

P1 and P2 Phonics

An Introduction

A Phonics Lesson

Question

**What did we
just do?**



Match and order the cards.

What we just do?

Input

Practice

Written Record

Revision

Story Book

Summative Test

Formative Test

Homework

A Brief History of Phonics

Whole Word Methods

- Look & Say**
- Whole Language**

Phonics Methods

- Analytic**
- Synthetic**

Jane likes to help Mummy. She wants to make cakes like Mummy.

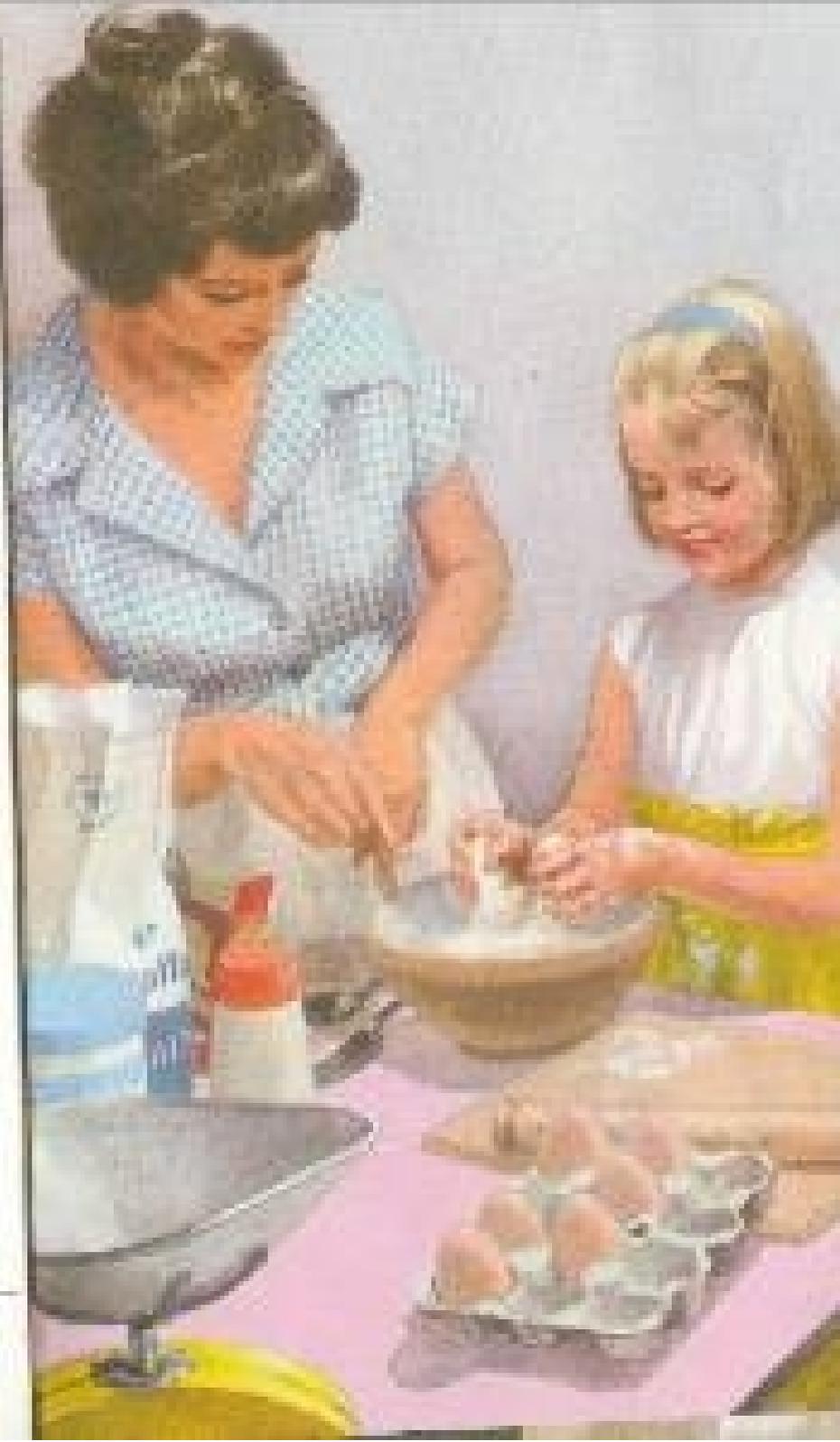
"Let me help you, Mummy," she says. "Will you let me help, please? I can make cakes like you."

