

PHONOLOGICAL AWARENESS AND PHONICS - GR. 3-5

Phonological awareness is the ability to hear the different sounds that make up a word. Phonics is about using letters and letter patterns to represent the sounds heard in words. Phonics and phonological awareness instruction can be embedded into the many literacy learning experiences in our classrooms, including thinking aloud while you write in front of your students and interactive writing. Learners need lots of opportunities to **use** phonics in reading and writing. Application of the patterns is more important than naming the patterns.

What students are learning

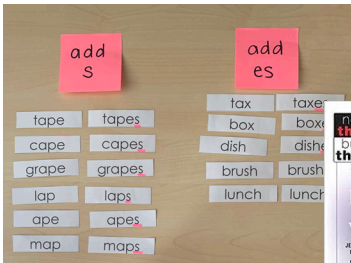
- Segmenting and blending words with multiple phonemes and complex sounds** - ex: scream --->/s/-/c/-/r/-/ea/-/m/
 - Syllabication** - ex: fan-tas-tic
 - Homophones** - see/sea, knew/new, ate/eight, real/reel
 - Long Vowel teams** - when two or more vowels work together to make one sound
 - ee, ea, ai, ay, oa, ou, oe, ie, ue, oo, silent e
 - Silent letters** - k (knee), b (numb), h (when), t (castle, watch)
 - Complex spelling patterns** - some examples include: ould, dge, aught, eam, eigh, ield
 - Diphthongs and other vowel teams** - When vowels and letters come together to form one sound
 - igh, i, y, ey, ay, ai, a, ow, oa, o, ai, ea, ee, ie, oy oi, oo, ou, ue, u
 - Plurals** - adding s, es to make a word plural
 - Common prefixes, suffixes and root words** - ex: rewrite (re- prefix, write - root word), writer (write - root word, er- suffix)
 - prefixes - re, un, pre, mis, non
 - suffixes - ing, ly, ful, less, er, est, ness
- Click [here](#) for a complete list of phonemes and graphemes we find in written text.

English is a highly complex language. As vocabulary grows in complexity there are more and more exceptions to the rules. We teach students common patterns for spelling and decoding and encourage them to be flexible in their use.

SPELLING/WORD SORTS

Learners sort words according to vowel sounds, spelling patterns, suffixes/prefixes etc. There are 2 different kinds of sorts that can be used:

- **Open sorts** - Students create their own groups based on what they notice about the sounds and spelling patterns in words
 - **Closed sorts** - Teacher defines the categories for sorting
- Click [here](#) for samples
Read pages 62-68 of *Not This But That: Phonics and Spelling* for more ideas



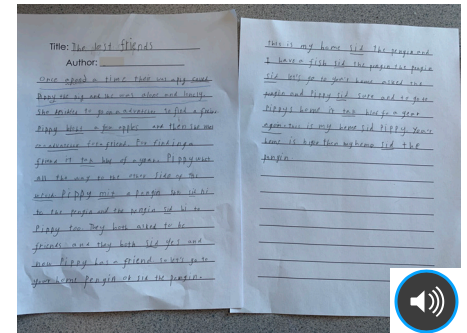
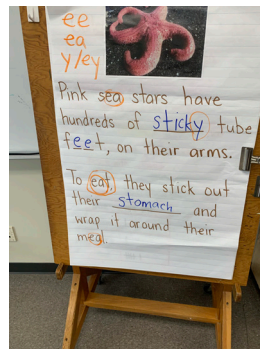
READ PAGES 68-74 OF NOT THIS BUT THAT: NO MORE PHONICS AND SPELLING WORKSHEETS FOR MORE IDEAS FOR TEACHING PHONICS.

LITERACY TALKS

Use a literacy talk to teach and practice phonics and phonological awareness while working with a text

Click [here](#) for a video example. Start watching at 18:35.

Click [here](#) for more ideas.



STUDENT WRITING

As you have writing conferences with students, what word and phonics patterns are students needing support with to grow their writing? How can you support students to segment sounds in words?

Click [here](#) for more information. Click [here](#) for a writing conference video.

