



## LETTER/SOUND DRILL

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

**OBJECTIVE:** to reinforce letter sound correspondence in the context of a broader lesson

**MATERIALS:** Colored pencils or thin-tipped highlighters.

**DESCRIPTION:**

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/" )
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/" )
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
7. Review responses as a class.
8. Learners copy words with the correct sound in their notebook.
9. Learners practice reading the copied words with a partner.

**SUGGESTIONS:** Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in giraffe or girl)  
When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that sound. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in girl and garden but not the Gs in laughing.)