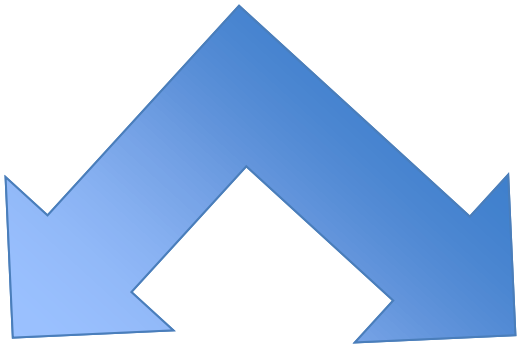
Module Fourteen:

The Oxford Reading Tree
Floppy's Phonics Sounds & Letters
Systematic Synthetic Phonics
And Spelling Programme

Debbie Hepplewhite
Synthetic Phonics
Training

Debbie's two-pronged approach to synthetic phonics teaching



Systematic:

Planned incremental phonics programme

Incidental:

- individual
- group
- class

-as needed

The alphabetic code

Simple *and* complex code knowledge taught

at any time, to anyone,

as required

FP Teaching Sequence

1. Teacher-led session

Whole class - interactive

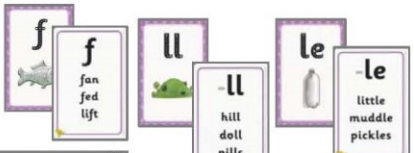
2. Rigorous Pupil practice

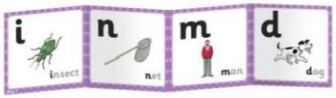
Individual but within whole class
– core and fit-for-purpose

Floppy's Phonics

The Oxford Reading Tree
Floppy's Phonics
Sounds and Letters
Programme

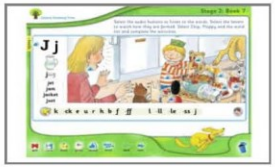
Floppy's Phonics Sounds and Letters teaching and learning sequence





Revisit and Review: Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

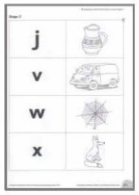
Teach: Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

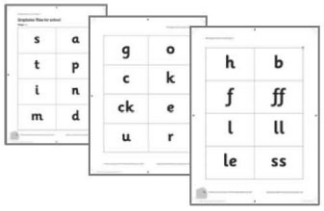


Practise: Pupils practise new and revised sounds and graphemes with S & L Books and Activity Sheets

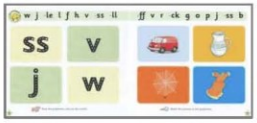
Practise reading: Pupils read FP fiction and non-fiction books as independently as possible

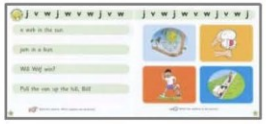
Apply: Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles





Consolidate: Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills



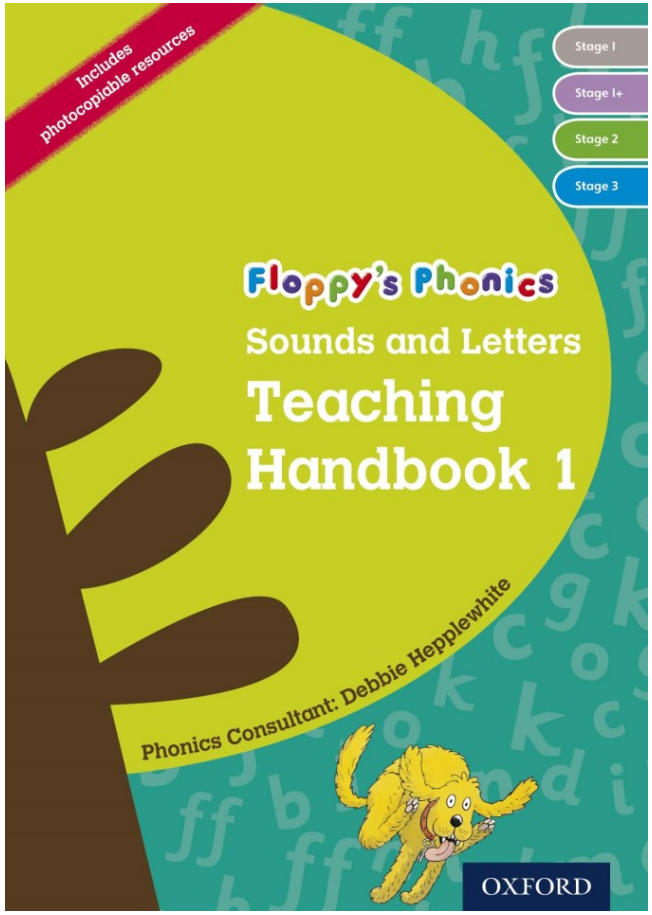


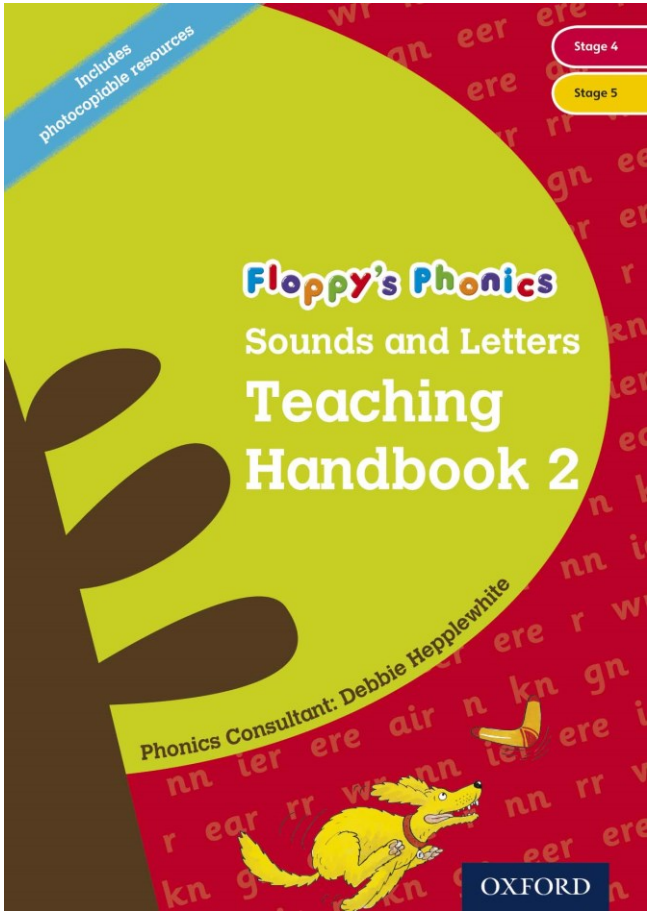
Create fearless readers, spellers and writers who are ...

- interested in words
- relish learning and
- desire accuracy

...whatever their unique capacity to learn!

Teaching Handbooks 1 & 2



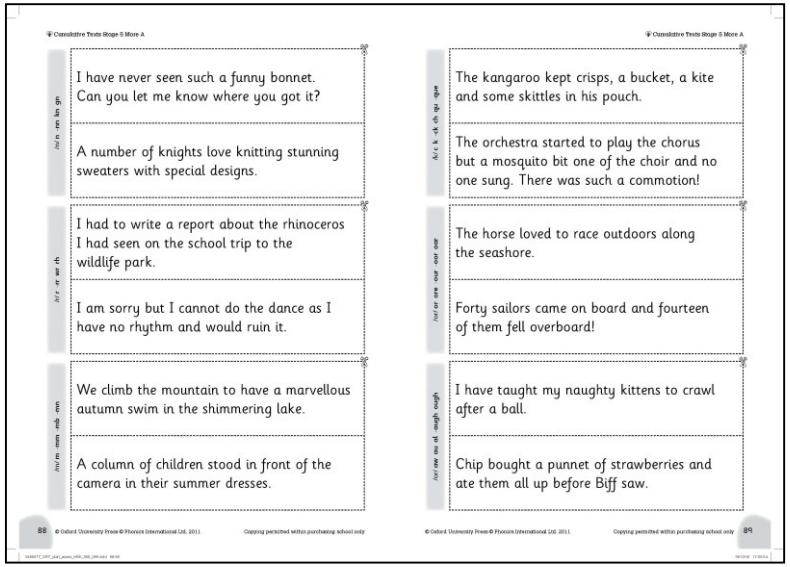


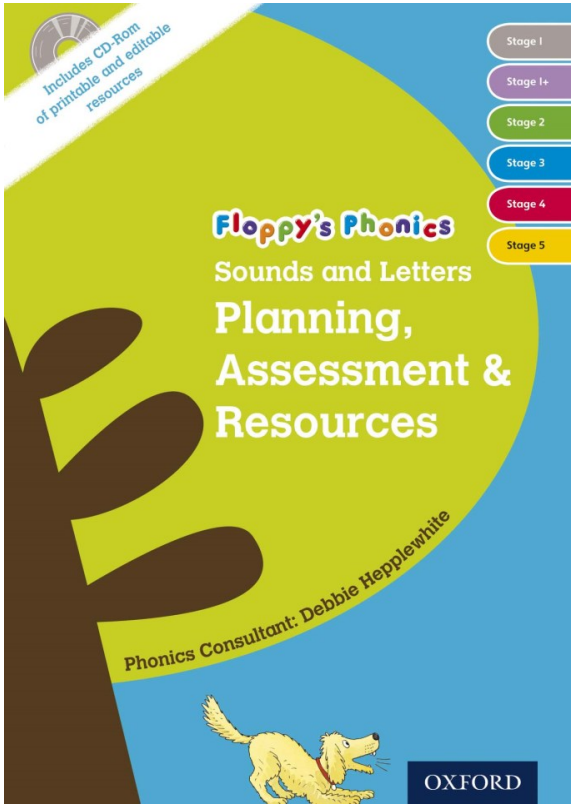
St 1 to 3 continuation St 4 to 5

Planning, Assessment & Resources Handbook

All Stages

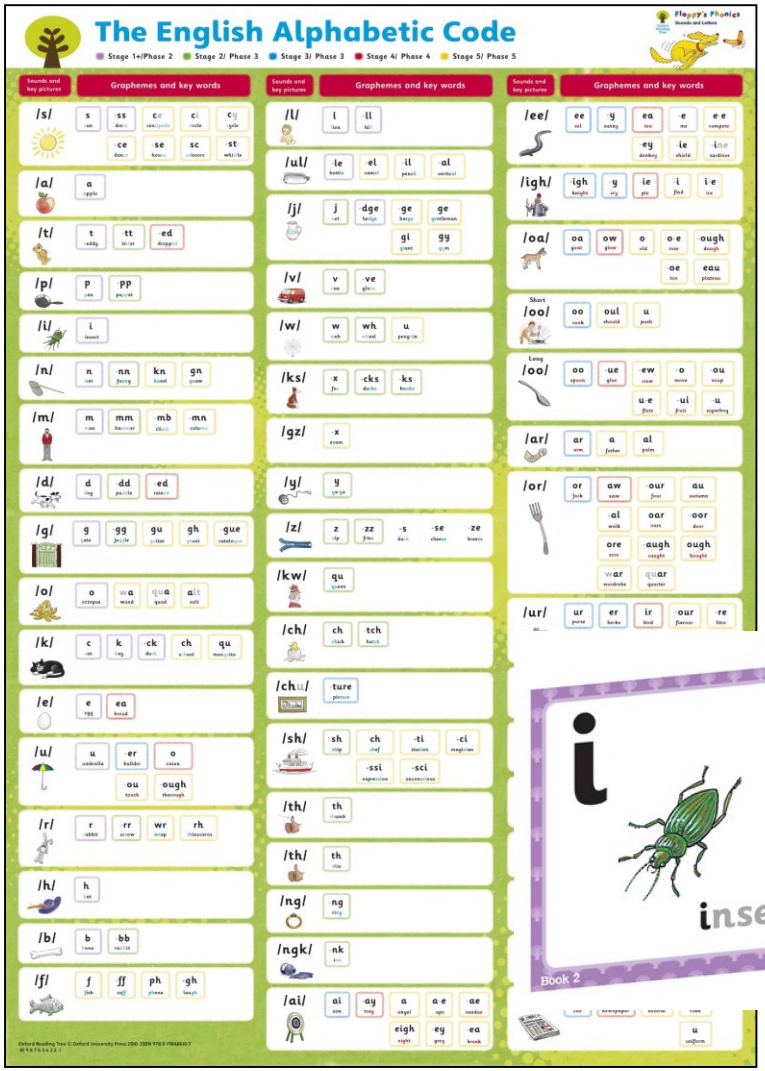
Plus CD-ROM
of printable and editable resources including lesson plans

