The Journey to Literacy: Success for Children with Moderate Learning Difficulties

Ms Helen McLernon (contact author)

School of Education

Queen's University Belfast

69-71 University Street

Belfast

BT7 1HL

Northern Ireland

e-mail: hmclernon01@qub.ac.uk

Professor John Gardner

School of Education

Queen's University Belfast

69-71 University Street

Belfast

BT7 1HL

Northern Ireland

Dr James Ferguson

Stranmillis University College

Belfast

BT9 5DY

Northern Ireland

1

Abstract

This paper reports on a project which investigated the effectiveness of the Phono-Graphix approach to assist a sample of primary school children. These children were struggling with the development of their literacy skills and were referred for intervention under the category known as moderate learning difficulties (MLD). These 16 children, aged between 7 – 11 years and from four year groups in eight primary schools in Northern Ireland, received a weekly Phono-Graphix intervention. Progress in spelling and writing was judged to improve over a period of one year using standardized and diagnostic tests, observations, interviews, analysis of the children's reading books and samples of written work. One year after the intervention had ended, follow-up assessments showed that the improvements had been sustained and in some cases enhanced. The research shows that Phono-Graphix influenced progress in these areas for the participating children.

Introduction

It is now generally acknowledged, most recently by Torgerson, Brooks and Hall (2006), that systematic phonics instruction should be a routine component of literacy teaching. Indeed, as set out in the DfES *Independent Review of the Teaching of Early Reading* (DfES, 2006 - also known as the Rose Review), phonics is an accepted part of the UK Government's recommended approach to teaching literacy. Looking back over the last several decades, following the 'great debate' initiated by Chall's publication of *Learning to Read: the Great Debate* (1967), the arguments have moved from a focus on the effectiveness of phonics to the the type of phonics that most ably achieves this. Once again teachers find themselves at the literacy crossroads, this time with regard to which specific phonics route should be followed.

Synthetic and Analytic Phonics

Synthetic and analytic phonics are the two most prominent systematic phonic approaches. Synthetic phonics teaches individual letter-sound correspondences. Once familiar with a small number of these, children are encouraged to create consonant - vowel - consonant (CVC) words such as *pin*. The focus is on pronouncing sounds in isolation and then blending or synthesizing these to produce the word. For example, to identify the word *stop*, children would sound out each phoneme s/t/o/p[1] and then blend these together. When spelling, children are taught to segment words into their phonemes saying each sound as they write it. The skills of blending and segmenting are taught as reversible processes.

---

[1] Should this be phonetic? YES

Sounding out is avoided in analytic phonics, with sound-symbol relationships taught by analyzing sets of words that share a letter and sound, such as *fat*, *fish* and *flag*. Initial sounds are targeted first, followed by final, then medial (vowel) sounds, clusters (e.g. fl) and digraphs (e.g. oa). The definition of analytic phonics is extended by some to include starting with the whole word and highlighting letter patterns, which are split into smaller parts in the form of onsets and rimes (e.g. *m/at*). The idea is that rimes help children learn to read and spell by the process of analogy. If a child can read and spell *mop*, he or she should be able to transfer knowledge of the word ending *op* to *hop* or *stop*.

The Rose Review (DfES, 2006: 4) recommends that synthetic phonics offers 'the vast majority of young children the best and most direct route to becoming skilled readers and writers.' The elevation of synthetic phonics is based on the premise that 'it teaches children directly what they need to know…whereas other approaches, such as analytic phonics, expect children to deduce them' (DfES, 2006: 19). Some of the proposals made by Rose (DfES, 2006) have caused disquiet among academics and practitioners. For example, the United Kingdom Literacy Association (UKLA), while embracing many of Rose's recommendations, has reservations regarding the favoured status of synthetic phonics. Agreeing that children need systematic teaching, the UKLA (2006: 3) argues that 'a combination of synthetic and analytic approaches maximizes pupils' opportunities to acquire sound/symbol relationships in English.' The recent review by Torgerson, Brooks and Hall (2006) does not take a position on which phonics approach, synthetic or analytic, is most effective. However they acknowledge that this stance arises from the results of only three randomized controlled trials.

