

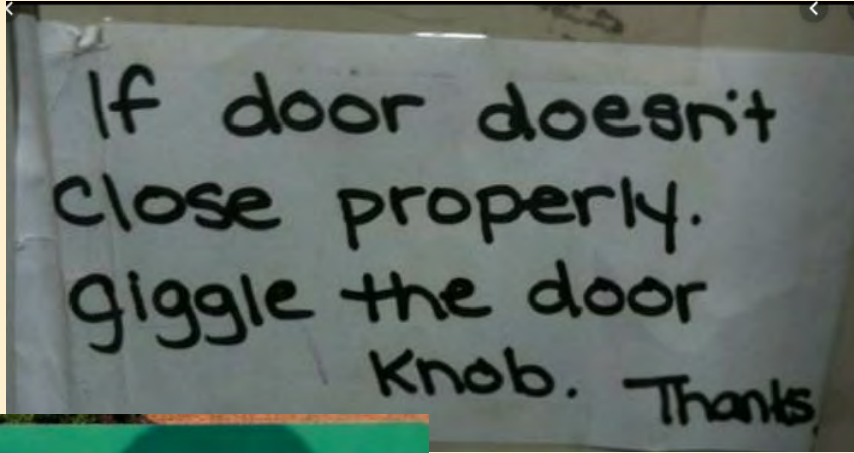
TEACHING FUNCTIONAL SKILLS ENGLISH

SESSION 5: PHONICS FOR READING AND WRITING

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https://padlet.com/c_collins2/L5FSEnglish

English spelling is fun!



In the chat pane, type a word that you may have always struggle to spell.



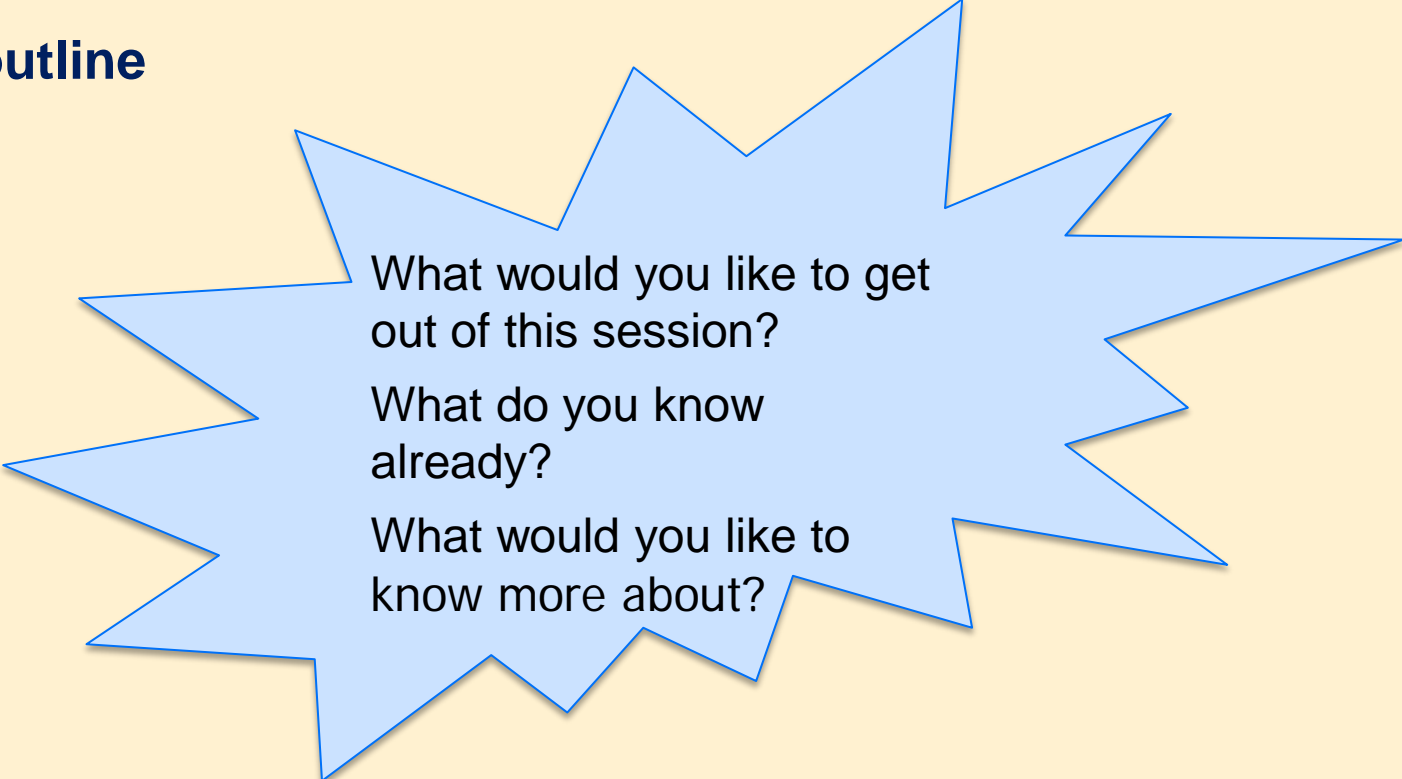
Why is English spelling difficult?

