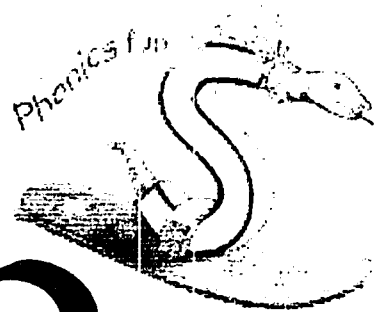
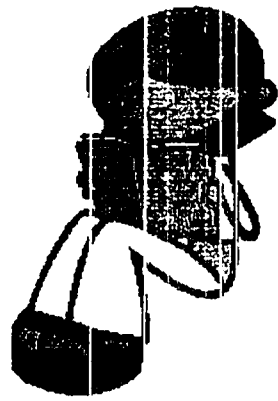
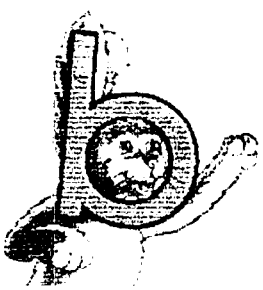


Phonics



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What is Phonics ?

DEFINITIONS :

- a method of teaching beginning readers to read and pronounce words by learning the sound of letters, letter groups and syllables.

www2.aps.edu/users/apsedumain/CurriculumInstruction/glossary.html

- The relationship between the basic sounds of a language (phonemes) and the way those sounds are requested by symbols (letters of the alphabet). Many people see phonics as a method of teaching reading that begins with the study of individual letter sounds, progressing to words that contain those sounds in and only then to reading the words in stories.

www.ascd.org

Whole word approach V The Phonics approach.

Whole word approach.

The whole word approach begins with teaching the alphabet usually via the ABC song. Students are then presented with words and later text with the assumption that they will analyse or break down what they are presented with and then use that knowledge to read and write. Traditional teaching in Japan is based on this whole word approach.

Phonics approach

With the phonics based approach, the students learn the sounds of the letters of the alphabet, and then combine in progressively larger combinations. The student is able to pronounce and spell words they have never met before. This approach will help the child to become an independent reader and writer.

English Phonemes

- A phoneme can be defined as the smallest unit of sound in a language. English has approximately 43.

The table below lists 42 basic phonemes in English, along with key words to show the pronunciation of each.

(From "Teaching Phonics in Japanese Schools"- Ben shearon)

THE BASIC CODE

The Basic Code				
VOWELS			CONSONANTS	
Sound	Key Word	Letter(s)	Sound/ Letter	Key Word
a	sat	a	b	bed
e	set	e	d	date
i	sit	i	f	fun
o	dog	o	g	get
u	but	u	h	hot
ae	ate	a-e	j	jump
ee	seem	ee	k	kin
ie	time	i-e	c	(as option for k)
oe	tone	o-e	l	log
ue	cute	u-e	m	mat
oo	book	oo	n	not
oo	soon	oo	p	pan
oi	oil	oi/oy	r	red
ou	out	ou	s	sit
er	her	er	t	top
ah/er/	far	ar	v	vet
oe/er/	for	or	w	wet
			x/ks	fox
			z	zip
			ch	chip
			ng	song
			qu	quit
			sh	ship
			th	them
			th	thin

*This table is for teachers. Students should use the anchor words.

Why should we use phonics ?

In my experience, a phonics based course does the following:

- It develops reading ability quickly.
- It develops writing ability.
- The students become self-reliant and are less dependent on contextual and illustrative clues.
- The students are more confident in their reading, writing and spelling.
- 87% of English words follow fixed rules and the 13% are not absolutely unphonetic. (Sounds at work, Teacher`s Manual-Folens)
- Phonic training draws attention to sounds and thereby improves pronunciation and language skills.
- The older student who has phonic training makes an excellent speller and tackles multisyllabic words successfully.

INTRODUCING PHONICS

Make a plan.

Phonics is taught in the following order:

- single letters in the following order, as it helps when the students start to write them: c, a, d, h, m, t, s, l, n, o, p, y, g, e, u, k, q, f, r, l, v, j, b, w, x, z.
- CV combinations: bi, ga, da, etc. *C=consonant, V=Vowel.
- CVC combinations.: pok, bab etc.
- Regular C blends: gr, bl etc.
- Diphthongs, double Vs: ae, ai, oo, etc.
- Irregular C blends: ch, sh etc.
- Magic `e`: name, tape, etc.

Introducing phonics.

Phonics teaches the sound of all 26 letters - one letter, one sound. Emphasis is placed on the sound rather than the letter name in the initial stages.

Anchor words are used to remind students of what sounds are represented by certain letters. For example:

<u>Letter</u>	<u>Anchor word</u>
a	apple
b	ball
c	cat

Any words can be used as anchor words. In the beginning, it is very helpful to introduce a visual anchor word that contains this sound. This can be done by making various flashcards with letters on one side and visual depictions of the anchor word on the other.

