



## Cutting words into syllables

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To help learners develop the concept of syllables in English words and enhance their skills for reading aloud and spelling, teachers can show them how to divide long words into syllables.

### How to cut words into syllables

1. Call learners' attention to some words which may contain more than one syllable, e.g. **la/zy,cro/co/dile**.
2. Read aloud the words one at a time. Ask learners to listen, read after you and count the number of syllables in these words. Help them build up the concept of syllables through practice.
3. Write the word on a card. Ask learners to use scissors to cut the words into parts/syllables,

e.g.   


4. Display one syllable card each time and invite learners to read out each syllable. Encourage them to apply their knowledge of phonics. Put the parts of the words on the board again. Invite learners to read out the whole word and then arrange the cards in the right sequence.
5. Remove the cards. Read aloud each syllable and then the whole word. Ask learners to work out the spelling of each syllable and then the whole word.
6. Encourage learners to use the same method to help pronounce and spell other words with more than one syllable.

## Framing letter sounds

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Teachers can help learners recognize the letter-sound relationships and develop some enabling skills for reading aloud. They can provide opportunities for learners to hear and identify the focused letter sound. They can also help young learners to relate the target sound to its matching letter(s) by using a frame to isolate/highlight the relevant letter(s) in the word. This can be done most effectively by using a big book for shared reading.

### How to produce the frame

1. Print out the frame and the strip.
2. Cut out the frame and the strip.
3. Cut out the shaded region.
4. Insert the strip. Check if you can move the strip to frame the target letter sound.
5. Fold along the dotted lines.
6. Paste the sides together to make the frame.

### How to use the frame

1. Identify a letter sound to focus on in the shared reading book, e.g. **e** as in **hen** in the storybook "The Little Red Hen".
2. Select a word in the big book and frame the focused letter sound, e.g. hen →  
h e n . Model read the target letter sound and invite pupils to read the letter sound after you.
3. Uncover part of the word and then the whole word to show learners how to say it, e.g.

**hen:    →   e   →   en   →   hen**

4. Repeat Steps 2 and 3 several times to give learners more practice in blending sounds and associating letter(s) to sound(s).

5. Invite learners to come out and frame the same letter sound in other words in the same big book. Encourage them to repeat Steps 2 and 3 for each word.

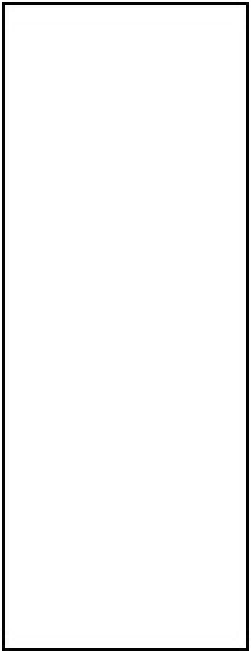
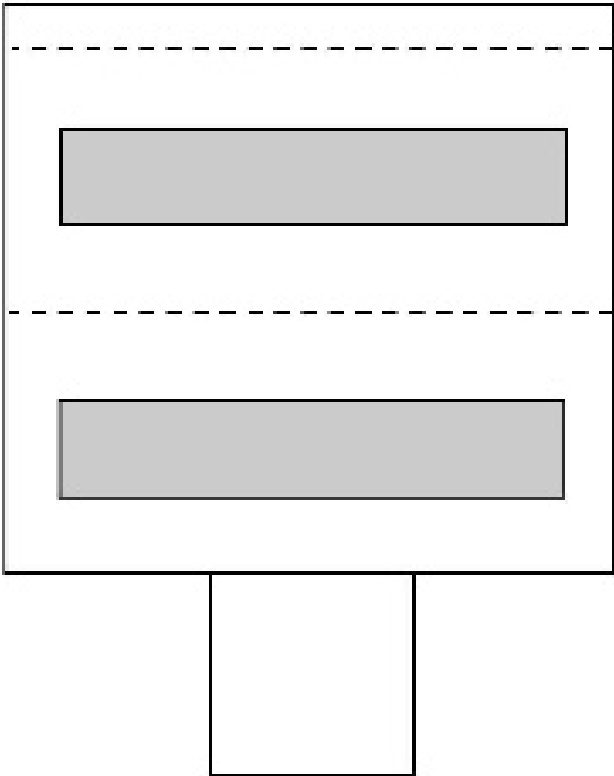
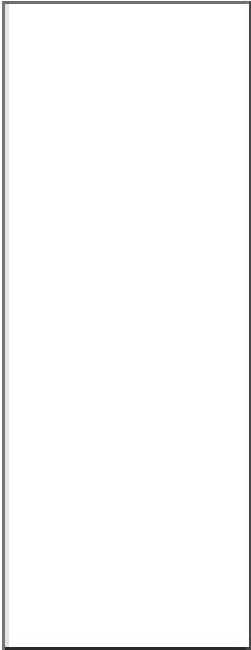
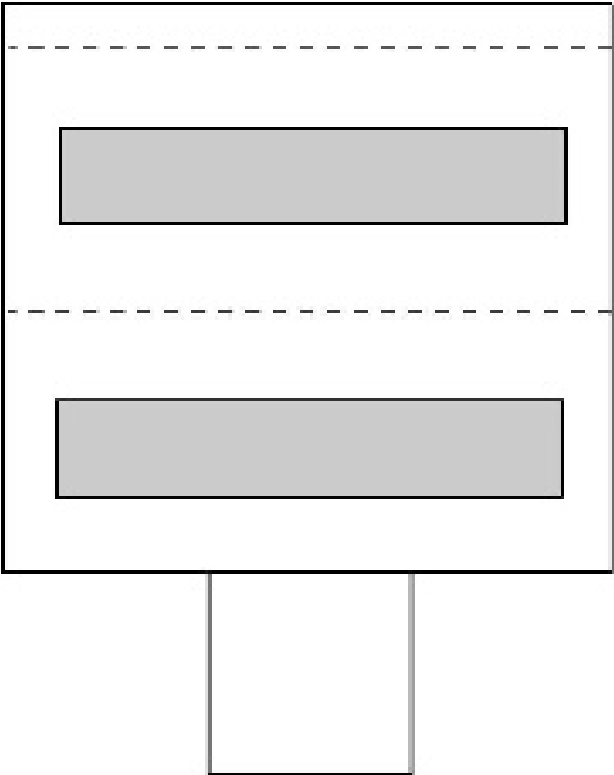
## Framing letter sounds

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Teaching Aids



# English Letter Sounds

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

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

# Spellings of Vowel Sounds

Circle the most highly regular sound-spelling correspondences in each of these groups.

