



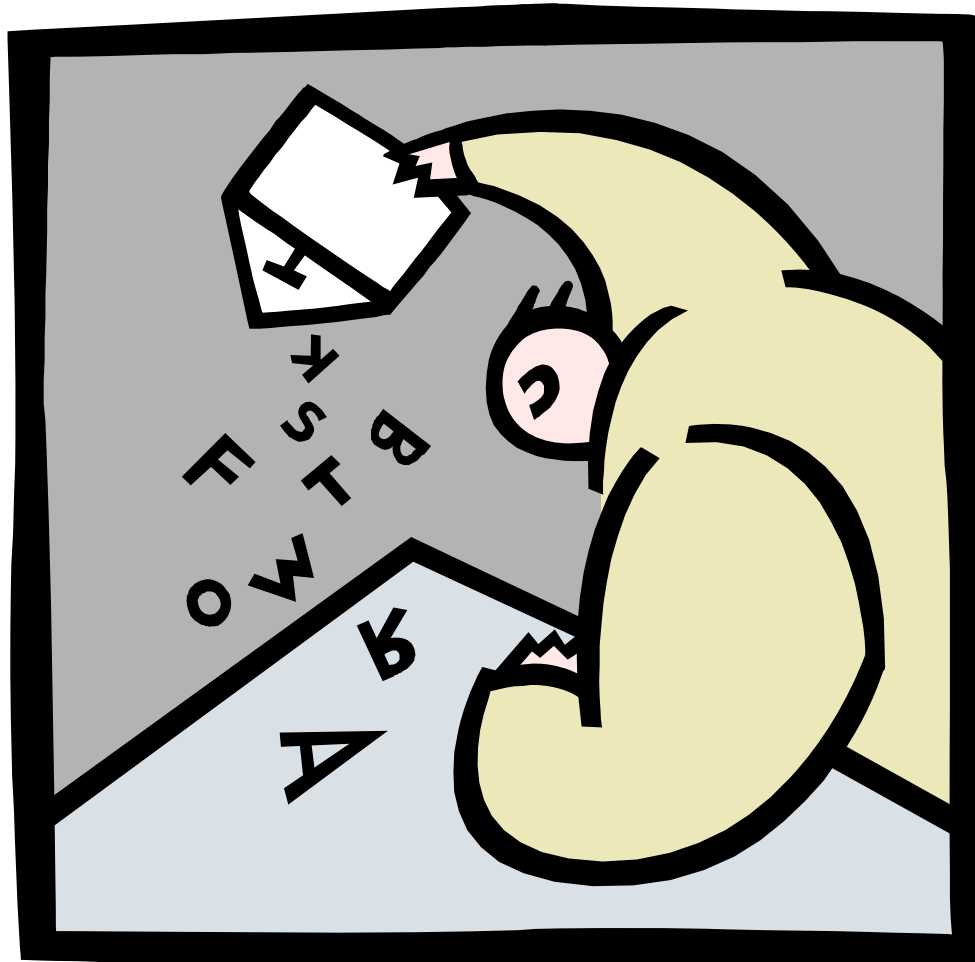
Sound Progress

Phonemic skills for literacy through
Precision Teaching.



How do we make sense of letters

?



How do children learn to read and spell ?



- Looking at books ?
- Listening to other people read ?
- Learning the rules of the English language ?
- By memorising words - learning by rote ?
- Learning to spell parts of words and put them together ?
- All of the above ?
- Something else entirely ?





Fluent reader vs the learner.

- **Fluent.**
 - Eyes only focus on some words.
 - Reads ‘in head’.
 - Uses comprehension of what is being read to build picture as they go.
 - Stops on unusual words to sound them out.
- **Learner.**
 - Eyes focus on every word.
 - often reads ‘out loud.
 - Uses pictures to give clues about what text might be about.
 - breaks many words down.



What is 'phonics' ?

- Onset and Rime ? (/c/ /at/)
- Phonic rules ? (i before e except after c)
- Letter patterns ? (learning to spell ea words)
- Syllabic knowledge ? (ha/pi/ness)
- Words that rhyme ? (log, frog, dog)
- Consonant clusters ? (cl, bl, fl, gl, sl)
- All of the above ?



Traditional approaches to phonics instruction ie teaching sounds that match letters and letter combinations is inefficient and often confusing because of the many hundreds of correspondences involved.