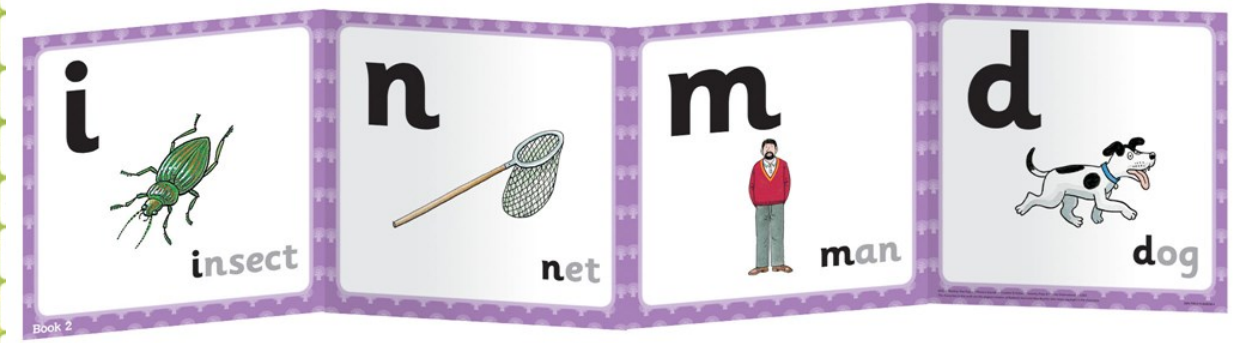




Photocopiable Cumulative Texts, Assessments, and mini Alphabetic Code Chart

Poster Range





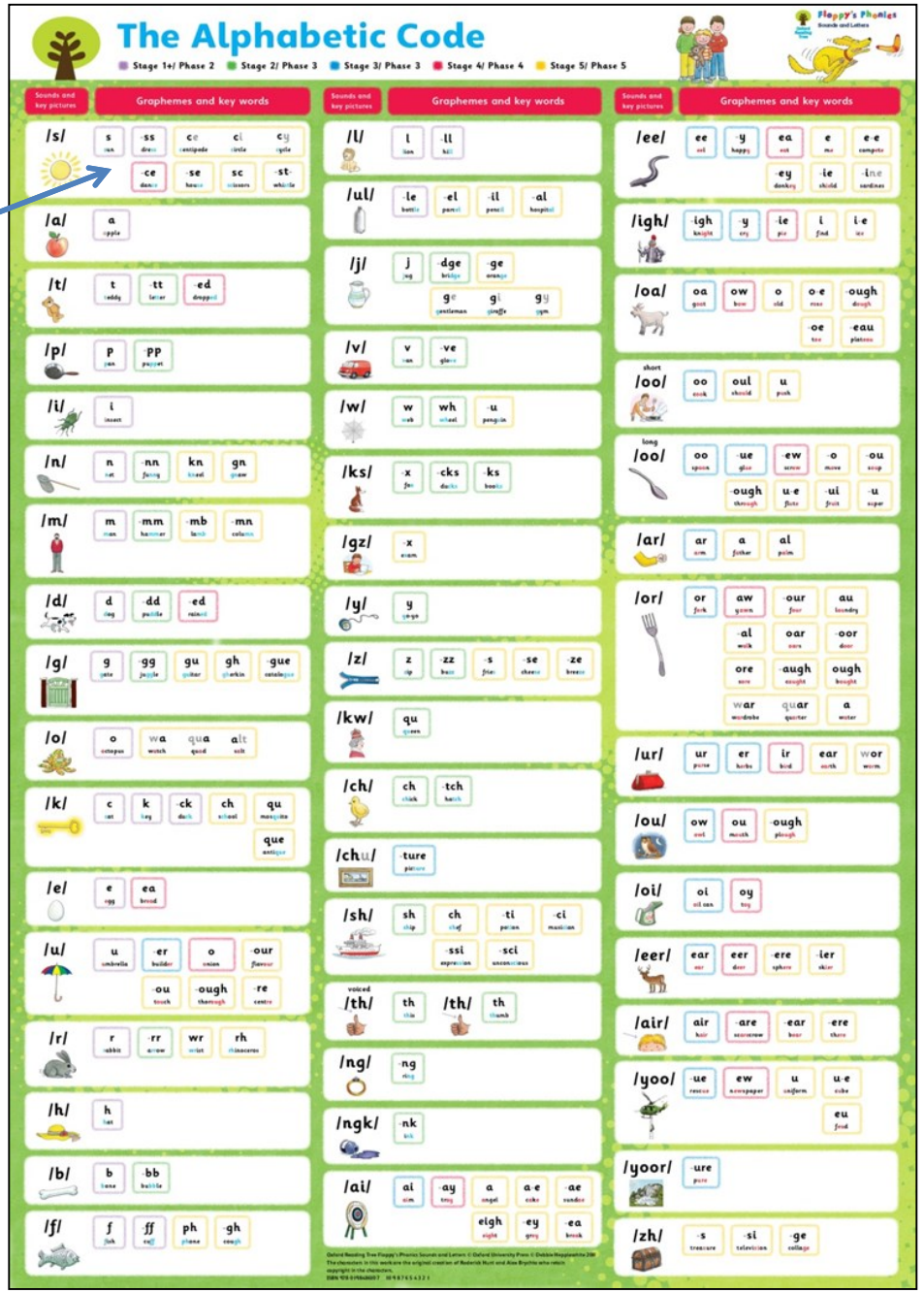
Stage 1+ to 4 Frieze Strips - correspond with each Sounds and Letters Book

Graphemes or spelling alternatives

-across the rows

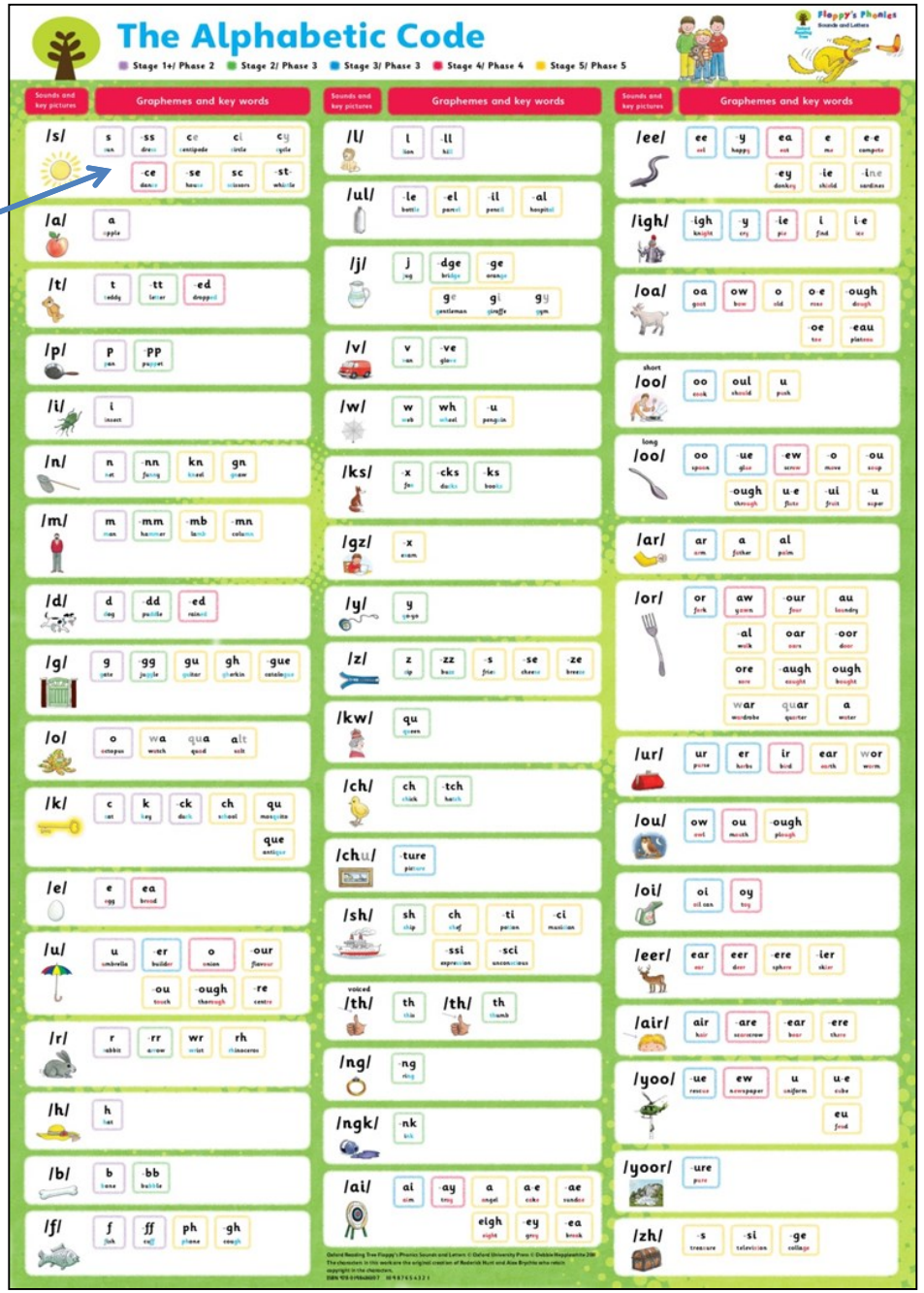
Sounds

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



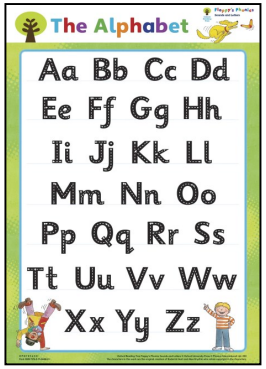
Grapheme tablets colour-coded to match ORT stages

Order of sounds introduced in the programme (same order as Letters and Sounds)

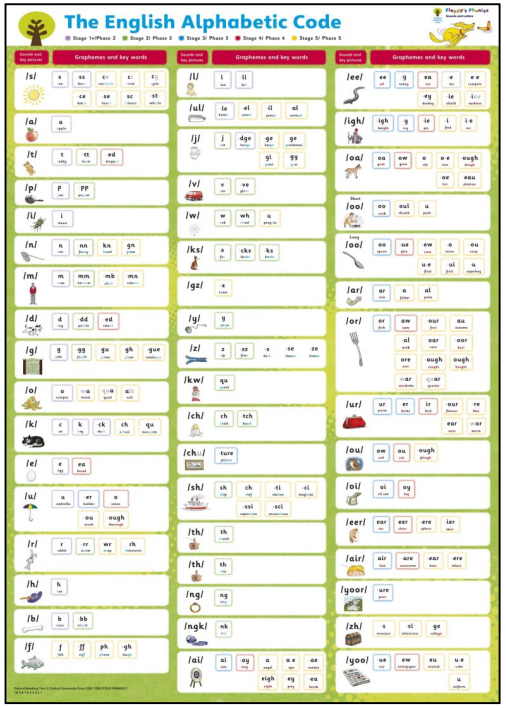


Distinguish between teaching about:

- The alphabet



- The alphabetic code



Bank of shapes

Alphabetical order - only sing names with an alphabet song

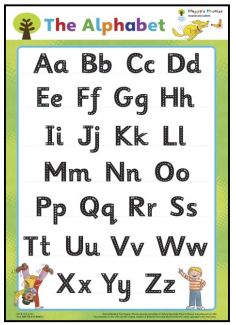
Handwriting

Say the sounds!

[Capital letters same code as lower case]

VISUAL DISPLAY

Select a **key display wall** **with very easy access** for focused phonics teaching and learning.

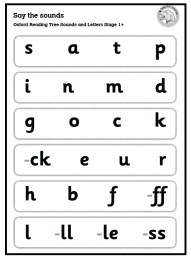


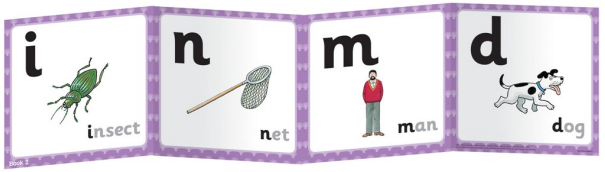
Display permanently:

- The **Alphabetic Code Chart**
- The **Alphabet**
- The **Tricky Words Poster**

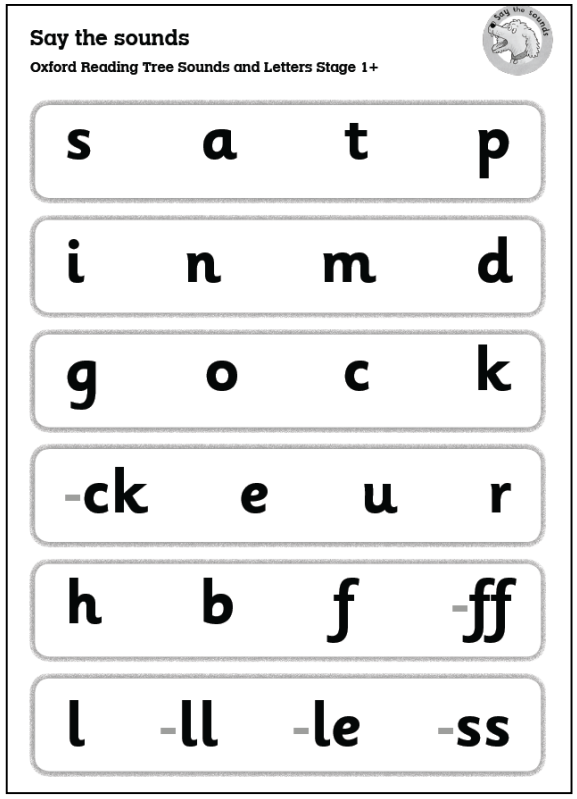
Display cumulatively:

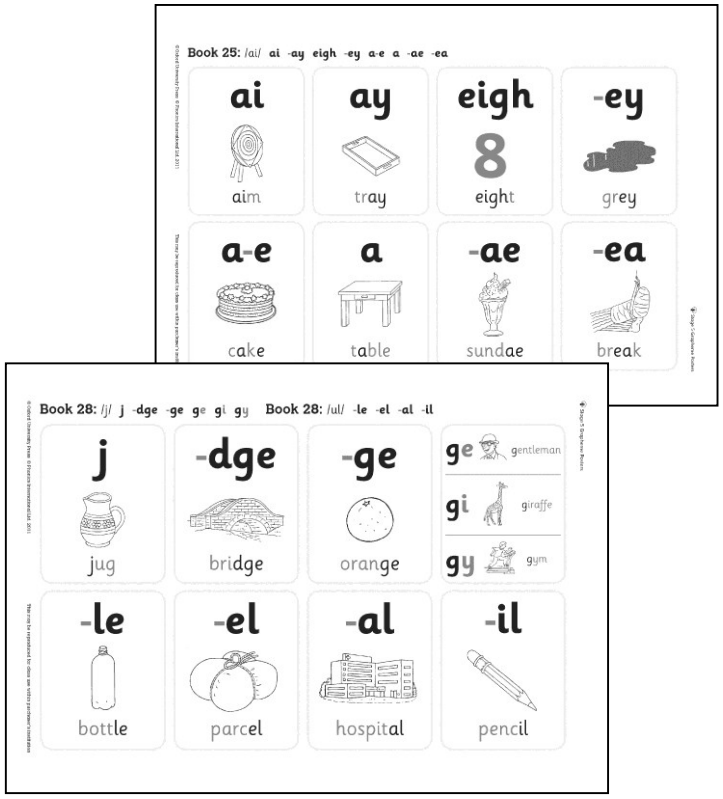
- **Frieze Strips**; **photocopiable stage 5 Frieze**
- **Any tricky words to 'focus upon' as required**
- **Say the Sounds Posters**





Photocopiable Poster Ranges

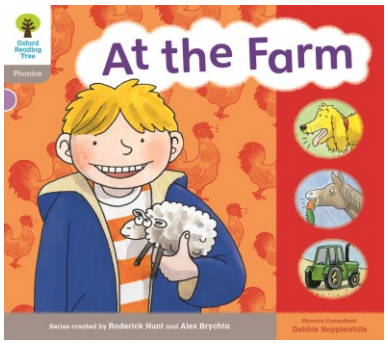




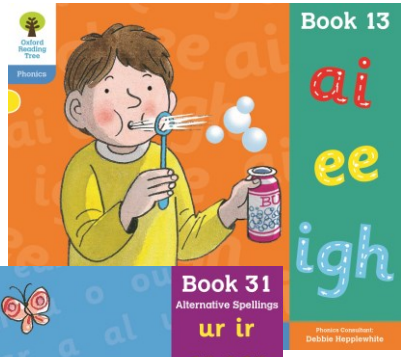
Stage 1+ to 4
8 Say the Sounds Posters

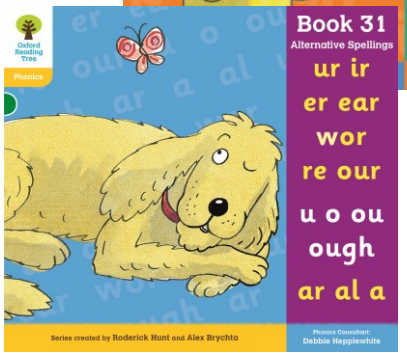
Stage 5
21 Frieze Posters – match the Sounds and Letters Books

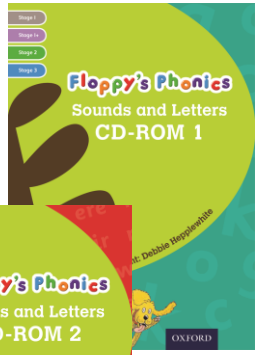
42 Sounds and Letters Books



Phase 1 sounds:
- environmental
- rhythm, rhyme
- singing, chanting
- percussion
- discussion!





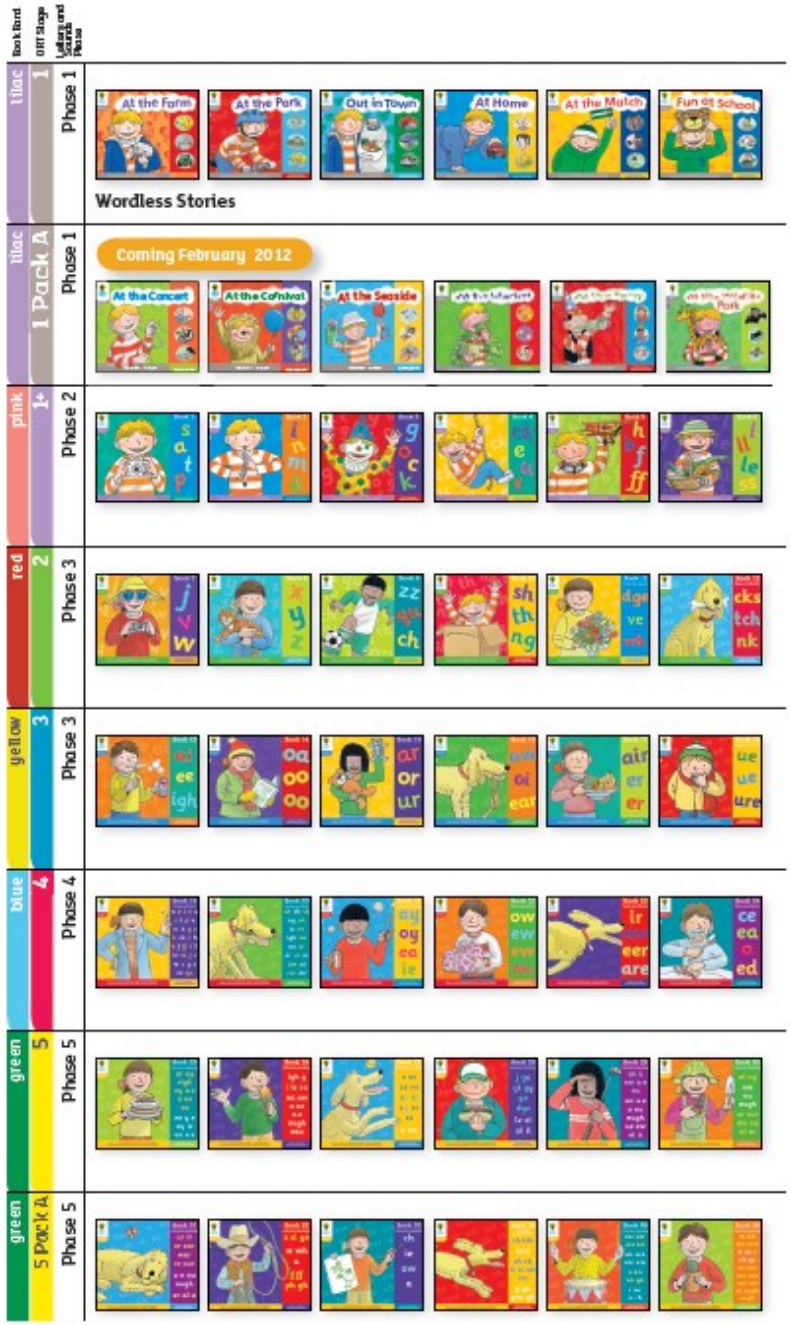


2 CD-ROMs

Plenty of time...

1 book per 2 weeks

...for children to keep up with the learning!



2 years

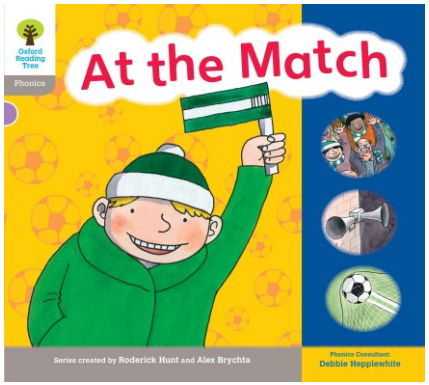
@ 1 book per 2 weeks

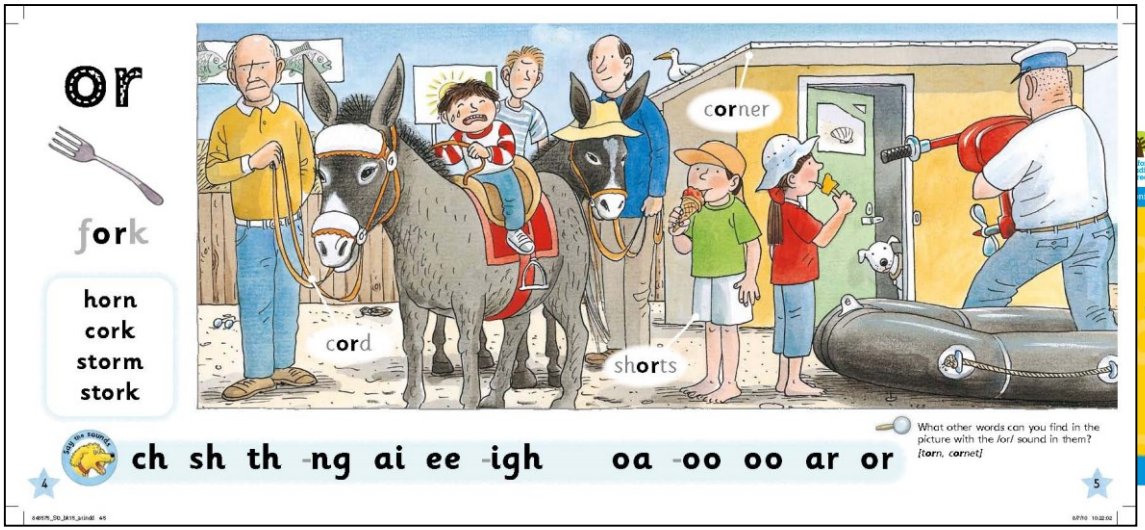
The structure of Sounds and Letters programme

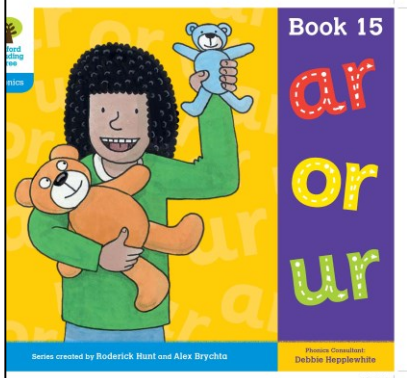
Letters and Sounds	ORT FP Sounds and Letters
Phase 1	Stage 1
Phase 2	Stage 1+ **(+ '-le')**
Phase 3	Stage 2 and Stage 3 **(+ Revise and Stretch Books – Ph 5)**
Phase 4	Stage 4 **elements of Phase 5** **(Revise and Stretch Books)**
Phase 5	Stage 5 **(In reality, 'Phase Six' expectations)**

Page 20: **Sequence of Sounds and Letters books relative to Letters and Sounds**

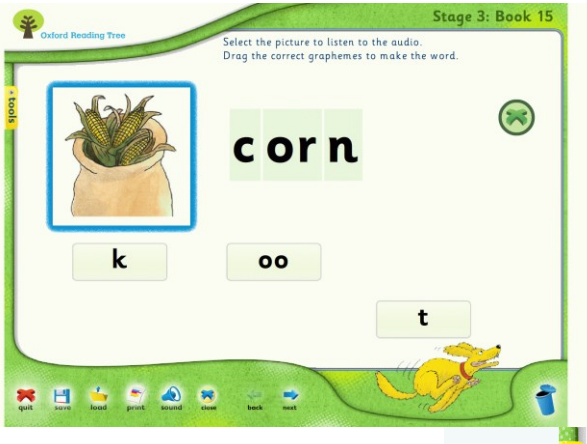
42 Sounds and Letters Books have correlating CD-ROM spreads







