

# How Do I Start Teaching Phonics at Home?

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# How Do I Start Teaching Phonics At Home?

[In this article, I'll say "students", even though most parents are teaching one child, because some students are teenagers or adults. I also want to avoid having to say *he* and *she* all the time.]

You don't need any special equipment in order to be able to teach phonics successfully at home. You don't need to be a teacher, or even a trained tutor. What you do need is: some general knowledge, a few basic skills, and some teaching skills.

General Knowledge: You need to know that, in English:

- written words are based upon spoken words;
- spoken words are made up of individual sounds;
- each individual sound is represented by a letter or a letter team;
- words are read from left to right; and
- we sound out each letter/letter team, and blend the sounds together into the word.

Basic Skills: You need to be able to:

- read sufficiently well so that you can read your local newspaper;
- speak sufficiently clearly and slowly that students can understand you;
- be sufficiently patient so you and your students survive the lessons;
- be sufficiently organized that you can teach several times a week; and
- have sufficient perseverance to teach until your students are independent readers.

In addition to those skills, you need to have, or learn, a few teaching skills. Don't be put off by this. You're likely to have developed most, if not all of them, already.

Teaching Skills: You need to be able to teach:

- how written English works;
- how to make the sounds accurately;
- how to sound out words; and
- how to blend individual sounds into a word.

The following pages will show you how to help students when they get stuck.

The material in this article is great preparation for tutors teaching any phonics-based course, so don't feel that learning and applying this information will lock you into having to use my Course. Go ahead and use this information to equip yourself and your students with these essential skills. Then, with that solid grounding, choose the phonics-based learn-to-read course you feel is most suitable for you and your students.



# How to Say the Sounds Correctly

NOTE: A letter between slash marks is referring to its sound, not the letter name. So /m/ /e/ /n/ is referring to the three sounds in the word *men*.

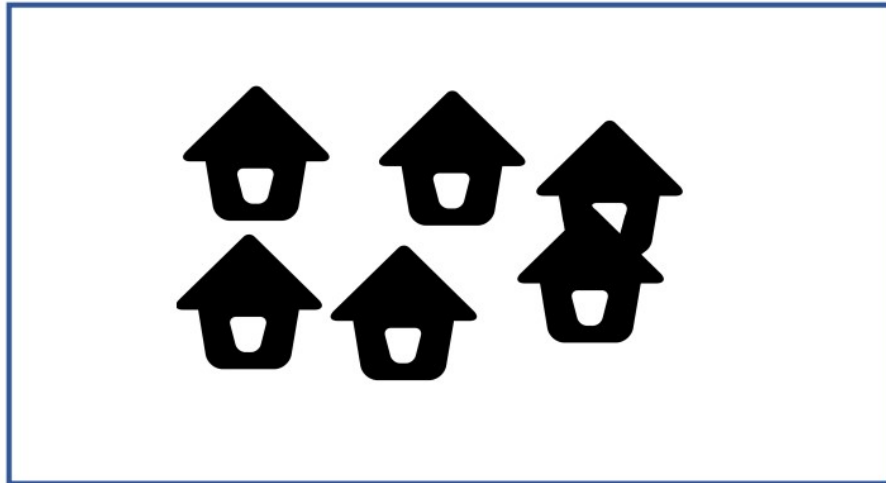
Before we go any further, you need to make sure you can say the sounds properly. Here is the information you need for the sounds used in this article:

Letter	Sound	Memory Word	Other Words & Notes
a	/a/	<b>apple</b>	<b>am, animal, ash, arrow</b> Make this different from /e/.
e	/e/	<b>egg</b>	<b>echo, elbow, end, enjoy</b> Make this different from /a/.
m	/m/	<b>mountains</b>	<b>mop, game, ham, jam</b>
n	/n/	<b>necklace</b>	<b>nap, lane, grain, zone</b>
oo	/ <u>oo</u> /	<b>moon</b>	<b>coo, igloo, moo, zoo,</b>
r	/r/	<b>roar</b>	<b>rain, rainbow, rib, rot,</b>
s	/s/	<b>snake</b>	<b>sand, floss, hiss, miss</b>
z	/z/	<b>zoo</b>	<b>zest, maze, ooze, snooze</b>

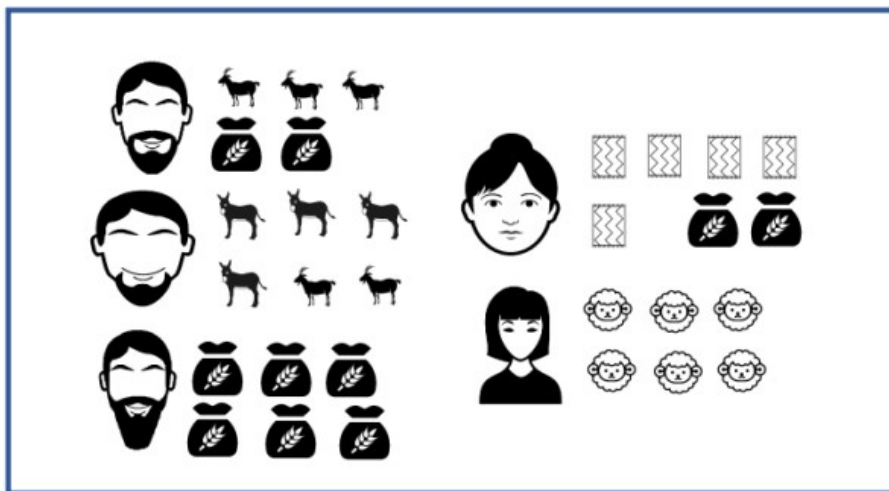
NOTE: Do the work below, yourself, then work through it with your students.

## How Written English Works

Many years ago, people lived in small villages. In each village, there was a hut where people stored stuff. In the storage hut, lots of different people stored all sorts of stuff.



The people in charge drew the person's picture, and then drew what the person stored, so they could remember who owned what. People stored: goat, donkey, or sheep skins; sacks of grain; or rugs they had woven.



Then, people started drawing pictures that were easier and quicker to draw. They looked like this:



When people wanted to write about something new, they just drew a new picture. But soon there was a problem; there were so many pictures they couldn't remember what each picture meant.

Then, some clever people realised that every word we say is made up of separate sounds: /m/ /a/ /n/ man, /r/ /a/ /m/ ram, and /s/ /a/ /m/ Sam. [Just read this information to students; don't expect them to learn it.]

Those clever people realised that we say only about 40-50 different sounds, and with those sounds, we say **all** our words.

These people wondered what would happen if instead of drawing a different picture for each different **thing**, they drew a picture for each different **sound**.

They worked out that there were 50 different sounds in their language, and that they could say every word in their language with those 50 sounds.

So, they decided that instead of learning hundreds of pictures, they'd learn one picture for each sound. That meant that once someone learnt 50 pictures, they'd be able to read and write anything they could say! Let me show you how that worked.

# How to Read Using Pictures for Sounds

Tutor says: To understand how picture writing works, listen to these sounds and words:



**Tutor:** In the word *zoo*, /z/ is the first sound, and /oo/ is the second sound. *zoo*

We always start reading on this side. [Point to the left side, without saying *left*.]

Now, repeat after me: [While you point to each picture as you say its sound.]

**Tutor:** *zoo* /z/ /oo/ *zoo*

**Student:** *zoo* /z/ /oo/ *zoo*

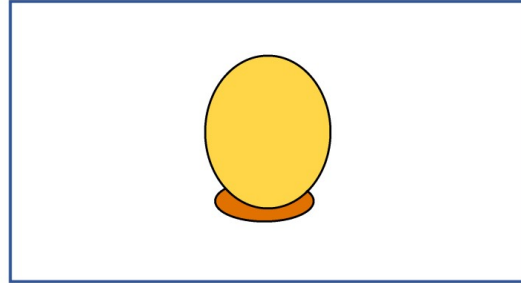
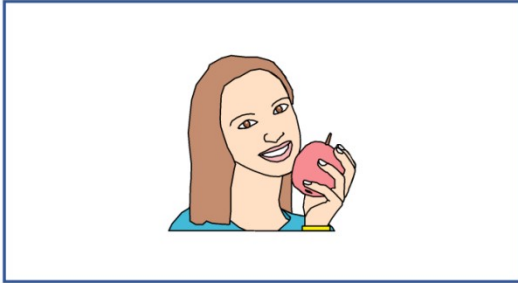


**Tutor:** In the word ooze, /oo/ is the first sound, and /z/ is second sound. ooze  
[Start on the left side, and point to each picture as you say its sound.]

**Tutor:** ooze /oo/ /z/ ooze  
**Student:** ooze /oo/ /z/ ooze

To understand how this type of writing works, I'll teach you some pictures. Each picture will start with a different sound. When you can say the first sound for each picture, you'll be able to read the picture words I've written.

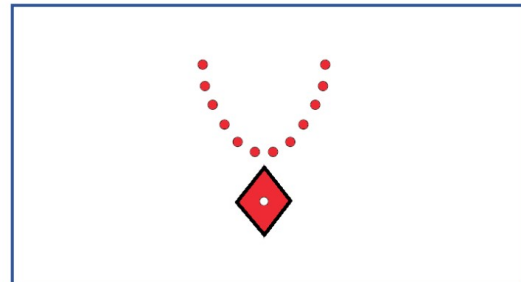
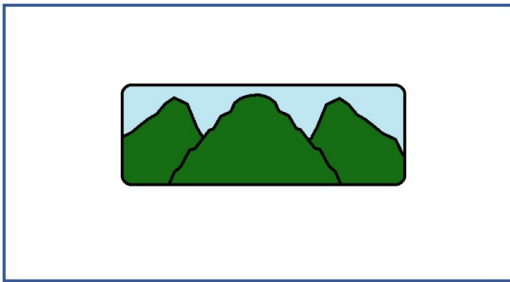
[Note to the Tutor – Tell your students the name and sound for each picture. The thing we want to “automate” is that students say the **sound** (not the picture name). The name is used solely to teach the student the correct sound, in a way that makes sense.]



You should say:

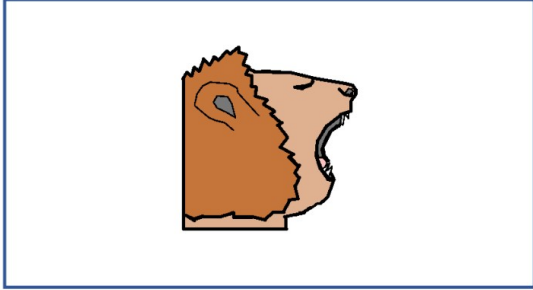
This is the picture for apple, its first sound is /a/.  
When you see this picture, say /a/.

This is the picture for egg, its first sound is /e/.  
When you see this picture, say /e/.



This is the picture for mountains, its first sound is /m/.  
When you see this picture, say /m/.

This is the picture for necklace, its first sound is /n/.  
When you see this picture, say /n/.



This is the picture for a roaring lion, its first sound is /r/. When you see this picture, say /r/.

