

A Resource Kit for English Teachers

# Teaching Phonics at Primary Level





**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
The Hong Kong Special Administrative Region**

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## Preface

**Teaching Phonics at Primary Level** is a resource kit produced by the English Language Education Section, Curriculum Development Institute, the Education Bureau, the Hong Kong Special Administrative Region, in support of the English Language Curriculum Guide (*Primary 1-6*)(CDC,2004). Materials in this resource kit are mainly adapted from the learning and teaching materials from the resource packages “*Strategies and Activities to Maximize Pleasurable Learning Experiences*” and “*Phonics in Action*” published in 2000 and 2002 respectively.

### Aims

The resource kit aims to provide teachers with a quick reference on what phonics is and how it can be used to enhance English learning. It also provides additional materials and ideas for teachers’ reference and adaptation for use in teaching phonics in the primary English classroom.

# Introduction



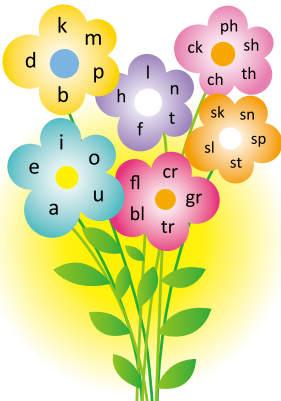


## What is Phonics?

Phonics refers to a useful strategy in the learning and teaching of reading. It includes the teaching of basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.

### Is Phonics the same as Phonetics?

Phonics	Phonetics
Studying the basic letter-sound relationships	Studying the 44 different sound units
Ways of teaching young learners how to pronounce words	Ways of writing down pronunciation
Cutting up words into pronunciation units	Using phonetic symbols such as the International Phonetic Alphabet (IPA) to represent the pronunciation units



Phonics letters and sounds



Using the IPA to represent the pronunciation of a word

## Why is Phonics taught?

Phonics can help students

- recognise the relationships between letters/combinations of letters and their sounds;  
*(Refer to p.9 for more details about phonological awareness.)*

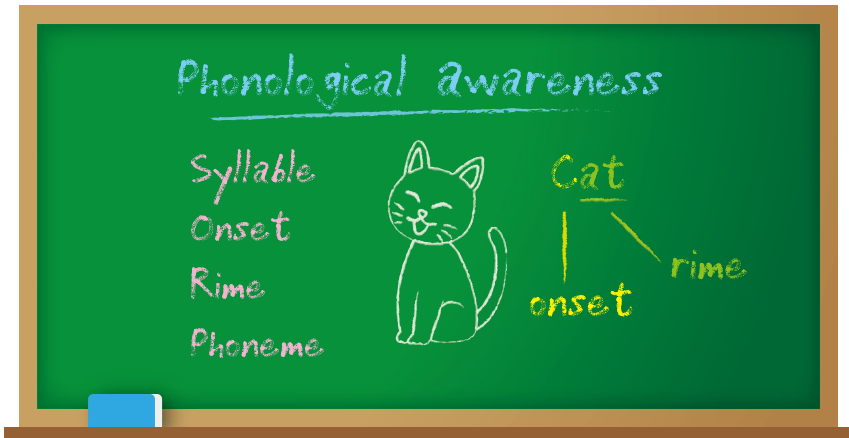


- pronounce known words accurately;
- work out the sounds of unfamiliar words;

- develop their confidence and proficiency in reading; and
- improve their spelling.



**Phonological awareness** is the understanding of the relationships between letters or combinations of letters and their sounds or sound units. It is the knowledge about **syllables**, **onsets**, **rimes** and **phonemes**. Generally, it is easier for children to develop an awareness of large units of sound and progress to smaller units of sound.



### **Syllable**

- a chunk of sounds
- contains a single vowel sound or a group of sounds with only one vowel sound

### **Onset**

- the opening unit of a word or syllable that comes before the vowel sound

### **Rime**

- the ending unit of a word or syllable that includes the vowel and the following consonant sounds

### **Phoneme**

- the smallest unit of speech sound
- a total of 44 phonemes (24 consonants and 20 vowels)



## Effectiveness of Phonics

Phonics can facilitate the development of the four language skills. It helps students build up strategies for discriminating sounds in listening and speaking, and use accurate spelling in writing. It also helps them decode and encode words in reading and spelling respectively at an early stage of learning. Application of phonics knowledge helps young learners gain proficiency, confidence and competence in reading aloud, which in turn may help them develop an interest in reading books in English.

## Limitations of Phonics

Phonics is a useful tool to help students gain proficiency in reading aloud and spelling. However, the letter-sound relationships are irregular in many English words and phonics rules do not always apply. Teachers need to help students develop skills in reading for meaning.



## When is Phonics taught?

Students can be taught phonics

- ★ at an early age;
- ★ when they can recognise some words through listening or sight reading;
- ★ when they need some enabling skills to carry out reading aloud activities; and
- ★ when they need to achieve accuracy in spelling.



# How is Phonics taught?

## Do's and Don'ts for Teaching Phonics

### Do's ✓

- Incorporate phonics learning into the school-based English Language curriculum (e.g. General English Programme/ Reading Workshops)
- Learn and teach phonics in context
- Focus on letter sounds appropriate to the level of students and provide meaningful contexts for them to apply the knowledge and skills

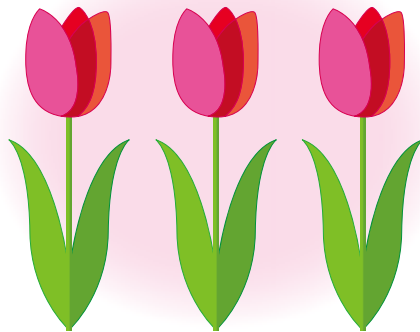
### Don'ts ✗

- Assign regular English lessons for adopting/ implementing a separate phonics programme
- Teach phonics out of context or as a formal system
- Cover too many letter sounds, which makes it difficult for students to retain what they have learnt

## Curriculum planning

What is the sequence of introducing the letter sounds?

1. Arrange the sequence of letter sounds you wish to teach so as to ensure a good coverage of the different letter-to-sound correspondences
2. Introduce the consonant letters first and then the vowels since consonants usually have only one sound for each letter
3. Focus on the consonants at the beginning of words, then at the end and finally in the middle
4. Focus on one way of reading and writing each vowel sound at a time since the vowel letters are more complicated and there are several ways in which they can be written

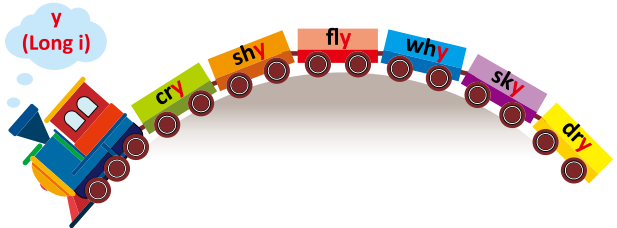


Tulip → Tulip → Tulip

<p>How can I decide which letter sounds to teach?</p>	<ul style="list-style-type: none"> <li>• Choose, as far as possible, single-syllable words from texts that students are familiar with, e.g. textbooks or books used in Reading Workshops, to work out an inventory of letter sounds to be covered in each school term/year</li> </ul>
<p>How many letter sounds should I teach?</p>	<ul style="list-style-type: none"> <li>• Decide the number of letter sounds to teach considering the maturity and learning experience of the students</li> <li>• Incorporate phonics learning in the school's General English Programme and Reading Workshops</li> </ul>
<p>What activities can I use to introduce and provide practice for the letter sounds?</p>	<ul style="list-style-type: none"> <li>• Create word trees/trains/walls for target letter sounds</li> <li>• Frame target letter sounds in big books</li> <li>• Include short phonics learning activities, e.g. letter-sound word steps, bingo, board games and action rhymes, frequently as part of the English lessons</li> </ul>



Word tree



Word train



## Teaching strategies

### Listening to letter sounds

- Use the single-syllable words chosen from texts which students are familiar with to introduce a particular letter sound
- Provide opportunities for students to hear and identify the focused sound and to relate it to the letter(s), e.g. by using pictures of familiar objects or by framing the relevant letter(s) in the words in a big book
- Help students make a collection of words with the focused letter-to-sound correspondence



A **big** blue balloon

### Reading aloud

- Guide students to read aloud some of the words focusing on the particular letter sound
- Train students to say the first letter sound loudly before moving on to the other sounds in the same word
- Model the skills of blending which involve running the letter sounds together to make a word
- Get students to read aloud words with the same phonological unit (e.g. 'at' in 'fat', 'cat') and apply this knowledge in reading aloud unfamiliar words



