

**Phonics Teaching Series - (1)
Enhancing Teachers' Knowledge
and Skills in Teaching and
Developing Resources for
Phonics at Primary Level**

2024

Rundown

- The Role of Phonics in Learning English
- Understanding Phonics and Phonics Teaching Sequence
- Learning and Teaching Phonics in the school-based English Curriculum
- Demonstrations & Practices
- Concluding Remarks

Learning English as a First Language – L1

Learning English as a Second Language – L2

What about
comprehension?
7. How do L1 and L2
learners develop their
comprehension skills?

- raise SS' language awareness
- teach language items explicitly

L1

L2

Let's think about how we learnt our
L1...

1. Where did we learn our L1?
2. When did we learn it?
3. How did we learn it? Did we 'learn' it or 'acquire' it?

Let's now think about how children
in HK learn English as an L2...

4. Where do they learn English?
5. When do they start learning English?
6. How do they learn it?

spelling

Grapheme Phoneme Correspondences - GPCs

Letter Sound Correspondences - LSCs

pronunciation

26 letters



~ 44 sounds

's' 'h' 'sh'

/s/ /h/ /sh/

'word' 'graph'

/wurd/ /graf/

Graphemes, units of letters

Phonemes, speech sounds

digraphs, trigraphs - units of letters making only one sound, e.g., 'sh', 'or', 'igh', 'ear'.

consonant clusters – units of consonant letters adjacent to each other and making a different sound each, e.g., 'sp-', 'gr-', '-sp', '-sps'.

vowel letters – 'a' 'e' 'i' 'o' 'u' 'y'

vowel sounds – 20

vowel and consonant sounds

Basic Phonics – the most common sound associated with a unit of letter(s) or code, usually a one-to-one relationship.

simple code

sh
<u>s</u> hip

sh

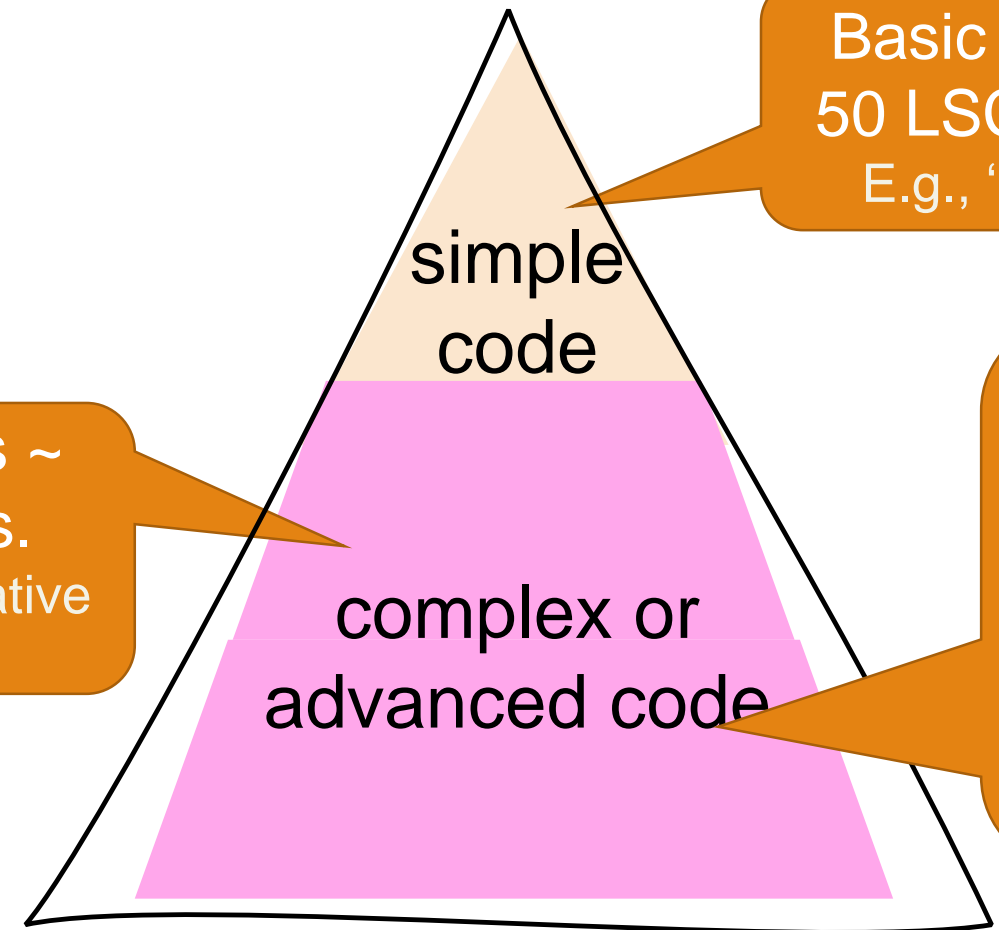
Letter-Sound Correspondence
LSC / code

Phonics Teaching Sequence – Simple to Complex Code

ch	-ti	-ci	-ssi
<u>c</u> hef	stat <u>i</u> on	mag <u>i</u> cian	miss <u>i</u> on

complex or advanced code

Advanced Phonics – not a one-to-one relationship between units of letter(s) and a sound, or a unit of letter(s) and more than one sound.



