

Welcome



How did you learn to read?

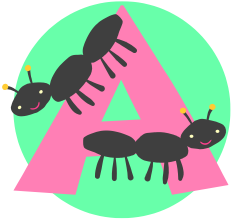
Can you remember?



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'!

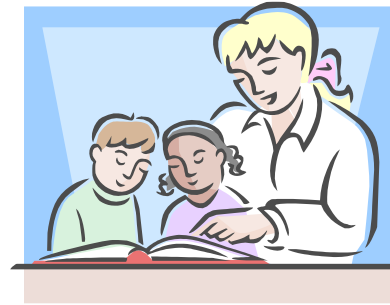
- **What do we do when we want to read an unknown Latin plant name?**
- **What do we do when we want to spell a new multi-syllable word?**

**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

A two-pronged approach to synthetic phonics teaching and learning



Systematic:
Planned
incremental
phonics
programme

Ever-present
Alphabetic Code Chart

Incidental:
• individual
• group
• class
- as needed

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

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 sock ss dress ce chain se sea sc scissors st stick	/l/ 	l lion ll all	/ee/ 	ee bed y happy ea cat e me e e example ey day ie child ine train
/a/ 	a apple	/ul/ 	le ladder el pencil ll all al hospital	/igh/ 	igh high y my ie pie i find ie ice
/t/ 	t teddy tt letter ed egg	/lj/ 	j job dge bridge ge game g garden giggle gym	/oa/ 	oa goat ow now o old oe rose ough rough oe sea eau water
/p/ 	p pen pp pop	/v/ 	v van ve very	/oo/ 	oo book oul owl u push
/i/ 	i ice	/w/ 	w wheel wh what u push	/oo/ 	oo book ue blue ew new o more ou our ough through ure sure ure sure
/n/ 	n cat nn fun kn knee gn gun	/ks/ 	x fox cks duck ks book	/oo/ 	oo book ue blue ew new o more ou our ough through ure sure ure sure
/m/ 	m man mm mum mb milk mn man	/gz/ 	x fox gz go	/ar/ 	ar arm a far al ball
/d/ 	d dog dd daddy ed egg	/y/ 	y yogurt	/or/ 	or fork aw away our four au four al all oar oar oor door ore ore ough enough ure sure ure sure
/g/ 	g gate gg giggle gu gun gh ghost gue guess	/z/ 	z zebra zz buzz s sea se sea ze zebra	/ur/ 	ur ur er er ir ir ur ur ur ur
/o/ 	o orange wa water qua quack ait air	/kw/ 	qu queen	/ou/ 	ou out ow now ou our ough enough
/k/ 	c cat k key ck duck ch chair qu quack que queue	/ch/ 	ch chicken tch watch	/oi/ 	oi oil oy boy
/e/ 	e egg ea bread	/ch/ 	ture future	/eer/ 	ear ear eer deer ere here ier tier
/u/ 	u umbrella er error ou our ough enough re rear	/sh/ 	sh ship ch chair ti train ci city ssi session sci science	/air/ 	air air are area ear ear ere here
/r/ 	r rabbit rr error wr write rh rhinoceros	/th/ 	th thumb th thigh	/yoo/ 	ue you ew new u uniform u-e use eu few
/h/ 	h hat	/ng/ 	ng ring	/oor/ 	ure sure ure sure
/b/ 	b bone bb bubble	/ngk/ 	nk neck	/zh/ 	s sea si sister ge ge
/f/ 	f fish ff coffee ph phone gh ghost	/ai/ 	ai aim ay away a again e egg e-e eye ea sea eigh eight		

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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**, c**ake**,
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















































