

Helping Struggling Children Crack the Alphabetic Code

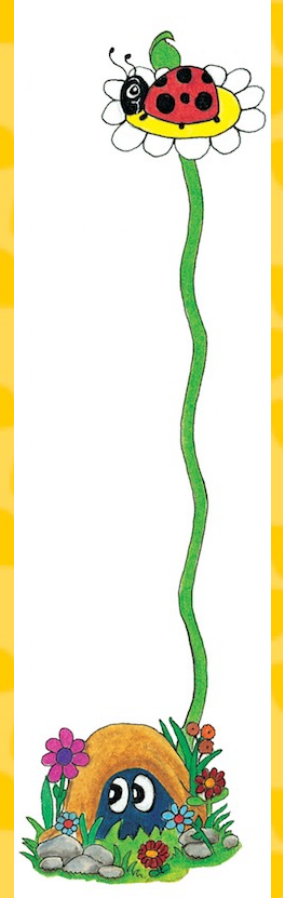


Sue Lloyd – Jolly Phonics co-author

Jolly Webinar – 5<sup>th</sup> December 2023

# How the Alphabetic Code Works

- The English alphabetic code works at the single sound/phoneme level
- Words are made up of sounds and a letter or letters are used to represent each sound
- Not all languages have a code that works in this way





# English Alphabetic Code Chart

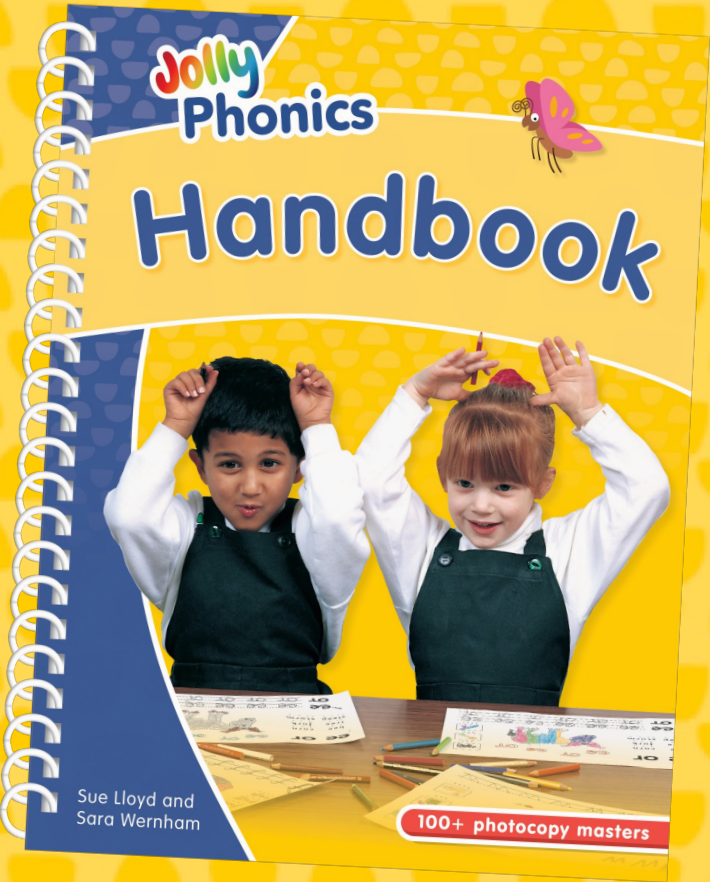
## English Alphabetic Code Chart

The chart below aims to give an overall understanding of the English alphabetic code. The list is not exhaustive and some letter-sound correspondences have hardly any words that use them. Nevertheless it is helpful to see how the code works.

Care should be taken with <qu> and <oo> because technically they each have two sounds blended together: <qu> is /kw/ and <oo> is /ks/. Initially, it is easier for young children to think of them as one sound. Also, it is not necessary to teach the /ier/ sound early on. Young children can blend words like *beer*, *fear* and *here* as /b-ee-r/, /f-ee-r/ and /h-ee-r/ and hear the word, without needing to know that technically each has an /ier/ sound.

/s/	/a/	/t/	/i/	/p/	/n/
sun fuss cent cinema cycle bounce house castle psalm answer science	ant	ten mitten hopped debt waste cassette thyme pterodactyl two	ink pyramid biscuit minute sausage women bargain selve	pet happy shepherd	net funny know gnat gone pneumonia mnemonic
/c k/	/e/	/h/	/r/	/m/	/d/
cat kitten duck chemist conquer unique occur Iraq khaki	egg head heifer leopard said says friend any bury	hat who	rat carrot write rhino	man hammer lamb hymn come gramme	dog teddy cleaned jodhpurs
/g/	/o/	/u/	/l/	/f/	/b/
gap foggy ghost guide vague	odd was sausage knowledge cough	under love country blood does	leg bell gazelle	fun off photo tough giraffe	bat rabbit
/ai/	/j/	/oa/	/ie/	/ee/	/or/
aim lake play vein weigh they apron ballet great sundae straight	jam gentle giant gym large adjust bridge	oak hope slow go toe dough plateau soul sew oh mauve	pie time night sky find eider aisle bye buy height eye ayah	bee sunny theme dream chief key we receive radio larvae people	order talk autumn saw shore bought warm soar four door caught water dinosaur

