



INFORMATION AND TIMETABLE FOR THE THRASS ACCREDITED CERTIFICATE FOR PARENTS

Course Resources

This four-hour course, led by a teacher or assistant that has secured the THRASS Accredited Certificate, is based on the four resources in the T-59 THRASS '4 Support' Pack. That is, resources T-54 THRASS Picture Book, T-55 THRASS Picture Cards, T-56 THRASS 500 Workbook, T-57 THRASS Spelling Tiles....with a little bit of help from the T-58 THRASS Phoneme Machine software.

The most recent version of the Phoneme Machine, has auto-functions for blending, reading and spelling English words. It also contains an interactive English Calendar Chart (and charts for other languages). The software can be downloaded from www.phonememachine.com. Using the Serial Number, obtained through Registration, any number of computers within the one institution (be it a school, university, clinic or home) may have the software installed on the hard drive.

Who provides the course resources?

Schools may use a dedicated set of resources, which are collected in at the end of each session. These are then used with other parents, from a different class or year and with the "New Parents" for the next intake of children. Alternatively, mindful of financial considerations, parents may purchase their own course resources (the T-59 THRASS '4 Support' Pack), especially if they are attending as a 'Visiting Parent' (see below) so that they can use the resources at home with their children.

The course is suitable for any parent

The course may be attended by 'Visiting Parents' from schools that are not using THRASS as a whole-school programme, especially where an educational psychologist or speech and language therapist (SALT) has recommended one or more of the THRASS resources for their child's specific difficulties e.g. speech difficulty and/or language difficulty (see www.phonics4parents.co.uk 05: Bulletin Review RCSLT), hearing impairment (05: Fulton School for the Deaf), dyslexia (05: Exford BDA Dyslexia Friendly) or because English is not the first language.

The course focuses on:

- developing children's speaking skills, listening skills, concentration, memory and intellect
- developing parents' understanding of synthetic phonics (using the Natural Synthesis approach) and analytic phonics in reading and spelling
- the Say-Name-Cover-Write-Check spelling procedure.

Course Outcomes:

At the end of the course, parents will:

- know how they can help develop children's speaking and listening skills
- understand that, at Word Level (the Phonics Level), reading involves changing graphemes to phonemes [R= G to P] and spelling involves changing phonemes to graphemes [S= P to G]
- have a better understanding of the 44 phonemes and 120 keygraphemes of English
- know how to maximise children's chances of success with "Weekly Spellings" tests.

Advice for Teachers and Assistants

On all THRASS Accredited Certificate courses for teachers and assistants in the THRASS (UK) territory (the blue territory on the World Map on www.thrass.com), the courses are focused on the essential teaching guide TEACHING THRASS (T-50). They are advised, on page 31, "Give some thought to getting additional help from other more competent learners, such as older pupils/students or parents, because it is essential, especially in terms of their educational and social development, that they develop good speaking and listening skills (many parents are keen to help at home, if teachers can find the time to explain how they can help and many of the THRASS resources may also be used at home)."

Reference: Davies, A. (2003) TEACHING THRASS. Publisher: THRASS UK, Chester, England. ISBN 1 904912 00 1. Copyright: Alan Davies.

COURSE HOURS 1-2: THRASS PICTURE BOOK AND THRASS PICTURE CARDS

Explain that the FEATURES, PHASES and STAGES of the THRASS programme are depicted and described on the THRASS UK website www.thrass.co.uk and progress through the stages is recorded on a THRASS PROFILECARD (ideally, use a computer, interactive board or print out to show the Section Bar on the www.thrass.co.uk HOME webcard).

Explain that there is a free three-part course about the features, phases, stages, profilecard, calendar chart and spelling procedure on www.thrass-tips.co.uk. Simply register by giving your Country, First Name, Surname and Email (ideally, by showing the REGISTER FOR FREE EMAIL COURSE webcard).

Use the THRASS Picturechart (use the T-02 class size chart and/or T-03 individual desk size charts) to introduce the 44 speech sounds (phonemes) and 120 keygraphemes (spelling choices) of English by using interactive-activities with the chart ("the THRASS Map"), involving pointing with index fingers, making sweeping movements with hands and chorusing aloud. Explain the following: letter-boxes, lower-case letters, capital letters, letter names, Consonant Section, Vowel Line, Vowel Section, pictures, Beginning and End Pictures, keywords, phonemes, graphemes (graphs, digraphs, trigraphs, quads and GCAs - Grapheme Catch-Alls). Explain that reading involves changing graphemes to phonemes (and sentences making sense) and spelling involves changing phonemes to graphemes (and words looking right). Explain that the phonemes and graphemes in the 120 keywords are used to help children read and spell the 500 basewords of English and, potentially, 100,000s of other English words.

Stage T1. Picture Location: locate and name the outline pictures (TT p24-31)

Use interactive-activities with T-54 and T-55, involving pointing with index fingers, turning pages, miming and playing with the cards, to explain how parents can help to develop children's speaking skills, listening skills, concentration, memory and intellect by naming, describing, categorising and discussing the pictures in the book. Read aloud the instructions on the back of the book, up to and including Environmental Application and, where appropriate, perform the activities (as a group, in small groups or in pairs). In pairs, play Grapheme Snap. Finish by doing the Letter Name Rap (with or without the desk size charts) and, with the parents using the Picture Books, the Grapheme-Word Rap (Consonants) for the pictures or keyword from bird to bridge (using the appropriate soundtracks on the T-51 THRASS Raps And Sequences CD). It is great fun to turn over a page and sometimes sing the words without pointing underneath the pictures or words on the previous page (as is the case when turning over pages to do the 2-3-7 rhythm), only to join in again with the soundtrack, by pointing underneath the relevant pictures or keywords, just as soon as they can be located on the facing page.

COURSE HOURS 3-4: THRASS 500 WORKBOOK AND THRASS SPELLING TILES...WITH A LITTLE BIT OF HELP FROM THE THRASS PHONEME MACHINE

Remind the parents that there is a free three-part course about the features, phases, stages, profilecard, calendar chart and spelling procedure on www.thrass-tips.co.uk.

Stage T10. THRASS 500 Tests: read and spell the basewords (TT p86-93)

Explain that children can be encouraged to read and spell words (perhaps starting with the 30 two-letter basewords and/or the hundred T-52 THRASS Hotwords Cards), any time after they have been introduced to T2. Letter Location (the names of the letters). Use interactive-activities with T-56. T-57 and T-58 to read, spell, analyse and synthesize a reasonable number of the 500 basewords until the parents can recognise (by chorusing answers, without using a picturechart) consonant graphs, consonant digraphs, consonant trigraphs, vowel graphs, vowel digraphs, vowel trigraphs, vowel quads and consonant blends. Then, read aloud the instructions on the inside back page and perform activities (as a group, in small groups or in pairs) so that the parents are familiar with the THRASS Spelling Procedure (Say-Name-Cover-Write-Check). For example, take ten words and discuss which would be the focus grapheme, letter or sequence of letters in each word (in pairs or small groups before a plenary session).

www.thrass.co.uk www.thrass-tips.co.uk www.phonics4parents.co.uk

THRASS SING-A-LONG RESOURCES – www.thrass.co.uk/sing-a-long.htm

The THRASS SING-A-LONG Family Reading Project uses 44 songs that parents and others can sing with children to explain the 44 sounds and 120 main spelling choices of English. The main resources are an interactive book and an audio CD, complemented by a 96-page hard-back book and a colouring book. A sheet music book and a MOVE-A-LONG with SING-A-LONG DVD are also available.