

Ease Into Phonics

Phase 1

Preparation: Print Phase 1 Letter-Sound Pages. Print and cut out two copies Phase 1 Flashcards.

Step 1, Introducing 'Stretchy' Consonant Letter-Sounds:

f as in fish	l as in look	m as in milk	
n as in now	r as in rabbit	s as in sun	z as in zip

- With your student, pick out additional example words beginning with each letter-sound.
 - ◇ These should be words that are already in your student's spoken vocabulary. For example, you may choose words from familiar stories that you have read aloud to him or her.
 - ◇ If your student has dictated any Natural Language Stories and is learning to read them by rote, you can collect example words from those stories.
- Write the new example words on your student's Letter-Sound Pages.
- Pronounce each example word for you student, stretching out the f-f-f-first sound.
 - ◇ Say "Hear the f-f-f-f? F-f-f-f-fish. F-f-f-f-f." (Example words are for student to hear, not to read.)
 - ◇ TIP: Introduce just 2 or 3 new letter-sounds at first. Practice 'Learn the Letter-Sounds,' Step 3, just with those. Add more letter-sounds to your student's flashcard deck gradually.

Step 2, Introducing a Vowel Letter-Sound:

a	[short A]
as in apple, ant, or man	

- With your student, pick out additional example words for 'short A.'
 - ◇ Collect example words from familiar read-aloud stories, or from Natural Language Stories your student is learning to read by rote.
- Write the new example words on your student's Letter-Sound Page.
- Pronounce each example word for your student, stretching out the vowel sound.
 - ◇ Say "A-a-apple. Hear the a-a-a? [pronounce as in 'apple.'] Ma-a-a-an. A-a-ant. . ."

Step 3, Learn the Letter-Sounds.

3a, Match the Letter-Sounds (a preliminary step):

- Spread out two copies Phase 1 Flashcards on the table, face up, in mixed order.
- Hold up one of the flashcards, and name it. Say "Here is f-f-f-f. Find another f-f-f-f."
- Student scans the cards on the table and finds the matching letter-sound.
 - ◇ TIP: You can give a lot of preliminary practice by repeating the sound as your student is looking for it. "Hmmm, 'f-f-f-f. Where is that 'f-f-f-f?'"

3b, Find the Letter-Sounds (a warm-up step):

- Spread Phase 1 Flashcards face up on the table, in mixed order.
- Say "Find f-f-f-f."
- Student points to the letter-sounds you name.



Step 5, Mastery. The goals of Phase 1 are:

• **Rapid-Accurate Naming** of 7 'stretchy' consonant letter-sounds and short-A.

- Continue working with *steps the student can do successfully (3a, 3b and 3c)* until your student can name each flashcard quickly, correctly and easily, day after day.

- f
- l
- m
- n
- r
- s
- z
- a

• **Sound Blending** with 7 'stretchy' consonant letter-sounds and short-A.

- Continue working with *step 4a* until your student can blend these isolated spoken sounds into words:

- f a n
- m a n
- r a n
- S a m
- r a m
- a m
- m a ss
- l a ss

• **Early Spelling** with 7 'stretchy' consonant letter-sounds and short-A.

- Continue working with *steps the student can do successfully (4b and 4c)* until your student can select and copy the correct sounds easily as you say them.
 - TIP: If writing is too cumbersome, your student can arrange letter-sound flashcards into words instead.
- f-f-f a-a-a-a n-n-n-n
- m-m-m a-a-a-a n-n-n-n
- r-r-r-r a-a-a-a n-n-n-n
- S-s-s-s a-a-a-a m-m-m
- r-r-r-r a-a-a-a m-m-m
- a-a-a-a m-m-m
- (m-m-m a-a-a-a s-s-s-s)
- (l-l-l a-a-a-a s-s-s-s)