Phonics is generally associated with reading and this is reflected in the high levels of research and media attention afforded to this area. Although Torgerson, Brooks and Hall (2006) point to the insufficient research base on whether phonics should be used to teach spelling, the Rose Review (DfES, 2006) refers to the essential role it plays in the development of writing, particularly spelling. This is based on local and international literacy research findings that emphasize that for children to understand the link between spoken and written language, mastery of the alphabetic code, that is, the letter-sound correspondences that link written words to their pronunciation, is fundamental. The Australian report, *Teaching Reading* (DEST, 2005: 25), recognizes these as 'foundational and essential skills for the development of competence in reading, writing and spelling,' and Rose (DfES, 2006) concurs with the outcomes of this report that they must be taught explicitly, systematically, early and competently.

Phono-Graphix

Progression in learning, and the contribution it makes to enjoyment and personal growth, is restricted for many children with moderate learning difficulties. For such children, the acquisition of literacy is a difficult and demoralizing experience which is exacerbated as they get older. Efforts to explore and provide appropriate intervention for children, including those with literacy problems, are ongoing. This study sought to contribute to this area by evaluating the impact of Phono-Graphix (McGuinness and McGuinness, 1998) on the reading, spelling and writing performance of children with moderate learning difficulties.

[2]McGuinness and McGuinness (1998: 12) view Phono-Graphix as representing a 'shift' in phonics teaching. The extent to which this is true remains to be seen but their argument some plausibility inasmuch as it is built around the premise of 'essential education' (McGuinness and McGuinness, 2005: 27). This advocates focusing only on the core elements of what is necessary to teach and on knowledge of how children learn. This principle of teaching only what is necessary is argued to significantly reduce the amount of information children need to learn to master the alphabetic code. Based on the principles set out in the Rose Review (DfES, 2006), Phono-Graphix is arguably a variant of synthetic phonics. There are, however, some nuances that distinguish Phono-Graphix from other synthetic programmes and these will be alluded to within this paper.

Like many synthetic phonic programmes, the Phono-Graphix approach avoids teaching letter names and consonant clusters and rime endings, which total to over 1000. It also avoids phonic rules, including exceptions, and using initial letter, picture and context cues to assist with word identification. Such complexity is eschewed by the promotion of a singular strategy to assist with the reading and spelling of words, which is based on an understanding and application of code knowledge. Phono-Graphix begins by targeting what the children are familiar with, that is, the sounds of their language, which are already embedded from around the age of one. The underlying principle is to help children understand the relationship between their already acquired spoken language and the written language they are encountering in texts.

---

[2] Added bits to this section and rearranged slightly

In contrast to many synthetic programmes, Phono-Graphix does not incorporate songs or actions to aid learning letter-sound correspondences, as these are viewed as diverting attention away from the actual purpose of the activity. Rather, Phono-Graphix is argued to help children learn and understand how the 44 main sounds in English are represented; by teaching these in the context of words. This is considered to help children associate the symbols with their sounds faster because it offers a more meaningful and purposeful approach, helping children appreciate that the reasoning behind knowing the letter-sounds is to read and write words.

The perceived similarity of Phono-Graphix to synthetic phonics results from its emphasis on teaching the key phonological skills of segmenting individual sounds, the blending of these to form words and its recommendation to teach quickly. However, the distinguishing feature between Phono-Graphix and some synthetic programmes is the emphasis it places on children learning the key skills of segmenting and blending, as well as phoneme manipulation, from the beginning of instruction, in the context of whole words and through shared and guided reading experiences using a range of literature. The children actively participate in their learning by engaging in interactions with the teacher and in practical problem-solving tasks embedded in meaningful contexts.

The Phono-Graphix programme comprises three levels.

i. The 'basic' code introduces children to the idea that letters are 'pictures' of the sounds they make when speaking. The one-to-one letter-sound correspondences are taught in the context of CVC words, followed by VCC, CVCC, CCVC and CCVCC words.

ii. The 'advanced' code level, the most extensive component of the programme, introduces three concepts, namely:
   - two or more letters can represent one sound (e.g. sh and igh);
   - variation occurs in the code, whereby more than one way exists to represent most sounds (e.g. oa, ow and oe); and,
   - overlap occurs, whereby some sound pictures represent more than one sound (e.g. head and seat).

iii. Multi-syllable management helps children read multi-syllable words by encouraging them to blend the sounds into syllables and then the syllables into words. The spelling of multi-syllable words works on the reverse of this. The syllables in the word are identified and then each one is segmented.

