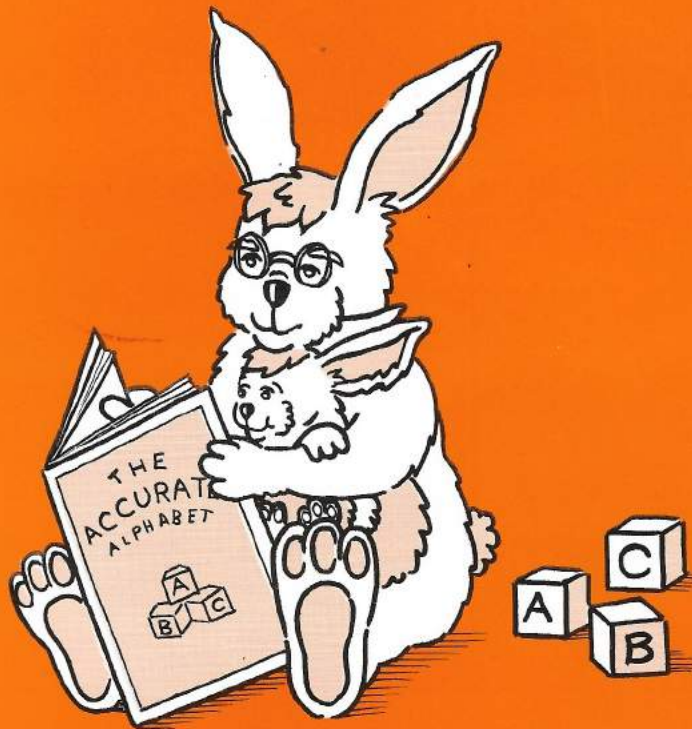


A B C D E F

THE

ACCURATE

ALPHABET.



teach them
to read with
ease



KR

S H O D O N

Contents

Introduction

Pupils "personal" Alphabet Sheets (showing the picture first and then the letters/sounds) 1.1a.1b.

Children's Individual Progress Charts

- (a) Names and Sounds of the Alphabet 2
 - (b) Alphabet in capitals 3
 - (c) Long and Short Vowel Chart 4
 - (d) Orientation Pictures 5
(to help children with directional problems)
 - (e) Drill for Teaching the Names, Sounds and Sequence of the Alphabet. 6,7
- Individual illustrations for colouring from A to Z 8-33



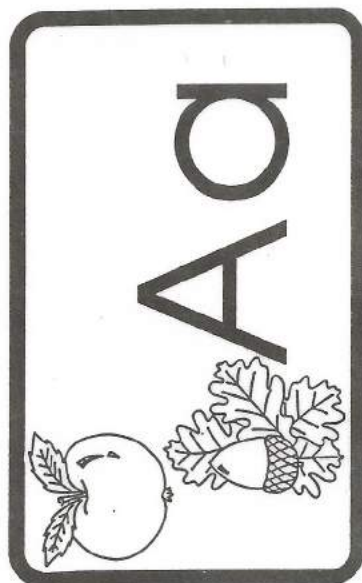
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H I J | K L M

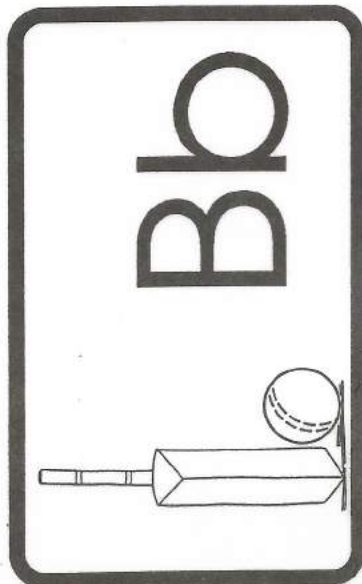
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R S T | U

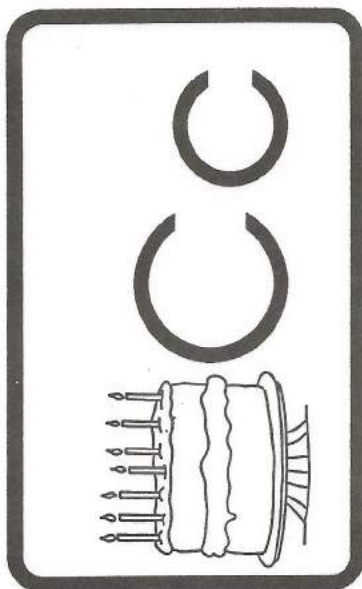
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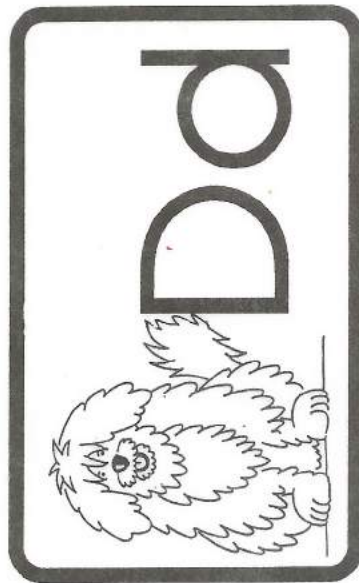
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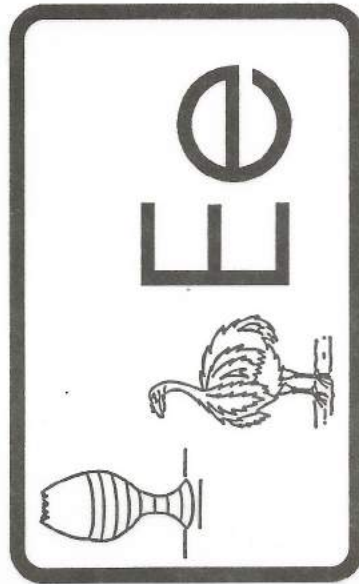
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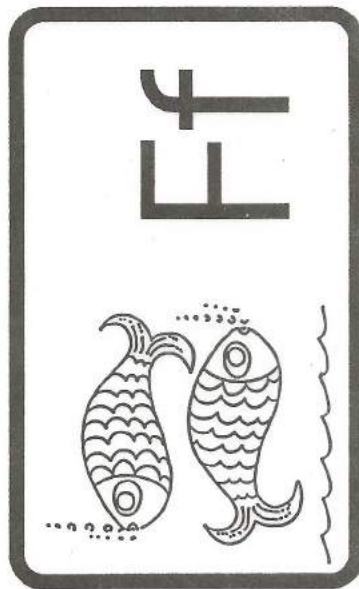
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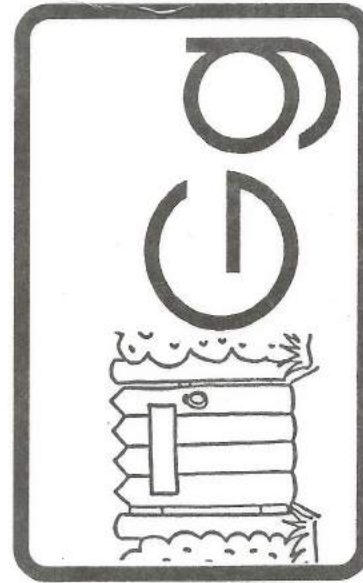
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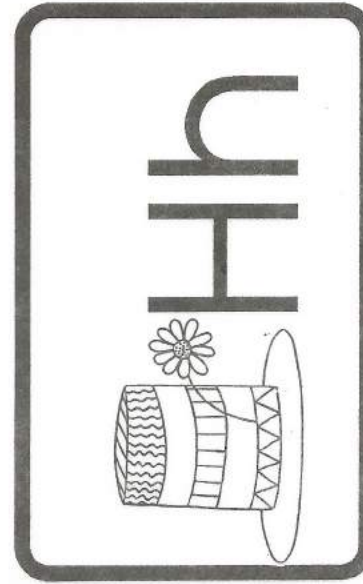
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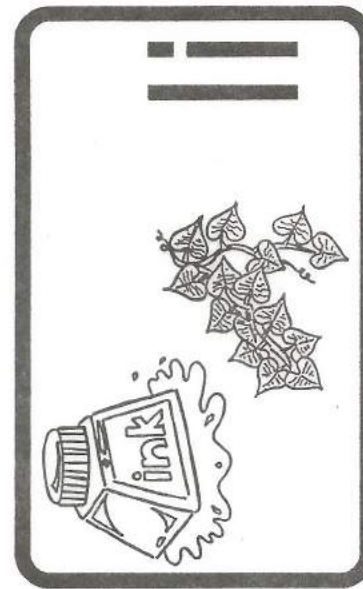
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Gg

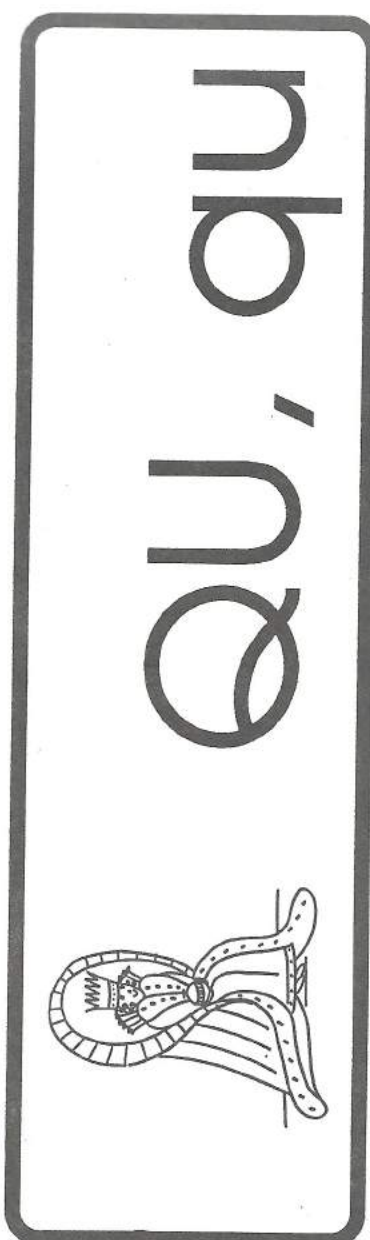
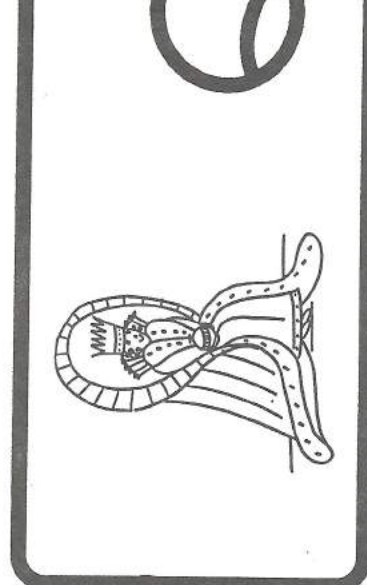
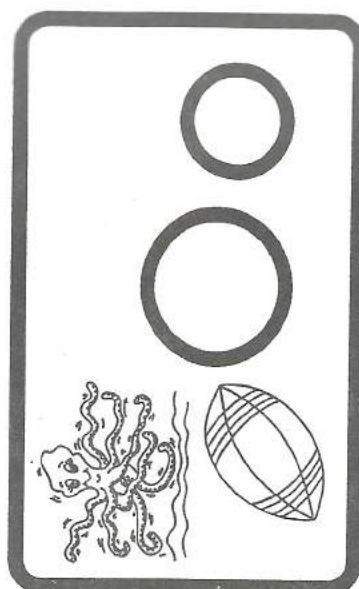
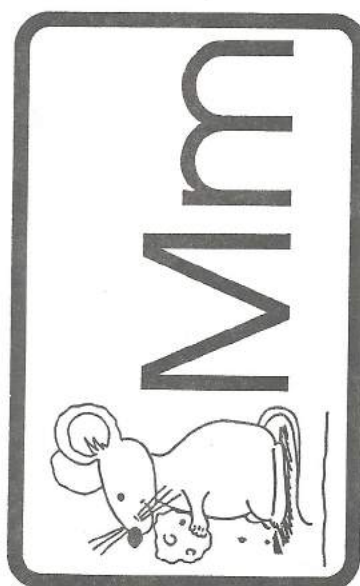
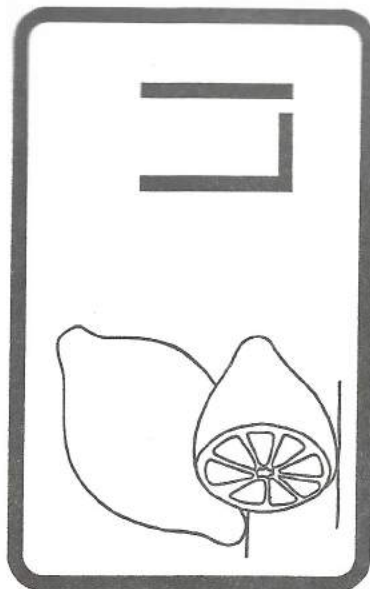
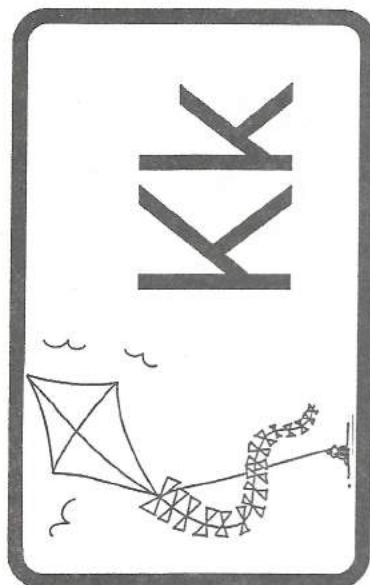
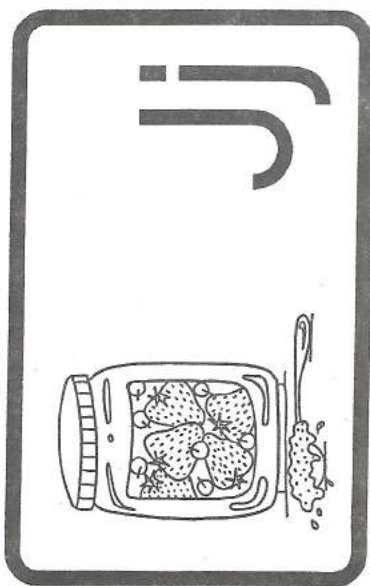


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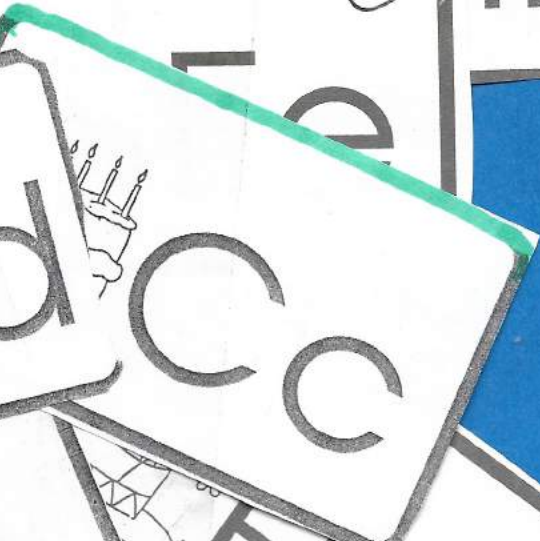
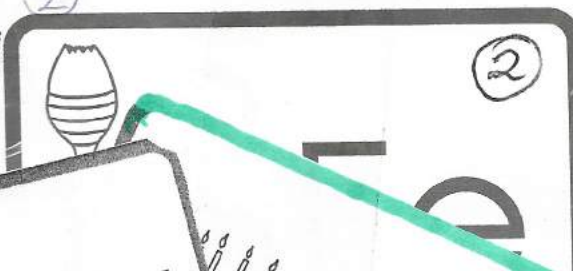
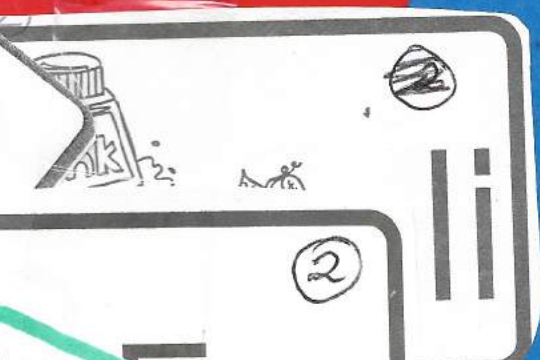
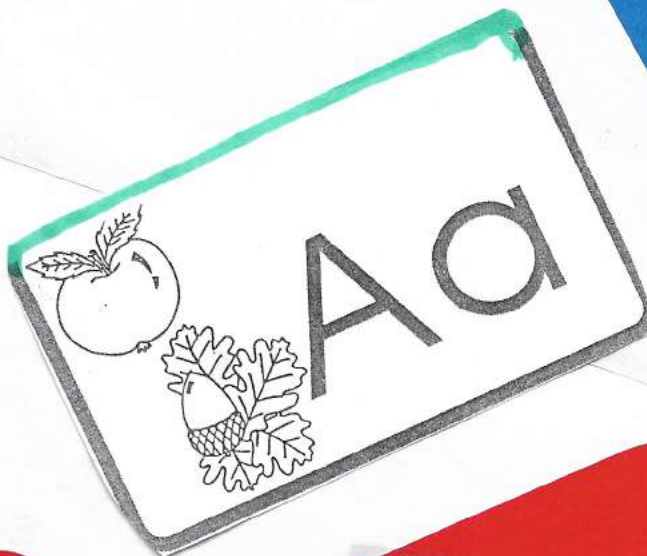


