

2025-2026 New School Year



Introduction to Phonics

Values: Belonging, Kindness, Choices and Adventure

The Alwyn Aims

These are the rules we all try to follow:

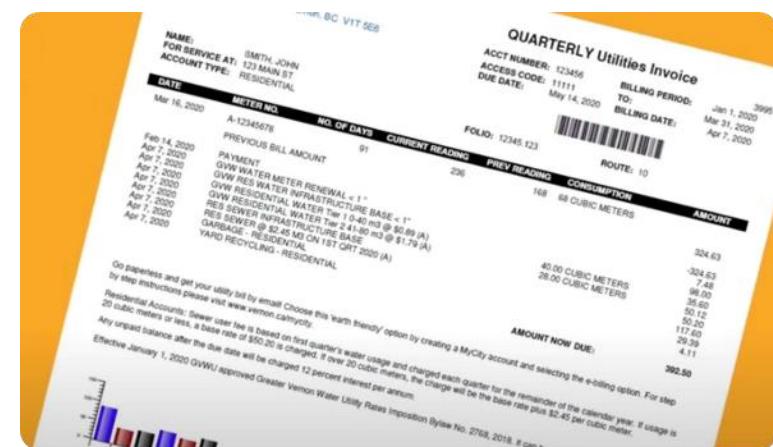
- Use kind hands, feet and words
- Say how we feel
- Look and listen
- Look after our things
- Always do our best



“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 read today?



Why do we 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 (**decode**).

Use the sounds to **spell** words (**encode**) and write them down.

It is a reversible code.

Interesting key facts

The English language uses approximately **44 sounds**.

English uses combinations of letters to represent single sounds

There are over **140** ways of combining letters to create the 44 sounds.

Key vocabulary

A Phoneme (sound you hear)

This is the smallest unit of sound in a word.



A grapheme (print you see)

These are the letters that represent the phoneme.



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

t

ai

igh

The Alphabetic Code

Simple Code: 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.

Digraph: A **grapheme** using 2 letters to represent one sound.

/sh/ as in ship

Trigraph: A **grapheme** using 3 letters to represent one sound.

/air/ as in hair

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

The Alphabetic Code

Phonemes (sounds)
Down on the left as there
are fewer sounds than
graphemes

Graphemes (printed letters) or spelling alternatives -across the rows



There are no silent letters

In Floppy's phonics every letter corresponds to a sound so children are never taught that some words have silent letters.

An example is the word **wrist** – The 'wr' is one of the graphemes (digraph) for the phoneme /r/.

Another example is the word **have**, the /v/ phoneme is represented by the 've' grapheme (digraph).

There are lots more examples on the alphabetic code.

Let's have a go...

A brilliant phonics game...

and

Use your phonics knowledge to read this word:

calceolaria



The Floppy 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).

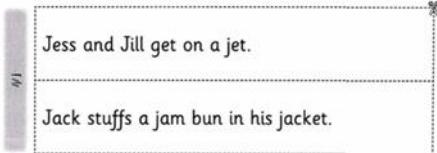
Identifying sounds in words (segment) and choose the corresponding letters to spell the word (sound to print).

Handwriting – hold the pencil and form letters correctly.

The Floppy Phonics Programme



Practise independent reading with cumulative, decodable reading books.



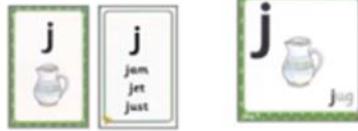
Practise with books



Consolidate



Revisit & Review



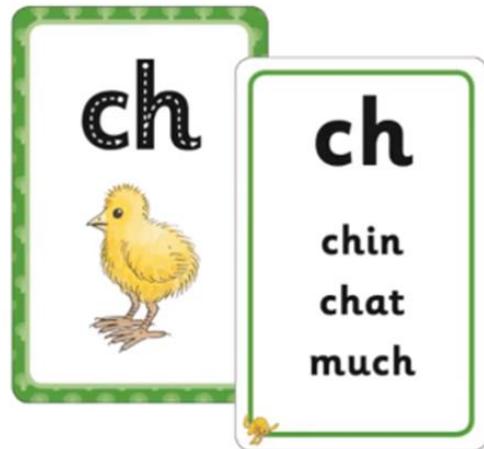
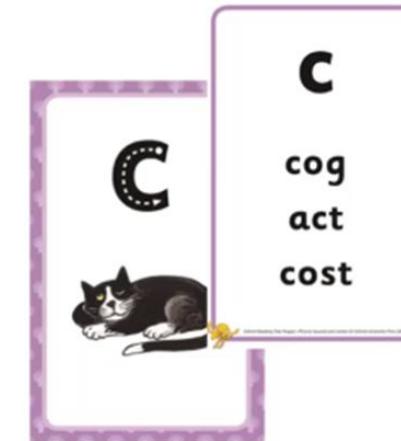
Teach new learning



