



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Ready to Read Teacher Support Material

Sound Sense:

Phonics and Phonological Awareness

Sound Sense: Phonics and Phonological Awareness
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Phonics instruction and literacy achievement

Learning to read should be a glorious adventure, as exciting for youngsters, their families, and their teachers as when children learn to walk and talk. The key to making the journey a happy one is that we provide appropriate support.

Moustafa, 1997, page xiv

Fluent reading and writing reflect a complex combination of competencies, attitudes, understandings, and behaviours. While confidence, enjoyment, and a positive attitude to reading and writing are important, children also need to construct specific understandings. They need to learn how spoken and written language work, to amass a store of written words that they recognise automatically, and to work out the relationships between letters and sounds. Even more importantly, children need to discover how they can apply this knowledge to their reading and writing.

Learning about language

Oral language underpins all literacy learning. From their earliest interactions with others, children learn the importance of language for communication. As they become more proficient users of language, they come to understand that speech is made up of a sequence of sounds. The ability to hear the different sounds within words is essential to reading and writing successfully. Many children develop this ability easily with little direct teaching, but some need specific and focused instruction. The report of the Literacy Experts Group (1999) recommended that “greater attention needs to be focused on the development of word-level skills and strategies in beginning reading instruction, including the development of phonological awareness” (page 6). Teachers can help children to develop understandings and competencies about language through a range of planned teaching opportunities and activities.

Effective instruction

In their review of the research, Phillips, McNaughton, and MacDonald (2001) found that effective teachers of literacy shared the following characteristics:

- they knew their children well;
- they used personalised instruction;
- they used rich texts;
- their instruction for decoding was overwhelmingly within the context of real reading.

Enhancing literacy learning

The aim of this support material is to help teachers to provide purposeful and planned phonics teaching within their literacy programmes. Phonics instruction is not an end in itself – its purpose is to support literacy achievement, to develop children’s phonological awareness in order to enhance their literacy learning. Reading and writing are language-based skills, so it’s important that phonics teaching is linked to meaningful language contexts. The material provides practical teaching suggestions and includes specific information about the features of Ready to Read texts that will help children to develop their:

- understanding of how words work;
- knowledge of letter-sound relationships;
- awareness of the strategies they can use when decoding and encoding;
- confidence to apply their understandings and knowledge to unfamiliar material.

It is best if material used for phonics instruction has already been introduced to the children as shared or guided texts. For information about shared and guided reading, refer to the *Ready to Read Teacher Support Material, Reading and Beyond, The Learner as a Reader*, or *Literacy in Junior Classes*.

A note on terms

A **phoneme** is the smallest unit of sound in a word.

Phonemic awareness means the ability to hear and differentiate the individual sounds within words.

Phonological awareness, which is a more inclusive term, refers to an understanding of the sound system of spoken language. It includes the ability to recognise and generate rhyming words or to separate the **onset** (or beginning) of a word from its rime. A **rime** is the cluster of letters that comes after the initial sound (the onset) of a one-syllable word. For the word “shop”, a child who demonstrates phonological awareness is able to recognise the onset (“sh”) and the rime (“op”). A child who has developed phonemic awareness is also able to identify the phonemes in the word “shop” (“sh–o–p”) and understands that new words can be formed by the substitution of the phonemes (“hop”, “pop”, “ship”, “shot”).

The relationship between spoken sounds and the letters that represent them is called **phonics**.

Phonics teaching and child development

Becoming readers and writers

At the emergent reading level, children are becoming more aware of the sounds of spoken language and are learning to differentiate between them. They are also learning letter names and learning to match sounds to letters. When they start learning to read and write in English, the initial sounds of words are the main source of information they use for encoding and decoding. They are also starting to notice some of the complexities of English, such as the hard and soft sounds of both “c” and “g” and the many different sounds of vowels. Children from non-English-speaking backgrounds may also have to contend with the differences between the sound systems of English and those of their first language.

As they progress through the colour wheel levels, children’s phonological awareness becomes more refined. Most children become able to differentiate many sounds within words and gain confidence with sound-letter matching in writing and letter-sound matching in reading. They begin to notice the similarities and differences between words and to use this knowledge to assist them in decoding and encoding as they read and write.

Speech development

It’s important to encourage children to listen carefully and to articulate as clearly as possible. Accurate articulation is especially important when children are recording sounds in their writing. However, children’s speech develops at different rates. For example, some children will not manage to get their tongues around “th” until they are seven years old. It’s important for teachers to be aware of this and to provide accurate models. For further information on the development of children’s abilities to produce specific sounds, refer to the *Communicate to Participate* kit, a Special Education Service publication available from your local Ministry of Education’s Special Education communication team. For further information on children’s oral language, refer to the chapter on oral language in *Exploring Language*.

The first few years at school

The reading and writing activities that teachers plan for children in the first few years of school will include a strong focus on letters and words. Areas of study will include:

- initial letters and initial letter blends
- the digraphs “ch”, “sh”, and “th”
- the word endings “s”, “er”, “ed”, and “ing”
- final and medial sounds
- common rimes
- short vowel sounds (within rimes)
- long vowel sounds, including some vowel blends (within rimes)
- silent letters
- the long “i” and “ee” sounds of the letter “y”
- some irregular verbs
- common homonyms.

There is no need to teach children every combination of letters and sounds that they are likely to come across. As children become more aware of the sounds and patterns of language through many rich text experiences, they are able to generalise and transfer their understandings to new learning. They become ready to learn some spelling rules and to recognise that there are some words in English that do not seem to conform to any rules! Some children will relish exploring the intricacies of English. Others may find its irregularities very confusing. It's important that you get to know your children and monitor their progress carefully. Those who seem confused need very clear and focused teaching in meaningful reading and writing contexts.

Be aware of your children's developing phonological awareness and ensure that your teaching is relevant and timely. Help the children to use what they already know to help them with their new learning. For example, if a child needs help to encode the word "cooking" when writing, prompt the child to think of what he or she already knows and could draw upon to help. *You know how to write "look". How could you change "look" into "cook"? What letters do you need to write "ing"?* Help the child to find ways to break the task into manageable chunks. Connections with previous learning or experiences enable children to make meaning of new information. Praise the children when they discover links for themselves.

Spelling

As children begin to acquire a store of automatically recognised words, you can introduce simple spelling activities and short lists of words for them to learn. Spelling words for children to learn should be words that they are likely to use often. These will include:

- high-frequency words
- words that have a similar pattern, such as a shared rime
- words from the children's writing that they can almost spell
- words that are of high interest to the children.

It is helpful to have a variety of dictionaries, class-generated word lists, alphabet-based word lists (ball, beach, boy ...), and verb-family lists (help, helps, helping) available in the classroom. Lists and other reference materials are more effective if they have been generated in discussion with the children. This makes them topical, relevant, and needs-based. Useful equipment includes magnetic letters, card games and matching games, alphabet letter stamps and a stamp pad, metal ring clips for grouping letter card combinations, and small mirrors for children to observe their tongues and teeth when articulating specific sounds.

Including phonics instruction in the wider literacy programme

Various literacy educators have noted that the effectiveness of phonics activities is enhanced when they are integrated into the wider literacy programme.

When phonics instruction is linked to children's reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practised in isolation. Phonics knowledge is critical but not sufficient to support growing independence in reading.

International Reading Association, 1997

Effective New Zealand teachers incorporate phonics teaching into their classroom literacy programmes through a variety of teaching and learning activities, such as:

- reading poetry together and exploring its text features, such as rhyme and alliteration;
- alphabet activities;
- handwriting lessons;
- focusing on word-level features, such as initial letters or word patterns, during shared or guided reading;
- focusing on word-level features when constructing texts together during shared writing;
- supporting children in constructing their own texts during independent writing;
- playing oral word games;
- playing card games, such as Snap, Bingo, or Memory or sorting games using letters or words.

The role of the teacher is to help the children to draw on their developing phonics knowledge and to support them in their ability to use graphophonic information independently when reading and writing.

Children can learn some letter-sound relationships explicitly, for example, by directly showing them how several words with the same letters have the same sound. Also, children can acquire such knowledge implicitly as they acquire a reading vocabulary from their reading of texts. From year 1, instruction should include opportunities for both kinds of learning.

Literacy Experts Group, 1999, page 10

Using rich texts

Texts that are rich in language and meaning provide powerful and motivating contexts to help teachers to demonstrate the connections between text, sentence, and word-level knowledge. Texts that excite children's interest and link to their experiences can create special learning moments when children make personal connections with what they're reading or writing. They provide real contexts for the development of children's independent reading strategies.

Effective teachers use texts that engage children's interests, draw on their cultural and social identities, and cover a range of purposes that have meaning. They base writing activities, too, on texts written for a wide range of communicative purposes.

Adapted from Phillips, McNaughton, and MacDonald, 2002, page 12

Phonics instruction is more effective for children when it links to meaningful classroom literacy experiences. For example, a study of the digraph “ph” could arise out of the discovery that it has an “f” sound in “elephant” or that there is a child in the class called “Stephen” or that “phone” starts with “ph”. Share the children’s excitement as they make such discoveries and keep your programme flexible enough to build on these learning opportunities. Limiting children to controlled-vocabulary texts or sticking rigidly to a pre-planned teaching sequence for letter-sound knowledge can mean that opportunities for tapping into the children’s discoveries about language and sounds and extending their awareness into unexpected areas are lost. Children are more likely to make connections between phonics and their reading and writing of texts if they are engaged and involved in making discoveries for themselves. Always be on the lookout for the “teachable moment”.

Choose poems and stories with rhyme or alliteration to read to the children. When reading a rhyming text, pause at strategic moments to allow the children to come in with the rhyming word. Reread the text, encouraging the children to join in. After the reading, you could focus on a particular rhyme and ask the children to suggest other rhyming words.

Nursery rhymes, riddles, songs, poems, and read-aloud books that manipulate sounds may be used purposefully to draw young learners' attention to the sounds of spoken language. Guessing games and riddles in which sounds are manipulated may help children become more sensitive to the sound structure of their language.

International Reading Association, 1998

Enjoy alliterative texts with the children. Relish the repeated initial sounds together. Have fun making up tongue-twisters or short alliterative phrases in the classroom. You could make up nonsense alliterative sentences or captions and illustrate them for a class book or display. Some songs provide great opportunities for learning about sounds.

Poetry and songs, jingles and rhymes, and inventing words in play are activities that break utterances and words into parts and make words from parts. Together with slow articulation of some words in writing and reading, these activities can result in significant gains ...

Clay, 1998, page 58

Little and often

Throughout the school day, create opportunities to incorporate oral activities that will support the children’s ability to differentiate sounds in words. Simple listening games take only a few minutes and help to tune children into the similarities and differences between words. For example, you could ask the children to pick the word that has a different beginning or end sound from a list of three or to identify which word doesn’t rhyme or which word has a particular sound in it. Such activities can be linked to print, for example, by referring to a familiar text or demonstrating word or letter features on the whiteboard.

Recent studies that have compared purely oral language approaches with approaches that include interaction with print suggest that:

... the greatest impact on phonemic awareness is achieved when there is both interaction with print and explicit attention to phonemic awareness abilities. In other words, interaction with print combined with explicit attention to sound structure in spoken words is the best vehicle toward growth.

International Reading Association, 1998

Classroom routines

Many useful phonics and phonological awareness activities can be incorporated into classroom routines. For example, when sorting the children into groups, you could ask them to find another person whose name starts with the same sound as theirs or who has the same number of syllables in their name. When dismissing the class, you could ask each child to say a word that rhymes with a given word or send off the children according to the features of their names, for example, *Off you go if your name has an "s" in it.* Such activities provide great opportunities for reviewing new learning or anchoring previous learning.

Phonological awareness and writing

Writing time, with its intense focus on differentiating the sound sequences in words, provides opportunities for developing children’s phonological awareness and their knowledge of letter-sound relationships in an explicit way.

