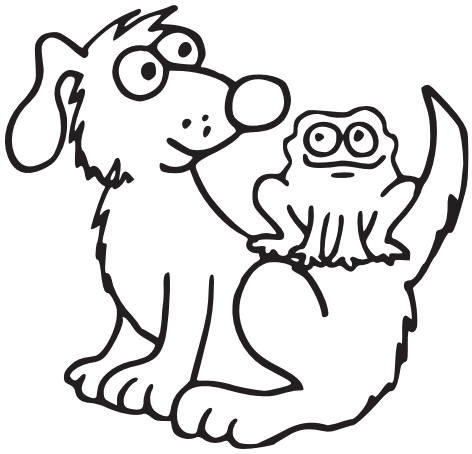
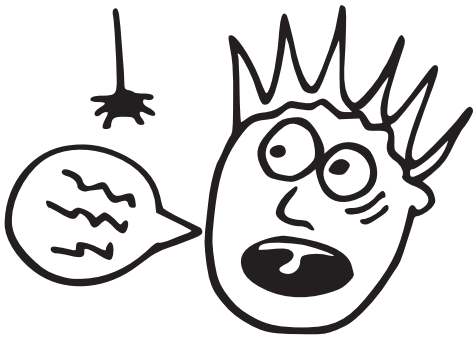
Nelson Phonics

Teacher's Guide





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Introducing *Nelson Phonics*

The ability to read and write is becoming more important in a world that increasingly relies on written language to communicate. Children need to learn to use computers, access the Internet and send text messages in order to participate in a community that now spans the entire globe.

Spoken language is an extremely important foundation for literacy development. Written language is often seen as a natural extension of spoken language, however reading and writing are, in fact, unnatural processes in the brain and take many years to acquire properly (Milne 2005). Therefore, reading and writing are skills that must be explicitly taught.

As part of the literacy program in the early years, teachers explicitly teach both phonological awareness and phonics. Research has clearly demonstrated "that the best outcomes for reading occur when phonological awareness and phonics are integrated" (Gillon 2004: 11).

Nelson Phonics puts theory into practice. Teachers will appreciate the well-known phonics approach, which has now been integrated with the latest theory and practice of phonological awareness.

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How *Nelson Phonics* is organised

The *Nelson Phonics* products include:

- CD-ROM
- Student Workbooks.

CD-ROM

The CD-ROM has seven components. They are:

1. Overview
2. Teacher's Guide
3. Teaching Objects
4. Learning Objects
5. Task Review
6. Word and Sound Charts
7. Blackline Masters.

1. Overview

The Overview section of the CD-ROM contains a number of short videos that introduce some key terms and concepts relating to phonics and phonological awareness. This section also contains a link to the Teacher's Guide, BLMs, Word and Sound Charts and Information Handouts for Parents.

2. Teacher's Guide

The Teacher's Guide is a classroom resource for Junior Primary teachers. It provides activity suggestions for teaching two key areas of literacy: phonics and phonological awareness. The Teacher's Guide is divided into teaching syllabi, each of which includes visual and auditory activities for whole class, small group and individual learning. The activities in the Teacher's Guide focus on:

- syllabification
- rhyme
- phonemes and graphemes
  - letters A–Z
  - digraphs
  - consonant blends
  - special letter combinations
  - vowels.

3. Teaching Objects

The Teaching Objects are designed to be used interactively with the whole class. Teachers can use the objects to introduce and demonstrate:

- **Phonemes** – Each of the Phoneme Objects engages students in phoneme detection. Teachers have the opportunity to draw on phonics instruction and relate the target phoneme with the various graphemes that represent that sound.

  There are 44 sounds in the spoken English language; all of which are represented by a grapheme or grapheme combination. Many of the sounds, especially vowels, have multiple ways of being represented visually in written English. For example, the 'ay' sound is written 'ay' in 'play', 'a_e' in 'cake', 'ai' in 'rain' and 'a' in 'lady'. The Phoneme Teaching Object allows the teacher to:
  - select a sound (phoneme)
  - develop the child's ability to identify that sound in spoken words
  - relate that sound to a grapheme
  - explore the range of phoneme to grapheme representations (e.g. 'f' can be written as 'f', 'ff', 'ph' and 'gh')
  - Build a list of focus words with the target sound.
- **Syllables** – The Syllables Object demonstrates how to break spoken words into syllables. Words of varying complexity are illustrated for the children, who are shown how to segment the words. Once the number of syllables is selected, the program visually demonstrates the syllable structure of that word.

  Children need to be aware of the larger sound units within words. This gives them the syllabification strategy when decoding (reading) or encoding (spelling) longer words.
- **Manipulation** – The Manipulation Object uses tiled letters to make words of increasing complexity. Teachers demonstrate how exchanging letters changes the target word. Level 1 involves manipulation of simple three-letter words, suitable for emergent readers (e.g. Year 1). Level 2 involves the manipulation of words with consonant blends, digraphs and long vowels. This level is suitable for developing readers (e.g. Year 2).

  The ability to manipulate sounds in words is a strong predictor of reading and spelling ability. Children need to be explicitly taught phonological awareness strategies so they can become competent readers.
- **Graphemes** – The Graphemes Object provides teachers with an interactive tool that visually demonstrates phoneme to grapheme correspondence. Children are presented with an illustrated word and the written word is available for the teacher and children to read. The class is required to 'sound out' the word and decide on the number of phonemes.

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Words in Level 1 contain closer phoneme to grapheme representations (e.g. 'bat' has three sounds and the class is shown this segmentation in written form: 'b-a-t'). Words in Level 2 contain more complex phoneme to grapheme representations such as consonant blends, digraphs and long vowels (e.g. 'float' has four sounds and the class is shown how the two letters 'oa' make one sound: 'f-l-oa-t').

There are many ways to represent a sound in writing. Children need to learn the various grapheme combinations to become proficient in reading and spelling.

- **Word Builder** – The Word Builder has been designed to demonstrate blends , digraphs and trigraphs. It can be used with the whole class to construct and manipulate words, in order to provide opportunities to explicitly focus on the links between phonemes and graphemes.

4. Learning Objects

The Learning Objects can be used interactively by individuals or small groups. The Learning Objects tie closely with the Task Review so that teachers can evaluate a child's learning needs and direct them to a particular Learning Object that will target the focus skill. The nine Learning Objects are:

1. Letter matching (3 Levels)
   - targets grapheme recognition
2. Syllables (3 Levels)
   - targets syllabification skills
3. Rhyme time (3 Levels)
   - targets rhyme
4. Listening for sounds (4 Levels)
   - targets phoneme identification
5. Sounds to words (3 Levels)
   - targets phoneme blending
6. Sound mixing (3 Levels)
   - targets phoneme manipulation
7. Sound wipe out (4 Levels)
   - targets phoneme deletion
8. Listen and spell (3 Levels)
   - targets phoneme to grapheme skills
9. Word families (2 Levels)
   - targets visual recognition of word groups.

The Learning Objects are fun, child-friendly and rewarding. Behind these interactive games is a carefully levelled and developmentally tuned program, which has been based on current research into reading and spelling development.

5. Task Review

The Task Review component informally evaluates children's phonological awareness ability. The teacher can use this information to direct teaching practice. There are 13 Task Review activities, each evaluating a different phonological awareness skill. The teacher drives the review process with individual children, starting at Task 1 and continuing until the child experiences difficulty with more than two consecutive tasks. The tasks include:

1. Syllable segmentation (Level 1)
2. Syllable blending (Level 1)
3. Rhyme recognition (Level 1)
4. Rhyme oddity (Level 1)
5. Rhyme production (Level 1)
6. Phoneme oddity (Level 1)
7. Phoneme matching (Level 1)
8. Phoneme detection (Levels 1 and 2)
9. Phoneme blending (Levels 1 and 2)
10. Phoneme segmentation (Levels 1 and 2)
11. Phoneme deletion (Levels 1 and 2)
12. Phoneme manipulation (Level 1)
13. Non-word reading (Level 1).

The resource provides a printed record of each child's performance, as well as recommendations for areas that require further attention. By measuring children's performance in phonological awareness tasks, teachers ensure that their program targets the range of skills needed to develop the individuals and groups in their classroom. For information about performance expectations, refer to the Assessment and Monitoring section in the Teacher's Guide.

6. Word and Sound Charts

The *Nelson Phonics* Word and Sound Charts are an easy-to-use reference for the phonemes and graphemes targeted in *Nelson Phonics*. The Sound Chart displays each phoneme as it is written in the English language. All common grapheme combinations for each sound are represented; for example, the 'ay' sound is shown as 'ai', 'a', 'ey', 'a_e' and 'ay'. The Word Chart puts these graphemes into familiar words, so teachers and children can identify the sounds in context; for example, 'play' is shown with 'rain', 'apricot', 'grey', 'cane' and 'tray'.

The Charts are ordered alphabetically to assist teachers and children in locating sound and letter combinations.

It is important to remember that phonemes can vary from speaker to speaker according to accent. Vowels are particularly vulnerable to changes in accent. One speaker may produce the word 'castle' with 'a' as in

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'apple', another speaker may produce 'castle' with 'a' as in 'car'. Be mindful of variations in accents when relating phonemes to graphemes.

The Word and Sound Charts can be displayed in the classroom and used by students to determine the spelling of unfamiliar words. For example, a student who needs to spell 'stay', identifies the vowel sound in the word as 'ay'. After locating the 'ay' sound on the chart, the student is encouraged to make a judgement about the spelling choices available. These include: 'sta', 'stai', 'stey' or 'stay'. Using this method the student's independence in applying a "Sounds Right and Looks Right" strategy is reinforced.

7. Blackline Masters

Nelson Phonics provides teachers with Blackline Masters (BLMs) that can be printed from the CD-ROM. These resources should be used for the activities suggested in the Teacher's Guide. BLMs to support the following teaching areas are available:

- rhyme
- syllables
- graphemes
- phonemes
- consonant blends.

