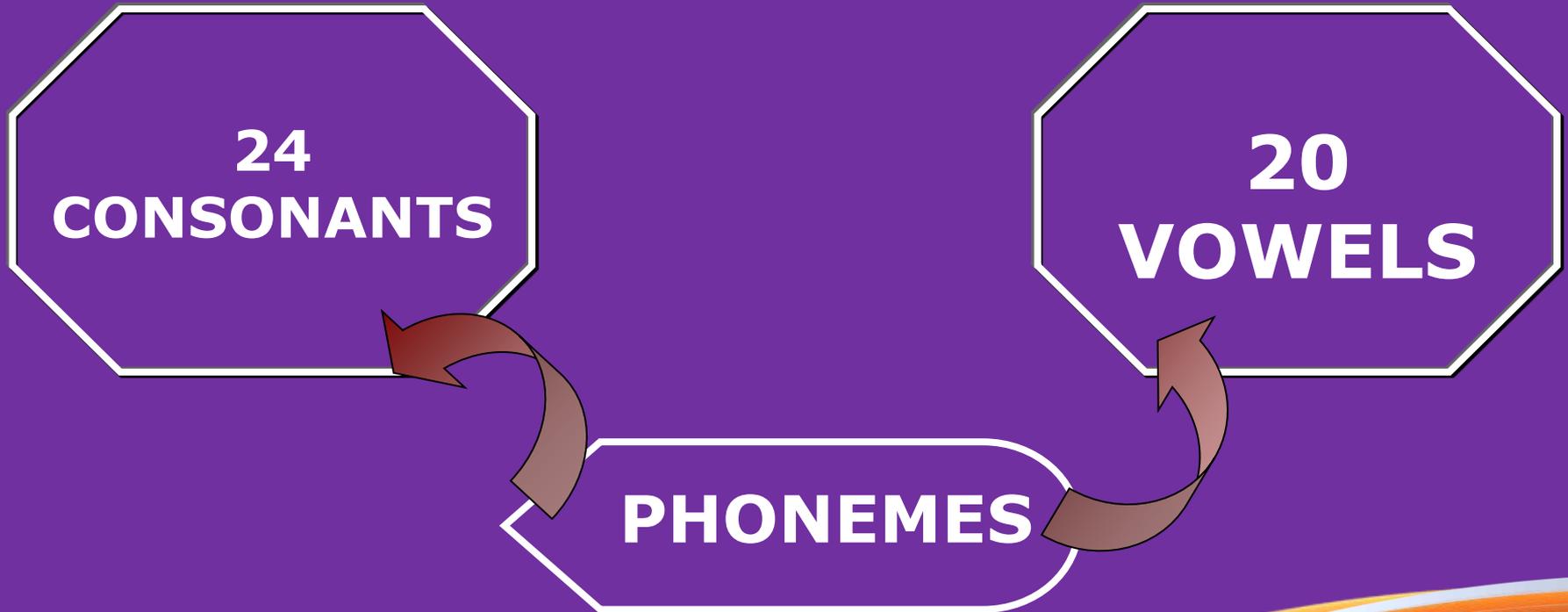


LEND ME YOUR EARS



THE ENGLISH SOUND SYSTEM



Short Vowel Sounds

/ɪ/ (ship)

bin

pin

sit

/e/ (pen)

pen

ten

bell

/ʌ/ (cup)

cup

hut

bun

/æ/ (man)

pan

man

bag



Short Vowel Sounds

/ə/ (a camera)

a camera

a glass

a book

/ɒ/ (clock)

hot

cot

top

/ʊ/ (book)

book

cook

look



Consonants

/p/ (pen)

pen

pencil

paper

voiceless

/b/ (baby)

bin

box

bear

voiced

/t/ (tin)

tin

tail

ten

voiceless

/d/ (door)

door

duck

doll

voiced



Consonants

/k/ (key)

car

cup

cat

voiceless

/g/ (girl)

goat

girl

glass

voiced

/f/ (fin)

fin

five

four

voiceless

/v/ (van)

van

vase

vell

voiced



Consonants

/θ/ (thin)

thin

thumb

thick

voiceless

/ð/ (than)

they

there

those

voiced

/s/ (sun)

