

# Suggested Ways of Using the CVC Object Tiles

Code: L-CVC

**A resource to help facilitate a range of progression in phonics steps**

## • Background

The published materials for teaching progression in phonics to the whole class have proved very beneficial. Teachers are however always looking for new ideas or merely alternative approaches to deliver these familiar important phonics concepts.

After finding the practicality of having to search for (and store) so many items for the various games I decided that I would produce pictorial representations of these nouns. I could then easily arrange them to be used for a variety of purposes eg teaching -

- initial phonemes
- medial phonemes
- final phonemes
- rhymes/patterns etc

Obviously not all the phonemes are represented but I suggest using additional materials where appropriate. See the CVC list for a contents list of the titles.

Here are some examples of the way I use the tiles and how they correspond to the National Literacy Strategy PIPS guidelines. They can of course be used in conjunction with other materials or teaching concepts. The main emphasis is that their learning should be fun. It is also imperative that the children are actively involved in their learning. One concept may need to be delivered in a range of ways, as we appreciate that we do not all learn in the same way. They are meant to be used flexibly. Some teaching ideas refer directly to the familiar games eg “match me” or the tray game whilst others are variations on a theme.

## • Suggestions for Using the CVC Tiles

### Step 1

Skills - “To hear and discriminate general sound, speech sounds and patterns”

### Rhythm and Rhyme

In order for children to develop an awareness of rhyme we need to play lots of games

#### 1. Rhyme Snap

Place the tiles in the middle of the circle (eg bat, cat, pan, van, box fox.....) Mix the tiles up, saying the names out loud as you do so. Then ask the children if they can play sound snap - matching the rhyming pairs.

#### *Extension*

You may turn the cards over and see who can remember where the matching pairs were ie uncover tiles and see if they match.

#### 2. Circle Rhyme Hunt

Give out the tiles ensuring that each child has a tile that rhymes with another another eg pig and wig. Go around the circle and ask the children to say the name of their object. Then announce its “rhyme hunt” time and ask volunteers if they can find a matching rhyme.

NB Not all the tiles have matching rhymes eg bus, web, lid, bag and cup.

### 3. Odd One Out

Ask three children to stand up with the tiles eg cat, dog, hat. Say the words together. Then ask which is the odd one out.

#### *Extension*

Can they think of anything that could match these words?

NB Some children are able to work on other steps, whilst still finding it difficult to recognise a rhyme.

### 4. Jingles

This is a continuation from Step 1 p13 (Progression In Phonics) to help children to hear the sound structures of words.

Put some of the tiles in the middle of the carpet eg wig, tap etc

Say a silly alliterative jingle. Ask the children to choose an object to complete the jingle.

NB The emphasis here is on the initial phoneme.

Eg Wendy wore a wonderful wig  
Toby turned a tap  
Betty borrowed a beautiful big bag  
Harry Hill had a hat  
Micky monster munched a map

#### *Extension*

Use other objects, not just CVS to extend their vocabulary

### 5. Break the Rhyming String (see p18 Progression in Phonics i.e. a variation on the pebble game)

Sit the children in a circle. Give out the tiles ensuring that the rhyming patterns are next to each other eg bat, cat, hat, rat. Then give out the next set of rhyming patterns eg pen, ten, hen etc. Ask the children to say what is on their tiles. Get a gentle rhythm going. Then ask one/two children to be the ones who indicate when the pattern has changed eg cat, hat, rat, pen.

NB Not all the tiles have corresponding rhymes.

#### *Extension*

Can the child think of a word that could have come next? (NB real or nonsense). Can the children make a group if they have matching rhyming strings?

### 6. Phoneme Boxes (see p18 Progression in Phonics i.e. this is a variation on the tray game)

This game can be played at step 2 or 3

Give each child a tile. Put a box/bag in the middle of the carpet/front of the class. Clearly state the initial phoneme. Ask the children to get up if their tile has a matching phoneme and place it in the box/bag.

#### *Extension*

You may have more than one box eg b d p as these are often confusing. The child may have dog and have to choose which one to "post it" into.

### 7. Writing the CVC words

Step 4. "To segment and to spell CVC words and to blend to read CVC words".

