

To the Senate Committee
Teaching and Learning (Maximizing on investment in Australian Schools)

Recent results from PIRLS regarding 25% illiteracy in Year 4 students highlights again the problem of illiteracy in Australian schools.

Recent media attention regarding the National Inquiry into the Teaching of Literacy in Australia presented to Federal Parliament in 2005 and accepted by COAG in 2006 highlights again that none of the NITL recommendations have been implemented into primary curriculum, including the new National English curriculum by governments.

Enclosed is a document to the Prime Minister and Education Minister regarding Literacy Skills teaching program that could be implemented into all Foundation, Year 1 and Year 2 classrooms that would fit with the NITL recommendations with minimal cost to implement.

13 January 2013

Dear Prime Minister Gillard and Minister Garrett,

I read the Prime Minister's letter to Australians in today's Herald Sun and of your commitment to education. I have often heard you both speak of this personal commitment to Australian children, and am writing yet again as an 'older' teacher for the young children who fail at school.

You know that The National Inquiry of Teaching Literacy in Australia by the late Dr Ken Rowe was accepted by Federal Parliament in December 2005 and agreed by COAG by 2006. The NITL recommendations were **scientific evidence based** solutions to the problem of illiteracy.

Recently both Mr Nelson and Hon Julie Bishop declared their earlier commitment to implement the NITL recommendations but then didn't because teacher unions disagreed. Teacher union defences about higher calibre teachers, wages, smaller classes, more funding, students from low socio-economic areas and recently, ill-fed students, are NOT connected to illiteracy.

The continuation of the less effective literacy teaching ideologies in curriculum CAUSE the high illiteracy rates of Australian children in F/1/2, which then flow on to the other problems.

Recent media mention of Minister Garrett's comments about 'the teaching of reading is based on evidence of what works' and 'the national curriculum includes phonics' shows alarming and ill-advised inaccuracy. Many Australians applaud your NAPLAN, National Curriculum and MY SCHOOL reforms but history will show them ineffective, without the NITL reform of the way reading and writing/ spelling is (not) taught, in the FIRST THREE YEARS OF SCHOOL.

At present, the ACARA English National Curriculum is a 'whole language/ constructivism' document, that State English documents are now following too. The third English curriculum draft was promising but then the final document completely changed direction again.

It mentions phonics, sounds, and blends eventually, buried AFTER whole language approaches. The children, who need to learn the essential decoding/encoding skills, won't 'get it'. This is called ANALYTIC phonics, which doesn't work.

It needs to be systematic SYNTHETIC phonics, which does work; FIRST-NOT AFTER TEXT, developmentally sequential, consistent, using 44 sounds made by 26 letters, systematically and DIRECTLY taught in specific sessions, by the class teacher, as NSW Minister Verity Firth implemented in 2009 with a DVD and Booklet for all teachers of the first three years. (See my notes & program)

You both have the position, the responsibility, and since the PIRLS results, the mandate to 'fix' this problem, now, before it becomes an election issue, which it inevitably will.

By targeting ONLY the first three years of school, fewer teachers will be involved and the English Curriculum stays for upper Primary/Secondary, so union opposition will be minimal, if non-existent. The failing students I teach, learn the basics over three years, then, resume their education normally.

Please speak or meet with Professor Max Coltheart now. Please use advice from educationalists WHO KNOW HOW TO TEACH young children to read and write. Those who only know about Secondary and Tertiary English or other Secondary subjects, do not know how to teach young children to read and write. They only see the **TOP – DOWN** ideology, when young children need the **BOTTOM - UP** method, to learn. This is THE ISSUE – the problem and the solution.

Yours Sincerely
Mrs Jo Rogers

SUMMARY PAGE 44

In the report to Federal Parliament the National Inquiry into the Teaching of Literacy in Australia 2005, recommended

“to teach systematic direct and explicit phonics instruction so that children can master the essential alphabet code-breaking skills required for foundational reading proficiency.”

**THE ENCLOSED PROGRAM OF
“DAILY DIRECT TEACHING OF LITERACY SKILLS, INCLUDING TEACHING OF SYSTEMATIC
SYNTHETIC PHONOLOGICAL PROCESSING SKILLS,
WHILST NOT COMPLETE, IS EXACTLY THE PROGRAM THE INQUIRY RECOMMENDED, WITH
SPELLING GOALS MET AS WELL.**

FOUNDATION, YEAR 1 AND 2 CLASSROOM PRACTICE STAYS AS IT IS TODAY, BUT
ONE HOUR PER DAY OF EXPLICIT AND DIRECT TEACHING SESSIONS IS ADDED, AS
DESCRIBED HERE.

I HAVE USED THIS PROGRAM SINCE 1970, IN CLASSROOMS OF 35 CHILDREN, GROUPS
AND 1:1, AND FOUND IT EASY TO IMPLEMENT AND VERY EFFECTIVE. I LEARNT IT FROM THE
EDUCATION SYSTEM, AS A YOUNG TEACHER.

JO ROGERS

ISSUES AROUND IMPLEMENTATION OF THE NITL 2005 RECOMMENDATIONS

1. The discussions, conferences, community consultations, scientific research studies, professional inquiry and legal governmental process

HAVE ALL BEEN DONE.

USA, UK, NZ and other countries have all addressed this issue.

2. SCIENTIFIC EVIDENCE VS EVIDENCE-BASED RESEARCH

Since the NITL raised the issue of how best to teach young children to read and write, whole language advocates mention of 'evidence based research' often appears. The question that needs to be asked all the time is, "Show me the research papers", then read them. **The operative word is 'scientific'.**

"Is the research scientific evidence-based research?"

3. WHAT IS DIRECT TEACHING vs CONSTRUCTIVISM?

The approach in education now is where the teacher becomes a facilitator, guiding the children to discover and learn skills by themselves; providing books, pencils, paper etc, a stimulating environment, reading high quality literature, assuming the children learn by themselves, by osmosis.

This is called constructivism, inquiry based learning, progressive education, or discovery learning.

This is a great theory for many subjects but NOT for young children learning literacy and numeracy skills.

The word 'EXPLICIT' was used to describe Direct Teaching but 'whole language' advocates use this word often now, without it's true meaning.

There needs to be DAILY DIRECT TEACHING OF LITERACY SKILLS in a separate SESSION BY THE CLASS TEACHER for at least ONE HOUR if not one and a half hours DAILY for FOUNDATION -1-2 years. Young children are fresher in the mornings – 9.30 to 10.30 or straight after first break or both.

4. SYSTEMATIC TEACHING – STEP BY STEP – SEQUENTIAL TEACHING

Due to misconception, this issue is disputed by whole language advocates, and some children (maybe 10%-25%?) do not need systematic teaching.

MOST CHILDREN DO NEED TO BE TAUGHT THIS WAY –when learning new skills, in the same way adults LEARN any new skill. It is not 'drill and 'kill'. Young children enjoy the structure and success.

EACH FOUNDATION/YEAR 1, YEAR 2 class teacher needs to know the developmental sequence of sub skills of the LITERACY SKILLS:

1. **Handwriting**, using correct letter formation, otherwise later cursive script is illegible.
2. **Letters** of the alphabet,
3. **Phonemic Awareness** - listening to the 44 sounds in words
4. **SYSTEMATIC SYNTHETIC phonics first** – use of 26 letters to make the 44 sounds in words to decode words and spell words

Then practice decoding words in text, in sequential steps, before linking it with known language for meaning

5. Sequential teaching of beginning **Grammar and Punctuation**. (I.e. step by step not all at once)

Young children still learning to read and spell, CANNOT EDIT their own work, as stated in curriculum.

Adults must do it for them, until the children have learned the words and can hold the correct visual image of the words, in long term memory. THEN they can edit but not before.

“IF YOU HAVEN’T GOT THE SKILLS, YOU CAN’T DO THE TASK”

If children don’t learn these literacy skills to a competent level in the first THREE YEARS of school, they CANNOT READ OR WRITE and progress at school is NOT POSSIBLE. They just fall further and further behind.

AS A NATIONAL RESPONSE TO A NATIONAL PROBLEM (PIRLS) AND A NATIONAL INQUIRY(NITL) BRING IN

DAILY DIRECT TEACHING OF LITERACY SKILLS SESSIONS TO ALL FOUNDATION YEAR , YEAR 1 AND 2

CLASSROOMS FROM TERM 1 2013 BY DVD AND BOOKLET, via PRIMARY PRINCIPALS.

If this is done, by the time 2013 FOUNDATION CHILDREN REACH YEAR 3 in 2016 and Year 4 in 2017, they will have had 3 full years of this teaching.

NAPLAN tests for Year 3 and the PIRLS results for YEAR 4 will show that progress.

DAILY DIRECT TEACHING OF LITERACY SKILLS SESSIONS IN FOUNDATION, YEAR 1 and 2 needs to cater for 3 GROUP LEVELS IN EACH CLASS or be STREAMED (children change classrooms just for literacy sessions) **or both**; effective past strategies.

Children who learn quickly, move on.

Children who need more time to learn, continue to practise at their current ability level.

If levels are streamed in FOUNDATION, YEAR 1 and YEAR 2 levels, all ability levels are catered for.

(Victoria did this in 1997-8 “LITERACY BLOCK”; good organization but content was whole language so it didn’t work.

Current policy documents expect theoretical progress of all children at the same time. Young children just don’t all learn at the same rate in real life.

Currently, if children in their first year at school don’t master Foundation literacy skills, they CANNOT learn the Year 1 curriculum expected skills, and so it goes on.

Some Foundation children need an extra year of learning that level. As long as they don’t turn 7 years in the next Foundation Year, that would separate them from their natural social peer group, repeat Foundation Year should be allowed for.

AT PRESENT IF CHILDREN DO NOT LEARN THESE BEGINNING SKILLS IN FOUNDATION YEAR THEY BEGIN TO FAIL AT SCHOOL FROM AGED 6-7 years.

Paediatricians and family doctors know all about them. They present with all kinds of anxiety symptoms, and/or behavioural problems. Some are misdiagnosed as having ADD or Autism Spectrum. Refer to Professor Oberklaid at the Royal Children’s Hospital

They begin to feel 'dumb'; their peers begin to tease, later bully; anxiety symptoms start but only on school days; parents become worried; tension and blame between school and home begins to develop and it continues on.

The boys get naughtier and the girls get quieter.

All because the current school system does not cater for young children's learning in real terms.

We are talking about our young children here and going to school in a country as good as Australia.

