

Welcome



How did you learn to read?

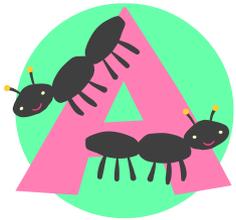
Can you remember?



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.

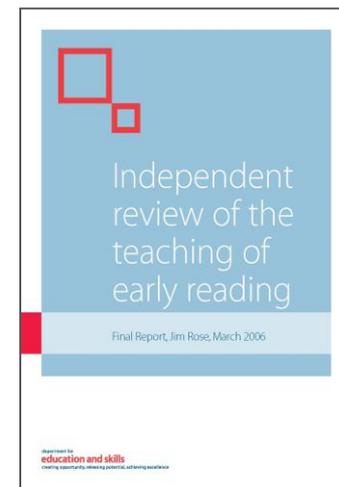


- The English language is a rich language consisting of **hundreds of thousands** of words
- Problems arise with **written** language for both reading and spelling 
- the influence of many languages over many years. e.g. Anglo-Saxon, West Germanic, North Germanic, Latin, Norman French

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:

This was following a parliamentary inquiry into the teaching of reading (2003 – 2006)



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 the sounds
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



Oxford Reading Tree

Floppy's Phonics programme

Floppy's Phonics is designed:

- **to inform parents and carers routinely and fully about their children's reading, spelling, handwriting and vocabulary development**
- **to aspire to work in partnership**

Teaching reading, spelling and handwriting with the 'two-pronged systematic and incidental phonics' approach for all children



Debbie Hepplewhite
Synthetic Phonics
Training



Floppy's Phonics and Debbie's
training are 'DfE validated'
debbie@phonicsinternational.com

The synthetic phonics teaching principles work for all!

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

But one size does not fit all

But children learn in different ways

“...all beginners have to come to terms with the **same** alphabetic principles if they are to learn to read and write...

...It **cannot be left to chance**, or for **children to ferret out, on their own**, how the alphabetic code works.”

Sir Jim Rose in response to common misunderstandings
(Final Report, March 2006)

What *is* the alphabetic code?

Allotting letter symbols for the smallest sounds of speech is the basis for creating a spelling code - enabling us to communicate through **writing**.

Translating the letter symbols into sounds is the basis for **reading**.

We can show this visually on a chart to make the alphabetic code tangible.

Graphemes or spelling alternatives
-across the rows

Sounds

- down the left columns as there are fewer sounds than graphemes

The Alphabetic Code

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

Flaggy's Phonics
Book and Letters

Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words	
/s/ 	s sun ss dress ce castle cl cloud cy cycle ce class -se house sc school -st street	/l/ 	l lion ll hill	/ee/ 	ee egg y happy ea eat e me e e empty ey key -le table ine mine	
/a/ 	a apple	/ul/ 	le bell el penal il hill al happil	/igh/ 	igh high y any -le pile i just le ice	
/t/ 	t tiger tt tater ed drappit	/lj/ 	j jam dge bridge ge age g game gl glass g giraffe gym	/oa/ 	oa goat ow cow o old o e more ough though oe toe -eau steak	
/p/ 	p pig pp popcorn	/vl/ 	v van ve give	/ool/ 	oo book oul could u put	
/i/ 	i igloo	/w/ 	w wheel wh what u put	long /ool/ 	oo book ue blue ew new o more -ou soup ough through u e fruit ui fruit u super	
/n/ 	n nose nn noon kn knee gn gnome	/ks/ 	x fox cks socks ks kiss	/ar/ 	ar arm a father al palm	
/m/ 	m man -mm hammer -mb thumb -mn mitten	/gz/ 	x fox g game	/or/ 	or fork aw saw our four au buddy al walk oar door -or door ore sore augh rough ough through war wonder quar quarter a water	
/d/ 	d dog dd paddle ed head	/yl/ 	y yogurt	/ur/ 	ur purr er her ir bird ear work wor worm	
/g/ 	g gate -gg giraffe gu guitar gh ghost gue cabbage	/zl/ 	z zoo zz buzz -s zoo -se zebra ze zebra	/ou/ 	ow out ou mouth ough through	
/o/ 	o orange wa watch qua quack ait ait	/kw/ 	qu queen	/oi/ 	oi oil oy toy	
/k/ 	c cat k key ck clock ch chair qu queen que queen	/ch/ 	ch chicken tch tchicken	/oer/ 	ear ear eer deer ere eggs ier kiss	
/e/ 	e egg ea bread	/ch u/ 	-ture picture	/air/ 	air hair are saw ear bear ere there	
/u/ 	u umbrella -er her o more our four ou mouth ough through re there	/sh/ 	sh ship ch church ti time -cl meal -ssi spoon -scl school	/yoo/ 	ue blue ew new u unfair u e super eu fruit	
/r/ 	r rabbit rr arrow wr wheel rh rhinoceros	/th/ 	th thumb /th/ 	th thumb	/yoor/ 	ure purr
/h/ 	h hat	/ng/ 	-ng ring	/z/ 	-s treasure -si television -ge college	
/b/	b bone bb bottle	/ngk/	-nk link			
/f/	f fish ff off ph phone gh ghost	/ai/	ai aim ay may a apple a e cake ae rainbow eigh eight ey eye ea break			

