



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 21st 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 | • /a/ |
| • i | • /i/ |
| • r | • /r/ |
| • <u>ai</u> | • / <u>ai</u> / |
| • <u>ir</u> | • / <u>ur</u> / |
| • <u>ar</u> | • / <u>ar</u> / |
| • <u>air</u> | • / <u>air</u> / |

ɪ	I	ʊ	u:	Iə	eɪ	ɔ:	X
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
P	b	t	d	ts	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>		
a	u	<u>ar</u>	o	<u>air</u>	<u>igh</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

A decorative wavy line in light blue and white, flowing from the top left towards the bottom left of the slide.

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>

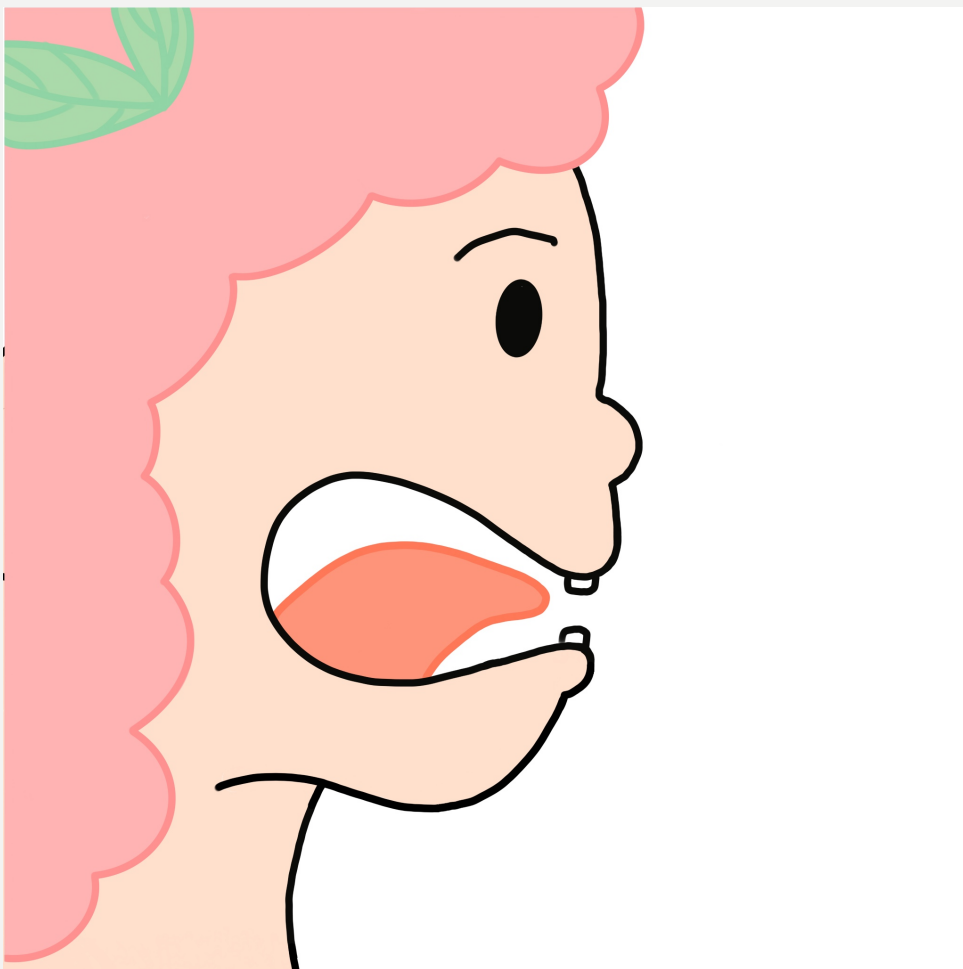
p	b	t	d	<u>ch</u>	j	k	g
f	v	<small>unvoiced</small> <u>th</u>	<small>voiced</small> <u>th</u>	s	z	<u>sh</u>	/z <u>h</u> /
m	n	<u>ng</u>	h	l	r	w	y

