

The place of phonics within the context of gaining QTS

- Phonics is one of the government's *Key Priority* areas (for schools as well as trainees)
- It is one of two aspects of your training subject to a 'no notice' inspection
- It is specified within the *Teachers' Standards* – a sub-statement of **TS3**
- You should be assessed above Grade 3 for phonics to get an overall Grade 1 or 2 at the end of the programme.

How are we helping you to do this on the course?

Core Trainees

- PP1/Serial Days – you are asked to find out about the phonics programme in the school you visit; mini-teach
- SK for phonics and phonological awareness built in to the taught programme (this lecture and seminars to come)
- Preparation on planning to teach phonics before you go into KS1 on placement (for EY & Primary cohorts)
- *Phonics Carousel*
- *Training Tasks* focusing on phonics which you will do on each placement
- *Mini-Placements (March)*
- Teaching phonics on each placement (with observation and feedback)

Lecture Objectives

- How do we teach children to read? What have been the 'trends' over time and what is the current context for the teaching of reading?
- What is phonological awareness?
- What is phonics – and what does progression in the teaching of phonics look like? ...and along the way, I will introduce you to key terms which you need to know and understand.
- What does the new NC say about the teaching of phonics? including NC *Appendix 1* which sets out a prescribed programme for introducing children to phonic knowledge and spellings

The meta-language - **key terms** to help us talk about literacy learning...will be highlighted in red

There are typically three 'levels' that we can be concerned with:

- **Word level**
- **Sentence level**
- **Text level**

Two more terms

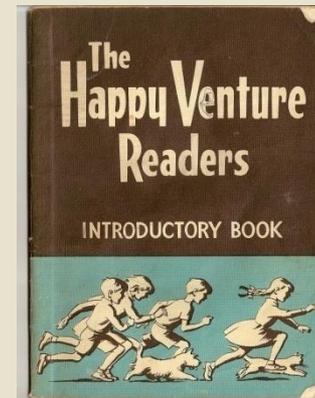
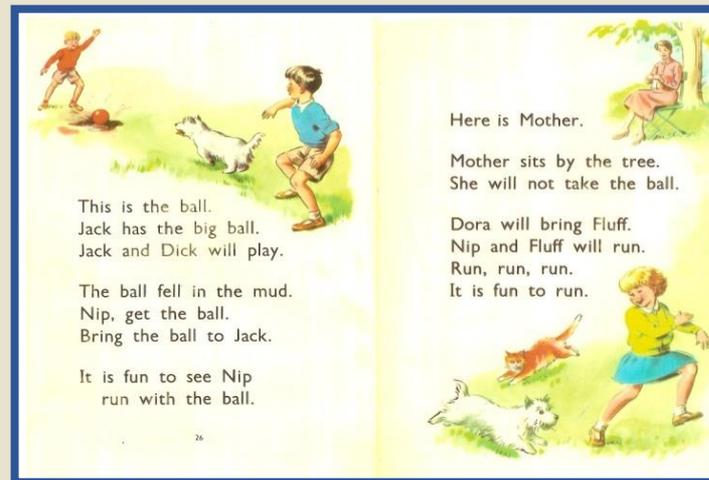
- **decode**
- **encode**

'A fundamental aspect of language knowledge for primary/EY teachers to acquire, is how to make language knowledge at each level inform understanding at other levels.' Angela Wilson

The teaching of reading

50s/early 60s - whole word recognition was common ('*Look and Say*'). Reading Schemes were designed to reinforce word recognition rather than tell a story.

The 'word tin'...



Late 60s/70s, a Phonics approach was popular.
Both approaches were **Word level** approaches.

The teaching of reading

The 70s into early 80s saw a reaction against phonics and 'Look & Say' (W level approaches) and a view emerged that a 'top down' or **Text level** approach would be better.

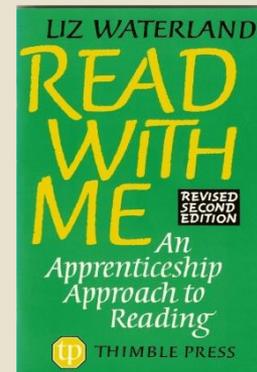
This became termed an 'apprenticeship approach'. Advocates viewed reading essentially as a meaning-making process.

