



POPEY 

Provincial Outreach Program
for the Early Years

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The Foundations of Literacy Learning Series

Part Three: Phonics

Wednesday, September 28th

3:15 – 4:15pm

Presenters:

Lisa Thomas & Jen Kelly

POPEY  Provincial Outreach Program
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Outcomes for Today



★ defining phonics and its scope and sequence

★ mini-lessons, activities, and routines...

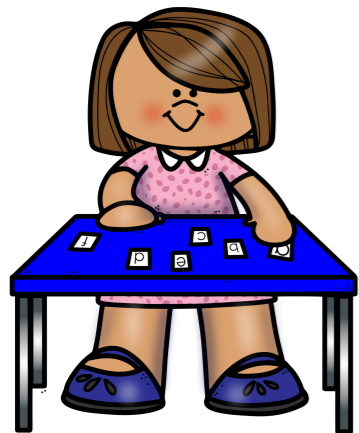
to **explicitly** and **systematically support** our students as they learn letter/sound relationships in reading and writing

Learning is:

- * social
- * constructive
- * experiential
- * inquiry-based

Opening Activity - The Name Game

Our name is the first word we loved. We can study our names as an entry point for learning letters and writing other things.



Write down your name on some paper.

See how many words you can make, using the letters in your name, in **one minute**.

Stefanie

You could also sort them like this:

- ▶ high frequency words – at, as, is, if, in
- ▶ cvc words – fan, tin, tan, set, net, sat
- ▶ cvce words – safe, sane
- ▶ blends or digraphs – nest, fast
- ▶ vowel teams/pairs – feast

What's in a name?

How could you group some of these names together?

-syllables, beginning sounds, vowel teams, etc.

Heather

Kathy

Olivia

Lisa

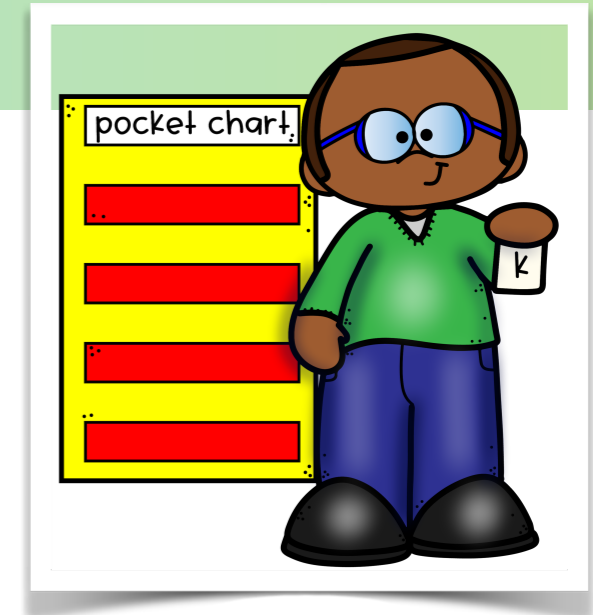
Jen

Roberta

Ella

Darcy

More Ways to Use Name Charts



- * Clap your name when we come to it
- * Count the letters in your name
- * Use riddles: "I'm thinking of someone whose name starts/ ends with _____"
- * Clap the syllables in your name
- * Match name cards to photos
- * Find a name that has a letter like your name
- * Ask students, "What do you notice about our names?"

Revisiting Key Definitions

Phonological Awareness

–the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)



Phonemic Awareness

–the understanding that spoken words are made up of individual sounds called PHONEMES

Phonics

–letter/sound relationships in reading and writing

What is phonics?

“We use phonics to refer to letter–sound relationships in reading and writing, not to describe a particular method of teaching or approach to reading instruction. Phonics and spelling are interrelated processes; both involve reading and writers using, analyzing, and solving words.”

