

In-service Professional Development Programme:



# **Phonics Teaching Series 2**

Promoting Creative Language Use through  
Phonics and Language Arts

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Faculty of Education

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# Objectives

The Workshop will help participants achieve the following objectives:

1. To enhance teachers' capacity in promoting creative language use through phonics and language arts in the primary English classroom;
2. To explore effective strategies for teaching phonics and language arts in the General English (GE) programme/ Reading Workshops of KS1 and KS2 to develop students' phonological awareness, facilitate application and transfer of phonics knowledge in meaningful contexts and promote creative language use;
3. To provide suggestions on selecting and adapting resources to enhance students' motivation and interest in learning phonics and promote creative language use; and
4. To inspire teachers with hands-on activities on designing fun phonics activities using different language arts materials to facilitate students' exploration of creative elements and encourage creative language use

# Aims

- The 3-hour Professional Development Programme aims to enhance teachers' capacity in promoting **creative** language **use** through the learning and teaching of phonics and language arts in the primary English classroom

**consistent**



**What do we mean by 'creative'?**

**How to capitalize on creativity to optimize student learning outcomes?**

# Rundown

- Housekeeping
- **WHY** – Role of Phonics & Language Arts in the English Language Curriculum
- **HOW** – INTEGRATING Creative Teaching & Language Use through Phonics & Language Arts Materials
- Practice, Demonstrations & your QUESTIONS!
- Concluding Remarks

**WHY?**

# Which version would you choose to use to engage a young child? WHY?

## Version 1

### The Little Star

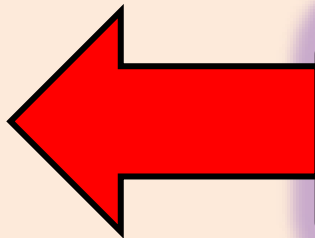
The little star twinkles.  
I wonder how high it is!  
The star is high above in the sky.  
It shines like a diamond.

**Tune** 'Oh My Darling, Clementine' – pauses & sound variety  
**Gestures, facial expressions, improvisation, etc**

## Version 2

### Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!



#### VERSION 2:

- Repetitions
- Rhyming words
- Alliterations ('wonder what')
- Tune – gives musicality & rhythm → Multi-sensory
- **Personification (Anthropomorphic element)**

Arts = Creative **use** AND **play** of language

DO → Experience → Feel 😊

**Create**

- CREATIVE use
- **NOVEL** & imaginative **USE**
- Integration of the **4 SKILLS**
- **EXPRESS/ PERSONALISE** meaning
- Do with **OTHERS**
- ....

The Little Star

Tune 'Oh My Darling, Clementine'

