Trabajo Fin de Grado

Phonics and Whole Language

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28/11/2016

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Año 2016

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Whole Language and Phonics

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- Presentado para su defensa en la convocatoria de Diciembre.

Abstract

This study presents a review of what are Phonics and Whole Language, a review of teaching methodologies of foreign languages. We can also see differences between these two methods, their history, also emphasizing in two programmes as Jolly Phonics and Phonics International.

This educational proposal is to create or introduce units on books and syllabus of foreign language English, a section that teaches phonics and another that teaches Whole language.

Key words

Education, elementary, phoneme, grapheme, method.

Phonics VS Whole language approach

``Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness. The goal of phonics is to enable beginners' readers to decode new written words by sounding them out. In other words, words are made up from small units of sound called units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word.´´

History of phonics

Everyone who is aware of education knows that how to teach children to read is controversial topic. But what most people don't know is that, it became controversial relatively late, historically speaking.

At the beginning, there was no phonetic alphabet as we know it. The creation of the alphabet was a revolution; lots of historians attribute this fact to the Phoenicians, a race of commercials trades who need an easy way to communicate. With the invention of the alphabet allowed people to learn a few symbols that could be used into a multitude of words.

Greeks and romans were the first civilizations that were taught their language's alphabet and how it was used to form words. The first one who wanted to made challenges was Benjamin Franklin, he wanted to reform English spelling, his motivation was patriotic he wanted to unite the nation, not only politically, but linguistically.

When Horace Mann, the father of American public schools came back from Europe in the middle of the 1880s was when a serious challenge appeared against the phonetic method of reading.

Learning to read has two cognitive reading skills, the lexical and the sub-lexical cognitive processes.

Sub-lexical reading involves teaching by associating characters or groups of characters with sounds or by using phonics learning and teaching methodology.

Lexical reading involves acquiring words or phrases without attention to the characters or group of characters that compose them.

Lexical and sub-lexical cognitive skills are both important for the acquisition of learning and both are completely different.

About the English spelling, this one is based on the alphabetic principle. In the alphabetic writing system, letters are used to represent speech sounds, or phonemes. For some alphabetic languages, such as Spanish, are completely different, because in Spanish how a word is heard, it is written, because there is an important relation between sounds and the letters patterns that represent them.

Vowel phonics patterns

Short vowels, these vowels are *a, e, i, o* and *u;* actually they mean that they are not diphthongs as the long vowels are.

Long vowels, educators and linguistics differ from the way that they use this term. In spite of they have the same sound as the vowels.

Schwa, although it is the most common vowel in spoken English, Schwa it isn't been taught in every elementary school because some people think that it is too difficult to understand. But, there are some educators that think that Schwa should be included in elementary schools because of their importance in the correct pronunciation of English words.

Diphthongs are linguistic elements that fuse two adjacent vowel sounds. English has four diphthongs.

Vowel diagraphs are those spelling patterns wherein two letters are used to represent a vowel sound. For example, *ai* in sail. The first letter in a vowel diagraph sometimes says its long vowel sound.

Vowel-consonant-E spellings are those wherein a single vowel letter, followed by a consonant and the letter *e* makes the long vowel sound.

Whole language approach

The whole language theory was created in the 80s by a group of American educators to help children to read. Children should focus on meaning strategy instruction, focus on learning the complete meaning of a word and focus on making meaning in reading.

The whole language method is a perspective on teaching that is based on language being a tool for accomplishing purposes. For whole language all the components of language are always simultaneously present and interacting in any instance of language in use. There is no segmentation of language into subskills.

Whole language also believes that language, oral and written, is learned incidentally in a natural process because we are surrounded by it. Children can acquire language anywhere in any situation.

The key assumption of this approach is that the model of acquisition through real use is one of the best model to approach the learning of reading and writing.

This perspective considers the language a tool for making meanings and doing tasks, hence it believes that the use of language always occurs in a situation, in a context.

