



1 Welcome

How did you learn to read?

Can you remember?



Book-by-book-by-book?



Phonics is for adults - not just for 'infants'!

What do we do when we want to read
an unknown word?

calceolaría integrifolia

The official guidance in England:

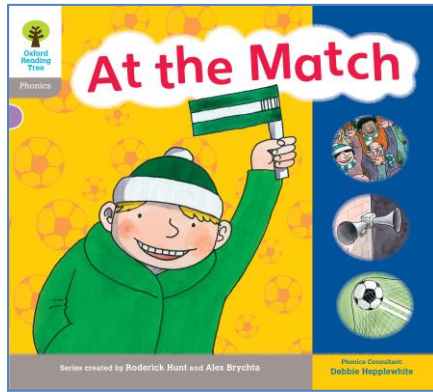
Teachers should use **Systematic Synthetic Phonics** programmes and 'cumulative' **decodable** reading books for beginners

Our school uses the Oxford Reading Tree Floppy's Phonics programme

By Oxford University Press
and Debbie Hepplewhite



Pre-phonics



Sounds:

- environmental
- rhythm, rhyme
- singing, chanting
- percussion, music
- discussion!
- oral blending and segmenting

Oral blending and oral segmenting

1. Reading without letters:

Say, “Pull up the /z//i//p/ on your /c//oa//t/.”

2. Spelling without letters:

“Mat, /m/ /a/ /t/. Spoon /s/ /p/ /oo/ /n/.”

This helps your child’s awareness of sounds.

Systematic...

Pre-phonics →

Letters start here →

Book Band	Unit Stage	Year and Phase
lilac	1	Phase 1
Wordless Stories		
Coming February 2012		
lilac	1 Pack A	Phase 1
pink	1+	Phase 2
red	2	Phase 3
yellow	3	Phase 3
blue	4	Phase 4
green	5	Phase 5
green	5 Pack A	Phase 5

2 years+ for reading and spelling

Revisit code after that for spelling purposes

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL RESOURCES						
PINK	1+	2	Fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									
Non-fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
									
RED	2	3	Fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									
Non-fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
									
YELLOW	3	3	Fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									
Non-fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
									
BLUE	4	4	Fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									
Non-fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
									
GREEN	5	5	Fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									
Non-fiction 12 titles <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>									
									
ORANGE	6	5	Non-fiction <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						
									

Floppy's Phonics Fiction and Non-fiction

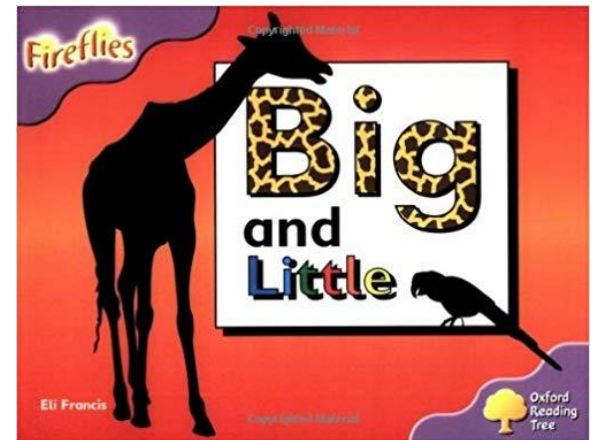
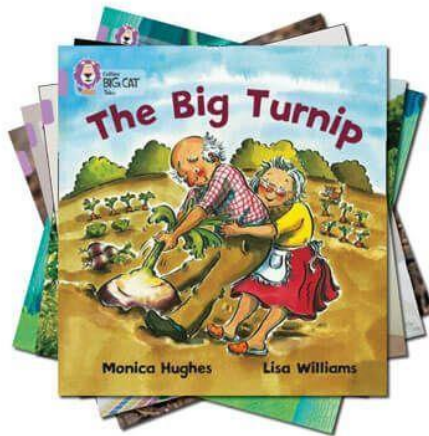
Use cumulative, decodable reading books as well as the Floppy's Phonics programme.

Slightly behind phonics in class.

Non-decodable books

To be read by an adult to or with the child.

These are language rich and allow children to listen to repetitive stories and further develop their knowledge and understanding of the world.



About the alphabetic code

Letters and letter groups are code for the individual sounds in our speech.

Decoding the letter symbols into sounds is the basis for reading (print-to-sound):

See the printed word soap, say the sounds /s/ /oa/ /p/, blend the sounds to read “soap”.

- For beginners, we teach the **letters** and **sounds** of the alphabetic code in a 'simple' way at first...
- We teach **all** the sounds and at least **one** way of spelling them: e.g. **/ee/** ee
- Then we continue to teach **further spelling alternatives** which are code for the sounds:
e.g. **/ee/** ee ea e e-e -y -ey -ie

Floppy's Phonics Aids to Memory

/k/



c a t



k e y



d u c k

Pictures and words makes the learning of the different *sounds* and *spellings* **memorable** and **manageable**.

How the adult **supports** the learner to read is very important...

1. Tell the child the code:

straight

In *this* word, *these* letters

are code for /ai/.



2. Alternatively, **model** the sounding out and blending of the word to the child.
3. Or simply **tell the child** the words which are proving too difficult.

'Tricky Words'

Useful words which are sometimes 'tricky' are introduced **steadily** throughout phonics.

It is **better** to tell the child a really challenging word, **than** to tell the child to 'guess' **the word**.


Phonics Journals - Activity Sheets

Individual practice of the skills for reading, spelling and handwriting at word level.

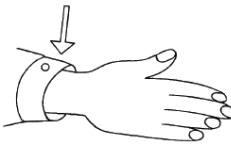
Children are fully trained in the routines.

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 ff

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PLEASE:



1. Listen to your child read to you and support as needed (**AND talk a lot about the story**)
2. Read books aloud *to* your child
3. *Share* the reading of books with your child
4. *Continue to hear your child read aloud* even when he or she can read independently
5. **Chatter** about everything!



Thank you for reading

Please do come and see us if you have any questions or worries.