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**Graphemes or
spelling
alternatives**
-across the rows

**Sounds
(phonemes)**

- down the left
columns as
there are fewer
sounds than
graphemes

Graphemes are letters or letter groups that are code for the sounds:

e.g. sound /ai/ **a**corn, **ai**d, **pl**ay, **ca**ke,
gr**ey**, sl**ei**gh, str**ai**ght

The ‘**sounds**’ are the ‘**phonemes**’, these are the smallest sounds of speech that change the meaning of a word:

e.g. /**b**/ /oa/ /t/ compared to /**k**/ /oa/ /t/

Some ‘sounds’ are **two phonemes combined**:

e.g. letter **x** in ‘fo**x**’ is code for two phonemes /**k+s**/

There are around 44 phonemes in the English language but 50 ‘units of sound’ on the FP Alphabetic Code Chart.

English – around 44 sounds

The Alphabetic Code

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

Graphemes and key words

/s/ sun	s ss sack snake	c ci cat city	ce se sc st caterpillar sea scissor stick
/a/ apple	a apple		
/t/ tomb	t tt tomb top	ed water	
/p/ pen	p pp pen pop		
/l/ leaf	l leaf		
/n/ net	n nn kn gn net net knot gun		
/m/ man	m mm mb mn man man man man		
/d/ dog	d dd ed dog dog water		
/g/ go	g gg gu gh gue go go go go go		
/o/ orange	o wa qua ait orange water quack air		
/k/ key	c k ck ch qu cat key cat cat quack		
/e/ egg	e ea egg sea		
/u/ umbrella	u er or our umbrella water orange our		
/r/ rabbit	ou ough re rabbit rabbit rabbit		
/l/ leaf	r rr wr rh rabbit rabbit rabbit rabbit		
/h/ hat	h hat		
/b/ bee	b bb bee bee		
/f/ fish	f ff ph gh fish fish fish fish		

Graphemes and key words

/l/ leaf	l ll leaf leaf
/ul/ umbrella	le el ll al leaf leaf leaf leaf
/l/ leaf	j dge ge leaf leaf leaf
/v/ van	g gl gll van van van
/v/ van	v ve van van
/w/ wheel	w wh u wheel wheel wheel
/ks/ kiss	x cks ks kiss kiss kiss
/gz/ goose	x goose
/y/ yellow	y yellow
/z/ zebra	z zz s se ze zebra zebra zebra zebra zebra
/kw/ quack	qu quack
/ch/ chicken	ch tch chicken chicken
/ch.u/ chicken	ture chicken
/sh/ ship	sh ch ti ct ship ship ship ship
/th/ thumb	ssl scl thumb thumb
/ng/ nose	ng nose
/ngk/ nose	nk nose
/a/ ant	ai ay a e ae ant ant ant ant ant
/e/ egg	ei ey ea egg egg egg

Graphemes and key words

/ee/ egg	ee y ea e ee egg egg egg egg egg
/igh/ high	igh y te l ie high high high high high
/oa/ goat	oa ow o oe ough goat goat goat goat goat
/oo/ book	oo ou u book book book
/oo/ book	oo ue ew o ou book book book book book
/ar/ arm	ough ue ul u through through through through
/or/ fork	ar a al fork fork fork
/or/ fork	or aw our au fork fork fork fork
/or/ fork	al oar oor fork fork fork
/or/ fork	ore augh ough fork fork fork
/or/ fork	war ough a war war war
/ur/ purr	ur er ir ear ur purr purr purr purr purr
/ou/ ouch	ow ou ough ouch ouch ouch
/oi/ oil	oi oy oil oil
/eer/ ear	ear eer ere ier ear ear ear ear
/air/ hair	air are ear ere hair hair hair hair
/yoo/ you	ue ew u ue you you you you
/yoo/ you	ure you
/zh/ zebra	s si ge zebra zebra zebra

Complex or opaque code

Spanish – 24 sounds!

The Spanish Alphabetic Code

sound	graphemes, or spelling alternatives, which are code for the sounds	notes
/a/	a manzana (apple)	later in this text we discuss a and an in Spanish
/b/	b barco (boat)	later in this text we discuss b and bb in Spanish
/h/	h caja (box)	
/hs/	ch chocolate (chocolate)	the sound is represented by two letters
/d/	d dedo (finger)	
/el/	e escuela (school)	
/f/	f fiado (shirt)	
/g/	g gato (cat)	g and gg are used for the long 'g' sound. g and gg are used for the long 'g' sound. g and gg are used for the long 'g' sound.
/i/	i insecto (insect)	i and ii are used for the long 'i' sound. i and ii are used for the long 'i' sound.
/j/	j jabón (soap)	the sound is represented by two letters
/l/	l lampara (lamp)	
/ll/	llave (key)	ll and ll are used for the long 'll' sound. ll and ll are used for the long 'll' sound.
/n/	n mariposa (butterfly)	
/ñ/	ñ mariposa (butterfly)	
/o/	o pulpa (tomato)	
/p/	p pala (shovel)	
/r/	r perro (dog)	rr and rr are used for the long 'r' sound. rr and rr are used for the long 'r' sound.
/rr/	rr perro (dog)	rr and rr are used for the long 'r' sound. rr and rr are used for the long 'r' sound.
/s/	s sol (sun)	
/t/	t tomate (tomato)	
/u/	u un (one)	
/v/	v vaca (cow)	
/w/	w waca (cow)	
/x/	x caja (box)	
/y/	y yo (I)	
/z/	z zapato (shoe)	

Simple or transparent code

Assimilate, Adjust, Absorb

Is the **Alphabetic Code Chart** too complex to use from the beginning?

