

## Module Six:

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

# **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 Chart is a vertical grid of 18 rows and 10 columns. Each cell contains a small illustration of a letter or sound, followed by its phonetic symbol and a list of words that contain that sound. The chart is organized into rows based on the number of phonemes they represent. The first row contains 10 phonemes, the second row contains 8, the third row contains 6, the fourth row contains 4, the fifth row contains 3, the sixth row contains 2, and the seventh row contains 1. The remaining rows contain 10, 10, 10, 10, 10, 10, 10, and 10 phonemes respectively. A blue arrow points to the cell containing the phoneme /t/ in the first row, second column.

Phoneme	Graphemes	Words
/t/	t, tt, tch, tch, tch, tch, tch, tch, tch, tch	top, top, top, top, top, top, top, top, top, top
/p/	p, pp, p, p, p, p, p, p, p, p	pop, pop, pop, pop, pop, pop, pop, pop, pop, pop
/k/	k, ck, ck, ck, ck, ck, ck, ck, ck, ck	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/g/	g, gg, g, g, g, g, g, g, g, g	bug, bug, bug, bug, bug, bug, bug, bug, bug, bug
/f/	f, ff, f, f, f, f, f, f, f, f	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/b/	b, bb, b, b, b, b, b, b, b, b	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/m/	m, mm, m, m, m, m, m, m, m, m	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/n/	n, nn, n, n, n, n, n, n, n, n	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/d/	d, dd, d, d, d, d, d, d, d, d	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/s/	s, ss, s, s, s, s, s, s, s, s	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/z/	z, zz, z, z, z, z, z, z, z, z	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/c/	c, cc, c, c, c, c, c, c, c, c	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/j/	j, jj, j, j, j, j, j, j, j, j	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/w/	w, ww, w, w, w, w, w, w, w, w	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/l/	l, ll, l, l, l, l, l, l, l, l	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/r/	r, rr, r, r, r, r, r, r, r, r	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/e/	e, ee, e, e, e, e, e, e, e, e	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/i/	i, ii, i, i, i, i, i, i, i, i	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/o/	o, oo, o, o, o, o, o, o, o, o	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/u/	u, uu, u, u, u, u, u, u, u, u	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/a/	a, aa, a, a, a, a, a, a, a, a	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/i/	i, ii, i, i, i, i, i, i, i, i	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/e/	e, ee, e, e, e, e, e, e, e, e	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/o/	o, oo, o, o, o, o, o, o, o, o	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup
/u/	u, uu, u, u, u, u, u, u, u, u	cup, cup, cup, cup, cup, cup, cup, cup, cup, cup

