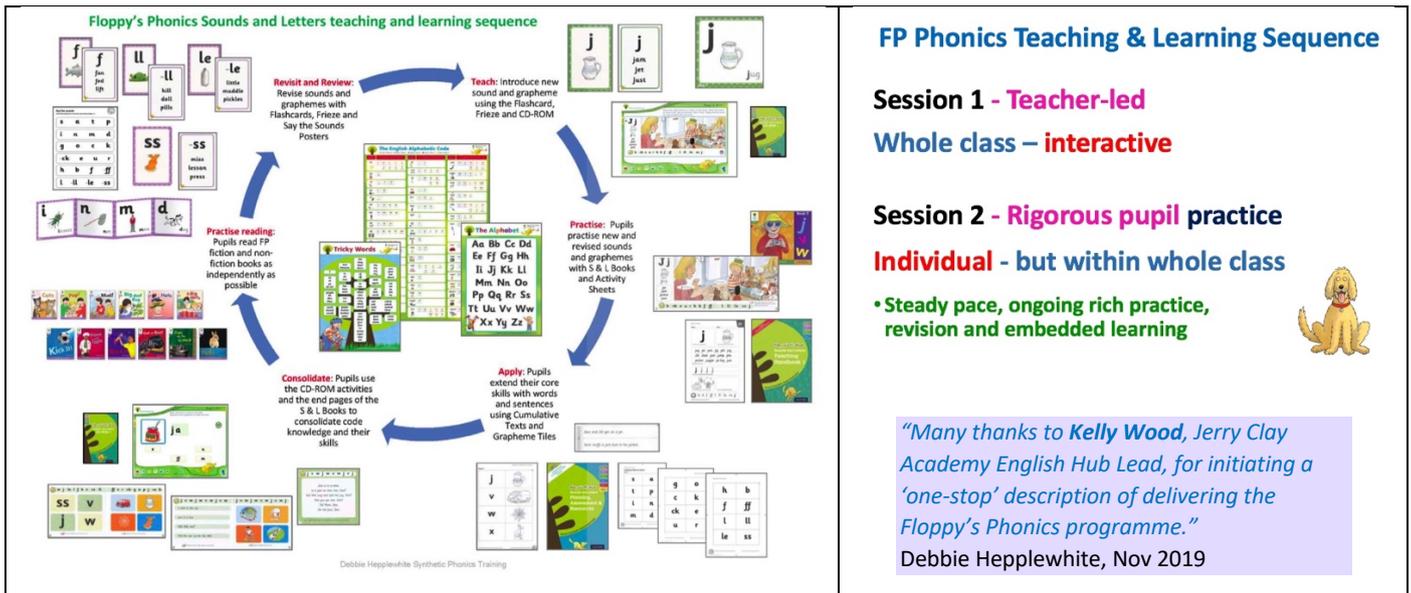


# Oxford Reading Tree Floppy's Phonics 'Teaching Sequence'



An overview of the programme for leaders and teachers



### Poster Range

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

### Photocopiable Posters

Levels 1+ to 4  
8 Say the Sounds Posters (from print-to-sound and sound-to-print) Handbooks 1 & 2

### Sample Screen Views: web-based platform

Available from September 2019

### Alphabetic Code Flashcards

### Teaching Handbooks

Levels 1 - 3      Levels 4 - 5

### Examples of Illustrations

From interactive subscription platform (21 of 144)

### 48 Sounds Books

When letters and sounds are introduced, the books are numbered Book 1, Book 2, Book 3 (36 numbered books)

Digital subscription from September 2019

### Inside the Sounds and Letters Books

These 'end pages' are not on the digital resources

### Phonics skills multi-sensory Activity Sheets

Teaching Handbook 2 – Level 5

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

**BASICS:** Floppy's Phonics has **TWO main sessions** for one 'teaching and learning sequence': **SESSION 1, teacher-led carpet time** with the whole class; **SESSION 2, pupil-practice tables for core paper-based activities**; children sitting in a vision V for small group work, tables facing forwards for large group and whole class work. Alphabetic Code Charts, Alphabet posters, Frieze, Say the Sounds posters visible all the time in all classrooms and breakout areas. Consistent expectations in every space.

[http://www.phonicsinternational.com/Debbie\\_RRF\\_Two\\_pronged\\_handout.pdf](http://www.phonicsinternational.com/Debbie_RRF_Two_pronged_handout.pdf)  
The overarching rationale of Floppy's Phonics is 'Two-pronged systematic and incidental phonics provision'.

**SESSION 1 (Part 1) – REVISIT AND REVIEW** with previously introduced Flashcards & Frieze for levels 1 to 4  
**(Part 2) - TEACH** with next (new) Flashcard for levels 1 to 4, display relevant Frieze  
Children sitting on the carpet, organised spacing, slowest progress children at the front  
(Time - approximately 30 minutes for the whole of SESSION 1.)

**Part 1: REVISIT & REVIEW – Routine reference to the Alphabetic Code Chart:** Children understand that they are learning a complex code but they can read and write with the code they know.