Sound	Letter	Examples		
short a	a	am	cat	black
short e	e	egg	tell	bed
	ea	head	health	wealth
short i	i	into	live	hill
	y	only	many	happy
short o	a	wash	what	watch
	o	off	doll	fox
short u	o	son	won	ton
	u	up	but	cup

Sound	Letter	Examples		
ar	ar	arm	start	far
oi	oi	oink	coin	boil
	oy	boy	toy	enjoy
short oo	oo	look	book	good
	u	put	push	pussy
long oo	ew	drew	flew	grew
	oo	moon	school	too
	ue	blue	glue	true
	u-e	use	rule	rude
or	al	always	talk	salt
	au	August	caught	taught
	aw	saw	paw	claw
	or	fork	horse	sport
ou	ou	loud	about	house
	ow	owl	cow	town
schwa uh	a	ago	away	alone
	er	water	father	farmer



Sound	Letter	Examples		
long a	a-e	ate	make	name
	ai	aim	rail	train
	ay	day	May	play
long e	e	eve	me	she
	ea	eat	clean	sea
	ee	see	street	tree
long i	ie	pie	tie	die
	i-e	five	side	kite
	y	cry	why	reply
long o	oa	boat	coat	road
	o-e	bone	nose	smoke
	ow	snow	slow	pillow
long u	ew	few	new	dew
	ue	duel	fuel	Tuesday
	u-e	cube	tune	cute

You may consider teaching the most highly regular sound-spelling correspondences first.

## PHONICS IN ELT

This leaflet is prepared to provide a quick reference to teachers on what phonics is and how it can be used to enhance learning. The list of "English Letter Sounds" is for teachers' reference only. It is not a prescribed list for learners.

Phonics is a useful tool to help learners gain proficiency in reading aloud and spelling. However, it may not always help learners make sense of a reading text, particularly in a second or foreign language environment. Teachers also need to help learners develop skills in reading for meaning.

The most highly regular sound-spelling correspondences are:

short a : a	long a : a-e
short e : e	long e : e
short i : i	long i : i-e
short o : o	long o : o-e
short u : u	long u : u-e

Information from:  
Crystal D., 1987. *The Cambridge Encyclopaedia of Language*.  
UK: Cambridge University Press. p.215



English Section  
Education Department

## Looking for small words

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To help learners develop some enabling skills for reading aloud and improve their spelling, teachers can provide opportunities for them to look for and circle small words.

### How to look for small words

1. Call learners' attention to words which contain "small words" hidden in them, e.g. **in** and **bread** in **Gingerbread**.
2. Help learners find and circle the small words.
3. Model read the small words and then encourage learners to read the whole word together, applying their knowledge of phonics.
4. Teach them to read the word in this sequence:

**in → gin → ginger → gingerbread**

5. Encourage learners to use this method to work out the pronunciation of unfamiliar words and learn their spelling.

## Phonics board game

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Storybooks help teachers to introduce target letter sounds in context. Recognizing the letter-sound association helps learners to understand how words actually sound and helps them develop skills for reading aloud. Most important, however, is understanding the technique of matching the letters with the sounds they make in words. Once learners have developed this ability, they possess a skill which enables them to "unlock" new words independently without the need for adult help. Games may be used to help learners practise target letter sounds in interesting contexts.

### **How to make the game board**

1. Enter the title of the board game, e.g. The Little Red Hen.
2. Enter the letter sounds to be practised, e.g. **i,h**.
3. Print out the game board.
4. Enlarge the game board to an appropriate size.
5. Paste the game board on to cardboard to make it more durable.

### **How to make the game cards**

*\*Teachers should make/design their own set of cards for this game as a wide variety of items can be used to practise the various target letter sounds. This CD-ROM may help teachers to prepare a set of 30 picture cards only.*

1. Print out the pictures.
2. Cut out the pictures.
3. Paste the pictures on cards to make them more durable.

### **How to conduct the game**

1. Invite learners to look at the word trees/trains/walls displayed in the classroom. Ask them to read out each letter sound and then the words on the word trees/trains/walls.
2. Tell learners that they are going to play a board game in groups of 6 to practise these target letter sounds.
3. Show them the game board and the set of picture cards. Explain and demonstrate how the game is played.

4. Each learner gets a marker to put on the "Start" square when the game begins.
5. They take turns to draw a picture card, read it aloud and go to the nearest square showing the target letter sound.
6. Tell learners that they miss 1 turn when they land on the wrong square.
7. The first learner to reach "Finish" is the winner of the game.

# Instructions for the Game

1.  Draw a picture card

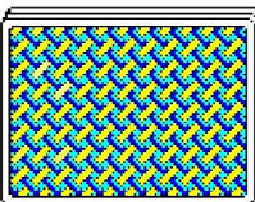


2.  Read the word aloud

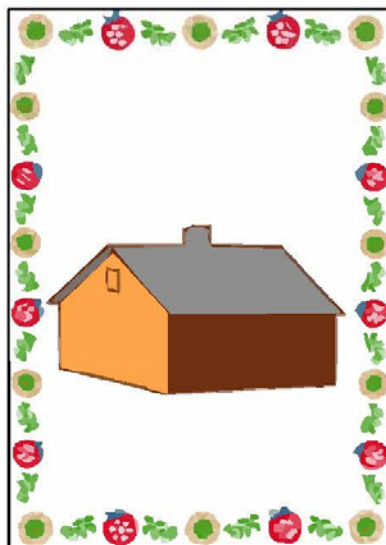
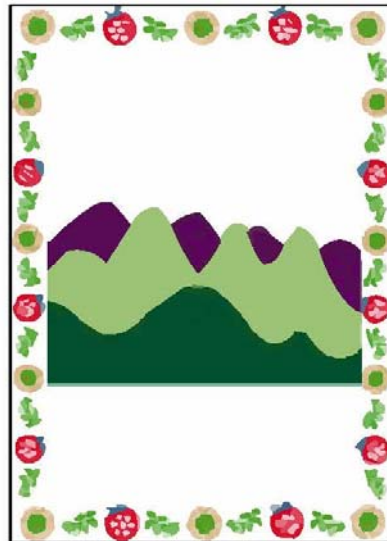
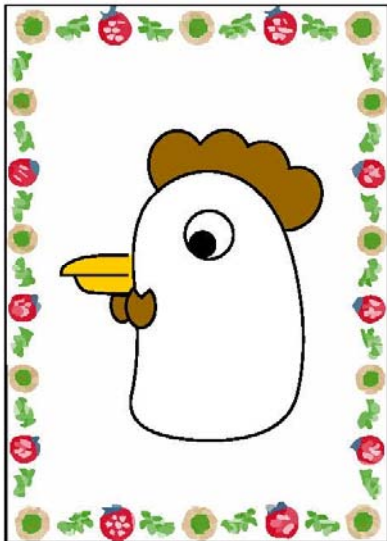
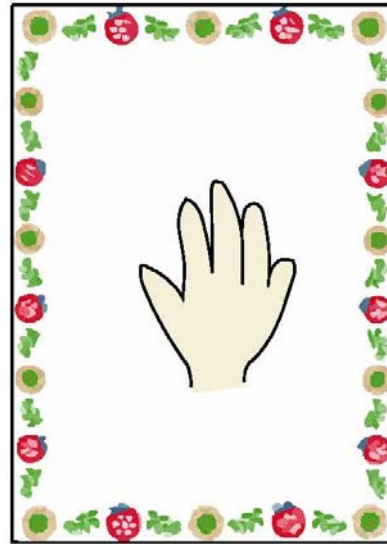
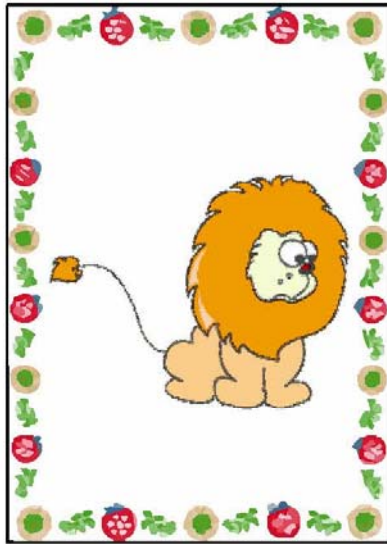
3.  Go to the nearest box with one of the

