

Afrikaans sound charts

These phonics charts have been extracted from the main literacy course “Teach Someone to Read Afrikaans”. In the course are all the relevant word exercises that go with them.

Our sound charts are based on the principle “People love to learn, but do not love to be tested.” I do use sounds on cards, but for word-building and not for testing, because I find that testing makes people tense and sometimes sad! They underperform when sad. So the early sound charts use the “quest” principle, rather than “test”. Instead of presenting a sound, telling what it is, and then asking, “what is this?”, we use a chart with many copies of a given letter on it. The student will be searching for the letter they are busy with from among several others. This “quest” idea, people enjoy.

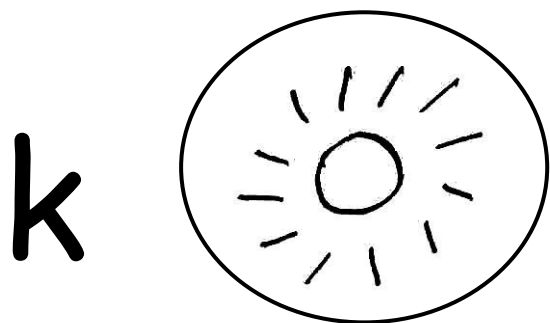
The person first identifies the pictures, and then the teacher teaches the first sound, saying **m** **man**, **m** **man**, **m** ... **man**, each time **finding** the letter in a different place, saying its sound, and pointing back to the picture. You then invite the student to do the same. To him or her this feels like a quest, it is fun finding all the **m**'s on a page.

Note that you never say the NAME of the sound, *em*, but rather always the SOUND it makes, *mmmm*.

Once they can easily find all the **m**'s, proceed to the next sound, usually **s**. (Not **es**, but **ssss**.) As before, identify the picture, say the sound then the word as you point first to the sound and then the picture, and invite them to do the same. **s** ... **son**, **s** ... **son**, **s** ... **son**, over and over until all the **s**'s have been found. Then write the sound and let them copy it.

And after **s**, teach **k** in the same way, still using the first chart. Once the student is confidently able to find all the letters, pointing to them and to the relevant picture, and sounding them out as they go, you then introduce the second sound chart. It has the same sounds, but now **kat** instead of **kos**. Again, the student must always point to the letter, say its sound, and then point to the picture and say the word. As in **k** ... **kat**, **k** ... **kat**, **k** ... **kat**, over and over.

m s k



son

k

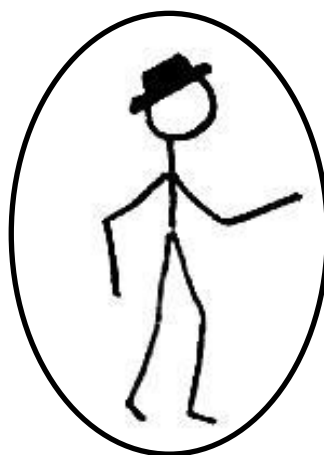
m s

m

s

k

m



man

m

k

s

k



kos

k

m

s

k

s

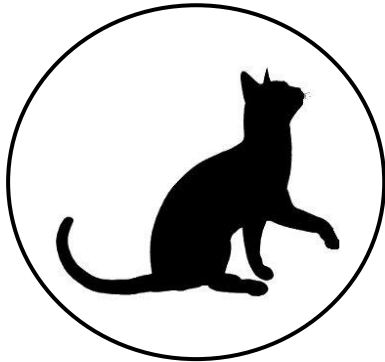
m

k

k

s

m



m

k

s

kat

s

m

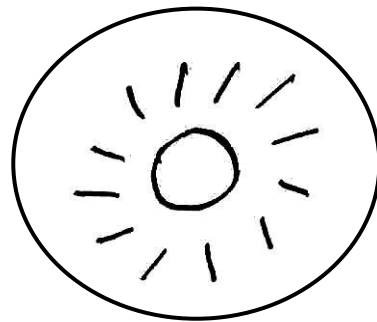
k

m

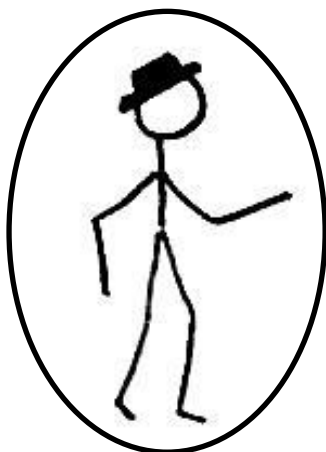
k

m

s



m



son

k

m

s

man

k

m

s

k

a

o

a

o



o

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op

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a

a

o

a



o

a

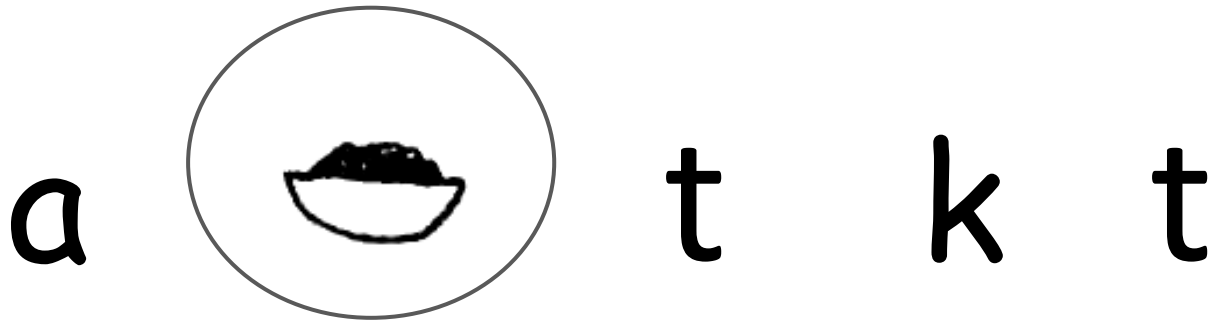
o

af

a

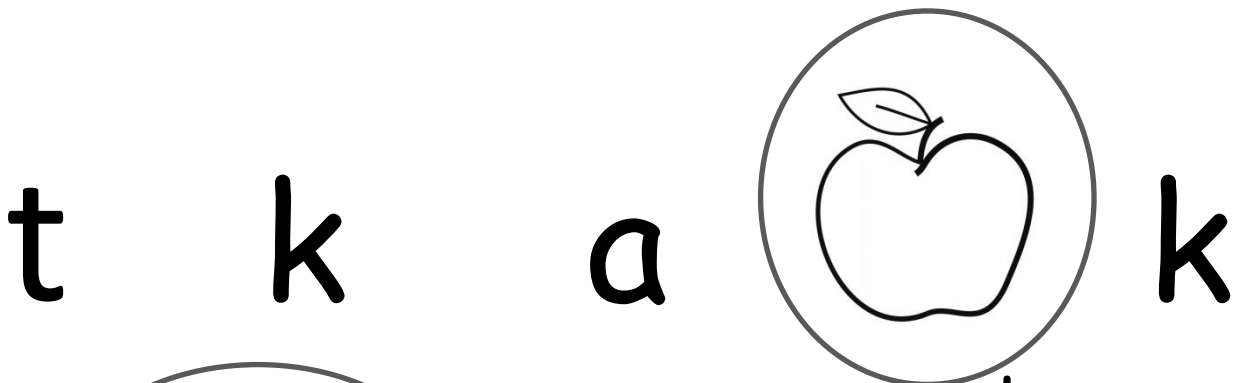
o

k a t



kos

k a a t



appel



tee

k t a

t a t k

Students differ widely. Some adults who never went to school have been yearning to learn to read all their lives, and have picked up quite a lot along the way. They learn very quickly. But some struggle. And children still at school who cannot read may have learning difficulties and will need to go slowly, with lots of repetition.

Some sound charts lend themselves to story-telling. Make up a story about each one, where possible. For example, with the one that follows, you might say:

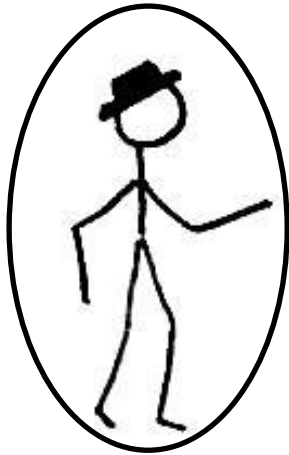
“A man goes for a walk in the veld. He walks under a tree, and looks up into the branches. And there, on one of the branches, he sees a nest.”

