

The Building Blocks of Reading

Phonemic Awareness Course

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*To my Father
who read us zillions of bedtime stories
usually without cheating*

Acknowledgements

Here is a list of the giants in this field from whom I've learned everything I know:

Dr. Jeanne Chall, America's chief authority on how children learn to read, was a professor at the Harvard Graduate School of Education at the time of her death in 1999. Through her book *Learning to Read: The Great Debate*, she showed us how to teach children to read.

Dr. Louisa Moats, one of Jeanne Chall's students, works tirelessly to promote research-based, best-practice literacy teaching. Dr. Moats' calm, clear explanations helped me understand why reading instruction should be based on phonemic awareness and the links between a sound and the letter/s we use to represent that sound.

Elsie Smelt wrote the *Complete Guide to English Spelling*, that was published in 1983. This book showed me the underlying patterns in the way words were spelt.

Rudolf Flesch wrote the books *Why Johnny Can't Read* and *Why Johnny Still Can't Read*. These books introduced me to Phonics.

Romalda and Walter Spalding wrote the course *Writing Road to Reading*. This comprehensive English course was based on research showing how children learn. It was the first Intensive Phonics course, and showed me that even I would be able to learn the rules of spelling – primarily because they said there were only 28 rules!

Jane Healy has written several books, including *Endangered Minds: Why Our Children Don't Think*. This horrifying book taught me that the students I was seeing were not unusual – instead, they were becoming the norm. It explained why many intelligent students were achieving only a minimal standard of literacy at best.

Stephen Pinker has written several books, including *Words and Rules*. This book explains how children learn their mother tongue, and how children's brains work. This book showed me why students need repetition, and why educational course material should be constructed logically.

Evelyn Garrard wrote the *LEM Phonics* course and its related materials. She showed me that comprehensive literacy courses could be made more student-friendly, without losing their integrity and educational impact.

Dianne McGuinness, Ph.D. wrote *Why Our Children Can't Read And What We Can Do About It*, which showed me the sub-skills that really equip a student to read, and that we could reduce the time taken to learn to read by teaching only those essential skills and the foundational essential knowledge.

Dr. Frank Laubach, often called the *Apostle to the Illiterates*, who used what he called “visual puns” and hand signs to help people learn to read. From his ideas I learned to use pictures and hand signs to aid students' learning.

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Introduction

This course teaches the skills that are often called Phonemic Awareness Skills.

You, the parent or tutor, don't need any training to take your child through this course, but you do need to be willing to follow the instructions carefully. Remember the saying: 'If you want something done properly, you have to do it yourself!' With this course you are equipped to do exactly that.

PARENTS

I've found that parents often achieve far better results than the "professionals" - because:

- they know to stop before their child has "had enough";
- they only want to teach the absolute bare essentials;
- they aim for short, effective lessons rather than spending endless time on drill;
- they know when their child hasn't understood, and are willing to repeat the lesson;
- they know when their child has understood, and move on to the next step - rather than wasting time on unnecessary repetition just to keep the child occupied; and
- they have a better grasp than most teachers about the importance of sounding out!

TUTORS

Tutors, you will need to switch activity at times, so that your longer lesson session is not wearing out your students - due to its sheer intensity. The best way to have student-friendly longer lessons is to switch activities each 10-20 minutes. For example, you could spend 10-20 minutes on the Phonemic Awareness Course, then spend time on the full-phonics-based reading course of your choice. (It's OK to run these two courses alongside each other.)

Then you could move on to pictures for just a few minutes, and ask if the student can tell you the first sound or the last sound of the name of the thing in the picture.

Once the student has learnt some letter/sound combinations in the reading course, you could place some magnetic letters (or something similar) well spaced out on the desk and the student could say the sound for each letter. As students can sound out more confidently and quickly, move the letters closer together, and get student to sound them out more quickly - until they can blend the word together. Nonsense words are particularly good for this - because the student can't work from memory, guessing won't get them anywhere at all!

PARENTS & TUTORS

A huge amount of time can be wasted on useless (but often entertaining) activities. I have found that students make the most progress when they have brief, productive lessons that teach a specific skill until the student has mastered it.

More is not necessarily better.

How to Use this Phonemic Awareness Course

NOTE: I use the terms children and students interchangeably. I often refer to *students* (even though most parents will be teaching only one student) so that I can avoid having to say *he* and *she*.

FURTHER NOTE: While doing the Phonemic Awareness Course is useful for all students, some people find learning solely through oral instruction overwhelming - because they need to SEE or DO something in order to be able to process oral information. If you're teaching one of these students, proceed through the Phonemic Awareness Course as usual, but use the Supplementary Work at the end of the booklet to help your student learn this work.

It's likely that doing things this way will suit this type of student much better, because you'll be able to apply the phonemic awareness information to the word that is causing your child problems, without having to use a lot of verbal instructions.

To get the most out of this course, it is a good idea to:

- learn the sounds yourself (not the sample word), so you feel more confident;
- do not assume your children know this work. You are likely to be horrified at what they don't know. Once you know this information, you will be able to teach your child or student - in little bits, if that's all they can take in at a time;
- before you teach a page, read it aloud, and make any necessary alterations to the page e.g. deleting a word you pronounce differently. I will give you an example, but first I need to explain a bit more about how I do things.
In this course, letters **ae** show the sound at the end of *sunda**ae***,
letters **oe** show the sound at the end of *to**oe***,
and letters **ar** show the sound at the end of *ca**ar***.
Here's the example: I pronounce the word *tomato* as /to mar toe/. If you say: /to mae toe/, and it's in the list of words teaching sound /ar/, put a line through it;
- work across the line (not down the column);
- don't go on to the next page until students can do the current page to at least 80% accuracy (ie. 4 correct answers out of 5). For each error, get them to try a second time. If they're still wrong, ask that same question the next day for revision;
- aim for understanding, not just correct answers and learning off by heart;
- break the work into one 10 minute session a day for small children, one to three short sessions a day for teenagers, and up to half an hour at a time for adults;
- celebrate small achievements. Doing a few words from a previous page of work each day, will show students that they can now do that work more easily than they could at first. Then you can praise and encourage; and
- be patient. What seems obvious to you, may not be obvious to someone who has only a fraction of your reading experience; what seems simple to you might appear overwhelmingly difficult to those who have felt like failures for years and truly believe they are too stupid to learn to read.

Separating the First Word from a Sentence

Tell the students you will read sentences to them, and that when you have finished a sentence, they must tell you the first word in that sentence. (Some students find this easier to do, if they repeat the sentence.)

If the students have trouble with this work, do additional work on isolating the first word in a sentence until they can do this work well, before going on.

Sit still.

Hold this.

Jump this.

Pick it up.

Look at that!

Grab it!

Eat up.

Just try.

Catch this.

Don't run.

Try it.

Hurry up.

Run quickly.

Be gentle.

Stand still.

Put it on.

Kittens are cute.

Throw it here!

The dog barked.

I ate it.

Did you get it?

May she come too?

We saw them.

Just do it

Please find it.

I had a drink.

We had pizza.

Can you find it?

I have pet fish.

He lost them.

She likes mice.

Kim has hermit crabs.

My shoe is dirty.

Mum hates spiders.

Do it now.

Feed the cat, please.

What a mess!

That's terrible!

How did you do that?

I haven't met them.

Separating the Last Word from a Sentence

Tell the students that you will now read those sentences again, and this time when you have finished the sentence, you want them to tell you what the last word was. (Some students find this easier to do, if they repeat the sentence.)

If the students have trouble with this work, do additional work on isolating the last word in a sentence until they can do this well, before going on.

