

Grade

1

Unit 1

Vowels and consonants

Lesson objectives: conceptualising blending vowel-consonants (VC), consonant-vowels (CV), consonant-vowel-consonants (CVC)

Skills: listening, speaking, reading

Function: decoding (blending) and segmenting (separating sounds) English letters and sounds

Target language:

Where's + sound?

Listen and point

Listen + blended sounds

Read + blended letters

Materials: Ps book (PB) page 45; letter cards (see photo 1) a, b, c, d, e, f, g, h

NOTE: Once the carton letter cards are made, these resources can be used multiple times.

Rationale: Ps do not 'catch' reading. They need to be taught two reading strategies very carefully. These are:

1. decoding the symbols (letters or graphics), which means understanding that the letters/symbols are sounds, and some of the sounds can be blended to make a word that can be spoken. However, in English some text cannot be blended. It needs to be memorised as a sight word
2. encoding the text/symbols, or making meaning of the message that the text is giving.

In Sudan, the language of instruction is Arabic. The Arabic language is written phonetically, so Ps can decode easily as the spoken word corresponds to the symbols. If the Ps have Arabic as their first language at home, they come to school with a background knowledge of how the language sounds and they understand the meaning, so linking the language they understand when they listen and speak to the symbols/text is a clear step. Arabic has 30 phonetically different consonant segments and six vowels (all oral).

English has 26 letters, but 44 sounds. However, linking letters (symbols) to sounds is not so clear. There are 24 consonant phonemes (sounds) and 20 basic vowel (a, e, i, o, u) sounds. It is important for teachers to understand the sound and letter correspondences, as they will be the model for the Ps when they teach English. This free app designed for the British Council is very useful:

Reference: <https://www.britishcouncil.org/english/business/apps/sounds-right>

3. Stand the Ps one in front of the other. Stand behind one P and using your index finger, write the letter /b/ on their back.
4. Say, *What sound?* Encourage the P to make the sound. You might need to write the letter a couple of times.
5. Get P to use their index finger to write on the P in front of them and the P at the front to say sound.
6. Repeat Steps 3–5 with letter /a/.
7. Point to the letter cards on the board. Gesture to the P to read and choose a letter to write on their partner's back.
8. Ps change places after two letters, so one writes and the other makes the sound.
9. Put the class into pairs, with one P being writer and the other making the sound. After two letters, they change places.
10. Move around the class and monitor activity. Support any Ps who need help.

NOTE: If the Ps find this activity difficult, DON'T give up. They just need more practice and learner training.

11. Say, *Bye, class.*
Encourage class to say, *Bye.*

P – P

Assessment: Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to conceptualise letters and sounds. At this age, Ps are still developing the concept of symbols and they are learning symbols in both Arabic and English in parallel.

Practical, authentic, whole-class assessment:

- 1) Call out sounds in English for Ps to blend, /c/, /a/, /b/. (Skill assessed: listening and speaking)
- 2) Say a three-letter blendable word, using the letters and sounds that the Ps have been introduced to, and get Ps to segment the sounds they hear, e.g. bed, dad, cab, fed.
- 3) Show letter cards between /a/ and /h/. Ps call out the sounds. (Skill assessed: reading and speaking)

Photo 1

