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**Phonics Teaching Series: Enhancing  
Teachers' Knowledge and Skills in  
Teaching Phonics at Primary Level**

# Housekeeping

- Facilitators – Avisha & Winnie
- Format – interaction / unmute
- Q&A – raise hand / post on Chat
- Break – stay in meeting, off video & audio
- Materials – Chat + Google Doc link in 3 days
- Evaluation – link on Chat

# workshop 01 rundown

- Phonics – What & Why
- Letter-Sound Relationships
- Sounds
- Breakout rooms
- Classroom Activities
- What's next

# What is Phonics?

- a. Phonics = Pronunciation
- b. Phonics teaches sounds and letters
- c. Phonics sounds are not as accurate as IPA sounds
- d. Phonics is for young learners only

# Phonics

- a method of teaching people to read, based on learning the sounds that letters represent

Cambridge Dictionary

# Letter-Sound Relationships

- 26 letters but 44+ sounds
- not enough letters to cover the sounds

# **Phonics doesn't work and English spelling is ...**

- weird
- confusing
- so irregular
- a mess

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

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

# a maths question – 1 2 3

a i r

- 1
- 2
- 3
- 12
- 23
- 13
- 123

a

i

r

ai

ir

ar

air

# letter-sound relationships

- a
  - i
  - r
  - ai
  - ir
  - ar
  - air
- /a/
  - /i/
  - /r/
  - /ai/
  - /ur/
  - /ar/
  - /air/

ɪ	I	ʊ	u:	Iə	eI	:X	
e	ə	ɜ:	ɔ:	ʊə	ɔI	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aI	aʊ	
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

# letter-sound relationships

simple code

<u>ee</u>	i	short <u>oo</u>	long <u>oo</u>	<u>ear</u>	<u>ai</u>		
e	<small>schwa /ə/</small> <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>	
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>	
p	b	t	d	<u>ch</u>	j	k	g
f	v	<small>unvoiced</small> <u>th</u>	<small>voiced</small> <u>th</u>	s	z	<u>sh</u>	<u>/zh/</u>
m	n	<u>ng</u>	h	l	r	w	y

# Underhill's proprioceptive approach

- **proprioception**
- also referred to as kinaesthesia (or kinesthesia, in American English), is the sense of self-movement and body position.
- 動覺（肌肉等的）運動感覺
- It is sometimes described as the "sixth sense".

# How do we produce sounds?

'Reading in poor light gives you eyestrain.'  
Which sounds did your tongue tip touch the palate  
or roof of your mouth?

**Consonants**

**vowels**



## Consonants

pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue

## Vowels

produced when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips

<u>ee</u>	i	short <u>oo</u>	long <u>oo</u>	<u>ear</u>	<u>ai</u>	
e	<small>schwa /ə/</small> <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>

p	b	t	d	<u>ch</u>	j	k	g
f	v	<small>unvoiced</small> <u>th</u>	<small>voiced</small> <u>th</u>	s	z	<u>sh</u>	<u>/zh/</u>
m	n	<u>ng</u>	h	l	r	w	y

# 12 stationary vowels

	high	high	high	high	
	front	centre		back	
	low	low	low	low	

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e	<small>schwa /ə/</small> <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>	
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>	
p	b	t	d	<u>ch</u>	j	k	g
f	v	<small>unvoiced</small> <u>th</u>	<small>voiced</small> <u>th</u>	s	z	<u>sh</u>	<u>/zh/</u>
m	n	<u>ng</u>	h	l	r	w	y