See p.21 Progression in Phonics Letter Formation and Phoneme Frames p22 Progression in Phonics. Quick write p24 Progression in Phonics and Sound Buttons p30 Progression in Phonics. These tiles can be used as a word source, i.e. a visual stimuli.

Hold up a tile eg cat. Ask the children to say the word out loud and then to a partner. Ask them to segment the word and then write it. The next stage is to blend. Ask the children to show you what they have written. Either the teacher or a child can then demonstrate the correct spelling and handwriting style to the class.

I would also use these tiles to help the children to “blend for reading”. The sound buttons game p30 Progression in Phonics is a useful way of getting the children to spell words and to hear the various parts of the CVC words.

**8. Sock Puppets** See NLS P24 (Step 4 medial)

A variation on this game might be to have 5 sock puppets eg a e i o u. All the children have a range of tiles and have to find the relevant sock puppet to hand the tile to. The puppets may be placed around the room. I would suggest that before the object is handed over the child says the full word and then the medial phoneme.

**9. Match Me** See P20 Progression in Phonics (Steps 2/3/4)

All these tiles can be displayed and the children are simply asked what is the initial medial and final phoneme.

*Extension*

They can similarly all be used to ask what is the letter name

**10. Circle Swap Shop** See P20 Progression in Phonics (Steps 2/3/4)

These tiles can similarly be used for this game.

**11. Jump in the Hoop** See p21 Progression in Phonics (Step 2)

Give out the tiles instead of objects. NB Not all the initial phonemes are represented and you may need to substitute with additional resources.

Initial phonemes not represented are: a e l g k o q u x y

*Extension*

You may want to vary this game and say jump in the hoop if your tile has an object with a specific final phoneme step 3\* or medial step 4

\* NB Only some final phonemes are represented on the tiles.

**12. Letter Fans** See P28 Progression in Phonics

Hold up the tiles and ask the children to show you either the appropriate initial, medial or final phoneme on their fans.

**13. North South East and West** See P24 Progression in Phonics (Steps 2/3)

The tiles could be used for part of this activity instead of giving the children objects.

**14. Croaker** See Progression in Phonics P26 (Step 3/4)

The croaker game is to identify specific phonemes in a part of a word. These tiles could be used as a visual stimuli ie instead of the objects in a bag. NB This is only a minor part of how the game can be used with wider resources as it can help develop initial consonant clusters, final consonant clusters etc.

**15. Alien** See Progression in Phonics P27 (Step 3)

Similarly as with croaker these tiles could be used as visual stimuli.

*Extension*

I would ask the children at some stage of the day to explain to the alien what a peg is, made of, used for etc. Alien would be a good starting point to enable children to extend their use of language. Often children can identify items, but not explain what they are.

**16. Bingo** See P33 Progression in Phonics (Step 4)

A variation on this game could be to have cards made up with five/six words printed on them eg

|     |
|-----|
| cat |
| pig |
| dog |
| hat |
| man |

These could be laminated cards. Place the tiles in the bag and pull them out one at a time. The children could then tick the cards to show it had been called. The winner is the one with the complete set and shouts BINGO.

NB Encourage the children to segment and blend whilst trying to locate the relevant word.

## • Bingo Cards

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| jug<br>bib<br>leg<br>mop<br>hat | sun<br>rib<br>wig<br>pen<br>cap        | red<br>log<br>pan<br>zip<br>hut |
| web<br>fin<br>ham<br>sun<br>nut | bus<br>pin<br>hen<br>tap<br>zip        | dog<br>peg<br>jam<br>lip<br>hut |
| log<br>pin<br>ten<br>fan<br>sun | jug<br>ham<br>cot<br>nut<br>red        | sun<br>pan<br>rat<br>fox<br>nut |
| rat<br>mug<br>hen<br>zip<br>dog | map<br>top<br>hut<br>pen<br>bin<br>hut | dot<br>fin<br>nun<br>tap<br>bed |

