

Teaching English: Fun Phonics & Comprehension

Introduction: MIE (Modern Institute for Education) organized a two-day workshop on Language and literacy skills at District Institute of Education & Training (DIET) Gautam Buddha Nagar, Greater Noida. The aim of the workshop was to conduct and model interactive and engaging sessions on classroom practices that emphasizes the importance of developing phonic skills and reading comprehension skills with specific reference to English language and literacy among students.



Highlights of the workshop

Joyful Environment: The workshop focused on enhancing students' capacity to learn English in a joyful environment focusing on right pronunciation, fluent reading with comprehension, and enabling students to differentiate between letter names and letter sounds. It emphasised that these basic understanding are critical for reading with comprehension. Differentiating between phoneme and phonics is an important aspect of teaching as well as understanding reading or rather language and literacy skills. It was observed that children their has difficult in pronouncing even basic words which might feel easier and very basic for other children.



Hence through this session the aim was not only to impart correct pronunciation, but to also build their confidence and make the language look more familiar to them, rather than distant. The session aimed to encapsulate the zeal in them to learn English not with fear but with curiosity and excitement. Hence all the drills and activities that were done during the session was to engage them in playful and interactive manner showcasing that learning language should not be a boring and tiresome practice rather it can be way more engaging and cohesive.

Activity-based learning: The entire workshop was designed around hands-on activity-based learning giving children an active formula where it offers a welcome respite from the rote repetition of “book learning” or lecturing. Hands-on learning also uproots this overstepped, traditional classroom instruction, allowing students to move, discuss, interact with each other, and truly engage with in the lesson.



Students were presented with engaging activities that were not only informative but also somewhat joyful, which gave them ample of space to practice what they have learned. These activities were intended to provide content matter to children within joyful environment. Through these activities, it was aimed to achieve that they will be able to get themselves immersed in the correct pronunciation of letters, identify action words, phrases, and related words.

Venue and Time

The workshop was held at DIET Auditorium, Gautambudhnagar on 29th and 30th May 2025.

Participants & Resource Person

The workshop was attended by 32 students who are pursuing D.El.Ed. the resource persons were Ms. Megha Brar & Ms. Shivangi Verma.

Workshop session and discussion

DAY-1

Learning New Words Everyday- THE BANANA SONG

By displaying her thumb, the facilitator asks the participants to pretend that it is actually a banana. She then asks the participants to join her while she recites a banana song, gradually quickening the rhyme to make it more entertaining for the participants.

Peel bananas,
Peel-peel bananas!
Peel bananas,
Peel-peel bananas!

Chop bananas,

Chop-chop bananas!
Chop bananas,
Chop-chop bananas!

Smash bananas,
Smash-smash bananas!
Smash bananas,
Smash-smash bananas!

Mix bananas,
Mix-mix bananas!
Mix bananas,
Mix-mix bananas!

Eat bananas,
Eat-eat bananas!
Eat bananas,
Eat-eat bananas!

GO BANANAS!
GO-GO BANANAS!
GO BANANAS!
GO-GO BANANAS!

Learning Objective

The participant gets introduced to new words like peel, smash, chop etc. through actions and gestures in a fun and interactive manner. This will underline the fact that comprehension of a language can be ensured through gestures and body language also, instead of just rote memorisation.

Blending activity

The facilitator then distributed one word to each participant and asked them to position themselves while holding the word in their hands, in order to construct and complete a simple sentence displayed on the Screen.

After every group was able to formulate a sentence, she initiated a discussion where she told them that in order to read a sentence, one must be able to read the words.

The facilitator then again distributed each participant a part of word and discover the remaining parts of the word among the fellow participants to complete the entire word. (words will be displayed on the screen).

The facilitator then explained to them that these component elements of a word are known as syllables. Syllables are blended to read a word. It was made clear to children that how each syllable can be easily decoded into letters, which will eventually enable the children to form words and go from reading words to sentences in the future. In order to help the students to read words, she explained to them that letter is the tiniest and most crucial component of English language.

Learning Objective

Through this activity, the participants were able to identify that reading can be ensured through the knowledge letters and phonic sounds and also correct understanding of syllable blending.

Decoding Language Sounds through introducing phoneme and phonics:

The facilitator then further instructs the group to close their eyes and concentrate on the sound they hear and to identify source of the sound. Below mentioned is a list of the facilitator's audio cues.

1. Sound of thunder storm
2. Water gurgle sound
3. Snake hissing sound
4. Drum beat sound
5. Buzzing bee sound
6. Car honking sound
7. Be quiet sound

The facilitator outlines the fact that how each participant was able to connect a sound with its source simply by hearing it, and similarly each letter has its unique sound.



The facilitator then introduces the alphabet A to Z along with their sounds. There was immense focus on the actions also, which will help children to remember it in future, and will also make the recapitulation process way more interesting and engaging. She continues to teach them how to make learning letters and their phonic sounds fun for the kids by introducing the letters C, S and W with a story and a jingle, followed by some activities like making castanets, letter S scavenger hunt and Mr. Windy using a piece of paper.

Day-2

Magic bag game

To revise the syllables that we did on the first day, the facilitator brings with her the magic bag with few objects. She then goes to each group asking them to choose an item from the bag and say the word aloud counting the number of syllables.



For example- pen has one syllable in it.

Learning Objective

It shall help the students read 3- 4 syllabic words fluently by decoding and blending.

Tongue Twisters

The facilitator gives the participants a few tongue twisters as a fun way to revise phonic sounds done in the session the other day and she also explains to them how these tongue twisters are an excellent practice for public speaking because they also improve speech clarity.



Learning Objective

The purpose of the activity is to introduce the participants to the unique names of the letters and the sound of the letters. It will ensure that the foundation of reading is laid.

The facilitator then introduces the third sound concept while blending two vowels, including long and short sounds (ai, ee, ie, oa, ue, oo, oo, ow, aw, oy). During this the facilitator also gives an example of magic “E”, to show how by adding ‘e’ a short vowel sound can transform into long vowel sound by giving examples like hid transforms into hide and rip into ripe and so on.

Third sound concept while blending two consonants (make the participants familiar with the action and sound of each diagraph).

Consonant diagraphs (sh, ch, th, ng, z and schwa) sound

The facilitator then explains them about the concept of consonant blends which is- when two or more consonants are blended together, but you can still hear the sound of each consonant separately, such as in the words *black* and *mist*. The facilitator also



Consonants blends- Bl, cl, pl, fl, gl, sl, tr, br, pr, cr, fr, dr, gr, sc, sp, sm, st, sk, sn

Learning Objective

Through this the participants will be able to know about the 44 sounds.

Conclusion

The positive feedback received from the participants underscores the success of the activities and underlines the significance of engaging hands-on teaching strategies. It shows the need for regular follow up sessions, workshops on phoneme phonics, Mathematics, and other pedagogical interventions. Therefore, MIE is looking forward to collaborate with DoE for upskilling teachers based on their needs.

