

# Debbie's Rationale

‘Two-pronged **systematic** and **incidental** phonics teaching approach’

**Focused** synthetic phonics teaching and its **integration** with wider reading, spelling and writing

**Systematic:**

Planned incremental phonics programme



**Incidental:**

- \* individual
- \* group
- \* class
- as needed

Letter	Sound	Example Words	Phonetic Notation
A	/æ/	cat, bad, trap	æ
B	/b/	bat, bubble, job	b
C	/k/	cat, cake, clock	k
D	/d/	dog, day, down	d
E	/e/	egg, bed, dress	e
F	/f/	fish, fan, coffee	f
G	/g/	goat, gym, green	g
H	/h/	hat, hot, house	h
I	/i/	ice, machine, sit	i
J	/dʒ/	jam, job, justice	dʒ
K	/k/	cat, cake, clock	k
L	/l/	leaf, lake, all	l
M	/m/	man, map, mother	m
N	/n/	no, nose, night	n
O	/ɒ/	odour, odd, lot	ɒ
P	/p/	pen, pop, top	p
Q	/kw/	queen, quick, square	kw
R	/r/	run, right, road	r
S	/s/	sun, sea, stop	s
T	/t/	tea, top, stop	t
U	/ʊ/	up, put, good	ʊ
V	/v/	van, very, love	v
W	/w/	water, wheel, two	w
X	/ks/	box, six, next	ks
Y	/j/	yes, my, yellow	j
Z	/z/	zebra, zone, buzz	z

Alphabetic Code Chart


















































Graphemes or  
spelling  
alternatives  
-across the rows

Sounds

- down the left  
columns as  
there are fewer  
sounds than  
graphemes

# 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 co ci cy sun dress centred circle cycle ce se sc st dance house letters vehicle	/l/ 	l ll lion all	/ee/ 	ee y ea e e-e egg happy eat me computer ey ie line dancing child cardless
/a/ 	a apple	/u/ 	u umbrella	/igh/ 	igh y ie l ie high key pie find ice
/t/ 	t tt -ed tiger later drop	/j/ 	j dge ge jar bridge age g c gl g gentleman jungle spin	/oa/ 	oa ow o o-e ough goat horn odd rose dough oe eau tea glass
/p/ 	p pp pan packet	/v/ 	v ve van glass	short /ool/ 	oo oul u foot truck should push
/i/ 	i ice	/w/ 	w wh u wheel what pig-in	long /ool/ 	oo ue ew o ou spoon glass wine mice stop ough ue ul u through fruit super
/n/ 	n nn kn gn nose facing grass	/ks/ 	x cks ks fox ducks books	/ar/ 	ar a al arm father pain
/m/ 	m mm mb mn man hammer back relax	/gz/ 	x goose	/or/ 	or aw our au fork grass four laundry al oar oor walk over door ore augh ough war quar a wordstar quarter water
/d/ 	d dd ed dog paddle raised	/y/ 	y yo-yo	/ur/ 	ur er ir ear wor shirt price herbs bird earth worm
/g/ 	g gg gu gh gue gate paddle guitar chicken catagor	/z/ 	z zz s se ze zip buzz fine chair breeze	/ou/ 	ow ou ough out mouth plough
/o/ 	o qu alt orange watch quod all	/kw/ 	qu queen	/oi/ 	oi oy oil can boy
/k/ 	c k ck ch qu cat key duck chest mosquito que antique	/ch/ 	ch tch chicken hatch	/eer/ 	ear eer ere ler deer door sphere skier
/e/ 	e ea egg house	/ch u/ 	ture chicken picture	/air/ 	air are ear ere hair staircase bear chair
/u/ 	u er o our umbrella bubble ocean power ou ough re touch through centre	/sh/ 	sh ch ti cl ship chief picnic mountain ssi ssi expression scl expression	/yool/ 	ye ew u e e yo-yo newspaper uniform cube food
/r/ 	r rr wr rh rabbit arrow wrist rhinoceros	/th/ 	th /th/ th thumb thank	/yoor/ 	ure yo-yo
/h/ 	h hat	/ng/ 	ng ring	/z/ 	z si ge zebra television table
/b/ 	b bb bone beetle	/ngk/ 	nk ring		
/f/ 	f ff ph gh fish frog phone graph	/ai/ 	ai ay a ae ae eye key angel cake candle eigh ey ea eight grey book		

Adapted Reading for Progress, Phonics Sounds and Letters © Oxford University Press © Oxford Progress 2008  
This document is not suitable for the original version of Phonics Sounds and Letters. Please see the original version for more information.  
ISBN 978 0 19 534332 1

The English  
Language has  
26 letters,  
over 44  
phonemes and  
more than 150  
graphemes (or  
alternative  
spellings).

