

Phonics Teaching
Series (2) -
Promoting Creative
Language Use
through Phonics
and Language Arts

2024

Rundown

- The Role of Language Arts in the English Language Curriculum
- The Role of Phonics in Language Arts
- Teaching and Learning of Phonics Using Language Arts Materials
- Demonstrations & Practices
- Concluding Remarks

The role of Language Arts in the English Language Curriculum



English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (CDC,2017)

Sources of Language Arts materials

'Readers' - Simple Books Designed for Children or English Learners

General Readers

- not levelled
- categorised according to genres, e.g., literary fiction – drama, poetry, fairy tale; fiction – classic, sci-fi, mystery, romance; non-fiction – procedural text, biography, etc.
- focus - enjoyment, knowledge

Graded Readers

- different levels
- focus – vocabulary, text types

Phonics Readers

- different levels
- matched to the Phonics learned
- teaching notes
- focus – Phonics, vocabulary, text types

The role of Phonics in Language Arts

What is Phonics?

Phonics is a method of teaching people...

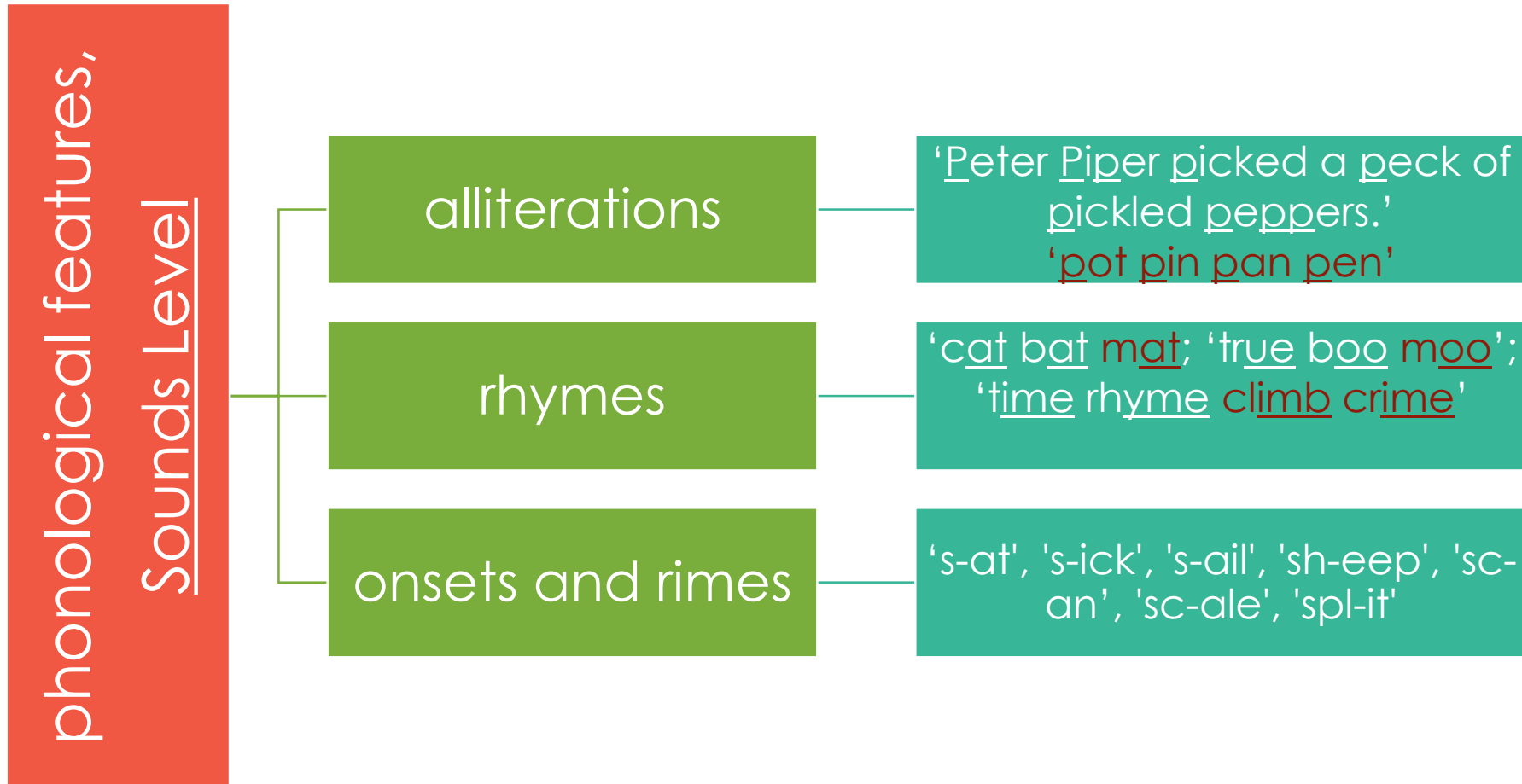
1. to know the main sounds of English.
2. to read by memorising words.
3. to read by learning the **sounds** that letters represent.

