

# Welcome



**How did you learn to read?**

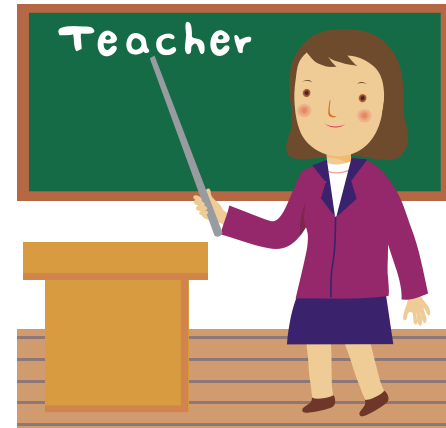
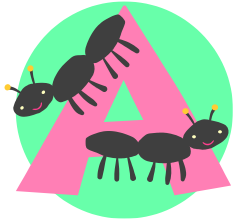
**Can you remember?**



# Book-by-book-by-book?



# There have been many different methods of teaching reading over the years!



# **Phonics is for adults**

## **- not just for 'infants'!**

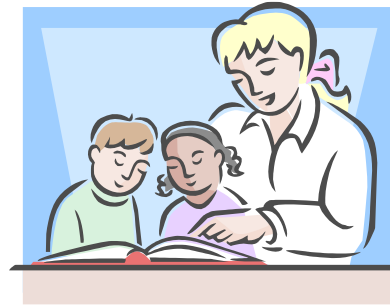
- **What do we do when we want to read an unknown Latin plant name?**
- **What do we do when we want to spell a new multi-syllable word?**

**On the count of three, read  
these words aloud...**

**Calceolaria integrifolia**

**Now I'll give you a new  
word to spell...**


We set children up for **lifelong** reading and spelling when we teach phonics **rigorously** and **comprehensively**.



We are not expecting children to **deduce** the code for themselves like many of us had to during our school days.

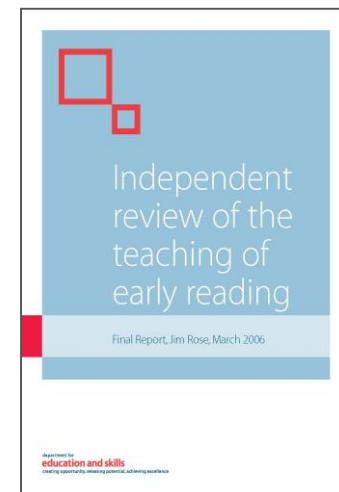




- The English language is a rich language consisting of **hundreds of thousands** of words
- Problems arise with **written** language for both reading and spelling 
- the influence of many languages over many years. e.g. Anglo-Saxon, West Germanic, North Germanic, Latin, Norman French

# Teaching of early reading

Sir Jim Rose and a team of inspectors conducted an independent national review in **2005-6** informed by research and leading-edge practice:



# The official guidance in England:

Teachers should use **Systematic Synthetic Phonics** programmes and 'cumulative' **decodable** reading books for beginners

Why is it '**synthetic**' phonics?

**Synthesising** = sounding out  
and blending to read the  
*unknown* words



(aloud or silently!)

# Our school uses the Oxford Reading Tree Floppy's Phonics programme

By Oxford University Press  
and Debbie Hepplewhite



# The synthetic phonics teaching principles work for all!

- ✓ The 'alphabetic code' is taught **systematically**
- ✓ **Same** alphabetic **code and phonics skills** need to be taught **no matter how different the children may be!**
- ✓ Children **all** succeed – to talk, to read, to spell, to write

# The Synthetic Phonics Teaching Principles

Teach:

**KNOWLEDGE** of the **ALPHABETIC CODE**

= letters linked to the sounds of speech  
code is 'reversible', introduced 'incrementally'

**THREE CORE SKILLS (and their sub-skills)**

1. 'Sounding out and blending' for **reading**
2. Identifying sounds in words and allotting letters and letter groups for **spelling**
3. **Handwriting** – forming letters correctly while saying the sounds

Apply:



- **Apply** growing phonics knowledge and skills to **CUMULATIVE** words, sentences and texts for reading, spelling and writing

