# Synthetic Phonics Tutor Professional Development Programme

## HANDBOOK FOR **PD COORDINATORS**

**Transforming Teacher Education and Learning**

NATIONAL TEACHING COUNCIL

**NTC**

Building Confidence, Raising Teaching Standards

# SYNTHETIC PHONICS TUTOR PROFESSIONAL DEVELOPMENT PROGRAMME

The Government of Ghana

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# FOREWORD

Learning to read is a wonderful, exciting and momentous process. Looking back to our own childhood we will remember that the ability to decode and blend letter sounds provides the platform to read independently, opening up a whole world of knowledge and possibilities.

Yet too many Ghanaian children are not learning to read effectively, hindering their future educational opportunities and life chances. While it is not easy to provide a definitive answer as to why learning outcomes in many schools remain so poor, the 'rote learning' methods which we have traditionally used to teach reading are surely a contributory factor.

All children deserve the opportunity to learn to read and this is why the Government is leading a concerted nationwide effort to improve Early Grade Education and ensure that children are able to read at an appropriate age. The new Pre-Tertiary Curriculum which was rolled out across all Kindergartens and Basic Schools this month seeks to radically change teaching and learning, putting much greater emphasis on active learning, communication and encouraging interaction which builds on students' own experiences and surroundings. Synthetic phonics- an approach which first teaches individual letter sounds and then builds up to blending these sounds together to pronounce words- is an important part of these efforts.

This Synthetic Phonics Handbook stems from a direct request made by the Minister of Education, Dr Matthew Opoku Prempeh, in May 2019. The Honourable Minister noted that, under his administration, synthetic phonics will now play a prominent role in enabling learners to acquire reading skills across Ghanaian basic school classrooms but that Colleges of Education were not adequately preparing student teachers to use synthetic phonics methodologies such as Jolly Phonics. This Handbook attempts to fill this gap and I would like to thank the team of Ghanaian linguistics specialists who, with the guidance of Professor Jonathan Fletcher, produced this very useful Handbook.

The Handbook will be used across all 46 Colleges of Education to train tutors how to teach Synthetic Phonics and will, in turn, enable these tutors to pass on their newly acquired skills and expertise to the student teachers under their tutelage. The Handbook will be used in weekly sessions, facilitated by tutors themselves, utilising participatory methods, research and reflection to enhance knowledge, skills and practices.

This Synthetic Phonics Handbook is a very useful resource as it takes time to explore the importance of learning to read, the role of phonics in reading and the need for learners to develop auditory discrimination before dealing with the specifics of teaching phonics and phonetics. The handbook provides a comprehensive guide for tutors and covers several different forms of synthetic phonics to teach Ghanaian languages and English.

Transforming Teacher Education and Learning (T-TEL), a Government of Ghana programme funded by UK aid, is committed to ensuring that Ghana has a teacher education system which encourages prospective student teachers to see teaching, and particularly Early Grade teaching, as a challenging, stimulating and high-status profession. I am pleased that, through the development of this Synthetic Phonics Handbook, we are able to play our part in helping to enhance the teaching of reading in the Early Grades and contribute towards improved learning outcomes nationwide.

**Robin Todd**
**Team Leader, T-TEL**
**September 2019**

# INTRODUCTION

The session begins with an overview of the Synthetic Phonics Tutor Professional Development Programme, which seeks to assist tutors in strengthening their ability to train student teachers to teach reading and writing through the effective use of synthetic phonics in both Ghanaian languages and English. The session looks the importance of reading and teaching reading in L1 and L2.

**PDC NOTES**

- Read this session in advance and practise the activities with a peer.
- Determine the required materials and resources to be used and make them available.
- If you are not sure about anything, please consult your Zonal Education Advisor.
- As always, please make sure you keep record of attendance.
- Welcome your tutors to the session.
- Ask one tutor to read the overview and the learning outcomes of the Synthetic Phonics Tutor Professional Development Programme.
- Remind tutors that the concepts of inclusion, equity and gender responsiveness are embedded in all the activities in the programme.

## Overview of the synthetic phonics programme

The Synthetic Phonics Tutor Professional Development Programme is designed in such a way that it enables you to have sessions during which discussions will be held on the relevance of teaching reading and writing in both Ghanaian languages and English in general. It also looks at the English Language Curriculum for Primary Schools' position on the use of synthetic phonics in teaching reading and writing at the basic education level. The synthetic phonics approach to learning and teaching reading and writing is explored, explaining what it is and how different it is from other approaches and types; how it can be applied;  appropriate assessment  and intervention methods it can employ and its overall benefits to teaching reading and writing in the indigenous languages and English.

**Learning Outcomes of the Synthetic Phonics Tutor Professional Development Programme**

After going through this programme, you should be able to:

1. Demonstrate understanding of the importance of reading and the key features of teaching reading in both L1 and L2.
2. Demonstrate and apply the knowledge of phonics in teaching reading.
3. Demonstrate knowledge and understanding of auditory discrimination and pre-writing activities in preparing to teach phonics.
4. Exhibit understanding of Synthetic Phonics, its characteristics, the benefits and implications of effective phonics teaching for reading.
5. Demonstrate understanding of the English alphabetic code, the phonics stages and how these can be used in teaching early reading.
6. Demonstrate knowledge and understanding of various synthetic programmes used in teaching reading in the Ghanaian languages and how they support   literacy development at the early grade level.

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4. Exhibit understanding of Synthetic Phonics, its characteristics, the benefits and implications of effective phonics teaching for reading.
5. Demonstrate understanding of the English alphabetic code, the phonics stages and how these can be used in teaching early reading.
6. Demonstrate knowledge and understanding of various synthetic programmes used in teaching reading in the Ghanaian languages and how they support literacy development at the early grade level.
7. Demonstrate knowledge and understanding of the various synthetic phonics programmes in English language and how they support literacy development at the early grade level.
8. Demonstrate knowledge, understanding and use of various assessment strategies in assessing phonics to support learners' literacy development.
9. Demonstrate knowledge and understanding of the various intervention strategies used to support learners who are struggling with reading.

**The Synthetic Phonics Tutor Professional Development Programme is made up of the following sessions.**

**Session 1:** The importance of reading and teaching reading in Ghana considering L1 and L2.

**Session 2:** A link between phonics and reading in the English Curriculum for Primary Schools (Basic 1-6).

**Session 3:** Preparing for phonics teaching.

**Session 4:** Introducing (Systematic) synthetic phonics: Characteristics, Benefits and Implications in Phonics Teaching.

**Session 5:** Introducing (Systematic) synthetic phonics: Alphabetic code and the phonics stages.

**Session 6:** Familiarization with the various synthetic phonics used in teaching reading in the Ghanaian languages.

**Session 7:** Familiarization with synthetic phonics programmes in English language.

**Session 8:** Preparing for phonics assessment.

**Session 9:** Phonics intervention.

# UNIT 1: THE IMPORTANCE OF READING AND TEACHING READING IN L1 AND L2

| Learning Outcomes | Learning Indicators |
| --- | --- |
| By the end of the session, every tutor should be able to: Demonstrate understanding of the importance of reading and the key features of teaching reading in both L1 and L2. | 1. Explain the importance of reading in both L1 and L2. 2. Give examples and discuss the key features of effective teaching of reading in L1 and L2. |

## REVISION OF PREVIOUS KNOWLEDGE (15 MINUTES)

**PDC NOTES**

Introduce the session with a revision on what reading is about.

**Ask tutors to:**
- Individually, reflect on the meaning of reading and its types.
- **What is reading?**
- Decoding printed text with understanding.
- **Purpose of reading**
- for learning
- entertainment
- information
- survival, etc.
- **Form two or more groups**
- **Discuss the meaning of reading and its types**
  - Intensive reading
  - Extensive readings
- Take note of the key points

- Individually, reflect on the meaning of reading and its types.
- Form two or more groups.
- Discuss the meaning of reading and its types.
- Take note of the key points.

## INTRODUCTION

Reading is vital in the ever-shifting paradigm of today's world. It is involved in almost everything we do. One cannot function properly if one lacks this skill.

*The act of reading, particularly engaged reading, as opposed to the mechanics of reading, is a powerful predictor of life success by any measure… It is the best predictor of life income, career options, even life partner choices. And neuroscience is proving that reading fiction is one of the most powerful means of developing sympathetic individuals, with better social skills and higher levels of self-esteem, resulting in increasing self-improvement and pro-social behaviour. The converse, especially for unengaged young male readers, especially many of those engaged in long hours playing video games, is higher unemployment and dependence on social welfare, anti-social behaviour and increased crime rates.*
***Let's get our kids reading!***
***Culled from Diakiw (2017)***

**SCENARIO**
Imagine living in a world without the ability to read. What an impediment that will be!
Here is a scenario which further explains this handicap:

*All the children of the animals in the forest were to be taught reading so that they could read written instructions, directions, road signs, and manuals to avoid traps and poisons because man had come to live with them. So they all went to school but because of palm kernel, the pup (young rat) decided not to attend school and played truant. One fateful day, he entered a house which had some inscription on the gate. But because there were ripe palm fruits in the yard, he entered anyway.*

*Suddenly, he heard loud growls from two ferocious huge guard dogs. They pounced on him, but he was able to escape by the skin of his teeth through a tiny hole in the wall which the dogs could not go through. He came out sweating and bleeding profusely. Coincidentally, all the other young animals had closed from school and saw him. They asked urgently: "What has happened to you?"*
*"Err, err …" he gasped pointing at the house. All the other animals went to the gate and read the warning:*
**"BEWARE OF DOGS".** *"Does it mean you didn't read the notice?"*
*The rat replied regrettably, "You know I can't read."*

## Activity 1: The importance of reading (30 minutes)

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**PDC NOTES**

This activity is to help tutors understand the importance of reading in L1 and L2.
**Ask tutors to:**
- Form two or more groups
- Read the scenario above and use it to begin the discussion on the importance of reading
- Share ideas with the whole group for discussion and feedback
- Note down the importance of reading and what it entails

**Suggested Responses:**
- Importance of reading – e.G. It
- Helps learners to discover new things
- Develops the mind
- Develops the imagination of learners                                  .
- Develops good reading skills, especially in a phonics reading programme,
- Improves spelling

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- Form two or more groups.
- Read the scenario above and use it to begin the discussion on the importance of reading.
- Share ideas with the whole group for discussion and feedback.
- Note the importance of reading and what it involves.

## Activity 2: Key features of effective teaching of reading in L1 and L 2 (30 MINUTES)

**PDC NOTES**

This activity is to help tutors understand the key features of effective teaching of reading in L1 and L2.

**Ask tutors to:**
- Form two or more groups
- Reflect on the key features of teaching reading in l1 and l2
- Share with the whole group for discussion and feedback
- Note down the key features of effective teaching of reading in l1 and l2

**Suggested responses include:**
- Print Awareness
- Sounds of Speech
- Phonemic Awareness
- Fluency
- Vocabulary
- Spelling
- Comprehension
- Writing

- Form two or more groups.
- Reflect on the key features of effective teaching of reading in L1 and L2.
- Share ideas with the whole group for discussion and feedback.
- Note the key features of effective teaching of reading in L1 and L2.

**REFLECTION (15 MINUTES)**

- What were the key points in this session?
- Indicate where you need clarification.

**INTER-UNIT ACTIVITY**

Read material on phonics as Sub-strand 2 under Reading in the English Language Curriculum for Primary Schools Basic 4-6 (pages 17-22).

**MATERIALS FOR UNIT 2:**

English Language Curriculum for Primary Schools Basic 4-6 Pages 17-22

# References

Asamoah, J.K., Tabi-Arhin P. (2001).  Teaching English in Basic Schools. Accra: T.E.D

Brewster, J., Ellis, G, & Girald, D. (2002). The Primary English Teacher's Guide.
Essex: Pearson Educational Ltd.

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# UNIT 2: INTRODUCTION TO READING IN THE ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOLS (KG 1 - BASIC 6)

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of the session, every tutor should be able to:<br>Demonstrate knowledge of the importance of phonics in teaching reading. | 1. Explain the importance of using phonics in teaching reading.<br>2. Show a link between phonics and the English Language Curriculum for Primary Schools ( KG 1- Basic 6). |

## Revision Activity (15 minutes)

**PDC NOTES**

Introduce Session 2 with reflections from Session 1.
**Ask tutors to:**
- Write one thing they learnt in Session 1 and indicate how they used it in their classroom, and how student teachers can apply it in their teaching of reading in the basic school.
- Share their views with the whole group.
- Read the introduction to Session 2 (Let one tutor read the introduction aloud).

- Write one thing you learnt in Session 1 and indicate how you used it in your classroom, and how student-teachers can apply it in their teaching of reading in the basic school.
- Share your views with the whole group.

## INTRODUCTION

Phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling.

Phonics instruction equips the learners with tools to expand their vocabulary. It begins by teaching learners that sounds are represented by specific letters. Phonics skills are important for learners to be able to read meaningfully. Learners, who master phonics, learn to recognise individual sounds and how to blend them together to form words. It enables learners to learn to read faster.

## Activity 1: Importance of using phonics in teaching reading Introduction to reading in the Primary Schools (30 minutes)

**PDC NOTES**

This activity is to help tutors use phonics to teach reading. Ask tutors to:

- Form two or more groups
- Discuss the importance of using phonics in teaching reading
- Share with the whole group for discussion and feedback
- Note down the importance of using phonics in teaching reading and what it entails

**Suggested responses include:**

**It**
- Supplies learners with tools to expand their vocabulary
- Helps learners to spell words correctly
- Enables learners learn to read faster

In your groups:
- Discuss the importance of using phonics in teaching reading.
- Share with the whole group for discussion and feedback.
- Note down the importance of using phonics in teaching reading and what it entails.