# Terminology used when teaching phonics

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**Graphemes** are letters or letter groups that are code for the sounds: (letter names and how it is written)

e.g. sound (phoneme) /ai/ can be written - **a**corn, **ai**d, **plai**y, **cake**, gre**ey**, sle**igh**, stra**igh**t

The 'sounds' are the '**phonemes**', these are the smallest sounds of speech that change the meaning of a word:

e.g. /**b**/ /**oa**/ /**t**/





A digraph is two letters (two vowels or two consonants or a vowel and a consonant) which together make one sound.

A trigraph is a single sound that is represented by three letters, for example:

**igh** as in sigh    **ore** as in bore    **are** as in dare

A **quadgraph** is a single sound that is represented by four letters, E.g. the '**eigh**' representing the /ay/ sound in the word **eight** and '**ough**' representing the /oa/ in **dough**.

The screenshot shows the 'Floppy's Phonics' app interface. At the top left is the logo. The title 'Sound or phoneme' is at the top center. Below it are four cards, each with a phoneme, an illustration, a word, and a number in a purple box at the bottom. The cards are: 1. /d/ with a dog illustration, word 'dog', and box 'One'. 2. /sh/ with a ship illustration, word 'ship', and box 'Two'. 3. /igh/ with a light illustration, word 'light', and box 'Three'. 4. /oa/ with a dough illustration, word 'dough', and box 'Four'. A large play button is centered over the /igh/ card. In the top right corner, there is a small video feed of a woman.

Sound or phoneme			
/d/	/sh/	/igh/	/oa/
			
dog	ship	light	dough
One	Two	Three	Four





## Split digraphs

**a-e**

make

**e-e**

Pete

**i-e**

like

**o-e**

home

**u-e**

duke

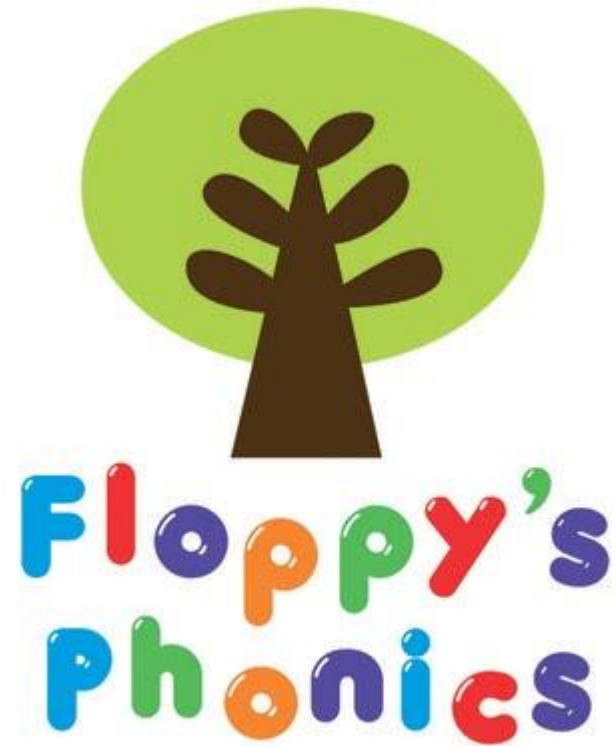
Phase	Stage	Year
Phase 1	Level 1	Nursery
Phase 2	Level 1+	Reception
Phase 3	Level 2	Reception
Phase 3	Level 3	Reception
Phase 4	Level 4	Year 1
Phase 5	Level 5	Year 1

Level 5 will be revisited in Year 2 during the first term.

On your table, there are examples of the sounds that are taught within each level.

# How to use the scheme

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Introduce the characters and have displayed on your phonics wall/board.

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Mum



Dad



Biff



Chip



Kipper



Floppy

Family and friends who join in with the fun.



