

Get Set, GO!
PHONICS



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An innovative way to teach ESL children phonics

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Let's move!

Shake, shake, shake,
Shake, shake, shake,
Shake, shake, shake,
Shake, shake, shake,
Shake your body,
Shake your body,
Shake your body,
Everybody!



- What is phonics?
- Why phonics?
- Why can't you just teach phonics on its own?
- What are the characteristics of our new phonics series, *Get Set, Go! Phonics*?



You will get the answers
to all the questions in this
sharing session!



What is Phonics?

- **Phonics instruction: Literacy teaching approaches that emphasize the relationship between **letters** and **sounds****
- **The opposite to the Whole Language Approach**



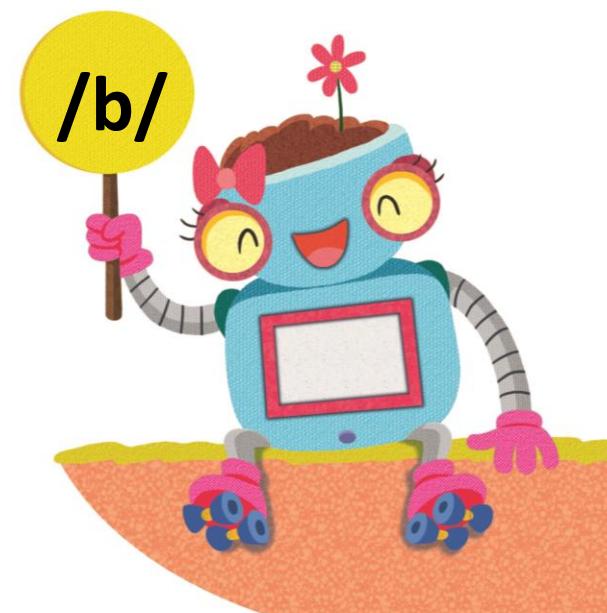
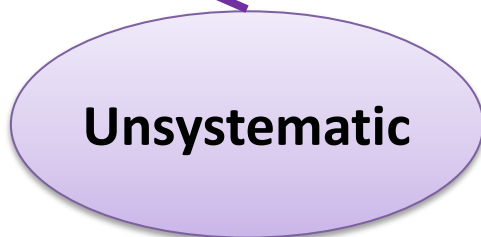
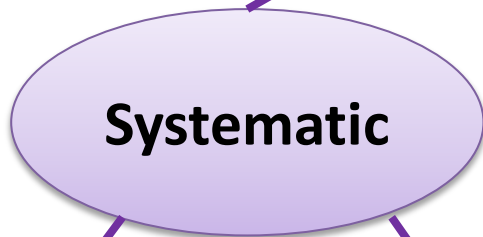


Let's visualize

Skill-based



Meaning-based





Let's read

- **Systematic phonics instruction: The teaching of letter-sound relationships in an explicit, organized and sequenced fashion.**
 - **Analytic phonics: inferring sound-symbol relationships from sets of words that share the same letters and sounds, e.g. pet, park, push, pen; hat, rat, fat**
 - **Synthetic phonics: sounding out and blending**

(Ehri et al., 2001)



Listen to the Story

Let's experience: Analytic phonics

Unit 1

-at



Listen to the Story



Carol **Cat** is scared.



She sees a moving **hat**.



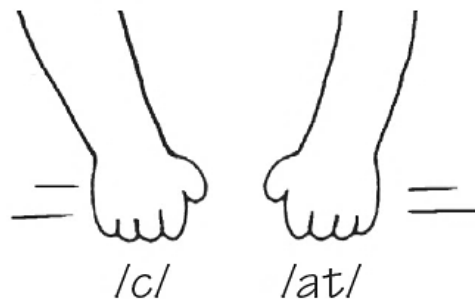
It is a **fat rat!**



Let's experience: Synthetic phonics

blending

c + **at** = **cat**



/c/, /at/.../c/-/at/, cat



Why Phonics?

- Children have differential access to world knowledge.
- Phonics promotes equity by developing children's self-learning ability.



