

Tips for Effective Phonics Instruction in the Young Learner Classroom

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First Things First

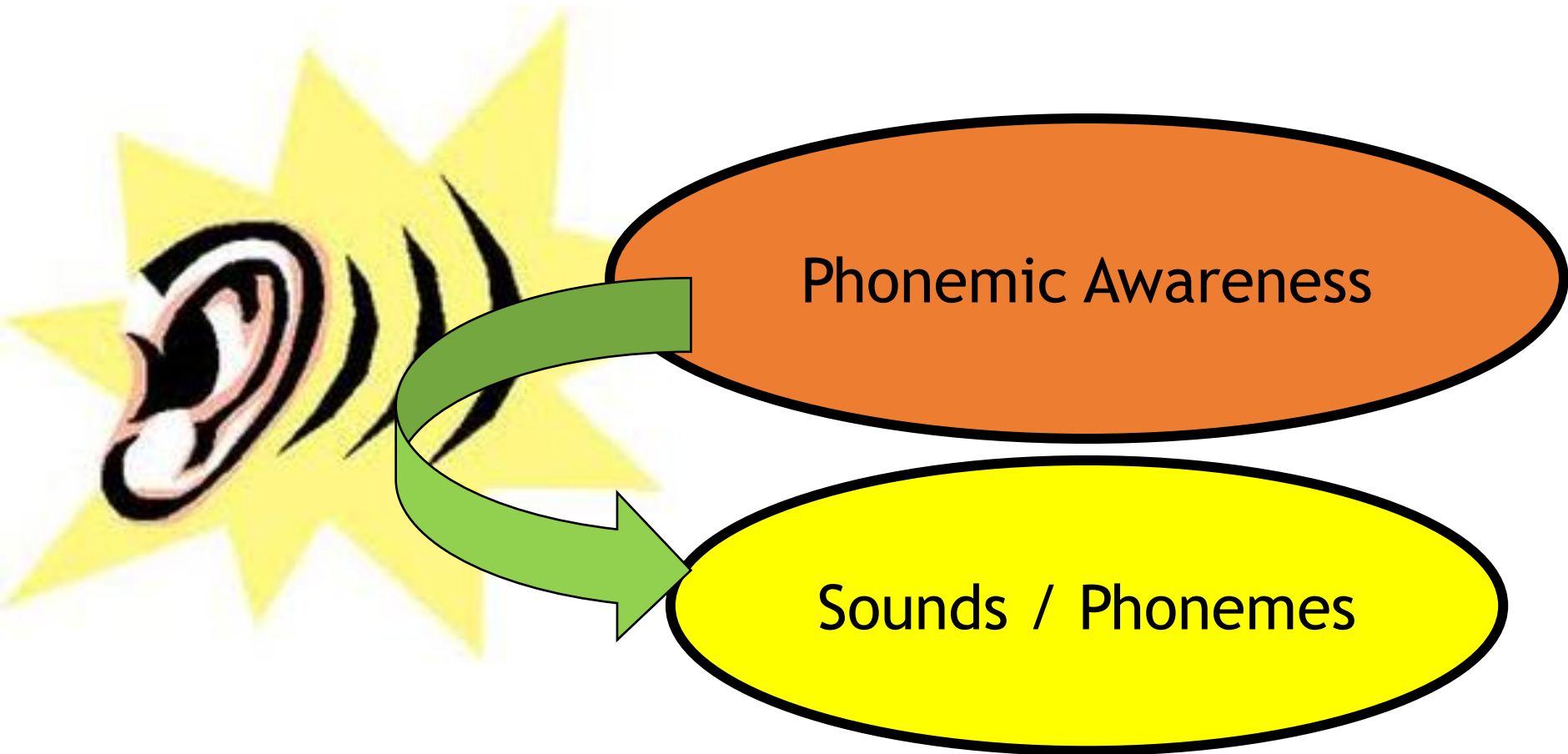
A blue oval with a black border containing the text "What is Phonics?" and "Why Phonics?".

What is Phonics?
Why Phonics?

A green oval with a black border containing the text "How Phonics?".

How Phonics?

What is Phonics?



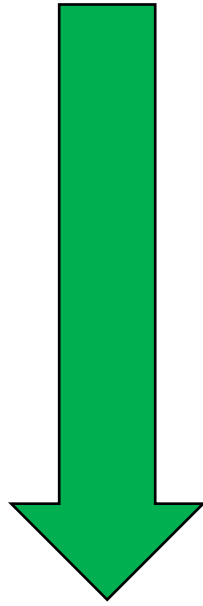
What is Phonics?

Phonics builds on the
ALPHABETIC PRINCIPLE

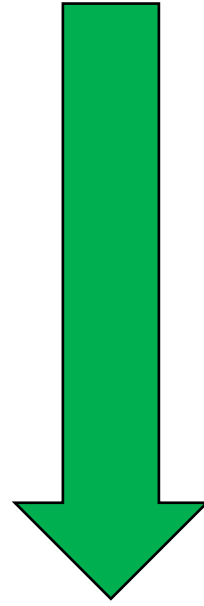
English is an
alphabetic language:
each speech sound is
represented by a
graphic symbol.



