



## PARENT NOTES

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## BACKGROUND INFORMATION FOR PARENTS

These notes should be read in conjunction with the 'THRASS Information Brochure'. This brochure may be viewed and/or downloaded from our website by clicking on the 'Info Brochure' button in the 'ABOUT THRASS' section. Hard copies may also be obtained from our office by emailing [enquiries@thrass.com.au](mailto:enquiries@thrass.com.au)

### **The Australian Curriculum And Phonetics**

On 08 December 2005 the Federal government released the results of a major enquiry into the teaching of literacy. The report entitled 'Teaching Reading' made several recommendations. Part of Recommendation 2 on page 43 of the report states that, 'The committee recommends that teachers provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Equally, that teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies'. In 2008 the National Curriculum Board started work on delivering an English syllabus as part of the Australian Curriculum. This syllabus recognises phonetics as an integral strategy for teaching learners to read, spell and write. THRASS has been teaching educators about the value of good quality phonetics since 1996, so for us the above enquiry and its findings simply reinforced everything we had been doing.

### **Phonological Awareness Right From The Very Beginning For All Learners**

At THRASS we have always believed that all students can benefit from quality phonetics training, right from the very beginning of the literacy process as part of a balanced literacy program. Phonological awareness is not just for those learners experiencing difficulties. These sentiments are echoed by the comments of a teacher who attended one of our THRASS training courses at in Melbourne during 2003, who said, 'I came looking for something to help one child in my class. I have found something for all 27 of them. Just wish I had Prep so that at least one class would be set on the right path for a literate life'.

### **How Does THRASS Fit Into Literacy Teaching?**

THRASS is a phonetics teaching tool designed to assist with all levels of literacy by teaching skills and understandings about our language that are linguistically correct and sustainable. Phonetics (commonly known as phonics) is in general terms a method used for teaching reading and spelling by presenting strategies to learners about the relationships between sounds and letters. Unfortunately most phonics taught in our schools today is of a very poor quality because it tends to be based around what we call 'traditional' phonics. THRASS raises the standard of phonetics to a new level by taking a completely different pathway. Importantly the work that you do as a parent with THRASS, should be continually reinforced by regular reading sessions. The THRASS resources we recommend should be used after reading the 'THRASS Information Brochure' and the remainder of this set of notes. Ideally you should also attend a THRASS Training Course in order to gain maximum benefit from the items you purchase.

### **Learners With Specific Learning Difficulties (SLDs) & Confused Learners**

At THRASS we firmly believe that in the overwhelming majority of cases a learner's SLD is not the sole or major reason for their failure in the literacy process. The most important but almost very often totally overlooked or underrated factor in illiteracy, is related to a confused knowledge of phonetics created by poor teaching strategies presented to learners at a very early age and often further reinforced by remedial programs that simply give the learner 'another dose of the same old medicine' – see the 'THRASS Information Brochure', on our website. At THRASS we have shown that the literacy levels of children experiencing difficulties can be significantly improved by exposure to quality phonetics teaching, using a methodology based around teaching the 44 speech sounds of English and the spelling choices that represent those speech sounds. Interestingly though, the vast majority of enquiries we receive relate to learners who have either not been diagnosed with a SLD or who according to the school system, don't warrant being tested for a SLD. These learners are simply confused about the process of learning to read and spell created by poor phonics strategies. THRASS can be used highly effectively with these learners also. The confusion mentioned above commonly has as its basis, misunderstandings or a complete lack of knowledge about the relationship between the speech sounds of English and the symbols that represent those speech sounds. This is not just our view. Reports such as 'Mapping The Territory', © Commonwealth of Australia 2000, specifically identified the importance of students with learning difficulties needing to be taught phonological awareness (very simply an awareness of the speech sounds of a language and its phonetic structure). Our own study conducted in 2005 with approximately 3 000 teachers revealed what we would consider an unacceptable result on a simple phonetics test.

### **Application of Phonetics Strategies: Quality And Quantity Varies**

Most educators hold the view that children experiencing difficulties with literacy need to be taught the correct building blocks of the language using linguistically sound and sustainable methods that cater for the different learning styles of various students (whether they be more visual, auditory or tactile in their learning style). Unfortunately in our experience it is the practical application of this commonly agreed principle that varies greatly in quality and quantity from one educator to the next. It is our experience that the quality of the particular phonetics strategy/strategies employed by an educator is strongly linked to the quality of subject knowledge of phonetics held by that educator. Those educators with good subject knowledge of the building blocks of English are obviously less prone to making bad choices when choosing either an 'off-the-shelf' program or creating their own phonetics teaching strategies.

