

SOUND PROGRESS

PRECISION TEACHING for LITERACY

Handbook for 2003 edition

Kent Psychology Service



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These materials and the accompanying Handbook were written and developed by;

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Starting with Sound Progress

What is Precision Teaching ?

What is Phonemics ?

Who is this programme for ?

**What materials are included in
Sound Progress ?**

What are 'PROBES' ?

INTRODUCTION

Reading and spelling are complex processes which, when fluent, bring many different skills and knowledge together. The 'reading searchlight model' noted in the Department for Education and Employment National Literacy Strategy document 'Progression in Phonics' gives an overview of the range of skills that come into play. The model includes 'phonic' skill, 'context' skills, word recognition, graphic knowledge and grammatical knowledge.

Research shows that **phonemic** skills are a crucial element within this broad range of skills, particularly in children who are in the early stages of learning literacy, or those children who are finding reading and spelling challenging. More and more research is suggesting that the 'searchlight' used by skilled readers has a key component – phonemic skills. Where these skills are not learnt the 'searchlight' can not focus properly.

Phonemic approaches to teaching literacy can be found in other published programmes for literacy. Phono-Graphix, described by Diane McGuiness(1998)¹ in her book "Why Children Can't Read", is a good example, and indeed the full Phono-Graphix programme has been introduced in several of the schools we worked with. McGuiness explains that the programme sequence starts with teaching individual phonemes and moves on to teaching segmenting and blending with auditory analysis. McGuiness argues very strongly that the phonemic approach should be used without any additional or confusing strategies (such as spelling rules or letter names) being taught or encouraged.

The results from the Phono-Graphix programme that McGuiness reports in her book are very impressive. In particular the results for those children who had previously found literacy a great challenge leads McGuiness to make the controversial statement that, overall, there is "overwhelming evidence that there is no such thing as 'dyslexia' or a 'learning difficulty'". (p 220) Her argument is that where reading and spelling are taught properly such difficulties can be overcome.

Another programme based on single sound, phonemic, skills is Teaching Handwriting, Reading And Spelling Skills (THRASS). Since the first THRASS publications in 1990 Alan Davies and his colleagues have developed a wide range of materials and resources that are used to teach literacy skills. The teaching of 'word level' skills in THRASS starts with 44 phonemes. The different alternative spellings for phonemes are summarised using charts that can be displayed in classrooms.

Research undertaken by Jonathan Solity and Rachel Deavers and their colleagues² has identified the benefits of teaching phonemic skills in a way that ensures high levels of accuracy and fluency. Their research project called 'Early Reading Research'(ERR) was carried out with 203 children in ERR schools. The specific ERR way of teaching the skills demonstrated significant gains in children's attainment over a comparison group of 167 children in schools following the National Literacy Strategy. It achieved this by ensuring interleaved learning and distributed practice. Interleaved learning involves the content of a learning programme being built up in such a way that new learning overlaps with learning that is already secure. New learning is taught at the same time as knowledge and skills that have already been acquired. Distributed practise involves the learner practising new skills frequently for relatively short periods of time in addition to teaching the skills themselves. In the ERR research a system for teaching was developed where key phonemic skills were practised three times a day for about 7 minutes. Solity found that for children with long term persistent literacy difficulties increased to an additional seven 1 minute practice sessions over a day on a very precise learning target.

More recently the DfEE issued a supplementary programme for the National Literacy Strategy that looks at teaching 'phonic' skills. (Progression in Phonics, published by the

¹ McGuiness D. 1998 *Why Children Can't Read*. London, Penguin Books

² Solity J, Deavers R, Kerfoot S, Crane G, Cannon K 2000 The early reading research: the impact of instructional psychology. *Educational Psychology in Practice* Vol 16 No2

DfEE in 1999 ISBN 0 19 312237 5) This document outlines ways in which phonemic skills can be taught with a whole class. It states that:

“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.”

and furthermore that:

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

Research carried out in a number of schools in Kent by the Psychology Service supports the conclusion from the research noted above that teaching phonemic skills well makes a huge difference to both the numbers of children who are successful in learning to read and spell confidently and the rate at which they learn the crucial early skills of word decoding and encoding.

These teaching materials have been developed as an additional resource that will allow you to teach pupils the fundamental phonemic skills of; matching written symbols with single sounds (phonemes), blend the discrete sound units into words and segmenting the different sounds in words

The materials are designed to allow you to teach these core skills according to three key principles;

- Start from the skills of the learner and match what you teach to what they need very precisely.
- Ensuring a high level of accuracy and fluency, so that skills can be applied quickly and effectively to real text.
- Teaching the ‘nuts and bolts’ of reading and spelling can be highly efficient, focusing only on what is really needed means children learn quickly and have more time for developing other skills and talents.

The core skills are taught initially with 22 sounds that have simple one phoneme to one letter shape matches. These 22 sounds are the FOUNDATION GROUPS (1-9). Once a child has mastered these skills with these 22 sounds he or she will have the solid foundation needed for developing good word attack skills.

Within the Foundation Groups there are also tasks to develop Auditory Processing. This teaching develops awareness of the position of phonemes in words, the ability to separate individual phonemes within a word and enhances overall phonemic awareness.

The entire materials in this pack then go beyond the first 22 sounds to look at common alternatives and some important code overlaps for 36 separate phonemes. The teaching at this level falls within what is known as the HIGHER GROUPS (10-45).

DESCRIPTION OF THE MATERIALS

Foundation Groups (1-9).

Probes for the Foundation Groups (1-9)

There is a detailed guide to the 38 probes in the Foundation Group materials at the end of the handbook. The Foundation Group probes cover the 22 key sounds for this level of learning;³

/a/ /c/ /f/ /m/ /o/ /p/ /s/ /t/
/b/ /d/ /g/ /h/ /i/ /j/ /r/ /u/
/e/ /l/ /n/ /v/ /w/ /z/

These sounds are used in words of three sounds, and later four sounds.

Teaching record sheets

Each probe has a companion record sheet for use with teaching. It is not necessary to complete every probe with every child and it is not good practice to complete these very detailed record forms with every child all of the time. The record forms are a tool that teachers and teaching assistants can use to record high quality teaching and learning. The record sheets allow the teacher to record accurately the words or individual phonemes that a child has learnt over time. In addition there are 22 record forms for teaching Auditory Processing (11 for substitution and 11 for deletion) that cover all of the main 22 sounds.

Analysis record sheets

These can be used to place a child within the programme when starting, as summative assessment at the end of a teaching block or as part of a diagnostic process.

Auditory Processing Analysis record sheets

These sheets can be used to assess a child's skills in substitution and deletion of individual phonemes within words for all of the sounds in the Foundation Groups (1-9).

³ Wherever a letter or digraph appears in between lines such as /ea/ a phoneme is being referred to rather than a letter or pair of letters.

HIGHER GROUPS (10-45)

Probes in the Higher Groups (10-45)

These probes build on the skills mastered in the Foundation Groups by introducing the spelling alternatives for many sounds that appear in the language.

Teaching record sheets_

As with the Foundation Groups each probe has a companion record sheet that can be used when teaching and monitoring.

Analysis record sheets_

These allow the teacher or teaching assistant to place the pupil within the programme or gather summative information. See later sections for details.

The non word probes in the Higher Groups (10-45) and the probes in group 45 are used for analysis. Probe 45 contains examples of words from throughout the whole programme and so can be used to identify areas of the whole teaching programme that a child is having difficulty with. The non-words are taught as part of the programme at the Foundation level. However once the core skills are fluent and accurate the use of non-words is restricted to assessment.

PRECISION TEACHING

One of the most effective teaching strategies for ensuring high levels of *fluency* and *accuracy* is Precision Teaching.

Precision Teaching provides regular practise on very specific teaching targets using ‘probes’ to practise and monitor progress towards the target. Precision teaching uses short practise tasks that you complete regularly with the pupil. Probes have been used for many years to learn in many different skill areas and can take many forms from lists of words to pages of sums.

Probes monitor or *probe* the extent to which the pupil is accurate and fluent in that skill area. In Sound Progress the probes are lists of words. There are generally **12 words** on each probe, which for three phoneme words gives **36 phonemes** on a probe and for four phoneme words gives **48 phonemes**. The phonemes are very often the important feature of the task rather than the words themselves, and for many teaching tasks the pupil does not even have to see the words, they will simply be listening to you say the words or say the phonemes in the words.

The five basic components of precision teaching

- *Specifying desired pupil performance in observable, measurable terms:*

Having decided on the area that you wish the child to start on a precise target must be set which is both observable and measurable. In Sound Progress these targets are effectively set for you when you select which area of the programme to use.

