

Module Five: Part 2

b) Literature – and learners' needs

To understand the practicalities of providing a rich language and literature experience for learners, beyond their individual reading ability, that teaches knowledge and understanding of the world (*cultural literacy or capital*) and underpins the two main processes of reading: *word recognition* and *language comprehension*

Module Five: Part 2 continued

b) Literature – and learners' needs

To be able to identify learners' needs and plan suitable intervention for alphabetic code knowledge and skills, vocabulary enrichment and language comprehension – as required

Module Five: Part 2 continued

c) Multilingual contexts

To appreciate that it is the *same* English alphabetic code knowledge and the *same* phonics skills that need to be taught and learned – alongside development of spoken language (vocabulary and language comprehension) – regardless of different contexts and needs

Module Five: Part 2 continued

c) Multilingual contexts

To be able to evaluate TEFL and ESOL programmes which claim to include systematic phonics alongside whole language content – to understand the implications of this and how the teaching and learning approach and material can be adapted

Module Five: Part 2 continued

c) Multilingual contexts

To consider the practical ways of applying the ‘Two-pronged systematic and incidental phonics’ approach in various multilingual contexts

Module Five: Part 2 continued

d) Parallel provision when English is a new language

To be aware of practical ways of providing a Systematic Synthetic Phonics programme (which enables some vocabulary and language acquisition) parallel to freely developing spoken language comprehension based on ‘greetings’ and common age-appropriate ‘themes’ – and how this provision is interconnected and progresses over time

Module Five: Part 2 continued

d) Parallel provision when English is a new language

To understand how learners' profiles can be considered alongside 'parallel provision' for phonics, and for *spoken* language in English, on the Simple View of Reading diagram

Literature

- Experience of literature underpins both the ‘word recognition’ and ‘language comprehension’ processes
- Literature provides vocabulary enrichment far beyond the level of daily speech – it’s essential that learners can readily decode new words
- Knowledge of the world and rich oral vocabulary hugely important for underpinning reading ability

Literature

- **The Matthew Effect:** *The poor get poorer, the rich get richer* – the more words children know and the more they read, the more they are empowered. **Reading increases intellect.**
- Children benefit massively from literature even when they cannot read for themselves:
e.g. When providing ‘**guided reading**’, include **weaker readers** in sharing the experience of quality books even where the teacher needs to read **to** the learners. **Address their intellect.**

Learners' needs

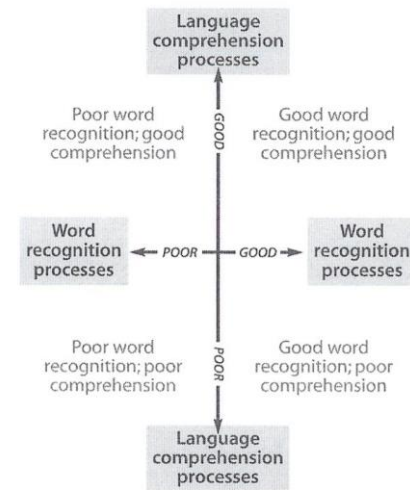
- When deciding on a suitable programme of **intervention**, consider that some **well-known interventions** can claim to provide for **both** decoding and comprehension skills - **and do neither well enough**. Use the core phonics programme and use it well – little and often.
- If a pupil needs **alphabetic code knowledge and phonics skills**, provide a **focused** synthetic phonics intervention **as a priority** - **comprehension is developed through numerous opportunities** - including the phonics programme itself.

Learners' needs

- A content-rich, well-designed systematic synthetic phonics programme should be totally suitable for any **keeping-up** and **catching-up** provision.
- Too often learners are provided with **'something different'** (practices or programme) from the mainstream phonics provision – **this should not be necessary.**
- The **'two-pronged'** approach should also support differentiation and over-learning.

