

Letters, Sounds and Pictures Matching Game

Description:

This game is available in units 1 to 6. In total, there are 21x4 sheets amounting to 105 pictures - each with an accompanying 'teacher clue card' and matching 'grapheme card'. Note that the pictures can be found on other [Phonics International](#) resources where an alternative word may have been used. For example, the picture of a beetle can be used for the word 'bug', 'beetle' or 'insect'. Throughout the [Phonics International](#) programme, the teacher at all times should be expanding on the learner's vocabulary and introducing alternative words as appropriate, establishing meaning if this is not known and modelling new words in spoken and written sentences.

Aims and suggestions:

The **Letters, Sounds and Pictures Matching Game** can be used to teach and learn the **sub-skills** for reading and spelling including; 1) letter/s to sound/s recognition; 2) sound/s to letter/s recognition; and, 3) developing phonemic awareness in spoken words.

One sub-skill of decoding (reading) is seeing a letter or letter group (graphemes) and **automatically** being able to 'say the sound' (phonemes). In reverse, one sub-skill of encoding (spelling) is to know which letters or letter groups (graphemes) 'are the code for' the sounds (phonemes). Another sub-skill for spelling is to be able to identify the sounds all-through-the-spoken-word (phonemic awareness). Further, the learner then needs to be able to know the **correct** graphemes to spell **specific** words. **This game provides exemplar words to learn and revise all the letters/s-sound correspondences introduced in units 1 to 6.**

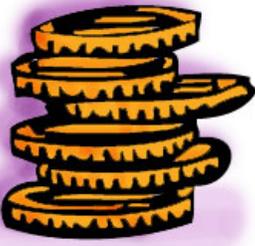
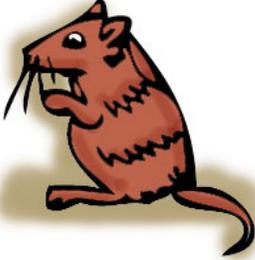
The teacher cards (right hand column) provide clues to identify the pictures. These cards also provide the 'word intended' (printed in **green**) such as 'insect' because the learner could just as easily have thought the clue led to 'bug' or 'beetle'. With the intended word confirmed or provided by the teacher, the learner is then asked to: "Find the grapheme which is code for the first/middle/last sound of the word". The learner then identifies the first, middle or last sound (modelled; with support; or independently - as necessary) and then the learner needs to identify (match) the correct grapheme which 'is code for' the focus sound (phoneme). Pair up the picture card and grapheme card as they are identified.

Teachers can be inventive in how the game is played. For example, the cards are laid out face upwards and the teacher reads the clue card and the learner selects the picture card and matching grapheme card - collecting them together as each correct outcome is achieved. At first use only a small number of cards. **Over time**, the rules of playing the game could be more competitive. A greater number of picture cards and grapheme cards can be brought into play as more letter/s-sound correspondences have been introduced through the main teaching of the [Phonics International](#) programme. The teacher picks the clue card from a larger pack of face-down cards, the learners find the correct face-up cards 'by speed' rather than 'by turn' - the quicker player gaining the most pairs of cards if the matching is correct. When learners know how to **write** most of the simple code, they can **write** the focus words as an extension activity.

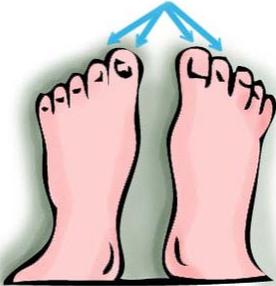
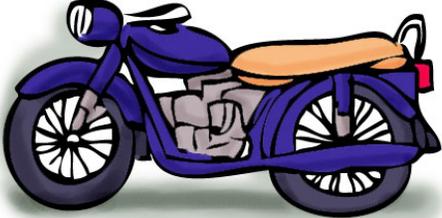
Note: Use this game 'cumulatively' so that you introduce new cards as the **main teaching** introduces new letter/s-sound correspondences. One way to assist with organisation of the game is to print the cards onto a pale version of the 'colour code' of units 1 to 6.

Schools: For permanent resources, print onto card or print on paper and laminate.