This can make the **t ... tak, t... tak** and **n ... nes, n ... nes** more fun and more memorable.

m

n

t



n

t

m

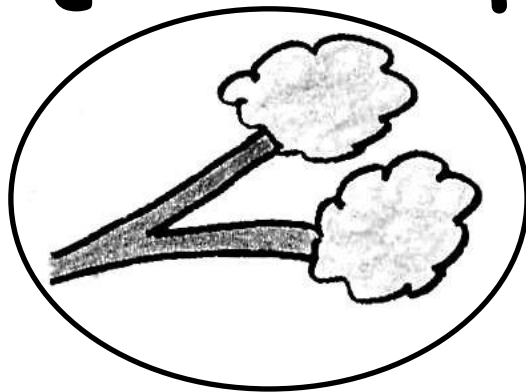
man

m

n

t

n



t

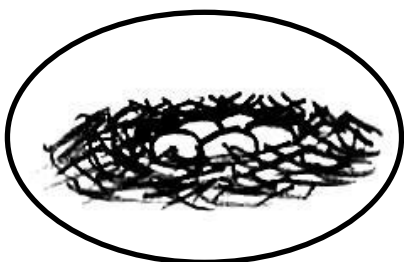
n

m

t

tak

n



t

m

n

nes

m

n

t

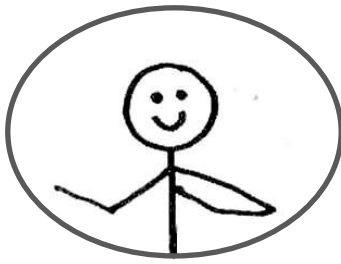
n

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a

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o



af

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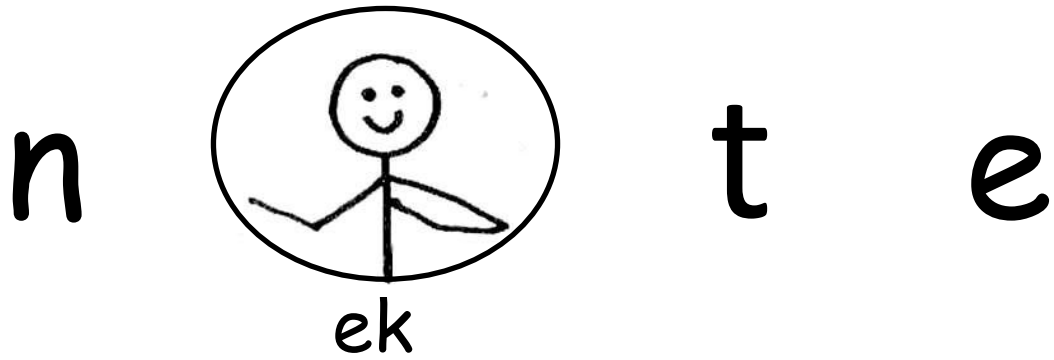
e

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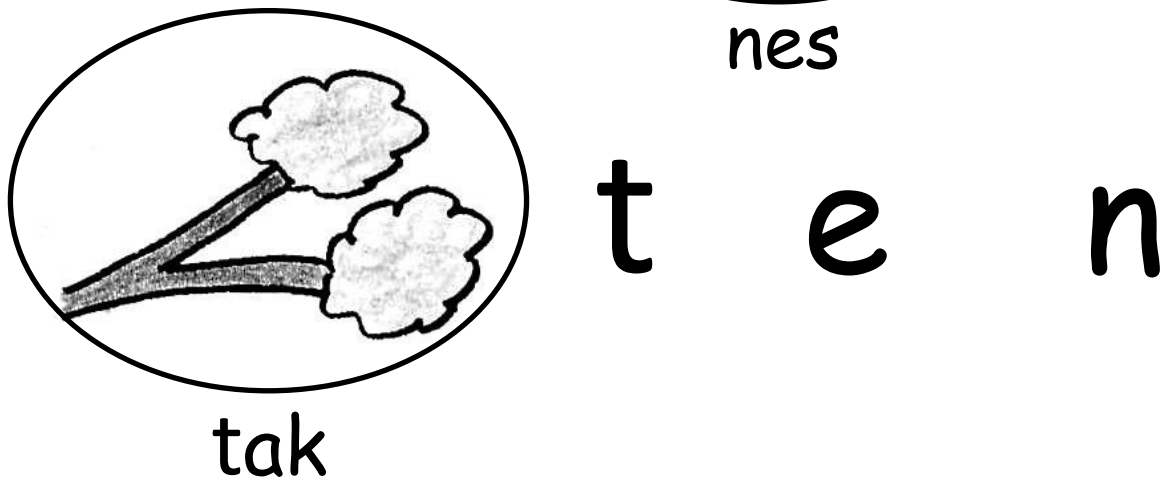
o

e

e n t

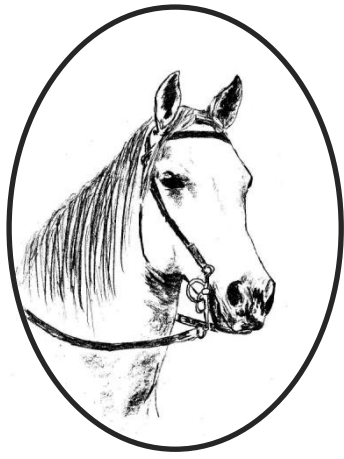


e n t n



e n t n

p



m

k

p

k

p

perd

k

m

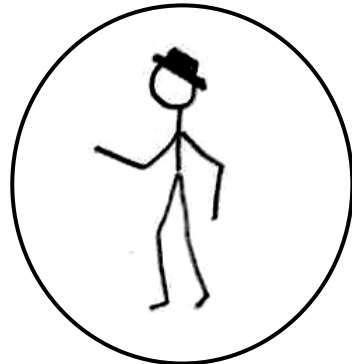
p

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p

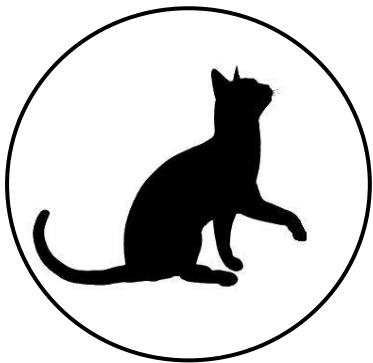
k

m



p

man



k

p

m

kat

p

m

p

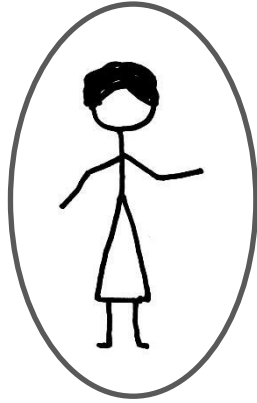
k

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p

k

p



m

p

ma

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m

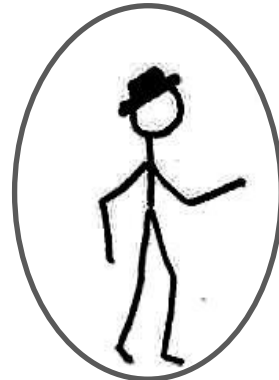
p

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m

k

p



m

pa



kos

k

m

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p

m

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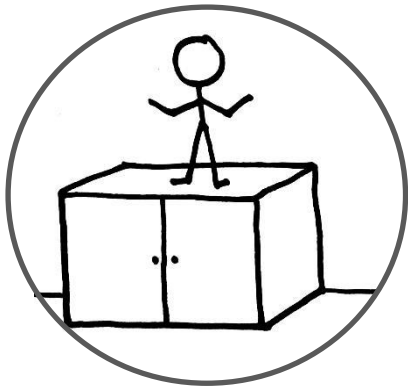
k

o

a

i

a



i

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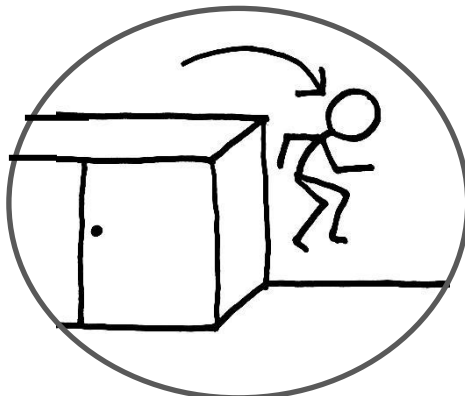
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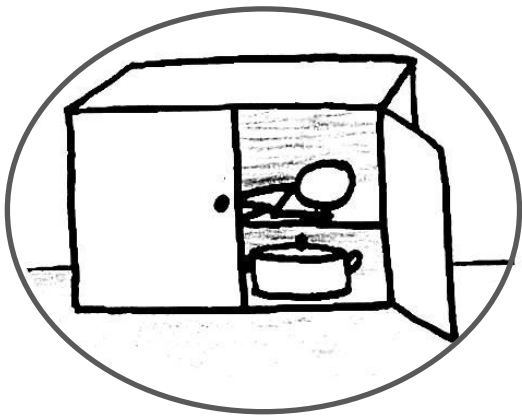
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i