Parent Information Handouts are also available. These can be used to encourage parent participation in the classroom literacy program.

Student Workbooks

Nelson Phonics Workbooks are for use by individual students and will compliment the phonics program for the Junior Primary years.

There are three Student Workbooks, targeting 3 levels of reading and spelling ability:

- Workbook 1 – Beginning reading and spelling
- Workbook 2 – Emerging reading and spelling
- Workbook 3 – Developing reading and spelling.

Scope and Sequence of Workbook 1

Nelson Phonics Workbook 1 introduces beginner readers to early phonological awareness skills and early phonics instruction. This includes the skills of:

- syllable awareness – this is the student's awareness of the syllabic structure of words
- onset-rime awareness – this is the student's awareness of the intra-syllabic level of words and allows student's to work with rhyme
- letters and sounds of the alphabet – this encompasses traditional phonics teaching of the letters A–Z and the sounds they make. Letters are introduced in a sequence familiar to many teachers
- digraphs 'ch', 'th', 'sh' – these are the high frequency single sounds that are represented by two graphemes.

Scope and Sequence of Workbook 2

Nelson Phonics Workbook 2 is designed for emergent readers; typically students in their second year of formal schooling.

Workbook 2 initially revisits skills such as rhyme, syllabification, phoneme to grapheme correspondence and the detection of initial and final sounds in words. Teachers can use this revision unit to determine the student's readiness for Workbook 2 tasks.

Workbook 2 targets:

- consonant blends at the beginning of words, including 's' blends (e.g. sn<u>ip</u>, sp<u>ot</u>), 'r' blends (e.g. br<u>own</u>, cr<u>y</u>) and 'l' blends (e.g. cl<u>own</u>, pl<u>ane</u>)
- silent 'e' (e.g. n<u>o</u>s<u>e</u>, sm<u>i</u>l<u>e</u>)
- vowels (e.g. c<u>a</u>r, m<u>oo</u>n, b<u>oa</u>t, s<u>ea</u>)
- silent letters (e.g. <u>wh</u>at, <u>kn</u>ob, <u>wr</u>ong)
- special endings (e.g. ri<u>ng</u>, she<u>ll</u>, sa<u>ck</u>)
- sight words (e.g. and, it, mum, them, home, me).

Scope and Sequence of Workbook 3

Nelson Phonics Workbook 3 is for developing readers; typically students in their third year of formal schooling.

Workbook 3 enables students to practise the more difficult and complex written structures of the English language. Students ready for Workbook 3 have solid skills with the alphabet letters and their sounds; they can segment and blend both simple words and words with consonant blends; and they are able to read and spell words with some of the common longer vowels. They are building a sight word vocabulary of simple, frequently used words.

Workbook 3 targets:

- three-letter consonant blends (e.g. <u>spr</u>ay, <u>str</u>eet)
- final word position consonant blends (e.g. lu<u>mp</u>, lu<u>nch</u>, fa<u>ct</u>)
- vowels (e.g. st<u>air</u>, h<u>ou</u>se, fl<u>oor</u>)
- special letter combinations (e.g. bri<u>dge</u>, ni<u>ght</u>).

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Special Features of *Nelson Phonics*

The following special features make *Nelson Phonics* a practical, reliable and thorough resource for the Junior Primary teacher:

- **approach** – *Nelson Phonics* has a unique approach to teaching sounds and letters, as it integrates phonics instruction with phonological awareness.
- **explicit and systematic structure** – *Nelson Phonics* introduces letter-sound relationships in a carefully planned sequence and explicitly informs teachers how to use the program materials.
- **multi-sensory learning** – *Nelson Phonics* employs multi-sensory teaching strategies to cater for a wider student audience.
- **appropriate vocabulary** – vocabulary has been carefully selected to be age appropriate, familiar and interesting for Junior Primary students.
- **easy instructions** – instructions are worded to reduce the language comprehension load. They are coupled with easily recognisable icons, that are used throughout the three workbooks.
- **consistent layout** – consistent layout allows students to quickly orient themselves with the requirements of each activity.
- **developmental sequence** – the materials in all sections of *Nelson Phonics* follow the expected developmental progression in the area being targeted.
- **attention to detail** – sounds and words in *Nelson Phonics* activities have been chosen with auditory detection, acoustic differences, sound contrasts, development of speech sounds, and language acquisition in mind.

Skills for Learning to Read and Spell Words

Becoming literate is a complex process which takes many years to master. Reading and writing requires a strong foundation of developmental capabilities. These foundation skills provide the structure upon which a number of higher-level skills can develop. These are the skills that make the actual process of reading and writing possible.

A Strong Foundation

Age appropriate development in these foundation areas ensures a strong structure to underpin the higher-level skills required to become literate.

The foundation skills can be grouped under the following areas of development:

- attention and concentration
- cognitive skills
- memory
- listening skills
- visual skills
- oral language skills
- play skills
- fine and gross motor skills
- print awareness.

Attention and concentration are required in order to process, understand, internalise and learn information. For example, children attend and concentrate on a word before they can start to listen for sounds in that word.

Cognitive skills are required for problem solving, thinking about and working with information in the learning environment. For example, children problem-solve when spelling an unknown word.

Memory is important for remembering and recalling information. This might be visual information (visual memory) or verbal information (auditory memory). Once children memorise a piece of information, they can use that information in another situation. For example, visual memory is used by children to build their repertoire of sight words; auditory memory is used by children to remember a sequence of sounds so they can blend them to make a word.

Listening skills are important for attending to and processing auditory information, including speech. For example, children must listen for spoken sounds before they can identify them in words.

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Visual skills are important for viewing print, tracking, and processing the letters and words that are written. For example, children need to distinguish printed words from pictures and to be able to track from left to right when reading.

Oral language skills form a basis for written language. Language areas including vocabulary, grammar, semantics and syntax are used in the process of text comprehension and generation. For example, children who know the meaning of a word can use context to predict that word.

Play skills demonstrate a child's understanding that one object can represent another; just as letters are symbols that represent speech sounds. Children show readiness for understanding the symbol system of written language when they engage in symbolic play.

Fine and gross motor skills refer to the strength, coordination and control of body's large and small muscles. These motor skills are important for hand control, hand-eye coordination, sequencing and forming letters when writing.

Print awareness is the awareness of literate communication in the environment. Children become aware that there are many sources of print (e.g. books, computers, etc.), that there are conventions of print, and that print conveys meaning. For example, children distinguish print from pictures.

Children will come to the literacy classroom with varying levels of development in these foundation areas. Children showing difficulties in one or more of these areas may not progress as expected in terms of the higher-level skills for literacy development.

Reading and Spelling Words: Four Skills

There are four skills that children need in order to read words (decode) and spell words (encode). These are:

1. phonological awareness
2. letter–sound (phonics) relationships
3. visual processing
4. spelling generalisations.

Children who successfully develop literacy skills combine their ability in each of these areas to read and spell. Literacy tasks should therefore require the integration of these skills.

Visual processing skills are used concurrently with phonics and phonological awareness as the child 'attacks' an unfamiliar word to read or spell. The initial part of a word may be sounded out using phonics skills, these sounds are blended using phonological awareness and the suffix is added because it is visually recognised as a whole by the visual processing system.

Phonological awareness

Phonological awareness is the awareness of the sound structure of a language.

> "A vast body of research, employing differing methodologies and conducted in a variety of alphabetic languages has convincingly demonstrated that a powerful relationship exists between phonological awareness and literacy development."
>
> (Gillon 2004: 1)

Phonological awareness means being able to work with the spoken sounds of English and falls into the *Listening and Speaking* domains of curricula.

Phonological awareness is a broad term that involves working with parts of spoken language such as words, syllables, onset-rime and phonemes. In addition, it encompasses an awareness of other aspects of sound, such as rhyming, alliteration and intonation (Armbruster, Lehr and Osborn, 2003).

The smallest unit of sound is the phoneme. Phonemic awareness is the awareness of individual sounds. It is one type of phonological awareness, but it is not the same as phonological awareness.

Phonological awareness has been described as the best single predictor of reading performance (Gillon, 2004). Its three levels: syllable awareness, onset-rime awareness and phonemic awareness are all important components of a literacy program.

Letter–sound (phonics) relationships

Phonics focuses on the correspondence between sounds and the letters that are used to write them. In phonics activities, children are taught to learn the various combinations of graphemes used to write individual sounds. This is often referred to as letter–sound correspondence. For example, the sound 'ay' can be written with these letters: s<u>ay</u>, r<u>ai</u>n, c<u>a</u>n<u>e</u>, <u>a</u>pricot and gr<u>ey</u>.

Phonics means being able to work with the *written* sounds of English and falls into the *Reading and Writing* domains of curriculum.

Explicit and systematic phonics instruction has been shown to improve reading comprehension, increase growth in spelling ability, improve word recognition skills and benefit children 'at-risk' of learning difficulties (Armbruster, Lehr and Osborn 2003).

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Visual processing

Visual processing enables children to build a visual image of the 26 letter shapes that form the written alphabet. Children use their visual processing skills to discriminate between written letters, for example, to recognise the shape of 'd', and to know that is different from the shape of 'b'.

Visual processing skills are required for children to distinguish print on a page, to see boundaries around words and to track words across a page when reading and spelling.

There are many words in the English language that are not phonetically regular. That means there is little relationship between the sounds in the word and the letters that spell the word. In these instances, the 'sounding out' strategy becomes inapplicable. Children use the visual processing system to learn these irregular words.

Visual processing is also used to automatically recognise parts of words and to work with these parts to facilitate word recognition. A visual memory imprint of the following word parts contributes to reading and spelling fluency:

- special letter combinations such as '-igh' and '-ould'
- prefixes and suffixes such as 're-' and '-ion'
- word derivations (etymology) such as 'aqua' in words such as 'aquarium' and 'aqueous'.

Beginner readers use phonological awareness and phonics to work out unknown written words. As the child becomes familiar with these words, their visual processing system develops a memory imprint. The child is then able to recognise the word by sight and this contributes to reading and spelling fluency. Children will not become fluent readers if they sound out the majority of unknown words in a sentence.

