

# PARENT LITERACY NIGHT

Literacy Essentials: The Journey from Spelling to Reading

# What is Orthography?

Orthography is the spelling system of a language. English utilizes an alphabetic code, we use a set of letters to code the sounds of our language. There are two important pieces of information to consider when teaching and learning the English writing system.

- English has an “opaque alphabet”, meaning it does not have a 1-1 correspondence between the sounds of English and how they are represented by the alphabet.
- English has a “deep orthography”, meaning there are a large number of rules or principles that affect the sound/symbol relationship.

“Languages are first of all spoken”

English sounds are written with symbols.

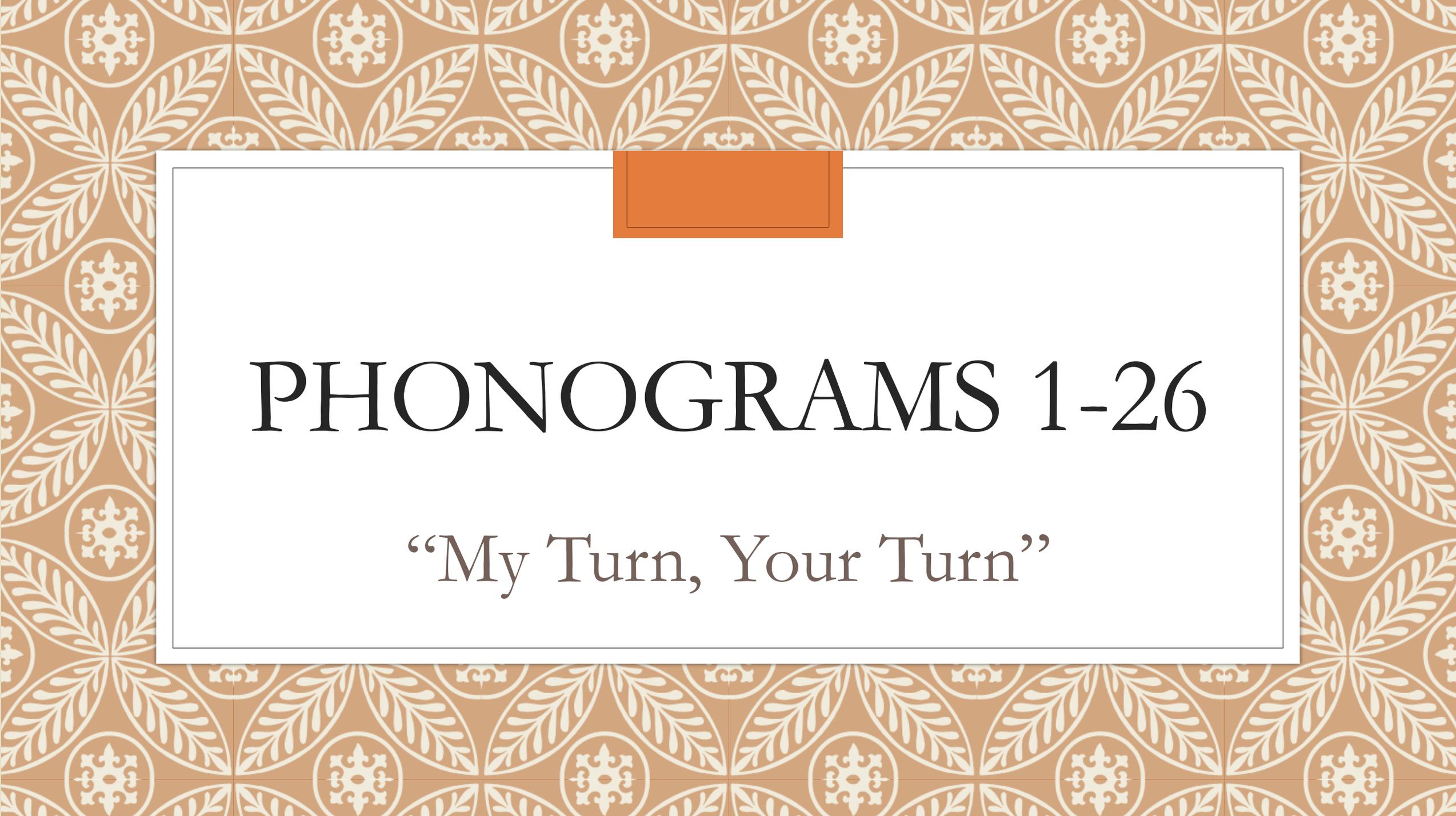
- 42 Sounds
- 26 Letters
- 72 Spelling Patterns

