

Some considerations when discussing Module 14 (chapter 12)

EFRS Letter Sound Learning Chapter 12 Module 14

- Letter-sound ability is the foundation of phonics and mapping.
- Instant recognition of letter sounds, digraphs and blends.
- Letter Sound Skills + Oral Blending + Basic Phonics Skills

Teaching Letter Sounds p. 106 EFRS

- Students must learn to pronounce sounds correctly and precisely in isolation

Vowels

- Easiest to say in isolation – both long and short forms of a, e, l, o, u
- Vowel combinations (ou, oo ee, ea, ey etc.)

(Vowels are **continuous sounds**. Pronunciation can occur by forcing air through vocal cords and mouth and can be extended until no air is left. Vowel sounds are differentiated by width or narrowness of the mouth when articulating. Kilpatrick calls this “dragging out”)

Easiest Consonants and Digraphs

Soft c, f, l, m, n, ph, s, sh, th voiced, th unvoiced, t, th
voiced, v, z (Voiced, your vocal cords are engaged. Unvoiced, just air; no vibration of the vocal cords.)

With students, have them put their hand on their neck to feel the difference between voiced and unvoiced. See Appendix E (The universal symbol for a phoneme is to place a letter in-between virgules. Ex. /s/, /f/, /m/, /n/)

Moderately Difficult Consonants

- Consonants that require more thought and practice: h, j, k, q, r, w, x, y, hard c, (/k/), soft g (/j/) and hard g /g/.

(Pay attention to what your teeth, tongue and lips are doing. Resource: Kid Lips from www.tools4reading.com.)

(Be careful pronouncing /r/. It is not /er/. It is the first sound in run. Clip that first sound to articulate correctly.)