Gran



Wilf



Wilma



Nadim



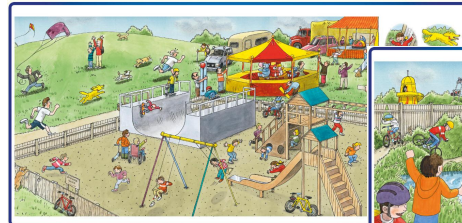
Anneena

# Print-rich and Picture-rich: oral language - not 'just' phonics

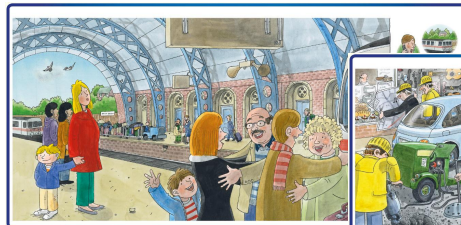
The first books (the 'cloud books' or 'Phase 1' books) do not introduce letter shapes but provide appropriate early years themes to develop speaking and listening - along with children engaging with the characters enjoying experiences in many different venues.



At Home



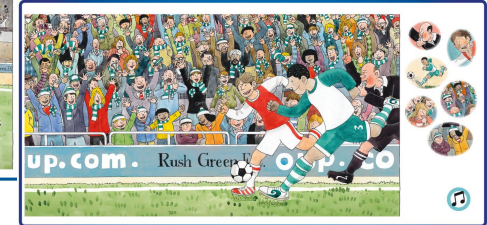
At the Park



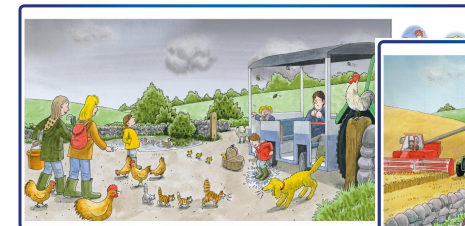
Out in Town



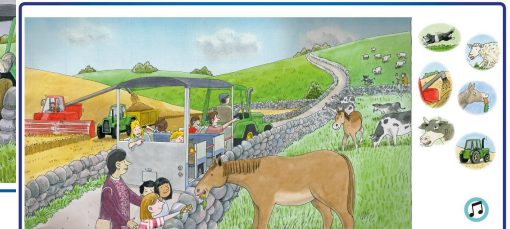
At the Match



Fun at School

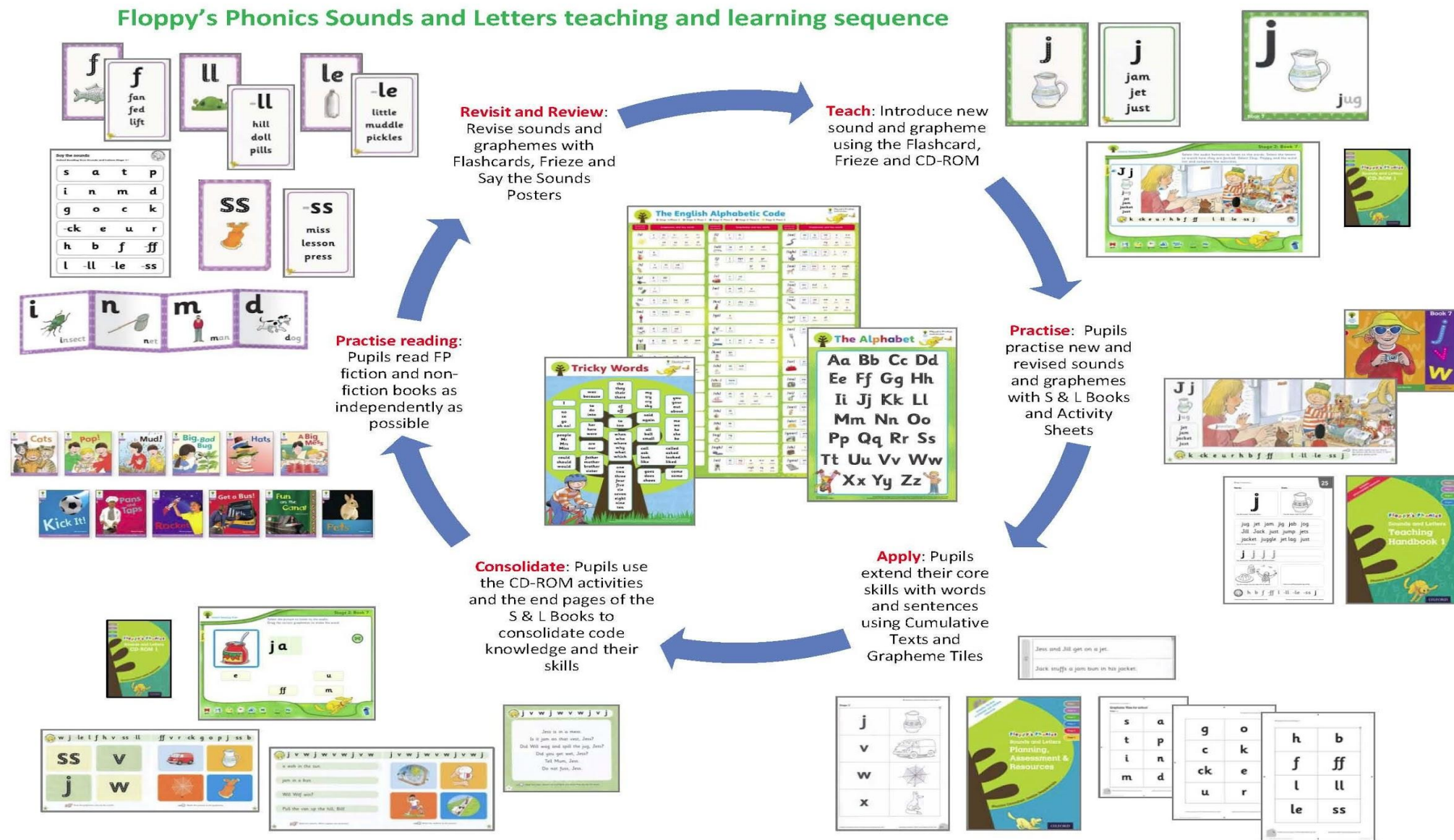


At the Farm



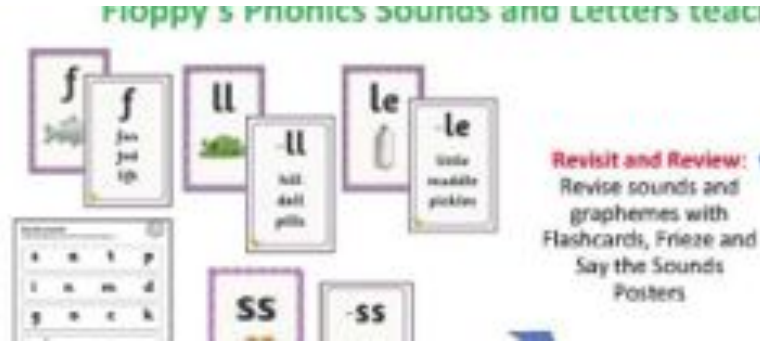


# Floppy's Phonics Sounds and Letters teaching and learning sequence



## Lesson 1

Review and visit -



Review previously taught sounds. When children are confident with recognising the sound/ grapheme then show without picture.

Teach -



- **Teach** new sound/grapheme AND **LETTER NAME** using flashcards.
- **Use** finger writing to model shape and formation in the air then children write on their whiteboard.
- **Introduce** song
- **Read** words on flashcard and on **ORT** online (whiteboard)
- **CHILDREN TO WRITE 2-3 WORDS ON THEIR WHITEBOARD**

## Lesson 2

### Practise -

**Practise:** Pupils practise new and revised sounds and graphemes with S & L Books and Activity Sheets

Its core irks ves tive



### Apply -

**Apply:** Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles



1st Phonics Training

Revisit new grapheme/sound taught from previous day.

- **Practise reading** words from activity sheet from teaching handbook as a **WHOLE CLASS** ( either blow up to A3 or write words on flipchart)

- **Apply** - Cover words from activity sheet and get children to practise writing on boards using sound dashes
- **Use** cumulative text to **read** as a **whole** class
- Children to write their own sentence with new grapheme that has been taught.

## Consolidate -



- This could be used during guided reading sessions or as your **FRIDAY** consolidation lesson.
- Children could be given the activity sheets to complete, a table with the Phonics book and/or the cumulative text to read.

