

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

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'.

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.

c

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.

d

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.

a

d

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.

b

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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sh <u>ou</u> ld	b <u>y</u>	gr <u>a</u> p <u>e</u>
h <u>i</u> gh	w <u>h</u> en	w <u>e</u> nt

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

f <u>a</u> ir <u>s</u>	s <u>t</u> ar <u>t</u>	p <u>o</u> nd <u>o</u>
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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> /
book	spoon
look	cool

Several possible answers

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

sp <u>oo</u> n	bl <u>ac</u> k
tr <u>uc</u> k	st <u>op</u>

Several possible answers

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	<i>CVC</i>	dot

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

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

Write **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 Teaching

Multisensory Modalities

In the following scenario, identify and underline where the auditory, visual, tactile and kinaesthetic senses of the young learners (YLs) were engaged. Write down 'A' for auditory, 'V' for visual, 'T' for tactile and 'K' for kinaesthetic senses next to your underlined text. (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.

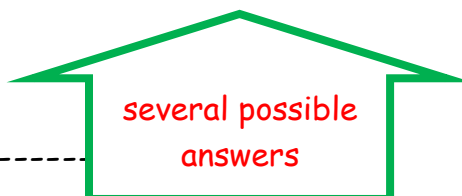
Once she finished the revision, she told her class that they were going on an adventure that required them to unlock several doors to reach their goal. To unlock a door, they needed to listen to a password and slap the correct letters needed to spell the password. If the correct letters were slapped, 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 learner segmented their assigned word and showed Sarah the password by slapping the corresponding letters on the grid.

Sarah continued the activity by giving each learner a different CVC word, until all the learners in her class had a chance to participate. The class enjoyed the activity. When the learners 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 learners 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 learners of different Phonics abilities in her class. Give **four suggestions** for Sarah to support the struggling learners and **four suggestions** for her to extend the advanced learners. When giving Phonics-related suggestions, you can consider modifying one or more of the following:

- content
- process
- product
- learning environment
- any other appropriate elements

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. *

(max. 16 marks)

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

1. Sarah can group the advanced learners together and then further separate them into two groups. She can then give them words with CVCC or CCVC patterns to segment. These words can be 'dogs' or 'frog' or 'trip'.

2. Sarah can group the advanced learners together and then further separate them into two groups. She can continue the same activity but add another step to the activity. After the student has segmented the word with the fly swatter, they can practise their letter formation by writing the word down on a small whiteboard with a marker.

3. Sarah can group the advanced learners together to have a competition. This time, Sarah will say three sounds that will make up a CVC word and then ask the advanced learners to blend the sounds together and say the word. The fastest learner to raise their hand and blend the correct word wins. Sarah can use words like 'run, mud, hut'.

4. Sarah can group the advanced learners and then further separate them into two groups. This time instead of saying the word for them to segment, Sarah will show them some flashcards with pictures on them and ask them to segment these words on the grid with the fly swatter. Sarah can show them pictures of a dog, cat, net, hut, etc.

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

1. Sarah can group the struggling learners together and further break them down into two groups. Sarah can continue the same activity, but she will narrow down the letters on the grid to just those representing the stretchy consonant sounds like 'l, m, n, s, f' and the 5 short vowels. Sarah can then give the struggling learners CV or VC words to segment after revising all the sounds on the grid with the learners. Sarah can also tell the learners that some of the words she will give them may be silly words and others can be real words. Words she can give the students are 'in, ma, on'.
2. Sarah can group the struggling learners together and give each of them their own small grid. Sarah can ask the struggling learners to pay attention to the first sound of the words she will say. The learners will only need to point to the letter representing the first sound. Sarah can continue to use CVC words such as pan, pot, hut but struggling learners will only need to point to the letter representing the first sound in those words.
3. Sarah can group the struggling learners together and ask a TA to work with them. The TA will give a grid to each pair, and she will segment the words slowly for them leaving time for them to find each letter after she says one sound. The TA can also give them hints such as doing actions they have learnt for the sounds when they are struggling to find the letters for the sound.
4. Sarah can group the struggling learners and practise oral segmenting with them. Sarah can give them a couple of CVC words such as hut, pan, and pot and ask them to count the sounds in the words. She can then ask them to say the first sound and the last sound in the word. The whole activity is an oral activity where the learners will not need to identify any letters.

- END OF PAPER -