

# Teaching Phonics

2018 Skill Development Conference

## Goals of Phonics Learning

### *Why is it important to teach phonics?*

- Familiarize students with English sounds and structure
- Help students overcome difficulties in English-only pronunciation
- Give opportunities to practice reading English
- Boosts confidence in English ability
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- \_\_\_\_\_

### *What are key points of phonics instruction?*

- Frequent review of learned material
- Consistent pronunciation of letters
- Interesting and memorable gestures
- Provide examples of phonics usage
- Encourage effort over perfection
- Be fun and engaging
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- \_\_\_\_\_

## Lesson Structure

Below is the basic phonics lesson structure for Kamiamakusa City's E-Friends classes. There are four steps: Review, Introduce New Phonic, Reading Practice, and Games. This lesson takes around 10-15 minutes at the start of each class. This lesson can be modified for time and class level.

### *Materials:*

- 1 set of Phonics Flashcards (*see the Phonics presentation slides provided in the SDC handbook for more information on how to make this set*).

### Learned Phonics Review 2-3 minutes

Begin the lesson by reviewing phonics already studied. This serves as a good warm-up, and helps students recall the various English sounds they've learned so far.

1. Place the learned phonics cards on the board. For each card, ask the students to read the alphabet letter(s).
2. Continue the review by practicing the phonics associated with each letter.
  - If students are struggling to remember the phonics, use the phonic's gesture as a reminder.
  - This should be done at a pace that is comfortable for the students. Advanced phonics classes can go at a faster pace, while slower learning classes should have more time focused on review.

### Introduce New Phonic(s) 2-3 minutes

After review, start to introduce new phonics cards to the class. It's important that these new phonics sounds be taught in small groups, anywhere from 1-3 phonics per lesson. This way the students can practice the new phonics at a steady pace.

1. Show the phonic card and ask the students to try reading the alphabet letters, providing the answer if needed. If the phonic has more than one letter, ask what each letter is individually.
2. Introduce the picture on the phonic flashcard, and ask the students for the English word. If they only know the Japanese word, you can teach them the English word.

*Example: Phonic card "B" has an image of a bear.* 

3. Introduce the phonic sound loudly and clearly, using a gesture if needed. Repeat the sound and gesture multiple times. Make sure that students can

understand how the sound forms in the mouth by exaggerating your face when saying the sound.

4. Have the students repeat the phonic and gesture multiple times. For more difficult sounds such as [r], [l], or [th], make sure that you dedicate extra time to student practice.
5. Review all the learned phonics one more time with the students, making sure to include the new phonics at the end.

**Important:** Be careful to not add additional sounds to the phonic.

○ “B” said as [b]

✘ “B” said as ʌ

Word  
Formation  
Exercise  
2-5 minutes

Once students learn the proper pronunciation of the phonics, it’s important for them to learn how these sounds are used. By including a word formation exercise after each new learned phonic group, students can practice reading methods for basic English words.

1. Write a word on the board using only phonics that have been learned so far.

*Example: BAT*

2. Sound out each individual phonic slowly, and let students repeat after you. For advanced classes, have them try to guess the sounds themselves.

*Example: BAT = [b], [a], [t]*

3. Repeat the sounds back and forth with students, gradually speeding up the pronunciation of each phonic until it becomes one word.
4. Say the word at natural speed, letting students repeat after you. You can explain the meaning of the word at this time.
5. Repeat the steps above using similarly constructed words. You should aim to have around 2-4 words, depending on how many phonics have been studied.

*Example: BAT, CAT, RAT, SAT*

**Remember:** The goal of this reading practice is to encourage students to use phonics to read words. Students do not have to memorize these words or their meaning.

Games  
3-5 minutes

Include a game at the end of the phonics lesson. These games can vary depending on the level of the class, but should be focused on listening and identifying the phonics and/or words. Some example games are included on the following page.

**Remember:** Encouragement is key! When conducting these games make sure to give students opportunities to work through the challenge, but feel free to provide support or hints when needed for those that are struggling.

## Example Games

Lower Level Activities	
Phonics Identification:	<hr/> <hr/> <hr/> <hr/> <hr/>
Missing Phonic:	<hr/> <hr/> <hr/> <hr/>
Word Identification:	<hr/> <hr/> <hr/> <hr/>

Higher Level Activities	
"Same or Different":	<hr/> <hr/> <hr/> <hr/>
Minimal Pair Word Tree:	<hr/> <hr/> <hr/> <hr/>
Sentence Reading:	<hr/> <hr/> <hr/> <hr/>

Any Level Activities	
Phonics Karuta:	<hr/> <hr/> <hr/> <hr/>
Tongue Twisters:	<hr/> <hr/> <hr/> <hr/>

## Additional Resources

Kumamoto Jet Lesson Wiki: Phonics Warm-Up Lesson (English Language only):

[http://kumamotojet.com/mw/index.php?title=Phonics\\_Warm-Up\\_\(E-Friends\\_Version\)](http://kumamotojet.com/mw/index.php?title=Phonics_Warm-Up_(E-Friends_Version))

*A guide to the E-Friends phonics lesson is available on the Kumamoto Jet Lesson Wiki. This guide provides information on the lesson structure and how to prepare a set of Phonics Flashcards.*

Foxy Phonics (English language only, with Japanese translations in the physical edition):

<https://ajet.net/resources/education-resources/#Foxy>

*This workbook was developed by a previous ALT and published through AJET. It contains over 100 worksheets with illustrations, tongue twisters, and more. Once available for purchase in physical format, it is now available to download for free on the AJET website.*

Alphablocks Youtube Channel (English Language Only):

[https://www.youtube.com/channel/UC\\_qs3c0ehDvZkbiEbOj6Drg/featured](https://www.youtube.com/channel/UC_qs3c0ehDvZkbiEbOj6Drg/featured)

*Originally from the United Kingdom, this English learning program is available on Youtube. These animated shorts start with teaching each individual phonic, then progressing to word formation. These videos are a good source for phonics gestures and example words.*

The 44 Phonemes in English (English Language Only):

<http://www.dyslexia-reading-well.com/44-phonemes-in-english.html>

*An online English phonic/phoneme list is available from "The Reading Well," a resource database for learning with dyslexia. This webpage provides a comprehensive list of English phonics, including alternative spellings. A link to a printable .pdf version is also available on the website.*