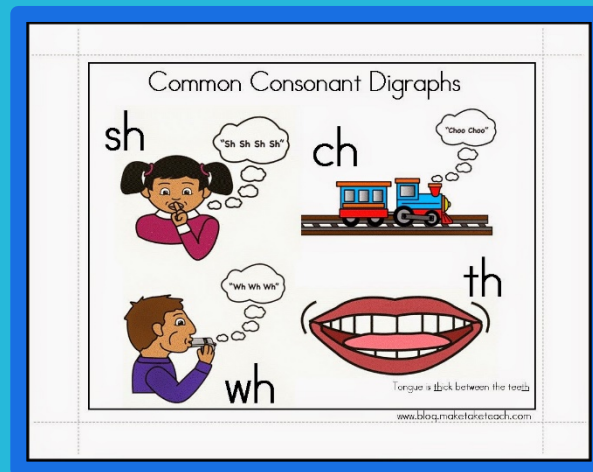




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Professional &
Pedagogic Studies:

Leading the
Learning: what, how
and why am I
teaching?

ECAD4008

Languages, Literacy
& Communication

Session 4 (2hours)

January 2024

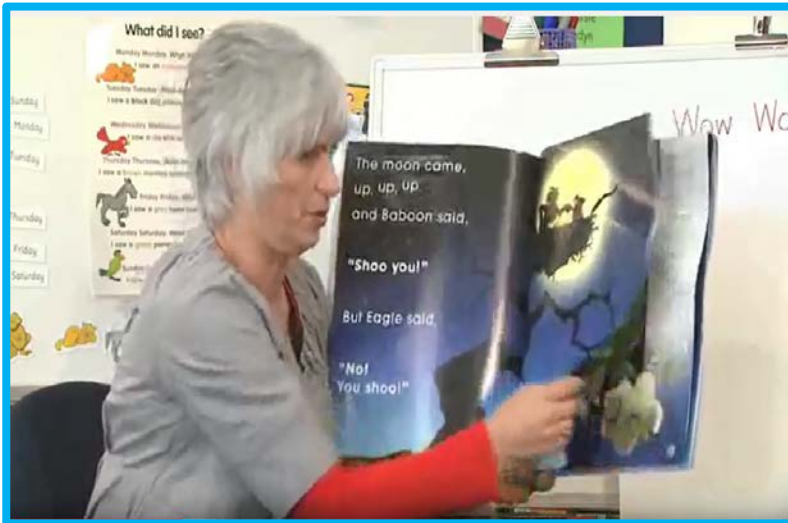
Phonic Fun

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Your task for next time



<https://www.youtube.com/watch?v=jfGjgOc-rJw>

Prepare a book for a shared reading session.
Think about the teaching points you could make.
Be prepared to read the book **with** your group.

Curriculum for Wales Framework

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and
Communication



Mathematics and Numeracy



Science and Technology

<https://hwb.gov.wales/curriculum-for-wales/>

We must not forget the LNF

Available at:

<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#overview>

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. hold books the correct way up and turn pages. I can segment combinations of known letters orally.	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods. I can read words and sentences from different texts using a range of strategies to make meaning.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of context and content.	I can use a range of strategies to make meaning from words and sentences, including: • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphics and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.	I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.	I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.
		I can recognise familiar words, e.g. own name, and print in the environment.	I can deduce ideas and information by taking explicit statements, e.g. cause and effect, sequence. I can infer meaning from text and images, which is not explicitly stated, e.g. What might happen next? Why did the character do that?	I can use inference and deduction to understand the text, and can consider the reliability of what I read. I can infer ideas which are not explicitly stated, e.g. writer's viewpoints or attitudes.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read. I can gain a full understanding of texts using inference, deduction and analysis.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader. I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