- *Recording the performance on a daily basis:*

This is done using the probes and their accompanying record sheets. The child should work on the probe for a short time at least once a day (ideally three times a day), usually for a minute. In this pack all of the probes are lists of words which can be used in a number of different ways. (See appendices for details of the content of the probes.)

- *Charting performance on a daily basis:*

The teacher records the pupil’s correct and incorrect rate every time the probe is used, and can then plot this data on a fluency chart. The fluency chart has a ratio scale that shows the relative increase or decrease in a child’s performance.

- *Recording teacher behaviour or teaching approach in relation to pupil performance:*

This refers to the planned, systematic changes, which the teacher might make. For example changes may be made in the use of praise, or in the nature of the teaching programme. Task analysis or task slicing may be used. (See ‘Responding to the data on the chart’ for more details.)

- *Analysis of the data to determine:*

- Whether progress is satisfactory;*
- Whether changes are needed in teaching approach in order to maintain or accelerate progress.*

THE SPECIAL CHARACTERISTICS OF 'PROBES'

This system of teaching literacy with probes has been developed because the special characteristics that probes have are immensely valuable in helping to ensure the effective teaching and learning of phonemic skills. All phonemic skills need to be learnt to a high level of accuracy and fluency.

1. They are given (at least) daily, ideally at the same time in the same place with the same materials.
2. All items on the probe are written in the same way.
3. Items are randomly organised so that the pupil does not just learn the sequence. (In this pack there are different probes in each group that use the same set of phonemes to allow for this effect.)
4. They are given for a very short timed period, usually one minute.
5. Rate measurement is used as children's progress is expressed as the number of correct and incorrect responses per minute.
6. Extremely small changes in performance can be observed.
7. They give information on a child's level of fluency as well as accuracy.
8. Probe results give an indication of increasing proficiency on the task being taught. The more fluent a child becomes, the greater the confidence with which we can say the child is approaching mastery.

Adapted from Solity, J.E and Bull, S. (1987) 'Special needs; bridging the curriculum gap', Milton Keynes: OUP

Teaching using Sound Progress

THE DIFFERENT WAYS TO USE THE PROBES IN THIS PACK

Sound Progress contains well over 100 probes. Each probe can be used in at least six different ways. For example you can give the pupil the words on the probe to read, you can look at the words and say the individual phonemes out loud to the pupil who then says the whole word, you can read the word out loud for the pupil to say the phonemes or the pupil can write as you say the words or phonemes on the probe. In addition there is the teaching of auditory processing skills. There is potentially a very large amount of content that could be covered.

Teaching must engage children by motivating and encouraging them to learn and use their skills and knowledge. It is therefore important not to simply go through the materials, probe after probe, in a long and tedious sequence, and although there are six alternative methods of using the probes it is not necessary to cover *all* of the probes using *all* of the six methods.

Once you are familiar with the programme the best guide to what needs to be taught will be your professional judgement as a teacher. Our guidance to support your choice is that pupils will need to cover the general sequence of teaching content using the probes in different ways to match the teaching to their own needs and progressing at their own learning pace. As will be explained later in the handbook the materials are also an important tool for supporting your judgements with assessment and analysis of a pupil's current skills.

When teaching with a whole class or group the range of content and methods of teaching should be used to provide flexibility. Again we emphasise that it is not necessary to complete the *whole* teaching programme in order to teach and practise the core skills well.

The table on page 14 shows the ways in which the probes can be used.

Note that the entire top row of the table are skills that do not require any visual skills. The pupil does not need to look at a single word or letter shape to practise and learn these skills. Only at the next level down are the skills of recognising letter shapes and writing letter shapes introduced.

The text in italics under each item gives the corresponding code that is used on the probe record forms. These codes can appear confusing and complex at first but we have found that when using the materials teachers and teaching assistants soon start to use the codes to describe what they are doing with a pupil.

Auditory Processing is included in the table and there are separate record sheets for use with teaching these skills. This is covered in more detail in a later section of the handbook.

Reading is highlighted as it is a special case and does not appear as a category on the record sheets. The rationale for this is that reading the words on a probe will follow very easily once the first four skills have been covered and so would not require the same degree of detailed recording. A second reason is to emphasise that the probes are not lists of sight words to be learnt by heart, reading and spelling the words are the outcomes from teaching and practising the core phonemic skills. The third reason is that assessment of reading skills can be more usefully done hearing the child read a book or other piece of text that includes words of that particular level.

Using the Probes – A Health Warning

The probes are not intended to be used as either word reading tests or flash cards. Using them in such ways would be teaching in a contrary fashion to the phonemic approach of sounds to letters. The introduction of another conflicting approach unnecessarily complicates the learning task and thus may well be counter productive. In particular it may also be confusing for those children who have weak phonological skills that require considerable extra focus for all round literacy development.

	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>	Separate record sheets are used for the skills of deletion and substitution of sounds within words.
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>	

AUDITORY PROCESSING

For some pupils it will be necessary to supplement the basic teaching of segmenting and blending with practice in Auditory Processing. This may be especially valuable for any child who has had hearing difficulty, delayed speech and language skills or, for any other reason, may have a less well developed awareness of sounds or a weaker ability to discriminate or manipulate the sounds in words.

Auditory processing, in this programme, consists of either substituting or deleting individual sounds in words. There are separate record forms for the Auditory Processing skills and the fluency charts can be used to plot progress over time as with the probes if desired.

Auditory Processing record sheets accompany the probes in groups 1 to 4 and for groups 7 and 8. They are always used without text and although linked to a probe can be taught using the record sheet on its own. The record forms give the target word, the sound to be deleted or substituted and the answer.

All of the **deletion** tasks can be completed by adapting the sentence; “Say * without the * ”.

For **substitution** care must be taken when introducing and teaching the task. First the pupil must know which phoneme is being substituted (initial, medial or final).

Teach this by modelling the task for the pupil;

“If I take the word lap and change the last sound to a /g/ I will have lag”

“If I take the word net and change the first sound to a /p/ I will have pet”

“If I take the word bag and change the middle sound to a /e/ I will have beg”

When the pupil is clear which phoneme will be substituted it is possible to complete the task by saying; “ * with a * (at the beginning/at the end/ in the middle) instead gives ? ”

HOW TO USE THE PROBES WITH AN INDIVIDUAL

The following 9 stages cover the process for working with an individual pupil using the probes, record sheet and fluency chart. It would not be appropriate to be working at this level with all children. This high level of planning and monitoring provides a very detailed programme for pupil which goes beyond the differentiation that is normally available in a classroom. It is likely to be support at 'School Action' or 'School Action Plus' under the Code of Practice on Special Educational Needs (2001) or what is sometimes referred to as 'Wave Three' intervention in literacy, meaning it is a specific targeted intervention.

- 1) Decide on the group that the pupil needs to work on. (See later section on assessment.)
- 2) Decide the mode of teaching that is to be used. (w wr, ow ph etc..)
- 3) Teach the skill.
- 4) Set up three or more practice sessions per day. At each session work through the probe from the top and complete as far as the child can in one minute.
- 5) Build in further teaching sessions as required. This can be done immediately after a probe has been used to look at any errors the pupil may have made while completing the practice task, however you do not have to have a teaching session with every practice session.
- 6) During the minute note the words or individual phonemes that are said (or written) correctly or incorrectly on the record form.
- 7) Note the number correct and incorrect overall for that minute on the probe's corresponding record form. These figures can then be plotted on a fluency chart if needed and can also be shared with the pupil to allow them make their own chart of their progress.
- 8) Continue to teach the skill, referring to phonemic based programmes such as the DfEE 'Progression in Phonics' teaching guide for additional teaching activities if needed.
- 9) Continue to use the probe in the same way until the aim rate of 90% of the items have been completed successfully for three consecutive sessions or analysis of the data suggests that teaching needs to be changed. (90% is chosen rather than 100% because of the range of factors on any one day that might influence a child's performance such as background noise, how they are feeling that day and what sort of a playtime they had ! 90% ensures a high degree of fluency and accuracy and also makes the target achievable.)

ADVICE ON WHOLE CLASS TEACHING

These materials can also be used for 'Wave One' teaching, whole class teaching, or 'Wave Two' teaching in groups or with individual pupils. In KS1 whole class teaching is likely to be particularly valuable, although there may be individual pupils who need extra support who would warrant some individual work.

At KS2 pupils may well have developed skills beyond the level of working with the first 22 sounds. Although whole class teaching will always be possible (if for example spelling is an identified target area for the whole class) it is more likely that the materials will form an individual programme. Diagnostic assessment and detailed programme planning and implementation can be achieved using these materials.

