

Alphabet Arc

MAKE IT MULTI-SENSORY

- ensure that the child says the letter name/ sound each time he/she touches/moves it.
- says the letters by name or sound as they write them.
- writes the letter and says the name when they hear the sound, repeats the letters they are sequencing or collecting etc.

RESOURCES

- A set of wooden or plastic letters, a 'feely' bag, plenty of space, a 'model' to copy and perhaps some initial sound picture cards.

SEQUENCING ACTIVITIES

These activities can be done with lower or upper case letters – lower case first.

As the child becomes more confident a timer could be used.

- Start by placing the markers - A on the left, MN in the middle, [opposite your mouth and nose,] and Z on the right.
- Empty all the letters on to the table and ask the child to place the letters in sequence.
- Use a printed alphabet arc and cut into quartiles e.g. a-g, h-n, o-u, v-z. Can the child put the alphabet back in the right sequence?
- Chop the strip into eight chunks, abcd, efgh, ijkl, mnop, qrstu, vwxyz, before finally cutting it into separate letters
- Put alphabet out in groups, remove a group, close up space and ask pupil which letters are missing e.g. ABC / DEF / GHI
- Put the vowels out first and fill in the other letters.
- Count the letters, put them out in alphabetical order a to z
- Pupil closes eyes, helper moves a letter / letters out of order, pupil corrects.
- Make a blank laminated arc for the children to write the alphabet on; starting with a/mn/z. Use different colours for vowels.
- Put the letters into the arc random as they come out of the bag, in 2's, 3's, 4's or 5's. The pupil must give the letter name as they put out the letters.
- Alphabet ordering activities using initial sound picture cards.
- 'Tracking' for the alphabet sequence using any text or alphabet dot to dot.

IDENTIFICATION ACTIVITIES

As the child becomes more confident a timer could be used.

- Say the alphabet from a to z, pupil touching letter as they say the name
- Work from z to a giving the SOUND of each letter as they say the name
- Adult says the letter sound, pupil points to the corresponding letter and says the name.
- Identify the letter, either with eyes closed, with it behind the child's back, or in the 'feely' bag. Pupil gives the letter name, the sound it could make, a word that begins with this letter.
- Quiz - the pupil gives you clues so that you can guess the letter they are thinking of. For example, saying what letter it follows in the alphabet, what precedes it, describe its shape, etc.
- Quiz 2 - What letter comes before 'D', what letter comes after T, first with eyes open then closed. Encourage the pupils to 'sub-vocalise' in chunks; [mutter the letter to themselves under their breath!]
- Match the lower case letters with capital letters, either using two sets or using a model of one set and matching the other to it.
- Put out the letters that have ascenders, descenders, round shapes on the line, etc.
- 'Swing-o-meter', pupil closes eyes, points to letter you say, opens eyes to check.
- Pupil closes eyes, helper removes a letter from the arc, leaves a gap, pupil identifies missing letter. Then try closing up the gap.
- Write letter on pupil's hand and ask them to find and name it.

- Pull out the vowels, AEIOU & Y (explain that Y sometimes acts as a vowel at the end of a word). All English words contain a vowel. Teach a mnemonic to remember them if necessary – **A**ngry **E**lephant **I**n **O**range **U**nderpants.
- Make putting the letters away a game for visual or auditory memory. Make the pupil repeat the letter by name as they are put into the bag.

ACTIVITIES TO SUPPORT TEACHING POINTS

- Ask for the letters of a three letter word out of order e.g. TCA "What word can the letters make?" Pupil says the word then makes it naming the letters and writes it, either on the desk, in sand, or on the white board.
- As above, then can you change CAT into BAT, FAT etc repeat for rhyming work with -ET, -IT, -OT, -UT, -AN etc.
- As above then "Can you change cat into can?" Then into ban - bin - bun - but - bit - hit, etc.
- Give lots of practise in changing beginning, middles and endings. after the first few ask "What have you got to change, is it the beginning, middle, or the ending?"
- Put out a letter string-ill- Ask the pupils to put letters in front of it and decide which make real words and which are nonsense words. Keep the real words and make a letter slide. Jumble up each real word for them to re-make.
- Lay out the vowels in a vertical column. Choose two consonants to put either side of the vowel and perform a letter slide to see if it makes a real word or not - 'bat' to 'bet' to 'bit' to 'bot' to 'but'.
- Have the pupils use the letters to do word sums.
'c'+ 'lap'= what?
'spit'- 'p'= what?
- Try swaps - put out two words and ask the pupil to swap the first letters to find out if this makes a real or nonsense word.
- Teach blends by putting the letters together and then exchanging them for a card on which the pupil writes the blend. Then build the rest of the word. Ask the pupil to guess what the next letter might be. Use letter slides, saying the word each time.
- Help the children to read longer words by splitting words into syllables. This is when having the vowel letters coloured in red is a real advantage. Show the pupil how to do 'claps' to count the syllables. Then draw boxes for each syllable and have them put out letters for each syllable in turn. Encourage them to notice that each syllable has a vowel, and ask them to write the word from memory after making it with the letters. (Extra vowel letters or cards will be needed for this activity)
- Practise blending sounds - put out a letter, eg 'f' and ask the child to say it (sound) put out a second letter, 'r' and ask what you now have; (f-fr-fro-frog) The pupil can then look for words that he/she can ask you to build.
- Choose a root word and add a prefix and suffix to make as long a word as possible.
- Make a long word with the letters and see whether the pupil can split it into syllables.
- Work with prefixes and endings, finding as many words as possible that the pupil can make that begin with 'be', or end in 'ful'.

ACTIVITIES TO SUPPORT ALPHABET TEACHING.....

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| • alphabet mazes | • match upper and lower case |
| • matching letters/ picture cards | • rhyming games |
| • odd one out | • change the letter/ make a new word |
| • fill in the missing letter | • timed activities |
| • finish the sequence | • real objects |
| • tracking | • vowel search |
| • letter search | • missing vowel |
| • word search | • alphabetical order tasks |