Isolating Words in a Sentence

Tell the students you will read more sentences, and this time, when you have finished the sentence, you want them to say how many words were in that sentence. (Some students find this easier to do, if they repeat the sentence.)

Many students find this work easier if you hold up your hand, with the fingers spread wide, and let them touch a finger for each word as the sentence is spoken. (The number after each sentence indicates how many words are in that sentence.)

If students have trouble with this work, do additional work on isolating words in sentences until they can do this well, before going on.

Sing loudly!	(2)	Sit down.	(2)
Eat up.	(2)	Her bike is pink.	(4)
Tie your laces.	(3)	I like stories.	(3)
My toe is sore.	(4)	Is this for me?	(4)
How rude!	(2)	I broke it.	(3)
Sorry.	(1)	I hate spinach.	(3)
I like these.	(3)	Mum dropped an egg.	(4)
It made a mess.	(4)	Look!	(1)
Sally is here!	(3)	May I have juice?	(4)
John did it.	(3)	I feel sick.	(3)
Try this.	(2)	Catch that rabbit!	(3)
The rabbit got out.	(4)	He hid it.	(3)

The Sounds in the English Language

Tell the students that each word we say is made up of one or more sounds, and that now we are going to go through all the different sounds in English, to make sure they can hear them and say them. Make a note of any sound they can't hear or can't say.

I didn't say: Panic if they can't hear and say every sound! Just list the problem areas.

Often, once you're aware that a particular sound is a problem, you'll put a little more effort into saying it clearly and making sure your student says it as clearly as possible. Often, that is enough to solve the problem – over time. Be patient. If you panic, you just increase the stress level, which doesn't help the situation at all.

Be careful to concentrate on only **one** problem sound at a time. Almost any problem can be solved if you break it up into small enough bites. Remember how to eat an elephant - one bite at a time!

Isolating English Sounds

Get the students to repeat each of the sounds and words in the following block of work.

Remember that some sounds (such as /p/ and /t/) are very quiet sounds. Try to just say the quiet sound, without adding a sort of /uh/ grunt on the end. The real /p/ sound, for example, is really just the lips popping open, followed by a puff of air! And /t/ is just the tongue being released from the palate, so that air can get past.

It would be worth your while to become familiar with the sounds (and how they are written e.g. /th/ to show the sound at the beginning of *the*, as the same markings will be used later in the reading course.

NB It is **really** important to remember that you are teaching the sounds, not how to spell, so ignore the different letter combinations that are showing the same sound. (I will **bold** the letters that are representing the sound you have to teach.) For example: the words **came**, **aim**, and **pay** show the same sound – /ae/.

In the following work:

- you will say a sound. (It might be a good idea to exaggerate it, if possible.) Then say all the following list of words. The underlined word/s are the memory words. It is not essential to learn them, but if your students have had trouble learning to read, it might be a good idea because these memory words are the same for all the Teaching Aids;
- then say the sound again, and get the students to repeat the sound;
- then you say the first word from the list, and get the students to repeat it. Say the second word, and get the students to repeat it, etc.

Circle in pencil any sounds and words the students cannot pronounce correctly. Then, when they can say those words, you could delete the pencil marks.

/a/ apple , add , ant , arrow , atom , adult , avocado , alligator	/ae/ icecream sundae plate , aim , able , apron , Naomi , same , plane , brain
/air/ airplane , aircraft , flair , aerial , airport , care , mare , pear	/ar/ star , art , Arnold , ark , arch , argue , arm , park
/b/ bat and ball , baby , bag , ballet , bed , backbone , balloon	/ch/ chicken pecking , cheese , chimp , cheerful , chain , child , chair , chip
/d/ deer , did , dog , drain , had , dad , drip , mad , head , disk , dab	/e/ egg , end , ever , send , tell , fell , bend , dent , bread , Ed
/ee/ seeds , evil , eager , eat , he , see , clean , free , beam , Sweden	/er/ letter , earn , earl , bird , fur , circus , girl , turtle , purple
/f/ fly , food , fluff , if , flap , off , fresh , photo , beef , Joseph	/g/ grab , get , gull , got , egg , grin , fig , ghost , big , bug , fatigue
/h/ here , hid , he , him , help , hand , hip , hello , helmet , hopping	/i/ it's itchy , in , bit , itself , slit , tip , symbol , crystal , Olympic
/ie/ bow tie , ice , sigh , fly , pie , fry , my , pilot , try , bite , prize , tie , hi	/j/ just hold it right there , jet , gem , jelly , Jim , just , adjust , agent , badge
/k/ clamp keys , kept , Kim , milk , desk , kiss , kid , cat , hulk , disk	/l/ ladder , lot , left , Lily , leap , milk , sill , list , help , salt , scalp
/m/ mountains , my , most , mumps , mat , me , mum , ram , slim , him	/n/ necklace , nip , nap , in , on , under , find , knee , knife , gnome
/ng/ cling and sing , bang , hang , lung , singlet , ping pong , wedding , long	/o/ orange , on , off , slot , Todd , wasp , swap , wallaby , Lauren
/oe/ toe , own , blow , so , crow , Joe , boat , robot , no	/oo/ look , oops , book , took , crook , could , would , put
/oo/ moon , soothe , soon , oodles , noon , doona , kangaroo , through	/or/ ordinary dots , four , torn , storm , Victoria , Paul , dinosaur
/ow/ Ow! Ouch! , owl , clown , now , down , bounce , cloud	/oy/ boil oysters , oil , coin , point , boy , toy , joy , employ , foyer , choice
/p/ pinch , pat , pop , pinch , gulp , tip , plop , map , drop	/kw/ quarrel , quick , quest , quibble , quote , quiet , quoll , quit
/r/ roar , rip , rat , Ron , run , wrap , rotten , ripple , wrist	/s/ snake , sit , sad , sand , Sally , slit , celery , city , pencil , Lucy
/sh/ shhh , she , shop , chef , ash , shine , dish , shrub , Cheryl	/t/ touch , tip , Tim , it , its , tell , Tom , table , top , tumble , tub

/th/ **th**irsty, **th**in, **Theo**, **th**ree, Perth,
fifth, **th**ermometer

/th/ **th**ere, **th**is, **th**at, **th**ose, **th**ese,
sl**th**er, te**th**e, see**th**e

/u/ **u**p, **u**nder, **tu**t, **su**n, **lu**ll, **o**ther,
done, **bro**ther, **glo**ve

/ue/ **re**sc**ue**, **u**se, **u**te, **c**ute, **du**e,
cue, **em**u, **Sa**muel, **mo**du**le**

/v/ **v**alley, **v**an, **v**et, **v**est, **h**ave, **g**ive,
olive, **s**ieve, **a**ctive, **slee**ve

/w/ **w**orms **w**iggle, **w**ig, **w**ag, **w**ant, **w**ill,
wilt, **w**allet, **w**in, **sw**ill, **sw**im

*/hw/ **wh**ale, **wh**at, **wh**y, **wh**en, **w**heel,
white, **wh**iff, **wh**isper

/ks/ **ax**e/**ax**, **f**ix, **m**ix, **t**ax, **p**ox, **M**ax,
box, **v**ex, **tr**ack**s**, **tr**uck**s**

/y/ **y**awn, **y**es, **y**et, **y**am, **y**uk, **y**ell, **y**elp,
yum, **y**apping, **y**ellow, **y**ear, **y**esterday

/z/ **z**oom, **z**ip, **z**ap, **Z**ac, **f**izz, **b**uzz, **j**azz,
as, **x**ylophone, **z**est

/zh/ **ex**plosions, **A**sia, **i**llusion, **vi**sion,
Indonesia, **ple**asure, **mir**age

Teaching Notes:

*This is an optional sound.