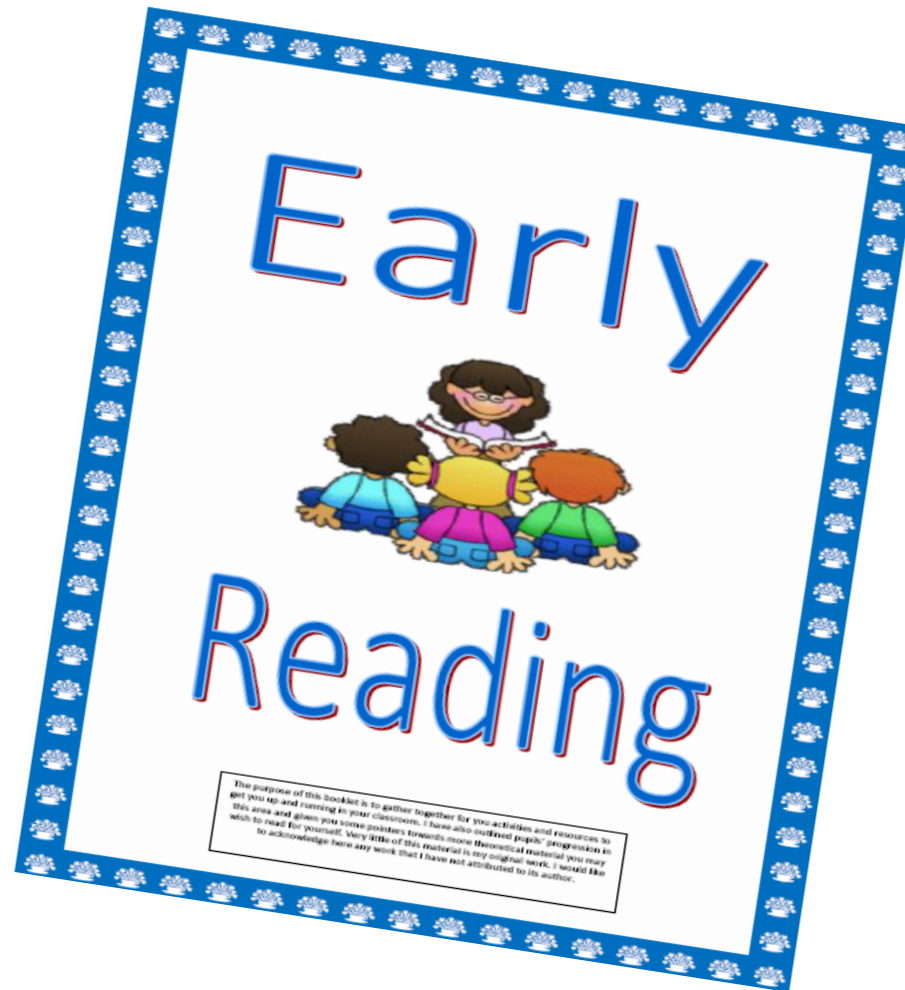
Aims of this session

To begin to understand about how children learn to read in English, particularly development of their phonic skills;

To begin thinking about how you would teach English phonics in your classroom.



Did you read?



What strategies do you use as you read?

*'Reading involves a number of processes and skills, including **word recognition** and **comprehension**. Readers also make use of their **knowledge of vocabulary and grammar** and their **wider experience with texts** in order to help them understand the written word.'*

Estyn 2009



Reading strategies



But before we teach phonics we need to develop children's pre-reading skills

vocabulary

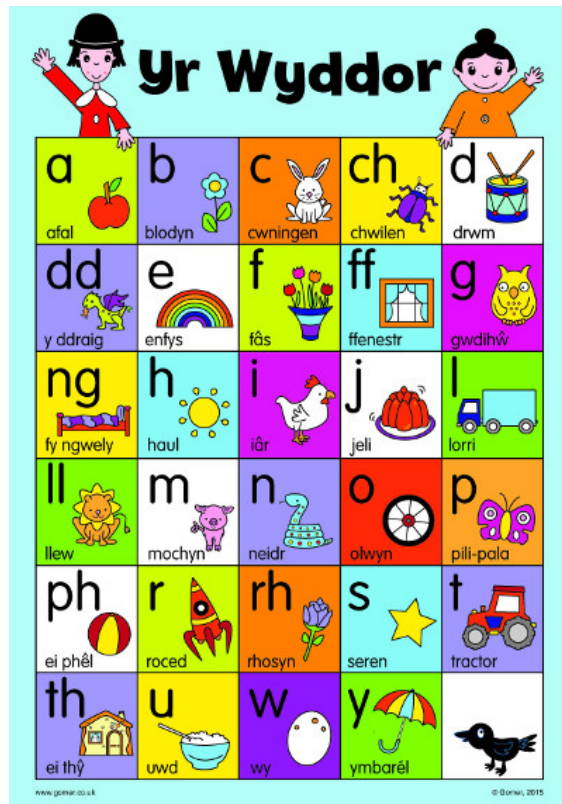


Think back

... what can you recall about how
'Phonics' are taught in
schools....what do you remember as
a child?