sun

sit

sand

voiceless

/z/ (zoo)

zoo

zip

zebra

voiced



Consonants

/h/ (hat)

hill

heel

hand

voiceless

/m/ (mouth)

me

met

moon

voiced

/n/ (nose)

nose

nine

noise

voiced

/l/ (letter)

low

light

line

voiced



Consonants

/r/ (wrong)

right

red

rose

voiced

/j/ (yellow)

yolk

yam

yes

voiced

/w/ (window)

we

wheel

wet

voiced

/ʒ/ (television)

television

treasure

garage

voiced



Consonants

/ʃ/ (shoe)

she

shoe

ship

voiceless

/tʃ/ (cherry)

chips

chin

cherry

voiceless

/dʒ/ (jam)

jam

jeep

jar

voiced

/ŋ/ (ring)

wing

thing

wrong

voiced



Long Monophthongs

/i:/ (sheep)

heel

peel

leek

/ɜ:/ (girl)

bird

turn

burn

/u :/ (boot)

pool

root

tooth



Long Monophthongs

/ɔ:/ (ball)

port

fork

tall

/ɑ:/ (heart)

march

card

barn



Diphthongs

/eɪ/ (tail)

tail

pain

wait

/aɪ/ (fine)

buy

tie

kite

/ɔɪ/ (boy)

oil

coin

toy

/aʊ/ (house)

cow

bow

brow



Diphthongs

/əʊ/ (phone)

float

coat

boat

/ɪə/ (beer)

ear

tear

dear

/eə/ (chair)

air

pear

hair

/ʊə/ (sure)

sure

pure

cure



Phonics

- an approach to teaching reading
- aims at building foundational skills in beginning readers
- use of phonics depends on the practitioners' beliefs about reading



Good Phonics Instruction should:

- a. develop the alphabetic principle – the notion that letters in words stand for specific sounds
- b. develop phonological awareness – recognition of sounds in spoken words (phoneme awareness)
- c. provide a sound grounding in the letters – learning the shapes and names of letters
- d. provide sufficient practice in reading words – in isolation or in context
- e. lead automatic word recognition – phonics instruction is not the end but the means to help children read words automatically



ACTIONS





Phoneme : /s/

Grapheme :

s

ss

c

1. Form a cobra head with your hand.
2. Trace the letter 's' in the air and, say s...



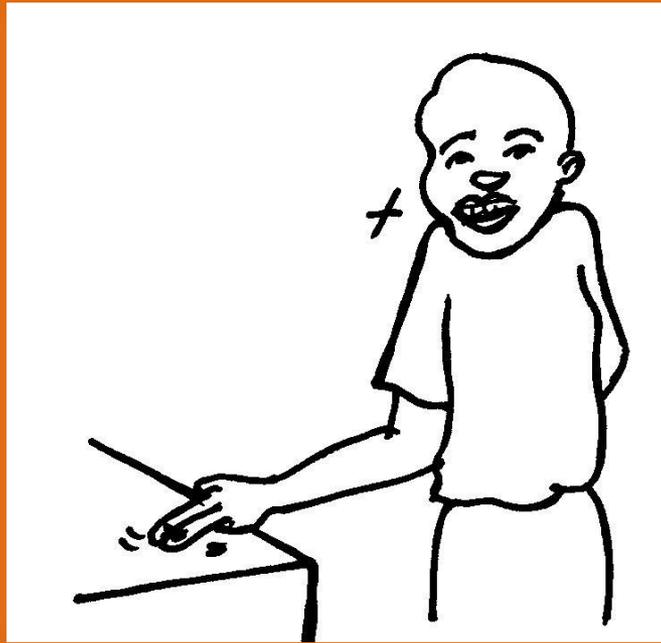


Phoneme : /æ/

Grapheme :