Effectiveness of different literacy instructions

Scholars	Results
Chall (1967)	Code-emphasis approaches (i.e. phonics and onset-rhyme) enable children to make faster progress than meaning-emphasis approaches
Ehri et al. (2001)	Systematic phonics instruction helped children learn to read better than all forms of control group instruction
Camilli et al. (2003)	Similar to Ehri et al.
Torgerson, Brooks & Hall (2006)	Systematic phonics teaching within a broad literacy curriculum was associated with better progress in reading <i>accuracy</i> (for both normal and at-risk children)



Why is systematic phonics instruction within a broad literacy curriculum important?





What promotes self-learning?

Listening comprehension X **decoding**
= reading comprehension

(HOOVER & GOUGH, 1990)



Children with better oral
vocabulary skills have better
listening comprehension skills!



Conceptualization of a new phonics programme suitable for Asian children





(1) Because in Asia children learn to read earlier than their peers from the UK...



We need a different solution!



- We cannot start with the **letter s...**
- We do not teach children to blend three sounds together to form a word.

Mathematics	Phonics
1 + 5	c + at
1 + 5 + 3	c + a + t

Compare



(2) Teach the prerequisite skills to phonics

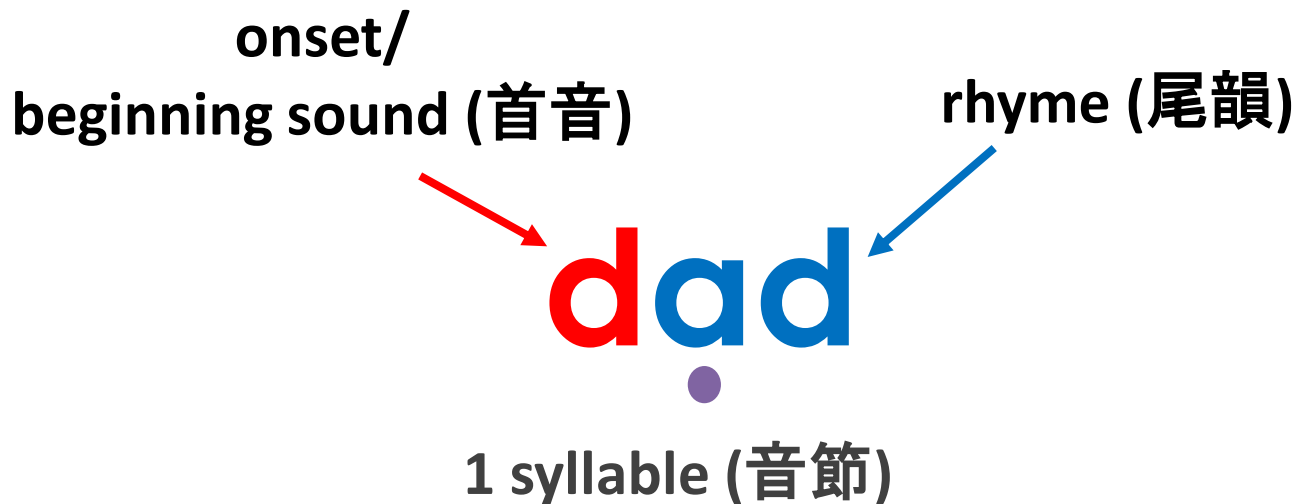


What are these skills?



Phonological Awareness

Sound recognition:



Sound manipulation:

d + **ad** → dad (Blending) → dad → **d** + **ad** (Segmenting)



Oral Vocabulary

Phonics



Vocabulary

Phonological Awareness (PA)

- helps children remember certain sound patterns in context (i.e., PA)
- helps children learn subsequently the target sound-letter correspondences

Ziegler & Goswami (2005)



(3) Since PA is important, we need to...

...structure the learning sequence based on what we know about children's PA development!