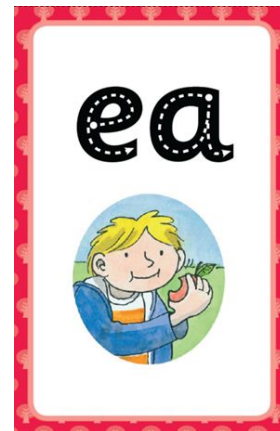
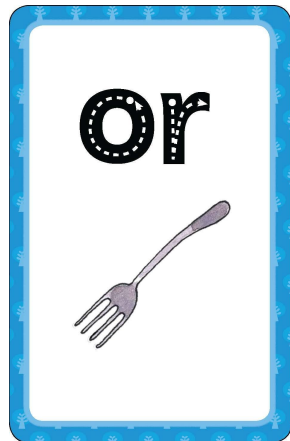
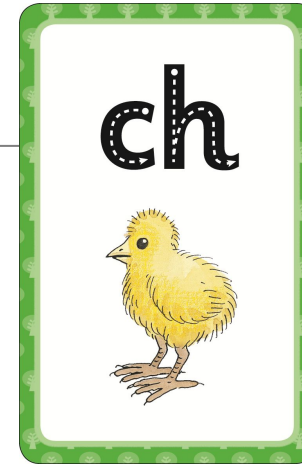
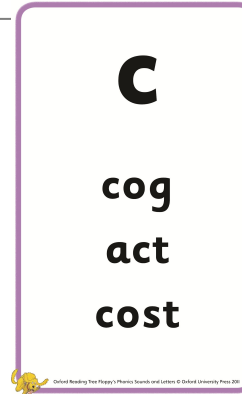
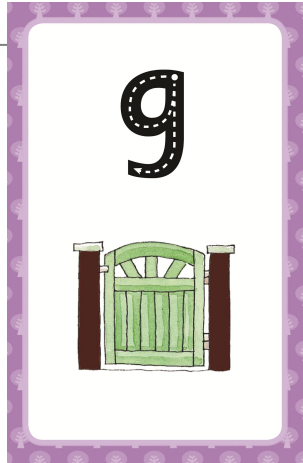


# Teaching Techniques

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# Alphabetic Code Flashcards – [Quick fire 'revisit and review']



All the resources are colour-coded and numbered to help with the progression throughout the programme

Say the sound/phoneme 3 times to prevent adding 'uh' on the end of words. Teach grapheme/letter name also.

# Phonics: How to pronounce pure sounds | Oxford Owl

<https://www.youtube.com/watch?v=UCI2mu7URBc>



# Spelling-with-editing routine

Face the same way as your child

Left hand, palm facing – make sure your child sees your hand ‘on the left’

Say the word to be spelt, very slowly  
– the individual sounds will ‘pop out’

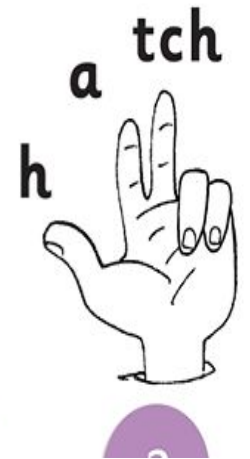
Tally the sounds onto thumb and fingers

Repeat each sound separately and clearly

Then count how many sounds

Segmenting

Sound dashes



# Decoding

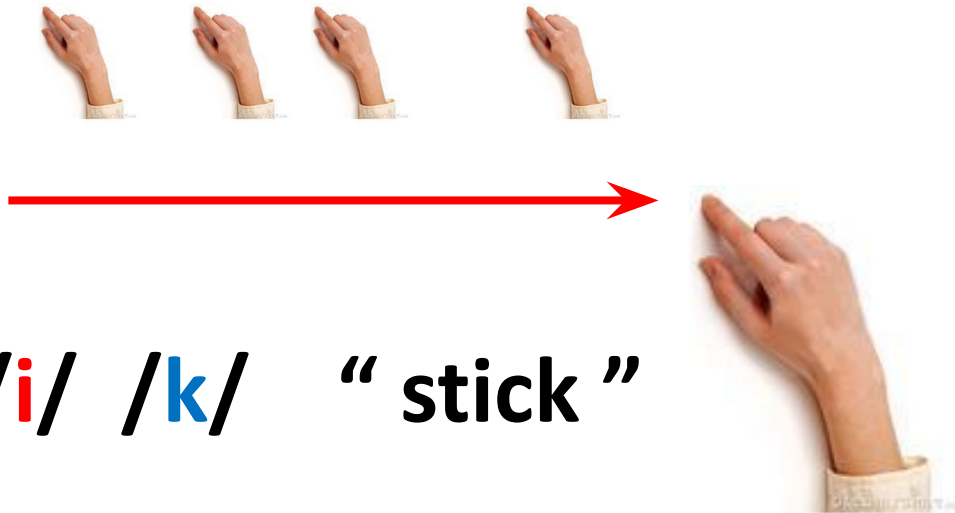
Study the printed word first – looking for letter groups!

