



PHONICS

ENGLISH-ITALIAN TIMELINE

PREMISE










The presented Phonics timeline has been conceived to facilitate early year's children learning of how to write and read fluently, considering the following elements:

- bilingual English-Italian learning context
- 36 weeks time span
- introduction at the age of 5 y.o. as non-native English children
- priority is given to English, intended as the first language of instruction
- identified core sound and figural traits in both languages
- consistency and teaching adoption to avoid confusion or additional decoding load on the young learners' end.












English & Italian Literacy Teaching Timeline for 5 y.o.












TEACHING				WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEKS 11-12	
1		LETTER SOUND RECOGNITION	Sound sheets & actions	s a t i p	n c k	m d	l f b	oa ie ee	ng v oo	ch sh th	oi ue	Continue revising letter sounds			
			Flash cards & games		e h r	g o u	ai j	or z w	oo y x	th qu ou	er ar				
			Sound books	Introduction of the letter sounds and actions through stories, at the rate of one sound a day									Learning the sounds of the 4 capital letters in preparation for reading books		
			Alphabet frieze: put up section by section	Revision of the letter sounds until the children know them all											
1		RICONOSCIMENTO DEI SUONI	Introduzione suoni	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
			Flash cards & games	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
2		LETTER FORMATION	Multi-sensory practice:	Feeling the letter shapes: air writing / grooved letters											
			- pencil hold												
			- correct formation	Neat letter formation practice: sound sheets, dry-wipe boards, lined paper, blocks, dough, sand											
2		GRAFIA	Multi-sensory practice:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
			- scrittura	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____		
3		BLENDING	Hearing the word after the sounds have been spoken by a) teacher b) children	Aural blending: teacher says sounds in word and children identify the word	Blending words with: - initial consonant blends, eg. <u>stop</u> and <u>flag</u> - double letters eg. <u>duck</u> and <u>hill</u>							Word boxes/strips: for children who can blend and know most letter sounds			
			Letter games/activities									Reading books: for children who can blend word boxes and know the first 12 tricky words			
			Word boxes	Blending simple words that use the known letter sounds, including words with digraphs											
3		BLENDING	Aural blending									L'insegnante dice /c-a-s-a/ e i bambini dicono <i>casa</i>			
			Word boxes										Word box per comporre le prime parole		
			Lettura											Prime letture	
4		IDENTIFYING SOUNDS IN WORDS	Finger counting the sounds	Identifying sounds in words: <i>Is there a /s/ in nest? Is it at the beginning, the middle or the end?</i>	Dictation of letter sounds and simple regular words				Dictation of letter sounds and simple regular words with digraphs						
			Encoding regular words												
			Dictation		Counting the sounds: teacher calls out simple words, eg. dog, clap, sheep, and class responds holding up a finger for each sound - /d-o-g/ (3 sounds, 3 fingers) /c-l-a-p/ (4 sounds 4 fingers) /sh-ee-p/ (3 sounds 3 fingers)										
4		IDENTIFICAZIONE SUONI	Dettato						Dettatura dei suoni singoli						
			Contare suoni						L'insegnante dice <i>casa</i> e i bambini ripetono /c-a-s-a/ <i>contando con le dita</i>						
5		TRICKY WORDS	Reading TW							Learning to write first name			Learning to read and spell the first 12 tricky words : <i>I, the, he, she, me, we, be, was, to, do, are, all</i>		
			Learning the spelling of TW												

