

## ACKNOWLEDGEMENTS

This resource package *Phonics in Action* is the seventh volume of a teaching resource package series produced by the English Section, Curriculum Development Institute, Education Department, Hong Kong Special Administrative Region, in support of the implementation of the *CDC Syllabus for English Language (Primary 1-6) 1997*.

Many people have offered advice and given assistance in the preparation of this resource package. We wish to thank Mr. Mike Murphy for granting us the permission for the use of his poem 'Spiders Spin' in Activities 22 and 24.

We apologize for any errors or omissions in the above acknowledgements. If the copyright holders contact the English Section of the Curriculum Development Institute, Education Department, Hong Kong Special Administrative Region, correct acknowledgements and necessary arrangements will be made.

# Introduction



# Phonics in Action

## Introduction

'*Phonics in Action*' is the seventh volume of a teaching resource package series produced by the English Section, Curriculum Development Institute, Education Department, Hong Kong Special Administrative Region, in support of the implementation of the *CDC Syllabus for English Language (Primary 1-6) 1997*.

## Design of the Resource Package

'*Phonics in Action*' is a video-based resource package. It is intended to provide resources for professional development workshops among small groups of English teachers working in the same school. Two series of workshops, namely 'Understanding Phonics' and 'Teaching Phonics', can be run using the materials in this resource package.

- **Understanding Phonics** is intended for teachers who are not very familiar with phonics and would like to learn more about it before incorporating the teaching of phonics into their school English programme.
- **Teaching Phonics** is intended for teachers who are familiar with phonics but would like to get some ideas on how to incorporate the teaching of phonics into their school English programme.

Teachers may choose to work on either or both series of workshops.

## Contents of the Resource Package

Each set of '*Phonics in Action*' consists of the following materials:

### 1 Facilitator's Guide

This book provides suggestions and materials for conducting the five workshop sessions in conjunction with viewing the video segments. It states clearly the objectives, programme and suggested procedures for each workshop session. It includes the handouts, keys and overhead masters for all workshop activities. There is also a word list of useful groups of letter sounds and a glossary to provide reference for the workshop facilitator and participants.

- 1 set of Photocopiable Masters This folder contains an additional set of masters of all the evaluation forms, activity sheets and overheads to be used in each workshop session.
- 1 'English Letter Sounds' card This card provides a quick reference for the English letter sounds.
- 1 'Phonics in ELT' leaflet This leaflet includes a brief introduction to the teaching of phonics and a checklist of the English letter sounds.
- 1 Audio CD This 40-minute audio CD has a recording of three poems, a riddle and four tongue twisters to support the seven workshop activities. It also has a recording of the letter sounds with examples as listed in the 'English Letter Sounds' card and the 'Summary of Useful Groups of Letter Sounds'.
- 2 VHS Video Tapes\*
- Video Tape One  
Understanding Phonics This 40-minute video tape focuses on what phonics is and introduces different groups of letter sounds with examples.
  - Video Tape Two  
Teaching Phonics This 30-minute video tape focuses on the teaching of phonics to learners in primary schools and presents some exemplar learning activities.
- 2 VCDs\*
- VCD One  
Understanding Phonics This 40-minute VCD focuses on what phonics is and introduces different groups of letter sounds with examples.
  - VCD Two  
Teaching Phonics This 30-minute VCD focuses on the teaching of phonics to learners in primary schools and presents some exemplar learning activities.

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\*The content of the VHS video tapes and VCDs is identical.

## Icons

The following icons are found in the right column of the suggested procedures for each workshop session. They specify the resources needed for conducting each workshop activity. The facilitator may refer to them when preparing the materials.



Pre- or Post-session  
Self-evaluation Form



Activity Sheet



Key



Overhead Master



Video Segment



Audio CD



'English Letter Sounds' card



'Useful Groups of Letter  
Sounds' word list



'Phonics in ELT' leaflet

### Facilitator

We suggest that an experienced teacher in the school's English Panel takes up the role of facilitator in each series of workshops using the materials in '**Phonics in Action**'. The ideal number of participants in each workshop is 10-15.

The facilitator does not have to be an expert in phonics. His/Her major responsibilities are to:

- read the Facilitator's Guide and view the relevant segments from the video tapes or VCDs before each workshop;
- select the workshop format that is most appropriate for the participants;
- select the workshop activities to use and modify them, if necessary, to meet the needs of the participants;
- plan a programme for each workshop, including the workshop objectives and specific times, including times for breaks;
- make logistic arrangements for each workshop, e.g. booking a large room, the video cassette recorder, VCD player or audio CD player, and making overheads, etc;

- duplicate the handouts to distribute to the participants from the set of photocopiable masters or the Facilitator's Guide;
- lead the discussions during each workshop; and
- find out if the objectives of each workshop are achieved and if not, what follow-up action is necessary.

### **Effectiveness of Phonics**

A lot of teachers have shown interest in teaching phonics to primary school learners. Phonics can facilitate the development of the four language skills, and especially helps learners build up strategies for pronunciation, spelling and reading. Application of phonics knowledge helps young learners gain proficiency and confidence in reading aloud, and develop an interest in reading books in English.

In order to enhance young learners' interest in learning English, we suggest incorporating the teaching of phonics into the school English programme and teaching phonics in the context of the regular learning or teaching resources. We **do not** recommend teaching phonics as a formal system and/or out of the context of the regular learning or teaching resources.

### **Limitations of Phonics**

Teachers also need to understand the limitations of phonics. Phonics is a useful tool for helping young learners develop strategies for attacking the pronunciation and spelling of unknown words. Phonics does not enable young learners to find out the meaning of unknown words. Teachers need to help learners develop skills in reading for meaning.



# Understanding Phonics

# Understanding Phonics

'Understanding Phonics' is intended for teachers who would like to learn more about phonics before incorporating the teaching of phonics into their school English programme.

There are altogether **4 sessions** of learning in 'Understanding Phonics':

Session 1 Background Knowledge

Session 2 Initial Consonants, Consonant Digraphs, Consonant Blends and Short Vowels

Session 3 Ending Consonants, Consonant Digraphs, Consonant Blends, Long Vowels and Other Vowels

Session 4 Onsets, Rimes and Syllables

The programme outlines the schedule for the different activities in each workshop session. The facilitator may adjust the time schedule which includes the time for viewing the video segments and completing the workshop activities to meet the needs of the participants.

## Video Segments

The video segments are the input components in each session. They provide the necessary explanation and clarification required for the content in each session. The facilitator may follow the suggested schedule for each session and invite the participants to watch the relevant segments and complete the pre-, while- and/or post-viewing activities.

## Workshop Activities

There is a variety of workshop activities in each session. The pre-, while- and/or post-viewing workshop activities are designed to help the participants reflect on the content of each session. They stimulate teachers' thinking and encourage them to share their views and experiences in learning phonics. The workshop activities on individual or groups of letter sounds enable the participants to experience how phonics is learnt in context. Participating in these activities helps teachers gain first hand experience in learning phonics and provides them with ideas for designing their own activities when teaching phonics.

The facilitator is encouraged to select, modify and conduct the suggested workshop activities to suit the participants' needs. Suggested keys are provided in this Guide for facilitator's reference.

# Understanding Phonics

Session 1



# Understanding Phonics

## Session 1: Background Knowledge

### Objectives

This 1½-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will understand:

- what phonics is;
- the relationship between phonics and phonetics;
- the limitations of phonics; and
- what the significant groups of letter sounds are.

### Programme

<b>Welcome and Introduction</b>	10 min
<b>Activity 1</b> ◆ Spelling and Pronunciation	10 min
<b>Video Segment A &amp; Activity 2</b> ◆ Phonics and Phonetics	25 min
<b>Video Segment B &amp; Activity 3</b> ◆ Phonics	10 min
<b>Activity 4 &amp; Activity 5</b> ◆ Limitations of Phonics ◆ Unpredictable Pronunciation and Spelling	15 min
<b>Activity 6</b> ◆ Significant Groups of Letter Sounds	15 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>90 min</b>



## Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 1 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E1-2, A1-6** for each participant.
- **Keys A1-6** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 1-3** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments A & B**.
- Set the **Audio CD** for '**Unpredictable Pronunciation and Spelling**' for Activity 5.
- Copies of the '**English Letter Sounds**' card can be provided for each participant as a useful reference for Activity 6.
- Prepare large sheets of paper or write-on transparencies as well as markers for the participants for Activity 1.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up on some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

## Workshop Session 1

### Welcome & Introduction

- Welcome the participants and explain your role as the facilitator:
  - ◇ You will help the participants meet the objectives of the workshop.
  - ◇ You will be introducing the activities and the video segments.
  - ◇ You will be keeping an eye on the time and helping the workshop run smoothly.

- Distribute Handout E1 and ask the participants to evaluate their prior understanding of phonics. Do not collect the evaluation forms from the participants.



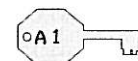
### Activity 1

- Explain that as the participants will be enhancing their knowledge of how the sound and spelling system of English works, it may be useful to start off by giving them a chance to review what they know about spelling and pronunciation.
- Distribute Handout A1. Refer the participants to the two questions in Handout A1.
- Give large sheets of paper or transparencies to the participants. Ask them to discuss in groups and record on the paper or transparencies:
  - ◇ the functions of the 26 letters of the English alphabet; and
  - ◇ the problems they had with spelling and pronunciation when they were learning English.
- Do not comment on their answers. Display their work around the room. Encourage them to find out if they have a different view by the end of the workshop.

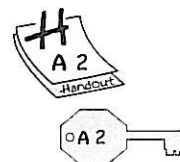


### Video Segment A & Activity 2

- Tell the participants that they are going to watch a video segment from a phonics workshop for some primary school teachers.
- Ask the participants to note and record the explanation of the functions of letters, the relationship between phonics and phonetics, and letter-sound relationships in Handout A1.
- Play Video Segment A (length: 5 min) once through without any pauses.
- After viewing, invite the participants to share their answers to the questions for Activity 1. Refer to Key A1 for suggested answers.
- Tell the participants that they will consolidate their knowledge of the relationship between phonics and phonetics in Activity 2.

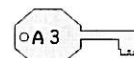


- Display Overhead 1. Ask the participants how many sounds there are in the word 'cash'. Then invite them to break the word into 3 pronunciation units: c, a, sh.
- Check if the participants are familiar with the International Phonetic Alphabet (IPA). Invite them to transcribe the word 'cash' using the IPA. Display the phonemic transcription for 'cash' on Overhead 1.
- Distribute Handout A2 and ask the participants to discuss and complete Activity 2. Discuss and check the answers with the participants. Refer to Key A2 for suggested answers.
- Ask the participants to discuss why primary pupils should be taught phonics instead of phonetics. Refer to Key A2 for suggested answers.



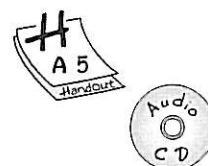
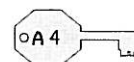
### Video Segment B & Activity 3

- Tell the participants that they are going to watch another video segment from the same phonics workshop.
- Distribute Handout A3. Invite the participants to note and record the explanation related to the definition and limitations of phonics while they are viewing the video segment.
- Play Video Segment B (length: 3 min) once through without any pauses.
- After viewing, invite the participants to share their answers. Refer to Key A3 for suggested answers.



### Activity 4 & Activity 5

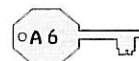
- Distribute Handout A4. Ask the participants to read aloud the words in each row and complete Part A in groups.
- Invite the participants to share their answers. Refer to Key A4 for suggested answers.
- Ask the participants to discuss the possible difficulties their pupils may have in reading aloud these words.
- Distribute Handout A5 and play the recording of the poem 'Unpredictable Pronunciation and Spelling' from the Audio CD. Ask the participants to note the pronunciation and spelling of the words in bold in the poem.



- Invite the participants to share what they think their pupils' greatest difficulties are when coming to grips with spelling and pronunciation.
- Ask the participants to discuss and complete Part B. They write down what teachers should be aware of when they teach phonics. Then invite them to share their views. Refer to Key A4 for suggested answers.

### Activity 6

- Display Overhead 2. Invite the participants to read aloud the 5 words: cup, ten, head, phone, cash.
- Then ask the participants to read aloud the underlined part in each word. Tell the participants that each underlined part is called a letter sound.
- Distribute Handout A6. Read aloud the examples and then the underlined parts. Draw the participants' attention to the names of the 5 significant letter sound groups. Tell the participants that letter sounds are often grouped according to their pronunciation, spelling and/or position in words.
- Distribute copies of the 'English Letter Sounds' card and explain that it provides a quick reference for the English letter sounds. It can also help them complete Activity 6.
- Refer participants to the side on 'Spellings of Vowel Sounds' and ask them to find a few more examples for the short vowels (short a, e, i, o, u), long vowels (long a, e, i, o, u), and other vowels (e.g. long oo, or).
- Refer participants to the side on 'English Letter Sounds' and ask them to find a few more examples for initial consonants (e.g. d, s, th) and ending consonants (e.g. m, k, sh). Tell the participants that they can also include the consonant blends, e.g. 'st' which is a combination of the letter sounds 's' and 't'.
- Invite the participants to share their answers. Refer to Key A6 for suggested answers.
- Ask the participants to work on Part B in groups. They find a few more examples for each group of letter sounds. Refer to Key A6 for suggested answers.





## Conclusion

- Ask the participants to reflect on what they have learnt in Session 1. Invite them to write down a few key terms introduced in this session.
- Display Overhead 3 and ask the participants if they have written down the same key terms.
- Encourage the participants to refer to the large sheets or transparencies prepared for Activity 1 and displayed around the room. Invite them to express if they have a different view on the functions of English letters now.
- Distribute Handout E2 and ask the participants to evaluate their own understanding of phonics now. Invite them to compare it with the evaluation form filled in at the beginning of Session 1.



# Understanding Phonics

Session 2

# Understanding Phonics

## Session 2: Initial Consonants, Consonant Digraphs, Consonant Blends and Short Vowels

### Objectives

This 2-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will know more about:

- initial consonants;
- initial consonant digraphs;
- initial consonant blends;
- short vowels; and
- significant initial consonant, consonant digraph, consonant blend and short vowel letter sounds.

### Programme

<b>Introduction</b>	5 min
<b>Activity 7</b> ◆ Initial r	10 min
<b>Activity 8</b> ◆ Initial c	10 min
<b>Video Segment C &amp; Activity 9</b> ◆ Initial Consonants, Consonant Digraphs and Consonant Blends	25 min
<b>Activity 10</b> ◆ Initial Consonants	15 min
<b>Video Segment D &amp; Activity 11</b> ◆ Short Vowels	25 min
<b>Activity 12</b> ◆ Short a	10 min

<b>Activity 13</b> ◆ Short Vowels	15 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>120 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 2 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E3-4, A7-13** for each participant.
- **Keys A7-13** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 4-9** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments C & D**.
- Set the **Audio CD** for '**Round the Ragged Rocks**' for Activity 7, and '**Letter-sound Riddle**' for Activity 8.
- Copies of the '**English Letter Sounds**' card, the '**Phonics in ELT**' leaflet and the '**Useful Groups of Letter Sounds**' word list can be provided for each participant as useful references for Activities 8, 10 and 12.
- Prepare timers if you intend to hold the tongue twister reading competition for Activity 7.
- Prepare large sheets of paper or write-on transparencies as well as markers for the participants for Activities 10, 12 and 13.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up on some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.



## Workshop Session 2

### Introduction

- Invite the participants to refer to Handout A6 distributed in Session 1. Introduce the content of this session: initial consonants and short vowels.
- Distribute Handout E3 and ask the participants to evaluate their prior understanding of initial consonants and short vowels. Do not collect the evaluation forms from the participants.



### Activity 7

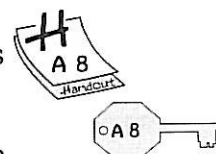
- Tell the participants that they are going to learn a tongue twister and one letter sound.
- Play the recording of the tongue twister 'Round the Ragged Rocks' from the Audio CD. Display Overhead 4 and discuss the meaning of the tongue twister with the participants using the pictorial clues.
- Circle all the words beginning with the letter 'r' in the title of the tongue twister. Ask the participants to read aloud the letter sound 'r' and then the title, paying special attention to the pronunciation of the letter sound 'r'. Refer to Key A7 for suggested answers.
- Distribute Handout A7. Ask the participants to complete Parts A and B in pairs. Invite them to share their answers. Refer to Key A7 for suggested answers. Then ask them to work on Part C.
- Distribute timers for Part D which is a tongue twister reading competition. Give each participant 30 seconds to practise reading the tongue twister as fast and as accurately as they can. Choose a winner in each group and invite him/her to demonstrate how to read the tongue twister clearly and quickly. If time allows, another round of competition may be organized to choose the champion among the winners.



### Activity 8

- Tell the participants that they are going to solve a letter-sound riddle and learn 2 letter sounds.

- Display Overhead 5. Read the riddle aloud or play its recording on the Audio CD. Invite the participants to solve the riddle. Elicit the correct answer (canteen) from the participants.
- Distribute Handout A8. Ask the participants to complete Parts A-C. Refer to Key A8 for suggested answers.
- Ask the participants to read aloud the initial letter sound of the words circled in Part C and then put them in two columns according to the initial letter sound in Part D.
- Ask the participants to refer to the 'English Letter Sounds' card and discuss when 'c' is pronounced as 'k' and when it is pronounced as 's'. Check if they understand what 'hard c' and 'soft c' mean. Then ask them to complete Part E in pairs. Refer to Key A8 for suggested answer.



### Video Segment C & Activity 9

- Display Overhead 6, which is the poem 'Shell Secrets'. Tell the participants that in the video segment, the teacher uses the poem to teach initial consonants.
- Distribute Handout A9. Tell the participants that the content of the video segment may help them complete Activity 9.
- Play Video Segment C (length: 4 min) once through without any pauses.
- After viewing, invite the participants to work on Parts A and B in groups. When all groups have finished, invite them to share their answers. Refer to Key A9 for suggested answers.
- Distribute copies of the 'Useful Groups of Letter Sounds' word list and explain that it provides more examples of words with the same letter sound.
- Ask the participants to work on Part C in groups by referring to the 'Useful Groups of Letter Sounds' word list and finding more examples for each group of letter sounds.

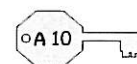


### Activity 10

- Tell the participants that Activity 10 helps them consolidate their knowledge of initial consonant letter sounds.
- Write the letter 't' on the board and ask the participants to suggest words beginning with 't'. Then they discuss and put the words in 3 groups according to their spelling and

pronunciation. Write 3 key words on the board to provide hints: tea (initial consonants with a single letter), this (initial consonant digraphs) and train (initial consonant blends). The terms 'initial consonants with a single letter', 'initial consonant digraphs' and 'initial consonant blends' may be written on the board but remind the participants that they are for teachers' reference only and pupils should not be taught these terms.

- Distribute Handout A10 and ask the participants to do Part A in groups. Explain that they have to complete the 'word steps' by adding a new word beginning with 't' each time. Every word added should make sense to the meaning of the whole expression, e.g. tiger, thin tiger. Words with consonant digraphs and consonant blends beginning with 't' may also be used. Suggest that they may refer to the 'Useful Groups of Letter Sounds' word list. Refer to Key A10 for suggested answers.
- Ask the participants to complete Part B by choosing any letter sound from the list in the shaded oval and creating their group's word steps. Then ask them to read aloud the words in their word steps. Refer to Key A10 for suggested answers.
- Invite the participants to work on Part C by discussing how the words used in Part B should be grouped and presented visually in the classroom or a phonics book. Refer to the leaflet 'Phonics in ELT' and explain that visual representations like the word octopus, word tree and word train are often used to help learners grasp the concept of letter sounds. Refer to Key A10 for suggested answers.
- Give large sheets of paper or transparencies to each group of participants. Ask them to present their word steps on the paper or transparencies and display them around the room.

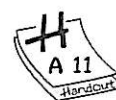


### Video Segment D & Activity 11

- Play the 'Kim's Game' with the participants. Display Overhead 7, which is the scene of a sick elephant's bedroom, for 15 seconds and then remove or cover it. Then ask the participants to name the animals in the picture. Write all the names on the board.
- Display Overhead 7 and circle the words 'elephant', 'octopus' and 'duck' on the board. Then underline the first vowel letter sound in the 3 words: elephant, octopus, uck. Check if the participants can read aloud the letter sounds.

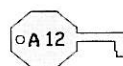


- Ask the participants to suggest names beginning with the same vowel letter sound for the animals. (Possible answers are Edward, Eddie, Oscar, Otto. Names beginning with the letter sound 'u' is not common in English.) Do not disclose the names of the animals. Tell the participants that it is a common strategy to use names or words beginning with short vowel letter sounds to help pupils remember their pronunciation.
- Tell the participants that they are going to watch a video segment on short vowels. Explain that the teacher in the phonics workshop uses the picture of the sick elephant's bedroom to introduce the 5 short vowels. Ask the participants to find out if she uses the names suggested by them.
- Distribute Handout A11. Explain that the content of the video segment may help them complete Activity 11.
- Play Video Segment D (length: 6 min) once through without any pauses.
- After viewing, invite the participants to work on Parts A-D in groups. When all groups have finished, invite them to share their answers. Refer to Key A11 for suggested answers.
- Write the words 'red' and 'head' on the board. Ask the participants to underline the vowel letter sounds in these 2 words. Then they discuss if these 2 words should be put in the same letter sound group and why. Elicit from them that the vowels in these 2 words have the same pronunciation but different spelling. They are 2 different letter sounds and therefore should be grouped separately. Then ask the participants to complete Part E. Refer to Key A11 for suggested answers.



### Activity 12

- Display Overhead 8. Discuss the content of the 2 pictures with the participants.
- Distribute Handout A12. Invite the participants to read aloud the rhyme under the picture of the happy cat together.
- Ask the participants to complete the rhyme about the sad cat and then read it aloud together. Refer to Key A12 for suggested answers.
- Ask the participants to use rhyming words containing the short a sound to complete Parts B and C.

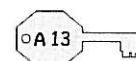


- Ask the participants to work on Part D in groups by writing a rhyme about a person, an animal or an object containing the short a sound (e.g. man, bat, fan). Suggest that they refer to the 'Useful Groups of Letter Sounds' word list.
- Give large sheets of paper or transparencies to each group of participants. Ask them to write their rhymes on the paper or transparencies to display around the room and then read aloud the rhymes.



### Activity 13

- Display Overhead 9 and introduce the word pyramid. Ask the participants to read aloud the words from top to bottom.
- Distribute Handout A13. Ask the participants to create a word pyramid using any short vowel letter sound. They write the selected letter sound on the first line. Then working from top to bottom, they write a new word containing the same letter sound plus one more letter on the following line. Remind them to be very careful because adding a letter sometimes changes the letter sound, e.g. red → head. Refer to Key A13 for suggested answers.
- Give large sheets of paper or transparencies to each group of participants. Ask them to draw their word pyramids on the paper or transparencies to display around the room and then read aloud the words. The group of participants who can produce the largest word pyramid and with most accurate letter sounds is the winner of the game.



### Conclusion

- Ask the participants to look at the word steps, the rhymes and the word pyramids displayed around the room and reflect on what they have learnt in Session 2. Invite them to name the key terms introduced in this session, e.g. initial consonants, consonant digraphs, consonants blends, short vowels.
- Distribute Handout E4 and ask the participants to evaluate their understanding of initial consonants and short vowels now. Invite them to compare it with the evaluation form filled in at the beginning of Session 2.





# Understanding Phonics

Session 3

# Understanding Phonics

## Session 3: Ending Consonants, Consonant Digraphs, Consonant Blends, Long Vowels and Other Vowels

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### Objectives

This 2-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will know more about:

- ending consonants;
- ending consonant digraphs;
- ending consonant blends;
- long vowels;
- other vowels; and
- significant ending consonant, consonant digraph, consonant blend, long vowel and other vowel letter sounds.

### Programme

<b>Introduction</b>	5 min
<b>Activity 14</b> ◆ Ending Consonants	15 min
<b>Video Segment E &amp; Activity 15</b> ◆ Ending Consonants, Consonant Digraphs and Consonant Blends	15 min
<b>Activity 16</b> ◆ Ending k	15 min
<b>Video Segment F &amp; Activity 17</b> ◆ Long Vowels	15 min
<b>Activity 18</b> ◆ Magic e	15 min

<b>Video Segment G &amp; Activity 19</b> ◆ Other Vowels	20 min
<b>Activity 20</b> ◆ Schwa	15 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>120 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 3 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E5-6, A14-20** for each participant.
- **Keys A14-20** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 10-17** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments E, F & G**.
- Set the **Audio CD** for 'Myrtle the Turtle' for Activity 19.
- Copies of the '**English Letter Sounds**' card and the '**Useful Groups of Letter Sounds**' word list can be provided for each participant as useful references for Activities 15, 16, 17 and 19.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up on some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

### Workshop Session 3

#### Introduction

- Revise with the participants the initial consonant and short vowel letter sounds learned in Session 2. Introduce the content

of this session: ending consonants and some other vowels.

