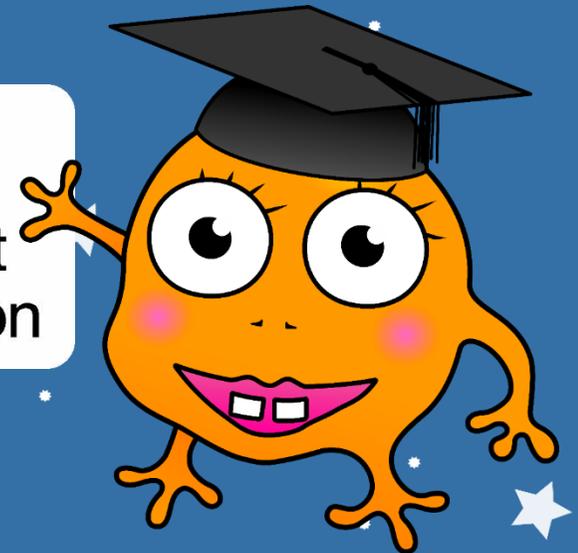
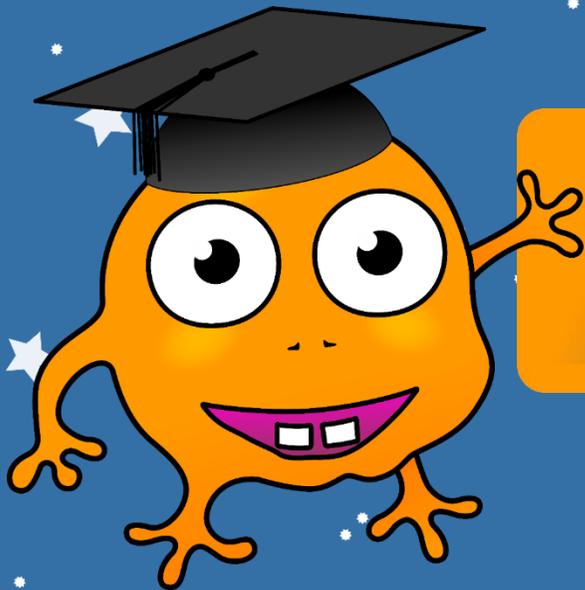
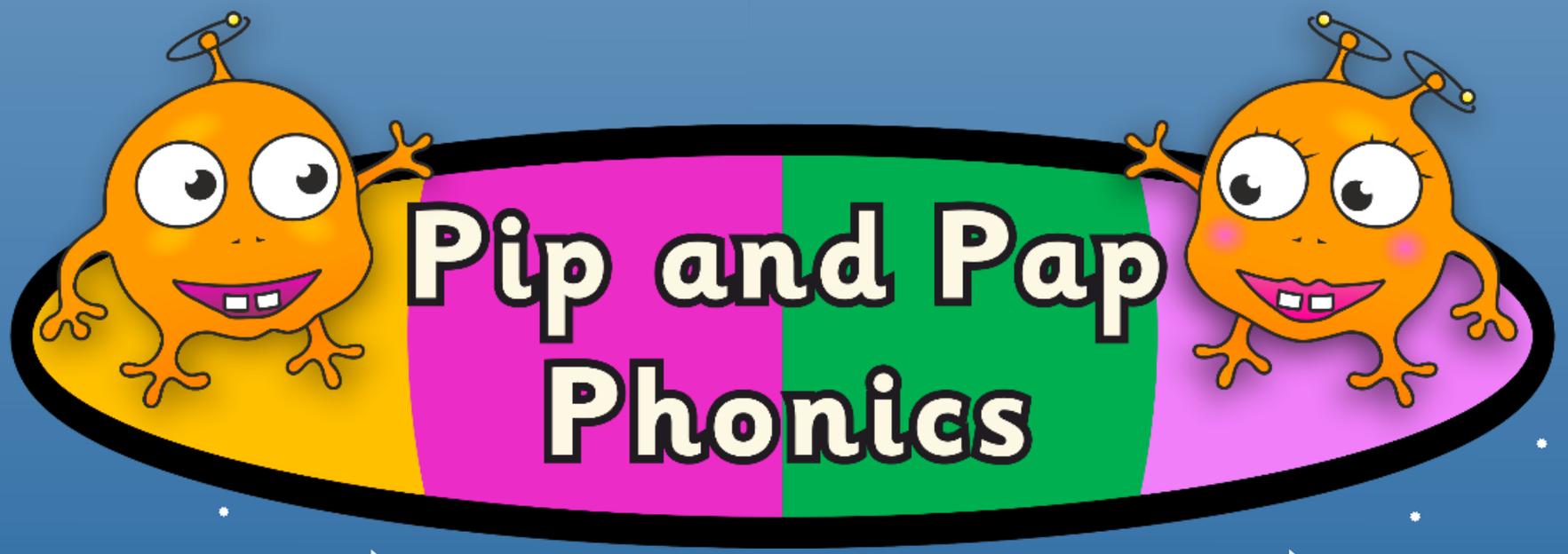
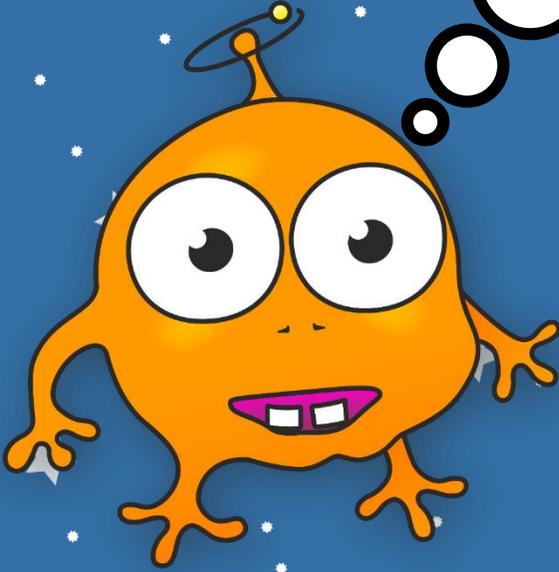


