

## Module Nine: Part 6

### f) Detailed information to support the acquisition of alphabetic code knowledge

To understand the need for teachers to increase their phonics subject knowledge over time in some detail – and to evaluate whether phonics programmes provide sufficient alphabetic code information and support for this aim

## Module Nine: Part 6 continued

### f) Detailed information to support the acquisition of alphabetic code knowledge

To appreciate that sometimes different alphabetic code knowledge and techniques are required for reading compared to the spelling of the *same* words  
(for example, reading and spelling words with *split digraphs*)

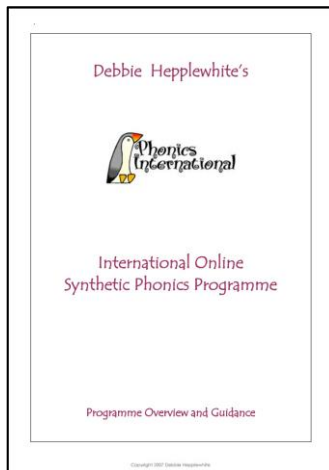
# **Detailed information about teaching the alphabetic code**

**Professional ‘teacher knowledge’ matters and will increase over time – supported with use of good, systematic synthetic phonics programmes and resources and Alphabetic Code Charts.**

**Re-visit ‘handbooks’ and guidance and training material periodically.**

# Detailed information about teaching Phonics International

## Programme Overview and Guidance - top of Unit 1 page





## How to set up and use ... - pink button on homepage

**How to set up and use your core and essential Phonics International resources**


Links to important guidance and information documents are provided throughout in yellow bands below. Most of the links are from the 'New Resource' page of [www.phonicsinternational.com](http://www.phonicsinternational.com).

**See a nutshell:** <http://bit.ly/2U3X5W6>


**Alphabetic Code Charts:**  The starting point for using the Phonics International programme is to read the document 'An Alphabet - A to Z' (link above) and then select your preferred Alphabetic Code Charts for teaching and learning. There are many versions of the charts of various sizes for different purposes and for different interest groups which are free to download at the charts' website: [www.alphabeticcodecharts.com](http://www.alphabeticcodecharts.com)

**Examples of the first section of the ' Giant' charts:**  You need to decide on a version of the 'Giant' Alphabetic Code Charts for your main display wall - preferably display one in every classroom as the chart can support writing activities in other subjects in the wider curriculum - and routinely use a smaller reference chart. You might decide on different charts in different classrooms or use a colour-coded one in a smaller size alongside a primer version on the main display wall. If possible, you may want to enlarge each of the two ad sheets of the Giant Alphabetic Code Chart to A3 and then you can display the chart in two parallel columns.

**The potential of Alphabetic Code Charts and the 'New Resource' Approach to Synthetic Phonics Teaching: Systematic and Incidental'** <http://bit.ly/279760d>

 You can find plasticised ready-made Giant 'pull-up' and 'hang-down' portable charts to use either free to purchase for classrooms if you prefer - or for special occasions like presenting information for a parent event.

**About the pull-up chart:** <http://bit.ly/2U3X5W6>

**The Phonics folder in the School's 'Book Bag Routine':**  Set up each learner (from infants to adults) with an easy-to-use phonics folder and a phonics exercise book with time. Keep all the paper-based core resources that belong to the learner in his or her phonics folder which can then be used routinely for personal 'review and recall'. Use the phonics exercise book as a working notebook for any additional phonics work, writing, drawing and handwriting activities as required. The exercise book can also be used for basic skills in the wider curriculum.

These are just examples - not Phonics International products. **'Setting up, and use of, the essential Phonics Folder for every learner'** <http://bit.ly/2U3X5W6>

