Reading and Spelling Regular CVC Words
Stage 1

- Designed by a Speech Pathologist.
- The explicit teaching formats incorporate a strong phonemic awareness component.
- Ideal for whole class, small group and individual programs.
- Multiple CVC single word reading and spelling tasks.
- Multiple CVC sentence reading and writing tasks.

A Learning Resource for Key Area: Spelling and Decoding

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Research has repeatedly reported that the core deficit of reading and spelling difficulties is phonemic awareness (PA); an auditory based skill. PA is the awareness of the phonemic (or sound structure) of words. Related to this sensitivity to the sound structure of language, a child then develops the ability to process and manipulate the sound structure. Both of these base skills are essential for spelling and reading because alphabetic symbols and phonetic representations then map onto the sound structure.

**Example 1:** in the word *mat* there are 3 sounds or phonemes: a /m/ and a /a/ and a /t/. The alphabetic letter symbols map onto these sounds. To read the word ‘man’ an early reader must convert the alphabetic letter symbols into sounds (NOT LETTER NAMES) and then apply phonemic awareness blending skills and combine the sounds /m/, /a/, /n/.

In terms of spelling it is the phonemic awareness skill of segmentation that is applied. A child must identify each consecutive phoneme of sound in a word and then apply the alphabetic or phonetic based symbols.

**Example 2:** in the word *shark* there are also three phonemes: /sh/, /ar/, /k/. In this second example the alphabetic and phonetic symbols ‘sh’, ‘ar’ and ‘k’ map onto the sound structure.

If children are aware and sensitive to the sound structure of language then the transition into the world of literacy is significantly easier.

In order for phonetic based reading and spelling materials to be effective children must possess adequate phonemic awareness skills. However, what is interesting is that the majority of reading, spelling and phonics based worksheet materials on the market are in fact visually based and thereby assume that children already possess phonemic awareness skills.

This resource incorporates a significant phonemic awareness element. While this is ideal for the dyslexic and learning difficulties population (who are typically insensitive to the phonemic structure of words and rely on the visual appearance of words) this approach has proven to effectively accelerate early reading and spelling skills with the more mainstream population.

Attention to mouth movements involved in producing the sounds in words heightens children’s attention to the phonemic structure and supports the organization of the letter symbols in spelling and the decoding of the symbols in reading. The combination of the attention to the oral, auditory and visual aspects achieves balanced word attack strategies and significantly accelerates the acquisition of the earliest reading and spelling steps.

**Concluding Comment:** The aim of this text is to establish the ability to read and spell regular late Stage 1 phonic words. For some students once this skill is established they then require multiple opportunities to practice this skill (e.g. reading 200 to 300 such words) before these basic words are read automatically (i.e. without sounding out). For students who require more practice and rehearsal, the games based program *Stage 1 Single Word Decoding and Spelling Skills* is recommended.

**Diana Rigg**

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The following non-standardized spelling test can also be used to establish a general starting point for
the individual or small group program targeting single word decoding and spelling skills.

The task instructions: The adult says: “I want you to read a list of words, then I want you to spell a list
of words. They start off easy and then become more difficult. We will finish with
you writing some sentences.”

<table>
<thead>
<tr>
<th>Target 1 Review</th>
<th>Reading Test Words</th>
<th>Spelling Test Words</th>
<th>Writing: Dictation Sentences</th>
<th>if Errors</th>
<th>Recommended Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVC</td>
<td>1 yet sun</td>
<td>sun</td>
<td>A big cat in mud.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 jam fan</td>
<td>fan</td>
<td>Tom has a red pen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 wet hot</td>
<td>hot</td>
<td>My pet dog bit my leg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 cup man</td>
<td>man</td>
<td>Ben had a cat on his lap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>4 /4 ___ %</td>
<td>4 /4 ___ %</td>
<td>15 /15 ___ %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 2 Review</th>
<th>Reading Test Words</th>
<th>Spelling Test Words</th>
<th>Writing: Dictation Sentences</th>
<th>if Errors</th>
<th>Recommended Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo, ee, ck, sh, ch, th</td>
<td>1 shed wish</td>
<td>wish</td>
<td>Trish has a fish tank.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 thin then</td>
<td>then</td>
<td>That moth is red.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 such chop</td>
<td>chop</td>
<td>Let’s have chops and chips.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 foot boot</td>
<td>boot</td>
<td>Look the moon is up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 teeth deep</td>
<td>deep</td>
<td>I need to meet Tom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 track duck</td>
<td>duck</td>
<td>Tick tock went the clock.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>6 /6 ___ %</td>
<td>6 /6 ___ %</td>
<td>14 /14 ___ %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 3 Review</th>
<th>Reading Test Words</th>
<th>Spelling Test Words</th>
<th>Writing: Dictation Sentences</th>
<th>if Errors</th>
<th>Recommended Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCVC</td>
<td>1 trap glad</td>
<td>glad</td>
<td>The club flag is red.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 drop crop</td>
<td>crop</td>
<td>The crab went for a swim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 held hint</td>
<td>hint</td>
<td>A skunk went on a hunt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 sank wink</td>
<td>wink</td>
<td>The chest had gold in it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>4 /4 ___ %</td>
<td>4 /4 ___ %</td>
<td>10 /10 ___ %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target 4 Review</th>
<th>Reading Test Words</th>
<th>Spelling Test Words</th>
<th>Writing: Dictation Sentences</th>
<th>if Errors</th>
<th>Recommended Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ay, ing, or, a</td>
<td>1 stay tray</td>
<td>tray</td>
<td>In May I had an X-ray.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 sting bring</td>
<td>bring</td>
<td>The king can not sing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 sport fork</td>
<td>fork</td>
<td>The storm went to the north.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 shark sharp</td>
<td>sharp</td>
<td>The shark had sharp teeth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 small tall</td>
<td>tall</td>
<td>The ball hit the wall.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 point train</td>
<td>train</td>
<td>A snail got wet in the rain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 temper winter</td>
<td>winter</td>
<td>My sister is clever.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 soil spoil</td>
<td>spoil</td>
<td>Join hands and sing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 boy toy</td>
<td>toy</td>
<td>Troy is a boy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>9 /9 ___ %</td>
<td>9 /9 ___ %</td>
<td>16 /16 ___ %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring/Interpretation: If a student makes multiple errors at a level, then the student would benefit from
reading, spelling and writing teaching targeted at that particular stage.
Additional Recommended Programs

