

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

# Your Phonics Experience

- Have you used Phonics to help students with their reading or speaking skills?
- How long have you been using Phonics?

# Aims

- To have a better understanding of the role of Phonics in facilitating the development of reading and speaking skills
- To consider ways of approaching the teaching of Phonics in an integrated way
- To take part in and reflect on lesson demonstrations that promote an integrative use of Phonics in the Primary classroom

# Housekeeping

- Facilitator
- Workshop Format
- Q&A Policy
- Break
- Facilities and Exits

# Key Terms

This is a speech sound produced  
by a stoppage of breath.

**consonant**

This refers to a single sound which is represented by two consonant letters.

**consonant digraph**

This refers to the blended sound represented by two or three consonant letters.

**consonant blends / consonant clusters /  
adjacent consonants**

This is a speech sound made without audible stopping of the breath.

**vowel**

There are five of these. /a/ /i/ /o/  
are examples of these speech  
sounds.

**short vowels**

This is a vowel that is pronounced the same as the name of the first letter.

**long vowels**

/ar/ in 'shark' is an example of these speech sounds. /ir/ in 'shirt' is another one.

**other vowels**

This is the most frequently occurring vowel sound. It often appears in weak syllables. It can be represented by 'a', as in 'ago', 'er' as in 'brother', 'or' as in 'doctor'. In connected speech, unstressed words like articles or prepositions are often reduced to this sound, e.g. He bought a book for his brother.

**schwa**

The addition of the letter 'e' after a vowel followed by a consonant makes the letters 'a', 'e', 'i', 'o', 'u' say their own names, e.g. the long a sound made by a-e in 'bae'.

**magic e**

**split vowel digraphs**

This is the skill of putting together sounds in words, so that they become a blended unit, e.g.  
/p/+/a/+/t/= /pat/.

**blending**

This refers to the connection between letters or combinations of letters and their sounds, e.g. the letter 'a' is pronounced in different ways in 'wash' and 'hat'.

**letter-sound relationship**

This refers to a single sound which is represented by three letters, e.g. 'igh' in 'night'.

**trigraph**

Some sounds can be represented by more than one spelling, e.g. the long a sound /ai/ can be represented by 'a-e' as in sale, 'ai' as in 'pai', and 'ay' as in 'day'.

**alternative spellings**

Some letters have more than one pronunciation, e.g. the two ways of pronouncing 'o' in 'hot' and 'cold'.

**alternative pronunciations**

Many words in English have them. These are letters that you can't hear when you say the word, but they are there when you write the word, e.g. 'k' in 'knee'.

**silent letters**

What is Phonics?

## Which of these views on Phonics do you agree with?

- The idea that phonics is kids just barking at print is such a limited way of looking at things - good phonic knowledge opens the world,' Kate Nation, professor of experimental psychology at St John's College, Oxford. *TES*, 2017

- Phonics is about learning the basic letter-sound relationships. It involves the learning of pronunciation and spelling rules but not all English words follow spelling rules.' *Phonics in Action*, 1997

## Which of these views on Phonics do you agree with?

- 'Phonics is one way of teaching reading. It includes the teaching of the basic letter-sound relationships and the application of such knowledge to facilitate reading and spelling.' *Phonics in Action, 1997*

- 'Phonics is a useful tool to help students gain proficiency in reading aloud and spelling. However, the letter-sound relationships are irregular in many English words and phonics rules do not always apply. Teachers need to help students develop skills in reading for meaning.' *Teaching Phonics at Primary Level, 2017*

# Which of these views on Phonics do you agree with?

- 'It's necessary, but not sufficient!' Kate Nation, professor of experimental psychology at St John's College, Oxford. *TES 2017*

- 'Phonics can facilitate the development of the four language skills. It helps students build up strategies for discriminating sounds in listening and speaking, and use accurate spelling in writing. It also helps them decode and encode words in reading and spelling respectively at an early stage of learning.' *Teaching Phonics at Primary Level, 2017*

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What is the most important  
Phonics skill?

**blending**  
**reading and speaking**

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# Factors leading to successful reading and speaking

## Students must...

- have good letter-sound correspondences
- know how to put the sounds together from left to right
- know where to place the syllable breaks if any
- have good word attack skills: using previously learned knowledge / skills; phonemic awareness

# Factors leading to successful reading and speaking

**We** must...

- give the activity a purpose so that students are willing to decode
- use something out of students' expectation or something fun in order to motivate, challenge and stretch them
- allow and encourage students to work together and ask others
- offer help in the form of scaffolding

# Presentation

- 'I spy...' - an alternative to 'framing'
- 'I spy with my eyes \_\_\_ words on page \_\_\_\_ that you need to make a funny mouth shape to say them.'
- 'I spy with my eyes \_\_\_ words on page \_\_\_\_ that have got different letters but sound like \_\_\_\_\_.'
- 'I spy with my eyes \_\_\_ words on page \_\_\_\_ that have got really strange spellings.'
- Extension

