

Module Fourteen:

The Oxford Reading Tree  
Floppy's Phonics Sounds & Letters  
Systematic Synthetic Phonics  
And Spelling Programme

Debbie Hepplewhite  
Synthetic Phonics  
Training

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

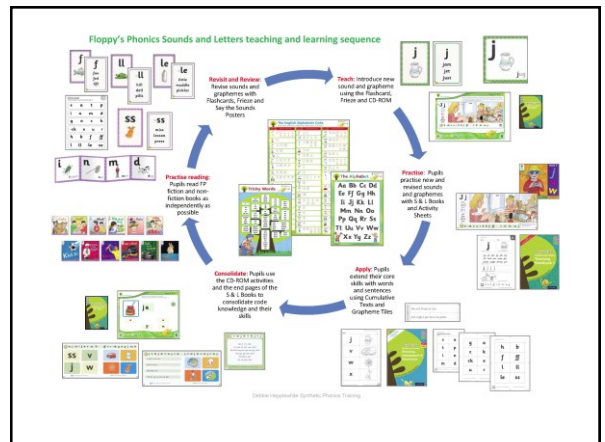
Whole class - interactive

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

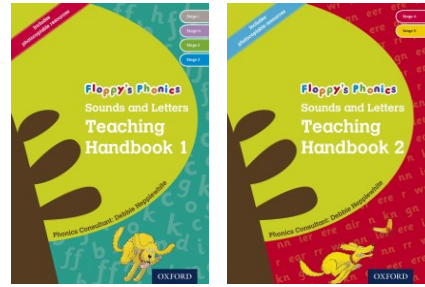


Create **fearless readers, spellers** and **writers** who are ...

- interested in words
- **relish learning** and
- **desire accuracy**

...whatever their unique capacity to learn!

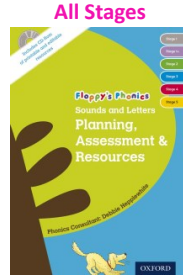
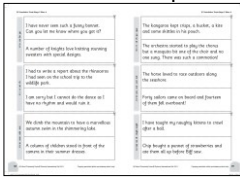
## Teaching Handbooks 1 & 2



St 1 to 3      continuation      St 4 to 5

## Planning, Assessment & Resources Handbook

Plus CD-ROM of **printable and editable** resources including lesson plans



**Photocopiable** Cumulative Texts, Assessments, and mini Alphabetic Code Chart

## Poster Range



Stage 1+ to 4 Frieze Strips - correspond with each Sounds and Letters Book

**Graphemes or spelling alternatives** -across the rows

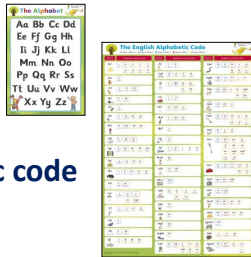
**Sounds** - down the left columns as there are fewer sounds than graphemes

**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!

[Capital letters same code as lower case]



## VISUAL DISPLAY

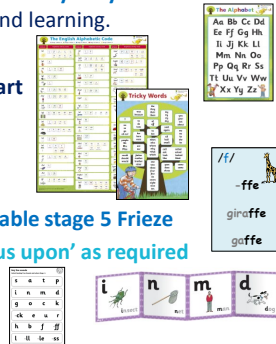
Select a **key display wall** with very easy access for focused phonics teaching and learning.

Display permanently:

- The Alphabetic Code Chart
- The Alphabet
- The Tricky Words Poster

Display cumulatively:

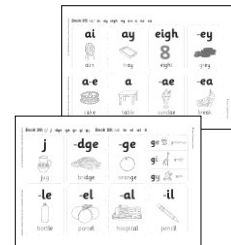
- Frieze Strips; photocopyable stage 5 Frieze
- Any tricky words to 'focus upon' as required
- Say the Sounds Posters



## Photocopiable Poster Ranges



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:

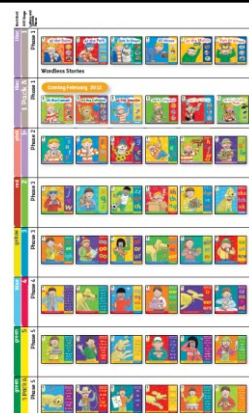
- environmental
- rhythm, rhyme
- singing, chanting
- percussion
- discussion!

2 CD-ROMs

## Plenty of time...

1 book per 2 weeks

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



2 years  
@ 1 book per 2 weeks

## The structure of Sounds and Letters programme

Letters and Sounds	ORT FP Sounds and Letters
Phase 1	Stage 1
Phase 2	Stage 1+ (+ '-le')
Phase 3	Stage 2 and Stage 3 (+ <b>Revise and Stretch Books – Ph 5</b> )
Phase 4	Stage 4 <b>elements of Phase 5</b> ( <b>Revise and Stretch Books</b> )
Phase 5	Stage 5 (In reality, 'Phase Six' expectations)

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

Select the letters to watch how they are formed

Drag and drop for spelling

Blend and reveal for reading

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

Segmenting routine for spelling

### Alphabetic Code Flash Cards

<b>g</b> gap dig tag	<b>o</b> on got pod	<b>c</b> cog act cost
<b>ch</b> chin chat much	<b>or</b> cork horn storm	<b>ea</b> tea team reach

### Multi-sensory practice and application

**Grapheme Tiles**

h	b
f	ff
l	ll
le	ss

**Say the Sounds Posters**

s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	ff
l	-ll	-le	-ss

**Cumulative Texts**

**Activity Sheets**

### Core skills multi-sensory Activity Sheets

**Essential – apply learning to Cumulative Texts from Bk 4**

### Floppy's Phonics fiction and non-fiction

### Vocabulary, Phonics and Building Spelling Word Banks

**Phonics for reading and spelling linked to wider language, pictures and story themes**

### HMI Sept 2011

“...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.”