How are English and Welsh different?



The English Alphabetic Code

simple code		complex code					
phonemes	graphemes key words key pictures						
/s/	snake	glass	palace	house	cents city bicycle	scissors	castle
/a/	apple						pseudonym
/t/	teddy	letter	skipped				
/i/	insect	cymbals					

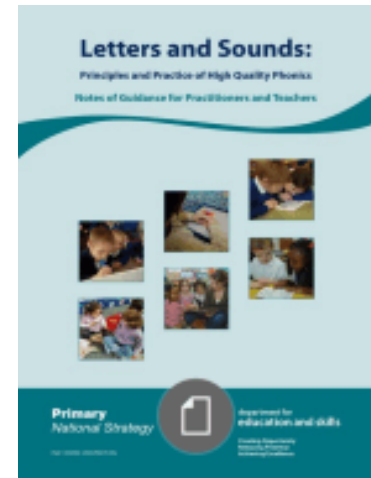
Copyright 2008 Debbie Hepplewhite and www.PhonicsInternational.com

[The English Alphabetic Code - complete picture chart.pdf](https://www.youtube.com/watch?v=NzHVmX1pnc8)

<https://www.youtube.com/watch?v=NzHVmX1pnc8>

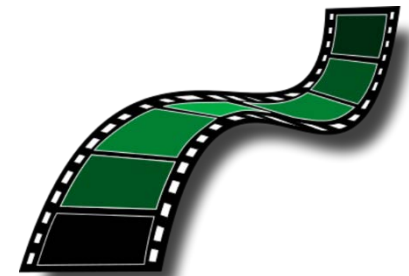
Definition

Phonics is an approach to reading in which individual letters or groups of letters are linked with the sounds they represent and translated into meaningful wholes.



Synthetic Phonics

An approach of blending phonemes in sequence all through a word in order to read it, and segmenting words into their constituent phonemes to spell them.



<https://www.youtube.com/watch?v=WAEtMZiyC3U>

Why phonics?

- Learners have to be able to **hear sounds** and relate them to **symbols** in order to master a phonetic approach to developing reading skills.
- 2005 Jim Rose (Director of Inspections OFSTED) was commissioned to conduct an independent review of the teaching of early reading – The recommendations (March 2006) highlighted the need for systematic '**synthetic**' approach to teaching phonics.
- <http://www.bbc.co.uk/news/magazine-18493436>

Synthetic Phonics

- “Synthetic phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn /k, ae, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example
- /d, o, g/, and write a grapheme for each phoneme in turn to produce the written word, *dog*.”

Definition adopted by The Rose Review

All there is to know about phonics?

- Activity
**Phonics
Quiz**

[Phonics Summary.docx](#)

How phonic skills progress

[letters and sounds progression of skills phase 1-6.doc](#)

Phase 1: will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet

Phase 2: The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: **the, to, go, no**.

Phase 3: The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

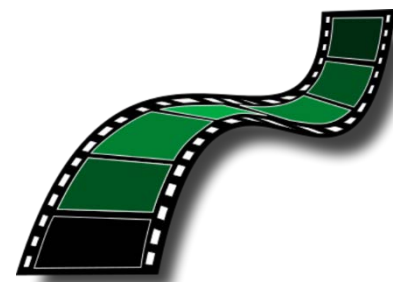
Phase 4: The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 5: The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

Phase 6: During this phase, children become fluent readers and increasingly accurate spellers.

When and how to teach phonics

- Phonics should be taught regularly and in short bursts. It should be taught discreetly and set within a language rich curriculum that focuses on all aspects of literacy.



https://www.youtube.com/watch?v=141Rj_-uHX4

<https://www.youtube.com/watch?v=8aljlvCBzc&app=desktop>

https://www.youtube.com/watch?v=m5v35_jJYw

Planning for phonics

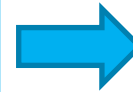


- Some resources
[Example of Phonics Planning.pdf](#)

[Letters and Sounds - DFES-00281-2007.pdf](#)

The Languages, Literacy and Communication Progression Steps

Let's find out what the curriculum framework says about what you need to teach.



