

Systematic Synthetic Phonics for reading, spelling and writing

Alphabetic Code and Phonics Skills

"The online **Phonics International** programme provides a fully comprehensive range of systematic synthetic phonics material for people internationally to use in a diverse range of circumstances – but not everyone needs or requires the extensive range of resources available in the full programme. Whilst the full programme is ideally suited for schools and teachers, feedback has suggested that parents and tutors would prefer something more structured and prescriptive. Whatever the context, it is the same English alphabetic code knowledge and three core skills for reading, spelling and handwriting that need to be taught and learned. These highly practical, all-in-one 'teaching and learning eBooks' have been produced in response to that feedback."

Debbie Hepplewhite



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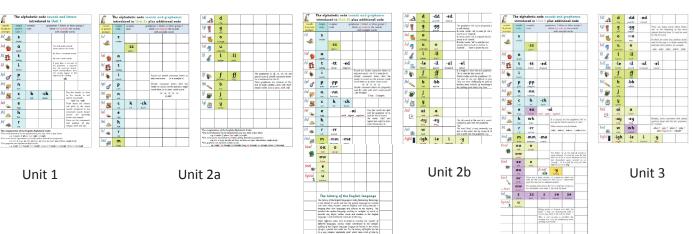
This series of 8 'Alphabetic Code and Phonics Skills' books can be used as 'stand alone' eBooks:

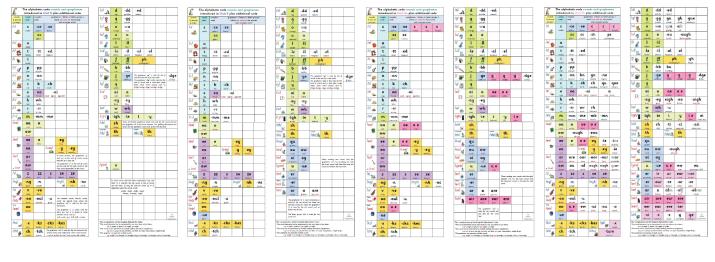


Please note that further **Phonics International** and **Early Years Starter Package** online resources can be used to **supplement**, or **complement**, or **extend** the eBooks if required or desired – either viewed online or printed as pdfs.

The 8 'Alphabetic Code and Phonics Skills' eBooks are based on the organisation (colour-coded 'Units' of work) and structure (same order of systematically introducing the letter/s-sound correspondences of the English alphabetic code) of the online Phonics International programme using especially selected resources from Units 1 to 6 of the Phonics International programme and the Phonics International Early Years Starter Package. The 8 eBooks systematically introduce ALL the sounds of English (44+ phonemes). The sounds of English speech can be heard via video clips at www.phonicsinternational.com where you will find other very useful free resources and guidance. Free full Alphabetic Code Charts can be downloaded at www.alphabeticcodecharts.com as preferred - free additional handwriting and alphabet resources and video guidance are provided at: www.debbiehepplewhitehandwriting.com

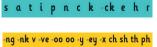
Cumulative and full Alphabetic Code Charts and information about the code are provided within the 8 eBooks:

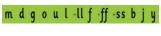


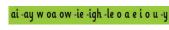


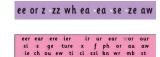
Unit 4 Unit 5 Unit 6a Unit 6b

The 8 'Alphabetic Code and Phonics Skills' eBooks are compiled to establish a routine 'Teaching and Learning Cycle' from code level to word level, extending to sentence and text level, for the 115+ letter/s-sound correspondences introduced 'systematically'. The graphemes (letters and letter groups) introduced are listed on the front cover of each book:

