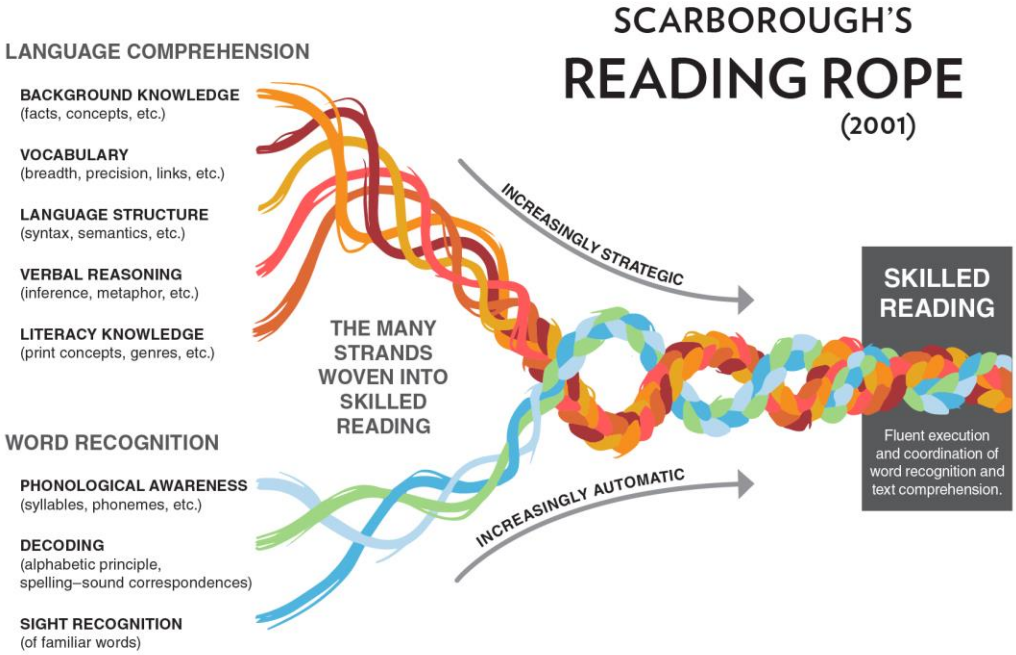
Bendigo Special Developmental School Whole School Approach to English



❋ Driving Learning Growth ❋ Uniting to Achieve Excellence
❋ Valuing Diversity with Kindness and Respect ❋ Ensuring Equity of Opportunity

At Bendigo Special Developmental School, we use an evidence-based, whole-school approach to teach reading, writing and spelling.

**Uniting to achieve excellence*

We use the FIVE from FIVE website which was developed with the objective of promoting effective, evidence-based reading instruction, by providing free resources to teachers, principals and parents and advocating for evidence-based policy with politicians and policy makers. https://fivefromfive.com.au/about/

The Five from Five project states that:

Major reviews of reading not only agree on the key components of reading programs – the five 'keys' to reading – but also the most effective way of teaching them. They find that explicit or 'direct' instruction is the most effective teaching method, especially for the fundamental code-based components -—phonemic awareness and phonics.

According to Professor Keith Stanovich, "That direct instruction in alphabetic coding facilitates early reading acquisition is one of the most well-established conclusions in all of behavioural science."

Explicit instruction is a teaching model, rather than a specific teaching program.

Explicit instruction has the following characteristics:

- Teacher directed
- Planned and sequenced lessons
- Clear and detailed instructions and explanations
- Content / skills are introduced in small steps
- Practice after each step
- Modelled and guided instruction and practice – ('I do – we do – you do')
- Teaching to mastery
- Frequent, systematic monitoring and feedback
- High level of teacher-student interaction
- Cumulative reviews and spaced practice

The five keys are:

1) Phonemic Awareness (being able to hear, identify and use sounds in words)
   E.g. c/at, el/e/phant com/pu/ter
2) Phonics (systematically teaches letter sound correspondences in a certain order and then builds up to blending these sounds together to read, write and spell words)
   E.g. a-t, t-r-u-ck, s-p-l-a-t, b-r-ow-n, g-r-ou-n-d. Reading and spelling are taught as reversible processes.
3) Fluency (the ability to read with speed, accuracy, and expression)
4) Vocabulary (the meanings of words we need to know, to understand what we read)
5) Comprehension (using experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text)

Please Note: All of these keys are individualised for every student and take into consideration their levels of communication (e.g. PODD, Pro Lo Quo to Go, Visual Displays, and Modified Eye Gaze PODD Book)

We have four components of our English teaching at Bendigo that fit each of the 5 keys.

1. Systematic Synthetic Phonics

1) Phonemic Awareness
2) Phonics

This is where students are taught the sounds one by one and have 'Just Right' decodable books matched exactly to their reading level. See the Little Learners Love Literacy Scope and Sequence on page 12 of this document.

This means the books the students read and take-home readers now look a bit different to how they have before. Students may have to read the same 'just right' books over and over until they can read them fluently.

Little Learners Love Literacy is an Australian based program whose mission is to teach ALL children to read, write and spell with confidence. Little Learners Love Literacy® is a sequential, explicit program focussing on phonics and backed by research. For more information on this program go to https://littlelearnersloveliteracy.com.au/

Students need all of Stage 1 sounds and Stage 1 Heart Words* before they can move on to reading books. If they are working on the sounds leading up to stage one, they will have books that look a bit different. These are called sound books. It is REALLY important that their 'just right' sound books do not have words yet because they do not have all the sounds they need to read the words in books yet.

*Heart Words are also known as "high-frequency words". This means they come up frequently in written language, including in children's books, but not all of them are easily decodable for beginning readers, for example, *the, I, me, they.*

2. Shared Reading

1) Fluency
2) Vocabulary
3) Comprehension

In Shared Reading, we read the same book many times working on different things each time. For example:

During Reading

The purpose of reading the book on Day 1 is enjoyment and to encourage students to notice patterns of text or initiate wonderings about things that are happening in the text.
NEED: Sticky Notes for noticing, wondering and unknown vocab
Draw attention to the words in the text

- ✓ *"Let's look at the picture first, now I am going to read the words and see what the story tells us"*
- ✓ *Point to the words while reading ask students to follow along with their eyes*
- ✓ *Pause occasionally to ask students to predict next word*
- ✓ *Ask students to think about their predictions- were they right or wrong?*
- ✓ *Model words you think they might not know say something like:*

For new vocabulary: "I am wondering what this word means, I am going to put a sticky note on it to remind me to come back to that word later.
Good readers find out what words mean.

Some classes work on the book for a week (minimum), some look at the book over two weeks and some classes even use the same book for a whole term, exploring lots of different themes and activities.

