

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

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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?

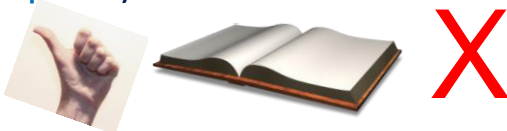
BLENDING – pointing finger to **track under** the graphemes all through **printed words**



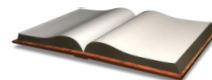
ORAL SEGMENTING – **tally sounds** identified through the **spoken words** to thumb and fingers of **left hand**, palm facing



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 'scaffolding' 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

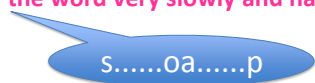
- For every sound identified, you need to write a 'sound dash'
- Hold your pen or pencil with the 'tripod grip' to model how to write the 'sound dashes'
- Write each 'sound dash' from left to right
- The 'sound dashes' double up as 'writing lines'
- Always form the letters on the lines carefully and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



- Tally each sound to thumb and fingers

/s/



/oa/



/p/

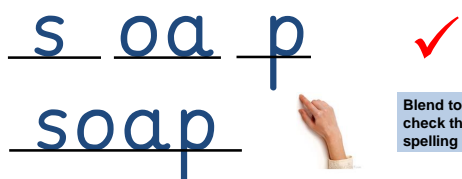


- Count the sounds identified: 1, 2, 3 sounds

Sound dashes / writing lines

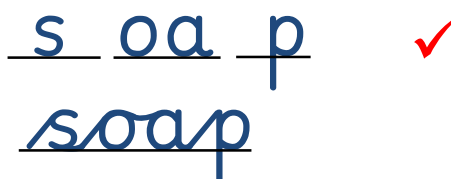


Sound dashes / writing lines



Check letter formation too!

Sound dashes / writing lines



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.

'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

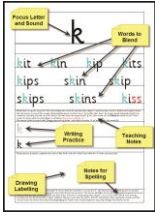
'Free Resources' PI webpage - inform the parents!

Guidance for Phonics Routines

'Free Resources' PI webpage

Floppy's Phonics Handbooks

Guidance for Phonics Routines



Teaching notes on all Activity Sheets



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