



Macmillan Snappy Sounds on CENTURY

Teacher Guidance Notes



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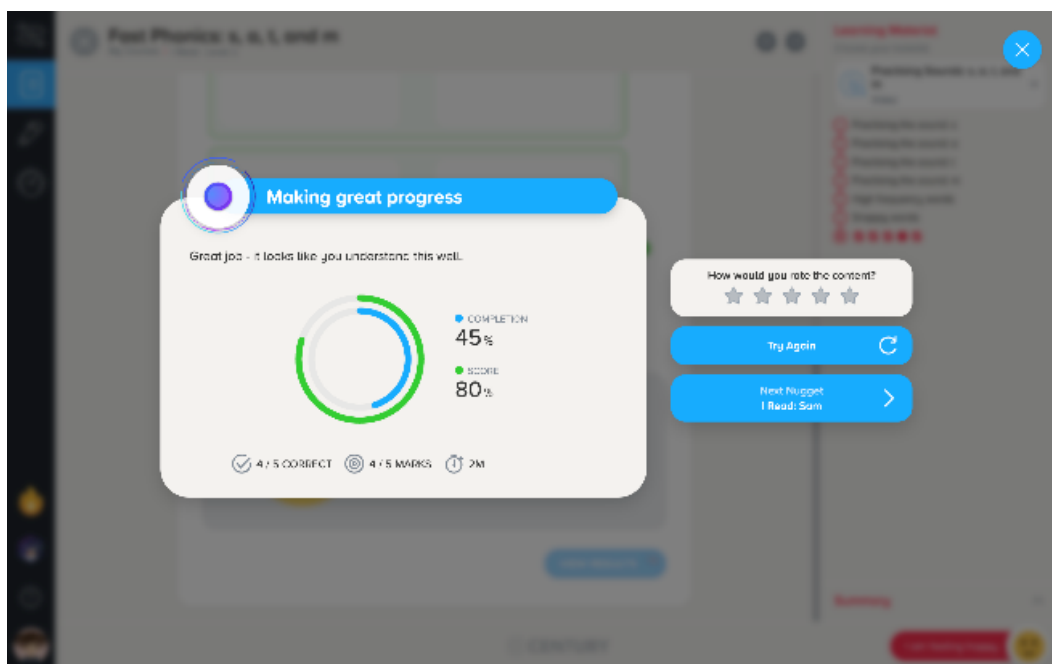
Welcome to this guidance on Snappy Sounds

1. Introduction

Snappy Sounds is a UK Department for Education accredited systematic, synthetic phonics programme (SSP) available from Macmillan Education.

This platform offers a supplementary online programme for use alongside Snappy Sounds print materials, or it may be used alongside any other SSP programme as supplementary practice. If the latter, content will differ, but the SSP principles will be the same and students will benefit from additional teaching and learning.

The technology supports students to be aware of their learning by providing feedback and encouragement. It also enriches the content of the activities with some video, audio and vibrant illustrations to engage and motivate students. It smoothly guides students through the pathway of learning.



Example of student score and feedback

Match the word to the image.

0:00 / 0:02



→ till ✓



→ mess ✓



→ hiss ✓

Correct



NEXT QUESTION

Example of question feedback

2. The structure

All Snappy Sounds content is as closely aligned to the print material as possible and follows the same teaching sequence.

Once in 'My Courses' (see point 4 below for more detail on a typical journey), there are eight levels in Snappy Sounds as indicated by colour coded crocodiles.



Each level has ten **I Read** nuggets (indicated by a crocodile icon with a book), which are micro-lessons containing learning material and questions. I

Read nuggets consist of two parts:

- **Fast Phonics** which are activities to rehearse the focus grapheme-phoneme correspondences (GPCs);
- A matching **I Read** decodable text.
- The final two nuggets of every level always revise the learning from nuggets 1-8 but retain the same structure of activities.



