

Past Paper - May 2021

Applying Phonics Knowledge

Section 1 - Multiple Choice & Short Answer Questions - 40 marks

Section 2 - Scenario - 20 marks

Total - 60 marks.

You have 75 minutes to complete this paper.

TPhYL Parameters, unless otherwise stated:
Phonics Approach - Synthetic Phonics
Alphabetic Code - PEA's Simple Alphabetic Code
Young learners - 3 to 7 years old

- 'real words' - *If the question asks you to answer with real words, you can only use real words made up of the LSCs from PEA's Simple Alphabetic Code. If you have answered with pseudo words or Common Exception Words, you will not be given any marks.*
- *Note that in this paper, phonemes or sounds are presented within slashes like this: /p/; graphemes or letters of the English alphabet are presented in quotation marks like this: 'p', 'ai'.*

Section 1

Multiple Choice & Short Answer Questions - (40 marks)

Read the following questions and write all your answers in the boxes provided:

1. /m/ /n/ /ng/ are examples of ... (1)

- a) stretchy vowel sounds.
- b) bouncy consonant sounds.
- c) nasal sounds.
- d) unvoiced consonant sounds.

2. /k/ , /g/; /t/ /d/ are pairs of ... (1)

- a) voiced - unvoiced consonant sounds.
- b) stretchy - bouncy consonant sounds.
- c) bouncy - stretchy consonant sounds.
- d) unvoiced - voiced consonant sounds.

3. Which **two** of the following activities show a young learner (YL) engaging in oral segmenting? (2)

- a) The YL listens to the teacher saying a word slowly and counts the number of sounds in the word.
- b) The YL listens to the sounds the teacher says slowly and combines them into a word.
- c) The YL reads a word shown on the board aloud.
- d) The YL listens to the teacher saying a word slowly and says the ending sound.

4. What is a "digraph"? It is ... (1)

- a) a letter formation approach.
- b) two letters making one sound.
- c) two letters making two sounds.
- d) three letters making three sounds.

5. Find and **circle** the **Common Exception Words** in the table below. (8)
Identify and **underline** the irregular or tricky parts in each.

E.g.

I	cat	the	dog
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s h o u l d	b y	g r a p e
h i g h	w h e n	w e n t

6. **Circle** the letter(s) representing consonant sounds and **underline** the letter(s) representing vowel sounds in the following words: (3)

f a i r s	s t a r t	p o n d
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7. The letters 'oo' make a short sound in the word 'hook' and a long sound in the word 'mood'. Write **two** more examples of **real** words for each: (4)

short / <u>oo</u> /	long / <u>oo</u> /

8. Write **four** real words with a different **consonant blend** in each and **underline** the consonant blends. (4)

9. Label the pseudo words below using any of the following phonological patterns: **CVC**, **CVCC**, **CCVC**, **CCVCC**, or **CCCVC** and write a real word following the same phonological pattern next to it. (12)

E.g.

pseudo word	phonological pattern	real word
mog	CVC	dot

pseudo words	phonological pattern	real words
churff		
blaind		
sproit		
gearck		
veemp		
shrith		

10. The YLs have learnt 3 groups of sounds from Jolly Phonics as below. (4)

s	a	t	i	p	n
c k	e	h	r	m	d
g	o	u	l	f	b

Write **four** real words you can give the YLs to blend that start with a different **stretchy consonant sound** each.

Section 2
Scenario - 20 marks

Multisensory Modalities + Differentiated Teaching

Multisensory Modalities

In the following scenario, identify and underline where the auditory, visual, tactile and kinaesthetic senses of the students were engaged.

Write down 'A' for auditory, 'V' for visual, 'T' for tactile and 'K' for kinaesthetic senses **next** to your underlined text. (Underline one answer for each sense asked in the question and 1 mark will be given for each correct answer. Only the first 4 answers will be marked. Max. 4 marks.)

Scenario

Sarah has taught her class of 10 K2 learners the following letter sounds:

's' - /s/	'a' - /a/	't' - /t/	'i' - /i/	'p' - /p/	'n' - /n/
'c' 'k' - /k/	'e' - /e/	'h' - /h/	'r' - /r/	'm' - /m/	'd' - /d/
'g' - /g/	'o' - /o/	'u' - /u/	'l' - /l/	'f' - /f/	

After teaching them the LSC for the letter 'f', she wanted to practise segmenting with the class using the sounds that they have learnt before. She created a 4 by 4 grid and wrote some of the letters from these 3 groups on it. She brought the grid to class and revised all the LSC for the letters on the grid by using her fly swatter to randomly slap each letter and asking the class to say the sound for that letter.

Once she finished the revision, she told her class that they were going on an adventure that required them to unlock several doors to reach their goal. To unlock a door, they needed to listen to a password and slap the correct letters needed to spell the password. If the correct letters were slapped, they would hear a door opening, and they would then get their next password. This would continue until they reached the goal.

She demonstrated the activity to the class. She told the class that their first password was 'dog'. She said "/d/ /o/ /g/" and asked the class which letters were needed to spell the word. As they told her the letters 'd' 'o' 'g', she slapped the corresponding letters on the grid. She played the sound of a door opening and told the class that they succeeded in opening the first door. The learners clapped their hands and were very excited to go on this adventure.

She divided the class into 2 groups (Group A and B) and asked them to line up in two lines in front of the grid. She gave the first person in each group a fly swatter. Each group had to take turns to segment a word that Sarah gave them. She gave group A the password 'pan' and group B the password 'hop' to work on. Each student segmented their assigned word and showed Sarah the password by slapping the corresponding letters on the grid.

Sarah continued the activity by giving each student a different CVC word, until all the students in her class had a chance to participate. The class enjoyed the activity. When the students reached their goal, Sarah showed them a mystery box filled with foam pellets, and they could dip their hands in and search for their medal.

Sarah looked over the notes she took during the activity after class and noticed that some of her students were missing the ending sounds of the CVC words that she had given them. They were only slapping the first two letters of the word she gave them, and she had to remind them of that ending sound before they would slap that letter to unlock their door.

Differentiated Teaching

Sarah needs to differentiate her Phonics teaching so that she can cater to the students of different Phonics abilities in her class. Give **four Phonics-related suggestions** for Sarah to support the struggling students and **four Phonics-related suggestions** for her to extend the advanced students. When giving your suggestions, you can consider modifying one or more of the following:

- content
- process
- product
- any other appropriate phonics-related elements

These categories are only for your reference. There is **no need** to state the above categories in your suggestions or include a suggestion for each category.

Number your answers and each of your suggestions must include specifics, e.g., key skills under the Synthetic Phonics approach, sounds, letters, words, interaction patterns, etc.

* You can write in bullet point format. If you have written more than **four** suggestions for each, only the **first four** will be marked. *

(2 marks for each correct suggestion; max. 4 suggestions for the struggling students and max. 4 suggestions for the advanced students; max. 16 marks)

how to extend the advanced students (max. 8 marks)

Practice Paper

how to support the struggling students (max. 8 marks)

Practice Paper

- END OF PAPER -