



ADVICE SHEET

Effective Support for Difficulties with Phonological Awareness (in order to support reading and spelling)

Be aware that there are two types of phonics

- A) Analytic Phonics - This school of thought has many, many **blends** eg. str, bl etc. and many blend combinations to explain the sounds and words in the English language. Toe-by-Toe is an example of an analytic phonics programme.
- B) Synthetic Phonics - This school of thought has a far stronger evidence base (eg. Rose Report, 2006) and refers to about 44 phonemes (individual sounds) in the English language that are **blended** (pushed together in order) to form words. These phonemes are represented by one or more graphemes eg. ee,ei,ie,ea

Be aware that there are many different publications of synthetic phonic programmes

The most commonly used one that is free is letters and sounds. The other evidence-based programmes that are commonly used, at the current time, are Sounds-Write and Read, Write Inc. (For a comparison of the evidence bases, put the following phrase into a search engine 'What works for pupils with literacy difficulties – Greg Brooks')

Be aware of the five key skills for phonological awareness

Code knowledge – understanding of the phonemes and the graphemes that represent them

Blending – the ability to push sounds/phonemes together in order, to form a word

Segmenting – the ability to identify the individual sounds/phonemes in words

Phoneme manipulation – the ability to move sounds/phonemes in and out of words eg. swap the initial letters of the words shop and chip (eg. the 'full circle' activity in letters and sounds and 'sound swap' in Sounds-Write)

Syllabification – the ability to identify the units of sound production ie. syllables, in words (we use the jaw-drop technique now rather than clapping the syllables, as by definition, when you produce a sound, your jaw has to drop for the necessary oro-motor co-ordination.)

Please note: The other approach to reading and spelling is the whole word approach.