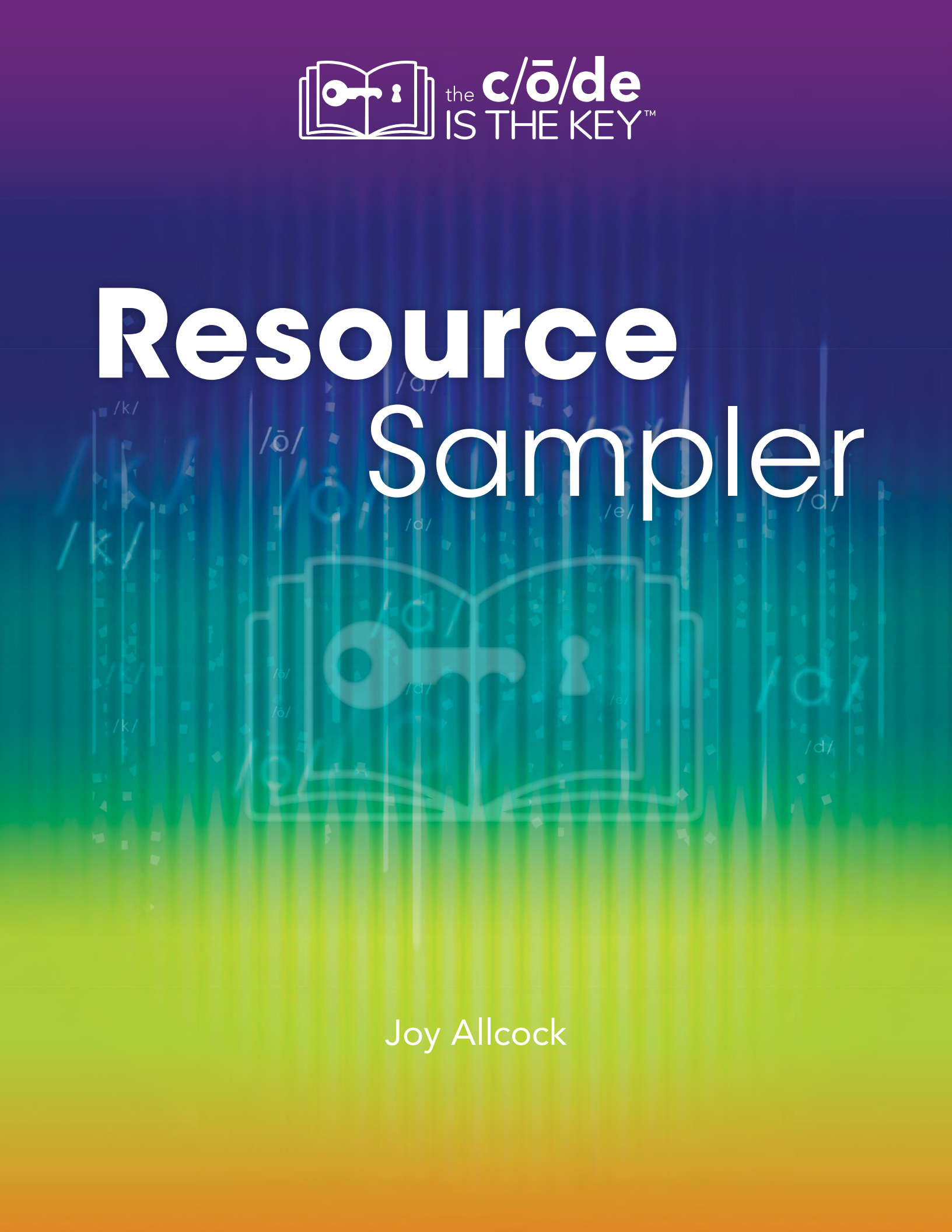
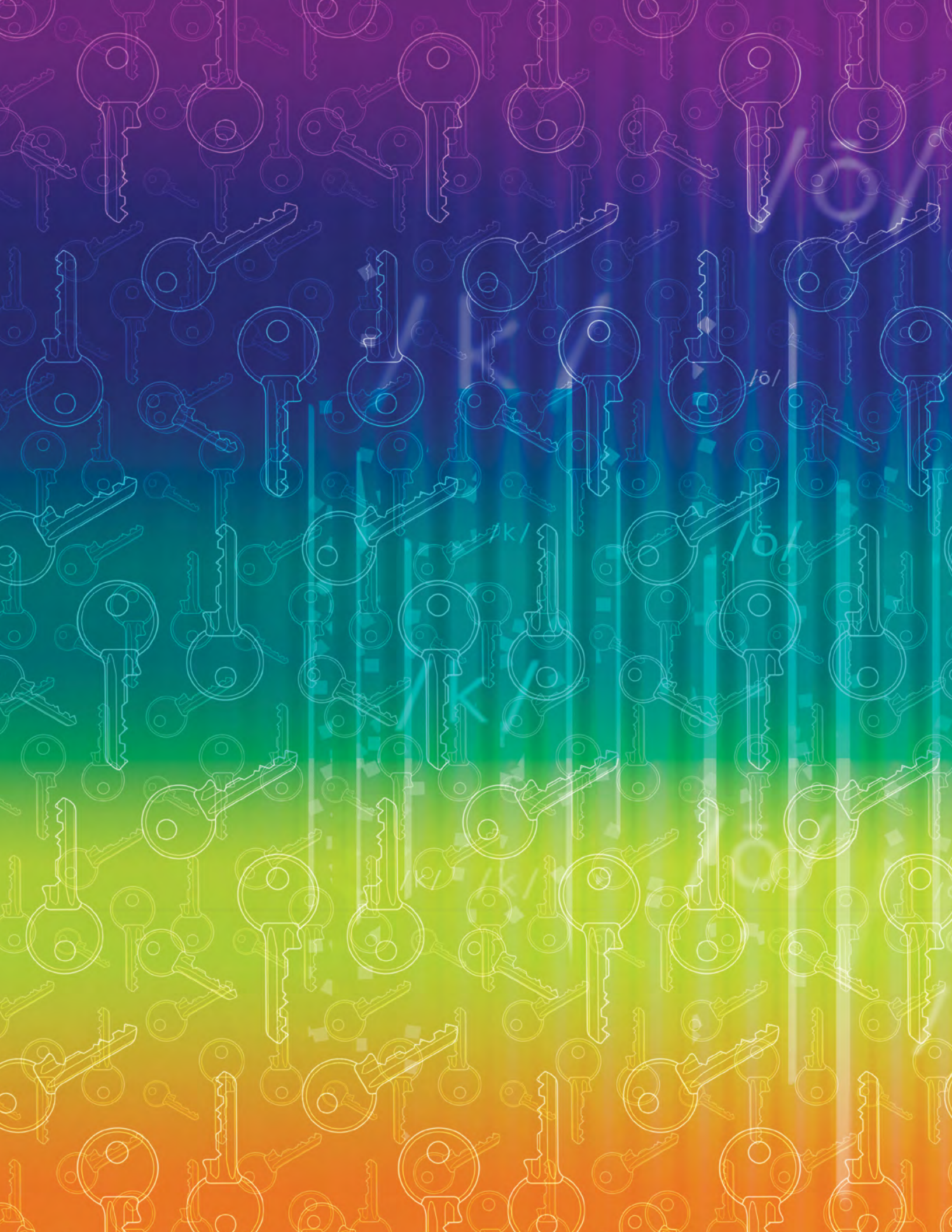
the c/ō/de IS THE KEY™

# Resource Sampler



Joy Allcock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# Overview

Children are curious about the world around them and learn about that world through discovery and play. Why should learning about words be any different?

Knowledge of spoken and written words is the foundation for learning to read, write, and spell. And the research is clear that the literacy instruction students receive in their first two years of school is critical to their future academic success.

To become fluent readers and writers, most students need systematic and explicit instruction in the alphabetic code — the way that words are made of sounds and sounds are represented by letters and combinations of letters.

## But there's no reason why it can't also be fun!

The most engaging and effective early literacy instruction taps into children's natural curiosity, encourages them to play with language, and provides structured learning opportunities that allow them to discover the alphabetic code for themselves, in a way that makes sense to young children.

## Engaging and effective literacy learning

*The Code Is the Key* provides these learning opportunities in fast-paced, game-like lessons and activities that target the key foundational skills for learning to read and write.

### Playful and interactive

The 10-minute lessons incorporate playful and interactive games to engage children's sense of discovery and excitement about learning.

### Structured and systematic

Building on a foundation of oral language, the instruction scaffolds learning from speech to sounds to print, systematically and explicitly teaching the most reliable spelling patterns for every sound of English.

### Research-aligned and evidence-based

A five-year research project showed the power of this unique instructional approach to accelerate reading and writing achievement for all children.

## Comprehensive support for teachers

In many ways, student achievement is built on a foundation of teacher knowledge. The more teachers know, the better students learn.

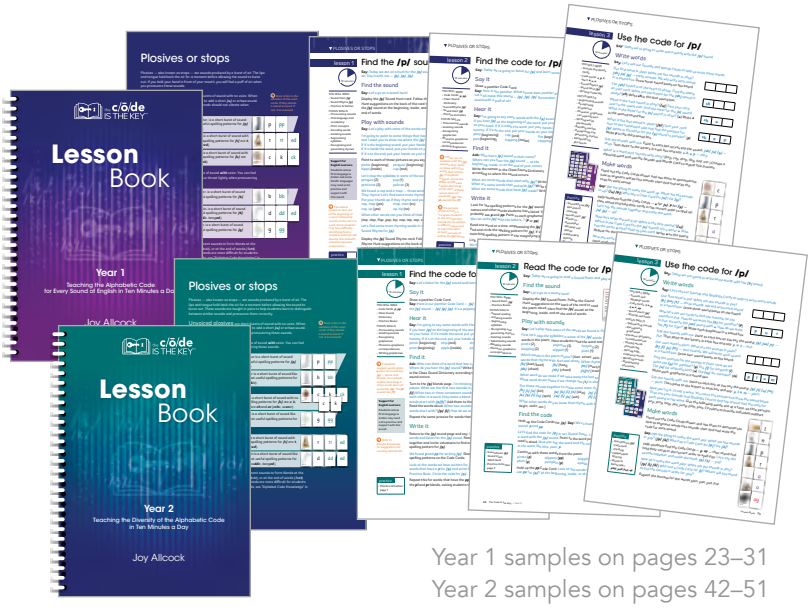
For this reason, *The Code Is the Key* includes support for teachers throughout all its resources. Teachers' own knowledge grows as they teach their students.

In addition, a robust professional learning and development resource is included with every classroom kit. *Elevate & Evaluate* gives teachers the information and tools to elevate their knowledge of the complex code of English and to evaluate student achievement, making it an invaluable support for structured and systematic literacy instruction.

> "Joy Allcock's explicit and systematic approach highlights the power of learning to write the code, which leads to great improvements in reading, writing, and spelling. No child — and no teacher — is left behind."
>
> *– Dr. John Hattie*

# Components

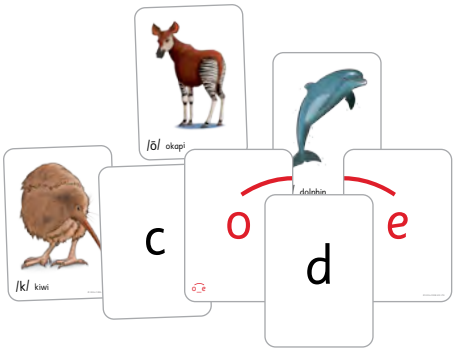
The classroom kits in *The Code Is the Key* include these highly engaging materials for use during lessons, in learning centres, and for independent learning.

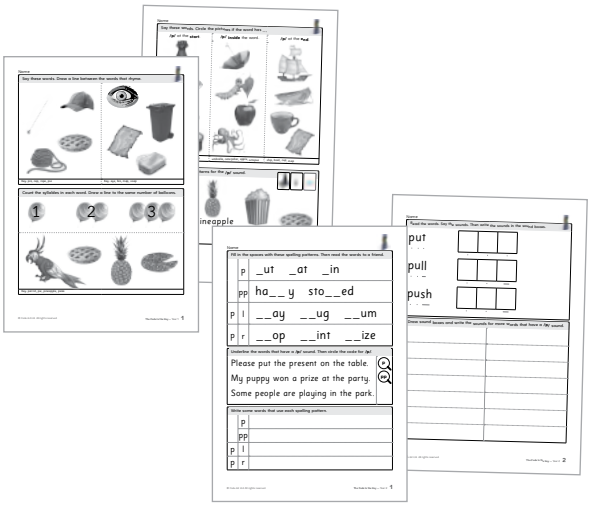



Year 1 samples on pages 23–31
Year 2 samples on pages 42–51

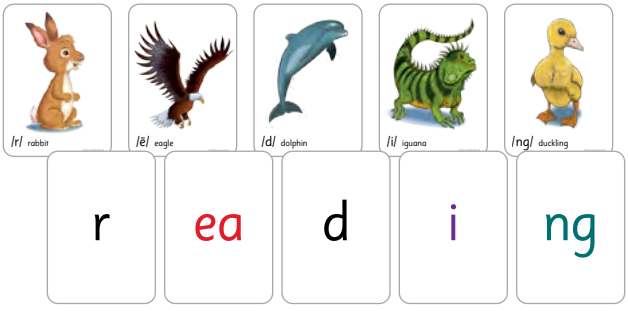
## Lesson Book

- 150 daily 10-minute lessons
- Engaging, game-like instruction
- Additional daily routines, learning centres, and practice activities



Year 1 samples on pages 38–41
Year 2 samples on pages 57–60



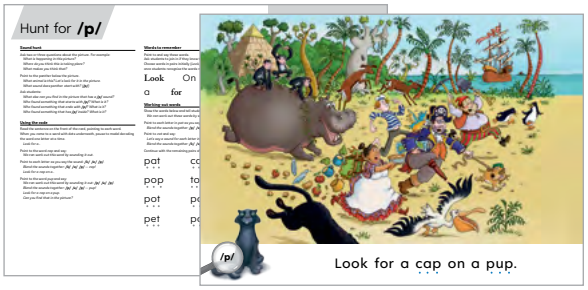

Year 1 samples on pages 32–37
Year 2 samples on pages 52–56

## Practice Activities

- Downloadable activities for additional student practise
- Activities that support the skills taught in each lesson

## Code Cards

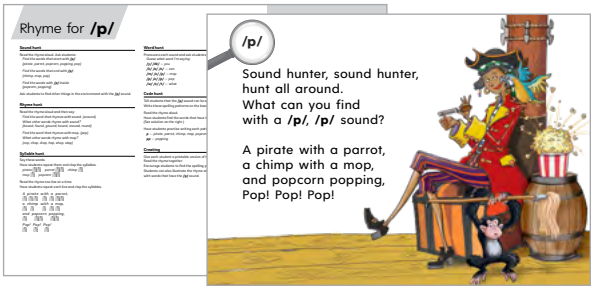
- Durable, double-sided cards with the sound animal on one side and a grapheme on the other
- 100 cards in Year 1
- 150 cards in Year 2




Sample on page 33

## **Sound Hunts** (Year 1)

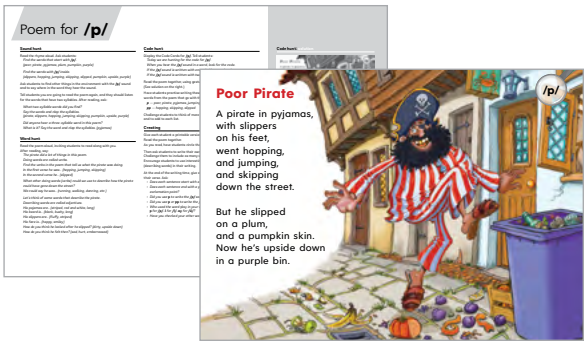
- 40 vibrant illustrations, where students hunt for words containing the focus sound
- Additional vocabulary, phonemic awareness, and decoding activities




Sample on page 34

## **Sound Rhymes** (Year 1)

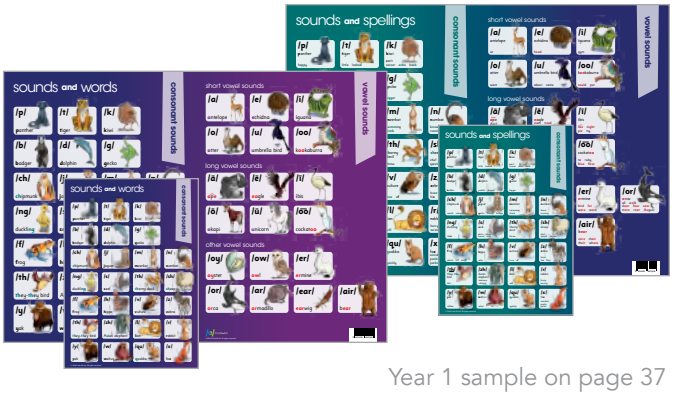
- 46 catchy rhymes for reading aloud, with the focus sound in different positions
- Additional activities supporting a variety of foundational skills




Sample on page 53

## **Sound Poems** (Year 2)

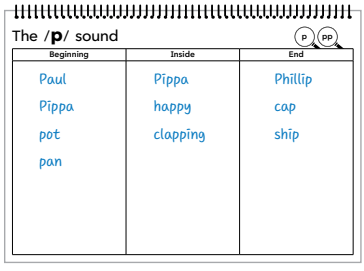
- 46 poems featuring the focus sound and spelling patterns
- Phonemic awareness, phonics, oral language, reading, and writing activities




Year 1 sample on page 37
Year 2 sample on page 56

## **Sounds and Words/Spellings Cards**

- Animal names that create mnemonic links between sounds and graphemes
- One poster-size card and 25 student cards

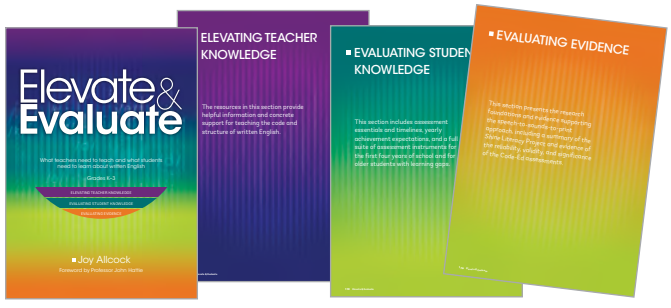



Year 1 sample on page 39

Year 2 sample on page 58

## **Class Sound Dictionary**

- Large-format book for recording sounds, words, and graphemes
- A unique reference that students add to and use throughout the year




Samples on pages 61–77

## **Elevate & Evaluate**

- Professional development for teachers
- Valid and reliable assessments and achievement expectations
- Research and evidence

# Instructional Approach

Children learn spoken language through exposure, but the same is not true for written language. The alphabetic code must be systematically and explicitly taught.

Written English uses the 26 letters of the alphabet, in various combinations, to represent the 43 sounds in spoken English. To become readers and writers, students must learn to **decode** — to convert the marks on a page into sounds and combine those sounds into spoken words — and to **encode** — to break spoken words into sounds and then write those sounds using letters of the alphabet.

## Traditional phonics instruction

Traditionally, the alphabetic code is taught using a letters-first approach. Children first learn to recognise and name the letters of the alphabet and then to associate each letter with one or more sounds — **a** makes the **/a/** sound in *apple*, **b** makes the **/b/** sound in *ball*, and so on.

Some students do well with letters-first instruction. But for many students, it leads to struggle and frustration. There are three main reasons for these difficulties.

- The first is that traditional phonics instruction works from the unknown (letters) to the known (sounds), rather than the other way around. Instead of building new learning on a foundation of what is already known, learning letters and sounds becomes a rote memorisation task.
- Second, many students find memorisation tasks dull or difficult, which takes a toll on their engagement and motivation to learn.
- Finally, there are the students who find memorising letter-sounds easy but who become frustrated when the words they want to read or write contain sounds that they haven't learned or that don't conform to the phonics rules they have been taught.

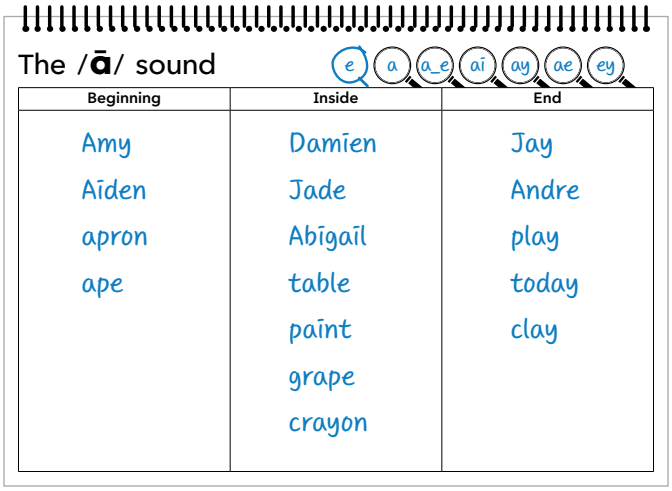
> "One of the most fundamental flaws found in almost all phonics programs … is that they teach the code backwards … they go from letter to sound, instead of sound to letter."
>
> *– Dr. Louisa Moats*

## A more effective approach

A linguistic approach eliminates these difficulties by **teaching the alphabetic code from words to sounds to print**.

For example, in *The Code Is the Key*, students supply their names and the other words they work with as they are learning to isolate and pronounce the focus sound, then link the sound to the letter or combination of letters that represent the sound.

This approach honours the language students bring to the classroom and makes the alphabetic code easier for them to learn by working from the known (words) to the unknown (letters). It allows students to link new learning to prior knowledge, making the connections more secure and eliminating the need for memorisation. It also helps students apply their learning to reading and writing by exposing them to the diversity of the code from the outset.


The /ā/ sound

e a a_e aī ay ae ey

| Beginning | Inside | End |
|---|---|---|
| Amy | Damīen | Jay |
| Aīden | Jade | Andre |
| apron | Abīgaīl | play |
| ape | table | today |
| | paīnt | clay |
| | grape | |
| | crayon | |

## Building from oral language

When students start from their own oral language and work together to discover the code of written language, amazing things happen.

- All students are able to participate equally, even those with limited English vocabulary.
- Learning the alphabetic code is transformed from a memorisation task to one of discovery, stimulating students' curiosity and excitement about learning.
- Students quickly understand that sounds are written with letters, and most sounds can be written in more than one way.
- Students learn the most reliable spelling patterns for every sound of English in a structured and systematic way.

With this knowledge, students are able to write any word from their oral language and to pronounce any word they encounter during reading, rapidly accelerating both reading and writing.

# The code is the key!

# Scope and Sequence

*The Code Is the Key* builds on the foundation of students' oral language to teach them to pronounce, isolate, and write all the sounds of English.