Phonics must be taught in context.

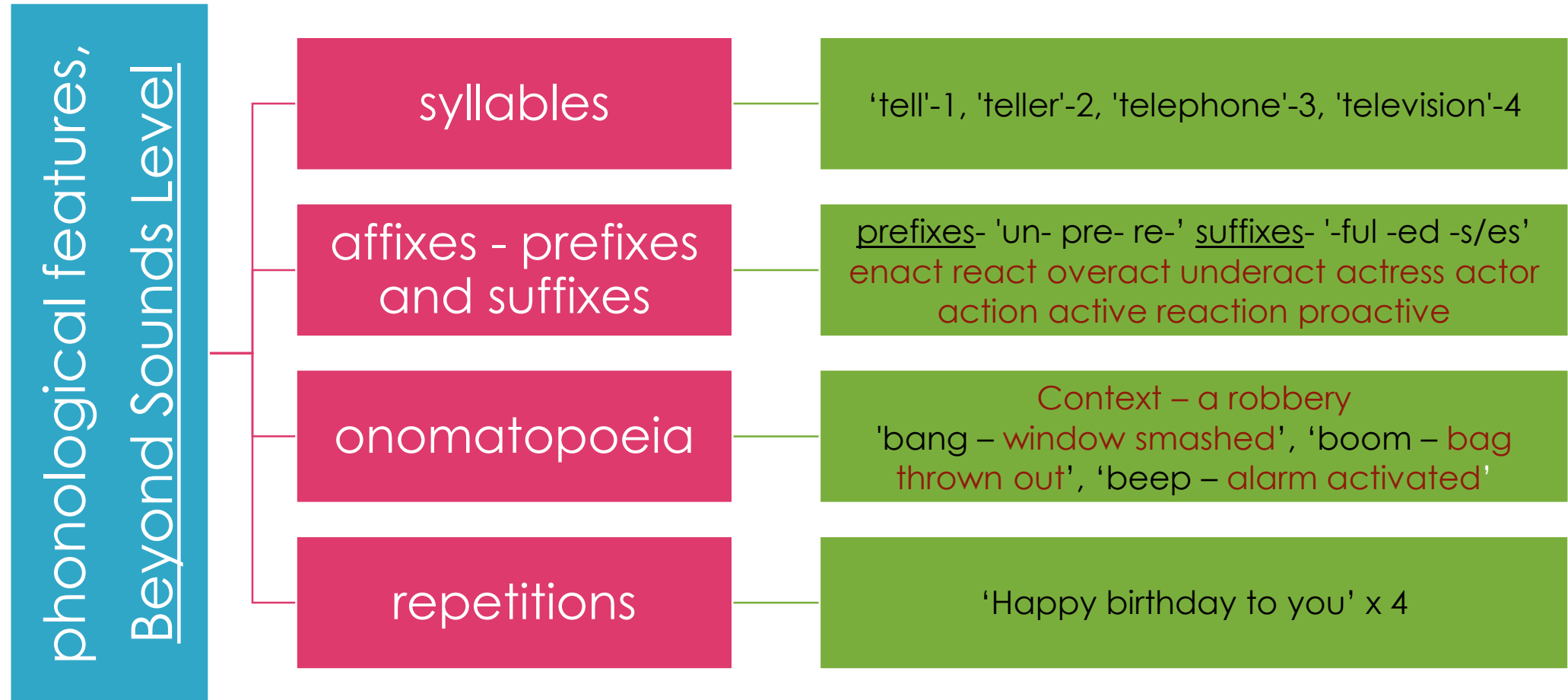
Definition from Cambridge Dictionary

<https://dictionary.cambridge.org/dictionary/english/phonics>

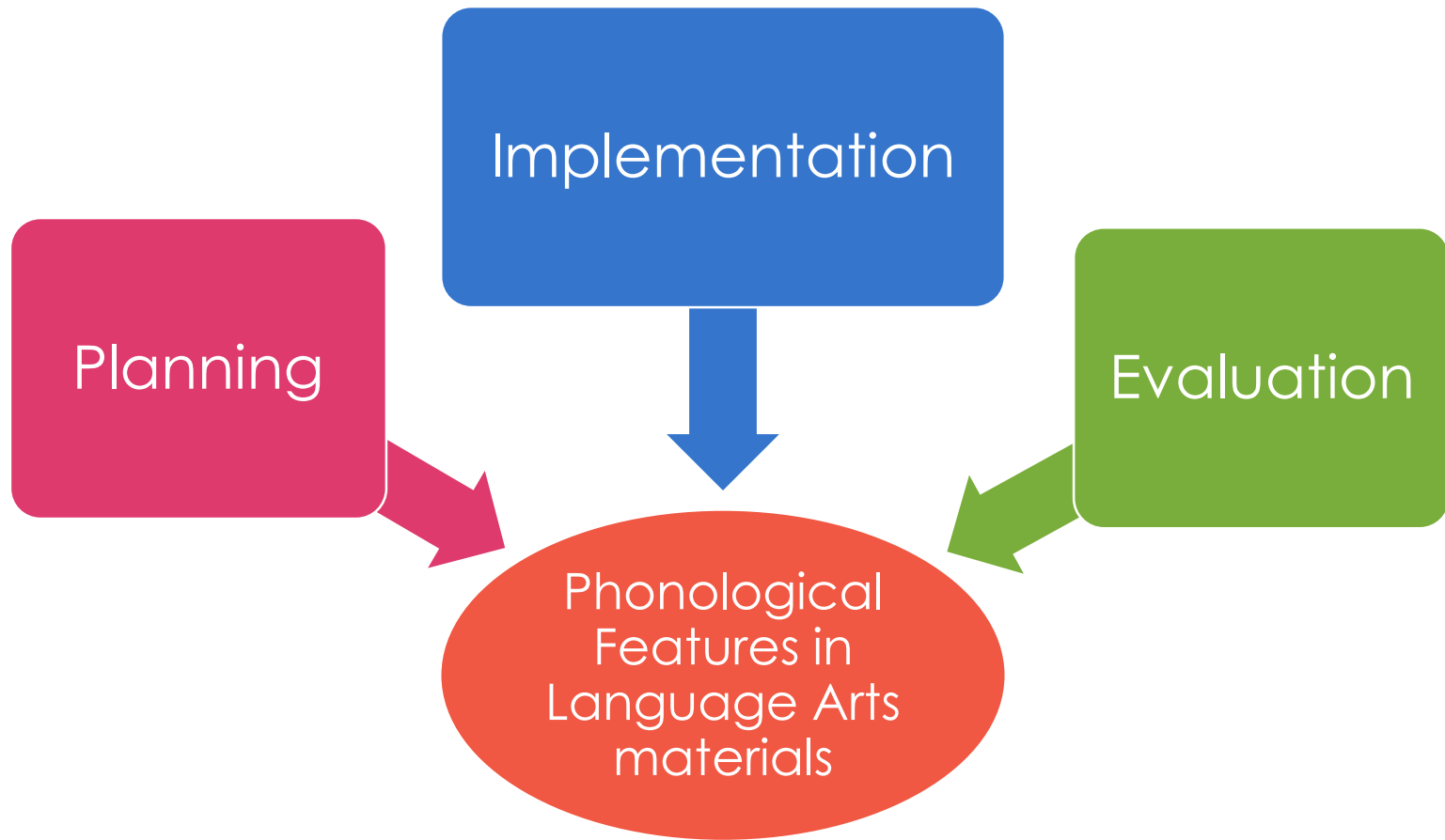
The role of Phonics in Language Arts



The Role of Phonics in Language Arts



Teaching and
Learning of
Phonics using
Language Arts
Materials



Planning

1. Go over the text to analyse the phonological features – both sounds level and beyond.
2. Set learning objectives to match SS' level and needs.
3. Decide how to support the target phonological features with examples from the chosen Language Arts material(s).
4. Select from a repertoire of Phonics and language activities to use in the Pre- While- and Post-Stages of a reading lesson to get SS to learn, practise and consolidate their Phonics knowledge, and to further develop and enhance their language skills.