# Pip and Pap Phonics for Early Reading and Early Writing



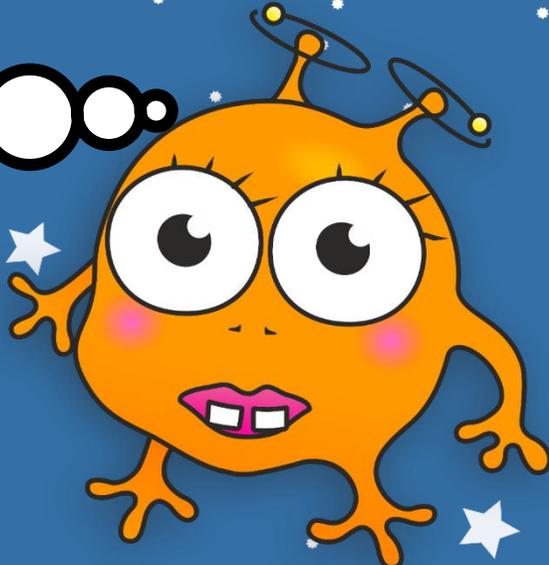


“Our mission is to ensure that all children are supported to become skillful and confident in their use of phonics for reading and writing, thus being able to access and enjoy all aspects of learning throughout their schooling.”



I didn't learn to read or  
write using phonics!

Why has the approach  
to reading and writing  
changed in schools?



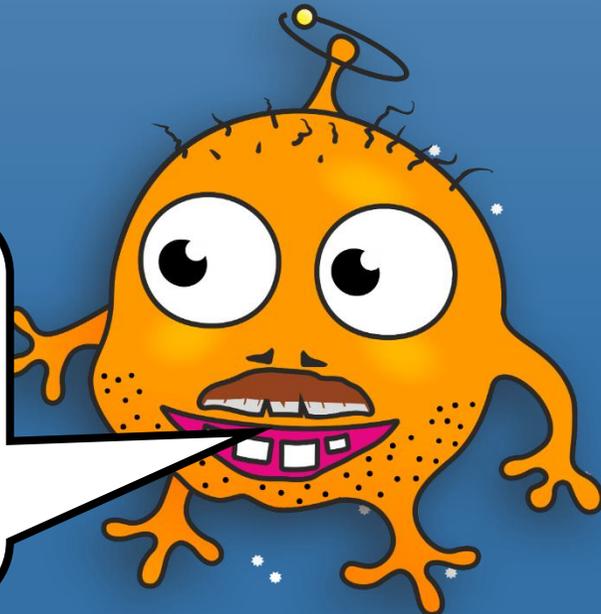
I don't remember how I  
learned to read or  
write at school!