Sounds are introduced in groups according to the way they are pronounced, helping students learn to pronounce the sounds correctly and to distinguish between similar sounds. Bonus lessons on plurals, suffixes, contractions, and other spelling conventions are woven throughout the sound lessons.

| In **Year 1**, the lessons begin with the consonant and short vowel sounds that are written most simply and reliably to lay a foundation for word building and decoding. | In **Year 2**, similar sounds are taught in pairs. The long vowel sounds move up in the teaching order, and students learn additional spelling patterns, blends, and contractions. |
|---|---|
| Plosives (stops)<br>**/p/ /t/ /k/ /d/ /b/ /g/** | Plosives (stops)<br>**/p/ /b/ /k/ /g/ /t/ /d/** |
| Short vowel sounds<br>**/a/ /e/ /i/ /o/ /u/ /oo/** | Short vowel sounds<br>**/a/ /e/ /i/ /o/ /u/ /oo/** |
| Mixed sounds<br>**/ch/ /j/** | Mixed sounds<br>**/ch/ /j/** |
| Nasal sounds<br>**/m/ /n/ /ng/** | **The role of final e** |
| **Suffixes** | Long vowel sounds<br>**/ā/ /ē/ /ī/ /ō/ /ū/ /o͞o/** |
| Continuous sounds (fricatives)<br>**/s/ /th/ /sh/ /f/ /h/ /v/ /z/ /th/ /zh/** | Nasal sounds<br>**/m/ /n/ /ng/** |
| **Plurals** | **Suffixes** |
| Long vowel sounds<br>**/ā/ /ē/ /ī/ /ō/ /ū/ /o͞o/** | Continuous sounds (fricatives)<br>**/h/ /f/ /v/ /sh/ /zh/ /th/ /th/ /s/ /z/** |
| **Discriminating short and long vowel sounds** | **Plurals** |
| Continuous sounds (approximants)<br>**/l/ /r/ /y/ /w/** | Continuous sounds (approximants)<br>**/l/ /r/ /y/ /w/** |
| Other vowel sounds<br>**/oy/ /ow/ /aw/ /er/ /or/ /ar/ /ear/ /air/** | Other vowel sounds<br>**/oy/ /ow/ /aw/ /er/ /or/ /ar/ /ear/ /air/** |
| Consecutive sounds<br>**/k//w/** (**qu**) **/k//s/** (**x**) | Consecutive sounds<br>**/k//w/** (**qu**) **/k//s/** (**x**) |
| **Assess and reteach** | **Contractions** |
| | **Assess and reteach** |

This chart shows how *The Code Is the Key* develops skills and builds knowledge in Year 1 and Year 2.

| CONSONANT SOUNDS | Year 1 | Year 2 |
|---|---|---|
| **/b/** | • Teach **/b/** sound<br>• Discover graphemes for **/b/**<br>• Identify ***b***, ***bb*** patterns | • Teach **/b/** sound<br>• Discover graphemes for **/b/**<br>• Identify ***b***, ***bb*** patterns<br>• Build word families for words beginning with ***bl***, ***br*** blends |
| **/k/** | • Teach **/k/**sound<br>• Discover graphemes for **/k/**<br>• Identify ***k***, ***c***, ***ck*** patterns | • Teach **/k/** sound<br>• Discover graphemes for **/k/**<br>• Identify ***k***, ***c***, ***ck***, ***ch***, ***cc*** patterns<br>• Build word families for words beginning with ***cl***, ***cr*** blends |
| **/d/** | • Teach **/d/** sound<br>• Discover graphemes for **/d/**<br>• Identify ***d***, ***dd***, ***ed*** patterns | • Teach **/d/** sound<br>• Discover graphemes for **/d/**<br>• Identify ***d***, ***dd***, ***ed*** patterns<br>• Build word family for words beginning with ***dr*** blend<br>• Teach ***ed*** suffix in words where it sounds like **/d/** (*banged*) |
| **/f/** | • Teach **/f/** sound<br>• Discover graphemes for **/f/**<br>• Identify ***f***, ***ff*** patterns | • Teach **/f/** sound<br>• Discover graphemes for **/f/**<br>• Identify ***f***, ***ff***, ***ph***, ***gh*** patterns<br>• Build word families for words beginning with ***fl***, ***fr*** blends |
| **/g/** | • Teach **/g/** sound<br>• Discover graphemes for **/g/**<br>• Identify ***g***, ***gg*** patterns | • Teach **/g/** sound<br>• Discover graphemes for **/g/**<br>• Identify ***g***, ***gg*** patterns<br>• Build word families for words beginning with ***gl***, ***gr*** blends |
| **/h/** | • Teach **/h/** sound<br>• Discover and identify ***h*** grapheme for **/h/** | • Teach **/h/** sound<br>• Discover graphemes for **/h/**<br>• Identify ***h***, ***wh*** patterns |

| | Year 1 | Year 2 |
|---|---|---|
| **/j/** | • Teach **/j/** sound<br>• Discover graphemes for **/j/**<br>• Identify ***j***, ***g*** patterns | • Teach **/j/** sound<br>• Discover graphemes for **/j/**<br>• Identify ***j***, ***g***, ***ge***, ***dge*** patterns |
| **/l/** | • Teach **/l/** sound<br>• Discover graphemes for **/l/**<br>• Identify ***l***, ***ll*** patterns | • Teach **/l/** sound<br>• Discover graphemes for **/l/**<br>• Identify ***l***, ***ll*** patterns |
| **/m/** | • Teach **/m/** sound<br>• Discover graphemes for **/m/**<br>• Identify ***m***, ***mm*** patterns | • Teach **/m/** sound<br>• Discover graphemes for **/m/**<br>• Identify ***m***, ***mm***, ***mb*** patterns |
| **/n/** | • Teach **/n/** sound<br>• Discover graphemes for **/n/**<br>• Identify ***n***, ***nn*** patterns | • Teach **/n/** sound<br>• Discover graphemes for **/n/**<br>• Identify ***n***, ***nn***, ***kn*** patterns |
| **/p/** | • Teach **/p/** sound<br>• Discover graphemes for **/p/**<br>• Identify ***p***, ***pp*** patterns | • Teach **/p/** sound<br>• Discover graphemes for **/p/**<br>• Identify ***p***, ***pp*** patterns<br>• Build word families for words beginning with ***pr***, ***pl*** blends |
| ***qu*** spelling pattern | • Teach the **/k//w/** sounds<br>• Discover the ***qu*** spelling pattern | • Teach the **/k//w/** sounds<br>• Identify the ***qu*** spelling pattern |
| **/r/** | • Teach **/r/** sound<br>• Discover graphemes for **/r/**<br>• Identify ***r***, ***rr*** patterns | • Teach **/r/** sound<br>• Discover graphemes for **/r/**<br>• Identify ***r***, ***rr***, ***wr*** patterns |
| **/s/** | • Teach **/s/** sound<br>• Discover graphemes for **/s/**<br>• Identify ***s***, ***ss***, ***c*** patterns | • Teach **/s/** sound<br>• Discover graphemes for **/s/**<br>• Identify ***s***, ***ss***, ***c***, ***ce***, ***se*** patterns<br>• Build word families for words beginning with ***sp***, ***st***, ***sl***, ***sm***, ***sn***, ***sw*** blends |
| **/t/** | • Teach **/t/** sound<br>• Discover graphemes for **/t/**<br>• Identify ***t***, ***tt***, ***ed*** patterns | • Teach **/t/** sound<br>• Discover graphemes for **/t/**<br>• Identify ***t***, ***tt***, ***ed*** patterns<br>• Build word families for words beginning with ***tr*** and ***tw*** blends<br>• Teach ***ed*** suffix in words where it sounds like **/t/** (*jumped*) |

| | Year 1 | Year 2 |
|---|---|---|
| **/v/** | • Teach **/v/** sound<br>• Discover graphemes for **/v/**<br>• Identify the ***v*** grapheme and ***f*** in *of* | • Teach **/v/** sound<br>• Discover graphemes for **/v/**<br>• Identify ***v*** and ***ve*** patterns<br>• Teach rule that words ending in **/v/** are spelled ***ve*** |
| **/w/** | • Teach **/w/** sound<br>• Discover graphemes for **/w/**<br>• Identify ***w***, ***wh*** patterns | • Teach **/w/** sound<br>• Discover graphemes for **/w/**<br>• Identify ***w***, ***wh*** patterns<br>• Teach question words: *what, why, when, where, which,* and *who* — highlight the sounds of ***wh*** in these words (**/w/** and **/h/**) |
| letter ***x*** | • Teach the letter ***x*** and the ways it can be pronounced (**/k//s/** and occasionally **/z/**) | • Teach the **/k//s/** sounds<br>• Discover spelling patterns for **/k//s/**<br>• Identify ***x***, ***cks***, ***ks***, ***cc*** patterns |
| **/y/** | • Teach **/y/** sound<br>• Discover the ***y*** grapheme | • Teach **/y/** sound<br>• Discover graphemes for **/y/**<br>• Identify ***y*** and ***i*** patterns |
| **/z/** | • Teach **/z/** sound<br>• Discover graphemes for **/z/**<br>• Identify ***z***, ***zz***, ***s*** patterns | • Teach **/z/** sound<br>• Discover graphemes for **/z/**<br>• Identify ***z***, ***zz***, ***s***, ***es*** patterns<br>• Teach plurals that end with **/z/** |
| **/sh/** | • Teach **/sh/** sound<br>• Discover graphemes for **/sh/**<br>• Identify ***sh*** pattern | • Teach **/sh/** sound<br>• Discover graphemes for **/sh/**<br>• Identify ***sh***, ***ti***, ***ci***, ***ch*** patterns |
| **/ch/** | • Teach **/ch/** sound<br>• Discover graphemes for **/ch/**<br>• Identify ***ch***, ***tch*** patterns | • Teach **/ch/** sound<br>• Discover graphemes for **/ch/**<br>• Identify ***ch***, ***tch***, ***tu*** patterns |
| **/th/** (unvoiced) | • Teach unvoiced **/th/** sound as in *think*<br>• Discover ***th*** grapheme | • Teach unvoiced **/th/** sound<br>• Identify ***th*** pattern |
| **/<u>th</u>/** (voiced) | • Teach voiced **/<u>th</u>/** sound as in *that*<br>• Discover ***th*** grapheme | • Teach voiced **/<u>th</u>/** sound<br>• Identify ***th*** pattern |

| | Year 1 | Year 2 |
|---|---|---|
| **/ng/** | • Teach **/ng/** sound<br>• Discover graphemes for **/ng/**<br>• Identify ***ng***, ***n*** patterns<br>• Introduce ***ing*** suffix | • Teach **/ng/** sound<br>• Discover graphemes for **/ng/**<br>• Identify ***ng***, ***n*** patterns |
| **/zh/** | • Teach **/zh/** sound<br>• Discover graphemes for **/zh/** | • Teach **/zh/** sound<br>• Discover graphemes for **/zh/**<br>• Identify ***si***, ***su***, ***ge*** patterns |
| VOWEL SOUNDS | | |
| short ***a*** | • Teach **/a/** sound<br>• Discover ***a*** grapheme | • Teach **/a/** sound<br>• Identify ***a*** pattern<br>• Discriminate between **/a/** and **/ā/** |
| short ***e*** | • Teach **/e/** sound<br>• Discover ***e*** grapheme | • Teach **/e/** sound<br>• Discover graphemes for **/e/**<br>• Identify ***e*** and ***ea*** patterns<br>• Discriminate between **/e/** and **/ē/** |
| short ***i*** | • Teach **/i/** sound<br>• Discover ***i*** grapheme | • Teach **/i/** sound<br>• Discover graphemes for **/i/**<br>• Identify ***i***, ***y*** patterns<br>• Discriminate between **/i/** and **/ī/** |
| short ***o*** | • Teach **/o/** sound<br>• Discover graphemes for **/o/**<br>• Identify ***o***, ***a*** patterns | • Teach **/o/** sound<br>• Discover graphemes for **/o/**<br>• Identify ***o***, ***a*** patterns<br>• Teach rule for spelling **/o/** after **/w/**<br>• Discriminate between **/o/** and **/ō/** |
| short ***u*** | • Teach **/u/** sound<br>• Discover graphemes for short **/u/**<br>• Identify ***u***, ***a***, ***o*** patterns | • Teach **/u/** sound<br>• Discover graphemes for **/u/**<br>• Identify ***u***, ***a***, ***o*** patterns<br>• Teach rule: If **/u/** is an unstressed syllable on its own, it is written ***a***<br>• Discriminate between **/u/** and **/ū/** |
| short ***oo*** | • Teach **/oo/** sound as in *book*<br>• Discover graphemes for **/oo/**<br>• Identify ***oo***, ***u*** patterns | • Teach **/oo/** sound<br>• Discover graphemes for **/oo/**<br>• Identify ***oo***, ***u***, ***oul*** patterns |

| | Year 1 | Year 2 |
|---|---|---|
| long ***a*** | • Teach **/ā/** sound<br>• Discover graphemes for **/ā/**<br>• Identify ***a*** and other common patterns (***ay***, ***ai***, ***a_e***)<br>• Discriminate between **/a/** and **/ā/** | • Teach **/ā/** sound<br>• Discover graphemes for **/ā/**<br>• Identify ***a***, ***ai***, ***ay***, ***a_e***, ***ea, ey*** patterns<br>• Teach convention for spelling **/ā/** inside syllable — **/ā/** needs long spelling pattern (digraph)<br>• Discriminate between **/a/** and **/ā/** |
| long ***e*** | • Teach **/ē/** sound<br>• Discover graphemes for **/ē/**<br>• Identify ***e*** and other common patterns (***ee***, ***ea***, ***y***)<br>• Discriminate between **/e/** and **/ē/** | • Teach **/ē/** sound<br>• Discover graphemes for **/ē/**<br>• Identify ***e***, ***ee***, ***ea***, ***y***, ***ey***, ***e_e***, ***ie***, ***i*** patterns<br>• Teach convention for spelling **/ē/** inside syllable — **/ē/** needs long spelling pattern (digraph)<br>• Teach convention for spelling **/ē/** with ***y*** (last sound in multisyllabic words)<br>• Discriminate between **/e/** and **/ē/** |
| long ***i*** | • Teach **/ī/** sound<br>• Discover graphemes for **/ī/**<br>• Identify ***i*** and other common patterns (***y***, ***igh***, ***i_e***)<br>• Discriminate between **/i/** and **/ī/** | • Teach **/ī/** sound<br>• Discover graphemes for **/ī/**<br>• Identify ***i***, ***i_e***, ***y***, ***igh***, ***ie*** patterns<br>• Teach conventions for spelling **/ī/** inside syllable (digraph, trigraph, or ***i***)<br>• Discriminate between **/i/** and **/ī/** |
| long ***o*** | • Teach **/ō/** sound<br>• Discover graphemes for **/ō/**<br>• Identify ***o*** and other common patterns (***oa***, ***o_e***)<br>• Discriminate between **/o/** and **/ō/** | • Teach **/ō/** sound<br>• Discover graphemes for **/ō/**<br>• Identify ***o***, ***oa***, ***o_e, ow*** patterns<br>• Teach convention for spelling **/ō/** inside syllable — **/ō/** needs long spelling pattern (digraph)<br>• Discriminate between **/o/** and **/ō/** |
| long ***u*** | • Teach **/ū/** sound<br>• Discover graphemes for **/ū/**<br>• Identify ***u*** and ***u_e*** patterns<br>• Discriminate between **/u/** and **/ū/** | • Teach **/ū/** sound<br>• Discover graphemes for **/ū/**<br>• Identify ***u***, ***u_e***, ***ew*** patterns<br>• Teach convention for spelling **/ū/** inside syllable — **/ū/** needs long spelling pattern (digraph)<br>• Discriminate between **/u/** and **/ū/** |

| | Year 1 | Year 2 |
|---|---|---|
| long ***oo*** | • Teach **/o͞o/** sound as in *room*<br>• Discover graphemes for **/o͞o/**<br>• Identify ***oo***, ***o*** patterns<br>• Discriminate between **/oo/** and **/o͞o/** | • Teach **/o͞o/** sound<br>• Discover graphemes for **/o͞o/**<br>• Identify ***oo***, ***o***, ***ew***, ***u***, ***ue*** patterns<br>• Teach convention for spelling **/o͞o/** inside syllable — **/o͞o/** needs long spelling pattern (digraph)<br>• Discriminate between **/oo/** and **/o͞o/** |
| **/oy/** | • Teach **/oy/** sound<br>• Discover graphemes for **/oy/**<br>• Identify ***oy***, ***oi*** patterns | • Teach **/oy/** sound<br>• Discover graphemes for **/oy/**<br>• Identify ***oy***, ***oi*** patterns<br>• Teach rule for using ***oy*** and ***oi*** graphemes |
| **/ow/** | • Teach **/ow/** sound<br>• Discover graphemes for **/ow/**<br>• Identify ***ow***, ***ou*** patterns | • Teach **/ow/** sound<br>• Discover graphemes for **/ow/**<br>• Identify ***ow***, ***ou*** patterns<br>• Teach rule for using ***ow*** and ***ou*** graphemes |
| **/er/** | • Teach **/er/** sound<br>• Discover graphemes for **/er/**<br>• Identify ***er***, ***ir***, ***ur*** patterns | • Teach **/er/** sound<br>• Discover graphemes for **/er/**<br>• Identify ***er***, ***ir***, ***ur***, ***or***, ***ere*** patterns |
| **/or/** | • Teach **/or/** sound<br>• Discover graphemes for **/or/**<br>• Identify ***or***, ***ore***, ***aw***, ***au*** patterns | • Teach **/or/** sound<br>• Discover graphemes for **/or/**<br>• Identify ***or***, ***ore***, ***oor***, ***oar***, ***our***, ***aw***, ***au***, ***a***, ***al*** patterns<br>• Build word families for these common graphemes |
| **/ar/** | • Teach **/ar/** sound<br>• Discover graphemes for **/ar/**<br>• Identify ***ar***, ***a*** patterns | • Teach **/ar/** sound<br>• Discover graphemes for **/ar/**<br>• Identify ***ar***, ***a*** patterns |

| | Year 1 | Year 2 |
|---|---|---|
| **/ear/** | • Teach **/ear/** sound<br>• Discover graphemes for **/ear/**<br>• Identify ***ear***, ***eer*** patterns | • Teach **/ear/** sound<br>• Discover graphemes for **/ear/**<br>• Identify ***ear***, ***eer***, ***ere*** patterns<br>• Build word families for these common graphemes<br>• Discriminate between **/air/** and **/ear/** sounds |
| **/air/** | • Teach **/air/** sound<br>• Discover graphemes for **/air/**<br>• Identify ***air***, ***ere***, ***ear*** patterns | • Teach **/air/** sound<br>• Discover graphemes for **/air/**<br>• Identify ***air***, ***ere***, ***ear***, ***are***, ***eir*** patterns<br>• Build word families for these common graphemes<br>• Discriminate between **/air/** and **/ear/** sounds |
| SPELLING RULES & CONVENTIONS | | |
| The role of final ***e*** | • Expose to words that have a final ***e***<br>• Find words where it is part of a long vowel pattern | • Find words with a final ***e***<br>• Discriminate between words that have a long vowel ***e*** and a final ***e*** |
| Contractions | | • Teach concept of forming and expanding contractions<br>• Teach common groups of contractions made with *I* (*I'll, I'm, I've, I'd*) and *not* (*won't, aren't, hasn't, haven't, can't, don't*) |
| MORPHEMES | | |
| Plurals | • Expose to plurals and teach adding ***s*** | • Teach adding ***s*** and ***es*** |
| Suffixes | • Expose to spelling and meaning of ***ing*** and ***ed*** suffixes<br>• Identify the three sounds of the ***ed*** suffix (**/t/**, **/d/**, **/i//d/**) | • Teach and discriminate between the three sounds of the ***ed*** suffix<br>• Teach the meaning of the ***ing*** and ***ed*** suffixes |

| | Year 1 | Year 2 |
|---|---|---|
| PHONEMIC AWARENESS | • Rhyming — detecting and producing<br>• Clapping syllables — up to 4<br>• Identifying sounds in different positions in words — initial, final, medial<br>• Blending 2, 3, and 4 sounds to make words<br>• Segmenting words into 2, 3, and 4 sounds<br>• Substituting and adding sounds to make word ladders | • Rhyming — producing<br>• Clapping syllables — 4 and 5<br>• Identifying sounds in different positions in words — initial, final, medial<br>• Discriminating between paired sounds (**/p/**, **/b/**; **/ch/**, **/j/**, etc.)<br>• Blending 4 and 5 sounds to make words **/s/ /t/ /a/ /m/ /p/**<br>• Segmenting words into 4 and 5 sounds **/g/ /r/ /ow/ /n/ /d/**<br>• Deleting initial sounds to make new words (*farm* without the **/f/** — *arm*)<br>• Deleting final sounds to make new words (*farm* without the **/m/** — *far*)<br>• Substituting and adding sounds to make word ladders |
| LINKING INSTRUCTION TO INDEPENDENT WRITING | • Using the Sound Rhymes and Sound Hunts to seed ideas for writing simple rhymes | • Using the Sound Poems to generate ideas for writing — narratives, reports, poems, etc. |
| PROOFREADING STRATEGIES | • Identifying target high-frequency words in their writing and checking that they are written correctly<br>• Using a proofreading bookmark to find and correct commonly misspelled high-frequency words<br>• Checking for capitalisation and ending punctuation | • Using a proofreading bookmark to find and correct commonly misspelled high-frequency words<br>• Using a proofreading bookmark to find and correct misspelled content words<br>• Checking for capitalisation and ending punctuation |
| WORD RECOGNITION AND RETRIEVAL | • Learning to read and spell high-frequency words that contain a target sound (e.g., ***g****et*, ***g****o*) | • Learning to read and spell high-frequency words that contain a target sound (e.g., *bi****g***, ***g****ive*)<br>• Learning to read and spell high-interest words that contain a target sound (e.g., ***g****ame*, *fro****g***) |

# Skills and Standards

*The Code Is the Key* teaches the key language and literacy skills students need when learning to read and write.

## Language and communication

**Receptive and expressive language**
- Engaging in oral language activities
- Following multi-step directions
- Asking and answering questions

**Vocabulary**
- Building knowledge and vocabulary
- Identifying pictures related to words
- Understanding relationships among words
- Understanding verbs and adjectives
- Understanding multiple-meaning words
- Understanding synonyms and antonyms
- Understanding and using cross-curricular words

**Conventions of language**
- Using complete sentences with age-appropriate grammar
- Understanding regular and irregular plural nouns
- Understanding and using simple past, present, and future verb tenses
- Understanding and using basic subject-verb agreement
- Understanding and using question words (*who, what, where, when, why, how*)
- Understanding and using prepositions within sentences

## Literacy

**Concepts of print**
- Understanding that text has meaning
- Understanding that letters form words
- Understanding directionality
- Identifying punctuation
- Distinguishing letters from words
- Tracking written text along with spoken text

**Alphabet knowledge**
- Participating in alphabet chants and songs
- Recognising uppercase and lowercase letters
- Identifying uppercase and lowercase letters
- Distinguishing between uppercase and lowercase letters

**Phonological and phonemic awareness**
- Recognising and producing rhymes
- Identifying words in a sentence
- Blending and segmenting compound words
- Blending and segmenting syllables
- Blending and segmenting onsets and rimes
- Producing words that begin with the same sound
- Isolating and pronouncing initial, medial, and final sounds
- Distinguishing similar sounds
- Blending phonemes to form words
- Segmenting words into phonemes
- Blending and segmenting words with consonant digraphs and blends
- Deleting initial and final sounds in words
- Substituting sounds in words

**Phonics and word analysis**
- Identifying letters and graphemes that represent consonant sounds
- Identifying letters and graphemes that represent short and long vowel sounds
- Identifying consonant and vowel digraphs
- Identifying consonant blends
- Decoding and encoding CVC words
- Decoding and encoding CCVC words with consonant blends and digraphs
- Decoding and encoding CVCe words
- Decoding and encoding words with r-controlled vowels and vowel teams

**Fluency**
- Participating in shared and repeated reading activities
- Recognising and reading grade-level high-frequency words

**Writing**
- Participating in independent writing activities
- Drawing to express ideas
- Recording language with marks, letters, or symbols
- Using directionality when writing
- Writing letters and graphemes
- Writing words phonetically
- Writing grade-level high-frequency words
- Writing sentences
- Proofreading for spelling, capitalisation, and punctuation targets

# Research and Evidence

*The Code Is the Key* has its roots in research and is backed by evidence, showing its ability to accelerate literacy achievement.