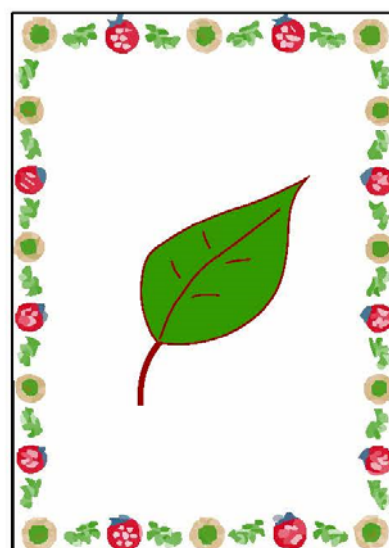
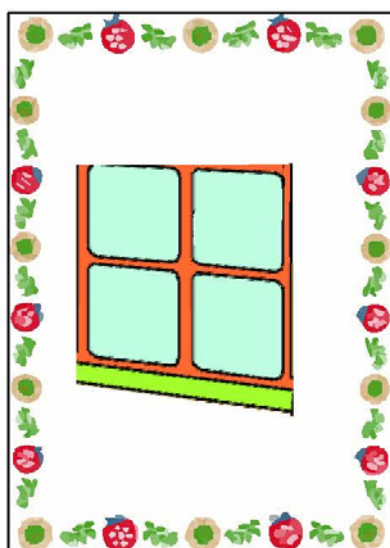
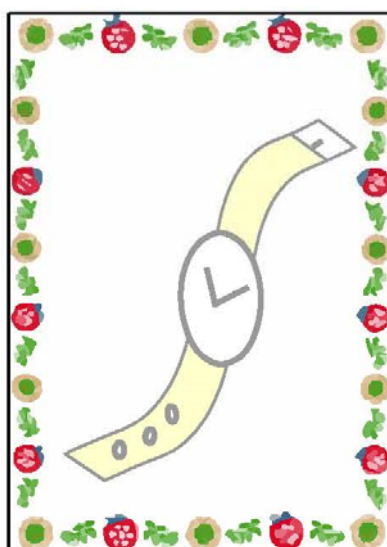
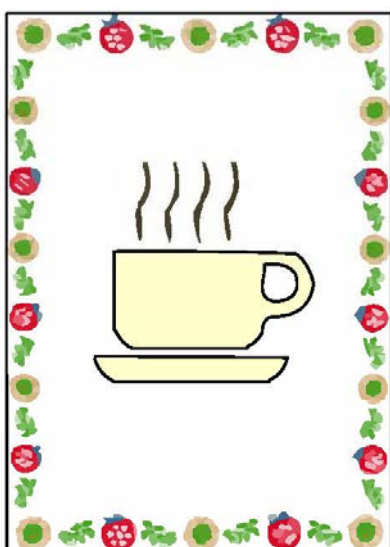
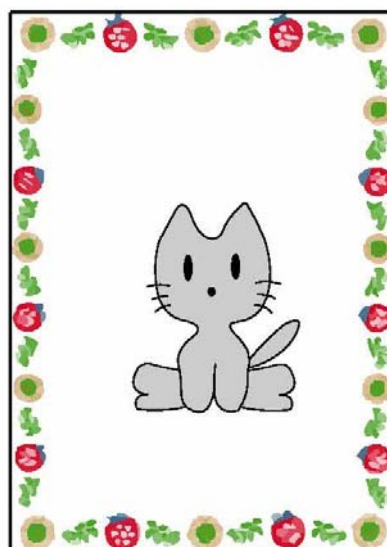
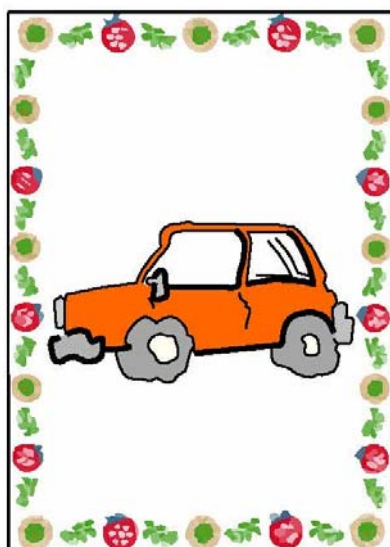
following letter sounds:

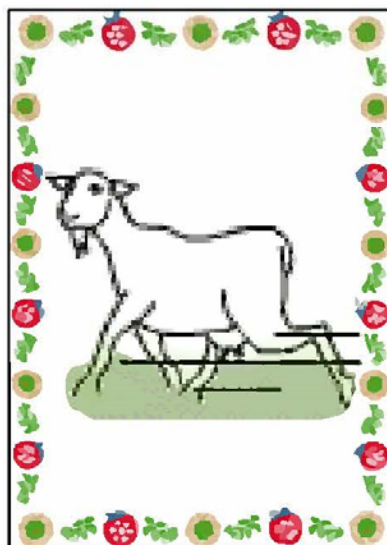
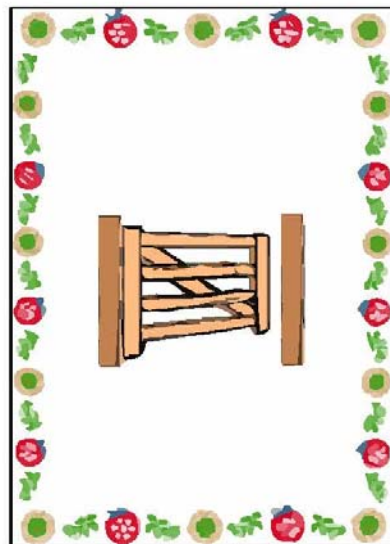
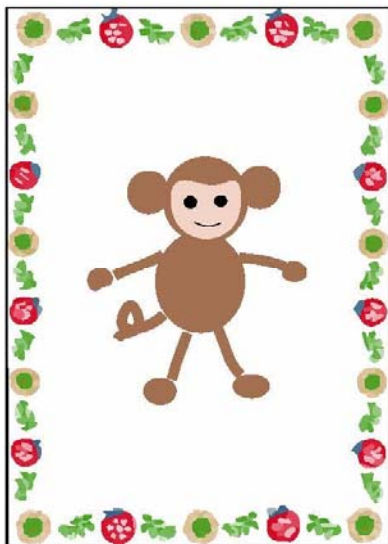
q, f, k, p,  
o, i, f, u,  
e, a.

