EDUC371 Reading Acquisition in the Primary Classroom - *Exam study*

PHONICS

Phonemic awareness is the ability to recognise, hear and say language sounds while **Phonics** is a method of teaching that focuses on the relationship between letters and their sounds

A method of teaching. *Involves the relationship between sounds and written symbols (graphophonic)*
➤ alphabetic principle is understanding that letters represent sounds (*different principle to phonics*)
➤ The amount of letters and sounds to make a letter do not always correspond: The sound of an "X" is /k/s/ … "BOX" = /b/ /o/ /k/ /s/

"Phonics should be taught as part of *an integrated and balanced literacy program* in which children are read to; listen to stories; discuss pictures, movies, books, advertisements and messages; and engage in meaningful conversation; all as part of a rich language experience" (Phonics, 2015: 5)
➤ To benefit from early phonics instruction children need to have <u>print awareness</u> and <u>phonemic awareness</u>

➤ *After phonological awareness is acquired, phonics can be taught*
Taught by end of stage one: <u>Isolating</u> sounds → Orally <u>segmenting</u> sounds → Orally <u>blending</u> sounds → <u>Manipulating</u> sounds

PEDAGOGY & TEACHNG PHONICS

Intentional teaching	Using modelling, demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning

Approaches to pedagogy

Whole-to-part – 'Top-down' (Whole language)	Part-to-whole – 'Bottom-up'
Starting with a **full text** then exploring sound levels/text or language features from chosen texts (Embedded phonics/word recognition). **Provides context for text experiences**: Meaning making using 'authentic' materials, *Through shared reading*	Using phonics as a foundation teaching through synthetic phonics: Phonemic awareness & Phonics, learning word recognition, sight words From Letters and sounds → decode words → sentences → whole texts

Best approach: Balanced; *explicit instruction, phonics instruction, authentic quality texts*

Approaches to PHONICS teaching (*all used in NSW*)

Analogy approach	Analytic approach
• **Use parts of written words students already know to identify new words** • Type of analytic phonics in which children analyse phonic elements according to the phonograms in the word. • A phonogram, known in linguistics as a rime, is composed of the vowel and all the sounds that follow it, such as 'ake' in the word cake. Children use these phonograms to learn about "word families" for example cake, make, bake, fake.	• **The phonemes associated with particular graphemes are not pronounced in isolation (in a set)** • Approach associated with the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. • Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study. E.g. Teacher asks how are "pat, park, push and pen" alike?
Synthetic phonics approach (Promoted in NSW)	

→ **Relies on a *part to whole* approach –*building up* from single sounds into words**
  - An approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are **pronounced in isolation and blended together** (synthesised).
  - *For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word*	

Phonics teaching strategies and games: Word family posters, Word family sorts, Word slides (Onset-rime word spinners)

Principles about sequencing
➤ **Introduce letters that are more useful** before those that are less useful
➤ Initially introduce only the **most common sound** for the new letter
➤ **Separate letters that are visually similar**
➤ Separate letters that have **sounds that are difficult to distinguish** from one another
➤ **Introduce some continuous sounds early** in the sequence as these are easier to blend than stop sounds
➤ Introduce **lower case letters before upper case letters**

➤ Most children by the end of **second year** should be *proficient in complex tasks such as substituting phonemes*
➤ Some children may have difficulty in auditory perception & processing E.g. Central Auditory Processing Disorder (CAPD)
➤ Assessment of phonological awareness largely occurs informally during teaching. Children's responses can be recorded with checklists and anecdotal notes. Example of assessment on p. 224