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: Sound Discovery®

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.

Sound Discovery® is a full, stand alone phonics teaching programme.

It can be used for whole class, small group or individual teaching. It is suitable for all ages. It teaches reading, spelling, writing and handwriting. It develops speed and fluency of reading and reading comprehension.

Its two greatest strengths are its unique teaching structure, the Snappy Lesson®, and its phonic progression, deliberately chosen to be as simple and logical as possible. Staff are motivated by its simplicity and the enjoyment expressed by students.

The Manual is a guide for adults.

Teaching staff should use the programme’s prepared Snappy Lesson® Plans. These are available from the very beginning from the very first lesson in Reception. The lesson plans make it easy for busy staff to deliver effective lessons. The plans ensure that the children receive all the essentials for a good phonics lesson within single lessons. Staff can use the accompanying Resource Materials to make the preparation of resources as easy as possible for each lesson to cover the whole programme from simple three phoneme words to complex polysyllabic words. “No programme tells you so clearly what you need to do.”

If staff wish to produce their own lesson plans there are two additional books providing banks of Words and Sentences.

Staff can use the programme for first time teaching from Reception and throughout Key Stage One and they should use it to reinforce and develop phonics throughout Primary and Secondary schooling. An important strength of the programme is that the later stages are also covered with polysyllabic words, prefixes, suffixes, syllables and special endings. Teaching notes and practical activities ensure a thorough approach and support for class teachers and teaching assistants. “I don’t know of any other programmes that do it in such clear detail with such a clear format.”

Staff can also use it as an effective Wave 2 and Wave 3 intervention for slow-to-start and dyslexic students of all ages, wherever there is a need to develop literacy.

Staff can use supplementary resources to teach handwriting and good letter formation with Developmental Handwriting books. They can develop reading speed,
fluency and comprehension with Precision Monitoring and Speed Reading Books.

Staff should use the programme’s decodable texts to ensure that children experience success with reading from the earliest stages. The texts start with just six alphabet sounds and progress to digraphs, the complex code and polysyllabic words. Such carefully written texts ensure that children learn to rely on phonemic strategies.

Staff can use a book dedicated to High Frequency Words to teach those words that do not conform completely to grapheme/phoneme correspondences. To help further, the programme lists all the 'tricky words' contained in each Snappy Lesson® Plan and also presents those separately for pre-tutoring in a grid in the accompanying Resource Materials with the 'tricky bit' underlined.

Staff can develop writing through a modelled approach (described in the Manual) and they can use the differentiated, structured writing activities, provided in Activity and Comprehension books for differentiated classroom activities.

Staff should be able to use the programme within current budgetary constraints. A significant advantage of the programme is that it can be implemented and sustained without a large expenditure. Many of the resources, including some of the decodable reading materials are photocopiable.

Staff will want to make use of the assessments and Placement Tests which are quick and easy to administer. These can be used to place pupils correctly on the appropriate step of the phonics programme and to track progress.

Staff can use powerful Sound Discovery® phonics software (SD Phonics) to support their teaching in the classroom using Interactive Whiteboards and PCs. They can use teacher led activities to cover the whole phonics progression for when an adult is in charge. Staff will also find it valuable to direct pupils to work individually on the software activities to practise, reinforce and apply their phonics at their own pace.

<table>
<thead>
<tr>
<th>This product:</th>
<th>Tick to confirm</th>
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<tbody>
<tr>
<td>presents high quality systematic, synthetic phonics work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach</td>
<td>✓</td>
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<tr>
<td>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</td>
<td>✓</td>
</tr>
<tr>
<td>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</td>
<td>✓</td>
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<tr>
<td>enables children’s progress to be assessed</td>
<td>✓</td>
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<tr>
<td>uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonics knowledge and skills</td>
<td>✓</td>
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<tr>
<td>Demonstrates that phonemes should be blended, in order, from left to right, ‘all through the word’ for reading</td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words</td>
<td>✓</td>
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<tr>
<td>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</td>
<td>✓</td>
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<tr>
<td>• Ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules</td>
<td>✓</td>
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<tr>
<td>• Provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt</td>
<td>✓</td>
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<tr>
<td>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.</td>
<td>✓</td>
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</table>

Please explain how your product meets the core criteria above.

