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Dyslexia - SPELD Foundation
LITERACY SERVICES

REMEDIATION FOR
MATHEMATICAL DIFFICULTIES
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STRUCTURED SYNTHETIC
PHONICS PROGRAMS
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Letters and Sounds (2007, UK)	Sounds-Write (2003, UK)	Dandelion Series (2006, Phonic Books UK)	Cracking the ABC Code (2018, AUS)	Jolly Phonics (1992, UK)
PHASE 1 (PREPARATION PHASE)	**INITIAL CODE – UNIT 1** a i m s t	**UNIT 1** s a t i m	**LEVEL 1** For students who do not know the sounds of the alphabet.	**GROUP 1** s a t i p n
Developing pre-literacy skills including awareness of sound, rhyme, alliteration, articulation and oral blending/segmenting.	**INITIAL CODE – UNIT 2** n o p	**UNIT 2** n o p	**UNIT 1** a p n c t	**GROUP 2** c k e h r m d
PHASE 2 – SET 1 s a t p	**INITIAL CODE – UNIT 3** b c g h	**UNIT 3** b c g h	**UNIT 2** e v y s b	**GROUP 3** g o u l f b
PHASE 2 – SET 2 i n m d	**INITIAL CODE – UNIT 4** d e f v	**UNIT 4** d e f v	**UNIT 3** i w l z k	**GROUP 4** ai j oa ie ee or
PHASE 2 – SET 3 g o c k	**INITIAL CODE – UNIT 5** k l r u	**UNIT 5** k l r u	**UNIT 4** o f d x g	**GROUP 5** z w ng v oo (moon)
PHASE 2 – SET 4 ck e u r	**INITIAL CODE – UNIT 6** j w z	**UNIT 6** j w z	**UNIT 5** u h r j m	**GROUP 6** y x ch sh th/th (thing/these)
PHASE 2 – SET 5 h b f ff l ll ss	**INITIAL CODE – UNIT 7** x y ff ll ss zz	**UNIT 7** x y ff ll ss zz	**UNIT 6** q	**GROUP 7** qu ou oi ue er ar
PHASE 3 – SET 6 j v w x	**INITIAL CODE – UNITS 8 TO 10** Skill practice with more complex word structures (adjacent consonants) VCC, CVCC, CCVC, CCVCC, CVCCC and CCCVC words	**UNITS 8 TO 10** Words with adjacent consonants are introduced – VCC, CVCC, CCVC, CCVCC	**LEVEL 2 - DIGRAPHS** sh ch th ee a-e i-e o-e oo (moon) ng er ck all y (sunny) ar oa ay ow (cow) ir ea ai oy or ur oi ou aw ow (bow) ew y (sky)	**REVIEW** Revise all letter sounds taught (blending 2 to 5 sound words including digraphs).
PHASE 3 – SET 7 y z zz qu		**UNITS 11 TO 16** ch sh th ck ng qu ve		**PHONICS PUPIL BOOK 2 (ALTERNATIVE SPELLINGS)**
PHASE 3 – CONSONANT DIGRAPHS ch sh th ng	**INITIAL CODE – UNIT 11** sh ch th ck wh ng <q> <u>	**UNITS 17 TO 20** Two syllable words with spellings – wh ed ing le	**LEVEL 2B** As in Level 2A but uses more difficult vocabulary	y (holly) ck rr gg ll zz tt ff ss bb a-e e-e i-e o-e u-e ay oy ee ea y (my) ie ow (snow/owl) er ir ur
PHASE 3 – VOWEL DIGRAPHS/TRIGRAPHS ai ee igh oa oo ar or ur ow oi ear air ure er	**BRIDGING LESSONS** Consolidation and introduces – 'same sound, different spelling' /k/ /ch/ /w/ c k ck ch tch wh w	**LEVEL 1** Introduces one spelling for each sound ai ee oa ur <ea> ow oo (moon) igh oo (book) or oi ar air ear	**LEVEL 3** In addition to orthographic knowledge and complex word structures, alternative vowel and consonant spellings introduced in the order of /ae/ /er/ /ar/ /oa/ /ee/ /oy/ /ow/ /or/ /oo/ /ie/ <y> /j/ /s/ /ue/ /f/ /sh/ /u/ /air/ <ch> i+vowel (/ie/ & /ee/) w+or w+o w+a w+ar /eer/ and silent letters	**PHONICS PUPIL BOOK 3 (ALTERNATIVE SPELLINGS)** ph c ce (soft s) g ge gi gy (soft g) Revise spellings for /ae/ /ee/ /ie/ /oa/ /ue/ /ou/ /oi/ and /er/ Then, teach – air ear are
