

Module Two: Part 2

b) The English alphabetic code and phonics skills taught comprehensively as an entitlement wherever the English language is taught formally

To appreciate that we can teach the English alphabetic code systematically and comprehensively and this should not be left to chance

Module Two: Part 2 continued

b) The English alphabetic code and phonics skills taught comprehensively as an entitlement wherever the English language is taught formally

To appreciate the scale of the teaching of the English language internationally as a first and additional language

To appreciate that being able to read, spell and write well is a mental health and life-chance issue

Extraordinary !

- The teaching profession in mainly **English**-speaking countries largely **abandoned** the teaching of the alphabetic code – the very code of the English writing and reading system!

(But not *all* the *teachers*!)



Choices ...

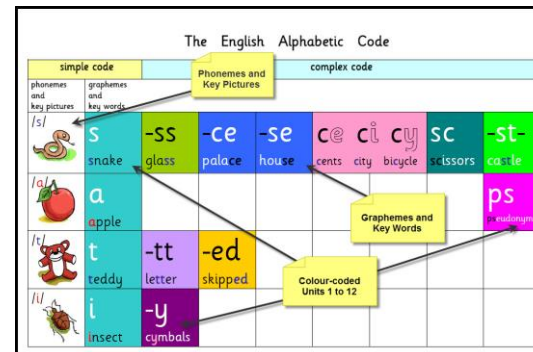
- Teach the alphabetic code **in part**
- **Abandon** teaching it
- Teach it **thoroughly**

Exciting and important times:

Systematic Synthetic Phonics

is securely on the agenda in England.

We are making
our English
alphabetic code
very teachable
and learnable!



Exciting and important times:

Systematic Synthetic Phonics

How secure?

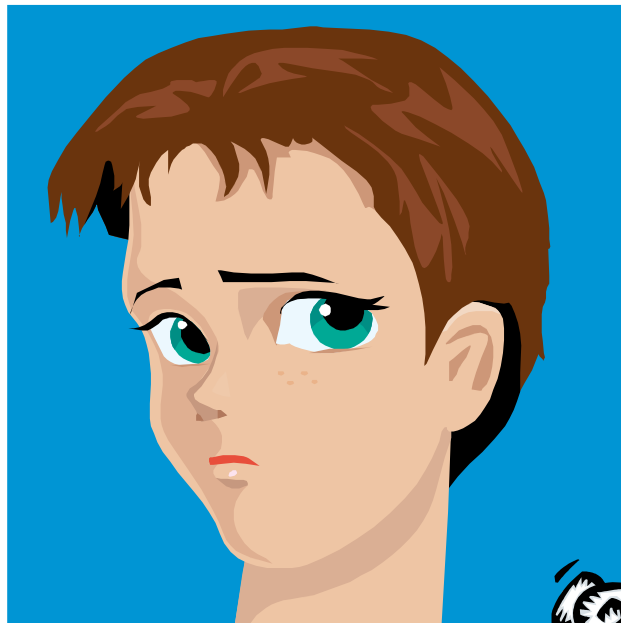
Is provision still largely based on
'chance' according to beliefs, training
(or lack of), or quality of programmes
and resources that teachers use - and
their **level of commitment to SSP?**

This is huge ...

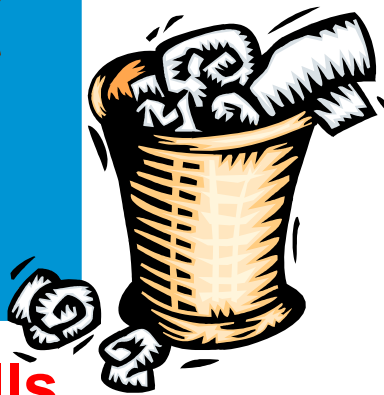
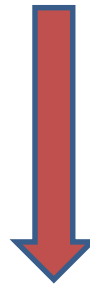
- Approx **375 million** people speak English as their first language
- The **third largest language** by number of native speakers after Mandarin Chinese and Spanish
- Estimates including **second language** speakers vary from 470 million to **over a billion**

... and life chance stuff

application form



weak literacy skills



strong literacy skills

The reality is ...

Many people with weak literacy would not feel able to apply for the job at all.



Weak literacy diminishes life chances, and increases the likelihood of low self-esteem, misbehaviour, disaffection, delinquency and criminality.

Getting it right

The **teaching of reading and writing** in English is really important for people all around the world and for every single learner.



The debate continues ...

... internationally and in England !

Rose responds to Rosen

From a letter to Education Guardian – Sir Jim Rose (August 2012)

“...The interminable debate about the teaching of early reading grinds on mired in arguing about **fake opposites** that set phonics at odds with ‘**the enjoyment of reading**’. At a time when we know more about the teaching of reading and writing than ever before, it would be no bad thing to move on from the sterile argy-bargy about phonics and focus on how best to train and support teachers to teach reading and writing to **greatest effect**.”

So, how do we ...

**“... train and support teachers
to teach reading and writing**

to greatest effect ” ?

What are the essential factors?

Essential factors ...

- People who really want to ‘know’
- Communication between researchers, teachers and parents – accessible and shared information
- Quality teacher-training (that is, *not* superficial)
- Supportive and content-rich systematic programmes and cumulative decodable early reading material
- Sufficient time allocation to teach well and learn well
- Continuing professional development
- Transparent sharing of results as a continuum
- **CHANGE IN PERCEPTION OF ‘PHONICS’**