## BACKGROUND INFORMATION FOR PARENTS

### What Can You Do As A Parent With Regard To Phonetics?

We suggest that you follow a few simple DOs and DON'Ts when dealing with phonetics. The list is not definitive but these are important. Also take the initiative and ask the teacher what he/she is doing in this area. If it conflicts with what we say in this document or in our information brochure then talk the issue through with them. Most importantly, phonetics is only one level of literacy. All levels are equally important, although we know that 'bad' phonics teaching strategies can have lifelong repercussions for some learners, so it is important to get this level (the Word Level) correct.

#### DO

1. Teach that the letters of the alphabet have a name. Emphasise that both the capital and lower-case letters are known by the same name.
2. Teach that the alphabet is simply a resource of letters from which we choose one letter or a combination of letters to represent ('make' or 'show' are other words you could use instead of the word represent) a speech sound.
3. Teach all 44 speech sounds of spoken English and the associated spelling choices.
4. Teach that the phonemes (speech sounds) of English can be represented by graphs (one-letter-spelling-choices e.g. 'a' as in cat), digraphs (two-letter-spelling-choices e.g. 'ck' as in duck), trigraphs (three-letter-spelling-choices e.g. 'are' as in square) and quadgraphs (four-letter-spelling-choices e.g. 'eigh' as in eight). Don't be afraid to teach the correct terminology. Basic terms such as phoneme, grapheme, graph, digraph, trigraph and quadgraph should be as familiar to students as square, triangle and circle. Learners will pick up these terms quickly once you start working with them.
5. Make sure that the type of phonetics information you impart to your child is sustainable. For example if you teach that the letter 'a' only makes the sound ( a ) as heard in the middle of the word cat, then this is unsustainable, because in words such as many, baby, was, ball, banana etc. the letter 'a' does not make the sound as heard in the word cat.
6. Approach your school for advice on strategies that you can use at home concerning all aspects of literacy. If you feel that there is a need (in consultation with the classroom teacher), ask for strategies to assist and support classroom work in phonetics, oral language development, comprehension, shared and guided reading, vocabulary development, reading aloud etc. In many schools that do THRASS teachers will be proactive in involving parents in the process.

#### DON'T

1. Don't teach your learners that the letters of the alphabet in isolation 'have' or are directly associated with one particular speech sound. This is unsustainable and only leads to confusion and a slower uptake of understandings about the structure of English. See the section in the 'THRASS Information Brochure' headed, 'Why Change? Problems With Conventional Phonics Teaching'. At THRASS we say that letters do not 'have' sounds until they are inside a word. Emphasise this to your learners at all times.
2. Don't use 'conventional' or 'bad' phonics as an answer to any problem your child may be experiencing with reading and spelling. They may already have had years of this and it hasn't worked. When you hear teachers or tutors say they are going to take learners 'back to the basics', enquire as to what they mean by this, as you don't want the basics to include further and more intense doses of 'conventional' or 'bad' phonics.
3. Don't use spelling rules. All that these rules do is provide even more confusion for the very students who need the most help. English is not a language you can readily apply rules to.
4. Don't teach learners that there are 'silent' letters in English. One of the problems with 'silent letters', is that when we tell learners that there is a 'silent letter' in a word, they often leave out that very letter, when they write it down. The notion of 'silent letters' has arisen because 'conventional phonics' teaching has had to find a way to 'explain away' the teaching method that equates one-letter-with-one-sound. For example the word knee. Learners are often told that the letter 'k' is silent. Why, because 'conventional phonics' teaching associates the letter 'k' with the first sound as heard at the beginning of words like cat and kitten. In a word like knee this doesn't work - that strategy then is immediately illogical. So as not to discredit the strategy, learners are told to treat the letter 'k' as 'silent'. That way the next letter, the letter 'n' comes into play, and naturally as learners have been taught that the letter 'n' represents the sound ( n ) heard at the beginning of words like net and nod, all seems right. However what happens when we get to a word like knight?
5. Don't perpetrate the myth of 'sight words'. Words such as 'is', 'the', 'they', 'why', 'there', 'what', 'was' etc. are commonly given the term 'sight words'. We are often told, "these are words, you can't 'sound out', you just have to learn them". These words can be 'sounded out' and taught if you have an understanding of all 44 speech sounds of English and the related spelling choices. The term 'sight words' then, was invented to 'explain away' the pitfalls of 'conventional phonics' teaching. These words should be correctly referred to as 'high frequency words' - that is, words that learners often encounter in their reading, spelling and writing. The inability of learners to read and spell these so-called 'sight words' is also a major contributory factor to poor scoring on many tests.

## WHY HAVE A THRASSCHART?

The THRASSCHART is a teaching tool - or as we reference it, a toolbox for teaching phonics.