# The alphabetic code is reversible:

**\*For reading,**

**we start with print and decode to sound**

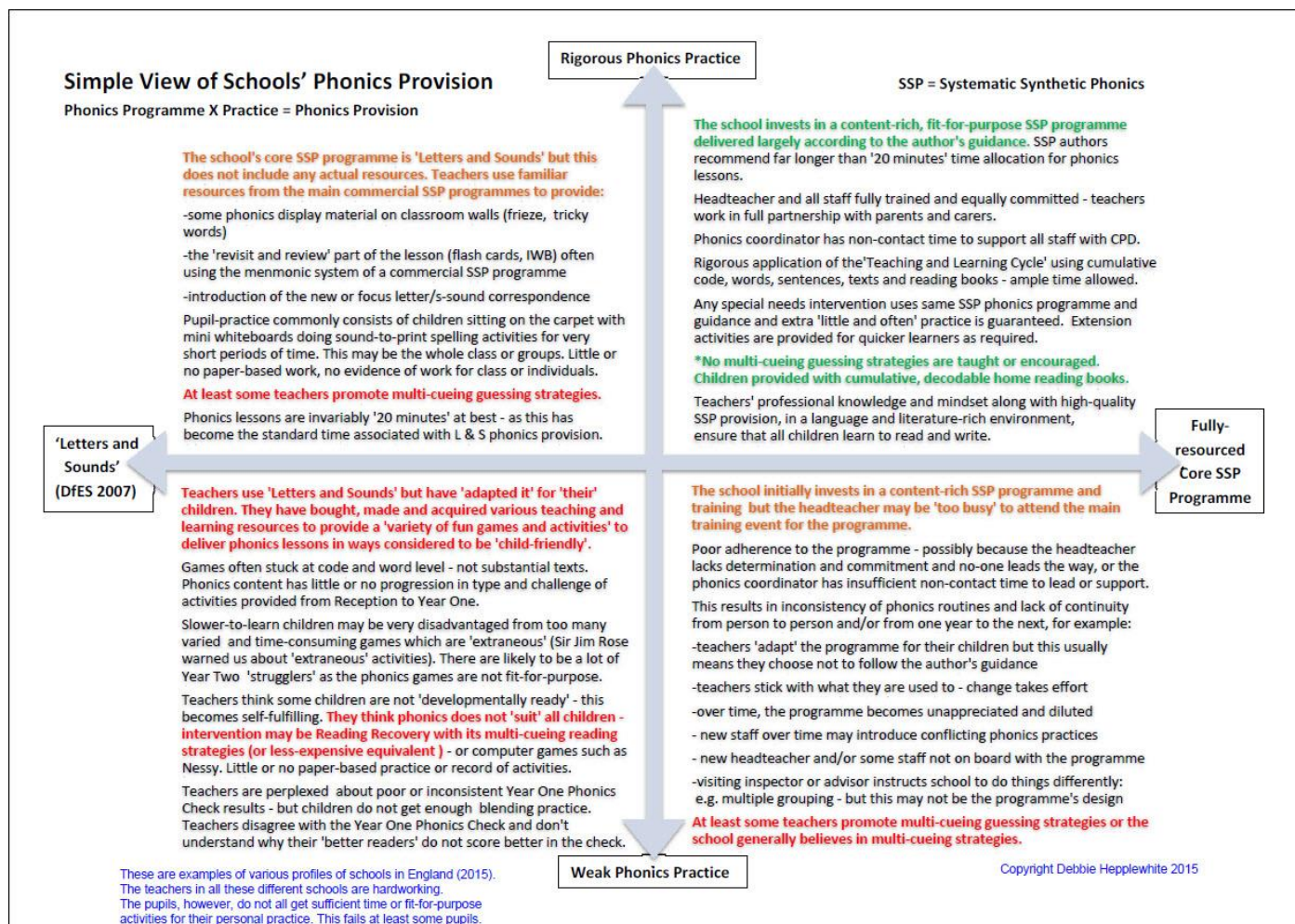
**\*For spelling/writing,**

**we start with sound and encode to print**

**ESSENTIAL UNDERSTANDING**



# Simple View of Schools' Phonics Provision



# Unpicking the code knowledge and skills

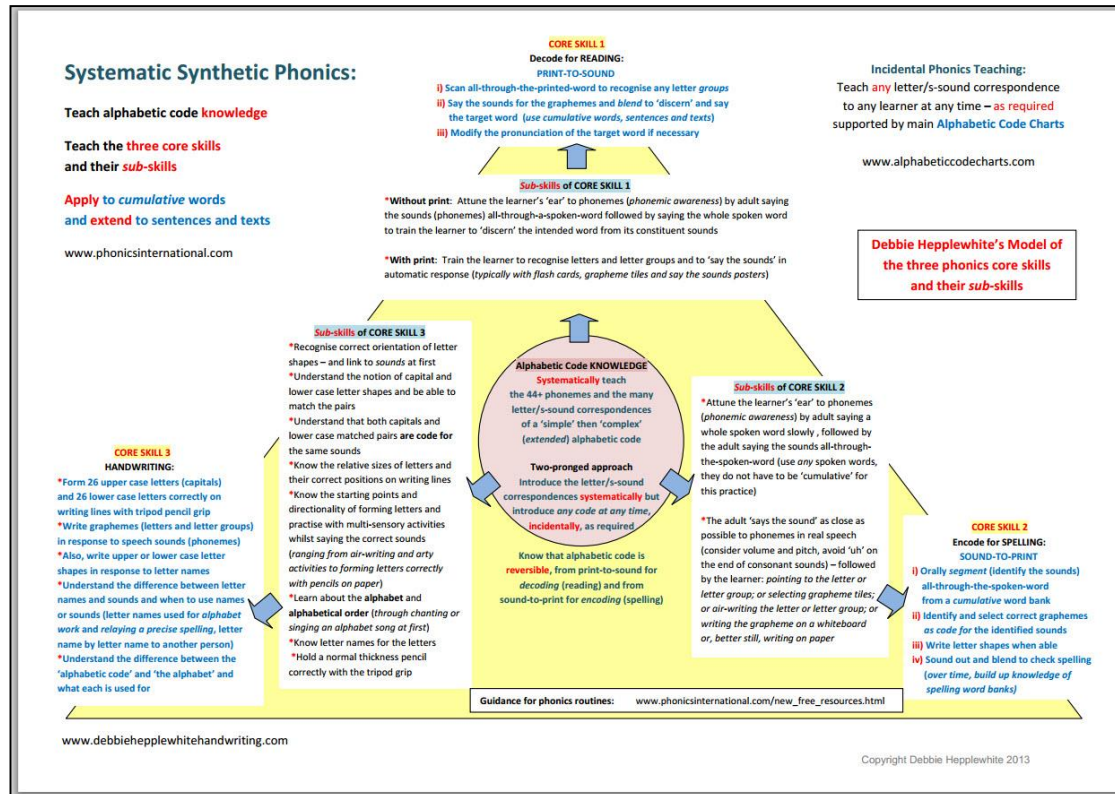
for

synthetic phonics teaching and learning

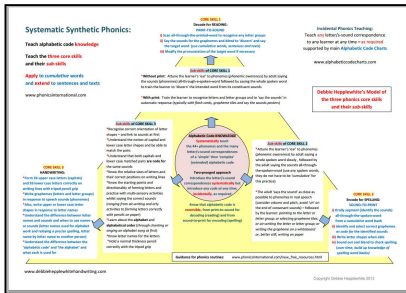
with Debbie's suggested

'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



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

- 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)