"Yes," says Mummy. "I will let you help me. You are a good girl."

"We will make some cakes for Peter and Daddy," says Jane. "They like the cakes we make."

new words

let will



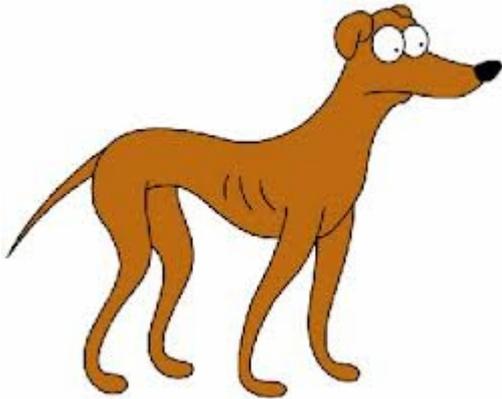
The boy likes ice cream.



The girl likes ice cream.



The dog likes ice cream.



The cat likes ice cream.



Question

**Why might
Chinese-speaking children
do well with a
whole-word method?**



The dog likes ice cream.



The cat likes ice cream.





The _____ likes ice cream.



The caribou likes ice cream.



**The
micropachycephalosaurus
likes ice cream.**



**Whole Word Methods show
good results *at first*
but
provide children with *no*
skills or independence.**



Phonics Methods

Synthetic Phonics

Analytic Phonics

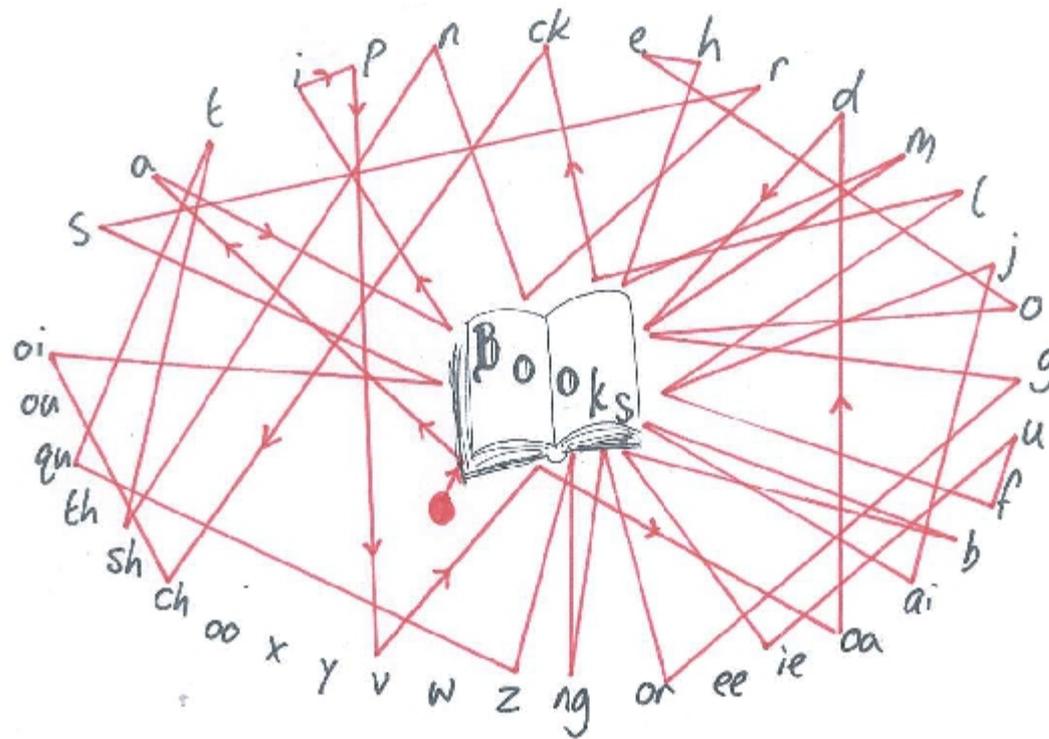
Phonics Methods

Synthetic Phonics	Analytic Phonics
