growthecode
letters and sounds

Quick start guide

Contents:

Settings

In order to retain fidelity across a school only the school administrator can change the settings.

1. Click on 'Settings' at the top of the screen.

2. Choose your preferred picture mnemonic and font and click 'Save'

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Introduction

Grow the Code is a complete phonics resource to support everyone on their learning journey. It presents systematic, synthetic phonic work as the prime approach to decoding print. Daily teaching sessions teach the main grapheme-phoneme correspondences (GPCs) of English (the alphabetic principle) in a clearly defined, incremental sequence and begin by introducing a defined group of GPCs that enable children to read and spell many words early on. *Grow the Code* progresses from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English, learning to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word.

Tricky word progression

Sometimes known as common exception words or heart words, tricky words are introduced systematically and gradually. Only previously learnt tricky words are included in the decodable texts.

1	*Speaking, listening and oral blending*
2	no go to into his has as put of
3a	said her he my for be you
3b	she all me we was they
4a	there so were like have some come do
4b	one are out about love today says
5a	here your asked people oh Mr Mrs Ms their water
5b	eye again any many friend hour work through pretty shoe two
5c	once beautiful different thought busy
5d	laugh improve move

By the end of Phase 5d all common alternative spellings have been taught so 99% of words can be decoded. The following words are introduced as tricky new spellings.

6a	
6b	/r/ rhythm rhyme /sh/ sure sugar

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Phonic progression

1   *Speaking, listening and oral blending*

progress to another year

2   *CVC words, s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss*

3a   *CVC words, j, v, w, x, y, z, zz, qu, ch, sh, th, ng*

3b   *CVC words, ai, ee, igh, oa, oi, oo, oo, ow, ar, air, ear, ur, or, ure, er*

4a   *CVCC words, CCVC words, CCVCC words, CCCVCC words*

4b   *Word endings: -est, -ing, -ed (sounds like 'd', 't', 'id'), -er, -tch, -y, -ey, -ve, -le*

progress to another year

5a   *Alternative spellings: /ow/ou, /ee/ea, /ai/ay, /igh/ie, /oo/yoo/ue, /oi/oy, or/aw/, ur/ir, /w/wh, /f/ph, /or/ au, /oo/yoo/ew, /oa/oe, /ai/a-e, /ee/e-e, /igh/i-e, /oa/o-e, /oo/yoo/u-e, /zh/*

5b   *Alternative spellings: /s/ c, /j/ g, /sh/ ch, /k/ ch, /igh/ y, i /ar/ a, /oa/ o, /yoo/ u, /e/ ea, /ee/ ie, /ur/ er, /oa/ ow, /oo/ou, /i/y, /ai/a, /o/a, /ee/e, /oo/u, /ai/ey, /oa/ou*

5c   *Alternative spellings: /l/el,al,il, /m/mb, mn, /s/se, ce, /z/se, ze, /sh/ti, ci, ssi, /c/t(ure), /ng/n(k), /zh/ge, /j/dge,g e, /r/wr, /n/kn, gn, /oo/oul*

5d   *Alternative spellings: /air/are,ear, /ar/al, /ear/eer,ere, /or/ore, /ur/or,ear, /ai/ea, eigh, aigh, /u/o-e, /u/ou, /air/ere, /s/st, sc, /or/oar, oor, al, a, augh, our*

progress to another year

6a   *Review alternative spellings of long vowels /ai/, /ee/, /igh/, /oa/, /oo/, /yoo/, /oi/, /ou/, /ow/ short vowels /e/, /i/, /o/, /u/, /oo/; 'r' controlled vowels /ar/, /or/, /ur/, /air/, /ear/*

6b   *Review alternative spellings of consonant sounds /f/, /h/, /j/, /k/, /l/, /m/, /n/, /r/, /s/, /v/ /w/, /z/; consonant digraph sounds /ch/, /sh/, /th/, /ng/, /zh/*

6c   *Review previously known spellings of all phonemes*
Review parts of speech   Present and Past Tense   Adding suffixes: -s, -es, -ed, -ing

6d   *Adding suffixes: -er, -est, -y, -ful*
*Transforming: verbs to nouns, nouns to adjectives, nouns to verbs, superlatives*

6e   *Adding suffixes: -less, -ly, -ment, -ness   Prefixes: un-, dis-   Transforming: verbs to nouns, nouns to adjectives, adjectives to adverbs   spelling strategies*

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Core phonics lesson (blending for reading)

Phonics lessons build from 10-minute lessons, with additional daily oral blending games, to full-length 30-minute lessons as quickly as possible.

The class should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.

