

Here are some 'Top Tips' that can help you prepare for the TPhYL Final Exam. You can find advice for each section of the TPhYL Final Exam here. These top tips can give you a better idea of what to expect before taking the TPhYL.

1. Applying Phonics knowledge in a written test paper

- Know the parameters. This applies to the entire paper.
- Answer all the questions to the best of your ability.
- When writing the answers for the scenario, ensure that you are specific and have given adequate examples.

2. Writing a phonics lesson plan for a young learner class

- Understand the elements needed to teach each key skill under the Synthetic Phonics approach.
- Plan your lesson well ensuring that you have met the aim of each stage. Focus on each aim and ensure that your activity matches your aim.
- Write out your procedures clearly to ensure that the reader has a clear idea of your intended activity. Use correct terminology when explaining these procedures.
- Choose appropriate keywords that are age appropriate and match the YLs' background knowledge of sounds.
- Plan your activity and instructions well to make sure they are understandable and can be executed by the indicated age group in the class profile.
- Ensure that you have used one of the materials indicated in the Resource Guidelines to create a resource used in a multisensory activity in one of your stages and indicate this stage on the cover page.
- Include where assessments can be conducted and how information can be collected to ensure YLs have achieved your aim for them.

3. Demonstrating a stage from the written lesson plan

- Read the guidelines given to you for the Oral Demonstration and ensure that you have included all those parts in your demonstration.
- Plan your demonstration to ensure you have included all the necessary elements indicated in the guidelines.
- Practise your demonstration by giving yourself a 10-minute time limit and see if you can clearly deliver the demonstration with all the adequate information.
- Demonstrate your stage clearly indicating how you would teach your activity to YLs for the examiner to get a clear indication of your understanding of the needs of YLs.
- Create the resource you have included in your plan and use it in your demonstration to give the examiner a clear idea of the material you have adapted and the resource you have created. If you do not have the exact

materials needed, use anything similar or a visual representation of it and think about all the elements of this resource such as size, font, colour, etc.

- Listen to the examiner's question and answer it directly with sufficient examples and reasoning. You do not have time to go into a long reply. Your time limit for the whole demonstration including the questions is 15 minutes. The examiner has the right to stop the questioning if your time is up.

4. Saying Main English Sounds

- Ensure you say pure sounds
- Keep in mind the qualities of each sound e.g., stretchy, bouncy, gliding, etc. and say the sound accordingly.
- Keep keywords in mind for each grapheme to ensure you say the correct sound.
- Practise saying all the sounds found in PEA's Simple Alphabetic Code without using any keywords within 2 minutes.

5. Blending pseudo words

- Read the Blending Pseudo Words – Structure on the website and see the types of pseudo words that will appear in the exam from the website.
- Create your own pseudo words or use those from the practice paper and practise blending and reading each out as a whole word.
- Blend the whole word together and not have any breaks in the middle, e.g., for the word 'clop', you must say /clop/ and not /cl/ - /op/.
- Blend the whole word without missing any of the sounds, e.g., for the word 'clop', you must say /clop/ and not /cop/ or /clo/. No need to over emphasise any of the sounds as your mouth shape will indicate if you have said all the sounds in the word.
- Keep in mind that these are pseudo words using sounds from PEA's Simple Alphabetic Code. Only use sounds from this code to blend the sounds together. Do not be confused if they look like words that you may be familiar with, e.g., the word 'lai' should be pronounced as /lai/ with the letters 'ai' making the sound /ai/ as in the word 'aim' and not /ligh/ as in the Chinese surname.