



How to develop students' literacy abilities through phonics

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Beijing 25th April 2019

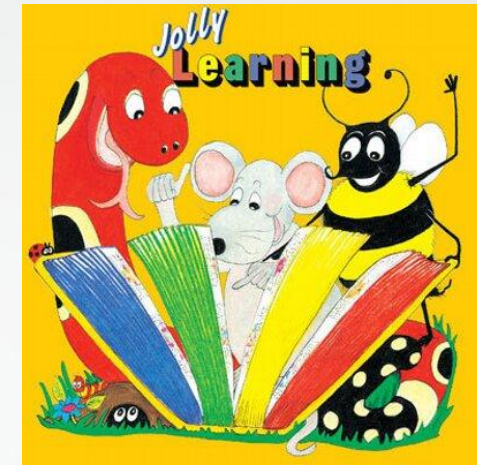


Keynote Objectives

- Understand what literacy is
- Become aware of skills that are vital for successful literacy development
- Understand how phonics teaching develops pupils' literacy skills



Who am I?



Love Early Years



What is Literacy?

- Dictionary:
 - 1. Ability to read and write
 - 2. Competency/knowledge in a specific area (digital literacy)
- School Context:
 - Both dictionary definitions apply
 - Often interpreted as the ability to identify letters, numbers and shapes

Pre-literacy skills – Your Starting Point

- Essential building blocks for long-term learning success
 1. Oral language
 2. Phonological and phonemic awareness
 3. Knowledge of the alphabet
 4. Understanding of common print concepts
 5. Print motivation (motivation to read, interest in books)
 6. Self regulation

What skills do pupils need to become successful readers and writers?*

*Source: Greg Bottrill "Can I Go And Play Now?"

- READING

1. Blending (decoding)
2. Segmenting (encoding)
3. Letter-sound knowledge
4. "Mental Library" of vocabulary and story
(Narrative skills: being able to describe things and events and tell stories)

- WRITING

1. Listening and comprehension
2. Physical core control
3. Instant letter shape recall
4. Sound blending
5. Flow
6. Wide vocabulary
7. Speech clarity
8. Pen grip
9. Purpose

Understanding the difference between reading and writing*

* Greg Bottrill "Can I Go And Play Now?"

Reading

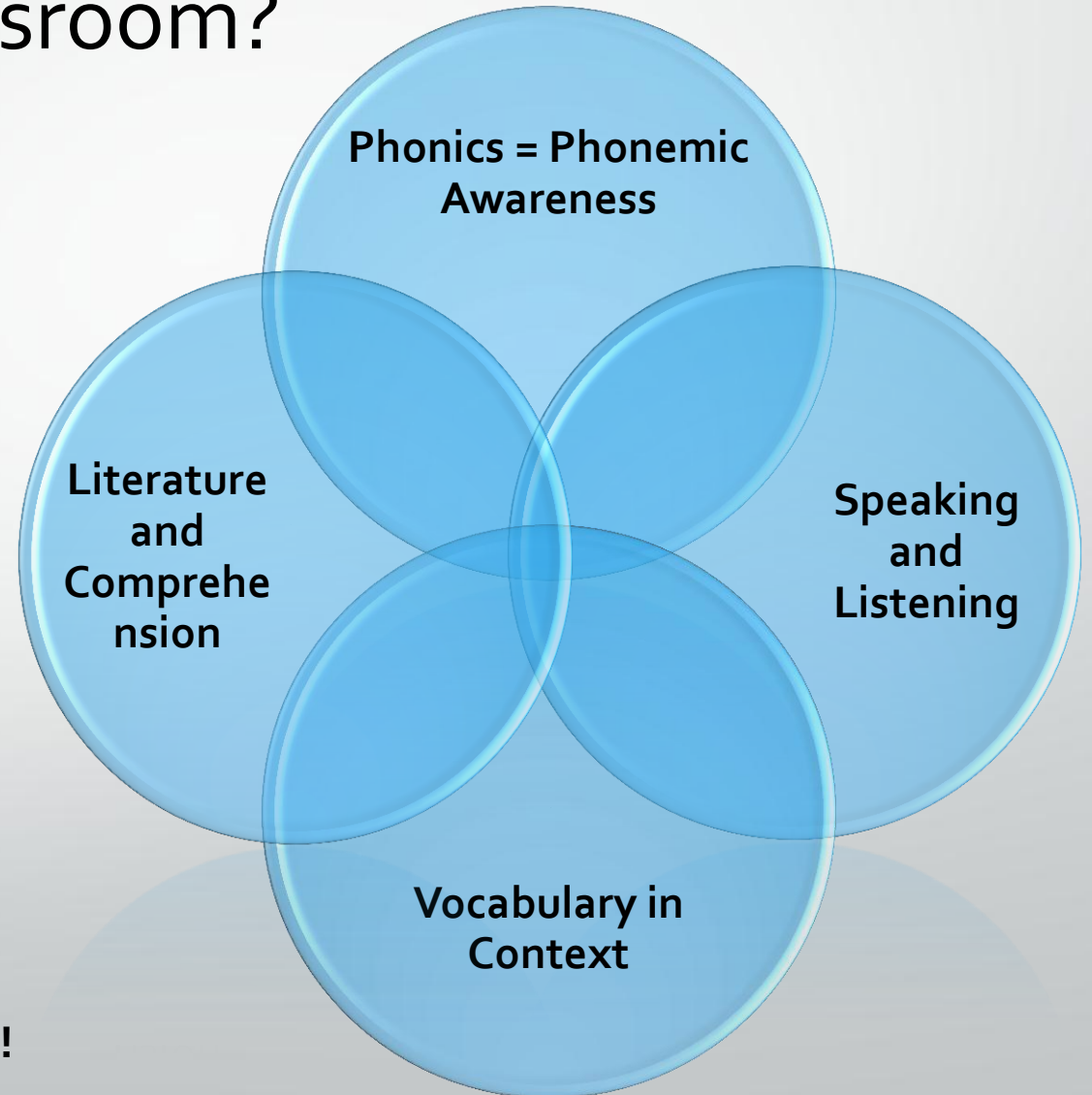
- Pupils need:
 1. Memory recall
 2. Intonation
 3. Comprehension
 4. An ability to picture what is being read