**Sound Discovery®** is a high quality, synthetic phonics programme for the teaching of reading, spelling and writing.

Quite simply, “It works!”

Children start learning phonic knowledge and skills systematically from Reception.

The **Snappy Lesson®** provides a clear teaching structure in discrete, daily sessions progressing from simple to more complex and covering the major grapheme/phoneme correspondences.

Assessments which are quick and easy to administer, yield essential information concerning a pupil’s progress.

Teaching is multi-sensory, integrating seeing, hearing and doing.

From the beginning, children begin to blend sounds into words for reading and segment words into their constituent phonemes for spelling.

The **Snappy Lesson®** structure of two halves makes it clear that blending and segmenting are reversible processes.

Children use a phonics first approach for reading and spelling.
High frequency irregular words are taught systematically in sentence and text level work.

Texts are designed to be entirely decodable for children with the phonic knowledge and skills they have learnt, so that they experience success right from the beginning and learn to rely on phonemic strategies.

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

A *Manual* and two *Handbooks* detail how children learn phonic knowledge and skills systematically.

A *High Frequency Words* book ensures logical teaching.

Eight books of prepared *Snappy Lesson® Plans* and accompanying *Resource Materials* assist teaching of discrete, daily sessions from Step 1 to Step 7 of the programme.

The programme includes more challenging levels where children have to deal with phonically irregular graphemes and phonemes.

Tests enable quick and easy assessment and tracking of progress. They identify gaps and difficulties so that appropriate support can be provided.

*Activity, Comprehension, Precision Monitoring, Speed Read* and *Developmental Handwriting* books develop reading fluency, comprehension and handwriting and provide differentiated activities for busy classroom teachers.

Decodable texts provide reading, comprehension and writing practice.

*DVDs* show *Sound Discovery®* at its best in the classroom and can be used for staff training. Staff training and advice can be provided on request by experienced *Sound Discovery®* teachers.

**Contact details**

Synthetic Phonics Ltd  
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Bristol  
BS9 4WW  

All enquiries about materials and training:

Tel: (+44 or 0) 117 962 2670  
Fax: (+44 or 0) 117 962 8344  
www.syntheticphonics.net
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: Sound Discovery®

Please explain how your product meets the following core criteria:

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

- providing a high quality, systematic, phonics-first programme with good results over several years. It shares the key features outlined in the Primary Framework ensuring that children learn:
  - letter/sound correspondences in a clearly defined, incremental sequence. Its clear phonic progression builds on the basic alphabetic code, in small sub-steps, in a logical sequence and extends to the advanced code.
  - to apply the important skill of blending (synthesising) sounds all through a word for reading. The Snappy Lesson® involves blending and decoding print at sound, word and sentence levels.
  - to apply the skill of segmenting words into their constituent phonemes for spelling. The Snappy Lesson® involves segmenting and writing from dictation at sound, word and sentence levels.
  - blending and segmenting are reversible processes. The two halves of the Snappy Lesson® demonstrate that the alphabetic code works both ways.

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:

- ensuring all children are taught the basic letter/sound relationships, providing coverage of most phonemes, early in Reception. [c] and [k] are listed separately, but the content of the programme makes it clear that both letters represent the sound /k/.

  Children learn about 6 sounds per week, alphabet sounds first and then digraph sounds, in about 8 weeks.

  Immediately they start blending sounds to say and read words and segmenting spoken words into constituent phonemes.

  Using phoneme cards they practise making words. They have fun swapping sounds around and playing the grab game to ensure a secure grasp of letter/sound match and the skills of blending and segmenting.

  They learn how to form letters and write from dictation.
They practise reading regular sentences and then simple decodable books.

They begin to learn the main alternative spelling choices.

Slow-to-start children are identified early in Reception and start light-touch *Snappy Lesson®* sessions.

Most catch up by the end of Key Stage One and are fluent readers and writers.