- Distribute Handout E5 and ask the participants to evaluate their prior understanding of ending consonants, long vowels and other vowels. Do not collect the evaluation forms from the participants.



### Activity 14

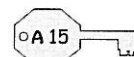
- Tell the participants that they will first look at ending consonants.
- Display Overhead 10 to introduce a word maze on classroom objects. Tell the participants that there are 9 words hidden in this word maze. Circle the word 'chalk' as an example and invite the participants to find 2 more words. Refer to Key A14 for suggested answers.
- Distribute Handout A14. Invite the participants to work in pairs and complete Part A. When all groups have finished, invite them to circle the words in the word maze on Overhead 10. Refer to Key A14 for suggested answers.
- Ask the participants to work on Part B in pairs. They write down the words circled in Part A and then break up each word into 3 letter sounds: initial consonant, vowel and ending consonant. After that, ask them to underline all the ending consonant letter sounds. Demonstrate how to break up the word 'chalk' into 'ch, al, k' and underline 'k' as an example. Refer to Key A14 for suggested answers.
- When all groups have finished, invite them to share their answers. Display Overhead 11 to help them check their answers.
- Invite the participants to work on Part C together by reading aloud the words from Part B and then the ending consonant letter sounds. Ask them to discuss which ending letter sounds may be difficult for their pupils to pronounce and why. Refer to Key A14 for suggested answers.



### Video Segment E & Activity 15

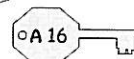
- Revise with the participants the types of initial consonants introduced in Session 2. Elicit from them the terms 'initial consonants', 'initial consonant digraphs' and 'initial consonant blends'.

- Tell the participants that they are going to watch a video segment on ending consonants. Ask them to find out if ending consonants can also be digraphs and blends.
- Display the word tree on Overhead 12 and ask the participants if they know how to make it. Tell the participants that in the video segment, the teacher presents a set of instructions for making a word tree. Draw the participants' attention to the 5 words under the word tree: First, Second, Third, Then, Last. Explain that the teacher uses these words to introduce the instructions.
- Underline the ending consonants of the 5 words on Overhead 12 and ask the participants what type of ending consonants they are.
- Play Video Segment E (length: 3 min) once through without any pauses.
- After viewing, distribute Handout A15. Ask the participants to complete Part A in groups. They first match the descriptions with examples of letter sounds. Then they find words containing the letter sounds listed in each group. Encourage them to find other examples of letter sounds from the 'Useful Groups of Letter Sounds' word list. Invite them to share their answers in class. Refer to Key A15 for suggested answers.
- Ask the participants to complete Part B in groups. Invite them to share their views on why ending consonants should be taught to primary pupils. Refer to Key A15 for suggested answers.



### Activity 16

- Distribute Handout A16.
- Ask the participants to complete the dialogue in Part A. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list. Write the words they suggest on the board or a transparency. Then check the answers with them. Refer to Key A16 for suggested answers.
- Invite the participants to work in pairs and complete Part B. Check if the participants know that 'k', '-k-', 'lk' and 'nk' are 4 different ending consonant letter sounds. Ask them to use words from the dialogue in Part A and think of more words to put in each word cake. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list. Refer to Key A16 for suggested answers.





- Invite the participants to work in pairs and complete Part C. They discuss whether the ending 'k', '-k-', 'lk' and 'nk' letter sounds are difficult for their pupils to pronounce and why. Then ask them to discuss if the 4 letter sounds should be taught at the same time to primary pupils and why. Refer to Key A16 for suggested answers.

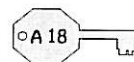
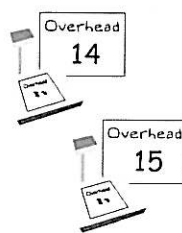
### Video Segment F & Activity 17

- Write 'Short a, e, i, o, u' on the board or a transparency and then invite the participants to read aloud the 5 short vowels learnt in Session 2. They may refer to the 'English Letter Sounds' card if necessary.
- Write 'Long a, e, i, o, u' on the board or a transparency and tell the participants that they will now look at the 5 long vowels.
- Display the first sentence on Overhead 13. Invite the participants to read it aloud paying special attention to the pronunciation of the vowel letter sounds.
- Display the second sentence on Overhead 13. Ask the participants to read aloud the underlined vowel letter sounds only.
- Distribute Handout A17. Invite the participants to complete Part A in groups. They identify and list the 5 short and 5 long vowel letter sounds from the sentence. Then check the answers with them and ask them to read aloud the 5 long vowel letter sounds. Refer to Key A17 for suggested answers.
- Tell the participants that they are going to watch a video segment on long vowels. The content of the video segment may help them complete Part B.
- Play Video Segment F (length: 5 min) once through without any pauses.
- After viewing, invite the participants to work in groups and complete Part B. Encourage them to refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list. Then check the answers with them. Refer to Key A17 for suggested answers.
- Ask the participants what they have learnt about the letter-sound relationships of long vowels. Invite them to share their views on how phonics helps their pupils with spelling and tell them to complete Part C. Refer to Key A17 for suggested answers.



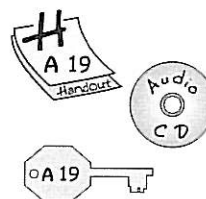
### Activity 18

- Put Overhead 14 on top of Overhead 15 and display them together. Turn Overhead 14 only and introduce to the participants that this is a word spinner to practise the 'Magic e'. Then explain how the addition of the letter 'e' changes short vowels into long vowels.
- Discuss with the participants if the word spinner can help pupils practise other letter sounds.
- Distribute Handout A18. Invite the participants to complete Activity 18 in groups. They circle the spelling mistakes in the letter and write the correct words nearby. Refer to Key A18 for suggested answers.
- Ask the participants if they have realized that the 'Magic e' corrects the mistakes. Ask them to read aloud the pairs of words.
- Invite the participants to work in groups and complete Parts B and C. They may refer to the 'Useful Groups of Letter Sounds' word list for more examples of words with the 'Magic e'. Refer to Key A18 for suggested answers.



### Video Segment G & Activity 19

- Display Overhead 16 and do a quick revision of long vowel, short vowel and consonant letter sounds. Ask the participants to read aloud the vowel letter sounds and think of words containing each vowel by inserting ending and/or initial consonant letter sounds.
- Display Overhead 17. Introduce to the participants that they are going to learn 8 more vowels which are grouped under 'Other Vowels' in this resource package. Invite them to think of words containing these vowel letter sounds by inserting ending and/or initial consonant letter sounds. Suggest that they refer to the 'English Letter Sounds' card, if necessary.
- Distribute Handout A19. Play the recording of the poem 'Myrtle the Turtle' from the Audio CD. Ask the participants to listen and complete Part A. Refer to Key A19 for suggested answers.
- Tell the participants that the words they have used in Part A contain the 8 other vowel letter sounds. Refer to Part B for the list of 'Other Vowels'.

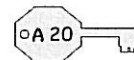


- Tell the participants that they are going to watch a video segment which may help them complete Part B.
- Play Video Segment G (length: 4 min) once through without any pauses.
- After viewing, ask the participants to work on Part B in groups. Then check the answers with them. Refer to Key A19 for suggested answers. Invite them to read aloud the vowel sounds in the first column of Part B.
- Ask the participants to work in groups and complete Part B. Remind them that there may be different spellings for each vowel sound. They may refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list if necessary.



### Activity 20

- Ask the participants to review what they have learnt about schwa from Video Segment G. Ask them to read aloud the schwa sound together.
- Write the words 'a', 'an', 'the' on the board. Ask the participants to read them aloud and discuss if there is any difference in their pronunciation as isolated words and in a sentence.
- Distribute Handout A20. Ask the participants to complete Part A in groups. They compare the pronunciation of the articles in the proverb and as isolated words. Then ask them to underline all the schwa sounds in the proverb. Refer to Key A20 for suggested answers.
- Invite them to discuss and complete Part B together. They discuss where the schwa sound occurs frequently.
- Ask the participants to do Part C in groups. They study the use of the schwa sound in a dialogue. Suggest that they can refer to the 'Useful Groups of Letter Sounds' word list when necessary. Then check the answers with them. Refer to Key A20 for suggested answers.
- Ask the participants to discuss in groups how they should teach the schwa sound to their pupils. Refer to Key A20 for suggested answers.
- Remind the participants about the limitations of phonics discussed in Session 1. Tell them to teach the schwa sound in weak syllables and unstressed words in context and highlight



the use of the schwa sound in function words such as articles, connectives and prepositions.

### Conclusion

- Ask the participants to reflect on what they have learnt in Session 3. Invite them to name the key terms introduced in this session, e.g. long vowels, other vowels, Magic e, schwa, ending consonants.
- Distribute Handout E6 and ask the participants to evaluate their understanding of ending consonants, long vowels and other vowels now. Invite them to compare it with the evaluation form filled in at the beginning of Session 3.



# Understanding Phonics

Session 4



# Understanding Phonics

## Session 4: Onsets, Rimes and Syllables

### Objectives

This 1½-hour workshop is intended for teachers who need some background knowledge about phonics. By the end of the workshop, the participants will know more about:

- onsets;
- rimes; and
- syllables.

### Programme

<b>Introduction</b>	5 min
<b>Video Segment H &amp; Activity 21</b> ◆ Onsets and Rimes	20 min
<b>Activity 22</b> ◆ Rimes and Rhyme	20 min
<b>Activity 23</b> ◆ Onsets and Alliteration	20 min
<b>Video Segment I &amp; Activity 24</b> ◆ Syllables	20 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>90 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 4 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E7-8, A21-24** for each participant.

- **Keys A21-24** which provide suggested answers to the activities are mainly for your reference. You may decide if it is necessary to make copies for the participants.
- After reading the description of the workshop and planning your session, you may also want to make transparencies of **Overheads 18-20** for ease of reference during the workshop.
- Set **Video Tape One** or **VCD One** for **Video Segments H & I**.
- Set the **Audio CD** for '**Spiders Spin**', '**Silly Sally**', '**Six Short Snakes**' and '**Lazy Lucy**' for Activities 22, 23 and 24.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segments should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

## Workshop Session 4

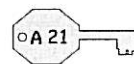
### Introduction

- Revise with the participants the vowel and consonant letter sounds learnt in Session 3. Introduce the content of this session: onsets, rimes and syllables.
- Distribute Handout E7 and ask the participants to evaluate their prior understanding of onsets, rimes and syllables. Do not collect the evaluation forms from the participants.



### Activity 21

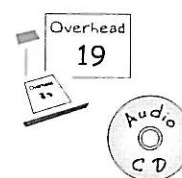
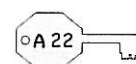
- Distribute Handout A21. Ask the participants to work on Part A in groups. They complete a poem with the help of picture prompts.
- Check the answers with the participants. Refer to Key A21 for suggested answers.
- Display only the word 'cat' on Overhead 18. Ask the participants how many letter sounds there are in the word 'cat' and what they are. Display the first diagram to show the 3 letter sounds in 'cat'.



- Display the second diagram and show the participants how this monosyllabic word (i.e. word with one syllable) can be broken up into 2 units: onset and rime. Draw their attention to the words they used to fill in the poem in Part A. Elicit from the participants that they share the same rime 'at'.
- Ask the participants to complete Part B. They find more words with the same onset and rime as those of the word 'mad'. Then check the answers with them. Refer to Key A21 for suggested answers.

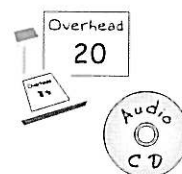
### Video Segment H & Activity 22

- Tell the participants that they are going to watch a video segment about onsets and rimes. Distribute Handout A22 and explain that the content of the video segment may help them complete Part A.
- Play Video Segment H (length: 5 min) once through without any pauses.
- After viewing, ask the participants to work in groups and complete Part A. Then check the answers with them. Refer to Key A22 for suggested answers.
- Display Overhead 19 which is the poem 'Spiders Spin'. Invite the participants to read through it once quickly. Play the recording of the poem from the Audio CD and ask the participants to find words which rhyme in the first 10 rows. Overlay another blank transparency and underline the rhyming words as suggested by the participants.
- Invite the participants to complete Part B. They read aloud the poem in groups and find other words which rhyme. Refer to Key A22 for suggested answers.
- Elicit from the participants that rhyming words may not contain the same rime, e.g. bray, neigh (lines 7 & 8). Tell them that knowledge of rimes can help pupils identify rhyming words and enhance their skills in pronunciation and spelling.

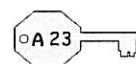


### Activity 23

- Display the first tongue twister 'Silly Sally' on Overhead 20. Play its recording from the Audio CD and ask the participants which letter sound they can focus on for practice.

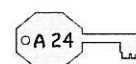


- Underline all words beginning with the letter 's'. Elicit from the participants that words starting with the same letter sound are alliterative and the letter sound 's' is the focused letter sound in the tongue twister. Invite them to read aloud the tongue twister as quickly as they can.
- Display the second tongue twister on Overhead 20. Play the recording of 'Six Short Snakes' from the Audio CD. Ask the participants what they notice about the onsets of words in the tongue twister. Elicit from the participants that the onsets include not only the consonant 's' but also a consonant digraph and three consonant blends beginning with 's'. Underline the onsets 's', 'sh', 'sl', 'sn' and 'st'. Point out that words beginning with different letter sounds are **not** alliterative.
- Invite the participants to discuss which tongue twister can facilitate the learning of phonics.
- Distribute Handout A23. Draw the participants' attention to Part A. Play the recording of 'Lazy Lucy' from the Audio CD. Invite the participants to underline the onset 'l' and then read the tongue twister aloud.
- Ask the participants to work in groups and complete Part B. Provide hints for them if necessary. Invite them to read aloud their tongue twisters. Refer to Key A23 for suggested answers.
- Invite the participants to work on Part C and then read aloud the tongue twisters they have created.
- Invite them to discuss why tongue twisters can help their pupils in learning phonics.



### Video Segment I & Activity 24

- Display Overhead 19 again.
- Distribute Handout A24. Play the Audio CD and ask the participants to listen to the poem and complete Part A.
- When they finish, do not check the answers but discuss Part B with them. Explain that the way dictionaries split double letters (e.g. 'll', 'pp') is confusing to pupils in the development of phonological awareness. Tell them that syllables should be identified according to the chunks of sound in a word.
- Ask them to complete Part C. Then check the answers with them. Refer to Key A24 for suggested answers.



- Play Video Segment I (length: 5 min) once through without any pauses. Tell the participants to note the importance of chunking and blending letter sounds and why pupils need to develop the skills of cutting words up into syllables.



### Conclusion

- Ask the participants to reflect on what they have learnt in Session 4. Invite them to name the key terms introduced in this session, e.g. onsets, rimes, syllables, rhyme, alliteration.
- Distribute Handout E8 and ask the participants to evaluate their own understanding of onsets, rimes and syllables now. Invite them to compare it with the evaluation form filled in at the beginning of Session 4.





# Teaching Phonics

# Teaching Phonics

'Teaching Phonics' is intended for teachers who are familiar with phonics but would like to get some ideas on how to incorporate the teaching of phonics into their school English programme.

There is **1 session** of learning in 'Teaching Phonics':

Session 5 Teaching Phonics

Teachers who do not need to learn about what phonics is may work on this workshop session only. If necessary, the facilitator may introduce or make reference to the appropriate workshop sessions in 'Understanding Phonics' to help the participants clarify concepts and learn more about phonics.

The programme outlines the schedule of the different activities in this workshop session. The facilitator may adjust the time schedule which includes the time for viewing the video segment and completing the workshop activities to meet the needs of the participants.

## Video Segment

The 30-minute video segment provides the necessary explanation and clarification required for this session. The facilitator may follow the suggested schedule and invite the participants to watch the relevant segments and complete the pre-, while- and/or post-viewing activities.

## Workshop Activities

The workshop activities in this session are designed to help the participants reflect on the content of the video segment and encourage them to share their views and experiences in teaching phonics. Teachers may work collaboratively and experience how to develop overall plans on the teaching of phonics. Participating in these activities may stimulate teachers' thinking when they design activities to teach phonics in context. The facilitator is encouraged to select, modify and conduct the suggested workshop activities to suit the participants' needs.

# Teaching Phonics

## Session 5



# Teaching Phonics

## Session 5: Teaching Phonics

### Objectives

This 2-hour workshop is intended for teachers who are familiar with phonics but would like some ideas on how to incorporate the teaching of phonics into their school English programme. By the end of the workshop, the participants will understand:

- why, when and how phonics is taught;
- the steps in conducting a phonics mini lesson; and
- how to develop an overall plan for phonics mini lessons.

### Programme

<b>Welcome &amp; Introduction</b>	5 min
<b>Video Segment J &amp; Activity 25</b> <ul style="list-style-type: none"><li>◆ Why is phonics taught?</li><li>◆ When is phonics taught?</li><li>◆ How is phonics taught?</li><li>◆ What are the steps in conducting a phonics mini lesson?</li></ul>	40 min
<b>Activity 26</b> <ul style="list-style-type: none"><li>◆ Developing an overall plan for phonics mini lessons</li></ul>	40 min
<b>Activity 27</b> <ul style="list-style-type: none"><li>◆ Designing activities for a phonics mini lesson</li></ul>	30 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>120 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 5 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E9-10, A25-27** for each participant.
- **Key A26** which provides suggested answers for Activity 26 is mainly for your reference. You may decide if it is necessary to make copies for each participant.
- Set **Video Tape Two** or **VCD Two** for **Video Segment J**.
- Copies of '**Phonics in ELT**', '**Useful Groups of Letter Sounds**' and '**Summary of Useful Groups of Letter Sounds**' can be provided for each participant as useful references for Activity 26.
- Prepare large sheets of paper or write-on transparencies as well as markers for the participants for Activity 26.
- Ask the participants to bring along textbooks or storybooks for their P1, 2 or 3 pupils for Activity 26.
- Introduce or make reference to the appropriate workshop sessions in 'Understanding Phonics', if necessary, to help the participants clarify concepts in phonics.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segment should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

### Workshop Session 5

#### Welcome & Introduction

- Welcome the participants and introduce the content of this session: when, why and how phonics is taught.
- Explain your role as the facilitator if the participants have not attended Sessions 1-4 of 'Understanding Phonics':
  - ◇ You will help the participants meet the objectives of the workshop.
  - ◇ You will be introducing the video segment and follow-up activities.
  - ◇ You will be keeping an eye on the time and helping the workshop run smoothly.

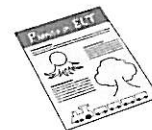


- Distribute Handout E9 and ask the participants to evaluate their prior understanding of how to incorporate the teaching of phonics into the school programme.



### Video Segment J & Activity 25

- Write the following 4 questions on the board and invite the participants to share their views:
  - ◆ Why is phonics taught?
  - ◆ When is phonics taught?
  - ◆ How is phonics taught?
  - ◆ What are the steps in conducting a phonics mini lesson?
- Tell the participants that they are going to watch a video segment from a phonics workshop for some primary school teachers.
- Distribute Handout A25. Tell the participants to refer to the notes while viewing Video Segment J.
- Play Video Segment J (length: 30 mins) once through without any pauses.
- After viewing, refer to Handout A25 and invite the participants to express their views on the explanation and suggestions regarding when, why and how phonics is taught. Ask them to share their experience, if any, in teaching phonics.
- Distribute copies of the 'Phonics in ELT' leaflet and introduce it as a useful reference on when, why and how phonics is taught.
- Draw the participants' attention to the word tree, word octopus and word train in the leaflet. Ask them to suggest other visual representations for words with the same letter sound and give a reason for their choice.

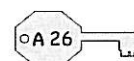


### Activity 26

- Distribute copies of the 'Useful Groups of Letter Sounds' word list and 'Summary of Useful Groups of Letter Sounds'. Explain to the participants that words frequently occurring in the Primary 1 to 3 learning/teaching resources are put under different letter sound groups in the word list. Teachers may refer to them when developing their overall plans in teaching phonics.



- Ask the participants to refer to the 'Summary of Useful Groups of Letter Sounds' and count how many consonant and vowel letter sounds there are in each group. Invite them to discuss if it is necessary or possible to teach all these letter sounds (130) to their Primary 1-3 pupils and why.
- Distribute Handout A26. Refer the participants to the 'Exemplar Overall Plans for Phonics Mini Lessons'. Explain that they provide some ideas on planning phonics mini lessons.
- Ask the participants to compare the 2 overall plans and discuss their answers to the questions in Parts A and B in groups. Invite them to share their views when they finish. Refer to Key A26 for suggested answers.
- Invite the participants to work on Part C. Based on the textbook or storybooks they use for their pupils, they identify the groups and number of letter sounds to teach at each level. Then they identify which letter sounds to teach in each group.
- Distribute large sheets of paper or transparencies for each group to write their plan and present it with an explanation for their choice of letter sounds. Then display their plans around the room. Refer to Key A26 on how to comment on their overall plans.
- Ask the participants how to introduce the letter sounds not included in their overall plans. Refer to Key A26 for some suggested answers.



### Activity 27

- Based on the developed overall plan, ask each group of participants to select ONE letter sound to teach in a phonics mini lesson. They design appropriate activities for their pupils to learn and practise the target letter sound.
- Distribute Handout A27 and ask each group to write down the steps for teaching the target letter sound. Then they try out the phonics mini lesson as planned.
- Invite the participants to share their experience in the tryout. Ask other participants to give feedback on their design and performance.



## Conclusion

- Ask the participants to reflect on what they have learnt in Session 5. Invite them to name the key terms they have learnt in this session, e.g. word attack skills, phonics mini lessons.
- Invite them to express if they have a different view about teaching phonics now.
- Distribute Handout E10 and ask the participants to evaluate their own understanding of how to incorporate the teaching of phonics into their school English programme now. Invite them to compare it with the evaluation form filled in at the beginning of Session 5.



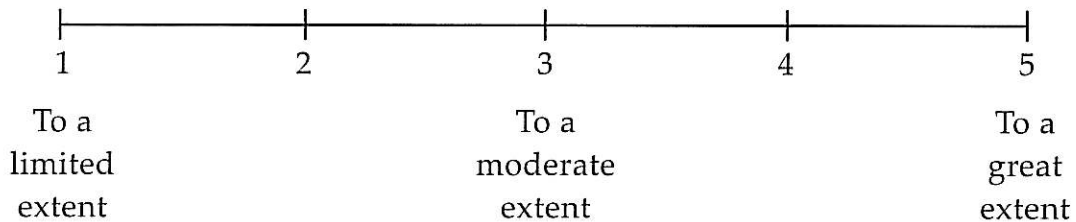


## Pre-session 1 Self-evaluation Form

Think about this question yourself:

*To what extent do I know about phonics?*

Then, put a tick at the appropriate spot on the line.





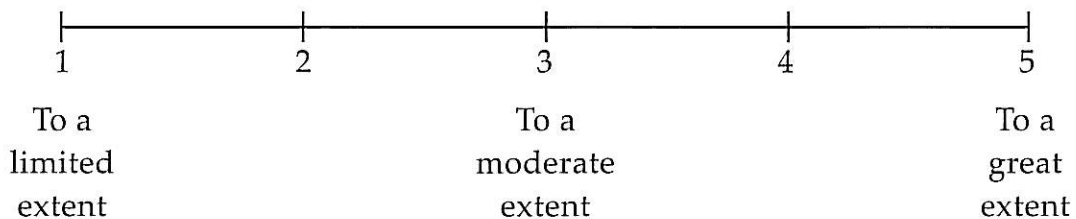
## Post-session 1 Self-evaluation Form

Write down the key terms you have learnt in Session 1 in the following box.

Think about this question yourself:

*To what extent do I know about phonics?*

Then, put a tick at the appropriate spot on the line.







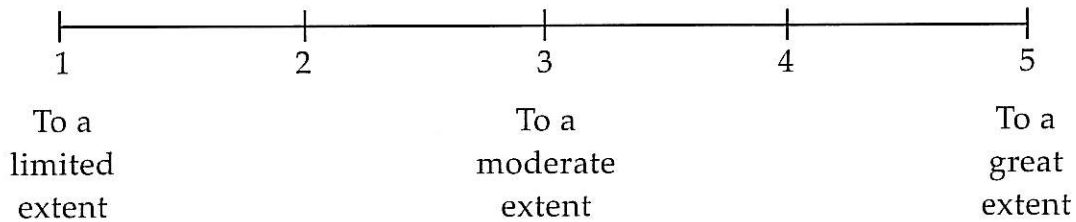
## Pre-session 2

### Self-evaluation Form

Think about this question yourself:

*To what extent do I know about initial consonants and short vowels?*

Then, put a tick at the appropriate spot on the line.