[LLC Progression Steps.pptx](#)

High frequency words

- High frequency words support phonics
- It is important that children can 'look and say' certain words
- Flash card sessions that are frequent and focussed will allow the learners to recognise words that will help support fluency in their reading and writing
- Knowing these 'easy to read' words will build confidence
- Consider how you use and display these words

[High Frequency Words.pptx](#)

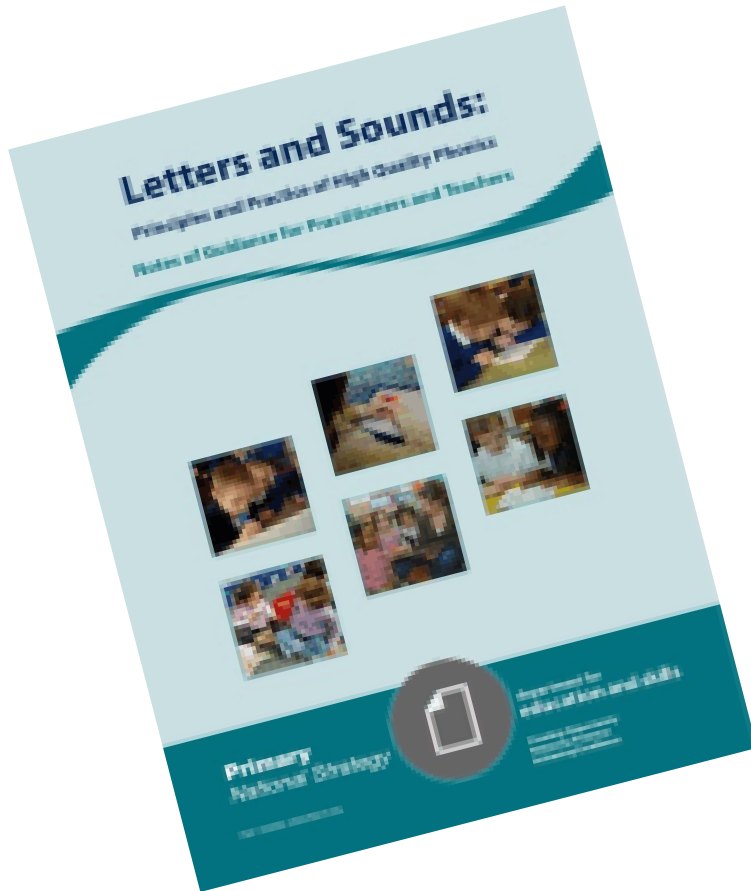
Tricky
words

Red
words

Popular phonic schemes



Your task for next week



Look at Letters and Sounds and find an activity that you are going to explain the rest of the group

Learning by...
Listening,
Seeing,
or Doing

Review

Activity – Tell the person sitting next to you three things you have learnt during this session.
I will ask a number of people to tell me what their partner has learnt.

G1453556 CS2B RE Session 1 March 2016

If you have any questions
following today's session,
please contact me
jayne.morgan@uwtsd.ac.uk



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jayneystad



References and Further Reading...

- <http://learning.gov.wales/resources/learningpacks/mep/literacy/reading-early/systematic-synthetic-phonics/?lang=en>
- DfES (2007) *Letters and Sounds: Principles and Practice of High Quality Phonics*. DfES: London
- Estyn (2009) *Sharing good practice in developing pupils' literacy skills* Cardiff: Welsh Government
- Johnston, R. & Watson, J. (2007). *Teaching Synthetic Phonics*. London: Learning Matters.
- Glazzard, J. & Stoke, J. (2013) *Teaching Systematic Synthetic Phonics and Early English*. Northwich: Critical Publishing.
- www.letters-and-sounds.com Free printable resources for the **Letters and Sounds** phonics programme. High quality, bright and colourful printable resources designed to appeal to children
- <http://www.henrymaynardprimary.co.uk/explaining-letters-and-sounds-and-the-teaching-of-/> Useful website – a school explaining how it works for non-specialists.
- <https://www.phonicbooks.co.uk> Phonics sound pronunciation
- <https://www.youtube.com/watch?v=lwJx1NSineE> mini-lecture re synthetic phonics.