

Purpose:

The purpose of the sound cards is to practise the phoneme (sound) represented by the grapheme (letter/s) on each card, then to manipulate the sound cards to make words. This is part of a systematic, synthetic phonics programme with a multisensory approach. The words should start simply at CVC (consonant-vowel-consonant), then move into CCVC and CVCC words (common blends), followed by the systematic introduction of common end sound graphemes and consonant digraphs. Once these are mastered, preferably in conjunction with decodable readers for context, the long vowels and r-controlled vowels are introduced. Again, start these complicated vowel graphemes in CVC, CVCe and similar basic patterns.

The letters are colour coded to match the *Smart Kids 44 Sounds Desk Top Chart* and their magnetic letters (although yellow was kept consistent with all consonant sounds, with orange for 'c' & 'g'). The chart can be found here - <https://www.smartkids.com.au/products/44-sounds-desktop>. The letters are in *Comic Sans* font (with 'a' the same form as handwriting). They have an outline, plus a shadow at the bottom of the letter to help students know which way they go around. (You can always add a line under the letters too.)

Sets:

1. Alphabet Sound Cards with End Sounds*
2. Consonant Digraph Sound Cards
3. Common Long Vowel & R-controlled Vowel Sound Cards
4. Extended Long Vowel & R-controlled Vowel Sound Cards

Use/Activities:

- Print the relevant sound cards in colour and onto pastel coloured card. (Different colour card per child.)
- Cut them out and DO NOT laminate, so that they can draw on the back, plus it means no glare.
- In a limited and systematic way, introduce each grapheme to the group and make sure they have clear pronunciation of the phoneme (ie. Not adding 'uh' or 'er' after sounds, plus no voice for voiceless sounds, like /p/). Follow a scope and sequence of phoneme/grapheme introduction according to the decodable readers, a school programme, or targeted intervention.
- Get the children to draw a picture on the back of each card with something that starts with the sound or has the sound in it. (However, make sure they can identify their picture consistently with that sound and that it is correct, ie. 'insect' for short /i/, not 'ice-cream').
- Create CVC words with the cards and change a single SOUND (eg. /m/-/a/-/t/ (segment) = "mat" (blend), "what do you get if you change the /t/ to /p/?" = /m/-/a/-/p/ = "map"). Focus on initial, medial (short vowel) or final sounds in rotation or as each child needs practise.
- Use the cards to identify and make rhyming words.
- Once skills in phonemic awareness, segmenting and blending are developing, introduce common initial or final blends. Then the other graphemes as mentioned above in the 'Purpose'.
- For each word created, children could write the words on a whiteboard. Then they could make the words with another tactile medium or list them in a book. Use the sound cards to make words for the week, which are then used in spelling and writing activities.
- Flip through the weekly focus sound cards each day, saying the correct phoneme. Plus, use the cards for other games, like *Snap* or *Memory*. (But remember they have drawings on the back as a support!)

*Free to distribute without adjustment and with reference to the source.

More information: www.alphability.com.au & <https://www.facebook.com/alphabilityko/>

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