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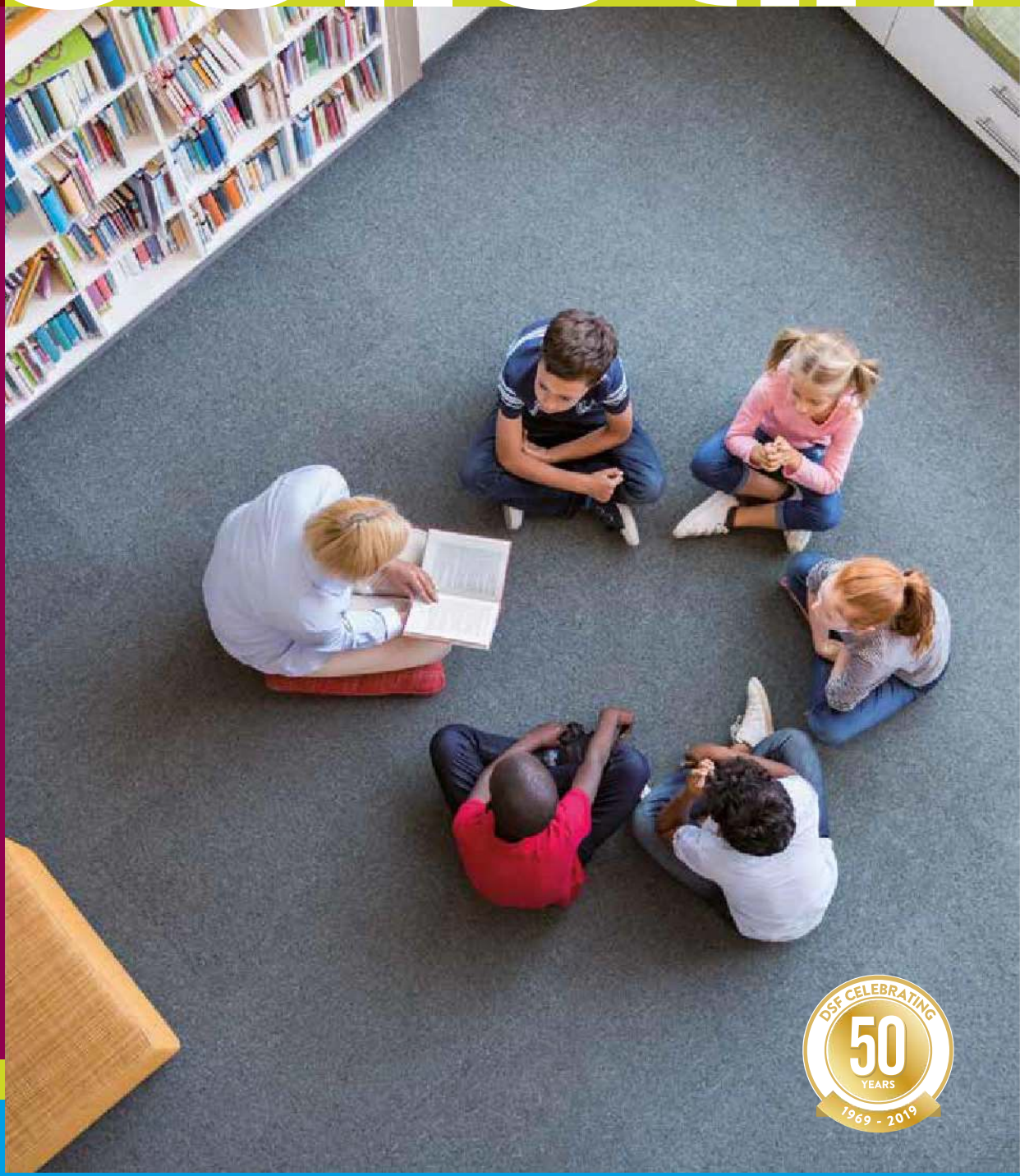

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LITERACY SERVICES

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An Overview of Structured Synthetic Phonics Program Sequences

In the Winter 2014 edition of the Bulletin, we provided an overview of several high quality Structured Synthetic Phonics Programs (SSPPs) and their sequences through the initial (or basic) code until the introduction of the extended code. Since that time, many of these programs have been updated and new programs have become available. While there is no evidence to support that one program's teaching sequence is superior to another, it is very important that the program introduces letters in a logical and incremental progression. Once a program is selected it should be followed with fidelity, rather than in combination with several different programs and any decodable readers or additional resources used should also follow the same (or a closely aligned) sequence. The table over the page details each SSPP's sequence, from single letter phoneme-grapheme relationships and digraphs through to the introduction of the alternative spellings in the extended code. It is important that the initial code is systematically taught and mastered before alternative spelling patterns for all the sounds of English are introduced.

Along with teaching the phoneme-grapheme relationships in isolation, it is critical that opportunities to apply this knowledge to extended reading and writing (dictation) activities is provided. As such, some high frequency, phonically irregular words are introduced at various points throughout the programs to allow for grammatically appropriate sentences and stories to be produced. These words (often referred to as sight words, tricky words or heart words) are not yet considered decodable based on the position in the SSPP sequence and are listed in italics in the table over the page. They should be identified as words that the student cannot yet fully decode and should be introduced as indicated in each program.