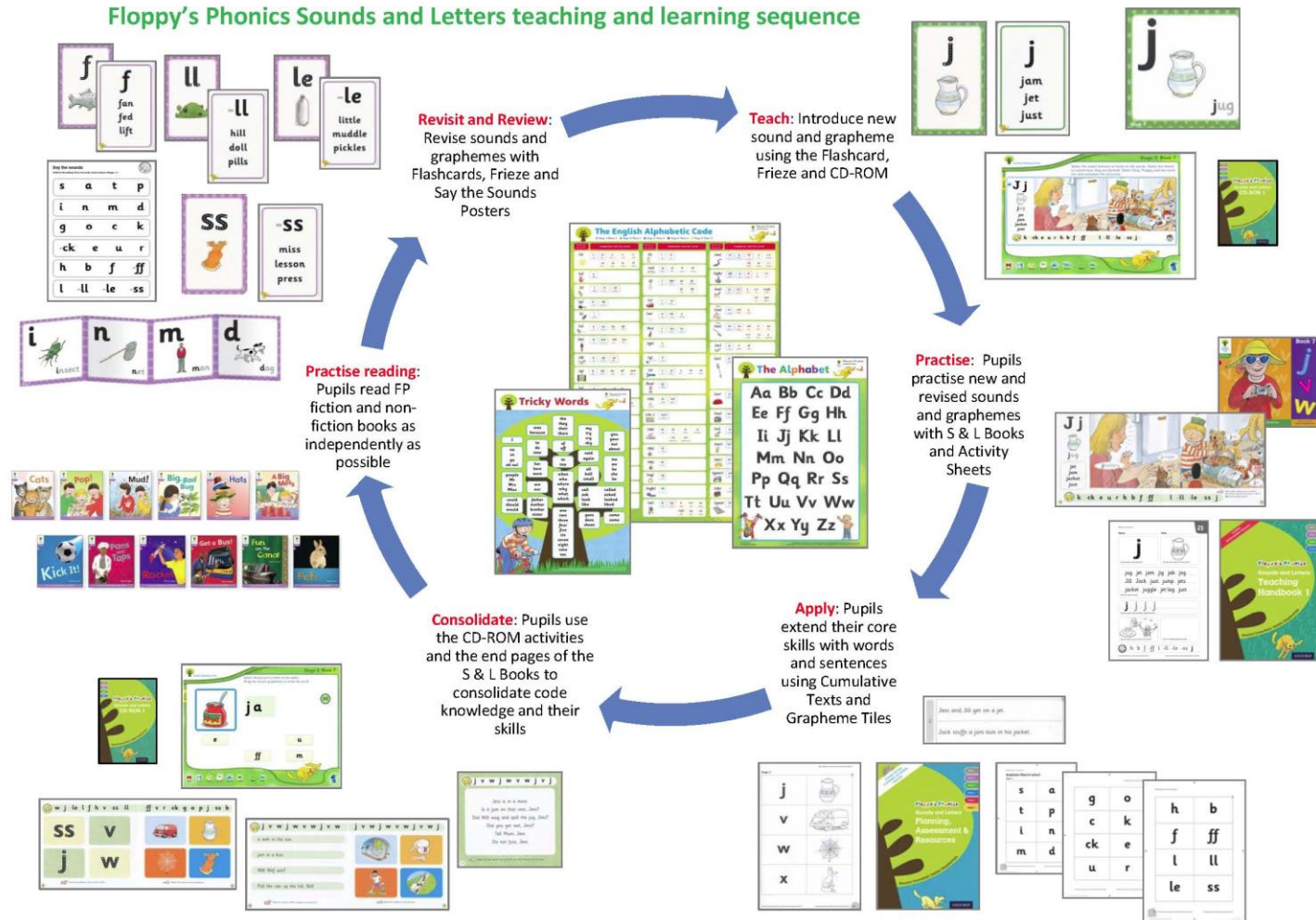
[cumulative = words which ‘match’ the alphabetic code taught to date]

- **Apply** to reading and writing in the wider curriculum

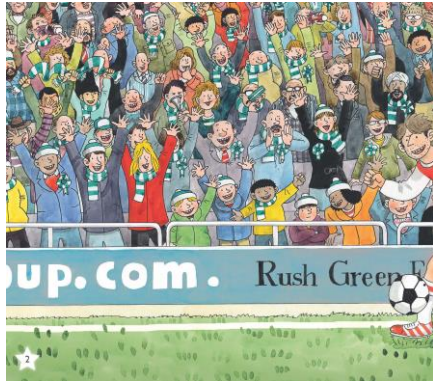
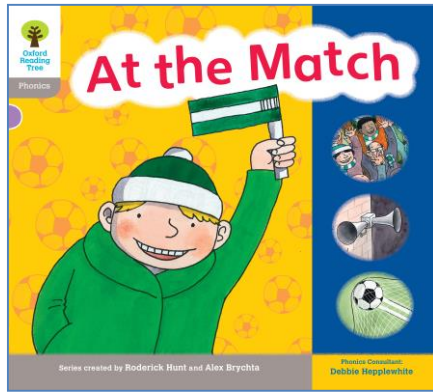




# Routine Teaching and Learning Sequence:



Foundation Stage  
EAL or new to English  
Speech & language



# Pre-phonics

## Sounds:

- environmental
- rhythm, rhyme
- singing, chanting
- percussion, music
- discussion!
- oral blending and segmenting (phonics sub-skills)

# Oral blending and oral segmenting

**1. Sub-skill of reading without letters:**

Say, “Pull up the /z//i//p/ of your /k//oa//t/.”

**2. Sub-skill of spelling without letters:**

“Mat, /m/ /a/ /t/. Spoon /s/ /p/ /oo/ /n/.”

**This helps your child’s awareness of sounds.**

# Systematic...

Pre-phonics →

Letters start here →

Sound Books for teaching and learning in school

Book Band	Year and Phase	Book Title
1	Phase 1	Wordless Stories
1	Phase 1	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
1	Phase 1	Coming February 2012
1	Phase 1	At the Concert, At the Carnival, At the Seaside, At the Airport, At the Zoo, At the Park
1+	Phase 2	Letters starting with a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z
2	Phase 3	Words starting with combinations like ck, ch, sh, th, ng, ve, ck, nk, ck, nk, ck, nk
3	Phase 3	Words starting with combinations like ee, oo, or, er, ee, oo, or, er, ee, oo, or, er
4	Phase 4	Words starting with combinations like ow, er, ee, er, ee, er, ee, er, ee, er, ee, er
5	Phase 5	Words starting with combinations like ee, er, ee, er, ee, er, ee, er, ee, er, ee, er
5	Phase 5	Words starting with combinations like ee, er, ee, er, ee, er, ee, er, ee, er, ee, er

2 years+ for reading and spelling

Revisit code after that for spelling purposes

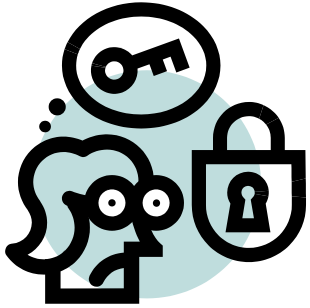


BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL RESOURCES
PINK	1+	2	Fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
			Non-fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
RED	2	3	Fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
			Non-fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
YELLOW	3	3	Fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
			Non-fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
BLUE	4	4	Fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
			Non-fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
GREEN	5	5	Fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
			Non-fiction 12 titles <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
ORANGE	6	5	Non-fiction <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>

# Floppy's Phonics Fiction and Non-fiction

Use cumulative, decodable reading books as well as the Floppy's Phonics programme.