Hugger's Phonics
Sounds and Letters

Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words
 /s/ s ss c: cographs cl: cists cly ce se sc st cists sears scists stels	 /a/ a apple	 /l/ l ll lads lads	 /u/ u uu buds buds
 /t/ t tt teds teds	 /p/ p pp pads pads	 /j/ j ge jets jets	 /v/ v ve veds veds
 /i/ i ices	 /w/ w wh weds weds	 /k/ k cks ks keds keds	 /g/ g ge gets gets
 /n/ n nm kn gn neds neds	 /m/ m mm mb mn meds meds	 /y/ y yeds yeds	 /z/ z zz zeds zeds
 /d/ d dd ed deds deds	 /l/ l ll lads lads	 /kw/ qu quads	 /ch/ ch tch cheds cheds
 /g/ g gg gu gh que gets gets	 /k/ c k ck ch qu ceds ceds	 /ch/ ch tch cheds cheds	 /sh/ sh ch ti cl sheds sheds
 /o/ o oo oua oit oeds oeds	 /i/ e ee eds eds	 /th/ th th theds theds	 /ng/ ng neds neds
 /u/ u uu buds buds	 /r/ r rr wr rh reds reds	 /h/ h heds heds	 /ng/ ng neds neds
 /b/ b bb beds beds	 /f/ f ff ph gh feds feds	 /a/ ai ay a ae aeds aeds	 /z/ z zz zeds zeds
 /s/ s ss c: cographs cl: cists cly ce se sc st cists sears scists stels	 /a/ a apple	 /l/ l ll lads lads	 /u/ u uu buds buds
 /t/ t tt teds teds	 /p/ p pp pads pads	 /j/ j ge jets jets	 /v/ v ve veds veds
 /i/ i ices	 /w/ w wh weds weds	 /k/ k cks ks keds keds	 /g/ g ge gets gets
 /n/ n nm kn gn neds neds	 /m/ m mm mb mn meds meds	 /y/ y yeds yeds	 /z/ z zz zeds zeds
 /d/ d dd ed deds deds	 /l/ l ll lads lads	 /kw/ qu quads	 /ch/ ch tch cheds cheds
 /g/ g gg gu gh que gets gets	 /k/ c k ck ch qu ceds ceds	 /ch/ ch tch cheds cheds	 /

Spanish – 24 sounds!

The Spanish Alphabetic Code

vowels	graphemes, or spelling alternatives, which we use for the sounds							notes
/ə/	 a minicake (apple)	 u bun (bun)						also in the second or third sound in most English words
/ɪ/	 i horse (horse)	 u vase (vase)	 w water (water)					also in the second or third sound in most English words
/ɜ:/	 e cake (cake)	 o chocolate (chocolate)	 u cucumber (cucumber)	 qu quartz (quartz)	 qu meringue (meringue)			also in the second or third sound in most English words
/ɜ:z/	 a hat (hat)							also in the second or third sound in most English words
/tʃɜ:/	 ch chica (girl)							also in the second or third sound in most English words
/ɪ/	 a dada (nigger)							also in the second or third sound in most English words
/eɪ/	 e ice cream (ice cream)	 h helado (ice cream)						also in the second or third sound in most English words
/ɪ/	 f fadda (fart)							also in the second or third sound in most English words
/g/	 g gato (cat)	 g gama (cat)	 g gigante (cat)	 g gigante (cat)	 g guitarra (guitar)	 g gigante (cat)	 g gigante (cat)	also in the second or third sound in most English words
/i/	 i gato (cat)	 u gama (cat)	 h gigante (cat)	 h gigante (cat)	 g guitarra (guitar)	 g gigante (cat)	 g gigante (cat)	also in the second or third sound in most English words
/j/	 j gato (cat)	 j gama (cat)	 j gigante (cat)	 j gigante (cat)	 g guitarra (guitar)	 g gigante (cat)	 g gigante (cat)	also in the second or third sound in most English words
/i/	 i gato (cat)	 j gama (cat)	 j gigante (cat)	 j gigante (cat)	 g guitarra (guitar)	 g gigante (cat)	 g gigante (cat)	also in the second or third sound in most English words

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[illegible]

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Complex or opaque code

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:



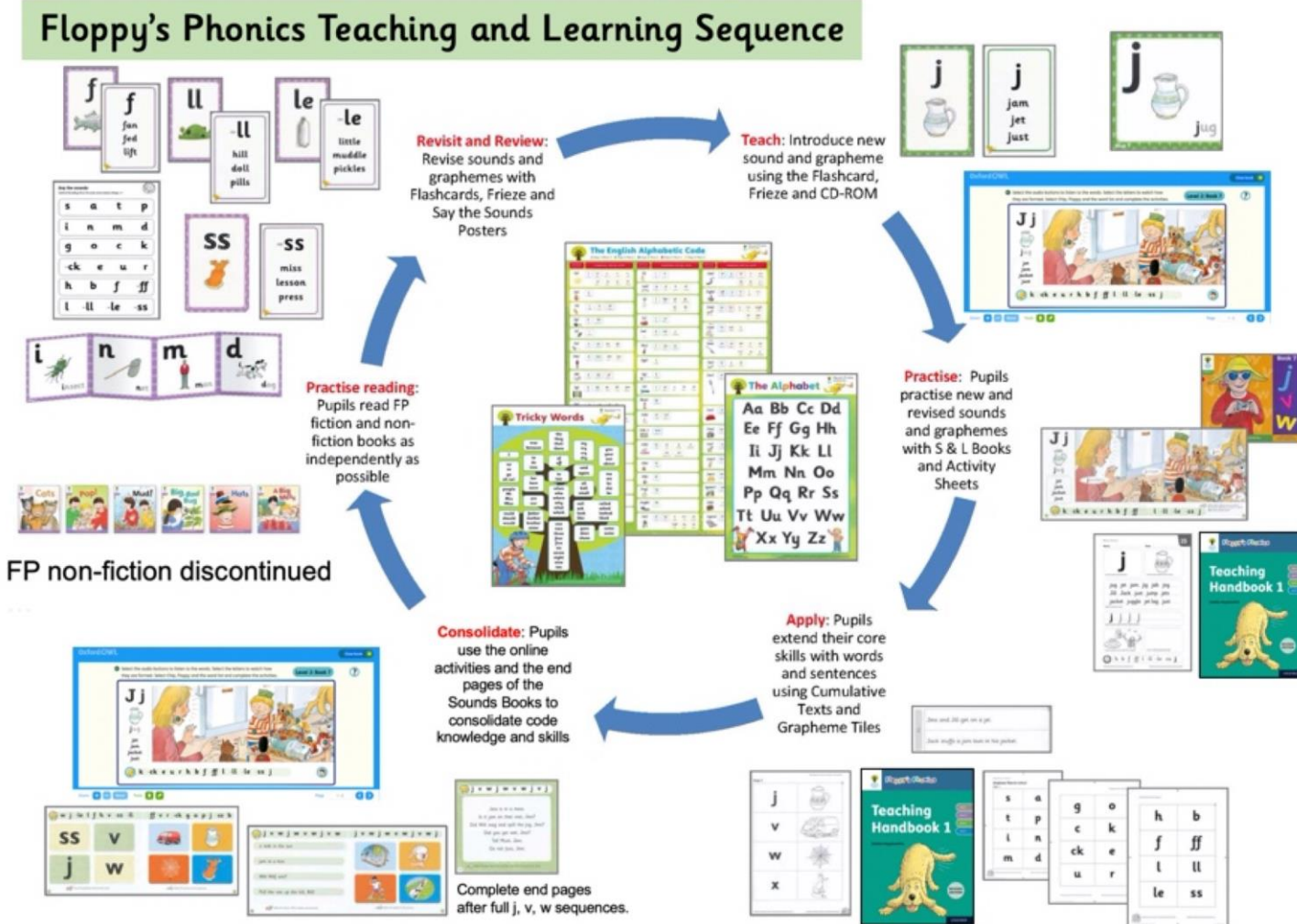
- **Apply** growing phonics knowledge and skills to **CUMULATIVE** words, sentences and texts for reading, spelling and writing

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

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



Teaching and Learning Sequence



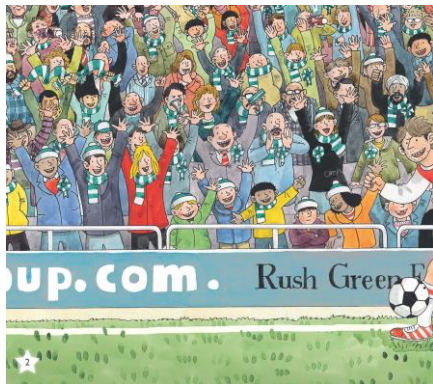
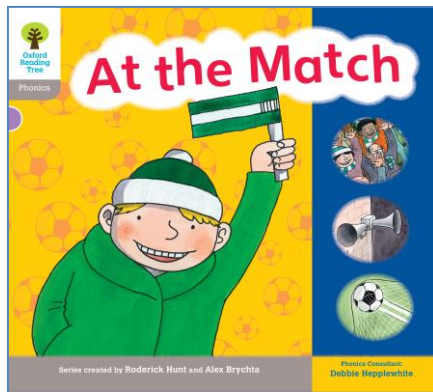
CD-ROMS now updated with online subscription platform accessible from 'home'

- 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.

