

Module Seven: Part 3

c) Saying the sounds identifiable in English speech

To know and say the vowel sounds and the consonant sounds in the English language as close as possible to the sounds in real speech – including the units of sound which are combined phonemes (for example, /k+s/)

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Module Seven: Part 3 continued

c) Saying the sounds identifiable in English speech

To use a technique for *oral* segmenting of *spoken* words said as slowly and naturally as possible to help identify the sounds from beginning to end of the word ('all-through-the-spoken-word')

Module Seven: Part 3 continued

c) Saying the sounds identifiable in English speech

To understand the notion of the *schwa* effect "uh" (unstressed syllables) with reference to:

- the tendency to add an "uh" sound to discrete consonant sounds: "suh" "buh"
- decoding – awareness of the need to modify pronunciation to natural speech as required
- orally segmenting words for spelling and commonly identifying "uh" – how is this spelt?

Module Seven: Part 3 continued

d) Consistent and inconsistent aspects of phonics

To understand why and how Alphabetic Code Charts cannot be definitive and yet there are ways to address inconsistencies (for example, varied accents)

Module Seven: Part 3 continued

d) Consistent and inconsistent aspects of phonics

To understand why a chart based on the *International Phonetic Alphabet* (IPA) lacks flexibility with regard to varied accents – and invariably neglects to address parts of the alphabetic code where letters and letter groups are based on units of sound consisting of *combined phonemes* (such as /ks/ /gz/ /yoo/ /ul/ /kw/)

Saying the sounds identifiable in English speech

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The vowel sounds in English:

Can you confidently 'say these sounds'?

/a/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/
short /oo/ long /oo/ /ar/ /or/ /er/ /air/ /eer/
/i-ee/ (as in sunny or movie) /oi/ /ou/ /oor/
/y+oo/ /y+oor/ combined sounds

The 'volume' in spoken words is provided by the 22 or so vowel phonemes - some are combined which makes further units of sounds.

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Let's orally segment the word 'soap'...



Left hand, palm facing

- Listen for the difference between the individual sounds. Describe them – what provides the volume?
- Focus on your mouth movements. What are they like? Engage learners with this exploration.
- Compare the consonant sounds with the vowel sound! What do you notice? Pitch? Volume?

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Analysing the sounds in "soap"

- Say the word very slowly and naturally

s.....oa.....p

- Tally each sound to thumb and fingers

/s/



/oa/



/p/



- Now say each sound discretely (separately)

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Saying sounds separately

Inadvisable when teaching and practising:

- To use a 'robot voice'
- To 'whisper' the sounds, then 'shout' the sounds
- To 'sing' the sounds Why?

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Saying sounds separately

To perfect saying the sounds as close as possible to the sounds in real speech:

- Say a simple whole word with the focus sound
- Say the word as slowly and naturally as possible
- The individual sounds will 'pop out' – some more clearly than others
- Repeat this process routinely to refresh 'your sounds'
- Remember that children will approach their learning from words said naturally and with no prior knowledge of spelling – unlike literate adults

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There are around 24 consonant phonemes – some of which we combine to make further units of sound as if they are one unit of sound:

Say these sounds - avoid the "uh" !

/s/ /t/ /p/ /n/ /k/ /h/ /r/ /m/ /d/ /g/ /l/ /f/
/b/ /j/ /y/ /w/ /z/ /ng/ /v/ /ch/ /sh/
voiced /th/ unvoiced /th/ /zh/

/k+s/ /g+z/ /u+l/ /ng+k/ combined sounds
/k+w/ /ch+u/

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Alphabetic Codes

English:

Opaque code

44 smallest speech sounds (phonemes)
But 50+ units of sound /k+s/ /kw/ /y+oo/ /ul/
170+ spelling alternatives (graphemes)
(double that for rare & unique spellings)

Spanish:

Transparent code

24 phonemes
40 spelling alternatives

Fewer spelling alternatives in Spanish
than there are sounds in English.

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Thoughts on pronouncing /w/ and /y/

Some consonant sounds are challenging to say without an “uh” on the end.

There may be a tendency to say:

“wuh” or “yuh”

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What sounds are *letters w and y* code for?

Letters **w** and **y** are sometimes described as vowel letters. They are associated with vowel sounds, in fact, their ‘sounds’ are very close to vowel sounds:

To illustrate, decode these (say the sounds):

oo e t

ee e s

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What sounds are letters **w** and **y** code for?

Did you discern these words ... ?

