Module Eight: Part 2

b) **Pace: How quickly should the letter/s-sound correspondences of the alphabetic code be introduced?**

To appreciate the history of the *emphasis on a quick pace* for introducing the letter/s-sound correspondences of the alphabetic code and how *pace* can be reconsidered

To be able to set a *suitable pace* appropriate for different settings and circumstances based on a full *Teaching and Learning Cycle*

Module Eight: Part 2 continued

b) **Pace: How quickly should the letter/s-sound correspondences of the alphabetic code be introduced?**

To understand the issues regarding pace and the notion and misunderstandings of the 'phases' described in the publication *Letters and Sounds* (DfES 2007)

To consider pace relative to the use of the *Phonics International* programme and the *Oxford Reading Tree Floppy's Phonics Sounds and Letters* programme (*Oxford University Press*)

PACE

How quickly should the letter/s-sound correspondences of the alphabetic code be introduced?

PACE

Systematic Synthetic Phonics teaching is often associated with the phrase:

" First, fast and only "

First, fast and only

FIRST: Teach the phonics *before* asking learners to read books **INDEPENDENTLY**

FAST: Teach phonics fast so that learners can quickly *put code knowledge to use* with cumulative words, sentences and texts

ONLY: Teach phonics decoding as *the method to lift words off the page*, not multi-cueing reading strategies based on guessing words from word 'shape', picture, context or initial letter cues

Books

The word '*only*' is often *misinterpreted* to imply that learners are **not allowed access to books** other than cumulative, decodable reading books.

This is not true, learners are simply not asked to read *independently* books that, in effect, *they cannot read* !

PACE

So, the words '*first, fast and only*' refer to a speedy introduction to the letter/s-sound correspondences of the alphabetic code so that learners can quickly apply what they know to reading literature.

Don't go so fast that you leave many learners 'behind' from the outset.

PACE

- **Steady pace at the speed you can manage in your context – account for age, stage, time available, needs**

- **Scope: One focus correspondence every two days; up to 4 per week**

  Later, reduce to 1 or 2 per week for revision and spelling word bank work

PACE

- **If English is being taught as a second or new language in a non-English speaking country, then the pace and provision depends on school or regional expectations and the time available within the individual setting**

PACE

- **Don't waste time with 'busy work', 'time fillers' or 'extraneous activities'**

- **Allow sufficient time for pupils to embed code knowledge and to practise phonics skills in a FULL 'teaching and learning cycle'**

Reminder of the Teaching and Learning Cycle:

Reflecting on the Teaching and Learning Cycle:

How little and often is quick-fire 'Revisit and Review'? Is it systematic and incidental several times a day?

Are parents **informed** about the **SVoR** and the **Teaching & Learning Cycle?**

Teacher-led: 'Revisit and review' alphabetic code - quick-fire/interactive

How well organised is the teacher-led introduction? Is it supported by an **Alphabetic Code Chart?**

Pupil-practice: 'Independent reading' with cumulative, decodable books

How supportive and informative is the main phonics visual display wall?

Teacher-led: 'Introduce' focus letter/s-sound correspondence and model three core skills

Does the school have **cumulative**, **decodable** reading books?

Is intervention in line with the main phonics teaching?

Do learners practise their **own** skills?

Do learners practise and **extend** their core skills with **cumulative**, **plain** sentences and texts?

Pupil-practice: 'Apply and extend' new learning at sentence and text level

Pupil-practice: 'Learn' focus code and apply at word level

Are learners **engaged** with their **own** assessment? Do they have their own **hard-copy** resources in **phonics folders** and/or **books?**

How is **spelling instruction** continued throughout the school? Do activities raise awareness about **spelling word banks?**

PACE and the PHASES

- Pace can be much steadier than described in *Letters and Sounds*

- Aim for children keeping-up from the start rather than premature differentiated grouping

- Phases Two to Five were intended as 'steps of introduction', not differentiation

- Even at the pace of introducing two focus letter/s-sound correspondences per week, you will cover a comprehensive alphabetic code Manageable: Introduce a focus correspondence on one day, consolidate on the following day

PACE and the PHASES

- **Phase Four** is an 'empty' phase, and if you introduce shorter and longer words from the outset of your systematic programme, you don't need to stop introducing new letter/s-sound correspondences steadily (about 2/3 per week)

- **Phase Six** is a flawed notion because teaching about verb endings, plurals, prefixes and suffixes is required right from Reception to address natural language and wider reading and writing. So, teach grammar and spelling from the outset, not after Phase Five (which is vast) is completed.

