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,

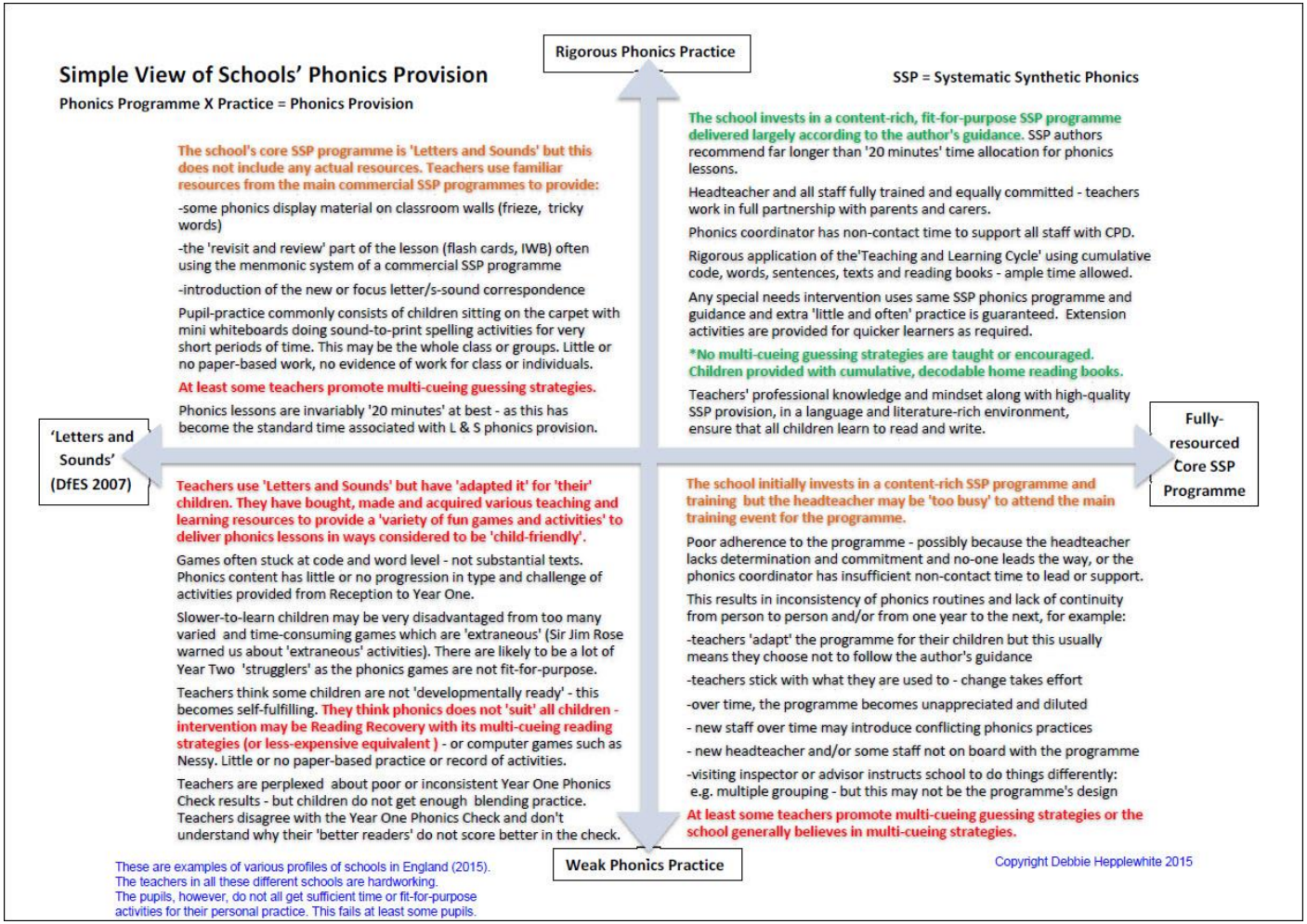
we start with print and decode to sound

*For spelling/writing,

we start with sound and encode to print

ESSENTIAL UNDERSTANDING

Simple View of Schools' Phonics Provision



Unpicking the code knowledge and skills

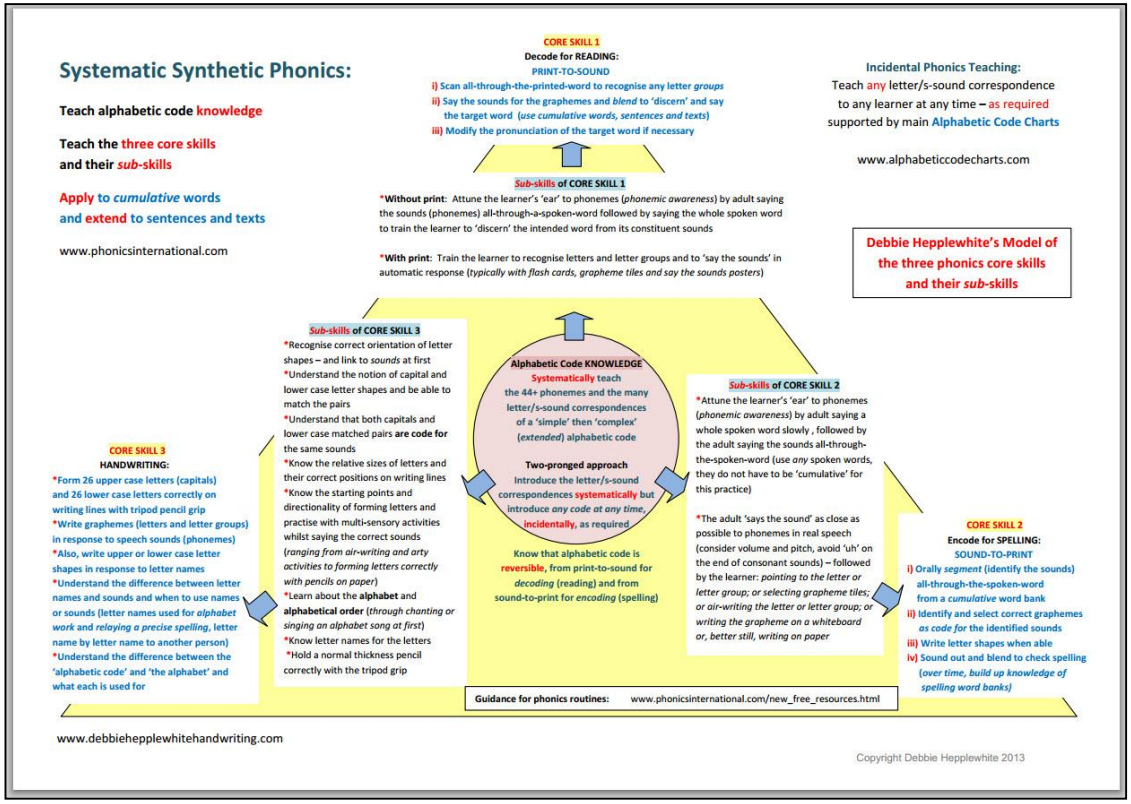
for

synthetic phonics teaching and learning

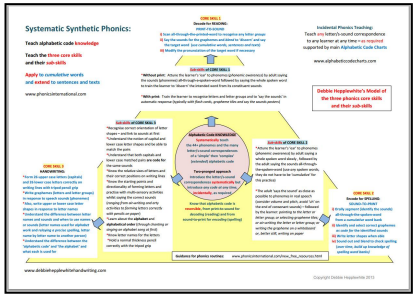
with Debbie's suggested

'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