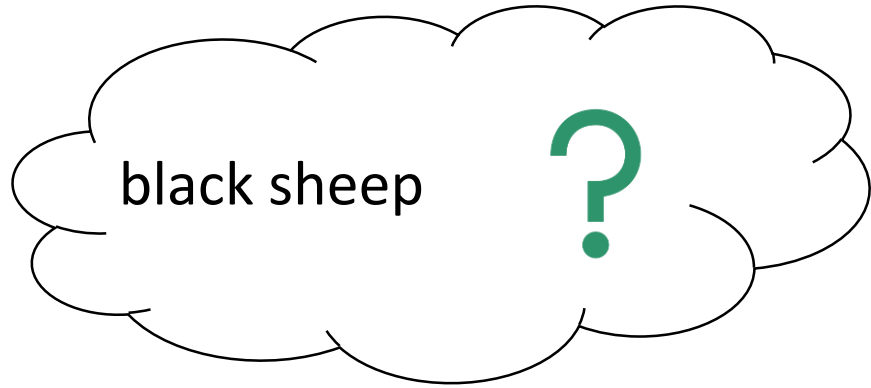# Phonics Teaching Series (1): Enhancing Teachers' Knowledge and Skills in Teaching Phonics at Primary Level

February 2022
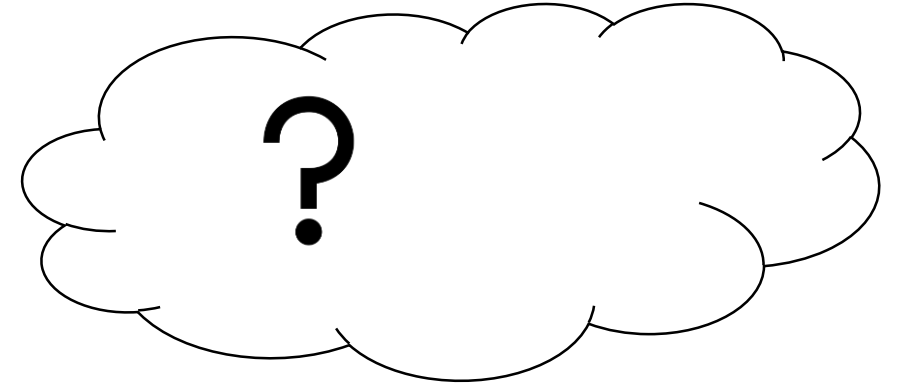
Rundown

- Role of Phonics

- Phonics Roadmap

- Teaching Phonics –
  - Activity Design
  - Material Adaptation

black sheep ?

?

Word recognition

Reading

Language comprehension

Teach Phonics in Context

Phonics

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

Cambridge Dictionary

2-way

Phonics code

letter to sound correspondences **+** sound to letter correspondences

Simple code					
sh		ch	-ti	-ci	-ssi
<u>sh</u>ip		<u>ch</u>ef	sta<u>ti</u>on	magi<u>ci</u>an	mi<u>ssi</u>on