Multilingual contexts

It is the **same** English alphabetic code knowledge and the **same** core skills (and their *sub*-skills) which need to be taught, regardless of:



Multilingual contexts

- the current spoken language, or languages, of the pupil
- the level of language comprehension in English of the pupil
- the age of the pupil
- the stage of learning
- the capacity for new learning
- the time and frequency allocated to phonics teaching
- the time allocated for English-speaking teaching (language comprehension)

Multilingual contexts

The phonics teaching can be taught:

- *In any circumstances in a **systematic order** – it may be ‘slower’ or ‘quicker’ – **but so what!**
- *Teachers support/teach the **spoken English** as much as required **as part of** the phonics teaching – and **in addition** to the phonics teaching (**use mother tongue to support in English lessons as necessary**)

Multilingual contexts

A main Alphabetic Code Chart will support the **systematic** teaching and the **incidental** phonics teaching in the wider curriculum

– as required

Multilingual contexts

- *Teachers can also teach phonics across the wider curriculum **incidentally** – according to the learner's needs (in bi-lingual contexts where half of the curriculum is taught in English)
 - **limited only by** the level of phonics professional knowledge of the teachers

Multilingual contexts

Be wary:

- * English Language Teaching (TEFL, ESOL) programmes may tend to include **phonics** elements which are **not in step** with the level of the general reading and writing expectations (mix of 'whole language' and phonics) – so watch out for a **mis-match** of approaches in published material
- * If this is the case, consider **adapting** the **printed** content and activities to a focus on **SPOKEN** language comprehension

Multilingual contexts

- * Decide what is appropriate for your pupils regarding language support in the mother tongue (or immersion)
- * Allocate time to phonics and **also** to English language teaching (**spoken**): **'greetings'** and typical **themes** according to your school's priorities

Parallel Provision

Speaking and listening

Language comprehension:

No restrictions regarding any speech

No reading or writing involved at first – or ‘modelling’ only

Focus on speech:

Spoken language for common greetings & appropriate themes (self, family, body, places, numbers, colours etc.)

Reading, spelling, writing

Systematic synthetic phonics programme:

Understand teaching is alphabetic code knowledge and the technical skills of decoding, encoding and handwriting

Code, reading, spelling and writing is cumulative – select **limited** number of **specific** words from resources for **some** vocabulary & language comprehension

Focus on small code-steps and skills:

Tuning ‘ear’ to sounds of English speech and articulating the sounds of English speech – **accept limited comprehension** of the cumulative material at first

Use cumulative phonics resources

English as a new language:

Learners decode **all** the cumulative words in the word bank (skill)

Select a **limited** number of words for suitable **new** vocabulary e.g. 'rain'

Sketch picture of 'rain' above the word 'rain' to help with recall

Pictures provide support for **vocabulary enrichment**

Stage 3 Activity Sheet: ai

43

Name Date

ai

Say the sound. Trace the letters.



Say the word. Listen for the /ai/ sound.

aim aid rain tail maid
paid sail wait pain nails
snail trail train paint

Blend to read the words.

ai ai

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /ai/ sound?

Draw something with the /ai/ sound (ai) in it.

-ve wh -cks -tch -nk ai

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High picture content & drawing activities

If you're a home learner Name _____ Date _____ **43**

ai 

Say the sound. Trace the letters. Say the word. Look for the **ai** sound.

aim aid rain tail maid
paid sail wait pain nails
snail trail train paint

Write to read the words.

ai ai

Say the sound. Trace the letters. Write the letters.

Say the words. Can you hear the **ai** sound? Draw something with the **ai** sound (oil or it).

-ve wh -cks -tch -nk ai

If you're a home learner Name _____ Date _____ **69**

ai  **ay** 

Say the sound. Trace the letters. Say the sound. Trace the letters.








pain day wait say snail
may stay away sways plays
playing stray crayon Saturday

Write to read the words.

Say the words. Spell the words. Write the words.

Book 25: /ai/ ai -ay eigh -ey a-e a -ae -ea

ai  aim	ay  tray	eigh 8 eight	-ey  grey
a-e  cake	a  table	-ae  sundae	-ea  break



If you're a home learner Name _____ Date _____ **84**

ed /d/ **played** **ed** /t/ **dropped**

Say the sound. Say the words. Say the sound. Say the words.





rained stayed grabbed
frowned skipped jumped
stopped scratched shrugged
owned limped stamped

Write to read the words.

Say the words. Spell the words. Write the words.


igh ch oo th -ng or ee qu ur sh -oo ar ai oa

ur	oa		
ar	or		

Trace the graphemes and say the sounds. Match the pictures to the graphemes.