Bottom up (letters – sounds – words)	Top down (words – sounds – letters)
Structured / Systematic	Incidental
Uses letters and sounds as a way into words (and books)	Still uses Look & Say (memorising) – words from books are analysed
Fast pace (but can be catered to students)	Slow pace (some sounds are not introduced until the third year)
More balanced for different learning styles	Difficult for students with poor memories and/or non-aural learners

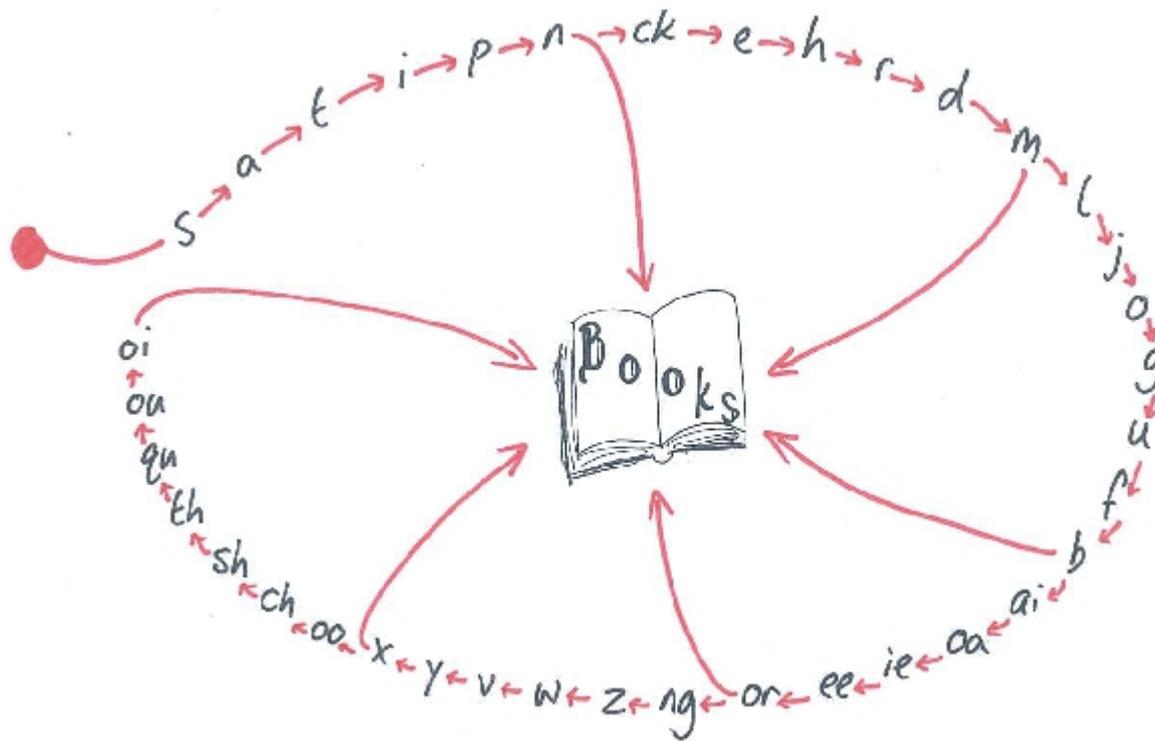
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Analytic Phonics



Synthetic Phonics



Two important documents

***Why Children Can't Read* by
Diane McGuinness (1998)**

The Rose Report (2006)

Rose rejected the whole-language (whole word) approach as it could be “daunting and confusing” when “all the strategies of *skilled* reading need to be covered from children's *first steps* of learning to read.