Complex or advanced code

Simple code

Complex or advanced code
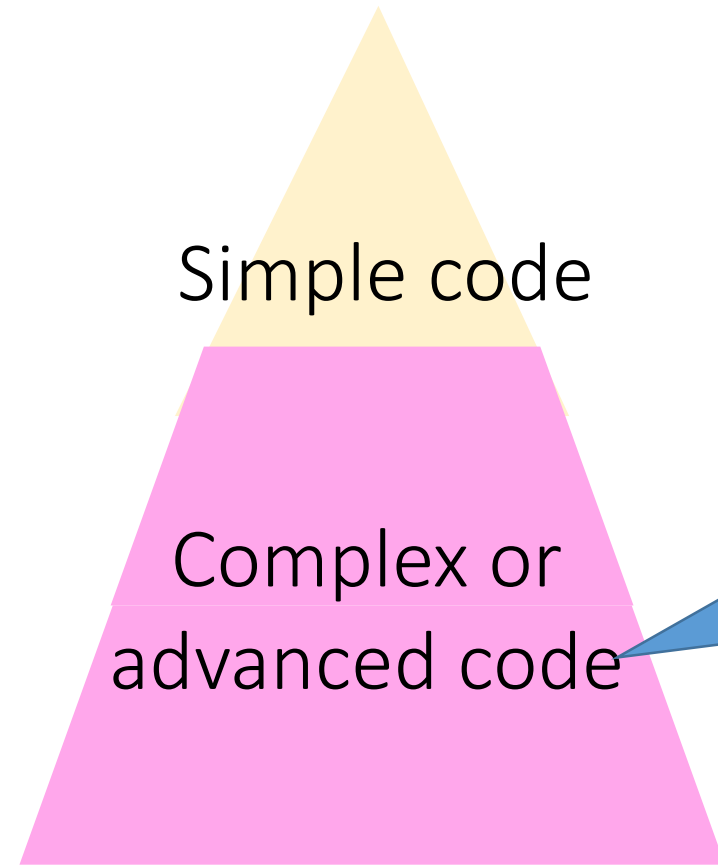
alternative spellings, alternative pronunciations, silent letters

The Alphabetic Code

ee	i	short oo	long oo	ear	ai	
/iː/	/ɪ/	/ʊ/	/uː/	/ɪə/	/eɪ/	
e	schwa	ur	or	ure	oi oy	oa
/e/	/ə/	/ɜː/	/ɔː/	/ʊə/	/ɔɪ/	/əʊ/
a	u	ar	o	air	igh ie	ou ow
/æ/	/ʌ/	/ɑː/	/ɒ/	/eə/	/aɪ/	/aʊ/

p	b	t	d	ch	j	c k ck	g
/p/	/b/	/t/	/d/	/tʃ/	/dʒ/	/k/	/g/
f ff	v	unvoiced th	voiced th	s ss	z zz	sh	/zh/
/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/
m	n	ng	h	l ll	r	w	y
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/

iː	ɪ	ʊ	uː	ɪə	eɪ	✕
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
æ	ʌ	ɑː	ɒ	eə	aɪ	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

Proprioception

Also referred to as kinaesthesia (or kinesthesia, in American English), is the sense of self-movement and body position.

Sometimes described as the "sixth sense".

Underhill's Proprioceptive Approach

'Reading in poor light gives you eyestrain.'

- Which sounds did your tongue tip touch the palate or roof of your mouth?

Consonant sounds

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

Vowel sounds

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

Cambridge Dictionary

Vowels

ee	i	short oo	long oo	ear	ai	
e	schwa /ə/	ur	or	ure	oi oy	oa
a	u	ar	o	air	igh ie	ou ow

p	b	t	d	ch	j	c k / ck	g
f ff	v	unvoiced th	voiced th	s ss	z zz	sh	/zh/
m	n	ng	h	l ll	r	w	y

12 stationary vowels

front			back	
high	high	high	high	
	centre			
low	low	low	low	

Vowels

ee	i	short oo	long oo	ear	ai	
e	schwa /ə/	ur	or	ure	oi oy	oa
a	u	ar	o	air	igh ie	ou ow

p	b	t	d	ch	j	c k ck	g
f ff	v	unvoiced th	voiced th	s ss	z zz	sh	/zh/
m	n	ng	h	l ll	r	w	y

/i/

/ə/

/i/→/ə/ = /<u>ear</u>/

Gliding vowels

i→/ə/	e→i	
<u>oo</u>→/ə/	<u>or</u>→i	short /ə/ →<u>oo</u>
e→/ə/	a→i	short a→<u>oo</u>

ee	i	short **oo**	long **oo**	**ear**	**ai**	
e	schwa /ə/	**ur**	**or**	**ure**	**oi oy**	**oa**
a	u	**ar**	o	**air**	**igh ie**	**ou ow**

vowels

consonants

p	b	t	d	**ch**	j	c k **ck**
						g
f **ff**	v	unvoiced **th**	voiced **th**	s **ss**	z **zz**	**sh**
						/**zh**/
m	n	**ng**	h	l **ll**	r	w
						y