How will I be able to  
help at home?

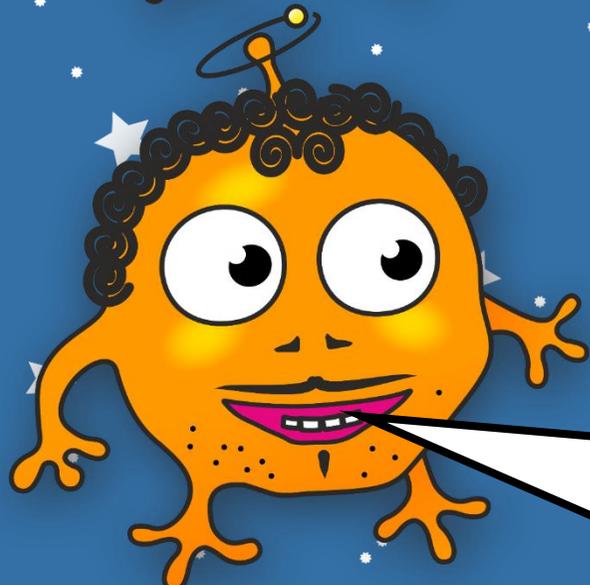
# Systematic, Synthetic Phonics



So what actually  
IS phonics?



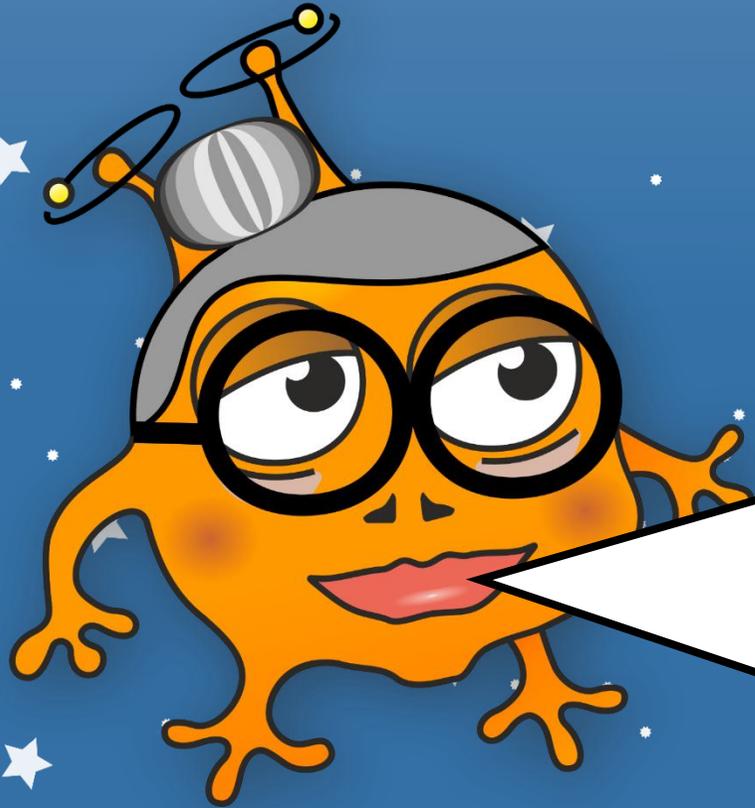
Phonics is understanding that  
groups of letters (**graphemes**)  
represent sounds (**phonemes**)  
– and vice versa.



For example, in the word 'tap', you hear the  
sounds /t/ /a/ and /p/.

These sounds (**phonemes**) are represented by  
**graphemes** – in this case, the letters 't', 'a' and 'p'.

# Systematic, Synthetic Phonics



**Synthetic** phonics means breaking words down into the smallest units of sound.

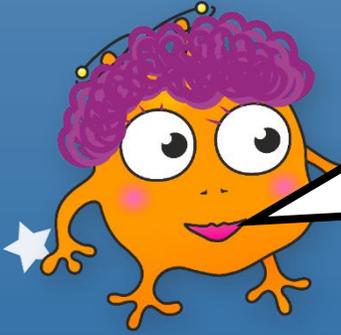
For example, in the word 'boat', you hear three sounds - /b/ /oa/, /t/.