**ART-ify**

## The role of Language Arts in the English Language Curriculum



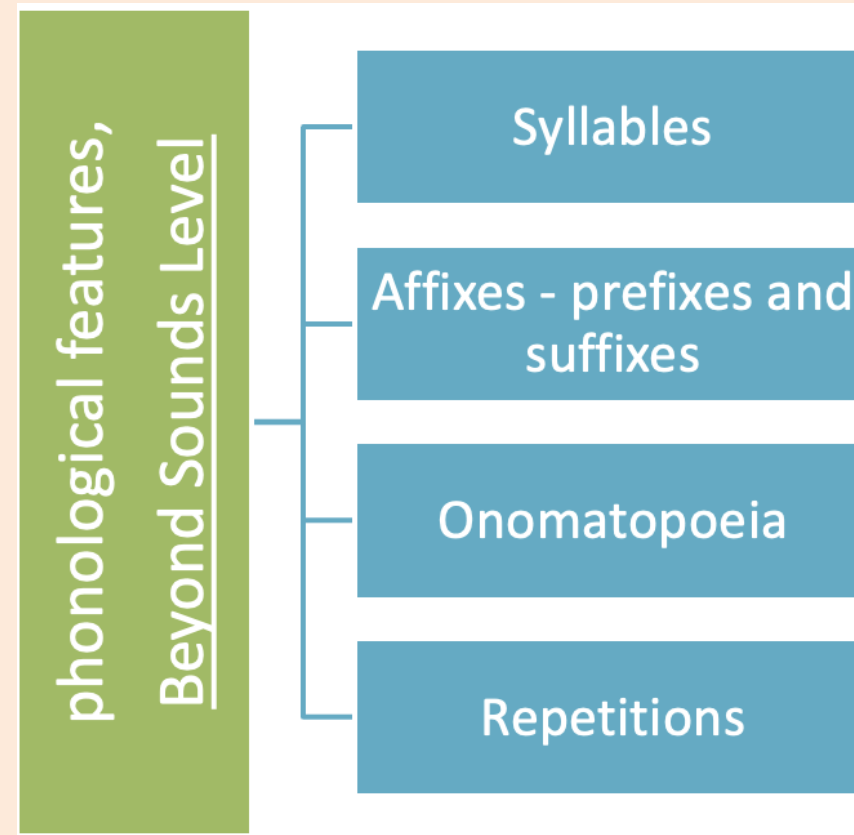
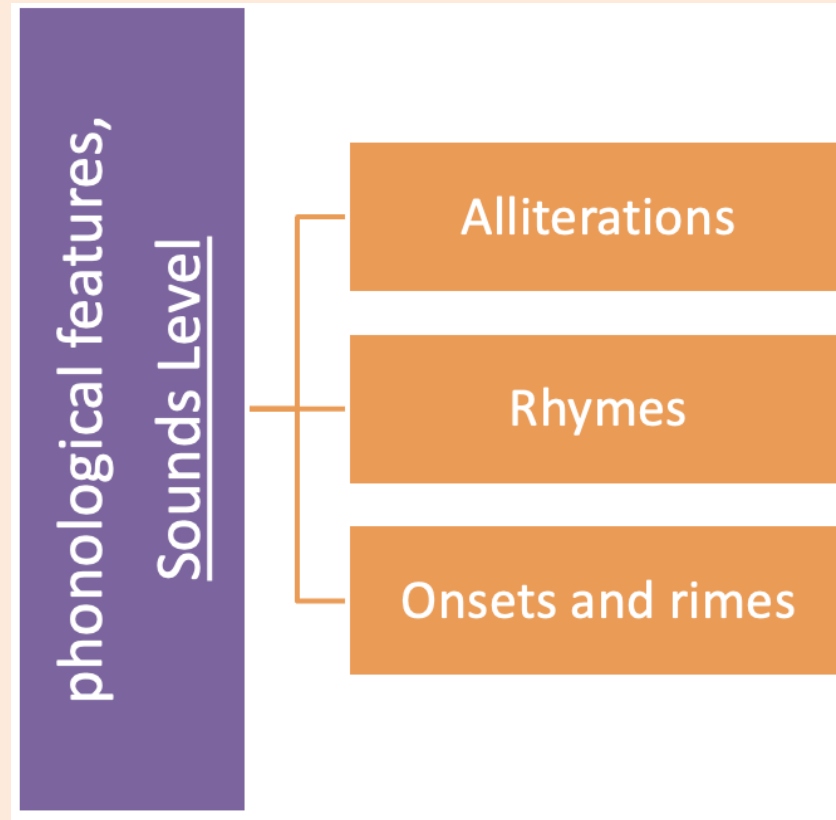
English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (CDC,2017)