The slow production of writing provides the young learner with time and opportunity to observe visual things about printed language that were not previously noticed and to observe organisational and sequential features of printed language.

Clay, 1998, page 138

Children love to share their experiences and ideas, and writing provides a strongly personal and relevant context for learning about sounds, letters, and words. Close monitoring of children during writing sessions means that the teacher can make well-informed decisions about the most effective ways of drawing upon their developing phonological knowledge.

Constructing a shared text provides an opportunity for the teacher to demonstrate a variety of strategies to work out words and to show the children how they can draw upon their existing knowledge. The teacher models thinking and encoding processes so that the children feel confident in attempting them themselves when writing independently. Here is an example of the variety of strategies that can be covered in constructing just one sentence.

The children at the school have been working on an art display that is currently on show at the local shopping mall. A class of year 1 children have walked to the mall to see the display and are now recording their experience together. They’ve decided to begin the shared writing text with: “We saw the art display at the mall.” As the class works through the sentence, the teacher varies the strategies she uses according to what she knows about the children’s phonological awareness and their word and letter-sound knowledge.

“We”, “the”, “at” – The teacher draws on the children’s knowledge of high-frequency words.

“saw” – The teacher asks the children to identify the initial sound, but she tells them the rest of word because she knows that “saw” is not a word they are familiar with in its written form.

“art” – The children know this word because of the art display and their preparation for it; also, there are labels in the classroom.

“display” – The teacher asks the children to break the word into syllables (orally). She asks the children to sound out “dis”. They need a bit of support with “i” so the teacher tells them it’s the same sound as in “is” and “in”. She draws on their word knowledge (visual memory) for “play”.

“mall” – The teacher asks the children to identify the initial sound and draws on their knowledge of “all” to complete the word.

Constructing this sentence has drawn on the children’s:

- knowledge of familiar words (their visual memory);
- ability to differentiate initial, medial, and final sounds and to match letters to those sounds;
- knowledge of a rime (“all”);
- ability to break words into syllables.

Teaching and learning sequences like this demonstrate to children how much they know about sounds, letters, and words and how they can draw on this knowledge in their independent writing. However, for learning sequences to be effective, teachers need to know a great deal about their children so that they can offer the appropriate scaffolding – to use prompts that have meaning for the children. Teacher feedback is crucial to enhancing children’s learning opportunities and in helping children to make the best use of what they already know. For example, in the following exchange, a child is trying to write the word “climb” but is stuck on the initial consonant blend. The teacher knows that the child has recently read *The Gardener*, which features the words “clippers” and “clipped”.

Teacher: In *The Gardener*, there were some words that started like “climb”. What did the gardener keep doing do to the tree?
Child: He clipped and clipped.
Teacher: That’s right. Do you remember we talked about the words “clipped” and “clippers” and how they started.
Child: (Looks worried.)
Teacher: Listen while I say the beginning sound again – “c-l-ipped” (drawing out the sounds in the consonant blend).
Child: (Face clears.) It’s “c-l” (using letter names) like “clock” (recalling a discussion during the guided reading session).
Teacher: Yes, and “climb” starts that way, too.

Year 1 teacher, 2002

The intense focus on differentiating the sounds in words when children are encoding text provides meaningful opportunities for developing phonological awareness and learning about language.

Links to handwriting

Handwriting lessons provide useful opportunities for clarifying the links between hearing, reading, and writing. Try to relate the letters being taught in handwriting to words and/or texts that are familiar to the children. When choosing words, phrases, and sentences for the children to write, it’s helpful to remember that it’s not just the initial letters of the words that are important. For example, if “e” is the focus letter for handwriting, you could link this with an exploration of “e” as a medial vowel. Focus on a known word, such as “Ben”, and ask the children to suggest other words that rhyme. Writing the words “hen”, “men”, “then”, and “when” not only provides practice in forming the focus letter but also develops the children’s knowledge of the “en” rime. Or you could take the opportunity to explore another sound of “e” and use words such as “be”, “he”, “me”, “she” or “bee”, “see”, “free”, “tree”, or you could write words that end with a silent “e”.

You could use the focused opportunity for letter study provided by handwriting to look at or develop further awareness of end sounds. Instead of choosing words that **start** with “t” or “g”, for example, choose words (or ask the children to help you choose words) that **end** with these letters.

Planning for phonics instruction

An effective literacy programme needs careful thought so that the children learn about language and develop their phonological awareness in a carefully supported way. This means observing and monitoring the children closely, providing feedback that is specific and timely, noting the children's needs, and planning for appropriate learning experiences.

It is important to plan for links between literacy areas and ensure that the children, particularly those who are making slower progress in literacy, are taught appropriate strategies and are given opportunities to practise them. For example, the text features encountered and analysed in a guided reading text may not be encountered again for some time. Without opportunities to anchor the new learning or clarify the links to subsequent reading and writing, the particular understanding may be lost or may even become a source of confusion.

Create opportunities to consolidate the children's learning by choosing texts or activities that build on what they know. Teachers may choose to revisit a text specifically for the purpose of consolidating an aspect of phonics understanding, or they may incorporate words into handwriting that link with a current letter or word study or reading text. Always be alert for ways to help the children make links to their growing store of letter-sound or word knowledge.

I used the poem card My Flower with the Red and Yellow groups to focus on "ed" endings. The Yellow group really seemed to latch on to the idea, so I'm going to try them out on The Gardener and see how they manage the "ed" words in that ("shouted", "clipped") in a guided reading situation. I'll use Car Shopping with the Red group because it repeats the word "looked", but I can see they're going to need more support.

Year 1 teacher, 2002

In order to build on the children's learning and help them to transfer their understandings to other literacy areas, use prompts that encourage them to draw on what they already know.

In writing, encourage the children to articulate words slowly. Draw on their knowledge of letter-sound relationships, common rimes, and word endings. Use questions or prompts such as:

- *What sound can you hear at the beginning/end of the word?*
- *It starts like _____. You know the letter that _____ starts with.*
- *You've got the beginning and end sounds. Now what about the sound in the middle? Can you think of a word that rhymes [if appropriate]? Provide examples for the child if he or she needs help to make the connection.*
- *Can you hear a part that you know? That's right, it's got "and" in it. You know how to write "and".*

When the children come across unfamiliar words in their reading, as well as drawing on their ideas about meaning and language structure, use prompts that encourage them to think about what they already know about visual information. Useful prompts and questions include:

- *What letter does it start with?*
- *Do you know another word that starts with the same letter?*
- *Have a close look at the word. Is there a part that you know?*
- *If the word was _____, what would you expect to see?*

An effective approach to the teaching of various aspects of phonics requires the teacher to:

- be aware of what understandings about the sound structures of spoken language the children need to develop;
- be on the lookout for opportunities to develop these understandings by making links with the children's ongoing literacy experiences.

Whatever approach the teacher uses to encourage the children to differentiate between sounds, the most effective learning will occur when they are helped to make links between their developing abilities and their other reading and writing experiences.

Variations in progress

Most children, particularly those who come to school with wide exposure to books and conversation, easily become fluent readers and confident language users. Some children, however, find it difficult to link different aspects of their language and literacy learning, and they make much slower progress in reading.

For some struggling readers, teachers may need to place a stronger emphasis on the development of word-level skills and strategies.

Literacy Experts Group, 1999, page 10

Phonics teaching within the wider literacy programme develops children's knowledge of letter-sound relationships. It helps children learn to analyse words and to use what they know to help them to work out unfamiliar words. Some children are able to readily recognise patterns or similarities between words and apply this knowledge to their reading and writing to move from the known to the unknown. For example, many children quickly learn to recognise the verb ending "ing", and they use this knowledge confidently to decode or encode words, such as "looking" or "going". However, children who have little phonological awareness are unlikely to realise that they could also use their knowledge of "ing" as a tool for the decoding or encoding of words such as "sing", "thing", and "wing". The link between phonological knowledge and awareness of how to apply this knowledge is not automatic for all children. Some children require ongoing teacher support to help them to transfer their knowledge to other reading and writing tasks. Such children need lots of practice and teacher support.

Children may develop misunderstandings that limit their literacy progress. For example, some children come to believe that the key to successful reading and writing is to memorise large numbers of words. This strategy quickly becomes unsustainable as they encounter longer texts. Phonics teaching provides these children with additional tools to help them decode or encode words that are visually unfamiliar.

However, it's important to remember that not all children who experience difficulty with reading have problems with phonics or word-level strategies. Ongoing, careful monitoring of all children is essential in order to identify their learning needs.

Assessment and monitoring

Careful ongoing observation and literacy assessment activities will provide accurate information for teachers to plan for effective phonics teaching. Phonics instruction is a means to an end (supporting literacy achievement) rather than an end in itself. You can monitor the children's developing phonological awareness and confidence with specific aspects of phonics through:

- observation during guided and shared reading and writing sessions or during mini-lessons on aspects of phonological awareness;
- analysis of the children's written work;
- analysis of running records;
- information from the six-year observation survey;
- observation of the children's use of independent phonics activities;
- very simple and specific spelling tests, for example, asking the children to write four words that rhyme with "in".

The Special Education Service kit *Communicate to Participate* offers some more specific screening tools that you can use with children you have concerns about.

Teachers should use the information gained from their regular monitoring of children to guide them in their use of particular phonics activities. However, it's important not to restrict children to particular concepts. Teachers who know their children well will be alert to opportunities to help them make links between what they know and what they could quite easily learn with a little help – to move the children's learning on. For example, a child called Clinton is likely to quickly become aware of the initial consonant blend "cl" because of its particular connection to him. Similarly, children with a "Katie" or "Jamie" in the class may become aware of the relatively complex concept of the "ee" sound that "ie" can have at the end of a word. Teachers can draw on this awareness to help children in their reading or writing.

A classroom atmosphere that encourages an interest and enjoyment of language supports all aspects of language and literacy learning.

Using the teaching ideas

The following section of this support material includes suggestions for developing phonological and phonemic awareness within the wider literacy programme. The ideas given are not reading plans. They provide suggestions for revisiting familiar texts to explore aspects of languages that meet the identified needs of the children in your class.

The material is divided into three broad topics. Each topic has an overview section with general suggestions followed by some examples of teaching ideas using Ministry of Education materials. These include Ready to Read poem cards and books and *Kiwi Kidsongs*. Some texts have been featured two or three times in order to illustrate the variety of ways in which you can use the same materials to focus on different learning needs. The ideas can easily be adapted to fit other texts.

Choose your topics according to the needs of the children as identified through your ongoing assessment and monitoring. Also, note that aspects of these topics overlap. For example, exploring rhyming words is likely to involve developing understandings about the sounds of vowels within particular word patterns. Building and breaking words will overlap with matching letters and sounds. Topic 1 focuses on aural activities, but teachers will find lots of opportunities to make links to print-based activities.

The teaching ideas provide a variety of suggestions that you can choose from or build on to suit the particular needs of your children. Generally, there is a mix of oral and written activities. Sometimes more than one objective is given. The suggested activities may be undertaken with the whole class or with groups, and some may also be used as independent activities to reinforce previous learning. You can find more ideas on how to use particular Ready to Read books for phonics teaching in the notes for individual titles in the teacher support material for the emergent and early levels.

There are five appendices with information on specific language features (initial letters, rimes, final and medial sounds, word endings, and “y” as a vowel) to help you choose materials for further consolidation of specific understandings. The teacher support material for the Ready to Read emergent and early levels has further information on the use of initial letters and rimes.

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Topic 1: Hearing sounds in words

An awareness of the sound system of spoken language and the ability to hear the different sounds within words is essential to successful reading and writing. Children need to be able to aurally distinguish sounds and syllables and recognise when sounds are the same or different. This understanding provides a strong foundation for learning to match letters to sounds.

