

Instructions SOS PowerPoint Lesson 26

Slide 2: Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

Slide 3: Finding rhyming words.

Slide 4: Hearing the 'v' sound.

Slide 5: knowing vowels and consonants is vital for learning spelling rules. Multisensory learning (feeling the formation of a sound) is useful for many students. Rule 1: If the short vowel pronunciation doesn't work to make a word try the long vowel. V is not doubled in English and does not appear on the end of words. Hence 'having and giving do not double the v' and in the words 'have and give, we add 'e' to the end.'

Slide 6 – 7: Read the story for 'v' aloud. Ask each student to keep a tally of how many 'v' sounds they hear in the story. Compare results. They need to use ears not eyes.

One day during the summer, Uncle Vic arrives at Van and Vicky's house. "Would you like to come and help me, today?" he asks. "Yes, please," they reply. "Come on, then, we have a lot to do," says Uncle Vic. They drive off to the station in his van. I need to collect an order from Val's Fruit and Veg," says Uncle Vic. They stop outside the door, Uncle Vic collects the order and "vroom"; they are off again. They deliver the vegetables to old Mrs Vernon. They are busy all day, driving around. Eventually, it is time for them to go home. "Good-bye," call Van and Vicky, as they wave to Uncle Vic.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'v' sound as they go. Compare results. They need to use ears not eyes.

Slide 8: Writing 'v' and linking. Handwriting I have used Segoe Script because it is freely available on most computers. Research is now showing that linked script is more ergonomic and helps with retention of spelling. Many prospective employers are expecting job applications to be handwritten and many exams have to be handwritten. It is still a necessary skill.

Slide 9: Listening activity to work out words containing 'v'.

_est	li_e
_an	gi_e
_acuum	ha__e
_ane	sa_e
_ein	wa_e
_et	sto_e
_ase	lo_e
_ery	pa_e

Slide 10: How many words can students make?

Slide 11 and 12: These words are high frequency, often non phonetic and have to be learnt by rote for both spelling and reading. Spell with alphabet names. Do not sound.