3. Independent/Supported Reading

1) Phonemic Awareness
2) Phonics
3) Fluency
4) Vocabulary
5) Comprehension

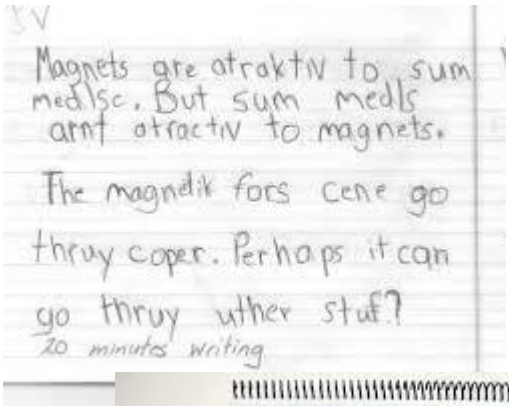
Every single student in our school has a book box that has at least two 'just right' books and lots of other interest-based reading. The 'just right' books are the ones where they practise their reading with the teacher and are assessed for their fluency with the words or sounds in the book. The other books/texts are to practise their enjoyment of reading and working on building vocabulary and comprehension by talking about what is going on, what might happen next, why a character responded the way they did, with familiar adults. These books/texts are not 'just right', therefore the student is not focussed on reading the words.

4. Writing

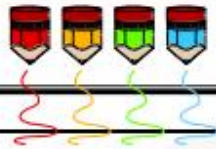
Systematic Synthetic Phonics is not only a way of teaching children to read. It has been identified both here and overseas as the most successful approach to the teaching of reading, writing and spelling. The 'synthetic' component reflects the practice of 'synthesising' or blending sounds together. The 'phonic' part reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes).

Essentially, when a child learns to read using Systematic Synthetic Phonics, they learn to link letters to speech sounds and then blend these sounds together to read words. They also learn to separate (segment) words into their constituent sounds and link these sounds to letters in order to spell them.

Students usually start writing along the developmental continuum (see the next page). Using a systematic synthetic phonics approach, students will start making letter-like shapes that match the sound they are currently working on. This is quite a complex process as the students have to hear the sound, know that it matches with a letter shape, identify what is the letter shape looks like and then replicate it in some manner. All writing starts from the connection of thoughts to a written symbol.



Developmental Writing Continuum



Exploration	Scribbles, marks on paper
Early Pre-Conventional.....	Drawing with details
Pre-Conventional.....	Drawing, random letters
Emergent.....	Pictures, letter/sound connection, attempts words, directionality
Developing.....	Meaning in text with words, spaces, sentences
Developing Discovery.....	Expanded statements, moving toward more development
Beginning.....	General topic developed with expanded list, simple sentences, some conventions
Novice.....	Specific topic with supporting details and expansions, simple organization
Bridging.....	Develops several ideas on surface of specific topic, some coherence and organization,
Bridging Discovery	
Expanding.....	Explores topic with focus, beyond surface, control of some aspects of writer's craft
Independent.....	Developed focus, sufficiently adequate craft
Fluent.....	Expanded focus, purposeful crafting, moving toward complexity
Sophisticated.....	Insightful, expanded development with perspective, complexity, and significance, well-crafted

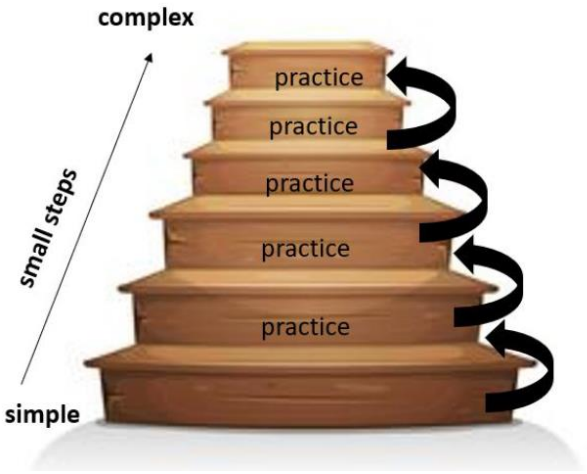
Some students will then go from writing single letters to writing single words to then putting their thoughts and ideas into sentences. There are many skills that need to be mastered when learning to write; the trick is to break them down into achievable goals.

Teaching Reading, Writing and Spelling Together

Why teach reading with systematic phonics?

The English Alphabetic Code is complex.
When you teach anything complex you create a scaffolding with these pedagogical features:

- Simple to complex
- Stair-step progression
- Systematic scope and sequence
- Practice and consolidation along the way
- Cumulative teaching



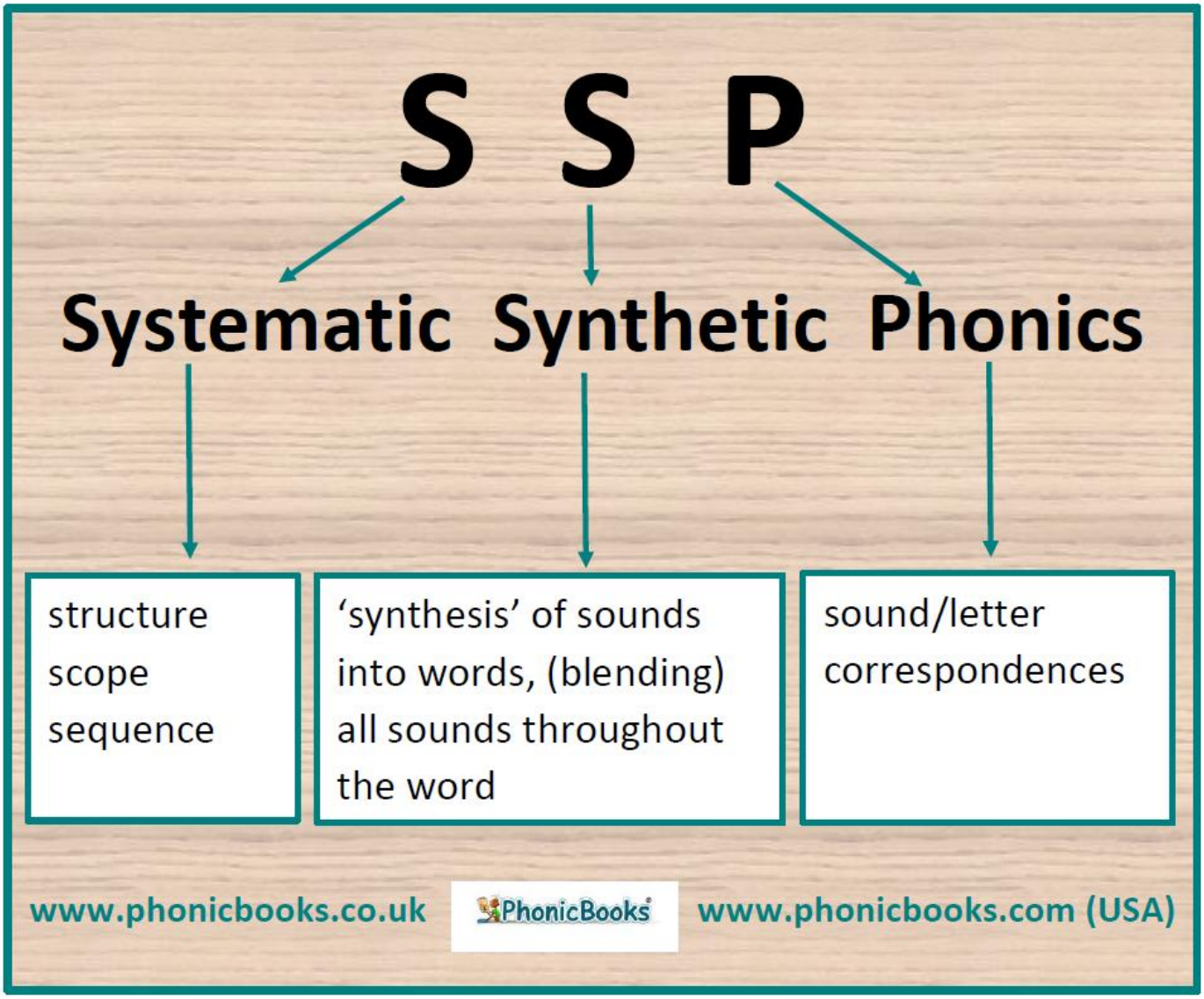
Systematic Synthetic Phonics (SSP~~h~~) is built on the alphabetic principle. It is a structured, cumulative and evidence-based method of teaching reading, whereby students are taught the links between letters and the speech sounds they represent. Our students learn that sounds (phonemes) are represented by letters (graphemes). We teach students that letter sounds can be blended or 'synthesised' together to form words. The 'synthetic' in SSP~~h~~ means 'composed' or 'built from'. Systematic Synthetic Phonics is a bottom-up approach in that instruction starts not with whole words but with the most basic sound unit, the phoneme. The reading process involves decoding or 'breaking' words into separate sounds blended together to read an unknown word.

