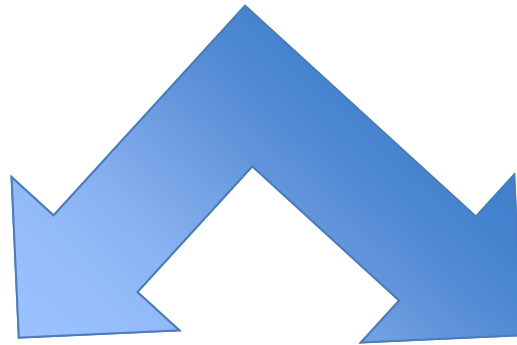


Module Fourteen:

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

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**

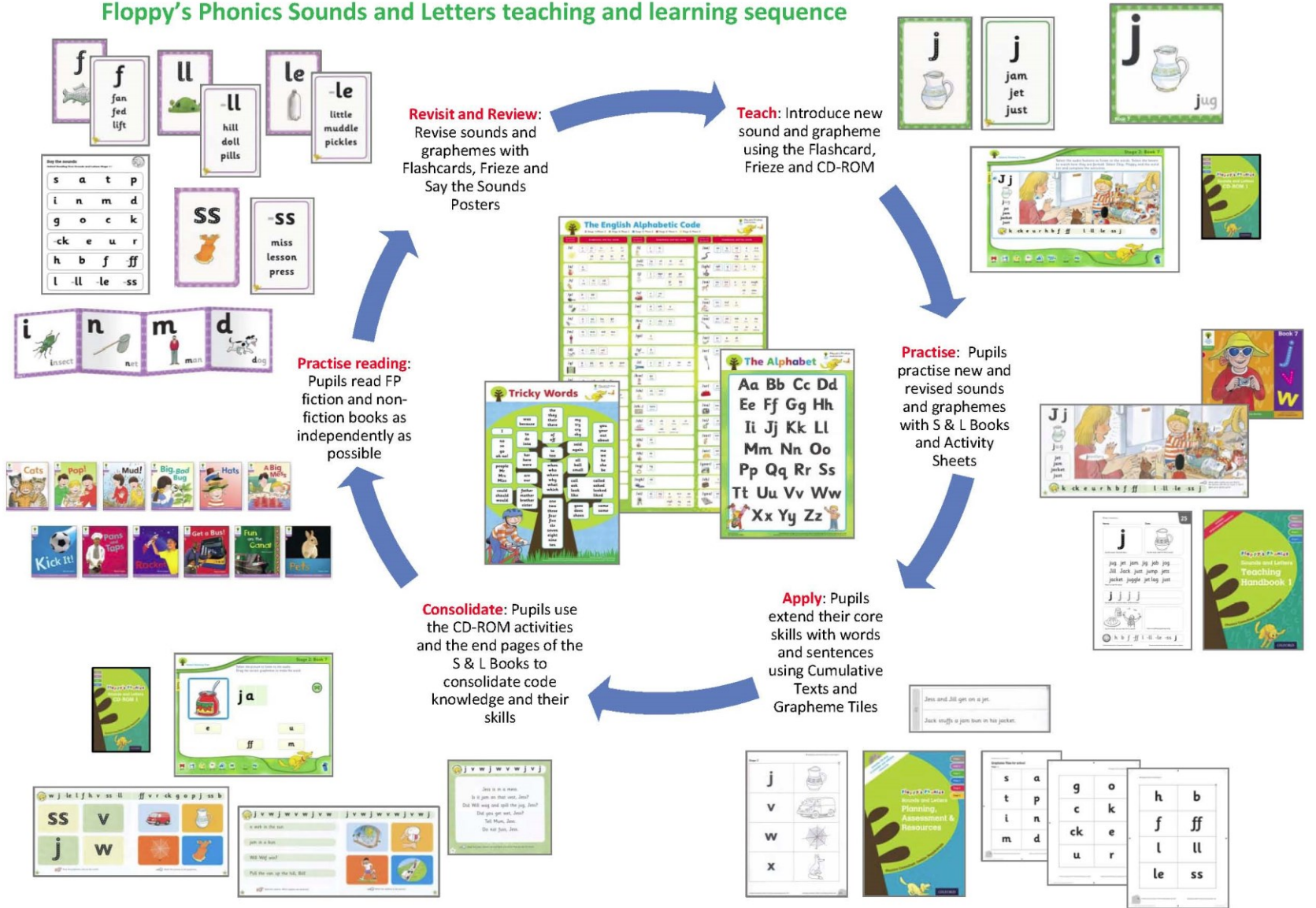


Floppy's Phonics

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



Floppy's Phonics Sounds and Letters teaching and learning sequence

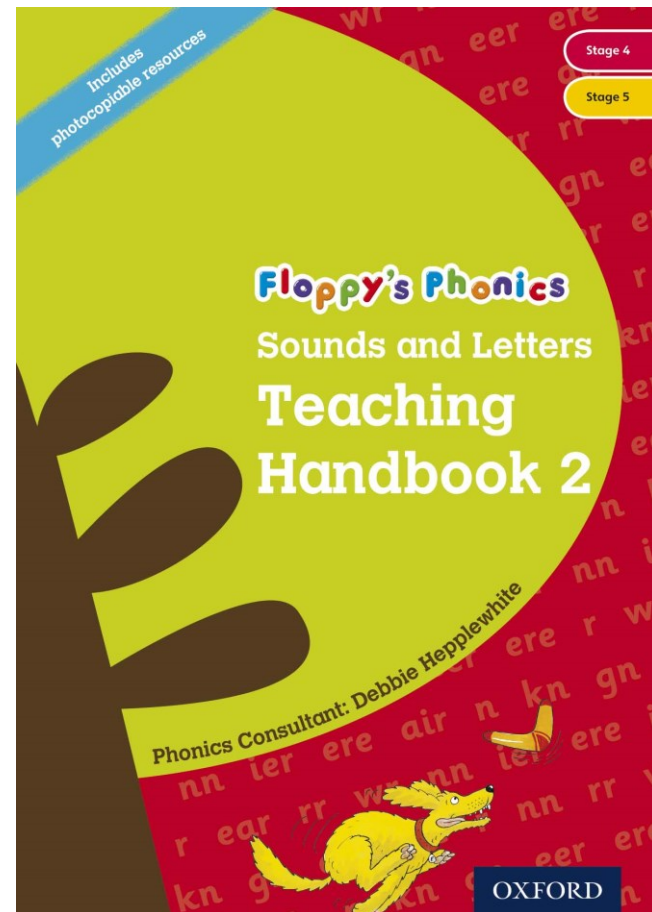
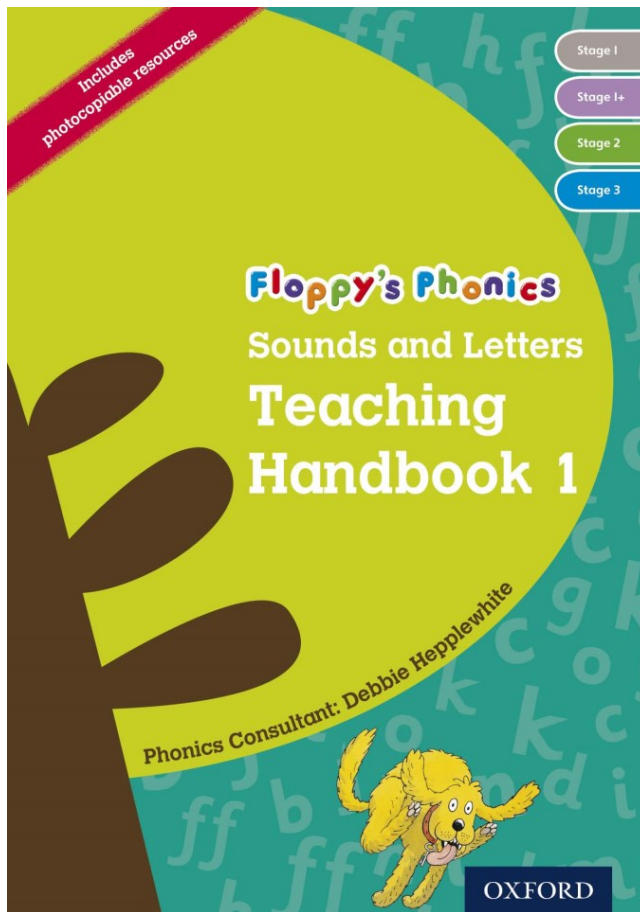