Spelling - Ehri's phases of reading development

Reciprocity – reading and spelling

Phase 1:
pre-
alphabetic

(not using
alphabetic
principles)

Phase 2:
partial

(write with
consonants-
initial & final
sounds)

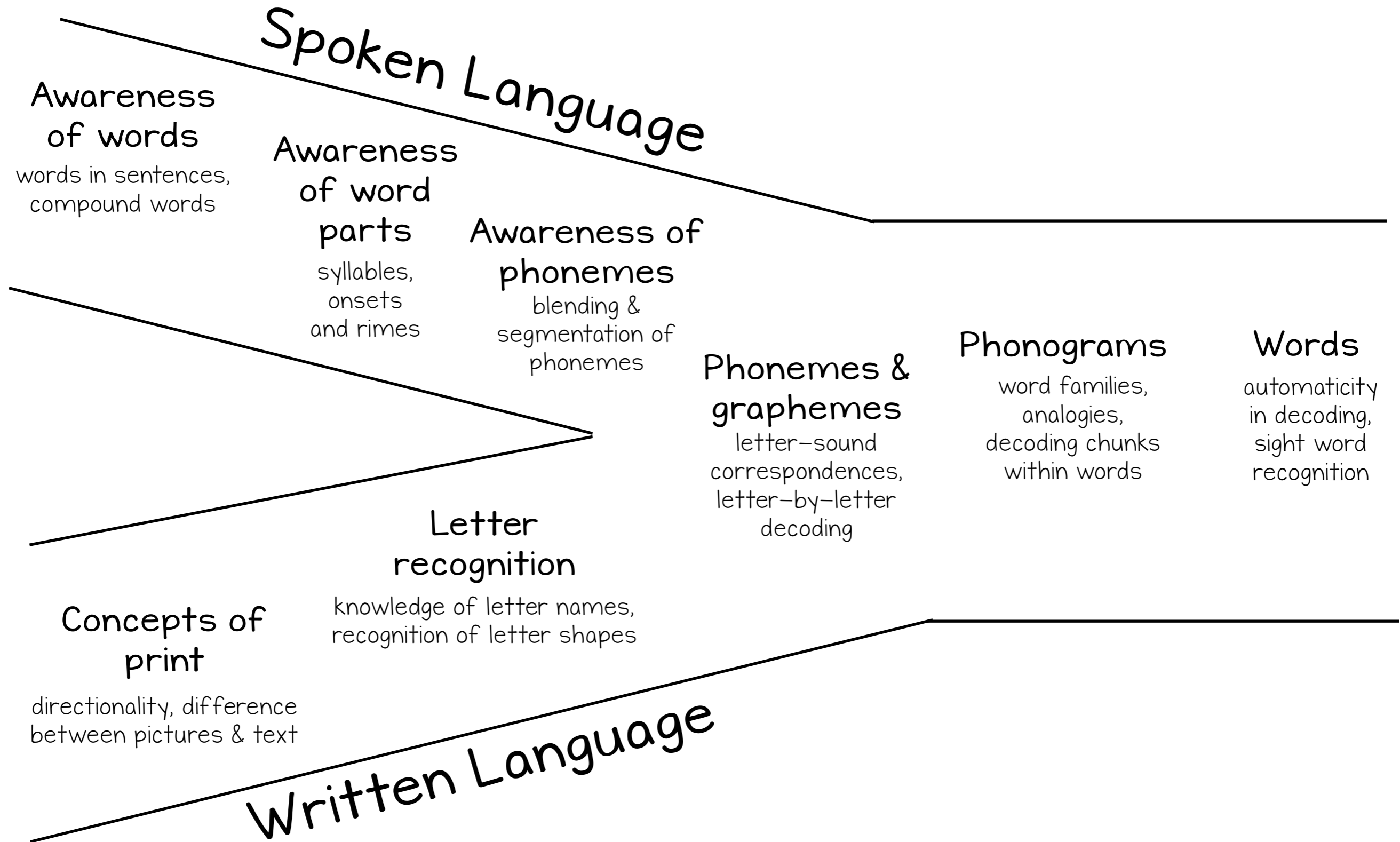
Phase 3:
full
alphabet

(All the
sounds are
present, not
necessary
spelled
correctly)

Phase 4:
consolidated
alphabetic

(Writing
multi-syllabic
words)

The Road to Reading Words



Possible Phonics Scope and Sequence

① Short-vowel vowel-consonant (VC) and CVC words at, sat

② Short-vowel words with blends and digraphs:
contrast fat and flat, hat and chat flat, chat