For each of the eight levels, there is also a **Read to Me** path (indicated by a crocodile icon with headphones), which provides read-aloud versions of the print books with comprehension questions for children to discuss. Students may use this as a library after they have been able to read the books

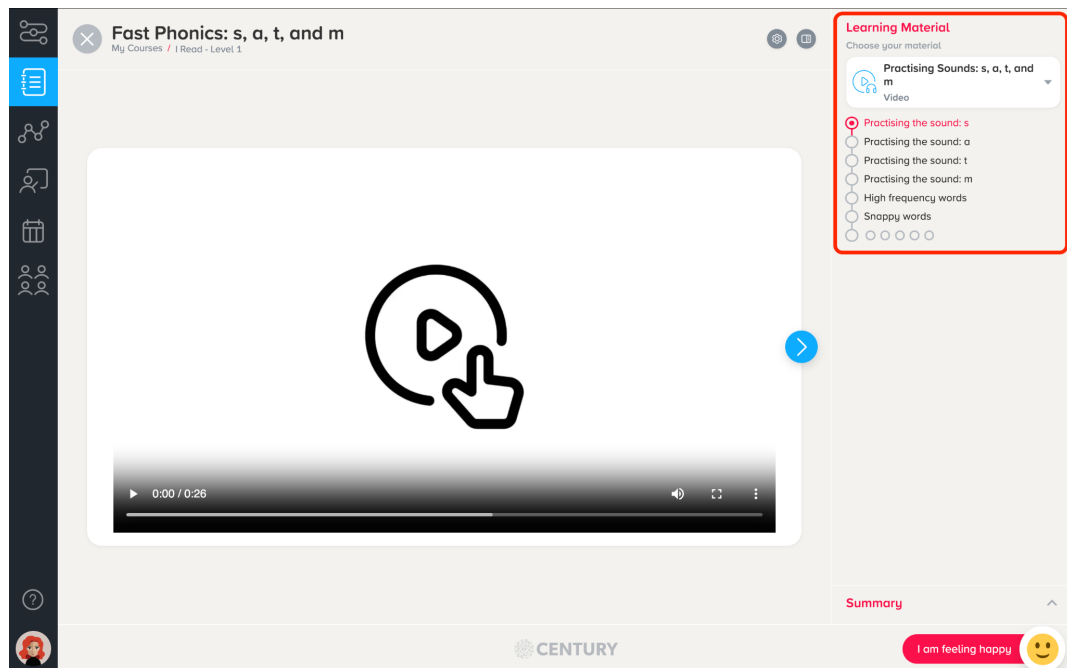
independently. This reminds us that phonics is not an end in itself, but leads to children developing confidence, fluency and independence.

For information about setting up the programme on CENTURY, please refer to our [help pages](#) to ensure that students have controlled access to the levels of the programme in order to optimise progress for them. This will also show the Teacher and Student views.

3. The activities

The activities provided within each **I Read** nugget complement the recommended teaching sequence in the main Snappy Sounds programme. The technology provides audio support as well as new and engaging illustrations to engage students.

The Learning Material is always listed in sequence top right of the screen for ease of orientation:



Fast Phonics

Three activities to practise the focus GPC, decoding and blending words, and recognising tricky high frequency words.

- Practising grapheme-phoneme correspondence:
 - Hear the letter sound (phoneme) and see a video of the mouth making the sound; say it.
 - See the correct formation of the letter (grapheme); see the letter shape that matches the sound.
- High frequency words: words from the Snappy Sounds matching decodable book are read aloud and then students try to do the same with highlights flagging which to try.
- Snappy words:
 - The decoding of a sample word is modelled; students then decode highlighted words in the same way, as they appear.

- o Listening to a sound and matching it to one of three illustrated words they hear; students are listening to identify the letter sound.
- o Matching high frequency words; students do this initially by letter shape but as skills develop, they realise that sometimes it is possible to use a phonics first approach to reading some parts of these words.

Revision nuggets 1 and 2

Students revisit the GPCs and tricky words of the previous 16 nuggets (8 **Fast Phonics** and 8 **I Read**) in a range of activities:

- The decoding of a sample word is provided; students then decode highlighted words as they appear.
- *Early levels:* Match the correct letter to the sound that starts the word
- *Higher levels:* Match the word to the sound; students say the word and identify the correct letters that represent the sound where there are different options.
- Matching high frequency words
- Sorting the letters to spell the word: students practise segmenting to spell by sequencing letters provided. In line with the printed resources known as Grapheme jumble, a letter may be provided as support. In all cases the audio for the word is provided to support the segmentation.

I Read

Independent reading of a digital version of a SS decodable text including:

- The cover for discussion
- The **Fast Phonics** pages as represented above in **Fast Phonics**
- The text

The reading of the book is followed by activities:

- Matching the word to the image: students decode words and drag them to match the image.
- Read and fill the gap: students hear a sentence read aloud and choose the correct word also read aloud, to fill the gap. The focus is on meaning but students may also rehearse saying the sounds and blending to read the words.
- Matching high frequency words: as in **Fast Phonics** but with some distractors.
- Checking for meaning: students answer a read aloud question. Further comprehension questions feature in **Read to Me**.

