Believes

Session 5:

Systematic, Explicit Phonics Instruction

Teacher Professional Development Series

Louisiana LITERACY

READING REVIVAL

Recap

In our last session, we spent time...

- defining *phonemic* and *phonological awareness,* and learning the difference between them.

- explaining how *phonemic* and *phonological awareness* are essential foundational skills for developing skilled readers.

Today's Objective

By the end of this session, participants will be able to:

★ explain the importance of systematic, explicit phonics instruction in developing skilled readers.

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Phonics

- "Phonics is an approach to, or type of reading instruction that is intended to promote the discovery of the alphabetic principle, the correspondences between phonemes and graphemes, and phonological decoding" (Scarborough and Brady, 2002).

- "Phonics is the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences" (Moats, 2020).

Why is phonics important?

In the English language, there are 44 phonemes and hundreds of different spellings for these phonemes (graphemes).

About 80 of these spellings occur frequently enough to warrant explicit instruction.

If students can master these phonics skills, they will be able to quickly and easily decode almost any word.

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What is Phonics NOT?

Phonics involves teaching students letter-sound correspondences so that that they are able to decode words quickly and automatically.

Phonics does not involve teaching part-word guessing or the use of the three-cueing method (does it look right, does it sound right, does it make sense?).

Phonics is not "getting your mouth ready" and taking a guess based on picture clues.

Phonics

- Phonics has the greatest impact on children's reading when it begins in the earliest years - kindergarten and first grade.

- Systematic and explicit phonics instruction is more effective that non-systematic or non-explicit phonics instruction

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Teaching Phonics

How do you teach phonics?

- A program of **systematic** phonics instruction clearly identifies a carefully selected and useful set of letter-sound relationships and then organizes the introduction of these relationships into a logical instructional sequence.

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Teaching Phonics

- Most of the high-quality curricula we use introduce the "code" in a systematic, **explicit** way that begins with the most common, least ambiguous spellings and gradually introduces less common and more complex spelling patterns.

Key Characteristics of a High-Quality Phonics Scope and Sequence

- They build from the simplest to the most complex skills in a way that takes advantage of previous learning.
- They are created so that many words can be formed as early as possible.
- They teach high-utility skills before less useful sound spellings.
- They separate easily confused letters and sounds to avoid potential difficulties.
- They adopt a scope and sequence (including the pace of instruction) that works for the majority of students, with built-in differentiation.

SOURCE: (Blevins, 2017)
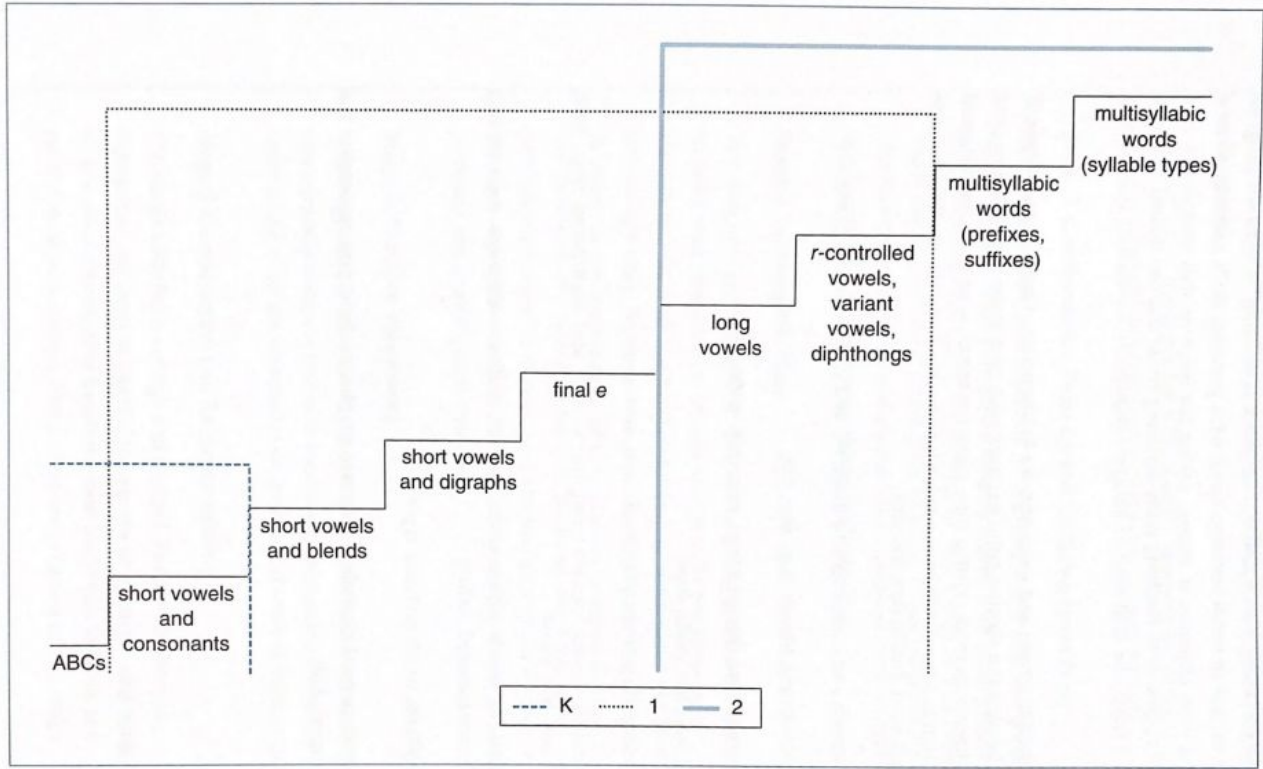
SOURCE: Blevins (2017)

