

Our school uses the

**No Nonsense Phonics Skills
programme**

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



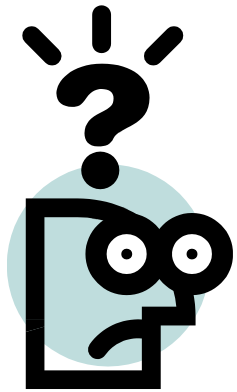
Why are books so important?



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 an 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...”



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

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 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.

Spellings are shown across the rows



Sounds are shown down the left column



The English Alphabet Code	
Letter	Code
s	-ss
a	-tt -ed
i	-y
p	-pp
n	-nn -kn -ne
k	-ck -ch -qu -que
e	-ea
h	-rr -wr -rh
m	-mm -mb -me
d	-dd -ed
g	-gg -gu -gh -gue
o	-a -ou -ough
l	-ll -il -al -el
f	-ff -ph -gh
b	-bb -bu
j	-ge -g -g -dge
y	
ai	-ay -a -ae -o-e -ey -eigh -ed
w	-wh
oa	-ow -o -oe -o-e -ough -eau
-igh	-ie -i -y -ie -ei
ee	-ea -e -y -e -ey -ie -i
or	-aw -au -al -oar -oor -ore -our
x	-zz -s -se -ze
-ng	-n -ough -ough
-nk	
v	-ve
oo	-oul
oo	-ue -u-e -ew -ui -ou -o -ough
-x	-ks -cks -kes
ch	-tch -ture
sh	-ch -ti -ci -ssi
th	
qu	
ou	-ow -ough
oi	-oy
ue	-u -u-e -ew -eu
er	-ir -ur -ear -wor -our -re
ar	-a -al -al -al
air	-are -ear -ere
eer	-ear -ere -ler
si	-s -z -g -ge

Phonics International Alphabetic Code Chart

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		Phonemes and Key Pictures						complex code	
phonemes and key pictures	graphemes and key words								
/s/ 	s snake	-ss glass	-ce palace	-se house	ce cents	ci city	cy 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

simple code	complex code									
s	-ss	-ce	-se	ce	ci	cy	sc	-st-		
t	-tt	-ed								
y										ps
p	-pp									
n	-nn	kn	gn	ne						
c	-ck	ch	qu	que						
e	ea	ai								
r	-rr	wr	rh							
m	-mm	mb	mn	me						
d	-dd	-ed								
g	-gg	gu	gh	gue						
o	-oo	a	a							
u	-uu	-ou	ough							
l	-ll	ll	al	el						
f	-ff	ph	gh							
b	-bb	bu								
j	ge	gi	g	dge						
ai	ay	a	ae	-e	-ey	eight	-ea			
w	wh									
oa	ow	o	oe	-e	-ough	eau				
igh	-ie	y	ie	ei						
ee	ea	e	-y	-e	-ey	-le	-i			
or	aw	au	al	oar	oor	ore	our			
z	-zz	-s	-se	-ze						
ng	n			ough	ough	quar				
-nk										
v	-ve									
oo	ou									
oo	ue	-e	-ew	-ui	-ou	-o	ough			
x	-ks	-cks	-kes				x			
ch	tch						ture			
sh	ch	-tl	-ci	-ssi						
th										
th										
qu										
ou	ow	ough								
oi	oy									
ue	u	-e	-ew	eu						
er	ir	ur	ear	wor			-our	-re		
ar	a	al	al	al						
air	are	ear	ere							
eer	ear	ere	ier							
si	s	-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

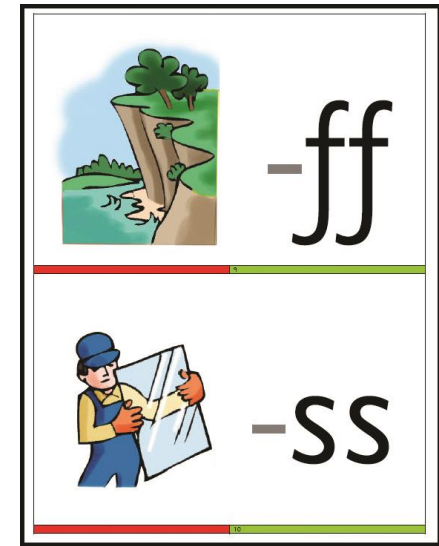
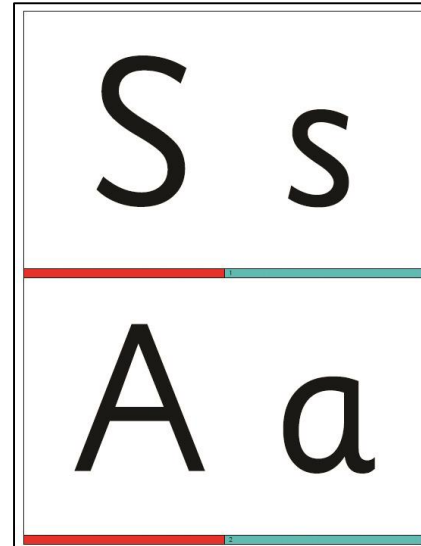
The Alphabetic Code						
	simple code	complex code				
/s/	s	-ss	-se	-ce	ee ei ey	se -st ps
/a/	a					
/t/	t	-tt	-ed			
/i/	i	-y				
/p/	p	-pp				
/n/	n	-nn	-ne	kn	gn	
/k/	c	k	-ck	ch	qu	que
/e/	e	-ea	-ai			
/h/	h					
/r/	r	-rr	wr	rh		
/m/	m	-mm	-me	-mb	-mn	
/d/	d	-dd	-ed			

