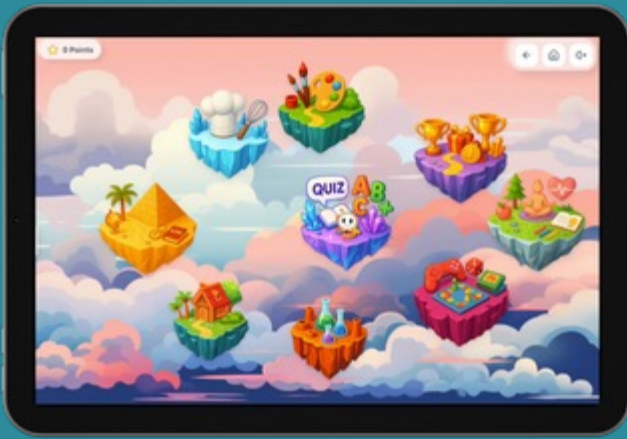


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Every Sound Has a Place - Foundation

Table of Contents	
Presentation: Every Sound Has a Place	
Display: Sound Positions	
Teacher Guide: Preparation and Equipment	
Teacher Guide: Lessons 1-2	
Teacher Guide: Lessons 3-5	
Model Cards: Every Heard Sound	
Worksheet: Missing-Sound Detectives	
Game: Hear-Build-Repair	
Worksheet: Label Rehearsal	
Activity: Sound-Position Practice	
Quiz: Every Sound Has a Place	
Assessment: Every Sound Has a Place	
Rubric: Learning Evidence	



Every Sound Has a Place

Give every heard sound a place.



sat

s

beginning

a

middle

t

ending



dog

d

beginning

o

middle

g

ending

~~dg~~

d

beginning

g

ending

The middle /o/ needs a place.

Teacher Guide: Preparation and Equipment

Unit focus

Five lessons of 30-40 minutes. Learners hear an orally known word, segment it into phonemes, select a taught grapheme for each sound, reread the attempt and repair a specific omission. Use brief oral and motor breaks as needed.

Before teaching

Confirm oral blending and segmenting and the exact grapheme-phoneme correspondences already taught. Approved scope: a, e, i, o, u; b, d, f, g, h, j, k, l, m, n, p, r, s, t; plus explicitly taught sh. Do not introduce an untaught correspondence to rescue an item.

Words and oral prompts

Models: sat, sip, map, ten, dog, cup. Practice: sun, lip, red, pot, mud, ship.

Assessment: kit, fan, jam, bed, top, rug; the red bag and sun hat. Say targets naturally and keep assessment words hidden.

Equipment and evidence

Display, model cards, worksheets, letter tiles, counters, pencils and the teacher's taught correspondence list. Retain the learner's exact attempt, note whether the response was oral or written, and record one explanation of a repair.

Access and accuracy

Allow pointing, saying, moving a tile or writing when motor demand is not the target. Accept a justified plausible taught grapheme choice that represents the heard phoneme. Still teach the conventional spelling explicitly after evidence is captured.

Teacher Guide: Lessons 1-2

Lesson 1 - Hear every position

Use the display to contrast sat and dog with attempts that omit the middle sound. Learners stretch each orally known word, place a counter for beginning, middle and ending, then map one taught grapheme to each position.

Lesson 1 check

Ask: "Say sat slowly. What sound comes first?" and "Say dog slowly. Which sound sits in the middle?" Record whether the learner can isolate a position before asking for written spelling.

Lesson 2 - Locate an omission

Model st for sat, sp for sip, mp for map and dg for dog. Learners compare the oral word with the printed letter, identify the missing position, add the grapheme and reread the repaired word.

Feedback language

Name the evidence, not effort: "You heard /a/ in the middle and added a." If a learner supplies an unsupported letter, return to the oral word and counters before showing an answer.

Teacher Guide: Lessons 3-5

Lesson 3 - Build, check and explain

Use the model cards and Hear-Build-Repair game. Complete one public turn with ten: build t | _ | n, locate the empty middle, repair to t | e | n and explain the evidence. Partners then complete six challenges.

Lesson 4 - Transfer to labels

Say red bag without displaying it. Learners segment both words, spell them, reread the full label and repair an omission. Use the paired wheel and repair pages. Extension applies the same routine to sun hat.

Lesson 5 - Independent assessment

Say these hidden targets in order: ki, ran, jam, bed, top, rug, red bag, sun hat. Do not display a word bank. Learners spell each item, choose one attempt, mark beginning, middle, ending and explain a specific repair.

Record and respond

Retain the exact attempt and note any oral prompting. Use the rubric to record observable evidence across concept, procedure, reasoning and transfer. Select one precise next step, such as hearing a middle vowel or representing an ending sound.