DfEE 1999 : Progression in phonics.





The most effective phonic instruction teaches children to **identify phonemes in spoken language first**, then to understand how these are represented by letters and letter combinations.

DfEE 1999 : Progression in phonics.





Phonemic awareness is a very strong predictor of reading and spelling success. Where this is systematically taught most children score high on tests of reading and spelling ability.

DfEE 1999 : Progression in phonics.

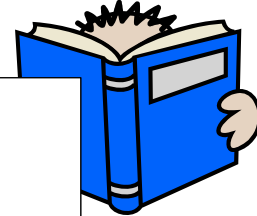




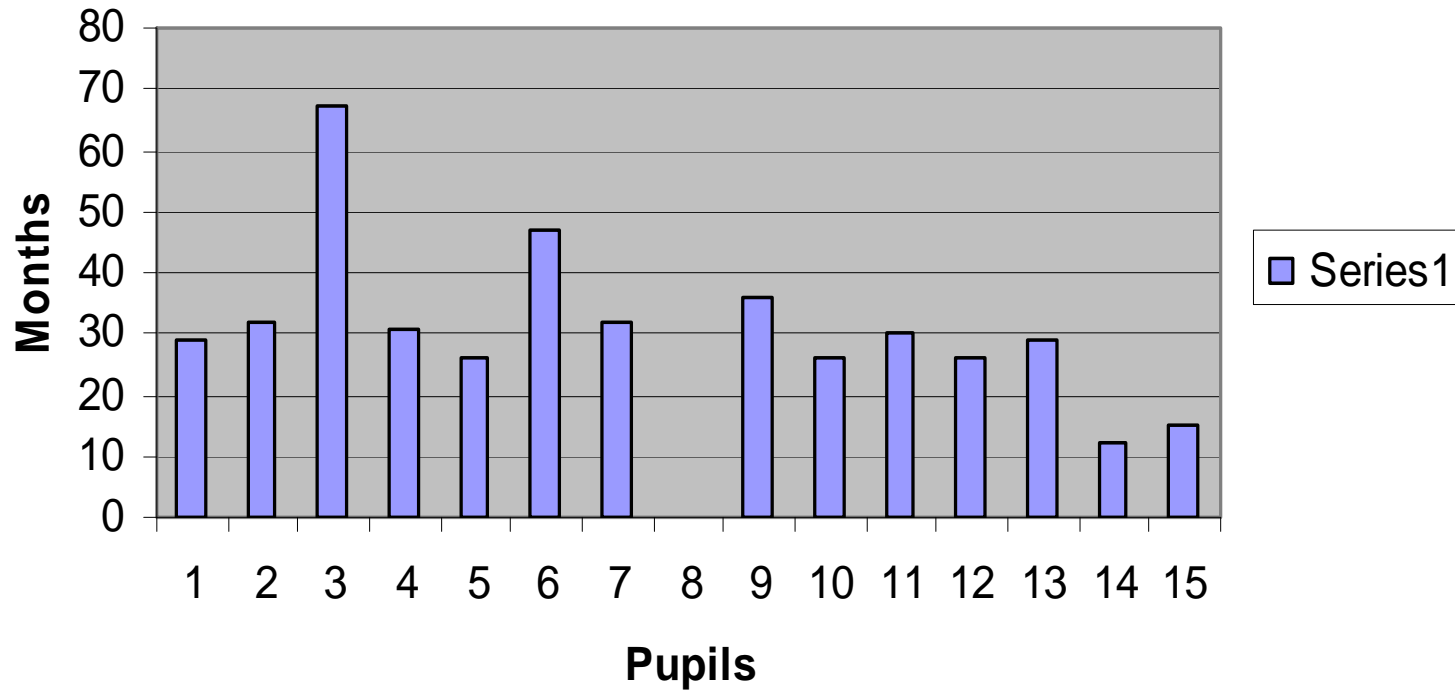
Phonemic research in Kent.

- Three primary schools and two cohorts in a secondary school.
- Over 100 pupils involved.
- On average children make 2 years progress in reading for each year taught.