a

Imagine a spider crawling up your arm
and say *eh...*

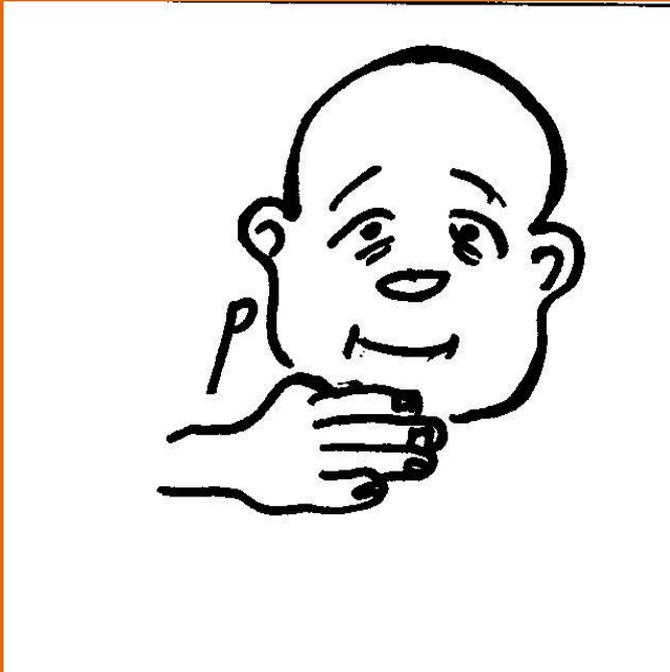


Phoneme : /t/

Grapheme :

t

Tap two fingers on the desk and say t...



Phoneme : /p/

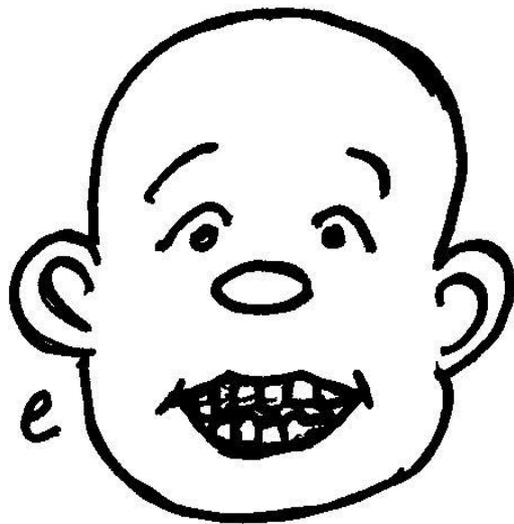
Grapheme :

p

Place four fingers in front of your mouth and
say *p...*

BLENDING & SEGMENTING ACTIVITIES



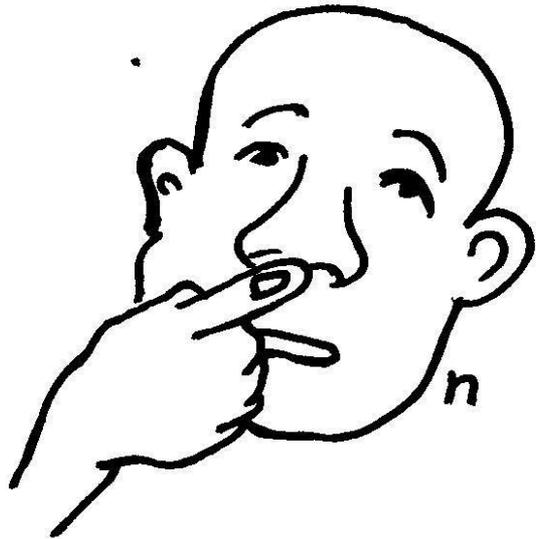


Phoneme : /ɪ/

Grapheme :

i

Show your teeth and say e.



Phoneme : /n/

Grapheme :

n

Touch the tip of your nose and say *n*...



Phoneme : /m/

Grapheme :

m

Lick an ice-cream and say m...



Phoneme : /d/

Grapheme :

d

Drumming action and say *d*...