PHASE 4 – CONSOLIDATION AND SKILL PRACTICE More work with polysyllabic words and complex word structures - CVCC, CCVC, CCVCC, CCCVC, CCCVCC	**EXTENDED CODE** 50 sequential units completed over two years. Alternate vowel and consonant spellings are explicitly taught starting with the most common spellings for the sounds /ae/, /ee/, /oe/, /er/, /e/, /ow/, /oo/ (moon), /ie/, /oo/ (book), /u/ and /s/. Interspersed with these units are lessons highlighting the concept that the same spelling (grapheme) can represent different sounds, starting with <ea> and <o>.	**LEVEL 2** Covers 2 to 3 alternative vowel spellings for each sound in the same sequence as Level 1.		**JOLLY GRAMMAR HANDBOOKS 1 TO 6** Jolly Phonics covers the first year of teaching. Jolly Grammar follows on progressively introducing more complex alphabetic code, as well as teaching grammar (including punctuation).
PHASE 5 Systematically teaches new graphemes (spellings) ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e Then, alternative pronunciation of known and new spellings: <i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou> Followed by introduction of spelling patterns for each phoneme and adding in /zh/.		**LEVEL 3** Introduces up to 5 alternative vowel spellings for each sound, with additional readers focusing on the same spelling representing different sounds.	**LEVEL 3B AND 3C** Uses more difficult vocabulary and introduces two phonemes and the common graphemes used to represent the sounds of each unit.	
PHASE 6 Focuses on word specific spellings and choosing between alternatives. There is also a focus on prefixes, suffixes and other morphemes. Can be combined with review of Phase 5 to increase automaticity of reading and accuracy for spelling.	**POLYSYLLABIC WORDS** Explicit lessons to teach and practice polysyllabic words are introduced after working with the Extended Code for several weeks. Suggestion and explanation on how best to teach affixes is included.	**LEVEL 4** Introduces more alternative spellings for further vowel and consonant sounds and the common Latin suffixes -ture -tion -ssion -cian -sure -sion	**LEVEL 4** Includes all Level 3 material plus the multiple pronunciations of a e I o u ey ed ie ei i-e gh ue gue que ou our ea ear oe oo adding r, adding e, split vowels.	**Readers and Additional Support Materials** Teacher manual and phonic pupil workbooks (1, 2, & 3). In addition, handwriting and dictation sheets, as well as Sound Books (recognise sounds), Word Boxes (blending practice), and Red, Yellow and Green Jolly Phonics readers available.
Readers and Additional Support Materials Dictation and decodable text are included in the manual. Other matched readers such as Pocket Rockets and Hero Academy are available. Additional resources and activities for each Phase are produced by Smartkids, Twinkl and Phonics Play UK.	**Readers and Additional Support Materials** Several series of decodable books for beginner readers (fiction and non-fiction) and young adults are available. Student workbooks (Initial Code), additional downloads and teacher workbooks with supplementary resources and activities obtainable. In addition, an online parent course has been developed.	**Readers and Additional Support Materials** Based on decodable readers, with workbooks matched to each series containing reading and writing activities and other games included. Catch-up series of readers and workbooks for older students include - Moon Dog, Magic Belt, That Dog, Alba, Totem, Rescue, Island Adventure, Talisman, Titan's Gauntlets, Amber Guardians.	**Readers and Additional Support Materials** 20 decodable readers and comprehension workbooks (Learn to Read Series). Each level has a teacher program and spelling book. Additional activity sheets and games are available.	SPELD SA has two series of matched phonic readers which can be downloaded.