## Activity 2: A link between phonics and reading in the English Language Curriculum for Primary Schools (30 minutes)

**PDC NOTES**

This activity is to help tutors to show a link between phonics and reading in the English Language Curriculum for Primary Schools (KG 1 -Basic 6). Ask tutors to:
- Form two or more groups
- Reflect on the link between phonics and reading in the English Language Curriculum for Primary Schools (KG 1 -Basic 6)   (September, 2019)
- Share with the whole group for discussion and feedback
- Note down the importance of the link between phonics and reading in the English Language Curriculum for Primary Schools (KG 1 -Basic 6).

**Suggested responses include the following:**
It provides the tutor with the:
- Background and expectations of the use of phonics in the teaching of reading in the English Language Curriculum for Primary Schools (KG 1 -Basic 6).
- Knowledge and demands of the English Language Curriculum for Primary Schools (KG 1 - Basic 6).
- Skills in using phonics instruction in teaching reading in the new curriculum.

In your groups,

- Reflect on the link between phonics and reading in the English Language Curriculum for Primary Schools (KG 1 -Basic 6).
- Share your ideas with the whole group for discussion and feedback.
- Note down the importance of using phonics in teaching reading and what it entails.

**REFLECTION (15 MINUTES)**

What do you think is the strongest link between phonics and reading in the English Language Curriculum for Primary Schools (KG 1 - Basic 6).

**INTER-UNIT ACTIVITY**

Read on auditory discrimination before the next PD session.

**MATERIALS FOR UNIT 3:**

1. PD Handbook.

## Bibliography

*Asamoah, J.K., Tabi-Arhin P. (2001). Teaching English in Basic Schools. Accra: T.E.D*

*Brewster, J., Ellis, G, & Girald, D. (2002). The Primary English Teacher's Guide.*
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*Chall, J. S. (1983). Stages of reading development. New York: McGraw-Hill.*

*Crystal, D. (2000). Cambridge Encyclopedia of Language. 2nd Edition. Cambridge University Press.*

*Diakiw, J.(2017). Reading And Life Success .A Blog*

*Morrow, L. M., Cambell, L.B. & Pressley, M. (Ed) (2003). Best Practices in Literacy Instruction. New York: Guilford Publications Ltd.*

# UNIT 3: PREPARING FOR PHONICS TEACHING

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of this session, every tutor should be able to:<br><br>Demonstrate knowledge and understanding of auditory discrimination and pre-writing activities in preparing to teach phonics. | 1. Explain the concept and relevance of auditory discrimination in preparing to teach phonics.<br>2. Identify the different levels of auditory discrimination.<br>3. Use some auditory discrimination and pre-writing games/activities for pre-phonics teaching. |

## Revision Activity (10 minutes)

**PDC NOTES**

Introduce Session 3 with reflections from Session 2.
**Ask tutors to:**
- Reflect on the following questions:
   1. What is the role of reading in the basic school curriculum?
   2. In what ways can phonics assist KG-P3 pupils acquire and reinforce basic language skills?
- Share their deliberations with the larger group.

Individually reflect on the following questions:
   1. What is the role of reading in the basic school curriculum?
   2. In what ways can phonics assist KG-P3 pupils acquire and reinforce basic language skills?
Share your deliberations with the larger group.

## INTRODUCTION

In learning to read and apply phonics in L1 or L2, learners need to be able to discriminate between the sounds that they hear. This session looks at preparing for phonics teaching through auditory discrimination and pre-writing activities.

Auditory discrimination is the ability to tell the difference between sounds that we hear. The level of auditory discrimination we need learners to reach is attained when they can distinguish individual sounds in words, then they can blend and read words independently. Auditory discrimination activities can be fun and easy ways to keep learners active while developing important skills that will lead to the ability to read.

Reading and writing are closely related. Just as we prepare learners for reading, we also need to prepare them for writing. Pre-writing activities are essential to equip learners with the requisite skills for beginning writing.

This session therefore will focus on the concept and relevance of auditory discrimination, levels of auditory discrimination and explore some auditory discrimination and pre-writing activities needed in preparing tutors and student teachers for phonics teaching.

## Activity 1: The concept and relevance of Auditory Discrimination in preparing to teach phonics (NTS 2d) (20 minutes)

**PDC NOTES**

This activity enables tutors to understand the meaning of auditory discrimination and appreciate the role it plays in preparing for teaching synthetic phonics.

- Put tutors into two or more groups.

**Ask tutors to**
- tell what they know about auditory discrimination (you may surf the internet for information on auditory discrimination)
- share the information gathered with the whole group for discussion
- Summarize the discussions by highlighting the meaning of auditory discrimination
- Ask tutors to read the scenario below and answer the following questions.

1. How can knowledge of auditory discrimination help address the challenge in this scenario?
2. What is the relevance of auditory discrimination skills?
   - Take feedback from the groups on the questions above.

**Suggested responses**
**Meaning:** Auditory discrimination is the ability to recognise the differences between sounds that we hear. It allows learners to distinguish between sounds to be able to blend and read words.

**Relevance**
- It helps with language acquisition in learners
- It develops learners' listening skills
- It prepares learners to identify sounds of letters to be able to blend and read words
- It prepares learners for spelling

Read Annexe 3.1 for more information on the meaning and relevance of auditory discrimination.

In your groups,
- Surf the internet for information on auditory discrimination.
- Share the information gathered with the whole group for discussion.

## Scenario

Read the scenario below and answer the questions that follow:

*A mentee realized that about half of her class could not read. She attempted using the phonics method to help them but was put off by the learners' inability to distinguish between the different sounds that they hear in words. In her frustration, she approached you the tutor for help.*

1. How can knowledge of auditory discrimination help address the challenge in this scenario?
2. What is the relevance of auditory discrimination skills?

## Activity 2: Levels of Auditory Discrimination (NTS 2d) (25 minutes)

**PDC NOTES**

The purpose of this activity is to help tutors identify the process in which learners learn to hear individual sounds in words in order to prepare them for phonics lessons.

- Using the **Fish Bowl\*\*** activity, prepare manila cards in the shape of fishes and attach an office pin to the tip of each fish.
- Write each of the 5 levels of auditory discrimination on a fish.
    1. Discriminating between sounds in the environment
    2. Discriminating between different words in speech
    3. Discriminating syllables in words
    4. Discriminating rhyming words
    5. Discriminating individual sounds in words

- Put tutors into groups and invite one person from each group to act as a fisherman to fish from a bowl for their level. A group may fish for more than one fish/level.
- Ask tutors in their groups to:
    - Discuss the level of auditory discrimination they picked.
    - Present their ideas on flipchart for gallery walk.
- Give a summary and direct tutors to read the Annexe 3.2 for further information

In your groups,

◊ Nominate one tutor to fish for an auditory discrimination level for discussion.
◊ Discuss the level of auditory discrimination you picked.
◊ Present your ideas on flipchart for gallery walk.

**\*\*Fish Bowl activity has to do with cutting manila card in the shape of a fish. Sounds, words, phrases etc are written on each fish. Office pins are attached to the tip of each fish and a magnet attached to a fishing line to catch a fish.**

## Activity 3: Auditory Discrimination and Pre-Writing Activities (NTS 2c&d) (30 minutes)

**PDC NOTES**

In this activity, tutors will explore a variety of auditory discrimination and pre-writing activities for preparing to teach phonics. Tutors will have the opportunity to prepare and demonstrate some of these activities.
- Prepare a list of 10 auditory discrimination activities and 10 pre-writing activities as shown below and print copies for group work.

| Number | Auditory Discrimination Activities | Pre- Writing Activities |
|--------|-----------------------------------|-------------------------|
| 1 | Listening Walks | Threading pieces of straws or beads |
| 2 | Teddy is lost in the jungle | Lacing different materials with holes e.g. shoe, board/card. |
| 3 | New words to old songs | Draw any picture of the learner's choice. Extension: The learner can label the picture e.g. just initial letters of words. |
| 4 | I know a word | Draw something you saw on the way to school. Extension: The learner can label the picture e.g. just initial letters of words. |
| 5 | I spy a name | Draw something from a story we read in class. Extension: The learner can label the picture e.g. just initial letters of words. |
| 6 | Name play | Draw an animal / plant / boat, etc. (i.e. something related to the theme). Extension: The learner can label the picture e.g. just initial letters of words. |
| 7 | Whose voice | Make a pattern. |
| 8 | Rhyming your name | Look around the room for a shape and draw it. |
| 9 | Mrs. Browning has a box | Look around the room and write any letters you can see. |
| 10 | Roly Poly | Look around the room and write some words that you can see. |

- Put tutors into groups.
- Ask each group to choose a number from 1 to 10 through balloting.
- Give each group a copy of the list of auditory discrimination and pre-writing activities.
- Ask tutors to refer to the list for the auditory discrimination and pre-writing activities that correspond to their number.
- Refer tutors to Annexe 3.2 to read on the activities assigned them.
- Ask the groups to prepare to demonstrate to the whole group how to use those activities.
- Take feedback after each group's presentation

In your groups,

- Send someone to choose a number from 1 to 10 through balloting.
- Refer to the table for the auditory discrimination and pre-writing activities that correspond to your number.
- Read Annexe 3.2 for information on the activities assigned you.
- Prepare to demonstrate to the whole group how to use your activities.

**REFLECTION (5 MINUTES)**

- Write on sticky notes, one key issue discussed under each of the following:
    1. The concept and relevance of auditory discrimination
    2. Levels of auditory discrimination
    3. Auditory discrimination and pre-writing activities/games
- Exchange sticky notes with a partner for peer review.

**INTER-UNIT ACTIVITY**

Read Annexe 4 in Session 4 of the Synthetic Phonics Handbook in preparation for the next session.

**MATERIALS FOR UNIT 4:**

Synthetic Phonics Handbook

# UNIT 3 - ANNEXES

## ANNEXE 3.1: PREVIEW FROM ARTICLE ON AUDITORY DISCRIMINATION

Auditory discrimination can help or hinder a child's academic growth and development. Deutsch and Wepman define auditory discrimination as the ability to recognize or distinguish between sounds used in speech. Auditory discrimination has been investigated into two types of problems: articulation problems and reading problems. In summarizing the research on audition, Johnson concluded that the problems association with auditory dysfunction are not related to anatomy. Many studies have clearly found a high coefficient of correlation between poor auditory discrimination and poor reading. The evidence in support of this relationship indicates that the problem is most serious in the lower grades of elementary school. Wolfe compared eight- and nine-year old retarded readers with average readers of the same age and found the retarded readers inferior in the ability to discriminate between parts of words. Thompson, who worked with second grade pupils, found auditory discrimination of first-grade entrants highly prognostic in identifying the learners who became good readers.

## ANNEXE 3.2: EXTRACT FROM FTTT PHONICS MANUAL

### Auditory Discrimination
**The listening skills that need to be developed so that learners can succeed in blending and segmenting.**

Auditory discrimination is the ability to tell the difference between different sounds. The level of auditory discrimination we need learners to reach is when they can hear individual sounds in words, then they can blend and read words independently.

Auditory discrimination activities can be a fun and easy way to keep learners active while developing important skills that will lead to the ability to read. These activities can be done as warm-ups or in the middle of the lesson to keep the learners awake, or to conclude a lesson.

The process in which learners learn to hear sounds in words is as follows:

**Level 1 – Discriminating Sounds in the Environment**
The most basic level of auditory discrimination is hearing the difference between sounds in our environment, e.g. being able to identify the sound of a car passing, the noise of a fan going, etc. Learners should progress from being able to identify these distinct sounds to being able to identify more closely linked sounds, e.g. different people's voices or the difference between a car and a motor.

**Level 2 – Discriminating Between Different Words in Speech**
Once learners can identify sounds in their environment, they are ready to move on to the next level of auditory discrimination. Learners become aware that speech is made up of individual words. They develop this skill through rhyme and rhythm activities when they clap, tap and stamp the rhythm of various rhymes. These first two levels of auditory discrimination should be developed in KG, but can also be addressed in Lower Primary. Many activities you can do to develop these skills are quick, fun and active – helping to keep the learners motivated and alert.

**Level 3 – Discriminating Syllables in Words**
Learners first become aware that a sentence is made up of individual words. Say: 'The learners listen

to their teacher quietly.' There are seven words that make up this sentence:
'The chil-dren list-en to their tea-cher qui-et-ly.' The sentence is now segmented into the twelve individual syllables. The word teacher has two syllables: tea-cher. The word quietly has three syllables: qui-et-ly.

### Level 4 – Discriminating Rhyming Words
The skill of hearing rhyming words is a crucial step to being able to blend words. Learners should be able to suggest or give words that rhyme, e.g. for cat, give sat, mat, hat, rat, etc.
If you give them a list of words such as 'sun, run, hat, fun' they should be able to spot the odd one out (i.e. hat). When teaching about rhyme you can include playing with non-words e.g. lat, dat, gat as rhymes for cat. Developing a sense of rhyme is an essential part of teaching phonics that must be practiced in order for the learners to be able to blend.

### Level 5 – Discriminating Individual Sounds in Words
The level we want learners at this stage to get to is the ability to identify individual sounds in words. Then the learner can read words through blending and segmenting. For example, the learner could identify that bag is made up of three individual sounds – /b/ /a/ /g/ –blended together.

Learners naturally progress through many of these stages. For example, parents rarely intentionally teach their learners the sound a car makes or the sound of a fan – they learn it from being exposed to sounds. However, learners need guidance from their teacher to reach the higher levels of auditory discrimination.

## Auditory Discrimination Games and Activities

**Listening Walks:** This is a listening activity that can take place indoors or outdoors.
Remind the learners about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the learners to show you how good they are at listening and talk about why listening carefully is important. Encourage the learners to listen attentively to the sounds around them. Talk about the different sounds they can hear.

After the learners have enjoyed a Listening Walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and can be prompted by replaying sounds recorded on the walk.

**A Listening Moment:** This is another activity that can take place indoors or outdoors.
Remind the learners how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment. Ask them what made each sound and encourage them to try to make the sound themselves.