When choosing any SSPP it is important to check the teaching manual for the recommended process for introducing new sounds and letters. It is also important to familiarise yourself with the terminology used within each program, as there can be some variability across programs (for example, adjacent consonants may also be referred to as consonant blends or clusters depending on the program).

DSF provides training in Letters and Sounds, Sounds~Write, Dandelion Readers, Jolly Phonics and Little Learners Love Literacy.

Resources for these programs are available through the DSF bookshop and library.
Go to www.dsf.net.au for more information.

Sounds~Write

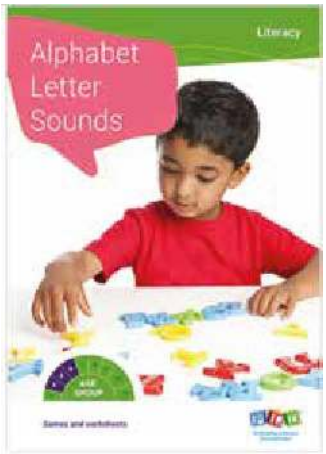
Dandelion Readers

Letters and Sounds

Jolly Phonics

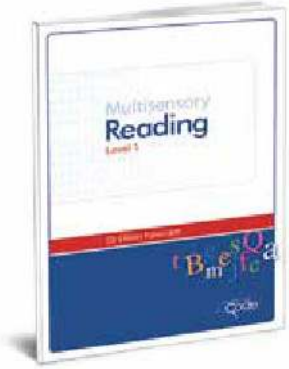
MiniLit

Catch-up Readers from Phonic Books



PLD

Little Learners Love Literacy



Cracking the ABC Code

Examples of Structured Synthetic Phonics Programs

Letters and Sounds	Sounds~Write	Dandelion Readers	Jolly Phonics
(2007, UK)	(2003, UK)	(2006, UK)	(1992, UK)
Phase 1	**Unit 1**	**Unit 1**	**Week 1**
Preparation phase. Development of pre-literacy skills including awareness of sound, rhythm and rhyme, alliteration, articulation and oral blending and segmenting.	a i m s t	s a t i m	s a t i p
	-	*I is a the*	-
Phase 2 Set 1	**Unit 2**	**Unit 2**	**Week 2**
s a t p	n o p	n o p	n c/k e h r
a as	*is a*	*of and has his*	-
Set 2	**Unit 3**	**Unit 3**	**Week 3**
i n m d	b c g h	b c g h	m d g o u
is	*the I*	-	-
Set 3	**Unit 4**	**Unit 4**	**Week 4**
g o c k	d e f v	d e f v	l f b a i j
-	*for of*	*off to*	-
Set 4	**Unit 5**	**Unit 5**	**Week 5**
ck e u r	k l r u	k l r u	oa ie ee or z w
to the	*are*	*for see*	*I the*
Set 5	**Unit 6**	**Unit 6**	**Week 6**
h b f ff l ll ss	j w z	j w z	ng v oo y x
his has of no go I into	*was*	*have was*	*he she*
Phase 3 Set 6	**Unit 7**	**Unit 7**	**Week 7**
j v w x	x y ff ll ss zz	x y ff ll ss zz	ch sh th qu ou
to the	*all*	*no be said he you*	*me we*
Set 7	**Units 8 to 10**	**Units 8 to 10**	**Week 8**
y z zz qu	Skill practice with adjacent consonants – VCC, CVCC, CCVC, CCVCC, CVCCC and CCCVC words (No new code knowledge)	Words with adjacent consonants are introduced – VCC, CVCC, CCVC, CCVCC (No new code knowledge)	oi ue er ar
we me	*come some to*	*with old this that cold give live says be don't say are her she put do*	*be was*
Consonant digraphs	**Unit 11**	**Units 11 - 16**	**Week 9 on**
ch sh th ng	sh ch th ck wh ng qu	ch sh th ck ng qu + ve	Consolidation of the initial code
he she be	*there their these what where who*	*we my puts me they go love*	*to do*
Vowel digraphs	**Bridging Lessons**	**Units 17 – 20**	**Extended Code:** Main alternative spellings introduced following Week 9. Jolly Phonics is the first of the programs in the Jolly Learning series. The Grammar Handbooks 1 to 6 follow on progressively from the Jolly Phonics program and introduce more alternative spellings and complex spelling patterns.
ai ee igh oa oo ar or ur ow oi ear air ure er	Introducing same sound, different spelling c k ck l ll le ch tch wh w	wh –ed –ing –le	
was my you they all are	-	*into again all going hold where table too*	
Phase 4	**Extended Code:** 50 sequential units which cumulatively introduce all alternative vowel and consonant spellings. Polysyllabic words are introduced. The sequence commences with the most common spellings for the sounds /ae/, /ee/,/oe/,/er/,/e/,/ow/,/oo/ (as in 'moon'), /ie/,and/oo/ (as in 'book'). The concept that a spelling can represent alternative sounds is also introduced, beginning with the spellings <ea> and <o>.	**Level 1**	
More complex word structures including adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CCCVCC words. Explicit work on polysyllabic words.		ai ee oa ur ea ow oo igh or oi ar air ear	
it's children said so have come was were there little one do when out what her		*your gives does goes two*	
Extended Code: Phase 5 introduces alternative spellings. It is recommended that this takes place over a 30 week period, systematically introducing the alternative spelling patterns. Phase 6 focuses on word specific spellings and choosing between alternatives. There is also a focus on prefixes, suffixes and other morphemes.		**Extended Code:** Level 2 introduces 3 alternative vowel spellings for each sound. Level 3 covers 5 alternative vowel spellings for each sound. Level 4 introduces more alternative spellings and common Latin suffixes.	