As with any toolbox there are various tools each of which has a specific function. It is important that the user of the toolbox understands the function of each tool and knows how to use it.

As a teacher, you must know how to use each 'tool' provided by the THRASSCHART and its function. With this knowledge you are then able to explain the use of each tool to your learners. Your subject knowledge as a teacher is imperative in the learning process.

### **What tools are in the THRASSCHART?**

**K. English words are produced using 44 sounds.**

#### **TOOL**

The THRASSCHART has 44 boxes. The function of these boxes is to give a physical reference for each sound in English.

**K. English is made up of two distinct groups of sounds.**

#### **TOOL**

The THRASSCHART has two distinct parts. One part groups the sounds that are the consonant phonemes of English, the other groups the sounds that are the vowel phonemes of English.

**K. English words are written using letters, Capitals and Lower-Case.**

#### **TOOL**

The Alphabet is placed at the top of the THRASSCHART showing both the Capitals and Lower-Case versions of each letter.

Letters are used to represent sounds in written words. Learners need to be able to name and identify them.

Alphabetic knowledge is important as this code is used as an indexing reference system in books, electronically etc.

**K. Pictures can be named and described using words. We use words to write a story.**

#### **TOOL**

The THRASSCHART has a picture (120) for each word on the chart. Learners learn to read by associating with a picture.

Oral and written language skills can be developed by using the pictures on the chart for identification, classification and story telling.



## **K. Sounds in English words can be represented with different letter combinations.**

### **TOOL**

Each of the 44 boxes on the chart contains the most common spelling choices for that sound. It also has a word for each spelling choice.

The THRASSCHART allows the learner to quickly identify a group of letters as depicting an associated sound in a word.

When we read we have to identify grapheme groups and associate them with a sound. The sounds are then blended together to make words.

When we write we have to identify sounds we can hear and choose a spelling choice for that sound.

## **K. Sounds have common written patterns.**

### **TOOL**

Each word on the THRASSCHART contains only spelling choices that are on the chart. This analogous cross-reference allows the learner to start to visualise common spelling patterns thereby building an understanding of spelling. Each word on the THRASSCHART can be spelt using patterns from other chart words. e.g. bird is made up of bird, shirt, dog.

## **K. Words can be classified into nouns, verbs and adjectives.**

### **TOOL**

The THRASSCHART has 120 words and a picture for each word. Learners can classify each of the words into the above categories and identify which words can be used in different ways.

## **K. Singular and plural, tense (past, present and future).**

### **TOOL**

Use the 120 words on the chart to show common spelling patterns that occur when changing words from singular to plural or changing tense.

# GETTING AROUND THE THRASSCHART

## REMEMBER

- 1. IT IS IMPORTANT THAT CHILDREN VERBALISE/ ECHO THE STORY OR WORDS AFTER THE TEACHER.**
- 2. CHILDREN MUST BE POINTING TO THE WORDS AS THEY SAY THEM.**
- 3. THIS IS ONLY A STARTING POINT. THE VOWELS MUST BE DONE AT THE SAME TIME. FOLLOW THE SAME PROCEDURE FOR THE VOWEL CHART.**

Encourage the children to tell their own stories using the words from the chart.

To develop memory and social memory skills, encourage children to remember and retell each other's stories.

Always identify the part/side of the chart you are working on (consonant or vowel) or both as you progress.

To begin, you need to locate the four corners of the chart to hold it together spatially.

Find the first word on the first line of the consonants and say 'bird'.

Move away from the chart. Question - "What is the first word on the first line of the THRASSCHART?"

Find the last word on the last line of the consonants – cheese. Move away from the chart, question - "What is the last word on the last line of the consonant chart?"

Ask learners to find the bird, then find the cheese a number of times and move away from the chart and question the same from memory.

Do this until the learners feel comfortable with those boxes.

Go to row 2, box 2 point to the words 'jam, giant, cage, bridge'.

At this point, the words are used in story form for oral language and memory work.

## START

Find the giant, he lives over the bridge. He has a bird that he keeps in a cage. Find the jam and the cheese and the egg that the giant likes to eat. Find the bird that laid the egg in her cage for the giant that lives over the bridge.

Practise pointing to the words and question.

Who lives over the bridge? Who has a bird? Where does the bird live?

What does the giant like to eat? Who laid the egg? Where did the bird lay the egg?

Go to row 3, box 5

shark, station, chef - practice pointing to the words.

Then continue the story.

Find the giant who lives over the bridge that is next to the station.

Find the shark that lives under the bridge next to the station.

Find the chef that cooks for the giant.

Find the egg and cheese that the chef uses to cook for the giant who lives over the bridge next to the station.