**Drum outdoors:** Give each learner a beater or make drumsticks (e.g. from short pieces of dowel). Encourage the learners to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters: a wooden door, a wire fence, a metal slide and a few items such as pipes and upturned pots you have 'planted'.

Ask each learner to demonstrate their favourite sound for the rest of the group. The whole group can join in and copy. Ask each learner to take up a position ready to make their favourite sound. An adult or a learner acts as conductor and raises a beater high in the air to signal the learners to play loudly and lowers it to signal playing softly.

**Teddy is lost in the jungle:** One learner (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other learners they are going to guide the rescuer to the teddy by singing loudly as the rescuer gets closer to the teddy or quietly as the rescuer moves further away from the teddy. Alternatively lead the learners in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.

**Mrs Browning has a box:** Turn a box on its side with the opening facing away from the learners. One by one place between four and six familiar noisy items (e.g. a set of keys, biscuit packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald' but using your own name or one of the learners's:

'Mrs . . . has a box ee i ee i o
And in that box she has a . . .'
Stop. Gesture and ask the learners to listen.

Handle one of the objects in the box, out of sight, to make a noise. The learners take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice: 'With a zzz zzz here and a zzz zzz there . . .'

Allow the learners to take a turn at making a noise from inside the box and use their names as you sing.

**Favourite sounds:** Ask the learners to think about sounds that they do and do not like (e.g. stormy weather, barking dogs, car horns, crying babies) and to say why.

**New words to old songs:** Take a song or rhyme the learners know well and invent new words to suit the purpose and the learners's interests. Use percussion instruments to accompany the new lyrics.

**Adjust the volume:** Two learners sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Then try the activity with an adult and one learner.

**Roly poly:** Rehearse the rhyme with the actions (rotating hand over hand as in the song
'Wind the Bobbin Up').
'Ro . . . ly . . . po . . . ly . . . ever . . . so . . . slowly
Ro . . . ly . . . poly faster.'
(Increase the speed of the action as you increase the speed of the rhyme.)
Now add in new verses, such as:
'Stamp . . . your . . . feet . . . ever . . . so . . . slowly
Stamp . . . your feet faster.'

Ask the learners to suggest sounds and movements to be incorporated into the song, e.g.
'Say hello ever so quietly.
Say HELLO LOUDER!'

**Listen to the beat:** Play different rhythms. Remind the learners to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc. Keep the beat simple at first (e.g. suitable for marching) then move on to more complex rhythms for the learners to skip or gallop to.
I know a word: Throughout the course of daily activities, encourage the learners to think about and

play with rhyming words. The adult begins with the prompt, e.g. 'I know a word that rhymes with cat, you need to put one on your head and the word is . . . hat.' This can be used for all sorts of situations and also with some of the learners's names: 'I know a girl who is holding a dolly, she is in the book corner and her name is . . . Molly.' As learners become familiar with rhyme, they will supply the missing word themselves.

**I Spy names:** With a small group of learners sitting in a circle, start the game by saying: 'I spy someone whose name begins with . . .' and give the sound of the first letter, for example, 's' for Satish.' Then ask, 'Who can it be?' Satish stands up, everyone says his name and he carries on the game, saying 'I spy someone whose name begins with . . .' and so on. If any learners call out the name before the learner with that name, still let the learner whose name it is take the next turn.

Name play: **Call out a learner's name and make up a fun sentence starting with the name** (e.g. 'Ben has a big, bouncy ball', 'Kulvinder keeps a kettle in the kitchen', 'Tim has ten, tickly toes', 'Fiona found a fine, fat frog'). Ask the learners to think up similar sentences for their own names to share with others.

**Voice sounds:** Show learners how they can make sounds with their voices, for example:
'Make your voice go down a slide – "wheee!"'
'Make your voice bounce like a ball – "boing, boing".'
'Sound really disappointed – "oh".'
'Hiss like a snake – "sssss".'
'Keep everyone quiet – "shshshsh".'
'Gently moo like a cow – "mmmoooo".'
'Look astonished – "oooooo!"'
'Be a train – "chchchchch".'
'Buzz like a bumble bee – "zzzzzzz".'
'Be a clock – "tick tock".'

This can be extended by joining single speech sounds into pairs (e.g. '"ee-aw" like a donkey').

**Target sounds:** Give each learner a target sound to put into a story when they hear a particular word or character (e.g. make a 'ch' sound when they hear the word 'train'). Start with a single sound that the small group of learners can make together when they hear a target word. Be prepared to prompt initially and leave pauses in your reading to make it obvious when the sounds are required.

**Whose voice?:** Ask learners to close their eyes. Choose one learner to say something (e.g. by touching them lightly on the shoulder). The learners then open their eyes and have to guess who spoke.
Clapping sounds: Think of words using the letters, 's, a, t, p, i, n' (e.g. 'sat, pin, nip, pat, tap, pit, pip') and sound them out, clapping each phoneme with the learners in unison, then blend the phonemes to make the whole word orally. As the learners's confidence develops, ask individuals to demonstrate this activity to others.

**I S-p-y:** I Spy for younger learners – rather than just giving the initial sound, sound out the whole word e.g. 'I spy a ch-air', 'I spy a b-e-n-ch', 'I spy J-oh-n'.
Clapping rhythms: Clap a simple rhythm and ask the learners to clap it back to you.
Vary the rhythm that you clap. Once the learners are used to this activity, invite a learner to clap the rhythm for others to copy.

**Rhyming your name:** Choose a learner's name and make nonsense rhymes with it using the initial letters in order of the alphabet, pointing to the alphabet frieze as you go, e.g. 'Aan, Ban, Can, Dan, E-an, Fan, Gan . . . for Dan'.

## KG1 'Getting Ready for Writing Time'

Every day after playing the phonics game, use any remaining time as 'Getting Ready for Writing Time'.

Learners should always have the choice of where they work and what they use. The following should be available:

- Sand and either sticks or fingers for mark making
- Chalkboards and chalk
- Paper and pencils
- If possible, each learner should have a 'busy book' of their own – a blank exercise book (containing plain sheets) / KG G-Book

## Ideas of Activities for 'Getting Ready for Writing Time':

1. Draw any picture of the learner's choice. Extension: The learner can label the picture. Celebrate any attempt at writing, e.g. just initial letters of words.
2. Draw something you saw on the way to school. Extension: The learner can label the picture. Celebrate any attempt at writing, e.g. just initial letters of words.
3. Draw something from a story we read in class. Extension: The learner can label the picture. Celebrate any attempt at writing, e.g. just initial letters of words.
4. Draw an animal / plant / boat, etc. (i.e. something related to the theme). Extension: The learner can label the picture. Celebrate any attempt at writing, e.g. just initial letters of words.
5. Make a pattern.
6. Look around the room for a shape and draw it.
7. Look around the room and write any letters you can see.
8. Look around the room and write some words that you can see.
9. Write all of the letters that you know.
10. Write all of the numbers that you know.
11. Copy or write your name (you can give the learners their name cards to assist them).
12. Pattern copying.
13. Making letters or number shapes with stones or shells.
14. Teacher to draw two parallel lines: straight, curving and winding for learners to draw between (see below for examples); draw a balloon for a learner to draw a string for, a fence pattern (+++++++) or zigzag pattern (/\/\/\/\/\/\/\).

## References

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# UNIT 4: INTRODUCING (SYSTEMATIC) SYNTHETIC PHONICS: CHARACTERISTICS, BENEFITS AND IMPLICATIONS IN TEACHING READING

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of this session, every tutor should be able to:<br><br>Exhibit understanding of synthetic phonics, its characteristics, the benefits and implications of effective phonics teaching for reading. | 1. Explain synthetic phonics and its characteristics.<br><br>2. Identify and discuss the benefits of using synthetic phonics in teaching reading.<br><br>3. Provide implications of using the synthetic phonics programme in the teaching of reading. |

## Revision Activity: (10 minutes)

**PDC NOTES**

Introduce Session 4 with reflections from activities in Session 3.
- Ask tutors to reflect on the following in groups and write down their thoughts:
    ◊ What is auditory discrimination?
    ◊ What is its relevance in preparing to teach phonics?
- Call one or two groups to share their reflections with the larger group.

In your groups,

- Reflect on the following and write down your thoughts:
    ◊ What is auditory discrimination?
    ◊ What is its relevance in preparing to teach phonics?
- Share your reflections with the larger group.

## INTRODUCTION

The session begins with a brief introduction to synthetic phonics and then provides its characteristics, showing how it differs from the traditional way of teaching reading. It also focuses on how tutors can support student teachers to come up with benefits and implications of adapting synthetic phonics programme in teaching reading. Synthetic phonics has been proven to be effective in the teaching of reading and writing in the early years of learners' education. It is therefore a useful programme to learn as it will add to tutors' knowledge of the different teaching strategies (NTS 2d and NTS 3g).

## Activity 1: Learning what Synthetic Phonics is and its characteristics (30 minutes)

**PDC NOTES**

This activity provides tutors the opportunity to introduce student teachers to the synthetic phonics programme as a variant programme for teaching reading.
 Put tutors into groups and ask them to review Annexe 4 which is a write-up on synthetic phonics and its characteristics.

**Ask tutors to:**
◊ Discuss what synthetic phonics is.
◊ Study the characteristics of synthetic phonics.
◊ Nominate one person in each group to present a summary of their discussion. Their summary should explain how they understand synthetic phonics and state 5 characteristics.

**Suggested Responses**
Participants should be able to explain synthetic phonics and demonstrate knowledge of its characteristics:
**What is synthetic phonics?**
• Synthetic Phonics is a method of teaching children to read and write.
• Synthetic Phonics has nothing to do with being artificial. The word 'synthetic' is related to the word 'synthesise', which means to blend.
**Characteristics:**
• Learners are taught how the English alphabetic code works before they are expected to do the harder tasks of reading books and writing independently.
• Synthetic Phonics does not start with whole printed words. It starts with single letters and the sounds that the letters represent. ( Refer to Annexe 4)

In each of your groups
• Review Annexe 4 which is a write-up on synthetic phonics and its characteristics.
• Discuss what synthetic phonics is.
• Study the characteristics of synthetic phonics.
• Nominate one person to present a summary of your discussion. Your summary should explain how you understand synthetic phonics and state 5 characteristics.

## Activity 2: Benefits of using Synthetic Phonics in teaching reading (20 minutes)

**PDC NOTES**

In this activity, tutors will explore benefits of using synthetic phonics in teaching early reading to learners.
• Put tutors into groups
• Ask tutors to reflect, drawing on their previous discussion on synthetic phonics, and
◊ list five benefits of using synthetic phonics to teach reading
◊ share their findings with the larger group

**Suggested Responses**

- **it**
  - ◊   is child-centred
  - ◊   makes  reading and writing fun and fast
  - ◊   uses a multi-sensory approach
  - ◊   is easy for teachers to learn and apply
  - ◊   can be used to assist struggling learners at all levels

In your groups, reflect and:

- List Five Benefits Of Using Synthetic Phonics To Teach Reading.
- Share Your Findings  With The Larger Group.

## Activity 3: Implications of using synthetic phonics in teaching reading (20 minutes)

**PDC NOTES**

In this activity, tutors will explore implications of using synthetic phonics in teaching early reading to teachers and learners.

- Put tutors into groups
- Ask tutors to reflect, drawing on their previous discussion on synthetic  phonics, and
  - ◊  list five implications of using synthetic phonics to teach reading
  - ◊  share their findings with the larger group

**Suggested Responses**

- Learners will be
  - ◊  able  to read  meaningfully at an early stage
  - ◊  able to spell at an early stage
  - ◊  motivated to learn to read
  - ◊  able to write legibly
- There should be resources for learners
- Teachers will
  - ◊  find teaching reading easier
  - ◊  find satisfaction in teaching because of positive results
  - ◊  have a method of teaching reading that may be applied to other subjects i.e. using pictures, stories and actions to teach.
- Teachers need to be resourceful.

In your groups, reflect and:

- List five implications of using synthetic phonics to teach reading.
- Share your findings  with the larger group.

**REFLECTION (10 MINUTES)**

1. Which of the characteristics of synthetic phonics do you find most interesting?

**INTER-UNIT ACTIVITY**

1. Read Annexes 5.1 and 5.2 as you prepare for the next session.

**MATERIALS FOR UNIT 5:**

Synthetic Phonics Handbook

# UNIT 4 - ANNEXES

## SYNTHETIC PHONICS: DEFINITION AND CHARACTERISTICS

- The word 'synthetic' has nothing to do with being artificial, but rather related to the word 'synthesise' which means to blend.

- Synthetic phonics is a method of teaching children to read and write. The children are taught how the English alphabetic code works before they are expected to do the harder tasks of reading books and writing independently.

- Synthetic Phonics does not start with whole printed words. It starts with single letters and the sounds that the letters represent.

- As soon as the children have been taught a few letters and sounds, including one or two vowels, they are taught to look at the words, produce a sound for each letter (no digraphs should be included at this point) and then blend the sounds all through the word into normal pronunciation. This 'synthesising' (blending sounds) is the essential skill for working out unknown words. Increasing numbers of words can and should be blended as each letter sound is introduced. Once words have been blended a few times, they can be read without blending, as if they were sight words.

- At the same time, the children are taught how to write letters and how to identify the individual sounds in words. For example, if children have been taught how to form single letters and can hear that the word 'dig' has the sounds /d-i-g/ in it, then they can write this word.

- In addition to teaching the sounds made by single letters, synthetic-phonics programmes also teach the sounds made by digraphs, such as /ai/[ rain, drain, grain], /ee/ [see, bee, teen] /oa/[ boat, coat, loaf], /or/[ sort, fork, pork] and /ou/ [ loud, shout, cloud]. Although learning the sounds made by digraphs is slightly more difficult than learning the sounds made by single letters, the children just need to learn to say one sound for the two letters. Care is taken to ensure that the new letter knowledge is put into practice straight away, with plenty of blending and segmenting of regular words that use the new digraphs.