Writing

- Pupils need:
 1. Physical control
 2. Muscle fluency
 3. Imagination
 4. An ability to draw the picture that will be read

How to successfully develop literacy skills in your classroom?

- All aspects need to be addressed through your curriculum time
- Ensure that this includes physical development vital for writing skills
- Ensure your lessons inspire and motivate pupils to want to read and write = focus on their inner motivation



Don't forget to read to your pupils!

Oral Language

- Oracy is foundational – children learn to talk first; only later reading and writing
- Speaking and listening skills vital for successful literacy development
- Consistent focus on the development of oral language should be an integral part of your lessons

Phonics = Phonemic Awareness

- Essential aspect of successful literacy development
- Why?
- How does it work?

Words Are a Code

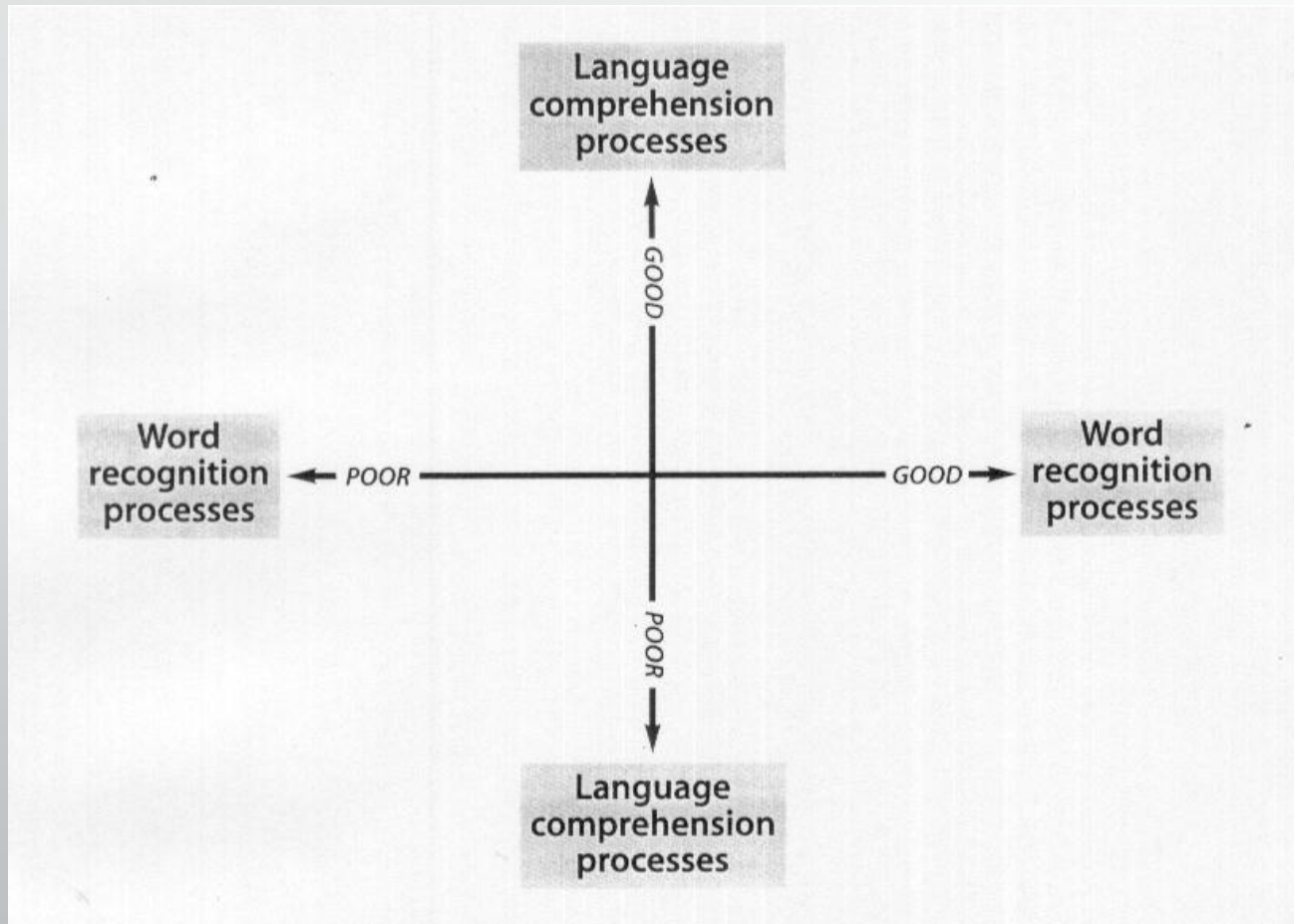
قِرَانِ «تُرِّيًّا» عَلَى ابْنِ الْحَاكِمِ
فِي احْتِفَالِ بَهِيْجٍ أَمْ يَشْهَدُ
النَّاسُ لَهُ مَثِيلاً.
وَعَاشَ الْاثنَانِ فِي هَنَاءٍ
وَسُرُورٍ.