High picture content & drawing activities




p 

Phonics This letter is **pppp** in the word 'pan'. Can you find the letter 'p' in the word 'pan'?

Phonics When you hear the sound /p/ in the word 'pan', can you remember where to start writing the letter 'p' and how to write it? Can you write the letter 'p' on the lines below?

ppp

Phonics Trace the letter 'p' on the lines below. Can you remember where to start writing the letter 'p' and how to write it? Can you write the letter 'p' on the lines below?


  


Phonics When you hear the sound /p/ in the word 'pan', can you remember where to start writing the letter 'p' and how to write it? Can you write the letter 'p' on the lines below?


sip * tap
pit * pat
sit * tip

Phonics Write the letter 'p' on the lines below. Can you remember where to start writing the letter 'p' and how to write it? Can you write the letter 'p' on the lines below?











ee

eel 


feet 

bee 

I am learning the 'ee' grapheme for the /ee/ sound.

phoneme	spelling alternatives in key words				
/ee/	ee eel 	ea eat 	e emu 	-y sunny 	e-e concrete 
	-ey key 	-ey monkey 	-ie chief 	-ie movie 	-ine sardines 

birds 	nurse 
earth 	world 
mixer 	humour 
theatre 	sailor 

ear 




ear

Phonics This letter is **ear** in the word 'ear'. Can you find the letter 'ear' in the word 'ear'?

Phonics When you hear the sound /ear/ in the word 'ear', can you remember where to start writing the letter 'ear' and how to write it? Can you write the letter 'ear' on the lines below?

ear


Phonics Trace the letter 'ear' on the lines below. Can you remember where to start writing the letter 'ear' and how to write it? Can you write the letter 'ear' on the lines below?

Phonics When you hear the sound /ear/ in the word 'ear', can you remember where to start writing the letter 'ear' and how to write it? Can you write the letter 'ear' on the lines below?

Sue scanned lots from books. She searched on the internet to learn about the planet Earth. Sue heard more still from her mother. Then she did her own research.

Phonics Write the letter 'ear' on the lines below. Can you remember where to start writing the letter 'ear' and how to write it? Can you write the letter 'ear' on the lines below?

wor 



wor

Phonics This letter is **wor** in the word 'wor'. Can you find the letter 'wor' in the word 'wor'?

Phonics When you hear the sound /wor/ in the word 'wor', can you remember where to start writing the letter 'wor' and how to write it? Can you write the letter 'wor' on the lines below?

wor

Phonics Trace the letter 'wor' on the lines below. Can you remember where to start writing the letter 'wor' and how to write it? Can you write the letter 'wor' on the lines below?


Phonics When you hear the sound /wor/ in the word 'wor', can you remember where to start writing the letter 'wor' and how to write it? Can you write the letter 'wor' on the lines below?

This is the worst trip I have ever had. Words cannot describe how bad I feel about it. My dad's car did not work. He felt even worse than me about it.

Phonics Write the letter 'wor' on the lines below. Can you remember where to start writing the letter 'wor' and how to write it? Can you write the letter 'wor' on the lines below?

-eau eau

/oa/ as in plateau



Use cumulative sentences & texts

English as a new language:

Learners decode **all** the words
in the cumulative texts (skill)

Teacher supports with expression
(rhythm and lilt of English)

Use body language, acting,
illustrations, mother tongue
(if preferred or appropriate)
to support language comprehension

Draw pictures to provide support
for language comprehension,
engagement and recall

1.7 simple sentences

The hen has a nest.

The hen rests in

The nest is Pat's

4.1 simple sentences

Can you find my lost ring? If

you do, please bring it back. I

long for it back on my hand.

igh oa oo oo ar or ur

Look up! Look up!
See the full moon,
It glows in the stormy gloom.
See the stars twinkle,
A burst of light. Zoom!
See a shooting star,
Quick, catch it in a jam jar!

