

Welcome

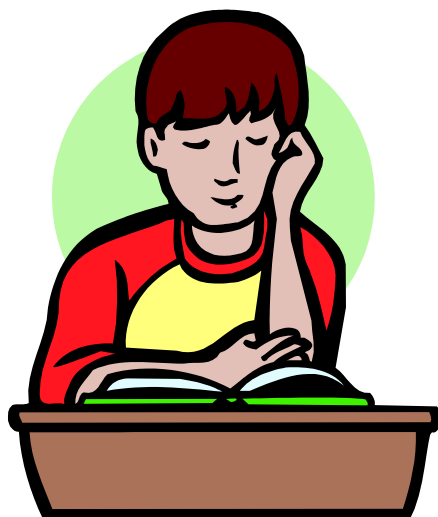


How did you learn to read?

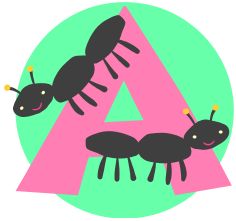
Can you remember?



Book-by-book-by-book?



There have been many different methods of teaching reading over the years!



- The English language is a rich language consisting of **hundreds of thousands** of words
- Problems arise with **written** language for both reading and spelling 
- the influence of many languages over many years. e.g. Anglo-Saxon, West Germanic, North Germanic, Latin, Norman French

Teaching of early reading

Sir Jim Rose and his team of inspectors conducted an independent national review in **2005-6** informed by research and leading-edge practice:



The latest guidance in England:

Teachers advised to use
Systematic, **Synthetic** Phonics
programmes and 'cumulative'
decodable reading books for
beginners

Our school uses the Phonics International programme



www.phonicsinternational.com

The Synthetic Phonics Teaching Principles

Teach:

KNOWLEDGE of the **ALPHABETIC CODE**

= letters linked to the sounds of speech

THREE CORE SKILLS

1. 'sounding out and blending' for **reading**
2. identifying sounds in words for **spelling**
3. **handwriting**

Apply:

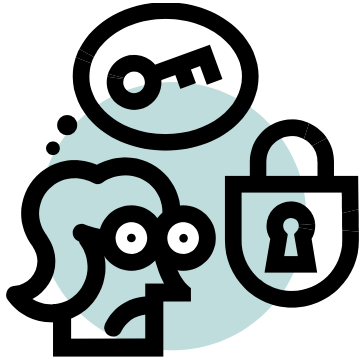


- Apply growing phonics knowledge and skills to **CUMULATIVE** words, sentences and texts for reading, spelling and writing

[cumulative = words which ‘match’ the alphabetic code taught to date]