③ Long-vowel CVCe words:
contrast bit and bite, hat and hate bite, hate

④ Long-vowel words representing
multiple spellings: maid coat
contrast mad and maid stay grow
cot, cat, and coat

Possible Phonics Scope and Sequence

5

Words with r-controlled vowels, complex vowels, and diphthongs:

- contrast **pat** and **part**, **spill** and **spoil**, **moth** and **mouth**, **bid** and **bird**

part **spoil**
mouth **bird**

6

Simple multisyllabic words containing common prefixes and suffixes:

- contrast **read** and **reread**, **trust** and **trusted**

reread
trusted

7

More complex multisyllabic words using common syllable types:

- contrast **can** and **candle**, **nap** and **napkin**

candle,
napkin

WHY a Scope and Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

* s, m, t, d, l

* s, m, a, t, d



Quick generation of useful words is not only more efficient, but highly motivating!

Framework for Word Study Lessons



Teach

- whole class lesson
- introduce the day's word study principle
- often includes an **inquiry** element – to encourage kids to **discover** something about language

Apply

- kids apply principle through **hands-on practice** (*often kinesthetic*)
- **opportunity** for them to **construct** their own knowledge
- can be whole-class, small-group, partner, or independent work
- teacher is working with small groups (*guided reading or other*)

Share

- kids **share discoveries** they made in whole-class meeting
- sharing provides teachers with **feedback** on the effectiveness of the lesson & how the kids did in **application** of the **principle**

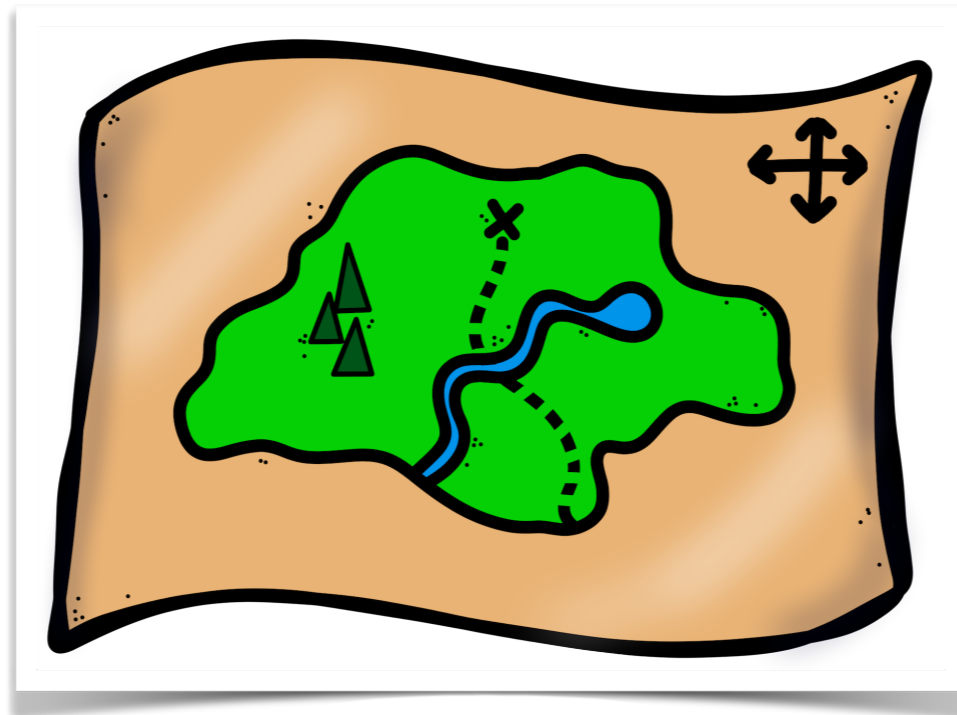
Connect

- **connections** are made to **reading & writing** – so kids know **how** to use what they've learned
- suggestions for various reading & writing experiences
- suggestions to extend learning & to make **home-school connections**

A Systematic Plan

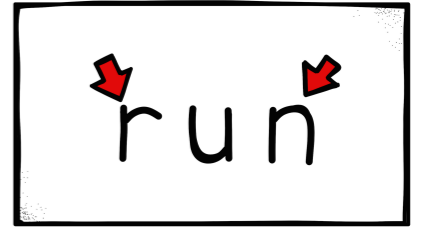
“When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks.”