Pictures help – but that is not “cracking the code”!



قِرَانِ «تُرَيَّا» عَلَى ابْنِ الْحَاكِمِ
فِي احْتِفَالٍ بِهَيْجٍ لَمْ يَشْهَدْ
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The Simple View of Reading



Pupils need to “crack the code” = a tool to help recognise written words



Pupils also need the language skills to comprehend the words



**PHONICS &
ORACY**



English Alphabetic Code

- ❖ Based on the sounds of English
- ❖ Pronunciation of words and sounds varies around the world
- ❖ English alphabetic code is complex and needs to be carefully taught

English Alphabetic Code

Teaching Children to Read and Write

English Alphabetic Code – simple to complex

/s/	⟨s⟩ <u>s</u> un	⟨c⟩ <u>c</u> ent	⟨c⟩ <u>c</u> inema	⟨cy⟩ <u>c</u> ycle	⟨ce⟩ b <u>o</u> unc <u>e</u>	⟨se⟩ hou <u>s</u> e	⟨st⟩ cast <u>l</u> e	⟨ps⟩ <u>p</u> salm		
/a/	⟨a⟩ <u>a</u> nt									
/t/	⟨t⟩ <u>t</u> en	⟨ed⟩ hopp <u>e</u> d	⟨bt⟩ de <u>b</u> t	⟨te⟩ wast <u>e</u>	⟨tte⟩ cas <u>e</u> tte	⟨th⟩ th <u>y</u> me				
/i/	⟨i⟩ <u>i</u> nk	⟨y⟩ pyram <u>i</u> d	⟨ui⟩ bis <u>ci</u> uit	⟨u⟩ min <u>u</u> te	⟨a⟩ saus <u>a</u> ge					
/p/	⟨p⟩ <u>p</u> et									
/n/	⟨n⟩ <u>n</u> et	⟨kn⟩ k <u>n</u> ow	⟨gn⟩ g <u>n</u> at	⟨pn⟩ p <u>n</u> eumonia	⟨ne⟩ g <u>o</u> ne					
/k/	⟨c⟩ <u>c</u> at	⟨k⟩ k <u>i</u> tten	⟨ck⟩ du <u>ck</u>	⟨ch⟩ ch <u>e</u> mist	⟨qu⟩ conq <u>u</u> er	⟨que⟩ ch <u>e</u> que				
/e/	⟨e⟩ <u>e</u> gg	⟨ea⟩ h <u>e</u> ad	⟨ei⟩ l <u>e</u> isure	⟨eo⟩ l <u>e</u> opard						
/h/	⟨h⟩ <u>h</u> at	⟨wh⟩ <u>w</u> ho								

English Alphabetic Code*

*Source: <http://www.phonicsinternational.com>
















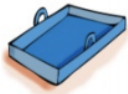






The complexities of the English Alphabetic Code include:
































1. one sound (phoneme) can be represented by one, two, three or four letters: e.g. k, sh, ng, igh, eigh
2. one sound can be represented by different spellings (graphemes): e.g. /oa/ is represented by: o, oa, ow, oe, o-e, eau, ough
3. one spelling can represent multiple sounds: e.g. 'ough': /oa/ though, /or/ thought, /oo/ through, /ou/ plough, /u/ thorough















English Alphabetic Code in its entirety




**Vowel Sounds &
Consonant Sounds**
































units of sound	simple code key words	complex code + key words graphemes or spelling alternatives which are code for the sounds				
/a/	a apple 					
/e/	e egg 	-ea head 	-ai said again 			
/i/	i insect 	-y cymbals 				
/o/	o octopus 	wa watch 	qua qualify 	alt salt 		
/u/	u umbrella 	o son 	-ou touch 	-ough no thoroughfare 		
/ai/	ai first aid 	-ay tray 	a table 	-ae sundae 	a-e cake 	
		-ey prey 	-ea break 	eigh eight 	-aigh straight _____	










/ee/	ee  eel	ea  eat	e  emu	e-e  concrete		
		-ey  key	-ie  chief	-ine  sardines		
between /i and ee/	-y  sunny	-ey  monkey	-ie  movie			
/igh/	-igh  night	-ie  tie	i  behind	-y  fly	i-e  bike	ei  eider
/oa/	oa  oak	ow  bow	o  yo-yo	-oe  oboe	o-e  rope	
		-ough  dough	-eau  plateau			
/y+oo/	-ue  barbecue	u  unicorn	u-e  tube	ew  new shoes	eu  pneumatic drill	
short /oo/	-oo  book	-oul  should	-u  push			

































	book	should		push	
long /oo/	oo moon 	-ue blue 	u-e flute 	-ew crew 	-ui fruit 
		-ou soup 	-o move 	-ough through 	
/oi/	oi ointment 	oy toy 			