When your students can say the sound for each picture, ask them to point to each picture on the slides below, and say its sound. When they've said all the sounds in that slide, ask them to say the sounds again, faster (so the sounds are closer together).

Once they can make the sounds closer together, help them say the sounds even closer together, so that they can hear the word those sounds make.

If the students don't understand what you mean, or just can't do it, follow the "Being Students' Working Memory For Sounding Out" procedure below.



Don't let this become painful or distressing. Just cheerfully and calmly use the Working Memory procedure every time your student doesn't understand how to do something.

If students get an answer wrong, or say the picture name instead of the sound, just say: Try that one again. If they give the wrong answer three times, give them the answer, and get them to start the word again.

Don't stress if your students can only sound out, but can't blend by the end of this work. This skill is taught throughout the reading course, so students will learn it sooner or later so, remember - don't stress!

In the beginning, be content with getting students to sound out accurately, and then acting as their "working memory" for each word for as long as necessary.

Some students have had it drilled into their heads so much that sounding out and blending IS NOT the way you read, that they take a long time to adjust to being told the exact opposite. You can understand why they'd be confused. They'll make the adjustment; just give them time.

## Being Students' Working Memory

We're going to take a brief detour, so you can help reduce students' stress levels. I call this way of supporting students while they learn *Being Students' Sounding Out Working Memory*.

Many students find it stressful to learn a new skill, particularly a skill they've struggled to learn, and especially if they suspect that the reason they haven't been able to learn is because they are fundamentally stupid!

Fortunately, the Teach Reading at Home Course, is written in a way that makes sense, so students rapidly realize that the reason they couldn't learn to read before wasn't because they were stupid, but because what they were being taught didn't make sense.

A significant percentage of people own a brain that will only learn something if it's taught in a way that makes sense!

Another reason people can have trouble learning is that we have surprisingly small working memories; we can only remember about a handful of things at any given time. In order to help your students be comfortable and successful, and avoid overload, follow the procedure below.

Most students will find learning the names of the pictures easy, and many will have no trouble learning to say the sounds instead of the picture names, when they see the picture.

What many students might find difficult, is applying that knowledge to sounding out the pictures, then sounding out those pictures rapidly enough to be able to blend the sounds into words, and then recognising the word made by those individual sounds.

The reason performing these tasks can be more than they can manage to start with, is because all their energy has been used up just remembering the right sounds, and saying them, and overcoming their stress levels!

Often, there may be no energy left for **remembering** the sounds long enough to repeat them, saying the sounds more rapidly, blending the sounds, or recognising the word.

So don't ask students to do something they can't do yet. Instead, focus on the accuracy of their sounding out.

And while they are learning these new skills, act as their "working memory".

Here's an example of how to do that:

**Student:** /r/      /a/      /n/ [As they sound out.]

**Tutor:** That's right [or some other positive comment]. Now repeat after me:  
/r/   /a/   /n/  
[Leaving one "beat" between each sound.]

**Student:** /r/   /a/   /n/

**Tutor:** /r/ /a/ /n/  
[Leaving about half a beat between each sound, so students notice the sounds can be said accurately and closer together.]

**Student:** /r/ /a/ /n/

**Tutor:** /r/ /a/ /n/ ran  
[Saying each sound just far enough apart to be separate sounds, and then saying the word normally.]

**Student:** /r/ /a/ /n/ ran

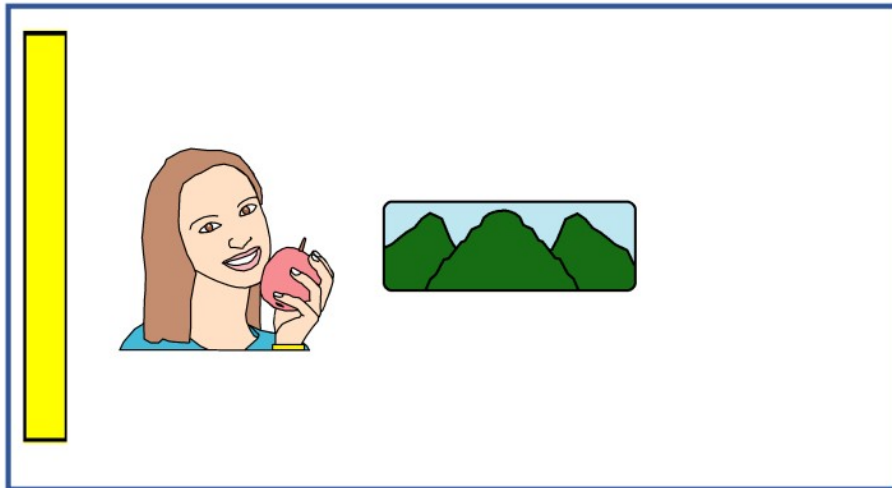
## How to Read Using Pictures Continued

Now, back to the procedure for reading using pictures.

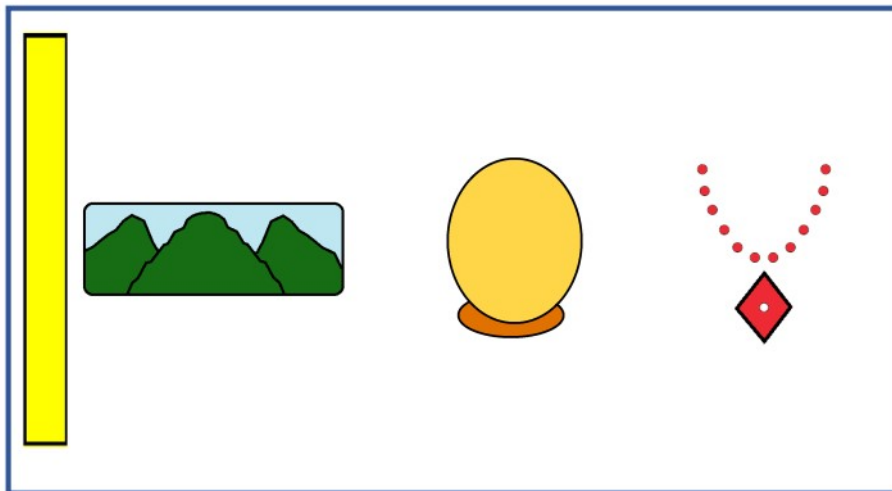
Explain to your students that we always begin to read starting on the lemon stripe side, so make sure that's the side they start. Get them to:

- Sound out the pictures;
- Sound out the pictures more rapidly, so they blend; and
- Say the word made up of those blended sounds.

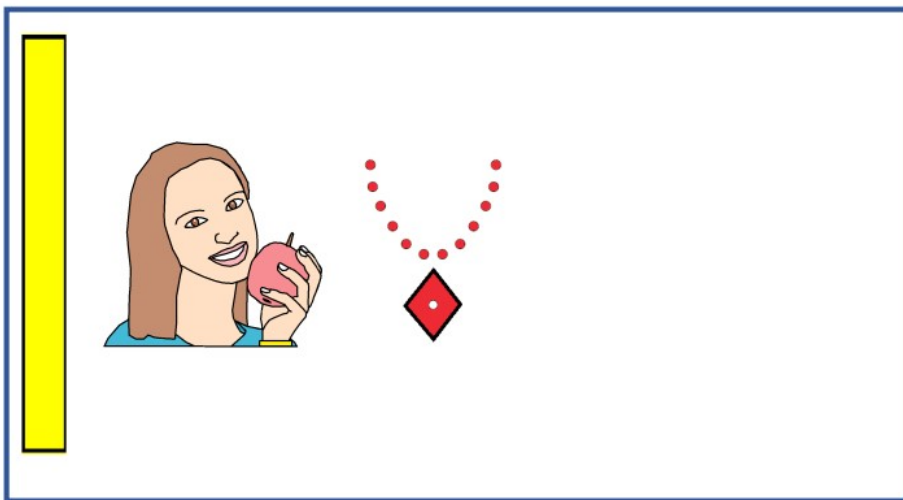
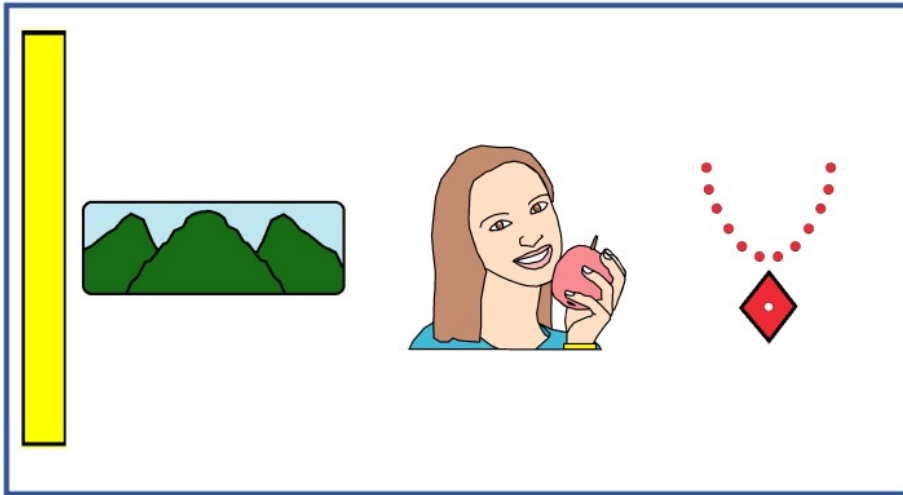
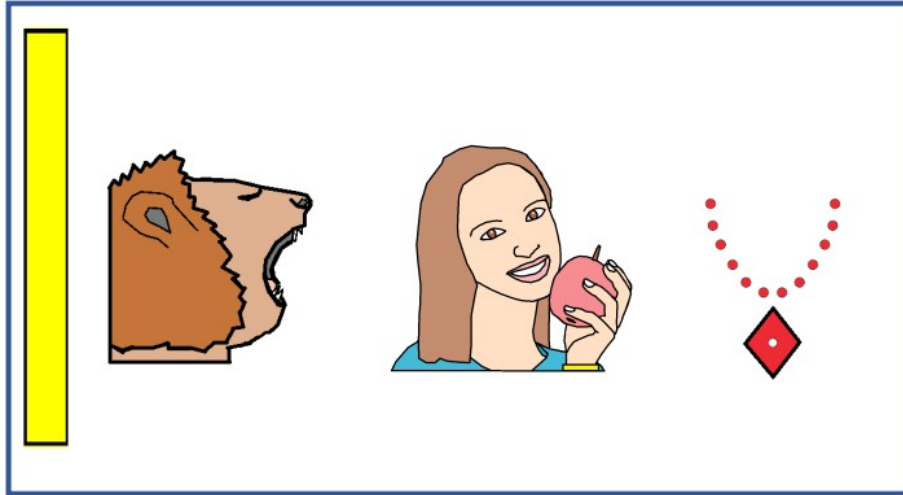
Act as their working memory for any parts of this work they can't do.