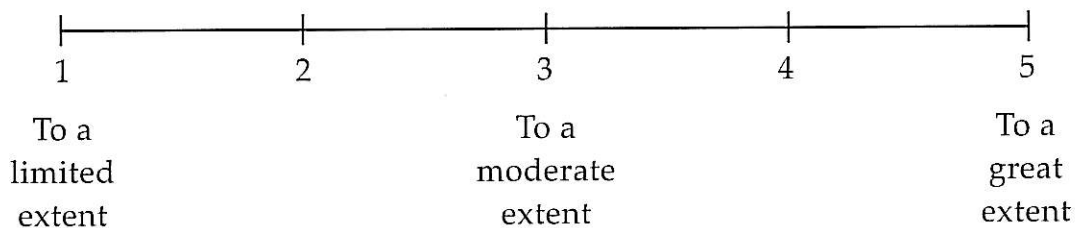
## Post-session 2 Self-evaluation Form

Write down the key terms you have learnt in Session 2 in the following box.

Think about this question yourself:

*To what extent do I know about initial consonants and short vowels?*

Then, put a tick at the appropriate spot on the line.





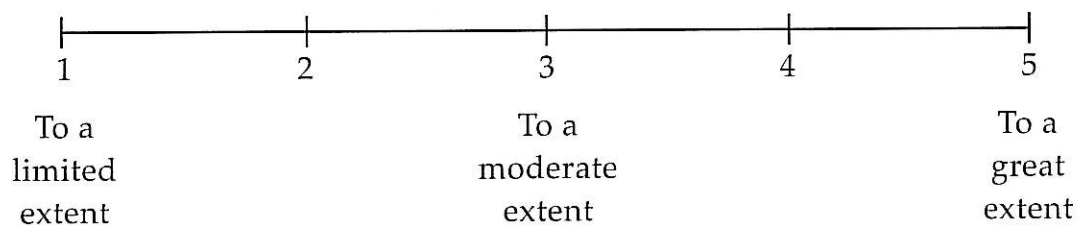
## Pre-session 3

### Self-evaluation Form

Think about this question yourself:

*To what extent do I know about ending consonants, long vowels and other vowels?*

Then, put a tick at the appropriate spot on the line.





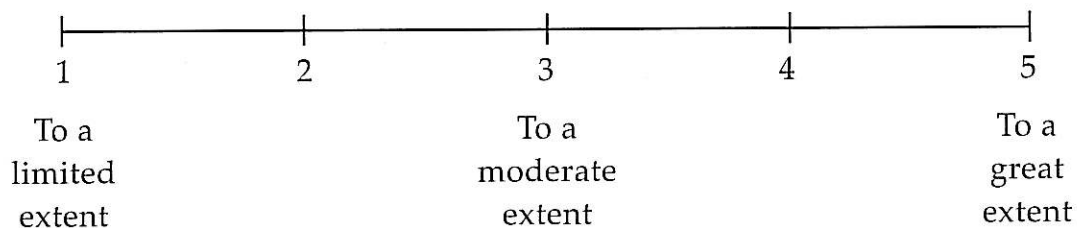
## Post-session 3 Self-evaluation Form

Write down the key terms you have learnt in Session 3 in the following box.

Think about this question yourself:

*To what extent do I know about ending consonants, long vowels and other vowels?*

Then, put a tick at the appropriate spot on the line.



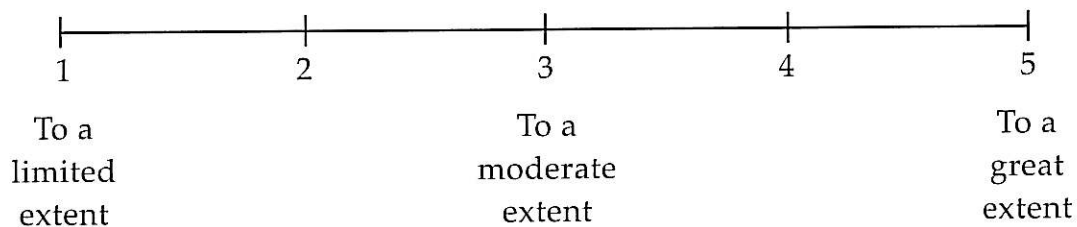


## Pre-session 4 Self-evaluation Form

Think about this question yourself:

*To what extent do I know about onsets, rimes and syllables?*

Then, put a tick at the appropriate spot on the line.







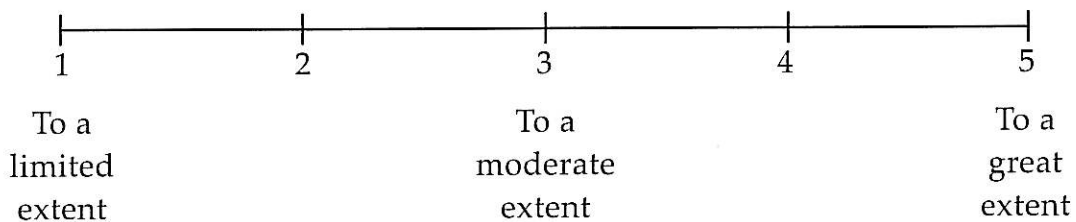
## Post-session 4 Self-evaluation Form

Write down the key terms you have learnt in Session 4 in the following box.

Think about this question yourself:

*To what extent do I know about onsets, rimes and syllables?*

Then, put a tick at the appropriate spot on the line.



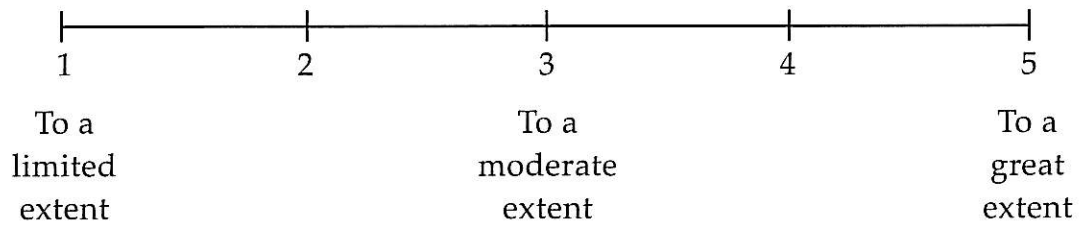


## Pre-session 5 Self-evaluation Form

Think about this question yourself:

*To what extent do I know about the teaching of phonics?*

Then, put a tick at the appropriate spot on the line.





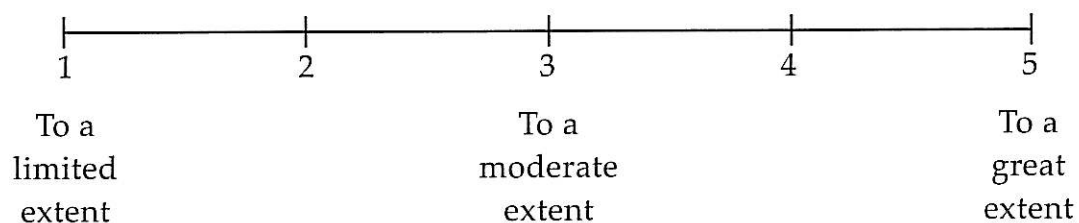
## Post-session 5 Self-evaluation Form

Write down the key terms you have learnt in Session 5 in the following box.

Think about this question yourself:

*To what extent do I know about the teaching of phonics?*

Then, put a tick at the appropriate spot on the line.





## Activity 1

### Spelling and Pronunciation

Before viewing Video Segment A, discuss in groups and write in the space provided:

A. the functions of the 26 letters

B. the problems you had with spelling and pronunciation when you were learning English



## Activity 2

### Phonics and Phonetics

- A. The following table summarizes the differences between phonics and phonetics. Discuss with a partner and complete the table by using the 4 expressions in the shaded ovals.

Phonics e.g. c a sh	Phonetics e.g. /k æ ʃ/
Studying the basic letter-sound relationships	
	Ways of writing down pronunciation
Cutting up words into pronunciation units	
	Used by older learners and teachers as a reference to pronunciation

Used by young learners in their reading and spelling

Using phonetic symbols (e.g. the International Phonetic Alphabet) to represent the pronunciation units

Comparing the 44 different sound units that make a difference to meanings of words

Ways of teaching young learners how to pronounce words

- B. Discuss in groups why primary pupils should be taught phonics instead of phonetics.





## Activity 3



### Phonics

While you are viewing Video Segment B, note and record the explanation related to the following questions.

A. What is phonics?

B. What are the limitations of phonics?



## Activity 4

### Limitations of Phonics

- A. Read aloud the 3 words in each row. Circle the words which have the same pronunciation for the underlined parts. What do you notice? Can your pupils pronounce these words correctly? If not, how do they pronounce them? Why?

1.	<u>pear</u>	<u>bear</u>	<u>dear</u>
2.	<u>sugar</u>	<u>sure</u>	<u>Susan</u>
3.	<u>change</u>	<u>character</u>	<u>chemistry</u>
4.	clim <u>b</u> ing	rub <u>b</u> ing	bom <u>b</u> ing
5.	singer	hanger	ginger
6.	<u>k</u> nock	<u>k</u> ing	<u>k</u> now
7.	tom <u>b</u>	Bob <u>b</u>	tab <u>b</u>

- B. Discuss and write down what teachers should be aware of when they teach phonics.



## Activity 5



### Unpredictable Pronunciation and Spelling

Read the following poem once in groups. Listen to the Audio CD and pay special attention to the words in bold. What do you notice?

#### Unpredictable Pronunciation and Spelling

I take it you already know  
Of **tough** and **bough** and **cough** and **dough**?  
Others may stumble, but not you,  
On **hiccough**, **thorough**, **enough** and **through**?  
Well done! And now you wish, perhaps,  
To learn of less familiar traps?

Beware of **heard**, a dreadful word,  
That looks like **beard** and sounds like **bird**,  
And **dead**, it's said like **bed**, not **bead** -  
For goodness sake don't call it "**deed**"!  
Watch out for **meat** and **great** and **threat**  
(They rhyme with **suite** and **straight** and **debt**.)

A **moth** is not a moth in **mother**  
Nor **both** in **bother**, **broth** in **brother**,  
And **here** is not a match for **there**,  
Nor **dear** and **fear** for **bear** and **pear**,  
And then there's **dose** and **rose** and **lose** -  
Just look them up - and **goose** and **choose**,  
And **cork** and **work**, and **card** and **ward**,  
And **font** and **front** and **word** and **sword**,  
And **do** and **go**, and **thwart** and **cart** -  
But that's not all, so don't lose heart!  
There's **come** and **home** and **crumb** and **hum**  
As well as **comb**, **bomb**, **tomb** and **numb**.

You **live** in a house, but you're **alive**,  
(I'd learned it all when I was **five**.)



## Activity 6

### Significant Groups of Letter Sounds

- A. Work in groups and read aloud the underlined part in each word in the boxes below. Put them under the right group of letter sounds.

<u>a</u> im	<u>a</u> go	<u>y</u> ear	<u>s</u> ing	<u>f</u> ew	<u>f</u> at	tee <u>th</u>
<u>h</u> ill	<u>t</u> all	<u>d</u> rive	<u>b</u> oat	<u>j</u> ump	<u>s</u> low	sai <u>d</u>
<u>m</u> ilk	<u>f</u> arm	<u>t</u> wenty	<u>p</u> lay	<u>c</u> up	<u>d</u> rew	eg <u>g</u>
<u>p</u> hone	<u>s</u> chool	<u>s</u> ee	<u>o</u> ff	<u>c</u> ow	<u>s</u> oil	fi <u>rs</u> t

<b>Short vowels</b> e.g. <u>a</u> m
<b>Long vowels</b> e.g. cle <u>a</u> n
<b>Other vowels</b> e.g. <u>a</u> rm
<b>Initial consonants</b> e.g. <u>k</u> ee <u>p</u>
<b>Ending consonants</b> e.g. ha <u>m</u>

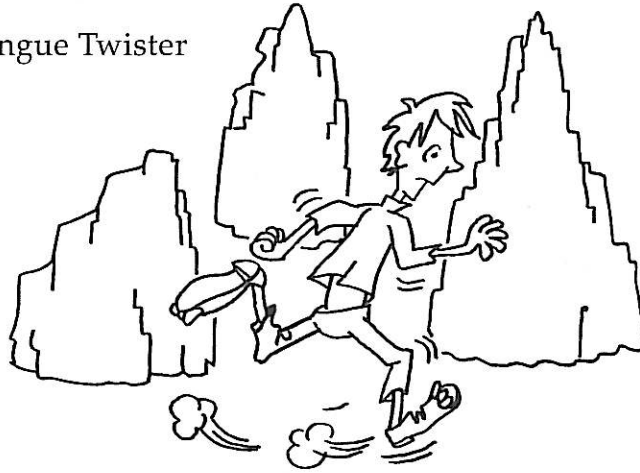
- B. Find a few more examples for each group of letter sounds. Use the 'English Letter Sounds' card to help you.



## Activity 7

### Initial r

Letter-sound Tongue Twister



### Round the Ragged Rocks

Round and round the ragged rocks  
the ragged rascal ran.

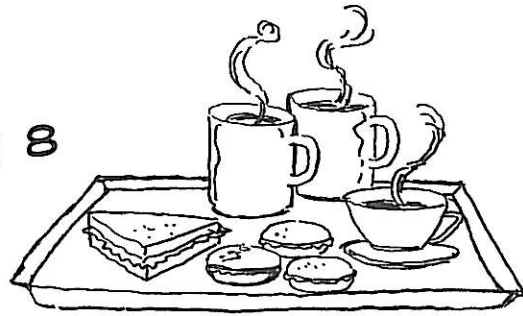
- A. Read aloud the tongue twister. Circle all the 'initial r' sounds.
- B. How many questions can you think of to ask about the tongue twister?  
Write them here.

Example: Who ran round the ragged rocks?

- C. Find a partner and practise asking and answering questions about the tongue twister.
- D. Get into groups and compete by reading the tongue twister as fast as you can. Choose one member to be the timekeeper.



## Activity 8



### Initial c

#### Letter-sound Riddle

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

You can eat cakes and drink coffee in me. I am not a classroom but you can find me in some schools. My name begins with the same letter as 'certificate', 'cinema' and 'century'.

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

B. Write the beginning letter of the answer here: \_\_\_\_\_

C. Circle all the words beginning with the letter 'c' in the riddle.

D. Read the riddle again. Is 'c' pronounced the same in all these words? Put them under two columns according to the pronunciation of the letter 'c'. Then think of more examples.

Column A	Column B
e.g. <u>c</u> akes	e.g. <u>c</u> ertificate

E. Circle the appropriate answers in the shaded parts.

⇒ 'c' is pronounced k / s in the words in Column A. It is called hard c / soft c . It precedes letters a / e / i / o / u .

⇒ 'c' is pronounced k / s in the words in Column B. It is called hard c / soft c . It precedes letters a / e / i / o / u .





## Activity 9

### Initial Consonants, Consonant Digraphs and Consonant Blends

A. Fill in the blanks with suitable words from the shaded ovals:

letters

sounds

There are 21 consonant \_\_\_\_\_ and

24 consonant \_\_\_\_\_ in English.

Consonant \_\_\_\_\_ are represented by a single or

a combination of the 21 consonant \_\_\_\_\_.

B. Match the descriptions with the examples of letter sounds.

Initial consonant digraphs  
(single consonant sounds  
written with two letters)

c, g

Initial consonant blends  
(2 or more individual  
consonant sounds blended  
together and written with  
two letters or more)

b, d, f, h, k, l, m, n,  
p, r, s, t, w

Letters with soft and  
hard sounds

ch, ph, sh, th, wh

Initial consonants  
(consonant sounds written  
with one letter)

bl, cl, fl, pl, sl, br, cr,  
dr, fr, gr, tr, sk, sl, sn,  
sp, st, str, spr, chr

C. Refer to the 'Useful Groups of Letter Sounds' word list to find words containing the letter sounds listed in Part B. Then find more examples for each group of letter sounds.



## Activity 10

### Initial Consonants

#### Letter-sound Word Steps

- A. Read the following word steps describing 'a tiger'.

tiger					
thin	tiger				
the	thin	tiger			

Work in groups and think of more words beginning with the letter 't' to fill in the word steps. You can also use consonant digraphs (e.g. th) and consonant blends (e.g. tw) beginning with t.

- B. Work in groups and choose another consonant letter from the list in the shaded oval below. Think of words beginning with this letter to make new word steps. Also use consonant digraphs and consonant blends beginning with the same letter.




- C. Compare the initial letter sounds of the words in the word steps and discuss how to group them in a phonics book.



## Activity 11

### Short Vowels

While you are viewing Video Segment D, note and record the explanation related to the following questions.

- A. What is the main difference between vowel and consonant sounds?

--

- B. What are the 5 short vowels? Can you read them aloud?

--	--	--	--	--

- C. Write down the key words which help you remember the pronunciation of the 5 short vowels. Then underline the target letter sound.

--	--	--	--	--

- D. Look at the picture of the sick elephant and find more words with the short vowels. Underline the letter(s) representing the vowel sound in each word.

Short a	Short e	Short i	Short o	Short u

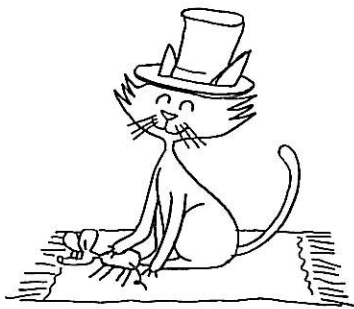
- E. Refer to the 'English Letter Sounds' card and find more words with short vowels. Underline the letter(s) representing the vowel sound in each word and read it aloud. Discuss in groups how you would group them when you teach phonics and why.

## Activity 12

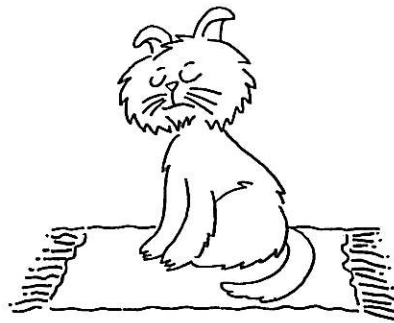
### Short a

#### The Happy Cat and the Sad Cat

- A. Look at the 2 pictures. Fill in the missing words for the second rhyme. Then read aloud the rhymes.



The happy cat  
Has a hat  
And a rat  
Sitting on a mat.



The sad \_\_\_\_\_  
Doesn't have a \_\_\_\_\_  
Nor a \_\_\_\_\_  
Sitting on a \_\_\_\_\_.

- B. Circle all the words with the letter sound 'a' as in 'hat'. This letter sound is called \_\_\_\_\_. Find more words with the same letter sound from the 'Useful Groups of Letter Sounds' word list.
- C. What do you notice about the last word on each line?  
They all end with the letter sounds \_\_\_\_\_. They are \_\_\_\_\_ words.
- D. Now work in groups and write another rhyme using rhyming words containing the 'short a' letter sound (e.g. man) in the box below.

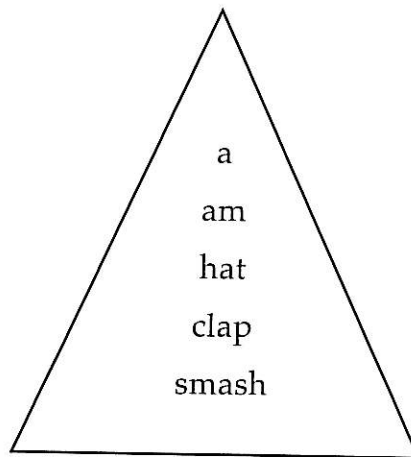



## Activity 13

### Short Vowels

#### Word Pyramid

- A. Read aloud the words in the following word pyramid on 'short a' from top to bottom. Circle the 'short a' letter sound in each word and then read aloud the letter sound only. Do they have the same pronunciation?



- B. Now select another short vowel letter sound and create your word pyramid. Begin with the short vowel letter sound you select. Then working from top to bottom, write a new word containing the same short vowel letter sound plus one more letter on the following lines.

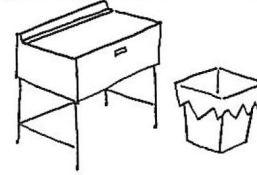
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## Activity 14



### Ending Consonants



#### Word Maze

- A. Read the following word maze on classroom objects. Circle 9 words hidden in it. The words may appear horizontally or vertically.

w	c	h	a	l	k	d
a	b	s	h	e	l	f
n	b	m	y	w	c	j
c	o	w	a	l	l	r
s	a	n	s	f	a	n
i	r	u	a	b	i	n
n	d	e	s	k	r	p
k	b	p	b	o	o	k

- B. Write the words you circled in the box below. Identify the initial consonant, vowel and ending consonant letter sounds in each word. Then underline all the ending consonant letter sounds.

- C. Read aloud the words in Part B and then the ending consonants. Discuss which may be difficult for your pupils to pronounce and why.





## Activity 15

### Ending Consonants, Consonant Digraphs and Consonant Blends

A. Match the descriptions with the examples of letter sounds.

Ending consonants  
(consonant sounds written  
with one letter)

ft, ld, lk, lt, mp, nd,  
nt, sk, st

Ending consonant digraphs  
(single consonant sounds  
written with two letters)

b, c, d, f, g, k, l, m, n,  
p, s, t

Ending consonant blends  
(2 individual consonant  
sounds blended together and  
written with two letters)

autumnn, climbb,  
columnn, combb,  
highh, sighh, tombb

Silent letters  
(letter(s) that will not be  
pronounced in a word)

j, qu, wh

Consonants which cannot be  
found at the end of words.

ch, ck, gh, ng, nk, ph,  
sh, th

Find other examples for each group of letter sounds. Write the answers in the boxes above. You may refer to the 'Useful Groups of Letter Sounds' word list.

B. Discuss in groups why it is necessary to teach ending consonants to the pupils.

## Activity 16



### Ending k

Take a Look at my Cook Book

- A. Rick has made a cake but it is stuck to the cake tin. Now he is asking his friend, Mike, for help. Complete the following dialogue using words with ending consonant letter sounds of k, e.g. Rick, Mike, pink.

Rick: Oh no! Look, Mike! What bad \_\_\_\_\_! My \_\_\_\_\_ has got \_\_\_\_\_ in the tin!

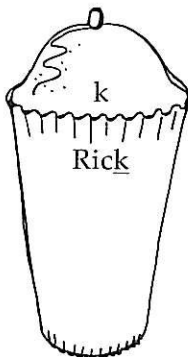
Mike: Didn't you use butter to make it not \_\_\_\_\_, Rick? Use this \_\_\_\_\_ brush next time. I've learnt about it from a \_\_\_\_\_ book.

Rick: Which one? Can I read it?

Mike: Yes, of course. Take a \_\_\_\_\_ at this \_\_\_\_\_. It shows you how to make a better cake. You can also learn how to \_\_\_\_\_ cookies and \_\_\_\_\_ shakes.

Rick: Thank you, Mike.

- B. Put words with the same ending consonant letter sounds of k in the word cakes below.



- C. Work in pairs. Practise reading the dialogue and pay special attention to the ending consonant letter sounds of words in the blanks. Does it cause difficulty in pronunciation for your pupils? Why? Should the 4 letter sounds in Part B be taught at the same time to primary pupils? Why?

## Activity 17

### Long Vowels

Eve Played an Old Tune

- A. Read aloud the following sentence and then the underlined letter sounds.

On Friday, Eve played an old tune  
to a cat sitting in a cup on a bed.



Complete the following table using words with long or short vowels from the sentence above:

<u>Long/Short</u>	<u>Short Vowels</u>	<u>Long Vowels</u>
a	<u>a</u> t	
e		
i		
o		
u		

There are \_\_\_\_\_ short vowels and \_\_\_\_\_ long vowels.  
The long vowels say their own \_\_\_\_\_.

- B. Long vowels may have 2 or 3 different spelling patterns, usually consisting of more than one letter. Refer to the 'English Letter Sounds' card and write down possible spellings of each long vowel sound.

Vowel Sound	Letter sound	Example	Letter sound	Example	Letter sound	Example
Long a	ai	<u>tr</u> ain				
Long e						
Long i						
Long o						
Long u						

- C. Discuss how phonics helps young learners with spelling.



## Activity 18

### 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.

My dear wif,

How are you? I hop you're well.

I'm having a very good tim at summer camp.

The weather here is very 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  
Pet

- B. What is 'Magic e'? What may the 'Magic e' do to a vowel sound?

The addition of 'e' after a vowel followed by a consonant changes the vowel sound from a \_\_\_\_\_ vowel sound to a \_\_\_\_\_ vowel sound.

It also makes the letters 'a, e, i, o, u' say their own \_\_\_\_\_.