Revision nuggets 1 and 2

Students revisit a mix of the GPCs and tricky words of the previous 16 nuggets (8 **Fast Phonics** and 8 **I Read**) in two revision decodable books and a mix of activities as

above but with the addition of a comprehension question. There are further comprehension questions provided in **Read to Me**.

Read to Me

The book and associated comprehension questions for discussion are read aloud.

Text is highlighted as it is read aloud, and pages automatically flip over. Pace is steady but retains meaning. There is also a functionality to speed up or slow down the content. Voices are a mix of both male and female.

4. A typical route experience

The essence of a SSP programme is that it is systematic. This means that whilst you have control over which courses you allow students to access, it is generally recommended that the structure cited above and the sequence of activities in the [course guide](#) is followed to ensure maximum impact.

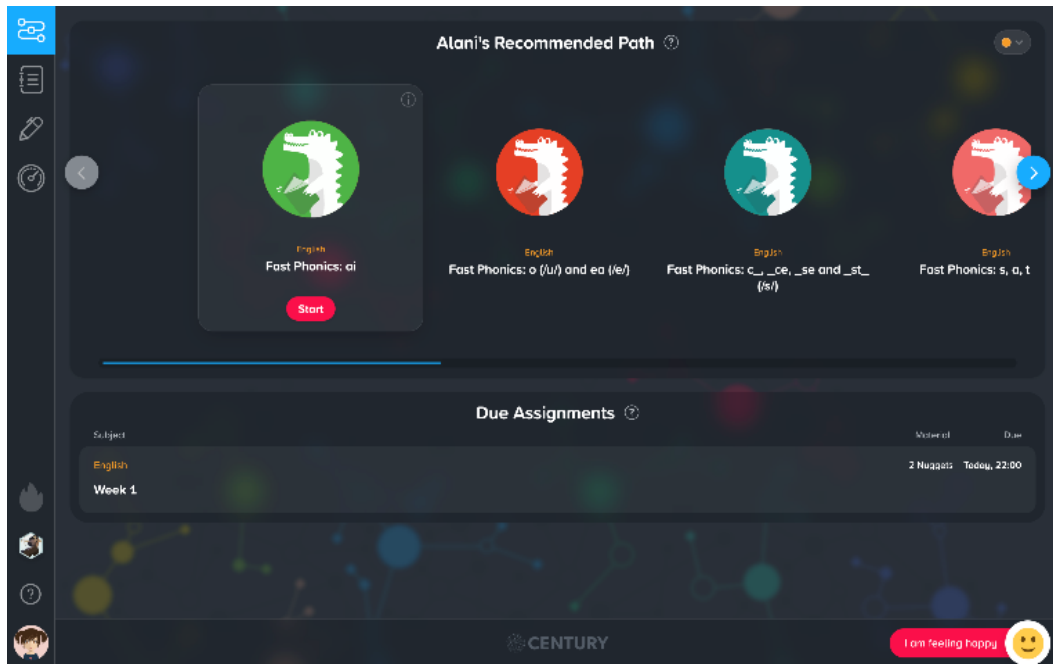
If we systematically teach children the GPCs and the skills of blending, they will be better equipped for decoding texts independently, and will ultimately enjoy the benefits of being a confident and fluent reader. And what goes for reading, applies to writing, too.

When a student first logs in:

1. They initially enter the **My Courses** tab and see what has been selected for them to complete. Both **I Read** and **Read to Me** feature here. Over time, this is also the place that shows which levels have been completed:



Once underway with the programme, students may access their **Recommended Path**. This shows the nuggets that students should study next, based on their previous performance:



2. My Courses – Level 1 – list of nuggets

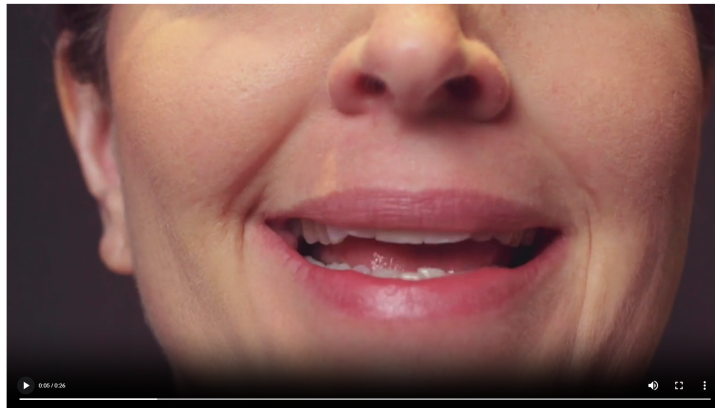
Here we see the student has selected the **I Read – Level 1 course**. Within this, there are 20 nuggets always consisting of two parts: **Fast Phonics** which are activities to rehearse the focus grapheme-phoneme correspondences (GPCs); and **I Read** which is a decodable text for them to practise the skills of blending sounds to decode words in order to read independently.