Sound recognition

- PA develops from an awareness of **bigger to smaller** linguistic units.

whole words → syllables → onsets & rhymes → phonemes
within words (beginning sounds) (individual sounds)

Ziegler & Goswami (2005)





Sound manipulation

blending (拼合)

blend sounds into words

v + **an** → van



segmenting (分拆)

break words into sounds

van → **v** + **an**

Ziegler & Goswami (2005)



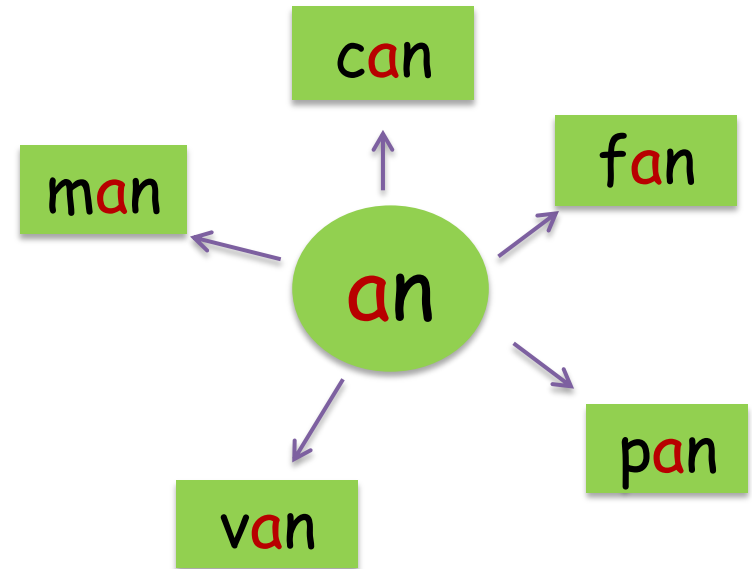
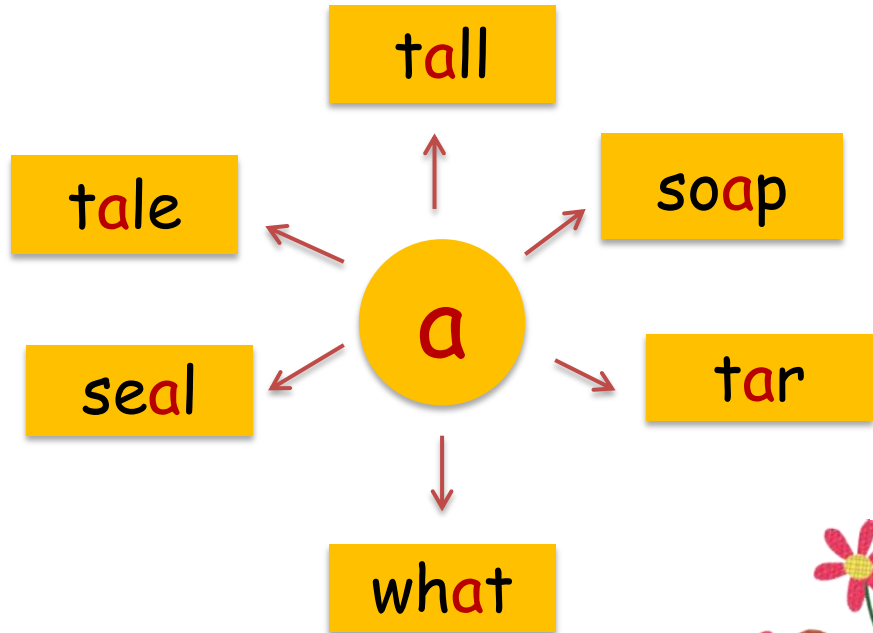
(4) Dealing with the exceptions in English

- Reduce the number of exceptional cases by teaching rhyme families!





Why rhyme families?



