



**UNIVERSITAT
JAUME·I**

**TREBALL FINAL DE GRAU EN
MESTRE/A D'EDUCACIÓ
INFANTIL/PRIMÀRIA**

TÍTOL

**Analysis of phonics method
to teaching reading and writing**

Nom de la persona a avaluar: David Aymerich Ventura

Nom de la persona a tutoritzar el TFG: Javier González Darder

Àrea de Coneixement: Didáctica de la Llengua Anglesa

Curs acadèmic: 2022-2023

INDEX

1. <u>Abstract</u>	Pag3
2. <u>Theoretical frame</u>	Pag4
2.1. The importance of reading and writing skills.....	Pag4
2.2. Problem between language and alphabet.....	Pag4
2.3. Non-authority controlling the language.....	Pag5
2.4. Groups of children with problems read.....	Pag6
2.5. Phonological opacity.....	Pag6
3. <u>What is the phonics method</u>	Pag8
4. <u>Different phonic approaches</u>	Pag12
4.1. Analytic phonics.....	Pag12
4.2. Synthetic phonics.....	Pag12
5. <u>The origin and history of the method</u>	Pag15
6. <u>Conclusion</u>	Pag17
7. <u>Bibliography</u>	Pag18
8. <u>Annexes</u>	Pag20

Analysis of phonics method to teaching reading and writing

1. Abstract

In the next work, the phonics method is analyzed, a method to teach children to read and write which focuses, as its own name says, on the correspondence between the phonemes and the letters. On this, we will also see some different phonics approaches, such as synthetic, analytic and embedded, as well as some weaknesses and strengths.

In the first place it will be analyzed why this method is so important, also it's analyzed the parts you should follow to do it properly. The last thing to comment on this abstract will be some history about this method, such as some important people, as it could be Sue Lloyd or John Hart.

Key words: phonemic awareness, phoneme, tricky words, phonological opacity and blend.

1. Resumen

En el siguiente trabajo se analizará el método "phonics", un método para enseñar a leer y escribir a los niños el cual se centra, como su propio nombre dice, en los fonemas que están relacionados a cada letra. En este, también se observan varios métodos de phonics, así como el sintético, el analítico y el integrado, así como algunos puntos débiles y puntos fuertes.

En primer lugar se analizará por qué este método es tan importante, y también los pasos que debes seguir para llevarlo a cabo adecuadamente. La última cosa a comentar en este resumen será la historia de este método, así como gente importante, como podría ser Sue Lloyd o John Hart.

Palabras clave: conciencia fonética, fonema, palabras trampa, opacidad fonética y combinar.

2. Theoretical frame

1.1.The importance of reading and writing skills

The importance of language is very big, since everything that surrounds us is based on the language, for example, reading and writing are used in just about every aspect of life, even after you're done with school. Furthermore, with the new technologies, as we communicate by writing on the phone and reading every message, we can assume that these skills are the most important ones.

Keeping with these skills, we can see that writing can also be important to express your thoughts or your feelings, and even more in this technological time in which we are constantly writing and reading on social media. As she says, if we didn't know proper grammar, understanding us when we write could be hard, or reading without understanding what we are reading could be harmful to us.

Inside the language, we have four skills: reading, writing, listening and speaking. Listening and speaking are developed since we are very very young because our parents or people around us are usually speaking, and we listen to them. In the beginning, you don't know what you are listening to because you don't know the language, but with time, you start to understand what you listen to, and later you start saying things, that with your parents' help, you learn to speak properly. It's different with reading and writing because you don't learn them like the other two, someone has to teach them to you, and you learn them in school.

1.2.Problem between language and alphabet

The first problem we find in the English language is that they chose an alphabet that is not suitable for their language, a language that has 44 phonemes, and the alphabet they chose, has 26 letters. This alphabet is the Latin one, the same as in the Spanish language.

This comes because English is a language spoken in many countries and in each country is a different English, for example, when you are studying, teachers always make a difference between British English and American English. Another different English might be spoken in Australia. This

is because each country has been “taking” the English from a country, and has developed in a way they thought would be easier or more suitable for their country.

The problem between the language and the alphabet is when they are learning to read. Imagine you make a listening activity in which they have to write what you say, and you tell them to write “I see the sea sitting in my seat”. In this pronunciation there is practically the same phoneme all the time, /i/ in the words: see, sea, seat. You pronounce all of them with the phoneme I said earlier, but each word is written in a different way.