BLENDING & SEGMENTING ACTIVITIES



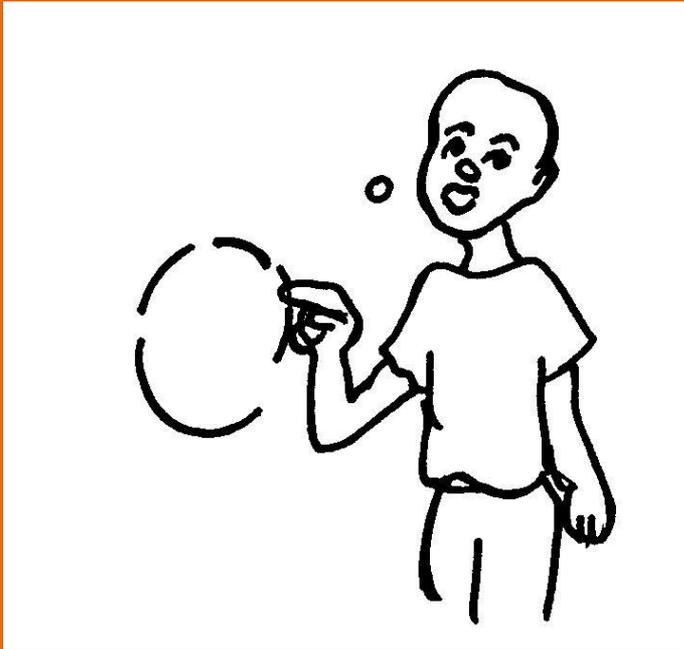


Phoneme : /g/

Grapheme :

g

1. You are cold, clutch your hands and shiver
2. Say ggg



Phoneme : /o/

Grapheme :

o

Draw a small circle (anti clockwise) in the air and say o



Phoneme : /k/

Grapheme :

c
k
ck

Action of flying a kite and say *k*

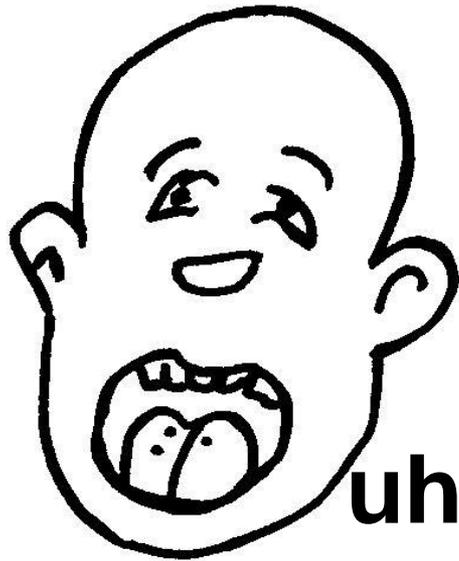


Phoneme : /e/

Grapheme :

e

Walk like an elephant and say *eh*



Phoneme : /ʌ/

Grapheme :

u

Look up and say *uh*



Phoneme : /r/

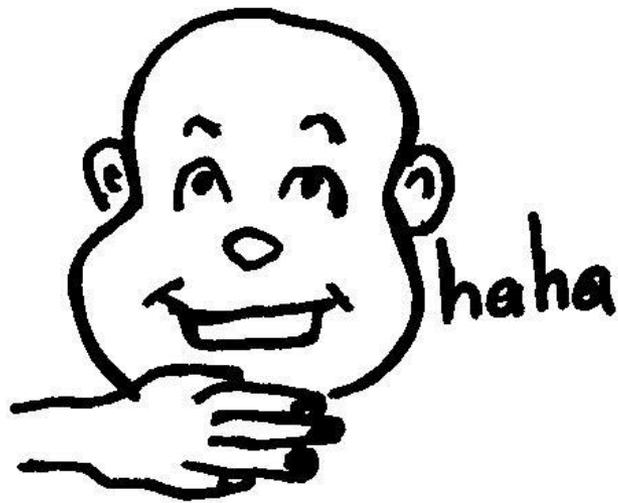
Grapheme :

