



MINISTRY OF EDUCATION

*Te Tāhuhu o te Mātauranga*

English Language Intensive Programme Unit

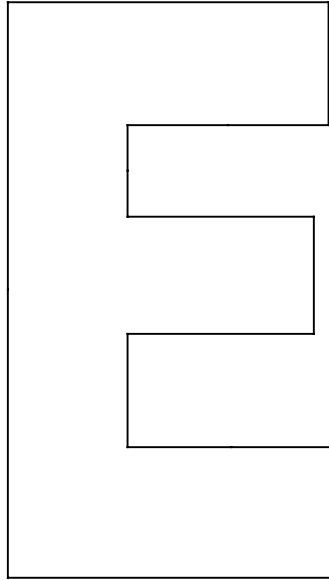
**Foundation Stage**

**Phonemic Awareness Programme**

**English**  
**Letters, Sounds, Sentences**



**Phonemic Awareness Programme**  
**English Language Intensive Programme**



**ENGLISH**

**LETTERS    SOUNDS    SENTENCES**

**STUDENT WORKBOOK**

Name.....



## Alphabet

a b c d e f g h i j k l m n o p q r s t u v w x y z

## Vowels

a e i o u (y)

## Consonants

b c d f g h j k l m n p q r s t v w x y z

## Vowel sounds

<b>ai</b>	<b>ar</b>	<b>au</b>
<b>aw</b>	<b>ay</b>	<b>ea</b>
<b>ee</b>	<b>er</b>	<b>oa</b>
<b>ie</b>	<b>ir</b>	<b>oe</b>
<b>oi</b>	<b>oo</b>	<b>ou</b>
<b>or</b>	<b>ow</b>	<b>oy</b>
<b>ue</b>	<b>ur</b>	<b>y</b> <small>'y' can behave like a vowel many, energy, stationary</small>

## Consonant Blends

<b>br</b>	<b>pr</b>	<b>tr</b>
<b>gr</b>	<b>fr</b>	<b>dr</b>
<b>cr</b>	<b>scr</b>	<b>spr</b>
<b>str</b>	<b>bl</b>	<b>sl</b>
<b>gl</b>	<b>fl</b>	<b>cl</b>
<b>pl</b>	<b>sn</b>	<b>sp</b>
<b>st</b>	<b>sk</b>	<b>sc</b>
<b>sw</b>	<b>sm</b>	<b>squ</b>
<b>tw</b>		

Vowel sounds - words and sentences  
a e i o u

**A a** .....  
1. ....  
2. ....  
3. ....

**E e** .....  
1. ....  
2. ....  
3. ....

**I i** .....  
1. ....  
2. ....  
3. ....

**I i** .....  
1. ....  
2. ....  
3. ....

**O o** .....  
1. ....  
2. ....  
3. ....

**U u** .....  
1. ....  
2. ....  
3. ....

**U u** .....  
1. ....  
2. ....  
3. ....

## Vowel sounds - words and sentences

**ai** .....

1. ....

2. ....

3. ....

**ar** .....

1. ....

2. ....

3. ....

**au** .....

1. ....

2. ....

3. ....

**aw** .....

1. ....

2. ....

3. ....

**ay** .....

1. ....

2. ....

3. ....

**ea** .....

1. ....

2. ....

3. ....

**ee** .....

1. ....

2. ....

3. ....

**er** .....

1. ....

2. ....

3. ....



## Vowel sounds - words and sentences

**oa** .....

1. ....

2. ....

3. ....

**ie** .....

1. ....

2. ....

3. ....

**ir** .....

1. ....

2. ....

3. ....

**oe** .....

1. ....

2. ....

3. ....

**oi** .....

1. ....

2. ....

3. ....

**oo** .....

1. ....

2. ....

3. ....

**ou** .....

1. ....

2. ....

3. ....

**or** .....

1. ....

2. ....

3. ....

## Vowel Sounds - words and sentences

**ow** .....

1. ....

2. ....

3. ....

**oy** .....

1. ....

2. ....

3. ....

**ue** .....

1. ....

2. ....

3. ....

**ur** .....

1. ....

2. ....

3. ....

**y** .....

1. ....

2. ....

3. ....

## Consonant Blends - words and sentences

**br**.....  
1. ....  
2. ....  
3. ....

**pr**.....  
1. ....  
2. ....  
3. ....

**tr**.....  
1. ....  
2. ....  
3. ....

**gr**.....  
1. ....  
2. ....  
3. ....

**fr**.....  
1. ....  
2. ....  
3. ....

**dr**.....  
1. ....  
2. ....  
3. ....

**cr**.....  
1. ....  
2. ....  
3. ....

**scr**.....  
1. ....  
2. ....  
3. ....

## Consonant blends - words and sentences

**spr** .....

1. ....

