



## 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

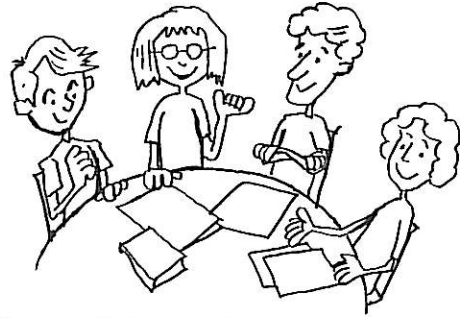
Comparing the 44 different sound units that make a difference to meanings of words

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>
h <u>i</u> ll	ta <u>ll</u>	dr <u>i</u> ve	bo <u>a</u> t	ju <u>m</u> p	<u>s</u> low	sa <u>i</u> d
<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>ph</u> one	<u>sch</u> ool	<u>s</u> ee	<u>o</u> ff	<u>c</u> ow	<u>so</u> il	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>

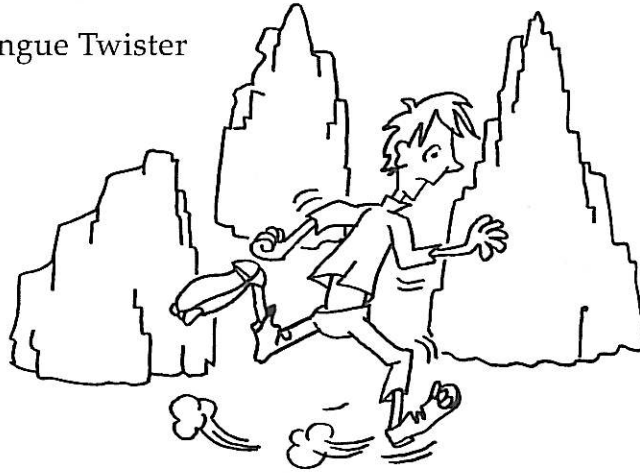
- B. Find a few more examples for each group of letter sounds. Use the 'English Letter Sounds' card to help you.



## Activity 7

### Initial r

Letter-sound Tongue Twister



### Round the Ragged Rocks

Round and round the ragged rocks  
the ragged rascal ran.

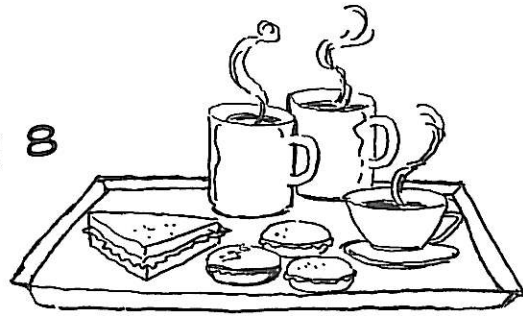
- Read aloud the tongue twister. Circle all the 'initial r' sounds.
- How many questions can you think of to ask about the tongue twister?  
Write them here.

Example: Who ran round the ragged rocks?

- Find a partner and practise asking and answering questions about the tongue twister.
- 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?

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

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

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- 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

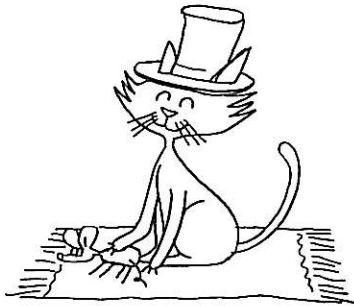
- E. Refer to the 'English Letter Sounds' card and find more words with short vowels. Underline the letter(s) representing the vowel sound in each word and read it aloud. Discuss in groups how you would group them when you teach phonics and why.