(Slightly behind sequence)



**More about the  
alphabetic code and  
phonics skills  
later!**

# What is reading?

**The princess  
wore a pale  
green dress.**



**The girl reads the words in the  
book. She understands the  
words automatically if she  
would normally understand  
them when spoken.**

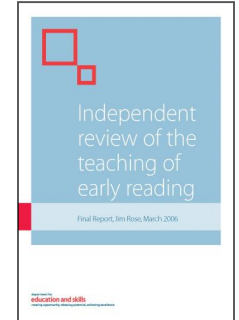
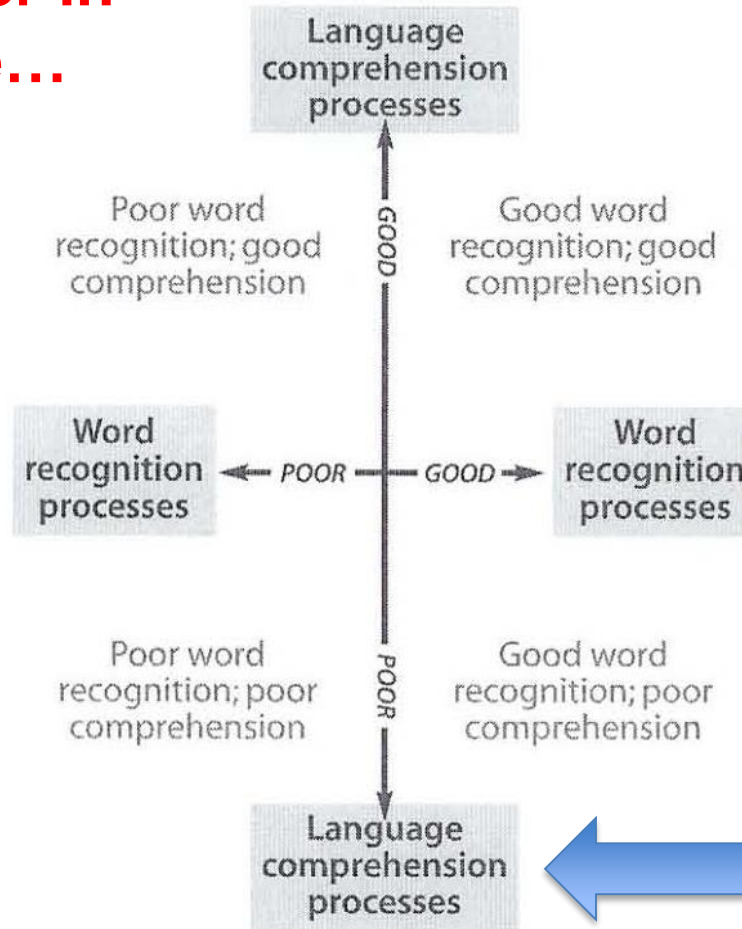


# Simple View of Reading model

Being a reader in the full sense...

Gough and Tunmer  
1986

1) What IS the word?



2) What does the word MEAN?



# TALK TALK TALK

There is **nothing better** than...  
shared **sustained** thinking and talking.

**Chatter about  
anything and everything  
with your children!**

**‘Cultural or Literacy Capital’**

# Why are books so important?



**Children who...**

**read read read**

**massively increase their**

**vocabulary (stock of words) and**

**their knowledge**

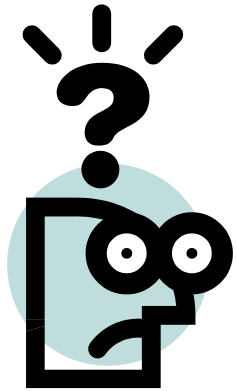
**and understanding of the world**

**Children who...**

**read read read**

**massively increase their**

**- life opportunities!**



# The Alphabet

and

# The Alphabetic Code

**What is the difference ?**

# What role does **the alphabet** play?

1) Bank of letter **shapes**

2) **Alphabetical order** relayed by letter **names** (*ay, bee, see*) by singing a song at first

3) Note that the capital letters are the same **code for speech**

**sounds** as the lower case letters (/a/ /b/ /k/)



**We don't use  
letter **names**  
to teach reading  
or spelling!**



Spelling is a **sound-to-print** process – even for adults! We turn speech sounds into letters and letter groups (**encoding**) when writing.

Letter names are used **only for relaying** a precise spelling, letter by letter (by letter name) from one person to another.



# HANDWRITING



Write all the upper case (capital) and lower case letter shapes of the alphabet with the correct **tripod pencil hold**. Say the sounds.

*“Let me help you...”*





***“Let me show you again...”***

***“Froggy legs with the log under”***



**Patient repetition!**

**Teaching reading  
and spelling with the  
complex English  
alphabetic code**

# About the **alphabetic code**

Letters and letter groups **are code for** the individual sounds in our speech.

**Decoding** the letter symbols into sounds is the basis for reading (**print-to-sound**):

See the printed word **soap**, say the sounds **/s/ /oa/ /p/**, blend the sounds to read (**or discern**) “**soap**”

# The Alphabetic Code

■ Stage 1/ Phase 2  
 ■ Stage 2/ Phase 3  
 ■ Stage 3/ Phase 3  
 ■ Stage 4/ Phase 4  
 ■ Stage 5/ Phase 5