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


1 - say the sounds

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

vowel phonemes represented in black consonant phonemes represented in grey



f	F f
/f/ as in feathers	












-eau	eau
/oa/ as in plateau	

'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	
<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>	<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>
p p p	
<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>	<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>
  	
<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>	<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>
sip * tap pit * pat sit * tip	
<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>	<small>"P" has one sound. Can you hear it in the word "pan"? Can you see the sound in the letters "p" and "pan"?</small>

ear	
<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>	<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>
ear	
<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>	<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>
  	
<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>	<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>
<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>	<small>"E" has one sound. Can you hear it in the word "ear"? Can you see the sound in the letters "e" and "ear"?</small>

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 'ax'. 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

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

If the first 'k' box to hide the words but to reveal the 'k'. Use the back of the blended-up part to practise saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a mark 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 'editing'). 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.

The spelling routine

<h2 style="font-size: 2em;">-ve</h2>	
<p>Say, "This grapheme is u u u u u the sound /v/ as in the word 'dove'". Cut out this grapheme tile and keep it for games and activities.</p>	<p>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'.</p>
	
<p>*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.*</p>	<p>*Try writing the grapheme here. Can you remember where to start writing from? Ask, "This grapheme is u u u u u which sound?"</p>
	
<p>Ask, "When can you hear the sound /v/ in these words?" serve shelves gloves</p>	<p>*Remember to hold your pencil with 'froggy legs and a leg under'. Draw a dove flying in the sky.*</p>
<p>h a v e l o v e g i v e I h a v e s o m e p e t d o v e s . I l o v e t o f e e d m y d o v e s .</p>	
<p>Give help with 'my' and the letter 'v' in 'dove', 'some' and 'to' if needed. *Sound out and blend the words and sentences.*</p>	<p>*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.*</p>
<p>4.4 EYSP</p>	<p>unit 4 letters and sounds</p>

<h2 style="font-size: 2em;">v</h2>	<h2 style="font-size: 2em;">-ve</h2>
<p>van vans vent have give live vet vest invest love dove vat vast invent above glove</p>	
<p>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 end with the sound /v/ are spell with the grapheme 'v'. In 'van', 'dove', 'above' and 'glove', the /v/ sound is represented by the letter 'v'. Further consonant examples include 'yogh', 'mushy', 'brothy', 'sowy' and 'sonny'. 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/.</p>	
<h2 style="font-size: 2em;">v</h2>	<h2 style="font-size: 2em;">ve</h2>
<p>Blend these words with the /v/ sound. Treat the letters 'me' in 'come' and 'some' as representing the /m/ sound. love dove above glove come some</p>	
<p>Draw pictures from the 've' word examples above and label:</p>	
<p>Fold this page up to the bottom of the first 've' box to hide the words but to reveal the 'v'v'. Use the back of the folded up part to practise spelling and writing words on 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. Lid the words whilst finger tracking underneath. At first beginners may only manage the shortest words.</p>	

<h2 style="font-size: 2em;">-gue</h2>
<p>rogue vogue catalogue intrigue intrigued ague fatigue fatigued plague plagued vaguely vagueness vague colleagues synagogue league monologue dialogue prologue epilogue travelogue</p>
<p>The grapheme 'gue' is a less common spelling variation of the /j/ 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.</p>
<p>Note the unusual grapheme 'ngue' which represents the /nj/ phoneme. Write under these words:</p>
<p>tongue tongue - tied meringue harangue haranguer harangued</p>
<p>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. Lid each word whilst finger tracking under the graphemes.</p>

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	<u>The storm</u>
s ss	The storm sweeps in from the cold north.
a	A stork flies in the fort from the port.
t	Trees sway in the wind. Twigs are torn off and swept away.
i	The storm's wild wind blows the boats and tosses them to and fro'.
p	Sails are torn from the masts.
n	Men pull coats tight and battle the cold and wild north wind.
ck ck	At last the wind settles.
e ea	In the lull, the stork flies away.
h	
r	
m	
d	
g	
o	
u	
l ll le	
f 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	
	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 dread it?
6. Discuss what could be done.

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!"

Suggestions: These questions are for comprehension and vocabulary. Use the cumulative decodable text as a guide to the words. Use the bubble starting points for discussion.

-il /ul/		Lentil soup	
April			
lentils			
basil			
nostrils			
utensils			
pupil			
weevil			
stencil			
anvil	civil		
fossil	gerbil		
evil	tonsils		
devil	council		
bedevil			
tendrils			
peril			
<small>unit 7.78 Use this</small>			

-il /ul/		Lentil soup	
<small>unit 7.78 Use this picture along with its 'vocabulary bank' as an aide-memoire for recalling the words with the focus sound and graphemes: - but use AFTER reading the 'I can read' text.</small>			

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

The school's book bag routine



The Activity Sheets and Cumulative Texts and Say the Sounds Posters will come home in each child's book bag.

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



Thank you!

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

