

A Structured Programme of Computer Games

FUN PHONICS

by Kath Shelton

PAVIC Publications



**Sheffield
City Polytechnic**

36 Collegiate Crescent Sheffield S10 2BP Tel (0742) 665274 Ext 3261

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Programmers

Units 1 to 6a - John Leather

Units 6b and 7 - David Glossop

Unit 8 - Stephen Evans

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Introduction

'Fun Phonics' is a programmed series of computer games designed to reinforce and revise phonic skills. It is divided into eight units which correspond to the eight phases of a carefully constructed phonic progression. Each unit is subdivided into several games.

The phonic skills are not taught in isolation. They are combined with contextual skills and basic sight words of high frequency. The vocabulary is carefully monitored. Fun Phonics can be used independently or in conjunction with any reading series.

Units must be selected to match the reading pattern not the chronological age of each individual. In this way Fun Phonics can help not only adults and teenagers with learning problems but also the bright child and child of average ability.

'Fun Phonics' has been piloted in primary schools, secondary remedial departments and adult education centres.

To maintain interest over a wide age range and to encourage concentration an 'arcade' element has been included in several games. Without exception, this is always subordinate to and dependent on the reading skills.

Rationale

The computer cannot replace the teacher in the initial teaching of new skills, as this requires empathy and the ability to adapt presentation to a pupil's individual learning patterns.

However, computer games provide the ideal tool for reinforcement and revision, especially with older pupils and adults as they are socially acceptable.

All pupils require, in varying degrees, revision and reinforcement exercises if newly acquired skills are to be retained and finally used without conscious thought.

'Fun Phonics' seeks to provide these in an enjoyable and stimulating form.

The Fun Phonic Units have been designed to:-

- (i) give a tightly structured programme of phonic revision and reinforcement in which no word is presented unless the phonic skill necessary for its decoding has already been practiced;
- (ii) be interesting and fun;
- (iii) provide self-explanatory instructions that can be read and understood by the pupil;
- (iv) incidentally monitor and record visually the pupil's performance;
- (v) leave the teacher free to attend to others.

Operating the Programs

Operating instructions are few and simple. The pupil needs to know that:-

1. "R" in the bottom right-hand corner of the frame means press RETURN to obtain the next frame.
2. "Press  " means press the space bar.
3. Press SHIFT and touch BREAK at the same time activates the program.

With the exception of Game 1, Unit 1, the instructions for playing individual games are presented in the opening frames.

All these instructions have been written in carefully monitored vocabulary so that the pupil can read and understand them himself.

In the first three units, where vocabulary is of necessity limited, some instructions have also been illustrated graphically.

Any codes the teacher may require in order, e.g. to break into a game, are included in the Background Notes of the 8 Units on Pages 7 to 17.

The Phonic Progression

- Unit 1 recognition of the letters of the alphabet including ch, sh, th, qu.
These are presented in lower case format only.
- Unit 2 three letter words, containing the medial vowels a, e, i, o, u.
These words are first presented singly in lower case format.
When they can be read with ease, they are presented in short sentences using capital and lower case letters.
An exercise in the identification of capital letters is included.
- Unit 3 final and initial consonant blends.
- Unit 4 the simple endings - ing, le, er, ed and y.
simple polysyllabic words, e.g. 'sandpit'.
- Unit 5 magic 'e'.
- Unit 6a ... essential vowel digraphs:-
all, ee, ea, ai, ay, oo, ar,
or, au, aw.
- Unit 6b ... essential vowel digraphs (continued)
ir, er, ur, ou, ow, ea = e,
ow, oa, oi, oy, ew, igh.
- Unit 7 some phonic "props" ce, ci, ge, gi,
ph, silent letters, k, g, w, and final b.
- Unit 8 more difficult polysyllabic words using the suffixes tion, sion, ous and the common prefixes.

The Sight vocabulary

The sight vocabulary used in these units has been limited as far as possible to those basic words that occur in all reading material.

This ensures that 'Fun Phonics' can be used as an adjunct to any reading series and that the pupil practices the most common sight words.

70% of the sight vocabulary used in Fun Phonics can be found in the first 100 words of the McNally and Murray Frequency Lists (see footnote). The other 30% has been determined by the story-lines and is mostly found in Units 6a and 6b.

Please ensure that the sight-words for each game are known before the game is commenced so that the pupil can read and follow the instructions with ease.

Since each Unit incorporates the words introduced in previous Units a complete list of the sight vocabulary for Units 1 to 6 is given below:-

Unit 1 - "?"