Practise and question

Who lives over the bridge? What is the bridge next to? What lives under the bridge?

Who is going to cook? Who does the cook for? What will the chef use?

Go to row 4, box 4

water, wheel, quilt. Practice finding the words and continue the story.

Find the water that goes under the bridge that is next to the station.

Find the shark that lives in the water that goes under the bridge next to the station.

Find the wheel that is on the station.

Find the quilt that the giant uses to put on the cage that the bird lives in.

Practise and question.

Where does the water go? What is next to the station? What lives in the water?

Where is the wheel? Who is going to use the quilt and what for?

Go to row 1, box 5.

fish, coffee, dolphin

Practise finding the words and continue the story.

Find the fish, the dolphin and the shark that live in the water that goes under the bridge next to the station.

Find the coffee that the chef drinks with the giant who lives over the bridge that is next to the station.

Find the water that the chef uses to make the coffee to drink with the giant who lives...

Practise pointing to the words and question.

What lives in the water? Where does the water go? Who drinks the coffee?

Who makes the coffee? What did the chef use to make the coffee?

Where did the chef get the water?

Go to row 2, boxes 3 & 4.

Leg, bell, mouse, hammer, lamb

Practise finding the words and continue the story.

Find the bell that is on the station next to the wheel. Find the hammer we use to hit the bell that is on the station next to the wheel. Find the mouse that took the cheese that the chef was going to use to cook for the giant who .....

Find the lamb that lives over the bridge near the giant. Find the giant, find his leg.

Practise and question

Where is the bell? What is the bell next to? Who took the cheese? Who was going to use the cheese? What was the chef going to do with the cheese? Where is the hammer?

What is the hammer used for? So what is on the station? Where does the lamb live?  
Whose leg did we find?

Go to row 2, box 5  
net, dinner, knee

Practise finding the words and continue the story.

Find the net that the chef used to catch the fish, that he cooked for dinner, with the cheese and egg, for the giant who lives...

Find the giant find his leg, find his knee.

Practise and question

Who used the net? What did the chef use the net for? Where did the chef catch the fish?

Why did the chef catch the fish? What was the chef going to cook with the fish?

Who laid the egg? Who took the cheese?

Go to row 1, boxes 3 & 4  
chair, watch. dog ladder

Practise finding the words and continue the story.

Find the chair that the chef sits on to drink his coffee with the giant.

Find the watch that the giant gave to the chef for cooking his dinner.

Find the chef's watchdog.

Find the ladder that the giant fell off when he hurt his leg and his knee.

Practise and question

Who has a watch? Who gave the chef a watch? Why? Who has a watchdog?

What would a watchdog do? Does a watchdog wear a watch?

Who sat on the chair? Why? Who fell off the ladder? What did they hurt?

## **RELATED ACTIVITIES TO RE-ENFORCE AND EXTEND**

Use the Phoneme-Grapheme cards for each word to retell the story in order or chapters.  
Picture side then word side.

Use the Magnetic Grapheme for each of the words to retell the story in order or chapters.

Use the 'Say, Name and Overwrite' sheet from the Resource File/Resource Kit or the Overwrite Chart, to retell the stories. Children overwrite the graphemes from the words in the story identifying them as graphs, digraphs or trigraphs and naming the letters as they do so.

Use the blank 'Say, Name and Write' sheet in the Resource File/Resource Kit to retell the stories. Children write the graphemes from the words in the story identifying them as graphs, digraphs or trigraphs and naming the letters as they do so. This ensures chart knowledge.

Retell the story from memory identifying the graphemes in each word.



## ACTIVITY

Teacher says, "Find the giant".

Class replies "g"

Teacher says, "That lives over the bridge".

Class replies "dge"

## TEACHING SKILLS

It is important at all times to be aware of what skills you are teaching children when doing any activity.

Listed are some of the skills that you will be teaching whilst doing these activities.

