

# Phonics and Word Work

- **Making words**

Working with your child to make words is important as it builds their confidence while spelling and reading. You can make words with your child by using letter manipulatives, playdough, texture trays (salt, sand) and paint. This evening we will show you how to work with your child.

- **Blending/Segmenting**

Blending is joining together letters/sounds in order to make words. For example c-a-t makes cat. In short blending is combining sounds together to make words. Segmenting is breaking apart a word into the different sounds. For example mat is made up of m-a-t. In short, segmenting is separating sounds within a word.

- **Decodable text**

Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes that have been taught to the new reader. Often here we see both sight words that can be blended. Decodable texts often do not have pictures, which forces the reader to blend unfamiliar words.

- **Sentences**

Words are used to make a sentence, which can be an idea, a statement, a question. It is important that your child practices putting the words they have learned into sentences that make sense. "You write to read, you read to write". Reading and writing are not separate entities, they are intertwined. When your child is reading and writing you want to see them blend, segment and pound the words to show they are using the strategies taught at school and reinforced at home.

- **Short Vowels**

A, E, I, O, U (sometimes y). These letters say their associated sound (A like apple, E like edge, I like itch, O like octopus, and U like up). See link for verbal sounds:

<https://www.youtube.com/watch?v=RUSCz41aDug>

- **Long Vowels**

A, E, I, O, U (sometimes y). These letters say their their name (A like acorn, E like eagle, I like ice cream, O like open, and U like unicorn).

- **Blends**

There are many blends (see page on common alphabet blends) that we experience when we read. Blends are 2 or more consonant letters that blend together to make 1 sound. These sounds are different from that of each individual letter pushed together.

- **"y"**

The concept of y is difficult for students as the letter y, at times is a vowel. Y can make the sound similar to long I and long E. Often students can struggle to identify spelling patterns for words ending in y as they may mistaken it for a I or E.

# Alphabet Blends

• br	• cl	• dr
• gr	• pl	• tr
• sh	• bl	• cr
• sl	• sp	• st
• sw	• th	• fl
• fr	• kn	• pr
• thr	• wh	• ch
• sk	• sm	• sn
• spr	• squ	• str
• soft c	• soft g	• gl
• sc	• scr	• tw
• ph		

# Blends

## SCR / FL

### Word Work Chain

1. scrap → scrat → scrut → scrub
2. flat → flap → flop → flip

### Sample Word Work Chain Script

1. Make the word **scrap** [spelling]
2. Change the **p** to **t**. What word is this? [reading]
3. Change **a** to **u**. [spelling]
4. Change the **t** to **b**. What word is this? [reading]

### Sentence

1. The farmer threw the scraps to the pig.
2. I dived into the pool and did a belly flop.