Create **fearless** readers, spellers
and writers who are ...

- interested in words
- **relish learning** and
- **desire accuracy**

...whatever their unique capacity to learn!

Teaching Handbooks 1 & 2



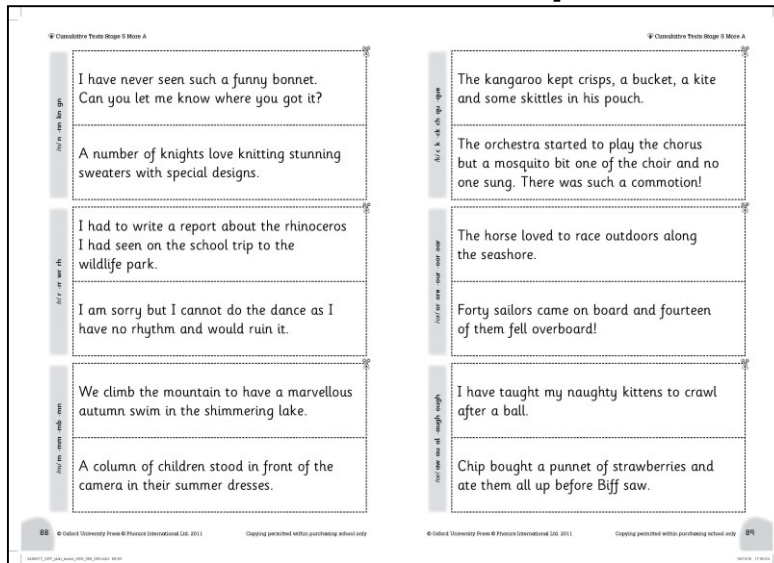
St 1 to 3

continuation

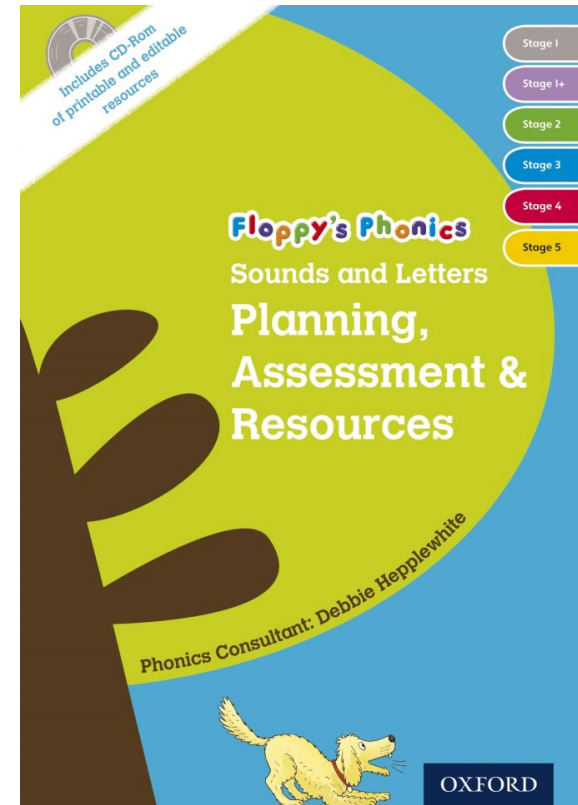
St 4 to 5

Planning, Assessment & Resources Handbook

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



All Stages



Photocopiable Cumulative Texts, Assessments,
and mini Alphabetic Code Chart

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

Sound and key picture	Graphemes and key words	Sound and key picture	Graphemes and key words	Sound and key picture	Graphemes and key words
/s/	s ss c c c sun sea snake snake snake	/l/	l ll leaf leaf leaf	/ee/	ee y ea e e e leak leaf leaf leaf leaf
/a/	a apple	/ul/	le el il al leaf leaf leaf leaf	/igh/	igh y ie i ie leak leaf leaf leaf
/t/	t tt ed tiger tiger tiger	/jl/	j dge ge ge leaf leaf leaf leaf	/oa/	oa ow o o e ough leaf leaf leaf leaf leaf
/p/	p pp pencil pencil pencil	/vl/	v ve leaf leaf leaf	/oo/	oo oul u leaf leaf leaf
/i/	i leaf	/wl/	w wh u leaf leaf leaf	/oo/	oo ue ew o ou leaf leaf leaf leaf leaf
/n/	n nn kn gn leaf leaf leaf leaf	/ks/	x cks ks leaf leaf leaf	/ar/	ar a al leaf leaf leaf
/m/	m mm mb mn leaf leaf leaf leaf	/gz/	x leaf	/or/	or aw our au leaf leaf leaf leaf
/d/	d dd ed leaf leaf leaf	/yl/	y leaf	/al/	al oar oor leaf leaf leaf
/gl/	g gg gu gh gue leaf leaf leaf leaf leaf	/zl/	z zz -s -se -ze leaf leaf leaf leaf leaf	/ore/	ore augh ough leaf leaf leaf
/ol/	o oa oa all leaf leaf leaf leaf	/kw/	qu leaf	/ur/	ur er lr our re leaf leaf leaf leaf leaf
/kl/	c k ck ch qu leaf leaf leaf leaf	/ch/	ch tch leaf leaf		
/el/	e ea leaf leaf	/ch/	ch tch leaf leaf		
/ul/	u er o leaf leaf leaf	/sh/	sh ch -ti -ci leaf leaf leaf leaf		
/rl/	r rr wr rh leaf leaf leaf leaf	/ssi/	-ssi -sci leaf leaf		
/hl/	h leaf	/th/	th leaf		
/bl/	b bb leaf leaf leaf	/th/	th leaf		
/fl/	f ff ph gh leaf leaf leaf leaf	/ng/	ng leaf		
		/ngk/	nk leaf		
		/aif/	ai ay a a e ae leaf leaf leaf leaf leaf		
			eigh ey ea leaf leaf leaf		