PHONICS



DECODING



ENCODING

About Phonics

Systematic Explicit



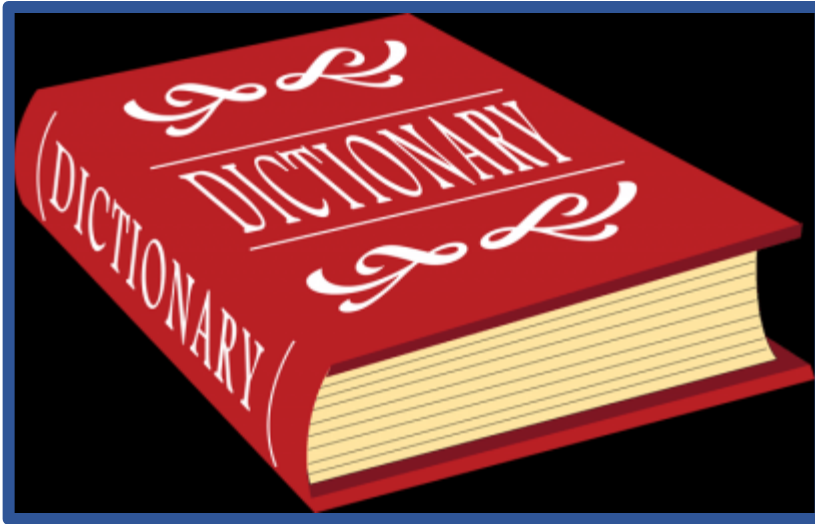
Findings showed that students who received systematic and explicit phonics instruction were better readers at the end of instruction than students who received non-systematic or no phonics instruction (Ehri, 2006; Armbruster, Lehr, and Osborn, 2001).

Progression of Phonics Skills

Here is a simple sequence of phonics elements for teaching sound-out words that moves from the easiest sound/spelling patterns to the most difficult:

- Consonants & short vowel sounds
- Consonant digraphs and blends
- Long vowel/final e
- Long vowel digraphs
- Other vowel patterns
- Syllable patterns
- Affixes

Basic Glossary for a Phonics Teacher.