A full year program - starting with CVC reading tasks which incorporate 6 alphabetic sounds, the 12 sounds, 18 sounds and finally the whole alphabet. Next the program presents reading games which target sh, ch, th, oo and ee concepts before progressing onto CCVC and CVCC words.

The set of 18 phonic charts targets the following sounds: sh, ch, th, oo (short), oo (long), ee, ck, ing, ay, ar, or, er, ai, oi, oy, all, wh, qu

Charts/cards can be used for explicit teaching or display.

Order on line at www.pld-literacy.org
Learning Target 2

The development of regular alphabetic CVC word decoding and spelling.

- Decoding And Spelling Activities Incorporating 
  s, a, t, p, i, n, m, r, h, e, c, d
- Single Word Spelling
- Mini Silly Sentence Reading And Writing
Please see the Card Appendix (page 75) for the following 12 Explicit Teaching Cards that accompany this section: net, cat, hat, hit, hen, men, sad, rat, ten, map, pen, mat

After teaching the above cards, students progress onto the Single Word Spelling worksheets and then the Mini Silly Sentence Reading and Writing.
Learning Target 2, Single Word Spelling - Sheet 1: ① Collect and work through Explicit Teaching Cards 1, 2 and 3. ② Students then sound out words and glue the alphabet sounds into the spaces provided. ③ Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.

- n c h a e a t t t
Learning Target 2, Single Word Spelling - Sheet 2: 1 Collect and work through Explicit Teaching Cards 4, 5 and 6. 2 Students then sound out words and glue the alphabet sounds into the spaces provided. 3 Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.

- Sample

- Sample

- Sample

- Sample

- Sample

- Sample

- Sample

- Sample
Learning Target 2, Single Word Spelling - Sheet 3: ① Collect and work through Explicit Teaching Cards 7, 8, and 9. ② Students then sound out words and glue the alphabet sounds into the spaces provided. ③ Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.

s e n a t d r t a
Learning Target 2, Single Word Spelling - Sheet 4:  
① Collect and work through Explicit Teaching Cards 10, 11 and 12.  
② Students then sound out words and glue the alphabet sounds into the spaces provided.  
③ Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.  

map att pnp nem
Learning Target 2, Single Word Spelling - Sheet 5: ① Collect and work through Explicit Teaching Cards 1, 8 and 7. ② Students then sound out words and glue the alphabet sounds into the spaces provided. ③ Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.
Learning Target 2, Single Word Spelling - Sheet 6: ① Collect and work through Explicit Teaching Cards 6, 9 and 10. ② Students then sound out words and glue the alphabet sounds into the spaces provided. ③ Students then cover the word with a piece of coloured card, hold the word in their memory and then sound out and spell/write the word in the space provided.

```
mean
```
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 1: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 2: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.
Learning Target 2: Mini Silly Sentence Reading And Writing - Sheet 3:
1. Students read the sentence.
2. Students draw a picture to illustrate the sentence.
3. Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

- It is a man.
- It is a rat.
- It is a ham.
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 4:

1. Students read the sentence.
2. Students draw a picture to illustrate the sentence.
3. Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

It is a pad.

It is a ham.

It is a cat.
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 5:

1. Students read the sentence.
2. Students draw a picture to illustrate the sentence.
3. Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

It is a pet.

It is a net.

It is a rat.
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 6:

Students read the sentence.

Students draw a picture to illustrate the sentence.

Students cover the sentence with a strip of colored card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

---

A sad

A mad

He ran and hid.

---

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Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 7: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

A red pet.

A red rat.

A cat in a red hat.
A hen in a pen.

A rat in a net.