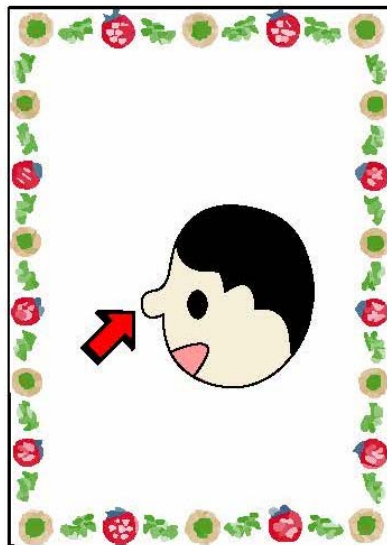
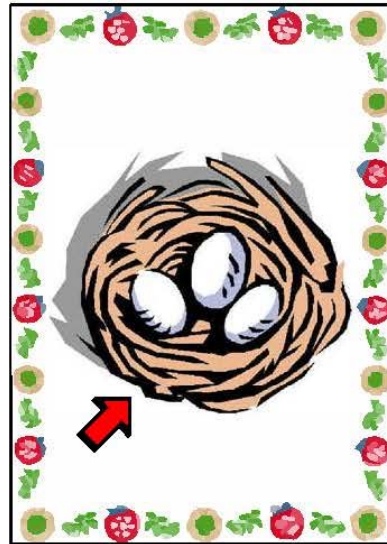
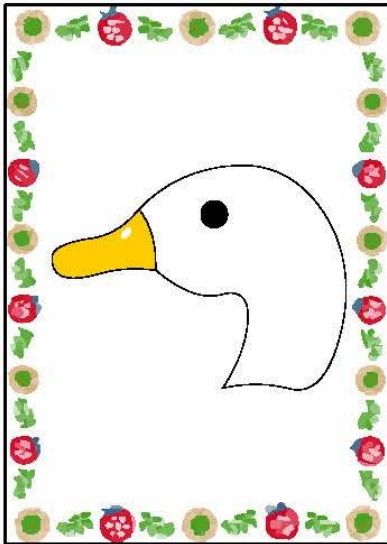
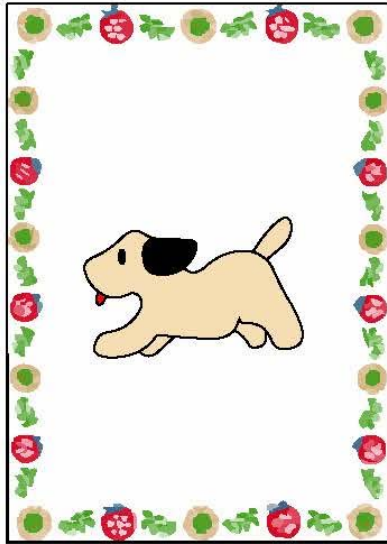
4.  You are the winner when you come to 

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a											f							
k											i							
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i	q									q								
u	e									f								
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## Word spinner

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To help learners recognize the letter-sound relationships, teachers can provide opportunities for them to hear and identify the focused sound and relate it to the letter(s) in shared reading lessons. A word spinner may help learners to present their collection of words with the same letter sound or phonological unit in the initial or final position of words. Learners may turn the spinner and recognize the letter-sound association. These words are identified from the shared reading books, coursebooks or other English books. Learners are encouraged to read aloud the words in their collection and enter them in a word spinner. Instead of a word spinner, other ways of presentation, e.g. a flip book, a word octopus, etc. can be used.

### How to make a word spinner

1. For practising a letter sound or phonological unit in the initial position of words, print [Word Spinner 1](#) or [Word Spinner 2](#).
2. For practising a letter sound or phonological unit in the final position of words, print [Word Spinner 3](#).
3. Enlarge the word spinner on a photocopying machine if necessary.

### How to use a word spinner

1. Select a letter sound or phonological unit in the initial or final position of words to focus on in the shared reading book, e.g. the initial **h** as in **h**en in the storybook "The Little Red Hen"; the rime **ink** as in **p**ink & **th**ink in the storybook "It's Pink, I Think".
2. Model read the target letter sound/phonological unit and invite learners to read after you.
3. Develop a word spinner on the target letter sound/phonological unit.
4. Write the target letter sound/phonological unit in the initial position, e.g. **h** in the smaller/inner circle. Write the other parts of the word, e.g. **en** in the bigger/outer circle.
5. Write the target letter sound/phonological unit in the final position, e.g. **ink** in the outer/bigger circle. Write the other parts of the word, e.g. **p,th** in the smaller/inner circle.
6. Invite learners to find other words with the same target letter sound/phonological unit in the storybook. Tell them to read out the target letter sound/phonological unit and then the word before writing them on the word spinner.
7. Ask the learners to turn their spinners and read aloud the words. Check if they can apply their knowledge of phonics.

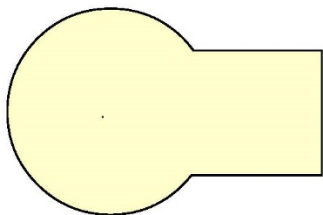
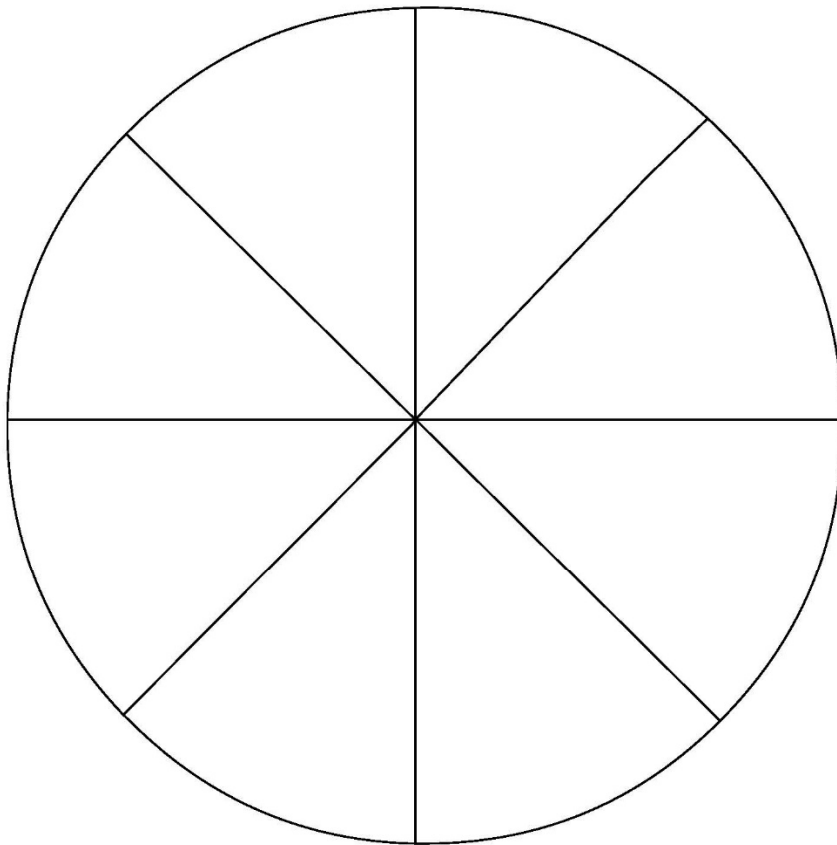
8. Encourage learners to put more words on the word spinner, using other words with the same target letter sound/phonological unit from the coursebook or other sources.