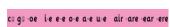


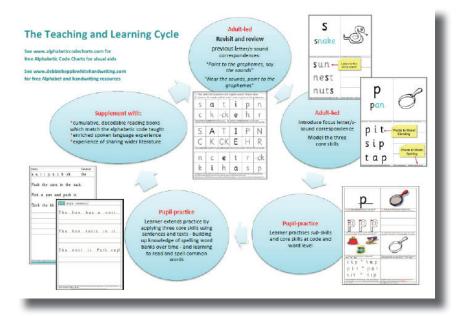






qu ou ow oi oy -ue -ue er ar -ce -ge -se







Adult-led 'Revisit and review' code and sub-skills



Adult-led 'Introduce' new code and model phonics skills



Learner-practice 'Practice' sub-skills and three core skills



Learner-practice 'Apply' code knowledge and skills to sentences



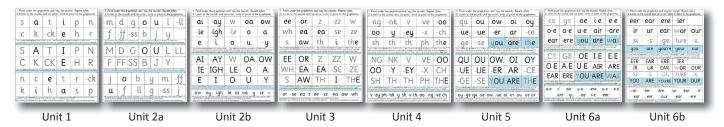
Learner-practice 'Extend' practice to texts with additional code and common words

Supplement with:

- *Develop additional language comprehension whilst using the 'Alphabetic Code and Phonics Skills' eBooks.
- *Wherever possible, provide cumulative, decodable reading books to match the level of alphabetic code knowledge taught.
- *Learners benefit from additional spoken language and communication and enriched experience of a wide range of literature.
- *When learners cannot read literature for themselves, adults can read the books to the learners and discuss the contents fully.

Constantly revise the letter/s-sound correspondences cumulatively in the 8 'Alphabetic Code and Phonics Skills' eBooks:

Point under the graphemes and 'say the sounds'. Listen to the sounds and 'air-write', write or point to the graphemes.



Common words and tricky words and many further letter/s-sound correspondences are introduced steadily and 'incidentally' within the sentences and texts (for example, double consonant letters such as 'bb' and 'tt' and rare or unusual letter/s-sound correspondences such as 'ie' in 'friends', 'eo' in 'people' and 'eir' in 'their').

The supporting adult can teach and model within the books, and teach based on the content of the books, and the learners can practise and have ownership of the books, sharing the content and their progress with parents and guardians – informing them fully and routinely.

Please note that when English is a new language, parents may learn alongside their child or children! The supporting adult, however, needs to understand and speak in the English language.

Learn to read and spell lists of words provided in the Unit 3, Unit 5 and Unit 6b eBooks:

Common words which may have unusual 'code' or the 'code' has not yet been taught!