In the word 'memory' you hear five sounds - /m/ /e/ /m/ /or/ /ee/.

In the word 'school' you hear four sounds - /s/ /k/ /oo/ /l/.

Don't worry about the spellings yet, just think about the number of sounds (**phonemes**) that you can break a word down into.

# Systematic, Synthetic Phonics

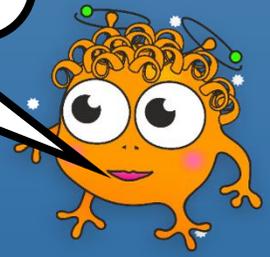


The word 'scrub' can be broken down into five phonemes - /s/ /c/ /r/ /u/ /b/.

It is represented by five graphemes.

The word 'mail' has three phonemes - /m/ /ai/ /l/.

It is represented by three graphemes, but has four letters.

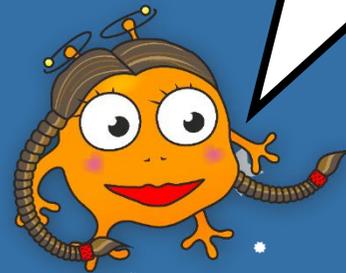
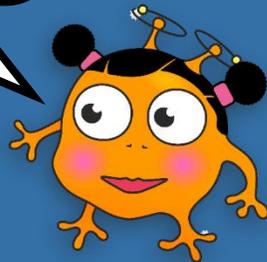


The word 'toast' has four phonemes - /t/ /oa/ /s/ /t/.

It is represented by four graphemes, but has five letters.

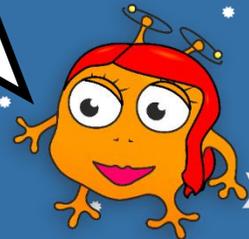
The word 'star' has three phonemes - /s/ /t/ /ar/.

It is represented by three graphemes.



The word 'chair' has two phonemes - /ch/ /air/.

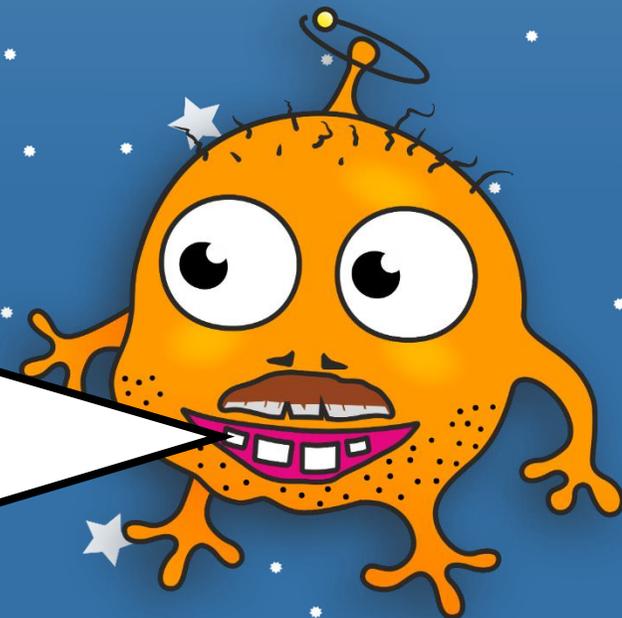
It is represented by two graphemes, but has five letters.



# Systematic, Synthetic Phonics



In the word 'phonics', you hear the sounds /f/ /o/ /n/ /i/ /k+s/.



That's right!

But you spell the word as 'phonics'.

In the English language, there are approximately 44 different sounds (phonemes.)

But there are many, many different ways of writing these sounds (graphemes.)

# Systematic, Synthetic Phonics



Phonics teaching helps children to learn which **graphemes** to use, for each sound in a word (**phoneme**.)

This is called a **grapheme-phoneme correspondence**.