The ability to automatically and accurately recognise words by sight facilitates fluent reading. It also improves text comprehension because the reader can concentrate on the meaning of the text rather than on decoding each word. There are approximately 300 words that make up 70% of words in regular English texts (Holdaway 1994).

> "Nothing is more essential to fluency and ease in reading than a complete mastery of the basic words of the language as sight vocabulary."
>
> (Holdaway 1994: 64)

Spelling generalisations

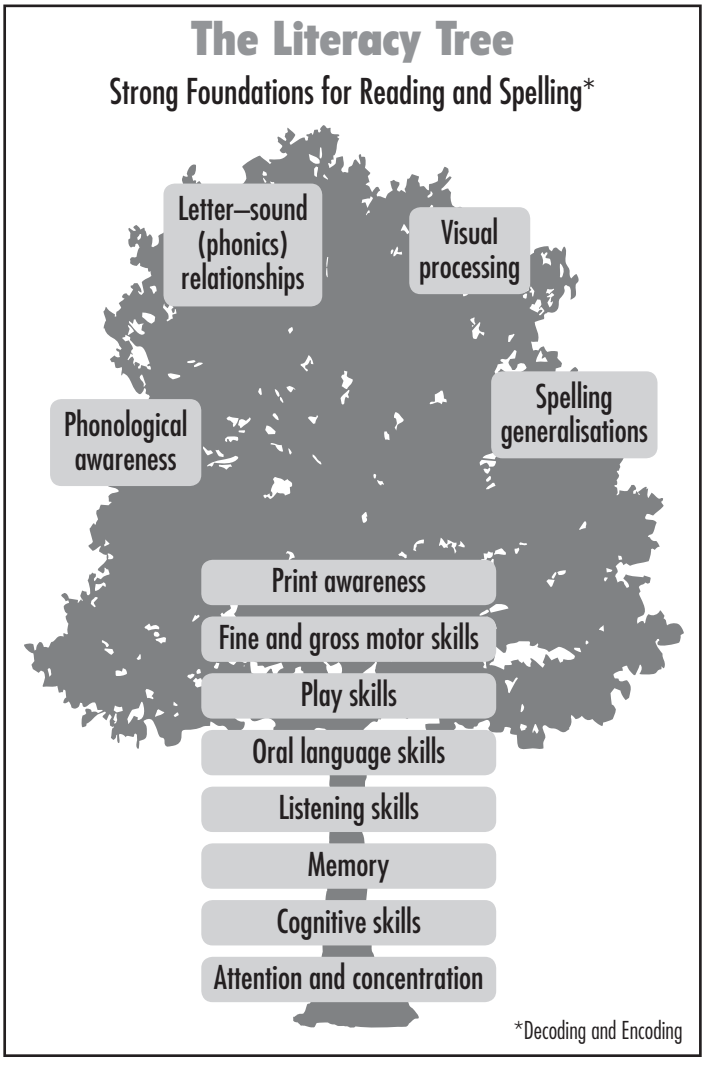
Spelling generalisations refers to the knowledge of words and the rules that can be applied in written text. It encompasses the way words are spelt differently to communicate the intended meaning. Generalisations affect the spelling of words at the morphemic level and graphemic level.

A morpheme is the smallest unit of meaning in the English language, and includes base words (e.g. bound), prefixes (e.g. rebound) and suffixes, including tense endings and plurals (e.g. bounded, boundary, bounds).

Graphemic generalisations apply to the internal spelling of a word. For example, the accepted sequence and position of letters in written English (e.g. 'q' is always followed by 'u', except in 'QANTAS'; no English words end in 'v' or 'j').

At times morphemic changes can influence the graphemic construction of a word. For example, when a word ends in 'e', drop the 'e' before adding 'ing'.

Children use spelling generalisations as one of the strategies to spell and read words.



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The Literacy Classroom: More Than Reading And Spelling Words

The literacy program in the early years targets many areas required for literacy development.

Students need:

- exposure to a variety of oral and literate language experiences
- practice with the specific skills required for literacy development
- experience working with a variety of oral and written texts
- reflection time to problem-solve, self-monitor and self-correct.

Teachers provide:

- quantity and quality in literacy activities
- analysis of children's work to guide programming
- feedback to children and parents about each child's learning and progress.

Curricula include:

- oral language experience as a foundation for literate language
- literate language experience from a variety of sources
- letter–sound relationships explicitly taught in the phonics approach
- phonological awareness to build children's ability to identify and work with the sounds in the English language
- sight words to cater for irregular spellings and increase fluency
- spelling generalisations to teach the rules of English orthography
- writing texts to suit a variety of purposes (genre)
- reading for text comprehension.

Tailoring the Classroom Literacy Program

The classroom literacy program must cater for students who are at varying levels of ability, and who differ in the way they learn. Students vary in many ways; two of which are:

- What they know
  – This necessitates levelled teaching
- How they learn
  – This necessitates multi-sensory teaching.

Levelled Teaching

Phonological awareness and phonics tasks can vary in difficulty according to different factors. Teachers need to be aware of these factors in order to ensure their programs suit the individual learning needs of the children in their classroom.

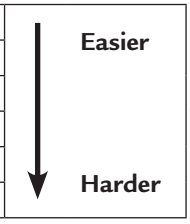
Syllabic structure

Words vary in complexity according to the number of syllables they contain. The more syllables there are, the longer the word becomes and the harder it is to complete blending and segmenting tasks.

Phonemic structure

Words vary in complexity according to the number of sounds they contain and the position of these sounds within the word.

Phonemic structure *	Example words
cv	me, car
cvc	cat, pen
ccvc	star, plug
cvcc	fast, jump
ccvcc	stamp, blink



*c = consonant, v = vowel

Graphemic structure

Words vary in complexity according to how many letters are used to represent each sound and how closely each sound corresponds to the letters.

Examples:

- "high" is more difficult than "hi"
- "gnaw" is more difficult than "nor".

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Auditory and visual proximity

Sounds and letters are easier to distinguish when they have maximum auditory and visual contrast, respectively. For example, the sounds /p/ and /b/ are more difficult to auditorily discriminate than /p/ and /s/; the letters 'b' and 'd' are more difficult to visually discriminate than 'b' and 'm'.

Developmental sequence of phonological awareness

Some phonological awareness skills are more difficult for children to acquire than others. Use the following guide of scaled tasks (easier to harder) when planning for phonological awareness in the classroom.

- General phonological area on which to focus:
  Syllable awareness ⇨ Rhyme awareness ⇨ Phoneme awareness
- Type of task on which to focus:
  Identification ⇨ Segmenting ⇨ Blending ⇨ Manipulation
- Position of the sounds on which to focus:
  Initial sound ⇨ Final sound ⇨ Middle sound

Multi-sensory Teaching

Children have a variety of learning styles, usually comprised of a combination of skills and abilities they were born with, and/or developed in the environments in which they were raised. The classroom literacy program includes strategies suitable for all learning styles.

Multi-sensory teaching means helping children learn using all their senses – looking, touching, hearing and smelling. By using all the senses to learn, children utilise their strengths and are not required to become reliant on a particular sense, which may be their specific weakness. Multi-sensory teaching increases the likelihood that information will be stored successfully in the memory. For example, if a child is predominantly a visual learner, it would be detrimental to present all the teaching and learning material in an auditory format.

Auditory learners are those who learn best when information is presented to them orally. These children will learn to identify and work with sounds in words easily. They may need extra help to learn the graphemic representations of sounds, which are visual. Auditory rehearsal works well for these children.

Visual learners are those who learn best when information is presented to them visually. These children will learn grapheme combinations easily. Their ability to learn about sounds may increase when these are represented to them visually. Sight words and flashcards work well for these children.

Kinesthetic learners are those who learn best when information is presented to them through movement or touch. They take in information best when they are moving. Activities such as writing on the blackboard, tapping and touching work well for these children.

Phonological awareness and phonics activities are part of the multi-sensory approach to the teaching of literacy. In phonological awareness activities, children learn to 'tune in' to the sounds in language. To do this, they predominantly use the auditory channel. In phonics activities, children learn to associate sounds with letters. To do this, children access both the visual and auditory channels. Children who have difficulty learning through the auditory channel (e.g. children with difficulties in auditory processing, language development and hearing) may have reduced ability to identify sounds in words and will benefit from explicit and systematic teaching in both phonological awareness and phonics.

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Assessment and Monitoring

Why should I assess?

The key reasons for assessment and monitoring are:

- to know the child as an individual
- to identify what the child already knows
- to identify learning needs
- to plan an effective class program
- to identify the most appropriate resources for the student
- to provide feedback to the student and care-givers
- to monitor progress
- to identify children at risk of developing literacy difficulties.

What can I use to assess?

Teachers can use both formal and informal measures to obtain information about the skills of the children in their classroom.

The following informal methods can provide valuable information:

- *Nelson Phonics* Task Review activities for evaluating phonological awareness
- recorded observations of children's performance in speaking and listening
- checklists for oral language, phonics, sight words, and phonological awareness
- listening to children read and maintaining reading records
- recording and analysing spelling and writing attempts
- conferences between teacher and child
- conferences between teacher and parents.

Formal assessments provide standardised measures in which children's performance can be compared with others in the same age group or grade level. These types of assessments are usually rigorously researched and strict guidelines must be adhered to in order to compile an accurate evaluation.

How often should I assess?

Teachers are becoming increasingly more responsible for employing teaching methods that are evidenced-based. Evidence-based practice lends itself to ongoing assessment in order to inform instruction.

Informal assessments provide information that is usually subjective and can be used regularly with groups or individual children. Formal assessments are objective and guidelines for their frequency of use vary depending on the chosen tool.

Gather initial or baseline information as children begin the school year or prior to starting *Nelson Phonics*. This information will be used to inform programming and can also be used to show children's progress over time.