Beginning-middle-ending sound strips

Say it. Stretch it. Place each sound.



sat

/s/ /a/ /t/

s

a

t



sip

/s/ /i/ /p/

s

i

p



map

/m/ /a/ /p/

m

a

p

Beginning-middle-ending sound strips

10

ten

/t/

t

/e/

e

/n/

n



dog

/d/

d

/o/

o

/g/

g



cup

/c/

c

/u/

u

/p/

p

Check beginning, middle and ending.

Beginning-middle-ending sound strips



sun

/s/ /u/ /n/

s

u

n



Reread
every sound.



lip

/l/ /i/ /p/

l

i

p



Reread
every sound.



red

/r/ /e/ /d/

r

e

d



Reread
every sound.

Beginning-middle-ending sound strips



pot

/p/ /o/ /t/

p

o

t



mud

/m/ /u/ /d/

m

u

d



ship

/sh/ /i/ /p/

sh

i

p

sh is one taught sound choice here.

Missing-sound detectives - guided

Name: _____

Hear the word. Find the missing sound. Repair the attempt.

1. Teacher says **sat**



B	M	E
S		t



Which sound is missing?

Repair: _____

2. Teacher says **sip**



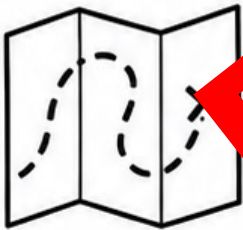
B	M	E
S		p



Which sound is missing?

Repair: _____

3. Teacher says **map**



B	M	E
m		p



Which sound is missing?

Repair: _____

4. Teacher says **dog**



B	M	E
d		g



Which sound is missing?

Repair: _____

Missing-sound detectives - guided

Name: ANSWERS

Hear the word. Find the missing sound. Repair the attempt.

1. Teacher says **sat** /a/ middle



B	M	E
S	a	t



Which sound is missing?

Repair: **sat**

2. Teacher says **sip** /i/ middle



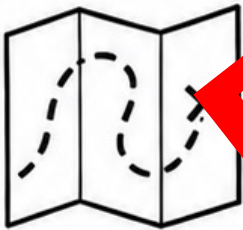
B	M	E
S	i	p



Which sound is missing?

Repair: **sip**

3. Teacher says **map** /a/ middle



B	M	E
m	a	p



Which sound is missing?

Repair: **map**

4. Teacher says **dog** /o/ middle



B	M	E
d	o	g



Which sound is missing?

Repair: **dog**

Missing-sound detectives - core



Name: _____

Hear the word. Find the empty sound position. Repair the attempt.

1. Teacher says ten

10

B	M	E
---	---	---

_en

Repair:

2. Teacher says cup

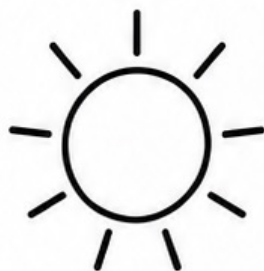


B	M	E
---	---	---

cu_

Repair:

3. Teacher says sun



B	M	E
---	---	---

s_

Repair:

4. Teacher says lip

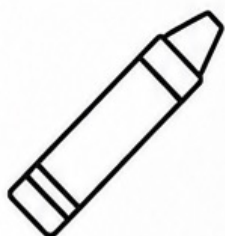


B	M	E
---	---	---

li_

Repair:

5. Teacher says red



B	M	E
---	---	---

_ed

Repair:

6. Teacher says pot



B	M	E
---	---	---

po_

Repair:

Missing-sound detectives - core



Name: _____ **ANSWERS**

Hear the word. Find the empty sound position. Repair the attempt.

1. Teacher says ten

10

B	M	E
---	---	---

ten

Repair:

ten

2. Teacher says cup



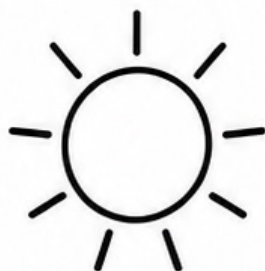
B	M	E
---	---	---

cu**p**

Repair:

cup

3. Teacher says sun



B	M	E
---	---	---

sun

Repair:

sun

4. Teacher says lip



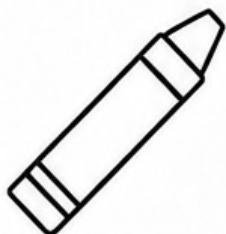
B	M	E
---	---	---

li**p**

Repair:

lip

5. Teacher says red



B	M	E
---	---	---

red

Repair:

red

6. Teacher says pot



B	M	E
---	---	---

po**t**

Repair:

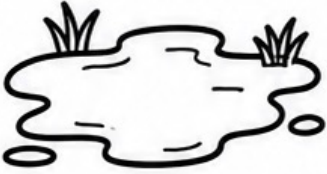
pot

Missing-sound detectives - transfer

Name: _____

Hear the word. Repair the attempt. Explain how you knew.

1. Teacher says **mud**



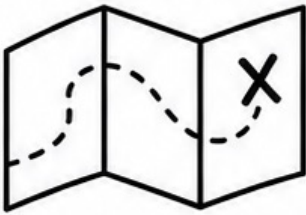
B	M	E
---	---	---

mu_ Repair: _____

Which sound was missing?