12 stationary vowels

high	high	high	high	high		
front		centre		back		
low	low	low	low	low		

<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

i

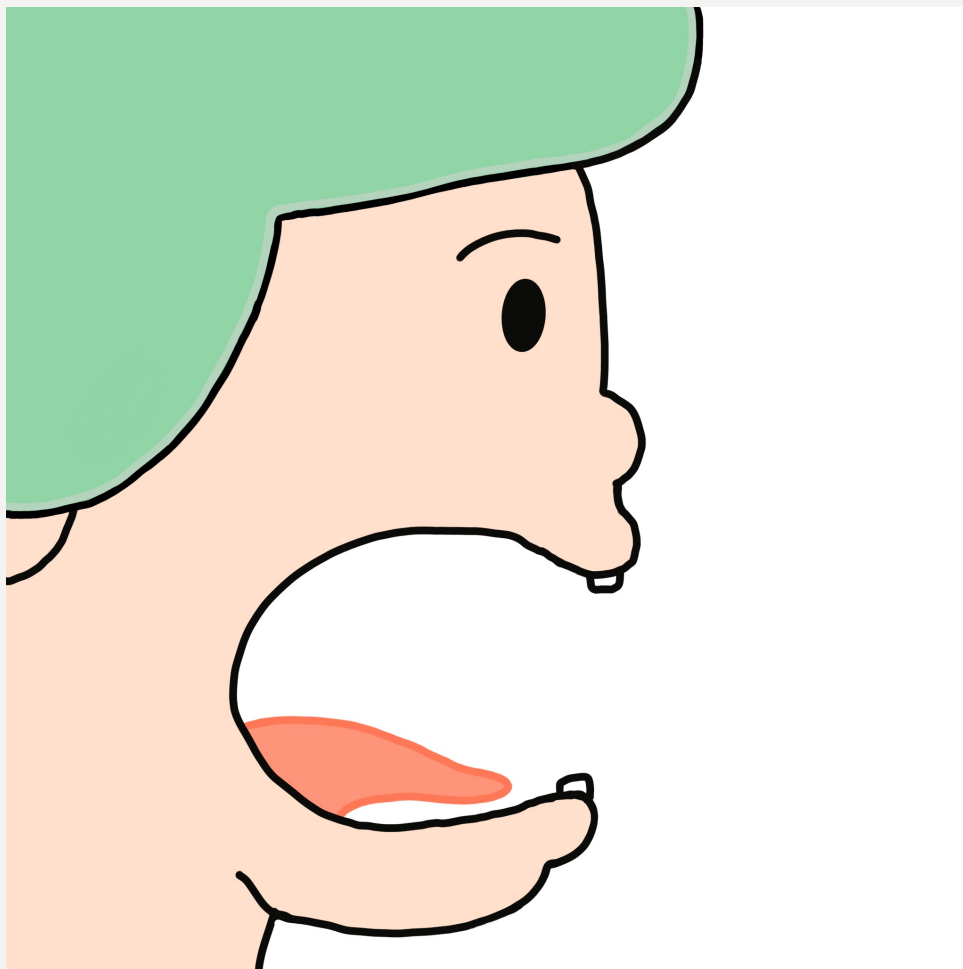


er

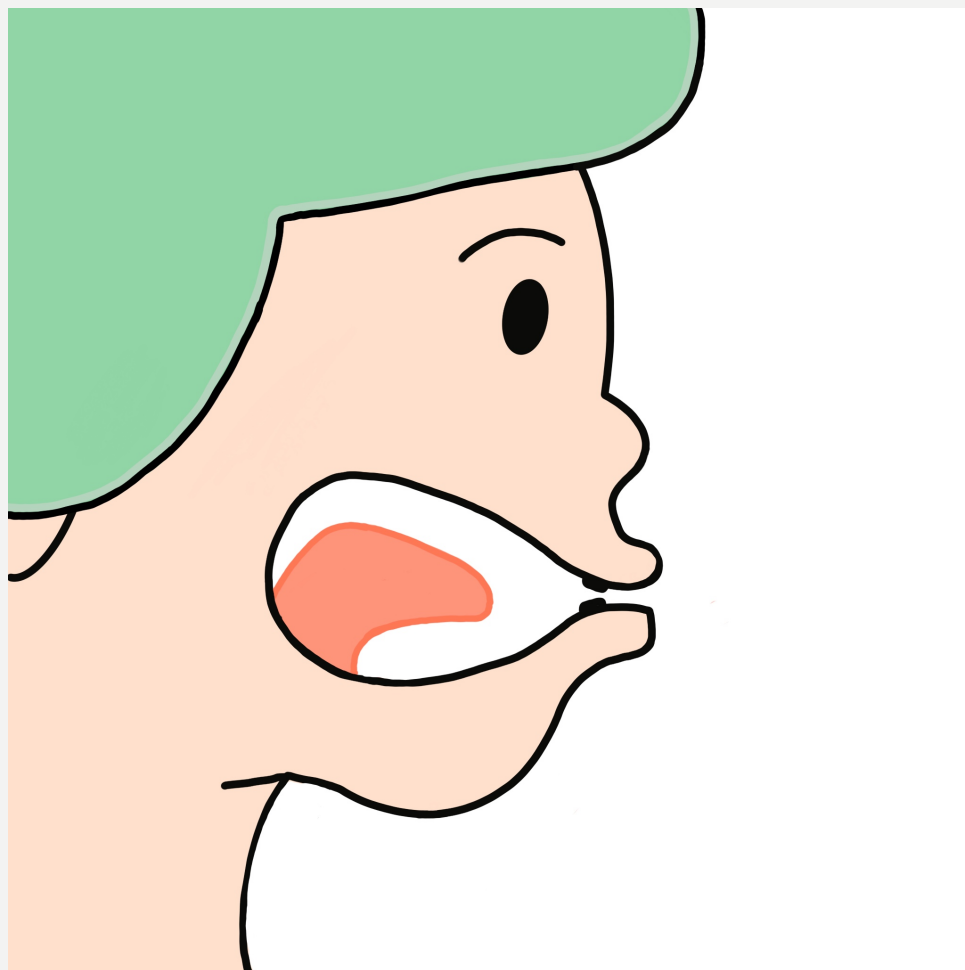


/i/ + /er/
= /ear/

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
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

