

In-service Professional Development Programme:
Phonics Teaching Series 1
Enhancing Teachers' Knowledge & Skills in
Teaching and Developing Resources for Phonics at Primary Level



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Aims

- The 3-hour Professional Development Programme aims to enhance primary level English teachers' confidence and competence in teaching phonics and developing resources for phonics instruction.

➤ Housekeeping Rundown

- Understanding phonics knowledge & instruction

What is phonics?

- Role of phonics in learning English

Why teach/learn it?

- Phonics instruction in the school-based English Language curriculum (eg. GE/ Reading Workshop)

Demonstration & Practices **How** might we teach & integrate it?

- Concluding Remarks

WHY teach phonics ?

Learning English as L1 vs. L2

**NEED
EXPLICIT
INSTRUCTION**

**"I CAN READ"
STARTING
POINT**

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

HOW do HK children learn
L1?

L1

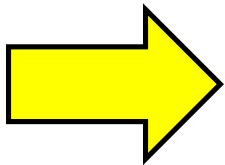
L2

HOW do we learn
L2?

Why is PHONICS taught?

Phonics can help learners

- recognize the relationships between letters/ combinations of letters and their sounds;
- develop some enabling skills in reading aloud;
- work out the sounds of unfamiliar words;
- develop their confidence and proficiency in reading; and
- improve their spelling.



Teachers NEED to create '**phonics-learning**' opportunities in reading lessons

Demonstration & Practice in Part 2 using phonics as a teaching resource

WHAT is phonics ?

Take this quiz to find out how much you know about phonics

True (T) / False (F) / Not sure (NS)

- 8. ____ Phonics is knowing the relationship between phonemes and graphemes.
- 9. ____ Rhyming words are words with same ending sounds and spelling.
- 10. ____ There are 34 sounds in the English language.

* Rewrite the FALSE statements.

Is Phonics the same as Phonetics?

phonics

/ˈfɒnɪks/

Phonics

Phonetics

Studying the 44 different sound units

Ways of writing down pronunciation

Using phonetic symbols such as the International Phonetic Alphabet (IPA) to represent the pronunciation units

Giving **written** symbols to the **spoken** sounds

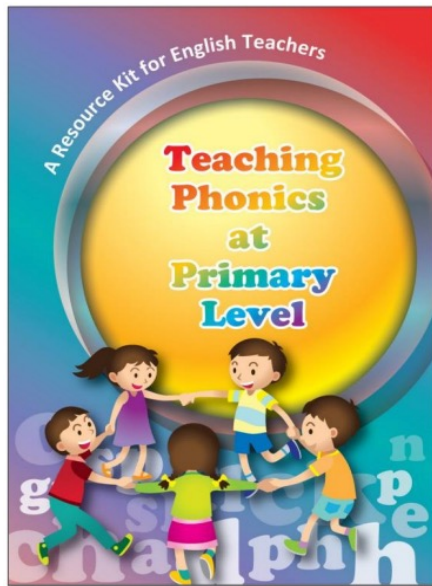
fənɛtɪks

8. T Phonics is knowing the relationship between phonemes and graphemes.

How many phonemes in the word 'phonics'?

Using the IPA to represent the pronunciation of a word

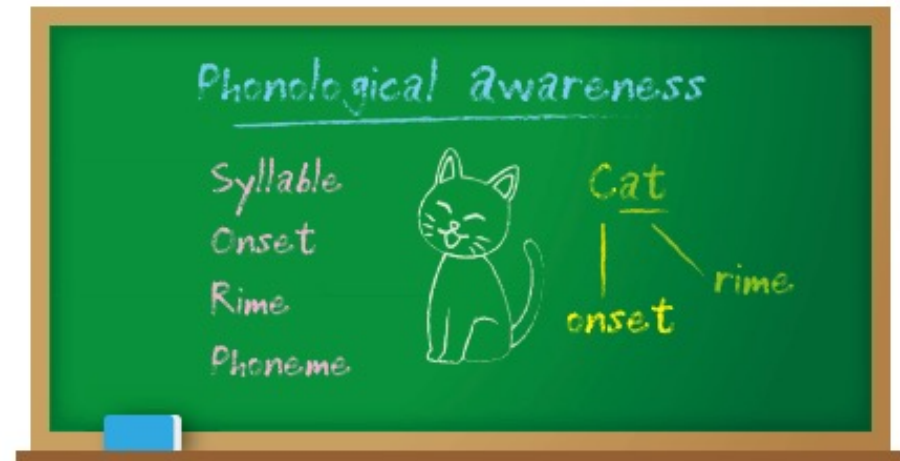
Phonics



Teaching Phonics at Primary Level (2017), p.9
http://www.edb.gov.hk/Phonics_Pri_2017



