

Phonics and early decoding / Activity 7

Read ck as one sound

Blend known correspondences accurately and check the whole word.

Name: _____ Date: _____

Word bank - read the words

pack	sock	duck
neck	kick	back

An adult reads the instructions. Use only correspondences already taught.

1. Underline ck as one spelling unit. Read each word.

2. Sort the words by their middle vowel: a, o, u, e or i.

3. Adult says duck, neck, back. Build using a ck card, then read back.

You may respond by talking, pointing, drawing, writing or using your usual communication tools.

Adult teaching notes

Read ck as one sound / Phonics and early decoding

Required correspondences

All earlier correspondences; ck /k/

Words needing separate teaching

None in the word bank.

Single letters use common consonant sounds and short vowels: a as in sat, i as in sit, o as in cot, e as in hen, u as in hut. Both c and k represent /k/. Follow the school phonics programme's pronunciation. Local vowels vary; song and long may have a different vowel from cot in US accents. /sh/, /ch/ and /ng/ are plain-language sound labels. Do not guess from pictures or context.

Prepare and model

Mark d-u-ck. Blend three sounds to read duck. The two letters ck represent one /k/ sound.

Teach, practise, check

1. Review the listed correspondences using the school programme's pronunciation and prompts.
2. Model one item. Read together, then let each learner try a different item without copying a peer.
3. Return to one missed correspondence or blend. Revisit two words after a short unrelated turn.

Answers / acceptable responses

1. p-a-ck; s-o-ck; d-u-ck; n-e-ck; k-i-ck; b-a-ck.
2. a: pack, back; o: sock; u: duck; e: neck; i: kick.
3. duck, neck, back each contain three sounds; ck stays together.

Support

Use a smaller set of three words and movable letters. Reveal one word at a time; allow pointing. Do not require handwriting to show decoding.

Extend and transfer

Ask the learner to build one new real word using only already-taught correspondences, then read it to a partner. Check that it is a real word in the local variety of English.

Observe and revisit

Record the exact word, correspondence or blend that needed help, plus a later independent reading. Accuracy and self-correction matter more than speed.