Multi-sensory digital and paper-based *blended* teaching and learning in school and at home:
Wand Phonics with Phonics International and/or No Nonsense Phonics

Information and Guidance

Wand Phonics interactive platform with Phonics International resources

Information and suggestions for systematic synthetic phonics *blended* teaching and learning supported by:

- **Wand Phonics** (Wand Education)
- with **Phonics International** (Phonics International Ltd)
- and/or with **No Nonsense Phonics** (Raintree and Phonics International Ltd)

These are 3 separate bodies of work in different mediums that can be used on their own or combined flexibly as preferred and appropriate.

Author and presenter:
Debbie Hepplewhite MBE FRSA

Flexible use of digital and hard copy resources in school and at home

- **Wand Phonics** digital, interactive, full audio, automatic assessment
- **Phonics International** extensive range of projectable and/or printable pdfs
- **No Nonsense Phonics** ready-made, paper-based, pick-up-and-go resources

These programmes are all designed by Debbie Hepplewhite. They are vocabulary-rich and they all introduce a comprehensive range of letter/s-sound correspondences of the complex English 'alphabetic code' and the phonics skills and sub-skills for reading, spelling and handwriting - building up knowledge of spelling word banks. Wand Phonics is especially useful to provide the 'sounds' involved in learning letter/s-sound links and the phonics skills needed for reading and spelling. When English is a new or additional language for teachers and/or learners, and for parents and carers in the home, the Wand Phonics digital and interactive platform is very supportive.

Age range:
4+ to any age as required

- Debbie Hepplewhite has designed these *three separate bodies of work* over many years to be suitable as 'stand alone' programmes and to be complementary to one another.
- They support training, teaching and learning, and working in partnerships, flexibly, in various contexts.
- **Wand Phonics** can be used with either the *Phonics International* programme's *core* resources (as a minimum), and/or the *No Nonsense Phonics* programme, to fulfil the basic literacy foundations for reading, spelling, handwriting, vocabulary enrichment and building up knowledge of spelling word banks, that *schools* are accountable to provide.

- **Wand Phonics** is outstanding in its provision of the sounds (*phonemes*) of the English language throughout the programme (a *phoneme* is the smallest unit of sound featured in all-through-the-word systematic synthetic phonics practices and programmes).
- The platform also provides audio and written guidance for every activity to support and train teachers, to instruct and assess learners, and to inform parents and carers at 'home'.
- Full audio is provided for modelling the three core phonics skills and their *sub*-skills at code/word/text level for reading and code/word level for spelling.

- **Wand Phonics** is suitable for independent home-use. The content is not 'babyish' and yet starts teaching the English alphabetic code and the phonics skills used for reading, spelling and writing purposes for beginners at a simple level through to an advanced and complex level of code and words.
- The language used in **Wand Phonics** is based on teaching a **CODE** (letters and letter groups are '*code for the sounds*' rather than letters 'making' or 'saying' sounds).
- The illustrations are cartoon-like and suitable for learners of any age.
- **Wand Phonics** is particularly supportive for when English is being learnt as a new or additional language – and for teachers and any supporting adults who may not be completely confident in the sounds of the English language and systematic synthetic phonics provision.

About author Debbie Hepplewhite MBE FRSA

- Long-standing pioneer for research-informed 'systematic synthetic phonics provision' in the UK and internationally
- Former early years and primary teacher, headteacher, special needs teacher
- Committee member of UK Reading Reform Foundation rrf.org.uk and founder of the International Foundation for Effective Reading Instruction iferi.org
- Author, trainer and/or consultant of five SSP programmes - plus phonics resources for nursery (3+) phonicsinternationalpreschool.com

"My aim is to provide phonics resources and practices for all stakeholders in contexts and countries wherever reading and spelling is taught in the English language."

Blended provision with Wand Phonics - maximum flexibility and choices!

