



Introduction to Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate individual sounds (phonemes) in words. It is a crucial skill for decoding unfamiliar words and is a key component of the UK National Curriculum for Primary school children.

Phonemic awareness involves being able to identify and manipulate individual phonemes, such as /k/ or /a/, within words. This skill is essential for reading and spelling, as it allows students to sound out words and decode unfamiliar vocabulary.

Activity 1: Phoneme Sorting

Sort the following words into categories based on their starting phoneme: cat, dog, sun, hat, mat.

Word	Starting Phoneme
cat	/k/
dog	/d/
sun	/s/
hat	/h/
mat	/m/

Phonics and Decoding

Phonics is the relationship between sounds (phonemes) and letters (graphemes). It is essential for teaching students to decode unfamiliar words and is a key component of the UK National Curriculum for Primary school children.

Phonics involves teaching students to recognize the relationship between sounds and letters, and to use this knowledge to decode unfamiliar words. This skill is crucial for reading and spelling, as it allows students to sound out words and decode unfamiliar vocabulary.

Activity 2: Word Building

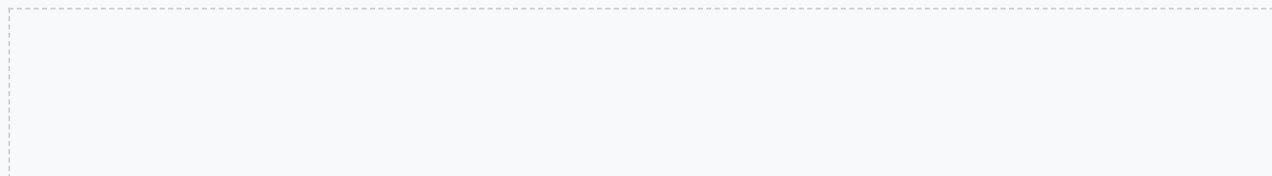
Use the following letters to build words: c, a, t, d, o, g.

Word	Letters
cat	c, a, t
dog	d, o, g
act	a, c, t

ELL/ESL Support Strategies

Using visual aids, providing bilingual resources, and offering one-to-one support are all effective strategies for supporting ELL students in developing their phonemic awareness and phonics skills.

ELL students may require additional support to develop their phonemic awareness and phonics skills. Using visual aids, such as pictures and diagrams, can help to clarify the relationship between sounds and letters. Providing bilingual resources, such as bilingual dictionaries and phrasebooks, can also support ELL students in developing their language skills.



Activity 3: Matching Game

Match the following words with their corresponding pictures: cat, dog, sun, hat, mat.

Word	Picture
cat	
dog	
sun	
hat	
mat	

Decoding Unfamiliar Words

To decode unfamiliar words, students need to use their phonemic awareness and phonics skills to sound out the individual sounds (phonemes) and blend them together.

Decoding unfamiliar words is a crucial skill for reading and spelling. Students need to be able to use their phonemic awareness and phonics skills to sound out the individual sounds (phonemes) and blend them together to form a word.

Activity 4: Decoding Practice

Decode the following words: fish, dog, cat, sun, hat.

Word	Decoded Word
fish	/f/ /i/ /sh/
dog	/d/ /o/ /g/
cat	/c/ /a/ /t/
sun	/s/ /u/ /n/
hat	/h/ /a/ /t/

Fluency and Accuracy

Fluency and accuracy are essential for reading comprehension and are key components of the UK National Curriculum for Primary school children.

Fluency and accuracy are crucial for reading comprehension. Students need to be able to read with fluency and accuracy in order to understand and interpret the text.

Activity 5: Reading Comprehension

Read the following passage and answer the questions: "The cat sat on the mat. The dog ran around the corner."

The cat sat on the mat. The dog ran around the corner. What did the cat do? What did the dog do?

Vocabulary Development

Vocabulary development is essential for reading comprehension and is a key component of the UK National Curriculum for Primary school children.

Vocabulary development is crucial for reading comprehension. Students need to be able to understand and interpret the text in order to comprehend the meaning.

Activity 6: Word Search

Find the following words in the word search: cat, dog, sun, hat, mat.

AELMORTCAT	DOGWOOLFSUN
HATMATCATDOG	SUNFLWOOLFHAT
CATDOGSUNHAT	MATCATDOGWOOLF

Comprehension

Comprehension is essential for reading and is a key component of the UK National Curriculum for Primary school children.