## Teaching Aides

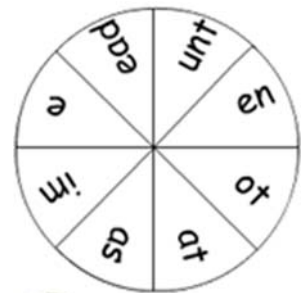
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2. For practising a letter sound or phonological unit in the final position of words, print [Word Spinner 3](#).
3. Enlarge the word spinner on a photocopying machine if necessary.

### Word Spinner 1

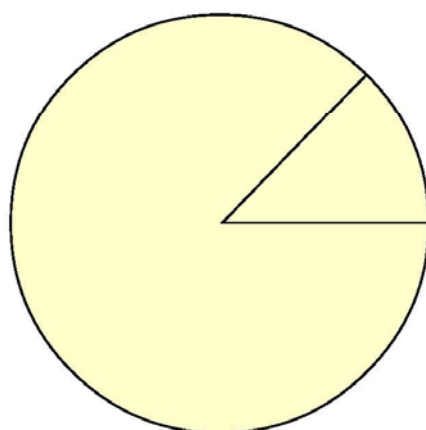
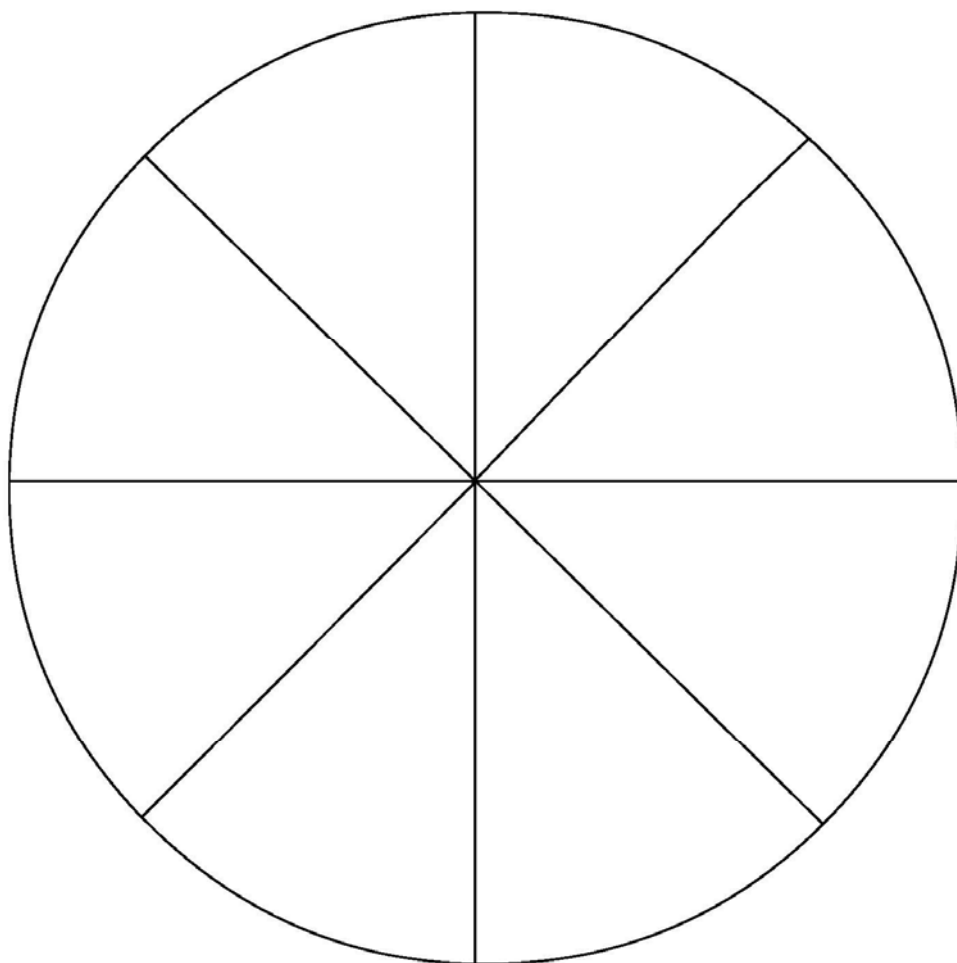
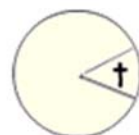
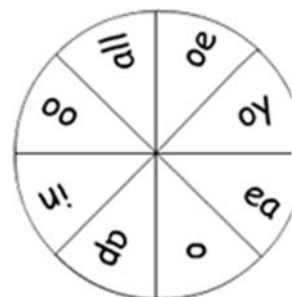


### Example

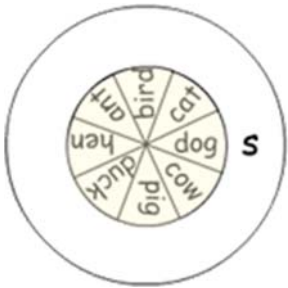
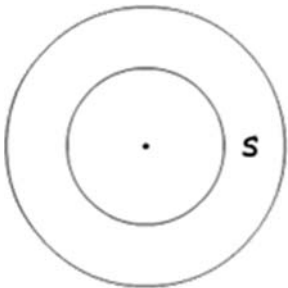
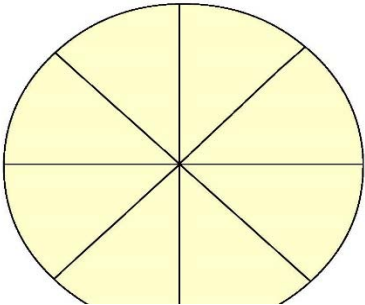
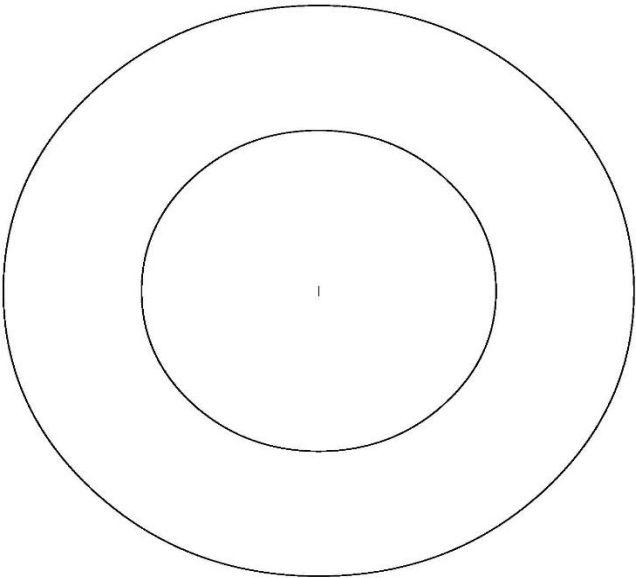


### Word Spinner 2

Example



Example



## Word train

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To help learners recognize the letter-sound relationships, teachers can provide opportunities for them to hear and identify the focused sound and relate it to the letter(s) in shared reading lessons. A word train may be used to present the collection of words with the focused letter-to-sound correspondence. These words are identified from the shared reading books, coursebooks or other English books. Learners are encouraged to read aloud the words in their collection and write a word in each compartment of the word train. Instead of a word train, other ways of presentation, e.g. a word park, a word giraffe, etc. can be used.