How did you know?

2. Teacher says **map**



B	M	F
---	---	---

_ap Repair: _____

Which sound was missing?

How did you know?

3. Teacher says **ship**



B	M	E
sh		

sh_p Repair: _____

Which sound was missing?

How did you know?

Missing-sound detectives - transfer

Name: ANSWERS

Hear the word. Repair the attempt. Explain how you knew.

1. Teacher says **mud**



B	M	E
		d

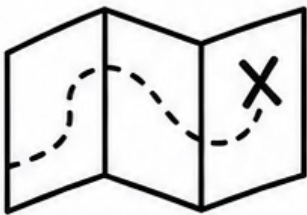
mu_ Repair: **mud**

Which sound was missing?

I heard /d/ at the end.

How did you know?

2. Teacher says **map**



B	M	F
m		p

_ap Repair: **map**

Which sound was missing?

I heard /m/ at the beginning.

How did you know?

3. Teacher says **ship**



B	M	E
sh	i	p

sh_p Repair: **ship**

Which sound was missing?

I heard /i/ in the middle.

How did you know?

Hear-build-repair token game

Equipment: letter tiles, counters, challenge cards



1. Hear the orally known word.



2. Build one grapheme choice for each heard sound.



3. Check beginning, middle and end. Place a counter after checking.



4. Explain one choice.

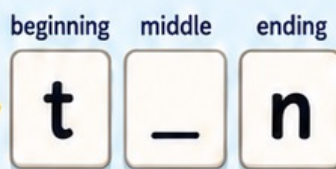


Worked turn

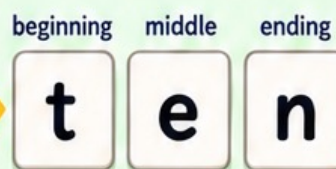
Teacher says ten



First build: t | _ | n



Repair: t | e | n



I added /e/ in the middle.



Finish: Complete six challenges and explain every repair.

Challenge cards 1-6

1 Teacher says sat



st

Build it. Check it. Explain the repaired position.

2 Teacher says sip



sp

Build it. Check it. Explain the repaired position.

3 Teacher says map



mp

Build it. Check it. Explain the repaired position.

4 Teacher says ten



tn

Build it. Check it. Explain the repaired position.

5 Teacher says dog



dg

Build it. Check it. Explain the repaired position.

6 Teacher says cup



cp

Build it. Check it. Explain the repaired position.

PREVIEW

Challenge cards 7-12



Teacher says **sun**



sn



Teacher says **lip**



lp



Teacher says **red**



rd



Teacher says **pot**



pt



Teacher says **mud**



nd



Teacher says **ship**



shp

Reusable sound-position mat

beginning

middle

ending

Label rehearsal

Name: _____

Teacher says the two-word label aloud.
Say each word slowly. Place every heard sound.



Word 1

beginning

middle

ending

Word 2

beginning

middle

ending

Write the full label:

Reread checklist

☐

I checked the beginning, middle and ending sounds in both words.

What did you repair?

Label rehearsal

Name: ANSWERS

Teacher says the two-word label aloud.
Say each word slowly. Place every heard sound.



Word 1

r

beginning

e

middle

d

ending

Word 2

b

beginning

a

middle

g

ending

Write the full label:

red bag

Reread checklist



I checked the beginning, middle and ending sounds in both words.

What did you repair?

I added /e/ in red so the middle sound had a place.

Repair the label

Name: _____

Teacher says the target label aloud.

A learner wrote: **rd bag**



1. Circle the word with an omitted sound.
2. Mark beginning, middle and ending.

B	M	E
---	---	---

3. Repair the full label:

Which sound did you restore?

How do you know?

Repair the label

Name: **ANSWERS**

Teacher says the target label aloud.

A learner wrote: **rd** bag



1. Circle the word with an omitted sound.
2. Mark beginning, middle and ending.

B	M	E
r	e	d

3. Repair the full label:

red bag

Which sound did you restore?

/e/ in the middle

How do you know?

I heard /r/ /e/ /d/. The attempt rd omitted /e/.

Every sound has a place - assessment

Name: _____ Date: _____

Listen to each word. Say it slowly. Spell it in the sound boxes. Reread to check.

1.

--	--	--

2.

--	--	--

3.

--	--	--

4.

--	--	--

5.

--	--	--

6.

--	--	--

7.

--	--	--

--	--	--

8.

--	--	--

--	--	--

Final evidence

Choose one attempt. Mark B, M and E for the sounds you represented. _____

What specific omission did you repair? _____

Every sound has a place - assessment

ANSWERS

Name: _____ Date: _____

Listen to each word. Say it slowly. Spell it in the sound boxes. Reread to check.