The Study

The aim of the study was to evaluate the effectiveness of Phono-Graphix in promoting the spelling and writing skills (see Note 1) of 16 primary school children designated as having moderate learning difficulties. The children were aged between 7 and 11 years and were attending eight primary schools in Northern Ireland.

The intervention phase of the study took place over one school year, with children receiving one hour of Phono-Graphix support each week for three terms. To assess the sustainability of reading and spelling progress, follow-up data were collected one year after the intervention had ended. At this stage the three oldest children had just completed their first year in a secondary level school. It is important to note that during the intervention period, eight children received further exposure to Phono-Graphix strategies, either as part of an in-school learning support group or as part of general classroom literacy practice. This continued for four of them during the post-intervention year.

A multi-source data collection approach (see Table 1) was chosen to ensure multiple perspectives on the key issues relating to progress. This approach accords with Patton (2002: 13) who argued that the production of 'developing case histories of what the children can do and have done provides a more accurate and extensive evaluation.'

Table 1: Spelling and Writing Data Collection Sources

Data Collection Sources	Data Collection Points
▪ Spar spelling test (Young, 1998)	▪ Three stages: Beginning and end of intervention and one year later
▪ Checking Individual Progress in Phonics (ChIPPs, Palmer and Reason, 2001)	▪ Five stages: September, December, March and May of the intervention phase and one year later
Children's Work:	
▪ Story writing samples	▪ Four stages: Beginning, middle and end of intervention and one year later
▪ Classroom observations	▪ Five stages during the intervention year
▪ Semi-structured interviews with the children, parents and teachers	▪ Three stages: Beginning and end of intervention and one year later

Results

Spar Standardized Spelling Test

Having looked at a number of spelling instruments, *Spar was chosen* because the gradual progression in word difficulty suited older children experiencing literacy difficulties. At the end of the intervention phase (see Table 2), nine children made gains of between 10 and 16 months. Table 2 also shows that one year later 13 children continued to make progress. The most substantial gains were made by two children who had received in-school Phono-Graphix support prior to and during the intervention year. While this might have been an isolated result, it seems highly plausible that the in-school support had had considerable impact on progress.

Table 2: Results from the Spar Standardized Spelling Test

| Pupils | Year | Chronological Age End of Intervention | Spelling Age (SpA) | | | | One Year Later |
			Start	End	SpA Gains (months)	Spelling Age	SpA (Gains) (months)
1 *		10.11	6.03	7.05	+14	9.04	+37
2 *		9.09	6.00	7.04	+16	8.04	+28
3 **		9.00	6.05	7.06	+13	8.00	+19
4		8.11	6.05	7.02	+9	8.00	+19
5		8.10	6.02	7.01	+11	7.08	+18
6		10.09	6.07	7.09	+14	8.00	+17
7 *		9.03	6.01	7.00	+11	7.04	+15
8		11.09	7.01	8.03	+14	8.04	+15
9 **		8.00	6.02	7.00	+10	7.05	+15
10		8.11	5.09	6.07	+10	7.00	+15
11 *		10.10	8.04	9.00	+8	9.06	+14
12 **		8.10	6.03	6.09	+6	7.01	+10
13		11.00	7.02	7.06	+4	8.00	+10
14		10.10	6.05	7.02	+9	7.02	+9
15		9.03	6.00	6.08	+8	6.06	+6
16 **		10.08	6.07	7.02	+7	7.00	+5

*Children in tables 1, 2 and 3 who received additional in-school Phono-Graphix support
**Children in tables 1, 2 and 3 who continued to receive in-school Phono-Graphix support after the intervention phase

ChIPPs Diagnostic Phonics Test

To achieve a more evolving and detailed picture of spelling progress, the *ChIPPs* diagnostic phonics test was used as this could be administered at different times during intervention. Although *ChIPPs* primarily tests reading ability, it was also used to assess the children's application of code knowledge when spelling words restricted to one-to-one letter-sound (e.g. belt) and multiple letter-sound correspondences (e.g. sn<u>ow</u>).

Despite all of the children being familiar with some letter-sound correspondences at the outset of intervention, the initial results indicated an inability in applying this knowledge to assist spelling.

