

Part 4: Phonics

RAPID Initiative

Department of Education

2023-2024 School Year



Part 4 Objectives

- ✓ Define the term phonics
- ✓ Examine what research shows about the impact of phonics on literacy outcomes
- ✓ Learn common phoneme-grapheme correspondences
- ✓ Learn routines for phonics instruction

What is Phonics? (1 of 2)

Phonics instruction teaches students to use the relationship between **letters** (graphemes) and the **sounds** (phonemes) they represent to translate printed text into speech and speech into printed text.

ai → /ā/

Scarborough's Reading Rope

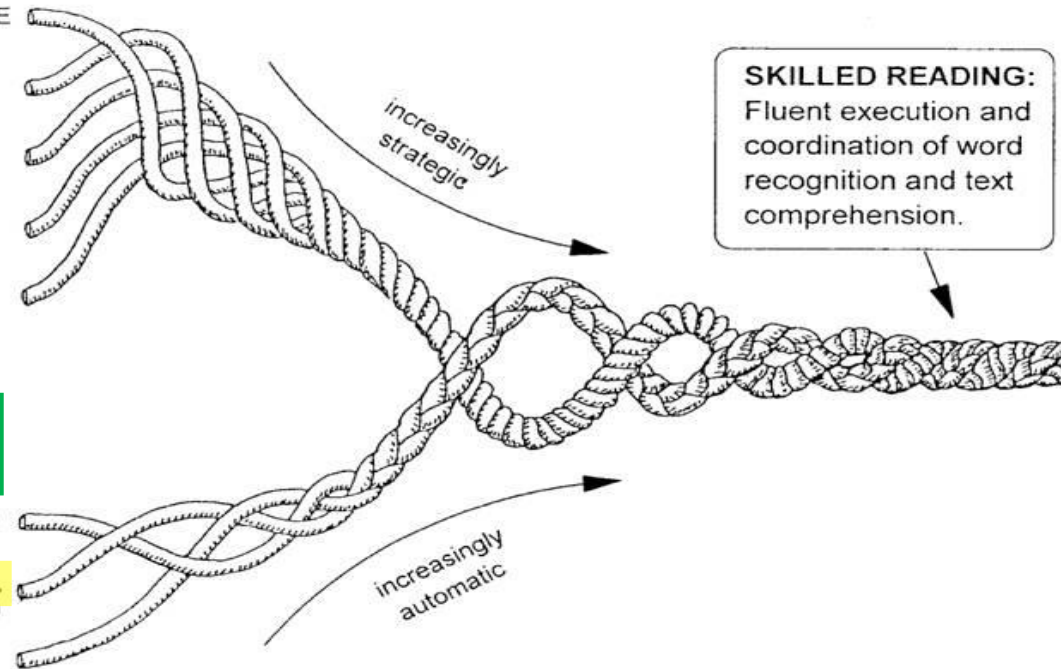
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

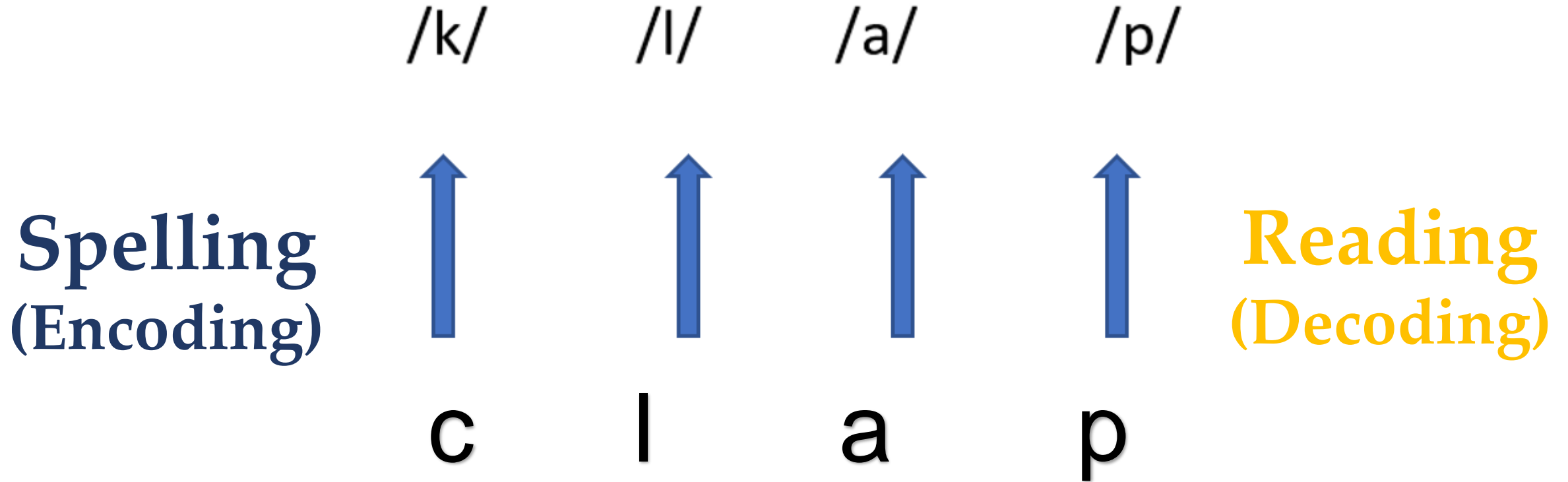
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