1.

k	i	t
---	---	---

2.

f	a	n
---	---	---

3.

j	a	m
---	---	---

4.

b	e	d
---	---	---

5.

t	o	p
---	---	---

6.

r	a	g
---	---	---

7.

r	e	d
---	---	---

red bag

b	a	g
---	---	---

8.

s	u	n
---	---	---

sun hat

h	a	t
---	---	---

Final evidence

Choose one attempt. Mark B, M and E for the sounds you represented. _____

bed: B b, M e, E d. I restored /e/ in the middle.

What specific omission did you repair? _____

Accept other plausible taught grapheme choices that represent every heard phoneme.

Learning evidence rubric

Learner: _____ Date: _____

Exact attempt retained: _____ Orally observed: _____

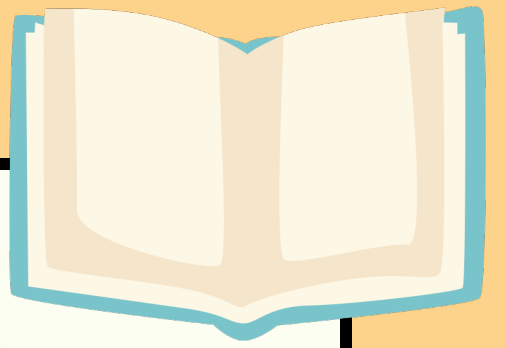
	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Represents some of the heard phonemes with taught graphemes; one or more phonemes are missing or represented with an unlikely grapheme.	Represents most of the heard phonemes with plausible taught graphemes; may need support to include all phonemes or to choose a more suitable grapheme in places.	Represents every heard phoneme with a plausible taught grapheme.
Application and procedure	Finds a missing phoneme in one position (beginning, middle or ending) with support.	Locates missing phonemes in two positions (beginning, middle or ending) with prompting or minimal support.	Locates missing phonemes in beginning, middle and ending positions independently.
Reason and evidence	Gives a general reason e.g. "It sounds right" or names the letter, with limited specific evidence.	Gives a reason that refers to the sound in the word e.g. "I can hear /m/ at the start" with some specific evidence.	Clearly explains using specific evidence from the word, naming the sound(s) and matching grapheme(s) e.g. "I can hear /t/ at the end, so I wrote t".
Transfer and communication	Needs support to apply the routine to a new word or label.	Applies the routine to a new word or label with support or prompting.	Applies the routine to a new word or label independently and can say or show the word.

Observed evidence

Specific next step

Every Sound Has a Place





Sound mapping goal

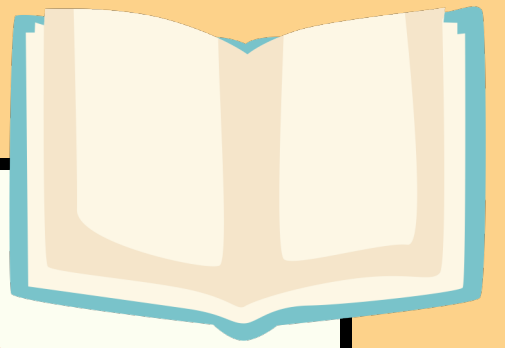
Hear the whole wordally known w
Play a game for each heard sound.
Repeat to check.

Diagnostic: Say slowly. What sound comes first?

Diagnostic: Say dog slowly. Which sound sits in the middle?



Words we use



say = speak the whole word

stretch = say each sound slowly

sound = what we hear

look = a mark that can show a sound

attempt = the spelling we try first

check = reread and compare



Every sound has a place



sat: /a/

s | a | t

dog: /d/ /o/ /g/

d | o | g

Use beginning, middle and ending positions.



Teacher model: sat



1. Hear sat.

2. Stretch s/ /a/ /t/

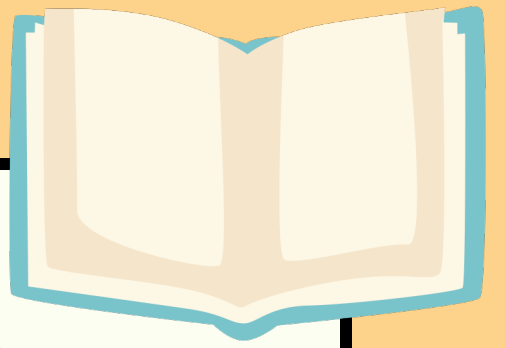
3. Write s | a | t.

4. Reread sat.

Think about each sound before writing.



Spot the omission



lg for long om the vowel /o/.

shp for ship the vowel /i/.

The two different beginning sounds stay together in one beginning sound box.



Guided decision



PREVIEW

Teacher says mo

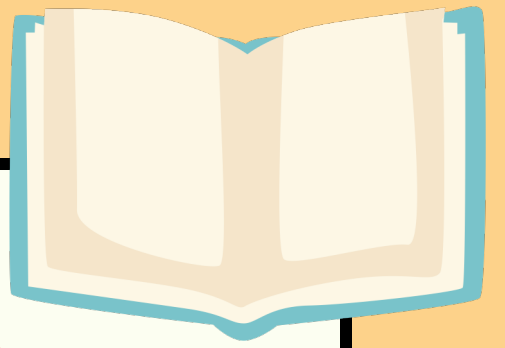
A learner writes mp.