The *Nelson Phonics* Task Review activities should be administered after a period of 6 month (or sooner if the student has demonstrated exceptional or very limited progress over the school term). It is not advisable to use the Task Review activities more often than once per term, in order to prevent students from becoming too familiar with the review items.

Monitoring students is a continuous, usually informal, process that can be done as students complete regular classroom work.

What skills should I assess/monitor?

As previously discussed, learning to read and spell words is a result of competency in many developmental areas. Of these, there are particular skills that should be more closely monitored.

Some important areas to consider are:

- oral language development (especially vocabulary and listening comprehension)
- letter–sound correspondence
- phonological awareness
- print awareness and use
- reading and spelling.

Recording children's abilities in these areas will guide programming appropriately, alert teachers to any potential difficulties early, and form the basis of accurate reporting.

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What should I expect of my students?

Children's literacy skills develop at individual rates and there is a wide range of abilities to expect in the Junior Primary years.

The following table gives general information about what to expect of children's phonological awareness performance on the *Nelson Phonics* Task Review activities. Use this information as a guide only.

Review	YOS* 1	YOS 2	YOS 3
Syllable segmentation	Y	Y	Y
Syllable blending	Y	Y	Y
Rhyme recognition	Y	Y	Y
Rhyme oddity	Y	Y	Y
Rhyme production	E	Y	Y
Phoneme oddity	E	Y	Y
Phoneme matching	E	Y	Y
Phoneme detection (Level 1)	E	Y	Y
Phoneme detection (Level 2)	E	Y	Y
Phoneme blending (Level 1)	E	Y	Y
Phoneme blending (Level 2)	E	Y	Y
Phoneme segmentation (Level 1)	E	Y	Y
Phoneme segmentation (Level 2)	N	E	E
Phoneme deletion (Level 1)	N	E	Y
Phoneme deletion (Level 2)	N	N	E
Phoneme manipulation	N	E	Y
Non-word reading**	N	E	Y

Y = Yes, expected N = Not expected E = Emerging

*YOS = Year of School (Neilson, 2005)

** Using non-words is an effective strategy for assessing phonological awareness. When working with real words, it is difficult to determine if children's ability to decode/encode is due to an ability to visually recognise words or use phonological awareness strategies.

When should I seek advice?

Some children may continue to have difficulty meeting a teacher's expectations for attainment in literacy, despite individualised classroom programming. These children may benefit from a referral to a professional who specialises in intervention, diagnosis and assessment for children at risk of literacy difficulties. For example:

- speech pathologist
- psychologist
- occupational therapist
- behavioural optometrist
- special education teacher
- social worker/counsellor
- paediatrician.

Parent Participation

Families and schools represent the major source of influence and learning for young children. Children are more likely to succeed in their learning when their families are involved in their education. Teachers have the leading role in engaging parents so that they feel empowered to participate in their child's learning.

Families need information and guidance from teachers in order to know how to help their children at home. When parents are provided with this guidance, they become more aware of what their child is learning in the classroom, interact with their child more, and feel empowered to reinforce classroom learning at home.

General guidelines for fostering successful parent–teacher relationships:

- Whenever possible, ensure any contact with parents is positive, and aim to empower parents.
- Communicate with parents using straightforward language. Try to avoid jargon or words that people who are not teachers may not understand.
- Provide parents with regular access to clear and concise information about their child's learning program.
- Accommodate language and cultural differences.
- Create environments in which parents can communicate their hopes/fears/concerns about their child's learning.

Specific strategies for informing parents about literacy development:

Teachers can provide information to parents about phonics and phonological awareness. Using *Nelson Phonics*, teachers can:

1. inform parents about the literacy goals being targeted in the classroom by means of specially-designed information handouts
2. encourage parents to work with their child to complete or revise activities in the *Nelson Phonics* Workbooks as homework
3. discuss the child's progress at meetings with parents using the assessment data collected.

It is also valuable to remember that parents have varying experiences and attitudes toward education. This will affect the degree to which they are able to participate in their child's learning.

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Teaching Syllabus

Syllables

What are syllables?

Syllables are the larger sound units within words. They can be detected as 'sections' or 'parts' of a spoken word. Syllables usually have one vowel sound with a consonant before and/or after the vowel.

Why focus on syllables?

Syllabification allows children to decode words syllable by syllable, rather than as a continuous string of letters (e.g. 'cat-er-pill-ar' as opposed to 'c-a-t-e-r-p-i-l-l-a-r'). Working with the syllable structure of words facilitates the use of decoding strategies.

What tasks develop an awareness of syllables?

- Syllable segmentation (e.g. How many syllables in the word 'elephant'?)
- Syllable blending (e.g. What word is 'el-e-phant'?)
- Syllable completion (e.g. "Here is a picture of an elephant. I'll say the first parts, can you finish it? el-e-_____")
- Syllable identity (e.g. "Which part of these words is the same? 'rainbow' and 'raincoat'")
- Syllable deletion (e.g. "Say 'cowboy'. Now say it again without the 'cow'")

What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
  - Teaching Object – Syllables
  - Learning Object – Syllables
- *Nelson Phonics* Workbook 1
- *Nelson Phonics* Syllables Blackline Masters
- Coloured counters
- Focus class books – big books and readers
- Craft materials – magazines, scissors, board and glue.

What activities can I use with a large group?

Interactive whiteboard – Use the interactive whiteboard to demonstrate syllabification in the Syllables Teaching Object. This program offers illustrations of one, two and three syllable words.

Physical movement – Breaking words into syllables can be accompanied by physical movement. This helps to make the task more concrete and uses a multi-sensory approach. Encourage children to move their bodies (e.g. clap, click, tap, jump) to help them identify the syllables as they say the words.

Musical instruments – Use instruments to beat the syllables of words. Each child has an instrument (e.g. maracas, drum, triangle) to use for each beat (syllable) of a word. Music-related words could also be used (e.g. mus-ic, pi-an-o, tri-an-gle, ma-ra-cas, dig-er-i-doo).

Name clapping – Syllabify children's names in these games.

- Children take turns clapping their names to the class.
- Clap a name and ask the children to guess whose name you are clapping (e.g. 2 claps for Sophie, 3 claps for Angela).
- Give the first syllable orally while you clap the final syllables of the child's name (e.g. Who is it? Dar-__ for Darren, Nat-__-__ for Natalie).
- Say names in syllables and ask the children to guess the name (e.g. "Co-dy", "Me-liss-a").

Shared book time – Use shared book time to highlight the syllables in words after the story has been read. Clap out some of the key vocabulary words together.

Counters – Use counters to represent syllables. Children are given 4 counters, each a different colour. Each colour represents a different syllable. Four joined boxes in a row can be used to represent the syllable structure of the word. As you say a word, children place 1 counter for each syllable they hear onto the card (e.g. "newspaper" will have 3 counters on the card).

Wordlists – Syllabify words found on wordlists. Generate wordlists by asking the children take turns in sharing the names of:

- their pets or animals they know
- their favourite movie/TV stars
- the street they live on
- the sport they like to play or watch.

Syllable pockets – Create a row of pockets from cardboard and number the pockets 1 to 4. Use pictures that fit in the pockets. Children take turns to select a picture/word from the pile. Help the class read/name the card and to say the word in syllables. The child places the card in the pocket with the corresponding number of syllables.

Syllable stringing – Use four large beads on a piece of string to visually demonstrate the blending of syllables. Explain to the children that you will say part of a word for each bead that falls to the end of the string. The children need to guess the word when the beads have fallen together.

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Syllable wipe out – Games teaching syllable deletion require a higher level of skill. Explain to the children that you will say part of a word and they need to guess the part that is missing. Use words that are familiar to the children, for example, their names or words from your class theme. Break each word into syllables and say the first syllable/syllables as you clap. Do not articulate the final syllable. For example, 'el-e-(clap)' = 'elephant'. To make this activity easier, show a picture of the object. To make the activity harder, the children must guess the word you are saying.

What activities can I use with a small group?

Guided reading – During instruction with class readers, syllabify key vocabulary that occurs in the focus reader. Say the word in syllables and ask the children to find the word or picture you name (e.g. "Find 'flow-er'").

Computer time – A small group of students can interact with the Syllables Learning Object. This activity requires children to syllabify words of increasing length.

Wordlists – This activity suits older children. Prepare a list of words ranging in length from 1 to 4 syllables. The words can be generated from a class topic (e.g. animals) or a focus book. Say each word. Children can syllabify each word and:

- write the word broken into syllables
- write each syllable in a different colour
- write one syllable each
- represent the syllables with dots or counters
- write the number of syllables.

Collages – Make collages of pictures (cut from magazines or BLMs) that all have the same number of syllables. One poster of pictures that are one syllable words, one poster of two syllable words, etc. Small groups can work on one poster at a time.

Picture puzzles – Use large pictures of words that have two or more syllables. Cut each picture into as many pieces as there are syllables. Mix the pieces of a few pictures. Children take turns to put the pieces together and name the word. They can use the pieces to say the syllables in each word by tapping one of the pieces for each syllable.

What activities can I use with individual children?

Nelson Phonics **Workbook 1** – The activities in this Workbook require the child to:

- blend words to make a compound word (e.g. 'cow' and 'boy' = 'cowboy')
- identify a common syllable (e.g. 'rain' is in 'rainbow' and 'raincoat')
- identify the number of syllables in a word (e.g. 'computer' has 3 syllables).

Syllable book – Ask the child to find pictures in magazines or use pictures from the BLMs to glue into their scrapbook. They must name the picture and clap its syllables. Next to each picture, they write the number of syllables or draw the number of dots for each syllable.

Colour coding – Provide the child with the page of pictures from the Syllables BLM. Choose pictures with different numbers of syllables. Instruct the child to colour or circle all the pictures with a certain number of syllables (e.g. all the words with 2 syllables). Make this task more difficult by asking the child to circle words of different lengths with different colours (e.g. all 2 syllable words in red and all 3 syllable words in blue).

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Rhyme

What is rhyme?

