



Tune into the Sounds of Reading

The starting point for reading is sound. What a child must do to become a reader is to learn how the sounds they hear connect to make the words they say, and then connect letters that represent those sounds to make written words.... So the first step in reading is to be able to 'Tune into Sounds'.

The 'Tune into the Sounds of Reading' Kit is a specialised kit to develop Phonological Awareness, the foundational skills that are strongly linked to early reading and spelling success through its association with phonics.

Phonological awareness is critical for learning to read any alphabetic writing system (Ehri, 2004; Rath, 2001; Troia, 2004).

This kit incorporates knowledge around the foundational concepts of:

- Sentences and words
- Rhyme (a common sound pattern in words)
- Syllables (parts/beats in words)
- Phonemic Awareness (individual sounds in words)

Research shows that the particular skill of Phonemic Awareness is the most crucial.

'One of the most robust findings of modern reading research is that proficient reading is strongly associated with the ability to identify, remember, and sequence phonemes'. Dr Louisa Moats

Your kit contains activity cards that have a teacher instruction side and a student side. **It is important to always communicate the sounds rather than letter names.** Visit our online Learning Lounge for instructional videos -

<https://www.decodablereadersaustralia.com.au/pages/sor-learning-lounge>



How is this resource used?

The 'Tune Into The Sounds of Reading' kit can be used in multiple ways and has a flexible structure to cater for the changing needs of students and classes. The following considerations are provided as guidelines for educators:

- Skill Drills can be from 5 - 7 minutes long and target either individual skills or a combination of skills.
- Skills Drills can be implemented as whole class, small group or one on one.
- Explicit teaching is required when first introducing the skill so use the first card of each skill in a modelled and guided approach.
- Although the kit contains skills including Sentence Segmenting, Rhyme Discrimination and Syllable Blending, research shows us that instructional time is best spent on Phonemic Awareness, so we recommend more focus on the skills of Phoneme Introductions, Phoneme Blending, Phoneme Segmenting, Phoneme Addition and Phoneme Substitution (Rhyme and Syllable knowledge is not a pre-requisite of Phonemic Awareness so it is ok to move to the Phonemic Awareness skills even if rhyme or syllable skills are not completely achieved).
- The Phonemic Awareness skills in this kit are developmental and each skill has varying levels contained in it. You can find the level information on each skill's tab. It is important to start at Phoneme Introductions (making sure students have the correct pronunciation and manner of articulation) then move to Phoneme Blending, Segmenting, Deletion, Addition and Substitution.
- This kit contains the letter on the Phoneme Introductions as a guide but the skill being introduced is at phoneme level (hearing and saying the sound). These cards are not intended for Phonics lessons. Please check out our SOR Toolkits in our shop containing the full range of resources for the implementation of phonics.
- The great thing about a flexible kit like this is that as a teacher, you can choose the structure of your lesson. If your class has a good understanding of certain skills, you can focus on the ones needing to be taught. You can choose to concentrate on one skill in a drill or multiple skills. You can even grab the kit and do a few extra drills during transition times.
- During the drills, if you notice any students having difficulty with certain skills you can pull them into a focus group and do an intervention style lesson, breaking the skill down for them. A free screener aligned to the Phonemic Awareness skills of this kit is attached below.
- The data collected from this screener can assist in the formation of the drills you implement. This kit, along with the data, allows educators to target specific skills needed, as well as wisely use instructional time.
- This product is a support resource, and we highly recommend repeating many of the Phonemic Awareness skills alongside grapheme introductions. These activities can be found in our SOR Toolkits alongside a Teaching Guide with step-by-step instructions.



Tune into the Sounds of Reading

Oral Language

Oral language time, using the visual image cards, allows the adult to lead a conversation using the suggested questions on the back of each card. This is a time to develop receptive and expressive language, model and guide appropriate language structures, and monitor and track development.

Receptive language refers to how a student understands language. It is important that students clearly hear and understand the questions being asked. For students requiring support with receptive language, the teacher should point to any visual clues in the image.

Expressive language refers to how a student expresses themselves and in this activity, how they respond to the questions. It is important that students respond to the questions (of varying complexity) using appropriate grammar, vocabulary and sentence structures. Encourage students and give feedback when needed, or paraphrase responses, modelling accurate grammatical sentence structures.

1 Oral Language

1 Oral Language - Teacher Script

Let's look at this picture. This is Dan the dingo and he is feeling sick.