What is Phonics? (2 of 2)



Phonics involves both reading and spelling

Research Findings

The National Reading
Panel Report
(2000)

ABC

Phonics instruction improved word recognition and spelling skills for students in the primary grades



Phonics showed a positive impact on the reading comprehension of Kindergarteners and first graders



Systematic phonics yielded the best reading outcomes for students



Older struggling students showed gains in word recognition when given systematic phonics instruction



Phonics Principle # 1

Graphemes can be represented with
1, 2, 3, or 4 letters:

by

pie

light

height



Phonics Principle # 2

There is **variation** in the code.
Most sounds have **multiple spellings**:

go

toe

snow

boat

home

though

Phonics Principle # 3

There is **overlap** in the code.
Some **spellings** represent **multiple sounds**:

snow

moon

eat

cow

look

bread

steak



Many Spellings



We have 44 sounds in English...

but over 250 ways of representing those sounds!

Teach the most common sound spellings.

ABC



Provide a Framework

Organize instruction around **speech sounds**:

25 **consonant** sounds

19 **vowel** sounds



Code Basics

25 Consonant Sounds

- 19 Single Letter Spellings:
b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z
- Consonant Clusters – **stop, jump, scrap**
- Digraphs:
/sh/ **ship**, */ch/* **chop, catch**, */th/* **that**,
/th/ **tooth**, */wh/* **when**, */k/* **duck**, */ng/* **king**
- Spellings used after short vowels:
-ck, -ff, -ss, -zz, -ll, -tch, -dge
- */zh/* **vision**

19 Vowel Sounds

- 5 Short vowels: **cat, bed, sit, hop, cut**
- 5 Long vowels: **he, by, boat, cape, cute**
- 3 Vowel + R: **girl, born, star**
- 2 Diphthongs:
 - **house/cow**
 - **boy/soil**
- 3 Other:
 - **look/put**
 - **spoon/blue/chew/soup**
 - **claw/haunt**
- Schwa **/ə/**: **banana, target**



How to Teach Phonics

Explicit

Clear/direct explanation
Active participation

The letters <sh> spell the sound /sh/.

What sound does <sh> spell?

Systematic

Follows a logical scope
and sequence

Efficient and effective
routines

Cumulative

Concepts build upon one
another and are
continuously reviewed

FSZL -ck sh
shock, shack, shell



Gradual Release Model

I do

Watch me read
“shop.”



