



HOW TO TEACH STUDENTS TO READ

All you need is a set of sound cards. You could create your own or save yourself some time and purchase a set of cards.

I personally love the flashcards from 'Read Write Inc.' from Uk. You can purchase the cards through Amazon.ca and costs approximately \$50 which has all single letter sounds, double letter sounds and complex sounds:

Read Write Inc. Set 1 sound cards: <https://a.co/d/bPymNJ5>

Read write Inc. Set 2 and 3 sound cards: <https://a.co/d/jlUXOBX>

Each sound card has a picture within the letter sound and the connected phrase on one side, the other side simply shows the letter(s).

The following guide explains how to use the Read Write Inc. sound cards to teach phonics. If you've invested in a phonics program, you can follow the resource guides provided in your program, or take parts of the resource and use the sound cards from the program with this guide.

Here are examples of a set 1 and set 2 sound card:

Set 1, front

Set 1, back



Say: mmmountain
(Stretchy sound)

Set 2, front

Set 2, back



may I play?

Each phonics lesson should take no more than 15 minutes and follow the same structure: teach/review, practice

A structured phonics program will provide a sequence that sounds are taught best in. The one I've adopted for set 1 sounds is:

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, x, z, sh, th, ch, qu, ng, nk

Sessions need to be alternated between teaching and reviewing.

Firstly, organize your students into pairs and seated in rows.

To teach a sound:

1. Show the picture side of the sound and explain what's happening, ensuring to emphasise the sound. For example, MMMaisie over the mmmountain. Explain that when students see the picture, they say 'Maisie over the mountain'.
2. Show the letter side of the sound and say a short mmm. Explain that when students see the letter, they say a short mmm.
3. Continue to mix up which side is shown for students to practice saying the phrase and the sound.
4. With students sat in rows, each student practices forming the sound using their pointing finger on the student's back sat in front of them (front row students form the letters in the air). Model this in the air and ensure to say the corresponding phrase as you form the sound. For example, say "Maisie over the mountain" whilst forming the letter m.

To review a sound:

1. Show the sounds to be reviewed one at a time, by showing the picture side and/or the letter side, for students to say the correct phrase/sound. Spend more time on any sounds that students have forgotten. If the majority of the group has forgotten the sound, this will need to be taught again!

To practice using sounds:

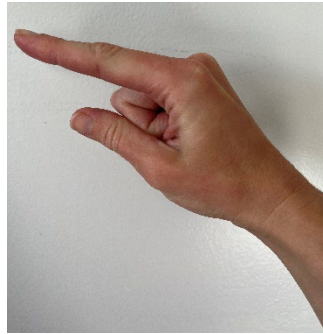
Each student will need a whiteboard and a marker!

1. To begin with, focus on CVC words only. Write a word with the letter sound being taught/reviewed. For example, 'mat'. Include sound buttons underneath each sound:



mat

2. Model how to sound out the word on your fingers. Using your left hand, show how many sounds are in the word (3), by facing your palm towards you and keeping your pointing finger, middle finger and third finger up. Use your right hand, pointing finger to press each finger sound button and say the corresponding sound. See following page for an example:



It's important that students use the correct hands for practising this skill to ensure sounds move from left to right to represent a word.

3. Ask students to practise the same word on their fingers. Write more CVC words on the board (one at a time) and ask students to sound it out using their hands. Model for accuracy when needed.
4. With students using whiteboards, say a CVC word and ask students to write the word using their sounds. Once completed, ask the group to share their boards. Write the word on your whiteboard with the sound buttons and ask students to check their words for accuracy:

mad

5. Next, practise recognition of sight words. These are words that can't be sounded out, and therefore have to be memorized. Every other word, should otherwise be sounded out! For example, has, he, she, was etc
6. Finally, practice sentence work. Say a simple sentence, maybe a phrase to begin with. Repeatedly say the sentence/phrase using different tones/voices with actions to keep the group engaged and for your students to remember what sentence/phrase to write. Ask students to repeat the sentence/phrase each time in the same tone/voice and action that you used. Do this 5-10 times and then ask students to write the sentence/phrase on their boards. When students are finished, write the sentence on the board with sound buttons where appropriate and ask students to check for accuracy (students can swap boards with a partner to check). For example:

I was mad

Once you've gone through teach/review, practice, the phonics instruction has finished and students can move to practical, play-based centers. For example:

1. Identifying initial sounds in a word using clip cards
2. Using magnetic letters to make CVC words
3. Make letters out of playdough
4. Roll a sound and color

To learn how to implement this fun, engaging and effective phonics system for your students from a certified teaching coach, complete our contact form today at:

<https://tru-teach.com/pages/teachers/teacher-coaching#contact-form>

It's FREE for teachers to access!