



Series created by Roderick Hunt and Alex Brychta

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This book revises sounds that children have learned in Stages 1+, 2 and 3. After this revision, the children can go on to read Stage 4 Floppy's Phonics Fiction and Non-fiction.

### USING THIS BOOK TOGETHER:

- 1 Ask your child to say the sounds at the bottom of the pages (pages 2–9) as quickly as possible for revision.
  - 2 Ask your child to sound out and blend the title and the list of words.
  - 3 Does your child know the meanings of all the words in the list? Ask your child "Which of these words can you find in the picture?" Ask them to point to each word in the list as they find it in the picture. (Not all the words feature in the picture.)
  - 4 Read the title again e.g. 'Art class'. Talk about what is happening in the picture. What are the characters doing? What might they be thinking?
- Don't forget to do the fun activities at the end – spelling and reading!*
- 5 For the spelling activity on pages 10–11, ask your child to say the words represented by the pictures. Your child can identify the sounds in each word and then try to spell the words.
  - 6 Ask your child to read the short poem on page 12, sounding out and blending any unknown words.

### THIS BOOK REVISES:

**a** as in apple. **e** as in egg.  
**i** as in insect. **o** as in octopus.  
**u** as in umbrella.  
**s** as in sun. **t** as in teddy.  
**p** as in pan. **n** as in net.  
**m** as in man. **d** as in dog.  
**g** as in gate. **c** as in cat.  
**k** as in key. **ck** as in duck.  
**r** as in rabbit. **h** as in hat.  
**b** as in bone. **f** as in fish.  
**ff** as in cuff. **l** as in lion.  
**ll** as in hill. **le** as in bottle.  
**ss** as in dress. **j** as in jug.  
**v** as in van. **w** as in web.  
**x** as in fox. **y** as in yo-yo.  
**z** as in zip. **zz** as in buzz.  
**qu** as in queen.

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

## 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:

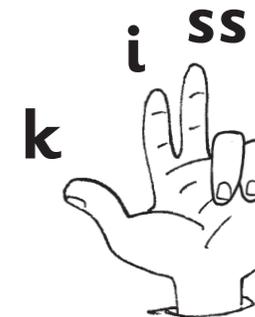
Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. **t-r-u-ck** **truck**  


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

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