/z/	/w/	/ng/	/v/	/oo/	/oo/
zoo buzz is rouse snooze scissors Wednesday xylophone	web whistle penguin	sing wink	van sleeve of savvy	book push could woman	moon blue rude drew flu do fruit soup through sleuth shoe manoeuvre lieu
/y/	/x/	/ch/	/sh/	/th/	/th/
yes onion	fox hooks lakes ducks excellent accept	chop hatch nature	ship machine musician station tension tissue sugar crêche appreciate permission fashion schwa	this soothe	thin
/qu/	/ou/	/oi/	/ue/	/er/	/ar/
queen	out owl bough pilau	oil boy buoy	rescue cube few unicorn feud beautiful nuisance	herb bird hurt learn word colour metre were grammar pressure zephyr purr chauffeur	arm heart father calm aunt sergeant are
/air/	/zh/	/ool/	/ier/	schwa /uh/	
chair stare pear where aerobic their mayor prayer parent	vision treasure courgette seizure collage	apple local label pencil cymbal tearful	fierce near cheer hero	the extra possibly today minus anxious sugar	actor odour litre future martyr lemur Michael



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# /oa/ sound

<oa> .... oak

<o-e> .... hope

<ow> .... slow





## /oa/ Sound

<o> .... go, so, no

<oe> .... toe, sloe, doe

<ough> .... dough, though, although

<eau> .... plateau, bureau, gateau

<oul> .... soul, mould, shoulder

<ew> .... sew

<oh> .... oh, ohm

<au> .... mauve

# Main Sounds In Spoken English

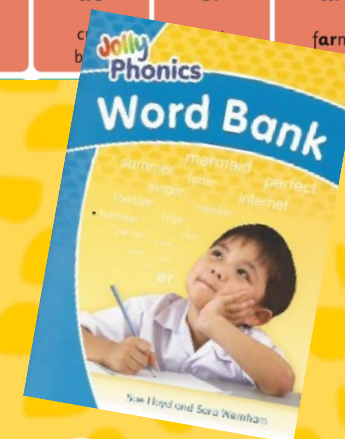
First-term aim:-

- Fluent ability to decode words using the 42 letter sounds
- Write alphabet letters with correct formation
- Confident at listening for the sounds in words and writing words, phrases and sentences from dictation
  - 1,900 + words can be read by blending words with the 42 letter sounds

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s sun	a ant	t tap	i ink	p pet	n nut
c k cup kick	e egg	h hot	r run	m man	d dog
g goat	o on	u up	l leg	f fun	b bat
ai aim	j jet	oa oak	ie tie	ee tree	or born
z zoo	w wind	ng ring	v van	oo book	oo moon
y yap	x fox	ch chop	sh ship	th with	th thin
qu queen	ou out	oi oil	ue cub	er cure	ar farm

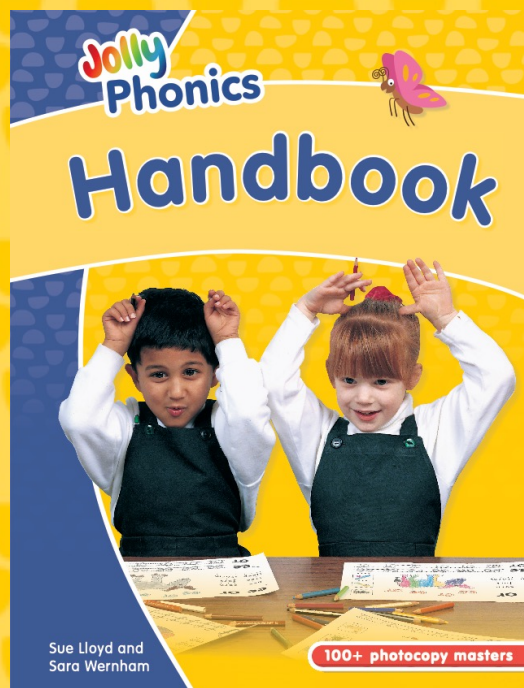


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# Products Available for Teaching

Jolly Classroom  
- whiteboard software



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# Teaching the /s/ Letter Sound

- Introduce letter sound through a story
- Action
- Objects in the picture with the /s/ sound



- Letter formation and pencil grip
- Auditory blending
- Segmenting – listening for the /s/ sound in words