Rhyme describes words that end with the same sounds. Spoken words that rhyme have a different beginning sound or "onset", yet they end with the same sounds, or "rime". Beginner readers learn that rhyme words often have the same grapheme endings, and that these words can be grouped into 'Word Families'. For example, the rime unit 'at' makes the 'at' word family 'hat', 'bat', 'cat', 'rat', 'sat', etc. Developing readers learn that words can rhyme, but are not necessarily written in the same way. For example, 'hair' and 'bear' rhyme, but they have different graphemes to represent the same vowel sound.

Why focus on rhyme?

Rhyming tasks bring about the first stages of 'tuning in' to the way words sound. Furthermore, rhyme is used to teach and evaluate children's awareness of the onset-rime structure of words. Children who can identify and manipulate the onset-rime structure of words can identify and generate rhymes. Later, rhyme is used in the analogy strategy for spelling, that is, if a part of the word sounds the same, it may be written the same way.

What tasks develop rhyme?

The following tasks develop rhyme:

- rhyme oddity (e.g. "Which word does not rhyme? 'hat', 'cat', 'ship'")
- rhyme identification/recognition (e.g. "Do 'cat' and 'hat' rhyme?")
- rhyme generation (e.g. "Tell me words that rhyme with 'bell'")
- onset-rime blending (e.g. 'c-at' = 'cat', 'h-at' = 'hat').

What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
  - Learning Object – Rhyme time
  - Learning Object – Word families
- *Nelson Phonics* Workbooks 1 and 2
- *Nelson Phonics* Rhyme Blackline Masters
- focus class books – big books with rhyming scripts
- songs with rhyme and nursery rhymes
- craft materials – old magazines, scissors, card board, glue.

What activities can I use with a large group?

Nursery rhymes – Nursery rhymes are usually familiar to children. Using familiar rhymes allows them to concentrate on the rhyme task, rather than learning the words of a new song. After singing the rhyme together, repeat the rhyme and emphasise the rhyme words. Draw attention to the rhyming pair as they are spoken. Use physical movement to mark the rhyme (e.g. clap or tap with the word). Some useful nursery rhymes and songs include:

- Little Miss Muffet
- Hey Diddle Diddle
- Jack and Jill
- I'm a Little Teapot.

Shared book time – Choose big books that have rhyming text. Use shared book time to highlight the words that rhyme. Revisit the rhyming pairs after the book has been read. Use the sentence closure technique to encourage the children to 'fill in' the missing rhyme word as the book is re-read.

Word families – Generate a list of rhyme words centred on a chosen rime unit. Focus on the way the words sound similar, as well as how they look similar when written down.

Name rhymes – Create rhymes using children's names. Name rhymes can be used in a variety of easy and fun ways.

- Class game – Child 1 takes a turn to say a word that rhymes with the name of child 2. Child 2 identifies that they have the rhyming name and then takes a turn at thinking of a word that rhymes with the name of child 3.
- Being excused – If your name rhymes with '_____' you can go to the library.
- Name badges – Children make and decorate their own name badges that have a word rhyming with their name.

What activities can I use with a small group?

Computer Time – A small group of children can interact with the Rhyme time Learning Object. This activity guides the children through three levels of difficulty:

- rhyme identity
- rhyme oddity
- rhyme matching.

Rhyming posters – Instruct groups to make a poster displaying pictures of items that rhyme. Use the Rhyme BLM pictures, or find pictures in magazines. Each group can make a poster consisting of several pairs of words that rhyme.

Card games – Children can use the Rhyme BLM pictures to play card games in pairs (e.g. Rhyme Snap, Rhyme Memory, etc.).

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Guided reading – Select readers with rhyming text. Use a guided reading activity with a small group of children to emphasise words that rhyme.

Books – Provide the group with a book that has rhyming text. Instruct the group to find and record the words that rhyme. This activity suits older children.

What activities can I use with individual students?

Nelson Phonics **Workbook 1** – The activities in this Workbook require the child to generate rhyme, detect rhyme and identify the word that does not rhyme in a group.

Nelson Phonics **Workbook 2** – The activities in this Workbook reviews rhyme skills. They require children to complete sentences with a rhyme word and generate rhyme lists.

Rhyme pictures – The Rhyme BLM pictures can be used in several activities. Children can:

- cut out the pictures and glue them in their rhyming pairs
- draw another rhyme word card to make a set of three rhyme cards
- make rhyme sentences using both pictures.

Spelling lists – Consider individualised spelling lists. Include words that rhyme. Depending on your goal and the skill of the children, you may choose words that rhyme and are written with the same graphemes (e.g. 'hat'/'cat', 'spill'/'fill'). For developing readers, choose words that rhyme, but highlight the phoneme/grapheme dissimilarity (e.g. 'sigh'/'cry', 'dear'/'steer'). Words for spelling can be found in Workbooks 2 and 3.

Phonemes and Graphemes

What are phonemes and graphemes?

Phonemes are the smallest functional units of speech. They are the sounds that blend together to make a spoken word. Graphemes are the written letters that we use to represent the sounds. They combine to make the written words that we read.

Why focus on phonemes and graphemes?

Children learn that spoken words can be divided into small parts or sounds: phonemes. They also learn that the individual sounds they hear correspond to written letters (graphemes). A child must be proficient in visually recognising letters and auditorily recognising sounds in order to become proficient in reading and spelling.

Awareness of phonemes and their relationships to graphemes is a key strategy in reading and spelling unfamiliar words.

Letters a–z and Early Digraphs

bat	**p**ig	**a**nt	**ch**in
cat	**q**ueen	**e**gg	**sh**eep
dog	**r**at	**i**n	**th**orn
fish	**s**un	**o**ff	
girl	**t**op	**u**p	
hat	**v**an		
jug	**w**itch		
kiss	**x**-ray		
lip	**y**awn		
moon	**z**ip		
nail			

What tasks introduce letters a-z and digraphs?

- Phoneme oddity (e.g. "Which one does not have the same first sound? 'bat' - 'bed' - 'cat'")
- Phoneme matching (e.g. "Which word has the same first sound as 'bat'? 'bed' or 'cat'?")
- Phoneme detection (e.g. "What is the first sound in '_____'?")
- Introducing letters and describing the sounds they represent (e.g. "This is the letter 'M'. Its sound is 'mmmm'")
- Letter identification and discrimination
- Letter matching
- Writing letters

Teachers may choose to introduce a range of individual letters and sounds before using these familiar letters and sounds in combination to make words.

What tasks work with letters and digraphs in words?

- Phoneme segmentation
- Phoneme blending
- Phoneme manipulation
- Sequencing letters into real and nonsense words
- Writing simple words (consonant–vowel–consonant)

What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
- Teaching Objects
  - Phonemes

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  - Manipulation (Level 1)
  - Graphemes (Level 1)
- Learning Objects
  - Letter matching (Levels 1–3)
  - Listening for sounds (Levels 1–3)
  - Sounds to words (Levels 1–2)
  - Sound mixing (Levels 1–2)
  - Sound wipe out (Level 1)
  - Listen and spell (Level 1)
- *Nelson Phonics* Workbooks
- *Nelson Phonics* Word and Sound Charts
- *Nelson Phonics* Grapheme Blackline Masters
- alphabet charts
- letter cubes/letter dice
- letter tiles
- focus classroom books – big books and readers
- craft items – old magazines, cardboard, glue.

What activities can I use with a large group?

Interactive whiteboard – Use the interactive whiteboard with the Phonemes, Graphemes and Manipulation Teaching Objects.

Sound oddity – Collect pictures that start with the sounds that have been introduced. Pick two that start with the same sound and one that starts with a different sound. Place them in a row in front of the children. Name all the pictures and emphasise the first sound. Choose a child to identify which word does not start with the same sound. Use this activity to target sounds in the middle and at the ends of words as well.

Matching sounds – Provide children with magazines or catalogues so that they can cut out pictures that start with the target sound. Compile the pictures and make a poster for each letter.

Find a letter – Enlarge letter cards from the *Nelson Phonics* BLMs. Say a sound and ask the children to take turns to find and point to the letter.

Letter cards – Display a picture and a selection of large letter cards. The children name the picture, identify the sound at the beginning and then find the letter that represents the sound. This activity can be used for sounds in the middle and ends of words as well.

Yes or no? – Use a range of pictures. Choose one picture to show the children. Ask them if the target sound is in the word. For example, show the picture 'sun'. "Is there a /s/ in 'sun'? The children can call out "yes" or "no". Children can make their own 'yes' and 'no' signs to hold up as answers.

Letters and symbols – Teach children to distinguish between letters, numbers and other symbols in their environment. Place cards displaying letters, numbers and other symbols in front of the children. Help them identify and name matching letters/numbers/symbols.

Shared reading – During shared reading, point out letters and sounds that are being targeted. Emphasise the target sound as you repeat the word. Emphasise the target sound in different positions in words.

Move for the sound – Place a focus letter in front of the children. Say a string of sounds. Each time the children hear the target sound that the letter represents, they perform a negotiated action (e.g. clap, click, tap).

Move and segment – Display a range of pictures. Name a picture and say each sound in the word slowly. Have the children say the sounds in the word slowly as they perform a physical movement (e.g. clap, click, tap).

Alphabet song – Sing the alphabet song slowly while pointing to each letter.

Word boxes – Use word boxes to identify sounds in words. Each student has a grid of three boxes and coloured counters (easier) or letter tiles (harder) depending on their skill level. As the group identifies the sounds in the word, children place a counter in a box to represent each of the sounds.

Puppet talk – Introduce a puppet to the class and explain that the puppet has a strangle way of talking (i.e. very slowly). Use the puppet to say the sounds in a word. Ask the children to blend the sounds to guess the word.

Blend and guess – Display a selection of pictures. Say the sounds in one of the words slowly (i.e. segmented) and ask the children to blend the sounds together, then guess the word.

Listen for clues – Display a selection of pictures. Choose one and provide clues until children guess the correct picture. Clues start with the beginning sound and then move to describing attributes, functions, etc. This activity could also be used to target sounds at the end and in the middle of words.