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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ISBN: 978-0-19-848573-5 10 9 8 7 6 5 4 3 2 1
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**Blending routine
for reading**

**Segmenting routine
for spelling**

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL BOOKS
LILAC	1	1	
PINK	1+	2	
RED	2	3	
YELLOW	3	3	
BLUE	4	4	
GREEN	5	5	

48 Sounds Books

6 level 1 'cloud books'
not interactive

When letters and sounds
are introduced, the books
are numbered Book 1,
Book 2, Book 3
(36 numbered books)

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



At Home



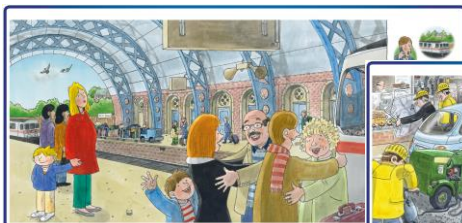
At the Match



At the Park



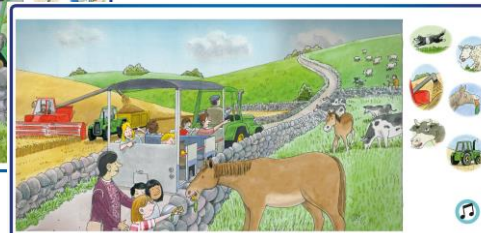
Fun at School



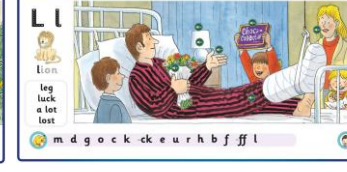
Out in Town



At the Farm



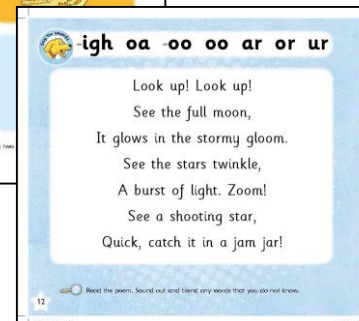
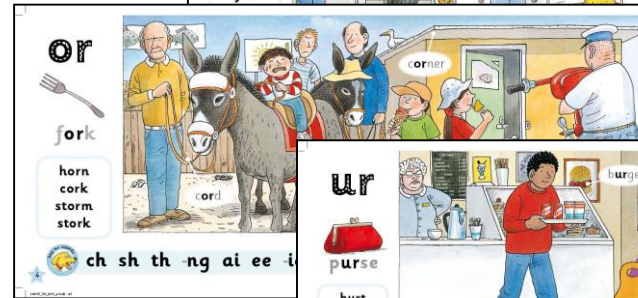
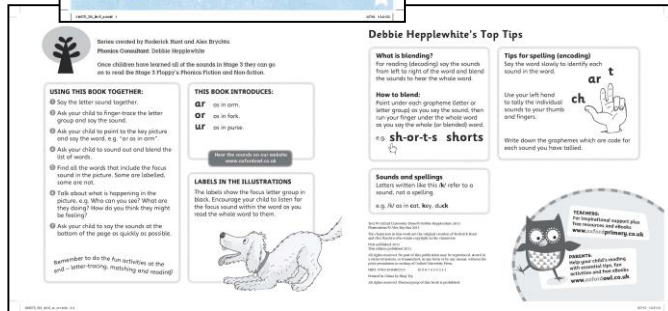
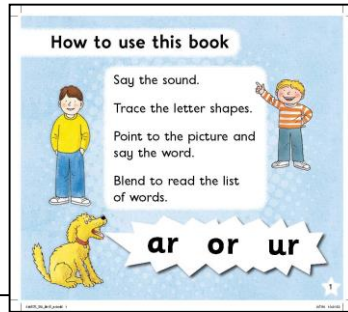
Sounds Books:
162 full illustrations
Interactive Platform:
144 full illustrations
 (21 of 144)