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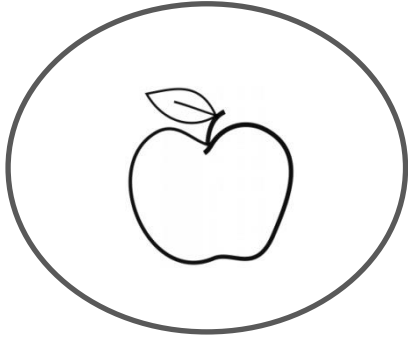
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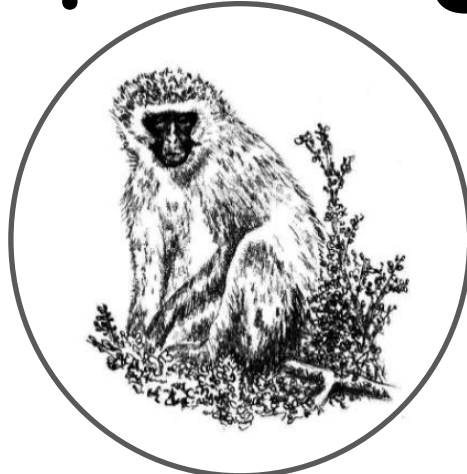
appel

aa

a

i

aa

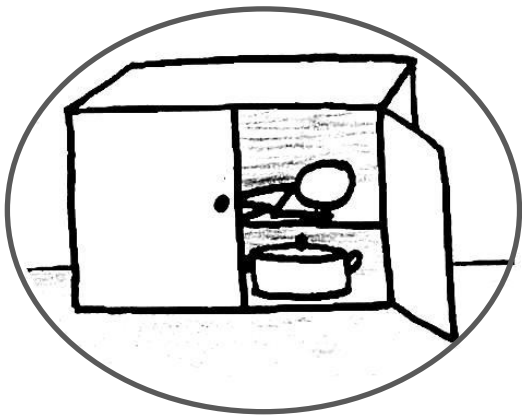


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aap



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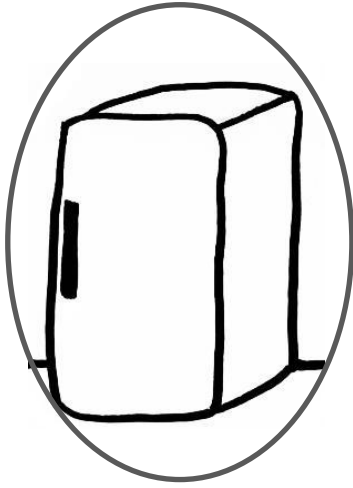
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k

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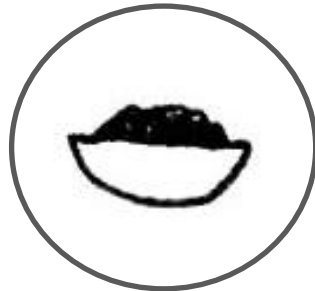
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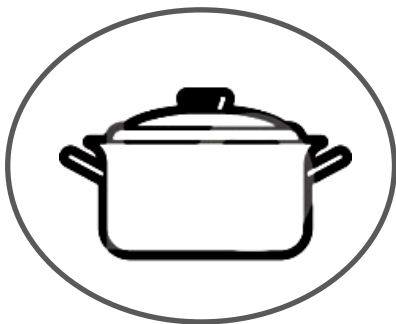
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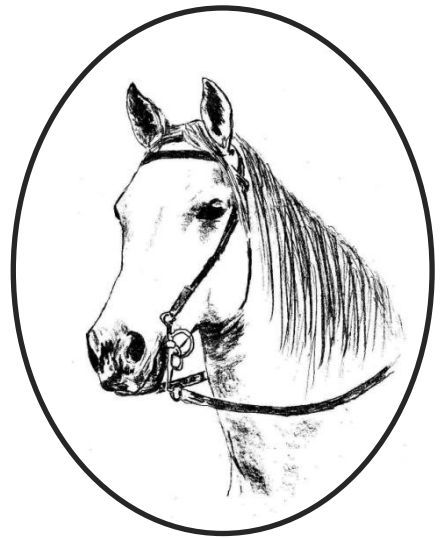
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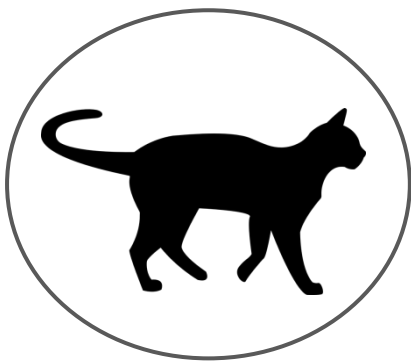


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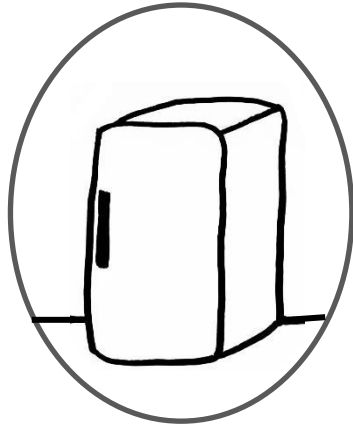
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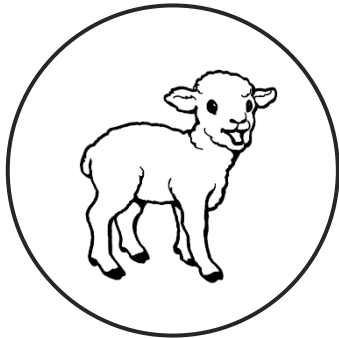
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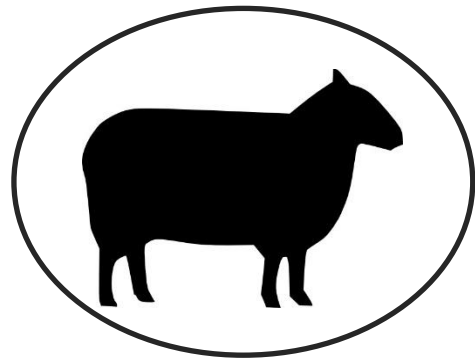
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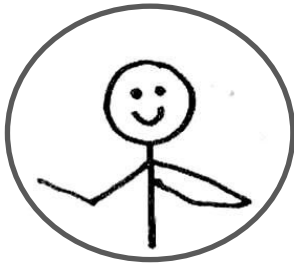
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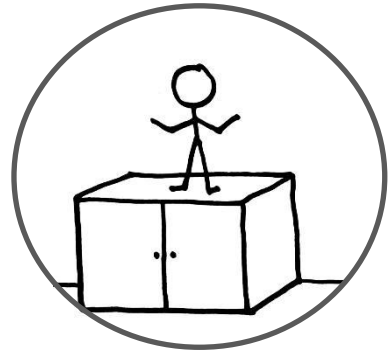
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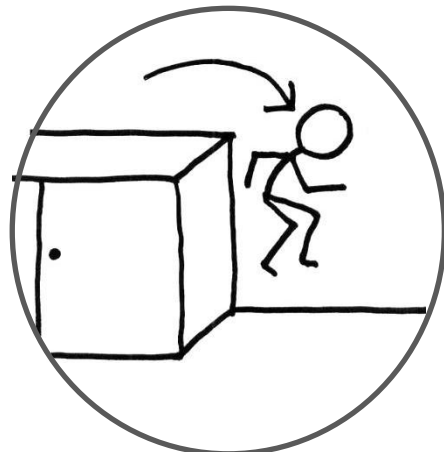
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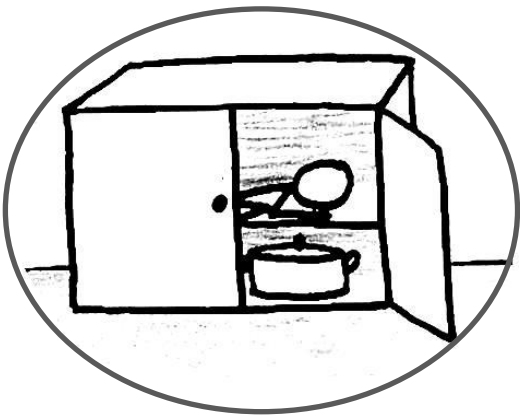
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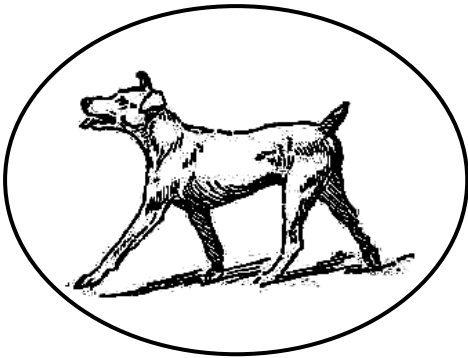
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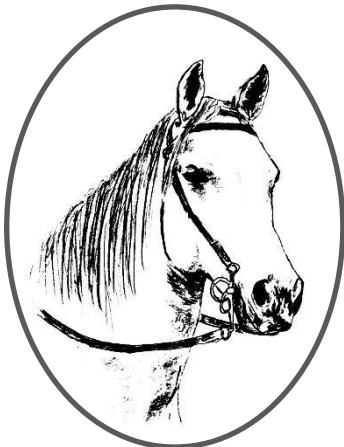
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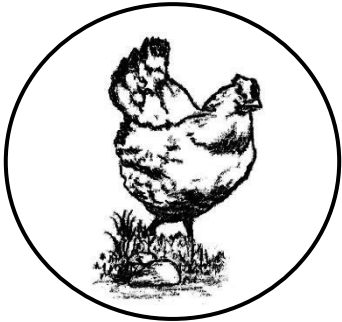
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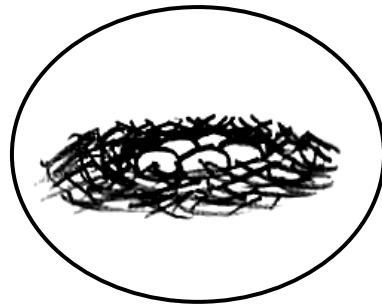
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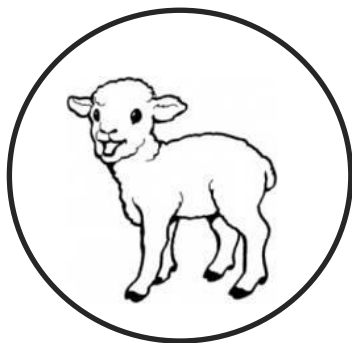
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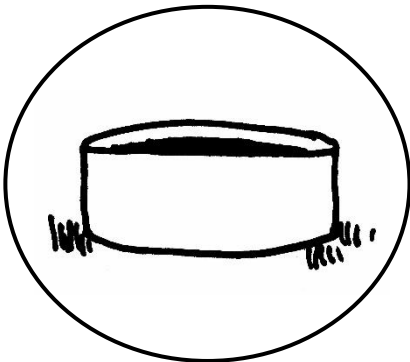
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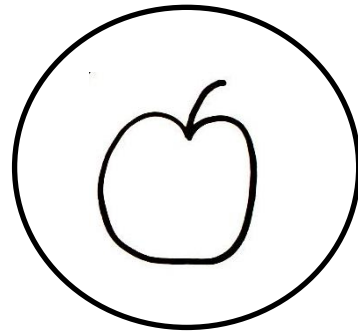
d a m d