## Activity 12

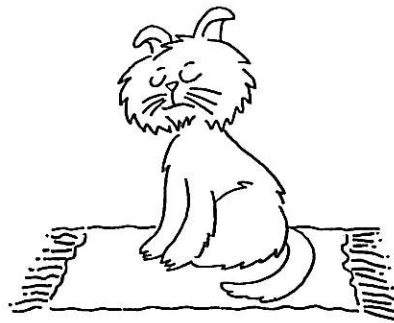
### Short a

#### 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.

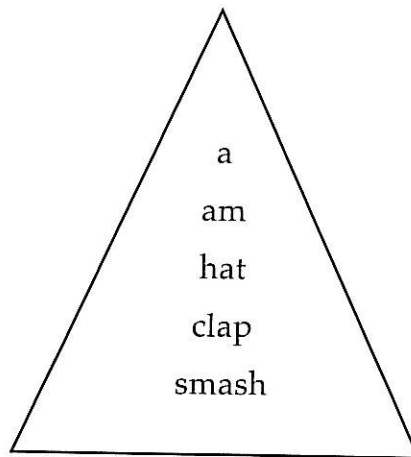



## Activity 13

### 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.

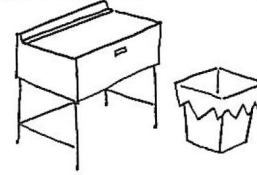
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## Activity 14



### 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!

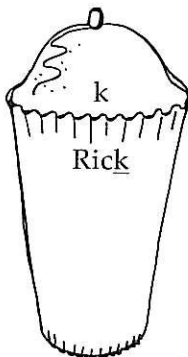
Mike: Didn't you use butter to make it not \_\_\_\_\_, Rick? Use this \_\_\_\_\_ brush next time. I've learnt about it from a \_\_\_\_\_ book.

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 \_\_\_\_\_.

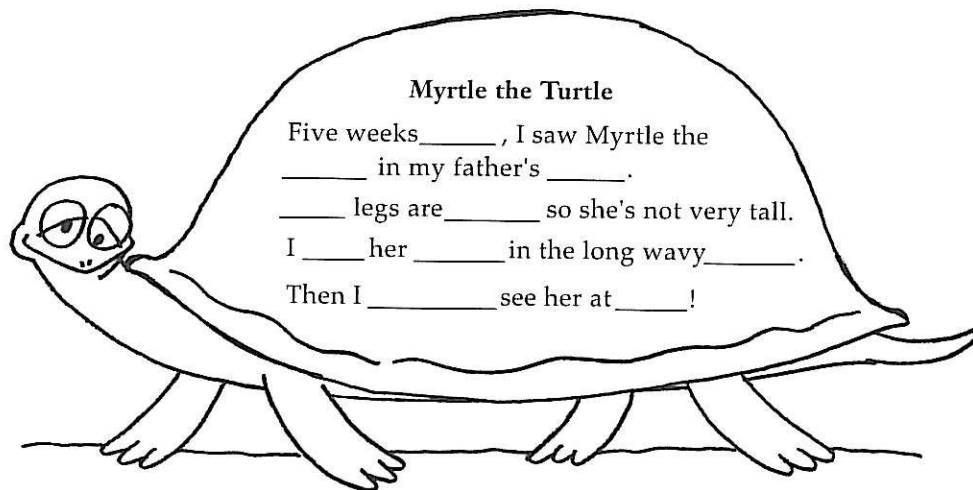
- C. Find other examples of words with 'Magic e'.

## 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:

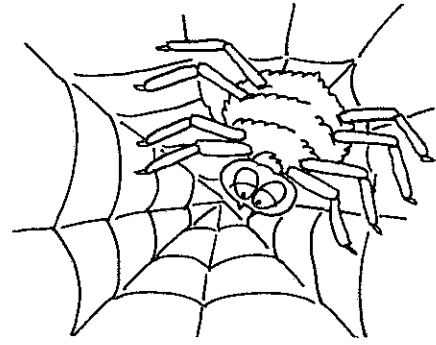
	onset	rime
<u>m</u> ad	m	ad
<u>m</u> an	m	an

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	

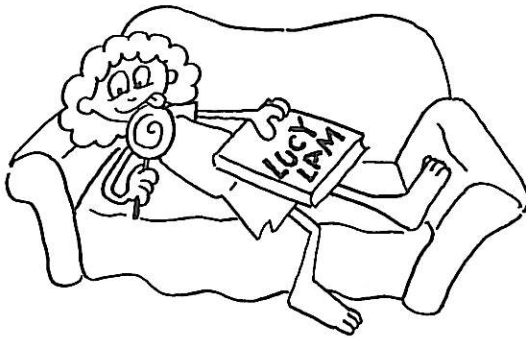
C. Discuss how knowledge about rimes can help your pupils with reading aloud and spelling.