- Review previously introduced letter/s-sound correspondences with the Flashcards and Frieze:



**“Let’s see what code you have remembered so far from our phonics lessons.”**

[Note: As soon as possible, after you have provided initial good modelling for beginners in the following Flashcard routine, **let the children do all the work** ‘interactively’; that is, don’t you say the sounds or words *otherwise you are doing the work for the children*. Ensure *all* the children are engaged. Train them to respond automatically with your *minimum* involvement. Say each sound *only* once, no shouting, no singing the sounds, say /s/ not /suh/.]

**Different ways to use the Flashcards:**

**Note: Letter/s shown within slash marks always indicate the sounds, not the letters or letter groups: /s/ /a/ /t/ /ch/**

**Show the side with graphemes and pictures**

- 1) Children say the sound in response to the grapheme (letter or letter group) and refer to the picture: **“/a/ as in apple, /t/ as in teddy”** for a number of jumbled Flashcards.
- 2) Children say the sound whilst air-writing the focus grapheme for a number of Flashcards.

**Show the side with graphemes and printed words**

- 3) Children say the sound in response to the *focus* grapheme for a number of Flashcards.
- 4) You tap under each grapheme from left to right of selected printed words for the children to sound out - they say the whole word when you run your finger under the printed word from left to right.
- 5) Point to the left side of some of the printed words for children to say the whole words without sounding out (for beginners and strugglers, model how to sound out ‘silently’ as you finger-tap under each grapheme from left to right, then the children say the whole word aloud).
- 6) The cumulative word bank on the Flashcards gives you a selection of words to ‘say’ for the children to orally segment the words from beginning to end. This may take more modelling for beginners and strugglers. Stand at right angles to the children, on their left. **Raise your left hand, palm facing YOU**, take a deep breath and say the spoken word very slowly and tally the constituent sounds on thumb and fingers. **Ensure the children use their left hands, palm facing them** when orally segmenting the spoken words.

[Note: Avoid embarrassing the slower progress children by asking them to respond *as individuals* during the collective Flashcard routine. Ensure, however, that they *get small group work in addition to the whole class activity* for more ‘little and often’ practice as above. **Account for** the additional ‘little and often’ practice for the slower progress learners – *who provides it, when, for whom, where does it take place?*]

[Note about the alphabetic code: Always use the language of **“/a/ as in apple”** rather than **“/a/ for apple”**. This is because with the English alphabetic code, the **‘position’** of various graphemes (letters and letter groups) in the printed words affects pronunciation. The word ‘for’ links to the ‘first’ sound of a word – but consider graphemes such as **-le** as in **bottle** whereby the focus grapheme is *not* the first sound of the word. For *consistency*, therefore, use the **‘as in’** language at all times.]

**SESSION 1 continued (Part 2 – teaching, modelling and collective practice)**

**Develop ORAL LANGUAGE; Practise PHONICS SKILLS AND SUB-SKILLS at code and word level**

Children remain on the carpet (approximately 30 mins in total for full SESSION 1)

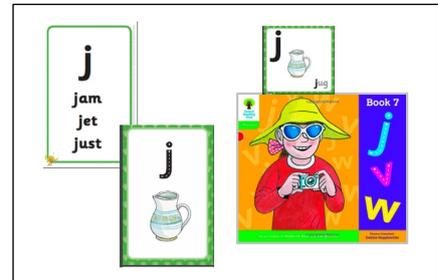
**Part 2: TEACH** – Refer to the focus sound and grapheme on the **Alphabetic Code Chart** and remind the children that by learning today's new bit of code, they will be able to read and write more new words. You can refer, as well, to the Frieze Strip (provided in levels 1 to 4 of the programme), and show the specific Sounds Book featuring the focus letter/s-sound correspondence.

**Hold up the new Flashcard and say, "Here is our focus letter (or letter group) for today."** [Some children may already know the sound and call out. That's fine. Don't skip this lesson for those children as there will be plenty of new words for them to decode (read) and encode (spell) and write and, often, new vocabulary for them to learn.]

**Example sequence:** For introducing the sound /j/ and the letter j, say:

**"This letter is *always* code for the sound /j/."**

[Note: See the guidance for the sound /j/ and its many spelling alternatives in Teaching Handbook 1.]



