

# Letter/Sound Identification

Letter/Sound association is necessary to learn to read and write.

Increased letter/sound knowledge will allow children to develop greater flexibility and automaticity in reading and writing.

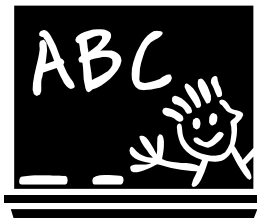
## Competent readers and writers can:

- name letters, both upper and lower case
- match letter to sound
- match sound to letter

## Competent readers and writers:

- know some letters have multiple sounds
- respond automatically to letter symbols

Direct instruction is a necessary component to letter/sound identification. It is important to remember to connect these activities to real reading.



## Some activities that provide letter/sound identification awareness are

- ✓ reading and making alphabet books with children.
- ✓ finding pictures that start with certain sounds and /or letters.
- ✓ playing “I am thinking of something that starts with (letter/sound)”.
- ✓ tracing/writing the letter shapes in a variety of mediums (sand, shaving cream, rice, etc.).
- ✓ matching, pairing, or grouping letters by common characteristics (capital/lower case, shape (sticks or balls)).
- ✓ participating in shared reading.

Intervention activities must be repeated continuously. The letter work must come from current reading or writing materials. The teacher must provide the students with a variety of experiences to ensure automatic responses to letters and sounds. This will allow students to move into more complex reading work.