# Role of Phonics in Language Arts

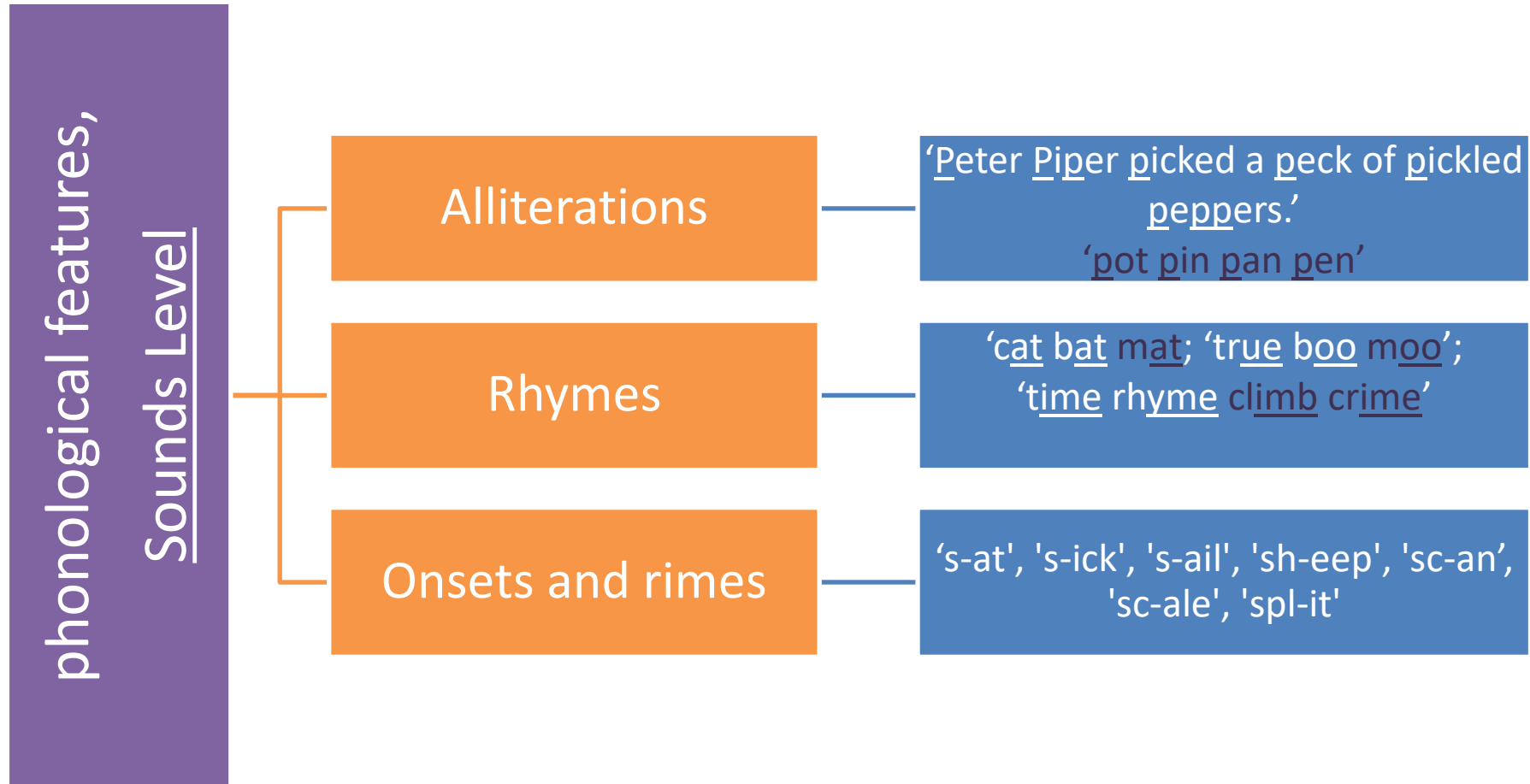
Hi, my name is \_\_\_\_\_. Nice to meet you!