- Apply to reading and writing in the rest of the curriculum

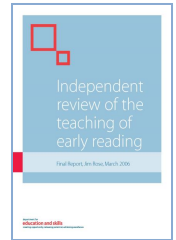




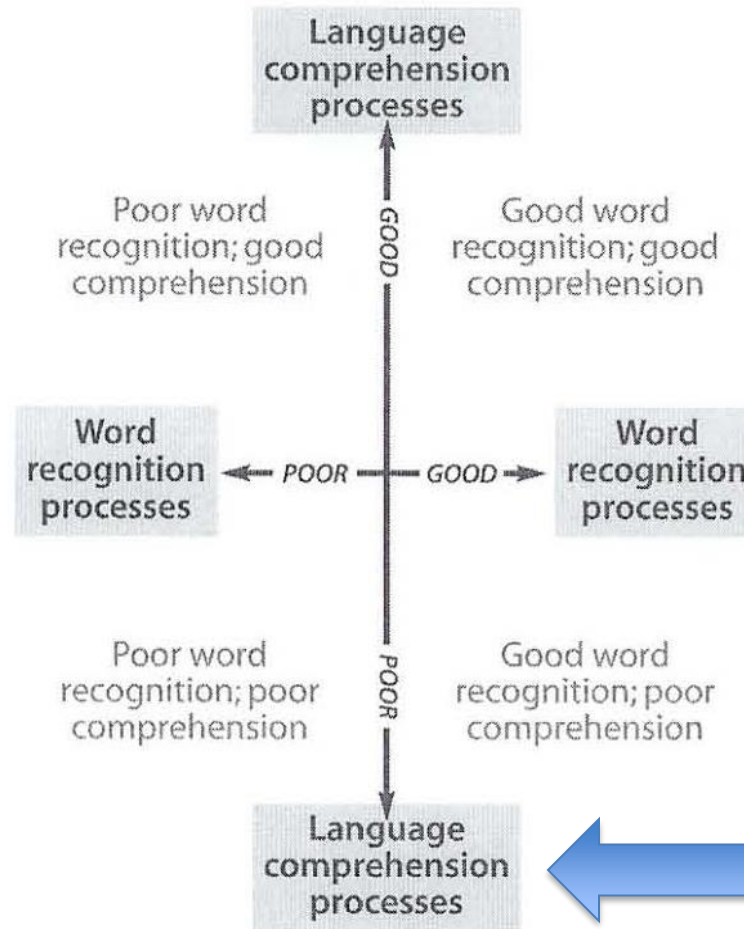
**More about the
alphabetic code later!**

Simple View of Reading model

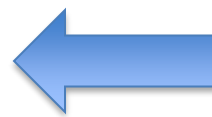
Gough and Tunmer
1986



What **IS**
the word?

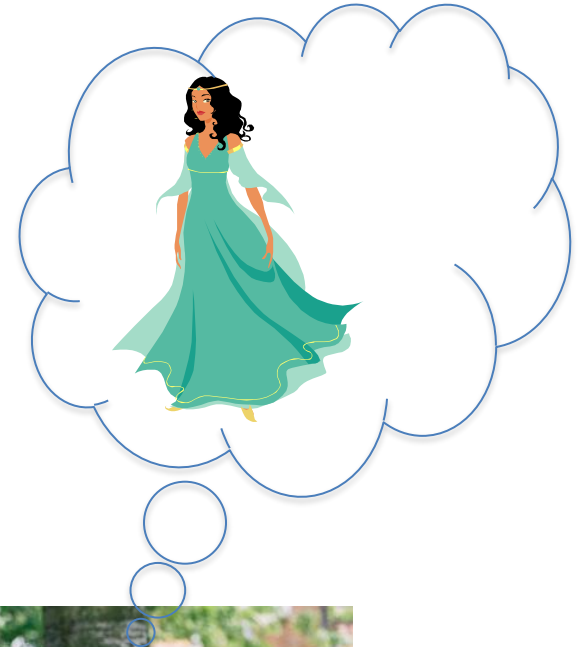


What does the
word **MEAN**?



**The princess
wore a pale
green dress.**

**The girl reads the words in the
book. She understands the
words automatically if she
would normally understand
them when spoken.**



TALK TALK TALK

There is **nothing better** than...
shared **sustained** thinking and talking

**Chatter about
anything and everything
with your children!**

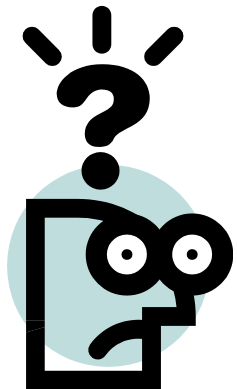
Why are books so important?



Children who

read read read

**massively increase their
vocabulary, knowledge
and understanding**



The Alphabet and

The Alphabetic Code

What is the difference ?

What role does the alphabet play?