5. FACTS

- a) About 25% of children beginning school will enter with sufficient pre-literacy skills to discover themselves how to decode text and write it successfully.

It is ON THESE FEW CHILDREN that “whole language/ constructivism” ideologies have been developed, studied and discussed. This is not scientific evidence. It is exclusive.

- b) 20%-30% of children beginning school WILL NOT be ABLE to learn to read and write using current child discovery approaches.**

Only 5-10% of these children have real reading difficulties/dyslexia.

They are just as often intelligent children from high to average socio-economic backgrounds than lower socio-economic background.

They are often children who have been read to since infancy. They often have siblings in the first mentioned group.

I have taught these children since 1970's to now and it is still shocking to see the negative effects they suffer just by going to school.

They are intelligent children. Most of these problems are preventable.

- c) The 5% to 10% of children have a SPECIFIC LEARNING DIFFICULTY (DYSLEXIA) or other LEARNING DIFFICULTY (ESL & SPECIAL NEEDS)**

They need an extra literacy program over Years 2 and 3 and maybe some in Year 4.

MULTI-LIT from Macquarie University has scientific research proving its success with this group. It is taught in small groups and can be directed by a teacher-aide. It is much more effective and much cheaper than Reading Recovery which has limited success because it is whole language based.

(Noel Pearson spoke of this program also being very successful with a group of previously non-reading Aboriginal children but the program was defunded in 2011.)

- d) The other 50% of children in schools may struggle to learn literacy skills and may under achieve by not being able to spell well enough to write at their oral language ability.**

I did not see mention of teaching of spelling in the National English Curriculum document.

Spelling has mostly not been taught from 1980's to 2006. Now it is taught in the least effective way of trying to use visual memory of letter sequences, instead of phonics,

which is much easier to learn. Many young children just can't learn words in letter sequence; which causes them to practise errors, experience repeated failure and end up 'hating' spelling.

The Education Profession should preserve the English written language and teach children to spell.

DIRECT SYSTEMATIC TEACHING OF PHONOLOGICAL PROCESSING SKILLS WILL ADDRESS THIS PROBLEM ALSO.

How do I know? I've been teaching that way since 1970, in classrooms of 35, remedial centres and privately and it works with even the most severely dyslexic students.

And solid Scientific Research keeps on proving this fact over and over and over.

6. PARENTS HAVE THE RIGHT TO EXPECT SCHOOLS AND TEACHERS TO TEACH CHILDREN WITH NORMAL INTELLIGENCE (IQ 80+) AT LEAST TO READ.

This is the highest priority of all primary schools because without this skill, children cannot go on to learn other subjects and cannot function fully in a literate society. Literacy skills need to be established during the first three years of school. Parents should not be blamed for non teaching of reading at schools, which is the case now.

7. READING REAL BOOKS VS “ EASY TO DECODE” BOOKS TO LEARN TO READ AT SCHOOL

Real books of high quality literature will be read to children at school and this will continue until the children have learned enough reading skills to read the books themselves.

Some children who learn to read quickly during their first or second year at school will progress to reading library books as soon as they are ready.

BUT

When learning to read, books need to have carefully controlled text or “easy to decode” text which initially is repetitive and provides revision and consolidation. (Eg PM and others)

In the 1950's to 1970's reading books did have stilted text (Janet and John etc) but books like that have not been used for decades. Current “learn to read” books have interesting topics and texts.

This issue is the main objection by 'whole language' advocates but it is based on misunderstanding.

If children, who find learning to read difficult, don't get taught to read using easily decoded text, they will become illiterate and never read any books.

These children NEED to read these books – so they can learn to read well enough to read 'good' literature later.

INDEPENDENT READERS WHO HAVE GOOD READING SKILLS DO NOT HAVE TO READ THESE BOOKS.

THEY CAN READ BOOKS FROM THE SCHOOL LIBRARY THAT THE TEACHER BORROWS FOR THE CLASSROOM.

Now, young children learning to read are given 'whole language books' that they have to memorise in order to 'read' difficult words.

When they can't decode the words, they can't read these books.

Then they stop trying, to avoid that horrible feeling of repeated failure, but are told to try harder. They still can't read them. Then negative behaviour steps in, the cycle begins. **Reading Recovery has limited success because it also relies on memorizing.**

Books with "Easy to Decode" text are in the schools, mixed in with 'real' books.

You CAN'T learn to read and spell many words by memorising word shapes or letter sequences. The human brain cannot do that past a certain limit.

You have to learn how to decode a word until that image is stored in your brain in long term memory; then you know it, but not before.

When children are reading a book, if they come to an unknown word, the adult listening should just whisper or tell the word and let the child read on without comment.

Teaching how to DECODE words happens in the DAILY DIRECT TEACHING OF LITERACY SKILLS SESSION; not when children are reading books and trying to maintain comprehension.

In schools now, practice is to tell the child to 'sound out' unknown words.

I.e. "don't teach a child how to sound out words, then tell them to do just that!"

If they could sound the word out, they would. Just tell them the unknown word and read on.

All class teachers F/1/2 should hear their students orally read once a week; some do some don't.

Some children, whose visual motor areas are still developing, need to use finger or pointer or card to point to words as they learn to read. They are told "Good Readers don't point, so don't point."

Young children learning to read are NOT GOOD READERS YET so let them use aids to learn.

A young child, whose eyes keep skipping words and lines due to developmental maturation issues, may need to have help tracking text until their visual motor skills develop further. When they fully develop the skills, they will stop pointing.

"Good readers read silently because being told to read aloud, or sound out words slows them down" This is another misunderstanding.

Oral reading would hold good readers back, but children **STILL LEARNING to READ** need to read orally to help with comprehension and use phonic decoding strategies on unknown words.

When they have learned those words to long term memory, they will no longer need to use phonic strategies to decode unknown words.

Silent Reading should not be allowed in classrooms before YEAR 3, or before a child has reached a level of COMPETANT INDEPENDENT READING ability – Reading Age 10 years +.

Some children may still need to be reading aloud in YEAR 4: If they need, that should be allowed.

Many children still learning to read in Year 2 and 3, are told to read silently. They make many errors thus lose meaning, but because it is silent reading, no-one knows the child can't read accurately. This is easier for the teacher, but disastrous for those children.

DAILY DIRECT TEACHING SESSIONS OF LITERACY SKILLS

- 1. Direct Systematic Teaching of Handwriting Skills**
- 2. Direct and Systematic Teaching of Alphabet Letters – upper and lower case (Display all alphabet letters but teach each letter one at a time)**
- 3. Direct and Systematic Teaching of Synthetic Phonological Processing Skills of the 44 sounds:**
 - a)Phonemic awareness b) Synthetic Phonics**
- 4. Direct and Systematic Teaching of Punctuation and Grammar Skills (but not all at once to avoid learning confusion)**

FOR AT LEAST ONE HOUR PER DAY; EVERY DAY.

Children need sufficient practice and constant revision when learning new information.

**THIS IS NOT “teaching to the test.”
It is “TEACHING CHILDREN TO READ AND WRITE.”**

In FOUNDATION year of school

In Year 1

In YEAR 2

And children who have not learned to read and spell words up to WEEK 120; in YEAR 3.

(NB: The late Dr Ken Rowe, Chair of NITL mentioned in a conference address that the 'older' teachers, who knew how to teach literacy skills, were no longer teaching in schools, which he saw as a problem.

Most are no longer available but a few primary and special education teachers like myself, were taught the synthetic phonological processing skills prior to 1980's and have continued teaching the most learning- disabled children to read and write successfully, using these 44 sound phonological processing teaching methods. Fay Tran authored a book recently on that topic also.)

1. DAILY DIRECT TEACHING OF HANDWRITING SKILLS SESSIONS

FOUNDATION YEAR

A large print strip of Upper and Lower case letters on EACH TABLE and in the classroom.

Thick pencils.

3cm spaced lined paper

Many young children need to write in large print to begin because their fine motor development is not yet mature.

Soft, larger pencil grips made for LEFT and RIGHT should be used by all Foundation Year children to prevent learning abnormal habits of grip being practised, which later causes writer's cramp. Once learned, abnormal grips are almost impossible to change. Refer to Paediatric Occupational Therapists.

TEACHING NOTES:

Handwriting can be taught along with teaching the names of the letters of the ALPHABET.

Handwriting Sessions have to be a separate activity for 3 years so that young children can focus just on handwriting, not other skills as well.

ALPHABET LETTERS ARE NOT SOUNDS.

They are just LETTERS OF THE ALPHABET until they are IN A WORD.

Pre-requisite skills are writing circles, starting at 1 o'clock and anti-clock-wise (a, c, d, g, and q)

tall (b, h, k, l, t) and short sticks (i, m, n, r, u,) beginning at the top and going straight down or leaning across left or right (v, w, x,)

TEACHING CORRECT LETTER FORMATION

All upper case letters are tall.

But lower case are short, a, c, e, i, m, n, o, r, s, u, v, w, x, z or

b f, h, k, l, t, d taller and

g, q, j, y, p, have tails that go under the line.

Never teach p/q, b/p/d, or m/w, or u/n together to avoid confusion.

When some children write all letters are the same height, it leads to increased reading and spelling difficulties due to lack of visual discrimination of letters in words.

CORRECT LETTER FORMATION AND REVERSALS

Some children write b and d with a stick to start then, because of directional difficulties, don't know which way to add the circle, so confused b and d every time they write, then practise that confusion. This is VERY DIFFICULT to unlearn.

Being taught correctly from FOUNDATION year and practise for a short time daily for 3 years will avoid the common problem of letter reversal.

If the children are taught b and d separately, they will not learn to confuse those letters because b starts with a tall stick down – like h, k, l and has a 'back pack on its back.' Today's children all know backpacks, so if they are taught that b is a tall letter, they write from the top down, then don't know which way to write. But if they are taught that b has the backpack on its back, they will know which way to write the circle (Mnemonics)

And d starts with a small c, like a, g, q, o.

Teach LETTER FORMATION FAMILIES (Mnemonics)

LITTLE c FAMILY

Lower case c, a, d, g, o, q, all begin with c (Little c family)

TALL STICK FAMILY

Lower case b, h, k, l, t all start with a downwards tall stick

SHORT STICK FAMILY

Lower case i, m, n, r, u, v, w, x, y, all start with a short stick going down

SINGLES Lower case e, f, s, z are singles – different starting points

TAILS UNDER THE LINE FAMILY

Lower case g, j, p, q, y have tails going under the line.