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

Tricky Words

was because the they their there my try cry sky you your out about
I no so go oh no! to do into of off said again me we he she be
her here were when who where why what call ask look like called asked looked liked
people Mr Mrs Miss are our father mother brother sister one two three four five six seven eight nine ten
could should would goes does come some

Book 2

i insect

n net

m man

d dog

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

The Alphabetic Code

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

Flappy's Phonics
Sound 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 centipede ce chess cl circle cy cycle -se -st	/l/ 	l lion ll hill	/ee/ 	ee egg y happy ea eat e me e e complete ey ey -le -le -ine -le
/a/ 	a apple	/ul/ 	le better el pencil il pencil al hospital	/igh/ 	igh high y any -le -le l just -e
/t/ 	t teddy -tt ladder -ed	/lj/ 	j jug dge bridge ge game g g gl g g	/oa/ 	oa goat ow bow o old o e ough ough oe -eau
/p/ 	p pot pp paper	/vl/ 	v van ve	short /ool/ 	oo oul u
/i/ 	i insect	/wl/ 	w wheel wh what u	long /ool/ 	oo ue ew o -ou ough ough u e ul u
/n/ 	n net nn kn gn	/ks/ 	x fox cks ks	/ar/ 	ar arm a al
/m/ 	m man -mm hammer -mb -mn	/gz/ 	x exam	/or/ 	or orange aw our au -al oar -oor -oor ore ough ough war quar a
/d/ 	d dog dd paddle ed	/yl/ 	y yoyo	/ur/ 	ur er ir ear wor
/g/ 	g gate -gg gu gh gue	/zl/ 	z zoo zz -s -se ze	/ou/ 	ou ow ou -ough -ough
/o/ 	o orange wa qua ait	/kw/ 	qu	/oi/ 	oi oy
/k/ 	c cat k key ck ch qu que	/ch/ 	ch chicken tch	/eer/ 	ear eer ere ier
/e/ 	e egg ea	/ch u/ 	-ture	/air/ 	air are ear ere
/u/ 	u umbrella -er o our -ou -ough -ough re	/sh/ 	sh ship ch ti -cl -ssi -scl	/yoo/ 	ue ew u u e -re -re -re -re eu -re
/r/ 	r rabbit rr wr rh	voiced /th/ 	th thumb /th/ thumb th	/yoor/ 	ure
/h/ 	h hat	/ng/ 	-ng	/zh/ 	-s -si -ge
/b/	b bone bb	/ngk/	-nk		
/f/	f fish ff ph gh	/ai/	ai ay a a e ae eigh ey ea		

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





Grapheme tablets
colour-coded
to match ORT
stages

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

The Alphabetic Code

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

Flappy's Phonics
Sound 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 cabbage cl cloud cy cycle ce dress -se house sc scissors -st stickle	/l/ 	l lion ll hill	/ee/ 	ee eel y happy ea eat e me e e empty ey key -le table ine mine	
/a/ 	a apple	/u/ 	-le bottle -el pencil -il pencil -al hospital	/igh/ 	igh high y any -le pile i fish -ie see	
/t/ 	t tiger -tt tatty -ed drapped	/j/ 	j jar dge bridge ge age g guitar gl giraffe g giraffe	/oa/ 	oa goat ow cow o old o e nose ough though	
/p/ 	p pot pp popcorn	/v/ 	v van -ve give	short /oo/ 	oo ooze oul could u push	
/i/ 	i insect	/w/ 	w wheel wh wheel u pushpin	long /oo/ 	oo ooze ue blue ew new o more -ou soup ough through u e flute ui fruit u super	
/n/ 	n nose nn funny kn knee gn gnome	/ks/ 	-x fox cks socks ks kiss	/ar/ 	ar arm a father al palm	
/m/ 	m man -mm hammer -mb bush -mn mitten	/gz/ 	x exam	/or/ 	or orange aw saw our four au bounty -al walk oar door -or door ore sore augh rough ough through war warehouse quar quarter a water	
/d/ 	d dog dd padding ed red	/y/ 	y yo-yo	/ur/ 	ur urinal er herb ir bird ear earth wor worm	
/g/ 	g gate -gg giraffe gu guitar gh giraffe gue cabbage	/z/ 	z zip zz buzz -s fish -se cheese ze zebra	/ou/ 	ou out ow mouth -ough through	
/o/ 	o orange wa wash qua quail ait ait	/kw/ 	qu kite	/oi/ 	oi oil oy toy	
/k/ 	c cat k key ck duck ch chicken qu quail que queue	/ch/ 	ch chicken tch tchicken	/eer/ 	ear ear eer deer ere sphere ier kier	
/e/ 	e egg ea bread	/ch/ 	-ture nature	/air/ 	air hair are saw ear bear ere there	
/u/ 	u umbrella -er holder o nose our flower -ou ouch ough through re centre	/sh/ 	sh ship ch chicken ti tiger -cl meal -ssi spoon -scl saw	/yoo/ 	ue recess ew acropaper u uniform u e cube eu food	
/r/ 	r rabbit rr arrow wr wheel rh rhinoceros	/th/ 	th thumb /th/ 	th thumb	/yoor/ 	-ure pure
/h/ 	h hat	/ng/ 	-ng ring	/z/ 	-s treasure -si television -ge collage	
/b/	b bone bb bottle	/ngk/	-nk nick			
/f/	f fish ff ruff ph phone gh rough	/ai/	ai aim ay may a apple a e cake ae radio eigh eight ey grey ea eat ea break			

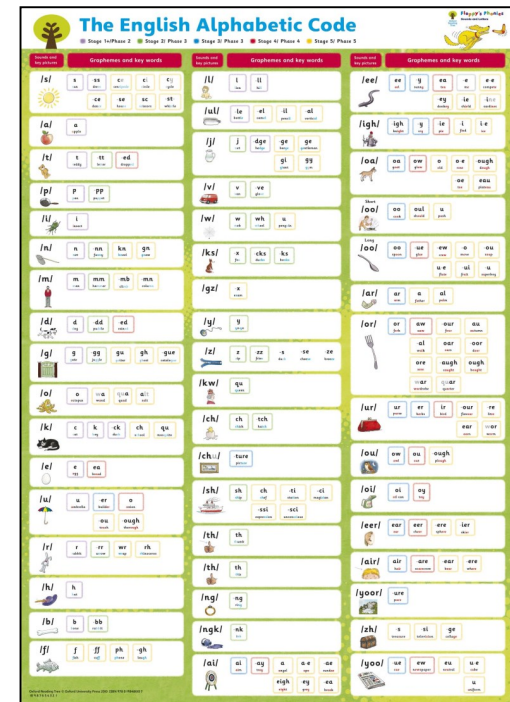
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ISBN 978 0 19 974 511 1