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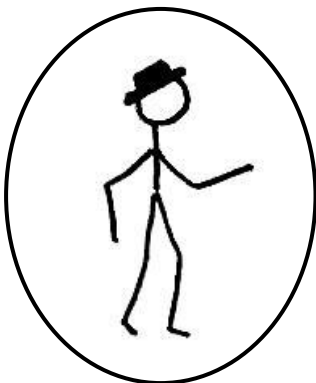
m d a

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appel

m d m a



man

m a d

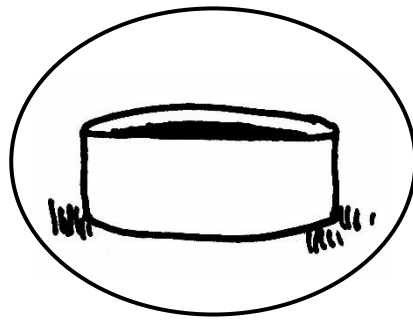
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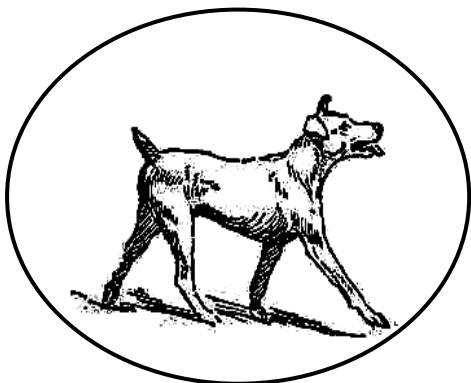
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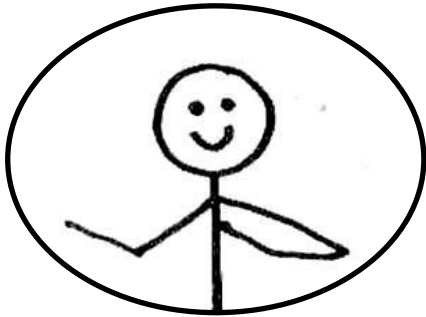
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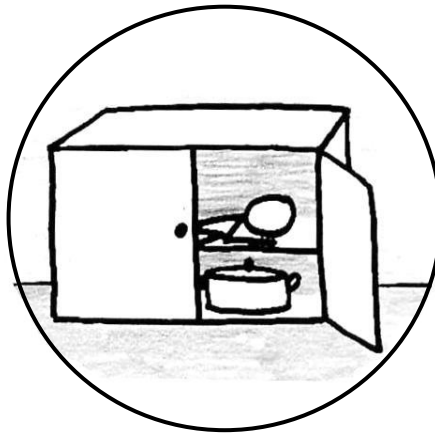
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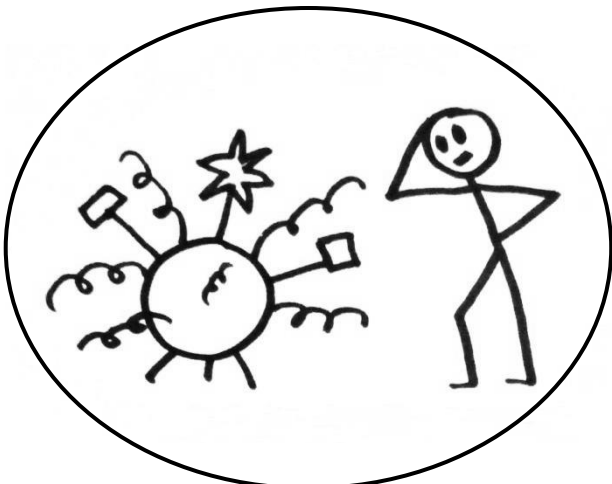
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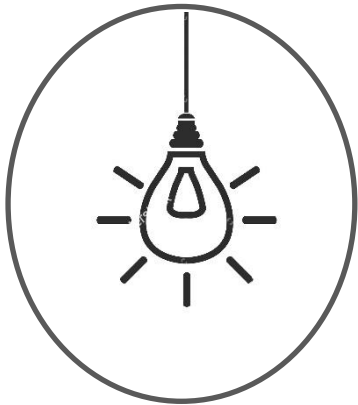
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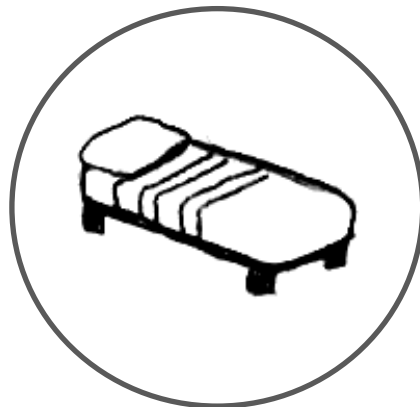
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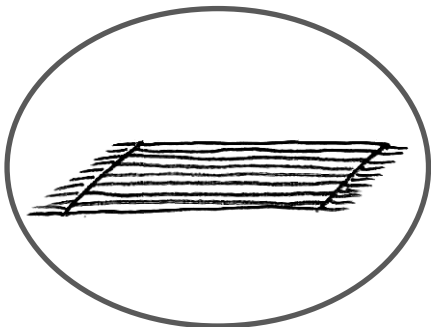
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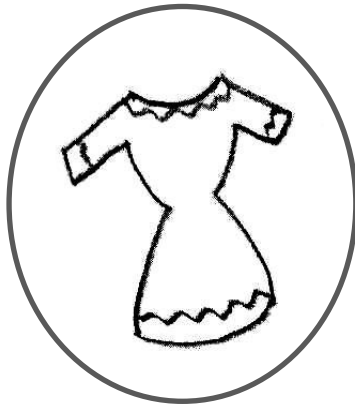
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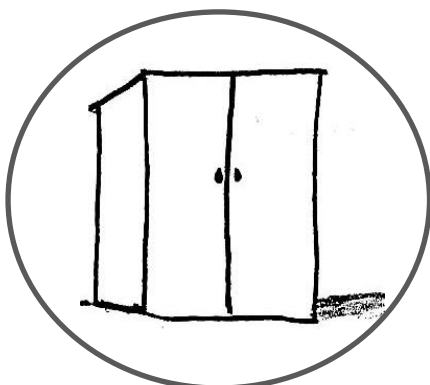
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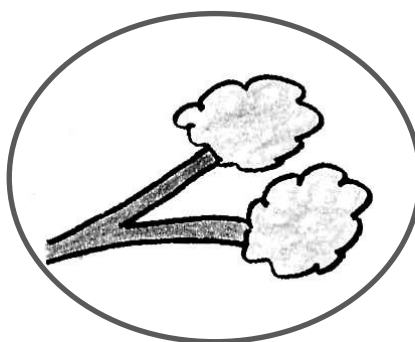
r t n r



