

the bulletin

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Structured Synthetic Phonics Programs (SSPPs)

Initial and Extended Code teaching sequences

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	UNIT 1	LEVEL 1	GROUP 1
Developing pre-literacy skills including awareness of sound, rhyme, alliteration, articulation and oral blending/segmenting.	a i m s t	s a t i m	For students who do not know the sounds of the alphabet.	s a t i p n
PHASE 2 - SET 1	INITIAL CODE - UNIT 2	UNIT 2	UNIT 1	GROUP 2
s a t p	n o p	n o p	a p n c t	c k e h r m d
PHASE 2 - SET 2	INITIAL CODE - UNIT 3	UNIT 3	UNIT 2	GROUP 3
i n m d	d e f v	d e f v	e v y s b	g o u l f b
PHASE 2 - SET 3	INITIAL CODE - UNIT 4	UNIT 4	UNIT 3	GROUP 4
g o c k	k l r u	k l r u	i w l z k	a i j o a i e e e o r
PHASE 2 - SET 4	INITIAL CODE - UNIT 5	UNIT 5	UNIT 4	GROUP 5
c k e u r	j w z	j w z	o f d x g	z w n g v o o (moon)
PHASE 2 - SET 5	INITIAL CODE - UNIT 6	UNIT 6	UNIT 5	GROUP 6
h b f f l l s s	INITIAL CODE - UNIT 7	UNIT 7	u h r j m	y x c h s h th/th (thing/these)
PHASE 3 - SET 6	INITIAL CODE - UNITS 8 TO 10	UNITS 8 TO 10	UNIT 6	GROUP 7
j v w x	Skill practice with more complex word structures (adjacent consonants) VCC, CVCC, CCVC, CCVCC, CCVCC and CCCVC words	Words with adjacent consonants are introduced - VCC, CVCC, CCVC, CCVCC	q	qu o u o i u e r a r
PHASE 3 - SET 7	INITIAL CODE - UNIT 11	UNITS 11 TO 16	LEVEL 2 - DIGRAPHS	REVIEW
y z z z qu	sh ch th ck wh ng <q> <u>	ch sh th ck ng qu ve	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)	Revise all letter sounds taught (blending 2 to 5 sound words including digraphs).
PHASE 3 - CONSONANT DIGRAPHS	BRIDGING LESSONS	UNITS 17 TO 20	LEVEL 2B	PHONICS PUPIL BOOK 2 (ALTERNATIVE SPELLINGS)
ch sh th ng	Consolidation and introduces - 'same sound, different spelling' /k/ /ch/ /w/ c k ck ch tch wh w	Two syllable words with spellings - wh ed ing ie	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/ow) er ir ur
PHASE 3 - VOWEL DIGRAPHS/TRIGRAPHS	EXTENDED CODE	LEVEL 1	LEVEL 3	PHONICS PUPIL BOOK 3 (ALTERNATIVE SPELLINGS)
ai ee igh oa oo ar or ur ow oi ear air ure er	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>.	Introduces one spelling for each sound ai ee oa ur <ea> ow oo (moon) igh oo (book) or oi ar air ear	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/ /t/ /sh/ /u/ /air/ <ch> i+vowel (/ie/ & /ee/) w+o w+o w+a w+er/ and silent letters	ph c ce (soft s) g ge gi gy (soft g) Revise spellings for /ae/ /ee/ /ie/ /oa/ /ue/ /ou/ /ol/ and /er/ Then, teach - air ear are
PHASE 4 - CONSOLIDATION AND SKILL PRACTICE	POLYSYLLABIC WORDS	LEVEL 2	LEVEL 3B AND 3C	JOLLY GRAMMAR HANDBOOKS 1 TO 6
More work with polysyllabic words and complex word structures - CVCC, CCVC, CCVCC, CCCVC, CCCVCC	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.	Covers 2 to 3 alternative vowel spellings for each sound in the same sequence as Level 1.	Uses more difficult vocabulary and introduces two phonemes and the common graphemes used to represent the sounds of each unit.	Jolly Grammar follows on progressively introducing more complex alphabetic code, as well as teaching grammar (including punctuation).
PHASE 5	Readers and Additional Support Materials	LEVEL 3	LEVEL 4	Readers and Additional Support Materials
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	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.	Introduces up to 5 alternative vowel spellings for each sound, with additional readers focusing on the same spelling representing different sounds.	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.	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.
Then, alternative pronunciation of known and new spellings: <l, o, c, g, u, ow, ie, ea, er, a, y, ch, ou>		LEVEL 4	Readers and Additional Support Materials	SPELD SA has two series of matched phonic readers which can be downloaded.
Followed by introduction of spelling patterns for each phoneme and adding in /zh/.		Introduces more alternative spellings for further vowel and consonant sounds and the common Latin suffixes -ture -tion -ssion -cian -sure -sion	Each level has a teacher program and spelling book. Additional activity sheets and games are available.	
PHASE 6		Readers and Additional Support Materials		
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.		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				
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.				

The capacity to read and spell accurately and fluently is dependent on knowledge of the phoneme-grapheme relationships underpinning English orthography. This body of knowledge (phonics) needs to be taught systematically, sequentially, cumulatively and on a daily basis - to the point of automaticity.