Blending names – Choose short children's names (e.g. Ben, Maddie, Ella, Kayla). Say the sounds in the name and encourage the children to blend the sounds in order to identify the person.

Category guess – Discuss a category or class topic with the children. Play a guessing game in which an object from the category is segmented into spoken sounds for the children to guess. For example, in the clothing category, children can guess /h/ /a/ /t/, /b/ /e/ /l/ /t/, /s/ /o/ /ck/, /sh/ /oe/, etc.

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Secret bag – Ask the children to contribute an item (e.g. toy, item of stationery, etc.) from home and use these items to fill a cloth bag. Peek inside and name an object by saying it's segmented sounds, for example, "I see a /d/-/u/-/ck/ in here. Who knows what I can see?"

What activities can I use with a small group?

Computer time – A small group of children can interact with the Learning Objects on the computer. Early levels of the Learning Objects listed above provide the opportunity for children to become familiar with sounds and their letters, segmenting and blending, deletion and manipulation.

Letter bag – Place letter tiles in a bag. Pull out one at a time. Each time one is pulled out, children say the sound it makes.

Flip book – Help children make a flip book with 3 flaps (e.g. Consonant–Vowel–Consonant). Children can flip the pages and read each new word. Non-words are acceptable in this activity.

Feely bag – Place a number of plastic/wooden 3D letters in a bag. Children take turns at feeling a letter in the bag and identifying it. When they think they have guessed what it is, they pull it out and show the other children. You can provide assistance by asking the children to decribe what they are feeling (e.g. "Is it round/straight/curvy?").

Missing letters – Provide a small group with labelled pictures. Write the label under each picture, but omit one of the letters in each word. Children must work out which is the missing letter by sounding out the word and writing the missing letter. Alternatively, use letter tiles to spell the words and ask children to place the missing letter tile in the space to make the word complete.

Word making – Provide a selection of letter tiles to each small group. Children need to arrange the tiles in different sequences to make new words (including non-words). They can write a list of words to read to the class. The letters provided to each group should include a small selection of consonants and one or two vowels. Refer to the Manipulation Teaching Object for suggestions as to the particular letter groups to provide.

Letter dice – Make large dice with letters on each face instead of numbers. Each time a child rolls a die, they say the sound of the letter that appears. Using 3 dice with letters on each face (2 consonant and 1 vowel), children can roll the three dice to make a CVC word and copy the word onto a list.

Upper and lower case – Provide letter blocks, tiles or cards in upper and lower case for children to match upper/upper, lower/lower and upper/lower case. These can be used in matching card games like Memory and Snap. Letter tiles can also be made into Bingo boards, so that children have a board with upper case letters and need to find the lower case version of the same letter to place on top.

Artistic letters – Children can use enlarged letters as the basis for a picture. Encourage children to decorate the letter or include it in a drawing. Give them hints by sharing your own ideas (e.g. turn an 'o' into an eye; capital 'L' looks like a leg of a stick figure; turn 'h' into a chair; turn 'm' into mountains; etc.).

Exploring mediums – Children can write letters in a box of sand or in chalk on the ground. They can make letters from play dough, clay or construction materials. Encourage them to make letters of different sizes and colours.

Sound groups – Provide a selection of pictures or ask the group to cut pictures from magazines and catalogues. Children can group the pictures together according to their matching first sounds. This activity can also be used to group words with the same middle or end sounds.

Sound position – Present the children with a selection of pictures, all containing a target sound in various positions. Make a pocket divided into three sections, into which children can post the picture cards according to the position of each sound in the word. For example, the 'm' pocket will have the picture 'mat' posted in the first section, 'hammer' in the second section, and 'ham' in the third section.

Stepping stones – Enlarge letter tiles to make stepping-stones. Each child takes a turn to jump on a letter. As they do, they say its sound. This idea could also be used for children to sound out simple consonant–vowel–consonant words.

Letter fish – Make large cardboard fish and write a letter on each fish. Attach a paper clip to each fish. Children can "catch a fish" with a small magnet attached to a line and pole by naming the letter or saying the sound of the letter.

Word families – Practise onset-rime with word families. Write the rime unit on a card. Children can place letter tiles at the beginning of the rime. Children blend the onset-rime to read the word and then copy it on a word family poster.

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Bingo – Play Bingo by matching a picture to a letter card. Children have a Bingo card with a grid of letters on it. One child selects a picture and shows the group. Children identify the beginning sound of the word. Children place a counter on the letter that represents that sound (e.g. picture of lion, children place a counter on the 'l' on their card). This activity can also be used to target sounds in the middle or at the end of words.

I spy – Present the children with a selection of pictures. Ask the children to guess what you "spy" that starts/ends in a target sound.

Word wheel – Make word family word wheels. These are constructed of two circles joined in the centre. The top circle has the rime unit written on it and a window cut out to reveal letters which have been written around the circumference of the bottom circle. As children turn the wheel, the letters change in the window to make a new word.

What activities can I use with individual students?

Computer time – Children can interact with the Learning Objects on the computer independently.

Letter poster – Children look for the target letter in magazines, catalogues and newspapers. When they find the target letter, they cut it out and paste it on a cardboard sheet to make a poster of that letter in various sizes and print.

Collage – The child can cut out pictures that start with the target sound and make a collage/poster.

Large letters – Use a large-scale outline version of the target letter (e.g. traced onto an A3 sheet of paper). The child can colour or decorate it. Encourage the use of a variety of materials for a multi-sensory approach.

Tracing letters – Children can use markers and crayons to trace enlarged letters. Place the letters under plastic or baking paper.

Letter/sound book – Each child is allocated a scrapbook. When focusing on a target letter/sound, children can:

- Draw pictures of words that start with that sound
- Write or trace the letter
- Cut and paste letters and pictures of words with the target sound.

Reading words – Prepare a sheet with pictures of simple words. Next to each picture, write the letters used to spell the word in different sequences. Children circle the word that has the correct sequence.

Consonant Blends

What are consonant blends?

A consonant blend occurs when two or more different consonants appear together in a word.

swim	**scr**ub	**bl**ock	**br**ush	gho**st**	be**lt**
star	**spl**ash	**cl**ock	**cr**ab	ha**nd**	ho**ld**
spider	**str**aw	**fl**ower	**dr**um	ju**mp**	he**lp**
sleep	**spr**ay	**gl**ass	**fr**og	te**xt**	**elf**
smoke		**pl**ug	**gr**ass	whi**sk**	mi**lk**
snake			**pr**am	te**nt**	hea**lth**
scarf			**tr**ee	le**pt**	pi**nk**
skip			**shr**ed	le**ft**	lu**nch**
			three	fa**ct**	

Why focus on consonant blends?

Consonant blends are developmentally more difficult for young children to use when they are learning to speak. Likewise, consonant blends are more difficult for students to discriminate when they are sounding out words to spell.

Children often misspell words by leaving out one of the consonants from the consonant blend in the word (e.g. 'trip' might be spelt as 'tip'). This is because the students' auditory processing skills have not yet detected the presence of the second consonant as they sound out the word. Children need explicit teaching in order to detect all consonants in consonant blends.

What tasks can I teach?

- Phoneme oddity
- Phoneme matching
- Phoneme detection
- Phoneme segmenting
- Phoneme blending
- Phoneme deletion
- Phoneme manipulation
- Sound–letter correspondence
- Grapheme recognition
- Sequencing letters
- Writing letters in the blend
- Writing words with blends

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What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
- Teaching Objects
  - Manipulation (Level 2)
  - Graphemes (Level 2)
- Learning Objects
  - Listening for sounds (Level 4)
  - Sounds to words (Level 3)
  - Sound mixing (Levels 3–4)
  - Sound wipe out (Levels 2–4)
  - Listen and spell (Level 2)
- *Nelson Phonics* Workbooks 2 and 3
- *Nelson Phonics* Graphemes BLM
- colour cubes
- letter cubes/dice
- letter tiles
- focus class books – big books and readers
- craft items – magazines, cardboard and glue.

What activities can I use with a large group?

Interactive whiteboard – Use the interactive whiteboard to demonstrate the presence of consonant blends in words from the Graphemes Teaching Object. Demonstrate the manipulation of words with consonant blends in the Manipulation Teaching Object.

Odd one out – Say three words to the children and ask them to identify which word is the 'odd one out'. Two of the words start with same consonant blend; one of the words starts with only one consonant in the target blend. Emphasise the beginning consonants in all three words. Use the following word list for this activity:

step, steam, team	brown, bring, bag	three, thread, thong
spin, pot, spot	dig, drip, dry	shrub, shed, shrug
snake, sail, snail	tree tip, trip	black, back, block
sack, smack, smock	green, go, grow	clown, clap, cap
slip, sick, sling	cry, kite, crane	flag, finger, flower
scarf, skip, sick	frog, fig, frill	glass, glue, girl

An alternative to this activity is to use the consonant blend BLM. Present 3 pictures, two of which start with the same consonant blend and as students to identify the 'odd one out'.

Shared reading – Use a big book to find words starting or ending in a consonant blend. Say and sound out the word with the class. The class can count the number of sounds they hear and then count the number of letters in the word. A word like 'brown' has 4 sounds but 5 letters. Emphasise the consonant blend.

Find a picture – Display a selection of pictures that start with various consonant blends. Sound out one of the words. Children can take turns to blend the sounds and guess the picture.

What activities can I use with a small group?

Colour blocks – Groups have coloured blocks and a selection of Consonant Blends BLM picture cards (e.g. CCVC words) and Phonemes (e.g. CVC words). Children select a picture and sound it out. They must place blocks on the picture for each sound they hear.

Computer time – A small group of students can interact with the Learning Objects on the computer.

Letter tiles – Provide a small group with letter tiles and challenge them to make as many four-letter words as they can. The group should record their words on paper. Accept non-words as long as the sounds are in combinations found in the English language.

Guided reading – Use a guided reading activity with a small group of children to emphasise words with consonant blends. Read the word and draw attention to the two beginning consonants.