Certain practices are especially congruent with a whole language framework. The overriding consideration regarding classroom reading and writing is that these be real reading and writing, not exercises in reading and writing. Beyond that, whole language classrooms are rich in variety of printed materials. Little use is made of materials written specifically to teach reading or writing. Instead, whole language relies heavily on literature, on other print used for appropriate purposes.

In the whole language method reading is not limited to a specific classroom time. The goal is to integrate literacy is every topic. Children are allowed to select their own reading books and then are encouraged to share what they have read by exposing it to their.

2. Types of phonics

2.1 Synthetic

2.2 Analytic

2.3 Embedded

There's no doubt that using phonics is the most effective method to teach a child to read. There are several different types of phonics.

Synthetic

The term synthetic comes from the word synthesise, which means to combine. Synthetic phonics is where sounds are combined together to make words. However reading is one of the skills that children need, they also need to be able to spell and write words, so a synthetic phonics programme teaches the sound I language, how to blend them together to read words and how to listen for the sounds in a word in order to write them.

For reading, children are taught to look at the letters from the left to right, convert them into sounds and blend (synthesise) the sounds to work out the spoken forms of the words. For example, if children see the word *hat*, they need to know what sound to say for each grapheme (/h/ - /a/ - /t/) and then to be able to blend those sounds together into a recognisable word. Once words have been read this way often enough (and this can vary from child to child), they become known and can then be read without sounding out and blending.

For spelling, children are taught to segment spoken words into sounds and write down graphemes for those sounds. For example, if children want to write *hat,* then they need to be able to split it into the sounds /h/ - /a/ - /t/ and write the appropriate letters.

Learning to read and write in English is particularly difficult because written English uses a complex alphabetic code, which is why it needs to be taught by a systematic approach which goes from the simple to the more complex.

Children can thus grasp the basic workings of alphabetic writing before they have to start dealing with the complexities which are unavoidable in English.

By clearly defining what should be known at each stage, synthetics phonics programmes allow the early identification of children who are falling behind and of the areas where they need help.

Synthetic phonics programmes typically teach children:

- GPCs at the rate of about three to five a week, starting with single letters and a sound for each then going on to the sounds represented by digraphs (e.g. *sh* and *oo*) and larger grapheme units (e.g. *air, igh, eigh).*
- Blending of phonemes for reading, starting after the first few GPCs have been taught and working with more GPCs as they are taught.
- Segmenting for spelling, again starting after the first few GPCs have been taught and working with more GPCs as they are taught.
- The most common spellings for sounds first, later introducing alternative sounds for spellings and alternative spellings for sounds.
- Strategies for reading and spelling common, high frequency, words containing unusual GPCs.
- To apply word-reading skills in reading books which are closely matched to their developing skills – level-appropriate decodable texts – to support them in using their phonemic strategies as a first approach to reading and spelling and to experiencing success.

Analytic

Analytic phonics letter sounds are taught after reading has begun, children initially learning to read some words by sight. Analytic phonics component of the reading programme was generally taught in a separate lesson devoted to word study. In order to teach the letter sounds whole words sharing at the beginning of the words. When all of

the letters sounds have been taught in this way, attention is then drawn to letters at the ends of words, then in the middle, in consonant-vowel-consonant (CVC) words. Therefore children learn about letter sounds in the context of whole words. At this stage, which can be at the end of the first year at school, children may also be taught to sound and blend CVC words. After mastering consonant-vowel-consonant words, children are taught about vowel and consonant digraphs and shown word families of similarly spelt words.

These spelling patterns used to be learnt by rote, with children chanting the words in unison in class, although this approach is not used now. Phonic readers also used to be widely available, some of which used very stilted text to reinforce phonic spelling patterns.

The analytic phonics method fell foul of the growing move towards child-centred education, which sought to introduce a greater emphasis on meaning and purpose in educational activities.

Piaget, theorized that children were active learners, who constructed knowledge for themselves. Piaget did not specifically address learning to read, but his work encouraged teachers to tailor the teaching of reading and writing to the individual child's learning rate.