As the probes can be used with groups or with a whole class and we would strongly encourage the development of these skills in the whole class context. This will have the

advantage of allowing children to hear others modelling the skill for them and help to encourage generalisation of the skills in other classroom tasks.

Segmentation (Hear – say)

Words (spoken) to individual phonemes (spoken).

Say the words to the class and ask them to segment the sounds. This can be done together as a class or by rotating round smaller groups. The latter has the advantage of allowing some groups to hear others modelling the skill for them.

Segmenting (See – say)

Words (visually presented) to individual phonemes (spoken).

This could be done by presenting the probe using an OHP or by enlarging the probe and displaying it. Again modelling the skill for the pupils and asking them to model the skill for each other can be used to reinforce one or two minutes practise.

Reading.

Word (visually presented) to word (spoken)

Again with using an OHP or enlarged photocopy the words can be presented to the class and read. Clearly this is only likely to be appropriate once some time has been spent developing the auditory skills, and should not be used to teach the words as a method on its own. Ideally it would form the final stage having worked on that list of words for a period of time at the blending or segmenting stage.

Blending (Hear – say)

Individual phonemes (spoken) to word (spoken).

Here the class teacher will need to say the individual phonemes and the class can reply with the whole word. Develop the activity by asking some pupils to say the phonemes to the class. Be very careful that phonemes are pronounced without the ‘schwa’ at the end.

Blending (Hear – write)

Individual phonemes (spoken) to word (written).

Here the class can write the word as the teacher or another child speak the phonemes. The task can take on the form of a traditional spelling test if this is helpful. Alternatively pupils could select the correct word from a selection on a sheet or displayed around the room.

Spelling.

Word (spoken) to word (written).

Here the best approach is likely to use the probe simply as a spelling test. As with the reading probe it is not suggested that this be used as a whole class teaching activity as regularly as the auditory probes but it would be useful to use occasionally as a summary of work completed so far and to gauge skill acquisition across the class.

The principles of distributed practise and interleaved learning must still be maintained through the teaching. To enable this consider;

Using one or two minute ‘bursts’ of practise with the class at least three times a day. If two or three of the probe types are used one after another it would be possible to spend 10 minutes at a time practising these skills. This could form part of the word level work within the Literacy Hour.

Use the teaching during those spare couple of minutes that can crop up unexpectedly in the day while the class is waiting for something else to start.

Looking at progress

What is recorded ?

How do I know if it is working ?

How do I use the 'charts' ?

Can I see a worked example ?

RECORDING PROGRESS

When using Sound Progress with individual pupils it is important that the pupil's learning is recorded each time the skill is practised. You can do this easily by using the record sheets that match each probe.

The example on the following page is a record sheet from Group 1.

We have had a great deal of encouraging feedback from schools around Kent who are already using earlier editions of Sound Progress. The rate of progress children make varies. Some will master a skill in one group of sounds in less than 5 practise sessions, some will take a little longer. Generally one record sheet (allowing for 10 practise sessions) will be enough to see pupil master the skill. If you have concerns about the rate of progress you can fill in a fluency chart and discuss it with a Psychologist or Specialist teacher.

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

mat

mat

cat

cat

cat

mop

mop

mop

sat

sat

sat

map

map

map

cap

cap

cap

fat

fat

fat

cop

cop

cop

tom

tom

tom

cot

cot

cot

pop

pop

pop

tot

tot

tot

Totals:

map

map

map

cap

cap

cap

tom

tom

tom

map

map

map

cap

cap

cap

fat

fat

fat

cop

cop

cop

pop

pop

pop

tom

tom

tom

cat

cat

cat

cot

cot

cot

cop

cop

cop

Totals:

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

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

Words that appear on the probe are listed down the side.

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	4	
map	4	
map	4	
map	4	
cap	4	

sat		
map	4	
map		
map		
cap	4	

THE FLUENCY CHART

As you complete this record sheet there is also the option of completing a fluency chart. The fluency chart is an important element in the Precision Teaching system and lets you analyse the way in which the child is learning in great detail.

The fluency chart can be used very easily. First looking at the record form and making a note of the number of responses correct and the number incorrect for each of the columns. These two figures are then transferred to the bottom of the fluency chart page and can then be plotted on the scale.

The scale runs from 0 to 60 and you will notice the unusual spacing of the lines. The scale ensures that a change from getting only 1 correct to getting 2 correct is more significant than a change from 20 to 21. This is important as it reflects how children learn, the higher the overall level of accuracy and fluency the less significant an impact one more error or one more item correct will make, while in the early stages each extra one is crucial.

Using the fluency chart will not be necessary very often but consider using the chart when;

- You first start using the probes with a pupil.
- You begin using a new type of probe.
- There has been a break in teaching for any reason.
- You are concerned that progress is not satisfactory

A step by step guide to recording for an individual child

- Record the child's performance on the record sheet that matches the probe they are working on.
- Decide whether a fluency chart is needed on the basis of the criteria above.

If it is;

- Mark the pupil's initial correct and incorrect responses on the first point of the graph.
- Make a mark on the chart that represents a 90% correct aim rate. (So for example if the task is to segment 30 sounds the aim rate is set at 90% correct which is approximately 27.) Make this mark on the chart about 10-15 teaching sessions along the sheet and use this as your aim rate.
- *The point for the aim rate line can be judged once you have more experience of other pupils using the same probe or that child's own performance in the past. If you are unsure about what to set as a realistic aim rate ask a child who can do the task well to have a go and see how many they manage in the minute. Then take 90% of whatever this child achieves and use that figure.*
- Plot the pupil's correct and incorrect responses each time the probe is used.
- Analyse the progress the child makes using the guidance in this pack (see below) or in consultation with Pupil Services.

SOUND PROGRESS PRECISION TEACHING FLUENCY CHART

Name:

Teacher:

Probe No:

Teaching mode.

- | | | | | | |
|----------------|---------------|----------------|----------------|---------------|---------------------|
| 1 <i>ow ph</i> | 2 <i>ph w</i> | 3 <i>vw ph</i> | 4 <i>ph wr</i> | 5 <i>w wr</i> | Auditory Processing |
|----------------|---------------|----------------|----------------|---------------|---------------------|

Date																			
35																			35
30																			30
25																			25
20																			20
15																			15
10																			10
9																			9
8																			8
7																			7
6																			6
5																			5
4																			4
3																			3
2																			2
1																			1
0																			0
Correct																			
Incorrect																			

A WORKED EXAMPLE – Sam

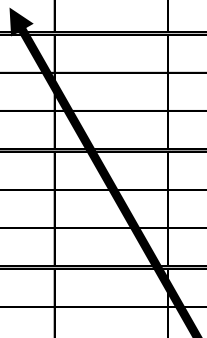
Sam is in year 3 and a very weak reader. Sam began using the first probe today. The method of using the probe that has been chosen is Hear – say segmenting. This is recorded by the Teaching Assistant working with him on the record sheet by ringing the ow ph (oral words to phonemes) code.

Having been taught the skill and had the task explained Sam's first run through the task was noted by the Teaching Assistant. The record sheet used in shown on the following page.

Probes 1A 1B 1C 1D Teaching

NAMESam..... MODEo w ph..... CLASS3.....