1) bank of letter **shapes**

2) **alphabetical order** relayed
by letter **names** (*ay, bee, see*)

3) the capital letters are
the same **code for speech**

sounds as the lower case letters (/a/ /b/ /k/)

Can you sing The Alphabet song?											
A	a		B	b		C	c				
D	d		E	e		F	f				
G	g		H	h		I	i				
J	j		K	k		L	l				
M	m		N	n		O	o				
P	p		Q	q		R	r				
S	s		T	t		U	u				
V	v		W	w		X	x				
Y	y		Z	z		Learn letter NAMES and alphabetical order by singing the Alphabet song or chanting The Alphabet. Use letter SOUNDS when reading or spelling words.					

We don't use
letter **names**
to teach reading
or spelling!

Can you sing The Alphabet song?											
A	a		B	b		C	c				
D	d		E	e		F	f				
G	g		H	h		I	i				
J	j		K	k		L	l				
M	m		N	n		O	o				
P	p		Q	q		R	r				
S	s		T	t		U	u				
V	v		W	w		X	x				
Y	y		Z	z		Learn letter NAMES and alphabetical order by singing an Alphabet song or chanting The Alphabet. Use letter SOUNDS when reading or spelling words.					

HANDWRITING



Write all the upper case (capital) and lower case letter shapes of the alphabet with the correct **tripod pencil hold**.

“Let me help you...”





“Let me show you again...”

“Froggy legs with the log under”



What is the alphabetic code?

Letters and letter groups **are code for** the individual sounds in our speech.

Decoding the letter symbols into sounds is the basis for reading:

See the printed word **soap**, say the sounds
/s/ /**oa**/ /**p**/, blend the sounds to read (or
discern) “**soap**”

Why is it 'synthetic' phonics?

Synthesising = sounding out
and blending to read the
unknown words



(aloud or silently!)

The alphabetic code is a reversible code:

For spelling/writing:

we start with sound and encode to print

For reading:

we start with print and decode to sound

Phonics is not just for infants!

- **What do we do when we want to read an unknown Latin plant name?**
- **What do we do when we want to spell a new multi-syllable word?**



We set children up for
lifelong reading and spelling when
we teach phonics rigorously and
comprehensively.

We are not expecting children to
deduce the code for themselves
like many of us had to during
our school days.



Teaching reading and spelling with the **complex** English alphabetic code

The smallest sounds

Within any spoken word, **phonemes** (the *smallest* individual sounds) can be identified.

Slash marks are used to denote the 'sounds'.

We can hear the sound /**a**/ as in



We don't use slash marks to **write** a word.

There are about **44 phonemes** in the English spoken language but only **26 letters** of the alphabet.

We have not only **single** letters but also many **letter groups** as the written code for the speech sounds:

Graphemes = letters or letter groups:

t b a e sh ee ng igh ch ay

Graphemes are the 'spelling alternatives'

- For beginners, we teach the **letters** and **sounds** of the alphabetic code in a ‘**simple**’ way at first...
- We teach **all** the sounds and at least **one** way of spelling them: e.g. /**ee**/ ee
- Then we continue to teach **further spelling alternatives** which are code for the sounds:

e.g. /**ee**/ ee ea e e-e

Pronunciation alternatives

Some graphemes need to be decoded with *different sounds* dependent on the actual word. Thus graphemes sometimes have *pronunciation alternatives*:

e.g. Letter 'a' can be pronounced:

/a/ as in apple /ai/ as in angel

/ar/ as in father /o/ as in want

Modifying the pronunciation

The pronunciation of blended sounds often needs to be ‘**tweaked**’ or ‘**modified**’ to achieve the real word:

See the printed word **cheese**

Recognise the graphemes **ch ee se**

At first, utter **/ch/ /ee/ /s/**

which leads to “chees”

Modify the pronunciation to “cheez”

We aim to create
fearless and flexible
readers and writers !

We encourage children to want to be accurate but not to be afraid to make mistakes.

“That’s an interesting word, let me help you to spell that. Which sounds can you hear in the word? We need this spelling alternative for that word. Here are some more words that are spelt that way.”