Game 1 - press

Game 2 - or

Game 3 - and

Unit 2 - "Have Fun"

Game 1 - the, to, have, you, go, goes, is

Game 2 - all, so

Game 3 - has, no, I, for

Unit 3 - "Crack Shot"

Game 1 - are, of, he, his, said, word

Game 2 - do, your, she, her

Game 3 - out

Unit 4 - "On the Telly"

Game 1 - want, one

Game 2 - first, how, were, two, both, be,
many

Game 3 - what, right, over, as, my, come

Unit 5 - "Plane Crash"

Section 1 - before, now, would, another

Section 2 - very, more, other, through

Section 3 - any, again, hear.

Unit 6a - "To the Rescue"

Game 1 - type, old, every

Game 2 - money, buy, open, some, was, their

Game 3 - answer, too, could

Game 4 - only, wrong, towards

Game 5 - watch, there, people, anywhere,
earth, meteorite, laser

Game 6 - rare, police

Unit 6b - Game 7 - friends, these, done

Game 8 - dye, finds, opposite, beautiful

Game 9 - fields, water, moving

Game 10 - trial, eight, local

Game 11 - heard, below

Game 12 - eye, motor

Units 7 & 8

A child who has reached this stage in the phonic progression will have acquired a considerable word-bank of sight words as well as good contextual skills. Therefore no specific list of sight words is deemed necessary.

Footnote

In the McNally and Murray list, the first 30 words have been analysed as, "accounting for over one-third of the running words used in juvenile and adult reading".

Similarly "the first 100 words account, on the average, for 50% or more of everyday reading material".

Quotes from 'Keywords to Literacy', McNally and Murray.

Background Notes for Unit 1

"?"

- Theme** Identification of the initial letter of an illustrated word.
- Aim** To give practice in recognising 25 letter sounds plus sh, ch, th, qu.
In the other seven Units instructions are written in a monitored vocabulary so that they can be read unaided. This is impossible in a Unit based on letter recognition and some help in introducing the games will be necessary.
- Contents**
- Game 1**
A series of letters appear under a line drawing. One object in the picture is coloured. The pupil indicates the initial letter of the object by pressing the spacebar. A correct choice animates the picture. A grid at the bottom of each frame records attainment.
SIGHT WORD REQUIRED: press
- Game 2**
The pupil identifies one of the sounds sh ch th qu with a picture by pressing its number. Moving lights and music indicate success. This is then recorded on the score grid at the bottom of the frame.
SIGHT WORD REQUIRED: or
- Game 3**
This game provides practice in discriminating between b, d and p. An 'arcade' element is included to maintain interest and encourage repetition. Using the directional arrow keys the pupil has to steer b or d or p to the correct picture avoiding the moving obstacles and the vertical dividing lines. The first three frames illustrate graphically the rules and options of the game. A score grid provides an analysis of performance. **SIGHT WORD REQUIRED:** and.

Please ensure that:-

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes for Unit 2

"Have Fun"

- Theme** Fairground games with prizes.
- Aim** To give practice in the reading of three letter words containing the medial letters a, e, i, o, u. An exercise in the recognition of capital letters is included.
- Contents**
- Game 1.** "Hit the Bell" (lower case format)
Each frame contains a picture and four similar words of three letters, e.g. 1. bog 2. log 3. dog 4. hog, plus a "Hit the Bell" machine. In the first four frames the initial letter changes. In the final four frames the medial letter changes. The pupil identifies the correct word by pressing its number. An accurate choice 'rings the bell' and scores 10. Four goes are allowed, with a decreasing rate of scoring. The score is registered on a grid at the bottom of the frame, providing an incidental but analytical record of the pupil's performance. The prize is a teddy bear.
SIGHT WORDS REQUIRED: you, have, go, goes, to, the, is.
- Game 2.** "Win Cash" (lower case format)
Each frame contains five lower case letters on an "Aunt Sally" stall. The pupil 'knocks these over' by pressing the appropriate capital letter. Each successful throw wins 2p. The financial score grid also provides a record of performance. A corrected version of mis-typed letters appears at the end of the game.
SIGHT WORDS REQUIRED: all, so.
- Game 3.** "Win a Fish" (lower case and capitals)
The three letter words are presented in the context of 14 short sentences, some true, some false. The pupil presses Y for yes and N for no. 14 correct answers win a goldfish. A score grid appears on each frame.
SIGHT WORDS REQUIRED: has, no, I, for.