/hw/ (wh)

Only do this sound if you use it in your speech. Although we write it as wh, the actual sounds are meant to be /hw/. In English, these sounds used to be written as hw. But after 1066, when the Normans invaded England – and so were in charge – they decided that hw was ugly, so it should be written as wh. They also decided that it should be regarded as one sound.

If your students are unable to repeat a **significant number** of sounds, it would be a good idea to contact a speech pathologist/therapist.

Discriminating Between Similar Sounding Words – First Sounds

Ask the students to tell you whether the words in each of the following pairs sound the same, or sound different. (They shouldn't say how the words are different, only whether they are the same or different.) (Some students find this easier to do, if they repeat the words first.)

If the students have trouble with this work, do additional work on sounds that only differ in their first sound, until they can do this well, before going on.

Tim, dim	hip, hip
in, on	pat, sat
end, and	add, aid
mill, mill	an, in
pip, sip	hill, till
hip, nip	jump, lump
bat, hat	pat, pat
jump, sump	few, new
pig, fig	clap, slap
fan, ban	bend, send
mouse, house	sank, hank
slip, flip	van, van
plop, slop	tip, lip
bin, fin	nut, but
name, maim	ring, sing
cot, lot	pot, tot
bump, pump	lank, tank
dot, tot	lent, lent
past, last	dial, tile

Discriminating Between Similar Sounding Words – Last Sounds

Ask the students to tell you whether the words in each of the following pairs sound the same, or sound different. (They shouldn't say how the words are different, only whether they are the same or different.) (Some students find this easier to do, if they repeat the words first.)

If students have trouble with this work, do additional work on words that differ in their last sound, until they can do this well, before going on.

on, off	if, in
nod, not	hat, ham
am, an	hot, hop
thin, thick	pal, pal
but, bud	miss, mitt
of, off	hiss, his
bib, bid	mat, map
lend, lend	mug, mud
tap, tab	seat, seat
clap, clam	corn, caught
from, from	hut, hub
tram, trap	seen, seam
send, sent	slop, slob
slit, slip	late, late
trip, trim	nat, nap
slip, slid	list, lisp
bend, bent	an, am
span, spam	slap, slab
flog, flop	pap, pat

Discriminating Between Similar Sounding Words – Middle Sounds

Ask the students to tell you whether the words in each of the following pairs sound the same, or sound different. (They shouldn't say how the words are different, only whether they are the same or different.) (Some students find it easier to do, if they repeat the words first.)

If the students have trouble with this work, do additional work on words that differ in their middle sound, until they can do this well, before going on.

Ben, bin

Tim, time

slip, slop

lamb, limb

fend, fond

let, let

bend, bend

pop, Pope

yep, yip

net, not

cut, cute

watt, wart

met, mitt

meat, moat

hang, hung

rent, tent

clip, clop

run, Rod

house, hiss

tap, tip

slum, slam

tram, trim

pin, pan

rip, rep

west, west

bit, but

man, men

Bert, boat

calm, comb

lock, lick

stain, stone

met, mitt

Ben, been

bud, bid

tin, tan

pan, pan

flick, clack

loam, loom

Supplying the First Sound in a Word

Ask the students to tell you the first **sound** (not the first letter) in each of the following words. Say the word more slowly and clearly than usual. The answers are in brackets. (Some students find this easier to do, if they repeat the word first.)

If the students have trouble with this work, do additional work on isolating the first sound in a word, until they can do this well, before going on.

on	/o/	high	/h/
yam	/y/	day	/d/
off	/o/	pup	/p/
it	/i/	goo	/g/
rat	/r/	be	/b/
ill	/i/	cue	/k/
add	/a/	set	/s/
up	/u/	egg	/e/
if	/i/	low	/l/
vim	/v/	oops	/oo/
map	/m/	too	/t/
no	/n/	jam	/j/
zoo	/z/	pie	/p/
tea	/t/	row	/r/
eyes	/ie/	shoo	/sh/
own	/oe/	use	/ue/
Joe	/j/	chew	/ch/
bay	/b/	go	/g/

Supplying the Last Sound in a Word

Ask the students to tell you the last **sound** (not the last letter) in each of the following words. Say the word more slowly and clearly than usual. The answers are in brackets. (Some students find this easier to do, if they repeat the word first.)

If the students have trouble with this work, do additional work on isolating the last sound in a word, until they can do this well, before going on.

see	/ee/	ebb	/b/
ache	/k/	due	/ue/
off	/f/	etch	/ch/
tie	/ie/	add	/d/
edge	/j/	her	/er/
hiss	/s/	egg	/g/
in	/n/	at	/t/
so	/o/	boo	/ <u>oo</u> /
myth	/th/	bang	/ng/
am	/m/	ill	/l/
cue	/ue/	up	/p/
bore	/or/	pile	/l/
ash	/sh/	pass	/s/
of	/v/	soothe	/ <u>th</u> /
Anna	/u/	is	/z/
my	/ie/	pop	/p/
nib	/b/	fan	/n/
fit	/t/	low	/oe/

Supplying the Middle Sound in a Word

Ask the students to tell you the middle **sound** (not the middle letter) in each of the following words. Say the word more slowly and clearly than usual, if necessary. The answers are in brackets. (Some students find this easier to do, if they repeat the word first.)

If the students have trouble with this work, do additional work on isolating the middle sound in a word, until they can do this well, before going on.

mat	/a/	bed	/e/
abbey	/b/	apple	/p/
itchy	/ch/	ask	/s/
iffy	/f/	its	/t/
chook	/oo/	Evie	/v/
apt	/p/	rug	/u/
hoop	/oo/	Eddie	/d/
act	/k/	fell	/e/
tree	/r/	hot	/o/
pug	/u/	achy	/k/
lock	/o/	Amy	/m/
eggy	/g/	hook	/oo/
sit	/i/	germ	/er/
Annie	/n/	pile	/ie/
phone	/oe/	tray	/r/
stow	/t/	edgy	/j/
chirp	/er/	lean	/ee/
time	/ie/	ant	/n

Finding a Particular Sound in a Word

Ask the students to tell you which word in the following pairs has a particular sound. The sound you are looking for is listed first. The answers are underlined. Say the sound, then the two words. The student should repeat the word which contains the sound. (Some students might prefer to say both words, before repeating the word you need.) Say the words more slowly and clearly than usual, if necessary.

If the students have trouble with this work, do additional work on finding a given sound in a pair of words until they can do this well, before going on.

/er/	<u>Bert</u>	bought	/p/	bill	<u>pill</u>
/g/	<u>fig</u>	fib	/ae/	<u>cane</u>	Ken
/i/	<u>kin</u>	ken	/e/	will	<u>well</u>
/a/	<u>ram</u>	rem	/v/	<u>van</u>	fan
/j/	bug	<u>budge</u>	/z/	<u>zip</u>	sip
/b/	<u>nab</u>	nap	/sh/	chip	<u>ship</u>
/or/	<u>call</u>	cow	/th/	<u>thin</u>	this
/ng/	ban	<u>bang</u>	/air/	far	<u>fair</u>
/s/	lash	<u>lass</u>	/u/	<u>hut</u>	hot
/ch/	<u>catch</u>	cash	/h/	fall	<u>hall</u>
/oo/	oops	<u>ooze</u>	/o/	<u>not</u>	nut
/d/	Ben	<u>den</u>	/n/	<u>nit</u>	mitt
/f/	pin	<u>fin</u>	/ie/	law	<u>lie</u>
/m/	<u>smack</u>	snack	/oo/	<u>chooks</u>	choose
/oe/	<u>bone</u>	born	/e/	<u>bend</u>	binned
/k/	hurt	<u>curt</u>	/f/	loan	<u>phone</u>
/j/	<u>ridge</u>	rib	/r/	<u>rhyme</u>	time

Adding a First Sound to a Word so the Words Sound the Same

Ask the students to tell you which **sound** they would add to the beginning of the first word, to make it the same as the second word. Say the words more slowly and clearly than usual, if necessary. The sound you will be wanting will be listed in brackets. (Some students find this easier to do, if they say the words aloud first.)