Except when your feisty foreign neighbour Keith leisurely receives eight counterfeit beige sleighs from caffeinated atheist weightlifters.

Weird!

One digraph, many phonemes

Session outline



What would you like to get out of this session?

What do you know already?

What would you like to know more about?

- Exploring issues around teaching spelling
- Explore using phonics approaches

Is English spelling difficult?

It is a common belief that spelling is tricky because so many words are irregular. What do we mean by “irregular”?

Do these groups of words show regular or irregular patterns?

could
should
would

action
nation
fiction

light
night
fright

David Crystal:

- only about 400 words in English with wholly irregular spelling
- some of them are among the most frequently used words, e.g. *although, answer, aunt, build, castle, comb, cough, do, done, dough, eye, great, have, island, listen, move, none, of, one, only, pretty, quay, receive, said, sugar, talk, two, was, water, who, you*

Activation spelling strategies

What strategies do you already use to spell?

You are now going to have a spelling test (12 words).

This will help us to consider:

- the approaches you already use
- approaches which can be effective with learners

SPELLING TEST

TICK BOX

PROSECO

PROSSECO

PROSECCO

WHATEVER



parliament

accommodation

argument

bureau

diarrhoea

rhythm

embarrass

scissors

effleurage

psychology

definite

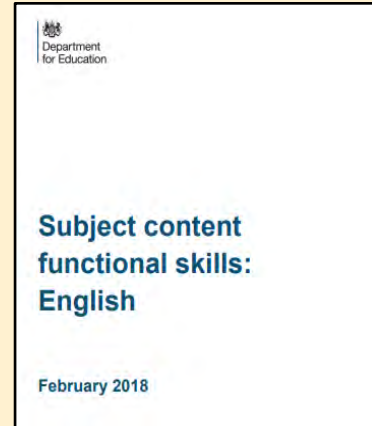
quadriceps

Activity: in Breakout Rooms

The government has stipulated that students working at Entry level in functional skills will learn phonics.

What are the implications of this:

- for teachers working at Entry level?
- for teachers working at (mainly) L1 and L2?
- for you?
- for your students?



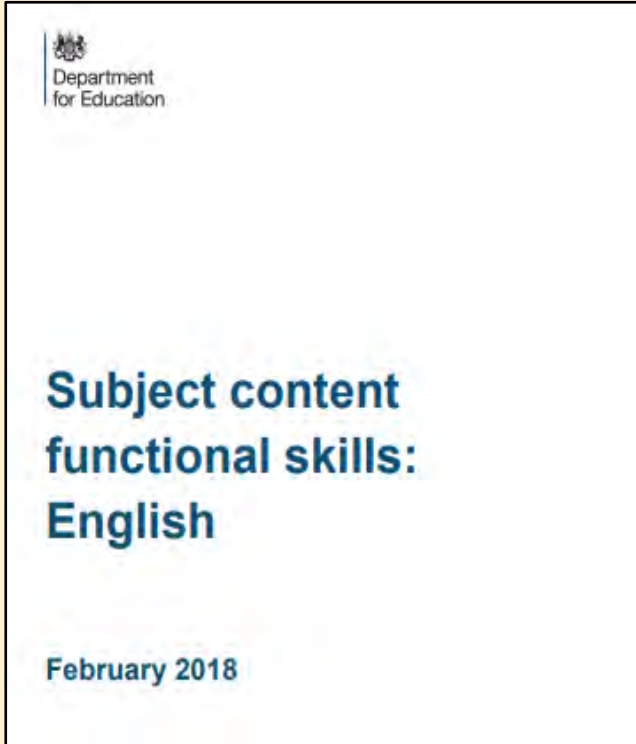
The new FS English Subject Content (2018)

“Students are expected to both read and spell correctly all the words listed for Reading and Spelling.

