

Module Five: Part 4

g) Debbie's 'Two-Stage Teaching Model' and 'Two-pronged' approach to synthetic phonics teaching

To understand the progression of introducing the English alphabetic code (the letter/s-sound correspondences) according to the UK Systematic Synthetic Phonics Teaching Principles in discrete lessons: - first introducing a *simple code* followed by extending to the *complex code*

Debbie Hepplewhite
Synthetic Phonics
Training

Module Five: Part 4 continued

g) Debbie's 'Two-Stage Teaching Model' and 'Two-pronged' approach to synthetic phonics teaching

To understand the reasons for the '*Two-pronged systematic and incidental phonics teaching approach*' supported by constant access to an Alphabetic Code Chart as a development of 'Debbie's Two-Stage Teaching Model' and a development of the general Systematic Synthetic Phonics approach in England

Module Five: Part 4 continued

h) Practical classroom management considerations for phonics provision

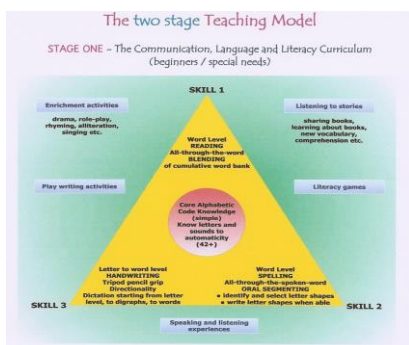
To consider the roles and effects of:

- copywriting
- seating arrangements
- management of the teacher's board

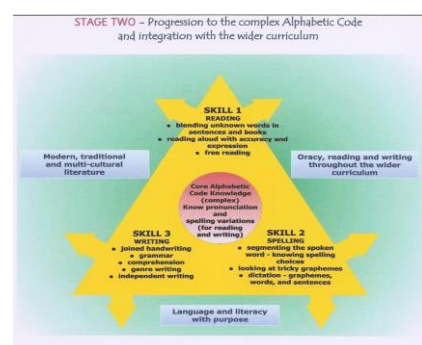
Debbie's Two-Stage Teaching Model

Illustrates the role of **focused** phonics teaching and its relationship with the **wider** curriculum:

This led to Debbie's two-pronged **systematic** and **incidental** phonics teaching approach



Provide masses of cumulative words, sentences and texts for this stage of learning.



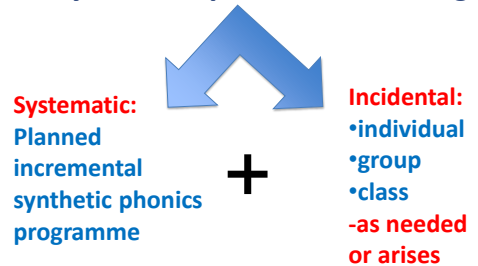
Provide cumulative texts for reading, handwriting, self-dictations, dictations, comprehension exercises, spelling story extensions, learning spelling word banks.

Introducing the alphabetic code

A planned, **Systematic** Synthetic Phonics programme teaches the code from **simple** to **complex**:

1. **simple code** (basic, transparent)
mainly one spelling for all the sounds
↓
2. **complex code** (extended, opaque, advanced)
spelling and pronunciation alternatives

Debbie's **two-pronged** approach to synthetic phonics teaching



The alphabetic code

Simple and complex code knowledge taught at any time, to anyone, as required

... supported by ...

constant access to 'giant' and 'mini' Alphabetic Code Charts



The Alice Story



Assimilate, Adjust, Absorb

Is the **Alphabetic Code Chart** too complex to use from the beginning?

- The children start to **assimilate** the rationale, **adjust** to lesson routines and increasingly **absorb** the information
- It enables some children to **self-teach**

Advantages of this two-pronged approach:

1. group and individual **differentiation** at any time
2. great support with **wider** reading and writing in the curriculum
3. **flexibility** for individual and group reading of **any type of books**
4. increases the **speed** of **overall learning**, and the **revision** of, the alphabetic code...
5. yet enables a **steady pace** and **variable pace** (at the teacher's discretion) for the **systematic planned** phonics programme of work

The two-pronged approach:

1. Start 'systematic' programme of work at the **same** letter/s-sound correspondence for all the learners if they are young learners – over-learning is fine
2. Always provide appropriate '**apply and extend**' activities particularly for learners who are beyond the general levels of the class
3. With 'incidental' teaching, avoid dipping into the CORE cumulative resources of the main systematic programme – instead **refer to the code** on the Alphabetic Code Chart, **write on the flip chart** or teacher's board, **create hand-made posters for display** at the time, as required

Questions to ask ourselves

How often do we ask learners to read or write material which is **beyond** them?

COPYWRITING

Appropriate at **simple code** level for practising:

1. handwriting of **graphemes** already introduced
2. writing **words** and **simple sentences**

Questions to ask ourselves

Topic lessons: Write simple 'notes' for **copywriting**

- SEN '**face on**' to teacher's whiteboard
- Copy or expand on the teacher's notes - or write their own notes



Pupils/Desks 'facing forwards' is advisable/desirable for **maximising learning**

Research:
Wheldall & Bradd

Facing forwards, sitting comfortably, left-rightness

Young learners:

- Supporting development of learners' spatial awareness, left-rightness, sense of direction and organisational capacity is really important.
- Chaotic display, classrooms, seating and teaching arrangements are not the most helpful for young learners, or learners with muddled tendencies or learners who are easily distracted.

Teacher's board

Aim to:

- Maintain your teacher's board plain, clear and clean like a new page
- Write from top-left like you would on a page
- Provide high-quality modelling with neat 'school' handwriting
- Repeat clear phonics routines to train the learners well in the same phonics routines
- Place known left-handers slightly to the left of the board when they face the board