Once you select a letter-sound you will be taken to a screen with the following activities:
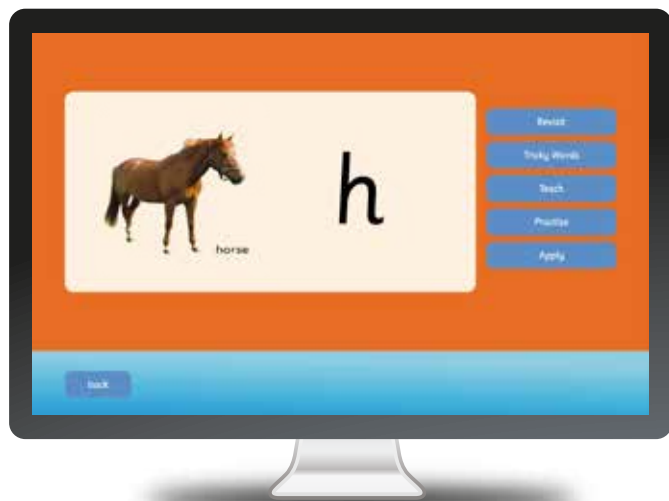
1. **Revisit:** previously taught letter-sounds

2. **Tricky Words:** words that have one or more unusual letter sequences e.g. people.

3. **Teach:** focus letter-sound and formation.

4. **Practice:** Read words that include the focus letter-sound.

5. **Apply:** Includes a caption for dictation and a fully decodable reader for practise.

1. Revisit (phase 2-4)

Start every core phonics lesson by revisiting previously learnt letter-sounds.

1. Start by showing the picture mnemonic, then the corresponding letter-sound.

2. Next, click on the 'speedy sounds' button to run through the letter-sounds without the picture mnemonics.

   Note: Revisit, Tricky Words, Practice are not taught for the first lesson /s/.

Revisit (phase 5-6)

1. Review all previously taught spellings of letter-sounds.

2. Read example words with these spellings.

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2. Tricky words

Tricky Words are words that have one or more unusual letter sequences e.g. *is, the, people*

no

1. Draw the class's attention to the letter-sound correspondences (GPCs) that they already know (n).
2. Discuss the tricky bits of the word (e.g. 'o' does not make the same sound for /o/.
3. Read the word a couple more times. Encourage them to read the word and refer to it regularly throughout the day.

3. Teach (phase 2) - letter-sounds

All lessons follow this sequence:

see it   **say it**   **write it**

h   h   Hh

1.
See the mnemonic (horse) and say the *pure* sound, saying the mnemonic at the end (e.g. *h horse*).

2.
Say the *pure* sound, saying the mnemonic at the end (e.g. *h horse*).
Repeat with the class joining in.

3.
Point to the horse and say *h-horse* and to the *h* and say *h*. Repeat with the class joining in. Repeat again with them using their fingers in the air to copy the letter formation as you say it. e.g. "Start at the top, down to the bottom, up and around to the bottom."

Growing the code Instead of letter formation the following are taught at later phases:

Phase 3	Phase 4	Phase 5	Phase 6
type of GPC is discussed	CVCC - CCCVCC words	previously learnt spellings	morphology

Phase 3
type of GPC is discussed

/ai/

long vowel digraph

two letters that make one sound

Phase 4
CVCC - CCCVCC words

CCVC
vowel digraphs

t r ai n

Phase 5
previously learnt spellings

/ai/
snail
tray
cake
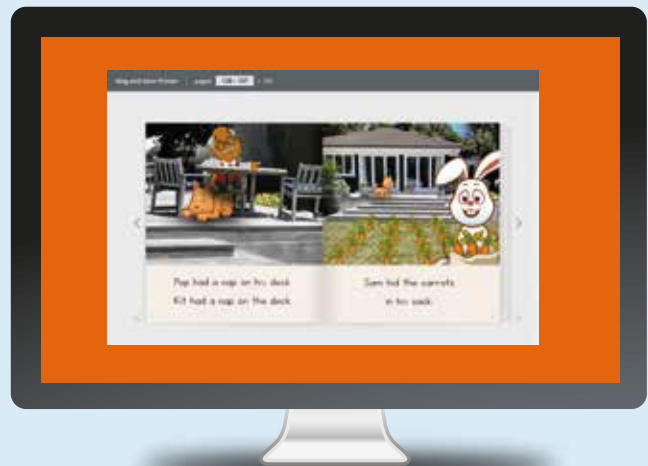
Phase 6
morphology

comparing - most

brave est

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4. Practise - blending for reading

1. Display a word with the focus grapheme and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk).
2. Repeat, but ask the class to sound-talk the word with you, then blend to read word. Repeat with more words.
3. Repeat, but ask the class to sound-talk the word without you, then blend to read word.