Practise & apply

Flash cards

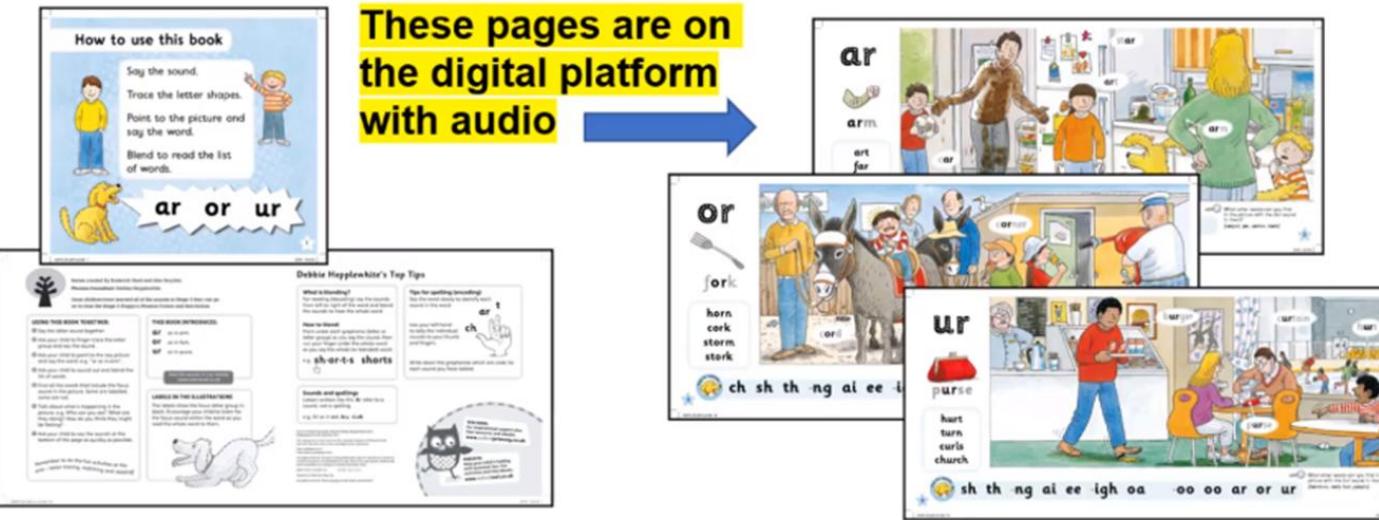
Alphabetic Code Flashcards



The Floppy Phonics Programme

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**



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



Routine for Spelling



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

Routine for Spelling

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)

Reading at Home

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
- 1 book a day 296,660 words
- 5 books a day 1,483,300 words.'

Encourage your child to read

Listen 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, wait and let them think and try.

Encourage them to sound it out. Fill in the blanks sounds if needed.

Read the book at least 3 times –

1st read is for decoding and fluency

2nd read is for expression

The final time is to check for comprehension.

Talk about the book and celebrate their success.



Read to your child

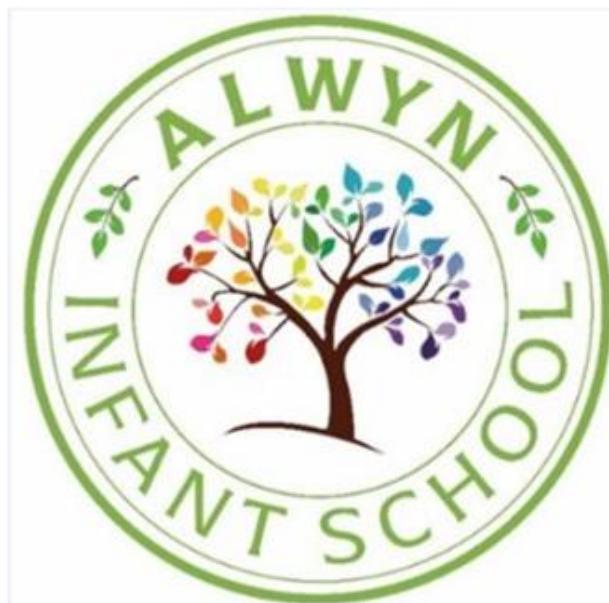
Make the story sound as exciting as you can by changing your voice.

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.

[Adorable baby loves reading with dad – YouTube](#)

And [another one](#)



Questions

Thank you for coming