“They are not examples. They have been chosen because they are common words that are not straightforward to spell.”

(p.26)

Phonics-based teaching approaches



- Teaching methods should be based on the best available evidence for effective methods to support students to gain these skills.
- The structured teaching of phonics **should** be used to teach students at Entry Levels for ‘Reading’ and ‘Writing’

CURRENT PRACTICE IN USING A SYSTEM OF PHONICS WITH POST-16 LEARNERS

FINAL REPORT AND RESEARCH

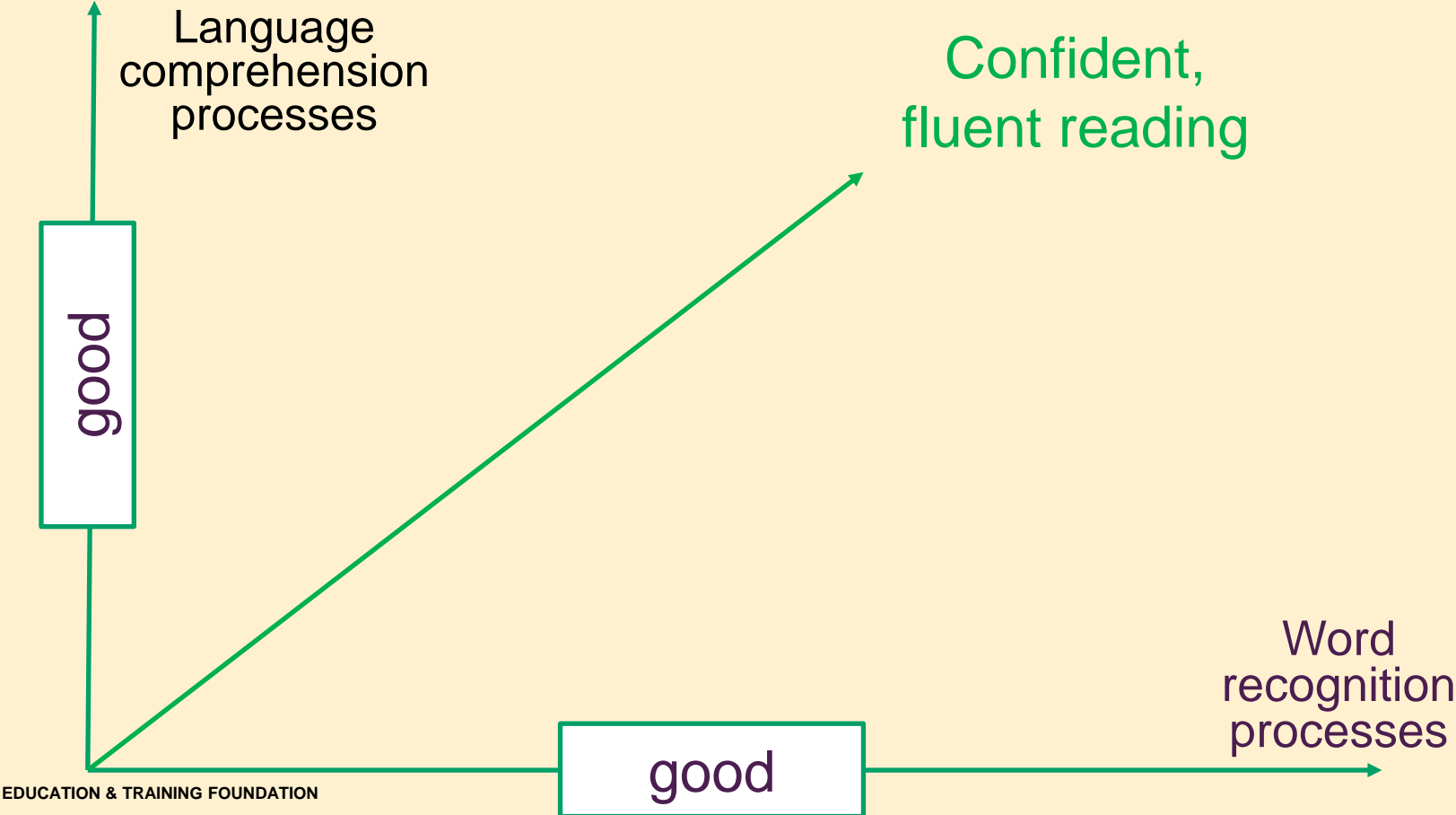
UCL RESEARCHERS – GEMMA MOSS, SAM DUNCAN, SINÉAD HARMEY AND BERNARDITA MUÑOZ-CHEREAU.
COMMISSIONED BY THE EDUCATION AND TRAINING FOUNDATION.