- Testimonials: debbiehepplewhite.com blog
- Phonics International DfE-validated since 2011
- No Nonsense Phonics DfE-validated since 2021
- Wand Phonics provides **audio and interactivity** throughout:

"The audio that accompanies the programme is inspired. It leaves no misunderstanding or confusion about correct pronunciation or how tasks should be carried out by the pupils… Wand Phonics allows parents to be involved in their child's learning and supports them at home too."

Colette Currie
Literacy Support Teacher

Parents and carers can use Wand Phonics as an at-home digital programme. Teachers can arrange co-operative use of Wand Phonics in the school and at home. Schools, however, should *also* provide paper-based, rich cumulative content and practice for every learner for the best results - **as provided by Phonics International**.

- **Wand Phonics** supports independent practice for individual learners in school - and at home - *in addition to* the teacher's main phonics lessons in school with the *Phonics International* programme's (or the *No Nonsense Phonics* programme's) core *paper-based* resources.

- The audio for instructions, guidance, modelled sounds, and application of decoding and encoding (phonics skills), and audio of the texts read aloud, *enables self-checking and self-teaching*, with *constant reminders* of the sounds, oral blending and oral segmenting practice, and the rhythms and expression of spoken language (prosody).

- The digital platform engages learners in this modern era, but the content and activities are not designed as 'entertainment' which can be a distraction – all the activities are fully *fit-for-purpose with specific learning intentions.*

- Learners who find phonics difficult and need extra 'little and often' practice will benefit from the level of audio support and clear, repetitive routines of **Wand Phonics**.

Rationale, Notation and Structure of 120 Lessons for Wand Phonics (Wand Education) by Debbie Hepplewhite MBE FRSA (of Phonics International Ltd)

https://phonicsinternational.com/wp-content/uploads/2021/10/Rationale_Notation_Structure_-Wand_Phonics_2021.pdf

The Systematic Synthetic Phonics Teaching Principles

TEACH ALPHABETIC CODE KNOWLEDGE:

'Systematic Synthetic Phonics' (SSP) programmes introduce the letter/s-sound correspondences of the complex English alphabetic code in incremental steps. The code is taught as *reversible:* print-to-sound for reading and sound-to-print for spelling/writing.

TEACH THREE CORE PHONICS SKILLS [and their *sub*-skills]:

1. **Decoding**: Sound out letters and letter groups in printed words from left to right to read the words. [Oral blending: discern/identify a spoken word from its constituent sounds. Recognise letters and letter groups and say their sounds.]

2. **Encoding**: Identify the sounds all-through-spoken-words then allot letters and letter groups for each sound to spell the words. [Identify letters and letter groups in response to hearing their sounds. Oral segmenting: (split up) a whole spoken word into its constituent sounds from beginning to end.]

3. **Handwriting**: Write capital and lower case letters and letter groups with correct formation and link these to their various phonic sounds. [Pull capital and lower case letter shapes from memory and link them to their sounds. Hold a pencil or pen with the tripod grip. Form letters with correct starting points and directionality on writing lines.]

APPLY AND EXTEND:

Apply alphabetic code knowledge taught and learnt to date, to reading, spelling and writing word level and text level content. Discuss word meanings, learn new words [word classes, homophones, morphology and features of grammar as arise – teachers need to bring their own knowledge to meaning-making activities and enrichment], **practise reading aloud, develop language comprehension, and build up knowledge of spelling word banks** [words spelt with the same letter/s-sound correspondences].

