

## Part 2: Effective Dictation Activities

- 1) Development of Phonics Skills
- 2) Development of Grammar and Vocabulary Knowledge
- 3) Development of Note-taking and Writing Skills



Effective dictation activities can enhance pupils' language skills and knowledge. For example, **phonics dictation** can improve pupils' phonics skills. **Theme-based free dictation** helps develop their vocabulary building skills. **Picture dictation** and **'Bad Cold' dictation** help consolidate their grammar and vocabulary knowledge. **Music dictation, running dictation, dicto-comp / dictogloss** and **keywords dictation** can build up their note-taking and writing skills. In Part 2, these kinds of dictation activities are introduced.

## 1) Development of Phonics Skills

### Phonics Dictation

- Phonics dictation is a useful means to help pupils consolidate the learning of the **basic letter-sound relationships** and **apply the knowledge in listening, spelling and writing**.
- Pupils are asked to **fill in the target letter sounds** as they hear the words in context.


Phonics dictation can help develop pupils' phonics skills. It allows pupils to focus on specific consonant or vowel sounds in order to develop their phonological awareness. Pupils need to fill in the target letter sounds as they hear the words in context. This activity helps pupils consolidate the learning of the basic letter-sound relationships and apply this knowledge in listening, spelling and writing.

**Phonics Dictation – Example (1)**

**Billy and Paul are talking about their shopping lists. Listen and fill in the blanks with 'p' or 'b'. Follow the example.**

<u>Billy's shopping list</u>	<u>Paul's shopping list</u>
- (e.g.) a <u>p</u> ineapple	- some _apayas
- some _ananas	- some _eppers
- some _ears	- a _umpkin
- some _eans	- some _itter melons
- some _opcorn	- some _iscuits

**'b' or 'p'**



This phonics dictation shows two shopping lists which contain food items with either the initial consonant 'b' or 'p'. Pupils have to discriminate between the initial consonants 'b' and 'p'. Apart from revising the vocabulary pupils have learnt, they are also given the opportunity to apply their phonics skills to work out the spelling of the less familiar words (e.g. popcorn, peppers).

Please refer to LT 1.1 in Appendix A for the dictation worksheet.

Phonics Dictation – Example (2)

Part 1: It is Paul's birthday. Patsy and Betty will make some food for him. Listen and fill in the blanks with the letters given.

a / ea



1. Patsy will make some pasta and a p\_\_\_\_ncake with a p\_\_\_\_ch for Paul's birthday.

ea / i


2. Betty will make a big bowl of rice with some b\_\_\_\_ns and some blue cheese d\_\_\_\_p for Paul.

In Part 1 of this phonics dictation, the teacher introduces the idea of tongue twisters and draws pupils' attention to their features (e.g. repetition of the initial sounds of the words). Then, pupils listen to two tongue twisters about the food Paul's friends, Patsy and Betty, will make for his birthday party, and fill in the correct vowel sounds (e.g. 'a' as in 'pancake', 'ea' as in 'beans').

**Phonics Dictation – Example (2) & Extended Activities**

**Part 2:** Paul's teacher will join Paul's birthday party. Listen and find out what food his teacher wants to make for him. Complete the tongue twister.

I would like to make a \_\_\_\_\_ with a \_\_\_\_\_ and a plate of \_\_\_\_\_ with some \_\_\_\_\_.



**Part 3:** What would you like to make for Paul? Write your own tongue twister in the spaces provided.

**Part 4:** Present your tongue twister in groups. Then, present it in the class competition.

In Part 2, pupils listen to a tongue twister about the food that Paul's teacher will make for him. They have to write the names of the food items as they listen.

Extended activities could be conducted to consolidate pupils' writing and speaking skills. In Part 3, pupils are asked to model on the example given and apply their phonics skills in a fun way by creating their own tongue twisters. Instead of only focusing on the spelling of words, pupils are encouraged to express their ideas creatively and apply the target letter sounds through writing the tongue twisters.

In Part 4, pupils are asked to present the tongue twisters they have created to consolidate the learning of the letter sounds. A competition could be organised to actively engage the pupils. Teachers should guide pupils not just to focus on the speed, but to read it aloud correctly. This could help raise pupils' awareness of different consonant and vowel sounds and improve their pronunciation through practice.

Please refer to LT 1.2 in Appendix A for the dictation worksheet.