1. What do we call a doctor who looks after animals?
2. Why do people take their pets to the vet?
3. What sort of animals do you think are common at the vet?
4. Have you ever had a pet?
5. What type of animals do you think people are allowed to have as pets?
6. What can vets do to help the animals?
7. If you could have any pet, what would it be?
8. Do you think that you would like to be a vet? Why/Why not?

- Oral Language
- Sentence Segmentation
- Rhyme Discrimination
- Syllable Blending
- Syllable Segmenting
- Phoneme Introductions
- Phoneme Isolation
- Phoneme Blending
- Phoneme Segmenting
- Phoneme Deletion
- Phoneme Addition
- Phoneme Substitution



Tune into the Sounds of Reading

Sentence Segmentation

Sentence Segmenting is the process of breaking up a spoken sentence into word units. Students segment the sentence and say how many words make up the given sentence.

Teacher - 'Listen to the sentence nice and clear, count the words that you hear.'

It might help if students repeat the sentence orally and tap or hold up a finger for each word.

Level 1
2 - 4 words to segment.

Level 2
5 - 7 words to segment.

14 Sentence Segmentation

14 Sentence Segmentation - Teacher Script

Listen to the sentence nice and clear, count the words that you hear.	Listen to the sentence nice and clear, count the words that you hear.
2. Magpies can swoop. (3)	1. Nan drinks. (2)
Listen to the sentence nice and clear, count the words that you hear.	Listen to the sentence nice and clear, count the words that you hear.
4. Pat sat on Nan. (4)	3. Nat has a stick. (4)

- Oral Language
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Tune into the Sounds of Reading

Rhyme Discrimination

Rhyming helps students understand the rhythm of language and hearing similarities in word endings.

Level 1

Discrimination - Hearing whether words rhyme or not.

Teacher 'Listen to the words one at a time, can you tell me if they rhyme?'

Level 2

Discrimination - Choosing a picture word to rhyme with a spoken word.

Teacher 'Listen to a word one at a time, can you tell me a word that will rhyme?'

Level 3

Production - Finish the sentences by adding a rhyming word

Teacher 'Listen to the sentence one word at a time, can you finish it with a word that will rhyme?'

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Rhyme Discrimination



32

Rhyme Discrimination - Teacher Script



Listen to the words one at a time, can you tell me if they rhyme?

Listen to the words one at a time, can you tell me if they rhyme?

Listen to the words one at a time, can you tell me if they rhyme?

pin fin

cat dog

pip sip



(yes)

(no)

(yes)

Oral Language

Sentence Segmentation

Rhyme Discrimination

Syllable Blending

Syllable Segmenting

Phoneme Introductions

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Phoneme Blending

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Phoneme Addition

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Tune into the Sounds of Reading

Syllable Blending

Syllable Blending allows students to manipulate groups of speech sounds in words. Students listen to the spoken syllables and blend them together to make words.

Teacher 'Listen to the parts nice and clear, blend them together and say the word that you hear.'

Level 1

Blending 2 syllables together to build a new word. May include compound words.

Level 2

Blending 3 syllables together to build a new word. May include compound words.

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Syllable Blending



51

Syllable Blending - Teacher Script



Listen to the parts nice and clear, blend them together and say the word that you hear?

Listen to the parts nice and clear, blend them together and say the word that you hear?

2. ro-bot (robot)

1. crick-et (cricket)

Listen to the parts nice and clear, blend them together and say the word that you hear?

Listen to the parts nice and clear, blend them together and say the word that you hear?

4. lap-top (laptop)

3. trum-pet (trumpet)

Oral Language

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Tune into the Sounds of Reading

Syllable Segmenting

Syllable Segmenting allows students to manipulate groups of speech sounds (sometimes known as beats) in words. Students listen to the spoken words and separate words into syllables.

Teacher 'Listen to the word nice and clear, say the beats (syllables) that you hear.'

Level 1
Segmenting 2 - 3 syllables together to build a new word.
May include compound words.

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Syllable Segmenting



63

Syllable Segmenting - Teacher Script

Listen to the word nice and clear, say the beats (syllables) that you hear?

2. boxing (box-ing)

Listen to the word nice and clear, say the beats (syllables) that you hear?

4. laptop (lap-top)

Listen to the word nice and clear, say the beats (syllables) that you hear?

1. rainbow (rain-bow)

Listen to the word nice and clear, say the beats (syllables) that you hear?