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- Multi-sensory teaching - actions

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# Teaching the /a/ Letter Sound



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- Revision
- Letter sound story and action
- Letter formation
- Auditory Blending
- Identifying the sounds in words

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# Teaching the /t/ Letter Sound



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- Revision
- Letter sound story and action
- Letter formation
- Blending words
- Identifying the sounds in words

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# How to Read and Write



- Model reading –  
*sat* and *at*
- *I say it, We say it,  
and You say it*
- Model writing –  
*sat* and *at*



# Next Three Letter Sounds



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# Words for Reading and Dictation

s a t i p n c k e h r m d g o u l f b a i j o a

**s, a**  
(No words are available for blending at this stage.)

**t**  
Words for blending, segmenting, and dictation  
sat at

**i**  
Words for blending, segmenting, and dictation  
sit it its  
Challenging words for blending  
assist is

**p**  
Words for blending, segmenting, and dictation  
pip pit pat tap sap tip sip spit spat  
Challenging words for blending  
pasta

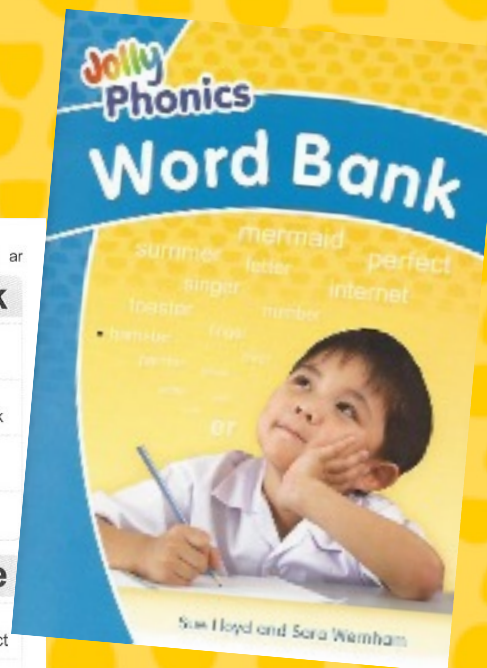
**n**  
Words for blending, segmenting, and dictation  
nap nip nit pan pin tan tin tint spin pant snap snip span an in ant insist  
Challenging words for blending  
assistant  
Phrases and sentences for reading  
a tin a pan tip tap snip snap ants in pants an ant in a tin

ie ee or z w ng v oo oo y x ch sh th th qu ou oi ue er ar

**c k**  
Words for blending, segmenting, and dictation  
cat can cap scan act panic picnic tact  
Words for blending only  
kit skip skin napkin tick pick pack kick sick sack stick snack stack  
Challenging words for blending  
kiss attic ink tank pink sank sink stink spank attack  
Phrases and sentences for reading  
a cat a picnic a pigk cap a sick cat Pack a snack.

**e**  
Words for blending, segmenting, and dictation  
set pet net pen ten test pest nest sent step tent spent insect inspect  
Words for blending only  
neck peck kept speck tennis  
Challenging words for blending  
arrest  
Phrases and sentences for reading  
a neck a pet cat ten steps a tennis kit an insect in a tent

**h**  
Words for blending, segmenting, and dictation  
hen hat hip hit hint hectic  
Words for blending only  
hiss  
Challenging words for blending  
has happen  
Phrases and sentences for reading  
a hat ten hats a hint a cat in a hat a hen in a pen



- Dictation of letter sounds helps to develop writing skills, revises the letter sounds and gives a check on progress

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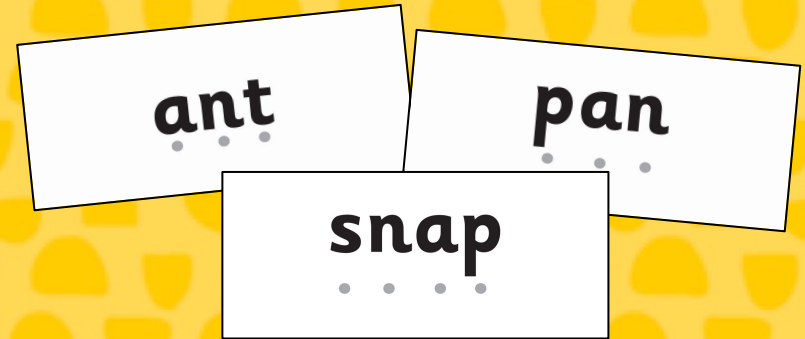
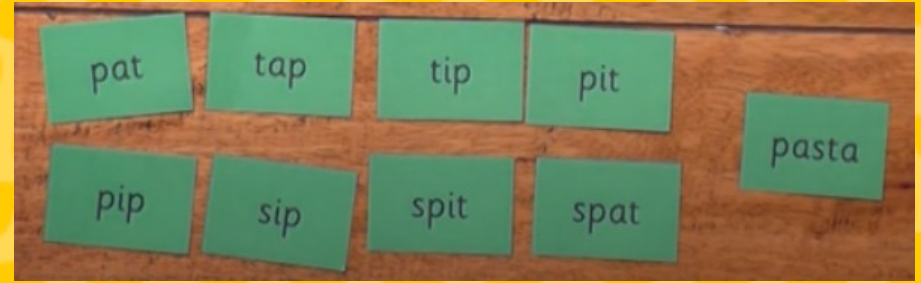
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# Blending Practice

