

**Date:** 18th and 19th March 2025

**Venue:** Modern School, Vasant Vihar

**Participants:** 49

**Resource Person:** Neha Bisht, Radhika Verma, Geetanjali Devasar, Ruchi Chawla

**Introduction:** MIE (Modern Institute for Education) organized a two-day workshop on Language and literacy skills at Modern School, Vasant Vihar. 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:** The workshop focused on enhancing teachers' capacity to implement the learning of 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.

The session aimed to encapsulate the zeal in the teachers to make English learn in an interactive and interesting manner, 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 manner showcasing that learning language should not be a boring and tiresome practice rather it can be way more engaging and cohesive. The session was done with the aim that the teachers might be able to take these activities back into the classroom to make the learning experience more immersive and wholesome.



**Activity-based learning:** The entire workshop was designed around hands-on activity-based learning giving the participants 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.

Participants 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 also helped them to get ideas about learning English not in a monotonous and redundant manner, but in a way where children can be engaged actively in the process. Through these activities, it was also aimed to make teachers more confident on their own pronunciation of letters, identify action words, phrases, and related words.

**DAY-1** Syllables were taught as the building blocks that decode into letters and sounds—transitioning students from word-level to sentence-level reading.

### **Syllable Patterns & Segmentation**

- Teachers learned open vs. closed syllables, silent-e rules, r-controlled vowels, and syllable types (CVC, VCCV, VV as in lion).
- This included detailed training on **segmenting and blending**, using typical patterns like VCCV and CVC to enable decoding through syllable structure.



Through detailed discussion of blending, 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.

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. The "magic E" rule was presented not only conceptually but also through examples and drill, highlighting its power in decoding and spelling.



- **Digraphs** such as ch, sh, th, ng, plus the schwa sound, were taught—pairs or trios of letters representing single sounds.
- **Consonant** blends (bl, cl, fl, tr, sp, and others) were differentiated from digraphs, which is when two or more consonants are blended together, but you can still hear the sound of each consonant separately, emphasizing that in blends each sound retains its identity (e.g., black, mist). Consonant blends— Bl, cl, pl, fl, gl, sl, tr, br, pr, cr, fr, dr, gr, sc, sp, sm, st, sk, sn. Through this the participants will be able to know about the 44 sounds.
- Soft c and g sounds were illustrated through examples like pencil, juice, giraffe, and ginger.

### C. Syllable Patterns & Segmentation



- Teachers learned open vs. closed syllables, silent-e rules, r-controlled vowels, and syllable types (CVC, VCCV, VV as in lion).
- This included detailed training on **segmenting and blending**, using typical patterns like VCCV and CVC to enable decoding through syllable structure.

## Day 2

### 1. Understanding Reading & Its Impact



The session began with a rich discussion on what reading truly does for learners. It underscored that reading:

- **Builds knowledge:** It's the cornerstone for all other learning activities([savvylearning.com](http://savvylearning.com)).
- **Enhances communication and vocabulary:** Exposure to richer language structures improves clarity and expression([tutormychild.com](http://tutormychild.com)).
- **Stimulates critical thinking:** Readers learn to infer, predict, analyze, and form opinions effectively([savvylearning.com](http://savvylearning.com)).
- **Boosts imagination and empathy:** Immersion in stories develops creativity and emotional understanding([booktrust.org.uk](http://booktrust.org.uk)).

### 2. Components of Comprehension

Teachers learned that reading comprehension hinges on two main components:

**1. Word recognition** – fluency and decoding.

**2. Language comprehension** – understanding meaning, context, and intent. Both must work together to achieve meaningful reading.



### **3. Expressive Reading: Gestures & Intonation**

A story was read aloud with varied intonation, facial expressions, and body language to illustrate how non-verbal cues enhance listener engagement. Emotional storytelling was emphasized because:

- **It engages emotions** and helps children relate to text.
- **It augments comprehension** by making stories more immersive.

### **4. Activity: Creating Personal Stories**

- **Picture card storytelling:** Teachers received cards and crafted their own narratives.
- This activity highlighted how visual prompts: Boost creativity and narrative skills ([thetimes.co.uk](http://thetimes.co.uk), [savvylearning.com](http://savvylearning.com)) and also engage students by offering a hook to begin speaking and writing.
- It showed how to turn passive readers into active creators in the classroom.

### **5. Discussing Reading Speed & Expression**

The workshop delved into reading pace:

- **Slow, deliberate reading with good expression** is more effective than rushed reading.
- Participants practiced with short stories, focusing on rhythm, phrasing, and comprehension.

## 6. Contextual Reading: Reading from the Environment

A brief activity involved designing **classroom advertisements**:

- Teachers role-played and created ad copy to foster reading interest.
- Emphasized that reading **contextual and functional text**—like posters, signs, and ads—is more relevant and engaging for students.

## 7. Innovative Glossary Strategies

To reinforce vocabulary and understanding:

- Teachers played **Glossary Bingo**, linking new words to definitions and usage.
- This multisensory game helps students retain new terms and fosters friendly competition.

**Conclusion**– The workshop received positive feedback from the participants, who actually understood the importance of engaging children in classroom and giving them activities where they can actively do hands-on learning. The appreciated the holistic environment that was created in the room, motivating everyone to participate and learn.