- For an inexpensive in-depth, self-study course of Debbie's 'Two-pronged systematic and incidental phonics teaching and learning' approach, see: https://phonicstrainingonline.com
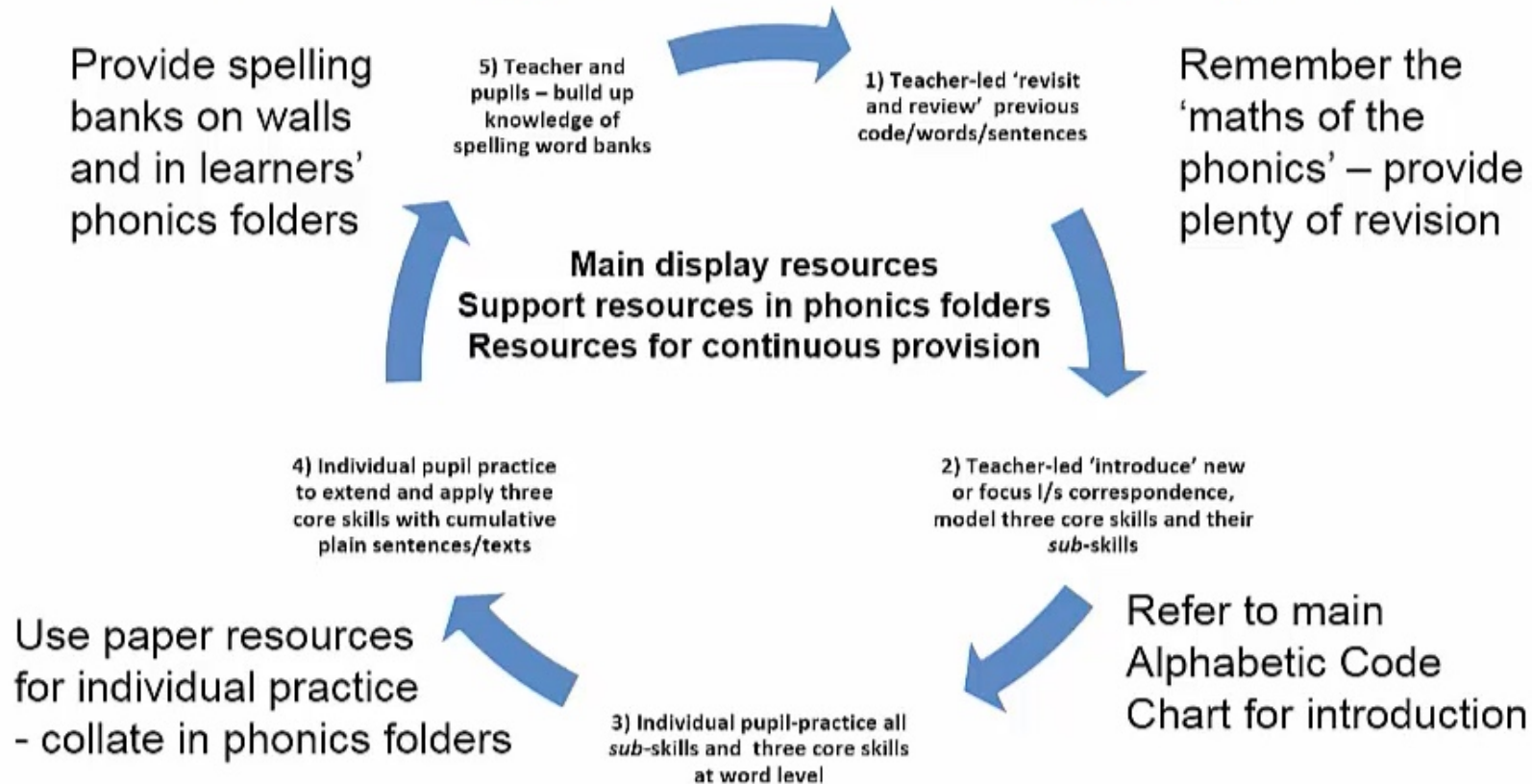
- The *Phonics International* website provides extensive information, training, programme resources and additional resources for professional development including embedded PowerPoints, videos and printable documents – everything is FREE see here: https://phonicsinternational.com .

- Teachers need to become familiar with the rationale, guidance, information and training via the *Phonics International* site for delivery of the core resources, phonics routines, and level of practice provided by the DfE-validated *Phonics International* programme. For '*How to set up and use your core and essential Phonics International resources'* go to '**The BIG Pink Button**' via the homepage.

