Assuring high quality phonic work – snapshot self-assessment form

The self-assessment below provides a snapshot of how this product meets the core criteria for a high quality phonics programme. For more detailed information on how this product meets each of the core criteria, please see the detailed form.

Name of product: Letterland Phonics (revised edition 2013)

Is this a full, stand alone phonics teaching programme or a supplementary resource or group of resources? Please explain briefly how the product should be used in teaching.

- This is a full, stand-alone phonics teaching programme which has been fully revised to meet the core criteria for high quality phonics with an all new Phonics Teacher's Guide and 83 brand new Phonics Readers.
- The programme is designed to be started no later than Reception and to be completed by the end of KS1 or before. It covers aA-zZ letter sounds and shapes, consonant blends, consonant digraphs, split digraphs, vowel digraphs and trigraphs in a systematic daily progression. Blending and segmenting are incorporated very early on and are practised in whole class, small group and individual activities and in decodable readers.

This product:	Tick to confirm
presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach	✔
enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one	✔
is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences	✔
enables children's progress to be assessed	✔
uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills	✔
demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading	✔
demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	✔
ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	✔
• ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules	✔
• provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt	✔
ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.	✔

Please explain how your product meets the core criteria above.

- The Programme teaches how the alphabet works in clear incremental steps, covering all the major grapheme/phoneme correspondences ('GPCs'), and progressing from the easy to the more difficult in discrete daily lessons that focus on phonics first and fast.

- The Programme embodies a child-friendly yet systematic approach that makes it suitable to begin by the age of 5 (or earlier) and is designed to produce fluent readers with secure word recognition skills by the end of KS1 (or earlier).

- Regular group and individual assessments and record keeping forms are included at each stage.

- The approach is multi-sensory and interactive with VAK activities that focus on essential phonic knowledge and skills.

- The reversible skills of blending and segmenting begin from early on and are taught throughout.

- High frequency words that do not conform completely to grapheme/phoneme correspondence rules are gradually introduced throughout.

- A phonics first approach is used for words that are not completely phonically regular.

- A total of 83 decodable stories and 12 decodable take home booklets provide continuous opportunities for pupils to practise their phonic knowledge and skills.

Please provide a brief explanation of what your product provides, e.g. resources, training etc

Core products

- Letterland Phonics Teacher's Guide – a new and completely revised guide for teaching and practising all the major grapheme/phoneme correspondences in a systematic daily progression.

- Letterland Phonics Teacher's Guide CD – an additional 190 pages of new, free resources, including group and individual assessment sheets and record keeping forms.

- Phonics Readers – 83 new decodable stories linked to the lesson plans in the Letterland Phonics Teacher's Guide.

Supporting products

- The core products are supported by a range of cards, posters, software, songs, decodable workbooks and copymasters that are referred to in the Phonics Teacher's Guide.

Training

- Half day, one day and two day trainings by experienced trainers are available directly from the publisher for individuals and groups.

- Videos modelling key teaching techniques are also available online.

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Assuring high quality phonic work – Detailed self-assessment form

This second self assessment form gives schools and settings detailed and expanded information about this product, set against each core criterion.

Name of product: Letterland Phonics (revised edition 2013)

Please explain how your product meets the following core criteria:

The programme presents high quality systematic, synthetic phonic work as the prime approach to decoding print by:

- focusing from the start, and throughout, on teaching all the major grapheme/phoneme correspondences (GPCs) in a clearly defined, incremental sequence.
- beginning with a three-week phonemic awareness section (called the Fast Track) that can be taught in a-z order, **satpin**, or other order (as preferred), and that:
  - o provides a first and fast introduction to all 26 lowercase letter shapes and their regular sounds, and
  - o gives children the chance to experience early success in identifying initial letter sounds in spoken words through a simple game-like activity (phonemic awareness and oral segmenting).
- moving immediately after the Fast Track into the structured learning of GPCs and applying the reversible skills of blending and segmenting as soon as the sixth and seventh GPCs have been taught.
- progressing from simple CVC words to longer words and words containing adjacent consonants, split digraphs, vowel and consonant digraphs and trigraphs, until all the major GPCs have been learnt and practised in reading and writing activities.