Analytic phonics fell into disfavor because it was often implemented in a rote manner, and because it was usually carried out without reference to the reading of meaningful text. As part of the emphasis on children learning for themselves and carrying out meaningful activities, the whole language approach to reading developed. It was felt that it was of paramount importance that children read meaningful material; it was thought that they could learn for themselves the relationship between letters and sounds. Unfamiliar words were to be identified by using context, rather than the 'bottom up' approach of looking at individual words and applying phonic knowledge to decode the words. Added to this were the views that as some words in the English language are irregularly spelt, the phonic approach is ineffective and leads to inaccurate pronunciation.

Embedded

Embedded phonics involves instruction in sound-symbol relationships that is built into authentic reading experiences, those that are carried on primarily for the purpose of information or pleasure and not for the specific purpose of skill development. Children learn
Phonics as they engage in on going reading and writing in the classroom.
Embedded phonics makes decoding an integral part of authentic reading and writing experiences. However, this approach lacks the structure that other approaches have, and some worry that too much room exists for children to "fall between the cracks." Phonics instruction is consciously built into shared reading, guided reading, and other authentic experiences that use children's trade books. Although mastery of sound-symbol relationships is not the starting point of the lesson, embedded phonics is an effective way to use decoding strategies as part of real reading experiences.

Different programmes

Jolly phonics

Jolly phonics is a synthetic phonics method used to teach English literacy which was created in the United Kingdom in 1989 by Sue Lloyd and Christopher Jolly. It is a multisensory method which is based on the teaching of the correspondences between the letters and the sounds in English. Children can learn to read and write through it, using the letter sounds. Through gestures and songs the sounds ae introduced, and are taught in a specifically order.

Jolly Phonics consists in learning 42 sounds of the English language instead of the letters of the alphabet. The sounds are organized into seven groups, starting with those which allow forming a higher number of words. (Wernham and Lloyd, 2010)

Each of these seven groups consists of six sounds. Some of the sounds are formed by two letters, what is called a diagraph. Each sound is associated to a gesture and a song, which are defined in the materials and educational resources proposed by the method. The sounds are associated to the most common spelling too. This way they learn also the graphemes.

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

Groups and sequence of learning of the sounds in Jolly Phonics

Jolly phonics focus on developing five basic skills for reading and writing.

1. Learning the letter sounds, establishing the grapheme-phoneme correspondences
2. Learning letter information, hand writing
3. Reading, blending
4. Identifying the sounds in words, phonemic awareness
5. Tricky words
6. The fundamental reading process in the use of the Jolly Phonics consists in synthesizing the sounds in words, the child has to produce each sound of the word individually, showing their correct acquisition and pronunciation of the sounds learned.
7. The focus placed on training tricky words from early stages is also important. Tricky words are set of words with irregular spelling, what means that they do not follow the phonetic rules Jolly Phonics teaches and so, they cannot be read synthetizing its sounds. Some of those tricky words include I, we, me. The reason to introduce those words since the beginning of the learning is because of their frequency in the written texts, children should know about them.

For the teaching of all these skills, the method comprises very good quality materials. Sounds are introduced with a story and pictures, and the correspondent spelling. The method also possesses a collection of reading books that are used to practice decoding, to improve the pronunciation of the sounds and to enrich the children's vocabulary. The method usually uses different worksheets to practice other skills such as identification of sounds and blending.

Phonics International

Phonics international is based on the synthetic phonics teaching principles. It is designed to teach explicitly the Alphabet and the letter sound correspondences of the Alphabet code and distinguishes the roles that are played by each.

Phonics International was created by Debbie Helpplewhite, it is designed for all ages and needs and suitable for anyone who wants to learn to read and spell. This programme is designed to teach the letter-sound correspondences progressing from simple to more complex phonic knowledge. This is a programme in virtual format which provides full support for teaching and learning in the form of online audio-visual resources and an extensive, comprehensive range of pdf printable resources which teachers, parents or tutors can use according to their learner's needs. It is divided into 12 units.

International Phonics teaches blending letters too. Blending is a method of putting letters together and sounding them out to make words. International phonics begins by blending after introducing 12 letters, **S, A, T, I, P, N C, K, CK, E, H, R.** So for example a child would be reading the following words by the end of the first unit.