Gains were recorded in writing words containing one-to-one letter sound correspondences for all the children at the end of the intervention, with thirteen making quite substantial improvements of between 11 and 20 words (see Table 3). However, one year later only two children had made further, relatively small gains. Both of these children had received in-school Phono-Graphix support during and after the intervention year. Examination of the underlying performances revealed that the drop in scores resulted from the children's persistent difficulty in distinguishing between the vowel sounds and the recurrence of some phonological spelling errors.

Table 3: Results from the ChIPPs Test (N.B. Children's numbers retained from Table 2)

Pupils	Year	1:1 Letter Sound Correspondences				
		Intervention Phase			One Year Later	
		Start Version 1 Total (26)	End Version 2 Total (27)	Gains	Version 1 Total (26)	Gains
3 **		5	25	+20	24	+19
2 *		5	25	+20	22	+17
9 **		6	19	+13	23	+17
12 **		7	21	+14	19	+12
14		0	20	+20	12	+12
8		11	24	+13	22	+11
15		1	16	+15	12	+11
4		11	24	+13	22	+11
5		5	20	+15	16	+11
13		7	21	+14	16	+9
7 *		6	17	+11	15	+9
10		1	13	+12	10	+9
16 **		14	19	+5	21	+7
6		13	24	+11	18	+5
1 *		18	25	+7	22	+4
11 *		21	23	+2	21	0

Table 4 highlights the initial difficulties experienced by the majority of the children with regard to spelling words containing multiple letter-sound correspondences. At the end of the intervention intervention, substantial gains were recorded for the majority of the children from the four year groups. One year later all but two of the children continued to make gains or sustain their previous scores. For children with moderate learning difficulties this is a very positive outcome. Again, the highest gains at this stage were made by children who had benefited from in-school Phono-Graphix support.

Table 4: Results from the ChIPPs Test (N.B. Children's numbers retained from Table 2)

		Multiple Letter-Sound Correspondences				
		Intervention Phase			One Year Later	
		Start	End		Version 1	

Pupils	Year	Version 1 Total (44)	Version 2 Total (43)	Gains	Total (44)	Gains
2 *		0	21	+21	29	+29
3 **		0	21	+21	27	+27
4		0	24	+24	25	+25
8		2	22	+20	22	+20
12 **		0	14	+14	19	+19
9 **		0	19	+19	19	+19
5		0	16	+16	19	+19
1 *		6	24	+18	25	+19
13		3	19	+16	22	+19
16 **		5	16	+11	16	+16
7 *		0	16	+16	14	+14
14		0	14	+14	14	+14
6		6	20	+14	18	+12
11 *		20	31	+11	31	+11
15		0	9	+9	9	+9
10		0	7	+7	8	+8

Writing Samples

To offer an alternative approach to measuring progress, story writing samples enabled spelling to be assessed within a more meaningful context. Samples of writing provide the opportunity to assess writing quality, in terms of legibility, content, organization, use of vocabulary and punctuation.

The initial story writing samples produced by the majority of the children were characterized by poor formation of letters, lack of spacing between words and the writing of unrecognizable words, illustrated in Figure 1 by Peter (fictitious name of child number 10) in his writing of *sewe* (summer) and *toon* (train). A small number of children did have better spacing between words and some spelling attempts were more easily recognizable, evident in the initial sample for Paul (fictitious name of child number 4), reproduced in Figure 2. This sample reveals Paul's b/d confusion, evident in only a small number of the other children's samples. This confusion persisted, although to a lesser degree, throughout the intervention period. Punctuation, in terms of full stops and capital letters, was generally not used appropriately and consistently as the writing profiles in Figures 1, 2 and 3 portray. Although an improvement was evident at the post-intervention phase for Paul, this was not applicable to Peter.

Presentation quality improved throughout the intervention phase. The children's ability to produce more recognizable spellings resulted in stories being easier to read and this was generally sustained one

year later. Although words were not always spelt correctly, many of the children were acknowledging all the sounds and representing these with plausible sound pictures such as *clok* (clock) and *beens* (beans) (see Figures 1, 2 and 3). The writing profiles also reveal the advances made in multi-syllable word spelling such as *amasmnts* (amusements), *tickits* (tickets) and *windo* (window). One year later the spelling attempts of some children indicated a return to guessing occasional words, rather than using the Phono-Graphix strategy of sounding out, illustrated by Peter's writing of *cint* (climbed) and *trry* (threw) (see Figure 3). Many of the children confused the vowel sounds, especially <e> and <i>, illustrated in Figure 2 by Paul's writing of *vedeo* (video) and *bitir* (better). Although progress was made, vowel sound uncertainty persisted for some children.

