

Extracts from Jim Rose's final report	Debbie Hepplewhite's comments
<p><i>The key features ... are to teach beginner readers:</i></p> <ul style="list-style-type: none"> ● Grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence. 	<p>1 Teach a version of a 'simple code' first – one spelling for 42 sounds. Introduce letter/s-sound correspondences, four to six a week.</p> <p>2 Progress to teaching the 'complex code' – that is: the alternative spellings for sounds and the alternative sounds for spellings.</p> <p>3 Keep the simple code refreshed.</p>
<ul style="list-style-type: none"> ● To apply the highly important skill of blending (synthesising) phonemes in order, all through a word to read it. 	<p>4 No need to focus on initial, final, medial sounds. From week one model all-through-the-word blending.</p>
<ul style="list-style-type: none"> ● To apply the skills of segmenting words into their constituent phonemes to spell. 	<p>5 Use limited choices of letter cards or magnetic letters for spelling at first. Then write the words.</p>
<p><i>Virtually all of the developers of commercially produced phonic programmes provided assessment data that showed very substantial, sometimes spectacular, gains in the performance of beginner readers on their programme.</i></p>	<p>6 Assess to create a 'baseline'. Include tests which are standardised and can provide reading ages and spelling ages to measure future progress. (For free downloadable assessments, see homepage of www.syntheticphonics.com)</p>
<p><i>Handwriting too was often seen as a kinaesthetic activity and was introduced early. This multi-sensory approach almost always captured the interest of boys as well as girls. A common feature of the best work was that boys' progress and achievement did not lag behind that of girls ...</i></p>	<p>7 Teach handwriting well and include activities on lined paper using ordinary pencils. Write something every day including copywriting.</p> <p>8 When pupils know their letter shapes, use plenty of dictation activities from letter level, to sound-letter/s correspondences to words to simple sentences.</p>
<p><i>The most effective assessment was simple, rigorous and purposeful.</i></p> <ul style="list-style-type: none"> ● Recognition of letters (and groups of letters such as digraphs). ● The ability to sound out phonemes. ● The ability to hear and blend phonemes. ● The reading of phonically regular words. ● The reading of some irregular words. The teaching was then adapted to take account of the outcomes of this assessment. 	<p>9 Actively and regularly engage the children in their own learning and assessment. It is easy to measure rapid progress which is very motivating for pupils and staff.</p> <p>10 Assess for cumulating alphabetic code knowledge and the skills of blending for reading; segmenting all-through-the-spoken-word for spelling and selecting/writing the correct graphemes; reading and writing irregular words and writing all the letter shapes correctly in lower and upper case.</p>
<p><i>Professor Morag Stuart has observed that it seems: ... sensible to teach both names and sounds of letters ...</i></p>	<p>11 Note that the leading phonics programmes teach sounds of letters before names. Introduce letter names through singing an alphabet song.</p>
<p><i>As they learn to master the alphabetic code, children should be given reading material that is well within their reach in the form of 'decodable books'... Using such books as part of the phonic programme does not preclude other reading, Indeed it can be shown that such books help children develop confidence and an appetite for reading more widely.</i></p>	<p>12 Give plenty of rehearsal of reading words, then sentences, then text which matches the level of code knowledge. Do not require pupils to read books independently where they have to resort to guessing from whole word shape, picture, context or initial letter cues. Provide ample access to all types of books.</p> <p>13 Engage the parents with the importance of sharing books of all types and also how to support blending and segmenting.</p>
<p><i>In addition, there should be direct teaching of words which are not phonically regular, such as 'the' and 'was', but which occur frequently in children's reading.</i></p>	<p>14 Gradually introduce words which are useful but may have tricky/unusual parts. Approach them phonically and note the tricky part. Display these in spelling groups to high-profile them and to support writing activities.</p>
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