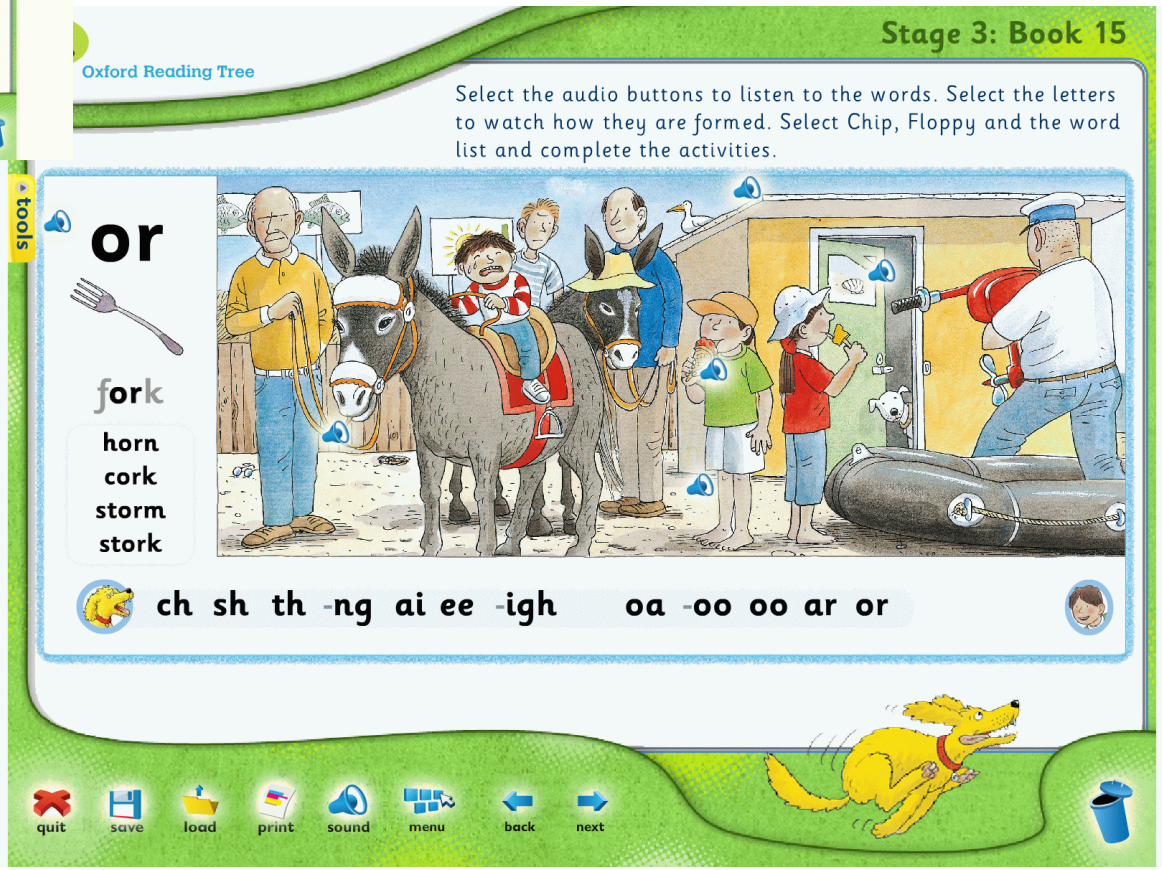
Sample screen views



Drag and drop for spelling

Blend and reveal for reading

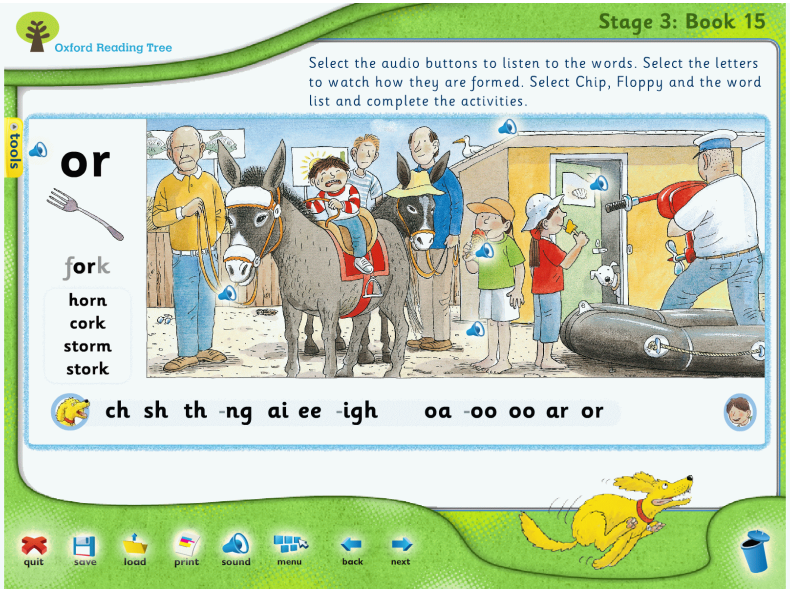
Select the letters to watch how they are formed



Hear the sounds, point to the graphemes

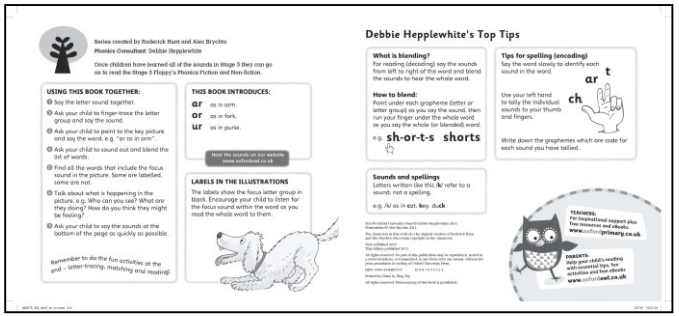
CD-ROMs

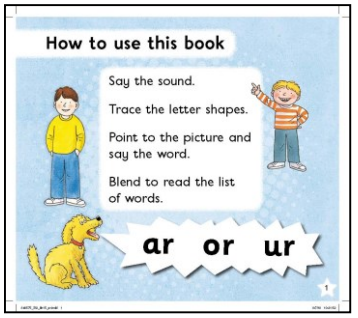
Independent use –
Revision and consolidation:

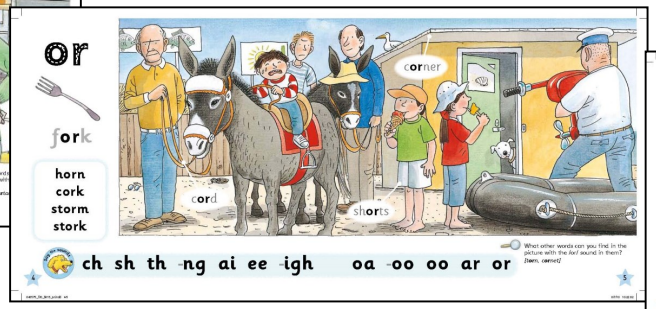


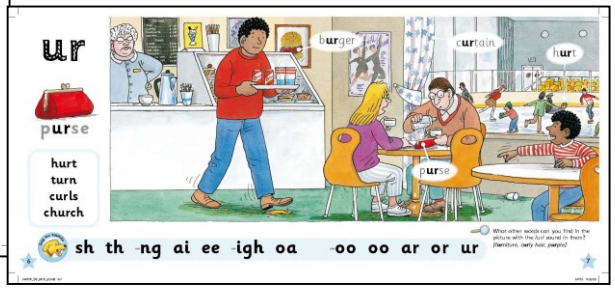
Many ‘whole spoken words’ supportive of EAL children and children with impoverished language and speech difficulties.

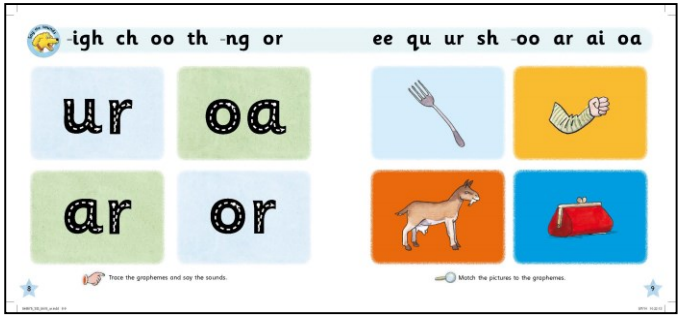
Inside the Sounds and Letters Books

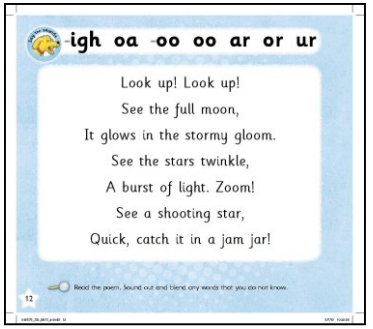






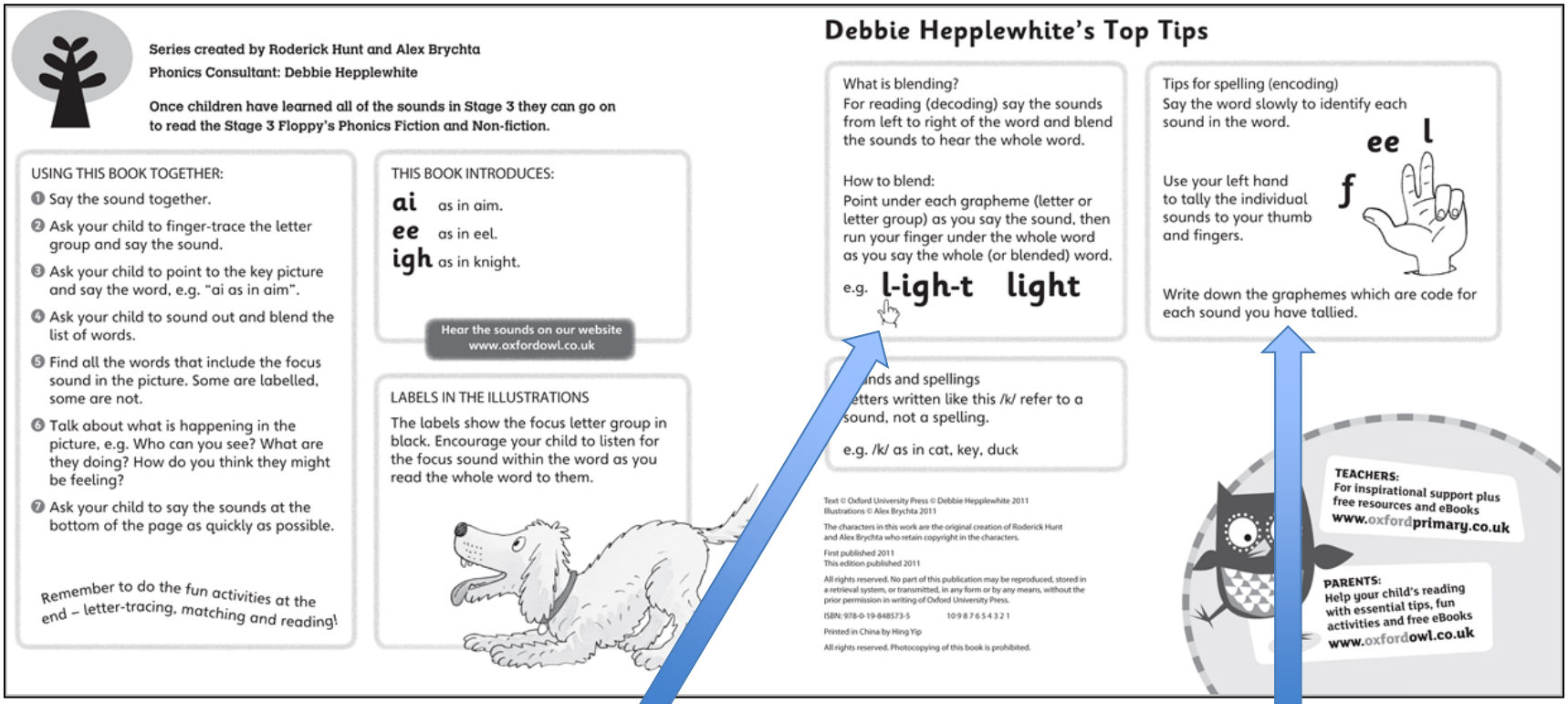






‘End pages’ not on the CD-ROMs

Cover notes in the *FP Sounds and Letters 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**

nds and spellings
tters written like this /k/ refer to a sound, not a spelling.

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

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

ee **l**
f

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.

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www.oxfordowl.co.uk

Blending routine for reading

Segmenting routine for spelling

Alphabetic Code Flash Cards

g

g

gap
dig
tag

o

o

on
got
pod

c

c

cog
act
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chat
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or

or

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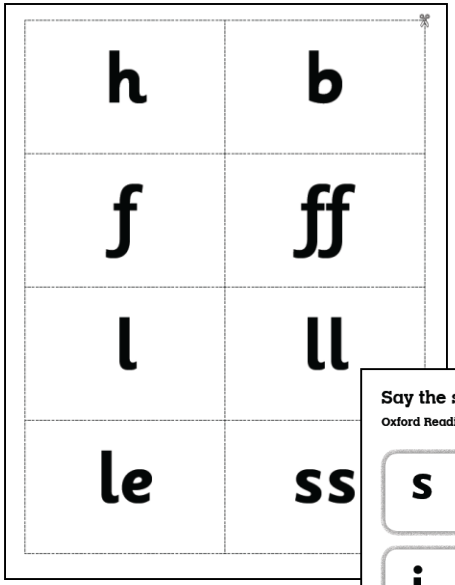
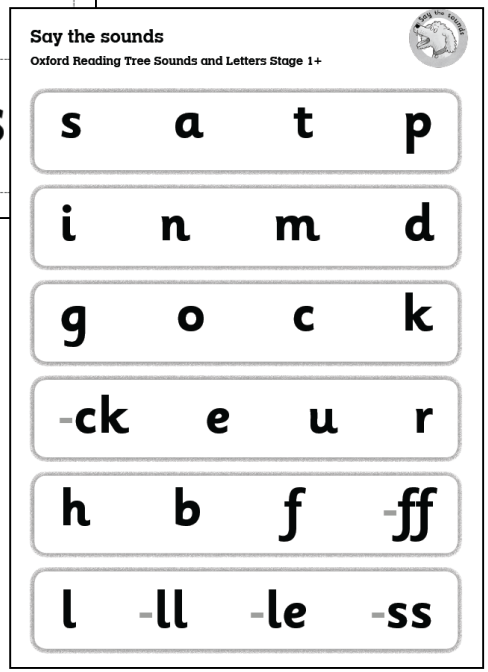
reach