<u>cat</u>	<u>blue</u>
<u>bat</u>	<u>shoe</u>
<u>mat</u>	<u>flew</u>
<u>sat</u>	<u>through</u>
...	...



Syllable: How many syllables in the word *cat*?

Onset: What's the beginning sound of *cat*?

Rime: What's the vowel sound in *cat*?

Final sound in *cat*?

Rime in *cat*? (belongs to the -at word family)

Phoneme: What 3 sounds make up the word *cat*?

Phonics Quiz

1. Which of the following demonstrates the word 'starfish' correctly broken down into its constituent phonemes?

A. s - t - ar - f - i - s - h

B. s - t - a - r - f - i - sh

C. st - ar - f - i - sh

D. s - t - ar - f - i - sh

2. How many phonemes are in the word 'hedge'?

A. 2

B. 3

/h/ /e/ /dge/

C. 4

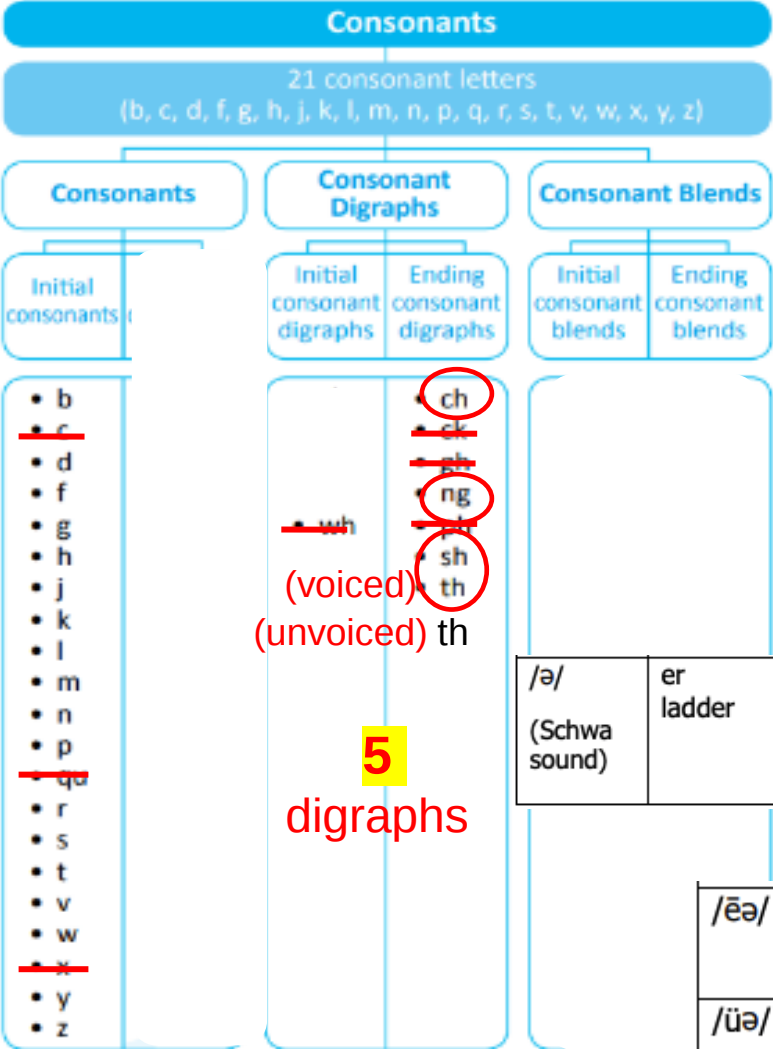
D. 5

9. F Rhyming words are words with same ending sounds and spelling.

Phonics Quiz

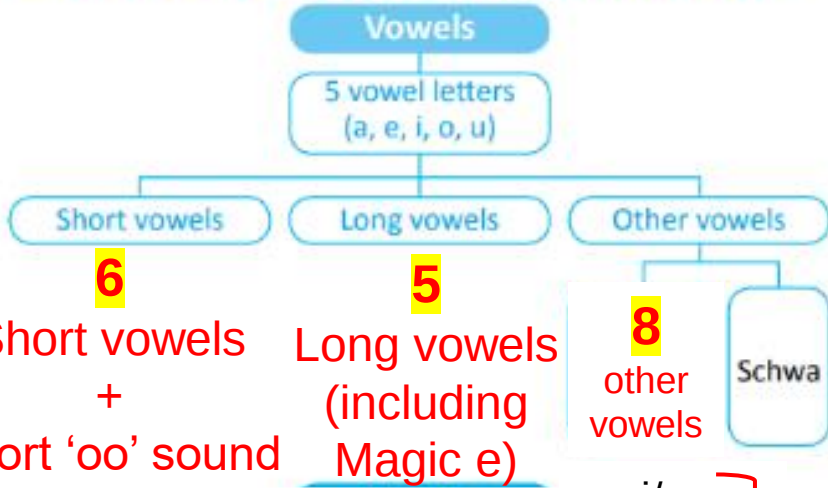
10. F There are ~~34~~ sounds in the English language.

Major groups of letter sounds: Consonants*



44 sounds

Major groups of letter sounds: Vowels*



Short vowels + Short 'oo' sound + Long vowels (including Magic e)

other vowels
Schwa 1

Schwa sound

/ə/ (Schwa sound)	er ladder		ar dollar	our honour	or doctor	i dolphin	e ticket
			u cactus	ur augur	re centre	eur chauffeur	
/ēə/	ear ear			eer steer	ere here	ier pier	
/üə/	ure cure			our tourist			

• oi/ oy
• ou/ ow
• ar
• er/ ir/ ur
• or
• air
• ear/ ere
• ure/ our

Diphthongs

R-controlled Vowels

19 consonant sounds

(/zh/) treasure
vision
azure

5 digraphs

The 44 Sounds

20 Vowel Sounds

6 Short Vowels					