A fat cat  
looking at a  
bat

## Practising phonics skills

- Provide opportunities for students to practise their phonics skills in context and through games, rhymes and other interesting activities
- Help students develop the strategy of analogy i.e. applying their knowledge and skills to work out how to read and spell an unfamiliar word by comparing it to the words they have learnt

hat



cat



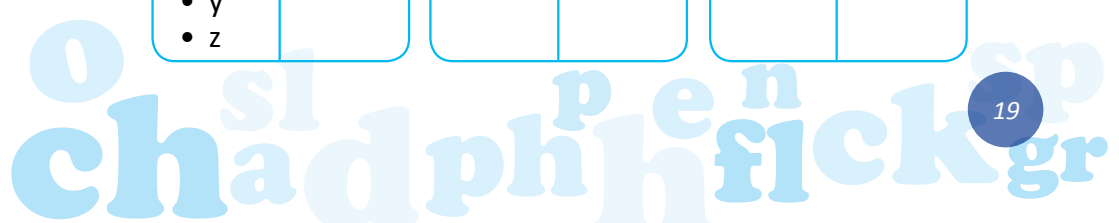
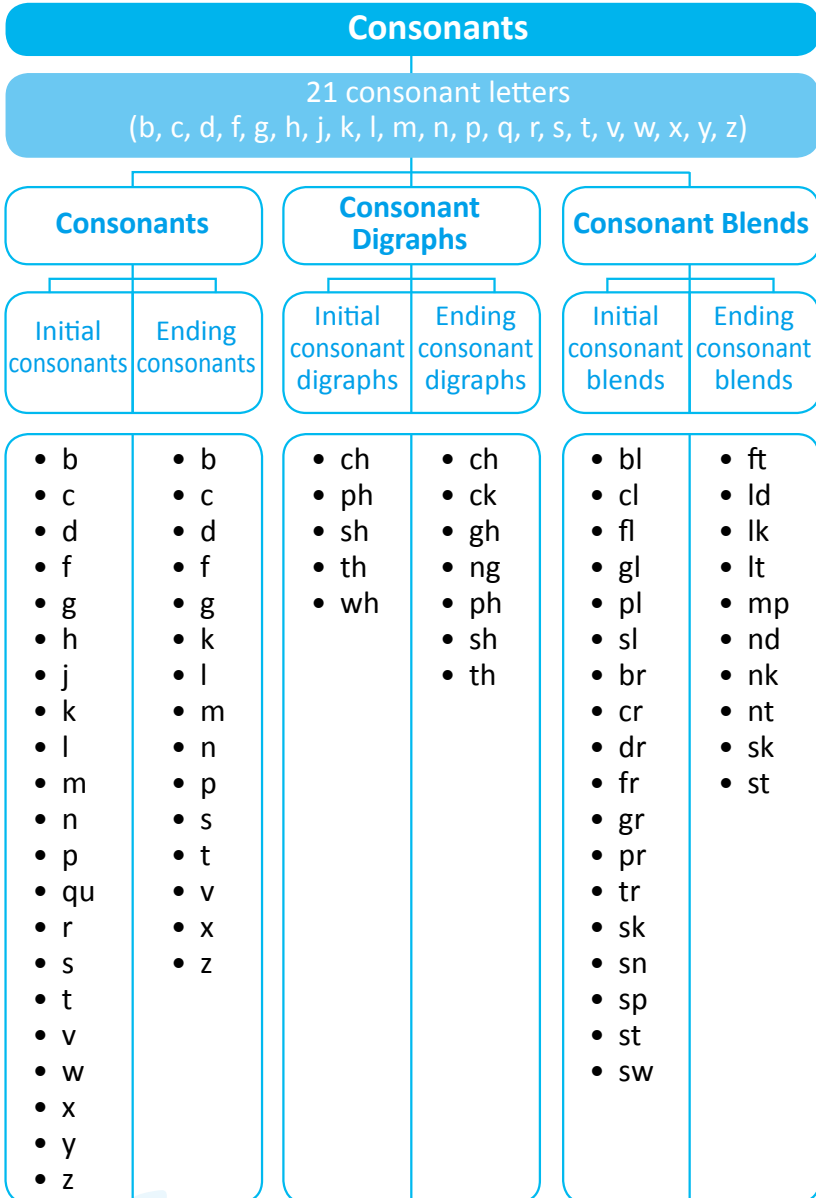
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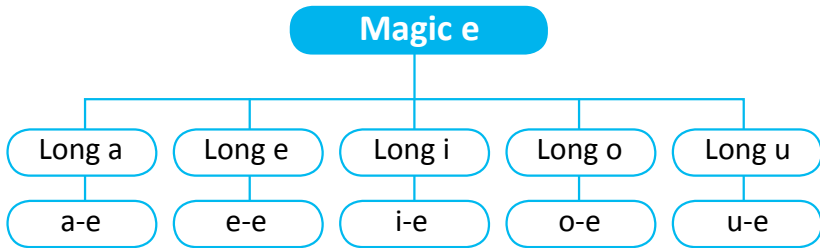
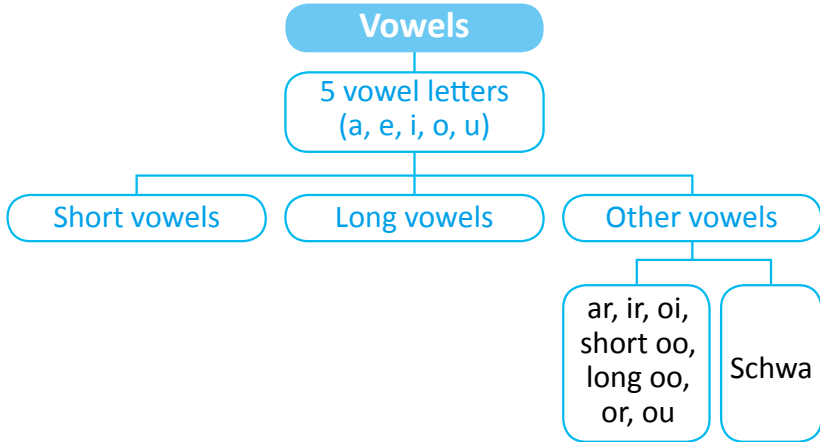
# Understanding Phonics



# Major groups of letter sounds: Consonants\*



## Major groups of letter sounds: Vowels\*



- \* The major groups of letter sounds and the examples are selected for the learning and teaching of phonics at the primary level.

Please note that the groups of letter sounds and the examples are neither a prescribed nor an exhaustive list for students. Teachers may use them as a reference when teaching phonics.

# Consonants







# Consonants

A consonant sound is a speech sound produced by a stoppage of breath.

## Initial consonants

- Initial **b**

<u>b</u> ad	<u>b</u> ird
<u>b</u> ake	<u>b</u> ook



- Initial **c**

### Hard c

<u>c</u> ake	<u>c</u> ollect
<u>c</u> oin	<u>c</u> ome

### Soft c

<u>c</u> entral	<u>c</u> ircle
<u>c</u> inema	<u>c</u> ity

- Initial **d**

<u>d</u> ance	<u>d</u> oor
<u>d</u> ark	<u>d</u> uck

- Initial **f**

<u>f</u> all	<u>f</u> ourth
<u>f</u> ire	<u>f</u> un

- Initial **g**

### Hard g

<u>g</u> ame	<u>g</u> ood
<u>g</u> arden	<u>g</u> uest

### Soft g

<u>g</u> enerous	<u>g</u> iant
<u>G</u> eorge	<u>g</u> iraffe

- Initial **h**

<u>h</u> appy	<u>h</u> oney
<u>h</u> igh	<u>h</u> ungry

- Initial **j**

<u>J</u> anuary	<u>j</u> ob
<u>j</u> elly	<u>j</u> uice

• Initial k

<u>k</u> angaroo	<u>k</u> ey
<u>k</u> eep	<u>k</u> ing

• Initial m

<u>m</u> ad	<u>m</u> oon
<u>m</u> onth	<u>m</u> um

• Initial p

<u>p</u> en	<u>p</u> ool
<u>p</u> icture	<u>p</u> urse

• Initial r

<u>r</u> ain	<u>r</u> ound
<u>r</u> ice	<u>r</u> ude

• Initial t

<u>t</u> all	<u>t</u> idy
<u>t</u> each	<u>t</u> omorrow

• Initial w

<u>w</u> alk	<u>w</u> et
<u>w</u> eather	<u>w</u> itch

• Initial y

<u>y</u> ear	<u>y</u> ou
<u>y</u> es	<u>y</u> ummy

• Initial l

<u>l</u> amp	<u>l</u> ook
<u>l</u> etter	<u>l</u> oud

• Initial n

<u>n</u> ame	<u>n</u> oise
<u>n</u> ew	<u>n</u> urse

• Initial qu

<u>q</u> uarter	<u>q</u> uick
<u>q</u> ueen	<u>q</u> uiet

• Initial s

<u>s</u> ee	<u>s</u> ister
<u>s</u> ick	<u>s</u> ock

• Initial v

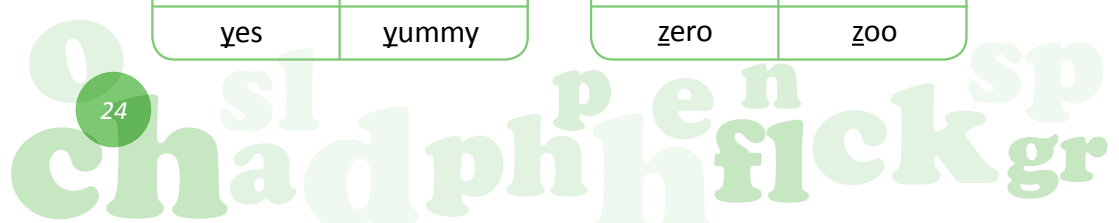
<u>v</u> an	<u>v</u> iolet
<u>v</u> ase	<u>v</u> oice