i

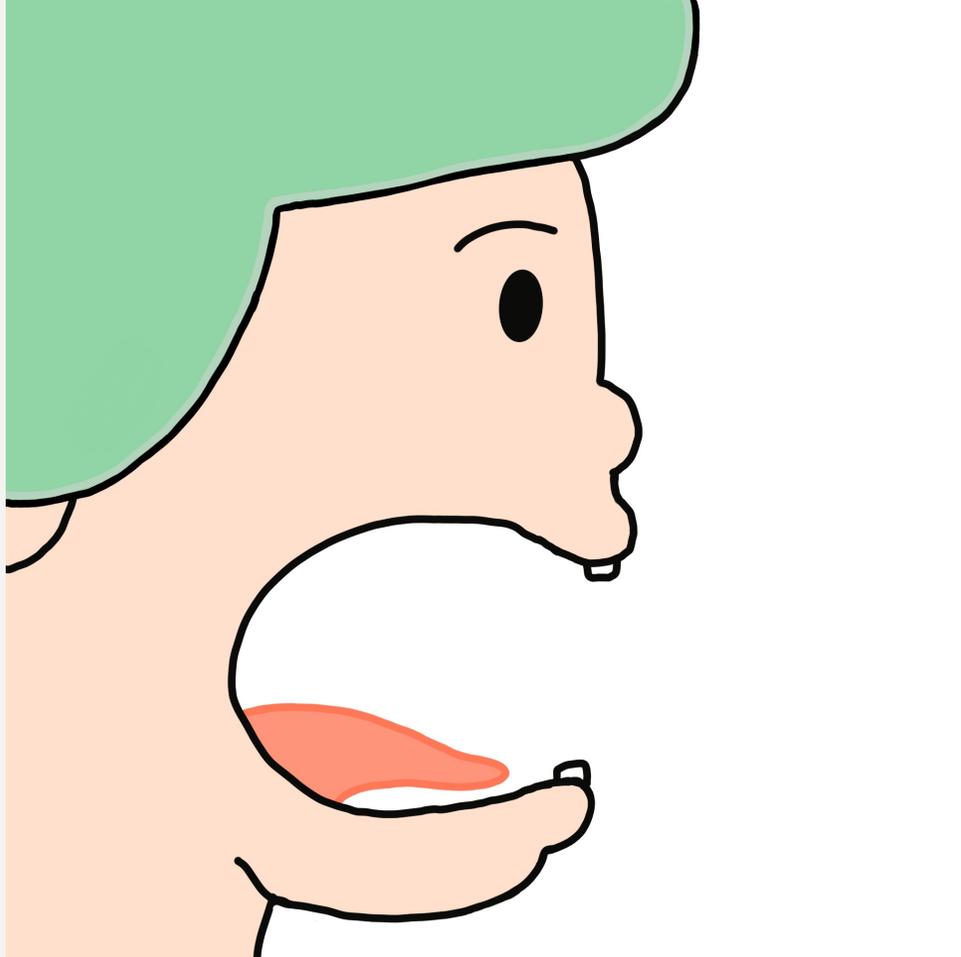


er

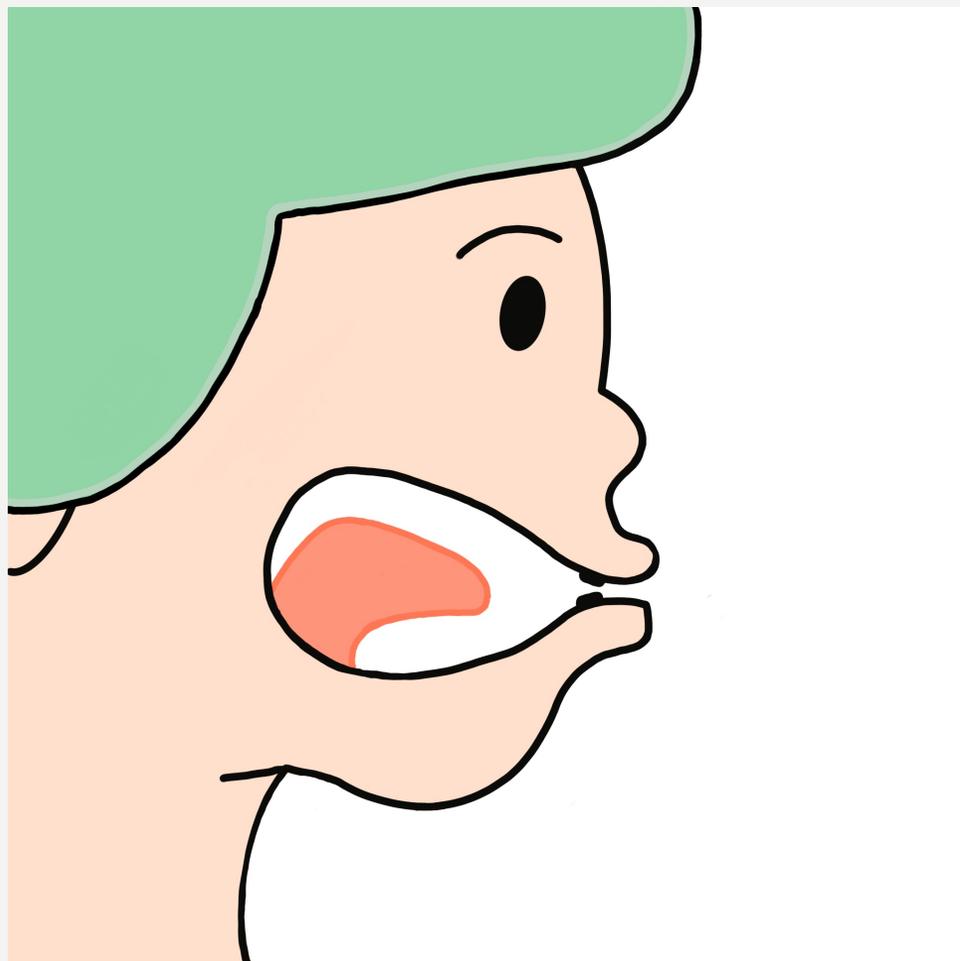


/i/ + /er/  
= /ear/

a



oo



/a/ + /oo/  
= /ow/

# gliding vowels

i → er	e → i	
oo → er	<small>shorter</small> or → i	<small>short</small> er → oo
e → er	a → i	<small>short</small> a → oo

<u>ee</u>	i	short <u>oo</u>	long <u>oo</u>	<u>ear</u>	<u>ai</u>	
e	<small>schwa /ə/</small> <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>

p	b	t	d	<u>ch</u>	j	k	g
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m	n	<u>ng</u>	h	l	r	w	y

# unvoiced and voiced consonants

p

b

t

d

ch

j

k

g

f

v

unvoiced

th

voiced

th

s

z

sh

/zh/

# consonants – bouncy or stretchy

- odd one out:

- b ch d k f g h j

- l m n ng p r

- s sh t unvoiced th voiced th

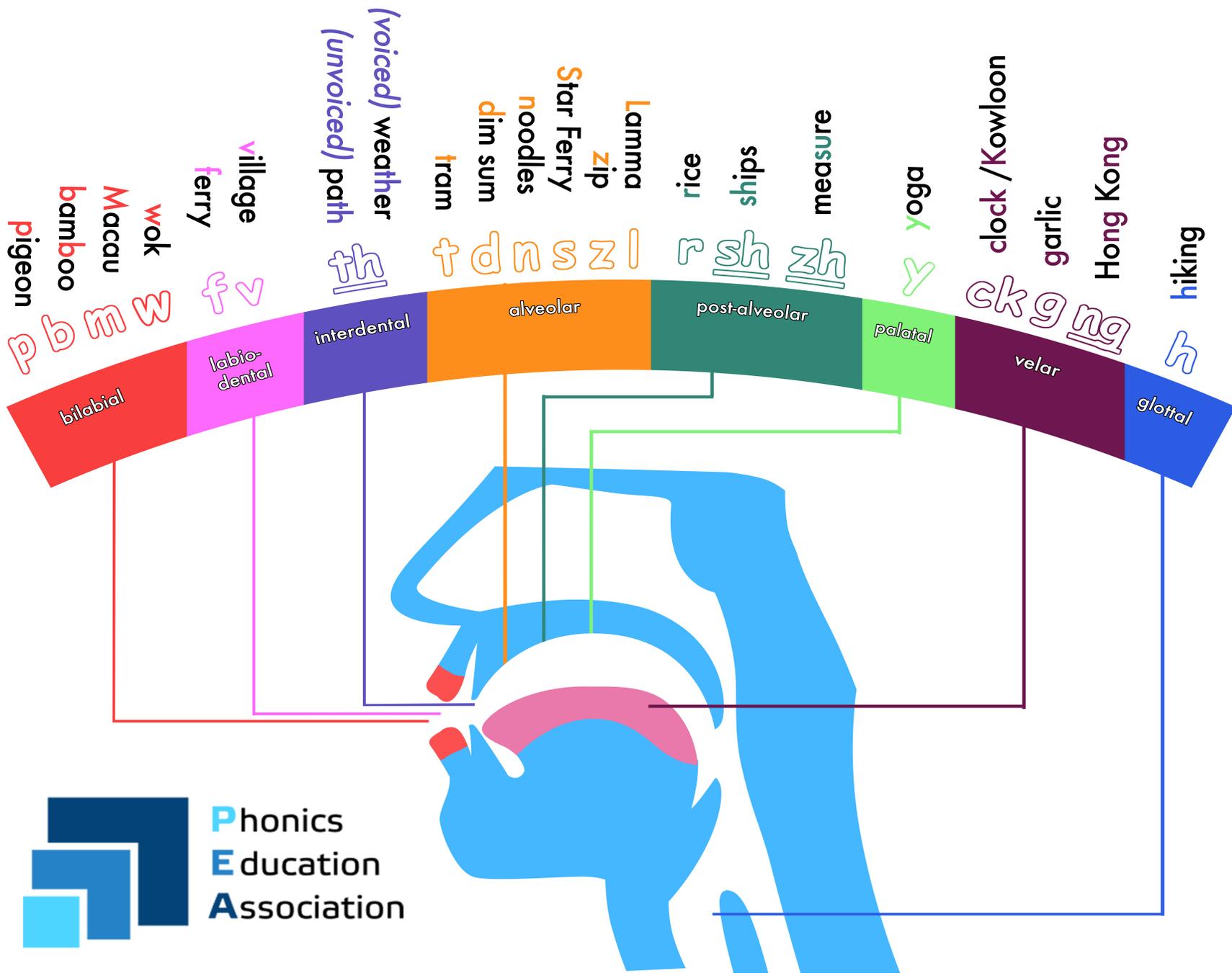
- v w y z zh

# unvoiced and voiced consonants

p b t d ch j k g

f v unvoiced th voiced th s z sh /zh/

Why are these arranged in this way?



<u>ee</u>	i	short <u>oo</u>	long <u>oo</u>	<u>ear</u>	<u>ai</u>		
e	<small>schwa /ə/</small> <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>	
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>	
p	b	t	d	<u>ch</u>	j	k	g
f	v	<small>unvoiced</small> th	<small>voiced</small> th	s	z	<u>sh</u>	<u>/zh/</u>
m	n	<u>ng</u>	h	l	r	w	y