Which heard sound has no place?

Where is the beginning, middle or ending?



Guided answer



/m/ /p/

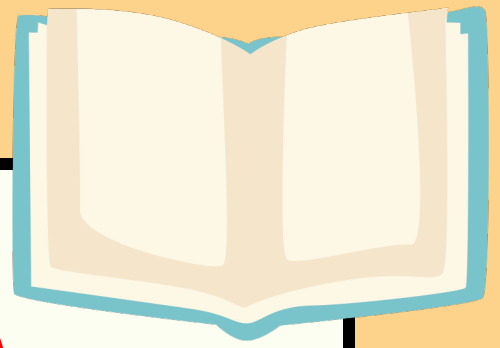
map

The missing sound is /a/ in the middle.

Add a, then reread map.



Find the ending sound



Teacher says:

learner writes:

Which sound is missing?

Join the attempt, then reread the word.

Answer: add /p/ at the ending.



A complete game turn



He ten.

Build _ | n.

Notice the _ ty middle.

Repair to t | e | n.

Explain: "I added e because I heard /e/ in the middle."



Independent challenge



Heard.

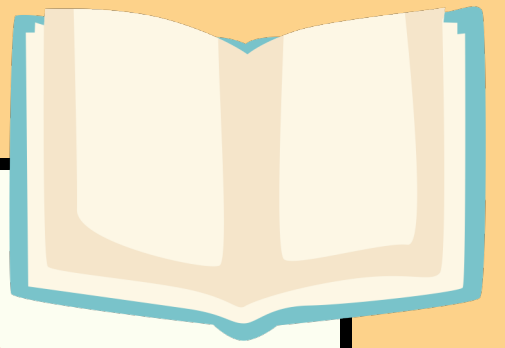
Build a grapheme for each heard sound.

Reread the word.

Explain which grapheme records the middle sound.



Correct the misconception



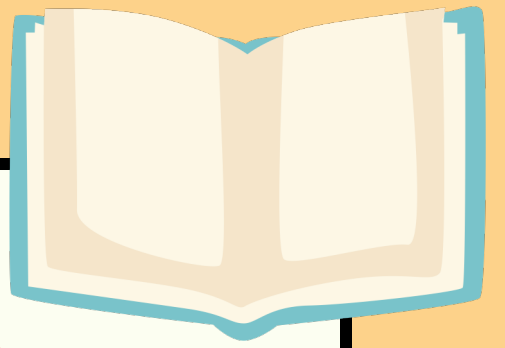
A plausible attempt should ensure every heard sound represented.

shows /d/ and /g/, but omits /o/.

repair the specific omission: d | o | g.



Label rehearsal



Teacher says “reading”.

Segment words orally.

Spell each word.

Read the whole label.

Repeat one specific omission if needed.



Choose an access route



Support: use a small thought grapheme link and rehearse orally.

Core: retrieve without a visible word list.

Extension: use the same mapping in a short natural label.



Assessment directions



Listen to words and two helpful labels.

No answers are displayed.

Retain the correct attempt.

Choose one omission to repair.

Explain the change with specific sound-position evidence.



Self-reflection



Which beginning, middle and ending sounds did I represent?

What did I change after rereading?

What is the next useful sound-grapheme step?



The complete routine



Hear the whole word.

Give every sound a place.

Reread and report specific omission.

A possible sight-grapheme choice can show sound knowledge before every

conventional spelling pattern is known.





Well Done!
Say it. Stretch it. Spell it.
Check every sound.

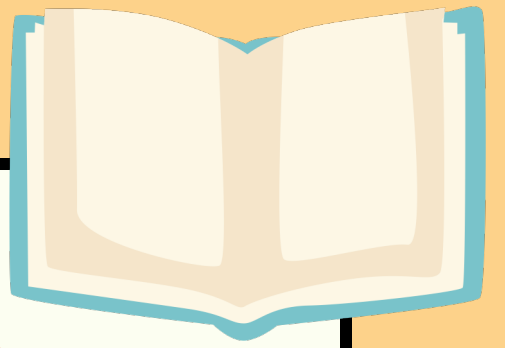


PREVIEW

Every Sound Has a Place Quiz



Question 1

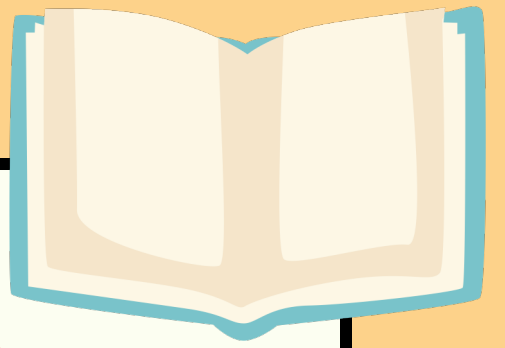


Teacher said _____. Which does not gives every heard sound a place?