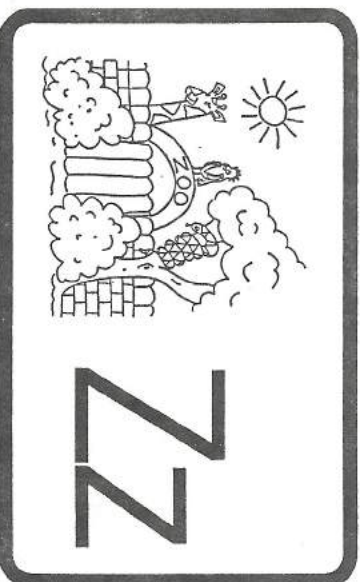
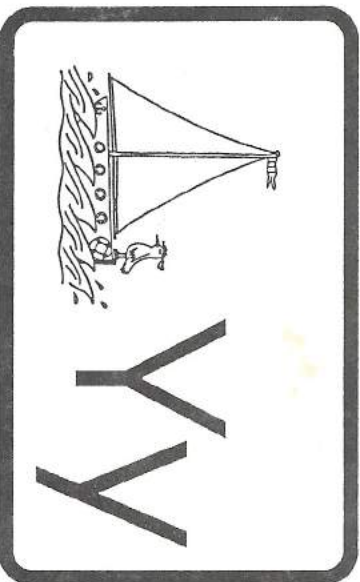
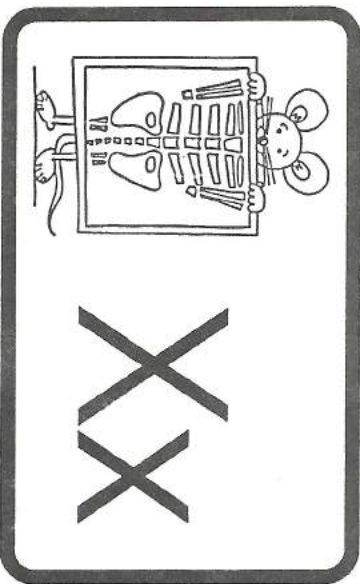
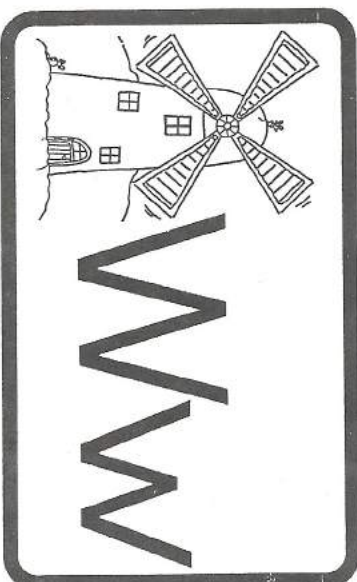
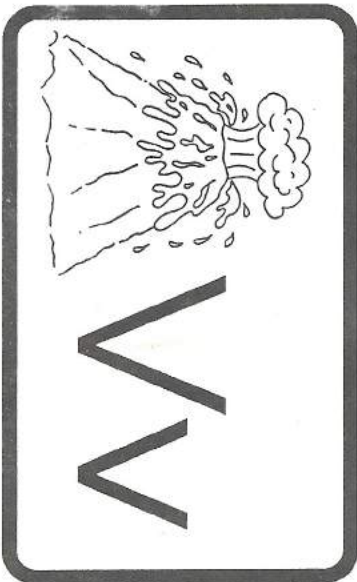
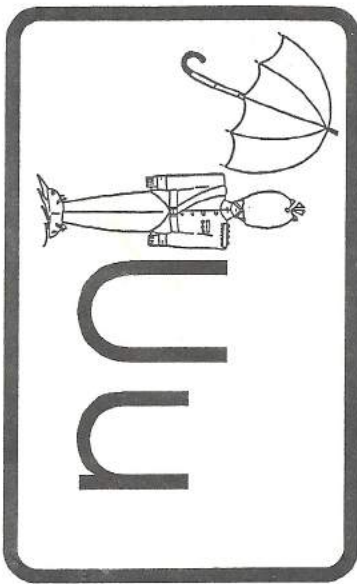
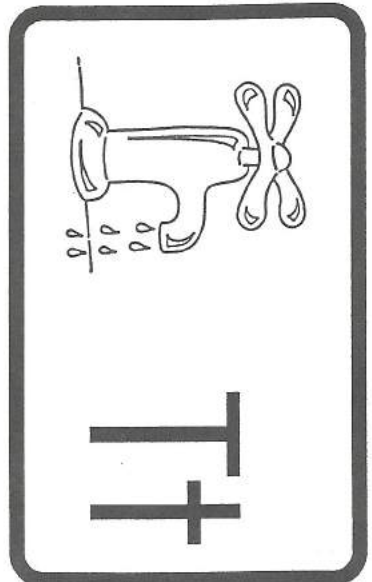
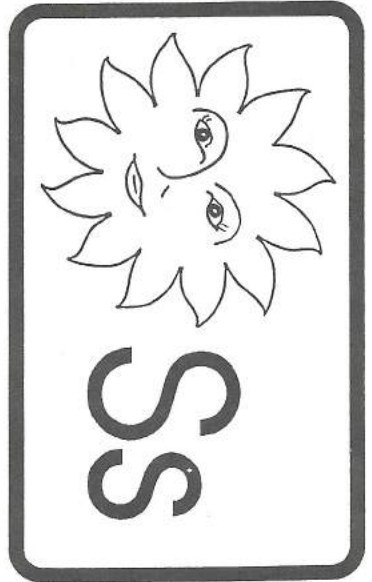
Ii

Say the **PICTURE FIRST** and then the **SOUND**

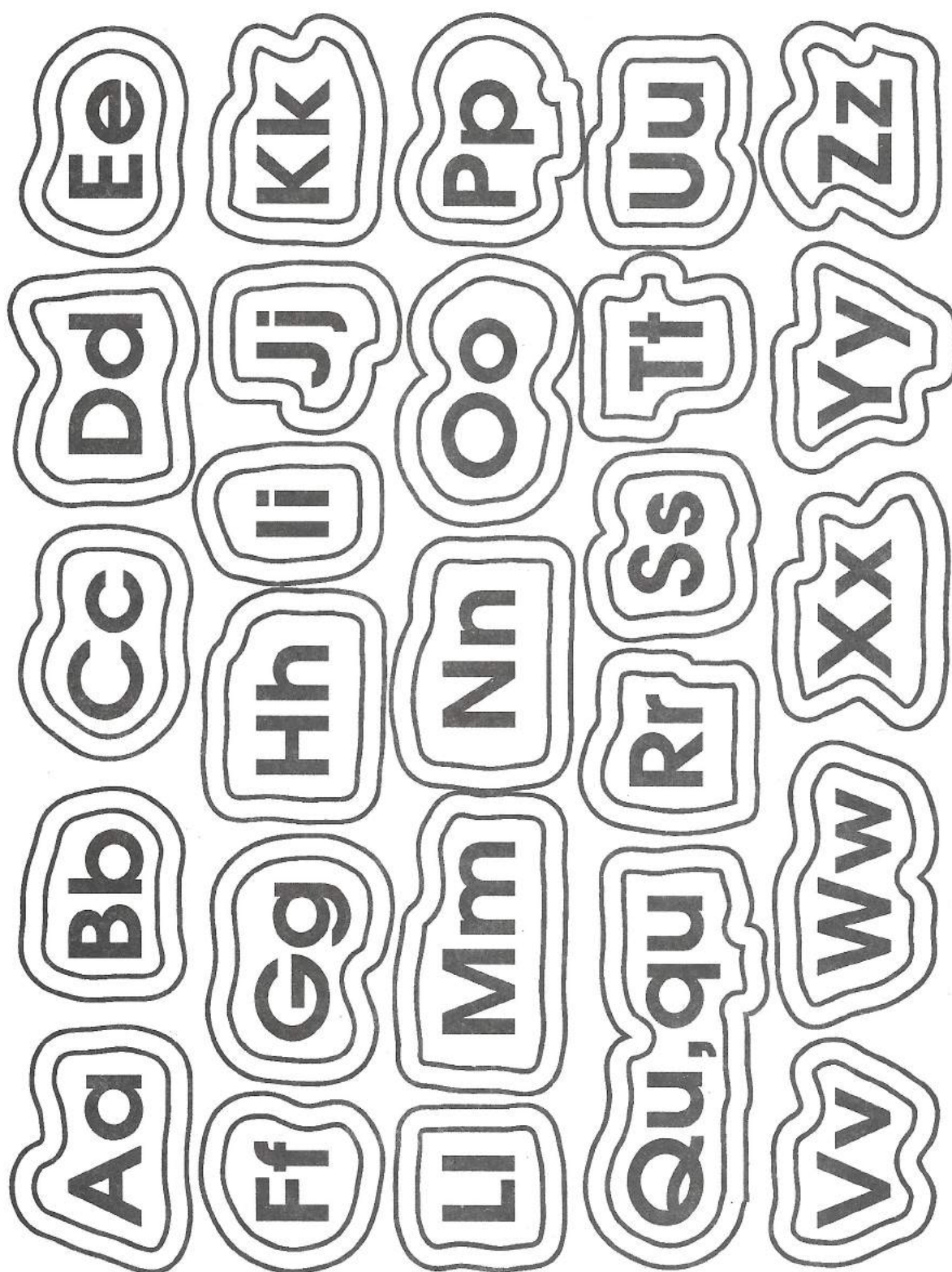


Say the **PICTURE FIRST** and then the **SOUND**





Use this sheet as the front of each child's sound folder. When the child really knows the name of a letter (as required in the National Curriculum) they can colour in the outer circle of that letter - when they know the sound itself, they colour in the inner circle. In this way teachers and/or parents have an instant individual record of achievement and can see the next sound to be taught at a glance. For children needing more work on the sounds of the alphabet use the relevant pages and positive method from the "Accurate Alphabet".



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Maria



bat.
sat
fat
pat
cap.
pet.

Completed!
Hurrah!!



Aa

Bb

Cc

Dd

Ee



Ff

Gg

Hh

Ii

Jj

Kk



Ll

Mm

Nn

Oo

Pp

Qq, qu

Rr

Ss

Tt

Uu



Vv

Ww

Xx

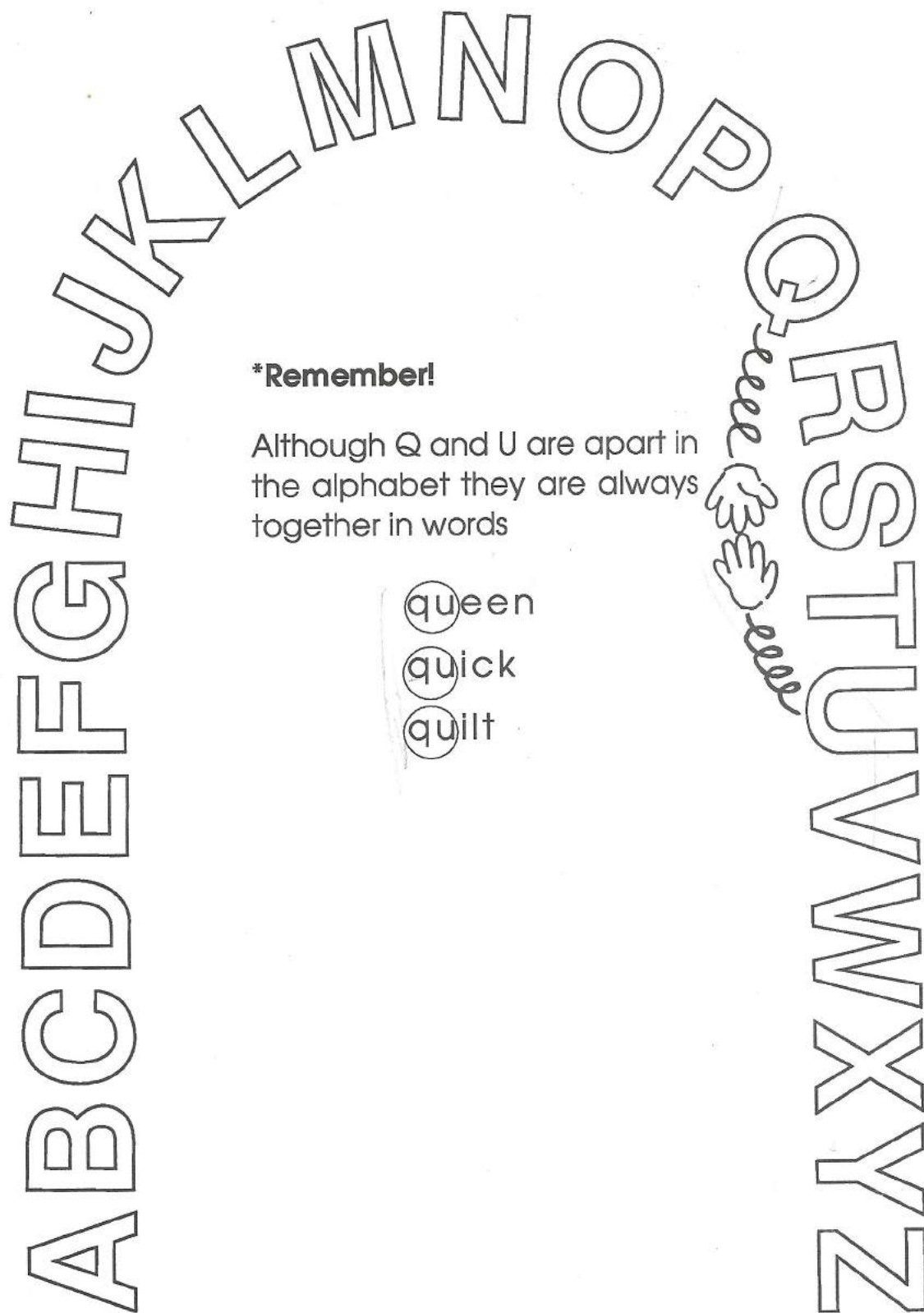
Yy

Zz



Well done!!





***Remember!**

Although Q and U are apart in the alphabet they are always together in words

queen

quick

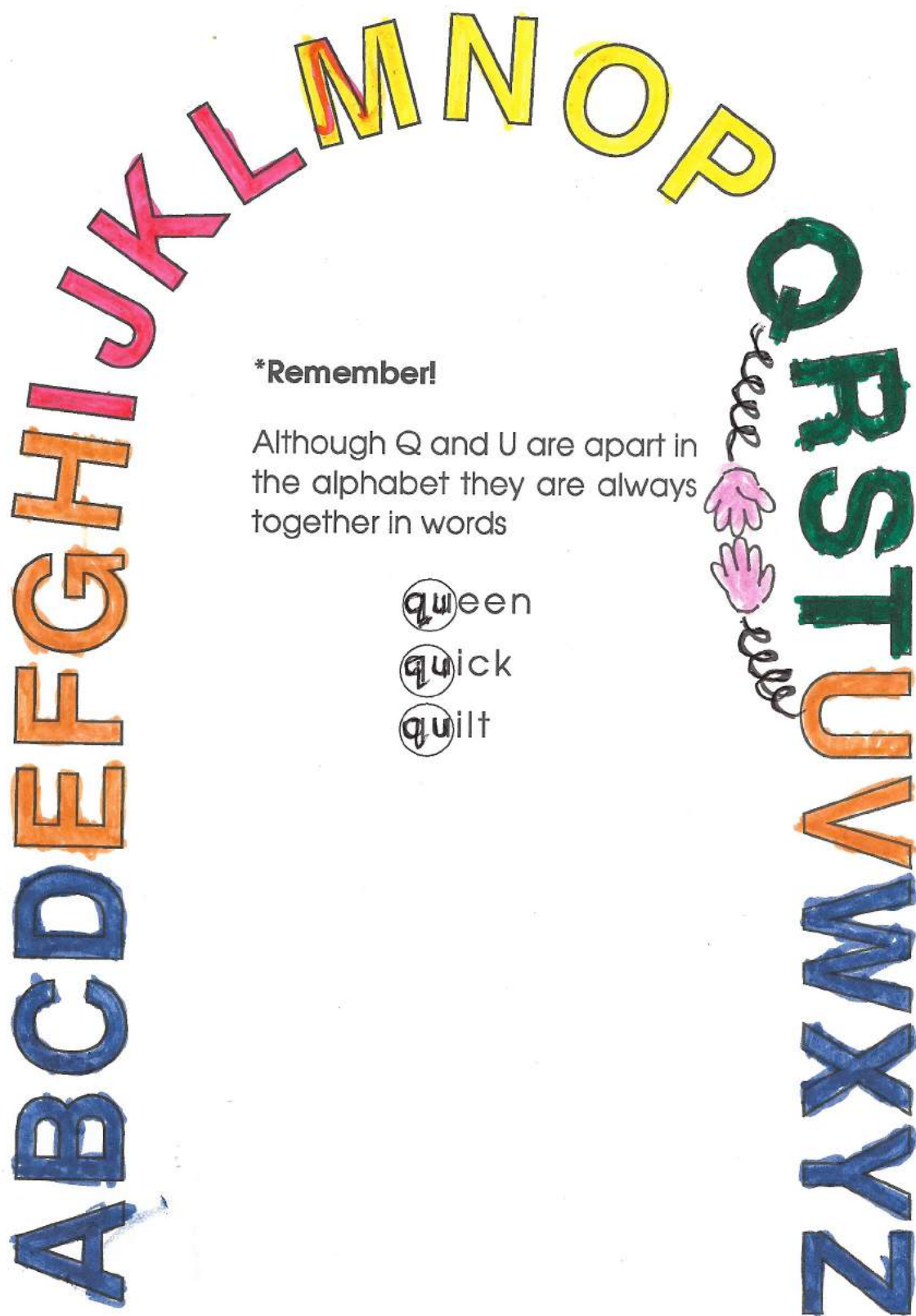
quilt

TEACHING NOTE

Ideally children should be taught the upper (capital) and lower case letters as one unit, e.g. Gg, Aa, Ee . . . (as on page 13) for use as the front of their individual 'Sound Folders'.

At some point, when the child appears to recognise all the letters - their sounds and their names, it is a good idea to double check capital letter 'knowledge' - because spellings, as the child gets older, will be given by the letter names rather than sounds.

A knowledge of capital letters also helps children when using a computer or word processor.



***Remember!**

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It is first essential to teach and establish a sound knowledge of the English vowels. To learn effectively children should be familiar with the 'long' and 'short' sounds of the vowels and the 'didactic' marks which indicate them.

Demonstrate the 'didactic' marks (as used in standard dictionaries to indicate pronunciation) by "clapping" with the child, i.e. say apple, say (ă) only one hand clap is possible, therefore describe it as short, say a/corn, say (ā) 2 claps or more are possible, therefore describe it as 'long'. Do the same for egg, (ĕ), 1 clap = short, say emu, say (ē), 2 claps or more = long. Continue with ink (ĭ), ivy (ĭ), octopus (ŏ), oval (ō) and umbrella (ŭ), uniform (ū).

