

The Systematic Synthetic Phonics Teaching Principles:

Teach the **alphabetic code knowledge** (the relationship, or links, between the smallest sounds of speech and the letters or letter groups) by systematically introducing the letter/s-sound correspondences of the alphabetic code and teach that the code is **reversible**: **print-to-sound** for decoding and **sound-to-print** for encoding.

Model how to put the letter/s-sound correspondences introduced 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: **t r a y**
- ii. Say the sounds for the letters and letter groups all through the **printed** word and blend (synthesise) these sounds to 'hear', or 'discern', the target word: /t/ /r/ /ai/ "tray"
- 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): "tray
/t/ /r/ /ai/"
- ii. Allot graphemes (letters and letter groups) as the correct code for the identified sounds: **t r a y**

3. Handwriting:

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

Note: Sounds are shown in slash marks: blue for consonant sounds /t/, /r/; and red for vowel sounds /ai/.

In the **Systematic Synthetic Phonics Teaching Principles**, learners are **not** taught to guess the words in books from picture, context or initial letter cues and they are not asked, or expected, to read books **independently** when the words are *beyond* their current alphabetic code knowledge. Provide memorable activities to raise awareness of the need to learn **spelling word banks** where words are spelt with the same sounds and spelling alternatives.

The English Alphabetic Code has three complexities:

The English language has a fascinating history of invasion or migration of many peoples from different countries over many centuries. This has resulted in a *rich spoken language* but a very *complex alphabetic code* for the writing system whereby the **26** letters of the **alphabet** (upper and lower case shapes) represent the **44** or so smallest sounds (phonemes) identifiable in English speech in three complicated ways resulting in nearly two hundred main spelling alternatives (letter/s-sound correspondences):

1. One sound (**phoneme**) can be represented by *one, two, three or four letters*:
e.g. /a/ a, /f/ ph, /ch/ tch, /oa/ ough
2. One sound can be represented by *multiple spelling alternatives (graphemes)*:
e.g. /oa/: o, oa, ow, oe, o-e, eau, ough
3. One grapheme (letter or letter group) can represent *multiple sounds*:
e.g. 'ough': /oa/ though, /or/ thought, long /oo/ through, /ou/ plough, /u/ thorough

The English Alphabetic Code should be taught explicitly and systematically for reading, spelling and handwriting. In addition, teach **any** letter/s-sound correspondences **incidentally as required** for individuals, groups and wholeclasses - within the phonics lessons, to support wider experience with literature, and to support reading and writing in the wider curriculum. Refer to an **Alphabetic Code Chart** routinely for both systematic and incidental teaching.

Appendix A

The English Alphabetic Code in Phonics International:

The **Alphabetic Code Chart** below illustrates the **sounds of speech** and the **spelling alternatives** of the Phonics International programme as featured on the many FREE versions of the **Alphabetic Code Charts** at www.alphabeticcodecharts.com (select your preferred 'giant' teaching chart and 'mini' learning chart) - and as shown on the **Alphabetic Code Frieze Posters** provided in the 12 units of the Phonics International programme:

The Mnemonic System in Phonics International:

Key **picture-words** provide an 'aid to memory' system the sounds: for prompting the sounds:

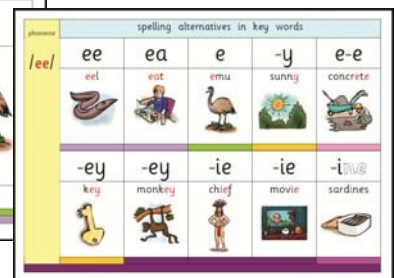
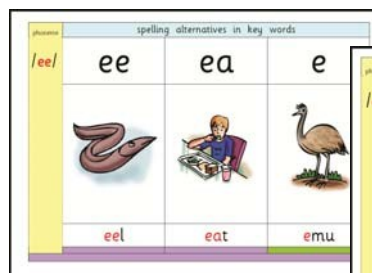
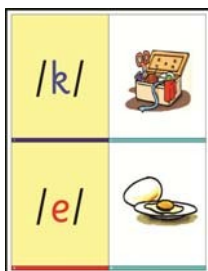
Key **printed words and their pictures** with highlighted graphemes provide examples of the spelling alternatives linked to

