# 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
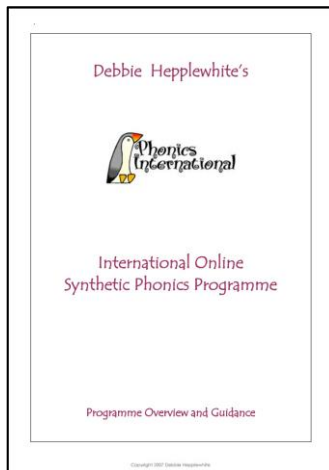(for example, reading and spelling words with *split digraphs*)

# 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**



**About the Programme page**

# Detailed information about teaching the alphabetic code

**Alphabetic Code Chart with teaching points**

**Collated Alphabetic Code Information Plus Word Banks – top of Unit 2 page**

# Detailed information about teaching the alphabetic code

## ORT Floppy's Phonics Sounds and Letters
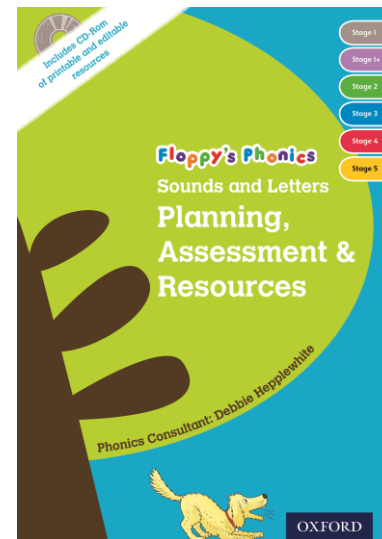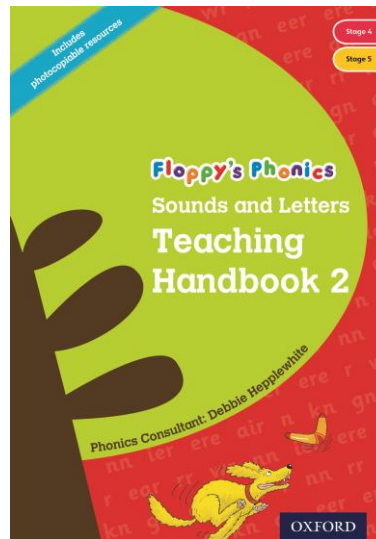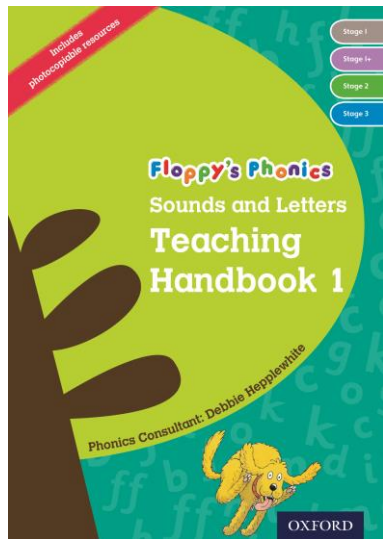


**Blurb at the beginning of the handbooks**

# 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    s̲  i̲  x̲
- 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**
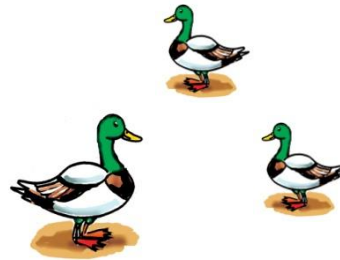
Do the oral segmenting and tallying routine

# Phonics subject knowledge

6     s i x

d u cks

b oo ks

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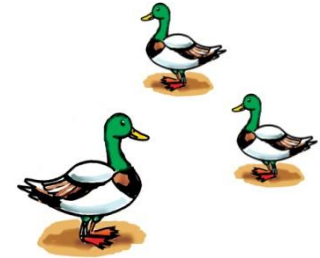
We **NOW** need to teach about singular and plural words and **verbs and verb endings!**

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**:     ha**ve**   li**ve**   al**i**ve   c**a**ve   m**a**ke

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'**.