Please ensure that:-

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes for Unit 3

"Crack Shot"

<u>Theme</u>	Rifle shooting at targets.
<u>Aim</u>	To give practice in the analysis and synthesis of final and initial consonant blends.
<u>Contents</u>	<p><u>Game 1.</u> "Have a Shot" (final consonant blends) Each frame consists of a sentence containing an incomplete word plus the action graphics. The pupil types:- one missing letter in the first 6 frames two missing letters in the final 6 frames.</p> <p>When the answer is correct the man shoots the tin off the wall. 12 successful shots win a cup. The grid, registering HIT and MISS, also provides a record of performance. SIGHT WORDS REQUIRED: are, of, he, his, said, word.</p> <p><u>Game 2.</u> "Smash a Can" (initial consonant blends) Each frame consists of a sentence with one missing word plus action graphics. In the first 6 frames the pupil selects the word from two similar sounding words, e.g. frog, flog (written on numbered labels on the cans). In the final 6 frames three similar sounding words are given. The pupil selects the correct can and presses its number. If correct, the can is shot off the wall. 12 successful shots win a tankard. Record grid as above. SIGHT WORDS REQUIRED: do, your, she, her</p> <p><u>Game 3.</u> "Pick a Disc" (those initial blends most commonly confused) To encourage concentration an 'arcade' element has been included. The graphics show a clay-pigeon shot. The blends are on the discs. The pupil must select the right blend to make the machine fire the disc, then he has the fun of shooting it. 12 successful shots win a shield. Record grid as above. SIGHT WORD REQUIRED: out</p>

Please ensure that:-

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes for Unit 4

"On The Telly"

Theme T.V. games.

Aim To reinforce and revise simple endings, and two syllable words.

Contents Game 1. 'Odd Word Out'
The pupil identifies the odd word in a group of 3, eg. dinner, robber, supper. A correct first choice wins 50p. Three attempts are allowed with a diminishing reward. The financial score-board is an incidental record of the pupils' performance. The endings used are ing, er, le, ed and y.
BASIC SIGHT WORDS: want, one.

Game 2. 'Stop the Clock'

This amusing game is played twice. A ticking clock times each performance. To win, the second performance must be quicker than the first. A mistake sends each run-through back to its beginning, providing fun and necessitating concentration.

Simple words of 2 syllables, eg. milkman, are used throughout.

The pupil presses 2, 4 or 0 to say how many legs each given object possesses.

BASIC SIGHT WORDS: first, how, were, two, both, be, many.

Game 3. 'Pick-a-box'

The pupil chooses 12 boxes out of 18. 13 boxes contain puzzles. 5 are empty. Some boxes carry a higher score than others. This random element increases the fun and causes the pupil to replay the game several times in order to win the 1st prize, a Mini, rather than one of the more mundane lesser prizes.

The puzzles are short sentences or phrases containing words of 2 syllables plus the endings practiced in Game 1.

BASIC SIGHT WORDS: what, right, over, as, my, come.

Please ensure that:-

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes for Unit 5

"Plane Crash"

Theme A 3-part adventure. Can the sole survivor of a plane-crash survive the perils of the journey back to civilisation?

Aim To give practice in the analysis and synthesis of words ending with the 'magic e'.

Contents SECTION 1. 'The Snake-Infested Jungle'
The pupil completes a 'magic e' word by typing the medial vowel. The word is presented in the context of a short sentence.
A mistake arouses a dangerous snake.
BASIC SIGHT WORDS: before, now, would, another.

SECTION 2. 'The River of Crocodiles'
The pupil selects one of a pair of similar words, eg. pin, pine, to complete a sentence.
A mistake causes a slip into a river full of crocodiles.
BASIC SIGHT WORDS: very, more, other, through.

SECTION 3. 'The Hills of the Monsters'
The pupil reassembles jumbled letters to form a 'magic e' word.
A mistake attracts a death-dealing monster.
BASIC SIGHT WORDS: any, again, hear.

In all games an immediate opportunity to correct a mistake is provided in the guise of an extra life.

At the end of the adventure, the player is presented with a summary of performance and the possibility of replaying the entire game or a selected section. The teacher can obtain the summary by typing *RUN REPORT and then pressing RETURN and the menu by typing *RUN MENU and then pressing RETURN

Please ensure that:-

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes for Unit 6a "To the Rescue" (6 games)

Theme Helping Others.

Aim To reinforce and revise vowel digraphs.

Contents Game 1. "Helping Old Bill" (digraph 'all')
The player helps the farmer rebuild his wall.
In the first half of the game the player selects a word to complete a sentence.
In the second half he completes an "all" word.
Every correct answer replaces a stone in the wall.
The immediate correction of a mistake is required.
BASIC SIGHT WORDS: type, old, every.