If students have trouble with this work, do additional work on adding a first sound to a word to make it the same as another word, until they can do this well, before going on.

am	ham	/h/	lop	clop	/k/
in	din	/d/	lip	blip	/b/
ram	cram	/k/	all	shawl	/sh/
rim	brim	/b/	rod	prod	/p/
at	sat	/s/	rim	grim	/g/
off	doff	/d/	rick	brick	/b/
ate	mate	/m/	rip	trip	/t/
lop	plop	/p/	tone	stone	/s/
all	tall	/t/	rent	Brent	/b/
lag	flag	/f/	rag	drag	/d/
cuff	scuff	/s/	ram	gram	/g/
rim	prim	/p/	mock	smock	/s/
rid	grid	/g/	wig	twig	/t/
mug	smug	/s/	lane	plane	/p/
rap	trap	/t/	land	gland	/g/
lamp	clamp	/k/	led	sled	/s/
lob	glob	/g/	win	twin	/t/

Adding a Last Sound to a Word so the Words Sound the Same

Ask the students to tell you which **sound** they would add to the end of the first word, to make it the same as the second word. Say the words more slowly and clearly than usual, if necessary. The sound you want will be listed in brackets. (Some students find this easier to do, if they say the words aloud first.)

If the students have trouble with this work, do additional work on adding a last sound to a word to make it the same as another word, until they can do this well, before going on.

fig	figs	/z/	yell	yelp	/p/
budge	budgie	/ee/	bell	belt	/t/
will	wilt	/t/	fill	film	/m/
for	form	/m/	gull	gulp	/p/
pie	pile	/l/	till	tilt	/t/
bore	born	/n/	sell	self	/f/
pine	pint	/t/	mill	milk	/k/
for	ford	/d/	gull	gulf	/f/
still	stilt	/t/	hell	helm	/m/
tune	tuned	/d/	act	acts	/s/
hunt	hunter	/er/	nod	nods	/z/
sill	silt	/t/	star	start	/t/
top	tops	/s/	Kay	came	/m/
Sal	salve	/v/	her	herd	/d/
print	printer	/er/	cam	camp	/p/
pen	pent	/t/	hell	held	/d/
Oz	Ozzie	/ee/	go	goes	/z/
yell	yellow	/oe/	cheap	cheaper	/er/

Adding a Sound to the Start of a Word to see what Word it Makes

Ask the students what word will be made when you add a certain sound to a word. You will say the sound and the word, and they have to add the sound to the front of the word and tell you what the new word is. If necessary, help them blend the sound into the word. Say the words more slowly and clearly than usual, if necessary. The sound you want will be listed in brackets. (Some students find this easier, if they repeat the sound and the word first.)

If the students have trouble with this work, do additional work on blending a first sound onto the rest of a word, until they can do this well, before going on. The word you want will be listed in brackets.

/r/	at	(rat)	/sh/	rub	(shrub)
/p/	ark	(park)	/ch/	air	(chair)
/s/	end	(send)	/j/	any	(Jenny)
/ae/	gent	(agent)	/r/	on	(Ron)
/m/	ill	(mill)	/p/	up	(pup)
/f/	air	(fair)	/b/	Abe	(babe)
/h/	add	(had)	/n/	Ed	(Ned)
/d/	rain	(drain)	/f/	lap	(flap)
/sh/	ark	(shark)	/k/	at	(cat)
/p/	inch	(pinch)	/h/	and	(hand)
/m/	ilk	(milk)	/r/	am	(ram)
/n/	ow	(now)	/t/	odd	(Todd)
/k/	lamp	(clamp)	/p/	lop	(plop)
/f/	lop	(flop)	/s/	top	(stop)
/p/	earth	(Perth)	/f/	or	(for)
/k/	rook	(crook)	/l/	owe	(low)
/s/	tub	(stub)	/y/	am	(yam)
/ <u>th</u> /	at	(that)	/b/	rain	(brain)

Adding a Sound to the End of a Word to see what Word it Makes

Ask the students what word will be made when you add a certain sound to a word. You will say the word and the sound, and they have to add the sound to the end of the word and tell you what the new word is. If necessary, help them blend the sound onto the end of the word. Say the words more slowly and clearly than usual, if necessary. The word you want will be listed in brackets. (Some students find it easier to say the word and the sound first.)

If the students have trouble with this work, do additional work on blending a sound onto the end of a word, until they can do this well, before going on.

see	/k/	(seek)	zoo	/m/	(zoom)
ten	/t/	(tent)	bore	/n/	(born)
day	/t/	(date)	shoo	/z/	(shoes)
tie	/p/	(type)	due	/n/	(dune)
eye	/s/	(ice)	sigh	/t/	(sight)
pry	/z/	(prize)	ow	/l/	(owl)
play	/n/	(plain)	see	/ <u>th</u> /	(seethe)
so	/p/	(soap)	Ben	/d/	(bend)
err	/n/	(earn)	oh	/n/	(own)
store	/m/	(storm)	pore	/l/	(Paul)
coy	/n/	(coin)	sit	/ee/	(city)
tee	/ <u>th</u> /	(teethe)	you	/t/	ute
loose	/ee/	(Lucy)	are	/t/	(art)

Isolating Sounds in a Word

Say the word in the left-hand column, and get students to repeat it. Now, get them to say the word again sound by sound. (If this is too difficult for them, you say each sound, getting students to hold up a finger for each sound – so they can tell you how many sounds are in the word. If the students don't know their numbers yet, they can hold up the correct number of fingers.)

The letters between the slash marks list the sounds in the word, and the number in the brackets show the number of sounds in the word. This is difficult work for literate adults, so you can imagine how difficult it might be for someone struggling to learn to read. Be patient. Don't rush.

If the students have trouble with this work, do additional work on hearing the separate sounds in short words, until they can do this well, before going on.

I	/ie/	(1)	bin	/b i n/	(3)
me	/m ee/	(2)	hoop	/h <u>oo</u> p/	(3)
she	/sh ee/	(2)	day	/d ae/	(2)
see	/s ee/	(2)	nose	/n oe z/	(3)
hay	/h ae/	(2)	fray	/f r ae/	(3)
go	/g oe/	(2)	hoe	/h oe/	(2)
toes	/t oe z/	(3)	boo	/b <u>oo</u> /	(2)
may	/m ae/	(2)	Joe	/J oe/	(2)
cue	/k ue/	(2)	way	/w ae/	(2)

Separating a Word into its Individual Sounds

Ask the students to break the following words into sounds. The sounds (not letters) you will be wanting will be listed last in each line, in brackets. (Some students find this easier to do, if they repeat the word first.)

