

TEACHING PHONICS IN PRIMARY SCHOOL

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Abstract: *I want to provide you a clear grasp of how to teach phonics in the classroom efficiently throughout this post, and I'll also supply you with a number of tactics and tried-and-true suggestions. The term "phonics" refers to a collection of information and abilities about the structure of the alphabet. Phonics, as used in this article, is the process of teaching a learner to read by increasing their phonemic awareness and their comprehension of the relationships between these sounds and the ways in which we employ the alphabetic letters to express them. To read well and to bridge the gap between reading and writing, this comprehension is crucial. Students can develop into independent, competent writers and confident readers very rapidly with a firm foundation in phonics.*

Key words: phonics, phonetics, recognition, blending, formation, tricky words

ПРЕПОДАВАНИЕ ФОНЕТИКИ В НАЧАЛЬНОЙ ШКОЛЕ

Аннотация: *В этой статье я хочу дать вам четкое представление о том, как эффективно преподавать фонетику в классе, а также предоставить вам ряд тактик и проверенных предложений. Термин «фоника» относится к набору информации и способностей о структуре алфавита. Фонетика, используемая в этой статье, представляет собой процесс обучения учащегося чтению путем повышения его фонематического восприятия и понимания взаимосвязей между этими звуками и способов, которыми мы используем буквы алфавита для их выражения. Чтобы хорошо читать и преодолеть разрыв между чтением и письмом, это понимание имеет решающее значение. Студенты могут очень быстро развиться в независимых, компетентных писателей и уверенных читателей с прочной базой фонетики.*

Ключевые слова: фонетика, фонетика, узнавание, смешение, образование, каверзные слова.

INTRODUCTION

Synthetic phonics, as this technique is officially referred to, is a powerful and effective tool for teaching young pupils to read. Because of this, phonics is frequently used in the teaching of reading in many English-speaking nations' educational systems. The relationship between the letters and sounds should be taught to children in a clear and plain way because there are only 26 letters in the English language and many sounds might have several spellings. Phonics focuses on the connection between sounds and spelling in order to accomplish this.

What is phonics and why is it taught at primary classes?

The term "phonics" refers to a helpful method for teaching and learning to read. It teaches students about fundamental letter-sound relationships and how to use that information to make reading and spelling easier. Most people are confused that phonics and phonetics are the same things but there absolutely different. Phonics investigating the fundamental correspondences between letters and sounds. Moreover, it teaches for young learners how to enunciate words and it separates words into pronunciation units. While the 44 various sound units are studied via phonetics. Additionally, it demonstrates how to record pronunciation and how to represent pronunciation units using phonetic symbols like the International Phonetic Alphabet (IPA).

The four linguistic skills can be developed more easily with the help of phonics. It aids in the development of listening, speaking, and writing strategies that allow for accurate spelling. Also, it aids kids in the early stages of learning to decode and encode words in reading and spelling, respectively.

By using their phonics expertise, young students can become proficient, confident, and competent readers aloud, which may inspire an interest in reading books in English.

There are various steps in the phonics teaching process. They are all crucial for fostering an environment in which children may learn. As follows:

- Recognition of letters;
- Formation of letters;
- Blending;
- Recognizing word sounds;
- Tricky words.

Recognition of letters

It is the first stage of teaching phonics. In this stage learners are taught to letter sounds, including digraphs as well as alphabet sounds. By teaching them to the first set of letters, students will be able to read. The recognition stage teaching will be more beneficial, if teachers use stories, actions or songs by using multi-sensory approach. Moreover, one letter sound per day should be introduced as a starting point for the letter sounds. Although it may seem like a lot at first, kids can handle it and relish learning a new letter sound every day.

Note: The rate of teaching the letter sounds will probably be slower if the kids are under five or if there are other unusual circumstances.

Formation of letters is the next stage of teaching. During the course of the class, kids will learn how to form and write the letters down. Furthermore, this is taught with the introduction of each letter sound.

The teacher shows the formation on the board, in the air. Only after this learners will be given with the sound sheet (indicated with arrows and numbers)

Blending. After mastering the first few letter sounds, kids start combining the sounds to read and write new words. Initially in this stage teachers have to give schemes with controlled vocabulary. It must be started with the few words.

Some children seem to have considerable difficulties learning to blend. It seems easy to imagine that they may never master this competence. Yet they will succeed if they practice, practice, and more practice. These children tend to be those who also have a poor visual memory. The ability to blend will be much more vital for them as they will constantly have issues memorising words.

Recognizing word sounds. When kids begin reading words, they also need to start recognizing the phonic elements that give the word its particular sound. Children gain experience

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, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

assembling and disassembling the sounds found within words when blending and segmenting are taught simultaneously. An action, which is particularly helpful for writing, is to call out a word, e.g. 'cat'. The children must pronounce the letters "c-a-t," holding up a finger for each sound. Regular practice of this task should be done using 2 to 3 letter words, such as "on," "mat," "hat," "wet," "in," "leg," "bed," etc.

As soon as a child can hear the sounds in words and knows one way of writing each sound, they can write anything they want to say. So, you can practice independent writing activities.

Tricky words. These words contain typical components like "who" and "I." They are taught to kids as phonics rule exceptions. Reading fluency is increased by introducing frequent hard words early in the school year (as they frequently occur in those first simple sentences you might expect them to read).

In this stage people, mostly learn to spell irregular verbs. Initially, you can use word wall, say it sounds, family patterns and other activities for enhancing students abilities of learning.

Example of teaching sound f

Story: Some children are given a big inflatable fish that floats on water. They take it to the beach. Their father holds onto the fish while the children play on it. Suddenly they hear a ffffffff sound and the fish begins to deflate.

Flash Card: Teacher shows the letter 'f'.

Action: Children bring their hands together as if the fish is deflating making a ffffffff sound.

Letter Formation: Teacher shows how to form the letter 'f' and tells the children it is a tall letter that also goes under the line. Children form the letter in the air.

Worksheet: the teacher gives for children the worksheet with the picture of a fish and with a line of tracing F.

In this case, students will learn the sounds easier, by reason of it includes the story line, which is more appropriate for auditory learners. Using flashcards and the picture of a fish is appropriate for visual learners. Action while learning the -f sound and tracing it is suitable for kinesthetic learners.

CONCLUSION

Primary school provides basic knowledge, skills and abilities in all school disciplines. Linguists and methodologists agree that teaching phonetic skills at the initial stage should play a special role. Knowledge and implementation of the goals and objectives of the state standards on the subject of "English", the program according to which the teacher works, allow you to create an individual trajectory of the development of the child's linguistic personality. The teacher has the right to independently choose approaches to teaching phonetics skills.

All in all, the children must be familiar with the letter sounds. They must have perfect pronunciation of the sound as soon as they see the letter (f). However, learning the letter sounds is not enough. The children need to know how to apply their letter knowledge. From the beginning they should be taught to blend the sounds and hear the words, for reading. And in this case, teacher's role is important.

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