1 TO 1 CORRESPONDENCE.

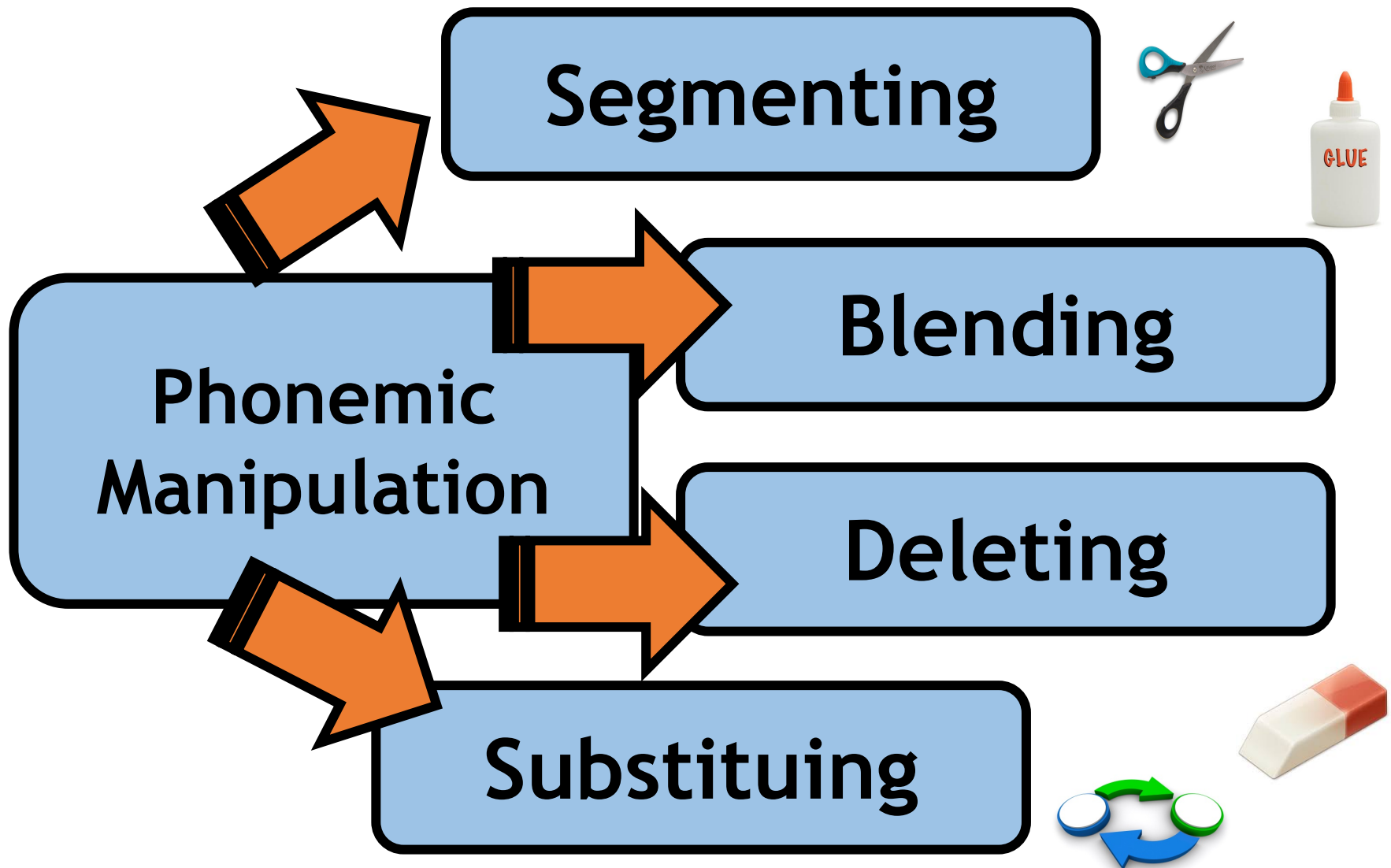
DIGRAPHS

DOUBLE AND TRIPLE
CONSONANT BLENDS

DIPHTHONGS

ALPHABETIC PRINCIPLE

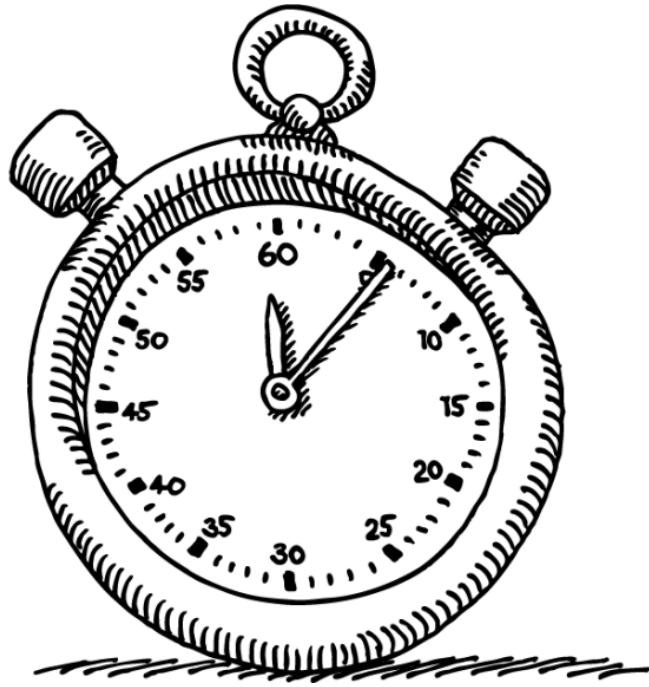
PHONICS



High Frequency Words



Effective Phonics Routines



**15 - 20
minutes**

Effective Phonics Routines

Phonemic Awareness Warm-up

Sound-spelling review + Intro New
sound-spelling

Practice

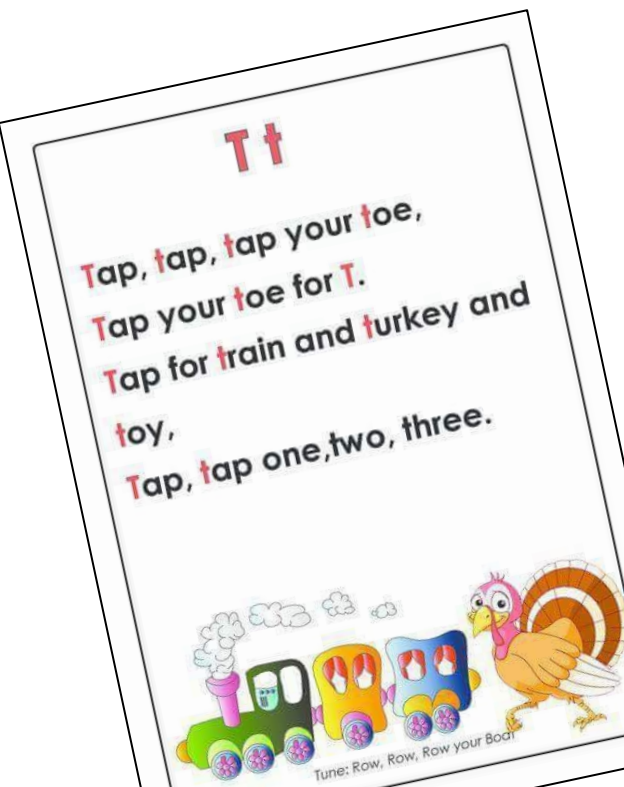
High frequency words

Application

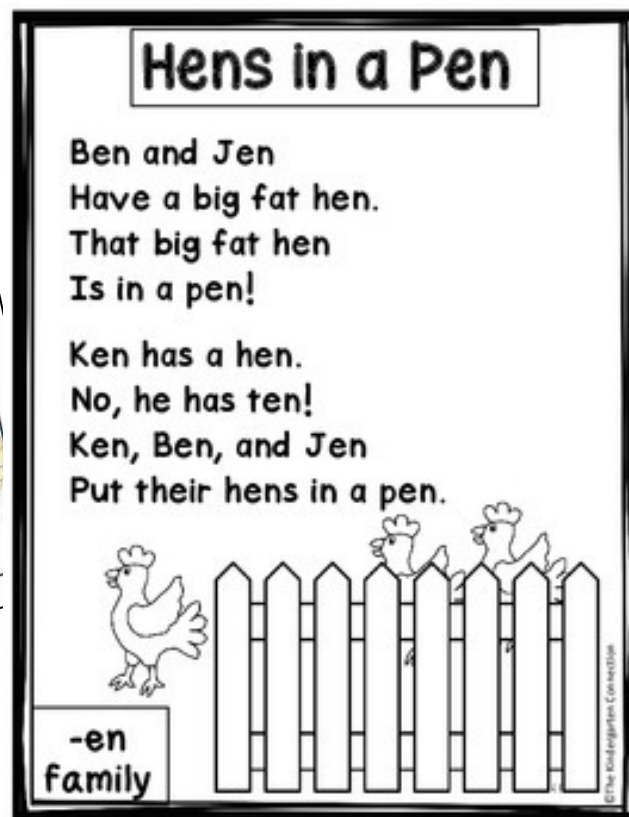


Effective Phonics Routines

Phonemic Awareness Warm-up



Alliteration



Songs

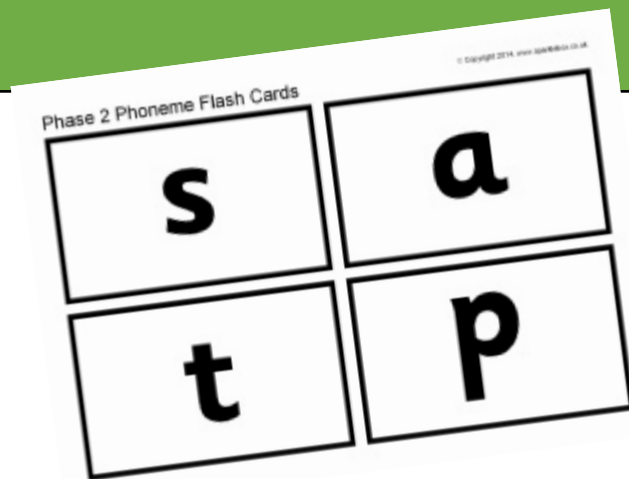
Poems

**Tongue-
Twisters**

Rhyme

Sound-Spelling Review

Routines can start with a review and include previously taught concepts throughout the lesson. Lessons pull forward everything taught previously.



Revisit & Review