r

Be a lion and say *rrr*

BLENDING & SEGMENTING ACTIVITIES



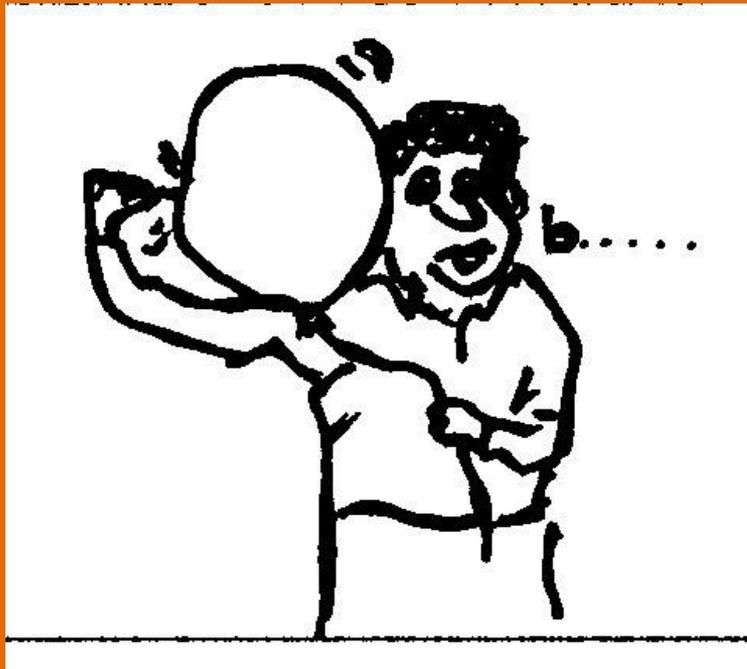


Phoneme : /h/

Grapheme :

h

1. Place your palm in front of your mouth.
2. Laugh *haha*

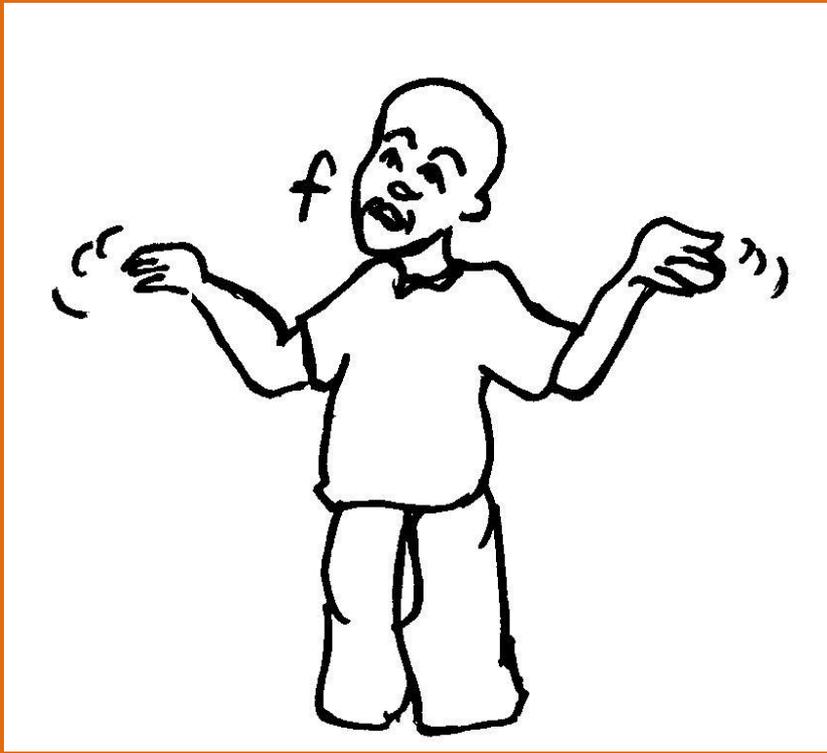


Phoneme : /b/

Grapheme :

b

Action of balloon bursting and say b...



Phoneme : /f/

Grapheme :

f

ff

Action of bird flying and say *f*...



Phoneme : //

Grapheme :

I
II

Raise both arms upright and say //..

BLENDING & SEGMENTING ACTIVITIES



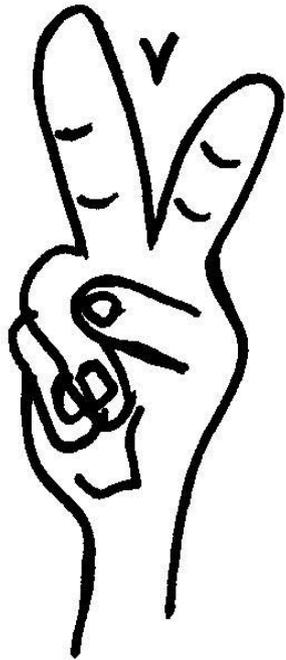


Phoneme : /dʒ/

Grapheme :

g
j

Jump and say *j*.

