# Phonics

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## What is phonics?

**Phonics** refers to associating letters or letter groups with the sound they represent.

Phonics is the system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations (Adams, 1994).

# What is phonics?

**Phonics** refers to a method for teaching speakers of English to read and write that language. Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters (*e.g.*, that the sound /k/ can be represented by c, k, ck, or ch spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words.



# Why phonics?

Because of the complexity of written English, more than a century of debate has occurred over whether English phonics should or should not be used in teaching beginning reading. Despite the work of 19th century proponents such as **Rebecca Smith Pollard, some American educators, prominently Horace Mann, argued that phonics should not be taught at all**. This led to the commonly used "look-say" approach ensconced in the "Dick and Jane" readers popular in the mid-20th century. Beginning in the 1950s, however, phonics resurfaced as a method of teaching reading. Spurred by Rudolf Flesch's criticism of the absence of phonics instruction (particularly in his popular book, *Why Johnny Can't Read*) phonics resurfaced.

# Why phonics?

In the 1980s, the "whole language" approach to reading further polarized the debate in the United States. Whole language instruction was predicated on the principle that children could learn to read given

(a) proper motivation,

(b) access to good literature,

(c) many reading opportunities,

(d) focus on meaning, and

(e) instruction to help students use meaning clues to determine the pronunciation of unknown words.

For some advocates of whole language, phonics was antithetical to helping new readers to get the meaning; they asserted that parsing words into small chunks and reassembling them had no connection to the ideas the author wanted to convey.



# Why phonics?

The whole language emphasis on identifying words using context and focusing only a little on the sounds (usually the alphabet consonants and the short vowels) could not be reconciled with the phonics emphasis on individual sound-symbol correspondences.

Thus, a dichotomy between the whole language approach and phonics emerged in the United States causing intense debate. Ultimately, this debate led to a series of Congressionally-commissioned panels and government-funded reviews of the state of reading instruction in the U.S.

# Why phonics?

In 1984, the National Academy of Education commissioned a report on the status of research and instructional practices in reading education, Becoming a Nation of Readers. Among other results, the report includes the finding that phonics instruction improves children's ability to identify words. It reports that useful phonics strategies include teaching children the sounds of letters in isolation and in words, and teaching them to blend the sounds of letters together to produce approximate pronunciations of words. It also states that phonics instruction should occur in conjunction with opportunities to identify words in meaningful sentences and stories.



# Why phonics?

In 1990, Congress asked the U.S. Department of Education to compile a list of available programs on beginning reading instruction, evaluating each in terms of the effectiveness of its phonics component. As part of this requirement, the US DOE asked Dr. Marilyn J. Adams to produce a report on the role of phonics instruction in beginning reading, which resulted in her 1994 book *Beginning to Read: Thinking and Learning about Print*. In the book, Adams asserted that existing scientific research supported that phonics is an effective method for teaching students to read at the word level. Adams argued strongly that the phonics and the whole language advocates are both right. Phonics is an effective way to teach students the alphabetic code, building their skills in decoding unknown words.

# Why phonics?

By learning the alphabetic code early, Adams argued, students can quickly free up mental energy they had used for word analysis and devote this mental effort to meaning, leading to stronger comprehension earlier in elementary school. Thus, she concluded, phonics instruction is a necessary component of reading instruction, but not sufficient by itself to teach children to read. This result matched the overall goal of whole language instruction and supported the use of phonics for a particular subset of reading skills, especially in the earliest stages of reading instruction. Yet the argument about how to teach reading, eventually known as "the Great Debate," continued unabated.



# Why phonics?

The National Research Council re-examined the question of how best to teach reading to children (among other questions in education) and in 1998 published the results in the *Prevention of Reading Difficulties in Young Children* (Catherine Snow, et. al.). The National Research Council's findings largely matched those of Adams. They concluded that phonics is a very effective way to teach children to read at the word level, more effective than what is known as the "embedded phonics" approach of whole language (where phonics was taught opportunistically in the context of reading materials). They found that phonics instruction must be systematic (following a sequence of increasingly challenging phonics patterns) and explicit (teaching students precisely how the patterns worked, *e.g.*, "this is b, it stands for the /b/ sound")….

