

Structured Synthetic Phonics (SSP)

Synthetic phonics is a way of teaching children to read and spell. It has been identified as the most successful approach of establishing early literacy skills. The 'synthetic' component relates to the 'synthesising' or blending of phonemes (or individual speech sounds) and the 'phonic' component relates to written symbols (graphemes) being linked to the individual speech sounds (phonemes).

- When learning to read a child links letters to speech sounds and then blends them together to form words.
- When learning to spell a child separates or segments a word into the individual speech sounds within the word while linking the sounds to letters.



Structured Synthetic Phonics (SSP)

Programs are designed to teach children the predictable relationships between the sounds of speech (phonemes) and the alphabet letters (graphemes) we use in written language. Essentially, when a child learns to read using synthetic phonics they learn to link letters to speech sounds and then blend (synthesise) these sounds together to read words. Analytic phonics programs typically introduce whole words and initial sounds only – anticipating that children will induce the other letter-sound relationships. In synthetic phonics programs the sound-letter relationships are taught in a predetermined sequence using a systematic and explicit approach. Children are taught to read and spell accurately and fluently beginning with simple words like at, in and pin before progressing to words comprising more complex spelling patterns such as light, strange and production. There is a wealth of research evidence available documenting the success of SSP programs as both a whole class approach to literacy instruction and as an intervention (delivered individually or in small groups). For more information on structured synthetic phonics programs see Appendices 3 and 4.

– Structured Synthetic Phonics

(Some examples: Intervention: Sounds~Write, MultiLit, MiniLit, Phonic Books UK, Whole Class: Letters and Sounds, PLD Literacy and Learning, No Nonsense Phonics Skills program, PreLit, Little Learners Love Literacy, Phonic Books UK, Jolly Phonics, Read Write Inc.)



Web Version of Publication:

<http://uldforparents.com/contents/selecting-a-successful-intervention-program/what-does-the-research-tell-us-about-different-interventions/>

Dyslexia-SPELD (DSF)

PLD's Structured Synthetic Phonics Program is a recommended DSF Wave 1 (whole Class) and Wave 2 (small group) program.



Promoting Literacy Development

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Wave 3: Highly Personalised Intervention

- Individualised instruction for an extended period of time.
- Students will make progress, but some will not reach the level of their peers.
- Students may have cognition, learning, behaviour, emotional, social, communication, sensory and/or physical needs



Groups of three or less, presented by a specialist

Wave 2: Additional Intervention

- Ideally early intervention
- Short-term instruction
- Enabling students to acquire age appropriate skills.



Small groups of students, presented by a general staff member or a specialist

Wave 1: Quality First Teaching

- Daily high quality instruction
- Aiming to provide the best start for the majority and to reduce the number of students requiring wave 2 and 3.



Consisting of a blend of whole class, small group and individual instruction.

Structured Synthetic Phonic Teaching

Adapted from "Independent review of the teaching of early reading" (2006)