Answer: am



Answer: men



Answers: ran, man, an (or Ann)

**Notes for the Tutor:** If your students are confused by the slightly different /a/ sounds in *am*, *ran*, *man*, and *an*, just say that those sounds are enough alike that we pretend they are the same sound. If your students didn't notice this, don't mention it to them.

I teach this basic sounding out and blending with pictures, because many students have been taught that reading is looking at a word and just saying whatever they think it might be. (That's guessing, not reading.) Other students have been told to think about what word would make sense. Again, that's not reading.

The only way to break these habits is to make it impossible for students to use their prior knowledge of written words as clues. Sounding out pictures does the trick nicely.

## Preparing to Teach How English Works

When you have read this ebook, and have done the work in the How Written English Works section for yourself, then you're ready to teach your students the How Written English Works section.



When you and your students have completed that work, you have completed SECTION 1 of the Teach Reading at Home Course, and are ready to move on to SECTION 2, where you'll learn how to teach letters – and the first 90 words in the Course.

## Preparing to Teach Lessons

Before beginning each lesson, tutors need to have:

- Read all the pages they expect to cover in the session, and made any adjustments that need to be made to the lesson e.g.
  - Crossing out words you pronounce differently\*;
  - Making sure you understand the meaning of each word;

\* For example, I have put *oregano* in a lesson that teaches letter a showing sound /ar/, because I pronounce it as: /o re **gar** noe/. If you say: /oe **re** gu noe/, it might be easiest to just put a line through that word, so students don't become confused by trying to read it.

I have used the **bold** letters in the words above, to show the way the words are emphasised, as in these words, the emphasis changes their meaning.

**Content** means something that is inside e.g.

The nutrient **content** of that junk food is very low.

Con**tent** means satisfied or comfortable e.g.

Now that the cat has eaten, she is **content**.

- Printed the A4 pages, or prepared the screen;
- Practised the Sounds (See the Sounds – Making Them Correctly section below);
- Practiced the Hand Signs (See the Hand Signs section below);
- Prepared the Flashcards (See the Flashcards section below); and
- Placed a “marker” on your left wrist, and provided a wrist marker for each student (See the Hand Signs section below).

All sections referred to above can be found in the Tutor Resources section below.

## Teaching a Lesson

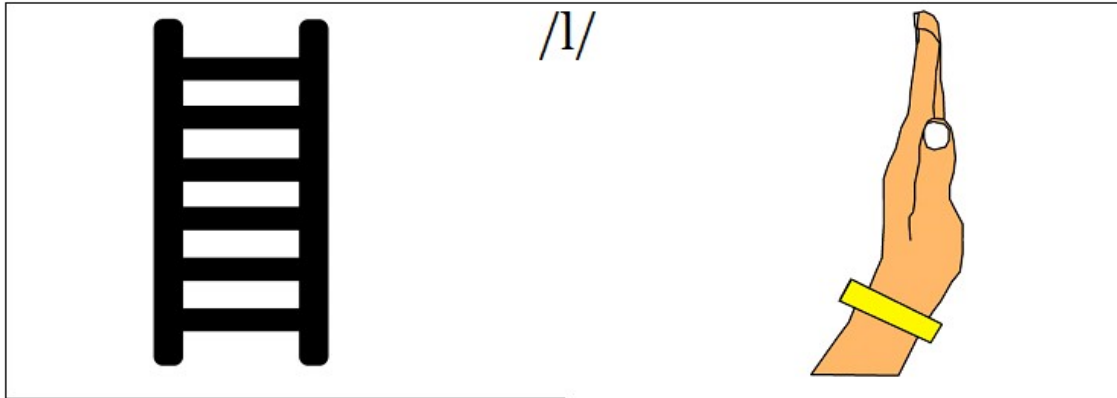
On the next page is a copy of a lesson from the Course. On the pages after that, are explanations of each part of that lesson.

# /l/ in ladder = l



ladder Little lambs love ladders.

List of /l/ words: ladder, laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble



l

l

ill

lid

till

lit

lilt

sill

tilt

stilts

list

still

slit

lists

# /l/ in ladder = l

Tutor says: This is the lesson for sound /l/\* in *ladder*.  
*Ladder* is the memory word for sound/l/.

\*It's really important that you say the sounds correctly, so read the Sounds - Making Them Correctly section in the Tutor Resources below.


/l/	<b>ladder Little lambs love ladders.</b>
-----	--

Tutor says: Listen for the /l/ sound in these words: /l/,  
**Little lambs love ladders.** [Get your students to repeat /l/,  
Little lambs love ladders.

Students are not to read the words in smaller type - they are for you.]

The purpose of this is to make sure your students can HEAR the sound. Many students can't hear the isolated sounds to start with. If they can speak reasonably well, though, they used to have this skill as a baby.

It will take a few days of doing this work for their brains to “reactivate” this skill. Meanwhile, just continue with the Course.

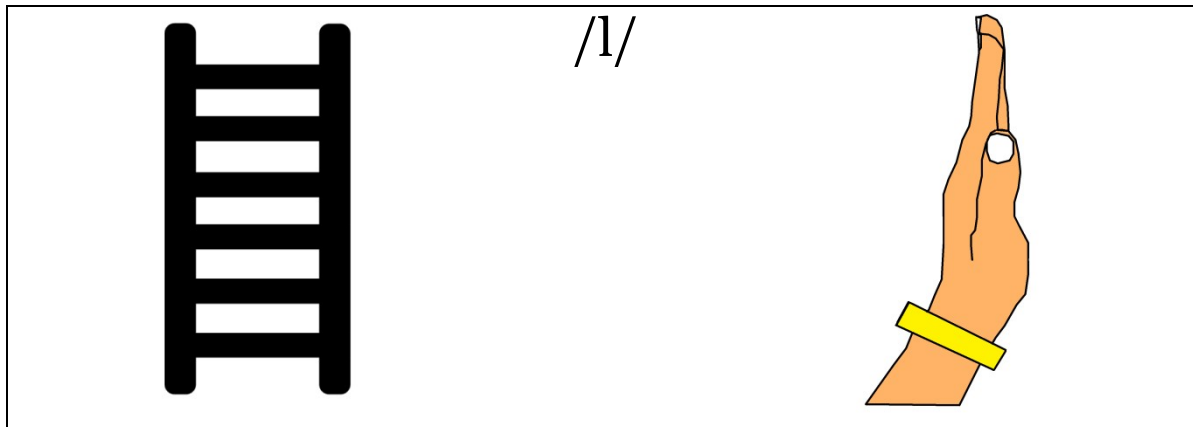
	List of /l/ words: <b>ladder</b> , laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble
---	--

Tutor: Points out the mini memory picture, and says:  
Listen for the /l/ sound in these words: **ladder**, laptop, etc.

Tutor says each word again, with the students repeating each word. The underlined word is the memory word students need to learn. The picture and memory word will help students remember the sound for this letter. The purpose of this task is to make sure your students can HEAR and SAY the sound correctly, if possible.

If your students have hearing or speech impediments, or are learning English, don't make life difficult for them – just progress through the Course, without expecting the students to reach a standard they cannot yet reach. Use the Working Memory technique whenever necessary.

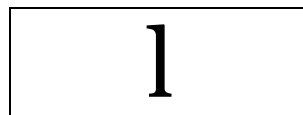
Doing daily revision using the flashcards will “lightly” touch on all the sounds, so in time they will be able to hear and (later) say every sound.



This strip shows the memory picture, and the hand sign. You say: This picture of a ladder reminds you of sound /l/. The hand sign reminds you of the memory word.

[Tutor: For more information about hand signs, read the Hand Signs section in the Tutor Resources section below.]

l



Now, you point to the letter, and say: This is the letter picture we use for sound /l/. See how the letter is the same shape as the hand sign. When you see this letter, say /l/.

Students then point to the letter and say the sound. If they are learning to write at the same time as learning to read, they write the letter now.

The letter in the box is there to remind you to add the flashcard to your flashcard pile now. Run through these cards at the end of each session.

ill	lid
till	lit

The list of words above is an excerpt of the reading words for lesson /l/.

The Reading words in larger print are for the students to sound out and blend. These words are in large print, because it's easier for students to point at larger letters, as they are sounding out. Also, later in the Course, some of the words will have special markings, and it's easier to see these markings in larger print.



Tutor says: These words are for you to sound out, blend, and say the word. Only sounds and letters you have been taught in this Course will be included in these lessons.

**Note to the Tutor:** The words will not be repeated, as the point of these lessons is NOT to teach students the words; it's to teach students to sound out, blend, say the word, and (when ready) comprehend!

Students may have trouble with the longer words, and with words with lots of consonants e.g. stilts. Use the Working Memory technique to help students sound out these words, but don't expect the impossible from them regarding pronunciation. Just keep progressing through the Course once you know they have a solid understanding of the Lesson.

Don't rush the students as they tackle these words. Many students who have been learning to read for some time will have been taught bad habits (such as guessing, or not sounding out) by their teachers or tutors.

The students are not at fault, but it can take time to get them out of the habit of guessing or trying to read using the letter names, and getting them into the habit of sounding out, blending, and saying the words.

If students complain about having to change their habits, just say: Learning to read that way hasn't worked for you, so we're going to use this way to learn to read.

If your students have been taught to say the letter names in order to “sound out” words, say: You need to sound out using the sounds, because we don't use letter names in reading.

## Being Students' Reading Working Memory

Remember the picture reading work, where you acted as your students' “working memory”? While your students master the skills of sounding out letters, blending, and saying the word, you can use that procedure again – until your students have mastered each skill.

If your students have mastered sounding out, but can't blend well, don't do the sounding out for them; just do the blending and saying the word. Just do for them the things they can't do for themselves.

But once they have mastered a skill, let them do it independently, even if they're slow. Remember, a small to moderate struggle is the sign that the brain is being built. But only allow a student to get something wrong three times – then help them.

**Student:** /l/      /i/      /d/ [If they then stop, you take over.]

**Tutor:** That's right [or similar positive phrase or even just a nod or smile, if they find speech distracting], now repeat after me:

/l/   /i/   /d/

[Leaving about one "beat" between each sound, to help them remember the sounds.]

**Student:** /l/   /i/   /d/

**Tutor:** /l/ /i/ /d/

[Leaving about half a beat between each sound, so they say the sounds accurately AND rapidly.]

**Student:** /l/ /i/ /d/

**Tutor:** /l/ /i/ /d/ lid

[Saying each sound just far enough apart to be separate sounds, and then saying the word normally.]

**Student:** /l/ /i/ /d/ lid

Then go on to the next word.

If students lose concentration, get them to point at the letters as they sound out. (Most students find pointing useful, but they consider it “little kiddy”.)

If students say the wrong sound, or say the letter name instead of the sound, or guess the word, just say: Try that one again.

If they give the wrong answer three times, give them the answer, and get them to start the word again. You get them to start that word again, because you want to be sure they are sounding out what is on the page, not just pulling the word from their memory – which can happen if they’ve spent time memorizing whole words in the past. And you don’t want them to guess the word either, because that isn’t reading – even if they’ve guessed correctly.