12 Read the poem. Sound out and blend any words that you do not know.

Parallel Provision

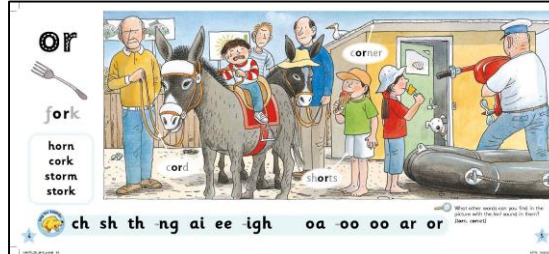
Speaking and listening along with reading, spelling and writing:

The separate **language comprehension** provision and the **systematic synthetic phonics** provision will complement one another and, eventually, there will be increasing comprehension in the phonics sessions, and reading and writing can be introduced in the language comprehension sessions, **once understanding of the alphabetic code and phonics skills has been well-established.**

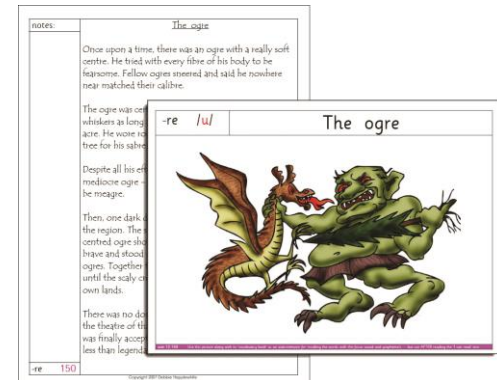
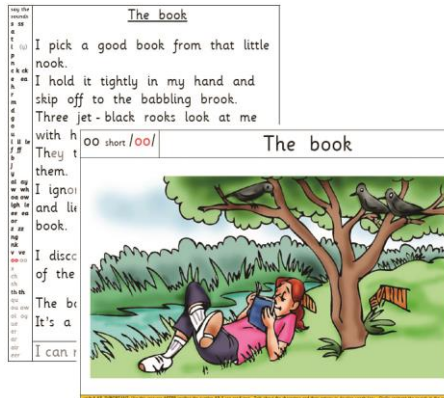
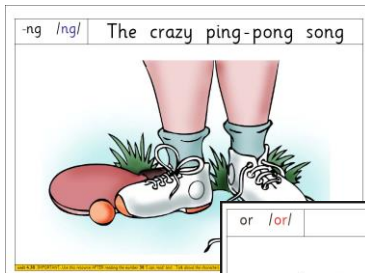
Eventually, in the language comprehension sessions, include **'incidental phonics'** teaching as appropriate.

Parallel Provision

Illustrations support and expand language comprehension



Pictures for code, word, text & spoken language



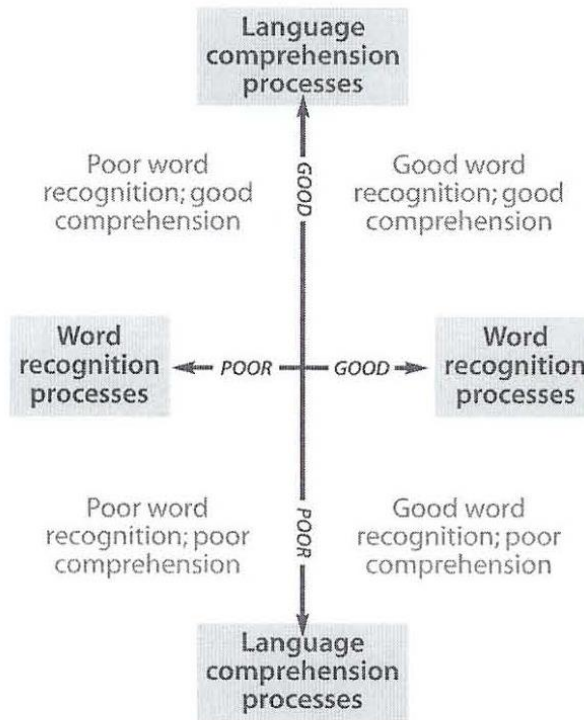
Level of Phonics and Spoken Language

Learner **struggles** to decode print **(or cannot)**.

Learner **can** understand spoken language **well**.

Learner **struggles** to decode print **(or cannot)**.

Learner **cannot** understand spoken language well **(or at all)**.