a cat	e leg	i sit	o top	u rub	oo u book put
5 Long Vowels					
ai ay paid tray	ee ea bee beat	ie igh pie high	oe ow toe flow	oo ue moon cue	
3 R-Controlled Vowels					
ar car		er ir ur her bird hurt		or cork	
5 Other Vowels					
ow ou cow out	oy oi boy void	eer ear deer near		air ere hair there	our tour
1 Unstressed Vowel					
SCHWA trumpet across suppose					

24 Consonant Sounds

PLACE → Where in the mouth	Bilabial	Labio-dental	Inter-dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
MANNER → How the sound is made	with both lips	with lips and teeth	between teeth	front of mouth	front of mouth	top of mouth	back of mouth	voice box
Stops air stopped	p pet b bet			t tip d dip			k c cap g gap	
Nasal through nose		m met			n net		ng sing	
Fricative high pressure air		f fan v van	th thin th this	s sue z zoo	sh ship ge "zh" beige			h hat
Affricates stop + fricative				ch chain j Jane				
Approximants partial closure of airstream		w wet		r rat		y yak		
Lateral air around side of tongue				l leg				

Additional consonant sounds :

k	+	s	=	x box		k	+	w	=	qu quit
---	---	---	---	----------	--	---	---	---	---	------------

Vowel sounds – produced with
NO obstruction of air flow

Consonant sounds – produced with a partial or complete stop

Common Difficulties in Teaching & Learning Phonics

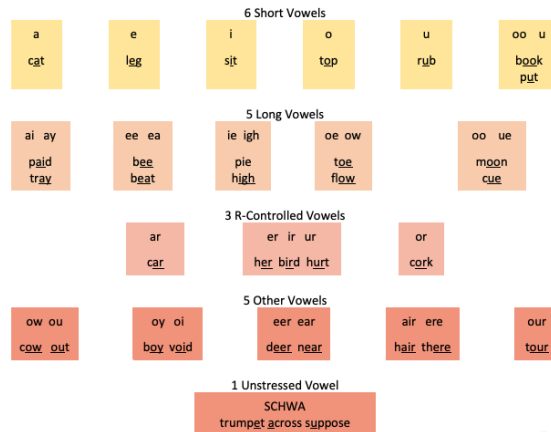
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Lateral air around side of tongue				l leg				
Additional consonant sounds :	k box	+	s box	=	x box	k quit	+	w quit

Voiced – vocal cords vibrate.