### How to produce a word train

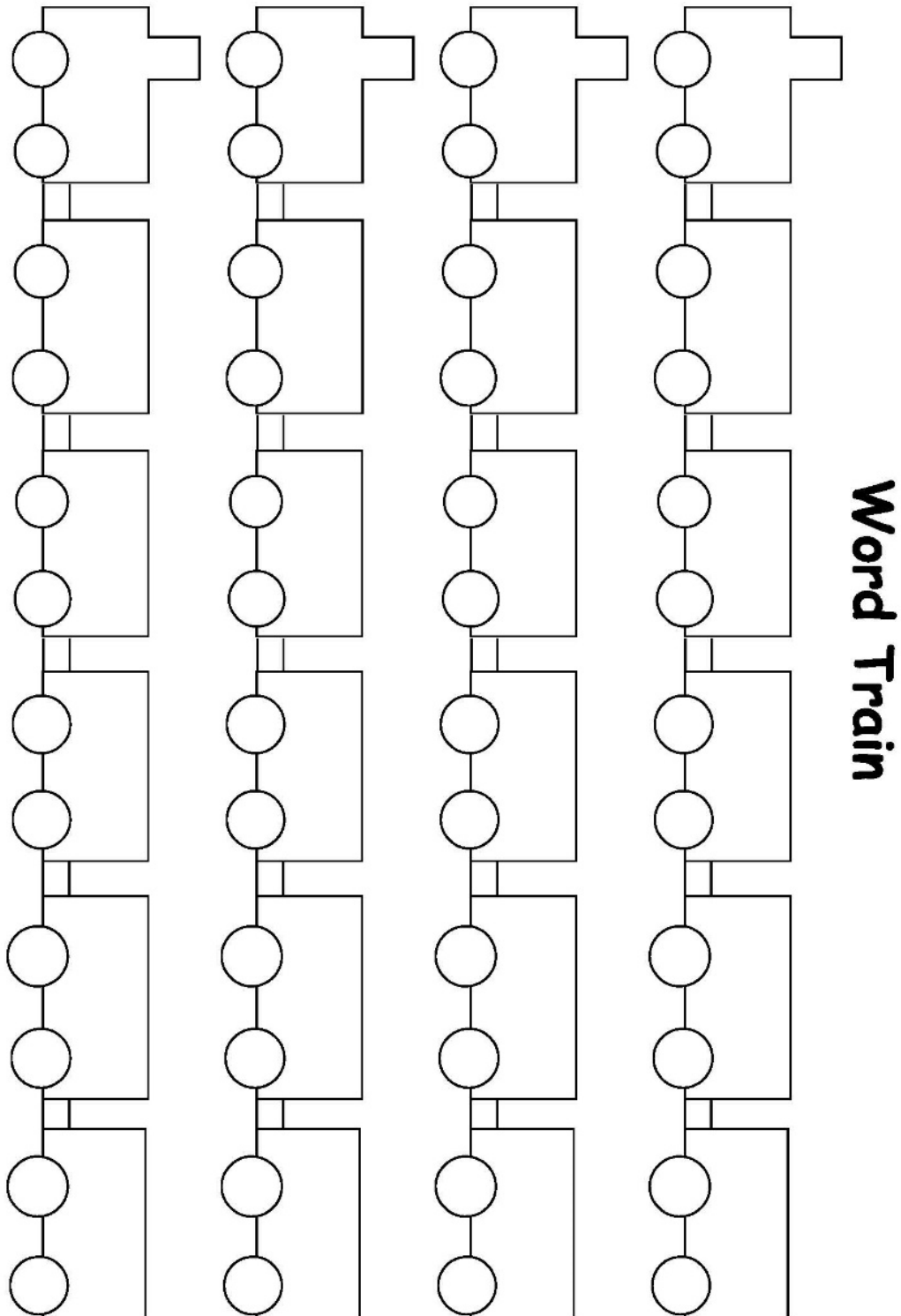
1. Print out the word train.
2. Enlarge the word train on a photocopying machine if necessary.

### How to develop a class word train

1. Select a letter sound to focus on in a shared reading book, e.g. **e** as in **hen** in the storybook "The Little Red Hen"; **ink** as in **pink** & **think** in the storybook "It's Pink, I Think".
2. Model read the target letter sound and invite learners to read after you.
3. Develop a class word train for the target letter sound.
4. Choose a word with the target letter sound from the storybook, e.g. hen, and write it in the train engine.
5. Use a bright colour to underline or write the target letter sound, e.g. **hen** or **hen**.
6. Invite learners to find other words with the same target letter sound in the storybook. Teach them how to use analogy to read out the words and then focus on the target letter sound.
7. Remind them to use a bright colour to underline/write the target letter sound in each word.
8. Encourage them to put more words on the word train, using other words with the same target letter sound from the coursebook or other sources.
9. Check if they can pronounce the words properly, applying their knowledge of phonics if necessary.

**How to produce a word train**

1. Print out the **word train**.
2. Enlarge the word train on a photocopying machine if necessary.



## Word tree

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To help learners recognize the letter-sound relationships, teachers can provide opportunities for them to hear and identify the focused sound and relate it to the letter(s) in shared reading lessons. A word tree may be used to present the collection of words with the focused letter-to-sound correspondence. These words are identified from the shared reading books, coursebooks or other English books. Learners are encouraged to read aloud the words in their collection, write the words on the apples and then put them on the word tree. Instead of a word tree, other ways of presentation, e.g. word trains, word worms, etc. can be used.

### How to produce a word tree

1. Print out the word tree and apples.
2. Enlarge the word tree on a photocopying machine.
3. Cut out the word tree and the apples.
4. Colour the word tree.
5. Paste the word tree on to cardboard to make it more durable.

### How to develop a class word tree

1. Select a letter sound to focus on in the shared reading book, e.g. **e** as in **hen** in the storybook "The Little Red Hen".
2. Model read the target letter sound, e.g. short **e** and invite learners to read after you.
3. Develop a class word tree for the target letter sound.
4. Choose a word with the target letter sound **e** from the storybook, e.g. **hen**, and write it on the tree trunk.
5. Use a bright colour to underline/write the target letter sound, e.g. **hen** or **hen**.
6. Invite learners to find other words with the same target letter sound in the storybook. Tell them to put these words on the apples and use a bright colour to underline/write the target letter sound.

7. Invite them to read out the target letter sound and then the words before putting their apples on the tree.

8. Encourage them to put more apples on the word tree, using other words with the same letter sound from the coursebook or other sources.