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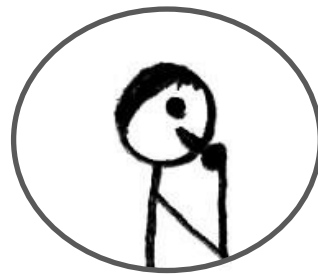
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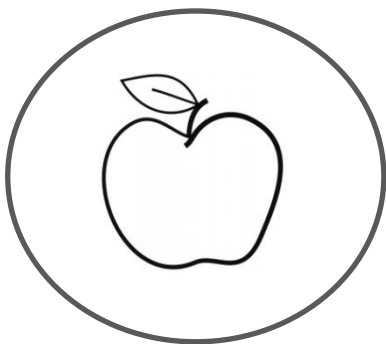
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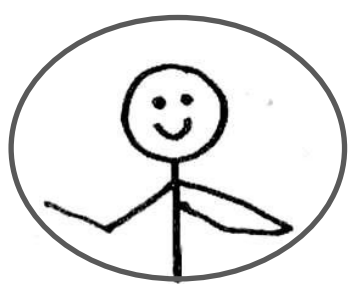
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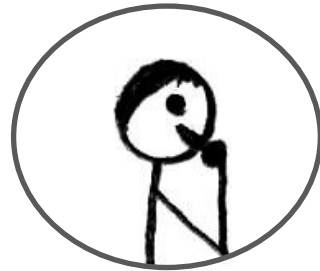
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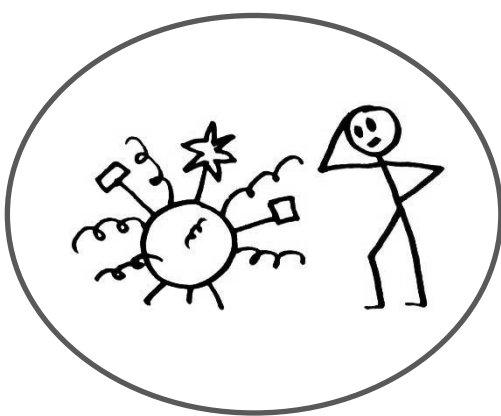
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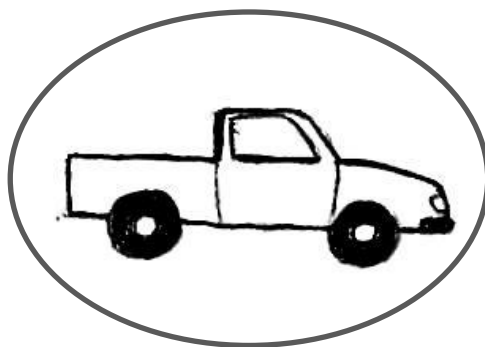
T

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bakkie

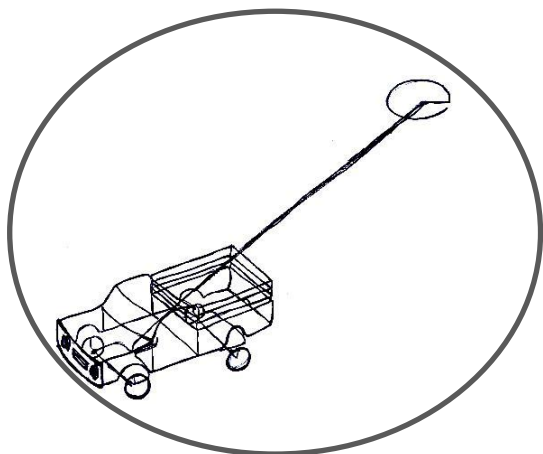
B

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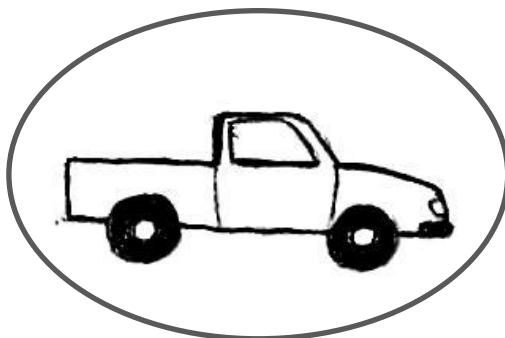
T

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T

bakkie

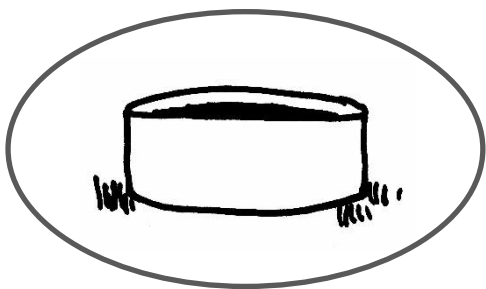
B

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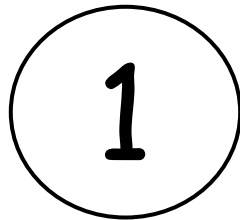
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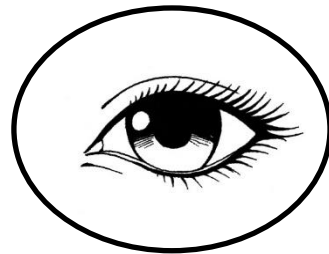
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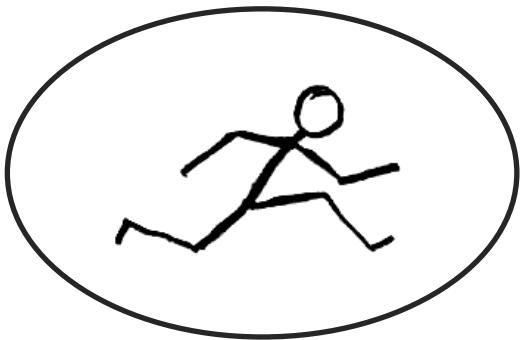
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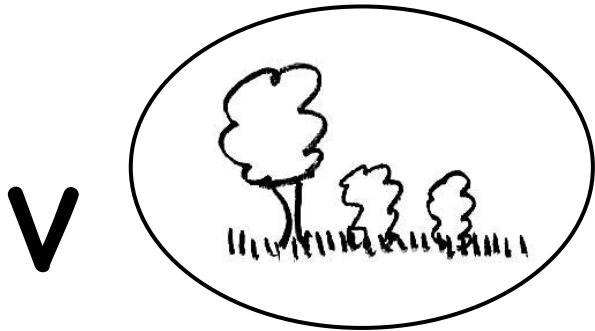
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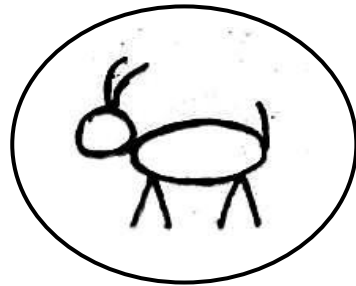
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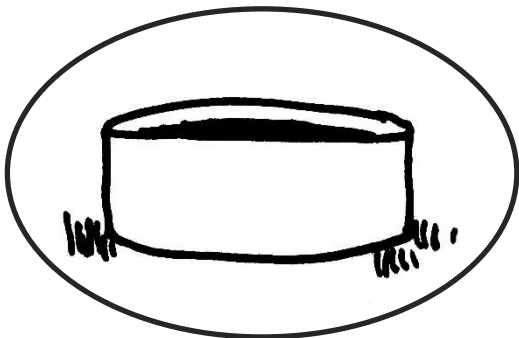
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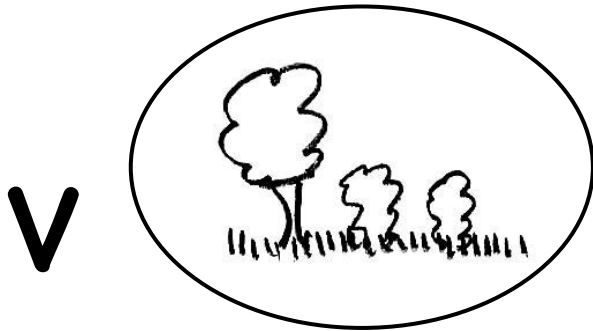