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]

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

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Revised Reading from Floppy's Phonics Sounds and Letters © Oxford University Press © 2016 Houghton Mifflin Harcourt
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VISUAL DISPLAY

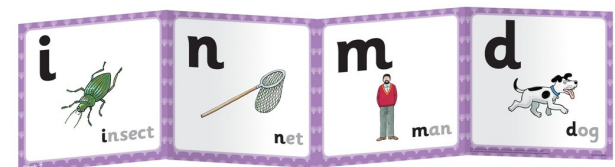
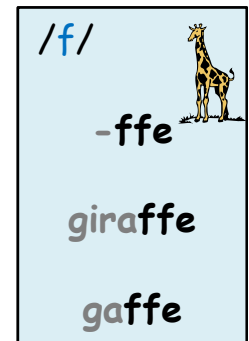
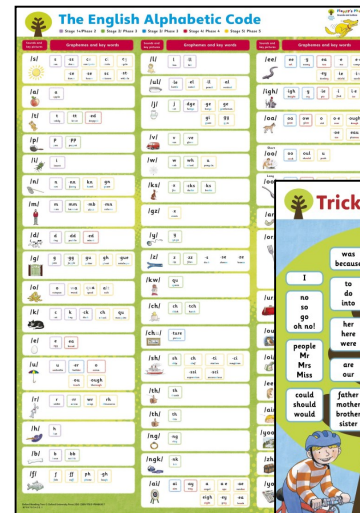
Select a **key display wall** with very easy access for focused phonics teaching and learning.

Display permanently:

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


Display cumulatively:

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



Photocopiable Poster Ranges








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

Stage 1+ to 4
8 Say the Sounds Posters

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

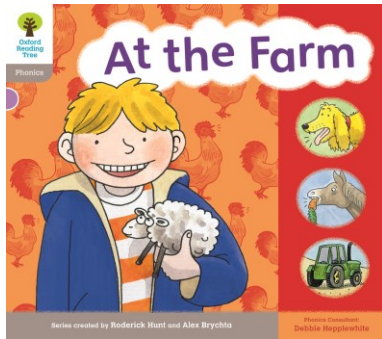
ai  aim	ay  tray	eigh 8 eight	-ey  grey
a-e  cake	a  table	-ae  sundae	-ea  break

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

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

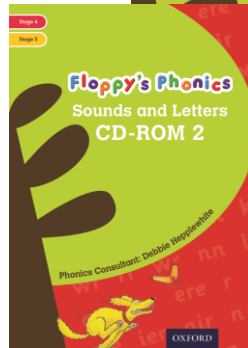
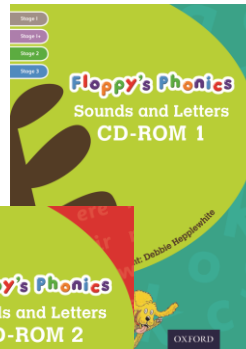
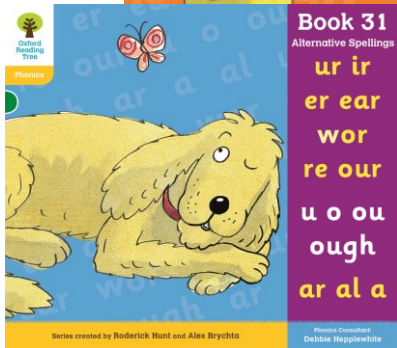
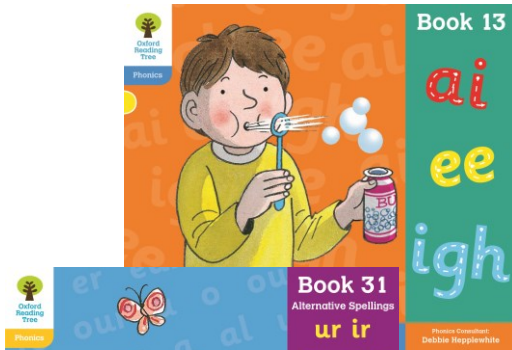
Stage 5
21 Frieze Posters – match the Sounds and Letters Books

42 Sounds and Letters Books



Phase 1 sounds:

- environmental
- rhythm, rhyme
- singing, chanting
- percussion
- discussion!



Book Band	ORT Stage	Letters and Sounds	Phase	Book Covers
black	1	Phase 1	Phase 1	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
black	1	Phase 1	Phase 1	Wordless Stories
black	1	Phase 1	Phase 1	Coming February 2012: At the Concert, At the Carnival, At the Seaside, Job in the Garden, Job in the Kitchen, Job in the Shop
pink	1	Phase 2	Phase 2	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
red	2	Phase 3	Phase 3	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
yellow	3	Phase 3	Phase 3	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
blue	4	Phase 4	Phase 4	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
green	5	Phase 5	Phase 5	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School
green	5	Phase 5	Phase 5	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School

2 CD-ROMs

Plenty of time...

1 book per 2 weeks



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

Book Band	Year and Phase	Books
lilac	1 Phase 1	At the Farm, At the Park, Out in Town, At Home, At the Match, Fun at School Wordless Stories
lilac	1 Pack A Phase 1	Coming February 2012 At the Concert, At the Carnival, At the Seaside, At the Airport, At the Beach, At the Park
pink	1+ Phase 2	Books with simple words and pictures
red	2 Phase 3	Books with simple words and pictures
yellow	3 Phase 3	Books with simple words and pictures
blue	4 Phase 4	Books with simple words and pictures
green	5 Phase 5	Books with simple words and pictures
green	5 Pack A Phase 5	Books with simple words and pictures

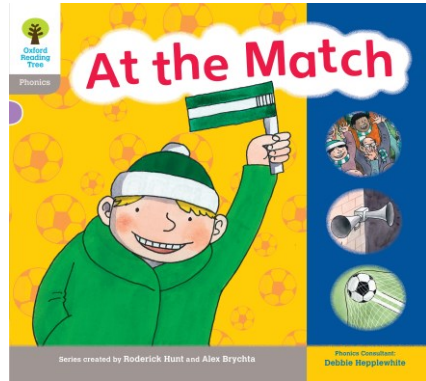
2 years

@ 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)

