

## 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

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## 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 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 c k s

b o o k s

l i k e s



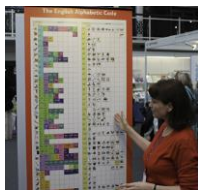
We **NOW** need to teach about singular and plural words and verbs and verb endings!

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’**.