Implementation

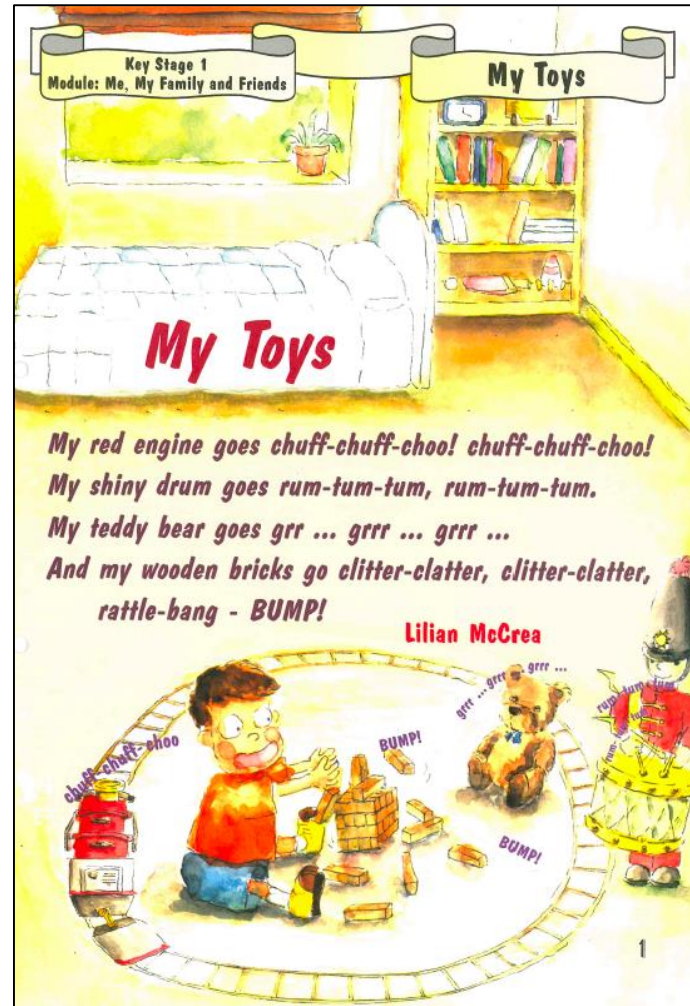
- Demonstrate the Pre- While- Post-Stages of a reading lesson using appropriate activities to incorporate the phonological features in the context of the chosen Language Arts material(s) and provide meaningful tasks for SS to practise and apply the Phonics knowledge, and to further develop and enhance language skills.

Evaluation

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

Demonstrations & Practices

KS1 Demo 1 – ‘My Toys’



Let's Experience and Appreciate Poetry (LEAP) by EDB

KS1 Demo 1 – ‘My Toys’

/b/ bump

/ch/ chuff-chuff-choo

/r/ rum- /t/ tum- /t/ tum

/gr/ grr grrr grrr

/cl/ clitter-clatter

My red engine goes chuff-chuff-choo! chuff-chuff-choo!

My shiny drum goes rum-tum-tum, rum-tum-tum.

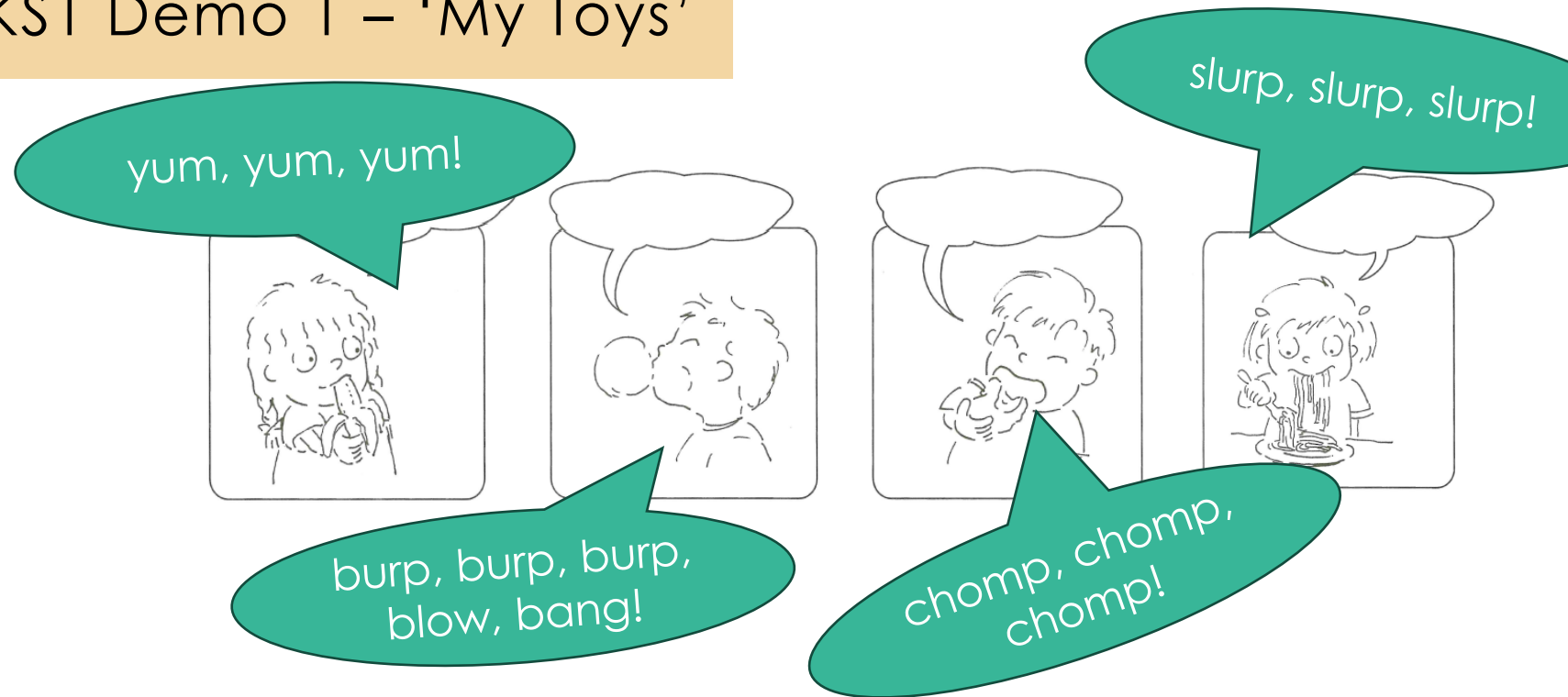
My teddy bear goes grr... grrr... grr...