- **Say** the new sound - **"/j/"** (say as close as possible to the sound in real speech – avoid 'j-uh')
- **Connect** the sound with the picture on the Flashcard – **"What do you think this picture is? Yes, that's right, it's a jug. So, this is /j/ as in jug."**
- **Orally segment the picture-word together** **"Is the sound /j/ at the beginning of the word, within the word, or the end of the word?"** [Say 'jug' very slowly together to isolate the first sound.] **Take a deep breath then we'll say the word very slowly...j u g, /j/ /u/ /g/. Yes, the /j/ sound is at the beginning."**
- **Link the focus sound to the formation of the letter** by holding up the Flashcard and finger-tracing the letter shape as you say the sound. Ideally, sit your known right-handers on the right and your left-handers on the left. **Then model air-writing the letter shape by facing the same way as the children.** [DO NOT FACE THE CHILDREN TO DO REVERSE AIR-WRITING AS THIS CAN LEAD TO CONFUSION AND WRONG LETTER FORMATION.] Model the letter shape formation with your right hand for the right-handed children as you say the sound /j/, then model the letter shape formation with your left hand for the left-handed children whilst saying the sound. Remind them to do a 'dot' not a 'football' - for the dot!
- **Model the oral blending** of the printed words on the Flashcard. As soon as possible, *get the children to do the work* and you just point under the printed word from left to right, then run your finger under the whole word, as the children sound out and blend: **"/j/ /u/ /g/...jug, /j/ /e/ /t/...jet, /j/ /a/ /m/...jam"**
- **Progression over time** – As children develop their blending skill, they should be able to look at the word, say the sounds **in their heads** and then say the whole word - building their automaticity for decoding.
- **Reading the whole words** After blending the printed words, point to the words on the Flashcard *from the left side* for children to read and say the whole word without overt blending as they progress.
- **Spelling-with-editing** Select one of the printed words to provide *you* with a spoken word. Tell the children the word. Everyone raise their left hands, palm facing them, to tally the sounds to thumb and fingers. Say the focus word very slowly with the children (orally segment) to isolate the constituent sounds all through the word. **"jet /j/ /e/ /t/. How many sounds? Count the sounds whilst I write the sound dashes."** Write three long 'sound dashes' with small spaces between, top left of a clean page or board (to model how children present work starting top left of their pages). The sound dashes double up as writing lines for correct letter formation. **"Say the sounds for 'jet' as I write the letters that are code for the sounds. Well done – now say the sounds to check the spelling."** [Form the letter shapes in print, preferably NOT separate letters with pre-cursive lead-in joins.] To check the spelling, point under the letters as the children say the sounds, run your finger under the whole word as the children say the word. **"That's correct, now we can tick the word."** Now draw a long line beneath the spelling. Write the whole word on the line whilst saying the sounds of the word. When children are older and have already been taught fully joined handwriting (for example, in Year 2), they can write the whole word beneath the spelling in fully joined handwriting. [See [debbiehepplewhitehandwriting.com](http://debbiehepplewhitehandwriting.com) for guidance on joined writing.]

## Leadership points:

- Make sure organisation and groupings meet the needs of every child.
- Are children being taught in a quiet, well-resourced space - Alphabetic Code Chart in view?
- SESSION 1 is designed as a 'whole class' activity but are smaller group additional sessions provided before and/or after SESSION 1, for the slower progress children based on assessment and range of abilities? [Who provides the extra sessions, where do they take place, have these sessions been observed, is collegial support put in place for adults to watch one another to discuss delivery of the session and progress of the individual children?]
- Teaching needs to secure that pupils broadly move through the teaching of the code at the same pace.
- Slowest progress children need to be at the front in direct eyeline with the teacher to ensure they connect with the activities. Does every child fully respond to the activities?
- Are the teachers and teaching assistants using the Flashcards well to model and allow 100% participation or are they over-modelling? But are individual children singled out which actually embarrasses them?
- Are children securing previously taught sounds? How do teachers know? (Good personalised use of the *Say the Sounds Posters* in SESSION 2, for example, adults ticking the graphemes where sounds are said correctly.)
- Are teachers connecting the code to the picture well with the mantra **"/j/ as in jug"**?
- If the focus letter/s-sound correspondence is *not the beginning sound* of the picture-word (e.g. the -ck as in duck /d/ /u/ /k/, 'the -le as in bottle /b/ /o/ /t/ /ul/'), is the teacher making this clear when introducing the new code using the Flashcard – for example, by orally segmenting the picture-word to discover 'where' the focus sound is – beginning, within, or at the end of the word?

## SESSION 1 – Part 2 continued – Children continue to sit on the carpet

### Part 2 TEACH continued:

Using the interactive whiteboard (IWB), show children the 'page/illustration' corresponding to the focus sound and grapheme (letter or letter group) on the screen.

[Note: Become familiar with the online 'page' - the main illustration and content - before the session with the children.]



- **Reinforce letter formation** - Click on the focus grapheme (top left of the screen) to show correct letter formation of the focus grapheme (particularly to demonstrate **capital letter formation** provided for single letters at the beginning of the Floppy's Phonics programme).
- **Develop oral language** via the main illustration - Focus on the **Language Comprehension** aspect of the *Simple View of Reading* (vertical axis on the SVoR diagram). The children engage with the Oxford Reading Tree characters and develop speaking, listening and vocabulary enrichment through partner-talk followed by interactive discussion with the teacher - you can work hard to introduce new vocabulary to the children: **"Take turns with your partner to discuss who is in the picture; where is the scene taking place – and how do you know; what is happening in the scene; what do you think the characters are thinking and feeling; and what might happen next?"** After giving a few minutes for partner-talk, slip between questions which enable all the children to call out at the same time so point and ask, **"Who is this? And who is this?"** and then ask them to, **"Put your hands up to tell me..."**.
- **Use the illustration for phonemic awareness** – Click on the *speaker icons* to provide whole spoken words: **"Say the word. Now let's say the sounds in the word. Where can you hear the focus sound in the word – at the beginning, within the word, or at the end of the word?"** [Note: Sometimes the spoken words via the speaker icons include the focus sound but the printed word has a different spelling alternative – so point this out to the children by reference to the correct spelling on the Alphabetic Code Chart: **"In this word, our focus sound is spelt this way as we can see on our Code Chart. I'm going to teach you more about that later."**]

