



Alwyn Infant School

Introduction to phonics 2024

Floppy's Phonics Teaching Scheme

The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

“A love of reading
is the biggest indicator
of future academic success.”

OECD (The Organisation for Economic Co-operation and Development)

How many times have you already read today?



Why teach phonics?

Phonics helps children to develop good reading and spelling skills.

This helps them be successful in gaining knowledge.

Our school has chosen Floppy's Phonics as our systematic synthetic phonics (SSP) programme.

What is phonics?

- ▶ A systematic, planned way to teach reading and spelling
- ▶ Breaks words down into their individual sounds (phonemes) using an **alphabetic code**
- ▶ Use of sounds to read words using the taught code rather than guessing or using other clues (decode)
- ▶ Use the sounds to spell words (encode) and write them down
- ▶ It is a reversible code

Key facts

- The English language uses approximately 44 sounds.
- English uses combinations of letters to represent single sounds and ...
- There are over 140 ways of combining letters to create the 44 sounds.

Floppy Phonics

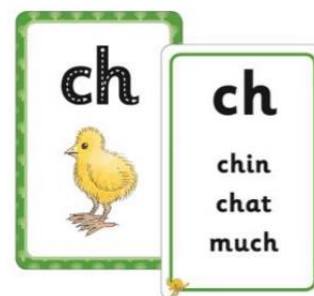
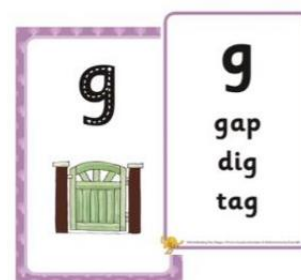
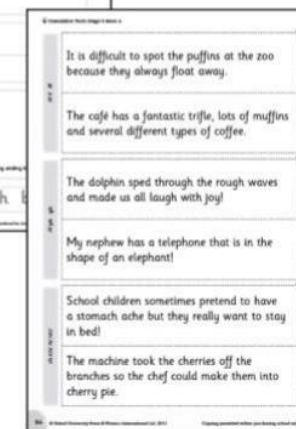


h	b
f	ff
l	ll
le	ss

Say the sounds

Outdoor 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



Terminology

A Phoneme (you hear)

This is the smallest unit of sound in a word.



A grapheme (you see)

These are the letters that represent the phoneme.



The grapheme could be 1 letter, 2 letters or more!

t

ai

igh

More terminology

- ▶ **Digraph-** two letters that make one sound: ai, ay
- ▶ **Trigraph-** three letters that make one sound: igh, dge
- ▶ **Decoding-** recognising that each letter makes a specific sound
- ▶ **Blending-** putting those sounds together to read the word
- ▶ **Segmenting-** breaking up spoken words into individual sounds

Phonemes or sounds

Down on the left as there are fewer sounds than graphemes

Graphemes (letters) or spelling alternatives -across the rows

The Alphabetic Code											
Stage 1: Phase 1			Stage 2: Phase 2			Stage 3: Phase 3			Stage 4: Phase 4		
Search and key words			Search and key words			Search and key words			Search and key words		
/s/	s	ss	sc	sc	sc	/l/	l	ll	leel	ee	y
/a/	a	aa	aa	aa	aa	/ul/	u	uu	/igh/	igh	y
/t/	t	tt	ed	ed	ed	/ij/	i	ii	/oa/	oa	om
/p/	p	pp				/v/	v	vv	/ool/	oo	oul
/i/	i	ii				/w/	w	ww	/ool/	oo	oul
/n/	n	nn	kn	gn		/ks/	x	ck	/ar/	ar	a
/m/	m	mm	mb	mh		/gz/	z	zz	/or/	or	ow
/d/	d	dd	ed	ed		/gl/	g	gg	/ou/	ou	ow
/g/	g	gg	gh	gue		/zl/	z	zz	/oi/	oi	oy
/o/	o	oo	oo	oo		/kw/	qu		/eer/	ear	eer
/k/	k	kk	ck	qu		/ch/	ch	ch	/air/	air	are
/e/	e	ee				/ch/	ch	ch	/yoo/	ye	ew
/u/	u	uu	ou	ough		/sh/	sh	sh	/yoor/	ure	
/r/	r	rr	re	re		/th/	th	th	/zh/	zh	zh
/h/	h	hh				/ng/	ng				
/b/	b	bb				/ngk/	nk				
/f/	f	ff	ph	gh		/ai/	ai	ay			