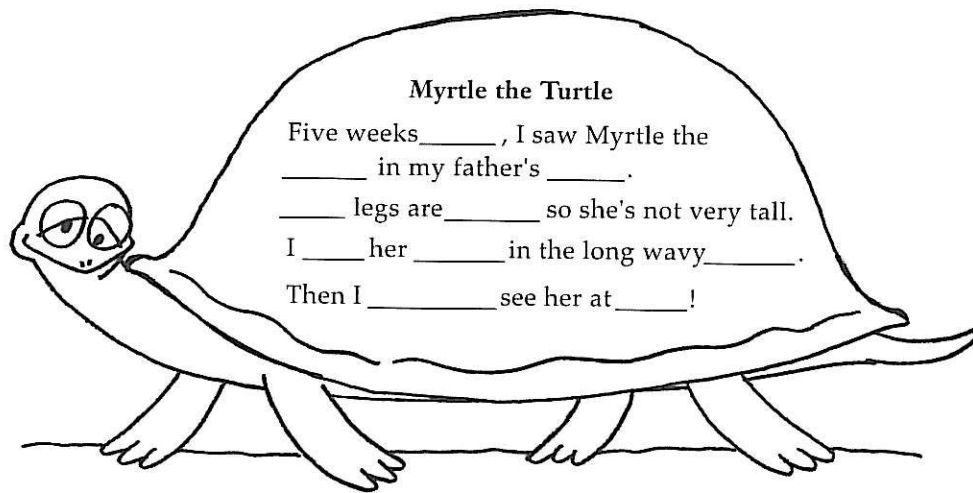
- C. Find other examples of words with 'Magic e'.

## Activity 19

### Other Vowels

Myrtle the Turtle

A. Listen and complete the poem 'Myrtle the Turtle' on Myrtle's back.



B. Identify words from the poem 'Myrtle the Turtle' with the following vowel sounds and put them in the appropriate boxes. Then refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list and find more spellings of these vowel letter sounds.

Vowel sound	Letter sound	Example	Letter sound	Example	Letter sound	Example	Letter sound	Example
ar	ar	<u>far</u>						
ir	ir	<u>bird</u>						
or	or	<u>short</u>						
oi	oi	<u>boil</u>						
ou	ow	<u>down</u>						
Long oo	oo	<u>moon</u>						
Short oo	u	<u>put</u>						
Schwa	a	<u>away</u>						



## Activity 20

### Schwa

- A. What is the difference between the pronunciation of the articles 'a', 'an', 'the' when you read them in isolation and in the following proverb? Then underline all the schwa sounds you find.

An apple a day keeps the doctor away.



- B. What do you notice about the identified schwa sounds in the proverb? Put ticks in the following sentences which describe what you have discovered:
- The schwa is the most frequently occurring vowel sound.
  - Schwa often appears in weak syllables, e.g. ago, postman
  - In connected speech, the schwa is often used in unstressed words, e.g. He bought a book for Tom.
- C. Read the following dialogue aloud. Find the weak syllables and unstressed words containing the schwa sounds.

Victor: Hello, Doctor Wong's clinic.

Peter: Hello, this is Peter Chan speaking. Is Doctor Wong in?

Victor: I'm sorry he went out five minutes ago. He'll be back in an hour. He has a meeting with a policeman and a postman at the Summer Coffee Shop.

Peter: Can I leave a message? Tell him that I'd like to invite him for dinner this evening at the Winter Restaurant. Ask him to bring along his wife and daughter.

Victor: Alright. I'll write that down.

Peter: Thank you! Bye!

Peter: Bye.

Discuss how you should teach the schwa sound to primary pupils.



## Activity 21

### Onsets & Rimes

#### My Mad Cat

A. Complete the poem 'My Mad Cat' with the help of the picture prompts.

Brad my mad \_\_\_\_\_

Thinks he's a \_\_\_\_\_

He sleeps on my \_\_\_\_\_

Which he knocks on the \_\_\_\_\_

He snores and wheezes

When he sleeps as he pleases

He's almost as bad

As my old Dad.



B. Monosyllabic words can be divided into 2 phonological units. The opening unit is called the 'onset' and the ending unit the 'rime'.

e.g. mad

onset	rime
m	ad

Read the poem again. Find words with the same onset or rime and put them in the appropriate column in the grid below.

Words with the same rime:

	onset	rime
<u>m</u> ad	m	ad
<u>b</u> ad	b	ad

Words with the same onset:

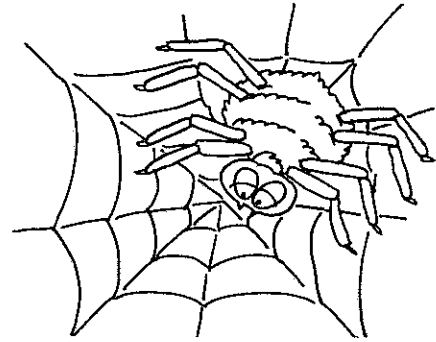
	onset	rime
<u>m</u> ad	m	ad
<u>m</u> an	m	an

Write down more words with the same onset or rime.



## Activity 22

### Rimes & Rhyme



#### Spiders Spin

A. Complete the following sentences which explain onsets and rimes:

An \_\_\_\_\_ is the opening unit of a word or syllable that comes \_\_\_\_\_ the vowel sound. Words with the same \_\_\_\_\_ are alliterative.

A \_\_\_\_\_ is the ending unit of a word or syllable that includes the \_\_\_\_\_ and the following \_\_\_\_\_. Words with the same rime \_\_\_\_\_.

B. Find a list of rhyming words you can see in the following poem. Underline them and practise reading the poem in pairs.

#### Spiders Spin

By Mike Murphy

Spiders spin	Sunbeams shine
Crocodiles grin	Puppy dogs whine
Farmers sow	Small lambs bleat
Flowers grow	Pandas eat
Church bells ring	Guard-dogs growl
Bluebirds sing	Tigers prowl
Donkeys bray	Eagles fly
Horses neigh	Babies cry
Swallows glide	Cobras hiss
Kittens hide	Love-birds kiss
Raindrops fall	Cuckoos call
Turtles crawl	And that is all!
Dolphins leap	
Koalas sleep	

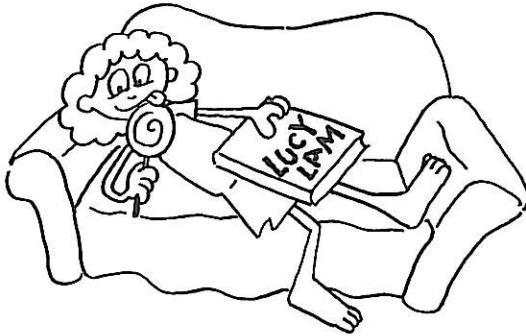
C. Discuss how knowledge about rimes can help your pupils with reading aloud and spelling.

## Activity 23

### Onsets & Alliteration

#### Tongue Twisters

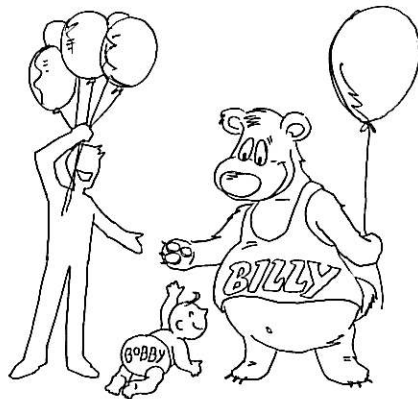
A. Practise the following tongue twister.



Lazy Lucy Lam licked a  
lemon lollipop.

B. Look at the picture below and find 2 animals/objects that begin with the letter sound 'b'. Write the words in the box on the right and use them to make up a tongue twister about the picture. Add more words beginning with the letter sound 'b' to the tongue twister.

Can you use words beginning with 'bl' or 'br'? Why?



Write the tongue twister here:

---

C. Work in groups and create a new tongue twister for another onset.

---

Discuss how you should create tongue twisters to help your pupils with learning phonics.



## Activity 24

### Syllables

#### Spiders Spin

- A. Listen to the poem 'Spiders Spin' by Mike Murphy again. Focus on the following words below. How many syllables do they have? Draw a line between the syllables.

e.g. Spi/ders	Flowers	Bluebirds	Swallows	Turtles
Puppy	Pandas	Tigers	Cobras	Cuckoos

- B. How did you break the word 'Puppy' up into syllables? Tick the box and compare it with other group members' answers.

Pup/py

Pu/ppy

Pupp/y

How should we teach pupils to break up multisyllabic words? Why?

- C. Read aloud the following words from the poem 'Spiders Spin'. Draw a line between the syllables.

e.g. Spi/ders	Crocodiles	Farmers	Flowers	Church bells
Bluebirds	Donkeys	Horses	Swallows	Kittens
Raindrops	Turtles	Dolphins	Koalas	Sunbeams
Puppy	Small lambs	Pandas	Guard-dogs	Tigers
Eagles	Babies	Cobras	Love-birds	Cuckoos



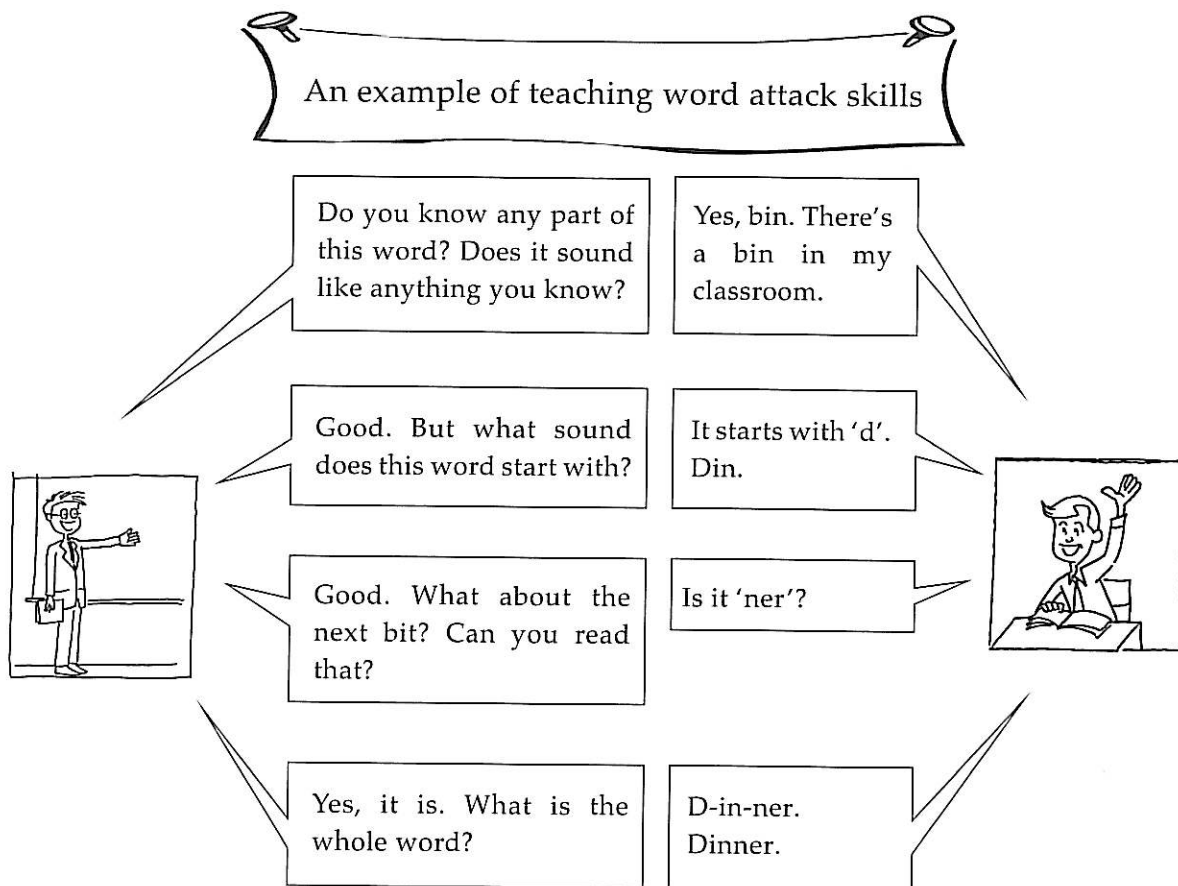
## Activity 25

Use these notes while you are viewing Video Segment J.

### Why is phonics taught?

To help pupils:

- ⇒ Discriminate between words
- ⇒ Pronounce known words correctly
- ⇒ Work out sounds of unfamiliar words
- ⇒ Develop their confidence and proficiency in reading aloud
- ⇒ Improve their spelling
- ⇒ Develop their word attack skills





### When is phonics taught?





- ☺ At an early age
- ☺ When learners can recognize some words through listening or sight reading
- ☺ When learners need enabling skills
- ☺ When learners need to achieve accuracy in spelling

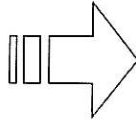
### How is phonics taught?









- 📖 Select one or two letter sounds for each phonics mini lesson from the learning/teaching resources, e.g. textbooks, storybooks
- 📖 Frame the target letter sound in context to introduce it to the learners
- 📖 Make visual representation (e.g. word tree, word wall) of the target letter sound to help learners make a collection of words with the same letter sound
- 📖 Use short phonics learning activities to help learners practise the target letter sound, e.g. making flipbooks, reading funny sentences and rhymes



What are the steps in conducting a phonics mini lesson?

-  Introduce and model read the target letter sound
-  Develop awareness of onsets and rimes
-  Develop awareness of syllables, if necessary
-  Conduct practice activities



-  Frame and model read the target letter sound
-  Uncover other letters and model read the rime and/or onset
-  Develop a class word tree/train/wall for visual representation
-  Collect more words with the same letter sound, onset and/or rime
-  Circle small words and use analogy
-  Read funny sentences, rhymes and jazz chants
-  Sing songs
-  Play phonics games

*What do you think of the explanation and suggestions in Video Segment J?*





## Activity 26

### Developing an Overall Plan for Phonics Mini Lessons

Work in groups and study the 'Exemplar Overall Plans for Phonics Mini Lessons'.

- A. Compare Exemplar Plan 1 and Exemplar Plan 2 in the choice of letter sound groups.

A large, empty rounded rectangular box with a thin black border, intended for students to write their responses to question A.

- B. Look at Exemplar Plan 1 and compare the letter sound groups covered at each level.

A large, empty rounded rectangular box with a thin black border, intended for students to write their responses to question B.

The following 2 exemplar overall plans suggest the number of letter sounds to teach at each level:

Exemplar Overall Plan 1

Letter Sounds	Consonant Letter Sounds			Vowel Letter Sounds			Total
	Consonants (with a single letter)	Consonant Digraphs	Consonant Blends	Short Vowels	Long Vowels	Other Vowels	
Primary 1	10	0	0	5	5	0	20
Primary 2	5	3	2	2		8	20
Primary 3	0	2	13		5		20

Exemplar Overall Plan 2

Letter Sounds	Consonant Letter Sounds						Vowel Letter Sounds			Total
	Consonants (with a single letter)		Consonant Digraphs		Consonant Blends		Short Vowels	Long Vowels	Other Vowels	
	Initial	Ending	Initial	Ending	Initial	Ending				
Primary 1	5	5	0	0	0	0	5	5	0	20
Primary 2	2	3	2	1	2	0	2		8	20
Primary 3	0	0	1	1	7	6		5		20

Note:

- (a) Choose the letter sounds which occur frequently in the learning/teaching resources. It is not necessary to cover all the letter sounds in any group, e.g. P1 pupils may learn any 5 out of the 10 short vowel letter sounds.
- (b) Teach the letter sounds as they appear in the learning/teaching resources. It is not necessary to teach all consonant letter sounds and then vowel letter sounds, or vice versa.



C. Discuss in groups and develop an overall plan for phonics mini lessons. Work out the number of letter sounds to teach in each group and at each level. Then identify which letter sounds to teach and illustrate them with examples. Explain your choice to the other groups when you finish.

**Overall Plan for Phonics Mini Lessons**

Letter Sounds	Consonant Letter Sounds						Vowel Letter Sounds			Total	
	Consonants (with a single letter)		Consonant Digraphs		Consonant Blends		Short Vowels	Long Vowels	Other Vowels		
	Initial	Ending	Initial	Ending	Initial	Ending					
Primary 1											
Primary 2											
Primary 3											

D. Discuss and suggest how you would introduce the letter sounds not covered in the phonics mini lessons.



## Activity 27

### Designing Activities for a Phonics Mini Lesson

Based on the overall plan developed by your group, select ONE letter sound to teach in a phonics mini lesson. Design appropriate activities for your pupils to learn and practise the letter sound. Write down the steps in the following box.

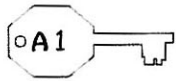
#### Phonics Mini Lesson

Target Letter Sound:

Class:

Duration:

Steps:



## Activity 1

### Spelling and Pronunciation

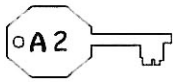
Before viewing Video Segment A, discuss in groups and write in the space provided:

A. the functions of the 26 letters

*The English sounds are written down using the 26 letters.*

B. the problems you had with spelling and pronunciation when you were learning English

*No fixed answers*



## Activity 2

### Phonics and Phonetics

- A. The following table summarizes the differences between phonics and phonetics. Discuss with a partner and complete the table by using the 4 expressions in the shaded ovals.

Phonics e.g. c a sh	Phonetics e.g. /k æ ʃ/
Studying the basic letter-sound relationships	
	Ways of writing down pronunciation
Cutting up words into pronunciation units	
	Used by older learners and teachers as a reference to pronunciation

Used by young learners in their reading and spelling

Using phonetic symbols (e.g. the International Phonetic Alphabet) to represent the pronunciation units

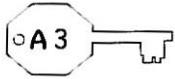
Comparing the 44 different sound units that make a difference to meanings of words

Ways of teaching young learners how to pronounce words

- B. Discuss in groups why primary pupils should be taught phonics instead of phonetics.

***Some phonetic symbols are the same as English letters and confusing to primary pupils.***





### Activity 3



#### Phonics

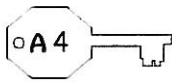
While you are viewing Video Segment B, note and record the explanation related to the following questions.

A. What is phonics?

*Phonics is one way of teaching reading. It includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.*

B. What are the limitations of phonics?

*Phonics is about learning the basic letter-sound relationships. It involves the learning of pronunciation and spelling rules but not all English words follow spelling rules.*



## Activity 4

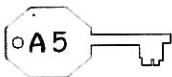
### Limitations of Phonics

- A. Read aloud the 3 words in each row. Circle the words which have the same pronunciation for the underlined parts. What do you notice? Can your pupils pronounce these words correctly? If not, how do they pronounce them? Why?

1.	<u>pear</u>	<u>bear</u>	<u>dear</u>
2.	<u>sugar</u>	<u>sure</u>	<u>Susan</u>
3.	<u>change</u>	<u>character</u>	<u>chemistry</u>
4.	<u>climbing</u>	<u>rubbing</u>	<u>bombing</u>
5.	<u>singer</u>	<u>hanger</u>	<u>ginger</u>
6.	<u>knock</u>	<u>king</u>	<u>know</u>
7.	<u>tomb</u>	<u>Bob</u>	<u>tab</u>

- B. Discuss and write down what teachers should be aware of when they teach phonics.

*Teachers may teach phonics to help pupils learn some basic pronunciation and spelling rules and develop the concept of letter-sound relationships. However pupils should also understand that rules are not reliable all the time.*



## Activity 5



### Unpredictable Pronunciation and Spelling

Read the following poem once in groups. Listen to the Audio CD and pay special attention to the words in bold. What do you notice?

*Letter-sound relationships are not consistent.*

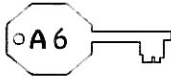
#### Unpredictable Pronunciation and Spelling

I take it you already know  
Of **tough** and **bough** and **cough** and **dough**?  
Others may stumble, but not you,  
On **hiccough**, **thorough**, **enough** and **through**?  
Well done! And now you wish, perhaps,  
To learn of less familiar traps?

Beware of **heard**, a dreadful **word**,  
That looks like **beard** and sounds like **bird**,  
And **dead**, it's said like **bed**, not **bead** -  
For goodness sake don't call it "**deed**"!  
Watch out for **meat** and **great** and **threat**  
(They rhyme with **suite** and **straight** and **debt**.)

A **moth** is not a moth in **mother**  
Nor **both** in **bother**, **broth** in **brother**,  
And **here** is not a match for **there**,  
Nor **dear** and **fear** for **bear** and **pear**,  
And then there's **dose** and **rose** and **lose** -  
Just look them up - and **goose** and **choose**,  
And **cork** and **work**, and **card** and **ward**,  
And **font** and **front** and **word** and **sword**,  
And **do** and **go**, and **thwart** and **cart** -  
But that's not all, so don't lose heart!  
There's **come** and **home** and **crumb** and **hum**  
As well as **comb**, **bomb**, **tomb** and **numb**.

You **live** in a house, but you're **alive**,  
(I'd learned it all when I was **five**.)



## Activity 6

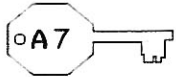
### Significant Groups of Letter Sounds

- A. Work in groups and read aloud the underlined part in each word in the boxes below. Put them under the right group of letter sounds.

<u>a</u> im	<u>a</u> go	<u>y</u> ear	<u>s</u> ing	<u>f</u> ew	<u>f</u> at	<u>t</u> ee <u>th</u>
<u>h</u> ill	<u>t</u> all	<u>d</u> rive	<u>b</u> oat	<u>j</u> ump	<u>s</u> low	<u>s</u> aid
<u>m</u> ilk	<u>f</u> arm	<u>t</u> wenty	<u>p</u> lay	<u>c</u> up	<u>d</u> rew	<u>e</u> gg
<u>p</u> hone	<u>s</u> chool	<u>s</u> ee	<u>o</u> ff	<u>c</u> ow	<u>s</u> oil	<u>f</u> irst

<b>Short vowels</b>						
e.g. <u>a</u> m						
<u>e</u> gg	<u>h</u> ill	<u>o</u> ff	<u>c</u> up	<u>f</u> at		
<b>Long vowels</b>						
e.g. <u>e</u> an						
<u>a</u> im	<u>o</u> at	<u>e</u> w	<u>d</u> rive	<u>p</u> lay		
<b>Other vowels</b>						
e.g. <u>a</u> rm						
<u>d</u> rew	<u>a</u> go	<u>c</u> ow	<u>f</u> arm	<u>t</u> all	<u>s</u> oil	
<b>Initial consonants</b>						
e.g. <u>k</u> ee <u>p</u>						
<u>s</u> ee	<u>p</u> hone	<u>y</u> ear	<u>t</u> wenty	<u>s</u> low	<u>s</u> chool	
<b>Ending consonants</b>						
e.g. <u>h</u> am						
<u>s</u> aid	<u>s</u> ing	<u>t</u> ee <u>th</u>	<u>f</u> irst	<u>m</u> ilk	<u>j</u> ump	

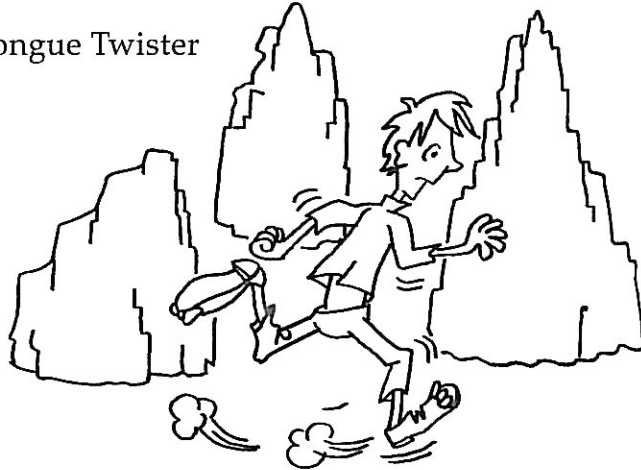
- B. Find a few more examples for each group of letter sounds. Use the 'English Letter Sounds' card to help you.



## Activity 7

### Initial r

Letter-sound Tongue Twister



Round the Ragged Rocks  
Round and round the ragged rocks  
the ragged rascal ran.

- A. Read aloud the tongue twister. Circle all the 'initial r' sounds.
- B. How many questions can you think of to ask about the tongue twister?  
Write them here.

Example: Who ran round the ragged rocks?

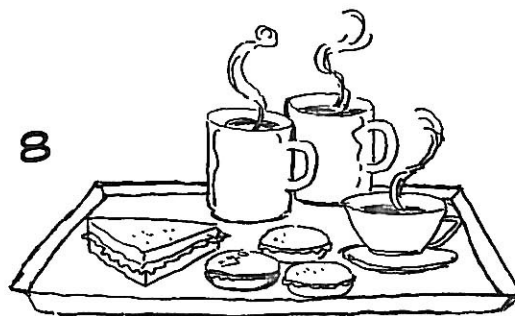
*Where did the ragged rascal run round?*

*What were the rascal's clothes like?*

*Did the ragged rascal run round the ragged rocks?*

- C. Find a partner and practise asking and answering questions about the tongue twister.
- D. Get into groups and compete by reading the tongue twister as fast as you can. Choose one member to be the timekeeper.

