

Systematic Synthetic Phonics:

Teach alphabetic code **knowledge**

Teach the **three core skills** and their **sub-skills**

Apply to **cumulative words** and **extend to sentences and texts**

www.phonicsinternational.com

CORE SKILL 1

Decode for **READING**:

PRINT-TO-SOUND

- i) Scan all-through-the-printed-word to recognise any letter *groups*
- ii) Say the sounds for the graphemes and *blend* to 'discern' and say the target word (use *cumulative words, sentences and texts*)
- iii) Modify the pronunciation of the target word if necessary



Sub-skills of CORE SKILL 1

***Without print:** Attune the learner's 'ear' to phonemes (*phonemic awareness*) by adult saying the sounds (phonemes) all-through-a-spoken-word followed by saying the whole spoken word to train the learner to 'discern' the intended word from its constituent sounds

***With print:** Train the learner to recognise letters and letter groups and to 'say the sounds' in automatic response (*typically with flash cards, grapheme tiles and say the sounds posters*)

Incidental Phonics Teaching:

Teach **any** letter/s-sound correspondence to any learner at any time – **as required** supported by main **Alphabetic Code Charts**

www.alphabeticcodecharts.com

Debbie Hepplewhite's Model of the three phonics core skills and their sub-skills

Sub-skills of CORE SKILL 3

- *Recognise correct orientation of letter shapes – and link to *sounds* at first
- *Understand the notion of capital and lower case letter shapes and be able to match the pairs
- *Understand that both capitals and lower case matched pairs **are code** for the same sounds
- *Know the relative sizes of letters and their correct positions on writing lines
- *Know the starting points and directionality of forming letters and practise with multi-sensory activities whilst saying the correct sounds (*ranging from air-writing and arty activities to forming letters correctly with pencils on paper*)
- *Learn about the **alphabet** and **alphabetical order** (*through chanting or singing an alphabet song at first*)
- *Know letter names for the letters
- *Hold a normal thickness pencil correctly with the tripod grip

CORE SKILL 3

HANDWRITING:

- *Form **26 upper case letters (capitals) and 26 lower case letters correctly on writing lines with tripod pencil grip**
- *Write **graphemes (letters and letter groups) in response to speech sounds (phonemes)**
- *Also, write **upper or lower case letter shapes in response to letter names**
- *Understand the difference between letter names and sounds and when to use names or sounds (letter names used for *alphabet work* and *relaying a precise spelling*, letter name by letter name to another person)
- *Understand the difference between the 'alphabetic code' and 'the alphabet' and what each is used for

Alphabetic Code KNOWLEDGE

Systematically teach the 44+ phonemes and the many letter/s-sound correspondences of a 'simple' then 'complex' (extended) alphabetic code

Two-pronged approach
Introduce the letter/s-sound correspondences **systematically** but introduce **any code at any time, incidentally, as required**

Know that alphabetic code is **reversible, from print-to-sound for decoding (reading) and from sound-to-print for encoding (spelling)**

Sub-skills of CORE SKILL 2

*Attune the learner's 'ear' to phonemes (*phonemic awareness*) by adult saying a whole spoken word slowly, followed by the adult saying the sounds all-through-the-spoken-word (use *any* spoken words, they do not have to be 'cumulative' for this practice)

*The adult 'says the sound' as close as possible to phonemes in real speech (consider volume and pitch, avoid 'uh' on the end of consonant sounds) – followed by the learner: *pointing to the letter or letter group; or selecting grapheme tiles; or air-writing the letter or letter group; or writing the grapheme on a whiteboard or, better still, writing on paper*

CORE SKILL 2

Encode for SPELLING:
SOUND-TO-PRINT

- i) **Orally segment (identify the sounds) all-through-the-spoken-word from a cumulative word bank**
- ii) **Identify and select correct graphemes as code for the identified sounds**
- iii) **Write letter shapes when able**
- iv) **Sound out and blend to check spelling (over time, build up knowledge of spelling word banks)**

Guidance for phonics routines: www.phonicsinternational.com/new_free_resources.html

www.debbiehepplewhitehandwriting.com