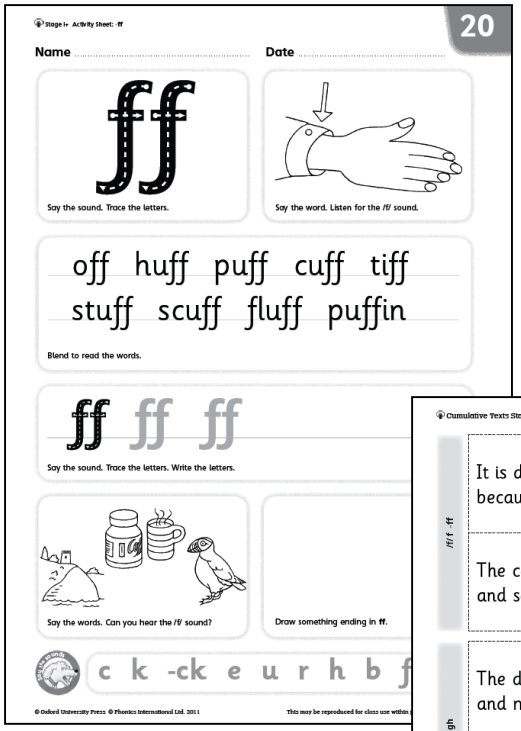
Multi-sensory practice and application



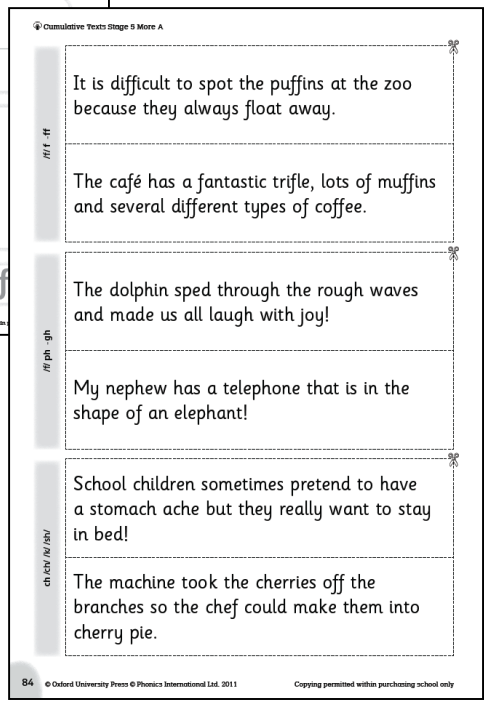
Grapheme Tiles



Say the Sounds Posters

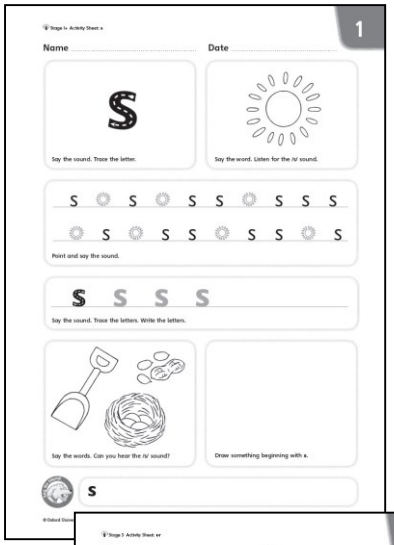


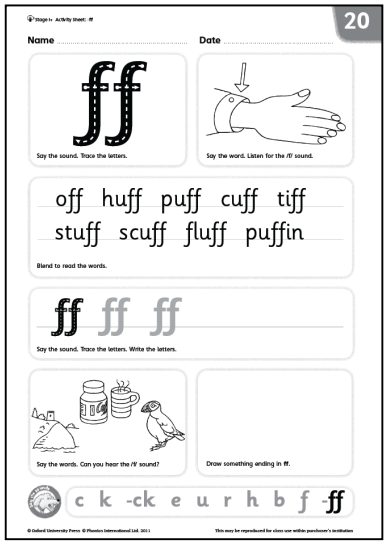
Activity Sheets

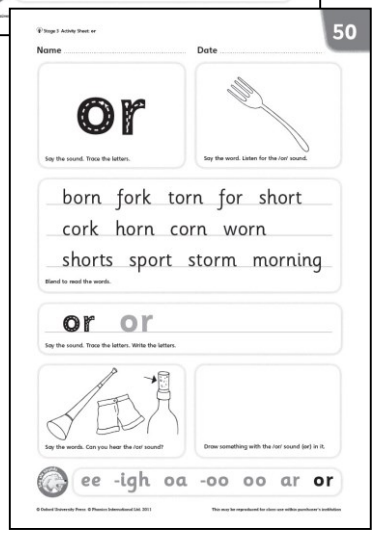


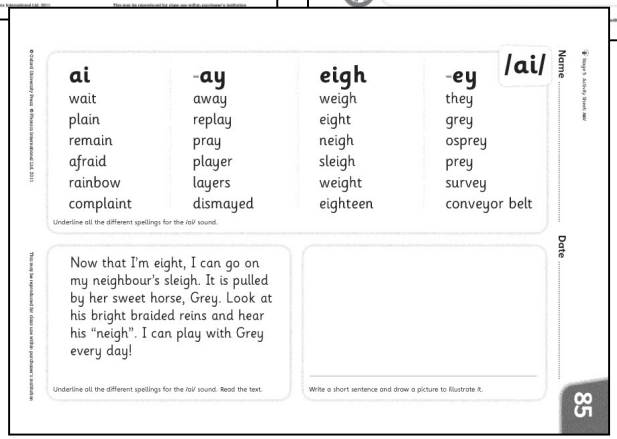
Cumulative Texts

Core skills multi-sensory Activity Sheets



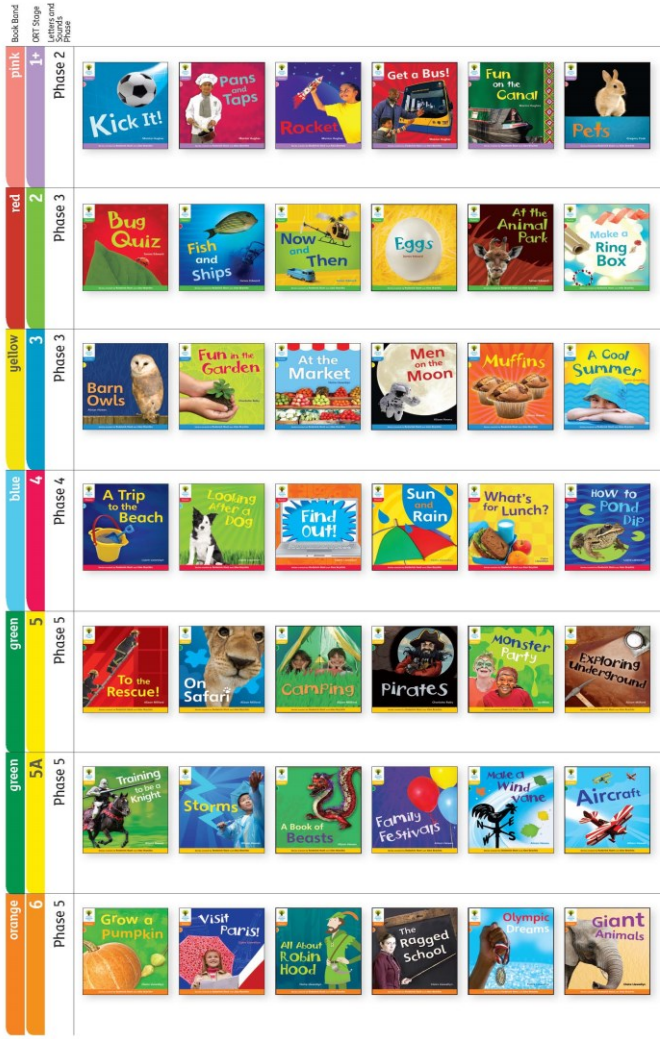






Essential – apply learning to Cumulative Texts from Bk 4

Floppy's Phonics fiction and non-fiction



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

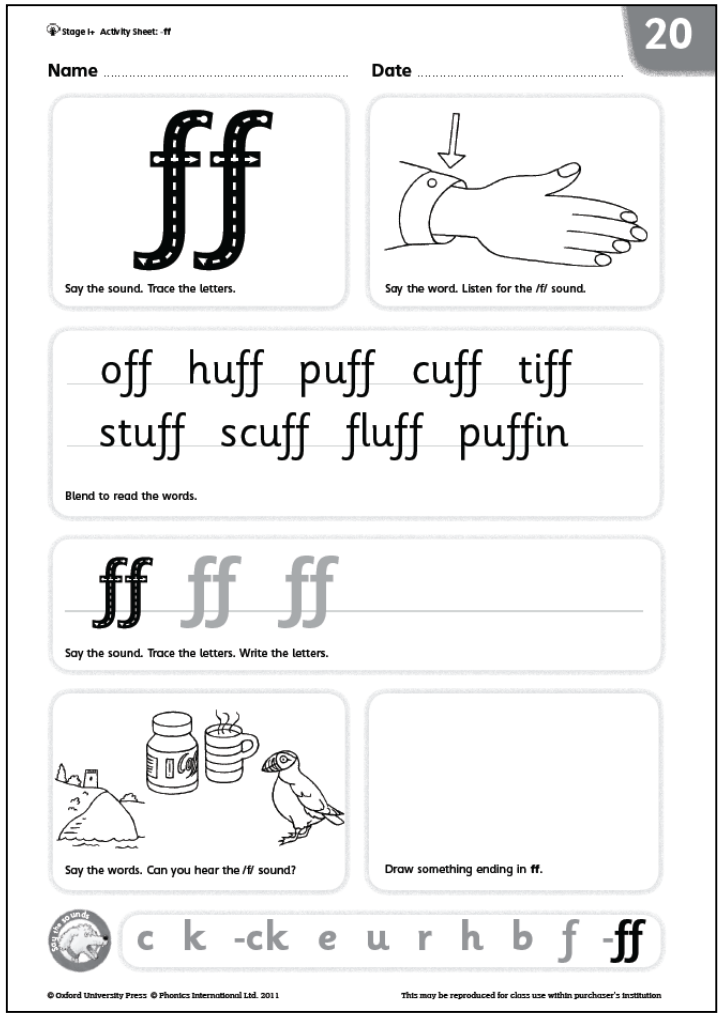
9

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

HMI Sept 2011

"...inspectors can see the use of a worksheet as being highly effective in consolidating learning and can be used as an effective assessment tool.

Worksheets therefore can be a useful resource when designed specifically to meet children's needs."


Stage 1+ Activity Sheet: -ff

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

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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Activity Sheet:

- **Train all the children first**
- **Tell them in advance what extension activity to do when they finish the FIRST side of the Activity Sheet**
- **Strong focus on the slower-to-learn children**

Stage 2 Activity Sheet: j

25

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

j

Say the sound. Trace the letter.

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

jug jet jam jig jab jog

Jill Jack just j

jacket juggle je

Blend to read the words.

j j j j

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

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

Draw something beginning with j.

h b f -ff l -ll -le -ss j

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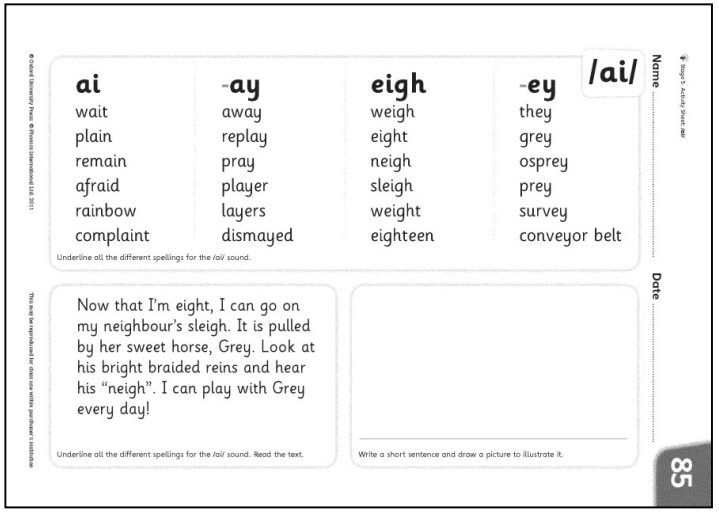
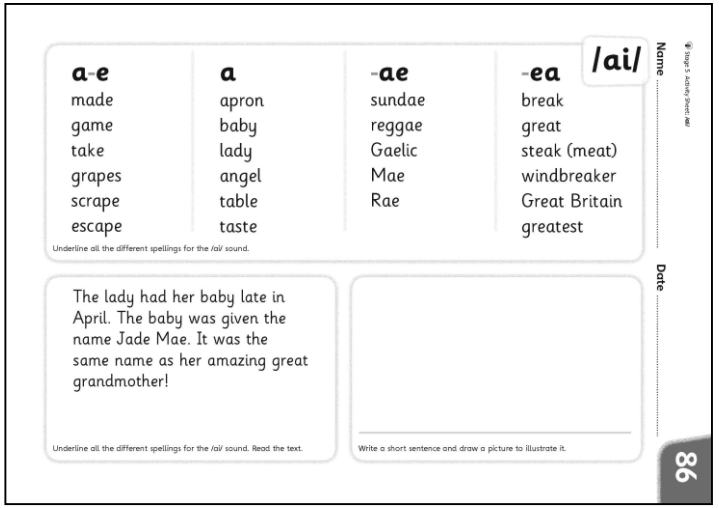
Apart from the initial training stage, never 'go through' the Activity Sheet before the children do the activities!

