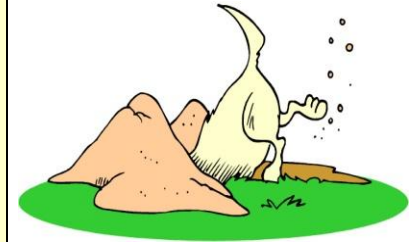




READING WORKS

# Consonants

*Ellie Hallett*



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# Consonants - stage one



**30** *consonants are set out in this book, with words and pictures to help the learner understand, say and use the many and varied consonant sounds of English.*

*Stage one presents each consonant letter with all its possible sounds.*

*Stage two adds a simple sentence to show the sounds in spoken and written text.*

*Stage three advances the reader ever onward with more complex sentences.*

Say the sounds and the word examples in a fluent, rhythmic and bouncy way, e.g. 'b b balloon, k k cocoa, ss ss city, d d dog' etc.

b b

balloon



k

c c

cocoa



ss

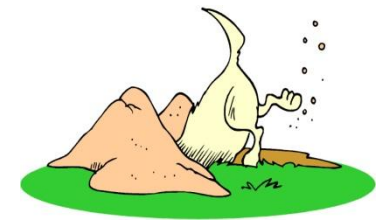
c c

city

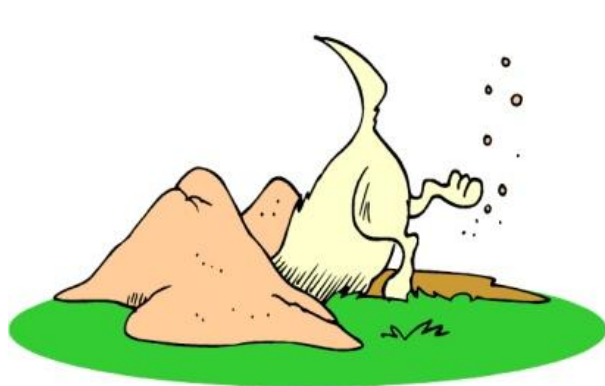


d d

dog



## Consonants - stage two



**30** *consonants with words, pictures and simple sentences to extend word knowledge.*

NOTE to teachers and tutors: You may think the mini-story sentences are too difficult for beginner readers, but they have been purposely written this way to provide learners with the analytical skills they will use for independent decoding. The recognition of each sound by saying, hearing and seeing its function in different words will transform any perceived difficulties into achievement landmarks.

Do not be concerned if your learners memorise the sentences because of frequent revisits. Use this knowledge-confidence to stretch words into new territory. An example: The word 'blow' could be stretched into blown, blown apart, blown down, blown out etc with the teacher orally modelling sentences to demonstrate their meanings, and then learner-created sentences said around the circle.

Do a lot of accurate left-to-right smooth-flowing finger movements under the sentences to reinforce automatic L-R eye movement. Similarly, move your hand quickly down and back to teach the faster eye movement required for finding the beginning of the next line.

Formal written work is not necessary in Stage one because of the more important emphases on the aural/oral/visual aspects of English, and how language as communication works. However, short and to-the-point teacher-modelled writing, followed by learner copying and then writing from memory (on a whiteboard) these letters, words, phrases or short sentences met along the way is recommended.

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. More formal teacher-devised written work to suit a range of abilities and learning needs can be incorporated at this stage.

b b  
balloon



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

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

k  
c c  
cocoa



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

'One cup of cocoa coming up, Cathy.'