- Blending words – flash cards, words on card, words in lists etc.
- Blending practice – whole class, in pairs, individually
- Words blended a few times become known automatically
- Encourage each child to say the word straightaway, if they know the word

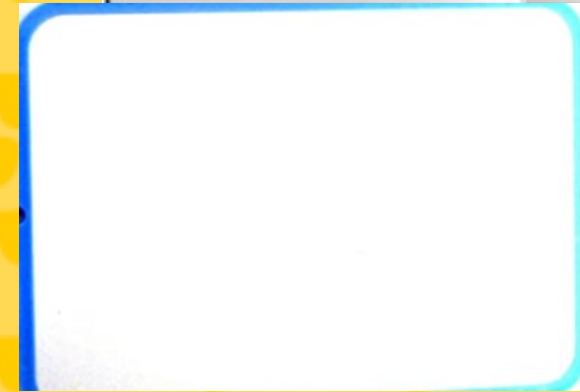
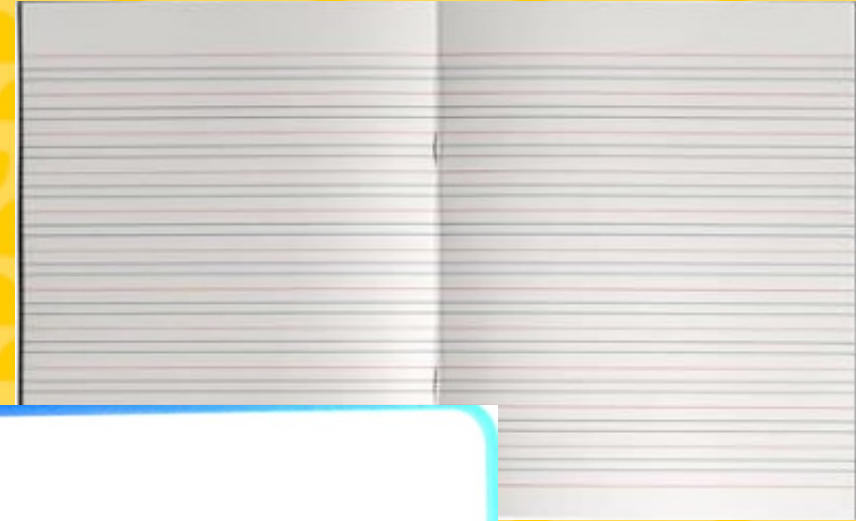


it
tin
pat
nip
sat
as
ant
tip
pan
sit



## Dictation - Listen and Write

- Initially dictate letter sounds that have been taught – it revises the letter sounds and provides handwriting practice
- Develop the habit of regular dictation
- Children write on a whiteboards or paper
- Advantages with writing on lines





## Start Assessing the Children

- Ideally identify the children at risk of struggling after two weeks of teaching
- How many letter sounds do the children know? Poor memory is frequently a problem for some children.
- Are the children able to blend simple words that use letter sounds they have been taught. If not, are they able to hear the word when an adult says the sounds (auditory blending)
- Are the children able to hear the sounds in simple words?

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# Small Group Intervention

- Who should teach the intervention group?
  - Class teacher
  - Classroom assistant
  - Parent at home or in the classroom
  - Buddy
- Short and frequent sessions – most effective
- Research into Synthetic Phonics and Early Intervention



*Dr Marlynne Grant's Research*

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# Early Intervention

- Early intervention is the most effective
- Letter-sound knowledge: check on the number of letter sounds that are known after two weeks
- Identify the 6-8 children in the class who know far fewer letter sounds than the other children
- Important to use Synthetic Phonics teaching: in class and intervention group





# Half-Term Assessments

Assessment 1

RECEPTION

Autumn half-term assessment sheet

Letter sound knowledge

a	s	p	n	t	i	
c	e	d	k	h	m	r
o	g	u	b	f	l	

Reading

tin	cap	bud	kid	leg
gas	fin	elf	hem	rot

Assessment 1

RECEPTION

Autumn half-term checklist

Name: \_\_\_\_\_

DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Letter sound knowledge			Reading		Writing from dictation	
Group	Says sound when shown letter(s)	Writes letter(s) from dictated sound		Blends words accurately		Spells words accurately
Group 1	s		tin		lot	
	a		cap		bid	
	t		bud		set	
	i		kid		rim	
	p		leg		can	
	n		gas		pug	
Group 2	c k		fin		fit	
	e		elf		hog	
	h		hem		lap	
	r		rot		den	
	m					
	d					
Group 3	g					
	o					
	u					
	l					
	f					