2. ....

3. ....

**str** .....

1. ....

2. ....

3. ....

**bl** .....

1. ....

2. ....

3. ....

**sl** .....

1. ....

2. ....

3. ....

**gl** .....

1. ....

2. ....

3. ....

**fl** .....

1. ....

2. ....

3. ....

**cl** .....

1. ....

2. ....

3. ....

**pl** .....

1. ....

2. ....

3. ....

## Consonant blends - words and sentences

**sn** .....

1. ....

2. ....

3. ....

**sp** .....

1. ....

2. ....

3. ....

**st** .....

1. ....

2. ....

3. ....

**sk** .....

1. ....

2. ....

3. ....

**sc** .....

1. ....

2. ....

3. ....

**sw** .....

1. ....

2. ....

3. ....

**sm** .....

1. ....

2. ....

3. ....

## Consonant blends - words and sentences

**sq** .....

1. ....

2. ....

3. ....

**tw** .....

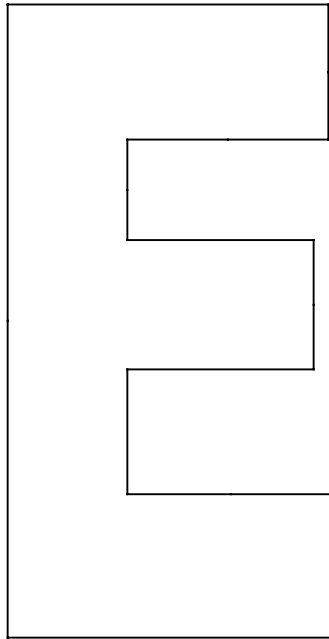
1. ....

2. ....

3. ....



*Phonemic Awareness Programme*  
*English Language Intensive Programme*



**ENGLISH**

LETTERS SOUNDS SENTENCES

**DICTION**

Name .....

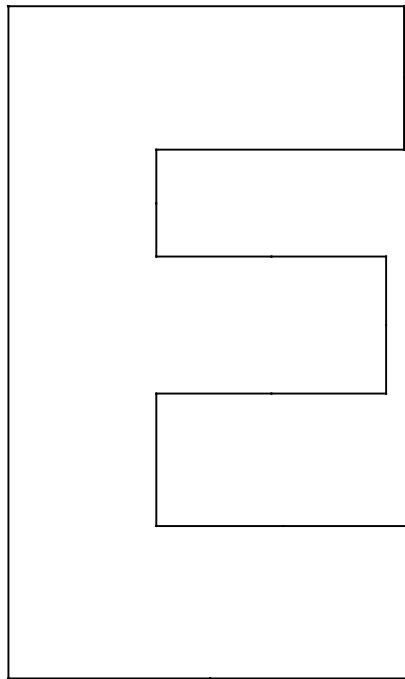


# Phonemic Awareness Programme

for students at

English Language Intensive Programme

*Foundation Stage and Stage 1*



**ENGLISH**

LETTERS SOUNDS SENTENCES

**TEACHER NOTES**

**Teacher notes**  
**English - Letters Sounds Sentences**  
**Introduction**

- The purpose of this programme is to develop student awareness of the basic sound and letter correspondences and common clusters/blends.
- Uses the four modes-speaking, listening, reading and writing.
- Students begin to say, write and read simple sentences. Identify the verb phrases.
- Links with curriculum content.
- Builds vocabulary.
- Can be used with a whole class, a small group or in a *one on one* tutorial.
- The approach is collaborative. It should be fun and interesting for students.
- Plan for approximately 30 - 45 minutes daily for approximately 20 weeks.
- The daily cycle of work consists of three parts ;
  - a) A dictation of previous work (homework preparation).
  - b) New work as presented in the student workbook.
  - c) Follow-up homework.
- The aim is to cover **three** letters or blends each day. (9 sentences).

**Procedure**

Materials used : Students use workbooks. Teachers use a whiteboard.  
Illustrate words with pictures. Draw or use clip art.

**A Letters, blends and words**

1. Write the first letter (or blend) on the white-board.
2. Say the letters and their sound. Students repeat.
3. Ask students to say words beginning with the sound. Record about six of the words on the white-board.
4. Students copy these words onto the top line next to the letter or blend in their workbook.
5. Ask individual students to read the words.
6. Model pronunciation, intonation, rhythm and stress.
7. Syllabify some/all of the list words.
8. Check the meanings are understood. Use illustrations.