– Wiley Blevins



Vowel Charts

Can help with the middles of words:



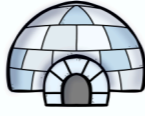




- ▶ At first, most of the sounds children hear are **consonants**.
- ▶ Tell them that every word has at least **one vowel**.
- ▶ When the middle of a word is hard, it is often because **vowels are tricky**.
- ▶ Even if their vowel guess is incorrect, it makes the word they are writing **more readable**.
- ▶ Show students how to **use the vowel chart** to help decide which **vowel to use**.











a - e - i - o - u

Vowel Charts





















Vowel Chart

a	→	 apple
e	→	 elephant
i	→	 igloo
o	→	 octopus
u	→	 umbrella

Vowel Chart

short		long
apple 	a	acorn 
elephant 	e	equal 
igloo 	i	ice 
octopus 	o	ocean 
umbrella 	u	unicorn 

Vowel Teams

long A (a)			
ai  train	ay  play	eigh  eight	a_e  cake
long E (e)			
ea  leaf	ee  tree	ey  key	e_e  athlete
long I (i)			
ie  pie	igh  light	y  fly	Le  smile
long O (o)			
oa  toad	ow  window	oe  toe	o_e  globe
long U (u)			
ue  glue	ui  fruit	ew  jewellery	u_e  cube

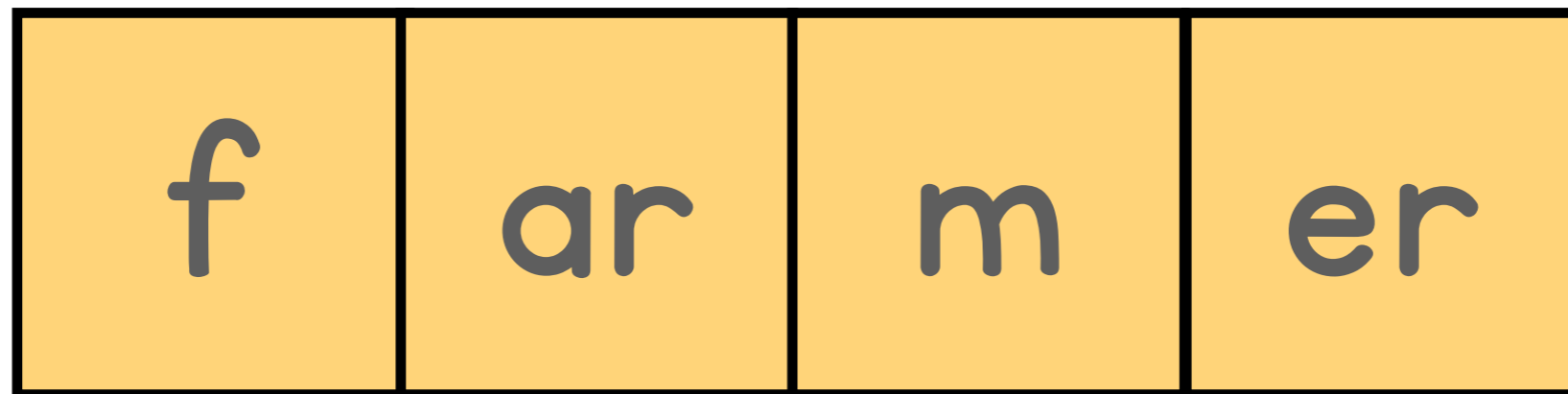
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

