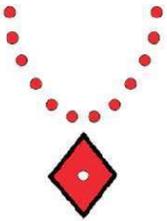
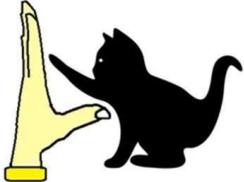


# Articles - Segmenting Phonemes/Sounds

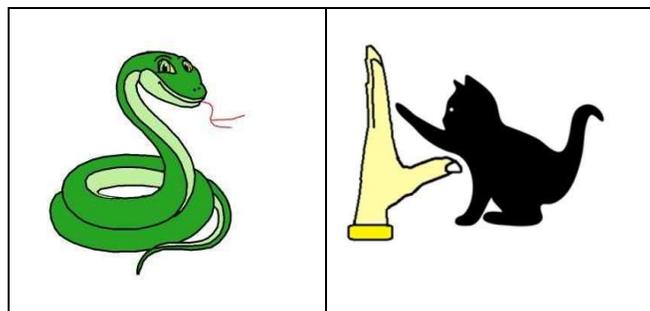
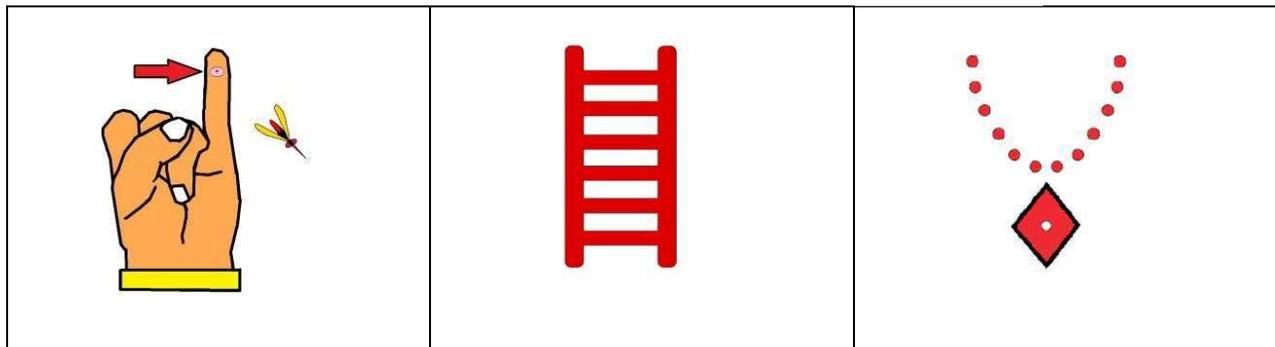
In order to understand how reading and writing works, students need to have some basic knowledge and skills. Follow the steps in this article to equip yourself to teach the necessary knowledge and skills.

Before beginning to teach the information in this article, tutors need to learn which picture represents which sound, and the correct way to say that sound. The first word or phrase in the Words column below, is underlined, to let you know it's the name of the picture. The purpose of the words is to help you isolate the sound and say it correctly.

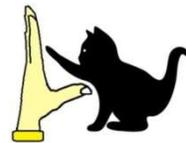
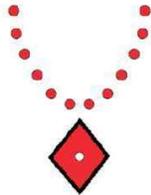
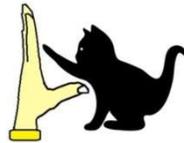
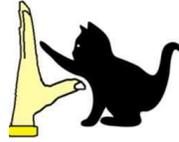
Picture	Sound	Letter	Words
	/i/	i	<u>it's itchy</u> , if, ill inside, insect, important
	/l/	l	<u>ladder</u> , lamp, lady, hole, tall, fill
	/n/	n	<u>necklace</u> , nip, news, lane, tin, pin