It is worth noting that English does not have a completely transparent orthography (writing system), like languages such as Italian and Finnish. Instead, we have 26 letters to represent 44 speech sounds, so we have to combine letters to achieve this. In addition, the history of English means that we have inherited not only a large number of words from other languages, but also the *spellings* from those languages (e.g., the Germanic spelling of the word "night"). SSPh starts with the *simple code*, where there is a 1:1 correspondence between sounds and letter and progresses to the *complex code*, where the correspondence is not as transparent. At Bendigo Special Developmental School, students are explicitly instructed how blending and segmenting words is a reversible process; if you can read a word, you can spell it.

In 2018, Bendigo SDS introduced Little Learners Love Literacy (LLLL) Systematic Synthetic Phonics program which is sequenced into 7 stages, allowing us to teach children the 44 sounds of spoken English and their representation by 26 letters in a sequential way. We aim to teach ALL our children to read, write and spell. Our program is supported by evidence-based research and includes phonemic awareness, phonics, vocabulary knowledge, fluency and comprehension. Each stage is sequentially taught so children can learn, apply and practise their developing skills in words and connected text.

We are committed to integrating each student's preferred communication system or device into all of their learning and acknowledge that without effective, functional communication students may not have full access to the curriculum and other learning opportunities alongside their peers.

**Valuing diversity with kindness and respect*

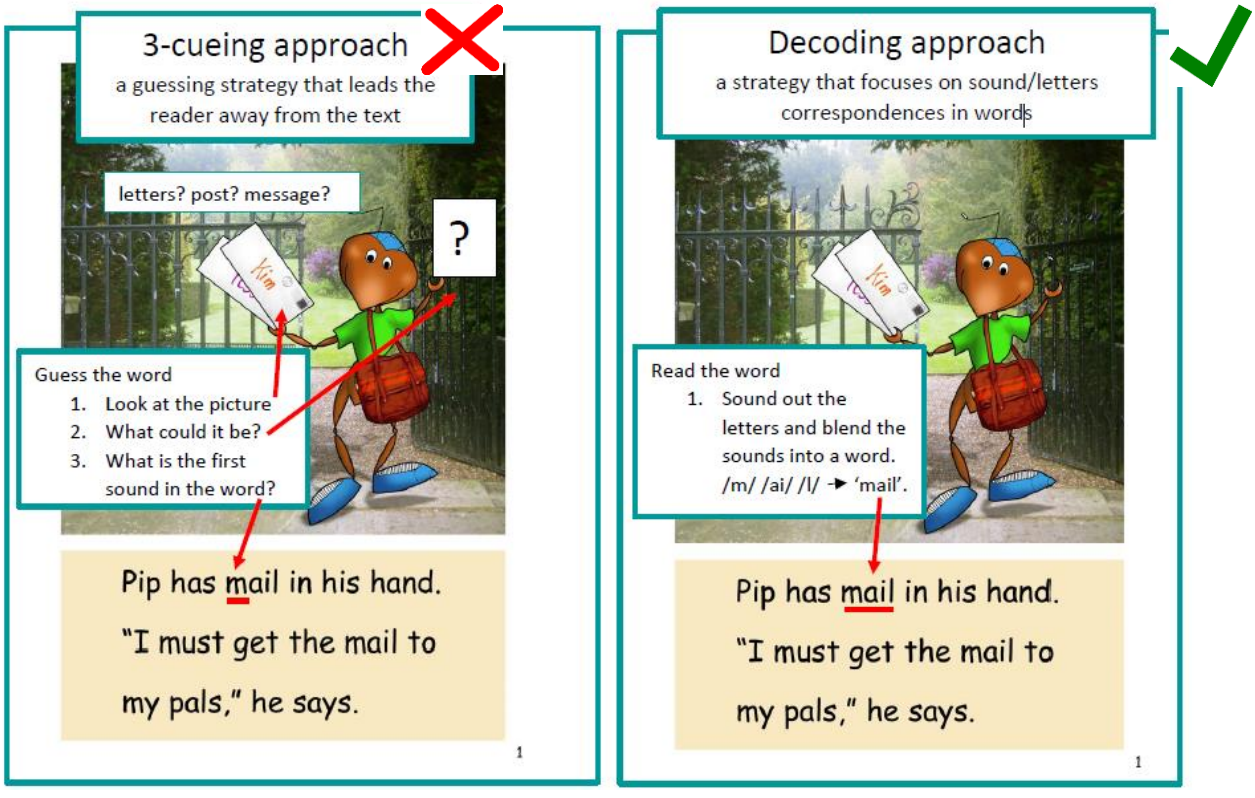


-What it is not ✗

Balanced Literacy or it is sometimes called a whole language approach which is a "philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments using various approaches that differ by level of teacher support and child control" (Fountas & Pinnell, 1996). The argument behind Balanced Literacy is that because reading is a meaning-based process, instruction should begin with meaning, but this overlooks the fact that in order to *access* the meaning, children need to be able to crack the written code. Many Balanced Literacy advocates argue that "phonics in the mix" but if it is, it is taught in an ad hoc, incidental way, and the needs (and learning gaps) of many children are overlooked.

The whole language approach to literacy assumes that students will expand their understanding of text and reading concepts through repeated exposure to rich, children's literature. Although phonics, decoding, and spelling are addressed in word study in balanced literacy classrooms, they are not explicitly or systematically taught. Rather, students are encouraged to activate the "three cueing system", which promotes guessing based on semantics (context clues, pictures, background knowledge), syntax (use of language patterns), or graphophonic cues (sounding out words). This approach was supported by an early intervention program targeted at students struggling to read called Reading Recovery.

Predictable texts sometimes called patterned texts which are a specific type of book used in the earliest stages of reading instruction. Predictable texts are constructed to encourage beginning readers to memorise whole words and sentences and to use picture cues to 'read' unknown words.