Oral language skills

Memory skills

Articulation

Phoneme recognition

Letter recognition and identification

Comprehension

Recall

Retelling stories

Ordering

Picture recognition

Spatial Skills

Mapping skills

Linking words to tell a story

Handwriting skills

Grapheme recognition

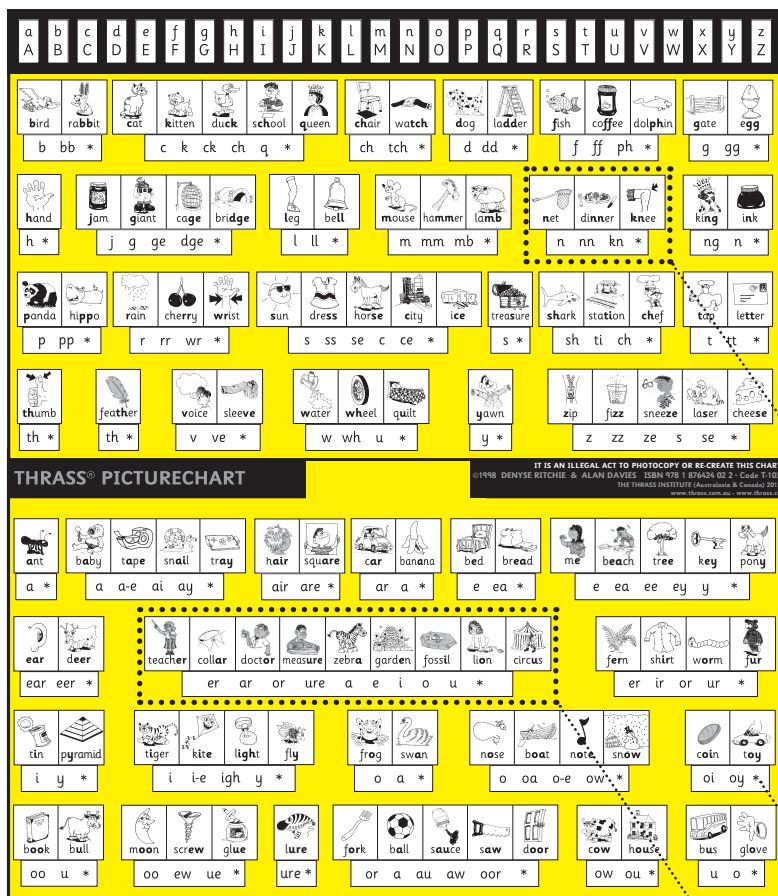
Word recognition

Categorising

Encourage the children to tell stories their own stories using the words from the chart.

To develop memory and social memory skills encourage children to remember and retell each other's stories.

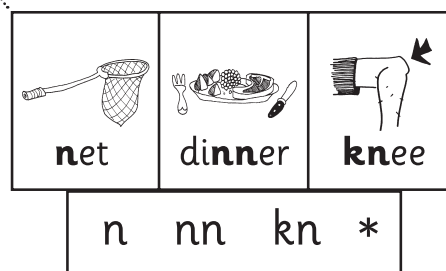
For example: Who was it that told us the story about the snail and the lion? What was the snail doing? What happened?



## HOW TO USE THE CHART

Each phoneme box shows one or more spelling choices for a specific speech sound of English. For example, the graph 'n' in net and the digraphs 'n' 'n' in dinner and 'k' 'n' in knee, can all represent the same speech sound, ( n ). Not all spelling choices (including some common ones) are on the chart, as it was designed primarily as an explicit teaching chart, not just as a reference chart.

Apart from 'word level' work such as 'THRASSING OUT' words, the chart can be used for much of a teacher's oral and written language development, including grammar activities such as introducing nouns, pronouns, adjectives and verbs.



### GCA (GRAPHEME CATCH-ALL)

The asterisk in each box denotes that there are or may be, more spelling choices possible for this particular speech sound.



The chart should always be displayed as above and permanently placed at a height and distance from learners so as to facilitate 'explicit' teaching.

### 'THRASSING OUT' WORDS USING THE CHART

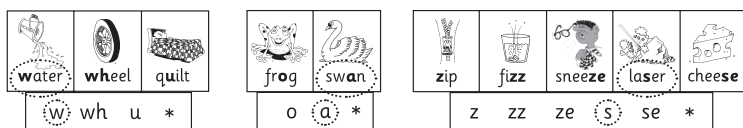
Use the chart to read and spell words, including so-called 'sight words'. Take for example the word was, which is often referred to as a 'sight word'. This is how to teach it using the chart. It is done by using analogy.

Brackets ( ) indicate a speech sound. Apostrophes ' ' indicate letter names.

The letter 'w' makes the speech sound ( w ) like in **water**.

The letter 'a' makes the speech sound ( o ) like in **swan**.

The letter 's' makes the speech sound ( z ) like in **laser**.



### WHAT DO YOU DO WHEN THERE ISN'T A SPELLING CHOICE ON THE CHART?

For example, the word said (another so-called sight word). Obviously there is no correct spelling choice available in the ( e ) phoneme box, that we can use to represent the ( e ) sound in this word. Therefore write the letters 'a' 'i' (the correct spelling choice), next to the asterisk in the ( e ) phoneme box.

A spelling choice that isn't on the chart, is referred to as a GCA (Grapheme Catch-All). The same GCA ('a' 'i') could be used to 'THRASS OUT' other words such as **again**, where the digraph 'a' 'i' represents the phoneme ( e ).