**'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')

**The Power of Synthetic Phonics to Teach English**

**Teaching English Synthetic Phonics using Phonics International**

**Teaching English Synthetic Phonics using Phonics International**

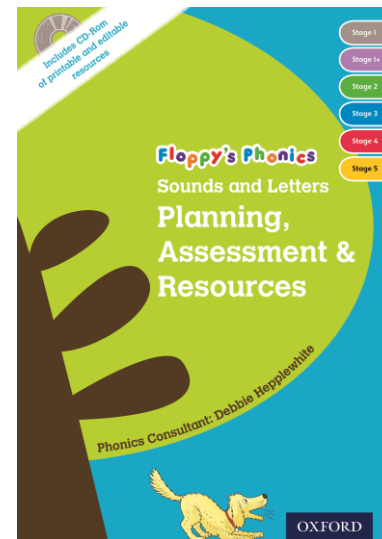
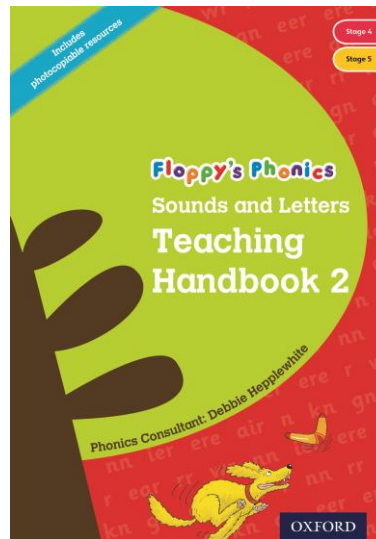
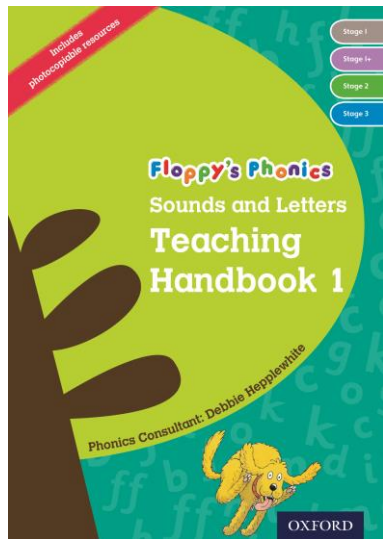
**Grouping the Spelling Alternatives Posters**

## About the Programme page



# Detailed information about teaching the alphabetic code

## ORT Floppy's Phonics Sounds and Letters



Blurb at the beginning of the handbooks

# Phonics subject knowledge

Teaching the alphabetic code for **reading** may involve different subject knowledge from teaching the alphabetic code for **spelling**:

- **Reading:** x as in fox

The reading process is easy – see the letter x and say /ks/.      /f/ /o/ /ks/ “fox”

# Phonics subject knowledge

**Spelling:** “six”

Spelling ‘six’ is easy – identify the sounds all-through-the-spoken-word:

“ six /s/ /i/ /ks/ ”

- Three sounds, so write three sound dashes
- Allot letters for the sounds s i x
- Check the spelling by sounding it out
- “ /s/ /i/ /ks/ six ” - **correct!**

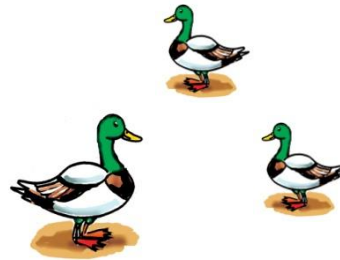


# Phonics subject knowledge

**Spelling:** We identify /ks/ in a word...

**But how do we spell /ks/ for these words?**

6



**Do the oral segmenting and tallying routine**

# Phonics subject knowledge

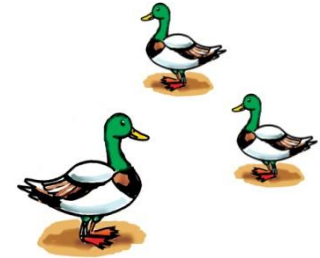
6

s i x

d u cks

b oo ks

l i kes



We **NOW** need to teach about singular and plural words and verbs and verb endings!

We can refer to /ks/ on our Alphabetic Code Chart.

Tell learners they may need help when they identify /ks/ in words.

# Phonics subject knowledge

The Alphabetic Code Charts include some examples of plural words for *spelling* purposes:



e.g. /ks/ -x  
Plural: -ks -cks -cs -kes -ques

# Split digraphs – or ‘end e’

When reading, ‘end e’ or ‘split digraph patterns’ **ALERT** the reader that the word **MIGHT HAVE** a ‘long vowel sound’:

**/ai/ /ee/ /igh/ /oa/ /yoo/** - BUT this is not always the case!

- **Reading:**      **have**   **live**   **alive**   **cave**   **make**

Generally, use *index and middle finger, simultaneously*, to point to

the split digraphs:   **a-e**   **e-e**   **i-e**   **o-e**   **u-e**   and  
try the long vowel sound first, then try the short vowel sound.

- **Spelling:**      **c a ke**      **h o me**      **s p a ce**

When spelling, as usual, say the whole word to identify the number of sounds and then write the graphemes on the sound dashes as above. The last grapheme, when spelling, **includes the ‘end e’**.