Basic Phonics ~
50 LSCs / codes.
E.g., 'sh' for /sh/.

simple
code

Advanced Phonics ~
150 LSCs / codes.
E.g., Magic 'e' – Alternative
Spellings.

complex or
advanced code

Alternative Spellings, e.g.,
'ch', 'ti', 'ci', 'ssi' for /sh/.
Alternative Pronunciations,
e.g., 'ch' for /ch/ in 'chin', /sh/
in 'machine', /k/ in 'school'.
Silent Letters, e.g., silent 'k' in
'knit, kneel, knight'.

The Alphabetic Code

Advanced Phonics - LSCs under the
Complex Alphabetic Code

Basic Phonics - LSCs
under the Simple
Alphabetic Code

Common Exception Words

blending + segmenting skills

knowing the LSCs - letters, sounds,
and their connections

Phonics teaching

- ✓ **systematic**
- ✓ **generative**
- ✓ **accumulative**

Phonics Roadmap

'Teaching Phonics at Primary Level'

- **Curriculum Planning - What is the sequence of introducing the letter sounds?**
- 1. Arrange the sequence of letter sounds you wish to teach so as to ensure a good coverage of the different letter-to-sound correspondences
- 2. Introduce the consonant letters first and then the vowels since consonants usually have only one sound for each letter
- 3. Focus on the consonants at the beginning of words, then at the end and finally in the middle
- 4. Focus on one way of reading and writing each vowel sound at a time since the vowel letters are more complicated and there are several ways in which they can be written

one
two
eye
friend
Wednesday

'she' 'e' - /ee/

be
me
we
he
she

'e' - /e/ 'Ed'

Advanced Phonics - LSCs under the
Complex Alphabetic Code

Basic Phonics - LSCs
under the Simple
Alphabetic Code

Common Exception Words

Teaching and Learning the Complex Code

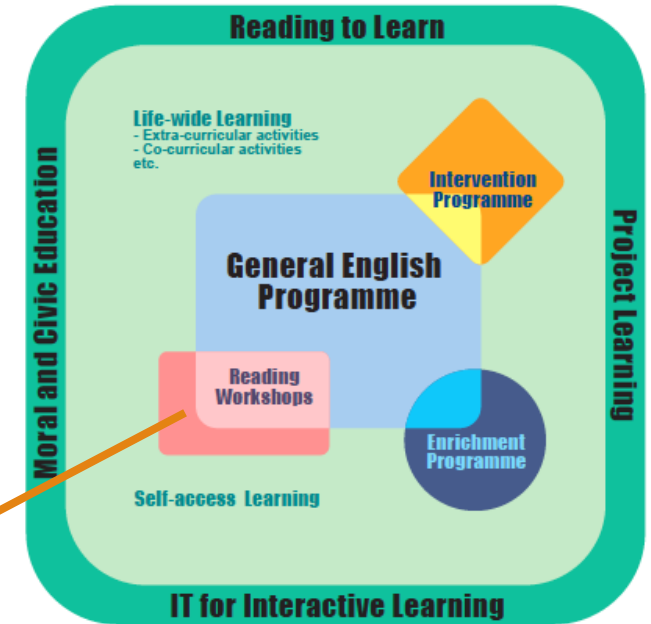
- be explicit
- supply a controlled word bank and get SS to categorise the words to 'discover' the target complex code
- refer SS to etymology or historical background if appropriate
- get SS to apply the target complex code in context and create a meaningful purpose for them to use it for communication

Curriculum Planning

Phonics is an integrated rather than a standalone part of English Language learning. Phonics should be taught in context.

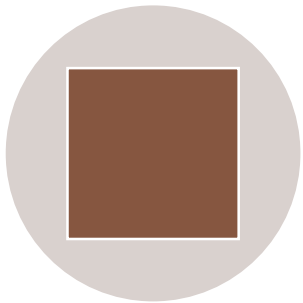
Components of a School-based English Language Curriculum

- General English Programme
- Reading Workshops
- Intervention Programme
- Enrichment Programme