• Initial x

<u>x</u> erox	<u>x</u> ylophone
---------------	-------------------

• Initial z

<u>z</u> ebra	<u>z</u> ip
<u>z</u> ero	<u>z</u> oo



## Ending consonants

- Ending b

cr <u>b</u>	ro <u>b</u>
we <u>b</u>	ru <u>b</u>



- Ending c

### Hard c

disc <u>c</u>	magic <u>c</u>
Eric <u>c</u>	picnic <u>c</u>

### Soft c

dance	once
nice	practice

- Ending d

ba <u>d</u>	rea <u>d</u>
foo <u>d</u>	sai <u>d</u>

- Ending f

lea <u>f</u>	o <u>f</u>
loa <u>f</u>	thie <u>f</u>

- Ending g

### Hard g

ba <u>g</u>	fo <u>g</u>
do <u>g</u>	le <u>g</u>

### Soft g

age	orange
bridge	page

- Ending k

coo <u>k</u>	po <u>rk</u>
li <u>k</u> e	sha <u>k</u> e

- Ending l

hee <u>l</u>	mea <u>l</u>
knee <u>l</u>	pa <u>l</u>

- Ending m

far <u>m</u>	ha <u>m</u>
ga <u>m</u> e	mu <u>m</u>

- Ending n

a <u>n</u>	pai <u>n</u>
gu <u>n</u>	rai <u>n</u>

- Ending p

che <u>p</u>	ma <u>p</u>
la <u>p</u>	sha <u>p</u> e

- Ending s

Voiced s

ha <u>s</u>	tho <u>s</u> e
the <u>s</u> e	wa <u>s</u>

Unvoiced s

bu <u>s</u>
thi <u>s</u>
ye <u>s</u>

- Ending t

ba <u>t</u>	it <u>t</u>
boa <u>t</u>	ki <u>t</u> e

Ending v

abo <u>v</u> e	mo <u>v</u> e
fi <u>v</u> e	sa <u>v</u> e

- Ending x

bo <u>x</u>	mi <u>x</u>
fo <u>x</u>	si <u>x</u>

- Ending z

qu <u>iz</u>
--------------



## Learning Activity for Consonants

### Guess and Create

- A. Read the following riddle aloud. Do you know the answer to this riddle?

**Until I am measured,  
I am not known.  
Yet how you miss me,  
When I have flown!  
What am I?**

The answer is: \_\_\_\_\_

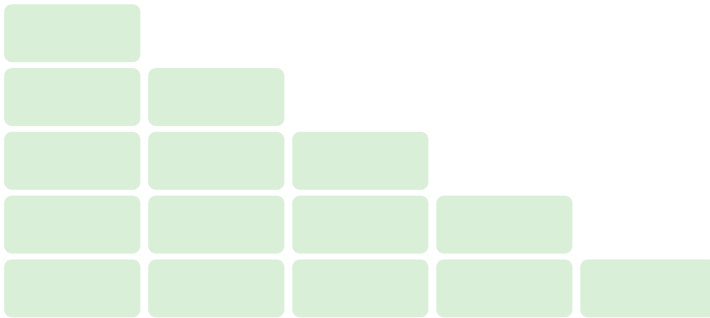
- B. Write the beginning letter of the answer here: \_\_\_\_\_
- C. Read the following word steps describing a ball. Do you notice anything special about the words in the word steps?

ball			
big	ball		
Bob's	big	ball	
Borrow	Bob's	big	ball



D. Work in groups of 5 and create another word steps. Add a new word beginning with the same consonant sound of the answer to the riddle in Part A. Remember that every word added should make sense to the meaning of the whole expression.

Letter-sound Word Steps – \_\_\_\_\_



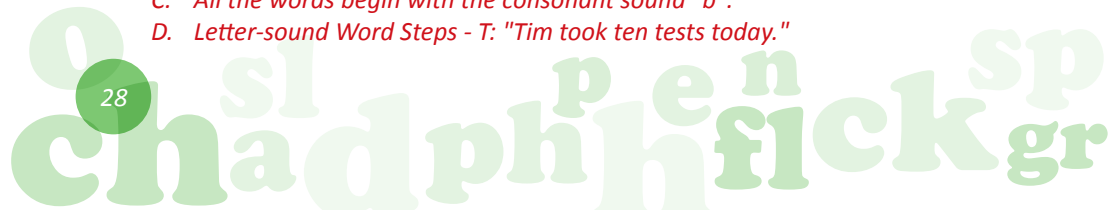
Suggested answers

A. Time

B. T

C. All the words begin with the consonant sound "b".

D. Letter-sound Word Steps - T: "Tim took ten tests today."



# Consonant Digraphs

o  
gr sp fl ck p n  
ch ad ph h





## Consonant Digraphs

A consonant digraph refers to a single sound which is represented by two consonant letters.

### Initial consonant digraphs

- Initial **ch**

<u>ch</u> air	<u>ch</u> ease
<u>ch</u> ea <u>p</u>	<u>Ch</u> ina

- Initial **ph**

<u>Ph</u> ilip	<u>ph</u> oto
<u>ph</u> one	

- Initial **sh**

<u>sh</u> all	<u>sh</u> elf
<u>Sh</u> atin	<u>sh</u> ip

- Initial **th**

#### Voiced th

<u>th</u> e	<u>th</u> ere
<u>th</u> em	<u>th</u> ose

#### Unvoiced th

<u>th</u> ank	<u>th</u> in
<u>th</u> ick	<u>th</u> ird

- Initial **wh**

<u>wh</u> at	<u>wh</u> ich
<u>wh</u> ere	<u>wh</u> ite



## Ending consonant digraphs

- Ending **ch**

catch	match
church	sandwich

- Ending **ck**

back	pick
neck	rock

- Ending **gh**

laugh	tough
rough	

- Ending **ng**

hang	ring
long	sung

- Ending **ph**

graph	photograph
-------	------------

- Ending **sh**

cash	fish
dish	wish

- Ending **th**

birth	teeth
mouth	tooth

# Learning Activity for Consonant Digraphs

## Consonant Digraphs Hunt

1. Work with a partner.
2. Get two pictures from your teacher, one titled "At the Supermarket" and the other "At School".
3. You and your partner each choose a picture that you would like to focus on.
4. Look at your picture carefully. Find four items in the picture which are spelt with consonant digraphs.  
(e.g. *At the Supermarket*: "a shelf"; *At School*: "some chairs").
5. Write the words in the note sheet provided.
6. Take turns to read aloud the words on the note sheet.
7. Write the words read aloud by your partner in the note sheet.



### Note Sheet

I am at \_\_\_\_\_.

I can see

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

there.

My partner is at \_\_\_\_\_.

He/She can see

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

there.

Can you think of other items that can be found at school or the supermarket beginning with a consonant digraph?

**At the Supermarket:**

**At School:**

(Refer to pp.71 and 73 for the two pictures.)

Suggested answers

At the Supermarket

some **sh**elves, a **fish**, some **ch**ese, potato **ch**ips, a **tooth br**ush

At School

some **ch**airs, a piece of **ch**alk, a **Math** textbook, a **wh**istle, a **ch**art

Other items that can be found at the supermarket & at school

Supermarket: **sh**ampoo, **wash**ing powder, **toothp**aste, **cash**ier

School: pencil **sh**arpener, **ch**ess, class **ph**oto

# Consonant Blends

o  
gr sp n  
sl flick p  
ch a d ph h e



## Consonant Blends

A consonant blend refers to the blended sound represented by two or three consonant letters.