Matching blends – Display a selection of pictures that start with various consonant blends. Children take turns to find two pictures showing items that start with the same blends.

Listening carefully – Present a pair of word cards to the children. One word has a consonant blend. The other word starts with one sound from the target blend. Say one of the words and ask the children to identify the word by pointing to the word card. Some examples are:

block – lock	splash – lash	frog – fog
brush – rush	star – tar	crab – cab
belt – bet	hand – had	skip – sip

Collage – Groups can make a collage of pictures (cut from magazines, drawn or painted) that begin with the same consonant blend. For example, one poster of pictures that begin with 'sl' pictures, one poster of 'st' pictures, etc. Small groups can work on one poster at a time. Groups can brainstorm the pictures they are going to search for or draw. Older children can be guided to use a dictionary to help generate words. Use the focus consonant blend as the heading for each poster.

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What activities can I use with individual students?

Nelson Phonics **Workbooks 2 and 3** – Children work with 2-letter initial blends in Workbook 2, and 3-letter 's' blends and end blends in Workbook 3.

Books and readers – Ask the child to review their reader, a class book or their own written language book to find words with a target consonant blend (e.g. "Find words that start with 'br'"). The child can generate a wordlist from his/her own books.

Sound detection – Provide the child with a page of pictures that illustrate words with consonant blends. The child must name the pictures and write the two beginning sounds beneath each picture.

Sound matching – Provide the child with a page of pictures that illustrate words with consonant blends. The child must cut up the pictures and sort them into groups by matching the pictures that start with the same two consonants. For example, words starting with 'st' are grouped together and words starting with 'sp' are grouped together.

Independent reading – Direct the child to readers that have a high ratio of words with consonant blends (e.g. PM Alphabet Blends). These books will give the child practice with decoding words with blends. Monitor the child's sounding out process, ensuring the use of 'letter sounds' not 'letter names' and encouraging finger pointing to each of the letters in the written word.

Letter/sound book – Each child is allocated a scrapbook. When focusing on a target consonant blend, children can:

- draw pictures of words that start with that blend
- write or trace the blend
- cut and paste letters of the blend
- cut and paste pictures of words with the target blend.

Spelling lists – Consider the child's individual spelling list. Include words with consonant blends. If possible, choose words with simple vowels (e.g. drip), rather than more complex vowels (e.g. drown). This way, the child can focus on learning the blend. Words for spelling can be found in Workbooks 2 and 3.

Special Letter Combinations

What are special letter combinations?

A special letter combination (SLC) is grapheme cluster that makes a singe sound and has considerable distance between the sound and the cluster. Special letter combinations include: double consonants, silent letters, complex digraphs and trigraphs.

Sound	Special Letter Combination
/b/	ri**bb**on
/k/	du**ck** **ch**ord
/ch/	wi**tch**
/d/	la**dd**er
/f/	cli**ff** **ph**one lau**gh**
/g/	e**gg**
/h/	**wh**o
/j/	he**dg**e
/l/	ba**ll**
/m/	ha**mm**er la**mb**
/n/	ru**nn**er **kn**ot **gn**aw
/ng/	si**ng**
/p/	ha**pp**y
/r/	ca**rr**ot **wr**ong
/s/	ki**ss**
/t/	bu**tt**on
/w/	**wh**en
/z/	bu**zz**

Why focus on special letter combinations?

The sounds children encounter when learning special letter combinations are familiar, however the grapheme clusters are unfamiliar. While children will need to listen for and detect these sounds in words, learning special letter combinations requires a particular focus on visual processing (sight memory) and handwriting (kinesthetic). For example, students will have learned the /f/ sound and its letter: 'f'. Learning special letter combinations means they now learn that the /f/ sound can also be written with these letters: 'ph', 'ff', 'gh'.

What tasks can I teach?

- Phoneme matching (e.g. "Do these words have the same end sound? 'ham', 'lamb'")
- Phoneme detection (e.g. "What is the end sound in 'sigh'?")
- Phoneme segmenting (e.g. "What sounds are in 'buzz'?")
- Phoneme blending (e.g. "What word do these sounds make? 's - i - ng'")

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- Sound–letter correspondence (e.g. "How do you write the 'eye' sound in 'pie'?")
- Grapheme recognition (e.g. "Which letters make the 'eye' sound in 'pie'?")
- Sequencing letters
- Writing letters in the SLC
- Writing words with the SLC

What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
- Teaching Objects
  - Phonemes
  - Graphemes (Levels 2 and 3)
- Learning Objects
  - Sound Mixing (Level 4)
  - Listen and Spell (Level 3)
- *Nelson Phonics* Workbooks 2 and 3
- *Nelson Phonics* Word and Sound Charts
- *Nelson Phonics* Graphemes BLM
- letter tiles
- flashcards
- focus class books – big books and readers.

What activities can I use with a large group?

Interactive whiteboard – Use the interactive whiteboard to demonstrate the focus SLC in words from the Phonemes and Graphemes Teaching Objects.

Word and sound charts – Use the *Nelson Phonics* Word and Sound Charts to highlight the SLC. Draw attention to how a sound can be represented by a cluster of graphemes. Compare the SCL with the other graphemes in the word box. For example, compare 'hat' with 'who'.

Find the letters – Enlarge letter cards from the *Nelson Phonics* BLMs. Say a sound and ask the children to take turns to find and point to the SLC on the cards.

Letter cards – Display a picture whose label includes the target SLC. Display a selection of large letter cards. The children name the picture, identify the sound at the beginning and then find the SLC that represents the sound. This activity can be used for sounds in the middle and ends of words as well.

Shared reading – During shared reading, point out the focus SLC and its sound. Emphasise the target sound as you repeat the word and draw attention to the letters that represent that sound. Contrast the SLC with the more obvious grapheme that represents that sound. For example, the 'dge' in 'edge' sounds like /j/, but the letters we use to spell 'edge' are 'dge', not 'j'.

Yes or no? – Write words on the board in correct and incorrect spelling (e.g. 'com' and 'comb'). Ask the children to indicate whether the word is correctly spelt. The children can call out "yes" or "no" or make their own signs to hold up as answers. This activity helps to facilitate the "looks right" strategy.

What activities can I use with a small group?

Word lists – Provide a small group with a list of words, some of which contain the focus SLC. Children circle or highlight the target letters in each word (e.g. "Circle the letters that make the /j/ sound in: 'jump', 'giraffe', 'edge', 'bridge', 'enjoy' and 'page'").

Graphemes in text – Children are provided with a page of text and asked to highlight the words that have the target SLC.

Word boxes – Use word boxes to identify sounds in words that have SLC. Each student has a grid of three or four boxes and letter tiles. A picture card is shown and the group identifies the sounds in the word. Children place the letter tiles on the grid according to the sounds in the word. There may be more than one grapheme per box.

Missing letters – Provide a small group with labelled pictures. Write the label under each picture, but omit the SLC from the word. Children must work out the missing letters by discriminating between alternative spellings. Letter cards can also be used to spell the words with the SLC omitted. Ask children to place the missing letter cards in the space to make the word complete.

Artistic letters – Enlarge the SLC graphemes from the BLMs. Children can use these as the basis for a picture. Encourage the students to draw pictures that are related to either the sound the SLC makes, or a word that is spelled with the SLC. For example, make the 'mb' into a lamb with the 'm' as the legs and the 'b' as the head.

Stepping stones – Enlarge sight words containing SLCs on cards to make stepping stones. Each child takes a turn to jump on a word. As they do, they read it aloud. To make this task easier, target one phoneme with its various grapheme combinations, or target only one SLC. Non-words can be included in this activity (e.g. 'sigh', 'figh', 'ligh', 'high', 'migh', 'righ').

Letter fish – Make large cardboard fish with a sight words containing a SLC on each fish. Attach a paper clip to each fish. Children can "catch fish" with a magnet attached to a cord and fishing pole as they read the words.

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What activities can I use with individual children?

Nelson Phonics **Workbooks 2 and 3** – Children work with silent letters and complex digraphs in the Workbooks.

Books and readers – Ask the child to review their reader, a class book or their own written language book to find words with a target SLC (e.g. "Find words that have double consonants like 'ss', 'll' and 'pp'").

Flashcards – The child can use the Word and Sound Charts to copy focus words onto personal flashcards.

Spelling lists – Consider individualised spelling lists. Include words that contain the focus SLC.

Large letters – Use a large-scale outline version of the target SLC (e.g. trace onto A3 sheet of paper). The child can colour or decorate it. Encourage the use of a variety of materials for a multi-sensory approach.

Tracing letters – Children can use markers and crayons to trace enlarged letters of the SLC. Place the letters under plastic or baking paper.

Letter poster – The child can look for the target SCL in magazines, catalogues and newspapers. When they find the target SCL (or the individual letters that make up the SCL), they cut it out and paste it onto a cardboard sheet to make a poster of that SLC in various sizes and fonts. The child can write words that contain the SCL using the cut out letters to form part of the word.

Grapheme matching – Children are provided with a list of enlarged words, all with a target SLC. The target SLC is written at the top of the list. Children circle or underline the part of the word that matches. To make this activity more difficult, provide children with words that have a variety of SLCs and ask them to focus on one.

Target SLC: ss

dress
mess
cress
less
stress
fuss
hiss
miss
kiss

Vowels

What are vowels?

There are five short vowels in spoken English: 'a', 'e', 'i', 'o' and 'u'. These are generally taught with the alphabet. Other vowel sounds in spoken English include elongated vowels (e.g. 'ar', 'are') and double vowels (e.g. 'oi').

man
play rain cane apricot grey
hair care bear
car raft
egg bread
bee read key dolly
beard deer
herd bird turn learn word
pig
lie by sigh kite idea
hot what
boat okay rope know toe
boil boy
book put should
boot flute chew cue
door store jaw boar four morning launch ball
cow mouse
bug love blood

The vowel sounds in spoken words can often lose their clarity due to a variety of factors. These include word stress, intonation patterns, speaker accent and position in the word. The result is a simplified vowel sound called a "schwa" (e.g. ladd**er**, r**e**cord, treas**ure**, **a**bout). The schwa sound is represented by "ə" in the International Phonetic Alphabet (IPA).

