New Haven READS

# Whole Phonics© 2 Sound/Letter Mapping

***Sound/Letter Mapping is a template to help students develop sound-to-letter correspondences.***

Your student's intervention program will have a set list of words to practice.

## What is Sound/Letter Mapping?

Reinforces sound-to-letter relationships beyond one to one correspondence to practice sounds that can be represented by more than one letter.

**Digraphs**
*For example:*

| ph | sh | ch | th |
|---|---|---|---|

**Vowel Teams**
*For example:*

| ai | ew | igh | ou |
|---|---|---|---|

Useful for practice with Consonant Blends (e.g., bl-; fr-; -st, -mp) because hearing each sound separately can be difficult for some students.

Sound letter mapping is practiced with a specific template. Every sound in a word will be represented by one box. Students will first identify how many sounds in a word.

Whole Phonics™
A New Chapter in Literacy Instruction

Our online videos will introduce the Whole Phonics© Intervention program and demonstrate specific strategies you can use in your tutoring hour.

**Scan the QR code to access our training video**

# Sound Letter Mapping: Examples

## Let us say we are trying to map the word 'chin'.

**First ask:** 'How many sounds are in the word 'chin'?

➔ There are three sounds.

*If you are working in the template, cross out any extra boxes. If you are working on a whiteboard, draw three boxes.*

**Ask:** What letter or letters make the first sound?

➔ Write it in the box - 'ch'

**Ask:** 'What is the second sound?'

➔ 'ĭ'

**Ask:** What letter makes the second sound?

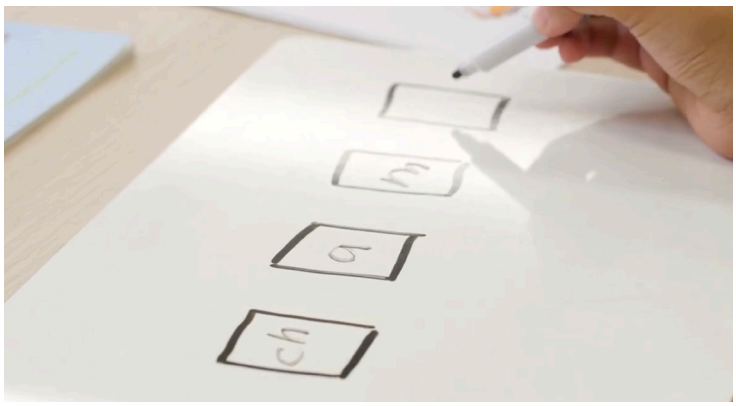
➔ 'i'

**Ask:** How about the third sound? What is it and what is the letter?

➔ '/n/ and the letter is 'n'

**Blend all three sounds**

➔ 'Ch - i - n' — "Chin"




## Choose another word from the list to spell and follow the same steps:

1. Identify the first sound.
2. Ask your student to give you the letter/ letters that make the first sound.
3. Write the letter/letters in the first box.
4. Identify the second sound.
5. Write the letter/letters in the second box.

Repeat this strategy until the end of a word. Then you blend the sounds in the entire word, reading it together.

To practice encoding, spell the word on the corresponding line.

This is what a S/L Template looks like:

| | | | | |
|---|---|---|---|---|
| s | i | t | | |
| s | l | i | t | |
| s | p | l | i | t |