- Sounds are taught in all positions of the words and the emphasis is on all through- the-word segmenting and blending. Examples: /s/ [ sin, ask, loss] /p/ [pain, ape, tap] /a/[ at, cat]  /i/ [in, bit]

- Reading and spelling are taught side by side so that children understand that the alphabet code is reversible (decoding and encoding).

- Letter names are only taught when children need to learn two letter and three letter graphemes, as they need the vocabulary to refer to the letters making the grapheme. e.g. 'c' and 'h' together can represent /ch/.

- Learners are moved through 'levels' of the alphabet code, from the simple to the complex, in a systematic way:

  ◊ A phoneme can be represented by one grapheme/ letter e.g. 'c' for /k/. Example:    the phoneme for the grapheme 'c' in the word can is /k/
  ◊ A phoneme can be represented by two or more graphemes e.g. 'ck' for /k/. Example: the phoneme for the grapheme 'ck'in the word back is /k/
  ◊ A phoneme can be represented in multiple ways. For example, the phoneme /ai/ can be represented as  'ai' in words like paint and claim ; 'ay' say and bay; ' a' in apron and  able; 'a-e' in date and name; 'aigh' in straight,   and 'eigh' in eight and weight.
  ◊ A spelling choice can represent more than one phoneme. For example, the following words have 'ea' spelling, but it has different sounds in each:  great, clean, bread.

- Over-reliance on visual memory is regarded as limiting so learners need to learn 'by sight' only a small number of irregular, high-frequency words.

- Irregular words and more tricky words are introduced slowly and systematically. The teacher starts with what is known and draws attention to the 'tricky bit'.

- Children are provided with plenty of phonetically decodable reading material to practise sounding out and blending – first single words, followed by short sentences, then decodable stories.

- Use of pictures and context are made for reading and spelling of homophones and to help with the meaning of words once they have been successfully decoded.

- Learners read and spell nonsense words as well as real words to ensure that they are using phonics skills rather than visual memory. They are taught to think about whether what they have decoded or encoded makes sense or not.

- In spelling, the emphasis is on hearing the sounds in sequence through the word rather than 'look, cover, write, check'. However this visual strategy plays a larger part with unusual spellings and spelling variations.

- Teachers value accuracy above speed. Fluency (i.e. speed, accuracy, expression, and comprehension) will come with time, but the child's understanding of the relationship between letters and sounds is the all important first step.

- Multisensory activities are used to increase enjoyment and intensify learning.

## REFERENCE

*The above materials were culled from https://jolloyphonics.cpdcollege.com, and*

*http://www.getreadingright.com.au/wp-content/uploads/components-of-a-systematic-synthetic-phonics-program.pdf*

# UNIT 5: INTRODUCING (SYSTEMATIC) SYNTHETIC PHONICS: THE ALPHABETIC CODE AND THE PHONICS STAGES.

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of this session, every tutor should be able to:<br><br>Demonstrate understanding of the English alphabetic code, the phonics stages and how these can be used in teaching early reading. | 1. Discuss the English alphabetic code.<br>2. Explain the 5 phonics stages.<br>3. Create activities that can be used at each stage to teach reading at the early grade level. |

## Revision Activity (10 minutes)

**PDC NOTES**

Introduce Session 5 with reflections from activities in Session 4.
Ask tutors to reflect on the following in groups and write down their thoughts on sticky notes:
- Why do you think using the synthetic phonics programme will be beneficial to the teaching and learning of reading at the early stage?
Call one or two groups to share their reflections with the larger group.

In your groups, reflect on the following and write down your thoughts on sticky notes:
- Why do you think using the synthetic phonics programme will be beneficial to the teaching and learning of reading at the early stage?
- Share your reflections with the larger group.

## INTRODUCTION

This session is a continuation of the previous one which introduced the synthetic phonics programme, its characteristics, benefits and implications. Here, the discussion continues by presenting certain important aspects of synthetic phonics programme. It begins with the explanation of the English alphabetic code: the letter sounds and the alternative letter spellings used in synthetic phonics. This session also looks at the 5 phonics stages that synthetic phonics follows. The session ends with activities that could be applied at each stage in teaching early grade reading.

## Activity 1: The English alphabetic code (30 minutes)

> **PDC NOTES**
>
> This activity focusses on helping tutors see the relationship between the sounds and letters of the English language. Tutors will be introduced to the letter sounds in synthetic phonics with the aim of getting them to see how to represent each of the letters of the alphabet and digraphs with its corresponding sound.
> - Put tutors into groups and ask them to:
>   ◊ Review annexe 5.1 Which is a write-up on the english alphabetic code.
>   ◊ Discuss issues that arise from their reading.
>   ◊ Present their findings on a flip chart.
>   ◊ Take a gallery walk and look at other groups' flip charts and write down comments.
>   ◊ Present comments for general discussion.
>
> **Suggested Responses**
> - The nature of written English makes reading and writing problematic.
> - The fact that the English language has more sounds than there are letters to represent those sounds poses a challenge for learners.
> - The English language has also borrowed extensively from other languages which have different spelling and pronunciation systems.
> - It is therefore important to teach the English alphabetic code with great care.

In your groups,
- Review annexe 5.1 Which is a write-up on the english alphabetic code.
- Discuss issues that arise from your reading.
- Present your findings on a flip chart.
- Take a gallery walk and look at other groups' flip charts and write down comments.
- Present comments for general discussion.

## Activity 2: The five stages of synthetic phonics (20 minutes)

> **PDC NOTES**
>
> This activity focusses on teaching the five stages of synthetic phonics in a systematic order.
> - Put tutors in groups and ask them to discuss the five stages of synthetic phonics (Refer tutors to Annexe 5.2).
> - Write the five stages on pieces of paper and ask each group to pick one.
> - Ask groups to:
>   ◊ discuss the stage picked and
>   ◊ nominate one person to explain the stage they picked
>
> **Suggested Responses:**
> The five stages of synthetic phonics are:
> - Learning letter sounds
> - Learning letter formation
> - Blending sounds to form words
> - Identifying sounds in words for spelling
> - Learning tricky words (e.G. I, the, he, she, so etc.)

In your group,
- Discuss the five stages of synthetic phonics.
- Pick a stage from the pieces of paper provided from the PDC.
- Discuss the stage picked.
- Nominate one person to explain the stage you picked.

## Activity 3: Creating activities that can be used at each phonic stage to teach reading (20 minutes)

**PDC NOTES**

This activity focuses on helping tutors to create activities that can be used at each stage to teach reading.
- Let tutors stay in the same groups they formed for the previous activity, and
  ◊ Create two activities to demonstrate how the stage they picked can be used to teach reading.
  ◊ Nominate two members to demonstrate one activity each to the general group.

In your groups,

- Create two activities to demonstrate how the stage you picked can be used to teach reading.
- Nominate two members to demonstrate one activity each to the general group.

**REFLECTION (10 MINUTES)**

Which of the stages of synthetic phonics do you find most interesting?
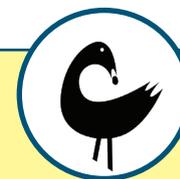
**INTER-UNIT ACTIVITY**

Read Annexe 6.1 and ponder over the various synthetic phonics programmes in the Ghanaian languages for the next session.

**MATERIALS FOR UNIT 6:**

Synthetic Phonics Handbook.

# UNIT 5 - ANNEXES

## ANNEXE 5.1 - THE ENGLISH ALPHABETIC CODE

*Note: the materials presented below talk about synthetic phonics in general though in some areas references have been made from Jolly Phonics, which is a type of synthetic phonics.*

## THE ENGLISH ALPHABETIC CODE

Many problems with the English alphabetic code have originated from the influence of other languages. For example, the digraph ‹ch› has three sounds in English: the /ch/ sound as in church, chops, rich; the /k/ sound as in Christmas, chemist, architect (Greek influence) and the /sh/ sound as in champagne, chef, machine (French influence).

English spellings can also be problematic. One factor related to the unpredictability of English spellings is that the first English dictionary was printed a long time ago. Since then, the spelling of English words has remained much the same, even though the pronunciation of many of these words has changed over the years.

### Digraphs cause added complexity

Another reason why the spelling of English words can prove problematic is that the English language has more sounds (phonemes) than there are letters to represent those sounds. The accepted number of sounds in English is 44, and yet there are only 26 letters. This means that some sounds have to be represented by two letters, which are called digraphs, such as, /ai/ rain, /ou/ loud, /sh/ ship etc. Sometimes, more than two letters are used to represent one sound; for example, the /igh/ in night or the /eigh/ in eight.

Digraphs representing sounds would not be a serious problem if there were just one digraph for each sound. Unfortunately, there can be many ways of representing a single sound. For example, look at the following nine alternative ways of representing the long /a/ sound. (Even this long list is not comprehensive; there are more spellings of the long /a/, but fortunately these are very rare!)

1. ai …. rain, frail, daily
2. ay …. say, play, crayon
3. a-e …. date, name, lemonade
4. a …. apron, angel, change
5. ei …. feint, vein, veil
6. ey …. they, grey, obey
7. eigh .. eight, neigh, sleigh
8. et …. ballet, sorbet, buffet
9. ea …. great, break, steak

All this means that, instead of having 44 letters and letter combinations to represent the 44 sounds of English, there are roughly 170+ alternative ways of representing the sounds. For some children, this amount of learning is easy, but for others it is quite a challenge. Consequently, the alphabetic code needs to be introduced very carefully.

Although the complicated English alphabetic code has many spellings for each of the sounds, it is much more regular than many people think. It just needs to be taught with greater care; teachers

should progress from the simple to the more complex skills, ensuring that all children master enough of the code to enable them to read and write fluently by the time they are about eight years old.

## Phonics and Phonetics

It is important to understand that there is a big difference between phonics and linguistics. Unlike phonics, phonetics is concerned with the study of speech sounds, and is an exceedingly detailed and complex subject. For instance, we may take it for granted that the /r/ sounds in ray and in tray are the same sound and, in Jolly Phonics, they are treated as such. However, for a phonetician, the two sounds are rather different; the phonetician would point out that the /r/ sound in ray is voiced and non-fricative, while the /r/ sound in tray is voiceless and fricative. Phoneticians are also concerned with accents; they would, for example, distinguish between the /a/ sound made by British English speaker, and the /a/ sound made by an American English speaker. The extra distinctions made in Phonetics are definitely not what is needed when teaching young children.

Phonics, on the other hand, is intended to help young children learn to read and write in the simplest way possible. It achieves this by giving them enough basic understanding of the sound-symbol relationships (phoneme-grapheme correspondences) that will enable them to work out most unknown words for themselves. This is why Jolly Phonics advocates using only the simplest terminology and phonic knowledge with the children. For example, rather than using the linguistic terms 'phoneme' and 'grapheme', we tend to keep to the simpler terminology of letter sounds.

Similarly, although we write in Jolly Phonics about the first 42 letter sounds, the reality is that, technically, we cover only 39 letter sounds. The sounds in /qu/ are actually a /k/ and /w/; the sounds in /x/ are really a /k/ and /s/ and the sounds in /ue/ are a /y/ and an /oo/. Essentially, /qu/, /x/ and /ue/ are blends of letter sounds that have already been covered, but explaining them as such to the children would not make it easier for them to read words with a /qu/, a /x/ or a /ue/ in them.

## The letter sounds

Another reason for not getting too bogged down in linguistic details is that English is a 'living' language; pronunciation and accents vary enormously around the world and constantly evolve over time. For instance, there is only one sound for ‹oo› in some Scottish accents, which is /oo/ as in moon. Many Irish accents have a /t/ sound for the /th/. American speakers tend to pronounce the letter ‹o› as /ah/, that is, in the same way that British speakers say the /ar/ sound. There are hundreds more examples. The interesting thing is that children are incredibly good at adjusting the code to the way that they pronounce the words.

For reading, it is not necessary to know all 170+ different ways of representing the sounds. In fact, just knowing the first 42 letter sounds and the alternative spellings for those sounds (opposite) is usually sufficient.

What is essential is that the children are able to blend words that use these common letter sounds fluently. Blending needs to become the automatic response to all words that have not been read before.

With this ability, the children are then frequently able to deduce words that contain an unknown letter sound by adjusting (tweaking) the pronunciation. Most words will contain some regular letter sounds that the children know. With a bit of adjustment of the vowel pronunciations and some consideration of the context, the children are able to read most words. The wider knowledge of the 170+ different ways of representing the sounds is needed far more for spelling than for reading.

**The 42 letter - sounds of Jolly Phonics**

1.      s, a, t, i, p, n
2.      ck ,e, h, r, m, d
3.      g, o, u, l, f, b
4.      ai, j, oa, ie, ee, or
5.      z, w, ng, v, oo ,oo
6.      y, x, ch, sh, th, th
7.      qu, ou, oi, ue, er, ar

**Alternative letter- sound spelling**

ai      ay (play) , a-e (late)
ee      ea (team), e-e (these)
ie      igh (sigh) , y (cry) , i-e (time)
oa      ow (slow) , o-e (hope)
ue      ew (few) ,u-e (tube)
oo      ue (glue) , ew (flew) , u-e (rude)
er      ir (girl) ,ur (burn)
or      au (fault) , aw (saw) , al (talk)
oi      oy  (boy)
ou      ow (how)
f       ph ( alphabet)

## Additional videos
https://www.youtube.com/watch?v=syFPuQ7FEGk
https://www.youtube.com/watch?v=E53qbDg5Xzg

## REFERENCE:
*Culled from course pdf _2 at https://jolloyphonics.cpdcollege.com.*

## ANNEXE 5.2 - Phonics Stages

The five basic skills for reading and writing are: 1.Learning the letter sounds 2.Learning letter formation 3.Blending 4. Identifying sounds in words 5. Spelling the tricky words.

### 1. Learning the letter sounds
In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds are written with two letters, such as ee and or. These are called digraphs. The sounds are put together seven groups as shown below.