If the students have trouble with this work, do additional work on breaking words into sounds, until they can do this well, before going on.

he	/h ee/	no	/n oe/
show	/sh oe/	is	/i z/
it	/i t/	if	/i f/
on	/o n/	pay	/p ae/
ebb	/e b/	tie	/t ie/
me	/m ee/	fee	/f ee/
her	/h er/	say	/s ae/
in	/i n/	lame	/l ae m/
dog	/d o g/	mute	/m ue t/
fry	/f r ie/	perch	/p er ch/
tune	/t ue n/	fig	/f i g/
pick	/p i k/	soon	/s <u>oo</u> n/
hit	/h i t/	try	/t r ie/
hook	/h oo k/	tab	/t a b/
home	/h oe m/	late	/l ae t/
beef	/b ee f/	phone	/f oe n/
its	/i t s/	ream	/r ee m/
top	/t o p/	cool	/k <u>oo</u> l/

Blending Individual Sounds into Words

Ask the students to blend the following sounds into words. Say each sound separately, so they hear each sound clearly. The word you will be wanting will be listed last in each line, in brackets. (Some students find this easier to do, if they repeat the sounds first.)

If the students have trouble with this work, do additional work on blending two to four sounds into words, until they can do this well, before going on.

/ee t/	(eat)	/a m/	(am)
/i t/	(it)	/o n/	(on)
/a n/	(an)	/a t/	(at)
/h ie/	(high)	/n oe/	(no)
/m u m/	(mum)	/n ow/	(now)
/d o t/	(dot)	/k o t/	(cot)
/m e n/	(men)	/d a d/	(dad)
/f ar/	(far)	/m ee/	(me)
/s oe/	(so)	/l o s/	(loss)
/r a t/	(rat)	/b e l/	(bell)
/s i t/	(sit)	/b u t/	(but)
/r a n/	(ran)	/p i l/	(pill)
/f i z/	(fizz)	/k u f/	(cuff)
/d e n/	(den)	/b o l t/	(bolt)
/r o t/	(rot)	/k u m/	(come)
/b a n/	(ban)	/t e n/	(ten)
/l a m/	(lamb)	/l o t/	(lot)
/l a p/	(lap)	/z i p/	(zip)

Supplementary Work

Supplementary Work

This supplementary work consists of a picture for each sound in English. These pictures are used in The Building Blocks of Reading Course, to teach students the sounds in English.

These materials are used for all students, but are of particular use for students who need to SEE, or DO something (usually with their hands), in order to process oral instruction well.

Other students who find these pictures especially useful are students who have hearing problems, and those who are learning English.

Permission is given for you to make a set of these pictures for your own use, and a set of pictures for each of your students. (A set of middle-sized, and a set of A4-sized pictures is also included in this Phonemic Awareness Course package.)

I've made the writing that tells you the sound and name for each picture very small, so it isn't drawn to the student's attention. It's important that students don't attempt to read this writing – because they're concentrating on learning the sounds at the moment.

There is no need to print these pictures out in colour; they work just as effectively in black and white.

NOTE: Please don't be misled into thinking this is little kid type work. You'd be surprised how many reading teachers can't do these activities easily.

The reason I do pre-reading work using using pictures is that this is how we read now! The only difference is that we use different pictures, and call our pictures **letters**. The first alphabet letters were real drawings of a camel and a tent doorway, etc., and each picture represented a sound. As most people don't regularly use tents and camels, these days, I've transferred that idea to pictures we're more familiar with.

How to Use these Pictures

Only use the pictures when you need them. I'll briefly mention below, how to use the pictures for each section of the course.

If your student is someone for whom it's **essential** to SEE something, or DO something, or move, in order to learn, you'll need to use the pictures for a number of the Phonemic Awareness Course activities. (These pictures are used in my course, so if you're going to use it, you'll make up any time you've lost doing this extra work – because your student will already know that work, AND will be able to sound out and blend.)

If your student just needs help in a few areas, just use the pictures when your student needs them. The instructions below are for students who need to learn all the pictures; modify these instructions according to your student's situation.

NB You'll need 2 copies of the pictures, to complete these activities.

Separating the First Word from a Sentence

Many students will be able to do this work without effort. Just read them the sentence, and they'll be able to tell you which word is first.

Other students don't realise that each word in a sentence has a separate meaning, but once you've told them that a sentence is made up of separate words, they usually complete the work quite rapidly. Just read the sentence out to them, and see if they can tell you which word is first. Make sure you speak very clearly and a bit more slowly than usual.

If your student can't **hear** that the words are separate, get her hearing checked immediately – before going on. If your student still thinks words are all blended together, and doesn't understand that each word has a separate meaning, you'll have to do a bit of remedial work, until she understands. I'll explain what to do in a minute.

Not understanding that each word has its own meaning can result from having a hearing problem (even an intermittent one, such as ear blockages from ear infections). It can also happen if students regularly hear speech that is spoken too rapidly, or speech that is not pronounced clearly. Poor pronunciation is a particular problem in English, because it seems that English pronunciation requires much more precise mouth movements than many other languages – we seem to flap and stretch our lips and tongue a lot! This takes more effort than required in some other languages.

How to Use these Pictures continued

Remedial work for students who don't understand each word has its own meaning

When you read a sentence such as: Sit still.

to one of these students, explain that the word sit can be used, by itself, and in lots of different sentences, such as: telling the dog to sit

Sit!

Telling a visitor which seat they can use:

Please take a seat.

Warning someone:

If you don't sit on that chair properly, your chair will tip over.

Action words are very good for helping students understand that each word has its own meaning: Sit, stand run, jump, riding, eating, etc.

Nouns are also very good:

Mum, Mr. Jones, Joshua, Sarah, etc.

If you spend some time on this, your student will rapidly improve, and be able to move on with the course.

If you find that your student has a hearing problem, you might like to look into Cued Speech as it helps students become aware of speech sounds, even if they can't say them correctly themselves. Students who use Cued Speech usually have excellent literacy standards, because they are taught to be aware of the sounds in English, so when they are taught to read, they already understand that English is made up of sound – so it's not a huge mental leap for them to understand how those sounds are represented in written form.

Once you've taught your student that the words in a sentence are separate, you can move on to the next activity.

Separating the Last Word from a Sentence

Ditto for the previous section.

Isolating Words in a Sentence

Ditto for the previous two sections.

How to Use these Pictures continued

The Sounds in the English Language

Teach your student the name and sound for each picture by saying:
This is the picture for /a/ in apple. When you see this picture, say /a/.

(Students don't need to know the picture name well; they're only learning it so that they can make sense of the sound they have to say when they see the picture. So concentrate on teaching the picture and the sound.)

Discriminating Between Similar Sounding Words – First Sounds, Last Sounds, and Middle Sounds

If your student is in a lot of difficulty, you might need to set out only the relevant pictures (and a few others) for him to choose from.

Line the pictures up along the top of the desk (or on a separate, nearby table – for students who are easily overwhelmed by too much visual input), and get your student to place the picture for the first sound of each of the two words on the desk.

Then ask him to tell you if the sounds are the same. (He might only need to do a few of these before he understands how to do this, and can do the rest of the work orally. If he can do it orally, don't make him use the pictures, but if he prefers to use the pictures, let him use them. If he gets the answer wrong, make him use the pictures.)

Supplying the First Sound in a Word [And the Last, and the Middle Sounds]

In these activities, the student can just point to the relevant picture.

Finding a Particular Sound in a Word

In this activity, students have to tell you in which word, a sound is found.

When you first say the sound, students might like to put that picture in front of them, to help them remember which sound they're listening for.

How to Use these Pictures continued

Adding a First Sound to a Word, so the Words Sound the Same

It would be a good idea for you to set out the pictures for the word, like this:
[Doing this would be much faster than having your student do it.]