This product enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one by:

- starting at Reception or earlier and finishing by the end of KS1 or earlier.
- introducing each new GPC through a simple story and action that presents phonic rules in terms that children can relate to and enjoy.
- by covering all the major GPCs in a teaching order that
  - o introduces high-frequency letters and digraphs early to facilitate blending and segmenting of a variety of useful words from the outset;
  - o separates easily confused letters and sounds (e.g. **d** and **b**, /ă/ and /ĕ/) to allow children to master one before the other is introduced
  - o begins with letters that share the same anticlockwise curved stroke.
- building in regular systematic reviews of prior learning and new vocabulary.
- focusing on fluency and expression at regular intervals.
- providing assessments to enable targeted teaching.
- providing decodable words, sentences and Phonic Readers for children to practice their newly acquired phonic knowledge and skills.

This product has been designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences by:

- providing a structured, incremental approach that covers all the major GPCs and moves from simple to more complex phonic knowledge and skills in discrete daily sessions in the following sections.
  - o *Section 1 Fast Track Phonemic awareness* – introducing all 26 lower case graphemes and their regular phonemes.

- o *Section 2: a-z Word Building* – covering all regular upper and lower case a-z GPCs; six common consonant digraphs; blending and segmenting VC and CVC words; and selected 'tricky' words.
- o *Section 3: Blending with Adjacent Consonants* – covering 25 adjacent consonants; blending and segmenting CCVC, CVCC and CCVCC words; and further selected 'tricky' words.
- o *Section 4 Long Vowels* – covering split digraphs, vowel digraphs, and suffixes; blending and segmenting them; and further 'tricky' words.
- o *Section 5 Further Vowel Sounds and Spellings* – covering R controlled vowels, long vowel spellings, other vowel GPCs; blending and segmenting them; and further 'tricky' words.

This product enables children's progress to be assessed by:

- providing a variety of assessment options for use at designated stages – major assessment points after each of the six sections within the Phonics Teacher's Guide.
- providing optional assessment opportunities for brief formative assessments as frequently as every week if desired.
- providing both group and individual assessments – basic and diagnostic.
- providing convenient record-keeping forms, so teachers can keep track of exactly how well each child is doing at any point in time, and can take early steps to support any child who is struggling.
- providing effective activities, informed by assessment results, to support teachers in providing the right help.

This product uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills by:

- relating the abstract letter shapes and sounds to research-based[1] visual/verbal memory cues (mnemonics), to explain GPCs in terms that children already know and understand.
- using two sided letter cards (one side plain-grapheme, one side mnemonic-grapheme) to teach each GPC. The mnemonic side is used to introduce the GPC, and the card is then turned to the plain side, so children immediately apply their new phonic knowledge to plain letters and decoding words.
- teaching actions for each letter.
- singing alphabet songs and blends & digraph songs for letter sounds.
- singing handwriting songs for correct letter formation, while air-writing them, followed by rainbow writing in hollow letters and then plain writing.
- a VAK blending technique in which children 'place' sounds on their arms, then brush down as they blend them ('Roller Coaster trick').
- a VAK segmenting technique in which children segment words by stretching them like imaginary rubber bands ('Rubber Band trick').
- blending and segmenting activities using flash cards and magnetic letters, including Live Reading (blending) and Live Spelling (segmenting) referred to below.

This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading by:

- establishing a large left-to-right Reading Direction sign to use at the front of the class.
- the teacher stressing left-to-right blending 'all through the word' during all word building instructions, both oral and written, in class and small group exercises.

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[1] Ehri, Deffner and Wilce 1984 Journal of Educational Psychology #76 *Pictorial Mnemonics for Phonics*

- using letter cards placed in pocket charts for the children to blend in order, left to right, after the teacher has modelled the blending, using his/her hand to emphasise the correct direction. Letter cards are also used by individuals or in small groups in a similar way on desks.
- using a magnetic board resource with a long, clear right-pointing arrow to guide children's spelling left to right with magnetic letters.
- giving children live experiences of forming words in role-play where they hold letter cards, stand in a left-to-right order, and create words for their classmates to blend all through the word to read ('Live Reading').