**Can you give me an example of a/an \_\_\_\_\_?**

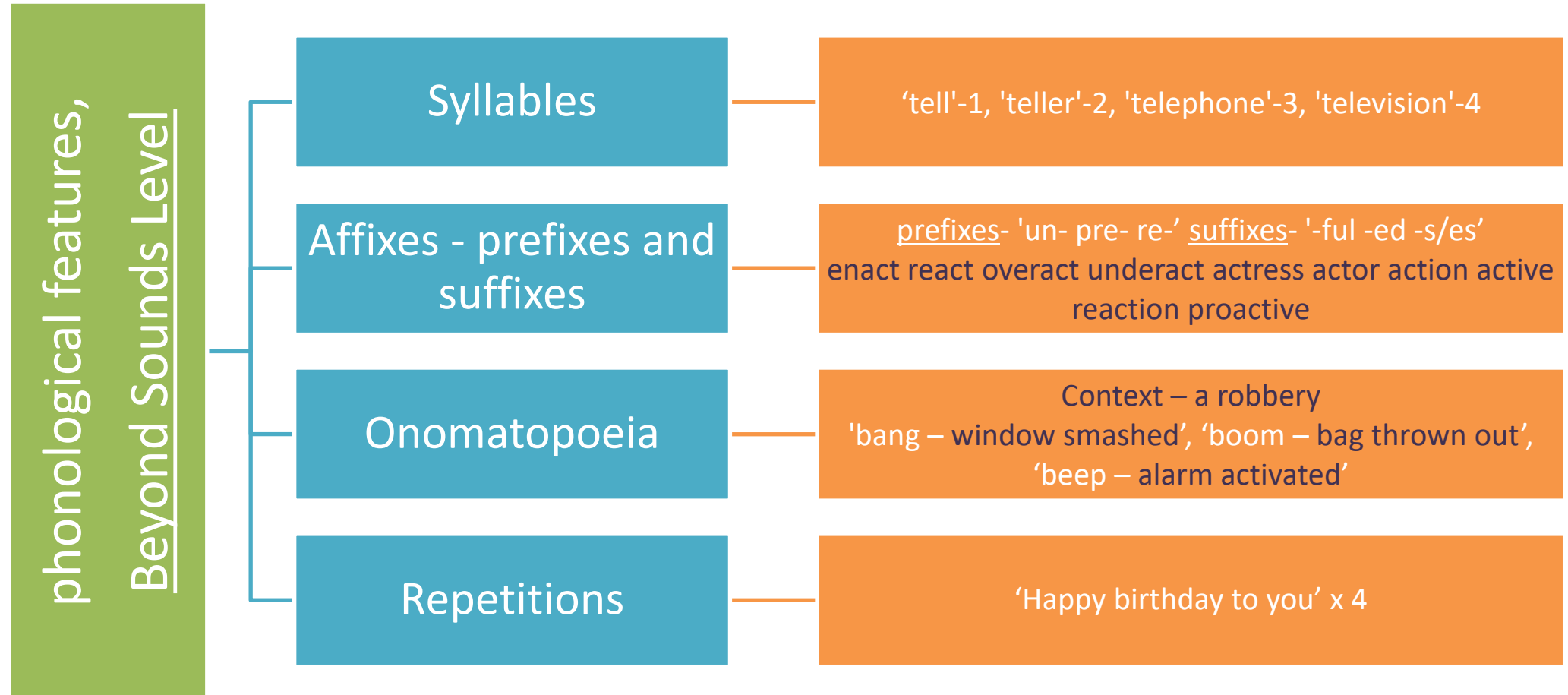


What do these terms mean?

# The role of Phonics in Language Arts



# The Role of Phonics in Language Arts



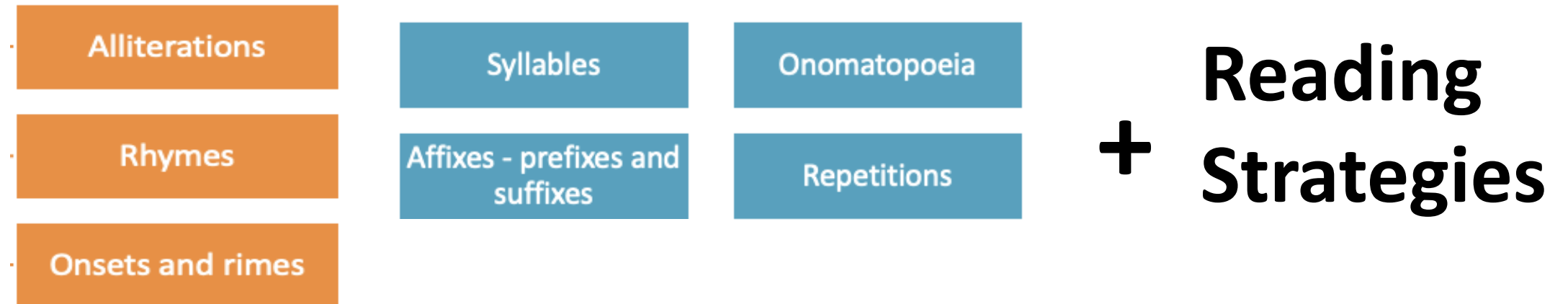
## Phonics 1 -

### GOAL of Phonics instruction → Literacy

- Raise awareness of **PATTERNS** in L2
- Raise language learners' **CONFIDENCE** (power of decoding)
- Build **FOUNDATION** for literacy (reading & writing)

## Phonics 2 -

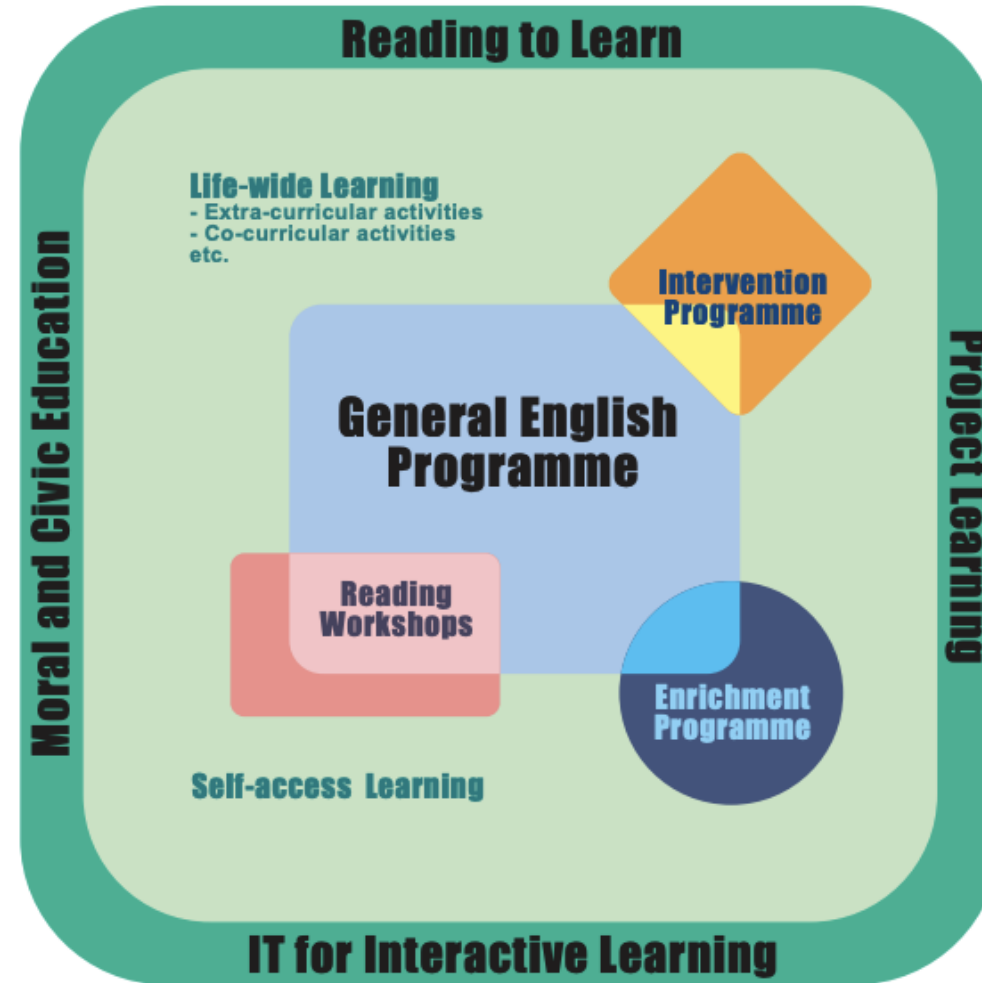
### Phonological features → Literacy-learning opportunities