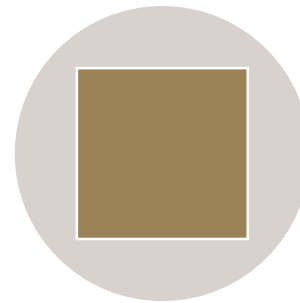


Reading Workshops
E.g., PLPRW/Space
Town/DTS/School-based
reading workshop

General English Textbook-Linked Curriculums

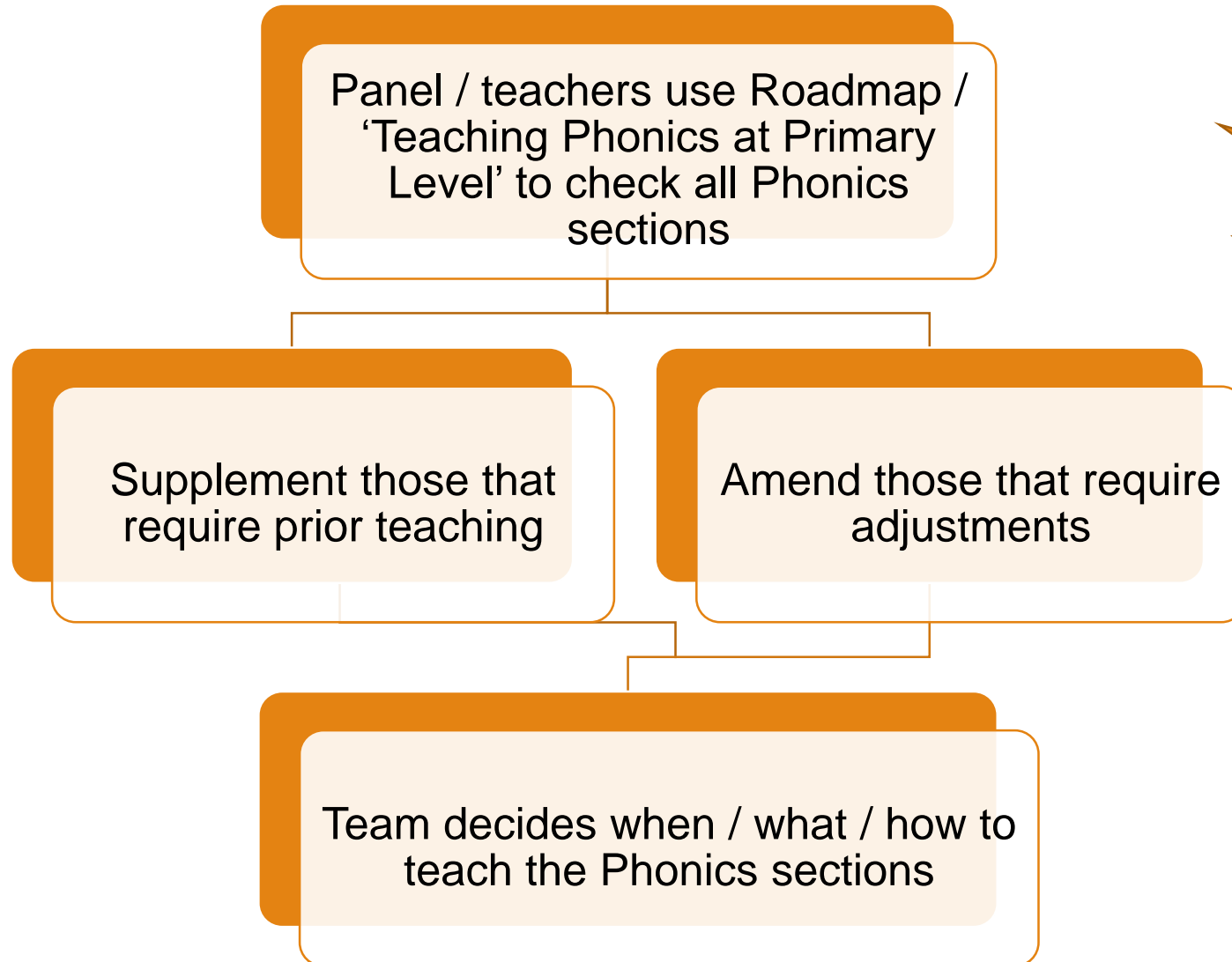


Textbooks that adhere to the theme of the reading text

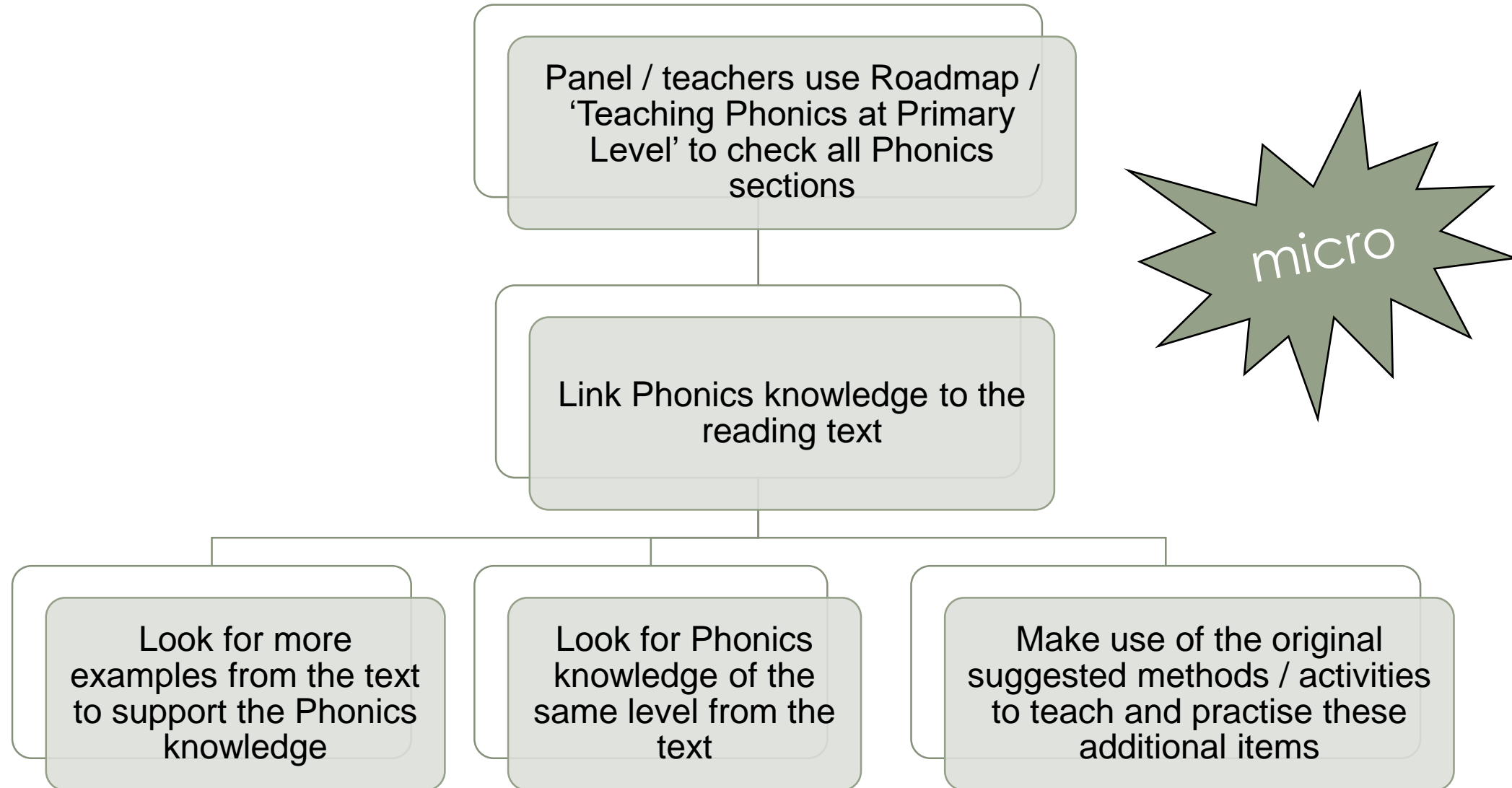


Textbooks that follow a systematic Phonics progression and adhere to the theme of the reading text

Integrating Phonics into Textbooks that adhere to the theme of the reading text



Integrating Phonics into Textbooks that follow a systematic Phonics progression and adhere to the theme of the reading text



Phonics Activities – Demonstrations and Practices

Teaching Phonics in the Pre- While- Post- Stages of a GE Lesson

Planning

Implementation

Evaluation

Planning

1. Find the text type and target Phonics from the Contents Page.
2. Go over the text to analyse the features of the text type and the target Phonics.
3. Reread the text –
 - a. To decide how to support the target Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites.
 - b. To consider if other Phonics of the same level can be taught.
4. Decide what, when* and how to teach the Phonics in a GE lesson and design level-appropriate activities to practise and consolidate the Phonics. ***Pre- While- Post-reading Stages***

Implementation

- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practise the Phonics through meaningful activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.

Demo 1, 'The Three Billy Goats Gruff'

'The Three Billy Goats Gruff', Script, pp.4-6 Introduction and Scene 1

The Three Billy Goats Gruff	Script
The Three Billy Goats Gruff	
There were three billy goats who were brothers. They were eating in a field one day when they saw better food across a bridge in another field. However, there was a mean, old giant who lived under the bridge. He did not like anyone using his bridge. The two younger brothers convinced the giant not to eat them in order to cross his bridge. The eldest brother who was very strong went over the bridge last and chased the giant away forever.	
