

**Enhancing  
Students' Reading  
and Speaking  
Skills through the  
Learning and  
Teaching of  
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 – Google Doc link on Friday
- Evaluation – link on Chat

# reminders

paper & pens

rename yourself –  
please add English name

camera on please

registration –  
post 'full name' on Chat

stay in the meeting -  
off video/audio during breaks

# workshop 02 rundown

- Phonics – what, features
- Integrating Phonics – stages, when & how
- Brainstorming
- Sharing

# What is phonics?

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

Cambridge Dictionary

# True or False

1. Phonics teaches > sounds & letters.
2. Pronunciation > Phonics


## Pronunciation

**segmental – sounds, syllables, words**


suprasegmental – stress, intonation, rhythm



# **Phonics** **features/terms**




quiz



**This is a speech sound  
produced by a stoppage  
of breath. There's some  
obstruction by the  
tongue, lips, etc.**


- **consonant**






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

- **consonant digraph**




**These refer to the  
blended units of sounds  
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- no  
obstructions required.**

- **vowel**




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

- **short 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 that makes  
the letters 'a', 'e', 'i', 'o',  
'u' say their own names.**

- **magic e**
- **split vowel digraphs**



**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 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 'pai', 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**

# Quizlet

---

# Phonics Stages - Yes / No

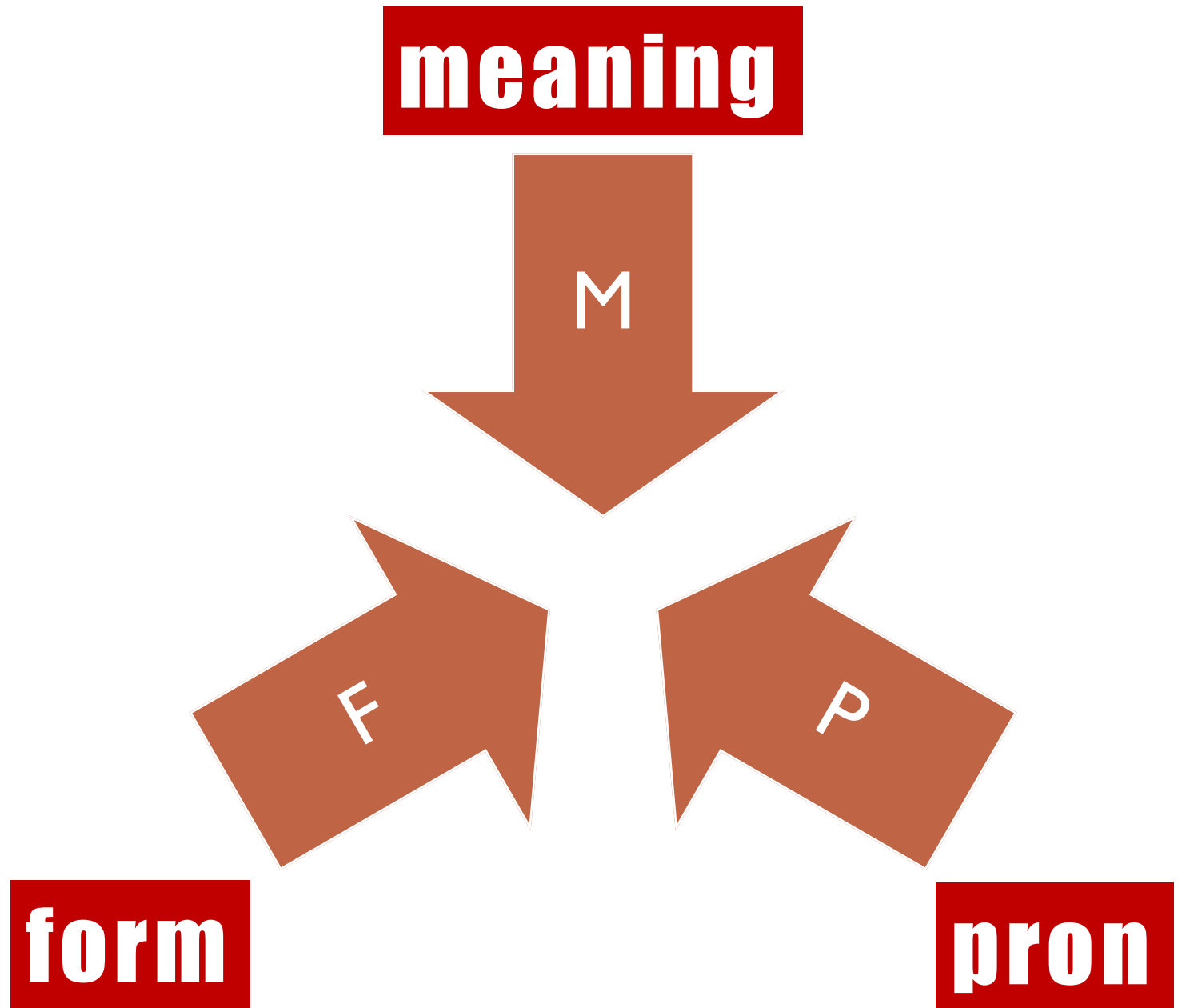
- single letter sounds – digraphs/trigraphs – consonant blends
- beginning sounds – ending sounds – middle sounds
- blending blending blending blending blending
- sounds – consonant blends – alt spelling/pron – silent letters + blending

