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*

Debbie Hepplewhite
Synthetic Phonics
Training

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

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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

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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:
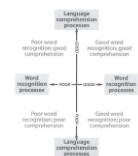
Multilingual contexts

- 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	Reading, spelling, writing
Language comprehension:	**Systematic synthetic phonics programme:**
No restrictions regarding any speech	**Understand teaching is alphabetic code knowledge and the technical skills of decoding, encoding and handwriting**
No reading or writing involved at first – or 'modelling' only	**Code, reading, spelling and writing is cumulative – select limited number of specific words from resources for some vocabulary & language comprehension**
Focus on speech: Spoken language for common greetings & appropriate themes (self, family, body, places, numbers, colours etc.)	**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:

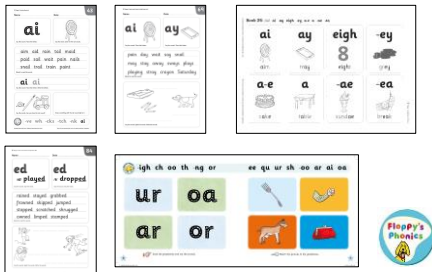Learners decode **all** the cumulative words in the word bank (skill)

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

High picture content & drawing activities

High picture content & drawing activities

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

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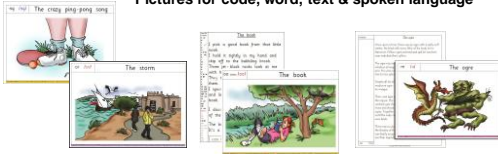
Eventually, in the language comprehension sessions, include **'incidental phonics'** teaching as appropriate.

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

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

Phonics and Spoken Language Provision

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

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

Weak phonics
Strong language

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

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

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

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

Strong phonics
Weak language

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

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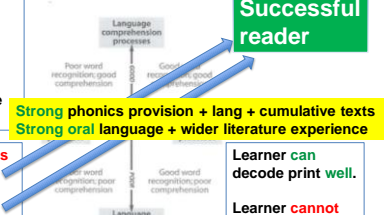

Phonics and Spoken Language Provision

Cumulative, decodable texts
Wider experience with literature

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

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

Successful reader

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

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

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

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

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