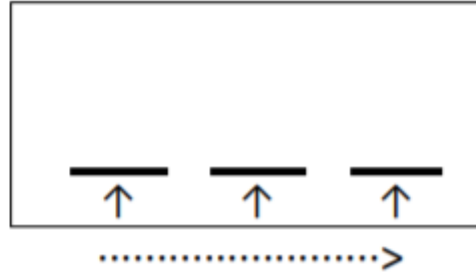


bed pen cup pan pin net cap peg mat bib hen pig web
tin hat pig sock gum jam mat jug peg cap hat tap

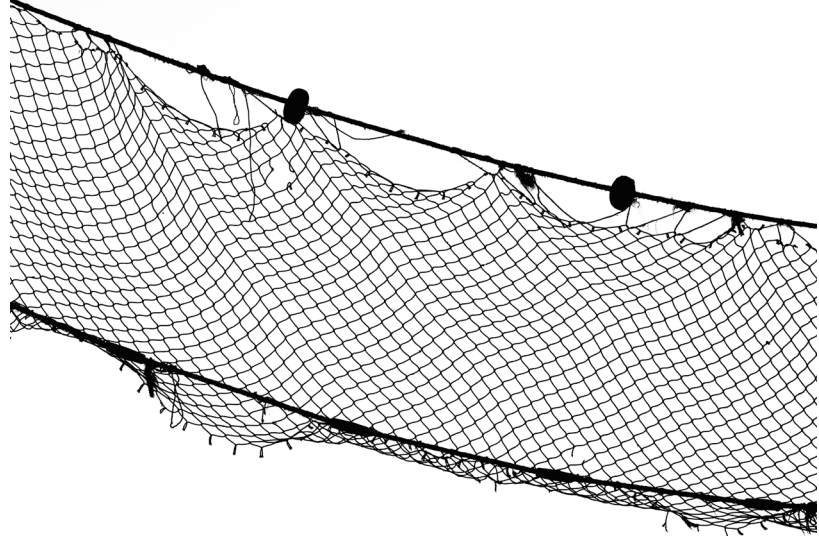
2. A board with three dashes:



Place two objects with dissimilar sounding names on the table, e.g. a **hat** and a **mug**. If necessary check that the pupils can actually name them! Then say, "I am going to say the sounds in **one** of them (whilst gesturing to **both**). See if you can guess which one I'm saying → **m...u...g** (or **h...a...t**)."

- a) **Child responds correctly** by pointing at the right object and saying the word. Say, "Let's say the sounds again together and then the word." The teacher models writing the word, saying the sounds as they write, and the pupil then does the same. Continue until you are sure that the pupil is secure at this level. After this, add another object so the choice increases to three. Keep adding objects to a maximum of five or six until you are sure the pupil is ready to move on.
- b) **Child makes a mistake or just doesn't respond.** Say, "**m...u...g** is **mug**, isn't it?" Then take the child's finger and, while gesturing to the dashes on the whiteboard, say again, "**m...u...g** → **mug**!"

1. First slide – student listens to the sounds and identifies which word the sounds make
2. Second slide provides the sound symbols for building the word
3. Third slide provides a text box for the student to type in the word (alternatively the word can be written)





a

p

n



.nap





a

c

t





