

## Module Six:

### The 'Phonics Routines' for modelling decoding (reading) and encoding (spelling-with-editing)

Debbie Hepplewhite  
Synthetic Phonics  
Training

## Module Six: Part 1

### a) Teaching reading and spelling with a complex and reversible alphabetic code

To understand the nature of an alphabetic code and how the code can be shown visually on an Alphabetic Code Chart

To understand how the alphabetic code is reversible – decoding (reading) is a print-to-sound process and encoding (spelling/writing) is a sound-to-print process

## Module Six: Part 1 continued

### b) Unpicking the code knowledge and skills with 'Two-pronged systematic and incidental phonics teaching'

To understand the full range of *sub*-skills which contribute to the *three core skills* of blending, segmenting and handwriting as described on the diagram: '*Debbie Hepplewhite's Model of the three phonics core skills and their sub-skills*'

## Module Six: Part 1 continued

### b) Unpicking the code knowledge and skills with 'Two-pronged systematic and incidental phonics teaching'

To appreciate the potential of using this diagram for professional understanding – but also for *planning* and *balancing* phonics provision; and *analysing*, and *noting*, learners' skills and *sub*-skills (or lack of)

## Teaching reading and spelling with a complex and reversible alphabetic code

## What is the alphabetic code?

**Allotting** letter symbols for the discrete sounds of speech is the basis for creating a written code - enabling us to communicate through **writing**.

**Translating** the letter symbols into sounds to discern words, which unlock meaning, is the basis for **reading**.

**Graphemes or spelling alternatives**  
- Across the rows

**Sounds**  
- Down the left column as there are far fewer sounds than graphemes

**The rationale for the structure of Alphabetic Code Charts**

**The alphabetic code is reversible:**

- \*For reading, we **start** with **print** and **decode** to **sound**
- \*For spelling/writing, we **start** with **sound** and **encode** to **print**

**ESSENTIAL UNDERSTANDING**

**Simple View of Schools' Phonics Provision**

**Systematic Synthetic Phonics**

**Incidental Synthetic Phonics**

**Weak Phonics Practice**

**Quality Synthetic Phonics**

**Unpicking the code knowledge and skills for synthetic phonics teaching and learning with Debbie's suggested 'Two-pronged systematic and incidental teaching approach' ...**

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

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

- Professional overview of the three core skills and their sub-skills in detail
- Useful for: planning / balance / review of phonics & alphabet provision
- Useful for noting: the gaps in learning and needs of individuals (one copy per learner)

**NOTE:** See online presentation for step-by-step explanation via Module Six 'Download and Links' page