

Module Six: Part 2

c) The Phonics Routines

To appreciate the importance of consistent simple *hand routines* for beginners' reading and spelling – and to be aware that many people muddle (confuse) their various hand routines

To understand all the steps required for beginners' decoding – the *sounding out and blending* skill

To understand the steps for encoding with the *scaffolded* spelling-with-editing and handwriting routine

The Phonics Routines

- Establish simple phonics routines for **modelling** reading, spelling and handwriting
- Ensure **consistency** between all teachers and supporting adults (including parents)
- Ensure **continuity** from one year to the next
- Train and supervise learners **well** in the ‘phonics hand routines’
- Organise learners **facing forwards**

Simple hand routines for a **reversible** code:

The **phonics hand routines** for reading and for spelling need to be **fit for purpose** ...



Muddlement is
extremely common!

What do you model with your hands for reading, and for spelling?

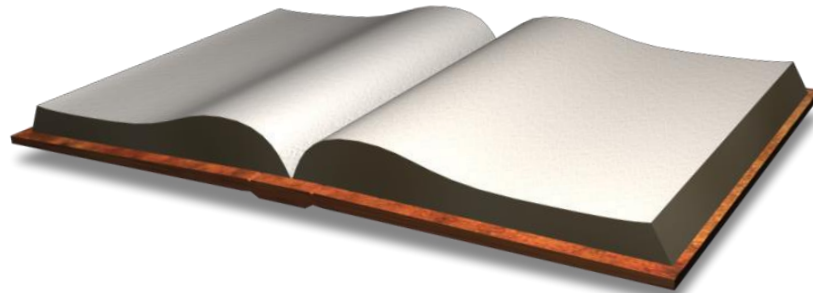
BLENDING – pointing finger to **track under**
the graphemes all through **printed words**



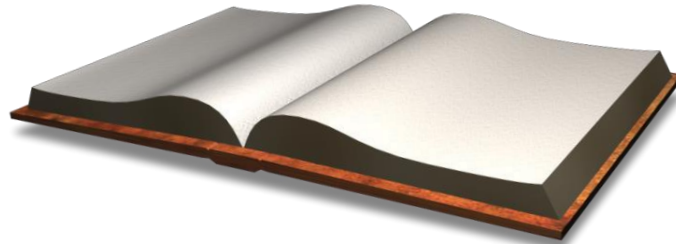
ORAL SEGMENTING – **tally sounds**
identified through the **spoken**
words to thumb and fingers
of **left** hand, palm facing



It is **very** common to see children being taught to sound out and blend the printed words (**reading process**) whilst doing some form of **tallying sounds to thumb-and-fingers routine** (**spelling process**).



This is incorrect !



**No need to 'count' or 'tally' sounds
for the reading process – focus on
the printed words, not the tallying**

Decoding

- 1. Scan (look across) the printed word from left to right to recognise any 'letter groups'**
- 2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound**
- 3. Run your finger under the whole printed word, from left to right, when you say the whole word**



Decoding

Be aware: The reader needs to be **flexible** regarding any 'recognised' spelling groups.

Compare:

sh i p

with

m i s h a p

l a mb

with

r e m e m b er

Decoding

SCAN FIRST!

stick



/s/ /t/ /i/ /k/ “ stick ”

Encoding

Spelling-with-editing routine



This is a ‘scaffolded’ method of phonics ‘spelling-with-editing’:

- For teacher-led modelling in phonics lessons
- For the spelling-with-editing routine on the **folded-up** part of the **Activity Sheets**
- For specific words which learners struggle to spell in **wider writing** activities