Two conditions were required:

- texts which were rich, meaningful
- support from an expert reader

Which learning theory does this idea of an 'apprentice' link to?

Social Learning theory...



A dichotomy in the teaching of reading

Phonics

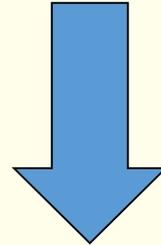
- word level focus
- a 'bottom up' approach
- Reading is seen as a word-by-word process
- comprehension has a lesser emphasis
- graded books –usually *Reading Scheme* material are central to the school's reading programme

'Real Books'

- text level focus
- a 'top down' approach
- Reading seen as a continual interaction between reader's decoding strategies and the meaningfulness of the text - may therefore involve informed predictions when 'stuck on a word' using S & T level cues
- comprehension is key
- rich and meaningful texts are central to the process – 'real books'

In 1998, the NLS ended the dichotomy by combining both pedagogies into a particular reading programme

The Reading Curriculum



Shared Reading

-an apprenticeship element – teacher as expert – using rich literature

Guided Reading

-at instructional level with graded texts

+ Independent

reading; reading to the class; library time; home/school programme etc

The context for you...SSP but within a broad and rich language programme.

TS3 ...if teaching early reading, demonstrate a clear understanding of **systematic synthetic phonics**

Synthetic
phonics



segmenting a word into
its separate phonemes

cat – c/a/t

thick – th/i/ck

fist – f/i/s/t

If children 'get stuck on a word' when reading, we ask them to use synthetic phonics – ie segment and then blend

The context for you...

TS3 ...if teaching early reading, demonstrate a clear understanding of **systematic synthetic phonics**

What other kind of 'phonics' is there?

Analytic
Phonics



working with bigger 'chunks':
isolating the first phoneme
and then treating the
remaining letters as a 'string'

c/at
th/ick
f/ist

Analytic Phonics

We call those segments of a word **onset** and **rime**

onset – the initial phonological unit of a syllable

rime – the string of letters that follow

Features of words with same onsets?

cat/cup/cape/cake/case

Features of words with same rimes?

c/ake m/ake t/ake

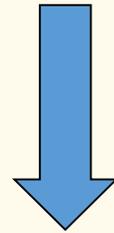
Analytic Phonics – the advantage

Rimes are very stable:

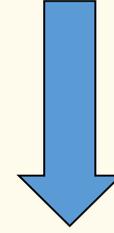
If children are familiar with words representing the **35** most common rimes, they can generate **+200** words as a reader and speller. (ake; all; ale; ing; ight; it;oke etc)

Whilst we are not, currently, teaching use of analytic phonics as a first-call strategy for EARLY reading, it is relevant for children with reading fluency who are looking beyond phonics at a broader range of strategies for reading and spelling – reading/spelling by ‘analogy’.

SSP & the structure of the new NC



2 dimensions



READING

Reading - word reading (decoding)

