

## Module Nine: Part 5

### e) Mnemonic systems (aids to memory)

To understand that *mnemonic systems* can be very effective for teaching and learning – or can serve to detract – so the ability to *evaluate* mnemonic systems is an important teacher's skill

## **Module Nine: Part 5 continued**

### **e) Mnemonic systems (aids to memory)**

**To understand the rationale and role of the various mnemonics systems underpinning the resources and guidance of the Alphabetic Code Charts and the Phonics International and ORT Floppy's Phonics Sounds and Letters programmes to support teaching and learning**

# THE MNEMONIC SYSTEM

Mnemonic systems are **'aids to memory'**.

Mnemonic systems can be very effective and well-designed, but also ineffective, or serve to detract either teacher, or learner, or both.

Always consider the merits, or otherwise, of any mnemonic system for teaching & learning.

# THE MNEMONIC SYSTEM

What works well as a **sustainable** mnemonic system (*aid to memory*) for reading and spelling?

Debbie's synthetic phonics programmes have **key example words and pictures** for **both** the **sounds** and **spelling alternatives** (graphemes).

# Mnemonic picture-words

/k/



c a t



k i t



d u c k

This makes the learning of the different sounds and spellings **memorable** and **manageable** and can clarify and organise the teaching and learning for adults and children alike.

# Mnemonic picture-words

/k/



c a t



k i t



d u c k

The key picture-words *prompt* the focus sounds.

**Which picture-words for the sounds on the PI chart have the focus sound:**

-at the beginning

-within the word

-at the end of the word?



# Mnemonic picture-words

/k/



c a t



k e y



d u c k

Same mnemonic **system** for prompting sounds and exemplifying spelling alternatives in **ORT Floppy's Phonics Sounds and Letters**.



**Why is the letter 'k' and not 'c' used in the slash marks to denote the sound?**

# Say the Sounds Posters for the *sub*-skills involving print

1 - say the sounds

s	a	t
i	p	n
c	k	-ck
e	h	r

vowel phonemes represented in black    consonant phonemes represented in grey

Reading *sub*-skill:

See the graphemes,  
say the sounds

Spelling *sub*-skill:

Hear the sounds,  
point to (or air-write)  
the graphemes



“Air-write the grapheme for /k/”

Which one?

“The /k/ as in  
duck, then  
the /k/ as in  
kit.”

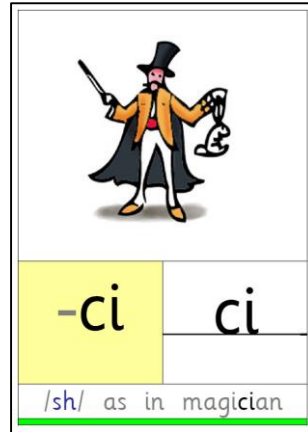
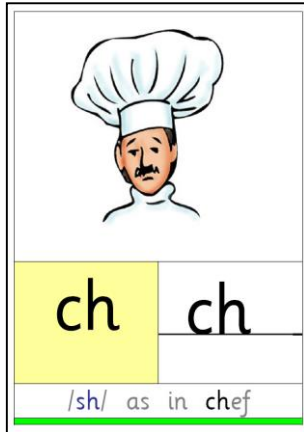
Train the learners to  
do these activities  
themselves