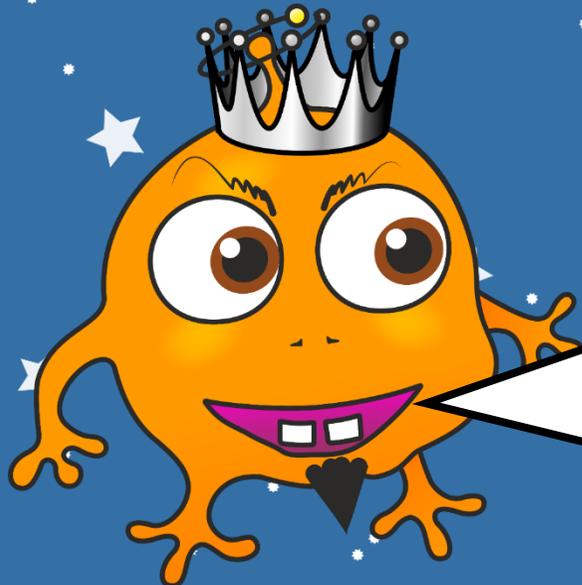
We teach each **grapheme-phoneme correspondence** in a set order, with simple correspondences coming first – such as the sound /s/ is spelt with the letter ‘s’, or the sound /m/ can be spelt with the letter ‘m’.



# Systematic, Synthetic Phonics



Pupils then learn more complex **grapheme-phoneme correspondences** as they progress through the programme – such as the sound /ai/ can be written in more than one way!



Children will learn that two letters can make one sound (**digraph**) – such as ‘ai’, ‘ay’, ‘ey’, in the words ‘sail’, ‘say’ or ‘grey’.

Three letters can also make one sound (**trigraph**), and sometimes four letters can make one sound (**quadgraph or tetragraph**).

# Systematic, Synthetic Phonics

Children only learn to read and write words with the grapheme-phoneme correspondences that they have met so far. This is called a **systematic** phonics programme.

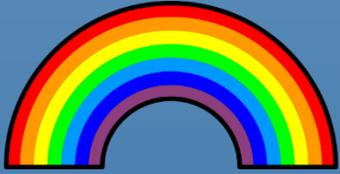
We teach our phonics programme in a set order, increasing in difficulty as the phonics code becomes more complex.



Systematic, synthetic phonics teaching allows children to 'crack the code' and unlock reading and spelling skills!



# Phonological Awareness



**Environmental sounds**

Instrumental sounds

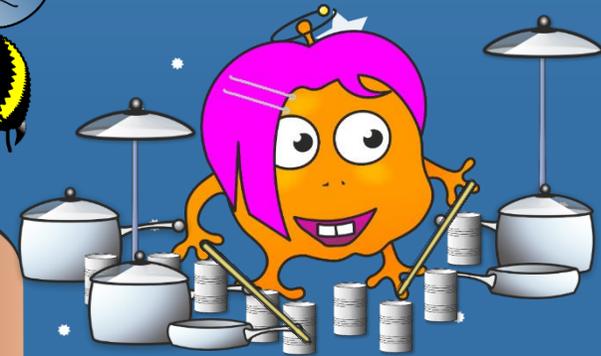
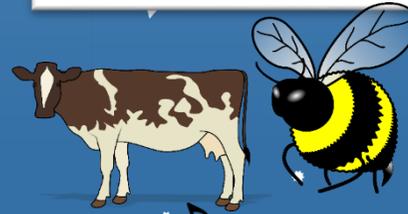
Body percussion

Voice sounds

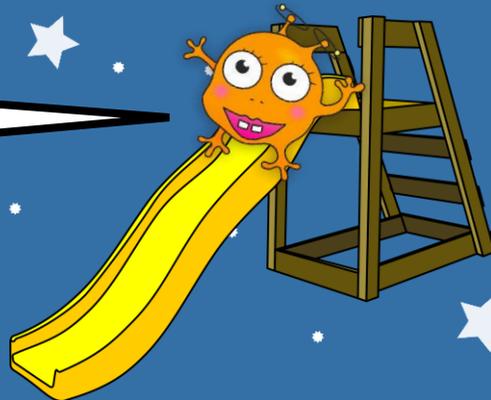
Exploring and creating rhythms  
and rhymes

Exploring and creating  
alliteration

Exploring oral blending and  
segmenting



Weeeee!