Optional actions are provided for very young learners for the key picture-words in

units of sound phoneme/s	graphemes, or spelling alternatives, in key words which are code for the sounds
/s/	snake glass palace house scissors [cents city bicycle] castle pseudonym
/a/	apple
/t/	teddy letter skipped
/i/	insect cymbals
/p/	pan puppet
/n/	net bonnet knot gnome engine
/k/	kit cat duck chameleon bouquet plaque
/e/	egg head said
/h/	hat who
/r/	rat arrow write rhinoceros
/m/	map hammer welcome thumb column
/d/	dig puddle rained
/g/	girl juggle guitar ghost catalogue
/o/	orange [watch qualify salt]
/u/	umbrella son touch thoroughfare
/l/	ladder shell
/ul/	kettle pencil hospital camel
/f/	feathers cliff photograph laugh
/b/	bat rabbit building
/j/	jug cabbage [gerbil giraffe gymnast] fridge
/y/	yawn
/ai/	aid tray table sundae cake prey eight break straight
/w/	web wheel penguin
/oa/	oak bow yo-yo oboe rope dough plateau
/igh/	night tie behind fly bike eider duck

units of sound phoneme/s	graphemes, or spelling alternatives, in key words which are code for the sounds
/ee/	eel eat emu concrete key chief sardines
or /i-ee/	sunny monkey movie
/or/	fork oars door snore four [wardrobe quarter]
or /aw/	water dawn sauce chalk caught thought
/z/	zebra jazz fries cheese breeze
/ng/	gong jungle /ngk/ ink uncle
/v/	violin dove
short /oo/	book should push
long /oo/	moon blue flute crew fruit soup move through
/ks/	fox plurals: books ducks cakes
/gz/	exam plurals: pegs eggs catalogues
/ch/	chairs patch /chu/ picture
/sh/	sheep chef station magician admission
/th/	unvoiced: thistle voiced: there
/kw/	queen
/ou/	ouch owl plough
/oi/	ointment toy
/yoo/	unicorn statue tube new pneumatic
/er/	mermaid birthday nurse earth world (or /u/) mixer humour theatre
/ar/	artist father [palm half calves]
/air/	hair hare bear where
/eer/	deer ears adhere cashier
/zh/	television treasure azure courgette collage

No alphabetic code chart can be definitive because of variations in



Appendix B -The Systematic Steps:

The Phonics International programme provides many 'strands' of highly practical, flexible teaching and learning resources divided into 12 units. Each unit has its own webpage which includes resources for **code** to **word**, to **sentence** and **text level** activities with an extensive range of supporting posters. Phonics International includes a further comprehensive body of resources called the **Early Years Starter Package** which, in effect, is like a 'programme within a programme'. This additional bank of resources provides for the same letter/s-sound correspondences in the same order as in units 1 to 6 of the Phonics International programme so all the resources are complementary. The resources in the Early Years Starter Package for units 1 to 6 are provided on one webpage.

The letter/s-sound correspondences featured on the **Alphabetic Code Charts** are introduced and revisited in the following order, with cumulative texts and spelling word banks, in the full Phonics

International	Grapheme order based on the core and essential multi-skills Sounds Book Activity Sheets								
Unit 1	s	a	t	i	p	n			
	c	k	-ck	e	h	r			
Unit 2	m	d	g	o	u	l	l, -ll	f, -ff	s, -ss
	b	j	y	ai	ay	ai, ay	w	oa	/oa/ ow
	oa, ow	-ie	-igh	-ie, -igh	-le	/u/ o			
	/ai/ a	/ee/ e	/igh/ i	/oa/ o	/yoo/ u	/igh/ -y			
Unit 3	ee	or	z	z, -zz	w	wh	w, wh		
	/ee/ ea	ee, ea	/e/ e, -ea	/z/ z -zz s -se -ze					
Unit 4	-ng	-nk	v	v, -ve	short oo	long oo	oo, oo	y	-y, -ey
	/ks/ -x	ch	sh	th, th	-ed	double consonant letters			
Unit 5	qu	/ou/ ou	/ou/ ow	ou, ow	ow, ow	oi	oy	-ue	-ue, -ue
	er	ar	-ve	-ce	s, -ss, -ce	-ge	j, -ge	-se	y, -y, -y
Unit 6	ce ci cy	ge gi gy	o, -oe	'o' 'oes'	-ie, i-e	ee, e-e	-oe, o-e	-ae, a-e	-ue, u-e
	/air/ air	-are	-ear	-ere	/eer/ eer	ear	-ere	-ier	
	/er/ ir	ur	ear	wor	-er, -our	-re (-er)			
	Optional extra resources for schoolsundertaking the statutory Year One phonics screening check in England:			/f/ f ph	/or/ or au aw	ou /ou/ /oo/	ie /igh/ /ee/	ew /yoo/ /oo/	ch /ch//k//sh /
Unit 7	-le	-il	-al	-el	aw	au	-al	oar	-oor
	ore	-our	/ch/ -tch	ch, -tch	/j/ -dge	-ge, -dge	-x, -x	/n/ kn	/r/ wr
	/m/ -mb	/s/ sc	/g/ gu	/b/ bu	/k/ ch	/r/ rh			
Unit 8	/sh/ sh, ch	/sh/ -ti	/sh/ -ci	/sh/ -ssi	/zh/ -si -s -z g -ge	/u/ -ou	'-ous'	/f/ ph	
	/f/ -gh	g, -gg, gh	ch, ch, ch	/o/ wa	/o/ qua	/or/ war	/n/ gn	/s/ -st-	
Unit 9	/ai/ -ey	eigh	/ai/ -ea	-aigh	/i-ee/ -ey	/i-ee/ -ie	/i/ -y	/ee/ -ie	/igh/ ei
Unit 10	/u/ o	/oo/ -ew	/oo/ -ui	/oo/ -ou	/yoo/ eu	/yoo/ ew	/yoo/ -iew		
Unit 11	/or/ ough	augh	'ough' as code for different sounds			/k/ ch	/k/ qu	/k/ -que	/or/ quar
Unit 12	/g/ -gue	/igh+n/	/i+n/	/ee+n/	/m/ -mn	/s/ ps	/ar/ alm	/o/ alt	/ch+u/

