

# Loud Phonics

## Teaching Enrichment Ideas

Ellie Hallett

### Learner's Reading Motto

I want to READ lots BOOKS to learn about  
things because knowledge  
is even better than  
*chocolate cake.*

*Children put in their own words to complete motto.*

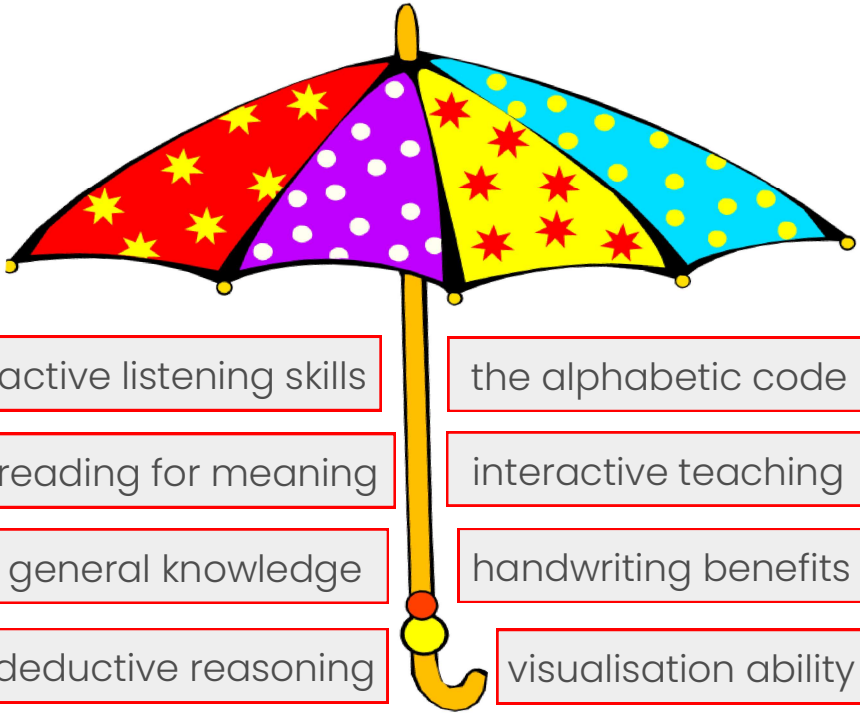
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'Write consonant-vowel-consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.'

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## The umbrella of literacy



active listening skills

reading for meaning

general knowledge

deductive reasoning

repetition; memory

direct eye contact

the breathing of reading

creative, analytical thinking, speaking, writing

visual aural oral kinaesthetic

the alphabetic code

interactive teaching

handwriting benefits

visualisation ability

speech clarity

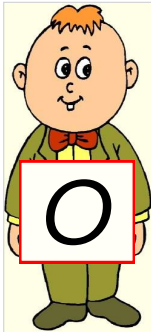
spelling

reading independence

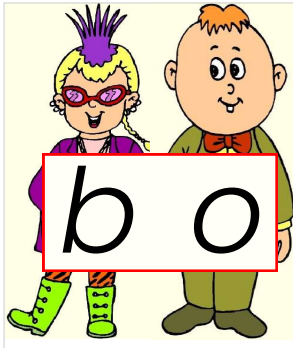
explicit means detail

vocabulary

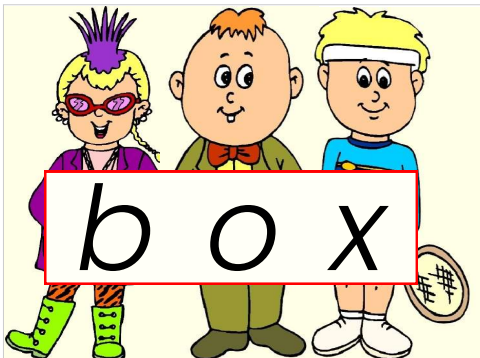
## How to use the CVC middles books 2, 3, 4, 5, 6.



Breathe in and say the short middle **o** vowel first. Open your mouth to give it power.



Now breathe in to join **b** and **o** to make **bo**.



Add the **x** to make **box**. This system makes reading CVC words easier, smoother and much more successful.

Look at a partner's mouth while saying these together.

*Teach to educate, and assume everyone in your class is gifted.*

## The left brain-right brain solution

By starting with the vowel sound - for example, the short 'o' as in 'off' - is physically easier to say and hear consonants before it to make 'ho', 'to', 'bo'.

Final consonants are then added effortlessly so that the words 'hot' 'top' and 'box' are logical and fluent.

Using this system to hear, say and see how CVC words blend together in a left-to-right sequence as a smooth unit, decoding words meets the visual and auditory needs of left-brain and right-brain learners.

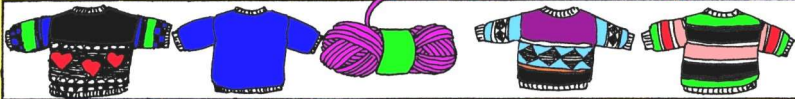
## A direct line of sight is essential

A clear and unobstructed two-way line of sight between the teacher the children can make the difference between comfortable learning and being distracted by the difficulties not being able to see the front or the teacher's face clearly. The teacher also needs to be able to assess every learner's responses and read their body language on a second-by-second basis, modifying/amending teaching strategies to suit. **AND, learners can hear more clearly when they can see the teachers face without having to constantly and uncomfortably turn their heads sideways to see the front or to dodge heads.**

Read more on this topic: '3 issues with group seating in the classroom.' [www.tinyurl.com/3zkjsmry](http://www.tinyurl.com/3zkjsmry)



cone keen con corn  
Let's watch the sheep as they are shorn.  
can coin cane kin  
Without their wool they look quite thin.



Ellie Hallett (c)