/ou/	ou ouch ! 	ow owl 	-ough plough 		
/ar/	ar artist 	a father 	alm palm 	-alf half 	-alves calves 
/or/ or /aw/ dependent upon regional or national accents	or fork 	oar oars 	-oor door 	ore snore 	-our four 
	aw dawn 	au sauce 	-al chalk 	war wardrobe 	quar quarter 
		augh caught 	ough thought 		
/ur/ or can be /er/	er mermaid 	ir birthday 	ur nurse 	ear earth 	wor world 
schwa /u/ or 'schwa /er/ '	-er mixer 	-our humour 	-re theatre 	-ar collar 	-or sailor 
/air/	air hair 	-are hare 	-ear bear 	-ere where 	
/eer/	eer deer 	ear ears 	-ere adhere 	-ier cashier 	































	deer	ears	adhere	cashier		
/oor/	-oor poor 	-ure sure 				
/y+oor/	-ure pure water					

units of sound	simple code key words	complex code + key words	graphemes or spelling alternatives which are code for the sounds			
/b/	b  bat	-bb  rabbit	bu  building			
/k/	k  kit	c  cat	-ck  duck	ch  chameleon	qu  bouquet	que  plaque
/d/	d  dig	-dd  puddle	-ed  rained			
/f/	f  feathers	-ff  cliff	ph  photograph	-gh  laugh		
/g/	g  girl	-gg  juggle	gu  guitar	gh  ghost	-gue  catalogue	
/h/	h  hat	wh  who ?				
/j/	j  jug	-ge  cabbage	ge  gerbil	gi  giraffe	gy  gymnast	-dge  fridge
/l/	l  ladder	-ll  shell				

/u+l/	-le  kettle	-il  pencil	-al  hospital	-el  camel	
/m/	m  map	-mm  hammer	-me  welcome	-mb  thumb	-mn  column

/n/	n net 	-nn bonnet 	kn knot 	gn gnome 	-ne engine 	
/ng/	-ng gong 	-n jungle 				
/ng+k/	-nk ink 	-nc uncle 				
/p/	p pan 	-pp puppet 				
/k+w/	qu queen 	kw awkward 				
/r/	r rat 	-rr arrow 	wr write 	rh rhinoceros 		
/s/	s snake 	-ss glass 	-ce palace 	ce cents 	ci city 	cy bicycle 
		-se house 	sc scissors 	-st- castle 	ps pseudonym 	
/t/	t tent 	-tt letter 	-ed skipped 	pt pterodactyl 	-bt debt 	

/v/	v violin 	-ve dove 				
/w/	w web 	wh wheel 	-u penguin 			

/k+s/	-X fox 	-ks books 	-cks ducks 	-kes cakes 	-CS I love picnics. 	
/g+z/	-X exam 	-gs pegs 	-ggs eggs 			
/y/	y yawn 					
/z/	z zebra 	-zz jazz 	-s fries 	-se cheese 	-ze breeze 	x xylophone 
/ch/	ch chairs 	-tch patch 		/ch+u/	-ture picture 	
/sh/	sh sheep 	ch chef 	-ti station 	-ci magician 	-ssi admission 	
unvoiced /th/	th thistle 			voiced /th/	th there 	
/zh/	-si television 	-s treasure 	-z azure (blue) 	-g courgette 	-ge collage 	



Synthetic Phonics

- **Synthetic – made by synthesis**
- **Synthesis – combining / putting together / building up elements**

Synthetic Phonics – What do I need to teach?

- Core Skills:
 1. Letter Sounds
 2. Decoding (Blending)
 3. Encoding (Segmenting)
 4. Letter Formation (Handwriting)
 5. Tricky Words (Sight Words)

Letter Sounds Introduction

An Example

1. s a t i p n
2. c/k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Alternative Spellings

The alternative spellings of the vowel sounds:

Introduced as:

ai (rain)

ee (feet)

oa (boat)

Taught later as:

ay (play) **a-e**
(flame)

ea (leaf) **e-e**

ow (snow) **(these)**
o-e

(bone)

Learning the Letter Sounds

- ❖ Good pace to the teaching
- ❖ Regular revision
- ❖ Parental or alternative assistance
- ❖ Identify the slow-to-start and provide support
- ❖ Systematic programme and incidental teaching of letter-sound relationship

Decoding – for reading

Decoding (blending) skills are essential for reading. They should be taught right from the start.

- ❖ Auditory blending
- ❖ Start blending words ASAP
- ❖ Word bank and decodable readers
- ❖ Regular practice – until automatic
- ❖ Avoid asking children to read words that use letter sounds that have not been taught

Word Bank – provides suitable words for blending practice.

	Words in this column are suitable for younger children.	The words in this column are more appropriate for older children or children with a more advanced vocabulary.
<u>s</u>		
<u>a</u>	<u>as</u> ,	
<u>t</u>	<u>sat</u> , at	
<u>i</u>	<u>sit</u> , it, its, <u>is</u>	<u>assist</u>
<u>p</u>	<u>pip</u> , pit, pat, tap, tip, sip, spit, spat	<u>sap</u> , <u>pasta</u> , <u>pass</u>
<u>n</u>	<u>nap</u> , nip, nit, an, ant, pan, pin, tan, tin, spin, in, insist, pant, pants, snap, snip	<u>span</u> , <u>assistant</u>
<u>c,k</u>	cat, can, cap, act, stick, skip, skin, tick, pick, pack, kiss, kick, sack, sick, panic, picnic, snack, ink, <u>stink</u> , tank, pink, sank, sink	<u>napkin</u> , tact, stack, spick, span, attic, kit, <u>attack</u> , <u>spank</u>
<u>e</u>	<u>set</u> , pet, net, pen, ten, test, pest, nest, sent, neck, peck, step, tennis, tent, insect, spent, kept, <u>ticket</u> , <u>kitten</u> , <u>sense</u> , <u>packet</u>	<u>antiseptic</u> , inspect, <u>tense</u> , <u>arrest</u> , <u>antenna</u> , <u>cassette</u> , speck,

Encoding – for spelling (Hearing the Sounds)

Encoding (segmenting) skills are essential for spelling.