When first introducing phonics, it is important not to move too quickly. Make sure to practice them thoroughly before moving to a new sound. Add plenty of fun and activity into the phonics lesson by using different games and activities such as, 'Karate Phonics', 'Rope game' etc.

Minimal Pairs

Minimal pairs can be a very effective when introducing new sounds and words. They are pairs of words which have only one different sound.

For example: close clone
 But bat
 Top tip

Minimal pairs are often used for making students aware of pronunciation differences for helping students to improve their pronunciation.

Introducing phonics

LETTERLAND

What is Letterland ELT?

Letterland ELT is a starter level course for teaching English as a foreign language and for introducing the alphabet. It uses songs, games and activities to introduce beginners to:

- A basic English vocabulary of common words and phrases.
- The shapes and sounds of Aa~Zz, sh and ch.
- Listening and speaking skills.
- Early word~building and reading(phonics).

The Letterland characters all live together happily in a special place called Letterland. Like us, each Letterland character has his or her own special interests, likes and possessions. In Letterland, these always begin with the characters sound.

Letterland pictograms combine letters with familiar characters to help make letter sounds and shapes easier to remember. These carefully designed memory aids help children to make an instant link between letter shapes and sounds.

ELT teachers also find that the emotional appeal of the Letterland characters plays an important role in children`s language learning. Children are motivated to learn more about each of their Letterland friends and enjoy imitating what the characters say and do. The characters also provide a meaningful and memorable way of grouping new vocabulary.

Tips For Teaching phonics

* Patience

Phonics instruction can be very trying at times, especially when students are just starting to learn English. Establish realistic expectations of the students, and don't expect the children to grasp everything that is put before them. If students are having difficulties with pronunciation get them to look in a small mirror when they are saying the sounds to say if they are doing it correctly. When practicing writing, first cover the letters with velvet, sandpaper or use plasticine to cover them.

* Pride

A student's self-esteem has a major impact on their learning. Make sure to praise the students and let them know they are improving. Use stickers or other rewards for their written work.

* Variety

Phonics is best taught integrated into the curriculum for about ten minutes of the English class. It can be difficult to maintain motivation and interest on the part of both the student and the teacher so it is essential to vary your phonics style of teaching. For example;

- Use Tongue twisters – Read tongue twisters to the children and have them repeat. This is good pronunciation practice. Let them make up their own by dividing the class into groups and letting them make up their own tongue twisters. (As demonstrated in the seminar)
- Use Large story books. For example Eric Carle has excellent read aloud story books such as 'Brown Bear, Brown Bear'. The children can count how many times they hear the 'Bbbb' sound and repeat the story after the teacher.
- Nursery Rhymes (see resources) – These are a great way of integrating phonics into the curriculum. Teachers can use them in a fun way for pronunciation practice, recognising rhyme, reading practice, writing (comprehension skills and close tests) etc.

PHONIC ACTIVITIES

1. Word Ladders

- Mark a sheet of stiff card into a ladder with five steps.
- Divide each step in 3.
- Write five vowels in the centre of each step.
- Slit along dotted lines for initial and final sound.
- Cut strips of paper to fit left and right sections of the stairs.
- Write initial and final sounds on these.
- Weave strips through the slits.
- Strips can be moved up and down to form 3 letter phonetic words

Further development

- Consonant blends on strips.
- Consonant digraphs on strips.
- Vowel blends on the centre of the stairs.
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2. Word Checkers

The child or teacher covers the black squares with words or letters. The game is played the same as regular checkers, but the player must say the word which appears on the square before a checker is placed on the space..

3. Word Football

The teacher should draw a football field on a large piece of paper. The game begins at the fifty yard line where the football is placed. The word cards are then placed face up on the table, and two children, or two teams, take turns reading them. If a child reads a word correctly he moves the ball ten yards toward the opponent's goal. If he reads the word incorrectly it is considered a fumble and the ball goes ten yards towards his own goal. Each time the ball passes into the end zone six points are scored. The scoring side then gets to read one more word to try for an extra point.

—Running around the room

Cards are placed around the room. Students make teams which run to the letter that is called out by the teacher.

—Rope Game

Students stand on a rope. One side of the room has some cards and the opposite side different cards. Teacher calls a card and the student jumps into the correct half of the room. A flexible game that can be used in many different ways.

RESOURCES:

- * www.letterland.com - You can purchase resources for the letterland phonics programme on this site.
- * www.international.ouc.bc.ca/pronunciation/eslp025unit03.pdf — Gives good examples for pronunciation practice.
- * www.mes-english.com- very good for phonic activities.
- * www.enchantedlearning.com/rhymes/wordfamilies/ - It gives you lots of word families in rhyme. It has a great variety of useful nursery rhymes for pronunciation and rhyming practice.
- * www.teachingideas.co.uk/foreignlanguages/contents.htm - Gives good phonic activities.
- * `Sounds at work Teachers Manual` (Folens) – Explains phonic ideas and provides good activities.
- * The AJET Team Taught Pizza - Phonics section Chapter 9.