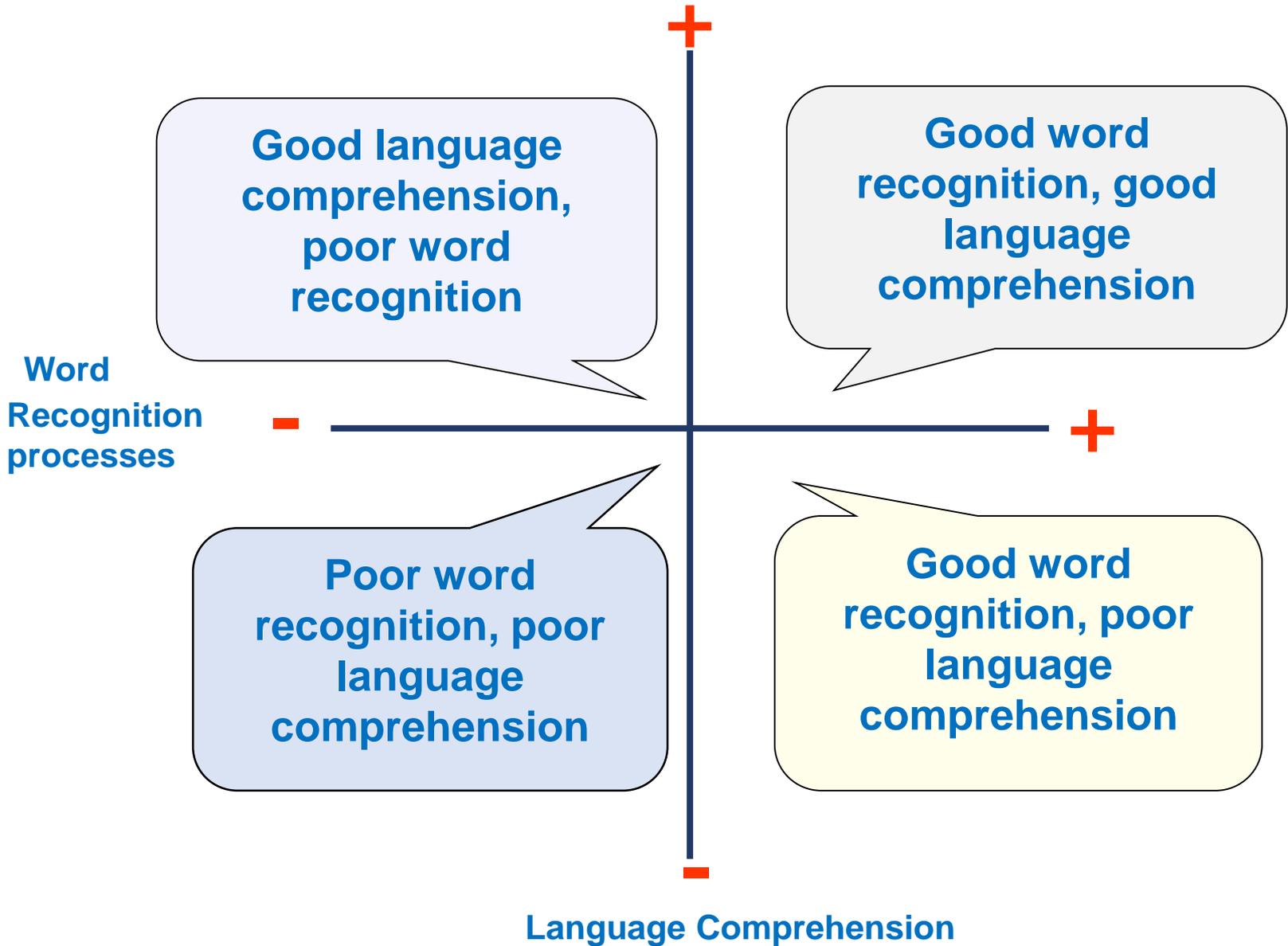
Reading - comprehension

Statutory Requirements

Statutory Requirements

Pupils should be taught to:
•apply phonic knowledge...etc

Pupils should be taught to:
•develop pleasure in reading...etc



The Simple View of Reading...

- emphasises that *Word Recognition* processes are vital for early reading and writing
- is a useful diagnostic framework one of your training tasks in school will ask you to plot children on the SVR model
- emphasises the importance of (spoken) language comprehension as the basis of literacy comprehension eg children talking about the text – top LH quadrant of SVR model

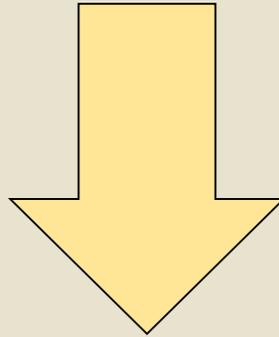
Phonics...where do we start?



Just as we start children with 'big and chunky' items in the physical world, we start them with 'big and chunky' units in the world of language too...

Phonics...where do we start?

We start with **phonological awareness...**
the ability to discriminate sound units within
language.



But the starting point for that is being able to
discriminate sounds 'generally'... (**Phase 1 of any
phonics scheme**)

Phase 1 of any Phonics Scheme will...