In this instance, the student will begin with **Fast Phonics: s, a, t, and m** and then **I Read: Sam** which is the first nugget.

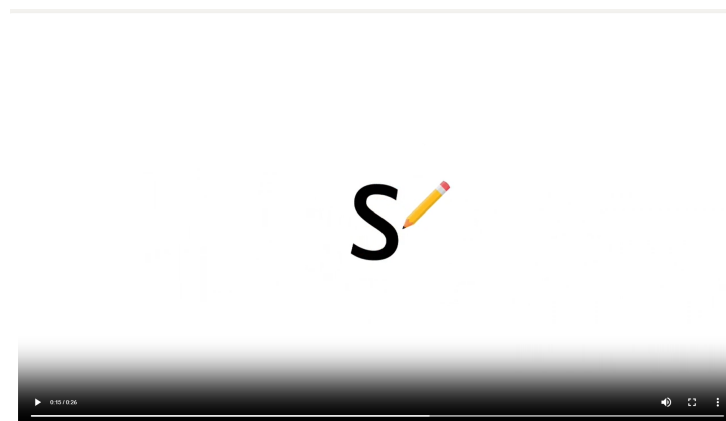


3. Fast Phonics

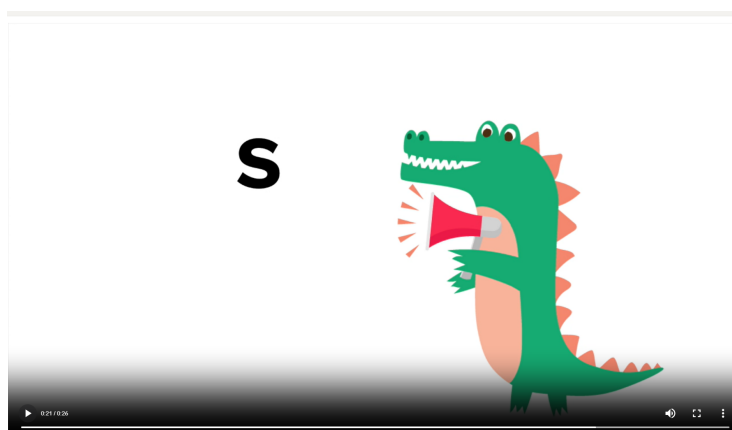
- Practising grapheme-phoneme correspondence:
 - Hear the letter sound (phoneme) and see a video of the mouth making the sound.



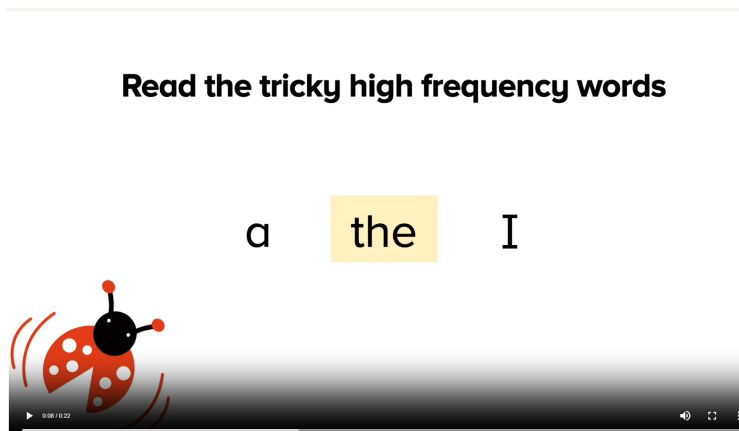
- See the correct formation of the letter (grapheme); see the letter shape that matches the sound.