### Activity 8



Initial c

#### Letter-sound Riddle

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

You can eat cakes and drink coffee in me. I am not a classroom but you can find me in some schools. My name begins with the same letter as 'certificate', 'cinema' and 'century'.

The answer is canteen

B. Write the beginning letter of the answer here: c

C. Circle all the words beginning with the letter 'c' in the riddle.

**You may accept 'classroom'. Remind the participants that 'cl' is a consonant blend and should be grouped separately.**

D. Read the riddle again. Is 'c' pronounced the same in all these words? Put them under two columns according to the pronunciation of the letter 'c'. Then think of more examples.

Column A	Column B
e.g. <u>c</u> akes	e.g. <u>c</u> ertificate
<u>c</u> an	<u>c</u> inema
<u>c</u> offee	<u>c</u> entury
<u>c</u> ut	<u>c</u> ent
<u>c</u> ome	<u>c</u> ity
<u>c</u> ar	<u>c</u> ircle

E. Circle the appropriate answers in the shaded parts.

⇒ 'c' is pronounced (k) / (s) in the words in Column A. It is called (hard c) / (soft c). It precedes letters (a) / (e) / (i) / (o) / (u).

⇒ 'c' is pronounced k / (s) in the words in Column B. It is called (hard c) / (soft c). It precedes letters a / (e) / (i) / o / u.

## Activity 9

### Initial Consonants, Consonant Digraphs and Consonant Blends

A. Fill in the blanks with suitable words from the shaded ovals:

letters

sounds

There are 21 consonant letters and

24 consonant sounds in English.

Consonant sounds are represented by a single or

a combination of the 21 consonant letters.

B. Match the descriptions with the examples of letter sounds.

Initial consonant digraphs (single consonant sounds written with two letters)	●	●	c, g
Initial consonant blends (2 or more individual consonant sounds blended together and written with two letters or more)	●	●	b, d, f, h, k, l, m, n, p, r, s, t, w
Letters with soft and hard sounds	●	●	ch, ph, sh, th, wh
Initial consonants (consonant sounds written with one letter)	●	●	bl, cl, fl, pl, sl, br, cr, dr, fr, gr, tr, sk, sl, sn, sp, st, str, spr, chr

C. Refer to the 'Useful Groups of Letter Sounds' word list to find words containing the letter sounds listed in Part B. Then find more examples for each group of letter sounds.



## Activity 10

### Initial Consonants

Letter-sound Word Steps

A. Read the following word steps describing 'a tiger'.

tiger					
thin	tiger				
the	thin	tiger			
<i>trapped</i>	<i>the</i>	<i>thin</i>	<i>tiger</i>		
<i>trapped</i>	<i>the</i>	<i>tall</i>	<i>thin</i>	<i>tiger</i>	
<i>Twiggy</i>	<i>trapped</i>	<i>the</i>	<i>tall</i>	<i>thin</i>	<i>tiger</i>

Work in groups and think of more words beginning with the letter 't' to fill in the word steps. You can also use consonant digraphs (e.g. th) and consonant blends (e.g. tw) beginning with t.

B. Work in groups and choose another consonant letter from the list in the shaded oval below. Think of words beginning with this letter to make new word steps. Also use consonant digraphs and consonant blends beginning with the same letter.



<i>ball</i>					
<i>blue</i>	<i>ball</i>				
<i>bright</i>	<i>blue</i>	<i>ball</i>			
<i>big</i>	<i>bright</i>	<i>blue</i>	<i>ball</i>		
<i>Bonnie's</i>	<i>big</i>	<i>bright</i>	<i>blue</i>	<i>ball</i>	
<i>Buy</i>	<i>Bonnie's</i>	<i>big</i>	<i>bright</i>	<i>blue</i>	<i>ball</i>

C. Compare the initial letter sounds of the words in the word steps and discuss how to group them in a phonics book.

**Only words beginning with the same letter sound are grouped together, i.e. 't' and 'th' are grouped separately in a phonics book.**

## Activity 11

### Short Vowels

While you are viewing Video Segment D, note and record the explanation related to the following questions.

- A. What is the main difference between vowel and consonant sounds?

*When vowel sounds are made, there is no obstruction of the airflow.*  
*When consonant sounds are made, there is obstruction of the airflow.*

- B. What are the 5 short vowels? Can you read them aloud?

<i>short a</i>	<i>short e</i>	<i>short i</i>	<i>short o</i>	<i>short u</i>
----------------	----------------	----------------	----------------	----------------

- C. Write down the key words which help you remember the pronunciation of the 5 short vowels. Then underline the target letter sound.

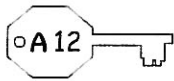
<i><u>a</u>pple</i>	<i>e<u>l</u>phant</i>	<i>i<u>n</u>k</i>	<i><u>o</u>ctopus</i>	<i><u>u</u>mbrella</i>
---------------------	-----------------------	-------------------	-----------------------	------------------------

- D. Look at the picture of the sick elephant and find more words with the short vowels. Underline the letter(s) representing the vowel sound in each word.

Short a	Short e	Short i	Short o	Short u
<i><u>c</u>ap</i>	<i>p<u>e</u>n</i>	<i>i<u>n</u>k</i>	<i>b<u>o</u>x</i>	<i><u>c</u>up</i>
<i><u>a</u>pple</i>	<i>b<u>e</u>d</i>	<i>p<u>i</u>nk</i>	<i><u>O</u>ctober</i>	<i>tr<u>u</u>nk</i>
<i>m<u>a</u>t</i>	<i><u>E</u>ddie</i>	<i>w<u>i</u>ng</i>	<i><u>O</u>ctopus</i>	<i><u>u</u>mbrella</i>
<i>p<u>a</u>d</i>	<i><u>E</u>lephant</i>	<i>n<u>i</u>b</i>	<i>b<u>o</u>ttle</i>	<i>d<u>u</u>ck</i>
<i>m<u>a</u>n</i>	<i>r<u>e</u>d</i>	<i>l<u>i</u>d</i>	<i>h<u>o</u>t</i>	<i><u>u</u>p</i>

- E. Refer to the 'English Letter Sounds' card and find more words with short vowels. Underline the letter(s) representing the vowel sound in each word and read it aloud. Discuss in groups how you would group them when you teach phonics and why.

*In phonics, we study the letter-sound relationships and group words with the same letter sound together, e.g. egg and tell are in the same group, but not egg and head; up and cup are in the same group, but not up and put.*

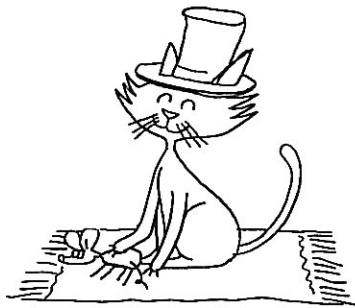


## Activity 12

### Short a

#### The Happy Cat and the Sad Cat

- A. Look at the 2 pictures. Fill in the missing words for the second rhyme. Then read aloud the rhymes.



The happy cat  
Has a hat  
And a rat  
Sitting on a mat.



The sad cat  
Doesn't have a hat  
Nor a rat  
Sitting on a mat.

- B. Circle all the words with the letter sound 'a' as in 'hat'. This letter sound is called short a. Find more words with the same letter sound from the 'Useful Groups of Letter Sounds' word list.
- C. What do you notice about the last word on each line?  
They all end with the letter sounds at. They are rhyming words.
- D. Now work in groups and write another rhyme using rhyming words containing the 'short a' letter sound (e.g. man) in the box below.

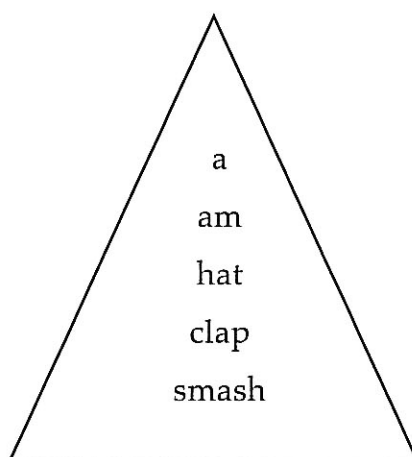
<b>A mad <u>man</u></b>
<b>Holding a <u>fan</u>,</b>
<b>Tapping a <u>can</u></b>
<b>Sitting in a <u>van</u>.</b>

## Activity 13

### Short Vowels

#### Word Pyramid

- A. Read aloud the words in the following word pyramid on 'short a' from top to bottom. Circle the 'short a' letter sound in each word and then read aloud the letter sound only. Do they have the same pronunciation?



- B. Now select another short vowel letter sound and create your word pyramid. Begin with the short vowel letter sound you select. Then working from top to bottom, write a new word containing the same short vowel letter sound plus one more letter on the following lines.

e.g.

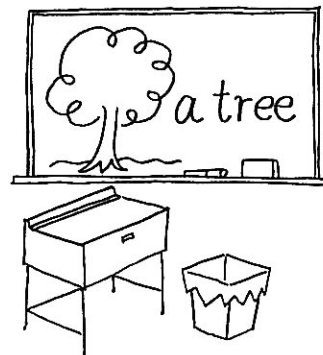
i  
 i n  
 l i p  
 h i n t ←  
 c h i m p  
 s h r i m p  
 w i n d o w  
 s l i p p e r s

*Accept words with the target short vowel letter sound only, i.e. words with the same letter-sound relationship.*

**Note:**

- Do not accept 'pine' here because 'i' is pronounced as 'eye'.
- Do not accept 'many' here because the spelling for the 'short i' sound is 'y' and not 'i'.

## Activity 14



### Ending Consonants

#### Word Maze

- A. Read the following word maze on classroom objects. Circle 9 words hidden in it. The words may appear horizontally or vertically.

w	c	h	a	l	k	d
a	b	s	h	e	l	f
n	b	m	y	w	c	j
c	o	w	a	l	l	r
s	a	n	s	f	a	n
i	r	u	a	b	i	n
n	d	e	s	k	r	p
k	b	p	b	o	o	k

- B. Write the words you circled in the box below. Identify the initial consonant, vowel and ending consonant letter sounds in each word. Then underline all the ending consonant letter sounds.

<i>ch-al-k</i>	<i>sh-e-lf</i>	<i>w-al-l</i>
<i>f-a-n</i>	<i>b-i-n</i>	<i>d-e-sk</i>
<i>b-oo-k</i>	<i>s-i-nk</i>	<i>b-oar-d</i>

- C. Read aloud the words in Part B and then the ending consonants. Discuss which may be difficult for your pupils to pronounce and why.

**Some ending consonants are not common in Cantonese, e.g. k, lf, sk, nk, d.**

## Activity 15

### Ending Consonants, Consonant Digraphs and Consonant Blends

A. Match the descriptions with the examples of letter sounds.

Ending consonants (consonant sounds written with one letter)		ft, ld, lk, lt, mp, nd, nt, sk, st
Ending consonant digraphs (single consonant sounds written with two letters)		b, c, d, f, g, k, l, m, n, p, s, t
Ending consonant blends (2 individual consonant sounds blended together and written with two letters)		autumn <u>n</u> , climb <u>b</u> , column <u>n</u> , comb <u>b</u> , high <u>h</u> , sigh <u>h</u> , tomb <u>b</u>
Silent letters (letter(s) that will not be pronounced in a word)		j, qu, wh
Consonants which cannot be found at the end of words.		ch, ck, gh, ng, nk, ph, sh, th

Find other examples for each group of letter sounds. Write the answers in the boxes above. You may refer to the 'Useful Groups of Letter Sounds' word list.

B. Discuss in groups why it is necessary to teach ending consonants to the pupils.

- *In English, these sounds are generally heard and pronounced.*
- *The final consonants can change the meaning of a word, e.g. sin, sink. If they are not pronounced clearly, it may cause misunderstanding during verbal communication.*
- *Pupils may find it difficult to pronounce the final consonant sounds as they are not common in Cantonese, e.g. st, ch.*

## Activity 16



Ending k

Take a Look at my Cook Book

- A. Rick has made a cake but it is stuck to the cake tin. Now he is asking his friend, Mike, for help. Complete the following dialogue using words with ending consonant letter sounds of k, e.g. Rick, Mike, pink.

Rick: Oh no! Look, Mike! What bad luck ! My cake has got stuck in the tin!

Mike: Didn't you use butter to make it not stick , Rick? Use this pink brush next time. I've learnt about it from a cook book.

Rick: Which one? Can I read it?

Mike: Yes, of course. Take a look at this book . It shows you how to make a better cake. You can also learn how to make cookies and milk shakes.

Rick: Thank you, Mike.

- B. Put words with the same ending consonant letter sounds of k in the word cakes below.



- C. Work in pairs. Practise reading the dialogue and pay special attention to the ending consonant letter sounds of words in the blanks. Does it cause difficulty in pronunciation for your pupils? Why? Should the 4 letter sounds in Part B be taught at the same time to primary pupils? Why?

*There is no ending consonant letter sound of 'k' in Cantonese so pupils may find it difficult to pronounce. The 4 letter sounds should not be taught at the same time to primary pupils because they are confusing to young learners.*



## Activity 17

### Long Vowels

Eve Played an Old Tune

- A. Read aloud the following sentence and then the underlined letter sounds.

On Friday, Eve played an old tune  
to a cat sitting in a cup on a bed.



Complete the following table using words with long or short vowels from the sentence above:

<u>Long/Short</u>	<u>Short Vowels</u>	<u>Long Vowels</u>
a	<u>cat</u>	<u>played</u>
e	<u>bed</u>	<u>Eve</u>
i	<u>sitting</u>	<u>Friday</u>
o	<u>on</u>	<u>old</u>
u	<u>cup</u>	<u>tune</u>

There are 5 short vowels and 5 long vowels.

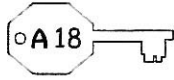
The long vowels say their own names.

- B. Long vowels may have 2 or 3 different spelling patterns, usually consisting of more than one letter. Refer to the 'English Letter Sounds' card and write down possible spellings of each long vowel sound.

Vowel Sound	Letter sound	Example	Letter sound	Example	Letter sound	Example
Long a	ai	<u>trai</u> n	<u>a-e</u>	<u>ma</u> ke	ay	<u>pl</u> ay
Long e	e	<u>me</u>	ee	<u>see</u>	ea	<u>ea</u> t
Long i	ie	<u>ti</u> e	i-e	<u>fi</u> ve	y	<u>cr</u> y
Long o	oa	<u>bo</u> at	o-e	<u>no</u> se	ow	<u>sn</u> ow
Long u	ew	<u>fe</u> w	u-e	<u>cu</u> be	ue	<u>Tu</u> esday

- C. Discuss how phonics helps young learners with spelling.

*Phonics helps young learners learn how to group words with the same letter sound and understand the letter-sound relationships better. They become more able to predict unfamiliar spellings.*



## Activity 18

### 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.

*wife*  
My dear wif,

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

*time*  
I'm having a very good tim at summer camp.

*fine*  
The weather here is very fin every day.

*made nice kite shape cute*  
I have mad a nic kit in the shap of a cut bird.

*come home*  
I'll fly it with you when I com hom.

Love  
Pete  
Pet

- B. What is 'Magic e'? What may the 'Magic e' do to a vowel sound?

The addition of 'e' after a vowel followed by a consonant changes the vowel sound from a short vowel sound to a long vowel sound.

It also makes the letters 'a, e, i, o, u' say their own names.

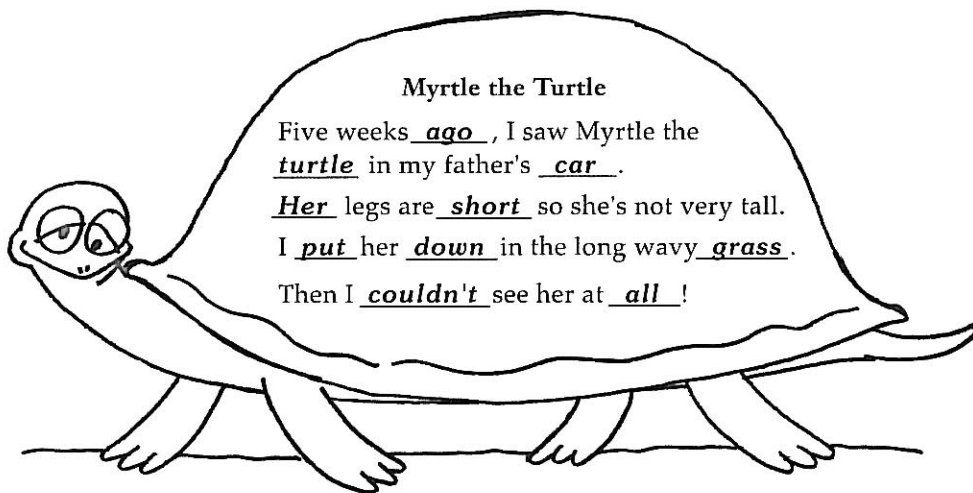
- C. Find other examples of words with 'Magic e'.

## Activity 19

### Other Vowels

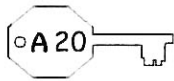
Myrtle the Turtle

A. Listen and complete the poem 'Myrtle the Turtle' on Myrtle's back.



B. Identify words from the poem 'Myrtle the Turtle' with the following vowel sounds and put them in the appropriate boxes. Then refer to the 'English Letter Sounds' card or the 'Useful Groups of Letter Sounds' word list and find more spellings of these vowel letter sounds.

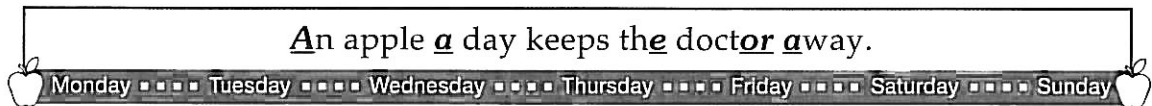
Vowel sound	Letter sound	Example	Letter sound	Example	Letter sound	Example	Letter sound	Example
ar	ar	far <u>car</u>	a	<u>grass</u> father's				
ir	ir	bird <u>shirt</u>	er	<u>her</u> <u>term</u>	yr	<u>Myrtle</u>	ur	<u>turtle</u>
or	or	short <u>port</u>	al	<u>tall</u> <u>all</u>	aw	<u>saw</u>	au	<u>caught</u>
oi	oi	boil <u>coin</u>	oy	<u>boy</u> <u>toy</u>				
ou	ow	down <u>frown</u>	ou	<u>house</u> <u>loud</u>				
Long oo	oo	moon <u>spoon</u>	ew	<u>drew</u>	ue	<u>blue</u>	u-e	<u>use</u> <u>rule</u>
Short oo	u	put <u>push</u>	oo	<u>good</u> <u>look</u>	oul	<u>couldn't</u>		
Schwa	a	away <u>ago</u>	er	<u>teacher</u> <u>sister</u>	or	<u>actor</u>		



## Activity 20

### Schwa

- A. What is the difference between the pronunciation of the articles 'a', 'an', 'the' when you read them in isolation and in the following proverb? Then underline all the schwa sounds you find.



*The vowel sounds in 'a', 'an', 'the' are reduced to the schwa sound.*

- B. What do you notice about the identified schwa sounds in the proverb? Put ticks in the following sentences which describe what you have discovered:
- The schwa is the most frequently occurring vowel sound.
  - Schwa often appears in weak syllables, e.g. ago, postman
  - In connected speech, the schwa is often used in unstressed words, e.g. He bought a book for Tom.
- C. Read the following dialogue aloud. Find the weak syllables and unstressed words containing the schwa sounds.

Victor: Hello, Doctor Wong's clinic.  
Peter: Hello, this is Peter Chan speaking. Is Doctor Wong in?  
Victor: I'm sorry he went out five minutes ago. He'll be back in an hour. He has a meeting with a policeman and a postman at the Summer Coffee Shop.  
Peter: Can I leave a message? Tell him that I'd like to invite him for dinner this evening at the Winter Restaurant. Ask him to bring along his wife and daughter.  
Victor: Alright. I'll write that down.  
Peter: Thank you! Bye!  
Peter: Bye.

Discuss how you should teach the schwa sound to primary pupils.

*Teachers should highlight the use of the schwa sound in function words such as articles (e.g. a, an, the), connectives (e.g. and, but) and prepositions (e.g. for, from) in context.*

## Activity 21

### Onsets & Rimes

#### My Mad Cat

A. Complete the poem 'My Mad Cat' with the help of the picture prompts.

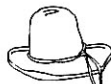
Brad my mad cat



Thinks he's a bat



He sleeps on my hat



Which he knocks on the mat

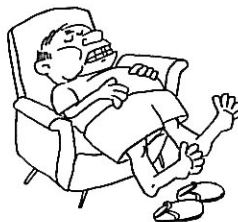


He snores and wheezes

When he sleeps as he pleases

He's almost as bad

As my old Dad.



B. Monosyllabic words can be divided into 2 phonological units. The opening unit is called the 'onset' and the ending unit the 'rime'.

e.g. mad

onset	rime
m	ad

Read the poem again. Find words with the same onset or rime and put them in the appropriate column in the grid below.

Words with the same rime:

	onset	rime
<u>mad</u>	m	ad
<u>bad</u>	b	ad
<b><u>Dad</u></b>	<b>D</b>	<b>ad</b>
<b><u>had</u></b>	<b>h</b>	<b>ad</b>
<b><u>glad</u></b>	<b>gl</b>	<b>ad</b>
<b><u>lad</u></b>	<b>l</b>	<b>ad</b>

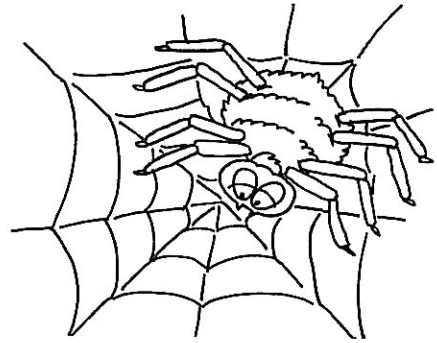
Words with the same onset:

	onset	rime
<u>mad</u>	m	ad
<u>man</u>	m	an
<b><u>my</u></b>	<b>m</b>	<b>y</b>
<b><u>me</u></b>	<b>m</b>	<b>e</b>
<b><u>meat</u></b>	<b>m</b>	<b>eat</b>
<b><u>mix</u></b>	<b>m</b>	<b>ix</b>

Write down more words with the same onset or rime.

## Activity 22

### Rimes & Rhyme



#### Spiders Spin

- A. Complete the following sentences which explain onsets and rimes:

An **onset** is the opening unit of a word or syllable that comes **before** the vowel sound. Words with the same **onset** are alliterative.

A **rime** is the ending unit of a word or syllable that includes the **vowel** and the following **consonant sounds**. Words with the same rime **rhyme**.

- B. Find a list of rhyming words you can see in the following poem. Underline them and practise reading the poem in pairs.

### Spiders Spin

By Mike Murphy

Spiders <b><u>spin</u></b>	Sunbeams <b><u>shine</u></b>
Crocodiles <b><u>grin</u></b>	Puppy dogs <b><u>whine</u></b>
Farmers <b><u>sow</u></b>	Small lambs <b><u>bleat</u></b>
Flowers <b><u>grow</u></b>	Pandas <b><u>eat</u></b>
Church bells <b><u>ring</u></b>	Guard-dogs <b><u>growl</u></b>
Bluebirds <b><u>sing</u></b>	Tigers <b><u>prowl</u></b>
Donkeys <b><u>bray</u></b>	Eagles <b><u>fly</u></b>
Horses <b><u>neigh</u></b>	Babies <b><u>cry</u></b>
Swallows <b><u>glide</u></b>	Cobras <b><u>hiss</u></b>
Kittens <b><u>hide</u></b>	Love-birds <b><u>kiss</u></b>
Raindrops <b><u>fall</u></b>	Cuckoos <b><u>call</u></b>
Turtles <b><u>crawl</u></b>	And that is <b><u>all!</u></b>
Dolphins <b><u>leap</u></b>	
Koalas <b><u>sleep</u></b>	

- C. Discuss how knowledge about rimes can help your pupils with reading aloud and spelling.

**Not all rhyming words contain the same rime. Knowledge about rimes helps pupils read aloud and spell the rhyming words more accurately.**

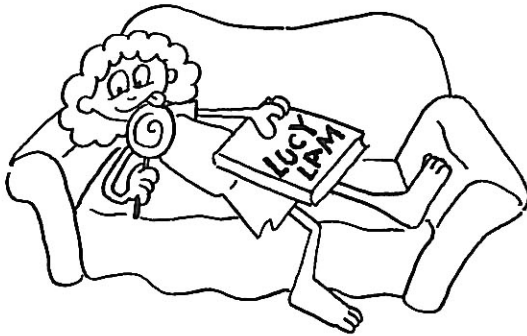


## Activity 23

### Onsets & Alliteration

#### Tongue Twisters

A. Practise the following tongue twister.

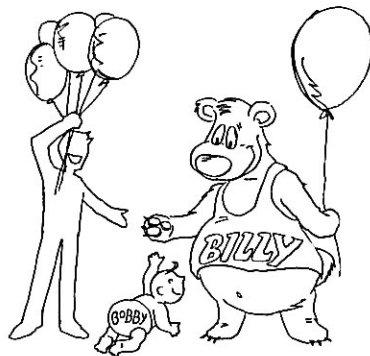


Lazy Lucy Lam licked a lemon lollipop.

