

Synthetic Phonics Guidelines

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Revised March 2000

Phonics Programme

Teaching approaches		Week 1	2	3	4	5	6	7	8	9	10	11
Recognition of letters	<ul style="list-style-type: none"> Flashcards and worksheets Sound books and handwriting jotter Alphabet display (upper & lower case) 	s a t I	p n c/ke	h r m d	g o u l	f b j z	w v y x	q Assess	th sh ch wh	qu ck oo ee	ou ing all ai	oa ie oi Assess
		Introduction and use of magnetic boards and letters. Sing alphabet song using letter names and sounds						Introduction of blends				
Formation of letters	<ul style="list-style-type: none"> Pencil grip Correct formation Handwriting jotter Tracing cards FOW activities 	Air writing						Writing digraphs (not joined) and consonant–vowel–consonant words (CVC)				
Blending	<ul style="list-style-type: none"> Hearing and saying the word after the sounds have been spoken a) by teacher b) by child. Letter games/activities Word building 	Daily oral practise of sounds Daily practise of blending techniques building CVC words						Practising the blending of regular words				
Identifying sounds within words	<ul style="list-style-type: none"> Encoding regular words 	Writing sounds and simple CVC words Identifying the position of sounds within words (beginning, middle, end) and circle Whole class calls out given words and counts the letters and sounds Identifying first sound, second sound, etc.						Whole class identifies and counts the letters and sounds in given words.				

Synthetic Phonics Guidelines

Characteristics of Synthetic Phonics

All the letter sounds are taught rapidly. The **emphasis is on word building**.

This approach generally starts **before** children are introduced to formal reading or reading books.

Benefits

Research has shown that this approach increases development in reading and spelling over and above the levels of performance normally expected.

There is an earlier development of phonological awareness and this results in fewer underachieving children.

Existing Approaches

Synthetic Phonics should not be seen as an exclusive approach. Teachers may wish to include this approach **prior** to their own programmes to boost the teaching of reading and writing.

Resources required

1. An A4 magnetic board and a set of lower case magnetic letters per child.
2. An A2 magnetic board and a set of upper and lower case magnetic letters for the teacher
3. An associated workbook per child plus writing materials (see later notes on Workbooks)
4. As much adult help as possible (i.e. nursery nurse, classroom assistant or Support for Learning teacher)
5. A set of story books related to sounds from existing phonics resources in schools, e.g. Rhymeworld, Letterland, etc.

Suggested Teaching Approach

Listening activities (especially at nursery level) are vitally important if the programme is to have the most effect.

There should be a **multi-sensory approach** which involves the children being introduced to new sounds and digraphs at a rate of one per day, with **one day per week** being a **revision day**.

Letters/sounds are introduced in an order which makes word building easy after week 1 (see programme guide/planner sheet). The words contained in the worksheets were

chosen for their ease of sounding, variety of the position of the new letter/sound in the word and where possible from the most common 100 English words list.

Assume nothing – during the first cycle of the programme **every child should take part regardless of ability**. This means a whole class approach.

Suggested format for each lesson

1. **Sing** the alphabet song, **once in letter names** and **then in sounds**. Point to letters displayed on a wallchart indicating capital and small case letters as you sing.
2. **Revise letters/sounds** previously taught by asking the children to find them and place them on their board. Emphasise the sound each letter or digraph makes.
3. The teacher uses familiar letters/sounds to **build** soundable words (see words in workbooks) and encourage the children to read them.
4. A new letter/sound is introduced through a story (e.g. Jolly Phonics, Letterland, Rhymeworld, etc.)
5. Exploration of new letter/sound is encouraged by inviting children to explore the shape of the new letter and its formation is now taught. (Air writing, feeling the shape of the magnetic letter, etc., will help consolidate this.)
6. Words containing the new letter/sound are built up on the teacher's magnetic board and then these are written by the teacher on the chalkboard. As far as possible known letters/sounds are used in this activity.
7. Children are invited to the chalkboard to circle the new letter/sound in the words written on the chalkboard.
8. The teacher reads each word and the children are asked if the letter/sound is at the 'beginning', 'middle' or 'end' of each word.
9. The new words are read from the chalkboard. The children are encouraged to read them.
10. The teacher and children tap out a word together (e.g. g-a-p) on heads, shoulders, tables, knees, etc. The number of letters and sounds should be counted (i.e. 'gap' has three letters and three sounds; 'fish' has four letters and three sounds since 'sh' is one sound.) The children then make the new words on their own magnetic board.
11. Once steps 1–10 have been completed the children should then work on the associated follow-up page in their workbook.

Suggested use of the workbooks

Single sounds worksheets

1. The new sound is circled within the alphabet at the top of the sheet.
2. The formation of the letter is finger traced/pencil traced and then written in pencil over the dotted frame. (Tracing sheets may be used prior to the writing if pupils are finding this particularly difficult.)
3. The words are read by the children with teacher support and the letter/sound of the day should be circled in each word.
4. The children think of a word containing the new sound and draw this in the 'draw' box. A label may be scribed for this drawing.

Digraph worksheets

1. The formation of the digraph is finger traced/pencil traced.
2. The words are read with teacher support and the children then copy each word into the adjacent box. The appropriate word should be written under the picture.

When the programme is completed the children should be assessed and it may be necessary for some children to repeat the programme. This will give them time to consolidate their learning. This could be undertaken by the early intervention nursery nurse or by the Support for Learning teacher. The programme should therefore lead to a natural grouping of the children.

