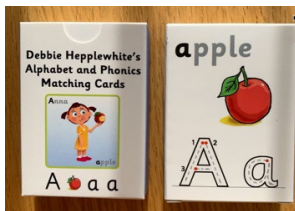


Debbie Hepplewhite's Alphabet and Phonics Matching Cards



ABOUT THE CARDS



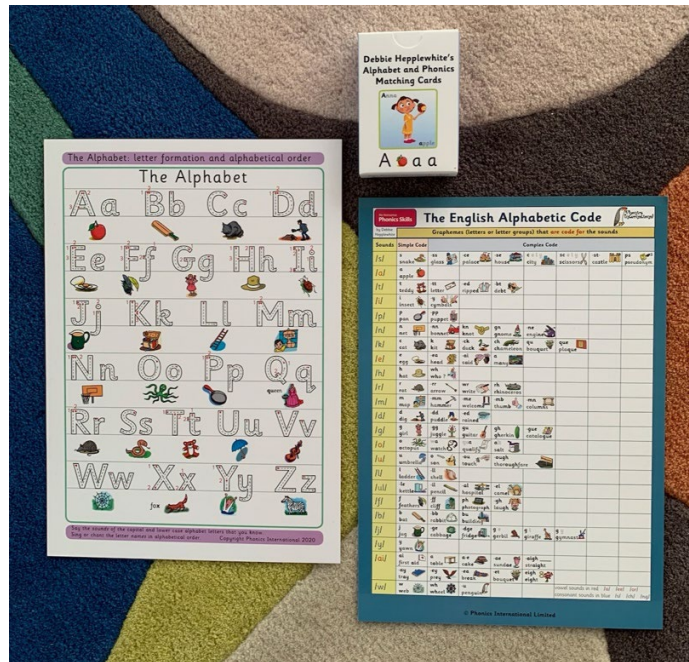
For every letter (capital and lower case) and sound, there are two double-sided cards.

One card features the lower case letter shape and key picture-word such as **apple**, and the following card features the capital letter (upper case), sound and a character's name such as **Anna**.

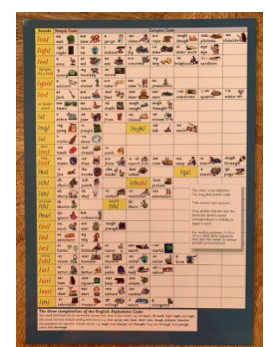
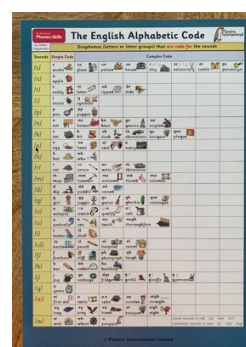
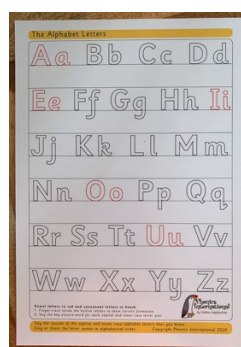
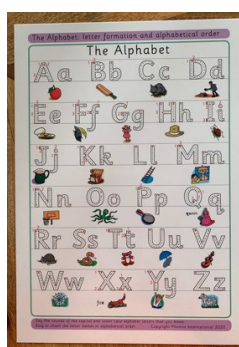
The illustrated sides of each pair of cards always include *both* capital and lower case letter shapes as these are *both* CODE FOR THE SAME SOUND.

The backs of the cards feature the capital letters or lower case letters always shown on a fine writing line.

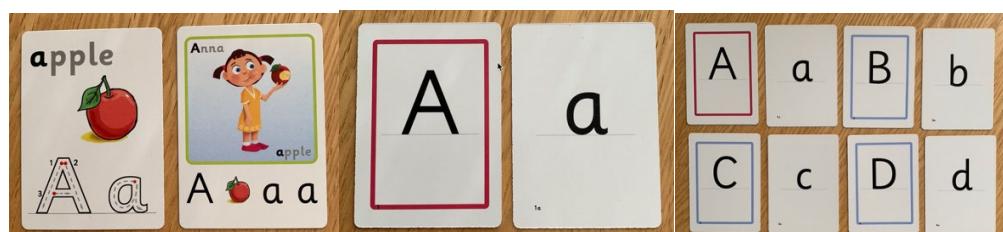
The capital letters are distinguished with colour borders – the vowel letters have red borders, the consonant letters have blue borders.



The pack of cards comes with a **FREE** double-sided **Alphabet Tabletop** and a **FREE** double-sided **Alphabetic Code Chart**



Note: The key picture-word 'octopus' replaces the key picture-word 'orange' in the free charts above.



Size and paper type of cards:

Each card is plastic coated, 320gsm linen finish, playing card size and quality.