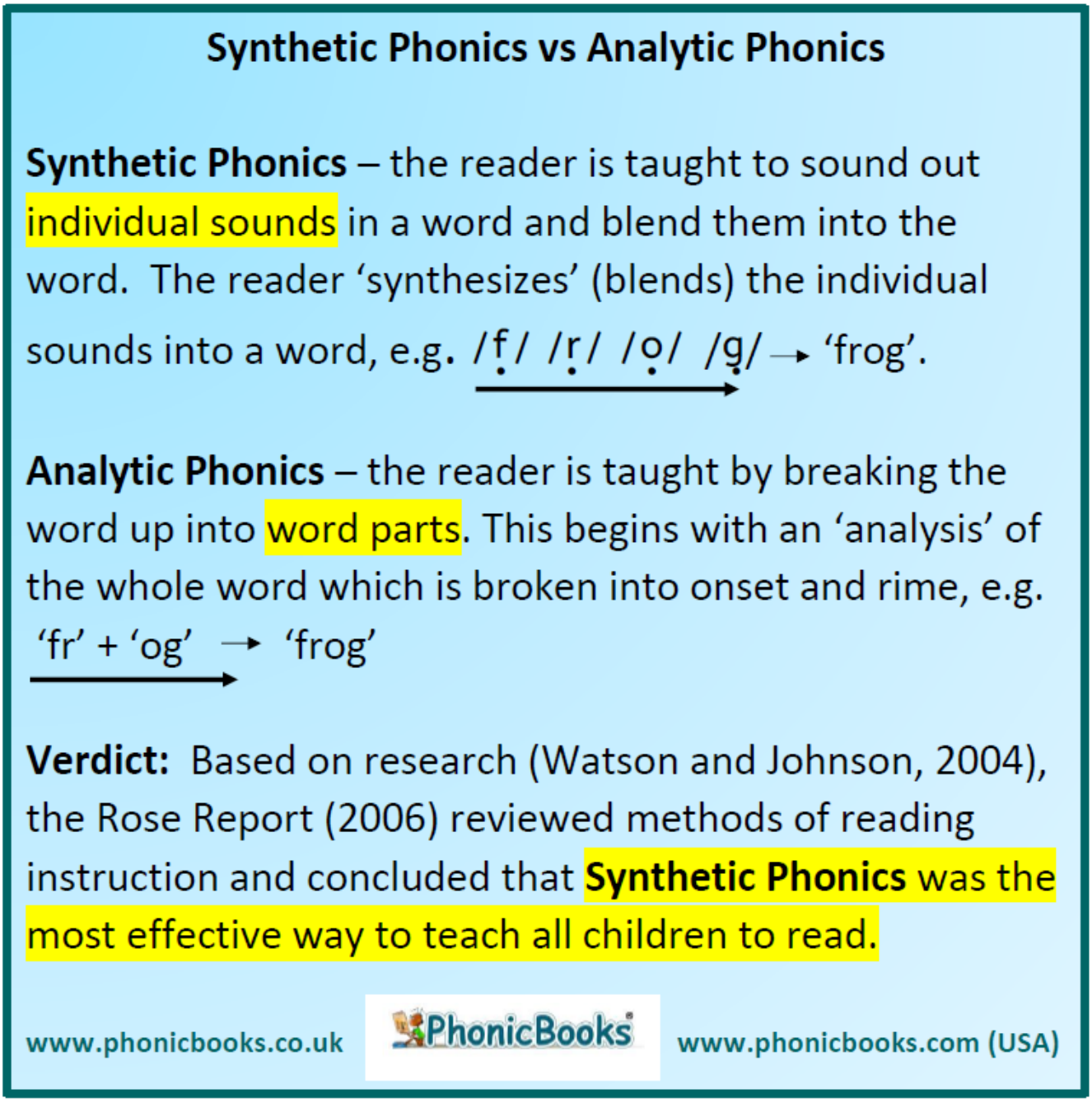


What it is not (continued) ✗

Synthetic Phonics

Synthetic phonics is about teaching the sounds but the evidence states that it is the systematic component that makes the program work with validity and efficacy.

Analytical Phonics (sometimes referred to as Embedded Phonics or Implicit Pphonics) refers to a very common approach to the teaching of reading that starts at the word level, not at the sound (phoneme) level. .One method is to have students identify a common sound in a set of words that each contain that same sound.



✓ Systematic Synthetic Phonics

Cognitive Load Theory (Sweller)

1. Working memory has limited space (4-7 items)
2. To avoid students experiencing cognitive overload, teachers should limit content to that which is intrinsic to learning specific skills or knowledge being taught
3. Some extraneous learning is important in its own right but should not be included in the lesson

What does this mean for reading instruction?

Intrinsic to learning to decode:

1. Understanding the Alphabetic Principle
2. Sound/letter correspondences
3. Blending sounds into words
4. Segmenting sounds in words
5. Manipulating sounds in words
6. Understanding that sounds can be spelled in different ways
7. Understanding that spellings can represent different sounds

Extraneous to learning to decode:

1. **Rhyme** (important for literacy)
2. **Alliteration** (important for literacy)
3. **Syllables** (important later when children start to read longer words)
4. **Letter names** (useful later for dictionary skills and spelling)

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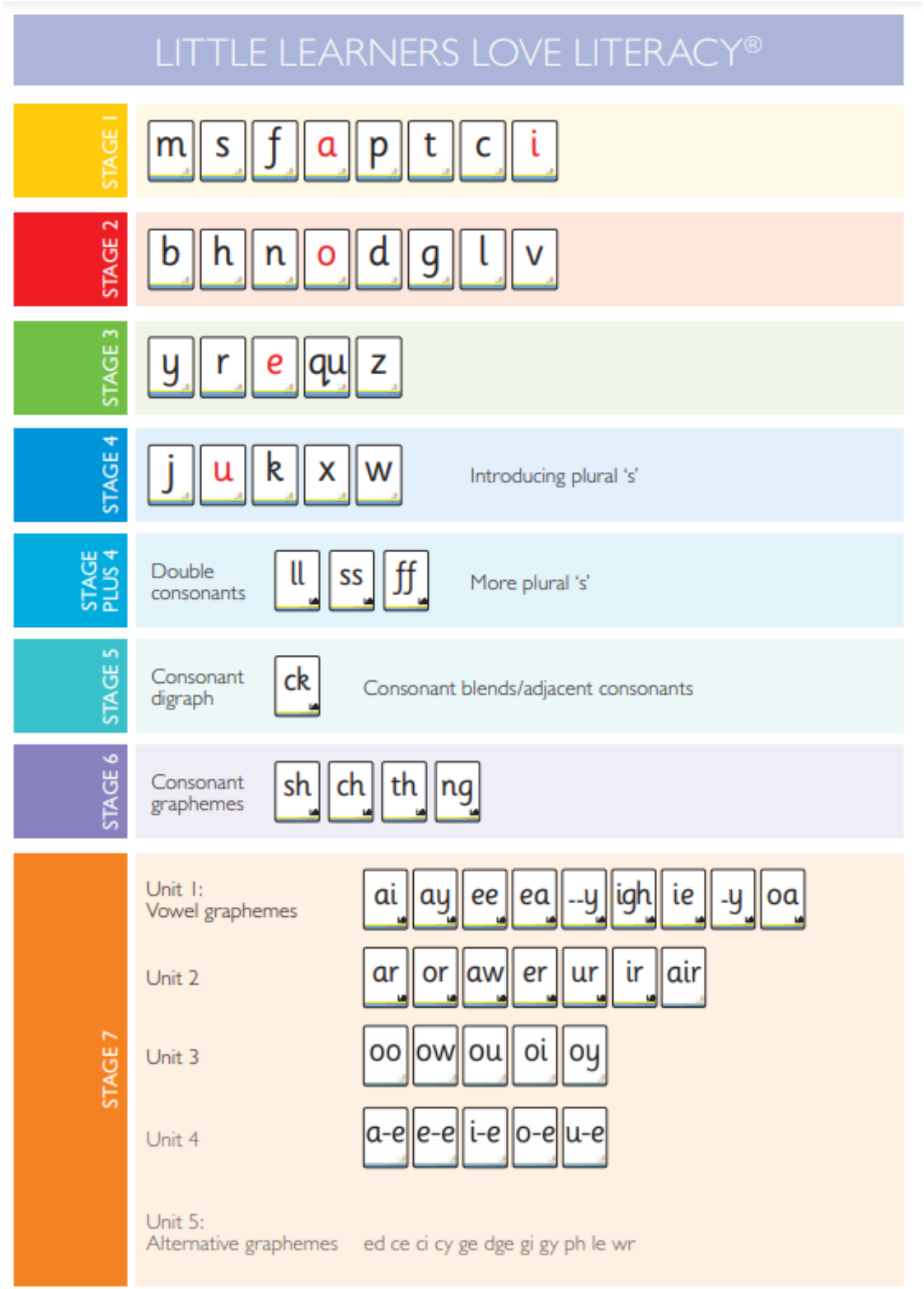
Systematic Synthetic Phonics