1.3. Non authority controlling the language

In Spain, we don't have the problem that I showed in the last paragraph because we have an authority as it's the RAE (Real Academia Española), which was created in 1713 by Juan Manuel Fernández Pacheco y Zúñiga.

On the other hand, you can't find any authority controlling the English language and there was never one. As there has never been anyone watching the development of this language, each country that has taken English as their mother tongue, they have adapted it in the way they thought it easier, and so it's spoken differently in each place of the world practically.

Finishing with this issue, if you look for a Spanish dictionary, you will only find the RAE's one, or maybe some copies but that took the information from it. Otherwise, if you look for one in English you might find some of them, mostly from the most important universities like Cambridge or Oxford, but each of them is made in the way that they think it's more appropriate, for example, in Cambridge's dictionary, they give a more detailed explanation, but in the Oxford's one, they give a lot of examples. Finally, the RAE gives all the definitions that have been accepted by this authority for the Spanish language.

Meaning of **seat** in English

seat

noun

UK /sɪt/ US /sɪt/

seat noun (FURNITURE)



Tavi Braverman/EyeEm/GettyImages

A2 [C]

a piece of furniture or part of a train, plane, etc. that has been designed for someone to sit on:

- Chairs, sofas and benches are different types of seat.
- Please **have/take** a seat (= sit down).
- A car usually has a **driver's** seat, a **front/passenger** seat and **back/rear** seats.
- My ticket says 22D but there's already someone **in** (= sitting on) that seat.
- Is this seat **free/taken** (= is anyone using it)?
- Would you **keep** (= stop anyone else from sitting in) my seat (**for me**) while I go get some food?
- formal Please **stay in/keep** your seats (= stay sitting down) until asked to leave.
- Could I **book/reserve** two seats (= arrange for them to be officially kept for me) for tomorrow evening's performance?

Definition of **seat** noun from the Oxford Advanced Learner's Dictionary

seat noun

A2

/sɪ:t/

/sɪ:t/

Idioms

place to sit

1 ★ a place where you can sit, for example a chair

- She sat back in her seat.
- He put his shopping on the seat behind him.
- Please **take a seat** (= sit down).
- Ladies and gentlemen, please **take your seats** (= sit down).
- the **front/passenger seat** (= in a car)
- the **back/rear seats**
- a **child seat** (= for a child in a car)
- a **window/aisle seat** (= on a plane or train)
- a **window/corner seat** (= one near a window/in a corner)
- a **car/toilet seat**
- We used the branch of an old tree as a seat.
- We all filed back to our seats in silence.



1.4. Group of children with problems to read

One of the main reasons why they are using the phonics method now is not because children don't learn to read, but because there are a great number of them who had problems to remember words and who could not cope with reading or writing satisfactorily, and these is said by the author of the method, Sue Lloyd. This woman is a teacher in a school in London, so I think she will have some experiences teaching children to read, as well as her own book about this method, phonics, which we will see later.

As it's said in the López-Cirujeda (2016), the reason to use this method is because of the **phonological opacity** that there is in the English language, since the great amount of graphic combinations that make the acquisition of the language hard. As the language chose an alphabet with just twenty eight letters, and forty four phonemes.

1.5. Phonological opacity

When we talk about phonological opacity, Chomsky and Halle (1968) we refer to where the pronunciation of a particular sound or sequence of sounds is affected by other sounds. In other words, it could be related to the explanation of how the same letter is pronounced in a lot of

different ways depending on the word it's written in. This variety is due to the great amount of phonetic rules that exist in the English language, you can see some of them in their work.

Phonological opacity can occur in a variety of contexts. For example, in English, the sound /t/ is pronounced differently in the words "stay" and "state". In "stay", the /t/ is pronounced as a voiceless alveolar stop, while in "state", it is pronounced as a voiced dental fricative.

Overall, phonological opacity is an important concept in phonology that helps explain why certain sounds are pronounced differently in different contexts.

3. What is the phonics method?

First of all, we will see the words from the author of a synthetic phonics approach that is being used so much in England, Lloyd (1992), who says that this is a method that began being tested at the school she was working at, Woods Loke Primary School in Lowestoft, Suffolk. Before 1975, with a visual, whole-word approach, most children learnt to read, but there was a big group that had problems remembering words and that couldn't read or write satisfactorily, so they decided to teach the letter sound first.