Revisit and review sounds and graphemes, high-frequency words.

Phonemic Awareness

Phonics

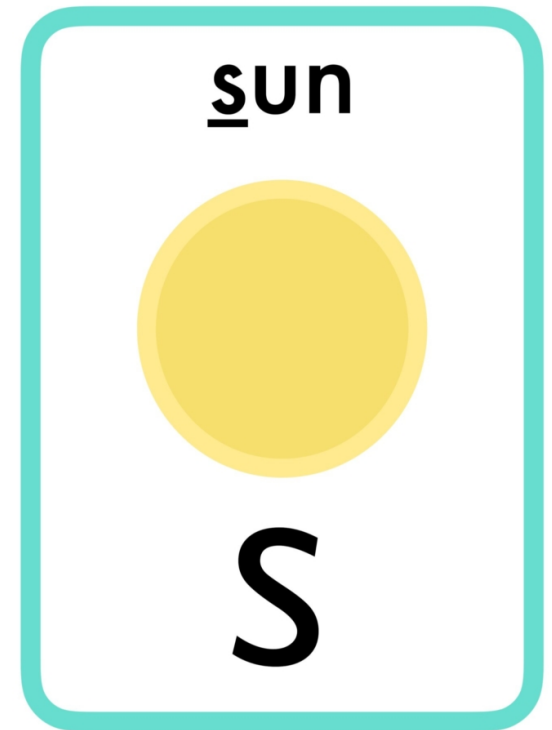
High Frequency
Words



Intro new Sound-spelling



z	ur	oo	er	ai	air
	v	ow	j	ar	ch
x	sh	oa	ear	ee	



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Hear it - Say it - Read it

a) Hear it

- Say a **range of words containing the phoneme**.
- Children say which phoneme they can hear.
- Reinforce with an **alliterative phrase**.
- Practise with an **appropriate action**.

b) Say it

- Reinforce correct pronunciation of the sound and practise saying it several times.
- Now you say several words containing the phoneme taught, using **robot talk**.
- Ask the children to **blend** the phonemes into words.

c) Read it

- Show the new letter card and say the phoneme. Add it to the display of others taught.