**B Words and sentences**

1. Ask students to choose **three** words from their list to make three sentences. At this time the teacher may suggest the selection of at least one curriculum related word. Ask the students themselves which word(s) are useful to learn for their subjects.

## Teacher notes

2. The first word is used to make the first sentence.
3. Ask students to say a sentence using the first word. (i.e. An apple is a fruit or An atlas is a book of maps).
4. Write number 1 on the white-board. Write the sentence next to the number.
5. Students copy the sentence into their workbooks.
6. Teacher asks students for a sentence using the second chosen word.
7. Teacher writes the sentence next to number 2.
8. Students copy the sentence into their workbooks.
9. Repeat the procedure for sentence number 3.

Include the following activities -

- Learners take turns to read aloud a sentence.
- Model tonal grouping.
- Identify the verb phrase and subject in each sentence.

### Choosing the words

- Use words that your students suggest. They will gain confidence in the process if there is enough familiar content.
- Suggest a word or introduce a new word that is unfamiliar but will link to the curriculum. e.g. pie chart, trade, species, triangle, energy.
- Use words that relate to the school environment : e.g. identity card, form class, Principal, uniform.
- Use words from Paul Nation's first 1,000 word list.

### Choosing the sentences

Examples of sentences are included with these notes.

- Use sentences that the students provide.
- A definition from dictionary can be used. Use the class set of dictionaries.
- Use simple sentences. Identify the verb phrase.
- Suggest a sentence that uses a word with a curriculum link.

## Teacher notes

### Dictation

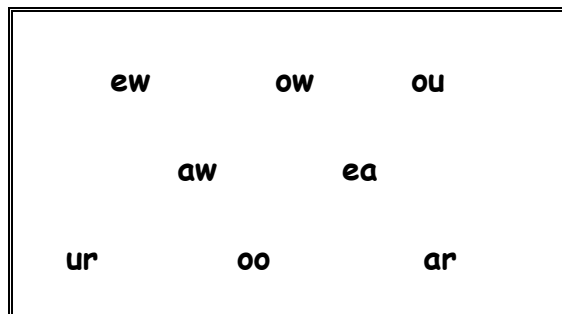
- ❑ Attach the DICTATION cover sheet to a few sheets of A4 lined paper. Date each dictation.
- ❑ Collect the booklet after each dictation and mark.
- ❑ Spelling errors are recorded in homework books for learners to practise.
- ❑ This record of dictation provides a useful diagnostic and formative assessment.

### Homework

- ❑ Students take their workbooks home and return them each day.
- ❑ Students copy the sentences three times each in their homework books.
- ❑ Teach Look, Say, Spell, Cover, Write, Check to practise spelling the more difficult words.
- ❑ An alternative is that the teacher types up the completed samples and these are pasted into the homework books. This is more work for the teacher but it means the workbooks don't get left at home.

### A listening game

- ❑ Select a few sounds and write on the whiteboard. For example:



Team 1

No 1  
No 2  
No 3  
No 4

Team 2

No 1  
No 2  
No 3  
No 5

- ❑ Divide the class into two teams.
- ❑ Students sit in their seats in a row.
- ❑ Students from each team are numbered in pairs.

## Teacher notes

- The teacher calls out a word or a short sentence containing one of the blends on the board. Immediately after saying the word, the teacher calls a number.
- The two students with that number from each team rush forward and the first to touch the blend is the winner for their team. Next round, choose another number.

Further suggestions for games are found in the English Language Intensive Programme Years 7-13 Resource. Making your ESOL programme work. Ministry of Education.

## Additional resource

Braithwaite, Merle. 2001. English Sounds for students learning to speak English. ISBN 0-473-08162-8

- This resource is available from *One English* 461 B Manukau Rd, Auckland 638 5161
  - The pages in this publication may be reproduced for use in the classroom.
  - This publication provides teaching material and a list of the phonetic symbols. It contains additional material not covered in *E for English*.
  - There are many practice sentences and activities with supporting illustrations. Many of the pages are suitable for OHT's and therefore can be used with the whole class.
- There is material on th, sh, ch, ph, and gh.
  - [th] in the initial, medial and final positions
  - [sh] in the initial, medial and final position.
  - [ch] in the initial, medial and final position.
  - **letters c, g, s**

## Vowels - words and sentences

Verb groups are underlined

**A a** *apple angle atlas*

1. An **apple** is a fruit.
2. An **angle** is measured in degrees.
3. An **atlas** is a book of maps.

**E e** *exercise example evergreen*

1. Students write in **exercise** books.
2. The teacher gave the students an **example**.
3. An **evergreen** has leaves all the year round.