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:

**teaching discrete, daily sessions called a *Snappy Lesson®*, a clear teaching structure described as:**

- whole-group work with built-in repetition and reinforcement;
- encouraging active recall;
- active, oral, lively teaching with a good pace;
- multi-sensory approaches so that pupils can integrate what they hear, see and do;
- using direct instruction and repetition, critical to pupils' mastery of learning and the success of teaching: “I do, we do together, you do”;
- containing all the essentials of a good phonics lesson within single lessons.
- The lesson has two halves:
  - for reading, there is work on sounds, blending, sound manipulation and reading words and sentences;
  - for spelling, again work on sounds, segmentation, spelling words, writing sentences from dictation and reading them back to the teacher.
- The phonic knowledge and skills taught through the *Snappy Lesson®* follow a clear progression from simple to more complex covering major grapheme/phoneme correspondences, the main spelling choices and more challenging polysyllabic words.
This product enables children's progress to be assessed by:

<table>
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<tr>
<th>diagnostic assessments and Placement Tests which are one of the many strengths of the Sound Discovery® programme.</th>
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<tr>
<td>The tests allow careful assessment of all children.</td>
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<td>They are quick and easy to administer, but yield essential information concerning a child’s stage of phonic development e.g. code knowledge, blending skills and phoneme segmentation skills.</td>
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<td>They identify gaps and difficulties so that appropriate support can be provided.</td>
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<tr>
<td>The assessments link directly to the clear structure and progression of the programme and enable the child to be correctly placed on the appropriate step of the teaching programme.</td>
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<td>They enable easy tracking of progress.</td>
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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:

<table>
<thead>
<tr>
<th>involving the three senses simultaneously in each piece of learning, making it more secure.</th>
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<tbody>
<tr>
<td>Half the Snappy Lesson® involves decoding - from visual to auditory; half the Snappy Lesson® involves encoding - from auditory to visual.</td>
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<td>In the Snappy Lesson®:</td>
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<tr>
<td>children hear (auditory): sounds, spoken words and sentences;</td>
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<tr>
<td>they see (visual): letters representing the sounds on phoneme cards and contained in written words and sentences.</td>
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<tr>
<td>Simultaneously hearing sounds and seeing letters makes phonic knowledge more secure.</td>
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<tr>
<td>Kinaesthetically:</td>
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<tr>
<td>children move their mouths to articulate sounds, words, sentences and Robot Speech; they move their bodies to make actions and Robot Arms; they push phoneme cards together, swap cards around, Flick Fingers, play Phoneme Fingers, get red faces and hands playing the Grab Game, write down Phoneme Lines, sounds, words and sentences.</td>
</tr>
<tr>
<td>All these activities comprise, “a good variety of judiciously chosen activities linked exactly to the lesson’s objectives”.</td>
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</table>
This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading by:

| dedicating half of the *Snappy Lesson®* to blending of sounds in left to right order, all through each word, for reading. To develop this skill a particular sound is blended orally, manipulated and read in words, sentences and texts. |

**Oral Blending** - adult says each sound in a word in Robot Speech with Robot Arms; children say word. If they cannot, adult models.

**Manipulating Sounds** - move phoneme cards/magnetic letters on surface or IWB. Adult makes word e.g. “c-a-t”, asks child(ren) to sound and say. If they cannot blend, shorten time between sounds, or push “c” and “a” together, say “ca” then point to “t”. Adult says, “Change one sound and make it say ‘can’” (child makes and reads), then ‘tan’, ‘tin’ etc. Support as necessary.

| Reading Words on cards – child(ren) sound and blend; later sound silently and say |

| Reading Sentences |

| Reading Decodable Texts |

*Precision Monitoring and Speed Reads Books* give children who are slow at decoding words plenty of practice reading and blending sounds.

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:

| dedicating the mirror half of the *Snappy Lesson®* to segmenting words into constituent sounds for spelling. The reversibility of segmenting and blending is further emphasised when written work is read back again. |

**To develop segmenting, work on sounds, oral segmenting, spelling words, writing sentences from dictation and reading all back.**

**Oral Segmenting** – adult says word, children flick up one finger per sound whilst saying each sound.

**Word Dictation** – adult dictates word, children tap out sounds with fingers, write and read. Phoneme Lines provide support. Children with writing difficulty can make word with phoneme cards.

**Sentence Dictation** – adult dictates sentence, one word and “space” at a time; children write sentence, punctuate and read it back. Adult models correct response. Start independent writing through modelling involving vocalisation.

Segmenting is reverse of blending - sounds, words and sentences which are written down are read back. Reading is check on accuracy and completes cycle – spoken word encoded and written down, then sounded out, blended and read back as spoken word.
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:

carefully designing the programme to make sure that children experiencing success and learn to rely on phonemic strategies for reading and spelling.

