

Sound Discrimination: Set 7

(qu, ou, oi, ue, er, ar)

Recommended age: 4+

Preparation:

1. Listen to the Jolly Phonics sounds:
2. <http://jollylearning.co.uk/british-english-group-7/>
3. Print the *Sound Discrimination Cards: Set 7, Level 1 and Set 7, Level 2*. (Laminate for durability) and/or the *Sound List/Word Pair List : Set 7* (page 2 of this document).
4. Cut along the **bold** lines to create 9 cards from each page.

How to use the cards/list:

Level 1: Discriminating single sounds

In this activity the student needs to **hear** if the two sounds you say are **exactly** the same or different. The student does not see what is written on the card. Remember to use the sounds not the letter names.

Here is an example of the instructions:

1. Introduce the student to the activity by saying "I am going to call out 2 sounds. You need to listen to the sounds and tell me if they sound **exactly** the same or different. Show me a thumbs-up if they are the same and a thumbs-down if they are different."
2. Call out a sound pair from the card or list, e.g. "er-ar"
3. The student responds with:
 - a thumbs-up when the sounds are exactly the same, e.g. "er-er" sound the same, or
 - a thumbs-down when the sounds are different, e.g. "er-ar" sound different
4. Repeat steps 1-3 for each sound pair. Give feedback and correct the student when necessary.

Level 2: Discriminating sounds in words

At level 2 the student needs to **hear** if two words you say are the same or different. The student does not see what is written on the card. In this activity, the beginning sounds are 'qu', 'ou' and 'ar', the middle sounds are 'ou', 'oi', 'ue', 'er' and 'ar', and the end sounds are 'oi', 'ue', 'er' and 'ar'. Therefore the student will need to focus on beginning, middle and end sounds in words. Only the set 7 sounds are changed within words. The other sounds remain consistent.

Here is an example of the instructions:

1. Introduce the student to the activity by saying "I am going to call out 2 words. You need to listen to the words and tell me if they sound **exactly** the same or different. Show me a thumbs-up if they are the same and a thumbs-down if they are different."
2. Call out a word pair from the card or list, e.g. fuel-fuel.
3. The student responds with:
 - a thumbs-up when they sound the same, e.g. " new-new", or
 - a thumbs-down when they sound different, e.g. "harm-him" sound different as the middle sound has changed.
4. Repeat steps 1-3 for each word pair. Give feedback and correct the student when necessary.

Sound Discrimination Set 7

(qu, ou, oi, ue, er, ar)

Recommended age: 4+

Sound List

Set 7 – Level 1	
qu-qu	ue-ue
qu-ou	ue-qu
qu-oi	ue-ou
qu-ue	ue-oi
qu-er	ue-er
qu-ar	ue-ar
ou-ou	er-er
ou-qu	er-qu
ou-oi	er-ou
ou-ue	er-ue
ou-er	er-oi
ou-ar	er-ar
oi-oi	ar-ar
oi-qu	ar-oi
oi-ou	ar-ou
oi-ue	ar-qu
oi-er	ar-ue
oi-ar	ar-er

Word Pair List

Set 7 – Level 2
quick-kick
shout-shot
coin-con
cute-cut
herd-head
barn-ban
hard-herd
her-her
due-door
out-out
new-new
mouth-moth
spout-spot
boil-boil
queen-keen
quiz-quiz
trout-trot
toy-toe
quit-knit
moist-most
fern-fun
art-at
sharp-ship
fuel-fall
car-car
harm-him
point-paint