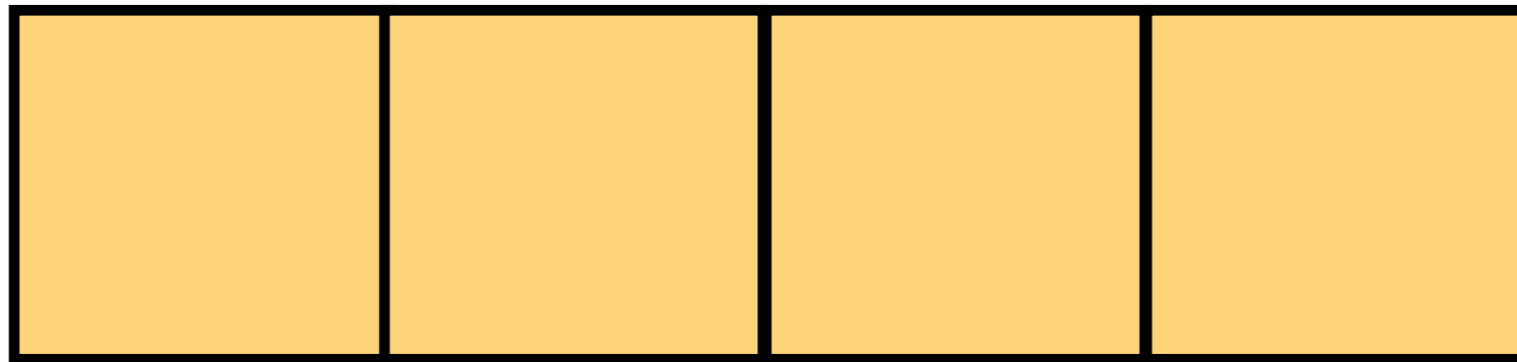
Once students are proficient with phonemic awareness:

- *You can transition to teaching **letter** boxes (this helps with spelling)
- *Students gain independence with this problem-solving strategy



The process of using Elkonin boxes during Writing

- * Give the student a 'practice page' or white board
 - * When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- * Model the task for the student
 - * Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- * Have the student try it themselves
 - * You may do the task together until the student can take over