A man in a dam.
Learning Target 2, Mini Silly Sentence Reading And Writing - Sheet 9: ① Students read the sentence. ② Students draw a picture to illustrate the sentence. ③ Students cover the sentence with a strip of coloured card, hold the sentence in their memory and then sound out and spell/write the sentence in the space provided.

A cat in a cap.

A ram in a net.

A man in a hat.
CVC Single Word Reading And Spelling Skills

Student's Name: __________________________________________________ Date: ______________

Alphabet Sound Skills

☐ s ☐ n ☐ a ☐ i ☐ t ☐ p
☐ m ☐ r ☐ h ☐ e ☐ c ☐ d
☐ f ☐ l ☐ g ☐ o ☐ u ☐ b
☐ w ☐ j ☐ v ☐ k ☐ z ☐ y

Single Word CVC Spelling Skills

1. ___________________________________ 2. ___________________________________
3. ___________________________________ 4. ___________________________________
5. ___________________________________ 6. ___________________________________

Single Word CVC Reading Skills

fog  win  yes
red  jet  peg
This section includes cards for decoding and spelling activities that incorporate:

- **Learning Target 1**: s, a, t, p, i, n (cards with yellow borders).
  See pages 6 and 7 for more details. The following 12 explicit teaching cards accompany this section:
  - pin, tap, sip, pan, nap, tip, tin, sit, pip, nip, pat, tan

- **Learning Target 2**: Target 1 plus m, r, h, e, c, d (cards with blue borders).
  See pages 23 and 24 for more details. The following 12 explicit teaching cards accompany this section:
  - net, cat, hat, hit, hen, men, sad, rat, ten, map, pen, mat

- **Learning Target 3**: Targets 1 and 2 plus f, l, g, o, u, b (cards with green borders).
  See pages 40 and 41 for more details. The following 18 explicit teaching cards accompany this section:
  - cot, run, pot, dog, gum, log, lip, cup, bat, bug, leg, sun, rug, gun, mug, bib, fat, bun

- **Learning Target 4**: Targets 1, 2 and 3 plus w, j, v, k, z, y (cards with red borders).
  See pages 59 and 60 for more details. The following 9 explicit teaching cards accompany this section:
  - zip, jug, van, jog, jet, jam, vet, wet, wig

The cards may remain within the booklet or alternatively they may be removed and laminated.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions:
"Can you guess this picture? It's a picture of an 'n' (1 second pause) 'e' (1 second pause) 't'."
If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions:
"Now it's your turn to sound out net".
If students are experiencing difficulty segmenting (e.g., n-et or n-net), prompt them to watch the instructor's mouth and copy.

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Hole Punch CVC Learning Target 2 - Explicit Teaching Card 1
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions:
"Can you guess this picture? It's a picture of a ‘c’ (1 second pause) ‘a’ (1 second pause) ‘t’. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions:
"Now it’s your turn to sound out cat’. If students are experiencing difficulty segmenting (eg: c-at or c-cat) prompt students to watch the instructing adult’s mouth and allow them to copy."
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘h’ (1 second pause) ‘a’ (1 second pause) ‘t’.” If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out hat”. If students are experiencing difficulty segmenting (eg: h-at or h-hat) prompt students to watch the instructing adult’s mouth and allow them to copy.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, m, n, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘h’ (1 second pause) ‘i’ (1 second pause) ‘t’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out hit”. If students are experiencing difficulty segmenting (eg: h-it or h-hit) prompt students to watch the instructing adult’s mouth and allow them to copy.

CVC Learning Target 2 - Explicit Teaching Card 4

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Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘h’ (1 second pause) ‘e’ (1 second pause) ‘n’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out hen”. If students are experiencing difficulty segmenting (eg: h-en or h-hen) prompt students to watch the instructing adult’s mouth and allow them to copy.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of some ‘m’ (1 second pause) ‘e’ (1 second pause) ‘n’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out men”. If students are experiencing difficulty segmenting (eg: m-en or m-men) prompt students to watch the instructing adult’s mouth and allow them to copy.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘s’ (1 second pause) ‘a’ (1 second pause) ‘d’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out sad”. If students are experiencing difficulty segmenting (eg: s-ad or s-sad) prompt students to watch the instructing adult’s mouth and allow them to copy.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘r’ (1 second pause) ‘a’ (1 second pause) ‘t’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out rat”. If students are experiencing difficulty segmenting (eg: r-at or r-rat) prompt students to watch the instructing adult’s mouth and allow them to copy.
Learning Target 2 - Decoding And Spelling Activities Incorporating: s, a, t, p, i, n, m, r, h, e, c, d

Blending Task Instructions: “Can you guess this picture? It’s a picture of a ‘t’ (1 second pause) ‘e’ (1 second pause) ‘n’”. If students are experiencing difficulty blending, repeat sounds several times and verbalise sounds with half second pauses.

Segmentation Task Instructions: “Now it’s your turn to sound out ten”. If students are experiencing difficulty segmenting (eg: t-en or t-ten) prompt students to watch the instructing adult’s mouth and allow them to copy.