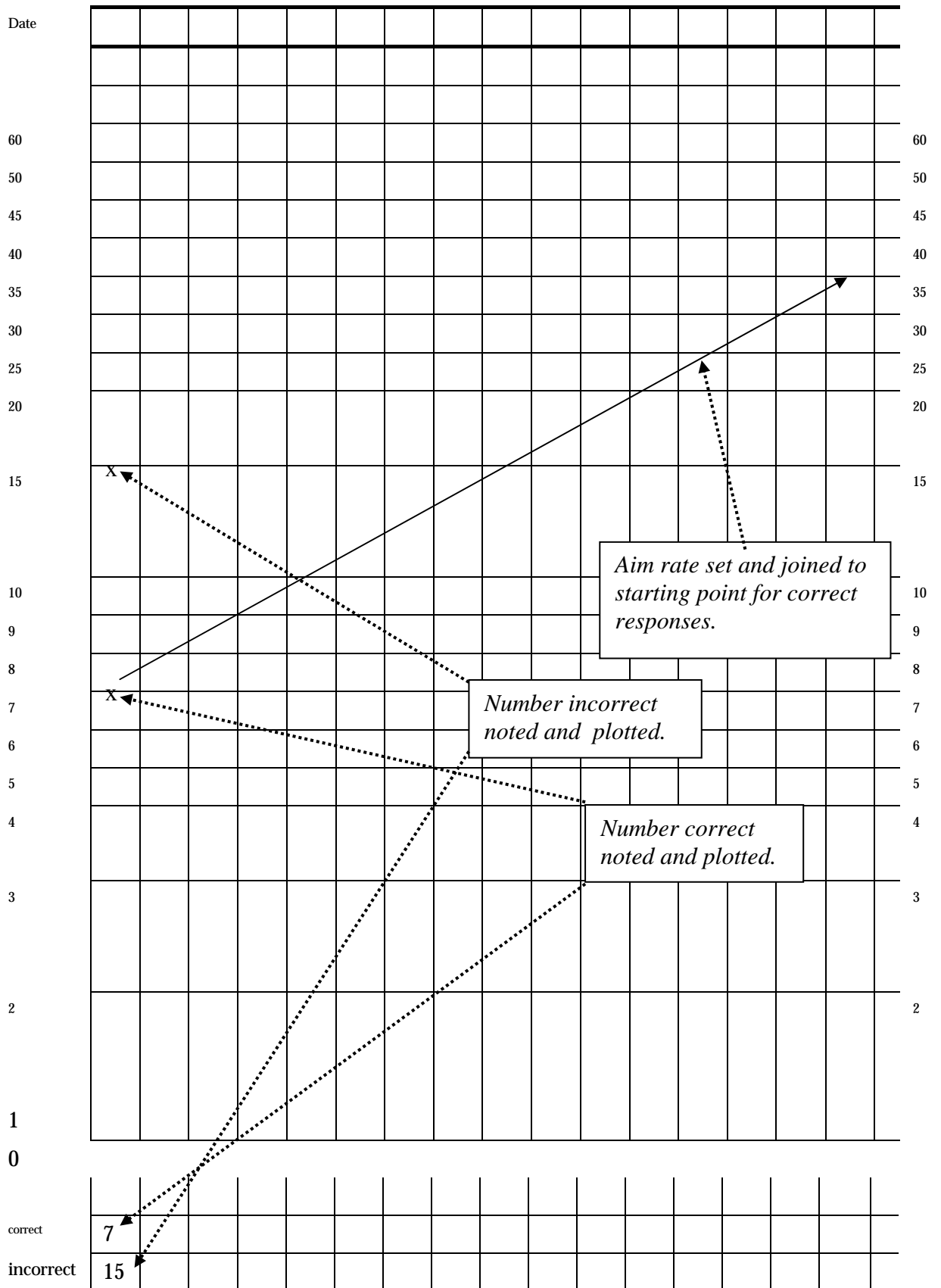
Possible Modes:	ow ph say the word, ask the child to say the phonemes vw ph show the word on the probe, ask the child to say the phonemes	ph w say the phonemes, ask the child to say the word ph wr say the phonemes, ask the child to write the word w wr say the word, ask the child to write the word			
1A			1B		
Dates:	12/3		Dates:		
mat	📄		map		
mat	👂		map		
mat	📄		map		
cat	📄		cap		
cat	👂		cap		
cat	👂		cap		
mop	📄		fat		
mop	👂		fat		
mop	👂		fat		
sat	👂		tom		
sat	👂		tom		
sat	👂		tom		
map	📄		tot		
map	👂		tot		
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					
pop					
pop					
pop					
tot			cop		
tot			cop		
tot			cop		
Totals:	15 7		Totals:		



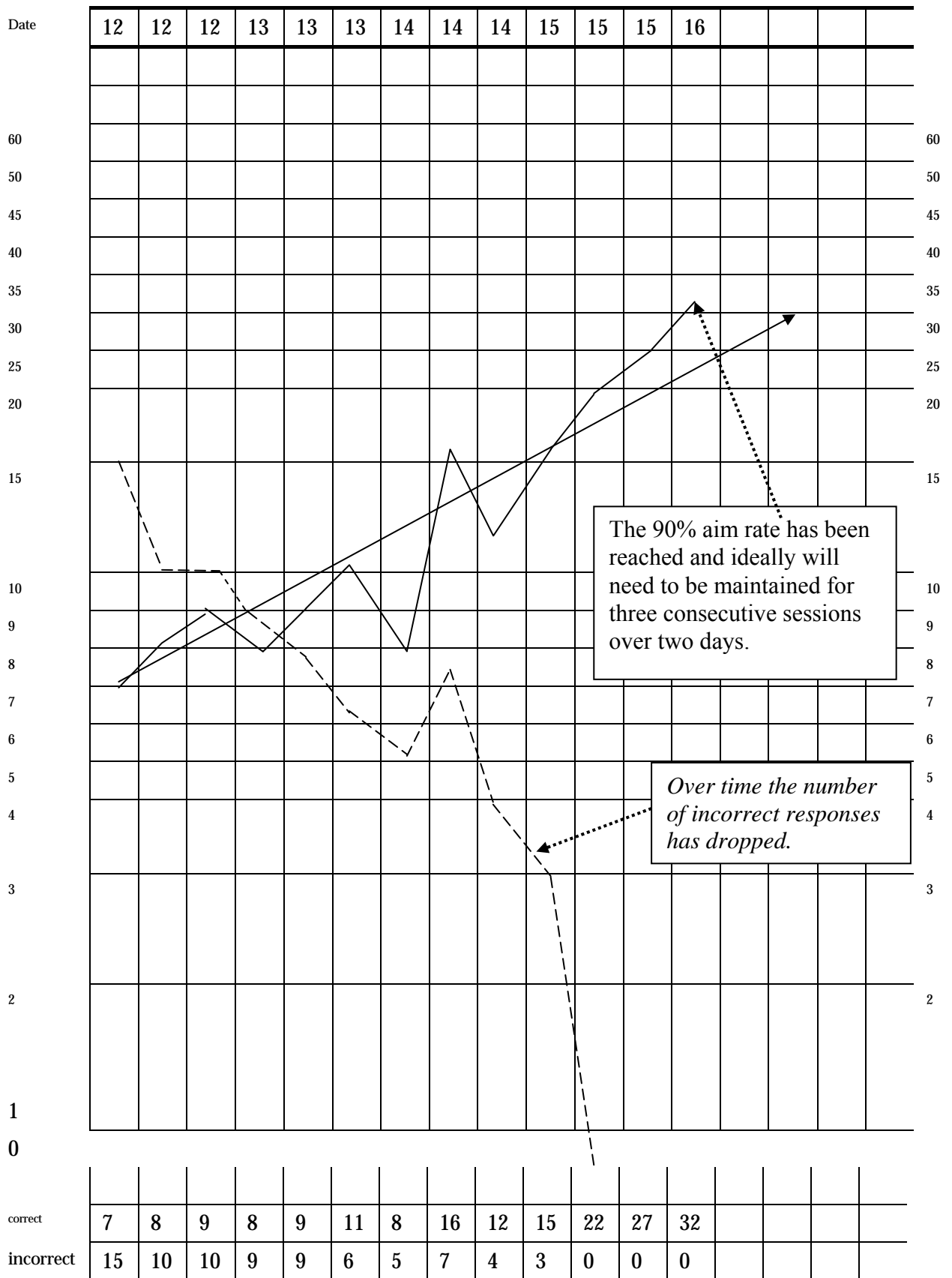
The recording on this record sheet shows that in the one minute time limit Sam managed to get 7 phonemes correct (mainly initial sounds) and made 15 errors – errors include any that were not known.

The numbers in the total box can then plotted on the fluency chart.

The aim rate was drawn (based on 90% of the 36 phonemes on probe 1A) at roughly 32 phonemes, and this was to be achieved in 15 practise sessions.



Sam continued to complete the probe three times a day. Each time the probe was used the number of phonemes he got correct and incorrect were plotted.



Once you get to know the programme

How can I use the materials for assessment ?

How do I make sure that the pupil is using the new skills in their reading and writing in class.

How do I interpret the data from the charts ?

Advanced techniques and analysis.

RESPONDING TO DATA ON THE CHART

PRINCIPLES:

This is a brief overview - seek further consultation or training from your Psychology Service or specialist advisory teachers to support your interpretation of the information you get from a frequency chart, particularly where you have ongoing concerns about a child's progress.