In summary,
there are three
complexities to the
English alphabetic code:

The **three** complexities of the alphabetic code:

1. One **sound** can be represented by one, two, three or four letters.
2. One **sound** can have many spelling alternatives.
3. One **grapheme** (letter or letter group) can be code for different sounds.

Examples of three complexities:

1. One sound can be represented by one, two, three or four letters;
e.g. bat sheep hair eight
2. One sound can be represented by more than one spelling alternative, sometimes many!
e.g. The sound /**or**/ can be written as: or, aw, our, au, al, oar, oor, ore, augh, ough, (w)ar, (qu)ar, (w)a
3. One grapheme (letter or letter group) can have different pronunciations;
e.g. 'ea' eat, bread, break
'ear' fear, bear, earth, heart

Compare our complex English alphabetic code with some languages which have much **simpler alphabetic codes**:

e.g. **Spanish** has half the number of speech sounds (around **23+**) and words are spelt with mainly one-to-one mapping!



Many people in **English**-speaking countries struggle with reading and spelling *because* the **English** alphabetic code is so complex.

From simple to complex ...

The planned, **systematic** synthetic phonics programme generally teaches the code from **simple to complex**:

1. **simple code** (basic, transparent)
2. **complex code** (extended, opaque)

With an Alphabetic Code Chart:

Simple and **complex** code knowledge
can be taught
at any time,
to anyone,
as required!

**Let's see how many
vowel sounds and
consonant sounds we can
identify in the
English language...**

How many vowels do you think there are?

The ‘**volume**’ in spoken words is provided by the **20** or so **vowel** phonemes some of which we combine to make further units of sounds:

/a/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/ /oa/
short /oo/ long /oo/ /ar/ /or/ /ur/ /air/
/eer/ /i-ee/ (as in ‘sunny’) /oi/ /ou/ /oor/

/y+oo/ /y+oor/ combined sounds

There are around **24 consonant** phonemes – some of which we combine to make further units of sound:

/s/ /t/ /p/ /n/ /k/ /h/ /r/ /m/ /d/ /g/ /l/ /f/

/b/ /j/ /y/ /w/ /z/ /ng/ /v/ /ch/ /sh/

voiced /th/ unvoiced /th/ /zh/

/k+s/ /g+z/ /u+l/ /ng+k/

/k+w/ /ch+u/

combined sounds

Let's orally segment the word 'soap'

1. Listen for the difference in the individual sounds

('left hand, palm facing', say 'soap' slowly)

2. Think about your mouth movements

3. Compare the consonant sounds with the vowel sounds!

/s/ /oa/ /p/

Oral blending and oral segmenting

1. Sub-skill of reading without letters:

Say, “Pull up the /z//i//p/ of your /k//oa//t/.”

2. Sub-skill of spelling without letters:

“Mat, /m/ /a/ /t/. Spoon /s/ /p/ /oo/ /n/.”

This helps your child’s awareness of sounds.

Aids to Memory

/k/



c a t



k i t



d u c k

Pictures and words makes the learning of the different *sounds* and *spellings* memorable and manageable.

Phonics International Alphabetic Code Chart

The English Alphabetic Code

simple code		complex code					
phonemes and key pictures	graphemes and key words	Phonemes and Key Pictures					
/s/ 	s snake	-ss glass	-ce palace	-se house	ce ci cy cents city bicycle	sc scissors	-st- castle
/a/ 	a apple						ps pseudonym
/t/ 	t teddy	-tt letter	-ed skipped				
/i/ 	i insect	-y cymbals					