Continuing with Lloyd (1992), they added some structured blending, in addition to the letter sound work. As a pre-reading work, children should be taught to listen carefully to the sounds in words, to identify them, and relate them to the letters (**phonological awareness**). This method helps children to read and write, and the group of children with problems in any of these skills was almost non-existent.

We will also see the definition that the English Education Department in Bali, Indonesia, where Ni Putu Pebri Ariati et al. (2018), gives to this method: "Jolly Phonics is a fun- systematic program designed for young or beginner learners to develop their reading and literacy skills. According to Lloyd, Jolly Phonics teaches the 5 main skills, where the children are firstly taught the 42 sounds in English, and then continued into blending and reading skill, at the same time they are taught to write by identifying the sounds in words" (Pag.2).

Another definition in the article of some researchers like Ehri et al. (2001) who define this method like this: "Synthetic phonics programs teach children systematically and sequentially the correspondences between graphemes and phonemes of the language and how to apply them to decode unfamiliar words by sounding out the letters and blending them." (Pag.4)

Going back to Lloyd (1992), let's focus on the five actions you must follow to get a good teaching with the synthetic phonics:

1. Learning letter sound

As it has already been mentioned, there are 42 sounds, and not all of them are represented by just one letter. Let's begin by teaching just one letter per day, since it could be too much

for children. These letters can be represented by a movement in order to help children to remember them, and letters must be taught by their phoneme, not by their name, for example, the letter 'm' for them is /m/, not "m".

The letters are not introduced in the alphabet order, you can see the letter groups below, when describing synthetic phonics. There are also sound sheets and sound books that help children. Finally, after teaching every single letter, they are taught the digraphs (also described below).

2. Learning letter formation

When forming the letters, children must first be taught to hold their pencil, "The pencil rests between the thumb and the first finger, the next finger prevents the pencil falling down and the last two fingers are tucked away." (Pag. 19)

To start writing them, first they are shown by the teacher on the blackboard. Then, they form the letters all together in the air, without writing them down. Later, they use a sheet where there is already an example of the letter to write. And finally, they can start writing them out of the sheet, when they are taught the capital letters.

3. Blending

This is one of the most difficult parts, in which the teacher must sound the word phoneme by phoneme and identify the word. Once they can write the word by listening to the teacher, they can start blending by themselves. Some materials to help them blend are the "Word boxes".

Once they can already blend perfectly by themselves, they are given some storybooks, and it must be simple stories that they can understand.

4. Identifying sounds in words

"The main phonic skill for writing is to start with the spoken word, then listen, identify and write the sounds in that word. This ability to hear the sounds in words is called phonological awareness." (Pag. 29)

At the beginning, teachers ask children if they can hear any sound in the words they say, and the goal is that they discover if that sound is at the beginning, in the middle or at the end, so they must be simple words. This starts developing their phonemic awareness (recognizing what they hear). A good activity Lloyd provides to learners is that when the teacher says a word, children must repeat it while holding up a finger for each different sound.

“As soon as most of the children can call out the sounds in three letter words, longer words can be tackled. This often involves hearing the consonant blends.” (Pag 30)

Initial consonant blends

bl, cl, fl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sc, sm, sn, tw, shr, thr, scr, spr, and str.

Final consonant blends

lb, ld, lf, lk, lm, ln, lp, lt, ct, ft, nt, pt, xt, mp, and nd.

5. Tricky words

This is an important step, since there are some irregular words, and you must leave it for the end because they can identify the irregular part of a word because they already know the regular parts, but you can't forget teaching the tricky words, or they might have problems reading in the future.

Lloyd gives a list of sixty irregular words, which she recommends to teach after the fourth group of letter sounds. She also provides six techniques for teaching tricky words: 1. Look, Copy, Cover, Write, Check; 2. Word Wall; 3. Say it as it sounds; 4. Mnemonics; 5. Word families or patterns; 6. Does it look right?