# Why phonics?

In 1997,… the National Reading Panel examined quantitative research studies on many areas of reading instruction, including phonics and whole language. The resulting report *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction* was published in 2000 and provides a comprehensive review of what is known about best practices in reading instruction in the U.S. The panel reported that several reading skills are critical to becoming good readers: phonics for word identification, fluency, vocabulary and text comprehension. With regard to phonics, their meta-analysis of hundreds of studies confirmed the findings of the **National Research Council**: teaching phonics (and related phonics skills, such as phonemic awareness) is a more effective way to teach children early reading skills than is embedded phonics or no phonics instruction.



# Does phonics really help?

Focused instruction in decoding (phonics) is more effective than instruction that does not provide a decoding focus.

Chall, J. (1967), Chall, J. (1983), Dykstra, R. (1968), Bond, G., Dykstra, R. (1967), Dykstra, R. (1974), Jeffrey, W., Samuels, S. (1976), Polloway, E., Epstein, M., Polloway, C., Patton, J., Ball, D. (1986), Haskell, D.W., Foorman, B.R., Swank, P.R. (1992), Dietrich, P. (1973), Anderson, R., Hiebert, E., Scott, J., Wilkinson, I. (1985), Adams, M. (1988), Stahl, S., Miller, P. (1989), Stahl, S., McKenna, M., Pagnucco, J. (1994), Stanovich, K. (1994), Foorman, B. (1995), Baker, S. Stahl, S. (1994), etc.

# Does phonics really help?

Phonemic awareness can be taught explicitly through

- discriminating different sounds
- matching spoken sound and written words
- word-to-word matching
- isolating sounds in words
- segmenting spoken words into sounds

Ball, E.W., Blachman, B.A. (1991), Byrne, B., Fielding-Barnsley, R. (1989), Cunningham, A.E. (1990), Lie, A. (1991), Lundberg, I., Frost, J., Petersen, O. (1988), Smith, S., Simmons, D., Kameenui, E. (1995), Vellutino, F.R., Scanlon, D.M. (1987), Yopp, H.K. (1988), Wagner, R., Torgesen, J. (1987), etc.



# Does phonics really help?

Each letter-sound correspondence should be taught explicitly

Adams, M. (1988), Ball, E.W., Blachman, B.A. (1991), Byrne, B., Fielding-Barnsley, R. (1989), Mann, V.A. (1993), Rack, J.P., Snolwing, M.J., Olson, R.K. (1992), Spector, J.E. (1995), Stanovich, K.E. (1986), Vellutino, E.R. (1991), etc.

# Does phonics really help?

High frequency letter-sound relationships should be taught early

Burmeister, L. (1975), Carmine, D. (1980), etc.



# What about studies on EFL?

Hsu (2003) concluded that phonics instruction did not work well with Taiwanese students, or with EFL students. As for the learning attitude, because of the complexity and variability of phonics rules, students didn't show much positive response in learning phonics (Hsu, 2003).

Hsu, li-ling. (2003). *The Effectiveness of two phonics Programs on Sixth Graders' Phonemic Awareness and Spelling abilities.* Master Thesis, National Cheng Kung University.

# What about studies on EFL?

一、經過實驗教學，在排除前測的影響後，字母拼讀組和字母拼讀+K.K.組學生 之英語學習成就後測並無顯著差異。

二、經過實驗教學，在排除前測的影響後，字母拼讀組和字母拼讀+K.K.組學生 之英語學習動機後測並無顯著差異。

三、經過實驗教學，在排除前測的影響後，字母拼讀+K.K.組（子、母音分開教授）和字母拼讀+K.K.組（子、母音搭配教授）學生之英語學習成就後測達 顯著差異。

四、經過實驗教學，在排除前測的影響後，字母拼讀組+K.K.（子、母音分開教授）組和字母拼讀+K.K.（子、母音搭配教授）組學生之英語學習動機後測 達顯著差異。

葉麗雪（民94）。ＫＫ音標輔助英語教學之研究-以六年級學童為例。國立中山大學教育研究所碩士論文。



# Who needs phonics?

Buried deep in Johnson's article is the suggestion that some children can acquire phonics generalizations by reading. As noted earlier, Smith (e.g. 1994) has hypothesized that most of our knowledge of phonics is the result of reading and not the cause (Krashen, 2002).