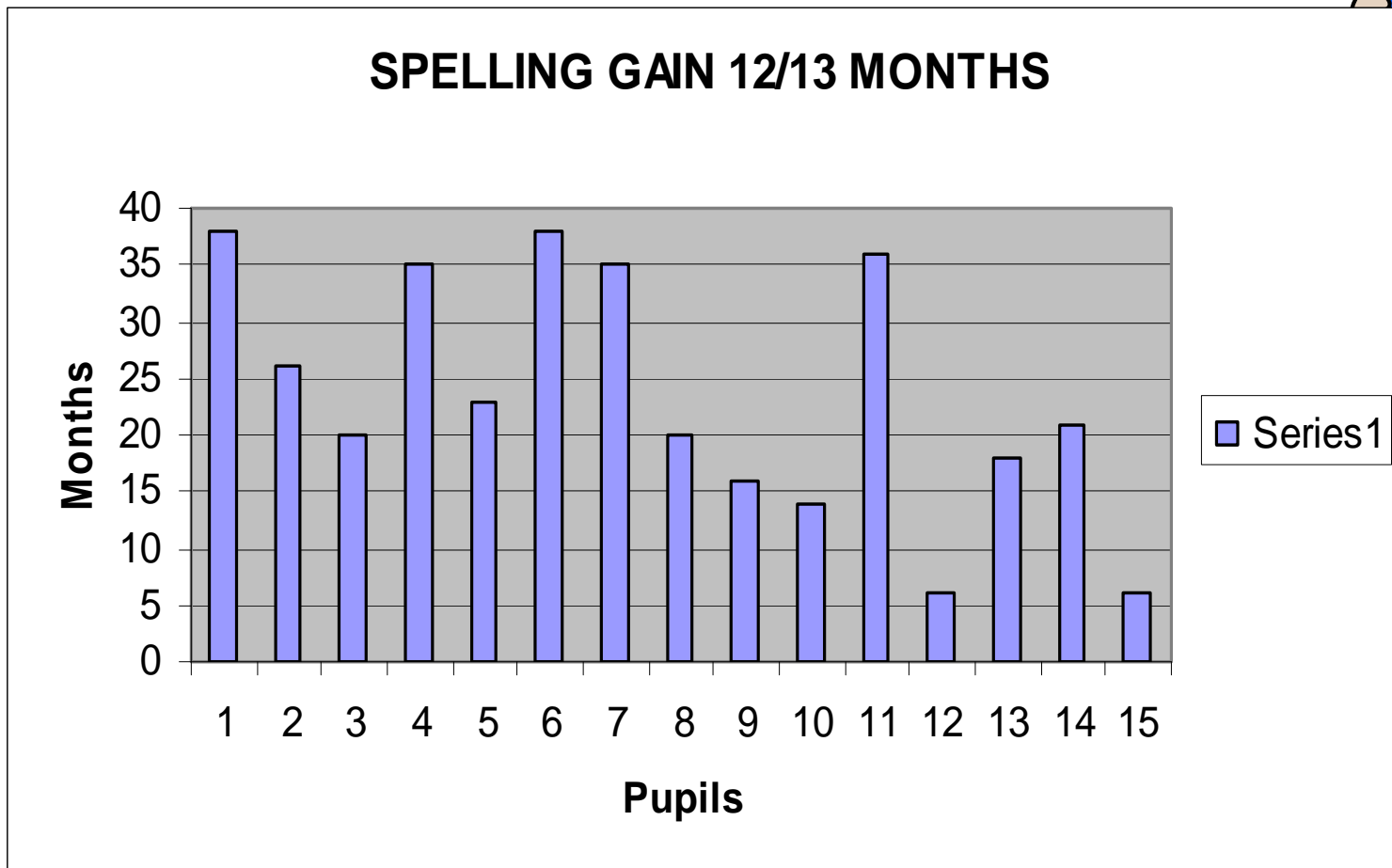
READING GAINS 12/13 MONTHS



Year 1 / 2

Average gain = 29.2 months





Year 1/2

Average gain = 23.5 months





What to teach.



Phonemics.

- 44 Phonemes in English
- 100 or so letter combinations
- Initially a system is used where each phoneme is represented by one letter or digraph (*Foundation groups in Sound Progress*)
- The rest is taught as;
 - Spelling alternatives
 - Overlaps in the code





How to teach it.



A whole school approach.

- If phonemics is used with other approaches the elegance of the approach is lost and children will become confused. The ‘searchlight model’ has been criticised heavily for muddling children’s learning and a whole school approach to phonemics is strongly recommended.