Goswami, 1991;
Treiman & Kessler, 1995



(5) Teach the children using familiar strategies

- **Stories**
- **Songs**
- **Games**
- **Total Physical Response (TPR)**

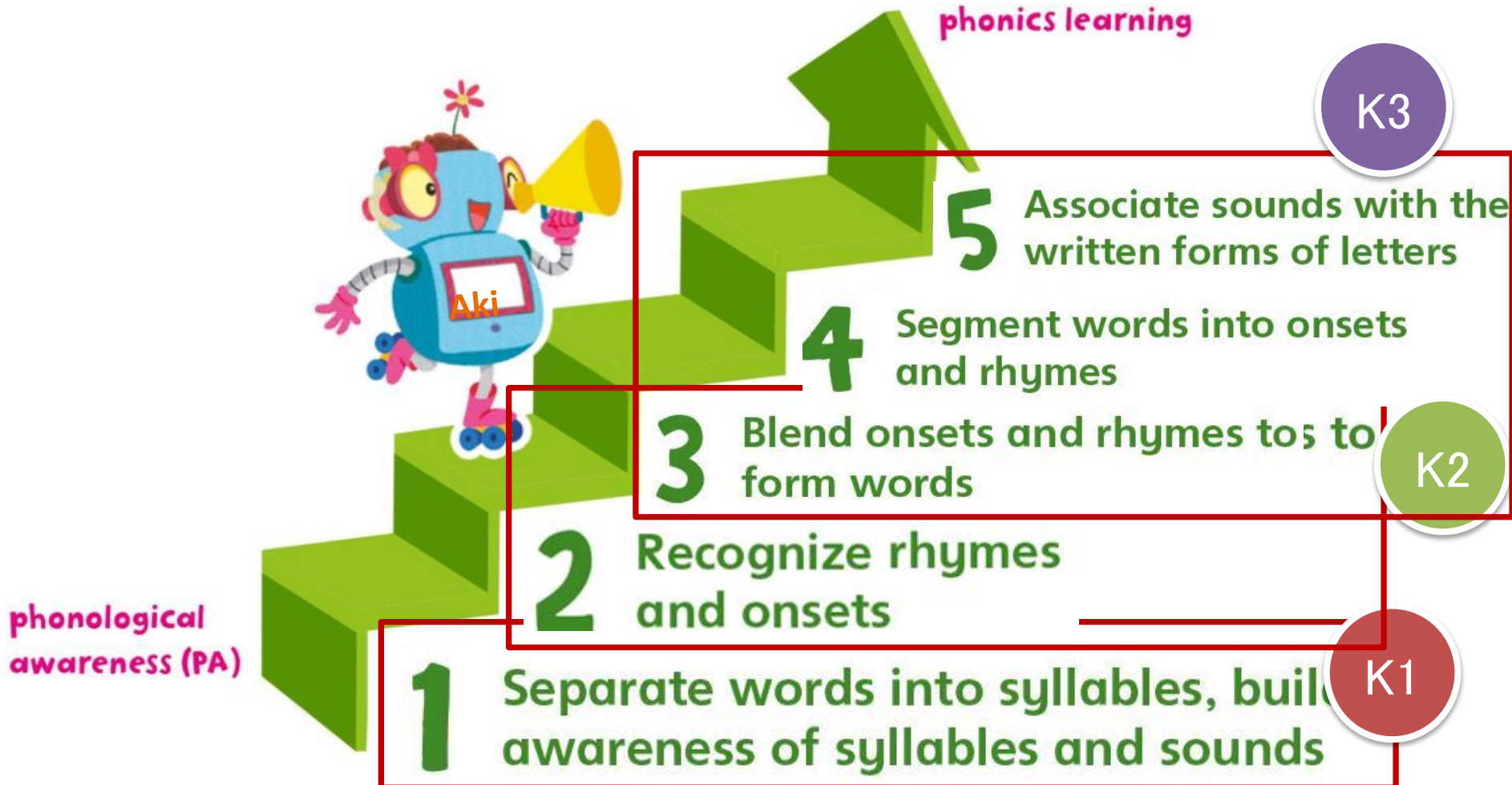


The birth of a new framework





Oxford 5 Steps towards Successful Phonics Teaching





Instructions

K1

 Listen to the Story



 Chant and Move



 Listen to the Words

K2

 Listen to the Story



 Chant and Move

 Sing and Move



 Listen to the Words