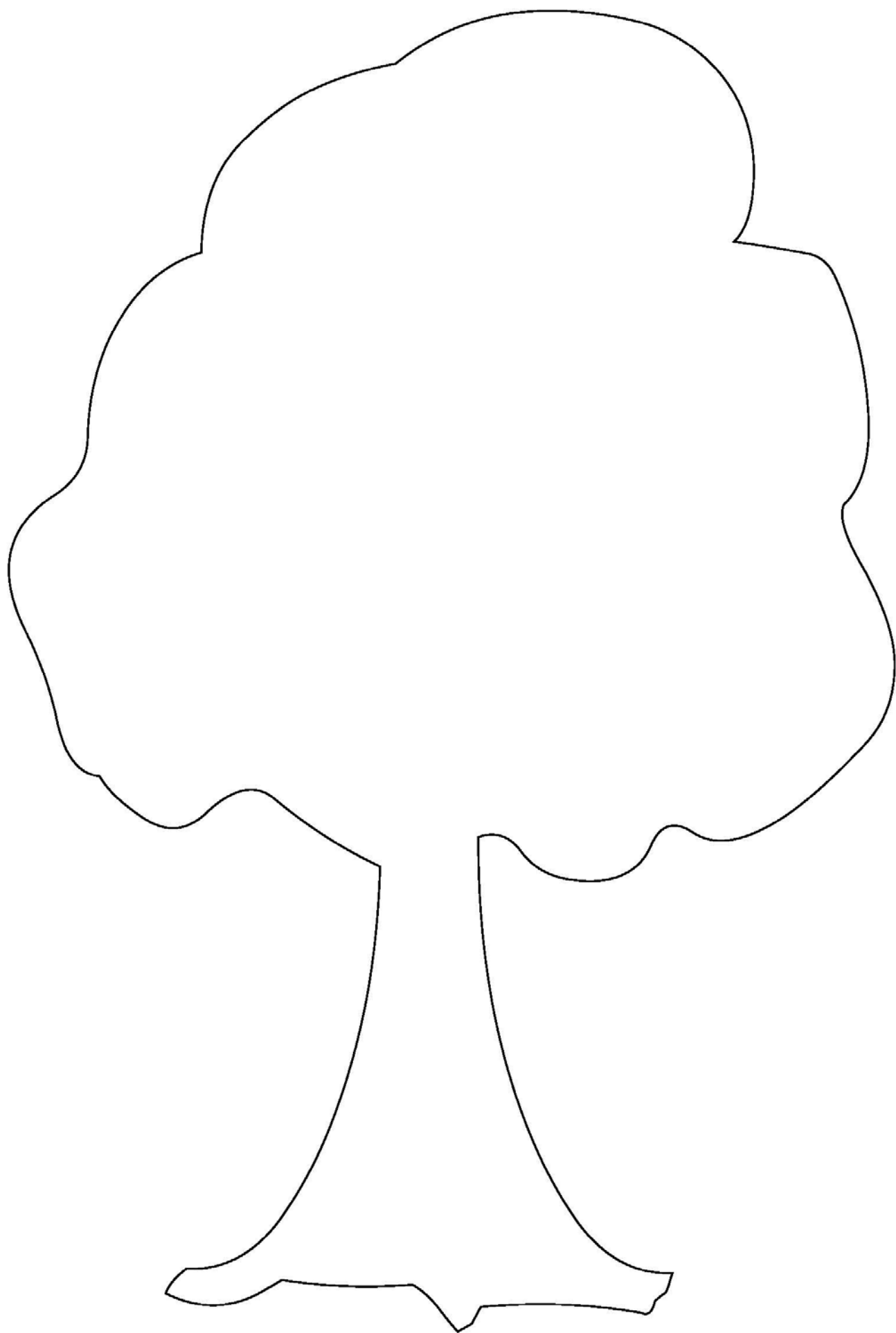
9. Check if they can apply their knowledge of letter-sound association to pronounce the words properly.

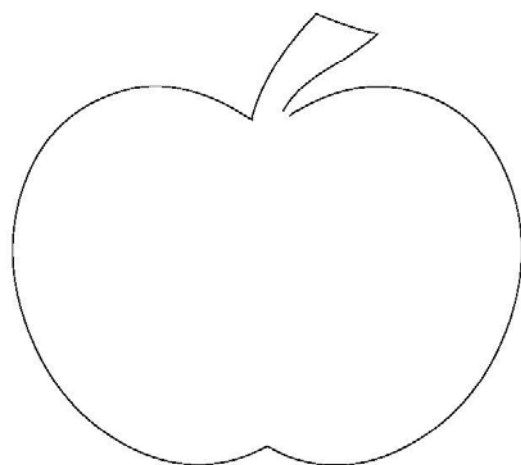
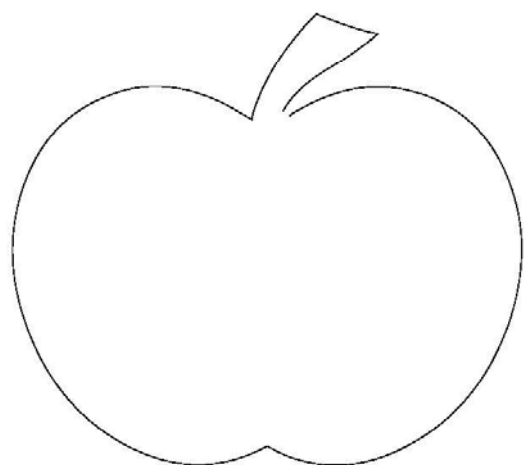
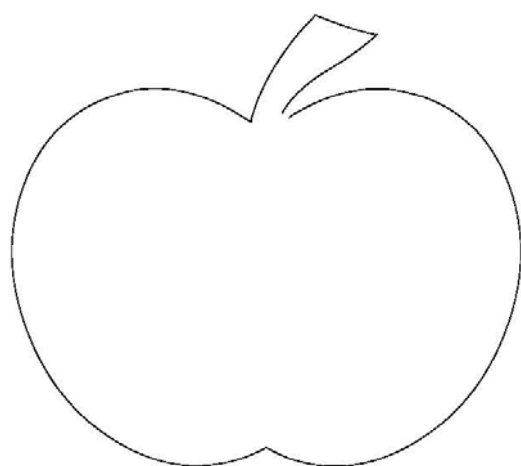
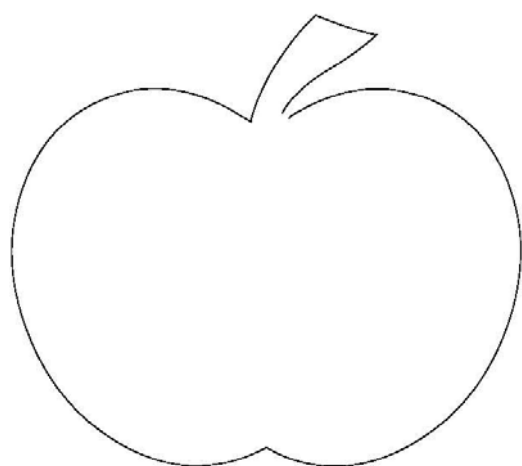
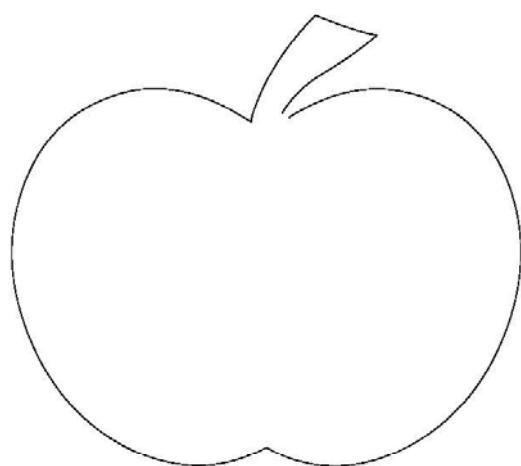
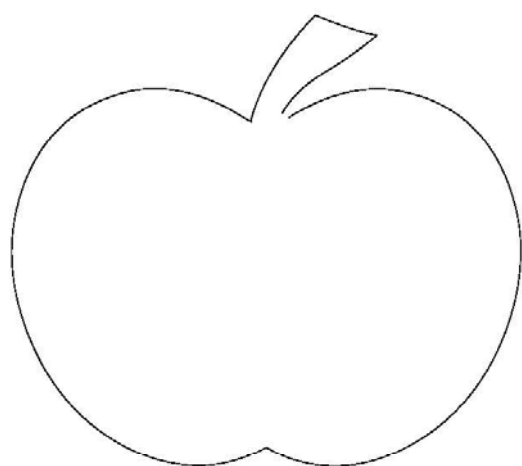
## Teaching Aides