## Reading Workshops

(e.g. PLPRW/Space Town/DTS/  
School-based reading workshop)

- Storytelling
- Read Aloud
- Shared Reading
- Supported/Guided Reading
- Independent Reading



## General English

- Textbooks
- Readers
- School-based materials

Figure 1: Components of a School-based English Language Curriculum

# HOW?

## Importance of INTEGRATION

## Online resources

**Sung** to famous CNY song 'Gong Xi Gong Xi' 恭喜

- Maple Leaf Learning (Youtube)
- Jack Hartmann's song videos
- Steve & Maggie
- etc . . . (Others??)

- ❖ Use **'culture' as asset** for teaching & learning in Language Arts
- ❖ **ADAPTING** it makes it more powerful (more NOVEL)!

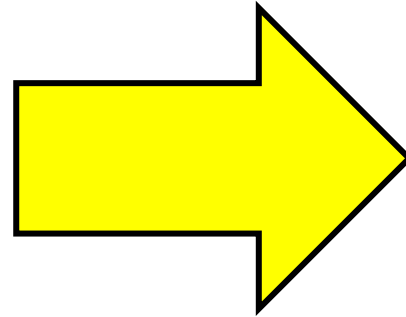


### How to adapt?

- Integrate/Adapt with GE & textbook content

Good tunes for making up your own songs:

- Oh my darling, Clementine
- Mary Had a Red Dress (rhyme)
- London Bridge
- Where is Thumbkin?
- Row Your Boat
- What Time Is It? (This is the Day tune)
- Mulberry Bush ("This is the way we...")
- BINGO



**INTEGRATE ( ~~≠~~ ADD extra)**

## SONGS

1

"Mary Has A Red Dress" Rhyme

(Choose clothing and colour words)

### IMPORTANT

Students POINT to words they are singing to AVOID 'memory-singing'

2

"BLUE"

sung to tune "Row, Row, Row Your Boat"

B-L-U-E

Spells the colour blue.

The sky, the ocean, and blueberries  
Are all a beautiful blue.

"Green"

sung to tune "London Bridge is Falling Down"

G-R-E-E-N spells green,

Like a frog,

Or a tree.

G-R-E-E-N spells green,

Just like broccoli

4

"I Can Sing a Rainbow"

Red and yellow and pink and green,  
Purple and orange and blue,  
I can sing a rainbow,  
sing a rainbow, sing a rainbow too!

See with your eyes, (2X)  
and sing everything you see,  
I can sing a rainbow,  
sing a rainbow, sing a rainbow too!

5

"The Colour Song"

sung to tune "This Old Man"

Red, red, red, touch your head.

Blue, blue, blue, tie your shoe

Brown, brown, brown, touch t

White, white, white, take a bit

Black, black, black, touch your

Purple, purple, purple, draw a

Pink, pink, pink, give a wink.

Grey, grey, grey, shout hurray. "Hurray!"