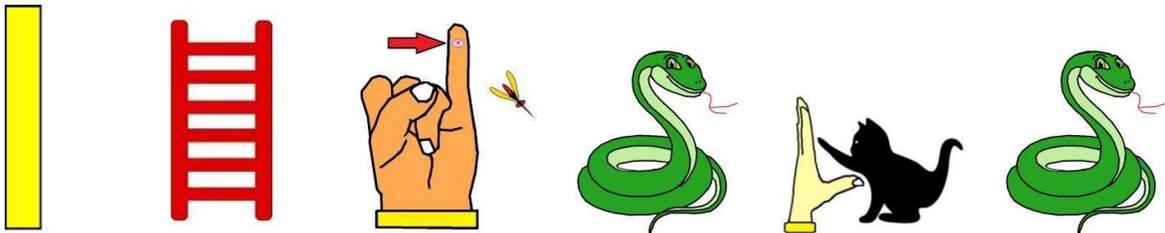
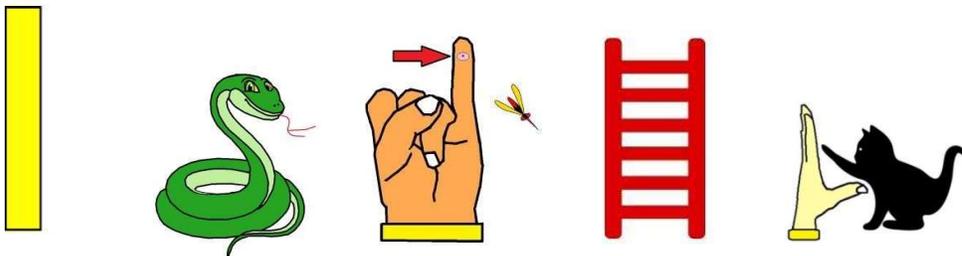
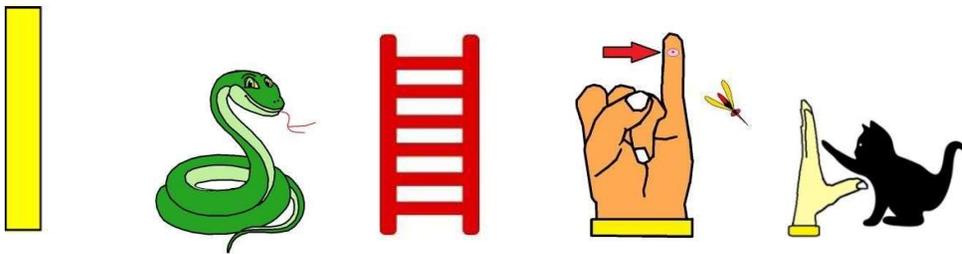
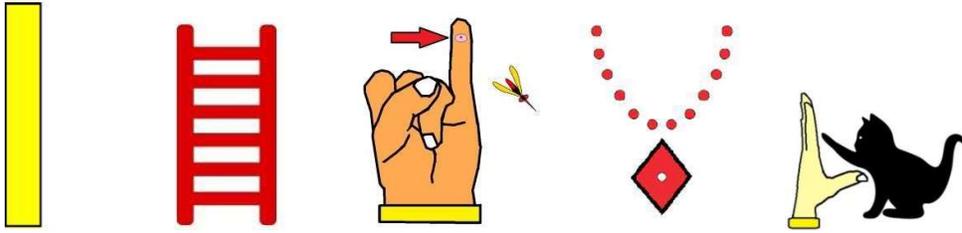
Picture	Sound	Letter	Words
	/s/	s	<u>s</u> nake, saw, <u>s</u> ay, lips, jumps, tents
	/t/	t	<u>t</u> ouch, <u>t</u> able, <u>t</u> owel, bit, cat, pit

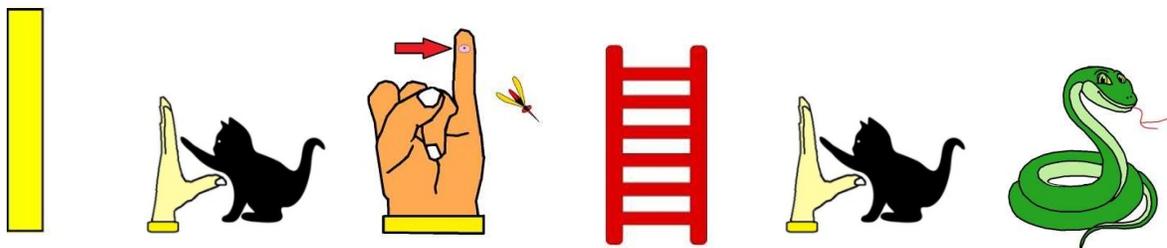
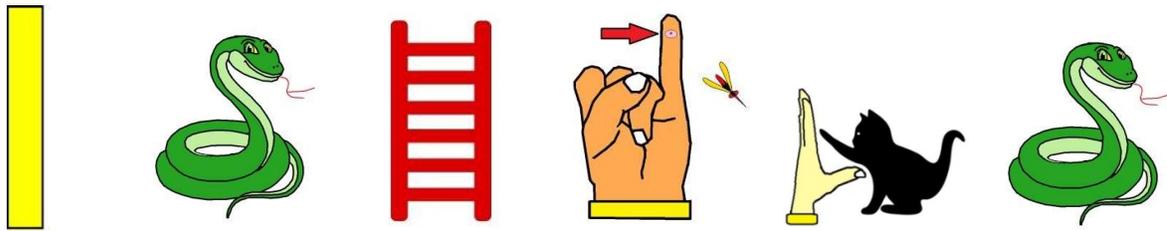
Here are the pictures for the students' use. Tell the student the name of the picture, and say the sound. Get the student to repeat the sound (not the name of the picture, as its name is only there to show the reason for the sound – so what is being learnt makes sense).











If your students are easily confused or overwhelmed, cover all the words that they have already read, and cover the words yet to be read. Only leave uncovered the current word being read.

### By the end of this article

If your student has done the work in this article, he or she now understands several of the most important principles behind English reading:

- that our words are made up of individual sounds;
- that a sign (such as a picture) can be used to represent a sound we say;
- that we read by sounding out the signs in order, starting from the left-hand side;
- that those individual sounds need to be blended together;
- that blending the sounds together correctly, makes a real word (even if it's not a word the reader already knows);
- placing the signs in a different order makes a totally different word;
- that as we get better at sounding out, we speed up, and can sometimes even sound out and blend at the same time. (If your students aren't doing a little of this already, let them re-read the same short words, and you choose random lines to be read, so they aren't reciting instead of reading.).

Students who have become familiar with the idea of sounding out picture signs, find it easy to accept that the letters we use for reading now, are really just the pictures we use to represent our sounds.

The pictures used in this article are the pictures used to teach the learn to read program offered on this site: *The Building Blocks of Reading Course*.

For more information about this course, go to the Articles page, and look for the Course - About this Course article.