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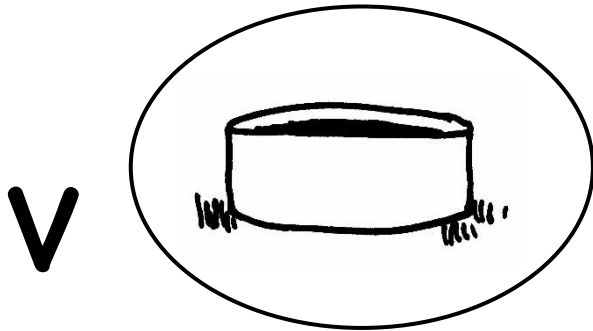
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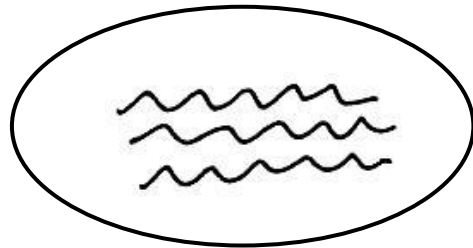
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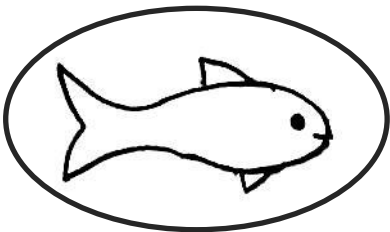
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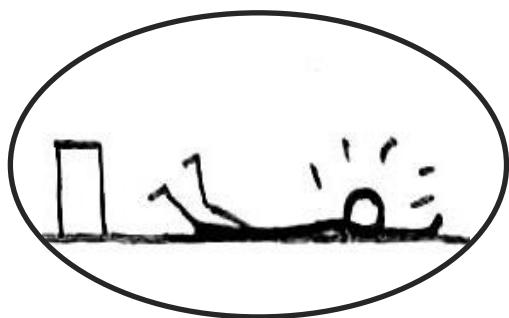
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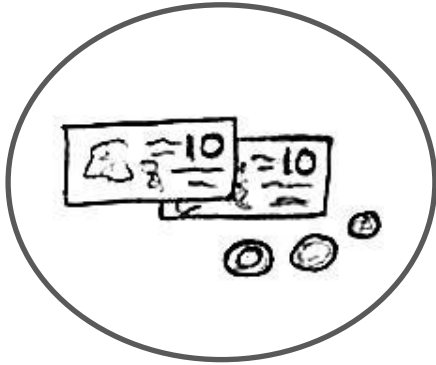
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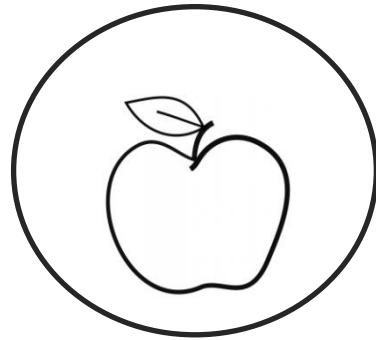
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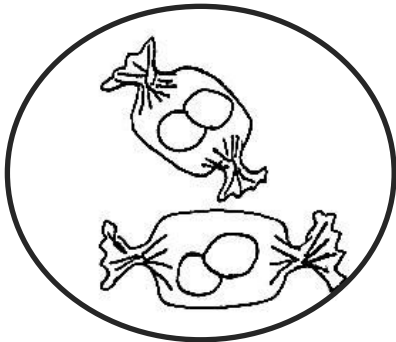
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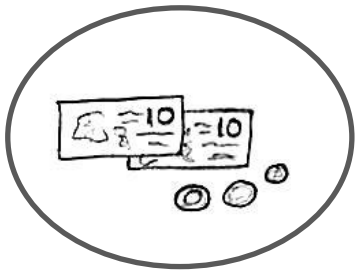
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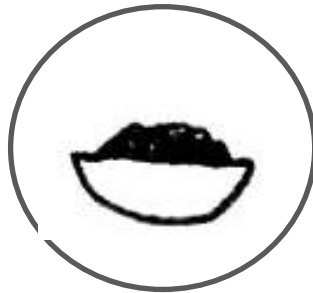
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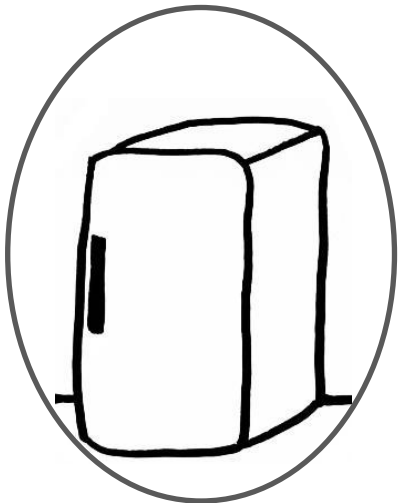
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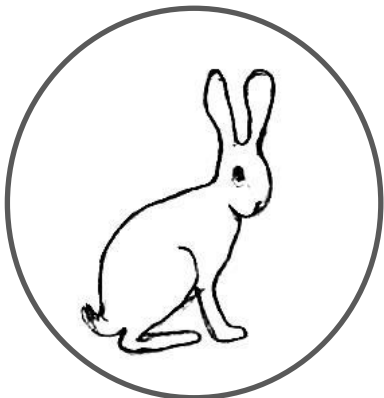
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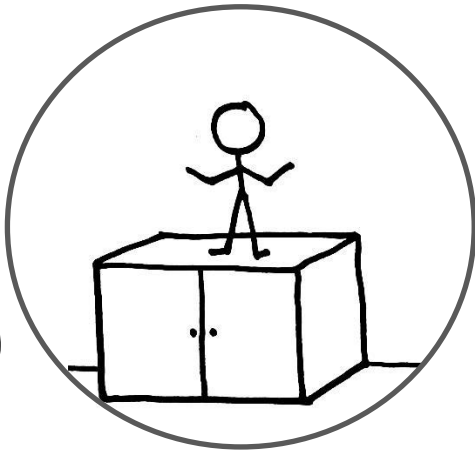
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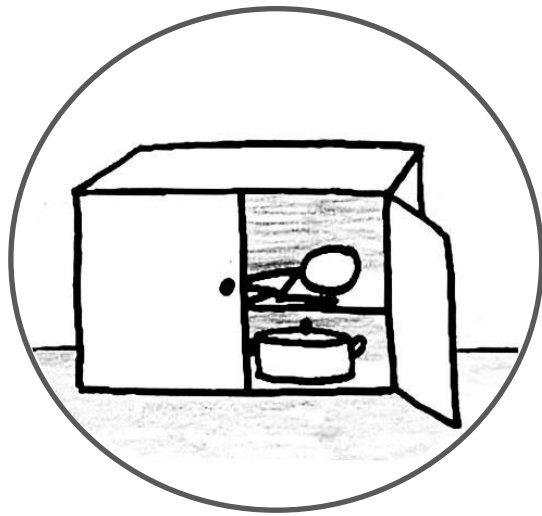
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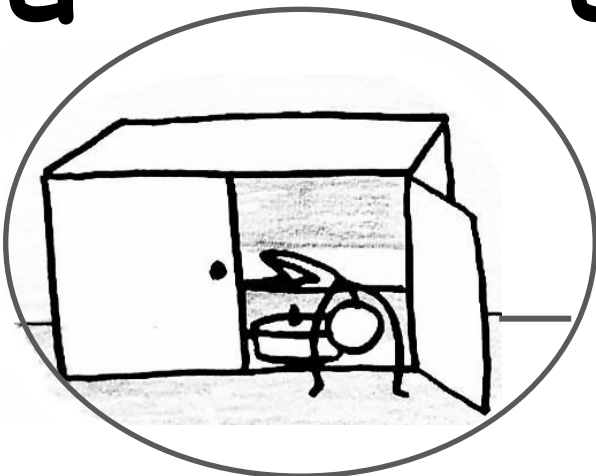
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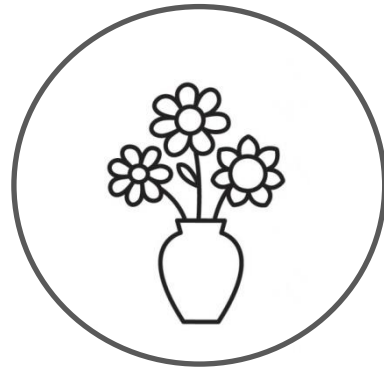
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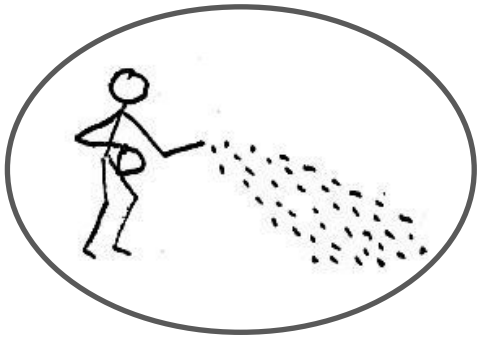
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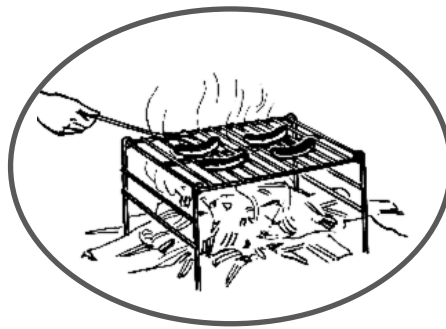
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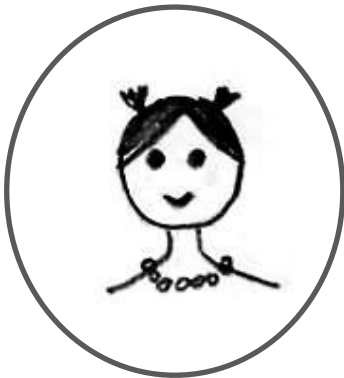
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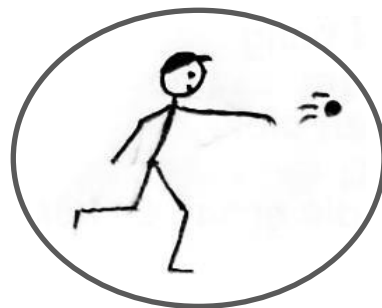
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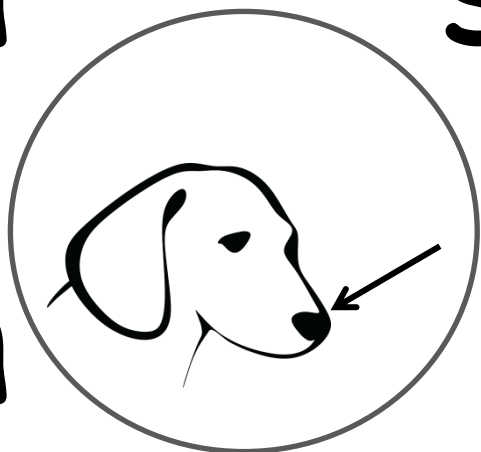
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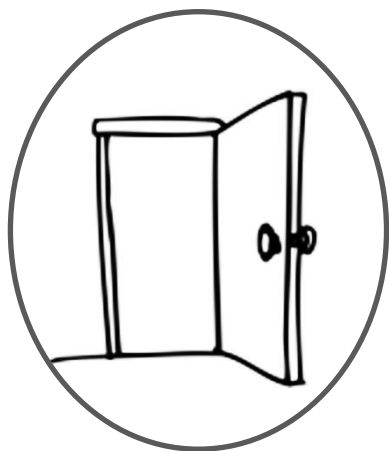
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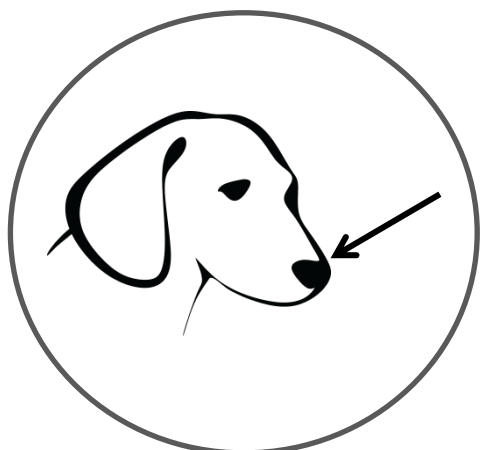
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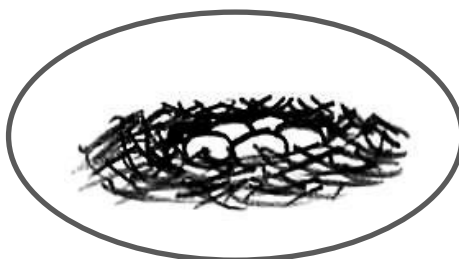
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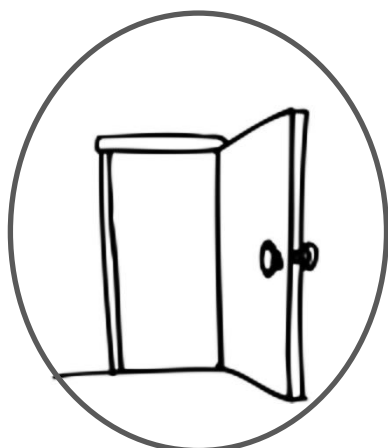
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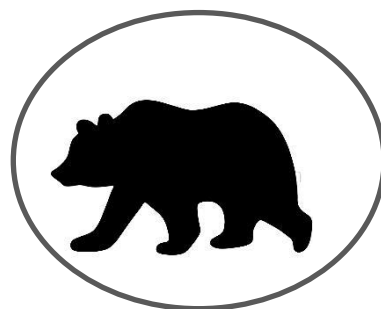
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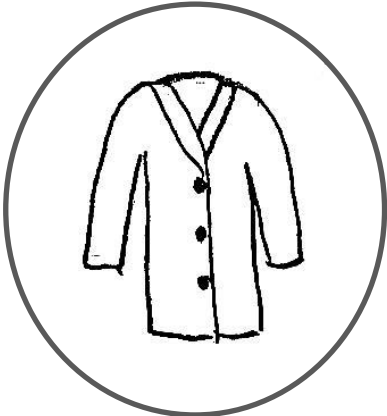
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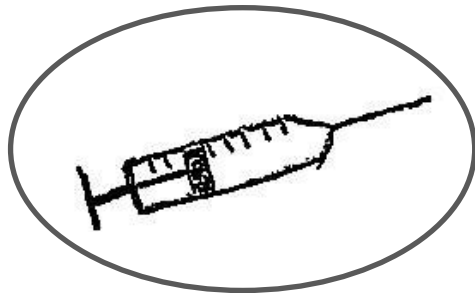
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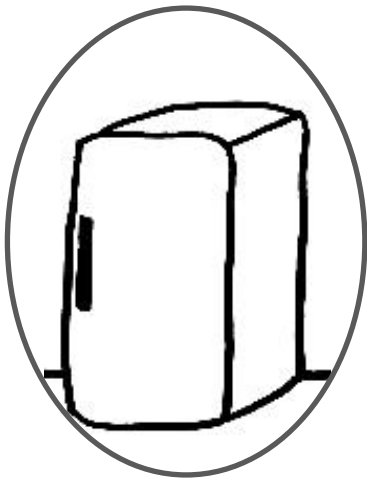
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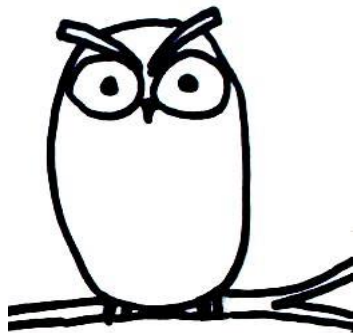
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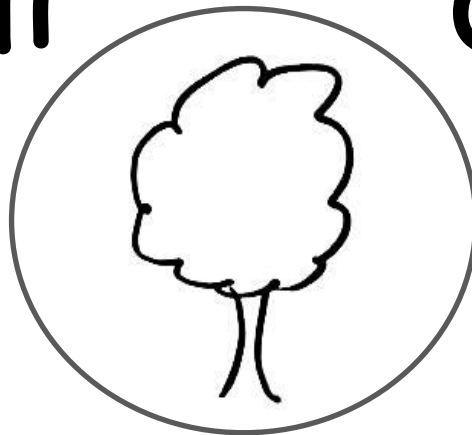
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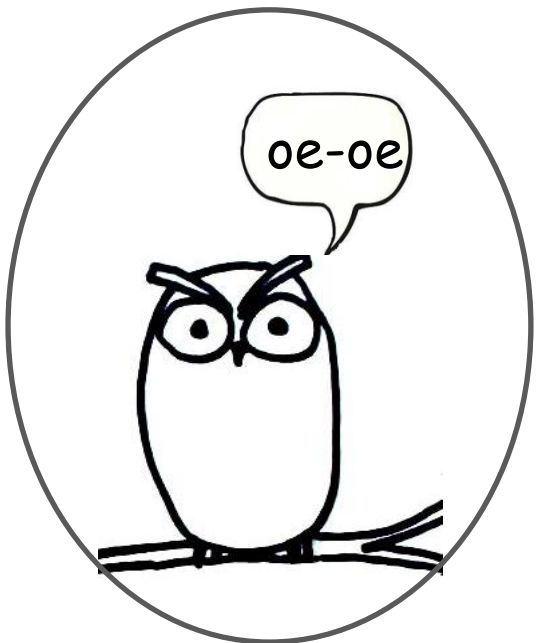