**I i** *ice island identity*

1. **Ice** is frozen water.
2. An **island** is an area of land surrounded by water.
3. An **identity** card is very useful.

**I i** *international Internet impossible*

1. I use the **Internet** every day.
2. We are **international** students.
3. I can't fly. **It's** impossible.

**O o** *octagon October obtuse*

1. An **octagon** is a shape. It has eight straight sides.
2. **October** is the tenth month of the year.
3. An **obtuse** angle is an angle between 90 degrees and 180 degrees.

**U u** *uncle underground underline*

1. Your **uncle** is the brother of your mother or father.
2. Some animals live in burrows underground.
3. To **underline** means to draw a line under a word or sentence.

**U u** *universe university uniform*

1. The **universe** is the whole of space.
2. I want to go to **university**.
3. Students wear a school **uniform**.

## Vowel blends - words and sentences

**ai** rain train explain paid main aim

1. **Rain** falls from clouds.
2. The student **paid** ten dollars for the school trip.
3. Please **explain** the meaning of this word.

**ar** far car star argument alarm part Mars starfish

1. **Starfish** live in the sea.
2. The sun is a **star**.
3. **Mars** is the fourth planet from the sun.

**au** caught taught daughter naughty August Auckland

1. I **caught** a cold. I **caught** a fish.
2. Our teacher **taught** us a new word.
3. My parents have one **daughter** and one son.

**aw** law raw saw paw claw yawn draw

1. The **law** is the rules of a country.
2. **Raw** meat and **raw** vegetables are uncooked.
3. I **saw** my friend yesterday.

**ay** May today decay away pay say may

1. **May** is the fifth month of the year.
2. What **day** is it **today**?
3. We clean our teeth so they won't decay.

**ea** tea sea eat each meat leaf leaves

1. A cup of **tea** is made from dried **tea leaves**.
2. The **sea** is a large area of salty water.
3. Carnivores **eat** meat.

**ee** tree bee beef three knee agree

1. A **tree** has roots, a trunk, branches and leaves.
2. **Beef** is meat from a cow.
3. A triangle has **three** straight sides.

## Vowel blends - words and sentences

**er** her person Berlin fern tern

1. Please tell me the name of that **person**.
2. **Berlin** is the capital city of Germany.
3. A **fern** is a plant.

**oa** float soap soak boat coat goat

1. A boat **floats** on water.
2. **Soap** is made from oil and fat.
3. I wear a **coat** to keep myself warm.

**ie** pie cried died lie tie

1. He told a **lie** but the teacher found out.
2. A **pie** chart is used to show percentages.
3. She used a piece of string to tie a knot.

**ir** bird third sir dirt dirty thirty

1. Earth is the **third** planet from the sun.
2. I call my teacher "**Sir**".
3. **Birds** have two legs, wings and feathers.

**oe** goes toes hoe foe

1. We use a **hoe** in the garden
2. My family **goes** shopping daily.
3. I have ten **toes**.

**oi** oil toilet soil poison poi

1. **Oil** is found underground.
2. **Soil** is the top layer of the surface of the earth.
3. **Poison** is a harmful substance.

**oo** spoon bamboo room too food broom

1. **Bamboo** is a useful plant.
2. We use a **broom** to sweep the floor.
3. We should eat healthy **food**.



## Vowel blends - words and sentences

**ou** south mountain mouth loud cloud sound cloud

1. Aoraki is the highest mountain in New Zealand.
2. **Sound** is everything you hear.
3. A **cloud** is a mass of water vapour in the sky.

**or** storm north born morning form class or normal

1. **Storms** can cause a lot of damage.
2. We live in the **North** Island of New Zealand.
3. I attend **form** class every **morning**.

**ow** cow power tower now allow brown down flower

1. A **cow** is a mammal.
2. Solar **power** is energy from the sun. Wind **power** is energy from the wind.
3. **How** are you today? I'm fine, thanks.

**oy** boy joy toys alloy enjoyable soya beans annoy

1. An **alloy** is a mixture of two or metals.
2. I enjoy eating my lunch.
3. The book was very **enjoyable**.

**ue** blue true due queue

1. I stood in the **queue** for one hour.
2. Is this statement **true** or false?
3. My science homework is due tomorrow at 9.00 a.m.

**ur** burn turn Bunsen Burner hurt church

1. People **burn** fossil fuels to produce energy.
2. I hurt my leg.
3. We use a Bunsen **burner** in a science laboratory.