# Multisensory Approach:

- Explicit Phonics Instruction
- Interactive ~ “See it, hear it, say it, write it!”
- Graphically Organized

Introduction ~ PRACTICE ~ Mastery

The bulk of the Literacy Essentials curriculum is done at school.



# PHONOGRAMS 1-26

“My Turn, Your Turn”

# Basic Code Defined

Basic code is defined as words or syllables where the following are true:

- Use only the phonograms #1 to #26.
- Each phonogram in the syllable or word uses its first or only sound.
- Vowels are forced to use their first sound by putting a consonant after the vowel. This creates the most common syllable type...a Closed Syllable.

VC

on

CVC

bug

CCVC

flip

CVCC

last

CCVCC

spend

What do all of these words have in  
common?



# PHONOGRAMS 27-55

“My Turn, Your Turn”

# Advanced Code Defined

Advanced code is defined as words or syllables that include one or more of the following:

- Single letter phonograms representing a sound other than their first sound.
- Multi-letter phonograms (other than [qu]).
- Orthography rules that impact and explain the sound used by a phonogram.

his

bath

then

hush

chop

What do all of these words have in common?

# Closed vs. Open Syllables!

## Closed Syllables:

- The syllable or word ends with one or more consonants and the vowel most often says its first sound (cannot say its name).
- Divide after the consonant/s that close the syllable.

mag · net · ic

# Closed vs. Open Syllables!

## Open Syllables:

- The syllable ends with a single vowel and the vowel usually says its name.
- Divide the syllable after the single vowel saying its name.
- A vowel can form its own open syllable.

po · ta · to

# Vowels in an open syllable!

## Consistent:

- Vowels A-E-O-U usually say /A/ /E/ /O/ /U/ or /oo/ at the end of a syllable.

me she o · pen vol · ca · no

- Occasionally, a consistent vowel will not say its name at the end of an open syllable.

to do

# Vowels in an open syllable!

## Less Consistent:

- Vowels I and Y usually say /E/ or /I/ at the end of a syllable, but may say /i/
- English words do not end in I, so Y stands in for I.

pi · an · o    qui · et

la · dy    fly    qual · i · ty



# PHONOGRAMS 56-72

“My Turn, Your Turn”



# WHAT CAN I DO AT HOME?

Activities, games, and more!

# What else can I do with this word list?

must	no	wait	go	just	yes	6
way	stop	are	time	say	send	12
said	take	says	sent	far	lake	18
stay	went	car	bake	play	she	24
from	of	the	was	a	three	30
like	his	hers	this	with	that	36

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# Activities to improve Phonemic Awareness:

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words. Phonemic awareness is done with our ears (listening for sounds).

- Segmenting ~ “pulling apart the word” (compound words, syllables, individual sounds)
- Blending ~ “combining sounds to create a word”

# Activities to improve Phonemic Awareness:

- Rhyming ~ “careful listening to determine if two words have the same parts”
- Manipulating ~ “adding, deleting, or substituting sounds”

Remember: Phonemic Awareness is done “in the air”, no reading or writing occurs!

