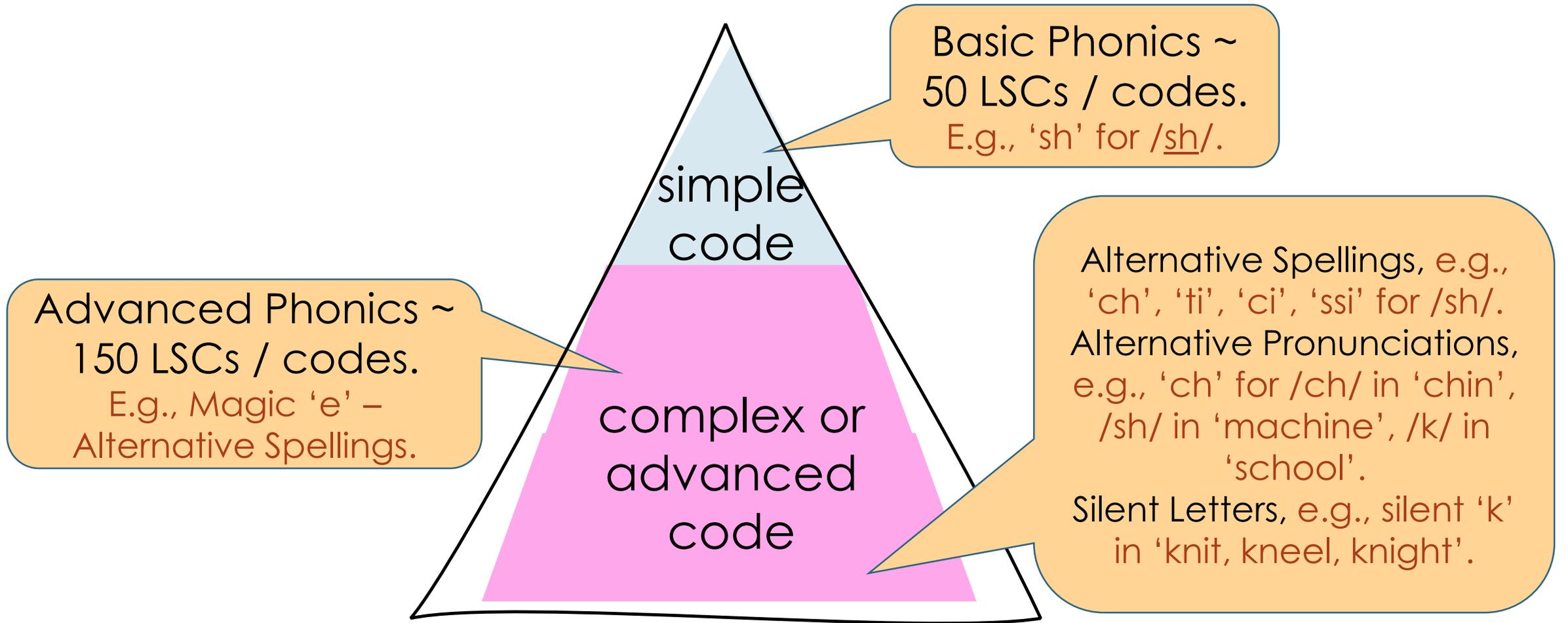


**Phonics Teaching Series - (1)
Enhancing Teachers'
Knowledge and Skills in
Teaching and Developing
Resources for Phonics at
Primary Level**

2023



The Alphabetic Code

Advanced Phonics - LSCs under
the Complex Alphabetic Code

Basic Phonics - LSCs under the
Simple Alphabetic Code

Common Exception
Words

blending + segmenting skills

knowing the LSCs - letters, sounds,
and their connections

Phonics teaching

- ✓ **systematic**
- ✓ **generative**
- ✓ **accumulative**

Phonics Roadmap

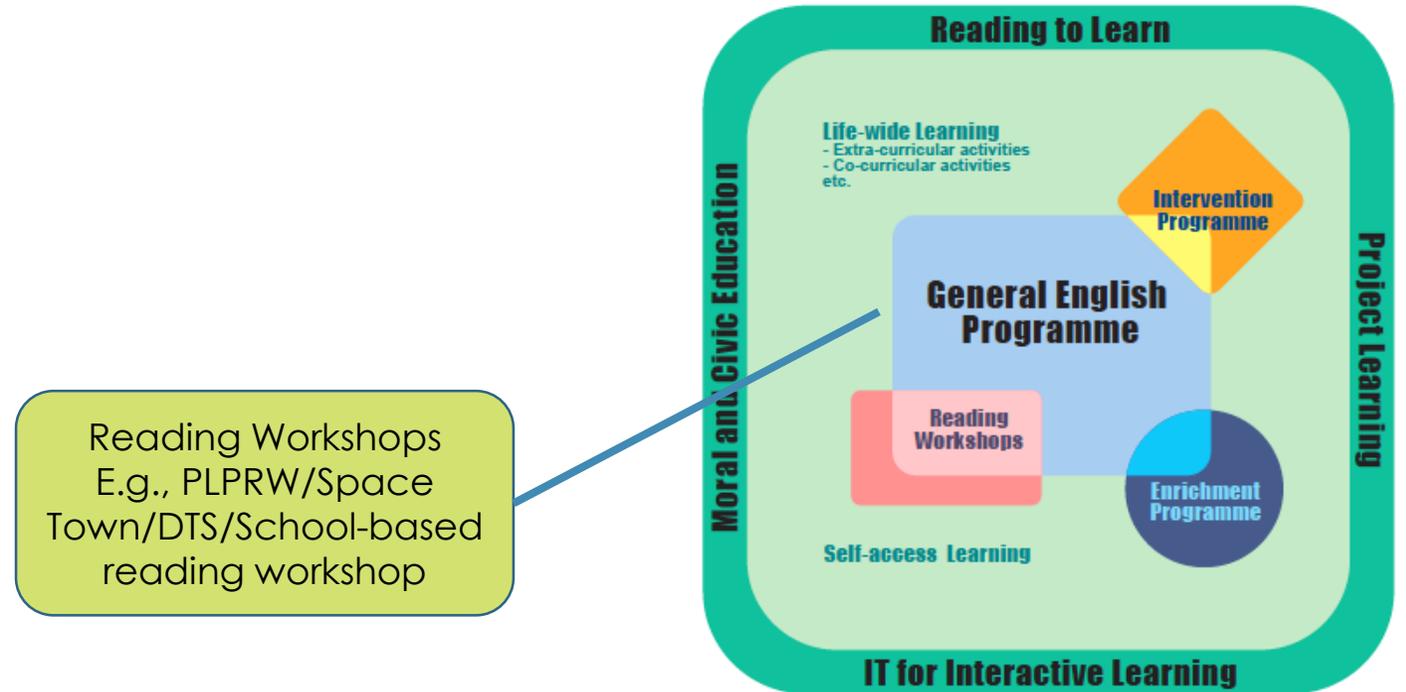
Teaching and Learning the Complex Code

- be explicit
- supply a controlled word bank and get SS to categorise the words to 'discover' the target complex code
- refer SS to etymology or historical background if appropriate
- get SS to apply the target complex code in context and create a meaningful purpose for them to use it for communication

Curriculum Planning

Components of a School-based English Language Curriculum

- General English Programme
- Reading Workshops
- Intervention Programme
- Enrichment Programme



Phonics is an integrated rather than a standalone part of English Language learning. Phonics should be taught in context.

'Teaching Phonics at Primary Level'

Curriculum Planning - What is the sequence of introducing the letter sounds?

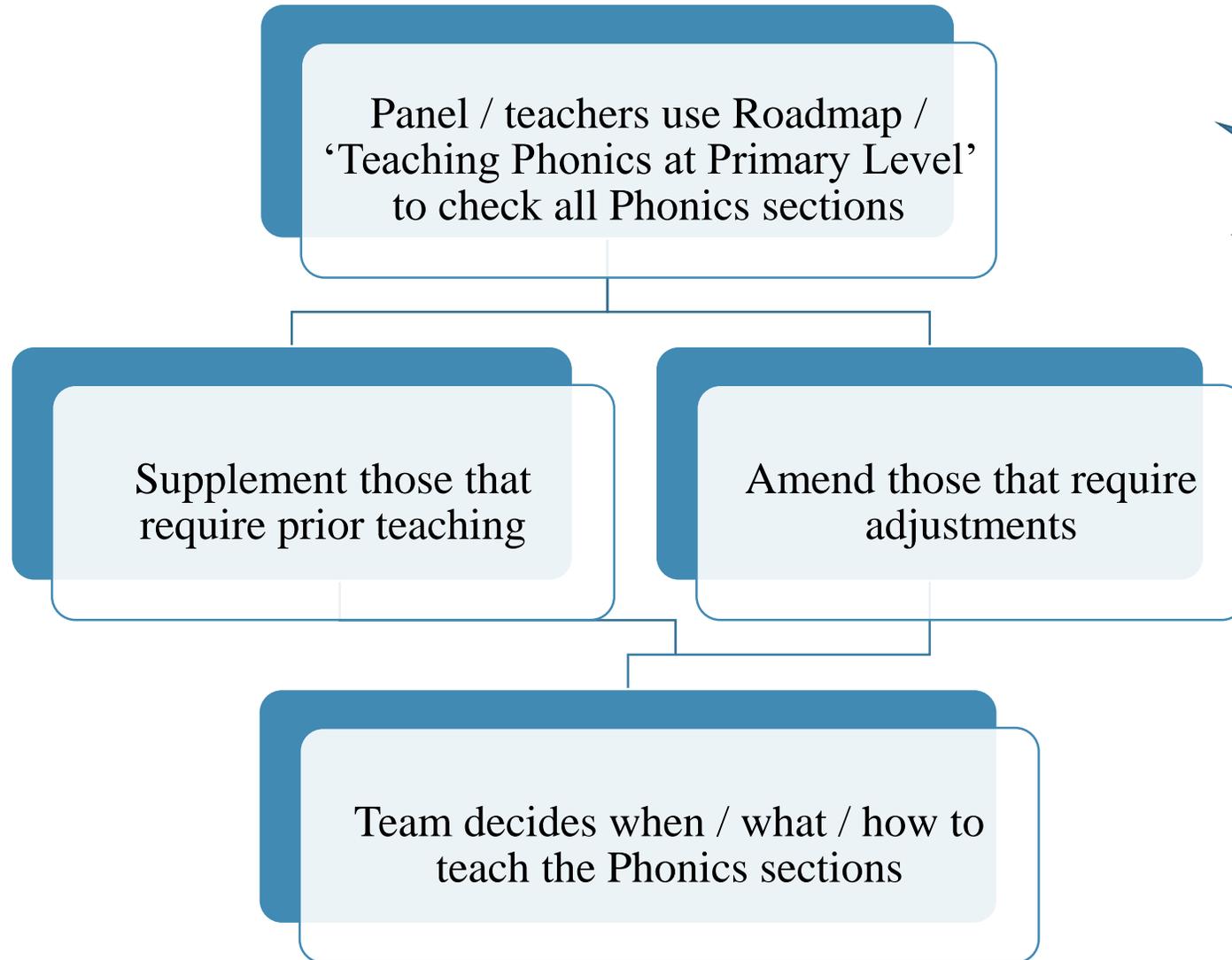
1. Arrange the sequence of letter sounds you wish to teach so as to ensure a good coverage of the different letter-to-sound correspondences
2. Introduce the consonant letters first and then the vowels since consonants usually have only one sound for each letter
3. Focus on the consonants at the beginning of words, then at the end and finally in the middle
4. Focus on one way of reading and writing each vowel sound at a time since the vowel letters are more complicated and there are several ways in which they can be written

General English Textbook-Linked Curriculums

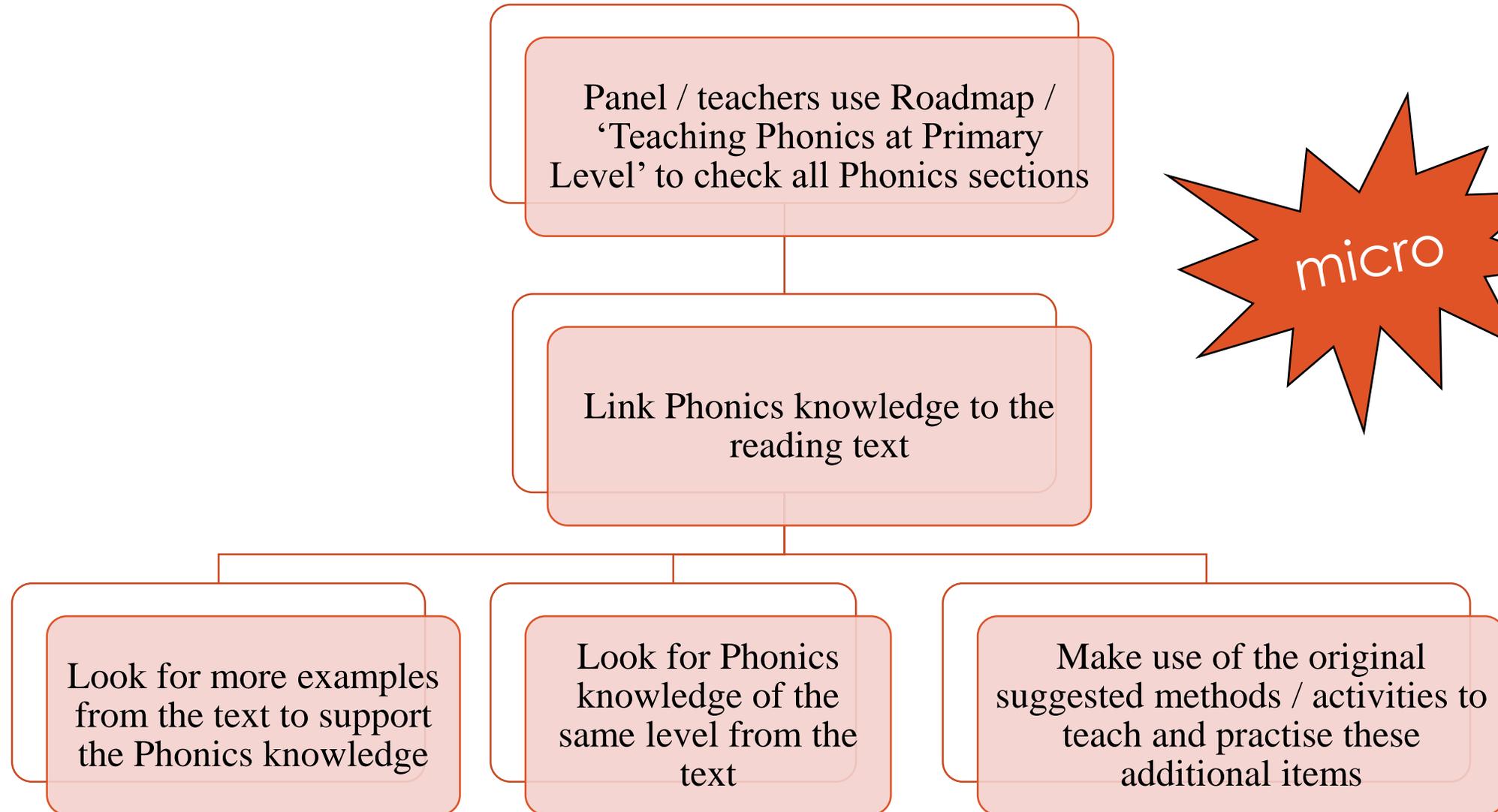
Textbooks that
adhere to the
theme of the
reading text

Textbooks that
follow a
systematic
Phonics
progression and
adhere to the
theme of the
reading text

Integrating Phonics into Textbooks that adhere to the theme of the reading text



Integrating Phonics into Textbooks that follow a systematic Phonics progression and adhere to the theme of the reading text



Phonics Activities – Demonstration and Practices

Planning

Implementation

Evaluation

1. Find the genre and Phonics from the Contents Page.
2. Go over the text to analyse the features of the genre and the Phonics.
3. Reread the text –
 - a. To decide how to support the Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites.
 - b. To consider if other Phonics of the same level can be taught.
4. Decide what, when* and how to teach the Phonics in a GE lesson and design level-appropriate activities to practise and consolidate the Phonics. ***Pre- While- Post-reading Stages***

Implementation

- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practice the Phonics through meaningful and genre-related activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.

KS1 Demo - 'The Three Billy Goats Gruff'

'The Three Billy Goats Gruff', Script, pp.4-6
Introduction and Scene 1

<p>The Three Billy Goats Gruff Script</p> <p>The Three Billy Goats Gruff</p> <p>There were three billy goats who were brothers. They were eating in a field one day when they saw better food across a bridge in another field. However, there was a mean, old giant who lived under the bridge. He did not like anyone using his bridge. The two younger brothers convinced the giant not to eat them in order to cross his bridge. The eldest brother who was very strong went over the bridge last and chased the giant away forever.</p> <p>Characters:</p> <p>The Three Billy Goats Gruff were very close brothers. The youngest brother always wanted to be like the eldest brother. The second eldest brother always liked to tease the youngest brother. He tried to be like the eldest brother too. The eldest brother, who was very strong, brave and responsible, looked after the younger brothers. Mean Old Giant didn't care about anybody. He just ate anyone who crossed his bridge.</p> <p>Little Billy Goat Gruff (LBG) - He is the youngest Gruff brother. He is also the weakest but wants to be as strong as his brothers. He is very afraid of the giant.</p> <p>Middle Billy Goat Gruff (MBG) - He is the second eldest Gruff brother. He is stronger than his younger brother and likes to joke with him. He thinks he is as brave and strong as his elder brother, but he is not.</p> <p>Big Billy Goat Gruff (BBG) - He is the eldest, bravest and strongest Gruff brother. He is also very caring and responsible.</p> <p>4</p>	<p>The Three Billy Goats Gruff Script</p> <p>Mean Old Giant (MOG) - He is mean, old and easily tricked. He does not like anyone crossing his bridge. He will eat anyone who crosses it.</p> <p>Scene 1 (In a field near an old bridge)</p> <p>LBG: <i>(Pointing to the other side of the old bridge with his head)</i> Wow! Look at all the red apples and green grass over there!</p> <p>MBG: <i>(Looking at the other side of the old bridge in amazement)</i> Wow! The apples are redder and the grass is greener over there.</p> <p>BBG: Yeah, we'll go over there. They're the reddest apples and greenest grass I've ever seen. But first, we must cross this old bridge.</p> <p>MBG: Well, what are we waiting for? Let's go!</p> <p>BBG: Not so fast! Mean Old Giant lives under the old bridge. We must be careful or he'll eat us.</p> <p>LBG: <i>(Saying in a scared and surprised tone)</i> Mean Old Giant! Eat us?</p> <p>BBG: Don't worry, little brother. I'll make sure you cross the bridge safely.</p> <p>MBG: <i>(Saying teasingly)</i> Good luck, little brother! Don't let Mean Old Giant get you. Ha, ha, ha ...</p> <p>BBG: Don't tease your little brother. We must make him feel good.</p> <p>LBG: Thanks, big brother.</p> <p>5</p>	<p>The Three Billy Goats Gruff Script</p> <p>MBG: <i>(Saying jokingly)</i> Don't get eaten by Mean Old Giant. Ha, ha, ha ...</p> <p><i>(Little Billy Goat Gruff ignores Middle Billy Goat Gruff and starts to cross the bridge slowly.)</i></p> <p><i>(Sound of a goat walking over the bridge - trip-trap, trip-trap, trip-trap, trip-trap)</i></p> <p><i>(Just as Little Billy Goat Gruff comes to the middle of the bridge, Mean Old Giant jumps up from under the bridge.)</i></p> <p>MOG: Who's that walking on my bridge?</p> <p>LBG: It's me, Little Billy Goat Gruff.</p> <p>MOG: I'm Mean Old Giant and you are on my bridge. I'm going to eat you for my lunch.</p> <p>LBG: <i>(Saying nervously)</i> I just want to eat some red apples and green grass in the field over there. Please don't eat me. I'm just a little goat. Wait until my brother comes along. He's much, much bigger than I am. He'll really fill you up.</p> <p>MOG: OK, go ahead and cross the bridge.</p> <p>LBG: Th....th....thank you, M...M...Mean Old G...G...Giant.</p> <p><i>(Little Billy Goat Gruff runs across the bridge quickly.)</i></p> <p><i>(Sound of a goat walking over the bridge - trip-trap, trip-trap, trip-trap, trip-trap)</i></p> <p><i>(Little Billy Goat Gruff starts to eat the red apples and green grass. Mean Old Giant goes back under his bridge to sleep.)</i></p> <p>6</p>
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KS1 Demo – ‘The Three Billy Goats Gruff’ - **Planning**

1. Find the genre and Phonics from the Contents Page.	A play
2. Go over the text to analyse the features of the genre and the Phonics.	level - KS1 genre - A play adapted from a classic story with 3 scenes. The 4 main characters are the three Billy Goats Gruff - Little Billy Goat Gruff (LBG), Middle Billy Goat Gruff (MBG) and Big Billy Goat Gruff (BBG), and the Mean Old Giant (MOG).
3. Reread the text - a. To decide how to support the Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites. b. To consider if other Phonics of the same level can be taught.	The script is full of examples to support various Phonics features: <u>Title and Scene 1</u> <ul style="list-style-type: none">• LSCs - g for /g/; w for /w/; b for /b/; th for /θ/; m for /m/• Initial Consonant Cluster - gr for /gr/• Onomatopoeia - 'trip-trap'• Alternative Pronunciation - g for /dʒ/ in 'giant' (the soft 'g')• Syllables and Suffixes - 'green-greener-greenest'

KS1 Demo – ‘The Three Billy Goats Gruff’ - **Planning**

4. Decide what, when and how to teach the Phonics in a GE lesson and design level-appropriate activities to practise and consolidate the Phonics: Pre- While- Post-reading Stages

Pre-reading

Decide on an LSC and introduce it using 'What's the sound?'^# by reading a short text and deliberately missing saying the target sound for the class to notice.

E.g., miss saying the g for /g/ sound in the first dialogue between the LBG, MBG, and BBG in Scene 1.

Other pre-reading activities:

- Introduce the target LSC using 'Roll Call'.
- Get SS to practise some previously covered LSCs using 'Phonics Bingo'.

While-reading

Get SS to practise saying the key dialogues using different expressions to show the nature of the main characters, e.g., the LBG is weak, the Mean Old Giant is mean.

SS can also roleplay the characters for the class to guess.

Other while-reading activities:

- Get SS to hunt for other Phonics items in the text such as initial consonant clusters.
- Get SS to listen and clap the target Phonics item, e.g., a consonant cluster, an LSC.

KS1 Demo – ‘The Three Billy Goats Gruff’ - **Planning**

Post-reading

Come up with a new ending for the play. Tell SS that the three Billy Goats Gruff have set a challenge for the class - anyone who wants to cross the bridge must say a tongue twister now. Give an example tongue twister for the class to try, e.g., 'The green, grumpy, granny goat goes to the grassy ground'.

Get groups of SS to create their own tongue twisters. Choose an LSC or consonant cluster that matches the ability of the SS. Provide SS with word banks if necessary.

The finished tongue twisters can be added to the play as part of a new ending.

Other post-reading activities:

- Get SS to practise previously covered Phonics items using Phonics Wheel / Slides.
- Get SS to practise previously covered Phonics items using 'Slap the board'.
- Guide SS to make Word Walls using different patterns or artworks*.

Implementation

- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practice the Phonics through meaningful and genre-related activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.

KS2 Demo - 'Lively Lou and Lazy Lynn'

Key Stage 2
Module: Relationships

Lively Lou and Lazy Lynn

Lively Lou and Lazy Lynn
Lively Lou and Lazy Lynn.
Were each the other's identical twin
Each wore different coloured clothes
But they weren't as different as some supposed ...
Lively Lou and *Lazy Lynn*
One went out *and the other stayed in*
One got up *and the other sat down*
One gave a smile *and the other gave a frown*
One made her bed *and the other made a mess*
One wore jeans *and the other wore a dress*
One liked jam *and the other liked cheese*
Lazy Lynn and her twin Louise.
But sometimes just to cause confusion
They'd carry out a small illusion:
Lou stayed in *and out went Lynn*
Lou was quiet *and Lynn made a din*
Lou would scowl *and Lynn would grin.*
Is Lynn Lou or is Lou Lynn? Who knows
Which one is wearing which one's clothes?
So, when someone commits a little sin ...
Well
No one knows which identical twin!

ANONYMOUS



KS2 Demo – ‘Lively Lou and Lazy Lynn’ - **Planning**

1. Find the genre and Phonics from the Contents Page.	A poem														
2. Go over the text to analyse the features of the genre and the Phonics.	level - KS2 genre - A poem about relationships with 22 lines. The 2 main characters are twin sisters Lively Lou and Lazy Lynn.														
3. Reread the text - a. To decide how to support the Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites. b. To consider if other Phonics of the same level can be taught.	<p>The poem is full of examples to support various Phonics features: LSCs - l for /l/; c for /k/; and w and the Common Exception Word 'one' for /w/. Rhymes - /-In/ in 'Lynn-twin-in-din-grin-sin'; /-es/ in 'mess-dress'; /ʃən/ in 'confusion-illusion'. Pronunciations of simple past tense verbs ending in '-ed':</p> <table border="1" data-bbox="682 748 2423 1362"> <thead> <tr> <th data-bbox="682 748 1582 851">pronunciations</th> <th data-bbox="1582 748 1880 851">examples from the text</th> <th data-bbox="1880 748 2423 851">other possible examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="682 851 1582 982">for verbs ending in an unvoiced consonant sound, '-ed' makes the sound /t/</td> <td data-bbox="1582 851 1880 982">'liked'</td> <td data-bbox="1880 851 2423 982">looked, hopped, cooked, kicked, danced</td> </tr> <tr> <td data-bbox="682 982 1582 1172">for verbs ending in a vowel sound or a voiced consonant sound, '-ed' makes the sound /d/</td> <td data-bbox="1582 982 1880 1172">'stayed'</td> <td data-bbox="1880 982 2423 1172">smiled, grinned, played, called, cried</td> </tr> <tr> <td data-bbox="682 1172 1582 1362">for verbs ending in a /t/ or a /d/, '-ed' becomes an additional syllable and makes the sound /Id/</td> <td data-bbox="1582 1172 1880 1362">change 'commit' to 'committed'</td> <td data-bbox="1880 1172 2423 1362">added, divided, needed; shouted, started, visited</td> </tr> </tbody> </table>			pronunciations	examples from the text	other possible examples	for verbs ending in an unvoiced consonant sound, '-ed' makes the sound /t/	'liked'	looked, hopped, cooked, kicked, danced	for verbs ending in a vowel sound or a voiced consonant sound, '-ed' makes the sound /d/	'stayed'	smiled, grinned, played, called, cried	for verbs ending in a /t/ or a /d/, '-ed' becomes an additional syllable and makes the sound /Id/	change 'commit' to 'committed'	added, divided, needed; shouted, started, visited
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KS2 Demo – ‘Lively Lou and Lazy Lynn’ - **Planning**

4. Decide what, when* and how to teach the Phonics in a GE lesson and design level-appropriate activities to practise and consolidate the Phonics: Pre- While- Post-reading Stages

Pre-reading

Tell the class that you have got two girl cousins - Lively Lou and Lazy Lynn. Show SS their pictures and ask if they can notice anything special about the two sisters - they look alike and are identical twins.

Use the following question prompts to guide SS to find out more about the sisters when they were young: Who stayed in most of the time? Who liked jam? Who committed some little sins? Note down students' answers on the board like this:

'Lazy Lynn stayed in most of the time.'

'Lively Lou liked jam.'

'Lively Lou committed some little sins.'

Get SS to read and listen to the poem to check their predictions and enjoy the poem.

Other pre-reading activities:

- Give SS a finished word sort categorising the three different ways to pronounce simple past verbs with '-ed' endings. Highlight the graphemes of the ending sound and introduce SS to or remind them about vowel sounds, unvoiced and voiced consonant sounds. Guide SS to discover the rules to pronounce these endings.

KS2 Demo – ‘Lively Lou and Lazy Lynn’ - **Planning**

While-reading

Tell SS that you have bought a chat bot and used it to read a few lines of the poem for the class. Pre-record a few lines of the poem by mispronouncing# the '-ed' endings with exaggeration -

'Lively Lou and Lazy Lynn

One went out and the other stay/t/ in

One like/d/ jam and the other like/d/ cheese

Who was it that commi/dId/ /tId/ a little sin?'

Get SS to have a laugh and to correct the mispronunciations of the chat bot.

Guide SS to discover the rules to pronounce the '-ed' endings.

Other while-reading activities:

- Give or elicit more simple past tense verbs ending in '-ed' from SS. Get SS to put these words under the correct category according to their pronunciations.
- Get SS to read the poem with expressions.
- Get SS to roleplay Lively Lou and Lazy Lynn by changing 'one' to 'I'.

KS2 Demo – ‘Lively Lou and Lazy Lynn’ - **Planning**

Post-reading

Give or elicit additional simple past tense verbs ending in '-ed' from SS. Get groups of SS to make use of these additional verbs to write an additional verse for the poem.

Get SS to cross groups and read aloud their peers' creation. The rest of the class can act as 'little teachers' and give feedback on their peers' performances.

Other post-reading activities:

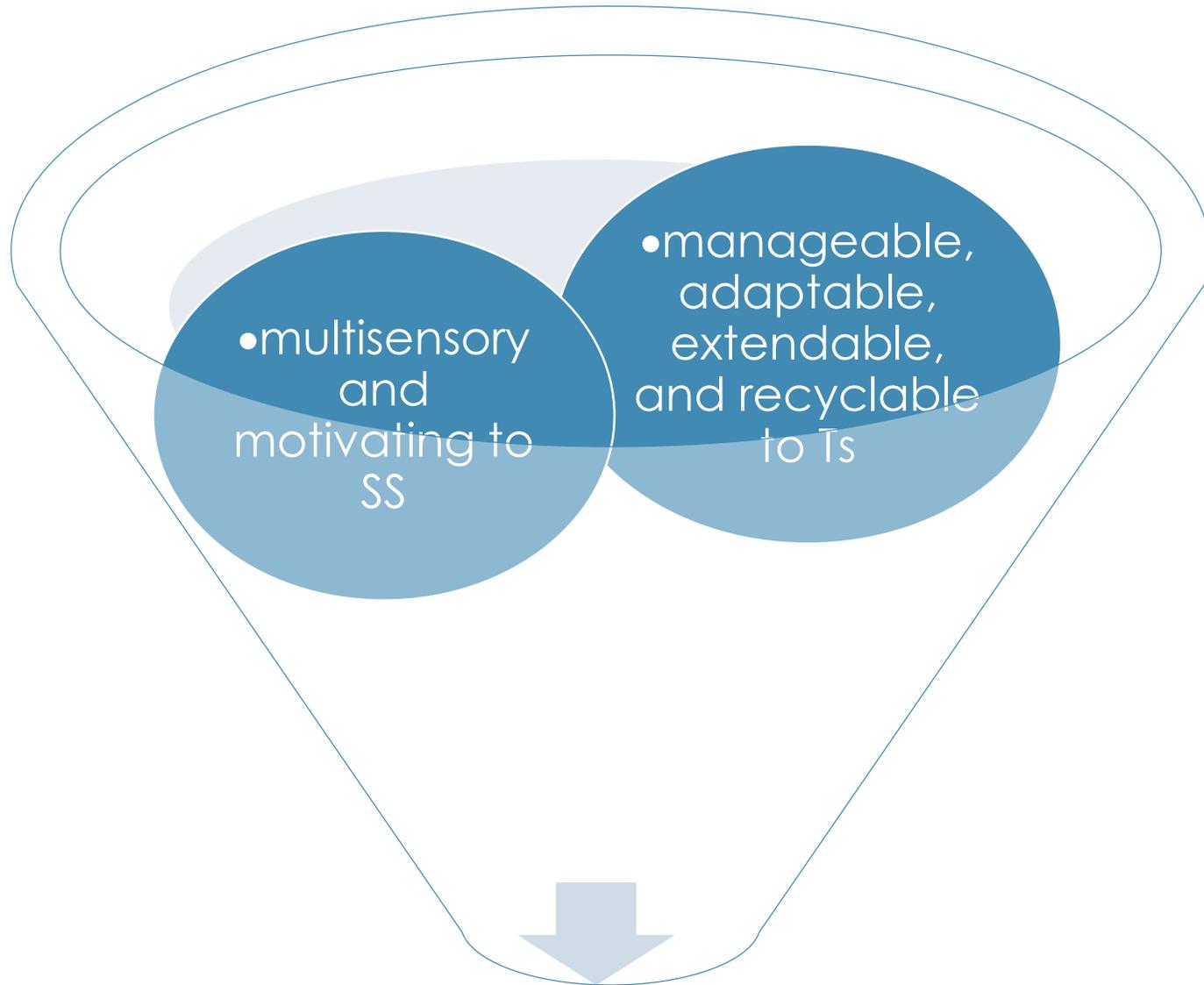
- Guide SS to make Word Walls using different patterns or artworks*.
- Get groups of SS to do a Writing Spree and Speed-Reading to write out and read aloud as many simple past tense verbs ending in '-ed' as they can in 2 minutes.
- Get SS to make use of the simple past tense verbs ending in '-ed' to write a short paragraph, story, poem, chant, tongue twister etc. as homework. Put SS in groups and get them to take turns to read out their peer's creation in the following lesson.

Implementation

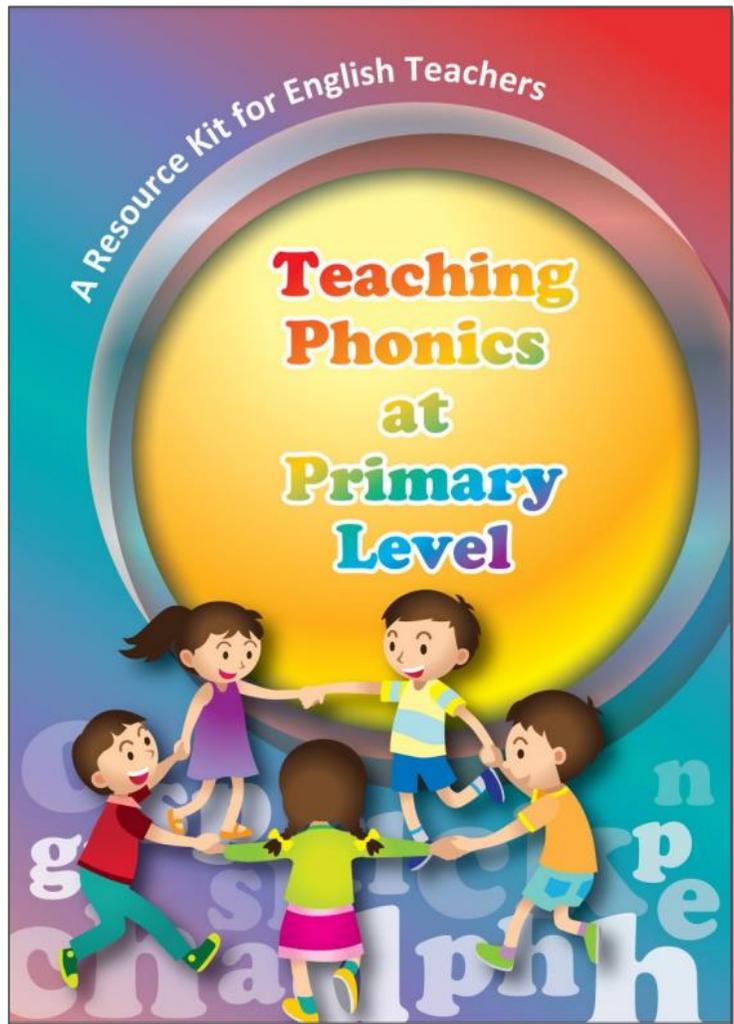
- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practice the Phonics through meaningful and genre-related activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.



**Phonics Teaching
Ideas + Resources**



Learning Activity for Short Vowels

Phonics Da Vinci

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

- Decide on the short vowel sound to focus on.
- Choose one of the objects below for creating an artwork display.
 - ★ a butterfly ★ a peacock ★ a windmill
 - ★ a palm ★ a fish ★ a caterpillar
- Get a picture of the object you have chosen to display.
- Write the short vowel sound in the centre/space of the object.
- Write the words containing the respective sound on the other parts of the object.
- 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? maze meal shine froze	Read aloud the following sentences and underline the long vowel sounds. Mary used the green oven to bake the pumpkin toast with cheese.	Which 2 words have the same "o" sound as "bone"? too smoke rate home
Which word does not belong with the others? five die rhyme beef	Circle 2 words that have a long "i" sound. iron quick nine	Complete the poem with words containing long vowel sounds that rhyme. 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. idea • radio duty • music table • iron	Complete the long vowel word pyramid by adding words containing the long vowel sound "e" spelt in letters "ea". eat easy	Circle the word that contains a long "a" sound. 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

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

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

Phonics Bingo



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

Dos and Don'ts

- 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.
- 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.