1 - say the sounds

s	a	t
i	p	n
c	k	-ck
e	h	r






vowel phonemes represented in black    consonant phonemes represented in grey

# Grouping the Spelling Alternatives in Phonics International:

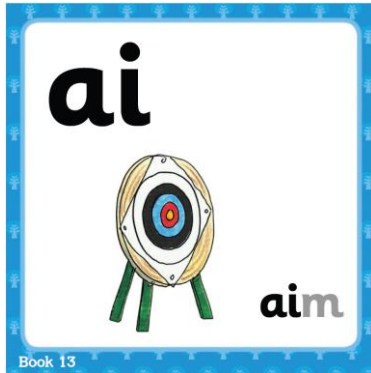


**Alphabetic Code Frieze Posters**  
introduce graphemes individually

**Grouping the Spelling Alternatives Posters**  
gather the graphemes systematically throughout the programme

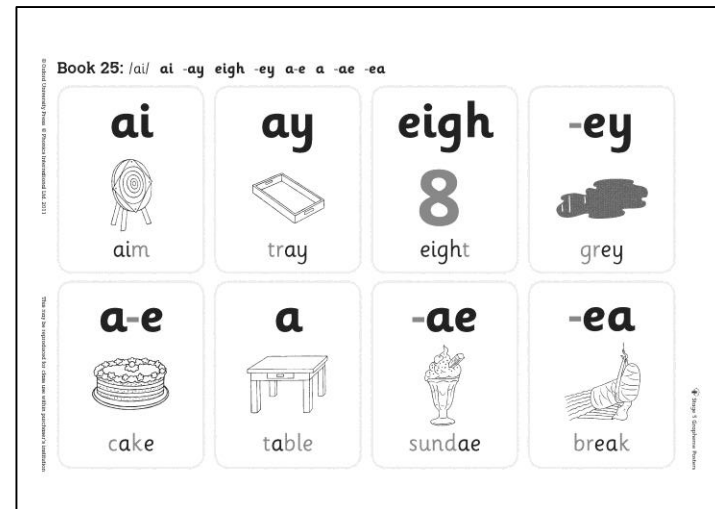
phoneme	spelling alternatives in key words				
/sh/	sh	ch	-ti	-ci	-ssi
					
	sheep	chef	station	magician	admission

# Grouping the Spelling Alternatives in ORT Floppy's Phonics Sounds and Letters:



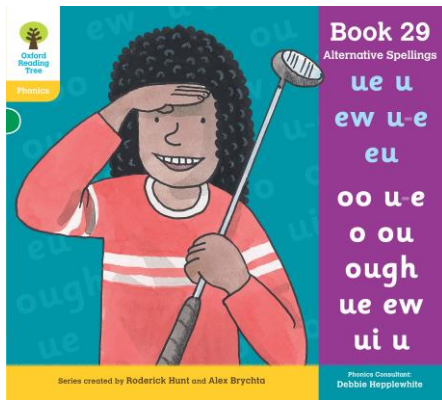
**Frieze Posters**  
introduce graphemes individually

**Grouping the Spelling Alternatives Posters**  
gather the graphemes systematically throughout the programme

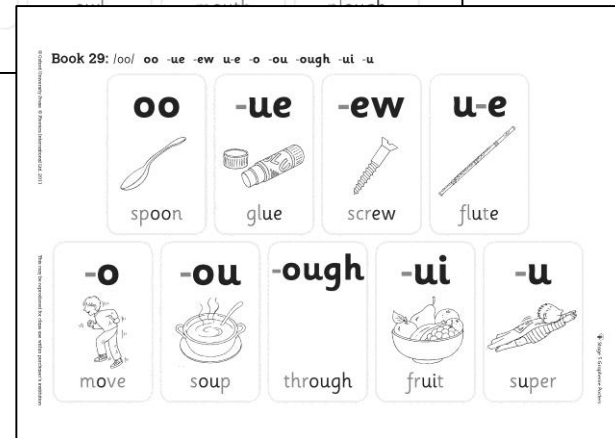
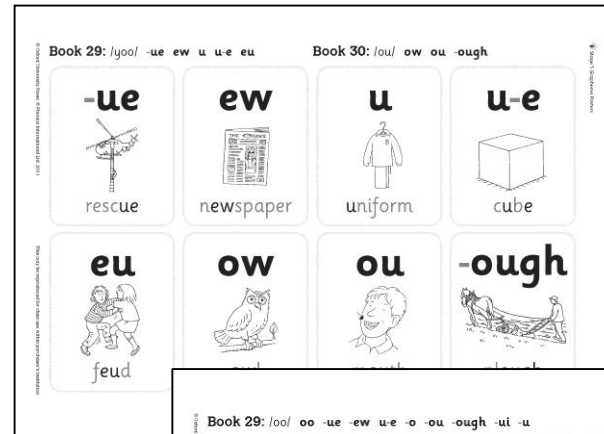


**Handbook 2**

# Grouping the Spelling Alternatives in ORT Floppy's Phonics Sounds and Letters:



FP S & L Books



Handbook 2