|                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| bib<br>sun<br>ham<br>ten<br>cup | rib<br>leg<br>van<br>dog<br>zip | bed<br>peg<br>van<br>hut<br>six |
| web<br>sun<br>bat<br>rib<br>cot | lid<br>pig<br>bat<br>cot<br>ham | bus<br>jug<br>hen<br>cat<br>fox |
| box<br>hen<br>van<br>lip<br>cup | cap<br>lip<br>fox<br>bat<br>dog | box<br>dog<br>pen<br>fan<br>rib |
| wig<br>cat<br>cot<br>nut<br>bed | pig<br>cap<br>dot<br>mug<br>lid | peg<br>bin<br>hat<br>nut<br>rib |

ten  
red  
jam  
dot  
lip

bed  
mop  
cat  
hut  
rib

lid  
jam  
hen  
dot  
six

cup  
bin  
ten  
map  
pen

bag  
mug  
lip  
dot  
jam

six  
Ten  
nun  
hat  
web

# • 50 CVC List

|  |                          |                   |
|--|--------------------------|-------------------|
| bib<br>rib                                   | pig<br>wig               | sun<br>nun        |
| bed<br>red                                   | peg<br>leg               | van<br>pan<br>fan |
| top<br>mop                                   | cap<br>tap<br>map        | ham<br>jam        |
| lip<br>zip                                   | box<br>fox               | dog<br>log        |
| pin<br>fin<br>bin                            | bat<br>cat<br>hat<br>rat | pen<br>ten<br>hen |
| jug<br>mug                                   | cot<br>dot               | hut<br>nut        |
| net<br>vet                                   |                          |                   |
| *web<br>*bus<br>*lid<br>*cup<br>*bag<br>*six |                          |                   |

\*These words do not have a rhyming string.  
The other words are categorised into their rhyming strings.



## Medial

|  |  |   |  |  |
|--|--|---|--|--|
| a  | e  | i   | o  | u  |
| van<br>pan<br>fan<br>bag<br>ham<br>jam<br>bat<br>cat<br>hat<br>rat | bed<br>red<br>web<br>peg<br>leg<br>pen<br>ten<br>hen<br>net<br>vet | bib<br>rib<br>pig<br>wig<br>lid<br>lip<br>zip<br>six<br>pin<br>fin<br>bin | top<br>mop<br>fox<br>box<br>dog<br>log<br>cot<br>dot | sun<br>nun<br>bus<br>cup<br>jug<br>mug<br>hut<br>nut |

## Initial

| a | b   | c                        | d          | e | f                 | g | h                        |
|---|---|--------------------------|------------|---|-------------------|---|--------------------------|
| - | bib<br>bus<br>box<br>bin<br>bed<br>bag<br>bat | cup<br>cap<br>cat<br>cot | dog<br>dot | - | fox<br>fin<br>fan | - | ham<br>hen<br>hat<br>hut |

| i | j          | k | l                        | m                 | n                 | o | p                                 | q |
|---|------------|---|--------------------------|-------------------|-------------------|---|-----------------------------------|---|
| - | jug<br>jam | - | lid<br>log<br>leg<br>lip | mug<br>mop<br>map | net<br>nun<br>nut | - | pig -<br>pan<br>pin<br>pen<br>peg |   |

| r                 | s          | t                 | u | v          | w          | x | y | z |
|-------------------|------------|-------------------|---|------------|------------|---|---|---|
| rib<br>red<br>rat | six<br>sun | top<br>ten<br>tap | - | vet<br>van | web<br>wig | - | - | - |

# Final

| a | b                 | c | d                 | e | f | g   | h | i | j | k | l | m          |
|---|-------------------|---|-------------------|---|---|---|---|---|---|---|---|------------|
| - | bib<br>rib<br>web | - | red<br>bed<br>lid | - | - | bag<br>dog<br>log<br>jug<br>mug<br>pig<br>wig<br>peg<br>leg | - | - | - | - | - | ham<br>jam |

| n   | o | p  | q | r | s   | t  | u | v | w | x                 | y | z |
|---|---|--|---|---|-----|--|---|---|---|-------------------|---|---|
| pin<br>fin<br>bin<br>pen<br>ten<br>hen<br>sun<br>nun<br>van<br>pan<br>fan | - | cup<br>top<br>mop<br>cap<br>tap<br>map<br>lip<br>zip | - | - | bus | net<br>vet<br>cot<br>dot<br>hut<br>nut<br>bat<br>cat<br>hat<br>rat | - | - | - | six<br>box<br>fox | - | - |