Unit 1

1 **Listen.** Then listen and repeat. TR: 11 and 12



1.



2.



pen paint

3.



4.



5.



map top happy

2 **Trace and say.**

3 **Is p in the beginning, in the middle, or at the end?**

Listen and repeat. Check. ✓ TR: 13

1.



○ ○ ○

2.



○ ○ ○

3.



○ ○ ○

4.



○ ○ ○

4 **Do you hear p?** Listen and circle Yes or No. TR: 14

1. Yes No

2. Yes No

3. Yes No

4. Yes No

5 **Listen.** Then listen and repeat. TR: 15 and 16



1.

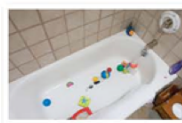


2.



book ball

3.



4.



5.



tub robot rainbow

6 **Trace and say.**

7 **Is b in the beginning, in the middle, or at the end?**

Listen and repeat. Check. ✓ TR: 17

1.



○ ○ ○

2.



○ ○ ○

3.



○ ○ ○

4.



○ ○ ○

8 **Do you hear p or b?** Listen and write p or b. TR: 18

1. _____ 2. _____ 3. _____ 4. _____

- 17 **Look, say, and circle.** Use red, blue, green, and black.

 p  b  t  d



- 18 **Listen.** Then listen and chant. TR: 27

Sounds and letters. Letters and sounds.
Clap your hands and turn around.

Pens and paper, p p p.
Book and backpack, b b b.
Toys and tablet, t t t.
Desk and window, d d d.

Sounds and letters. Letters and sounds.
Clap your hands and turn around.



- 19 **Listen.** Then listen and repeat. TR: 28 and 29

Bella's First Day of School

It's Bella's first day of school.
She puts paper, books, pencils,
and a map in her bag.



Poor Bella! Her bag is big.
She's tired!



Books on your desks, please.

Yes, Ms. Todd.



My puzzle, my teddy bear,
my doll, and my robot ...
and here's my book!



- 20 **Which sound do you hear?** Listen and circle.
Then go to page 78. TR: 30

☐ 1 t

☐ 2 b

☐ 3 b

☐ 4 d

☐ 1 d

☐ 2 t

☐ 3 p

☐ 4 p

Practice

The diagram illustrates the relationship between various practice methods and instructional models. At the top, a large yellow oval labeled 'Practice' encompasses four orange ovals: 'Games', 'Manipulation tasks', 'Whiteboards', and 'Decodable Texts'. To the right, a blue rounded rectangle lists three instructional models: 'Model', 'Guided Practice', and 'Independent Practice'. The orange ovals are arranged in a descending staircase pattern from top-left to bottom-right.

Games

**Manipulation
tasks**

Whiteboards

**Decodable
Texts**

Model

**Guided
Practice**

**Independent
Practice**

Hear it - Say it - Read it - Write it

a) Hear it

- Say words containing the phonemes taught in the initial position / different positions.
- Children say which phoneme they can hear.

b) Say it

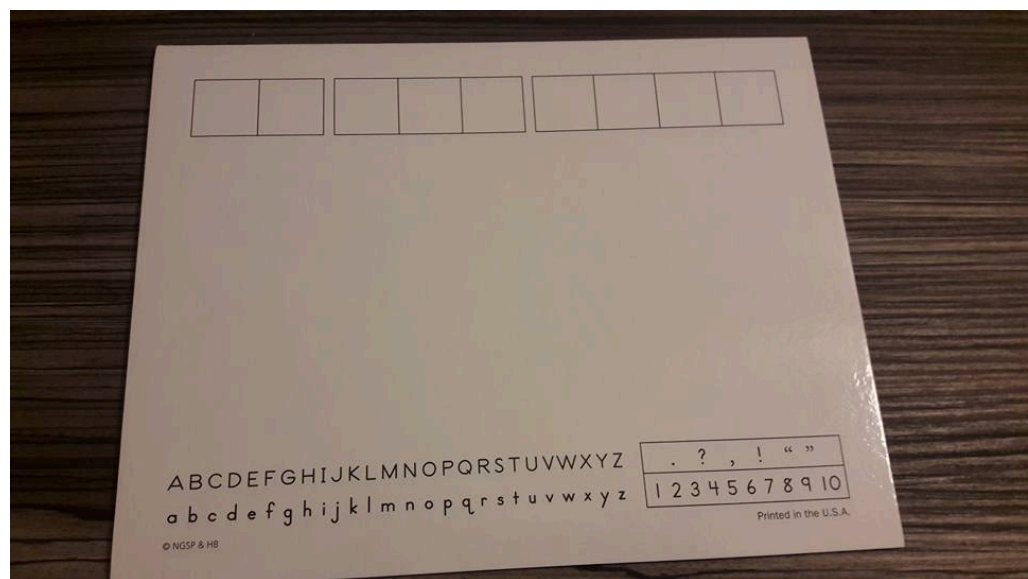
- Say several words containing the phonemes taught, slowly in robot talk.
- Ask children to blend the phonemes into words.