The basic auditory skills.

- match visual symbols to sounds
- blend discrete sound units into words
- segment sounds in words
- To high levels of fluency and accuracy.



What does Sound Progress add ?

- A programme for teaching phonemic skills for all children, particularly in KS1 and KS2 but also compatible with KS 3 literacy units.
- A way of achieving high levels of accuracy and fluency through distributed practise. This is particularly valuable with pupils who have long term persistent difficulties learning literacy (Dyslexia).



Sound Progress.

- A programme of over 100 probes that use Precision Teaching to teach the 44 phonemes in the English Language based on the skills of blending phonemes, segmenting words, linking sounds to letters and letter combinations and auditory processing.
- Foundation Groups (1-9) covering an initial 22 sounds, Higher Groups (10-45) covering spelling alternatives and remaining sounds.



Sound Progress

- Also;
 - A complete assessment and analysis system for phonemic skills.
 - Includes a fully integrated set of non-word probes to support analysis and help identify those using only visual strategies for reading and spelling.



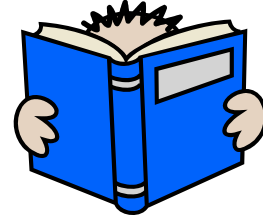
Getting going - the basics.

Segmentation

- 1. Saying a word and asking the child for the individual sounds which make up the word.
- 2. Showing a word to a child and asking for the individual sounds that make up the word.

Blending

- 3. Saying the individual phonemes of a word and asking the child to say the word
- 4. Saying the phonemes for a word and asking the child to write it down.



	Segmenting	Blending	Auditory Processing.
Pre-text phase.	<p>1. (Hear – say)</p> <p>Words (spoken by adult) to individual phonemes (spoken by pupil).</p> <p><i>Oral – Word to Phoneme</i></p> <p><i>(ow ph)</i></p>	<p>2. (Hear – say)</p> <p>Individual phonemes (spoken by adult) to word (spoken by pupil).</p> <p><i>Oral – Phonemes to words</i></p> <p><i>(ph w)</i></p>	<p>Separate record sheets are used for the skills of deletion and substitution of sounds within words.</p>
With text.	<p>3. (See – say)</p> <p>Words (visually presented) to individual phonemes (spoken by pupil).</p> <p><i>Visual – Word to Phoneme</i></p> <p><i>(vw ph)</i></p>	<p>4. (Hear – write)</p> <p>Individual phonemes (spoken by adult) to word (written by pupil).</p> <p><i>Phonemes to writing</i></p> <p><i>(ph w)</i></p>	
Whole word based skills.	<p>5. Reading.</p> <p>Word (visually presented) to word (spoken by pupil).</p>	<p>6. Spelling.</p> <p>Word (spoken by adult) to word (written by pupil).</p> <p><i>Word to writing</i></p> <p><i>(w wr)</i></p>	



Probes 1A 1B 1C 1D Teaching



NAME														MODE				CLASS			
Possible Modes:		ow ph say the word, ask the child to say the phonemes vw ph show the word on the probe, ask the child to say the phonemes				ph w say the phonemes, ask the child to say the word ph wr say the phonemes, ask the child to write the word				w wr say the word, ask the child to write the word											
1A							1B														
Dates:							Dates:														
mat							map														
mat							map														
mat							map														
fat							cap														
cat							cap														
cat							cap														
mop							fat														
mop							fat														
mop							fat														
sat							tom														
sat							tom														
sat							tom														
map							tot														
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map							tot														
cap							mat														
cap							mat														
cap							mat														
fat							sat														
fat							sat														
fat							sat														
cop							pop														
cop							pop														
cop							pop														
tom							mop														
tom							mop														
tom							mop														
cot							cat														
cot							cat														
cot							cat														
pop							cot														
pop							cot														
pop							cot														
tot							cop														
tot							cop														
tot							cop														
Totals:							Totals:														

There is a space for the date at the top of each column. You are likely to complete three or more columns per day.

These codes show which teaching mode is being used. This will not change from day to day unless the 90% aim rate is reached.

Words that appear on the probe are listed down the side of the record sheet..

Marks can go in the columns to show correct and incorrect responses for **each phoneme**,

or one of the boxes only if the **whole word** is the response (in blending for example).

sat			
map			
map			
map			
cap			

sat			
map			
map			
map			
cap			

