

# Welcome



# Reading Meeting

# Aims of the meeting

- To explain how we teach reading
- To show you how to help at home



# Please ask questions

If you would like to ask questions please add them to the chat and we will try to answer them at the end of the presentation





# **Hartford Manor** uses the **Oxford Reading Tree** **Floppy's Phonics programme**

By Oxford University Press  
and Debbie Hepplewhite



# **The official guidance in England:**

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

Why is it '**synthetic**' phonics?

Synthesising = sounding out and  
blending to read the **unknown**  
words



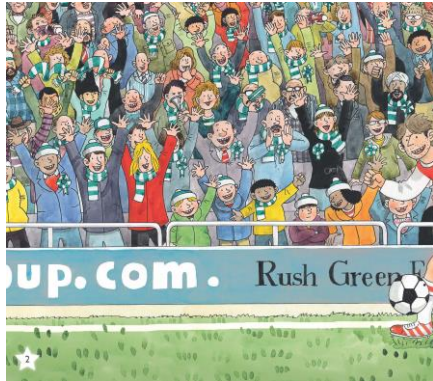
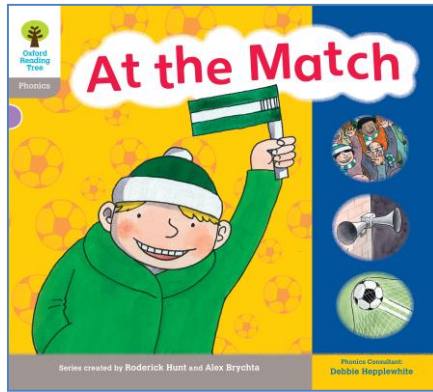
(aloud or silently)

# The synthetic phonics teaching principles work for all

- ✓ The 'alphabetic code' is taught **systematically**
- ✓ *Same* alphabetic code and phonics skills need to be taught no matter how different the children may be
- ✓ Children all succeed – to talk, to read, to spell, to write



# Phonics in Nursery



## Sounds:

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



# Oral blending and oral segmenting

1. Sub-skill of reading without letters:

Say “Pull up the /z//i//p/ of your /k//oa//t/.”

2. Sub-skill of spelling without letters:

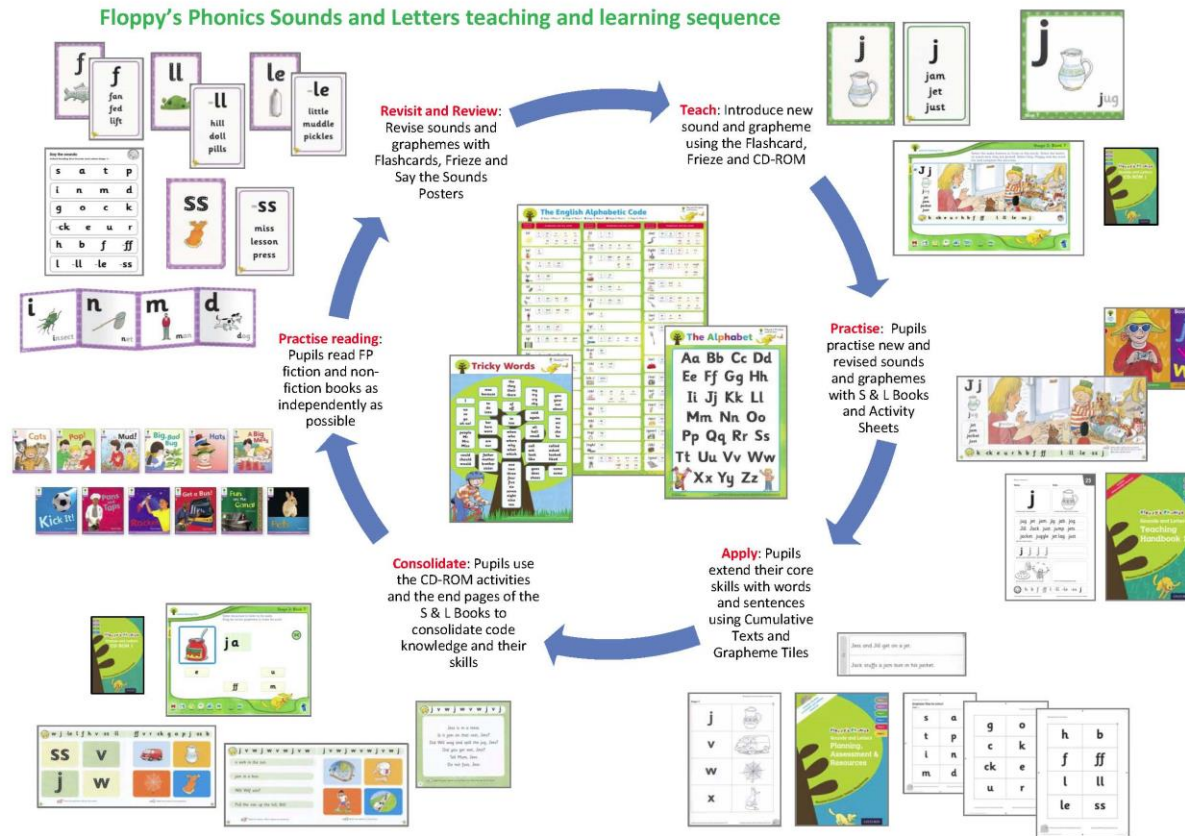
“Mat, /m/ /a/ /t/. Spoon /s/ /p/ /oo/ /n/.”

