



F	E	D	C	B	A
f	e	d	c	b	a
L	K	J	I	H	G
l	k	j	i	h	g
R	Q	P	O	N	M
r	q	p	o	n	m
X	W	V	U	T	S
x	w	v	u	t	s
				Z	Y
				z	y

# Phonetic Alphabet Flash Cards

## Main Curriculum Links

### ESOL Entry 1

Rw/E1.2a Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words

(a) recognise the basic correspondence between sounds (phonemes) and letters (graphemes)

(b) understand that these sounds and letters may be different from sounds and letters in other alphabetic languages

Rw/E1.3a I identify the letters of the alphabet in both upper and lower case

(a) recognise that the letters of the alphabet occur in a particular sequence, and begin to be able to sequence them (b) recognise that the letters of the alphabet can be represented in different ways, for instance in different type styles or handwritten, in upper or lower case

(c) be aware that in English the names of the letters and sounds are different

(d) recognise the sound and name of the letters of the alphabet

Ww/E1.1b Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling

(a) understand that letters (graphemes) or letter combinations represent certain sounds (phonemes) and that in English this relationship is complex

Ww/E1.2a form letters of alphabet using upper and lowercase

(a) form letters with some accuracy in upper and lower case

(f) name some letters of the alphabet

## Main Curriculum Links

### Literacy Entry 1

Rw/E1.2 Decode simple regular words

(b) understand that illustrations and other graphics can give clues to the likely meaning of individual words

(d) identify sounds in familiar regular words from spoken experience and recognise correspondence between sounds (phonemes) and letters (graphemes)

Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case

(a) understand that letters can be represented in different ways, e.g. upper and lower case, different fonts and sizes

(b) know that letters of the alphabet occur in a particular sequence

(c) recognise, sound, name and sequence the letters of the alphabet

Ww/E1.2 Write letters of alphabet using upper and lower case

(a) understand that letters can be written in upper and lower case

Ww/E1.3 Use basic sound-symbol association to help spelling

(a) understand that sounds are associated with letters and strings of letters

## Instructions 1

- Print pages 1 and 2 **back to back**. Laminate and cut into individual cards.
- Flash cards can be used individually, in groups, or working one to one with a tutor.

Examples (numerous variations possible!)

- **For a small group of learners plus tutor.** Place picture cards face up in pile. Student picks top one, says the name of the initial letter then turns card over to check. If they are right they keep the card and next person has a go. If they are wrong card is put to bottom of pile and next person has a go. Player with most cards wins.
- **For individual students.** Place a selection of cards picture side up in a pile, student to pick one up – say the word, the initial sound, write initial letter on an individual white board then turn card over to check.

## Instructions 2

- Print pages 1 and 2 **on separate pages**. For easy sorting, use pastel coloured paper for page 2. Laminate and cut into individual cards
- Use for matching, memory and sequencing games.

Examples (numerous variations possible!)

- Spread out picture cards, ask student/s to match correct letter card to each picture.
- Mix picture and letter cards together, deal out and play Snap (might be better to use two sets so there is more chance of a 'snap'!) with a partner.
- Select about 10 pictures and their matching letter cards. Turn all 20 cards face down on table and play Pelmanism (memory matching) with a partner.
- Arrange letter cards in alphabetical order (as an arc), remove some and ask student to replace missing letters in the correct gaps.