B. Look at the picture below and find 2 animals/objects that begin with the letter sound 'b'. Write the words in the box on the right and use them to make up a tongue twister about the picture. Add more words beginning with the letter sound 'b' to the tongue twister.

Can you use words beginning with 'bl' or 'br'? Why?

**No. 'bl' and 'br' are 2 different letter sounds. They will confuse the pupils.**



<p>bear balloon</p>
-------------------------

Write the tongue twister here:

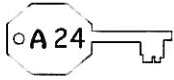
***Billy Bear buys a big balloon for Baby Bobby.***

C. Work in groups and create a new tongue twister for another onset.

Discuss how you should create tongue twisters to help your pupils with learning phonics.

**Use a suitable context and focus on one onset in each tongue twister.**





## Activity 24

### Syllables

#### Spiders Spin

- A. Listen to the poem 'Spiders Spin' by Mike Murphy again. Focus on the following words below. How many syllables do they have? Draw a line between the syllables.

e.g. Spi/ders	<i>Flow/ers</i>	<i>Blue/birds</i>	<i>Swall/ows</i>	<i>Tur/tles</i>
<i>Pupp/y</i>	<i>Pan/das</i>	<i>Ti/gers</i>	<i>Co/bras</i>	<i>Cuc/koos</i>

- B. How did you break the word 'Puppy' up into syllables? Tick the box and compare it with other group members' answers.

Pup/py

Pu/ppy

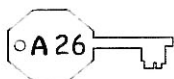
Pupp/y

How should we teach pupils to break up multisyllabic words? Why?

*Syllables are chunks of sounds. We should teach pupils to break up words according to the chunks of sounds. Pupils need to learn how to blend chunks of sounds into syllables and then pronounce the whole word.*

- C. Read aloud the following words from the poem 'Spiders Spin'. Draw a line between the syllables.

e.g. Spi/ders	<i>Cro/co/diles</i>	<i>Far/mers</i>	<i>Flow/ers</i>	<i>Church bells</i>
<i>Blue/birds</i>	<i>Don/keys</i>	<i>Hor/ses</i>	<i>Swall/ows</i>	<i>Kitt/ens</i>
<i>Rain/drops</i>	<i>Tur/tles</i>	<i>Dol/phins</i>	<i>Ko/a/las</i>	<i>Sun/beams</i>
<i>Pupp/y</i>	<i>Small lambs</i>	<i>Pan/das</i>	<i>Guard/-dogs</i>	<i>Ti/gers</i>
<i>Ea/gles</i>	<i>Ba/bies</i>	<i>Co/bras</i>	<i>Love/-birds</i>	<i>Cuc/koos</i>



## Activity 26

### Developing an Overall Plan for Phonics Mini Lessons

Work in groups and study the 'Exemplar Overall Plans for Phonics Mini Lessons'.

- A. Compare Exemplar Plan 1 and Exemplar Plan 2 in the choice of letter sound groups.

- *Plan 1 & Plan 2 are the same. They teach the same number of consonant and vowel letter sounds in each group.*
- *Plan 2 provides more information on the choice of initial and ending consonants.*

- B. Look at Exemplar Plan 1 and compare the letter sound groups covered at each level.

- *Long and short vowels are taught in P1.*
- *Other vowels are taught in P2.*
- *More vowel letter sounds are taught in P2 and P3.*
- *Consonant digraphs and consonant blends are introduced in P2 and P3 only.*

- C. Discuss in groups and develop an overall plan for phonics mini lessons. Work out the number of letter sounds to teach in each group and at each level. Then identify which letter sounds to teach and illustrate them with examples. Explain your choice to the other groups when you finish.

- *Each group's choice of letter sounds can be accepted as long as appropriate justification is provided.*
- *There is no fixed number of letter sounds to teach at each level. The participants should explain why it is neither necessary nor possible to teach all the letter sounds.*
- *Consonant blends should not be taught until P2 or P3.*

- D. Discuss and suggest how you would introduce the letter sounds not covered in the phonics mini lessons.

- *Draw pupils' attention to the letter sounds not covered in the phonics mini lessons as they appear in the learning/teaching resources.*
- *Help pupils associate them with the letter sounds they have learnt, if necessary.*



cash

c a sh

/kæʃ/



cup

ten

head

phone

cash





# letter-sound relationships

phonics

letter sounds



Read the following tongue twister aloud and then circle all the 'initial r' letter sounds.



## Round the Ragged Rocks

Round and round the ragged rocks

the ragged rascal ran.



Read the following riddle aloud and solve it. Then circle all the words beginning with the letter 'c'.

You can eat cakes and drink coffee in me. I am not a classroom but you can find me in some schools. My name begins with the same letter as 'certificate', 'cinema' and 'century'.



Key Stage 2  
Module: Beauty

## SHELL SECRETS

### Shell Secrets

Tell me your secrets, pretty shell,  
I will promise not to tell!

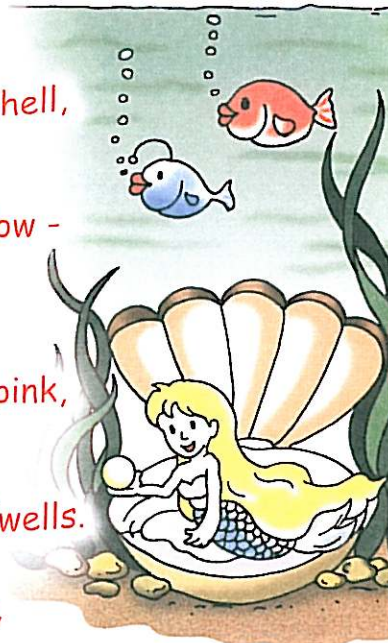
Humming, humming, soft and low -  
All about the sea, I know.

You are murmuring, I think,  
Of the sea-weeds, green and pink,

Of the tiny baby shells  
Where the mother mermaid dwells.

Pretty shell, I'm waiting here,  
Come, and whisper in my ear.

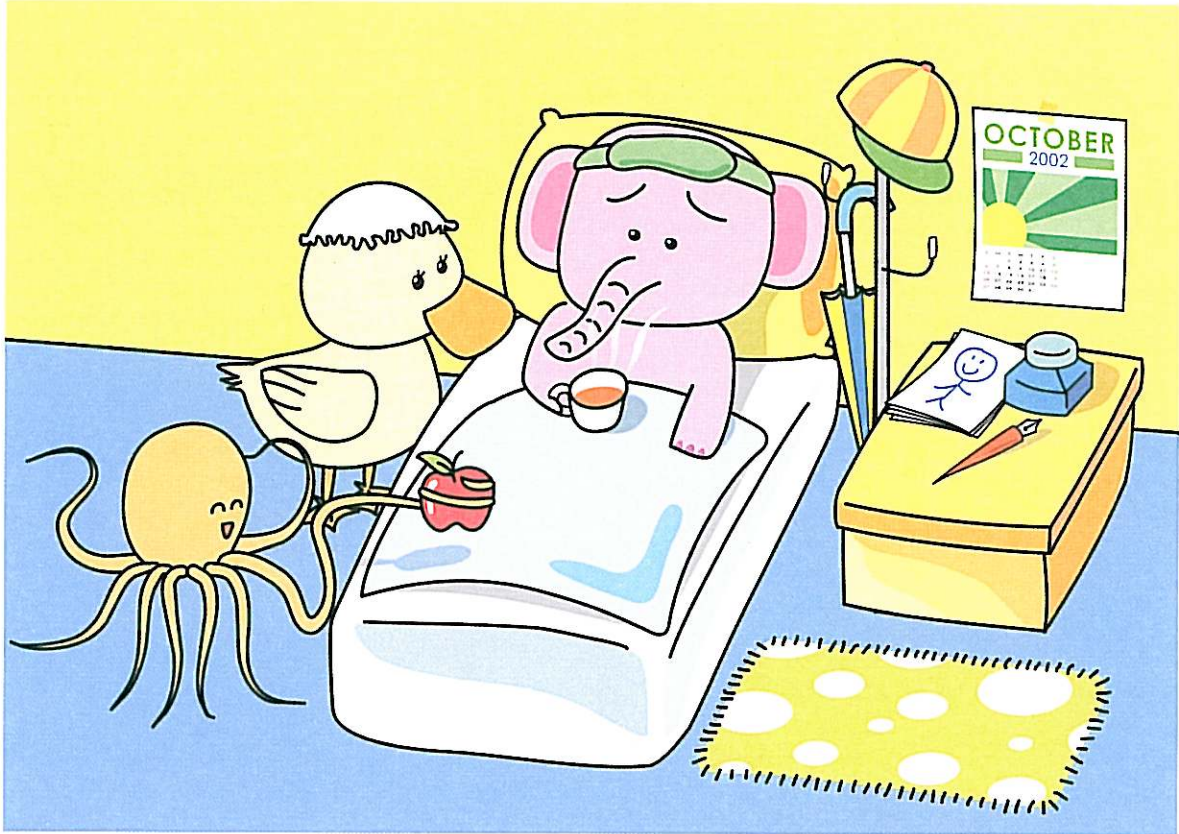
Anonymous

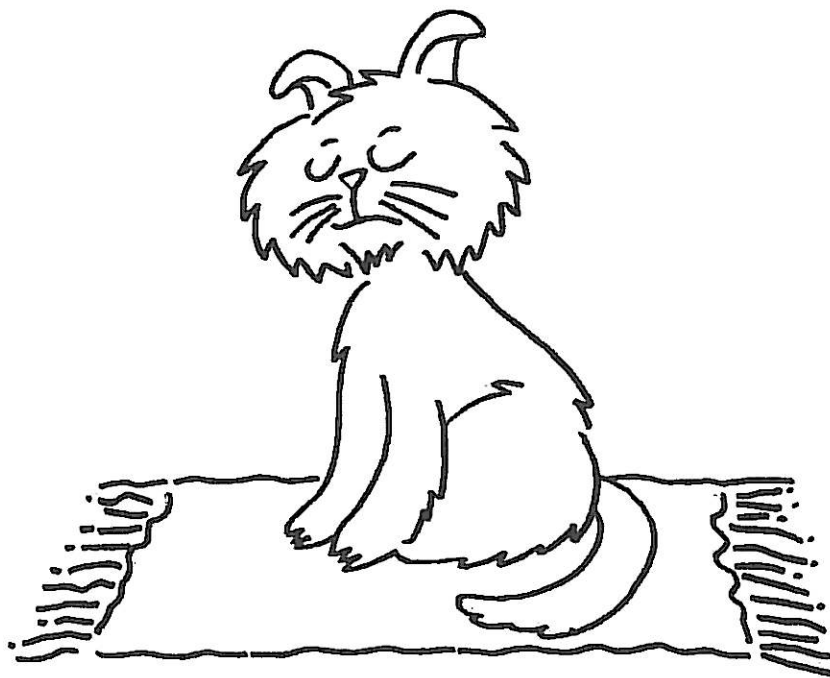
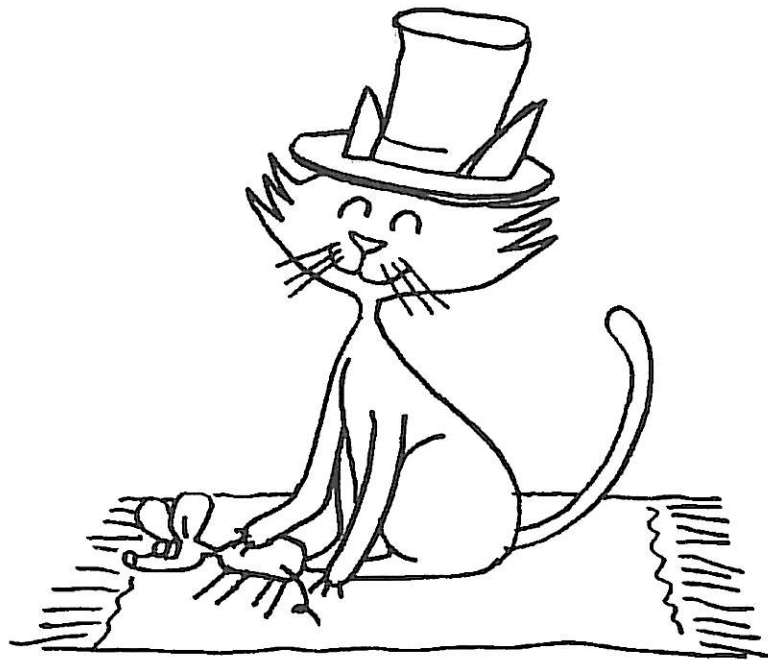


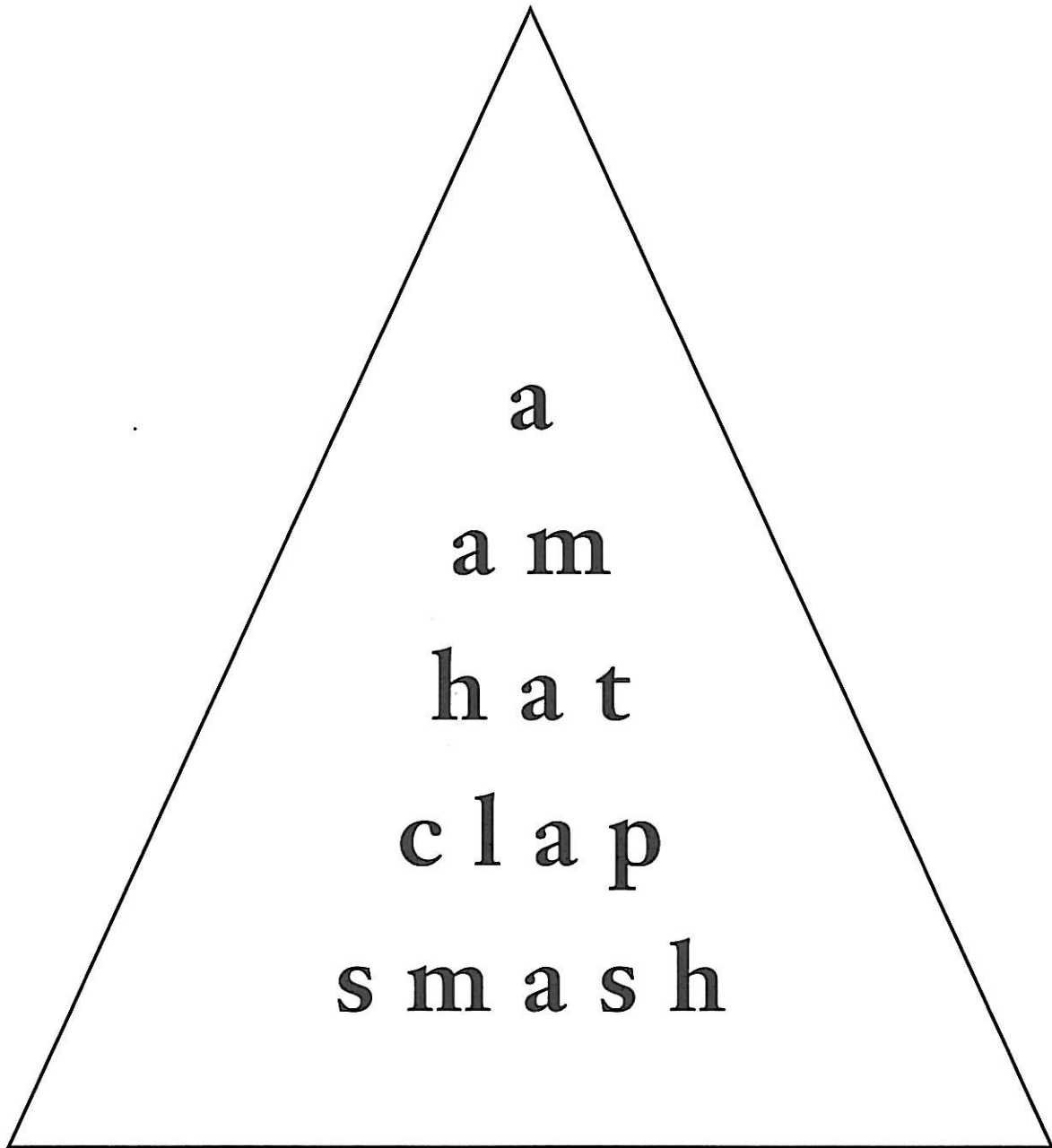
33

Taken from *Let's Experience and Appreciate Poetry, Key Stage 2* (Resource Package Series (Primary), Volume 3, Education Department, HKSAR, 2000)







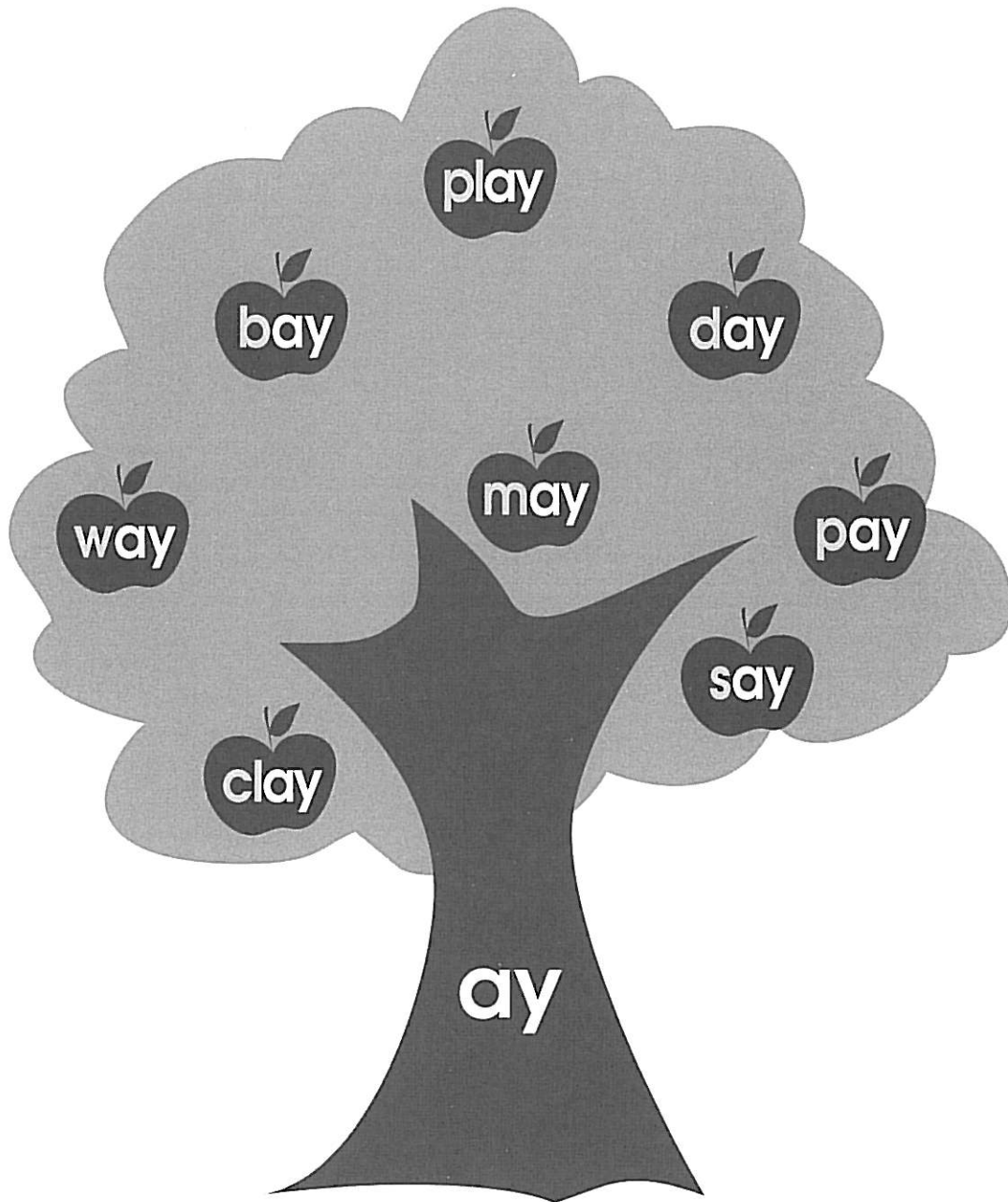




w	c	h	a	l	k	d
a	b	s	h	e	l	f
n	b	m	y	w	c	j
c	o	w	a	l	l	r
s	a	n	s	f	a	n
i	r	u	a	b	i	n
n	d	e	s	k	r	p
k	b	p	b	o	o	k



Letter Sound			Whole word
Initial Consonant	Vowel	Ending Consonant	
ch	al	k	chalk <u>   </u>
sh	e	lf	shelf <u>   </u>
w	al	l	wall <u>   </u>
f	a	n	fan <u>   </u>
b	i	n	bin <u>   </u>
d	e	sk	desk <u>   </u>
b	oo	k	book <u>   </u>
s	i	nk	sink <u>   </u>
b	oar	d	board <u>   </u>



First Second Third Then Last

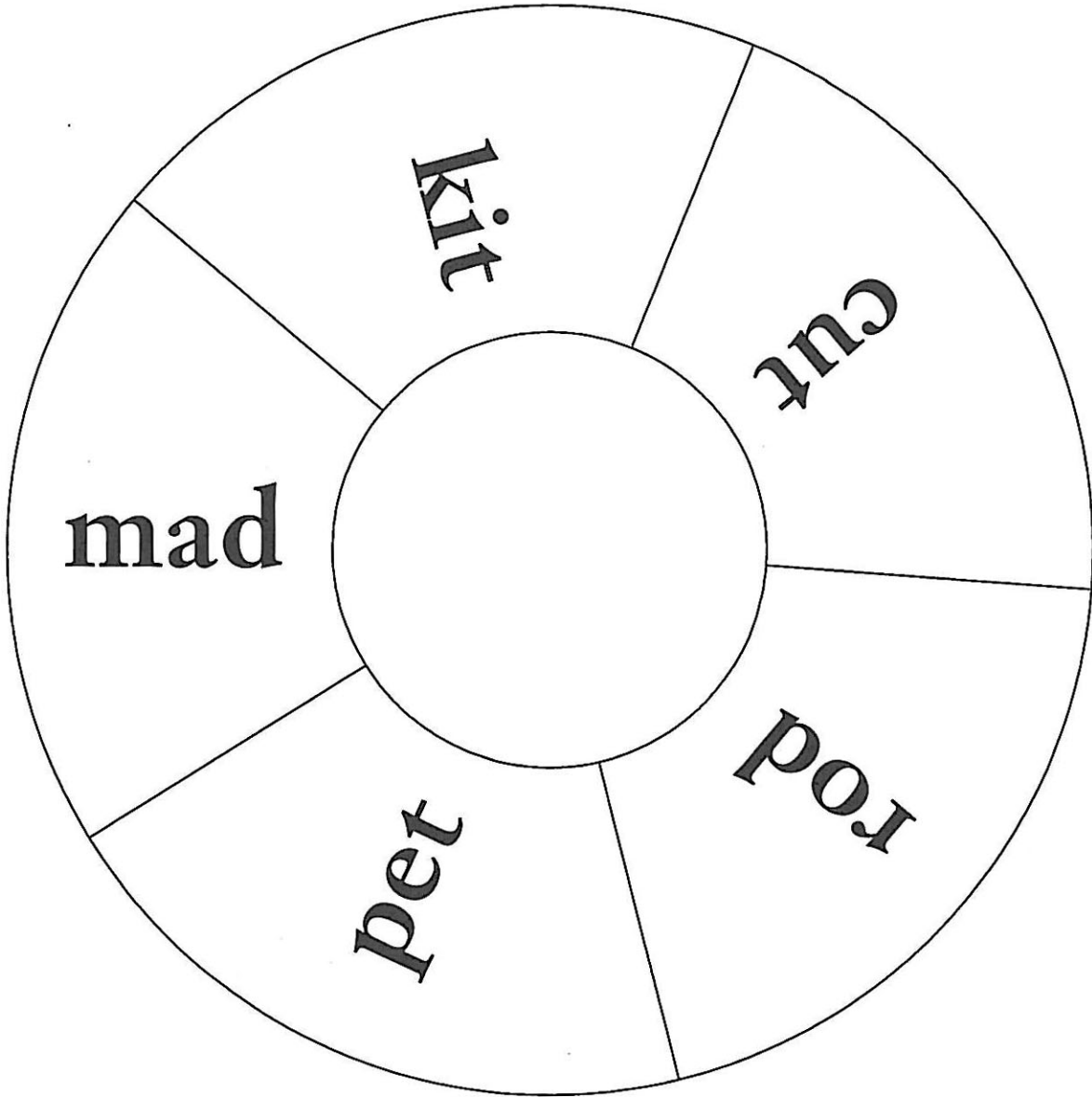


## Part A

On Friday, Eve played an old tune to a cat sitting in a cup on a bed.