- ❖ Develop Phonemic Awareness through simple listening games (*I Spy, Find a...*)
- ❖ Lots of practice needed
- ❖ Regular segmenting of words with pupils
- ❖ Include 'word family', 'sound removal' activities to develop pupils' encoding skills

Letter Formation – Handwriting

- ❖ Clear demonstration of formation
- ❖ Teach children how to hold their pencil properly (Tripod grip – “Froggy legs”)
- ❖ Air writing – mirror writing
- ❖ High expectations




Tricky Words – Sight Words

To read and spell tricky words well, the children need to:

Teachers and parents

Before tackling these Red Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds shown at the bottom of this page;
- Read (blend) regular words containing these letter sounds;
- Recognise the eleven tricky words shown in the flowers below;
- Recognise the names of the three main characters: Inky, Snake and Bee.



s	a	t	i	p	n	ck	e	h	r	m	d	g	o
u	l	f	b	ai	j	oa	ie	ee	or	z	w	ng	v
oo	oo	y	x	ch	sh	th	th	qu	ou	oi	ue	er	ar

- Work out the ‘tricky’ bits
- Have regular flashcard practice
- Learn spelling techniques such as” Look, Copy, Cover, Write and Check; word families

Some words are tricky and cannot be sounded out. Here is a way of learning them.



Look Say the letters.	Fold Cover Try writing them.	Fold Write, Check Have another go
the	the	_____
are	are	_____
you	you	_____

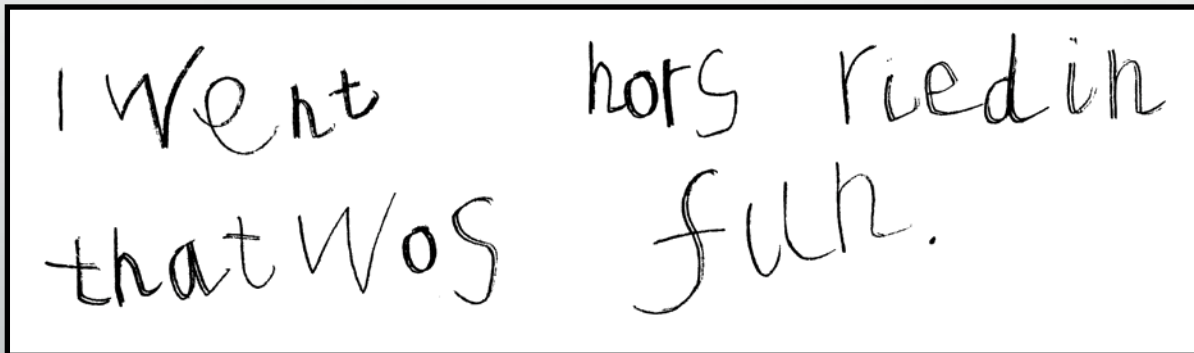
Fill in the missing letters.

the	ar_	y_u
a_e	t_e	_re
yo_	th_	_ou

Independent Writing

For children to write independently they need to know:

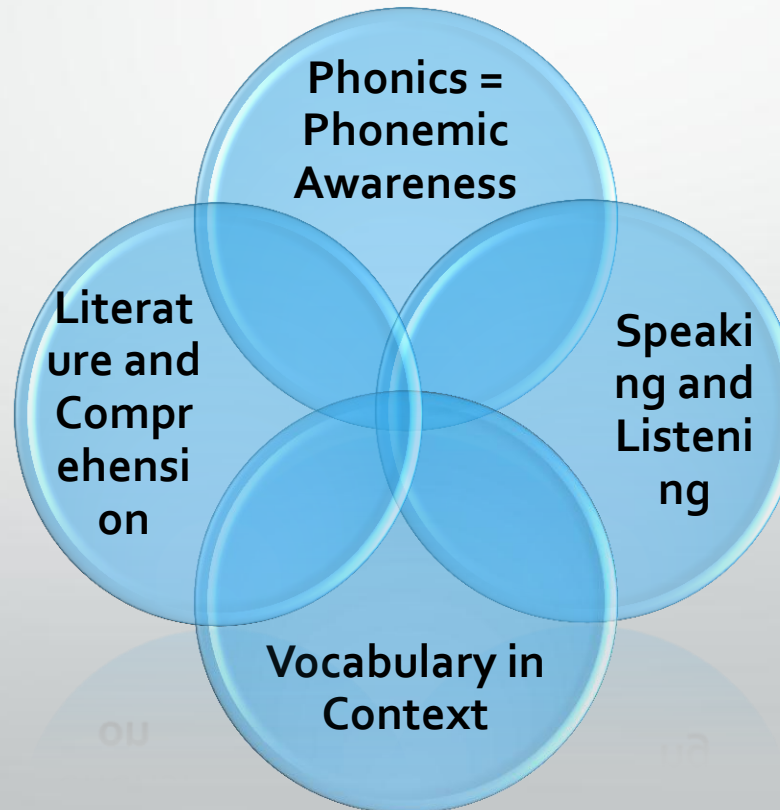
- The first 42 letter sounds
- How to hear the sounds in words
- One way of writing the letter sounds
- What they want to say


A rectangular box with a black border containing handwritten text in a cursive script. The text is written in two lines: "I went hors ried in" on the top line and "that wos fun." on the bottom line. The handwriting is somewhat informal and shows signs of being written by a child.

I went hors ried in
that wos fun.

Remember:


Synthetic Phonics is only one aspect of successful literacy development in your classroom!