**Sounds and key pictures**

**/s/**  
s, ss, c, c\_i, c\_j  
sun, dress, cat, circle, jump  
ce, se, sc, st  
dress, hen, cat, white

**/a/**  
a  
apple

**/t/**  
t, tt, ed  
tadpole, table, teddy

**/p/**  
p, pp  
pan, paper

**/l/**  
l  
leaf

**/n/**  
n, nn, kn, gn  
nose, train, knee, green

**/m/**  
m, mm, mb, mn  
man, machine, map, mountain

**/d/**  
d, dd, ed  
dog, pencil, desk

**/g/**  
g, gg, gu, gh, gue  
gate, giraffe, guitar, ghost, green

**/o/**  
o, wa, qua, ait  
orange, wash, queen, oak

**/k/**  
c, k, ck, ch, qu  
cat, key, clock, chair, queen  
que

**/e/**  
e, ea  
egg, bread

**/u/**  
u, er, or, our  
umbrella, under, orange, our  
ou, ough, re  
ouch, through, red

**/r/**  
r, rr, wr, rh  
rabbit, river, write, rhinoceros

**/h/**  
h  
hat

**/b/**  
b, bb  
bat, bubble

**/f/**  
f, ff, ph, gh  
fish, coffee, phone, ghost

**Sounds and key pictures**

**/l/**  
l, ll  
leaf, leaf

**/ul/**  
-le, -el, -ll, -al  
bell, pencil, pencil, hospital

**/lj/**  
j, -dge, -ge  
juice, bridge, age  
jumper, girl, gym

**/vl/**  
v, -ve  
van, give

**/wl/**  
w, wh, -u  
wheel, wheel, penguin

**/ks/**  
-x, -cks, -ks  
fox, ducks, books

**/gz/**  
-x  
exam

**/yl/**  
y  
yogurt

**/z/**  
z, zz, -s, -se, -ze  
zip, buzz, bus, cheese, buzz

**/kw/**  
qu  
queen

**/ch/**  
ch, tch  
chick, chair

**/chu/**  
ture  
chair

**/sh/**  
sh, ch, tl, -cl  
ship, chair, pencil, machine  
ssi, scl  
squirrel, school

**/th/**  
th, /th/, th  
tea, the, thank

**/ng/**  
ng  
ring

**/ngk/**  
nk  
ink

**/ai/**  
ai, ay, a, e, ae  
aim, say, age, air, aisle  
eigh, ey, ea  
eight, eye, beach

**Sounds and key pictures**

**/eel/**  
ee, y, ea, er, e, e  
eel, happy, eat, ear, computer  
ey, ie, line  
darker, child, ladder

**/igh/**  
-igh, -y, -le, -t, -ie  
high, my, girl, fat, ice

**/oal/**  
oa, ow, o, oe, ough  
goat, boat, odd, see, through  
oe, eau  
toe, please

**/ool/**  
oo, oul, u  
short  
book, should, push  
long  
oo, ue, ew, o, ou  
spoon, glue, seven, move, soup  
ough, u, e, ul, u  
through, flour, fruit, super

**/ar/**  
ar, a, al  
arm, father, palm

**/or/**  
or, aw, our, au  
fork, grow, four, loudly  
al, oar, oor  
work, war, door  
ore, augh, ough  
more, enough, brought  
war, quar, a  
wonder, quarter, water

**/ur/**  
ur, er, ir, ear, vor  
purple, purple, birds, bird, work, worm

**/ou/**  
ow, ou, ough  
out, about, through

**/oi/**  
oi, oy  
oil, boy

**/eer/**  
ear, eer, ere, ler  
ear, ear, there, here, there

**/air/**  
air, are, ear, ere  
hair, answer, bear, there

**/yoo/**  
-ue, ew, u, u, e  
youse, newspaper, confirm, use  
yoo, food

**/yoor/**  
-ure  
yoor

**/zh/**  
s, si, -ge  
treasure, selfish, age

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The Alphabetic Code Chart makes the alphabetic code **'tangible'**

The English language has a complex code

**The alphabetic code is a reversible code:**

**For spelling/writing:**

**we start with sound and encode to print**

**For reading:**

**we start with print and decode to sound**

# The smallest sounds

Within any spoken word, **phonemes** (the smallest individual sounds) can be identified.

/k/ /oa/ /t/      /b/ /oa/ /t/

**Slash marks** are used to denote the 'sounds'.

We can hear the sound **/a/** as in



We do not **write** words with slash marks.

We have not only **single** letters but also many **letter groups** as the written code for the speech sounds:

**Graphemes** = letters or letter groups:

**t b a e sh ee ng igh ch ay**



- For beginners, we teach the **letters** and **sounds** of the alphabetic code in a ‘**simple**’ way at first...
- We teach **all** the sounds and at least **one** way of spelling them: e.g. **/ee/** ee
- Then we continue to teach **further spelling alternatives** which are code for the sounds:  
 e.g. **/ee/** ee ea e e-e -y -ey -  
 ie

# Pronunciation alternatives

Some graphemes need to be decoded with *different sounds* dependent on the actual word. Thus graphemes sometimes have **pronunciation alternatives**:

e.g. Letter 'a' can be pronounced:

/a/ as in apple      /ai/ as in angel  
/ar/ as in father      /o/ as in want

**We aim to create**

**fearless and flexible**

**readers and writers**

**who want to be accurate !**

**We encourage children to want to be accurate but not to be afraid to make mistakes.**

**“That’s an interesting word, let me help you to spell that. Which sounds can you hear in the word? We need this spelling alternative for that word. Here are some more words that are spelt that way...”**

Let me help you to spell *that*  
tricky / unusual / interesting word ...



What sounds can we hear  
all through the word ?



Let's find the /ee/ sound on our **Alphabetic Code Chart**.

Look, you need *this* spelling alternative - as in 'chief'.

Other examples of words with *this code* are brief and shield.

Quickly, let's make a poster of the /ee/ ie word bank.

**Downloadable posters: Free Resources at  
phonicsinternational.com**

# Vocabulary, Phonics and Building Spelling Word Banks

/ul/


al

animal oval  
vertical capital  
signal final  
several hospital

il

pencil lentils  
April stencil  
nostrils fossil evil

Which of these words can you find in the picture?