Well-designed programs, such as the examples above, have a clearly designed scope and sequence, building from basic code to advanced code knowledge, and include the provision for frequent checks for understanding, application and review. Most programs can be used across all three tiers of instruction and intervention. This includes high

PLD – Promoting Literacy Development (2014, AUS)	Read Write Inc. Phonics (2002, UK)	Little Learners Love Literacy (2009, AUS)	Get Reading Right (2005, AUS)	MiniLit-Sage (2021, AUS)	InitiaLit (2017-19, AUS)
PREPARATION: PRE-LITERACY PHASE Explicit instruction of phonological and phonemic awareness skills and the alphabet sounds.	**NURSERY (PRESCHOOL)** Set 1 sounds and sound-blending with guidance on developing language e.g. with nursery rhymes and planned talk.	**STAGE 1** m s f a p t c i	**BASIC CODE – UNIT 1** s m c t g p a o	**PART A - SET 1** m s t a	**SET 1** m s t a
STAGE 1: TARGET 1 CVC Group 1: s a t p i n		**STAGE 2** b h n o d g l v	**BASIC CODE – UNIT 2** r l d b f h i u	**PART A - SET 2** p i f r	**SET 2** p i f r
STAGE 1: TARGET 1 CVC Group 1 & 2: c h e r m d	**SET 1** **WORD TIME 1.1** m a s d t	**STAGE 3** y r e qu z	**BASIC CODE – UNIT 3** v w y z j n k e	**PART A - SET 3** o c d h	**SET 3** o c d h
STAGE 1: TARGET 1 CVC Group 1, 2 & 3: g o u l f b	**WORD TIME 1.2** i n p g o	**STAGE 4** j u k x w	**BASIC CODE – UNIT 4** ll ss ff zz	**PART A - SET 4** e n g l	**SET 4** e n g l
STAGE 1: TARGET 1 CVC Group 1, 2, 3 & 4: w j z v y k x q	**WORD TIME 1.3** c k u b	**STAGE 4 PLUS** ll ss ff suffix --s	**BASIC CODE – UNIT 5** sh ch th wh	**PART A - SET 5** k u b j	**SET 5** k u b j
STAGE 1: TARGET 2 sh ch th/th	**WORD TIME 1.4** f e l h	**STAGE 5** Adjacent consonants and ck CVCC and CCVC words	**BASIC CODE – UNIT 6** ck ng qu x	**PART A - SET 6** w ck ll ss ff	**SET 6** w ck ll ff ss
STAGE 1: TARGET 2 oo (moon) oo (cook) e ck qu wh	**WORD TIME 1.5** r j v y w	**STAGE 6** Consonant digraphs ck sh ch th ng	**ADVANCED CODE – UNIT 1** Revision: Words with more complicated patterns – VCC, CCVC, CVCC words	**PART A - SET 7** sh qu z zz ee	**SET 7** sh qu ee z zz
STAGE 1: TARGET 3 Words with CCVC & CVCC structure	**WORD TIME 1.6** z x sh ck th ch qu ng nk	**STAGE 7 – UNIT 1** ai ay ee ea y igh ie oa	**ADVANCED CODE – UNIT 2** ee ea y e	**PART A - SET 8** v x y ch	**SET 8** ch v x y
STAGE 1: TARGET 4 ar or er ng ay/ai oi/oy all	**WORD TIME 1.7** Revision and consolidation - no new code introduced.	**STAGE 7 – UNIT 2** ar or aw er ur ir air	**ADVANCED CODE – UNIT 3** i igh y ie i_e	**PART A - SET 9** wh th oo ng ay	**SET 9** wh th oo ng ay
STAGE 2: TRIBLENDS AND DOUBLE FINAL CONSONANTS CCC & ll ss zz ff	**SET 2** ay ee igh ow oo oo (moon/cook) ar or air ir ou oy	**STAGE 7 – UNIT 3** oo ow ou oi oy	**ADVANCED CODE – UNIT 4** o oa ow o_e	**PART B** CVCC CCVC and CCVCC words	**SET 10 AND 11** CVCC then CCVC words
STAGE 2: LONG VOWELS AND DIGRAPHS a-e e-e i-e o-e u-e oa/ow & ea/ee Multisyllabic er and ir ur & ou/ow	**SET 3** ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion/tious	**STAGE 7 – UNIT 4** a-e e-e i-e o-e ow u-e ew ue ph wh	**ADVANCED CODE – UNIT 5** a ai ay a_e	**PART B SETS 10 TO 20** ay ai (play/rain) ee ea (tree/leaf) oa ow (boat/snow) y igh (cry/light) ue ew (glue/grew) ar (star) or ore (fork/snore) ir ur er (girl/surf/fern) Split digraph (bossy 'e') ow ou (cow/cloud) aw au (claw/autumn)	**SET 12** Review and consolidate (no new code)
