

Learning together

Spelling by Sounds: Segmenting Words into Phonemes

ACTIVITY #3

SEQUENCE: SPELLING AND SENTENCE STRUCTURE
1ST CYCLE – PRIMARY

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Purpose of the activity

The aim of this activity is to suggest a few ways to support your child in their first steps towards writing words. We're going to discover the strategy of breaking down words into sounds.

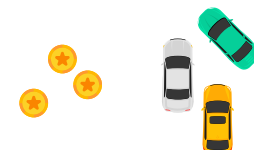


Relevance of the activity

To write words, your child must develop good phonological skills. The one we will practise during this activity is called *Spelling by Sounds*. To write a word, we must first listen to ourselves pronounce it. More specifically, we must hear each sound (phoneme) that forms that word. Once we've isolated the sounds, we can then write the letter or group of letters (graphemes) that represent each sound.



Supplies



Listen to the word
Repeat the word
Stretch the word out like a robot
Say each sound

- Spelling by Sound Memory Aid (see Appendix)
- Your child's vocabulary list
- Words from a text or book your child has read, including a picture book
- Objects found around your home

LET'S GO!

What?



Today, we are going to discover how to segment spoken words into individual sounds.

Why?



Our writing system is based on the sounds we make with our mouths. When you want to spell a word, you must first hear the word and each sound that makes up that word. Once you've heard a sound, you can make the right sound-letter association. This strategy is the basis for spelling words. If you practise segmenting words into sounds, it will make it easier and faster for you to write those words.

When?



This strategy is used to spell words you've never seen before or words you don't know how to spell, by heart. It will also help you check if you have written all the right letter-sound associations in a word.

How?

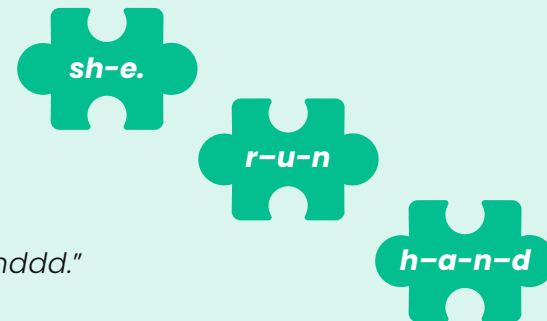


The first stage of writing is to segment words into sounds.

When you become an experienced speller, this will happen very quickly in your head, but today we're going to take the time to listen to each sound we make when we are pronouncing words.

I will say a word. You will repeat the word and stretch it out like a robot that is running out of batteries. Then, you will split the word into sounds. Let me show you.

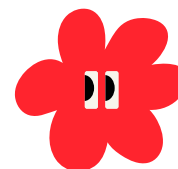
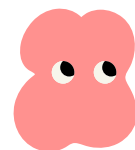
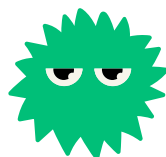
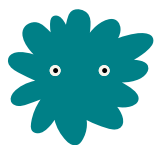
- I say the word **she**. I stretch the word to hear each sound: "shhheee."
Then I say each sound individually:
- I say the word **run**. I stretch the word to hear each sound: "rrruuunnn."
Then I say each sound individually:
- I say the word **hand**. I stretch the word to hear each sound: "hhhaaannnddd."
Then I say each sound individually:



This strategy will help you write all kinds of new and different words, because it teaches you to listen to the sounds you must write and then make the right sound-letter associations. There are other words that don't follow the sound-letter rules so to write those, we will learn other strategies a little later on.

Notes

- In English, we usually start spelling with 3 letter-sound words (CVC words, where C = consonant and V= vowel), such as *fan*, *red*, *sip*, *log*, *cub*. In this type of word, the vowel sounds are said to be "short."
- These are the 5 short vowel sounds and keywords that start with the vowel sound: /a/as in *apple*, /e/as in *elephant*, /i/as in *insect*, /o/as in *octopus* and /u/as in *up*. Once the 3-letter words are mastered, we start to spell 4-letter words, CCVC or CVCC, such as *crab*, *step*, *grip*, *lost*, *pump*.
- Once the short vowel sounds are mastered, we introduce words with long vowel sounds (the name of the vowel), and that end with a *silent E* (the *magic E* rule), such as /A/as in *ape*, /E/as in *here*, /I/as in *ice*, /O/as in *home*, and /U/as in *rule*.



Don't forget!

Start with simple spellings (one letter = one sound) before moving onto more complex spellings (Two letters or more = one sound). For example, start words like *hat*, *dog* or *fun* before trying to spell words like *chip*, *shop* or *full*.



Here are some examples of questions you could ask your child:

What are the sounds in the word map?	Answer: m – a – p
What is the 1st sound in the word shoe?	Answer: sh
What is the last sound in the word ship?	Answer: p
What is the middle sound in the word dog?	Answer: /o/ (/aw/)
What is the 2nd sound in the word frog?	Answer: /r/

Blending Sounds into Words

Listen to the word



Repeat the word



Stretch the word out like a robot



Say each sound