3 9

Over time, we can build up knowledge of  
**spelling word banks** linked to wider language,  
pictures and story themes

**In summary,**

**there are **three**  
complexities to the  
**English** alphabetic code:**

# The **three** complexities of the alphabetic code:

1. One **sound** can be represented by one, two, three or four letters.
2. One **sound** can have many spelling alternatives.
3. One **grapheme** (letter or letter group) can be code for different sounds.  
**(That is, can be pronounced differently!)**



# Examples of three complexities:

1. One sound can be represented by one, two, three or four letters;  
e.g. bat sheep hair eight
2. One sound can be represented by more than one spelling alternative, sometimes many!  
e.g. The sound /**or**/ can be written as: or, aw, our, au, al, oar, oor, ore, augh, ough, (w)ar, (qu)ar, (w)a
3. One grapheme (letter or letter group) can have different pronunciations;  
e.g. 'ea' eat, bread, break  
'ear' fear, bear, earth, heart

**Compare** our complex English alphabetic code with some languages which have much **simpler alphabetic codes**:

e.g. **Spanish** has **half the number of speech sounds** (around **24**) and words are spelt with mainly **one-to-one mapping!**



Many people in **English**-speaking countries struggle with reading and spelling because the **English** alphabetic code is so complex.

## The Alphabetic Code

Stage 1/ Phase 2   Stage 2/ Phase 3   Stage 3/ Phase 3   Stage 4/ Phase 4   Stage 5/ Phase 5

**Spanish – half the sounds!**

### The Spanish Alphabetic Code

sound	graphemes, or spelling alternatives, which we look for the sounds	notes
/a/	a, á, á, á, á, á	
/b/	b, bb, bb	
/c/	c, ca, ca, ca, ca	
/d/	d, dd, dd, dd, dd	
/e/	e, ee, ee, ee, ee	
/f/	f, ff, ff, ff, ff	
/g/	g, gg, gg, gg, gg	
/h/	h, hh, hh, hh, hh	
/i/	i, ii, ii, ii, ii	
/j/	j, jj, jj, jj, jj	
/k/	k, ck, ck, ck, ck	
/l/	l, ll, ll, ll, ll	
/m/	m, mm, mm, mm, mm	
/n/	n, nn, nn, nn, nn	
/o/	o, oo, oo, oo, oo	
/p/	p, pp, pp, pp, pp	
/q/	q, qq, qq, qq, qq	
/r/	r, rr, rr, rr, rr	
/s/	s, ss, ss, ss, ss	
/t/	t, tt, tt, tt, tt	
/v/	v, vv, vv, vv, vv	
/w/	w, ww, ww, ww, ww	
/x/	x, xx, xx, xx, xx	
/y/	y, yy, yy, yy, yy	
/z/	z, zz, zz, zz, zz	

sound	graphemes, or spelling alternatives, which we look for the sounds	notes
/j/	ch, ch, ch, ch, ch	
/ll/	ll, ll, ll, ll, ll	
/r/	r, rr, rr, rr, rr	
/s/	s, ss, ss, ss, ss	
/t/	t, tt, tt, tt, tt	
/v/	v, vv, vv, vv, vv	
/w/	w, ww, ww, ww, ww	
/x/	x, xx, xx, xx, xx	
/y/	y, yy, yy, yy, yy	
/z/	z, zz, zz, zz, zz	

**Simple or transparent code**

**Complex or opaque code**

Some languages have fewer sounds than in English and/or different sounds. Learners' ears may not be **'attuned'** to the sounds of the English language.

**Phonics is really important for learners of English as an additional or new language.**



With an Alphabetic Code Chart  
'two-pronged' systematic *and*  
*incidental phonics* is easy:

Simple and complex code knowledge  
can be taught at any time  
as required!

# With an Alphabetic Code Chart:



**Let's see how many  
vowel sounds and  
consonant sounds we can  
identify in the  
English language...**

**How many vowels do you think there are?**

Many people might think  
there are **5 vowels** at first...

**a e i o u**



The 'volume' in spoken words is provided by the 20 or so vowel phonemes some of which we combine to make further units of sounds:

/a/ /e/ /i/ /o/ /u/    /ai/ /ee/ /igh/ /oa/  
short /oo/    long /oo/    /ar/ /or/ /ur/ /air/  
/eer/ /oi/ /ou/ /oor/

/y+oo/ /y+oor/    combined sounds

There are around **24 consonant** phonemes – some of which we combine to make further units of sound:

/s/ /t/ /p/ /n/ /k/ /h/ /r/ /m/ /d/ /g/ /l/ /f/

/b/ /j/ /y/ /w/ /z/ /ng/ /v/ /ch/ /sh/

voiced /th/ unvoiced /th/ /zh/

/k+s/ /g+z/ /u+l/ /ng+k/

/k+w/ /ch+u/

combined sounds

Spellings are shown across the rows



Sounds are shown down the left columns



The Alphabetic Code				
Stage 1/ Phase 2	Stage 2/ Phase 3	Stage 3/ Phase 3	Stage 4/ Phase 4	Stage 5/ Phase 5
<b>/s/</b> s sun ss sun cc caterpillar ci circle cj caterpillar st stick vehicle	<b>/l/</b> l leaf ll lily le lemon el elephant il ice cream -al animal	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/a/</b> a apple	<b>/ul/</b> le lemon el elephant il ice cream -al animal	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/t/</b> t tally tt tall ed eddy	<b>/lj/</b> j jam -dge jelly ge giraffe g giraffe g giraffe g giraffe	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/p/</b> p pop pp pop	<b>/vl/</b> v van -ve van	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/i/</b> i ice cream	<b>/wl/</b> w wheel wh wheel u up	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/n/</b> n nose nn nose kn knee gn gnome	<b>/ks/</b> x box -cks back ks kiss	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/m/</b> m man mm mum -mb milk mm milk	<b>/gz/</b> x box -cks back ks kiss	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/d/</b> d dog dd daddy -ed eddy	<b>/yl/</b> y yogh y yogh	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/g/</b> g goat gg goat gu goat gh goat -gue goat	<b>/zl/</b> z zap -zz zap s zap -ze zap	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/o/</b> o orange va van qua quack alt all	<b>/kw/</b> qu quack	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/k/</b> c cat k kiss ck cat ch chicken qu quack que quack	<b>/chl/</b> ch chicken tch tchicken	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/e/</b> e egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/chul/</b> ture ture	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/u/</b> u umbrella er eater o oat our our ou ouch ough ouch re re	<b>/sh/</b> sh ship ch chip ti tip ct cat ssi sister scl school	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/r/</b> r rabbit -rr rabbit wr wheel rh rhinoceros	<b>/th/</b> th thumb /th/ thumb th thumb	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/h/</b> h hat	<b>/ng/</b> -ng -ng	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/b/</b> b bat bb bat	<b>/ngk/</b> nk nk	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat
<b>/f/</b> f fish ff fish ph phone gh ghost	<b>/ail/</b> al ail ay aye a apple ae aunt eigh eight ey eye ea eat ge ghost	<b>/ee/</b> ee egg ea eat e egg ee eater eg egg ie ice cream ie ice cream ee eater	<b>/igh/</b> igh high y yogh ie ice cream i ice cream ie ice cream	<b>/oa/</b> oa goat ow cow o oat ough though oe goat eau goat