EXTENDED CODE Continues into stages 3 to 6. Includes challenging vocabulary and syllable, and morphological units systematically scheduled through to middle and upper primary levels.	**Readers and Additional Support Materials** Eight sets of matched decodable readers and extra storybooks for comprehension - Red Ditty, Green, Purple, Pink, Orange, Yellow Blue, and Grey Sets. The Fresh Start catch-up series for struggling readers and spellers (9 to 13 year olds) has 34 modules with student resources and a teacher handbook.	**STAGE 7 UNIT 5** Morphology (suffixes) -ed -ous- tion -sion -ture -sure and alternative graphemes ed ce ci cy ge dge gi gy ph le wr	**ADVANCED CODE – UNIT 6** oo ew ue u_e	**Readers and Additional Support Materials** InitiaLit readers (60 decodable books) align with the phonic code taught. A teacher manual and lesson handbooks, as well as student workbooks, sounds/word books, testing records and additional online resources are used with MiniLit-Sage. The LanguageLift program can be utilised for oral language intervention.	**YEAR 1** Review foundation knowledge, compound and two syllable words. Also, schwa and alternate spellings are introduced. ai ay ee ea (leaf) oa (boat) ow (snow) y (cry) igh (light) ue (glue) ew (grew) ar or/ore ir ur er split digraph (bossy 'e') ow (cow) ou (cloud) aw au y (puppy) ey (ee) oy oi ear (hear) eer ear (bear) air are (care) soft c soft g dge ge tch
Readers and Additional Support Materials Teacher manuals for each year level, as well as for the teaching sequence, screening and tracking. Decodable and home readers matched to each level available, as well as additional games and student workbooks.		**Readers and Additional Support Materials** Decodable readers (Pip and Tam and Wiz Kids series) match teaching sequence. Teacher activity resource books available and additional games based on 'Tim's Quiz' and 'Milo's Birthday Surprise' series including sound swap, flipbooks, bingo and read and grab games.	**COMPLETE THE CODE UNITS 1 TO 14** r rr wr oi oy ph f ff ow ou c ce s se ss u oo oul ar a ir er ear ur or au aw al ore air ear are erej dge ge g ch tch tu sh ci ti s si **Readers and Additional Support Materials** Take home and school-based practice books, as well as three series of matched decodable readers. Additional games and handwriting book available.		**YEAR 2** Review/reteach earlier content (includes schwa) plus introduce <ch> (school) <ph> (phone) and two syllable words with VC/CV and V/CV structure. Silent letters k, b, w. Consonant + le (candle) tion (action).
					Readers and Additional Support Materials 16 sets of matched decodable readers plus class 'Read and Discuss' (RAD) books. Teacher and assessment manuals, as well as handbooks for comprehension and fluency, spelling, storybook lessons, and growing grammar available. In addition, other downloadables (games, worksheets, recording forms, and school implementation resources), student spelling workbooks and reading diaries.

quality instruction for all students (Tier 1), small group interventions for students at risk of falling behind (Tier 2) and, intensive, targeted intervention for students significantly behind their peers (Tier 3).

Consistent use of the same program, particularly in the early years, reduces the likelihood of cognitive overload by ensuring that the same instructional language, activities, resourcing and content is used throughout the school. The fundamental difference between the range of high quality phonics programs currently available is not significant. Rather, the factors that are likely to influence the success of a program include: the amount and quality of training provided to the teaching staff; the time dedicated to delivery of content; the resources and ongoing support available to the teachers; and the fidelity of program delivery.