**y** many only quantity identity energy stationary

1. A stationary object does not move.
2. We need energy to do our school work.
3. There are many students at our school.

## Consonant blends - words and sentences

**br** brain branches Brazil bread breathe breath brief

1. My **br**ain is inside my skull.
2. **B**razil is a country in South America.
3. We breathe in oxygen and breathe out carbon dioxide.

**pr** Prime Minister prize praise present prepare Principal

1. The **P**rime Minister is the leader of New Zealand.
2. I will prepare for the test. I will study hard.
3. The name of our School **P**rincipal is \_\_\_\_\_.

**tr** triangle tripod tropical trade transport

1. A **t**riangle has three sides and three angles.
2. **T**ropical rainforests grow near the equator.
3. New Zealand trades with many countries.

**gr** green grass grow gravity ground greenhouse grapes

1. **G**rass is green.
2. A **g**reenhouse is made from glass.
3. **G**ravity is a natural force that makes things fall.

**fr** friend frog free frozen fry France

1. My **f**riend and I like to listen to music.
2. Ice is **f**rozen water.
3. Paris is the capital city of **F**rance.

**dr** draw drum drought drizzle dream drink

1. Artists draw pictures.
2. A **d**rought is a long period of time without rain.
3. It's not raining heavily. It's only drizzling.

**cr** crab crocodile crowd cry crisis crustacean credit

1. A **c**rab is a crustacean.
2. A **c**rocodile is a reptile.
3. The country is in **c**risis because of the drought. There is no food.

## Consonant blends - words and sentences

**scr** scream scratch scribble scrap scroll

1. We screamed when our team won.
2. My cat scratched me.
3. Please may I have a **scrap** of paper?

**spr** spring spray spread

1. There is a **spring** inside my pen.
2. Insect **spray** kills insects.
3. Diseases spread when people use polluted water.

**str** street strong stripe strange strict stranger

1. Flax fibres are very **strong**.
2. A **stranger** is a person that you do not know.
3. My parents and my teachers are very **strict**.

**bl** blood block sunblock blade black blizzard

1. **Blood** is pumped by the heart around the body.
2. Clouds block the sunlight.
3. To blend means to mix together.

**sl** slow sleep slice sleeping bag slippery

1. Roads are slippery when they are wet.
2. Would you like a **slice** of cake?
3. A **sleeping bag** keeps you warm.

**gl** glue glass glad global glacier

1. **Glue** is used to stick things together.
2. **Glass** is transparent.
3. **Global** means the whole world.

**fl** flax float flour fly flap floppy disk

1. **Flax** grows in New Zealand.
2. **Flour** and water are used to make bread.
3. Computer data is stored on a **floppy** disk.

## Consonant blends

**cl** clock cloak cloud clear clever class climb climate clone

1. The early Maori made cloaks from flax fibre.
2. Countries near the equator have a hot climate.
3. A clone is an identical copy of a plant or animal.

**pl** plant plastic planet place Playstation plankton plus

1. Playstation is made by Sony.
2. Plastic rubbish can be recycled.
3. Earth is a planet.

**sn** snake snack snail sneakers snow snail

1. A snake is a reptile.
2. I have a new pair of sneakers.
3. Snow is very cold.

**sp** space spelling speak spices spin spinach sport

1. We use spices to make food taste delicious.
2. Spinach is a vegetable with green leaves.
3. Do you like to play sport?

**st** storm study star stomach stop stone stationery

1. A red traffic light means stop.
2. Food is digested in your stomach.
3. Stationery is books, pens and other writing equipment.

**sk** skin skull sky skeleton skills

1. Skin is the natural outside covering of our body.
2. The skeleton is the framework of bones inside our body.
3. Our brain is inside our skull.

**sc** scales score scooter scare scalene

1. Snakes and lizards have scales.
2. A scooter is a small motorbike.
3. A scalene triangle has three unequal sides.

## Consonant blends

**sw** sweet swim swing swallow sweep swamp

1. Chocolate is **sweet**.
2. Some snakes swallow their prey whole.
3. A **swamp** is land that is always covered by shallow water.

**sm** smoke smoking small smell smile smooth

1. **Smoking** is harmful to your health.
2. Some species of bamboos are very **small**.
3. Our skin feels **smooth**.

**squ** square squid squalid squeeze squint

1. A **square** is a shape with four sides and four angles.
2. A **squid** is an animal that lives in the sea.
3. Our eyes squint in the bright sunlight.

**tw** twice twenty twelve twelfth twist twig

1. **Twice** **twenty** is forty.
2. There are **twelve** months in the year.
3. The **twelfth** month is December.