The teaching, learning and application of GCAs is integral to THRASS. The PICTURECHART is the explicit teaching tool that plays a pivotal role in this. Automatic knowledge of the chart is vital to THRASS teaching.

### THE NEUTRAL VOWEL BOX (SCHWA)

This is the largest box on the chart and the most important for English speakers. The sound that this box represents is known commonly as the neutral vowel or the 'schwa'. It is often not taught at all or is taught poorly, yet it is the most important speech sound we make and has the largest number of spelling choices by far. Without a complete knowledge of this sound and its multiple spelling choices, a learner's spelling and reading potential are severely compromised.

### BASIC TERMINOLOGY

Phoneme: A speech sound.

Grapheme: A spelling choice. Either a graph, digraph, trigraph or quadgraph.

Graph: A one-letter spelling choice e.g. ('a' as in **cat**)

Digraph: A two-letter spelling choice e.g. ('c' 'h' as in **school**)

Trigraph: A three-letter spelling choice e.g. ('a' 'r' 'e' as in **square**)

Quadgraph: A four-letter spelling choice e.g. ('e' 'i' 'g' 'h' in **eight**)

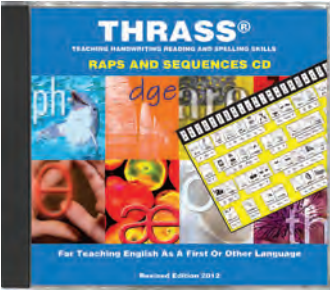


If you use the above terminology correctly it is very easy to talk accurately about speech sounds and spelling choices.

Note: To avoid confusion for readers unfamiliar with the IPA, the most common phonic representation of a speech sound is used instead of IPA symbols.

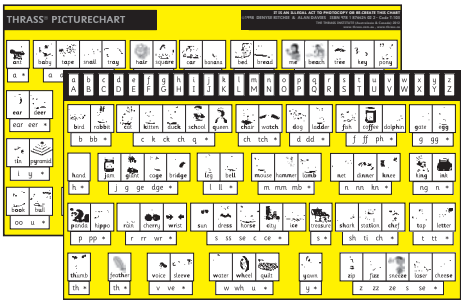
IMPORTANT RESOURCES

RAPS AND SEQUENCES CD (T-151)



This CD should be used with the PICTURECHART (T-103), GRAPHEME-WORD CHART (T-105) and the OVERWRITE CHART (T-106).

PICTURECHART (T-103)

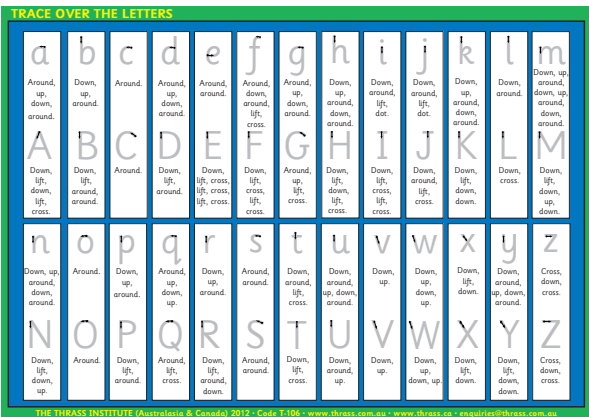


Using the Raps and Sequences CD with the Picturechart

Use the Teaching Tracks on the CD with the chart. Then use the Revision and Consolidation as such. Remember not to overuse the CD as a replacement for good explicit teaching and use the Revision and Consolidation tracks only after you have completed the formal work with the Teaching Tracks. It is vital that the Teaching Tracks are used extensively prior to moving on to the Revision and Consolidation. **Note: Simply playing the Rap Songs, without having done any explicit teaching with the Teaching Tracks beforehand is not recommended, as it will result in minimal impact to the learner’s underlying understanding of the phoneme/grapheme relationship.**

Once you feel that the learner has attained competence with the Teaching Tracks or as a reward you may wish to let them work with the Revision and Consolidation tracks.

OVERWRITE CHART (T-106)



Using the Overwrite Chart with the Raps and Sequences CD

Use this chart in conjunction with handwriting tracks on the Raps & Sequences CD. Arrows on each letter show the learner where to start the letter and in which direction to go. The wording on the CD mimics the wording on the chart.

Use dry erase markers to overwrite the letters, starting at the dot and following the direction indicated by the arrow.

Do some handwriting practice every day to increase automaticity.