- Initial and Extended Code Teaching Sequence

Little Learners Love Literacy	PLD Learning Resources (Diana Rigg)	Cracking the ABC Code	MINILIT
(2009, Aust)	(2010, Aust)	(2018, Aust)	(2011, Aust)
Stage 1	**Preparation phase**	**Level 1: Unit 1**	**Set 1**
m s f a p t c i	Development of pre-literacy phonological awareness skills including syllabification, initial sound awareness, blending and segmenting CVC words. In addition, alphabet knowledge is introduced.	a p n c t	a m s t i
the my I		*the*	-
Stage 2	**Early Lit Phase: Stage 1 Target 1**	**Unit 2**	**Set 2**
b h n o d g l v	CVC with Group 1: s a t p i n	e v y s b	f d r o g
the my I	*at in it and*	*I you*	*I*
Stage 3	**Target 1 Group 1 & 2**	**Unit 3**	**Set 3**
y r e q u z	c h r e m d	i w l z k	l u h c b
he to was we she	*had him did can an the is*	*said they*	*the on and*
Stage 4	**Target 1 Group 1 - 3**	**Unit 4**	**Set 4**
j u k x w	g o u l f b	o f d x g	e n v k p
of are too for her	*on from got ran big am up get*	*to come*	*is was to*
PLUS 4	**Target 1 CVC and CVC+**	**Unit 5**	**Set 5**
ll ss ff plural 's'	CVC with all letters and CVC words with b/d c/k & medial vowels a/u i/e	u h r j m	j z w
little	*a I his as to was he be me have no go*	*here put*	*a has said she*
Stage 5	**Early Lit Phase: Stage 1 Target 2**	**Unit 6**	**Set 6**
ck Words with final and initial adjacent consonants are introduced	CVC with sh ch th oo ee ck wh	q	x y qu
down very put too said	*with this that them she look see when*	*was are there*	*his like*
Stage 6	**Early Lit Phase: Stage 1 Target 3**	**Level 2A (30 Units)**	**Set 7 (letter names using capitals)**
th sh ch ng	CCVC & CVCC words		W K Y V S U C X O Z P
all they like going	*are for her part her very which*	sh ch the e a-e i-e o-e oo (moon) ng er ck all ar oa ay ow (cow) ire a ai oy or ur oi ou aw ow (bow) ew y (sky)	*put this do see*
Stage 7.1	**Early Lit Phase: Stage 1 Target 4**		**Set 8**
ai ay ee ea __y igh _y ie oa -ing	ar or ai ay oi oy al ng er		T L M F D
some a do	*you they said of would could word because*	*20 high frequency words based on Dolch list*	*put this do see*
Stage 7.2	**Stage 2: Triblends & double consonants**	**Level 2B**	**Set 9**
ar or er ir ur aw air	Words with CCC & ll ss ff zz	As in Level 2A but uses more difficult vocabulary	I N A R H
-		*20 high frequency words based on Dolch list*	*Introduce tricky words Sets 1-7*
Stage 7.3	**Stage 2: Long & Short vowels**	**Extended Code:** Levels 3 and 4 cover alternative vowel and consonant spellings in addition to orthographic knowledge, complex word structures and challenging vocabulary. Appropriate level depends on the reading age and skills of the student.	**Sets 10-14**
oo ow ou oi oy	**Extended Code:** Alternative vowel spellings are introduced in Stage 1 Target 4 and Stage 2. The PLD program continues into Stages 3 to 6 with increasingly complex phonic concepts.		G B J E Qu sh ck wh ng th ch ee ea
-			
Stage 7.4			**Sets 15-16**
a-e e-e i-e o-e u-e ew (few) ow (show) ph wh			Decoding CCVC CVCC & CCVCC words
-			**Sets 17-21**
Stage 7.5			oo CVC+ e ai ay ow oa ar
			Sets 22-26
c and g – ce ci cy gi gy ge; ed endings -ed d t; ph; ea (bread); suffixes -tion & -sion			ou ow ir ur er oi oy ue ew igh y
Extended Code: Stage 7 introduces additional vowel sounds and some alternative vowel spellings.			**Extended Code:** Some alternative spellings are introduced in Sets 17 to 26.