As, at, sat, is, it, sit, tip, sip, tap, pat, sap, in, an, ant, has, his tan, nap, pin, tin, nip, pan, tips, pits, spit, sips, tap, pats, spat, spits, pans snips, sits, spins, stint, pants, snaps, cat, can, cap, kit, kip, kin, scan, skin, skip, pick, sick, tick, tack, stick, stack, pen, ten, set, pet, net, peck, neck, pens, pets, nets, pecks, necks, speck, sent, tent, hit, hat, hen, hip, hits, hat, hens, hips, rat, rip

This is similar to the first letters introduced in the Jolly Phonics Programme. But the big difference between these two programmes, is that Jolly Phonics is geared toward early learners, whereas Jolly Phonics is suitable for all ages and abilities.

Phonics Teaching unit

Contextualization of the classroom

This educational proposal we will develop in a public school, our classroom will be the first grade in Primary Education. The students of this class are children around the age of six, form a group of 24 students, in which are divided 11 boys and 13 girls.

This group of students is consolidated between broad cultural and economic levels, ranging from a medium high level to amedium low.These students have previously worked with a similar method in Early Childhood Education, so they already know the language even if it was for practically oral work and therefore this will not be their first contact with it.

Main objective of the proposal

The main objective of this proposal is to get students to learn to recognize the sound of the letter A, S, T, P and pronounce them.

Didactic unit

It is essential to make an explanation of how the unit will be, how it will be developed, the contents, its timing, as well as the activities to be carried out and the evaluation.The unit that I'm going to develop is within the programming of the subject of English Foreign Language.

Every day at the beginning and in the end of the class, every day it will start with a *Good morning or Good afternoon,* and a *Bye bye.*

Each session of the unit works different activities of listening, draw and painting, sing vocabulary.

This unit is intended to work on content that develops the language skills of expression and oral comprehension. For this we will work with the support of materials and tokens that contain exercises for the work of the phonemes.

I consider it necessary to explain the general line of work to be carried out during the sessions.

First of all the teacher will draw on the blackboard the letter that is going to be taught to the students.

After every child is on their sits, the teacher will put a song of that letter, two times, in the second one, they can sing it if they want.

To continue, the teacher will show them how to pronounce this phoneme, the teacher will show them how they must put their mouths to make a correct pronunciation of it.

To conclude the unit, they will have an activity, in which they will have 3 phrases an every time that the letter appears on any word they must circle the letter. Another activity that they will have will be a listening one. In this activity, they will have written on their paper: *Word 1, word 2, Word 3, Word 4* and the teacher will say a word for the first one, the second one, the third…. Children must put a tick or a cross next to *Word 1* for example if in that word they have heard the phoneme that they are learning that day.

Contents

The contents that I have selected for this work are:

BLOQUE 1 "COMPRENSIÓN DE TEXTOS ORALES"

Estrategias de comprensión:

Utilización de estrategias básicas para apoyar la comprensión: escucha activa, lenguaje no verbal, lectura de imágenes, identificación de expresiones y rutinas.

Patrones sonoros, acentuales, rítmicos y de entonación:
Acercamiento al ritmo y sonoridad de la lengua a través de las rimas.

BLOQUE 2 "PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN"

Estrategias de producción:

Planificación:
Comprensión del mensaje con claridad.

Ejecución:
Expresión del mensaje con claridad.
Petición de ayuda.

BLOQUE 3 "COMPRENSIÓN DE TEXTOS ESCRITOS"

Estrategias de producción:
Inferencia de significados a partir de la comprensión de elementos significativos.
Distinción de tipos de comprensión.

BLOQUE 4 "PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN"

Estrategias de producción:

Planificación:

Coordinar las propias competencias comunicativas con el fin de realizar eficazmente la tarea.

Ejecución.

Expresión del mensaje con claridad.

Timing

This is the first unit of the course so it will be carried out during the month of September.

