

# Phonic Awareness

Developing reading and spelling  
skills for older students and  
adults

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**Includes  
flashcards**

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## Introduction

The purpose of this resource is to provide teachers of older students and adults with a focus for developing reading and spelling skills. The worksheets should help to give students a manageable introduction to the component parts of our writing system. It does not aim to be comprehensive and some of the more complex – and potentially confusing – letter patterns are not included here.

Although the worksheets begin with single short vowel sounds, the students will need to have some knowledge of consonant letter sounds already. Flashcards for practising these have been included.

Instructions on the use of individual worksheets will need to be read to the student. The tutor will need to establish that the procedure for tackling each worksheet is clearly understood.

### Tips.

Developing phonic skills involves forming associations between symbol and sound and vice-versa. Many older students are uneasy about sounding out letters and words so tutors should try to ensure that the learning environment is such that the potential for embarrassment is minimised.

As each new sound is introduced, the tutor should demonstrate it and have the student repeat it.

When sounding out consonants, digraphs and blends, the tendency to add a 'schwa' (indistinct vowel sound) should be suppressed. The 'ch' sound for instance, should be pronounced 'ch' and not 'chuh'.

If the student struggles to replicate the given sound, he/she should be encouraged to 'watch the lips' of the tutor as the sound is demonstrated. Those students whose difficulties may be linked to auditory impairment or dyslexia will often benefit from this approach.

Some of the consonant blends, for instance, final 'ld' or initial 'br' can cause problems as students fail to 'hear' the 'l' or 'r'. Once again, the sound should be demonstrated and the student asked to repeat it. He/she should be encouraged to 'feel' the sound of the individual components of the blend as they pass through the mouth. This 'oral-kinaesthetic' approach has been used successfully with many students with literacy difficulties.

Some adults – particularly those who are severely affected by dyslexia – will continue to experience real difficulty with letter sequencing. However, even those who continue to rely on a reading strategy based on a combination of initial/final letter recognition, word configuration, context, etc. will benefit from enhanced sound-symbol awareness.

Although it is not intended that students should work through this resource unaided, tutors should enable them to work independently where possible. Errors are inevitable, but discussing those errors will be an important part of the learning process.

### **Wordsearches.**

It is quite possible for students to complete wordsearch puzzles simply by matching letter patterns and without reading the words. Tutors should ensure that all of the words can indeed be read by the student. Transferring each word identified to the back of the worksheet encourages the student to hold the spelling in memory – for a short time at least – which will aid long term retention.

### **Flashcards.**

Pages 69 & 70, and 71 & 72 are designed to be printed back-to-back on stiff card. They can then be cut to produce double-sided flashcards.

### **Finally.**

Completing each sheet may require an intensive effort, particularly for the less able student. Tutors should vary the activities and watch carefully for signs of tiredness.

Good luck with the resource. I hope that tutors and their students find it valuable. Feedback would be welcomed.

### **Copying permissions:**

Any or all of this resource may be printed or photocopied for use:

a) by an individual purchaser

**or**

b) within a single purchasing institution.

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

Read the underlined word chunk at the beginning of each row. Say it out loud a couple of times so that you are familiar with it.

Add a letter from the alphabet to make a new word in each case.

*Some have been done for you.*

<u>ab</u>	__ ab	__ ab	<u>t</u> ab		
<u>at</u>	<u>b</u> at	__ at	__ at	__ at	__ at
<u>am</u>	__ am	__ am	<u>r</u> am	__ am	
<u>ad</u>	__ ad	__ ad	__ ad	__ ad	<u>s</u> ad
<u>ag</u>	__ ag	__ ag	__ ag	__ ag	<u>w</u> ag
<u>an</u>	__ an	<u>c</u> an	__ an	__ an	__ an
<u>ap</u>	<u>b</u> ap	__ ap	__ ap	__ ap	__ ap
<u>ax</u>	<u>f</u> ax	__ ax	__ ax		

Make sure you can read all of the words.

Find the words in the grid. Write each one on the back of this sheet.

tab bat ram sad wag bap fax

d	w	a	g	h	p	y	o
s	x	b	a	t	r	n	e
n	f	a	x	q	s	a	d
t	a	b	f	l	k	g	h
s	d	g	f	b	a	p	z
n	r	a	m	j	b	c	e

**Consonant blends.****12.**

a e i o u

Read the underlined word chunk at the beginning of each row. Say it out loud a couple of times so that you are familiar with it.