JUNE 2018



[Current practice in using phonics with post 16 learners](#)

SIMPLE VIEW OF READING (SVR)



WORD RECOGNITION - UNPACKING THE UNDERPINNING SKILLS

How do we 'attack'
unfamiliar words?



achlorhydric

rifaximinin

gastroesophageal

muculolipidosis

Integrating phonics skills development within a Functional English session



CHOOSING OR ADAPTING A READING RESOURCE TO ENCOURAGE PRACTICE IN DECODING

- Some words are more easily decodable than others.
- Look at the words on the next slide taken from some instructions about changing a spare wheel.
- What do you need to consider when deciding whether learners will be able to decode them?

- plastic
- tapered
- correctly
- anticlockwise
- manual
- handbook
- position

- diagonal
- prise
- apply
- clearance
- hubcap
- sequence



Some key messages

How to fit a spare wheel

Park the car on hard, level ground and put the handbrake on.



Get out the jack, the wheel wrench and the spare wheel.



If the wheel has a plastic trim or hubcap, prise it off with your fingers or with the flat end of the wheel wrench. Then use the wrench to take off the nuts by half a turn anticlockwise.

Check in the handbook to make sure you place the jack correctly under a jacking point. Then jack up the car so that there is space to fit the new wheel.



Use the wheel wrench to take off the nuts.

Put them in the plastic trim or hubcap so that they don't get lost and then switch over the wheels.

Put the nuts back on, making sure they face the right way round i.e. with the tapered side towards the wheel.



Tighten the wheel nuts till they are just finger tight and then lower the jack. When the wheel is back on the ground again, tighten the nuts right up.

Put the jack, the tools and the old wheel back in the boot.

- Post 16 learners are not blank slates.
- Basic phonic skills can be explored using multisyllabic words from learners' rich spoken vocabulary.
- Post 16 phonics should enhance, not replace current teaching
- Don't teach phonics; use phonics to teach reading and spelling
- A knowledge of morphology is useful for both tutors and learners.

Analysing a learner's support needs

Going The To buy a car

- 1 When you go to buy a car
- 2 you shud away check
- 3 The undref
- 4 and you shud check the
- 5 Engine is not leaking oil
- 6 and you shud check the
- 7 Engine is not waze *
- 8 and you shud check that The sille
- 9 are not rust then you shud
- 10 And the pyse up of the
- 11 Jiny need duntat



Look at this learner's strengths and weaknesses:

- How might you explain some of the errors?
- Where might you start working with this learner?

The challenge of moving from spoken to written language

- ‘ck’ (check)
- words ending in ‘y’ (noisy)
- word boundaries (doing to it)
- common words (should, buy)
- ‘th’ written as ‘f’

Key messages

Buying a second-hand car



Where to buy

If you go to an auction, you should always

If you go to a garage, make sure that

If you buy a car privately, remember to

What to look for

	Good signs	Bad signs
Engine		
Bodywork		
Interior		

What type of car

If you are thinking of buying a Fiesta, look out for

- Phonics-based teaching focuses on skills at word level.
- It needs to be complemented by teaching that explicitly develops skills and knowledge at text and sentence level.
- An assessment of a learner's phonic skills can be gained through a careful analysis of free writing.