# Actions

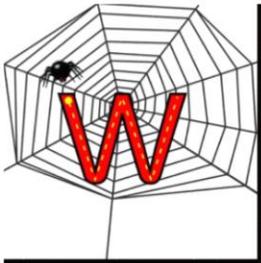


Pip and Pap Phonics



Pip and Pap Phonics

ee



Pip and Pap Phonics



Pip and Pap Phonics

ea

# Songs

Sing the Sound

zip your coat up, z - z - z,  
zip it **up**, zip it up,  
zip your coat up, z - z - z,  
now you'll be all toasty!

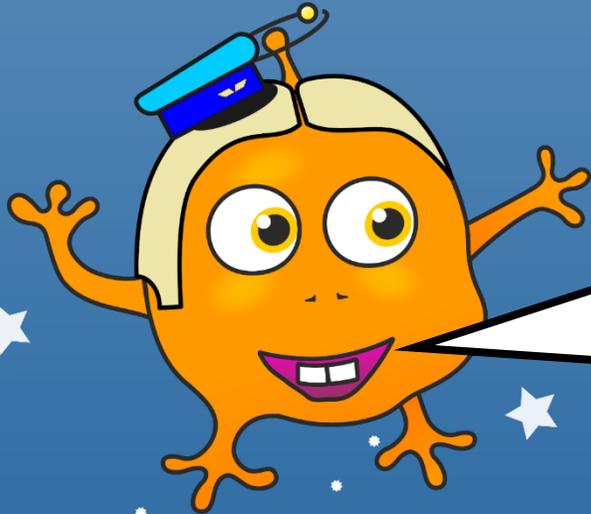


Sing the Sound

j - j - jellyfish,  
swimming in the sea,  
I hope that they **do** not sting me!  
j - j - jellyfish please swim away,  
in the sea I want to play!

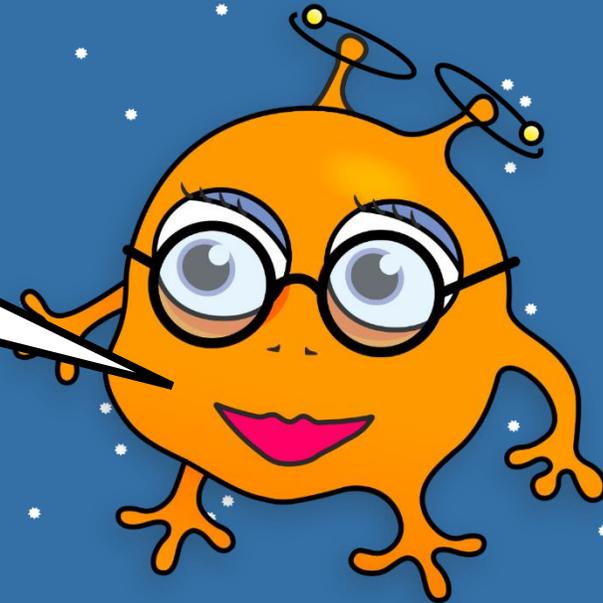


# Phonemic Awareness



We know that words are all made up of **phonemes** (sounds). In **synthetic phonics**, we think about the smallest units of sound in each word. It is important that children develop their phonemic awareness, by being able to **orally segment** words and break them down into individual **phonemes**.

To **orally segment**, we say each individual **phoneme** (sound) in the word aloud, in order, then we **blend** it back together.



# Phonemic Awareness

We encourage children to think about and discriminate between the different sounds (**phonemes**) they hear in the word. Which is the **initial** sound you hear? What is the **medial** sound? What about the **final** sound?



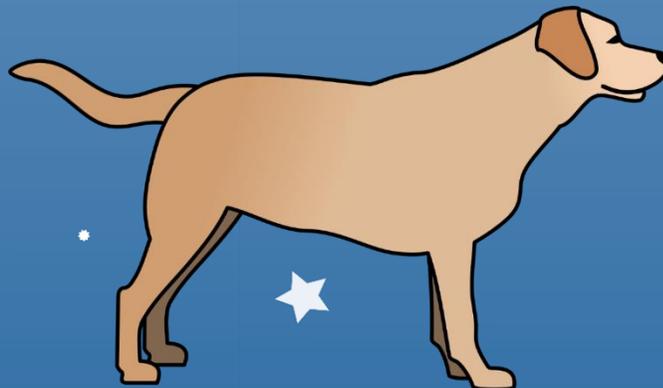
Encourage children to count the number of **phonemes** they hear in words.