# Who needs phonics?

Johnson's view differs somewhat from Smith's in that she claims that some children can indeed acquire sound-spelling correspondences by reading, while others "need systematic instruction" (p. 141). No evidence is provided for this extremely important claim, a claim that runs counter to current official state and federal government policy that all children must have systematic, intensive phonics instruction (Krashen, 2009).

To support such a claim, one would have to show that there are substantial numbers of children who have learned to read without extensive phonics training (this is easy to find), and also substantial numbers of children who cannot "learn to read by reading," who require extensive phonics instruction. The existence of this second group has never been demonstrated: To do so, one must find large numbers of children who have been read to, who have substantial exposure to comprehensible and interesting texts, and who nevertheless fail to learn to read (Krashen, 2002).



# Phonics and reading comprehension

**Reconsider: Intensive phonics instruction (reading-like behavior)**

Intensive, Systmatic Phonics. All major letter-sound correspondences taught in order: Assumes

(1) we learn to read by first learning the rules of phonics, that is, we learn to read by sounding out words and reading out-loud ("decoding to sound").

(2) knowledge of phonics must be deliberately taught and consciously learned: hard work.

(3) The major rules (Ehri): "long and short vowels and vowel and consonant digraphs consisting of two letters representing one phoneme, such as oi, ea, sh, and th. Also, phonics instruction may include blends of letter sounds that represent larger subunits in words such as consonant pairs (e.g. st, bl), onsets, and rimes" (p. 180).

(Krashen, 2009)

# Phonics and reading comprehension

Basic Phonics: it is helpful to teach some rules of phonics, the straight-forward rules. Assumes:

(1) we learn to read by reading, by understanding what is on the page

(2) Most of our knowledge of phonics is the result of reading; the more complex rules of phonics are subconsciously acquired through reading (Smith)

(3) Can help by making texts more comprehensible, restricting possibilities:

Smith: "The man was riding on the h____." and cannot read the final word.

Zero Phonics: all phonics rules can be acquired by reading. Rare.



# What are limitations of phonics?

1. Learn to read letters or learn to read words?
2. Too many rules that even teachers cannot remember all
3. Even if these rules were remembered, "not only is the system massive and complex, it is also unreliable, because it contains no way of predicting when a particular correspondence applies. What is the use of a complex set of rules if there is no reliable guide for when a particular rule should be employed?" (Frank Smith, 2005)
4. When readers meet new words, they guess the meaning first, and than try to sound the word out. But phonics does not help children to "guess the meaning" but try to "sound out" words first.
5. Very basic rules of phonics will help students figure out how to "read out" the words, but if these students did not speak the language in advance, they wouldn't be able to know the meaning of the words sounded out. Then what the use of phonic rules?

# Who can learn phonics better?

(1) Children in English as a first language who participate in intensive, systematic phonics programs do quite well on tests in which they have to pronounce words out-loud, not well on tests in which they have to understand what they read (Krashen, 2009).

(2) Children who have been given the opportunity to do a great deal of interesting, comprehensible reading and have less decoding instruction perform as well as or better than children in decoding-emphasis classes on decoding tests, and typically score higher on tests that test what really counts in reading: comprehension. This means that heavy systematic instruction is not necessary (Krashen, 2009).

(3) Many attested cases of children who learned to read on their own with little or no explicit decoding instruction and who appear to be able to decode quite well. (Goodman and Goodman, McQuillan).