This product demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words by:

- teaching children to 'slow- speak' spoken words to spell them, stretching them out like imaginary rubber bands to segment and emphasise each phoneme from left to right (the 'Rubber Band Trick'). The children then reverse the process, blending the sounds back again to check that the word is the same.
- Live Spelling: The teacher gives the class a series of letter cards, then dictates a word. The class orally segments the word and the children who hear the sound on their card come to the front and form (live spell) the word by saying their sounds in left to right order. Their classmates check if they are correct by blending the sounds to read the word, demonstrating that segmenting and blending are the reverse of each other.
- practising segmenting and blending words using magnetic letters or letter cards in many individual and small group activities, and in spelling exercises.

This product ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular by:

- teaching the concept of 'tricky' words which have letters that do not make their normal sounds and enlisting the children to find them in order to avoid being tricked.
- by providing a procedure for children to segment the phonemes in a word to discover the irregular part of a word and draw a wavy line under it.
- by telling children when a 'tricky' part will later become decodable (or optionally giving them a flash preview of a GPC that will be taught later) to reinforce their confidence that phonic knowledge is the first and best approach.
- modelling how to use the same 'try decoding first' strategy plus identifying the irregular part when learning any new irregular word.
- providing teacher-made word cards for high frequency 'tricky' words, with the 'tricky' part underlined, and studying and practising them in Fluency Lists and in the Phonics Readers.

This product ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules by:

- gradually introducing high frequency irregular words as the lessons progress and studying them before encountering them in the Phonics Readers.
- regularly reviewing high frequency irregular words in subsequent lessons, Fluency Lists and the Phonics Readers.
- by directing children to continue to decode regular parts of irregular high frequency words, and by providing regular spelling practice.

This product provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt by:

- reviewing irregular high frequency words in subsequent lessons.
- ensuring that children encounter these and other irregular words in Fluency Lists and in their Phonics Readers.
- by continuing to treat the regular parts of 'tricky' words as decodable.
- by practising the 60 most high frequency irregular words in two packs of phrase cards in a game format (provided on the accompanying CD).
- teaching alternative spellings at the more advanced levels of the Phonics Teacher's Guide so that previously 'tricky' parts of many words become decodable and are learnt as such.

This product ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies by:

- regularly reviewing phoneme/grapheme correspondences learned so far so that children obtain a steadily growing confidence in using their phonic skills.
- providing decodable word lists for use in each lesson.
- providing decodable words and sentences in Fluency Lists for further practice.
- featuring a decodable story to read at the end of most lessons, that is matched to the level of phonic knowledge taught so far.
- providing Phonic Readers which contain a total of 83 decodable stories (starting from lesson 8).
- providing 12 decodable take-home booklets for children to practise their phonic knowledge and skills, first at school and then at home. They are also encouraged to reread previous take-home stories as well as sharing the latest one.

Please provide a brief explanation of what your product provides, e.g. resources, training etc

Resources

- Letterland provides a new, fully revised and comprehensive Phonics Teacher's Guide with supporting classroom and pupil resources for teaching phonics synthetically by:
    o teaching all the major grapheme-phoneme correspondences in a systematic progression.
    o providing assessment materials.
    o providing motivating multi-sensory mnemonics and activities that
        ▪ make phonic facts and skills quickly accessible to young children, with understanding.
        ▪ provide a common instruction language for teachers, parents and children to enjoy talking about phonics.
        ▪ also foster the important underlying literacy skills of listening and speaking and vocabulary development.
    o teaching blending to read and segmenting to spell as reversible skills.
    o teaching phonically regular and irregular words with a phonics first approach.
    o providing reading practice in decodable word lists, sentences and new Phonics Readers.

Training

- Full training in half-day, one day and two day sessions are available from the publisher. For online video modelling of teaching techniques, see www.letterland.com.