



# **Enhancing Students' Reading and Speaking Skills through the Learning and Teaching of Phonics at Primary Level**

# **YOUR PHONICS EXPERIENCE**

- **Have you used phonics to help students with their reading or speaking skills?**
- **How long have you been using phonics?**

# Aims


- To have a better understanding of the role of Phonics in facilitating the development of reading and speaking skills at Primary level
- To consider ways of approaching the teaching of Phonics in context to help students acquire, retain and transfer phonics knowledge and skills
- To take part in and reflect on lesson demonstrations that promote an integrative use of Phonics in the Primary classroom

# Housekeeping

- Facilitator
- Workshop Format
- Q&A Policy
- Break
- Facilities and Exits




# Key Terms



**This is a speech sound  
produced by a  
stoppage of breath.**

**consonant**



**This refers to a single  
sound which is  
represented by 2  
consonant letters.**

**consonant digraph**



**This refers to the  
blended sound  
represented by 2 or 3  
consonant letters.**


**consonant blends /  
consonant clusters /  
adjacent consonants**






**This is a speech sound  
made without audible  
stopping of the breath.**

**vowel**




**There are 5 of these.  
/a/ /i/ /o/ are  
examples of these  
speech sounds.**

**short vowels**




**This is a vowel that is  
pronounced the same  
as the name of the  
first letter.**

**long vowels**




**/ar/ in 'shark' is an example of these speech sounds. /ir/ in 'shirt' is another one.**

**other vowels**



**This is the most frequently occurring vowel sound. It often appears in weak syllables.**


**schwa**



**The addition of the letter  
'e' after a vowel followed  
by a consonant makes the  
letters 'a', 'e', 'i', 'o', 'u'  
say their own names.**


**magic e**

**split vowel digraphs**



**Some sounds can be stretched while others bounce.**


**stretchy /  
bouncy sounds**



**This is the skill of putting  
together sounds in words,  
so that they become a  
blended unit, e.g.  
/p/+/a/+/t/= /pat/.**


**blending**






**This refers to the connection between letters or combinations of letters and their sounds, e.g. the letter 'a' is pronounced in different ways in 'wash' and 'hat'.**

**letter-sound relationship**




**This refers to a single sound which is represented by 3 letters, e.g. 'igh' in 'night'.**

**trigraph**




**Some sounds can be represented by more than one spelling, e.g. the long a sound /ai/ can be represented by 'a-e' as in sale, 'ai' as in 'pail', and 'ay' as in 'day'.**

**alternative spellings**



**Many words in English have them. These are letters that you can't hear when you say the word, but they are there when you write the word, e.g. 'k' in 'knee'.**

**silent letters**



**Some letters have more than one pronunciation, e.g. the 2 ways of pronouncing 'o' in 'hot' and 'cold'.**

**alternative  
pronunciations**

# **What is phonics?**

- **It's quite a good approach.**

# Phonics and its limitations

- 26 letters but 44+ sounds
- Roman, Angles, Saxons, Jutes and Frisians (Germanic), Mercia (Anglo-Saxon), Scandinavians, Vikings, Danish, Normans, Welsh, Scots, French – who are they?
- Us – what's wrong with us?

# **‘87% of English words follow common and consistent sound-spelling relationships’**

- Wiley Blevins, ‘Phonics in the 21<sup>st</sup> Century’





# **The phonics roadmap**

**curriculum**



**To help SS acquire,**

**We model.**

# **Which speech sound is more difficult to produce accurately?**

- **consonants**

- **vowels**

# **Which one should we highlight on when we model sounds?**

- **the sound**

- **our mouth**

# How should we model the sound /s/?

• */sssl/*

• */suh/*

# **For consonant digraphs, should we model them like...**

- a single sound?**
- two sounds?**

**For voiced + unvoiced consonant pairs, which one should we show?**

• **the sounds**

• **our mouth**

**To help SS understand unvoiced consonants, which one can we use?**

- **a piece of paper**
- **their fingers**



**To help SS understand voiced consonants, which one can we use?**

- **a piece of paper**
- **their fingers**

# Voiced and Unvoiced Consonants

## unvoiced

- p
- t
- ch
- k
- f
- th 'thin'
- s
- sh

## voiced

- b
- d
- j
- g
- v
- th 'this'
- z
- IPA /ʒ/ 'treasure'

**To get SS to voice the unvoiced consonants, which way can we use?**

• **singing**

• **humming**

# Which sounds should we get SS to blend first?

- **bouncy**

- **stretchy**

**For blending, which one should we emphasise on?**

• **speed**

• **flow**



**To help SS retain,**

**We gamify.**

**For initial consonant blends,  
should we model them as...**

• **a blend?**

• **extra sounds?**

**For ending consonant blends,  
should we model them as...**

• **a blend?**

• **extra sounds?**



**For long vowels, should we model them like...**

**• a single sound?**

**• two sounds?**

**For split vowel digraphs or the magic 'e', should we model them like...**

- **a single sound?**
- **two sounds?**



**To help SS retain,**

**We gamify.**

**For silent letters, should we say them...**

**•silently?**

**•loudly?**

# **For alternative spellings, which one should we do first?**

- **say the sounds**
- **show the spellings**

**For alternative pronunciations,  
which one should we do first?**


• **say the sounds**

• **show the spellings**



**To help SS retain,**

**We use activity stations.**



**To help SS transfer  
Phonics knowledge  
and skills,**

**We train the learner.**



# How do we say this word?

- eaddgewkashon
- eaddg.ew.ka.shon

# **Dos and Don'ts???**

- **use these games/activities in context**
- **use these games/activities to teach many letter sounds in the same lesson**
- **spend a fixed amount of time on these Phonics games/activities in every English lesson as a formal system**
- **integrate these Phonics activities into the English curriculum**
- **assign regular lesson time on these activities to implement a separate Phonics programme**
- **focus on letter sounds suitable to the level of students and provide meaningful contexts for them to apply the knowledge and skills**

# Dos and Don'ts

- **Do use these games/activities in context**
- **Do integrate these Phonics activities into the English curriculum**
- **Do focus on letter sounds suitable to the level of students and provide meaningful contexts for them to apply the knowledge and skills**
- **Don't use these games / activities to teach many letter sounds in the same lesson**
- **Don't spend a fixed amount of time on these Phonics games/activities in every English lesson as a formal system**
- **Don't assign regular lesson time on these activities to implement a separate Phonics programme**

# **Thanks for your participation!**

- **post-workshop questionnaire**
- **Q & A**
- **Have fun with Phonics!**