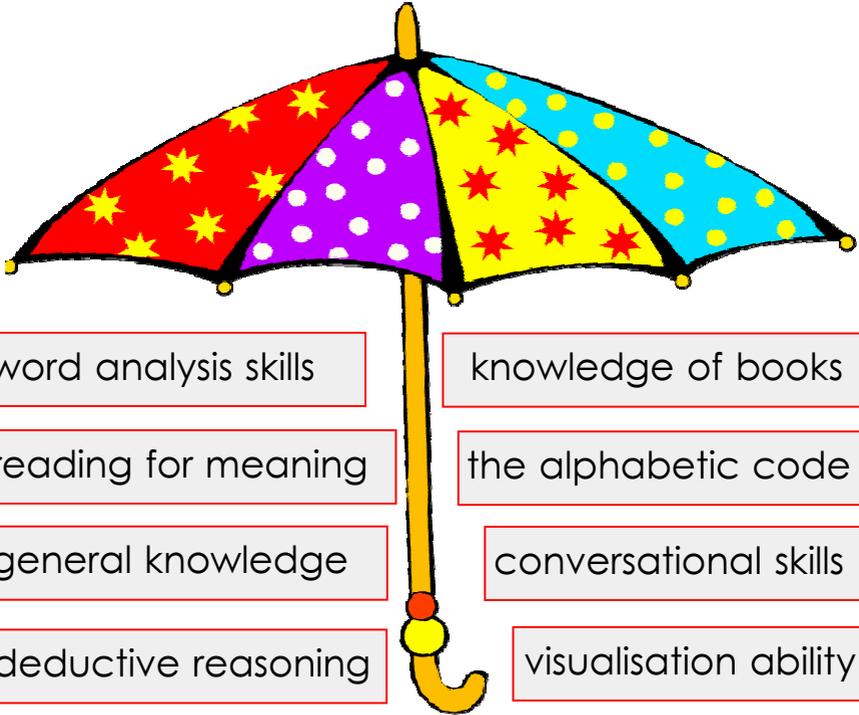


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The umbrella of literacy



word analysis skills

knowledge of books

reading for meaning

the alphabetic code

general knowledge

conversational skills

deductive reasoning

visualisation ability

active listening skills

speech clarity

spelling

ability to memorise

reading independence

oral language confidence

legible handwriting

creative, analytical thinking, speaking, writing

systematic teacher-led learning

vocabulary

Why Loud Phonics was written

This series was prompted by a teacher telling me that some children in her class had difficulty hearing how the individual sounds c a t turned into cat.

This had me thinking, particularly about unvoiced sounds such as c and t because they are often mispronounced as voiced ker and terh rather than the almost undetectable unvoiced c and t .

Instead of hearing the simple word cat sounded out, many children are understandably puzzled as to how this cat comes from the ker (pause) a (pause) terh.

This gap of silence is a wide leap of logic for many children to make because in natural speech there are no gaps of silence between letters in words.

Another problem is the physical difficulty being able to blending the c-a-t *unvoiced-voiced-unvoiced* sequence clearly enough and smoothly enough for children to hear the word cat emerge. In other words, the stop-start sounds ker a terh do not fit the normal pronunciation of our moggy.

Titles of books in the Loud Phonics Series

BOOK 1: Alphabet sounds

BOOK 2: a in the middle CVC words

BOOK 3: e in the middle CVC words

BOOK 4: i in the middle CVC words

BOOK 5: o in the middle CVC words

BOOK 6: u in the middle CVC words

BOOK 7: y as a vowel and READER

BOOK 8: Lots and LOTS of teaching ideas

BOOK 9: Alphabet sounds READER

BOOK 10: a in the middle READER

BOOK 11: e in the middle READER

BOOK 12: i in the middle READER

BOOK 13: o in the middle READER

BOOK 14: u in the middle READER

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