And my wooden bricks go clitter-clatter, clitter-clatter, rattle-bang –

BUMP!

KS1 Demo 1 – 'My Toys'

Post-reading Activities



At Night

I hear a dog, woof, woof, woof.
I hear a cat, miaow, miaow, miaow.
I hear a baby, waah, waah, waah.
What sounds do you hear at night?

A

B

C

KS1 Demo 2 –
'The Three
Little Pigs'

Who are they?

What's going to
happen to...?

Scene 3 (original):

(At midnight there is a knock at the door. Patrick wakes up to see who it is.)

Patrick: (Asking sleepily) Who is it?

Big Bad Wolf: It's the Wolf. Let me in!

Patrick: No way! You tried to eat my younger brother and sister. I won't let you in!

(Patsy and Peter also wake up to see what is happening.)

Big Bad Wolf: Then I'll huff and puff and blow your house in.

(Big Bad Wolf huffs and puffs and blows but he cannot blow the house in.)

Patrick: Our house is very strong. You'll never eat us, Big Bad Wolf.

(Big Bad Wolf climbs to the top of the house and goes down the chimney.)

Big Bad Wolf: I'm going to eat you all!

(Patrick puts a pot of boiling water under the chimney. When Big Bad Wolf comes down the chimney, he lands in the boiling water.)

Big Bad Wolf: Help! Help!

Patrick: You're not big and bad anymore, Big Bad Wolf.

Patsy: How clever you are, Big Brother! You've saved our lives again. I'll always listen to you.

Peter: I'll always listen to you too.

Patrick: From now on, we'll live safely and happily together.

(The three little pigs hug together.)

Let's Experience and Appreciate Drama (LEAD) by EDB

[https://www.edb.gov.hk/attachment/en/curriculum-development/klc/eng-](https://www.edb.gov.hk/attachment/en/curriculum-development/klc/eng-edu/references-)

[edu/references-](https://www.edb.gov.hk/attachment/en/curriculum-development/klc/eng-edu/references-)

[resources/LEAD/Libray%20of%20plays/Adaptation%20of%20classic%20stories/The](https://www.edb.gov.hk/attachment/en/curriculum-development/klc/eng-edu/references-resources/LEAD/Libray%20of%20plays/Adaptation%20of%20classic%20stories/The)

[%20three%20little%20pigs/Script.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/klc/eng-edu/references-resources/LEAD/Libray%20of%20plays/Adaptation%20of%20classic%20stories/The%20three%20little%20pigs/Script.pdf)

KS1 Demo 2 –
'The Three
Little Pigs'

Big Bad Wolf: Then I'll _____ and _____ and
blow your house in.

- 'bang' – someone is knocking on a door
- 'boing' – something is going down the chimney quickly
- 'crash' – a house got blown in
- 'huff puff' – someone is panting after blowing
- 'splash' – water is coming out of a pot of water
- 'thud' – when something heavy falls

Scene 3

Storyteller: At midnight there is a knock at the door. _____, _____, _____! Patrick wakes up to see who it is.

Patrick: (Asking sleepily) Who is it?

Big Bad Wolf: It's the Wolf. Let me in!

Patrick: No way! You tried to eat my younger brother and sister. I won't let you in!

Storyteller: Patsy and Peter also wake up to see what is happening.

Big Bad Wolf: Then I'll huff and puff and blow your house in.

Storyteller: Big Bad Wolf huffs and puffs and blows, he _____ and _____ and blows again, he _____ and _____ and blows for the last time but he cannot blow the house in. No _____!

Patrick: Our house is very strong. You'll never eat us, Big Bad Wolf.

Storyteller: Big Bad Wolf climbs to the top of the house and goes down the chimney.

Big Bad Wolf: I'm going to eat you all!

