

Module Ten: Part 2

b) Aspects of phonics to avoid

To be able to evaluate various aspects of phonics teaching which are better avoided to increase teaching clarity, consistency and effectiveness

ASPECTS OF PHONICS TEACHING TO CONSIDER

Avoid:

- activities which are taking up a **disproportionate** amount of time compared to their 'gains'
- **unnecessary elaboration** or protraction of mnemonic theme
- activities which **don't progress** systematically enough and are not focused on core skills

Avoid:

- **illegal** spellings for phonics games:
e.g. **slanck** **glorck**
 - spending precious time on ‘**drawing information out**’ (very time-consuming)
- (e.g. **Instead** - quickly **provide** the word banks, sentences and texts to read, spell and write)

Avoid using letter names for reading and early spelling:

'see, ay, tee spells cat' **X**

Avoid references such as:

'that letter says its name' **X**

Avoid talking about *'silent letters'* **X**

'Silent letters'

e.g. kn gn wr mb ps

What about ? igh ee ie ai ow

All the graphemes are code for the sounds.

Root ALL the spelling alternatives in **THE CODE**.

Routine: Say the word slowly, tally the identified sounds to graphemes in the word.