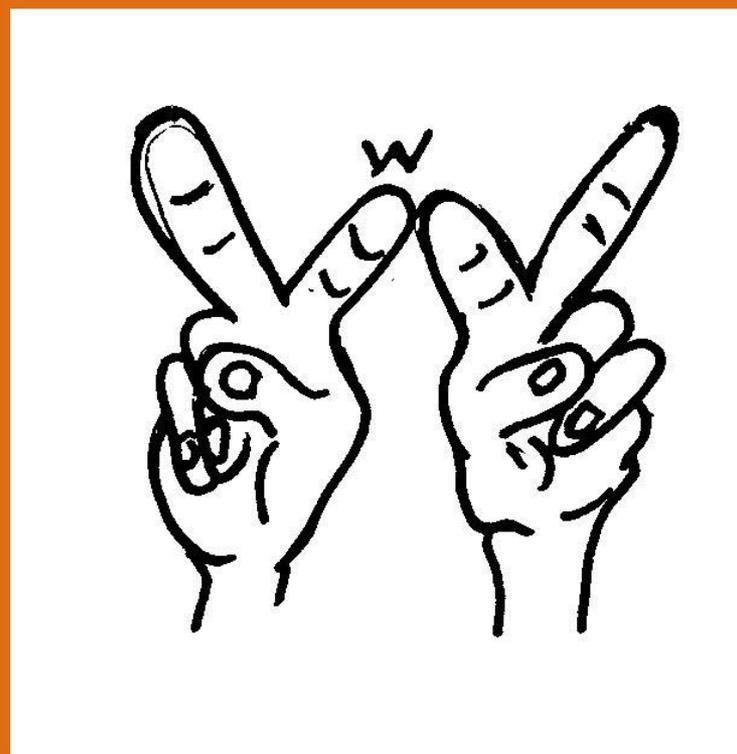


Phoneme : /v/

Grapheme :

v

Show the peace sign and say v.



Phoneme : /w/

Grapheme :

w

Join two peace signs and say w.



Phoneme : /ks/
/gz/

Cross your hands
and say *ks..*



Grapheme :

x

Slash 'x' and say
gz..

BLENDING & SEGMENTING ACTIVITIES



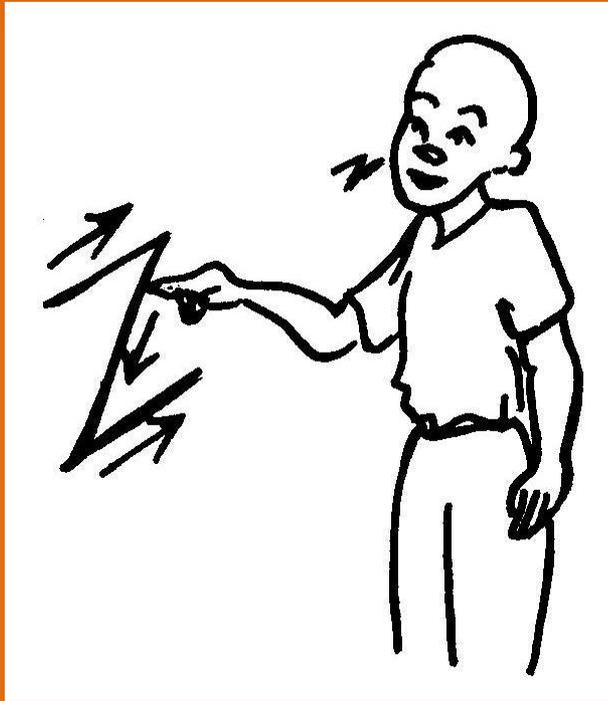


Phoneme : /j/

Grapheme :

