

SIMPLE SHORT VOWEL DOUBLED CONSONANT ACTIVITIES



TEACHING SIMPLE DOUBLES

Begin by collaborating with the child to draw a picture of their reminder sentence. Photocopy it several times and then ask them to write the key doubled consonant words on the image. Initially when they work leave the picture where they can see it. Later move it to where they have to turn to check it and challenge them to remember the picture/sentence rather than turning round. Finally remove the picture all together. However, return to it regularly and reach a point where they recall the prompt sentence without support.



HINTS AND TIPS

Prompt pictures are a great way of linking class and home. Send a copy to their class teacher and another copy home. Encourage them to put them on the wall. Every time the child explains the images or looks at the images it reinforces their learning. It also means everyone knows what the child has been learning and how to prompt them effectively.

CONSOLIDATING SIMPLE DOUBLES

Be positive. It is easy to think that because something is easy to explain and understand a child is being irritating when they fail to remember it or put it into practice. However, this is actually a particularly arbitrary rule and is one of the first entirely pointless rules they have to recall.

Children with retention difficulties will be able to read doubled consonants without any difficulty. They will also understand and apply the rule easily when it is the focus of a game or activity. However, they will not apply it independently and will forget it again easily. They may appear to be using it inconsistently if they have already whole word learnt some high frequency words like 'will', 'tell', or 'class'.



HINTS AND TIPS

WHEN BEING EASY MAKES IT HARDER

When something is very easy to understand it can mean that the child does not really have to think about it, meaning it is only superficially processed and easily forgotten. Make tasks more challenging and faster to ensure they are really focusing on which letters need to come after which sounds.

EXAMPLE DOUBLES ACTIVITIES

Single or Double – Say a short vowel word. The child hits a 'single' or 'double' buzzer depending on whether the word ends in a doubled consonant.

Squash Me – Give the child something squishable such as a sponge or soft ball. Say the long vowel word. The child repeats it slowly while squashing the ball and when it is small says the short vowel version of the word. Extend this by asking them to write the short vowel version.

Which Word – Using picture prompts get the child to word build using fixed consonant and 'Magic E' digraphs. Focus on saying the word and identifying the length of the vowel before word building begins.

Stolen Magic – Ask the child to build a 'Magic E' word using individual digraphs. Then 'steal' the 'Magic E'. The child has to fix the word if necessary, by doubling the consonants and then reading the result.

Prompt Key – Practice recalling the prompt sentence and writing the consonant doubles down the side of their page. Encourage them to do this before completing independent writing as a reference point.

EXAMPLE SIMPLE DOUBLES ACTIVITIES

Double Decoys Phoneme Correction – Provide text that includes correctly and incorrectly doubled consonants. Included decoys such as doubling consonants that do not actually double, or doubled consonants after long vowels. Read the correct text to the child so they know the target words. Get them to highlight all the errors and verbally explain what mistake the author made. Then ask them to correct the text.

Double That – Take paired word cards and read them out pretending the student has requested each item. After each item ask 'Would you like to double that Sir/Madame?'. The child decides if they should double the final consonant. If they get the answer right they keep the card. Integrate buzzer responses to build speed and automaticity. Each word pair needs two buzzer responses.

'I see you would like a 'red dress', would you like to double that?'

'I see you would like a 'black bell', would you like to double that?'

'I see you would like a 'big hill', would you like to double that?'

Finally....we will return to doubling rules when the child has learned more long vowel spellings. This provides a great range of minimal pairs to practice with.