A st B sat C ss



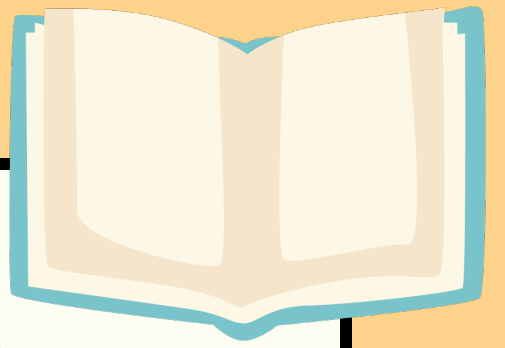
Answer 1



...ds /s/ and /t/ in beginning, middle and ending positions.

B, t.

Question 2

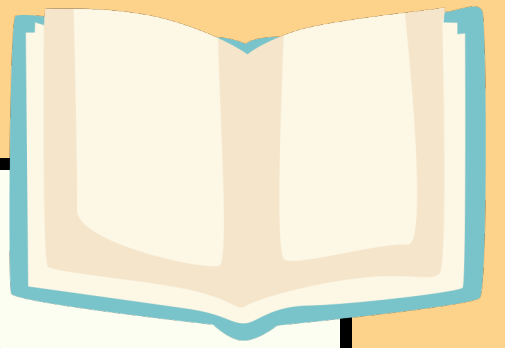


Teacher says dog.

Explain what is missing from dg.



Answer 2

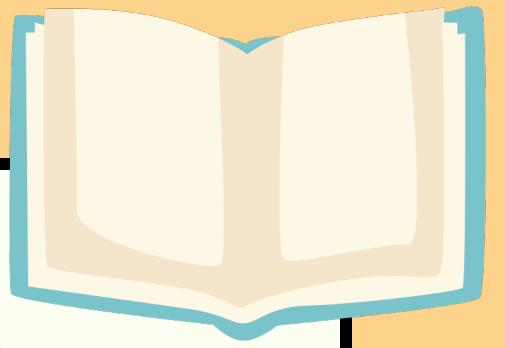


The middle vowel sound /o/ is missing.

Complete taught mapping is d | o | g.



Question 3

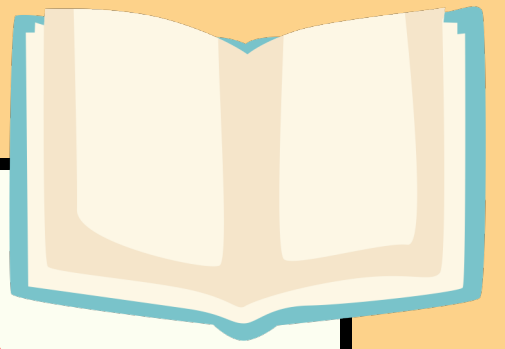


Teacher says map.

through sound boxes to spell it, then check each position.



Answer 3

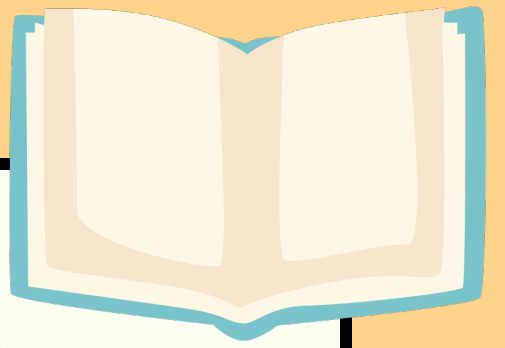


PREVIEW



...e gr...me in each sound position and an accurate reread.

Question 4

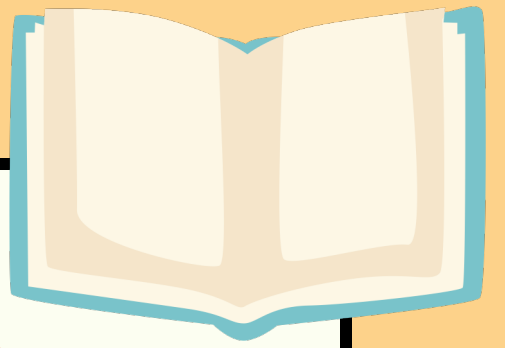


Teacher says cup.

Which sound is missing from cu?



Answer 4

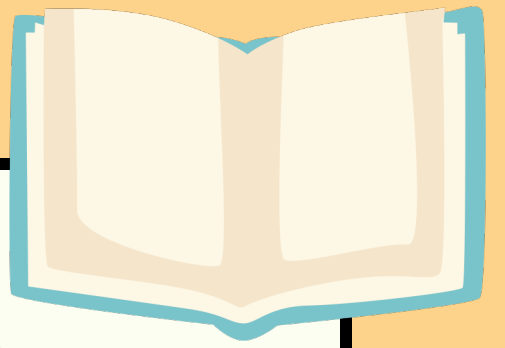


/p/, a beginning sound.