Learning more about phonics enables teachers to ...

- describe types of spelling error accurately
- identify where the learner is on a continuum of phonic skills and knowledge
- discuss a learner's support needs with other tutors
- prioritise starting points for key elements of a student's learning programme
- choose & implement teaching strategies
- recognise learners who may have specific learning difficulties

Supporting ESOL learners: background

- Some ESOL learners may have little or no literacy already (and this may affect speed of progress)
- Some ESOL learners may be highly literate, just not in English
- Some languages have a completely different orthography (writing system) from English, e.g. written from right to left, top to bottom, in logographs (*pictures for words*) and with or without punctuation/different punctuation

- Some languages are phonetically regular, where one letter or group of letters always corresponds to one sound (*e.g. Finnish/Spanish*)
- For languages with the same alphabet as English, connections between sound and symbol (*phoneme-grapheme correspondence*) are sometimes different from what is familiar
- Some learners may use their familiar writing system in order to get the sounds of English written down (*e.g. may write down in Arabic or Cantonese script, which are phonetic, so they can remember sounds*)

- Learners may not be able to discriminate between sounds and this can present problems when writing things down. *(If you don't perceive the difference, you can't follow the same cues for writing.)* (This applies for some people with dyslexia too.)
- Learners may not be able to produce some English sounds easily in speech and so may find reading/spelling difficult *(they have fewer cues to hang on to for reinforcement/memory)*
- Some ESOL learners may also have dyslexia/SEND. If rate of learning is particularly slow, take this into consideration.

Activity



- Read your allocated the pen portraits (*R5.4*).
- What factors are likely to affect progress for these learners?
- Discuss these with your group and be ready to share.

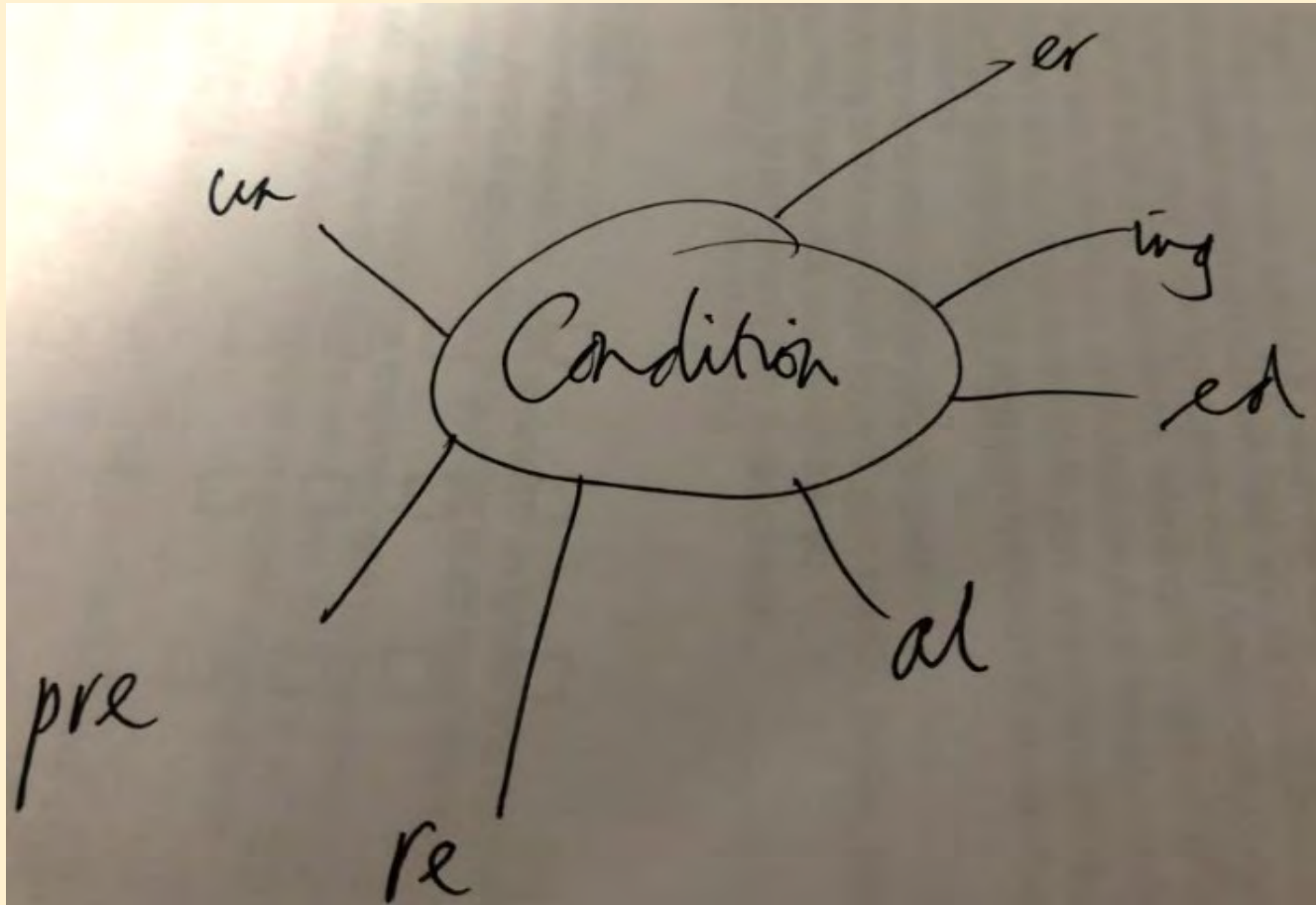
You may also want to look at HO 5.3 for ideas.