A theoretical example of how we could use this method is the article and video of a national multimedia project, *Reading rocket*, which helps children to read. In this, Margie Gillis (2023) talks about **phonemic awareness**, she affirms that the words we speak can be taken apart, making reference to listening to the language, focusing on the phonemes from those words. She gives an

example by clapping, first of all a clap is for each word “I-like-ice-cream”. Once they get that concept of splitting the sentence in words, you can move forward and split each word by syllabus, for example “e-le-phant”. Finally when they achieve that awareness, you must focus on the phonemes, there are 44 in the English language. Taking the word “same”, you must begin with the first phoneme, /s/, later, you move to the last one, which is /m/, and finally the one in the middle, /ei/. It can be hard because the word is built by 4 letters, but just 3 phonemes, and one of them is written as an “a” but you say /ei/, as well as the “e” at the end of the word which you don’t pronounce.

The last thing this article and video focus on, is the lack of formation teachers have on this method, because most of them don’t understand that there is a sequence which you have to follow, and it’s from the biggest unit, the sentence, to the smallest one, the phonemes, the one you have to focus the most on.

4. Different phonic approaches

Checking on Johnson and Watson (2007) it can be appreciated that there are at least two different phonics approaches, the analytic phonics, and the synthetic one. Let's continue with this book to see the differences between both of them.

4.1. Analytic phonics

This first approach, "letter sounds are taught after reading has already begun, the children initially learning to read some words by sight." (Pag. 5) In the first time at school, they are taught words which begin with the same letter, and they must focus on the /m/ sound, in this way, they start to recognise the letters' sound, but just at the beginning of the word. Then, they recognise the word in a holistic way as the words are suggested by them. An example of exercise Johnson and Watson give, is that the teacher says a letter and children say words beginning by that letter, meanwhile, the teacher is writing them on the blackboard. They teach every letter sound in this way.

Once every letter sound is taught in that way, they start focusing on the letters at the end of the word, and finally, the vowels in the middle of consonant-vowel-consonant (CVC). Finally, children are taught to sound and blend the sound to the letter. Some teachers think that you cannot sound and blend because when you pronounce some letter, you do it like this /cuh/ /ah/ /tuh/, but Johnson and Watson say that children manage to recognise the word using their memory.

Finally, "We found that after reading CVC words through sounding and blending, children in analytic phonics programmes spent the next two years learning about consonant digraphs, consonant blends and vowel digraphs. (The term digraph refers to the spelling of one sound with two letters.)" (Pag. 6) In summary, analytic phonics starts teaching the word and then focuses on the letters and their sounds.

4.2. Synthetic phonics

On the other side, in synthetic phonics, children are taught the letter sound first and then, they are taught to blend the letter sound. For this one, we will focus on Lloyd, Sue (2003): "Synthetic phonics is a term used by experimental researchers. The synthetic part means to synthesise, to put together (blending), and does not, in this case, refer to being artificial. It

means that the children are taught from the beginning to work out unknown words by blending the letter sounds” (Pag. 1)

An example of a synthetic phonic approach could be the Jolly phonics. In the synthetic approach, first, they are taught a few letter sounds and are encouraged to blend regular words that use these sounds, and they learn each letter by its phoneme, not by its name, this is important, and another detail to highlight is that, obviously, you must provide your children words that have sounds they have already learnt, or they won't be able to read that word.

As it was already shown in the theoretical frame, the English language has 44 sounds and 26 letters in the alphabet, this means some sounds are represented by two letters, and these sounds are named digraphs (already named in analytic point). Now, you will see the sounds taught at the beginning:

1. s a t i p n
2. c k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo (the oo as in book and the oo as in moon)
6. y x ch sh th (the th as in this and the th in thin)
7. qu ou oi ue er ar

A part of this, it is necessary to mention some **tricky words**, which must be taught separately because they are irregular, some words could be “the, he, was, to and you”, and children must practice them until they get their pronunciation. Besides, it is important to choose good books for your children, and if there is any word they don't know, read it to them.

Finally, the last part of this teaching is some alternative ways of writing vowels. “Once the children are fluent at blending words that use the first 42 letter sounds, and the following alternatives, then they have sufficient knowledge to cope with reading books that are suitable for their age.” (Pag. 1)

Alternative vowel spellings

ai ay a-e (rain, play, made)

ee ... ea e-e (deep, meat, these)

ie ... igh y i-e (tie, night, my, line)

oa ... ow o-e (goat, snow, hope)

ue .. ew u-e (due, few, tube)

er ... ir ur (sister, girl, burn)

or ... au aw al (torn, August, saw, talk)

oi .. oy (boil, toy)

ou .. ow (loud, cow)

It can be assumed this is the most useful one, since you can see at the beginning of Lloyd's article that the government has settled in their reading policy the synthetic phonics, guided by the latest scientific researches.