Some students seem to pick up literacy skills almost effortlessly, but for most, learning to read and write is hard work. They need **systematic, explicit instruction** along with a great deal of time and practice to become proficient readers and writers.

A wide body of research shows that virtually all students benefit from explicit instruction in the way written language works — and this is especially true for students who, for whatever reason, do not have key foundational skills when they enter school.

## *Shine* Literacy Project

*The Code Is the Key* grew directly out of one such study, the *Shine* Literacy Project and Initiative. This five-year literacy project involved more than 5,000 students and used trial and comparison groups to test the systematic and explicit linguistic phonics approach created by author and project leader Joy Allcock. The instructional resources used in the study were known as *Sounds Like Fun*. They were later revised and updated to become *The Code Is the Key*.

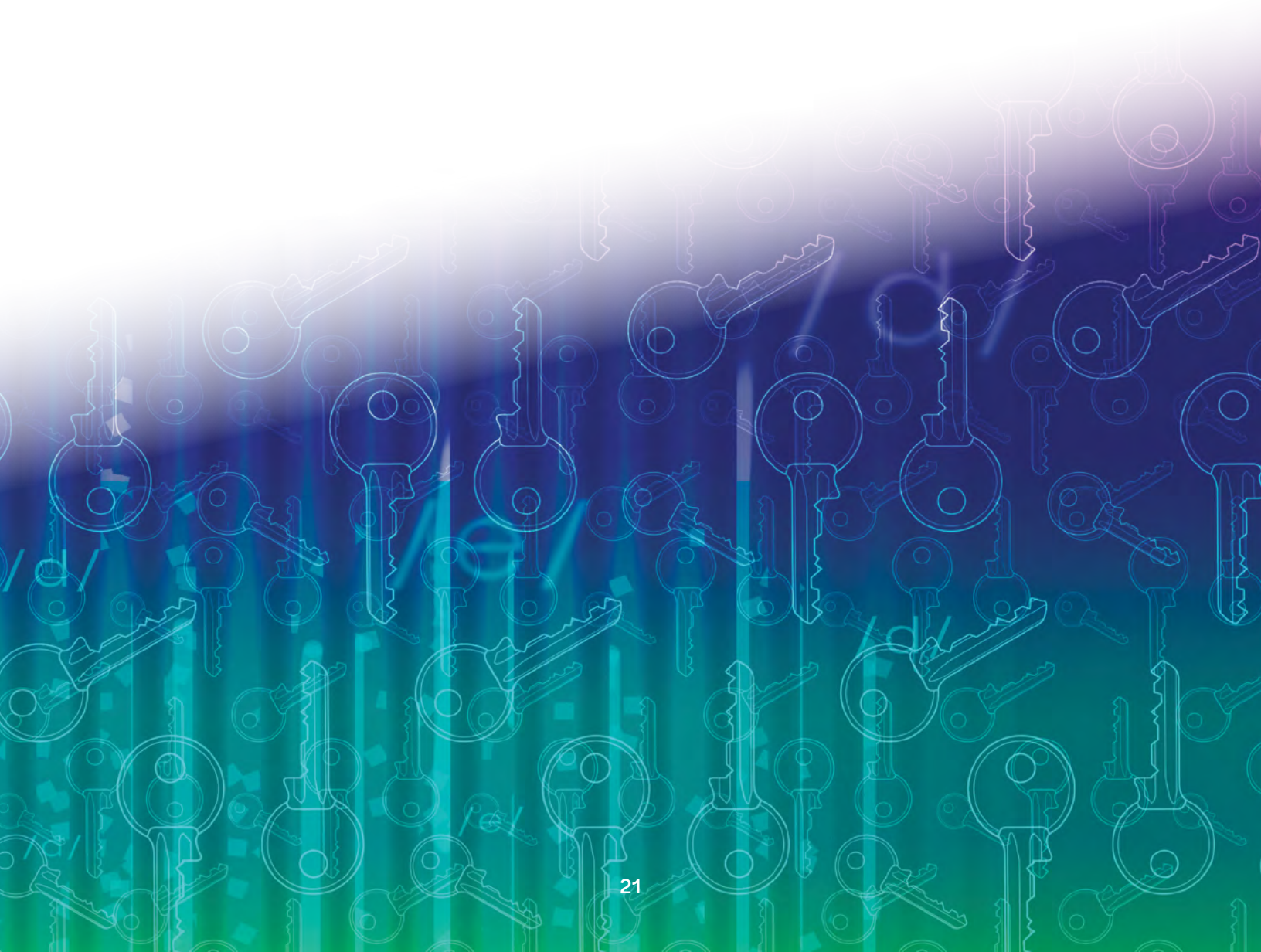
## Conclusions

After 18 months of research, the evidence was clear. Students who had entered school well behind their classmates and had received instruction using the linguistic phonics approach in *The Code Is the Key* had not only caught up — they had surpassed their peers in the comparison group on every measure of reading, including comprehension, accuracy, and word recognition.

Throughout the extended study, the same pattern emerged. The evidence showed that **regardless of ethnicity, socioeconomic status, or prior knowledge, this approach levelled the playing field and accelerated achievement for all students.**

"The data from this project indicate that the *Sounds Like Fun* approach is related to impressive gains made by the trial group for key literacy outcome variables. . . . Because the evidence and indications from this study point to improved literacy learning outcomes, schools would do well to consider replacing or supplementing their current approach to literacy instruction with the *Sounds Like Fun* approach."

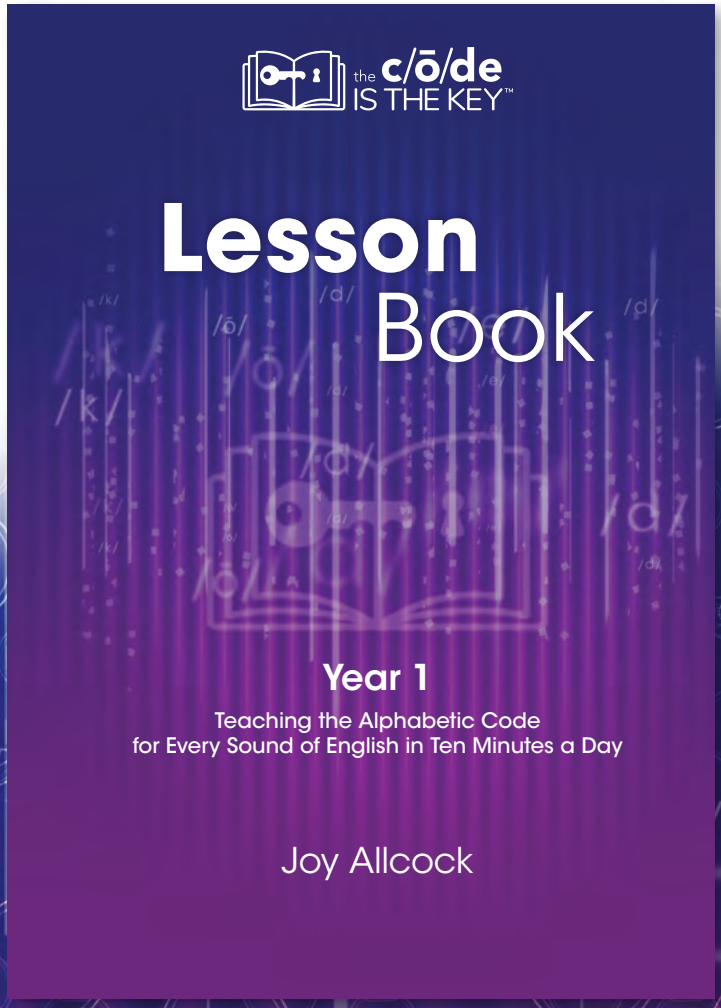
*– Professor James Chapman*
*Massey University*
*Results from the* Shine *Literacy Project*



the c/ō/de IS THE KEY™

# Year 1

# Lesson Book Samples



# Lesson Book Sample

*The Code Is the Key* for Year 1 teaches students to pronounce, isolate, and write every sound of English. Sounds are introduced in groups, starting with those that are written most simply and reliably.

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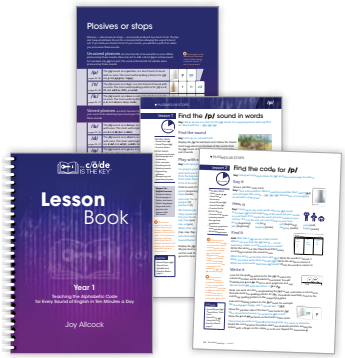

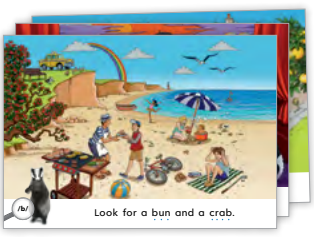


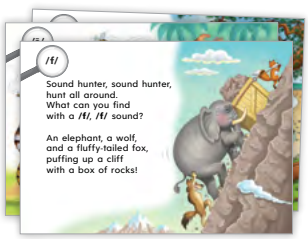

# Lesson Book Sample

Introducing sounds grouped according to the way they are pronounced helps students learn to pronounce the sounds correctly and distinguish between similar sounds.

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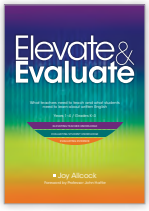


# Lesson Book Sample

Three 10-minute lessons for each sound use consistent, interactive routines that make learning fun.

▼ OVERVIEW

## Lesson structure

*The Code Is the Key* for Year 1 teaches students to pronounce, isolate, and write all the sounds of English.

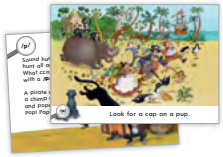
It does this by using students' oral language to teach phonological and phonemic awareness skills, to introduce all the sounds of English, and to expose students to different ways of writing each sound.

### Daily 10-minute lessons

**Three 10-minute lessons per sound** use unique and interactive materials and routines to teach students to isolate the sound, identify some common spelling patterns for the sound, and use these spelling patterns to write words.

**lesson 1**

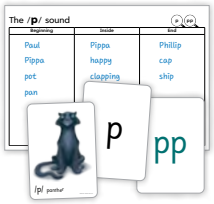
#### Find the sound in words



Students **find the sound** in the Sound Hunt card, then **play with sounds** using the words they found and the Sound Rhymes card, building a variety of visual discrimination, oral language, and phonological awareness skills.

**lesson 2**

#### Find the code




Using a consistent **say it**, **hear it**, **find it**, **write it** routine, students learn to pronounce the sound, listen for it in different positions, generate names and other words that contain the sound, and discover how the sound is written in those words.

**lesson 3**

#### Use the code

Students use Elkonin boxes and the Sounds and Words Cards to **segment words into sounds** and match sounds to graphemes. Then they work together to **make words** using the Code Cards.

### Integrated practice and support

Additional daily routines, learning centres, practice activities, and links to reading and writing **reinforce learning throughout the day**, giving students ample opportunities to practise and apply their knowledge.

Informational notes for the teacher are indicated with an ⓘ icon. Shaded notes indicate sounds that may be difficult for English learners. More support for English learners can be found in ***Elevate & Evaluate***.

# Lesson Book Sample

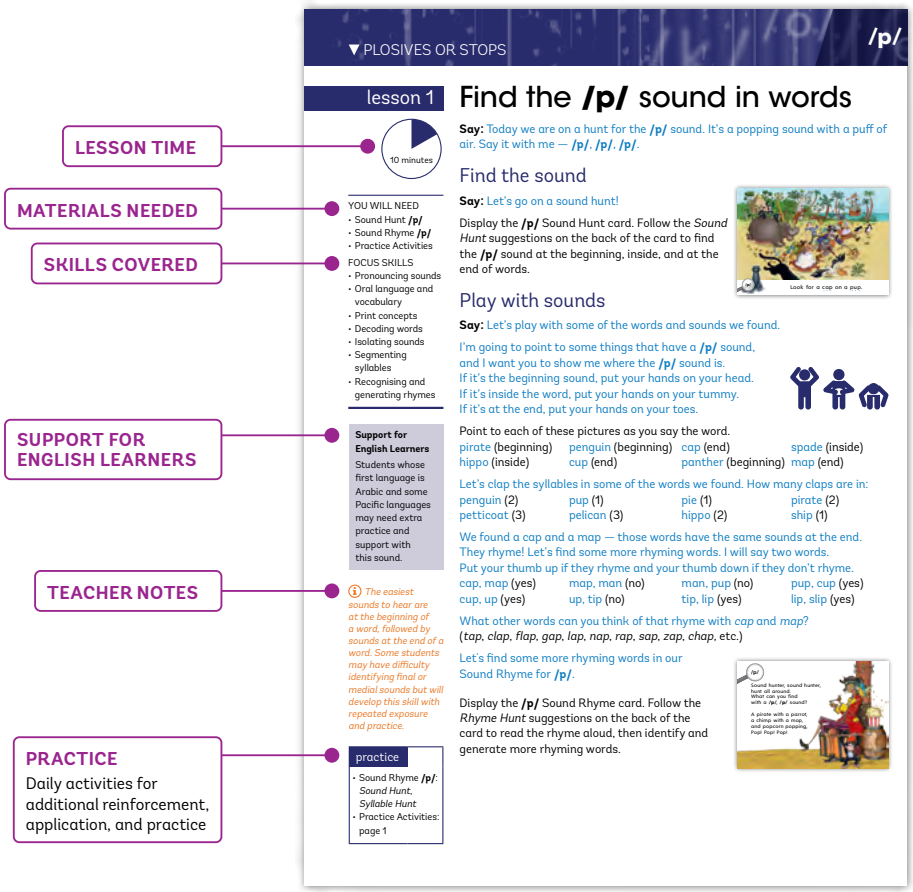
The lessons also include support for English learners and practice activities that reinforce the skills taught in each lesson.

## Sequence of sounds

**The lessons begin with sounds that are written most simply and reliably.** Sounds are introduced in groups according to the way they are pronounced, which helps students learn to pronounce the sounds correctly and distinguish between similar sounds.

1. Plosives or stops — **/p/**, **/t/**, **/k/**, **/b/**, **/d/**, **/g/**
2. Short vowel sounds — **/a/**, **/e/**, **/i/**, **/o/**, **/u/**, **/oo/**
3. Mixed sounds (continuous and stop) — **/ch/**, **/j/**
4. Nasal sounds **/m/**, **/n/**, **/ng/**
5. Continuous sounds (fricatives) — **/s/**, **/th/**, **/sh/**, **/f/**, **/h/**, **/v/**, **/z/**, **/th/**, **/zh/**
6. Long vowel sounds — **/ā/**, **/ē/**, **/ī/**, **/ō/**, **/ū/**, **/o͞o/**
7. Continuous sounds (approximants) — **/l/**, **/r/**, **/y/**, **/w/**
8. Other vowel sounds — **/oy/**, **/ow/**, **/er/**, **/or/**, **/ar/**, **/ear/**, **/air/**
9. Two sounds commonly heard consecutively — **/k//w/** (*qu*), **/k//s/** (*x*)

*In this book, sounds are written between slashes (**/p/**). Letter names and graphemes appear in italic (**p**). Long vowels are indicated with a macron bar (**/ā/**), and the unstressed schwa sound is written **/ə/**. The voiced **/th/** is written with an underscore — **/th/**.*



# Lesson Book Sample

Each group of sounds begins with an introduction page with information for the teacher about the sounds and spelling patterns.

## Plosives or stops

Plosives — also known as stops — are sounds produced by a burst of air. The lips and tongue hold back the air for a moment before allowing the sound to burst out. If you hold your hand in front of your mouth, you will feel a puff of air when you pronounce these sounds.

**Unvoiced plosives** are short bursts of sound with no voice. When pronouncing these sounds, take care not to add a short **/u/** or schwa sound. For example, say **/p/** not *puh*. The vocal cords should not vibrate when pronouncing these sounds.

*Voice refers to the vibration of the vocal cords. If they vibrate, a sound is voiced. If not, it is unvoiced.*

| | | | | | |
|---|---|---|---|---|---|
| **/p/** pages 23–25 | The **/p/** sound, as in ***p**anther*, is a short burst of sound with no voice. The most useful spelling patterns for **/p/** are ***p*** and ***pp*** (***p**lay*, *ha**pp**y*). | | p | pp | |
| **/t/** pages 26–28 | The **/t/** sound, as in ***t**iger*, is a short burst of sound with no voice. The most useful spelling patterns for **/t/** are ***t***, ***tt***, and ***ed*** (***t**op*, *li**tt**le*, *jump**ed***). | | t | tt | ed |
| **/k/** pages 29–31 | The **/k/** sound, as in ***k**iwi*, is a short burst of sound with no voice. The most useful spelling patterns for **/k/** are ***c***, ***k***, and ***ck*** (***c**an*, ***k**eep*, *ba**ck***). | | c | k | ck |

**Voiced plosives** are short bursts of sound **with** voice. You can feel your vocal cords vibrating if you touch your throat lightly when pronouncing these sounds.

| | | | | | |
|---|---|---|---|---|---|
| **/b/** pages 32–34 | The **/b/** sound, as in ***b**adger*, is a short burst of sound with voice. The most useful spelling patterns for **/b/** are ***b*** and ***bb*** (***b**ut*, *bu**bb**le*). | | b | bb | |
| **/d/** pages 35–37 | The **/d/** sound, as in ***d**olphin*, is a short burst of sound with voice. The most useful spelling patterns for **/d/** are ***d***, ***dd***, and ***ed*** (***d**o*, *pa**dd**le*, *bang**ed***). | | d | dd | ed |
| **/g/** pages 38–40 | The **/g/** sound, as in ***g**ecko*, is a short burst of sound with voice. The most useful spelling patterns for **/g/** are ***g*** and ***gg*** (***g**o*, *e**gg***). | | g | gg | |

Plosives often combine with other consonant sounds to form blends at the start of words (***bl**ack*), inside words (*ex**pl**ode*), or at the end of words (*fa**ct***). Be aware that the individual sounds in blends are more difficult for students to hear and isolate. For more about blends, see "Alphabet Code Knowledge" in ***Elevate & Evaluate***.

# Lesson Book Sample

In the first lesson for each sound, students hunt for the sound in words, play with the sounds in those words, and practise rhyming.



lesson 1

10 minutes

YOU WILL NEED
- Sound Hunt **/p/**
- Sound Rhyme **/p/**
- Practice Activities

FOCUS SKILLS
- Pronouncing sounds
- Oral language and vocabulary
- Print concepts
- Decoding words
- Isolating sounds
- Segmenting syllables
- Recognising and generating rhymes

**Support for English Learners**

Students whose first language is Arabic and some Pacific languages may need extra practice and support with this sound.

*The easiest sounds to hear are at the beginning of a word, followed by sounds at the end of a word. Some students may have difficulty identifying final or medial sounds but will develop this skill with repeated exposure and practice.*

practice
- Sound Rhyme **/p/**: *Sound Hunt, Syllable Hunt*
- Practice Activities: page 1

# Find the /p/ sound in words

**Say:** Today we are on a hunt for the **/p/** sound. It's a popping sound with a puff of air. Say it with me — **/p/**, **/p/**, **/p/**.

## Find the sound

**Say:** Let's go on a sound hunt!

Display the **/p/** Sound Hunt card. Follow the *Sound Hunt* suggestions on the back of the card to find the **/p/** sound at the beginning, inside, and at the end of words.

## Play with sounds

**Say:** Let's play with some of the words and sounds we found.

I'm going to point to some things that have a **/p/** sound, and I want you to show me where the **/p/** sound is.
If it's the beginning sound, put your hands on your head.
If it's inside the word, put your hands on your tummy.
If it's at the end, put your hands on your toes.

Point to each of these pictures as you say the word.

| | | | |
|---|---|---|---|
| pirate (beginning) | penguin (beginning) | cap (end) | spade (inside) |
| hippo (inside) | cup (end) | panther (beginning) | map (end) |

Let's clap the syllables in some of the words we found. How many claps are in:

| | | | |
|---|---|---|---|
| penguin (2) | pup (1) | pie (1) | pirate (2) |
| petticoat (3) | pelican (3) | hippo (2) | ship (1) |

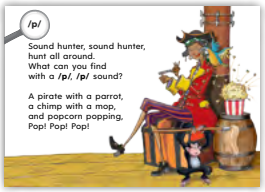
We found a cap and a map — those words have the same sounds at the end. They rhyme! Let's find some more rhyming words. I will say two words. Put your thumb up if they rhyme and your thumb down if they don't rhyme.

| | | | |
|---|---|---|---|
| cap, map (yes) | map, man (no) | man, pup (no) | pup, cup (yes) |
| cup, up (yes) | up, tip (no) | tip, lip (yes) | lip, slip (yes) |

What other words can you think of that rhyme with *cap* and *map*?
(*tap, clap, flap, gap, lap, nap, rap, sap, zap, chap,* etc.)

Let's find some more rhyming words in our Sound Rhyme for **/p/**.

Display the **/p/** Sound Rhyme card. Follow the *Rhyme Hunt* suggestions on the back of the card to read the rhyme aloud, then identify and generate more rhyming words.



# Lesson Book Sample

In the second lesson for each sound, students use a consistent **say it**, **hear it**, **find it**, **write it** routine to learn the sound and how it is written.

▼ PLOSIVES OR STOPS

lesson 2

10 minutes

YOU WILL NEED
- Code Cards: ***p***, ***pp***
- Class Sound Dictionary
- Sound Rhyme **/p/**
- Sound Hunt **/p/**
- Practice Activities

FOCUS SKILLS
- Pronouncing sounds
- Isolating sounds
- Recognising graphemes
- Phoneme-grapheme correspondences
- Writing graphemes

*If there are no students with the **/p/** sound in their name, continue with other words that contain **/p/**. If students suggest names like* Phillip *and* Phoebe, *explain that the* **p** *at the start of these names does not sound like **/p/**. The* **ph** *sounds like **/f/**.*

*The purpose of this activity is to expose students to the concept that sounds can be written in different ways and to help them learn at least one way of writing the **/p/** sound.*

practice
- Sound Rhyme **/p/**: *Sound Hunt, Code Hunt*
- Sound Hunt **/p/**: *Using the Code*
- Practice Activities: page 2

# Find the code for /p/

**Say:** Today we're going to listen for **/p/** and learn some ways to write it.

## Say it

Show a panther Code Card.
**Say:** Here is the panther. What sound does *panther* start with? (**/p/**)
Let's all make this sound — **/p/**, **/p/**, **/p/**. Remember, it's a popping sound with a puff of air!

