

Progression within phonics and progress with phonics

with Nathalie Paris

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« Progression within phonics and progress with phonics »

In this workshop we will review different ways in which phonics are taught at primary and secondary levels; we will reflect on progression within phonics learning; we will then explore how phonics enable our pupils to make progress in all areas of their language learning; finally, we will consider phonics as a part of transition from KS2 to KS3.

Objectives:

- 1) Review different ways in which phonics are taught
- 2) Reflect on progression within phonics learning
- 3) Explore how phonics enable progress in all areas of learning
- 4) Phonics and transition

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1) Review different ways in which phonics are taught

Intro: what do you think are the most difficult sounds?

<https://www.thelocal.fr/20180215/french-language-pronunciation-words--top-ten>



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1) Review different ways in which phonics are taught

NEW OFSTED FRAMEWORK: intent implementation impact;
progress = all of those!

For phonics:

Intent: where it is present in the curriculum

Implementation: how it is taught

Impact: are the children making progress in phonics and how does it support other areas of learning? Can they decode?



1) Review different ways in which phonics are taught

Sue Cave and Jean Haig: “Physical French Phonics – A Sound, Action and Spelling System for Teaching French Phonics”

Lynn Erler and Julie Prince: “Sounds and words - Supporting language learning through phonics” (NB it also includes Spanish and German)

Gianfranco Conti and Steve Smith: “Breaking the Sound Barrier – Teaching Language Learners How to Listen” (NB not language specific)

2) Reflect on progression within phonics learning

Sue Cave and Jean Haig: “Physical French Phonics – A Sound, Action and Spelling System for Teaching French Phonics”

Sounds to Words to Sentence 7 Step Teaching Process

Step 1 - Identify and practise the individual sounds in a word

Step 2 - Blend the sounds to produce the whole word

Step 3 - Practise connecting the meaning of the word to its sound

Step 4 - Identify the graphemes for each sound in the word

Step 5 - Spell, read aloud and write the word

Step 6 - Practise connecting the meaning of the word to its written form

Step 7 - Speak and write sentences using grammatical knowledge



2) Reflect on progression within phonics learning

Lynn Erler and Julie Prince: “Sounds and words” book – also includes Spanish and German

Sounds & Words – Supporting language learning through phonics



» Progression

The progression throughout this book is based on the learners’ progress in phonic skills, starting, in Chapter 1, with recognising particular phonemes when heard and then being able to say the phonemes themselves. From there the children progress to being able to hear the difference between two similar phonemes, for which activities are suggested in Chapter 2. In Chapter 3 we move on to matching the phonemes to written letters and letter strings and finally, in Chapter 4, the learners progress to using their phonic skills to help them read and write words, phrases and sentences. The rate at which children progress will vary between year groups and even between individual learners (which is why we have included support and extension suggestions for each activity). With older children (Year 5 upwards) you will be able to progress more quickly but, if this is the first time you have done phonics work with them, we still suggest you begin with some of the activities in Chapter 1 to ensure the foundations are in place.



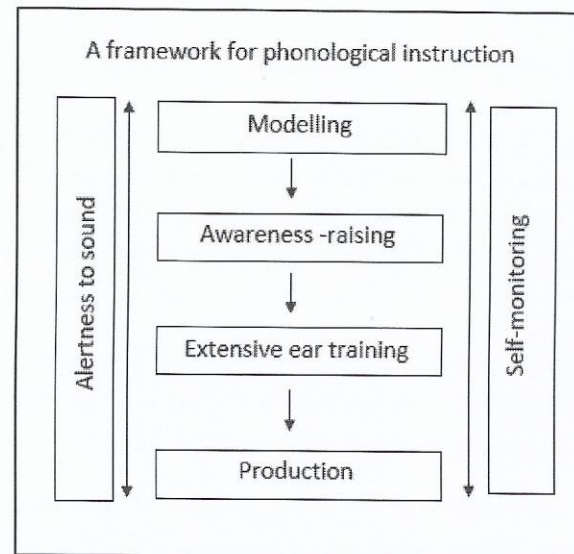
2) Reflect on progression within phonics learning

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2. Creating the right climate

Creating a climate of alertness to sound begins with the business of modelling and raising students’ awareness of L2 phonemes and how they differ from similar L1 phonemes in sound and articulation. As our framework for phonological instruction shows (**Figure 3.1**), modelling and awareness-raising need to be followed by extensive receptive practice.

Figure 3.1 A framework for phonological instruction



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3) Explore how phonics enable progress in all areas of learning

Impact = can they do this by the end of Y6/Y9?

Programmes of Study (KS2 and KS3) in mind

KS2:

- explore the **patterns and sounds** of language through songs and rhymes and **link the spelling, sound and meaning of words**
- develop **accurate pronunciation** and intonation so that others understand when they are **reading aloud** or using familiar words and phrases

KS3: Linguistic competence

- **transcribe** words and short sentences that they hear with increasing accuracy
- express and develop ideas clearly and **with increasing accuracy**, both **orally** and in writing
- speak coherently and confidently, with increasingly **accurate pronunciation** and intonation

In primary the focus is on reading, speaking and listening skills.

In secondary the focus shifts to listening, speaking and writing.

IT IS UNDERLYING IN ALL LEARNING

At primary level: what I have heard repeatedly from secondary teachers: if they come to us and know nothing but how to decode the language then it will help greatly.

I personally did not learn any phonetics until university and asked myself why I had never been told any rules earlier!!



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4) Phonics and transition

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IDEAS FOR TRANSITION / BASELINE TESTS

- Agree on a method / way of learning phonics
- A transition unit based on phonics (could be my project!)
- Test phonological knowledge as baseline test

This was...

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