The completed attempt is c | u | p.



Question 5

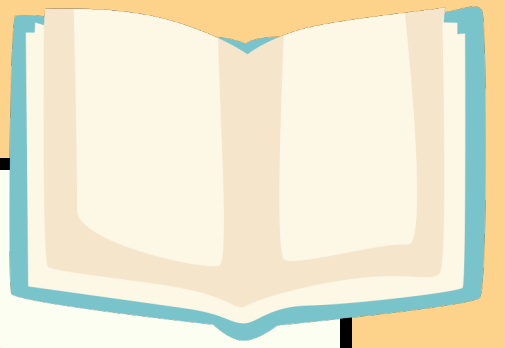


Compare the speed and ship.

What stays the same and what changes?



Answer 5

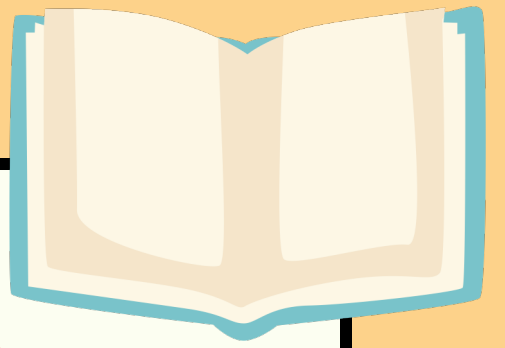


Both have middle /y/ and ending /p/.

Ship begins with one phoneme /sh/, represented by the taught grapheme sh in one box.



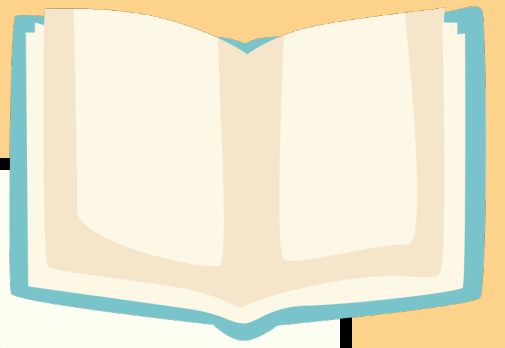
Question 6



Teacher says ship. Learner writes shp.

Identify and repair the error.





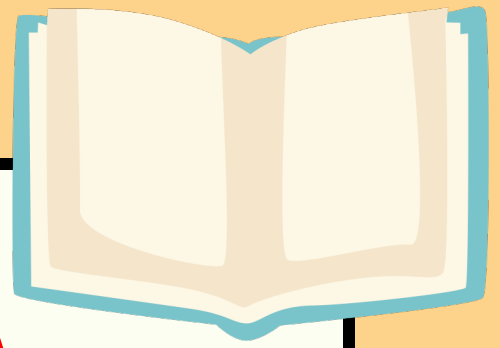
Answer 6

The middle *e* is omitted.

spain | sh | i | p. Do not split sh into two sound boxes.



Question 7



Game challenge. The teacher says ten and shows tn.

What should you build, and why?



Answer 7

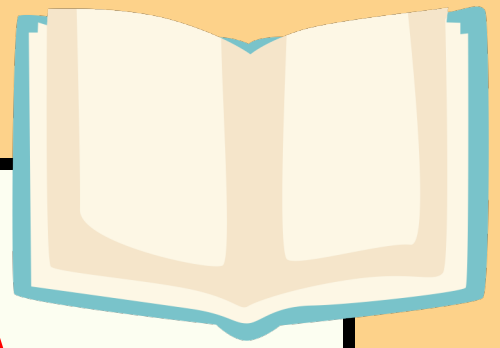


PREVIEW



...t | n
...e in the middle because /e/ is heard between /t/ and /n/.

Question 8

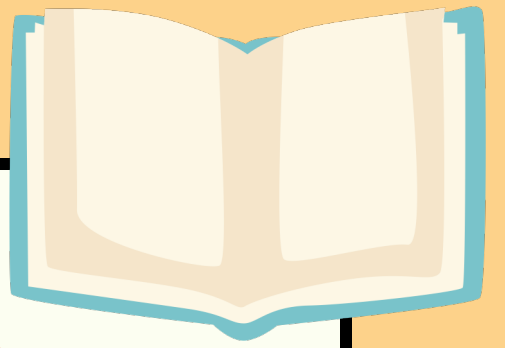


Compare m_1 for m_1 and po for pot .

Which emission occurs in each?