- Also provided via the homepage of *Phonics International* is information, and links, to the *No Nonsense Phonics* site at https://phonicsintervention.org . Here there are videos and free training PowerPoints – including with audio.

- Ready-made, hard copy (to buy) resources for *No Nonsense Phonics* and *Phonics International* can be ordered via this site including Pupil Books, Teacher Books and visual aids such as Alphabetic Code Charts, Alphabet Tabletop, Frieze, Flash Cards, Sounds Mats, Mini Code Cards and Phonics Reading Books. There are also additional free resources.

Two-Session Teaching and Learning Cycle

- Teachers, special needs support teachers or assistants, tutors, and parents or carers providing home-education, need to be knowledgeable about the routine phonics '**Teaching and Learning Cycle**' to organize and structure their systematic synthetic phonics provision.

- Generally, Debbie suggests that for sufficient *quality and quantity of learner-practice* (at code, word and text level for reading and spelling/writing, and associated vocabulary enrichment and language comprehension), *two sessions of phonics* are likely to be required for *each featured letter/s-sound correspondence* (of the alphabetic code).

- If time runs out for any session (lesson), however, always begin the following session from where in the 'teaching and learning cycle' activities had to stop in the previous session to ensure quality completion of *all* the various practice activities.

- When teachers have decided which **paper-based** core resources to use for their *main phonics provision* via the 'teaching and learning cycle' routine, and *they are fully familiar with all the teaching and learning resources* (whether printed from the free *Phonics International* programme, or ready-made from the *No Nonsense Phonics Skills* series), they can then decide how best to incorporate use of the **Wand Phonics** lessons' content.

- Learners can be trained *in school* how to do the activities of each **Wand Phonics** lesson *at home* (for example, as revision and homework).

- Teachers can model use of both the *core and essential* main phonics programmes' resources and the **Wand Phonics** activities in parents' information events and/or via written guidance.

- Teachers can enable reinforcement of the main phonics teaching and learning using **Wand Phonics** *in the school* to complement the core paper-based practice *in extra time*.

Age-appropriate Two-session Teaching and Learning Cycle

Provide spelling banks on walls and in learners' phonics folders

5) Teacher and pupils – build up knowledge of spelling word banks

1) Teacher-led 'revisit and review' previous code/words/sentences

Remember the 'maths of the phonics' – provide plenty of revision

Main display resources
Support resources in phonics folders
Resources for continuous provision

4) Individual pupil practice to extend and apply three core skills with cumulative plain sentences/texts

2) Teacher-led 'introduce' new or focus l/s correspondence, model three core skills and their *sub*-skills

Use paper resources for individual practice - collate in phonics folders

3) Individual pupil-practice all *sub*-skills and three core skills at word level

Refer to main Alphabetic Code Chart for introduction

In addition, provide cumulative decodable reading books

This complete cycle from code to words to plain texts is likely to require at least two sessions. Remember *quality and quantity* of *direct pupil-practice* will lead to greater success.

Book Experience

Additional time in school (and hopefully in the home) needs to be provided for beginners' **book-experience**. This can vary from individual practice with cumulative, decodable, reading books (sometimes books selected for the purpose of *independent* phonics practice may be more suitable featuring the code *lagging behind* the main phonics provision), to sharing books with adults (guided reading with groups or whole classes reading collaboratively), or being read-to by adults featuring content from the wider curriculum.