Group 1:      s, a, t, i, p, n
Group 2:      c k, e, h, r, m, d g,
Group 3:      g, o, u, l, f, b
Group 4:      ai, j, oa, ie, ee, or
Group 5:      z, w, ng, v, oo, oo
Group 6:      y, x, ch, sh, th, th
Group 7:      qu, ou, oi, ue, er, ar

## 2. Learning letter formation

It is very important that a child holds their pencil in the correct way. The grip is the same for both left- and right-handed children. The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on. A child needs to form each letter the correct way.

## 3. Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out d-o-g and making dog. It is a technique every child will need to learn, and it improves with practice. To start with, you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word.

## 4. Identifying sounds in words

The easiest way to know how to spell a word is to listen for the sounds in that word. This is also called segmenting and is the reverse of blending. Start by having your child listen for the first sound in a word. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear. Begin with simple three-letter words such as cat or hot. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word fish, for example, has four letters but only three sounds, f-i-sh.

## 5. Spelling the tricky words

There are different ways to learn words with irregular or tricky spellings: 1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure. 2) Say it as it sounds. Say the word so each sound is heard. For example, the word was is said as 'wass', to rhyme with mass.

*Culled from www.jollylearning.co.uk*

# UNIT 6: FAMILIARISATION WITH THE VARIOUS SYNTHETIC PHONICS PROGRAMMES USED IN TEACHING READING IN THE GHANAIAN LANGUAGES

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of this unit, every tutor should be able to:<br><br>Demonstrate knowledge and understanding of the various synthetic phonics programmes used in teaching reading in the Ghanaian languages and how they support literacy development at the early grade level. | 1. Discuss the various synthetic phonics programmes used in teaching reading in the Ghanaian languages to promote reading among early grade and struggling upper primary learners.<br>2. Identify the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages<br>3. Discuss appropriate classroom-based activities that will support the use of the various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom. |

## Revision Activity (15 minutes)

**PDC NOTES**

Introduce the session with a revision on the alphabetic code and the phonics stages in teaching reading.

**Ask tutors to:**
- Form two groups
- Assign one group to discuss the alphabetic code and the other the phonics stages in teaching reading.
- Report their discussions to the general group.
- Take note of the key points.

In your groups, reflect on:

- The alphabetic code or the phonics stages in teaching reading.
- Report findings to the larger group and take note of the key points.

## INTRODUCTION

Reading is a key variable to success in education in particular and in life. It helps us to search for information from documents and online sources to enrich our lives. Teaching learners to read using the synthetic phonics approach helps with easy linking of letters with their respective sounds (letter-sound knowledge) and words especially when it is done in the L1 of the learner. In addition, it helps learners to produce the correct sound of unfamiliar words. It also builds the stock of vocabulary and spelling skills of early grade learners. This culminates in early grade learners and struggling learners becoming effective and independent readers. (NTS 2d and 3g).

## Activity 1: Discuss the various synthetic phonics programmes used in teaching reading in the Ghanaian languages to promote reading among early grade and struggling upper primary learners (20 minutes)

**PDC NOTES**

This activity is to help tutors to identify and discuss the various Ghanaian Language synthetic phonics programmes and how they are used to promote early grade learners' reading.

**Ask tutors to:**

- Form two groups
- Discuss the synthetic phonics programmes used in teaching reading in the Ghanaian Languages. ( They can surf the internet for information)
- Share with the whole group for discussion and feedback.

**Suggested Responses**

**Some synthetic programmes used in teaching reading in Ghanaian languages**

- Early Grade Reading Project (USAID- Ghana Partnership for Education- Learning),
- Complementary Basic Education
- School for Life (SfL) (Functional Literacy)
- Strategic Approach to Girls Education (SAGE)

**How the synthetic phonics programmes used in teaching reading in the Ghanaian Languages develop the reading skills of early grade learners**

They help them in:

- Linking letters with their respective sounds,
- Sound discrimination,
- Segmentation of words,
- Vocabulary building, etc.

In your groups, reflect on:

- Discuss the synthetic phonics programmes used in teaching reading in the Ghanaian Languages. ( You can surf the internet for information).
- Share with the whole group for discussion and feedback.

## Activity 2: Identify the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages (20 mins)

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**PDC NOTES**

This activity is to help tutors identify the similarities and differences among the various synthetic phonics programmes in the Ghanaian languages.

**Ask tutors to:**
- Form two groups
- Deliberate on the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages.
- Do a semantic mapping (graphic organizer) of the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages.
- Share their group work with larger group for feedback and comments.

**Suggested Responses**
- Similarities among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages: Each
- has a teacher's guide
- is aimed at helping learners develop good reading skills and become independent readers.
- teaches easy decoding of letters into their respective sounds, sound discrimination, sound blending, word formation and vocabulary building.

Differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages
- Early Grade Reading Project (USAID-Ghana Partnership for Education -Learning) teaches the letter-sounds based on frequency of use in the Ghanaian languages
- SfL, teaches the letter-sounds based on order of appearance on the alphabetic table.
    ◊ SfL are used in informal education
    ◊ Early Grade Reading Project is used in formal education (KG2-BS2).
    ◊ Early Grade Reading Project takes into consideration the objectives/milestones in the primary school literacy curriculum but SfL do not consider the literacy curriculum

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In your group,
- Deliberate on the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages.
- Do a semantic mapping (graphic organizer) of the similarities and differences among the various synthetic phonics programmes used in teaching reading in the Ghanaian languages.
- Share your group work with larger group for feedback and comments.

## Activity 3: Discuss appropriate classroom-based activities that will support the use of the various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom

**PDC NOTES**

This activity is to assist tutors to use the various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom.

**Ask tutors to:**
- Individually, reflect on appropriate classroom-based activities that will support the use of various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom.
- Do group discussion on appropriate classroom-based activities that will support the use of various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom.
- Write notes on the main classroom-based activities that will support the use of the various synthetic phonics programmes used in teaching reading in the Ghanaian languages early grade learners to improve their reading skills.

**Suggested Responses:**
- Games (e.g. fishing for sounds)
- Storytelling
- Repetition and rhyming
- Debates
- Conversations on interesting topics
- Description of objects in the environment

In your groups,
- Discuss the appropriate classroom-based activities that will support the use of various synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom.
- Write notes on the main classroom-based activities that will support the use of the various synthetic phonics programmes used in teaching reading in the Ghanaian languages to early grade learners to improve their reading skills.

**REFLECTION (10 MINUTES)**

Ask tutors to write the key points discussed in the session.

**INTER-UNIT ACTIVITY**

Read materials for Session 7 on familiarisation with synthetic phonics programmes in English language.

**MATERIALS FOR UNIT 8:**

Synthetic Phonics Handbook.

# UNIT 7: FAMILIARIZATION WITH SYNTHETIC PHONICS PROGRAMMES IN ENGLISH LANGUAGE

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of this unit, every tutor should be able to:<br><br>Demonstrate knowledge and understanding of the various synthetic phonic programmes in English language and how they support literacy development at the early grade level. | 1. Identify and discuss the various synthetic phonics programmes in the English language and how they can be used to promote reading among early grade learners.<br>2. Identify the similarities and differences among synthetic phonics programmes.<br>3. Identify and discuss appropriate classroom-based activities that will support the use of the synthetic phonics programmes used in teaching reading in the early grade classroom. |

## Revision Activity (10 minutes)

**PDC NOTES**

Introduce the session with revision on synthetic phonics and the role of (systematic) synthetic phonic programmes in Ghanaian language.

**Ask tutors to:**
- List some of the synthetic phonics programmes used to teach reading in the Ghanaian languages
- Write any two similarities and differences between the synthetic phonics programmes identified
- List at least two school-based activities that support the use of the synthetic phonics programmes used in teaching reading in the Ghanaian languages in the early grade classroom.

In your groups,

1. List some of the synthetic phonics programmes used in teaching reading in the Ghanaian Languages.
2. Write any two similarities and differences between the synthetic phonics programmes identified.
3. List at least two school-based activities that support synthetic phonics programmes used to teach reading in the Ghanaian languages in the early grade classroom.
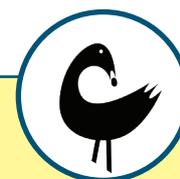
## INTRODUCTION

Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading is a means for language acquisition and communication. There are several approaches to teaching reading. Some of these approaches are phonics approach, linguistic approach, multisensory approach, neurological impress technique, language experience approach and reading comprehension support.

The phonics approach has become a commonly used practice and approach to teaching children to read. There are two main approaches to the teaching of phonics: synthetic and analytic. The main difference between these two is their methodologies. Whereas the analytic method teaches reading with whole words and their analysis, synthetic phonics teaches the sounds and how they are processed into words. In this session, we are going to study some of the synthetic phonics programmes and examine how they are used. (NTS 2d, 3g).

## Activity 1: Identification and discussion of some synthetic phonics programmes in English Language (30 minutes)

**PDC NOTES**

This activity focuses on some synthetic phonics programmes used in the teaching of reading in English language. The activity focuses on assisting tutors to use these various programmes to promote reading among early grade learners.

**Ask tutors to sit in groups:**
- Ask each group to:
  - ◊ Choose a programme through balloting
  - ◊ Study their programme and examine the features (refer them to Annexe 7.1; they may surf the internet for more information on these programmes).
  - ◊ Present their findings on a flip chart for gallery walk and take note for the next activity.
- Ask tutors to discuss their findings

**Suggested Responses: Synthetic Phonics Programmes in English**
- Jolly phonics
- Floppy's phonics
- Letters and sounds
- Phonic pathways
- No nonsense phonics
- Fast-track Transformational Teacher Training (FTTT) Phonics

In your groups,

- Choose a programme through balloting.
- Study your programme and examine its features (refer to Annexe 7.1; you may surf the internet for more information on these programmes).
- Present your findings on a flip chart for gallery walk and take note for the next activity.
- Discuss your observations from the gallery walk.

## Activity 2: Identification of the similarities and differences among synthetic phonics programmes (20 minutes)

**PDC NOTES**

This activity is to assist every tutor identify the similarities and differences among synthetic phonics programmes.

- Ask tutors to regroup (cross grouping)
- Ask each group to examine the similarities and differences among the programmes they observed in the gallery walk
- Ask each group to report their findings through the radio report strategy

**Suggested Responses:**

- **Similarities:**
    - ◊ All programmes feature direct, daily, systematic teaching of phonics for reading and writing.
    - ◊ They are all active and multi-sensory and cover the core features of all good synthetic phonics programmes.
    - ◊ They all use letter-sound correspondences, blending, segmenting, letter formation and tricky words.

- **Differences:**
    - ◊ **Ages of learners, duration of the programme and stages/classes:** FTTT is a two-year programme from age four; Floppy's phonics is approximately two-year programme from age five; Jolly phonics starts from age four to twelve ( KG – BSC 6); No nonsense and Phonic pathways are not limited.
    - ◊ **Remedial:** FTTT, Floppy's, Jolly, Letters-and-sounds are designed for first time learners, whereas No nonsense and Phonic Pathways are additionally suitable for remedial teaching.
    - ◊ **Skills taught:** FTTT, Floppy's, Letters-and-sounds teach letter sounds, letter formation, blending, segmenting;
    - ◊ **Jolly teaches letter sounds, letter formation, blending, segmenting;** No nonsense teaches the alphabet, letter formation, letter sounds, blending and spelling; Pathways teaches the alphabet, blending and left-to-right eye movement.
    - ◊ **Content taught:** FTTT teaches auditory discrimination skills, 29 sounds including the sounds of 2 additional Fante letters to support learners read in Fante and 28 High Frequency Words (HFW); Jolly teaches 42 letter sounds, 72 tricky words, blending, segmenting, main alternatives, grammar, punctuation, spelling; Floppy's, Pathways, Letters-and-sounds and No nonsense teach mainly 40+ letter sounds, common exception words,
    - ◊ **Pace:** The programmes are designed to develop reading at varying speeds, though the pace at which the skill is acquired depends on peculiar classroom situations.
    - ◊ **Order of presentation of graphemes:** All the programmes teach the letters in different orders and at different ages (stages/classes)

In your groups,
- Examine the similarities and differences among the programmes you observed during the gallery walk.
- Report your findings through the radio report strategy.

## Activity 3: Identification of appropriate classroom-based activities that support the synthetic phonics programmes used in teaching reading in the English languages in the early grade classroom (25 minutes)

**PDC NOTES**

This activity is to assist every tutor identify appropriate classroom-based activities that will support the synthetic phonics programmes used in teaching reading in the English language in the early grade classroom.

- Ask tutors to remain in their groups.
- Ask each group to identify and discuss appropriate classroom-based activities that will support the deployment of English language synthetic phonics programmes.
- Ask each group to report findings through the radio reporter strategy.
- Note and summarise the issues raised.

**Examples of activities**
- Games (e.g. fishing for sounds, mimicking animal sounds)
- Story-telling
- Repetition of rhyming words (rhyming)
- Songs

In your groups,
- Identify and discuss appropriate classroom-based activities that will support the deployment of the synthetic phonics programmes used in teaching reading in the English language in early grade classroom.
- Report your findings to the larger group.

**REFLECTION (5 MINUTES)**

1. Name any three synthetic phonics programmes.
2. List 3 appropriate classroom-based activities for teaching synthetic phonics.

**INTER-UNIT ACTIVITY**

Read Session 8 for the next PD session

**MATERIALS FOR UNIT 8:**

Synthetic Phonics Handbook

## UNIT 7 - ANNEXES

## ANNEXE 7.1: TYPES OF SYNTHETIC PHONICS PROGRAMMES

### The Floppy's Phonics

It is a multi-sensory approach to the teaching of reading. As a multi-sensory programme, it employs sounds (letter names, songs, etc), sight (characters/symbols and colours) and movement (writing). To gain the attention and interests of learners, the programme is built on narratives (stories) involving a lead character (Floppy) and his friends (Biff, Chip and Kipper) and their families. The presentations of the stories also involves abundance of colour pictures also designed to capture the interest and attention of learners to enrich their vocabularies and develop their comprehension. The programme involves the teaching of letter-sound correspondence, blending for reading, segmenting for writing, letter formation, and tricky words. Floppy's phonics lessons are carefully sequenced to ensure that teaching and learning is straightforward, effective and flexible. The programme has an in-built revision component to ensure the success of every learner. The programme is designed to develop mainly reading and spelling.

