

Word intended word, then student's spelling	Access route – visual memory – sequence of letters recorded based on what word looks like	Access route – sounding out – sequence of sounds recorded based on what word sounds like – all sounds present	Access route – sounding out – sequence of sounds recorded based on what word sounds like –all sounds not present	Draw Elkonin boxes to represent the number of sounds that <i>should be</i> in each word. Fill in each sound box with student's spelling for the sound, to show the sounds they have heard and the way they have written them.			
thief <i>theif</i>	Yes			<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px 10px;">th</td> <td style="padding: 2px 10px;">ei</td> <td style="padding: 2px 10px;">f</td> </tr> </table>	th	ei	f
th	ei	f					
phone <i>fon</i>							
happy <i>hape</i>							
monkey <i>munke</i>							
person <i>peasin</i>							
stomach <i>sanek</i>							
hungry <i>hage</i>							