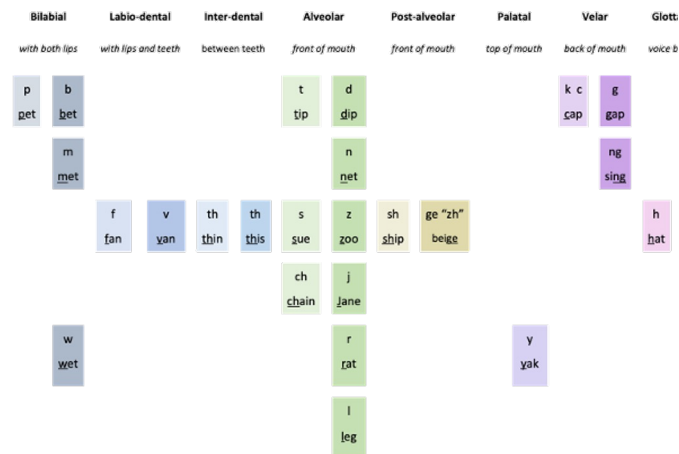
UNvoiced – vocal cords DO NOT vibrate

20 Vowel Sounds



**ALL vowel sounds
are voiced.**

24 Consonant Sounds



Unvoiced /Voiceless
(NO vibration)

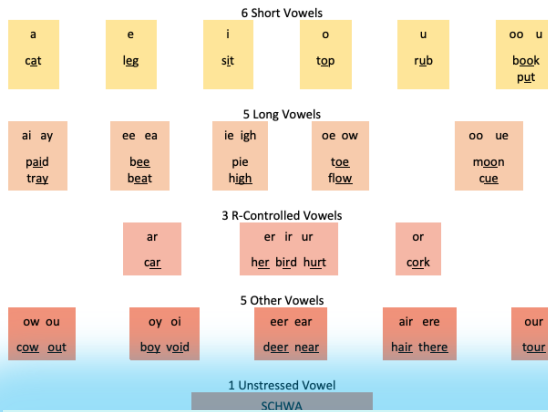
Voiced
(vibration)

- **f**ine → • **v**ine
- **c**ome / **k**it → • **g**um
- **p**at → • **b**at
- **t**en → • **d**en
- **t**hin → • **t**his
- **s**ip → • **z**ip
- **b**ish**o**p / **p**ress**u**re → • **p**leas**u**re
- **c**hin → • **j**ar / **g**in
- **h**ot → • **m**ail • **w**et
- **n**ail → • **r**un
- **l**et → • **y**es

Voiced – vocal cords vibrate.

UNvoiced – vocal cords DO NOT vibrate

20 Vowel Sounds



ALL vowel sounds
are voiced.

/ZH/ sounds

vision beige measure regime
deja vu seizure equati

Unvoiced /Voiceless (NO vibration)

Voiced (vibration)

- | | | |
|---------------------|---|----------------|
| • fine | → | • vine |
| • come / kit | → | • gum |
| • pat | → | • bat |
| • ten | | • den |
| • thin | | • this |
| • sip | | • zip |
| • bishop / pressure | | • pleasure |
| • chin | | • jar / gin |
| • hot | | • mail • wet |
| | | • nail • run |
| | | • let • yes |

stationary vowels

monophthongs

diphthongs

gliding vowels

vowels

identical twins

unvoiced /
voiced
consonant
pairs

con

<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>

<u>p</u>	<u>b</u>	t	d	<u>ch</u>	j	c k <u>ck</u>	g
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

bouncy

plosives

fricatives

stretchy

nasals

odd
one
out

difficult pair

semivowels

Phonics Quiz

3. Is the /th/ in moth voiced or unvoiced?

Unvoiced

4. In which of these four words does the 'a' represent the /o/ phoneme, as in the word 'swan'?:

A. war

B. parcel

C. watch

D. chant

5. True or false?: The following are five spelling choices for the /ee/ phoneme: ee, e, ea, e_e, and y.

True

6. Which part of the word 'friend' is tricky when reading and spelling?

A. i

B. ie

C. e

D. en

A. The 'i' - 'ie' representing the short 'e' sound is very uncommon - and therefore the 'i' is what makes it tricky!

7. True or false?: 'Belt' is a CVC word.

False

'Belt' is a CVCC word.