Revisit & Review

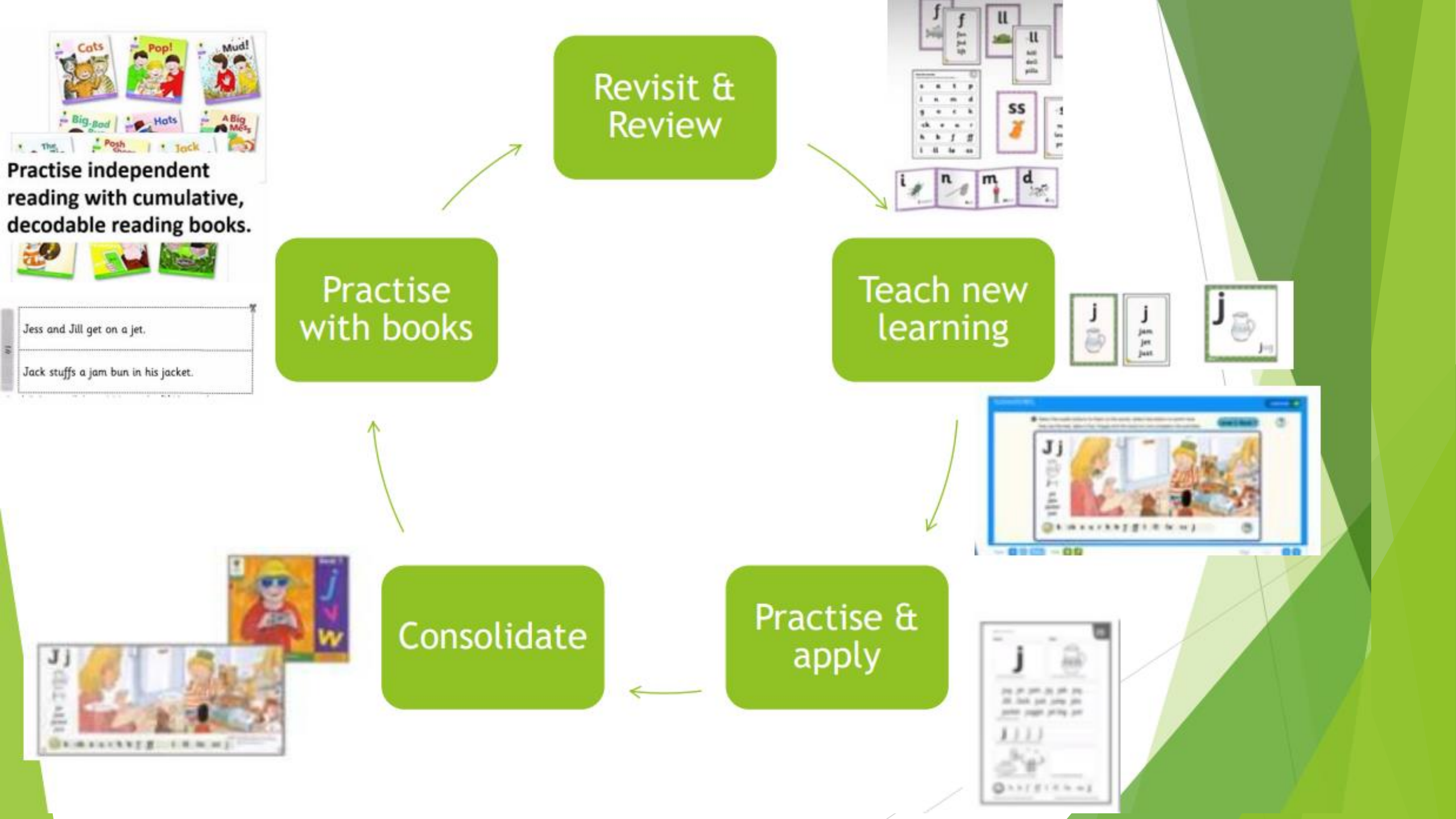
Teach new learning

Consolidate

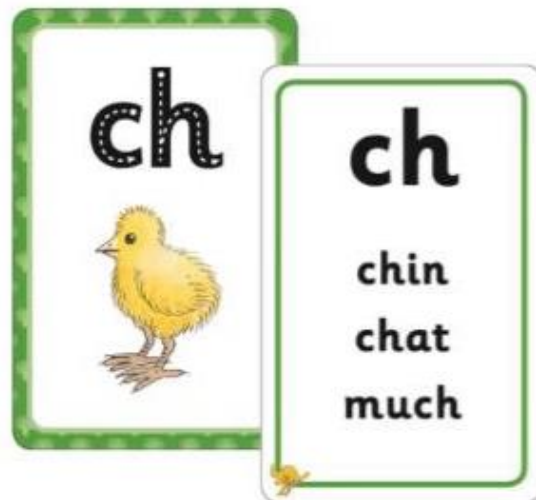
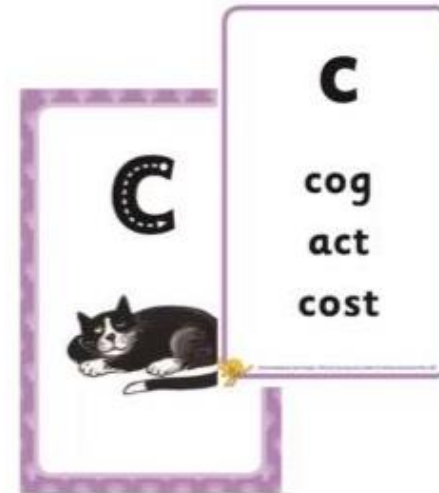
Practise & apply

Practise with books

Practise independent reading with cumulative, decodable reading books.