What is Jolly Phonics?

Synthetic Phonics

Five basic skills

**Emphasis on multi-sensory,
multi-intelligence learning**

Integrated resources

Five Basic Skills

- * Letter sounds**
- * Letter formation**
- * Blending (for reading)**
- * Identifying the sounds in words (for writing)**
- * Tricky Words**

What will I be teaching?

Jolly Phonics letter sounds and actions.

My own songs and stories.

Jolly Phonics tricky words cross-referenced with Dolch's Sight Words.

**Jolly Phonics readers
(for guided reading).**

**Other graded books
(for shared reading).**

Assessment

A typical assessment will be:

Letter sounds, actions and tricky words - 4%

Comprehension (of reader) - 4%

Reading aloud - 2%

Total - 10%

Objectives

By the end of P2...

...all students will know how to blend individual letter sounds into words.

...most students will know most of the letter sounds, most of the 44 tricky words, and be able to blend and identify sounds quite consistently.

...some students will be competent at using phonics to read and write independently.

P1

20 Letter sounds

20 Tricky words

12 Level 1 Jolly Phonics readers

12 Usborne Phonics books

On-going assessment (form & summ)

P2

**Revision of the first 20 letter sounds
with alternate spellings, plus the
remaining 22 letter sounds.**

More tricky words

Share a Story books & JP2

Some issues

Vocabulary.

Spelling.

Handwriting.

Ability.

Revision/Teacher Knowledge.

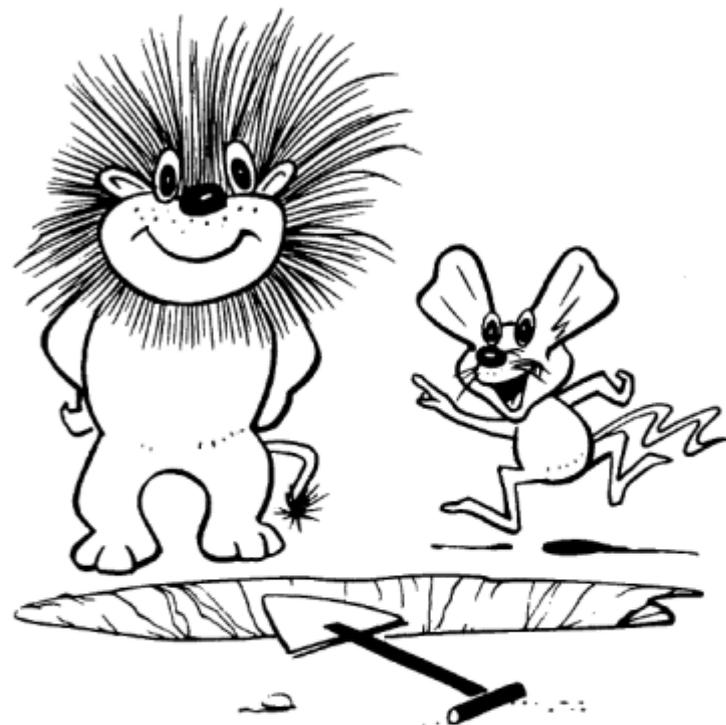
Spelling

I made los of caix and one caic was bernt.

My frens caim to my hous and we had a iescreem each.



“See, Sam. See!”



“I see Sam. See! See!”

Any Questions?

Why do you...

...use videos / stories / songs / actions?

...do letter formation / a written record / revision?

...use a storybook?

...use Jolly Phonics / Usborne storybooks / Jolly Readers?

...do summative and formative assessments every lesson?

...give the students homework?

Why don't you...

...use Letterland / other letter characters?

...use the "phonics" sections of the New Magic textbooks?

What do we local teachers have to do / remember / help you with / think about / do in our own classes?

How will this relate to the students' TSA results?

What qualifications do you have for teaching phonics?

How will your methods be suitable for our students?

Can I have \$100, please?



mroverton.com > Teachers > Phonics

- Powerpoint**
- Video**
- Teachers' guide**
- Links**

Thank you for coming!