The first five minutes of each session the teacher will do a review with the students of the letter and phoneme they saw the last day. In the first session obviously, there won't be a review of the letter learned the last day.

The development of the unit will be:

Session 1

Development of the activities

This is the first session so it will be an explanation about the phonemes that there are going to learn. A,S,T,P

The first session stars with a song of the phoneme **S** after they have to listen to the song two times, with the teacher they will try to pronounce it properly, to continue they will start with the worksheet and the activities that it contains. The first exercise will be the one that they have to circle every time they see the letter in a phrase.

Next step will be the activity of listening, in which they will have to be concentrated to listen to the word and decide by themselves if the teacher has said the phoneme that they are learning that day.

Session 2

This session will start with a quick review of the last phoneme, after that we will continue with the next phoneme that it will be **A**.

This session continues with a song of the phoneme **A** after they have to listen to the song two times, with the teacher they will try to pronounce it properly, to continue they will start with the worksheet and the activities that it contains. The first exercise will be the one that they have to circle every time they see the letter in a phrase.

Next step will be the activity of listening, in which they will have to be concentrated to listen to the word and decide by themselves if the teacher has said the phoneme that they are learning that day.

Session 3

This session will start with a quick review of the last phoneme, after that we will continue with the next phoneme that it will be **T**.

This session continues with a song of the phoneme **T** after they have to listen to the song two times, with the teacher they will try to pronounce it properly, to continue they will start with the worksheet and the activities that it contains. The first exercise will be the one that they have to circle every time they see the letter in a phrase.

Next step will be the activity of listening, in which they will have to be concentrated to listen to the word that the teacher says and decide by themselves if the teacher has said the phoneme that they are learning.

Session 4

This session will start with a quick review of the last phoneme, after that we will continue with the next phoneme that it will be **P**.

This session continues with a song of the phoneme **P** after they have to listen to the song two times, with the teacher they will try to pronounce it properly, to continue they will start with the worksheet and the activities that it contains. The first exercise will be the one that they have to circle every time they see the letter in a phrase.

Next step will be the activity of listening, in which they will have to be concentrated to listen to the word that the teacher says and decide by themselves if the teacher has said the phoneme that they are learning.

Also in every worksheet they will have to draw the letter that they are studying that day.

Methodology

I will use the deductive method when presenting the phonemes, because they learn the phoneme as the main base and then develop activities related to it.

Oral language and written language acquire decisive importance because they are the two ways of realization the class.

I will use a methodology that allows some flexibility for a better adaptation to the real conditions of the class and the social environment to which the school serves.

Children will also participate on the activities orally.

Evaluation

For the evaluation of the unit we have worked on, I will use formative evaluation, this type of evaluation is applied when we want to find out if the teaching objectives are

being achieved or not, and also to know what is needed to improve the work of the students, their objective is to make decisions regarding the alternatives of action and direction that are presented as the process of teaching learning progresses.

I will also appeal to direct observation in class, during the activities, the songs.

To evaluate the knowledge that they have acquire there would be a final test.

Criterios de evaluación

1. Percatarse de la existencia de patrones sonoros, acentuales, rítmicos y de entonación muy básicos y con sus significados e intenciones comunicativas generales, siempre y cuando sean transmitidos en buenas condiciones acústicas y de manera lenta y clara, y se destaquen especialmente estos aspectos al transmitir el mensaje.

2. Familiarizarse con la función comunicativa principal del texto oral (p. ej.: en un saludo), utilizando de manera guiada un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos (p. ej.: saludo para iniciar una conversación y despedida.

3. Imitar un repertorio muy limitado de patrones sonoros, acentuales, rítmicos y de entonación básicos.

4. Identificar el sentido general y un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos, con predominio de estructuras simples y léxico de uso muy frecuente, articulados con claridad y muy lentamente y transmitidos de viva voz o por medios técnicos, con apoyo visual, posibilidad de repetición y con una importante referencia contextual.

Estándares de aprendizaje

1. Entiende lo esencial de instrucciones y mensajes básicos del docente relacionados con la actividad habitual del aula.

2. Imita y repite las expresiones del docente y algunas grabaciones del aula como instrucciones, canciones, rimas, etcétera.