At the end of each lesson, run through the flashcards (once is sufficient). Remember to include any new flashcards you have covered in the day's session. To learn more about the flashcards, see the Flashcard section in the Tutor Resources section below.

When students are sounding out, blending, and saying the word accurately, 2 to 3 times out of 5 at the first attempt, and having to put some effort into another 1 or 2, and asking for you to be their working memory on 1 word, don't be concerned.

It's the "bit of a struggle" that makes the brain cells grow and build up speed. Don't push your students too hard, or stress them. During sleep, the brain will continue to munch on the day's lessons, and in a few days you will notice true progress.

At some stage, students will be able to sound out and blend in one action. Then, sooner or later, they'll be able to do this so rapidly that they will appear not to be sounding out and blending – instead, their brain will be doing it for them. But this doesn't happen without training that brain to do it! Go at your student's pace; everyone (and every brain) is different.

## Tutor Resources (in alphabetical order)

### Blending

There is a bit of a “brain leap” in understanding that has to take place before students really understand that the individual sounds, when blended together, make the word. Some students grasp this in the How Written English Works section, others take much longer.

There are other students who sound out and blend, but don't move on to sounding, blending, and saying as one step; don't stress about this. Instead, use the Basic Code Applied sections (1 & 2) in the Teach Reading at Home Course to develop that skill.

Don't get students to learn words off by heart. It's the sound/letter combinations they need to learn off by heart, because (in time) that will enable them to sound out so quickly and smoothly that they appear to be reading whole words. But they're not! What their brain is doing is working out each letter or letter team, blending the sounds, and applying the rules all in real time, and saying the word!

Well-taught brain cells do this so rapidly that the students aren't even aware of it. This is a very high-level skill that's developed by learning the information and applying the skills carefully and regularly – then, one day, it just jells and “automagically”, the skill operates all by itself.

The only time you or your students are likely to notice that the sounding out, blending, and rule application skills are being applied are when you or they come across an unusual or extra long word, or one the tongue trips over . Then, the reader automatically slows down and applies the skills individually to work out what the word is.

## Course Essentials

Please don't yield to the temptation to skip teaching the How Written English Works section, and the sounding out, blending, and hand sign skills sections because you think that spending more time learning letters and practicing reading words would be more beneficial; it won't.

Many students have spent years learning letters, doing lots of “fluffy” reading activities, and practicing “reading” - without becoming independent readers.

If your students have had difficulty learning to read, these problems were not caused by lack of effort on the students’ part, or by lack of time spent on reading. They were caused by lack of essential knowledge and insufficient time spent automating those skills. This Course teaches these essentials.

## Flashcards

At the end of the day’s work, add any new Sound and Letter and Rule flashcards to the flashcard pile you have already accumulated from the previous lessons, and run through them all once by getting the students to say the sounds or words written on the back of the flashcard in **bold**.

If you’re cutting the flashcards from the Teaching Aids A4 pages, cut the card out along the outer edge, fold the card vertically down the middle line, and glue it back-to-back with the writing on the outsides.



If you'd prefer not to cut up the Teaching Aids pages, you could copy the information on the card onto an index card or a piece of paper.

l	/l/ in <sup>l</sup> Ladder
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To “flash” the cards (either the front card in the pile, or the back card – do what’s easiest for you), hold the card up so the students can see the letter on the front. A **rubber “thimble”** for the thumb, pointer finger, or longest finger can be very helpful for flashing cards faster, once students can confidently give the correct answer.

When students see the letter on the front of the flashcard, they say only the **sound/s (or the memory word/s) for that letter.**

Before moving on to the next card, you check students have given the correct answer by looking at the back of the card.

If they have given the wrong answer, tell them the correct answer, get them to repeat the sound/s (or word/s) for that card, then move on to the next flashcard.

## Flashcards with several dots

You will notice that there are several dots on the front of some flashcards. The dots are there to remind students of the number of sounds that letter can represent. Since it's easier for students to recall memory material that stays consistent, I teach **all** the sounds of a letter when the letter is first taught.

## Hand Signs

Many people have trouble learning things that don't make sense, and one of the major purposes of this Course is that it makes sense whenever possible, in order to make the work easy - so students progress rapidly.

NOTE: See how the hand sign for /l/ is made with a hand that has a lemon "marker" on its wrist; this means that you and your students need to make the /l/ sound with the hand that has the "marked" wrist.

Your markers can be **any colour** at all, and made of anything e.g. a ribbon, a hair scrunchie, a bracelet, a ribbon, or a soft dog collar, a watchband, etc.

I just use the lemon colour because **l**emon begins with sound /l/ for **l**eft, which will eventually reinforce the fact that students need to begin reading and writing on the **l**eft-hand side.

There are several advantages to using hand signs:

- Where similar hand signs are made by both the left and right hands, the marker clearly shows which hand is being used;
- The sound, picture, memory word, and hand sign memory aids reinforce each other, so if students forget one, they can often call to mind one of the other memory aids, and then recall the others;
- The hand sign is also used to form a “bridge” between the sound and the **shape of the alphabet letter** students learn;
- Using all types of learning (aural, oral, visual, and hands-on) helps students learn and remember more easily;

- If your students can't **say** the sound you're teaching, let them say the sound as well as they can, while making the hand sign. Then both of you can be clear as to which sound they mean;
- If students have trouble **hearing** the sounds you're making, they will find use of the hand signs very helpful. Then you both know which sound is meant; and
- Use of hand signs helps students with mild to moderate speech and hearing difficulties, and those learning English, so they can perform well alongside their mainstream peers. Just don't expect more from students than they can give.

## First Step Teaching Hand Signs - Mark the left wrist

There are several steps in teaching the hand signs. The first step is to make absolutely sure that your students know, without thinking, which is their marked hand - **and** which is YOUR marked hand. (Note: I'm not talking about left and right here – just marked and unmarked!)

Students should not have to put **any** thought into working out which is their left hand. You want **all** their concentration to be put into what you're teaching.

You want automatic, 'idiot-level' use of the correct hand. This is what the “Mark” does, so it needs to be **large** enough to be seen.

### Marking the left wrist means that:

- Your students will not be confused about which hand you're using to make a sign, even when you're facing them and appear to be making the sign with the 'wrong' hand;
- Your students will find it easy to copy your hand signs by making the sign with the same type of hand (marked or unmarked); and
- You **won't** have to learn to make the signs, then remember to make them backwards when standing in front of the class.

## Second Step in Teaching the Hand Signs - Teach Alphabet Hand Signs

Teach the Alphabet hand signs as you come to them in the Course. Remember to teach them as the **sign** we use to represent the **sound**.

Letter names don't help us read, so, if your students know the letter names, and try to use them when learning to read, just say you'll be using the **sound** a letter represents, not the letter name. Remember to call the Hand Sign by its **sound**, not its letter name!

## Third Step in Teaching the Hand Signs - Teach the Rest of the Sounds in English

For the alphabet sounds, I was able to illustrate the sounds with a picture and Hand Sign that formed the shape of the letter. But once I'd finished the alphabet, I had to do things differently.

There are about 45 sounds in English, so when you've finished teaching the 26 alphabet letter sounds, you're only just over half way through.

This means that teaching only the 26 alphabet sounds leaves students ill- equipped for reading and writing. So don't stop now - keep going!

But don't teach the sounds you don't use - for example you might not use /hw/ the sound that begins **what**, **why** and **where** for some English speakers. If you don't use /hw/, then use the alternative I've given - /w/.

Here are a few points to keep in mind when using the hand signs:

- This is not Deaf Sign Language. My Hand Signs are used by people signing for their own, and their tutor's, benefit - not for the benefit of other people they want to communicate with.

HINT: Just for a second, ignore what I said while I tell you that these hand signs can be very useful for communicating an “invisible”, but emphatic NO (or equivalent) in a public situation!;

- All vowels - a, e, i, o, u, and y (because letter y often represents a vowel sound e.g. /ee/ in *baby* and /ie/ in *python*), are signed with the **left/marked** hand. And sounds that are most commonly written beginning with a vowel sound (such as /ar/, /er/ and /or/), are also made with the left/marked hand; and
- When I refer to letters, I'll write "letter y". When I refer to sounds, I'll write the sound between slash marks, for example /ee/.

## Hearing or Speech Difficulties

Students with minor to moderate hearing or speech difficulties do well with this Course. But if your students have serious hearing or speech difficulties, I strongly recommend you use the Cued Speech Method.

Information on Cued Speech is freely available on the internet. You might find it useful to use parts of this Course to teach the Cued Speech sounds.



## Sounds – Making Sounds Correctly

### Make this different from

Many speakers do not pronounce every sound distinctly differently from every other sound. In the Notes below, I've mentioned some sounds you need to make sure your students are pronouncing clearly. If your students already speak clearly, don't go through that work with them.

### Mouth part Positions

For convenience, I am including under the term *mouth parts*: the breath, the vocal cords, the teeth, tongue, jaw position, and lips. To clearly speak English, it's important to position these parts carefully, in order to differentiate between similar sounds such as /a/ in **a**pple, and /e/ in **e**gg.

So make sure your students are using their mouth parts to speak clearly.

### Quiet Sounds

Many of our sounds are “quiet” sounds. This means that the sound is made by the lips popping open, or the tongue tapping. Be careful not to add an /uh/ at the end of these sounds.

The easiest way to learn to say a quiet sound correctly is to repeat a word which **ends** with the quiet sound, that's why some of the Other Words listed end with the chosen sound – so you can use them for practice. Practice until you can say the first part of the word silently, then just say the quiet sound aloud e.g. /p/ mop. (Remember, it will be very quiet, so get close to your students so they can hear it, and you can hear them.)

### Voiced and Unvoiced Sounds

Some sounds are made with identical mouth part positions, but are pronounced differently due to being voiced e.g. /b/ in bob and unvoiced e.g. /p/ in pop– the use of the vocal cords makes the difference.

All vowels are voiced. The voiced consonants will be listed in the Notes. You and your students do not need to learn which sounds are voiced and unvoiced. You can know whether a sound is voiced or unvoiced by touching your Adam's apple; if it vibrates, the sound is voiced.

Some voiced sounds have an equivalent unvoiced sound that is made with the mouth parts in the same positions.

That means that it's made with the vocal cords/voice box/Adam's apple turned off. In the Notes, I've written in /b/: Compare /p/ - because one is voiced, and the other is unvoiced, but the mouth positions are the same.

Sometimes, in normal speech, a voiced sound will switch to its unvoiced equivalent, because of the sound that is following it. This following sound does not have to be in the same word as the voiced sound. This also happens with unvoiced sounds switching to the voiced position. This "switch over" can be heard inside words such as: *spend* (where the /p/ is pronounced as /b/) in normal speech! This switch can even be seen in the way we write words - see *five*, and *fifth*. And we wonder why students are confused!