FOUNDATION – Large Alphabet Strip on each table, showing starting points and direction.

Aa. Bb. Cc.

YEAR 1 Alphabet Strip on each table, showing starting points and writing direction.

Aa. B b. C c. D d

YEAR 2 Alphabet Chart on each table, showing starting points and writing direction.

A a. B b. C c. D d. E e.

SOME CHILDREN MAY NOT NEED THESE STRIPS; SOME CHILDREN MAY NOT NEED THEM FOR LONG; BUT SOME CHILDREN MAY NEED THEM FOR 3 YEARS.
KEEP THE STRIPS ON EVERY TABLE for 3 YEARS.

When children don't need the strip, they'll stop looking at them, but keeping them on every table for 3 years will help many children 'not feel different' and will aid their reading, spelling and writing learning, as their **VISUAL MEMORY is still developing**.

Children who have a SPECIFIC LEARNING DIFFICULTY with weak VISUAL MEMORY, and children with DIRECTION WEAKNESS WITH SPATIAL RELATIONS (reversals) will be helped greatly by these alphabet strips providing the visual image until they have learned the correct visual image of each letter in long term memory.

YEAR 1 &2

Writing paper with 2 cm lines

Thick pencils

Large soft pencil grips (L thumb and R thumb) for children who have not yet mastered a correct pen grip.

Children with Specific Learning Difficulties with fine motor co-ordination will need this aid for several years. There are various pen grips on the market but the large soft rubber grips with L and R, are the most comfortable and liked.

Directionality of letter starting points and formation still needs daily practise in short sessions (5-10 minutes) over 3 years. Then ALL children will have legible handwriting.

TEACHING NOTES:

Children with fine motor co-ordination weaknesses (Dysgraphia) will need wider lined paper and pen grips for several years.

If children aren't given daily practice of correct letter formations over the first three years at school, when they come to join up letters for cursive writing, their pen/pencil is not in the correct position to join letters up fluently, which leads to avoidable difficulties with handwriting and reading.

NOT BEING ABLE TO WRITE LEGIBLY so teachers can't mark your exam papers later, is unacceptable and avoidable.

2. DAILY DIRECT TEACHING OF SYSTEMATIC SYNTHETIC PHONOLOGICAL PROCESSING SKILLS

**PHONOLOGICAL PROCESSING SKILLS have two parts:
Phonemic Awareness and Phonics**

WHAT IS THE 'ALPHABET PRINCIPLE'?

There is an important distinction to be made between "**The Alphabet Principle**" which involves each of the "26 letters of the alphabet making sounds in words" and a **44 Sounds Synthetic Phonics program**.

The Alphabet Principle teaches that alphabet letters make certain sounds in words, has many exceptions and rules (that many young children cannot remember) and is limited.

Eg. The LETTER 'o' says o in octopus, but what about the letter a saying 'o' in was?

It is much better to say THE SOUND 'O' is written by the letter 'o' in octopus but the letter 'a' in was.

Some programs mentioning this today show confusing and misleading information that really must be confusing to young children. I see many examples of this problem where information is presented as phonics but it is not accurate.

FOUNDATION, YEAR 1 and YEAR 2 classroom teachers need ACCURATE INFORMATION about teaching Synthetic Phonics.

Recently I saw a 'phonics' task in a student's book –

“THE 'ai' rule”, learning the following words – rain, train, chair, hair - (different sounds)

THIS IS NOT PHONICS – learning words by sounds.

Another example in a 'phonics book' –

“The phonic sound - 'ice' - nice, rice, price.” 'ice' is not a phonic sound, It is a 2 sound blend.

And in a different book, “The 'awl' vowel sound. 'awl' as in tr-aw-l is 2 sounds. The letter 'w' is not a vowel but goes with 'a' to make a vowel digraph.

There are some phonics programs that present linguistic inaccuracies.

Government Education bodies should present 100% linguistically accurate information.

An accurate **SYNTHETIC PHONOLOGICAL PROCESSING PROGRAM teaches through the 44 SOUNDS in the English Language.**

It has TWO parts;

PHONEMIC AWARENESS – a pre-requisite skill that comes before phonics,

and PHONICS.

But, except in Term 1 FOUNDATION YEAR, both skills can be taught simultaneously.

Term 1 FOUNDATION YEAR children will need to know about listening to sounds in words BEFORE being expected to learn phonics.

WHAT IS PHONEMIC AWARENESS?

Spoken language is made by a sound or sounds.

ALL SPOKEN WORDS ARE PHONETIC by definition and can be "sounded out."

To children, “When we say words, we make sounds.”

Apart from important language, it is only one sound, as in the word 'a', as in 'a book' or usually sequences of sounds, t – ea – ch – er. 4 sounds.

This is the approach I was taught in 1969-70 as a young teacher, by the then experienced teachers. It is 100% linguistically accurate and has NO COPYRIGHT.

EVERY WORD IS PHONETIC – ABLE TO BE SOUNDED OUT.

There are NO EXCEPTIONS and THERE ARE NO RULES to have to learn.

ONE skill that needs to be taught from Kindergarten – Foundation – 1 and 2 – is PHONEMIC AWARENESS.

e.g. I spy with my little eye, something beginning with."

The name of the animal is cow; the sound it makes is 'Moo". Etc

If you can't listen to ALL the sounds in words (not just the initial sound as per Reading Recovery) you CAN'T USE PHONICS.

PHONEMIC AWARENESS – Foundation, Year 1 and 2.

Is the ability to listen to and discriminate between the 44 sounds in the English Language and to manipulate these sounds in words.

The national English Curriculum does not mention 44 sounds.

DEVELOPMENTAL SEQUENCE OF PHONEMIC AWARENESS SKILLS (oral)

1. Listening to INITIAL SOUNDS IN ANY WORD.
2. COUNTING SOUNDS IN WORDS (eg CHILDRENS NAMES)
3. COUNTING WORDS IN SENTENCES
4. DISCRIMINATING between LONG WORDS AND SHORT WORDS.
5. Listening to INITIAL SOUNDS IN VC words and CVC words.
am, an, as, at, if, is, it, of, up.
6. Listening to FINAL SOUNDS IN CVC WORDS.
7. Listening to MEDIAL SOUNDS IN CVC WORDS.
(middle short vowels are more difficult to hear and discriminate)
8. WORDS THAT RHYME starting with CVC words. (Consonant-Vowel-Consonant)
9. SUBSTITUTING SOUNDS to MAKE NEW RHYMING WORDS
Eg rug, take out the 'r', put in the sound 't'; what is the word?
10. AFTER children have learned the above skills during FOUNDATION, Year 1 or 2; teaching segmenting words into syllables. This is a higher developed skill.

It is no use expecting a young child to be able to segment words into syllables before they can listen to sounds in words with ONE SYLLABLE.
It is developmental in the same way as you don't expect a child to walk until it has learned to stand.

Some children in first year will learn these skills and move on; others will need on-going teaching through Years 1 and 2.

That is acceptable, due to developmental variations of young children.

Children still aged 5 or 6 years in their first year unable to learn these pre-requisite to reading skills, may need to repeat FOUNDATION YEAR, as long as they do not turn 7 years in the next FOUNDATION year, when they would become socially and emotionally displaced from their natural peer group.

ARGUMENT: Whole Language advocates state there is no need for step by step developmental teaching in early years.

This is simply just NOT TRUE.

Ask Developmental Psychologists or Paediatricians if young children do or do not follow developmental cognitive steps or stages. They do. Children are not mini-adults.

Teachers working with young children need to know these developmental factors and arrange their teaching environment around them.

Later, these essential skills become automatic, but earlier, whilst learning, they need to be taught developmentally and sequentially in steps or stages.

Children who already know these skills or learn quickly, progress on, whilst others continue to be taught until they master the skills.

WHAT IS ONSET – RIME?

Scientific research studies show that by teaching children to break up words to onset rime, application of decoding (reading) and encoding (spelling) is easier.

Teach children to segment words, especially CVC words or syllables between the FIRST consonant and vowel (e.g. b-ag) or FIRST CONSONANT BLEND and vowel (e.g. fr-og)

This also aids discriminating between vowels when spelling phonetically – the vowel is easier to hear.

It also helps children with weak AUDITORY SHORT TERM MEMORY as it shortens the task.

“SIGHT WORDS” or “Most Frequent Words”

Children in FOUNDATION, YEAR1 and YEAR 2 need to read and write some 'Most Frequent Words' that have more complex phonics, before they are ready.

(e.g. s-ome, th-ere, was. etc) so instead of having to learn difficult words in isolation, (Golden Words, Red Words etc) which many young children struggle to learn by

memory, just **GIVE THEM THE LISTS OF MOST FREQUENT WORDS ON THEIR TABLES TO COPY ACCURATELY** when they need to.

FOUNDATION - 1-10 most frequent words.

YEAR 1 – 1-100 most frequent words

YEAR 2 - 1-200 most frequent words.

If a child hasn't yet learnt a word, the teacher just points to it on the list and the child copies it accurately.

By copying accurately, all children will learn to read and spell them over 3 years without the stress and angst many children (and parents) experience today, trying to learn 'sight words' in isolation at home.

WHAT IS SYNTHETIC PHONICS?

THERE ARE 44 sounds in the English language, allowing for accents.

Phonics is the teaching of or learning of the relationship between sounds and alphabet letters to use to learn to read/decode words and spell/write/encode words as written in the English dictionary.

Analytic Phonics

means looking at the whole language of text AFTER IT IS READ, and then, analysing its phonic structure.

This is a task only for independent readers and competent adult readers.

Synthetic Phonics

means learning from the simplest element (2 letter words such as in or on) step by step to CVC (c-at, r-un, j-og,) words, then upwards, bit by bit, learning to read/decode words and spell/encode words

BEFORE BEING EXPECTED TO READ AND WRITE words.

Beginning 'reading' is by memorizing very short texts and a small number of words by whole shape.

But the human brain can only remember a small number of words using those processes; BEFORE HAVING TO drop to decode unknown words.

THIS IS THE CRUX OF THE 'READING WARS'.

This explains WHY Reading Recovery, a whole language based program, is often only effective until children 'read' up to RR Level 12-15; books that have a limited number of words.

After RR Level 15, the number of words in the texts increases.

A small number of young children (maybe 10% to 25%) work out the phonic element of decoding words themselves, without instruction and progress.

But the majority of young children just have not got that cognitive capacity to memorise that number of words. It is not connected to intelligence.

Without phonics skills, they 'hit a reading brick wall.'