Comprehension is crucial for reading. Students need to be able to understand and interpret the text in order to comprehend the meaning.

Activity 7: Reading Comprehension

Read the following passage and answer the questions: "The sun was shining in the sky. The cat was sleeping on the mat."

The sun was shining in the sky. The cat was sleeping on the mat. What was the sun doing? What was the cat doing?

Assessment

Use the following assessment to monitor student progress and understanding: phoneme sorting, word building, decoding practice.

Assessment is crucial for monitoring student progress and understanding. Teachers can use a variety of assessments to monitor student progress, including phoneme sorting, word building, and decoding practice.

Activity 8: Assessment

Use the following assessment to evaluate student understanding at the end of the lesson: reading comprehension, vocabulary development, comprehension.

Assessment	Description
Reading Comprehension	Students read a passage and answer questions to demonstrate understanding.
Vocabulary Development	Students complete a word search or matching game to demonstrate vocabulary knowledge.
Comprehension	Students read a passage and answer questions to demonstrate comprehension.

Extension Activities

Provide students with additional practice and challenge with the following extension activities: phoneme scavenger hunt, word chain.

Extension activities provide students with additional practice and challenge. Teachers can use a variety of extension activities, including phoneme scavenger hunt and word chain, to provide students with additional practice and challenge.

Activity 9: Phoneme Scavenger Hunt

Create a scavenger hunt that requires students to find objects in the classroom or school that start with different phonemes.

Phoneme	Object
/k/	kite
/d/	dog
/s/	sun

Conclusion

Building phonemic awareness and phonics skills is essential for ELL students to decode unfamiliar words.

Building phonemic awareness and phonics skills is crucial for ELL students to decode unfamiliar words. Teachers can use a variety of activities and strategies to support ELL students in developing these skills, including phoneme sorting, word building, and decoding practice.

Activity 10: Reflection

Reflect on the lesson and consider what adjustments can be made to better support student learning.

Reflection is an essential part of the learning process. Teachers can reflect on the lesson and consider what adjustments can be made to better support student learning.

Advanced Concepts

As students progress in their phonemic awareness and phonics skills, they can begin to learn more advanced concepts, such as syllable division, prefixes, and suffixes. These skills are essential for decoding unfamiliar words and improving reading comprehension. Teachers can use a variety of activities and strategies to support students in developing these skills, including word sorting, phonics games, and reading comprehension exercises.

Case Study: Syllable Division

A study was conducted with a group of ELL students to examine the effectiveness of syllable division instruction on reading comprehension. The results showed that students who received syllable division instruction demonstrated significant improvement in reading comprehension compared to those who did not receive instruction. This study highlights the importance of teaching advanced phonics concepts, such as syllable division, to support ELL students in developing their reading skills.

Example: Prefixes and Suffixes

Prefixes and suffixes are important phonics concepts that can help students decode unfamiliar words. For example, the prefix "un-" means "not" or "opposite of", and the suffix "-ful" means "full of". By teaching students to recognize and apply these prefixes and suffixes, teachers can help them decode words such as "unhappy" and "hopeful".

Technology Integration

Technology can be a valuable tool for supporting ELL students in developing their phonemic awareness and phonics skills. There are many online resources and apps available that provide interactive phonics games, reading comprehension exercises, and other activities to support student learning. Teachers can use these resources to supplement instruction and provide students with additional practice and review opportunities.

Case Study: Online Phonics Games

A study was conducted to examine the effectiveness of online phonics games on student learning outcomes. The results showed that students who used online phonics games demonstrated significant improvement in phonemic awareness and phonics skills compared to those who did not use the games. This study highlights the potential of technology to support ELL students in developing their reading skills.

Example: Reading Apps

There are many reading apps available that provide interactive reading comprehension exercises and phonics games for ELL students. For example, the app "Reading A-Z" provides a range of leveled books and reading comprehension exercises that can be used to support student learning. Teachers can use these apps to provide students with additional practice and review opportunities, and to track student progress over time.

Assessment and Progress Monitoring

Assessment and progress monitoring are essential for supporting ELL students in developing their phonemic awareness and phonics skills. Teachers can use a variety of assessments and progress monitoring tools to track student learning and identify areas where students need additional support. This information can be used to inform instruction and make data-driven decisions about student learning.