c) Read it

- Point to a range of graphemes displayed on cards and ask children to tell you the phonemes.

d) Write it

- Ask children to write the graphemes as you say the phonemes.
- Practise writing words using phonemes taught.



High Frequency Words

a	an	here	all	their	about	now
and	are	his	been	there	any	only
for	as	I	has	we	can	said
he	at	it	her	were	could	some
in	be	not	him	when	do	them
is	but	on	if	which	first	then
of	by	or	no	who	into	these
that	come	they	one	will	its	two
the	from	this	out	would	may	up
to	had	with	she	you	my	what
was	have		so		new	

High Frequency Word Cards-List A

the	of
and	a
to	in
is	you
that	it

High Frequency Words : Present & Practice

- LOOK AT THE WORD.**
- HEAR IT PRONOUNCED.**
- HEAR IT USED IN A SENTENCE.**
- SAY THE WORD.**
- SPELL IT.**
- SAY IT AGAIN.**



Sight words songs

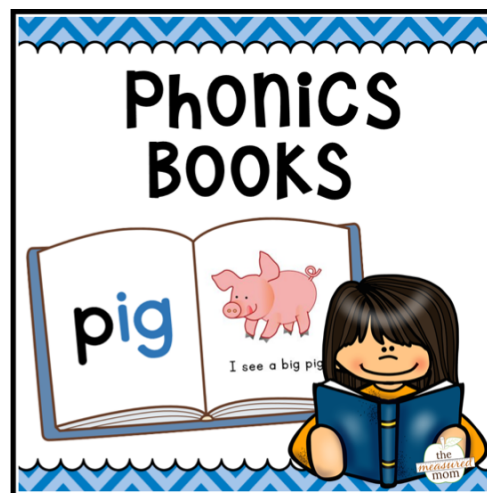
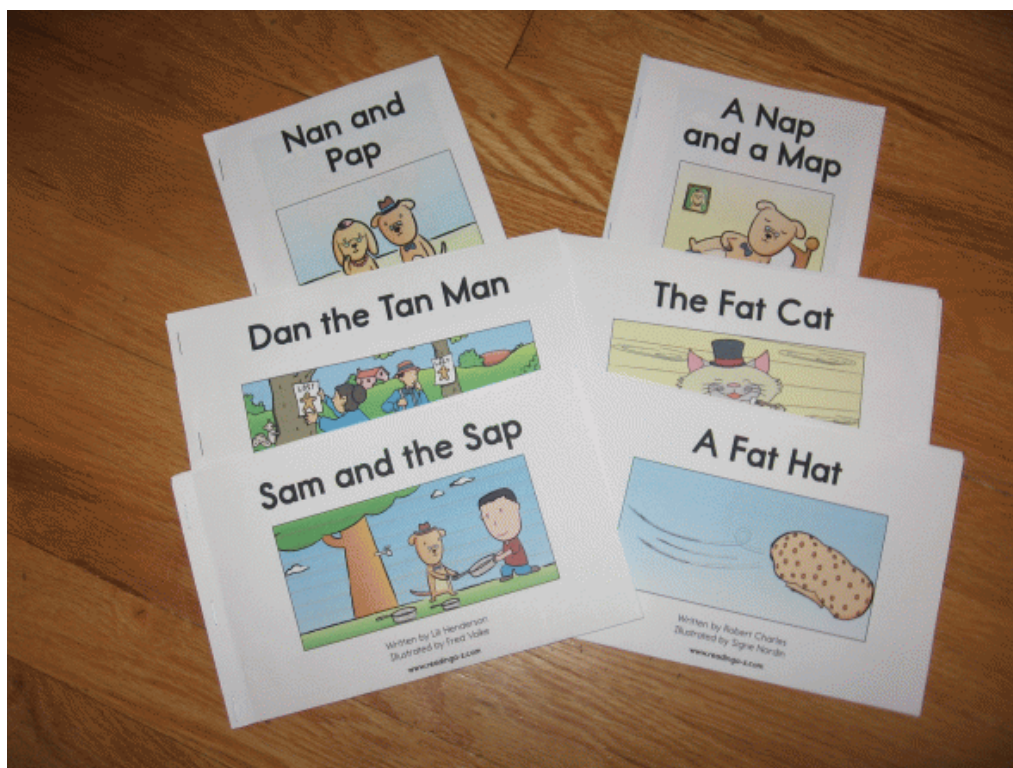
Sight words poems

