TPhYL®
Your Phonics Teaching Qualification

Applying Phonics Knowledge
HK TPhYL May 2021

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

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'.

Section 1

Multiple Choice & Short Answer Questions - (40 marks)

Read the following questions and write all your answers in the boxes provided:

1. /m/ /n/ /ng/ are examples of … (1)

   a)   stretchy vowel sounds.
   b)   bouncy consonant sounds.
   c)   nasal sounds.
   d)   unvoiced consonant sounds.

   | c |

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.

   | d |

3. Which **two** of the following activities show a young learner (YL) (2)
   engaging in oral segmenting?

   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.

   | a | | d |

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.

   | b |

5. Find and (circle) the **Common Exception Words** in the table below. Identify and <u>underline</u> the irregular or tricky parts in each. (8)

E.g.

(I)	cat	(the)	dog

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

6. (Circle) the letter(s) representing consonant sounds and <u>underline</u> the letter(s) representing vowel sounds in the following words: (3)

(f) <u>a i</u> r (s)	(s)(t) <u>a</u> r (t)	(p) <u>o</u> (n)(d)

7. The letters '<u>oo</u>' make a short sound in the word 'hook' and a long sound in the word 'mood'. Write **two** more examples of <u>real</u> words for each: (4)

short /<u>oo</u>/	long /<u>oo</u>/
book	spoon
look	cool

Several possible answers

8. Write **four** real words with a different **consonant blend** in each and <u>underline</u> the consonant blends. (4)

<u>sp</u>oon	<u>bl</u>ack
<u>tr</u>uck	<u>st</u>op

Several possible answers

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

(12)

E.g.

pseudo word	phonological pattern	real word
mog	CVC	dot

pseudo words	phonological pattern	real words
churff	CVC	cat
blaind	CCVCC	blend
sproit	CCCVC	splash
jearck	CVC	jet
veemp	CVCC	lamp
shrith	CCVC	sloth

Several possible answers

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

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

fit	lip
rip	mat

Several possible answers

Section 2
Scenario – 20 marks

Multisensory Modalities + Differentiated Teaching

Multisensory Modalities

In the following scenario, identify and <u>underline</u> where the <u>auditory</u>, <u>visual</u>, <u>tactile</u> and <u>kinaesthetic</u> senses of the young learners (YLs) were engaged. **Write down** 'A' for auditory, 'V' for visual, 'T' for tactile and 'K' for kinaesthetic senses **next** to your underlined text. (max. 4 marks)

Scenario

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/	

After teaching them the LSC for the letter 'f', she wanted to practise segmenting with the class using the sounds that they have learnt before. She created a 4 by 4 grid and wrote some of the letters from these 3 groups on it. She brought the grid to class and revised all the LSC for the letters on the grid by using her fly swatter to randomly slap each letter and asking the class to say the sound for that letter.
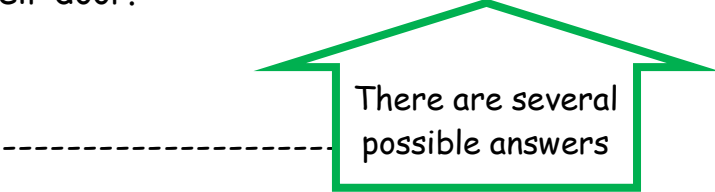
Once she finished the revision, she told her class that they were going on an adventure that required them to unlock several doors to reach their goal. To unlock a door, they needed to listen to a password and slap the correct letters needed to spell the password. If the correct letters were slapped, 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 learners 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 person in each group a fly swatter. 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 learner segmented their assigned word and showed Sarah the password by slapping the corresponding letters on the grid.

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

Sarah looked over the notes she took during the activity after class and noticed that some of her learners were missing the ending sounds of the CVC words that she had given them. They were only slapping the first two letters of the word she gave them, and she had to remind them of that ending sound before they would slap that letter to unlock their door.

There are several possible answers

Differentiated Teaching

Sarah needs to differentiate her Phonics teaching so that she can cater to the learners of different Phonics abilities in her class. Give **four** <u>suggestions</u> for Sarah to support the struggling learners and **four** <u>suggestions</u> for her to extend the advanced learners. When giving Phonics-related suggestions, you can consider modifying one or more of the following:

- content
- process
- product
- learning environment
- any other appropriate elements

<u>Number your answers</u> and each of your suggestions <u>must include specifics</u>, e.g., key skills under the Synthetic Phonics approach, sounds, letters, words, interaction patterns, etc.

* You can write in bullet point format. If you have written more than **four** suggestions for each, only the **first four** will be marked. *

(max. 16 marks)

1. Sarah can get her TA to group the advanced learners together and then further separate them into two groups. Her TA can then give them words with CVCC or CCVC patterns to segment. These words can be 'dogs' or 'frog' or 'trip'.

2. Sarah can get her TA to group the advanced learners together and then further separate them into two groups. Her TA can continue the same activity but add another step to the activity. After the student has segmented the word with the fly swatter, they can practise their text segmenting skill by writing the word down on a small whiteboard in front of them with a marker.

3. Sarah can get her TA to group the advanced learners together and get them to have a competition. This time, her TA will say three sounds that will make up a CVC word and then ask the advanced learners to oral blend the sounds together and say the word. The fastest student to raise their hand and oral blend the word correctly wins. Her TA can use words like 'run, mud, hut'.

4. Sarah can get her TA to group the advanced learners together and get them to have a competition. This time, her TA will show a word card with 3 graphemes and ask the advanced learners to text blend the word. The fastest student to raise their hand and text blend the word correctly wins. Her TA can use words like 'run, mud, hut'.

how to support the struggling learners (max. 8 marks)

1. Sarah can work with the struggling learners. She will only give the struggling learners CVC words that end in two different sounds to segment after revising all the sounds on the grid with them. E.g., 'pot, lot; log, fog'. She can show letter 't' and letter 'g' on the board and get the struggling learners to slap the correct letter with their fly swatter.

2. Sarah can work with the struggling learners. Other than showing a 4 x 4 grid with some of the letters, she will also show an Elkonin box with three grids on the board. Sarah will have written the letters in the first two grids. She can ask the struggling learners to pay attention to the last sound of the words she will say. The learners will need to slap the letter representing the last sound. Sarah can use CVC words that have the same first and middle sounds and only a different ending sound, e.g., 'pan, pat, pad'.

3. Sarah can work with the struggling learners. She can give a small grid to each of them. She will segment the words using robot or froggy talk for them to find each letter after she says one sound. She can also give them hints such as giving them two choices if she finds them struggling to find the letters for the last sound. She can use the same words.

4. Sarah can work with the struggling learners and practise oral segmenting with them. She can give them a couple of CVC words such as 'hut, pan, and log' and ask them to count the sounds in the words using mini erasers. She can then ask them to say the last sound in the word.

- END OF PAPER -