(4) Complexity of phonics, exceptions makes Intensive Systematic Phonics impossible. Frank Smith: hot, hoot, hook, hour, honest, house, hope, honey, hoist. They all start with "ho" but in each case "ho" is pronounced differently (2005).



# Who can learn phonics better?

Conclusion:

Teaching the basics of phonics ("alphabetics) is helpful in early stages at a means of making texts more comprehensible. But the ability to decode complex words is the result of reading, not the cause (Smith, 2005. *Reading Without Nonsense*).

# Issues to ponder

Issues for us all:

1. Do we need phonics for our students? Why?
2. Is "speaking ability" an important concern in applying phonics to instruction of reading?
3. How can we apply phonics to our instruction of reading?
   (1) Synthetic phonics
   (2) Analytical phonics
   (3) Analogy phonics
   (4) Embedded phonics



# Issues to ponder

(1) Synthetic phonics

This method involves examining every spelling within the word individually as an individual sound and then blending those sounds together. For example, "should" would be read by pronouncing the sounds for each spelling "/ʃ, ʊ, d/" and then blending those sounds orally to produce a spoken word, "/ʃʊd/." The goal of synthetic phonics instruction is that students identify the sound-symbol correspondences and blend their phonemes automatically.

# Issues to ponder

(2) Analytical phonics

This method has children analyze sound-symbol correspondences, such as the "ea" spelling of /i/ in "heat" and of /e/ in "great," but students do not blend those elements as they do in synthetic phonics lessons. Furthermore, consonant blends (separate, adjacent consonant phonemes) are taught as units (*e.g.,* in "shoud" the "sh" would be taught as a unit /ʃ/).



# Issues to ponder

(3) Analogy phonics

This method is a particular type of analytic phonics in which the teacher has students analyze phonic elements according to the phonograms in the word. A phonogram, known in linguistics as a rhyme, is composed of the vowel and all the sounds that follow it. Teachers using the analogy method assist students in memorizing a bank of phonograms, such as "-at," "-am," or "-ad." Students then use these phonograms to analogize to unknown words.

sad, had, dad, pad, bad, lad

at, sat, pat, bat, cat, hat, mat, rat, fat

# Issues to ponder

(4) Embedded phonics

is the type of phonics instruction used in whole language programs. Although phonics skills are de-emphasized in whole language programs, some teachers include phonics "mini-lessons" in the context of reading materials. Short lessons are included based on phonics elements that students are having trouble with, or on a new or difficult phonics pattern that appears in a class reading assignment. The focus on meaning is generally maintained, but the mini-lesson provides some time for focus on individual sounds and the symbols that represent them. Embedded phonics differs from other methods in that the instruction is always in the context of reading materials rather than in separate lessons, and the skills to be taught are identified opportunistically rather than systematically.



# Why happens in the US now?

Many school systems, such as California's, have made major changes in the method they have used to teach early reading. Today, most teachers combine phonics with the elements of whole language that focus on reading comprehension. They are employing a combined approach Adams (1994) and the National Reading Panel (1994) advocate for a comprehensive reading program that includes several different subskills. This combined approach is sometimes called balanced literacy. Some researchers (Moats, 2008) assert that balanced literacy is merely whole language called by another name.

Proponents of various approaches generally agree that a combined approach is important.

**And this is my position.**

# Phonics Rules



# What are the phonics rules?

**Here are the most commonly used phonics rules:**

**Phonics rules:**

1. Every syllable in every word must contain a vowel. The vowels are: a, e, i, o, u, and y (although y is a consonant when at the beginning of a word).
2. When a syllable ends in a silent "e," the vowel that comes before the silent "e" is long. Examples: take, gene, bite, hope, fuse.
3. When a syllable has two vowels together, the first vowel is usually long and the second vowel is silent. Example: stain.
4. When a syllable ends in a vowel and is the only vowel, that vowel is usually long. Examples: ba/ker, be/come, bi/sect, go/ing, fu/ture, my/self.
5. When a syllable ends in a consonant and has only one vowel, that vowel is short. Examples: tap, bed, wish, lock, bug.
6. When a vowel is followed by "r" in the same syllable, the vowel is neither long nor short. Examples: charm, term, shirt, corn, surf.