- The children start to **assimilate** the rationale, **adjust** to lesson routines and increasingly **absorb** the information.
- It enables many children to **self-teach**.
- It supports the adults in their understanding!

The Synthetic Phonics Teaching Principles

Teach:

KNOWLEDGE of the **ALPHABETIC CODE**

= letters linked to the sounds of speech

code is 'reversible', introduced 'systematically'

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

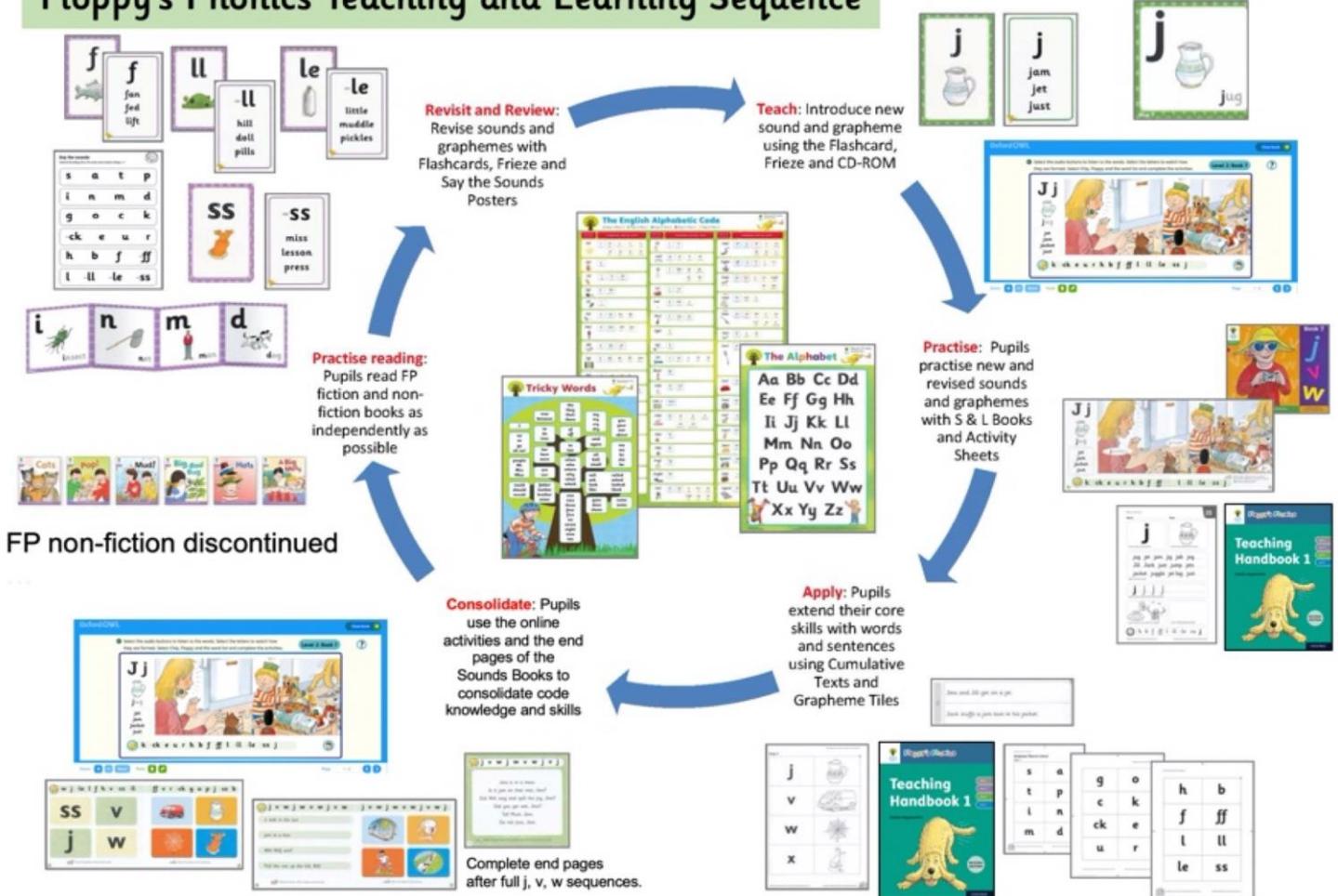
[cumulative = words which ‘match’ the alphabetic code taught to date]

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



Teaching and Learning Sequence

Floppy's Phonics Teaching and Learning Sequence



CD-ROMS now updated with online subscription platform accessible from 'home'

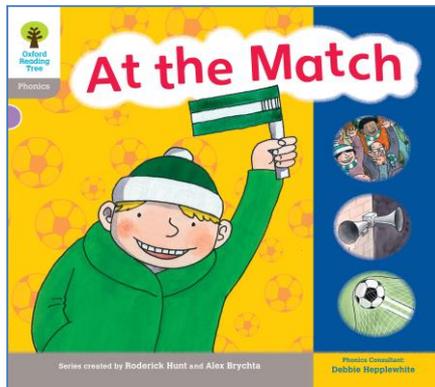
- Foundation Stage
- EAL or new to English
- Speech & language

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.