Unvoiced/Voiced consonant pairs

Unvoiced/Voiced consonant pairs

p	b	t	d	ch	j	c k ck	g
f ff	v	unvoiced th	voiced th	s ss	z zz	sh	/zh/

8 pairs of
identical twins

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

Vowels

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

Consonants

Unvoiced/Voiced consonant pairs

Other consonants

Other consonants

odd
one
out

m	n	<u>ng</u>	h	l <u>ll</u>	r	w	y

semi vowels

nasals

difficult pair

/o͞o/ /ə/ w

semi vowels

/i/ /ə/ y

Did your tongue touch any parts of your mouth?

Blending

- This skill combines single sounds to make a word. This is the key skill to learn reading.

Segmenting

- This skill breaks apart words into sounds and their corresponding letters. This is the key skill to learn spelling.

frequently used words with an irregular spelling, e.g., 'the'.

read by blending the regular part(s) of the word, in this case: /<u>th</u>/, and learning the tricky part, in this case the 'e', which is pronounced as a schwa sound instead of /e/.

words using LSCs that have not yet been taught to the SS, e.g., magic 'e' as in 'cake Pete fine home mute'. These are unknown to the SS who have only learnt the Simple Alphabetic Code.

Common Exception Words

Regular and Irregular parts in Common Exception Words

th**e**

'th' - /th/

'e' - /ə/ ☑

Common Exception Words

1. be
2. some
3. fame
4. theme
5. tide
6. throne
7. knit

'e' ~ /ee/

'o' ~ /ʊ/ + silent 'e'

split digraph 'a_e' / magic 'e'

split digraph 'e_e' / magic 'e'

split digraph 'i_e' / magic 'e'