- **Code and word level core phonics skills and their sub-skills** – Become familiar with the range of activities on the interactive whiteboard (IWB) that demonstrate the phonics decoding (reading) and encoding (spelling) core skills and *sub*-skills. Develop your own way of undertaking the full range of activities in an interactive and pacy way. Avoid spending a lot of time asking children ‘to take turns’ – involve them all collectively as much as possible.
- **Building up knowledge of spelling word banks** where words are spelt with the same letter/s-sound correspondences *in the later levels of the programme* – for example; **“Today we’re focusing on remembering which words ending with the sound /ul/ are spelt with this grapheme ‘-al’. There are 8 words in the spelling word bank. With your partner, read the words, link them to features in the illustration, make up a story theme including all the words, then without looking at the picture, talk through the story (think of the illustration) and recall the 8 words. See if you can remember them tomorrow morning.”** You can also use the Sounds Books for this type of activity to build up knowledge of specific spelling word banks. [Note: Focus **heavily** on **only one** spelling word bank in any one lesson.]

#### Leadership Points:

- Is there 100% participation? All children need to be engaged in developing their spoken language skills and practise the focus sound and the core phonics skills and their *sub*-skills.
- Are talk-partners being used well?
- Are questions pitched appropriately, creating interest and developing vocabulary?
- Is the letter/s-sound correspondence being reinforced and practised well and in a pacy way?
- Have arrangements been made to ensure provision of ‘before and/or after sessions’ with the slower progress children to build their confidence and embed the learning and improve their oral language? [Note: The **Sounds Books** can be utilised well for the before and/or after sessions for the slower progress children. Identify ‘which’ children need additional practice and ‘who’ supervises this.]

#### **SESSION 2: – Additional REVISIT AND REVIEW with the ‘Say the Sounds Posters’ and previous ‘Activity Sheets’ marked/annotated and collated in the children’s own phonics folders**

##### **PUPIL-PRACTICE TIME with the new ‘Activity Sheet’**

(Time - as long as it takes to develop a strong & efficient routine – minimum of 35 minutes)

Every child needs a phonics folder and an exercise book with writing lines (not too wide apart), a paper copy of the new Activity Sheet, with sharp ‘ordinary-sized’ pencils on tables all ‘ready to go’.

Children move to their tables with an agreed system – make sure that children are sitting as readers and writers – train the children to immediately and independently ‘say the sounds’ from their own copy of the ‘Say the Sounds Posters’ and to re-read the word banks speedily from the past few Activity Sheets in their own phonics folder.

[Note: Photocopy the Activity Sheets for absent children – name and date them and ensure later completion. Also photocopy an extra copy, and date, for the teacher’s lesson plan records. Make notes about the session on the Activity Sheet if appropriate for future reference – for example, note any absent children and slower progress children who need extra practice beyond the main session – and record who will provide this.]

#### **Multi-skills ‘Activity Sheets’ Routine:**

**General guidance:** \*Train the children really well in the reading, handwriting and spelling exercises of the Activity Sheets (see the bullet points below) but there is no need to ‘over-train’ as the children should soon pick up what to do. It should be relatively easy to train the children how to do the **first side** of the Activity Sheet independently, but you may need to model and support the ‘spelling-with-editing’ routine on the folded-up part of the Activity Sheet for longer. Reception teachers may need to train the children in groups at first.

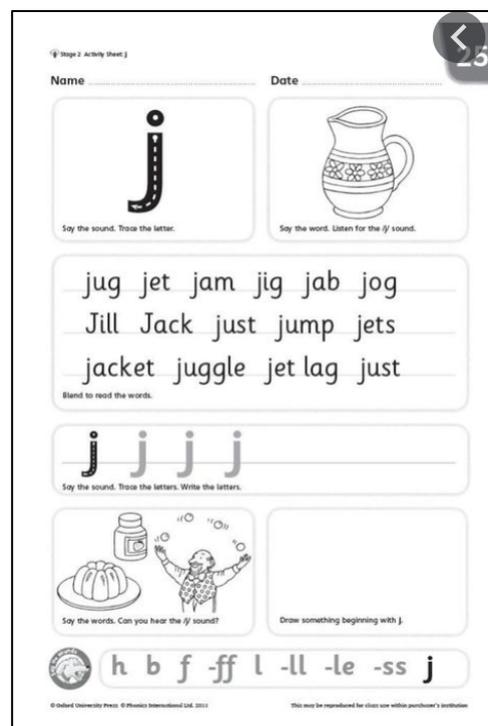
\*You need to slip between the children working largely independently whilst you and any other supporting adult supervise and ‘mark’ the slower progress children as they say the sounds to read the words on the first side. All supporting adults must use the time efficiently to ‘mark’ every child’s work – not just walk around the room.