Decoding

- 1. Study the printed word from left to right to recognise any 'letter groups'**
- 2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound**
- 3. Run your finger right under the whole printed word, from left to right, when you say the whole word**



Decoding

Study the printed word first – looking for letter groups!

stick



/s/ /t/ /i/ /k/ “ stick ”





Spelling-with-editing routine

- Face the same way as your child
- Left hand, palm facing – make sure your child sees your hand ‘on the left’
- Say the word to be spelt, very slowly – the individual sounds will ‘pop out’
- Tally the sounds onto thumb and fingers
- Repeat each sound separately and clearly
- Then count how many sounds

Spelling-with-editing routine

- **Model how to write the ‘sound dashes’ top left of the page, from left to right**
- **The sound dashes double-up as writing lines**
- **Write the graphemes on the lines whilst engaging the child to call out the sounds as you write**
- **Then sound out and blend to check the word (engage your child to say the sounds without you as soon as possible)**
- **Confirm if the word is spelt correctly**

Sound dashes / writing lines

s oa p



soap



Blend to check
the spelling

Check letter formation too!

Cover notes in the *Floppy's Phonics Books* provide guidance for the adult to support the young reader to **blend** and **segment**:



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

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**

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.

Labels and spellings
Letters written like this /k/ refer to a sound, not a spelling.
e.g. /k/ as in cat, key, duck

TEACHERS:
For inspirational support plus free resources and eBooks
www.oxfordprimary.co.uk

PARENTS:
Help your child's reading with essential tips, fun activities and free eBooks
www.oxfordowl.co.uk

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Illustrations © Alex Brychta 2011
The characters in this work are the original creation of Roderick Hunt and Alex Brychta who retain copyright in the characters.
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ISBN: 978-0-19-848573-5 10 9 8 7 6 5 4 3 2 1
Printed in China by Hing Yip
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**Blending routine
for reading**

**Segmenting routine
for spelling**

Print-rich and Picture-rich: oral language - not 'just' phonics



At Home



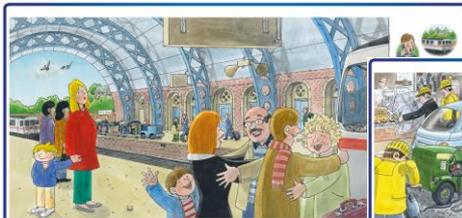
At the Match



At the Park



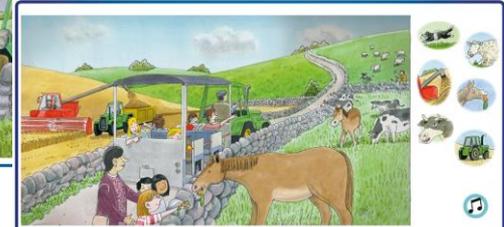
Fun at School



Out in Town

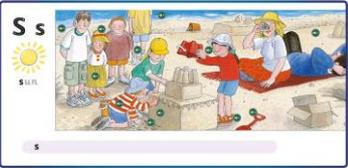


At the Farm



Examples of Illustrations

Sounds Books:
162 full illustrations
Interactive Platform:
144 full illustrations
 (21 of 144)

S s
 sun

 s

A a
 apple

 s a

T t
 teddy
 at
 sat

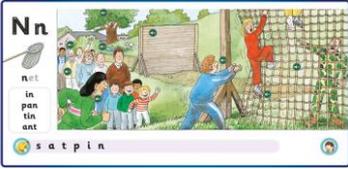
 s a t

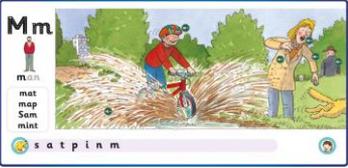
P p
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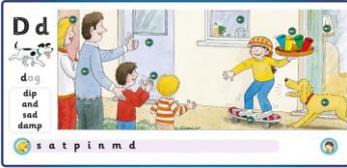
 s a t p

I i
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 s a t p i

N n
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M m
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 Sam
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 s a t p i n m