Spelling-with-editing routine

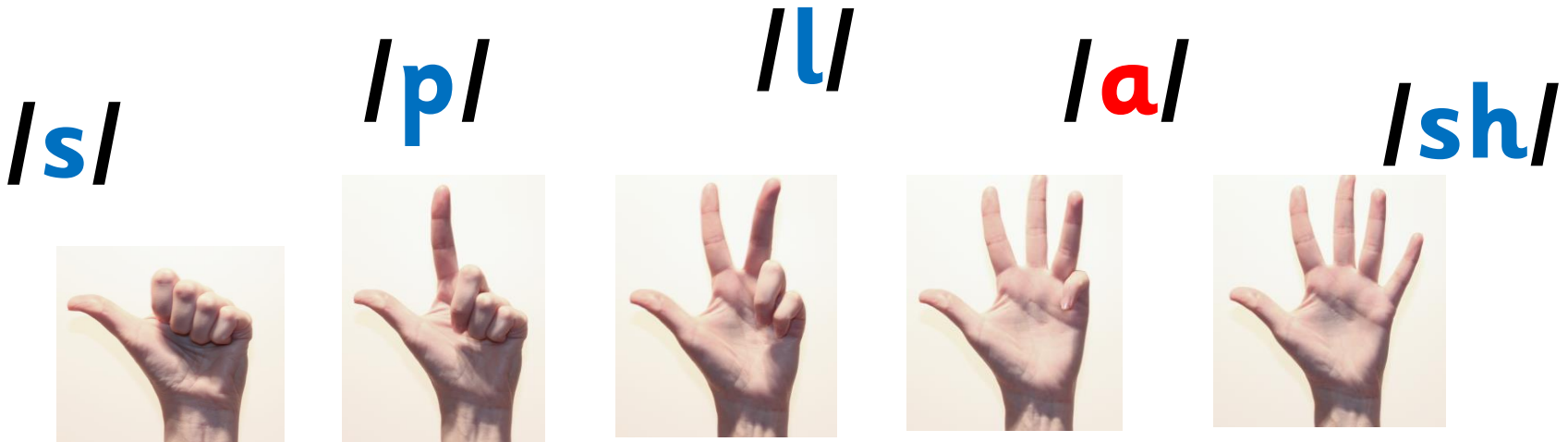
- Face the same way as the learners



- Left hand, palm facing – make sure the learners see your hand on the left
- Say the word to be spelt very slowly and naturally “s...p...l...a...sh” – the individual sounds will ‘pop out’
- Tally the sounds onto thumb and fingers

Spelling-with-editing routine

- **Repeat** each sound separately and clearly



- Then **count** how many sounds

Spelling-with-editing routine

- For every sound identified, you need to write a 'sound dash'
- Hold your pen or pencil with the 'tripod grip' to model how to write the 'sound dashes'
- Write each 'sound dash' from left to right
- The 'sound dashes' double up as 'writing lines'
- Always form the letters on the lines carefully and correctly

Spelling-with-editing routine

- Model how to write the 'sound dashes' top left of your teacher's board, from left to right (maintain your teacher's board clean and clear, meaning rectangular - like a page)
- Write the graphemes (letters and **letter groups**) on the lines whilst saying each sound (sometimes write the wrong ones!)
- Then sound out and blend to check the word
- The learner can 'tick' the word when you confirm that the word is spelt correctly