Graphemes and Key Words

Colour-coded Units 1 to 12

The English Alphabetic Code

ss	ce	se	ci	cy	sc	st	ps
tt	ed						
y							
pp							
nn	gn	ne					
ck	ch	qu	que				
ea	al						
rr	wr	rh					
mm	mb	mn	me				
dd	ed						
gg	gu	gh	gue				
o	a	a					
u	ou	ough					
li							
le	il	al	el				
ff	ph	gh					
bb	bu						
ge	g	g	dge				
ai	ay	a	ae	a-e	ey	eight	ea
wh							
oa	ow	o	oe	o-e	ough		eau
igh	ie	y	ie	ei			
ee	ea	e	ey	e-e	ey	ie	
or	aw	au	al	oar	oor	ore	our
z	zz	s	se	ze			dr
ng	n			ough	ough	gnar	
nk							ture
y	ve						
oo	out						
oo	ue	u-e	ew	ui	o	ough	
x	ks	cks	kes				x
ch	tch						
sh	ch	ti	ci	ssi			
th							
th							
qu							
ou	ow	ough					
oi	oy						
ue	u	u-e	ew	eu			
er	ir	ur	ear	wor			
ar	a	al	al	al			
air	are	ear	ere				
eer	ear	ere	ier				
si	s	c	g	ge			

Choices of Alphabetic Code Charts

The English Alphabetic Code						
simple code		dipping into complex code				
phonemes	graphemes of units 1 to 5 key words key pictures					
/s/	 snake	 glass	 palace	 house		
/a/	 apple					
/t/	 teddy	 letter	 skipped			
/i/	 insect					

Add Graphemes as Required

Simpler Chart for Early Years

Add Graphemes
as Required

Simpler Chart for
Early Years

The Alphabetic Code						
	simple code	complex code				
/s/	s	-ss	-se	-ce	ce ci cy	sc -st ps
/a/	a					
/t/	t	-tt	-ed			
/i/	i	-y				
/p/	p	-pp				
/n/	n	-nn	-ne	kn	gn	
/k/	c	k	-ck	ch	qu	que
/e/	e	-ea	-ai			
/h/	h					
/r/	r	-rr	wr	rh		
/m/	m	-mm	-me	-mb	-mn	
/d/	d	-dd	-ed			

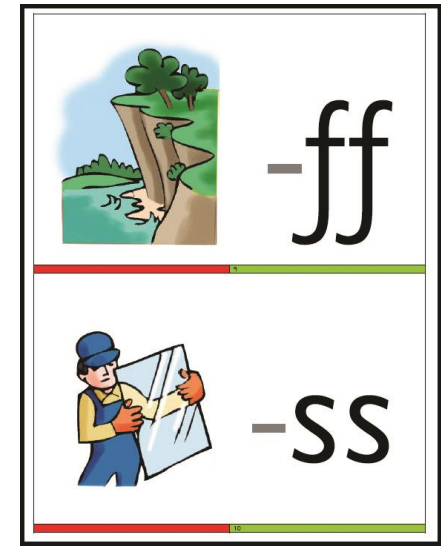
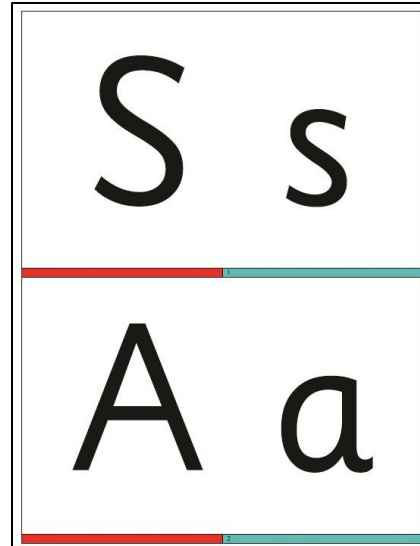
Colour the Code
to Track Progress

Resources to teach the alphabetic code:

Grapheme Tiles and Flash Cards

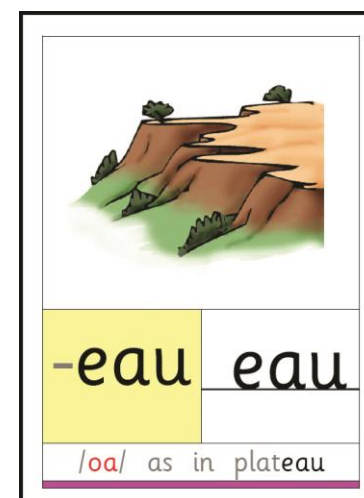
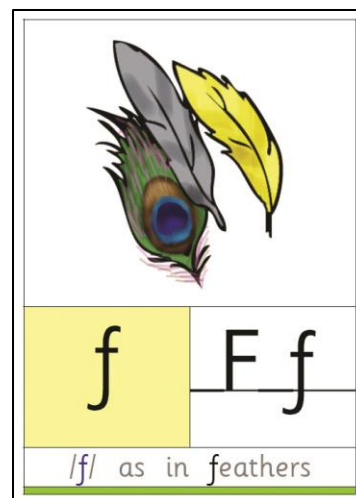
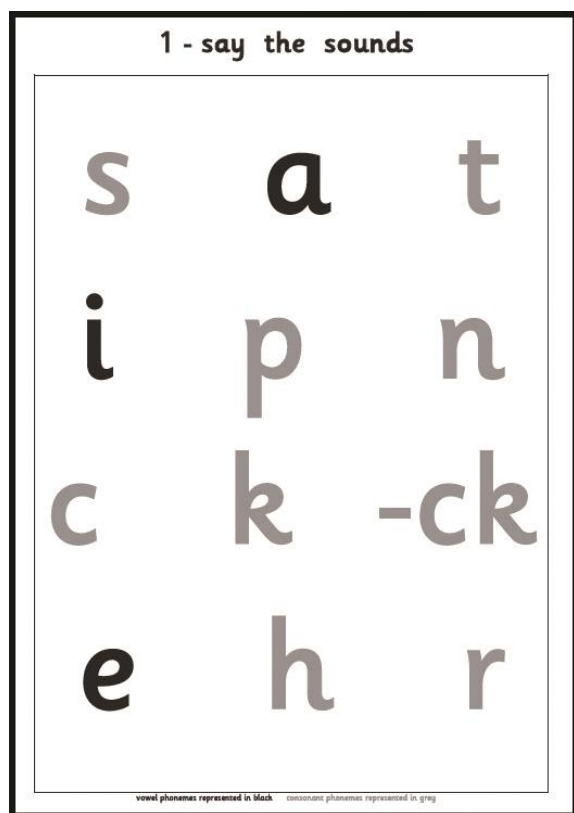
s	a	t
i	p	n
c	k	ck
e	h	r

graphemes for vowel phonemes in black; graphemes for consonant phonemes in grey



‘See the graphemes and say the sounds’ is a *sub*-skill of reading.

'Say the Sounds' Posters and Frieze



'Hear the sounds and point to the graphemes' is a **sub**-skill of spelling.

ESSENTIAL MULTI-SKILLS ACTIVITY SHEETS

Individual practice of the **sub**-skills and **core** skills for reading, spelling and handwriting

p 	
Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?	Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?
ppp 	
Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?	Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?
sip * tap pit * pat sit * tip	
Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?	Try this: 'p' is a short sound. It's like a 'p' in 'pop'. Can you say 'p' like a 'p' in 'pop'?

ear 	
Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?	Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?
ear 	
Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?	Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?
Sue learned lots from books. She searched on the internet to learn about the planet Earth. Sue heard more still from her mother. Then she did her own research.	
Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?	Try this: 'ear' is a long sound. It's like an 'ear'. Can you say 'ear' like an 'ear'?

Focus Letter and Sound k	Words to Blend
	kit kin kip kits kips skin skip skips skins kiss
Model how to say the sound /k/. You are teaching the sound /k/ and the letter shape 'k' and how these work in written and spoken words. Ask the learner to say all the sounds all through the words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. If not, then sound out and blend the whole words. Track under the letters with the index finger at all times. Say /k/ once only for 'ks'. The learner holds the pencil with 'froggy legs and leg under' and writes the letter 'k' as he/she says the sound /k/.	
Writing Practice k k	Teaching Notes
Draw pictures of objects, animals and 'actions' like 'kick' and 'kiss' which start with the 'k' letter and sound /k/:	
Drawing Labelling	Notes for Spelling
of the first 'k' how to hide the words but to reveal the 'k'. Use the back of a folded-up part to practice saying the three letter/sound words above. The learner identifies the sounds all through the spoken word and draws a line for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'edding'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. At first beginners may only manage the shortest words.	