- Inspect slope to see if progress is fast enough.
- Consider 'task slicing' if no positive benefits are recorded after 3 days. Task slicing essentially means cutting down the number of words or phonemes that are presented to the child – reducing the amount the child has to learn.
- Consider making a change to the teaching programme if aim rate is not met after 18-21 attempts (or 6-7 days at three times a day.) It is important to only change one thing at a time, possibly the number of words being used, the time of day the task is completed, who the task is completed with, is the task before or after a break time, where does the task take place or the colour of the paper the probe is photocopied onto. When a change has been introduced it is important to leave things the same for another 18-21 attempts to see if it has any effect.
- The aim rate should be maintained for 3 consecutive practise sessions spread over two days to be sure that the skill is established.
- The pattern on the graph will typically show an '**error reduction**' phase, where the number of errors drops, followed by an '**increasing fluency**' phase which will show the rate correct in the minute going up. There is an important third phase which is '**applying the skills**' and this would need to be focused on when;
 - Hearing children read,
 - Looking at books/text with the whole class,
 - Practising with groups or with the whole class,
 - Teaching pupils to use phonemic strategies for spelling and acknowledging valid phonemic alternatives to the correct spelling as a good strategy.

SOME PATTERNS TO LOOK FOR

Chart Picture	Interpretation	Probable Intervention
<p>More errors than correct: no sign of a 'switch'</p> <p>- →</p> <p>+ →</p>	<p>Task inappropriate (3 Day rule applies – if no change in 3 days the task is not appropriate.)</p>	<p>Reduce or slice task</p>
<p>Surprising change within first 3 days.</p> <p>+ ↗</p> <p>- ↘</p>	<p>Task possibly inappropriate. Monitor progress; this may just be a 'blip'.</p>	<p>May need to reduce or slice task if the trend does not change soon.</p>
<p>Both correct and incorrect rates increasing</p> <p>+ ↗</p> <p>- ↗</p>	<p>The child is merely getting faster, they are attempting more on the probe without getting more accurate.</p>	<p>Slow child down: accuracy before speed.</p>
<p>Some progress; accurate but shallow correct rate slope.</p> <p>+ →</p> <p>- →</p>	<p>The task seems to be appropriate, but progress is not fast enough.</p>	<p>Increasing motivation through rewards/ incentives, or alter teaching methods.</p>

USING PROBES FOR ASSESSMENT

It will be important, on some occasions, to use the Sound Progress materials for assessment. Perhaps the most likely reason would be to place a pupil at the correct point in the teaching sequence.

In order to do this you can use the Analysis record sheets. On the basis of your knowledge about the child and their work select a place to begin your analysis. This should be roughly at the top end of the child's current attainment. If for example they have mastered 3 phoneme words (such as CVC words) it would be best to start with the higher end of the Foundation Groups (1-9), possible using 9N1 or 9N2 for the initial analysis. Always ensure you begin assessment with something the child can achieve.

The analysis record sheets allow you to identify how you are testing the child using the codes used on other record sheets (you might be saying the phonemes and asking them to say the word – OPW or you might be asking them to look at the words and say the phonemes – VWP). During an initial assessment it is usually important to cover the main skill areas of :

- matching written symbols with single sounds (phonemes)
- blending discrete sound units into words
- segmenting the different sounds in words

Also always consider use a nonsense-word probe with initial assessment as this will tell you if the child has learnt to read using visual strategies. (ie are they simply remembering what a word looks like!)

A good starting point for assessment with many children is one that has all of the 22 Foundation Groups (1-9) phonemes. The first probes in the materials that have all of the basic

22 are 4a 4b 4c 4d 4e 4f 4g. Using any of these aurally will allow you to assess these basic skills with a pupil and place them in the teaching sequence with accuracy.

Decisions about where to start in the programme will need to be made according to the errors that the pupil makes. For example if the phonemes /t/ and /o/ are not known then teaching would need to start with probe 1A. If all phonemes are fluent with segmenting but blending is very weak then teaching could start with series 4 with a particular focus on the blending skill.

The analysis record sheets have a guide to where to start teaching if a particular phoneme is not known. Look for overall patterns or particular weak points when considering where to start. There is a guide to the teaching content that each probe or group of probes covers in the appendices, this can also help place pupils at the right point in the programme.

The most useful information you will be getting from this method of teaching is very accurate figures about the rate of progress the child is making as he or she works through the programme.

Foundation Stage overview Chart.

The chart on the following page can be used to record a pupil's progress through the programme or to summarise assessment information.

Generally a pupil will move across the page from left to right and down the page as more phonemes are introduced. It is important to bear in mind that not all of the boxes must be filled. Some children will need more practice in one area or another depending on their learning strengths and learning style.

Sound Progress Foundation Groups overview chart.

Pupil Name

Date of Birth

Group	Deletion	Substitution	Oral segmenting	Oral Blending	Visual Segmenting	Written Blending	Spelling
			ow ph	ph w	w ph	ph wr	w wr
1							
2							
3							
4							
5							
6							
7							
8							
9							

Other assessments Score/Results Date Name of assessor

Notes.

THINGS TO WATCH!

- Make sure you spend some time teaching the skill, don't *just* do the probes. You can use DfEE materials (Progression in Phonics) or other PHONEME based programmes to support teaching. (See next page for other points on teaching the skills.)
- Avoid teaching any confusing ideas, even letter names can cause confusion so introduce these carefully. Mnemonics, rules and other strategies might be of *some* use for *some* children later on, but make sure that the basic skills are in place first !
- Watch the three day rule : if there is no progress or you see a 'blip' in the trend lines that lasts for more than three days don't persist with what you are doing – change it slightly.
 - Slice the task (reduce the teaching content) by, for example if reading only use five different words instead of ten but repeating those five so that there can still be an aim rate of say 20 per minute.
 - Reduce the number of items on the probe so that the aim rate is lowered.
- Once the child is fluent you will need to look carefully at how this is being generalised and applied in other areas.
 - Think about whether they can do the task on their own without you there. See if they can show another pupil how to do it, can they work on the task with another pupil, can they apply it in their writing and reading when working with other adults or working on their own. Make this a specific target where you feel it is not happening quickly enough.
 - What rewards or incentives might help in using the skills more widely in the classroom ? Is there an need to support the child's motivation for reading and writing as well as teaching these underlying skills.
 - How could you and others who work in the school prompt the pupil to use these tasks when reading a book ? Each person who hears the pupil read will need to know the strategies he or she will be using to de-code the words and how to support them. Ask adults supporting writing to prompt the pupil to say the sounds in a word and ask "how could we write those sounds down?"- plausible spelling alternatives will have to be acknowledged and encouraged and self checking, using dictionaries and proof reading will be important for older pupils. Those supporting reading will need to prompt the reader to de-code using the skills they have been taught, particularly blending.

TEACHING THE SKILLS

When you complete a probe with a child, or when you practise with a group you will find yourself correcting errors, showing the children what to do yourself, explaining what they did right or wrong, encouraging, reviewing what you have done and getting them to demonstrate what you have explained. This teaching comes naturally, and might mean that a 1 minute probe then has an additional five or ten minutes teaching and discussion with it. The important point is to plan in this teaching time, don't rely on it happening on an ad hoc basis.

Plan specific times that you can use to review how far you have come with the probes, to explain, demonstrate and practice new skills, to get pupils to teach each other what to do, and to use the new skills in real reading and spelling. These times could be part of the Literacy Hour word level work.

Use other teaching materials to support the skills you are developing with the probes. The DfEE Progression in Phonics is an excellent source of activities and lesson ideas with objectives linked to developing segmenting, blending and auditory processing.

Other published materials might be valuable to use, however, you should avoid confusing children by introducing other strategies for reading and spelling when they are at the Foundation Groups (1-9) level. Other confusions might arise if you introduce letter names or other codes and ways to remember letters, these are not needed !

At the Higher Groups (10-45) level it will be crucial to develop the children's awareness of 'the most likely spelling alternative' for a phoneme. Spell checkers and dictionaries that are based on sound classifications can help here. The more written language a child is exposed to the easier they will find the decisions about which spelling alternative is the 'correct' one for a particular sound in a word – so encourage reading in all the usual ways.

Developing sound awareness, discrimination and accuracy at the Higher Groups (10-45) level can also be supported by using any technology that gives the pupil feedback on the sounds in words. At a simple level using a tape recorder can allow a pupil to pair particular sounds with the alternative spellings that might go with them, more complicated approaches (and indeed entire programmes) are available for computers using speech production software.