due diligence

# PHONICS STAGES

curriculum

# framework



# How - Classroom Activities

- mini activities
- low prep time
- recycle – upcycle
- online – physical classroom



# I spy...

- context – student names
- learning outcomes – understand letter-sound relationships; identify beginning sounds
- materials – attendance
- prep time – minimal
- online – cameras on / reactions / actions

# Slap the board – Colour the board

- share screen
- annotate

mango

milk

mooncake

mango

mango

mooncake

strawberry

sausages

salad

milk

sausages

salad

mango

strawberry

mooncake

pat

part

park

pack

lark

lack

chat

at

cart

bark

back

cat

art

chart

bat

# Slap the board – Colour the board

- context – vocab sets – words with similar/same sounds/spelling
- learning outcomes – recognise/differentiate/produce sounds; identify alternative spelling/pron
- materials – words/pictures PPT slide
- prep time – 10 min.
- online – share screen + annotation; unmute; Chat

# Dictation as MCs – known words

- context – vocab sets – words with similar/same sounds/spelling
- learning outcomes – distinguish/produce sounds; identify alternative spelling/pron
- materials – poll
- prep time – 10 min.
- online – Poll tool on Zoom / Google Forms / Zeetings; Chat



# Dictation – known to new words

- /-ad/
- bad had dad mad sad glad - 1 point@
- fad lad pad - 2 points @
- cad rad clad chad - 3 points @
- extensions: 'experts'; -ed -id
- variations: group/pair work

# Blending

- context – classroom objects
- learning outcomes – blend known words; more fluent/accurate
- materials – PPT slides
- prep time – 10 min.
- online – unmute

# **classroom objects**



- e d k s

- d t u s e r

- s e r e r a

- s s c a o o l r m

- d t w h b i \_ e o a r



# Blending new words

- context – holiday / travel
- learning outcomes – blend new words; more confident; fluent/accurate
- materials – PPT slides
- prep time – 10 min.
- online – unmute

# Sonic-Control Spaceship

e

ee

igh

th

f

j

shr

dr

ang

shr e j igh

shr e f igh

dr ee th ang



## Activities

I spy...

Slap the pictures

Slap the words

Dictation - MCs

Dictation - new words

Blending - known words

Blending - new words

## Get SS to

listen/identify S-L

listen/identify S

read/identify L-S

read/identify L-S

listen-use S-L

use L-S-R

use L-S-R

- Guided Discovery
- Letter-Sound Relationships

pat

part

park

slap the words

part

part

part

art

chart

bat

# Slap the words for alt. pron

we

wet

he

hen

bet

be

she

shed

me

med

- T shows words
- T demos wrong pron - the same one
- SS notice 'e' can be pronounced in 2 ways



slap the  
objects

# Slap the pictures for alt. spelling

pictures

Jake

May

play

date

Sunday

take

plates

bake

cake

- T shows pictures and says what they are
- SS notice the common sound
- T demos writing words using the same spelling for the sound /ai/ e.g. 'cayk'
- SS notice /ai/ can be spelt with 'ay' when the sound is at the end of a word/syllable, and also 'a\_e'

# What to adapt

- from sound to **word** level
- from one word to **pairs and more**
- from known to **new words**
- 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



# 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**
- **Enjoy using Phonics with your students!**