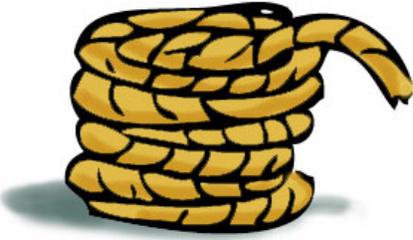
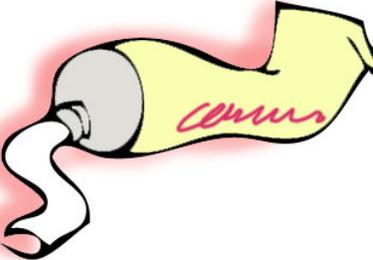
The **Letters, Sounds and Pictures Matching Game** can be provided for 'home' to inform and support in-school learning either as paper copies or laminated games to 'borrow'.

say the sound, match to picture	say the word, identify the sounds	teacher reads clue or says sound
<p>c e</p>		<p>These are low-value coins in various countries.</p> <p>.....</p> <p>Find the letters which are code for the first two sounds.</p> <p>cents /s//e//n//t//s/ (ce)</p>
<p>ci</p>		<p>This is a very large town that is heavily populated.</p> <p>.....</p> <p>Find the letters which are code for the first two sounds.</p> <p>city /s//i//t//ee/ (ci)</p>
<p>cy</p>		<p>This is a two-wheeled vehicle with no engine.</p> <p>.....</p> <p>Find the letters which are code for the middle syllable ('beat') of the word.</p> <p>bicycle bi-<u>cy</u>-cle /s//+//i/ (cy)</p>
<p>ger</p>		<p>This is a burrowing rodent in hot, dry parts of Africa and Asia. It can be kept as a pet.</p> <p>.....</p> <p>Find the letters which are code for the first two sounds.</p> <p>gerbil /j//er//b//ul/ (ger)</p>
<p>gi</p>		<p>Which very large animal has bold patterns, a long neck and long legs?</p> <p>.....</p> <p>Find the letters which are code for the first two sounds.</p> <p>giraffe /j//i//r//a//f/ (gi)</p>

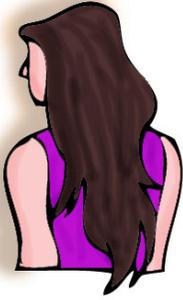
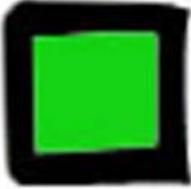
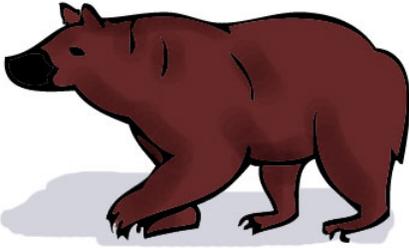
This resource-strand can be found in units 1 to 6. **Schools:** Print on card or laminate paper copies if you wish to make permanent games. Cut out the cards. Make a pack of the clue cards for the teacher to read. **Aims:** 1) To recognise letter shapes and letter groups (**graphemes**) and say the sounds (**phonemes**) in response; 2) To identify the sounds (phonemes) in their different positions of a spoken word or picture word and to link these with the corresponding letters or letter groups (graphemes); 3) The teacher says a sound (phoneme) and the learner can select the corresponding letter shape or letter group (grapheme). Make up a variety of activities to play with these cards. Use **cumulatively** with cards from units 1 to 6 to build up **Alphabetic Code knowledge** and the **sub-skills** required for reading (**decoding**) and spelling (**encoding**). Develop **vocabulary** by learning new words and meanings (and saying them in sentences) as additional benefit to playing games with these cards. Learners can use the cards from the left and middle columns **independently** when they are made aware of ways that they can use them.

say the sound, match to picture	say the word, identify the sounds	teacher reads clue or says sound
<p>gy</p>		<p>This is a person who is skilled in gymnastics.</p> <p>.....</p> <p>Find the letters which are code for the first two sounds.</p> <p>gymnast /j//i//m//n//a//s//t/ (gy)</p>
<p>o</p>		<p>This is a musical stringed instrument with many keys.</p> <p>.....</p> <p>Find the letter shape which is code for the last sound.</p> <p>piano /p//i//a//n//o/ (o)</p>
<p>oe</p>		<p>We should have ten of these and they help us to walk.</p> <p>.....</p> <p>Find the grapheme which is code for the middle sound.</p> <p>toes /t//o//z/ (oe)</p>
<p>i-e</p>		<p>This is a motor vehicle with two wheels.</p> <p>.....</p> <p>Find the split digraph which is code for the middle sound.</p> <p>bike /b//igh//k/ (i-e)</p>
<p>e-e</p>		<p>The sun sets on the horizon creating a pretty _ _ _ .</p> <p>.....</p> <p>Find the split digraph which is code for the middle sound.</p> <p>scene /s//ee//n/ (e-e)</p>