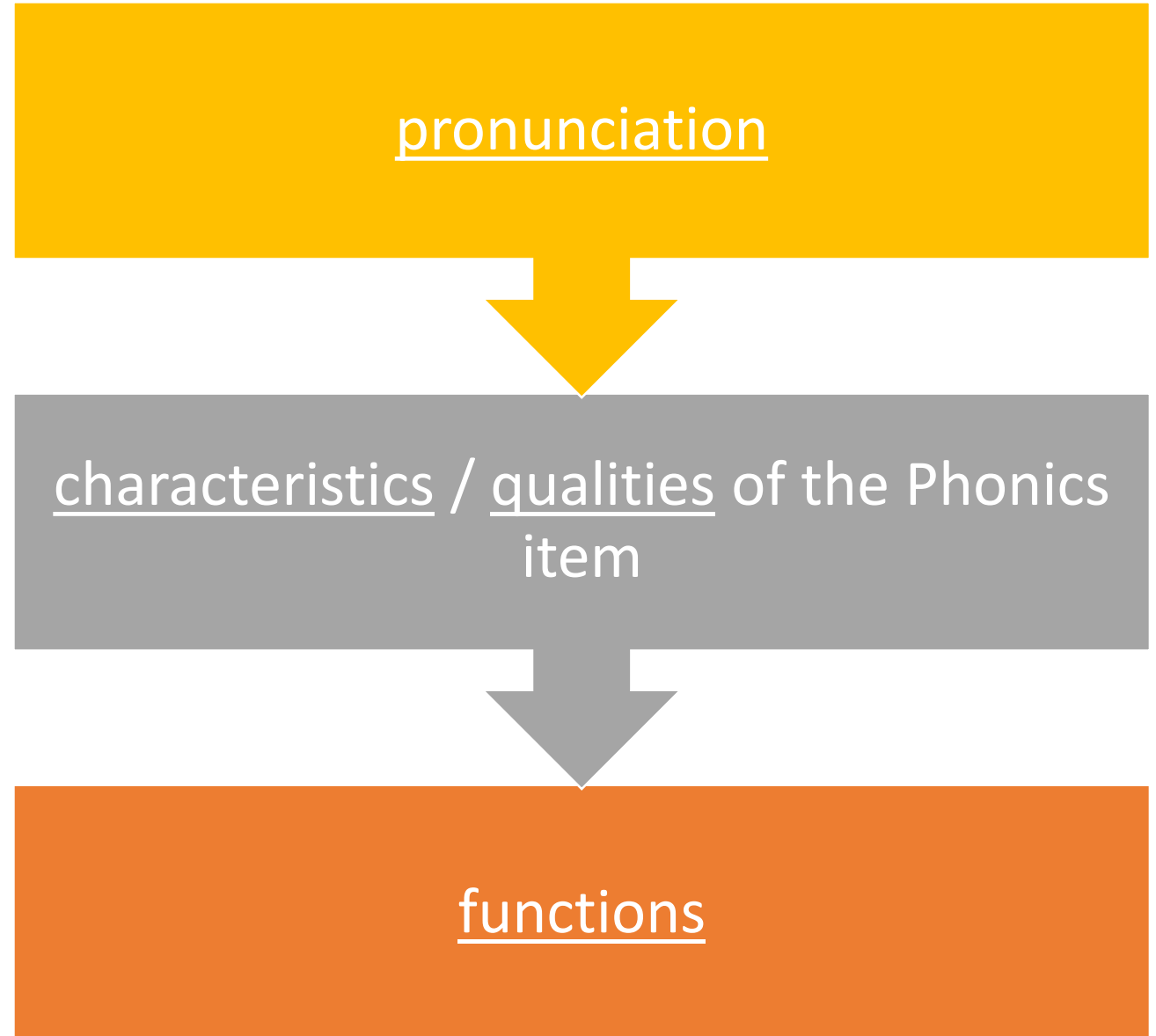split digraph 'o_e' / magic 'e'

silent letter 'k'

Show the benefits of LSCs (Letter-sound Correspondences)

