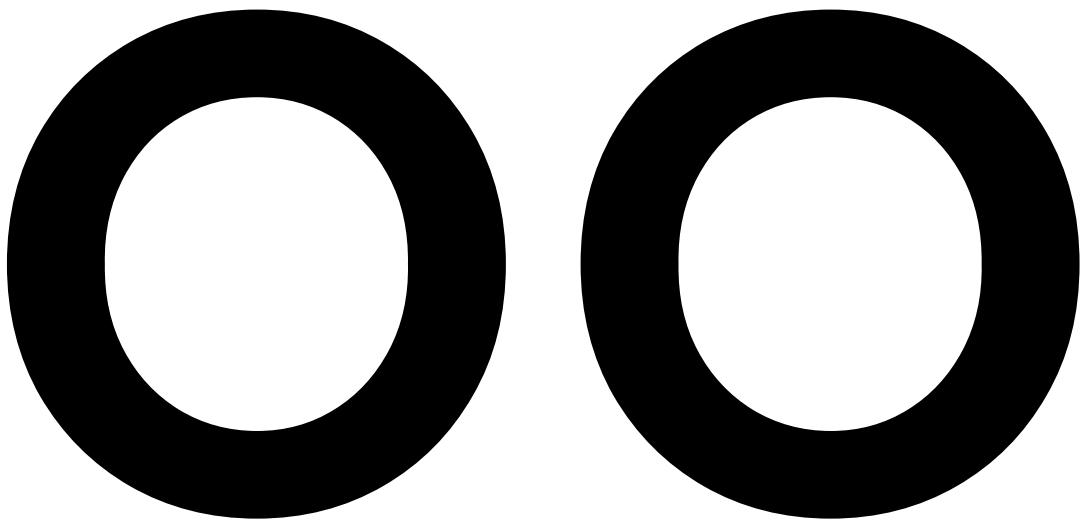
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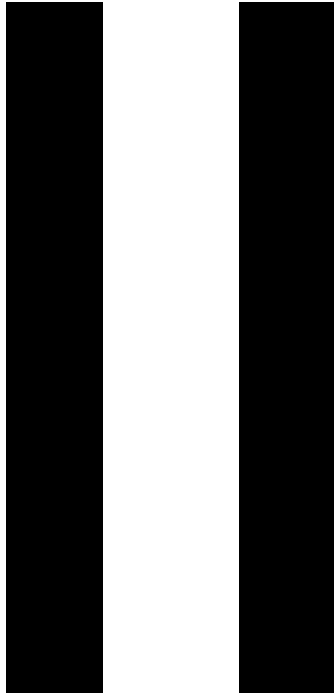
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