HOW to teach/use phonics ?

How might we sequence the sounds for instruction?

Guiding Principles

To cover the 44 letter-sounds in the primary English Language Curriculum, **holistic** planning is necessary. **Reference** could be made to the suggested teaching sequence and the learning content of the textbooks as well as the readers to decide the target letter-sounds to be covered in each level.

- MOST useful & relevant → Frequency & practicality
- Simple → Difficult + Compare & contrast
- Get students to NOTICE patterns → Repetition with variation
- Use it or lose it! → visual, auditory, multi-sensory, etc
- Feasibility for teachers!!! → Structure & consistency is key!!

The 44 Sounds in the English Language

5 Short-Vowel Sounds	18 Consonant Sounds	7 Digraphs
short /ă/ in a pple short /ĕ/ in e lephant short /ĭ/ in i gloo short /ŏ/ in o ctopus short /ŭ/ in u mbrella	/b/ in b at /k/ in c at and k ite /d/ in d og /f/ in f an /g/ in g oat /h/ in h at /j/ in j am /l/ in l ip /m/ in m ap /n/ in n est /p/ in p ig /r/ in r at /s/ in s un /t/ in t op /v/ in v an /w/ in w ig /y/ in y ell /z/ in z ip	/ch/ in ch in /sh/ in sh ip unvoiced /th/ in th in voiced /th/ in this /hw/ in wh ip * /ng/ in si ng /nk/ in si nk * (wh is pronounced /w/ in some areas)
6 Long-Vowel Sounds	3 r-Controlled Vowel Sounds	Diphthongs and Other Special Sounds
long /ā/ in ca ke long /ē/ in fe et long /ī/ in pie long /ō/ in bo at long /ū/ (yoo) in m ule long /ōō/ in fle w	/ur/ in fer n, bir d, and hur t /ar/ in par k /or/ in for k	/oi/ in oi l and bo y /ow/ in ow l and ou ch short /ŏŏ/ in co ok and pu ll /aw/ in ja w and ha ul /zh/ in tele visi on

Teaching Sequence

- 5 Short vowels & 18 Consonants
- Use to practice two/three-letter blends
- 2-Consonant blends (bl, cr, st, tw, etc)
- Digraphs (ch, sh, th, wh, etc) & 3-Consonant blends
- Concurrent learning of a few basic high-frequency words necessary for reading
- Diphthongs (aw, ea, oi, ou/ow, etc) & Magic 'e'
- R-controlled vowels (er, ir, ar, or, etc) & other special sounds (soft /c/ & /g/, ph as /f/, etc)

❖ Focus on the most frequently used sounds!

Wylie & Durrell's Most Common Word Families

-ack, -ad, -age, -ail, -ain, -ake, -ale, -all, -am, -ame, -an, -ank, -ap, -ar, -ash, -at, -ate, -aw, -ay

-eat, -eel, -eep, -eet, -ell, -en, -ent, -est

-ice, -ide, -ife, -ight, -ile, -ill, -in, -ine, -ing, -ink, -ip, -it

-oat, -ock, -og, -oil, -oke, -oo, -ood, -ood, -oof, -oof, -ook, -oom, -ool, -oon, -oop, -op, -ore, -orn, -ot, -ought, -ould, -ouse, -out, -ow (cow), -ow (low), -own, -uck, -ug, -ump, -un, -unk

Word families used in Nursery Rhymes

- **Bees:** **ay**, may, hay.
- **The Boy in the Barn:** **ay**, hay, away.
- **Curly Locks:** **ine**, mine, swine.
- **Five Speckled Frogs:** **og**, frog, log; **ool**, cool, pool.
- **Georgie Porgie:** **ay**, play, away.
- **Hey Diddle Diddle:** **iddle**, diddle, fiddle; **oon**, spoon, moon.

