



Series created by Roderick Hunt and Alex Brychta

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The books at Stage 5 introduce children to alternative spellings for sounds that they have learned in Stages 1+, 2 and 3.

When they have learned these alternative spellings they can go on to read Stage 5 Floppy's Phonics Fiction and Non-fiction.

USING THIS BOOK TOGETHER:

- 1 Say the sound at the top of the pages together (pages 2–9), e.g. /ai/.
- 2 Ask your child to look at the alternative spellings of the focus sound e.g. /ai/: **ai** as in aim, **ay** as in tray, **eigh** as in eight and **ey** as in grey.
- 3 Ask your child to sound out and blend the lists of words.
- 4 Does your child know the meanings of all the words in the lists? 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.)
- 5 Talk about what is happening in the picture. What are the characters doing? What might they be thinking?
- 6 Ask your child to read the short text on pages 10–11. Which words can they find in the text that have the /ai/ sound and which words that have the /ee/ sound?
- 7 Remember to do the fun spelling activity on page 12. Ask your child to say the words, identify the sounds and then try to spell the words. Can they match the words that have the same focus sounds?

THIS BOOK INTRODUCES:

Alternative spellings of the /ai/ sound

ai	as in aim.
ay	as in tray.
eigh	as in eight.
ey	as in grey.
a-e	as in cake.
a	as in table.
ae	as in sundae.
ea	as in break.

Alternative spellings of the /ee/ sound

ee	as in eel.
y	as in happy.
e	as in me.
ey	as in donkey.
ie	as in shield.
ea	as in eat.
e-e	as in compete.

Hear the sounds on our website
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:

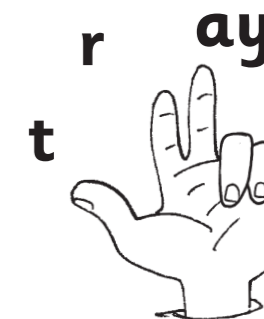
Point under each grapheme (letter or letter group) as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. **t-r-ai-n** **train**


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.

Sounds and spellings

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

e.g. /ai/ as in **aim**, **tray**, **eight**, **grey**, **cake**, **table**, **sundae**, **break**

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