Working with Letters, Sounds and Words in our Classrooms

For emergent students

In this block, emergent students need to build two skills:
  • Alphabet knowledge
  • Phonological awareness

Are you:
  • Providing them with alphabet books e.g. http://tinyurl.com/mgbdccx?
  • Focusing on the whole alphabet or at least on two letters a week?
  • Using students’ names as a basis for early alphabet knowledge?
  • Pointing out letters and print in the environment?
  • Talking about letters and their sounds when you encounter them in everyday activities?
  • Providing opportunities to play with letter shapes and sounds?
  • Explicitly referencing letter names and sounds in shared reading and writing activities?
  • Using mnemonics such as food, people and actions for difficult letters?
  • Doing letter sorts or initial letter word sorts?
  • Covering onset rime?
  • Doing auditory word sorts (no text)?

For conventional students

In this block, conventional students need to build two skills:
  • Increase the number of sight words
  • Learn how to decode and spell unfamiliar words for reading and writing

Are you:
  • Using a word wall?
  • Introducing 5 high frequency words and/or keywords a week, for weeks 1 – 7 of terms 1, 2 and 3?
  • Doing activities to consolidate word wall words every day?
  • Encouraging students to use the word wall in writing and reading?
  • Doing Systematic Sequential Phonics or Making Words?
  • Doing Guess the Covered Word?
  • Doing keyword sorts – visual, auditory or spelling?
For more information

Check out the blog posts:

Words families and onset rime: Early literacy instruction with learners with CCN
Letter of the Week: Resources for Older Students
Balanced Word Instruction: Support Students with CCN to Crack the Alphabetic Code