# What are the phonics rules?

**Phonics rules:**

7. When "c" is followed by "e, i, or y," it usually has the soft sound of "s." Example: city.
8. When "g" is followed by "e, i, or y," it usually has the soft sound of "j." Example: gem.
9. A consonant digraph is two or more consonants that are grouped together and represent a single sound. Here are consonant digraphs you should know: wh (wh<u>at</u>), sh (<u>sh</u>out), wr (<u>wr</u>ite), kn (<u>kn</u>ow), th (<u>th</u>at), ch (wat<u>ch</u>), ph (laugh), tch (wa<u>tch</u>), gh (laugh), ng (ri<u>ng</u>).



# What are the phonics rules?

Basic Syllable Rules

1. To find the number of syllables:

   count the vowels in the word,

   subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels a together in a syllable)

   subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)

   the number of vowels sounds left is the same as the number of syllables.
2. The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard. For example:

   The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.

   The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a diphthong which counts as only one sound, so this word has only two vowels sounds and therefore, two syllables.

# What are the phonics rules?

Basic Syllable Rules

3. Divide between two middle consonants.

   Split up words that have two middle consonants.

   For example:

   hap/pen, bas/ket, let/ter, sup/per, din/ner, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th," "sh," "ph," "th," "ch," and "wh."

4. Usually divide before a single middle consonant.

   When there is only one syllable, you usually divide in front of it, as in:

   "o/pen," "i/tem," "e/vil," and "re/port." The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in."



# What are the phonics rules?

Basic Syllable Rules

5. Divide before the consonant before an "-le" syllable.

   When you have a word that has the old-style spelling in which the "-le" sounds like "-el," divide before the consonant before the "-le." For example: "a/ble," "fum/ble," "rub/ble," "mum/ble," and "this/tle." The only exception to this are "ckle" words like "tick/le."

6. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.

   Split off the parts of compound words like "sports/car" and "house/boat." Divide off prefixes such at "un/happy," "pre/paid," or "re/write." Also divide off suffixes as in the words "farm/er," "teach/er," "hope/less," "look/ing," and "care/ful." In the word "stop/ping," the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing."

# What are the phonics rules?

Accent Rules

When a word has more than one syllable, one of the syllables is always a little louder than the others. The syllable with the louder stress is the accented syllable. It may seem that the placement of accents in words is often random or accidental, but these are some rules that usually work.

1. Accents are often on the first syllable. Examples: 'ba/sic, 'pro/gram.
   Exceptions: se'dan, re'peat, con'cern,…
2. In words that have suffixes or prefixes, the accent is usually on the main root word. Examples: 'box/es, un/'tie,

3. If de-, re-, ex-, in-, po-, pro-, or a- is the first syllable in a word, it is usually not accented. Examples: de/'lay, ex/'plore.



# What are the phonics rules?

Accent Rules

4. Two vowel letters together in the last syllable of a word often indicates an accented last syllable. Examples: com/'plain, con/'ceal.

5. When there are two like consonant letters within a word, the syllable before the double consonants is usually accented. Examples: be/'gin/ner, 'let/ter.

6. The accent is usually on the syllable before the suffixes -ion, ity, -ic, -ical, -ian, -ial, or -ious, and on the second syllable before the suffix -ate. Examples: af/fec/'ta/tion, dif/fer/'en/ti/ate.

7. In words of three or more syllables, one of the first two syllables is usually accented. Examples: 'ac/ci/dent, de/'ter/mine.