Spelling-with-editing routine

- Say the word very slowly and naturally

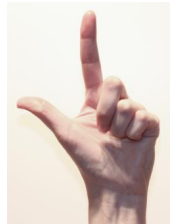
s.....oa.....p

- Tally each sound to thumb and fingers

/s/



/oa/

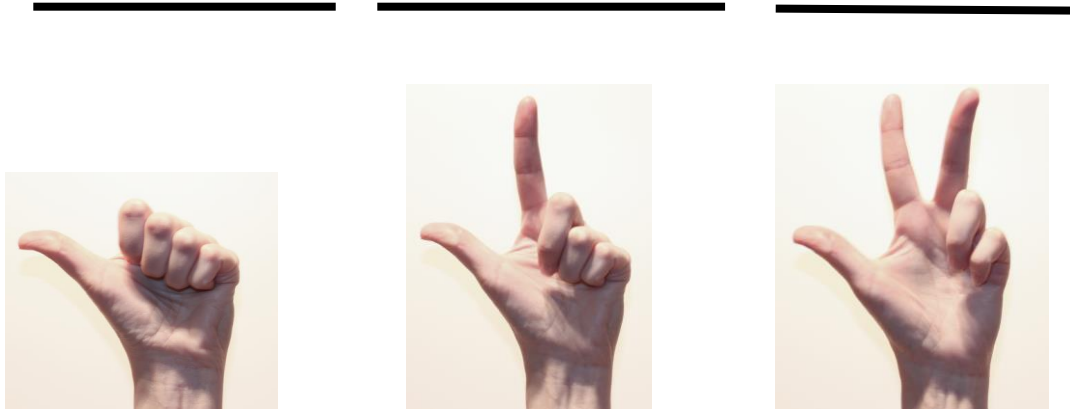


/p/



- Count the sounds identified: **1, 2, 3 sounds**

Sound dashes / writing lines



tripod hold

Write sound dashes top left

Sound dashes / writing lines

s o a p



soap



Blend to
check the
spelling

Check letter formation too!

Sound dashes / writing lines

s o a p



soap

Full word can be joined writing



Spelling-with-editing routine

- This is nothing like ‘invented spelling’
- It is important that you do not encourage or allow ‘phonically plausible’ spelling to become the norm or you will, in effect, embed a free-for-all invented spelling scenario
- Encourage and support learners to be attentive to spelling details, aim for accuracy of spelling without discouraging their free, independent writing activities (use professional discretion)
- The language to use is **ALWAYS** “*Let me help you with that tricky/unusual/interesting word ...*” then model the spelling routine

Incidental spelling support and constantly creating word banks

Let me help you to spell *that*

tricky / unusual / interesting word ...

 What sounds can we hear all through the word ? 

Let's find the /ee/ sound on our **Alphabetic Code Chart**.
Look, you need *this* spelling alternative - as in 'chief'.

Other examples of words with **this code** are brief and shield.

Quickly, let's make a poster of the **/ee/ ie word bank**.

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'Free Resources' PI webpage

Aiming...to create those **fearless** readers, spellers and writers:

The **ETHOS** of the ‘**two-pronged**’ approach is based on being very positive and constantly ‘**helpful**’ to **explicitly** teach and support the learner with **the code** at **every** opportunity.

Aiming ... to create those fearless readers, spellers and writers ...


- interested in words
- relish learning and
- desire accuracy



... **whatever** their unique capacity to learn

Posters for Phonics Routines

straight




"In *this* word, *these* letters are code for the /ai/ sound."

Debbie Maguire Ltd. Specialist Phonics Teaching

Teach the alphabetic code (the letter/sound correspondences) in any word incidentally.

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Josh Charlotte




"In *your* names, *these* letters are code for the /sh/ sound."

Debbie Maguire Ltd. Specialist Phonics Teaching

Teach the alphabetic code (the letter/sound correspondences) in any word incidentally. You can take any word and simply say, "In *this* word, *these* letters are code for the ... sound."

Let me help you to spell *that* tricky / unusual / interesting word ...



What sounds can we hear all through the word ?

Let's find the /ee/ sound on our Alphabetic Code Chart. Look, you need *this* spelling alternative - as in 'chief'.

Other examples of words with *this* code are brief and shield.

Quickly, let's make a poster of the /ee/ ie word bank.

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Phonics Routines

Teach the knowledge of the alphabetic code (the letter/sound correspondences) and the three core skills and their sub-skills

1. Decoding (blending or synthesising)

Sub-skill without print: Adult says the separate sounds "f f f f f f". Learners 'discern' or 'hear' the whole word 'frog' and then say the whole word 'frog'.

Sub-skill with print: Point to pre-printed graphemes that have been taught to date: "See the graphemes (letters or letter groups) and say the sounds."