\***AFTER** their independent practice and the adults ticking what the children know and can do, then gain all the children’s attention and focus on the whole group, or the whole class, sounding out and blending the bank of words slowly and *collectively with you*. Get the pace right as all the children point under their own word banks.

- \*Then, *collectively* at a steady pace, read the bank of words from the beginning as ‘whole words’.
- \*At this point, focus on vocabulary enrichment by talking about the unknown, or lesser known, words and homophones in the word bank. Say the words in sentences; act them out when appropriate; draw little pictures above the printed words to show the meaning when beneficial. Model simple drawings on your board as needed.
- \*Finally, you lead the spelling routine on the folded-up part of the sheet. The spelling routine is NOT ‘invented’ or ‘phonically plausible’ spelling. **The following description is a repeat of the ‘Activity Sheets’ routine but in detail...**

### Detailed guidance of the reading, writing and spelling routines for the example of /j/ as in jug:

- Teacher models how to **READ** the sound/code again at the top of the sheet [*I do, you do...*] **“/j/ as in jug”**
- Children finger-trace the **grapheme and connect it** with the jug picture as they say **“/j/ as in jug”**
- Teacher models with just a couple of printed words how to do a ‘*grapheme search*’ – look for the focus grapheme in each printed word and underline it **whilst saying the focus sound**. This helps to embed the letter/s-sound correspondence in children’s memory. The children do this *independently* for all the words in the word bank once they know the routines.
- Teacher models how to read the words on the sheet [*I do, you do...*] (Look at the printed word first to see if there are any **letter groups** to note such as ‘ck’ or ‘le’.) Point under each grapheme from left to right whilst saying the sounds, orally blend and read the word whilst running the finger under the whole word). The children are trained to tick **AFTER** the printed word **in pencil** if they think they blended it correctly [**Note: It doesn’t matter if they are not ticking accurately as the adult ticks in pen any word that the adult hears the child sound out and blend correctly.**]
- Practise together first for just a couple of words in the word bank and then children do the pointing, and sounding out and blending on their own - ticking after the words as they go along.
- The teacher checks that the children are ticking the words they think they’ve read correctly and **circling** the words they’ve blended **but don’t know what they MEAN**. [**Note: Training children to mark their own work is very engaging for them and gives them a tangible sense of their own learning.** They also learn that **it is OK not to know something** – and it is the teacher’s job to teach them again, and/or give them more practice. This helps to make children **fearless in their work** and minimises the likelihood of damage to their self-esteem!]
- Children practise the words several times if instructed to do so - building their confidence and fluency.
- The teacher ‘works the room’ assessing and listening by ticking in pen **above the words** any individual graphemes known to automaticity when children are not yet able to sound out and blend the whole words; **or after the words** when the words successfully decoded; or **at the end of the rows** for more able and older children who can successfully and easily blend the words. **There is a progression in the need for intensity of supervision and marking from grapheme level, at first, then to word level.** [**Note: For beginners and strugglers – sit opposite the children and tick ‘above’ each grapheme said correctly and ‘after’ each word blended correctly. Never mark anything with a cross – just leave unmarked anything not known!**]
- Children can work in partners to read the words together **after** they have read the words **independently**.
- Teacher **STOPS** the whole group or class after enough practice time. This is the point that, collectively, there is repetition of: **1)** sounding out and blending every word in the word bank at a steady pace (with finger-pointing); **2)** reading the words as whole spoken words starting at the beginning of the word bank again (with finger-pointing); **3)** Focus on the meanings of the words in the word bank that children do not know, or where there are multiple meanings of the same word (homophones). Teach the unknown words, do actions together if appropriate, draw little pictures above new words as appropriate (help the children by modelling simple drawings on the teacher’s board for them to copy). [**Note: Don’t spend precious time explaining the meaning of unknown words for individual children when the children are practising the technical sounding out and blending of the bank of words. Wait to do new vocabulary together.**]



## Spelling-with-editing routine on folded-up part of the Activity Sheet:

- Teacher then models **the spelling-with-editing routine** on the teacher's board or flip chart: **1)** Stand at right angles to the children at the left side of the group. Tell the children the word to be spelt. **2)** Together, everyone raises their left hands, palm facing (make sure the children can see that you are looking at your own palm like they have to). **3)** Take a deep breath and say the word as slowly as you can – this helps the phonemes to separate – and tally the sounds to thumb and fingers of your left hand. **4)** Repeat the sounds of the word separately and tally again to the thumb and fingers of your left hand. **5)** Confirm how many sounds identified and ask the children to 'count' aloud whilst you draw the requisite number of 'sound dashes' from left to right, at top left, of your clean, clear board (like a page). Draw long sound dashes with small spaces between. These dashes double up as writing lines. **6)** Ask the children to repeat the sounds as you model the correct letter formation of the correct graphemes on the sound dashes. **7)** To check the spelling, you point under each grapheme from left to right as the children repeat the sounds. Run your finger under the whole word whilst the children say the whole word. **8)** Now the spelling is checked, tick after the word. **9)** Draw a long line beneath and write the whole word whilst saying the sounds again.

