

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.**

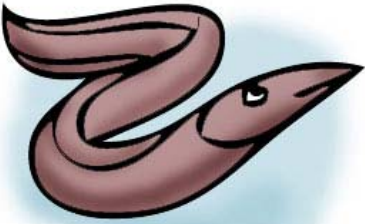
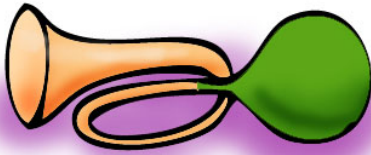



The teacher cards (right hand column) provide clues to identify the pictures. These cards also provide the 'word intended' (printed in **green**) such as 'insect' because the learner could just as easily have thought the clue led to 'bug' or 'beetle'. With the intended word confirmed or provided by the 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.


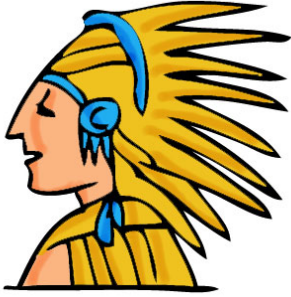
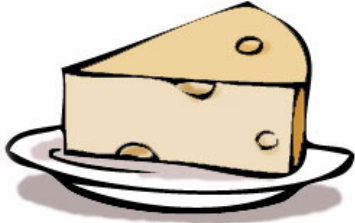


Note: Use this game 'cumulatively' so that you introduce new cards as the **main teaching** introduces new letter/s-sound correspondences. One way to assist with organisation of the game is to print the cards onto a pale version of the 'colour code' of units 1 to 6.

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>ee</p>		<p>This is a type of fish with a long, snake-like body. We say, '...as slippery as an ___'.</p> <p>.....</p> <p>Find the grapheme which is code for the first sound.</p> <p>eel /ee//l/ (ee)</p>
<p>-or</p>		<p>This instrument makes a funny noise like a trumpet.</p> <p>.....</p> <p>Find the grapheme which is code for the middle sound.</p> <p>horn /h//or//n/ (or)</p>
<p>z</p>		<p>You would recognise this black and white striped animal easily.</p> <p>.....</p> <p>Find the grapheme which is code for the first sound.</p> <p>zebra /z//e//b//r//a/ (z)</p>
<p>-zz</p>		<p>Which type of music is often played with a saxophone?</p> <p>.....</p> <p>Find the grapheme which is code for the final sound. This follows a short vowel sound.</p> <p>jazz /j//a//z/ (-zz)</p>
<p>wh</p>		<p>The referee blows this to gain attention during football matches.</p> <p>.....</p> <p>Find the grapheme which is code for the first sound.</p> <p>whistle /w//i//s//ul/ (wh)</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
ea		<p>We do this with food to enable us to live.</p> <p>.....</p> <p>Find the grapheme which is code for the first sound.</p> <p>eat /e//t/ (ea)</p>
-ea		<p>A Native American Indian wears his headdress on which part of his body?</p> <p>.....</p> <p>Find the grapheme which is code for the middle sound.</p> <p>head /h//e//d/ (-ea)</p>
-se		<p>Mice are said to be very fond of this food!</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>cheese /ch//e//z/ (-se)</p>
-ze		<p>You need this for your kite to fly high in the sky.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>breeze /b//r//e//z/ (-ze)</p>
-s		<p>The snow settles on the branches of these to make a beautiful sight.</p> <p>.....</p> <p>Find the grapheme which is code for the last sound.</p> <p>trees /t//r//e//z/ (-s)</p>

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