**This helps your child’s awareness of sounds.**



# Phonics in Reception and KS1

## Routine Teaching and Learning Sequence



Debbie Hepplewhite Synthetic Phonics Training

## Video

<https://www.oxfordowl.co.uk/api/interactives/32214.html>



# The smallest sounds

Within any spoken word, **phonemes** (the smallest individual sounds) can be identified.

/k/ /oa/ /t/      /b/ /oa/ /t/

Slash marks are used to denote the 'sounds'.

We can hear the sound /a/ as in



We do not **write** words with slash marks.

# Floppy's Phonics Aids to Memory

/k/



c a t



k e y



d u c k

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

**We have not only single letters but also many letter groups as the written code for the speech sounds:**

**Graphemes** = letters or letter groups:

**t b a e sh ee ng ch ay igh**

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

# Pronunciation alternatives

Some graphemes need to be decoded with *different sounds* dependent on the actual word. Graphemes sometimes have **pronunciation alternatives**:

e.g. Letter 'a' can be pronounced:

/a/ as in **a**pple      /ai/ as in **a**ngel  
/ar/ as in **a**ther      /o/ as in **a**nt



# Vocabulary, Phonics and Building Spelling Word Banks

/ul/


al

animal oval  
vertical capital  
signal final  
several hospital

il

pencil lentils  
April stencil  
nostrils fossil evil

Which of these words can you find in the picture?



8 9

Over time, we can build up knowledge of **spelling word banks** linked to wider language, pictures and story themes

# Differentiation

- Learners access core resources differently – at their **own stage of learning** and **speed**
- Every learner undertakes his or her **own** practice

- **Extension** activities are **always** provided
- Different levels of **support**
- Some learners may require **additional time**



# How can you help at home?

- **Talk talk talk**
- **Read read read**

# **TALK TALK TALK**

**There is nothing better than...  
shared sustained thinking and talking.**

**Chatter about  
anything and everything  
with your children!**

# **READ READ READ**

## **Children who read**

- **massively increase their vocabulary (stock of words) and their knowledge and understanding of the world**
- **massively increase their life opportunities**

**We don't use  
letter names  
to teach reading  
or spelling**



# Handwriting



**Write all the upper case (capital) and lower case letter shapes of the alphabet with the correct tripod pencil hold. Say the sounds.**

***“Let me help you...”***







# Correct tripod grip

*“Froggy legs with the log under”*



**Patient repetition!**

# Our bookbag routine




**The paper-based resources are added to your child's phonics folder for the bookbag routine.**

**Parents can then see and support some of the phonics work that takes place in school.**

# Hear the Sounds

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



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

Parent says the sound and child points to the grapheme (this is a sub-skill of spelling)

“Which /k/?”

“The /k/ as in *cat*, the /k/ as in *duck*...”

Practice air writing

“Air-write /d/, /h/, /k/.”

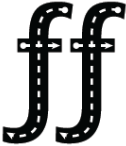
# Revisit the Activity Sheets

Children are fully trained in the routines they will show you how the sheets work.

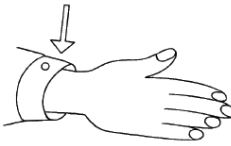
Practice reading the bank of words, tracing over the letters, listening for the focus sound.

Stage 1+ Activity Sheet: ff 20

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



Say the sound. Trace the letters.




Say the word. Listen for the /ff/ sound.

off huff puff cuff tiff  
stuff scuff fluff puffin

Blend to read the words.


ff ff ff

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



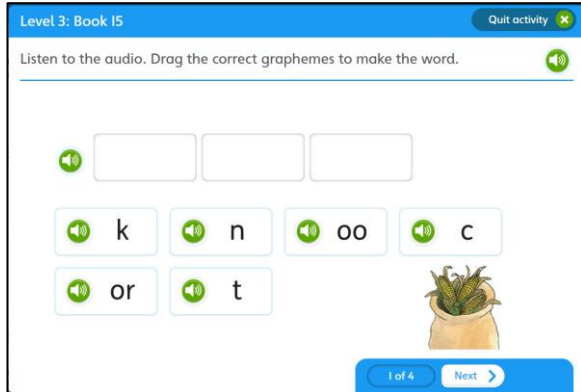
Say the words. Can you hear the /ff/ sound?