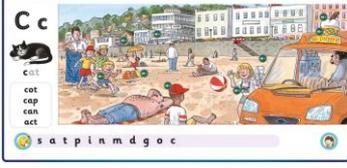
D d
 dog
 dip
 and
 sad
 damp

 s a t p i n m d

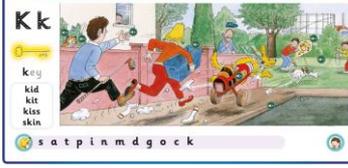
G g
 gate
 gap
 dig
 gas
 digs

 s a t p i n m d g

O o
 octopus
 on
 dog
 nod
 pond

 s a t p i n m d g o

C c
 cat
 cat
 cap
 can
 act

 s a t p i n m d g o c

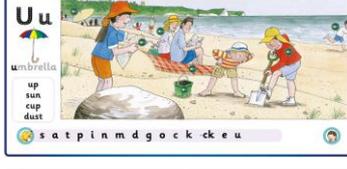
K k
 key
 kid
 kit
 kiss
 skin

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

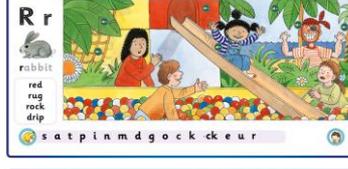
ck
 duck
 sock
 pack
 sack
 stack

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

E e
 egg
 men
 get
 neck
 tent

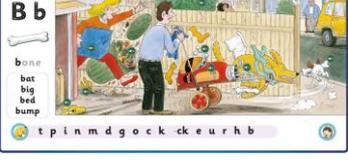
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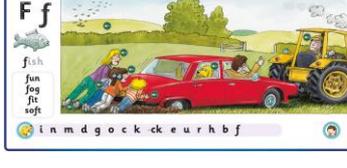
U u
 umbrella
 up
 sun
 cup
 dust

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

R r
 rabbit
 red
 rug
 rock
 drip

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

H h
 hat
 hop
 hat
 had
 hens

 a t p i n m d g o c k c k e u r h

B b
 bone
 bat
 big
 bed
 bump

 t p i n m d g o c k c k e u r h b

F f
 fish
 fun
 fog
 fit
 soft

 i n m d g o c k c k e u r h b f

ff
 off
 off
 stiff
 puffin
 huff

 m d g o c k c k e u r h b f f f

L l
 lion
 leg
 luck
 a lot
 last

 m d g o c k c k e u r h b f f f l

Picture-rich:
Oral language plus phonics examples in memorable contexts

Inside the Floppy's Phonics Books

These pages are on the digital platform with audio



How to use this book

Say the sound.
Trace the letter shapes.
Point to the picture and say the word.
Blend to read the list of words.

ar or ur

ar
arm
art
far

ur
hurt
turn
curls
church

or
fork
horn
cork
storm
stork

ur
hurt
turn
curls
church

ur
hurt
turn
curls
church

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:
Place under each grapheme (letter or letter group) as you say the sound, then say your finger under the whole word as you say the whole (or blended) word.

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

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

ch sh or th -ng ee oo -igh oa ai -oo qu ar ur

a storm on a farm

a dog barking in the yard

A shark can dart.

Can a stork surf?

Put the corn in the barn.

The sharp plank has torn my shorts.

-igh ch oo th -ng or ee qu ur sh

ur oa

ar or

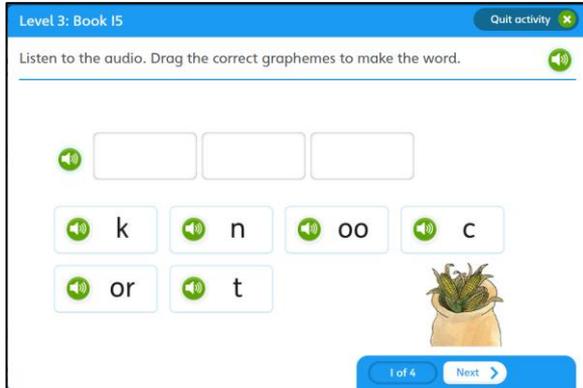
-igh oa -oo oo ar or ur

Look up! Look up!
See the full moon,
It glows in the stormy gloom.
See the stars twinkle,
A burst of light. Zoom!
See a shooting star,
Quick, catch it in a jam jar!