The ideas given here start with identifying and differentiating big chunks of sound (rhyme), move on to smaller chunks (syllables), and finally move on to activities that involve listening for initial sounds, end sounds, and sounds in sequence within words. Children are generally very quick to recognise rhyme and alliteration. It takes a little longer for most children to be able to recognise words that end the same way or that have the same medial (or middle) sound.

Share your learning outcomes with the children so that they are clear about what you expect them to do and why. For example, you could say *Today, I want you to practise listening for rhyming words. Learning about rhyming words will help you in your reading and writing.* Alternatively, you could say *Being able to work out the number of syllables in a word will help you to learn more about how words are put together.*

You may find that while you are helping the children to learn about particular language features, they notice other aspects of the text. As the teacher, it's your role to decide whether to change the lesson focus to take in the children's discoveries or to return to them in a subsequent lesson. One of the joys of using rich texts to develop children's phonological awareness is the broadening of the range of opportunities for children to engage with text and to make discoveries and learning connections for themselves.

Rhyming words

Recognising rhyming words is a key component in developing phonological awareness. The ability to recognise rhyme requires an underlying awareness that rhyming words end with the same group of sounds. The following are suggestions for developing the children's awareness of rhyme.

- When reading rhyming texts aloud, emphasise the rhyme and pause at appropriate spots to allow the children to predict the rhyming word.
- Play listening games. For example, say three words, two of which rhyme, and ask the children to pick the rhyming words or say which word doesn't rhyme.
- Recite a familiar rhyme together and ask the children to clap or click their fingers when they say the rhyming words.
- Sometimes, during shared reading of favourite rhyming texts or singing, draw attention to the rhyme by asking specific questions. *What word rhymes with "mice"? What are two words in this song that rhyme with ...?*
- Play Rhyme Riddles. Give the children a beginning letter and a rhyming word and ask them to guess your word, for example, The word starts with "P" and rhymes with "run". (Learning Media, 2000, page 90)
- Generate rhyming word families, for example, "an", "can", "man", "pan". This could be an oral activity, or you could link it to print by using magnetic letters or writing the words on the whiteboard.

The following are teaching ideas for developing the children's awareness of rhyme using Ready to Read poem cards.

Humpty Dumpty



Learning outcomes

The children will aurally identify the rhyming words “Humpty” and “Dumpty”; “wall” and “fall”; “men” and “again”.

The children will aurally identify the parts of the words “Humpty” and “Dumpty”, “wall” and “fall”, “men” and “again” that are the same and different.

Suggested activities

Read the poem card with the children.

Reread the first line and ask the children to listen carefully for two words that rhyme. *What is another word that sounds a bit like “Humpty”? Can you say it with me?*

Reread the first two lines, emphasising the “all” words if you think it’s necessary. *Can you hear another pair of words that rhyme?*

Read the rest of the poem and identify the remaining rhyming words (“men”, “again”).

Experiment with changing the initial letters of “Humpty Dumpty” to make some new rhyming names. *If we changed the beginning sound to “T”, what would the word be? Have fun coming up with new combinations, such as “Tumpty Rumpty” or “Mumpty Wumpty”. Ask the children to tell you what they did to make the new name.*

You could focus on the “all” rime. *What word in the poem sounds like “wall”? Write the words “wall” and “fall” on the whiteboard. What is the same about these words? What is different? Can you think of any more words that rhyme with “wall” or “fall”? If we wanted to write “ball” (or one of the rhyming words that the children have suggested), how would we write it? If I added “sm” to “all”, what would the word be? Ask the children to write some more “all” words on the whiteboard.*

Bedtime Cat



Learning outcome

The children will aurally identify the rhyming words “lump”, “bump”, “hump” and “growl”, “howl”, “yowl”.

This is a particularly useful text for honing children’s listening skills because the rhymes occur within the lines rather than at the ends.

Suggested activities

Read the poem card with the children.

Return to the first line. *Why is there “a lump” on the bed?* Draw out the idea that the “lump” is the cat. Read the first verse again and ask the children to listen carefully for two words that rhyme with “lump”. *Do you know any other words that rhyme with “lump” or “bump”?*

In verse two, it says “There’s a growl outside”. What does that mean? Check that the children realise that the cat’s growling. Read the second verse again and ask the children to listen carefully for two words that rhyme with “growl”.

You could talk about how the “ump” and “owl” words have been highlighted in this poem card.

Ask the children if they can identify other sets of rhyming words in the poem (“furry” and “purry”; “bed” and “said”; and “cried” and “outside”). You could talk briefly about how sometimes words that rhyme are spelt quite differently.

Syllables

Children need to understand that speech is made up of a sequence of sounds. They need to be able to hear the different parts of words before they can effectively encode or decode unfamiliar words. Activities with rhyming words will help them to recognise words that are similar. Activities involving the discrimination of syllables will develop their confidence in “chunking” words as an encoding or decoding strategy. Shared writing, where the teacher models the slow “stretching” of words, is an excellent time to develop children’s skills in listening to sounds in sequence.

The following are suggestions for developing the children’s awareness of syllables (relatively large “chunks” of sound) in words.

- Clap the children’s names. Help them to recognise patterns of one beat, two beats, three beats, or more.
- Use the children’s first or last names to make up a group chant, for example:
Tāmati, Joshua,
Susan, Hine,
Georgina, Harry,
Kahu, Hoani.
- Clap the syllables in the line of a poem. Count them. Try another line.
Is the number different?
- Make up a “hand jive” for a short poem or rhyme using knee slaps, finger clicks, or claps.
- Find a word from a poem that has one syllable, then a word with two, then one with three.
- Clap a syllable pattern for a word in a particular line and ask the children to identify the word.

The following is a teaching idea using a Ready to Read poem card to develop the children’s awareness of syllables.

Clickety-clack Cicada

Learning outcome

The children will identify one, two, and three-syllable words in the poem.



Suggested activities

Read the poem card with the children.

Tell the children that you are going to practise clapping the syllables in this poem. Model clapping the syllable pattern of the title. Ask the children to try it.

Work through each line of the poem in the same manner.

Talk about the number of claps. *How many claps did we make for “Clickety-clack”?* Talk about how the hyphen in “clickety-clack” makes it into one longer word. *How many claps for “cicada”?* *Can anyone find a word that has one clap?* *Can you find a word that has two claps?*

Initial sounds and alliteration

When children begin to learn to read and write, they rely heavily on their knowledge of initial sounds. However, as well as being able to match letter names with sounds, children need to be able to sequence the sounds in words. They need to be able to distinguish what the first sound in a word is and to be able to recognise when the initial sounds are the same or different. Sometimes they will need prompts to use what they know to get to what they need to know. Use prompts based on what you know about your children. For example, if a child is trying to write “deep”, help them to call on their existing knowledge. “Deep” starts like “dog”. What letter does “dog” start with?

In order to avoid confusing young learners, use the name of the letter rather than its sound when referring to single letters. There are letters that have more than one sound and some sounds that can be made by more than one letter. These are areas to explore after the children are reasonably confident with their alphabet knowledge. **Vowels are an exception to this general rule.** When you are focusing on a particular vowel sound, it’s better to refer to the sound rather than the letter name so that the children are very clear about what sound to listen for.

The following are suggestions for developing the children’s ability to distinguish particular initial sounds and to recognise when initial sounds are the same or different.

- Enjoy alliterative texts with the children. Relish the repeated initial sounds together. Some songs provide great opportunities for learning about initial sounds.
- Have fun making up tongue-twisters or short alliterative phrases in the classroom. You could make up nonsense alliterative sentences or captions and illustrate them for a class book or display. Make up an alliterative adjective to go with each child’s name, for example, Jumping Jesse, Bouncing Brian, or Laughing Laura. Enjoy using these names, for example, when calling the roll each morning.
- Play listening games. Ask the children to clap when they hear the word that starts (or doesn’t start) the same way.
- Play the We Went Shopping game. Sit in a circle with the class or group and place an alphabet card in front of each person, in sequence, starting with yourself. Introduce the game by picking up the card in front of you and modelling the first sentence out loud. *Room One went shopping, and we bought some apples.* The child next to you repeats your sentence aloud and adds their own item, using the letter card in front of them as a prompt. *Room One went shopping, and we bought some apples and some bananas.* (Learning Media, 2000, page 16)

The following is a teaching idea using a Ready to Read poem card to develop the children’s awareness of initial sounds and alliteration.

Sing a Song of Sixpence



Learning outcomes

The children will be able to identify words that start with “s”.

The children will be able to distinguish words that have the same initial sound.

Suggested activities

Read (or sing) the poem card with the children.

In the first line, can you hear three words that start with the same sound? Ask the children to listen while you read the line to them. Emphasise the initial “s” sounds if you think they will need this support. What sound can you hear at the beginning of these words?

Read the rest of the poem with the children, asking them to listen for any other words that start with “s” (“sing” in line 6 and “set” in line 8).

Focus on other words in the poem that have the same beginning sound (“dainty dish”, “blackbirds baked”, “birds began”).

You could use these as aural activities, or you could write the words on the whiteboard and ask the children to think of other words that start with the same sound.

Final sounds

When children start to read and write, they rely heavily on the initial letters of words. As they gain confidence with this strategy, help them to broaden their focus to final letters and sounds.

When introducing activities focusing on final sounds, choose words with definite single end sounds that are relatively easy for the children to hear and to say, such as the sounds of “d”, “k”, “m”, “p”, “s”, or “t”. When focusing on particular end sounds, ask the children to say the words themselves. *What sound can you hear at the end of the word?* Talk about the position of their tongue or teeth when articulating the end sound. Note any children who seem to have difficulty with articulating sounds and make an opportunity to return to the activity with them to support them in gaining confidence. Children with hearing impairments find some end sounds, such as “s”, “sh”, “ch”, and “th”, very difficult to distinguish. If you have concerns about a child’s hearing, ensure that you liaise with their parents and the appropriate support services to get this checked.

Show the children how an awareness of end sounds can help them when they’re reading (in combination with information provided by the meaning and syntax). *Could that word be “get”? How does it end?* An awareness of end sounds is especially useful when children are encoding words in their writing.

The following are teaching ideas using Ready to Read poem cards to develop the children’s awareness of final sounds.

Sleep

Learning outcome

The children will recognise words that have “p” as an end sound.

Suggested activities

Read the poem card with the children.



Ask the children to find a space to lie down on their backs without touching anyone else and close their eyes. Ask them to imagine that they are lying in a fluffy cloud and their bodies are feeling very heavy. Reread the poem again in a slow, measured way.

What sound can you hear at the end of “sleep”? Say it softly. Hold your hand up to your mouth and make your lips touch your hand on the last letter. Repeat the activity with the word “sweep”.

Ask the children to sit up slowly and reread the poem, making a “p” shape in the air as they come to “sleep” and “sweep”.

Think of some other action words that end in “p” and act them out, for example, they could hop, clap, jump, skip, or step.

One, Two, Three, Four, Five



Learning outcome

The children will identify words that have “t” as an end sound.

Suggested activities

Read the poem card with the children.

Today I want you to listen for an end sound. What sound can you hear at the end of “caught”? Ask the children to say the word “caught” loudly. Can you feel your breath coming out between your teeth? What letter makes that sound? Let’s read the first verse again and see if you can hear any other words that have that sound at the end (“eight”, “let”, “it”).

Ask the children to repeat the activity with the second verse (“let”, “it”, “bit”, “bite”, “right”).

You could do some word building on the whiteboard, starting with the rimes “et” or “it” and adding initial letters. Chant the list together, emphasising the final “t” sound.

Nanny

Learning outcome

The children will identify the end sounds “p”, “s”, and “g”.

Suggested activities

Read the poem with the children.

I want you to listen carefully to the end sounds of some of these words. See if you can tell me which sound comes at the end of “snip”. Articulate clearly and invite the children to do the same. You say it now. What sound can you hear at the end? There’s another word in this line that ends with the same sound. Can you hear it? Read the line again. Why has the writer used the words “snip-snap”? Draw out the idea that this is the sound of the scissors snipping the flax.