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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)	InitialLit (2017-19, AUS)
PREPARATION: PRE-LITERACY PHASE	NURSERY (PRESCHOOL)	STAGE 1	BASIC CODE – UNIT 1	PART A – SET 1	SET 1
Explicit instruction of phonological and phonemic awareness skills and the alphabet sounds.	Set 1 sounds and sound-blending with guidance on developing language e.g. with nursery rhymes and planned talk.	m s f a p t c i	s m c t g p a o	m s t a	m s t a
STAGE 1: TARGET 1 CVC	SET 1 WORD TIME 1.1	STAGE 2	BASIC CODE – UNIT 2	PART A – SET 2	SET 2
Group 1: s a t p i n	m a s d t	b h n o d g l v	r l d b f h i u	p i f r	p i f r
STAGE 1: TARGET 1 CVC	WORD TIME 1.2	STAGE 3	BASIC CODE – UNIT 3	PART A – SET 3	SET 3
Group 1 & 2: c h e r m d	i n p g o	y r e q u z	v w y z j n k e	o c d h	o c d h
STAGE 1: TARGET 1 CVC	WORD TIME 1.3	STAGE 4	BASIC CODE – UNIT 4	PART A – SET 4	SET 4
Group 1, 2 & 3: g o u l f b	c k u b	j u k x w	l l s s f f z z	e n g l	e n g l
STAGE 1: TARGET 1 CVC	WORD TIME 1.4	STAGE 4 PLUS	BASIC CODE – UNIT 5	PART A – SET 5	SET 5
Group 1, 2, 3 & 4: w j z v y k x q	f e l h	l l s s f f suffix --s	sh ch th wh	k u b j	k u b j
STAGE 1: TARGET 2	WORD TIME 1.5	STAGE 5	BASIC CODE – UNIT 6	PART A – SET 6	SET 6
sh ch th/th	r j v y w	Adjacent consonants and ck CVCC and CCVC words	ck ng qu x	w ck l l s s f f	w ck l l s s f f
STAGE 1: TARGET 2	WORD TIME 1.6	STAGE 6	ADVANCED CODE – UNIT 1	PART A – SET 7	SET 7
oo (moon) oo (cook) e ck qu wh	z x sh ck th ch qu ng nk	Consonant digraphs ck sh ch th ng	Revision: Words with more complicated patterns – VCC, CCVC, CVCC words	sh qu z z z z ee	sh qu ee z z z z
STAGE 1: TARGET 3	WORD TIME 1.7	STAGE 7 – UNIT 1	ADVANCED CODE – UNIT 2	PART A – SET 8	SET 8
Words with CCVC & CVCC structure	Revision and consolidation - no new code introduced.	ai ay ee ea y igh le oa	ee ea y e	v x y ch	ch v x y
STAGE 1: TARGET 4	SET 2	STAGE 7 – UNIT 2	ADVANCED CODE – UNIT 3	PART A – SET 9	SET 9
ar or er ng ay/ai oi/oy all	ay ee igh ow oo oo (moony/cook) ar or air ir ou oy	ar or aw er ur ir air	i igh y ie i_e	wh th oo ng ay	wh th oo ng ay
STAGE 2: TRIBLENDS AND DOUBLE FINAL CONSONANTS	SET 3	STAGE 7 – UNIT 3	ADVANCED CODE – UNIT 4	PART B	SET 10 AND 11
CCC & ll ss zz ff	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion/tious	oo ow ou oi oy	o oa ow o_e	CVCC CCVC and CCVCC words	CVCC then CCVC words
STAGE 2: LONG VOWELS AND DIGRAPHS	Readers and Additional Support Materials	STAGE 7 – UNIT 4	ADVANCED CODE – UNIT 5	PART B SETS 10 TO 20	SET 12
a-e e-e i-e o-e u-e oa/ow & ea/ee Multisyllabic er and ir ur & ou/ow	Eight sets of matched decodable readers and extra storybooks for comprehension - Red Ditty, Green, Purple, Pink, Orange, Yellow Blue, and Grey Sets.	a-e e-e i-e o-e ow u-e ew ue ph wh	a ai ay a_e	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)	Review and consolidate (no new code)
EXTENDED CODE	Readers and Additional Support Materials	STAGE 7 UNIT 5	ADVANCED CODE – UNIT 6		YEAR 1
Continues into stages 3 to 6. Includes challenging vocabulary and syllable, and morphological units systematically scheduled through to middle and upper primary levels.	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.	Morphology (suffixes) -ed -ous- tion- sion- ture -sure and alternative graphemes ed ce ci cy ge dge gi gy ph le wr	oo ew ue u_e		Review foundation knowledge, compound and two syllable words. Also, schwa and alternate spellings are introduced.
Readers and Additional Support Materials		Readers and Additional Support Materials	COMPLETE THE CODE UNITS 1 TO 14	Readers and Additional Support Materials	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
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.		Decodable readers (Pip and Tam and Wiz Kids series) match teaching sequence.	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	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.	YEAR 2
		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.	Readers and Additional Support Materials	The LanguageLift program can be utilised for oral language intervention.	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).
			Take home and school-based practice books, as well as three series of matched decodable readers. Additional games and handwriting book available.		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.