

READING WORKS

Digraphs

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This book is supported by the **READING WORKS** *Nuts and Bolts Teaching Manual*

The Manual provides practical, creative, new and re-energising TEACHING METHODS and IDEAS that deliver the goods.

Teachers will feel the satisfaction of seeing all their learners thrive well beyond what might have been considered possible. They will love the high-level rigour, easy-to-follow, no-gaps material provided in every book of the **READING WORKS** series.

And - learners of every ability will discover the power of success that can last a lifetime.

Win-win.

Tips for getting the most from this book

- ✓ Go through each page using a wide variety of methods and approaches. Talk about and play with the words.
- ✓ Have your learners spell everything they write accurately rather than guess.
- ✓ Study the how and why of punctuation.
- ✓ Ask a lot of questions to activate deductive reasoning.
- ✓ Observe and understand the protocols of word order.
- ✓ Improvise duologues, monologues and dialogues to stimulate thinking and to practise putting thoughts into speech.
- ✓ Discuss meanings, exceptions, similarities.
- ✓ Select three unrelated words at random from a page. Make up a story incorporating these words. (Teacher models to demonstrate how to create stories. Oral work is best for this because writing can slow down the creative energy.)
- ✓ Use an analytical eye to study the words and their meanings of each column.
- ✓ Teach learners to enunciate clearly the sounds of every word that they say.
- ✓ Best of all – enjoy taking every learner well beyond what was thought possible.

READING IS ALL ABOUT KNOWING THE SOUNDS OF LANGUAGE AND MATCHING THEM TO THEIR WRITTEN SYMBOLS AND MEANINGS.






Digraphs - words and pictures






A digraph is where two letters change their individual sounds and become a new sound when put together.



guide

Read the sounds and their words in this section out loud, being careful to say and hear the differences clearly. Exaggerate your mouth actions.

<p>ay as in day <i>ai</i></p> <p><i>aitch</i></p>	<p><i>ar</i></p> <p><i>armchair</i></p>	<p>or <i>ar</i></p> <p><i>dwarf</i></p>	<p>air <i>ar</i></p> <p><i>canary</i></p>	<p>or <i>au</i></p> <p><i>August</i></p>
				

<p>o as in on <i>au</i></p> <p><i>sausage</i></p>	<p><i>ar</i> <i>au</i></p> <p><i>aunt</i></p>	<p>or <i>aw</i></p> <p><i>paw</i></p>	<p>ay <i>ay</i></p> <p><i>hay</i></p>	<p><i>ch</i></p> <p><i>chick</i></p>
				

Digraphs with sentences



Teaching tips:

Model and discuss this book as if it is a picture story book, casually incorporating discussions about the sounds, the mouth shapes and breathing needed to produce these sounds. Avoid information overload or trying to do too much at any one sitting.

Exaggerate your mouth movements and slow your pace of speech to enable learners to hear every word of what you are saying.

Say the same thing many times but in a different way each time so that there is no doubt that everyone understands what you have just taught. One of these different ways is to have a learner (who understands) be the teacher to retell what you have just said.

Ensure every learner has a direct and unobstructed line of sight to your face - or to whatever is happening that needs to be seen.

Repetition is very important. Recall previous learnings but add a new layer to stretch each learner a little bit further every day.

Don't be in a rush to add the writing. Concentrate on looking at, hearing, using, saying and understanding the words being read.

This book is a valuable vocabulary extender, so meet new and unusual words head-on. Treat them as if they are new best friends.

And - the better the ears and eyes of your learners are in noticing detail, the better their reading will be.

ai

ay as in bay

tail

aitch

aim

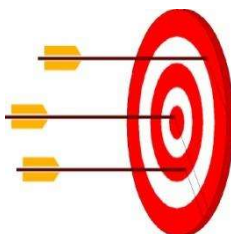
train



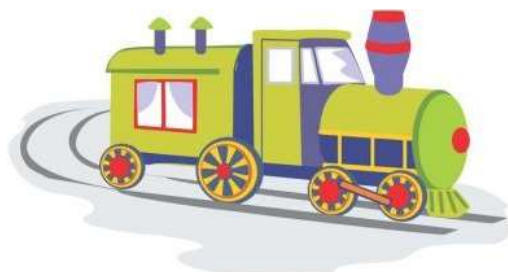
quail tail



aitch



straight aim



train rails

'What a quaint little tail that quail has!' whispered Ailsa to Aiden.