Then your student can sound out the first word.
If he can blend it, let him; if he can't, blend it for him – and let him echo what you said.

Then you say: What sound would we add to *am* to say *ham*?
Then he could find the picture for /h/ and add it on the front, and sound out the new word.



If he can, he may blend this new word together, if he can't, you can do it for him, and he can echo you.

Then, you set out the next word:



Then your student can sound it out.
If he can blend it, let him; if he can't, blend it for him – and let him echo what you said.

Then you say: What sound would we add to *lop* to say *clop*?
Then he could find the picture for /c/ in clamp and add it on the front, and sound out the new word. [Make sure only the /c/ in clamp is available, not the /k/ in keys.]



And so on.

Adding a Last Sound to a Word, so the Words Sound the Same

Follow the same procedure as in the previous part.

How to Use these Pictures continued

Adding a Sound to the Start of a Word to See What Word it Makes

This is a similar activity to the previous two, but this time the student hasn't been told what word she's going to end up with. Follow the procedure for the previous part.

Adding a Sound to the End of a Word to See What Word it Makes

Again, the student doesn't know what he's going to end up with. Follow the procedure for the previous part.

Isolating Sounds in a Word

This activity is similar to earlier ones, but instead of concentrating on a part of a word, this activity requires students to split the entire word apart all by themselves. This skill is called segmenting; it's what we do when we sound out a written word.

Students might like to hold up a finger for each sound as they say it.

Separating a Word into its Individual Sounds

Students repeat the word after you, then say the sounds in the word separately. They might like to build the word in pictures, sound by sound. If they do, make sure they place the pictures for the sounds in order from left to right, because that's the order in which we read and write. Then, if they can, they can blend the sounds together into a word. If not, you do it for them, and they can echo you.

Blending Individual Sounds into Words

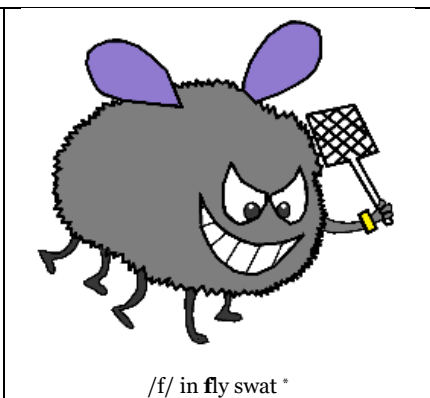
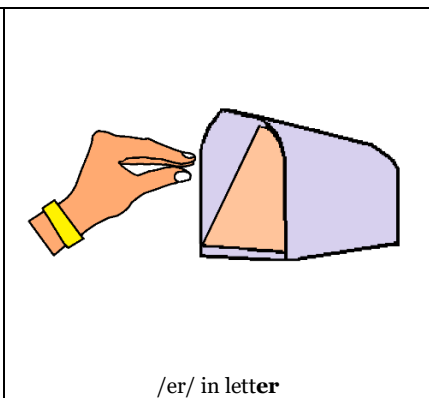
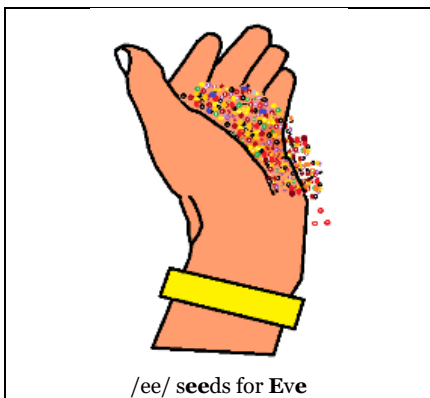
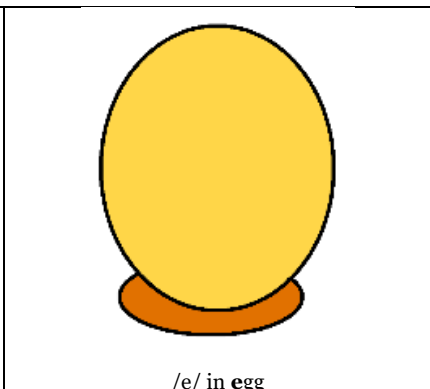
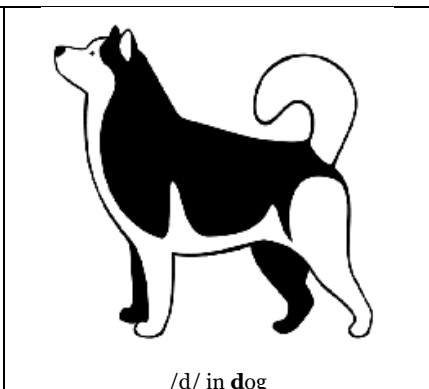
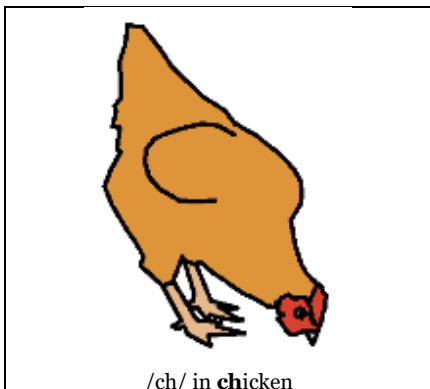
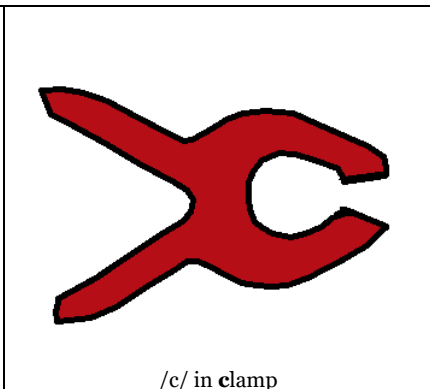
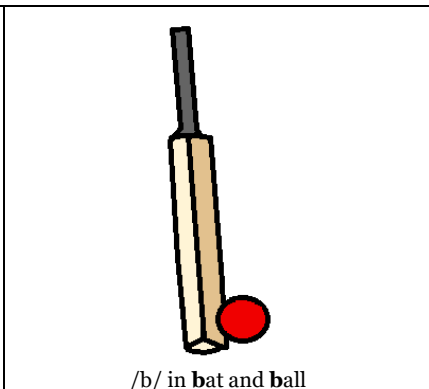
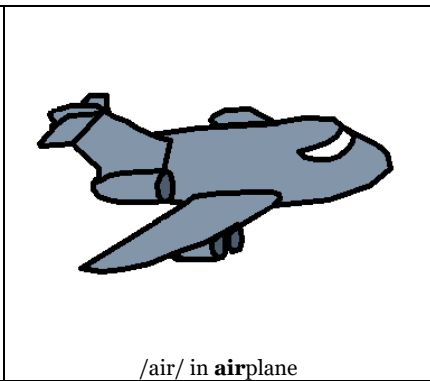
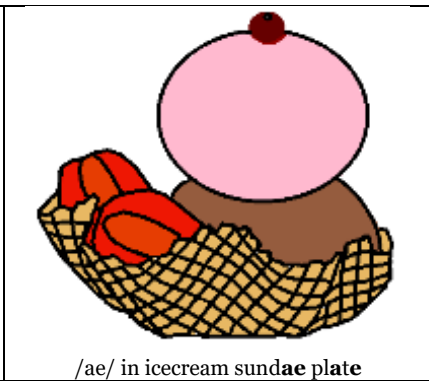
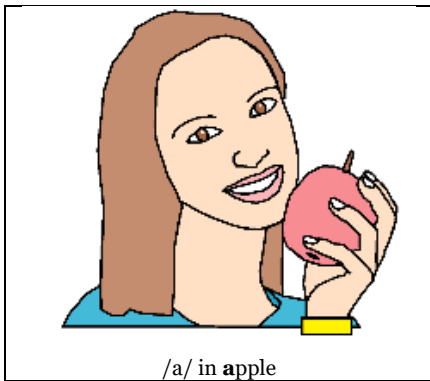
Now, you're going to say separate sounds, and your student will "write" the word in pictures. Then he has to sound it out, and blend it.