<https://www.enchantedlearning.com/rhymes/wordfamilies/#Wylie>

Richard E. Wylie and Donald D. Durrell, 1970. "Teaching Vowels Through Phonograms." Elementary English 47, 787-791.

The Most Commonly Found Word Families

-at bat cat fat gnat hat mat pat rat sat vat brat chat flat scat stat spat that	-ake bake cake fake lake make quake rake sake take wake brake flake shake snake stake	-ash bash cash dash gash hash lash mash rash sash brash clash flash smash stake thrash trash	-an ban can Dan fan man pan ran tan van bran clan plan scan span than	-ay bay day gay hay jay lay may nay pay ray say way clay fray gray play spray stay stray sway tray	-est best jest lest nest pest rest test vest west chest crest quest west	-ight fight knight light might night right sight tight blight bright flight fright plight slight	-ick kick lick Nick pick quick Rick sick tick wick brick chick click flick slick stick thick trick	-in bin lin kin pin lin win chin grin shin skin spin thin twin	-ore bore core fore gore more pore sore tore wore chore score shore spore store swore	-op bop cop hop mop pop sop top chop crop drop flop plop prop shop slop stop	-uck buck duck luck muck puck suck tuck Chuck cluck pluck stuck struck truck
-ail bail fail Gail hail jail mail nail pail quail rail sail tail wall flail frail snail trail	-ame came dame fame game lame name same tame blame flame frame shame	-aw caw draw flaw gnaw jaw law paw raw saw straw thaw	-ack back hack Jack lack pack quack rack sack tack black crack knack shack slack smack stack track whack	-ell bell cell dell fell jell Neill sell tell well yell dwell shell smell spell swell	-ink kink link mink pink rink slink wink brink clink drink shrink slink stink think	-ine dine fine line mine nine pine vine shine shrine spine swine whine	-ill ill bill dill fill gill hill Jill kill mill pill quill sill till will chill drill frill grill skill still thrill twill	-ip dip lip nip quip rip sip tip zip blip chip clip drip flip grip ship skip slip snip strip trip whip	-oke coke joke poke woke yoke broke choke smoke spoke stoke stroke	-ot cot dot got hot jot knot lot not pot rot tot blot clot plot shot slot spot trot	-ump bump dum hump jump lump pump rump clump grump plump slump stump thump trump
-ain main pain rain vain brain chain drain grain plain slain Spain sprain stain strain train	-ate date fate gate hate Kate late mate rate crate grate plate skate state	-ap cap gap map lap nap rap sap tap yap chap clap flap scrap slap snap strap trap wrap	-ank bank Hank lank rank sank tank yank blank clank crank drank Frank plank prank spark thank	-eat beat feat heat meat neat peat seat bleat cheat cleat pleat treat wheat	-ice dice lice nice mice rice vice price spice thrice twice	-ide hide ride side wide bride glide pride slide snide stride	-ing bing ding king ping ring sing wing zing bring cling fling spring sting string swing thing wing	-it bit fit hit kit knit lit pit quit sit wit flit grit skit slit spit split	-ock dock hock knock lock rock sock tock block crock clock flock shock smock stock	-ow bow cow how now sow vow brow chow plow	-ug bug dug hug jug lug mug pug rug tug chug plug shrug slug smug thug