3. Identifica y reconoce los grafemas y fonemas estudiados.

4. Relaciona correctamente a cada grafema su fonema correspondiente.

5. Responde adecuadamente en situaciones de comunicación sencillas (saludo, preguntas sobre sí mismo, expresión del gusto, petición de objetos, etcétera).

6. Diferencia entre el inicio y cierre de una conversación.

Whole language Teaching unit

Contextualization of the classroom

This educational proposal we will develop in a public school, our classroom will be the sixth grade in Primary Education. The students of this class are children around the age of six, form a group of 24 students, in which are divided 11 boys and 13 girls.

This group of students is consolidated between broad cultural and economic levels, ranging from a medium high level to a medium low.

Main objective of the proposal

Learning is produced by social interaction through cooperation and collaboration.

Also children must learn how to discuss their different ideas.

Another fact that they must learn is to discuss, read, write and think. It is very important that they develop these four skills at the same time.

Didactic unit

In this unit we will focus on the learning of reading writing and discussing. The teacher will propose some topics, taking into account the opinion of the students for the selection of the topics.
After that every day one skill will be used in class, so students begin to get acquainted with these abilities, so they start learning and having more responsibility of their work.
With this method students start to learn in a different way, more natural and responsible.

With this method students always learn with a topic that they like, so they are always in good mood to start the class. They don't have to read something that they don't like or write about anything that they dislike.

Contents

The contents that I have selected for this work are:

Bloque 1 Comprensión de textos orales

1. Expresión de la capacidad, el gusto, la preferencia, la opinión, el acuerdo o desacuerdo, el sentimiento, la intención.
2. Descripción de personas, actividades, lugares, objetos, hábitos, planes.
3. Narración de hechos pasados remotos y recientes.

Bloque 2 Producción de textos orales. Expresión e interacción

Planificación

Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.

Ejecución

Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.

Funciones comunicativas:

Expresión de la capacidad, el gusto, la preferencia, la opinión, el acuerdo o desacuerdo, el sentimiento, la intención.

Descripción de personas, actividades, lugares, objetos, hábitos, planes.

Narración de hechos pasados remotos y recientes.

Petición y ofrecimiento de ayuda, información, instrucciones, objetos, opinión, permiso.

Establecimiento y mantenimiento de la comunicación

Bloque 3 Textos escritos

Estrategias de comprensión

Movilización de información previa sobre el tipo de tarea y tema

Funciones comunicativas:

Expresión de la capacidad, el gusto, la preferencia, la opinión, el acuerdo o desacuerdo, el sentimiento, la intención.

Descripción de personas, actividades, lugares, objetos, hábitos, planes.

Narración de hechos pasados remotos y recientes.

Petición y ofrecimiento de ayuda, información, instrucciones, objetos, opinión, permiso.

Establecimiento y mantenimiento de la comunicación

Bloque 4 Producción de textos escritos: Expresión e interacción

Planificación

Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).

Localizar y usar adecuadamente recursos lingüísticos o temáticos.

Funciones comunicativas:

Expresión de la capacidad, el gusto, la preferencia, la opinión, el acuerdo o desacuerdo, el sentimiento, la intención.

Descripción de personas, actividades, lugares, objetos, hábitos, planes.

Narración de hechos pasados remotos y recientes.

Petición y ofrecimiento de ayuda, información, instrucciones, objetos, opinión, permiso.

Establecimiento y mantenimiento de la comunicación.

Timming

Whole language classes should be like this all the year, because this method says that they have to learn by a natural order and where every student will be learning without strict rules where motivation and interest are the most important aspects.

The development of the units will be:

The first lesson will focus on the improvement of learning and reading. The teacher will show up some books that he has think that they could be interesting for them. But any student could prefer to choose another one that is more interesting for them or they just don't like the ones that the teacher has said. So they could read about anything they find more interesting.

After this, students have to form groups, where they could talk about which book they want to read, or they can read two students the same book together.