Follow the same model for the words “criss” and “cross”, “zig”, and “zag”, and “schoolbag”. Check that the children have the idea of the flax criss-crossing and making a zigzag pattern.

Choose one of the words. Ask the children to listen carefully to the end sound of this word. *Now I’m going to say three more words. One of them ends the same way. Listen carefully and tell me which one it is.* Repeat the word from the poem again before you say the three new words.



Medial sounds

The identification of medial sounds in words is a relatively challenging task for young readers and writers, but it is essential if they are to be able to accurately sequence sounds within words, especially when writing. This topic has close links with “Making and breaking words”.

Make sure that the children are reasonably confident with identifying initial and final sounds before you ask them to focus on medial sounds. Start with two-syllable words that have distinct medial consonants, such as “wobble” or “puddle”. Link this to learning about vowels by moving on to activities with simple consonant-vowel-consonant words, such as “pot” or “can”. Focus the children’s listening on the medial sounds by playing Odd One Out. Give the children three or four words, for example, “pot”, “dog”, “then”, and “shop”, and ask them to tell you which word has a different sound in the middle.

The following are teaching ideas using a song and two Ready to Read poem cards to develop the children’s awareness of medial sounds.

“Cheeky Little Fantail” *(Kiwi Kidsongs 9)*

Learning outcome

The children will be able to distinguish the medial “p” sound within words.

This activity builds on the teaching ideas for developing an awareness of “p” as an end sound in the poem card *Nanny*.



Suggested activities

Have the audio version of “Cheeky Little Fantail” (on the *Kiwi Kidsongs 9* CD) and a copy of the words for you to refer to. The children don’t need to be able to see the words for this activity.

Sing along with the song on the CD with the children.

Talk the children through the first four lines. Ask them to tell you what the fantail is doing. Focus on the word “Snapping”. Say it again, emphasising the “p” sound. *What sound can you hear in the middle of this word?*

Talk about how the “p” sound in the middle gives the word a lively sound.

There are some more words in this song that have the “p” sound in the middle. Listen to the song again and see if you can hear them. If the children have difficulty picking up the medial sounds in “flappin’”, “flippin’”, “snappin’”, and “Snippin’”, sing the song again with them, emphasising these sounds.

Sing a Song of Sixpence



Learning outcome

The children will be able to identify the sound of the letter “p” in initial or medial positions within words.

This activity builds on the teaching ideas for developing awareness of “p” as a medial sound in the song “Cheeky Little Fantail”. This activity is more complex because it involves identifying the “p” sound in very different words.

Suggested activities

In this rhyme, there are many words that include the letter “p” (“pocket”, “pie”, “sixpence”, “opened”). Read or sing the rhyme together and ask the children to listen for words that have a “p” sound at the beginning. *There are also some words in this rhyme that have a “p” sound in the middle of the word. Let’s see if you can hear them as we sing this rhyme again.*

Talk about how rhymes are often more fun to say when the same sound is repeated (alliteration). Read or sing the rhyme once more, relishing the repeated “p” sounds. The children may also notice other examples of alliteration in this rhyme with the letters “s”, “b”, and “d”.

I Blew a Bubble



Learning outcome

The children will recognise the sound of “b” in initial and medial positions within words.

Suggested activities

Read the poem with the children. Ask them to listen carefully for the sound they can hear most often in the first two lines. Read the lines again, emphasising the “b” sounds. *What letter makes that sound? Can you see some words that start with “b”? Write the word “bubble” on the whiteboard. How many “b’s” can you see in “bubble”? Are they all at the beginning of the word? Can you think of any other words that have “b’s” in the middle (“gobble”, “wobble”, “nibble”, “able”, “table”)?*

You could follow this up at a later date with the poem “Gummy Bubble”, (in the big book *Splish Splash!*) which also features the medial “b” sound.

Building and breaking words

Shared writing is excellent for developing children's skills in sequencing sounds with the teacher modelling the slow stretching of words. However, it's important not to "sound out" every word at the expense of the meaning of the text (and the pace of the lesson!) Draw on the children's developing knowledge of high-frequency words and common rimes. Help them to realise that they can use a variety of ways to construct words themselves.

- Introduce phoneme blending with the game *Guess My Word*. Reread a familiar poem or big book. Choose a word from the text and break it up into its phonemes, for example, "m-i-s" or "n-i-t". *What word from the poem [or book] do we get when we put these sounds together?* As the children develop their ability to blend phonemes, you could extend the activity by choosing more challenging words, for example, those that include consonant blends or words that are not from the starter text. (Learning Media, 2000, page 18)
- Play *Magic Words* on the whiteboard. Start with a simple consonant-vowel-consonant word, such as "pin". Ask the children to say the word. Now, just say the first sound. *If we took away the "p", what would the word be?* Ask the children to take turns to replace one letter at a time to make a new word. They will probably start by changing the initial letter. As they gain confidence with the activity, encourage them to experiment with changing the final and medial letters, for example, a sequence of one-letter changes could be "pin", "tin", "ten", "men", "met", "mat". You could do this activity with magnetic letters or by writing the words on the whiteboard. When the children are familiar with the game, they could play it independently, but they will need a supply of suitable "starter" words. Get the children into the habit of checking their work by reading their new words aloud and making sure they sound right.
- Have letters on cards. Choose two letters to make a rime, for example, "an", and get two children to stand side by side holding them. Give other children cards with initial consonants written on them. Get them to stand beside the two children holding "a" and "n" so that the cards make new words, for example, "can", "fan", "ran", and "man". The same activity may be done with individual letters or onsets and rimes on flip charts or metal ring clips, with magnetic letters, or by using Velcro dots on the back of the letter cards.

The following are teaching ideas using Ready to Read poem cards to develop the children's ability to identify and blend phonemes.

I Blew a Bubble

Learning outcome

The children will hear sounds in sequence and be able to substitute initial and final sounds.

Suggested activities

Draw the children's attention to the word "POP". *Can you make a popping sound with your finger inside your cheek? What sounds can you hear in "POP"? What do you notice about the beginning and the end sound? What sound can you hear in the middle?*

Make the word "POP" with magnetic letters. Show the children how they can create new words by changing the initial letter. When they are confident with this, try changing the final letter. *What would the word be if I took away the last letter and put "t" or "d" instead? If we put a "g" at the end, would it be a word? You could also try changing the middle letter to make "pip" or "pup".*



Bedtime Cat

Learning outcome

The children will be able to separate words into their onsets and rimes.

Suggested activities

Focus on the "ump" words in the poem. Use the whiteboard or magnetic board to demonstrate breaking up the words. *If we took the "p" off "hump" what word would it be? If we did that with "lump", would it be a proper word? What about "bump" without the "p"! Are there other letters we could put in front of "ump" to make new words?*

Note that this activity doesn't work so well with the "owl" words because "growl" without the "l" is "grow".



Topic 2: Matching letters and sounds

The ability to match letters and sounds is essential for success in reading and writing. Building alphabet knowledge is generally a strong focus in year 1 classrooms. However, it's important to remember that the purpose of phonics teaching activities is to enable children to apply their developing knowledge to their reading and writing.

Share your learning outcomes with the children so that they are clear about what you expect them to do and why. For example, you could say *Today I want you to find some words in this poem that start with "p". You need to know what the letter "p" looks like and sounds like so that you can use what you know to help you work out words when you're reading or writing* or *The letter "y" sometimes sounds like a vowel. We're going to look at some words where "y" has an "ee" sound. Knowing about the "ee" sound for "y" is something that can help you when you're trying to work out words.*

It's best to refer to consonants and long vowels by their names rather than by the sounds they make because the letter names are consistent. However, children also need to learn that letters can have different sounds. When you are focusing on particular vowel sounds, especially short vowel sounds, it is better to refer to the focus sound rather than the letter name.

For further information about letters and sounds, refer to pages 107 to 112 in *Exploring Language*.

The following are suggestions for developing the children's awareness of letters and sounds.

- Read alphabet books to the children. Have a selection of books or alphabet picture cards available for them to read and talk about with a buddy.
- Draw the children's attention to letter names and sounds during reading and writing sessions.
- Link the letter being studied to words the children already know, such as high-frequency words or the names of the children in the class.
- Take opportunities to consolidate new learning by linking it to handwriting lessons.
- Have a mirror available so that the children can see the shapes their mouths make when they articulate particular letters.
- Play listening games. For example, ask the children to clap (or put a finger on their noses) when they hear the word in a list that starts (or doesn't start) with a particular letter.
- Get the children to make letter shapes with their bodies. They may need to find a partner to make some letters.
- Have the children practise "writing" letters with their fingers on each other's backs.
- Play card games that involve matching upper-case and lower-case forms of letters or matching letters with the words for objects or pictures of objects that start with that letter.
- Involve the children in interesting ways of forming letters or making sounds, for example, they could cross both index fingers to make a "t" shape or you could emphasise the "z" sound by using a comb and tissue paper.

- Establish a word wall in the classroom. A word wall is an area of the classroom wall with a space for each letter of the alphabet. As the children discover new words, they or the teacher write the word on a card and add it to the word wall.
- Establish an alphabet centre. Set up a table or corner of the room with a variety of items, such as:
 - alphabet books, including books made by the class
 - alphabet letter stamps and a stamp pad
 - magnetic letters and a magnetic board
 - paper, magazine pictures, paste, and writing implements so that the children can make their own alphabet books
 - alphabet games
 - appropriate computer software.
- Incorporate a focus on a “letter of the week” into ongoing alphabet activities. You could do some or all of the following:
 - with the children, brainstorm words starting with the focus letter;
 - display items starting with the appropriate letter on the alphabet table and add labels;
 - link the letter to a language experience activity, for example, focus on “j” when making “jelly”;
 - create a tongue-twister together, using the focus letter, and display it on the wall for the children to read;
 - use the focus letter to play I Spy;
 - reinforce the focus letter during transition times by relating it to the children’s names. If your name starts with “s”/ends with “s”/has an “s” in it, line up at the door.
- Write the names of all the children on cards. Hold up the cards one at a time for the children to collect. Ask the children to point to the first letter of their names. *What letter does your name start with? That’s right, Nicole starts with “N”.* Encourage the children to explore the features of their names and those of their classmates.

You could also try some of the following games and activities from *Words at Work* (Learning Media, 2000), pages 15 and 17.

Letter art

This is a great introductory activity for small groups of new entrants. Give the children large paper cut-outs of the first letters of their names. Talk about how names always start with capital letters.

Invite the children to decorate their letter with pictures that show their hobbies, family members, pets, and so on.

Ask each child to share his or her letter with the class. During the presentations, say the letter names and point out the visual features of the letters, such as curves, straight lines, and crossbars.

Display the letters and refer to them often.

Letter factory

This is a good activity for children who need extra help to consolidate their alphabet knowledge. You could ask a classroom helper to supervise this activity.

Create “letter factories” around the room, using such materials as:

- play dough
- sand, glue, and heavy paper
- letter stamps
- magnetic boards
- magnetic sketch boards
- large letter stencils
- paint and brushes.

Choose up to four letters. Select letters that are visually distinctive, such as “b”, “t”, and “s”. Avoid using letters like “b” and “d” or “n” and “u” together. Say the letter names with the children.

Print the letters carefully on cards and place a card for each letter at each “factory” for the children to refer to. Ask the children to choose a factory to go to and create the letters using the materials given.

What’s in the box?

Place several objects (such as a ball, a car, a pencil, and plastic animals) inside a shoebox. Cut a hole in the top of the box. Tell the children that the box is full of mysterious items. Put your hand in the box and pull out an object.

Model the following steps:

- say the name of the object;
- say its beginning sound;
- name another word that begins with the same sound.