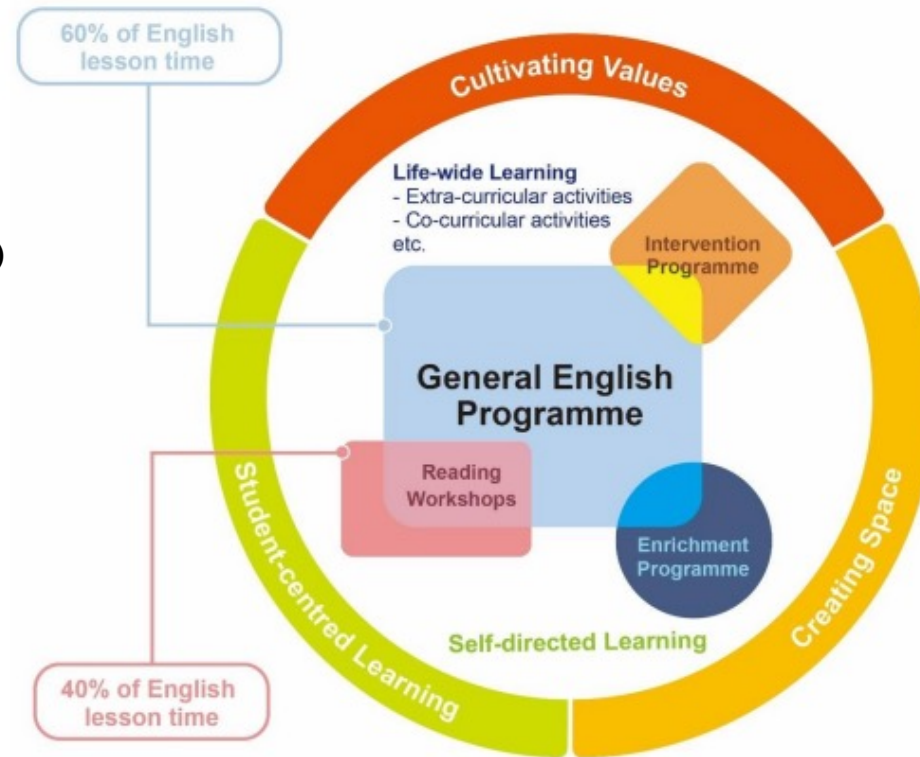
70 Wonderful Word Family Poems p.7, Scholastic Professional Books

To cover the 44 letter-sounds in the primary English Language Curriculum, **holistic** planning is necessary.

Reading Workshop

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

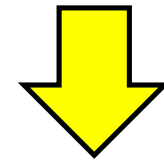
- Readers
- Storytelling
- Read Aloud
- Supported/Guided Reading
- Independent Reading



General English (GE)