## REcreate classic fairytales & children's stories

### Journal – The Little Red Hen (Housework)

#### Housework

- sweep the floor
- mop the floor
- clean the table
- set the table
- clean the toilet
- make the bed
- feed the pet

#### Animals

duck  
pig  
cow  
turtle  
rabbit  
at  
horse

Use of onomatopoeia to ENGAGE

Design of dialogues to facilitate role-play  
and storytelling in the next lesson

Who will help me \_\_\_\_?  
(housework)

"Not I," said the \_\_\_\_.  
(animal)

Humph, you are lazy!  
Then I will do it myself.

Housework	Animal
e.g. _____	_____
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
Who will help me eat the ice cream?	I will.
No, no, no! I will eat it myself. Yummy, yummy, yummy!	

Be creative – 1) Find ways to let students practice vocabulary in CONTEXT!

2) Integrate ('systematize') interesting LA activities in unit work practice booklets

**EXAMPLE**

**NOTICING** in the form of **Repetition w/ Variation**

**HOW** we implement matters!  
(even with quality materials)

**GOING**

I'm going to work hard for my test.

**GOING**

I'm going to try my very best.

**WON'T**

I won't fail this time. I'll get an A.

**YEAH!!**

I'll be a star pupil. Yeah!



- Provide **CONCRETE, visual** support!
- Word stress
- Word phrases, chunking, pauses, connected speech, etc
- Teacher **MODEL** – Show, don't just tell!
- Students need to **PRACTICE**