Being told to try harder just doesn't work.

Teachers who don't now how to teach phonics, don't know how to teach these children. This is exactly what current argument about TEACHER TRAINING is about.

Most Primary Teachers are good teachers, denied access to information about HOW TO TEACH THESE CHILDREN TO READ AND SPELL AND WRITE. They have to follow Education Curriculum and the information is not there YET.

TEACHING SYSTEMATIC SYNTHETIC PHONICS TO CHILDREN

To adults we use the terms phoneme (sound), grapheme (letter) etc, but when teaching young children do not use adult terminology. Keep it accurate but simple.

"We use the letters of the alphabet to write the sounds in words."

What are the 44 sounds?

Vowel sounds

A as in apple, e as in egg, i as in insect, o as in orange, u as in umbrella, a as in table, e as in me, i as in icy pole, o as in only, u as in you, ar as in car, er as in her, or as in horse, oor as in measure, ow as in now, oo as in look, oy as in boy, air as in chair, ear as in hear, u as in motor.

Consonant sounds

B as in ball, c as in cat, d as in dig, f as in fish, g as in goat, h as in horse, j as in jar, l as in lion, m as in man, n as in nut, p as in pig, r as in rat, s as in snake, t as in ten, v as in van, w as in wet, y as in yes, z as in zebra, ch as in chin, sh as in ship, th as in thick, th as in this, ng as in ring, z as in zebra.

EVERY WORD IN THE ENGLISH DICTIONARY IS MADE UP OF THESE 44 SOUNDS.

The systematic and direct sequential teaching of HOW to use the 26 Alphabet letters to make these 44 sounds in words in the English dictionary is what is required to learn to read/decode words and spell/write/decode words in our written language.

This element is what has been missing in primary school curriculum for 25 years and until it is added back into curriculum and teacher training, literacy standards will continue to drop with each generation.

**Reading involves 5 main cognitive processing skills, BUT FIRSTLY
the words MUST BE DECODED
THEN they can be linked with meaning.
When this DECODING DOES NOT OCCUR,**

none of the other processes CAN OCCUR.

Decoding is the part of reading that is the GATEWAY to literacy capability.

**WITHOUT KNOWING HOW TO DECODE/ENCODE WORDS, YOU CANNOT GET MEANING
FROM PRINT TO READ AND YOU CANNOT LEARN TO SPELL TO WRITE.**

Competent independent readers are capable of using contextual clues to 'guess' and 'predict' words because **those words are IN THEIR LONG TERM MEMORY**; able to be retrieved at will to decode a word and spell it.

**BUT MOST YOUNG CHILDREN, BEGINNING TO LEARN TO READ, ARE NOT YET ABLE TO DO
THAT TASK and have to be taught, systematically and directly.**

**WHY IT IS BEST TO TEACH FROM THE SOUNDS TO LETTERS instead of FROM THE LETTERS TO
SOUNDS?**

Some commercial programs teach from the letters to the sounds whilst others teach from the sounds to the letters.

**Only one way should be taught through a school because it would be most confusing
for children to be taught one way in one class and the opposite way in another class.**

TEACHING FROM THE 44 SOUNDS

It is much easier and more logical to teach from sounds, because we are teaching young children from THEIR ORAL LANGUAGE in spoken language to written letters.

Each SOUND is taught – one sound per week (over 3 years plus incidental teaching) with constant revision of previously taught sounds/words; their meaning; their use in sentences; to consolidate and compound learning.

Eg. The 'ay' sound as in d-ay is made by the letters a as in baby, a-e as in name, ey as in they, ai as in train, eigh as in eight, ai as in straight, ei as in rein.

Variations of the spellings of the one sound in words, using several letters to make those sounds but no rules.

**7 word groups to read and spell, all with the SAME SOUND.
Easy for children learning with ONE sound ONLY.**

TEACHING FROM THE LETTERS

It is more complex to use an alphabet letter and teach all the phonic sounds it can make in words.

Eg The letter a can make the following sounds in words – a as in cat, a as in cake, a as in rain, a as in way, a as in soap, a as in chair, a as in hare, a as in car, a as in hear, a as in ball, a as in caught. ALL DIFFERENT SOUNDS.

11 words groups to learn to read and spell, all with different sounds.

This approach is much more complex and more difficult to remember because so many sounds are being used, along with letter variations and the young children are learning different sounds all the time, which is confusing.

ALSO – TEACHING A LIMITED PHONICS PROGRAM HAS MANY RULES, MANY EXCEPTIONS AND IS NOT necessarily 100% LINGUISTICALLY CORRECT.

eg “A is for apple and B is for ball, C is for cat” etc but what about the letter ‘c’ in circle and ch in school and ch as in champagne?

WE DON’T KNOW WHAT SOUND LETTERS MAKE UNTIL THEY ARE IN A WORD

Eg. The letter ‘w’ makes the ‘w’ sound in wet but goes with the letter ‘h’ to make the ‘h’ sound in who.

The letters ‘c and h’ don’t say ‘ch’ alone, they make the ‘ch’ sound in ch-in, the ‘sh’ sound in ch-ampagne and the ‘k’ sound in s-ch-oo-l.

**DIRECT TEACHING OF SYSTEMATIC SYNTHETIC PHONICS
(DECODING/READING AND ENCODING/SPELLING)
SESSIONS**

IN FOUNDATION YEAR

The same number of books with high quality literary value will be read in class during the day. Word meanings will be discussed and vocabulary extended.

Children will still be listening to quality literature and creatively writing, as they do now.

A LARGE CLASSROOM CHART WITH 44 SQUARES IS DISPLAYED IN THE CLASSROOM FROM FOUNDATION TO YEAR 1 AND 2.

Each square represents ONE sound.

Letters variations to make each sound are ADDED as they are learned in DIRECT TEACHING OF PHONICS SESSIONS, KEEPING IT SIMPLE FOR YOUNG CHILDREN TO LEARN EASILY.

LETTER-SOUND combinations ALWAYS NEED TO BE SEEN IN A WORD.

Eg The sound square for ‘o’, as in octopus or in the middle of h-ot.

LETTERS IN ISOLATION DON’T MAKE A SOUND UNLESS THEY ARE IN A WORD.

LEVEL 1 CHART WILL ONLY HAVE THE ALPHABET LETTERS IN A SQUARE, ONE ADDED AT A TIME, AS THE CHILDREN LEARN to recognise and write THE ALPHABET LETTERS.

The other squares stay empty until they are being taught and learned by the children.

So in the first square, there will be the letter 'a', the word 'apple' and a drawing of an apple,

In the next square there will be the letter 'b', the word 'ball' and a drawing of a ball, and so on.

The squares have to be quite large, as from LEVEL 2 children will be learning more than ONE way of representing a sound in words.

Eg The square for the sound of 'l', will have the letter 'l', the word 'leg', the drawing of a leg

THEN when the children are learning words like 'doll', the letters 'll' will be added with the word 'doll' and a drawing of a doll.

Later, from LEVEL 4/ Year 2 when children learn other ways of writing the sound 'l', such as le as in t-a-b-le, the letters 'le' will be added to the square, with the word 'table' and the drawing of a table.

And so on.

Later in LEVEL 4, more squares will be filled in, as more phonic word families are taught and learned.

E.g. The letter 'a' will be added, with the word 'table' and a drawing of a table – as the sound 'ay' will be learned.

By the end of YEAR 2 there will be several examples in the same 'ay as in day' sound square –

the letters 'ai' the word 'rain', a drawing of rain

the letters a-e, the word cake, a drawing of a cake

the letters eigh, the word eight, the figure of 8

the letters 'ey', the word 'they'.

In an advanced YEAR 2 there may be 'aigh' as in straight and 'ei' as in rein.

A completed sound square chart will have 'aigh' as in straight, 'ei' as in rein in the SOUND CHART, as there are 8 letter combinations that make an 'ay' sound in words in the English written language.

Phonemically aware children, who want to know how to spell a word like 'rein' or 'straight' ask the teacher, "Which 'ay' sound is in 'rein'?" and the teacher points to that variation on the 44 SOUNDS CHART.

Or "Which 'ay' sound is in 'straight', and the teacher just points to that variation on the 44 SOUNDS CHART.

THIS IS AN EXAMPLE OF THE TYPE OF EXCELLENT LEARNING ACITIVITY THAT COMES FROM A SYSTEMATIC SYNTHETIC PHONICS TEACHING METHOD THAT HAS TO START SOMEWHERE over 3 years and BUILDS UP TO A HIGHER LEVEL OF ACTIVITY for middle primary school children.

IT IS A MEANS TO AN END towards highly developed reading and spelling skills which MORE children then can use to write creatively without the widespread spelling problems today.

LEVEL ONE – FOUNDATION YEAR - SYSTEMATIC SYNTHETIC PHONICS TEACHING

Children will need to learn to recognise alphabet letters by name, write alphabet letters and

have some phonemic awareness skills BEFORE STARTING TO LEARN PHONICS. (Maybe Term 2)

They will begin by learning (reading and writing VC words)

am, an, as, at, if, is, it , of, on, up and make many oral sentences using these words.

“We blend or join 2 letters to make sounds to make these words.”

Then they learn CVC (consonant – short vowel- consonant words) WORDS WITH SAME RIME – Only one group per session to avoid confusion.

These children are just BEGINNING TO LEARN so they need to learn ONE SUB-SKILL at a time; not- all sub skills mixed up together which just teaches confusion and practising of errors.

These words can be 'read' with accompanying picture or drawing. Many games can be played. Lists can be made. Children can trace over words and draw pictures.

Word meanings will be discussed at all times. Vocabulary will be increased.

The words can be copied or traced by the children then illustrated.

Simple sentences can be copied or traced, then illustrated to be read.

FOUNDATION YEAR PUNCTUATION

Punctuation can be taught, “A sentence starts with a capital letter.”

“We put 2 finger spaces between words.”

“A sentence ends with a full stop to stop the sentence.”

Many children do not learn to write with spaces between words, so they cannot read their own writing, nor can anyone else.

The three tasks above need to be taught over three years and before teaching about commas, question marks, exclamation marks and talking marks.

If young children are taught all aspects of punctuation at once, they are just confused and don't learn any, well.

Incidental discussion will take place at other times as children notice these aspects in books; just not in these specific teaching sessions.

YOUNG CHILDREN NEED TO LEARN AND PRACTICE NEW INFORMATION OFTEN TO BEGIN.

It is counter productive to present all CVC words with mixed rimes or only give one days practice to one phonic word group to young children. They need more time.