3. pineapple (pine-app-le)

- Oral Language
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Tune into the Sounds of Reading

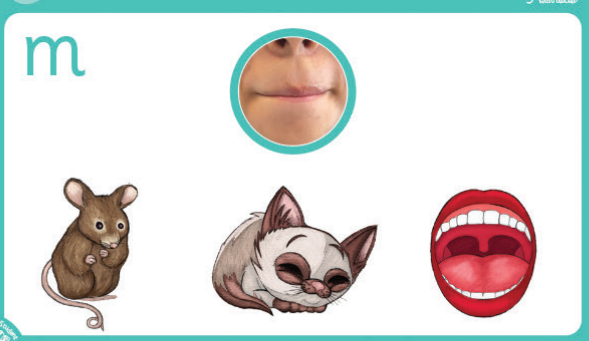
Phoneme Introductions

Phonemes are the single sound units of a spoken word. For example the word 'mat' has 3 phonemes, /m/ /a/ /t/. Students need to be explicitly taught individual phonemes and practise correct articulation of these. However, unknowingly, many adults teach consonant phonemes incorrectly, by adding a little "schwa" sound to them, and this may interfere with student's learning of the blending process down the track. Stop sounds (/p/, /t/, /k/, /h/, /ch/) are the sounds that are the most mispronounced as they don't have much of a sound themselves, with many being voiceless, hence why adults tend to add a schwa sound. These sounds should be pronounced unvoiced.

Use the Phoneme cards to introduce each sound then identify words that have the focus sound at the beginning.

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Phoneme Introductions



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Phoneme Introductions - Teacher Script



/m/ man

Manner of articulation for teacher reference		
Voice	Mouth	Manner
Voiced	Bilabial - Closed together	Nasal - Air passes through the nose

We are learning the sound /m/.

Can you say the sound /m/?

Can you hear the sound /m/ in these words?

3. mouth (yes)

2. cat (no)

1. mouse (yes)

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Tune into the Sounds of Reading

Phoneme Isolation

Phoneme Isolation is the ability to hear individual sounds in words including beginning sounds, middle sounds and final sounds.

Level 1
Identifying beginning sounds in VC/CV and CVC words.
Teacher 'Listen to the word nice and clear, what is the FIRST sound that you hear?'

Level 2
Identifying end sounds in VC/CV and CVC words
Teacher 'Listen to the word nice and clear, what is the LAST sound that you hear?'

Level 3
Identifying middle sounds in CVC words
Teacher 'Listen to the word nice and clear, what is the MIDDLE sound that you hear?'

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Phoneme Isolation



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Phoneme Isolation - Teacher Script

Listen to the word nice and clear, what is the MIDDLE sound that you hear?

2. cake (ay)

Listen to the word nice and clear, what is the MIDDLE sound that you hear?

1. man (a)

Listen to the word nice and clear, what is the MIDDLE sound that you hear?

4. feet (ee)

Listen to the word nice and clear, what is the MIDDLE sound that you hear?

3. soap (oa)

Oral Language

Sentence Segmentation

Rhyme Discrimination

Syllable Blending

Syllable Segmenting

Phoneme Introductions

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Phoneme Deletion

Phoneme Addition

Phoneme Substitution



Tune into the Sounds of Reading

Phoneme Blending

Phoneme Blending is the ability to hear individual sounds and blend these together to make words.

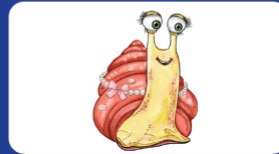
Teacher 'Listen to the sounds nice and clear, say the word that you hear.'

Level 1
Blending 2 - 3 phonemes to say a word.

Level 2
Blending 4 - 5 phonemes to say a word.

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Phoneme Blending



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Phoneme Blending - Teacher Script

Listen to the sounds nice and clear, say the word that you hear?

2. p-r-a-m (pram)

Listen to the sounds nice and clear, say the word that you hear?

1. p-l-a-ne (plane)

Listen to the sounds nice and clear, say the word that you hear?

4. s-n-ai-l (snail)

Listen to the sounds nice and clear, say the word that you hear?

3. f-r-o-g (frog)

Oral Language

Sentence Segmentation

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Tune into the Sounds of Reading

Phoneme Segmenting

Phoneme Segmenting is the ability to separate a spoken word into its individual sounds.

