



Alwyn Infant School

Introduction to phonics 2023

Floppy's Phonics Teaching Scheme

The background features a series of overlapping, semi-transparent green triangles and polygons of various shades, creating a dynamic, abstract pattern on the right side of the slide.

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

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

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.

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

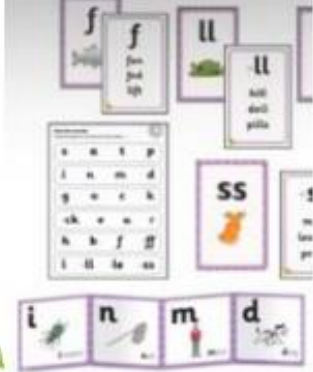
Down on the left as there are fewer sounds than graphemes

Graphemes (letters) or spelling alternatives -across the rows

The Alphabetic Code chart is a comprehensive reference tool for early literacy. It is organized into five columns, each representing a stage of reading development: Stage 1/Phase 1, Stage 2/Phase 2, Stage 3/Phase 3, Stage 4/Phase 4, and Stage 5/Phase 5. Each stage is color-coded: Stage 1 (red), Stage 2 (green), Stage 3 (blue), Stage 4 (orange), and Stage 5 (yellow). The chart is divided into three main sections: 'Graphemes and key words' (left), 'Phonemes and key words' (middle), and 'Graphemes and key words' (right). Each section contains a grid of boxes. The left and right sections list graphemes (letters or letter combinations) and provide examples of words that contain those graphemes. The middle section lists phonemes (sounds) and provides examples of words that contain those phonemes. The chart is designed to help children and educators understand the relationship between the sounds of language and the letters used to represent them.

| Stage 1/Phase 1 | Stage 2/Phase 2 | Stage 3/Phase 3 | Stage 4/Phase 4 | Stage 5/Phase 5 |
|--|--|--|-----------------|-----------------|
| Graphemes and key words /s/ s ss sc sc sc sc /a/ a /t/ t tt ed /p/ p pp /i/ i /n/ n nn kn gn /m/ m mm mb mh /d/ d dd ed /g/ g gg gu gh ge /o/ o oo oi oi /k/ k ck ch qu /e/ e ee /u/ u ur n ear /r/ r rr wr rh /h/ h /b/ b bb /f/ f ff ph gh | Phonemes and key words /l/ l ll /ul/ ul /ij/ j ge ge /v/ v vv /w/ w wh ur /ks/ x ck ks /gz/ z /gi/ g /z/ z zz s se ze /kw/ kw /ch/ ch ch /ch/ /ure /sh/ sh ch ci ci /th/ th /th/ th /ng/ ng /ngk/ nk /ai/ ai ay a e e e /igh/ igh ay ea | Graphemes and key words /ee/ ee y ea e e e /igh/ igh y ie i i e /oa/ oa ow o o e ough /oo/ oo ou u /ool/ oo ur ow o ou /ar/ ar a al /or/ or ow our oo /ur/ ur er ir ear ur /ou/ ou oo ough /oi/ oi oy /eer/ ear eer ere er /air/ air are ear ere /yoo/ ye ew e e e /yoor/ yore /zh/ z z l ge | | |

Revisit & Review



Teach new learning



Practise & apply



Consolidate



Practise with books



Practise independent reading with cumulative, decodable reading books.



Jess and Jill get on a jet.
Jack stuffs a jam bun in his jacket.




Alphabetic Code Flashcards


g

g
gap
dig
tag

o

o
on
got
pod

c

c
cog
act
cost

ch

ch
chin
chat
much

or

or
cork
horn
storm

ea

ea
tea
team
reach

Inside the Floppy's Phonics Sounds Books

These pages are on the digital platform with audio



How to use this book

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

ar or ur

ar

arm

ar

or

fork

horn
corn
stork

ch sh th ng ai ee i

or

ur

hurt

turn

curls

church

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

ur

Debbie Hagginkler's Top Tips

What is blending?

How to blend

What is a word?

How to write

How to read

igh ch oo th ng or ee qu ur sh

ur oa

ar or

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

a storm on a fern

a dog barking in the yard

A shark can dart.

Can a stork surf?

Put the corn in the barn.

The sharp plink has torn my shorts.

igh oa oo oo ar or ur

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

These 'end pages' are not on the digital platform



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 |

ff

ff ff ff

off huff puff cuff tuff
stuff scuff fluff puffin

ck -ck e u r h

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.

Routine for reading

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

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the page, creating a modern, layered effect. The text 'Reading at home' is centered in the upper half of the page in a clean, dark grey sans-serif font.

Can you read this sentence?

Shloup criclart frutith bry slygh.

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