# Clymer's 45 phonic generalizations

**The utility of 45 phonic generalizations**

| *Generalization | No. of words conforming | No. of exceptions | Percent of utility |
|---|---|---|---|
| 1. When there are two vowels side by side, the long sound of the first one is heard and the second is usually silent. | 309 (bead)† | 377 (chief)† | 45 |
| 2. When a vowel is in the middle of a one-syllable word, the vowel is short. | 408 | 249 | 62 |
| middle letter | 191 (dress) | 84 (scold) | 69 |
| one of the middle two letters in a word of four letters | 191 (rest) | 135 (told) | 59 |
| one vowel *within* a word of more than four letters | 26 (splash) | 30 (fight) | 46 |
| 3. If the only vowel letter is at the end of a word, the letter usually stands for a long sound. | 23 (he) | 8 (to) | 74 |
| 4. When there are two vowels, one of which is final *e*, the first vowel is long and the *e* is silent. | 180 (bone) | 108 (done) | 63 |
| *5. The *r* gives the preceding vowel a sound that is neither long nor short. | 484 (horn) | 134 (wire) | 78 |
| 6. The first vowel is usually long and the second silent in the digraphs *ai*, *ea*, *oa*, and *ui*. | 179 | 92 | 66 |
| *ai* | 43 (nail) | 24 (said) | 64 |
| *ea* | 101 (bead) | 51 (head) | 66 |
| *oa* | 34 (boat) | 1 (cupboard) | 97 |
| *ui* | 1 (suit) | 16 (build) | 6 |



# The most useful ones

| | | | |
|---|---|---|---|
| 3. If the only vowel letter is at the end of a word, the letter usually stands for a long sound. | 23 (he) | 8 (to) | 74 |
| *5. The *r* gives the preceding vowel a sound that is neither long nor short. | 484 (horn) | 134 (wire) | 78 |
| 6. The first vowel is usually long and the second silent in the digraphs *ai*, *ea*, *oa*, and *ui*. | 179 | 92 | 66 |
| *ai* | 43 (nail) | 24 (said) | 64 |
| *ea* | 101 (bead) | 51 (head) | 66 |
| *oa* | 34 (boat) | 1 (cupboard) | 97 |
| *ui* | 1 (suit) | 16 (build) | 6 |
| *8. Words having double *e* usually have the long *e* sound. | 85 (seem) | 2 (been) | 98 |
| *10. In *ay* the *y* is silent and gives *a* its long sound. | 36 (play) | 10 (always) | 78 |
| 11. When the letter *i* is followed by the letters *gh*, the *i* usually stands for its long sound and the *gh* is silent. | 22 (high) | 9 (neighbor) | 71 |
| *16. When *y* is the final letter in a word, it usually has a vowel sound. | 169 (dry) | 32 (tray) | 84 |
| *20. When *c* and *h* are next to each other, they make only one sound. | 103 (peach) | 0 | 100 |
| *21. *Ch* is usually pronounced as it is in *kitchen*, *catch*, and *chair*, not like *sh*. | 99 (catch) | 5 (machine) | 95 |
| *22. When *c* is followed by *e* or *i*, the sound of *s* is likely to be heard. | 66 (cent) | 3 (ocean) | 96 |

# The most useful ones

| | | | |
|---|---|---|---|
| *23. When the letter *c* is followed by *o* or *a* the sound of *k* is likely to be heard. | 143 (camp) | 0 | 100 |
| *25. When *ght* is seen in a word, *gh* is silent. | 30 (fight) | 0 | 100 |
| 26. When a word begins *kn*, the *k* is silent. | 10 (knife) | 0 | 100 |
| 27. When a word begins with *wr*, the *w* is silent. | 8 (write) | 0 | 100 |
| *28. When two of the same consonants are side by side only one is heard. | 334 (carry) | 3 (suggest) | 99 |
| *29. When a word ends in *ck*, it has the same last sound as in *look*. | 46 (brick) | 0 | 100 |
| *30. In most two-syllable words, the first syllable is accented. | 828 (famous) | 143 (polite) | 85 |
| *31. If *a*, *in*, *re*, *ex*, *de*, or *be* is the first syllable in a word, it is usually unaccented. | 86 (belong) | 13 (insect) | 87 |
| *32. In most two-syllable words that end in a consonant followed by *y*, the first syllable is accented and the last is unaccented. | 101 (baby) | 4 (supply) | 96 |
| 35. When *ture* is the final syllable in a word, it is unaccented. | 4 (picture) | 0 | 100 |
| 36. When *tion* is the final syllable in a word, it is unaccented. | 5 (station) | 0 | 100 |
| *40. If the last syllable of a word ends in *le*, the consonant preceding the *le* usually begins the last syllable. | 62 (tumble) | 2 (buckle) | 97 |
| *41. When the first vowel element in a word is followed by *th*, *ch*, or *sh*, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable. | 30 (dishes) | 0 | 100 |
| *44. When there is one *e* in a word that ends in a consonant, the *e* usually has a short sound. | 85 (leg) | 27 (blew) | 76 |
| *45. When the last syllable is the sound *r*, it is unaccented. | 188 (butter) | 9 (appear) | 95 |