Oral language plus phonics examples in memorable contexts

Inside the Floppy's Phonics Books

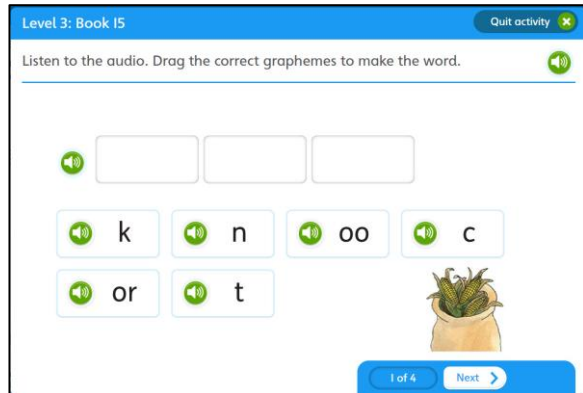
These pages are on
the digital platform
with audio



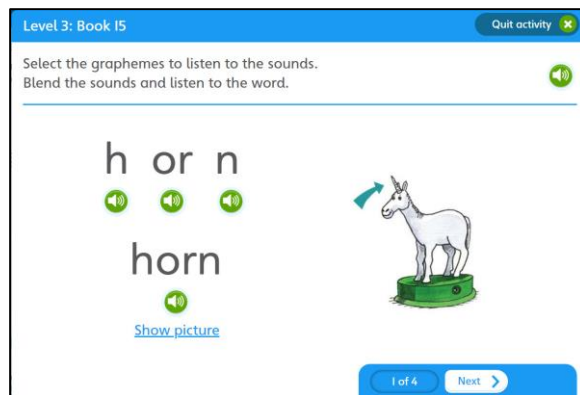
These 'end
pages' are not
on the digital
platform