Core skill for decoding:

- Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
- Use the index finger to point directly under each grapheme whilst saying the sounds as close to real speech as possible from left to right of the printed word.
- Say the whole word whilst running the index finger left to right beneath the whole printed word.
- Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

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2. Encoding (oral segmenting, spelling-with-editing)

Sub-skill without print: Say the whole word "soap" very slowly and naturally so that the separate sounds become evident (oral segmenting). Repeat the separate sounds as close to real speech sounds as possible "s | o | a | p". Do not repeat the whole spoken word after that!

Sub-skill with print: Listen to sounds as close as possible to real speech sounds.

- "Hear the sounds, point to the graphemes."
- "Hear the sounds, select the graphemes."
- "Hear the sounds, write the graphemes."

Core skill for encoding:

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers.
- Write a 'sound dash' for every sound identified which also act as 'writing lines'.
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling.

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3. Handwriting (linking graphemes to sounds)

Sub-skill: Hold the pencil correctly with the tripod grip.

"Froggy legs (thumb and index finger) grip the pencil at the end of the painted part (not on the sloping cone part) with the leg under (the middle finger)".

Sub-skill: Establishing 'directionality' of writing letter shapes whilst saying the sounds.

Finger-tracing: Use the index finger of the writing hand to trace pre-printed letter shapes.

Pencil-tracing: Trace pre-printed grey or dotted letter shapes with a pencil.

Copying: Copy letter shapes with finger or pencil.

Core skill for handwriting:

- Correct tripod pencil grip
- Correct posture sitting at a desk
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words - avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate

www.phonicsinternational.com www.debbiemaguirewithhandwriting.com

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'Free Resources' PI webpage - inform the parents!

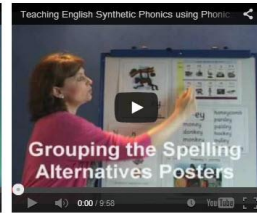
Guidance for Phonics Routines

'Demonstrating the power of synthetic phonics teaching with the Phonics International 'Early Years Starter Package' (Includes a demonstration of the 'phonics routines' for the core skills of 'blending' for reading and 'oral segmenting' for spelling)

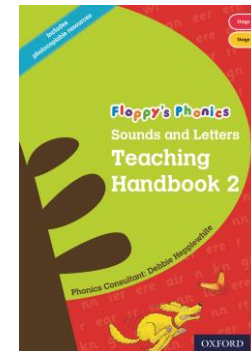
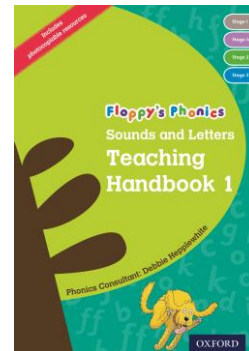
'Teaching Synthetic Phonics using Phonics International - Part 1' (Introducing the Alphabetic Code Charts and the overview of the main resources and organisation of the programme)

'Teaching Synthetic Phonics using Phonics International - Part 2' (Includes how to use the core 'Sounds Book Activity Sheet')