## Alphabet Letter Sounds – in Alphabetical Order

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/a/	<b>a</b> pple	<b>a</b> m, <b>a</b> nimal, <b>a</b> sh, <b>a</b> rrow	Voiced. Make this different from /e/.
/b/	<b>b</b> at and <b>b</b> all	<b>b</b> ee, <b>b</b> ack, <b>m</b> ob, <b>t</b> ab	Voiced. Compare /p/. Quiet sound – the lips “burst” apart.
/k/	<b>c</b> lamp	<b>c</b> ross, <b>c</b> rust, <b>m</b> usic, <b>d</b> isc	Unvoiced. Compare /g/. Quiet sound
/d/	<b>d</b> og	<b>d</b> ash, <b>d</b> awn, <b>h</b> id, <b>f</b> ed	Voiced. Compare /t/. Quiet sound
/e/	<b>e</b> gg	<b>e</b> cho, <b>e</b> lbow, <b>e</b> nd, <b>e</b> njoy	Voiced. Make this different from /a/.
/f/	<b>f</b> ly <b>s</b> wat	<b>f</b> ish, <b>f</b> lame, <b>c</b> uff, <b>s</b> tuff	Unvoiced. Compare /v/.
/g/	<b>g</b> rab	<b>g</b> ate, <b>g</b> lue, <b>l</b> og, <b>b</b> eg	Voiced. Compare /k/.
/h/	<b>h</b> ere	<b>h</b> igh, <b>h</b> and, <b>h</b> ike, <b>h</b> is	Unvoiced. Quiet sound.
/i/	<b>i</b> t’s <b>i</b> tchy	<b>i</b> n, <b>i</b> ll, <b>i</b> nside	Voiced. Make this different from /i/.
/j/	<b>j</b> ust stop right now	<b>j</b> eans, <b>j</b> elly, <b>f</b> udge, <b>b</b> adge	Voiced. Compare /ch/ in Other Sounds.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/k/	<b>keys</b>	<b>kangaroo, kiwi, task, book</b>	Unvoiced. (Compare /g/) Quiet sound.
/l/	<b>ladder</b>	<b>lamp, lunch, fill, still</b>	Voiced.
/m/	<b>mountains</b>	<b>me, magnet, slam, spam</b>	Voiced.
/n/	<b>necklace</b>	<b>nip, nail, pin, lane</b>	Voiced.
/o/	<b>orange</b>	<b>on, off, officer, original</b>	Voiced.
/p/	<b>pinch</b>	<b>paddock, plate, tip, ape</b>	Unvoiced. Compare /b/. Quiet sound. The lips just “pop” open, with a little puff of air.
/q/ (kw)	<b>quarrel</b>	<b>queen, quick, quins, quilt</b>	In English words, letter q is always followed by letter u.
/r/	<b>roar</b>	<b>rib, rain, rot, rainbow</b>	Voiced. Quiet sound. The top teeth rest gently just behind the pink part of the bottom lip.
/s/	<b>snake</b>	<b>sandwich, sea, hiss, miss</b>	Unvoiced. Compare /z/.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/t/	<b>touch</b>	<b>table, tooth, fit, cat</b>	Unvoiced. Compare /d/. Quiet sound. A puff of air pushes the tongue away from the ridge behind the teeth.
/u/	<b>up</b>	<b>under, us, underpass, upset</b>	Voiced.
/v/	<b>valley</b>	<b>vet, vacuum, have, save</b>	Voiced. Compare /f/.
/w/	<b>worms wiggle</b>	<b>water, wok wood, woof,</b>	Voiced.
/x/ (ks)	<b>axe/ax</b>	<b>box, fix, tax, index</b>	Unvoiced /k/ + Unvoiced /s/. This is really two sounds - /ks/.
/y/	<b>yawn</b>	<b>yet, yell, you, yo-yo</b>	Voiced.
/z/	<b>zoo</b>	<b>zoo, zest, ooze, snooze his, hers</b>	Voiced. Compare /s/.

## Other Sounds – in Alphabetical Order

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/ae/	ice cream sundae plate	<b>Fae, Mae,</b> <b>state,</b> <b>brake</b>	Voiced
/air/	<b>airplane</b>	<b>airport,</b> <b>flair, stair</b>	Voiced.
/ar/	<b>star</b>	<b>arm, start,</b> <b>bar, far</b>	Voiced.
/ch/	<b>chickens</b> peck	<b>cheese,</b> <b>chip,</b> <b>beach</b>	Unvoiced. Compare /j/. Quiet sound.
/d/	<b>pried</b>	<b>rained,</b> <b>robbed</b> <b>clued</b> <b>married</b>	Voiced. Used after voiced consonants & after vowel sounds: e.g. <b>cried,</b> <b>annoyed, borrowed,</b> <b>carried.</b> Many people can't hear this /d/
/ed/	<b>dented</b>	<b>painted,</b> <b>visited,</b> <b>concluded,</b> <b>bombarded</b>	Voiced. Used after /d/ and /t/ & in adjectives e.g. <b>blessed,</b> <b>crooked, dogged, wicked</b>
/ee/	<b>seeds for</b> <b>Eve</b>	<b>sweep, see</b> <b>fifteen,</b> <b>free,</b>	Voiced. Make this different from /ee/.
/er/	<b>letter</b>	<b>better,</b> <b>ever, her,</b> <b>boxer</b>	Voiced.
/ie/	<b>bow ties</b> <b>inside</b>	<b>magpie,</b> <b>lie, tide,</b> <b>mile</b>	Voiced.

<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
<b>/ng/</b> &	<b>sing</b> &	<b>bang,</b> <b>bring</b>	Voiced. Many people make this sound the same as the sound /ng g/.
<b>/ng</b> <b>g/</b>	<b>fingers</b>	<b>fungus,</b> <b>hunger</b>	Quiet sounds. These two sounds are /ng/ + /g/
<b>/nk/</b> (ngk)		<b>bank,</b> <b>Frank,</b> <b>franc</b>	Voiced /ng/, then Unvoiced /k/. Included because many people can't hear the /k/.
<b>/oe/</b>	<b>toe bone</b>	<b>hoe, doe</b> <b>dome,</b> <b>zone</b>	Voiced. Make this different from /ow/. Make this different from /or/.
<b>/oo/</b>	<b>look</b>	<b>hook,</b> <b>cook</b> <b>brook,</b> <b>stood,</b>	Voiced.
<b>/oo/</b>	<b>moon</b>	<b>doona,</b> <b>noodles,</b> <b>kangaroo,</b> <b>coo</b>	Voiced. In the Course, I sometimes write this as /ooe/.
<b>/or/</b>	<b>ordinary</b> dots	<b>or, for</b> <b>dinosaur,</b> <b>paw</b>	Voiced. Make this different from /oe/.
<b>/ow/</b>	<b>Ouch! Ow!</b>	<b>noun,</b> <b>found</b> <b>cow, now</b>	Voiced. Make this different from /oe/.
<b>/oy/</b>	<b>boil oysters</b>	<b>coin, point</b> <b>boy, joy</b>	Voiced.



<u>Sound</u>	<u>Memory Word</u>	<u>Other Words</u>	<u>Notes</u>
/sh/	<b>shh</b>	<b>ship, she, ash, dish</b>	Unvoiced. Compare /zh/.
/t/	<b>tapped</b>	<b>cooked, helped, watched</b>	Unvoiced. Quiet sound. Used after unvoiced consonants. Many people can't hear this /t/.
/th/	<b>thirsty</b>	<b>thick, thin, Perth, fifth</b>	Unvoiced. Compare / <u>th</u> /. Quiet Sound Many people have trouble saying this sound.
/ <u>th</u> /	<b>there</b>	<b>those, this, soothe, teethe</b>	Voiced. Compare /th/. Many people have trouble saying this sound.
/ue/	rescue the cute bird	<b>use, due, cue, emu</b>	Voiced.
/wh/ (hw)	<b>whale</b>	<b>what, when why, wheel</b>	Unvoiced. Compare /w/. /hw/ is an optional, older sound. Many people say /w/ for letters wh.
/zh/	<b>explosions</b>	<b>Asia, Indonesia, vision, illusion</b>	Voiced. Compare /sh/.

## Teaching Tips

I was very, VERY nervous when I first began tutoring, so I spent the first few WEEKS practicing each day's lessons by reading them to a Teddy Bear! So do this, if you need to.

In most situations, you will not need to use most of the additional Teaching Aids. But if your students have problems learning a particular sound/letter combination (and most people have trouble with a few), then make several copies of that “strip” from the Teaching Aids section, and place them where your students will see them (on the inside of the toilet door, on the fridge door, inside their bedroom door), so they can focus for a few seconds several times a day, say the sound, and make the hand sign.

One Teaching Aid students might find very useful later on are the Advanced Strips (the list of the all letter combinations for a sound). Students can also use the Letter Cards for “writing” (copying) words from the Course). Don't spend lesson time on this, as progressing through the Course is the purpose of lesson time.

## When Students Finish the Course

I know we're looking a long way ahead, with the information on this page, but I include it at the beginning of the Course, and because you've already covered that introductory material now, you won't go back and read it if you do my Course – so I'll include it here.

When students finish the last section of the Course, they are ready to read anything. When they start off, begin with shorter readings, such ads, junk mail, cereal packets (avoiding the ingredients), road signs, and shop signs. Then move on to increasingly longer readings as students gain confidence, fluency, concentration, and stamina.

### Warning

It's important that as soon as you begin teaching, that you securely put away all items you don't want your students to read. It's safest to assume that well before completing the Reading Course, your students will be able to read a significant number of words.

They might even be able to read material written in cursive/joined handwriting. I have no idea how some students of this Course can read cursive writing, as it isn't taught in the Course.

Neglecting to heed this warning has led to some very embarrassing situations. Some students have read (aloud, and in public, of course) communications regarding delicate family matters. Consider yourself warned!

Congratulations!!! Now, you're ready to teach!

NOTES: All the previous material was prepared in 18+ fonts, so that it could be read online as a flip book. It can be downloaded as a standard PDF, but being in such large font means that it will take up extra pages.

All the material in the remainder of this ebook is designed to be read offline – either on a laptop or desktop (or other largish) screen, or printed on A4 sheets of paper.

The work you have done up to now has covered all the training for the tutor, and all the pre-reading material for the student.

The following section is the next part of the Course:

**Section 2**, the Basic Alphabet Code Part 1  
& Comprehension Lessons 1 & 2.

This work covers half the alphabet letters.

After these Section 2 Lessons, you will find the relevant Teaching Aids for those lessons. Your students are likely to need only a few of these – the ones for the particular sound/letter combinations they have trouble learning. So don't feel you have to print them all out.

And if you do need to print some of them, there is no need to print them in colour; they work just as well in black and white.