Sample Screen Views: web-based platform



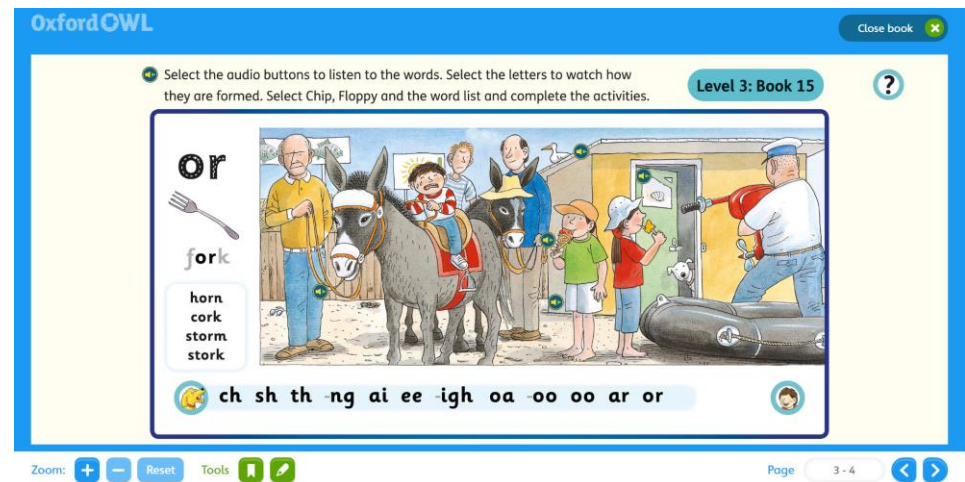
Drag and drop
for **spelling**



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.**

Poster Range

The English 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	Graphemes and key words	Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes
/s/ 	s ss sea snake c/s cycle	/l/ 	l ll	/ee/ 	ee y
/a/ 	a apple	/ul/ 	le el il al	/igh/ 	igh g
/t/ 	t tt ed	/jl/ 	j dge ge ge	/oa/ 	oa ow
/p/ 	p pp	/vl/ 	v ve	/oo/ 	oo oul
/i/ 	i	/wl/ 	w wh u	/oo/ 	oo ue
/n/ 	n nn kn gn	/ks/ 	x cks ks	/ar/ 	ar a
/m/ 	m mm mb mn	/gz/ 	x	/or/ 	or aw
/d/ 	d dd ed	/gl/ 	y	/ur/ 	ur er ir
/g/ 	g gg gu gh gue	/zl/ 	z zz -s -se ze	/oi/ 	oi oi
/o/ 	o oa od all	/kw/ 	qu	/leer/ 	ear
/k/ 	c k ck ch qu	/ch/ 	ch tch	/air/ 	air
/e/ 	e ea	/ch/ 	ture	/oor/ 	ure
/u/ 	u er o	/sh/ 	sh ch -ti -ci	/zh/ 	s -si ge
/r/ 	r rr wr rh	/ss/ 	-ssi -scl	/yoo/ 	ue ew
/h/ 	h	/th/ 	th		
/b/ 	b bb	/th/ 	th		
/f/ 	f ff ph gh	/ng/ 	ng		
		/ngk/ 	nk		
		/ai/ 	ai ag a e ae		
			eigh ey ea		


The Alphabet


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo
Pp Qq Rr Ss
Tt Uu Vv Ww
Xx Yy Zz


Helpful Words

the they their there
was because
I no so go oh no!
Mr Mrs Miss
people little
could should would
to do into
have of off
said again
me we he she be
all ball small
when who where why what which
father mother brother sister
one two three four five six seven eight nine ten
goes does shoes
come some
you your out about

i  insect

n  net

m  man

d  dog

Level 1+ to 4 Frieze strips correspond with each FP Sounds Book

Alphabetic Code Flashcards



Mnemonic picture-words

/k/



c a t

k ey

d

u ck

‘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 1 Activity Sheet 1

Name _____ Date _____

s


Say the sound. Trace the letters.

s s s s s s s s s


Point 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?



Page 1 Activity Sheet 17

Name _____ Date _____

ff

Say the sound. Trace the letters.

ff ff ff


Say the word. Listen for the 'ff' 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.





Can you hear the 'ff' sound?

Draw something ending in ff.

c k -ck e u r h b f ff

Page 1 Activity Sheet 50

Name _____ Date _____

or


Say the sound. Trace the letters.

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

Blend 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 1 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
they
grey
osprey
prey
survey
conveyor belt

/ai/

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

h	b
f	ff
l	ll
le	ss

Say t
Oxford

Say the Sounds Posters

s a t p

i n m d

g o c k

-ck e u r

h b f -ff

l -ll -le -ss

Stage 1: Listen and Trace

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.

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

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

Draw something ending in _____

c k -ck e u r h l

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Cumulative Words Stage 1

ff - ff

It is diff-
because

The caf-
and sev-

The dol-
and mo-

ff - ff

ff - ff

Cumulative Texts


From 'ck'

Cumulative Texts Stage 5 More A	
ff f f	<p>It is difficult to spot the puffins at the zoo because they always float away.</p> <p>The café has a fantastic trifle, lots of muffins and several different types of coffee.</p>
ph gh	<p>The dolphin sped through the rough waves and made us all laugh with joy!</p> <p>My nephew has a telephone that is in the shape of an elephant!</p>
ch sh /s/ /z/	<p>School children sometimes pretend to have a stomach ache but they really want to stay in bed!</p> <p>The machine took the cherries off the branches so the chef could make them into cherry pie.</p>

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

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

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

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
l/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?

eigh eight **ey** grey

2 3

ai

wait
plain
remain
afraid
rainbow
complaint

-ay

away
replay
pray
player
layers
dismayed

eigh

weigh
eight
neigh
sleigh
weight
eighteen

-ey

they
grey
osprey
prey
survey
conveyor belt

/ai/

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.

85

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'