at

5. Apply - caption for dictation and matching decodable book

his hat has a rim

After the core phonics lesson, dictate the caption/sentence of the day. The class use pencil and paper to write out the caption/sentence. As they progress, so will their handwriting and spelling accuracy.

phase	caption/sentence	writing example
Phase 2	pin in a tin	Please tu
Phase 3a	Rush to the shop.	ruch to da
Phase 4a	I had to sprint to the spring fair.	I had tosprint
Phase 5a	We are proud of our car.	We are proud

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Core phonics lesson (segmenting for spelling)

1. Go to the 'Segmenting' tab.

2. Say a CVC word (pig) and, holding up three fingers, sound-talk it (p - i - g), pointing to a finger at a time for each phoneme.

3. Holding up the three fingers on one hand, drag the letters of the word into the phoneme frame.

4. Say another word (dig) and ask the class to sound-talk it using their fingers.
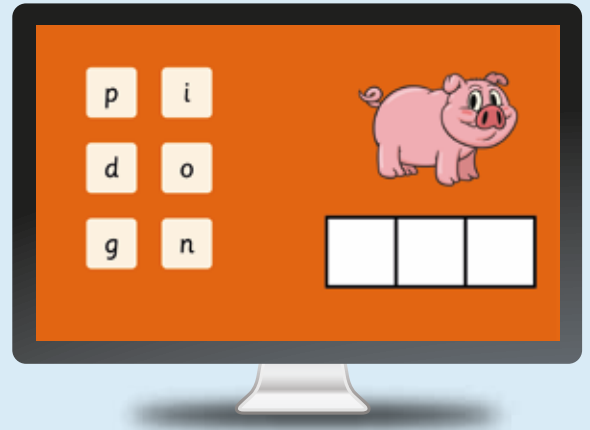
Assess

Assessments use a mix of real and non-words. Pupils can read from the screen or use the assessment tracks.

1. Go to the 'Assess' tab.

2. Choose the Phase you want to assess.

3. Choose the pupil you want to assess.

4. Start the assessment.

Review results

1. Select the phase and group you want to review.

2. Click on 'Details' next to each pupils name to see answers.
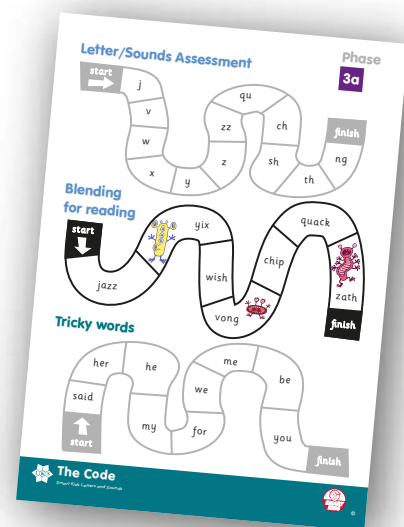
Creating Teacher Accounts

1. Go to 'Assess' tab.

2. Add a new teacher.

3. Create an 8 digit password

4. Create a class/group/groups associated with that teacher.

5. Add the pupils associated with the class/group/groups.

6. Email the teacher with their login details.
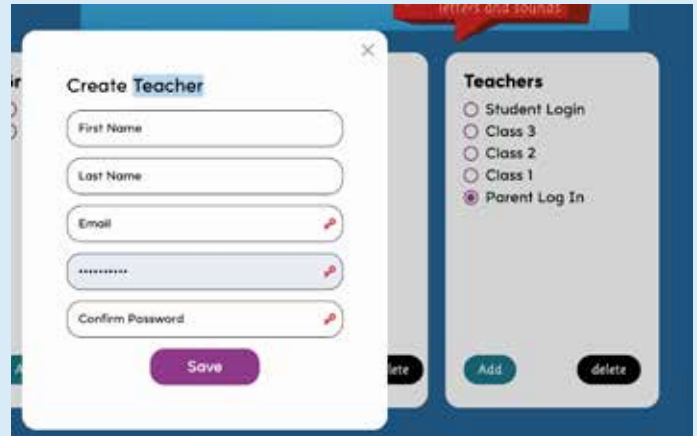
Apply - reading decodable books at home

1. Go to 'Assess' tab.

2. Add a new user named "parent log-in".

3. For the email, growthecode followed by your school domain e.g. growthecode@school.sch

4. Create an 8 digit password

5. Email parents with:

• the website URL: www.growthecode.org

• the email login e.g. growthecode@school.sch

• password e.g. 12345678

• the focus phase and letter-sound of the day e.g. Phase 2 / h

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