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## Routine for blending

Finger-track the graphemes of each word from left to right with the index finger. Children will use their writing hand whilst saying the sounds.

stick



/s/ /t/ /i/ /k/ “ stick ”

# Sound dashes / handwriting lines

s oa p



Write as a whole word asking children to tell you the grapheme/letter names.

soap



Blend to check the spelling

**Check letter formation too!**

\*When segmenting and blending, refer to it as 'Phoneme Fingers'.



# How good are you phonics skills?

---

How many ways can you write the sound **s**?

How many ways can you write the sound **or**?

Sounds and  
key pictures

## Graphemes and key words

/s/



s

sun

-ss

dress

ce

centipede

ci

circle

cy

cycle

-ce

dance

-se

house

sc

scissors

-st-

whistle

/or/



or

fork

aw

yawn

-our

four

au

laundry

-al

walk

oar

oars

-oor

door

ore

sore

-augh

caught

ough

bought

war

wardrobe

quar

quarter

a



water


---






# Resources







# Floppy Phonics Songs

OxfordOWL  Hello donna campbell 

 Floppy's Phonics Online








    Show info 

Search 

Year groups  Levels  Video (4) 

[Clear filters](#)

Showing 1-4 of 4 resources

Name and descriptions 	Year groups 	Levels 	Resource types 	Resource file
<b>Level 1 Songs and the Alphabet Song</b> Audio for the Level 1 Songs, including the Alphabet Song.	Reception/ Primary 1	Oxford Level 1, Book Band: Lilac, Phase 1	Video	 <a href="#">Open</a>
<b>Level 1+ Songs</b> A video of the Level 1+ Songs.	Reception/ Primary 1	Oxford Level 1+, Book Band 1: Pink, Phase 2	Video	 <a href="#">Play</a>
<b>Level 2 Songs</b> A video of the Level 2 Songs.	Reception/ Primary 1	Oxford Level 2, Book Band 2: Red, Phase 3	Video	 <a href="#">Play</a>

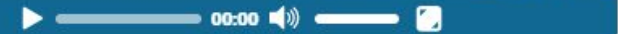
## Level 1+ Songs

Quit activity 

Join in with the songs and actions for the sounds in Oxford Level 1+. To find the song for a particular sound, click [here](#).









































Oxford Level 1+



# Poster Range

**The English 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
/s/ 	s ss sun sea snake circle cycle	/l/ 	l ll leaf let	/ee/ 	ee ee egg ring
/a/ 	a apple	/ul/ 	u ul umbrella	/igh/ 	igh igh yog
/t/ 	t tt tiger bed	/jl/ 	j ge jet large ge garden	/oa/ 	oa oa goat
/p/ 	p pp pop	/vl/ 	v ve van	/oo/ 	oo oo shoe
/i/ 	i ice	/wl/ 	w wh wheel u ping-pong	/oo/ 	oo oo long
/n/ 	n nn nose gn	/ks/ 	x cks fox back	/ar/ 	ar ar arm
/m/ 	m mm man mb mn	/gz/ 	z z z z z z z z z z	/or/ 	or or fork
/d/ 	d dd dog ed	/yl/ 	y y yogurt	/ur/ 	ur ur shirt
/g/ 	g gg go gu gue	/z/ 	z z z z z z z z z z	/ow/ 	ow ow owl
/o/ 	o oa od oad all	/kw/ 	qu qu kite	/oi/ 	oi oi oil
/k/ 	c k ck ch qu	/ch/ 	ch ch chair	/eer/ 	eer ear
/e/ 	e ea egg	/ch/ 	ture ture chute	/air/ 	air air hair
/u/ 	u er o ou ough	/sh/ 	sh ch -tl -cl -ss -scl	/yoor/ 	ure ure yore
/r/ 	r rr wr rh	/th/ 	th th thumb	/zh/ 	s si ge
/h/ 	h hat	/th/ 	th th thigh	/yool/ 	ue ew eu u e
/b/ 	b bb bat	/ng/ 	ng ng nose		
/f/ 	f ff ph gh	/ngk/ 	nk nk neck		
		/ai/ 	ai ay a ae ae		
			eigh ey ea		


