

Applying Phonics Knowledge HK TPhYL May 2021

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, you will not be given any marks.

Note that in this paper, phonemes or sounds are presented within slashes like this: /i/; graphemes or letters of the English alphabet are presented in quotation marks like this: 'p'.

Abbreviations used in this paper:

- *YLS - Young Learners*
- *YL - Young Learner*
- *Ts - Teachers*
- *T - Teacher*
- *SS - Students*
- *S - Student*
- *LSCs - Letter Sound Correspondences*
- *CEWs - Common Exception Words*

Section 1

Multiple Choice & Short Answer Questions - (40 marks)

Read the following questions and highlight all your answers in **yellow**:

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

E.g.

<u>I</u>	cat	<u>the</u>	dog
----------	-----	------------	-----

<u>sh</u> <u>ou</u> <u>ld</u>	<u>b</u> <u>y</u>	<u>g</u> <u>r</u> <u>a</u> <u>p</u> <u>e</u>
h i g h	<u>w</u> <u>h</u> <u>e</u> <u>n</u>	w e n t

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

<u>f</u> <u>a</u> <u>i</u> <u>r</u> <u>s</u>	<u>s</u> <u>t</u> <u>a</u> <u>r</u> <u>t</u>	<u>p</u> <u>o</u> <u>n</u> <u>d</u>
--	--	-------------------------------------

7. The letters 'oo' make a short sound in the word 'hook' and a long sound in the word 'mood'. Type **two** more examples of real words for each: (4)

short / <u>oo</u> /	long / <u>oo</u> /
book	spoon
look	cool

Several possible answers

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

<u>s</u> poon	<u>b</u> lack
<u>t</u> ruck	<u>s</u> top

Several possible answers

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

E.g.

pseudo word	phonological pattern	real word
mog	<i>CVC</i>	<i>dot</i>

pseudo words	phonological pattern	real words
churff	<i>CVC</i>	cat
blaind	<i>CCVCC</i>	blend
sproit	<i>CCVC</i>	splash
jeack	<i>CVC</i>	jet
veemp	<i>CVCC</i>	lamp
shrith	<i>CCVC</i>	sloth

Several possible answers

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

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

fit	lip
rip	mat

Several possible answers

Section 2

Scenario - 20 marks

Multisensory Modalities + Differentiated Phonics Instruction

Multisensory Modalities

In the following scenario, identify and highlight where the auditory, visual, tactile, and kinaesthetic senses of the students (SS) were engaged in the lesson.

Highlight **green** for auditory, **yellow** for visual, **blue** for tactile, and **pink** for kinaesthetic senses. (Highlight 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

Background Information: 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/	

Letter Formation:

Her students have developed their tripod grasp/grip and they can form these letters using a triangular pencil. They know the starting points and stroke directions of these letters, too.

Blending / Segmenting:

Her students can text blend and text segment CVC words with these LSCs, e.g., 'fan', 'den', 'sun'.

After teaching them the LSC for the letter 'f', Sarah wanted to practise segmenting CVC words with the class made up of the sounds that they have learnt before. She planned a slap the letters activity and prepared the following materials:

- enough 4 by 4 grids with letters from these 3 groups;
- enough flyswatters;
- enough mats with doors;
- the sound effect of a door opening on her phone.

In the lesson:

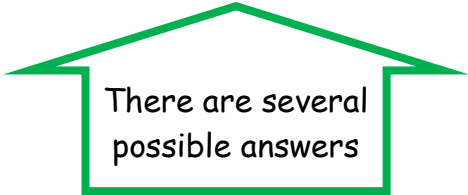
Sarah began her lesson by revising all the LSC for the letters on the grid. She used her flyswatter to randomly slap a letter on the grid and asked her class to say the sound for that letter.

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 students 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 student in each group a flyswatter. 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.



There are several possible answers

At the end of the lesson, Sarah went over the observation notes with her TA Jim and noticed that although many students were able to segment the CVC passwords into sounds and slapped the corresponding letters on the grid, some had struggled:

- Some students could not segment the CVC words into three sounds, and they just slapped all the letters on the grid for fun;
- Some students could segment the CVC words into three sounds, but they could not find the three corresponding letters on the grid;
- Some students could segment the first two sounds but missed the ending one;
- Some students could segment the first and the last sounds but missed the middle vowel sound.

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

The class teacher wants to differentiate their Phonics instruction so that they can cater to the students of different Phonics abilities in their class. Give **four Phonics-related suggestions** for the class teacher to **support the struggling students** and **four Phonics-related suggestions** for them to **extend the advanced students**. When giving suggestions, you can consider modifying one or more of the following:

- content
- process
- 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.

Each suggestion must include specifics, e.g., key skills under the Synthetic Phonics approach, sounds, letters, spoken or written key words, interaction patterns, etc.

You can write in bullet-point format. Only the first four suggestions for each group of students will be marked.

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

1. Sarah can get her TA Jim to group the advanced students together and then further separate them into two groups. TA Jim can then give them words with CVCC or CCVC patterns to segment. These words can be 'dogs', 'frog' or 'trip'.
2. Sarah can get her TA Jim to group the advanced students together and then further separate them into two groups. TA Jim can continue the same activity but add another step to the activity. After the students have segmented the word with the flyswatter, they can practise their letter formation skill by writing the word down on a small whiteboard in front of them with a marker.
3. Sarah can get her TA Jim to group the advanced students together and get them to have a competition. This time, TA Jim will say three sounds that will make up a CVC word and then ask the advanced students to oral blend the sounds together and say the word. The fastest student to raise their hand and oral blend the word correctly wins. TA Jim can use words like 'fun, mid, hat'.
4. Sarah can get her TA Jim to group the advanced students together and get them to have a competition. This time, TA Jim will show a word card with 3 graphemes and ask the advanced students to text blend the word. The fastest student to raise their hand and text blend the word correctly wins. TA Jim can use words like 'fun, mid, hat'.

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

1. Sarah can work with the struggling students. She will only give the struggling students pseudo-CV words to segment after revising all the sounds on the grid with them. E.g., 'po, li, fa'. She can change these into CVC words when these students have achieved slapping the correct letters on the grid - 'po' to 'pot', 'li' to 'lid', 'fa' to 'fan'.
2. Sarah can work with the struggling students. Other than showing a 4 x 4 grid with 16 letters, she will show an Elkonin box with three grids on the board. Sarah will write the letters in the first two grids. She can ask the struggling students to pay attention to the last sound of the words she will say. The students will need to slap the letter representing the last sound. Sarah can use CVC words that have the same first and middle sounds and only a different ending sound, e.g., 'fan, fat, fad'.
3. Sarah can work with the struggling students. She can give a small 4 x 4 grid to each of them. She will segment the words using robot or froggy talk for them to find each letter after she says one sound. She can also give them hints such as giving them two choices if she finds them struggling to find the letters for the last sound. She can use the same words.
4. Sarah can work with the struggling students and practise oral segmenting with them. She can give them a couple of CVC words such as 'hut, fan, log' and ask them to count the sounds in the words using mini erasers. She can then ask them to say the last sound in the word.

- END OF PAPER -