## Part B

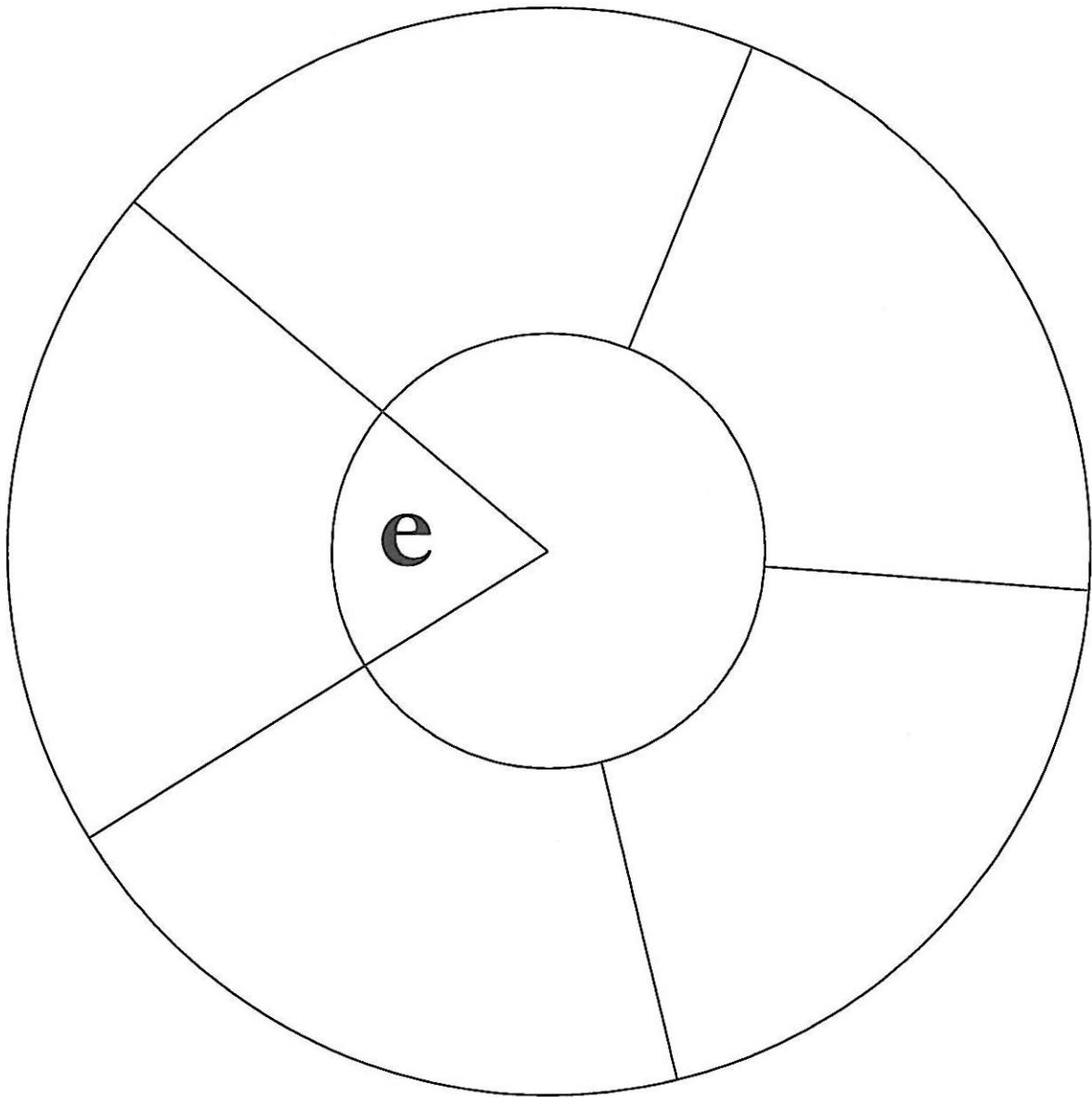
On Friday, Eve played an old tune to a cat sitting in a cup on a bed.







# A 'Magic e' Spinner





## Short Vowels

	<b>a</b>	
	<b>e</b>	
	<b>i</b>	
	<b>o</b>	
	<b>u</b>	

## Long Vowels

	<b>a</b>	
	<b>e</b>	
	<b>i</b>	
	<b>o</b>	
	<b>u</b>	



## Other Vowels

<b>ar</b>	
<b>ir</b>	
<b>or</b>	

<b>oi</b>	
<b>ou</b>	

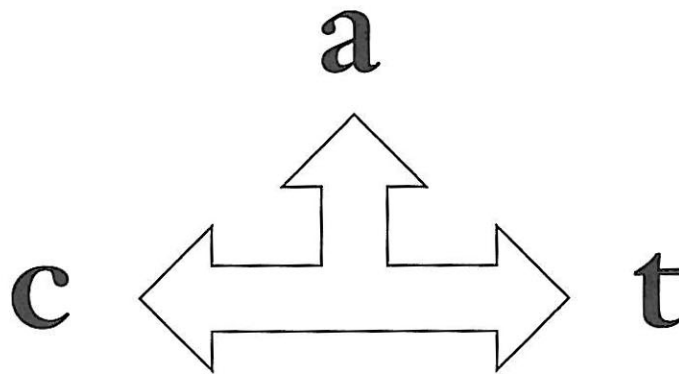
<b>Long oo</b>	
<b>Short oo</b>	

<b>Schwa</b>	
--------------	--



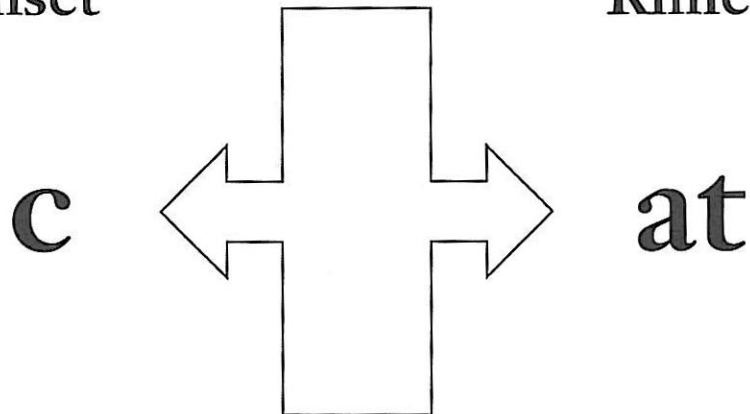
cat

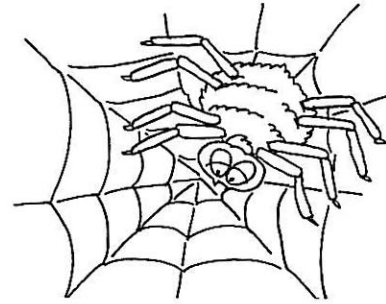
Letter Sounds



Onset

Rime





# Spiders Spin

By Mike Murphy

Spiders spin

Sunbeams shine

Crocodiles grin

Puppy dogs whine

Farmers sow

Small lambs bleat

Flowers grow

Pandas eat

Church bells ring

Guard-dogs growl

Bluebirds sing

Tigers prowl

Donkeys bray

Eagles fly

Horses neigh

Babies cry

Swallows glide

Cobras hiss

Kittens hide

Love-birds kiss

Raindrops fall

Cuckoos call

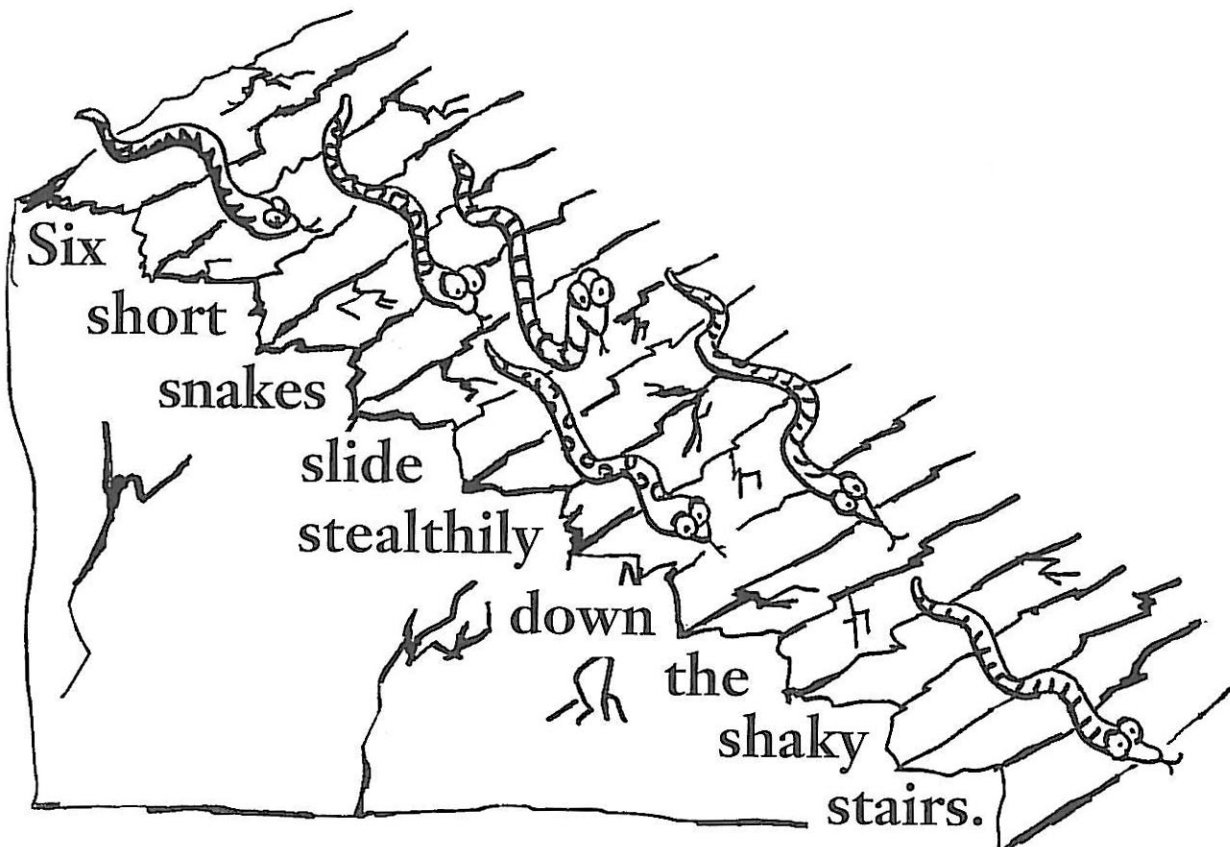
Turtles crawl

And that is all!

Dolphins leap

Koalas sleep

Silly Sally sings softly to  
her sister.



# Glossary

**alliteration** Words are alliterative when they share a common onset, e.g. Lazy Lucy licks the lemon lollipop. Learners are sensitive to the alliteration in words when they have knowledge about onsets.

**blending** Blending is putting together sounds in words, so that they become a blended unit, e.g. c, a, t → cat.

**chunking** Chunking is breaking up words according to the chunks of sounds or syllables, e.g. spiders → spi / ders.

**consonant blend** A consonant blend refers to the blended sound represented by two or three consonant letters, e.g. blend, spring.

**consonant digraph** A consonant digraph refers to a single sound which is represented by two consonant letters, e.g. ship.

**consonant letter** The 21 consonant letters in the English alphabet are 'b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z'.

**consonant sound** A consonant sound is a speech sound produced by a stoppage of breath, e.g. ball, photo.

**function word** A function word is a word which has little meaning on its own, but which serves a grammatical function in and between sentences, e.g. it, but, of, the.

**International Phonetic Alphabet (IPA)** It includes a set of symbols to represent the speech sounds of all languages accurately.

**letter-sound relationship** Letter-sound relationship refers to the relationship between letters or combinations of letters and their sounds, e.g. the letter 'a' is pronounced in different ways in 'wash' and 'hat'.

**Magic e** The addition of the letter 'e' after a vowel followed by a consonant changes a short vowel sound to a long vowel sound. It also makes the letters 'a, e, i, o, u' say their own names, e.g. win → wine.

**monosyllabic word** A monosyllabic word is a word consisting of a single vowel sound, e.g. cat, horse.

**multi-syllabic word** A multi-syllabic word is a word consisting of more than one vowel sound, e.g. Peter, photograph.

**onset** An onset is the opening unit of a word or syllable that comes before the vowel sound, e.g. cat. Words with the same onset are alliterative.

**phoneme** A phoneme is the smallest unit of speech sound that is represented by the letter or letters of the alphabet, e.g. sh, i, p in 'ship'.



**phonemic awareness** Phonemic awareness is the understanding that words are sequence of phonemes (i.e. the smallest unit of speech sounds), e.g. c, l, ea, n → clean.

**phonetics** Phonetics is the study of speech sounds.

**phonics** Phonics is one way of teaching reading. It includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.

**phonological awareness** 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 phonemes, onsets and rimes, and syllables.

**rhyme** Words rhyme when they share a common rime (i.e. the ending unit of a word or syllable), e.g. away, day, play. Learners are sensitive to the rhyme in words when they have knowledge about onsets.

**rime** A rime is the ending unit of a word or syllable that includes the vowel and the following consonant sounds, e.g. cat. Words with the same rime rhyme.

**schwa** The schwa sound 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 Tom.

**syllable** A syllable is a chunk of sounds. It contains a single vowel sound or a group of sounds with only one vowel sound. It can be part of a word that contains a single vowel sound that is pronounced as a unit, e.g. there is one syllable in 'book' and there are two syllables in 'reading'.

**tongue twister** A sentence or expression with words or succession of words which are difficult to utter quickly and correctly, e.g. Six short snakes slide stealthily down the shaky stairs.

**vowel letter** The 5 vowel letters in the English alphabet are 'a, e, i, o, u'.

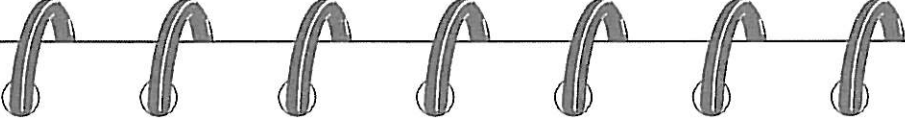
**vowel sound** A vowel sound is a speech sound made without audible stopping of the breath, e.g. cat, day.

**word attack skill** This refers to the ability to work out the pronunciation of unfamiliar words. Teaching phonics is one way of helping learners develop word attack skills.



# Useful Groups of Letter Sounds

# Useful Groups of Letter Sounds



The 'Useful Groups of Letter Sounds' is a collection of words from the learning and teaching resources for Primary 1-3 pupils. The words selected are mainly monosyllabic (with a single syllable) and grouped according to their pronunciation and spelling in order to illustrate consistent letter-sound relationships. There are altogether 6 major groups of letter sounds:

1. Consonants (with a single letter)
2. Consonant digraphs
3. Consonant blends
4. Short vowels
5. Long vowels
6. Other vowels

Words with letter-sound relationships other than the above 6 groups (e.g. silent letters) are also provided for further reference.

For ease of reference, words in each letter-sound group are arranged in alphabetical order with the focused letter sound underlined. In many cases, words with the same onset\* (opening unit) or rime\* (ending unit) are put in the same column.

Please note that this word list is **neither a prescribed nor an exhaustive** list for learners. Teachers may use it as a reference when learning and/or teaching phonics.

*\* Refer to Session 4 of 'Understanding Phonics' in this resource package for details.*

# 1. Consonants (with a single letter)

## Initial consonants

### • Initial b

<u>b</u> ad	<u>b</u> ed	<u>b</u> ig	<u>b</u> oil	<u>b</u> un
<u>b</u> ake	<u>b</u> ee	<u>b</u> in	<u>b</u> ook	<u>b</u> urn
<u>b</u> at	<u>b</u> eg	<u>b</u> ird	<u>b</u> ox	
<u>b</u> ay	<u>b</u> ell		<u>b</u> oy	
	<u>B</u> en			

### • Initial c

#### Hard c

<u>c</u> ake	<u>c</u> oat	<u>c</u> ube
<u>c</u> an	<u>c</u> oin	<u>c</u> up
<u>c</u> ap	<u>c</u> ollect	<u>c</u> ut
<u>c</u> ar	<u>c</u> ome	
<u>c</u> ard	<u>c</u> ook	
<u>c</u> at	<u>c</u> ow	

#### Soft c

<u>c</u> ell	<u>c</u> inema
<u>c</u> ent	<u>c</u> ircle
<u>C</u> entral	<u>c</u> ircus
<u>c</u> entre	<u>c</u> ity
<u>c</u> ertain	

### • Initial d

<u>d</u> ad	<u>d</u> ice	<u>d</u> og	<u>d</u> ug
<u>d</u> ance	<u>d</u> irt	<u>d</u> oor	<u>d</u> uck
<u>d</u> ark	<u>d</u> ive		
<u>d</u> ate			
<u>D</u> avid			
<u>d</u> awn			
<u>d</u> ay			

### • Initial f

<u>f</u> all	<u>f</u> east	<u>f</u> ire	<u>f</u> og	<u>f</u> un
<u>f</u> an	<u>f</u> ed	<u>f</u> irst	<u>f</u> or	<u>F</u> ung
<u>f</u> arm	<u>f</u> eed	<u>f</u> it	<u>f</u> ork	
<u>f</u> ast		<u>f</u> ive	<u>f</u> our	
<u>f</u> at			<u>f</u> ourth	
			<u>f</u> ox	

### • Initial g

#### Hard g

<u>g</u> ame	<u>g</u> ear	<u>g</u> irl	<u>g</u> o	<u>g</u> uess
<u>g</u> arden	<u>g</u> eese	<u>g</u> ive	<u>g</u> oat	<u>g</u> uest
<u>G</u> ary	<u>g</u> et		<u>g</u> ood	<u>g</u> um
<u>g</u> as			<u>g</u> oose	
<u>g</u> ate				
<u>g</u> ave				

#### Soft g

<u>g</u> em	<u>g</u> iant
<u>g</u> enerous	<u>g</u> in
<u>g</u> entle	<u>g</u> inger
<u>G</u> eorge	<u>g</u> iraffe

### • Initial h

<u>h</u> ammer	<u>h</u> e	<u>h</u> igh	<u>h</u> ome	<u>h</u> ungry
<u>h</u> appy	<u>h</u> ead	<u>h</u> ill	<u>h</u> oney	<u>h</u> unt
<u>h</u> ard	<u>h</u> eat	<u>h</u> is	<u>h</u> orse	<u>h</u> urt
<u>h</u> as	<u>h</u> en	<u>h</u> it	<u>h</u> ot	
<u>h</u> at			<u>h</u> ouse	
			<u>h</u> ow	

• Initial j

<u>J</u> ack	<u>J</u> eff	<u>j</u> igsaw	<u>j</u> ob	<u>j</u> udge
<u>j</u> am	<u>j</u> elly	<u>J</u> ill	<u>j</u> og	<u>J</u> udy
<u>J</u> ane	<u>j</u> et	<u>J</u> im	<u>J</u> ohn	<u>j</u> uice
<u>J</u> anuary			<u>j</u> oy	<u>J</u> uly
				<u>J</u> une
				<u>j</u> unk
				<u>j</u> ust

• Initial k

<u>k</u> angaroo	<u>k</u> eep	<u>k</u> id
	<u>k</u> ey	<u>k</u> ind
		<u>k</u> ing
		<u>k</u> itchen
		<u>k</u> ite

• Initial l

<u>l</u> adder	<u>l</u> eaf	<u>l</u> ight	<u>l</u> ook
<u>l</u> amp	<u>l</u> etter	<u>l</u> ip	<u>l</u> oud
<u>l</u> ate		<u>l</u> ive	

• Initial m

<u>m</u> ad	<u>m</u> e	<u>m</u> onth	<u>m</u> ind	<u>m</u> um
<u>m</u> ake	<u>m</u> en	<u>m</u> oon	<u>m</u> ine	<u>m</u> ust
<u>m</u> an		<u>m</u> ost		
<u>m</u> at		<u>m</u> other		
		<u>m</u> outh		

• Initial n

<u>n</u> ame	<u>n</u> et	<u>n</u> ice	<u>n</u> o	<u>n</u> urse
	<u>n</u> est	<u>n</u> iece	<u>n</u> oise	<u>n</u> ut
	<u>n</u> ew		<u>n</u> orth	
			<u>n</u> ose	
			<u>n</u> ote	

• Initial p

<u>p</u> acket	<u>p</u> ear	<u>p</u> ick	<u>p</u> ocket	<u>p</u> urse
<u>p</u> ain	<u>p</u> en	<u>p</u> icture	<u>p</u> oint	
<u>p</u> air	<u>p</u> et	<u>p</u> ie	<u>p</u> ool	
<u>p</u> ark		<u>p</u> ig	<u>p</u> ork	
<u>p</u> art		<u>p</u> in		
		<u>p</u> ink		

• Initial qu

<u>q</u> uarrel	<u>q</u> ueen	<u>q</u> uick	<u>q</u> uote
<u>q</u> uarter		<u>q</u> uiet	
		<u>q</u> uilt	
		<u>q</u> uit	
		<u>q</u> uite	
		<u>q</u> uiz	

• Initial r

<u>r</u> ail	<u>r</u> ead	<u>r</u> ice	<u>r</u> ope	<u>r</u> ude
<u>r</u> ain	<u>r</u> ed	<u>r</u> ide	<u>r</u> ound	<u>r</u> un
<u>r</u> at				
<u>r</u> ay				

• Initial s

<u>s</u> ave	<u>s</u> ee	<u>s</u> ick	<u>s</u> o
<u>s</u> aw	<u>s</u> ell	<u>s</u> ister	<u>s</u> ock
		<u>s</u> it	<u>s</u> oil
		<u>s</u> ix	

• Initial t

<u>t</u> all	<u>t</u> ea	<u>t</u> idy	<u>t</u> o	<u>t</u> urn
<u>t</u> axi	<u>t</u> each	<u>t</u> ight	<u>t</u> oday	
	<u>t</u> ell		<u>t</u> omorrow	
	<u>t</u> en			

• Initial v

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

• Initial w

w <u>a</u> g	w <u>e</u> ak	w <u>i</u> fe	w <u>o</u> n
w <u>a</u> ist	w <u>e</u> ather	w <u>i</u> n	w <u>o</u> od
w <u>a</u> lk	w <u>e</u> ll	w <u>i</u> nd	w <u>o</u> ol
w <u>a</u> ll	w <u>e</u> t	w <u>i</u> se	w <u>o</u> rk
w <u>a</u> ve		w <u>i</u> ch	
w <u>a</u> y			

• Initial y

y <u>a</u> cht	y <u>e</u> ar	y <u>o</u> u	y <u>u</u> my
y <u>a</u> rn	y <u>e</u> ll	y <u>o</u> ur	
y <u>a</u> wn	y <u>e</u> llow		
	y <u>e</u> s		
	y <u>e</u> t		

• Initial x

x <u>e</u> rox	x <u>y</u> lophone
----------------	--------------------

• Initial z

z <u>e</u> bra	z <u>i</u> p	z <u>o</u> ne
z <u>e</u> ro		z <u>o</u> o
		z <u>o</u> om

Ending consonants

• Ending b

cr <u>a</u> b	w <u>e</u> b	b <u>i</u> b	ro <u>b</u>	cu <u>b</u>
gr <u>a</u> b		ri <u>b</u>	so <u>b</u>	ru <u>b</u>
				tu <u>b</u>

• Ending c

Hard c

disc
Eric
magic
music
picnic
topic

Soft c

dance
fence
nice
once
practice
rice

• Ending d

ba <u>d</u>	sa <u>i</u> d	fa <u>d</u> e	nee <u>d</u>	fin <u>d</u>	foo <u>d</u>	no <u>d</u>
da <u>d</u>		ma <u>d</u> e	rea <u>d</u>	kin <u>d</u>	goo <u>d</u>	
ha <u>d</u>		tra <u>d</u> e		min <u>d</u>		
ma <u>d</u>						

• Ending f

lea <u>f</u>	if	loa <u>f</u>
	thie <u>f</u>	of
		roo <u>f</u>

• Ending g

Hard g

ba <u>g</u>	be <u>g</u>	bi <u>g</u>	do <u>g</u>	bu <u>g</u>
fla <u>g</u>	le <u>g</u>	di <u>g</u>	fo <u>g</u>	du <u>g</u>
ta <u>g</u>	pe <u>g</u>	fi <u>g</u>	lo <u>g</u>	hu <u>g</u>
wa <u>g</u>		wi <u>g</u>		mu <u>g</u>

