

Little Learners Love Literacy®

Speed Sounds and Chants

Whole-class instruction • Small-group teaching
Activities and games



Teaching ALL children to read, write and spell with confidence



Little Learners Love Literacy®



Speed Sounds and Chants

Stages
1-7

Daily practice is key to success in learning the phonemes (sounds) and graphemes (letters) of the alphabetic code, which are required for both reading and spelling.

Speed Sounds and Chants cards are designed to help children commit phoneme-grapheme correspondences to their long-term memory. Each card has a grapheme on one side and a mnemonic chant on the other. The mnemonic chants and accompanying illustrations include all of your favourite Milo Monkey and Pip and Tim characters.

There are two packs – Stages 1–6 pack contains 37 cards and Stage 7 pack contains 65 cards. The cards follow the Little Learners Love Literacy® teaching sequence for Foundation and Year 1.

They come in three sizes:

- **Display** – for whole-class demonstration
- **Classroom** – for daily Speed sounds and group work
- **Mini** – for student work, including small-group reading and spelling activities.



How to use *Speed Sounds and Chants* cards

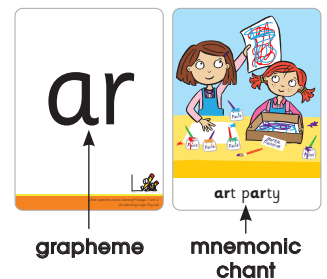
Practise and review

Every Little Learners lesson starts with Chitter chatter chants and Speed sounds routines using the cards.

To begin, select some previously learnt cards. As children learn a new phoneme-grapheme correspondence, add the new card to the pile.

Chitter chatter chants

Show the mnemonic side of the card, and have the children say the chant together. Then, turn the card over to show the grapheme and have the children say the sound. This should be done at a steady pace.



Speed sounds

This time, show the grapheme side of the card and ask students to say the sound without the chant. This can be done at a faster pace than Chitter chatter chants.

To enhance and check understanding, ask children to, 'Tell your partner – which is your favourite sound? Which sound is the most difficult to remember?'

Teaching

Introduce a new phoneme-grapheme correspondence with a *Speed Sounds and Chants* card. Follow advice in the Teacher Activity Resource books for each lesson. Suggested teaching strategies for the cards include:

- exploring and discussing the illustration with children
- practising the chant together several times
- using the chant to remind children of the new phoneme-grapheme correspondence throughout the lesson. For example, ask: 'Do we use *snail trail*, /ā/, or *play all day*, /ā/, to spell this word?'

Watch the *Speed Sounds and Chants* videos on the Little Learners Love Literacy® YouTube channel for further support.

Speed Sounds and Chants – Mini Set

Activities, games and ideas

The child-friendly *Speed Sounds and Chants* mini set lends itself to lots of activities and lots of fun!

Speed Sounds and Chants practice

Fit more *Speed Sounds and Chants* into the day using the following suggestions:

- **Quick-fire!**

Carry some mini *Speed Sounds and Chants* cards in a pocket or on a lanyard to practise Speed sounds at any opportune moment. Queueing for the library? Waiting for assembly to start? Practise Speed sounds!

- **Follow the leader**

Give a set of mini cards to a child on each table – they will be the leader. The leader runs a Chitter chatter chants and Speed sounds session for their group. How fast can they go?

- **Take it home**

Send mini cards home with decodable books for extra practice.



Small-group ideas

The mini set is perfect for use in the following small-group activities:

- **Lucky dip – Sounds**

Put the cards in a sand bucket, a box or a drawstring bag for children to pull out and say the sound. To make it more challenging, children have to say a word that includes that sound. They could use their *My Word Detective Book* as a reference tool. As an extension, children could put the word in a sentence and then write down their ideas.

- **Lucky dip – Making words**

Ask children, 'How many words can you make with the cards in this bag?' Ask children to write down their words and illustrate them.

- **Sound hunt**

Children pick 3–5 cards from a pile and find items and/or pictures that use those phoneme–grapheme correspondences. The sound could be at the beginning, middle or end of a word.

Take home ideas

- **Word chains**

Children play mini-sound swap with a short word chain and a selection of cards at home with their parents/carers.

- **Write and draw**

Children use the cards to make words at home. They practise writing the words down and drawing a picture to demonstrate comprehension.

- **Speed sounds keyring**

Punch holes in the corner of each card and as children learn more graphemes, add the corresponding *Speed Sounds and Chants* card to a keyring, which children take home.



Categories brainstorm game

Learning focus

The Categories brainstorm game is an oral language activity where children link a word generated from a specific category to a grapheme (taken from the *Speed Sounds and Chants* cards mini set). Some of the categories in the following list are very broad, allowing for a range of words to be generated and discussed.

How to play Categories brainstorm game, Stages 1-6

- 1 A child selects a *Speed Sounds and Chants* card and identifies the grapheme on the card.
- 2 The teacher chooses a category from the list. Remember that the children do not have the alphabetic code knowledge to read the categories for themselves. The teacher tells students to brainstorm words in the category that begin with the grapheme. Once children understand the concept and the category, the teacher tells students how long they have to brainstorm and sets a timer.
- 3 Children turn to their partner to brainstorm words. Encourage children to be creative; for example, the category might be 'sticky' – if a student can generate a word starting with the selected grapheme and explain how it is sticky, it is acceptable.
- 4 In pairs, children name as many objects beginning with this grapheme in the category as they can. When the time is up, results of the brainstorm are shared with the class.

Encourage children to explore how words can be linked to the category, expanding their thoughts and oral language skills. Make this a fun oral language experience.

Remember that if a vowel grapheme is chosen, sometimes the word choices are limited. This allows for a great discussion on vowel sounds, which are more common in the middle of words than at the beginning.

How to play Categories brainstorm game, Stage 7

The Categories brainstorm game can be extended using the Stage 7 cards and following ideas.

- Follow the steps above, but children can write their answers on mini whiteboards.
- Choose the mini cards **ai** and **ay**. Discuss when **ai** and **ay** occurs in words. Choose a category from the list, such as 'a type of transport'. Children discuss the categories and identify things in the category containing the graphemes in pairs or as a class. For example, categories and responses for **ai** and **ay** could include transport (*train*), a place (*Spain, Footscray*), an animal (*snail, quail, stray kitten*), something in the classroom (*paint, crayons, paper chains, raincoat*).
- Choose the mini cards **ee** and **ea**. Talk about homophones (words that sound the same but have different meanings). Brainstorm homophones where one word fits into a category and the other doesn't, for example, for the category 'green', the word *bean* would fit and the word *been* would not.

Categories

- sticky
- cold
- black
- sweet
- sour
- green
- big
- small
- soft
- red
- hot
- in the playground
- in your home
- in the country
- in the city
- in the kitchen
- in your garden
- in the fridge
- in the classroom
- something you wear
- something you eat
- something you smell
- a tool
- a type of transport
- an animal
- a type of car
- a bird
- a fruit or vegetable
- the name of a song
- the name of a person
- a place
- a part of your body
- a noise