Game 2. "Save Nemo" (digraphs 'ee, ea')
A sponsored money-raising effort to free Nemo, a killer whale. The player has to identify something that can be eaten or drunk.
Every mistake loses 1p of the sponsors' money.
An immediate correction is required.
BASIC SIGHT WORDS: buy, open, some, was, their, answer, too, could.

Game 3. "Save the Steam Train" (digraphs 'ai, ay')
The player tries to prevent Seth destroying Jack's steam train. In the first half of the game the player selects a word to complete the sentence.
In the second, the word must be selected and typed correctly. If a mistake is made Seth sets the train on fire.
No immediate correction of a mistake is possible.
NO NEW BASIC SIGHT WORDS.

Footnote - 'Greenpeace' raised several hundred thousand pounds to buy and free Nemo, but the offer was refused. Nemo was transferred from the 10 ft deep pool at Clacton to Windsor Safari Park and died in Nov. 1986. The money collected was not wasted. 'Greenpeace' is working to abolish the killing of whales by the international whaling-fleets. Further information can be obtained from PAVIC. Please send stamped addressed envelope.

Background Notes for Unit 6a

"To the Rescue" (cont)

Game 4. "Stop the Duck Shoot" (digraph 'oo')

To save the ducks the player must select the answer to a riddle in a given time.

The immediate correction of mistakes is not possible.

The game can be played at two speeds.

BASIC SIGHT WORDS: only, wrong, towards.

Game 5. "Shooting Stars" (digraph 'ar')

Laser beams must be activated to prevent meteorites destroying the Earth. The player indicates whether a statement is true or false.

If correct he can operate the laser beam, if incorrect the lasers are inoperable.

The immediate correction of mistakes is not possible. (The meteorites only explode if hit on the tip of the head).

BASIC SIGHT WORDS: watch, there, people, anywhere, earth, meteorite, laser.

Game 6. "Nest Robbers" (digraphs 'au,aw,or')

If the player can select the odd word in a group of 4 in a given time the police arrest an egg-thief.

The game can be played at two speeds.

The immediate correction of mistakes is not possible.

BASIC SIGHT WORDS: rare, police.

Please ensure that

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right-hand bottom corner of the frame means press RETURN.

Background Notes for Unit 6b

"To the Rescue" (a further 6 games)

<u>Theme</u>	Helping Others.
<u>Aim</u>	Reinforcement and revision of vowel digraphs.
<u>Contents</u>	<p><u>Game 7.</u> 'Money for Charity' (digraphs 'er,ir,ur') A sponsored guitar play. The charity is chosen by the player. Mistakes lose money. A clue-phrase helps the player to form a word from jumbled letters. The immediate correction of mistakes is essential. BASIC SIGHT WORDS: friends, these, done, kind</p> <p><u>Game 8.</u> 'Stop the Fur Trade' (digraphs 'ou,ow') The player tries to save seals by selecting the opposite of a given word. A correct choice prevents the seal from being killed. No immediate correction of mistakes is possible. BASIC SIGHT WORDS: dye, finds, opposite, beautiful.</p> <p><u>Game 9.</u> 'Save the Sheep' (digraphs 'ea,ee') A group of sheep are surrounded by flood waters. The player selects a rhyming word. Each correct answer enables him to find a raft and save one sheep from drowning. The 'arcade' element ensures frequent repetition of this game, for unless the player steers the raft past floating branches it sinks. No immediate correction of mistakes is possible. BASIC SIGHT WORDS: fields, water, moving.</p>

Background Notes for Unit 6b

"To the Rescue" (cont)

Game 10. 'On Trial' (digraphs 'oa, ow')

Your brother is trying to obtain a place in the training squad of his local football team by beating the goalkeeper 8 times out of 10. The player identifies similar groups of objects. An incorrect answer and the pass is missed. A correct answer and the pass is collected and a goal-kick attempted. This 'arcade' element ensures frequent repetition of the game. It can be played at two speeds. The immediate correction of mistakes is not possible.
BASIC SIGHT WORDS: trial, eight, local.

Game 11. 'The Lost Dog' (digraphs 'oi, oy')

The rescue of a dog from a flooding lead mine. The player selects and types a word to complete a sentence. A correct answer enables the rescuer to descend three rungs of the ladder. Water creeps towards the dog whether the answer is correct or incorrect. There are two possible endings to this story, one happy, one sad. The immediate correction of mistakes is essential.
BASIC SIGHT WORDS: heard, below.