Floppy's Phonics Alphabetic Code Chart

# Floppy's Phonics Aids to Memory

/k/



c a t



k e y



d u c k

Pictures and words makes the learning of the different *sounds* and *spellings* **memorable** and **manageable**.

# Resources to teach the alphabetic code: Grapheme Tiles and Flash Cards


h	b
f	ff
l	ll
le	ss



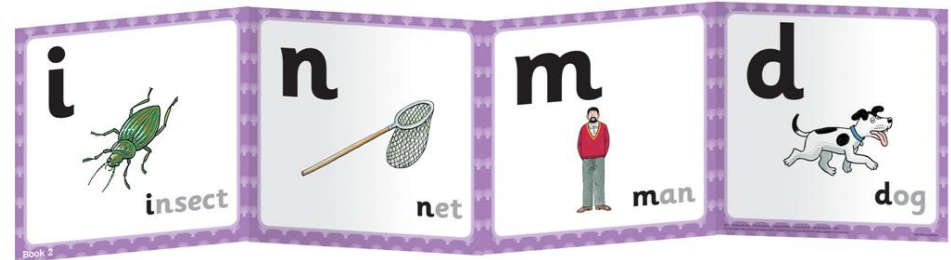
**‘See the graphemes and say the sounds’** is a **sub**-skill of reading.

# 'Say the Sounds' Posters and Frieze

**Say the sounds**  
Oxford Reading Tree Sounds and Letters Stage 1+



s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss




The frieze matches the code order in the Sounds Books.

Some 'Say the Sounds' posters match the order and some are in 'jumbled' order.

**'Point to the graphemes and say the sounds'** is a **sub-skill** of reading.

# 'Hear the Sounds'

Say the sounds  
Oxford Reading Tree Sounds and Letters Stage 1+




s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss

'Hear the sounds and point to the graphemes' is a **sub-skill** of spelling.

"Air-write  
**/d/**, **/h/**, **/k/**."

# 'Hear the Sounds'

Say the sounds  
Oxford Reading Tree Sounds and Letters Stage 1+



s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss

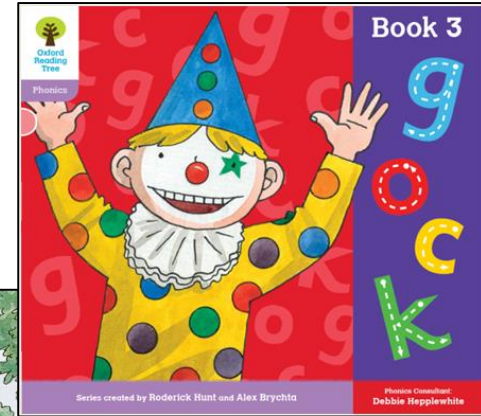
“Which /k/?”

“The /k/  
as in *cat*,  
the /k/ as  
in *duck...*”



# Say the Sounds Strips

St1+ Sounds and Letters book



**K k**

kitten

skin

basket

key

kid  
kit  
kiss  
skin

park

s a t p i n m d g o c k

What other words can you find in the picture with the /k/ sound in them?  
[golf kit, whiskers, kerb]

8 9

A large illustration of a park scene. A boy in a blue sweater is running towards a girl in a red outfit who is carrying a blue basket. A dog is running in the background. A man in a blue cap is standing near a red tricycle. A cat is visible in a window. Labels point to 'kitten', 'skin', 'basket', and 'park'. A key is shown in a yellow circle. A list of words with 'k' sounds is provided: 'kid', 'kit', 'kiss', 'skin'. A magnifying glass icon points to a search prompt: 'What other words can you find in the picture with the /k/ sound in them? [golf kit, whiskers, kerb]'. The page numbers '8' and '9' are in the bottom corners.

**Repetition embeds the learning**

# Floppy's Phonics

## interactive phonics skills' and *sub*-skills

2 CD-ROMs are used to teach and to learn

Oxford Reading Tree Stage 1+: Book 2

Listen to the audio. Complete the activities.

**I i**  
insect

it  
sit  
pit  
tip

s a t p i



quit save load print sound menu back next

Oxford Reading Tree Stage 1+: Book 2

Select the picture to listen to the audio. Drag the correct graphemes to make the word.



s a i

p t

quit

Oxford Reading Tree Stage 1+: Book 2

Select the graphemes to listen to the sounds. Select blend to blend the sounds and listen to the word.