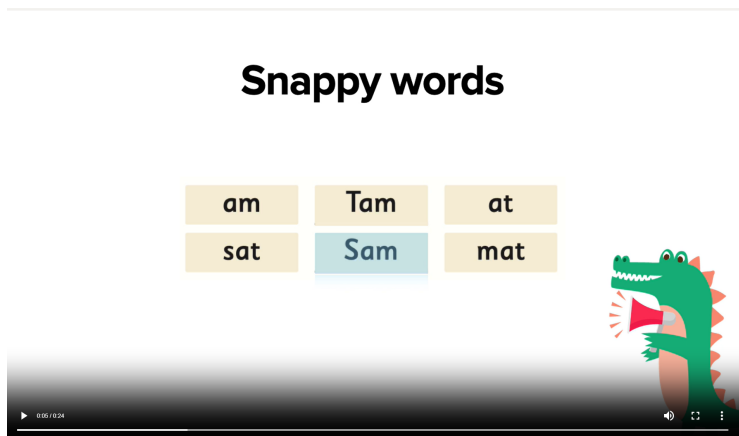
- Children say the sound.



- High frequency words:

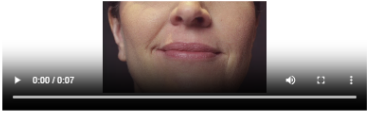


- The decoding of a sample word is modelled; students then decode highlighted words in the same way, as they appear.



- Listening to a sound and matching it to one of three illustrated words they hear; students are generally listening to identify the letter sound at the start.

Which word has this sound at the start?

☐ 

☐ 

☐ 

☐ 

- Matching high frequency words; students do this initially by letter shape but as skills develop, they realise that sometimes it is possible to use a phonics first approach to reading some parts of these words.

→

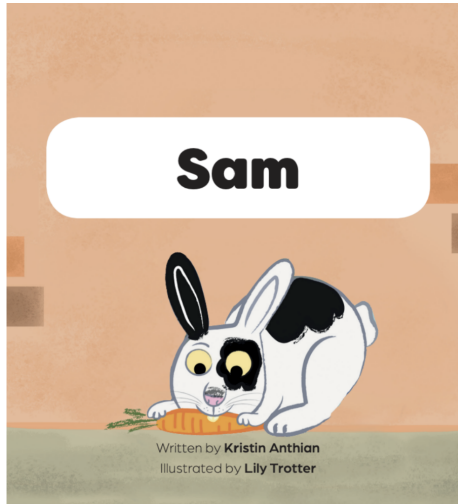
→

→

Possible Answers

4. I Read:

- Independent reading of a digital version of a SS decodable text including the front cover for discussion, the **Fast Phonics** pages, and the text.



Fast phonics

Before reading this book, ask the student to practise saying the sounds (phonemes) and reading the new words used in the book. Try to make it as speedy and as fun as possible.

Read the tricky high frequency words

The student can't sound out these words at the moment, but they need to know them because they are commonly used.

a	the
I	

Tip: Encourage the student to sound out any sounds they know in these words, and you can provide them with the irregular or tricky part.

Say the sounds

s	a
t	m

Tip: Remember to say the pure sounds. For example, 'sssss' and 'nnnnn'. If you need a reminder, watch the *Snappy Sounds* videos.

Snappy words

Point at a word randomly and have the student read the word. The student will need to sound out the word and blend the sounds to read the word. For example: 'Sss-a-mmm, Sam'.

am	Tam	at
sat	Sam	mat

Quick vocabulary check

The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

2

3



4

5

- Matching the word to the image: students decode words and drag them to match the image.

→

→

→

Possible Answers

Tam **Sam**

mat

I DON'T KNOW RESET SUBMIT ANSWER

- Read and fill the gap: students hear a sentence read aloud and choose the correct word also read aloud, to fill the gap. The focus is on meaning but students may also rehearse saying the sounds and blending to read the words.

Which is the correct word to fill the gap?

I _____ at the mat.

☐ sat

☐ Sam

- Matching high frequency words: as in **Fast Phonics** but with some distractors.