Appendices

**GUIDE TO PROBES USED IN
THE FOUNDATION GROUPS
(1-9)**

**GUIDE TO THE PROBES
USED IN THE HIGHER
GROUPS (10-45)**

**COMPARISON OF THE
MATERIALS WITH THE
NATIONAL LITERACY
STRATEGY**

**PHONEMIC ANALYSIS OF
YEAR R ESSENTIAL
VOCABULARY**

**PHONEMIC ANALYSIS OF
NLS YEARS 1 AND 2
ESSENTIAL VOCABULARY**

**TOTAL VOCABULARY LIST
FOR SOUND PROGRESS AND
IPA GUIDANCE.**

GUIDE TO PROBES USED IN THE FOUNDATION GROUPS (1-9)

Probes: 1A 1B 1C 1N are group 1

Sounds covered are /a/ /c/ /f/ /m/ /o/ /p/ /s/ /t/

1A 1B 1C have real words /c//a//t/ cat
/m//o//p/ mop

They have the same set of words in different orders

1N has nonsense words for phonological checking

Probes 2A 2B 2C 2N are group 2

Sounds covered are /b/ /d/ /g/ /h/ /i/ /j/ /r/ /u/

2A 2B 2C have real words /d//i//d/ did
/j//u//g/ jug

They have the same set of words in different orders.

2N has nonsense words for phonological checking.

Probes 3A 3B 3C 3D 3N1 3N2 (group 3) are groups 1 and 2 together

Sounds covered are /a/ /c/ /f/ /m/ /o/ /p/ /s/ /t/ /b/ /d/ /g/ /h/ /i/ /j/ /r/ /u/

3A 3B 3C 3D each contain different sets of alternate real words.

3N1 and 3N2 provide alternative sets of nonsense words.

Probes 4A 4B 4C 4D 4E 4F 4N1 4N2 (group 4) have all 22 sounds for the Foundation Groups (1-9).

/a/ /c/ /f/ /m/ /o/ /p/ /s/ /t/
/b/ /d/ /g/ /h/ /i/ /j/ /r/ /u/
/e/ /l/ /n/ /v/ /w/ /z/

4A - 4F each contain a different set of alternate real words

4N1 and 4N2 provide alternative sets of nonsense words

Probe 5

One sound is represented by the same two letters

will fill buzz bell

Probe 6 covers VCC words_

These tend to be the most difficult of the three sound Foundation Groups (1-9) words.

/a//n//d/ and /i//m//p/ imp

It Includes some VC words /a//n/ an
 /o//n/ on

Probes 7A 7B 7C 7D 7N1 7N2 are the first of the four sound words.

/h//e//l//p/ help /s//a//n//d/ sand
/b//e//s//t/ best

CVCCs are easier than CCVCs

7A 7B 7C 7D contain different lists of words
7N1 7N2 are nonsense probes

Probes 8A 8B 8C 8D 8N1 8N2

Four sound words such as

/f//r//o//m/ from /s//p//i//n/ spin
/s//t//e//p/ step /t//r//a//m/ tram

8A 8B 8C 8D contain different lists of words

8N1 8N2 are nonsense probes

Probes 9N1 9N2

These are nonsense probes which provide a quick overview of the Foundation Groups (1-9) stage

They contain words from each level except double representations and VCCs

GUIDE TO THE PROBES USED IN THE HIGHER GROUPS (10-45)

10A	alternatives /s/	20B	/er/	"ir"
10B	alternative /c/ "k"	20C	/er/	"ur"
10C	/y/	20D	/er/	"or" "ear"
11	"x"	20N	/er/	"non words"
12A	/th/	21A	/oi/	"oi"
12B	/sh/	21B	/oi/	"oy"
12C	/ch/	21N	/oi/	non words
12D	"ck" alternative for /c/	22A	/oo/	"oo"
13A	/ae/ "a-e"	22B	/oo/	"u" "oul"
13B	/ae/ "ay"	22N	/oo/	non words
13C	/ae/ "ai"	23A	/ou/	"ou"
13D	/ae/ "ei" "eigh" "a"	23B	/ou/	"ow"
13N	/ae/ non-word	23N	/ou/	non words
14A	/ee/ "ee"	24	alternatives for /e/	
14B	/ee/ "ea"	25	alternatives for /i/	
14C	/ee/ "e" "y"	26	alternatives for /o/	
14D	/ee/ "ie"	27	alternatives for /u/	
14N	/ee/ non words	28	alternatives for /f/	
15A	/ie/ "ie" "i-e"	29	alternatives for /g/	
15B	/ie/ "igh" "y"	30	alternatives for /j/	
15C	/ie/ "i"	31	alternatives for /n/	
15N	/ie/ non words	32	alternatives for /r/	
16A	/oe/ "oe" "o-e"	33	alternatives for /w/	
16B	/oe/ "oa"	34	alternatives for /m/	
16C	/oe/ "o"	35	alternatives for /l/	
16D	/oe/ "ow"	36	alternatives for /s/	
16N	/oe/ non words	37	alternatives for /v/	
17A	/ue/ "ue" "u-e"	38	alternatives for /ch/	
17B	/ue/ "oo"	39	code overlap for /ue/ and /ou/	
17C	/ue/ "ew"	40	Modification of /ae/ by /r/	
17D	/ue/ "ui"	41	/k/ + /w/ "qu"	
17N	/ue/ non words	45	overall analysis	real words
18A	/ar/ "ar"			
18B	/ar/ "a"			
18C	/ar/ non words			
19A	/aw/ "aw"			
19B	/aw/ "ore"			
19C	/aw/ "a" + "ll"			
19D	/aw/ "or"			
19E	/aw/ "au"			
19F	/aw/ "ough" "augh"			
19N	/aw/ non words			
20A	/er/ "er"			

COMPARISON OF THE MATERIALS WITH THE NATIONAL LITERACY STRATEGY

Materials Content	KS 1 NLS content
Groups 1-4	Year 1 Word level work (page 20) And particularly Year 1 Word level work (page 24) <ul style="list-style-type: none"> ❑ <i>to identify phonemes in speech and writing.</i> ❑ <i>to blend phonemes for reading.</i> ❑ <i>to segment words into phonemes.</i>
Group 5	Year 1 Word level work (page 22)
Group 12	Year R Word level work (page 18)
Groups 13, 14, 15, 16, 17	Year 1 Word level work (page 24)
Groups 18,22 and 23	Year 2 Word level work (page 26)
Groups 19 and 20	Year 2 Word level work (page 28)
Group 24	Year 2 Word level work (page 30)

The Additional Literacy Strategy

Some learning objectives and activities within the Additional Literacy Strategy are designed to teach Phonemic awareness and auditory processing. The following 'Phonic games and activities' would be excellent to use with these materials;

Game	Objective
Sliding in game.	To practice distinguishing the sound of one phoneme from another.
Full Circle Game	To identify phonemes in different positions.
Phoneme Counting	To reinforce the correspondence between two letters and one sound.
Phoneme spotter	To practise listening for sounds in words.

Other objectives in the ALS that develop different skills may also be useful for children to practise but strategies for reading and spelling that are not based on individual phonemes (such as rhyming or syllable segmentation) may confuse children who are finding literacy a challenge if they have not developed phonemic level skills to a high level of fluency and accuracy first, therefore avoid teaching these different strategies for reading and spelling at the same time.

Progression in Phonics

Many of the learning objectives in the Progression in Phonics (PiP) handbook are very similar to the objectives these materials are designed to cover, particularly segmentation, blending and auditory processing, and again teaching can be reinforced or supplemented using many of the activities in these materials.

PiP contains seven 'steps'. The following outlines how Sound Progress fits within these steps.

Step one.

All of the activities that develop phoneme discrimination could be used to supplement the early stages of this programme. Rhyme should be used carefully and not at the level of teaching children to use 'onset and rime' as a strategy for de-coding.

Step two.

The correspondences between letters and sounds are introduced straight away. For some children it will be important to spend more time on the PRE-TEXT skills. Of the phonemes introduced in step one /s/ /t/ /m/ and /c/ (represented as /k/ in PiP) are covered in Group 1 of Sound Progress. /g/ and /h/ are introduced in Group 2.

Steps three and four.

Other phonemes from the Foundation Groups are covered here. PiP also introduces some teaching from the Higher Groups (/sh/ and /ch/ for example) which should be avoided with children who have long term or persistent difficulties until they have mastered the Foundation level.

Step five.

The use of CVCC and CVCC here overlaps with groups 7 and 8 of Sound Progress.

Steps six and seven.

The teaching content here covers some of the sounds in the Higher Groups and should not be attempted by pupils who are not ACCURATE and FLUENT in the Foundation skills.

A note on the Early Literacy Support Programme (DfES 0650/2001)

The teaching in this programme covers year R objectives. See page 38 to see some of the overlap between the N.L.S. Yr R word level work and Sound Progress.

