

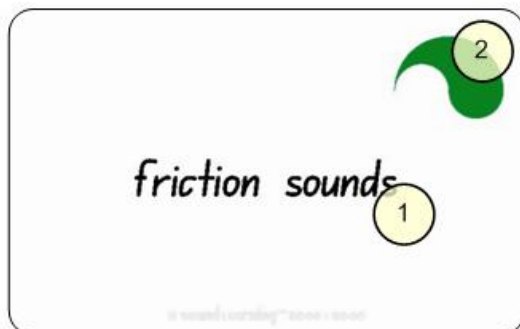
## Learn The Sounds Deck

There are two types of cards in this deck.

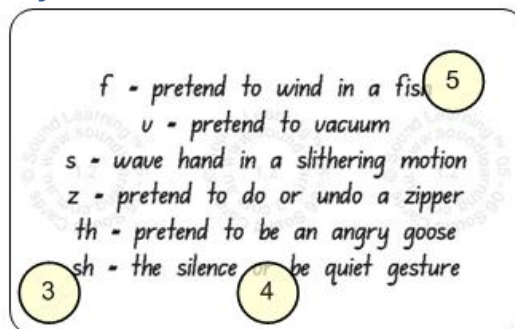
1. The manner of articulation category card
2. The phonic card

The font used on all cards in this deck is NSW Foundation Script, that is, the same font that is recommended for use in all primary schools in NSW.

### The Manner Of Articulation Category Card



manner of articulation category card - front



manner of articulation category card - back

The manner of articulation category card has the following features:

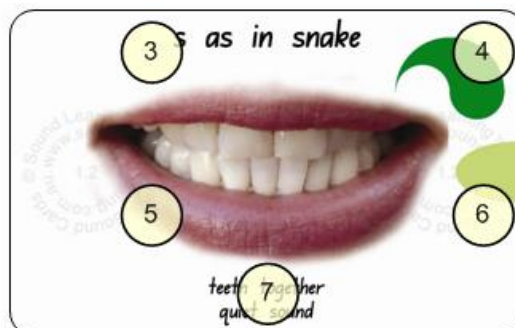
1. Manner of articulation category title
2. Manner of articulation category symbol
3. List of phonemes associated with that manner of articulation category
4. Gesture cue associated with the phoneme
5. English spelling correspondence\*

\*The English spelling correspondence is not always shown.

### The Phonic Card



phonic card - front



phonic card - back

The phonic card has the following features:

1. Phoneme
2. Picture cue associated with the phoneme
3. Gesture cue associated with the phoneme

4. Manner of articulation category symbol
5. Mouth picture showing how to make the sound
6. Quiet sound symbol that links with corresponding noisy sound\*
7. Instructions relating to the production of the sound

\*Every quiet sound has a corresponding noisy sound.

## Learning The Sounds

Before using the sound cards it is best if the caregiver has looked through the deck and is aware of the different categories of sounds and the gesture for each sound.

### Part A – Saying The Sounds

It is best to start with the consonant sounds. The vowels (a, e, i, o, u) are better left till later as these sounds are difficult to differentiate from each other.

To start with, use just a few sounds from the deck. You may wish to commence with sounds that are easy to differentiate from each other, that is, non vowel sounds that are from different manner of articulation categories. For example ch, w, l, m, s.

Have the student say the sound after you and make a gesture for the sound.

As the child learns, gradually introduce new sounds until all have been covered.

### Part B – Auditory Discrimination

Choose five sound cards. You may wish to commence with sounds that are easy to differentiate from each other, that is, non vowel sounds that are from different manner of articulation categories. For example ch, w, l, m, s.

Say the sound for the child as you place the card “picture cue” side up in front of the child. Repeat this for each of the five cards. Leave all five cards in front of the child.

Select and say one sound. Now ask the child to point to the appropriate card. This is a listening activity for the child. The child does not have to repeat the sound. You may need to use the gesture cue associated with the sound as an added prompt.

As skills improve, the activity can be made more challenging, by:

1. Removing the gesture cue associated with the sound
2. Selecting sounds from within the same manner of articulation category.

As the vowel sounds are the most difficult, it is recommended these are learnt last.

## Learning The Letters

As skills improve, the child is ready to learn the letters.

To learn the letters, remove the picture cue by masking it with suitable material or enquire about purchasing the “Sound Learning™ Learn The Letters Deck” in which the picture cue and the phoneme are transposed in both size and position.