Common words which may have unusual 'code' Common words which may have unusual 'code'			ave unusual 'code'	Commo	Common words, useful words and tricky words				Common words, useful words and tricky words					Common words, useful words and tricky words					
or the 'code' has not yet been taught!			or the 'cor	or the 'code' has not yet been taught!			to read, spell and write				to read, spell and write				to read, spell and write				
Common words:	How to say the words:	Dictation: Can you write these sentences?	Common words:	How to say	Dictation: Can you	me we b		to do	anu		could	suddenlu	Once upon		youn		one	sun	under
Can you spell them?	Jidh/	I am in a fan club.	Can you spell them?	the words:	write these sentences?	he she ti		into who	manu		would	therefore	a time.	cried	youn		won	son (boy)	underneath
(as a capital letter)	rigini	Can I get a ticket?	I'm (I am)	Jigh/ /m/	I'm late for a meeting.	here	mother	over there	uncle		should	however	there was	shouted			wonderful	reallu	beneath
The	John Tail	The bus has left.	I'll (I will = I shall)	Jigh/ /l/	I'll be quicker if I get a										youn				
the	. Ith/ Jeef	Is the insect little?	I've (I have)	Tight IvI	taxi. I've got to go.	there	brother	their things			shoulder	differently	school	steet			worry	very	inside
ls	JV (z)	Is his bag wet?	It's (It is) it's	Jul Itil Isl	It's now or it's never.	everywh.	re father	they're	cousin		boulder	different	home	road	fourt		worrying	every	outside
his	JN N Izl	Is Ben as fast as Kim?	says	Ist tel Izl	She says it's raining.	somewh	re sister	about	nephew		(rack)	from	house	pavement	Mono	ay	year	July	first
as	Jal Izl	Has Ann told Mum?		Jhl Jeel Izl	He's happy about the	nowhere	grandma	of off	niece		bolder	difference	building	town	Tueso	ay	January	August	second
has	JhJ (a) (z)		she's (she is)	Ishi Feel Izl	venue but she's not.	one on	e when	was	a piece of		(braver)	because	citu centre	countru	Weds	esdau	Februaru	September	third
of	Jol Ivi	Can I get a bag of sweets please?	they're (they are)	Ith! lair!	They're taking their	two tw		want	peace		all small	goes	I know	king	Thurs		March	October	fourth
	ItI Iool	Dad gets off the seat to		Jth/ Jair/	books over there.	go to	where	went	peaceful		smaller	does	knowledge	aueen	Frida		April	November	fifth
do	Idi lool	do his jobs.	there (over there)	Ith! fair!		too (as v		We Were	another		smallest	shoes	dictionary	prince	Satur				sixth
into	Jij In/ Itl Iool	Who got into the	liked	JU Fight Hit Itt	I liked her but I didn't													December	
who	JhJ loo!	truck?	friend	IfI Irl let Int Idl	like her friend	also	what	we're	please			close	spelling	princess	Sund		June	calendar	seventh
too (means 'also')	JtJ Iool	Can I get sweets too?	people	Ipl Ieel Ipl Iali	Well I like all people.	almost	you	pals	people		hall halls	clothes	narrator	royalty	place		baby	same	eighth
you	Jul Ical	Yes, you can get some.	are	Iarl .	You are really kind to	although	your things	penpals	family		fall falling	clothing	narration	loyalty	garde	n l	little	white	ninth
so	Ist foot	So, can I go?		Iki lairi	care about other people.	altageth	r You're in	friends	others		great	Mr	I find	though	mark	rt	children	grey they	tenth
no	Ini Ioal Iai Ioal	No, you cannot go.		Jki lui imi	Come over here.	always	our house.	friendlu	everuone		steak	Mrs	I found	although	garas		adults	nil none	eleventh
go	Jul Iel Idi	You said that I can so		JhJ Jeerl	Where were you all	come so		said	looked		break	Miss Ms	area	ought	superr		boys girls	nought	twelfth
again.	Jul fol (ef fol	again.	where	Iwl fairl	going? Don't go!	coming	prove	again	called		breakfast	Master	river	thought					
also	Jori IV Jul Joal	Dod also sold "Yes"	were	Iwi teri	Please stay here at least				asked						eye		l see		eggs birds
all	Jorf IV	Can we all on then?	don't (do not)	Idl Ioal Inl Itl	some of the time.	done	improve	against			square	I caught	door	through	nose		sea beach	dragon	wild flying
was	Just Int Jal	I was sad not to go.		lki umiloo) idi	Could you come back	undone	approve	mountain	played		circle	I taught	floor	throughout	mout		seaside	castle	along
saw	Jsl forf	I saw a hawk flying.		Iwl and look Idl	here? Would you? I	become	approval	fountain	stopped		triangle	daughter	poor	thorough	knees		seashore	palace	across
they	Jthf Jail	They went in the rain.	should	/sh/ === (00/ /d/	think that you should!	somethir	improvement	certain	liked		oblong	naughty	sure	thoroughly	ankle		holiday	magic	address
																_			
															_				

Capital and lower case letters are introduced as code for the sounds and as 'The Alphabet' with various resources:



Guidance for fully joined handwriting is in Unit 6b

Summary of Content:

- Selection of core resources from Units 1 to 6 of Phonics International and the PI Early Years Starter Package
- Additional purpose-designed resources
- Supporting adult guidance throughout the 8 eBooks and internet links provided for free Alphabetic Code Charts, 'Hear the Sounds' video and free handwriting, alphabet and other useful resources.