Characters:	
The Three Billy Goats Gruff were very close brothers. The youngest brother always wanted to be like the eldest brother. The second eldest brother always liked to tease the youngest brother. He tried to be like the eldest brother too. The eldest brother, who was very strong, brave and responsible, looked after the younger brothers. Mean Old Giant didn't care about anybody. He just ate anyone who crossed his bridge.	
Little Billy Goat Gruff (LBG) -	He is the youngest Gruff brother. He is also the weakest but wants to be as strong as his brothers. He is very afraid of the giant.
Middle Billy Goat Gruff (MBG) -	He is the second eldest Gruff brother. He is stronger than his younger brother and likes to joke with him. He thinks he is as brave and strong as his elder brother, but he is not.
Big Billy Goat Gruff (BBG) -	He is the eldest, bravest and strongest Gruff brother. He is also very caring and responsible.

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The Three Billy Goats Gruff	Script
Mean Old Giant (MOG) - He is mean, old and easily tricked. He does not like anyone crossing his bridge. He will eat anyone who crosses it.	
Scene 1 (In a field near an old bridge)	
LBG:	<i>(Pointing to the other side of the old bridge with his head)</i> Wow! Look at all the red apples and green grass over there!
MBG:	<i>(Looking at the other side of the old bridge in amazement)</i> Wow! The apples are redder and the grass is greener over there.
BBG:	Yeah, we'll go over there. They're the reddest apples and greenest grass I've ever seen. But first, we must cross this old bridge.
MBG:	Well, what are we waiting for? Let's go!
BBG:	Not so fast! Mean Old Giant lives under the old bridge. We must be careful or he'll eat us.
LBG:	<i>(Saying in a scared and surprised tone)</i> Mean Old Giant! Eat us?
BBG:	Don't worry, little brother. I'll make sure you cross the bridge safely.
MBG:	<i>(Saying teasingly)</i> Good luck, little brother! Don't let Mean Old Giant get you. Ha, ha, ha ...
BBG:	Don't tease your little brother. We must make him feel good.
LBG:	Thanks, big brother.