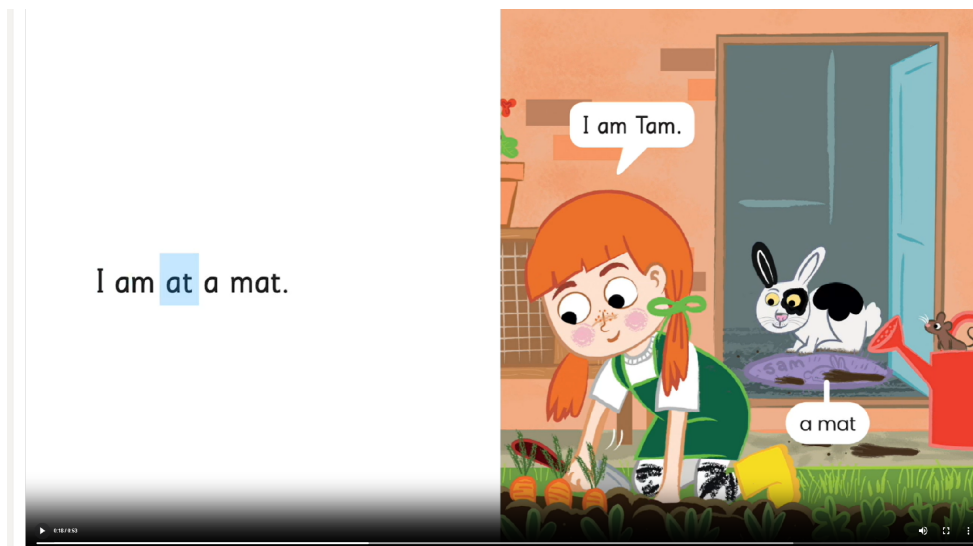
→

→

→

Possible Answers

5. **Read to Me:** students may visit this now or revisit later as part of their growing library when they read, listen or join in with books that are within their reach. Occasionally, the **Read to Me** books may be used to support children with reading challenges, but this is at the discretion of the teacher.



Comprehension questions

Let's talk about the story together

- What happened first in this story?
- Who sat at the mat?
- What is another word for 'mat'?
- Who was Tam? Did she look after Sam? Why do you think that?



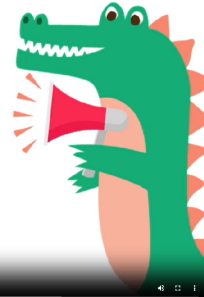
6. **Revision 1 and 2:** At the end of each level there are two revision units that serve to mix all previously taught letters and sounds.

Fast Phonics Revision

- Students revisit the GPCs and tricky words of the previous 16 nuggets (8 **Fast Phonics** and 8 **I Read**)

Let's remember these sounds

m a k t u



**Let's remember how we write
the letters for those sounds**

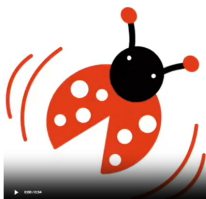
m a k t u

m a

Let's remember the tricky high frequency words

the no

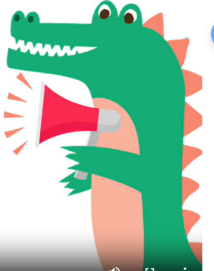
of to go



At higher levels and in line with the printed books, words are presented to provide examples of different spelling options for the same sound:

Let's remember these sounds

i	y	ie	i-e
lion	cry	pie	bike



0:00 / 1:34

- The decoding of a sample word is provided; students then decode highlighted words as they appear.

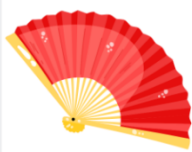
Snappy words

mum	rat	jam	big
bun	ran	bad	hop
run	kit	top	jug
fan	hit	bed	yap
bin	got	net	yum



0:00 / 1:34

- *Early levels:* Matching the correct letter to the sound that starts the word (partially completed here):

	→	f
	→	j
	→	t
	→	

Additional Answers

r

I DON'T KNOW

RESET

SUBMIT ANSWER

- *Higher levels:* Match the word to the sound; students say the word and identify the correct letters that represent the sound where there are different options.

 s _ _ ce	→	
 sh _ _ _ d	→	
 b _ ll	→	
 chee _ _	→	

Possible Answers

oul	se
au	a

I DON'T KNOW

RESET

SUBMIT ANSWER

- Matching high frequency words

the

→

no

→

of

→

to

→

go

→

Possible Answers

of

the

go

no

to

I DON'T KNOW

RESET

SUBMIT ANSWER

- Sorting the letters to spell the word: In line with the printed resources known as Grapheme jumble, a letter may be provided as support sometimes.

Sort the letters to spell the word



a

t

c

0:00 / 0:10

c _ _

I DON'T KNOW SUBMIT ANSWER

Spell the word for the picture



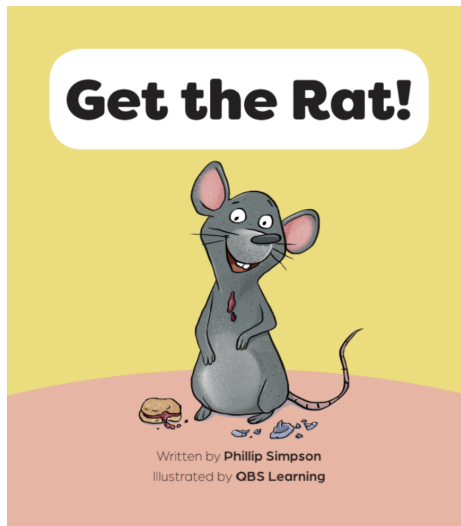
0:11 / 0:11

_ _ _ _

I DON'T KNOW SUBMIT ANSWER

I Read Revision

- Students revisit a mix of the GPCs and tricky words of the previous 16 nuggets (8 **Fast Phonics** and 8 **I Read**) in two revision decodable books



- Activities are the same as for the nuggets, but with the addition of a comprehension question:

What else does the boy want at the end of the story?