y

Nod and say *yeh*



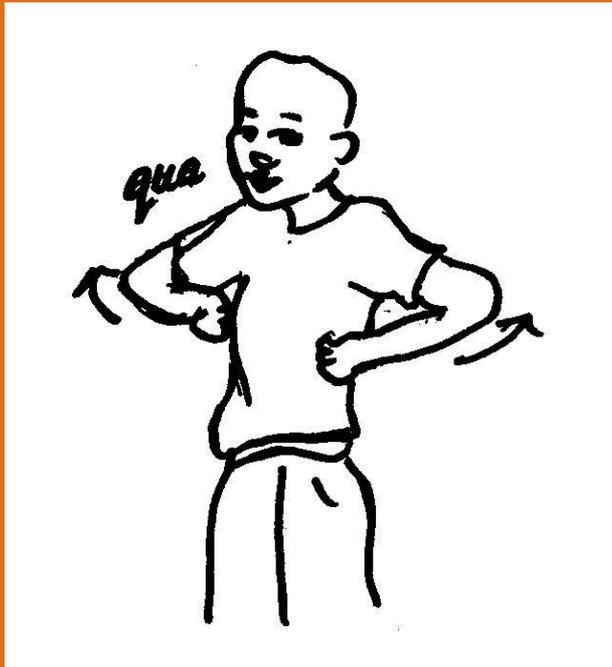
Phoneme : /z/

Grapheme :

z

zz

Trace 'z' in the air and say z..



Phoneme : /kw/

Grapheme :

qu

Action of a duck flapping its wings once
and say *qua*

BLENDING & SEGMENTING ACTIVITIES





Phoneme : / tʃ /

Grapheme :

ch

1. Action of a moving train with both arms
2. Say *ch*.

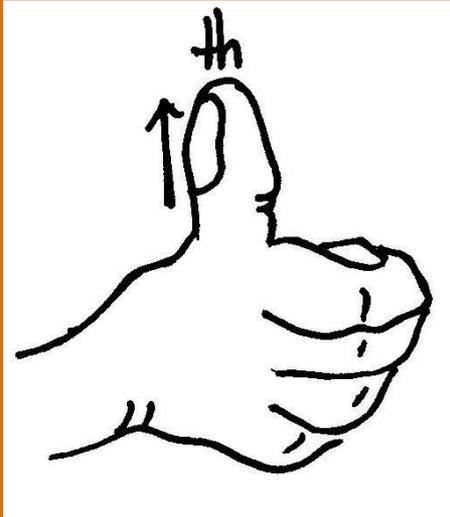


Phoneme : /ʃ /

Grapheme :

sh

Finger on the lips and say *sh..*



Grapheme :

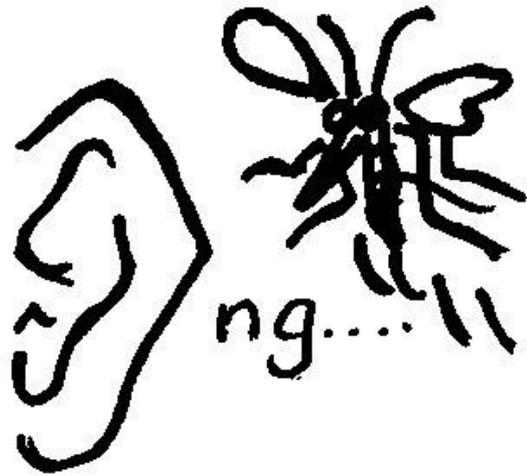
th



**Phoneme : / ð /
voiced**

**Show the thumb
and say *th*.**

**Point with the thumb
and say *th*.**



Phoneme : /ŋ /

Grapheme :

ng

Action of mosquito buzzing around ears
and say *ng....*

BLENDING & SEGMENTING ACTIVITIES



cat

mat

bat

rat



hat

sat

pat



rat and cat

cat and bat



hat and mat

pat a cat



a mat

a cat on a mat



a rat on a mat

a bat on a mat



a hat on a mat

a cat and a rat on a mat

a cat, a bat and a rat on a mat



High Frequency Words

```
graph TD; A[High Frequency Words] --> B[Decodable]; A --> C[Not Decodable];
```

Decodable

**Not
Decodable**



Decodable Words :

Phonetically decodable words should be taught according to the principle of saying sounds in a word in the order in which they occur.



Not Decodable Words :

Some words are not decodable using the grapheme-phoneme correspondence. They are also called tricky words.



Tricky Words :

the
to
I
no
go
into

you
they
all
are
my
her
he
she

we
me
be
was



Tricky Words :

said
have
like
so
do
some
come

were
there
little
one
when
out
what
oh

their
people
Mr
Mrs
looked
called
asked
could



THANK YOU

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