PHONEMIC ANALYSIS OF YEAR R ESSENTIAL VOCABULARY

Foundation Groups (1-9)

One sound to one letter mappings

Teaching: /a//b//d//e//g//i//k//m//n//o//p//s//t//u//w/

Missing: /f//h//j//l//r//v//z/

am	/a//m/	get	/g//e//t/
and	/a//n//d/	in	/i//n/
at	/a//t/	it	/i//t/
big	/b//i//g/	mum	/m//u//m/
can	/k//a//n/	on	/o//n/
cat	/k//a//t/	up	/u//p/
dad	/d//a//d/	went	/w//e//n//t/
dog	/d//o//g/		

Digraphs

One sound to two letter mappings

Teaching: /oo//ie//or//ee//th//ou/

Mastery of the Foundation Groups is a pre-requisite.

look	/l//oo//k/
like	/l//ie//k/
see	/s//ee/
this	/th//i//s/

Common Alternative spellings

Mastery of the Foundation Groups (1-9) is a pre-requisite.

Words with mappings of common alternative spellings of one to one mappings

Teaching:

“k” picture for /k/ (“c” is the most common picture of /k/)

“s” picture for /z/

“f” picture for /v/

is /i//z/

Words with mappings of common alternative spellings of digraph phonemes

Teaching:

“l” picture for /ie/

“e” picture for /ee/

“o” picture for /oe/

“a” picture for /ae/

“y” picture for /ie/

“o” picture for /ue/

a	/ae/
go	/g/oe/
he	/h/ee/
l	/ie/
me	/m/ee/
no	/n/oe/
to	/t/ue/
we	/w/ee/

One sound to two letter mappings

Teaching:

“ay” picture for /ae/

“sh” picture for /sh/

“or” picture for /au/

away	/a/w/ae/
day	/d/ae/
or	/au/
play	/p/l/ae/
she	/sh/ee/

Rare Alternative Spellings

It is suggested these are included in a list of given vocabulary.

all	/au//l/
are	/ar/
come	/k/u/m/
going	/g/oe//i//n//g/
my	/m//ie/
of	/o//v/
said	/s//e//d/
the	/th//u/
they	/th//ae/
was	/w//u//z/
yes	/y//e//s/
you	/y//ou/

The letter “y” is a code overlap in that by itself it represents three sounds:

/y/, /ie/, and /ee/.

It is also used in combination with other letters to represent other sounds (e.g. “**hay**” for /ae/)

PHONEMIC ANALYSIS OF NLS YEARS 1 AND 2 ESSENTIAL VOCABULARY

Foundation Groups (1-9)

Teaching: /a//b//d//e//f//g//h//i//l//m//n//o//p//r//s//t//u//v/

an	/a//n/
as	/a//s/
bed	/b//e//d/
but	/b//u//t/
did	/d//i//d/
dig	/d//i//g/
eleven	/e//l//e//v//e//n/
from	/f//r//o//m/
got	/g//o//t/
had	/h//a//d/
help	/h//e//l//p/
him	/h//i//m/
if	/i//f/
jump	/j//u//m//p/
just	/j//u//s//t/
must	/m//u//s//t/
man	/m//a//n/
not	/n//o//t/
old	/o//l//d/
ran	/r//a//n/
seven	/s//e//v//e//n/
ten	/t//e//n/
us	/u//s/

Digraphs:

Vowels: /ae/ /ee/ /ie/ /oe/ /ue/ /oo/ /ar/ /ow/ /er/
missing: /oi/ /air/

Consonants: /ch/ /th/

August	/au//g//u//s//t/
been	/b//ee//n/
blue	/b//l//ue/
came	/k//ae//m/
down	/d//ow//n/
five	/f//ie//v/
fifteen	/f//i//f//t//ee//n/
good	/g//oo//d/
green	/g//r//ee//n/
her	/h//er/
here	/h//ee//r/
home	/h//oe//m/
how	/h//ow/
made	/m//ae//d
make	/m//ae//k/
March	/m//ar//ch/
much	/m//u//ch/
name	/n//ae//m/
now	/n//ow/
seen	/s//ee//n/
September	/s//e//p//t//e//m//b//er/
seventeen	/s//e//v//e//n//t//ee//n/
sister	/s//i//s//t//er/
take	/t//ae//k/
than	/th//a//n/
that	/th//a//t/
then	/th//e//n/
three	/th//r//ee/
time	/t//ie//m/
took	/t//oo//k/
tree	/t//r//ee/
with	/w//i//th/

Common alternative spellings

Teaching:

Sound	Representations
/o/	“a”
/u/	“o”
/ae/	“ai” “ay”
/ee/	“y” “e”
/ie/	“y”
/oe/	“o”
/ue/	“ew” “oo” “o”
/oo/	“ou” “u”
/au/	“aw”
/ar/	“a”
/er/	“ir” “ur”
/oi/	“oy”
/ow/	“ou”
/d/	“ld” “ed”
/f/	“ff”
/k/	“c” “ck” “ch”
/l/	“ll” “le”
/v/	“t” “ve”
/w/	“wh”
/z/	“s”
/k/s/	“x”
about	/a/b/ow/t/
again	/a/g/ae/n/
another	/a/n/u/th/er/
after	/ar/f/t/er/
ball	/b/au/l/
be	/b/ee/
black	/b/l/a/k/
boy	/b/oi/
brother	/b/r/u/th/er/
back	/b/a/k/
by	/b/ie/
call	/k/au/l/
called	/k/au/l/d/
can't	/k/ar/n/t/
could	/k/oo/d/
has	/h/a/z/
half	/h/ar/f/
his	/h/i/z/
house	/h/ow/s/
do	/d/ue/
don't	/d/oe/n/t/

first	/f/er/s/t/
girl	/g/er/l/
have	/h/a/v/
January	/j/a/n/ue/a/r/ee/
last	/l/ar/s/t/
little	/l/i/t/l/
live	/l/i/v/ (i.e. in the house where you...)
love	/l/u/v/
new	/n/ue/
next	/n/e/k/s/t/
night	/n/ie/t/
our	/ow/r/
out	/ow/t/
off	/o/f/
or	/au/
over	/oe/v/er/
push	/p/oo/sh/
pull	/p/oo/l/
put	/p/oo/t/
saw	/s/au/
school	/s/k/ue/l/
should	/sh/oo/d/
so	/s/oe/
these	/th/ee/z/
too	/t/ue/
twelve	/t/w/e/l/v/
very	/v/e/r/ee/
want	/w/o/n/t/
water	/w/au/t/er/
way	/w/ae/
will	/w/i/l/
white	/w/ie/t/
what	/w/o/t/
when	/w/e/n/
would	/w/oo/d/
Monday	/m/u/n/d/ae/
Tuesday	/t/ue/z/d/ae/
Thursday	/th/er/z/d/ae/
Friday	/f/r/ie/d/ae/
Saturday	/s/a/t/er/d/ae/
Sunday	/s/u/n/d/ae/
six	/s/i/k/s/
thirteen	/th/er/t/ee/n/
sixteen	/s/i/k/s/t/ee/n/
April	/ae/p/r/i/l/

May	/m//ae/
June	/j//ue//n/
July	/j//ue//l//ie/
October	/o//c//t//oe//b//er/
November	/n//oe//v//e//m//b//er/
December	/d//ee//s//e//m//b//er/

Rare alternative spellings

Teaching:

/e/	“a”
/o/	“ow”
/æ/	“eigh”
/ee/	“eo” “a”
/ie/	“igh”
/ue/	“wo”
/au/	“ore” “oo” “ou”
/ar/	“au”
/air/	“ere” “eir”
/h/	“wh”
/m/	“me”
/n/	“dn”
/u/	“au”
/z/	“se”
/w//u/	“o”
because	/b//ee//k//u//z/
door	/d//au/
eight	/æ//t/
eighteen	/æ//t//ee//n/
February	f//e//b//r//ue//e//r//ee/
four	/f//au//r/
fourteen	/f//au//t//ee//n/
laugh	/l//ar//f/
many	/m//e//n//ee/
more	/m//au/
once	/w//u//n//s/
one	/w//u//n/
people	/p//ee//p//l/
some	/s//u//m/
their	/th//air/
there	/th//air/
two	/t//ue/
Wednesday	/w//e//n//z//d//æ/
were	/w//er/
where	/w//air/
who	/h//ue/
yellow	/y//e//l//oe/
your	/y//au/

Vocabulary List (One use for an alphabet!)