### Initial consonant blends

- **Initial bl**

<u>b</u> lack	<u>b</u> low
<u>b</u> leed	<u>b</u> lue

- **Initial cl**

<u>c</u> lap	<u>c</u> loud
<u>c</u> lass	<u>c</u> lown

- **Initial fl**

<u>f</u> lag	<u>f</u> loor
<u>f</u> lat	<u>f</u> ly

- **Initial gl**

<u>g</u> lad	<u>g</u> love
<u>g</u> lass	<u>g</u> lue

- **Initial pl**

<u>p</u> lace	<u>p</u> lease
<u>p</u> lane	<u>p</u> lus

- **Initial sl**

<u>s</u> lap	<u>s</u> lide
<u>s</u> leep	<u>s</u> low

- **Initial br**

<u>b</u> rain	<u>b</u> right
<u>b</u> rave	<u>b</u> rown

- **Initial cr**

<u>c</u> rab	<u>c</u> rowd
<u>c</u> ream	<u>c</u> ry

• Initial dr

<u>d</u> raw	<u>d</u> rop
<u>d</u> ress	<u>d</u> ry

• Initial fr

<u>f</u> ree	<u>f</u> rog
<u>f</u> riend	<u>f</u> ront

• Initial gr

<u>G</u> race	<u>g</u> rape
<u>g</u> randpa	<u>g</u> reen

• Initial pr

<u>p</u> raise	<u>p</u> rice
<u>p</u> ray	<u>p</u> rize

• Initial tr

<u>t</u> rain	<u>t</u> ree
<u>t</u> ree	<u>t</u> ry

• Initial sk

<u>s</u> kate	<u>s</u> kirt
<u>s</u> kin	<u>s</u> ky

• Initial sn

<u>s</u> nake	<u>s</u> neeze
<u>s</u> nailed	<u>s</u> now

• Initial sp

<u>s</u> peak	<u>s</u> pider
<u>s</u> pend	<u>s</u> port

• Initial st

<u>s</u> tand	<u>s</u> tep
<u>s</u> tar	<u>s</u> top

• Initial sw

<u>s</u> weep	<u>s</u> wim
<u>s</u> weet	<u>s</u> wing



## Ending consonant blends

- Ending ft

le <u>ft</u>	li <u>ft</u>
--------------	--------------

- Ending ld

co <u>ld</u>	ho <u>ld</u>
go <u>ld</u>	to <u>ld</u>

- Ending lk

mi <u>lk</u>	si <u>lk</u>
--------------	--------------

- Ending lt

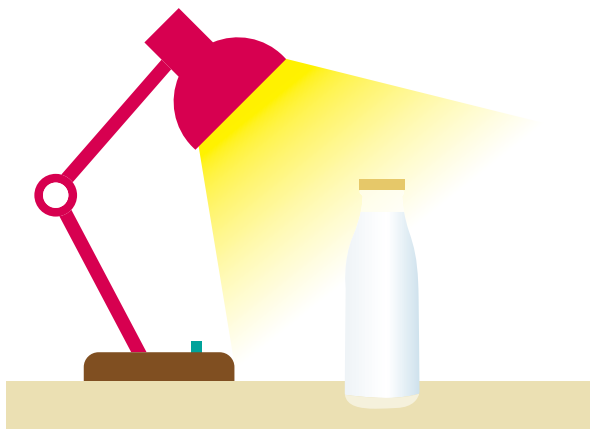
fe <u>lt</u>	me <u>lt</u>
--------------	--------------

- Ending mp

ca <u>mp</u>	ju <u>mp</u>
la <u>mp</u>	pu <u>mp</u>

- Ending nd

an <u>d</u>	fin <u>d</u>
se <u>nd</u>	rou <u>nd</u>



• Ending nk

ban <u>k</u>	in <u>k</u>
drin <u>k</u>	pin <u>k</u>

• Ending nt

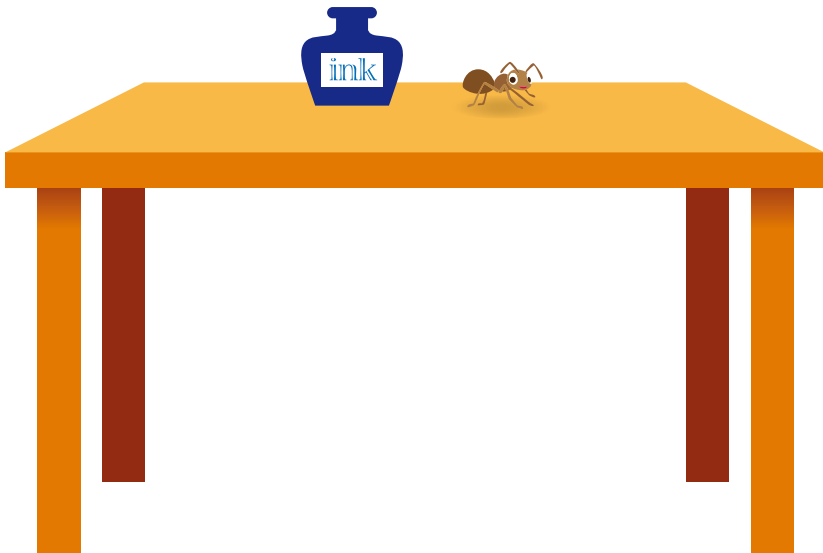
an <u>t</u>	au <u>nt</u>
wen <u>t</u>	hun <u>t</u>

• Ending sk

as <u>k</u>	des <u>k</u>
tas <u>k</u>	dis <u>k</u>

• Ending st

fas <u>t</u>	fir <u>st</u>
bes <u>t</u>	Aug <u>st</u>



# Learning Activity for Consonant Blends

## Phonics Bingo

1. Get a bingo card from your teacher.
2. Listen to your teacher reading aloud the consonant blends one by one.
3. Circle the words which contain the consonant blends read aloud by your teacher.
4. Shout out “Bingo!” if you have all words circled diagonally, across a row or vertically in a column.



*(Refer to pp.75 - 83 for the set of bingo cards.)*



# Short Vowels





## Short Vowels

A vowel sound is a speech sound made without audible stopping of the breath.

Sound	Letter	Examples	
Short a	a	cap	rat
		gas	Sam

Sound	Letter	Examples	
Short e	e	elephant	ten
		smell	well
	ea	already	health
		head	wealth

Sound	Letter	Examples	
Short i	i	did	hit
		hill	it
	y	body	merry
		loudly	rainy

Sound	Letter	Examples	
Short o	a	w <u>a</u> sh	wh <u>a</u> t
		w <u>a</u> tch	
	o	d <u>o</u> ll	g <u>o</u> d
		f <u>o</u> x	sh <u>o</u> p

Sound	Letter	Examples	
Short u	u	d <u>u</u> ck	<u>u</u> mbrella
		s <u>u</u> mm <u>er</u>	<u>u</u> p
	o	s <u>o</u> n	w <u>o</u> n
		t <u>o</u> n	
	oo	bl <u>oo</u> d	fl <u>oo</u> d





# Learning Activity for Short Vowels

## Phonics Da Vinci



☺ *Create an artwork displaying words containing the same short vowel sound.*

1. Decide on the short vowel sound to focus on.
2. Choose one of the objects below for creating an artwork for display.
  - ★ a butterfly    ★ a peacock    ★ a windmill    ★ the sun
  - ★ a palm    ★ a fish    ★ a caterpillar
3. Get a picture of the object you have chosen from your teacher.
4. Write the short vowel sound in the centre/appropriate space of the object.
5. Write the words containing the respective short vowel sound on the other parts of the object.
6. Colour/decorate the picture after writing the words.
  - ★ You may use other objects to create the artwork.

*(Refer to pp.85 - 97 for the templates.)*



# Long Vowels

o  
gr sp  
ch a d ph h  
fleck p  
n e



## Long Vowels

A long vowel is a vowel that is pronounced the same as the name of the letter.