Teach the knowledge of the alphabetic code (the letter/s-sound correspondences) and the three core skills and their sub-skills		
Suggestions for good phonics routines and raising awareness of some common misunderstandings, by Debbie Hepplewhite		
Skill one: Decoding (blending or synthesising)	Skill two: Encoding (writing, oral segmenting and editing graphemes)	Skill three: Handwriting (writing, oral segmenting and editing graphemes)
<p>Sub-skill without print:</p> <p>Adult says the separate sounds " /t/ /h/ /l/ /d/ /r/ /s/ - Learners 'blow out' or 'hear' the whole word 'bread' then say the whole word 'bread'."</p> <p>To test to say the sounds with an added 'schwa' or 'uh' sound on the end - say the sounds as close as possible to 'read' speech sounds?</p> <p>If in doubt, to work out how to say the individual sounds, use with a whole spoken word and use it very, very slowly but as close as possible to the natural way of saying the word - and the individual sounds will become distinguishable as real speech sounds.</p> <p>Note that vowel blends are often low and long compared to consonant sounds. Avoid monotone 'robot talk' as this may result in all the sounds having the same volume and pitch unlike real speech sounds.</p> <p>Sub-skill with print:</p> <p>Read to pre-printed graphemes that have been taught to date. "See the graphemes (letters or letter groups) and say the sounds."</p> <p>Make sure that this routine is very frequent using Grapheme Flash Cards, Say the Sounds Posters, Say the Sounds Strip. Place Say the Sounds Posters around the classroom and around the school and build them up as the learners' personal folders. Avoid loud calling out as this will lead to the 'letter' or 'uh' being added. Provide opportunities for slower-to-process or nervous learners to do this in quiet pairs and small groups or one-to-one.</p> <p>Core skill for decoding (blending):</p> <ol style="list-style-type: none"> 1. Glance at (scan) the printed word from left to right to 'recognise' any letter groups. 2. Use the index finger to point directly under each grapheme (letters and letter groups) while saying the sounds as close to real speech-sounds as possible from left to right of the printed word. 3. Say the whole word whilst raising the index finger left to right beneath the whole printed word. 4. Modify the pronunciation of the isolated sounds into the real word's pronunciation if necessary. <p>If learners cannot 'blow out' the word when they have said the sounds, train them to train more attempts automatically - building up the speed and fluency at which they say the sounds.</p> <p>Then, if necessary, the adult can say the sounds as close as possible to real speech and, sometimes, the learner is then able to discern the word. 'Oh, or acknowledge the letter/sound correspondences that the learner knew.</p> <p>Make sure that there are sufficient Practice Posters ready so that the learners can use the resources promptly to reinforce their own sounds.</p> <p>Avoid doing too much for the learners - this results in 'learned helplessness' - learners may never get sufficient practice and independence to progress.</p> <p>Do not restrict slow-to-learn pupils with only words consisting of three letters and three sounds. Include longer words, and provide longer words, as part of their daily practice as well as simple words.</p> <p>Debbie Hepplewhite debbie@phonicsinternational.com</p>	<p>Sub-skill without print:</p> <p>Adult says the whole word "back" very slowly so that the separate sounds start to become distinct and then say the whole word "back" to orally segment (split up) the word into its separate sounds " /b/ /a/ /k/ /r/ /s/ /t/ /r/ /s/ - Learners repeat the whole word "back" and then repeat the separate sounds " /b/ /a/ /k/ /r/ /s/ /t/ /r/ /s/ - Eventually the learners can do this independently for any short words building up to longer words. Check multi-syllable words into syllables first if necessary.</p> <p>Begin to do the oral segmenting process with left hand palm facing to the right and right hand palm facing to the left. Make sure that learners know which is their left hand and right hand for this process, if everyone faces the same way, this is much easier.</p> <p>Do not repeat the whole word after saying the separate sounds. The last thing learners should say and here are the separate sounds to support their writing - not the whole word.</p> <p>Sub-skill with print:</p> <p>Say the separate sounds as close as possible as real speech sounds that have been taught to date: "Hear the sounds, point to the graphemes."</p> <p>"Hear the sounds, write the graphemes."</p> <p>Use Grapheme Tiles for learners to select when they cannot write well enough. Learners can write the graphemes as they begin to learn letter formation.</p> <p>Provide 'handful' activities for learners to write the graphemes on whiteboards or papers to use as feedback.</p> <p>Core skill for encoding (spelling-with-editing):</p> <ol style="list-style-type: none"> 1. Adult stands and faces the same way as the learners, to their left, and models how to raise the left hand, palm facing, to tally the separate sounds on the thumb and fingers. 2. Say the whole word down and tally each sound identified to thumb and fingers in turn. 3. Then, count how many sounds are identified and write 'sound dashes' top left of board or paper (draw the lines from left to right). The sound dashes are used to account for a grapheme per sound, but also act as writing lines. 4. Label Grapheme Tiles, or magnetic letters, or write the graphemes whilst saying each separate sound from beginning to end. 5. Finally, sound out and blend it through-the-word as if blending it for the first time) to check the spelling. Then 'tip' the spelling. 6. If a sound and grapheme is missing demonstrate how to use an 'arrow head' in the correct place to add the missing grapheme. Cross off the spare sound dash if it has been replaced with an arrow head pointing to a grapheme. Tick back the spelling by sounding out and blending. <p>Repeat this routine frequently, and as learners progress, hold back on modelling the talking and do this more independently and slow down.</p> <p>Draw back the adult support over time and in response to the needs of the learners - but remember not to lose sight of the slow-to-learn pupils. Aim for as much pupil engagement as possible.</p>	<p>Sub-skill:</p> <p>Hold the pencil with the correct tripod grip. To make this child-friendly and fun, use 'Froggy legs' models how to orally segment (split up) the word into its separate sounds. To make this child-friendly and fun, use 'Froggy legs' models how to orally segment (split up) the word into its separate sounds. To make this child-friendly and fun, use 'Froggy legs' models how to orally segment (split up) the word into its separate sounds. To make this child-friendly and fun, use 'Froggy legs' models how to orally segment (split up) the word into its separate sounds.</p> <p>Use an incentive such as a learning ring to place on the table of the learners making a good effort - or use the ring as a reminder.</p> <p>Provide normal thickness pencils as small hands cannot grip fat pencils well enough. This might explain why many young learners hold the pencils on the same part which then obscures their writing.</p> <p>Alphabet writing for directness of letter shape formation: When modelling or writing, do not face the learners and present in reverse, instead face the same way as the learners and model the air-writing in the correct direction for both you and them. Display an alphabet poster, or alphabet letter shapes, as a visual aid for upper and lower case letter shapes - with writing lines. Provide a small sentence to be learned. Finger-tracing: Use the index finger of the writing hand to trace pre-printed letter shapes. Pencil-tracing: Trace pre-printed grey or dotted letter shapes with a pencil. Copying: Copy letter shapes with finger or pencil.</p>