# Benefits of Language Arts materials

## Phonological Features



musical



imaginative  
and creative



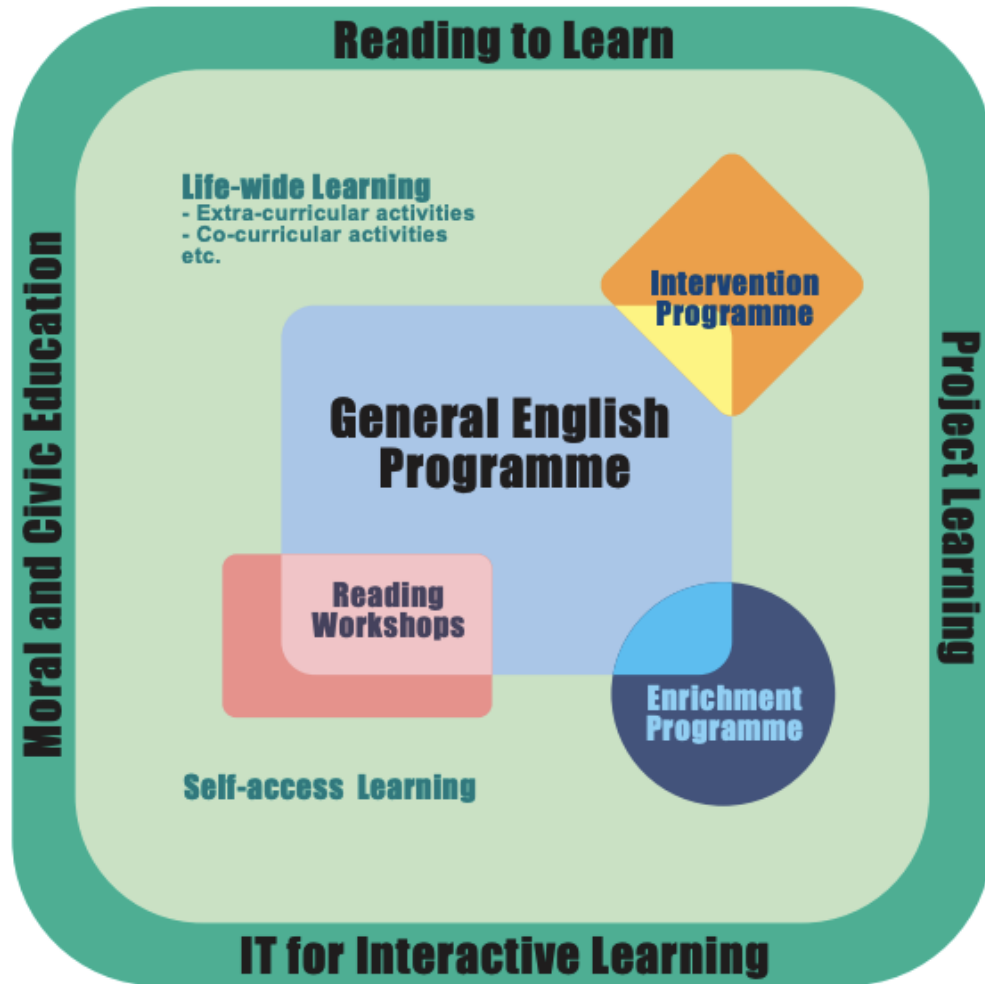
enjoyable



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



## KEY

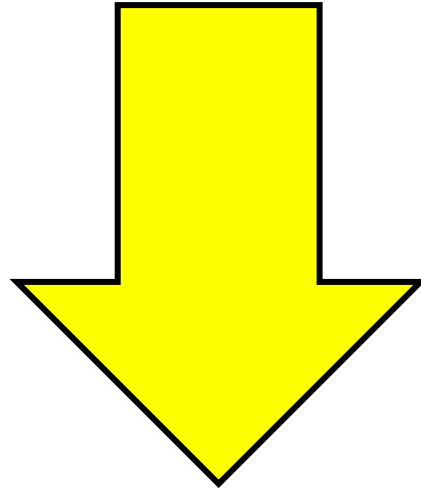
- Teacher's Creativity & 'Integrate-ability'!
- Feasibility
- Consistency / Sustainability

Figure 1: Components of a School-based English Language Curriculum

# HOW?

## Reading & Writing Instruction

# The role of Phonics in Language Arts



## Literacy – READING and WRITING



## Sources of Language Arts materials

‘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 – procedural text, biography, etc.
- focus - enjoyment, knowledge

### Graded Readers

- different levels
- focus – vocabulary, text types

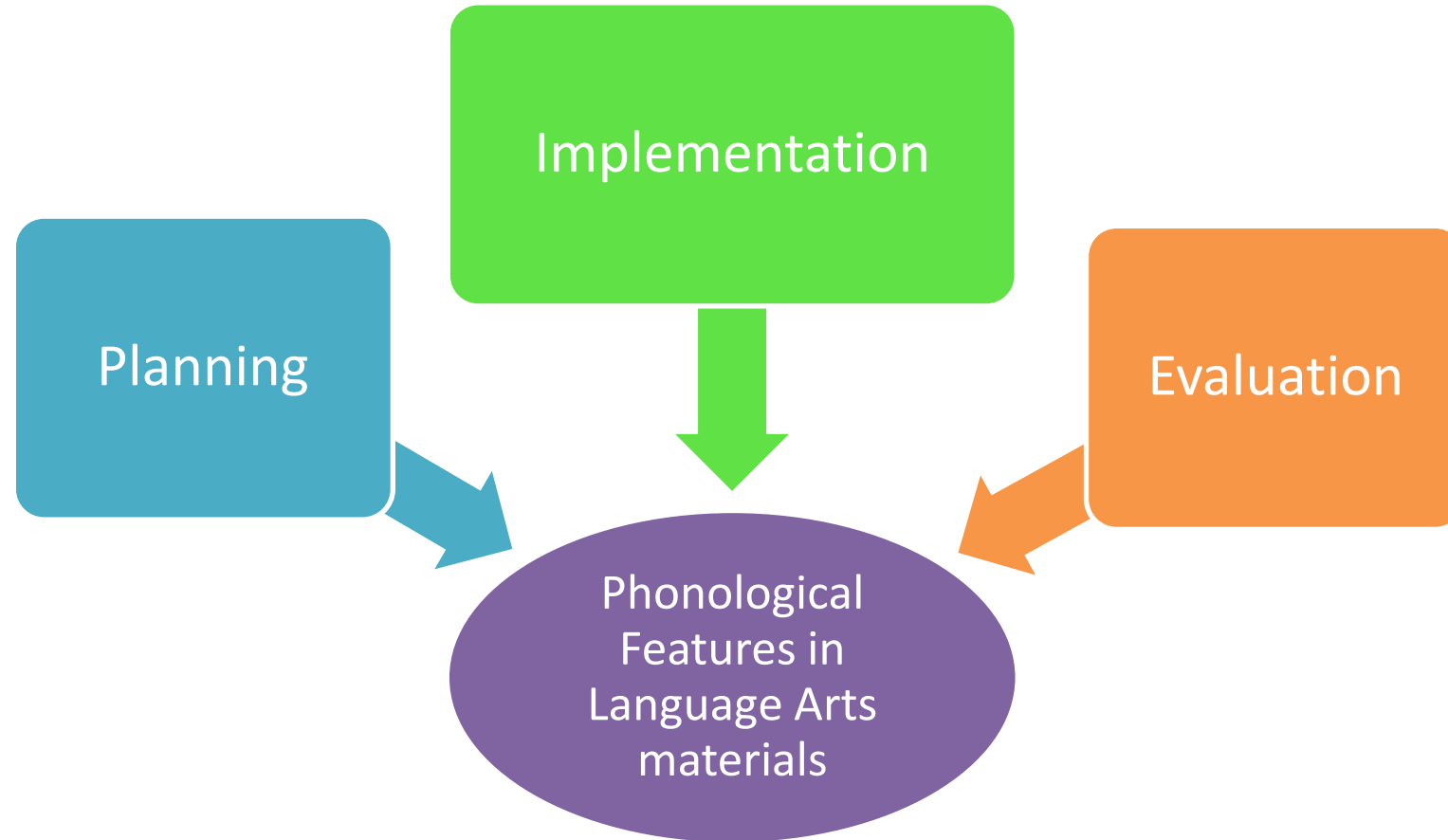
### Phonics Readers

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

# How to Select Language Arts Teaching Materials

- Repetition
- Rhythm
- Rhymes
- Alliterations
- Onomatopoeia
- Imaginary / Fun / Humour / High relatability

# Let's practice!



## 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) to **guide** Ss.
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.

