

Module Nine: Part 3

c) Resources and practices for the *sub*-skills of the three core skills

To appreciate the features, the use and the effectiveness of various resources for teaching and learning the *sub*-skills of the three core phonics skills

The *sub*-skills of the three core skills - resources for teaching and learning

The **CORE** skills for decoding and encoding:

1. **Synthesise** = sound out and blend, or discern, the word (decoding/reading)
2. **Segment** = identify the sounds all through the spoken word, write graphemes for each sound (encoding/spelling), blend to check

What about the *sub*-skills?

The decoding (reading) *sub*-skills

Sub-skill involving *sounds only* is **oral blending**:

Hear the discrete sounds of a word to ***train*** the learner to ***discern*** the whole word

e.g. ***Hear*** the separate sounds

/d/ /r/ /e/ /s/ to ***discern*** the word 'dress'

Starts in Phase One of Letters and Sounds

The encoding (spelling) *sub*-skills

Sub-skill involving **sounds only** activity:

Say a whole spoken word, split it up into its component sounds (**oral segmenting**):

e.g. Say “**boat**” very slowly and model how to segment (split up or identify) the separate sounds **all through the word** /b/ /oa/ /t/

Sub-skills involving print

Reading sub-skill **involving print**:

“See the graphemes, say the sounds”.





(e.g. Flash Cards, Say the Sounds Posters, lists of graphemes on various resources)


Spelling sub-skill **involving print**:

*“Hear the sounds, **point to (select, or write)** the graphemes”*

(e.g. Frieze Posters, Say the Sounds Posters, Grapheme Tiles, lists of graphemes)

These and other resources support the teaching and learning of the sub-skills

 _ _ ck	e 
h 	r 

	-oe	er, ar ve ce ge se y, c, g, oe everyone
Joe put a musical trio together with Roberto and Florence. Joe plays the oboe, Roberto plays the drums and Florence plays the piano and the keyboard. Their upbeat music playing on the radio soon had		

s	a	t
		n
		ck
		r

3 say the sounds - know the graphemes unit 6

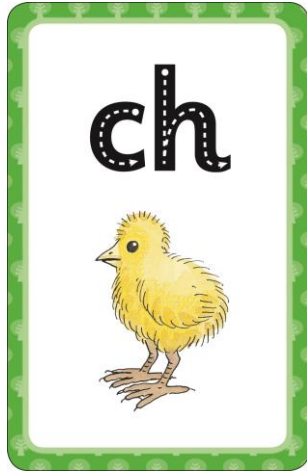
unit 1	j	d	-oy	m	ai	-ll	-igh
unit 2	qu	-ue, -zz	-y	, -x	b	ea,	g
	-ss	o,	p	-ce	h	u,	-ve -ay
	f	l	sh	ar	n	a,	w -ge
	oo,	-ck	-er,	y	i,	th,	ow, -se,
	-ng	c	e,	-le	ee	ch	ou -nk
	v	-ie	r	s	z	oa	-ff oi
	t	or	k	wh	-ey	-oul	
							76
unit 6							
unit 6	-our	-ere,	ae	g ⁱ	wor		
	ear	o-e	g ^a	ur	-are	e-e	
	cy	ir	air	i-e	cl	-ier	
	u-e	oe	c ^a	-re	-eer	a-e	
	g ⁱ						24

unit 6 vowel phonemes represented in black consonant phonemes represented in grey

ck	e
h	r

S	s
<hr/>	
A	a
<hr/>	






igh ch oo th ng or ee qu ur sh oo ar ai oa

ur	oa		
ar	or		

Trace



ur

 purse

hurt
turn
curls
church

burger curtain hurt

purse

What other words can you find in the picture with the *ur* sound in them? (Purse, curly hair, purple)

sh th ng ai ee igh oa oo oo ar or ur

Grapheme Tiles for school Stage 2

ch	sh
th	ng
j	dge
v	ve

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igh oa oo oo ar or ur

Look up! Look up!
See the full moon,
It glows in the stormy gloom.
See the stars twinkle,
A burst of light. Zoom!
See a shooting star,
Quick, catch it in a jam jar!

Read the poem, sound out and blend any words that you do not know.

Say the sounds

Oxford Reading Tree Sounds and Letters Stage 1+

s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	ff
l	-ll	-le	-ss

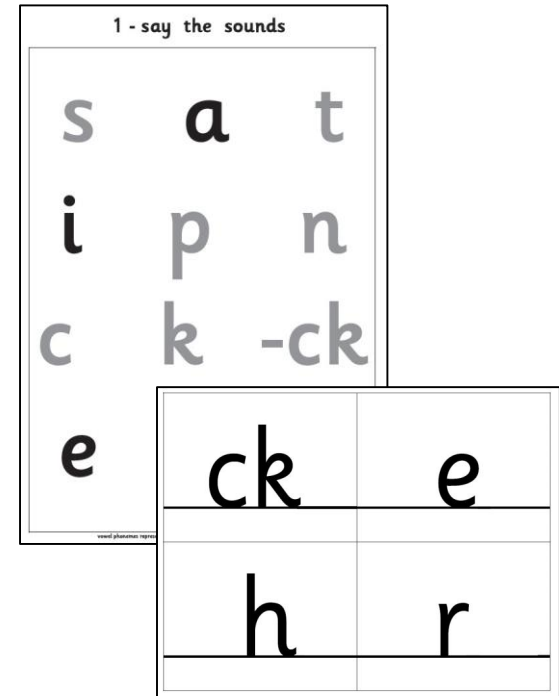
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What about 'sound buttons' ?

What is it that *prompts* the reader to *say the sounds* when reading print ?

The **GRAPHEMES** *prompt* the **READER** to say the sounds

This is why it is helpful
to teach graphemes with
separate Flash Cards at first



No need for sound buttons!

Learners need to look for the letter groups.

Graphemes – letters and letter groups

Constant exposure to letter groups:

1. to recognise the letter group, and *say the sound* instantly (*sub-skill of reading*)
2. to recognise letter groups **within printed words** *before* sounding out left-to-right
3. to *recall* letter groups when **allotting graphemes** for *spelling purposes*