 Spot the Rhyme



 Blend the Sounds

K3

 Listen to the Story



 Chant and Move

 Sing and Move



 Listen to the Words



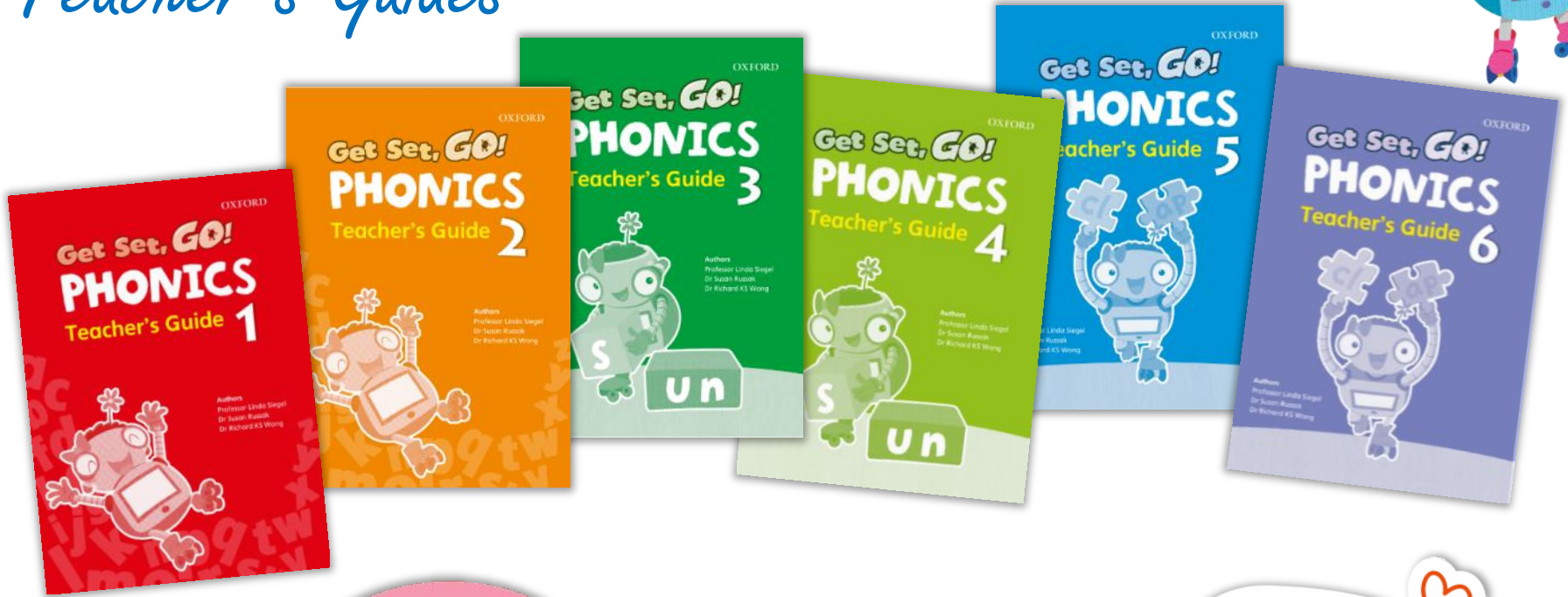
 Blend the Sounds



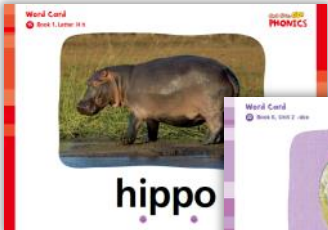
 Segment the Words



Teacher's Guides



Learning and teaching



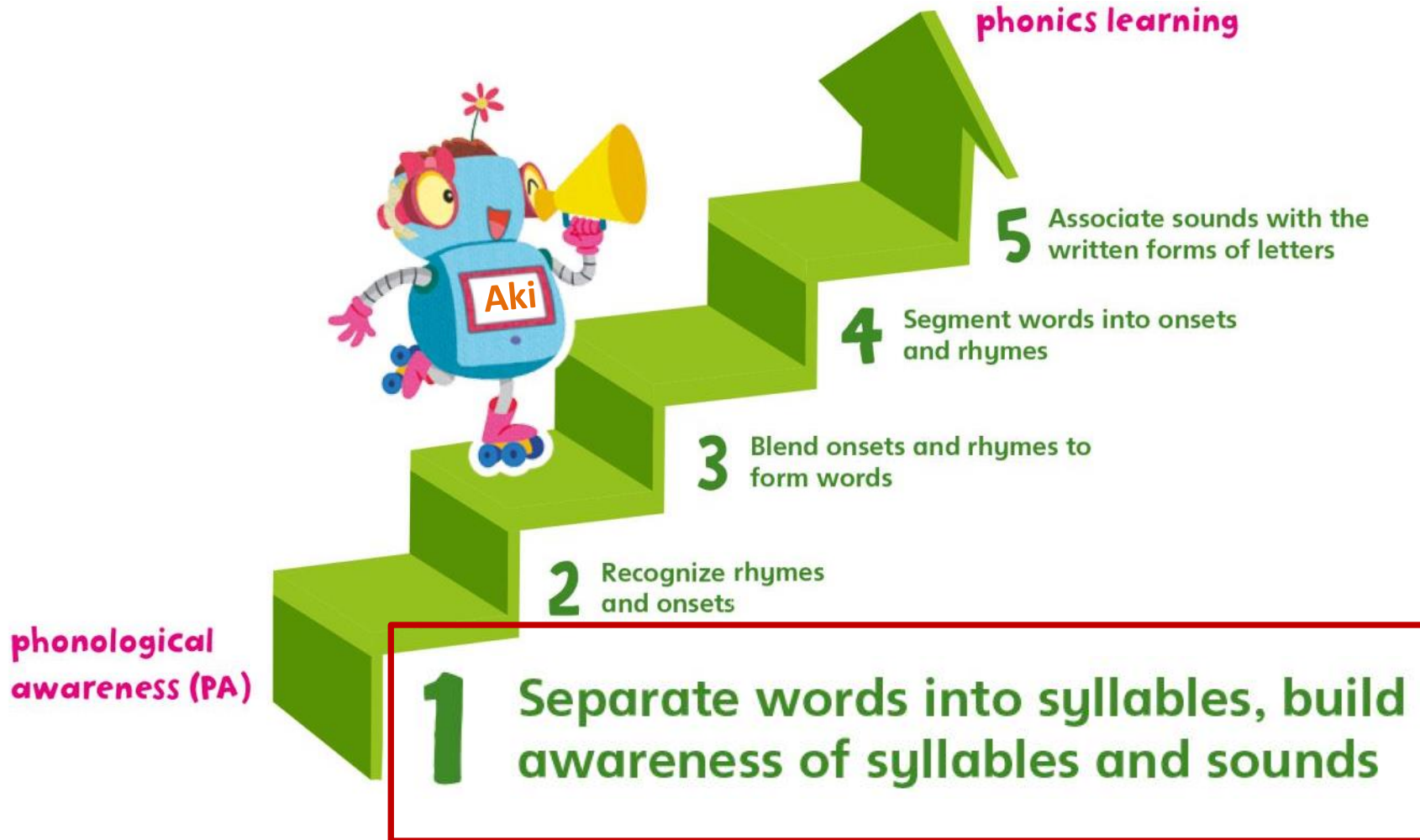


Let us demonstrate





K1: focus on Step 1





Teaching Flow

K1



Listen to the Story



Chant and Move



Listen to the Words

A a A a

 Listen to the Story





Chant and Move

Anna Alligator



This is Anna,

Anna Alligator.

She can act, act, act.





Listen to the Words



Magic Cover for



Listen to the Words





K2: Focus on Steps 2 and 3

phonics learning



5 Associate sounds with the written forms of letters

4 Segment words into onsets and rhymes

3 Blend onsets and rhymes to form words

2 Recognize rhymes and onsets

phonological awareness (PA)