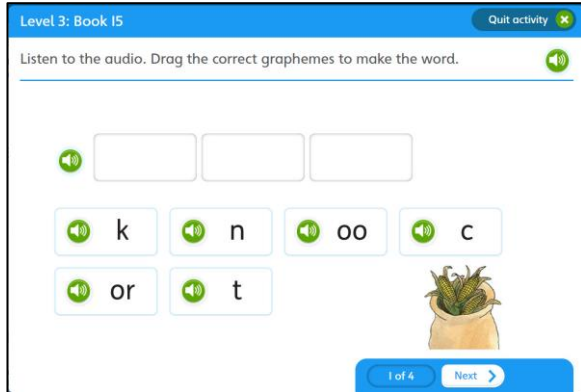


p a n

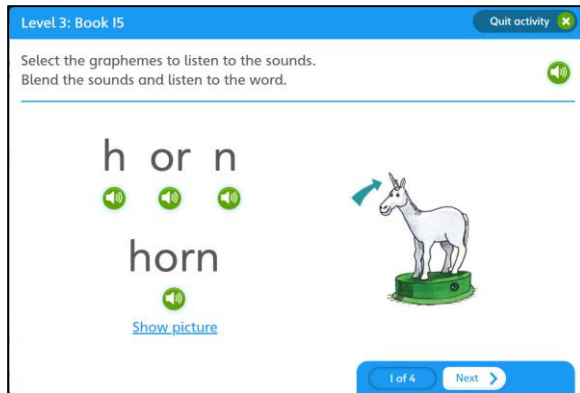
hide blend

quit

# Sample Screen Views: web-based platform



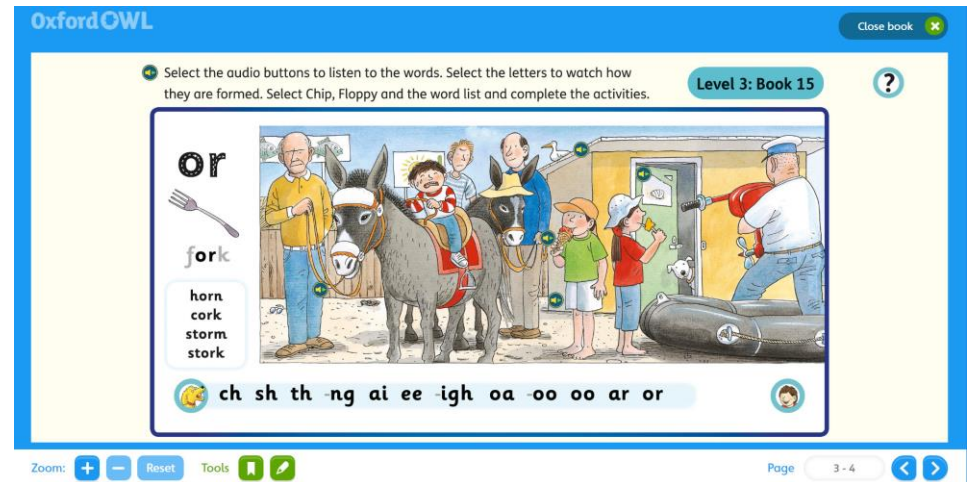
Drag and drop  
for **spelling**



Blend and reveal  
for **reading**

Select the letters to watch  
**letter formation**

**SCREEN**




**See** the letter/s,  
**say** the sounds

**Hear** the sounds,  
**point** to the graphemes

**Available from September 2019**  
**Subscription platform replacing CD-ROMs**

# 'Debbie Hepplewhite's Top Tips' demonstrate the phonics routines for **blending** and for **spelling**:



Series created by Roderick Hunt and Alex Brychta  
Phonics Consultant: Debbie Hepplewhite

Once children have learned all of the sounds in Stage 3 they can go on to read the Stage 3 Floppy's Phonics Fiction and Non-fiction.

USING THIS BOOK TOGETHER:

- 1 Say the sound together.
- 2 Ask your child to finger-trace the letter group and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "ai as in aim".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6 Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- 7 Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end – letter-tracing, matching and reading!


THIS BOOK INTRODUCES:

**ai** as in aim.  
**ee** as in eel.  
**igh** as in knight.

Hear the sounds on our website  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

LABELS IN THE ILLUSTRATIONS

The labels show the focus letter group in black. Encourage your child to listen for the focus sound within the word as you read the whole word to them.



### Debbie Hepplewhite's Top Tips

What is blending?  
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

How to blend:  
Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.


e.g. **l-igh-t** light

Sounds and spellings  
Letters written like this /k/ refer to a sound, not a spelling.

e.g. /k/ as in cat, key, duck


Tips for spelling (encoding)  
Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.



Write down the graphemes which are code for each sound you have tallied.

**TEACHERS:**  
For inspirational support plus free resources and eBooks  
[www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)



**PARENTS:**  
Help your child's reading with essential tips, fun activities and free eBooks  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

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ISBN: 978-0-19-848273-5 10 9 8 7 6 5 4 3 2 1  
Printed in China by Ming Yip  
All rights reserved. Photocopying of this book is prohibited.

## Cover notes in Sounds Books




# Essential **MULTI-SKILLS** Activity Sheets

Individual practice of the **sub**-skills and **core** skills for reading, spelling and handwriting at word level

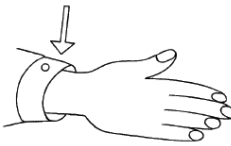
Children are fully trained in the routines.

Stage 1+ Activity sheet: ff 20

Name ..... Date .....



Say the sound. Trace the letters.




Say the word. Listen for the /f/ sound.

off huff puff cuff tiff  
stuff scuff fluff puffin

Blend to read the words.


ff ff ff

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /f/ sound?

Draw something ending in ff.

 c k -ck e u r h b f ff

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# Simple, multi-purpose Cumulative Texts:

## Work at own speed:

- Grapheme search
- Decode
- Comprehend
- Self-dictation
- Convert to joined writing
- Write extension sentence
- Illustrate
- Periodic teacher dictation

Ⓢ Cumulative Texts Stage 9 More A

**/i/ f - ff**

It is difficult to spot the puffins at the zoo because they always float away.

The café has a fantastic trifle, lots of muffins and several different types of coffee.

**/i/ ph - gh**

The dolphin sped through the rough waves and made us all laugh with joy!

My nephew has a telephone that is in the shape of an elephant!