Add a vowel to make a new word in each case.

*Some have been done for you.*

<u>sp</u>	sp __ t	sp <u>a</u> t	sp __ t	sp __ n	sp __ n
<u>dr</u>	dr __ p	dr __ p	dr <u>u</u> g	dr __ m	dr __ b
<u>st</u>	st __ p	st __ p	st __ b	st <u>u</u> b	st __ n
<u>tr</u>	tr __ p	tr __ p	tr __ t	tr __ m	tr __ m
<u>sl</u>	sl __ t	sl __ t	sl <u>a</u> m	sl __ m	sl __ m
<u>sl</u>	sl __ p	sl __ p	sl __ p	sl __ g	sl <u>a</u> g
<u>gr</u>	gr __ b	gr __ b	gr __ p	gr __ t	gr __ m

Make sure you can read all of the words.

Find the words in the grid. Write each one on the back of this sheet.

spat drug stub slam slag grid grin drag spud drat

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

**-ct -ft -ld -lt -nt -sp -st -lp**

Add a final blend to make a new word in each case.

*Some have been done for you.*

cra __	da __	fli __	fi __	cru __	tru __
co __	co __	co <u>lt</u>	bo __	bo __	be __
be __	be __	fe __	gra __	he __	he __
fa __	fa __	jo __	li __	li __	lo <u>ft</u>
lo __	pla __	me <u>lt</u>	a __	a __	pa __
ra __	ra <u>sp</u>	ru <u>nt</u>	ru __	so __	o __
fo __	to __	wi __	bru __	cla __	gra __

Make sure you can read all of the words.

Words have been left out of each sentence. Put each word in its correct place.

- John up into the to fetch his old tent. (went loft)
- The had lots of on it. (tent dust)
- Jill can a bad in the pond. (smell stench)
- It is hot and a big rots on the of the pond. (fish bank)
- You not the cash. (have lost)
- It in the handbag. (is pink)
- We can to the shops to it today. (rush spend)
- We send a bit of the to Greg. (must cash)

Track for 'u'

mug tin sin get put gut yob sun bet lit had wet  
pug tan peg sum vat hut pan but rot hog nap  
hug hat bog zap fun fig vex but fan bud tug

Track for 'a'

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

Track for 'e'

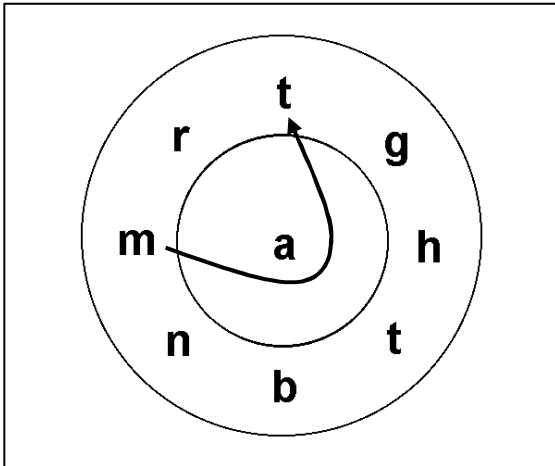
a v x e n g e k a l a m j a e p e r a e t i w o a e n d m p r e q c  
t y e h p l e x u j i e g u n p e a f e g t h k e s x a e t p k m t u  
b e d t e q s c g j e s g n u e d g e f e h e p i k a c e t u k v e

Track for 'i'

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

**Word Donuts.**

See if you can make 4 words using the letters in the donut. Each word must have the letter 'a' in the middle. Use each letter in the ring just once. The first one has been started for you.



1. **mat**

---

2. **\_ a \_**

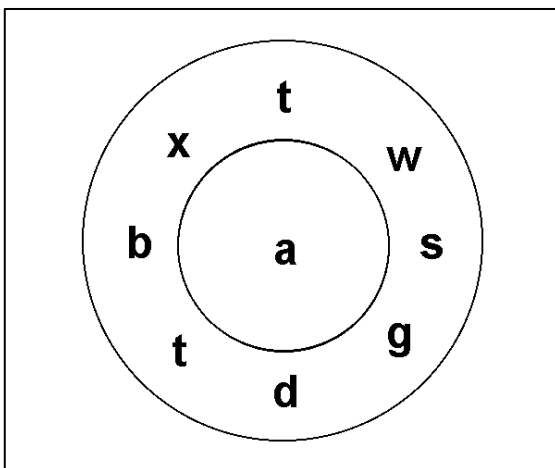
---

3.