Teaching Phonics

Possible Sequence for Teaching - Kindergarten

Consonants

Short Vowels

Basic Consonant Digraphs (sh, ch, th, wh)

"Floss" rule (f, l, s)

Long Vowel patterns

ng/nk

Teaching Phonics

Possible sequence for teaching - First Through Third Grade

Vowel Pairs

Vowel-r

Silent Letters

Hard and Soft c & g

k/ck, ch/tch and ge/dge

Teaching Phonics

Prefixes/Suffixes

Basic - suffixes: -ed, -ful, -ly, -er, -est, -ing, -s, -es

     - prefixes: re-, un-, pre

Advanced - suffixes: -less, -ness, -able, -ic, -tion, -able, -ible, -ous

     - prefixes: mis-, dis-, trans-, uni-, bi-, tri-,

     - Roots: rupt, spect, port, form, meter, graph, photo

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Assessing Phonics Skills

- Cumulative and Comprehensive Word Reading Assessments
- Spelling Assessments
- Dictation Assessments
- Decoding Assessments (including reading fluency)

Assessment and Practice Resources

https://resources.corwin.com/wileyblevins/student-resources/tools

Final Thoughts

- Phonics must be taught in a systematic way; it cannot be taught at "point of need."

- Teaching students to identify sound-spelling (phoneme/grapheme) correspondences enables them to decode words.

- They must be able to recognize and apply the sound-spellings quickly so that they are able to decode with increasing levels of automaticity.

- During phonics instruction, spend less time talking at students and more time giving them opportunities to practice and apply their newly-acquired knowledge.
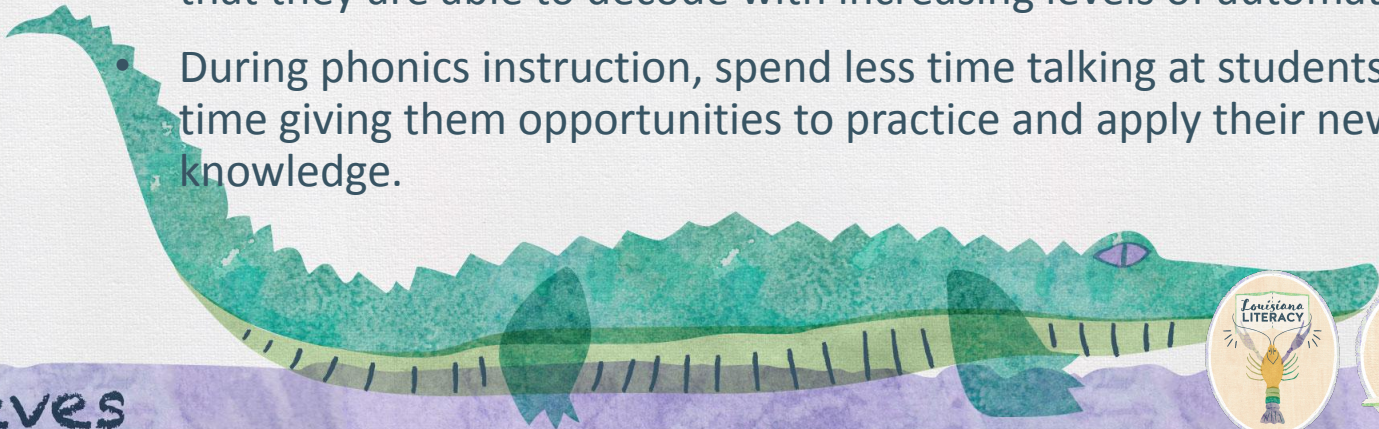
Engage!

What are some crucial considerations for effective phonics instruction? Do you have a scope and sequence to detail how you will introduce phoneme/grapheme correspondences, or do you need to develop one to use? What things must you consider when developing an effective scope and sequence?

Questions or Suggestions?

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