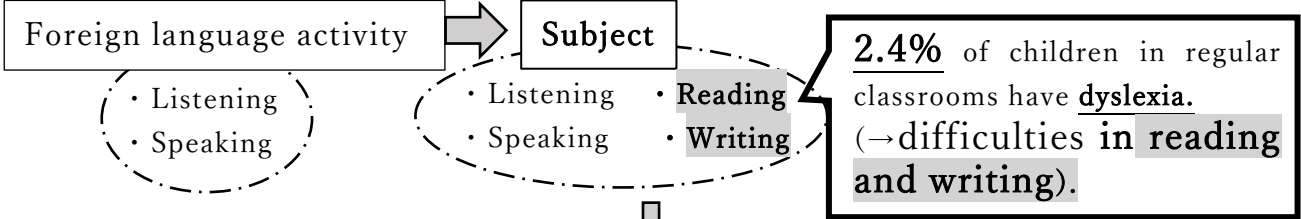


# A Study of Phonics Instruction Suitable for Elementary School Children with Dyslexia

## 1, Background of my research

● The states of English in 5<sup>th</sup> and 6<sup>th</sup> grade changed in 2017's course of study.

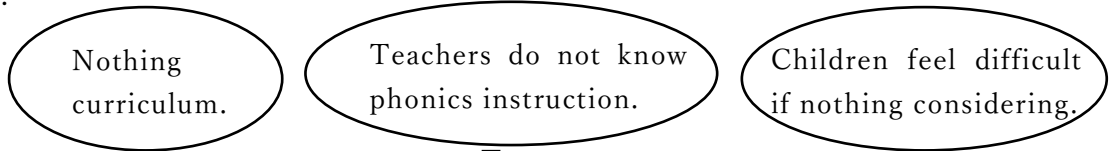


It is important to consider effective teaching in English reading and writing.

→ I focused on **phonics** (teach the corresponding sounds and letters). Ex.) “c”, “a”, “t” → “cat”

Effect: Promoting motivation and reading and writing skill. → Ex: (Before 14% → After 71%)

However, ...



I would like to think of an easy way of phonics instruction matches elementary children.

## 2, Keys of my literature review

**Common 10 rules**

- ① Outline ← RQ1
- Phonics ←
- ② Instruction ← RQ2
- ③ Dyslexia ←

Jolly phonics

Phonological awareness

<Mother gose>

<Multi-sensory learning>

**Language differences**

	Japanese: Dyslexia → 0.2~1.2%
English: dyslexia 10%	

→ Difficult corresponding sounds and letters

⇒ **Importance phonics!**

“P”

p? q? I do not know the pronunciation...

If we shortage the phonological awareness... Can you remember this? → **سياره**

(...No, because we cannot read it.)

→ **Important phonological awareness!**

## 3, Research questions

- 1) The difference of appearance frequency in each phonics rules and combination of alphabet letters in each grade.

## 2) Differences of structure in reading and writing in each textbook in terms of ease of learning for dyslexic children.

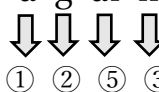
### 4, Analysis method

RQ1) Target is elementary school textbooks of English:

KAIRYUDO “Junior Sunshine 5” and “Junior Sunshine 6”.

Rules	Letters	Example
① Short vowel	a, e, i, o, u	(a)again, ant... (e)bed...
② Six consonant	p, b, t, d, c, (k), g	(p)april, shop... (b)bed, ball... (t)ant, arts, cat...
③ Cousin consonant	f, v, s, z, l, r, m, n	(f)fall, far... (v)heavy...
④ Vowel consonant E	a_e, e_e, i_e, o_e, u_e	(a_e)cake, gate, grape... (e_e)December, here...
⑤ Polite vowel	ai, ay:, ee, ea, ey:, ie:, oe, oa, ow:, ui, ue	(ai)again... (ay:)day, birthday... (ee)cheese
⑥ Vowel digraph	au, aw, oo, ou, oi, ow, oy	(au)August, autumn...
⑦ Consonant blend	bl, pl:, cl, gl:, fl, sl:, br, pr:, cr, gr, fr:, dr, tr:, sc, sk:, sm, sn:, sp, st:, sv:	(bl)black, blue... (cl)class, cloudy...
⑧ Consonant digraph	ch, sh, th, wh, ng, ck	(ch)chair, cheese...
⑨ R-controlled vowel	ar:, or, war, ir, er, ur, wor, air:, ear:, ire:, ore:, er, or	(ar:)arts, card... (or)corn, florist, for... (ir)first...
⑩ Others	h, j, q(u), w, x, y, al, ld, nd	(h)hamburger, happy...

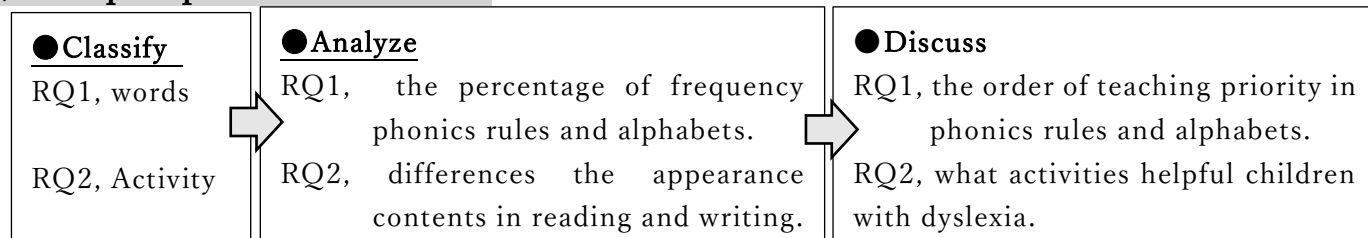
<Example of classification>

● again → a-g-ai-n  


• Calculate the rate of appearance each rule(①~⑩) and letters based on the classification.

RQ2) Target are 3 types of elementary school textbooks of English which are used in Iwate now: KAIRYUDO (“Junior Sunshine 5 and 6”), TOKYO SHOSEKI (“NEW HORIZON Elementary English Course 5 and 6”) and MITSUMURA TOSHO (“Here We Go! 5 and 6”).

### 5, The prospect from now on



### 6, References ※One of the part of my references.

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