The best way to practice blending is to:

- sound out the individual sounds;
- sound out a bit faster;
- say the sounds fast enough that they blend into a word; and
- say the word.

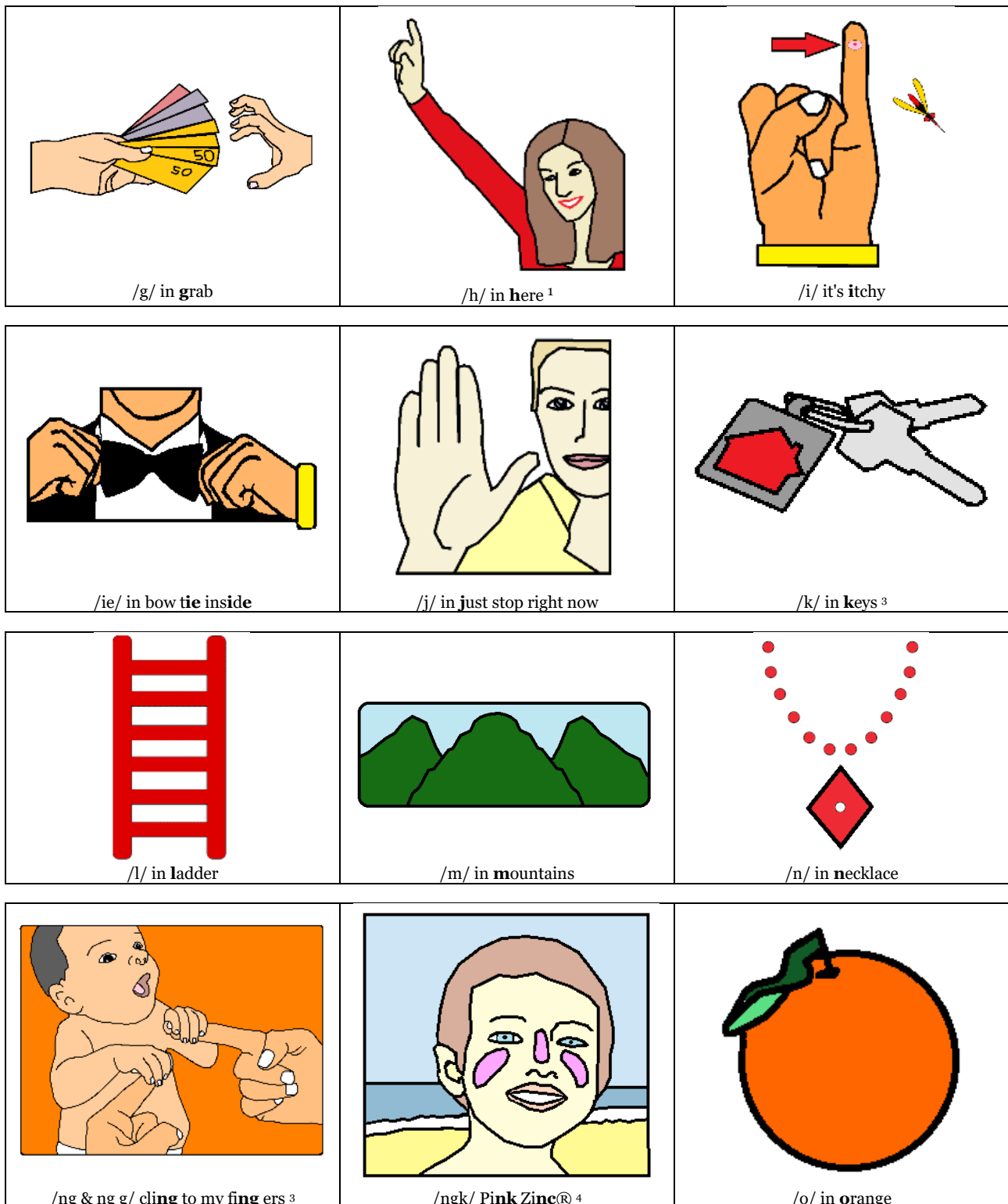
If your student wants to do more practice on blending, go back to the: Isolating Sounds in a Word, and the Separating a Word into its Individual Sounds pages, and read the separate sounds to him and let him blend those words.

Supplementary Work Pictures



* This fly is going to swat back at you, if you try swatting it.