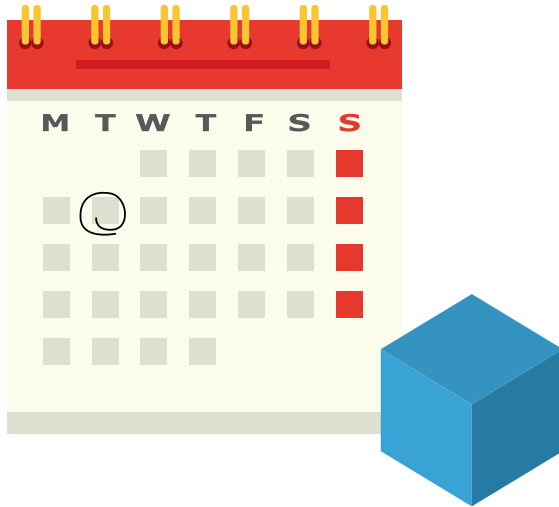
Sound	Letter	Examples	
Long a	a-e	b <u>a</u> ke	ma <u>a</u>
		fa <u>a</u>	wh <u>a</u>
	ai	br <u>a</u> in	sn <u>a</u> il
		pa <u>a</u> int	wa <u>a</u> ist
	ay	b <u>a</u> y	pr <u>a</u> y
		da <u>a</u>	tr <u>a</u> y

Sound	Letter	Examples	
Long e	e	b <u>e</u>	m <u>e</u>
		h <u>e</u>	sh <u>e</u>
	ea	dr <u>e</u> am	m <u>e</u> an
		l <u>e</u> ave	pl <u>e</u> ase
	ee	b <u>e</u> ef	sn <u>e</u> eze
		sh <u>e</u> ep	thr <u>e</u> e
	e-e	com <u>e</u> te	<u>e</u> ve
		de <u>e</u> te	th <u>e</u> se

Sound	Letter	Examples	
Long i	ie	di <u>e</u>	pi <u>e</u>
		li <u>e</u>	ti <u>e</u>
	i-e	bi <u>k</u> e	si <u>d</u> e
		priz <u>e</u>	smil <u>e</u>
	igh	bri <u>gh</u> t	li <u>gh</u> t
		hi <u>gh</u>	si <u>gh</u>
	y	cr <u>y</u>	sh <u>y</u>
		fl <u>y</u>	wh <u>y</u>

Sound	Letter	Examples	
Long o	oa	bo <u>o</u> t	ro <u>o</u> d
		co <u>o</u> ch	so <u>o</u> p
	oe	ho <u>o</u>	to <u>o</u>
	o-e	bo <u>o</u>	jo <u>o</u>
		ho <u>o</u>	sto <u>o</u>
	ow	bl <u>o</u>	sh <u>o</u>
		gr <u>o</u>	thr <u>o</u>

Sound	Letter	Examples	
Long u	ew	d <u>e</u> w	n <u>e</u> w
		f <u>e</u> w	
	ue	d <u>u</u> el	T <u>u</u> esday
		f <u>u</u> el	
	u-e	c <u>u</u> b <u>e</u>	t <u>u</u> b <u>e</u>
		c <u>u</u> t <u>e</u>	t <u>u</u> n <u>e</u>



# Learning Activity for Long Vowels

## Phonics Tic-Tac-Toe

<p>Which word has a long “e” sound?</p> <p><b>maze</b> <b>meal</b> <b>shine</b> <b>froze</b></p>	<p>Read aloud the following sentences and underline the long vowel sounds.</p> <p><b>Mary used the green oven to bake the pumpkin toast with cheese.</b></p>	<p>Which 2 words have the same “o” sound as “bone”?</p> <p><b>too</b> <b>smoke</b> <b>rate</b> <b>home</b></p>
<p>Which word does not belong with the others?</p> <p><b>five</b> <b>die</b> <b>rhyme</b> <b>beef</b></p>	<p>Circle 2 words that have a long “i” sound.</p> <p><b>iron</b> <b>quick</b> <b>nine</b></p>	<p>Complete the poem with words containing long vowel sounds that rhyme.</p> <p><b>Today I didn’t go to</b> _____</p> <p><b>As the dentist has pulled my wisdom</b> _____</p> <p><b>Dear Bruce, please buy me some</b> _____</p> <p><b>Or I will be in a bad</b> _____</p>
<p>Match the words that have the same long vowel sound.</p> <p><b>idea • •radio</b> <b>duty • •music</b> <b>table • •iron</b></p>	<p>Complete the long vowel word pyramid by adding words containing the long vowel sound “e” spelt in letters “ea”.</p> <p><b>eat</b> <b>easy</b></p> <p>_____</p> <p>_____</p>	<p>Circle the word that contains a long “a” sound.</p> <p><b>mail</b> <b>black</b> <b>alone</b></p>

*Suggested answers (from left to right)*

1st row: “meal”; “Mary used the green oven to bake the pumpkin toast with cheese.”; “smoke” & “home”

2nd row: “beef”; “iron” & “nine”; “school, tooth, food, mood” or any acceptable answers

3rd row: “idea & iron, duty & music, table & radio”; “seats, please” or any acceptable answers; “mail”





# Other Vowels

o  
gr sp flick n  
ch a d ph h e

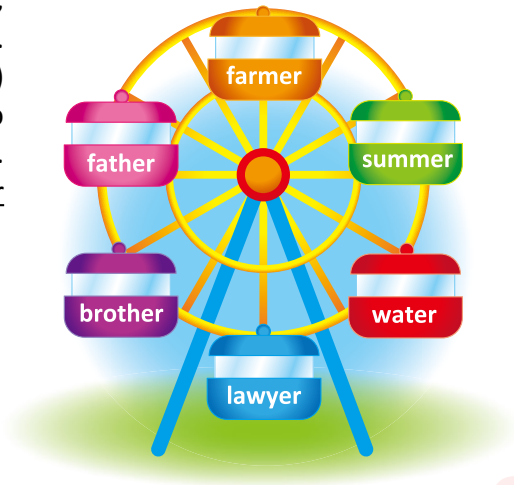


## Other Vowels

ar	ir ★ er ★ ir ★ ur	oi ★ oi ★ oy	Short oo ★ oo ★ u
Long oo ★ ew ★ o ★ oo ★ ue ★ u-e	or ★ al ★ au ★ aw ★ or ★ ough	ou ★ ou ★ ow	

## Schwa

- The schwa sound ('a', 'er' and 'or') is the most frequently occurring vowel sound.
- It often appears in weak syllables, e.g. ago, postman.
- In connected speech, unstressed words (e.g. articles, prepositions) are often reduced to the schwa sound, e.g. He bought a book for his brother.



Sound	Letter	Examples	
ar	ar	are	part
		lar <u>g</u> e	shar <u>k</u>

Sound	Letter	Examples	
ir	er	her	verb
		ter <u>m</u>	
	ir	bir <u>t</u> h	shir <u>t</u>
		dir <u>t</u>	thir <u>s</u> t
	ur	bur <u>n</u>	nur <u>s</u> e
		hur <u>t</u>	turn

Sound	Letter	Examples	
oi	oi	bo <u>i</u> l	oi <u>l</u>
		no <u>i</u> se	poi <u>n</u> t
	oy	bo <u>y</u>	R <u>oy</u>
		jo <u>y</u>	to <u>y</u>

Sound	Letter	Examples	
Short oo	oo	bo <u>o</u> k	goo <u>d</u>
		co <u>o</u> k	loo <u>k</u>
	u	pu <u>u</u> ding	pu <u>u</u> ssy
		pu <u>u</u> sh	pu <u>u</u> t

Sound	Letter	Examples	
Long oo	ew	ble <u>w</u>	fl <u>ew</u>
		dr <u>ew</u>	gr <u>ew</u>
	o	d <u>o</u>	t <u>o</u>
	oo	ch <u>oo</u> se	sch <u>oo</u> l
		f <u>oo</u> d	z <u>oo</u>
	ue	bl <u>ue</u>	S <u>ue</u>
		gl <u>ue</u>	tr <u>ue</u>
	u-e	J <u>u</u> ne	r <u>u</u> le
		r <u>u</u> de	<u>u</u> se

Sound	Letter	Examples	
or	al	ba <u>ll</u>	ta <u>lk</u>
		ca <u>ll</u>	wa <u>lk</u>
	au	<u>A</u> ugust	ca <u>u</u> ght
		beca <u>u</u> se	ta <u>u</u> ght
	aw	da <u>w</u> n	pa <u>w</u>
		ja <u>w</u>	sa <u>w</u>
	or	bo <u>r</u> n	po <u>r</u> k
		mo <u>r</u> e	spo <u>r</u> t
	ough	bo <u>u</u> ght	<u>ou</u> ght
		fo <u>u</u> ght	tho <u>u</u> ght

Sound	Letter	Examples	
ou	ou	cl <u>ou</u> d	mo <u>u</u> th
		hou <u>ou</u>	sou <u>ou</u>
	ow	cro <u>ow</u>	<u>ow</u>
		no <u>ow</u>	to <u>ow</u>