The initial writing samples were generally short. A small number of stories appeared lengthy, but this resulted from the inclusion of repetitive phrases such as one child writing *heu haz a…*(she has a). These repetitions became less evident and had disappeared one year later. Content and organization gradually improved during the intervention phase, and this continued one year later. Although few of the children expanded on particular aspects, some were willing to create their own characters and events when retelling familiar stories. For example, Paul's post-intervention story (see Figure 3) describes how Jack *climd threw (through) the keyhole…and grad (grabbed) the peper (pepper) and threw it up his nose.* More descriptive words were used, illustrated by one child referring to his special person as *pefict* (perfect) and *respectid* (respected). One year later the use of adjectives varied among the children.

Figures 1 and 2 near here

Discussion

The results indicate that Phono-Graphix enhanced the spelling and writing ability of the participating moderate learning difficulties children, concurring with Brooks (2003: 12) that highly structured schemes work best for children with spelling difficulties. It would appear that the successful progress observed was stimulated to some extent by what McGuinness and McGuinness call 'essential education' (2005: 27). Targeting the necessary aspects, the needs of the child, and how he or she can be most effectively helped to understand particular information in order to apply it, are crucial considerations. Learning is facilitated if children understand the reasoning behind something: it must, as Donaldson (1987: 24) claims, make 'human sense'. This resonates with the Phono-Graphix recommendation that children should start with the sounds with which they are familiar. The teaching

of letter-sound correspondences and the skills of blending, segmenting and phoneme manipulation in the context of words, from the beginning of instruction, is argued to help children understand the complex relationship between the printed word and speech. Whether this is the case is not proven in this research, but the evidence of progress gives some support to the claims.

The amount of information children have to learn in some approaches, such as letter names and letter sounds, rime endings, consonant clusters and phonic rules, and the ensuing confusions which may arise from this, can create barriers to progress, especially for children with moderate learning difficulties Opinion is divided on the efficacy of these issues. For example, with regard to the focus on sounds only, the Rose Review (DfES, 2006) recommends teaching letter names while Solity (2003: 20) argues that the teaching of letter names is futile, arguing that it should be introduced after sound application is fluent,. This present study indicates that for children with moderate learning difficulties, this is not necessarily the case, illustrated by some children writing *yag* (wag) and *slapt* (slept). ==H. Does this sentence still follow in meaning??==

Letter-name knowledge is regarded by some as assisting the learning of letter-sound correspondences. However, Adams (1990) emphasizes that it is pre-readers who recognize letter names with confidence, because they have been introduced to them at home. They then find learning letter-sound correspondences easier. In contrast, children with limited pre-school experiences of letters are more likely to encounter problems distinguishing between letter names and sounds. In a study comparing the outcomes of children taught letter names and sounds to those taught letter sounds, O'Connor, Jenkins, Cole and Mills (1993) found that the only difference involved the letter-sounds group performing better in spelling. This alludes to the benefits of concentrating on letter sounds. Simply teaching the letter-sound correspondences and demonstrating how these can be used to spell words helped the children in this study to apply their letter-sound knowledge more flexibly.

Research by Dias and Juniper (2002), on the effectiveness of using Phono-Graphix in the early years, found that not combining onset and rime with phoneme acquisition resulted in greater success. A possible drawback of the onset and rime approach is that it has the potential to discourage some children from systematically working through the whole word. This was apparent in the initial spelling test whereby one child's spellings ended with *et* such as *pet* (pan), *het* (had) and *wet* (wag). This child's weekly spellings had contained the rime ending *et* and his spellings suggested that he considered all words must end with this.