Revision and Progression



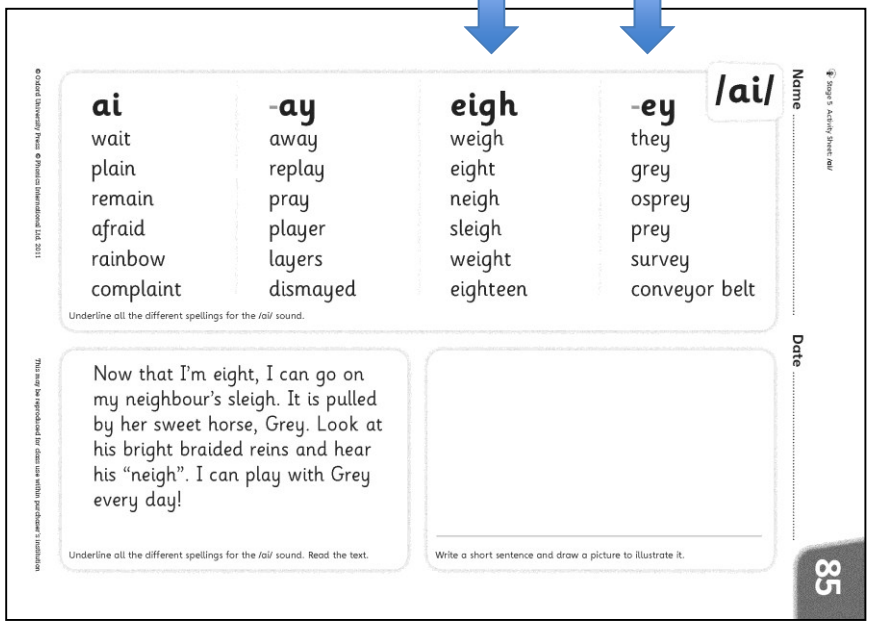


Each sound is revisited and more spelling alternatives are introduced

Example word ➡ list of six words

Stage 5

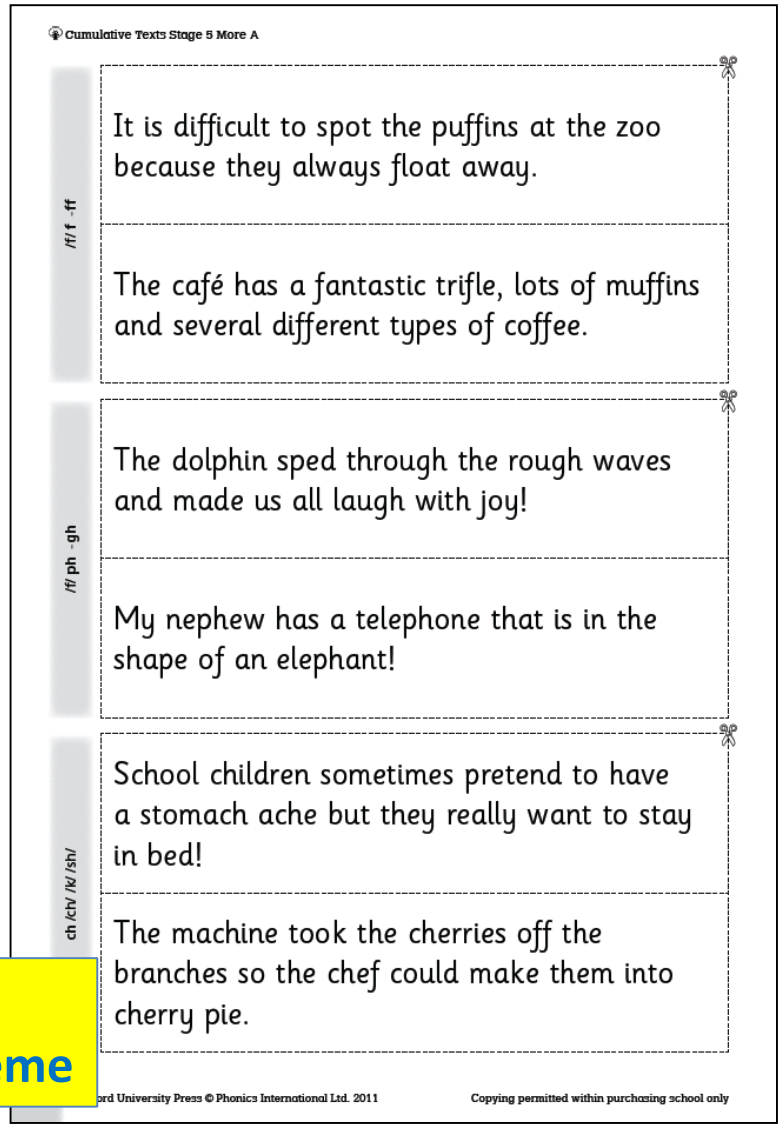
Sounds and Letters Books



Simple, but powerful, 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

/f/ f -ff

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

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

/f/ 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 /ch/ /k/ /sh/

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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Provided from the 'ck' grapheme

The Phonics Exercise Book

An ordinary exercise book with lines which can be used for personalised phonics:

- incidental teaching, additional teaching, handwriting
- personalised practice (individual, group)
- for extension activities: e.g. copying pics from Sounds and Letters Books with spellings or captions written underneath, glueing in Cumulative Texts, drawing pictures, adding sentences, self-dictations, dictations

Always have it to hand !

The Phonics Folder

An ordinary ring binder of some description for every learner to collate:

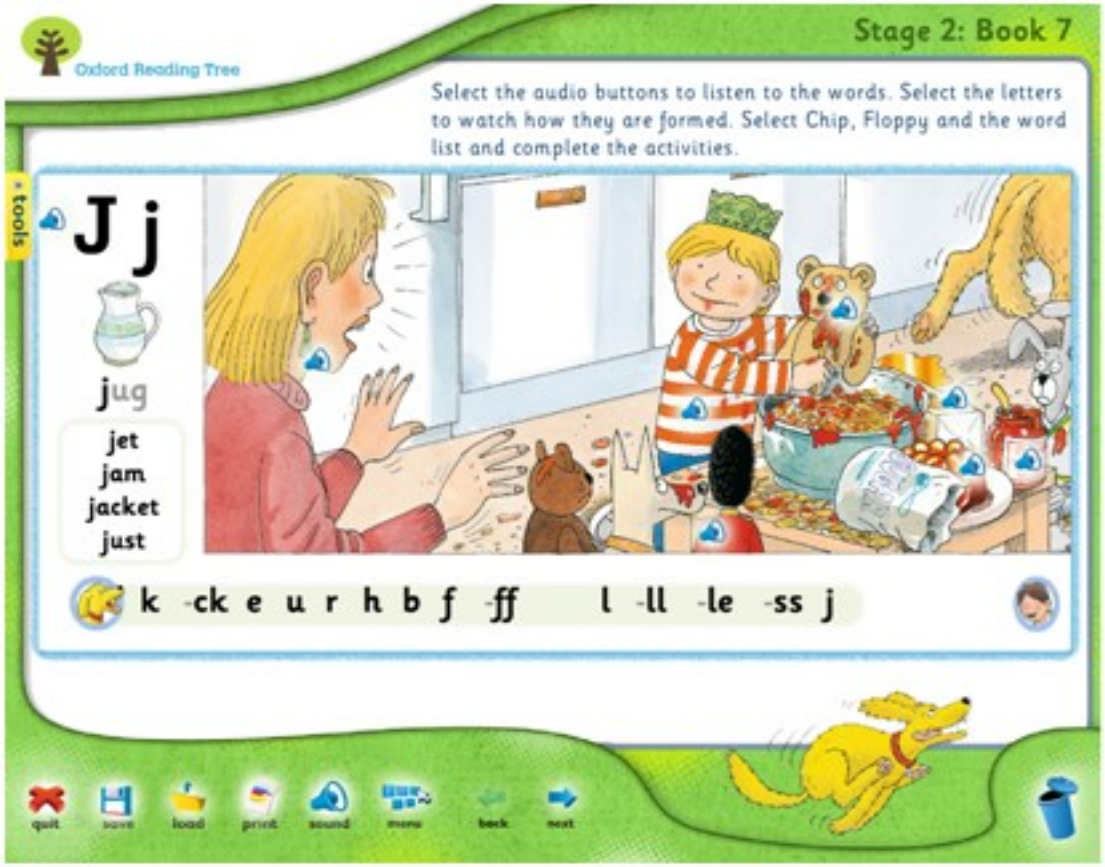
- **Copy of a mini alphabetic code chart**
- **Copy of an alphabet with school handwriting**
- **Copies of successive Say the Sounds sheets**
- **All paper-based multi-skills activity sheets and cumulative texts**

Part of the bookbag routine!

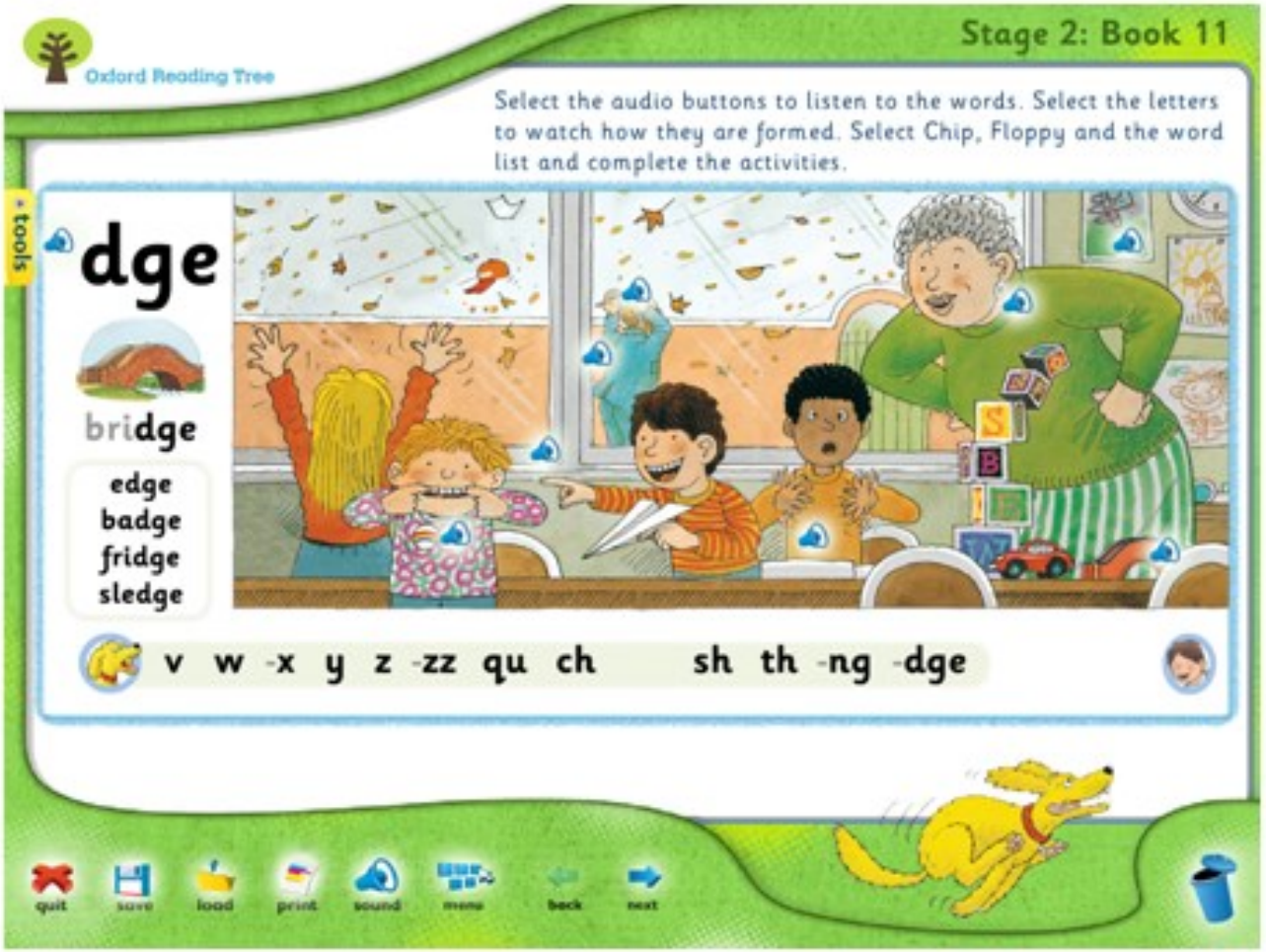
Let’s take just one sound …

/j/

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

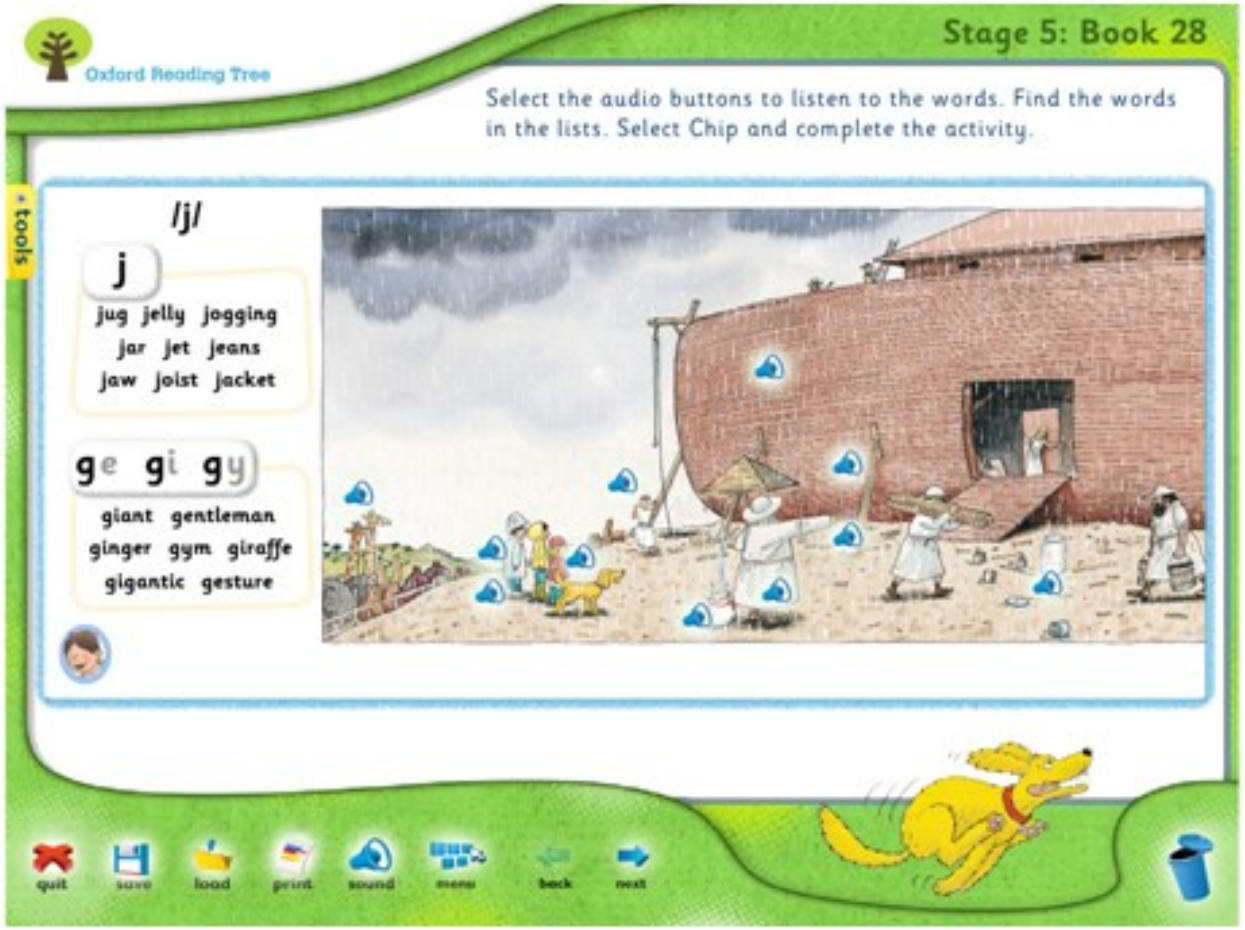


We see j and say /j/ at the beginning of words...