Always – ‘fold up’ for the spelling routine!

-ve	
Say, "This grapheme is <u>code</u> for the sound /v/ as in the word 'dove'". Cut out this grapheme tile and keep it for games and activities.	Ask, "Where can you hear the sound /v/ in the word 'dove'?" Cut out this picture tile and keep it for matching with the grapheme 've'.
	
Finger trace the letter shapes from the dots and say the sound /v/. *Use your pointing finger to 'write' the letter shapes in the air.*	*Try writing the grapheme here. Can you remember where to start writing from?* Ask, "This grapheme is <u>code</u> for which sound?"
	
Ask, "When can you hear the sound /v/ in these words?" serve shelves gloves have love give I have some pet doves. I love to feed my doves.	*Remember to hold your pencil with 'froggy legs and a leg under'. Draw a dove flying in the sky.*
Olive help with 'my' and the letter 'v' in 'dove', 'some' and 'to' if needed. *Sound out and blend the words and sentences.* 4.4 EYSP	*Listen for the sounds from beginning to end of some 've' words. Use your grapheme tile to spell the words and then write them down.* unit 4 letters and sounds

v	-ve
van vans vent vet vest invest vat vast invent	have give live love dove above glove
Ask the learner to say all the sounds all through the words in all the lines. Can he/she then 'hear' the target words independently? In the English written code, words which <u>end</u> with the sound /v/ are spelt with the grapheme 'v'. In 'love', 'dove', 'above' and 'glove', the /v/ sound is represented by the letter 've'. Further common examples include 'mother', 'brother', 'corner' and 'never'. The learner holds the pencil with 'froggy legs and leg under' and writes the letter 'v', or letters 've', as he/she says the sound /v/.	
v	ve
Blend these words with the /v/ sound. Treat the letters 'ma' in 'come' and 'some' as representing the /m/ sound. love dove above glove come some	
Draw pictures from the '-ve' word examples above and label:	
Fold this page up to the bottom of the first '-ve' box to hide the words but to reveal the 'v' ve. Use the back of the folded-up part to practise spelling and writing words in the list above. Start with saying the three sound words above very slowly. The learner identifies the sounds, all through the spoken word and draws a dash for each sound identified and then writes down the corresponding letter shapes. Write 've' on one dash. Let the words whilst finger tracking underneath. At first beginners may only manage the shortest words.	

-gue
rogue vogue catalogue intrigue intrigued ague fatigue fatigued plague plagued vaguely vagueness vague colleagues synagogue league monologue dialogue prologue epilogue travelogue
The grapheme 'gue' is a less common spelling variation of the /g/ phoneme. It has French origins. Sound out and blend all the words above. Discuss the meanings of the words and say them in simple sentences. Note the unusual grapheme 'ngue' which represents the /ŋg/ phoneme. Write under these words: tongue tongue - tied meringue harangue haranguer harangued
Fold this page up to the bottom of the first 'gue' box to hide the words but to reveal the 'gue'. Use the back of the folded-up part to practise spelling and writing. Say the words slowly and put a dash for each sound in the words. Break the words down into syllables first where necessary. Put the grapheme 'gue' or 'ngue', as appropriate, on one dash. Let each word whilst finger tracking under the graphemes.