Now children undertake their own spelling-with-editing activity on the folded-up part of their Activity Sheets, top left, like they have been shown – but support as much as necessary (you may need to draw the sound dashes on at least some children's paper to show them good size and positioning) – some children will be able to do this independently sooner than others. Children who work quickly and accurately can be given extra words to spell in the following activity:

- Say the word you want the children to spell (for example, a word from their printed word bank).
- At first, give them the chance to work out how many sounds by *independently* orally segmenting the word and tallying to thumb and fingers of their left hand, palm facing.
- Regardless of whether children have tallied correctly, say, **"Now let's work out the sounds together"** and do the tallying with them – you, of course, model the correct amount of sounds.
- Give them the chance to draw the correct number of sound dashes top left of the folded-up part. Help where needed. They proceed to spell the word – forming the letters correctly on their sound dashes.
- **They cannot tick their own spelling** until you, or another supporting adult, have seen the spelling. Confirm **"Yes"** to each child very quickly. The child ticks his or her spelling, then draws the second, long continuous line beneath the spelling and rewrites the word whilst saying the sounds.
- If a child spells the word correctly but has wrong letter formation, circle the letter. Can the child self-correct by looking at the Alphabet Poster? If not, model how to write the letter correctly on the sheet near the spelling. Draw a couple of short lines and ask the children to practise writing that letter. If the child continues to form that letter, or any other, incorrectly, write the troublesome letter or letters in the child's phonics exercise book for extra practice (remember that they should say the *sound*, not the letter name, when writing).
- Give several words to spell consisting of previously taught letter/s-sound correspondences and the focus code, including short words and longer words. Give speedy children extra words. Give any tricky words to spell that have featured in structured phonics lessons to date or wider writing. Provide three words or so for beginners, build up to at least six words plus tricky words as children progress.
- If the children run out of space on the folded-up part and you want to extend the spelling practice, continue the routine using the remaining 'back' of their Activity Sheet or their phonics exercise book.

<p>Top left for the sound dashes</p>  <h3>Spelling-with-editing</h3> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"><li>•Some children can be given more words than others to spell, as appropriate</li><li>•Include some longer words for all children (support as necessary)</li></ul> <p><b>Activity:</b></p> <p>Let's spell 'jump'.</p> <p>What are the steps?</p>	<h3>Spelling-with-editing</h3> <p>Children can only 'tick' their spelling when the adult notes that it is correct. This is NOT 'invented' or 'phonically plausible' spelling.</p> <p>Spare dash at the end...?</p> <p>j u p _</p> <p>j u<sup>m</sup> p</p> <p>Include past and current 'tricky words'</p>
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### Leadership points:

Are children sitting at the tables properly and angling their paper comfortably?

Are children using a tripod pencil grip? Is the supporting adult reminding them and showing them if necessary?

Are children able to sound out and blend to read the words?

Are children managing to tick and circle their words? As the children progress, this should become realistic marking.

Are children managing the spelling-with-editing routine?

Are the children generally forming letter shapes correctly including positioning on the writing line?

Are the adults supervising children efficiently and appropriately? (Quick, able children do not need much or any supervision once they can sound out and blend well, but they do need acknowledgement for their effort.)

Are children trained in the routines, starting from independent 'revisit and review' for SESSION 2, to maximise the content of the paper-based work?

Are the teachers annotating the Activity Sheets appropriately including praise and rewards for the children (stars, smiley faces)?

Are the teachers working efficiently and supporting one another including the teaching assistants?

Are the teachers routinely sending home the 'phonics folders in the bookbag routine' - aspiring to engage parents and carers (folders going to and from home every week)?

Do parents and carers know that it is helpful to take an interest in their children's phonics work and hear the children read the words again – reinforcing meaning of any new words to enrich vocabulary?

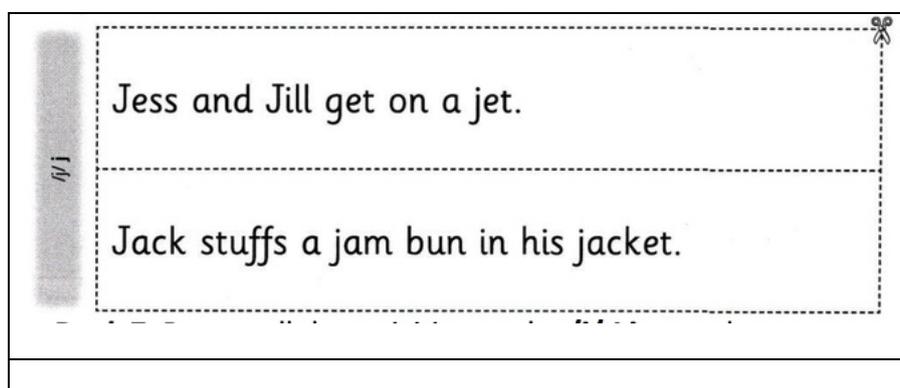
Have the teachers accounted for which children in school need more 'little and often' practice, where this takes place, who supervises it? Is there a record of this intervention taking place?