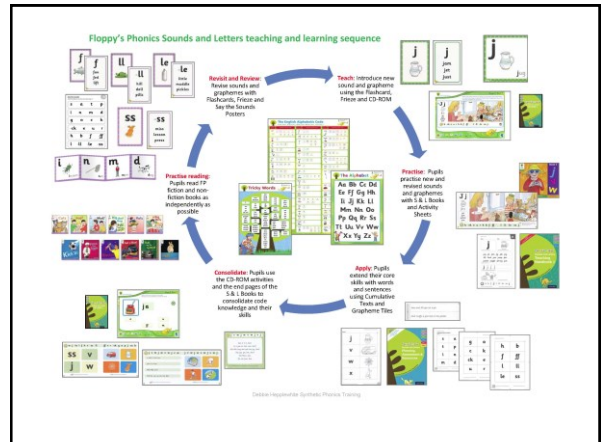
## The two-session approach

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!



## 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!”  
Flash Cards and/or Say the Sounds Poster

Teach:

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

CD-ROM

Select the audio button to hear the sound

Select the audio buttons to listen to the words

Tools:  
Try zoom on the word list!

Select the picture to hear the sound and word

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

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

Select Floppy:  
Hear the sounds, point to the graphemes





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

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

**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

Top left for the sound dashes

### Spelling-with-editing

**Differentiation:**

Top left for the sound dashes

- 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**

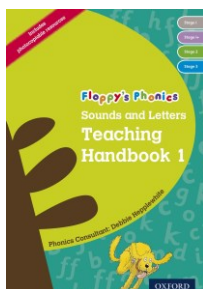
- use to spell dictated words
- manipulate the tiles, followed by handwriting practice
- play Pairs Game or Snap
- laminate and use with magnetic tape – add to teacher’s magnetic whiteboard as new ones are introduced

**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

} Suggestions  
book by book

**Pages 39 to 46**

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

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

## Placement

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.

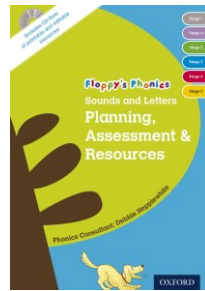
## Year One Phonics Screening Check

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
3. Book-by-book plans

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**

## PLANNING and RECORD GRIDS

	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Sessions 1 and 2	/f/ s	/l/ l	/g/ g	/k/ -ck	/h/ h	/t/ t
Date and Notes						
Sessions 3 and 4	/a/ a	/n/ n	/o/ o	/e/ e	/b/ b	/c/ c
Date and Notes						
Sessions 5 and 6	/t/ t	/m/ m	/c/ c	/u/ u	/f/ f	/d/ d
Date and Notes						
Sessions 7 and 8	/p/ p	/d/ d	/k/ k	/r/ r	/f/ -ff	/s/ s
Date and Notes						
Sessions 9 and 10	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
Date and Notes						

Pink column can be up to two weeks' work

## BOOK-by-BOOK PLANS: Book 1

Session	Resources	/f/ s	/a/ a	/t/ t	/p/ p	Consolidate
Session 1	Flashcards	Revise and Review -Revise the letter-sound correspondence /f/ s using the Flashcard and the Frase.	Revise and Review -Revise the letter-sound correspondence /a/ a and /t/ t using the Flashcards and the Frase.	Revise and Review -Revise the letter-sound correspondence /t/ t using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Revise and Review -Revise the letter-sound correspondence /p/ p using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	-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.
	Flashcards Interactive Whiteboard CD-ROM 1	Teach -Teach the new letter-sound correspondence /f/ s using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /a/ a using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /t/ t using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	Teach -Teach the new letter-sound correspondence /p/ p using the Flashcard and Book 1 on the Interactive Whiteboard CD-ROM.	-Complete the CD-ROM activities with the children, supporting as necessary.
Session 2	Sounds and Letters Book 1	Practise -Practise the letter-sound correspondence /f/ s using Sounds and Letters Book 1 and Activity Sheet 1.	Practise -Practise the letter-sound correspondence /a/ a using Sounds and Letters Book 1 and Activity Sheet 2.	Practise -Practise the letter-sound correspondence /t/ t using Sounds and Letters Book 1 and Activity Sheet 3.	Practise -Practise the letter-sound correspondence /p/ p using Sounds and Letters Book 1 and Activity Sheet 4.	-Complete any core or extension activities as necessary.
	Activity Sheets 1, 2, 3 and 4 Grapheme Tiles				Apply -Use the Grapheme Tiles for spelling practice.	

Examples of planning shown in the PAR Handbook, planning on CD-ROM

## The end of the course!

# WELL DONE!