Answer 8

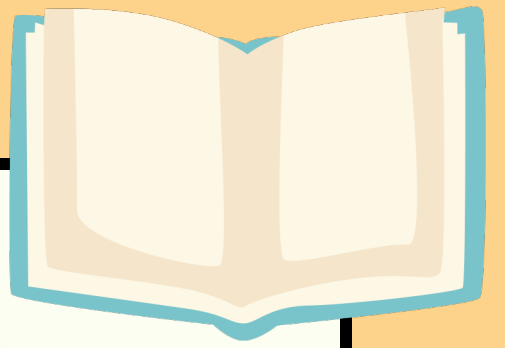


mp sits in the middle
po omits the ending /t/.

They position characters, but each need one grapheme for every heard sound.



Question 9

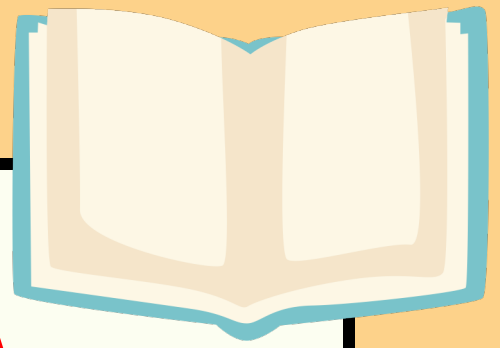


Teacher says mud.

a possible attempt with every heard sound represented.



Answer 9

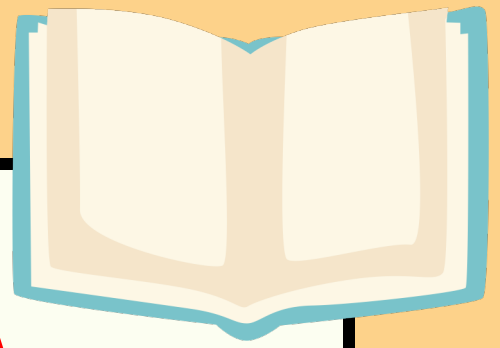


m p l d

Credit another plausible grapheme choice only if it represents the three heard phonemes.



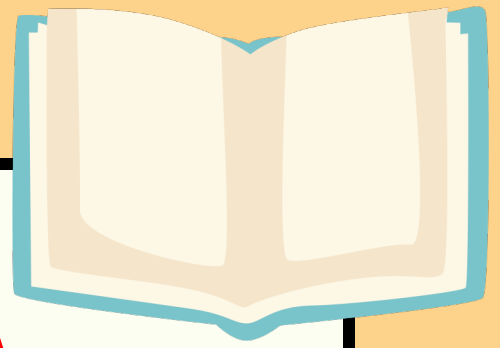
Question 10



What evidence shows that your answer to Question 9 is complete?



Answer 10



The attempt can be read as /m/ /u/ with a grapheme in beginning, middle and ending positions.



Question II

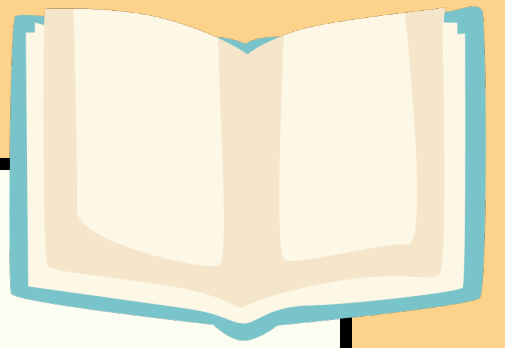


Claim: “dg is close enough for d because the first and last sounds are there.”

Is the claim accurate?



Answer II

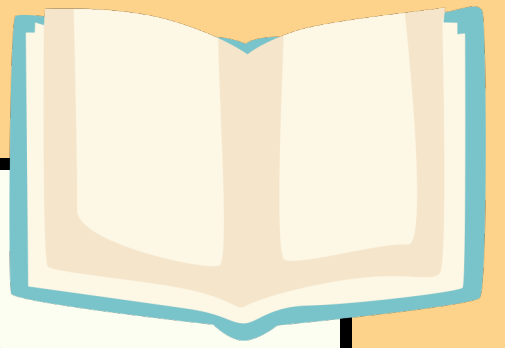


None attempt to imitate the heard middle /o/.

Re-spect to omission without demanding untaught spelling rules.



Question 12

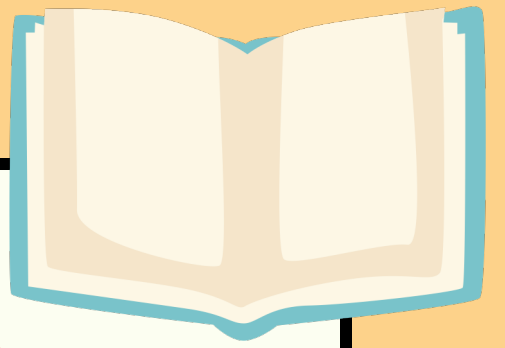


Teacher scored red bag.

What is the next action after the first spelling attempt?



Answer 12



Reread both words, check every letter and has a grapheme, then repair one
word for omission and explain the change.





Well Done!
Every hearing aid can guide
your next spending choice.



PREVIEW