'About the Programme' PI webpage



'Free Resources' PI webpage

Floppy's Phonics Handbooks

Guidance for Phonics Routines

Focus Letter and Sound → **k**

Words to Blend

kit kin kip kits
kips skin skip
skips skins kiss

Model how to say the sound /k/. You are breaking the sound /k/ and the letter shape 'k' and how these work in written and spoken words. Ask the learner to say all the words allthrough/forward in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and say if the learner can then hear the target words. If not, then sound out and blend the whole words. Track under the letters with the index finger at all times. Say /k/ once only for /k/. The learner holds the pencil with 'pinky up and big end' and writes the letter 'k' on his/her own sound /k/.

Writing Practice

Teaching Notes

Notes for Spelling

Drawing Labelling

Draw pictures of objects, animals and 'actions' like 'kick' and 'kiss' which start with the 'k' letter and sound /k/.

Use the first 'k' box to hide the words but to reveal the 'k'. Use the back of a 'fold-up part' to prevent seeing the three lettered words above. The learner identifies the sounds through the quarter word and identifies and then writes down the corresponding letter shape - one at a time. Check each word by sounding out and blending (this is called 'sitting'). Always track under the letters with the index finger when saying the sounds and then track under the whole word when identifying the whole word. All first beginners may only manage the shorter words.

Teaching notes on all Activity Sheets

Floppy's Phonics
Sounds and Letters

Book 15
ar or ur

Book 15
ar
or
ur

Debbie Hepplewhite's Top Tips

What is blending?
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

How to blend:
Point under each phoneme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole for blended word.
e.g. sh-or-t-s shorts

Tips for spelling (encoding)
Say the word slowly to identify each sound in the word.
Use your left hand to tally the individual sounds to your thumb and fingers.
Write down the graphemes which are code for each sound you have tallied.

Labels in the illustrations
The labels show the focus letter group in black. Encourage your child to listen for the focus sound within the word as you read the whole word to them.

Parents: For additional support plus the resources and sheets go to www.ortspelling.co.uk

Remember to do the fun activities at the end - letter-tracing, matching and reading!

Guidance in cover notes of ORT Floppy's Phonics S & L books