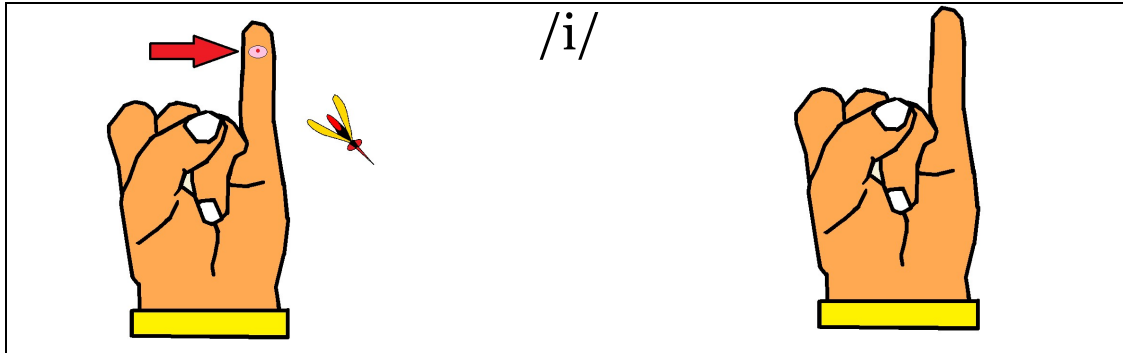
# /i/ in it's itchy = i

/i/



it's itchy It's an itchy, infected finger insects irritate.

List of /i/ words: it's itchy, it, igloo, in, if, ill, important, influenza, instead, instantly, inside, internet, crystal, bicycle, syrup, biscuit, captain



i

i

in

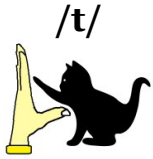
inn



nn

Now add this Rule Flashcard to your pile of daily flashcards. The Rule flashcards are at the end of the flashcards section. Rule: Double letters are only said once.

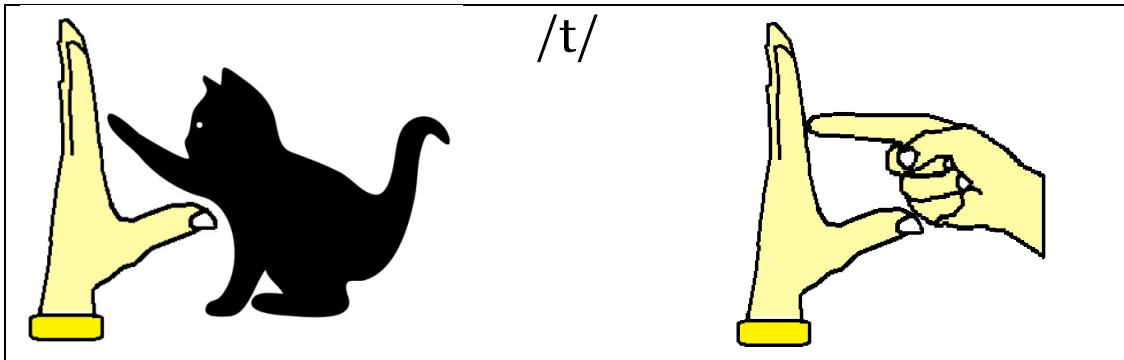
# /t/ in touch = t



touch Tasmanian tigers touch type.

List of /t/ words: touch, table, towel, tadpole, tooth, telescope, television, test, term, ticket, bit, cat, pecked, locked, Thomas, Kathmandu

Note: The marked hand stays still, and the unmarked hand moves over to touch it.



t

t

it

tin

nit

tint



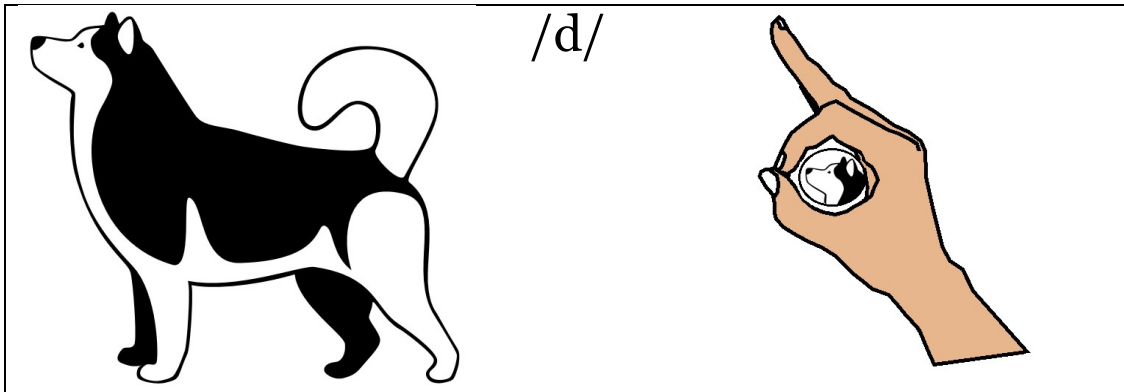
# /d/ in dog = d



**Dog Dogs dress delightfully.**

List of /d/ words: **dog**, **dash**, **Dalmatian**, **dawn**, **daylight**, **direction**, **demolish**, **den**, **different**, **mud**, **fed**, **tinned**, **grinned**, **opened**

You might prefer to make the straight part of this hand sign (the ears) with your pointer finger, and the circle (the head) with your other fingers.



d

d

did

din

dint

dit

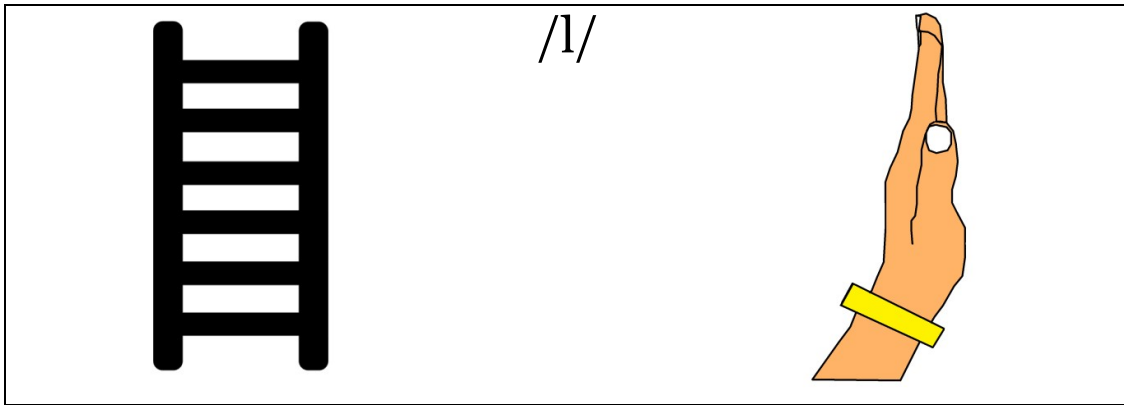


# /l/ in ladder = l

/l/  


ladder Little lambs love ladders.

List of /l/ words: ladder, laptop, lamp, lady, letter box, light, late, lunch, tall, fill, table, wobble



l

l

ill

lid

till

lit

lilt

sill

tilt

stilts

list

still

slit

lists

# Comprehension Lesson 1



sit



in



list



lid



tin



ill

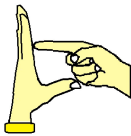


stilts



tint

The student is to start at the left, sounding each word out aloud. Students are to point to the correct picture. Make sure students are clear about which picture they're pointing to. PURPOSE: To check comprehension of single words



**The open mouth icon means:** What should you say when you see these signs? The teacher points to the hand sign pictures.

PURPOSE: To check students know the sound for each hand sign

**The open mouth mini icon below means:** Here are the answers:



/d/

/i/

/l/

/n/

/s/

/t/



it sits

## Comprehension Lesson 1 continued



its still



it tilts



it did it

PURPOSE: To check sentence comprehension



/l/

/d/

/s/

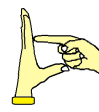
/t/

/i/

**The hand means:** What is the hand sign for each of these sounds? The teacher says the sounds, and sees that the student makes the correct hand sign.

PURPOSE: To check students know the hand sign for each sound.

**The mini hand means:** Here are the answers.



The black and white icons in this course come from [www.thenounproject.com](http://www.thenounproject.com)

# /a/ in apple = a

/a/a\*

apple Ants admire apples.



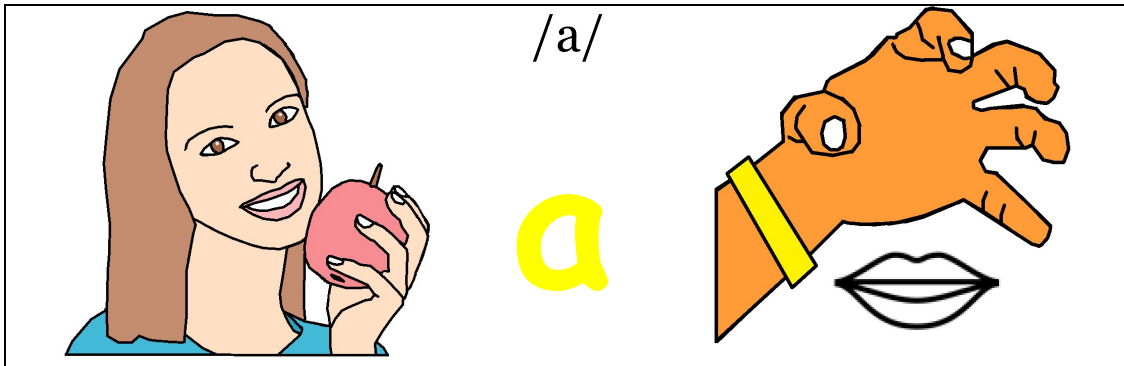
List of /a/ words: **a**pple, **a**lligator, **a**m, **a**nteater, **a**ngry, **a**lpaca, **a**lphabet, **a**nimal, **a**rrow, **a**thletic, **a**tlas, **a**tom, **a**sh

\*Explain that hand-written

The little finger side of the palm is a straight line. This is the side the letter's straight line is written on.

/a/ is a bit different.

Note the mouth sign; it shows students this hand sign should be made at mouth level. I've separated the dots on the flashcard, to make it easier to count the dots.



a a

a

ants

at

sad

an

sand

and

add

sat

# /u/ in **up** = u

/u/



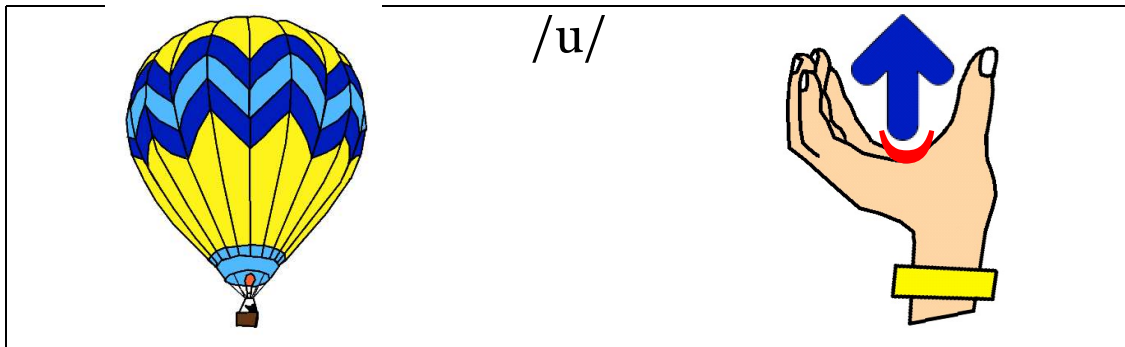
Marking



**up** Up, **up** and **away** in an unbound balloon!

List of /u/ words: **up**, **up** and **away**, **under**, **usher**, **us**, **upset**, **upside down**, **underpass**, **vanilla**, **away**, **jacaranda**, **mother**, **glove**, **done**, **touch**, **cousin**, **double**

It's important the thumb is vertical, so students know which side letter u's straight line is on. This hand sign and marking are like a balloon basket going up into the sky. Note the arrow that reminds students to make this sign above the head.



