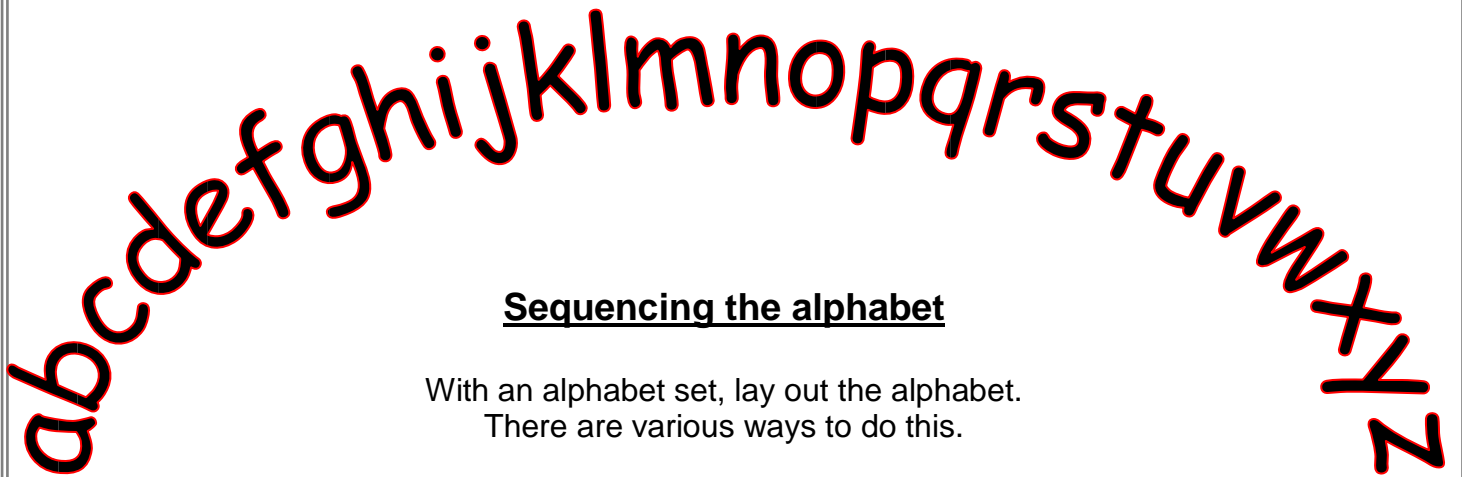


## Alphabet arc activities



### Sequencing the alphabet

With an alphabet set, lay out the alphabet.  
There are various ways to do this.

- **With children who struggle to recite the alphabet and don't know all the letter names**
  - Sing the alphabet song using the letter names.
  - Put a copy of the alphabet arc out on the table using magnetic letters or wooden letters or from using resources sent to you with this document. You can even write each letter out on a small bit of paper.
  - Teach the child about the markers; A at the start and Z at the end with M and N in the middle.
  - The child then puts out the rest of the alphabet following the model where necessary.
  - Sing the alphabet again with the child pointing to each letter as they sing it.
  - Name a letter and the child must point to it.
  - Remove a letter without the child seeing and the child must identify the missing letter.

Here is a link to an interactive game here to practise on the computer for a bit of variety.  
[https://dl.esc4.net/rla/alphabet-arc/english.html?fbclid=IwAR0czchHUMTO8fOggXmkpbfJa9jq4GZud\\_oZcLBRv5z\\_lqV6VE5wKqPsc](https://dl.esc4.net/rla/alphabet-arc/english.html?fbclid=IwAR0czchHUMTO8fOggXmkpbfJa9jq4GZud_oZcLBRv5z_lqV6VE5wKqPsc)



- **With children who already know the alphabet and letter names**
  - Teach the child about the markers; A at the start and Z at the end with M and N in the middle.
  - The child then lays out the arc, check the letters are the right way around.
  - Once the child is competent at laying out the arc, each time they set it out, time them and keep a record to see if they can improve on their time.

- As the child becomes more competent, put the letters in a bag and see if the child can put the letters in the correct place in the arc as they pull them out randomly.
- Play Alphabet Beetle. Share the letters out between 2 and take it in turns to lay down a letter. The letter you lay down must go before or after a letter that has already been laid. As you put the letter down say; “*D comes before E*” or “*M comes after L*”. The winner is the first person to get rid of their letters.
- Ask the child to recite the alphabet from a given letter. Initially do it with the alphabet arc in front of them and then later without it.
- Without looking at the arc the child could tell you what letter comes before D, after X, before M etc. Use the alphabet arc to check if correct.

### **Using the alphabet arc to learn to read new decodable words**

Once the alphabet arc is made, it can be used to practise the segmentation and blending of decodable words for reading. The adult brings down the tactile letters to make the new sight word in the centre of the arc. The pupil is then shown how to segment the word into its separate phonemes.

In the example here, the word ‘cat’ should be segmented by moving apart each of the tactile letters representing each phoneme as follows: c-a-t. The individual phonemes should be said aloud as a pure sound as they are moved. Then the letters can be pushed back together and the whole word is said aloud. The pupil is then asked to repeat this process.



### **Using the alphabet arc to learn new spellings**

In a similar way, new spellings can be introduced and then overlearned in the following way:

1. The adult asks the pupil to find the letters to spell the word. In this example, cat. 2. As the pupil brings down the letter ‘c’, she should say the sound as a pure sound: /c/
3. Then she brings down the ‘a’, saying /a/, and finally the ‘t’, saying /t/.
4. Then she should separate the tactile letters into the individual phonemes, saying these as she moves the letters apart: /c/ /a/ /t/.
5. Then she should push the tactile letters back together, blending the phonemes aloud as she does so.
6. Finally, she should say the whole word, ‘cat’, and then put the tactile letters back in the arc in order; saying the letter names as she does so: ‘c’ ‘a’ ‘t’.

7. Take care where 2 letters say one sound, for example; in 'Letters and Sounds', /ck/ is taught early on in Phase 2 and therefore a word such as 'back' would be orally segmented as: /b/ /a/ /ck/

### **Using the alphabet arc to learn to read and spell new sight words (not decodable)**

Assess the pupil to ascertain which **high frequency words** they can **spell**. Choose a maximum of 2 words they had difficulty with spelling to focus on.

- Show them 1 word at a time on card (or written on a board).
- Use the following method to learn new the word:

**Look at the word**

**Say the whole word**

**Say the individual names of the letters**

**Touch the letters in the alphabet arc to spell the word saying the letter name as they do.**

Repeat this 6 times.

- Then say the word, spell it out using letter names, take the letters needed out of the arc and make the word. Now write this on a whiteboard saying the letter names as they write them.

I have attached a fantastic link below of some games you can use supporting your child to read sight words which require pen and paper only.

[https://www.youtube.com/watch?v=Yq-6XAT\\_Bhk&feature=youtu.be](https://www.youtube.com/watch?v=Yq-6XAT_Bhk&feature=youtu.be)

The words your child's class teacher would like you to focus on this week are:

- 1.
- 2.
- 3,
- 4.
- 5.

Please don't hesitate to get in touch using the year group email if you need further advice and support

Resources and Ideas take from: Learning Can be Fun! Alphabet sequencing by S.Briggs (Egon Publishers) Beat Dyslexia (LDA), Dyslexia Institute Literacy Programme – Walker, J. Goldup, W and Lomas, S. (Dyslexia Action)