Storyteller: Patrick puts a pot of boiling water under the chimney. When Big Bad Wolf comes down the chimney, _____!
He lands in the boiling water – _____! _____!

Big Bad Wolf: Help! Help!

Patrick: You're not big and bad anymore, Big Bad Wolf.

Patsy: How clever you are, Big Brother! You've saved our lives again. I'll always listen to you.

Peter: I'll always listen to you too.

Patrick: From now on, we'll live safely and happily together.

Storyteller: The three little pigs hug together.

KS1 Demo 2 – 'The Three Little Pigs'

KS2 Demo 1 – ‘Chinese New Year’

Adjectives and Alliterations - introduction

Winnie

/w/

‘wise, well-known, warm-hearted’

?? + Winnie – wise Winnie

?? + Kelly – killer / clever Kelly

?? + Avisha – attentive / amazing Avisha

Personalisation – SS can choose alliterations to describe the personalities / strengths of their classmates.

Chinese Zodiac

Adjectives as Alliterations

‘BEEP-beep-beep (adj.) beep (animal)’ - ‘_urious _at’

‘beep-BEEP-beep-beep (adj.) BEEP (animal)’ - ‘_emarkable _at’


(P3) (not so) ‘optimistic ox’ - _ptimistic _x

‘beep-beep-BEEP-beep (adj.) BEEP (animal)

KS2 Demo 1 – 'Chinese New Year'

1 A long time ago, the Jade Emperor lived in a majestic palace in heaven. On his birthday, he told all the animals that a race would be held the next morning. The first twelve animals who got to the other side of the river would become the winners. They would each have a year of the zodiac named after them.

2 Curious Cat was thrilled about the news. He invited his best friend, Remarkable Rat, to go with him. "Please remember to wake me up tomorrow morning, my friend," said Curious Cat. However, Remarkable Rat was so excited about the race that he forgot his promise! He left Curious Cat behind! Oh, no!

3 On the day of the competition, all the animals tried their best to run as fast as they could. Remarkable Rat was already tired and was worried about crossing the river because of his poor swimming skills. At that time, Not So Optimistic Ox came. "How can I get to the other side of the river? I have poor eyesight! What can I do now?" said Not So Optimistic Ox anxiously. Remarkable Rat came up with an idea and asked Not So Optimistic Ox, "Can I jump onto your back and guide you to cross the river?"  "Yes, jump on quick!" replied Not So Optimistic Ox. As they got closer to the shore, Remarkable Rat jumped off Not So Optimistic Ox's back as quick as a flash and dashed to the feet of the Emperor - whiz! Remarkable Rat won the first place while Not So Optimistic Ox became the second.

4 Not far behind Not So Optimistic Ox came Talented Tiger. The heavy current kept pushing him downstream, but he finally reached the shore. He came third in the race. When Driven Dragon was approaching the finishing line, he saw a poor rabbit clinging to a floating log. Driven Dragon decided to give Resourceful Rabbit a helping hand by blowing him to the shore. "Thank you so much, Driven Dragon!" murmured Resourceful Rabbit. So Resourceful Rabbit finished fourth, then followed by Driven Dragon.



5 Next came Handsome Horse. He swam across the river with no problem. When he shook himself to dry off, Scary Snake suddenly appeared and hissed! Handsome Horse was frightened and jumped backwards. Scary Snake took the sixth place while Handsome Horse became the seventh.

Later, Gracious Goat, Mindful Monkey and Respectable Rooster arrived. They worked together to make a raft to help them cross the river. The Emperor was very pleased that these three animals had helped one another. He decided that Gracious Goat would be the eighth zodiac animal, Mindful Monkey the ninth and Respectable Rooster the tenth.



6 "Why are you so late, Delightful Dog?" asked the Jade Emperor. "The river was so clean that I played in it for a while," replied Delightful Dog as he buried his face in his hands. All of a sudden, an oink was heard. Playful Pig finally arrived. "I was so hungry that I stopped to eat. Then I fell asleep because I was tired," said Playful Pig. Fortunately, he became the twelfth and the last animal of the zodiac cycle. Hooray!

Shared Reading – SS read different paragraphs of the story in groups while paying more attention to the alliterations by enunciating them clearly and with expressions.

Chinese Zodiac

Post-reading – Creativity and Application:

- 1) Get SS to rewrite a section about a particular animal using adjectives as alliterations.
- 2) Get SS to rewrite the ending using adjectives as alliterations.
- 3) Get SS to add a new zodiac animal to the story using adjectives as alliterations:

‘bossy bear’

‘brilliant bird’

‘unique unicorn’

KS2 Demo 2 – 'Little Red Riding Hood and the Wolf'

It's time for a
story!
What kind of
story do you like?