Phonics International as a spelling programme:

Please note that the order of introducing the letter/s-sound correspondences can be planned flexibly when Phonics International is used as a **spelling programme for older learners**. Focus on a specific sound, for example, and teach all the spelling alternatives for that sound using resources from whichever units the focus sound is featured. Alternatively, **look at the level of vocabulary** in the core *Sounds Book Activity Sheets* and parallel *I can read* texts and *Questions* to ascertain their suitability for providing **language comprehension** and **spelling word bank** activities.

Phonics International as an intervention programme:

Phonics International can be used as an 'intervention programme' for learners of all ages with gaps in their alphabetic code knowledge and/or weak phonics skills.

Phonics International with learners for whom English is a new or additional language:

The Phonics International resources are appropriate for any age learner whether English is the main spoken language or additional language. It is the *same* alphabetic code knowledge (the letter/s-sound correspondences) and the *same* three core skills and their *sub*-skills that need to be taught and learned to proficiency.

The Sounds Book Activity Sheets:

The alphabetic code information and focused practice of the core skills and their *sub*-skills are provided by the *Sounds Book Activity Sheets* which are **central** to the Phonics International programme. The *Sounds Book Activity Sheets* are available in all 12 units with detailed guidance for the 'teacher' on every sheet - share this information with learners' parents wherever possible (for example, by keeping the paper-based work in **learners' own phonics folders** which can become part of the **school's bookbag routine**). Other Phonics International resources support the core teaching and learning provided on the *Sounds Book Activity Sheets*. Teachers need to decide how best to select and use additional material in their context but only if required for their learners' needs. The *Sounds Book Activity Sheets* are essential for **ALL** learners and should be used systematically and regularly for each learner **to practise personally** so these particular resources **really need to be paper-based**. Where necessary - provide activities in a 'layered' way - that is, go back to earlier work and revise as required whilst pressing ahead to teach new alphabetic code. As an overarching principle, when learners are able to decode at **word level**, **aim to alternate the Sounds Book Activity Sheets with parallel resources at sentence or text level** such as the *Sentences* resource (in units 1 to 5) and/or *I can read* texts (in units 1 to 12) or the *Simple Sentences* in the Early Years Starter Package (units 1 to 6).

The Basic Phonics Lesson Format:

The suggested lesson format, for teachers to introduce the letter/s-sound correspondences and for each learner to practise his or her phonics skills, is a very simple and routine '**Teaching and Learning Cycle**':

1. **Revisit and review**: Revise **old learning** of the letter/s-sound correspondences of the **alphabetic code** taught to date with 'quick-fire' activities (for example, with grapheme flash cards for younger learners and *Say the Sounds Posters* with learners of any age). Practise from **print-to-sound** for reading and from **sound-to-print** for spelling. Include **re-reading** word banks, sentences and texts from previous lessons.
2. **Teach**: Adult introduces **new learning** of the next, or focus, letter/s-sound correspondence and **models** blending (decoding for reading), oral segmenting (encoding for spelling) and handwriting with a few selected cumulative words. (The *Core Teacher Modelling Cards* in the Early Years Starter Package are designed specifically to be supportive of the teacher-led introduction as they provide all the words for modelling.)
3. **Learner-practice at word level**: Include the new or focus letter/s-sound correspondence for intensive, personal practice of the three core skills of blending, segmenting and handwriting at word level using the **cumulative** word banks (words consisting of code already taught along with the new code). Sometimes there may be an emphasis on a particular skill as decided by the teacher. Note that the *Sounds Book Activity Sheets* build up the main cumulative word bank as letter/s-sound correspondences are taught or revisited and they provide the routine word-level multi-skills activities. **Ultimately, spelling word banks need to be familiar.**
4. **Apply and extend**: Further learner-practice with cumulative *Simple Sentences*, *Sentences* and *I can read*

text level resources - remember these **alternate** with the **parallel** *Sounds Book Activity Sheets*.
See wider variety of resources in units 1 to 6 for additional **beginner** or **special needs** activities.

See the blue box labelled **IMPORTANT** on the **Free Resources** page for the Simple View of Reading & Writing models
and the

posters for the core skills and *sub*-skills of the Phonics Routines:

www.phonicsinternational.com/new_free_resources.html