\_\_\_\_/10

\_\_\_\_/10

Comments

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Phonics Assessment Sheets





# Letter-Sound Activities

- 3-5 children in each group
- Flash cards - revision
- Teach two letter sounds that are not well known
- Dictate letter sounds – checking the formation of letters

s	a	t
i	p	n
c	k	e
h	r	m

[Activities for learning the letter sounds](#)



# Letter-Sound Boxes

- Put known letter sounds in the box: aim to develop fluency and automatic recall



- Seek parental support – to help their children learn the letter sounds

Letter-Sound Box			
<u>s</u>	<u>a</u>	<u>t</u>	<u>i</u>
<u>p</u>	<u>n</u>	<u>c</u>	<u>k</u>
<u>e</u>	<u>h</u>	<u>r</u>	<u>m</u>
<u>d</u>	<u>g</u>	<u>o</u>	<u>u</u>
<u>l</u>	<u>f</u>	<u>b</u>	<u>ai</u>

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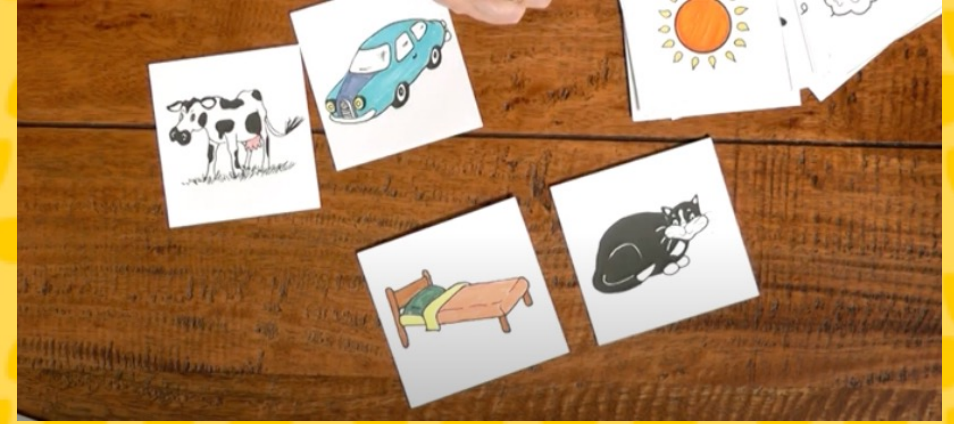
[Material for Letter-Sound Boxes](#)

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# Word-Blending Activities

- Auditory blending – hearing word after sounds have been spoken
- Model blending, when required – *‘I say it, we say it and you say it’*
- Blending words - select words that use the two focus letter sounds
- *Who can say it first* – healthy competition brings fluency and fun

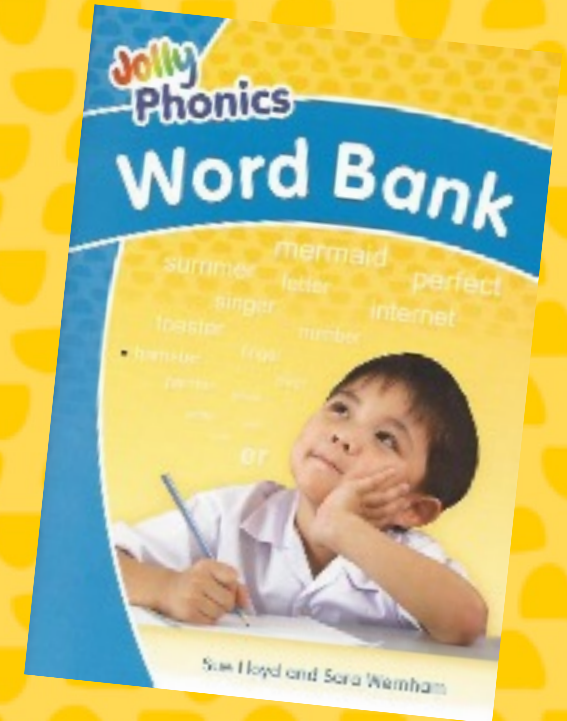




# Word-Blending Materials

- Essential blending practice
  - brings fluency to word reading, as well as revising the letter sounds

## Word Blending Boxes



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[How to make Word Blending Boxes](#)