Preparation

Preview the rhyme to check if the language matches the needs and level of your SS. Some words can be difficult or colloquial (in *italics*). Rhyming words are underlined. For example:

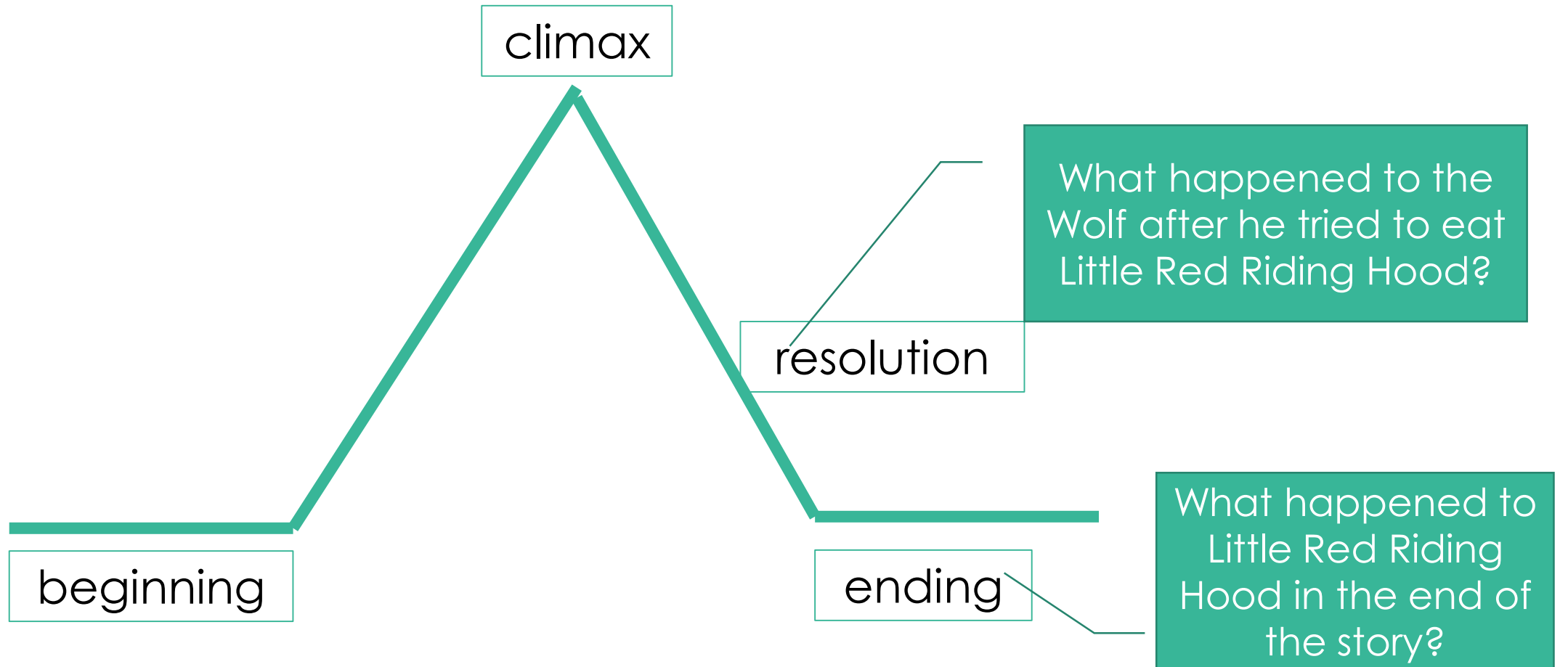
Stanza 1, L1-2 –

‘As soon as Wolf began to feel
That he would like a *decent* meal,’

Stanza 5, L7-8 –

‘The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.’ (**sneakers**)

KS2 Demo 2 – ‘Little Red Riding Hood and the Wolf’



KS2 Demo 2 – ‘Little Red Riding Hood and the Wolf’

1. *As soon as Wolf began to feel*
2. *That he would like a decent meal,*
3. *He went and knocked on Grandma’s door.*
4. *When Grandma opened it, she saw*
5. *The sharp white teeth, the horrid grin,*
6. *And Wolfie said, ‘May I come in?’*
7. *Poor Grandmamma was terrified,*
8. *‘He’s going to eat me up,’ she cried.*
9. *And she was absolutely right.*
10. *He ate her up in one big bite.*

Some ending sounds have the same spelling patterns, and some do not.

KS2 Demo 2 – 'Little Red Riding Hood and the Wolf'

Rhymes
Detectives

KS2 Demo 2 – ‘Little Red Riding Hood and the Wolf’

‘A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, ‘Hello, and do please note
‘My lovely furry WOLFSKIN COAT.’