Long

ācorn (ā)

ēmu (ē)

īvy (ī)

ōval (ō)

ūniform (ū)

L.K.R

Vowels



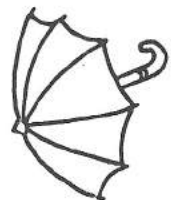
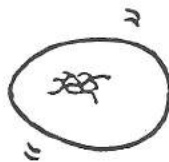
ăpple (ă)

ĕgg (ĕ)

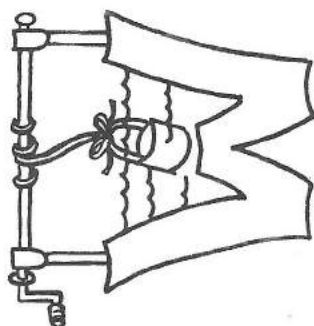
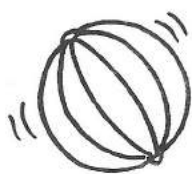
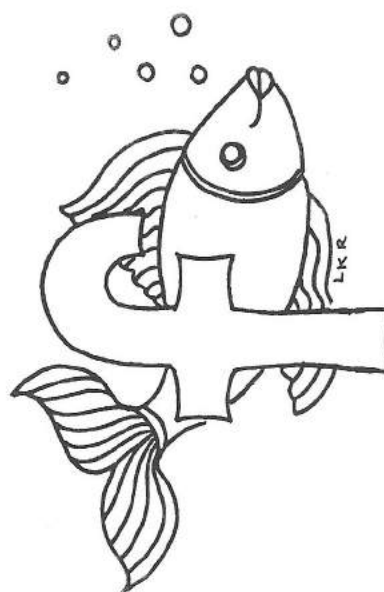
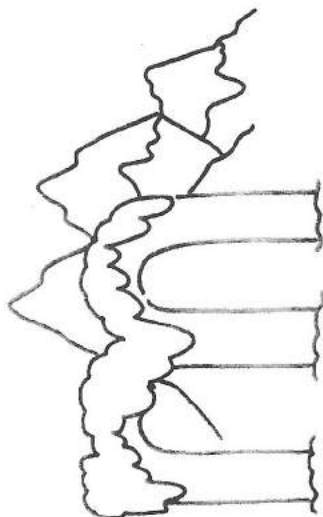
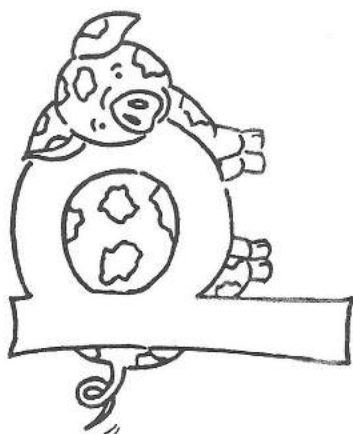
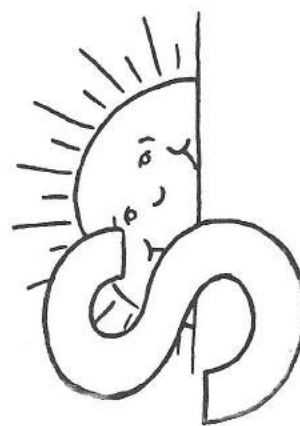
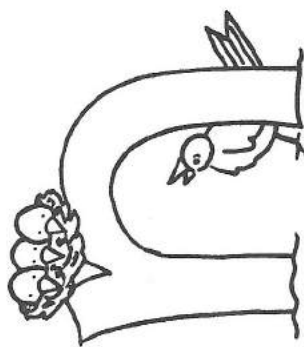
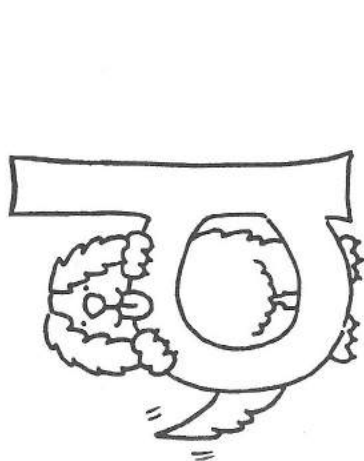
ĭnk (ĭ)

ŏctopus (ŏ)

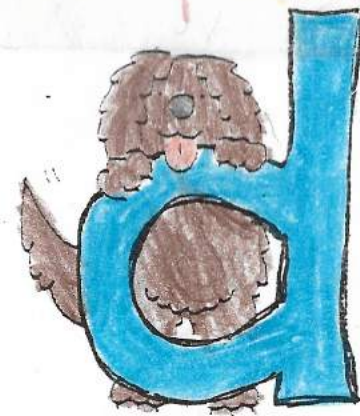
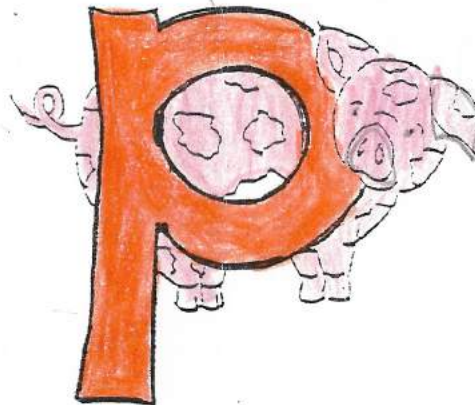
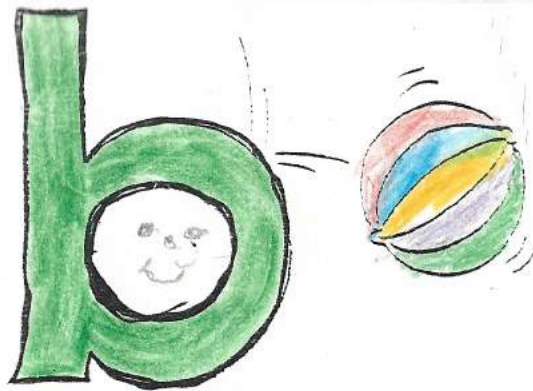
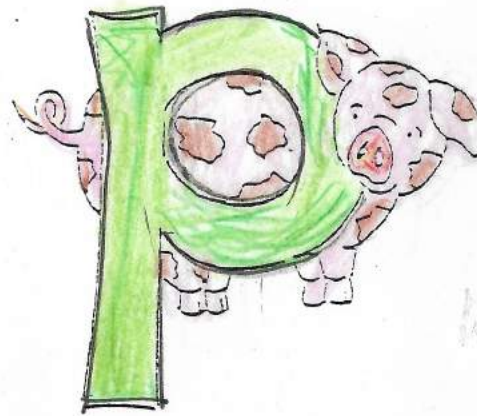
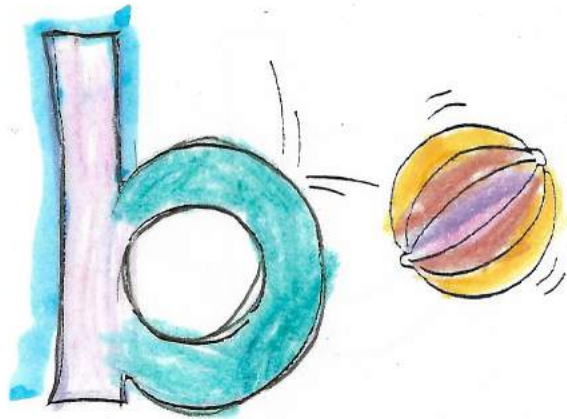
ŭmbrella (ŭ)



Stick required 'problem' letter onto card, and place on the top of the child's table or desk during work.



Angela



Tom.

**A Suggested, Successful Drill for Teaching the
NAMES, SOUNDS and SEQUENCE
of the Alphabet
to a class of pre-readers, reluctant readers,
Special Needs or English as a second language group.**

1. The teacher stands, facing the class, (who are sitting facing the alphabet frieze). A pointer is used to touch the **PICTURE** of the apple, at that same time the children all say the word, "apple" and then as the teacher moves the pointer to the **LETTERS** (graphemes) Aa, the children all make the short sound "(ă)". This continues until the teacher reaches "zoo" . . . "(z)".

This method of saying the **PICTURE FIRST**, and then the sound, gives each child the chance to "hear" the sound of the letter and "feel" the sound on their lips first, thus enabling them to make a correct response.

This positive confidence building method of teaching phonics will accelerate the progress of children with an aptitude towards language. Those children having early hearing or speech problems, or those children with 'working memory' problems, poor linking skills, or as yet undetected difficulties, will make an accurate and confident, (if slower) start.

2. The teacher now returns to the beginning of the alphabet and this time points only to the **LETTERS**, (upper and lower case) as the whole class says or 'sings' the names of the letters from Aa through to Zz. Singing is the most successful!
3. The teacher again returns to the start of the alphabet, but this time the concept of the letters having 'names' and 'sounds' is introduced. The teacher now points to the letters and says, "**My name is 'Ay' and my sounds are (ă) and (ā)**" then - "**My name is 'Bee' and my sound is (b)**" - up to "**My name is 'Zed' and my sound is (z)**".

The drill is repeated every day until the majority of the class can name and sound the letters of the alphabet and say it in sequence.

4. Every child is given an individual sound folder, with a copy of page 2 on the front. This acts as a record of progress and the teacher can see at a glance which sound the child next needs to learn. This is very useful when completing the NATIONAL CURRICULUM RECORDS, (demanding that children must know the names of the letters of the alphabet and their sounds). The child's sound work sheets can also be kept in this folder.
5. When most of the class have made a happy start at reading, able to remember the irregular 'Look and Say' words, sounding-out and blending successfully, having completed their phonic record, the daily class drill can be discontinued.

A small number of struggling children will by now have been easily identified. These children with poor symbolic memory, are probably going to rely on a continuing phonic approach in order to master reading completely.

In some cases remembering 'Look and Say' words may take years. Further alphabet work and parent/school liaison and support (as recommended in the National Curriculum) will be needed. As soon as these children are identified, the appropriate sound sheets can be photocopied and sent home for consolidation work. Muddles really shouldn't occur as the instructions are clearly stated on every page. Wooden alphabets are helpful, providing a tactile element - (multi-sensory teaching).

When these pupils are successful at reading consonant, vowel, consonant (c.v.c. words) e.g. d-o-g, b-u-n, c-a-t etc. The same positive teaching approach can be used to teach the consonant blends and so on. These children will need patient teaching, but by saying the **WORD FIRST and then the SOUND**, they can learn slowly, happily and with confidence.

Teaching Note

Always get the children to say the picture (word) **FIRST**, then the sound. Say the word **apple** then say the short sound (ă).



SAY

apple → Aa

SAY

apple → Aa

Teaching Note

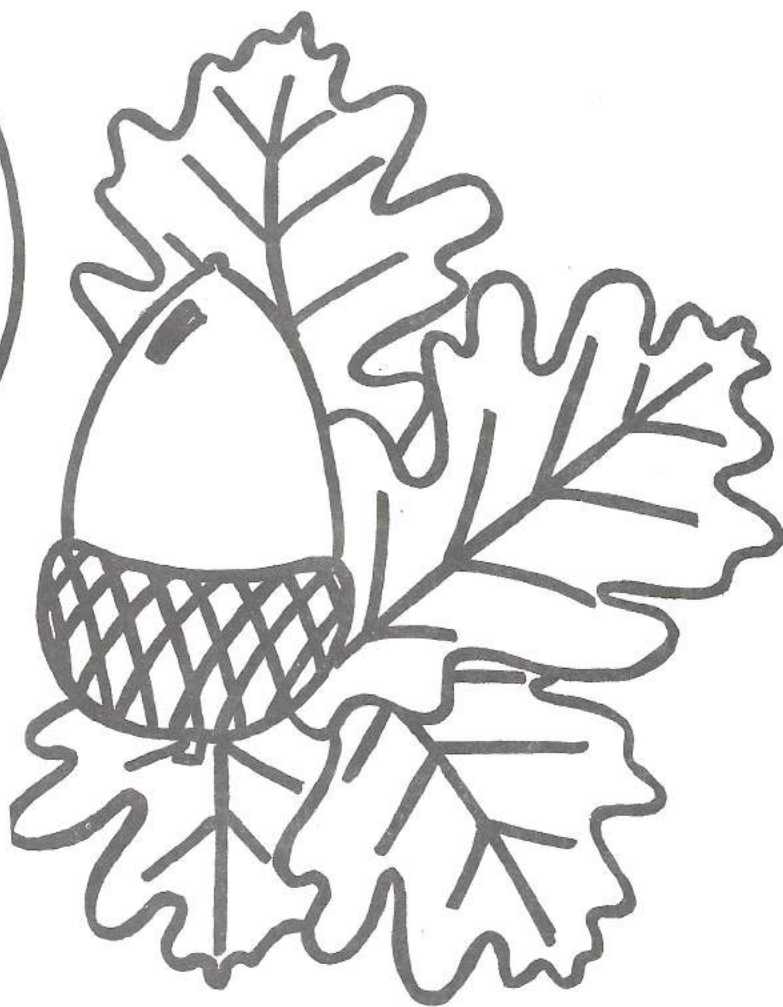
Always get the children to say the picture (word) **FIRST**, then the sound. Say the word **acorn** then say the long sound (**ā**).



acorn → Aa

Teaching Note

Say **apple** (ă) and **acorn** (ā). Explain that whether "capital" or "lower" case the letter (**Aa**) could be saying (ă) or it could be saying (ā).



apple



(ă)

acorn



(ā)

Teaching Note

Say **apple** (ă) and **acorn** (ā). Explain that whether "capital" or "lower" case the letter (**Aa**) could be saying (ă) or it could be saying (ā).



apple



(ă)

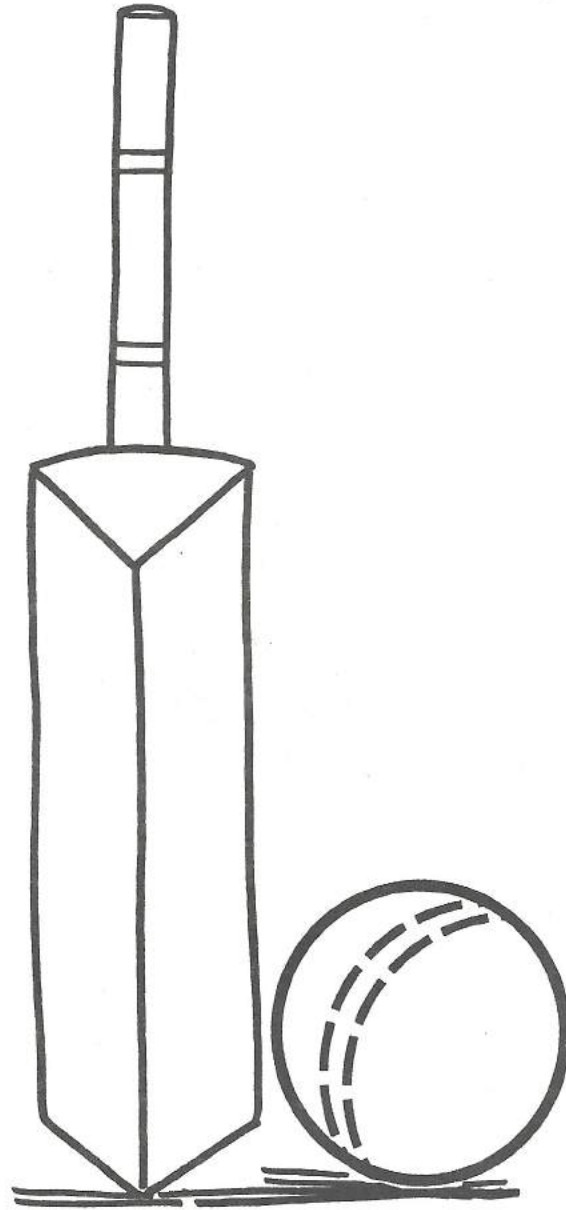
acorn



(ā)

Teaching Note

Say **bat** then **(b)** or ball then **(b)**. The image of the bat and ball also helps children with "orientation" problems (who mix up (b) and (d)), see page 5.

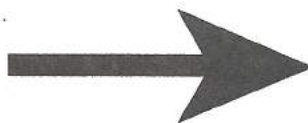


bat

ball



Bb



Bb

Teaching Note

Always get the children to say the picture (word) **FIRST**, so that they can "hear" and "feel" the sound. Say the word **cake** then say the sound (k).



cake → **Cc**

Teaching Note

Get the children to say the word **dog** FIRST, then make the sound of the letter **(d)**.

See page 5 to help children who confuse the letters **(b)** and **(d)**.



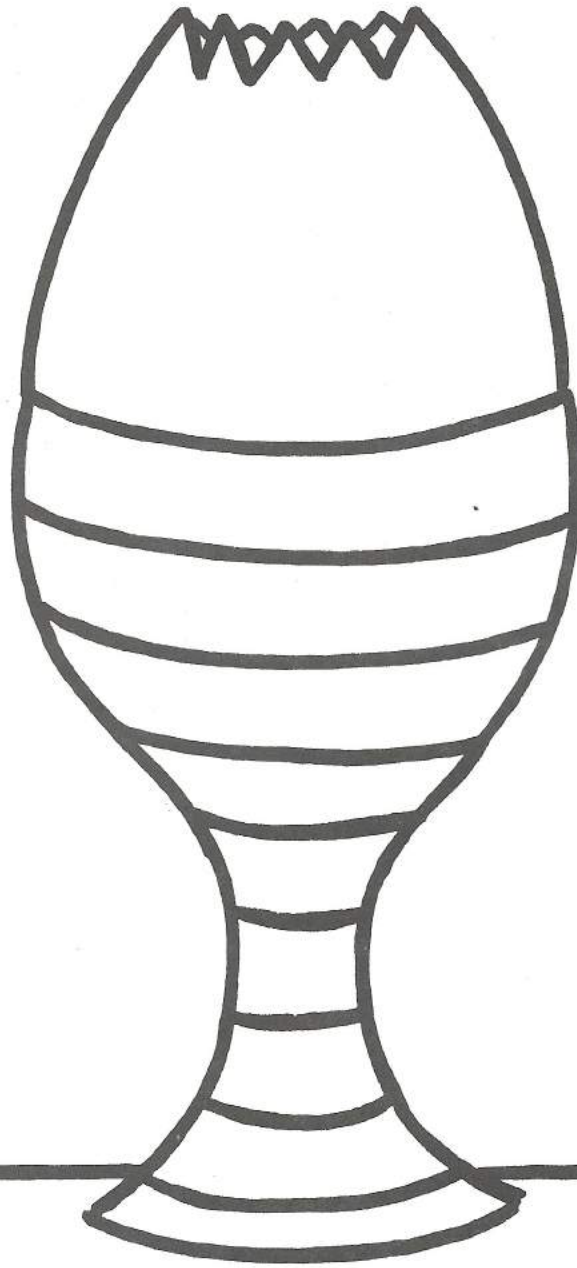
dog



Dd

Teaching Note

It is vital to let children "hear" and "feel" a sound **FIRST** and then say it, thus making sure of a correct response and positive way of learning. Say **egg** then (ě).



egg



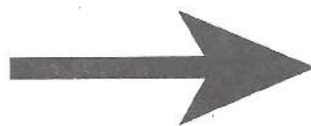
Ee

Teaching Note

Get the children to say the word **emu** FIRST, then make the sound of the long (**ē**).



