Module Nine: Part 3

c) Resources and practices for the *sub*-skills of the three core skills

To appreciate the features, the use and the effectiveness of various resources for teaching and learning the *sub*-skills of the three core phonics skills

Debbie Hepplewhite
Synthetic Phonics
Training

The *sub*-skills
of the three core skills
- resources for teaching and learning

The **CORE** skills for decoding and encoding:

1. **Synthesise = sound out and blend, or discern, the word (decoding/reading)**

2. **Segment = identify the sounds all through the spoken word, write graphemes for each sound (encoding/spelling), blend to check**

What about the *sub*-skills?

The decoding (reading) *sub*-skills

Sub-skill involving *sounds only* is oral blending:

Hear the discrete sounds of a word to *train* the learner to *discern* the whole word

e.g. *Hear* the separate sounds
/d/ /r/ /e/ /s/ to *discern* the word 'dress'

Starts in Phase One of Letters and Sounds

The encoding (spelling) *sub*-skills

Sub-skill involving sounds only activity:

Say a whole spoken word, split it up into its component sounds (oral segmenting):

e.g. Say "boat" very slowly and model how to segment (split up or identify) the separate sounds all through the word   /b/ /oa/ /t/

Sub-skills involving print
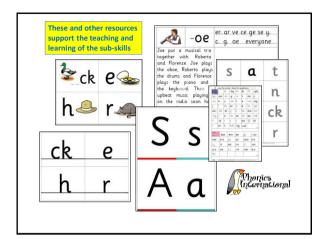
Reading sub-skill involving print:
"See the graphemes, say the sounds".
(e.g. Flash Cards, Say the Sounds Posters, lists of graphemes on various resources)

Spelling sub-skill involving print:
"Hear the sounds, point to (select, or write) the graphemes"
(e.g. Frieze Posters, Say the Sounds Posters, Grapheme Tiles, lists of graphemes)

These and other resources support the teaching and learning of the sub-skills

What about 'sound buttons' ?

What is it that *prompts* **the reader to** *say the sounds* **when reading print ?**

The GRAPHEMES *prompt* **the READER to say the sounds**

This is why it is helpful
to teach graphemes with
separate Flash Cards at first

No need for sound buttons!
Learners need to look for the letter groups.

Graphemes – letters and letter groups

Constant exposure to letter groups:

1. to recognise the letter group, and *say the sound* instantly (*sub*-skill of reading)
2. to recognise letter groups within printed words *before* sounding out left-to-right
3. *to recall* letter groups when allotting graphemes for spelling purposes