PACE and the PHASES

Do the maths!

30 weeks X 2 per week = 60 graphemes

60 x 2 years = 120

60 x 3 years = 180

Day 1: **Teacher-led session** to introduce focus letter/s-sound correspondence to **whole** class followed by **sustained pupil-practice for every individual to learn letter/s-sound correspondence and apply the 3 core skills at word level**

Day 2: **Extend to sentences/text at every learner's own level Revise and complete work**

PACE and the PHASES

Note for England:

Many teachers have been advised or instructed to group their children according to their phases - in effect, in terms of what the children have learnt – interpreting the phases as a means of differentiation.

This was never the authors' intention: the phases are merely an order of introducing the letter/s-sound correspondences in steps.

PACE and the PHASES

Note for England:

There are different approaches to grouping **within** a class rather than **across classes** – enabling the class teacher to maintain **full** understanding of **all** the pupils' alphabetic code knowledge and skills.

This involves a close look at **ways of providing really effective teaching and learning and aiming for keeping up and extension work**.

Phonics International
by Debbie Hepplewhite

Class:

Date:

| Unit 1	s	a	t	i	p	n								
	c	k	-ck	c, k, -ck	e	h								
Unit 2	m	d	g	o	u	l								
	y	ai	ay	ai, ay	w	oa								
Unit 3	ee	or	z	z, -zz	w	wh								
Unit 4	-ng	-nk	v	v, -ve	short oo-oo	long oo-oo								
	ch	sh	th th	-ed	double consonant letters									
Unit 5	qu	ou	/ou/ ow	ou, ow	ow, ow	oi								
	-ve	-ce	s, -ss, -ce	-ge	j, -ge	-se								
Unit 6	ce, ci, cy	ge, gi, gy	o, -oe	'o' 'oes'	-ie, i-e	ee, e-e	-oe,						e	
	/air/	eer	ear	-ere	-ier	/eer/	ir	ur	ear	/er/	wor	-er, -our	-re (-er)	
	Optional extra resources for schools doing Year One Phonics Screening Check in England:							f, ph	or, au, aw	ou /ou/ /oo/	ie /igh/ /ee/	ew /yoo//oo/	ch /ch//k//sh/	
Unit 7	-le	-il	-al	-el	aw	au							ch	
	/j/ -dge	-ge, -dge	-x, -x	/n/ kn	/r/ wr	/m/ -mb								
Unit 8	/sh/ sh,ch	/sh/ -ti	/sh/ -ci	/sh/ -ssi	/zh/	-si -s -z g								
	/o/ wa	/o/ qua	/or/ war	/n/ gn	/s/ -st-									
Unit 9	/ai/ -ey	eigh	/ai/ -ea	-aigh	/i-ee/ -ey	/i-ee/ -ie								
Unit 10	/u/ o	/oo/ -ew	/oo/ -ui	/oo/ -ou	/oo/ -o	/yoo/ eu								
Unit 11	/or/ ough	augh	'ough' as different sounds			/k/ ch								
Unit 12	/g/ -gue	/igh+n/ -ine	/i+n/ -ine	/ee+n/ -ine	/m/ -mn	/s/ ps								

Notes:

Units 1 to 6
2 days for every focus correspondence
+ incidental teaching of any correspondence

Units 7 to 12
1 focus correspondence per week for spelling + spelling word banks

Possible pace for ORT Floppy's Phonics Sounds and Letters:

Plenty of time …

1 book per 2 weeks
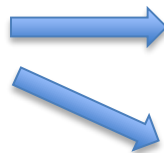
… for children to keep up with the learning

2 years @ 1 book per 2 weeks