Needs to follow a 'system': this is called a scope and sequence. At Bendigo SDS we use the Little Learners Love Literacy Scope and Sequence, which is based on the frequency of the most commonly used speech sounds in the Australian language.



The 44 Sounds (Phonemes) of English

A phoneme is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A grapheme is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation.

The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

Phonics instruction involves teaching the relationship between sounds and the letters used to represent them. There are hundreds of spelling alternatives that can be used to represent the 44 English phonemes. Only the most common sound / letter relationships need to be taught explicitly.

The 44 English sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language. The 44 phonemes represented below are in line with the International Phonetic Alphabet.

44 Sounds (Phonemes) of English

The Initial Code sounds represented in words are at the top– Extended Codes represented in words are underneath
Chart starts from the most commonly represented sounds though to the most complex

/m/ monkey hammer comb column 1	/s/ snake dress horse city ice science 2	/f/ frog coffee dolphin calf enough 3	Short /a/ alligator 4	/p/ penguin happy 5	/t/ turtle kettle 6	/c/ caterpillar kitten duck school quail soccer 7	Short /i/ insect pyramid England syrup women busy 8	/b/ bear bubbles 9
/h/ hippo who 10	/n/ numbat dinner knee gnome pneumonia 11	Short /o/ octopus swan honest 12	/d/ dog ladder 13	/g/ goat egg ghost guest catalogue 14	/l/ lion bell 15	/v/ vulture sleeve 16	/y/ yak onion hallelujah 17	/r/ rabbit cherry wrist rhythm 18
Short /e/ elephant bread friends leopard 19	/z/ zebra fizz scissors sneeze laser cheese xylophone 20	/j/ jellyfish giant cage bridge soldier 21	Short /u/ uncle glove double 22	Long /u/ arm 23	/w/ water whale quilt choir 24	/sh/ shark station chef special ocean sugar musician conscience 25	/ch/ chair watch 26	/th/ unvoiced thumb 27
/th/ voiced feather 28	/ng/ king ink tongue 29	/zh/ treasure azure television 30	Long /a/ baby tape a–e snail tray eight 31	/air/ hair square pear there their 32	Long/e/ me beach tree key pony 33	/ear/ ear deer here tier 34	/er/ fern shirt worm fur pearl 35	Long /i/ tiger kite i–e light fly pie height 36
Long /o/ nose boat note o–e snow sew toe 37	/oi/ coin toy 38	/oo/ book bull could 39	/oo/ moon screw glue fruit canoe 40	/ure/ pure tour 41	/or/ fork ball sauce saw door board caught core 42	/ow/ cow house bough 43	Schwa The schwa is the most common sound /uh/ (like the sound someone makes when trying to think of a word). It sounds like the short /u/ sound, but is softer and weaker. teacher collar doctor measure zebra garden fossil lion circus 44	

The Schwa

The schwa is the most common sound /uh/ (like the sound someone makes when trying to think of a word). It sounds like the short /u/ sound, but is softer and weaker.

teacher collar doctor
measure zebra garden
fossil lion circus

Teachers of reading must be aware of the schwa. The schwa is the **most common vowel sound** in the English language – it accounts for 20% of all vowels spoken, but is the one that teachers usually know least about.

The schwa is an unaccented syllable or as Louisa Moats describes it, the 'syllable with the stuffing knocked out of it'.

The schwa is more prevalent in multisyllabic words but it is present in one syllable words such as 'a' and 'the'. In multisyllabic words, one syllable usually gets greater emphasis than the others. We call this the stressed syllable and the vowel is clearly articulated. The unstressed syllable also contains a vowel however its pronunciation is weak and the vowel not clear – this is the schwa. The schwa can also be influenced by accent.

To demonstrate the effect of the schwa, say the word 'lemon' and listen carefully. The first syllable is stressed and we clearly articulate the 'lem', however the second syllable is unstressed and we pronounce it more like 'uhn', giving us 'lemuhn'. Similarly, the word Melbourne: Australians tend to say 'Melbuhn'. The first syllable, "Mel" is stressed and the second syllable is unstressed and pronounced more like 'buhn'. When American visitors ask for directions to this city they nearly always ask for "Mel-born" and clearly articulate both syllables. (https://fivefromfive.com.au/the-schwa/) /l/e/m/o/n
uh
It is very important when teaching phonemes, we do not add a schwa to the end of the sound. For example, the sound for /p/ is often missaid as p/uh, when in reality when said naturally in words it has a small popping sound. This is often because we want our student to hear the sound so we over emphasise it.

When using phonics clips, please be a schwa detective and only use those that have clear speech sounds.

"All teaching efforts should be initially focused on a single goal, the grasp of the alphabetic principle whereby each letter or grapheme represents a phoneme."

READING IN THE BRAIN, THE NEW SCIENCE OF HOW WE READ, Stanislas Dahaene p. 228

Phonology, phonological awareness, phonemic awareness, phonics

What's the difference?

Phonology – an area of linguistics that deals with speech sound systems and sound patterns of spoken language

Phonological awareness – the ability to break down words into smaller parts: syllables (mag-net), alliteration (Bobby beetle bounced..), onset and rime (m-at) and phonemic awareness (m-a-t)

Phonemic awareness – the ability to identify and manipulate individual sounds in words (to blend, segment and manipulate sounds orally)

Phonics – the teaching of:

- letter/sound correspondences for reading and spelling (c-a-t =/k/ /a/ /t/)
- blending of individual letters/sounds for reading 'm a t'
- segmenting of individual sounds/letters for spelling 'm a t'

'The Simple View of Reading'

How to apply it to reading instruction

What does the Simple View of Reading say?