Number of words = 951

This list excludes nonsense words and those words used as the result of auditory processing work.

able	bedding	brave	chin
absurd	been	bread	chip
act	beg	bred	chit
add	behind	brew	choice
adding	bell	bridge	chop
aim	belt	brief	chore
air	Ben	brim	chub
all	bend	brisk	chug
alone	bent	brought	chum
alp	best	brow	chunk
an	better	brown	church
and	bid	bruise	churn
anew	big	bud	circle
ant	bin	bulb	circus
arm	bind	bunk	city
art	bingo	burn	civil
asleep	bird	bush	clam
ass	birds	but	claw
assess	bit	buzz	clay
at	bite	buzzes	cliff
ate	bits		climb
August	bitten		clue
auk	bled		cog
aura	blew	call	cold
auto	blind	camp	comb
autumn	blip	cap	come
awful	blot	captain	cone
	blow	car	cook
	blue	cart	cop
	boat	cat	cope
back	Bob	catch	copy
bad	bold	cats	core
badge	bone	caught	corn
bag	book	cavil	cot
band	border	ceiling	could
bash	bore	cement	count
bat	bought	chalk	cow
batch	bout	chap	crop
bath	bow	chew	crow
be	box	chief	crown
bean	brag	child	cruise
bed	brain	chill	cry

crypt	egg	fly	grey
cup	eight	foe	grief
curd	elf	fog	grin
curl	elm	fold	grind
curt	end	foot	grip
cut	enough	for	groove
cygnet	enter	fought	ground
cylinder	escort	fountain	group
cymbal	ever	fox	grow
cynic		fraud	growl
		frog	grudge
		from	gut
		frown	gym
		funny	
		fur	
		fuss	
			had
dab	fairy		hair
dad	fall		ham
Dad	fan		hammer
daft	far		hand
dam	farm		hands
dawn	fat		happy
day	father		hard
deft	faun	gag	harm
den	fed	gap	hash
dent	feel	gate	hatch
did	felt	gem	haul
digging	fen	gent	have
dinner	fetch	germ	hay
dirt	fib	ghastly	he
dog	field	ghee	hear
dogs	fiend	gherkin	heard
done	fig	ghetto	heat
door	fight	ghost	help
dove	file	gig	hem
down	fill	girl	her
doze	find	glass	herd
drag	fine	gloat	here
drain	first	globe	hid
draw	fish	glove	high
drawn	fist	glue	hill
drip	fit	glut	him
drop	fix	gnash	hints
drove	fizz	gnat	hip
drown	fizzy	gnaw	hiss
drum	flag	gnome	hitch
duck	flat	go	hoe
ducks	flat	goat	hold
dud	flaunt	good	home
dune	flew	got	hook
dusty	flight	gown	hoop
	flip	grab	hoot
	flit	grain	hooves
	floor	gram	
	flow	grape	
earn	flown	grass	
eat	flue	green	
eel	flute	grew	

hop		love	my
hope		low	
hospital		loyal	
host	label	lump	
hot	lace	lunch	name
hound	lack		nap
how	lacks		neck
hub	lad		nerve
hug	lamb	mad	net
hump	lamp	make	never
hurt	lane	mallet	new
hutch	lap	man	nib
	lass	map	night
	latch	mass	nil
	late	mat	nip
	law	maul	no
I	lax	me	nod
imp	lay	meant	noon
in	lean	meat	nose
it	leapt	meet	now
	learn	melt	nuisance
	leave	men	numb
	left	mesh	nun
jam	leg	mess	nut
jaw	legs	met	
jeep	lent	metal	
jerk	let	mew	
jig	lick	mild	oak
Jim	licks	mill	oat
job	lie	mind	off
jog	lies	mint	on
joint	lift	miss	or
jot	light	missing	order
judge	limb	mist	ore
jug	limp	mix	ought
jumbo	line	moan	out
jump	lip	Monday	owl
	lisp	moon	own
	list	moor	oxen
	lit	mop	
	little	more	
keg	loaf	most	
kid	loaves	moth	
kiln	lob	mountain	
kin	local	mouse	pain
kind	lock	mow	paint
king	loft	mown	pair
kit	log	much	Pam
kitten	look	muck	pan
knee	loop	mud	paper
knelt	lost	muffin	part
knew	lot	mug	parts
knock	loud	Mum	Pat
know	lout	must	path

Paula		round	shun
paw	quack	row	shut
pay	quake	rub	shy
pear	queen	rude	sick
peg	quell	rug	Sid
pegs	quest	run	sign
pelt	quick	rung	silly
pen	quiet	rush	silt
perceive	quilt	rust	sing
perk	quip	rut	sink
pet	quit		sip
petal	quiz		sips
pew	quote		sit
phantom		sack	six
phone		sad	skew
photo		sag	skin
phrase	rag	sail	skirt
pick	ragged	sale	sky
pickle	rags	Sam	slap
pie	rain	same	sled
pig	ram	sand	sledge
pip	rang	sat	sleigh
pipe	rap	save	slip
pippin	rat	saw	sloop
pit	rate	say	slop
pith	rather	scoop	slot
play	raw	score	slow
plot	read	scorn	slower
ploy	real	screw	small
plug	receipt	sea	smart
plum	receive	seat	smug
plumber	red	see	snail
plus	reel	seen	snore
pod	regal	seize	snort
polo	rein	self	snow
pop	rent	send	so
posh	rest	sent	soak
post	rib	set	soap
pot	rich	share	sock
prawn	right	she	soft
pray	rind	shed	some
priest	ring	shield	soon
prod	risk	shin	soot
prop	road	ship	sore
prune	roast	shirt	sought
pudding	rock	shook	sound
pull	rocks	shoot	soup
pup	rook	shop	span
pupil	room	shore	spew
puppet	roost	short	spin
push	root	should	spine
put	rose	shout	spoon
	rot	show	sport
	rough	shown	sprain

spread	taught	tube	weld
sprout	taunt	tune	wet
spun	taut	turf	what
stab	Ted	turn	wheat
stable	tempo	twig	wheel
stain	ten	twin	when
stair	tent	twirl	which
stalk	than		while
stall	that		whip
stare	their		whisper
start	them	up	whist
stay	then	urn	white
steal	there		why
steam	they		wide
step	thief		wield
stern	thin		wig
stir	this	van	wild
stood	thought	vat	will
stop	thud	vein	wine
store	thug		wing
storm	thus		winter
straight	tie		
stray	tight	wade	
stream	tile	wag	
strewn	Tim	waist	
such	tip	wait	
suck	toad	walk	
sue	toast	wall	
suit	toe	want	
summer	toes	watch	
sun	tom	wax	
sunny	Tom	way	
swat	took	we	
sway	top	wear	
sweat	tore	weave	
sweet	torn	weevil	
swig	tot	weight	
swim	touch		
swirl	tough		
swot	tout		
swum	tow		
	town		
	train		
	tram		
	tray		
tab	tree		
table	trimmer		
take	trip		
tale	trot		
talk	trough		
tall	troupe		
tan	true		
tank	try		
tap	tub		
tart			

wire
wish
witch
with
wood
word
wore
work
world
worm
worn
worse
worth
would
wrap
wreck
wren
wiggle
wing
wrist
write

written
wrong
wrote

yak
yam
yap
yawn
yell
yellow
yelp
yen
yes
yet
yield

zebra
zero
zip
zip
zips

International Phonetic Alphabet.

The exemplar words are from the Concise Oxford English Dictionary (1990) and are based on the pronunciation associated with Southern England, sometimes known as ‘received pronunciation’.

Consonant sounds that are represented by their usual alphabetic symbols have not been included.

IPA notation.	Sound Progress and Progression in Phonics Notation.	Exemplar word	Group in Sound Progress.
Consonant Sounds.			
tʃ	/ch/	chip	12c
dʒ	/j/	jar	30
θ	/th/	thin	12a
ð	/th/	this	12a
ʃ	/sh/	she	12b
j	/y/	yes	10c
Vowel sounds.			
æ	/a/	cat	1 a-c
e	/e/	bed	4 a-f
a:	/ar/	arm	18 a-c
i:	/ee/	see	14 a-d
eɪ	/ae/	day	13 a-d
aɪ	/ie/	my	15a-c
ɪ	/i/	sit	2 a-c
ɒ	/o/	hot	1 a-c
ʌ	/u/	run	2 a-c
ʊ	/oo/	put	22 a-b
ɔ:	/au/ (PIP adds /or/)	saw	19 a-f
ɜ:	/ur/	her	20 a-d
u:	/ue/	too	17 a-d
ɔɪ	/oi/	boy	21 a-b
əʊ	/oe/	no	16 a-d
aʊ	/ow/	how	23 a-b
Additional Dipthong notation. Dipthongs are blends of two vowels and are not included in Sound Progress.			
ɪə		near	-
eə		hair	-
aɪə		fire	-
aʊə		sour	-