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The Three Billy Goats Gruff	Script	The Three Billy Goats Gruff	Script
MBG: <i>(Saying jokingly)</i> Don't get eaten by Mean Old Giant. Ha, ha, ha ...		Scene 2 (In the field near the old bridge)	
<i>(Little Billy Goat Gruff ignores Middle Billy Goat Gruff and starts to cross the bridge slowly.)</i>		BBG:	OK, brother, it's your turn to go across the bridge.
<i>(Sound of a goat walking over the bridge - trip-trap, trip-trap, trip-trap, trip-trap)</i>		MBG:	<i>(Saying very confidently)</i> No problem. I'm going to get rid of Mean Old Giant. I'm bigger and stronger than our little brother. Don't worry about me.
<i>(Just as Little Billy Goat Gruff comes to the middle of the bridge, Mean Old Giant jumps up from under the bridge.)</i>		BBG:	Just be careful, OK?
MOG:	Who's that walking on my bridge?	MBG:	Yeah, yeah, yeah.
LBG:	It's me, Little Billy Goat Gruff.	<i>(Middle Billy Goat Gruff starts to cross the bridge slowly.)</i>	
MOG:	I'm Mean Old Giant and you are on my bridge. I'm going to eat you for my lunch.	<i>(Sound of a goat walking over the bridge - trip-trap, trip-trap, trip-trap, trip-trap)</i>	
LBG:	<i>(Saying nervously)</i> I just want to eat some red apples and green grass in the field over there. Please don't eat me. I'm just a little goat. Wait until my brother comes along. He's much, much bigger than I am. He'll really fill you up.	<i>(Just as Middle Billy Goat Gruff comes to the middle of the bridge, Mean Old Giant jumps up from under the bridge.)</i>	
MOG:	OK, go ahead and cross the bridge.	MOG:	Who's that walking on my bridge?
LBG:	Th...th...thank you, M...M...Mean Old G...G...Giant.	MBG:	It's me, Middle Billy Goat Gruff.
<i>(Little Billy Goat Gruff runs across the bridge quickly.)</i>		MOG:	I'm Mean Old Giant and you are on my bridge. I'm going to eat you for my lunch.
<i>(Sound of a goat walking over the bridge - trip-trap, trip-trap, trip-trap, trip-trap)</i>		MBG:	Oh yeah! Try to eat me then! You don't look so mean.
<i>(Little Billy Goat Gruff starts to eat the red apples and green grass. Mean Old Giant goes back under his bridge to sleep.)</i>		MOG:	Rrroarr!
		<i>(Mean Old Giant roars and jumps at Middle Billy Goat Gruff.)</i>	
		MBG:	<i>(Saying in a very scared and nervous manner)</i> Ahhh...! Please don't eat me! Please don't eat me! I just want to eat some red apples and green grass in the field over there. I'm just the middle goat. Wait until my brother comes along. He's much bigger than I am. He'll really make you full.

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Demo 1, 'The Three Billy Goats Gruff' - **Planning**

<p>1. Find the text type and target Phonics from the Contents Page.</p>	<p>Text type: A play Target Phonics: Initial Consonant Cluster - gr for /gr/</p>
<p>2. Go over the text to analyse the features of the text type and the target Phonics.</p>	<p>Level: KS1 Text type: A play adapted from a classic story with 3 scenes. The 4 main characters are the three Billy Goats Gruff - Little Billy Goat Gruff (LBG), Middle Billy Goat Gruff (MBG) and Big Billy Goat Gruff (BBG), and the Mean Old Giant (MOG). Phonics features: LSCs, initial consonant clusters, onomatopoeia, alternative pronunciation, syllables, and suffixes.</p>
<p>3. Reread the text -</p> <ol style="list-style-type: none">a. To decide how to support the target Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites.b. To consider if other Phonics of the same level can be taught.	<p>The script is full of examples to support various Phonics features: <u>Title and Scene 1</u></p> <ul style="list-style-type: none">• LSCs - g for /g/; w for /w/; b for /b/; th for /θ/; m for /m/• Initial Consonant Cluster - gr for /gr/• Onomatopoeia - 'trip-trap'• Alternative Pronunciation - g for /dʒ/ in 'giant' (the soft 'g')• Syllables and Suffixes - 'green-greener-greenest'

Demo 1, 'The Three Billy Goats Gruff' – Pre-reading

4. Decide what, when and how to teach the Phonics in a GE lesson and design level-appropriate activities to practise and consolidate the Phonics: Pre- While- Post-reading Stages

Pre-reading

Decide on an LSC and introduce it using 'What's the sound?'# by reading a short text and deliberately missing saying the target sound for the class to notice. E.g., miss saying the g for /g/ sound in the first dialogue between the LBG, MBG, and BBG in Scene 1.

Other pre-reading activities:

- Introduce the target LSC using 'Roll Call'#.
- Get SS to practise some previously covered LSCs using 'Phonics Bingo'*.

While-reading

Get SS to practise saying the key dialogues using different expressions to show the nature of the main characters, e.g., the LBG is weak, the Mean Old Giant is mean.

SS can also role-play the characters for the class to guess.

Other while-reading activities:

- Get SS to hunt for other Phonics items in the text such as initial consonant clusters*.
- Get SS to listen and clap the target Phonics item, e.g., a consonant cluster, an LSC.