Then select a child to choose an object and follow the three steps. Repeat the activity with different children. Make a note of any children who seem to have difficulty and make sure that you repeat the activity with them at another time. Leave the mystery box out for the children to use as an independent activity.

You could vary this activity by taking the top off the box and asking a child to find an object that begins with a particular sound.

I Spy

Introduce the children to the game I Spy. Begin by saying, *I spy with my little eye something that starts with “b”*. Follow this with a clue about the mystery word, for example, *There are many of these in our classroom. I love reading them to you.*

Once the children have solved several clues, ask a child to be the leader.

Play this game often, using different beginning sounds. As the children gain confidence with the alphabet, you could introduce words starting with digraphs or consonant blends.

Initial letters and initial consonant blends

The following are teaching ideas using Ready to Read poem cards to develop the children's ability to match initial letters and sounds.

Pease Porridge Hot



Learning outcomes

The children will match the sound of the initial consonant “p” with its letter name “p”.

The children will learn to recognise lower-case and upper-case forms of the letter “p”.

Suggested activities

Read the poem card with the children.

Ask the children to listen carefully. Say the first line of the poem again, emphasising the initial sounds. *What sound can you hear at the beginning of “porridge”? What letter makes that sound?* Ask the children to identify another word in the first line that starts with “p”. Talk about why “pease” has a capital “P”. Compare the appearance of the two forms of the letter. Draw out the idea that it is formed the same way but sits in a different position on the line.

Ask the children to put their hands in front of their mouths while they say the word “pease”. If the children are making the “p” sound correctly, they will feel a “puff” of breath into their hands.

Ask the children to recite the rhyme with you and listen for another “p” word (“pot”). Choose some children to come and point to words that begin with “p” (or “P”).

Tell the children what pease porridge is (a pudding of boiled split peas, onion and carrot). List other foods that begin with “p” or have fun “creating” some new foods, such as “purple pasta” or “pink potatoes”.

You could extend this idea by thinking of fun foods starting with other initial letters, for example, “lovely lollipops”, “cool cucumbers”, or “jumping jellybeans”.

Mary Had a Little Lamb

Learning outcomes

The children will match the sound of the initial consonant “l” with its letter name.

The children will learn to recognise lower-case and upper-case forms of the letter “l”.



Suggested activities

Read the poem card with the children.

Ask the children to tell you what Mary had. *That's right, she had a "little lamb". What sound can you hear at the beginning of "little" and "lamb"? Ask the children to say the words to themselves. Think about where your tongue is when you say the "l" sound.*

Recite the poem again, asking the children to clap every time they hear a word that starts with “l”.

Ask the children to take turns to point to “l” words on the poem card. At the beginning of lines, “little” starts with a capital (or upper-case) letter. Use this as an opportunity to compare the upper-case and lower-case versions of the letter.

Ask the children to tell you some more words that start with “l”. List these on the whiteboard. Remind the children that names always start with a capital letter.

Have fun thinking of other “l” adjectives to describe Mary’s lamb, such as “lovely” or “leaping”.

Just a Touch

Learning outcome

The children will learn the initial consonant blend “sn”.

Suggested activities

Read the poem with the children.

There are two letters that make up the beginning sound of "snail". Say the word slowly, emphasising the "sn" blend.

What sounds can you hear at the beginning of "snail"? The children will probably identify the "s" quite easily but may need support with differentiating the "n".

What sounds can you hear at the beginning of the word "snuffly"?

Ask the children to tell you other words that start the same way (“sneeze”, “sniff”, “snore”, “snake”, “snip”). You may need to give them some clues to support their thinking. *What do you do when you have a cold? You “sn ...”.* List the “sn” words on the whiteboard and ask the children to underline the letters in the words that make the “sn” sound.



Digraphs

The following are teaching ideas using Ready to Read poem cards to develop the children's ability to identify digraphs within words.

Footprints

Learning outcome

The children will learn the consonant digraph "th".

Suggested activities

Read the poem with the children.

Today, I want you to listen for words that start with the sound "th". Ask the children to listen carefully while you read the last line of the poem. Emphasise the sound of the "th" digraph in "they". Do you know the letters that make the "th" sound? Can you find the word "they" in this line? How do you know that word is "they"?

Reread the poem with the children and ask them to listen for some more "th" words ("the", "them", "this"). Locate the "th" words in the poem. Write them on the whiteboard. *Can you think of some more words that start this way?* Ask the children to help you to write them.

Read the list of words together.

Where do you put your tongue when you say "th"? Yes, you have to poke your tongue out! The children could use a mirror to watch themselves making this sound.



Bedtime Cat

Learning outcome

The children will recognise the consonant digraph "th" as an initial and medial sound.

Suggested activities

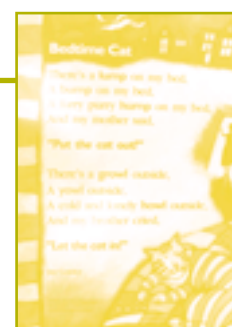
Read the poem with the children.

Revise "th" as an initial sound. Ask the children to identify the words in the poem that start with "th" ("There's", "the").

Tell the children that you want them to listen for words that have "th" *inside* them ("mother", "brother"). Read the poem again to the children, emphasising these medial sounds.

Write "mother" and "brother" on the whiteboard. Ask the children to underline the "th" sound in the words.

Show the children how they can use their knowledge of the "th" digraph to help them write words that have "th" in any position in the word, for example, "teeth", "cloth", "father". Give the words orally, and get the children to stretch them out and write them down.



Vowel sounds

An awareness of vowel sounds develops over time as children engage in a range of learning activities. Long vowels will usually be the first ones learned because they “say their name”. Short vowels are trickier because their pronunciation alters according to the other letters around them and also because the differences between some of the short vowel sounds, such as “e” and “i” are quite subtle.

When you are teaching short vowel sounds, refer to the vowels by the sound you want to focus on rather than their names. It’s best to introduce vowels as part of a rime rather than as single sounds. Use the terms “long” and “short” to describe vowels if you feel it is helpful.

This section includes some activities to help the children learn about the sounds of the letter “y” as a medial or final vowel.

The following are suggestions for developing the children’s awareness of vowel sounds.

- Make a card that illustrates the most common short vowel sounds, for example, “apple”, “egg”, “insect”, “orange”, and “umbrella”, so that the children have a key word for each short vowel. Display this for the children to refer to.
- Play listening games where the children identify the vowel sounds that are the same or different.
- Use simple consonant-vowel-consonant words on cards for sorting and matching games. Introduce longer rimes (including words with a silent “e”) and vowel blends as the children become more confident.
- Play Word Stars. Have a vowel in the centre of a star shape, with consonants around the outside. See how many words the children can make using these letters. This could be a spelling activity on the reading task board. (Lesley Wing Jan, 1991, page 80)

The following are teaching ideas using Ready to Read poem cards to develop the children’s ability to recognise vowel sounds.

Just a Touch



Learning outcomes

The children will recognise the short “i” vowel sound in the rimes “in” and “it”.

The children will learn that the upper-case form of “i” can have a short sound as well as the more familiar long sound.

Suggested activities

Read the poem with the children.

Tell them you are going to read the first verse again and that you want them to listen for the words that rhyme (“thin” and “in”). Write “in” on the whiteboard and ask the children to read the word. *Can you hear the beginning sound?* Write the word “thin”. *What is the same about these words?* Let the children discover that they can find “in” inside “thin”. *Say the word “thin”. Can you hear the “i” sound inside this word?*

We know that “in” starts with an “i” sound. I want you to listen for another word in this verse that starts with this sound (“It”). Write “It” on the whiteboard. Ask the children to find the word “it” in verse two. *Why do these words look different?*

Talk about how lines often start with capital letters in poems. Help the children to clarify the idea that “It” and “it” sound the same even though “It” starts with a capital “I”. Reinforce this understanding by drawing their attention to the word “In” in the second verse.

Some children may notice that there are other words in this poem that have the “i” sound (“Silver”, “lizard”, “prickly”).

You could extend the children’s learning by showing them how they can make more words that rhyme with “in” or “it” by substituting initial letters or digraphs. Read the list together and draw out the idea that all the words have the “i” sound.

One, Two, Three, Four, Five



Learning outcome

The children will recognise the short “i” vowel sound in a variety of words.

Suggested activities

Read the poem with the children. *In this poem, there are lots of words that have the same vowel sound. I’m going to say two of the words that have that sound [for example, “bit”, “did”]. Can you hear what the vowel sound is? That’s right, the sound that I want you to listen for today is the “i” sound.*

Read the poem to the children again and ask them to listen for other words that have the “i” sound (“bit”, “did”, “finger”, “fish”, “it”, “little”, “six,” “this”, “which”). Emphasise the target words while you read in order to support those children who may need more help with distinguishing the short “i” sound.

Ask the children to help you to list the short “i” words on the whiteboard. Read the list together. Ask individual children to point out or underline the “i” in each word.

You could follow this up by asking the children to listen for the words in the poem that have a long “i” sound (“alive”, “bite”, “five”, “I”, “my”, “nine”, “right”, “Why”), but don’t do this at this stage if you think it will confuse them.

A follow-up activity to identifying the long or short “i” sounds in this rhyme would be to choose a rime, such as “bit” or “nine”, and make a list of other words with this rime. Display the lists in the classroom for the children to refer to.

Nanny



Learning outcome

The children will review their knowledge of short vowel sounds.

This activity provides a useful opportunity for monitoring the children’s knowledge of a variety of short vowel sounds, especially their ability to discriminate between “i” and “e”.

Suggested activities

Read the poem with the children. *Today, we’re going to have some fun with a few of these words by changing the vowels to make up nonsense words. Write the words “zig” and “zag” on the whiteboard. Ask the children to suggest other medial vowels you could use instead. Once you have the five possible words on the board, read the list together. Listen for any children who find this difficult. Ask the children to pick their own favourite combination, for example, “zeg zog”. Have fun reading these new words together.*

You could repeat this process for “snip snap” and “criss cross”.

Follow up this activity by reading poems or books, such as those by Dr Seuss, that involve nonsense words and fun with language.

Plan to focus on particular vowel sounds with any children who had difficulty with these activities.

Crab



Learning outcome

The children will recognise words that have the long “o” sound.

Suggested activities

Read the poem with the children.

Focus on the word “toe”. *What is the last sound you can hear in “toe”? Say the word to yourself. When you say “toe”, what shape does your mouth make? That’s right – it makes an “o”. Ask the children to find another word in the poem that ends with the “o” sound (“go”). Write the words “toe” and “go” on the whiteboard. What is the same about these words? What is different? Draw out the idea that the words show two different ways of spelling the same sound.*

Ask the children to tell you other words that rhyme with “toe” and “go”. Record them on the whiteboard. These are likely to include a range of spelling variations, such as “bow”, “dough”, “oh”, or even “whoa”! Talk briefly about the different ways that this sound can be spelt.

You could start a classroom chart with space to add other examples as the children discover them in their reading. Don’t do this if you think it will confuse the children.

Sleep



Learning outcome

The children will recognise the vowel blend “ee”.

Suggested activities

Read the poem with the children.

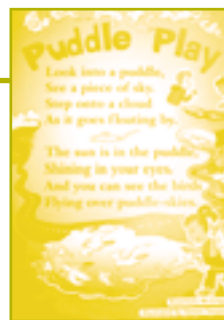
Ask the children to lie down with their eyes closed while you read it again, slowly, and imagine waves of sleepiness making their bodies heavy and tired.

Ask them to tell you what sound they can hear in the **middle** of “sleep”? *Yes, a long “ee” sound. Can you hear any other words that have that sound? (“creeps” and “sweep”)*

Write the word “sweep” on the whiteboard, with the “ee” part in a different colour. *If we took the “s” off “sweep”, what word would it be? What about if we took away the “p”? Draw out the idea that the new words still have the “ee” sound.*

Tell the children that you want them to tell you other rhyming words they know that have “ee” in them. Encourage them to draw on their visual memory – to imagine what the words look like inside their heads. If they suggest words that rhyme but are spelt differently (such as “be” and “team”), record those words in a separate list.