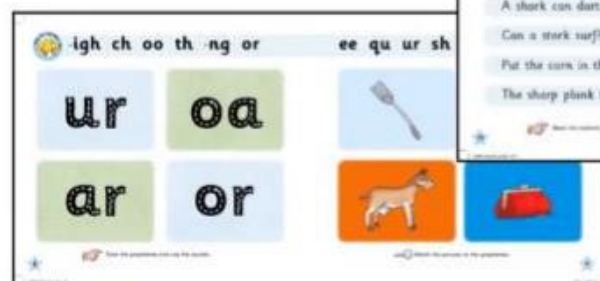


Alphabetic Code Flashcards



Inside the Floppy's Phonics Sounds Books

These pages are on
the digital platform
with audio



These 'end
pages' are not
on the digital
platform



Multi-sensory practice and application

h	b
f	ff
l	ll
le	ss

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

20

Name _____ Date _____

ff

Say the sounds. Read the letters.

Say the words. Listen for the ff sounds.

off huff puff cuff tiff
stuff scuff fluff puffin

Read to read the words.

ff ff ff

Say the sound. Read 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

Read to read the words.

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.

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!

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.

Decoding

1. Scan (look at) 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



Blending words

Decoding

SCAN FIRST!

stick



/s/ /t/ /i/ /k/ “ stick ”



Segmenting words



Spelling-with-editing routine

- Face the same way as the learners
- Left hand, palm facing – make sure the learners see 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

Sound dashes / writing lines

s oa p



soap



Blend to check
the spelling

Check letter formation too!

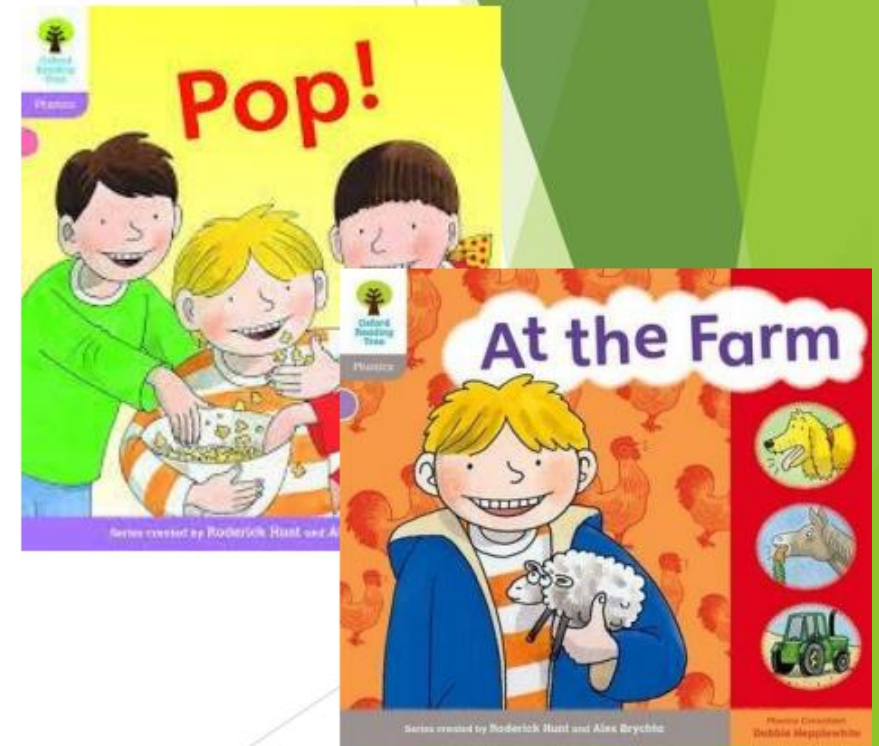
Reading at home

Listening to your child read their phonics book

Your child should be able to read their book without your help.

If they can't read a word read it to them.

Talk about the book and celebrate their success.



In reception your child will be given a worded book when they can blend sounds together. Please read the book 3 or 4 times.

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

understand words and sentences
use a wide range of vocabulary
develop listening comprehension skills.

‘Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words children would have heard by the time they were 5 years old:

Never read to -	4,662 words
1-2 times per week -	63,570 words
3-5 times per week -	169,520 words
Daily -	296,660 words
five books a day -	1,483,300 words.'



Read to your child

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see.





Questions

Thank you for coming