ü

u

stünt

düd

düll

sün

düst

nüt

üs

stünts

dün

stün

# /e/ in egg = e

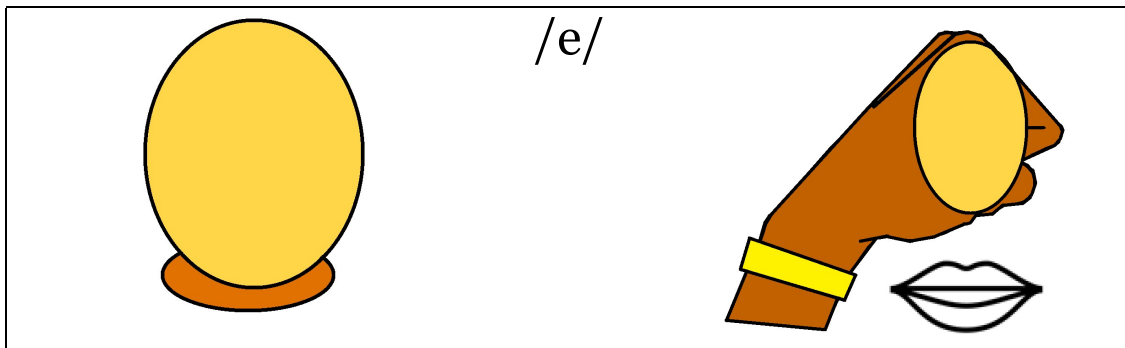
/e/



**egg** Eggs enjoy extra exercise.

List of /e/ words: **egg**, **echo**, **edge**, **end**, **ever**, **education**, **elbow**, **elephant**, **embroidery**

The horizontal crease made by the bend in the pointer finger that is similar to the horizontal bar in letter e.



e

e

send

net

less

sell

ten

sent

dent

test

tell

let

nest

set



# /g/ in grab = g

/g/ g\*

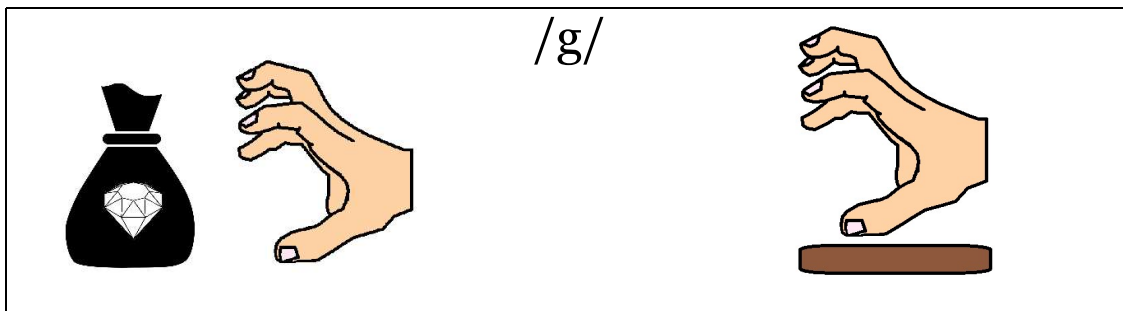


Grab Gorillas grab green grapes.

List of /g/ words: **g**rab, **g**lue, **g**azette, **g**ate, **g**leam, **g**iggle, **g**rain, **g**old, **g**randparent, **g**obble, **g**o-kart, **l**eg, **g**host, **g**hee, spaghetti, **A**fghan, **g**uide, **g**uard, **r**ogue, **v**ague, **l**eague

Point out to students that they should keep their arm vertical, so they remember which side the 'tail' goes on.

\*Show students that handwritten /g/ is a bit different.



g g

g

get

dig

dūg

leg

gūst

snag

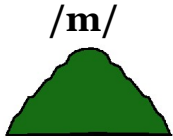
gūn

egg

slūg

snūg

# /m/ in **m**ountains = m

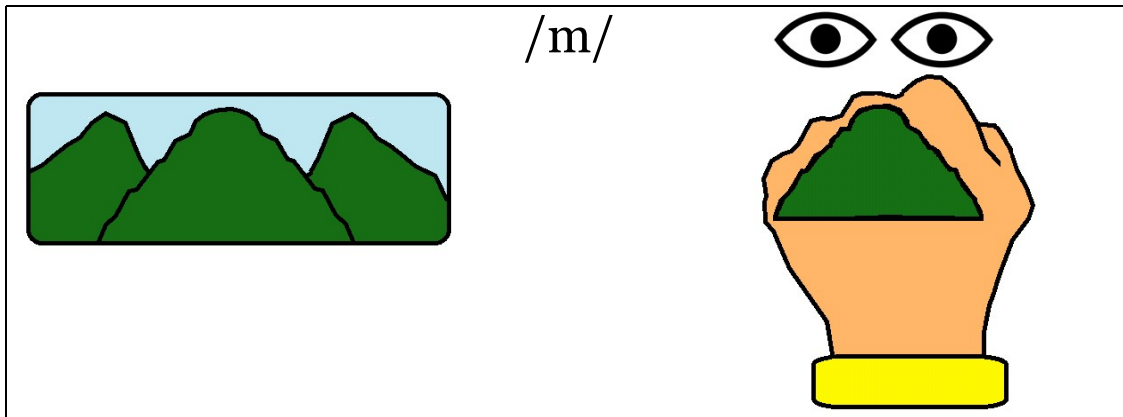


/m/

**m**ountains **M**onkeys **m**ap **m**ighty **m**ountains.

List of /m/ words: **m**ountains, **m**e, **m**et, **m**agnet, **m**anners, **m**ammoth, **m**ascot, **m**ilk, **m**inute, **tomb**, **condemn**

The eyes show that this hand sign should be made at eye level.



m

m

am

müd

mat

man

miss

mend

müg

smell

mess

melt

# /r/ in roar = r



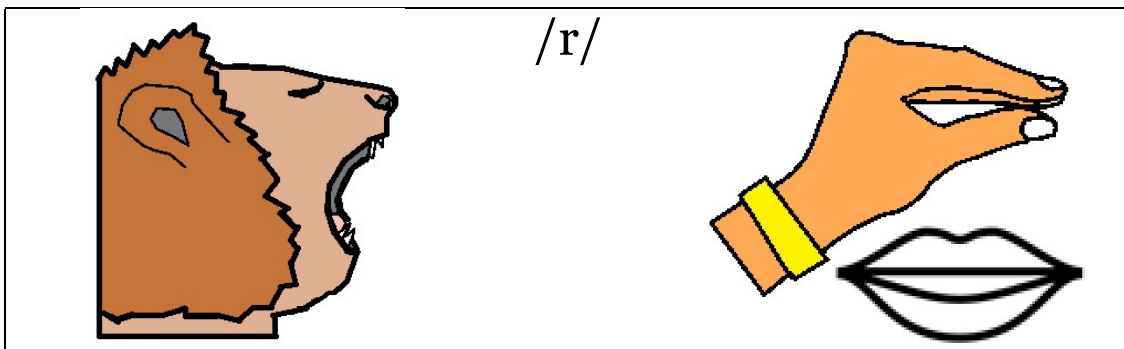
/r/

**R**oar **R**ory roars for **r**issoles\*.

List of /r/ words: **r**oar, **r**ib, **r**ot, **r**ace, **r**ain forest, **r**aspberry, **r**ate, **r**eindeer, **w**rite, **w**ren, **w**rench

The mouth sign reminds students to make this hand sign near (or touching) the mouth. The fingers can also open and shut, like the lion's mouth.

\*Rissoles are large meatballs.



r

r

rat

ran

rid

drag

rim

dress

rŭg

red

rŭn

drill

# Comprehension Lesson 2



ant

rat

nest

egg

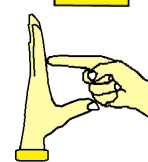
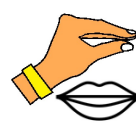
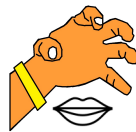


tent

dress

man

mŭg



˘

**The open mouth icon means:** What should you say when you see these signs or markings? The teacher points to the hand sign or marking pictures.

**PURPOSE:** To check students know the sound for each hand sign

**The open mouth mini icon means:** Here are the answers.



/a/

/d/

/e/

/g/

/i/

/l/

/m/

/n/

/r/

/s/

/t/

/u/

/u/

# Comprehension Lesson 2 continued

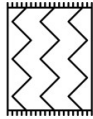
\*



it ran



nell and sam ran



its matts rüg



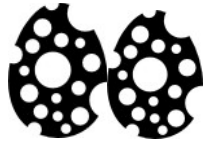
dad müst dig



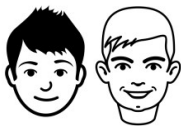
dan sent ants

\* Students point to all relevant pictures.

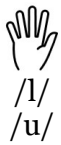
## Comprehension Lesson 2 continued



send ed an egg



tell ned and tess



/a/

/d/

/e/

/g/

/i/

/l/

/m/

/n/

/r/

/s/

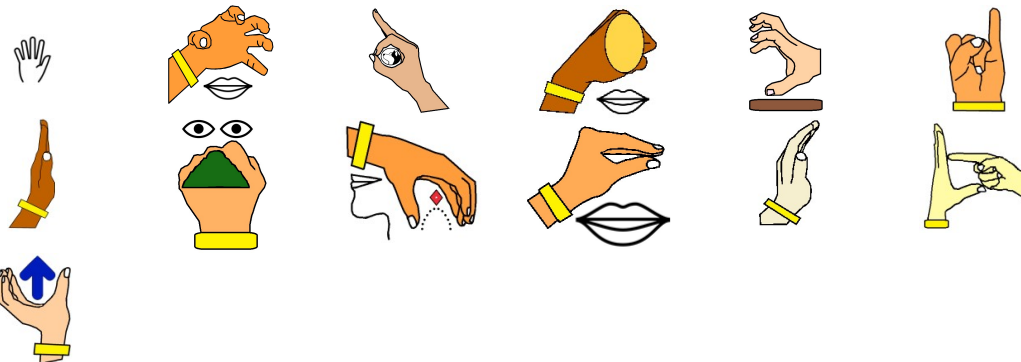
/t/

/u/

**The hand means:** What is the hand sign for each of these sounds? The teacher says the sounds, and sees that the student makes the correct hand sign.