...offer children playful contexts for exploring and discriminating different (non-word) sounds

- in the environment
- with percussion
- with body percussion
- by playing with rhyme and alliteration

Once children can 'hear' big sounds in the environment, they can start to focus on the sound units within language.

Sound units within language...

- Non-word sounds
- Word awareness and word boundaries
- Units of sound within words:
 - Syllables
 - Onset and rime
 - Alliteration and rhymes
 - Phonemes

War Memorial
or
Warmer morial

Once children can discriminate phonemes, they are ready for **phonics**.

Phonics is...

Knowledge of the
alphabetic **code**

(ie links between letters
and sounds)

+

The skills of
segmenting and
blending



Segmenting and blending

- We **segment** to identify the constituent phonemes in a word:

cat contains /c/ /a/ /t/

- When we **blend** we say phonemes in such a way as to create a word:

/c/ /a/ /t/ - cat

Children need to be able to do this and know it is **reversible**. This skill is taught from **N**.

What does progression look like?

How is it mapped in the new National Curriculum?



The new NC has a PoS which reflects the 2 dimensions of SVR

READING

Reading - word reading (decoding)

Reading - comprehension

Statutory Requirements

Statutory Requirements

Pupils should be taught to:

- apply phonic knowledge...etc

Pupils should be taught to:

- develop pleasure in reading...etc

In this lecture we are only looking at Word Reading – and phonics in particular

READING

Reading - word reading (decoding)

Statutory Requirements

Pupils should be taught to:

- apply phonic knowledge...etc

Reading - comprehension

Statutory Requirements

Pupils should be taught to:

- develop pleasure in reading...etc

Expectations for EYFS

- **Explore and experiment** with sounds, words and text
- **Link sounds to letters**, naming and sounding the letters of the alphabet
- **Hear and say sounds** in words in the order in which they occur
- **Use phonic knowledge** to write simple regular words and make phonetically plausible attempts at more complex words.

Phonics expectations during Y1

cf NC Appendix 1

SSP is first-call strategy

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes for all 40+ phonemes... (your SBT!)
- read accurately by blending sounds in unfamiliar words...
- read common exception words... (was/the/go)
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable...
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Very prescriptive!

Phonics expectations during Year 2

cf NC Appendix 1

- continue to **apply** phonic knowledge and skills as the route to decode words until **automatic** decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables...
- read words containing common suffixes
- read further common exception words...
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- **read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation**

Those expectations assume a synthetic phonics approach...

The teaching of phonics must be underpinned by a (government approved) synthetic phonics scheme such as:

- Letters & Sounds
- Jolly Phonics
- Read Write Inc
- Success for All (SFA)

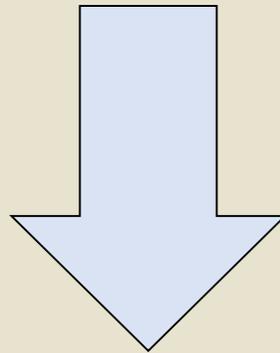
Features:
introduced early
time-limited (end of Y1)
systematic – incremental steps
multi-sensory

and lots of others...as you'll encounter in school

What about KS2?

A shift towards comprehension

(Children) should be able to read accurately and at a speed that is sufficient for them to focus on *understanding what they read* rather than on decoding individual words... (P23)



For writing, the PoS shifts towards morphology – word structures, spelling conventions and rules.

This is because phonics will only get you so far...

We turneded up late but we waiteded for Zap while he jumpeded around.

Phonics will only get you so far...

We turnd up late but we waitid for Zap
while he jumpt around.

Why is learning to read and write in English so hard?