Soft g

age	orange	badge
page	strange	bridge
wage		edge
		large

• Ending k

ba <u>r</u> k	bea <u>k</u>	fo <u>r</u> k	boo <u>k</u>	li <u>k</u> e
da <u>r</u> k	pea <u>k</u>	po <u>r</u> k	coo <u>k</u>	Mike
ma <u>r</u> k	spea <u>k</u>		loo <u>k</u>	
pa <u>r</u> k				
sha <u>r</u> k				

• Ending l

pa <u>l</u>	Paul	ee <u>l</u>	coa <u>l</u>
		hee <u>l</u>	
		knee <u>l</u>	



• Ending m

am	arm	seam	hum	came
ham	farm	team	mum	game
Tam	harm		sum	name
				same

• Ending n

an	main	fun
can	pain	gun
fan	rain	run
man		
pan		
ran		

• Ending p

cap	cape	cheap
gap	shape	
lap	tape	
map		
tap		

• Ending s

Voiced s

has
his
these
those
was

Unvoiced s

bus
this
yes

• Ending t

bat	net	eat	it	fight	boat	pot	but	kite
cat	pet	meat	bit	light	coat	spot	cut	write
fat	wet	neat	fit	right	goat		hut	
mat			sit				nut	
rat								
sat								

• Ending v

Day	dive	give	above	twelve
gave	five	live	love	
save	hive		move	
wave				

• Ending x

fax	sex	fix	box
		mix	fox
		six	

• Ending z

quiz

## 2. Consonant digraphs

### Initial consonant digraphs

• Initial ch

chair	cheap	check	chick	Choi	church
Chan		cheese	China	chop	
chat		chess			

• Initial ph

Philip	phone
	photo

• Initial sh

shake	shelf	ship	shoe	shut
shall	shell	shirt	shop	
shape			short	
Shatin			shot	
			shout	

• Initial th

Voiced th

than	the	this	those	although
that	their		though	
	them			
	then			
	there			
	these			
	they			

Unvoiced th

thank	thick
	thin
	thing
	think
	third

• Initial wh

what	when	which	why
	where	white	
	whether		

Ending consonant digraphs

• Ending ch

catch	bench	rich	pitch	much	church
match	French	sandwich	witch	such	lunch
		which	stitch		touch

• Ending ck

back	deck	pick	lock	duck
lack	neck	sick	rock	luck
pack		tick	sock	
sack				

• Ending ng

bang	Cheng	Cheung	king	Fong	rung
Chang			ring	long	sung
hang			sing	song	
rang			wing		
sang					
Tang					



• Ending gh

laugh	rough
	tough

• Ending ph

graph
photograph

• Ending sh

ash	dish
cash	fish
	wish

• Ending th

bath	teeth	birth	north	cloth
math			south	month
			mouth	smooth
				tooth

### 3. Consonant blends

#### Initial consonant blends

• Initial bl

black	bleed	block	blue
blame		blow	blunt

• Initial cl

clap	cloud	club
clash	clown	
class		

• Initial fl

flag	fleet	float	fly
flat		floor	
		flow	

• Initial pl

place	please	plum
plan		plus
plane		

• Initial sl

slap	sleep	slide	slow
		slim	
		slip	

• Initial br

brain	bread	brick	broke	Bruce
brake	break	bright	brown	
brave	breed			

• Initial cr

crab	cream	crop	cry
crash	creep	crowd	
		crown	

• Initial dr

drain	dress	drip	drop	drum	dry
draw		drive			

**• Initial fr**

<u>f</u> ree	<u>f</u> riend	<u>f</u> rog
<u>f</u> reeze		<u>f</u> rom
		<u>f</u> ront
		<u>f</u> rost
		<u>f</u> roze

**• Initial gr**

<u>G</u> race	<u>g</u> reen	<u>g</u> rip
<u>g</u> ram		
<u>g</u> randma		
<u>g</u> randpa		
<u>g</u> rape		

**• Initial tr**

<u>t</u> rain	<u>t</u> ree	<u>t</u> rick	<u>t</u> ruck	<u>t</u> ry
<u>t</u> ram		<u>t</u> rip	<u>t</u> ru <u>e</u>	
<u>t</u> rap			<u>t</u> ru <u>n</u> k	

**• Initial sk**

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

**• Initial sn**

<u>s</u> nake	<u>s</u> neeze
<u>s</u> na <u>i</u> l	<u>s</u> no <u>r</u> e
	<u>s</u> no <u>w</u>

**• Initial sp**

<u>s</u> park	<u>s</u> peak	<u>s</u> pider	<u>s</u> poil
	<u>s</u> pend	<u>s</u> pin	<u>s</u> port
		<u>s</u> pit	<u>s</u> pot

**• Initial st**

<u>s</u> tamp	<u>s</u> team	<u>s</u> tir	<u>s</u> tone
<u>s</u> tand	<u>s</u> tep		<u>s</u> top
<u>s</u> tar			

**• Initial sw**

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

**Ending consonant blends**

**• Ending ft**

<u>l</u> eft	<u>l</u> ift
<u>t</u> he <u>f</u> t	

**• Ending ld**

<u>c</u> old	<u>b</u> uild
<u>f</u> old	
<u>g</u> old	
<u>h</u> old	
<u>s</u> old	
<u>t</u> old	

**• Ending lk**

<u>m</u> ilk
<u>s</u> ilk

**• Ending lt**

<u>f</u> elt	<u>b</u> uilt
<u>k</u> ne <u>l</u> t	<u>q</u> uilt
<u>m</u> e <u>l</u> t	

**• Ending mp**

<u>c</u> amp	<u>j</u> ump
<u>d</u> amp	<u>p</u> ump
<u>l</u> amp	

**• Ending nd**

<u>a</u> nd	<u>e</u> nd	<u>f</u> ind	<u>f</u> ound
<u>h</u> and	<u>l</u> end	<u>m</u> ind	<u>g</u> round
<u>l</u> and	<u>s</u> end		<u>p</u> ound
<u>s</u> and			<u>r</u> ound
<u>s</u> tand			<u>s</u> ound

**• Ending nk**

<u>b</u> ank	<u>d</u> rink	<u>j</u> unk
<u>t</u> ank	<u>i</u> nk	<u>s</u> unk
	<u>p</u> ink	
	<u>s</u> ink	

• Ending nt

ant	lent	joint	aunt	blunt	aren't
pant	sent	point		hunt	can't
	tent				didn't
	went				don't
					isn't
					wasn't
					weren't
					won't

• Ending sk

ask	desk	disk	dusk
flask			tusk
task			

• Ending st

fast	best	fist	first	lost	coast	August
last	nest	mist	thirst	frost	toast	dust
past	rest					just
	test					must
	west					

4. Short vowels

• Short a

a

bad	bag	am*	an*	apple	at*
dad	flag	ham	can	cap	bat
had*	tag	Sam	Chan	lap	cat
mad		Tam	fan	map	fat
sad			man	nap	hat
			pan	tap	mat
			ran		rat
			van		sat

• Short e

e

bed	beg	hen	get	egg	bell
fed		men	jet	elephant	fell
led		pen	let		sell
red		ten	met		shell
wed			net		smell
Wednesday			pet		tell
			set		well
			wet		
			yet		

ea

head	health
	wealth

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes he (short i) in 'He is happy.'; for (or) becomes for (schwa) in 'For me.')

• Short i

i

d <u>i</u> d*	b <u>i</u> g	in*	h <u>i</u> p	it*	fi <u>ll</u>
h <u>i</u> d	di <u>g</u>	in <u>k</u>	li <u>p</u>	bi <u>t</u>	hi <u>ll</u>
ki <u>d</u>	pi <u>g</u>	bi <u>n</u>	si <u>p</u>	fi <u>t</u>	mi <u>ll</u>
li <u>d</u>	wi <u>g</u>	fi <u>n</u>	zi <u>p</u>	hi <u>t</u>	ti <u>ll</u> *
		pi <u>n</u>		li <u>t</u>	wi <u>ll</u> *
		ti <u>n</u>		pi <u>t</u>	
		wi <u>n</u>		si <u>t</u>	
				wi <u>t</u>	

y

Andy	foggy	chilly	creamy	Jenny	happy	cherry	clumsy	dirty
body		jelly	mummy	many	sleepy	ferry	easy	fifty
daddy		loudly	yummy	rainy		Henry	messy	forty
tidy		only		sunny		lorry		Kitty
Wendy		quickly				Mary		sixty
windy		quietly				merry		thirsty
		silly				very		thirty
		slowly						twenty
		smelly						
		ugly						

• Short o

a

what	wash	watch
------	------	-------

o

god	o <u>ctopus</u>	dog	cro <u>p</u>	got	bo <u>x</u>	do <u>ll</u>	co <u>st</u>
no <u>d</u>	o <u>t</u> *	fo <u>g</u>	dro <u>p</u>	ho <u>t</u>	fo <u>x</u>		lo <u>st</u>
ro <u>d</u>	o <u>ff</u> *	fro <u>g</u>	ho <u>p</u>	jo <u>t</u>			
	o <u>n</u> *	lo <u>g</u>	mo <u>p</u>	lo <u>t</u>			
			po <u>p</u>	no <u>t</u> *			
			sho <u>p</u>	po <u>t</u>			
			sto <u>p</u>	sho <u>t</u>			
			to <u>p</u>	spo <u>t</u>			

• Short u

u

bu <u>g</u>	hu <u>m</u>	bu <u>n</u>	u <u>p</u> *	bu <u>t</u> *	du <u>ck</u>
du <u>g</u>	mu <u>m</u>	fu <u>n</u>	cu <u>p</u>	cu <u>t</u>	
hu <u>g</u>	su <u>m</u>	gu <u>n</u>		hu <u>t</u>	
mu <u>g</u>	su <u>mm</u> er	ru <u>n</u>		nu <u>t</u>	
tu <u>g</u>	u <u>mbrella</u>	su <u>n</u>			
u <u>g</u> ly					

o

so <u>n</u>
to <u>n</u>
won

oo

bloo <u>d</u>
floo <u>d</u>

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes he (short i) in 'He is happy.' ; for (or) becomes for (schwa) in 'For me.')

## 5. Long vowels

### • Long a

a-e

face	made	age	bake	sale	came	Jane	ape	base	ate	brave	paste
Grace	shade	cage	cake	tale	game	lane	cape	case	gate	cave	taste
place	spade	page	lake	whale	name	plane	grape	chase	late	gave	
race		stage	make		same		shape		plate	save	
space			shake				tape		skate	wave	
trace			snake								
			take								
			wake								

ai

aid	fail	aim	brain	paint	waist
laid	jail		chain		
maid	mail		drain		
paid	nail		grain		
	rail		main		
	sail		pain		
	snail		plain		
	tail		rain		
			train		

ay

bay	clay	pray	stay
day	play	tray	
hay			
lay			
May			
may*			
pay			
ray			
say			
way			

### • Long e

e

be*
he*
me*
she*
we*

ea

pea	lead	leaf	beak	heal	beam	bean	cheap	please	eat	each	east
sea	read	leave	peak	meal	cream	clean	leap	tease	beat	beach	feast
tea			speak		dream	mean			cheat	peach	least
					scream				heat	reach	
					steam				meat	teach	
					stream				neat		
					team				seat		
									treat		

ee

bee	feed	beef	week	feel	seem	been*	deep	feet	breeze
fee	need			heel		green	keep	meet	freeze
free	seed			peel		keen	sheep	sheet	sneeze
see	weed			steel		seen	sleep	sweet	
three						teen	weep		
tree									

e-e

eve	complete
Eve	delete

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes he (short i) in 'He is happy.'; for (or) becomes for (schwa) in 'For me.')

• Long i

ie

die
lie
pie
tie

i-e

ice	bride	life	bike	file	crime	dine	pipe	rise	kite	dive	prize
dice	hide	wife	hike	mile	mime	fine	ripe	wise		drive	size
mice	pride		kite	pile	time	line	wipe			five	
nice	ride		like	smile		mine				hive	
price	side			tile		nine					
rice	slide			while		pine					
slice	tide					shine					
spice	wide					wine					
twice											

igh

high	fight	flight	bright
sigh	light		fright
thigh	might		
	night		
	right		
	sight		
	tight		

y

by*	fly	cry
my*	sky	dry
shy	spy	fry
why		try

• Long o

oa

coach	load	coal	oat	boast
foam	road	goal	boat	coast
loaf			coat	roast
soap			float	toast
			goat	
			throat	

oe

hoe
toe

o-e

code	broke	hole	dome	bone	hope	chose	note
rode	coke	mole	home	cone	rope	close	
	joke	pole		lone		hose	
	smoke			phone		nose	
	spoke			stone		rose	
	woke			tone		those	
				zone			

ow

bow	blow	snow	grow
low	flow		throw
row	glow		
show	slow		
sow			

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes he (short i) in 'He is happy.'; for (or) becomes for (schwa) in 'For me.')

• Long u

ew

d <u>ew</u>
f <u>ew</u>
n <u>ew</u>

ue

du <u>e</u> l	T <u>ue</u> sday
f <u>ue</u> l	

u-e

c <u>u</u> be	t <u>u</u> ne	c <u>u</u> te
t <u>u</u> be		

6. Other vowels

• ar

are*	bar	card	bark	arm	art	march	charge
	car	hard	dark	charm	cart	March	large
	far	yard	mark	farm	part		
	jar		park	harm	smart		
	star		shark				

• ir

er

her*
term
verb

ir

birth	bird	dirt	first
girl	third	shirt	thirst
sir		skirt	

ur

burn	hurt	nurse
turn		purse

• oi

oi

oil	coin	choice	noise	point
boil	join			joint
soil				
spoil				

oy

boy
joy
toy

• Short oo

oo

good	look
	book

u

pudding
push
pussy
put

• Long oo

ew

blew
drew
flew
grew
threw

o

do*
to*

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes hə (short i) in 'He is happy.' ; for (or) becomes fə (schwa) in 'For me.')

## oo

too*	food	roof	fool	moon	goose	shoot	tooth
zoo			pool	noon	choose		
			tool	soon			
			school	spoon			

## ue

blue
glue
Sue
tissue
true

## u-e

use	rude	rule	June
-----	------	------	------

## • or

## al

all	chalk
ball	talk
call	walk
fall	
hall	
tall	
wall	
small	

## au

August
autumn
because*
caught
taught

## aw

draw	dawn
jaw	drawn
paw	
raw	
saw	
straw	

## or

or*	fork	born	port	torch	north	more
for*	pork	horn	short			shore
		torn	sort			store
		worn	sport			tore
						wore

## ough

ought
bought
fought
thought

## • ou

## ou

cloud	blouse	out*	mouth	ground
loud	house	shout	south	pound
proud	mouse			sound

## ow

bow	crowd	owl	brown
cow			clown
how			down
now			drown
			town

## • Schwa

## a

above	fireman
again	gentleman
ago	policeman
alone	postman
along	walkman
away	watchman

## er

worker	farmer	daughter	brother	teacher
	summer	master	father	
		sister	mother	
		water		
		winter		

## or

Victor	doctor	motor
--------	--------	-------

\* Function words (e.g. articles, pronouns and prepositions) are often unstressed and occur in a reduced form in connected speech (e.g. he (long e) becomes hɛ (short i) in 'Hɛ is happy.'; for (or) becomes fɔr (schwa) in 'Fɔr me.')



## For further reference

### Hard and soft letters

#### • Hard c

##### Initial c

<u>c</u> ake	<u>c</u> oat	<u>c</u> ube
<u>c</u> an	<u>c</u> oin	<u>c</u> up
<u>c</u> ap	<u>c</u> ollect	<u>c</u> ut
<u>c</u> ar	<u>c</u> ome	
<u>c</u> ard	<u>c</u> ook	
<u>c</u> at	<u>c</u> ow	

##### Ending c

disc
Eric
magic
music
picnic
topic

#### • Soft c

##### Initial c

<u>c</u> ell	<u>c</u> inema
<u>c</u> ent	<u>c</u> ircle
<u>C</u> entral	<u>c</u> ircus
<u>c</u> entre	<u>c</u> ity
<u>c</u> ertain	

##### Ending c

dance
fence
nice
once
practice
rice

#### • Hard g

##### Initial g

game	gear	girl	go	guess
garden	geese	give	goat	guest
<u>G</u> ary	get		good	gum
gas			goose	
gate				
gave				

##### Ending g

bag	beg	dig	dog	bug
flag	leg	fig	fog	dug
tag	peg	pig	log	hug
wag		wig		mug

#### • Soft g

##### Initial g

gem	giant
generous	gin
gentle	ginger
<u>G</u> eorge	giraffe

##### Ending g

age	orange	badge
page	strange	bridge
wage		edge
		large

### Double consonants

#### ff

cliff	huff
sniff	puff
stiff	stuff

#### ll

bell	bill	doll	dull	bull
fell	fill		skull	pull
sell	hill			
shell	ill			
smell	kill			
spell	mill			
tell	pill			
well	till			
	will			

ss

class	ble <u>ss</u>	hi <u>ss</u>	bo <u>ss</u>
gl <u>ass</u>	dr <u>ess</u>	mi <u>ss</u>	cr <u>oss</u>
gr <u>ass</u>	l <u>ess</u>	Miss	l <u>oss</u>
	me <u>ss</u>		
	pr <u>ess</u>		

zz

buz <u>z</u>
--------------

### 3-letter blends

Initial chr

Chr <u>is</u>
Chr <u>ist</u>
Chr <u>istmas</u>

Initial sch

sch <u>ool</u>
sch <u>oolboy</u>
sch <u>oolgirl</u>

Initial spr

sp <u>read</u>
sp <u>ring</u>
sp <u>rinkle</u>

Initial str

str <u>ange</u>	str <u>eam</u>	str <u>ing</u>	str <u>ong</u>
str <u>aw</u>	str <u>ee</u> t		
	str <u>ength</u>		
	str <u>etch</u>		

### Magic e

Long a

a-e

face	made	age	bake	sale	came	Jane	ape	base	ate	brave	paste
Gr <u>ace</u>	sh <u>ade</u>	c <u>age</u>	ca <u>ke</u>	ta <u>le</u>	ga <u>me</u>	la <u>ne</u>	ca <u>pe</u>	ca <u>se</u>	ga <u>te</u>	ca <u>ve</u>	ta <u>ste</u>
pl <u>ace</u>	sp <u>ade</u>	pa <u>ge</u>	la <u>ke</u>	wh <u>ale</u>	na <u>me</u>	pl <u>ane</u>	gr <u>ape</u>	ch <u>ase</u>	la <u>te</u>	ga <u>ve</u>	
ra <u>ce</u>		st <u>age</u>	ma <u>ke</u>		sa <u>me</u>		sh <u>ape</u>		pl <u>ate</u>	sa <u>ve</u>	
sp <u>ace</u>			sh <u>ake</u>				ta <u>pe</u>		sk <u>ate</u>	wa <u>ve</u>	
tr <u>ace</u>			sn <u>ake</u>								
			ta <u>ke</u>								
			wa <u>ke</u>								

Long e

e-e

e <u>ve</u>	com <u>plete</u>
E <u>ve</u>	de <u>lete</u>

Long i

i-e

ic <u>e</u>	br <u>ide</u>	lif <u>e</u>	bi <u>ke</u>	fi <u>le</u>	crim <u>e</u>	din <u>e</u>	pip <u>e</u>	ris <u>e</u>	kit <u>e</u>	div <u>e</u>	priz <u>e</u>
d <u>ic</u> e	h <u>id</u> e	wif <u>e</u>	hi <u>ke</u>	mi <u>le</u>	mi <u>me</u>	fin <u>e</u>	rip <u>e</u>	wis <u>e</u>		dr <u>iv</u> e	siz <u>e</u>
m <u>ic</u> e	pr <u>id</u> e		kit <u>e</u>	pil <u>e</u>	tim <u>e</u>	lin <u>e</u>	wip <u>e</u>			f <u>iv</u> e	
n <u>ic</u> e	rid <u>e</u>		lik <u>e</u>	smil <u>e</u>		min <u>e</u>				h <u>iv</u> e	
pr <u>ic</u> e	sid <u>e</u>			til <u>e</u>		nin <u>e</u>					
ric <u>e</u>	slid <u>e</u>			whil <u>e</u>		pin <u>e</u>					
sl <u>ic</u> e	tid <u>e</u>					shin <u>e</u>					
sp <u>ic</u> e	wid <u>e</u>					win <u>e</u>					
tw <u>ic</u> e											

## Long o

o-e

code	broke	hole	dome	bone	hope	chose	note
rode	coke	mole	home	cone	rope	close	
	joke	pole		lone		hose	
	smoke			phone		nose	
	spoke			stone		rose	
	woke			tone		those	
				zone			

## Long u

u-e

cube	tune	cute
tube		

## Silent letters

### Silent b

climb
comb
doubt
dumb

### Silent c

science
scissors

### Silent g

design
sign
singer

### Silent gh

high	although
sigh	though
thigh	

### Silent h

exhibit	rhyme	honest	what
	rhythm	hour	when
			where
			whether
			which
			why

### Silent k

knee	knife	knock
kneel	knit	know

### Silent l

half
------

### Silent n

autumn
column

### Silent r

iron
------

### Silent t

castle
whistle

### Silent w

answer	wrinkle
	wrist
	wrong

## Summary of 'Useful Groups of Letter Sounds'

Consonant Letter Sounds								
Consonant Letter Sounds			Consonant Digraph Letter Sounds			Consonant Blend Letter Sounds		
	Initial	Ending		Initial	Ending		Initial	Ending
b	<u>b</u> all	cr <u>b</u>	ch	<u>ch</u> air	wh <u>ch</u>	bl	<u>b</u> lue	
c (hard)	<u>c</u> ar	music <u>c</u>	ck		du <u>ck</u>	cl	<u>c</u> lass	
c (soft)	<u>c</u> ent	onc <u>e</u>	gh		laugh <u>h</u>	fl	<u>f</u> loor	
d	<u>d</u> oor	fo <u>d</u>	ph	<u>ph</u> one	graph <u>h</u>	pl	<u>p</u> lane	
f	<u>f</u> ive	lea <u>f</u>	sh	<u>sh</u> ip	fi <u>sh</u>	sl	<u>s</u> leep	
g (hard)	<u>g</u> o	bi <u>g</u>	th (voiced)	<u>th</u> is		br	<u>b</u> read	
g (soft)	<u>g</u> iant	lar <u>g</u> e	th (unvoiced)	<u>th</u> in	te <u>th</u>	cr	<u>c</u> rab	
h	<u>h</u> ead		wh	<u>wh</u> at		dr	<u>d</u> ress	
j	<u>j</u> am		ng		si <u>ng</u>	fr	<u>f</u> rog	
k	<u>k</u> ee <u>p</u>	pa <u>rk</u>				gr	<u>g</u> reen	
l	<u>l</u> amp	hee <u>l</u>				tr	<u>t</u> ry	
m	<u>m</u> an	ha <u>m</u>				sk	<u>s</u> ky	ask
n	<u>n</u> ame	fa <u>n</u>				sn	<u>s</u> now	
p	<u>p</u> en	ca <u>p</u>				sp	<u>s</u> peak	
qu	<u>qu</u> een					st	<u>s</u> tar	fa <u>st</u>
r	<u>r</u> ed					sw	<u>s</u> weet	
s (voiced)		ha <u>s</u>				ft		le <u>ft</u>
s (unvoiced)	<u>s</u> ee	bu <u>s</u>				ld		co <u>ld</u>
t	<u>t</u> all	fa <u>t</u>				lk		mi <u>lk</u>
v	<u>v</u> an	gi <u>v</u> e				lt		fe <u>lt</u>
w	<u>w</u> alk					mp		ju <u>mp</u>
x	<u>x</u> ylophone	bo <u>x</u>				nd		ha <u>nd</u>
y	<u>y</u> es					nk		in <u>k</u>
z	<u>z</u> oo	qu <u>iz</u>				nt		au <u>nt</u>

## Summary of 'Useful Groups of Letter Sounds'

Vowel Letter Sounds					
Short Vowel Letter Sounds		Long Vowel Letter Sounds		Other Vowel Letter Sounds	
Short a		Long a		ar	
a	apple	a-e	name	ar	arm
Short e		ai	aim	ir	
e	elephant	ay	day	er	her
ea	head	Long e		ir	girl
Short i		e	me	ur	turn
i	ink	ea	eat	oi	
y	happy	ee	see	oi	coin
Short o		e-e	eve	oy	boy
a	wash	Long i		Short oo	
o	octopus	ie	pie	oo	good
Short u		i-e	kite	u	put
u	umbrella	igh	high	Long oo	
o	son	y	cry	ew	drew
oo	blood	Long o		o	do
		oa	boat	oo	moon
		oe	toe	ue	blue
		o-e	nose	u-e	use
		ow	snow	or	
		Long u		al	ball
		ew	new	au	caught
		ue	fuel	aw	saw
		u-e	cute	or	fork
				ough	bought
				ou	
				ou	loud
				ow	cow
				Schwa	
				a	ago
				er	water
				or	doctor