**Year 1 Phonics Check Simple memory strategies video**

**Transcript**

[Text reads: Year 1 Phonics Check - Simple memory strategies]

[Two teachers sit at a table]

**Teacher 1:**

Well, a really common confusion is the 'b' and 'd'. You find that that crops up regularly. So one thing I like to use is to have students actually make a bed symbol like this with their hands and they can see...

[Teacher 1 puts her two fists together with thumbs pointing upwards]

**Teacher 2:**

So that's the 'b' and that's the 'd'.

[Teacher 2 points at each of the thumbs]

**Teacher 1:**

So they know the head of the bed, where the head goes, is the start of the word and where the feet goes is the end of the word and they can just make the word and they can actually say the sound, so they know

/b/

/e/

/d/,

so that they can hear where the sounds are and then if they make it themselves at their table, it's the right way round for them. And they're writing the letter, they can actually see which way round the letter goes to write it, so it's a really useful tool and you often see students just doing this.

**Teacher 2:**

It's lovely when you see them helping themselves.

**Teacher 1:**

When they just use it.

**Teacher 2:**

Yeah, using their own little strategies.

So you can also change 'bed' to 'bad' - and 'bid' and 'bod' and 'bud'.

**Teacher 1:**

Yep.

**Teacher 2:**

So, yeah, as a phonemic awareness exercise, yeah, just to link it to other vowel sounds, medial sounds.

**Teacher 1:**

Yeah, it's a really useful one.

**Teacher 2:**

If some students are reading a 'u' or an 'n', when you look at them they flip so they're very similar in how they look. So I like to use - get them to trace it with their finger but to also write it and use the word 'up' for the /u/ in 'up'.

[Teacher 2, with her finger, draws the letter ‘u’ in the air]

**Teacher 2:**

So /u/, we go up when we write it. And for the /n/, which is the last sound in 'down', I use the word 'down', so I say, "We go down-n." We go down.

[She then draws the letter ‘n’ in the air]

**Teacher 2:**

So we write it going downwards at the end.

**Teacher 1:**

Perfect.

**Teacher 2:**

Can you think of any mnemonics that might help teach some tricker words?

**Teacher 1:**

So, for example, with the word 'because' that's a tricky one for students to remember because it's irregular so the mnemonic for that would be Big Elephants Can Always Upset Small Elephants, which is a really good way to help students remember the letter order.

**Teacher 2:**

So we often see kids confusing the short sounds of /i/ and /e/.

**Teacher 1:**

So one thing I like to do for that, which students really enjoy, is to really distinguish that /i/ sound from /e/ - is to have them imagine a little mouse and when it pops up it says 'i'. And they really enjoy remembering that /i/ sound with the 'i'.

**Teacher 2:**

So embedded mnemonics is another way of teaching how to write and how to recognise some of the sounds in words and to have the picture as part of the letter is sometimes all it takes for it to click.

[The logo for Literacy Hub]

[Text reads: The Literacy Hub would like to thank the students, families and teachers of Geelong Lutheran College for their help with this project]