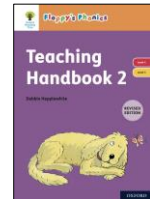
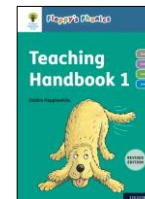
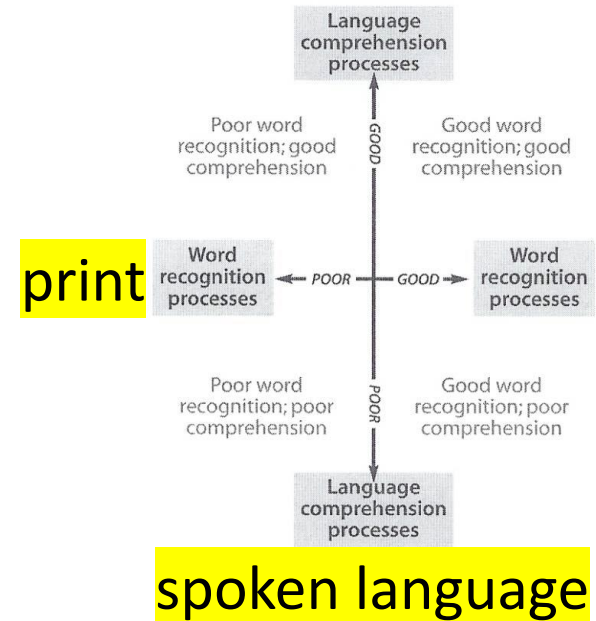
Two main processes to be a reader in the **full** sense:

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

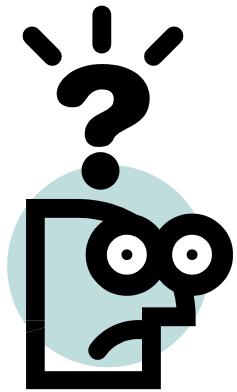
and understanding of the world

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/

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

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

c l ow n

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 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 !**

**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 'chie**f**'.

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

Engaging with the 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

Resources to teach the alphabetic code:

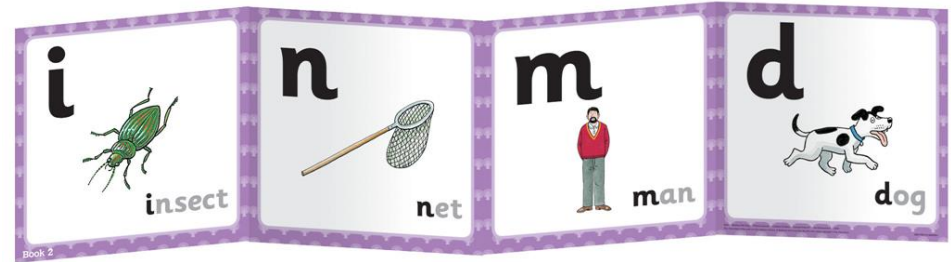
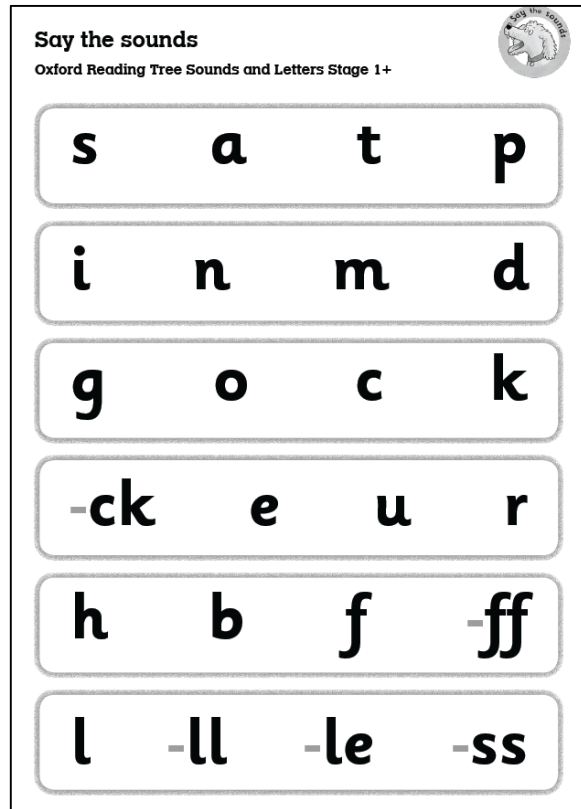
Grapheme Tiles and Flash Cards

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




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



key

kid
kit
kiss
skin



kitten

skin

basket

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]