### Jolly phonics

Jolly phonics is also multi-sensory in the sense that it also involves an appeal to the senses in the teaching and learning of phonics. The programme also teaches letter-sound correspondence, blending, segmenting, letter formation and tricky words. It teaches these aspects of phonics in a strict and integral sequence (letter sounds, letter formation, blending, identifying sounds in words (segmenting) and tricky words). In addition, it also teaches grammar, spelling and punctuation. Unlike the other synthetic phonics programmes that are designed to teach early reading, and thus mostly end around stage 3, jolly phonics extends to as far as stage 6.

### No Nonsense Phonics Skills

No nonsense phonics is designed with guidance in such a way that any adult can easily use it to teach a young learner. The programme starts teaching the alphabet: it teaches the upper case letters and their respective lower case counterparts as codes for same sounds. It then introduces a word bank or group of words and uses it to teach blending and then drill learners in spelling. One key target of these phonics exercises (blending and spelling) is the development of phonemic awareness. Once a word bank is mastered, a new word bank is introduced and the phonics exercises (blending and spelling) are repeated. In these phonics exercises, handwriting training is embedded to ensure that the learner develops blending, spelling and handwriting together. Furthermore, the continuous introduction of

new word banks to learners develops rich vocabulary, language comprehension and imagination. The programme is designed to repetitive and thus can be continued till a learner develops or acquires the necessary skills. This makes it suitable for remedial purposes.

## Letters and Sounds

This is a synthetic phonics programme designed to develop leaners' speaking and listening skills, and also prepare them to learn to read by developing their phonics knowledge and skills. The programme is often introduced at age five, and its primary aim is to prepare them to become fluent readers by age seven. Another principal feature of the programme is that it has in-built milestones, and thus the whole learning task is broken down and spread over a two-year period in six phases. At phase one, learners are introduced to a study of sounds (environmental sounds, instrumental sounds, bodily sounds, rhythm and rhyming, alliteration, voice sounds, etc), oral blending and oral segmenting. At stage two, learners learn 19 letters of the alphabet and one sound of each, and then learn to blend these into simple words and also segment them. At stage three, learners learn the remaining seven letters (including some diagraphs) and one sound of each. At stage four, learners are not taught any new letters, but they learn to blend and segment longer words.  At stage five, learners are introduced to the letters that have multiply sounds and individual sounds that can be represented by multiple letters. The final phase, phase six, is work on spelling particularly prefixes, suffixes, doubling and dropping of letters.

## Phonics Pathways

This is another phonics programme that employs multi-sensory learning (hearing, saying, tracing and writing) in the teaching and learning of each sound. Both upper and lower case letters are presented to learners from the beginning, but learners work primarily with lower case letters. The programme starts by teaching consonant-vowel blending, and because there is such quick movement into blending, learners soon learn to read three-letter words. Some of the words, phrases and sentences are purposely nonsensical and humorous to keep the lesson entertaining. The reading practice is also designed to improve tracking skills from left to right. The programme works for learners of all ages and thus is suitable for remedial readers. The programme covers all phonetic sounds.

## FTTT (Ullo) Phonics

The Fast Track Teacher Training Phonics was adapted from Ullo phonics which was developed in Ghana for the Ghanaian context. Though it was designed for the KG, it may be extended to lower primary. The programme begins with auditory discrimination and pre-writing activities to lay foundation for the more formal phonics teaching. It teaches letter-sounds, letter formation, blending, segmenting and High Frequency Words (HFW), which are mostly tricky words. The programme focuses on one sound per week and teaches 29 sounds by the end of KG2. The sound that is taught in a week is used to form different words to ensure stronger grasp of the sounds before moving to a different sound. Learners are then given sentences to practice reading, and then a set of sentences to practice writing, all involving "the word of the day" or the words formed with the sound focused upon in the week.

# UNIT 8: PREPARING FOR PHONICS ASSESSMENT

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of the session, every tutor should be able to:<br><br>Demonstrate knowledge, understanding and use of the various assessment strategies in assessing phonics to support learners' literacy development. | 1. Explain Assessment for Learning, Assessment as Learning and Assessment of Learning as assessment strategies<br>2. Discuss how to use various synthetic phonics activities in assessment.<br>3. Identify the possible challenges of synthetic phonics assessment strategies and their corresponding solutions |

## Revision Activity (10 minutes)

**PDC NOTES**

Introduce Session 8 with reflections from Session 7.
**Ask tutors to:**
- be in pairs
- discuss the following:
    - ◊ synthetic phonics programmes
    - ◊ appropriate classroom-based activities for teaching synthetic phonics
- Ask a few pairs to share their deliberations with the larger group.

In your pairs:

- Discuss some synthetic phonics programmes.
- Discuss appropriate classroom-based activities for teaching synthetic phonics.
- Share your deliberations with the larger group.

## INTRODUCTION

In synthetic phonics learners learn to read by identifying the smallest units of sounds (phonemes) within a word and blending these together to read the target word. A variety of assessment strategies have been developed to assess learners' knowledge and skills in synthetic phonics. It is through these strategies that gaps in learners' knowledge and skills are identified and these gaps then form the bases of subsequent synthetic phonic intervention.

This session therefore introduces tutors to the different strategies of assessment. Tutors explore the use of diagnostic and other formative assessment procedures as well as summative assessment of achievement in the teaching and learning process. It also explores the various forms of assessing phonics in learners. As a teacher you need to determine learners' understanding of sound and letter relationship with two types of phonics assessment. The first assesses a learner's ability to associate a sound with a given letter and the second type assesses a learner's ability to decode words.

Assessment is important because the information gained can be used to improve learners' learning, enhance teaching and communicate to others evidence about the learning process.  For assessment to be effective, it should be useful, targeted and sustainable.

## Activity 1: Explaining Assessment strategies under Assessment for Learning (AfL), Assessment as Learning (AaL) and Assessment of Learning (AoL) (25 minutes) (NTS 3 k,l,m).

**PDC NOTES**

The aim of this activity is to assist tutors to differentiate among AfL, AaL and AoL and then identify when and how each one could be used in teaching and learning.
Put tutors in groups and ask them to read Annexe 8.1

**Ask tutors to:**
◊ Identify four assessment strategies under each column on the table below:
◊ Explain the purposes of AfL, AaL and AoL?
◊ Share their identified assessment strategies and purposes to the larger group

| AfL | AaL | AoL |
|-----|-----|-----|
|     |     |     |
|     |     |     |
|     |     |     |

Suggested responses:

| AfL | AaL | AoL |
|-----|-----|-----|
| Presentation | Group work | Performance task |
| Assignment | Student discussion | Class test |
| Class exercise | Peer evaluation | End of term examination |
| Demonstration | Reflection | National test (e.g. EGRA)* |

*EGRA – Early Grade Reading Assessment*

In your groups:

• Identify four assessment strategies under each column on the table below:
◊ Explain the purposes of AfL, AaL and AoL?
◊ Share your identified assessment strategies and purposes to the larger group

| AfL | AaL | AoL |
|-----|-----|-----|
|     |     |     |
|     |     |     |
|     |     |     |

## Activity 2: How to use various Synthetic Phonics activities in assessment. (25 minutes) (NTS 3 k)

**PDC NOTES**

This activity seeks to draw attention of tutors to the various synthetic phonics activities that can be used to assess learners' reading and writing.

**Ask tutors to:**
- Be in two or more groups.
- Study the checklist in Annexe 8. 2 and practise how to use it in assessing synthetic phonics.
- Present their work on flip chart to the larger group for discussion.

In your groups;
- Study the checklist in Annexe 8. 2 and practise how to use it in assessing synthetic phonics.
- Present your work on flip chart to the larger group for discussion.

## Activity 3: Identification of possible challenges of synthetic phonics assessment strategies and their corresponding solutions (25 minutes) NTS 3 m

**PDC NOTES**

This activity is meant to assist tutors to identify possible challenges of synthetic phonics assessments and how to address them.

**Ask tutors to:**
- Be in two or more groups .
- Discuss possible challenges associated with synthetic phonic assessment and their corresponding solutions.
- Complete the table below on flip chart and present to the larger group.

| Possible challenge | Possible solution |
|--------------------|-------------------|
|                    |                   |
|                    |                   |
|                    |                   |

**Suggested possible challenges:**
• Teachers may not have been trained in synthetic phonics.
• Erratic nature of vowel sounds in words e.g. "wind" as a noun and "wind" as a verb.
• No commonly established assessment strategy for evaluating synthetic phonics.

**Suggested possible solutions:**
• Capacity building in synthetic phonics to increase knowledge base.
• Capacity building for teachers in assessing synthetic phonics.

In your groups:
• Discuss possible problems associated with synthetic phonic assessment and their corresponding solutions.
• Complete the table below on flip chart and present your work to the larger group.

| Possible challenge | Possible solution |
|---|---|
|  |  |
|  |  |
|  |  |

**REFLECTION (5 MINUTES)**

Which of the assessment strategies do you generally consider when assessing student teachers?

**INTER-UNIT ACTIVITY**

Read Session 9 on Phonics Interventions before the next session.

**MATERIALS FOR UNIT 9:**

• Synthetic Phonics Handbook.
• Search for information on phonics interventions for Session 9.

# UNIT 8 - ANNEXES

## ANNEXE 8.1 - ASSESSMENT FOR, AS AND OF LEARNING

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

### Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

**Assessment for learning:**
- Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

### Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

**Assessment as learning:**

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

### Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

**Assessment of learning:**
- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

**The approach or approaches used will be informed by:**
- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

## ANNEXE 8.2: CHECKLIST FOR ASSESSING SYNTHETIC PHONICS.

### Synthetic Phonics — Pupil/Student Checklist

**Name:** _____

|  | knows sound | blends regular words with these sounds | writes regular words with these sounds |
|---|---|---|---|
| s a t i p n | | | |
| c k e h r m d | | | |
| g o u l f b | | | |

| ai j oa ie ee or | | | |
|---|---|---|---|
| z w ng v oo | | | |
| y x ch sh th | | | |
| qu ou oi ue er ar | | | |

| ay ea igh ow ew | | | |
|---|---|---|---|
| a-e e-e i-e o-e u-e | | | |
| ir ur au aw al | | | |
| oy ow (cow) y (my/funny) | | | |

|  | knows sound | knows name | forms correctly |
|---|---|---|---|
| Alphabet — lower case letters | | | |

|  | knows sound | knows name | forms correctly |
|---|---|---|---|
| Alphabet — capital letters | | | |

|  | sings / recites | knows |
|---|---|---|
| Alphabet order | | |

|  | 1 -10 | 11 - 20 | 21 - 30 | 31 - 40 | 41 - 50 | 51 - 60 |
|---|---|---|---|---|---|---|
| Able to read tricky words | | | | | | |

|  | 1 -10 | 11 - 20 | 21 - 30 | 31 - 40 | 41 - 50 | 51 - 60 |
|---|---|---|---|---|---|---|
| Able to spell tricky words | | | | | | |

|  | slowly | steadily | fluently |
|---|---|---|---|
| Reads — age appropriate books | | | |

|  | with difficulty | steadily | fluently |
|---|---|---|---|
| Able to write independently news or short story | | | |

## REFERENCES:

Assessing Trainee Teachers. Handbook for PD Coordinators (Theme 7)

Pupil/Student Checklist – Jolly Learning
*www.jollylearning.co.uk*

# UNIT 9: PHONICS INTERVENTIONS

| Learning Outcomes | Learning Indicators |
|---|---|
| By the end of the session, every tutor should be able to:<br><br>Demonstrate knowledge and understanding of the various intervention strategies used to support learners struggling with reading. | 1. Identify the various strategies used in diagnosing learners' reading difficulties.<br>2. Explain how an appropriate intervention strategy can be used to address learners' reading difficulties.<br>3. Identify challenges that are associated with an intervention strategy, and show how to address them. |

## Revision Activity (10 minutes)

**PDC NOTES**

Prepare pieces of paper with key terminologies from session 8.
In pairs, ask tutors to pick and explain any of the following terminologies in relation to phonics.
- Assessment as learning.
- Assessment for learning.
- Assessment of learning.

In pairs, pick and explain any of the following terminologies in relation to phonics:
- Assessment as learning.
- Assessment for learning.
- Assessment of learning.

## INTRODUCTION

Reading difficulty is a learning difficulty that involves significant impairment of reading with fluency and comprehension. Difficulty in reading interferes with academic achievement and activities of daily life. Reading difficulties are common and are associated with poor long-term academic achievement. Evaluation of a learner's developmental, educational and family histories in conjunction with standardised screening tests can increase recognition of risk factors for reading difficulties. To diagnose the extent of a learner's reading difficulties, several diagnostic measures may be employed. When the difficulties are clearly determined, intervention strategies may be applied to tackle the difficulty. This session examines some of the diagnostic strategies and the intervention strategies that may be employed to address them. (NTS 3g).

