

## Module Five: Part 3

### e) Sir Jim Rose addresses misconceptions with wise words

**To be aware of the most common mantras and misconceptions about teaching and learning with regard to phonics that Rose addressed in his 'Final Report' (March 2006)**

## Module Five: Part 3 continued

### f) Core phonics provision

To be able to evaluate objectively the content and quality of phonics games and activities to ascertain whether they are fit-for-purpose and age-appropriate as *core* provision

## Module Five: Part 3 continued

### f) Core phonics provision

To understand what *'teacher-led whole class interactive'* provision looks like compared to *'whole class pupil-practice'* that enables each pupil to practise on an individual level

# Detractors

Continuous stream of 'detractors' in the media – people who say they accept the need for some phonics teaching ...

“ **BUT ...** ”

**“But one size does not fit all”**

**“But children learn in different ways”**

**Sir Jim Rose in response to common mantras  
(Final Report, March 2006):**

**“...all beginners have to come to terms with the  
same alphabetic principles if they are to learn  
to read and write...**

**...It cannot be left to chance, or for children to  
ferret out, on their own, how the alphabetic  
code works.”**

**“But one size does not fit all”**

**“But children learn in different ways”**

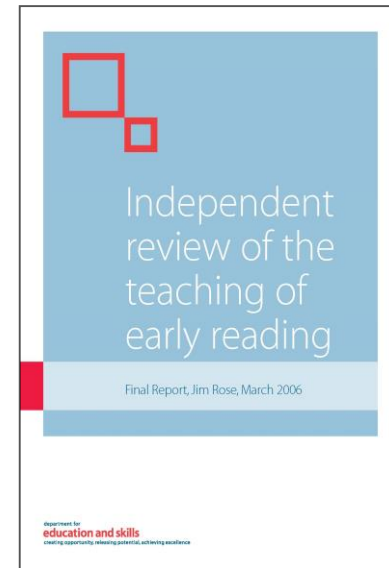
- Remember that even **literate adults** need the skills of being able to recognise alphabetic code and apply this to decoding or encoding unknown and more challenging words.
- As children, **many of us** probably ‘**ferreted out**’ (deduced or intuited) how the alphabetic code works without even realising we were doing this assimilation!

# Multi-sensory versus Extraneous:

Rose praised  
**multi-sensory** activities  
for young beginners  
but he warned against  
**“extraneous activities”**

What are  
**“extraneous activities”**?

**Discuss or reflect**



Rose encouraged  
**‘lively and engaging’**  
practices, **but...**

# Multi-sensory **VAK** teaching

**Visual Auditory Kinaesthetic**

What is the most **direct form** of  
'multi-sensory' teaching for  
phonics?

**Discuss or reflect**



# Multi-sensory **VAK** teaching

## Focused and direct

When are 'fun activities and games' *too far removed* from very core teaching and learning of the **precise and necessary** code knowledge and skills?

For example, word cards in the sand pit might be fun but this is not core VAK learning.

## Department for Education ‘core criteria’ for an effective SSP programme includes:

*“ 5. Multi-sensory activities should be interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal. They should avoid taking children down a circuitous route only tenuously linked to the goal. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning goal.”*

# **Infamous Parachute-Phonics Game**

- **Inspectors filmed a school including footage of a ‘parachute-and-phonics’ activity**
- **Very sedentary and slow – children sitting on playground alongside their mini whiteboards**
- **Reality: – neither a high quality ‘fun’ active parachute game – nor a high quality ‘fit for purpose’ phonics activity**

**Distinguish between ‘core’ activities  
and ‘extraneous’ activities**

# Core Phonics Provision

For each and every learner to embed reading, spelling and writing, there is nothing more fit-for-purpose than plenty of focused and **personal** practice of **paper-based** reading, spelling and writing activities provided in a calm and comfortable environment.

# Core Phonics Provision

- **An important part of a teacher's expertise is being able to distinguish between 'core' and 'extraneous' practice**
- **Be able to identify the most fit-for-purpose activities – and know how and why these will aid learners' memory and skills' practice**
- **Important to be time-efficient in delivery**
- **Important to cater for all learners' needs**

# Core Phonics Provision

- An important part of teaching expertise is being able to provide whole class ‘**interactive**’ sessions (what can **all** learners do at the **same time** to focus them on the teacher whilst engaging them with the learning?)
- **Alternate** this with sessions based on **each** learner taking ownership of paper-based resources to provide plenty of **personal practice** – applying code knowledge and skills