Have the teachers provided sufficient guidance so that no children have 'down time' (because they think they have 'finished' and don't know what to do next)?

### SESSION 2: APPLY at text level

This may be part of SESSION 2 or it may need to become a SESSION 3 of the teaching and learning sequence dependent on time constraints of SESSION 2, and stage of learning

- Use the Cumulative Texts that are matched to the Activity Sheets. These are provided from introducing the -ck grapheme. There are two sentences corresponding to each Activity Sheet.
- These Cumulative Texts could be stuck in phonics books 'ready to go'.
- Children undertake activities **independently** (as instructed by the teacher) BEFORE modelling or repeated collectively. They do a 'grapheme search' first – underlining the focus letter/s-sound correspondence and saying the sound.
- Children attempt to read the text **by themselves at first**, circle any words that they don't know.
- Children can then read the text with their partners together - using their fingers under the words to read – until the teacher draws everyone together.
- Get children to read aloud and practise their storytelling voices.
- Collectively discuss and answer questions orally about the text.



## SESSION 2: APPLY and EXTEND - WRITING TIME

- The teacher may give different guidance to different children for initial independent work as there are **various levels of challenge**: **1)** Read and re-read the Cumulative Text to build up fluency; **2)** Copy write one sentence (or two sentences) on the lines in the phonics exercise book in best handwriting – whilst saying the sounds (not just copying, but **copying-with-thinking**); **3)** Draw a picture to match one of the sentences; **4)** For more challenge (some children can do this much earlier than others), do a ‘self-dictation’ that is, read a sentence, hold it in memory, write it in the phonics exercise book (and the children can check back to the Cumulative Text to see how they’ve done); **5)** When able, write what happens next (another sentence).
- Teacher works the room to support and assess, and annotate children’s work appropriately; or stays present for any children who need the teacher to be there (**but don’t do the work for them**).
- Periodically, the teacher can read the sentences aloud for a full ‘dictation’ activity for formal record-keeping – but try to do this with *matched* ability groups if possible unless all children can keep up similarly.

## CONSOLIDATE: - CONTINUOUS PROVISION AND ADDITIONAL ACTIVITIES

Various activities can be part of ‘continuous provision’: for example, children set up on the IWB to do the activities independently, and/or additional activities using the ‘end pages’ of the Sounds Books after each ‘chunk’ of the alphabetic code has been covered – **whatever can be done ‘orally’ with the ‘end page’ activities, can also be undertaken in the phonics exercise book with writing and drawing** – and sometimes practising ‘choral’ whole class or group reading of the texts and nonsense poems *after* the children have tried to read them independently.

The Sounds Books are ideal for slower progress children as they are easy to use in small groups pre- and post- use of the main IWB lessons (and also if for any reason the IWB is not accessible or working).

Grapheme Tiles are very useful for beginners and strugglers, for example, for early spelling activities before children can form letter shapes well enough. They are also good to send sets home for activities at home – instructions for several activities are provided in a letter for parents or carers.

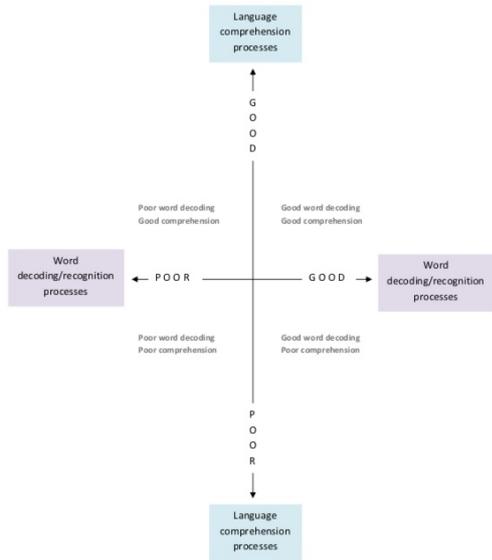
**PACE:** Even if only two letter/s-sound correspondences are introduced per week (but with phonics provision daily), this would still amount to 60 correspondences per academic year. The *Floppy’s Phonics* ‘teaching and learning sequence’ should be delivered with quality teaching and **quality practice for the children**. If and when time runs out before a session, or part of a session, is completed, continue the next lesson from where the children got up to the previous lesson to thoroughly embed and extend the learning of all the letter/s-sound correspondences introduced in the programme.