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

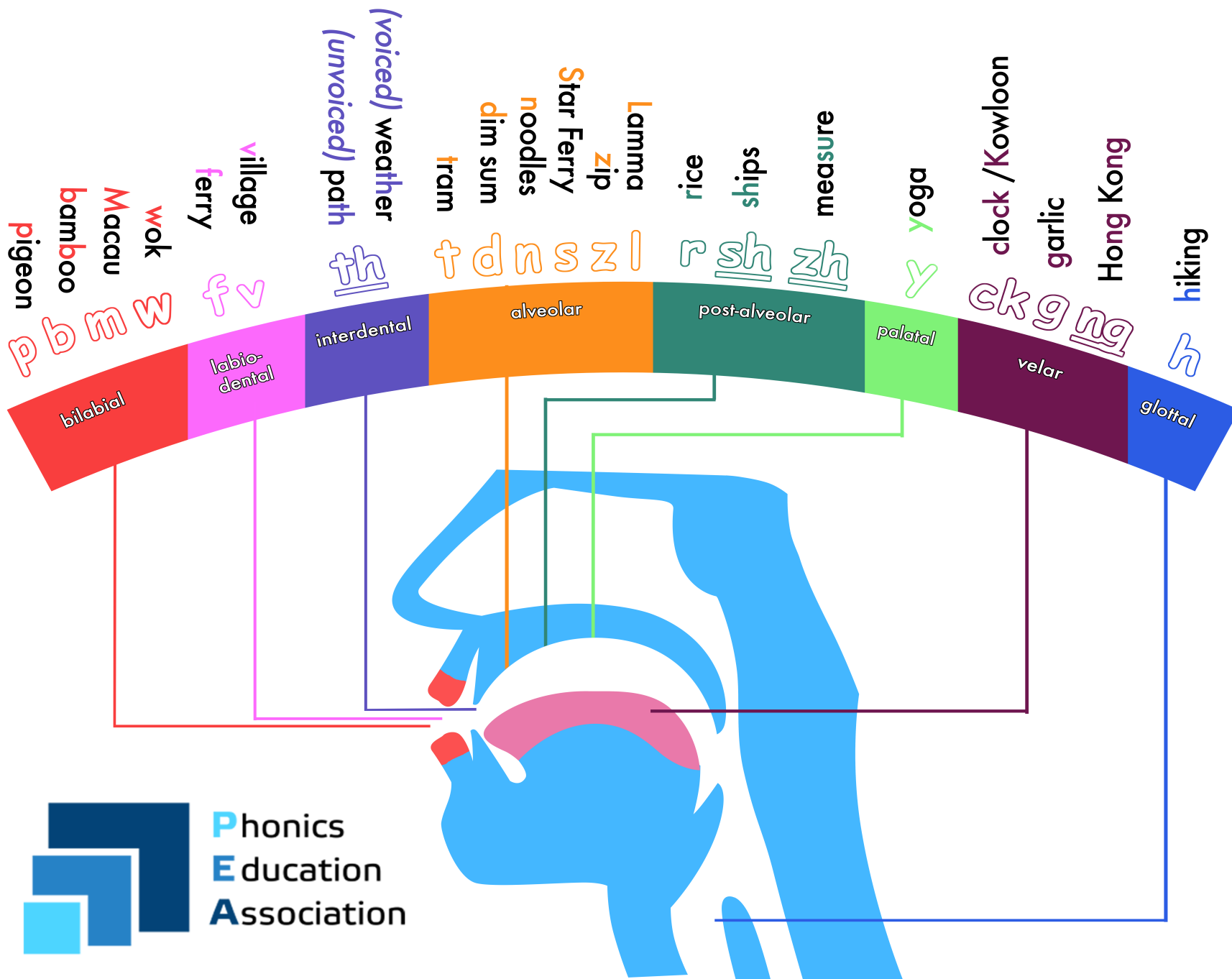
s

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

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>p</u> et	b <u>b</u> at	t <u>t</u> en	d <u>d</u> uck	<u>ch</u> <u>ch</u> ips	j <u>j</u> am	<u>k</u> <u>k</u> id	g <u>g</u> um
f <u>f</u> un	v <u>v</u> an	unvoiced <u>th</u> <u>th</u> in	voiced <u>th</u> <u>th</u> at	s <u>s</u> un	z <u>z</u> ip	<u>sh</u> <u>sh</u> ip	/z <u>h</u> / <u>A</u> sian
m <u>m</u> ap	n <u>n</u> ap	<u>ng</u> <u>p</u> ing	h <u>h</u> at	l <u>l</u> ips	r <u>r</u> un	w <u>w</u> ig	y <u>y</u> uck

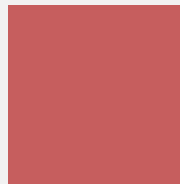
Classroom Activities



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!**