42 Sounds and Letters Books have correlating CD-ROM spreads



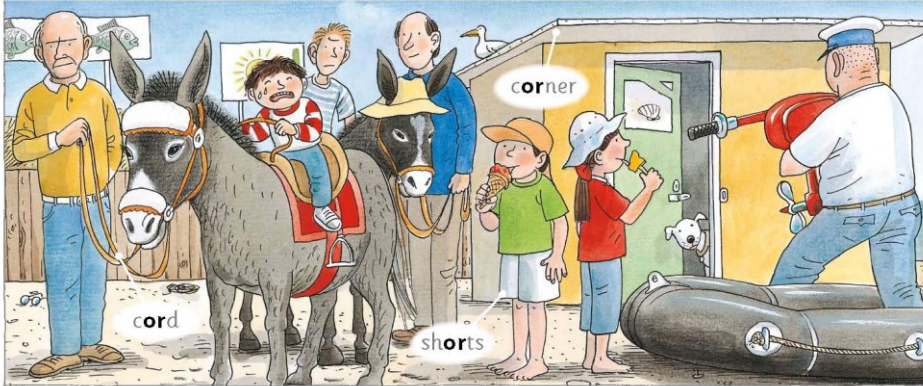
- Say the sounds: whistle, shout, roar, thud, oh! Come on you reds!
- ★ Imagine you are in the crowd. Can you describe the sound?
- ★ Can you make a football chant?

or



fork

horn
cork
storm
stork

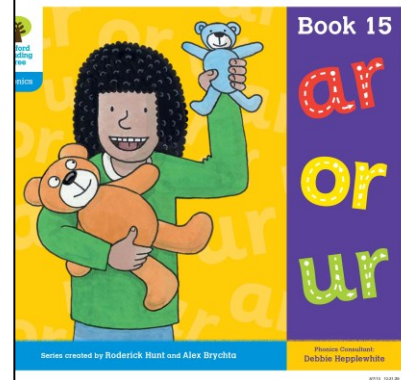


What other words can you find in the picture with the /or/ sound in them?
[corn, corner]

ch sh th -ng ai ee -igh

oa -oo oo ar or

4




Sample screen views

Select the letters to watch how they are formed

Oxford Reading Tree Stage 3: Book 15

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



corn

k oo t

quit save load print sound menu back next



Drag and drop
for spelling

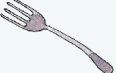
Blend and reveal
for reading

Oxford Reading Tree Stage 3: Book 15

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


tools

or




fork

horn
cork
storm
stork



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

quit save load print sound menu back next



Hear the sounds,
point to the graphemes

Oxford Reading Tree Stage 1+: Book 2

Listen to the audio. Complete the activities.

I i

insect

it
sit
pit
tip

s a t p i

CD-ROMs

Independent use –
Revision and consolidation:

Oxford Reading Tree Stage 3: Book 15

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.

or

fork

horn
cork
storm
stork

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

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

Inside the Sounds and Letters Books

Floppy's Phonics
Sounds and Letters

Book 15
ar or ur

Book 15
ar or ur

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www.oxfordjcu.com

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Book 15
Letters and Sounds Phase 3

Read Book 3 before
Read Book 14 before

Floppy's Phonics
Book 15
Book 16
Book 17
Book 18
Book 19
Book 20

twice created by Helderick Hunt and Alex Brydson
Picture Created by Debbie Hepplewhite

Series created by Helderick Hunt and Alex Brydson
Picture Created by Debbie Hepplewhite

Once children have learned all of the sounds in Stage 3 they can go on to use the Stage 3 Floppy's Phonics Picture and Hand-diction.

USING THIS BOOK TOGETHER:

- Say the letter sound together.
- Ask your child to finger-voice the letter group and say the sound.
- Ask your child to point to the key picture and say the word, e.g. 'ar' as in 'arm'.
- Ask your child to sound out and label the list of words.
- Read all the words that include the focus sound in the picture. Some are labelled, some are not.
- 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?'
- 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:

ar as in arm
or as in fork
ur as in purse

Read the sounds on your own or with someone who can help.

LABELS IN THE ILLUSTRATIONS
The labels show the focus letter group in black. Encourage your child to think for the focus sound within the word so you read the whole word to them.

Labels in this illustration:
arm, fork, horn, cork, storm, stork, card, shorts, burger, curtain, hurt, purse, turn, curls, church

Debbie Hepplewhite's Top Tips

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

How to blend:
Point to 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. sh-or-t-s shorts

Tip for spelling (encoding):
Say the word slowly to identify each sound in the word.
ch ar t
ch ur t

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.

Sounds and spellings
Letters written like this 'Ar' refer to a sound, not a spelling.
e.g. Ar as in cat, bus, duck

OXFORD UNIVERSITY PRESS
www.oxfordup.com

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

OXFORD UNIVERSITY PRESS

ar

arm
art
far
car
park
sharp

ch sh th ng ai ee igh oa oo oo ar

What other words can you find in the picture with the 'ar' sound? Draw a line to them.

car, arm, star, ark

or

fork
horn
cork
storm
stork

ch sh th ng ai ee igh oa oo oo ar or

What other words can you find in the picture with the 'or' sound? Draw a line to them.

card, shorts, corner, fork, stork, horn, cork, storm

ur

purse
hurt
turn
curls
church

sh th ng ai ee igh oa oo oo ar or ur

What other words can you find in the picture with the 'ur' sound? Draw a line to them.

burger, curtain, hurt, purse, turn, curls, church

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

ur oa
ar or

Trace the graphemes and say the sounds.
Match the pictures to the graphemes.

ur, oa, ar, or, fork, arm, dog, purse

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.

Read the captions. Which captions are set wrong?
Match the captions to the pictures. Which two captions do not have a picture?

stork, dog, shark, stork, dog, dog


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!

Read the poem. Sound out and blend any words that you do not know.

'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**

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.