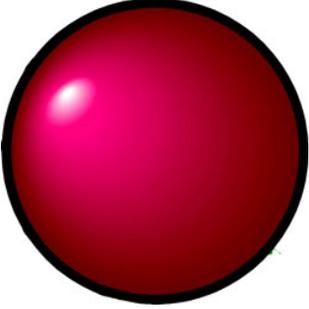
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o-e		<p>This is a thick chord made from intertwined hemp or other strong materials.</p> <p>.....</p> <p>Find the split digraph which is code for the middle sound.</p> <p>rope /r//oa//p/ (o-e)</p>
ae		<p>This is an ice-cream topped with a sweet sauce, fruit and cream.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>sundae /s//u//n//d//ai/ (ae)</p>
a-e		<p>A selection of these baked delights would please our guests.</p> <p>.....</p> <p>Find the split digraph which is code for the second sound.</p> <p>cakes /k//ai//k//s/ (a-e)</p>
u-e		<p>This container must be squeezed to reach its contents.</p> <p>.....</p> <p>Find the split digraph which is code for the middle sound.</p> <p>tube /t//yoo//b/ (u-e)</p>
u-e		<p>This is a long, hollow musical instrument held to the side.</p> <p>.....</p> <p>Find the grapheme which is code for the third sound.</p> <p>flute /f//l//oo//t/ (u-e)</p>

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<p>air</p>		<p>This grows over our heads and can keep us warm.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>hair /h//air/ (air)</p>
<p>are</p>		<p>This is a two-dimensional shape with four equal sides and four equal angles.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>square /s//kw//air/ (are)</p>
<p>ear</p>		<p>The toy version of this furry animal is called a 'teddy'.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>bear /b//air/ (ear)</p>
<p>eer</p>		<p>We do this to encourage our team to play well.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>cheer /ch//eer/ (eer)</p>
<p>ear</p>		<p>These are giant-sized scissors that cut our hedges.</p> <p>.....</p> <p>Find the grapheme which is code for the middle sound.</p> <p>shears /sh//eer//z/ (ear)</p>

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ere		<p>This drawing represents a three dimensional ball shape.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>sphere /s//f//er/ (ere)</p>
ier		<p>You sit or stand at the end of this structure to fish in the water.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>pier /p//er/ (ier)</p>
ir		<p>These creatures fly in the sky and have feathers.</p> <p>.....</p> <p>Find the grapheme which is code for the second sound.</p> <p>birds /b//er//d//s/ (ir)</p>
ur		<p>When you set logs alight, they _ _ _ _ .</p> <p>.....</p> <p>Find the grapheme which is code for the middle sound.</p> <p>burn /b//er//n/ (ur)</p>
ear		<p>A mechanical digger can move large amounts of this.</p> <p>.....</p> <p>Find the grapheme which is code for the first sound.</p> <p>earth /er//th/ (ear)</p>

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say the sound, match to picture	say the word, identify the sounds	teacher reads clue or says sound
<p>wor</p>		<p>Think of another word for our planet Earth.</p> <p>.....</p> <p>Find the graphemes which are code for the first two sounds.</p> <p>world /w//er//l//d/ (wor)</p>
<p>-er</p>		<p>We can use this machine to blend our food for recipes.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>mixer /m//i//ks//er/ (er)</p>
<p>-our</p>		<p>Laugh with friends to show your sense of _ _ _ _ .</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>humour /h//yoo//m//er/ (-our)</p>
<p>-ue</p>		<p>We look for this when we want to find something out.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>clue /k//l//oo/ (-ue)</p>
<p>-ue</p>		<p>We use one of these when we want to cook our food outside.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>barbecue /b//ar//b//ee//k//yoo/ (-ue)</p>

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