



# Alwyn Infant School

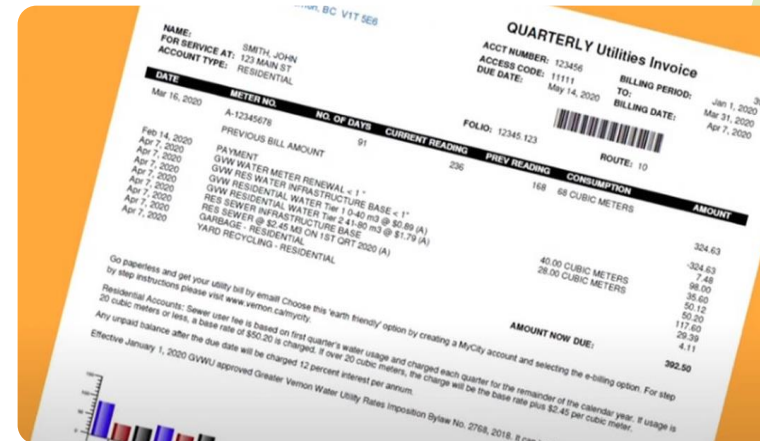
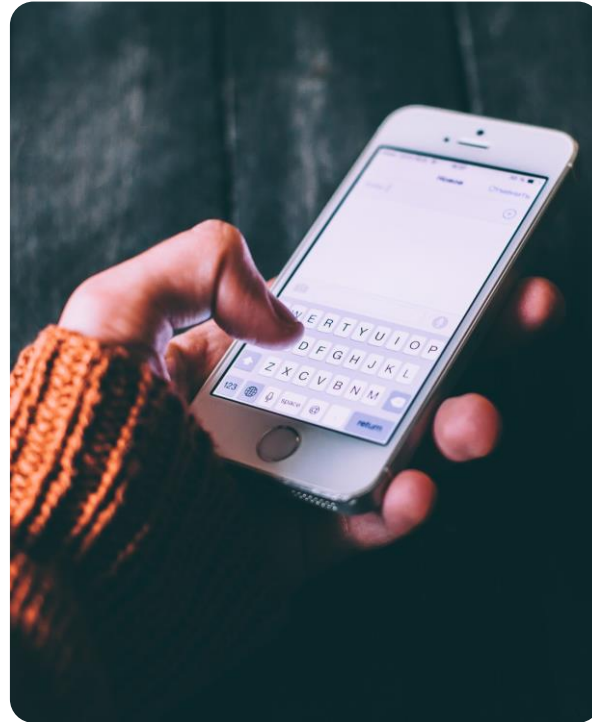
Introduction to phonics 2023

Floppy's Phonics Teaching Scheme

“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?

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Phonics helps children to develop good reading and spelling skills.

Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.

Our school has chosen *Floppy's Phonics* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

# 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

A phoneme you hear



A grapheme you see



# Alphabetic code

## ▶ Simple Code

Each of the 26 letters in the alphabet has its own sound (phoneme).

/s/ as in sun, /a/ as in apple

## ▶ Complex Code

2 or 3 letters combine to make a sound.

A **grapheme** using 2 letters to represent one sound is called a **digraph**. /sh/ as in ship

A **grapheme** using 3 letters to represent one sound is called a **trigraph**. /air/ as in hair

A **split vowel digraph** is a **digraph** representing a vowel sound where its two letters are separated by a consonant.    **tame**   **theme**   **bone**   **pine**   **cube**

Alternative spellings for the same sound    /n/   n   kn   gn

















































# 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 2   Stage 2/ Phase 3   Stage 3/ Phase 3   Stage 4/ Phase 4   Stage 5/ Phase 5

Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words
/s/ 	s -ss sock snake ce -ce castle circle cu -cu cuple ce -se deck desk sc -sc skater skaters st -st stick sticks	/l/ 	l -ll lion hill	/ee/ 	ee -y egg happy ea -ea eat sea e -e eat sea computer ey -ey deck desk ie -ie deck desk in -in in in
/a/ 	a apple	/ul/ 	le -el bottle pencil il -il pencil al -al bought	/igh/ 	igh -y high try ie -ie pie i -i find e -e ice
/t/ 	t -tt teddy father ed -ed dresser	/jl/ 	j -dge jar bridge ge -ge age g -g gentleman giraffe gym	/oa/ 	oa -ow goat now o -o old o -e road ough -ough though oe -eau two please
/p/ 	p -pp pig puppy	/vl/ 	v -ve van give	/oo/ 	oo -oul oak oiled u -u push
/i/ 	i insect	/wl/ 	w -wh wheel wheel u -u penguin	/ool/ 	oo -ue spoon glue ew -ew new o -o move ou -ou soup ough -ough through u -u juice u -u sugar
/n/ 	n -nn nose ring kn -kn knee gn -gn gnome	/ks/ 	x -cks fox ducks ks -ks kiss	/ar/ 	ar -a arm father al -al palm
/m/ 	m -mm man hammer mb -mb comb mn -mn mitten	/gz/ 	x exam	/or/ 	or -aw fork grass our -our four au -au bounty al -al walk oar -oar door ore -ore rough ough -ough bought var -var warden quar -quar quarter a -a meter
/d/ 	d -dd dog paddle ed -ed mashed	/yl/ 	y yell	/ou/ 	ur -er purse furber ir -ir bird ear -ear north wor -wor worm
/g/ 	g -gg gate judge gu -gu guitar gh -gh ghost gue -gue graduate	/zl/ 	z -zz zip buzz s -se fish cheese ze -ze zebra	/ou/ 	ow -ou out mouth ough -ough plough
/k/ 	c -ck cat leg k -k key ck -ck duck ch -ch church qu -qu quartz que -que queue	/kw/ 	qu queen	/oi/ 	oi -oy oil coin oy -oy toy
/e/ 	e -ea egg bread	/sh/ 	sh -ch ship chief ti -ti paran ci -ci reaction ssi -ssi expression sci -sci science	/eer/ 	ear -eer deer ere -ere spare ler -ler litter
/u/ 	u -er umbrella builder o -our oven flour ou -ou book through ough -ough -re center	/th/ 	th -th thumb thumb	/air/ 	air -are hair machine ear -ear bear -ere there
/r/ 	r -rr rabbit river wr -wr write rh -rh rhinoceros	/ng/ 	ng ring	/yoo/ 	ue -ew yew newspaper u -u uniform u -e cube eu -eu find
/h/ 	h hat	/ngk/ 	nk nick	/yoor/ 	ure yore
/b/ 	b -bb bone bubble	/ai/ 	ai -ay aim key a -a angel a -e cube ae -ae vanish eigh -ey right egg ea -ea break	/zh/ 	-s treasure si -si reflexion ge -ge collage
/f/ 	f -ff fish wife ph -ph phone gh -gh rough				

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Let's have a go ...

<https://www.phonicsplay.co.uk/eeAltSpellings.html>

**Read this word:**



**calceolaria**

# Floppy's Phonics Programme

## Teaches

KNOWLEDGE of the ALPHABETIC CODE = letters linked to the sounds of speech.

Introduced 'systematically' and builds confidence.

## THREE CORE SKILLS

'Sounding out and blending' for reading (print to sound).

Identifying sounds in words (segment) and choose the corresponding letters to spell the word (sound to print).

Handwriting - hold the pencil and form letters correctly.

Revisit & Review

Teach new learning

Practise & apply

Consolidate

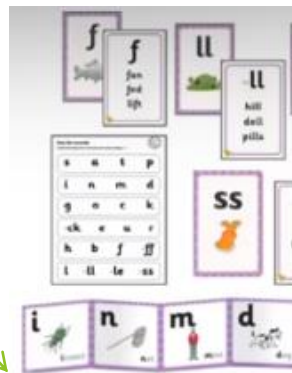
Practise with books

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

**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

These pages are on the digital platform with audio



ar



arm  
art  
far

or



fork  
horn  
cork  
stork

ch sh th ng ai ee i

ur



purse  
hurt  
turn  
curls  
church

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

**Debbie Haypenkita's Top Tips**

**What is sounding?**

**How to sound**

**sh-ar-s shorts**

**Sound and spelling**




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 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.






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

20

Name \_\_\_\_\_ Date \_\_\_\_\_



Say the sound. Trace the letters.



Say the words. Listen for the 'ff' sound.

off huff puff cuff tiff  
stuff scuff fluff puffin

Read 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

Illustration: Puffins at the zoo

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.

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“... the code for ...”

straight

In *this* word, *these* letters  
are code for /ai/.



Let's say this together!