**The Alphabet**


Aa Bb Cc Dd  
Ee Ff Gg Hh  
Ii Jj Kk Ll  
Mm Nn Oo  
Pp Qq Rr Ss  
Tt Uu Vv Ww  
Xx Yy Zz


**Helpful Words**

I was because the they their there  
no so go oh no! to do into have of off my try cry sky you your out about  
Mr Mrs Miss her here were to too said again me we he she be  
people little are our when who where why what which call ask look like called asked looked liked  
could should would father mother brother sister one two three four five six seven eight nine ten  
goes does shoes come some

**i**  insect

**n**  net

**m**  man

**d**  dog

Level 1+ to 4 Frieze strips correspond with each FP Sounds Book

# Phonics sub-skills and skills Activity Sheets

Page 1 Activity Sheet 1

Name ..... Date .....

**s**


Say the sound. Trace the letters.

s s s s s s s s s s


Point and say the sound.

s s s s

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /s/ sound?

 s

Page 20 Activity Sheet 20

Name ..... Date .....

**ff**


Say the sound. Trace the letters.

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 word. Listen for the /f/ sound.



Can you hear the /f/ sound?

Draw something ending in ff.

c k -ck e u r h b f ff

Page 50 Activity Sheet 50

Name ..... Date .....

**or**

Say the sound. Trace the letters.

born fork torn for short  
cork horn corn worn  
shorts sport storm morning

Read to read the words.

or or

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /or/ sound?

Draw something with the /or/ sound (or) in it.

ee -igh oa -oo oo ar or

Page 85 Activity Sheet 85

Name ..... Date .....

ai	-ay	eigh	-ey	/ai/
wait	away	weigh	they	
plain	replay	eight	grey	
remain	pray	neigh	osprey	
afraid	player	sleigh	prey	
rainbow	layers	weight	survey	
complaint	dismayed	eighteen	conveyor belt	

Underline all the different spellings for the /ai/ sound.

Now that I'm eight, I can go on my neighbour's sleigh. It is pulled by her sweet horse, Grey. Look at his bright braided reins and hear his "neigh". I can play with Grey every day!

Underline all the different spellings for the /ai/ sound. Read the text.

Write a short sentence and draw a picture to illustrate it.

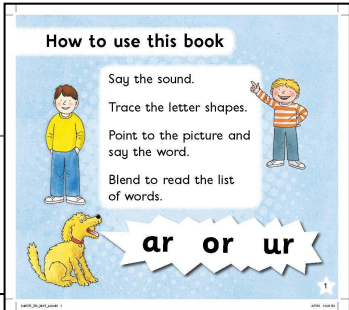
Teaching Handbook 2 – Level 5

**Essential – extend practice to Cumulative Texts as part of the 'teaching and learning sequence'**

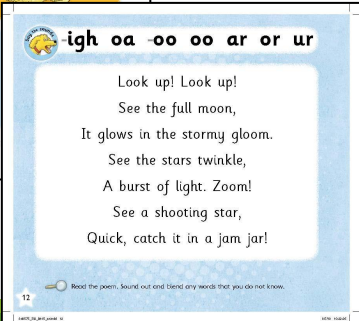
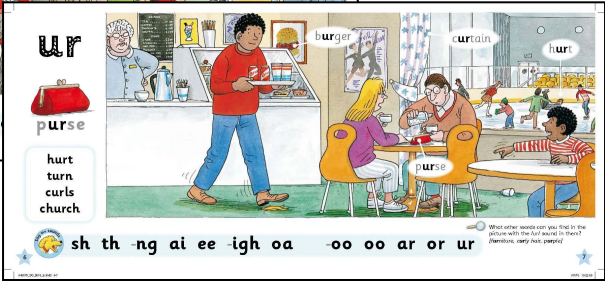
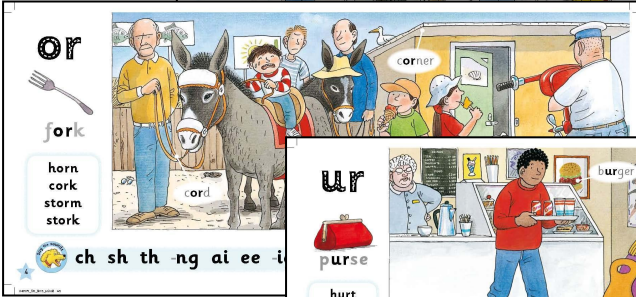
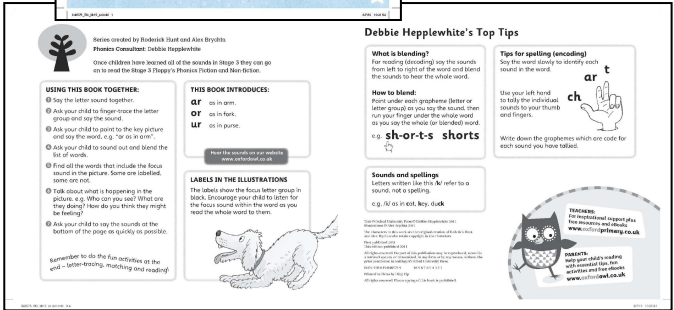
Teaching Handbook 1