Let's write a new ending!

KS2 Demo 2 – ‘Little Red Riding Hood and the Wolf’

1. Choose a time – days / months / years / hours	hours
2. Choose a place – hill / lake / pool / shop	shop
3. Choose a title – Mr / Miss / Mrs	Mrs
4. Choose an adjective that rhymes with ‘Riding’	Sliding
5. Choose a surname that rhymes with (2)	Pop
6. Choose a clothes item or accessory	rings
7. Choose a colour	pink
8. Choose a body part / pet / object that rhymes with (7)	sink
9. Choose two adjectives like ‘big bad’	naughty nosy
10. Choose an object that rhymes with ‘note’	coat

KS2 Demo 2 – ‘Little Red Riding Hood and the Wolf’

**A few hours later, in the shop,
I came across Mrs Sliding Pop.
But what a change! No rings of pink,
No silly hood upon her sink.
She said, ‘Hello, and do please note,
‘My naughty nosy coat.’**

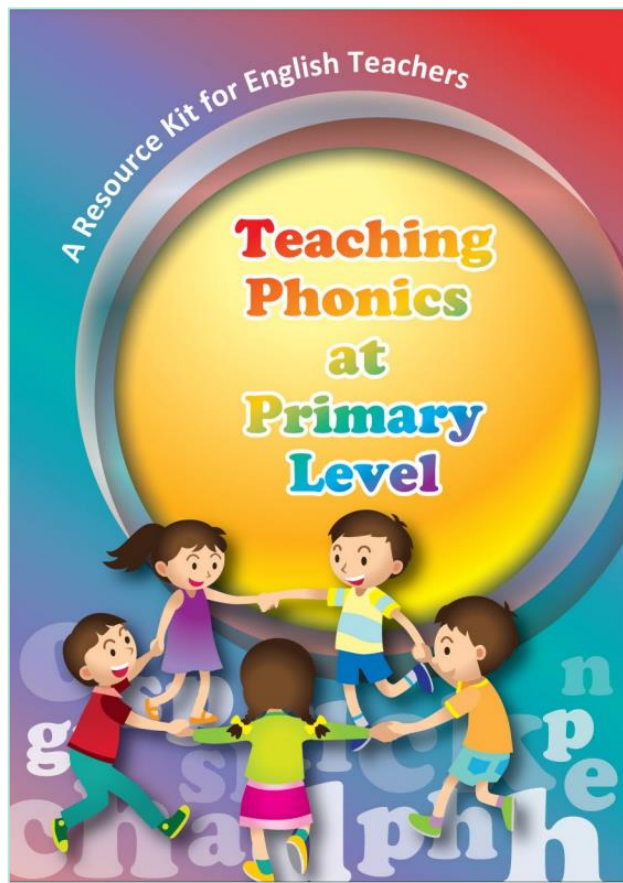
When using Language Arts...

Search for videos or audio versions of the materials to allow SS to enjoy listening and watching them.

Point out the phonological, musical and creative elements in the materials to help SS to appreciate them.


Provide reliable sources to SS so that they can be exposed to more of these materials.

Design meaningful and fun activities for SS to apply their phonological knowledge, develop and enhance their language skills to express and communicate their feelings.



Learning Activity for Short Vowels

Phonics Da Vinci



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

1. Decide on the short vowel sound to focus on.
2. Choose one of the objects below for creating an artwork display.
 - ★ a butterfly ★ a peacock ★ a windmill ★ the
 - ★ a palm ★ a fish ★ a caterpillar
3. Get a picture of the object you have chosen from teacher.
4. Write the short vowel sound in the centre/app space of the object.
5. Write the words containing the respective short sound on the other parts of the object.
6. 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

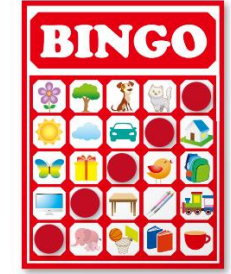
Which word has a long "e" sound? maze meal shine froze	Read aloud the following sentences and underline the long vowel sounds. Mary used the green oven to bake the pumpkin toast with cheese.	Which 2 words have the same "o" sound as "bone"? too smoke rate home
Which word does not belong with the others? 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."
2nd row: "smoke" & "home".
3rd row: "idea & iron, duty & music, table & radio"; "school, tooth, food, mood" or any acceptable answers
answers; "mail"

Learning Activity for Consonant Blends

Phonics Bingo

1. Get a bingo card from your teacher.
2. Listen to your teacher reading aloud the consonant blends one by one.
3. Circle the words which contain the consonant blends read aloud by your teacher.
4. 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



bl br cl tr gl
cr dr fr pl gr

grass crab flag
brush broom fruit
train block clap



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.