We do, we do, we do

Let's read together.

shock
ship
shell

You do

Read the
word list with
your partner.

shock
ship
shell
shin
fish

Actively Engage Students

"Everyone does everything." – Anita Archer

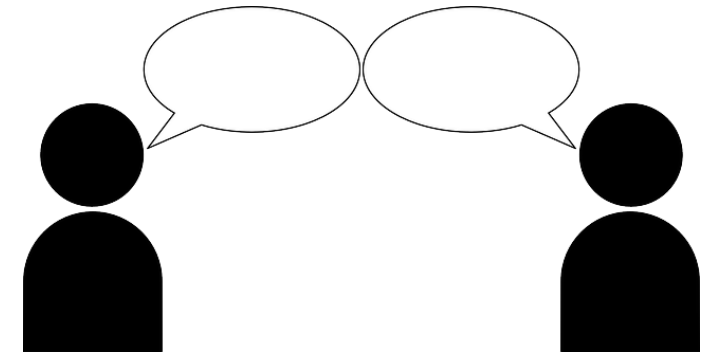
Whiteboards



Choral Response



Turn & Talk



Include Spelling and Reading



Spell these words

shop
ship
dish
wish




Read these words.

shot
lash
shut
shell

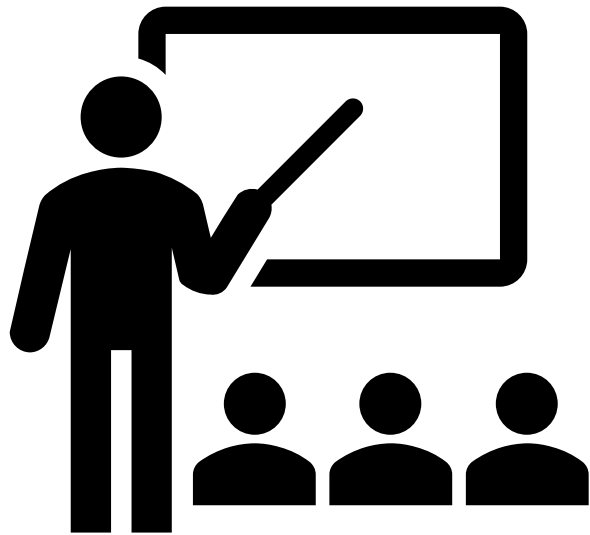
Integrate Skills

Integrate **code knowledge**, **phonemic awareness**, **handwriting**, **meaning**

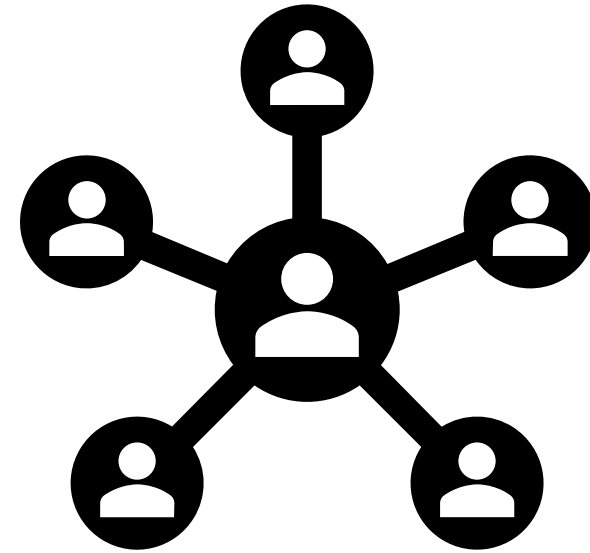
1. Say “shop” as in: I must shop at the store or I’m going to the shop.
2. Fingerspell shop. /sh/ /o/ /p/ 
3. Say the sounds as you write shop: **shop**
4. Read what you wrote: “shop”

Utilize Small Group Instruction

Teach the core phonics program to ALL students.



Use assessment tools to identify which students need more practice or remediation.



Activities for Teaching Phonics

1. Retrieval Practice
2. Introduce New Sound Spellings
3. Spelling/Dictation
4. Reading/Blending
5. Word Chaining
6. Reading Decodable Text
7. Phoneme-Grapheme Mapping
8. Word Sorting
9. Teaching Irregularly Spelled Words
10. Decoding Strategies




Retrieval Practice

- Review previously taught sound spellings daily
- Show grapheme and students retrieve the sound
- Be sure to model correct pronunciation (/k/ not /ku/)
- Remind students to “keep your chin up” when saying consonant sounds to avoid adding the schwa sound
- Limit to about 20 graphemes
- Teacher dictates a sound and students retrieves the spelling

a

ck

Introduce New Sound Spellings

- 1. Link to the sound:** *What's the first sound we say in ship? How about shell? They both start with /sh/.*
- 2. State new goal:** *Today we are going to learn to read and spell words with the sound /sh/.*
- 3. Connect to articulation:** *Watch how my lips are pushed out when I say /sh/. Say /sh/ and feel how your lips and tongue move as you say it.*

- 4. Model Phoneme/Grapheme Connection:** *Let's spell the word ship. What letters show /sh/?*
- 5. Direct instruction/handwriting:** *When the letters <sh> are together, they spell the sound /sh/. Two letters that show one sound are called a digraph. Let's practice writing the letters <sh> together while saying /sh/.*



Word Dictation

Students practice spelling words in isolation.