“wet”

“yes”

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The letters **w** and **y** are commonly found in letter groups which are code for vowel sounds ...

/i/ -y cymbals

/ai/ -ay tray -ey prey

/igh/ -y fly

/ee/ -ey key

between /i-ee/ -y sunny -ey monkey

/oi/ -oy toy

y

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The letters **w** and **y** are commonly found in letter groups which are code for vowel sounds ...

/oa/ ow bow

/or/ (or /aw/) aw dawn

long /oo/ -ew crew

/ou/ ow owl

/yoo/ -ew new

w

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The schwa effect “uh”

Unstressed syllable when speaking:

schwa /er/ mixer humour
 or /u/ theatre

- Raise awareness of the schwa effect
- Particularly important for spelling as so many words end with an “uh”

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The schwa effect

Unstressed syllable when speaking

Spoken words with more than one syllable (most often have an **unstressed syllable** in which the vowel letter(s) are not accompanied by a vowel sound. We have to make something which may be the **unstressed part** in such many words.

pocket jacket
 carrot about
 sailor collar
 mixer sofa
 banana painted
 village cabbage

Final or medial vowels may influence how people pronounce words differently – the stress and the vowels.
 So the words that start and then suddenly change their job pronounce the graphemes letters and later part in a cell!

'Extras' webpage

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Specify 'sounds' or 'letters'

Insufficient to talk about 'vowels' and 'consonants'
 – you need to say 'vowel sounds' or 'vowel letters'
 and 'consonant sounds' or 'consonant letters'!

What do you notice?



graphemes which are all code for vowel sounds ...

our ay ey eigh aigh ow ough igh y ey oar ore
 ough ar aw augh ough oul ew er our re or eer
 ear air are ere ier

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Code for the vowel sounds ...

Many graphemes which are code for the vowel sounds include **BOTH** vowel letters and consonant letters!

Graphemes which are code for the vowel sounds with letter 'r' = 'r controlled vowels'
 for example: or ar eer ear air er ir ur

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Alphabetic Code Quiz

Look at your Table Top
 Phonics International
 Alphabetic Code Chart:



http://alphabeticcodecharts.com/DDD_parents_PI_TableTop.pdf

Alphabetic Code Quiz

- 1) Which sound has the most spelling alternatives ?
- 2) Which same grapheme occurs in **five** different sound rows?

Alphabetic Code Quiz

- Which sound has the most spelling alternatives ? /or/
fork, oars, door, snore, four, wardrobe (quarter), water, dawn, sauce, chalk, caught, thought
- Which same grapheme occurs in *five* different sound rows? 'ough'
thoroughfare, dough, thought, through, plough
 Segment these words to identify the sounds

How many 'units of sound' are shown on your mini Phonics International Alphabetic Code Chart?

Count the units of sound in the slash marks ...



How many 'units of sound' are shown on your mini Phonics International Alphabetic Code Chart?

51 – because some units of sound are 'more than one phoneme'

/k+s/ x

Additional units of sound on the PI Alphabetic Code Chart

Units of sound	Graphemes (spelling alternatives) which are code for the sounds
/k+w/	qu as in queen
/k+s/	x as in fox
/g+z/	x as in exam
/y+oo/	u as in unicorn, ue as in statue, ew as in new, u-e as in tube
/ng+k/	nk as in ink (consonant cluster - but works for young beginners)
/ch+u/	ture as in picture
/u+l/	le as in kettle, el as in camel, il as in pencil, al as in hospital
between /i - ee/	y as in sunny, ey as in monkey, ie as in movie (raise awareness)
schwa /er/ or /u/	er as in mixer, our as in humour, re as in theatre

Some of the combined units of sound are necessary, some are simply 'practical'

Accents: " In our county / region / area / country, we tend to say / pronounce *that* grapheme like *this* /...../ "

International Phonetic Alphabet

The International Phonetic Alphabet chart in the 'English programmes of study: key stages 1 and 2, National curriculum in England, September 2013' does not include all the necessary combined units of sound.

Compare these IPA charts:

www.alphabeticcodecharts.com

page 63 NC

There are around **51 units** of sound to teach - not just **44 phoneme-units**

Caution:

Generally no need to teach further multiple-sound units such as the **76 consonant clusters**:

e.g. sp, cr, str, -lk, -nt

Or the **huge** numbers of 'onset and rime':

e.g. br -ick, sl -ack, tr -uck, cl -ock, p -eck

These add **unnecessary** 'units of sound' to the teaching.