---

4.

---



1.

---

2.

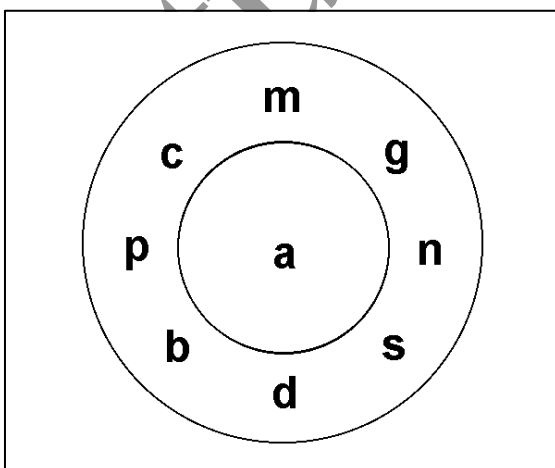
---

3.

---

4.

---



1.

---

2.

---

3.

---

4.

---

# Vowel-consonant digraphs.

37.

'ar' as in 'car'.

Find the words in the grid. Write each one on the back of this sheet.

farm chart park scarf star barn part

stark cars smart far tar sharp charm bar arch

tart start scar garb spark dart march lark hard shark

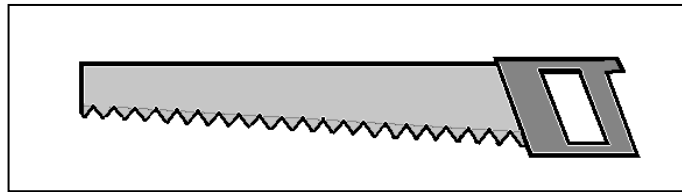
d	m	a	r	c	h	r	t	j	l	u	p	a	r	t
r	f	t	a	r	t	g	l	a	r	k	n	h	s	f
p	a	r	k	z	b	h	j	a	r	c	h	k	c	v
k	s	t	a	r	t	v	b	g	h	c	h	a	r	t
s	t	a	r	k	f	a	r	w	b	a	r	p	h	o
d	r	s	c	a	r	q	z	c	a	r	s	j	w	a
l	p	s	c	a	r	f	k	s	h	a	r	k	s	b
d	m	r	h	a	r	d	h	c	h	a	r	m	h	l
k	f	a	r	m	l	p	d	a	r	t	y	t	y	g
g	s	m	a	r	t	f	b	a	r	n	v	m	s	b
t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

Circle the odd one out:

1. arms carts legs lips
2. car bus cart shark tram
3. bit lump farm part chunk
4. hard soft sharp march blunt
5. march run stop trot rush

Make sure you can read all of the words.

'aw' as in saw



Add the letters from the first column to make an 'aw' word in each case. Cross out the ones that do not work.

The first two have been done for you.

dr
pr
cl
l
fl
r
gl
s
j

aw

<del>dr</del> aw
<del>pr</del> aw
__ aw
__ aw
__ aw
__ aw
__ aw
__ aw
__ aw

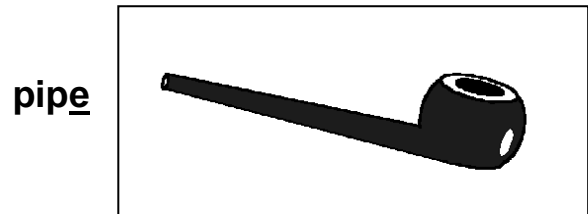
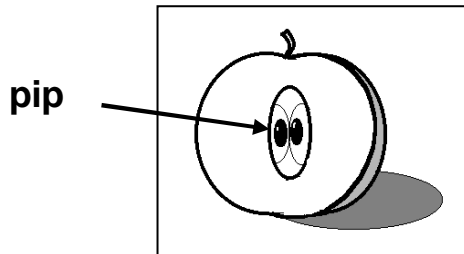
Find the words in the grid. Write each one on the back of this sheet.

paw straw shawl dawn  
lawn awful outlaw yawn spawn trawl

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

Make sure you can read all of the words.