1. Say a word and use it in a sentence; students repeat it: **“shock”**
2. Segment the sounds with fingers, tokens, or lines.
3. Students say and write the word. **sh o ck**
4. If students make an error, show the word and ask them to map it (say & write). **shock shock**

Word Blending

Teach connected phonation

(Gonzalez-Frey and Ehri, 2020)

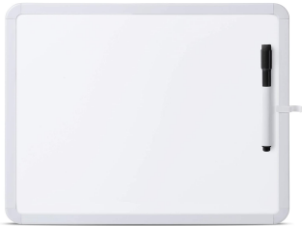
shop



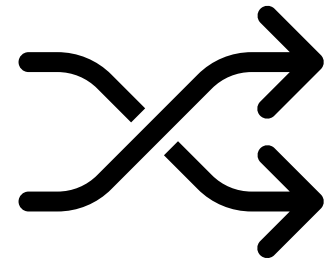
/shoop/

Word Chaining

- Ask students to change one sound/grapheme to create a new word
“Spell clap. Change clap to slap, change slap to slip. Change slip to slim.”



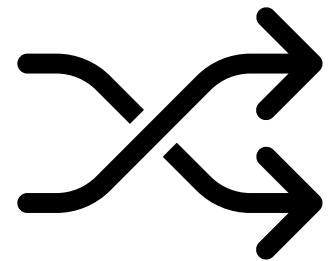
s l i m



Word Chaining – Blending Focus

- Ask students to change one sound/grapheme to create a new word
“Spell clap. Change /k/ to /s/. What’s the new word? Change <a> to <i>. What’s the new word? Change /p/ to /m/. What’s the new word?”

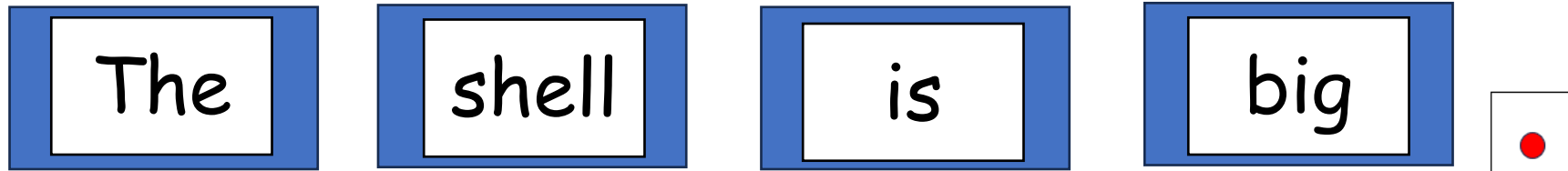
s l i m



Sentence Dictation

Students practice spelling words in the context of sentences.

1. Say a sentence and ask students to repeat it. *The shell is big.*
2. For younger students, draw a line/box for each word and model finger spacing/mechanics. You can even write first and have them copy.



3. Students say and write each word as they write the sentence.
4. Check for accuracy.

Reading Decodable Text

- Apply new phonics skills by reading connected text (sentences or stories)
- Text is controlled for students (Kindergarten/early 1st grade) with only known graphemes included
- Reread text with a partner to build fluency
- Look for words with new sound spellings
- Build comprehension and vocabulary



Decodable Text Example

Cash's Wish

Who?

Cash had a wish. His wish was to fish. Cash and his pal Matt went to the dock and got on a ship.

Did what?

The two men fished on a ship. Did the fish come to Cash and Matt? Yes! The fish did come!

Where?

Why?

Cash got his wish. Cash and Matt got some fish. Yum!