Pace:

The pace of introducing the lessons in the 8 'Alphabetic Code and Phonics Skills' eBooks will depend entirely on the age, stage and needs of the individual learner, or group, or class, and the frequency and duration of lessons.

The eBooks are useful in a large range of contexts because it is the same alphabetic code knowledge and skills that need to be taught and learned regardless of the circumstances and age of the learner. Thus, there is no definitive answer to the 'pace' of using the books and delivering and practising the lessons. The eBooks may last two, three or four years in some contexts such as multilingual families and/or for younger learners, and a much shorter time in other contexts.

An example of shared use of the 'Alphabetic Code and Phonics Skills' eBooks:

Sharing the work within the eBooks in a tutoring situation: The learner may 'revisit and review' the say the sounds sub-skills resource followed by the tutor 'introducing' the new letter/s-sound correspondence and 'modelling' the sub-skills and core skills. Then the learner may 'practise' using the multi-skills activity sheet — and possibly 'apply' the new learning to the simple sentences if time allows. The sentences/text resource could then provide 'extension' work to be practised, at first, under the supervision of the supporting adult/parent in the home as 'homework'. The parent/tutor can supervise the learner re-reading all or some of the words and sentences at the beginning of the next full lesson as part of the 'revisit and review' process before introducing the next letter/s-sound correspondence.

Underpinning rationale of *Phonics International* and the 8 'Alphabetic Code and Phonics Skills' eBooks:

- The Synthetic Phonics Teaching Principles (based on research, leading-edge practice and extensive experience)
- The Simple View of Reading (recommended by the UK government in 2006 following the independent Rose Review)
- The Teaching and Learning Cycle (a process undertaken for every letter/s-sound correspondence introduced)

The Synthetic Phonics Teaching Principles

<u>Teach</u> the <u>alphabetic code knowledge</u> (the relationship, or links, between the smallest sounds of speech and the letters or letter groups) by <u>systematically</u> introducing the letter/s-sound correspondences of the alphabetic code and teach that the code is <u>reversible</u>: <u>print-to-sound</u> for <u>decoding</u> and <u>sound-to-print</u> for <u>encoding</u>. [Debbie encourages <u>incidental</u> teaching of the letter/s-sound correspondences <u>in addition</u> to the systematic introduction – <u>as required</u>.]

<u>Model</u> how to put the letter/s-sound correspondences introduced (the alphabetic code knowledge) to immediate use with cumulative real written and spoken words, sentences and texts teaching the three core skills of:

1. **Decoding** (reading):

- i) Scan the printed word from left to right to recognise any *letter groups*.
- ii) Then synthesise the word that is, say the sounds for the letters and letter groups all through the printed word and *blend* the sounds to 'hear', or 'discern', the target word.
- iii) Modify the pronunciation of the word to sound like the actual spoken word if necessary.

2. Encoding (spelling):

- i) Orally *segment* (split up) all through the spoken word to identify the phonemes (sounds)
- ii) Allot graphemes (letters and letter groups) as the correct code for the identified sounds.

3. Handwriting:

- i) Learn to write the 26 lower case letters and the 26 upper case (capital) letters of the alphabet correctly (starting points and direction of formation, position on writing line, relative sizes).
- ii) Hold the writing implement with the tripod grip.