Demo 1, 'The Three Billy Goats Gruff' – **Post-reading**

Post-reading

Come up with a new ending for the play. Tell SS that the three Billy Goats Gruff have set a challenge for the class - anyone who wants to cross the bridge must say a tongue twister now. Give an example tongue twister for the class to try, e.g., 'The green, grumpy, granny goat goes to the grassy ground'.

Get groups of SS to create their own tongue twisters. Choose an LSC or a consonant cluster that matches the ability of the SS. Provide SS with word banks if necessary.

The finished tongue twisters can be added to the play as part of a new ending.

Other post-reading activities:

- Get SS to practise previously covered Phonics items using Phonics Wheel / Slides.
- Get SS to practise previously covered Phonics items using 'Slap the board'.
- Guide SS to make Word Walls using different patterns or artworks*.

*You can find these activities in 'Teaching Phonics at Primary Level'.

Implementation

- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practise the Phonics through meaningful activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.

Demo 2, 'Chinese New Year'

Let's clean our homes,
It's Chinese New Year.
Let's give out the Lai-sees,
The children are here.



Let's cook lots of food,
And sweet puddings too.
Let's buy new clothes,
And clean our new shoes.

Let's get up early,
On New Year's Day.
Let's say happy new year,
And eat, drink and play.



Let's pray on the next day,
For good health and luck.
Let's give the good gods,
Roast pork and duck.

Then on the fifth day,
Let's stay home and wait.
For our aunts and uncles,
And cousins for a play date.



Let's all on this New Year,
Be happy, not sad.
Let's hope that the new year,
Bring good luck, not bad!

Demo 2, 'Chinese New Year' - Planning

<p>1. Find the text type and target Phonics from the Contents Page.</p>	<p>Text type: A poem</p> <p>Target Phonics: /-Iə/ in 'year, here'</p>
<p>2. Go over the text to analyse the features of the text type and the target Phonics.</p>	<p>Level: KS2</p> <p>Text type: A poem about Chinese New Year celebrations with 24 lines.</p> <p>Phonics features: rhyming words, repetitions</p>
<p>3. Reread the text -</p> <p>a. To decide how to support the target Phonics with examples from the text or other sources, e.g., Reading Workshops, readers, websites.</p> <p>b. To consider if other Phonics of the same level can be taught.</p>	<p>a. The poem is full of examples to support the two Phonics features:</p> <ul style="list-style-type: none">• Rhymes - /-Iə/ in 'year, here'; /-eɪ/ in 'day, play'; /-ʌk/ in 'luck, duck'; /-eɪt/ in 'wait, date'; /-æd/ in 'sad, bad'.• Repetitions - 'let's x 11, 'New Year' x 5, 'new' x 7. <p>b. Elicit more rhyming words following these patterns from SS.</p>

Demo 2, 'Chinese New Year' – Pre-reading

a. Show the class some realia and pictures related to Chinese New Year, e.g., Lai-sees (red envelopes), mandarins, lion dance, puddings, etc. Lead-in by asking SS how they celebrate the Chinese New Year.

b. Lai-see dip - ordering the lines of a stanza or verse.

Cut up the lines of stanza 3 to 6 and put each set in a Lai-see. Demonstrate how to put the cut-up lines in order using the 1st stanza as an example. Support SS by telling them to pay more attention to the positions of the rhyming words, actions, and time words. Read the 1st stanza aloud with expressions, actions, and rhythm for SS.

Let's clean our homes,

It's Chinese New Year.

Let's give out the Lai-sees,

The children are here.

Refresh SS' understanding of rhyming words if necessary. Point out that rhymes can be represented by the same or different spellings.

Give out Lai-sees to groups of SS to reorder.

Read the poem aloud with expressions for SS. Ask them to check the answers and read it aloud again.

Other pre-reading activities:

- Miming - cut up the lines with actions, e.g., 'lets' clean our homes', 'let's cook lots of food', 'let's buy new clothes, and clean our new shoes' and put them in some Lai-sees. Put SS in pairs. Get each pair to choose a Lai-see, read the line quietly and mime the action for the class to guess. The first student to say the correct answer can get a Lai-see.
- Listening for specific information - Distribute the poem to SS with the rhyming words blanked out. Read each stanza with expressions, actions and rhythm once for groups of SS to fill in the rhyming words. Read the stanza again for SS to check their answers. SS can take turns to read each stanza aloud with expressions, actions and rhythm and conduct peer assessment based on the criteria of reading aloud.

Demo 2, 'Chinese New Year' – **While-reading**

a. Distribute the poem to SS and get groups of SS to take turns to read a stanza of the poem with expressions and actions. Get the class to give Lai-sees to the best group.

b. Demonstrate how to analyse and find the patterns of the rhymes to SS. Get them to underline all the rhyming words and find the patterns in groups.

Other while-reading activities:

- Get groups of SS to read the poem with expressions but leave out the rhyming words for the class to say.

Demo 2, 'Chinese New Year' – Post-reading

a. Give or elicit additional rhyming words from SS. Get groups of SS to use these new words to write an additional stanza for the poem or extend one of the stanzas.

For example -

- words ending in /-Iə/ - 'dear, spear, clear, fear, steer'

- words ending in /-eɪ/ - 'away, bay, clay, hay, Jay, Kay, lay, May, pay, ray, say, stay, way, holiday'

b. Get SS to write a short poem about their plan for the new year that begins with 'Let's'. Demonstrate by showing SS an example -

Let's get to know a new friend,

Before April comes to an end.