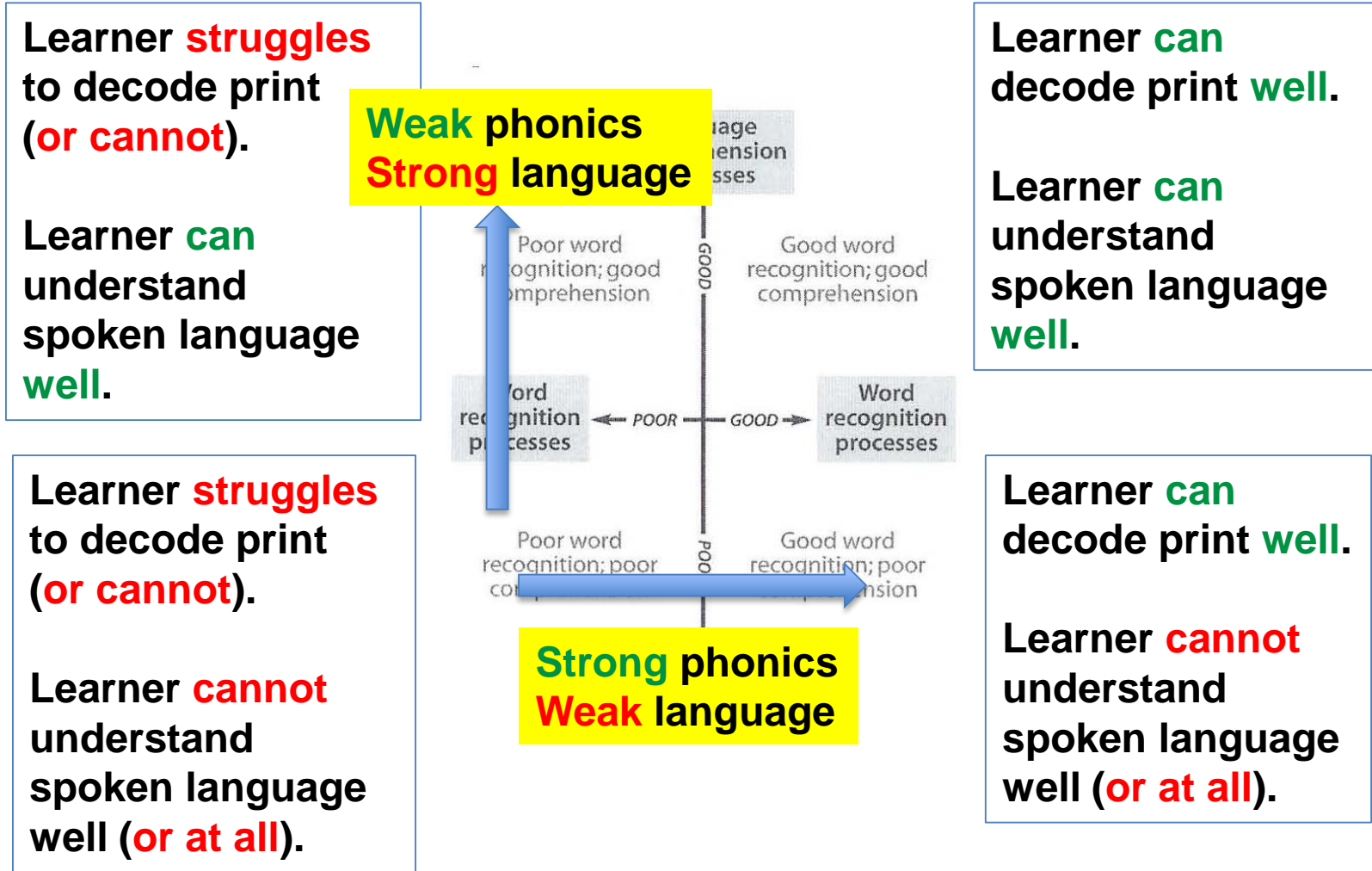
Learner **can** decode print **well**.

Learner **can** understand spoken language **well**.

Learner **can** decode print **well**.

Learner **cannot** understand spoken language well **(or at all)**.

