Focusing on the Effect of 'Magic $E$ '

WORD CHAIN USING COUNTERS (PROVIDE THE SOUND CHANGE)
Place counters in front of the child. Touch each counter in turn saying the sounds of the first word. Ask the child to blend the word. Then move one counter and replace it with a new counter while telling the child the new sound. Ask them to blend the new word. Repeat for each word on the list. Digraphs such as ' $Q U^{\prime}$ ', ' $\mathrm{SH}^{\prime}$ ' ' $\mathrm{CH}^{\prime}$ ', ' TH ' and ' NG ' are treated as sounds not letters. Magic-E is an individual letter that can be added or subtracted from words and therefore needs an individual counter which is a special colour to highlight its role as 'Magic E'.

|  | Short and Long A | Short and Long I | Short and Long U | Short and Long 0 | Mixed Vowels |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | can | kit | muck | note | fume |
| 2 | ran | kite | duck | not | fame |
| 3 | rat | site | duke | hot | fade |
| 4 | hat | sit | dune | shot | fad |
| 5 | had | $\sin$ | tune | shop | mad |
| 6 | hand | fin | tun | cop | made |
| 7 | sand | fine | tub | cope | mate |
| 8 | sad | dine | cub | hope | mite |
| 9 | sat | din | cube | hop | site |
| 10 | sack | chin | cute | chop | spite |
| 11 | shack | pin | cut | top | spit |
| 12 | shake | pine | tut | stop | spot |
| 13 | sake | line | tub | slop | pot |
| 14 | snake | wine | tube | slope | lot |
| 15 | snack | win | tune | lope | not |
| 16 | snap | twin | fume | lobe | note |
| 17 | nap | tin | flume | lob | quote |
| 18 | lap | din | flute | cob | quite |
| 19 | clap | did | lute | con | quit |
| 20 | cap | lid | chute | cone | sit |
| 21 | cape | slid | ute | clone | sat |
| 22 | cane | slide | use | lone | spat |
| 23 | can | side | fuse | tone | spate |