Compared to other languages there are fewer consistent sound/symbol relationships:

-a single phoneme has multiple spellings **ay ai a-e**

-a single spelling has multiple pronunciations **ea (deaf/leaf)**

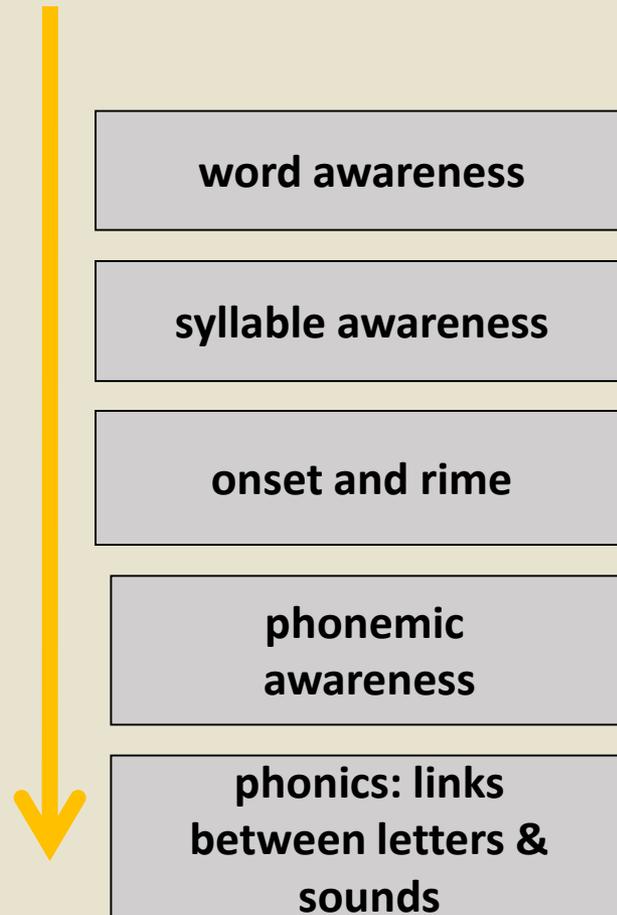
-the most regular patterning in English is vc rimes (–ight, -ake, er) and visual patterns which are not amenable to decoding phoneme by phoneme (e.g. n/i/c/e)

To succeed, young children need to:

- develop their **phonological awareness** first (and early)
- learn the many sound-symbol correspondences (lots!)
- learn to spell irregular (tricky) words.

Phonics has to be 'taught' – it cannot be 'discovered'.

Progression can be represented like this:



Syllable awareness: the first 'below-word' unit to be discriminated

The **syllable** is a "beat" in the rhythm of speech.

Try: *Christopher*
Alexandra
gooseberry

How many syllables?

Use clapping games to develop awareness.

Teaching point - if children can't 'hear' a syllable beat, they won't cope with phonemes

Units of sound within the syllable

- onset and rime (c/at m/atch fl/ip)
- The rhyme (rime) is the end of a syllable

NB: Teaching point - an inability to continue a rhyming string signals poor phonological awareness and can be an early sign of dyslexia...

Let's play rhyming tennis!

Which words rhyme with these?
...Shut your eyes

- **Hair** – care, lair, her, wear
- **Jumped** – bumped, thumped, stamped
- **Phone** – groan, one, bone
- **Snuff** - rough, buff, bough
- **Seem** - cream, team, same, theme

Phonemic awareness ...

Phonemic awareness is the ability to discriminate the smallest unit of sound in speech- ie **the phoneme**

A good way to determine whether you are enunciating a 'new' one is to focus on whether your lips, tongue, palette moves...

f/l//a/t/ How many **phonemes**?

Phonemes – the smallest unit of sound in speech

Around 44 in English (depending on accent)

Two main types of phoneme (sound)

- **Consonants**- made by impeding the flow of air with the lips, tongue, palates, teeth, nose etc
(s/g/l/m/n/f...)
- **Vowels**- made with an unimpeded flow of air

Consonants give shape and meaning to words; vowels give language its rhythm (and accent).

Which of these are CVC words...?

Paired talk:

cat	
chip	
light	
cow	
shop	

Which of these are CVC words...?

Paired talk:

cat	c/a/t	yes
cow	c/ow	no
light	l/igh/t	yes
car	c/ar	no
sheep	sh/ee/p	yes

We need to talk about /w/

It's 'an approximant'... less constriction than with other consonants...it 'glides' into the syllable.....

wine... w/ine

will... w/ill

enunciation on DVDs varies...w/uh

Vowels

Short vowels

- /a/ cat
- /e/ peg, bread
- /i/ pig, wanted
- /o/ log, want
- /u/ plug, love