Module Fourteen:

The Oxford Reading Tree
Floppy’s Phonics Sounds & Letters
Systematic Synthetic Phonics
And Spelling Programme
Debbie’s two-pronged approach to synthetic phonics teaching

Systematic:
- Planned
- Incremental
- Phonics programme

Incidental:
- Individual
- Group
- Class
- As needed
The alphabetic code

Simple and complex code knowledge taught at any time, to anyone, as required
FP Teaching Sequence

1. Teacher-led session
   Whole class - interactive

2. Rigorous Pupil practice
   Individual but within whole class – core and fit-for-purpose
The Oxford Reading Tree
Floppy’s Phonics
Sounds and Letters
Programme
Floppy's Phonics Sounds and Letters teaching and learning sequence

Revisit and Review: Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

Teach: Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

Practise reading: Pupils read FP fiction and non-fiction books as independently as possible

Consolidate: Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills

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

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

Debbie Hepplewhite Synthetic Phonics Training
Create fearful readers, spellers and writers who are ...

• interested in words
• relish learning and
• desire accuracy

...whatever their unique capacity to learn!
Teaching Handbooks 1 & 2

St 1 to 3 continuation St 4 to 5
### Photocopiable Cumulative Texts, Assessments, and mini Alphabetic Code Chart

<table>
<thead>
<tr>
<th>Text</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never seen such a funny bunnet. Can you let me know where you got it?</td>
<td>The kangaroo kept crips, a bucket, a kite and some skittles in his pouch.</td>
</tr>
<tr>
<td>A number of knights love knitting stunning sweaters with special designs.</td>
<td>The orchestra started to play the chorus but a mosquito bit one of the chair and no one sung. There was such a commotion!</td>
</tr>
<tr>
<td>I had to write a report about the rhinoceros I had seen on the school trip to the wildlife park.</td>
<td>The horse loved to race outdoors along the seashore.</td>
</tr>
<tr>
<td>I am sorry but I cannot do the dance as I have no rhythm and would ruin it.</td>
<td>Forty sailors came on board and fourteen of them fell overboard!</td>
</tr>
<tr>
<td>We climb the mountain to have a marvellous autumn swim in the shimmering lake.</td>
<td>I have taught my naughty kittens to crawl after a ball.</td>
</tr>
<tr>
<td>A column of children stood in front of the camera in their summer dresses.</td>
<td>Chip bought a punnet of strawberries and ate them all up before Biff saw.</td>
</tr>
</tbody>
</table>
Poster Range

Stage 1+ to 4 Frieze Strips - correspond with each Sounds and Letters Book
Graphemes or spelling alternatives - across the rows

Sounds - down the left columns as there are fewer sounds than graphemes
Grapheme tablets colour-coded to match ORT stages

Order of sounds introduced in the programme (same order as Letters and Sounds)
Distinguish between teaching about:

• The alphabet

• The alphabetic code
Bank of shapes

Alphabetical order - only **sing names** with an alphabet song

Handwriting

**Say the sounds!**

[C]apital letters **same code** as lower case]
VISUAL DISPLAY

Select a **key display wall** with very easy access for focused phonics teaching and learning.

**Display permanently:**
- The **Alphabetic Code Chart**
- The **Alphabet**
- The **Tricky Words Poster**

**Display cumulatively:**
- Frieze Strips; **photocopiable stage 5 Frieze**
- Any tricky words to ‘focus upon’ as required
- **Say the Sounds Posters**
Photocopiable Poster Ranges

Say the sounds
Oxford Reading Tree Sounds and Letters Stage 1+

Stage 1+ to 4
8 Say the Sounds Posters

Stage 5
21 Frieze Posters – match the Sounds and Letters Books
42 Sounds and Letters Books

Phase 1 sounds:
- environmental
- rhythm, rhyme
- singing, chanting
- percussion
- discussion!

2 CD-ROMs
Plenty of time...

1 book per 2 weeks

...for children to keep up with the learning!

