

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)

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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