Game 12. 'To the Lighthouse' (digraphs 'ew, igh')

A gang has extinguished the light and lies in wait for the treasure ship to founder on the hidden rocks. Can the police get there in time to save the ship? The player completes a word in a sentence. In the first 5 sentences the word contains 'ew'. In the second 5 sentences the word contains 'igh'. There are three possible endings to this game. Incorrect sentences are presented again at the end.
BASIC SIGHT WORDS: eye, motor.

Please ensure that:

- (i) the player can read the sight-words before commencing the game.
- (ii) the player is aware that R in the right hand bottom corner of the frame means press RETURN.

Background Notes on Unit 7

"The Choice is Yours"

<u>Theme</u>	A dialogue with the computer.
<u>Aim</u>	Reinforcement of ce,ci, -ge,gi, -ph- silent letters.
<u>Contents</u>	<p><u>Game 1.</u> 'Lucky Letters' The computer asks the player to try out a new board game he has invented. The player chooses a letter. If it is a 'lucky' letter he wins one point and is presented with a puzzle to win a bonus of four more points. 'Unlucky' letters give the computer a point. Similarly, a mistake made in answering the puzzles gives the bonus points to the computer. There are sufficient options for the game to be played twice. No immediate corrections are possible.</p> <p><u>Game 2.</u> 'A Dreadful Dream' ('ph =f' and silent letters) The computer tries to prove that computers are better than human-beings. He uses a nightmare as final proof. The player has to answer riddles to escape a dreadful death in a giant's castle. No immediate corrections are possible.</p> <p><u>Game 3.</u> 'This is Your Life' (more practice of above sounds) The computer builds up a picture of the appearance and personality of the player. The player is then offered the choice of replaying the program choosing the kind of person he would like to be. Print-outs can be obtained.</p>

No sight words are given in Unit 7 or 8. Since a pupil who has reached this stage of the phonic progression should have acquired a sufficient word-bank of sight words plus good contextual skills.

Background Notes on Unit 8

"2,000 A.D."

- Theme** A six part story. Can the player be one of those selected to go to Planet Spes and live 1,000 years in the future?
- Aim** Reinforcement of suffixes, prefixes, sequencing skills and polysyllabic words.
- Contents** **Introduction**
The player completes the application forms. Only if they are filled in correctly will he be one of those selected to undertake the four tests.
- Test 1** Part a) Player has to type a sequence of numbers from memory.
b) Player has to identify the odd musical phrase.
- If marks are too low, the player is asked to retake the test before he moves on to the next test.
- Test 2** Part a) How often can the player match a symbol to a given word in 3 secs.
b) How many times can the player match changing colours in 2 secs.
- The player moves on automatically to the next test whatever the result.
- Test 3** The player pairs a word with one of similar meaning. At the end the player is given two attempts to correct any mistakes. If still unsuccessful the player cannot proceed to the next test.
- Test 4** The player identifies with the cursor the deliberate mistakes in a four page adventure story. The computer will not produce the next page until all the mistakes in the current page have been identified.
- Sequel** The successful player becomes one of the chosen few and leaves for Spes.

Please play the above in sequence. Later if you wish to replay one particular section - press Control and Break type *RUN MENU press Return.

Postscript

Teachers who have found Fun Phonics useful in reinforcing and revising phonic skills may like to know that the phonic progression is the same as the one used in 'Skill Teach' a reading resource for children with learning problems written by the same author.

'Skill Teach' combines phonic and contextual skills with the acquisition of a bank of basic, high frequency sight words. It details multi-sensory and multi-disciplinary methods, contains diagnostic material and includes a pack of 200 worksheets for duplication.

"Skill Teach is easy to understand, easy to use and clear in its aims...The material is entirely sound and usable with any reading scheme...It may well be the means of bringing order and relief to a bewildering classroom problem".

Times Educational Supplement.

Further details can be obtained from:-

**PAVIC Publications
Sheffield City Polytechnic
36 Collegiate Crescent
SHEFFIELD
S10 2BJ**

PROGRESSION

UNIT	TITLE
8	2,000 AD prefixes and suffixes
7	THE CHOICE IS YOURS useful phonic "props"
6b	TO THE RESCUE essential vowel digraphs
6a	TO THE RESCUE essential vowel digraphs
5	PLANE CRASH "magic" e
4	ON THE TELLY simple endings and two syllable words
3	CRACK SHOT final and initial consonant blends
2	HAVE FUN three letter words (plus capital letters)
1	? letter recognition (lower case only)