Case Study: Progress Monitoring

A study was conducted to examine the effectiveness of progress monitoring on student learning outcomes. The results showed that teachers who used progress monitoring to inform instruction demonstrated significant improvement in student learning outcomes compared to those who did not use progress monitoring. This study highlights the importance of using data to inform instruction and support student learning.

Example: Phonics Assessments

There are many phonics assessments available that can be used to track student learning and identify areas where students need additional support. For example, the "Phonics Survey" provides a range of assessments that can be used to evaluate student knowledge of phonemic awareness, phonics, and reading comprehension. Teachers can use these assessments to inform instruction and make data-driven decisions about student learning.

Differentiation and Intervention

Differentiation and intervention are essential for supporting ELL students in developing their phonemic awareness and phonics skills. Teachers can use a variety of strategies and resources to differentiate instruction and provide additional support to students who need it. This can include small group instruction, one-on-one tutoring, and technology-based interventions.

Case Study: Small Group Instruction

A study was conducted to examine the effectiveness of small group instruction on student learning outcomes. The results showed that students who received small group instruction demonstrated significant improvement in phonemic awareness and phonics skills compared to those who did not receive small group instruction. This study highlights the importance of differentiating instruction to support student learning.

Example: Intervention Strategies

There are many intervention strategies available that can be used to support ELL students in developing their phonemic awareness and phonics skills. For example, the "Wilson Reading System" provides a range of intervention strategies and resources that can be used to support students who are struggling with reading. Teachers can use these strategies and resources to provide additional support to students who need it.

Parent and Community Involvement

Parent and community involvement are essential for supporting ELL students in developing their phonemic awareness and phonics skills. Teachers can use a variety of strategies and resources to engage parents and the community in student learning, including parent-teacher conferences, volunteer opportunities, and community events. This can help to build a sense of community and support student learning.

Case Study: Parent-Teacher Conferences

A study was conducted to examine the effectiveness of parent-teacher conferences on student learning outcomes. The results showed that parents who attended parent-teacher conferences demonstrated a significant increase in involvement in their child's education, and students demonstrated significant improvement in phonemic awareness and phonics skills. This study highlights the importance of engaging parents in student learning.

Example: Community Events

There are many community events that can be used to engage parents and the community in student learning, such as literacy nights, book fairs, and reading festivals. For example, the "Literacy Night" event provides an opportunity for parents and students to come together and engage in reading activities, such as reading aloud and book discussions. Teachers can use these events to build a sense of community and support student learning.

Conclusion

In conclusion, building phonemic awareness and phonics skills is essential for ELL students to decode unfamiliar words and improve reading comprehension. Teachers can use a variety of strategies and resources to support student learning, including phonics instruction, technology integration, assessment and progress monitoring, differentiation and intervention, and parent and community involvement. By using these strategies and resources, teachers can help ELL students develop the skills they need to succeed in reading and beyond.

Case Study: Phonics Instruction

A study was conducted to examine the effectiveness of phonics instruction on student learning outcomes. The results showed that students who received phonics instruction demonstrated significant improvement in phonemic awareness and phonics skills compared to those who did not receive phonics instruction. This study highlights the importance of phonics instruction in supporting ELL students in developing their reading skills.

Example: Reading Comprehension

There are many reading comprehension strategies and resources available that can be used to support ELL students in developing their reading skills. For example, the "Reading Comprehension Strategy" provides a range of strategies and resources that can be used to support students in developing their reading comprehension skills. Teachers can use these strategies and resources to provide additional support to students who need it.



PLANIT
TEACHERS

**Building Phonemic Awareness and Phonics Skills for
ELL Students to Decode Unfamiliar Words**

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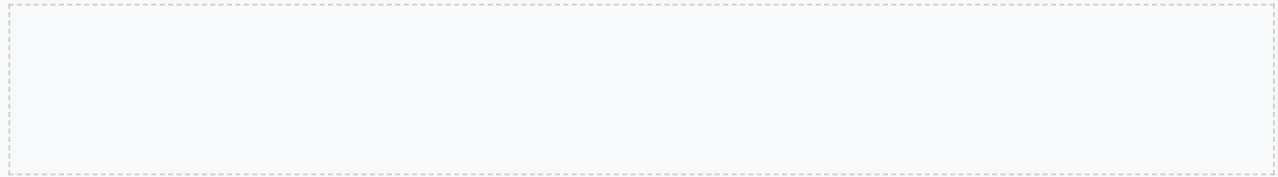
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