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# Effective Intervention

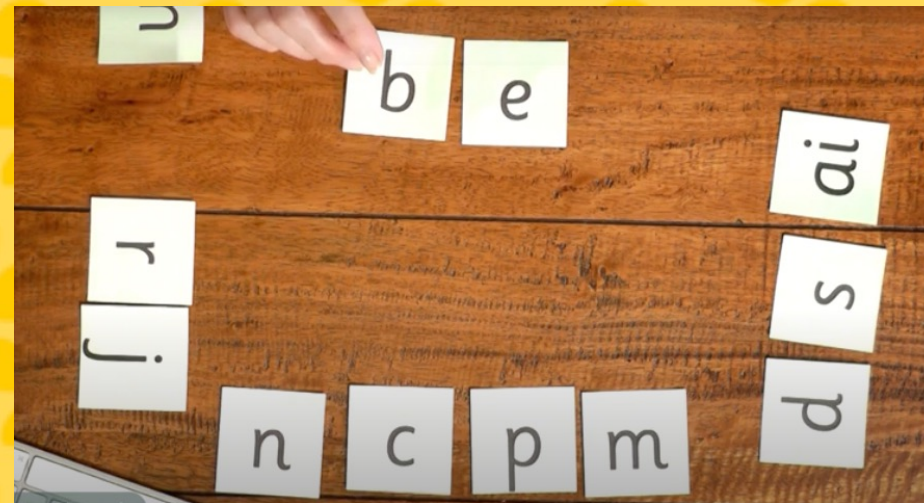
- Good assessment – choose effective activities to fill the gaps in knowledge and skills
- Each session consists of practising
  - letter sounds
  - blending words
  - segmenting (identifying sounds in words)
  - dictation (listen and write)
  - tricky words
- Short quick sessions