Sounds 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

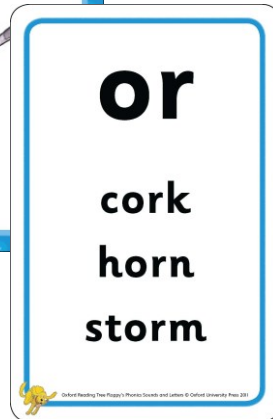
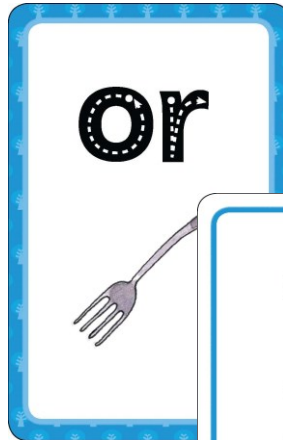
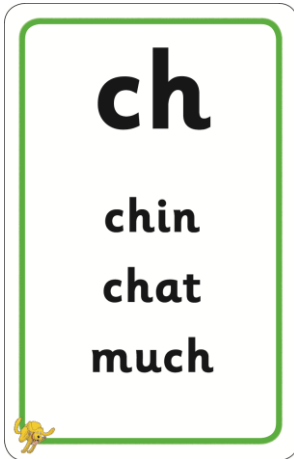
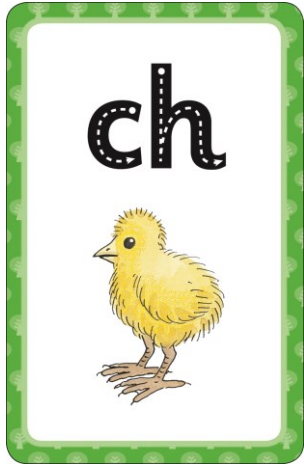
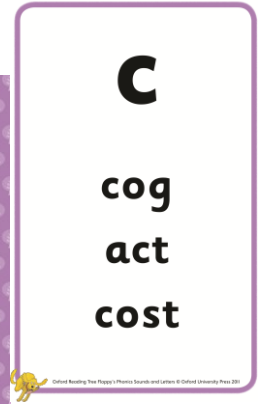
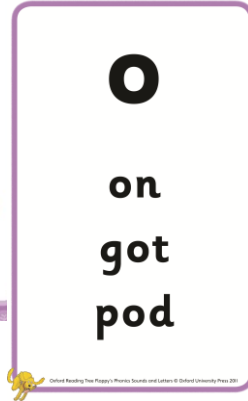
PARENTS:
Help your child's reading with essential tips, fun activities and free eBooks
www.oxfordowl.co.uk

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**Blending routine
for reading**

**Segmenting routine
for spelling**

Alphabetic Code Flash Cards



Multi-sensory practice and application

h	b
f	ff
l	ll
le	ss

Grapheme 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

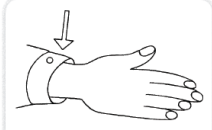
Say the Sounds Posters

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 ff.

c k -ck e u r h b f

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Activity Sheets

Cumulative Texts Stage 5 More A

/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 -ck/ /z/ /sz/

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

Core skills multi-sensory Activity Sheets

Step 1 Activity Sheet 1

Name _____ Date _____

s 

Say the sound. Trace the letters. Listen for the 's' sound.


s s s s s s s s s 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? Draw something beginning with s.

s

Step 1 Activity Sheet 20

Name _____ Date _____

ff 


Say the sound. Trace the letters. 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.




Say the words. Can you hear the 'ff' sound? Draw something ending in ff.

c k -ck e u r h b f -ff

Step 1 Activity Sheet 25

Name _____ Date _____

j 


Say the sound. Trace the letters. 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

Step 1 Activity Sheet 43

Name _____ Date _____

ai 

Say the sound. Trace the letters. Listen for the 'ai' sound.

aim aid rain tail maid
paid sail wait pain nails
snail trail train paint

Blend to read the words.

ai ai

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




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

-ve wh -cks -tch -nk ai

Step 1 Activity Sheet 50

Name _____ Date _____

or 


Say the sound. Trace the letters. Listen for the 'or' sound.

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

Step 4 Review and Blend Activity Sheet 65

Name _____ Date _____

ch sh th
th ng nk

Say the sounds. Write the letters.

chat shop then crush think
this much push blush thanks
richest length strength chunk

Blend to read the words.



Say the words. Spell the words. Write the words.

Step 2 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. Read the text.

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!

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

Essential – apply learning to Cumulative Texts from Bk 4

Floppy's Phonics fiction and non-fiction

Book Band	OR Stage	Letters and Phases	Phase	Book Covers
pink	1+	Phase 2	Phase 2	
red	2	Phase 3	Phase 3	
yellow	3	Phase 3	Phase 3	
blue	4	Phase 4	Phase 4	
green	5	Phase 5	Phase 5	

Book Band	OR Stage	Letters and Phases	Phase	Book Covers
pink	1+	Phase 2	Phase 2	
red	2	Phase 3	Phase 3	
yellow	3	Phase 3	Phase 3	
blue	4	Phase 4	Phase 4	
green	5	Phase 5	Phase 5	
green	5A	Phase 5	Phase 5	
orange	6	Phase 5	Phase 5	

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**.

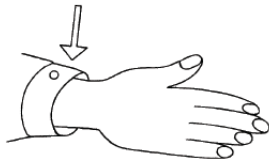
Worksheets therefore can be a useful resource when **designed specifically to meet children's needs.**”

Stage 1+ Activity sheet: ff 20

Name Date



Say the sound. Trace the letters.




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.



Say the words. Can you hear the /ff/ 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







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.



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




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



Draw something beginning with j.

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



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

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Revision and Progression

Stage 3 Activity Sheet 43

Name: _____ Date: _____

ai

Say the sound. Trace the letters.

aim aid rain tail mail
paid sail wait pain nail
snail trail train paint

Blend to read the words.

ai ai

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

Say the words. Can you hear the /ai/ sound? Draw something with the /ai/ sound.

-ve wh -cks -tch -r

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Stage 4 Review and Stretch Activity Sheet: /ai/

69

Name: _____ Date: _____

ai  **ay** 

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

pain day wait say snail
may stay away sways plays
playing stray crayon Saturday

Blend to read the words.

Say the words. Spell the words. Write the words.

Stage 5 Activity Sheet: /ai/

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.

85

Stage 5 Activity Sheet: /ai/

Name: _____ Date: _____

a-e made game take grapes scrape escape	a apron baby lady angel table taste	-ae sundae reggae Gaelic Mae Rae	-ea /ai/ break great steak (meat) windbreaker Great Britain greatest
--	--	--	---

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

The lady had her baby late in April. The baby was given the name Jade Mae. It was the same name as her amazing great grandmother!

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

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

86

Each sound is revisited and more spelling alternatives are introduced

Example word → list of six words

/ai/

ai

aim tail snail
paint sail waist
train paintbrush
trainers

ay

hay lay tray
clay today
crayons playing

2 Which of these words can you find in the picture?



3 /ai/ can also be spelled like this:

eigh eight **ey** grey



Stage 5 Sounds and Letters Books

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/

Name

Date

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.