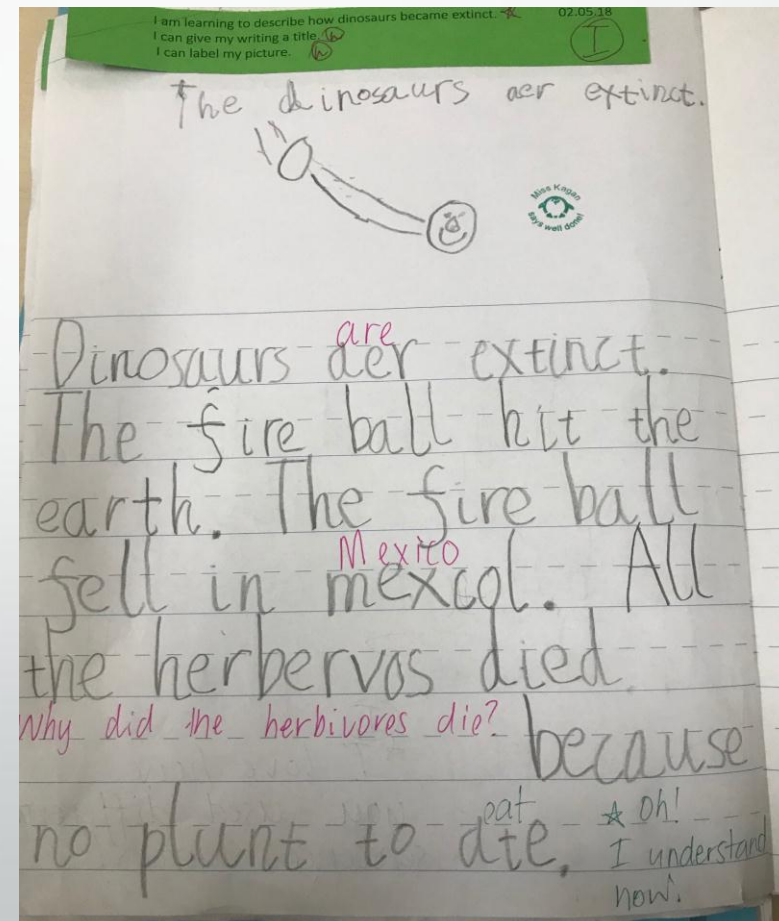
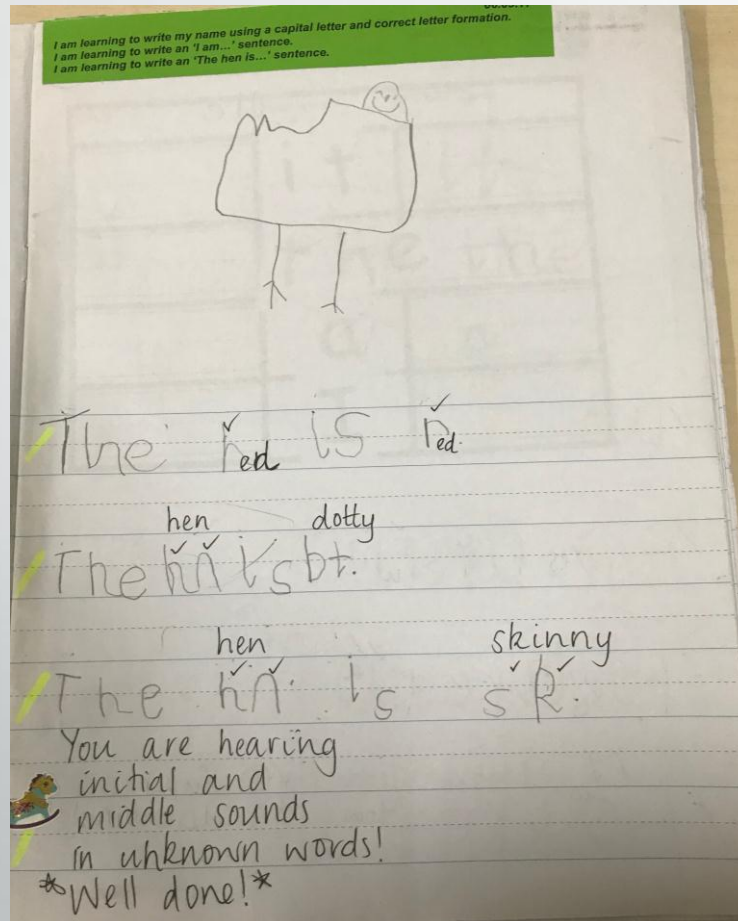