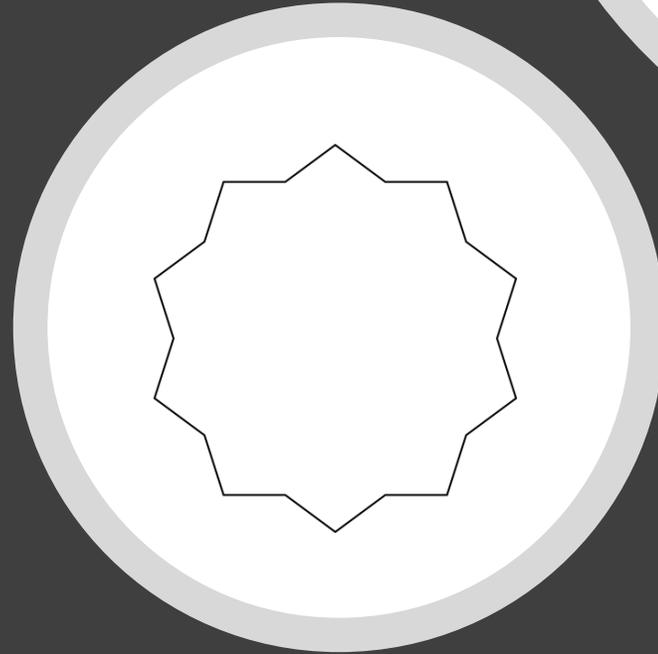
# Class Poster 01

- Words beginning with 'pl'

<b>place</b>	<b>plate</b>	<b>planet</b>	<b>plant</b>	<b>plane</b>	<b>plan</b>
<b>playing</b>	<b>please</b>	<b>pleasure</b>	<b>plenty</b>	<b>plug</b>	<b>plum</b>

# Visual Reminder

- words beginning with \_\_\_\_\_ by \_\_\_\_\_
- Variation
- Extension



# Practice

- 'Roll and Say' – an alternative to Tongue Twister
- Variation
- Extension

# Practice

- 'Pass the Word' – an alternative to drilling
- Variation
- Extension

# Reading and Speaking

- play
- plates
- plastic
- please
- playground

# Reading and Speaking

- New School Rules:
- Don't run in the plates.
- Don't please in the classroom.
- Don't leave any play playground in the hall.
- Do say plastic to your teachers and classmates.
- play plates plastic please playground
- plane planet plenty plum plant plug pleasure

# Reading and Speaking

- New School Rules:
- Don't run in the playground.
- Don't play in the classroom.
- Don't leave any plastic plates in the hall.
- Do say please to your teachers and friends.

# more adaptable activities in the booklet

- Presentation
- Practice
- Production
- Engage – Study – Activate
- Key Stage 1 and 2
- Variation and Extension

# Dos and Don'ts???

- use these games/activities in context
- use these games/activities to teach many letter sounds in the same lesson
- spend a fixed amount of time on these Phonics games/activities in every English lesson as a formal system
- integrate these Phonics activities into the English curriculum
- assign regular lesson time on these activities to implement a separate Phonics programme
- focus on letter sounds suitable to the level of students and provide meaningful contexts for them to apply the knowledge and skills

# Dos and Don'ts

- Do use these games/activities in context
- Do integrate these 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
- Don't use these games / activities to teach many letter sounds in the same lesson
- Don't spend a fixed amount of time on these Phonics games/activities in every English lesson as a formal system
- Don't assign regular lesson time on these activities to implement a separate Phonics programme

Thanks for your participation!

- Q & A
- post-workshop questionnaire
- Have fun with Phonics!

Key terms matching

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short vowels	There are five of these. /a/ /i/ /o/ are examples of these speech sounds.
long vowel	This is a vowel that is pronounced the same as the name of the first letter.

other vowels	/ar/ in 'shark' is an example of these speech sounds. /ir/ in 'shirt' is another one.
schwa	This is the most frequently occurring vowel sound. It often appears in weak syllables. It can be represented by 'a', as in 'ago', 'er' as in 'brother', 'or' as in 'doctor'. In connected speech, unstressed words like articles or prepositions are often reduced to this sound, e.g. He bought a book for his brother.
magic 'e' or split vowel digraph	The addition of the letter 'e' after a vowel followed by a consonant makes the letters 'a', 'e', 'i', 'o', 'u' say their own names, e.g. the long a sound made by a-e in 'bake'.
blending	This is the skill of putting together sounds in words, so that they become a blended unit, e.g. /p+/a+/t/= /pat/.
letter-sound relationship	This refers to the connection between letters or combinations of letters and their sounds, e.g. the letter 'a' is pronounced in different ways in 'wash' and 'hat'.
trigraph	This refers to a single sound which is represented by three letters, e.g. 'igh' in 'night'.

alternative spellings	Some sounds can be represented by more than one spelling, e.g. the long a sound / <u>ai</u> / can be represented by 'a-e' as in <u>sale</u> , 'ai' as in 'p <u>ai</u> l', and 'ay' as in 'd <u>ay</u> '.
alternative pronunciations	Some letters have more than one pronunciation, e.g. the two ways of pronouncing 'o' in 'h <u>o</u> t' and 'c <u>o</u> ld'.
silent letters	Many words in English have them. These are letters that you can't hear when you say the word, but they are there when you write the word, e.g. 'k' in 'knee'.

There is no need to teach primary students these terms. (Phonics in Action, p.22)