These 'end pages' are not on the digital platform



Sample Screen Views: web-based platform



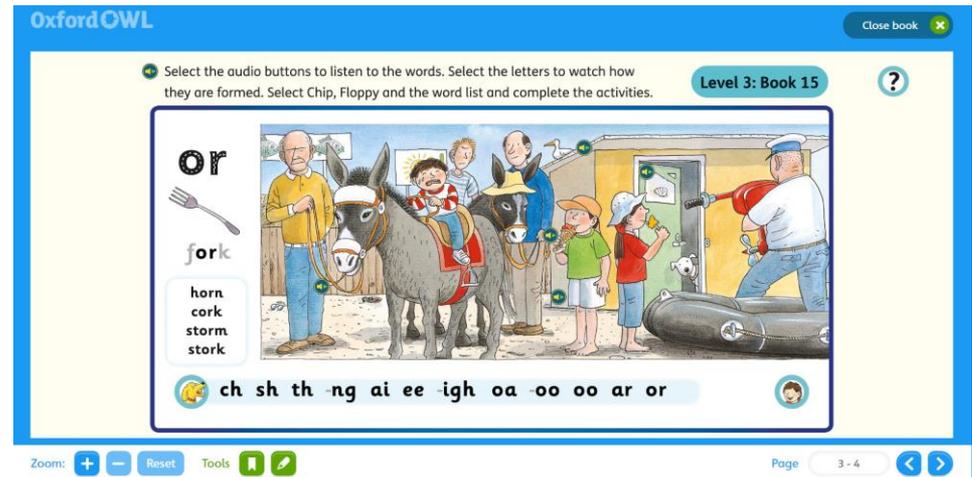
Drag and drop
for **spelling**



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

**For use in school and at home,
the teachers will guide your use.**

Alphabetic Code Flashcards

g



g
gap
dig
tag

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

o



o
on
got
pod

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

c



c
cog
act
cost

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

ch



ch
chin
chat
much

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

or



or
cork
horn
storm

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

ea

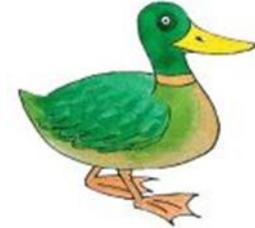


ea
tea
team
reach

Oxford Reading Tree Pigeon's Phonics Sounds and Letters © Oxford University Press 2011

Mnemonic picture-words

/k/



c a t

k e y

d

u c k

‘Mnemonic’ means ‘aid to memory’.

Picture-words and their printed words make the learning of the different sounds and spellings more **memorable** and **manageable** and can clarify the teaching and learning for adults and children alike.

Phonics sub-skills and skills Activity Sheets

Page 14 Activity Sheet 1

Name: _____ Date: _____

s 

Say the sound. Trace the letters. Say the word. Listen for the /s/ sound.

s s s s s s s s s s s s s s s s

Print and say the sound.

s s s s

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



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

s

Page 17 Activity Sheet 20

Name: _____ Date: _____

ff 

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

off huff puff cuff tiff
stuff scuff fluff puffin

Read 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

Page 19 Activity Sheet 50

Name: _____ Date: _____

or 

Say the sound. Trace the letters. Say the word. Listen for the /or/ sound.

born fork torn for short
cork horn corn worn
shorts sport storm morning

Read to read the words.

or or

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



Say the words. Can you hear the /or/ sound? Draw something with the /or/ sound (or) in it.

ee -igh oa -oo oo ar or

Page 21 Activity Sheet 85

Name: _____ Date: _____

ai wait plain remain afraid rainbow complaint	-ay away replay pray player layers dismayed	eigh weigh eight neigh sleigh weight eighteen	-ey /ai/ they grey osprey prey survey conveyor belt
--	--	--	--

Underline all the different spellings for the /ai/ sound.

Now that I'm eight, I can go on my neighbour's sleigh. It is pulled by her sweet horse, Grey. Look at his bright braided reins and hear his "neigh". I can play with Grey every day!

Underline all the different spellings for the /ai/ sound. Read the text.

Write a short sentence and draw a picture to illustrate it.

Teaching Handbook 2 – Level 5

Essential – extend practice to Cumulative Texts as part of the ‘teaching and learning sequence’

Teaching Handbook 1

Multi-sensory practice and application

h	b
f	ff
l	ll
le	ss

Grapheme Tiles and Picture Tiles

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

Say the Sounds Posters

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 /f/.

c k -ck e u r h b

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Activity Sheets 1 to 134

Cumulative Texts Stage 5 More A

ff - ff

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

ff - ff

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

ff - ff

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

ff - ff

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

ch -ck/ /f/ /p/ /

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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Cumulative Texts From '-ck'

Photocopiable Posters

- and for use in children's phonics folders

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

Book 25: /ai/ ai -ay eigh -ey a-e a -ae -ea

ai  aim	ay  tray	eigh 8 eight	-ey  grey
a-e  cake	a  table	-ae  sundae	-ea  break

Book 28: /j/ j -dge -ge ge gi gy Book 28: /l/ l -le -el -al -il

j  jug	-dge  bridge	-ge  orange	ge  gentleman
-le  bottle	-el  parcel	-al  hospital	gi  giraffe
			gy  gym
			-il  pencil

Level 5
21 Frieze Posters
Handbook 2

Levels **1+** to **4**

8 Say the Sounds Posters (from print-to-sound and sound-to-print)
Handbooks 1 & 2

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?



8

9

Phonics for reading and spelling linked to
wider language, memorable pictures and story themes

Example Word List of Six Words

Level 5 Sounds Books

Introduce new
/i/s correspondences
in their
key word examples

/ai/

ai

aim tail snail
paint sail waist
train paintbrush
trainers

ay

hay lay tray
clay today
crayons playing

Which of these words can you find in the picture?