By the end of the intervention period and one year later, the children's tendency to chunk initial and final adjacent consonants, which resulted in the phonological spelling error of sound omission such as *cap* (camp) and *sots* (spots), had largely disappeared. Such errors persisted in multi-syllable words, such as *moring* (morning), due to the majority of the children not having reached this level during intervention and therefore being unfamiliar with the strategies for spelling multi-syllable words. However some children did progress to applying the Phono-Graphix technique of identifying and segmenting each chunk. For example, one child was observed explaining to a peer, and demonstrating with her hands, that the words *temple* and *people* have two chunks, subsequently writing these as *templ* and *pepll*. This indicated the transfer of strategies taught within the learning support setting to the classroom context.

For many of the children in this study, their pronunciation of the vowel sounds, especially /e/ and /i/, and /o/ and /u/[3] caused persistent difficulties when writing words containing these. This was probably a significant factor in the regression observed for some children in spelling words containing one-to-one letter sound correspondences one year after the intervention. The variation aspect of the code (more than one way to represent a sound) also produced problems for the children. Although the majority of the children continued to sustain the gains made at the end of the intervention period, with some making improvements on these, the lack of real progress at this stage suggests that these children need continuous, structured support. The relative success of those children with ongoing exposure to in-school Phono-Graphix-type strategies lends support to this. Difficulties retaining the numerous 'sound pictures' the variation concept produced, and selecting the appropriate one, impacted on the children's ability to spell more complex words. Wells (2001) considers that the code inconsistencies represent one of the main reasons why many find spelling difficult.

The measured spelling gains were not as favourable as those calculated for reading (see Note 1), primarily because of their correct-incorrect dichotomy. This prompts the important question of what constitutes spelling success for children with moderate learning difficulties. Akin to some of the spellings featured in the stories of *Winnie the Pooh* such as *aker* (acre), it is possible to apply Rabbit's reference to Owl to the children in this study: 'You can't help respecting anybody who can spell Tuesday, even if he doesn't spell it right: but spelling isn't everything, there are days when spelling

---

[3] Phonetic? YES

simply doesn't count' (Milne, 2001: X^4). In this study, although children were not spelling the more complex words accurately, these generally contained all of the sounds and plausible ways to represent these such as *creem* (cream). This reflected a substantial improvement from their baseline spelling ability, which often produced unrecognizable words.It is not our intent to suggest that spelling accuracy is unimportant, but rather to acknowledge and appreciate the difficult journey many children with moderate learning difficulties have to make in order to produce recognizable spellings. Certainly, the spelling attempts of the children participating in this study as they progressed through the intervention period were to be 'respected'.

Using the Phono-Graphix spelling strategy and the children's increased confidence and independence, which arose from recognition of their success, appeared to enhance spelling and writing ability. The positive implications for such successful experiences cannot be underestimated, especially for those who have struggled with literacy. Increases in confidence and independence were captured in the interview data, illustrated by the following comments made by one parent and by one teacher respectively: "He just writes words independently, quite confidently." And "He will attempt unfamiliar words and he doesn't give up, which I think is brilliant… he feels he has success now."

Conclusion

The results from this study suggest that Phono-Graphix can help to improve the spelling and writing ability of children struggling with literacy acquisition. Focusing on sounds only and teaching these in the context of words from the outset, along with the key skills of blending, segmenting and phoneme manipulation, helped the children appreciate the importance of knowing and using the sounds. The spelling strategy of segmenting words sound by sound, followed by writing the corresponding 'sound picture', raised awareness of what children can do with a little knowledge. The crucial element, though, will always be how teachers implement the strategies. Adams (1990: 73) describes how looking at a map to plot one's journey can make the route look relatively smooth and straightforward, while actually setting out on that route can prove to be 'slow and tortuous going.' Borrowing from this analogy, the research reported here suggests that if Phono-Graphix is implemented appropriately, it can offer children, especially those with literacy difficulties, a smoother route to achieving success in this area.

---

[4] Silly question I know, but what if the book has no page numbers – do I insert one or not? Why has it no page numbers? If it actually does not, then leave out the page reference part of the reference.

Note 1: The larger study focused primarily on reading and the results proved to be more positive than those for spelling. An over view of these may be obtained from the first author on request.

References

Adams, M. J. (1990) *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: MIT Press.

Brooks, G. (2003) Sound sense: the phonics element of the National Literacy Strategy: A Report to the Department for Education and Skills. Online documents at URL http://www.standards.dfes.gov.uk/new/published/phonics/ (accessed 3/11/04)

PUT chall back in

DEST (2005) *Teaching Reading*. Commonwealth of Australia.

