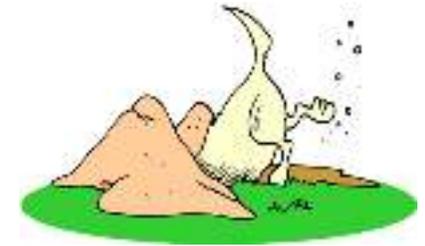




## READING WORKS

# Consonants

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### CONTENTS

Suggestions for teachers and literacy coaches	i
Consonants – stage one	1
Consonants – stage two	10
Consonants – stage three	28
TEACHING NOTES and IDEAS	46
How to get the most from this book	47
Handy Hints for effective teaching	48
Syllable happiness	52
Ideas for written work	54
How to use this series	56
Practical ways to enhance teaching and learning	57
About the author	58
Other books by this author	59
READING WORKS – why this format?	60

## Suggestions for teachers, parents and literacy coaches

A Literacy coach is anyone who works with a learner and helps them *learn to read*

Go through each page with lots of face-to-face 'copy my mouth' exercises so that the learner can see, hear and feel how each sound is made. A mirror is a particularly valuable aid for pronunciation and mouth shape accuracy, and is an enjoyable way to learn.

Look at and identify each letter symbol and its picture while saying its sound. Do lots of finger pointing to words, simultaneously adding clear speech, good questioning, high expectations, lots of positive reinforcement and pertinent written work.

Make the learning conversational, and ensure that everyone feels the excitement of success every day. Children really want to be able to read, and do their utmost, often under difficult circumstances, to succeed. Be there for them. Provide this empowerment.

Handwriting: Put it in amongst the spoken, the visual, the auditory and the imagery as a locking-in reinforcement step. When demonstrating and monitoring any handwriting, check that it is done with the correct pencil hold and that it follows the letter formation technique of your local syllabus.

The words *letter* and *sound* are not interchangeable. Take care with this one!

Teach each sound by demonstrating it with a rhythmic bounce, as shown here:

**a a astronaut** (IPA æ æ æstrənət)

**e e egg**

The *astronaut* example has been chosen over the more usual *a for apple* for the following reasons: The *a* sound in *astronaut* is a longer sound than the shorter *a* in *apple* because the closed-mouth *p* in *apple* immediately cuts off the *a* sound. The *a* moves into the *s* sound without any need to stop the air flow in the word *astronaut*. The whole word *astronaut* is said in one continuous breath rather than being suddenly stopped in its tracks by the closed-mouth *p* in *apple*. The *astronaut a* can therefore be drawn out (aaaas) so learners hear it more clearly and see it more easily when a teacher demonstrates its mouth shape, sound and breathing technique.

Hasten slowly and use *lots and lots* of variations and interesting methods to create

REPETITION repetition **repetition** repetition REPETITION

Consonants - stage one



30 consonants are here, with words and pictures to help the learner learn the many and varied consonant sounds in English.

b b

balloon



k

c c

cocoa



ss

c c

city



d d

dog



Consonants - stage two



**30** consonants with words, pictures and simple sentences extend word knowledge and help develop reading confidence.

b b  
balloon



'At last a breeze has begun to blow our beautiful big balloon,' said Betsy to Bill.

k  
c c  
cocoa



'Could I have a cup of warm cocoa please Cathy?'

## Consonants - stage three



ice (c says ss)



nest swan pen cygnet

**30** consonants with words, pictures and complex sentences venture further into reading to help the learner decode words with growing independence, vocal clarity, expression, comprehension and fluency.

b b  
balloon



'At last a breeze has begun to blow our beautiful big balloon.'

'Wow! Look at the number of baby-sized people down below!'

k  
c c  
cocoa



'Could I have a cup of warm cocoa please Cathy?'

'One cup of cocoa coming up, Colin.'