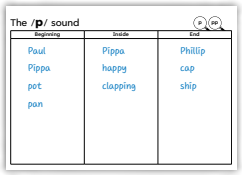
## Hear it

**Say:** I'm going to say some words with the **/p/** sound.
If you hear **/p/** at the beginning of the word, put your hands on your head. If it's inside the word, put your hands on your tummy. If it's at the end, put your hands on your toes.

pony (beginning) cap (end) pot (beginning) jump (end)
pan (beginning) hopping (inside) clapping (inside) happy (inside)

## Find it

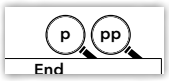
**Ask:** Who has a **/p/** sound in their name?
Where can you hear the **/p/** sound — at the beginning, inside, or at the end of your name?
Write the names in the Class Sound Dictionary according to where the sound occurs.




What are some words that start with **/p/**? Write the words in column 1.
What are some words that end with **/p/**? Write the words in column 3.
What are some words that have **/p/** inside? Write the words in column 2.

## Write it

Look for the spelling patterns for the **/p/** sound in the names and other words students have listed. You will probably see ***p*** and ***pp***. Point to each grapheme and say:
We can write **/p/** with the letters…? (***p*** or ***pp***)




Read one word at a time, emphasising the **/p/** sound, and invite a volunteer to find and circle the spelling pattern for **/p/**. If students need help, point to the matching spelling pattern in the magnifying glass.

Link each spelling pattern to the **/p/** sound, for example:
We found ***p*-*p*** in *happy*, and it sounds like…? (**/p/**)

Show the panther side of the two Code Cards for **/p/**.
Who remembers how we can write the **/p/** sound?
Show the ***p*** and ***pp*** patterns on the backs of the cards.

This is how we write a capital ***P*** at the beginning of a name or sentence.
Model the correct letter formation and have students practise writing the letters with a finger on the carpet or in the air. Repeat for lowercase ***p***.

# Lesson Book Sample

In the third lesson, students apply what they have learned as they segment words into sounds, match sounds to letters, and build words.

▼ PLOSIVES OR STOPS

lesson 3

10 minutes

YOU WILL NEED
- Sounds and Words Cards
- Code Cards: ***c***, ***p***, ***t***, short ***a***, ***o***, ***u***
- Sound Rhyme **/p/**
- Sound Hunt **/p/**
- Writing materials

FOCUS SKILLS
- Segmenting sounds
- Recognising graphemes
- Phoneme-grapheme correspondences
- Writing words phonetically
- Blending sounds
- Recognising and generating rhymes
- Manipulating phonemes

practice
- Sound Rhyme **/p/**: *Word Hunt, Creating*
- Sound Hunt **/p/**: *Words to Remember, Working-out Words*
- Independent Writing
- Words to Remember: ***play, up***

# Use the code for /p/

**Say:** Today we're going to write some words with the **/p/** sound.

## Write words

**Say:** Let's use our Sounds and Words Cards to help us write some words.

Our first word is *shop*. What are the sounds in *shop*? **/sh/ /o/ /p/** — three sounds. We will write each sound in a sound box. Draw three sound boxes on the board.

The **/sh/** sound is at the start of *sheep*. Find the sheep on your card. What are the letters for the **/sh/** sound in *sheep*? (***sh***) Write ***sh*** in the first sound box.

| sh | | |
|---|---|---|

What is the next sound in *shop*? (**/o/**) Turn your card over to the vowel side. Find the otter for the **/o/** sound. What is the letter for the **/o/** sound in *otter*? (***o***) Write ***o*** in the second sound box.

| sh | o | |
|---|---|---|

What is the last sound in *shop*? (**/p/**) Turn your card over to the consonant side and find the panther for **/p/**. What is the letter for the **/p/** sound in *panther*? (***p***) Write ***p*** in the third sound box.

| sh | o | p |
|---|---|---|

Say the sounds with me. Point to each box as you say the sound: **/sh/ /o/ /p/** — *shop*. Then point to the letters in each box and say: ***s-h***, ***o***, ***p*** — *shop*.

What is a word that rhymes with *shop*? (*bop, cop, drop, flop, hop*, etc.) Choose a rhyming word and use the Sounds and Words Card to repeat this process.

## Make words

Hand out the Code Cards shown and use them to demonstrate how to segment words into sounds, then find and write the code for each sound.

**Say:** We are going to make the word *up*. What are the sounds in *up*? (**/u/ /p/**) Who has a Code Card for **/u/**? for **/p/**?

Help students find the Code Cards — ***u*** for **/u/**, ***p*** for **/p/** — then stand and hold their cards in the correct order to spell *up*. Let's say the sounds together and make the word: **/u/ /p/** — *up*!

Now let's write the word *up*. What is the first sound? (**/u/**) Which is the Code Card for the **/u/** sound? It's a letter ***u***. Who has the letter ***u*** card? Hold up your card. Write ***u*** on the board. Repeat for the **/p/** sound.

Now you write the sounds in *up* — ***u*** for **/u/** and ***p*** for **/p/**. Have students write the letters with a finger on the carpet or in the air. We've written the word *up*. ***u***, ***p*** — **/u/ /p/** — *up*.

Repeat the process for the words *cup, cop, top, tap, pat*.

# Interactive Card Samples

# Sound Hunt Sample

In the Sound Hunt cards, students search for the sounds of English in different positions, e.g., ***p****anther, hi****pp****o, shi****p***. Other activities support blending, decoding, and working with high-frequency words.

Look for a cap on a pup.

## Hunt for /p/

**Sound hunt**

Ask two or three questions about the picture. For example:
*What is happening in this picture?*
*Where do you think this is taking place?*
*What makes you think that?*

Point to the panther below the picture.
*What animal is this? Let's look for it in the picture.*
*What sound does* panther *start with? (/p/)*

Ask students:
*What else can you find in the picture that has a /p/ sound?*
*Who found something that starts with /p/? What is it?*
*Who found something that ends with /p/? What is it?*
*Who found something that has /p/ inside? What is it?*

**Using the code**

Read the sentence on the front of the card, pointing to each word. When you come to a word with dots underneath, pause to model decoding the word one letter at a time.
*Look for a…*

Point to the word *cap* and say:
*We can work out this word by sounding it out.*

Point to each letter as you say the sound: */k/ /a/ /p/*.
*Blend the sounds together: /k/ /a/ /p/ — cap!*
*Look for a cap on a…*

Point to the word *pup* and say:
*We can work out this word by sounding it out: /p/ /u/ /p/.*
*Blend the sounds together: /p/ /u/ /p/ — pup!*
*Look for a cap on a pup.*
*Can you find that in the picture?*

**Words to remember**

Point to and say these words.
Ask students to join in if they know the word.
Choose words in pairs initially (*Look, look; On, on;* etc.) and then randomly, once students recognise the words more readily.

Look On For A
a for on look

**Working-out words**

Show the words below and tell students:
*We can work out these words by saying a sound for each letter.*

Point to each letter in *pat* as you say the sound: */p/ /a/ /t/*.
*Blend the sounds together: /p/ /a/ /t/ — pat!*

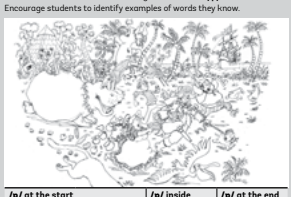
Point to *cat* and say:
*Let's say a sound for each letter in this word: /k/ /a/ /t/.*
*Blend the sounds together: /k/ /a/ /t/ — cat!*

Continue with the remaining pairs of words.

pat cat
pop top
pot pop
pet pat

**Sound hunt: solution**

The illustration includes the following items with the /p/ sound. Encourage students to identify examples of words they know.



| /p/ at the start | | /p/ inside | /p/ at the end |
|---|---|---|---|
| palm trees | people | apple | antelope |
| pan | petticoat | apron | cap |
| panther | pickaxe | backpack | chimp |
| pants | pie | chimpanzees | cup |
| parrot | pirates | chimps | map |
| patch | plants | hippo | rope |
| paws | plates | spade | ship |
| pears | pot | stripes | pup |
| peg leg | potatoes | | |
| pelican | pup | | |
| penguins | pyramid | | |
| pennies | | | |

**The code for /p/**

These are some common graphemes for the /p/ sound that beginning readers and writers might meet.

p pp

/e/ Code-Ed
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Hunt for /p/. Text © Joy Allcock.
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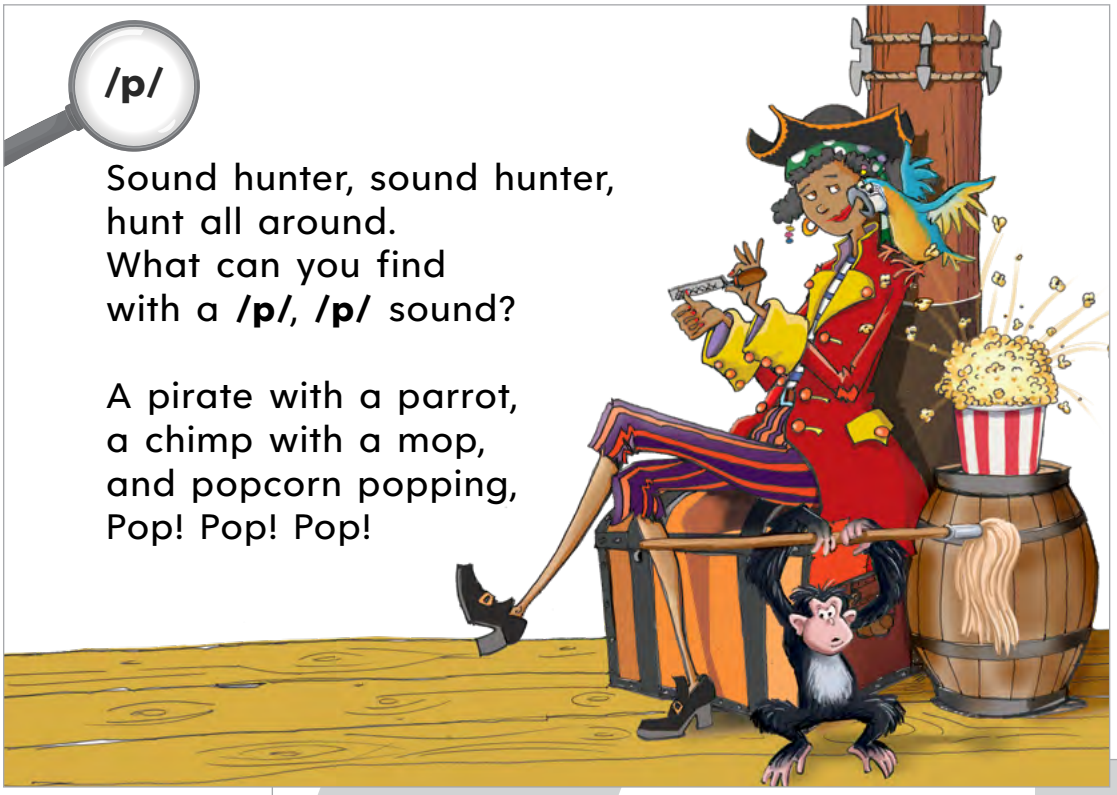
# Sound Rhyme Sample

In the Sound Rhyme cards, students listen for the focus sound in the rhyme, identify the spelling patterns used to write the sound, and develop other phonological awareness and writing skills.




## Rhyme for /p/

**Sound hunt**

Read the rhyme aloud. Ask students:

*Find the words that start with **/p/**.*
*(pirate, parrot, popcorn, popping, pop)*

*Find the words that end with **/p/**.*
*(chimp, mop, pop)*

*Find the words with **/p/** inside.*
*(popcorn, popping)*

Ask students to find other things in the environment with the **/p/** sound.

**Rhyme hunt**

Read the rhyme aloud and then say:

*Find the word that rhymes with* sound. *(around)*
*What other words rhyme with* sound*?*
*(bound, found, ground, hound, mound, round)*

*Find the word that rhymes with* mop. *(pop)*
*What other words rhyme with* mop*?*
*(cop, chop, drop, hop, shop, stop)*

**Syllable hunt**

Say these words.
Have students repeat them and clap the syllables.

*pirate* ■■ *parrot* ■■ *chimp* ■
*mop* ■ *popcorn* ■■

Read the rhyme one line at a time.
Have students repeat each line and clap the syllables.

*A pirate with a parrot,*
■ ■■ ■ ■ ■■
*a chimp with a mop,*
■ ■ ■ ■ ■
*and popcorn popping,*
■ ■■ ■■
*Pop! Pop! Pop!*
■ ■ ■

**Word hunt**

Pronounce each sound and ask students to guess the word.

*Guess what word I'm saying.*
***/y/ /ʊ/*** *— you*
***/k/ /a/ /n/*** *— can*
***/m/ /o/ /p/*** *— mop*
***/p/ /o/ /p/*** *— pop*
***/w/ /o/ /t/*** *— what*

**Code hunt**

Tell students that the **/p/** sound can be written in different ways.
Write these spelling patterns on the board: ***p***, ***pp***.

Read the rhyme aloud.
Have students find the words that have these patterns for the **/p/** sound.
(See solution on the right.)

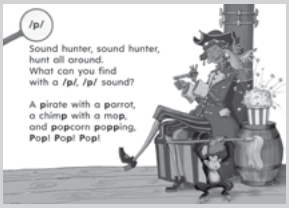
Have students practise writing each pattern and a word that goes with it.

***p*** *— pirate, parrot, chimp, mop, popcorn, popping, pop*
***pp*** *— popping*

**Creating**

Give each student a printable version of the rhyme.
Read the rhyme together.
Encourage students to find the spelling patterns for **/p/**.
Students can also illustrate the rhyme and make up their own verse with words that have the **/p/** sound.

**Code hunt:** solution




**The code for /p/**

These are some common graphemes for the **/p/** sound that beginning readers and writers might meet.

p
pp

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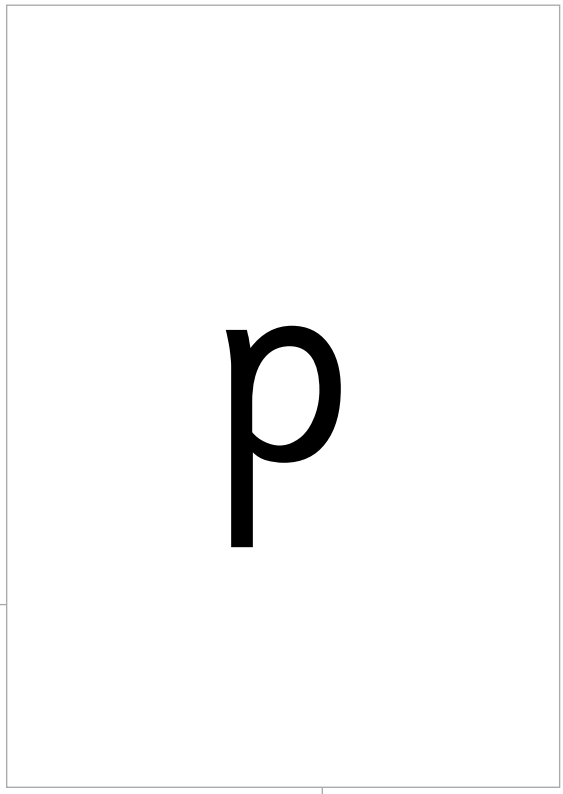
# Code Card Sample

Used across a variety of activities, the Code Cards feature an animal mnemonic on one side and a colour-coded, high-utility grapheme on the other.



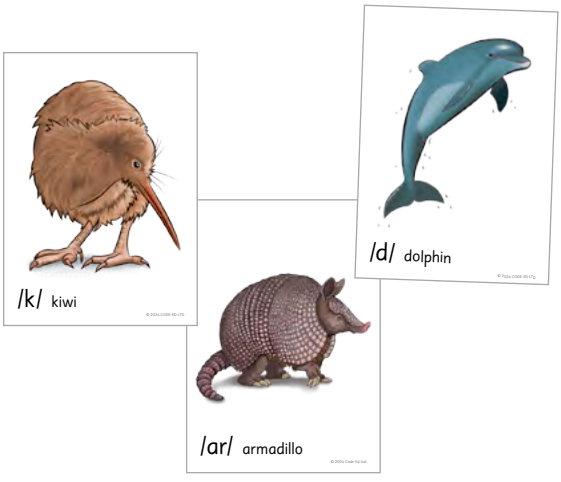
# Code Card Samples

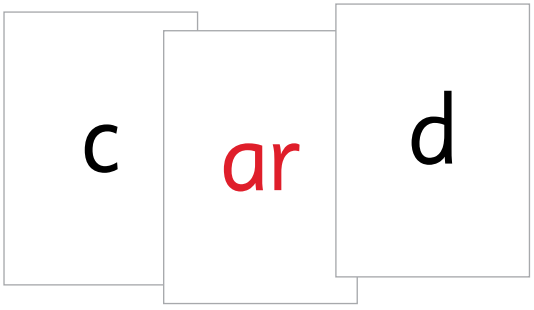
Year 1 contains 100 Code Cards with the spelling patterns students are most likely to encounter in their reading and writing and write-on cards for flexibility during word-building activities.

| SOUNDS | GRAPHEMES | | | |
|---|---|---|---|---|
| /a/ | a | | | |
| /ā/ | a | a_e | ai | ay |
| /air/ | air | ere | ear | |
| /ar/ | ar | a | | |
| /b/ | b | bb | | |
| /ch/ | ch | tch | | |
| /d/ | d | dd | ed | |
| /e/ | e | | | |
| /ē/ | e | ea | ee | y |
| /ear/ | ear | eer | | |
| /er/ | er | ir | ur | |
| /f/ | f | ff | | |
| /g/ | g | gg | | |
| /h/ | h | | | |
| /i/ | i | | | |
| /ī/ | i | i_e | igh | y |
| /j/ | j | g | | |
| /k/ | c | k | ck | |
| /l/ | l | ll | | |
| /m/ | m | mm | | |
| /n/ | n | nn | | |
| /ng/ | ng | n | | |

| SOUNDS | GRAPHEMES | | | |
|---|---|---|---|---|
| /o/ | o | a | | |
| /ō/ | o | oa | o_e | |
| /oo/ | oo | u | | |
| /o͞o/ | oo | o | | |
| /or/ | or | ore | aw | au |
| /ow/ | ow | ou | | |
| /oy/ | oy | oi | | |
| /p/ | p | pp | | |
| /k//w/ | qu | | | |
| /r/ | r | rr | | |
| /s/ | s | c | ss | |
| /sh/ | sh | | | |
| /t/ | t | tt | ed | |
| /th/ | th | | | |
| /th/ | th | | | |
| /u/ | u | a | o | |
| /ū/ | u | u_e | | |
| /v/ | v | | | |
| /w/ | w | wh* | | |
| /k//s/ | x | | | |
| /y/ | y | | | |
| /z/ | z | s | zz | |
| /zh/ | si | | | |

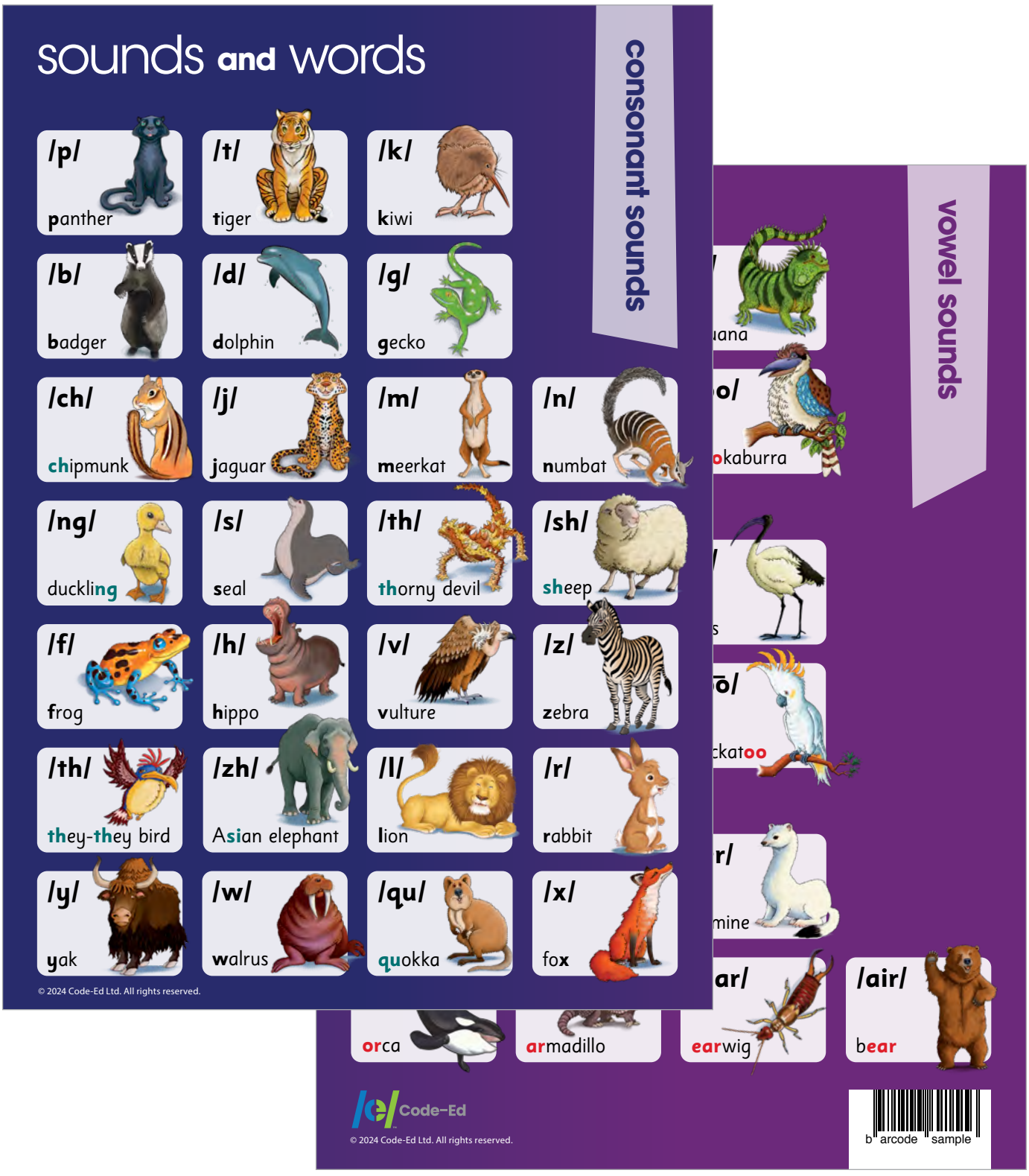
* In most English dialects, the ***wh*** grapheme is usually pronounced **/w/**. Teaching notes are included for regions in which **/hw/** is a distinct sound.



# Sounds & Words Card Sample

A poster-size card and individual student cards support daily routines and writing activities, using the same animal mnemonics from the Code Cards and a high-utility grapheme for each sound.



# Consumable & Printable Samples

the c/ō/de IS THE KEY™

## Class **Sound** Dictionary

Year 1

Name

Say these words. Draw a line between the words that rhyme.

Key: pin, cap, rope, pie

Key: eye, bin, map, soap

Count the syllables in each word. Draw a line to the same number of balloons.

1 2 3

Key: parrot, pie, pineapple, pizza

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## Class Sound Dictionary Sample

This large-format flip book is used during lessons to record the names and other words students supply and to identify the graphemes for each sound. Over time, this creates a unique classroom reference for students to use during writing activities.