Using phonics to successfully develop pupil reading and writing skills

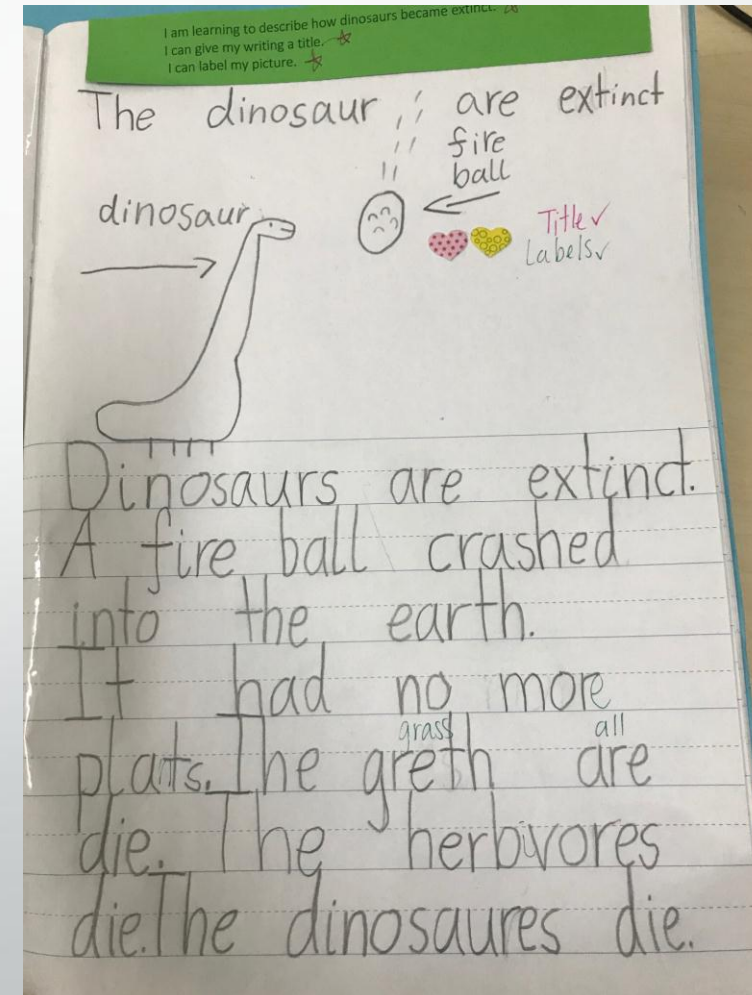
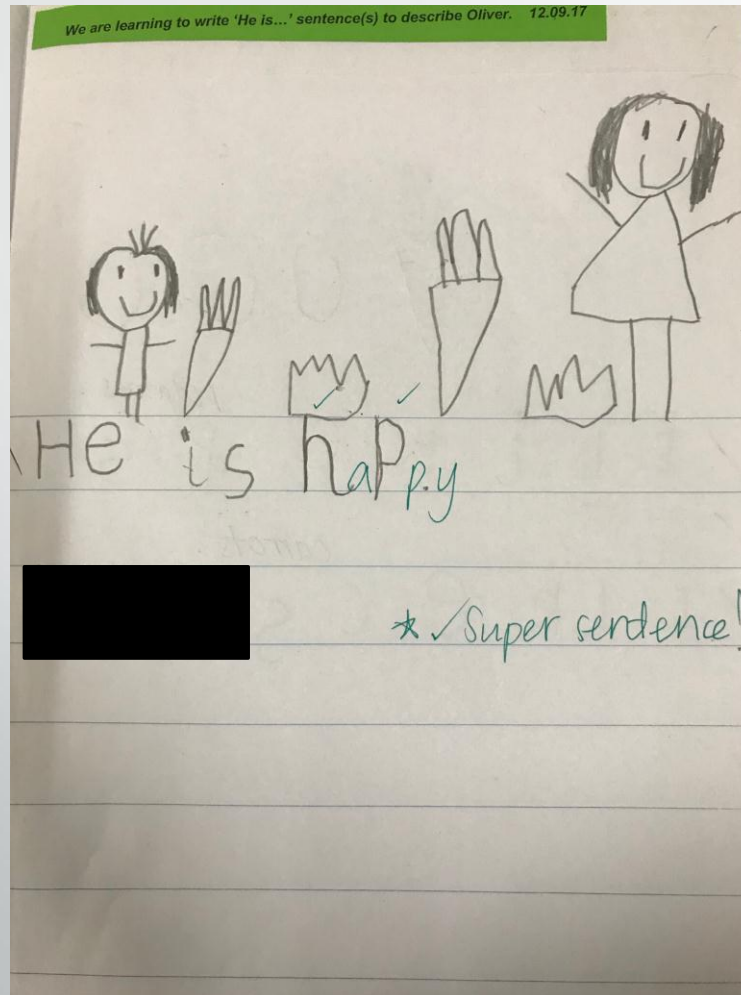
- THE HARROW BEIJING EXAMPLE

- 
- Reception (4 and 5 year olds) End of Year Achievements
 - 94% English Learners
 - 92% of pupils achieved Harrow expected levels in Reading
 - 90% of pupils achieved Harrow expected levels in Writing
 - PIRA UK Reading Standardised Assessment:
 - 66.7% Working at expectations
 - 15.6% Working at greater depth