ORAL LANGUAGE x DECODING = READING COMPREHENSION

1a. What to teach: language and knowledge enrichment through reading fiction and non-fiction texts to beginner readers

1b. What to teach: the alphabetic code, phonemic awareness, decoding (blending) and encoding (segmenting)

Learn to read

2a. Who reads what? Teachers and parents read **'authentic texts'** to kids to enrich oral language, background knowledge, and story grammar

2b. Who reads what? Beginner readers read **decodable books** to practice and consolidate the alphabetic principle, decoding and encoding and develop reading fluency

Decodable books are used for a limited time as students learn to read.

Read to learn

3. Who reads what? Learners can read all books across the curriculum

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Why teach kids to read with decodable books?

because decodable books:

- Provide a purpose for learning phonics: We learn phonics in order to read a fun story.
- Offer practice of phonics: kids read texts embedded with the phonics they have already been taught.
- Develop good reading strategies based on the Science of Reading: sounding out the graphemes and blending them into words – not guessing!
- Offer an experience of reading success - a text with controlled words, based on phonics previously taught, provides instant success.
- Create motivation – success brings motivation to continue learning to read – "I can do this!"
- Develop independence – kids learn to work out words for themselves.

Unlocking the Alphabetic Code for all

Every written script is a secret code. We need the key for that code in order to unlock it.

This is Hebrew. To read this script one would first need to be able to comprehend Hebrew words. Then one would need to know the key to the code and how it works.

The English Alphabetic Code is one of the most complex. How do we unlock it for our kids?

1) We show them how it works: from left to right; letters spell sounds of speech; we blend sounds into words.
2) We teach the Alphabetic Code: the letter/sound correspondences in English.

If we don't teach the Alphabetic Code, we deprive kids of the key to learning to read. They will remain locked out of the world of reading and all the potential it can bring to their lives. Why wouldn't we?

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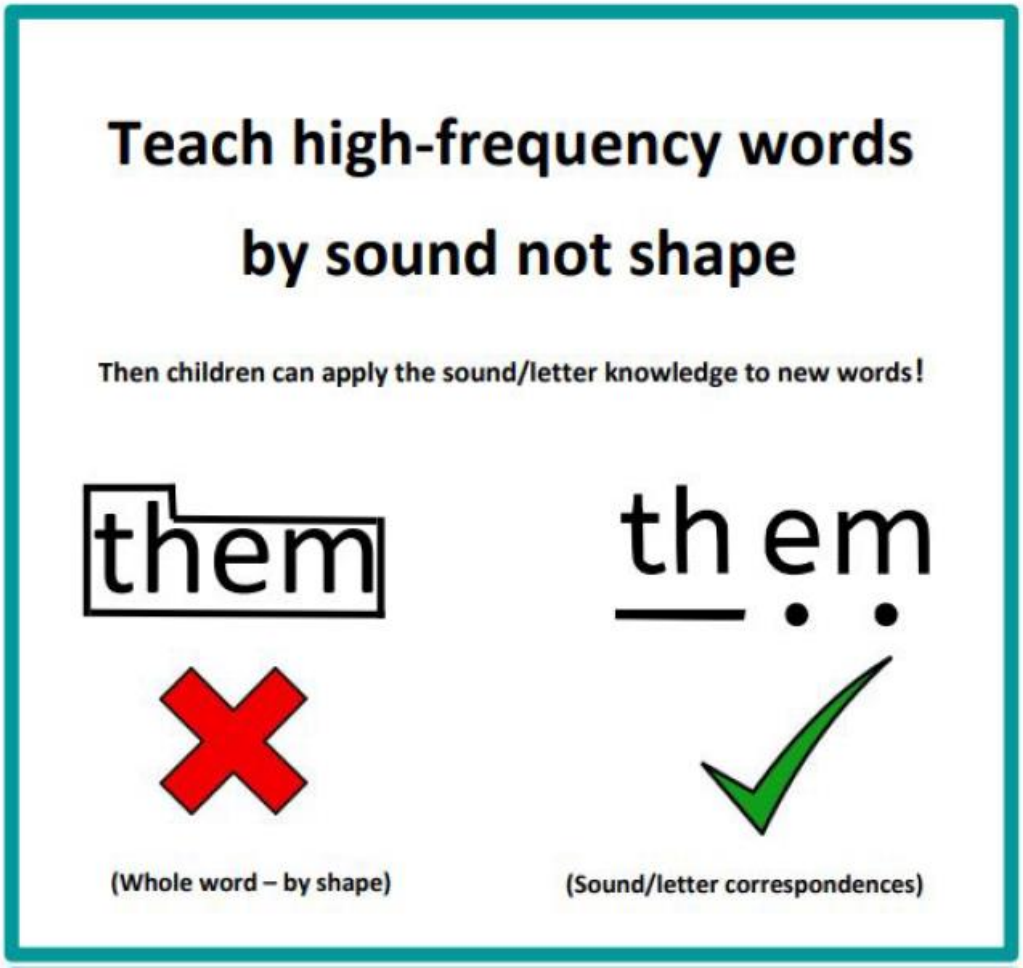
All words can be decoded.
When we read words we decode them. Even 'sight' words:
was, said, see, say, my, came.

'Sight words'= common words with complex spellings.



Mapping words vs learning words by sight

- **Learning a word by shape (sight) is inefficient and clogs up precious memory**

house memorise 1 word by shape

- **Learning to map words helps readers to generalise and continue to 'self-teach' new words**

h ou se map sound/spelling

about round cloud
ground hound sound
loud shout mount pound

mouse sense
loose goose
dense tense

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Different ways of looking at a word

word	(a distinct meaningful unit of speech or writing)	remained
letters	(characters used for representing sounds in speech)	r–e–m–a–i–n–e–d
syllables	(mouthfuls of words)	re–mained
phonemes	(speech sounds in words)	/r/ /ee/ /m/ /ae/ /n/ /d/
graphemes	(spellings of sounds (phonemes) in words)	r–e–m–ai–n–ed
morphemes	(units of meaning in words)	re–main–ed