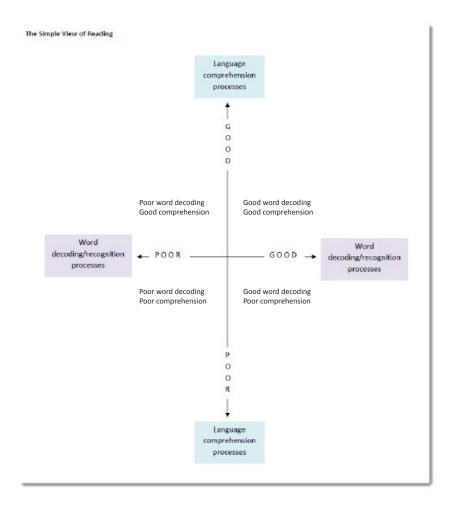
Emphasis is on *sounds* at first and *not letter names*. Teach *letter names* and *alphabetical order* by chanting the alphabet or singing an alphabet song. Never use letter names for reading activities. Avoid spelling with letter names when learners are in the *earliest stages* of learning to spell. Teach that conveying a spelling from one person to another by letter names is a *convention to convey precise spelling* – *not* the spelling **skill** – and that the spelling **skill** is *oral segmenting* and knowing which *spelling alternatives* (the letters and letter groups) to allot for the sounds. *Raise awareness* of the need to learn **spelling word banks** where words are spelt with the same sounds and spelling alternatives. Create spelling word banks, and provide spelling word banks, with *activities* to help embed the words in memory such as linking the word banks to *'story-themes'* and *'illustrations'*, and *'acting out'* the words in a word bank. *Avoid* asking learners to read *independently* books which lead to them *guessing* many of the words from *multi-cueing strategies* such as picture clues, initial letter prompts and the context of the sentence.

Learner-practice based on the Synthetic Phonics Teaching Principles:

- *Practise the *sub*-skills of the *three core skills repeatedly: 'See the letter/s, say the sounds'* and *'Hear the sounds, point to, or write, or air-write the letters and letter groups'*. [See the guidance for the *sub*-skills of the three core skills at the back of the *Unit 1* and *Unit 4* eBooks, also provided on the 'Free Resources' page at www.phonicsinternational.com]
- *Revisit previous **code** (letters and letter groups as code for specific sounds), and re-visit the words, plain sentences and texts **frequently** to embed learning and increase fluency [content and routines provided in the 'Alphabetic Code and Phonics Skills' eBooks].
- *Respond to regular parent/tutor-led dictation from letter level, to letter groups, to words, to sentences as appropriate, and undertake **self-dictation** exercises [learner *re-reads* sentences, *holds them in memory* and *writes them* on paper with writing lines using the 'simple sentences' and 'sentences' resources from the 'Alphabetic Code and Phonics Skills' eBooks].
- *Practise blending, segmenting and handwriting skills with *cumulative*, decodable words, sentences, plain texts and reading books which match the level of alphabetic code knowledge taught to date, when being asked to do exercises mainly *independently*.
- *Pull words out of **cumulative texts** [the **'simple sentences'** and **'sentences'** resources from the **'Alphabetic Code and Phonics Skills'** eBooks] to create **spelling word banks** (words with the same letter/s-sound correspondences). Add further words if required. Draw illustrations to help embed the word lists in memory. Practise memory games and link words to pictures and story themes, and provide 'acting out' activities for the bank of words to help re-call. **Note specific words with very unusual and rare spellings**.

The Simple View of Reading

The Simple View of Reading diagram illustrates the two main processes that underpin 'being a reader' and helps us to understand the reader's reading profile: To be a reader you need the ability to decode the printed words (What ARE the words?) and the language comprehension to understand the words that have been decoded (What do the words MEAN?). To gain meaning from the words that have been decoded, the reader must be able to understand the language at a SPOKEN level. Teachers and parents need to teach explicitly the knowledge of the English alphabetic code and the technical phonics skill to decode the words and, at the same time, develop the learner's spoken language and knowledge and understanding of the world. Masses of TALK and access to a wide range of BOOKS hugely enhances the learner's capacity to become a good reader:



Original concept: Gough and Tunmer (1986); model recommended by Sir Jim Rose (*Independent Review of the Teaching of Early Reading Final Report, March 2006*); model adopted by UK government (2006) as a *'useful conceptual framework'*.

For the diagram of the **Simple View of Reading** and the **Simple View of Writing**, see: http://www.phonicsinternational.com/The_Simple_View_of_Reading_model.pdf