

Validation of systematic synthetic phonics: OCL response regarding Bookwings Phonics

The 16 points below are the requirement for a phonics scheme to become validated under the current criteria. The column on the right explains how Bookwings phonics meets this criteria.

	Essential Core Criteria	Bookwings
1	constitute a complete SSP programme providing fidelity to its teaching framework for the duration of the programme (see note 1).	Bookwings promotes the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. The focus is on phonemes not on 'consonant clusters' or 'onset and rime'. The approach starts by developing pupils phonological and phonemic knowledge/listening. The use of rhymes and songs and immersive approach strengthens the repeated practice and comprehension side of teaching. See planning here for details.
2	present systematic, synthetic phonic work as the prime approach to decoding print (see note 1)	Systematic, synthetic phonics is the prime approach used to decode print as children learn and apply their sounds and learn to blend these to read. The order of teaching follows the order of Letters and Sounds, sequencing and progressing from single letter sounds to digraphs and trigraphs.
3	enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1	Bookwings begins in Nursery using the same approach to teaching as children progress through reception and into year 1. Sounds are recapped, reapplied and revisited throughout to build on prior learning and increase known sounds. Texts in phase 5 target reading at and above year 2 level.
4	be designed for daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence	Bookwings phonics is taught daily with sounds introduced, repeated and reviewed until recall is fluent. The sequence is taught through phases of sounds in a clear, incremental sequence. See planning here for details.
5	begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on	Phase 2 and 3 begin with simple sounds and move onto more complex digraphs and trigraphs. Sounds are taught in deliberate order to ensure children can access many words early on. See overview here .
6	progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English	Following phase 2 and 3, phase 5 enables children to cover all the major grapheme-to-phoneme correspondences in the English language. See overview here .
7	teach children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word	Children constantly practice reading words with the focus sounds in during the teaching sessions. They spot sounds then know and then blend them together to read the words, building constantly and deliberately on their bank of known phonemes.
8	teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	During the practice and apply sessions (see planning) children practice saying the words linked to the sound and then segmenting them and writing them, using a multi-sensory approach to ensure entry into long-term memory.
9	provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences	As above.

10	ensure that children are taught to decode and spell common exception words (sometimes called ‘tricky’ words), appropriate to their level of progress in the programme (see note 2)	Tricky words (includes those with grapheme-phoneme correspondences (GPCs) that are an exception to the rules are explicitly taught and introduced gradually for long-term entrance in the lexicon, supporting fluency.
11	provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words (‘tricky words’) learned (see note 3)	The ‘caption-action’ cards develop children’s letter formation (without lead ins) as they teach the children to form letters in the correct way with start and points. Children then apply this within the sound being taught, developing into writing sentences containing the words as more sounds are taught and the children are able to make phonetically correct attempts at each word. The ‘tricky’ words are learnt by heart as children learn they cannot be segmented phonetically and instead have to be ‘remembered’.
12	be built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach. The programme should include guidance on how direct teaching sessions can be adapted for online delivery (live or recorded) (see notes 4 and 5)	Direct teaching sessions follow a clear routine to maximise focus on the taught sound. Teaching and learning activities are interesting and highly engaging, firmly focused on intensifying the learning associated with the phonic goal using episodic memory techniques to embed the sound in memory ready for application. Bookwings includes: a) words and texts for reading practice through caption action and flashcards. b) teaching activities for writing practice (letter formation and spelling) using a multisensory approach during the application section of each lesson. Resources provided as part of the programme such include: flash cards, illustrations and rhymes to match the sound to used in teaching and displayed in the environment, sound mats and word cards and these match the GPCs and progressions in the programme.
13	provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material (see notes 6 and 7) to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words (important, see note 7)	Independent reading material aligns closely to the phonics being taught as the programme follows the order of the letters and sounds approach and each academy has an appropriate reading scheme to support this. Independent reading books are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions will be a small number of common exception words.
14	include guidance and resources to ensure children practise and apply the core phonics they have been taught ^{footnote 11} (see note 8)	Bookwings includes teaching and learning activities that are focused on reading and writing using a multi-sensory approach and high-quality literature to ensure strong connections are made in long-term memory. Each lesson follows a clear structure to ensure children practice and apply the sound being taught and make strong links to familiar concepts to encode the grapheme and phoneme in long-term memory.
15	enable children’s progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of falling behind, including the	Through the trusts approach to primary assessment and support from the Phonics NLPs, we closely map incremental progression in phonic knowledge and skills. Teachers conduct frequent and ongoing

	<p>lowest attaining 20% of children (see note 9)</p>	<p>assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. Our OCL approach to intervention means children who are at risk of falling behind have extra practice to consolidate and master the content of the programme so that they keep up with their peers. Moderation and assessment support is delivered through the NLP team as part of Strategy and Community groups.</p>
<p>16</p>	<p>provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience (see note 10)</p>	<p>We have worked with the authors of the programme to design a specific approach to teaching of phonics which includes high-quality literature at the heart of the programme whilst maintaining a rigorous, systematic approach to the teaching of phonics in line with what we know about memory and learning. Phonics NLPs attended significant initial training and then regular additional sessions to input into the design of the sessions, text choices and overall programme. Each session comes with a 2-3 minute video of best practice and clear planning. Regular training through strategy and community groups ensures practitioners across the trust are skilled and knowledgeable and best practice enhances provision for all our pupils. Our instructional coaching approach to pedagogy using Step Lab is also used to support development of teaching skills in delivery of the programme.</p>