Generally - alternate the Activity Sheets with cumulative sentences or texts as appropriate

Simple, but powerful, **multi-purpose** CUMULATIVE TEXTS

Work at own speed:

- **Grapheme search**
- **Decode**
- **Comprehend**
- **Self-dictation**
- **Convert to joined writing**
- **Write extension sentence**
- **Illustrate**
- **Periodic teacher dictation**

say the sounds s ss a t i p n ck ck e ea h r m d g o u ll ll ff b j y ai ay w wh oa ow igh ie ee ea or z zz ng nk v ve oo-oo x ch sh th-th qu ou ow oi oy ue er ar air eer	<u>The storm</u>
	The storm sweeps in from the cold north.
	A stork flies in the fort from the port.
	Trees sway in the wind. Twigs are torn off and swept away.
	The storm's wild wind blows the boats and tosses them to and fro'. Sails are torn from the masts.
	Men pull coats tight and battle the cold and wild north wind.
	At last the wind settles.
	In the lull, the stork flies away.
	I can read.



Accelerate learning!

Lentil Soup

1. Where and when does the story take place?
2. What was the main thing on Jack's mind?
3. What is Mr. Weaver's job and how do you know?
4. Why do you think the children call Mr. Weaver 'Weevil'?

5. Do you
dreading

6. Discuss
could be

notes:

Lentil soup

It was a cold April morning and the smell of the soup was drifting down the corridor and into the classroom. "Lentil soup with herbs" thought Jack, the unmistakable smell of basil exciting his nostrils. The sound of eating utensils being laid out meant that lunch would be soon.

Some of the pupils had already started to pack up their pencils and books hoping that Mr. Weaver (or 'Weevil' as the children called him) would let them go a few minutes early. "Not a hope" thought Jack. "Old Weevil has never let us out early."

Jack looked at the notice on the wall, 'To the kitchen' it announced in bright red stencil. "Not much need for that notice" decided Jack. "The smell of lentil soup will guide us there!"

-il 78

Suggestions: These questions
comprehensive and vocabulary
cumulative decodable text as
suitable starting points for de

-il /ul/	Lentil soup
April lentils basil nostrils utensils pupil weevil stencil anvil fossil evil devil bedevil tendrill peril	

-il /ul/	Lentil soup

unit 7.78 Use this picture along with its 'vocabulary bank' as an aid-memory for recalling the words with the focus sound and grapheme/s. - but use AFTER reading the 'I can read' text.

Spelling Story Themes and Pictures
aid memory for recalling spelling word banks

The school's bookbag routine



The Activity Sheets and Cumulative Texts and Say the Sounds Posters are collected in a clip folder for the bookbag routine!

Parents can then see some of the phonics work that takes place in school.

Differentiation

- Learners access core resources differently – at their **own stage of learning and speed**
- Every learner undertakes his or her **own practice**

- **Extension** activities are **always** provided
- Different levels of **support**
- Some learners may require **additional time**



How the adult **supports** the learner to read is very important...

1. Tell the learner the code:

straight



In *this* word, *these* letters
are code for /ai/.

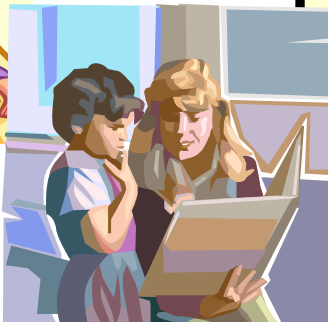
2. Alternatively, **model** the sounding out and blending of the word to the learner.
3. Or simply **tell the learner the words which are proving too difficult.**

‘Tricky Words’

Such words are introduced steadily throughout systematic synthetic phonics programmes.

It is better to tell the learner a really challenging word, than to tell the learner to ‘guess’ the word.

And **always** the adult
should discuss the content
of the book with the child!



PLEASE:



1. Listen to your child read to you and support as needed (**AND talk about the story**)
2. Read books aloud **to** your child
3. **Share** the reading of books with your child
4. **Continue to hear your child read aloud** even when he or she can read independently
5. **Chatter** about everything!



Over 250 FREE e-books



Library



Thank you for coming!

Please do approach us if you have any worries about your child's progress.