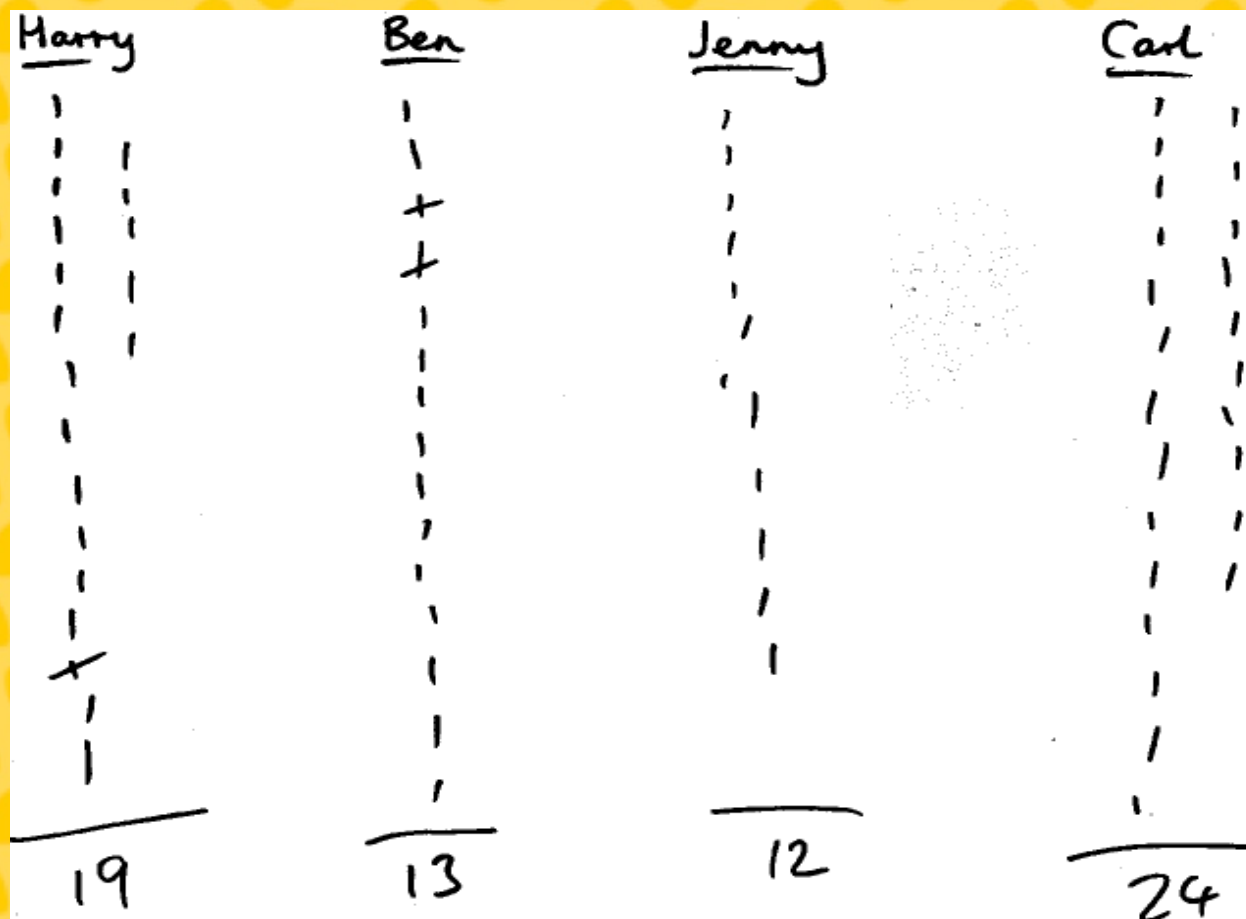
# Segmenting and Word Building

- Quick segmenting session
  - 10 words
- Word building:
  - provide each child with a few letter sounds
  - call out short words that use the letter sounds
  - child/children build the words in the middle of table
  - after making a word, blend it to check accuracy





## Small Group Incentive



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# Developing Blending Fluency

fa

fe

fi

fo

fu

pra

pre

pri

pro

pru

cha

che

chi

cho

chu

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# Developing Blending Fluency

Consonant and Short Vowel Material



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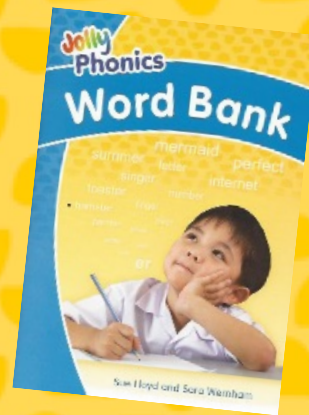
Consonant Blend and Short Vowel Material

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# Teaching Writing Through Dictation

- Letter sounds
- Simple regular words
- Phrases e.g. a hot dog
- Sentences using tricky words that have been taught
  - Phrase: a thin string
  - Sentence: The book fell with a thump.



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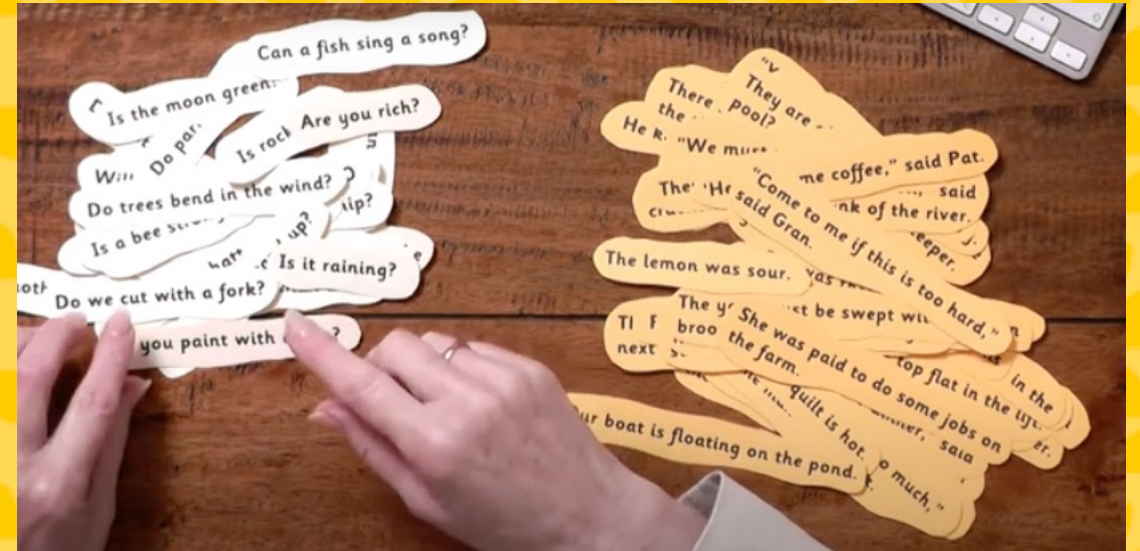
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# Reading Sentences

42 letter sounds and tricky words 1-10

- Can a fish sing a song?
- Is the moon green?
- Do sharks sleep in a bed?
- Can a cat do sums?



Question Sentences

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# Developing the Skill of Writing

- Dictation homework
- Short daily writing practice
- Lines to develop accuracy
  - letters the same size except for a few sticks up and a few tails under the line

## Dictation Sentences

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Step 3 - Dictation Sentences & 1 – 10 tricky words		
1. I went to the bus stop. 2. He can do it soon. 3. The man ran up the river bank.	1. The goat is hot. 2. It was in the nest. 3. I went to camp with the scouts.	
1. He is standing on the step. 2. She can sing.	1. I was in the tent. 2. It is soft. 3. Her hoop is pink.	
1. It is a long string. 2. Bring it to me. 3. He had his lunch in the park.		
1. It is good to sing songs. 2. I went to sleep on the bed. 3. Drink this.		
1. He held up the flag. 2. She was in the lift. 3. I slept in a bunk bed.		
1. I can swim in the big pool. 2. He is next on the list. 4. We held them in our hands.		

