

Speech to Print Phonics

Because students are only required to recognize the printed form of a word spoken by the teacher, Speech to Print Phonics is about as easy an approach to phonics instruction as you can find (Durrell & Murphy, 1964). It also integrates phonological awareness and phonics (Vandervelden & Siegel, 1997; Bus & van Ijzendoorn, 1999). The teacher presents a phonic element, such as *s /s/*, shows the students two word cards: *sun* and *rat*, and asks students to point to the word that contains that element: begins with *s/* as in *sun*. After two letter-sound correspondences have been introduced, the students are shown two words, one of which starts with the element just taught. For instance, having taught the correspondences *s/s/* and *m/m/*, the teacher presents the words *man* and *sun* on cards and asks students to point to the word that says *man*. After a third correspondence has been taught, students choose from all three. However, as additional correspondences are introduced, drop one so that students are not required to choose from more than three correspondences. At-risk students who took part in Speech to Print Phonics improved in phonemic awareness, letter-sound recognition, and the ability to learn new words (Vandervelden & Siegel, 1997).

Speech to Print Lesson

Objective

Students will be able to recognize that the letter *f* spells the sound */f/*.

Step 1: Phonemic awareness. Emphasizing the initial sound, say the words *five*, *foot*, *fork*, *fox*, and *fish*. Ask what is the same about the words. Lead students to see that they all begin with the same sound */f/*. Using articulation to help students grasp the sound, explain that the sound */f/* is made by pressing the upper teeth against the lower lip. Have students make the sound */f/* and feel where their upper teeth are pressed against their lower lip. (For those missing their front teeth, gums might be involved.)

Step 2: Letter-sound integration. Write the words *five*, *foot*, *fork*, *fox*, and *fish* on the board, saying them as you do so. Lead students to see that they all have the sound /f/ and begin with the letter *f*. Explain that the letter *f* stands for the sound /f/ heard at the beginning of the word *fish*.

Step 2: Guided practice. Assuming that the correspondences *s* /s/ and *m*/m/ have been introduced, present groups of word cards similar to the following.

Which word says *fish*? man sun fish

Which word says *sun*?

Which word says *man*?

Which word says *me*? me see five

Which word says *five*?

Which word says *see*?

Which word says *mat*? mat sat fat

Which word says *fat*?

Which word says *sat*?

Reinforce responses: Yes, that word says *fish*. You can tell it says *fish* because it begins with the letter *f*. The letter *f* makes the sound *fff* that you hear at the beginning of *fish*. Correct inaccurate responses: That word does not say *man*. It says *fish*. *Man* begins with the letter *m* and makes a /m/ sound. This word begins with an *f* and makes a /f/ sound. It is the word *ffffish*. Continue to practice with the word cards until students have a good command of the task.

Step 4: Guided Spelling. Students choose from the letters *f*, *m*, and *s* the one that represents the initial sound of the word spoken by the teacher. When the teacher says, “ffffish, “ students hold up the letter *f*. After learning final consonant correspondences, students hold up the letter for the last sound they hear. After students learn vowel correspondences, they use plastic or cardboard letters to spell the words pronounced by the teacher. For instance, they would be given the letters: *a*, *b*, *c*, *f*, *h*, and *t* to spell the words *at*, *cat*, *hat*, *sat*, *fat*, and *bat*.

Step 5: Evaluation and review. Assess students' ability to select the letter that represents the target sound and, later, the ability to spell the target sound.

Traditional spelling can be used to help students move beyond recognition to retrieval. Holding up the letter *f*, ask students to tell what sound it makes. Provide help as necessary. Assuming that the the letters *m* and *s* have been presented in this same way, dictate words that begin with *f*, *m*, or *s* and have students write the first sound of each word. As students learn final-consonant and vowel correspondences, have them spell whole words.

Extension: Introduce other initial and final consonants and also vowels. After learning final consonants, students select from words that have the same initial sound but a different final sound: *mad*, *man*, *mat*. After learning vowel correspondences, they select words on the basis of the vowels: *sat*, *set*, *sit*.

Sequence your lessons so that students are working with whole words as quickly as possible. After students have learned the correspondences *c/k/*, *h/h/*, *s/s/*, initial and final *t/t/* and the short vowel *a/a/*, they can be taught to read the words *cat*, *hat*, *sat*. After *m/m/* and *n/n/* have been introduced, they can be taught to read *can*, *man*, *tan*, and *Nan*.