



# Reading and Spelling at Armadale Primary School

At Armadale Primary we are introducing an approach to teaching reading and spelling known as structured synthetic phonics.

## What does it mean?

Synthetic phonics is a way of teaching children to read. It has been identified both here and overseas as the most successful approach to the teaching of reading and spelling. The 'synthetic' component reflects the practice of 'synthesizing', or blending together. The 'phonic' part reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes). Essentially, when a child learns to read using Synthetic Phonics they learn to link letters to speech sounds and then blend these sounds together to read words. They also learn to separate (segment) words into their individual sounds and link these sounds to letters in order to spell them.

## Why is it important to focus on the sounds?

It is important to know both the sounds and the letter names when learning to read. Those children who know most of the letter names and their corresponding sounds by the end of pre-primary are far more likely to do well in literacy-based tasks (reading, spelling, written expression) throughout their schooling than those students who know very few. When we say the alphabet we tend to use letter names – Ay, Bee, Cee etc. When we read or spell a word (decode or encode) it is important to know the speech sound that the letters are representing, for example the speech sounds /k/, /a/, /t/ blend together to make the word "cat" - not /Cee/, /Ay/, /Tee/.

## Letters and Sounds: Principles and Practice of High Quality Phonics

We are drawing from a tried and tested program developed in the UK.

The Letters and Sounds programme is a system for teaching children to read and spell. It was published with the intention of helping children become fluent readers. The programme is divided into 6 phases with the teaching of Phase 1 beginning in Prep:



## Letters and Sounds: Principles and Practice of High Quality Phonics

Phase 1	<p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>★ Listening to and for sounds around us</li> <li>★ Counting words in a sentence</li> <li>★ Rhyme and alliteration</li> <li>★ Syllables</li> <li>★ Hearing and playing with sounds before and after vowel sounds in a word</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>★ Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>★ Tricky words: the, to, go, no</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>★ Sounds taught: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>★ Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>★ Recap all previous sounds.</li> <li>★ Teach reading and spelling of tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>★ Read and spell words that follow the CVCC, CCVC, CCVCC patterns</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>★ Learn new phoneme zh</li> <li>★ Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>★ Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>★ Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>★ Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>★ Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>★ Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>★ Investigate how adding suffixes and prefixes changes words</li> <li>★ Introduce the past tense</li> </ul>



### Key Terms Unpacked

<b>Phoneme</b>	the smallest unit of speech-sounds which make up a word.
<b>Grapheme</b>	the written symbol representing sounds.
<b>Tricky word</b>	words which have an irregular spelling pattern and can't be 'sounded out'.
<b>Digraph</b>	two letters making one sound e.g. oa in <u>bo<u>oa</u>t</u> , ll in <u>bi<u>ll</u></u> , ch in <u>ch<u>ip</u></u>
<b>Trigraph</b>	three Letters making one sound e.g. igh in <u>li<u>gh</u>t</u> , air in <u>h<u>air</u></u>
<b>VC</b>	a word that follows the vowel-consonant pattern e.g. it, as
<b>CVC</b>	a word that follows the consonant-vowel-consonant pattern e.g. cat, fan
<b>CVCC</b>	a word that follows the consonant-vowel-consonant- consonant pattern e.g. hand, belt



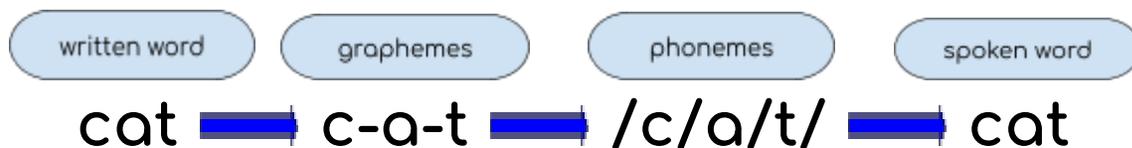
## How can you help at home

### Read Decodable Books when practicing reading:

Decodable books are books that are 'phonetically controlled' to contain the letter-sound correspondences that the reader has been explicitly taught. The child uses their knowledge of graphemes (letters) and phonemes (sounds) to decode the words in the text independently - **with no guessing!**

### What is decoding?

Decoding is the process of reading a word by sounding out and blending the sounds together from left to right.



### Where can I find these books?

The following link has an incredible list. You can often find decodable books at local libraries, there are incredible App based options and free options. All are listed here:

<https://www.spelfabet.com.au/phonics-resources/07-decodable-books/>

### Tricky Words:

In a decodable reader you will find some tricky words, words that have an irregular spelling that can't be read in the usual way.

If your child is not yet confident in reading the tricky word, highlight the sounds in the words that are spelt regularly, then tell them the tricky part.



## Ways You Can Support Your Child At Home

Phase 1	Play sounds games <ul style="list-style-type: none"><li>★ Eye spy with SOUNDS!</li><li>★ What sounds can you hear in cat- /c/ /a/ /t/</li><li>★ How many syllables in: hat, Sa-lly, hipp-o-pot-a-mus</li><li>★ Play games with, and read rhymes</li></ul>
Phase 2	Using only the symbols your child has been exposed to: <ul style="list-style-type: none"><li>★ Use flashcards and ask your child to say the sound that corresponds to the symbol you show them</li><li>★ Children can build VC and CVC words using magnetic letters, scrabble tiles etc (words such as pin, sat, pan)</li><li>★ You can build words and they can say the sounds and blend them together to read the word.</li><li>★ You can say a word (VC and CVC patterns only), they can build the word using magnetic letters.</li></ul>
Phase 3	As above-remember, only use symbols that your child has been exposed to
Phase 4	<ul style="list-style-type: none"><li>★ Ask your child to build CVCC, CCVC words, read and spell them</li><li>★ Use a timer to challenge them to say all the sounds using a set of flashcards, see if they can improve on a previous time</li><li>★ Write VC, CVC, CVCC, CCVC words on cards and make silly sentences to read</li></ul>
Phase 5	<ul style="list-style-type: none"><li>★ Help your child make or spell words, supporting them to choose the correct spelling pattern, remember in this phase they are learning alternatives to the most common choice!</li><li>★ Read widely! Exposure to lots of texts is really important!</li></ul>
Phase 6	<ul style="list-style-type: none"><li>★ Ask your child to make or spell words. Support them while they 'listen' for the sounds in words, then decide which spelling patterns they need to choose to spell them.</li><li>★ Read, play and work with multisyllabic words.</li><li>★ Read widely!</li></ul>

At **SailAway Readers** we have a passion for the Science of Reading, we believe every child can learn to read using evidence based methods. We work with preschoolers to support their journey to school readiness in our **Reading Ready classes**; we support primary students with specific learning differences one to one, and work with school help refine literacy teaching practices so that they are aligned to the Science of Reading.

For more information and bookings [www.sailawayreaders.com](http://www.sailawayreaders.com)