<table>
<thead>
<tr>
<th>Phase</th>
<th>Pack A</th>
<th>Wordless Stories</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>At the Cafe</td>
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<tr>
<td></td>
<td></td>
<td>2 Kids</td>
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<td>Cut in Line</td>
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<td></td>
<td></td>
<td>All Here</td>
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<td></td>
<td></td>
<td>Fun in Space</td>
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</table>

2 years @ 1 book per 2 weeks
## The structure of Sounds and Letters programme

<table>
<thead>
<tr>
<th>Letters and Sounds</th>
<th>ORT FP Sounds and Letters</th>
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</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Stage 1+ (+ ‘-le’)</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Stage 2 and Stage 3 (+ Revise and Stretch Books – Ph 5)</td>
</tr>
<tr>
<td>Phase 4</td>
<td>Stage 4 elements of Phase 5 (Revise and Stretch Books)</td>
</tr>
<tr>
<td>Phase 5</td>
<td>Stage 5 (In reality, ‘Phase Six’ expectations)</td>
</tr>
</tbody>
</table>

Page 20: Sequence of Sounds and Letters books relative to Letters and Sounds
42 Sounds and Letters Books have correlating CD-ROM spreads
Sample screen views

Drag and drop for spelling

Blend and reveal for reading

Select the letters to watch how they are formed

Hear the sounds, point to the graphemes
CD-ROMs

Independent use – Revision and consolidation:

Many ‘whole spoken words’ supportive of EAL children and children with impoverished language and speech difficulties.
Inside the Sounds and Letters Books

‘End pages’ not on the CD-ROMs
Cover notes in the *FP Sounds and Letters books* provide guidance for the adult to support the young reader to blend and segment:

**Blending routine for reading**
- Say the sound together.
- Ask your child to finger-trace the letter group and say the sound.
- Ask your child to point to the key picture and say the word, e.g. "ai as in aim".
- Ask your child to sound out and blend the list of words.
- Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- Ask your child to say the sounds at the bottom of the page as quickly as possible.

**Segmenting routine for spelling**
- What is blending? For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.
- How to blend: Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.
  - e.g. l-i-g-h-t light
- What is segmenting? For spelling (encoding) say the word slowly to identify each sound in the word.
- Tips for spelling: Write down the graphemes which are code for each sound you have tallied.

**Debbie Hepplewhite’s Top Tips**

**Sounds and spellings.**
- Letters written like this /ai/ refer to a sound, not a spelling.
  - e.g. /ai/ as in cat, key, duck

**Labels in the illustrations.**
The labels show the focus letter group in black. Encourage your child to listen for the focus sound within the word as you read the whole word to them.
Alphabetic Code Flash Cards

- g: gap, dig, tag
- o: on, got, pod
- c: cog, act, cost
- ch: chin, chat, much
- or: cork, horn, storm
- ea: tea, team, reach
Multi-sensory practice and application

Say the Sounds

Grapheme Tiles

Activity Sheets

Cumulative Texts

Say the sounds
Oxford Reading Tree Sounds and Letters Stage 1+

- sat p
- in m d
- go ck
- ck e u r
- h b f -ff
- ll -le -ss
Core skills multi-sensory Activity Sheets

Essential – apply learning to Cumulative Texts from Bk 4
### Floppy's Phonics Fiction and Non-Fiction

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats, Pop!, Mud!</td>
<td>Big Bad Bug Bite, Hats</td>
<td>The Zip, Pick the Bird</td>
<td>Toads in the Boro, Chick's Air</td>
<td>Crunch!</td>
</tr>
<tr>
<td>Pop!</td>
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<td>Chick's Air</td>
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<tr>
<td>Mud!</td>
<td>The Zip, Pick the Bird</td>
<td>Toads in the Boro, Chick's Air</td>
<td>Crunch!</td>
<td>Crunch!</td>
</tr>
<tr>
<td>Hats</td>
<td>The Zip, Pick the Bird</td>
<td>Toads in the Boro, Chick's Air</td>
<td>Crunch!</td>
<td>Crunch!</td>
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</tr>
</tbody>
</table>

### Additional Phases
- Phase 6: (Not visible in the image)
- Phase 7: (Not visible in the image)
- Phase 8: (Not visible in the image)
- Phase 9: (Not visible in the image)

Each phase includes a variety of stories and non-fiction books designed to support phonics learning.
Phonics for reading and spelling linked to wider language, pictures and story themes
“...inspectors can see the use of a worksheet as being highly effective in consolidating learning and can be used as an effective assessment tool.