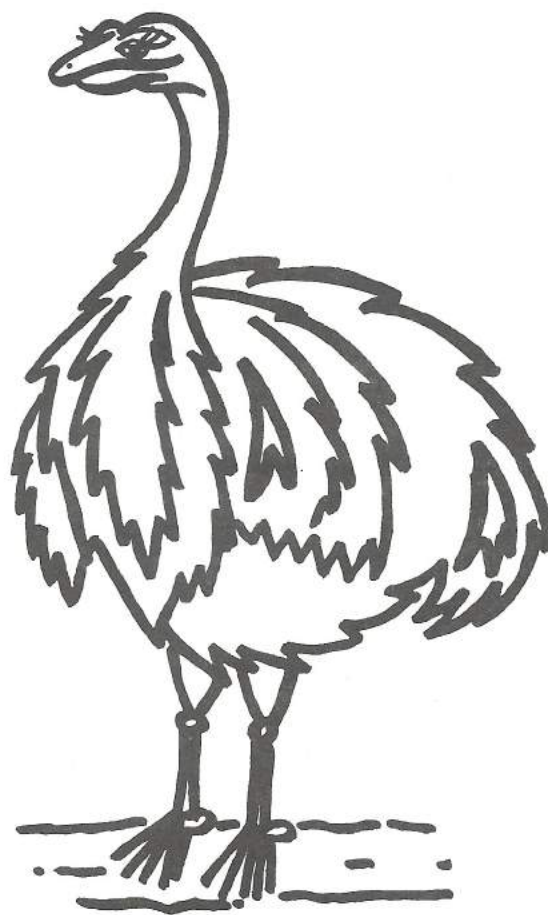
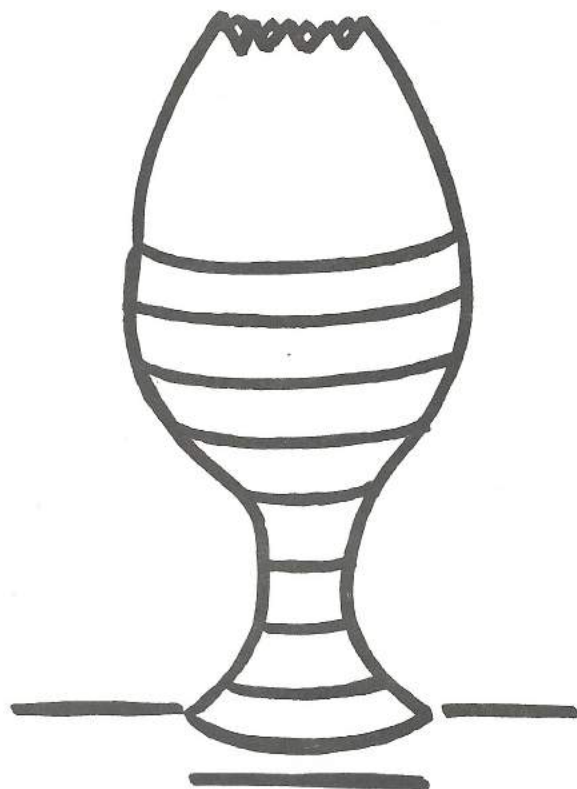
emu



Ee

Teaching Note

Say **egg** (ĕ) and **emu** (ē). Explain that whether "capital" or "lower" case sometimes the letter sounds short (ĕ) and sometimes it sounds long (ē).



egg



(ĕ)

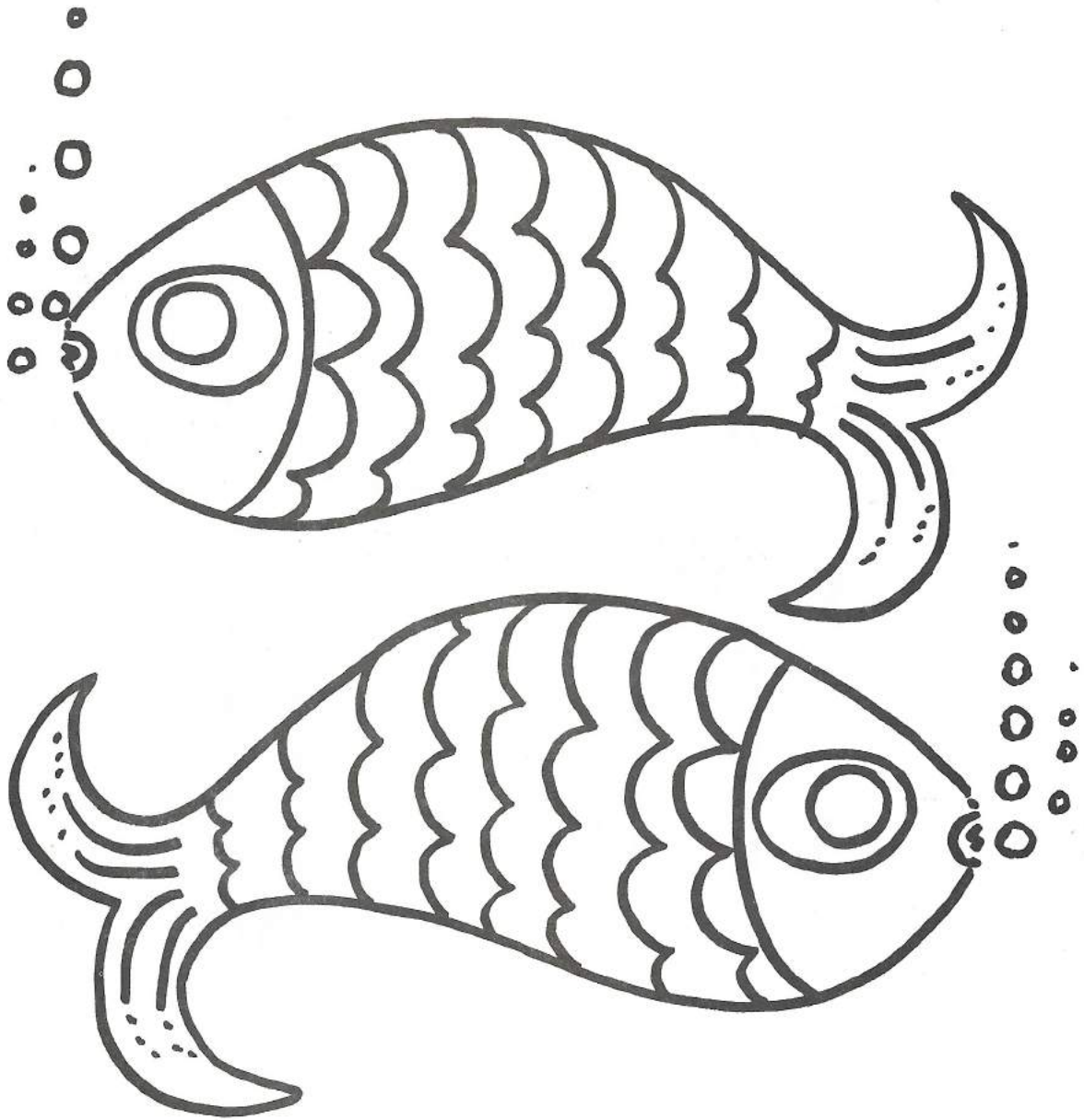
emu



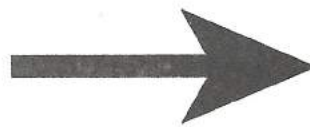
(ē)

Teaching Note

Say **FISH** then the sound (f). For children confusing the shape of the letters (f) and (t) see page 5.



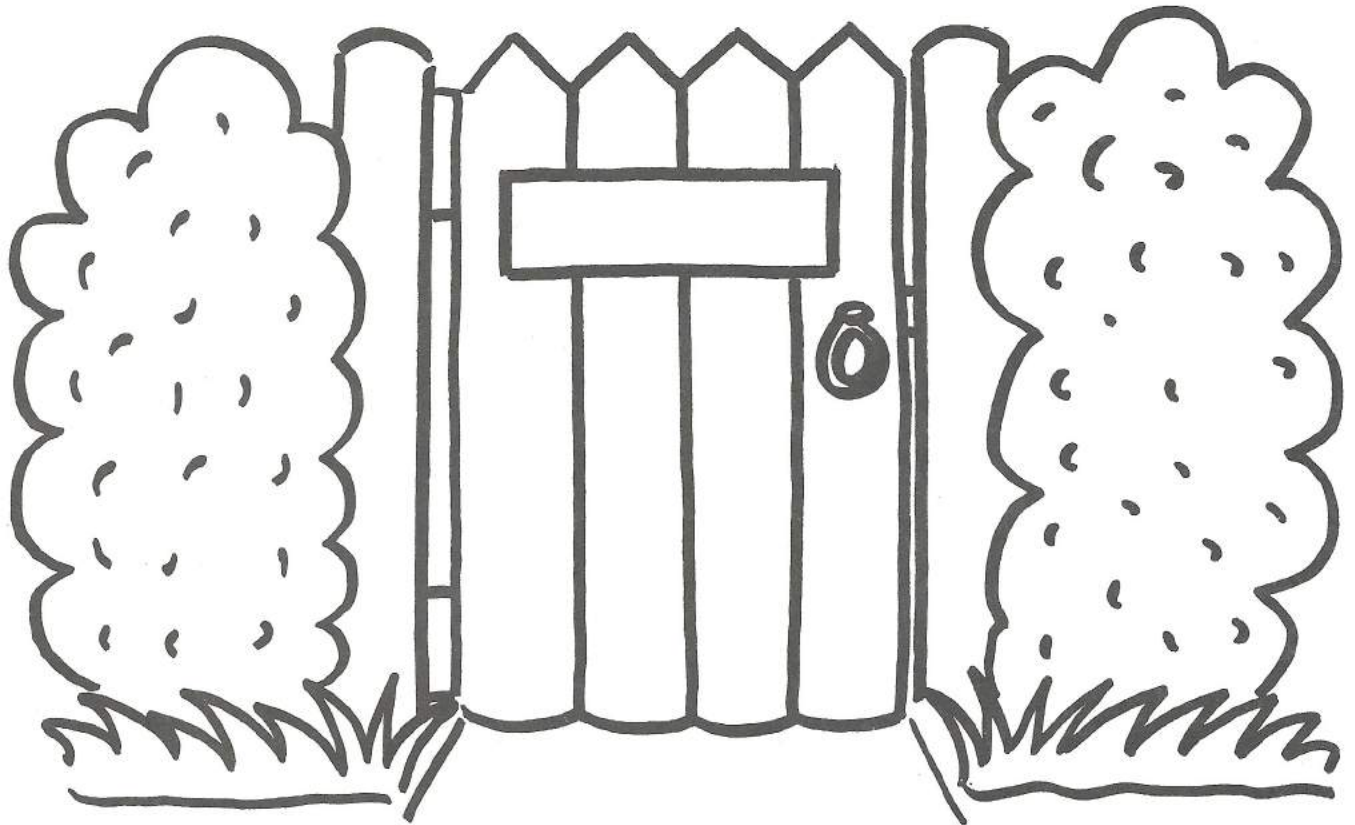
fish



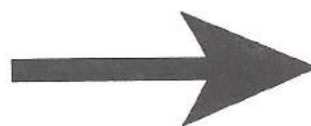
Ff

Teaching Note

The child says **gate** first then makes the sound of the letter (**g**).
Beware of alphabet books and jig-saws showing a giraffe
because the (**gi**) makes the sound (**j**) instead of (**g**) as in gate.



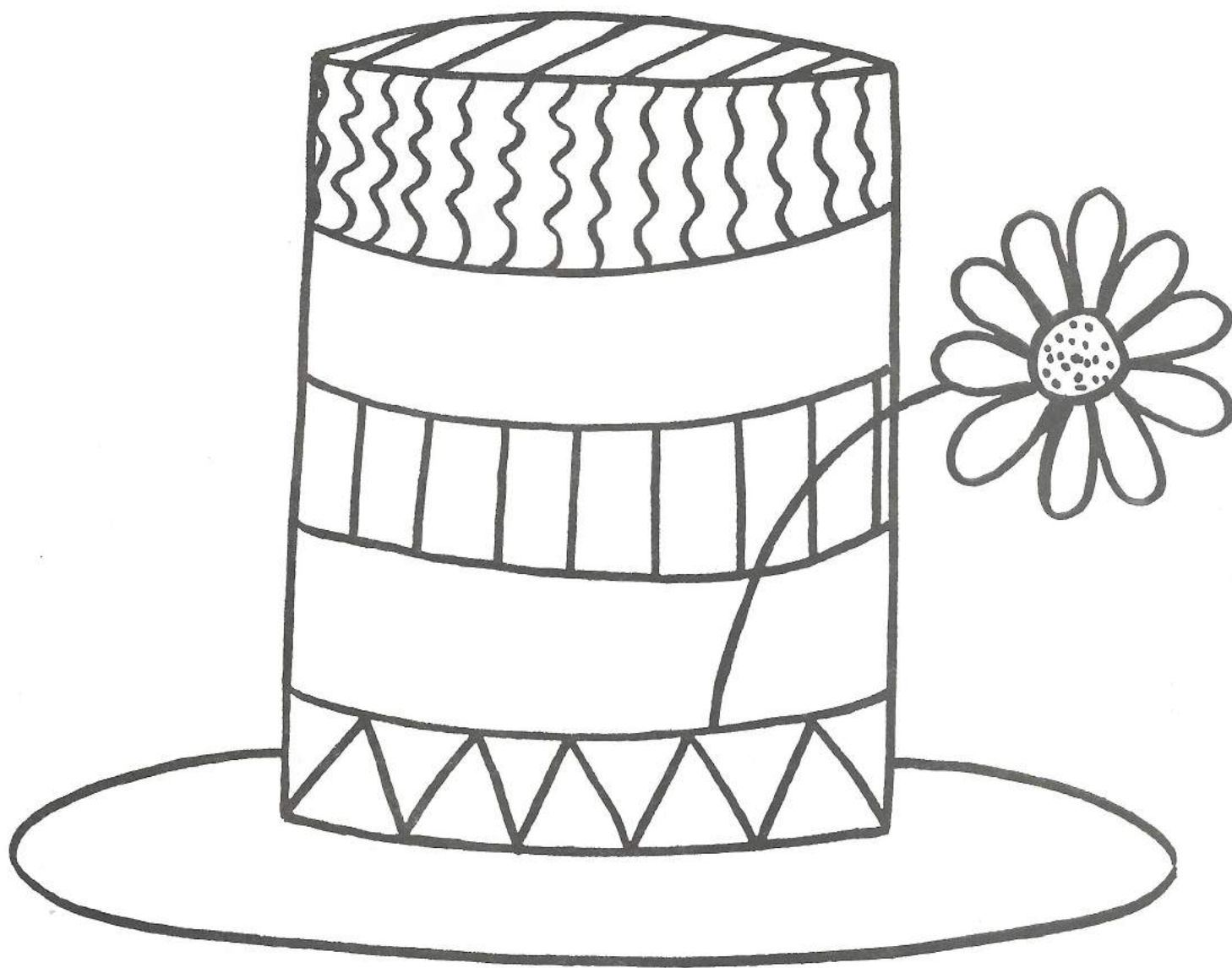
gate



Gg

Teaching Note

Say the word **hat** FIRST and then **(h)**.



hat



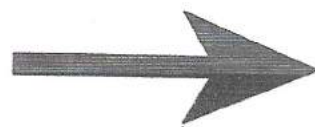
Hh

Teaching Note

Say the picture first then the sound, e.g. Ink (i).



ink



li

Teaching Note

It is important for children with difficulties, and who, at a later stage will have to spell by learning rules - (and an interesting fact about the English language) - that the vowels have both a long and a short sound. Here is the long (ī) sound. Say **ivy** FIRST, and then the sound (ī).