Phoneme-Grapheme Mapping

Students read a word and then say the sounds while writing one *sound* per box; ideal way to review a mix of previously taught concepts

	1	2	3	4
step	s	t	e	p
shock	sh	o	ck	



Word Sorting

Teach **variation** and **overlap** in the code.

Students read words and then write them by **spelling** or by **sound**:

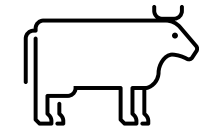
boat	home	go	grow
cold	blow	rope	coat

snow	blow	brown	show
how	cow	slow	town

Spelling

<u>o</u>	<u>o-e</u>	<u>oa</u>	<u>ow</u>
go	home	boat	grow
cold	rope	coat	blow

Sound



ow

ow

snow

cow

blow

how



Uncommon Spellings

Instructional Routine:

1. Introduce the word orally in context. *We're going to spell said. As in: "Mom said, "Brush your teeth."*
2. Students orally segment & draw lines. *Say the sounds in "said" _____*
3. Show the word. **said**
4. Students map the word. **s ai d**
5. Identify the unexpected spelling.
6. Say and write the word 3 more times. **said said said**

Note: To remember the spelling, students may need to say the letter NAMES and then blend the word: s-a-i-d, said.

Blending Multisyllabic Words

Split Word Reading

- Words are pre-syllabicated by spoken syllable

cat fish pic nic an i mal

- Students read the chunks separately and then blend
- Teach vowel flexibility – try out different sounds until you hear a recognizable word
- Teach students about the **schwa** in unaccented syllables



The Schwa Sound

/ə/

A schwa is a **vowel sound** in an **unstressed** syllable, where a vowel does not make its long or short vowel sound.

It usually sounds like short /u/ or /i/.

banana

target

Decoding Multisyllabic Words

- Each syllable needs a vowel
- Find the vowels
- Look for meaningful parts you know
- Break into chunks
- Read each chunk and blend

reporting

reporting

reporting

re/port/ing

re/port/ing

Helpful Syllable Patterns (1 of 3)

Closed Syllables

- vowel is closed in by a consonant
- sound is short

got
shed
him

Open Syllables

- vowel is open
- sound is long

go
she
hi

Helpful Syllable Patterns (2 of 3)

VCCV

- find the vowels
- divide between the CC
- first vowel is short

rab / bit
pic / nic

VCV

- first vowel more often long (60%)
- teach vowel flexibility

ti-ger
cam-el

Helpful Syllable Patterns (3 of 3)

Final Stable Syllables:

- final syllable of the word
- stable – reliable pronunciation
- divide before the final syllable
- read each chunk and blend

tur / tle

bub / ble

va / ca / tion

na / ture

Check for Understanding

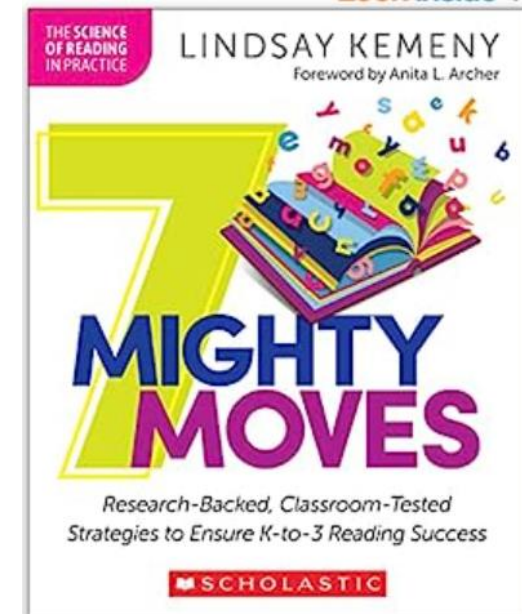


- Should phonics instruction focus on reading, spelling, or both?

Q & A

Learn More...

7 Mighty Moves by Lindsay Kemeny
(includes QR codes to video demonstrations)





References

- Moats, Louisa. *Speech to Print*. Baltimore, Brooks Publishing, 2020.
- *The National Reading Panel Report*, 2000.
- McGuinness, Diane. *Why Our Children Can't Read and What We Can Do About It*. New York, Touchstone, 1997.