Phonics and Spoken Language Provision



Phonics and Spoken Language Provision

Cumulative, decodable texts
Wider experience with literature

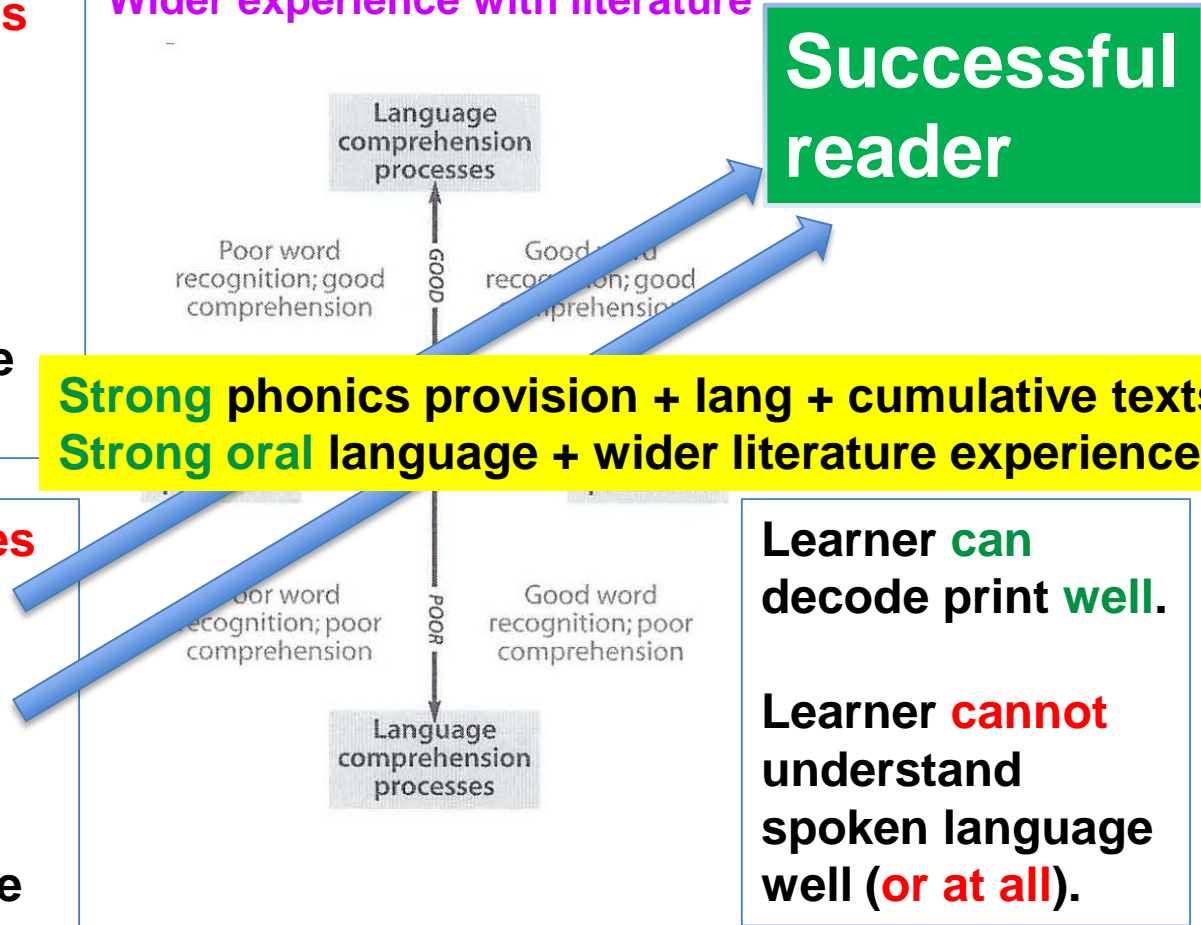
Learner **struggles** to decode print **(or cannot)**.

Learner **can** understand spoken language **well**.

Learner **struggles** to decode print **(or cannot)**.

Learner **cannot** understand spoken language well **(or at all)**.

Strong phonics provision + lang + cumulative texts
Strong oral language + wider literature experience



Successful reader

Learner **can** decode print **well**.

Learner **cannot** understand spoken language well **(or at all)**.