Worksheets therefore can be a useful resource when designed specifically to meet children's needs.”
Activity Sheet:

• **Train** all the children first
• **Tell them in advance** what **extension activity** to do when they finish the **FIRST** side of the Activity Sheet
• **Strong focus** on the slower-to-learn children

Apart from the initial training stage, never ‘go through’ the Activity Sheet before the children do the activities!
Revision and Progression

Each sound is revisited and more spelling alternatives are introduced.
Example word ➔ list of six words

Stage 5
Sounds and Letters
Books
Simple, but powerful, multi-purpose CUMULATIVE TEXTS:

Work at own speed:

- Grapheme search
- Decode
- Comprehend
- Self-dictation
- Convert to joined writing
- Write extension sentence
- Illustrate
- Periodic teacher dictation

Provided from the ‘ck’ grapheme

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.
The Phonics Exercise Book

An ordinary exercise book with lines which can be used for **personalized** phonics:

- **incidental teaching, additional teaching, handwriting**
- **personalised practice** (individual, group)
- **for extension activities**: e.g. copying pics from Sounds and Letters Books with spellings or captions written underneath, glueing in Cumulative Texts, drawing pictures, adding sentences, self-dictations, dictations

**Always have it to hand!**
The Phonics Folder

An ordinary ring binder of some description for every learner to collate:

• Copy of a mini alphabetic code chart
• Copy of an alphabet with school handwriting
• Copies of successive Say the Sounds sheets
• All paper-based multi-skills activity sheets and cumulative texts

Part of the bookbag routine!
Let’s take just one sound ... /j/
Let’s take just one sound ... /j/

We see j and say /j/ at the beginning of words...
But what is the code when the sound /j/ is at the end of words? For reading, we see dge and we say /j/. We never see letter j at the end!
But wait a minute, some words which start with the sound /j/ don’t always start with this letter:  j  Is there any code which alerts the reader to this?
How do we know when to use *this* grapheme [‘ge’] or *this* grapheme [‘dge’] for spelling words which end with the sound /j/?

Handbooks: Pages 16 to 19 provide the answers
Practical Application
The two-session approach

Page 28 Handbook 1:

Session 1: A distinct teaching routine

Session 2: A distinct learning routine

Session 2 can follow-on, can take place later in the day, or take place the next day!
Floppy's Phonics Sounds and Letters teaching and learning sequence

Revisit and Review:
Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

Teach:
Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

Practise reading:
Pupils read FP fiction and non-fiction books as independently as possible

Consolidate:
Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills

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

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

Page 33: All children need to learn same alphabetic knowledge and same three core skills

Session 1 – teacher led / whole class

• slower to learn/ less attentive closest to whiteboard
• allow some/ all to stand up occasionally to do air writing, saying sounds, pointing to graphemes
• the more ‘collective’ the interaction, the better – for pace and whole class engagement
Session One

Revisit and Review:

“Let’s practise our sounds and letters!”

Teach:

“I wonder which sounds and letters of the code we’re going to learn today?”

Flash Cards and/or
Say the Sounds Poster

Flash Card
Frieze Strip
CD-ROM
Revisit and Review:

Quick-fire activity with the pack of **Stage 1+ Flash Cards** with whole class!
Revise correspondences and words.

**Teach:**

Refer to new grapheme on *j v w* Frieze Strip and ‘teach’ new sound and grapheme with new **Flash Card /j/ j.**
Select the letters to watch how they are formed.

Select Floppy:
Hear the sounds, point to the graphemes.

Select Chip:
Hear/see the word, drag and drop for spelling.

Select the word bank:
Blend the sounds to read the words, reveal the word.

