



Working with Letters, Sounds and Words in our Classrooms

For emergent students

In this block, emergent students need to build two skills:

- Alphabet knowledge
- Phonological awareness

Are you:

- Providing them with alphabet books e.g. <http://tinyurl.com/mgbdccx?>
- Focusing on the whole alphabet or at least on two letters a week?
- Using students' names as a basis for early alphabet knowledge?
- Pointing out letters and print in the environment?
- Talking about letters and their sounds when you encounter them in every day activities?
- Providing opportunities to play with letter shapes and sounds?
- Explicitly referencing letter names and sounds in shared reading and writing activities?
- Using mnemonics such as food, people and actions for difficult letters?
- Doing letter sorts or initial letter word sorts?
- Covering onset rime?
- Doing auditory word sorts (no text)?

For conventional students

In this block, conventional students need to build two skills:

- Increase the number of sight words
- Learn how to decode and spell unfamiliar words for reading and writing

Are you:

- Using a word wall?
- Introducing 5 high frequency words and/or keywords a week, for weeks 1 – 7 of terms 1, 2 and 3?
- Doing activities to consolidate word wall words every day?
- Encouraging students to use the word wall in writing and reading?
- Doing Systematic Sequential Phonics or Making Words?
- Doing Guess the Covered Word?
- Doing keyword sorts – visual, auditory or spelling?



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For more information

Check out the blog posts:

[Words families and onset rime: Early literacy instruction with learners with CCN](#)

[Letter of the Week: Resources for Older Students](#)

[Balanced Word Instruction: Support Students with CCN to Crack the Alphabetic Code](#)