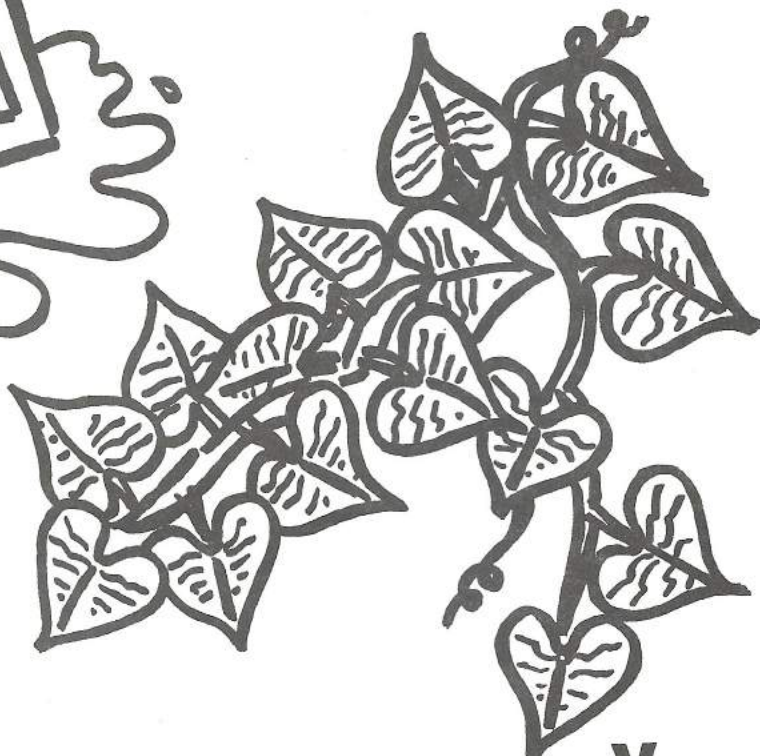
ivy



li

Teaching Note

As with other vowels, teach that (i) whether capital or lower case can sound short (i) or long (ī). Say **ink** (i) then **ivy** (ī).



ink

ivy

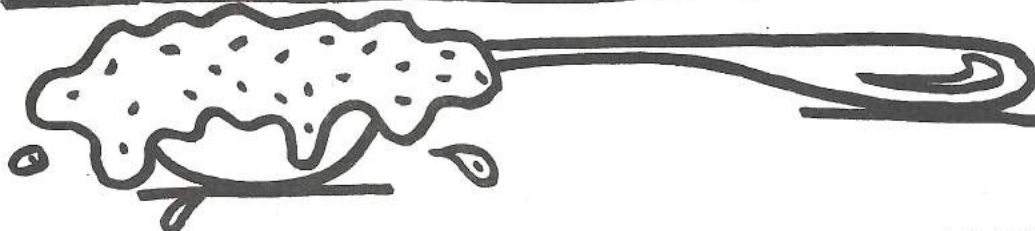
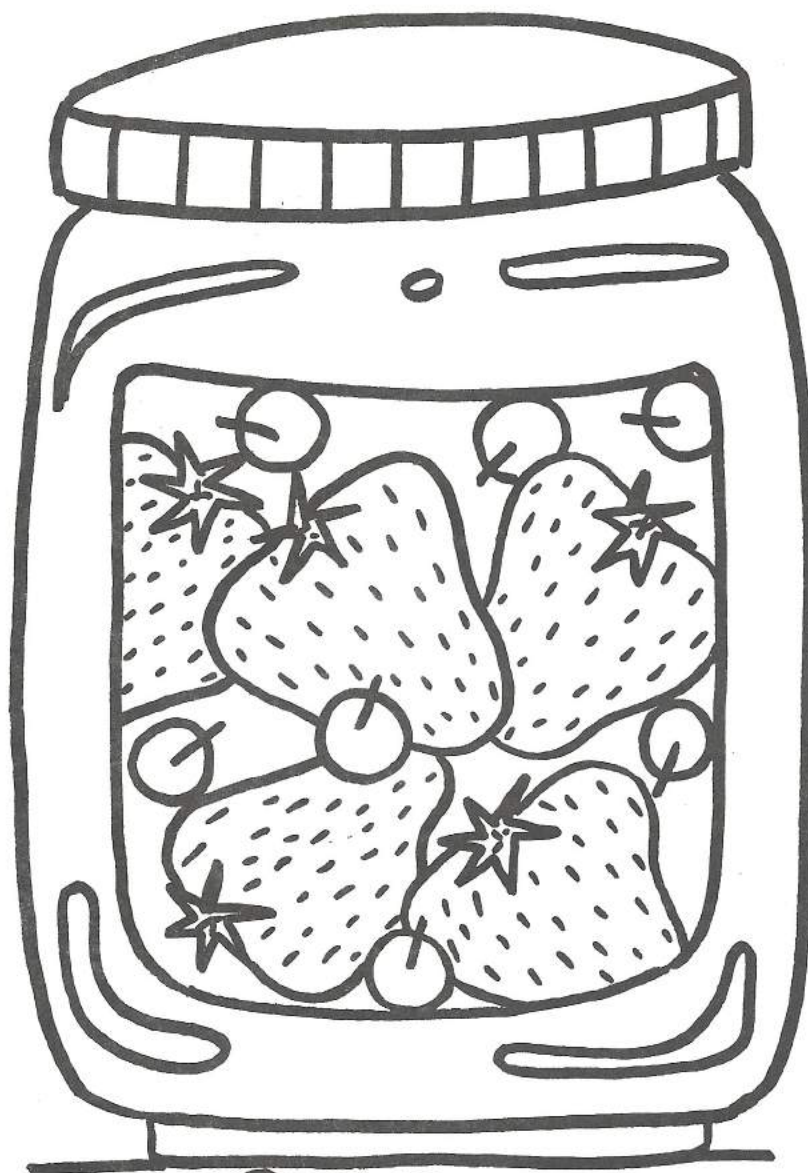


(i)

(ī)

Teaching Note

Get the children to say **jam** FIRST, and then the sound (j).



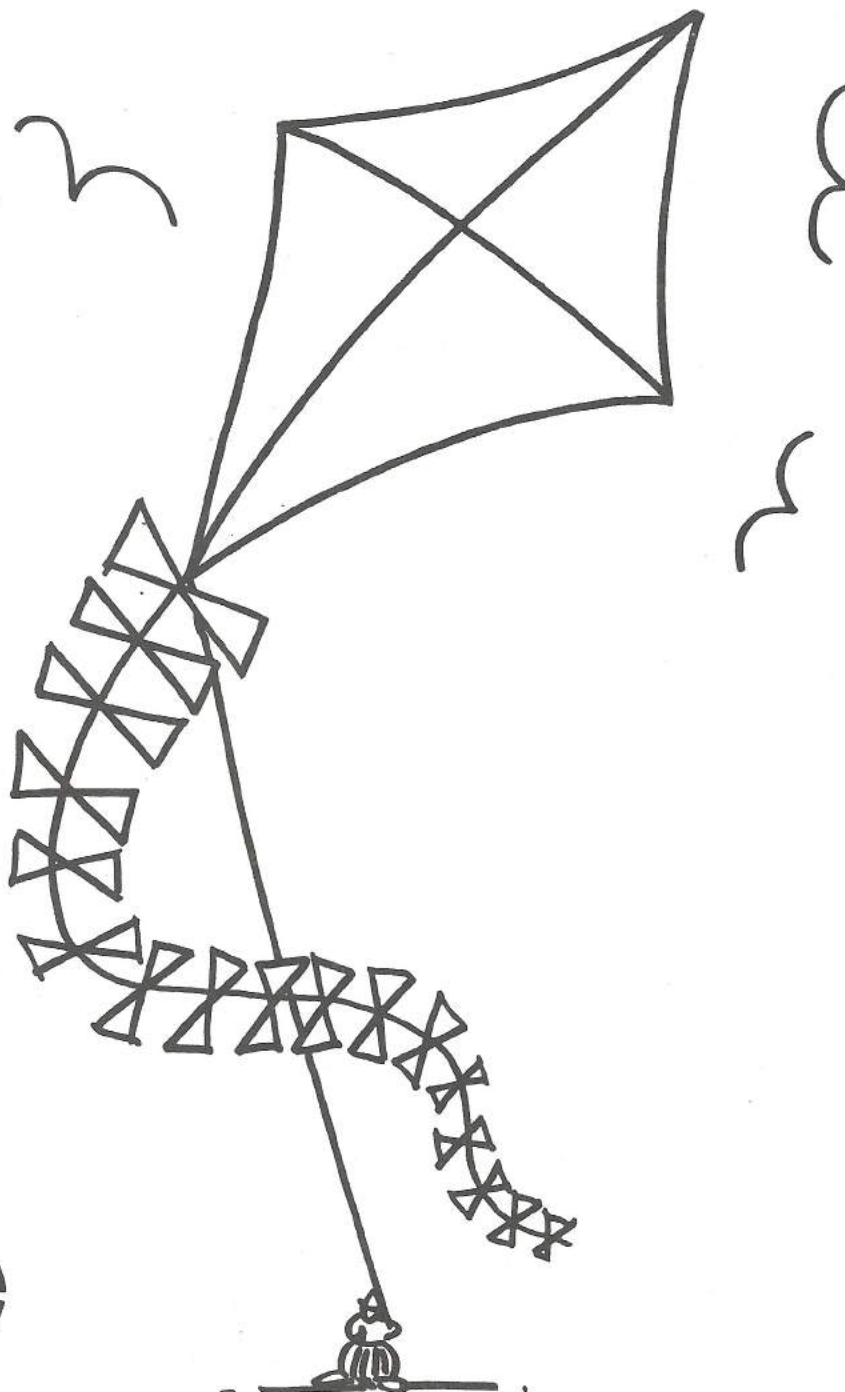
jam



Jj

Teaching Note

Say **kite**, then **(k)**. Point-out that it makes the same sound as **cake (k)**.
Say kicking (k) kicks (e's) and (l's) and sometimes (a's). (See page 5 in Green Book 3, (Don't Let Spelling Get You Down series).



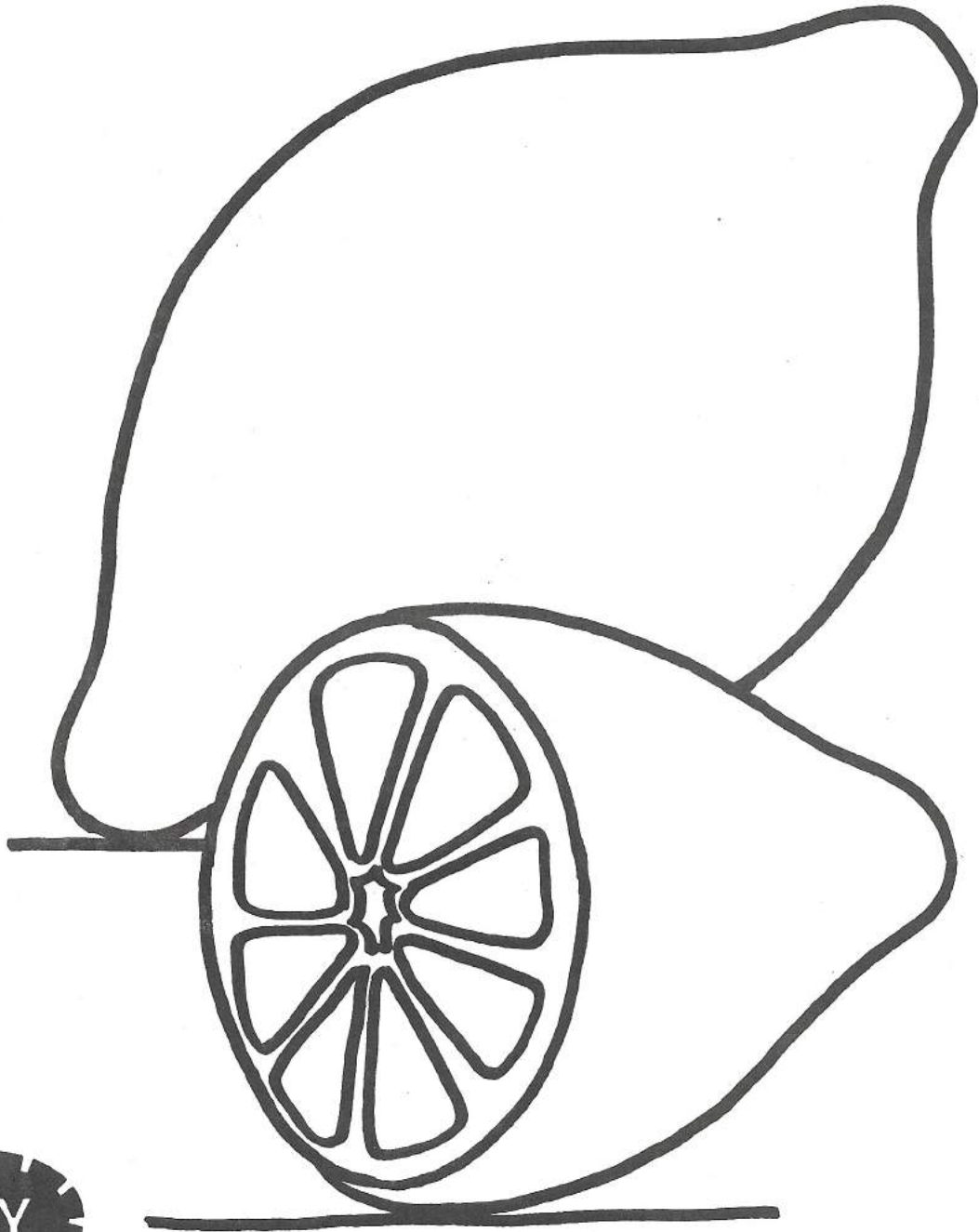
kite



Kk

Teaching Note

Say **lemon** FIRST and then the sound (**l**).



lemon



Ll

Teaching Note

Get the child to say **mouse** FIRST, then the sound (**m**). For children who confuse the letters (m) and (n) see page 5.



mouse → Mm

Teaching Note

Say **nest** first, so that the child hears the sound and feels the sound on its lips. Say **nest** and then **(n)**.



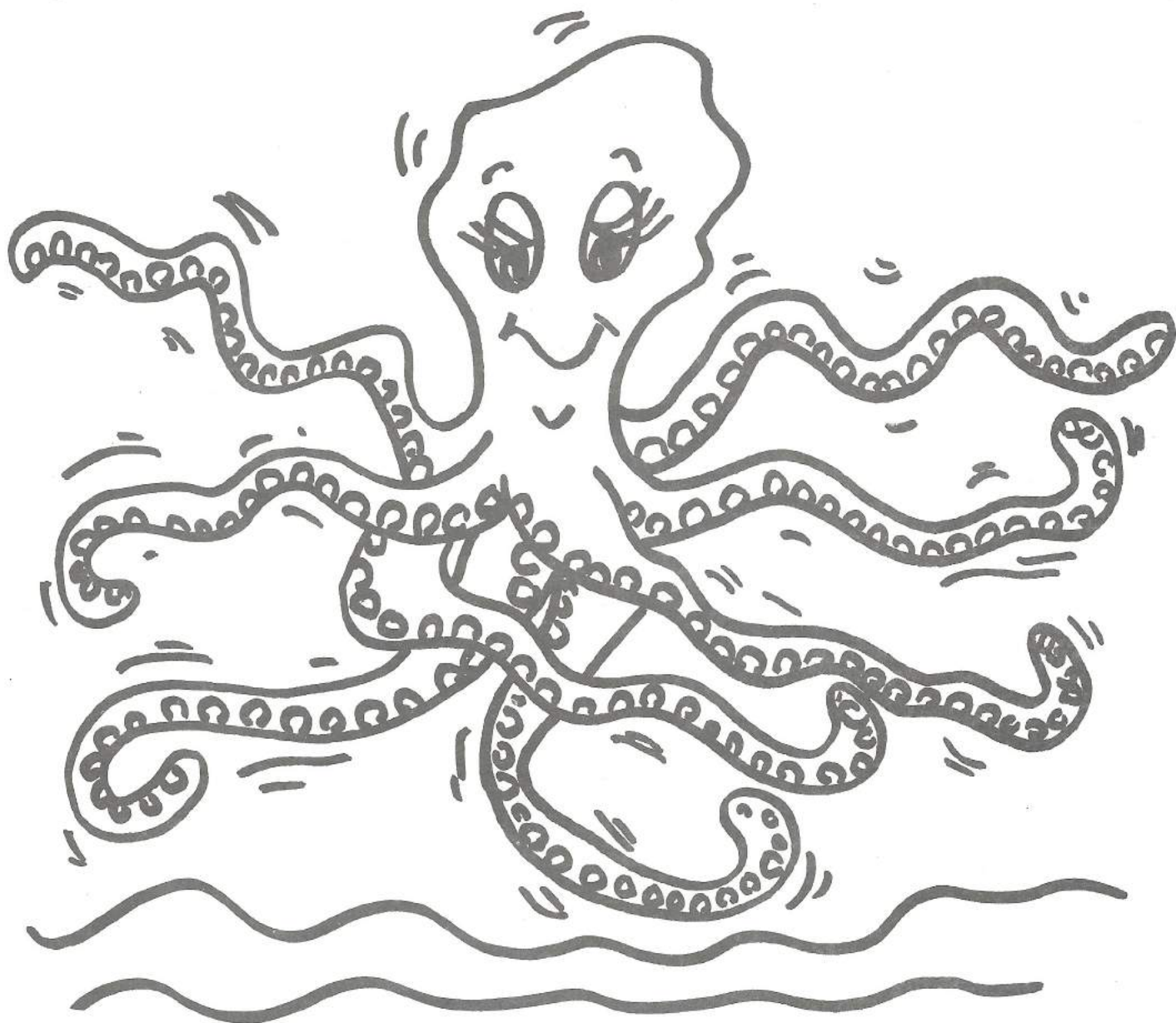
nest



Nn

Teaching Note

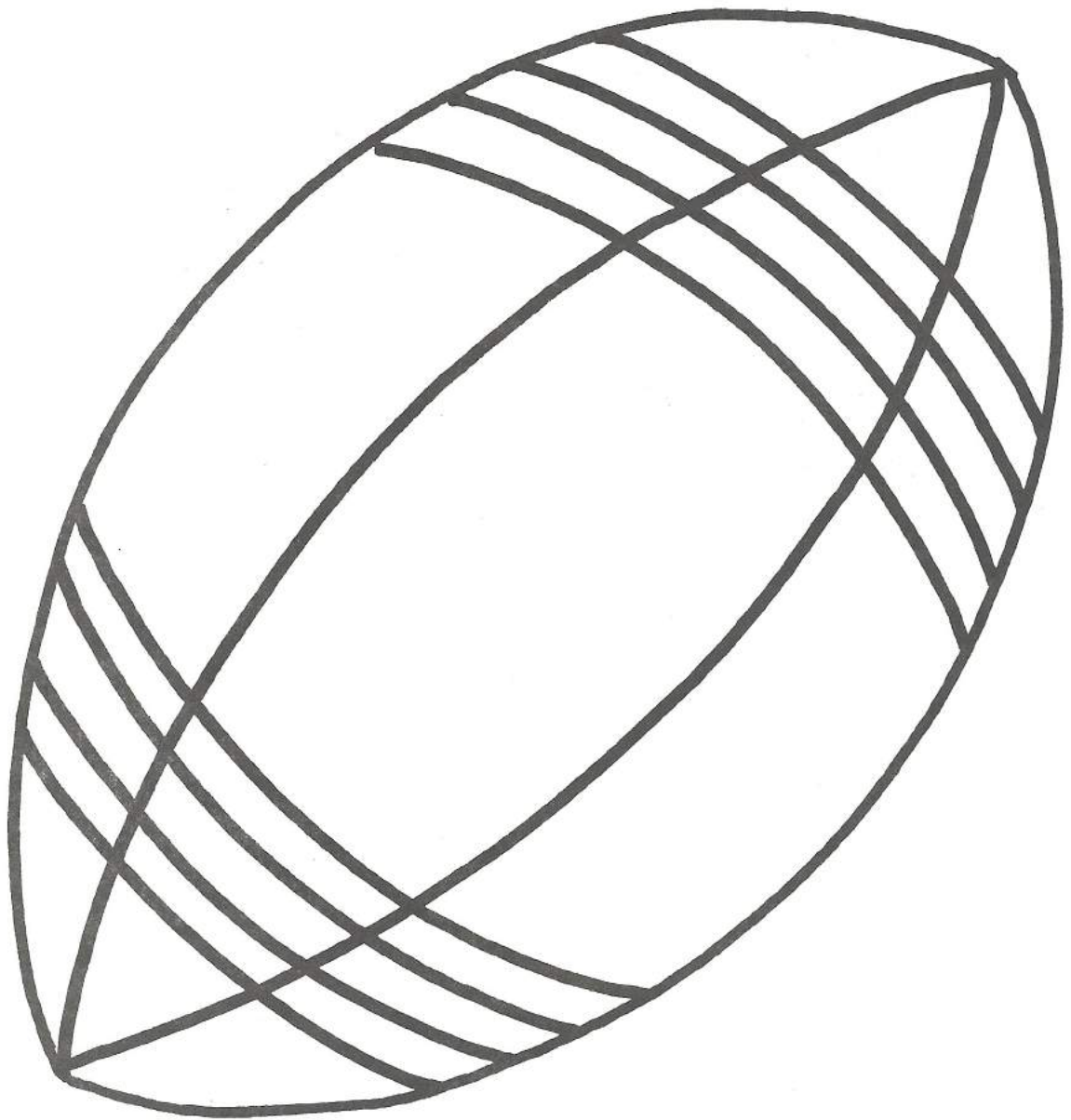
The child says **octopus** and then sounds the short (o).



octopus → Oo

Teaching Note

The child says **oval** and then sounds the long (ō).