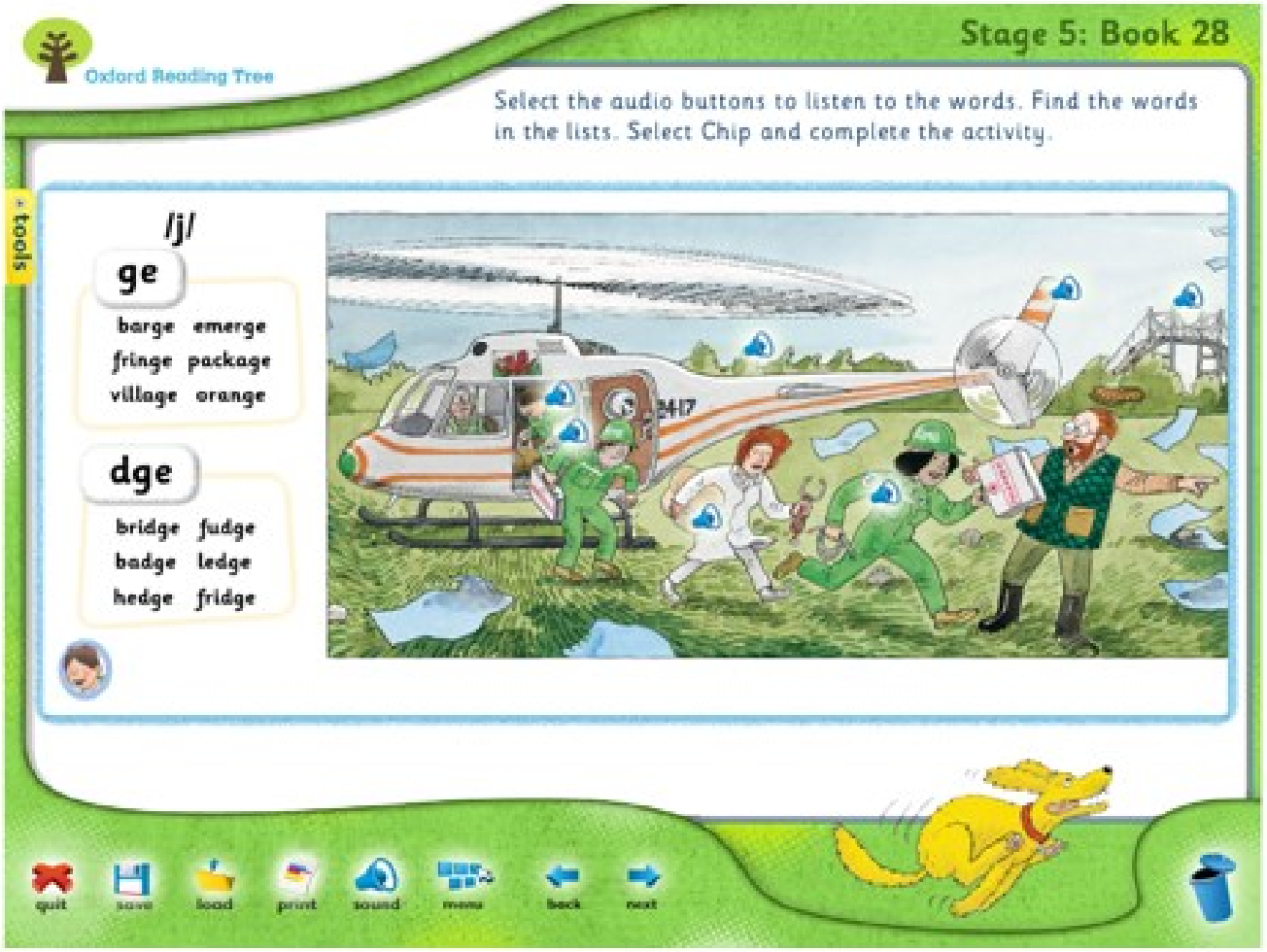


But what is the code when the sound /j/ is at the end of words?

For reading, we see dge and we say /j/. We never see letter j at the end!



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?



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

Handbooks: Pages 16 to 19 provide the answers

Practical Application

The two- session approach

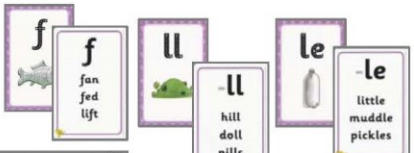
Page 28 Handbook 1:

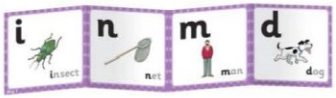
Session 1: A distinct teaching routine

Session 2: A distinct learning routine

Session 2 can follow-on, can take place later in the day, or take place the next day!

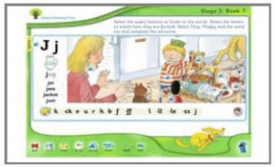
Floppy's Phonics Sounds and Letters teaching and learning sequence





Revisit and Review: Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

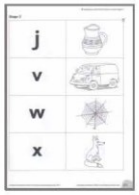
Teach: Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

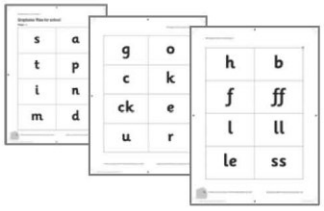


Practise: Pupils practise new and revised sounds and graphemes with S & L Books and Activity Sheets

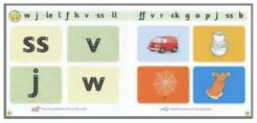
Practise reading: Pupils read FP fiction and non-fiction books as independently as possible

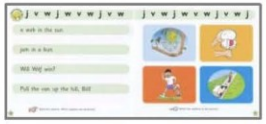
Apply: Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles





Consolidate: Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills





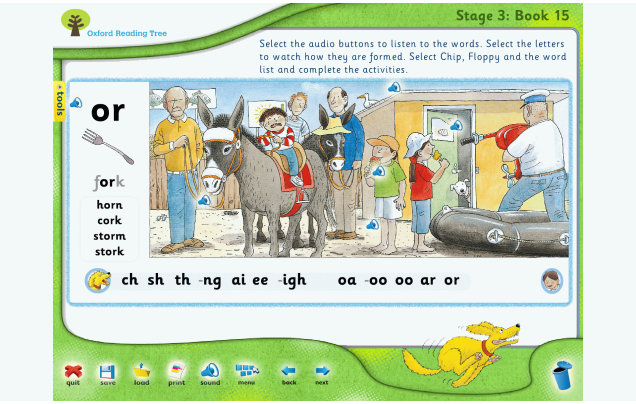
Grouping

Page 33: All children need to learn same alphabetic knowledge and same three core skills

Session 1 – teacher led /whole class

- slower to learn/ less attentive closest to whiteboard
- allow some/ all to stand up occasionally to do air writing, saying sounds, pointing to graphemes
- the more 'collective' the interaction, the better – for pace and whole class engagement

Session One



Revisit and Review:

"Let's practise our sounds and letters!"

Flash Cards and/or
Say the Sounds Poster

Teach:

"I wonder which sounds and letters of the code we're going to learn today?"

Flash Card
Frieze Strip
CD-ROM

Revisit and Review:

Quick-fire activity with the pack of Stage 1+ Flash Cards with whole class! Revise correspondences and words.

Teach:

Refer to new grapheme on j v w Frieze Strip and 'teach' new sound and grapheme with new Flash Card /j/ j.

CD-ROM

Select the letters to watch how they are formed

Select the audio button to hear the sound

Tools:
Try zoom on the word list!

Select the audio buttons to listen to the words

Select Chip:
Hear/see the word, drag and drop for spelling

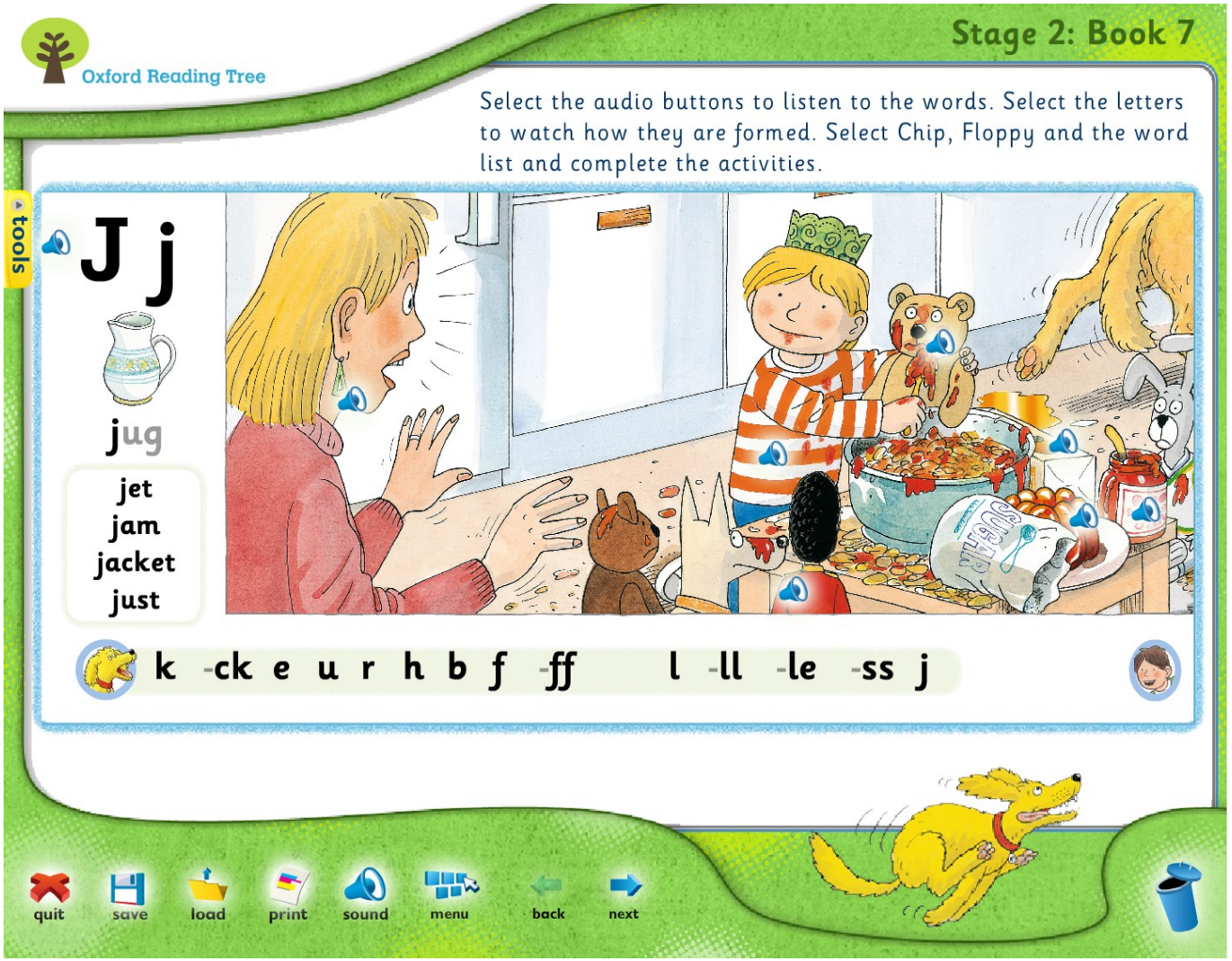
Select the picture to Hear the sound and word

Select the word bank:
Blend the sounds to read the words, reveal the word!

Select the graphemes to hear the sounds

Picture:
1.Phonemic awareness (focus sound in words)
2.Language comprehension

Select Floppy:
Hear the sounds, point to the graphemes



Step by step guidance on **Page 29**

Session Two

Practise: Sounds and Letters Books
Activity Sheets

Stage 2 Activity Sheet: j

25

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

j

Say the sound. Trace the letter.