# 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**



Decoding

SCAN FIRST!

stick



/s/ /t/ /i/ /k/ “ stick ”



## 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

- Model how to write the 'sound dashes' top left of your whiteboard, from left to right (keep your whiteboard clean and clear 'like a page')
- The sound dashes double-up as writing lines
- Write the graphemes on the lines whilst engaging the children to call out the sounds as you write
- Then sound out and blend to check the word (engage the children to say the sounds without you as soon as possible)
- The learner can 'tick' the word only when confirmed that it is spelt correctly (Activity Sheets routine)

## Sound dashes / writing lines

s   oa   p



soap



Blend to check  
the spelling

## Check letter formation too!

# Reading at home

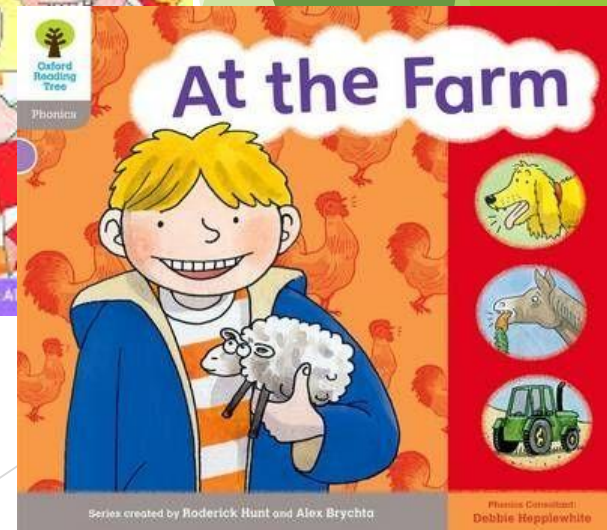
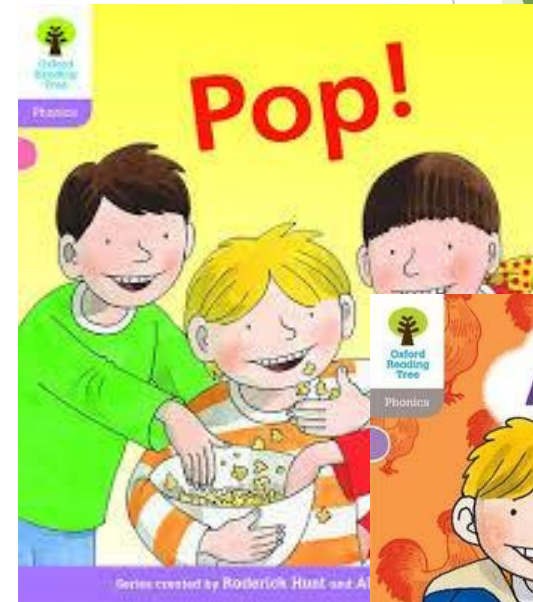
The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The rest of the background is plain white.

# 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.



# 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

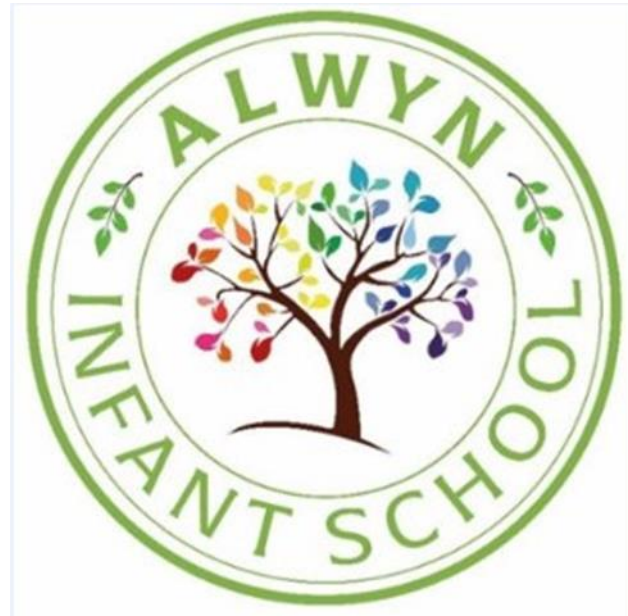
Make the story sound as exciting as you can by changing your voice.

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.

<https://www.youtube.com/watch?v=lpz9bTUcJBE>





# Questions

Thank you for coming