▶ 0:00 / 0:06

☐

The boy wants a ball.

▶ 0:00 / 0:03

☐

The boy wants a wig.

▶ 0:00 / 0:03

I DON'T KNOW

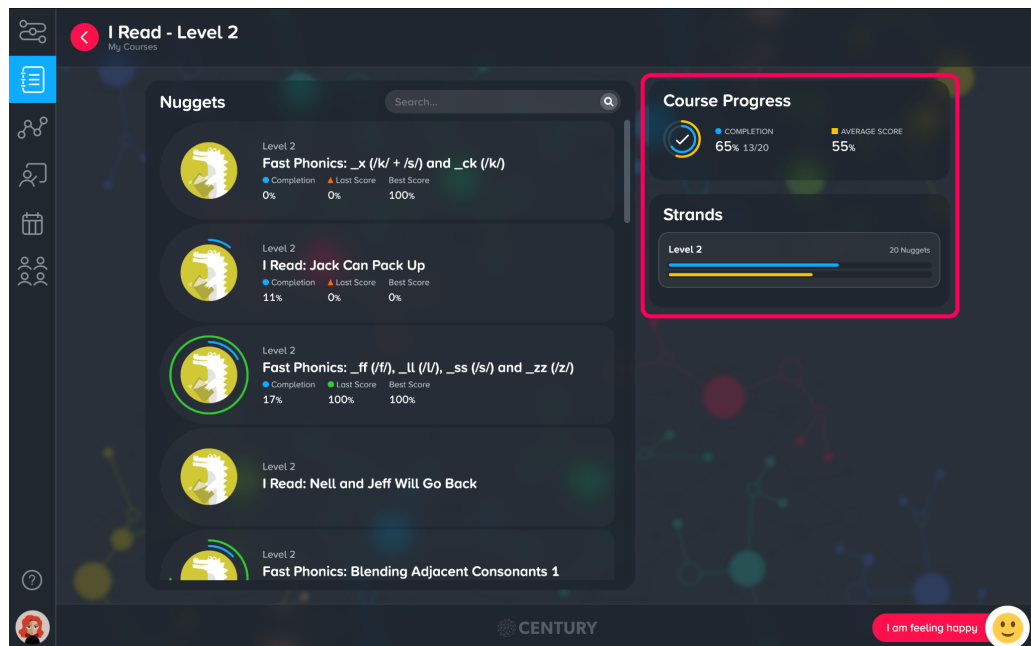
SUBMIT ANSWER

7. Students will be assigned the **next level** by the teacher once their performance has been reviewed by both teacher and student.