Use vocational and complex words quickly

Don't hold them back. Use the words they need straight away.

- Show them how words are constructed so they can see patterns.
- Use cards, sticky notes, colour, glossaries
- Make it multisensory
- Practise alphabetical order

Look at 'teachit' and other sources for ideas and share your ideas with others on the course.



Patterns of delivery

What would you do if...

- the course is condensed into just a few weeks?
- the course is distance/blended learning where the teacher and learner meet online once a month or so?
- you have a mixed level class and a minority are working at Entry 3?

How do you currently engage your learners in improving their spelling?

The ETF Post-16 phonics toolkit



The screenshot shows the Department for Education Teaching and Learning Resources website. The header includes the Department for Education logo and a search bar. Below the header is a navigation menu with tabs for 'Home', 'Early Years', 'Primary', 'Secondary', 'Whole School', and 'Case studies'. The main content area is titled 'Substrand 9.3: Reviewing spelling and increasing knowledge of word derivations, patterns and families'. It features a section for 'Teaching for progression: Writing' with a sub-heading 'What are the key issues in relation to progression in writing for pupils?'. Below this is a list of sub-strands: 'Substrand 7.1: Generating ideas, planning and drafting', 'Substrand 7.2: Using and adapting the conventions and forms of texts', 'Substrand 8.1: Developing viewpoint, voice and ideas', 'Substrand 8.2: Varying sentences and punctuation for clarity and effect', and 'Substrand 8.3: Improving'. To the right of the list is a section for 'Substrand 9.3: Reviewing spelling and increasing knowledge of word derivations, patterns and families' with a sub-heading 'With these teaching approaches you can help your pupils secure the knowledge they already have, and develop strategies to improve where needed in more challenging or ambitious areas.' Below this is a 'Background' section that states: 'Pupils will have been taught aspects of this strand at Key Stage 2, and therefore you will want to use the teaching ideas selectively. Year 6 pupils will have been taught how to spell familiar words correctly and to employ a range of strategies to spell difficult and unfamiliar words. They will also have studied how to use appropriate strategies to edit, proofread and correct spelling in their own work and on screen. Less confident pupils may, therefore, need reinforcement and consolidation, while more-able pupils could be encouraged to pursue investigations that develop their appreciation of the origins and patterns of English spelling, enabling them to make ambitious word choices in a variety of writing tasks.'

The DfE National Archive of teaching and learning resources

HALF WAY THERE

Think of a ‘critical incident’ that has happened in your teaching since the course started. This could be anything you choose but which you learnt from.

- How did you deal with it?
- What are the key learning points for you so far?
- What has resonated with your teaching?

During this session, write some feedback on post-it notes. These will be your *‘exit tickets’*.

Rachel Öner

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ETFFOUNDATION.CO.UK

**THANK YOU
ANY QUESTIONS?**