MINI MAGNETIC GRAPHEMES (T-183)

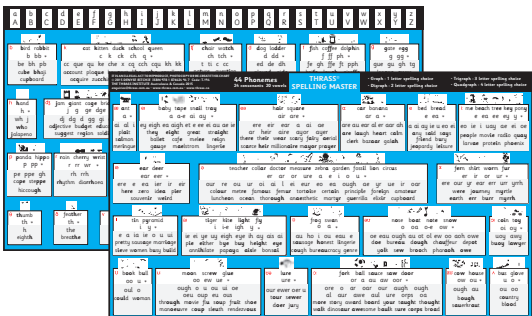
These magnetic tiles are for assisting with teaching the phoneme/grapheme principle of English - the building block for reading and spelling, i.e. the 44 phonemes (speech sounds of spoken English) and the graphemes (spelling choices) of written English.



The magnetic board found in this box can be used to assemble and display words, or if you wish use a larger magnetic board, so you can display many more of the tiles.

This tactile resource is vital for learning and consolidating spelling patterns and the relationship between vowels and consonants.

SPELLING MASTER CHART (T-194)



This chart is designed for use as an advanced working chart for:

- Students who have mastered the understanding of the phonographic/orthographic principle using THRASS and who are ready for language extension.
- To introduce THRASS to older students who have not used THRASS in their early learning.
- As an adult ESL chart to provide an understanding of the phonographic and orthographic principles of English.

The chart has a comprehensive list of over 360 spelling choices covering the 44 phonemes of English.

# iThrass

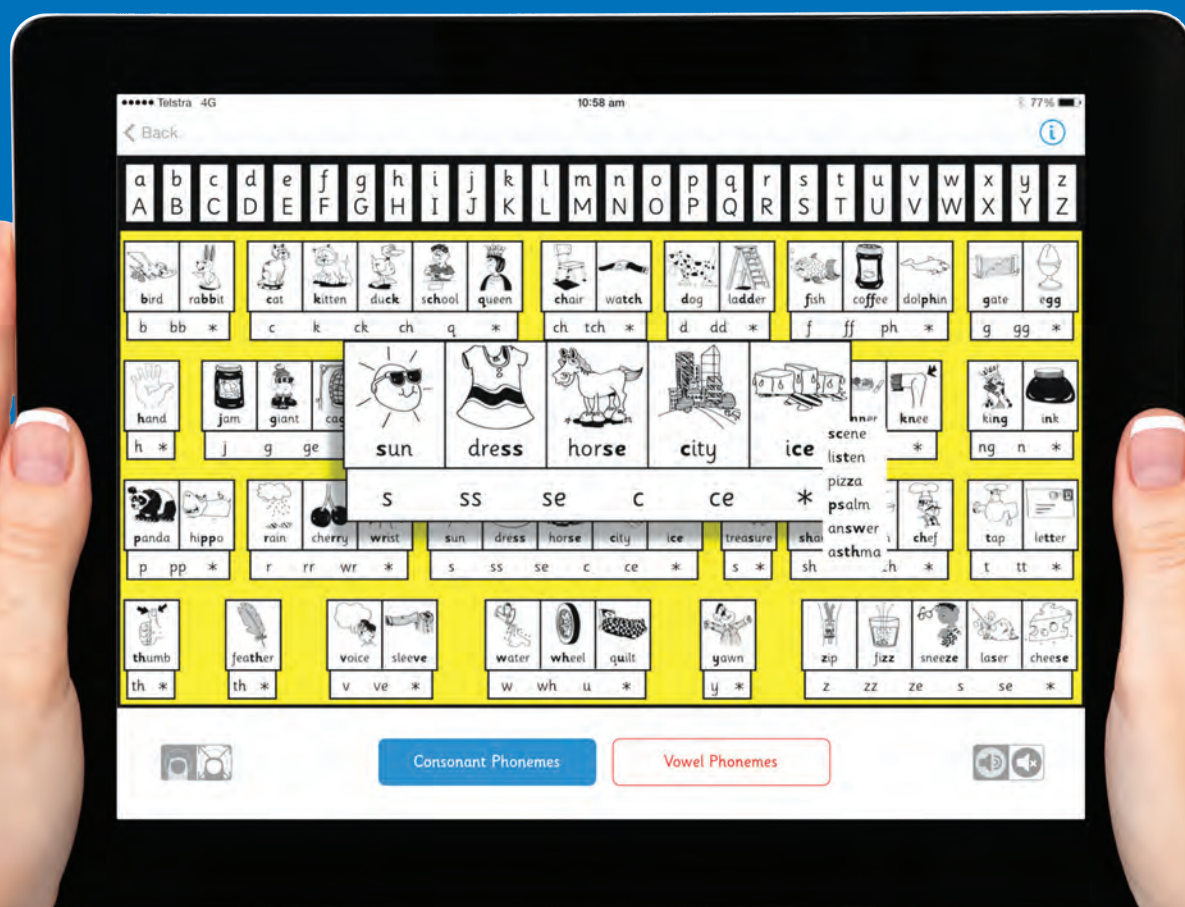
## The Digital THRASS Chart App for iPad

This digital format THRASS PICTURECHART is a multisensory teaching tool for accessing the 44 phonemes of spoken English and the 120 most common graphemes of written English.