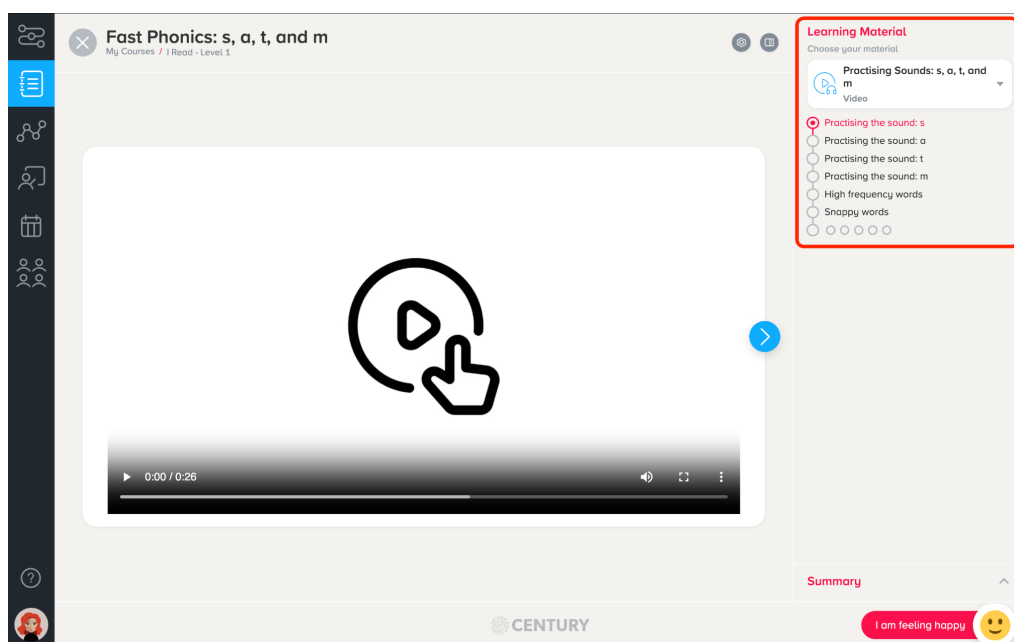
5. Tips for implementation

Accessibility:

The technology supports students to be aware of their learning by providing feedback and encouragement. It also enriches the content of the activities with some video, audio (with speed functionality), and vibrant illustrations to engage and motivate students. It smoothly guides students through the pathway of learning.



The navigation provided top right enables teachers to adapt the pathway if necessary for specific needs by clicking through the different screens.

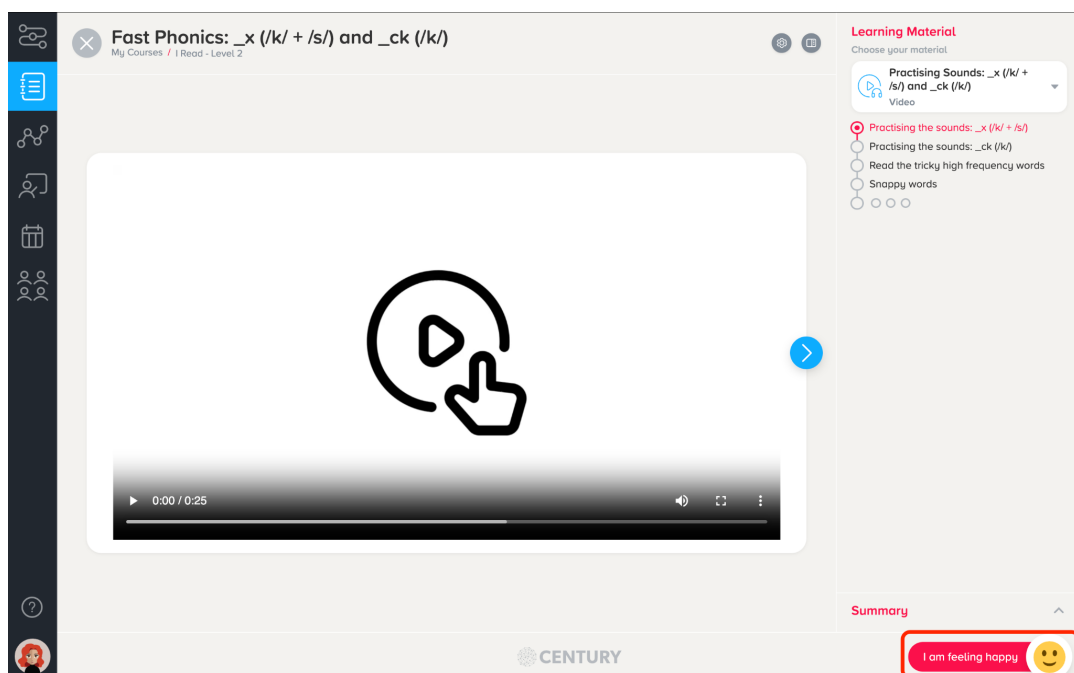


Some students may benefit from having physical resources handy to reinforce the on-screen learning, e.g. letter manipulatives for finger tracing as they see the letter formation on screen, or for matching to what they see on screen or to help them to segment the sounds for spelling. Similarly, some students may prefer to have a pencil and paper handy to practise some of the skills.

You may not wish older students needing an intervention programme to work through every nugget. Consider fast tracking the pathway by using the Revision nuggets as an intervention. You can easily do so by [setting an assignment](#) for the student. This is also suggested in the print resources as a 1 book per week 16-week programme or 2 books per week 8-week programme.

Students learning English as a second language may benefit from further pronunciation practice as they master the sounds of English and the rules of the alphabetic code. Be mindful to provide additional practice.

Well-being and student engagement: at the bottom right of the course screens students are invited to record how they are feeling about their work or otherwise.



For further information and technical guidance, please visit [our help pages](#).