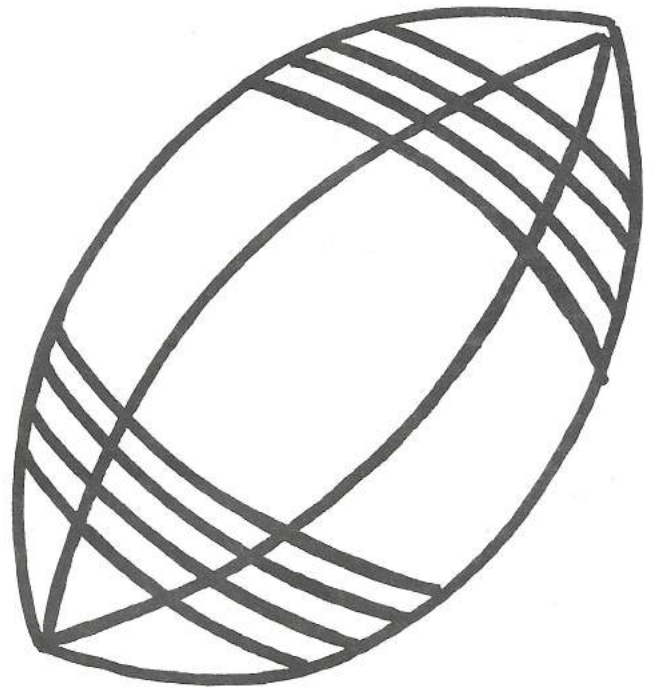
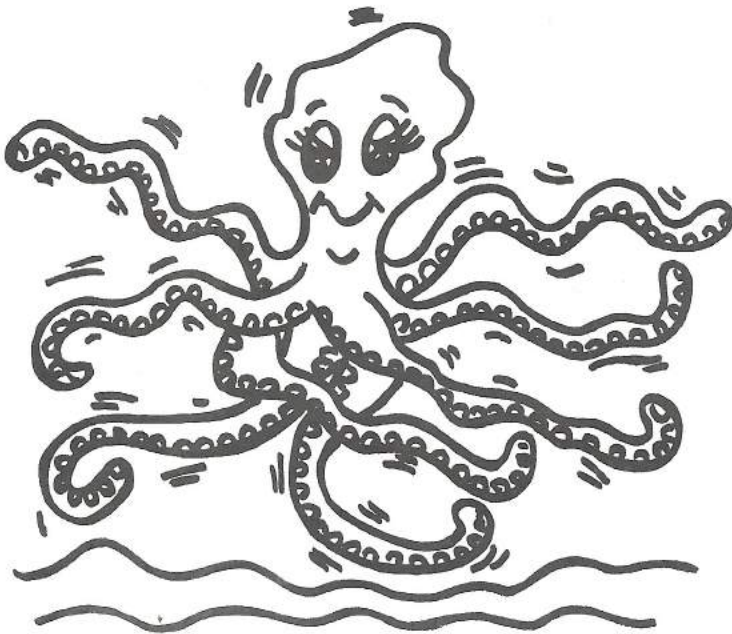
oval



Oo

Teaching Note

As with the previous vowels teach that whether capital or lower case the letter (ō) can sound short (ō̆) or long (ō̄).

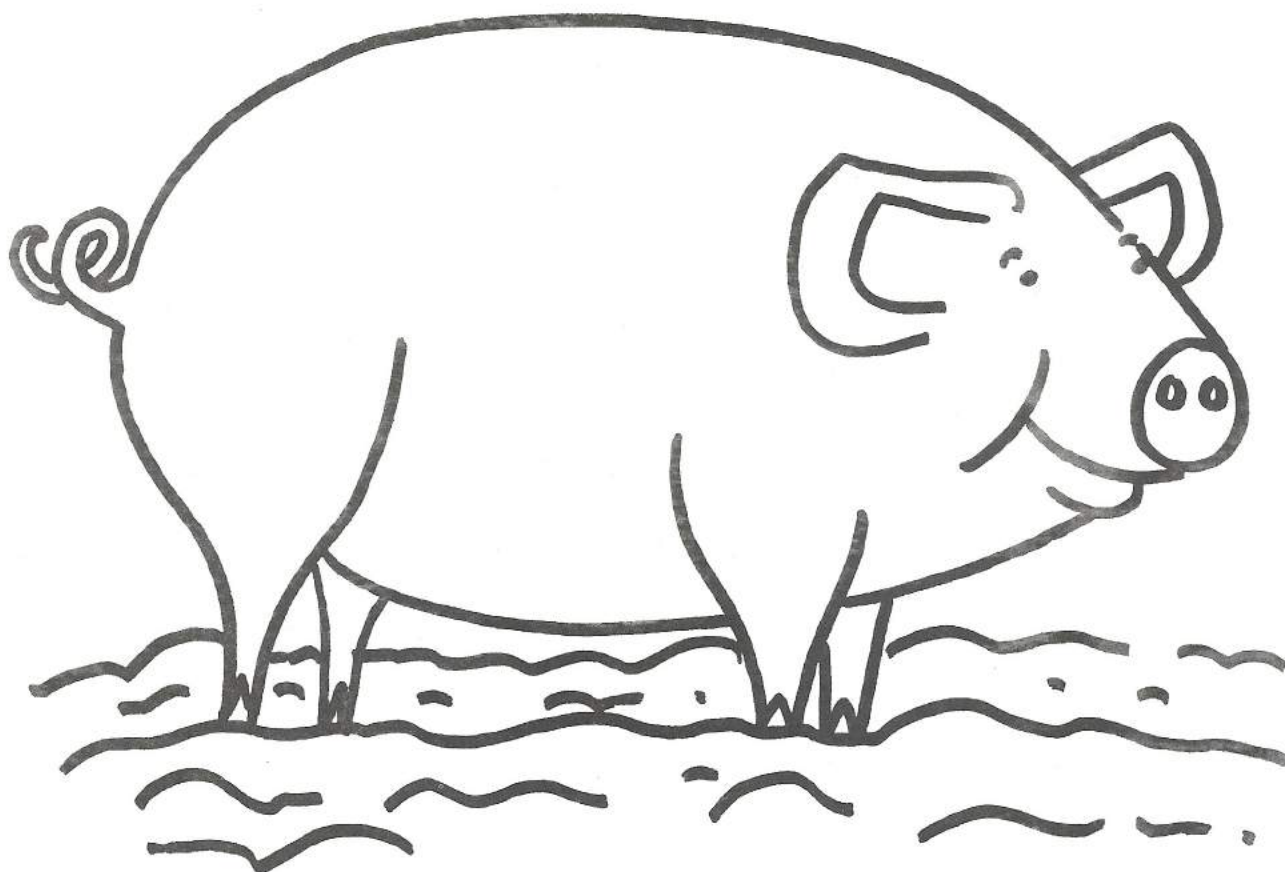


octopus → (ō̆)

oval → (ō̄)

Teaching Note

Say **pig** FIRST and then the sound (**p**). For children who have orientation problems with the letters p / d / b / q see page 5.



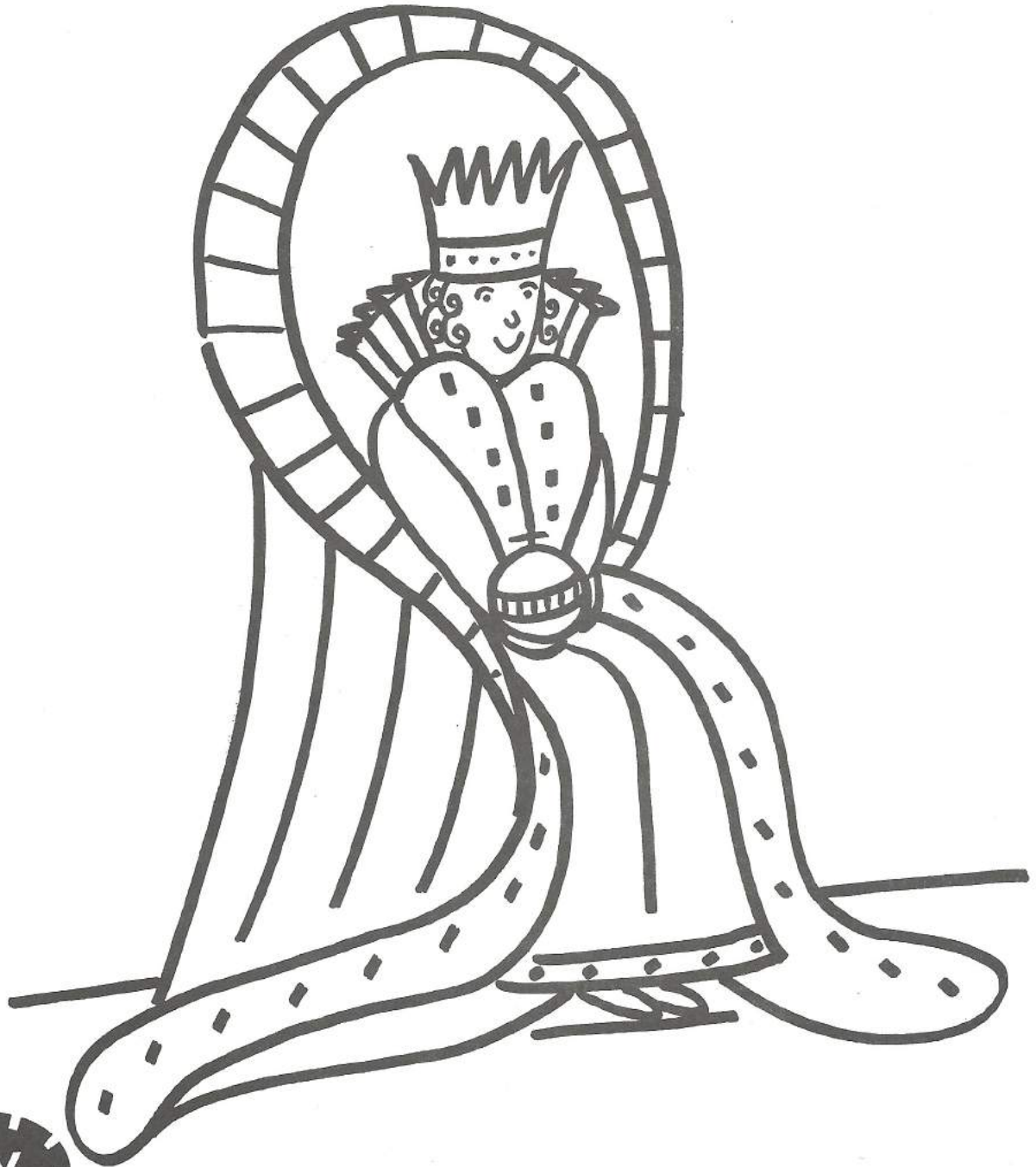
pig



Pp

Teaching Note

Say **queen** FIRST and then the sound (k'w). Tell the children that although (q) and (u) are apart in the alphabet they ALWAYS come together in words.



queen → Qu, qu

Teaching Note

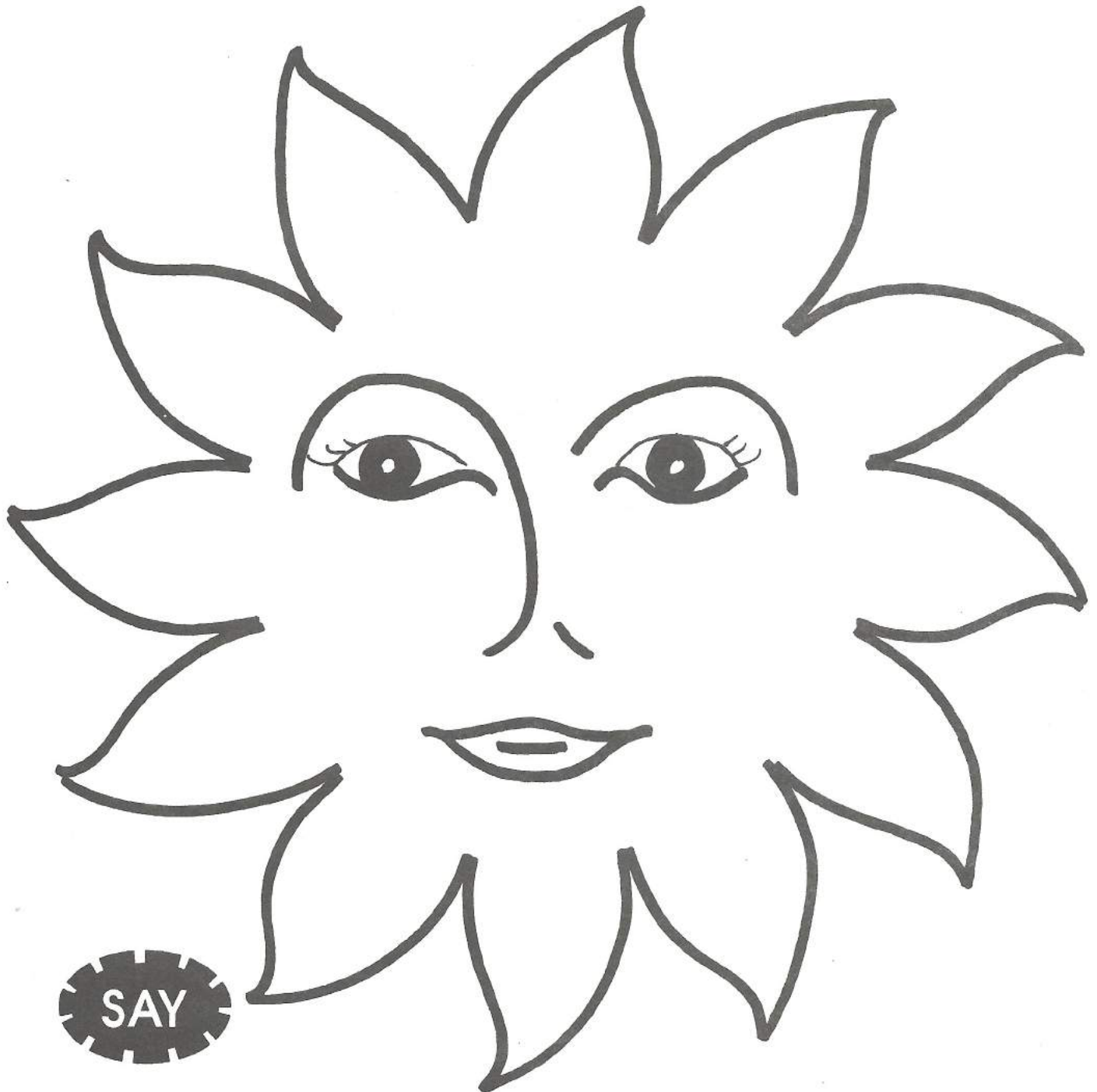
Always get the children to say the picture (word) FIRST, then the sound. Say the word **rabbit** then say the sound (**r**). In this way the correct responses are made and established right at the start of the literacy skills.