4.3. Embedded phonics

The last approach you will find in this TFG is the embedded one, which, as Savage (2003) is an approach that gives priority to the sound-symbol association. The biggest differences you can find, as Chris says: "Embedded phonics doesn't typically start with sound-symbol elements. It begins with story and builds phonics into the lesson." (Pag. 1)

On the other hand, to end with Savage (2003), as the same name of this approach says, that phonics is embedded into the reading, it doesn't focus on the sound-symbol relationship, but it focuses on reading a book and looking at how it's pronounced in real reading experiences, this is a good strategy to use good decoding strategies. This author emphasizes on the usefulness of some books, such as *Rosie's walk* by Pat Hutchins or Nancy Shaw's "Sheep" books.



Moving forward to Drew (2023), you can appreciate his words referring to this approach: “It is juxtaposed to the explicit phonics approach of ‘synthetic phonics’ which is widely regarded as the superior approach to teaching reading.” (Pag. 1)

Keeping on the last article from Drew, the biggest problem from this kind of approach is that at some point, students will need to be given direct and structured instructions. But, on the other hand, some strong points from this method might be that it’s more enjoyable for them, as it’s a real book and they are reading it, not focusing explicitly on a phonics approach lesson.

Finally, I will use the last quote from Drew (2023) to show the strongest point of using this method: “**In the embedded method**, lessons begin through the reading of books. As the teacher and students read the books, the teacher highlights difficult word forms and works with students to break them down. By starting with reading a book, students may understand more clearly the value in the lesson and how it relates to meaning-making in their lives.” (Pag. 1)

5. The origin and history of the method

To a lot of researchers, the first person to using the phonics method is John Hart, as we can see in Hale and Jay(1967), who say that Hart deserves to be recognised as one of the top English phoneticians, but his works are starting to be more available, since it was in manuscripts and in rare sixteenth-century editions. This man started using phonic methods in 1570, who in that moment started to focus on what we call nowadays graphemes and phonemes.

John Hart, as you can see in Ma, Andrew (2019), is one of the most important orthographers in the sixteenth century, and he is recognised as the first phonetician of the English language in England. Hart's origins are not sure, since it could be near to London or Cambridge, as they say that he had connections with some Cambridge scholars such as Sir Thomas Smith and Sir John Cheke. However, there is no record at Cambridge or Oxford which show that he was a student there.

Keeping with Ma, Andrew (2019): "Hart proposed to carry out orthographic reform to remove the obstacles to the acquisition of literacy brought about by the inconsistency and irregularity of the current English spelling. The first piece of writing is an autographic manuscript, entitled *The Opening of the Unreasonable Writing of Our English Toung: wherin is shewid what necessarili is to be left, and what folowed for the perfect writing therof*. Dedicated to King Edward VI, it was begun, possibly, in 1549 and completed in 1551, but conceived much earlier" (Pag. 1).

We can assume that the creation of the phonic method might be even earlier to John Hart's researches, but this method started to be more used since the creation of the Jolly Phonics method. This Jolly phonics method's origin is in 1989. The authors are Sue Lloyd and Christopher Jolly with Sara Wernham's help. Lloyd and Wernham were teachers in a primary school in Woods Loke, a school from Lowestoft, England.

As she explains in her phonics handbook, Lloyd, Sue (1992), she taught in Wood Lakes primary school for over twenty years (now, she has already been retired), and she had a partner named Sara Wernham, who, as Lloyd says in her book's acknowledgements, helped her very much.

You can see that her job has had a big impact on education, as there are even articles such as Putu Pebri Ariati et al. (2018), which is from Indonesia, and they talk about the results of a teacher

using the Jolly phonics in Indonesia during three years, and the study provides positive results from the use of this method.

Finally, now that she is retired, she has a website in which she makes videos in order to help teachers who want to begin teaching with the phonics method. Her website is this: <https://tcrw.co.uk/sue-lloyd/> . On it, you can find things such as instructions for the phonics method, help with reading and writing problems and a lot of useful things.

As Lloyd says in her book, *The Phonics Handbook* (1992), in that school they used to work with the look and say method, making children memorize every word. However, there was always a group of children with problems to get to the target, and since they started using this methodology, they were more successful, and that group with problems was much smaller.

