

Simple Steps for Teaching Phonics: Example Report

Congratulations on completing three or more modules from *Simple Steps for Teaching Phonics*! You are now eligible to apply for a certificate. Your submitted report will be reviewed within two months. Reports may be written in English or Japanese.

Please email your completed form to newsletter.japan@oup.com

Subject line: Simple Steps for Teaching Phonics – Certificate Application

Applicant Information

Name and title: Ms. Hanako Suzuki

(This is how it will appear on the certificate)

Modules completed: Sounds of the Alphabet, Blending Sounds Together,

Stretched Vowel Sounds 1: Magic e

Date of purchase: February 1st, 2026

1. Key Learning Points

- List the key learning points from each module you completed.
- Include at least one key learning point per module.

Sounds of the alphabet: Ask students to brainstorm words beginning with the target letter

Blending Sounds Together: Use “finger blending” for reinforcement

Stretched Vowel Sounds 1: Magic e: Elicit the first and last sounds in c-v-c words

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2. Action Plan for Classroom Application

Describe how you will apply the learning points in your classes. Include:

- Steps you plan to take
- Expected student reactions

(150–200 words)

To apply the key learning points from the modules, I will introduce each new letter sound by first asking students to brainstorm familiar words that begin with the target letter. I will prepare picture cards to support students who need visual prompts and encourage them to produce as many examples as possible. This activity will help activate their prior knowledge and build confidence before moving on to blending practice.

Next, I will introduce short blending exercises using the “finger blending” technique. I will model how to segment each phoneme using my fingers and then slide them together to blend the sounds into one word. Students will then practice the process individually and in pairs to reinforce the motor and auditory connection.

Finally, for words that include the Magic e pattern, I will guide students to identify the first and last consonant sounds before revealing how the Magic e changes the vowel sound. I expect students to become more aware of sound patterns and to respond positively to the hands-on, interactive steps within each lesson.

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3. Reflection Report (After Implementation)

After implementing your action plan, write a reflection that considers:

- How did the techniques work with your learners?
- Did students react as anticipated?
- What challenges did you encounter and how did you address them?
- How did your implementation differ from the module demonstration videos?

There may be parts of your action plan which you are unable to implement at this point if you do not have students at the relevant level. If so, please just write about the sections which you were able to implement.

(350–400 words)

After implementing my action plan, I found that each of the techniques contributed meaningfully to improving students' phonemic awareness, and they worked together more smoothly than I had originally expected. Beginning each lesson with a brainstorming activity helped students feel immediately involved in the learning process, and many were enthusiastic about sharing words they already knew. This opening step functioned as both a warm-up and a confidence builder, allowing even quieter students to participate without fear of making mistakes. At first, a few students hesitated or gave very limited responses, but providing picture prompts, gestures, and simple guiding questions helped them engage more actively. Over time, I observed that students began volunteering ideas more quickly, and the energy in the room became increasingly positive and collaborative. This consistent sense of early success seemed to set a constructive tone for the rest of the lesson.

The introduction of finger blending proved particularly effective as a hands-on technique. Students responded well to the physical movement of raising a finger for each phoneme, and the visual cue made it easier for them to keep track of the sounds. This kinesthetic approach helped several learners blend more accurately than they had during previous lessons that relied only on verbal modeling. It also offered me an efficient way to assess understanding at a glance; I could immediately see who was ready to blend confidently and who needed additional support. A small number of students struggled at first with transitioning from segmentation to blending, but slowing the pace, repeating the modeling steps, and giving them opportunities to work with partners made a noticeable difference. I found that practicing the same blending pattern across multiple familiar words helped build their confidence.

I do not have any learners at the "magic e" stage yet.

Compared with the demonstration videos in the modules, I needed to spend more time reinforcing each stage of the process, particularly with younger learners who benefitted from clear, repeated scaffolding. I also adjusted my delivery by articulating the segmented phonemes more slowly and deliberately so students could hear each sound distinctly. These small changes helped learners stay engaged and supported those who required extra processing time. Overall, student reactions aligned with what I anticipated: they were enthusiastic during brainstorming, focused during finger blending, and steadily improving in their decoding skills.