## Activity 1: Identification of strategies used in diagnosing reading difficulties (25 minutes)

> **PDC NOTES**
>
> This activity is designed to expose tutors to some of the strategies that may be used to diagnose learners' reading difficulties. It is designed to support them to appreciate how these strategies may be employed to determine the nature of a learner's difficulty.
>
> **Ask tutors to:**
> - ◊ sit in groups.
> - ◊ Think, pair and share some of the ways in which they may identify a learner's reading difficulties.
> - ◊ Refer to the first two paragraphs of annexe 9.1 For information on strategies for diagnosing reading difficulties (tutors may surf the internet for more information).
> - Ask each group to discuss and collate their findings on a flip chart for a gallery walk.
> - Ask the larger group to discuss their observations from the gallery walk.
> - Note and summarise the issues raised.
>
> **Suggested examples of diagnostic strategies in Annexe 9.1**
> - Evaluation of child/learner history (developmental, educational, family)
> - Standardised screening test (e.g. Ages and Stages Questionnaires, Parents' Evaluation of Developmental Status, Safety Word Inventory, and Literacy Screener, etc)
> - Validity screening test
> - Office-based screening test
> - School-based screening test (e.g. California Achievement Tests, etc)
> - Clinical examination

In your groups:

- Think, pair and share some of the ways in which you may identify a learner's reading difficulties.
- Refer to the first two paragraphs of annexe 9.1 For more information on strategies for diagnosing reading difficulties (you may surf the internet for more information).
- Discuss and collate the findings of your group on the ways of diagnosing reading difficulties.
- Present your findings on a flip chart for a gallery walk.
- Discuss your observations from the gallery walk.

## Activity 2: Intervention strategies for assisting learners with reading difficulties (25 minutes)

**PDC NOTES**

This activity is to introduce tutors to strategies for assisting learners with reading difficulties.
- Ask tutors to remain in their groups.
- Ask tutors to think, pair and share ideas on strategies for assisting learners with reading difficulties.
- Refer tutors to Annexe 9.2 to read for more information on strategies for assisting learners with reading difficulties (they may surf the internet for more information).
- Ask tutors to share the information gathered from their reading with the larger group.
- Note and summarise the issues raised.

**Suggested examples of strategies**
- Teach letter sounds and blending
- Record learners reading aloud on their own
- Ask learners to use rulers or fingers to follow along
- Have them read the same thing several times.
- Pre-teach vocabulary
- Drill sight words
- Make use of variety of books or materials
- Try different font and text sizes
- Create stress free assessment

In your groups:

- Think, pair and share ideas on strategies for assisting learners with reading difficulties.
- Refer to Annexe 9.2 for more information on strategies for assisting learners with reading difficulties (you may surf the net for more information).
- Share information gathered from your reading with the larger group.

## Activity 3: Possible challenges to the application of the intervention strategies and how to deal with them (25 minutes)

**PDC NOTES**

This activity provides tutors with the opportunity to reflect on possible challenges to the application of the intervention strategies and how to deal with them.
**Ask tutors to remain in the same groups formed for Activity 2, and**
   ◊ reflect on the possible challenges that may be anticipated in the deployment of the intervention strategy they picked
   ◊ suggest strategies that may be adopted to address the challenges identified
- Select a few to share their strategies with the larger group
- Note and summarise the issues raised

In pairs,

- Reflect on the possible challenges that may be anticipated in the deployment of the intervention strategy you picked in Activity 2.
- Suggest strategies that may be adopted to address the challenges identified.
- Share your strategy with the larger group.

**REFLECTION (5 MINUTES)**

Which of the intervention strategies discussed do you deem most effective and why?

# UNIT 9 - ANNEXES

## Annexe 9.1 - Evaluation of Children with Reading Difficulties

Reading difficulties are common and are associated with poor long-term academic achievement. Evaluation of a child's developmental, educational, and family histories in conjunction with standardized screening tests (e.g., Ages and Stages Questionnaires, Parents' Evaluation of Developmental Status, Safety Word Inventory and Literacy Screener) can increase recognition of risk factors for reading difficulties. Validated, office-based, standardized screening tests and school-administered standardized achievement tests (e.g., California Achievement Tests, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Stanford Achievement Test) can be used to assess school-age children with reading difficulties. Reading difficulties in children often are caused by environmental and organic risk factors. However, many children have reading or learning disabilities and will have lifelong difficulties with reading despite adequate intervention. Children with substantial reading difficulties should receive a full educational assessment. There is good evidence that individualized instruction emphasizing increased phonologic awareness can have a favorable long-term effect on academic achievement.

At least one in five children has significant difficulty learning to read. Evidence clearly demonstrates that most school-age children with reading difficulties fail to catch up with their peers. Although most of these children eventually become literate, many continue to have reading difficulties and never become fluent readers. Early development of reading skills is essential, and efforts should be made to identify children with reading disabilities and implement interventions at an early age. A child's third-grade reading ability is reasonably predictive of overall long-term academic achievement. Seventy-five percent of children with reading disabilities who are not identified before the third grade continue to have reading disabilities in the ninth grade, and fewer than 2 percent go on to participate in a four-year educational program after high school.

## Parents' Concerns That Are Warning Signs of School Problems

• Inconsistent performance/does better one-to-one
• Poor retention of information/has been retained
• Excessive parental involvement in homework/takes too long to complete homework
• Loss of self-esteem
• Dropping grades
• Does less well on tests than homework
• Short attention span/hyperactivity
• History of speech-language problems, therapy, otitis media with fluctuating hearing loss
• Frequent school absences
• Previously tested but not eligible for special education
• Hates school/school phobic/psychosomatic symptoms
• Hides school work/lies about assignments/loses homework repeatedly
• Trouble with letter sounds or letter naming

## Prevalence

The 2003 National Assessment of Educational Progress showed that 37 percent of U.S. fourth graders read below a basic proficiency level, and only 31 percent read with enough proficiency to draw inferential and literal meaning from text. Reading difficulties are more common in boys than in girls and are substantially more common in minority children and those who qualify for free or reduced-price lunch programs.

## Etiology

Children with reading difficulties are thought to have a fundamental deficit in phonologic awareness (i.e., the ability to translate individual letters and letter combinations into sounds). Difficulty with phonologic awareness is a robust predictor of future reading problems in prereaders.

Vision problems rarely cause reading difficulties; however, central nervous system pathology appears to be a cause of dyslexia. Functional magnetic resonance imaging (MRI; i.e., imaging of the brain metabolism during response to a task) in children with dyslexia has revealed neural disruption in specific areas of the left side of the brain (e.g., Wernicke's area, angular gyrus, striate cortex).

## Diagnosis

Approximately 50 percent of children with a history of speech and language impairment develop a reading disability during early school years; therefore, enhanced identification of these children will lead to better identification of children at risk of reading difficulties.  Because of the proven value of early intervention, physicians should identify children with current reading difficulties and those with risk factors for future difficulties. This can be achieved using developmental, educational, and family histories and standardized testing.

## Factors in Preschoolers That Increase the Risk of Future Reading Difficulties

- Difficulty with rhyming games
- Difficulty learning the alphabet
- Difficulty learning to associate sounds with letters
- Failure to recognize the letters of the alphabet by the start of kindergarten
- Delayed or impaired speech or language
- Family history of learning disabilities or difficulty with speech, language, spelling, or reading

## Risk Factors

Children who have difficulty with rhyming games, learning the alphabet, and associating sounds with letters, and those who fail to recognize the letters of the alphabet by the start of kindergarten are at risk of developing reading difficulties. Children with a family history of language, speech, or reading difficulties also are at a higher risk. Twin studies indicate that phonologic deficiency has an approximate 60 percent concordance between identical twins. Studies have shown that 23 to 65 percent of children with a parent who has a reading disability also will have the disability.

Children who have significant difficulty associating sounds with letters by the end of kindergarten and those who cannot read by the middle to end of their first-grade year should be evaluated for the source of their reading difficulties. Children receiving intervention (e.g., speech and language therapy, Head Start programs) for identified risk factors remain at a higher risk of reading difficulties than other children. Premature birth and low birth weight are risk factors for reading and other learning disabilities.

Many children have reading difficulties because of environmental factors (e.g., poverty, low parental education, unstimulating home environment, inadequate instruction). Organic causes (e.g., mental retardation, low IQ score, hearing impairment) can contribute to environmental factors or independently cause reading difficulties.

However, significant and persistent reading difficulties can occur despite adequate instruction, intelligence, and socioeconomic status; learning disabilities (i.e., development disorders that can occur in areas such as math computation, reading, and written expression) are a common cause. Approximately 50 percent of children in special education programs (about 5 percent of public school children) have a learning disability, and approximately 80 percent of children with a learning disability have a reading disability.

Reading disabilities can affect basic reading skills and comprehension. A disability in basic reading skills is defined as difficulty sounding out words or acquiring a sight word vocabulary (i.e., the ability to instantly recognize a whole word). This type of reading disability often is referred to as dyslexia (i.e., difficulty in learning to read despite adequate instruction, normal intelligence, and sociocultural opportunity). A disability in reading comprehension, defined as the inability to make sense of text, often is associated with delays in language comprehension.

## Validated Screening Tests

Physicians should administer developmental screening tests to preschoolers to increase the detection of speech and language ifficulties. Validated and cost-effective screening tests are available and appropriate for use in primary care. For example, the Ages and Stages Questionnaires and the Parents' Evaluation of Developmental Status are tests dependent on parental reporting that can be completed before the physician visit or in the waiting room. Each test requires less than five minutes for scoring and interpretation.

## Further Evaluation

When a school-age child is suspected of having significant reading difficulties, additional information about the educational, developmental, and family histories should be obtained. Parents should be asked to give details about their child's academic performance in a range of skills (e.g., spelling, writing [punctuation and expression], math). Parents should be asked if their child understands what he or she reads and if the child has difficulty understanding or following oral instructions. Areas of high performance also should be discussed.

A complete clinical history and examination may detect medical conditions that could contribute to reading difficulties. Genetic conditions associated with learning disabilities include 22q11.2 deletion and Klinefelter, Down, fragile X, Prader-Willi, Angelman's, and Rett syndromes. Other medical causes include prematurity, congenital hydrocephalus, meningitis, encephalitis, traumatic brain injury, and lead or methylmercury poisoning.

During the examination, the physician can observe how the child follows commands and can judge the quantity and quality of expressive language. Although in-office testing may reveal signs of neurodevelopmental immaturity (e.g., persistent atonic neck ref lex), the neurologic examination of a child with reading disabilities usually is normal. Laboratory testing, imaging studies, electroencephalography, and genetic testing are not indicated for patients with reading disabilities. Functional MRI offers insight into the neurophysiology associated with reading disabilities but is used only in research.

Physicians should work with the child's teacher and parents to review results of school testing and to ensure that the child receives additional testing, if appropriate. Annual standardized achievement tests administered in schools can profile academic achievement within various subjects. Common standardized achievement tests include the California Achievement Tests, the Iowa Tests of Basic Skills, the Metropolitan Achievement Tests, and the Stanford Achievement Test. Several states

produce their own versions of these tests. Physicians can obtain test results by asking parents to bring a copy to their child's annual wellness visits; by mailing a release form, signed by the parents, to the school with a request for the results; or by calling the school, with the parents' permission, and asking for the results.

Younger children are tested on prereading skills (e.g., letter naming), whereas high school students are tested on study skills and use of reference materials. These tests are considered screening tests, not diagnostic instruments, and are designed to identify children who need further evaluation. Because schools do not appear to consistently use the test results to determine individual performance, it is worthwhile for a physician to review them.

If further evaluation is indicated, children should be referred for educational testing. This testing can occur in school or can be administered by a psychologist trained in educational testing. The Individuals with Disabilities Education Act requires public schools to provide free assessment and intervention. Typically, educational testing includes measures of intelligence and academic achievement. A commonly used instrument is the Comprehensive Test of Phonological Processing, which measures phonologic awareness, phonologic memory, and rapid naming.

## Interventions

School-age children with reading difficulties should receive individualized instruction to increase phonologic awareness, decoding skills, sight word vocabulary, and reading comprehension. Intervention should begin early, be provided by expert teachers, and use detailed and intensive approaches emphasizing phonologic awareness and phonics instruction. A meta-analysis showed that phonologic awareness instruction during kindergarten significantly affects reading development during first grade. Children receiving phonologic awareness instruction performed nearly one full standard deviation (0.86) above those in the control group. However, most children with reading disabilities are not identified until the third or fourth grade and do not receive appropriate and timely instruction.

Patients with reading disabilities require lifelong assistance, and optimal management strategies differ depending on the patient's age and circumstances. In early childhood, the focus is on remediation of reading, often with an emphasis on increasing phonologic awareness. Other strategies include using audio books and modified homework assignments. For secondary and college students, intervention focuses on accommodations. These accommodations include extra time for reading, tape recorders in the classroom, audiobooks or live readers, and instruction in word processing and the use of a spell-checker (poor phonemic association also causes problems in spelling).

Learning a foreign language is excessively challenging for a person with a reading disability; therefore, changes in a student's foreign language requirement may be appropriate. No quality empiric evidence supports unconventional treatment of reading disabilities such as optometric training, medication for vestibular dysfunction, chiropractic manipulation, or dietary supplementation.

*Culled from: www.aafp.org (Citation: Hamilton, S. S. & Glascoe, F. P. (2006). Evaluation of children with reading difficulties. Am Fam Physician. 15; 74(12): 2079-2086.)*

# ANNEXE 9.2 - 10 STRATEGIES FOR FLUENCY

1. **Record students reading aloud on their own.** If certain sound-letter combinations or words are causing problems, teachers will benefit from listening to the child read out loud. However, this activity can be extremely stressful in front of a classroom of kids, particularly for a student who struggles with fluency. It is best to avoid calling on struggling readers during group reading and instead have them work through a paragraph on their own. Make a recording that can be analysed later on by a teacher or tutor in order to provide targeted help.

2. **Ask kids to use a ruler or finger to follow along.** Decoding is easier when students don't lose their place as they move across a page. It's up to the individual student how they go about this. Some may want to use a pen or pencil, others a piece of paper that they move down to cover the bottom of the page and stay focused on the sentence in front of them. This is also a good strategy for readers with ADHD because it involves a kinaesthetic element.

3. **Have them read the same thing several times.** When you're trying to improve fluency, it helps to see the same text multiple times. Each reading becomes easier and motivation goes up as students experience enhanced fluency thanks to repeat exposure to words and phrases. It can also help when it comes to developing comprehension skills as readers have more opportunities to notice contextual cues.