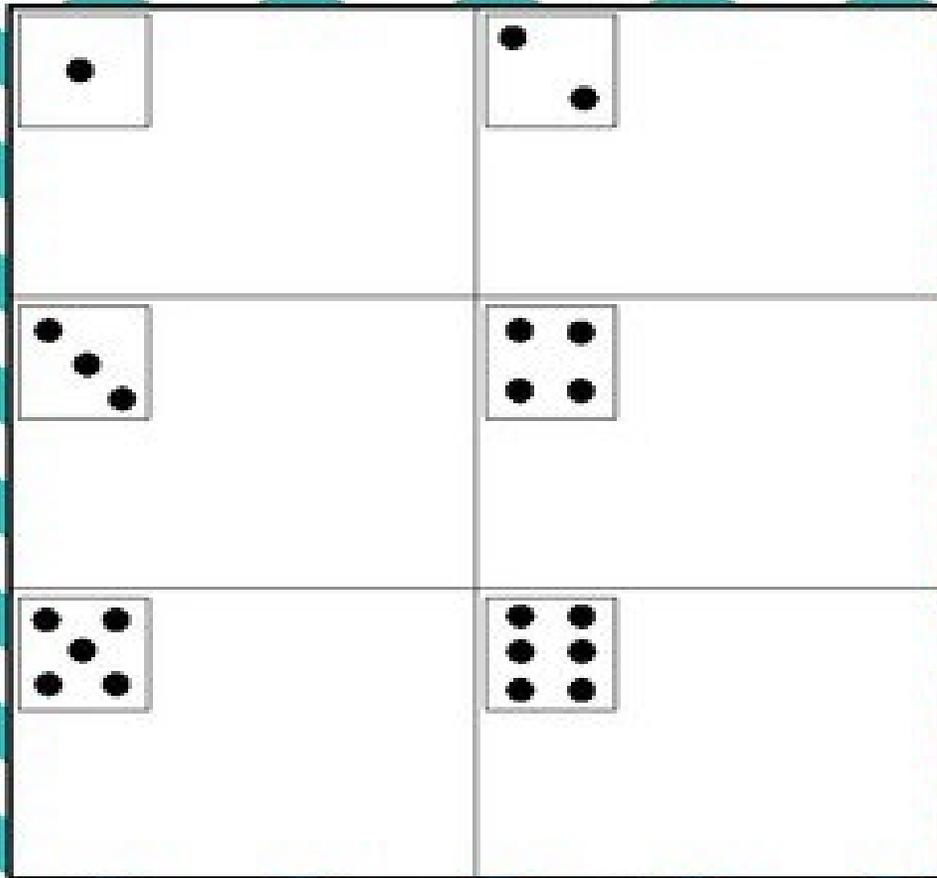
# Activities to improve Phonics Skills:

Phonics differs from phonemic awareness because the sound/symbol relationship is now involved. If we think about phonics as a “code” , every letter has a sound or sounds that it makes. When we read we decode. Phonics is done with both our ears and eyes (sounds and letters).

- Building Words ~ “sound to symbol”
- Sorting Words ~ “skill based”
- Reading Words ~ “accuracy & fluency”

Remember: Phonics requires reading or writing!

# Roll Say Keep



Mary Fitzhugh Johnson © 2011

## Roll~Say~Keep

Materials:

- Dice
- Index Cards with Words or Phonograms

How to Play:

- Place 6 cards faced down.
- Roll the die.
- Turn over the card next to the number that was rolled.
- Read the card. If read correctly, keep it, and replace with a new card.
- Continue until all cards have been read.



## Memory Match:

Materials:

- Index cards with Words or Phonograms

(Game can be designed to focus on a skill)

How to Play:

- Lay all the cards faced down.
- Choose two cards, read them. If they match keep the pair.
- If not return them.
- Play until all matches have been found.

 Zap!	 Zap!	 Zap!	 Zap!
 Zap!	 Zap!	 Zap!	 Zap!
 Zap!	 Zap!	 Zap!	 Zap!