DfES (2006) *Independent Review of the Teaching of Early Reading*. (The Rose Review) Online documents at URL www.teachernet.gov.uk/publications

Dias, K. and Juniper, L. (2002) 'Phono-Graphix – who needs additional literacy support? An outline of research in Bristol schools'. *Support for Learning*, 17 (1), 34-38.

Donaldson, M. (1987) *Children's Minds*. Great Britain: Fontana Press.

McGuinness, C. and McGuinness, G. (1998) *Reading Reflex. The Foolproof 'Phono-Graphix' Method for Teaching your Child to Read*. London: Penguin.

McGuinness, C. and McGuinness, G. (2005) 'Is Synthetic Phonics a New Wave in Literacy Instruction or the Last Swing of an Old Pendulum? A Comparison of Synthetic Phonics to Phono-Graphix'. *Parent Teacher Magazine*. Florida: Read America.

Milne, A. A. (2001) *Favourite Winnie the Pooh Stories*. London: Dean.

O'Connor, R. E., Jenkins, J. R., Cole, K. N. and Mills, P. E. (1993) 'Two approaches to reading instruction with children with disabilities: Does program design make a difference?' *Exceptional Children*, 59 (4), 312-323.

Palmer, S. and Reason, R. (2001) *ChIPPs - Checking Individual Progress in Phonics*. London: NFER-Nelson.

Patton, M. Q. (2002, 3rd Edition) *Qualitative Research and Evaluation Methods*. London: Sage.

Solity, J. E. (2003) 'Teaching phonics in context: A critique of the National Literacy Strategy'. Online documents at URL http://www.standards.dfes.gov.uk/new/published/phonics/ (accessed 3/1104)

Torgerson, C. J., Brooks, G. and Hall, J. (2006) *A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling*. Research Report 711. London: Department for Education and Skills.

UKLA (2006) *Submission to the Review of Best Practice in the Teaching of Early Reading*. Online documents at URL www.ukla.org (accessed 20/6/06)

Wells, J. (2001) Phonics and Accents of English: A View from Phonetics. Online documents at URL http://www.phon.ucl.ac.uk/home/wells/phonics-phonetics.htm (accessed 17/11/06).

Young, D. (1998, 3rd Ed) *SPAR – Spelling and Reading Tests*. London: Hodder and Stoughton.

Intervention Period

October

(… summer scheme

… quads

… spook train too)

January

May

Figure 1: Peter's Writing Progress

Intervention Period

October

January

May

Figure 2: Paul's Writing Progress

Peter - One Year Later

and the beanstalk
went to make ti toget som money
he saw a old man and the man said I whin
back try cow to maket the old man gas
Som magtet beens. rau to his
house mamm look wate I have I buf
Som magtet beens his mamma try the
beens in the gargen he went to bed next
moing he sand big beenstallk cink
the beens Ballk he cink to the top off
the beens Ballk saw a caash and honk on
the Door aload caw to the Door She
tallk to Can infor baked and
Cæss the man kam in and said
he is our food the man got a hen the
the hen load 7 egg the man went
to seep got the hen and
ran down the beens stallk mamma
go and get the axs mammy cut the
beenstallk the manded The end

Paul - One Year Later

Jack and the Beanstalk.
One day a boy cald Jack was
sleeping on the hay that the cow
sleeps on. The cow was cald Megan.
Jack woke up and his mum Mary
told him to go to the marked.
Not now said Jack yes now
said mum. OK on the way Jack
met a man. He said take this
can of beens said the man. Jack
went home and give them to his
mum. His mum threw them out
the windo. The next morning Jack
seen a beanstalk he climd it. He
made it to the top he seen a
house he nocked on the door
but no won cold hear him so
he climd threw the keyhole.
Jack was shocked he seen a
big man. And he said that is
amzing. The man said I can smell
a boy Jack ran as fast as he
cood. The man seen Jack he ran
after him. Jack went in the
sink. The man count Jack and
Jack grad the peper and threw
it up his nose. The man sneezed
and Jack fell and ran down the
beenstalk. The man fell down the
beenstalk and Jack was a hero. The
End.

Figure 3: Writing Progress: One Year Later