

PRACTICE ACTIVITIES

for PHONICS SKILLS

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Name: Ella

LONG VOWEL A:
AI, AY

Tap the phonemes for each word, then read the word.

pail • • •	play • • •	rain • • •	clay • • •
tray • • •	tail • • •	stay • • •	mail • • •

Write the graphemes for the sounds you hear in each word.

1.  t a i l	2.  p l a y	3.  p a i l
4.  c l a y	5.  r a i n	6.  p l a y
7.  t r a y	8.  m a i l	9.  s t a y



Phonics Practice Blueprint

Frances James, Ann Kerr



Phonics Practice Blueprint:

Sounds for Reading Frances James, Ann Kerr, 1998 Linked to the National Literacy Strategy this classroom resource is designed to help teachers to develop the essential phonic skills that children need in order to become fluent readers Practical activities and 86 worksheets focus on basic listening skills an understanding of the difference between words and letters the ability to hear separate syllables in words learning to hear and generate rhymes and alliterations learning about onsets and rhymes learning to use analogy to help with reading and learning to hear individual phonemes in words **Reading**

Activities Resource Bank Carol Cort, 1998-05-22 Blueprints is the number one resource series for teachers and schools that offers complete curriculum coverage excellent photocopiable material and unbeatable value The books have extensive coverage of core and foundation subjects for National Curriculum and other UK curricula and are written specifically for the key stage you teach *Blueprints* Virginia A. Arnold, 1989 **Understanding Phonics And The Teaching Of Reading: A**

Critical Perspective Goouch, Kathy, Lambirth, Andrew, 2008-01-01 This groundbreaking book offers critical perspectives on the teaching of reading and phonics openly challenging contemporary policy in both England and the US *The*

Comprehension Book Sue Dillon, Terry Dillon, 1997-07 These worksheets draw on material from a variety of genres including fiction non fiction poetry journalism advertising and public information The varied topics and material are ideal for reinforcing understanding across the curriculum [This Is How We Teach Reading...And It's Working!](#) Heather Willms, Giacinta Alberti, 2022-08-18 A week by week step by step instructional guide This timely book offers a clear and structured method for integrating explicit phonics instruction into K 3 classrooms An essential guide for teaching reading the book is grounded in the cutting edge evidence based science of reading It provides a flexible and effective step by step progression that covers the essential phonics skills that teachers have been asking for and addresses the needs of busy diverse classrooms This blueprint to effective instruction explores screening assessment and intervention as well as working with English language learners Tools for implementation include high impact activities lesson templates word lists phoneme grapheme grids word ladders and more *Literacy* United States. Congress. House. Committee on Education and the

Workforce, 1999 This document presents the transcript of Congressional hearings to gather information as to why children cannot read Current federal programs were reviewed as well After opening statements of the Hon Bill Goodling and the Hon Tim Roemer the transcript for the hearing held on July 10 1997 on why children cannot read includes the texts of oral statements and prepared statements by the following individuals or organizations Richard Venezky Reid Lyon Robert E Slavin Catherine Snow Vivian L Gadsden Janet Nicholas Barbara Ruggles Margaret Doughty the Hon Bill Clay and Carolyn McCarthy The transcript for the hearing held on July 31 1997 on a review of current federal programs on literacy includes the texts of oral statements and prepared statements by the following individuals or organizations the Hon Bill Clay the Hon Lamar Smith Maris A Vinovskis Herbert Walberg Joseph Johnson Jr Cheryl Wilhoite and Andrew Hayes After an opening

statement of the Hon Bill Goodling the transcript for the hearing held on September 3 1997 on teachers as the key to helping America learn to read includes the texts of oral statements and prepared statements by the following individuals or organizations Ann W Mintz Debra Wakefield Kimberly Wilson Laura D Fredrick Beth S Check Louisa C Moats Nancy Thompson and materials submitted by the Hon Bobby Scott RS Phonics in Proper Perspective Arthur W. Heilman,1993 The tenth edition of Phonics in Proper Perspective provides succinct and clear descriptions of how to engage emergent readers in phonics and on to becoming independent readers Making the distinction between phonics and the more precise science of phonetics this book identifies the most simple and effective ways to teach phonics and explains where phonics fits best in the learning to read process The book also highlights The theme of teacher responsibility and accountability in students learning is the strength of the project Struggling Readers features and activities linked to NCLB topics are pedagogical highlights An emphasis on direct instruction Inservice teachers and Reading Literacy Specialists Resources in Education ,2001-10 Handbook on the Science of Early Literacy Sonia Q. Cabell,Susan B. Neuman,Nicole Patton Terry,2024-04-25 Synthesizing the best current knowledge about early literacy this comprehensive handbook brings together leading researchers from multiple disciplines The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children s PreK 2 growth in reading writing oral language and the connections among them In 33 chapters the Handbook covers conceptual foundations development and instruction of both code and meaning related literacy skills professional development and family engagement supporting equity across populations and learning beyond traditional boundaries including digital and out of school contexts Highlighted throughout are issues around access to high quality instruction working with multilingual populations and data based decision making and interventions

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