Sight words stories

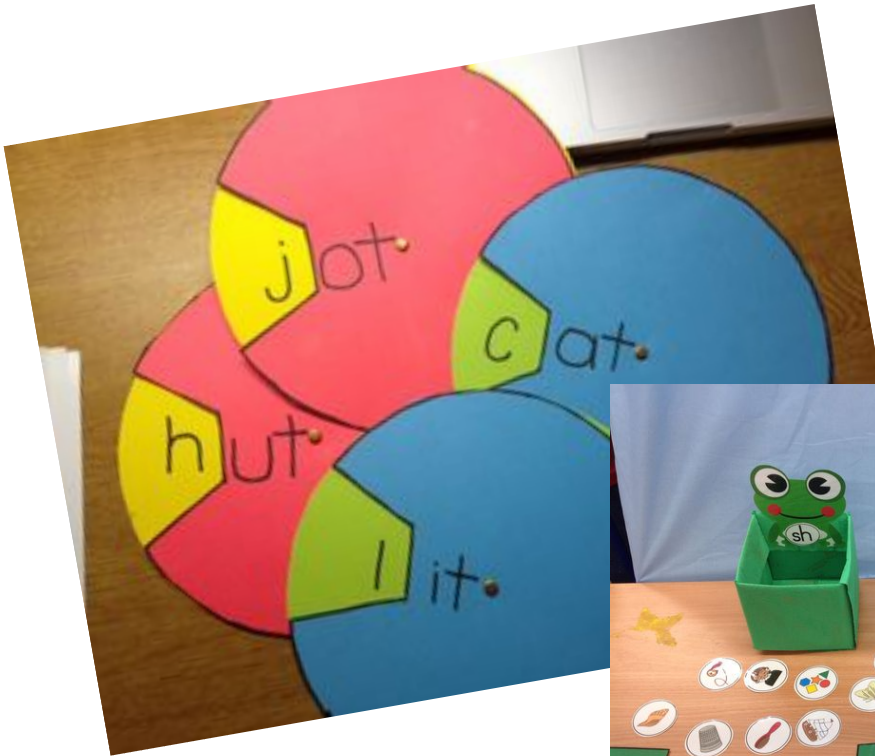
Highlight, Circle, Spot.