Allowing one phonic group of words to be learned over one week – 5 sessions – is very effective learning.

It may be tempting to rush the phonic groups or combine groups in one week. Some children may know these words already or learn quickly. BUT TEACHING IS FOR ALL CHILDREN; not just for children who learn quickly. They will probably still enjoy the tasks but they can also go on to read class library books or write stories instead.

Many young children in FOUNDATION YEAR will definitely NEED to learn this systematically and slowly and classroom learning should be for all children. These words may be 'boring' to adults but successful learning is very satisfying to young children.

The SYSTEMATIC DIRECT TEACHING OF SYNTHETIC PHONICS SESSIONS are set out in weeks, to allow for easy to follow levels over the first three years of primary school. Children can proceed at their own rate.

In the beginning, there are so few words to use that it could be criticised, but this is beginning synthetic phonics, not the big picture. It is WHERE most children NEED to begin, as a means to an end. Word Meanings are discussed. Words are put into sentences orally. Vocabulary is extended. Words are illustrated.

WEEK 1

b-at, c-at, f-at, h-at, m-at, p-at, r-at, s-at, v-at.

Week 2

d-am, h-am, j-am, r-am, S-am.

Week 3

b-ad, f-ad, h-ad, l-ad, m-ad, p-ad, s-ad, separate d-ad , to avoid b/d confusion.

Week 4

b-ag, l-ag, n-ag, g-ag, r-ag, s-ag, t-ag, w-ag.

Week 5

b-an, c-an, D-an, f-an, m-an, N-an, p-an, r-an, t-an, v-an.

Week 6

c-ap, g-ap, l-ap, m-ap, n-ap, s-ap, t-ap.

It is acceptable if some children in their FIRST YEAR AT SCHOOL need to re-learn these same words over 1 term or more.

Dyslexic children may take all year. Let them, because they need to learn the CONCEPT of PHONEMIC AWARENESS and PHONICS from these words as well.

I have taught many a severely dyslexic child this stage for over 12 months, then when they have the fundamental skills, they learn more and have ended up very good readers, using this step by step teaching.

If any children cannot read or write these words yet, they need to be able to continue learning them, BEFORE A NEW SHORT VOWEL is introduced, otherwise they can confuse both vowels.

ALWAYS teach from WHAT THE CHILDREN KNOW because children learn from what they know.

Moving these children on will just support failure and confusion.

The children, who have learned to read and spell these words, move on.

THERE IS A NEED FOR 2 GROUPS NOW.

If the children have learned to READ (decode) and SPELL (encode) the CVC words with the short vowel sound 'a' in the middle of CVC words, they move on to learn words with the letter 'e' and sound 'e' in the middle.

WEEK 7

b-et, g-et, j-et, l-et, m-et, n-et, p-et, s-et, v-et, w-et.

WEEK 8

B-en, h-en, K-en, m-en, p-en, t-en, d-en.

WEEK 9

b-eg, k-eg, M-eg, p-eg,

WEEK 10

b-ed, f-ed, l-ed, r-ed, w-ed.

If the word 'said' comes up, say "it is written 's – ai- d' with the letters a and i making the 'e' sound".

If the word 'head' comes up, say "it is written 'h – ea- d, with the letters e and a making the 'e' sound."

At this stage these variations are not added onto the sound chart to avoid learning confusion.

In Year 2 they would be added because the children would have learned the CVC words, by then.

WEEK 11

b-ell, f-ell, h-ell, s-ell, t-ell, w-ell.

y-es

Teach that sometimes 2 letters make one sound (digraph) and in these words 'll' makes the 'l' sound.

Don't add it onto the SOUND CHART until LEVEL 2, when words with 'll' are taught, to avoid learning confusion.

WEEK 12

a-xe, ox, b-ox, f-ox, f-ix, m-ix,

Children who have not learned these words, practise them for longer.

Children who have learned to read/decode and spell/encode these words, move on.

Dyslexic children initially need to 'over learn' each group of words for a longer time, because they find learning these cognitive processing skills very difficult initially.

Let them have that time. There is no merit in moving them on until they learn each stage.

Later, they are able to learn CVC words more quickly, once they learn the actual cognitive process involved.

They need more practise and revision than non- dyslexic children.

The more teaching revision they receive at this level, the better they progress later.

WEEK 13

d-ip, h-ip, l-ip, n-ip, p-ip, r-ip, s-ip, t-ip.

WEEK 14

b-in, f-in, p-in, s-in, t-in, win, d-in

WEEK 15

d-im, h-im, r-im, T-im.

WEEK 16

b-ig, f-ig, j-ig, p-ig t-ig, w-ig, d-ig

WEEK 17

b-id, h-id, k-id, r-id, d-id

WEEK 18

b-ill, f-ill, h-ill, k-ill, m-ill, p-ill, s-ill, w-ill

Children who have not yet learned to read and spell these words, practise them for longer.

Children who have learned to read and spell these words move on.

WEEK 19

c-ot, d-ot, g-ot, h-ot, j-ot, l-ot, n-ot, p-ot, r-ot.

WEEK 20

G-od, n-od, p-od, r-od,

WEEK 21

h-op, l-op, m-op, p-op, t-op.

WEEK 22

bog, d-og, h-og, j-og,

WEEK 23

c-ob, d-ob, j-ob, r-ob, s-ob

WEEK 24

d-oll, r-oll.

Children who have not learned to read and spell these words continue to learn them.

Children who have learned to read and spell these words, move on.

WEEK 25

c-ub, h-ub, r-ub, t-ub,

WEEK 26

b-ud, m-ud,

WEEK 27

b-ug, h-ug, j-ug, m-ug, r-ug, t-ug, d-ug

WEEK 29

c-up, p-up,

WEEK 29

h-um, g-um, s-um m-um.

WEEK 30

b-un, f-un, g-un, r-un, s-un,

It may be tempting to extend the word list to more complex phonics words. Eg dr-um with -h-um or cl-ub with cub etc. BUT DO NOT.

Do discuss them incidentally during the day but NOT in the DAILY DIRECT TEACHING SESSIONS which will confuse some young children, with good reason.

Learning to BLEND initial consonant blends is a LATER SKILL and will confuse the learning of many young children.

Mentioning such words INCIDENTIALLY teaches more advanced children without confusing the learning of others.

RATIONALE for DIRECT SYSTEMATIC TEACHING OF CVC PHONIC WORDS.

These words and the skills required to sound them out, read (decode) them and spell (encode) them, are FUNDAMENTAL LITERACY SKILLS – with important ramifications for later learning.

These CVC words provide the learning opportunity at beginning level, to read and spell words with the correct SHORT VOWEL BEFORE learning LONG VOWELS.

If the earlier skill is not mastered; all vowels become confused; a common problem.

If short and long vowels are taught together, many children confuse them, seriously undermining their long term ability to learn to decode and encode, to use dictionaries and to utilize spell check.

IF THE VOWEL IN THE FIRST SYLLABLE OF ANY WORD IS INCORRECTLY READ (decoded) or SPELLED (encoded), then the child has little chance of reading or spelling it fluently.

All words have a vowel in their first syllable.

If you can't read (decode) that first syllable, you cannot decode words accurately and you cannot use a dictionary or SPELLCHECK.

In later years, when teachers tell children to look up unknown words in a dictionary, it is this group of children who just CANNOT do it, because they didn't learn this earlier skill.

WHEN CHILDREN CAN READ (decode) and WRITE (encode) ALL CVC WORDS, they are ready to progress to learning the next level of synthetic phonological processing of words.

It is quite acceptable for children in YEAR 1 to still be learning CVC words.

Progress will be better later if this stage of this learning is taken slowly but surely.

FOUNDATION YEAR LITERACY SKILLS COVER:

- 1. To recognise and write the ALPHABET letters correctly**
- 2. To be able to listen to the 44 sounds in words**
- 3. To read (decode + meaning) and spell all CVC words. Discuss meanings.
25 SOUNDS INTRODUCED ('q' does not appear in any CVC word)**
- 4. Copy 10 MOST FREQUENT WORDS on provided lists to copy correctly.**
- 5. Concept of Print**
- 6. Read some 'easy to decode' books. Non-readers can 'read' PM Starters etc.
Some children will be reading library books in class.**
- 7. Learn that sentences start with a capital letter, have spaces between words and end with a full stop.**

Children in FOUNDATION YEAR can read many books from the class library, have many books read to them, write many stories, learn and create many things, as they do now
AND - LEARN THE ABOVE FOUNDATIONAL LITERACY SKILLS.

Able children are easily extended with many more reading and writing activities in literacy.

BUT children who have not yet learned the above skills will either need to repeat FOUNDATION YEAR if they do not turn 7 years in that repeat year, or continue learning the above skills in CLASS GROUPS OR STREAMED CLASSES UNTIL they have mastered them.

There is NO RATIONALE OR MERIT in expecting these children to move on to the next level of SYNTHETIC PHONICS until they have mastered this foundational level.

Some children may have Specific Learning Difficulties, Dyslexia, Special Needs or have maturation or ESL issues. Let them learn these fundamental skills. Give them time.

Then they can progress.

All children with IQ of 80+ can be taught to read and spell these words, given time.

DAILY DIRECT TEACHING OF LITERACY SKILLS IN YEAR 1

- 1. Handwriting continues to be practised daily (5-10 minutes) at this level as a separate activity so young children can focus just on handwriting.**
- 2. Phonemic Awareness skills teaching still continue with words at YEAR 1 level.**
- 3. Oral reading practice continues at the child's current accurate and fluent level, using 'easy to decode' books for young children learning to read and library books for any independent readers.**

Give ONLY books that the child CAN READ ACCURATELY AND FLUENTLY.
Do not give them books to read that they cannot read accurately or fluently.
To do so will create negative experiences towards reading failure.

4. DAILY DIRECT and SYSTEMATIC TEACHING OF SYNTHETIC PHONICS SKILLS

Revise all reading (decoding) and spelling (encoding) of CVC words.

Teach the reading and spelling of all CCVC and CVCC words.

5. PUNCTUATION

Revising that sentences start with a capital letter and sentences end with a full stop.

Learn that questions end with a question mark and strong sentences end with an exclamation mark.

6. GRAMMAR

Learn that "NAMING WORDS are NAMES of PEOPLE or THINGS. (Mnemonics)

Use the word NOUN, a more abstract word, in Year 3.