### The /**p**/ sound

| Beginning | Inside | End |
|---|---|---|
| Paul | Pippa | Phillip |
| Pippa | happy | cap |
| pot | clapping | ship |
| pan | | |

# Printable Sample

The activities for Lesson 1 reinforce the skills of segmenting syllables and rhyming. Download available from Code-Ed.co.nz.

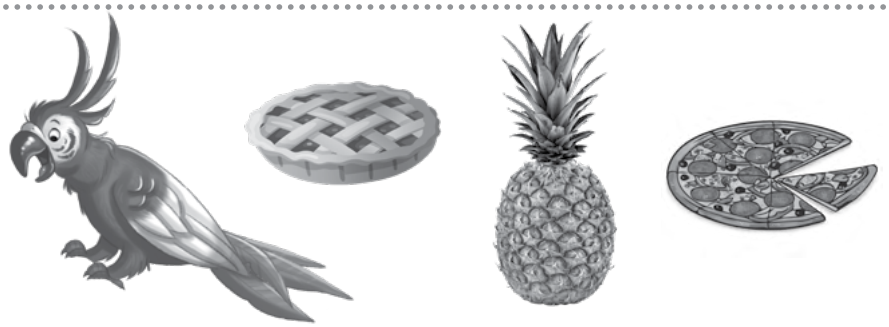
Name

Say these words. Draw a line between the words that rhyme.

Key: pin, cap, rope, pie

Key: eye, bin, map, soap

Count the syllables in each word. Draw a line to the same number of balloons.



Key: parrot, pie, pineapple, pizza

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# Printable Sample

The activities for Lesson 2 focus on isolating phonemes and identifying graphemes. Lesson 3 practice is in the context of independent writing.

Name

Say these words. Circle the pictures if the word has …

| **/p/** at the **start**. | **/p/ inside** the word. | **/p/** at the **end**. |
|---|---|---|
| panther, plate, pirate, drum | umbrella, caterpillar, apple, octopus | ship, boat, cup, map |

Circle the spelling patterns for the **/p/** sound.

p pp

puppet

pineapple

popcorn

pie

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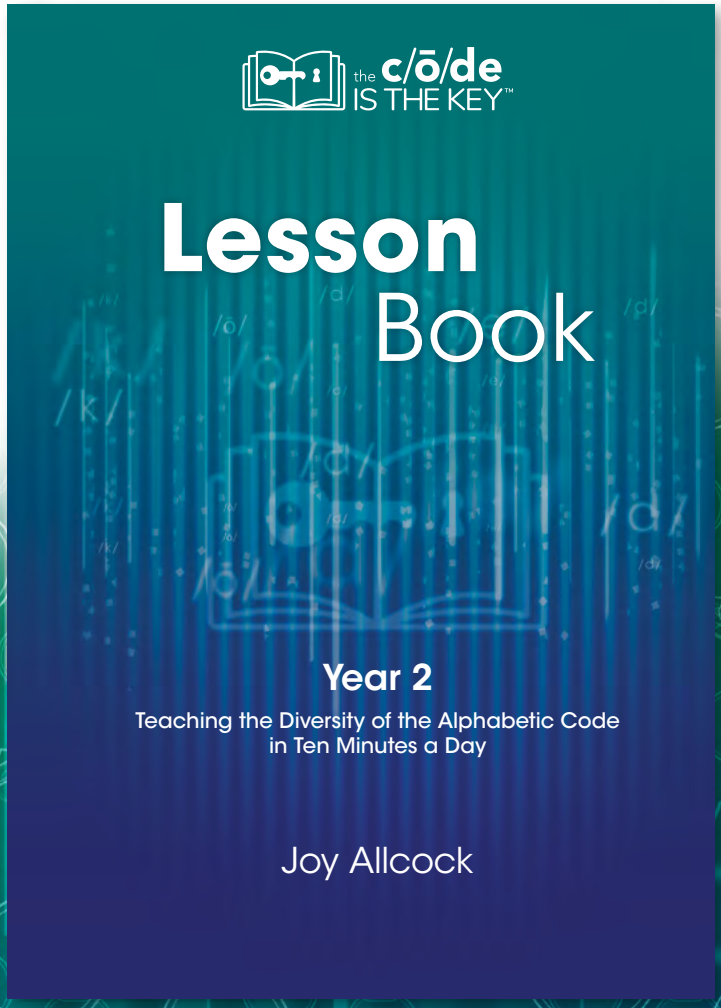
the c/ō/de IS THE KEY™

# Year 2

# Lesson Book Samples



# Lesson Book Sample

*The Code Is the Key* for Year 2 teaches students to pronounce and isolate sounds (as in Year 1) and to write the sounds of English in different ways.

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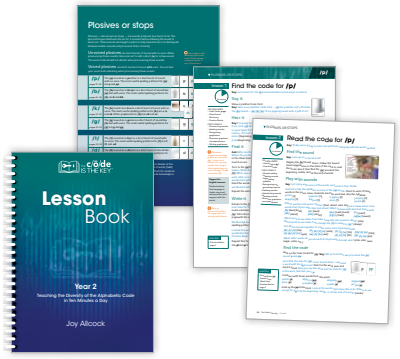

# Lesson Book Sample

In Year 2, similar sounds are taught in pairs, and the long vowel sounds move up in the teaching order. Students learn additional graphemes and extend their knowledge of blends, plurals, suffixes, and contractions.

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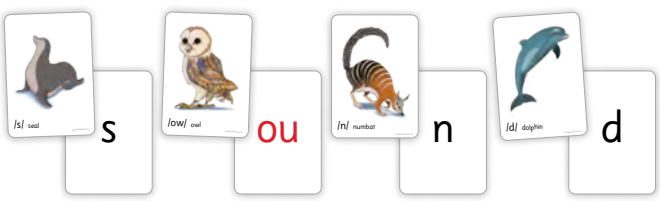
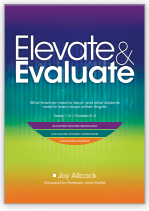


# Lesson Book Sample

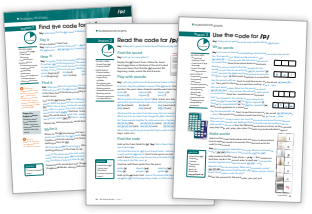
Three 10-minute lessons for each sound follow a repeating pattern for consistency, beginning with the **say it**, **hear it**, **find it**, **write it** routine introduced in Year 1.

▼ OVERVIEW

## Lesson structure

*The Code Is the Key* for Year 2 teaches students to pronounce, isolate, and write all the sounds of English.

It does this by using students' oral language to teach phonological and phonemic awareness skills, to introduce all the sounds of English, and to help students discover different ways of writing each sound.



### Daily ten-minute lessons

**Three ten-minute lessons per sound** use unique and interactive materials and routines to teach students to isolate the sound, to identify spelling patterns for the sound, and to use these spelling patterns to write words.

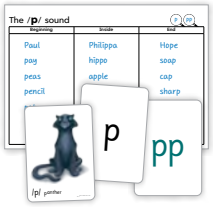
**lesson 1**

#### Find the code

Using a consistent **say it**, **hear it**, **find it**, **write it** routine, students learn to pronounce the sound, listen for it in different positions, generate names and other words that contain the sound, and discover how the sound is written in those words.

**lesson 2**

#### Read the code




Students **find the sound** in the Sound Poem card, **play with sounds** using the words they found, and **find the code** for the focus sound in the words they found, discovering patterns in where the different graphemes are used.

**lesson 3**

#### Use the code

Students use Elkonin boxes and the Sounds and Spellings Cards to **segment words into sounds** and match sounds to graphemes, including high-frequency words, words with blends, and words with more than one syllable. Then they work together to **build words** using the Code Cards.

### Integrated practice and support

Additional daily routines, learning centres, practice activities, and links to reading and writing **reinforce learning throughout the day**, giving students ample opportunities to practise and apply their knowledge.

Informational notes for the teacher are indicated with an ⓘ icon. Shaded notes indicate sounds that may be difficult for English learners. More support for English learners can be found in ***Elevate & Evaluate***.

# Lesson Book Sample

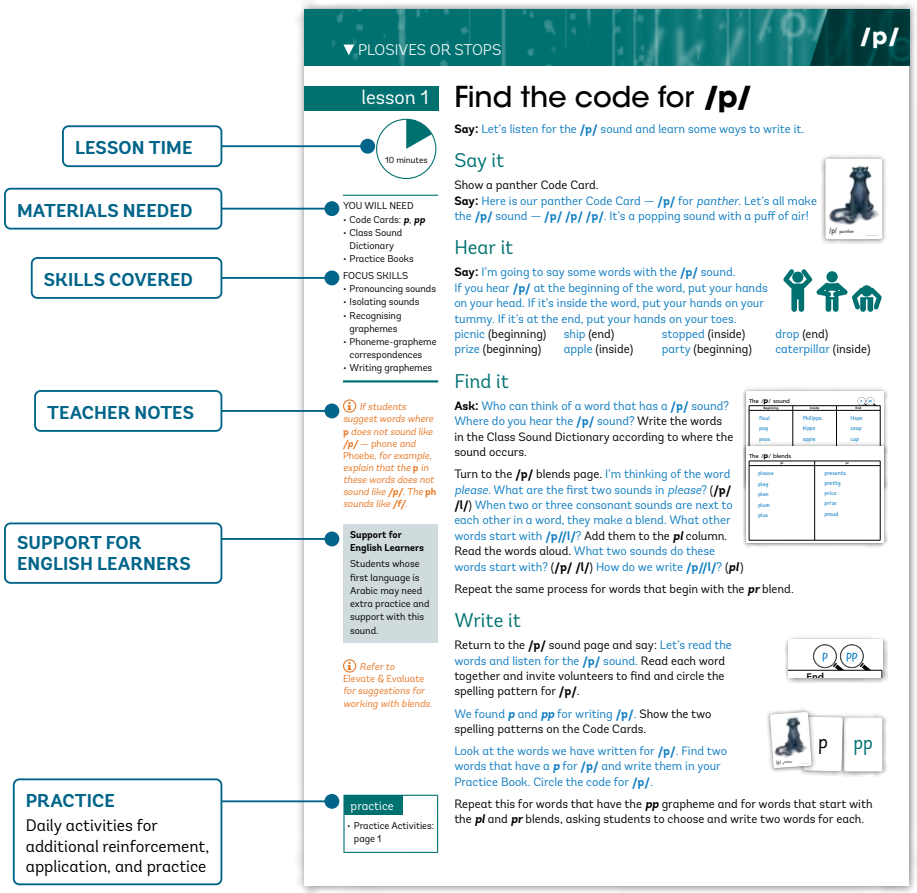
Teacher notes and support for English learners are included, along with practice activities that reinforce the skills taught in each lesson.

## Sequence of sounds

**The lessons begin with sounds that are written most simply and reliably.** Sounds are introduced in groups according to the way they are pronounced, and similar sounds are paired to help students learn to differentiate between the sounds and pronounce them correctly.

1. Plosives or stops — **/p/**, **/b/**, **/k/**, **/g/**, **/t/**, **/d/**
2. Short vowel sounds — short **/a/**, **/e/**, **/i/**, **/o/**, **/u/**, **/oo/**
3. Mixed sounds (continuous and stop) — **/ch/**, **/j/**
4. Long vowel sounds — long **/ā/**, **/ē/**, **/ī/**, **/ō/**, **/ū/**, **/o͞o/**
5. Nasal sounds **/m/**, **/n/**, **/ng/**
6. Continuous sounds (fricatives) — **/h/**, **/f/**, **/v/**, **/sh/**, **/zh/**, **/th/**, **/t͟h/**, **/s/**, **/z/**
7. Continuous sounds (approximants) — **/l/**, **/r/**, **/y/**, **/w/**
8. Other vowel sounds — **/oy/**, **/ow/**, **/er/**, **/or/**, **/ar/**, **/ear/**, **/air/**
9. Two sounds commonly heard consecutively — **/k//w/** (***qu***), **/k//s/** (***x***)

*In this book, sounds are written between slashes (**/p/**). Letter names and graphemes appear in italic (***p***). Long vowels are indicated with a macron bar (**/ā/**), and the unstressed schwa sound is written **/ə/**.*



# Lesson Book Sample

Each group of sounds begins with an introduction page showing the sounds and spelling patterns. Similar sounds are taught in pairs to facilitate correct pronunciation and sound discrimination.

## Plosives or stops

Plosives — also known as stops — are sounds produced by a burst of air. The lips and tongue hold back the air for a moment before allowing the sound to burst out. These sounds are taught in pairs to help students learn to distinguish between similar sounds and pronounce them correctly.

**Unvoiced plosives** are short bursts of sound with no voice. When pronouncing these sounds, take care not to add a short **/u/** or schwa sound. The vocal cords should not vibrate when pronouncing these sounds.

**Voiced plosives** are short bursts of sound **with** voice. You can feel your vocal cords vibrating when pronouncing these sounds.

*Voice refers to the vibration of the vocal cords. If they vibrate, a sound is voiced. If not, it is unvoiced.*

| | | |
|---|---|---|
| **/p/** pages 21–23 | The **/p/** sound as in ***p**anther* is a short burst of sound with no voice. The most useful spelling patterns for **/p/** are ***p*** and ***pp*** (***p**lay*, *ha**pp**y*). | p pp |
| **/b/** pages 24–26 | The **/b/** sound as in ***b**adger* is a short burst of sound like **/p/** but with voice. The most useful spelling patterns for **/b/** are ***b*** and ***bb*** (***b**ut*, *bu**bb**le*). | b bb |
| **/k/** pages 27–29 | The **/k/** sound as in ***k**iwi* is a short burst of sound with no voice. The most useful spelling patterns for **/k/** are ***c***, ***k***, and ***ck***. Other graphemes are ***ch*** and ***cc*** (*e**ch**o*, *so**cc**er*). | c k ck c k |
| **/g/** pages 30–32 | The **/g/** sound as in ***g**ecko* is a short burst of sound like **/k/** but with voice. The most useful spelling patterns for **/g/** are ***g*** and ***gg*** (***g**o*, *e**gg***). | g gg |
| **/t/** pages 33–35 | The **/t/** sound as in ***t**iger* is a short burst of sound with no voice. The most useful spelling patterns for **/t/** are ***t***, ***tt***, and ***ed*** (***t**op*, *li**tt**le*, *jump**ed***). | t tt ed |
| **/d/** pages 36–38 | The **/d/** sound as in ***d**olphin* is a short burst of sound like **/t/** but with voice. The most useful spelling patterns for **/d/** are ***d***, ***dd***, and ***ed*** (***d**o*, *pa**dd**le*, *bang**ed***). | d dd ed |

Plosives often combine with other consonant sounds to form blends at the start of words (***bl**ack*), inside words (*ex**pl**ode*), or at the end of words (*fa**ct***). Be aware that the individual sounds in blends are more difficult for students to hear and isolate. For more about blends, see "Alphabet Code Knowledge" in ***Elevate & Evaluate***.

# Lesson Book Sample

In the first lesson for each sound, students use a consistent **say it**, **hear it**, **find it**, **write it** routine to isolate and pronounce the sound and to learn the highest-utility graphemes for writing the sound.



lesson 1

10 minutes

YOU WILL NEED
- Code Cards: ***p***, ***pp***
- Class Sound Dictionary
- Practice Books

FOCUS SKILLS
- Pronouncing sounds
- Isolating sounds
- Recognising graphemes
- Phoneme-grapheme correspondences
- Writing graphemes

*If students suggest words where* **p** *does not sound like* **/p/** — phone *and* Phoebe, *for example, explain that the* **p** *in these words does not sound like* **/p/**. *The* **ph** *sounds like* **/f/**.

**Support for English Learners**

Students whose first language is Arabic may need extra practice and support with this sound.

*Refer to Elevate & Evaluate for suggestions for working with blends.*

practice
- Practice Activities: page 1

# Find the code for /p/

**Say:** Let's listen for the **/p/** sound and learn some ways to write it.

## Say it

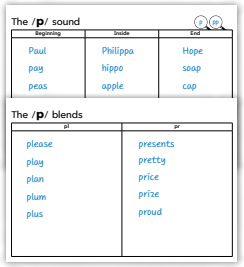
Show a panther Code Card.
**Say:** Here is our panther Code Card — **/p/** for *panther*. Let's all make the **/p/** sound — **/p/ /p/ /p/**. It's a popping sound with a puff of air!

## Hear it

**Say:** I'm going to say some words with the **/p/** sound. If you hear **/p/** at the beginning of the word, put your hands on your head. If it's inside the word, put your hands on your tummy. If it's at the end, put your hands on your toes.

picnic (beginning) ship (end) stopped (inside) drop (end)
prize (beginning) apple (inside) party (beginning) caterpillar (inside)

## Find it




**Ask:** Who can think of a word that has a **/p/** sound? Where do you hear the **/p/** sound? Write the words in the Class Sound Dictionary according to where the sound occurs.

Turn to the **/p/** blends page. I'm thinking of the word *please*. What are the first two sounds in *please*? (**/p/ /l/**) When two or three consonant sounds are next to each other in a word, they make a blend. What other words start with **/p//l/**? Add them to the ***pl*** column. Read the words aloud. What two sounds do these words start with? (**/p/ /l/**) How do we write **/p//l/**? (***pl***)

Repeat the same process for words that begin with the ***pr*** blend.

## Write it

Return to the **/p/** sound page and say: Let's read the words and listen for the **/p/** sound. Read each word together and invite volunteers to find and circle the spelling pattern for **/p/**.

We found ***p*** and ***pp*** for writing **/p/**. Show the two spelling patterns on the Code Cards.

Look at the words we have written for **/p/**. Find two words that have a ***p*** for **/p/** and write them in your Practice Book. Circle the code for **/p/**.

Repeat this for words that have the ***pp*** grapheme and for words that start with the ***pl*** and ***pr*** blends, asking students to choose and write two words for each.

# Lesson Book Sample

In the second lesson for each sound, students listen for the sound in words, play with sounds in the words they found, and identify the spelling patterns used in those words.

▼ PLOSIVES OR STOPS

lesson 2

10 minutes

YOU WILL NEED
- Sound Poem **/p/**
- Practice Books

FOCUS SKILLS
- Shared reading
- Isolating sounds
- Segmenting syllables
- Recognising and generating rhymes
- Deleting sounds
- Substituting sounds
- Blending sounds
- Phoneme-grapheme correspondences

practice
- Sound Poem **/p/**: *Sound Hunt, Word Hunt*
- Practice Activities: page 2

# Read the code for /p/

**Say:** Today we're going to read a Sound Poem and play with the words we find.

## Find the sound

**Say:** Let's go on a sound hunt!

Display the **/p/** Sound Poem. Follow the *Sound Hunt* suggestions on the back of the card to read the poem aloud, then find the **/p/** sound at the beginning, inside, and at the end of words.

## Play with sounds

**Say:** Let's play with some of the words we found in *Poor Pirate*.

First let's clap the syllables in some of the **/p/** words. Point to each of these words in the poem. Have students read the word and clap the syllables.

| | | | |
|---|---|---|---|
| pirate (2) | pajamas (3) | hopping (2) | jumping (2) |
| skipping (2) | slipped (1) | plum (1) | purple (2) |

Which words in the poem rhyme? (*feet, street; skin, bin*) Let's make some more words that rhyme with *feet* and *street*. What rhymes with *feet* and starts with:

| | | | |
|---|---|---|---|
| **/b/** (*beet/beat*) | **/h/** (*heat*) | **/m/** (*meet/meat*) | **/n/** (*neat*) |
| **/sh/** (*sheet*) | **/ch/** (*cheat*) | **/t//r/** (*treat*) | **/s//w/** (*sweet*) |

What word do we make if we take away the last sound in *sheet*? (*she*)
What word do we make if we change the **/t/** in *sheet* to **/p/**? (*sheep*)

Put these sounds together to make some more rhyming words:

| | | | |
|---|---|---|---|
| **/b/ /i/ /n/** (*bin*) | **/s/ /k/ /i/ /n/** (*skin*) | **/t/ /i/ /n/** (*tin*) | **/th/ /i/ /n/** (*thin*) |
| **/s/ /p/ /i/ /n/** (*spin*) | **/w/ /i/ /n/** (*win*) | **/f/ /i/ /n/** (*fin*) | **/p/ /i/ /n/** (*pin*) |

What other words do you know that rhyme with *bin* and *skin*? (*chin, shin, twin, begin, violin,* etc.)

## Find the code

Hold up the Code Cards for **/p/**. **Say:** We've found two ways to write the **/p/** sound: ***p*** and ***pp***.

Let's find the code for **/p/** in our Sound Poem. I will read a word with the **/p/** sound. Point to the word *poor* and read it aloud. Now you say the word and the code for **/p/** in the word, like this: *poor*, ***p***.

Continue with these words from the poem:

| | | | |
|---|---|---|---|
| pirate (***p***) | slippers (***pp***) | skipping (***pp***) | slipped (***pp***) |
| plum (***p***) | pumpkin (***p***) | upside (***p***) | purple (***p***) |

Hold up the ***pp*** Code Card. Look at the words that have this code. Where do we use ***pp*** for **/p/**? At the beginning, inside, or at the end of a word? (inside)

# Lesson Book Sample

In the third lesson, students segment words into sounds, match sounds to letters, and build words, including high-frequency words and words with blends.

▼ PLOSIVES OR STOPS

lesson 3

10 minutes

YOU WILL NEED
- Sounds and Spellings Cards
- Code Cards: ***l, n, p, t, a, o, ay***
- Sound Poem **/p/**
- Writing materials

FOCUS SKILLS
- Segmenting sounds
- Recognising graphemes
- Phoneme-grapheme correspondences
- Writing words phonetically
- Writing high-frequency words
- Blending sounds
- Manipulating phonemes

practice
- Sound Poem **/p/**: *Code Hunt, Creating*
- Independent Writing
- Words to Remember: ***play, pull, put, up***

# Use the code for /p/

**Say:** Today we are going to write some words with the **/p/** sound.

## Write words

**Say:** Let's use our Sounds and Spellings Cards to help us write some words.

Our first word is *put*. What are the sounds in *put*? **/p/ /oo/ /t/** — three sounds. We will write each sound in a sound box. Draw three sound boxes on the board.

Now let's use our cards to find the animals for the sounds in *put*. How do we write the **/p/** for *panther*? (***p***) In *put*, we write the **/oo/** sound with ***u***. How do we write the **/t/** for *tiger*? (***t***) Write each grapheme in a sound box.

| p | u | t |
|---|---|---|

Say the sounds with me. Point to each box as you say the sound: **/p/ /oo/ /t/** — *put*. Then point to the letters in each box and say: ***p***, ***u***, ***t*** — *put*.

Our next word is *plum*. What are the sounds in *plum*? **/p/ /l/ /u/ /m/** — four sounds. We will write each sound in a sound box. Draw four sound boxes on the board.

Find the animals for the sounds in *plum*. How do we write the **/p/** for *panther*? (***p***) The **/l/** for *leopard*? (***l***) The **/u/** for *umbrella bird*? (***u***) The **/m/** for *meerkat*? (***m***) Write each grapheme in a sound box.

| p | l | u | m |
|---|---|---|---|

Say the sounds with me. Point to each box as you say the sound: **/p/ /l/ /u/ /m/** — *plum*. Then point to the letters in each box and say: ***p***, ***l***, ***u***, ***m*** — *plum*.