Provide fun and meaningful practice

Encourage applications

Teaching Phonics

Preparation - Adapting Materials

pronunciation

characteristics / qualities of the Phonics item

functions

1. Alternative Spellings

2. Alternative Pronunciations

Pronunciation
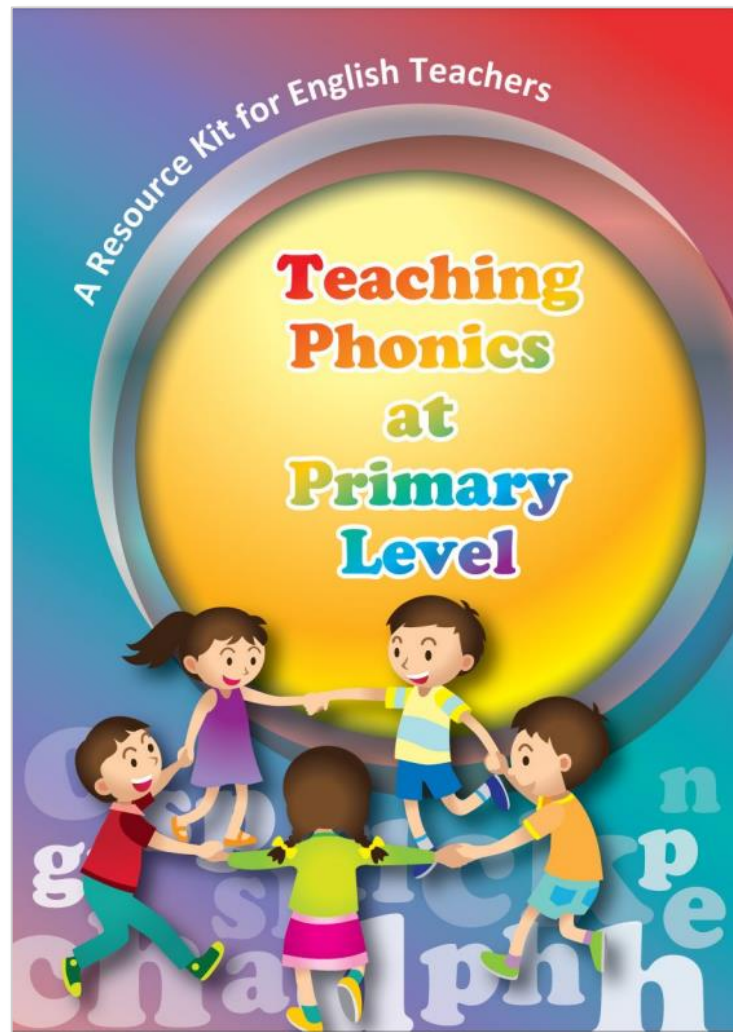
gliding vowel sound

↓

Characteristics / Qualities of the Phonics item

one spelling making different sounds

↓

Functions

alternative pronunciations + common exception words

A Resource Kit for English Teachers

Teaching Phonics at Primary Level

Learning Activity for Short Vowels
Phonics Da Vinci

bin | fit | i | fish | hill | did

☺ Create an artwork displaying words containing the short vowel sound.

1. Decide on the short vowel sound to focus on.
2. Choose one of the objects below for creating an artwork display.
   - ★ a butterfly ★ a peacock ★ a windmill ★
   - ★ a palm ★ a fish ★ a caterpillar
3. Get a picture of the object you have chosen from teacher.
4. Write the short vowel sound in the centre space of the object.
5. Write the words containing the respective sound on the other parts of the object.
6. Colour/decorate the picture after writing the words.
   ★ You may use other objects to create the artwork.

(Refer to pp.85 - 97 for the templates.)

Learning Activity for Long Vowels
Phonics Tic-Tac-Toe

Which word has a long "e" sound?	Read aloud the following sentences and underline the long vowel sounds.	Which 2 words have the same "o" sound as "bone"?
maze **meal** **shine** **froze**	**Mary used the green oven to bake the pumpkin toast with cheese.**	**too** **smoke** **rate** **home**
Which word does not belong with the others?	Circle 2 words that have a long "i" sound.	Complete the poem with words containing long vowel sounds that rhyme.
five **die** **rhyme** **beef**	**iron** **quick** **nine**	Today I didn't go to As the dentist has pulled my wisdom Dear Bruce, please buy me some Or I will be in a bad
Match the words that have the same long vowel sound.	Complete the long vowel word pyramid by adding words containing the long vowel sound "e" spelt in letters "ea".	Circle the word that contains a long "a" sound.
idea • • radio duty • • music table • • iron	**eat** **easy**	**mail** **black** **alone**

Suggested answers (from left to right)
1st row: "meal"; "Mary used the green oven to bake the pumpkin toast with cheese."; "smoke" & "home"
2nd row: "beef"; "iron" & "nine"; "school, tooth, food, mood" or any acceptable answers;
3rd row: "idea & iron, duty & music, table & radio"; "seats, please" or any acceptable answers; "mail"

Learning Activity for Consonant Blends
Phonics Bingo

1. Get a bingo card from your teacher.
2. Listen to your teacher reading aloud the consonant blends one by one.
3. Circle the words which contain the consonant blends read aloud by your teacher.
4. Shout out "Bingo!" if you have all words circled diagonally, across a row or vertically in a column.

BINGO

(Refer to pp.75 - 83 for the set of bingo cards.)

Phonics Bingo

bl | br | cl | cr | tr | dr | fl | pl | gl | fr | gr

BINGO

grass	crab	flag
brush	broom	fruit
train	block	clap

Teaching Phonics at Primary Level (2017),
accessible via http://www.edb.gov.hk/Phonics_Pri_2017

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**

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

- **Thanks for your participation!**