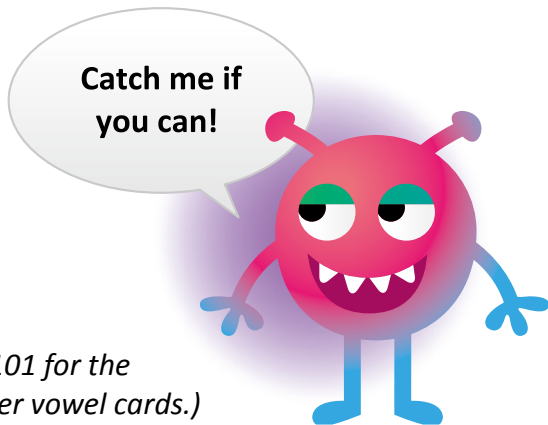
Sound	Letter	Examples	
Schwa	a	<u>a</u> go	firema <u>a</u>
		al <u>a</u>	postma <u>a</u>
	er	farmer <u>er</u>	summer <u>er</u>
		father <u>er</u>	water <u>er</u>
	or	doctor <u>or</u>	Victor <u>or</u>
		motor <u>or</u>	



# Learning Activity for Other Vowels

## Go Get the Monster!

1. Form groups of 4.
2. Get a game board, 8 Other Vowel Cards, 4 place markers and a dice from your teacher.
3. Put the place markers on **START** on the game board.
4. Place the Other Vowel Cards next to the game board.
5. Take turns throwing the dice and moving to the spaces accordingly on the game board.
6. Read aloud the word shown on the place you have landed.
7. Decide which vowel sound (ar, ir, oi, or, ou, short oo, long oo or schwa) the word contains by picking the corresponding Other Vowel Card.
8. Show the card to your partners.
9. If you get the other vowel sound correct, you can stay in the place you have landed. If you are wrong, go back to the place of the previous round.
10. The first person catching the monster wins!



*(Refer to pp.99 and 101 for the game board and other vowel cards.)*





# Magic e

o  
gr sp  
sl flick p n  
ch a d ph h e



## Magic e

- The addition of the letter “e” after a vowel followed by a consonant makes the letters “a”, “e”, “i”, “o”, “u” say their own names.

- Long a

a-e

age	brave
bake	made

- Long e

e-e

complete	eve
delete	these

- Long i

i-e

drive	price
life	wine

- Long o

o-e

broke	note
hope	spoke

- Long u

u-e

cube	tube
cute	tune

## Learning Activity for Magic e

### Careless Pete and Puzzled Grace

- A. Pete has written a letter to his wife, Grace, from summer camp. However, he is very careless and has made some spelling mistakes. Grace feels very puzzled when she receives the letter. Help Grace understand the letter by finding out Pete's spelling mistakes, circling them and writing down the correct words. The first one has been done for you as an example.

My dear wif, **wife**

How are you? I hop you're well.

I'm having a very good tim at summer camp. The weather here is fin every day.

I have mad a nic kit in the shap of a cut bird. I'll fly it with you when I com hom.

Love,

Pete



B. Can you think of other examples of words with Magic e?



Suggested answers

Part A

My dear **wife**,

How are you? I **hope** you're well.

I'm having a very good **time** at summer camp. The weather here is **fine** every day.

I have **made** a **nice** **kite** in the **shape** of a **cute** bird. I'll fly it with you when I **come** **home**.

Love,  
Pete

Part B

cage, plane, delete, complete, pipe, mile, coke, cone, tube



# Resource Materials





# Consonant Digraphs Hunt

## At the Supermarket





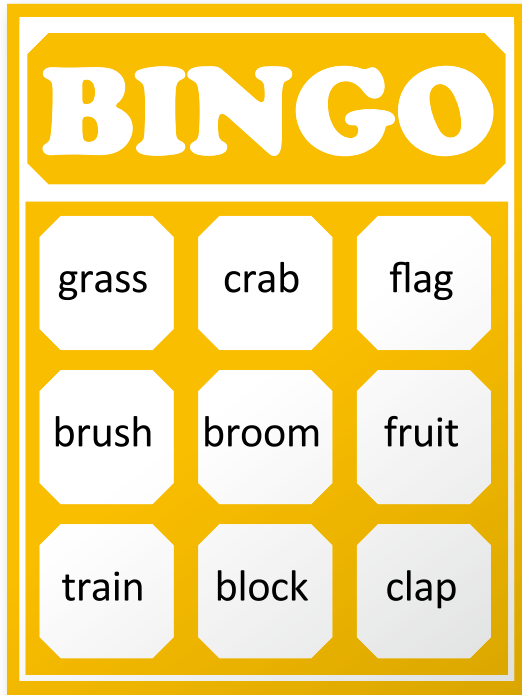
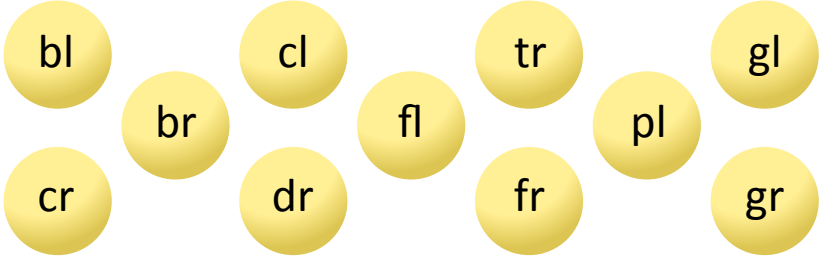
# Consonant Digraphs Hunt

At School



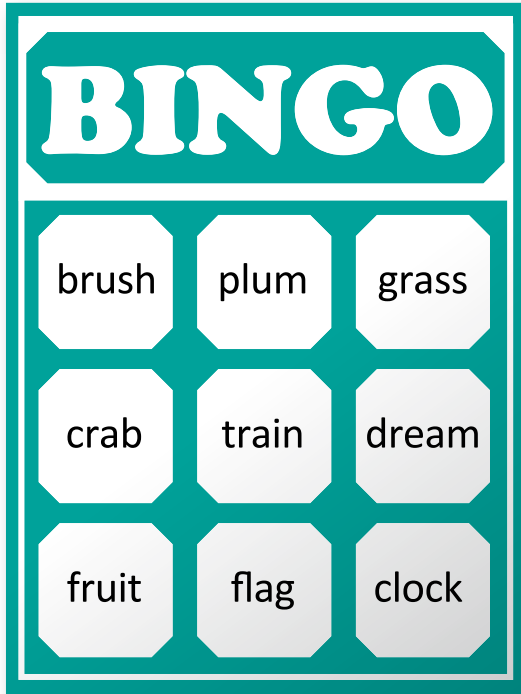
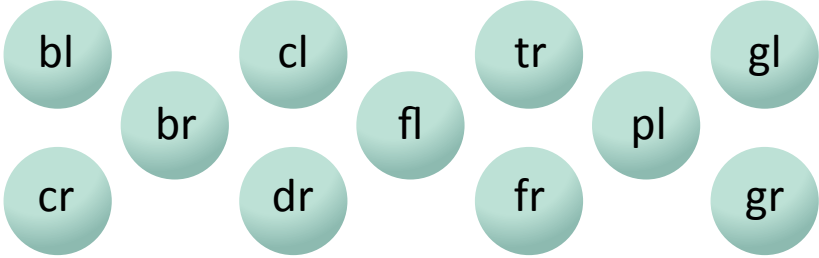


# Phonics Bingo





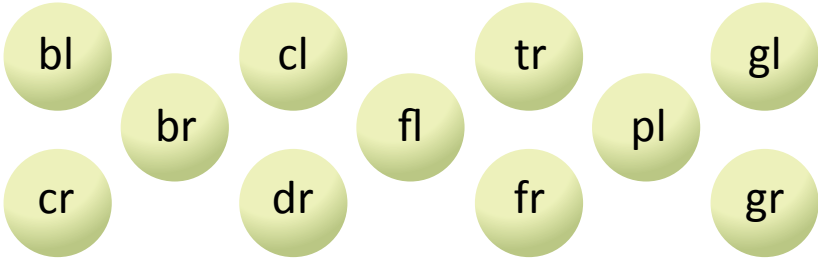
# Phonics Bingo





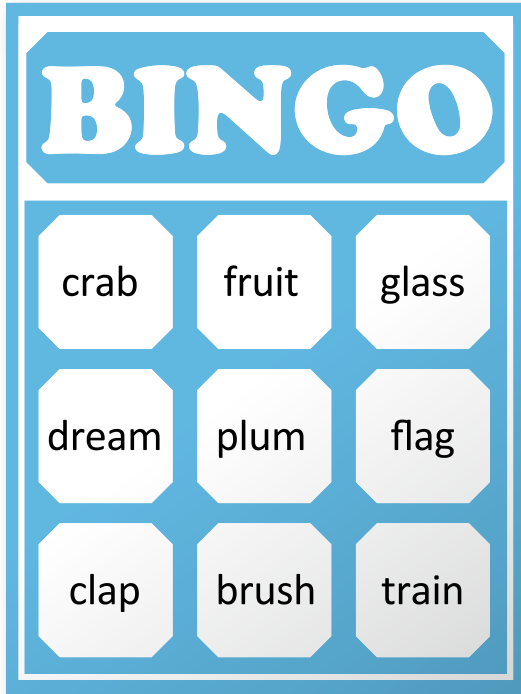
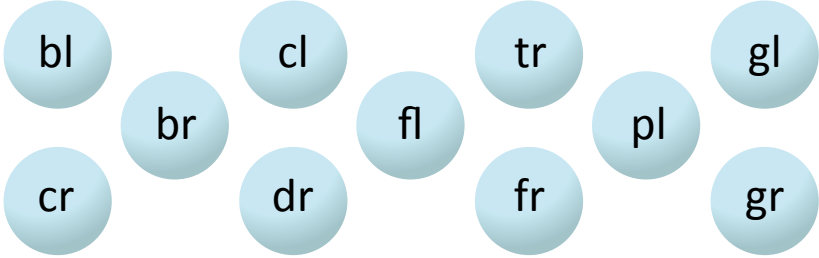