Cards in the pack:

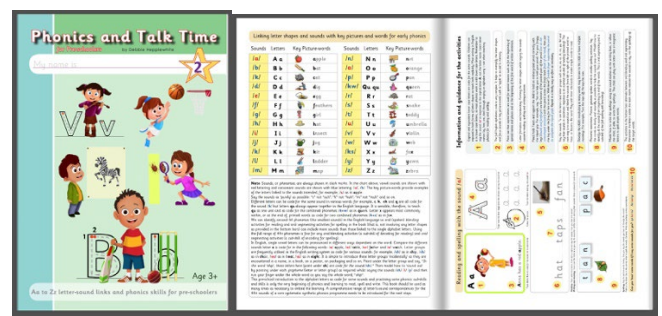
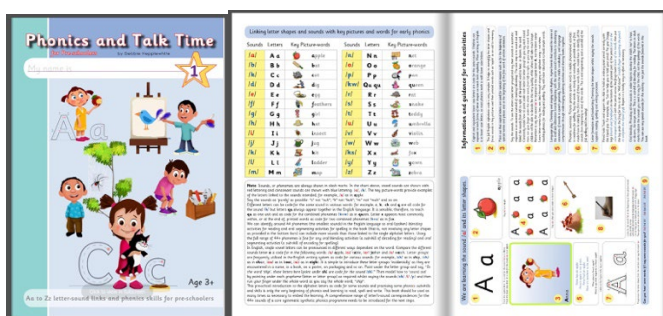
There are 52 double-sided playing cards plus 2 additional double-sided cards with information about alphabet letter-sound links, the use of capital letters, and letter names linked to alphabetical order. The cards are numbered sequentially as pairs, 1, 1a, 2, 2b.

Purpose – these Alphabet and Phonics Matching Cards are designed for children:

1. to be able to match the lower case letters to their key picture-words such as **c** to **cat**, and to match the capital letters (upper case) to their characters' side of the cards such as **C** to **Carol**
2. to begin to learn that the first *letter shape* of a *written* word corresponds with the first *sound* of its *spoken* word (or the *last sound* in the case of the letter **-x** which is code for two sounds /k+s/ as in **fox**)
3. to begin to learn that capital letters are THE SAME CODE AS their lower case equivalent letters – letter **B** and letter **b** are *both* code for the *same* sound /b/ as in **Ben** and **bat**
4. to begin to learn how to match the capital letters with their lower case letters (backs of the cards)
5. to learn the letters in their capital form and lower case form via matching and finger-tracing activities and to say the corresponding sounds in response to the letters (the sound /a/ for both **A** and **a**) – and in reverse, to 'hear' *you* say the sounds and be able to select, point to, (or eventually write) the corresponding letter shapes
6. to begin to learn there are special, or precise, ways to write the alphabet letter shapes and to practise with finger-tracing - this involves the concepts of 'starting points' and 'directionality' and how letters 'sit on a writing line' – noting some lower case letters dip below the writing line and all capital letters sit on the line
7. to begin to learn that all writing in the English language uses *only* these alphabet letter shapes – although point out that the letters can have different 'designs' meaning they can vary slightly in shape - just like there are different styles of dresses, shirts or shoes, for example see these [Font Cards](#)
8. to begin to learn that capital letters are used for specific reasons (see the information on the 2 extra cards) - when appropriate, you can point out that 'letter groups' can be code for further sounds ("Josh, in your name, these letters together **sh** are code for the /sh/ sound, and there are other words spelt like that such as **shop**.")
9. to learn that for reading and working out spellings, use *only* the letter SOUNDS - *not* the letter NAMES
10. to begin to learn letter NAMES *only* via an *alphabet song* or chanting at first - where the letter names are sung, or said, in 'alphabetical order' (that is, "ay, bee, see, dee, ee, eff, jee...")
11. to begin to link the alphabet song and letter names to organising the capital and lower case letter shapes (backs of the cards) in '**alphabetical order**' – this is *advanced* learning and a *separate aim* from learning letter shapes linked to *initial sounds* (this later activity for 'alphabetical order' can only be undertaken when all the letter shapes are familiar – utilise the FREE [Alphabet Tabletop](#) for reference as appropriate)

Information, guidance and suggestions – for adults:

1. For fuller information, see the *front cover notes* with phonics explanations for reading and spelling in Debbie Hepplewhite's two '**Phonics and Talk Time**' eBooks here: <https://fliphtml5.com/bookcase/kuzcc/>



2. For free and extensive printable/projectable early years resources, see the '**Teeny Reading Seeds**' body of work (includes guidance, planning and enrichment suggestions); and more about the two '**Phonics and Talk Time**' books here: <https://phonicsinternationalpreschool.com>
3. Introduce the letters in their 'pair of cards' in a systematic **Aa, Bb, Cc** order, but you can also *dip into* the order as you prefer for special reasons and events – for example, the beginning letter and sound of a child's name, pancake day, a favourite teddy, a pet in the family (see '**Teeny Reading Seeds**' for additional ad hoc resources).
4. Secure learning of introduced letters and sounds before racing ahead – *more haste, less speed* – build up the number of cards played with at any one time – and be prepared to slim down the number of cards if overload is looking likely.
5. When children are very young, keep the concept of **beginning** to learn in mind – drip-feeding the new cards and new teaching and learning with plenty of unpressurised revision and plenty of praise.
6. When a sufficient number of consonant letters and their sounds, and vowel letters and their sounds, have been learnt well enough, model how to 'sound out' each letter in a string of letters making up simple words to 'decode' the printed words (usually referred to as '*sounding out and blending*') – see **cap**, say "/k/ /a/ /p/ cap".
7. Use any sounds to model 'oral segmenting'; but select correct, *learnt* letters and sounds for full spelling (encoding) – see the guidance in the two '**Phonics and Talk Time**' books to support you with this modelling.