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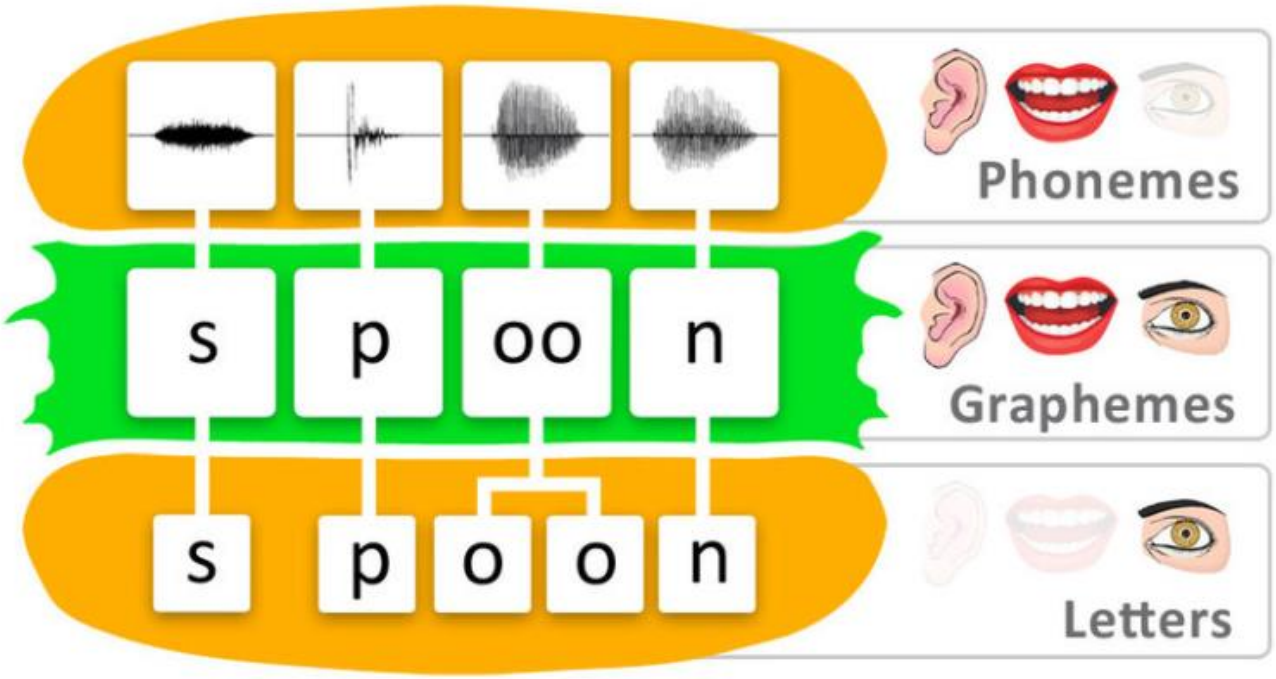

What is a phoneme?

A phoneme is smallest unit of sound in a word, e.g. the word 'cat' has three phonemes /k /a/ /t/.

Why do we need phonemes?

The English Alphabetic Code is based on the 44 phonemes in the English language. The letters of the alphabet represent those sounds with 175 letter combinations. Yes, it's complicated!

When we teach reading, we need to show how the alphabetic code works: that the letters on the page spell sounds in words.

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What is a digraph?

A **digraph** is when two letters represent one speech sound in a word (phoneme).

di graph

two – from Greek

to write (letters) from Greek

meaning: **two written letters**

A **consonant digraph** is when two letters represent a consonant sound, e.g.

the letters s+h spell the sound /sh/ in the word 'sh i p'.

A **vowel digraph** is when two letters represent a vowel sound, e.g.

the letters a+i spell the sound /ae/ in the word 'r ai n'.

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What is a grapheme?

A grapheme is a **spelling** of a sound (phoneme) in a word. A grapheme can be spelled by 1- 4 letters.

1-letter grapheme: each sound is spelled by 1 letter:

c - a - t
↓ ↓ ↓
/k/ /a/ /t/

2-letter grapheme: a sound spelled by 2 letters:

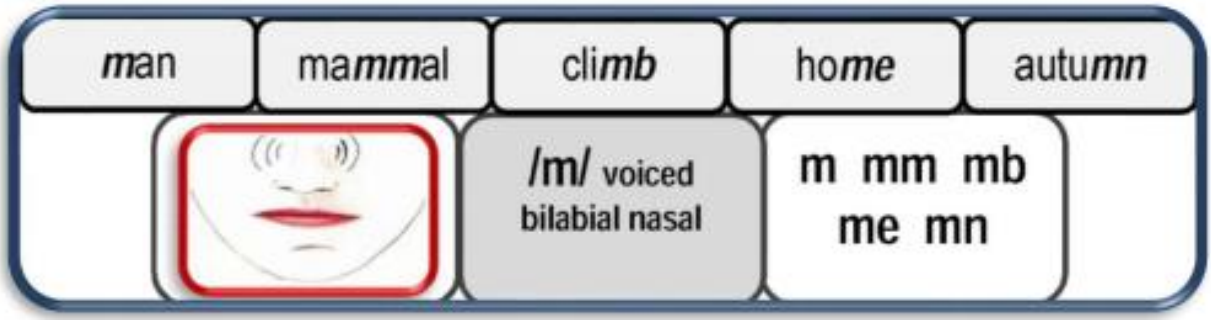
sh - o - p
↓ ↓ ↓
/sh/ /o/ /p/

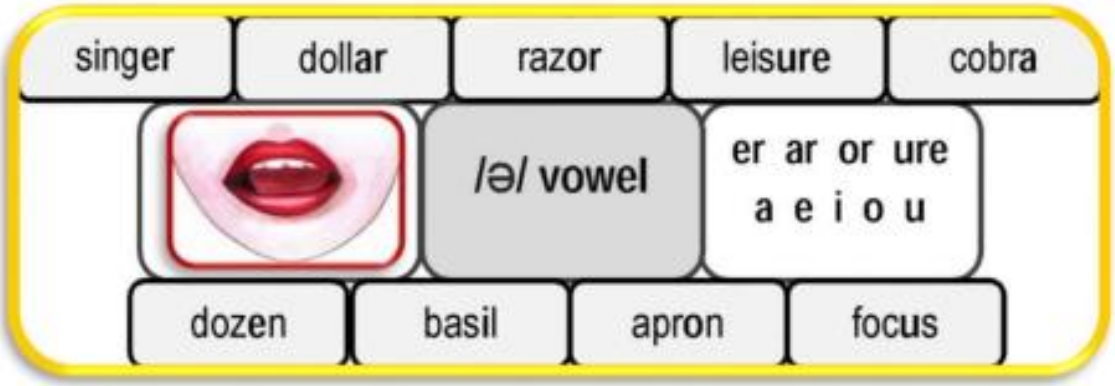
3-letter grapheme: a sound spelled by 3 letters:

n - igh- t
↓ ↓ ↓
/n/ /ie/ /t/

4-letter grapheme: a sound spelled by 4 letters:

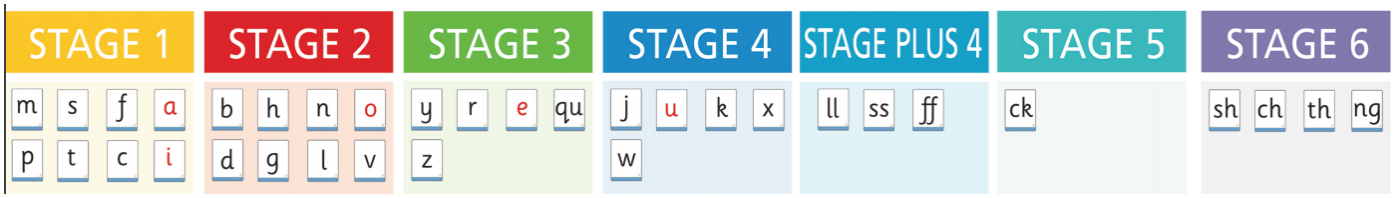
d - ough
↓ ↓
/d/ /oe/





IT ALL STARTS FROM THE INITIAL CODE…

Students need all of Stage 1 sounds to be able to read Stage 1 books. Before this they are working on individual sound books. They practise these in many different ways using different mediums and materials and incorporating many different methods of communication.