Select the graphemes to hear the sounds.

Select the picture to hear the sound and word.

Select the audio button to listen to the words.

Select the audio button to hear the sound.

Tools:
Try zoom on the word list!

Select the letter buttons to look for spelling.

Picture:
1. Phonemic awareness (focus sound in words)
2. Language comprehension

Tools:
Select the audio button to hear the sound.
Step by step guidance on Page 29
Session Two

Practise: Sounds and Letters Books
Activity Sheets

“Let’s practise our skills!”

Extension: Cumulative Texts
Phonics Exercise Books

“After the first side of your Activity Sheet, go on to do your grapheme search. When you have read the sentences, choose one to write and illustrate.”
Spelling-with-editing

Draw the class together:
“Let’s work out the sounds in jump – left hand, palm facing!”

• Say the word ‘jump’ very slowly
• Tally each sound to thumb and fingers of the left hand, palm facing
• Say the sounds separately
• How many sounds?

• Write the sound dashes (writing lines)
• Say the sounds whilst writing the graphemes on the sound dashes
• Sound out and blend to check
• Tick if correct

The teacher decides the right time to draw the class together for the spelling routine.

Top left for the sound dashes
Spelling-with-editing

Differentiation:

• Some children can be given more words than others to spell, as appropriate

• Remember the three-beat trap so include some longer words for all children (support as necessary)

Spare dash at the end...?

Include past and current ‘tricky words’
Sounds and Letters Books

Whole class, groups or individuals:
Extra for slower-to-learn children – pre or post the main lesson
Repeat the routines: see, finger-trace/track, say, blend, discuss

School ‘practice books’ and optional home use after the main content has been completed.

‘End pages’ – revision and consolidation:
Revision after the focus correspondences have been introduced
Consider how you could use the end pages for oral activities, and then write-and-draw activities in the phonics exercise books.
Grapheme Tiles

At school  Pages 90 to 98  Planning, Assessment & Resources

• use to spell dictated words
• manipulate the tiles, followed by handwriting practice
• play Pairs Game or Snap
• laminate and use with magnetic tape – add to teacher’s magnetic whiteboard as new ones are introduced

At home  Pages 99 to 117

• tiles for home include the key picture word on separate tiles
• guidance given for parents – several ways to use them with children

Can also be used at school
Additional Activities - Stages 1 to 3

Stage 1
- At home
- Out in Town
- At the Park
- Fun at School
- At the Farm
- At the Match

Stages 1+, 2, 3
- Two creative activities per Stage

Suggestions book by book

Pages 39 to 46

Take a walk through Teaching Handbook 1...
Assessment for the basics

What are we teaching?

So, what do we assess?
Knowledge of the ALPHABETIC CODE
= the letter/s-sound correspondences - and the sub-skills and skills:

• From sound to print for decoding ‘See the graphemes, say the sounds’
• From print to sound for encoding ‘Hear the sounds, select/write the graphemes’

Write upper case and lower case letters correctly on writing lines

Word level reading - sound out and blend: all-through-the-printed-word (only ‘sound out’ when necessary)

Word level spelling - orally segment: all-through-the-spoken-word:
• select correct grapheme tiles
• write with correct spelling alternatives – pull graphemes from memory

Tricky common words – reading and spelling/writing

Simple sentences (at code knowledge level) with punctuation
• for reading
• for spelling/writing

These are constantly monitored with the programme’s routine resources.
Assessment

Engage the children with self-assessment from the beginning: ‘Do you know it?’, ticking, underlining, circling, ‘What do you need to practise some more?’

Clip folders: Say the Sounds Posters, Activity Sheets, Mini Alphabetic Code Chart, Mini Alphabet – tracking, celebrating, sharing progress information, informing home

Periodic formal assessments: – in Planning and Assessment Resources Handbook, utilise resources children use regularly, use Cumulative Texts for teacher-led dictation (matched groups)
Assessment

Pages 28 – 52: Suggestions and assessment resources

• ‘Entry’ baseline assessment (suggestions Page 30)

• Letter/s-sound Correspondences assessment sheets

• Reading and Spelling assessments sheets

• Oral Segmenting assessment sheet
When the programme is ‘new’, consider undertaking a class-by-class baseline assessment of letter/s-sound correspondence knowledge (alphabetic code).