Now you try it. I'll say a word. You count the sounds and draw the sound boxes. Then use your Sounds and Spellings Card to find the animal and the code for each sound in the word. Give the following words one at a time, as time permits: *pop, prop, help, put, jump, plan, plus*. Circulate to provide individual support.

## Make words

Hand out the Code Cards shown and use them to demonstrate how to segment words into sounds, then find and write the code for each sound.

**Say:** We are going to make the word *pay*. What are the sounds in *pay*? (**/p/ /ā/**) Who has a Code Card for **/p/**? for **/ā/**?

Help students find the Code Cards — ***p***, ***ay*** — then stand and hold their cards in the correct order to spell *pay*. Let's say the sounds together and make the word: **/p/ /ā/** — *pay*!

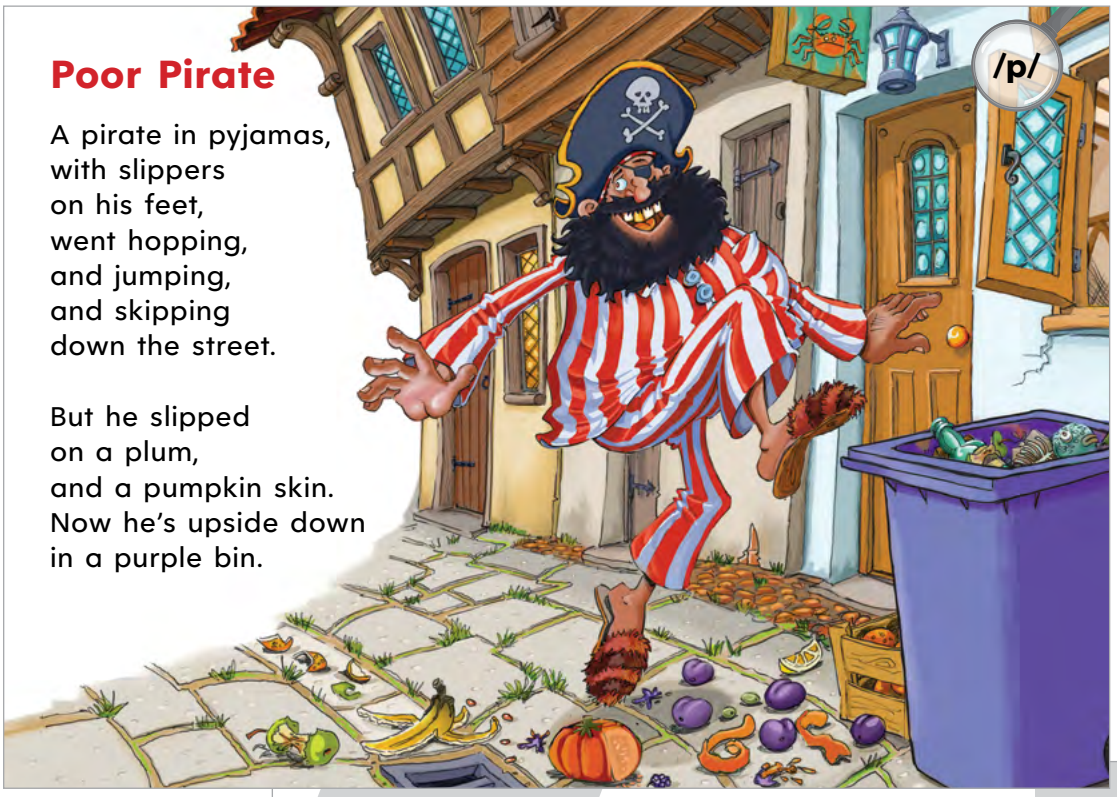
Now let's make the word *play*. What are the sounds in *play*? (**/p/ /l/ /ā/**) Who has a Code Card for **/l/**? Where will you stand to put the sounds in order for *play*?

Repeat the process for the words *plan, pan, pat, pot*.

# Interactive Card Samples

# Sound Poem Sample

The Sound Poems are humorous, engaging shared reading experiences with a variety of built-in activities for developing phonemic awareness, language, decoding, and writing skills.


Poor Pirate
A pirate in pyjamas,
with slippers
on his feet,
went hopping,
and jumping,
and skipping
down the street.

But he slipped
on a plum,
and a pumpkin skin.
Now he's upside down
in a purple bin.



## Poem for /p/

### Sound hunt

Read the rhyme aloud. Ask students:

*Find the words that start with **/p/**.*
*(poor, pirate, pyjamas, plum, pumpkin, purple)*

*Find the words with **/p/** inside.*
*(slippers, hopping, jumping, skipping, slipped, pumpkin, upside, purple)*

Ask students to find other things in the environment with the **/p/** sound and to say where in the word they hear the sound.

Tell students you are going to read the poem again, and they should listen for the words that have two syllables. After reading, ask:

*What two-syllable words did you find?*
*Say the words and clap the syllables.*
*(pirate, slippers, hopping, jumping, skipping, pumpkin, upside, purple)*

*Did anyone hear a three-syllable word in this poem?*
*What is it? Say the word and clap the syllables. (pyjamas)*

### Word hunt

Read the poem aloud, inviting students to read along with you.
After reading, say:

*The pirate did a lot of things in this poem.*
*Doing words are called verbs.*
*Find the verbs in the poem that tell us what the pirate was doing.*
*In the first verse he was… (hopping, jumping, skipping)*
*In the second verse he… (slipped)*

*What other doing words (verbs) could we use to describe how the pirate could have gone down the street?*
*We could say he was… (running, walking, dancing, etc.)*

*Let's think of some words that describe the pirate.*
*Describing words are called adjectives.*
*His pajamas are… (striped, red and white, long)*
*His beard is… (black, bushy, long)*
*His slippers are… (fluffy, striped)*
*His face is… (happy, smiley)*
*How do you think he looked after he slipped? (dirty, upside down)*
*How do you think he felt then? (sad, hurt, embarrassed)*

### Code hunt

Display the Code Cards for **/p/**. Tell students:

*Today we are hunting for the code for **/p/**.*
*When you hear the **/p/** sound in a word, look for the code.*
*If the **/p/** sound is written with one **p**, hold up one hand.*
*If the **/p/** sound is written with two **p**'s, hold up two hands.*

Read the poem together, using gestures to indicate the code for **/p/**. (See solution on the right.)

Have students practise writing these spelling patterns for **/p/** and the words from the poem that go with them.

***p** — poor, pirate, pyjamas, jumping, plum, pumpkin, upside, purple*
***pp** — hopping, skipping, slipped*

Challenge students to think of more words with these spelling patterns and to add to each list.

### Creating

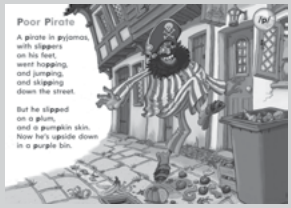
Give each student a printable version of the poem.
Read the poem together.
As you read, have students circle the spelling patterns for the **/p/** sound.

Then ask students to write their own verse for the **/p/** sound.
Challenge them to include as many words with **/p/** as they can.
Encourage students to use interesting verbs (doing words) and adjectives (describing words) in their writing.

At the end of the writing time, give students a few minutes to proofread their verse. Ask:

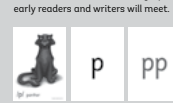
- *Does each sentence start with a capital letter?*
- *Does each sentence end with a period, question mark, or exclamation point?*
- *Did you use **p** to write the **/p/** sound at the start or end of words?*
- *Did you use **p** or **pp** to write the **/p/** sound inside words?*
- *Who used the word play in your writing? Did it look like this: **p** for **/p/**…**l** for **/l/**…**ay** for **/ā/**?*
- *Have you checked your other words to remember?*

### Code hunt: solution




### The code for /p/

These are the most common graphemes for the **/p/** sound that early readers and writers will meet.

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Poem for /p/. Poem © Jill Eggleton. Other text © Joy Allcock.
Illustrations © Code-Ed. Illustrator: John Bennett.

# Code Card Sample

The Code Cards feature an animal mnemonic on one side and a colour-coded high-utility grapheme on the other. The Year 2 set includes all the graphemes introduced in Year 1 and 50 more.

/p/ panther

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p

pp

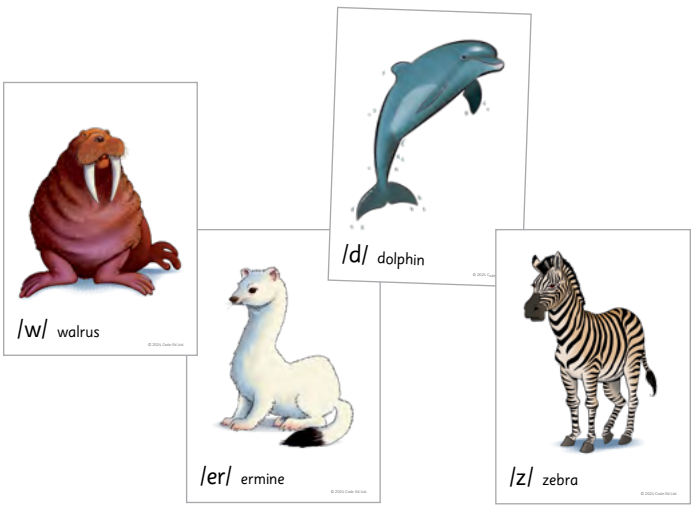
# Code Card Samples

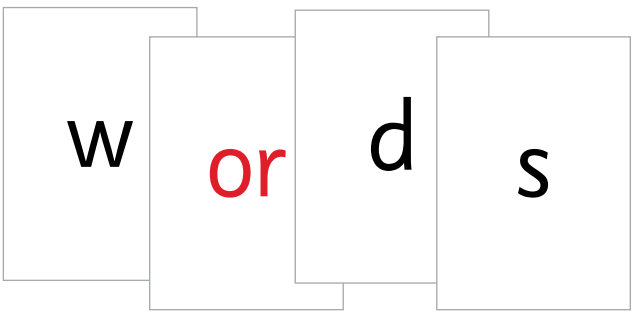
Year 2 contains 150 Code Cards with the spelling patterns students are most likely to encounter in their reading and writing and write-on cards for flexibility during word-building activities.

| SOUNDS | GRAPHEMES | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| /a/ | a | | | | | | | |
| /ā/ | a | a_e | ai | ay | ea | ey | | |
| /air/ | air | ere | ear | are | eir | | | |
| /ar/ | ar | a | | | | | | |
| /b/ | b | bb | | | | | | |
| /ch/ | ch | tch | tu | | | | | |
| /d/ | d | dd | ed | | | | | |
| /e/ | e | ea | | | | | | |
| /ē/ | e | ee | ea | y | e_e | ey | ie | i |
| /ear/ | ear | eer | ere | | | | | |
| /er/ | er | ir | ur | or | ere | | | |
| /f/ | f | ff | ph | gh | | | | |
| /g/ | g | gg | | | | | | |
| /h/ | h | wh | | | | | | |
| /i/ | i | y | | | | | | |
| /ī/ | i | i_e | igh | y | ie | | | |
| /j/ | j | g | ge | dge | | | | |
| /k/ | c | k | ck | ch | cc | | | |
| /l/ | l | ll | | | | | | |
| /m/ | m | mm | mb | | | | | |
| /n/ | n | nn | kn | | | | | |
| /ng/ | ng | n | | | | | | |

| SOUNDS | GRAPHEMES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| /o/ | o | a | | | | | | | |
| /ō/ | o | oa | o_e | ow | | | | | |
| /oo/ | oo | u | oul | | | | | | |
| /o͞o/ | oo | o | ew | u | ue | | | | |
| /or/ | or | ore | oor | our | oar | aw | au | a | al |
| /ow/ | ow | ou | | | | | | | |
| /oy/ | oy | oi | | | | | | | |
| /p/ | p | pp | | | | | | | |
| /k//w/ | qu | | | | | | | | |
| /r/ | r | rr | wr | | | | | | |
| /s/ | s | c | ss | ce | se | | | | |
| /sh/ | sh | ti | ci | ch | | | | | |
| /t/ | t | tt | ed | | | | | | |
| /th/ | th | | | | | | | | |
| /th/ | th | | | | | | | | |
| /u/ | u | a | o | | | | | | |
| /ū/ | u | u_e | ew | | | | | | |
| /v/ | v | ve | | | | | | | |
| /w/ | w | wh* | | | | | | | |
| /k//s/ | x | cks | ks | cc | | | | | |
| /y/ | y | i | | | | | | | |
| /z/ | z | s | zz | es | | | | | |
| /zh/ | si | su | ge | | | | | | |

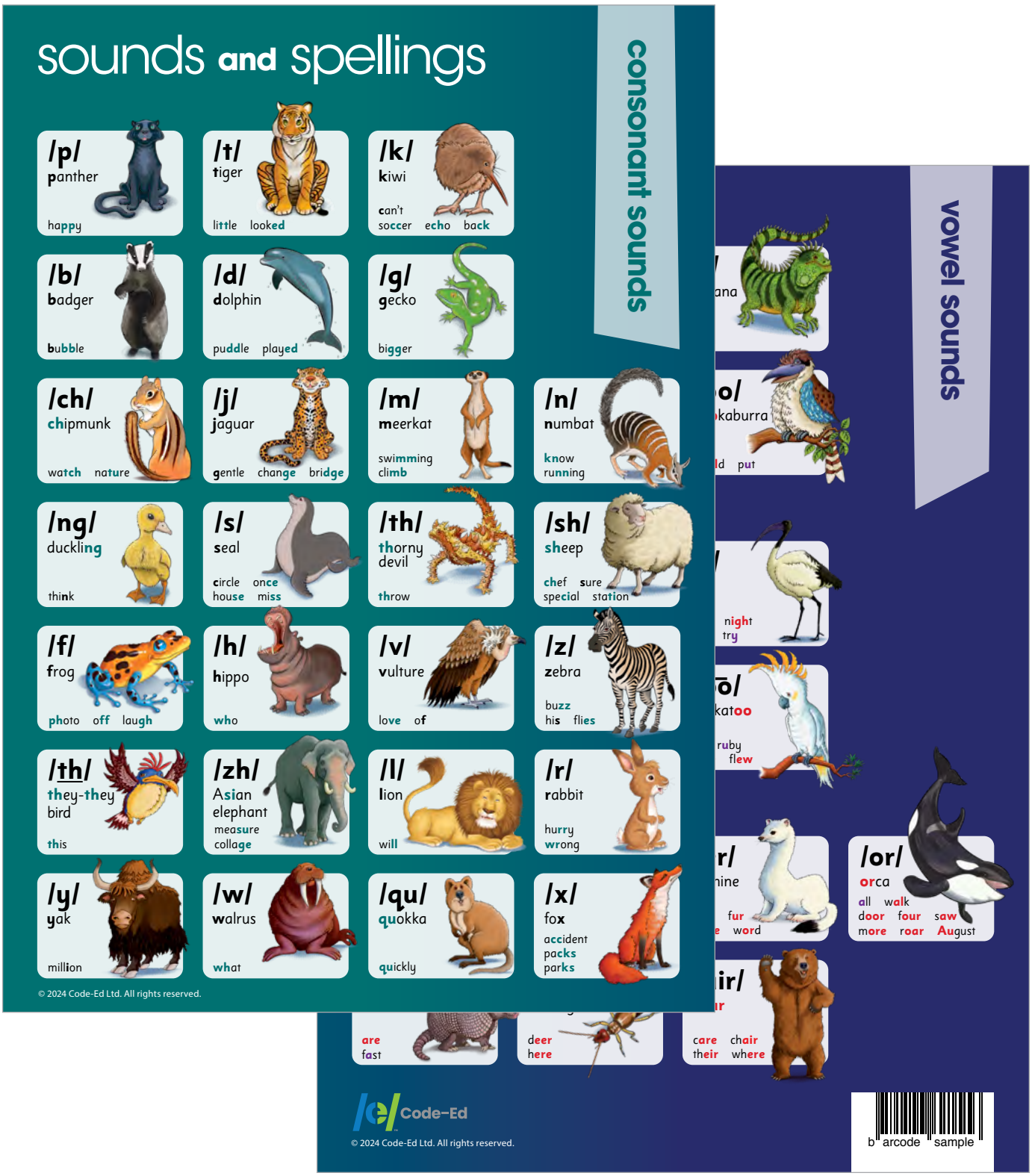
* In most English dialects, the ***wh*** grapheme is usually pronounced **/w/**. Teaching notes are included for regions in which **/hw/** is a distinct sound.



# Sounds & Spellings Card Sample

In Year 2, these poster-size and individual student cards feature each animal mnemonic along with example words that show the highest-utility graphemes for each sound.

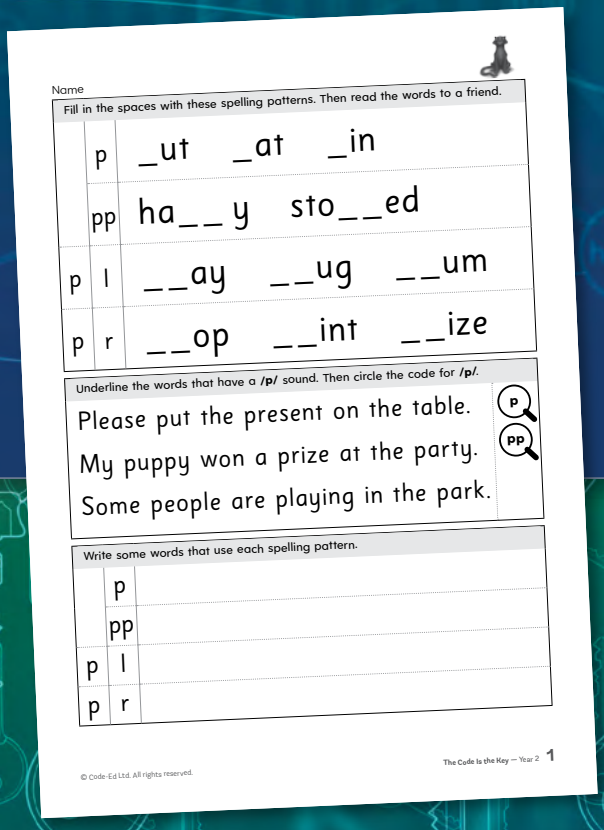


# Consumable & Printable Samples

the c/ō/de IS THE KEY™

## Class **Sound** Dictionary

Year 2



Name

Fill in the spaces with these spelling patterns. Then read the words to a friend.

| | | | | |
|---|---|---|---|---|
| | p | _ut | _at | _in |
| | pp | ha__y | sto__ed | |
| p | l | __ay | __ug | __um |
| p | r | __op | __int | __ize |

Underline the words that have a **/p/** sound. Then circle the code for **/p/**.

Please put the present on the table.

My puppy won a prize at the party.

Some people are playing in the park.

Write some words that use each spelling pattern.

| | |
|---|---|
| p | |
| pp | |
| p l | |
| p r | |

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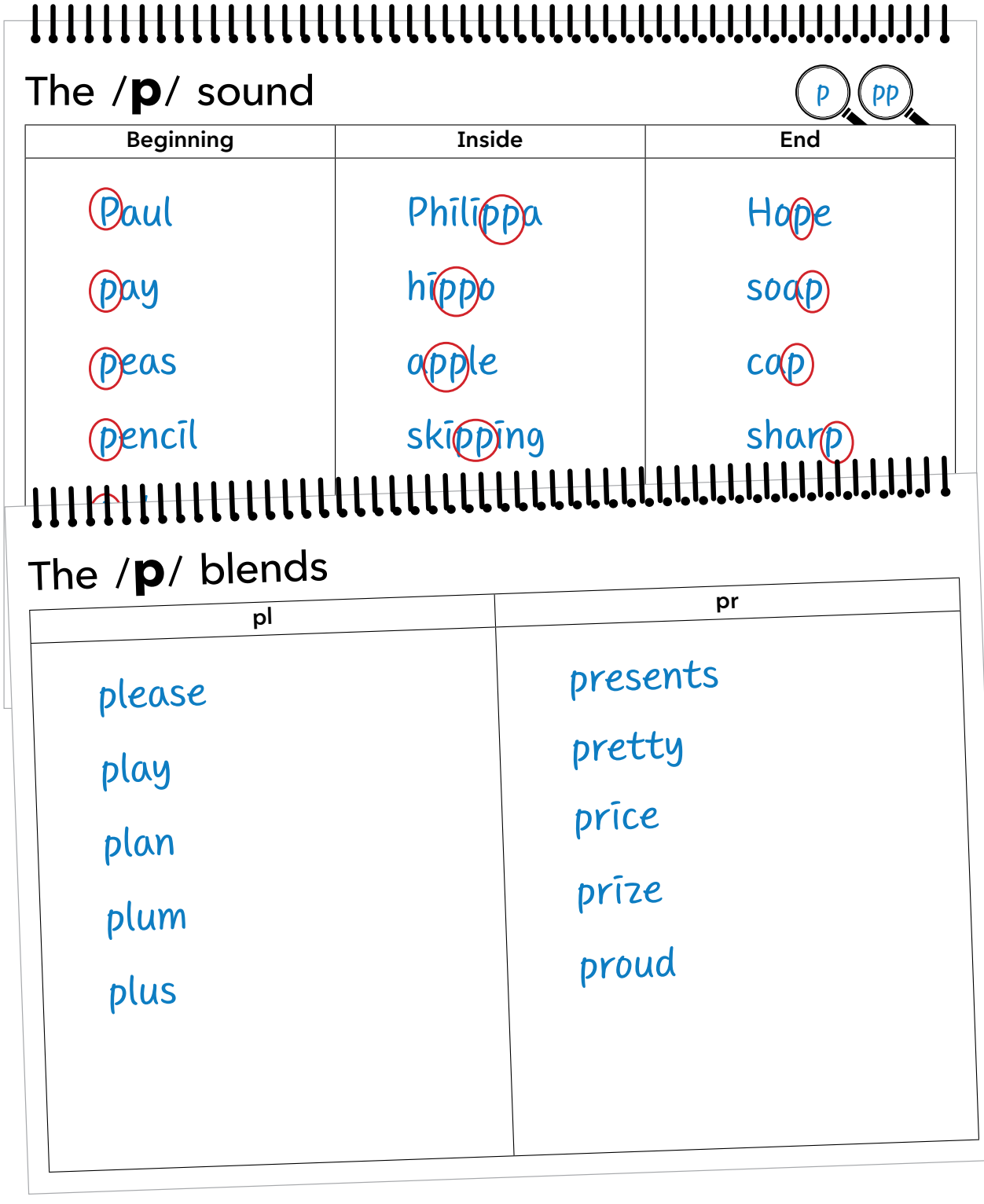
## Class Sound Dictionary Sample

As in Year 1, this large-format flip book is used during lessons to record the names and words students provide and to identify the graphemes for each sound. In Year 2, students also generate words with blends and learn to pronounce and write each sound in the blend.



# Printable Sample

The activities for Lesson 1 reinforce decoding words with single-letter graphemes, consonant blends, doubled consonant graphemes, suffixes, and vowel graphemes. Download available from Code-Ed.co.nz.

Name

Fill in the spaces with these spelling patterns. Then read the words to a friend.

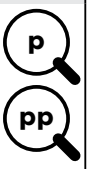
| | | |
|---|---|---|
| | p | _ut _at _in |
| | pp | ha__y sto__ed |
| p | l | __ay __ug __um |
| p | r | __op __int __ize |

Underline the words that have a **/p/** sound. Then circle the code for **/p/**.

