Strategies to Develop Phonics Skills

1. **Use of onset and meaning to figure out a word**
   Use beginning letters of the word along with meaning for the sentence to identify an unknown word.
   Teacher Prompts:
   - Look at the first letters. How does that word start? Get your mouth ready.
   - Look at the way it begins. Now look at the picture. What word would make sense here?

2. **Sound out a word by elongating its sound**
   Segment the sounds from left to right in order to sound out a word, stretching out the sounds, and producing them in order.
   Teacher Prompts:
   - Sound it out, start at the beginning, and make each sound.
   - Stretch out that word and say it slowly. Find all of the sounds that are there.
   - Say the word slowly then write the sounds you hear.

3. **Recheck writing by rereading and monitoring sounds**
   Reread the words written to see if every sound is represented.
   Teacher Prompts:
   - Recheck your words, look closely at the spellings. Are all of the sounds you hear written down?
   - When you check your spellings, move your finger under the word while you say it. Are all the sounds you hear written down?

4. **Use letter-sound information to rethink a miscue**
   Rethink and correct a miscue by using phonics cues to help the reading or writing make sense.
   Teacher Prompts:
   - Look at this word. What does it start with? What would make sense?
   - What else starts with that letter? What would make sense?
   - Reread the sentence. Look at the beginning of the word. Look at the middle of the word. Look at how the word ends. What would make sense?
5. **Use pattern knowledge to figure out words**
   Make analogies to figure out words by using consistent letter-sound relationships and word patterns to figure out new words. Make a connection between the known and the unknown.
   Teacher Prompts:
   - Let’s look at this word. Do you know a word that looks like this word?
   - You know the word feet, you can figure out this one.
   - What do you hear at the beginning of the word? You know the word the. It starts the same as this word. What do you think the letters are?

6. **Kinesthetic information**
   Focus on the way the mouth is shaped in producing sounds for letter cues.
   Teacher prompt:
   - Think about how that sound is made. Say the sound. How does your mouth move when you say that sound?

7. **Understand variation in complex letter-sound relations**
   Letters make different sounds and readers use the various sounds to figure out the word.
   Teacher prompts:
   - That letter can stand for more than one sound. Make the long sound.
   - This word is an exception. It is not spelled the way you expect.
   - Try the other sound that the letter makes.

8. **Voice print matching to focus attention word-by-word during reading**
   Look at the exact word being read and focus on that word when reading.
   Teacher prompt:
   - Point to each word as you read it. Keep your finger under the word you are reading.