


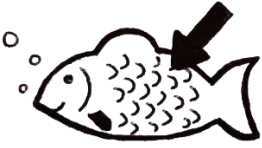


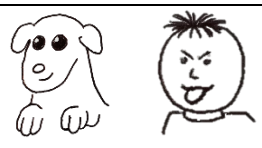



Name: _____

Phoneme Thinking: What Am I?

Hello from me, Fezziwig the owl! I found this riddle all about an animal. But all the split digraphs have been removed! Can you choose the correct vowel for each line? Use the pictures to help you. What is the answer?




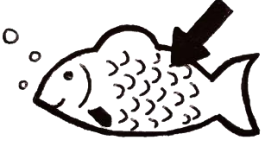




| | | |
|----------------|--|---|
| a i u | I l__ke to eat m__ce. |  |
| a e o | I m__ke a hissing sound. |  |
| e i o | I am long and thin like r__pe. |  |
| a e i | My body has sc__les on it. |  |
| a e i a e u | I b__te my food or I sque__ze it. |  |
| a i o e i u | Some people h__te me, but I am n__ce! |  |
| i o u | Am I c__te? No? How r__de! |  |
| a e o | What am I? I am a sn__ke. |  |

Name: _____

Phoneme Thinking: Answers

Did you work out which letter goes in each gap?

Did you work out the answer to the riddle!

| | | |
|--------------------|---|---|
| a (i) u | I <u>like</u> to eat <u>mice</u> . |  |
| (a) e o | I <u>make</u> a hissing sound. |  |
| e i (o) | I am long and thin like <u>rope</u> . |  |
| (a) e i | My body has <u>scales</u> on it. |  |
| a e (i) a (e) u | I <u>bite</u> my food or I <u>squeeze</u> it. |  |
| (a) i o e (i) u | Some people <u>hate</u> me, but I am <u>nice</u> ! |  |
| i o (u) | Am I <u>cute</u> ? No? How <u>rude</u> ! |  |
| (a) e o | What am I? I am a <u>snake</u> . |  |

Name: _____

Guidance for Parents

This spelling activity should help your child practice their phonics. This activity is aimed at early readers and writers i.e. KS1 who are able to sound out and read simple texts and are confident forming letters. It is designed to practice writing known phonemes/‘encoding’ to help learners with checking work.

The focus is on *split digraphs*, that is when two letters that make a single sound/phoneme (such as ‘o’ and ‘e’ in ‘hoe’) are split by a consonant (as in ‘hope’). In ‘hope’, the ‘o’ and ‘e’ are therefore what we call a split digraph. This has been called ‘magic e’ previously, as the second letter in the digraph is usually an ‘e’. Split digraphs are usually long vowel sounds such as ‘a-e’ (bake), ‘e-e’ (these), ‘i-e’ (hive), ‘o-e’ (tone) and ‘u-e’ (huge). This is taken from the national curriculum. If your child’s school uses the ‘Read Write Inc’ phonic scheme, most of these phonemes are from Set 3 and are called: ‘*a-e, make a cake*’, ‘*i-e, nice smile*’, ‘*o-e, phone home*’ and ‘*u-e, huge brute*’.

Children should read through the riddle with your help, identifying each occasion where there is a gap and choosing the correct vowel from the options to complete the word. They should sound out the words with each potential vowel and use context clues and the picture to decide which vowels make a correct word and, if there are several potential correct words, which makes the most sense. They can then practice writing the word with the correct vowel in the space provided to complete the split digraph. The tricky word ‘some’ has been included, as this word is not phonetically decodable (it is not pronounced ‘soam’ as the split digraph would suggest). Children must learn to recognise this word when sounding out. What other split digraphs can the children think of? Can they think of any pairs of words that sound different and have different meanings with and without a split digraph e.g. ‘mat’ and ‘mate’, ‘her’ and ‘here’, ‘pin’ and ‘pine’, ‘ton’ and ‘tone’ and ‘cub’ and ‘cube’? Learning to recognise the difference between these will boost confidence for readers progressing to longer texts.