Picture Cards - for training in 'phonemic awareness' (being able to identify the smallest individual spoken sounds which make up spoken words)

Description:

Sets of the Picture Cards are available in units 1 to 6. Teachers' guidance on how to segment (split up) the examples of spoken words into their constituent phonemes is also available in units 1 to 6. Note that the phonemes (sounds) are denoted **between slash marks** on the guidance and that these are for the teachers' information and use - not the learners! The Picture Card illustrations can be found on other Phonics International resources as they provide **key examples** of the Alphabetic Code knowledge and skills being taught.

Aims and suggestions:

The Picture Cards can be used for training the learners' phonemic awareness as part of learning **sub-skills** for reading and spelling including;

1) a sub-skill of reading: **listening to** the individual phonemes from beginning to end of a 'picture word' **said aloud by the teacher** so that the learner can 'hear' or **identify** the target word (oral blending); for example, the teacher says, "/**s**/ /**n**/ /**ai**/ /**k**/" and the learner listens to see if he/she can identify and say the word "**snake**".
[**Note**: this type of activity can be 'played' at any time and does not need special pictures as a stimulus. The teacher can say words in their segmented phonemes as part of general conversations to 'develop' the learner's ear to 'hear' the words; for example, "Put on your /**k**//**oa**//**t**/ as it is /**k**//**oa**//**l**//**d**/. Can you /**p**//**oo**//**l**/ up the /**z**//**i**//**p**/ please."] See pages 6 - 8 of the Programme Overview and Guidance.

2) a sub-skill of spelling: the teacher or learner says the whole spoken word aloud (of the picture) and the learner then segments (splits up) the individual sounds (phonemes) from beginning to end of the spoken word; for example, the learner can say, "**ant**, /**a**/ /**n**/ /**t**/". The teacher may need to do **plenty of modelling** of this process starting with shorter, simpler words like 'hat', 'kit', 'egg', 'bag', 'sack'. The actual spelling of these words **does not matter** as these activities are spoken - with **no written symbols** involved.
[**Note**: It is very helpful indeed for the spoken word to be said very slowly and this helps the individual phonemes to 'pop out' so that they can be more easily identified.]

3) segmenting syllables: the teacher **models** how to break up a word into its syllables ('chunks' or 'beats') so that each syllable in turn can be segmented (split up) into its phonemes; for example the word '**picnic**' would be broken into the syllables **pic -nic** each of which would be segmented to /**p**//**i**//**k**/ - /**n**//**i**//**k**/.

The next steps:

Build on the Picture Card phonemic awareness activities by referring to the Picture Posters to show the relationship between sounds in speech and their corresponding written symbols in all positions of the example words. The Picture Posters in units 1 to 6 have an equivalent online audio-visual resource, Hear the Sounds, where the phonemes are demonstrated in all positions of example words - with speech and with print.

The Picture Cards can be used as a **stimulus** for word level reading and spelling activities:
For reading - first provide **whole words on cards** (see Blend Word Cards in units 1 - 6) which need to be read (sounded out and blended once learners **can** blend) and then paired up with the matching picture.
For spelling - selected Picture Card words are segmented and then the learner spells the word by selecting Grapheme Tiles, or magnetic letters or Can Do Cubes (www.candocubes.com) - or pulls code knowledge and letter shapes from memory and **writes** the spelling of the words on whiteboards or on paper.

unit 1: say the word	orally segment the word	say the word	orally segment the word
	snake /s/ /n/ /ai/ /k/ **hiss** /h/ /i/ /s/		**bag** /b/ /a/ /g/ **case** /k/ /ai/ /s/
	nest /n/ /e/ /s/ /t/ **eggs** /e/ /g/ /z/		**teddy** /t/ /e/ - /d/ /ee/ **bear** /b/ /air/
	nuts /n/ /u/ /t/ /s/ **three** /th/ /r/ /ee/		**spots** /s/ /p/ /o/ /t/ /s/ **sick** /s/ /i/ /k/
	apple /a/ - /p/ /ul/ **red** /r/ /e/ /d/		**tent** /t/ /e/ /n/ /t/ **camp** /k/ /a/ /m/ /p/
	ant /a/ /n/ /t/ **leaf** /l/ /ee/ /f/		**insect** /i/ /n/ - /s/ /e/ /k/ /t/ **bug** /b/ /u/ /g/