In addition, as you saw in the theoretical frame, it was created because of the problem of the relationship between the number of phonemes used in the language, and the number of letters, since there are 28 of these, and 44 phonemes.

Then, as you can read in the journal *Garforth Education*, Dr. Garforth (2020) says that it was created to teach the relationship between the sounds of the spoken language and the letters they relate to in written language. Since it was created in 1975, it has been one of the foundational pillars in the Science of Reading.

In Robert *Eman's* research (1968) we can appreciate that phonics was probably already used in 1690, but in a different way. At the beginning they taught the name of the letter. Then, when a word showed up, they used to spell it. Some years later, in 1768, was published *Scheme for a new alphabet and Reformed mode of Spelling*, by Benjamin Franklin, in order to revise those concepts used time ago. However, it wasn't until the end of the eighteenth century, Noah Webster developed a scheme for phonics. In this article, we can also find the name of the author we saw earlier, John Hart.

We would finally have to see a journal from *The Conversation*, where Wyse and Bradbury (2022) use the next words about the use of phonics in England: "The government requires teachers to use a particular type of phonics teaching called synthetic phonics, and the emphasis on this technique has become overwhelming in English primary schools."(Pag1)

This synthetic method that the government requires to use is the most common one, in which, as Hactar (2017) says, is the one in which you study the phonemes, then you associate them to a grapheme, and finally they get blended. You can get more information about synthetic phonics in the upper point about what is the phonics method.

6. Conclusions

As a conclusion for this work, We could say that by looking at the problems you can face in the English language, phonics could be a very good approach to teaching children to read and write, as it focuses on the pronunciation of the phonemes. Something to highlight from this work is that there are some different approaches (and some others we might haven't seen in here), and each of them have their own strengths and weaknesses, so you can choose which one is the most appropriate one for your classroom.

Another good point of this method, that could make you think like this is a very useful approach, is that it's the method preferred by the English government, and another proof of its popularity and effectiveness could be the amount of articles from people using it in countries like India. Finally, you need to know that there are some approaches that need to be integrated in other methodologies, and for most of the phonics, it's important vocabulary development, comprehension skills and motivation.

7. Bibliography

- 3 *Methods of teaching reading*. (2023). Touch-type Read and Spell (TTRS).
<https://www.readandspell.com/methods-for-teaching-reading>
- Chomsky, N. Halle, M. (1968). The sound pattern of English.
http://web.mit.edu/morrishalle/pubworks/papers/1968_Chomsky_Halle_The_Sound_Pattern_of_English.pdf
- Cicerchia, M. (2023). *A multi-sensory approach to reading*. Touch-type Read and Spell (TTRS).
<https://www.readandspell.com/multi-sensory-approach-to-reading>
- Drew, C. (2023). What is Embedded Phonics? - A Simple Explanation (2023). *Helpful Professor*.
<https://helpfulprofessor.com/embedded-phonics/>
- Ehri, L. C., Nunes, S. C., Stahl, S. M., & Willows, D. M. (2001). Systematic Phonics Instruction Helps Students Learn to Read: Evidence from the National Reading Panel's Meta-Analysis. *Review of Educational Research*, 71(3), 393-447.
<https://doi.org/10.3102/00346543071003393>
- Emans, R. (1968) *History of Phonics on JSTOR*.
<https://www.jstor.org/stable/41386374>
- Garforth. (2020). *Phonics Instruction: What is it and why is important?* | GARFORTH EDUCATION.
<https://www.garfortheducation.com/phonics-instruction-what-is-it-and-why-is-important/>
- Hactar (2021) What is phonics? *National Literacy Trust*.
<https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>
- Hale, M. and Jay, S. (1967) *Review: John Hart's Works on English Orthography and Pronunciation on JSTOR*.
<https://www.jstor.org/stable/411817>
- Ji Ma, A. (2019). *John Hart and the Beginning of English Linguistics in Tudor England*. History and Philosophy of the Language Sciences.
<https://hiphilangsci.net/2019/03/25/john-hart-and-the-beginning-of-english-linguistics-in-tudor-england>
- Johnson, R. and Watson, J. (2007) *Teaching Synthetic Phonics*. Google Books.
https://books.google.es/books?hl=ca&lr=&id=LrCICwAAQBAJ&oi=fnd&pg=PP1&dq=synthetic+phonics+approaches&ots=NqnDEOi5Fc&sig=mZWTKNdUU4j1m9fsljLrerSySs8&redir_esc=y#v=onepage&q=synthetic%20phonics%20approaches&f=false
- Lloyd, S. (1992). *The Phonics Handbook*. London: Jolly Learning Ltd.
<http://www.4mykidz.com/wp-content/uploads/2018/01/Jolly-Phonics-Handbook.pdf>