1 Separate words into syllables, build awareness of syllables and sounds



Teaching Flow

K2





1





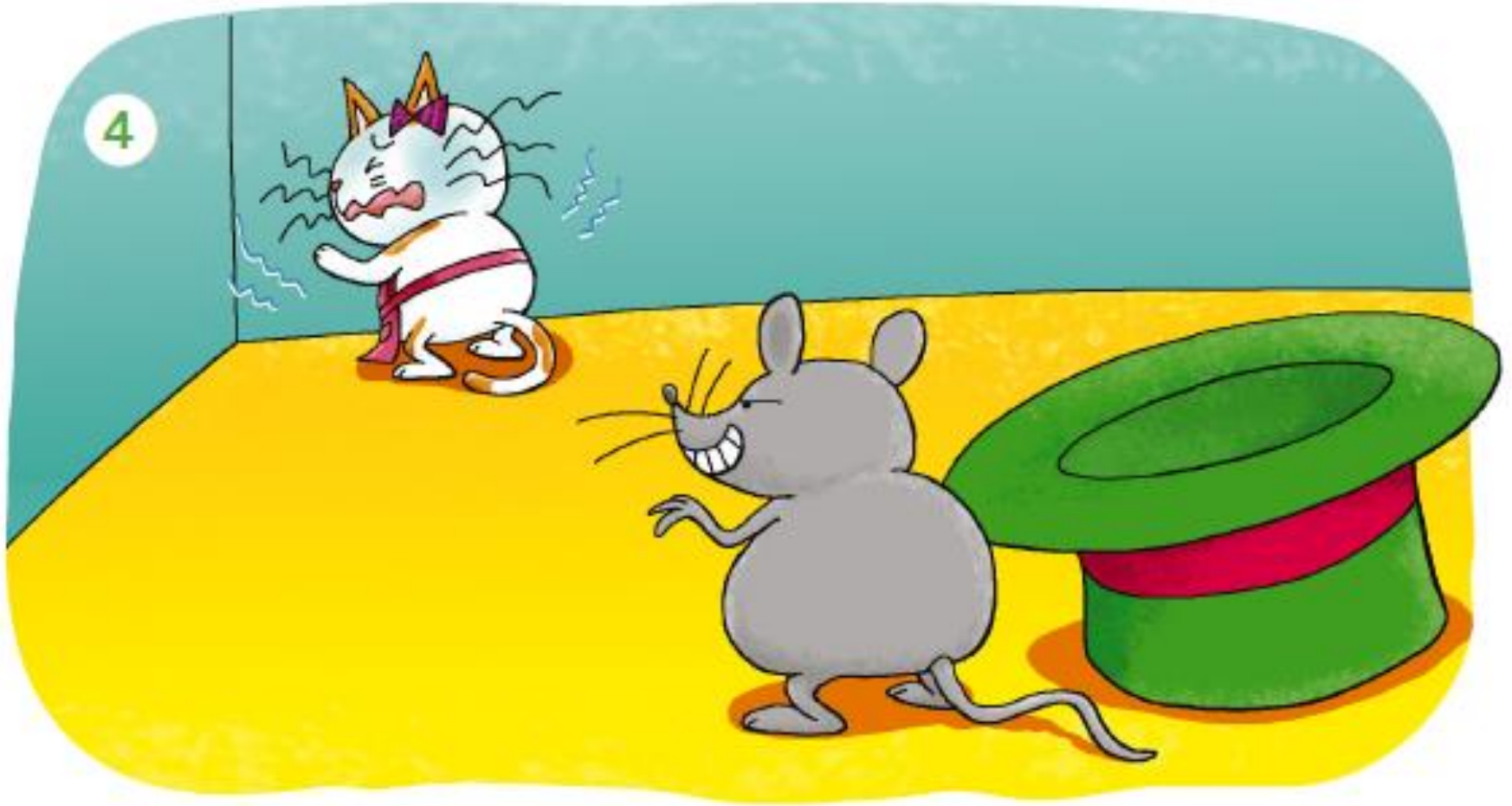
2







4





-at



1



Carol Cat is scared.

3



2



She sees a moving hat.

4



It is a fat rat!



Chant and Move

K2 (Book 3, Unit 1)

A Cat and a Rat

A fat rat is in a big hat.

Carol Cat is scared of the rat.

Rats, rats, I don't like rats.





