Top tips for teaching
Skill 4: Sounding (Identifying Sounds in Words)

Safe words: Are <u>regular</u> words that <u>only</u> use <u>previously taught sounds</u>

1. Pre-Writing (Sounding out words)
- Words are made up of individual sounds.
- Show a picture and identify the word it shows. Count the individual sounds in that word (holding up a finger for each sound as it is identified). What sound is at the start, middle and end of the word?
- As this is a pre-writing task, children don't need to write the word, they are practicing the skill of hearing individual sounds within words.

2. Sounding from a picture
- Draw pictures on the board. Make sure you only use safe words! (See separate sheet: 'Safe Words' Word Bank).
- Help learners identify the safe word from the picture.
- Identify the sounds in the safe word and count the sounds together (holding up a finger for each sound).
- Encourage leaners to write each sound to write the whole word independently.

3. Dictation (spelling test)
- Ideally, this should happen twice a week.
- Avoid telling them that it is a test, as this may discourage some children. They are simply practicing their sounding out skills
- Call out a few sounds (one at a time) for learners to write in their books.
- Call out a few 'safe words' (one at a time) for learners to write in their books *(Be careful not to spell out the words for the children, instead allow them to sound out the spelling on their own.)*

4. Activities
- Letterboard: Ask a learner to use sound cards to spell a word on the letterboard, then encourage learners to change one sound within the word to make a new word *e.g. 'ti**p**' change <p> to <n> to make 'ti**n**', change <i> to <a> to make 'tan', change <t> to <m> to make 'man'.*
- Losing sounds: Call out a whole word, ask learners to mentally remove the first sound from the word and call out the rest of the word. Keep removing sounds until there is nothing left *e.g. splash-lash-ash-sh; blend-lend-end-nd-d*
- Blending bounce game: Have selected sounds spread on the ground. Call out a safe word and select a learner to identify the starting sound and then bounce through the sounds in the word called out to spell it