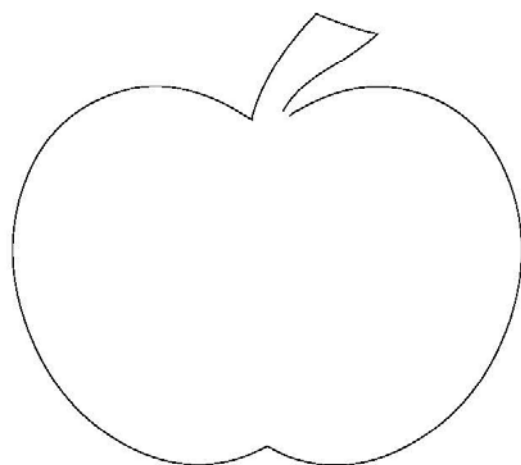
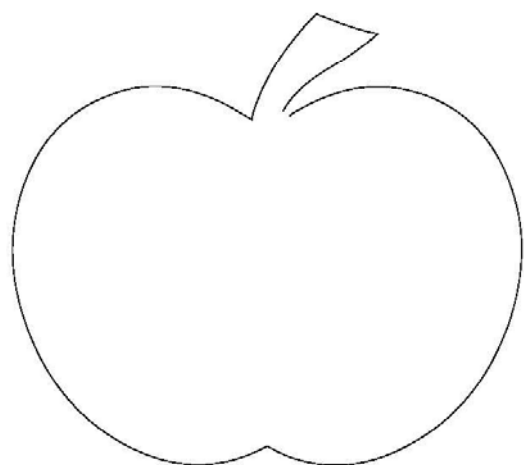
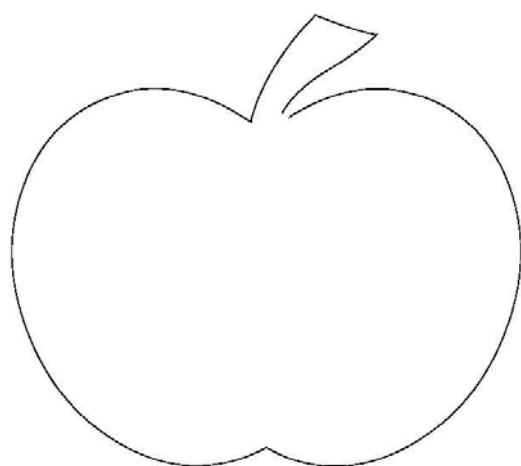
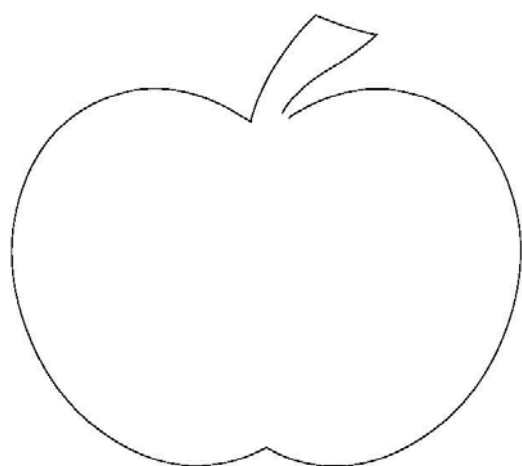
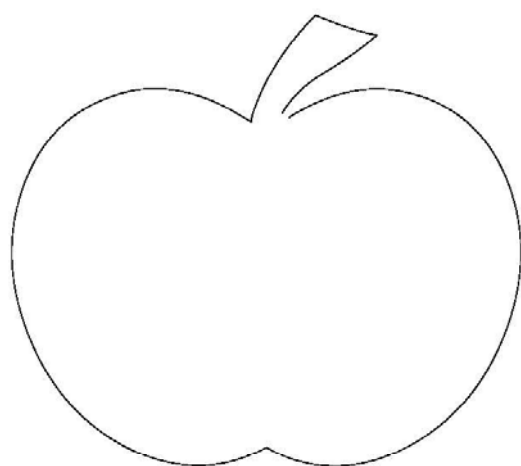
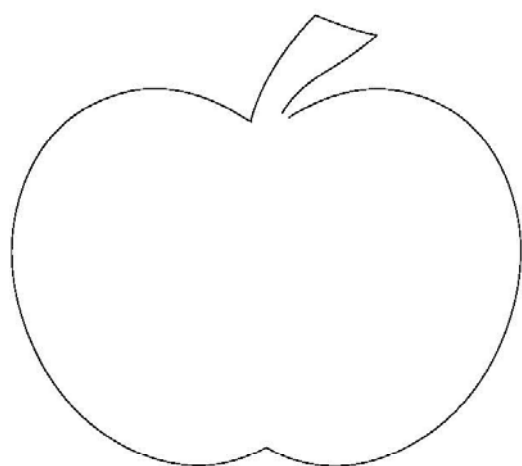
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### **How to produce a word tree**

1. Print out the word tree and apples.
2. Enlarge the word tree on a photocopying machine.
3. Cut out the word tree and the apples.
4. Colour the word tree.
5. Paste the word tree on to cardboard to make it more durable.







## Word wall

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To help learners recognize the letter-sound relationships, teachers can provide opportunities for them to hear and identify the focused sound and relate it to the letter(s) in shared reading lessons. A word wall may be used to present the collection of words with the same onset or rime in a vertical column. These words are identified from the shared reading books, coursebooks or other English books. Learners are encouraged to read aloud the words in their collection and write the words in the vertical column on a word wall. Instead of a word wall, other ways of presentation, e.g. a word ladder, a word staircase, etc. can be used.

### **How to make a word wall**

1. Print out the word wall.
2. Enlarge the word wall on a photocopying machine. (For a class word wall only)

### **How to develop a class word wall**

1. Select an onset or rime, e.g. **ink** → **pink**, **think** in "It's Pink, I Think" to focus on in the shared reading book.
2. Frame the target onset/rime in the big book for shared reading. Model read the target onset/rime and invite learners to read after you.
3. Invite learners to find other words with the same onset/rime in the storybook. Tell them to read out the whole word and then the target onset/rime.
4. Develop a class word wall for the target onset/rime.
5. Write the words in the vertical column on a word wall, putting the onset/rime in the same position vertically to help learners recognize the letter-sound association. Use a bright colour to underline/write the target onset/rime.
6. Encourage them to put more words on the word wall, using other words with the same phonological unit from the coursebook or other sources.
7. Check if learners can pronounce the words on the word wall properly, applying their knowledge of phonics if necessary.

**How to make a word wall**

1. Print out the **word wall**.
2. Enlarge the word wall on a photocopying machine. (For a class word wall only)

# Word Wall