To continue after they have chosen what they are going to read about, they would have about 20 minutes to read. During this moment the teacher will be walking through the class and watching if everyone is doing their work, in this moment the teacher can also resolve any doubt that a student could have.

To conclude, in the last ten minutes the students could talk between them what they have read about and discuss some aspect of it. In case that no one wants to speak the teacher could ask a student about his lecture and if he has like it and why, after that some students will participate with him, asking him questions or just giving their opinion.

The second lesson will focus on the improvement of writing. The teacher will show up some topics he has think that they could be interesting for them like a summary of a book that they have recently read, sports……etc. But any student could prefer to choose another one that is more interesting for them or they just don't like the ones that the teacher has said, and prefer to write about something he is interested in.

After this, students have to form groups, where they could talk about which topic they want to write about.

To continue after they have chosen what they are going to write about, they would have about 20 minutes to write. During this time the teacher will be walking through the class and watching if everyone is doing their work, in this moment the teacher can also resolve any doubt that a student could have.

To conclude, in the last ten minutes the students could talk between them what they have write about and discuss some aspect of it. In case of that no one wants to speak the teacher could ask a student about his lecture and if he has like it and why, after that some students will participate with him, asking him questions or just giving their opinion.

The third lesson will focus on the improvement of speaking and discussing. The teacher will show up some topics, for example, which type of vacation they prefer between winter and summer. But any student could prefer to choose another one that is more interesting for them or they just don't like the ones that the teacher has said, and prefer to talk about something else.

After this, students have to form groups, where they could talk about which topic they want to talk about.

To continue after they have chosen what they are going to talk about, they would have about 20 minutes to discuss. During this time the teacher will be walking through the class and watching if everyone is doing their work, in this moment the teacher can also resolve any doubt that a student could have.

To conclude, in the last ten minutes the students could talk between them what they have been talking about and discuss some aspect of it.

Methodology

I will use the inductive method, because they learn from something global to something smaller.

Oral language and written language acquire decisive importance because they will have to use them a lot every day.

Evaluation

This is not a traditional method, so there cannot be an exact way to evaluate children. Because the teacher will be watching how improve every student. That is why is a more difficult method to apply and also longer.

In order for the evaluation to become objective and meaningful, we must improve our methods. Student's observation is one of the most important aspects, and we must note not only anecdotes that seem indicative of their learning process but also the result of interviews with them.

Management in the evaluation procedures is one of the main reasons why the teacher is not fully involved in the evaluative process. All this takes a lot of time and work, and until students and teachers do not share responsibility for teaching and learning, the task of evaluation is overwhelming.

Conclusion

First of all I have to say that, when I started doing this study, I was very lost because I haven't done anything similar, but as soon as I began to find more information and began to summarize it, I saw that step by step y was doing it, and finally I have almost finish it.

I would also like to say that I am not having my best moment in my life, but this study has shown me that with effort and sacrifice, everything goes forward.

Talking about phonics and Whole Language, in my last year in the university, I saw something about them, not too much, but at least I knew where did they come from and that helped me to start with it.

I would like to say that I found phonics a very good method to use, because with this kind of programme children go step by step, knowing at the first the most common phonemes, and when they have already learnt them, they pass to the next level of them, so as a teacher, you can be sure that they have acquired those phonemes and everyone is going to be able to follow this rhythm.

To continue I think that Whole Language is an interesting method, but I think that it is very difficult to use it nowadays, because you don't have a proper evaluation, so you could only be able to say if they are progressing or not, you couldn't say how much someone is improving their skills. Also an important aspect of this programme is that, if you have some children that have a lower level than the rest of the class, if you continue doing the same activities for the rest of the class, these students will be always having a lower level than the others, and they won't be able to get a similar level, because with this method you can't focus on those that have a lower level.

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Anexxed

Annexed 1

Worksheet

Activity 1

Circle the letter ``s´´ every time you see it.