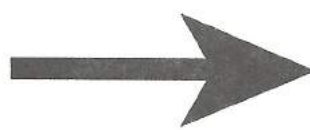
rabbit → **Rr**

Teaching Note

Say **sun** FIRST and then the sound (**s**).



sun



Ss

Teaching Note

Say **tap** FIRST and then the sound (**t**). For children with orientation problems with the letters (f) and (t) see page 5.



tap



Tt

Teaching Note

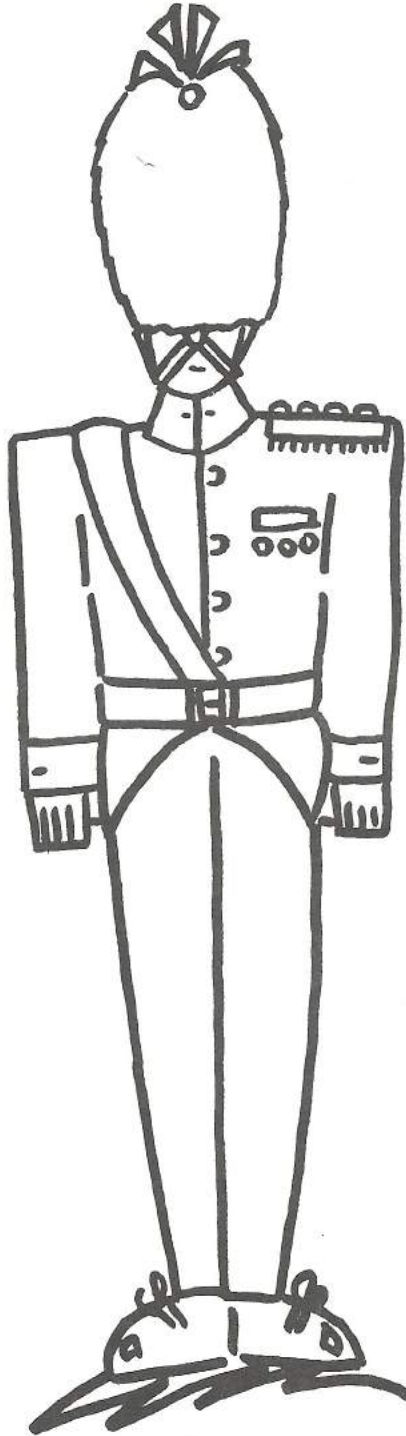
Always get the children to say the picture (word) **FIRST**, then the sound. Say the word **umbrella** then say the short sound (**ŭ**). For orientation problems with the letters (u) and (n) see page 5.



umbrella → Uu

Teaching Note

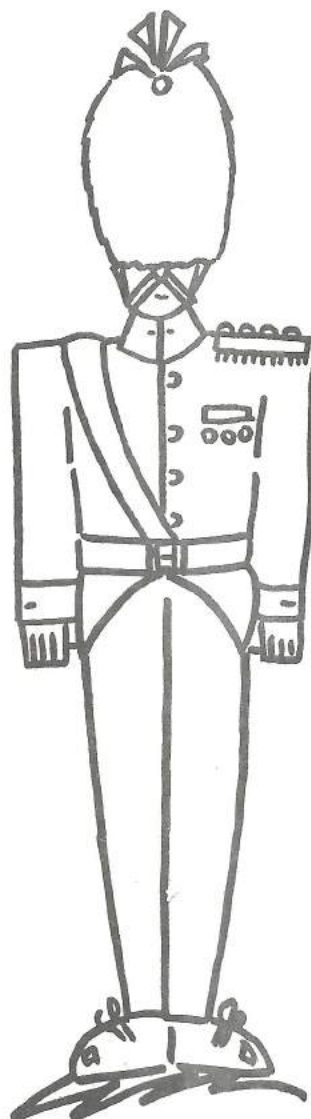
Say **uniform** FIRST and then the long (**ū**) sound.



uniform → Uu

Teaching Note

Children with difficulties will have to learn their own language like a subject. They will need to know the long and short sounds of (ǔ) and (ū). (The didactic marks as shown in dictionaries).

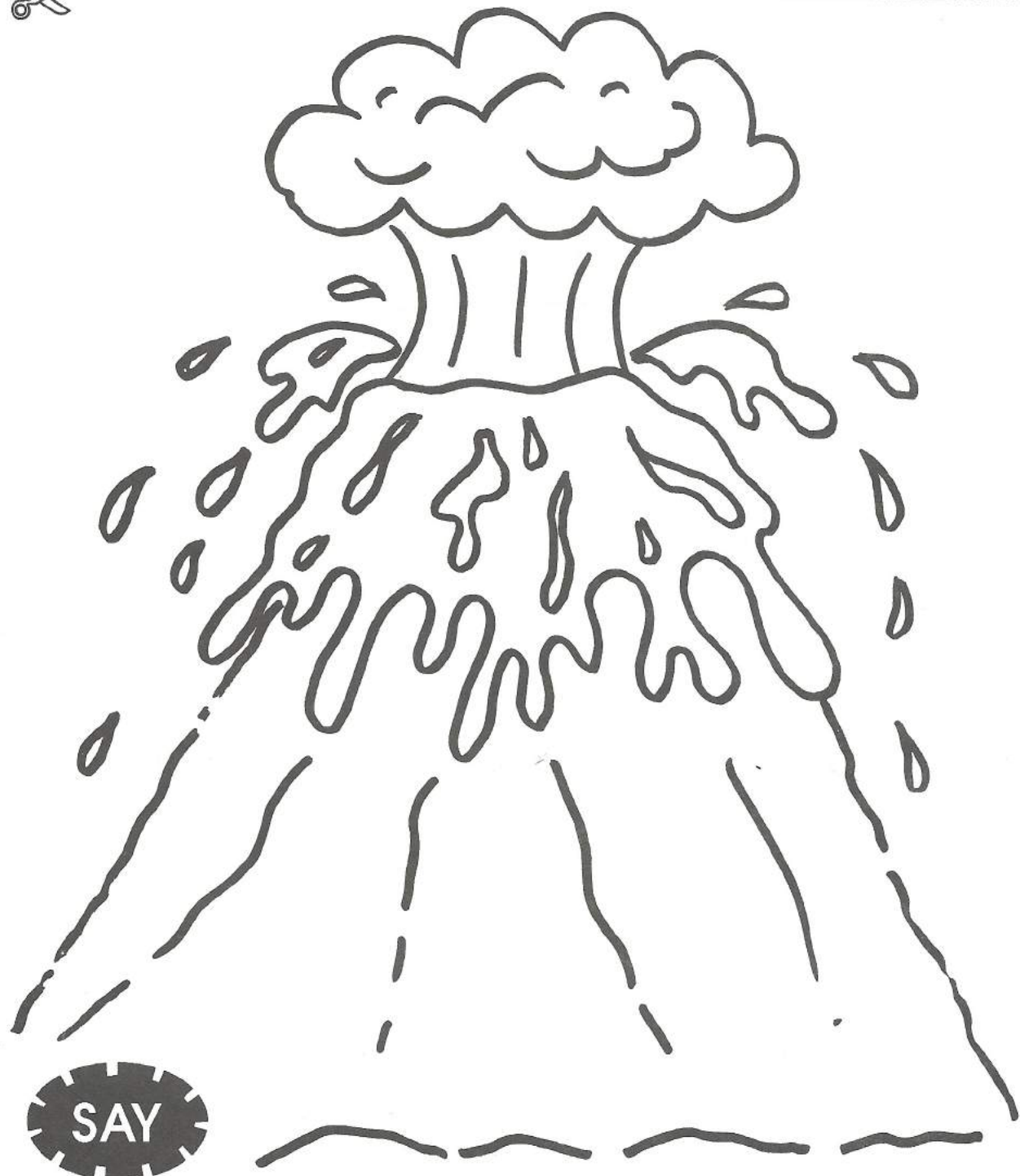


umbrella → (ǔ)

uniform → (ū)

Teaching Note

Say **volcano** FIRST and then the sound (**v**).



volcano → Vv

Teaching Note

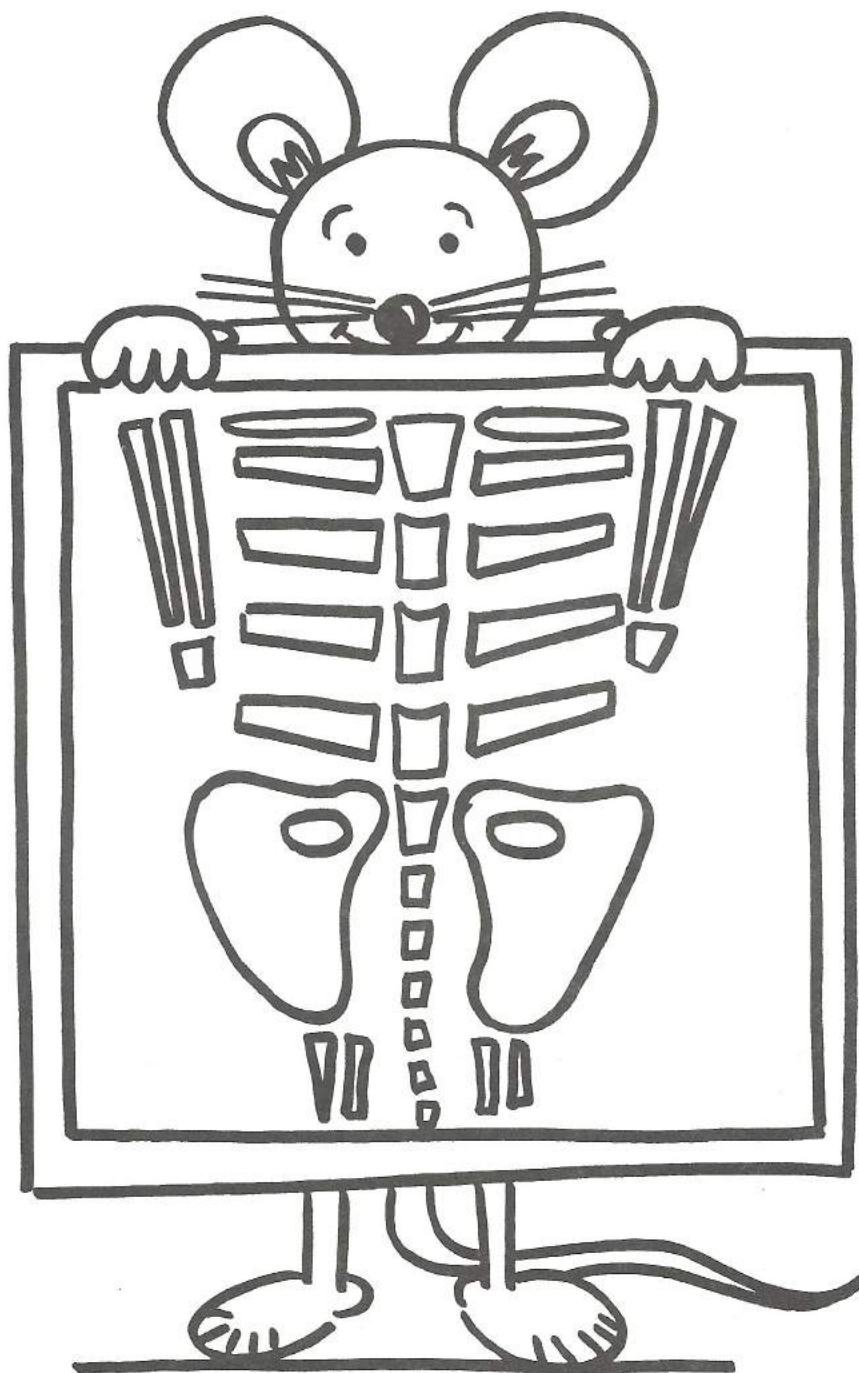
Say **windmill** FIRST and then the sound (w). For children who confuse the letters (m) and (w) see page 5.



windmill → Ww

Teaching Note

This picture gives the initial sound of (ek's) or the letter (x). Beware of books showing a xylophone whose initial sound is (z). Say **xray** FIRST and then the sound (**ek's**).



xray



Xx

Teaching Note

The final sound of fox, (or box) provides a more accurate example of the sound of (x), which is (k's). The curriculum requires initial then final sounds in words to be recognised, so if the previous page of an xray is not liked, as it really sounds (ek's) perhaps now is a good time to introduce (k's) as a final sound (one of the requirements of the National Curriculum).



fox



Xx

Teaching Note

Always get the children to say the picture (word) **FIRST** - then the sound. Say **yacht** then sound (**y**).



yacht → Yy

Teaching Note

Always get the children to say the picture (word) **FIRST**, then the sound. Say the word **zoo** then say the sound (**z**).



ZOO



Teaching Note

Always get the children to say the picture (word) **FIRST**, then the sound. Say the word **zoo** then say the sound (**z**).

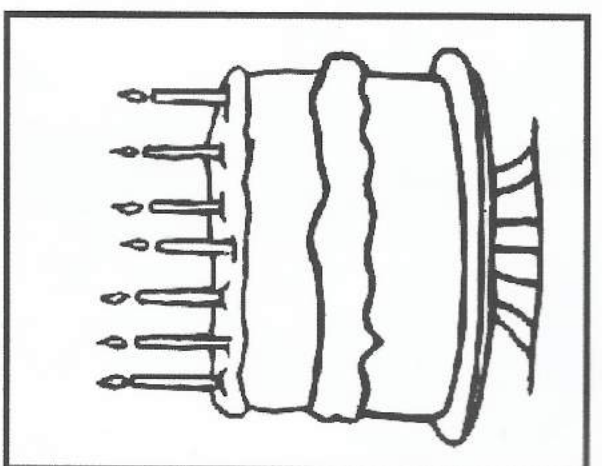
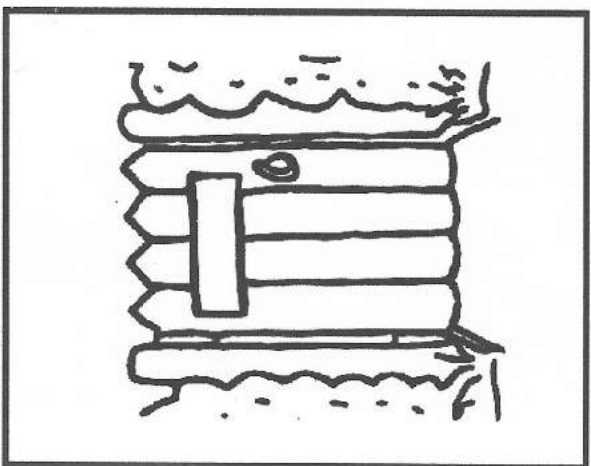
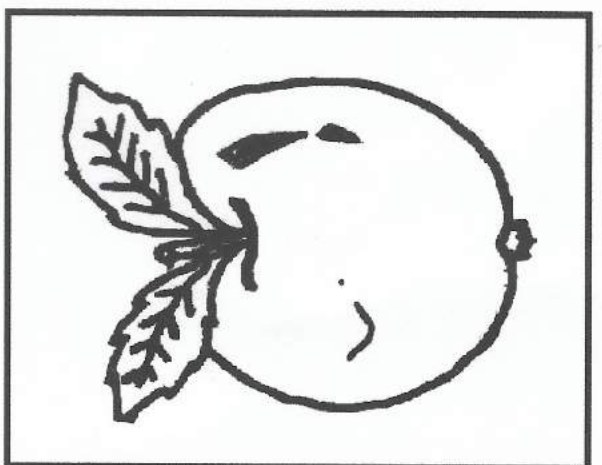
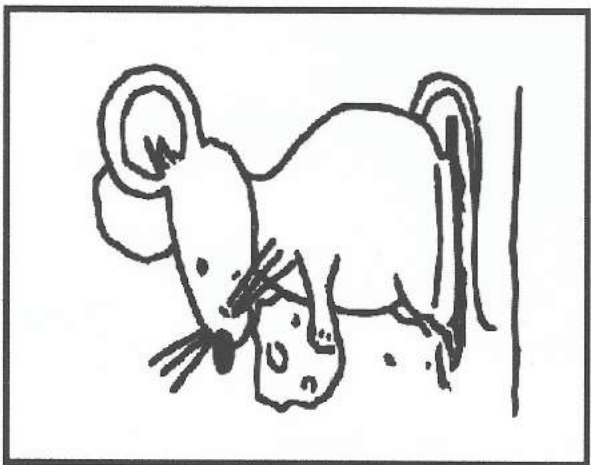
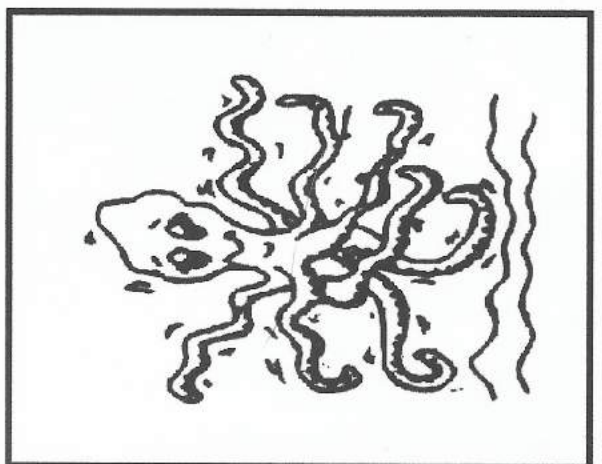
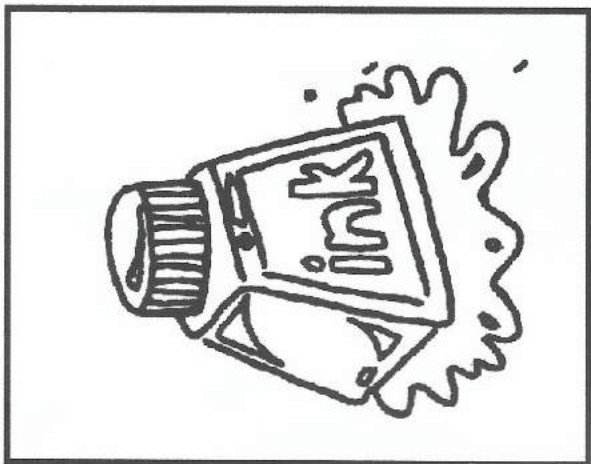
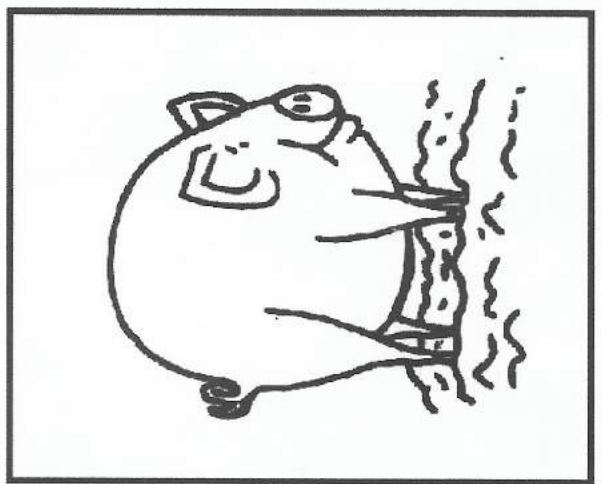
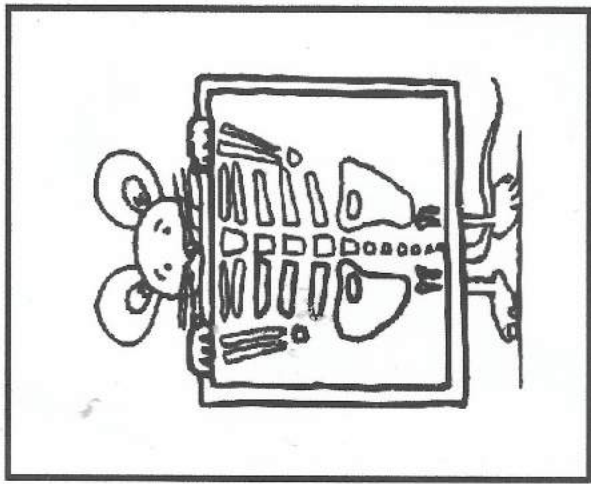