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

Provided from
the 'ck' grapheme

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 /ck/ /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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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/

Oxford Reading Tree Stage 2: Book 7

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

J j

jug
jet
jam
jacket
just

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

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

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

tools

dge



bridge

edge
badge
fridge
sledge



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



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

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

• tools

/j/

j

jug jelly jogging
jar jet jeans
jaw jolst jacket

g e g i g y

giant gentleman
ginger gym giraffe
gigantic gesture



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



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

tools

/j/

ge

barge emerge
fringe package
village orange

dge

bridge fudge
badge ledge
hedge fridge



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

Handbooks: Pages 16 to 19 provide the answers

Practical Application



The two- session approach

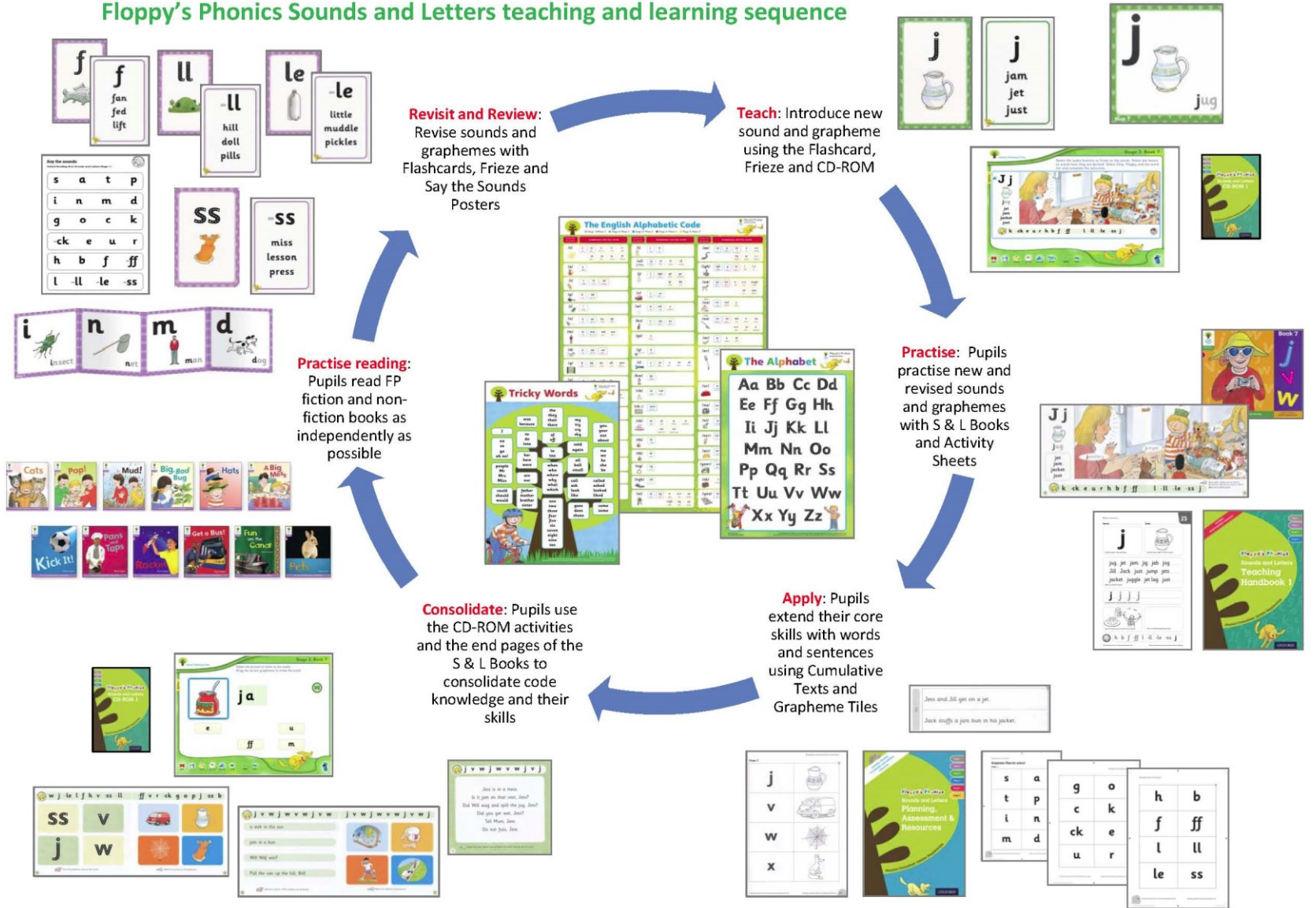
Page 28 Handbook 1:

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



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:

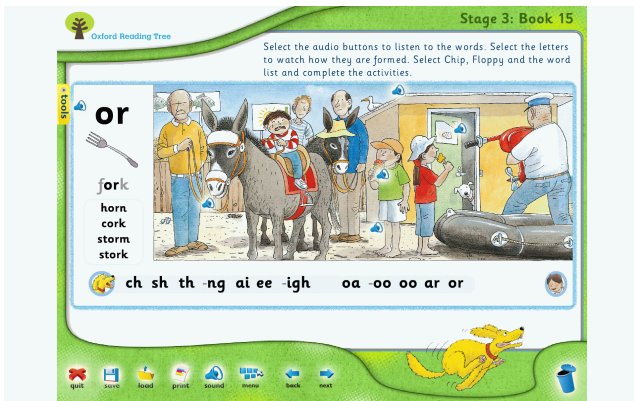
“Let’s practise our sounds and letters!”

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

Select the audio buttons to listen to the words

Tools:

Try zoom on the word list!

Select the picture to Hear the sound and word

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

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





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

tools

J j



jug

- jet
- jam
- jacket
- just



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



quit



save



load



print



sound



menu



back



next



Step by step guidance on Page 29




Session Two

Practise: Sounds and Letters Books
Activity Sheets


“Let’s practise our skills!”

Stage 2 Activity Sheet j 25

Name Date



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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Extension: Cumulative Texts
Phonics Exercise Books

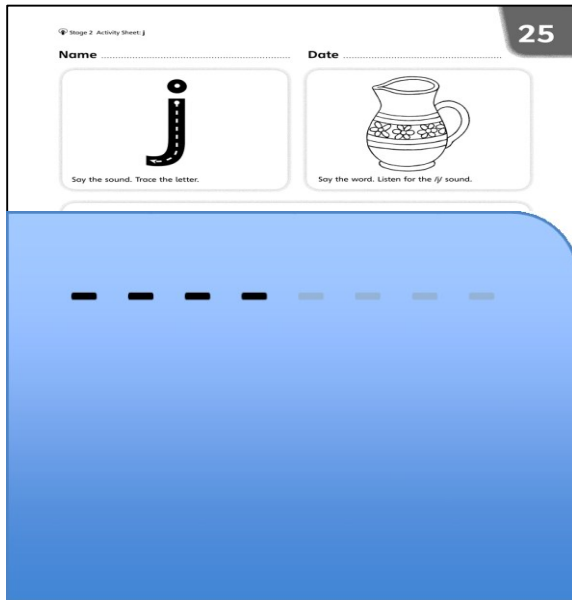
“After the first side of your Activity Sheet, go on to do your grapheme search. When you have read the sentences, choose one to write and illustrate.”