**PURPOSE:** To check students know the hand sign for each sound.

**The mini hand means:** Here are the answers.



Congratulations! You have taught your student to read over 90 words. Now, you know how to teach reading, and your student knows how to learn to read. It's time to choose your learn to read course.

# Teaching Aids

**Flashcards** - Samples, so you understand how to use the cards.  
Permission is given to copy/print all these flashcards for yourself and each of your students.

<p style="text-align: center;"><b>n</b></p> <p>The front of the card looks like this.</p> <p>You fold the card in two, down the middle line, and glue the two back flaps together.</p>	<p style="text-align: center;">n</p> <p style="text-align: center;">/n/ in <b>necklace</b></p> <p>And the back looks like this. You hold the card up. The students look at the front of the card and say what is in bold on the back.</p> <p>Students say: /n/.</p>
--	---

<p style="text-align: center;"><b>i</b>      ● ● ● ●</p> <p>The front of the card looks like this. The two blank backs of the page are glued together.</p>	<p style="text-align: center;">i</p> <p style="text-align: center;">/i/ in <b>It's</b> /ie/ in <b>Ivan</b> (who) Foreign /ee/ in <b>skis</b> Foreign /y/ in <b>brilliantly</b>.</p> <p>And the back if the card looks like this. The phrase or sentence is here to help students learn to say the sounds in order, OR they learn the sentence. Students say: /i/, /ie/, /ee/, /y/, or <b>It's Ivan who skis brilliantly.</b></p>
--	--



a

If you don't say all the sounds I do, adjust the sentence to suit the way you speak, or just teach your students the sounds you say. I separated the circles into 2 groups because that makes them easier to count and remember.

a

/a/ in Apples (were)

/ae/ in taken

/u/ in away!

(I)


/o/ in want (to)

/or/ in call


/ar/ in Ma & Pa!





# Letter Flashcards

 <b>a</b>	<p>a</p> <p><b>/a/</b> in Apples (were) <b>/ae/</b> in taken <b>/u/</b> in away! (I) <b>/o/</b> in want (to) <b>/or/</b> in call <b>/ar/</b> in Ma &amp; Pa!</p>
---	--

<b>d</b>	<p>d</p> <p><b>/d/</b>in dog</p>
----------	----------------------------------

 <b>e</b>	<p>e</p> <p>(Those) <b>/e/</b> in eggs (will) <b>/ee/</b> in be (for my) Foreign <b>/ae/</b> in cafe matinee.</p>
---	---

<p style="text-align: center;">G</p> 	<p style="text-align: center;">g</p> <p style="text-align: center;">/g/ in <b>Grab</b> (the) /j/ in <b>gems!</b></p>
--	--

<p style="text-align: center;">i</p> 	<p style="text-align: center;">i</p> <p style="text-align: center;">/i/ in <b>It's</b> /ie/ in <b>Ivan</b> (who) Foreign /ee/ <b>skis</b> in Foreign /y/ in <b>brilliantly.</b></p>
--	---

<p style="text-align: center;">l</p>	<p style="text-align: center;">l</p> <p style="text-align: center;">/l/ in <b>ladder</b></p>
--------------------------------------	--

**m**

**m**

**/m/** in **mountains**

**n**


**n**

**/n/** in **necklace**


**r**

**r**


**/r/** in **roar**

 <p data-bbox="500 401 548 464"><b>S</b></p>	<p data-bbox="1092 264 1109 285">s</p> <p data-bbox="1105 417 1203 449">(That)</p> <p data-bbox="992 457 1222 489">/s/ in snake's</p> <p data-bbox="992 497 1166 529">/z/ in his!</p>
---	---

<p data-bbox="505 894 548 978"><b>t</b></p>	<p data-bbox="1092 774 1109 795">t</p> <p data-bbox="997 928 1198 959">/t/ in touch</p>
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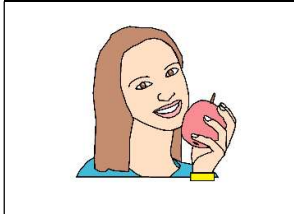
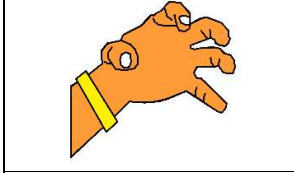
 <p data-bbox="492 1423 557 1486"><b>u</b></p>	<p data-bbox="1089 1287 1105 1308">u</p> <p data-bbox="1008 1440 1247 1472">/u/ (Get) up,</p> <p data-bbox="1003 1480 1336 1512">/ue/ humans, (and)</p> <p data-bbox="1003 1520 1187 1551">/oo/ push</p> <p data-bbox="1003 1560 1219 1591">/oo/ futons!</p>
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# Rule Flashcards


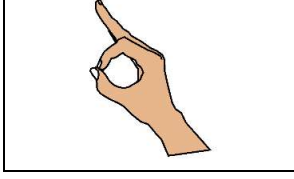
 <p data-bbox="472 432 610 499"><b>nn</b></p>	<p data-bbox="1065 401 1117 426"><b>nn</b></p> <p data-bbox="842 474 1338 548"><b>Double letters are only said once.</b></p>
--	--

# Teaching Aids

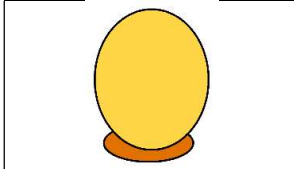

/a/ in **apple**

	/a/  a	a A  <b>apple</b>
		

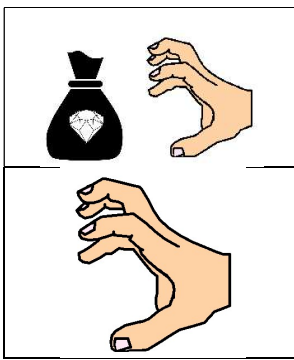
/d/ in **dog**

	/d/  d	d D  <b>dog</b>
		

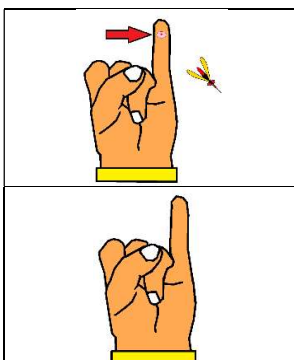
/e/ in **egg**

	/e/  e	e E  <b>egg</b>
		

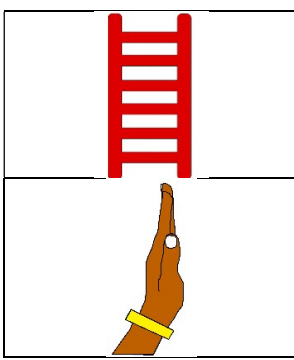
/g/ in **grab**

 <p>The illustration is split into two panels. The top panel shows a hand reaching towards a black bag with a diamond on it. The bottom panel shows a hand in a different position, possibly having just grabbed the bag.</p>	<p>/g/ g</p>	<p>g G <b>grab</b></p>
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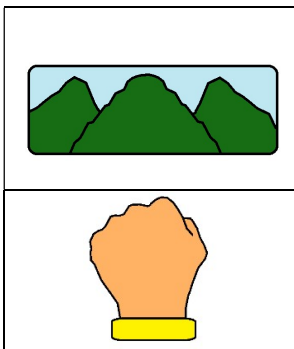
/i/ in **it's itchy**

 <p>The illustration is split into two panels. The top panel shows a hand with the index finger pointing up, a red arrow pointing to the tip, and a small fly nearby. The bottom panel shows the same hand with the index finger pointing up.</p>	<p>/i/ i</p>	<p>i I <b>it's itchy</b></p>
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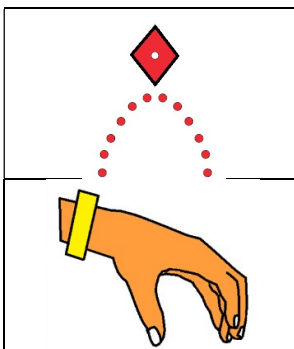
/l/ in **ladder**

 <p>The illustration is split into two panels. The top panel shows a red ladder. The bottom panel shows a hand with the index finger pointing up, similar to the 'it's itchy' illustration.</p>	<p>/l/ l</p>	<p>l L <b>ladder</b></p>
--	------------------	------------------------------

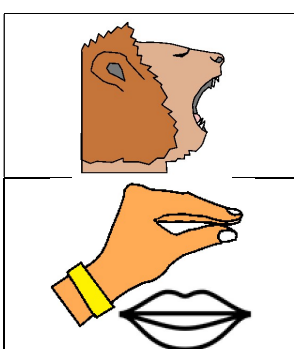
/m/ in **mountains**

	<p>/m/ m</p>	<p>m M <b>mountains</b></p>
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/n/ in **necklace**

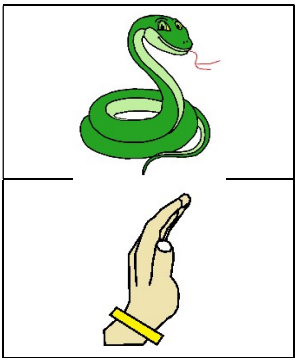
	<p>/n/ n</p>	<p>n N <b>necklace</b></p>
--	------------------	--------------------------------

/r/ in **roar**

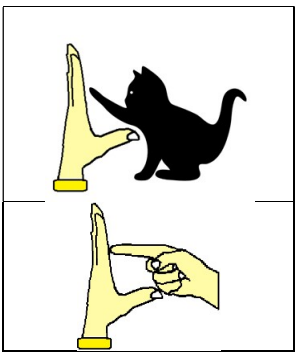
	<p>/r/ r</p>	<p>r R <b>roar</b></p>
---	------------------	----------------------------



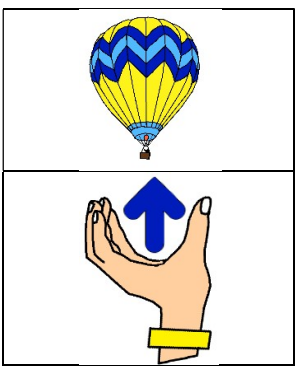
**/s/ in snake**

	<p>/s/</p> <p>s</p>	<p>s S</p> <p><b>snake</b></p>
---	---------------------	--------------------------------

**/t/ in touch**

	<p>/t/</p> <p>t</p>	<p>t T</p> <p><b>touch</b></p>
--	---------------------	--------------------------------

**/u/ up**

	<p>/u/</p> <p>u</p> <p>u</p>	<p>u U</p> <p><b>up</b></p>
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To access more materials that equip parents and other tutors, type the link below into your browser:

[www.teachreadingathome.com](http://www.teachreadingathome.com)