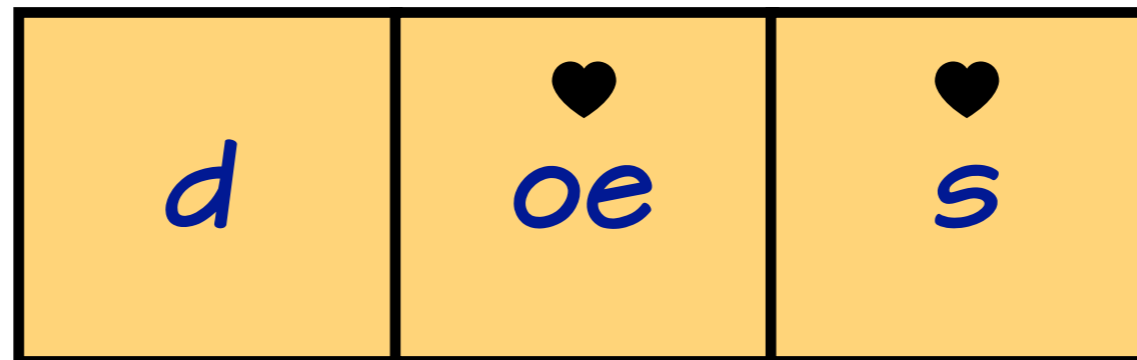


Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

Let's explore an Orthographic mapping routine for the word

does



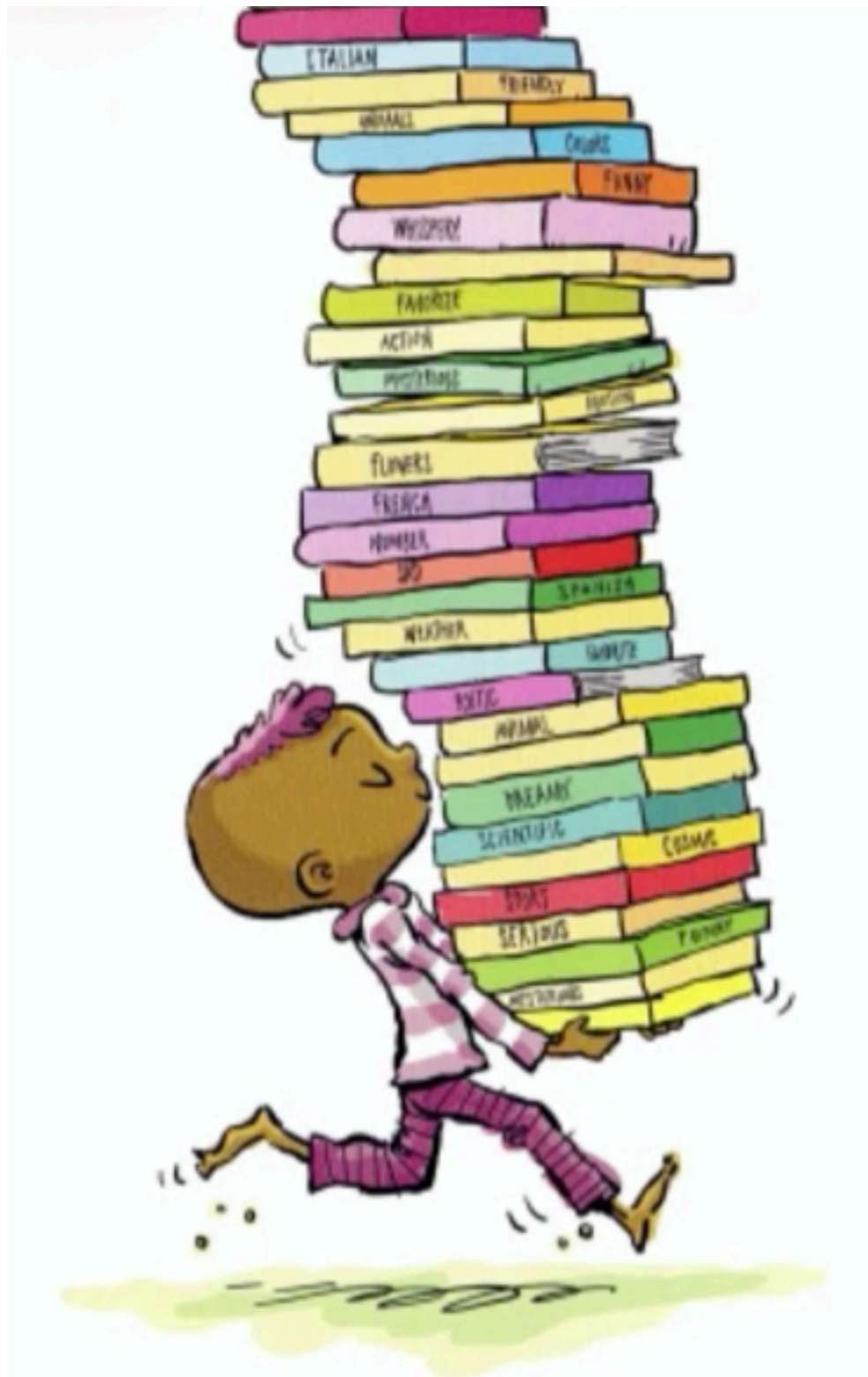
Heather Willms & Cinta Alberti

HEATHER WILLMS | GIACINTA ALBERTI

This Is How We Teach Reading... And It's Working!



The what, why, and how of teaching phonics in K-3 classrooms
* A week-by-week, step-by-step program *



Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate.

—Nell Duke

Sources

Books, Blogposts & Presentations

[Movement into Reading – Ehri](#)

[The Big Five: Phonics–Orthographic Mapping – Wooldridge](#)

[POPEY Vowel Charts](#)

[Make Your Own Wordle](#)

[What Wordle Reminds Us About Effective Phonics and Spelling Instruction](#) – Duke

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

When Readers Struggle: Teaching That Works – Fountas & Pinnell

A Fresh Look at Phonics, Grade K–2 – Blevins

Literacy Lessons Part Two – Clay

Phonics From A–Z – Blevins

Units of Study in Writing – Calkins, The Reading and Writing Project

Videos

[Tik Tok Word Reading](#)

[Miles Music Kid on Tik Tok](#)



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Next series: Writing Across the Curriculum

- November 9th – Non-Fiction Writing
- November 23rd – Narrative Writing
- November 30th – Persuasive Writing
- December 7th – Writing About Reading



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Building Phonics Knowledge Through Wordle

Games can engage young learners, and help them identify rules and patterns in spelling all on their own.

- * Some letters are more common than others
- * The position of letters in a word matters
- * Letters and sounds don't have a one-to-one match
- * Vocabulary knowledge is important to word reading & spelling
- * Phonics and spelling can be engaging