See Debbie's suggestions for book selection in schools here: https://debbiehepplewhite.com/the-issue-of-matched-texts-is-clearly-worrying-schools-what-are-the-practicalities/
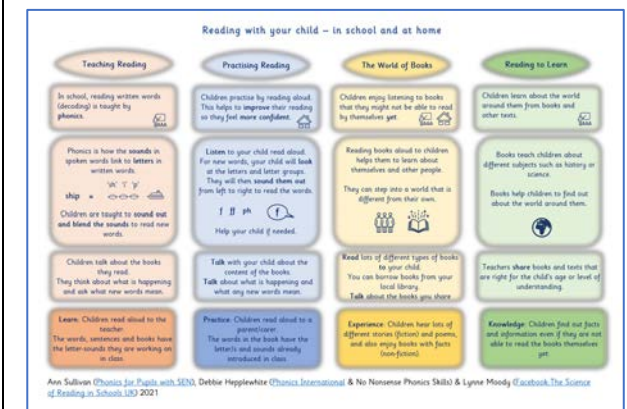

Information about Debbie's *Phonics Reading Books* which align with **Wand Phonics** can be found here: https://phonicsintervention.org/product-category/phonics-reading-books/	The infographic above for schools is available here: **Reading Purpose and Choice of Texts for Beginning and Developing Readers** https://phonicsinternational.com/wp-content/uploads/2021/02/AS-DH-Reading-Strands-Poster-2021.pdf	The infographic above is for parents and carers: **Reading with your child – in school and at home** https://phonicsinternational.com/wp-content/uploads/2021/02/v2-Final-Draft-AS-DH-LM-Reading-Strands-Poster-2021-Parent-Version-.pdf

Wand Phonics: An example of a lesson's 13 activities of the 'teaching and learning cycle' (of 120 lessons)

In a typical 'teaching and learning cycle' (after the first few cumulative Wand Phonics lessons), there are 9 *automatically assessed* activities out of 13 routine activities.
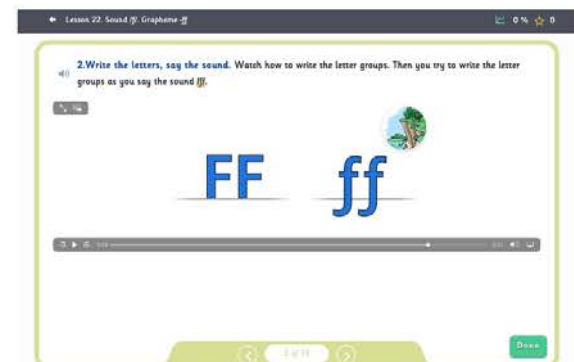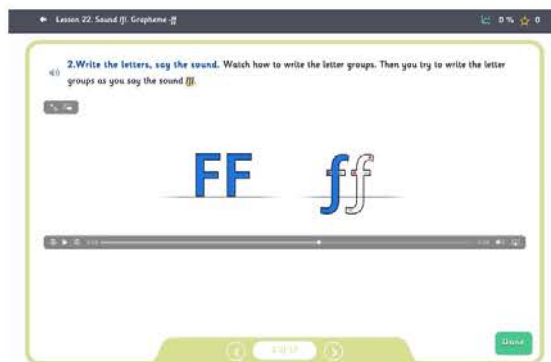
The audio throughout the programme provides *guidance* for the adults and *instructions* for the learners. The audio supports *modelled lesson introductions* for every featured letter/s-sound correspondence and *activities* to develop *phonemic awareness* and to practise the phonics *sub*-skills and the three phonics core skills (*decoding* for reading, *encoding* for spelling and *letter formation* for handwriting *linked* to the featured sounds, or phonemes).

The audio throughout Wand Phonics enables *self-assessment* and *re-teaching* (reminding) for learners as required.

1. To learn the letter/s-sound correspondences of the alphabetic code by linking the focus grapheme to its focus sound

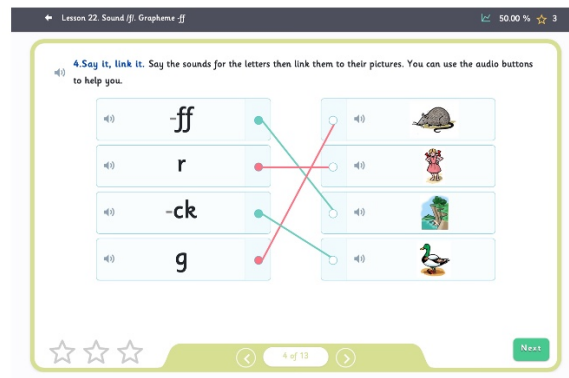   This is an *introduction* to the focus code and is not assessed.