Keep this teachers' guidance grid intact - it is not for cutting up! * These Picture Cards (units 1 to 6) can be used as a starting point for oral segmenting - that is 'splitting up' whole **spoken** words into their phonemes (smallest identifiable sounds) from beginning to end all-through-the-word. The ability to segment a spoken word is a sub-skill of spelling. Learners can be trained to become very adept at 'hearing' the phonemes from beginning to end of the words but they need plenty of modelling by the teacher to develop this skill well. Try to model with 'pure sounds'. * Different words can be chosen to match the pictures as appropriate; for example, the 'hen' could also be described as a 'chicken'; the 'insect' could be described as a 'bug'. Teachers may wish to discuss alternative word choices to enrich vocabulary - but choose the shortest words for beginners to segment at first. Write any preferred word choices in spaces on this guidance grid for future reference. * When segmenting words with more than one syllable ('beat' or 'chunk'), segment each syllable separately. **This activity is for oral spelling only.** **The letters within the slash marks /-/ denote the phonemes.**

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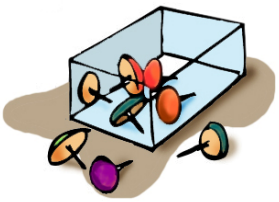
unit 1: say the word	orally segment the word	say the word	orally segment the word
	tin /t/ /i/ /n/ **can** /k/ /a/ /n/		**net** /n/ /e/ /t/ **aim** /ai/ /m/
	milk /m/ /i/ /l/ /k/ **carton** /k/ /ar/ - /t/ /u/ /n/		**pins** /p/ /i/ /n/ /z/ **sharp** /sh/ /ar/ /p/
	pan /p/ /a/ /n/ **fry** /f/ /r/ /igh/		**fan** /f/ /a/ /n/ **cool** /k/ /oo/ /l/
	lips /l/ /i/ /p/ /s/ **mouth** /m/ /ou/ /th/		**cat** /k/ /a/ /t/ **black** /b/ /l/ /a/ /k/
	cup /k/ /u/ /p/ **tea** /t/ /ee/		**act** /a/ /k/ /t/ **stage** /s/ /t/ /ai/ /j/

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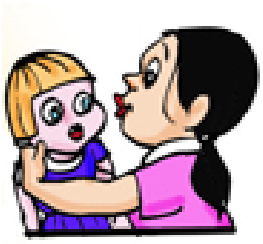
unit 1: say the word	orally segment the word	say the word	orally segment the word
	picnic /p/ /i/ /k/ - /n/ /i/ /k/ food /f/ /oo/ /d/		clocks /k/ /l/ /o/ /k/ /s/ time /t/ /igh/ /m/
	kit /k/ /i/ /t/ tools /t/ /oo/ /l/ /z/		bucket /b/ /u/ - /k/ /i/ /t/ pail /p/ /ai/ /l/
	skip /s/ /k/ /i/ /p/ rope /r/ /oa/ /p/		egg /e/ /g/ fried /f/ /r/ /igh/ /d/
	kiss /k/ /i/ /s/ doll /d/ /o/ /l/		pen /p/ /e/ /n/ write /r/ /igh/ /t/
	duck /d/ /u/ /k/ drake /d/ /r/ /ai/ /k/		belt /b/ /e/ /l/ /t/ buckle /b/ /u/ - /k/ /ul/

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unit 1: say the word	orally segment the word	say the word	orally segment the word
	hat /h/ /a/ /t/ **brim** /b/ /r/ /i/ /m/		**train** /t/ /r/ /ai/ /n/ **track** /t/ /r/ /a/ /k/
	hen /h/ /e/ /n/ **chicken** /ch/ /i/ - /k/ /u/ /n/		
	hills /h/ /i/ /l/ /z/ **green** /g/ /r/ /ee/ /n/		
	rat /r/ /a/ /t/ **rodent** /r/ /oa/ - /d/ /u/ /n/ /t/		
	rip /r/ /i/ /p/ **tear** /t/ /air/		

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