Let's exercise for 30 minutes a day,

Until the last day of May.

For a. and b. Get SS to cross groups and read aloud their peers' creation. The rest of the class can act as 'little teachers' and give feedback on peers' performances.

Other post-reading activities:

- Get groups of SS to do a Writing Spree and Speed-Reading to write out and read aloud as many rhyming words as they can in 2 minutes.
- Get SS to make use of the rhyming words to write a short paragraph, story, poem, chant, tongue twister etc. as homework. Put SS in groups and get them to take turns to read out their peers' creation in the following lesson.

Demo 2, 'Chinese New Year' – Write a short poem beginning with 'Let's'

Let's get to know a new friend,

Before April comes to an end.

Let's exercise for 30 minutes a day,

Until the last day of May.

Demo 2 , 'Chinese New Year' – 'Speed-Reading' / 'Slap the Board'

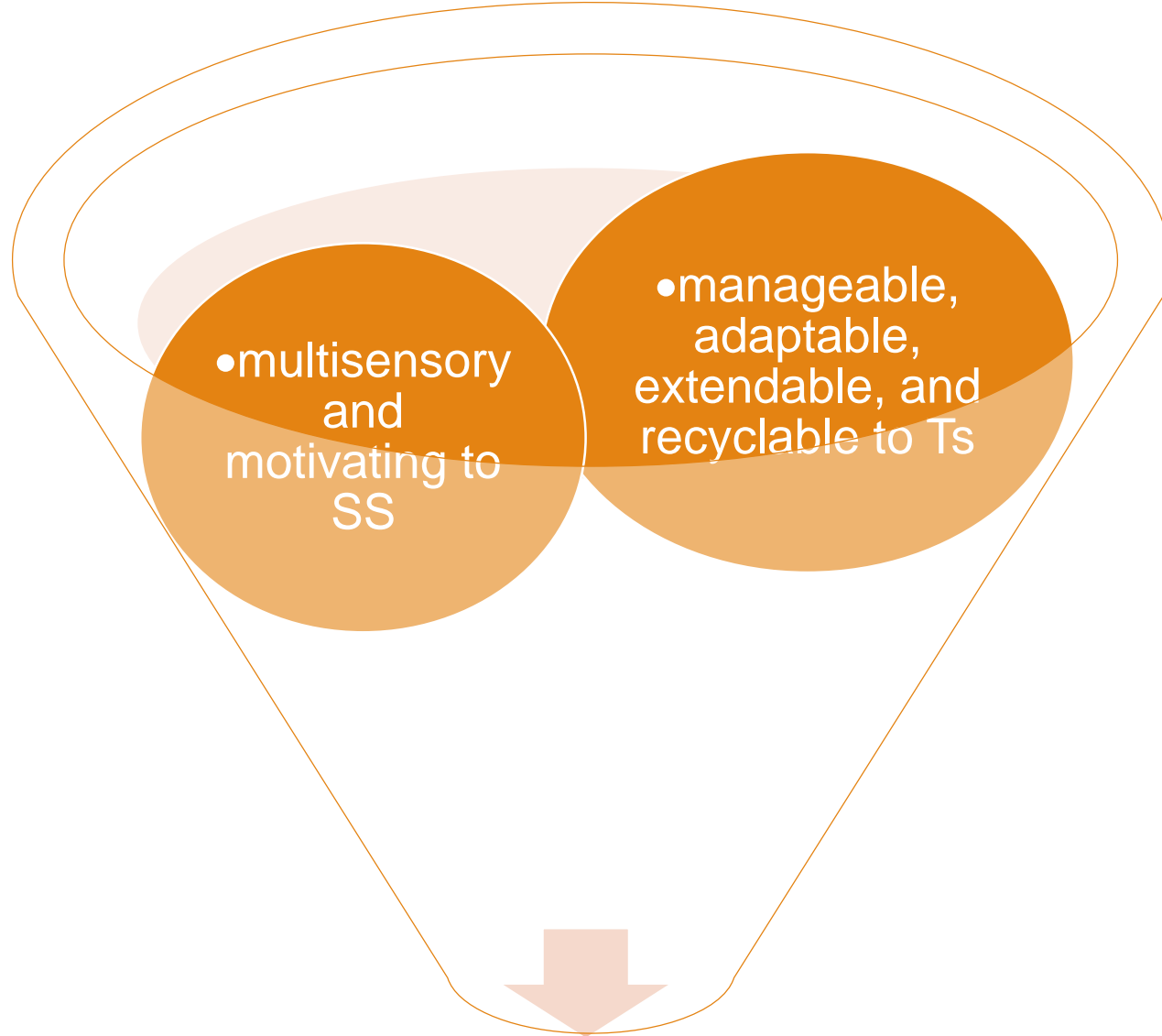
away	bay	clay	hay
jay	kay	lay	may
pay	ray	say	stay