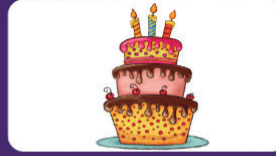
Teacher 'Listen to the word nice and clear, say the sounds that you hear.'

Level 1
Segmenting 2 - 3 phonemes

Level 2
Segmenting 4 - 5 phonemes

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Phoneme Segmenting



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Phoneme Segmenting - Teacher Script

Listen to the word nice and clear, say the sounds that you hear?

2. bin (b-i-n)

Listen to the word nice and clear, say the sounds that you hear?

1. sock (s-o-ck)

Listen to the word nice and clear, say the sounds that you hear?

4. cake (c-a-ke)

Listen to the word nice and clear, say the sounds that you hear?

3. surf (s-ur-f)

- Oral Language
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Tune into the Sounds of Reading

Phoneme Deletion

Phoneme Deletion is the ability to take away an individual sound from a word to make a new word.

Level 1
Deletion of initial sounds.

Teacher 'Listen to the word nice and clear, delete the FIRST sound and say the word that you hear.'

Level 2
Deletion of final sounds

Teacher 'Listen to the word nice and clear, delete the LAST sound and say the word that you hear.'

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Phoneme Deletion



187

Phoneme Deletion - Teacher Script

Listen to the word nice and clear, take away the FIRST sound that you hear?

2. Say stale, now say stale without the /s/ (tail)

Listen to the word nice and clear, take away the FIRST sound that you hear?

1. Say cart, now say cart without the /d/ (art)

Listen to the word nice and clear, take away the FIRST sound that you hear?

4. Say gold, now say gold without the /g/ (old)

Listen to the word nice and clear, take away the FIRST sound that you hear?

3. Say climb, now say climb without the /d/ (lime)

- Oral Language
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Tune into the Sounds of Reading

Phoneme Addition

Phoneme Addition is the ability to add an individual sound to a word to make a new word.

Teacher 'Listen to the word nice and clear, add another sound and what word do you hear?'

Level 1
Addition of initial sounds

Level 2
Addition of final sounds

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Phoneme Addition



204

Phoneme Addition - Teacher Script

Listen to the word nice and clear, add another sound and what do you hear?

2. Say ash, now say ash with /d/ at the START (cash)

Listen to the word nice and clear, add another sound and what do you hear?

4. Say in, now say in with /w/ at the START (win)

Listen to the word nice and clear, add another sound and what do you hear?

1. Say at, now say at with /h/ at the START (hat)

Listen to the word nice and clear, add another sound and what do you hear?

3. Say lock, now say lock with /c/ at the START (clock)

Oral Language

Sentence Segmentation

Rhyme Discrimination

Syllable Blending

Syllable Segmenting

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Tune into the Sounds of Reading

Phoneme Substitution

Phoneme Substitution is the ability to change an individual sound in a word to make a new word.

Level 1
Manipulation of initial sounds

Teacher 'Listen to the word nice and clear, swap the FIRST sound and say the word that you hear.'

Level 2
Manipulation of final sounds

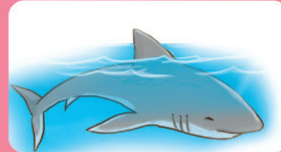
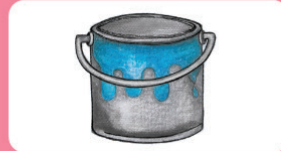
Teacher 'Listen to the word nice and clear, swap the LAST sound and say the word that you hear.'

Level 3
Manipulation of middle sounds

Teacher 'Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear.'

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Phoneme Substitution



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Phoneme Substitution - Teacher Script

Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear?

2. Say ten, now change the /e/ to /i/ (tin)

Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear?

4. Say shook, now change the /oo/ to /ar/ (shark)

Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear?

1. Say bit, now change the /i/ to /oa/ (boat)

Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear?

3. Say click, now change the /i/ to /o/ (clock)

Oral Language

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Phonemic Awareness Screener

Screener Administration Details

This screener has been created to monitor skill development in the area of Phonemic Awareness, aligned to the 'Tune Into The Sounds of Reading' kit. The screener will determine skill areas of need that may require further consolidation and provide teachers with this diagnostic data. The data can then be used to determine which parts of the kit to use.

The screener should be administered orally, one-on-one, and the teacher should record the oral responses on the marking/instruction sheet.

Students who don't score full marks, on any of the skills, require further instruction, practise and consolidation of the identified skill.