- Textbooks
- School-based materials

Phonics can be **integrated**
into the learning activities in
the GE

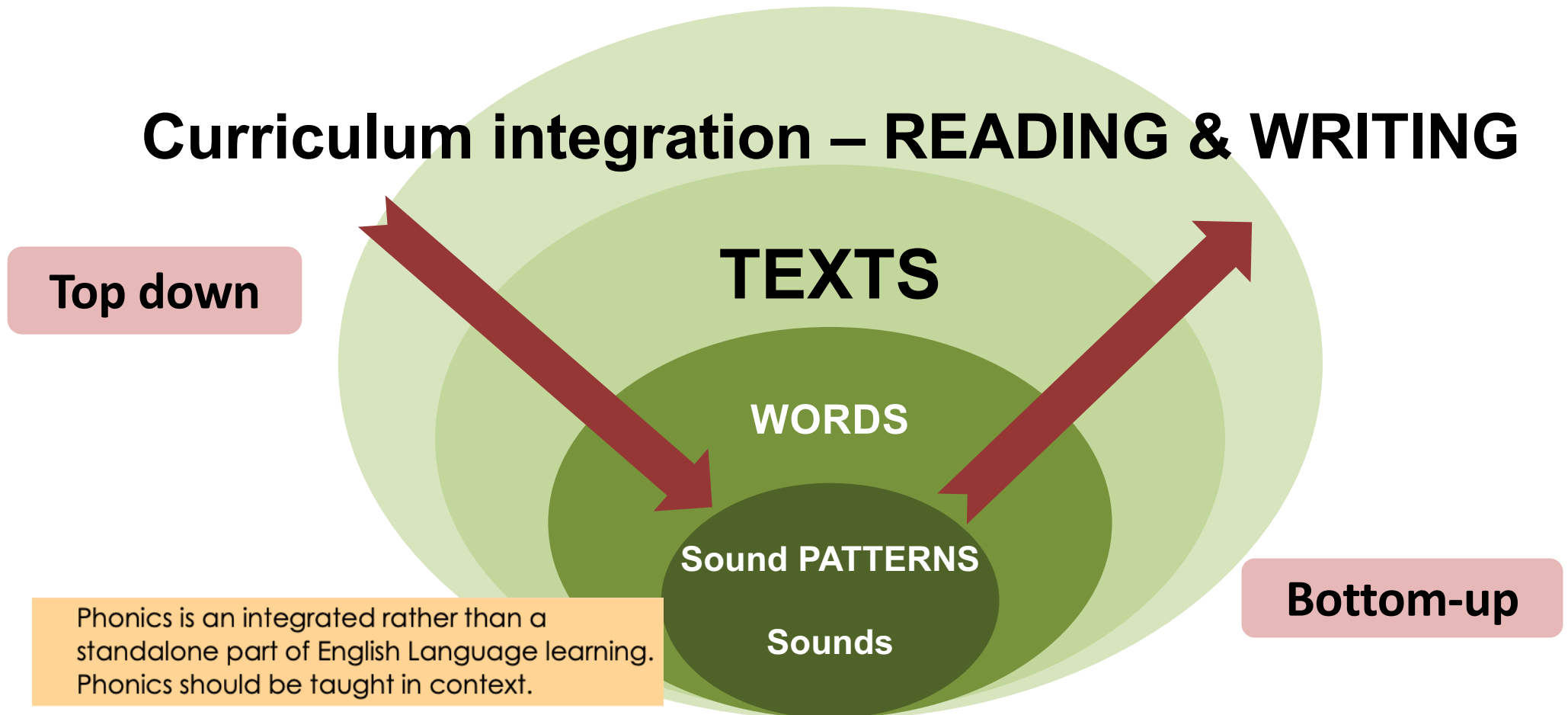


- ❖ Activities & Games
- ❖ **Shared Reading**

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

Phonics should be **INTEGRATED** (with GE, Reading workshops, ECA, etc) & **CONTEXTUALIZED** (taught in context of words, texts & the four skills)

Curriculum integration – READING & WRITING



Choreograph the Reading EXPERIENCE with phonics-learning opportunities!

- ❖ **What are the phonics-learning opportunities in this text?**

These opportunities should enable learners to raise their phonemic awareness, read AND comprehend the text.

- ❖ **How can you GAMIFY the reading experience?**

Creating unknowns/interactions, tap into students' experiences/prior knowledge (phonics, reading strategies, etc)

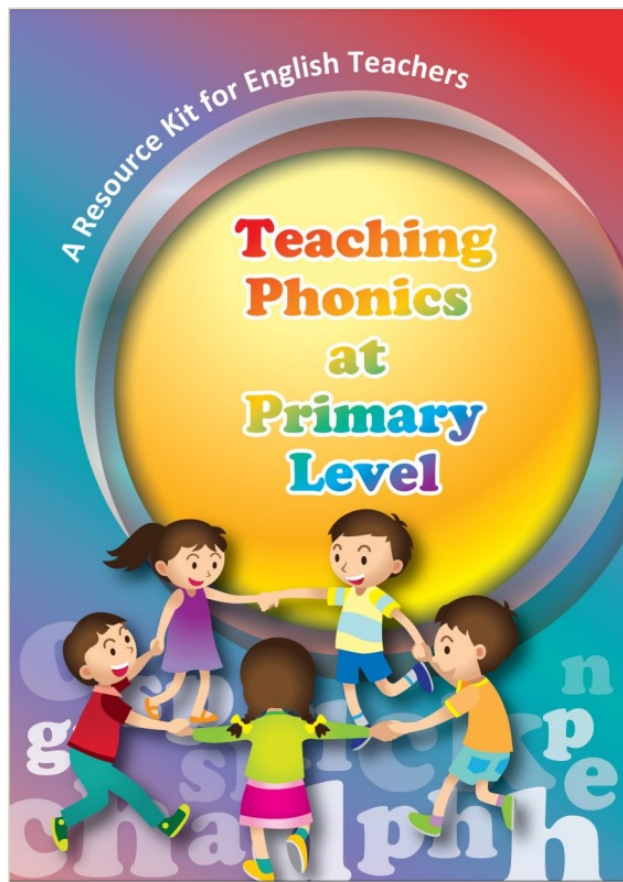
Limitations of Phonics

- Overly mechanical ('scientific') approach to language arts
- Lack of progression/integration to literacy (reading & writing)
- Nonphonetic words (eg. said, Wednesday, sugar, doctor, etc)

How do we address them?

Dos and Don'ts

- Don't use games / activities to teach **too 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.



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

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 from teacher.
- 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.
 - ★ 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