Volume purchasing discount available through the App Store

- ✓ Easily flip between the consonant and Vowel Sections of the chart
- ✓ Activate the audio option to hear selected letter names and 44 phonemes
- ✓ Tap to expand the selected phoneme box or letter box
- ✓ Tap the \* to display a dropdown box listing words containing additional spelling choices (GCAs) for each phoneme





# THRASS<sup>®</sup> *it*

**An app for teaching handwriting,  
reading and spelling skills**

COMING  
SOON!

**THRASS<sup>®</sup> *it*** provides an interactive platform for both teachers and learners of THRASS. For teachers, it provides a built-in teaching and assessment tool and for learners it provides the opportunity to practise, test and track their own progress in handwriting, reading, spelling and THRASSCHART knowledge.



- ✓ Users can select from a range of functions to learn the THRASS Charts, practise letter identification and formation, deconstruct and analyse key words and explore phonemes, graphemes and blends.
- ✓ Designed for teachers, parents, learners and support staff for use with groups or individuals.
- ✓ Has both 'Learn' and 'Practise' functions and provides the option for either one or two player use.

Available soon on:



Apple



ANDROID

the **THRASS<sup>®</sup>** institute  
THE THRASS INSTITUTE Australasia & Canada

For more information  
**phone (08) 9244 2119**  
or visit us online at

**[www.thrass.com.au](http://www.thrass.com.au)**

ABN 15 081 990 490





## SUGGESTED THRASS RESOURCES FOR PARENTS

THRASS is designed to assist with the 'word level' component of literacy. The work that you do with THRASS needs to be continually reinforced by regular reading sessions with a variety of content.

The resources below should be used after reading the THRASS Information Brochure (visit our website [www.thrass.com.au](http://www.thrass.com.au)) and the notes contained in this booklet. Ideally you should also attend a THRASS Course in order to gain maximum benefit from these resources. Our training courses may be viewed in the Training section of our website - [www.thrass.com.au](http://www.thrass.com.au)

### SUGGESTED BASICS

Code	Item	Price
T-103	THRASS Picture Chart (Desk Size)	\$ 6.95
T-188	THRASS Hotwords Chart (Desk Size)	\$ 5.95
T-194	THRASS Spelling Master Chart (Desk Size)	\$ 7.50
T-177	THRASS My Phonics Chart (suggested for pre-schoolers)	\$ 25.95
T-151	THRASS Raps & Sequences CD	\$ 17.95
	Use this CD in conjunction with charts T-103, T-105, T-106	
T-106	THRASS Overwrite Chart	\$ 5.95
	Use this chart with the handwriting tracks on the Raps & Sequences CD.	
T-182	THRASS Phonics Word Bank	\$ 9.95
T-69	THRASS Spelling Book: Level 1	\$ 8.95
T-183	THRASS Mini Magnetic Graphemes	\$ 32.95
T-194	THRASS Spelling Master Chart (Desk Size)	\$ 7.50
	iThrass App (digital THRASSCHART)	\$ 19.99
	(Available now through iTunes - for iPad)	

THRASS-it App (Available soon through iTunes for Apple & Android) TBA

### SUGGESTED OPTIONS (not in priority order)

T-112	THRASS Dictionary	\$ 6.95
T-105	Grapheme-Word Chart	\$ 4.95
T-70	THRASS Spelling Book: Level 2	\$ 9.95
T-173	The THRASS Workbook	\$ 8.95
T-13	THRASS Teacher's Manual	\$ 38.95
T-146	THRASS Jigsaw	\$ 46.95
T-176	THRASS Playing Cards	\$ 38.95
T-81	Alphabet Cards	\$ 29.95

### THRASS Early Reading Books

T-53	All About Me (Student Reader)	\$ 6.95
T-54	I Lost My Cat (Student Reader)	\$ 6.95
T-55	Mr Read's Haircut (Student Reader)	\$ 6.95
T-56	The Circus (Student Reader)	\$ 6.95
T-57	The Mouse In My House (Student Reader)	\$ 6.95
T-58	Treasure Hunt (Student Reader)	\$ 6.95
T-72	Pack of all six readers	\$ 36.95

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• All prices are inclusive of GST • Freight and handling charged on all orders •