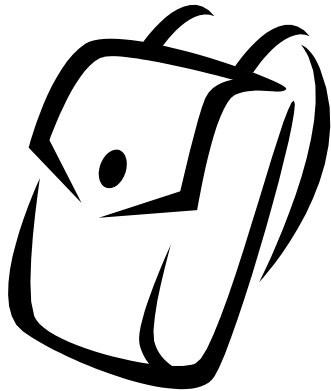
**ch /c/v/ /u/ /su/**

School children sometimes pretend to have a stomach ache but they really want to stay in bed!

The machine took the cherries off the branches so the chef could make them into cherry pie.

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# The school's bookbag routine



**The** paper-based resources  
are constantly added to  
your child's **phonics** folder  
for the **bookbag routine!**

Parents can then see and  
support some of the **phonics**  
work that takes place in school.

# Differentiation

- Learners access core resources differently – at their **own stage of learning and speed**
- Every learner undertakes his or her **own practice**



- **Extension** activities are **always** provided
- Different levels of **support**
- Some learners may require **additional time**



**How** the adult **supports** the learner to read is very important...

1. Tell the learner the code:

straight



In *this* word, *these* letters  
are code for /ai/.

# How the adult supports the learner to read is very important...

straight



“In *this* word, *these* letters  
are code for the /ai/ sound.”

Downloadable poster

2. Alternatively, **model** the sounding out and blending of the word to the learner.
3. Or simply **tell the learner** the words which are proving too difficult.


# Free posters for Phonics Routines

- the three core skills and their *sub*-skills:


## Phonics Routines

Teach the **knowledge** of the alphabetic code  
(the letter/s-sound correspondences)  
and the **three core skills** and their **sub**-skills

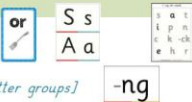
### 1. Decoding (blending or synthesising)

**Sub-skill without print:**  /f/ /r/ /o/ /g/

Adult says the separate sounds "f/ /r/ /o/ /g/".

Learners 'discern' or 'hear' the whole word 'frog' and then say the whole word "frog". 

**Sub-skill with print:**

Point to pre-printed graphemes that have been taught to date:  
"See the graphemes [letters or letter groups] and say the sounds." 

**Core skill for decoding:**

- Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
- Use the index finger to point directly under **each** grapheme whilst saying the sounds as close to real speech as possible from left to right of the printed word.
- Say the whole word whilst running the index finger left to right beneath the whole printed word.
- Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

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### 2. Encoding (oral segmenting, spelling-with-editing)

**Sub-skill without print:**

Say the whole word "soap" very slowly and naturally so that the separate sounds become evident [oral segmenting].

Repeat the separate sounds as close to real speech sounds possible "s/ /o/ /p/".



**Do not repeat the whole spoken word after that!**

**Sub-skill with print:**

Listen to sounds as close as possible to real speech sounds.

1. "Hear the sounds, point to the graphemes."
2. "Hear the sounds, select the graphemes."
3. "Hear the sounds, write the graphemes."



**Core skill for encoding:**

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers. 
- Write a 'sound dash' for every sound identified which also act as 'writing lines'.
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling. 

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### 3. Handwriting (linking graphemes to sounds)

**Sub-skill:**


Hold the pencil correctly with the tripod grip.  

"Froggy legs [thumb and index finger] grip the pencil at the end of the painted part [not on the sloping cone part] with the log under [the middle finger]."

**Sub-skill:**



Establishing 'directionality' of writing letter shapes whilst saying the sounds.  "ch" as in chick 

**Finger-tracing:** Use the index finger of the writing hand to trace pre-printed letter shapes.

**Pencil-tracing:** Trace pre-printed grey or dotted letter shapes with a pencil. 

**Copying:** Copy letter shapes with finger or pencil.

**Core skill for handwriting:**

- Correct tripod pencil grip 
- Correct posture sitting at a desk 
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words - avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate

www.phonicsinternational.com www.debbiehepplewhitehandwriting.com

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## 'Hand Routines'

# **‘Tricky Words’**

**Useful words which are sometimes ‘tricky’ are introduced steadily throughout systematic synthetic phonics programmes.**

**It is better to tell the learner a really challenging word, than to tell the learner to ‘guess’ the word.**

And **always** the adult should discuss the content of the book with the child!



# PLEASE:



1. Listen to your child read to you and support as needed (**AND talk a lot about the story**)
2. Read books aloud **to** your child
3. **Share** the reading of books with your child
4. **Continue to hear your child read aloud** even when he or she can read independently
5. **Chatter** about everything!





# Library



# Thank you for coming!

Please do approach us if you have any worries about your child's progress.



Let's take **just** one sound...

/j/

Oxford Reading Tree Stage 2: Book 7

Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

• tools

J j

jug

jet  
jam  
jacket  
just

k ck e u r h b f ff l ll le ss j

We see **j** and say /j/ at the beginning of words...



Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

tools

dge



bridge

- edge
- badge
- fridge
- sledge



v w x y z zz qu ch sh th ng dge



quit

save

load

print

sound

home

back

next



But what is the code when the **sound /j/** is at the end of words?  
For reading, we see **dge** and we say **/j/**. We never see letter **j** at the end!

Select the audio buttons to listen to the words. Find the words in the lists. Select Chip and complete the activity.

+ tools

/j/

j

jug jelly jogging  
jar jet jeans  
jaw jolst jacket

g e g i g y

giant gentleman  
ginger gym giraffe  
gigantic gesture



But wait a minute, some words which start with the sound /j/ don't always start with this letter: **j** Is there **any code** which alerts the reader to this?





Select the audio buttons to listen to the words. Find the words in the lists. Select Chip and complete the activity.

Tools

/j/

ge

- barge emerge
- fringe package
- village orange

dge

- bridge fudge
- badge ledge
- hedge fridge



**How do we know** when to use *this* grapheme [**ge**] or *this* grapheme [**dge**] for spelling words which end with the sound /j/?

**Floppy's Phonics provides the resources and the answers!**