4. **Pre-teach vocabulary.** Prime the words a student is going to see in a text and practice reading them in isolation or in phrases. You might do this via an interactive classroom based activity. Get students to use the words and then practice reading them from the board or on a piece of paper. Crossword puzzles can be an effective teaching tool or playing a spelling game. It's much easier to read a word if it is fresh in memory.

5. **Drill sight words.** Some words are more common than others and students who have a hard time with fluency will find it is much easier to read when they are familiar with 90% of the vocabulary in a text. Around 50% of all books and classroom based materials for young readers are composed of words from the Dolch List. Learn more in our post on teaching sight words.

6. **Make use of a variety of books and materials.** If a student has difficulty with reading it can be even more of a struggle to practice with material that is not of interest to them. Sometimes all it takes is getting readers excited about a topic to help them lose themselves in the activity. Try chapter books, comics and poems. Even picture books can work as long as the student doesn't perceive the material as being below their level. Experiment with texts of different lengths starting with shorter material and gradually working up to longer pieces. TOP TIP: Where fluency is concerned the emphasis is on the quality of the student's reading, not the quantity of pages or speed at which they read them.

7. **Try different font and text sizes.** If there's a visual impairment that is causing some of the difficulty, reading larger text or text printed on colour tinted paper can sometimes make things easier. If you're accessing this article on your computer check the top right corner of the screen for an "Accessibility Me" button which will allow you to experiment with different colour, font and size combinations while you finish reading this list. There are specific fonts which are more appropriate for anyone with learning difficulties, including dyslexia, because they help with discerning letters and decoding language.

8. **Create a stress free environment.** When students are enjoying a book, anxiety and stress are reduced and fluency is enhanced. It's also possible to foster a relaxing environment by removing any deadlines, time-limits or assessment related goals and just focusing on classroom reading for reading's sake.

9.  **Guide students to help them establish a steady pace.** One of the hallmarks of fluent reading is establishing a consistent rhythm and pace that guides students through a text. This doesn't need to be fast and in the beginning new readers should have the option to start slow and increase their pace as they become more comfortable. Some students will want to have a guide, such as a metronome, which gives them a rhythm they can match. Others will find this strategy stressful. Playing music in the background might also work – or not!

10. **Introduce a typing course.** If a student continues to struggle with fluency, teachers, tutors and parents may consider introducing an extra-curricular programme designed to enhance literacy skills. A multi-sensory course like Touch-type Read and Spell can be used at home and in school to learn keyboarding and enhance spelling and sight reading at the same time. An audio component accompanies letters on the screen while students type the corresponding keys. Automated feedback and coursework is divided into discrete modules and independent lessons foster self-directed learning and enhance motivation and self-efficacy in new readers.

*Culled from: www.readandspell.com*

# ANNEXES

## SYNTHETIC PHONICS SESSION SURVEY - PDC SURVEY
## (Only one Lead should complete and submit this survey)

**Questionnaire Code:  024**

| A. Answer the questions | Fill in your answers: |
|---|---|
| **1.  Please enter your college ID number**<br><br>*Answer must be the Identification Number of the CoE you are reporting on.* | |
| **2.  Please enter the date of the session**<br><br>*Answer must be a date in the following format: day.month.year.*<br>*Example: 25.10.2019* | |
| **3.  Did today's scheduled phonic session take place?**<br>    a.  Yes<br>    b.  No and we did not reschedule<br>    c.  No but we rescheduled for later this week or for an additional slot next week<br><br>*Choose 1 answer from the list. Example: a* | |
| **4.  If the phonic session did not take place, please explain why.**<br>    a.  Conflict with other activities<br>    b.  No one showed up for the session<br>    c.  The lead did not show up<br>    d.  Others<br>    e.  N/A - The phonic session did take place<br><br>*Choose 1 answer from the list. Example: a* | |
| **5.  How many male tutors attended? (Enter 0 if the session did not occur)**<br><br>*Answer must be a number.* | |
| **6.  How many female tutors attended? (Enter 0 if the session did not occur)**<br><br>*Answer must be a number* | |
| **7.  Which session was it?**<br><br>a. Session 1<br>b. Session 2<br>c. Session 3<br>d. Session 4<br>e. Session 5<br>f.  Session 6<br>g. Session 7<br>h.  Session 8<br>I.  Session 9<br><br>*Choose 1 answer from the list. Example: a* | |

| A. Answer the questions | Fill in your answers: |
|---|---|
| **8. What was the level of tutor participation during today's session?**<br>    a. 75-100% of the tutors were engaged<br>    b. 50-75% of the tutors were engaged<br>    c. 25-50% of the tutors were engaged<br>    d. 0-25% of the tutors were engaged<br>    e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **9. Please rate yourself on how well you facilitated the session**<br>    a. I was not prepared<br>    b. I could have been better prepared<br>    c. I felt adequately prepared<br>    d. I was very prepared and knew the content well<br>    e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **10. Did any Zonal Education Advisor(ZEA) (UR) visit your college during this session?**<br>    a. Yes<br>    b. No<br>    c. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **11. What kind of support did the ZEA/UR provide?**<br>    a. The ZEA/UR worked with me to prepare for the session<br>    b. The ZEA/UR participated in the session<br>    c. The ZEA/UR observed the session<br>    d. After the session, the ZEA/UR gave feedback on how the session went<br>    e. N/A - The session did not happen<br>    f. N/A – The ZEA/UR did not visit<br><br>*Choose 1 or more answers from the list. Example: a or ab* | |
| **12. How valuable was the ZEA/UR support to you?**<br>    a. Not Valuable<br>    b. Somewhat Valuable<br>    c. Very Valuable<br>    d. N/A - The session did not happen<br>    e. N/A – No ZEA/UR  visited<br><br>*Choose 1 answer from the list. Example: a* | |
| **13. Do you think the tutors found the session valuable?**<br>    a. Not Valuable<br>    b. Somewhat Valuable<br>    c. Very Valuable<br>    d. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |

| A. Answer the questions | Fill in your answers: |
|---|---|
| **14. How much impact do you think the session will have on the learning of students?**<br>   a.   Very good<br>   b.   Good<br>   c.   Minimal<br>   d.   No Impact<br>   e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **15. Did the Principal and/or Vice Principal attend, visit or monitor the session? (Choose one or more answer from the list)**<br>   a.   The Principal<br>   b.   The Vice Principal<br>   c.   Neither the Principal nor Vice Principal attended<br>   d.   N/A – The session did not happen<br><br>*Choose 1 or more answers from the list. Example: a or ab* | |

**B. Prepare your SMS**

Enter all your answers. Use a space to separate them.

 

*Example: 013 answer1 answer2 answer3 answer4 answer5 answer6 answer7 answer8 answer9 answer10  answer11 answer12 answer13 answer14 answer15*

**C. Send your answers using SMS**
Send your SMS to the telephone number: 7000 for MTN users only and 1904 for Airtel, Vodafone & Expresso users (If you have done the training, these numbers should already be saved in your phone).

**D. Wait for our reply SMS**
You will receive an SMS confirmation or specific error message.

## SYNTHETIC PHONIC SESSION - TUTOR SURVEY
## (Tutors should be encouraged to submit survey at the end of each session)

**Questionnaire Code: 097**

| A. Answer the questions | Fill in your answers: |
|---|---|
| **1. Please enter your college ID number**<br><br>*Answer must be the Identification Number of the CoE you are reporting on.* | |
| **2. Please enter the date of the session**<br><br>*Answer must be a date in the following format: day.month.year. Example: 25.01.2018* | |
| **3. Did today's session take place?**<br>   a. Yes<br>   b. No<br><br>*Choose 1 answer from the list. Example: a* | |
| **4. Which session was it?**<br>   a. Session 1<br>   b. Session 2<br>   c. Session 3<br>   d. Session 4<br>   e. Session 5<br>   f. Session 6<br>   g. Session 7<br>   h. Session 8<br>   I. Session 9<br><br>*Choose 1 answer from the list. Example: a* | |
| **5. Which of the following subjects do you teach mostly at your institution?**<br>   a. Ghanaian Language<br>   b. English<br>   c. Other<br><br>*Choose 1 answer from the list. Example: a* | |
| **6. How would you rate the content of today's session?**<br>   a. Not at all relevant or useful<br>   b. Indifferent about it<br>   c. Somewhat relevant and useful<br>   d. Very relevant and useful<br>   e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |

| A. Answer the questions | Fill in your answers: |
|---|---|
| **7. How likely are you to try the strategies you learned today in class?**<br>a. Not likely<br>b. Somewhat likely<br>c. Very likely<br>d. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **8. How much impact do you think the session will have on the learning of students?**<br>a. Very good<br>b. Good<br>c. Minimal<br>d. No Impact<br>e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **9. How do you rate the performance of the facilitator on how well he/she facilitated the session?**<br>a. He/she was not prepared<br>b. He/she was somewhat prepared<br>c. He/she was very prepared<br>d. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| **10. How likely are your students to model these strategies if you use them in class?**<br>a. Not likely<br>b. Somewhat likely<br>c. Very likely<br>d. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |
| 11. In your opinion, what was the level of participation in today's session?<br><br>a. 75-100% of the tutors were engaged<br>b. 50-75% of the tutors were engaged<br>c. 25-50% of the tutors were engaged<br>d. 0-25% of the tutors were engaged<br>e. N/A - The session did not happen<br><br>*Choose 1 answer from the list. Example: a* | |

**B. Prepare your SMS**

Enter all your answers. Use a space to separate them.

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*Example: 015 answer1 answer2 answer3 answer4 answer5 answer6 answer7 answer8 answer9 answer10*

**C. Send your answers using SMS**

Send your SMS to the telephone number: 7000 for MTN users only and 1904 for Airtel, Vodafone & Expresso users (If you have done the training, these numbers should already be saved in your phone).

**D. Wait for our reply SMS**

You will receive an SMS confirmation or specific error message.

# LIST OF COLLEGES

| S/N | Name of College of Education | College Code |
|-----|------------------------------|--------------|
| 1 | KIBI COLLEGE OF EDUCATION | coe1 |
| 2 | JASIKAN COLLEGE OF EDUCATION | coe10 |
| 3 | ST. FRANCIS COLLEGE OF EDUCATION | coe11 |
| 4 | ST. TERESA COLLEGE OF EDUCATION | coe12 |
| 5 | PEKI COLLEGE OF EDUCATION | coe13 |
| 6 | E.P. COLLEGE OF EDUCATION, AMEDZOFE | coe14 |
| 7 | DAMBAI COLLEGE OF EDUCATION | coe15 |
| 8 | NJAHMADIYYA COLLEGE OF EDUCATION | coe16 |
| 9 | TAMALE COLLEGE OF EDUCATION | coe17 |
| 10 | TUMU COLLEGE OF EDUCATION | coe18 |
| 11 | ST. JOHN BOSCO COLLEGE OF EDUCATION | coe19 |
| 12 | PRESBYTERIAN WOMEN COLLEGE OF EDUCATION, ABURI | coe2 |
| 13 | E.P. COLLEGE OF EDUCATION, BIMBILLA | coe20 |
| 14 | BAGABAGA COLLEGE OF EDUCATION | coe21 |
| 15 | GBEWAA COLLEGE OF EDUCATION | coe22 |
| 16 | KOMENDA COLLEGE OF EDUCATION | coe23 |
| 17 | ENCHI COLLEGE OF EDUCATION | coe24 |
| 18 | WIAWSO COLLEGE OF EDUCATION | coe25 |
| 19 | HOLY CHILD COLLEGE OF EDUCATION | coe26 |
| 20 | OLA COLLEGE OF EDUCATION | coe27 |
| 21 | FOSO COLLEGE OF EDUCATION | coe28 |
| 22 | BEREKUM COLLEGE OF EDUCATION | coe29 |
| 23 | SDA COLLEGE OF EDUCATION | coe3 |
| 24 | MAMPONG TECHNICAL COLLEGE OF EDUCATION | coe30 |
| 25 | ST. JOSEPH COLLEGE OF EDUCATION | coe31 |
| 26 | ST. LOUIS COLLEGE OF EDUCATION | coe32 |
| 27 | OFFINSO COLLEGE OF EDUCATION | coe33 |
| 28 | AKROKERRI COLLEGE OF EDUCATION | coe34 |
| 29 | ATEBUBU COLLEGE OFEDUCATION | coe35 |
| 30 | WESLEY COLLEGE OF EDUCATION | coe36 |
| 31 | ST. MONICA COLLEGE OF EDUCATION | coe37 |
| 32 | AGOGO PRESBYTERIAN WOMEN'S COLLEGE OF EDUCATION | coe38 |
| 33 | GAMBAGA COLLEGE OF EDUCATION | coe39 |
| 34 | ABETIFI PRESBYTERIAN COLLEGE OF EDUCATION | coe4 |
| 35 | ST. AMBROSE COLLEGE OF EDUCATION | coe40 |
| 36 | ALFARUQ COLLEGE OF EDUCATION | coe41 |
| 37 | AGONA SDA COLLEGE OF EDUCATION | coe42 |
| 38 | BIA LAMPLIGHTER COLLEGE OF EDUCATION | coe43 |

| S/N | Name of College of Education | College Code |
|-----|------------------------------|--------------|
| 39 | METHODIST COLLEGE OF EDUCATION | coe44 |
| 40 | ST. VICENT COLLEGE OF EDUCATION | coe45 |
| 41 | MCCOY COLLEGE OF EDUCATION | coe46 |
| 42 | MOUNT MARY COLLEGE OF EDUCATION | coe5 |
| 43 | ACCRA COLLEGE OFEDUCATION | coe6 |
| 44 | PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG | coe7 |
| 45 | ADA COLLEGE OF EDUCATION | coe8 |
| 46 | AKATSI COLLEGE OF EDUCATION | coe9 |

| S/N | Name of College of Education | College Code |
|-----|------------------------------|--------------|

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