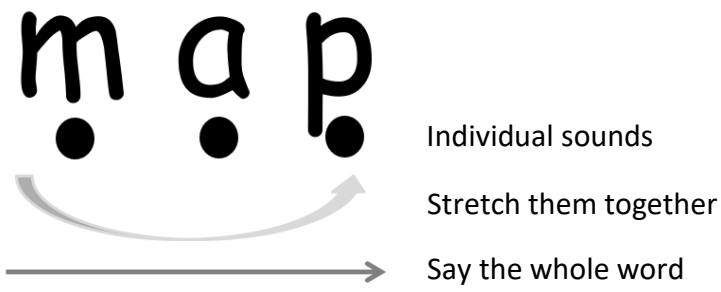


What is segmenting and blending?

Blending involves **pulling together individual sounds or syllables within words**; segmenting involves breaking words down into individual sounds or syllables. Both processes require a student to hold the individual elements in mind as the word is created or taken apart.

Blending is the skill that helps us read, especially when confronted with unfamiliar words. For learning readers, most words are unfamiliar and they will need to blend many of the words they encounter. It involves pushing together the sounds of the letters in the word in order to create the whole word. For example, a child trying to read the word 'mat', will isolate each of the letter sounds. When these three sounds are said in sequence, the word 'mat' is spoken.

Blending is a difficult skill to master. It requires explicit PRACTICE and lots of it. It's critical to introduce students to the phonemic awareness skills of oral blending. Modelling how to orally blend to create a spoken word and how to break a word apart is how to start a child's blending and segmenting journey. Once children can blend at an oral level, the blending of words in print becomes a lot easier. The key is to ALWAYS incorporate blending activities when teaching letter sounds. We do not wait until all the sounds of the alphabet are done. After the sounds /m/s/f/s/a/p/t have been learnt, words can now start to be blended.



Please Note:
If students' segment and blend unknown words within a sentence, they must go back and reread the sentence to build their comprehension.

How to teach blending

Method 1

'Decode and blend'

"Say the sounds and read the word."

/m/ /a/ /t/ → "mat"

m a t

Learner says the sounds in the word one at a time, pointing to each sound. Then he/she moves finger under the whole word, blending all the sounds into the word.

Method 2

'Stretch and blend'

"Stretch the sounds and push them together to read the word."

"mmmmaaaat" → "mat"

m a t

Teacher points to the first letter/sound, asking learner to say the sound and stretch it until the finger reaches the next sound in the word. Teacher moves finger under the whole word, as learner blends all the sounds into the word.

Method 3

'Add and blend'

"Blend the first two sounds, then add the next sound."

m a

"ma"

m a t

"ma" + "t" → "mat"

Teacher conceals third letter/sound. Teacher moves finger under the first two sounds and asks the learner to blend just two sounds, e.g. "m"+"a" = "ma". Teacher repeats 'ma'. Teacher reveals last letter/sound and asks learner to add 't'. Teacher points under the whole word as learner reads 'mat'.

Greater load on working memory ← → **Lesser load on working memory**

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4 Step Process to Read Unknown Words

1

cat

Can I read this word?
No? Step 2.

2

cat

Identify the sounds.

3

cat

Blend the sounds together.

4

cat

Say the word and identify its meaning.

5 Step Process to Spell Unknown Words

Adjacent consonants and consonant digraphs

What's the difference?

Adjacent consonants are also called 'consonant clusters' and 'consonant blends'. These are two adjacent consonants in a word, e.g.

stop

They spell <u>two</u> separate sounds. In the word 'stop' they spell the sounds /s/ and /t/.

A consonant digraph is where two adjacent consonants in a word are combined to spell <u>one</u> sound, e.g.

ship

In the word 'ship' the consonants <s> and <h> spell one sound /sh/.

Going from the Initial Code to the Complex Code or Extended Code

SPELLING

GRAPHEME

Smallest unit of symbol

Graph: one letter, one sound

Digraph: two letters, one sound

Trigraph: three letters, one sound

Quadgraph: four letters, one sound

FOR EXAMPLE

c-a-**t**

b-a-**th**

s-**igh**

m-o-**tion**

What is a split vowel digraph?

A **vowel digraph** is when two letters represent one vowel sound, e.g. the letters **a+i** spell the sound /ae/ in the word 'r**ai**n'.

A **split vowel digraph** is when the spellings for the vowel sounds /ae/, /ee/, /ie/, /oe/, /oo/ and /ue/ are split by a consonant:

/ae/	a**e**	→	g**a**t**e**
/ee/	e**e**	→	**e**v**e**
/ie/	i**e**	→	f**i**n**e**
/oe/	o**e**	→	h**o**p**e**
/oo/	u**e**	→	r**u**d**e**
/ue/	u**e**	→	c**u**t**e**

Split vowel digraphs are also known as a–e, e–e, o–e, i–e, u–e, 'Magic e' and 'Vowel–Consonant–e' (VCe).

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Debbie Hepplewhite's simple to complex Alphabetic Code overview

- Slash marks **/ai/** mainly denote *single sound units* (**phonemes**). *Letters* and *letter combinations* (**graphemes**) appear in single apostrophes **'**ay'.
- References to *short* vowel sounds relate to the sounds as in '**a**t, **e**nter, **i**n, **o**n, **u**p' denoted as: /a/, /e/, /i/, /o/, /u/ and said in a 'staccato' manner - as opposed to references to the *long* vowel sounds commonly denoted as: /ai/, /ee/, /igh/, /oa/, /yoo/ as in '**ai**d, **ee**l, n**igh**t, **oa**k, stat**ue**'.

Key to the 12 units of Debbie's international online synthetic phonics programme:

units1-5	mainly simple code with options to extend	1st	2nd	3rd	4th	5th		
6-12	/air/, /eer/, /zh/, split digraphs, complex code	6th	7th	8th	9th	10th	11th	12th

simple code		complex code							teaching points
phonemes and key words	graphemes: spelling variations of the 44+ phonemes and key words								Debbie's programme introduces a simple code of at least one letter/s-sound correspondence for each of the 44+ sounds of speech of the English language. It then expands to teach further spellings and their pronunciation variations.
/s/ **s** snake	s sun	-ss glass	-ce palace	-se house	ce ci cy cents certain city circle bicycle lacy		sc scent scissors scythe	-st- castle ps pseudonym	*_Short_ words ending with the /s/ sound with _short_ medial vowel sounds usually end with double letters 'ss' - as in 'glass'. *Sound out double consonants as one sound only. *Double consonants alert the reader to sound out the preceding vowel with its _short_ sound. *Letters e, i or y alert the reader that the preceding 'c' will represent the /s/ sound. (This is 'soft c'.)
/a/ **a** apple	a ant								*For 'a', teach "try the _short_ vowel sound /a/ first, if that does not sound right then try the _long_ vowel /ai/ sound". *Some people pronounce the 'a' in some words as if it were /ar/: e.g. path p-_ar_-th; grass g-r-_ar_-s
/t/ **t** teddy	t tent	-tt letter	-ed skipped						*Double consonants alert the reader to sound out the preceding vowel with its _short_ sound. *Past tense of verbs leads to 'ed' graphemes for /t/, /d/, /e+d/.
/i/ **i** insect	i igloo	*-y sunny	-y cymbals	*-ey monkey	*-ie movie				*Letters 'i' and 'y' and the sounds they represent have very close links. Here the letter 'y' acts as a vowel-letter and vowel-sound. * End graphemes 'y', 'ey' and 'ie' sound between /i/ and /ee/.