Puddle Play



Learning outcome

The children will recognise that “y” can function as a vowel, in this case as a long “i” sound.

Suggested activities

Read the poem with the children.

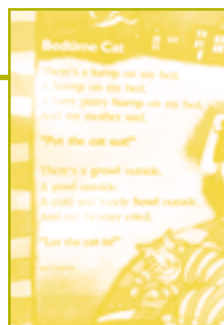
Write the words “sky” and “by” on the whiteboard.

What sound does the letter “y” make in these words? Explain that “y” can sound like an “i”, usually when there are no other vowels in the word. Encourage the children to create rhyming words by changing the first letters. *If we put an “m” in front, what word would it be?* Suggest some consonant blends, such as “cr”, “dr”, or “fl” for the children to try. Read the list of words together.

You could ask the children to find a word that has “y” as an “i” sound in the last line of the poem (“flying”).

If you feel that the children are ready, you could extend this activity by looking at other ways of spelling the “i” sound. Ask the children to suggest other words that rhyme with “sky” or “by”. This is sure to bring up words such as “pie”, “dye”, “hi”, or “high”. Record the examples on a class chart.

Bedtime Cat



Learning outcome

The children will recognise that “y” can function as a vowel sound, in this case as a long “e” sound.

Suggested activities

Read the poem with the children.

In the first verse, there are two words that tell you about the hump on the bed (“furry purry”). In the words “furry” and “purry”, what sound can you hear at the end?

Write the words on the whiteboard. *What letter is it in these words that makes the “ee” sound?*

Ask the children to find another word in the poem that ends with “y” (“lonely”). *What do you think the end sound of this word will be?* Read the second verse to confirm the “ee” sound at the end of “lonely”.

Talk about other words the children may know that end with “y” as an “ee” sound, for example, names of children in the class or familiar book characters, such as Greedy Cat.

As the children discover other examples in their reading, add them to a class chart.

Topic 3: Identifying “s”, “er”, “ed”, and “ing” word endings

Common word endings that young children need to be able to hear and recognise in print are “s” (for plurals and present-tense verbs), “er”, and the verb endings “ed” and “ing”. Appendix 4 has a list of Ready to Read materials and some *Kiwi Kidsongs* that include examples of these word endings.

As children’s proficiency in spoken English develops, they learn how to modify regular verbs to indicate actions occurring in the past (“he looked”) or in the present (“he looks” or “he is looking”). They come to understand that someone who teaches is a “teacher” and that when they are comparing things, they can use words such as “bigger” or “longer”. They also learn to add “s” to nouns to denote plurals. However, sometimes children need explicit instruction to show them how they can draw on their knowledge of spoken language and apply it to their reading and writing.

Children whose first language is not English often need a lot of support with plurals and tenses because they lack familiarity with the structures of spoken English.

Share your learning outcomes with the children so that they are clear about what you expect them to do and why. For example, you could say *Today we are going to look at words that end with “ed”. When you know about how to use “ed”, it will help you make your reading and writing sound right.*

For further information on nouns and verbs, refer to pages 29 to 34 in *Exploring Language*.

The following are suggestions for developing the children’s awareness of common word endings.

- Build sets of verb families (for example, “walk”, “walks”, “walked”, and “walking”) and display them in the classroom. Add new sets as the children discover them through their reading. Use the verb families for oral language activities. For example, ask the children to choose one of the words, put it in a sentence, and tell it to a partner.
- Take a sentence from a familiar text, perhaps the shared text of the week, and write it on the whiteboard. Focus on a particular verb or noun in the sentence and ask the children to suggest other words that they could substitute for the focus word. For example, if you used the sentence “Katie hugged Greedy Cat” (from *Lunch for Greedy Cat*), you could ask the children to suggest other things that Katie could have done, such as “cuddled”, “loved”, “kissed”, or “squeezed”. Write the children’s suggestions above the focus word and read the new sentences. Ask the children to underline the “ed” endings. This activity draws upon the children’s oral language knowledge about words that have the same grammatical function.
- Make use of opportunities in shared and guided reading and writing to draw attention to these word endings. Children will often hear the final “ed” as a “t” sound, so they need to see it in its written form on many occasions.
- Build up a class list of nouns that end in “er”, such as “teacher”, “runner”, or “player”.

The following are teaching ideas using a Ready to Read book and poem cards to develop children’s awareness of word endings.

All Kinds of Things



Learning outcome

The children will learn about the use of “s” at the end of a word to denote a plural noun.

Suggested activities

Read the big book version of this text with the children.

Ask the children to tell you the things that the children in the book collected. List the items on the board and read the list with the children, emphasising the final “s”. *What do you notice about the ends of all these words? That’s right – when we talk or write about more than one thing, we put an “s” on the end of the word.*

If the boy had only one sticker, what would the word look like? Repeat the question for the other items in the book, writing the singular form of the word next to the plural so that the children can see the difference.

My Flower



Learning outcome

The children will recognise the “ed” ending for past-tense verbs.

Suggested activities

Read the poem with the children.

Tell the children you are going to look closely at the endings of some words in this poem. Ask them to read through the poem again with you and tell you what the boy did. *That’s right, he put the seed in the pot. What did he do next?* (As well as leading on to the focus of the lesson, this is a useful sequencing activity and reinforces the use of pronouns.)

When you have been through the poem, return to the words you want to focus on. *What did the boy do with the seed after he put it in the sunshine?* Write the word “watered” on the whiteboard. Do the same for the words “waited” and “watched”. Say the words as you write them. *What do you notice about the ends of these words?* Ask the children to underline the “ed” endings.

Ask the children to say the words with you, articulating carefully.

Robber Cat



Learning outcome

The children will recognise the “er” ending in “robber”, “owner”, and “butter”.

Suggested activities

Read the poem with the children.

Focus on the word “robber”. Look at the “er” ending of this word. Can you find two other words in the poem that end this way?

Can you think of some other words you know that end with “er”? Provide prompts if necessary. Who brings you to school in the morning? What do you make toast in? What do we call the time of year when it’s very cold? What creature makes a web?

As you write these words on the whiteboard, use a different colour for the “er” endings.

Clickety-clack Cicada



Learning outcome

The children will recognise the verb ending “ing”.

Suggested activities

Make sure that the children are very familiar with the meanings of the verbs in this poem before using it to focus on the verb endings.

Read the poem with the children.

Read the first two lines again. *What is the cicada doing? That’s right, it’s clinging to the wall. In the next line, can you tell me what the sun is doing? Write “clinging” and “sleeping” on the whiteboard. Say the words with the children, emphasising the “ing” endings. What do you notice about the endings of these two words?*

Read line 5 to the children. *What is the sun doing now? Add “shining” to the list on the whiteboard. Can you put a circle around the “ing” endings in these words?*

You know lots of words that you can add “ing” to. Write some familiar verbs, such as “go”, “look”, or “play”, on the board. Show me how you can make “go” into “going”. What about making “look” into “looking”? What are you adding each time?

Introduce some less familiar words, such as “climb”. Ask the children to show you how they can change “climb” into “climbing”. Alternatively, write “push” and “pushing” on the whiteboard. Tell them the word “push”. *Now tell me what this word (“pushing”) is. Help the children to realise that they can use their knowledge of “ing” as a word ending to help them encode and decode unfamiliar words.*

Appendix 2

Rimes in Ready to Read poems and *Kiwi Kidsongs*

Only poems or songs that have two or more examples of the same rime have been included. For information about rimes in Ready to Read books at the early levels, refer to Appendix 3 of the Ready to Read teacher support material.

| Rime | Title | Words |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| -ack | Let's Go (<i>Kiwi Kidsongs 11</i>) | Pack, pack, stack |
| -ain | Daisy Chain Doctor Foster A Splish-splash Day (<i>Splish Splash!</i>) | again, Chain, chain, plain again, rain drain, rain |
| -air | Buzzy Bee Humpty Dumpty's Haircut | chair, hair chair, hair |
| -ake | Pat a Cake | Bake, (Baker's), cake |
| -alk | Catsways (<i>Splish Splash!</i>) | stalk, talk, walk |
| -all | Clickety-clack Cicada Humpty Dumpty Just a Touch Mice | all, wall All, all, fall, wall ball, Tall, wall all, small |
| -an | Pat a Cake | can, man |
| -and | Shoes The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | and, (jandals), sand, (sandals) land, sand, Sand(castle), sand(castle) |
| -ap | Copycat Rap (<i>Kiwi Kidsongs Collection</i>) Spider – Pūngāwerewere (<i>Kiwi Kidsongs 10</i>) | clap, gap, Rap, rap, zap Flap, Hap, hap, happy, tap, Tappity, trap |
| -ark | Night Noises (<i>Splish Splash!</i>) | bark, dark |
| -ay | Footprints Mālō e lelei Sleep School is Number One (<i>Kiwi Kidsongs Collection</i>) The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | clay, stay day, (Gid)day, say, say(ing), away, day day, (Fri)day, (Mon)day, play, (Thurs)day, (Tues)day, (Wednes)day away, play |
| -e or -ee | Buzzy Bee I Had a Little Nut Tree Michael Apple-Seed (<i>Splish Splash!</i>) Edith the Elf (<i>Kiwi Kidsongs Collection</i>) | Bee, tree me, tree three, tree me, tree, |
| -ear | I Had a Little Nut Tree | bear, pear |
| -eat | My Little Sister Bones (<i>Kiwi Kidsongs Collection</i>) Hey Crocodile (<i>Kiwi Kidsongs Collection</i>) | eat, neat eat, meat, treat beat, (Beatle),eat,meat |
| -een | Pussy Cat, Pussy Cat Edith the Elf (<i>Kiwi Kidsongs Collection</i>) | been, Queen green, seen |
| -eep | Sleep Night Noises (<i>Splish Splash!</i>) | creep(s), Sleep, sweep asleep, creep, sleep |
| -ees | Pirate Band (<i>Kiwi Kidsongs Collection</i>) | knees, trees |
| -eet | A Splish-splash Day (<i>Splish Splash!</i>) | feet, street |
| -elf | Edith the Elf (<i>Kiwi Kidsongs Collection</i>) | Elf, (my)self, shelf |
| -ell | School Is Number One (<i>Kiwi Kidsongs Collection</i>) | spell, tell(s), well |
| -en | Higgledy Piggledy One, Two, Buckle My Shoe One, Two, Three, Four, Five | (gentle)men, hen, ten hen, ten ten, Then |