# other consonants

odd-one-out **h**

nasals **m** **n** **ng**

pair **l** **r**

semi vowels **w** **y**

# Semi Vowels

oo

er

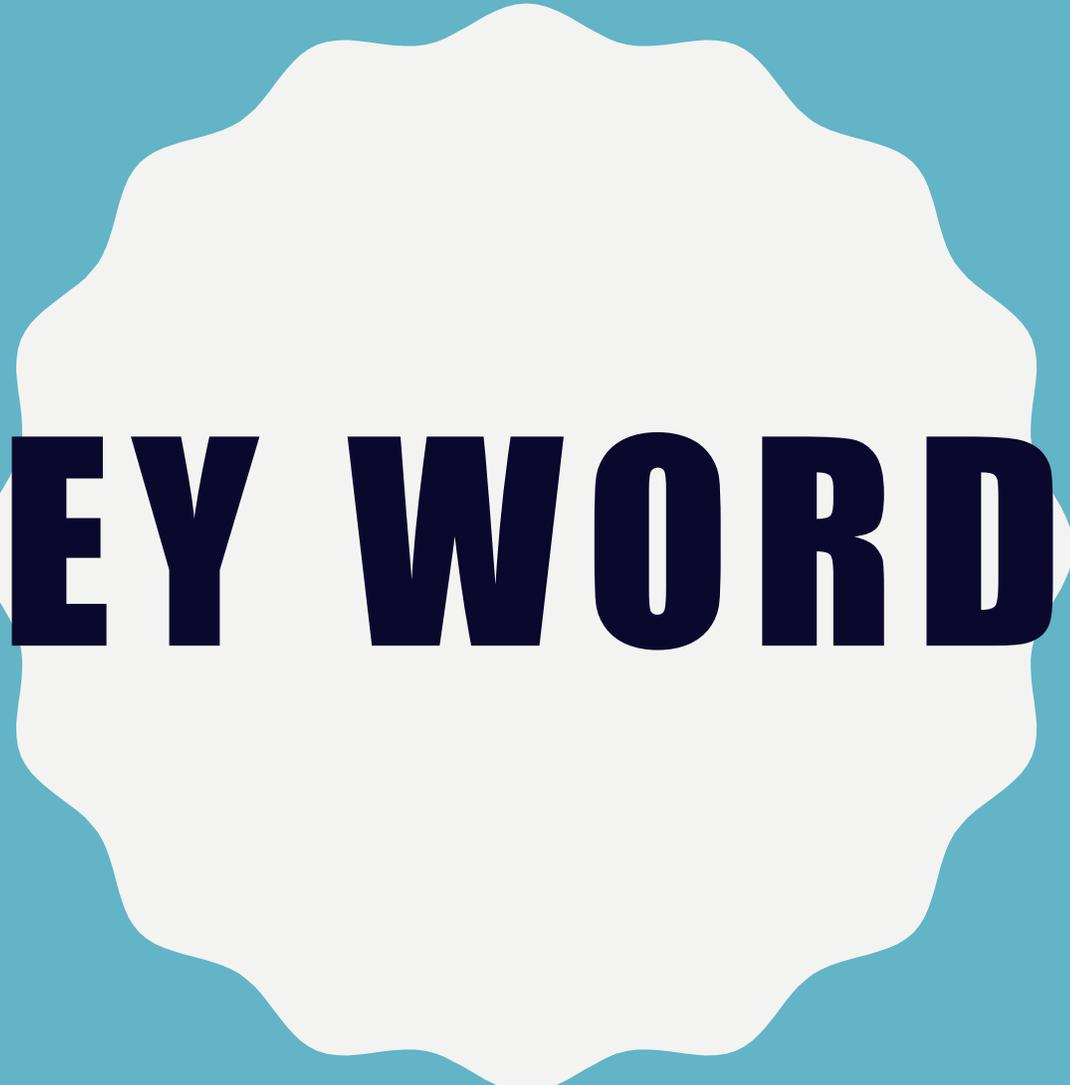
w

i

er

y

no obstructions



**KEY WORDS**

# vowels

<u>ee</u>	i	short <u>oo</u>	long <u>oo</u>	<u>ear</u>	<u>ai</u>	
e	schwa <u>er</u>	<u>ur</u>	<u>or</u>	<u>ure</u>	<u>oi</u>	<u>oa</u>
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</u>	<u>ow</u>

# vowels

<u>ee</u> eel	i itch	short <u>oo</u> oops	long <u>oo</u> zoom	<u>ear</u> ear	<u>ai</u> aim	
e ever	schwa er about	ur urn	or orc	<u>ure</u> cure	<u>oi</u> oil	<u>oa</u> oak
a app	u up	<u>ar</u> art	o off	<u>air</u> air	<u>igh</u> high	<u>ow</u> owl

# consonants

p	b	t	d	<u>ch</u>	j	k	g
f	v	unvoiced <u>th</u>	voiced <u>th</u>	s	z	<u>sh</u>	/ <u>zh</u> /
m	n	ng	h	l	r	w	y

# consonants

p <u>pet</u>	b <u>bat</u>	t <u>ten</u>	d <u>duck</u>	<u>ch</u> <u>chips</u>	j <u>jam</u>	<u>k</u> <u>kid</u>	g <u>gum</u>
f <u>fun</u>	v <u>van</u>	unvoiced <u>th</u> <u>thin</u>	voiced <u>th</u> <u>that</u>	s <u>sun</u>	z <u>zip</u>	<u>sh</u> <u>ship</u>	/z <u>h</u> / <u>Asian</u>
m <u>map</u>	n <u>nap</u>	<u>ng</u> <u>ping</u>	h <u>hat</u>	l <u>lips</u>	r <u>run</u>	w <u>wig</u>	y <u>yuck</u>

# Classroom Activities



show the benefits of LSRs



provide fun and meaningful practice



encourage application

# sounds - word chain drilling

- practise difficult single sounds