2.   To learn correct letter formation of capital and lower-case letters on a writing line linked to the focus sound and key picture-word

This is a *demonstration* of correct letter formation linked to sounds which supports learning of the code for both reading and spelling. This is not an assessed activity.
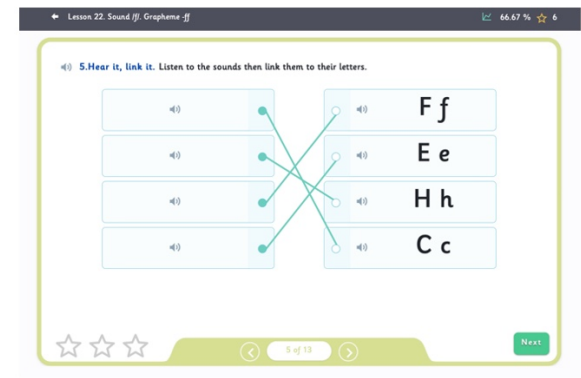
◀ ◀) **3.Odd one out.** Listen to each word. Select the picture that does not include the sound /f/.

3 of 13

◀) **4.Say it, link it.** Say the sounds for the letters then link them to their pictures. You can use the audio buttons to help you.

-ff

r

-ck

g

4 of 13

◀) **5.Hear it, link it.** Listen to the sounds then link them to their letters.

F f

E e

H h

C c

5 of 13

3. **To identify the focus sound wherever it occurs in the spoken word (a *phonemic awareness* activity)**

This is an automatically assessed activity.

4. **To say the sound for the focus grapheme confidently and to be familiar with the example key picture-word for each letter/s-sound correspondence as introduced in the programme**
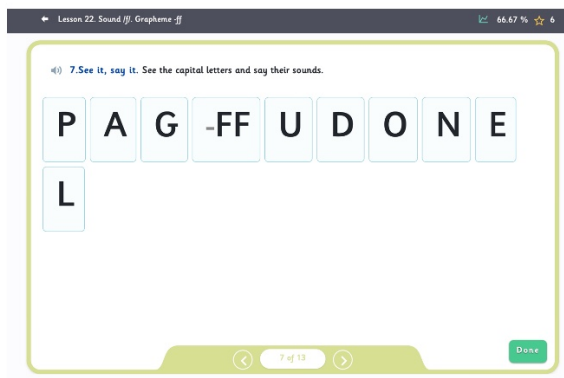
This is an automatically assessed activity.

5. **To hear a phoneme and identify its corresponding capital and lower-case graphemes - sound to print: this is a spelling *sub*-skill**

This is an automatically assessed activity.

🔊 **6.See it, say it.** See the letters and say their sounds.

| h | p | r | l | f | u | d | o | g | m |

6 of 13 | Done

🔊 **7.See it, say it.** See the capital letters and say their sounds.

P A G -FF U D O N E L

7 of 13 | Done

🔊 **8.See it, say it, match it.** Read the words then select two words that are the best match for the two pictures.

‹ sniff | puffin | stiff | off | staff | stuff ›

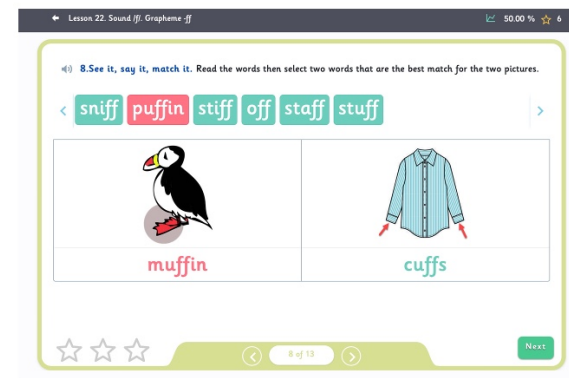| muffin | cuffs |

☆ ☆ ☆ | 8 of 13 | Next

6. To say the correct sounds in automatic response to a range of lower-case graphemes (letters and letter groups) – print to sound: this is a reading *sub*-skill

   This is not an assessed activity. It enables *self-checking* and *re-teaching* as the sounds are provided.