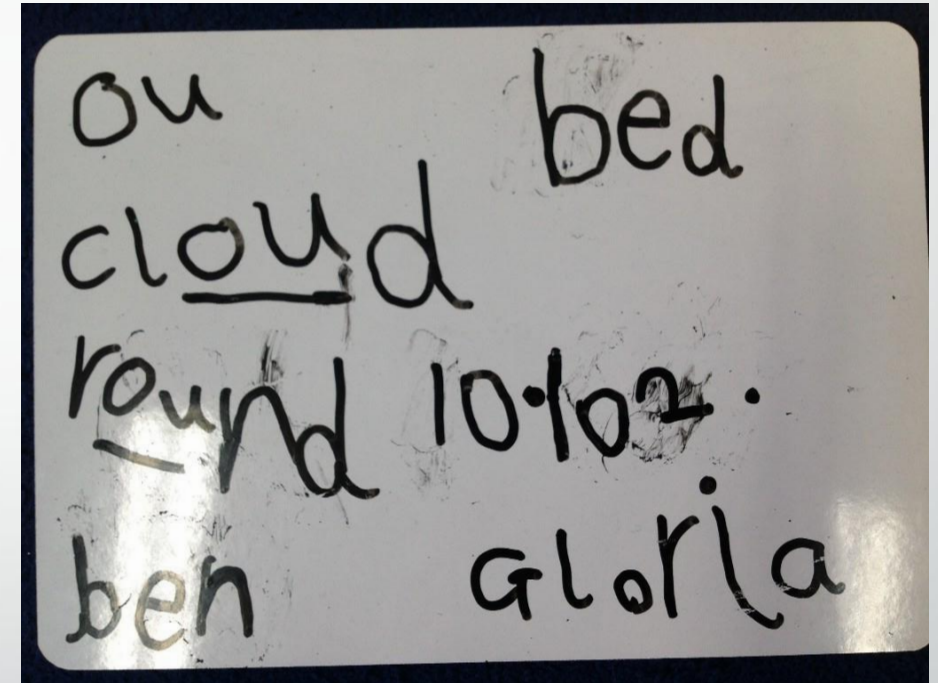
WRITING COMPARISONS



WRITING COMPARISONS



WRITING DEVELOPMENT – TERM 1



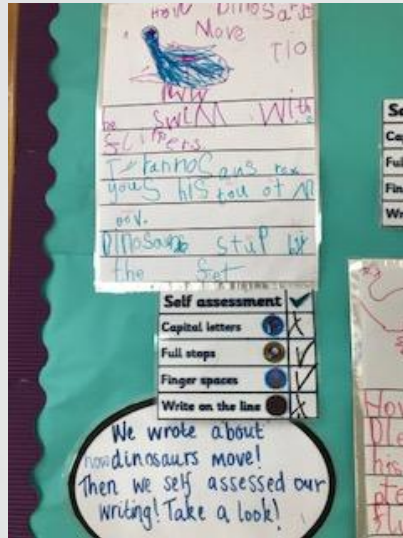
WRITING DEVELOPMENT – TERM 2

I like a Kai k
and mum and dad
and ocean and Kate
and Emma.
15.2.2017

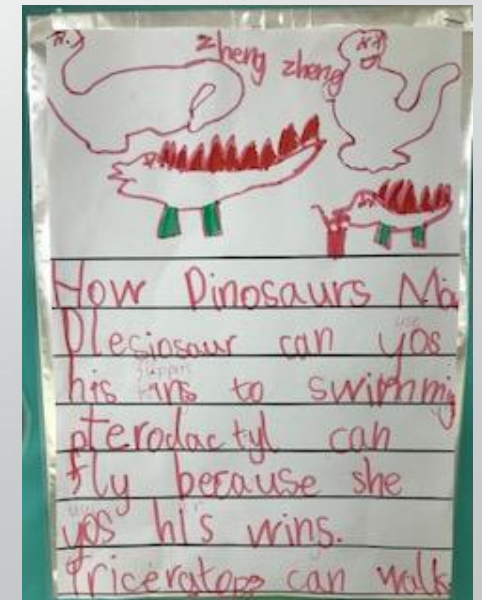
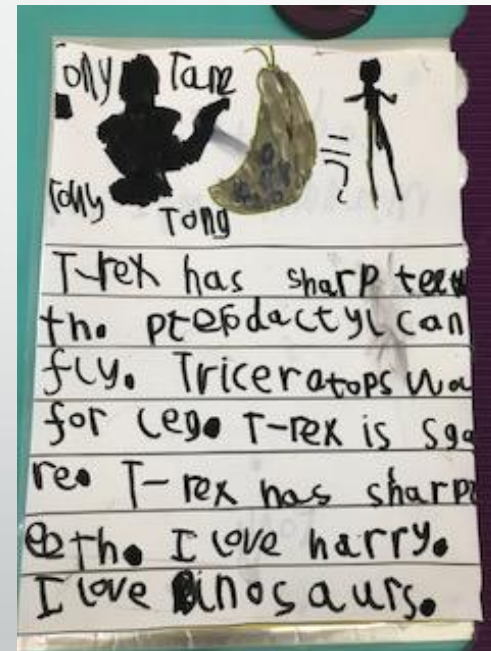
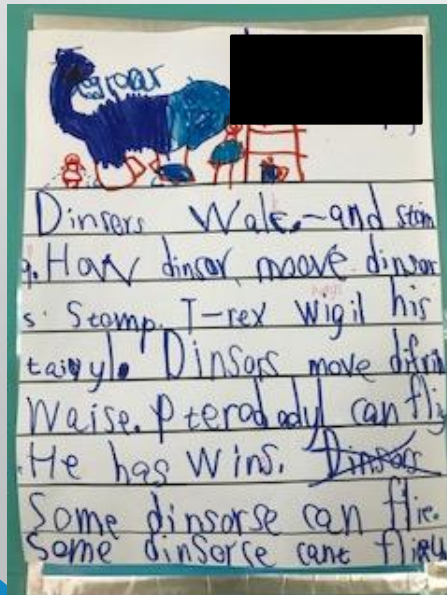
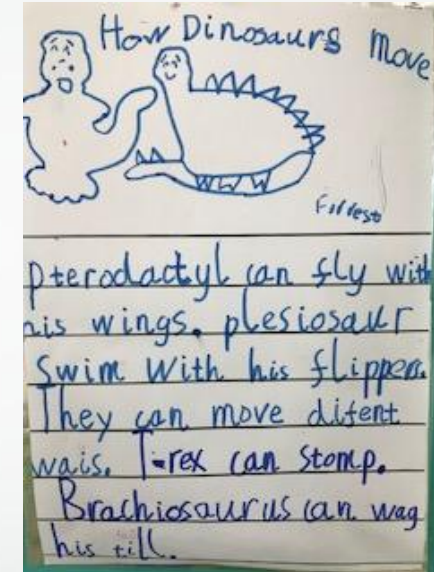
Independent Writing Samples

my weekend news
on satday and suday I in
my hom I put a cab water
on a wall and I go in my hom
and in a minute I go outside
I look at the ice and my touch the ice.
23.1.2017
Independent writing.

WRITING DEVELOPMENT – TERM 3



Independent Writing





Thank you!