Supplementary Work Pictures continued



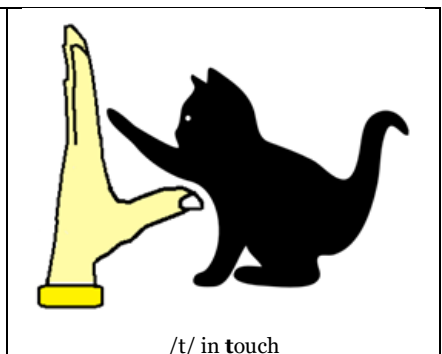
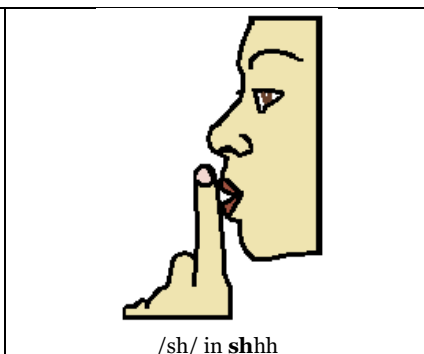
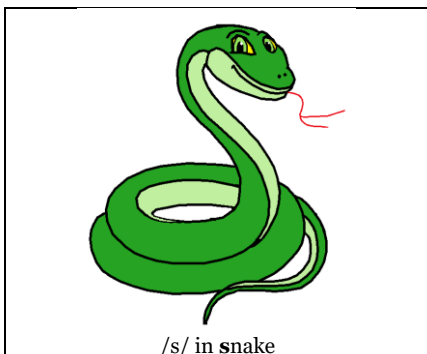
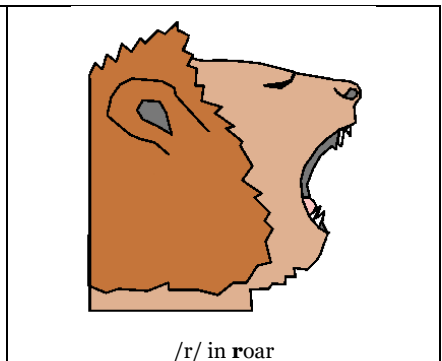
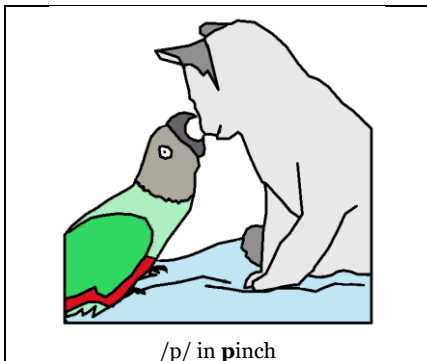
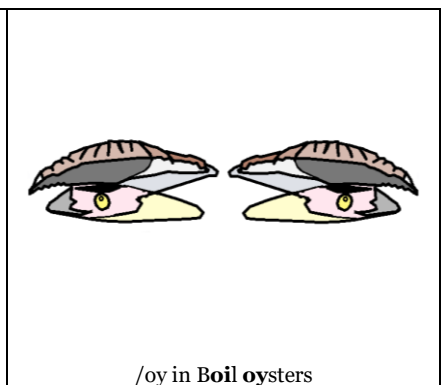
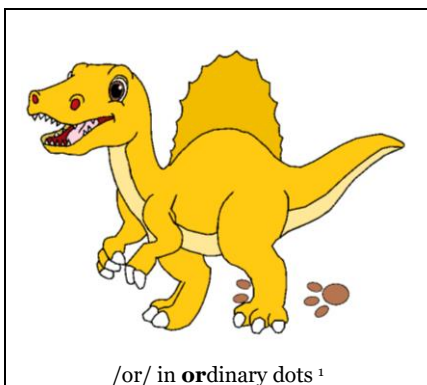
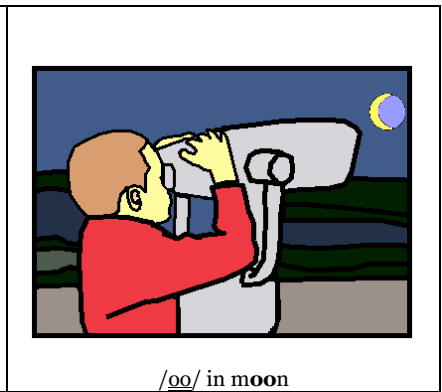
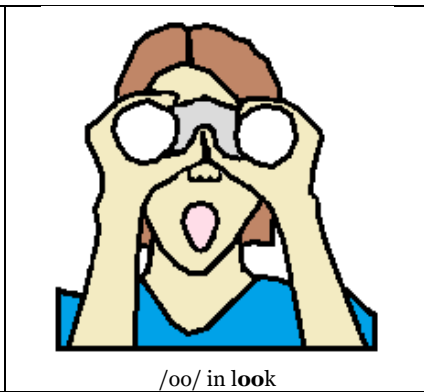
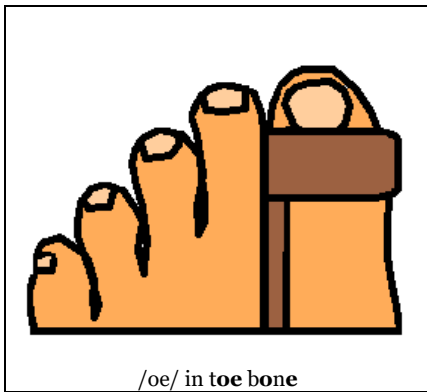
¹ This is a student putting up her hand, to show the teacher she is present in class.

² Explain to your student that sometimes, there are 2 ways to show a sound, and that you'll tell them when that happens so they know which picture to use.

³ This is 2 sounds, the /ng/ in cling and the /ng g/ in fingers. Baby will sing and cling to my fingers. If your student doesn't notice, don't mention it.

⁴ This is really 2 sounds, /ng/ and /k/, but I have made them one because many students can't hear the /k/ on the end, if it isn't drawn to their attention.


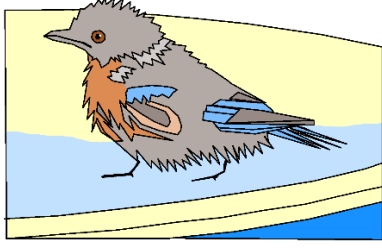

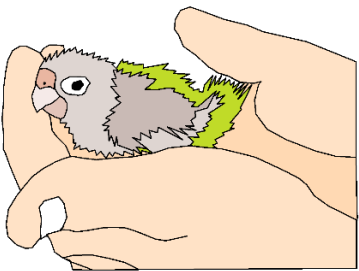
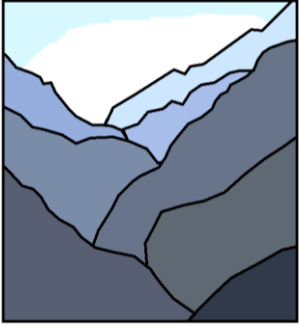
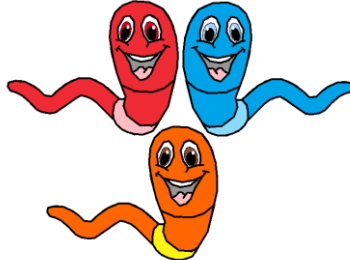
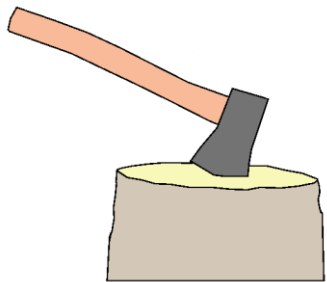

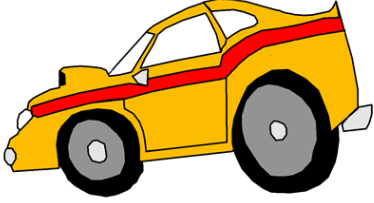
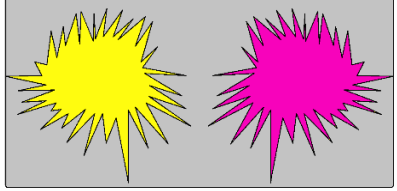
Supplementary Work Pictures continued



¹ The full name for this picture is Ordinary dots are made by dinosaur paws.

² This is really two sounds, /k/ and /w/. If your student doesn't notice, don't mention it.

Supplementary Work Pictures continued

 <p>/th/ in thirsty</p>	 <p>/th/ in there's that bird ¹</p>	 <p>/u/ in up</p>
 <p>/ue/ in rescue that cute bird</p>	 <p>/v/ in valley</p>	 <p>/w/ in worms wiggle</p>
 <p>/x/ in ax/ax ²</p>	 <p>/y/ in yawn</p>	 <p>/z/ in zoom</p>
 <p>/zh/³ in explosions</p>		

¹ This bird is in a bird bath.

² This is really 2 sounds, /k/ and /s/. If your student doesn't notice, don't mention it.

³ I know we don't write this sound like this, but it's the nearest way I can come up with to write it as a sound.

Congratulations!

If you've taken your students or students right through *The Building Blocks of Reading Phonemic Awareness Course*, and they have done the work successfully, then they are ready to learn to read. And you are an excellent tutor. You should be very proud of yourself because you've done a brilliant job!

And your children or students should be very proud of themselves, because they've shown a lot of stickability to get through this work. And it is work. It's a no-frills course, packed full of work. And many people won't stick at something that isn't entertaining. The advantage of getting this work out of the way before starting to learn to read is that you've already learnt to teach the sounds, and your students have learnt how to hear the sounds, separate the sounds in a word, and blend sounds into a word. Because he or she already knows how to do that, learning to read will be much, much easier!

So celebrate!

It's important that your student now learns to read using what I call a full-phonics re-reading course. By full-phonics, I mean a course that teaches all the 40+ sounds in English, the silent e or letter teams (ae, ee, ie, oe, and ue), and the other letter teams (such as ch, th, th), and the rules or patterns that explain when we use letters in certain positions in a word (such as we don't use x to show sound /ks/ at the beginning of a word).

If you already have a full-phonics course, use it; if you don't already have a full-phonics course consider using my course, *The Building Blocks of Reading*. A Free Trial of my course is available on my website:
www.teachreadingathome.com

Best wishes,

Merrin