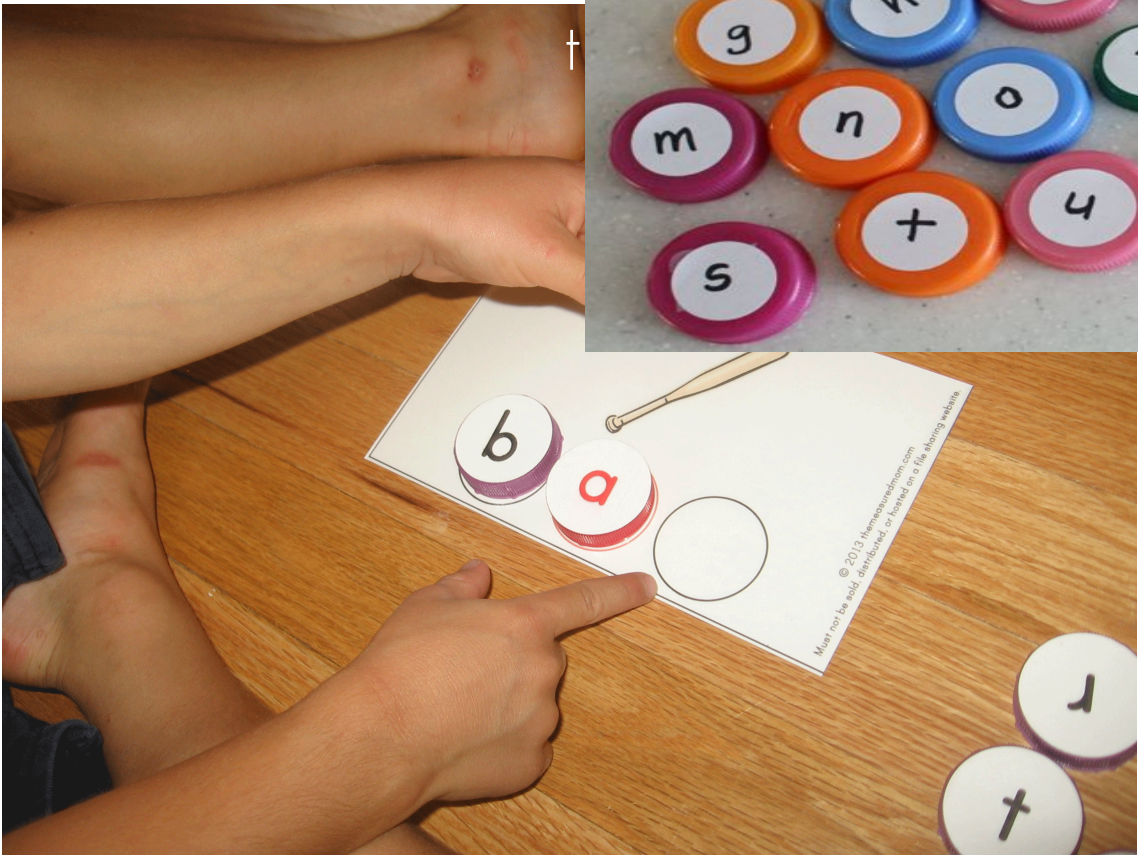
Sight words games

Application: Creating new scenarios



Application: Creating new scenarios





Name _____

Build-a-CVC word

short
a

Cut out the word families and glue in the box to make the word.



c



s



t



h



p



n



b



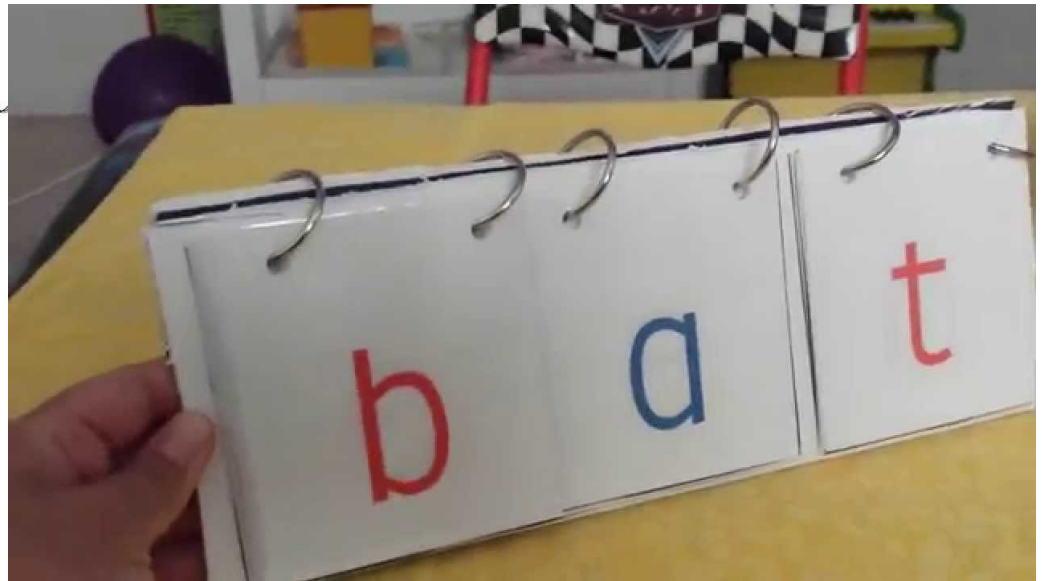
m



r

©Koravunee2008

at	an	ab	am	ag
ap	ad	ap	at	












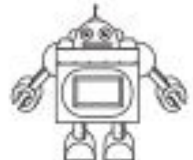

Encoding!

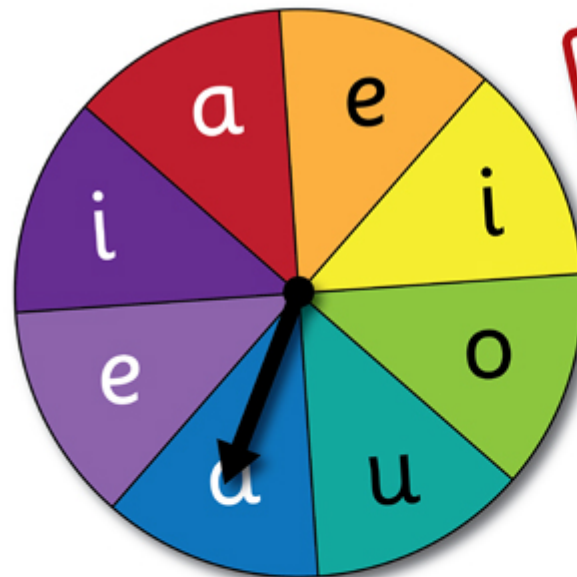
A worksheet template with a large rectangular box for drawing or writing. Above the box is a dashed line. Below the box are four horizontal dashed lines. The entire page is framed by a decorative border.

Name: _____

Practicing Letter Sounds

Say the name of the picture and circle the letter that matches the beginning sound.

		
b c v	q u t	g d f
		
o t v	h e k	x c r
		
m p h	n r w	s z o



Fly Swatter Dolch Sight Words

All 220 Dolch Sight Words and 95
Dolch Nouns



Learning is the Game™



Phonics: from one-to-one correspondences to more complex ones.

Phonics: present sounds in isolation or in sets.

Phonics: review - present - practice and apply

Phonics: Playful and motivating. YL!

Phonics: ultimate goal: decoding and encoding.



Q & A

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