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

jug jet jam jig jab jog
Jill Jack just jump jets
jacket juggle jet lag just

Blend to read the words.

j j j j

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

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

Draw something beginning with j.

h b f -ff l -ll -le -ss j

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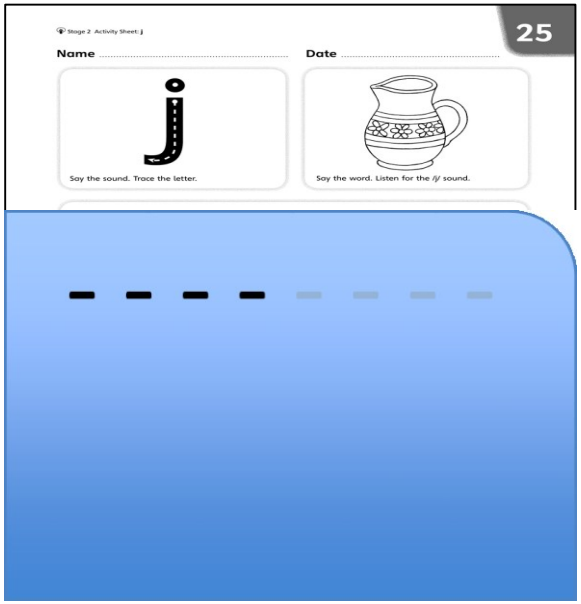
"Let's practise our skills!"

Extension: Cumulative Texts
Phonics Exercise Books

"After the first side of your Activity Sheet, go on to do your grapheme search. When you have read the sentences, choose one to write and illustrate."

Spelling-with-editing

The teacher decides the right time to draw the class together for the spelling routine.



Top left for the sound dashes

Draw the class together:

"Let's work out the sounds in jump – left hand, palm facing!"

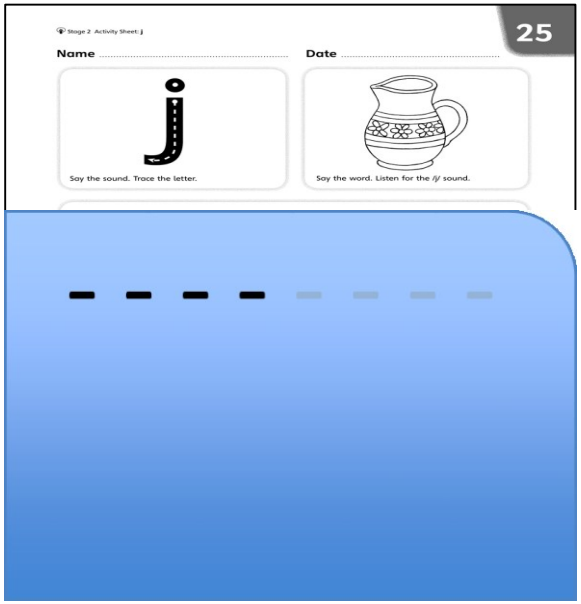
- Say the word 'jump' very slowly
- Tally each sound to thumb and fingers of the left hand, palm facing
- Say the sounds separately
- How many sounds?

- Write the sound dashes (writing lines)
- Say the sounds whilst writing the graphemes on the sound dashes
- Sound out and blend to check
- Tick if correct

Spelling-with-editing

Differentiation:

Top left for the sound dashes



- Some children can be given more words than others to spell, as appropriate

- Remember the three-beat trap so include some longer words for all children (support as necessary)

Spare dash at the end...?

j u p

j u m p

Include past and current 'tricky words'

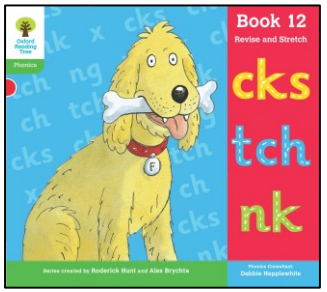
Sounds and Letters Books

Whole class, groups or individuals:

Extra for slower-to-learn children – pre or post the main lesson

Repeat the routines: see, finger-trace/track, say, blend, discuss

School 'practice books' and optional home use after the main content has been completed.



'End pages' – revision and consolidation:

Revision after the focus correspondences have been introduced

Consider how you could use the end pages for oral activities, and then write-and-draw activities in the phonics exercise books.

Grapheme Tiles

At school **Pages 90 to 98** **Planning, Assessment & Resources**

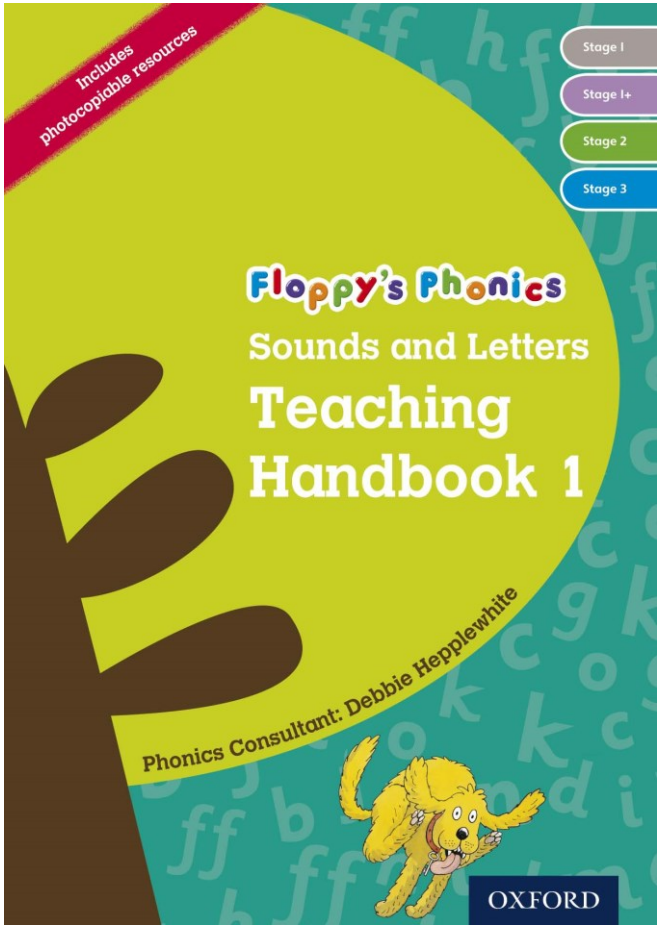
- use to spell dictated words
- manipulate the tiles, followed by handwriting practice
- play Pairs Game or Snap
- laminate and use with magnetic tape – add to teacher's magnetic whiteboard as new ones are introduced

At home **Pages 99 to 117**

- tiles for home include the key picture word on separate tiles
- guidance given for parents – several ways to use them with children

Can also be used at school

Additional Activities - Stages 1 to 3



Stage 1
At home
Out in Town
At the Park
Fun at School
At the Farm
At the Match

Suggestions book by book

Pages 39 to 46

Stages 1+, 2, 3
Two creative activities per Stage

Take a walk through Teaching Handbook 1...

Assessment for the basics

What are we teaching?

So, what do we assess?

Knowledge of the ALPHABETIC CODE
= the letter/s-sound correspondences - and the sub-skills and skills:

- **From sound to print for decoding '*See the graphemes, say the sounds*'**
- **From print to sound for encoding '*Hear the sounds, select/write the graphemes*'**

Write upper case and lower case letters correctly on writing lines

Word level reading - sound out and blend: all-through-the-printed-word
(only 'sound out' when necessary)

Word level spelling - orally segment: all-through-the-spoken-word:
- **select correct grapheme tiles**
- **write with correct spelling alternatives – pull graphemes from memory**

Tricky common words – reading and spelling/writing

Simple sentences (at code knowledge level) with punctuation
- **for reading**
- **for spelling/writing**

These are constantly monitored with the programme's routine resources.

Assessment

Engage the children with **self-assessment** from the beginning: '*Do you know it*?', **ticking**, **underlining**, **circling**, '*What do you need to practise some more*?'

Clip folders: Say the Sounds Posters, Activity Sheets, Mini Alphabetic Code Chart, Mini Alphabet – **tracking**, **celebrating**, **sharing progress information**, **informing home**

Periodic formal assessments: – in **Planning and Assessment Resources Handbook**, utilise resources children use regularly, use **Cumulative Texts** for teacher-led dictation (matched groups)

Assessment

Pages 28 – 52: **Suggestions and assessment resources**

- 'Entry' **baseline** assessment (suggestions **Page 30**)
- **Letter/s-sound Correspondences** assessment sheets
- **Reading and Spelling** assessments sheets
- **Oral Segmenting** assessment sheet

Placement

When the programme is 'new', consider undertaking a class-by-class baseline assessment of letter/s-sound correspondence knowledge (alphabetic code).

From the results, find a 'best fit' starting point for the whole class or large groups. Avoid multiple groups wherever possible.

Fill in personal code knowledge gaps using the programme's materials collated in the clip folders.

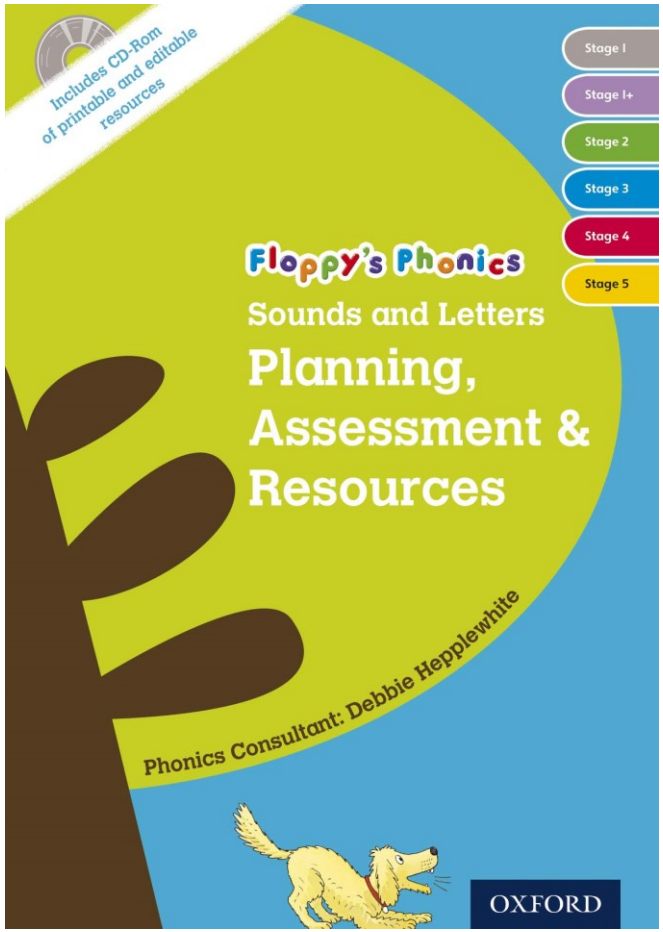
Year One Phonics Screening Check

Children will already be very skilled at decoding hundreds of new words independently via the Activity Sheets and other resources.

Many of these words will not be in the children's existing oral vocabularies – therefore they are the 'equivalent' to (nonsense) pseudo-word decoding.

Just prior to the check, play a game of decoding some nonsense-words as 'names' for some 'monsters' which is the same method used in the screening check to present the non-words.

Planning and Assessment



Three main planning tools:

1. Teaching sequence flow charts
2. Planning and Record Grids
3. Book-by-book plans

Assessment resources

Cumulative Texts

Grapheme Tiles

Grapheme Tiles with pictures

Editable CD-ROM including lesson plans – examples of planning in the PAR Handbook

Planning

Three main planning tools:

Pages 9 – 13: **Teaching Sequence flow charts**

Stage 1 **Stages 1+ to 3** **Stages 4 to 5**

Pages 14 – 19: **Planning and Record grids** **Stages 1+ to 5**

Pages 20 – 27: **Book-by-Book plans** **Stages 1 to 5**

PLANNING and RECORD GRIDS

	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Sessions 1 and 2	/s/ s	/i/ i	/g/ g	/k/ -ck	/h/ h	/l/ l
Date and Notes						
Sessions 3 and 4	/a/ a	/n/ n	/o/ o	/e/ e	/b/ b	/l/ -ll
Date and Notes						
Sessions 5 and 6	/t/ t	/m/ m	/k/ c	/u/ u	/f/ f	/ul/ -le
Date and Notes						
Sessions 7 and 8	/p/ p	/d/ d	/k/ k	/r/ r	/f/ -ff	/s/ -ss
Date and Notes						
Sessions 9 and 10	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
Date and Notes						

Pink column can be up to two weeks' work

BOOK-by-BOOK PLANS: Book 1

Session	Resources	/s/ s	/a/ a	/t/ t	/p/ p	Consolidate
Session 1	Frieze Flashcards		Revisit and Review -Revise the letter-sound correspondence /s/ s using the Flashcard and the Frieze.	Revisit and Review -Revise the letter-sound correspondences /s/ s and /a/ a using the Flashcards and the Frieze.	Revisit and Review -Revise the letter-sound correspondences /s/ s, /a/ a and /t/ t using the Flashcards and the Frieze.	**-Use Sounds and Letters Book 1 to revise the set of sounds and graphemes and build confidence. Use the activities at the end of each book to consolidate learning.** **-Complete the CD-ROM activities with the children, supporting as necessary.** **-Complete any core or extension activities as necessary.**
	Flashcards Interactive Whiteboard CD-ROM 1	Teach -Teach the new letter-sound correspondence /s/ s using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /a/ a using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /t/ t using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /p/ p using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	
Session 2	Sounds and Letters Book 1 Activity Sheets 1, 2, 3 and 4	Practise -Practise the letter-sound correspondence /s/ s using Sounds and Letters Book 1 and Activity Sheet 1.	Practise -Practise the letter-sound correspondence /a/ a using Sounds and Letters Book 1 and Activity Sheet 2.	Practise -Practise the letter-sound correspondence /t/ t using Sounds and Letters Book 1 and Activity Sheet 3.	Practise -Practise the letter-sound correspondence /p/ p using Sounds and Letters Book 1 and Activity Sheet 4.	
	Grapheme Tiles				**Apply** **-Use the Grapheme Tiles for spelling practice.**	

Examples of planning shown in the PAR Handbook, planning on CD-ROM

The end of the course!

WELL DONE!