## KS2 - Poem

### Phonological features → Literacy-learning opportunities

Alliterations

Syllables

Onomatopoeia

Rhymes

Affixes - prefixes and  
suffixes

Repetitions

Onsets and rimes

- ❖ What **phonological features** do you want students to NOTICE?
- ❖ What **reading strategies** could you teach with this text?
- ❖ What might you do in the **PRE-/WHILE-/POST-reading** stages?

# PRE-reading stage

- Prediction

The poem is about spaghetti. What words might you expect to hear to describe the dish (ie. taste, appearance, ingredients)? Write at least 2 words in each category.

- Pre-teach vocabulary

## Phonological challenge

**s**prinkled    sl**i**shy – slo**s**hy – slur**p**y  
w**ig**gle – wr**ig**gle – squ**ig**gle – g**ig**gle

- Rhyming words - Matching

mound	lot
plate	
cheese	
hot	around
stuff	
enough	
please	great

Example: word  
'idol'

## EXTENSION

Write more words that rhyme with . . .

- Features of poem (stanza, rhyming words, personification, word play, etc)

## PRE-reading stage

1

### Main idea

**LISTEN** to the poem  
(*Spaghetti! Spaghetti!*  
by Jack Prelutsky).

Does the author (poet)  
like spaghetti?  
Why or why not?

Making inferences:

- ✓ Pictorial clues
- ✓ Textual clues



2

## Notice the Rhyming words



### Round 1 –

Ss make **PREDICTIONS** about the missing words in the poem before hearing the poem → Raise Ss' language awareness – adj, nouns...

### Round 2 –

T reads out or audio-play the poem and Ss write the missing words to verify their predictions

### Scaffold –

Complete the poem (fill in the blanks) with the following words:

- a. cheese
- b. enough
- c. plate
- d. stuff
- e. mound
- f. please

# WHILE-reading stage

“Good” vs. “Bad” Reading to raise Ss’ awareness of reading a poem with (1) facial expression

(2) voice expression – pace, pitch, volume  
(rhythm)

(3) gestures, sound effects

Divide & conquer – Practice more challenging parts of poem

## Ways of reading

- Choral reading
- T vs. Class
- ½ class vs. ½ class
- Pair (A & B) reading

# POST-reading stage

## Integration of the 4 skills

SORT into likes/dislikes:

- I can't get enough.
- I can't stand it.
- I don't quite like it.
- I love it.
- Give me some please.
- This is my favourite.
- I'll pass, thanks.
- ...

- ❖ More language-focused tasks
- ❖ REwrite poem/paragraph with student's favourite food
- ❖ Modify poem – Word play  
you diggle, you triggle, you shiggle around  
you're slurpy, you're slooshy
- ❖ Upload your reading of the poem on Padlet  
Voice expression – pace, pitch, volume (rhythm)

# EXPLORING Phonics/Literacy-learning Opportunities

Get students to **THINK, WONDER, NOTICE** . . .

- Phonological features in text (eg. rhyming words, alliteration, affixes, interjections, etc)
- Application of phonics to comprehend (eg. onset, rime, vowel sounds, spelling, etc)

- Ways to ‘**ART-ify**’



**PRE-/WHILE-/POST-reading stages**

- Drama/Role-play/Reading aloud practice opportunities
- Reading strategies (eg. Skim & scan, pictorial/textual clues – phonics/grammar)
- Integration of ALL 4 skills (listening, speaking, reading & writing)

# Word Attack Skills

## SOUND IT OUT

- ❖ What is the beginning sound?
- ❖ Can you put these two sounds together?
- ❖ What other sounds can these letters (eg. ch, ea, ow, ou, . . .) make?

## DIVIDE & CONQUER

- ❖ Do you know any part (eg. chunk, grapheme, small word) of the word?
- ❖ Let's cut the word into syllables.

## MAKE ASSOCIATION

- ❖ Does this word look like / sound like (rhyme) any word you know?
- ❖ What word would make sense here (in this sentence/context)?