- Lloyd, S. (2003). Synthetic Phonics - What is it? <https://memberfiles.freewebs.com/19/54/47855419/documents/Synthetic%20Phonics%20-%20What%20is%20it.pdf>
- Look and Say Teaching Method.* (2015). Childrens-Books-and-Reading.com. <http://www.childrens-books-and-reading.com/look-and-say.html>
- López-Cirugeda, I. y López-Campillo, M. (2016). El método sistemático-sintético de lectoescritura Phonics como herramienta para la adquisición de la fonética inglesa. *Revista Fuentes*, 18, pp 183-195. <https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/128523/2909-7997-1-PB.pdf?sequence=1&isAllowed=y>
- Ni Putu Pebri Ariati, Ni Nyoman Padmadewi, and I Wayan Suarnajaya. (2017). Jolly phonics: effective strategy for enhancing children english literacy. *Ganesha University of Education*, 42, pp. 1-7. https://www.shs-conferences.org/articles/shsconf/pdf/2018/03/shsconf_gctale2018_00032.pdf
- Phonological and Phonemic Awareness.* (2023). Reading Rockets. <https://www.readingrockets.org/teaching/reading-basics/phonemic>
- Savage, John (2003) Three approaches to phonics. *Educators publishing service*. https://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/articles/three_approaches_phonics.pdf
- The language experience approach.* (2019). Education. <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpraclangexp.aspx>

8. Annexes

Meaning of **seat** in English

f t

seat

noun

UK  /sɪt/ US  /sɪt/

seat noun (FURNITURE)



Tavi Braverman/EyeEm/GettyImages

A2 [C]

a piece of furniture or part of a train, plane, etc. that has been designed for someone to sit on:

- Chairs, sofas and benches are different types of seat.
- Please **have/take** a seat (= sit down).
- A car usually has a **driver's seat**, a **front/passenger seat** and **back/rear seats**.
- My ticket says 22D but there's already someone **in** (= sitting on) that seat.
- Is this seat **free/taken** (= is anyone using it)?
- Would you **keep** (= stop anyone else from sitting in) my seat (**for me**) while I go get some food?
- formal Please **stay in/keep** your seats (= stay sitting down) until asked to leave.
- Could I **book/reserve** two seats (= arrange for them to be officially kept for me) for tomorrow evening's performance?

Definition of **seat** noun from the Oxford Advanced Learner's Dictionary

seat noun

A2

/sɪt/

/sɪt/

Idioms

place to sit

1 ★ A2 a place where you can sit, for example a chair

- She sat back in her seat.
- He put his shopping on the seat behind him.
- Please **take a seat** (= sit down).
- Ladies and gentlemen, please **take your seats** (= sit down).
- the **front/passenger seat** (= in a car)
- the **back/rear seats**
- a **child seat** (= for a child in a car)
- a **window/aisle seat** (= on a plane or train)
- a **window/corner seat** (= one near a window/in a corner)
- a **car/toilet seat**
- We used the branch of an old tree as a seat.
- We all filed back to our seats in silence.



Initial consonant blends

bl, cl, fl, pl, sl, br, cr, dr, fr, gr, pr, tr, st, sc, sm, sn, tw, shr, thr, scr, spr, and str.

Final consonant blends

lb, ld, lf, lk, lm, ln, lp, lt, ct, ft, nt, pt, xt, mp, and nd.

1. s a t i p n

2. c k e h r m d

3. g o u l f b

4. ai j oa ie ee or

5. z w ng v oo (the oo as in book and the oo as in moon)

6. y x ch sh th (the th as in this and the th in thin)

7. qu ou oi ue er ar

Alternative vowel spellings

ai ay a-e (rain, play, made)

ee ... ea e-e (deep, meat, these)

ie ... igh y i-e (tie, night, my, line)

oa ... ow o-e (goat, snow, hope)

ue .. ew u-e (due, few, tube)

er ... ir ur (sister, girl, burn)

or ... au aw al (torn, August, saw, talk)

oi .. oy (boil, toy)

ou .. ow (loud, cow)

