

Focus Area: Dyslexia

Name of the Activity: "Search engine"

Target: Improve phonological literacy, i.e. the ability to recognise and work with letters and sounds. Develop correct reading and writing skills. Encourage concentration and visual memory.

Duration: 10-20 minutes

Organizational Form of the Activity: Individual or group (3-5 students)

Target Age Group: 8-9 years

Tools:

- Papers on which words or letters will be written (can be cards). You can also use pictures to illustrate.
- Pencils or markers.
- Visual cards or posters illustrating the six types of syllables in English (Closed, Open, Silent E, Vowel Team, R-controlled, Consonant-le).
- A list of phoneme-grapheme correspondences to remind children of tricky letters and sounds.

Instructions:

- On paper (or cards), prepare several words that have a pattern - for example, words with similar letters or sounds. You can also use letters that are often confused (e.g. b/d, p/q, m/n) or words with difficult spelling rules.
- Each child is given several cards with different words and syllables. Then is given a paper with a list of letters (e.g. B, M, N, K) and must look for a word that begins or ends with a specific letter (bird, mole, night, kitten etc.).
- Then the child has to find all the syllables that belong to that word (e.g. kit, ten). In English the relationship between a letter and its pronunciation is not always clearly predictable. English has six types of syllables, and the child learns spelling patterns. For example, there are no spelling patterns in the Czech language. Materials therefore need to be modified according to the specific of the language.
- Increase difficulty: Work with more complex words or add different letter substitutions.
- More visual form: You can use colours to highlight letters or pictures that have a connection to the words (e.g., for the word "cat," a picture of a cat).
- Reflection: After completing the activity, review the correct words, focusing on which parts were challenging for the child or group. Check what letters or syllables were problematic and focus on these for the next activity.

Tip for Teacher: The activity can be individually adapted to the child's needs (different levels of difficulty).



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ANNEX:

Overview - Examples of categories of syllables

Closed Syllables:

A syllable that ends in a consonant - cat, big, jump, sand, help, dog

Open Syllables:

A syllable that ends in a vowel, which usually has a long sound - he, go, fly, rise, me, no

Silent E:

A syllable that contains a silent "E" at the end, which often extends the previous vowel sound - time, make, cute, cake, drive, home

Vowel Team:

When two or more vowels combine to form one sound - team, bread, rain, boat, sleep, cloud

R-controlled:

A vowel followed by an "R" that changes its sound - ar, or, er - car, her, farm

Consonant-le:

Words that end with a consonant followed by "-le," where the preceding syllable drops its vowel sound, making the second syllable non-syllabic - table, apple, bottle, candle, puzzle

Cards for determining the first or last letter (B, D, C, K). The choice of words is up to the teacher, these are for example:

bread	bird	book	bed
ball	dog	door	doll
duck	dad	car	cat
cow	cold	coat	kitten
kiss	kick	key	kite



Focus Area: Dyslexia

Name of the Activity: “Sound detective”

Target: To develop auditory perception, especially the ability to recognize and manipulate individual vowels and sounds in words. To improve phonological awareness and help children to recognise the differences between sounds that they may have difficulty differentiating. To support concentration skills and strengthen short-term auditory memory.

Duration: 10-15 minutes

Organizational Form of the Activity: individual or groups of 2-4 pupils

Target Age Group: 7-9 years, however, for more serious dyslexia, it can be used for older students as well.

Tools:

- A record player or mobile phone (if you want to record sounds) or some kind of audio device.
- Picture cards (for visual support) or paper and pencils for note-taking.
- Various objects or pictures that make characteristic sounds (e.g., bell, key, car, dog, raindrops, etc.).

Instructions:

- Prepare a variety of objects that make characteristic sounds (e.g., bell, whistle, clap, etc.) or record a few simple sounds (e.g. sounds of pets, vehicles). If you are going to work with pictures, prepare them on the table (e.g., a picture of a car, a cat, etc.).
- Pupils will be asked to identify the sounds and describe what might make them.
- Play the sounds for the whole group, and the pupils will guess what it is. Pupils in the group can also discuss what sound is being heard, which encourages communication and attention. You can add variations, such as clapping or changing the intensity of the sound (e.g. clapping loudly and softly), and the pupils can tell the difference.
- The teacher can also say two very similar words and the pupils will identify the different vowels (bike-like).
- Have pupils create their own sounds or rhythms (e.g. clapping, tapping on the table) and have other pupils repeat the sound.
- **Composing Sounds:** After recognizing individual sounds, children can compose whole sentences or stories based on the sounds they have heard (e.g. "The dog barks and the car honks").



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Rotate Group Roles: Each pupil in the group can have a role:

Role	Task
Listener	Focuses on listening carefully.
Recorder	Writes down the group's answer.
Presenter	Shares the group's guess with the class.
Sound Master (optional)	Creates a sound for others to guess in the create-and-copy round.

Tip for Teacher: You can repeat the activity with new sounds or focus on some more difficult sounds (e.g. words that sound similar but have different meanings).

ANNEX:

Sounds from farm:

https://artlist.io/sfx/categories/farm-animals?utm_source=google&utm_medium=cpc&utm_campaign=17354866932&utm_content=141034470910&ad=650184910956&device=c&gad_source=1&gclid=CjwKCAiA3ZC6BhBaEiwAeqfvyg_RxllvEEjc_UcUch8turVwzso0i5JYoMSeL9gV3JxMIqI2zCoVhRoC9TAQAvD_BwE

Sounds of wild life in the forest:

<https://www.youtube.com/watch?v=xfYwji2AR9k>



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