Listen to the Words

Magic Cover for



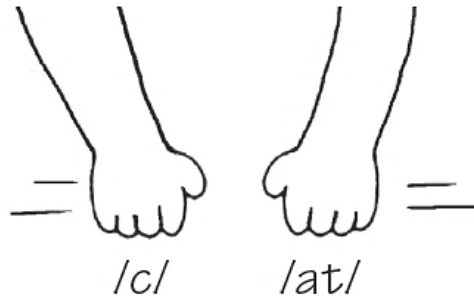
Listen to the Words





Blending

c + **at** = **cat**

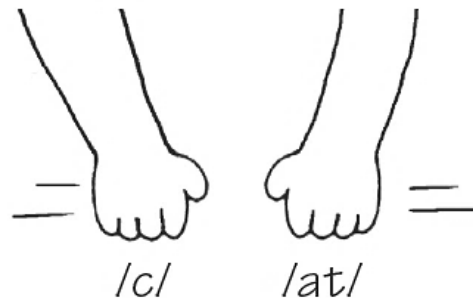


/c/, /at/.../c/-/at/, cat



Segmenting

cat = c + at



Let's be creative

Do you know what rhymes with **cat**?

Yes, I know. Yes, I know.

It rhymes with **rat**,

Also with **hat**,

Also with **fat**.

(Do you know the Muffin Man?)

Chant and Song Poster

4 Book 3, Unit 4

Get Set, GO!
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This Is Fun!

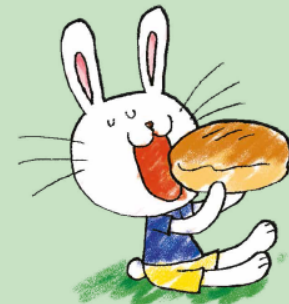


Run, run, run in the sun.

Run, run and eat a bun.

Fun, fun, this is fun!

Fun, fun, this is fun!





Word Card

1 Book 3, Unit 1 -at

Get Set, GO!
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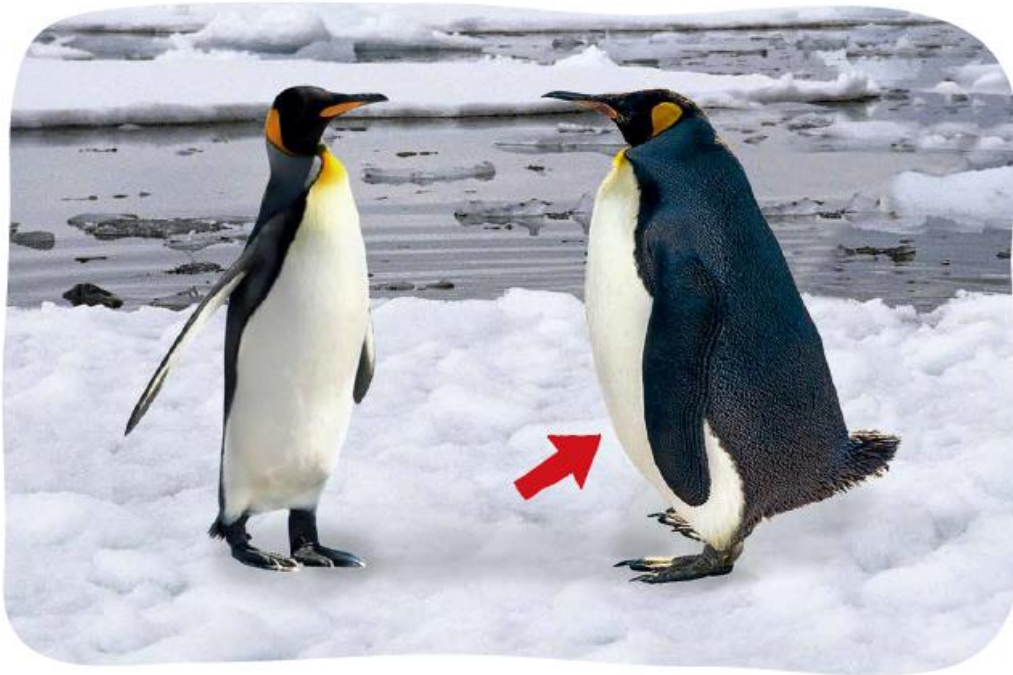
cat 



Word Card

2 Book 3, Unit 1 -at

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fat 



Word Card

3 Book 3, Unit 1 -at



hat 

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Word Card

4 Book 3, Unit 1 -at

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rat 



Conclusions



References

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Q & A

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