# Other formats to present the rules

Interpret what vowels are, how many they are, and how they should be pronounced (see below)

Vowels are open sounds while consonants are closed sounds.

Every syllable of English word should contain a vowel.

The vowel letter A:

1. (_)a_—(be pronounced as a "short" vowel)

cat dad gas rat at as ad

2. (_)a_e—(be pronounced as a "long" vowel)

date case late sake page ate age

3. (_)ai_—(be pronounced as a "long" vowel)

wait rain jail paid fail aid aim

# Other formats to present the rules

The vowel letter A:

4. (_)ay(_) —(be pronounced as a "long" vowel)
   say day pay way days pays gays
5. (_)al_—(be pronounced as /ɔ/)
   all call salt tall mall ball wall
6. (_)aul_—(be pronounced as /ɔ/ and "u" is silent)
   fault Paul
7. (_)aught—(be pronounced as /ɔ/ and "ugh" is silent)
   caught taught daughter
8. (_)aw(_)—(be pronounced as /ɔ/ and "w" is silent)
   saw law jaw claw dawn lawn



# Other formats to present the rules

The vowel letter A:

9. (_)ar(_)—(be pronounced as /ar/)
   hard bark cart car bar jar
10. (_)are —(be pronounced as /ɛr/)
    care hare dare ware rare share
11. (_)air(_)—(be pronounced as /ɛr/)
    air hair pair fair chair
12. (_)a(_)ion—(be pronounced as "long" vowel)
    station vacation occasion

# Other formats to present the rules

The vowel letter E:

1. (_)e_—(be pronounced as a "short" vowel)
   bed let get set red pet net
2. (_)e_e—(be pronounced as a "long" vowel)
   eve these delete impede Pete complete
3. (_)ee(_)—(be pronounced as a "long" vowel)
   see bee meet keep need week sleep
4. (_)ea(_) —(be pronounced as a "long" vowel)
   eat meat real lead team tea mean
   (great, head, bread, breath, instead)
5. c/sei(_)—(be pronounced as /i/ and "i" is silent)
   receive seize deceive ceiling



# Other formats to present the rules

The vowel letter E:

6. (_)ew(_)—(be pronounced as /u/)
   few new dew
7. (_)er(_)—(be pronounced as /ɜ˞/)
   term herb her alert
8. (_)ear_—(be pronounced as /ɜ˞/ and "a" is silent)
   earn learn
9. (_)e—(be pronounced as /i/)
   he be she (the breathe)

# Other formats to present the rules

The vowel letter I:

1. (_)i_—(be pronounced as a "short" vowel)
   pig hit kid sit fix tip hip
2. (_)i_e—(be pronounced as a "long" vowel)
   hide like time wide kite wife ride
3. (_)ie—(be pronounced as a "long" vowel)
   die lie pie tie
4. ch/shie(_)—(be pronounced as /i/ and "i" is silence)
   achieve chief shield
5. (_)ir(_) —(be pronounced as /ɜ˞/)
   bird dirt girl first firm



# Other formats to present the rules

The vowel letter O:

1. (_)o_—(be pronounced as a "short" vowel)
   hot job God not fox jog nod
2. (_)o_e—(be pronounced as a "long" vowel)
   hope joke rope nose rode home rose
3. (_)oe—(be pronounced as a "long" vowel)
   toe Joe
4. (_)oi_ —(be pronounced as /ɔɪ/)
   oil boil join coin moist
5. (_)oy(_)—(be pronounced as /ɔɪ/)
   boy toy joy soy
6. (_)oo—(be pronounced as /u/ and "u" is silent)
   too zoo coo tattoo bamboo

# Other formats to present the rules

The vowel letter O:

7. (_)oo_—(be pronounced as /u/ but there are exceptions)

food boot tool moon fool cool tooth

good took hook hood look foot book

8. (_)ou_—(be pronounced as /aʊ/)

our out loud found sound count

9. (_)or(_)—(be pronounced as /ɔr/)

fork corn pork Lord (work word worst)

10. (_)ore—(be pronounced as /ɔr/)

more wore core tore

11. (_)oar(_)—(be pronounced as /ɔr/)

roar boar board

12, (_)o—(be pronounced as a long vowel)

so no go Jo (to, do)



# Other formats to present the rules

The vowel letter U:

1. (_)u_—(be pronounced as a "short" vowel)

cup cut bug hut but luck hug

2. (_)u_e—(be pronounced as a "long" vowel)

cute Duke huge tube mute Luke nude

3. (_)ui_—(be pronounced as a "long" vowel)

suit fruit

4. (_)ue—(be pronounced as a "long" vowel)

Sue blue glue due cue hue

5. (_)ur(_)—(be pronounced as /ɜ˞/)

fur curl surf turn burn

# Other formats to present the rules

Interpret what consonant letters are, how many they are, and how to pronounce them.

Consonants correspond to sounds as the following:

b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z,

ch, sh, th, ph, wh, ng, and gh

Rules for consonants:

1. "C" followed by "e, i, or y" usually has the soft sound of "s."
   Examples: "cyst," "central," and "city."

2. "G" followed by "e, i, or y" usually has the soft sound of "j."
   Example: "gem," "gym," and "gist."



# Other formats to present the rules

http://www.phonicsontheweb.com/index.php

(phonics on the web)

# What role should KK play?

Should our students learn phonics and KK phonetic symbols (by John Kenyon & Thomas Knott, 1953) at the same time?

"k" is pronounced as /k/

"c" is pronounced as /k/, etc.

The most commonly used KK symbols are

/dʒ, ʒ, θ, ʃ, ŋ, ð/

/æ, ɛ, ɪ, ɔ, ə/



# Are we teaching reading or pronunciation or both?

# How to apply the rules?

Decide which of the following approaches best fits in your class

1. Synthetic phonics
2. Analytical phonics
3. Analogy phonics
4. Embedded phonics



# How to apply the rules?

1. By repeating them

   T: "a a a"

   Ss: /æ æ æ/

2. By high-lighting or marking the letters

   sad dad bad had

   cat dad bat sad…

3. By breaking up the words

   For example, we say: "Point to the c a t." Don't say the names of the letters, but say their sounds. It should sound like "Kuh Ah Tuh" rather than "See Ay Tee."

4. By using flashcards to show symbols and example words

# How to apply the rules?

5. By designing materials for specific sound and symbol in each lesson

   These materials or textbooks contain specific symbols so that each of the sounds of English can have a unique symbol. These symbols are then taught and the students will initially read text that utilizes these symbols.

6. By using a matrix

   All possible combinations are represented on a spreadsheet (or matrix) with medial spellings (a, e, i, o, u, y, ar, er, etc.) on the x-axis and the vowels sounds (b, c, d, f, g, ch, etc.) on the y-axis. Students are taught *ba*, *be*, *bi*, *bo* and so on.

7. By combining all different methods

   http://www.synthetic-phonics.com/phonics_methods.html

   http://www.cceschool.org/hayes/Phonics%20Charts.htm



# Thank you!