The schwa sound has not been included in *Nelson Phonics* due to its variable and unpredictable nature.

Why focus on vowels?

Vowels are the core feature of every syllable and are usually complex in the way they sound. They are often located in the middle of words, and are therefore more difficult for children to detect. Children will benefit from explicit teaching to identify vowels in words.

One vowel may have a number of grapheme representations (e.g. 'oh' can be written in words with 'oa', 'o_e', 'ow' and 'oe'). Children will benefit from explicit teaching of the phoneme–grapheme correspondence for vowels.

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What tasks can I teach?

- Phoneme matching (e.g. "Do these words have the same vowel sound? 'bow' 'toe'?")
- Phoneme detection (e.g. "What is the end sound in 'hare'?")
- Phoneme segmenting (e.g. "What are the sounds in 'head'?")
- Phoneme Blending (e.g. "What word do these sounds make? /b/ /oa/ /t/")
- Sound–letter correspondence (e.g. "How do you write the 'oh' sound in 'toad'?")
- Grapheme recognition (e.g. "Which letters in 'peek' make the 'ee' sound?")
- Sequencing letters
- Writing letters of the focus vowel
- Writing lords with the focus vowel

What resources will I need?

You will need the following resources:

- *Nelson Phonics* CD-ROM
- Teaching Objects
  - Phonemes
  - Graphemes
  - Manipulation
- Learning Objects
  - Listening for sounds
  - Sounds to words
  - Sound mixing
  - Listen and spell
- *Nelson Phonics* Workbooks 1, 2 and 3
- *Nelson Phonics* Word and Sound Charts
- *Nelson Phonics* Graphemes Blackline Maters
- letter tiles
- flashcards
- focus class books – big books and readers.

What activities can I use with a large group?

Interactive whiteboard – Use the interactive whiteboard to demonstrate the focus vowel in the Phonemes, Graphemes and Manipulation Teaching Objects.

Word and sound charts – Use the *Nelson Phonics* Word and Sound Charts to highlight the focus vowel. Draw attention to how the sound can be represented in a variety of ways.

Yes or no? – Gather a range of pictures that illustrate words with a variety of vowel sounds. Show one picture and ask the children if the target vowel is in the word. For example, show a picture of a kite. Ask, "Is there an /eye/ in 'kite'?" The children can call out "yes" or "no". Alternatively, they can make their own signs to hold up as answers. To make this activity easier, target one vowel sound only. Ask, "Is there an /ee/ in 'peek' / 'bread' / 'bead' / 'hut'?". To make this activity harder, target a variety of vowel sounds throughout the activity.

Shared reading – During shared reading, point out the focus vowel sound. Emphasise the target sound as you repeat the word and draw attention to the letters that represent that sound.

Move for the sound – Place the letter card of the target vowel in front of the children. Say a string of vowel sounds. Each time the children hear the sound on the letter card, they perform a negotiated action (e.g. clap, click, tap).

Puppet talk – Introduce a puppet to the class and explain that the puppet has a strangle way of talking (i.e. very slowly). Use the puppet to say sounds in a word with the target vowel. Ask the children to blend the sounds in order to guess the word.

Blend and guess – Display a selection of pictures that illustrate words with the target vowel sound/sounds. Say the sounds in one of the words slowly (i.e. segmented). Ask the children to blend the sounds together in order to guess the word.

Listen for clues – Display a selection of pictures. Choose one and provide clues until children guess the correct picture. Clues start with the vowel sound and then move to describing attributes and functions (e.g. "I'm thinking of the picture that has /oo/ in the middle.") .

Secret bag – Place a variety of objects in a cloth bag. Peek inside and name an object by saying its segmented sounds, for example, "I see a /b/-/ea/-/d/ in here. Who knows what I can see?".

Odd one out – Say three words to the children and ask them to identify which word is the 'odd one out'. Two of the words have the same vowel sound; one of the words has a different vowel. Emphasise the vowel sound in all three words. Ask, "Which word does not have the /oa/ sound in the middle?".

The following word list is an example of possible words for this oral activity:

boat – coat – cot
goat – pot – bone
head – toad – code

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What activities can I use with a small group?

Word lists – Provide a small group with a list of words, some of which contain the focus vowel. Children circle or highlight the target letters in each word (e.g. "Circle the letters that make the /ay/ sound: 'page', 'day', 'paid', 'apron'.").

Word boxes – Use word boxes to identify sounds in words that have the target vowel. Each student has a grid of three or four boxes and letter tiles. A picture card is shown and the group identifies the sounds in the word. Children place the letter tiles on the grid according to the sounds in the word. There may be more than one grapheme for the vowel sound.

Artistic letters – Enlarge the vowel graphemes from the BLMs. Students can use these as the basis for a picture. Encourage students to draw pictures that are related to the sound of the focus vowel or a word which is spelled with the focus vowel. For example, make 'oo' the eyes in 'look'; draw a star around the 'ar' in 'star'.

Stepping stones – Enlarge sight words containing the focus vowel and paste them onto cards to make stepping stones. Each child takes a turn at jumping on a word. As they do, they read the word aloud.

Letter fish – Make large cardboard fish with a sight word containing a focus vowel on each fish. Attach a paper clip to each fish. Children can "catch fish" as they read the words.

Card games – Use the Vowels BLM to play familiar card games such as Snap and Memory. The BLM provides two pictures for each vowel.

Letter dice – Make large dice with letters on each face instead of numbers. Each time a child rolls a die, they say the sound of the letter that appears. Using 3 dice with letters on each face (2 consonant and 1 vowel), children can roll the three dice to make a CVC word and copy the word onto a list. Non-words are acceptable in this activity.

Coloured blocks – Use coloured blocks to represent sounds in words. Use words that have a range of vowels. Say a word and ask the children to sound out that word as they tap a block for each sound.

Once children understand this activity, use blocks to demonstrate the manipulation of vowels in words (e.g. Say, "Change /ar/ to /ea/"). Exchange the first block with another coloured block to represent a change in sound. Then blend the new sounds to say the new word.

As an alternative, BLM letter cards can be used in the same way.

What activities can I use with individual children?

Grapheme matching – Children are provided with a list of enlarged words, all with the target vowel. The target vowel is written at the top of the list. Children circle or underline the part of the word that matches. To make this activity more difficult, list words which are spelled with all the alternative grapheme combinations for the focus vowel sound (e.g. b**ea**d, m**ee**t, sill**y**).

Target vowel: ea
bead
meat
lead
seat
seal
neat
beat
heat
heal

Spelling lists – Consider individualised spelling lists for children. Include words that contain the focus vowel.

Graphemes in text – Each child is provided with a page of text and asked to highlight the words that have the target vowel (e.g. "Find and circle all the words that have the /ee/ sound").

Flipbook – Help children make a flip book with 3 flaps (i.e. Consonant–Vowel–Consonant). Children can flip the pages and read each new word. They can copy each new word they make into their writing books for review. Non-words are acceptable in this activity.

Books and readers – Ask the child to review their reader, a class book or their own written language book to find words with the target vowel.

Flashcards – The child can use the Word and Sound Charts to copy focus words onto personal flashcards.

Missing letters – Provide each child with labelled pictures. Write the label above each picture, but omit the vowel from the word. Children must work out the missing letters by discriminating between alternative spellings.

Listening for sounds – Provide each child with a sheet of pictures. Some of the pictures will have the target vowel and some will not. Ask the child to name each picture and then circle the ones with the target vowel sound.

Circle the word – Compile a small number of pictures with the target vowel on a sheet of paper. Next to each picture, use the different grapheme combinations for that sound to spell the word. The child can circle the correct spelling of the word.

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Glossary of Terms

Consonant blend – Two or more consecutive consonant sounds in a word that are not separated by a vowel (e.g. trip, star, plate).

Decode – The process of reading a word and/or translating a written letter into a spoken sound.

Digraph – Two graphemes that represent one phoneme (e.g. 'ch', 'th' and 'sh').

Encode – The process of spelling a word and/or translating spoken sounds into written letters.

Formal assessment – An assessment method that employs particular guidelines and draws comparisons with a sample population. Formal assessment yields quantitative information such as 'percentile ranks' and 'standardised scores', and allows a student's performance to be compared against others of the same age or grade level.

Grapheme – A letter (or group of letters) used to represent a sound or phoneme.

Informal assessment – An assessment method that can be subjective and ongoing. Results need not be measured against a sample population. Informal assessment yields qualitative information.

Initial sound – The first sound of a spoken word.

Manipulation – The skill of deleting, adding or exchanging sounds in a spoken word to make a new word.

Medial sound – The middle sound in a spoken word.

Morpheme – The smallest unit of meaning in language. It may be a word (e.g. jump) or a part of a word (e.g. jumping).

Multi-sensory approach – A teaching method that acknowledges the various senses/neurological channels that are used to learn information, including: visual, auditory, and kinesthetic.

Non-word – A word that has no meaning in the English language, however its construction follows the orthographic rules of English (e.g. zuf, smob).

Onset-rime – Structure of a single syllable word where the initial sound is the onset unit and the remaining end sounds are the rime unit (e.g. c-at).

Oral language – The act of speaking and listening to communicate.

Phoneme – The smallest sound unit of a spoken word.

Phonemic Awareness – An awareness of the individual sounds in spoken words.

Phonics – The correspondence between spoken sounds and the letters that are used to represent them.

Phonological Awareness – An awareness of the sound structure of a spoken language.

Rhyme – Spoken words that have different initial sounds, but end in the same sounds.

Syllabification – The process of separating a word into syllables.

Syllable – The larger sound units within words and can be detected as 'sections' or 'parts' of a spoken word.

Visual processing – The process that allows letters, letter combinations and whole words to be committed to visual memory for automatic retrieval.

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