

























Engagement deepens further as children actually deploy their developing phonics and spelling abilities to read and write texts to inform, persuade, entertain, and innovate.

–Neil Duke

Image: Peter H. Reynolds – The Word Collector

## Reflections & Next Steps

Resources, research & activities shared today:

- \* Key definitions – phonological awareness, phonemic awareness, phonics
- \* Scope and sequence/skill progression
- \* Names connected to phonics activities
- \* Framework and examples of word study lessons
- \* Elkonin boxes and orthographic mapping

What is ONE thing you can commit to TRY in your classroom or role?

## Sources

### Books, Blogposts & Presentations

[Movement into Reading – Ehri](#)

[The Big Five: Phonics–Orthographic Mapping – Wooldridge](#)

[POPEY Vowel Charts](#)

[Make Your Own Wordle](#)

[What Wordle Reminds Us About Effective Phonics and Spelling Instruction – Duke](#)

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

When Readers Struggle: Teaching That Works – Fountas & Pinnell

A Fresh Look at Phonics, Grade K–2 – Blevins

Literacy Lessons Part Two – Clay

Phonics From A–Z – Blevins

Units of Study in Writing – Calkins, The Reading and Writing Project

### Videos

[Tik Tok Word Reading](#)

[Miles Music Kid on TikTok](#)



Lisa Thomas Jen Kelly  
[lisa@popey.ca](mailto:lisa@popey.ca) [jen@popey.ca](mailto:jen@popey.ca)