## PRACTISE READING: - CHILDREN READ MATCHED TEXTS AS INDEPENDENTLY AND FLUENTLY AS POSSIBLE

### Independent Reading (with cumulative and decodable books):

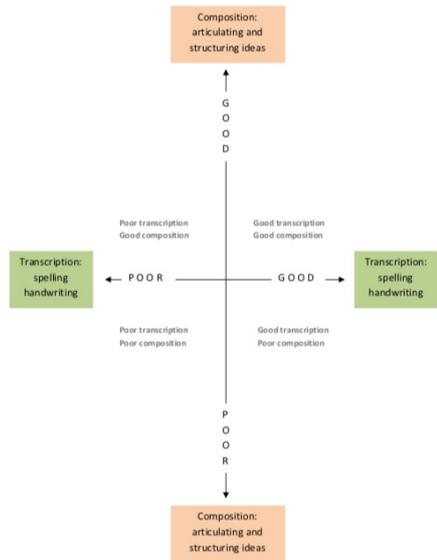
- Teach children how books differ (fiction, non-fiction, different genre)
- Model how to use phonics skills and language comprehension skills - and to read aloud ‘to others’.
- Show children how they can read their books at home to parents and carers – and to themselves.
- Use matched texts to practise reading (books that lag slightly behind SSP programme for home reading).
- Stick labels on to *non-matched* story books and more challenging content for home reading such as ‘*Share with me*’ and ‘*Read to me*’ so there is no ambiguity for reading at home. **[Note: Guide parents to tell children words they cannot read rather than to tell their children to guess words from pictures, context or initial letters.]**

The Simple View of Reading



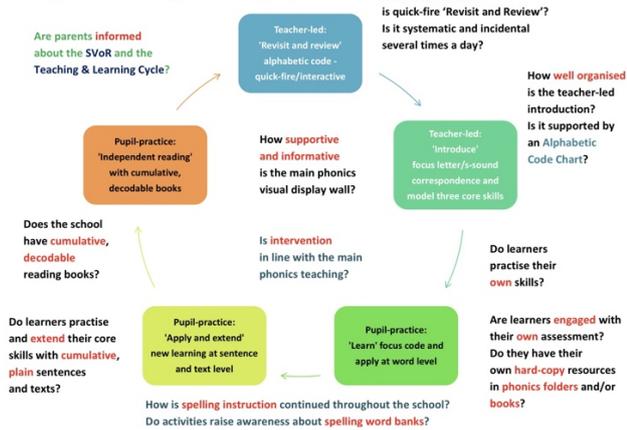
Simple View of Reading model - Original concept - Gough and Tunmer (1986), recommended by Jim Rose (Final Report, March 2006) Adapted by UK government (2006) as a useful conceptual framework: reading = decoding x comprehension R = D x C. Use for training, and a broad analysis of pupils' profiles for next steps planning and monitoring over time. Colour-code and date entries. For pupils with English as an additional or new language, plot for English and for the first language.

The Simple View of Writing

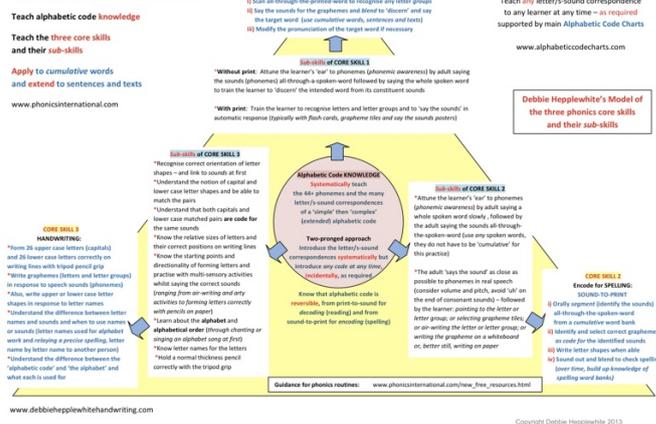


Simple View of Writing model: Adaptation of the SVoR model (Gough and Tunmer 1986) by Debbie Hepplewhite - for training, analysis and planning. Note: Spelling includes: knowledge of the alphabetic code (spelling alternatives) and encoding skills; high-frequency tricky words; spelling word banks, etymology (word origins), morphology (word structures), some spelling rules. Teach pupils to plan, revise and evaluate their writing - knowledge which is not required for reading (DfE National Curriculum for English, Key Stages 1 and 2 - Draft, 2012).

Reflecting on the Teaching and Learning Cycle:



Systematic Synthetic Phonics:



straight



"In *this* word, *these* letters are code for the /ai/ sound."



Teach the alphabetic code (the letter/sound correspondences) in any word incidentally.

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Let me help you to spell *that* tricky / unusual / interesting word ...



What sounds can we hear all through the word ?



Let's find the /ee/ sound on our Alphabetic Code Chart. Look, you need *this* spelling alternative - as in 'chief'. Other examples of words with *this* code are brief and shield. Quickly, let's make a poster of the /ee/ ie word bank.



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