Implementation

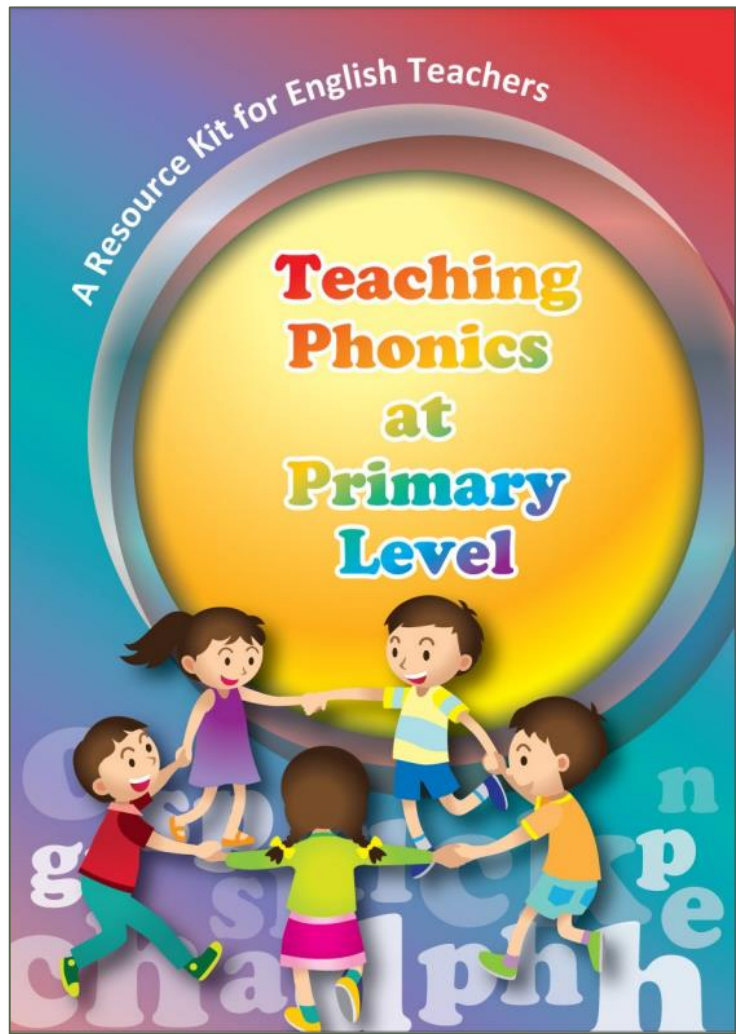
- Demonstrate Pre- While- Post-Stages of a reading lesson by selecting appropriate activities to present the Phonics in context and providing opportunities for SS to practise the Phonics through meaningful activities.

Evaluation

- Discuss potential challenges SS may face and ways to further consolidate previously learnt Phonics.



**Phonics Teaching
Ideas + Resources**



Learning Activity for Short Vowels

Phonics Da Vinci

© Create an artwork displaying words containing the short vowel sound.

- Decide on the short vowel sound to focus on.
- Choose one of the objects below for creating an artwork display.
 - ★ a butterfly
 - ★ a peacock
 - ★ a windmill
 - ★ a palm
 - ★ a fish
 - ★ a caterpillar
- Get a picture of the object you have chosen from a teacher.
- Write the short vowel sound in the centre/space of the object.
- Write the words containing the respective sound on the other parts of the object.
- Colour/decorate the picture after writing the words.
 - ★ You may use other objects to create the artwork. (Refer to pp.85 - 97 for the templates.)

Learning Activity for Long Vowels

Phonics Tic-Tac-Toe

Which word has a long "e" sound? maze meal shine froze	Read aloud the following sentences and underline the long vowel sounds. Mary used the green oven to bake the pumpkin toast with cheese.	Which 2 words have the same "o" sound as "bone"? too smoke rate home
Which word does not belong with the others? five die rhyme beef	Circle 2 words that have a long "i" sound. iron quick nine	Complete the poem with words containing long vowel sounds that rhyme. Today I didn't go to As the dentist has pulled my wisdom Dear Bruce, please buy me some Or I will be in a bad
Match the words that have the same long vowel sound. idea • radio duty • music table • iron	Complete the long vowel word pyramid by adding words containing the long vowel sound "e" spelt in letters "ea". eat easy	Circle the word that contains a long "a" sound. mail black alone

Suggested answers (from left to right)
 1st row: "meal"; "Mary used the green oven to bake the pumpkin toast with cheese."; "smoke" & "home"
 2nd row: "beef"; "iron" & "nine"; "school, tooth, food, mood" or any acceptable answers
 3rd row: "idea & iron, duty & music, table & radio"; "seats, please" or any acceptable answers; "mail"

Learning Activity for Consonant Blends

Phonics Bingo

- Get a bingo card from your teacher.
- Listen to your teacher reading aloud the consonant blends one by one.
- Circle the words which contain the consonant blends read aloud by your teacher.
- Shout out "Bingo!" if you have all words circled diagonally, across a row or vertically in a column.

(Refer to pp.75 - 83 for the set of bingo cards.)

Phonics Bingo



Teaching Phonics at Primary Level (2017),
 accessible via http://www.edb.gov.hk/Phonics_Pri_2017

Dos and Don'ts

- Don't use games / activities to teach many letter sounds in the same lesson.
- Don't spend a fixed amount of time on Phonics games / activities in every English lesson as a formal system.
- Don't assign regular lesson time on activities to implement a separate Phonics programme.
- **Do use games/activities in context.**
- **Do integrate Phonics activities into the English curriculum.**
- **Do focus on letter sounds suitable to the level of students and provide meaningful contexts for them to apply the knowledge and skills.**