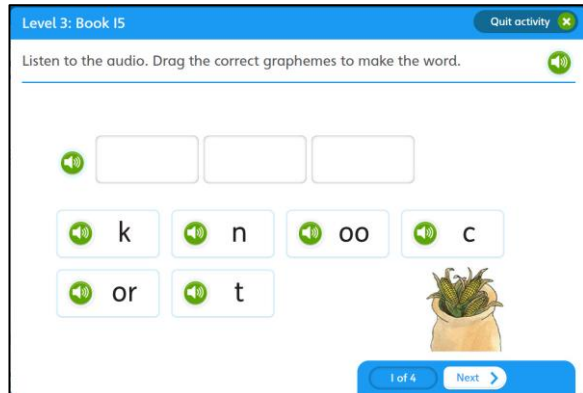
Book 3

g
o
c
k

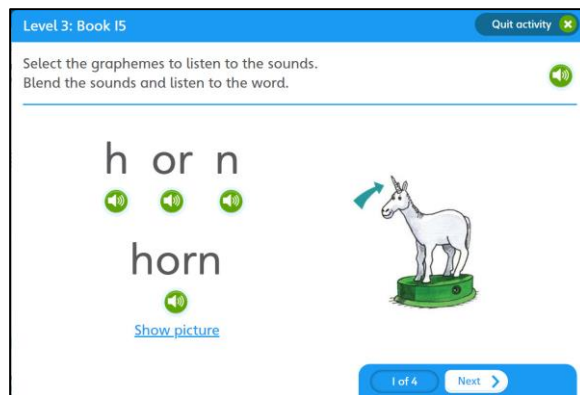


Repetition embeds the learning

Sample Screen Views: web-based platform



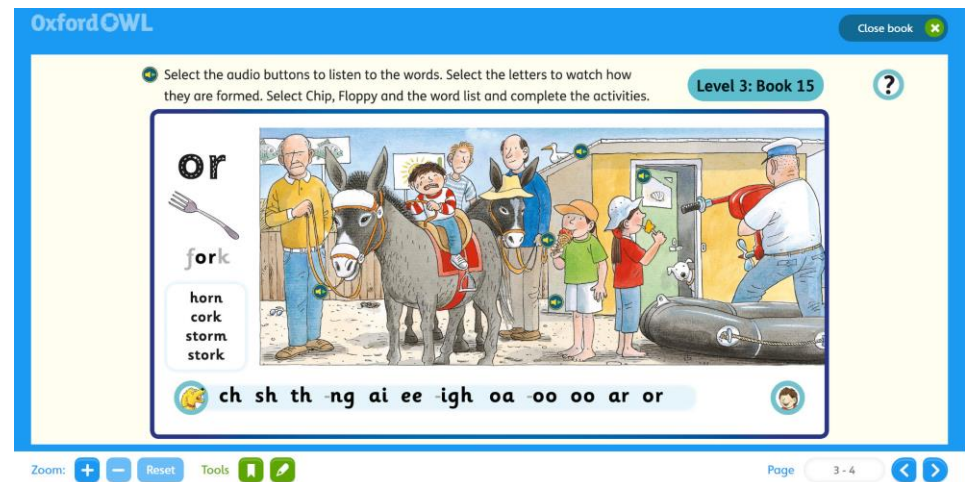
Drag and drop
for **spelling**



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**

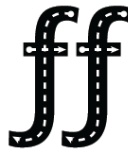
Essential **MULTI-SKILLS** Activity Sheets

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

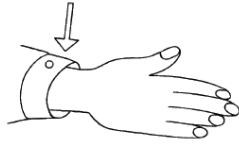
Children are fully trained
in the routines – then they
can work at their own
speed independently.

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:

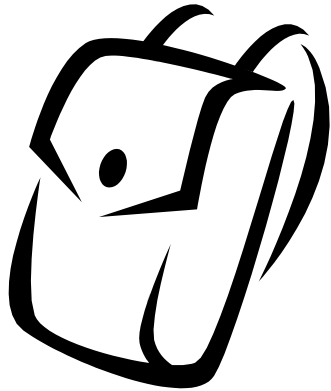
- Grapheme search
- Decode
- Comprehend
- Self-dictation
- Convert to joined writing
- Write extension sentence
- Illustrate
- Periodic teacher dictation

© Cumulative Texts Stage 5 More A

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.
ph	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	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:

Adult says the separate sounds "f/ /l/ /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.

- "Hear the sounds, point to the graphemes."
- "Hear the sounds, select the graphemes."
- "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.

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’ – 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



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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

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.