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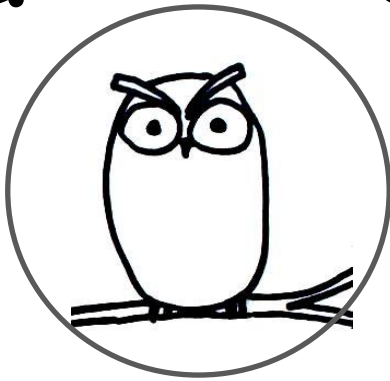
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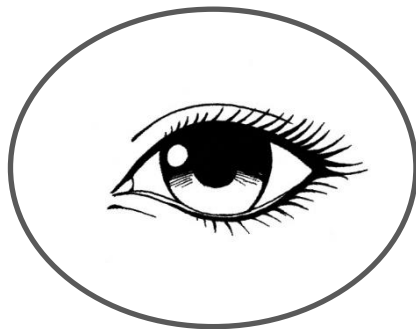
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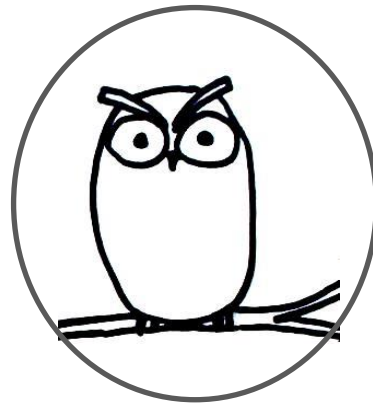