Aitch is the eighth letter of the English alphabet. Can you spell aitch?

'Aim straight for the target, Amy!'

This mail train often fails to stay on the rails - and so it has a crash.

ch

k as in king

choir

school

anchor

chemist

monarch



school choir



anchor



chemist



monarch (**mon**ək) butterfly

'I hope our school choir is singing in the choral concert,' said Chris.

Michael hauled up the boat's anchor.

Our chemist knows all about stomach aches and cholesterol problems.

The male monarch butterfly (but not the female) has spots on its wings.

Note the schwa in *monarch*. (Avoid saying *mon-ark*.) The second syllable of *monarch* has the same sound as the second syllable of *paddock*.

ey
ay as in bay

obey

osprey

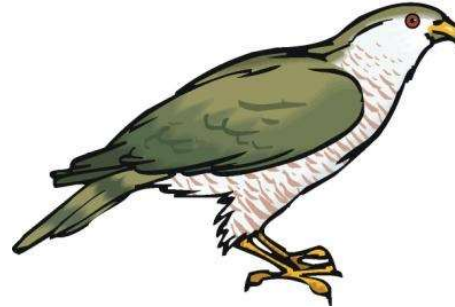
prey

they

grey



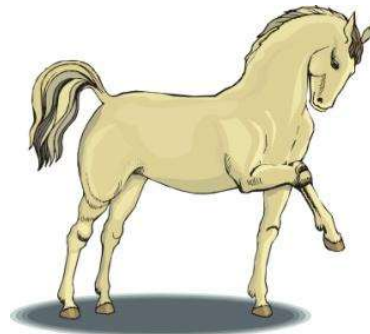
obey



osprey



they



grey

'Hey there! You must obey that red light!' warned the policeman.

The osprey is a diurnal raptor with powerful talons - (i.e. it's a daytime bird of prey with strong claws).

(*di-urnal* means to be awake during the day and asleep during the night. *Nocturnal* is the opposite of *diurnal*.)

They played in the snow for hours until the light faded.

A white horse is called a grey as under its white coat its skin is grey.

US spelling *gray*. Note also that both words *its* in the white horse sentence do not need an apostrophe for two reasons - *its* isn't an abbreviation, nor does it obey the usual rule of having an apostrophe to show possessive case. An easy test: *It's* is wrong if it sounds silly to substitute *it is* or *it has*. For instance: ... *under it is white coat it is skin is grey* ... However, note the correct abbreviation *it's* meaning *it is* in the osprey sentence: ... *it is a daytime bird of prey* ...

ou

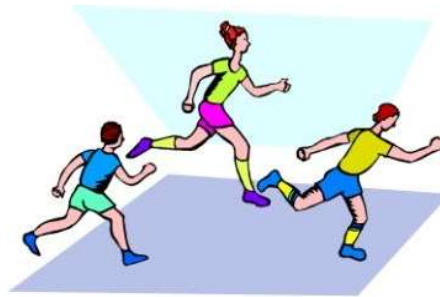
oo as in moon

group

you

troupe

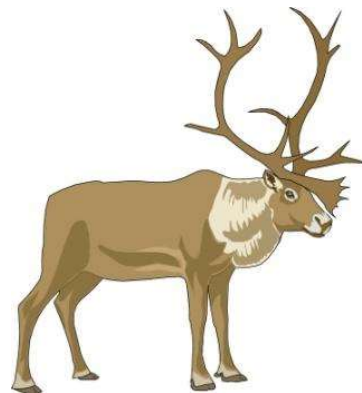
caribou



group you



troupe



caribou

'Which athletics group are you entering in for the competition?' asked Mr Cooper.

A troupe of very talented circus performers is in town this week.

Caribou are migrating animals that live in cold countries in the northern hemisphere.

(Caribou is both a singular and plural word.

*Find many more examples in the *Uncountables* book in the **READING WORKS** Series.)*