If other parts of speech are taught together, young children confuse them.
Learn one part of speech well, over one year to avoid confusion.
Then teach "Doing Words"-Year 2 1st Semester, "Describing Words" 2nd Semester
Then children will learn parts of speech (Grammar) thoroughly without confusion.

Later Grammar will be learned more easily if earlier fundamental skills are learned well first.

If all aspects of Grammar are taught to young children at the same time, learning is easily confused, and never learned.

CCVC words have a Consonant- Consonant-Short Vowel- Consonant and are easier to learn than CVCC words which are words with a Consonant- Short Vowel- Consonant- Consonant.

THIS DOES NOT MEAN LEARNING WORDS WITH INITIAL CONSONANT BLENDS such as cl-ap, cl-ip, cl-ever, cl-eaver, cl-imb, cl-ean, cl-ench, cl-oths, which are too difficult for most young children to learn yet. They can be learned in Years 3 and 4.

Mention of these more phonetically complex words incidentally is fine OUTSIDE OF THE LITERACY SKILLS SESSIONS, but expecting young children to learn more complex skills THEY ARE NOT YET READY TO BE TAUGHT and NOT READY TO BE LEARNED is not sound practice.

DAILY DIRECT TEACHING of SYSTEMATIC SYNTHETIC PHONICS

LEVEL 2 WORDS - (This may occur in Year 1 or some children in Year 1 may still be learning CVC words which should be allowed)

Teach the concept of CC consonant blends with words at this level.

Teach the concept of digraphs – TWO LETTERS CAN GO TOGETHER TO MAKE ONE SOUND. E.g. cr-oss, dr-ess ,tr-ap, cl-ip, fr-og, etc

Read and sound them out using ONSET –RIME, write them, Use them in sentences orally, then, Illustrate them, write classroom lists, play games.

Hear the consonant blends and see the consonant blends by covering the LAST TWO letters in CCVC words then showing them as the word is sounded out.

WEEK 31

cr-ab, cr-oss and revise all CVC words.

WEEK 32

cl-ip, cl-ap, cl-iff, cl-ock, cl-am, cl-og and revise all CVC words

WEEK 33

dr-op, dr-ip, dr-um, dr-ess and revise all CVC words.

WEEK 34

gr-ab, gr-ip, gr-ub, gr-ill, and revise all CVC words

WEEK 35

gl-ad, gl-um and revise all CVC words

WEEK 36

fl-ip, fl-op, fl-ag, fl-at, fl-ed, fl-ap, fl-ab, fl-ick, fl-oss

WEEK 37

sl-ip,sl-ap, sl-im, sl-ab, sl-op

WEEK 38

st-op, st-ep, st-em, st-ill,

WEEK 39

sn-ip, sn-ap, sn-iff,

WEEK 40

sp-it, sp-at, sp-ot, sp-an, sp-ell, sp-ill, sp-in,

WEEK 41

sw-im, sw-am,
sc-an,

WEEK 42

sk-ip, skit, sk-ill, sk-in, sk-ull

WEEK 43

pl-um, pl-ug, pl-us, pl-op

WEEK 44

pr-am, pr-ick, pr-ess, pr-op, pr-im

WEEK 45

tr-am, tr-ap, trip, tr-ack, tr-ick, tr-uck. Sometimes c and k together make 'k' sound.

WEEK 46

fr-og, fr-om, fr-ock, fr-ill

Children who cannot yet read and spell these words, need more practice and revision. This is acceptable. Success is enjoyable and builds confidence. Failure does the opposite. Practising doesn't have to be 'drill and kill' and is the same as practising tennis skills or golf skills over and over.

Children who can read and spell/write all the words from WEEK 1-46, begin to learn the CVCC words with the consonant Blends at the END of words; a more difficult skill.

WEEK 47

b-est, j-est, n-est, r-est, t-est, w-est, c-ost, l-ost, m-ust, j-ust, r-ust, b-ust, m-ist, c-ost, l-ost, tw-ist.

b-and, s-and, st-and, h-and, gr-and, l-and, br-and, b-end s-end, m-end, sp-end, bl-end, tr-end, bl-end,

t-ent, b-ent, l-ent, w-ent, v-ent, pr-int, t-int, f-elt, m-elt, b-elt, m-ilk, s-ilk, h-elp, cr-ept, sw-ept

c-amp, d-amp, l-amp, st-amp, d-ump, p-ump, j-ump, h-ump, l-ump, th-ump, st-ump, l-imp,

WEEK 48

t-usk, r-usk, b-usk, r-isk, d-esk, P-ink, s-ink, w-ink, dr-ink, bl-ink, st-ink, th-ink, b-ank, t-ank, th-ank.

b-unk, tr-unk, sk-unk, ask, t-ask, l-eft, l-ift, s-oft, dr-ift, act, s-ift, g-olf, sh-elf, sl-ept, n-ext, t-ext, j-ust

Children who need to practise reading and writing of these words, keep learning. Children in YEAR 1, who can read and spell these words, move to the next level words.

DAILY DIRECT SYSTEMATIC TEACHING OF LITERACY SKILLS

LEVEL 3

1. Handwriting Practice
2. Phonemic Awareness Skills of all Level 3 words
3. Oral Reading with 'easy to decode' books with a controlled vocabulary.
Independent Readers read library books.
4. Direct Systematic Synthetic Phonics Skills – 25 SOUNDS NOW TAUGHT. Word Meanings discussed.
5. Basic Grammar and Punctuation – Nouns are "Naming words", "Verbs are doing words" Use of Capital Letters, Full Stops, Question Marks, Exclamation Marks

SQUARES ON THE 44 SQUARE SOUND CHART IN EACH ROOM WILL NOW BEGIN TO BE FILLED WITH MORE LETTER-SOUND VARIATIONS.

There may be need to teach with 3 class groups now to cater for some children learning

- 1) Some children may still be learning LEVEL 1 CVC words.
- 2) Some children may still be learning LEVEL 2 CCVC/CVCC words.
- 3) Some children may be able to read and spell those words and learn LEVEL 3 words.

This is acceptable and quite normal for young children to be learning at various levels. Let them have the time they need to learn these foundational reading and spelling skills

WEEK 49

WORDS WITH 'ONE LETTER MAKES ONE SOUND'

The letter 'y' makes an 'eye' sound in these words.

sk-y, m-y, tr-y, sl-y, cr-y, fr-y, b-y, st-y, sp-y, sh-y, fl-y, dr-y.

(Mention that the letter 'y' makes a 'y' sound in yes and an 'ee' sound at the end of words like 'happy' now; but do not teach those words now to avoid confusion.)

WEEK 50

TEACH THE CONCEPT THAT SOMETIMES TWO LETTERS MAKE ONE SOUND. (DIGRAPH)

s + h make the sh sound in ship.

c + h make the 'ch sound in chin.

t + h make the the 'th' sound in this.

n + g make the ng sound in ring.

l and l make the 'l' sound in doll.

w and h make the 'w' sound in when.

s and s make the 's' sound in mess.

c and k make the 'k' sound in sock.

ADD THESE DIGRAPHS INTO A NEW SOUND SQUARE, ALWAYS WITH A WORD AND PICTURE/ DRAWING

THESE LETTERS CANNOT BE TAUGHT TO SAY A SOUND IN ISOLATION.

WE DO NOT KNOW WHAT SOUND ANY LETTERS MAKE UNTIL THEY ARE IN A WORD.
Eg. c and h make the 'ch' sound in chip, the 'sh' sound in champagne and the 'k'
sound in school.

WEEK 51

sh-ip, sh-op, sh-ell, sh-ut, sh-ed, shy, sh-e, w-ish, d-ish, f-ish.

WEEK 52

th-is, th-en, th-at, th-an, th-e, th-em,

Linguists say that 't and h' makes two different sounds – th as in this and th as in thin.

ONLY SHORT VOWELS ARE TAUGHT SO FAR.

**TEACHING LONG VOWELS TOO SOON AFTER SHORT VOWELS LEADS TO CONFUSION
WHICH IS DIFFICULT TO RE-LEARN, ONCE PRACTISED.**

WEEK 53

wh-ip, wh-en, wh-y, wh-am, wh-ich, wh-iz

WEEK 54

s-ing, d-ing, th-ing, k-ing, p-ing, r-ing, w-ing, s-ang, b-ang, f-ang, h-ang, p-ang, r-ang, t-
ang, d-ong, th-ong, l-ong, s-ong, s-ung, dung, l-ung, hung, r-ung.

WEEK 55

ch-ip, ch-op, ch-ap, chin, ch-ick, ch-at, ch-ill, ch-eck, m-uch, s-uch, r-ich.

WEEK 56

h-ill, f-ill, b-ill, m-ill, k-ill, s-ill, w-ill, s-ell, b-ell, t-ell, w-ell, f-ell, r-oll, d-oll, d-ull, g-ull,

WEEK 57

h-iss, m-iss, k-iss, l-ess, t-oss, b-oss, h-iss, m-ess, m-oss,

WEEK 58

j-ack, b-ack, h-ack, l-ack, p-ack, r-ack, s-ack, t-ack, s-ick, ch-ick, k-ick, w-ick, n-ick, p-ick,
d-ock, cl-ock, l-ock, m-ock, s-ock, t-ock, r-ock, n-eck, p-eck, ch-eck.

Children who cannot yet read and spell these words, continue learning them.

Children who can read and spell these words, move on to learn next level words.

In YEAR 1, it is still acceptable, within normal range, for some children to still be learning CVC and CCVC/CVCC words and words with short vowels/easy digraphs, as above.

In some Year 1 classes, the words so far listed may be the only words learned by most if not all children in this year. This is quite acceptable.

Developmentally, beginning learning of phonics skills literacy skills are still taking place and young children enter school with varying developmental skills.

Some children just need longer to learn. Let them have the longer time.

Of course some children will be reading and writing much more complex words than this.

They will continue reading many books from the class library and writing many creative stories and tasks.

Incidental discussion of many words will be taking place in class, OUTSIDE the DAILY DIRECT TEACHING OF LITERACY SESSIONS.

DAILY DIRECT SYSTEMATIC TEACHING OF LITERACY SKILLS SESSIONS (WAIT UNTIL YEAR 2)

LEVEL 4

There is much revision and consolidation to be done with words at Levels 1-58 in Year 1 before continuing to more complex words.

