



Leeds Trinity
University

phonological digraph
letters segmenting sounds
correspondence
Phonics consonant
systematic synthetic blending
vowel grapheme
phoneme

Systematic Synthetic Phonics

Pre-course activities and subject knowledge audit

Name: _____

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Introduction

Welcome and well done on making a positive start to the learning journey of becoming a teacher.


We will cover three main aspects:

1. The Initial Teacher Training (ITT) Core Content Framework (CCF).
2. Teaching early reading through systematic, synthetic phonics- SSP. Introduction and activities.
3. [Validated SSP schemes for exploration and discussion- Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)

[Activity 1. A scavenger hunt through this key document.](#)

Have a look at this document-

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

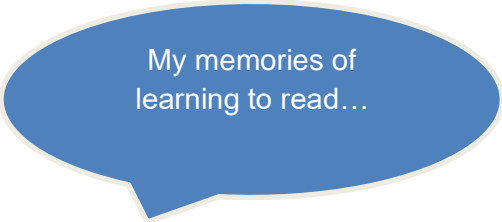
Can you find the four-bullet point vision, that is outlined for teacher training and development? (Clue look on page 3). 

Note it here

Activity 2. Reflections

Can you remember being taught to read? Can you consider how the practice and strategies may have differed over time?

- Note below and reflect on what you think are the top five influencing factors on children becoming readers.
- What relationship do you have with reading, has this changed over time from you as a young child, to a young adult?
- Do you read for pleasure? How can you as a student teacher, foster a love of spoken and written language? Draw upon any of your own memories and experiences in the box below.



My memories of learning to read...

The top five influencing factors on children becoming readers (have a go).

1.

→

2.

→

3.

4.

→

5.

↓

—————

The purpose of phonics

(Now for the theory bit)!


The teaching of systematic synthetic phonics supports beginning readers in developing skills to decode (read) and encode (spell) text. Teaching of the phonetic structure of the language and common and alternative spelling choices, incrementally, provides a thorough grounding for spelling. The 'simple view of reading' (SVoR) outlined in the [Rose Review \(2006\)](#) identifies two dimensions of reading: 'word recognition' and 'language comprehension'.

Simply put, a balance of both word recognition and language comprehension is preferable.

Activity 3- Look at this: [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](#)

Particularly p. 38- where it outlines the principles underpinning the teaching of phonics.

Activity 4 – Phonics is taught through a structured approach. The Government document below, details the validated schemes that you will see in schools on placement- [Validated systematic synthetic phonics programme providers: contact details - GOV.UK \(www.gov.uk\)](#)

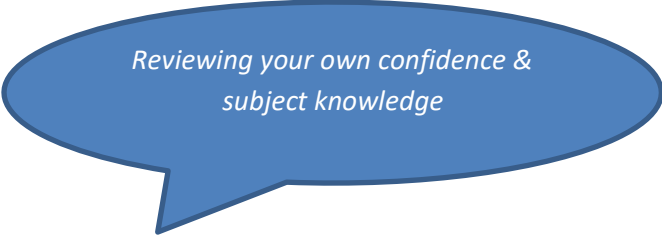
Use the link for support to find out the answers to these questions. 

- Name three different schemes and research these.
- Can you identify the fundamental commonalities between these schemes? Are they suggesting a teaching sequence and approaches to delivery of the daily SSP session? **Note your responses for discussion in session.**

Key readings, documents and references

- DfE (2014) English Programmes of Study: Key Stages 1 and 2. National Curriculum in England. London Crown Copyright. On Moodle and also at www.education.gov.uk
- Early Education, 2012 Development Matters, available at <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf> - (due to be updated Sept 2021)
- OFSTED, 2010 Reading by Six: how the best schools do it https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379093/Reading_20by_20six.pdf
- [Rose, J., 2006. *Independent Review of Early Reading: Final Report*. London: DfES](#)

- [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



*Reviewing your own confidence &
subject knowledge*

- Now think about the gaps in your knowledge.
- Look through the Glossary below and the links to documents and complete the activities.
- Be prepared to share what you have found out with others on your course.

Well done!

<p><u>Glossary of terms</u>- some to start you off- we will cover in more detail on the course</p>

Alphabetic code

In English, as in many other languages, sounds of words are represented by letters.

Blending

Blending consists of building words from their constituent phonemes in order, all through the word to read it.

Consonant digraph

Two letters representing a consonant phoneme, e.g. ph in graph, wh in why, gh in laugh

CVC

A word which has three phonemes: consonant sound, vowel sound, consonant sound, e.g. cat, church, soil.

Digraph

Two letters making one sound or phoneme, e.g. ch in chip, sh in shop, ea in eat. See also consonant digraphs and vowel digraphs.

Encoding

Selecting graphemes to form a word when writing (see 'Segmenting')

Enunciation

Precise, clear speech. In this context, the clear articulation of phonemes.

Grapheme

A grapheme is a written representation of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters, but we use it to make all the graphemes that represent the phonemes of English.

Grapheme/phoneme correspondence (GPC)

The relationship between the letters and the sounds they represent.

High frequency words

Words which occur frequently in a language. In English many are regular, but some are irregular or 'tricky', e.g. said, their, one.

Phoneme

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Phonological awareness

The ability to perceive and manipulate the sounds of spoken words. It includes the smallest level, phonemes, but also larger units such as rimes and syllables.

Synthetic phonics

An approach to the teaching of reading in which the phonemes (sounds) associated with graphemes (letters) are pronounced in isolation and blended together (synthesised). Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn and write a grapheme for each phoneme in turn to produce the written word.

Systematic phonics

A systematic approach to teaching phonics means that children are taught the phonemes in a clearly defined sequence, usually from simple, to more complex sounds and their representations.

Tricky words

Words in which letter sounds do not give a perfect or regular guide to pronunciation, e.g. once, their, said.

Trigraph

Three letters representing one sound, e.g. **hedge**, hair, **snatch**.