Children assessed at a particular level (e.g. Step 1.3) can have work differentiated at this level using Sound Discovery® decodable texts and structured writing activities.

Snappy Lesson® progression ensures that more words become phonically regular. “Tricky words” are identified so that children can be pre-tutored on them and still sound and blend. The High Frequency Words book gives a phonic analysis of all NLS HFWs.

Sentence level work introduces “Tricky Words” systematically. Children choose to sound, say and ‘tweak’ these words for reading, and say words as they look e.g. “wass” for ‘was’ for spelling.

Dreaded spelling tests become a thing of the past. Success is the key. Spelling is at the appropriate phonic level with a few irregular words.

The Sound Discovery® structure supports children at each stage of phonic progression and strengthens blending and segmenting skills through confident and secure learning.

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

facilitating active learning through a balance and variety of activities.

From an early stage these activities include sentence and text level work where high frequency words (HFWs) are introduced systematically.

To aid systematic teaching, there are hundreds of sentences in the Words and Sentences Handbooks, prepared Snappy Lesson® Plans and decodable texts. The Manual and the Snappy Lesson® Resource Materials have grids of irregular words.

The High Frequency Words book tackles the challenge of HFW directly by analysing the National Literacy Strategy HFW lists to explain how best to learn these words in a way which is consistent with the Sound Discovery® programme and the logic of the alphabetic principle. The structure of Sound Discovery® makes the learning of irregular HFWs much more manageable for children without overloading their visual memories.
This product provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt by:

- embedding these words within a clear, incremental phonetic progression of decodable words.
- Pupils are encouraged to apply their phonics knowledge and skills as their first approach to reading and spelling all words, whether entirely decodable by them or containing unusual or untaught grapheme/phoneme correspondences. Pupils are encouraged to identify the ‘tricky bit’ and then use phonemic strategies.
- High Frequency Words from the NLS list are analysed phonically in the High Frequency Words book to assist teaching.
- The irregular words used in the Snappy Lesson® Plans are listed in grids with the irregular bits underlined to aid pre-tutoring.
- Since Sound Discovery® teaches the phonetic progression at a fast pace, the complex alphabetic code (at Step 3) is first introduced during Reception, so that the concept of alternative spelling choices is understood early and increasing numbers of previously irregular words become phonically regular and decodable.
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:

having lots of opportunities, as early as possible, to read sentences and texts that are within the reach of their phonic knowledge and skills.

A unique feature of Sound Discovery® is the clear structure and fine grained progression.

This ensures secure early learning but also extension. All Sound Discovery® texts are written with fidelity to this phonic progression:

Step 1 teaches one to one mapping - 26 letters of the alphabet and their corresponding sounds. Step 1 starts with three phoneme words and extends sequential to end and beginning consonant clusters;

Step 2 teaches one sound mapping to two letters of the alphabet – 16 consonant and vowel digraphs;

Step 3 teaches main alternative spelling choices, for vowels and for consonants

Step 4 teaches polysyllabic words with prefix, root word and suffix splits

Step 5 and 6 teach polysyllabic words with different syllable types

Step 7 teaches special suffixes

This progression provides a framework for Sound Discovery® activities and materials at word, sentence and texts levels from Step 1 to Step 7 of the programme.

Built in repetition and reinforcement ensure fluency and mastery of learning.

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

Sound Discovery® provides a unique teaching structure, Snappy Lesson®, for teaching in discrete, daily sessions progressing from simple to more complex and covering the major grapheme/phoneme correspondences.

It is fast-paced and interactive which keeps boys and pupils with concentration difficulties motivated, focused and on-task.

The other strength of the programme is its simple and logical phonic progression from Step 1 to Step 7. All resources provide fidelity to this framework.

It is adaptable to any age group or group size. It can also be used for individual tuition.

The main resources include photocopiable manuals and prepared lesson plans from the most basic steps to the most complex.
The prepared lesson plans are invaluable for busy teachers and can be used for first time teaching or for intervention.

Additional resources include structured writing and comprehension activities ideal for differentiated work in the classroom.

There is a handwriting strand.

There are decodable texts from Step 1 to Step 7.

There are assessment and placement tests, quick and easy to administer.

Training by experienced practitioners can be provided on request.