## Phonics Bingo



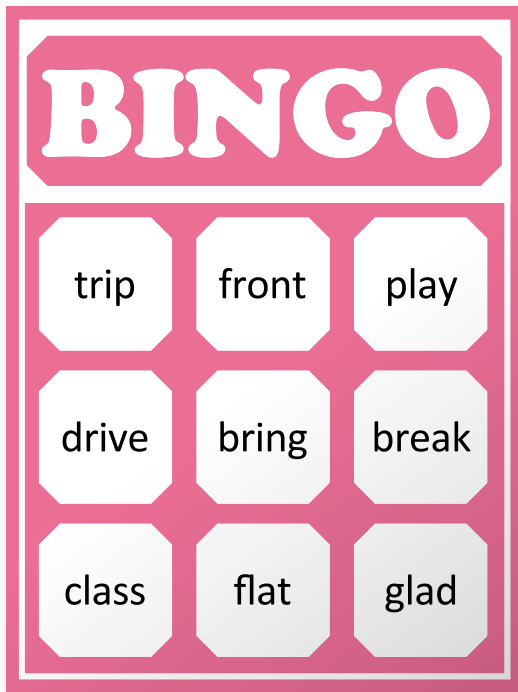
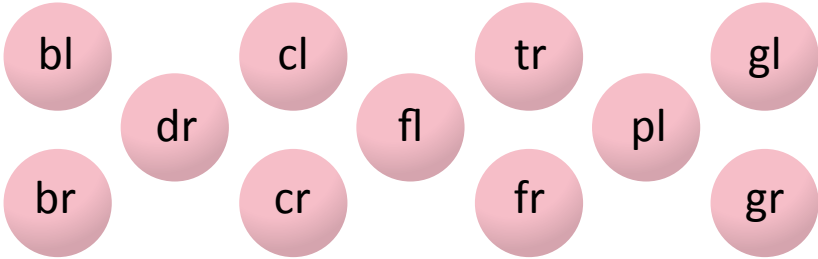


