

**Past Paper - May 2021**  
**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  
Real words - If the question asks you to answer with real words, you can only use real words made up of the LSCs from PEA's Simple Alphabetic Code. If you have answered with pseudo words, you will not be given any marks.

*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'.*

*Abbreviations used in this paper:*

- *YLS - Young Learners*
- *YL - Young Learner*
- *Ts - Teachers*
- *T - Teacher*
- *SS - Students*
- *S - Student*
- *LSCs - Letter Sound Correspondences*
- *CEWs - Common Exception Words*

## Section 1

### Multiple Choice & Short Answer Questions - (40 marks)

Read the following questions and highlight your answers in the yellow:

1. /m/ /n/ /ng/ are examples of ... (1)
  - a) stretchy vowel sounds.
  - b) bouncy consonant sounds.
  - c) nasal sounds.
  - d) unvoiced consonant sounds.
  
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.
  
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.
  
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.

5. **Highlight** the **Common Exception Words** in the table below. (8)  
Identify and underline the irregular or tricky parts in each.

E.g. 

<u>I</u>	cat	<u>the</u>	dog
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s h o u l d	b y	g r a p e
h i g h	w h e n	w e n t

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

f a i r s	s t a r t	p o n d
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7. The letters 'oo' make a short sound in the word 'hook' and a long sound in the word 'mood'. Type **two** more examples of real words for each: (4)

short / <u>oo</u> /	long / <u>oo</u> /

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


9. Label the pseudo words below using any of the following phonological patterns: **CVC**, **CVCC**, **CCVC**, **CCVCC**, or **CCVCV** and type a real word following the same phonological pattern next to it. (12)

E.g.

pseudo word	phonological pattern	real word
mog	<i>CVC</i>	<i>dot</i>

pseudo words	phonological pattern	real words
churff		
blaind		
sproit		
jearck		
veemp		
shrith		

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

Type **four** real words you can give the YLs to blend that start with a different **stretchy consonant sound** each.


## Section 2 Scenario - 20 marks

### Multisensory Modalities + Differentiated Phonics Instruction

#### Multisensory Modalities

In the following scenario, identify and highlight where the auditory, visual, tactile, and kinaesthetic senses of the students (SS) were engaged in the lesson.

Highlight 'green' for auditory, 'yellow' for visual, 'blue' for tactile, and 'pink' for kinaesthetic senses. (Highlight one answer for each sense asked in the question and 1 mark will be given for each correct answer. Only the first 4 answers will be marked. Max. 4 marks.) Only the first 4 answers will be marked. Max. 4 marks.)

#### Scenario

Background Information: 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/	

#### Letter Formation:

Her students have developed their tripod grasp/grip and they can form these letters using a triangular pencil. They know the starting points and stroke directions of these letters, too.

#### Blending / Segmenting:

Her students can text blend and text segment CVC words with these LSCs, e.g., 'fan', 'den', 'sun'.

After teaching them the LSC for the letter 'f', Sarah wanted to practise segmenting CVC words with the class made up of the sounds that they have learnt before. She planned a slap the letters activity and prepared the following materials:

- enough 4 by 4 grids with letters from these 3 groups;
- enough flyswatters;
- enough mats with doors;
- the sound effect of a door opening on her phone.

**In the lesson:**

Sarah began her lesson by revising all the LSC for the letters on the grid. She used her flyswatter to randomly slap a letter on the grid and asked her 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 students 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 student in each group a flyswatter. 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 student segmented their assigned word and showed Sarah the password by slapping the corresponding letters on the grid.

Sarah continued the activity by giving each student a different CVC word, until all the students in her class had a chance to participate. The class enjoyed the activity. When the students 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.

At the end of the lesson, Sarah went over the observation notes with her TA Jim and noticed that although many students were able to segment the CVC passwords into sounds and slapped the corresponding letters on the grid, some had struggled:

- Some students could not segment the CVC words into three sounds, and they just slapped all the letters on the grid for fun;
- Some students could segment the CVC words into three sounds, but they could not find the three corresponding letters on the grid;
- Some students could segment the first two sounds but missed the ending one;
- Some students could segment the first and the last sounds but missed the middle vowel sound.

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**Differentiated Phonics Instruction** (2 marks for each correct suggestion; max. 4 suggestions for the struggling students and max. 4 suggestions for the advanced students; max. 16 marks)

The class teacher wants to differentiate their Phonics instruction so that they can cater to the students of different Phonics abilities in their class. Give **four Phonics-related suggestions** for the class teacher to **support the struggling students** and **four Phonics-related suggestions** for them to **extend the advanced students**. When giving suggestions, you can consider modifying one or more of the following:

- content
- process
- any other appropriate phonics-related elements

These categories are only for your reference. There is no need to state the above categories in your suggestions or include a suggestion for each category.

Each suggestion must include specifics, e.g., key skills under the Synthetic Phonics approach, sounds, letters, spoken or written key words, interaction patterns, etc.

**\*You can write in bullet-point format. Only the first four suggestions for each group of students will be marked.\***

**how to extend the advanced students (max. 8 marks)**

Practice Paper

**how to support the struggling students (max. 8 marks)**

Practice Paper

- END OF PAPER -