Enhancing Students' Reading and Speaking Skills through the Learning and Teaching of Phonics and Storytelling at Primary Level

Phonics Teaching Series 2

June 2022

What are the features of a story?

- the 4 **P**s

- **P**eople
- **P**lace
- **P**lot
- **P**urpose

Why do we use stories?

Holistic reasons

- enjoyable + motivating
- appeal to different learner types
- provide cultural information

Pedagogical reasons

- featured in GE programme + Reading Workshops
- introduce + revise vocabulary, grammar, phonological, pronunciation features
- develop strategies + skills

Rundown

- Stories and types of storybooks
- Storytelling – preparation, strategies, and techniques
- Phonological features in stories
- Phonological features – activities + demos
- Adapting and extending textbook materials

Genres

- traditional stories / fairy tales / atypical ones

- non-fiction

- fantasy, myths

- biographies, diaries

- stories about own and other cultures

Topics

- animals, insects

- science

- colours, clothes, food

- school life, professions

- dinosaurs, dragons

- witches, wizards, magic

- festivals, customs

- family, friendship

English Language Education Key Learning Area Curriculum Guide (2017), Appendix 3
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

Storybooks - 'readers'

books
- different levels
- learners of English

- Graded Readers
- Phonics Readers

Graded Readers

- written with vocabulary and types of writing 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
- original stories, factual books and simplified versions of existing books available

Phonics Readers

- Published by phonics programmes and are aligned with their teaching orders of Letter Sound Correspondences (LSCs).

- Can be original stories, factual books and simplified versions of existing books.

- Created especially for young learners (YLs) who are learning phonics.

- Use mostly words made up of LSCs that the YLs have learnt and only a manageable and small number of Common Exception Words (CEWs).

- Contain useful teaching tips.

- Contain illustrations not intended as pictures clues for YLs to guess the words.

Storytelling – A. Preparation

- What can teachers do before the storytelling session?

1. the book itself

2. the content

3. the illustrations

4. the flow

5. questions to ask the students

6. classroom setting

Storytelling – B. Techniques

- What techniques can teachers make use of during storytelling?

1. session lengths
2. audibility & visibility
3. voice & rendition
4. non-verbal techniques
5. eye contact
6. sound effects
7. props
8. learner participation

Storytelling – C. Activities

Pre-storytelling → While storytelling → Post-storytelling

We can recycle the activities from the Pre-storytelling stage to help Ss revise.

Phonological Activities
based on 'The Bear Hunt'

Phonological Features

- alliteration
- repetition
- rhyme
- onomatopoeia

'cuckoo', 'boom', 'sh'

'gr<u>ea</u>t, pl<u>a</u>te, b<u>ai</u>t'

'<u>P</u>at <u>p</u>ats her <u>p</u>et <u>p</u>oodle <u>P</u>enny.'

'Dance, dance, dance!'

D. Phonological Features – 'The Bear Hunt'

- **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**   *reading aloud with expressions*

Phonological Features – Activity Ideas + Demos

E. Framing target letter-sounds

- '<u>The Bear Hunt</u>'
- 'We're going on a bear hunt.
- We're going to catch a big one.
- I'm not scared, I'm not scared.
- It's a beautiful day!'

- by omitting the target consonant sound /b/
- by substituting the target sound /b/ with /h/ or /<u>ch</u>/

F. Reading aloud new words using known sounds

onset	rime

- dish   **d-**   -ish
- dash   **d-**   -ash
- splish   **spl-**   -ish
- splash   **spl-**   -ash
- hip   **h-**   -ip
- hop   **h-**   -op

G. Spelling patterns and reading aloud

- 'The Bear Hunt'
- 'Something's <u>there</u>!
- It's…a…<u>BEAR</u>!
- Phew! I've reached the top <u>stair</u>!
- I don't <u>care</u>!'
- rhyme - /<u>air</u>/
-

1. '-ere'   2. '-ear'   3. '-air'   4. '-are'

Spelling patterns and reading aloud

Homophones

'-ere'	'-ear'	'air'	'-are'
there	bear	air	bare
where	pear	fair	care
werewolf	tear	chair	dare
	wear	pair	fare
	swear	hair	hare
		stair	ware
			rare
			scare
			share
			spare
			stare

H. Reading aloud with expressions

'The Bear Hunt'

'We come to a fence,

A very tall fence.

We can't go over it.

We can't go through it.

We've got to go under it!

Hugggh! Huggghh! Huggghhh!

Crawl! Crawl! Crawl! Crawl!'

H. Reading aloud with expressions

⚀	Say it as if you were chased by a bear.
⚁	Say it as if you were a serious daddy bear.
⚂	Say it as if you were a happy baby bear.
⚃	Say it in your normal voice on a very hot day.
⚄	Whisper it as if you were telling a ghost story.
⚅	Say it as if you were a robot.

Adapting and extending textbook materials

	storytelling	phonological
pre-storytelling	• activate schemata • personalise	
while storytelling	• listen for specific information • chant, rap, etc.	
post-storytelling	• roleplay • write script, dialogues, or new ending	

Thanks for your participation!

Enjoy using stories and Phonics
with your class!