# Phonics Bingo



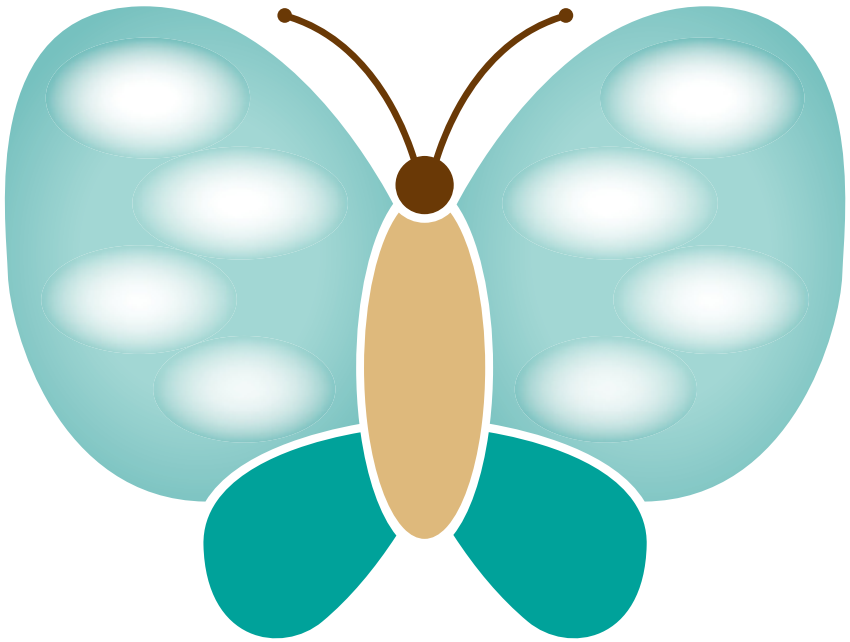


## Phonics Bingo





Phonics Da Vinci







Phonics Da Vinci





# Phonics Da Vinci



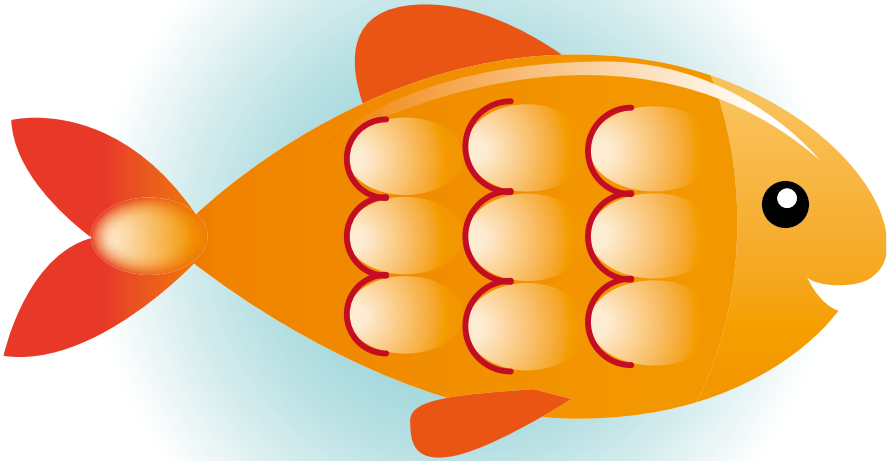


# Phonics Da Vinci





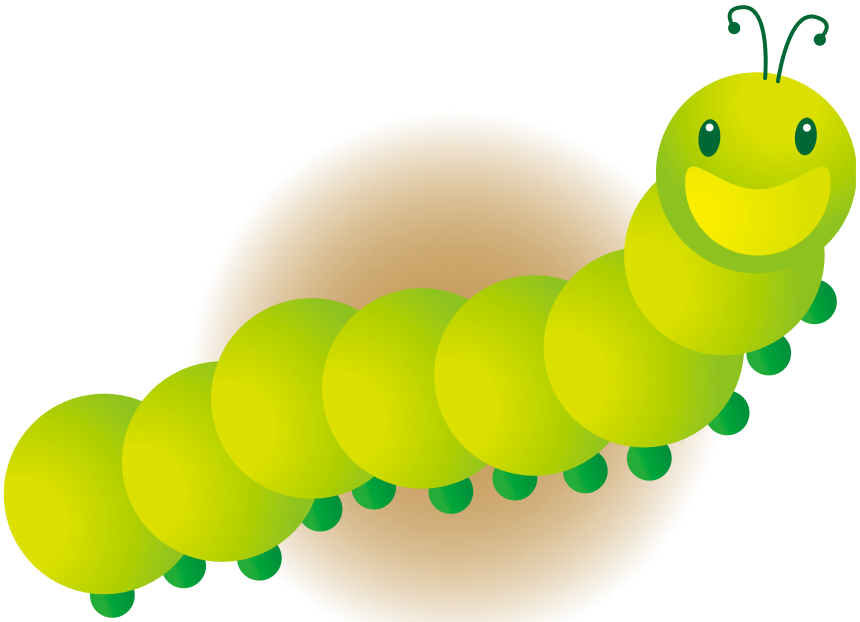
Phonics Da Vinci





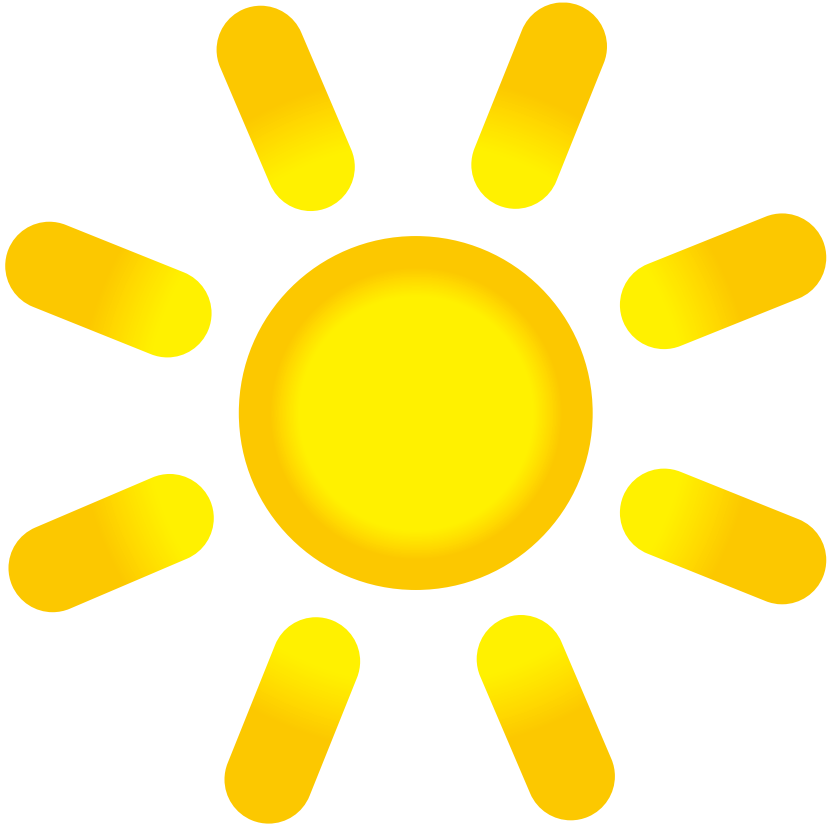


Phonics Da Vinci





Phonics Da Vinci





# Go Get the Monster!

Game board





# Go Get the Monster!

## Other Vowel Cards

### Short oo

- ★ oo
- ★ u

### Long oo

- ★ ew
- ★ o
- ★ oo
- ★ ue
- ★ u-e

ar

### ir

- ★ er
- ★ ir
- ★ ur

### oi

- ★ oi
- ★ oy

### or

- ★ al
- ★ au
- ★ aw
- ★ or
- ★ ough

### ou

- ★ ou
- ★ ow

### schwa

- ★ a
- ★ er
- ★ or





## Vowel Letter Sounds

### Short vowel letter sounds

Short a	a	apple	Short i	i	ink
Short e	e	egg		y	only
	ea	head	Short o	a	wash
				o	fox
			Short u	o	son
				u	ugly
				oo	blood
				ou	young

### Long vowel letter sounds

Long a	a	patient	Long i	ei	height
	a-e	name		i	blind
	ai	aim		ie	tie
	ay	day		i-e	rice
	ei	weight		igh	high
				y	cry
Long e	e	me	Long o	o	motor
	ea	eat		oa	boat
	ee	see		oe	toe
	e-e	eve		o-e	nose
	ei-e	receive		ow	snow
	ie-e	piece	Long u	ew	new
				u	music
				ue	Tuesday
				u-e	cute

The lists of letter sounds on pp.103 - 117 are for teachers' reference only. Teachers should use the lists selectively according to students' ability. They are not prescribed lists for primary students.



## Vowel Letter Sounds

### Other vowel letter sounds

ar	ar	arm
ir	ear	learn
	er	her
	ir	girl
	or	work
	our	journey
	ur	turn
oi	oi	coin
	oy	boy
Short oo	oo	good
	u	put
Long oo	ew	drew
	o	do
	oe	shoe
	oo	moon
	ue	blue
	u-e	rule
or	al	ball
	au	because
	aw	saw
	or	short
	ough	bought
ou	ou	loud
	ow	cow
schwa	a	ago
	er	water
	or	doctor



## Consonant Letter Sounds

	Initial	Ending
b	bear	crab
c (hard)	care	music
c (soft)	cell	once
d	duck	food
f	find	beef
g (hard)	garden	dig
g (soft)	gentle	large
h	home	
j	jar	
k	keep	think
l	life	girl
m	must	room
n	number	rain
p	pick	keep
qu	quick	
r	rare	
s (voiced)		has
s (unvoiced)	sale	bus
t	ticket	hit
v	visit	twelve
w	wet	
x (the letter sound "ks")	exit	box
y	yellow	
z	zoo	quiz



## Consonant Letter Sounds

### Consonant digraph letter sounds

	Initial	Medial	Ending
ch	choose	exchange	search
ch (the letter sound "k")	character	echo	stomach
ch (the letter sound "sh")	chef	machine	
sh	share	fashion	rubbish
ck			rock
gh (the letter sound "f")			laugh
ph (the letter sound "f")	phone	elephant	graph
sc (the letter sound "s" - unvoiced)	science	adolescent	
th (voiced)	this	father	with
th (unvoiced)	think	nothing	earth
ng			ring





## Consonant Letter Sounds

### Consonant blend letter sounds

	Initial	Ending
bl	blog	
cl	class	
dw	dwarf	
fl	flat	
pl	please	
sl	slim	
br	break	
cr	crime	
dr	draw	
fr	front	
gl	glad	
gr	great	
pr	pretty	
tr	trip	
sc (the letter sound "sk")	scan	
sk	skin	ask
sm	smart	
sn	snack	
sp	speak	crisp
st	stop	last
sw	switch	
tw	twist	



## Consonant Letter Sounds

### Consonant blend letter sounds

	Initial	Ending		Initial	Ending
ft		left	fth		fifth
ld		gold	lth		health
lf		shelf	mpt		prompt
lk		milk	sch(the letter sound "sk")	school	
lm		film			
lp		help			
lt		belt	scr	screen	
mp		jump	shr	shrimp	
nd		mind	spl	splash	
nk		bank	spr	spray	
nt		aunt	str	street	
ct		collect	thr	throw	
xt		next	thw	thwart	
chr(the letter sound "cr")	Christmas				

### Magic e

cut	cute
fat	fate
not	note
rid	ride



## English Letter Sounds

Letter	Sound		Examples		
a	short	a	am	cat	black
a	short	o	wash	what	watch
a	schwa	uh	ago	away	alone
a-e	long	a	ate	make	name
ai	long	a	aim	rail	train
al		or	always	talk	salt
ar		ar	arm	start	far
au		or	August	caught	taught
aw		or	saw	paw	claw
ay	long	a	day	May	play
b		b	ball	bird	crab
c	hard	c (=k)	car	come	music
c	soft	c (=s)	cent	cinema	once
ch		ch	chair	child	which
d		d	door	ride	said
e	short	e	egg	tell	bed
e	long	e	eve	me	she
ea	short	e	head	health	wealth
ea	long	e	eat	clean	sea
ee	long	e	see	street	tree
er	schwa	uh	water	father	farmer
ew	long	oo	drew	flew	grew
ew	long	u	few	new	dew
f		f	fell	after	leaf
g	hard	g	go	again	big
g	soft	g (=j)	giant	larger	George
h		h	head	here	home
i	short	i	into	live	hill
ie	long	i	pie	tie	die
i-e	long	i	five	side	kite
j		j	jam	jelly	January
k		k	keep	take	talk
l		l	like	milk	kneel
m		m	mother	some	ham
n		n	not	under	own
ng		ng	song	sing	bring
o	short	o	off	doll	fox



# English Letter Sounds

Letter	Sound		Examples		
o	short	u	son	won	ton
oa	long	o	boat	coat	road
o-e	long	o	bone	nose	smoke
oi		oi	oink	coin	boil
oo	short	oo	look	book	good
oo	long	oo	moon	school	too
or		or	fork	horse	sport
ou		ou	loud	about	house
ow	long	o	snow	slow	pillow
ow		ou	owl	cow	town
oy		oi	boy	toy	enjoy
p		p	picture	open	jump
ph		f	phone	photo	graph
qu		qu	queen	quick	quiet
r		r	round	three	friend
s		s	so	sister	bus
s		z	as	was	his
sh		sh	ship	should	fish
t		t	to	late	rabbit
th	voiced	th	this	they	with
th	unvoiced	th	thin	thick	teeth
u	short	oo	put	push	pussy
u	short	u	up	but	cup
ue	long	oo	blue	glue	true
ue	long	u	duel	fuel	Tuesday
u-e	long	oo	use	rule	rude
u-e	long	u	cube	tune	cute
v		v	van	over	give
w		w	walk	awake	work
wh		w	what	where	when
x		x	exit	next	box
y		y	yes	year	young
y	short	i	only	many	happy
y	long	i	cry	why	reply
z,zz		z	zero	zoo	buzz







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