## 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:

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

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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





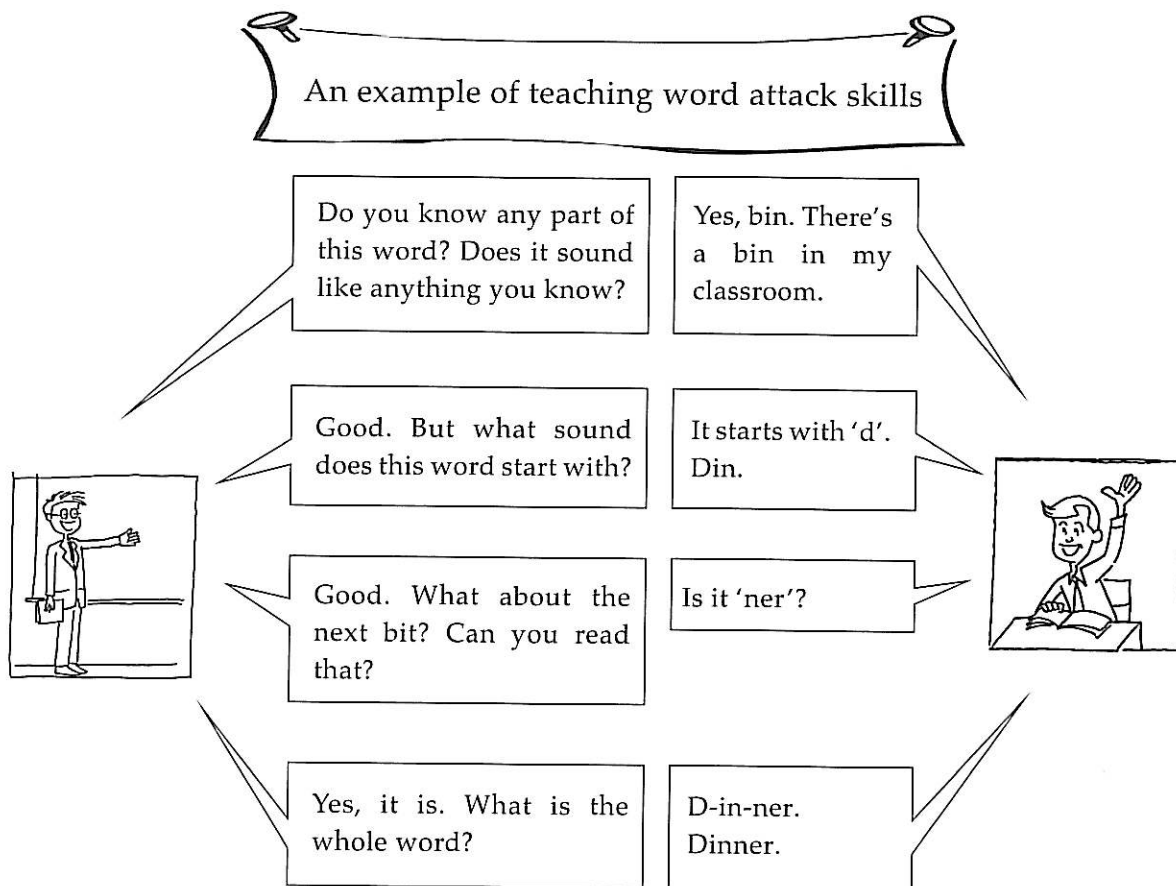
## Activity 25

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?

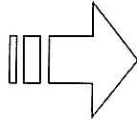
- ☺ At an early age
- ☺ When learners can recognize some words through listening or sight reading
- ☺ When learners need enabling skills
- ☺ When learners need to achieve accuracy in spelling









### 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.

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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: