

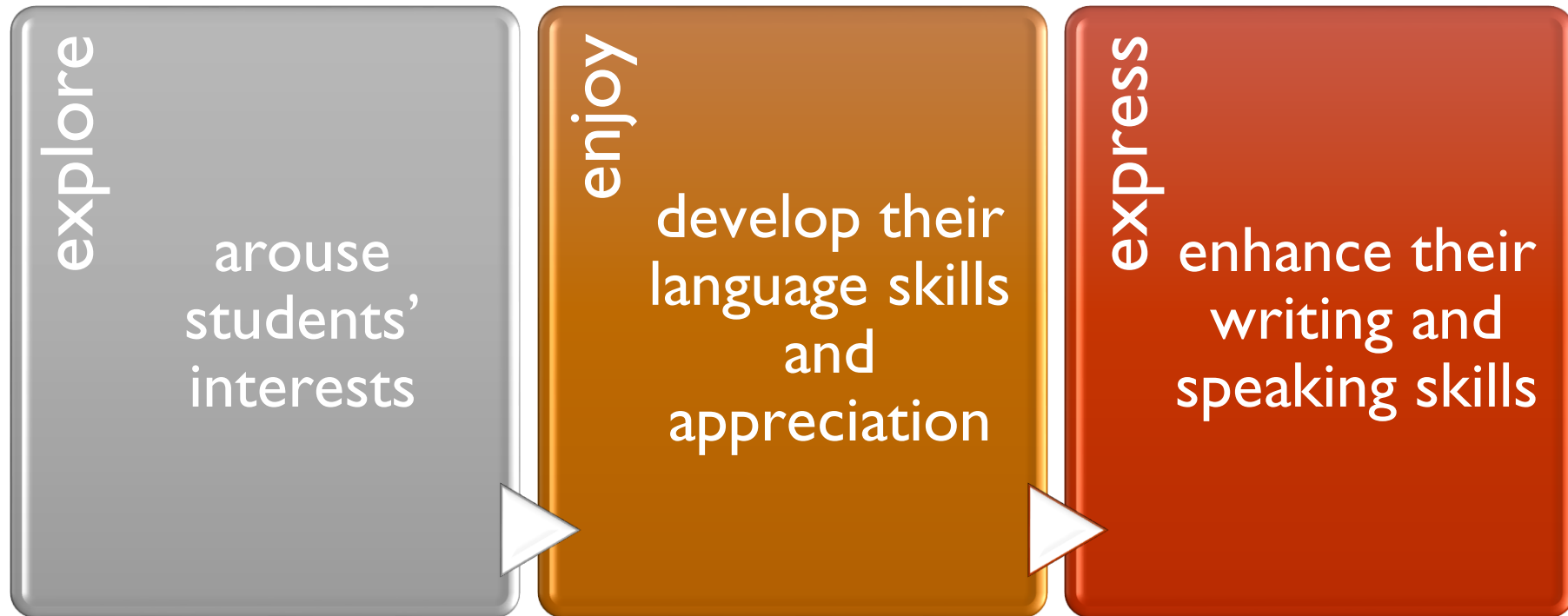
Phonics Teaching Series (2) – Promoting Creative Language Use through Phonics and Language Arts

2023

Rundown

- The Role of Language Arts in the English Language Curriculum
- The Role of Phonics in Language Arts
- Teaching and Learning of Phonics Using Language Arts Materials
- Demonstration & Practices
- Concluding Remarks

The role of Language Arts in the English Language Curriculum



English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (CDC,2017)

Language Arts – Text Types

Chant

‘We’re gonna have tea in Festival Walk –
Bubble tea, and fish balls and fries.
We’ll then go home to do our homework,
Till ten o’clock and rest our tired eyes.’

Tongue twisters

‘I scream, you scream, we all
scream for ice cream.’
‘If a dog chews shoes, whose
shoes does he choose?’

Sayings of Wisdom

‘A friend in need is a friend indeed.’
‘Go put your creed onto your deed.’ - Ralph Waldo Emerson
‘Respect for ourselves guides our morals, respect for others
guides our manners.’ - Laurence Sterne

'Readers'

- Simple Books Designed for Children or English Learners

General Readers

- not levelled
- categorised according to genres, e.g., literary fiction – drama, poetry, fairy tale; fiction – classic, sci-fi, mystery, romance, non-fiction – how to, biography, etc.
- focus - enjoyment, knowledge

Graded Readers

- different levels
- focus – vocabulary, text types

Phonics Readers

- different levels
- matched to the Phonics learned
- teaching notes
- focus – Phonics, vocabulary, text types

Benefits of Language Arts materials

- Phonological Features

- ❖ musical
- ❖ imaginative and creative
- ❖ enjoyable
- ❖ appeal to our senses

- Positive Impact on SS

- ❖ sources of pleasure and entertainment
- ❖ help SS develop critical thinking, cultural awareness, and creativity
- ❖ guide SS to express themselves and communicate emotions and feelings

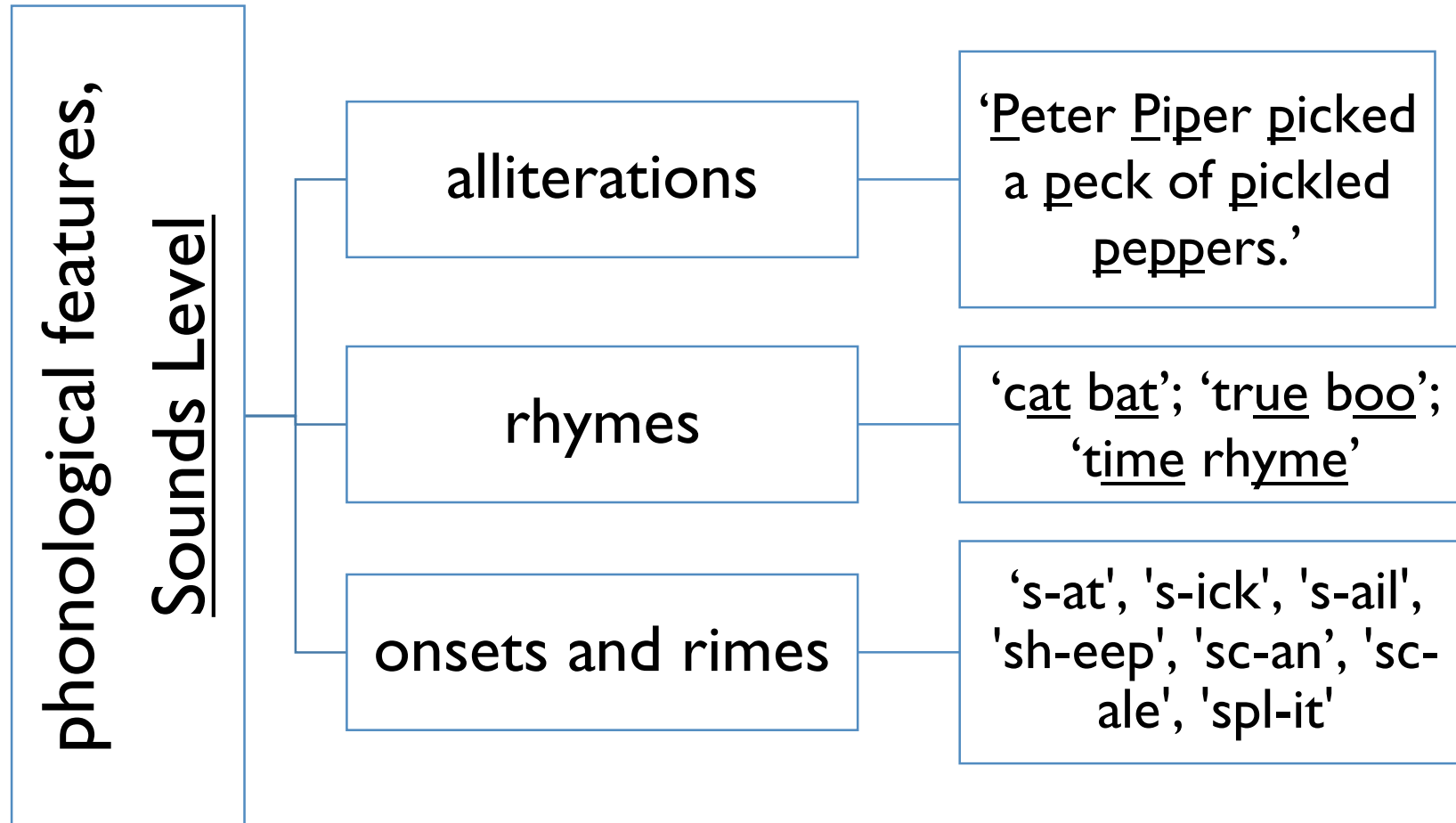
The role of Phonics in Language Arts

- *What is Phonics?*
- Phonics is a method of teaching people...
 1. to know the main sounds of English.
 2. to read by memorising words.
 3. to read by learning the sounds that letters represent.

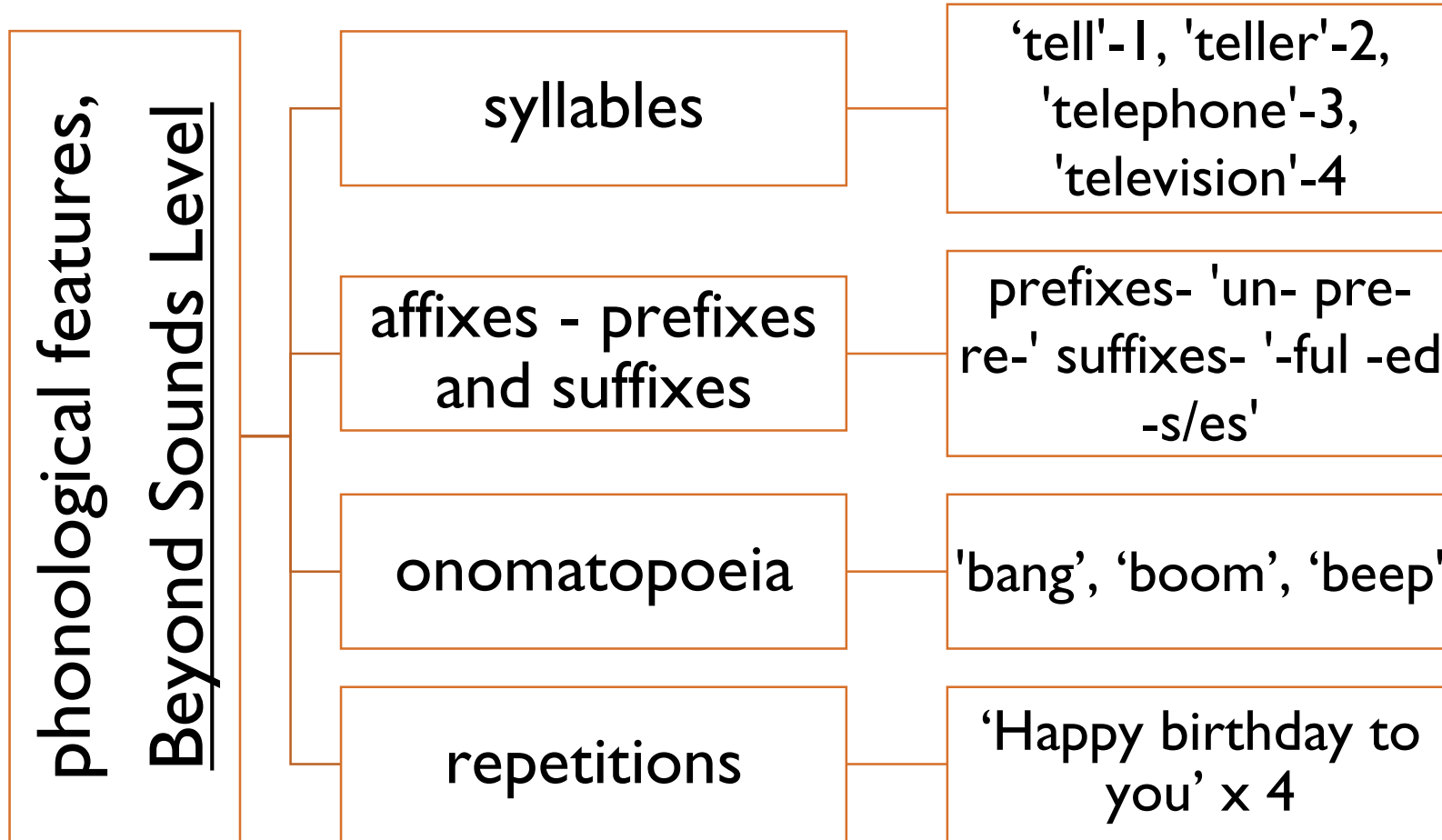
Phonics must be
taught in
context.

Definition from Cambridge Dictionary
<https://dictionary.cambridge.org/dictionary/english/phonics>

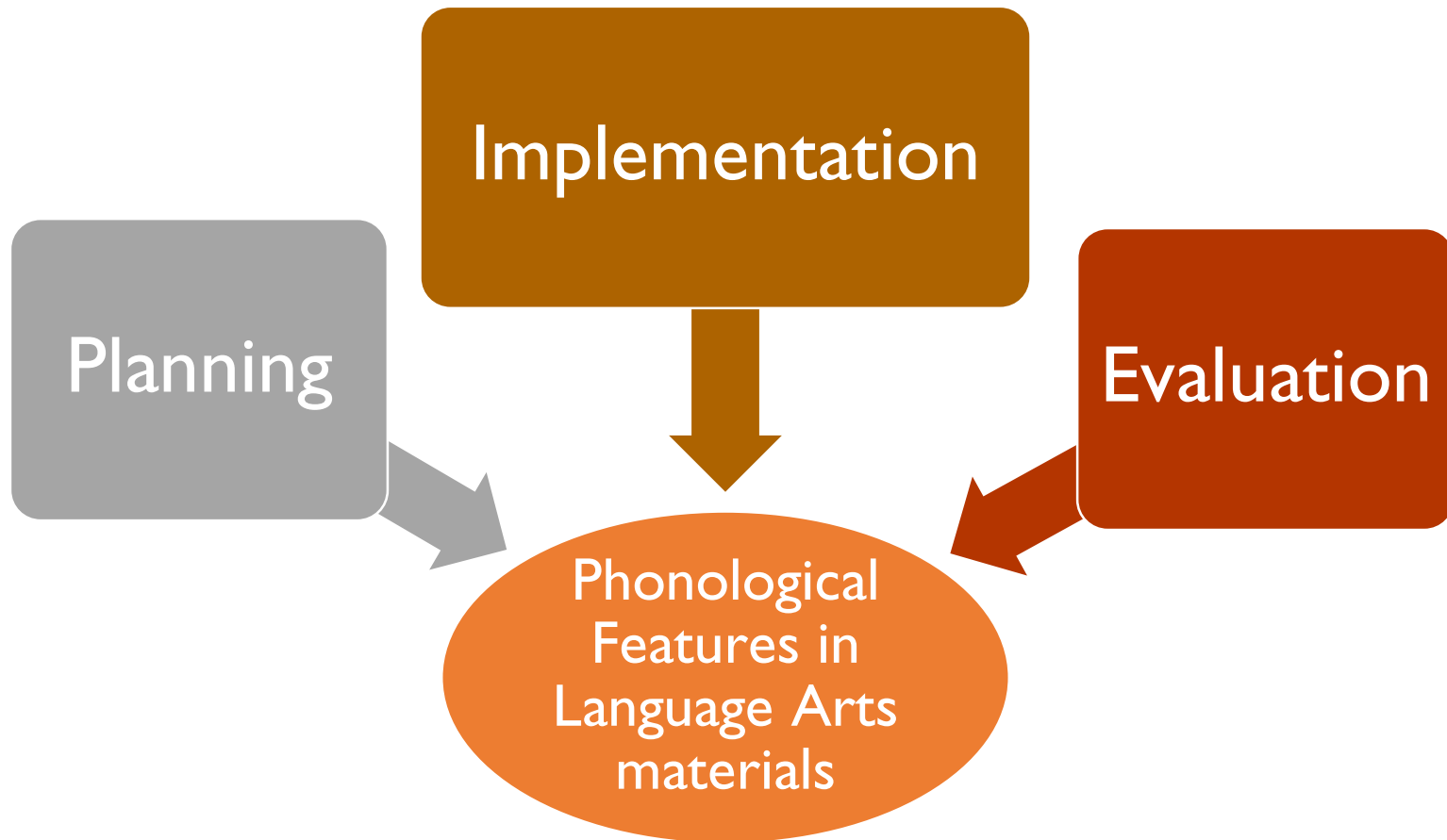
The role of Phonics in Language Arts



The role of Phonics in Language Arts



Teaching and Learning of Phonics using Language Arts Materials



Planning

1. Go over the text to analyse the phonological features – both sounds level and beyond.
2. Set learning objectives to match SS' level and needs.
3. Decide how to support the target phonological features with examples from the chosen Language Arts material(s).
4. Select from a repertoire of Phonics and language activities to use in the Pre- While- and Post-Stages of a reading lesson to get SS to learn, practise and consolidate their Phonics knowledge, and to further develop and enhance their language skills.

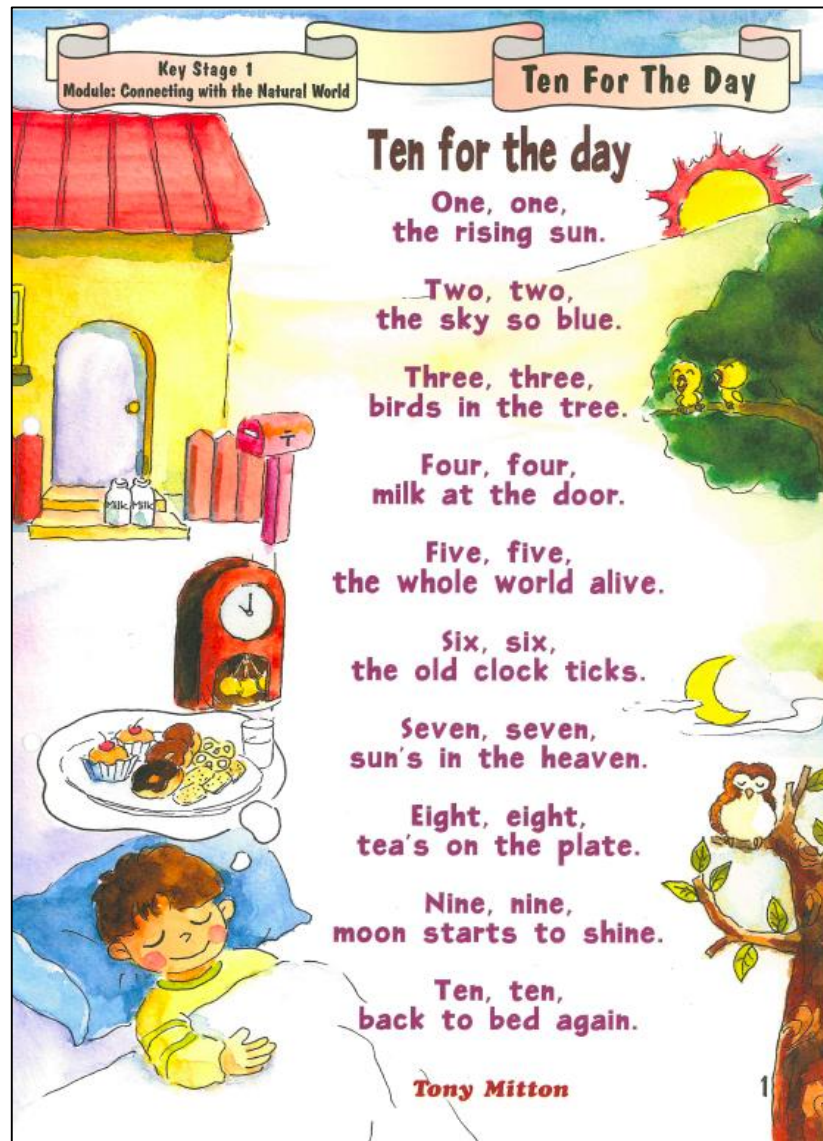
Implementation

- Demonstrate the Pre- While- Post-Stages of a reading lesson using appropriate activities to incorporate the phonological features in the context of the chosen Language Arts material(s) and provide meaningful tasks for SS to practise and apply the Phonics knowledge, and to further develop and enhance language skills.

Evaluation

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

KS1, Demo 1 – ‘Ten for the Day’



When two words
sound the same at the
end, they rhyme.

KS1, Demo 1 – ‘Ten for the Day’

Key Stage 1
Module: Connecting with the Natural World

Ten For The Day

Teacher's Notes

Lists of words for the Rhyme Clap game

Key words	Rhyming words	Non-rhyming words
Sun	one fun	moon ten
Door	four more	toy doll
Eight	late plate	say leg
Stick	tick pick	cake clock
Blue	shoe two	blow school
Bright	right kite	shine fly
Pen	men ten	fan stand
Song	long strong	wing shine
Three	free me	dream live
Cow	how now	fall cold

B. Read this poem. Fill in each blank with a correct word.

pen fun
hive day
fan live
doll date
line sea
lesson sticks
shore shoe

One, one,
let's have _____.

Two, two,
where's your _____?

Three, three,
fish in the _____.

Four, four,
go to the sea-_____.

Five, five,
bees in the _____.

Six, six,
count the _____.

Seven, seven,
an English _____.

Eight, eight,
what's the _____?

Nine, nine,
draw a long _____.

Ten, ten,
pick up your _____.

KS1, Demo 2 – ‘The Three Little Pigs’

Scene 3 (original):

(At midnight there is a knock at the door. Patrick wakes up to see who it is.)

Patrick: (Asking sleepily) Who is it?

Big Bad Wolf: It's the Wolf. Let me in!

Patrick: No way! You tried to eat my younger brother and sister. I won't let you in!

(Patsy and Peter also wake up to see what is happening.)

Big Bad Wolf: Then I'll huff and puff and blow your house in.

(Big Bad Wolf huffs and puffs and blows but he cannot blow the house in.)

Patrick: Our house is very strong. You'll never eat us, Big Bad Wolf.

(Big Bad Wolf climbs to the top of the house and goes down the chimney.)

Big Bad Wolf: I'm going to eat you all!

(Patrick puts a pot of boiling water under the chimney. When Big Bad Wolf comes down the chimney, he lands in the boiling water.)

Big Bad Wolf: Help! Help!

Patrick: You're not big and bad anymore, Big Bad Wolf.

Patsy: How clever you are, Big Brother! You've saved our lives again. I'll always listen to you.

Peter: I'll always listen to you too.

Patrick: From now on, we'll live safely and happily together.

(The three little pigs hug together.)

Let's Experience and
Appreciate Drama (LEAD)
by EDB

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LEAD/Libray%20of%20plays/Adaptation%20of%20classic%20stories/The%20three%20little%20pigs/Script.pdf>

KS1, Demo 2 – ‘The Three Little Pigs’

- Big Bad Wolf: Then I’ll _____ and _____ and blow your house in.
- ‘bang’ – someone is knocking on a door
- ‘boing’ – something is going down the chimney quickly
- ‘crash’ – a house got blown in
- ‘huff puff’ – someone is panting after blowing
- ‘splash’ – water is coming out of a pot of water
- ‘thud’ – when something heavy falls

KS1, Demo 2 – ‘The Three Little Pigs’

Scene 3

Storyteller: At midnight there is a knock at the door. _____, _____, _____! Patrick wakes up to see who it is.

Patrick: (Asking sleepily) Who is it?

Big Bad Wolf: It's the Wolf. Let me in!

Patrick: No way! You tried to eat my younger brother and sister. I won't let you in!

Storyteller: Patsy and Peter also wake up to see what is happening.

Big Bad Wolf: Then I'll huff and puff and blow your house in.

Storyteller: Big Bad Wolf huffs and puffs and blows, he _____ and _____ and blows again, he _____ and _____ and blows for the last time but he cannot blow the house in. No _____!

Patrick: Our house is very strong. You'll never eat us, Big Bad Wolf.

Storyteller: Big Bad Wolf climbs to the top of the house and goes down the chimney.

Big Bad Wolf: I'm going to eat you all!

Storyteller: Patrick puts a pot of boiling water under the chimney. When Big Bad Wolf comes down the chimney, _____!
He lands in the boiling water – _____! _____!

Big Bad Wolf: Help! Help!

Patrick: You're not big and bad anymore, Big Bad Wolf.

Patsy: How clever you are, Big Brother! You've saved our lives again. I'll always listen to you.

Peter: I'll always listen to you too.

Patrick: From now on, we'll live safely and happily together.

Storyteller: The three little pigs hug together.

- ‘bang’ – someone is knocking on a door
- ‘boing’ – something is going down the chimney quickly
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KS2, Demo 1 – ‘The Ugly Duckling’

“Stop Bullying, Everybody’s
Responsibility”

Charter

- The Elves and the Shoemaker by the Brothers Grimm
- The Emperor’s New Clothes by Hans Christian Andersen
- The Fox and the Horse by the Brothers Grimm
- The Ugly Duckling by Hans Christian Andersen
 - Little Red Riding Hood by Charles Perrault

KS2, Demo 1 – ‘The Ugly Duckling’

The Ugly Duckling met some animals and people after he left his mother. Read the story quickly and put in the correct order using numbers (1) to (4):

(3) - a farmer and his wife

(1) - some geese

(2) - a hunter

(4) - some swans

- a. Who are the bullies?
- b. Who are the ones being bullied?
- c. Who are the bystanders?

A Treasury of Literary Classics - *Fairy Tales Series: The Ugly Duckling* by EDB

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Lit%20Classics_Pri/The%20Ugly%20Duckling%20by%20Hans%20Christian%20Andersen.html

KS2, Demo 1 – ‘The Ugly Duckling’

Paragraph 2 –

Two days later, the big egg started to crack and out came a baby boy. *(excited)*

He was brownish grey, large and odd-looking, with a long beak, scruffy feathers and an ugly face! *(disappointed)*

“He doesn’t look like us and is ugly!” exclaimed a duckling. *(disappointed, and therefore shouted out in anger)*

Though the duckling looked different, the mother duck would love him the same. *(kind)*

She told her little ones, “Let’s all go to the pond and I’ll teach you all the ways of being a duck.” *(said it kindly, like a caring mother)*

KS2, Demo 1 – ‘The Ugly Duckling’

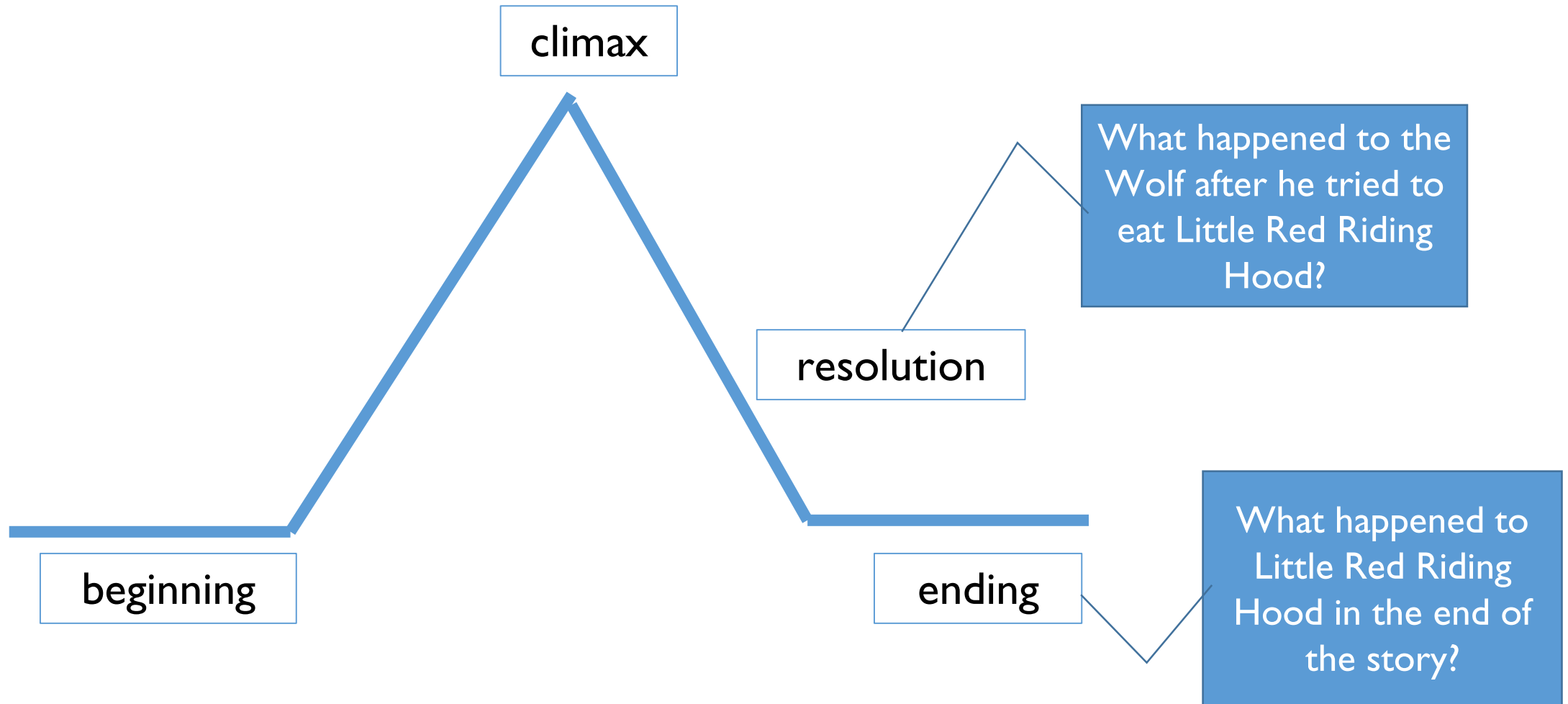
- Paragraph 9 – Spring came, and the ugly duckling went to a new lake. Instead of meeting a family of swans, he met you.
- Who are you? Are you a person, an animal, or...?
- What is your name? How old are you?
- What are your feelings and thoughts when you see the not-so-ugly duckling?
- What do you want to say to him?
- What reporting verb(s) do you want to use with your speech to him?

KS2, Demo 2 – ‘Little Red Riding Hood and the Wolf’

- Preparation
- Preview the rhyme to check if the language matches the needs and levels of your SS. Some words can be difficult, Eurocentric, or colloquial.

‘The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.’

KS2, Demo 2 – ‘Little Red Riding Hood and the Wolf’



KS2, Demo 2 — ‘Little Red Riding Hood and the Wolf’

Roald Dahl has rewritten this story into a poem full of rhyming words, and added some surprises.

What is rhyming?

- A. ‘When two words sound the same at the beginning, they rhyme.’
- B. ‘When two words sound the same at the end, they rhyme.’

KS2, Demo 2 – ‘Little Red Riding Hood and the Wolf’

‘A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, ‘Hello, and do please note
‘My lovely furry WOLFSKIN COAT.’

Let’s write a new ending!

KS2, Demo 2 – ‘Little Red Riding Hood and the Wolf’

1. Choose a time – days / months / years / hours	
2. Choose a place – hill / lake / pool / shop	
3. Choose a title – Mr / Miss / Mrs	
4. Choose an adjective that rhymes with ‘Riding’	
5. Choose a surname that rhymes with (2)	
6. Choose a clothes item or accessory	
7. Choose a colour	
8. Choose a body part / pet / object that rhymes with (7)	
9. Choose two adjectives like ‘big bad’	
10. Choose an object that rhymes with ‘note’	

When using Language Arts...

Search for videos or audio versions of the materials to allow SS to enjoy listening and watching them.

Point out the phonological, musical and creative elements in the materials to help SS to appreciate them.

Provide reliable sources to SS so that they can be exposed to more of these materials.

Design meaningful and fun activities for SS to apply their phonological knowledge, develop and enhance their language skills to express and communicate their feelings.

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.

**Have fun using Language Arts materials and Phonics
with your learners!**