All Phonemic Awareness skills are administered orally, therefore both the teacher and the student are expected to respond with sounds, not letter names or anything written.

This screener can be used for students in Foundation to Year 2 (or students in upper grades if the teacher feels there may be gaps in Phonemic Awareness skills).

If you have any further questions please email info@decodablereadersaustralia.com.au

SKILL: Phoneme Isolation

The ability to hear individual sounds in words including beginning sounds, middle sounds and final sounds.

Level	Script	Word	Word	Word	Total
1	<i>Listen to the word nice and clear, what is the FIRST sound that you hear?</i>	cat /c/	pin /p/	tap /t/	/ 3
2	<i>Listen to the word nice and clear, what is the LAST sound that you hear?</i>	red /d/	dog /g/	gum /m/	/ 3
3	<i>Listen to the word nice and clear, what is the MIDDLE sound that you hear?</i>	pen /e/	dig /i/	mum /u/	/ 3

SKILL: Phoneme Blending

The ability to hear individual sounds and blend these together to make words.

Level	Script	Word	Word	Word	Total
1 2 - 3 phonemes	<i>Listen to the sounds nice and clear, say the word that you hear.</i>	/p/ /ie/ (pie)	/s/ /o/ /ck/ (sock)	/b/ /i/ /n/ (bin)	/ 3
2 4 - 5 phonemes	<i>Listen to the sounds nice and clear, say the word that you hear.</i>	/f/ /r/ /o/ /g/ (frog)	/s/ /t/ /i/ /ck/ (stick)	/s/ /t/ /a/ /m/ /p/ (stamp)	/ 3

SKILL: Phoneme Segmenting

The ability to separate a spoken word into its individual sounds.

Level	Script	Word	Word	Word	Total
1 2 - 3 phonemes	<i>Listen to the word nice and clear, say the sounds that you hear.</i>	rock /r/ /o/ /ck/	bag /b/ /a/ /g/	vet /v/ /e/ /t/	/ 3
2 4 - 5 phonemes	<i>Listen to the word nice and clear, say the sounds that you hear.</i>	pram /p/ /r/ /a/ /m/	flag /f/ /l/ /a/ /g/	magpie /m/ /a/ /g/ /p/ /ie/	/ 3

SKILL: Phoneme Deletion

The ability to take away an individual sound from a word to make a new word.

Level	Script	Word	Word	Word	Total
1 Delete initial sound	Listen to the word nice and clear, delete the FIRST sound and say the word that you hear.	spin without /s/ (pin)	cart without /c/ (art)	gold without /g/ (old)	/ 3
2 Delete final sound	Listen to the word nice and clear, delete the LAST sound and say the word that you hear.	tide without /d/ (tie)	couch without /ch/ (cow)	boat without /t/ (bow)	/ 3

SKILL: Phoneme Addition

The ability to add an individual sound to a word to make a new word.

Level	Script	Word	Word	Word	Total
1 Add an initial sound	Listen to the word nice and clear, add another sound to the START and what word do you hear?	Say nail , now add /s/ at the start (snail)	Say oat , now add /g/ at the start (goat)	Say lock , now add /c/ at the start (clock)	/ 3
2 Add a final sound	Listen to the word nice and clear, add another sound to the END and what word do you hear?	Say see , now add /d/ to the end (seed)	Say shy , now add /n/ to the end (shine)	Say win , now add /k/ to the end (wink)	/ 3

SKILL: Phoneme Substitution

The ability to change an individual sound in a word to make a new word.

Level	Script	Word	Word	Word	Total
1 Swap initial sound	Listen to the word nice and clear, swap the FIRST sound and say the word that you hear.	Say look , now change /l/ to /b/ (book)	Say hot , now change /h/ to /p/ (pot)	Say porch , now change /p/ to /t/ (torch)	/ 3
2 Swap final sound	Listen to the word nice and clear, swap the LAST sound and say the word that you hear.	Say bag , now change /g/ to /t/ (bat)	Say bean , now change /n/ to /ch/ (beach)	Say pat , now change /t/ to /n/ (pan)	/ 3
3 Swap middle sound	Listen to the word nice and clear, swap the MIDDLE sound and say the word that you hear.	Say sat , now change /a/ to /i/ (sit)	Say dog , now change /o/ to /i/ (dig)	Say flap , now change /a/ to /o/ (flop)	/ 3