7. To say the correct sounds in automatic response to a range of capital letter graphemes (letters and letter groups) – print to sound: this is a reading *sub*-skill

   This is not an assessed activity. It enables *self-checking* and *re-teaching* as the sounds are provided.

8. To sound out and blend to read words of different lengths and structures and to select words to match their pictures to demonstrate comprehension

   This is an automatically assessed activity.

9.Spell the picture-words. Listen to the words and sounds for the pictures. Select the letters in the correct order to spell each word.

t a s d e ff

s d a ff

9 of 13   Next

10.Spell the picture-words. Listen to the words and sounds for the pictures. Select the letters in the correct order to spell each word.

i o d ll g s

d o ll s

10 of 13   Next

11.Spell the picture-words. Listen to the words and sounds for the pictures. Select the letters in the correct order to spell each word.

u l n s p m

p l u n s

11 of 13   Next

9, 10, 11. To orally segment the sounds from beginning to end of selected spoken words (provided with the pictures) and allot letters and letter groups to spell the words

The spellings of the three words in these activities are automatically assessed. There are levels of difficulty. The question mark icon *beneath* each picture provides the spoken word *and* its component sounds if the learner needs the additional help for oral segmenting.

12.Read and match. Read both sets of sentences aloud, then select which sentences match the picture.

The pals set off, past the pond and the rocks and past the crops. The sun sets on the hills. It is sad that the trip has ended.
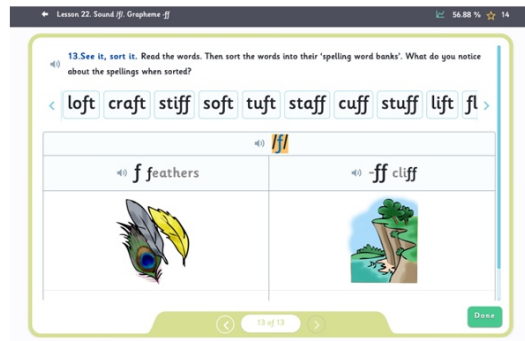
Done

12 of 13

The pals set off, past the pond and the rocks and past the crops. The sun sets on the hills. It is sad that the trip has ended.

The pals rest at last. Sam and Filipa stand up. "Get up. Let's trek up the hill, past the mill to 'Rock Man' at the top of the cliff."

☆ ☆ ☆

Next

12 of 13

12. To read two texts aloud and demonstrate comprehension

This is an automatically assessed activity. The learner can read the texts without audio help, but the audio of the texts is provided which can support when the text, or any words in the text, need clarification.
The audio also provides an example of prosody – that is, patterns of stress and intonation of the spoken language.

13.See it, sort it. Read the words. Then sort the words into their 'spelling word banks'. What do you notice about the spellings when sorted?

‹ loft craft stiff soft tuft staff cuff stuff lift fl ›

/f/

f feathers   -ff cliff

13 of 13   Done

/f/

f feathers   -ff cliff

loft.craft.soft.tuft.raft   stiff.staff.cuff.stuff.lift.fluff. cliff

☆ ☆ ☆   13 of 13   Submit Your Answers

13. To build up knowledge about f and ff 'spelling word banks' and note any particular spelling patterns for these word banks

This is an automatically assessed activity. Earlier in the Wand Phonics programme, this final 'sorting' activities for the lessons are not always *spelling word bank* activities – they may be sorting out words written in capital or lower-case letters, identifying rhyming words or featuring pronunciation alternatives for the same grapheme (letter/s-sound correspondence).

Debbie Hepplewhite 2022