# Inside the Floppy's Phonics Books

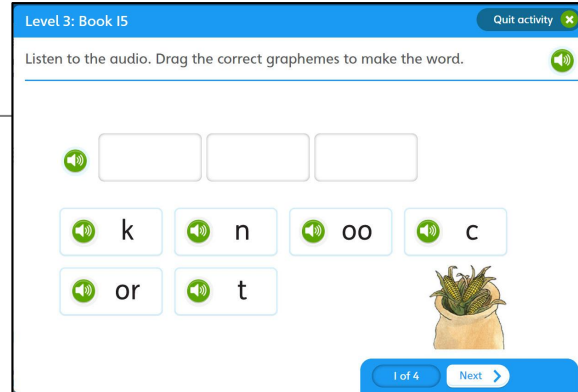


These pages are on the digital platform with audio

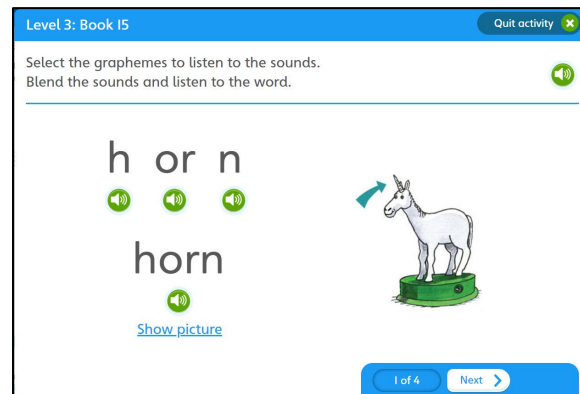


These 'end pages' are not on the digital platform

# Sample Screen Views: web-based platform



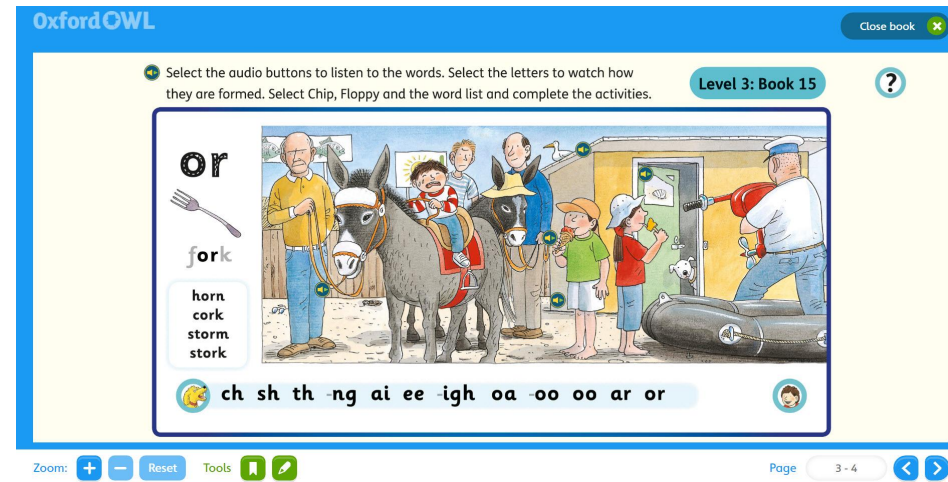
Drag and drop  
for **spelling**



Blend and reveal  
for **reading**

Select the letters to watch  
**letter formation**

**SCREEN**



**See** the letter/s,  
**say** the sounds

**Hear** the sounds,  
**point** to the graphemes

**For use in school and at home,  
the teachers will guide your use.**