Draw something ending in ff.

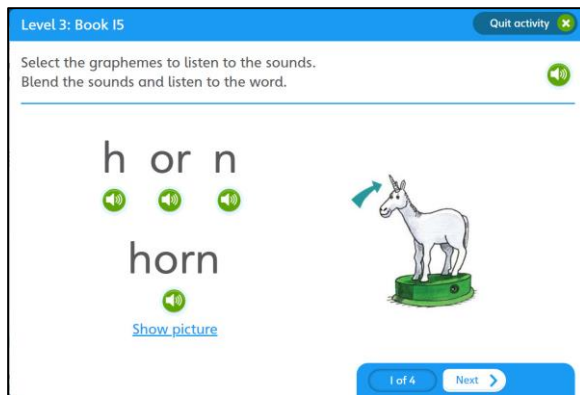
 c k -ck e u r h b f ff

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# Visit Oxford Owl

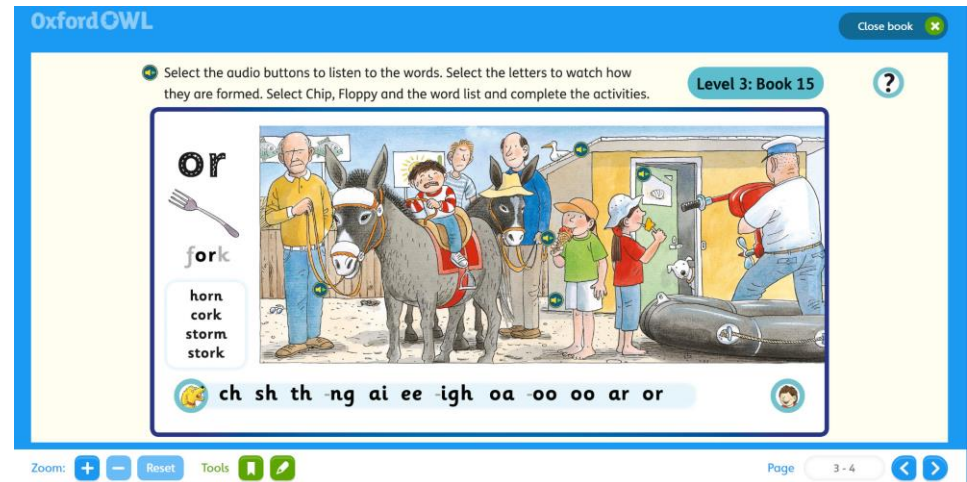


Drag and drop  
for **spelling**



Blend and reveal  
for **reading**

Select the letters to watch  
**letter formation**



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

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

**Class teachers will provide you with the login details**


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

# Floppy's Phonics Fiction and Non-fiction

Cumulative, decodable reading books are read in school then sent home for extra practice. Keep for the week to reread for fluency and comprehension.

**Behind the sequence**

# Cover notes in Books



Series created by Roderick Hunt and Alex Brychta  
Phonics Consultant: Debbie Hepplewhite

Once children have learned all of the sounds in Stage 3 they can go on to read the Stage 3 Floppy's Phonics Fiction and Non-fiction.

USING THIS BOOK TOGETHER:

- 1 Say the sound together.
- 2 Ask your child to finger-trace the letter group and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "ai as in aim".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled.
- 6 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?
- 7 Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end – letter-tracing, matching and reading!


THIS BOOK INTRODUCES:

**ai** as in aim.  
**ee** as in eel.  
**igh** as in knight.

Hear the sounds on our website  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

LABELS IN THE ILLUSTRATIONS

The labels show the focus letter group in block. Encourage your child to listen for the focus sound within the word as you read the whole word to them.



### Debbie Hepplewhite's Top Tips


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-igh-t** light

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


Tips for spelling (encoding)  
Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.



Write down the graphemes which are code for each sound you have tallied.

**TEACHERS:**  
For inspirational support plus free resources and eBooks  
[www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)



**PARENTS:**  
Help your child's reading with essential tips, fun activities and free eBooks  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

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‘Debbie Hepplewhite’s Top Tips’ demonstrate the phonics routines for **blending** and for **spelling**

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

**1. Tell** your child the code:

straight



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



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

# Tricky Words

Useful words which are sometimes 'tricky' are introduced steadily throughout systematic synthetic phonics programmes.

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

And the adult should **always** discuss the content of the book with the child



# Love of Reading Book

We will also send home a Love of Reading Book

This will be chosen from a selection of well known and well read books which will have been shared as class stories

You read this book to your child but they may be able to join in with familiar parts



# Final messages

Please -

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



# Thank you for attending



**We will now answer any  
questions added to the chat.**