# Enhancing Students' Reading and Speaking Skills through the Learning and Teaching of Phonics and Storytelling

Phonics Teaching Series (2)

# rundown

+ Roles of Phonics and Stories
+ Stories, Phonics & Learning
+ Using Stories
+ Developing Phonics Skills when Storytelling
+ Activities Demo & Application

# Reading

+ Word Recognition

Phonics

supplement & complement

+ Language Comprehension

Stories

# Reasons for Using Stories

holistic

+ can be read in a short time

+ enjoyable and motivating

+ appeal to different learner types

+ provide cultural information

+ encourage intercultural understanding

+

+

+

# **Reasons for Using <u>Stories</u>**

*language*

+ featured in the General English programme and Reading Workshops

+ introduce / revise vocabulary, grammar structures and phonological / pronunciation features

+ develop / integrate strategies / skills such as active listening, critical thinking and prediction, building confidence when reading aloud, creativity & imagination, and independent learning

+

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# **Story features – 4Ps**

+ People
+ Place
+ Plot
+ Purpose

# Phonological features
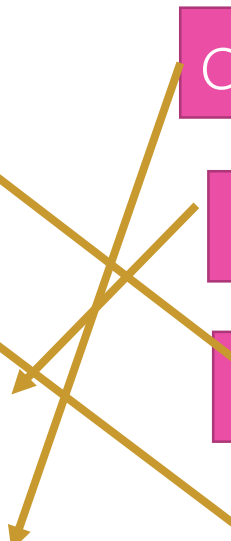
+ Alliteration

+ Repetition

+ Rhyme

+ Onomatopoeia

cuckoo, boom, sh

great, plate, bait

Pat pats her pet poodle Penny.

Dance, dance, dance!

# **Selecting Stories**

Ts – whether stories are relatable to contexts / themes, language structures / functions

Ss – whether stories are interesting to them and suit their English abilities and age

# Links

+ Using Storytelling to Develop Students' Interest in Reading, EDB (2015)

+ The Storytelling Handbook for Primary English Language Teachers, Ellis G & Brewster J, Teaching English, British Council (2014)

## + **Genre**

+ traditional stories / fairy tales / atypical ones
+ non-fiction
+ fantasy, myths
+ biographies, diaries
+ stories about own and other cultures

## + **Topic**

+ animals, insects
+ science
+ colours, clothes, food
+ school life, professions
+ dinosaurs, dragons
+ witches, wizards, magic
+ festivals, customs
+ family, friendship

# Types of **story** books

+ general books
+ graded readers
+ phonics readers

# Graded Readers

+ written with vocabulary and sentence structure in mind

+ normally created for children who are learning English as a foreign language

+ publishers normally issue series with 4 - 6 different levels to allow progress over time

+ simplified versions of existing books, original stories or factual books

# Phonics Readers

+ written with words made up of sounds that the child has learnt in mind

+ normally created for children who are learning phonics

+ levelled according to the phonics programme it is associated with

+ simplified versions of existing books, original stories or factual books

# Analysing Graded and Phonics readers

## Which one …

+ has fewer words?

+ has more high frequency words?

+ supports language comprehension?

+ supports word recognition?

+ has a more interesting storyline?

# How do we decide?

**Purposes**

- Increase Vocabulary
- Raise Reading Confidence
- Challenge learners

# Story**telling** - preparation

+ The book itself
+ The content
+ The illustrations
+ The flow
+ Questions
+ Classroom setting

# **Story**<span style="color:red">**telling**</span> **- techniques**

+ Session lengths

+ Visibility

+ Audibility

+ Voice & rendition

+ Non-verbal techniques

+ Eye contact

+ Sound effects

+ Props

+ Learner participation

A framework for a story-based methodology -
**Plan-Do-Review** model

# Pre-storytelling activities

+ **a.** Ask Wh-questions about the title / cover to activate learner interests.

+ **f.** Present / revise vocabulary, grammar structures, sounds or other phonological features.

+ **g.** Read the repeated words or phrases and ask Ss to predict why the word or phrase is repeated.

+ **i.** Show the cover to Ss and get them to predict what's going to happen.
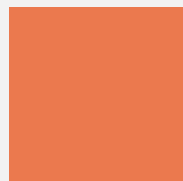
# While storytelling

+ **b.** Chanting, rapping, singing, asking and answering questions, reading aloud.

+ **d.** Listening for gist or specific information.

+ **h.** Reading for gist or specific information.

# Post-storytelling

+ **c.** Give Ss illustrations from the story and get them to line up in order.

+ **e.** Make a book for the story in groups.

+ **j.** Write captions, short descriptions, slogans, dialogues, or a new ending.


+ **Recycle** the activities from the **Pre-storytelling** stage to help Ss revise

**phonological activities**

pre-storytelling

during storytelling

post-storytelling

# Activities Demo & Application

**Preparation**

alliteration

repetition

rhyme

onomatopoeia

other phonological features

# Phonological features:

- Alliteration
  - 'high hill', 'got to go', 'come to a cave'
- Repetition
  - 'We're going on a bear hunt. We're going to catch a big one.' +++
- Rhyme
  - 'there – bear'
- Onomatopoeia
  - 'stomp' 'squish' 'huff' 'puff' +++
- Others
  - rhythm, stress

# Demo & Application

+ A. Framing the target letter sounds in text – Demo / Application

+ B. Reading aloud similar but new words in texts - Demo / Application

+ C. Blending and chunking letters to work out the pronunciation of words - Demo

+ D. Reading aloud – Demo / Application

# Creating stories with our class

+ A direction

+ An island of Hong Kong

+ A profession, 2 first names, an adjective, 2 objects & an animal all beginning with the same sound

+ 3 words that rhyme

+ A long time ago, in the northernmost part of Lantau, there lived a <u>teacher</u> named <u>Tom</u>.

+ <u>Tom</u> was <u>timid</u> and he liked <u>trees</u>.

+ One day, he found a <u>tomcat</u> in a <u>tin</u>. He <u>took</u> it home and called it <u>Tink</u>.

+ He started <u>talking</u> to <u>tomcat</u> <u>Tink</u>, '<mark style="background-color: yellow">Hi, hi, hi</mark>!'

+ During the day, <u>Tom</u> gave <u>Tink</u> food and said, '<mark style="background-color: cyan">Pie, pie, pie</mark>'

+ Before <u>Tom</u> went to bed, he <u>touched</u> <u>Tink's</u> <u>toes</u> and cried, '<mark style="background-color: magenta">Bye, bye, bye.</mark>'

+ <u>Tink</u> was finding <u>Tom</u> quite <u>tiresome</u> so he <span style="color: red">purred</span> to himself with a <mark style="background-color: lime">sigh, sigh, sigh</mark>.

+ He started talking to tomcat Tink, 'Hi, hi, hi!'
+ During the day, Tom gave Tink food and said, 'Pin, pin, pin.'
+ Before Tom went to bed, he touched Tink's toes and cried, 'Bye, bye, bye.'
+ Tink was finding Tom quite tiresome so he purred to himself with a sigh, sigh, sigh.

# Thanks for your participation!

+ evaluation (link)
+ Enjoy using stories & Phonics with your class!