List 37	List 38
a long scarf boiling hot a loud thump	a fish pie hail and rain a red hood
List 39	List 40
a zooming jet sheep in a pen a rushing river	a bad blister never ending a good cartoon
List 41	List 42
	a shooting star bats in a barn a foolish jester
List 44	List 46
	a short quiz gathering twigs a silver spoon
List 48	
	a marching band three sailing boats a screech and a yelp

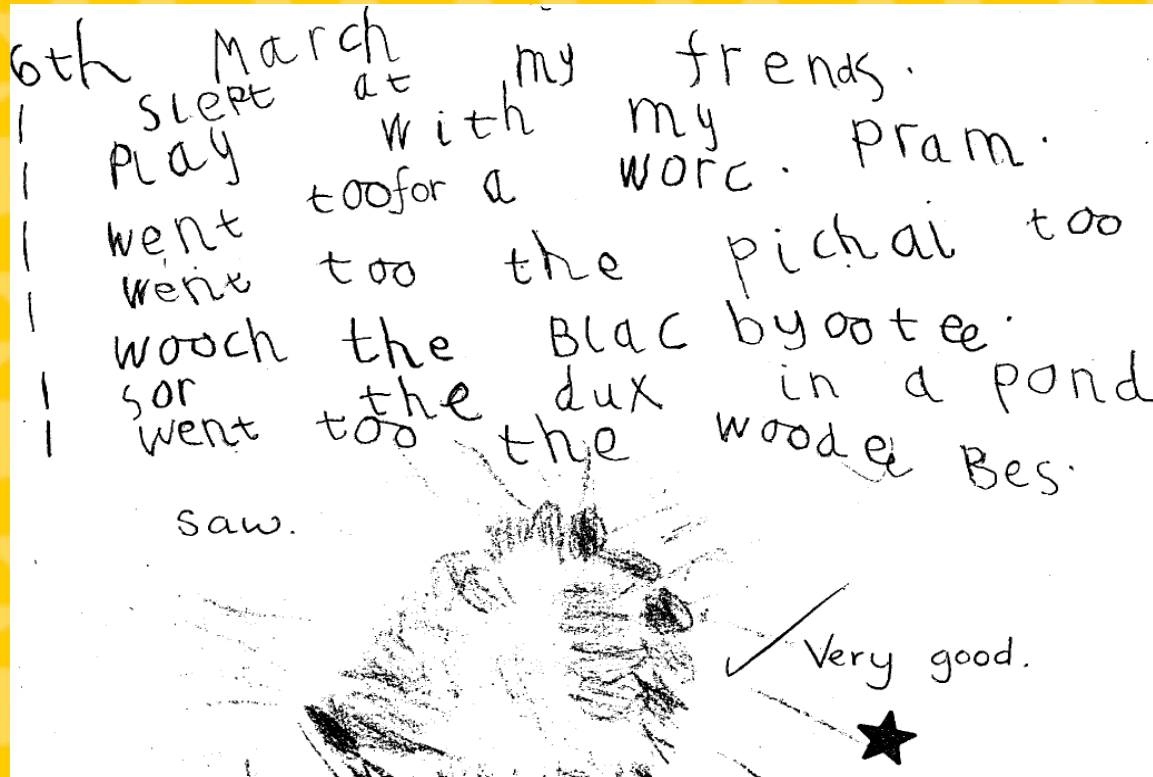
List 1	List 2	List 3
cat dog dad red top six him hat sad hot	cap dot mat tap did rot sat pet had ram	set hit it dip mum bet yes hut zip lap
List 4	List 5	List 6
up let rod hop cot mud bed lid bit bat	hid hum gun job fig win not sun web fog	van jug in on men bun leg wet fun peg

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# Independent Writing

## After Seven Months of Teaching



- Independent writing can start after the 42 main letter sounds have been taught – one way to represent the sounds in English
- What to write?
- Re-telling or creative



# Retelling a Story

- TV story about Greyfriars Bobby
- First sentence written on the board
- Sentences and spelling gradually developing

Independent writing - whole class

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End of fifth term

Tuesday 13<sup>th</sup> July  
Greyfriars Bobby  
A long time ago there was a  
man who sold newspapers near  
Greyfriars Church. The man  
and Bobby loved each other. They  
always gone to the shop the dog  
had a bone. One day the master  
had died in 1858. The master died  
in the Church and the dog carried  
the coffin away into the graveyard.  
One day the dog went to the  
shop and he went back to the master's  
grave. One day the man followed the



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# Providing teachers and parents with an understanding of synthetic phonics

the reasons why some children find learning to read difficult and what can be done about it

[Start learning](#)   [Use Bookmark](#)



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