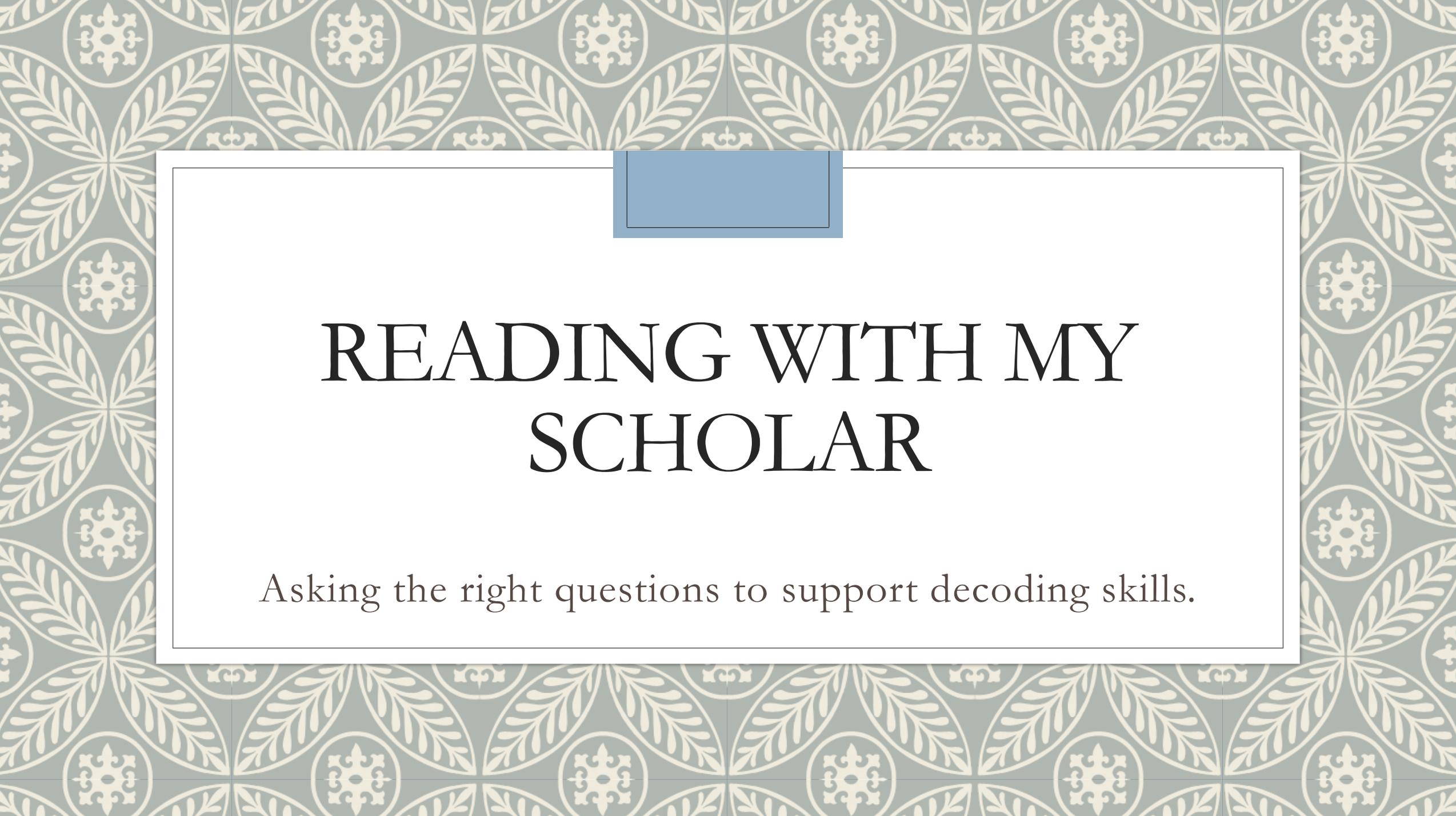
# Zap!

Materials:

- Index Cards with Words or Phonograms
- Write Zap! on at least 2 cards

How to Play:

- Shuffle the cards and place in a pile.
- Draw a card from the top of the deck. If it's a word, read it and use it in a sentence. If it's a phonogram, read it and use it in a word.
- If you draw the Zap! card return all your cards to the deck.



# READING WITH MY SCHOLAR

Asking the right questions to support decoding skills.

When your child struggles with decoding...

Try asking these 3 Questions:

1. Does that match?
2. Is there anything else you can try?
3. Does that make sense?

# Prompting a child to attempt a word...

Try asking or saying one of these:

- We're using basic code.
- Do you see any multi-letter phonograms?
- What does a single vowel say in a closed syllable?
- What can a single vowel say in an open syllable?

# Final thoughts...

- This is the first step to understanding the Literacy Essentials: Journey from Spelling to Reading.
- This presentation will be available to access and I encourage you to revisit it as often as you need.
- Thank you for your time and efforts to support your scholars at home! Together we can make a difference!

~Learn the True, Do the Good, Love the Beautiful~



# ON YOUR WAY OUT PLEASE TAKE

Bookmarks that will support your scholar while reading!