When a word ends in a vowel and consonant, eg **'pip'**, we can sometimes add the letter 'e' to form a new word, in this case, **'pipe'**.



You cannot hear the final 'e' but it makes the vowel 'say its name'.

Here are some more:

<b>fin</b>	+	<b>e</b>	=	<b>fine</b>
<b>spit</b>	+	<b>e</b>	=	<b>spite</b>
<b>rip</b>	+	<b>e</b>	=	<b>ripe</b>

You try the rest.

<b>hid</b>	+	<b>e</b>	=	
<b>grip</b>	+	<b>e</b>	=	
<b>bit</b>	+	<b>e</b>	=	
<b>rid</b>	+	<b>e</b>	=	
<b>trip</b>	+	<b>e</b>	=	
<b>grim</b>	+	<b>e</b>	=	
<b>slim</b>	+	<b>e</b>	=	
<b>quit</b>	+	<b>e</b>	=	
<b>spin</b>	+	<b>e</b>	=	
<b>strip</b>	+	<b>e</b>	=	

Make sure you can read all of the words.

Choose the correct word or words to complete these sentences.

1. Jack said that Meg's smile was \_\_\_\_\_. (cut, cute)
2. The dog \_\_\_\_\_ Mick's foot. (bit, bite)
3. My dad used to smoke a \_\_\_\_\_. (pip, pipe)
4. He ran to the \_\_\_\_\_ in the garden fence. (gap, gape)
5. His \_\_\_\_\_ is called \_\_\_\_\_ (mat, mate) (Sid, side)
6. The car is in \_\_\_\_\_. (her, here)
7. Jump in and we \_\_\_\_\_ go for a \_\_\_\_\_ (can, cane) (spin, spine)
8. The \_\_\_\_\_ tree is on \_\_\_\_\_. (fir, fire) (fir, fire)
9. We made a nice \_\_\_\_\_ from a cheap \_\_\_\_\_. (kit, kite) (kit, kite)
10. They \_\_\_\_\_ their bikes up the steep \_\_\_\_\_. (rod, rode) (slop, slope)
11. \_\_\_\_\_ went to Rome to visit the \_\_\_\_\_. (Pet, Pete) (pop, Pope)
12. First we must \_\_\_\_\_ the paint from the woodwork. (scrap, scrape)
13. Then we have to \_\_\_\_\_ the paper off the wall. (strip, stripe)
14. If you have a go on the \_\_\_\_\_ you can \_\_\_\_\_ a bottle of \_\_\_\_\_. (tot, tote) (win, wine) (win, wine)
15. All the dirt and \_\_\_\_\_ makes it look \_\_\_\_\_ in here. (grim, grime) (grim, grime)

At the end of words 'o' often says its name as in **go**.

**so go no solo domino**

Put each of the words above in one of the spaces to complete the sentences.

1. It is wet, \_\_\_\_\_ we will not \_\_\_\_\_ to the park.
2. There are six spots on this \_\_\_\_\_ .
3. If you will not go with me, I will have to fly \_\_\_\_\_ .
4. There is \_\_\_\_\_ milk in the glass.

**to** and **do** are different

The 'o' makes an / **oo** / sound

Complete the sentence.

We have \_\_\_\_\_ this work by six o'clock.

A few short words end in 'e'. The 'e' makes its long sound (It says its name). / **e** /

**me he she we be**

Find the 12 long vowel words in the grid. Write each one on the back of this sheet.

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

Make sure you can read all of the words.

**Odd words.**

**Flashcards.**

Students will need to learn these common words as they work through the first few exercises. Cut them out for use as flashcards or ask the students to make their own.



<b>I</b>	<b>my</b>	<b>and</b>
<b>the</b>	<b>are</b>	<b>is</b>
<b>ball</b>	<b>go</b>	<b>John</b>
<b>will</b>	<b>have</b>	<b>do</b>
<b>car</b>	<b>to</b>	<b>his</b>
<b>feet</b>	<b>mess</b>	<b>we</b>
<b>you</b>	<b>she</b>	<b>he</b>
<b>our</b>	<b>they</b>	
<b>today</b>	<b>yesterday</b>	