/ai/ can also be spelled like this:

eigh eight **ey** grey

<p>ai</p> <p>wait plain remain afraid rainbow complaint</p>	<p>-ay</p> <p>away replay pray player layers dismayed</p>	<p>eigh</p> <p>weigh eight neigh sleigh weight eighteen</p>	<p>-ey</p> <p>they grey osprey prey survey conveyor belt</p>	<p>/ai/</p> <p>Name</p> <p>Date</p>
<p>Underline all the different spellings for the /ai/ sound.</p>				
<p>Now that I'm eight, I can go on my neighbour's sleigh. It is pulled by her sweet horse, Grey. Look at his bright braided reins and hear his "neigh". I can play with Grey every day!</p>		<p>Write a short sentence and draw a picture to illustrate it.</p>		
<p>Underline all the different spellings for the /ai/ sound. Read the text.</p>				

Level 5 Activity Sheets

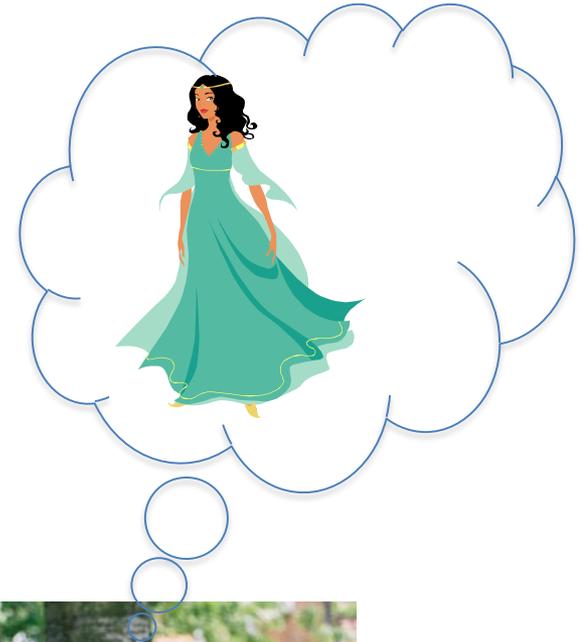
Provide spelling word
banks of focus
spelling alternatives



**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.**



Rose 2006 - 'Adopt Simple View of Reading'

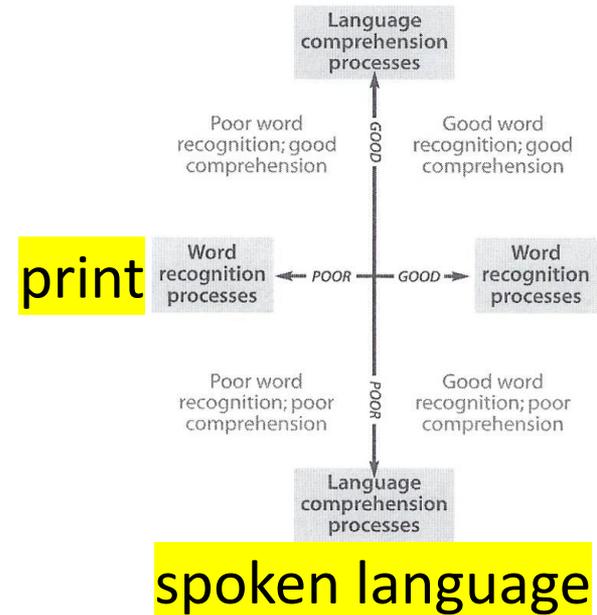
Two main processes to be a reader in the **full** sense:

1. What **IS** the word?
2. What does the word **MEAN**?

SVoR: Reading = Decoding x Language Comprehension

$$R = D \times LC$$

Gough and Tunmer 1986



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**, **first** look for any letter groups, then say the sounds **/s/ /oa/ /p/**, blend the sounds to read (**or discern**) “**soap**”

The alphabetic code is a reversible code:

For reading:

we start with print and decode to sound

But for spelling and writing:

we start with sound and encode to print

The smallest sounds

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

/b/ /oa/ /t/ /k/ /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 teach the children about the use of slash marks.

In the spoken word for
identify the sounds:



we can

/k/ /l/ /ou/ /n/

for which the corresponding **graphemes**
(letters or letter groups) are:

c l ow n

Note: BUT *Never*
write a word in
the **slash marks**

Note: We
always write
words in
graphemes

- 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 **a**pple /ai/ as in **a**ngel
/ar/ as in **a**ther /o/ as in **a**nt

**We aim to create
fearless and flexible
readers and writers
who want to be accurate !**

It helps children to know the English code is complex and will need lots of teaching and learning. Teaching and supporting with reading and spelling continues as required.

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 CPD Resources at
floppysphonics.com**

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

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

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

h	b
f	ff
l	ll
le	ss



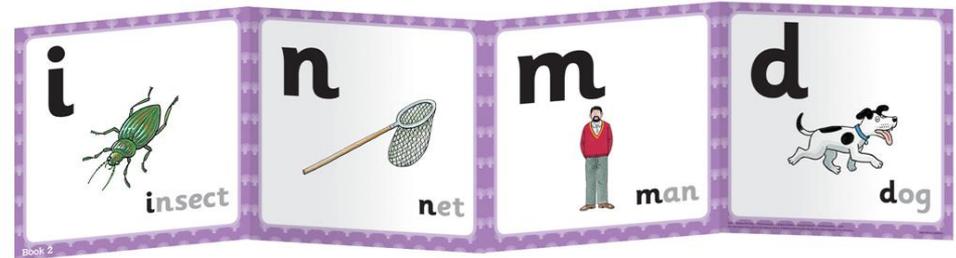
‘See the graphemes and say the sounds’ is a **sub**-skill of reading.