Spelling-with-editing

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

Draw the class together:

“Let’s work out the sounds in **jump – left hand, palm facing!”**



Top left for the sound dashes

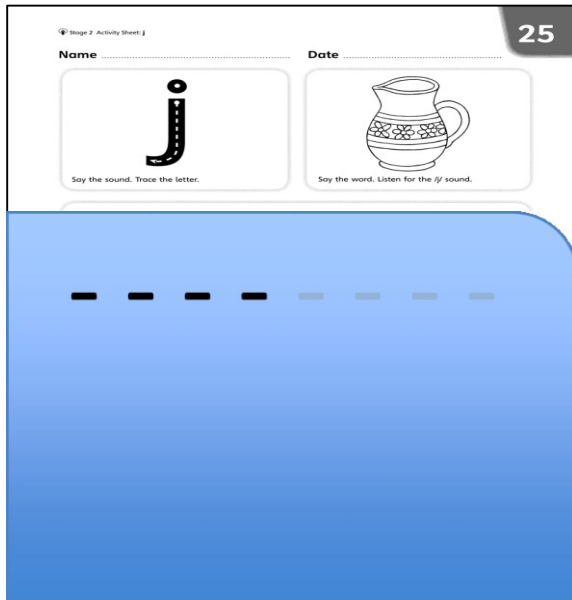
- Say the word **‘jump’** very slowly
- Tally each sound to thumb and fingers of the left hand, palm facing
- Say the sounds separately
- How many sounds?

- 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'

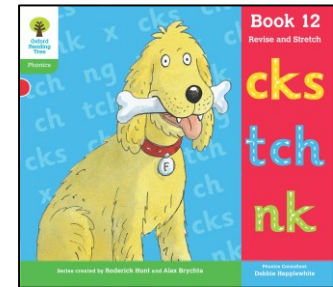
Sounds and Letters Books

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**

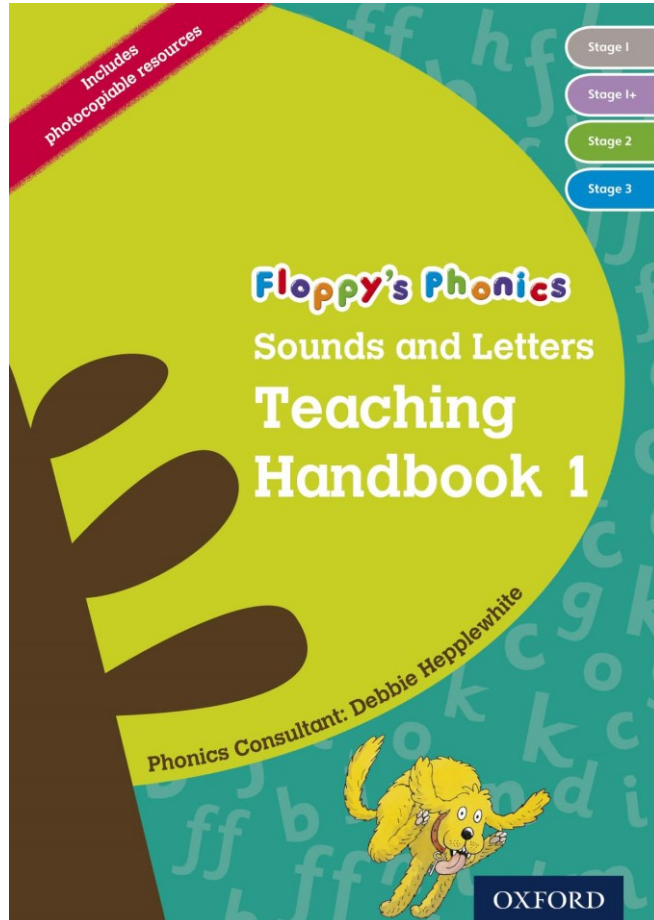
- use to spell dictated words
- manipulate the tiles, followed by handwriting practice
- play Pairs Game or Snap
- laminate and use with magnetic tape – add to teacher's magnetic whiteboard as new ones are introduced

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.

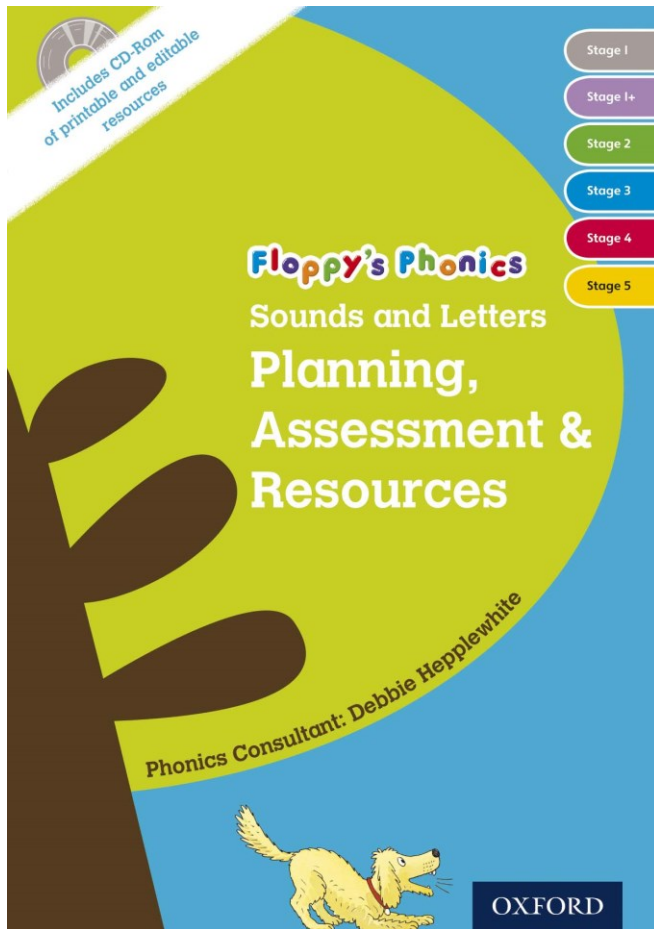
Year One Phonics Screening Check

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		<u>Revisit and Review</u> -Revise the letter-sound correspondence /s/ s using the Flashcard and the Frieze.	<u>Revisit and Review</u> -Revise the letter-sound correspondences /s/ s and /a/ a using the Flashcards and the Frieze.	<u>Revisit and Review</u> -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	<u>Teach</u> -Teach the new letter-sound correspondence /s/ s using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	<u>Teach</u> -Teach the new letter-sound correspondence /a/ a using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	<u>Teach</u> -Teach the new letter-sound correspondence /t/ t using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	<u>Teach</u> -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	<u>Practise</u> -Practise the letter-sound correspondence /s/ s using Sounds and Letters Book 1 and Activity Sheet 1.	<u>Practise</u> -Practise the letter-sound correspondence /a/ a using Sounds and Letters Book 1 and Activity Sheet 2.	<u>Practise</u> -Practise the letter-sound correspondence /t/ t using Sounds and Letters Book 1 and Activity Sheet 3.	<u>Practise</u> -Practise the letter-sound correspondence /p/ p using Sounds and Letters Book 1 and Activity Sheet 4.	
	Grapheme Tiles				<u>Apply</u> -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!