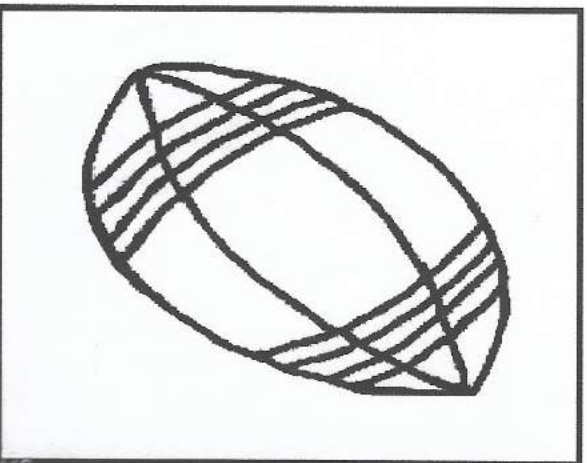
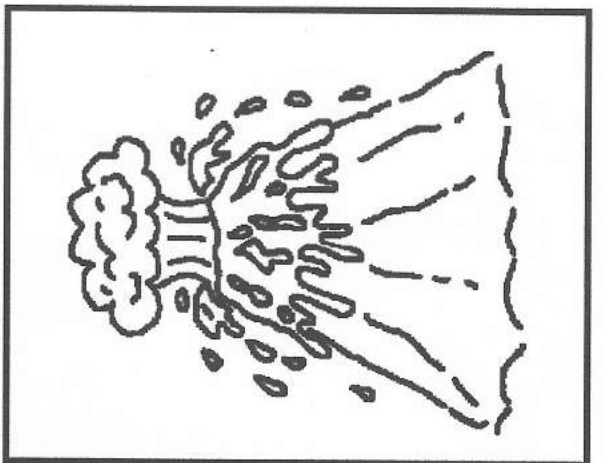
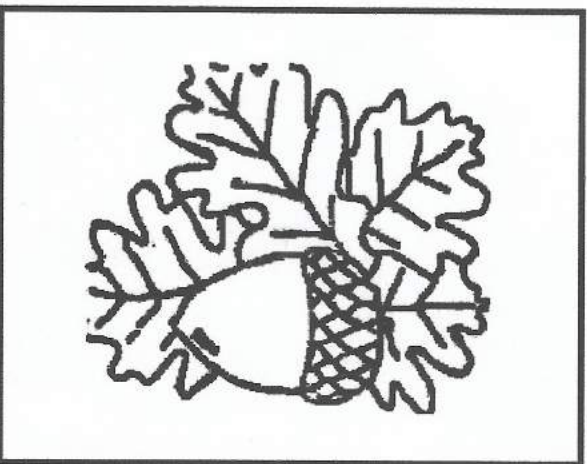
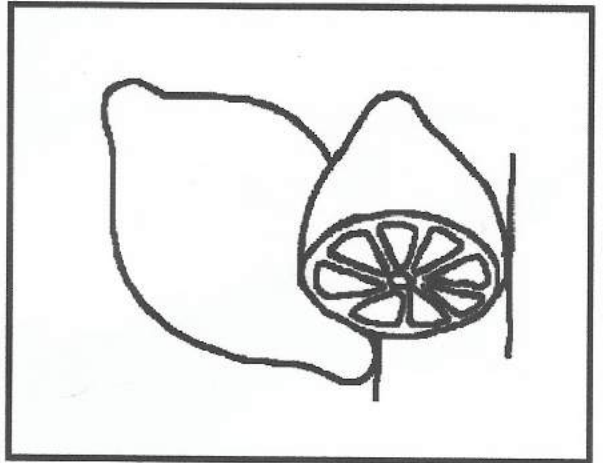
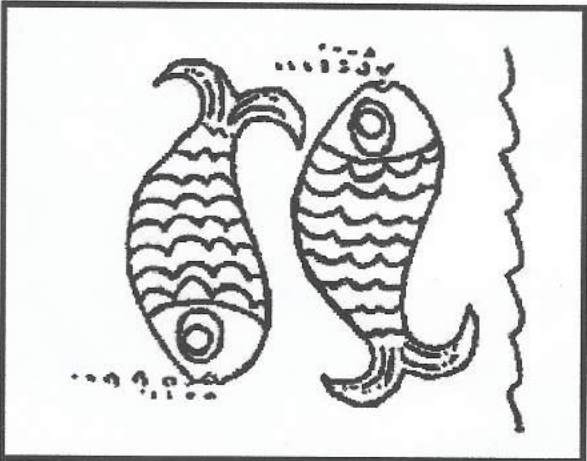
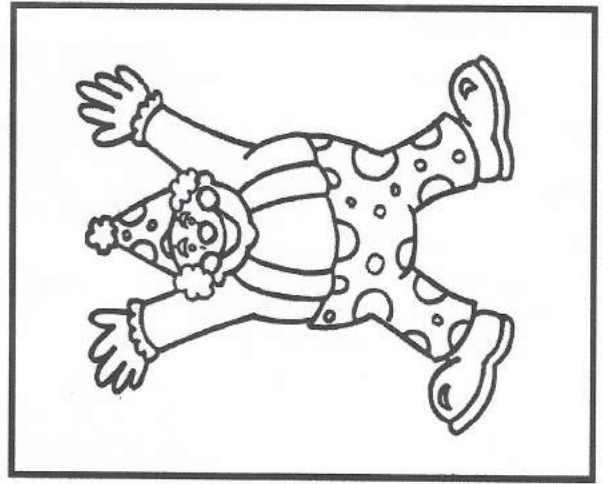
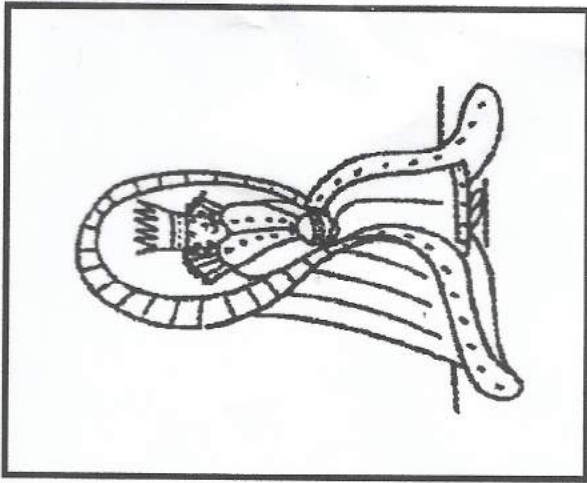
SAY

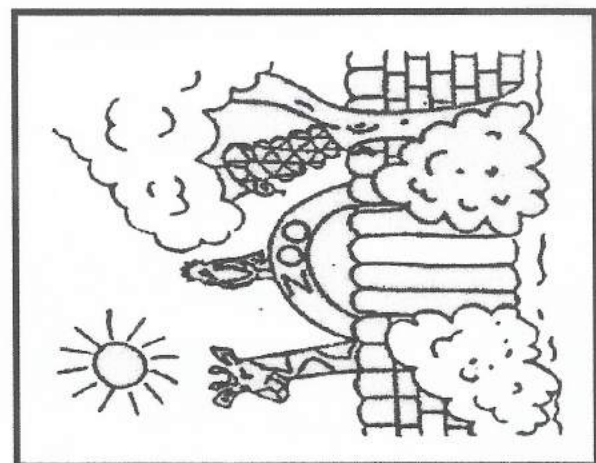
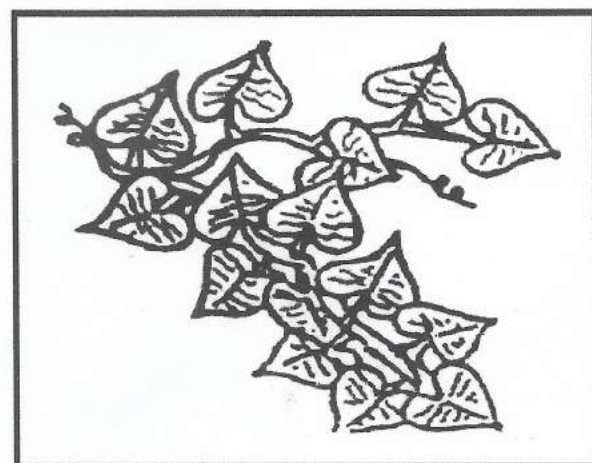
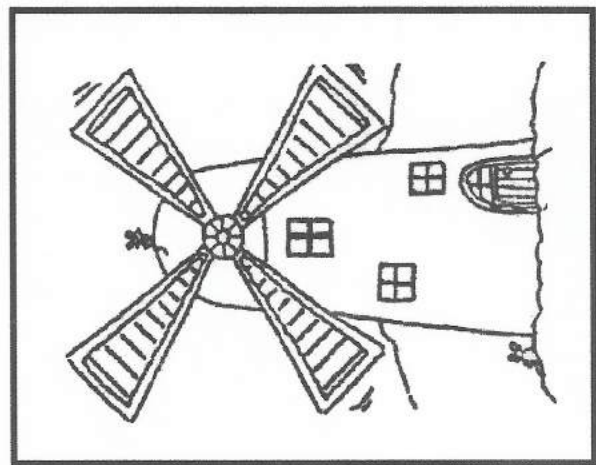
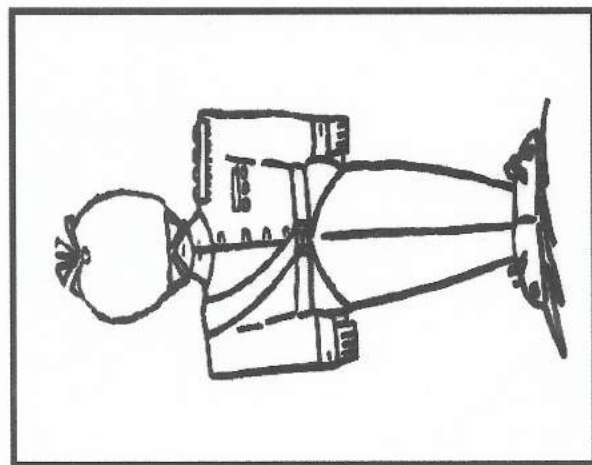
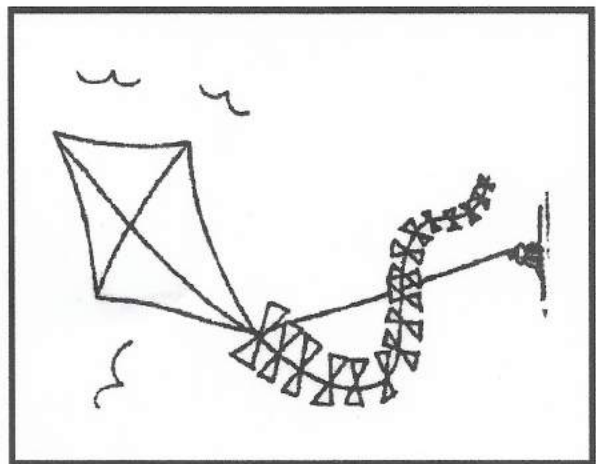
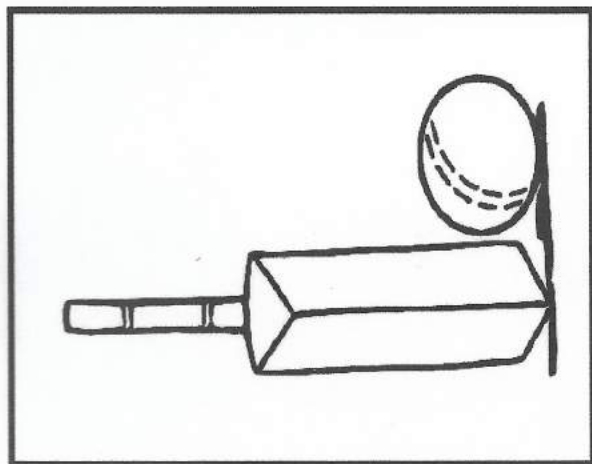
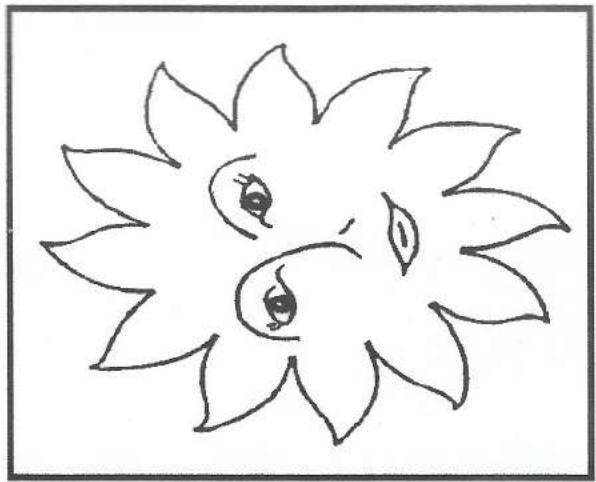
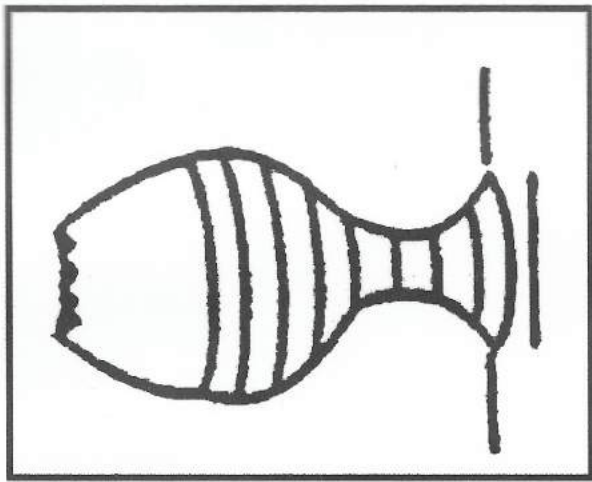
ZOO

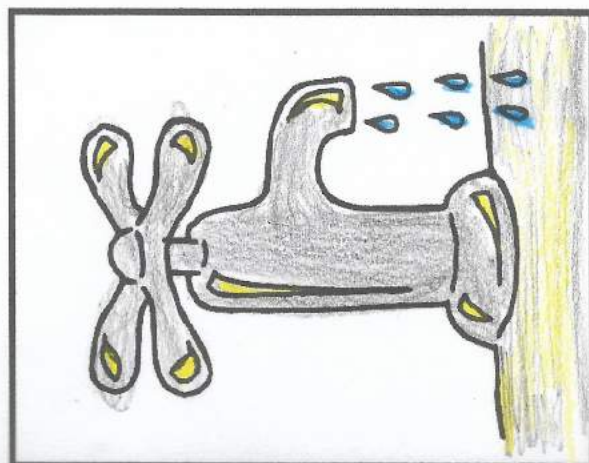
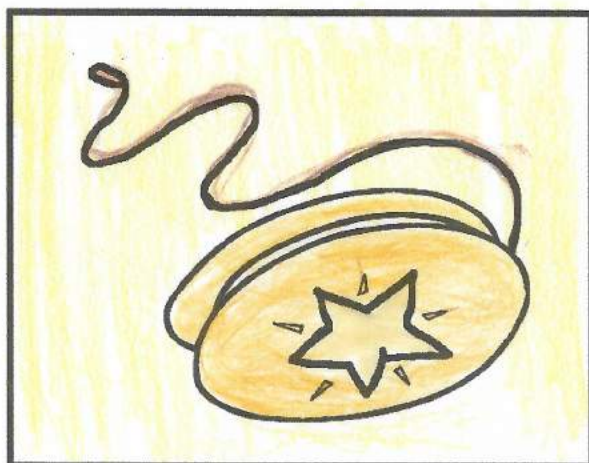
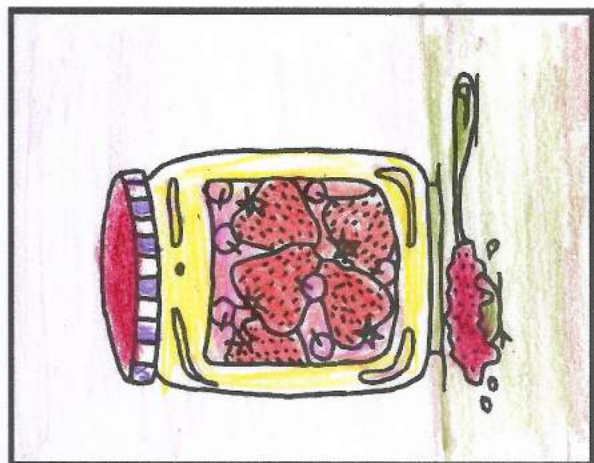
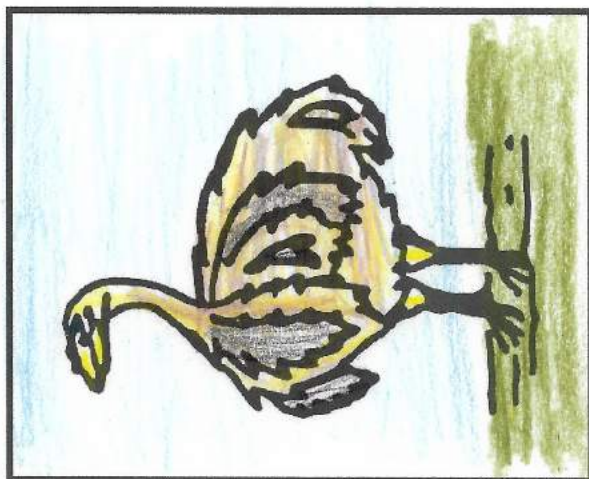


Zz











Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll

Mm

Nn

Oo

Pp





Tt

Xx



Ss

Ww



Rr

Vv



Qu

qu

nn





Yy



Zz



Aa



Ee



Ii



Oo



Uu