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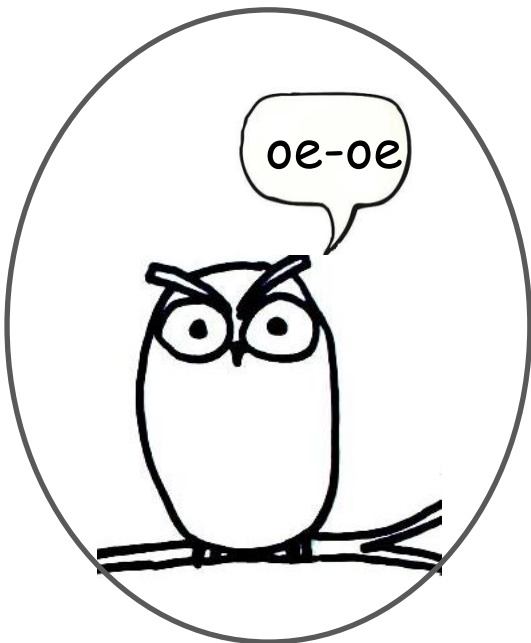


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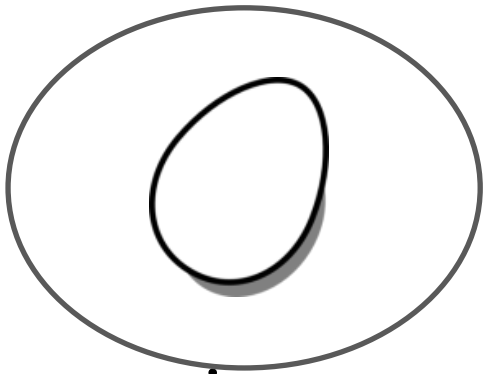
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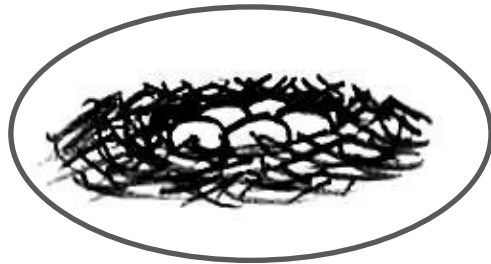


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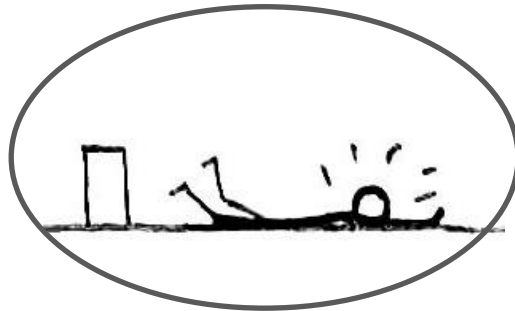
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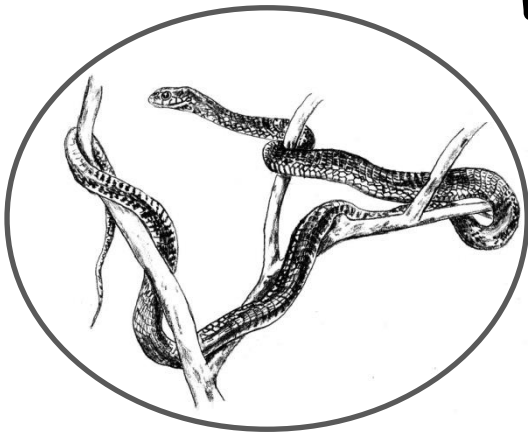
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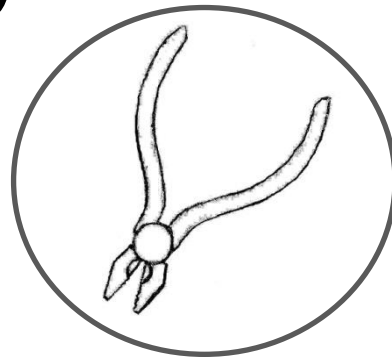


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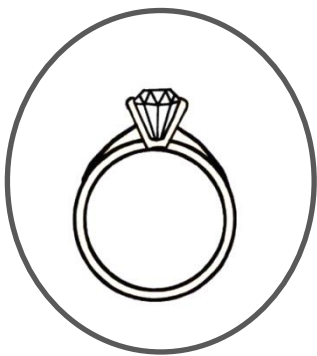
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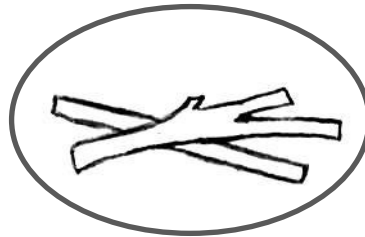
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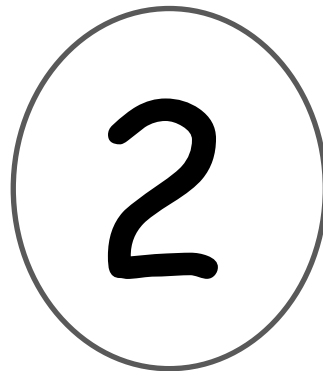
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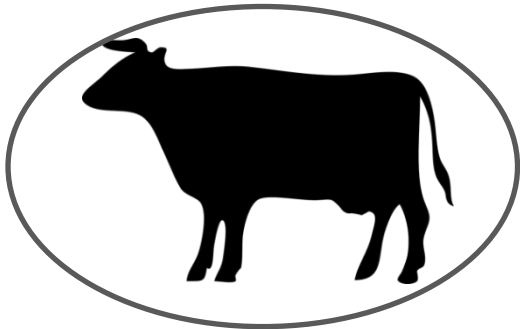
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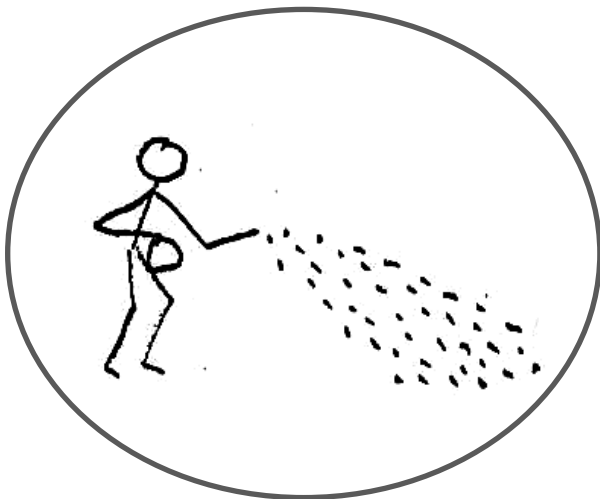
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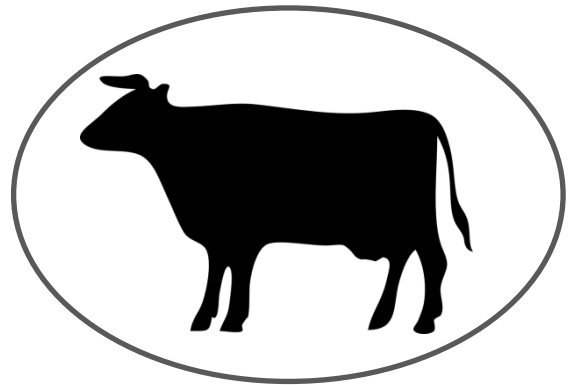
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