'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+



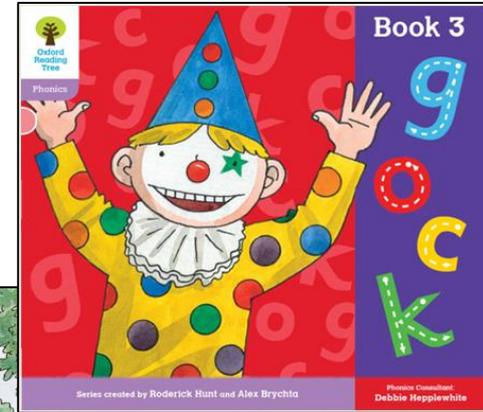
s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss

“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



Repetition embeds the learning

Sample Screen Views: web-based platform



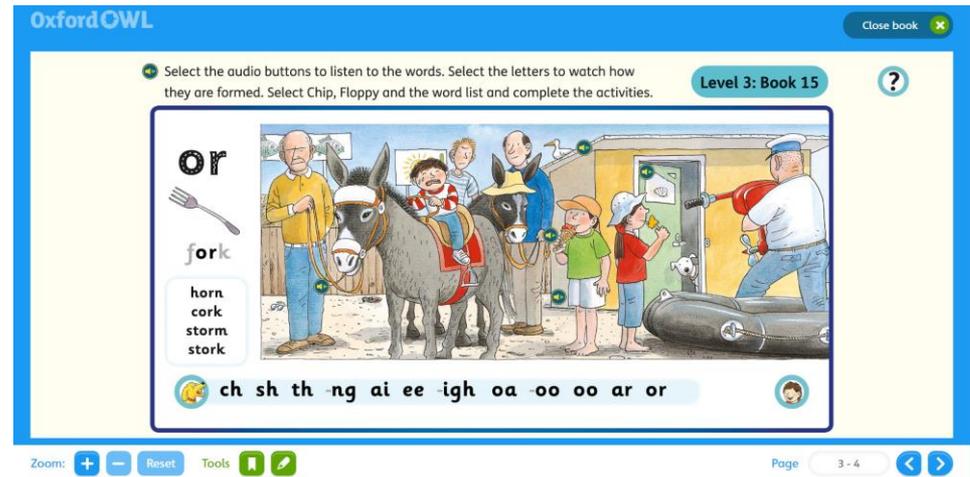
Drag and drop
for **spelling**



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

**Repetition with the online platform
and the paper-based resources**

Essential **MULTI-SKILLS** Activity Sheets

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

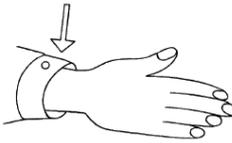
Children are fully trained in the routines – then they can work at their own speed independently.

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

/t/ t -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.

/t/ 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!

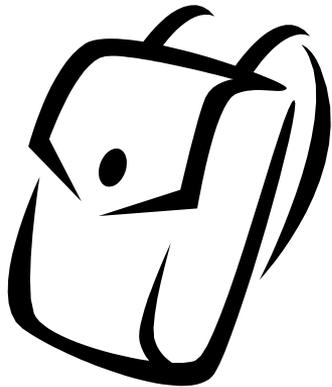
ch /ctv/ /v/ /sv/

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.

Please 'take an interest' and
repeat activities at home.

Differentiation

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

- **Extension** activities are **always** provided
- Different levels of **support**
- Some learners may require **additional time** and more **'little and often'** practice



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 at floppysphonics.com

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

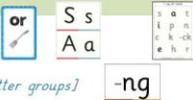
1. Decoding (blending or synthesising)

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/".

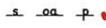
Do not repeat the whole spoken word after that!

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

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'Hand Routines' – floppysphonics.com

‘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!
6. **Repeat** the phonics routines with the Floppy's Phonics resources



Library



Let's take just
one sound ...

/j/

(...of **50** units of sound on your
mini alphabetic code chart)

Let's take just one sound ... /j/

OxfordOWL Close book

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. Level 2: Book 7 ?



J j

jug

jet
jam
jacket
just

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

Zoom: + - Reset Tools 📖 ✎ Page 1 - 2 ⏪ ⏩

We see **J** or **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.

Level 2: Book 11



dge



bridge

edge
badge
fridge
sledge



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

Zoom:



Reset

Tools



Page

Go to page



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.

Level 5: Book 28



/j/

j

jug jelly jogging
jar jet jeans
jaw joist jacket

ge gi gy

giant gentleman
ginger gym giraffe
gigantic gesture



Zoom:



Reset

Tools



Page

Go to page



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?

Handbooks: Pages 18 to 21 provide alphabetic code information for /j/

OxfordOWL

Close book ✕

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

Level 5: Book 28 ?

/j/

ge
barge emerge
fringe package
village orange

dge
bridge fudge
badge ledge
hedge fridge



Zoom: + - Reset Tools  

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

Thank you for coming!

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