- 1. Handwriting Practice (10 minutes)**
- 2. Phonemic Awareness of sounds in the Level 4 words**
- 3. Oral Reading of 'easy to decode' books, if required.**
- 4. Synthetic Phonics -29 Sounds now specifically taught. Word Meanings discussed.**
- 5. Basic Grammar and Punctuation- Naming Words, Doing Words, Describing Words, Capital Letters, Full Stops, Question Marks, Exclamation Marks.**

ON THE 44 SOUNDS CHART MORE SQUARES WILL BE FILLED IN NOW AS NEW SOUND/LETTER PHONICS ARE LEARNED.

TEACHING NOTES:

Some children in Year 2 will be independent readers, reading many books from the school library and writing many forms of stories, as they do now.

Spelling of more complex words will be incidentally discussed and learned as now.

BUT

Some children in Year 2 will still be learning Level 1 or Level 2 or Level 3 words and be reading EASY TO DECODE BOOKS at EARLY LEVELS - using Class Groups or Streaming.

This is still realistically acceptable, due to the variation of children's development.

Children, who are still learning to read/decode and spell/encode words at Level 1, may have Specific Learning Difficulties, or General Learning Difficulties/Special Needs.

THIS IS THE TIME TO INTRODUCE REMEDIAL INTERVENTION FOR THESE CHILDREN (TIER 2).

They need more time and more practice. They can still catch up to their peers IF they are given an effective intervention program all year; on-going; into YEAR 3 or YEAR 4 if needed.

MULTI-LIT (Making Up for Lost Time in Literacy) is a good choice as it is scientifically evidence-based program, is fully developed by Macquarie University, NSW, with a teacher training program established. And it works.

Reading Recovery program is whole language based, requiring children to 'guess' unknown words, has limited success and is more expensive.

WEEK 59

TEACH THE CONCEPT OF LONG VOWELS – and DIGRAPHS – TWO LETTERS MAKE ONE SOUND

ee as in tree,
ar as in car,
oo as in moon,
ow as in cow,
ay as in play,
or as in horse,
oa as in boat,
ir as in bird,
ou as in house,
oy as in boy,
oo as in book,
ea as in leaf,
ai as in rain,
ow as in mow
a as in ball
e as in he.
th as in thin

CHILDREN MAY KNOW OF OTHER EXAMPLES OF PHONIC VARIATIONS. EG 'eigh' as in eight, or 'ur' as in ch'urch, 'oi' as in coin, 'ough' as in though etc.

These can be discussed incidentally; added in individual dictionaries, but NOT LEARNED IN THE DIRECT TEACHING OF PHONICS SKILLS yet. Word Meanings are always discussed.

IF SHORT VOWELS AND LONG VOWELS ARE TAUGHT TOGETHER, MANY YOUNG CHILDREN WILL CONFUSE THEM.

Only teach the 2nd sound/letter variation AFTER the 1st sound/letter variation has been learned, to avoid learning confusion.

I.e. Teach 'ee' as in tree for a term before teaching 'ea' as in bean after words with 'ee' as in 'tree' have been learned. Etc.

EVERY WORD HAS AT LEAST ONE VOWEL SO IF VOWELS ARE CONFUSED AND LEARNED, IT LIMITS THE ABILITY OF THE CHILD TO LEARN TO READ AND ESPECIALLY WRITE CORRECTLY.

TEACH ONLY ONE PHONIC SOUND GROUP IN ANY ONE SESSION TO AVOID LEARNING CONFUSION. I.e. Always teach only words with the SAME SOUND.

TEACH THE SAME LETTER COMBINATIONS FOR THE SAME SOUND IN EACH SESSION. If you mix sound variations, many young children will confuse the spellings and not learn well.

IN WRITING IT IS ACCEPTABLE AT THIS LEARNING STAGE FOR PHONIC SPELLING. THIS IS A PERFECTLY NORMAL STRATEGY AT THIS STAGE OF LEARNING. But avoid the 'Have a go' strategy which encourages children to practise errors. If they want to know how to spell a word, write it clearly on a piece of paper for them to copy in individual dictionaries etc.

As children learn the correct visual image of a word in long term memory, through accurate reading practice, they learn the correct spelling of words.

THAT IS WHY GOOD READERS BECOME GOOD SPELLERS. ONE SKILL DEVELOPS BEFORE THE OTHER.

WEEK 58

Bee, see, tree, free
feet, sweet,
keep, deep, creep, steep, sleep, sweep, weep
feed, need, seed
peel, feel
queen, green, been
seek, week,

Don't teach 'ea' as in bean now. When words with 'ee' as in been are learned, then other phonic variations can be taught in DIRECT TEACHING OF PHONICS SESSIONS. Of course mention of other variations can be discussed incidentally.

WEEK 59

b-ar, c-ar, f-ar, j-ar, st-ar, t-ar
c-ard, y-ard, h-ard,
f-arm, arm, h-arm,
art, st-art, t-art, c-art
ark, b-ark, m-ark, sh-ark, p-ark, d-ark,
h-arp, sh-arp

WEEK 60

m-oo, t-oo, z-oo
m-oon, s-oon, sp-oon,

r-oom, b-oom, z-oom, br-oom, bl-oom,
c-ool, dr-ool, st-ool, t-ool, f-ool, p-ool, sch-ool,
b-oot, sh-oot, t-oot, h-oot, l-oot, r-oot,
t-ooth,
r-oof,
f-ood, m-ood,

WEEK 61

b-ay, h-ay, l-ay, m-ay, p-ay, r-ay, s-ay, tr-ay, w-ay, d-ay,
st-ay, aw-ay, sw-ay, spr-ay, pr-ay, cl-ay

WEEK 62

f-or
b-orn, h-orn, t-orn, w-orn, th-orn, c-orn
f-ork, c-ork, p-ork, st-ork,
f-orm, st-orm
sp-ort, f-ort, sh-ort, h-orse

(NB – there are 17 ways to write the sound 'or' as in corn. Some children will discuss this. Other words that have an 'or- sound may be discussed incidentally, written in individual dictionaries but not taught in SYNTHETIC PHONICS SESSION yet to avoid learning confusion.

WEEK 63

oat, b-oat, c-oat, fl-oat, g-oat, m-oat, oat, thr-oat
s-oap,
l-oaf,
s-oak, cr-oak, cl-oak
m-oan, r-oam, f-oam,
r-oast, b-oast, c-oast, t-oast,
t-oad, l-oad, r-oad,

WEEK 64

b-ird, th-ird,
g-irl,
st-ir, f-ir, s-ir
sk-irt, sh-irt, d-irt,
d-irty, th-irty, th-irsty, ch-irp

WEEK 65

out, sh-out, ab-out,
h-ouse, m-ouse
b-ound, r-ound, s-ound, gr-ound, f-ound,
cl-oud, l-oud, al-oud, th-ousand,
m-outh, am-ount

WEEK 66

b-oy, t-oy, j-oy
r-oy-al
ann-oy

WEEK 67

b-ook, c-ook, h-ook, l-ook, n-ook, r-ook, t-ook, s-ook, sh-ook, ch-ook
g-ood, h-ood, w-ood

WEEK 68

l-eaf,
eat, b-eat, f-eat, h-eat, m-eat, n-eat, s-eat, t-eat, wh-eat, ch-eat,
p-ea, s-ea, t-ea, fl-ea
t-eam, b-eam, r-eam, st-eam, cr-eam, str-eam,
r-ead, b-ead, l-ead,
each, p-each, b-each, r-each, t-each,
b-ean, m-ean, cl-ean, sp-eak

WEEK 70

r-ain, p-ain, m-ain, st-ain, gr-ain, ch-ain, dr-ain, tr-ain, br-ain
w-ait, b-ait,
t-ail, m-ail, sn-ail, tr-ail, h-ail, p-ail, n-ail, s-ail, b-ail.
p-aint,
p-aid, r-aid, l-aid, m-aid

WEEK 71

all, b-all, c-all, f-all, h-all, m-all, st-all, t-all, w-all, sm-all,

WEEK 72

b-e, h-e, sh-e, w-e, m-e

WEEK 73

b-ow, l-ow, r-ow,, gr-ow, gl-ow, bl-ow, yell-ow
fl-ow, thr-ow, sn-ow, sl-ow, cr-ow,

WEEK 74

th-in, th-ick, th-istle, th-ank

WEEK 75

TEACH – SOMETIMES 3 LETTERS MAKE ONE SOUND
air, f-air, h-air, p-air, st-air, ch-air,

**Children who have not yet learned to read and spell these words continue learning.
Children who have learned to read and spell these words, move on to learn the next
word level.**

DAILY DIRECT SYSTEMATIC TEACHING OF LITERACY SKILLS

LEVEL 5 (Year 2)

1. Handwriting Practice (10 minutes)

2. Phonemic Awareness of Level 5 words

3. Oral reading of “easy to decode” texts for children who are not yet independent readers.

Testing can be done, using a robust reading and comprehension test such as the **NEALE ANALYSIS OF READING ABILITY- 3rd Edition**, standardized to Australian children. A Reading Age of 10 +years would indicate independent reading.

4. Systematic and Direct Teaching of Synthetic Phonics -

40 sounds have now been taught. Word Meanings discussed.

40 sound squares will now have 1 or more examples of letter/sound examples in them.

The 4 sounds not yet taught belong to more complex words, more suited to more advanced learners, later. (eg u as in mot-or, oor as in fewer, ear as in hear, s as in measure)

WEEK 76

TEACH THE CONCEPT

'The magic e'. Some words have a 'magic'e on the end that makes the short vowel s say their letter name.

a-e as in c-ake, e-e as in th-ese, i-e as in l-ike, o-e as in r-ope, u-e as in tube.

WEEK 77

b-ake, c-ake, f-ake, fl-ake, h-ake, J-ake, l-ake, m-ake, s-ake, r-ake, t-ake, w-ake, sh-ake, sn-ake, br-ake

wh-ale, t-ale, p-ale, st-ale, b-ale,

d-ate, l-ate, f-ate, cr-ate, pl-ate, g-ate,

m-ade, sh-ade, sp-ade,

l-ane,

c-ape, t-ape,

gave, br-ave, sh-ave, s-ave, s-afe

WEEK 78

k-ite, b-ite, s-ite, wh-ite,

b-ike, h-ike, l-ike,

r-ipe, w-ipe, tr-ipe, str-ipe

m-ine, n-ine, f-ine, sh-ine, l-ine,

l-ife, f-ive, h-ive, dr-ive

p-ile, sm-ile, t-ime, l-ime, sl-ime, ch-ime

s-ide, h-ide, r-ide, sl-ide,

f-ive, h-ive, dr-ive,

WEEK 79

b-one, c-one, st-one,
h-ome,
r-ose, h-ose, d-ose, ch-ose, n-ose,
r-ope, h-ope,
j-oke, w-oke, sp-oke, br-oke
n-ote,

WEEK 80

c-ube, t-ube,
fl-ute, ch-ute, m-ute, c-ute,
t-une, d-une, J-une, pr-une,

Children who have not learned to read and spell these phonic word groups, continue to learn them.