There is a small cat on the grass

The snow is white and soft

Peter likes singing

Activity 2

Put a tick or a cross if you hear or not the phoneme **S**. (here I'm going to write the four words, but in the real worksheet they won't have written the words. **SPIDER/ BALL/ ORANGE/SONG**

Word 1:

Word2:

Word 3:

Word 4:

Annexed 2

a (Tune: *Skip to My Lou* Track 2)

/a/-/a/! **Ants** on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.

Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say *a, a, a, a!*

Worksheet

Activity 1

Circle the letter ``a´´ every time you see it.

I like football and basketball

Harry hates eating vegetables

My father plays a lot with me

Activity 2

Put a tick or a cross if you hear or not the phoneme **A**. (here I'm going to write the four words, but in the real worksheet they won't have written the words **ALIVE, DOG, APRIL, JUMP**

Word 1:

Word2:

Word 3:

Word 4:

Annexed 3

t (Tune: *The Muffin Man* Track 3)

When I watch the **tennis** game,
/t/-/t/-/t/,
/t/-/t/-/t/...
...when I watch the tennis game,
my head goes back and forth.

Action: Turn your head from side to side, as if you are watching tennis, and say t, t, t, t.

Worksheet

Activity 1

Circle the letter ``t´´ every time you see it.

My table is very big

Today is Thursday and my favorite team plays tonight

They want to play tennis

Activity 2

Put a tick or a cross if you hear or not the phoneme **T**. (here I'm going to write the four words, but in the real worksheet they won't have written the words **TOILET, PEOPLE, CAT, TEACHER**

Word 1:

Word2:

Word 3:

Word 4:

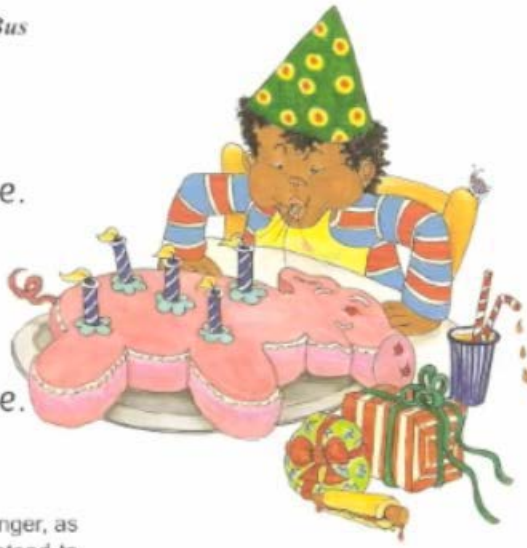**Annexed 4**

p (Tune: *The Wheels on the Bus* Track 5)

Puff out the candles
on the pink pig cake.
/p/-/p/-/p/,
/p/-/p/-/p/.
Puff out the candles
on the pink pig cake.
Puff! **Puff!** Puff!

Action: Hold up your finger, as if it is a candle, and pretend to puff it out, saying *p, p, p, p.*

Worksheet

Activity 1

Circle the letter ``p´´ every time you see it.

I play every day in the playground

Peter has a party tonight

In the park there is a lot of people

Activity 2

Put a tick or a cross if you hear or not the phoneme **P**. (here I'm going to write the four words, but in the real worksheet they won't have written the words **CHAIR, PAINT, PET, PASS**

Word 1:

Word2:

Word 3:

Word 4:

Annexed 5

Activity 1 Circle every time you see any of this letters in the sentence. **(t,p,a,s)**

My dad plays the piano

My family is big

There is a spider on the table

I have a pet

Activity 2 Put a tick or a cross if you hear the phoneme **S** or **A**

Word 1:

Word 2:

Word 3:

Activity 3 Put a tick or a cross if you hear the phonemes **P** or **T**

Word 1:

Word 2:

Word 3:

Anexxed 6

Reconoce y reproduce el fonema ``S´´

1	2	3	4	5	6	7	8	9	10

Reconoce y reproduce el fonema ``A´´

1	2	3	4	5	6	7	8	9	10

Reconoce y reproduce el fonema ``T´´

1	2	3	4	5	6	7	8	9	10

Reconoce y reproduce el fonema ``P´´

1	2	3	4	5	6	7	8	9	10