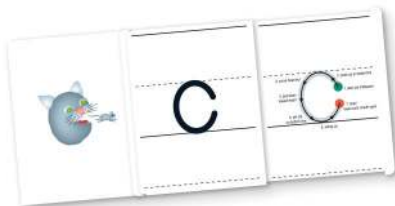


The SunformTM Alphabet System

Neurologically Integrated Pictograph Mnemonics

Memorizing 26 letter name sounds—and the beginning sounds—at the same time is developmentally inappropriate for young children (Hannaford, 2013) yet this is how alphabet knowledge is still generally taught. And, we do not read with letter names, but they are introduced first in standards, assessments, and curriculums. These conventions are



especially disadvantageous for exceptional learners, English Language Learners, and students who possess weaker incoming alphabet knowledge

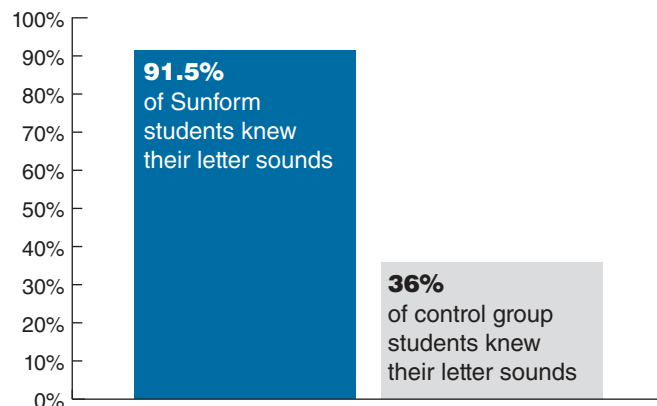
(Bear, et al, 2004). Sunform is a superior method that acknowledges the letter names while efficiently establishing letter-sound proficiency. This produces dramatic literacy gains in pre-K, K-2 and remedial settings, in daily 15-20 minute lessons that complement any curriculum.

Hannaford, Carla. Smart Moves: Why Learning Is Not All In Your Head. New York: Great River Books, (c)2013

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.



Underserved Preschoolers Become Beginning Readers



In a Chicago Public Schools preschool study*, Sunform students learned 91.5% of their sounds while the control group students learned 36% of their sounds.

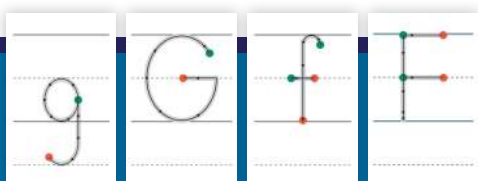
*Massengill Shaw, D., & Sundberg, M.L. (2008). At-risk preschoolers become beginning readers with neurologically integrated alphabet instruction. *Journal of Education Research*, 2(1), 61-73.

“After two months of instruction, eight of my 12 students were already at the blending stage; they had learned all 26 letter pictures in just two weeks! Having this pre-reading edge going into kindergarten will be very beneficial for the students and their teachers”

Kim Villanueva

Teacher

Chappell Child Development Centers in Jacksonville, FL..



The Sunform Alphabet System

How it Works

Sunform simultaneously teaches students the beginning letter-sound symbol correspondences and letter formations to automaticity. Each non-consumable Sunform pictograph-clue-letter device integrates visual, auditory and motor skills. The methodology activates both the right and left brain hemispheres and goes beyond multisensory learning (seeing, saying, and doing) by integrating emotionally engaging images and alliterations, and transforming abstract, non-phonetic symbols into meaningful, phonetic letters.



Each kit includes 26 non-consumable devices and two sets of picture, clue, lower case and upper case letter wall cards. Handwriting blackline masters and training videos are downloadable at no charge. Optional consumable student handwriting books facilitate developmentally appropriate motor movements and directionally correct letters.

Step 1: Trace picture.

Step 2: Trace octopus.

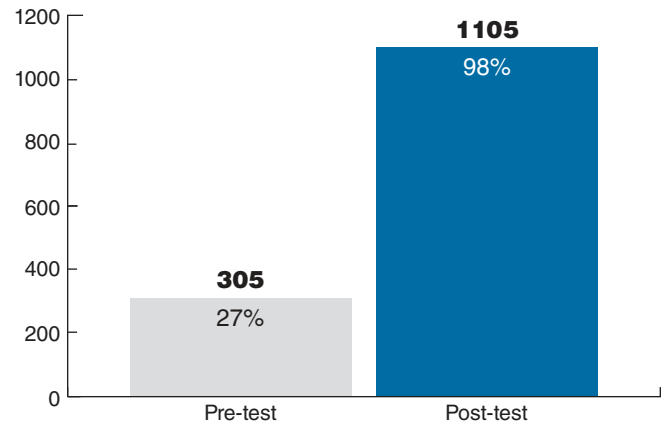
Step 3: Trace Motor Plan.

Level 1 **Level 2**

Model Trace around each octopus. Trace each red octopus letter.

Trace each red octopus letter. Start at midspace and copy 4 octopuses.

Response to Intervention Tier1/Tier2



43 Chicago Public School students who had failed kindergarten, mastered sounds and handwriting in just 51 hours of summer school.

Massengill Shaw, D., & Sundberg, M.L. (2008). How a neurologically integrated approach which teaches sound-symbol correspondence and legible letter formations impacts at-risk first graders. *Journal of At-Risk Issues*, 14(1), 13-21.

Synthetic Phonics

Acquisition of the alphabetic principle (phonological awareness and alphabet knowledge) is essential to efficient decoding (Ehri, 2014). Sunform systematically relates the sounds of spoken language (phonemes) with the corresponding letters (graphemes) using integrated (embedded) pictograph mnemonics, and in an order based on fine-motor copying skills (Beery, Buktenica and Beery, 2010). This Synthetic Phonics approach (Parker, 2019) establishes the letter sound proficiency foundation for orthographic mapping (Gough & Tunmer, 1986).

Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading*, 18(1), 5-21.

Beery K. E., Buktenica N. A., and Beery N. A. (2010). *The Beery-Buktenica Developmental Test of Visual-Motor Integration: Administration, Scoring, and Teaching Manual* (6th ed.). Minneapolis, MN: Pearson.

Parker, S (2019). Why Synthetic (Bottom-Up) Reading Instruction? Stephen Parker blog post, April 4, 2019.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10

ABOUT VENTRIS LEARNING

Our language & literacy resources help educators better meet the needs of students who become underserved in literacy. To learn more visit www.ventrislearning.com.

Ventris Learning LLC, P.O. Box 981, Sun Prairie WI 53590 • Phone: 1-888-439-6699 • Email: info@ventrislearning.com