There is no merit to move on with learning the words on the next level before learning the current word level.

Children who have learned to read and spell all these words, move on.

WEEK 81

TEACH the CONCEPT - 3 letter consonant blends.

(N.B. These triple consonant blends are very difficult for young children to learn, so much more phonemic awareness practise is required for accuracy.)

WEEK 82

scr-ew, scr-eam, scr-een, scr-ub, scr-ape, scr-atch, scr-oll, scr-ap,

WEEK 83

spl-ash, spl-int, spl-it, spl-int, -spl-its

WEEK 84

str-ing, str-ain, str-ay, str-oll, str-ap, str-aw, str-eet, str-ong, str-eam, str-and, str-ipe,

WEEK 85

spr-ing, spr-ig, spr-int, spr-ay, sprain, spr-out, spr-ee.

WEEK 86

b-oil, c-oil, s-oil, sp-oil, f-oil, oil,
j-oin, c-oin
p-oint, j-oint
m-oist, n-oise

WEEK 87

p-aw, l-aw, j-aw, r-aw, s-aw, cl-aw, dr-aw, str-aw,
d-awn, pr-awn, l-awn, f-awn,
h-awk,
sh-awl, cr-awl,

WEEK 88

d-ie, p-ie, t-ie, l-ie,
cr-ied, l-ied, dr-ied, dr-ied

WEEK 89

f-ew, n-ew, bl-ew, gr-ew, fl-ew, cr-ew, br-ew, dr-ew, scr-ew, thr-ew, ch-ew,

WEEK 90

h-ear, n-ear, cl-ear, t-ear, sp-ear, sh-ear, y-ear, g-ear, d-ear, f-ear, r-ear

WEEK 91

r-ead, h-ead, br-ead, ah-ead, spr-ead, thr-ead, tr-ead
r-eady, st-eady, d-eaf, h-eaven

WEEK 92

c-alf, h-alf,
gl-ass, p-ass, cl-ass, gr-ass,
m-ast, c-ast, l-ast, f-ast

The children who have not yet learned to read and spell all these words, continue to learn them.

The children who can read and spell all these words, move on.

WEEK 93

app-le, litt-le, midd-le, tab-le, ab-le, stab-le,
ank-le, hand-le, sing-le, jung-le.

WEEK 94

f-ur, s-urf, t-urf,
h-urt,
t-urn, ret-urn, b-urn,
c-urb, ch-urch, l-urch
c-url,
p-urse, n-urse, c-urse
t-urtle, t-urn-ip,
b-urst, p-urple
Sat-ur-day, Th-urs-day

WEEK 95

old, g-old, c-old, b-old, f-old, t-old, s-old, h-old,

WEEK 96

c-are, b-are, r-are, f-are, d-are, h-are, m-are
sh-are, st-are, sp-are, gl-are, square

WEEK 97

p-ut, p-ush, p-ull,
b-ush, b-ull, b-ully, f-ull, b-ull-et

WEEK 98

f-ight, l-ight, n-ight, m-ight, t-ight, s-ight
r-ight, fr-ight, fl-ight, br-ight, sl-ight
s-igh, h-igh

WEEK 99

c-ore, b-ore, g-ore, m-ore, s-ore, t-ore, w-ore
be-fore, sh-ore, sn-ore, sc-ore, st-ore, ad-ore

WEEK 100

c-ue, d-ue,
cl-ue, bl-ue, gl-ue, fl-ue, tr-ue

The children who can not yet read and spell all of these words, continue to learn them. The children who can read and spell all these words move on to learn the next phonic word groups.

IF YEAR 2 CHILDREN ONLY REACH THIS LEVEL OF LEARNING TO READ AND SPELL THE WORDS FROM WEEK 1-100, THIS WOULD BE A MOST SUCCESSFUL LEARNING BASE ON WHICH TO BUILD.

WEEK 101

h-er, v-erb, h-erb,
f-ern, g-erm, p-erm, t-erm, h-erd,
n-erve, s-erve,
v-erse, p-erch, lev-er,

WEEK 101

b-ear, p-ear, w-ear, t-ear as in tore, - not be taught with ear as in hear to avoid confusion

WEEK 102

w-as, w-ant, wh-at, w-asp, w-and, w-ander, w-ant, w-ash,
w-atch, w-asp, w-asn't, s-wan, s-wap, s-wap,

WEEK 103

b-atch, c-atch, m-atch, l-atch, p-atch, h-atch, scr-atch,
str-etch, r-etch, f-etch
st-itch, w-itch, b-itch, sn-itch, sw-itch, p-itch

**Children who cannot read and spell the words above, continue to learn them.
Children who can read and spell these words, move on.**

WEEK 104

d-one, s-on, o-ven
c-ome, s-ome, s-ome-thing
gl-ove, d-ove, l-ove, ab-ove
br-other, m-other
M-onday, m-onth
m-oney, h-oney
sh-ovel

WEEK 105

w-orm, w-ord, w-ork, w-ork-ing
w-orld, w-orst, w-orse
w-orth,

WEEK 106

s-auce, s-aucer, h-aunt, l-auch,
au-tumn, Au-gust, l-aund-ry, s-auce-pan, astro-n-aut, p-ause, c-ause, be-c-ause,

WEEK 107

c-aught, d-aught-er
n-aught-y

WEEK 108

f-ir, s-ir, st-ir
b-ird, th-ird,
b-irth, g-irth, m-irth, b-irth-day
g-irl, wh-irl
d-irt, d-irt-y, sh-irt, sk-irt, th-irt-teen, th-irt-y,
th-irst, th-irst-y, f-irst
ch-irp,

WEEK 109

qu-een, qu-it, qu-ick, qu-ickly
qu-ack, qu-eer, qu-ilt, qu-arter,
qu-iet, qu-ietly, qu-ail, qu-in

Children who have not yet learned to read and spell these words, continue to learn them.

Children who can read and spell these words, move on to learn the next phonic word group.

WEEK 110

Teach that in some words, the 's' sound is made by the letter 'c'.

pen-cil, c-entre, c-entral, c-ircle, -c-ircus, c-ity, c-ytle, re-c-ytle, pen-cil

WEEK 111

f-ace, r-ace, p-ace, l-ace, pl-ace, gr-ace, tr-ace, sp-ace,
ice, n-ice, m-ice, r-ice, pr-ice, d-ice, sl-ice, sp-ice, tw-ice

WEEK 112

g-em, g-iraffe, g-iant, g-ym, g-inger, g-entle, g-el

WEEK 113

age, c-age, p-age, w-age, r-age, st-age
ch-ange, d-anger, an-gel, str-ange.

WEEK 114

w-ar, w-arn, w-arm, w-art, w-ard,
re-w-ard, tow-ar-ds, w-arn-ing

WEEK 115

ch-emist, Ch-rist-mas, ch-oir, s-chool, a-che, e-cho,
Mi-chael, Ni-cholas, Ch-loe, Ch-ristopher

WEEK 116 - The letters 'ph' sometimes say 'f' as in photo.

ele-phant, ph-oto, ph-eas-ant, ph-oto-gra-ph
gra-ph, al-pha-bet, ph-ysical, or-phan, ph-onics, ph-arm-acy, tele-phone.

WEEK 117 - the silent 'b'

lam-b, lim-b, com-b, thum-b, cru-mb,
bom-b, num-b, plum-b-er

WEEK 118 - the 'silent' k.

Kn-ife, kn-it, kn-itt-ing, kn-ot, kn-ead, kn-own, kn-ew,
k-nee, kn-ight, kn-ob, kn-ack, kn-ock.

WEEK 119 - the silent 'w'.

wr-en, wr-ite, wr-ap, wr-ing, wr-ist, wr-ote
wr-itten, wr-iting, wr-ong, wr-iggle,

WEEK 120

War, w-art, w-ard, w-arp, w-arn, w-arm, sw-arm,
d-warf,

Children who have not yet learned to read and spell these words by the end of YEAR 2 will need to continue learning them during Year 3.

Teaching of Spelling in Phonic Word Groups with the SAME SOUND from Grade 3-6 would be a most effective way of learning spelling of many more words.

PRACTISING OF ERRORS

Making errors can be a very positive experience, especially when learning creative processes.

But when children are **learning literacy and (numeracy) SKILLS**, making errors and practising errors so that they LEARN the ERROR, is negative and undermines the child's learning and confidence and progress.

Current classroom teaching often is set up in such a way that children spend much time practising errors rather than practising accuracies. "Guess what word it might be" and "Have a go". Errors are praised for effort.

Consequently many children practise more errors than accuracies, become confused and don't learn well.

They may practise many errors and end up learning those errors into long term memory.

If children are not taught the correct pencil grip and correct letter or numeral formation from the beginning, until handwriting is fully mastered, children practise errors every time they pick up a pencil and write.

Every time children read a word incorrectly, but not corrected, they are practising an error.

Every time a child spells a word incorrectly and not corrected, they are practising the wrong spelling of that word. (This happens in maths also.)

This approach needs immediate reform for teaching literacy and numeracy.

SUMMARY

The report to Federal Parliament the National Inquiry into the Teaching of Literacy in Australia 2005, recommended “to teach systematic direct and explicit phonics instruction so that children can master the essential alphabet code-breaking skills required for foundational reading proficiency.”

THE ENCLOSED PROGRAM OF “DAILY DIRECT TEACHING OF LITERACY SKILLS, INCLUDING TEACHING OF SYSTEMATIC SYNTHETIC PHONOLOGICAL PROCESSING SKILLS, WHILST NOT COMPLETE, IS EXACTLY THE PROGRAM THE INQUIRY RECOMMENDED, WITH SPELLING GOALS MET AS WELL.

FOUNDATION, YEAR 1 AND 2 CLASSROOM PRACTICE STAYS AS IT IS TODAY, BUT **ONE HOUR PER DAY OF EXPLICIT AND DIRECT TEACHING SESSIONS IS ADDED,** AS DESCRIBED HERE.

I have used this program since 1970's, when I was taught it by the then experienced teachers. I have found it easy to implement in classes of 35 students, in remedial groups and individually. I have found it very effective, even with severely dyslexic students.

JO ROGERS