Please put the present on the table.

My puppy won a prize at the party.

Some people are playing in the park.




Write some words that use each spelling pattern.

| | | |
|---|---|---|
| | p | |
| | pp | |
| p | l | |
| p | r | |

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# Printable Sample

The activities for Lesson 2 focus on segmenting the sounds in words and matching those sounds to known graphemes. Lesson 3 practice takes place in the context of independent writing.

Name

Read the words. Say the sounds. Then write the sounds in the sound boxes.

put

pull

push

Draw sound boxes and write the sounds for more words that have a **/p/** sound.

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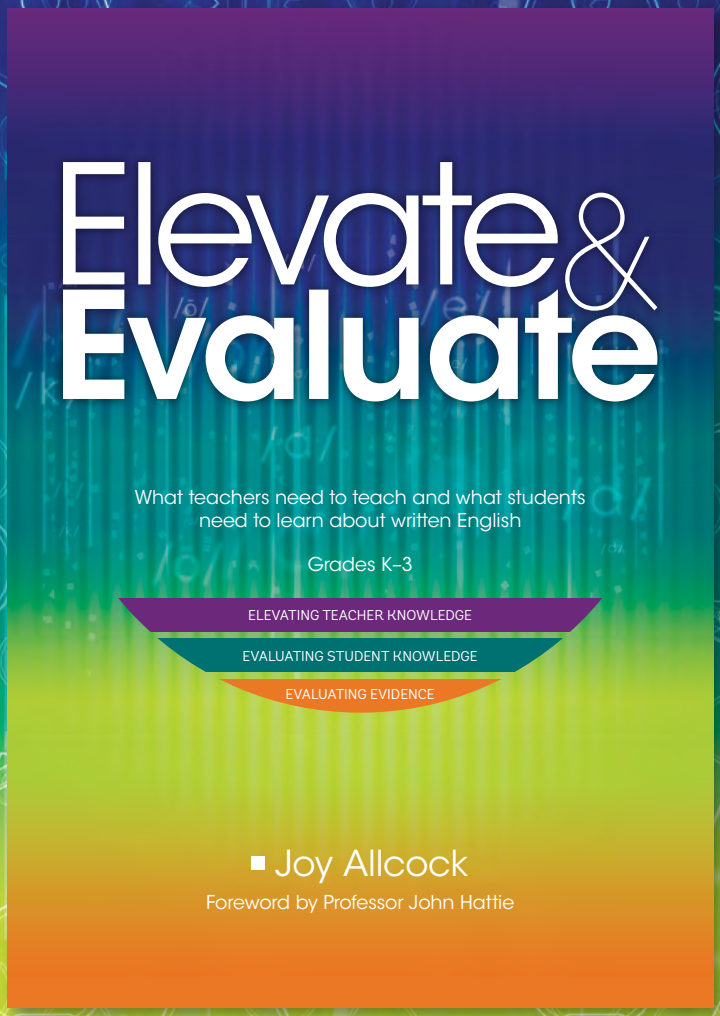
# Professional Resource Samples




Included with *The Code Is the Key*

# Elevate & Evaluate Sample

Professor John Hattie has spent his career identifying instructional methods that really work. In his foreword, he calls Joy Allcock "the 'Queen' of teaching reading, writing, and spelling skills".

## Foreword

**The debates about optimal methods to teach early reading continue. The answer, surely, is simple** — if students do not have the skills to read, then teach them the skills; when they have some reading skills, then help them enjoy the meaning, the thrill, and the messages from the readings. It is not either/or; it is for what purpose and when. As Allcock notes, "Unlike learning a sport, students can't decide literacy is not for them. Being able to read and write fluently is critical in today's world."

My research has shown the devasting impact of the Matthew effect — if students do not have basic literacy skills by age 8, they rarely catch up. There should be NO child left behind at age 8. Likewise, no teacher should be left behind who does not have the skills and knowledge to succeed in teaching literacy skills. There are so many classes with 100% success. This book is based on supporting teachers to reach this goal, as the cost of failure is simply too high.

**With this book, the 'Queen' of teaching reading, writing, and spelling skills is giving us another gem**. Thank goodness for authors like Joy Allcock who get the messages right — and for her relentless focus across many books on teaching the skills for learning to read, write, and spell. She notes that learning these skills depends on knowledge and skills about print and oral language. The latter is so often forgotten; indeed, the 'Big Five' of reading — phonemic awareness, phonics, fluency, vocabulary, and comprehension — should be the 'Big Seven', with the addition of oral language and listening (as phonemic awareness and phonics both depend on great listening). No wonder the approach elaborated in this book is so powerful.

Allcock identifies these skills and notes how priorities can differ for reading, writing, and spelling. Learning the most common graphemes may aid reading, but writing can invoke many words with graphemes outside this common set. Reading is a print-to-speech task, whereas writing is a speech-to-print task. There is, however, much crossover. Learning can be accelerated across all domains by using the crossover methods outlined in this book.

And so, to the richness of the resources in this book. The resources and assessments throughout this book are a step above most programs. They are derived from many years of working in schools, developing programs and assessments that have been subjected to rigorous academic evaluation, and collaborating with teachers to ensure that the resources created are easy to use

# Elevate & Evaluate Sample

Hattie goes on to say, "Her explicit and systematic approach highlights the power of learning to write the code, which leads to great improvements in reading, writing, and spelling."

and work in real classrooms. This extensive work has given Allcock much clarity about teacher knowledge, and about the value of using a linguistic phonics approach, which has significant advantages for teaching the alphabetic code.

Allcock invites teachers to focus on teaching students to recognize and write the sounds in words they know and to understand the diversity that exists in the ways we record sounds and pronounce graphemes. I love this approach, as there is so much evidence that learning to write has powerful effects on the acquisition of other literacy skills. Her explicit and systematic approach highlights the power of learning to write the code, which leads to great improvements in reading, writing, and spelling. No child — and no teacher — is left behind.

**This book is a *Joy* to read. So go forth and implement to achieve the goal of 100% literacy success**.

John Hattie, Ph.D.

**Professor John Hattie**, Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, has long focused his research on what works best for learning in schools. His groundbreaking books, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (2008) and *Visible Learning: The Sequel, A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement* (2023), document what is believed to be the world's largest evidence-based study into the factors that improve student learning. Those works, along with his many professional learning resources for educators, have earned Professor Hattie international acclaim, the *Times Educational Supplement* calling him "possibly the world's most influential education academic".

# Elevate & Evaluate Sample

*Elevate & Evaluate* is a companion book that supports and extends *The Code Is the Key* with tools and resources for elevating teacher knowledge and evaluating student achievement.

## Inside this book

***Elevate & Evaluate*** supports teachers with the knowledge and resources to elevate literacy instruction and evaluate student achievement.

### ELEVATING TEACHER KNOWLEDGE

The resources in this section provide helpful information and concrete support for teaching the code and structure of written English, including:

- What research shows about **effective practices for literacy instruction**,
- The phonological (sound), orthographic (writing), and morphological (meaning) **systems of the English language**,
- A **comprehensive teacher knowledge assessment** for quickly identifying and addressing any knowledge gaps,
- The **essential knowledge and skills** students need to learn in the most critical areas of literacy development,
- Helpful references for the **sounds of English**, how they are pronounced, and the **graphemes that can represent them**,
- An overview of common **consonant blends and digraphs** and the difference between the two,
- **The vowel sounds of English** and tips for how to spell and read them,
- The most useful **prefixes, suffixes, and root words** for students to learn,
- How to recognize different **types of syllables** and to pronounce and spell them correctly,
- The most **useful and reliable spelling rules** to teach in the early years,
- How to teach **vocabulary, comprehension strategies, text structure,** and **thinking and reasoning skills**,
- A guide to **the Code-Ed instructional resources** and a **scope and sequence** that shows how the skills build across the first four years of school,
- **How students learn to write, spell, and read** and how teachers can support their literacy development at each stage, including how to teach essential **proofreading strategies** and **decoding skills**,
- **Flowcharts for analyzing students' writing, spelling, and decoding skills** and for using each analysis to inform needs-based instruction,
- Common reasons why students experience **literacy delays or difficulties** and ways to address them,
- **How to support English learners**, who face some unique challenges when learning the code and structure of written English.

Teachers can use the support materials in this section independently or collaboratively with peers to elevate their knowledge and practice.

# Elevate & Evaluate Sample

In addition to its wealth of information and practical resources, *Elevate & Evaluate* also includes evidence of its efficacy and of the reliability and validity of the assessment tools.

## EVALUATING STUDENT KNOWLEDGE

This section includes assessment essentials and timelines, yearly achievement expectations, and a full suite of assessment instruments for the first four years of school and for older students with learning gaps.

The assessments progress from an observational assessment of foundational literacy skills to assessments that measure phonological and phonemic awareness skills, knowledge of letter names and sounds, simple and advanced code knowledge, and knowledge of conventions that influence the spelling and pronunciation of words. The assessments include:

- **Foundations for literacy checklist**
- **Phonological and phonemic awareness**
- **Grapheme knowledge**
- **Letter formation**
- **Sound-to-letter knowledge**
- **Pseudoword spelling**
- **Consonant blends**
- **Short and long vowel discrimination**
- **Spelling knowledge**
- **Spelling analysis**
- **Decoding analysis**

These assessments can be used to drive instruction, to track progress, and to measure the impact of instruction on student achievement.

## EVALUATING EVIDENCE

This section presents the research foundations and evidence supporting the instructional approach that underpins all of the Code-Ed resources, including a summary of the *Shine* Literacy Project, which validated the efficacy of the speech-to-sounds-to-print approach, and evidence of the reliability, validity, and significance of the Code-Ed assessments.

## APPENDIX

The appendix includes a reference to the sounds and graphemes of English and a comprehensive glossary of literacy terms.

# Elevate & Evaluate Sample

This sprout diagram provides a framework for understanding the elements and stages of literacy development — essential background knowledge for all teachers.

▼ ELEVATING TEACHER KNOWLEDGE

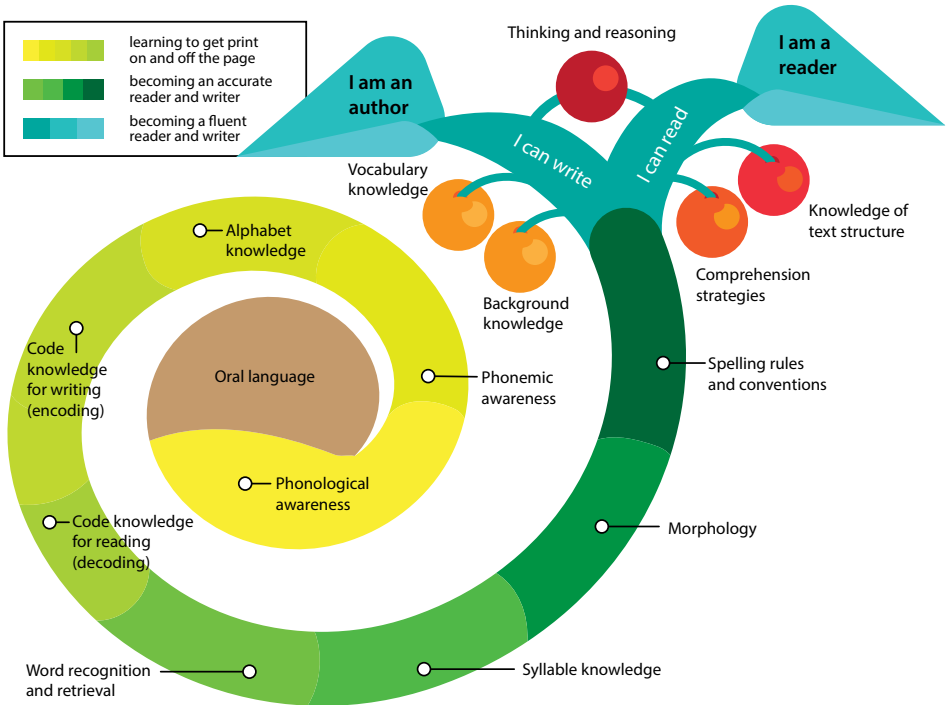
## Literacy knowledge and skills

Nurturing the development of reading and writing requires teachers to teach a broad range of knowledge and skills. This sprout diagram uses the analogy of how a plant grows to explain how literacy develops.

A seed provides the sustenance for plants to germinate — to change from a seed to a seedling. **Oral language is the seed from which literacy grows**.

The stem of a plant provides support for the leaves and fruit and conducts food and water to them to allow them to grow. **The elements of literacy instruction in the stem are the nutrients that support and feed the development of literacy**.

Growing fluent readers and writers is only possible if the seed and every part of the stem are strong. The following pages provide information about the sections of the literacy sprout, with an overview of what students need to learn about each one.



# Elevate & Evaluate Sample

Starting with the 'seed' of oral language, each section of the literacy sprout has a corresponding page or pages with additional information for teachers and what students need to learn about each element.

## Oral language

Oral language skills are the most important foundation for literacy. They are critical for communication, social and emotional development, and academic success.

Using oral language to communicate effectively requires knowledge of:

- The sounds that make up words (**phonology**),
- Vocabulary, the meaning of words (**semantics**),
- Grammar, the way we organise and use words (**syntax**),
- The meaning structure of words, including prefixes, suffixes, and roots (**morphology**), and
- The social use of language, knowing how and when to use certain kinds of language (**pragmatics**).

The number of words we are exposed to is described as **vocabulary breadth**. Hearing the same word spoken thousands of times helps us recognise and pronounce it, hear the sounds it is made from, and discriminate between similar words and similar sounds. We need a wide breadth of vocabulary knowledge to develop **vocabulary depth** — the words we understand and can use.

Students who have not had as much exposure to language as their peers, and multilingual students who do not yet speak much English, need as many opportunities as possible to hear and speak English.

Building language skills is the most important daily task for teachers in all classrooms. **Oral language is the seed from which literacy grows**.

### What students need to learn

**Oral language instruction should develop the following:**

- Vocabulary and background knowledge
- Receptive and expressive language
- Description skills
- Comparison skills
- Categorisation skills
- Association skills
- Questioning skills
- Confidence with spoken language

# Elevate & Evaluate Sample

The teacher resources also include information about language and literacy development, how to support students at different stages, and how to recognise and address literacy delays and difficulties.

▼ ELEVATING TEACHER KNOWLEDGE

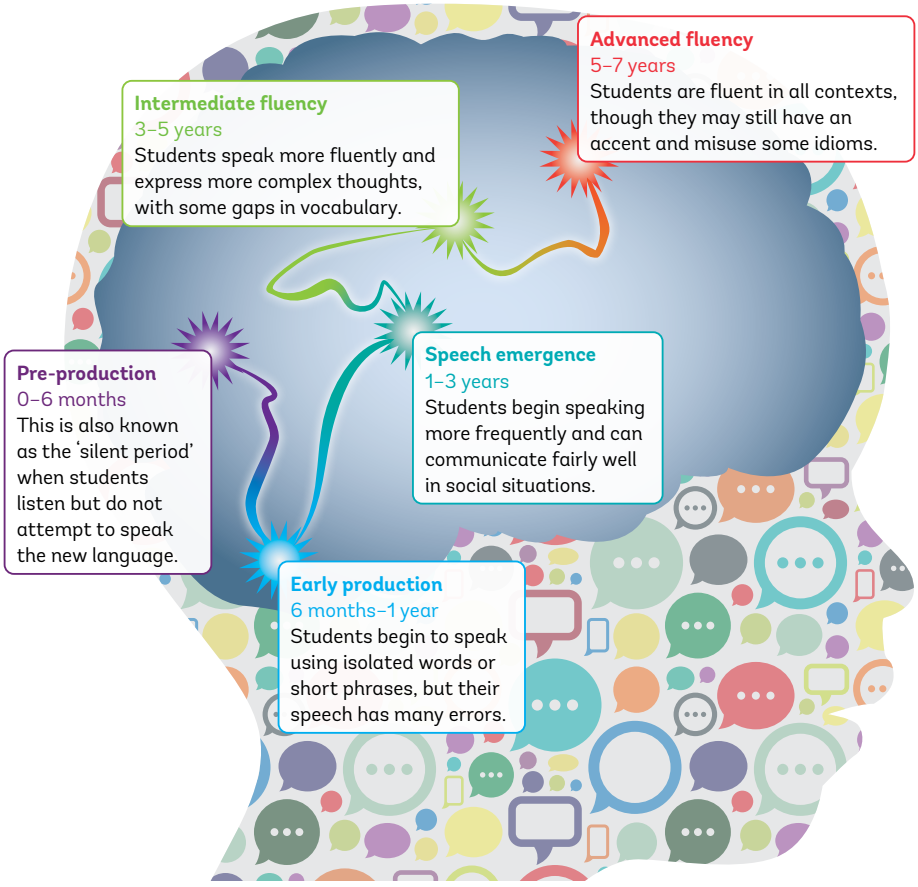
## Support for all stages

Learning to speak a new language requires a great deal of commitment from the learner, along with a lot of exposure to the language. Some English learners arrive in our classrooms already speaking nearly fluent English, while others understand and speak very little.

Those learning a new language tend to progress along a learning pathway from just listening and becoming aware of the way the language is spoken to being able to communicate fluently in all contexts.

When providing support for English learners, it is important to take into account their stage of language acquisition. The graphic below shows the stages most English learners will progress through on their journey towards language fluency, along with an approximate time frame for each stage — although keep in mind that these times vary greatly from student to student.

**The Stages of Second Language Acquisition**



# Elevate & Evaluate Sample

Simple tips and strategies are powerful tools for supporting multilingual students, especially when used alongside the built-in scaffolding in *The Code Is the Key*.

### Teachers can help English learners by:

- Creating an environment in which students' first languages are valued.
- Making the learning interesting and relevant.
- Making learning comprehensible with short amounts of spoken English and by incorporating visual supports and gestures.
- Making sure students can see your face, speaking clearly, enunciating and pronouncing words and sounds accurately and slowly.
- Teaching key English words for concepts that are already known.
- Incorporating frequent checks for understanding.
- Allowing more 'wait time'.
- Accepting a variety of responses, including physical gestures and one-word answers.
- Repeating and rephrasing students' answers.
- Using scaffolding strategies to support the development of particular skills, such as minimal pairs for sound discrimination and sentence stems for using complete sentences.
- Ensuring the listening environment is as free from distractions as possible.

### The Code-Ed resources support English learners with:

- An approach that works from speech to sounds to print, which ensures that students are working from what they already know and that they learn to pronounce sounds accurately.
- Whole-class lessons that generate language that is relevant to students, provide peer support, and foster oral language development.
- Illustrations that build background knowledge and vocabulary and support pronunciation, description, and other oral language skills.
- Rhymes and poems that develop awareness of the sounds and sound patterns in English words, including rhythm and rhyme, helping students speak and read with intonation and expression.
- Visual supports for the sounds of English, their correct pronunciation, and the spelling patterns for each sound.

English learners face the challenge of learning to understand and speak a new language at the same time they are using it to learn. They are simultaneously learning English and learning *in* English. The nature of the learning environment, the nature of instruction, and the collaboration that occurs between peers all make significant contributions to the ease with which English learners acquire the language and use it effectively for learning.

**The Code-Ed resources have been developed to scaffold every aspect of English language learning** — oral language, vocabulary, phonological and phonemic awareness, alphabetic code knowledge, and morphology — with built-in supports that are essential for English learners but beneficial for all students.

# Elevate & Evaluate Sample

Visual assessment timelines make it easy to see which assessments to use, when to use them, and with which students.

▼ EVALUATING STUDENT KNOWLEDGE

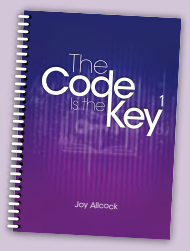
## Assessment timelines

### Test, teach, and track

**Start of Kindergarten**

**All students**
- Foundations for literacy checklist (A1)*
- Grapheme knowledge (A3)

**Some students**
- Phonological and phonemic awareness (A2) if indicated from checklist
- Letter formation (A4) for students who are writing letters

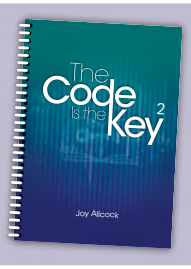



*Use checklist results to target teaching for specific students.

**Start of Grade 1**

**All students**
- Sound-to-letter knowledge (A5)*
- Pseudoword spelling (A6a)

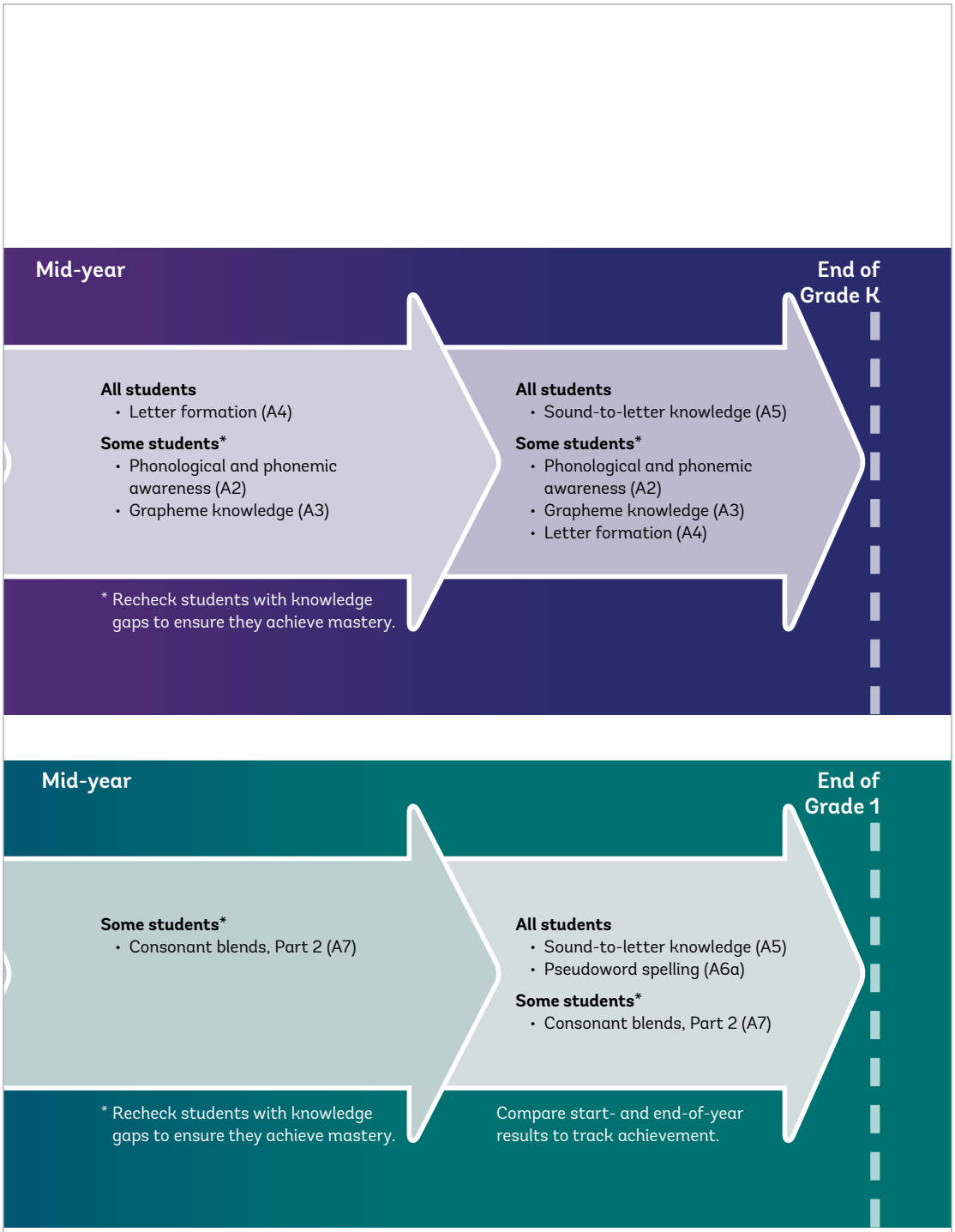
**Some students**
- Phonological and phonemic awareness (A2) and Letter formation (A4) for students being tracked from Grade K
- Consonant blends, Part 1 (A7) for students identified from pseudoword assessment




*Use end of Grade K sound-to-letter assessment results if available, instead of retesting.