Weeks 13 to 24

TEACHING			WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
1		LETTER SOUND RECOGNITION	Revision of the 42 letter sounds, plus the alternatives that have been taught											
			Teach the <y> spelling for the /ee/ sound Revision of the short vowels Teach that, in some words with short vowels, the consonant is doubled , or <ck> is used				Teach “ Magic <e> ”: a_e, e_e, i_e, o_e, u_e		<ay> for /ai/ & <oy> for /oi/	<ea> for /ee/ sound	<y> for /ie/ sound	<ow> for /oa/ sound	<ir> & <ur> for /er/ sound	<ew> for /ue/ & /oo/ sound
							Teach <ue> and <u_e> for the long /oo/ sound							
1		RICONOSCIMENT O DEI SUONI					Vocali (in rosso) e consonanti							
		LETTER FORMATION	Revision of the lower-case letters, plus the capital letters that have been taught. Introduction of the letter names through reciting/singing the alphabet											
			5 Capital letters	5 Capital letters	5 Capital letters	1 Capital letter, plus revise: ai, ee, ie, oa, ue	3 Capital letters, plus review ng, oo	3 Capital letters, plus revise: ch, sh, th	Revise alphabet and capitals	Revise: - capitals A to M - formation b&d	Revise capitals N to Z	Revise caterpillar latters: c, a, o	Revise tall letters: b, d, f, h, k, l, t	Revise letters with tail: g, j, p, q, y
2		GRAFIA							ALFABETO (sequenza e nome delle lettere)					
								Lettere minuscole e maiuscole						
3		BLENDING	Reading words, phrases, and sentences as frequently as possible, and using blending for unknown words											
			Blend words with <y> for the/ee/ sound Blend words with double letters		Blend words with <ck>	Revise double letters & <ck> words	Blend words with “ magic <e> ”		Introduce reading upon readers stage					
							Comprehend sentences		Blend <ay> & <oy> words	Blend <ea> words	Blend <y> as /ie/ words /	Blend <ow> as /oa/ words	Blend <ir> & <ur> words	Blend <ew> words
3		BLENDING	Lettura parole / frasi, incoraggiando il blending di parole nuove											
			Introduzione delle “doppie” <u>a livello sonoro</u>						Introduzione libri di lettura secondo il livello					
							Unione consonante+ vocale: <i>Ca -co -cu - ga - go - gu - ba -bi - bo, etc.</i>							
4		IDENTIFYING SOUNDS IN WORDS	Call out sounds in given words and hold up a finger for each sound - Write words and sentences from dictation Model the writing of sentences with the children - Encourage independent writing											
			Doubling rule for words ending in <y> as /ee/	Identify short vowels words	Short vowel & <ck> rule	Spelling words with double letters	Spelling words with “magic <e>”: a_e, e_e, i_e, o_e, u_e		Spelling /ai/ & /oi/ words using correct alternative	Write & <d> words using correct formation	Spelling words that use digraphs		Spelling <ir> & <ur> words	Spelling <ew> words
4		IDENTIFICAZIONE SUONI	Identificazione suoni singoli nelle parole, contando con le dita - Dettato parole e frasi brevi - Incoraggiare scrittura indipendente											
					Spelling con “doppie” (facoltativo)		Identificazione vocali e consonanti nelle parole			 & <d> parole				
5		TRICKY WORDS	Revision: reading and spelling of the tricky words that have been taught											
			Teach <i>you, your</i>	Teach <i>come, some</i>	Teach <i>said, here, there</i>	Teach <i>they</i>	Teach <i>go, no, so</i>	Teach <i>my, one, by</i>	Teach <i>only, old</i>	Teach <i>like, have</i>	Teach <i>live, give</i>	Teach <i>little, down</i>	Teach <i>what, when, why</i>	Teach <i>where, who, which</i>

Weeks 25 to 36

TEACHING			WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36
1		LETTER SOUND RECOGNITION	Revision of the 42 letter sounds, plus the alternatives that have been taught If the letter-sound knowledge is secure, introduce other common spelling patterns for reading, eg., <ph> for soft /f/, soft <c> and soft <g>, <air>, <ear> and <are> for /air/											
			Teach: <ow> for /ou/ sound	Teach: <igh> for /ie/ sound	Teach: <aw> for /or/ sound	Revise /ai/ as <ai>, <ay>, <a_e> Teach <wh> for / w/ sound	Revise: /ee/ as <ee>, <ea>, <e_e>	Revise: /ie/ as <ie>, <y>, <igh>,<i_e>	Revise: /oa/ as <oa>, <ow>, <o_e>	Revise: /ue/ & /oo/as <ue>, <ew>, <u_e>	Teach: <au> and <al> for the /or/ sound	Revise: /oa/ & /ou/as <ow>	Revise: /er/ sound as <er>, <ir>, <ur>	Revise: /or/ as <aw>, <au>, <al>
1		RICONOSCIMENTO DEI SUONI												
2		LETTER FORMATION	Revision of the lower-case and capital letters, encouraging neat and accurate handwriting											
			Aa-Ee	Revision of the alphabet: Ff-Mm Nn-Ss Tt-Zz			Matching capitals to lower-case letters	Revising digraphs: oa, ng	Revising digraphs: oo, or	Revising digraphs: ie, ee, ue	Revising digraphs: sh, ch, th	Revising digraphs: er, ar, ai	Revising digraphs: oi, ou	Revising digraph: qu
2		GRAFIA	Abbinamento maiuscola -minuscola											
3		BLENDING	Reading words, phrases and sentences as frequently as possible (using blending for unknown words), and developing the children’s comprehension skills											
			Blending words with <ow> for /ou/ sound	Blending words with <igh> for /ie/ sound	Blending words with <aw> for /or/ sound	Blending words with <wh> and alternatives for /ai/	Blending words with Alternative spellings for /ee/	Blending words with Alternative spellings for /ie/	Blending words with Alternative spellings for /oa/	Blending words with Alternative spellings for /ue/	Blending words with <au> and <al> for the /or/	Blending words with <ow> as /oa/ and /ou/	Blending words with Alternative spellings for /er/	Blending words with Alternative spellings for /or/
3		BLENDING	Praticare la lettura il più possibile, incoraggiando l’inserimento di nuove parole, sviluppando i <i>comprehension skills</i>											
4		IDENTIFYING SOUNDS IN WORDS	Teaching the short and long vowel sounds, with regular revision Calling out sounds in given words and holding up a finger for each sound Writing longer words and sentences from dictation & writing independently on a chosen time											
4		IDENTIFICAZIONE SUONI	Identificazione suoni dalle parole, contando con le dita - Dettati un pò più lunghi - Incoraggiare la scrittura libera											
5		TRICKY WORDS	Revision: reading and spelling of the tricky words that have been taught											
			Teach any, many	Teach more, before	Teach other, were	Teach because, want	Teach saw, put	Teach could, should, would	Teach right, two, four, goes	Teach does, made, their	Teach once, upon, always	Teach also, of, eight	Teach love, cover, after	Teach every, mother, father

THANK YOU



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