- differentiate pairs of initial sounds - /l/ /r/;  
/f/ /th/
- differentiate pairs of ending sounds - /t/  
/d/; /m/ /n/
- use the words to make a **sentence / tongue twister / story**
- extensions: **find more words** from a page / an article / a poster

# letters - unseen dictation

- /-ad/
- bad had dad mad sad glad - 1 point@
- fad lad pad - 2 points @
- cad rad clad chad - 3 points @
- 'experts' - show & tell new words
- extensions: -ed -od -ud -id
- variations: students as Ts - group/pair work

# What to adapt

- from sound to **word** level
- from one word to **pairs and more**
- from recognition to **production**
- from production to **differentiation**

# How to assess

- small groups or one S at a time-1 to 1
- get Ss to say more words at a time-many to 1

# What's next

- blending
- consonant blends
- alternative pronunciations
- alternative spellings
- silent letters

**from simple to advanced code**

# Dos and Don'ts

- **Do use games/activities in context**
- **Do integrate 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 games / activities to teach many letter sounds in the same lesson**
- **Don't spend a fixed amount of time on Phonics games/activities in every English lesson as a formal system**
- **Don't assign regular lesson time on activities to implement a separate Phonics programme**

# **Thanks for your participation!**

- **evaluation link**
- **Have fun with Phonics!**