Appendix 2

Rimes in Ready to Read poems and *Kiwi Kidsongs*

| Rime | Title | Words |
|-------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| -ere | Daisy Chain | everywhere, here, there, |
| -est | Patterns (<i>Splish Splash!</i>) | best, nest |
| -ew | I Blew a Bubble | Blew, blew, grew |
| -ice | Mice | Mice, mice, nice |
| -ick | Jack Be Nimble Runny Honey (<i>Splish Splash!</i>) | (candle-) stick, quick lick, quick, trick |
| -ide | Let's Go (<i>Kiwi Kidsongs 11</i>) | glide, ride, slide |
| -ight | Octopus Night Noises (<i>Splish Splash!</i>) Silly Hat Store (<i>Kiwi Kidsongs Collection</i>) | fright, sight fight, Night, night fright, right, sight |
| -in | Just a Touch Bones (<i>Kiwi Kidsongs Collection</i>) | in, thin in, skin |
| -ine | The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | fine, mine |
| -ing | Sing a Song of Sixpence Pirate Band (<i>Kiwi Kidsongs Collection</i>) | king, Sing, sing ping, sing (and see Appendix 4) |
| -ink | Mice Catsways (<i>Splish Splash!</i>) | pink, think blink, drink |
| -ip | A Splish-splash Day (<i>Splish Splash!</i>) | drip-drops, slip-slide |
| -it | One, Two, Three, Four, Five | bit, it |
| -ive | One, Two, Three, Four, Five | alive, five |
| -o | One, Two, Three, Four, Five Pirate Band (<i>Kiwi Kidsongs Collection</i>) Hey Crocodile (<i>Kiwi Kidsongs Collection</i>) | go, so go, ho, po, Yo bro, (dis)co, (don't), go, Yo |
| -ob | Runny Honey (<i>Splish Splash!</i>) | blob, GLOB |
| -ock | Hickory Dickory Dock Wee Willie Winkie | clock, dock lock, o'clock |
| -old | Pease Porridge Hot | cold, old |
| -one | Bones (<i>Kiwi Kidsongs Collection</i>) | Alone, bone, Bones, bones, stone |
| -ong | Clickety-clack Cicada Pirate Band (<i>Kiwi Kidsongs Collection</i>) | long, song pong, song |
| -ool | Slooshy, Slosy School Is Number One (<i>Kiwi Kidsongs Collection</i>) | cool, pool cool, School, school |
| -oon | Hey Diddle Diddle | moon, spoon |
| -op | Runny Honey (<i>Splish Splash!</i>) | slop, stop |
| -ot | My Flower Pease Porridge Hot | lot, pot hot, pot |
| -owl | Bedtime Cat | growl, howl, yowl |
| -um | Pirate Band (<i>Kiwi Kidsongs Collection</i>) | drum, pum |
| -ump | Bedtime Cat | bump, hump, lump |
| -un | Just a Touch | run, sun |
| -unch | Get up, Get up | bunch, lunch |
| -ut | I Had a Little Nut Tree | But, nut |

Appendix 3

Examples of final and medial sounds

The examples are taken from the Ready to Read poem cards and big books and from *Kiwi Kidsongs*. These texts are useful for developing children's aural discrimination of final and medial sounds, but only those that have regular spelling would be suitable for print-based activities. For example, it could be confusing for children if you asked them to find the words "Hubbard" and "cupboard" when focusing on "b" as a medial sound.

This list includes examples of texts that have digraphs in a variety of positions within words. These are useful for showing children how they can apply their knowledge of digraphs as beginning sounds to the decoding of unfamiliar words with digraphs as final or medial sounds.

Final sounds

| Sound | Title | Words |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d | Bedtime Cat | bed, cold, cried, outside, said |
| g | Nanny | schoolbag, zag, Zig, zig |
| l | Footprints | cool, will |
| n | Wee Willie Winkie | children, in, nightgown, town |
| p | Nanny Sleep | snap, Snip, snip creep(s), Sleep, sweep, up |
| s (and see Appendix 4) | Nanny | Criss, criss, cross |
| t | Humpty Dumpty's Haircut One, Two, Three, Four, Five | cut, Haircut, it, sat, short bit, bite, caught, eight, it, let, right |
| z | Buzzy Bee | Buzz |
| ch | Crab Get up, Get up Hey Diddle Diddle Just a Touch Mice The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | Catch bunch, lunch such Touch, touch much, touch beach, reach, screech |
| sh | A Splish-splash Day (<i>Splish Splash!</i>) Hey Diddle Diddle One, Two, Three, Four, Five Sing a Song of Sixpence | Splish-splash, splish-splash dish fish dish |
| th | Hey Diddle Diddle Mice Pat a Cake | with teeth with |
| ck | Hickory Dickory Dock Jack Be Nimble Let's Go (<i>Kiwi Kidsongs 11</i>) One, Two, Buckle My Shoe Tick Tock (<i>Kiwi Kidsongs 11</i>) | clock, dock, struck candle-stick, Jack, quick Pack, pack, rock, sock(s), stack, (Tucked) (buckle), Knock, Pick o'clock, Tick, tick, Tock, tock |

Medial sounds

| Sound | Title | Words |
|-------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| b | Gummy Bubble I Blew a Bubble Old Mother Hubbard | BUBBLE, bubble, Bubblegum, double, trouble bubble cupboard, Hubbard |
| ch | Michael Apple-Seed (<i>Splish Splash!</i>) | Crunched, munched |
| d | Doctor Foster Hey Diddle Diddle | middle, puddle diddle, fiddle |
| g | A Splish-splash Day (<i>Splish Splash!</i>) I Blew a Bubble Noke / Worm | jiggle, wriggle bigger squiggly, wriggly |
| k | Noke / Worm Number 10 Tāwai Crescent | naki, neke, Niki, Noke, nuku, ōku haka, Heke |
| m | Shoes | gumboots, summer, swimming |
| p | Cheeky Little Fantail (<i>Kiwi Kidsongs 9</i>) Shoes | flappin', Flippin', flippin', snappin', Snapping, Snippin' flippers, slippers |
| sh | Buzzy Bee Slooshy, Slosy | washing Slooshy, Slosy, sloshy, Squishy, squashy |
| t | A Splish-splash Day (<i>Splish Splash!</i>) Night Noises | gutter, spatter hunting, Shouting, snorting, Spitting, |
| th | Bedtime Cat Scarecrow | brother, mother, together, weather |

Digraphs in a variety of positions

| Digraphs | Title | Words |
|----------|--------------------------------------------------|----------------------------------------------------------------------------------------|
| th | Bedtime Cat | brother, mother, the, There's |
| ch th | Caterpillars (<i>Splish Splash!</i>) | chew, much Nothing, than, that, them, They |
| th | Hey Diddle Diddle | The, the, with |
| ch th | Mice | Chins, much, touch rather, teeth, The, Their, them, They, think |
| ch | Night Noises (<i>Splish Splash!</i>) | Chasing, scratching |
| ch | Cheeky Little Fantail (<i>Kiwi Kidsongs 9</i>) | Cheeky, catch, watch |
| sh th | The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | crashing, share, shells, wash another, everything, The, the, there's they're, With, |

Appendix 4

“s”, “ed”, “ing”, and “er” word endings in Ready to Read texts and *Kiwi Kidsongs*

Only poems, books, or songs that have two or more examples of particular word endings have been included. Examples from poem cards and big books have been listed first, followed by small books in order of their colour wheel levels and songs. For –s plurals, only examples in the poem cards and books at the Magenta, Red, and Yellow levels have been listed.

| Title | –s plurals | –s verbs | –ed | –ing | –er |
|--------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| A Splish-splash Day (<i>Splish Splash!</i>) | bits, coats, houses, puddles, raindrops, rivers, snails, trees, worms | comes, drip-drops, turns | | | |
| Bedtime Cat | | | | | mother, brother |
| Catsways (<i>Splish Splash!</i>) | | comes, goes | | | |
| Clickety – clack Cicada | | | | Clinging, sleeping, shining | |
| Doctor Foster | | | | | Foster, Gloucester, never, shower |
| Get Up, Get Up | heads, sheets, tablecloths | | | | |
| Hey Diddle Diddle | | | jumped, laughed | | |
| I Had a Little Nut Tree | | | | | daughter, silver |
| <i>I'm the King of the Mountain</i> | | | cried, hopped, looked, stopped | | |
| Just a Touch | | pulls, Makes | | | |
| Mälō e Lelei | | | | being, saying | |
| Mice | Chins, ears, faces, tails, things | | | | |
| Michael Apple-Seed (<i>Splish Splash!</i>) | apples, Seeds, seeds, sticks | | Crunched, munched | | |
| My Flower | | | waited, watched, watered | | |
| Nanny | | | | | Over, over, Under, under |
| Night Noises (<i>Splish Splash!</i>) | Cats, Dogs, Hedgehogs, pathways | | | Chasing, hissing, howling, hunting, Making, prowling, racing, scratching, Shouting, snorting, Snuffling, Spitting | |
| Noke – Worm | blues, shoes | | | | |
| <i>Number 10 Tāwai Crescent</i> | | carves, paints, plays, says, sings, speaks, twirls, weaves | | | |

Appendix 4

“s”, “ed”, “ing”, and “er” word endings in Ready to Read texts and *Kiwi Kidsongs*

| Title | -s plurals | -s verbs | -ed | -ing | -er |
|---------------------------------------|---------------------------------------------------------------------------------------|----------------------|----------------|--------------------------------------------|-------------------------------------------------------|
| Octopus | | gets, zooms | | hiding, lurking | |
| Patterns (<i>Splish Splash!</i>) | Bees, hexagons, ones | | | | clever, ever |
| Puddle Play | birds, eyes, skies | | | floating, Flying, Shining | |
| Robber Cat | cupboards, doors, magnets, Pawprints, paws, toothmarks | robs, sees, vanishes | | | butter, owner, Robber, robber |
| Scarecrow | | | | | together, weather |
| Shoes | flippers, gumboots, jandals, nights, sandals, sheets, Shoes, shoes, slippers, strolls | | | forgetting, snorkelling, swimming, wearing | cooler, Drier, flipper(s), slipper(s), summer, winter |
| Sing a Song of Sixpence | birds, blackbirds | | Baked, opened | | |
| Sleep | thoughts, Waves, waves | | | | |
| Ten Little Monkeys | | | bumped, called | | |
| The Most | | paces, roars | | | |
| Wee Willie Winkie | | | | crying, Tapping | |
| Winter Picnic | | | | Eating, freezing, Snuffling | |
| <i>All Kinds of Things</i> | badges, Kinds, kinds, magnets, pencils, rings, shells, stickers, Things, things | | | | |
| <i>Boots for Toots</i> | Boots, boots, shoes, skates, slippers | | | | |
| <i>Bubbles</i> | birds, Bubbles, bubbles | | | | |
| <i>Fun with Mo and Toots</i> | cards, monsters | | | | |
| <i>I Can Read</i> | | | | | sister, teacher |
| <i>In the Garden</i> | apples, beans, flowers, potatoes, strawberries, tomatoes | | | | |
| <i>Look at Me</i> | boots, pants, socks | | | | |
| <i>Our Teacher, Miss Pool (2002)</i> | | | | | helicopter, roller, Teacher |
| <i>The Picnic</i> | apples, biscuits, chippies, picnics, sandwiches | | | Fishing, fishing, | after, monster |

Appendix 4

“s”, “ed”, “ing”, and “er” word endings in Ready to Read texts and *Kiwi Kidsongs*

| Title | -s plurals | -s verbs | -ed | -ing | -er |
|--------------------------------------|----------------------------------|--------------------------------------------------|---------------------------------------|----------------------------------------------|------------------------------------------|
| <i>Sam's Mask</i> | | | | | after, monster |
| <i>Too Big!</i> | jeans, shoes | | | | |
| <i>Bumble Bee</i> | legs, wings | | | | |
| <i>Going Fishing</i> | | | | Fishing, fishing, Going | |
| <i>My Bike</i> | branches, trees | | | | over, under |
| <i>Open It!</i> | rings, things, ways | | | | |
| <i>Rain, Rain</i> | boots, socks | | cooked, paddled | | |
| <i>Shush!</i> | | likes, wakes | | | |
| <i>The Biggest Cake in the World</i> | | | cooked, mixed | | |
| <i>The Wind</i> | birds, leaves, trees | | | | |
| <i>Time for Bed</i> | | | | cleaning, climbing, drawing, reading, riding | brother, sister |
| <i>What Does Greedy Cat Like?</i> | bags, boxes | | | | dinner, paper |
| <i>What's in the Cake Tin?</i> | | | asked, sniffed | | |
| <i>Where Are My Socks?</i> | | | | | blinker, winker |
| <i>Where Is Sam?</i> | pants, shoes, socks, undies | | | | |
| <i>Did You Say, "Fire"?</i> | candles, fire fighters, officers | | raced, sniffed, squeaked | | fire fighter(s), officer(s) |
| <i>Don't Throw That Out!</i> | brushes, eyes, legs | | | | |
| <i>Greedy Cat</i> | bananas, buns, chips, sausages | | | | |
| <i>Gumboots</i> | boots, Gumboots, gumboots | | laughed, looked, loved | | |
| <i>Miss Pool Is Cool</i> | coats, fire fighters, helmets | | laughed, looked, shouted, turned | | fire fighter(s), ladder |
| <i>Nick's Glasses</i> | | | | | Peter, under |
| <i>Oh, no!</i> | carrots, grapes, roses | | | | |
| <i>Ready, Steady, Jump!</i> | | climbs, comes, eats, gathers, goes, lets, misses | called, Missed | | gather(s), other, over, spider, Wherever |
| <i>Rosie at the Zoo</i> | baths, lions, monkeys | | cried, lifted, looked, roared, walked | having, looking | over, shower |

