

AAE103

L7 : Phonics

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Two Approaches to Reading

- whole word
- phonics

Whole Word

English spelling is crazy:

- *one* starts with /w/
- *two* has no /w/
- *three* has no /t/
- *four* has no /r/
- *five* has /aɪ/ not /i/

Why?

- why does *knight* begin with 'k' and have silent 'gh'?
- why is 'i' /ɪ/ in *sit* but /aɪ/ in *site*?
- why are both 'f' and 'ph' /f/?

Phonics

- there is some regularity in spelling
- this regularity can help children learn to read
- children must be able to guess unfamiliar words

initial 'p'

- pen
- pot
- panda
- pony

- notice the 'p'
- notice the lips
- now everyone find something starting with 'p'

final 'p'

- cap
- tap
- sip
- pop

Now everyone find something ending with 'p'.

'p' can also come in the middle

- happy
- puppy
- carpet

Can you think of any more words with 'p' in the middle?

why use 'p'

- it is a common sound
- it is bilabial, which means we can see its articulation
- it is rarely silent and it is usually pronounced as /p/

think of:

- an example of silent 'p'
- an example of 'p' that is not /p/

now try 't'

- tap
- toy
- tin
- toe

- now you find something beginning with 't'
- find three things that end with 't'

Consonant Digraphs

- some digraphs can be taught: 'th', 'sh'

Vowels

- vowels are more difficult
- the Roman alphabet does not have enough, so English "doubles up"

two basic pronunciations for each vowel

- short sound
- letter name

Short Sound

letter	sound	example
'a'	/æ/	pat, sad
'e'	/e/	pen, net
'i'	/ɪ/	bit, lid
'o'	/ɒ/	hot, not
'u'	/ʌ/	but, gun

Letter Name

letter	sound	examples
'a'	/eɪ/	cake, late
'e'	/iː/	see, bee
'i'	/aɪ/	bite, ride
'o'	/əʊ/	nose, bone
'u'	/(j)uː/	tune, rude

Magic 'e'

- results in letter name occurring :
 - wave
 - bite
 - home ...

Magic 'e' helps a vowel spell its name.
(SoE p. 73)

Vowel Digraphs

- often gives the letter name for the first letter :
 - 'ai' = /eɪ/ (wait, rain)
 - 'ea' = /iː/ (neat, read)
 - 'oa' = /əʊ/ (road, boat)

but there are lots of problems: book, head,

Summary

- phonics can be helpful
- start with easy consonants: 'p', 'b', 't' ...
- some digraph consonants can be taught: 'sh', 'th' ...
- teach two basic pronunciations for each vowel
- acknowledge that not all problems can be solved
- whole word approach is also needed