From the results, find a ‘best fit’ starting point for the whole class or large groups. Avoid multiple groups wherever possible.

Fill in personal code knowledge gaps using the programme’s materials collated in the clip folders.
Year One Phonics Screening Check

Children will already be very skilled at decoding hundreds of new words independently via the Activity Sheets and other resources.

Many of these words will not be in the children’s existing oral vocabularies – therefore they are the ‘equivalent’ to (nonsense) pseudo-word decoding.

Just prior to the check, play a game of decoding some nonsense-words as ‘names’ for some ‘monsters’ which is the same method used in the screening check to present the non-words.
Planning and Assessment

Three main planning tools:

1. Teaching sequence flow charts
2. Planning and Record Grids

Assessment resources

Cumulative Texts

Grapheme Tiles

Grapheme Tiles with pictures

Editable CD-ROM including lesson plans – examples of planning in the PAR Handbook
Planning

Three main planning tools:

Pages 9 – 13: Teaching Sequence flow charts
  Stage 1  Stages 1+ to 3  Stages 4 to 5

Pages 14 – 19: Planning and Record grids  Stages 1+ to 5

Pages 20 – 27: Book-by-Book plans  Stages 1 to 5
<table>
<thead>
<tr>
<th>Sessions 1 and 2</th>
<th>Book 1</th>
<th>Book 2</th>
<th>Book 3</th>
<th>Book 4</th>
<th>Book 5</th>
<th>Book 6</th>
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<tbody>
<tr>
<td>/s/ s</td>
<td>/i/ i</td>
<td>/g/ g</td>
<td>/k/-ck</td>
<td>/h/ h</td>
<td>/i/-l</td>
<td></td>
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<td>/k/-k</td>
<td>/r/-r</td>
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<td>Sessions 9 and 10</td>
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Pink column can be up to two weeks’ work
# BOOK-by-BOOK PLANS: Book 1

<table>
<thead>
<tr>
<th>Session</th>
<th>Resources</th>
<th>/s/ s</th>
<th>/a/ a</th>
<th>/t/ t</th>
<th>/p/ p</th>
<th>Consolidate</th>
</tr>
</thead>
</table>
| **Session 1** | **Frieze**  
Flashcards  
Interactive Whiteboard CD-ROM 1 | Teach  
-Teach the new letter-sound correspondence /s/ using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM. | Revisit and Review  
-Revise the letter-sound correspondence /s/ using the Flashcard and the Frieze. | Revisit and Review  
-Revise the letter-sound correspondence /a/ using the Flashcards and the Frieze. | Revisit and Review  
-Revise the letter-sound correspondences /s/ and /a/ using the Flashcards and the Frieze. | -Use Sounds and Letters Book 1 to revise the set of sounds and graphemes and build confidence. Use the activities at the end of each book to consolidate learning.  
-Complete the CD-ROM activities with the children, supporting as necessary.  
-Complete any core or extension activities as necessary. |
| **Session 2** | Sounds and Letters Book 1  
Activity Sheets 1, 2, 3 and 4 | Practise  
-Practise the letter-sound correspondence /s/ using Sounds and Letters Book 1 and Activity Sheet 1. | Practise  
-Practise the letter-sound correspondence /a/ using Sounds and Letters Book 1 and Activity Sheet 2. | Practise  
-Practise the letter-sound correspondence /t/ using Sounds and Letters Book 1 and Activity Sheet 3. | Practise  
-Practise the letter-sound correspondence /p/ using Sounds and Letters Book 1 and Activity Sheet 4. | Apply  
-Use the Grapheme Tiles for spelling practice. |
| Grapheme Tiles | | | | | | |

*Examples of planning shown in the PAR Handbook, planning on CD-ROM*
The end of the course!

WELL DONE!