



# LEARNING CARD: PHONICS AND WORD READING



## Pause and Reflect:

### QUESTION 1:

Can you think of some word games that you can play to help learners understand new vocabulary that they meet?

## Pause and Reflect:

### QUESTION 2:

How do you use flashcards when you are teaching phonics?

## Pause and Reflect:

### QUESTION 3:

Can you give some examples of techniques and resources to help teach reading and language comprehension that you use and how you use them?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The film focuses on phonics and word reading.

**P&R 1: Word games:** Ask CEs to share word games that they've played with their learners. If you don't get many examples, show some of your own. See the examples in the Response to assist you.

**P&R 2:** Explore CEs' ideas around using flashcards. You could put CEs in small groups of 3 or 4 and ask them to come up with some ideas where they have used or could use flashcards. For example, one group could focus on initial sounds, another on homophones as in the video example. They could also create flashcards as a group to use in their classes.

**P&R 3:** Go through the video with the CEs asking them to identify the different activities and techniques that the teachers use (see the Response for some examples). Ask them in pairs to share other techniques that they use.

Finally, ask participants to look at what the CE is doing throughout the video. You want to elicit verbs such as being active, monitoring, assessing, assisting & explaining.

## Pause and Reflect:

### RESPONSE 1:

SNAP! (match the same card). Match a picture with an initial sound. Team game for groups of 3: who can write/say the most words beginning with... Whole class game: each student has to give a word beginning with a particular sound or part of a set.

## Pause and Reflect:

### RESPONSE 2:

Embeds learning by a) seeing pictures while hearing the sounds or b) seeing the spelling while hearing the word.

## Pause and Reflect:

### RESPONSE 3:

Using homophones with gapfill and boardwork, matching cards and pictures, contextualising language in sentences.