# Elevate & Evaluate Sample

Mid-year and end-of-year assessments show student progress, inform responsive teaching, and evaluate instruction.



# Elevate & Evaluate Sample

The simple paper-pencil checklists and assessment instruments can be administered without a lot of time or training.

assessment 5

YOU WILL NEED
- A copy of page 150 for each student

# Sound-to-letter knowledge

## Purpose

Being able to hear the sounds in words and to write any sound in one way provides beginning writers with the tools to sound out and write any word they can say. Sound-to-letter knowledge is the foundation for learning to write. It also supports decoding skills by creating secure knowledge of phoneme-grapheme relationships. Students need to learn to write every sound of English as quickly as possible when they start school. **This sound-to-letter assessment shows which sounds students can write and which ones need further instruction and practice.**

## Administration

*When pronouncing a phoneme written between two slashes, such as **/p/**, be sure to pronounce the individual sound, not the name of the letter. Short vowels are written **/a/**, and long vowels are written **/ā/**.*

This assessment can be given individually or to a group of students at the same time. Start by saying, Listen to the sounds I say, and write them the way you think they look in words. Just write each sound, not the words.

Demonstrate this by saying, If I said, "Can you write the **/p/** sound you can hear in *peg*, *puppy* and *open*," how would you write it? Yes, with a letter ***p***. Write the letter ***p*** on the board.

Then say, Sometimes we can write the same sound in different ways. I want you to choose just one way to write each sound. Sometimes you might need to write the sound with more than one letter. Let's begin. Write…

*When pronouncing the consecutive sounds **/k/ /s/** and **/k/ /w/**, blend the sounds together rather than saying them individually.*

1. The **/s/** sound in *soft* and *sock* — **/s/**
2. The **/w/** sound in *wet* and *we* — **/w/**
3. The **/t/** sound in *toe* and *top* — **/t/**
4. The **/k/ /s/** sounds in *box* and *fox* — **/k/ /s/**
5. The **/z/** sound in *zipper* and *zoo* — **/z/**
6. The **/l/** sound in *leg* and *lip* — **/l/**
7. The **/k/ /w/** sounds in *quick* and *queen* — **/k/ /w/**
8. The **/k/** sound in *kite* or *cat* — **/k/**
9. The **/d/** sound in *dog* and *dig* — **/d/**
10. The **/y/** sound in *yellow* and *yes* — **/y/**
11. The **/e/** sound in *end* and *every* — **/e/**
12. The **/o/** sound in *on* and *off* — **/o/**
13. The **/ā/** sound in *apron* and *ape* — **/ā/**
14. The **/ī/** sound in *iron* and *ice cream* — **/ī/**
15. The **/ū/** sound in *uniform* and *useful* — **/ū/**
16. The **/n/** sound in *nose* and *not* — **/n/**

# Elevate & Evaluate Sample

This section presents the research foundations and evidence supporting the approach used in *The Code Is the Key*.

# Research to practice

The Code-Ed resources link research to practice to support instruction in the code and structure of written English. They utilize a linguistic approach that works from speech to sounds to print to teach young students to understand how the alphabetic code works, along with strategies for using the code to spell and read words.

This approach was the focus of a two-year research study followed by a three-year initiative, which together provided irrefutable evidence of its effectiveness for teaching young children across all socioeconomic levels, ethnicities, and genders to write and read. What follows is a summary of the *Shine* Literacy Project and Initiative — how they came about and their impact on more than 5,000 children over a five-year period.

## Background

In classrooms around the world, many children struggle with learning to read and write. Unfortunately, children from low socioeconomic communities and those from ethnic minorities are over-represented in this group. Children who start school with the most literacy knowledge tend to do better — and continue to do better — than their peers who start with less knowledge. This is often described as the Matthew effect. It was concern about this issue that led to the *Shine* Literacy Project.

Between 2010 and 2012, an action research project was run at Titahi Bay School in Porirua City, New Zealand. Teachers were concerned that many students' writing achievement fell short of their much greater oral language skills. Their performance did not match their potential. The project aimed to raise writing achievement using a linguistic phonics approach for instruction in the first three years of school. This instructional change raised writing and reading achievement by 30%.

## The *Shine* Literacy Project (2014–2016)

After reading the results from Titahi Bay School, Professor James Chapman from the Institute of Education at Massey University designed a more robust two-year research project for a larger group of schools. The research project was supported by a number of people and organizations who attended the *Shine* Education Summit in Porirua City in 2013. Funds were raised to allow the project to proceed and to support teachers in the *Shine* schools over a five-year period. The research project was called The *Shine* Literacy Project.

The *Shine* Literacy Project ran from May 2014 to July 2016. Thirty-two schools from Porirua City and the greater Wellington area took part — 18 trial schools and 15 comparison schools. The achievement of 259 children from low and high socioeconomic communities was tracked from school entry for a two-year period. There were 112 boys and 147 girls from 28 different ethnic backgrounds.

Teachers in the trial schools were offered a series of professional development workshops and were provided with a teaching resource written by Joy Allcock

# Elevate & Evaluate Sample

Data from the *Shine* Literacy Project demonstrates the efficacy of Joy Allcock's instructional approach and of the materials that became *The Code Is the Key*.

▼ EVALUATING EVIDENCE

for the project called *Sounds Like Fun*. These professional and instructional resources ensured that teachers implemented the speech-to-sounds-to-print approach consistently. After the research was concluded, *Sounds Like Fun* was revised and updated to build on what was learned during the five years of the project. These instructional resources for the first four years of school became *The Code Is the Key*.

## Assessments and data

Students' literacy knowledge and skills were assessed at school entry, after 16 weeks at school, after one year at school, after 18 months at school, and after two years at school.

At school entry, students in the comparison group had significantly higher scores than the trial group for most variables assessed. However, after one year at school, the trial group receiving the *Sounds Like Fun* instruction had caught up and in many areas significantly outperformed the comparison group.

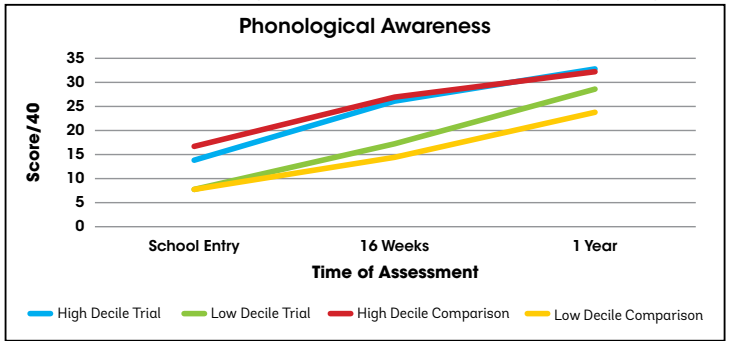
Because students from low decile schools typically fall further behind their high decile peers, the researchers were most interested in the achievement trajectories for students from these schools. Comments about the data below focus on the achievement of students from these schools.

*Socioeconomic status is described in deciles with decile 1 being the lowest and decile 10 being the highest.*

## Phonological awareness results after one year

This graph illustrates progress with phonological awareness skills. It shows the difference in progress made by students from high and low decile schools and by trial and comparison students.

SPAT: Sutherland Phonological Awareness Test—Year 1 Students by Decile Groups




By comparing the green and yellow lines, the data show that students from the low decile trial schools made faster progress than their peers in the low decile comparison schools. In just one year of the linguistic phonics approach, they were beginning to catch up with students from the high decile schools.

# Elevate & Evaluate Sample

The findings reported "impressive gains made by the trial group for key literacy outcome variables including reading comprehension, reading accuracy, word identification and spelling."

### Reading results after 18 months and 24 months

When they started school, the two low decile groups had similar school entry profiles. After 18 months at school, on all measures of reading (comprehension, accuracy, and word recognition), the trial students receiving the *Sounds Like Fun* instruction were reading, on average, three to six months ahead of their comparison peers and three to five months above their chronological age. In contrast, the comparison students were reading an average of zero to three months below their chronological age.

Eighteen months into the project, all comparison schools were offered the opportunity to adopt the speech-to-sounds-to-print approach. Just six months after adopting *Sounds Like Fun*, students in the low decile comparison schools had begun to catch up and to close the gap with their peers in the trial group and were reading, on average, at or above their chronological age.

### Research findings

At the end of this two-year research project, Professor Chapman stated in his final report:

> [T]he data from this project indicate that the *Sounds Like Fun (SLF)* approach is related to impressive gains made by the trial group for key literacy outcome variables including reading comprehension, reading accuracy, word identification and spelling. In addition, Māori, Pasifika and ESOL children made important gains. Further, low decile children showed significant improvement on these key literacy outcome variables. Additional evidence in support of the effectiveness of the *SLF* approach is shown in the comparison children starting to close the gap with the trial children following the introduction of *SLF* in those schools.
>
> The *Sounds Like Fun* approach is based on solid and contemporary research and has many features that are superior to the 'standard' approach to literacy instruction adopted by most schools in New Zealand. **Because the evidence and indications from this study point to improved literacy learning outcomes, schools would do well to consider replacing or supplementing their current approach to literacy instruction with the *Sounds Like Fun* approach**.

In brief, the *Shine* Literacy Project showed that even if children come to school at a disadvantage, without key foundational literacy skills and knowledge in place, it is possible to accelerate their progress by using instructional strategies that systematically build on the knowledge and skills they do have.

School entry knowledge, socioeconomic status, ethnicity, and gender need not determine literacy outcomes. **Evidence-based instruction can level the playing field for all children so they achieve to their potential.**

# Elevate & Evaluate Sample

Data are also provided for the assessment instruments, showing their reliability, validity, and statistical significance, as well as the significant impact the instruction made on the rate of learning.

## Reliability, validity, and significance

Many of the assessments in this book were administered to Year 1 to 4 students in schools representative of the multiethnic and multilingual makeup of classrooms in New Zealand, including English language learners and students from high and low socioeconomic communities. The assessments were administered either once or twice a year, marked by classroom teachers, and the data analyzed by Professor James Chapman of Massey University. The tables that follow present the data from these assessments on measures of reliability, validity, and significance.

### Reliability

The measure of reliability used for all assessments was Cronbach's alpha, a measure of internal consistency. **A reliability coefficient of .7 or higher** is considered acceptable in most social science research situations and indicates results that are precise, reproducible, and consistent from one testing occasion to another.

### Validity

A valid assessment can say that it measures what it claims to measure. Validity results are presented using the Pearson's *r* correlation coefficient, which was used to measure the strength of the association between two assessment instruments. Positive correlations range from .1 to 1.0, and negative correlations range from -.1 to -1.0. **The closer the figure is to 1.0, the stronger the association and therefore the validity.**

| | Pearson's *r* | |
|---|---|---|
| **Strength of association** | **Positive** | **Negative** |
| Small | .1 to .3 | -.1 to -.3 |
| Medium | .3 to .5 | -.3 to -.5 |
| Large | .5 to 1.0 | -.5 to -1.0 |

### Significance

The statistical significance of these correlations is measured using *p*-value. The *p*-value is a measure that determines whether the outcome is the result of chance. **A *p*-value of .05 or less is statistically significant** — unlikely to be due to chance. This *p*-value indicates that there is a 95% chance that you would find similar results when repeating the assessment.

Expectations for achievement are presented, where appropriate, using stanine scores. **A person with a stanine score of 9 is in the top 4% of scorers**, while a person with a score of 1 is in the bottom 4%. These types of scores make it possible to tell if a student's score is below or above the mean (a stanine score of 5). Where they are available, stanine scores are included with each assessment.

After analysis of the data, students in this sample received direct instruction to address learning gaps. Their progress was measured using effect size, which measures the amount of improvement made by students over a period of time. **Effect sizes of .4 or higher show a significant impact on the rate of learning**.

# Elevate & Evaluate Sample

Reliable and valid assessments provide teachers with tools that allow them to use assessment data to drive instruction, to measure progress, and to measure the impact of instruction on achievement.

| | **Reliability** Cronbach's alpha | **Validity** Pearson's *r* | **Significance** *p*-value | **Effect size** |
|---|---|---|---|---|
| **Target values:** | **.7 or higher** | **Between .3 and 1.0** | **.05 or less** | **.4 or higher** |
| **Sound-to-letter knowledge** (A5) | | **Correlations with** Burt Word Reading Test at: | | |
| Year 1 (Grade K) Time 1/Time 2 | .953/.952 n=117 | 1 year .721<br>18 months .703<br>2 years .662 | | .85 |
| Year 2 (Grade 1) Time 1/Time 2 | .951/.936 n=384 | Neale Reading Comprehension at:<br>18 months .669<br>2 years .654<br>Neale Reading Accuracy at:<br>18 months .697<br>2 years .669<br>WRAT Spelling at:<br>18 months .647<br>n=187 | All <.001 | .65 |
| **Pseudoword spelling** (A6) | | Correlations between test items are between .367 and .985. | | |
| Year 2 (Grade 1) Time 1/Time 2 | .85/.80 n=124 | **Correlations with**<br>Hodder Group Reading: .503<br>Hodder Diagnostic Spelling: .394 | | .60 |
| Year 3 (Grade 2) Time 1/Time 2 | .87/.86 n=206 | n=166 | All <.001 | .60 |
| **Short and long vowel discrimination** (A8) Year 3 (Grade 2) | .88 n=234 | No correlation data available | N/A | N/A |
| **Spelling knowledge** (A9) Year 4 (Grade 3) | .74 n=210 | No correlation data available | N/A | N/A |

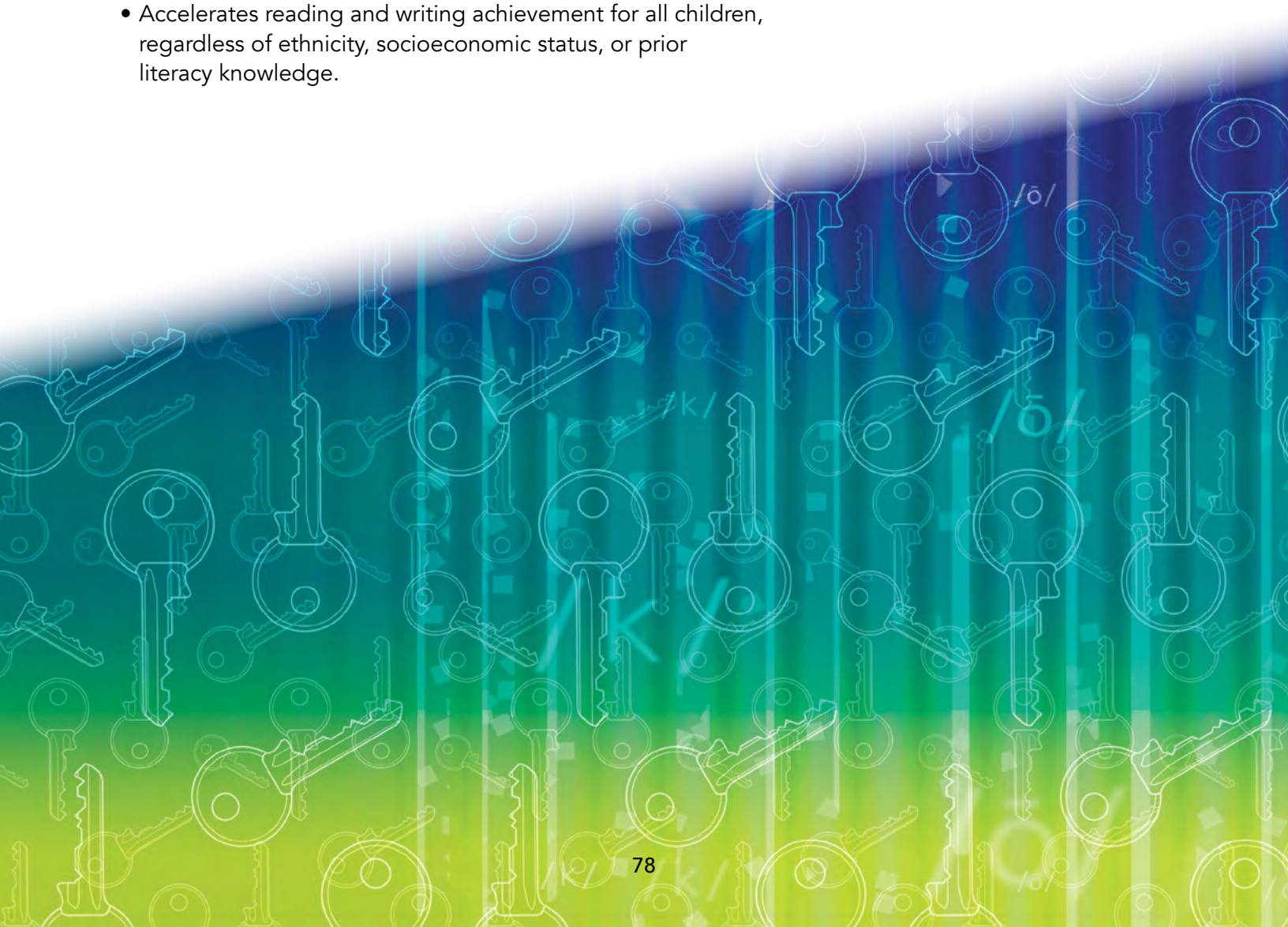
**Note:** Reliability and validity data were not yet available for the phonological and phonemic awareness (A2) and consonant blends (A7) assessments when this edition went to print. The letter formation (A4), spelling analysis (A10), and decoding analysis (A11) assessments do not generate summative scores for the analysis of reliability and validity.

## Summary

*The Code Is the Key* uses a proven approach and playful, interactive learning to build a strong foundation for literacy.

With its unique instructional approach and engaging resources, *The Code Is the Key*:

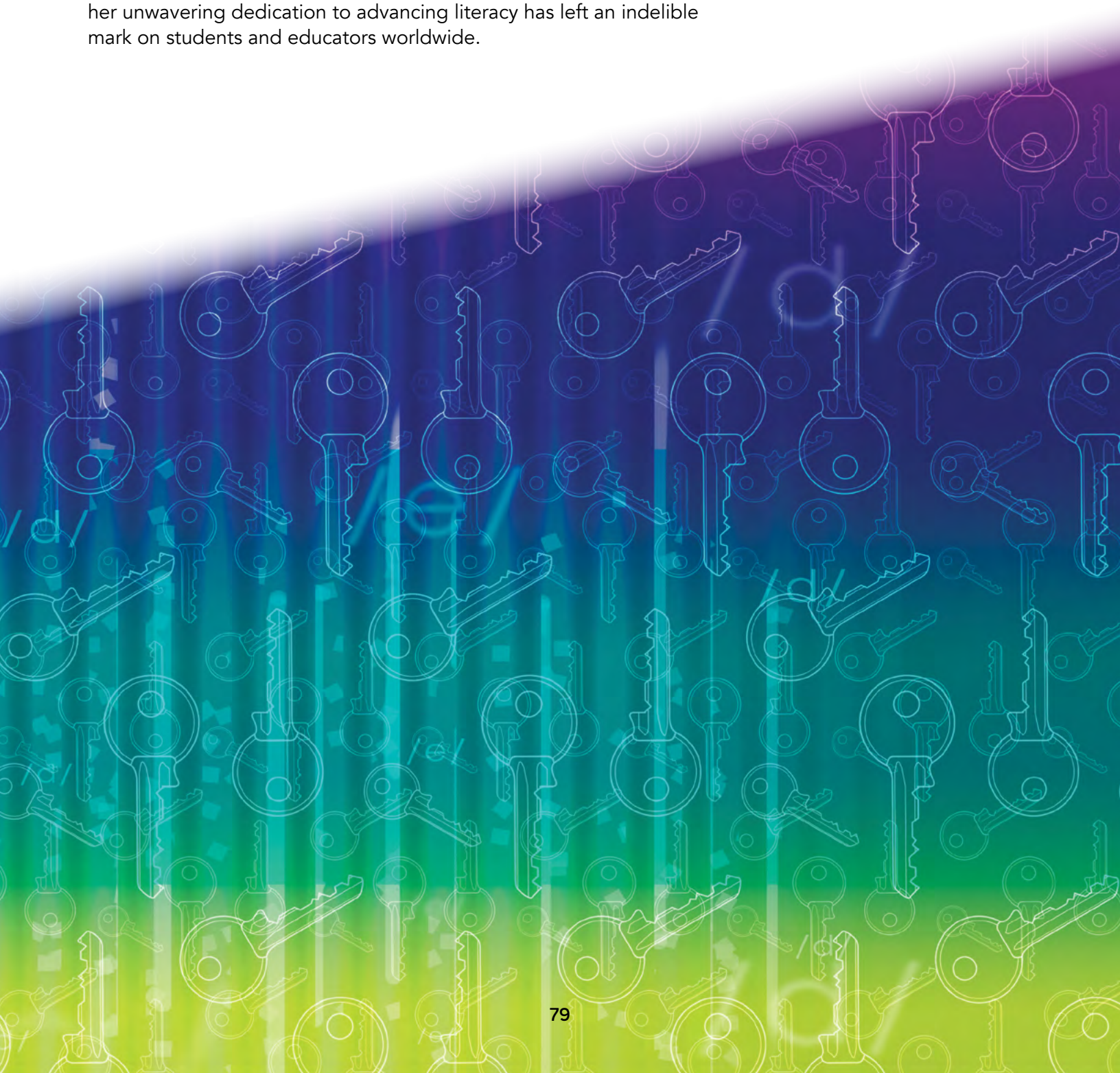
- Teaches students to hear, pronounce, and write every sound of English in 10-minute lessons that stimulate the students' curiosity and excitement about language
- Utilises a systematic and explicit linguistic phonics approach that works from the known to the unknown, from speech to sounds to print
- Builds on students' foundation of oral language, allowing all students to participate equally
- Is research-aligned and evidence-based, growing out of a five-year study involving more than 5,000 students
- Accelerates reading and writing achievement for all children, regardless of ethnicity, socioeconomic status, or prior literacy knowledge.



## About the Author

Joy Allcock is an author, educator, and researcher with a career in education spanning nearly three decades.

Her research on improving literacy outcomes for all learners has directly informed a variety of instructional resources that focus on using the code of English to support reading, writing, and spelling. Joy's well-known research, resources, and professional development workshops have made her a sought-after speaker and consultant, and her unwavering dedication to advancing literacy has left an indelible mark on students and educators worldwide.



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