



Series created by Roderick Hunt and Alex Brychta

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Once children have learned all of the sounds in Stage 1+ they can go on to read the Stage 1+ Floppy's Phonics Fiction and Non-fiction.

### USING THIS BOOK TOGETHER:

- 1 Say the letter sound together, e.g. say "sss" not "suh".
- 2 Ask your child to finger-trace the letter shapes and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "sss, sun".
- 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, some are not.
- 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:

**s** as in sun.

**a** as in apple.

**t** as in teddy.

**p** as in pan.

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 in black. 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:

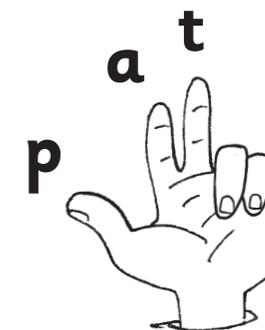
Point under each letter as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. **s-a-t** sat

### 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 letters which are code for each sound you have tallied.

### Sounds and spellings

Letters written like this /k/ refer to a sound, not a spelling.

e.g. /k/ as in **cat**, **key**, **duck**

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