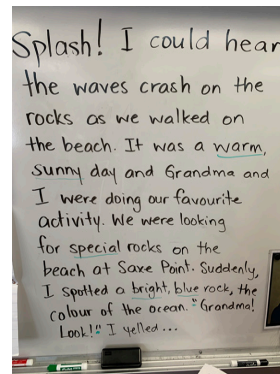
READ ALOUDS/EXPLODE THE TEXT

After an initial reading of the text, re-read and invite student to look at words, sentences etc. to explore sounds and spelling patterns.

Click [here](#) for more ideas.



bunch → bunched
live → lived
sleep → slept
chop → chopped
learn → learned



MODELLING WRITING WITH STUDENTS

It is important for teachers to model writing in front of students and to think aloud about segmenting sounds, spelling and word patterns as they write. Students can then be invited to think about those phonics patterns in their own writing.



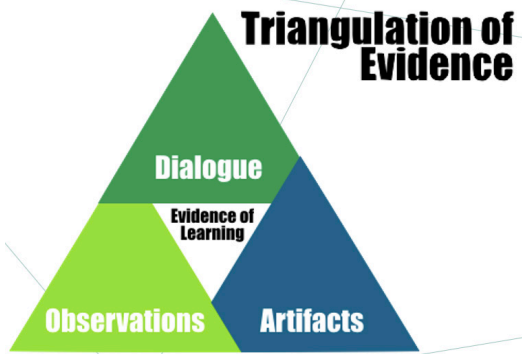
As **communicators**, students can practice **listening** carefully for different word patterns in words to help them read and write.



As **thinkers**, students can practice **thinking critically** about word patterns as they speak, read and write.

ASSESSING PHONOLOGICAL AWARENESS AND PHONICS - GR. 3-5

According to our BC curriculum, what are the proficiency indicators for each grade?
Click [here](#) for an overview document



Here are some ways teachers can gather assessment information about phonics:

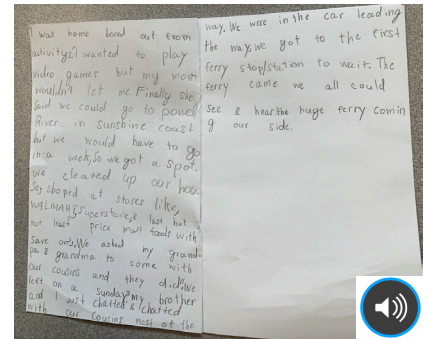
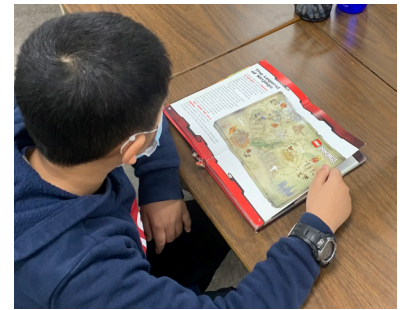
- **Observations** during **literacy talks**, **read alouds/shared reading**, **word study**, **writing**, **novel studies**, **lit circles** and other whole class or small group literacy learning experiences
- **Observations and conversations** during short **reading** and **writing conferences**
- Writing samples as **artifacts** where students are able to represent their understanding of phonics and spelling patterns as they write to communicate their ideas

WHAT TO NOTICE

Here are examples of what to notice as students apply their knowledge of words as they engage with and create more complex texts. This is particularly relevant in writing.

The student:

- Segments words with multiple phonemes and complex sounds
- Blends sounds into words with multiple phonemes and complex
- Segments words into syllables, understanding each syllable requires a vowel
- Identifies homophones and uses the correct spelling based on the intended meaning
- Identifies and uses vowel teams in reading and writing
- Identifies and uses common silent letters in reading and writing
- Identifies and uses diphthongs and complex spelling patterns
- Understands how to change a word from singular to plural
- Identifies and uses common prefixes, suffixes and root words and understands common rules for adding suffixes



Click [here](#) to watch a video of a reading conference.
Click [here](#) to watch a video of a writing conference.

What do you notice?

What is the teacher doing and saying to support the student's understanding of spelling patterns and phonics?

What pieces of information about the student's understanding of phonics can we gather from these conferences?

The BC Performance Standards (quick scales) are a tool that can support reading and writing assessment.

Click [here](#)

Click [here](#) for sample tracking pages to help monitor student progress.