Appendix 4

“s”, “ed”, “ing”, and “er” word endings in Ready to Read texts and *Kiwi Kidsongs*

| Title | -s plurals | -s verbs | -ed | -ing | -er |
|-----------------------------------|--------------------|-----------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|
| <i>The Gardener</i> | | | clipped, shouted | | clipper(s), Gardener, gardener |
| <i>The Hobboggit</i> | claws, ears, toes | roars, sees | | | |
| <i>The Praying Mantis</i> | feelers, legs | comes, goes, looks, sits | | Praying, praying, Waiting, waiting | |
| <i>T-Shirts</i> | brothers, T-shirts | | | | |
| <i>Walking the Dog</i> | ducks, flowers | | | | after, flower(s), over, under |
| <i>Don't Forget Grandma</i> | | comes, needs | | coming, cooking, playing | Character(s), dinner, flower(s), layer, layer(s), |
| <i>Greedy Cat's Door</i> | | | cried, laughed, stomped, walked | | |
| <i>Hedgehog Fun</i> | | | | | pepper, skewer, skewer(s) |
| <i>Let's See, Ling Lee</i> | | holds, opens, says, sits, smiles, swims, takes | | holding, swimming, walking | |
| <i>Paul</i> | | comes, walks | hopped, played | | |
| <i>Pukeko Morning</i> | | combs, dries, goes, leaves, scratches, splashes | | | |
| <i>Saturday Morning</i> | | | barked, cleaned, helped, hosed | going, helping, (Morning, morning-nouns), playing | |
| <i>The Birthday Sleep-over</i> | | | played, pounced, shouted, slithered, walked, wriggled | | Sleep-over, sleep-over, slither(ed), tiger, zookeeper |
| <i>The Shag Goes Fishing</i> | | comes, Goes, goes, hangs, sits, stretches, turns | | | rubber, water |
| <i>The Water Boatman</i> | | eats, holds, lives, swims | | | |
| <i>Fasi Sings and Fasi's Fish</i> | | | barked, jumped, laughed | | father, mother |
| <i>Finding Mum</i> | | | looked, stopped, tried, walked, wanted | Finding, looking | |
| <i>Hay for Ambrosia</i> | | dries, gathers, presses, ties, turns | | | baler, gather(s), mower, other, over, together, weather, winter |
| <i>No, Skipper!</i> | | | chased, flooded, opened, pointed, rained, stopped, wanted | floating, looking, wagging | corner, dinner, Skipper |
| <i>Snap! Splash!</i> | | comes, falls, grabs, jiggles, sees, walks, wriggles | | | |

Appendix 4

“s”, “ed”, “ing”, and “er” word endings in Ready to Read texts and *Kiwi Kidsongs*

| Title | -s plurals | -s verbs | -ed | -ing | -er |
|-------------------------------------------------|------------|--------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------|
| A Crocodile with Toothache (Thank You) | | hurts, ties | | | |
| Grizzly Bear (Thank You) | | | | doing, going | another, ever, never |
| I Had a Little Brother (Thank You) | | | | | Brother, brother, water |
| Lucky Dip (Thank You) | | jingles, rattles, steps | | | lighter, paper |
| The Gardener's Maze | | | clipped, cried, looked, measured, needed, planted, tied, watered | | corner(s), flower(s), gardener, Gardener('s) |
| The Great Car Clean-out | | | looked, picked, shouted, started, tangled | | paper, under |
| The Safe Place | | | lived, looked, needed, wondered | | After, rooster, under, wonder(ed) |
| The Wild Wet Wellington Wind | | flaps, slaps | | | |
| Uncle Timi's Sleep | | | dropped, galloped, (tired—an adjective), walked | coming, walking | |
| Wibble Wobble, Albatross! | | comes, glides, learns, leaves, lives, looks, rests, tries, wobbles | | | water, wonder |
| Woolly Sally | | | | knitting, spinning | summer, winter |
| Cheeky Little Fantail (Kiwi Kidsongs 9) | | | | Darting, Flying, Snapping (flappin', Flippin', flippin', snappin', Snippin', snippin') | |
| Pirate Band (Kiwi Kidsongs Collection) | | | | climbing, jiggling, rigging, Romping, singing, stomping | |
| Let's Go (Kiwi Kidsongs 11) | | | | crashing, crawling, crying, falling, going, laughing, riding, skiing, sliding | |
| School is Number One (Kiwi Kidsongs Collection) | | | | | Number, number, Teacher, Together |
| The Lost Property Box (Kiwi Kidsongs 10) | | | | hunting, looking, searching, smelling | |
| The Sandcastle Song (Kiwi Kidsongs 10) | | | | building, crashing, going, playing | another, never, summer |

Appendix 5

“Y” as a vowel in Ready to Read poems, emergent and early level books, and *Kiwi Kidsongs*

This list includes texts that have “y” as an “ee” sound and “y” as an “i” sound and texts that have “ied” or “ies” endings. Poems have been listed first, then books in order of their colour wheel levels, then songs.

| “y” sound | Title | Words |
|---------------------|----------------------------------------|------------------------------------------------|
| -y as an “ee” sound | Bedtime Cat | furry, lonely, purry |
| | Clickety-clack Cicada | Clickety, noisy |
| | Get up, Get up | lazy, nearly |
| | Daisy Chain | Daisy, daisy, everywhere, pretty |
| | Gummy Bubble (<i>Splish Splash!</i>) | Gummy, Messy |
| | Hickory Dickory Dock | Dickory, dickory, Hickory |
| | Higgledy Piggledy | Higgledy, Piggledy |
| | Humpty Dumpty | Dumpty, Humpty |
| | Humpty Dumpty’s Haircut | Dumpty, Dumpty’s, Humpty |
| | Just a Touch | prickly, Snuffly |
| | Noke / Worm | squiggly, wriggly |
| | Patterns (<i>Splish Splash!</i>) | Shiny, tiny |
| | Runny Honey (<i>Splish Splash!</i>) | Honey, runny |
| | Sing a Song of Sixpence | dainty, twenty |
| | Slooshy, Slosy | oozy, Slooshy, Slosy, sloshy, squashy, Squishy |
| | <i>The Car Races</i> | noisy, smelly |
| | <i>Bumble Bee</i> | body, tiny, very, VERY |
| | <i>Dog</i> | busy, dirty, friendly, lucky |
| | <i>Greedy Cat is Hungry</i> | Aunty, Greedy, greedy, Hungry, hungry |
| | <i>Happy Birthday</i> | Baby, Happy |
| | <i>My Worm House</i> | squiggly, wriggly |
| | <i>Don’t Throw That Out!</i> | body, everything, pretty, sticky |
| | <i>Greedy Cat</i> | Greedy, sticky |
| | <i>Ready, Steady, Jump!</i> | Ready, ready, Steady |
| | <i>Blackbird’s Nest</i> | empty, lonely |
| | <i>Greedy Cat’s Door</i> | doggy, gravy, Greedy, hungry |
| | <i>King and Queen of the Cats</i> | fluffy, shiny, tiny |
| | <i>Let’s See, Ling Lee</i> | carefully, happy |
| | <i>Lunch for Greedy Cat</i> | Aunty, cuddly, family, Greedy, hungry |
| | <i>Pukeko Morning</i> | Early, pointy |
| | <i>Finding Mum</i> | everywhere, only, suey |
| | <i>Snap! Splash!</i> | Lucky, slowly |

Appendix 5

“Y” as a vowel in Ready to Read poems, emergent and early level books, and *Kiwi Kidsongs*

| “y” sound | Title | Words |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------|
| –y as an “ee” sound | I Had a Little Brother (<i>Thank You</i>) | lady, Tiny |
| | Lucky Dip (<i>Thank You</i>) | heavy, Lucky, quickly, tiny |
| | <i>The Great Car Clean-out</i> | busy, Everyone, really, untidy |
| | <i>The Wild Wet Wellington Wind</i> | family, scurry |
| | Woolly Sally | Sally, Woolly, woolly |
| | Cheeky Little Fantail (<i>Kiwi Kidsongs 9</i>) | Cheeky, everywhere |
| | Down to the Country (<i>Kiwi Kidsongs 10</i>) | belly, city, country, dairy, many, money |
| | Pirate Band (<i>Kiwi Kidsongs Collection</i>) | everyone, Jazzy, Snazzy |
| | School Is Number One (<i>Kiwi Kidsongs Collection</i>) | every, really |
| | The Lost Property Box (<i>Kiwi Kidsongs 10</i>) | musty, Nobody, property, trendy |
| | The Sandcastle Song (<i>Kiwi Kidsongs 10</i>) | everything, sunny |
| –y as an “i” sound You can find books that have the high-frequency word “my” in the appendices to the emergent and early teacher support material. | Caterpillars (<i>Splish Splash!</i>) | butterfly, by |
| | Night Noises (<i>Splish Splash!</i>) | sky, reply |
| | One, Two, Three, Four, Five | my, Why |
| | Puddle Play | by, Flying, sky |
| | <i>Bumble Bee</i> | fly |
| | <i>Greedy Cat is Hungry</i> | by |
| | <i>“Smile!” said Dad</i> | try |
| | <i>Keep Trying</i> | Try(ing), try(ing) |
| | <i>Ready, Steady, Jump!</i> | try |
| | <i>The Praying Mantis</i> | by, fly |
| | <i>King and Queen of the Cats</i> | sky |
| | <i>Paul</i> | shy |
| | <i>The Shag Goes Fishing</i> | dry |
| | <i>Fasi Sings and Fasi’s Fish</i> | by |
| | <i>Finding Mum</i> | by |
| | <i>Hay for Ambrosia</i> | dry |
| | Good Morning When it’s Morning (<i>Thank You</i>) | Good-bye, sky |
| | Hide and Seek (<i>Thank You</i>) | my, my(self), try |
| | The Pancake (<i>Thank You</i>) | Fry |
| | <i>The Safe Place</i> | sky, why |
| | <i>The Wild Wet Wellington Wind</i> | by |
| | <i>Wibble Wobble, Albatross!</i> | fly |
| | <i>Woolly Sally</i> | dry |
| Cheeky Little Fantail (<i>Kiwi Kidsongs 9</i>) | fly, Flying, try | |

Appendix 5

“Y” as a vowel in Ready to Read poems, emergent and early level books, and *Kiwi Kidsongs*

| “y” sound | Title | Words |
|--------------|-----------------------------------------------|--------------------|
| -ies or -ied | <i>Rosie at the Zoo</i> | cried |
| | <i>Blackbird’s Nest</i> | babies, Babies |
| | <i>Greedy Cat’s Door</i> | cried |
| | <i>Lunch for Greedy Cat</i> | cried |
| | <i>Pukeko Morning</i> | dries |
| | <i>Finding Mum</i> | tried |
| | <i>Hay for Ambrosia</i> | dried, dries, ties |
| | <i>I Had a Little Brother (Thank You)</i> | died |
| | <i>A Crocodile with Toothache (Thank You)</i> | ties |
| | <i>Wibble Wobble, Albatross!</i> | tries |