

# Teaching Phonics

## Session 5

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## Session 5: Teaching Phonics

### Objectives

This 2-hour workshop is intended for teachers who are familiar with phonics but would like some ideas on how to incorporate the teaching of phonics into their school English programme. By the end of the workshop, the participants will understand:

- why, when and how phonics is taught;
- the steps in conducting a phonics mini lesson; and
- how to develop an overall plan for phonics mini lessons.

### Programme

<b>Welcome &amp; Introduction</b>	5 min
<b>Video Segment J &amp; Activity 25</b> <ul style="list-style-type: none"><li>◆ Why is phonics taught?</li><li>◆ When is phonics taught?</li><li>◆ How is phonics taught?</li><li>◆ What are the steps in conducting a phonics mini lesson?</li></ul>	40 min
<b>Activity 26</b> <ul style="list-style-type: none"><li>◆ Developing an overall plan for phonics mini lessons</li></ul>	40 min
<b>Activity 27</b> <ul style="list-style-type: none"><li>◆ Designing activities for a phonics mini lesson</li></ul>	30 min
<b>Conclusion</b>	5 min
<b>Total</b>	<b>120 min</b>

### Pre-workshop Preparation

- Before the participants arrive, write the objectives and programme for Session 5 on the board or transparencies.
- For this workshop, you will need copies of **Handouts E9-10, A25-27** for each participant.
- **Key A26** which provides suggested answers for Activity 26 is mainly for your reference. You may decide if it is necessary to make copies for each participant.
- Set **Video Tape Two** or **VCD Two** for **Video Segment J**.
- Copies of '**Phonics in ELT**', '**Useful Groups of Letter Sounds**' and '**Summary of Useful Groups of Letter Sounds**' can be provided for each participant as useful references for Activity 26.
- Prepare large sheets of paper or write-on transparencies as well as markers for the participants for Activity 26.
- Ask the participants to bring along textbooks or storybooks for their P1, 2 or 3 pupils for Activity 26.
- Introduce or make reference to the appropriate workshop sessions in 'Understanding Phonics', if necessary, to help the participants clarify concepts in phonics.
- Since the participants may have varying levels of knowledge about the content, their responses in each activity will help you gauge how much explanation is required or if the video segment should be replayed. Walk around to listen to and look at the kinds of things the participants are discussing or writing. Make mental notes and pick up some of the points the participants have brought up, either immediately after the activity, or at relevant points during the workshop.

### Workshop Session 5

#### Welcome & Introduction

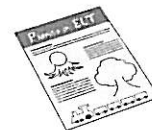
- Welcome the participants and introduce the content of this session: when, why and how phonics is taught.
- Explain your role as the facilitator if the participants have not attended Sessions 1-4 of 'Understanding Phonics':
  - ◇ You will help the participants meet the objectives of the workshop.
  - ◇ You will be introducing the video segment and follow-up activities.
  - ◇ You will be keeping an eye on the time and helping the workshop run smoothly.

- Distribute Handout E9 and ask the participants to evaluate their prior understanding of how to incorporate the teaching of phonics into the school programme.



### Video Segment J & Activity 25

- Write the following 4 questions on the board and invite the participants to share their views:
  - ◆ Why is phonics taught?
  - ◆ When is phonics taught?
  - ◆ How is phonics taught?
  - ◆ What are the steps in conducting a phonics mini lesson?
- Tell the participants that they are going to watch a video segment from a phonics workshop for some primary school teachers.
- Distribute Handout A25. Tell the participants to refer to the notes while viewing Video Segment J.
- Play Video Segment J (length: 30 mins) once through without any pauses.
- After viewing, refer to Handout A25 and invite the participants to express their views on the explanation and suggestions regarding when, why and how phonics is taught. Ask them to share their experience, if any, in teaching phonics.
- Distribute copies of the 'Phonics in ELT' leaflet and introduce it as a useful reference on when, why and how phonics is taught.
- Draw the participants' attention to the word tree, word octopus and word train in the leaflet. Ask them to suggest other visual representations for words with the same letter sound and give a reason for their choice.



### Activity 26

- Distribute copies of the 'Useful Groups of Letter Sounds' word list and 'Summary of Useful Groups of Letter Sounds'. Explain to the participants that words frequently occurring in the Primary 1 to 3 learning/teaching resources are put under different letter sound groups in the word list. Teachers may refer to them when developing their overall plans in teaching phonics.



- Ask the participants to refer to the 'Summary of Useful Groups of Letter Sounds' and count how many consonant and vowel letter sounds there are in each group. Invite them to discuss if it is necessary or possible to teach all these letter sounds (130) to their Primary 1-3 pupils and why.
- Distribute Handout A26. Refer the participants to the 'Exemplar Overall Plans for Phonics Mini Lessons'. Explain that they provide some ideas on planning phonics mini lessons.
- Ask the participants to compare the 2 overall plans and discuss their answers to the questions in Parts A and B in groups. Invite them to share their views when they finish. Refer to Key A26 for suggested answers.
- Invite the participants to work on Part C. Based on the textbook or storybooks they use for their pupils, they identify the groups and number of letter sounds to teach at each level. Then they identify which letter sounds to teach in each group.
- Distribute large sheets of paper or transparencies for each group to write their plan and present it with an explanation for their choice of letter sounds. Then display their plans around the room. Refer to Key A26 on how to comment on their overall plans.
- Ask the participants how to introduce the letter sounds not included in their overall plans. Refer to Key A26 for some suggested answers.



### Activity 27

- Based on the developed overall plan, ask each group of participants to select ONE letter sound to teach in a phonics mini lesson. They design appropriate activities for their pupils to learn and practise the target letter sound.
- Distribute Handout A27 and ask each group to write down the steps for teaching the target letter sound. Then they try out the phonics mini lesson as planned.
- Invite the participants to share their experience in the tryout. Ask other participants to give feedback on their design and performance.



## Conclusion

- Ask the participants to reflect on what they have learnt in Session 5. Invite them to name the key terms they have learnt in this session, e.g. word attack skills, phonics mini lessons.
- Invite them to express if they have a different view about teaching phonics now.
- Distribute Handout E10 and ask the participants to evaluate their own understanding of how to incorporate the teaching of phonics into their school English programme now. Invite them to compare it with the evaluation form filled in at the beginning of Session 5.