This will support them when we come to look at writing and spelling.



# Phonemic Awareness

Isolation  
Blending  
Segmentation  
Deletion  
Addition  
Substitution



The initial sound is /d/.  
The medial sound is /o/.  
The final sound is /g/.

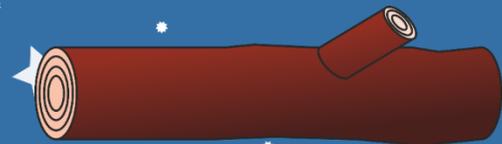
/f/ /r/ /o/ /g/ = frog!

There are three phonemes in the word 'dog'.

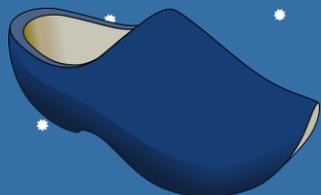
There are four phonemes in the word 'frog'.



Remove the /r/ sound to make the word 'fog'.



Add the phoneme /c/ to make the word 'clog'.

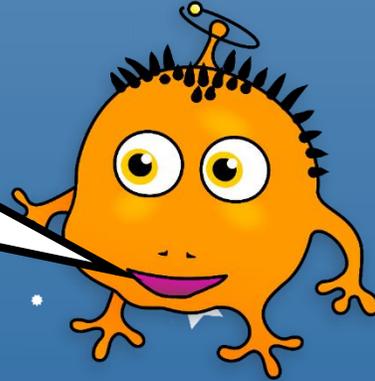


Swap the phoneme /l/ with the phoneme /j/ to make the word 'jog'!



# Decoding

**Decoding** is when children 'work out' how to read a written word and to say it aloud.

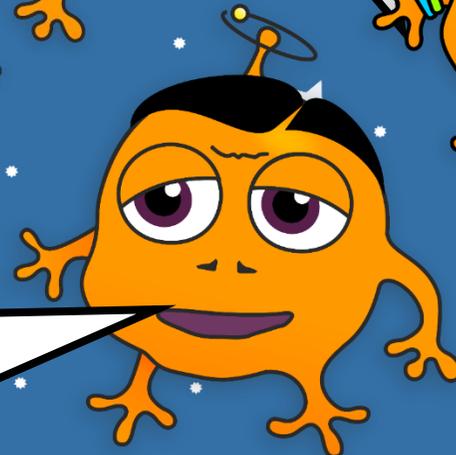


When reading print, we encourage children to put their finger below each grapheme, and to say the phoneme aloud, moving from left to right, following with their finger. We call this 'sounding out' or '**decoding**'.

We then encourage the child to **blend** the word back together, to then read the word aloud with speed and accuracy.



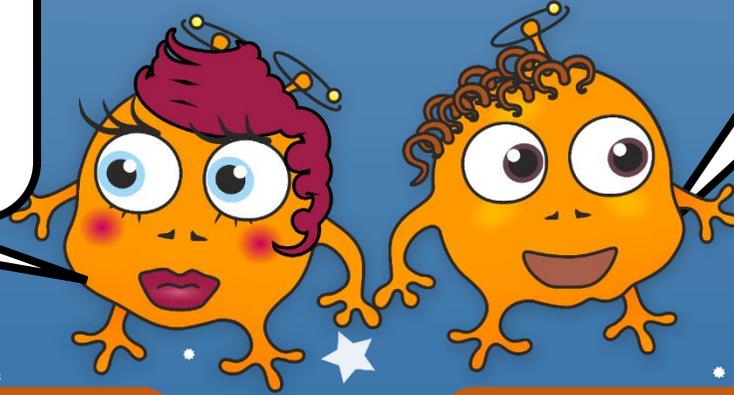
You may need to repeat the process, speeding up each time. In longer words, you may need to break the word down into **syllables** first, decoding each part in turn.



# Decoding

Your turn!  
Can you work with the  
practitioner to sound out  
and blend these words?

The **sound buttons**  
indicate the  
**graphemes** to help  
you.



duck

spots

church

lightning

donkey

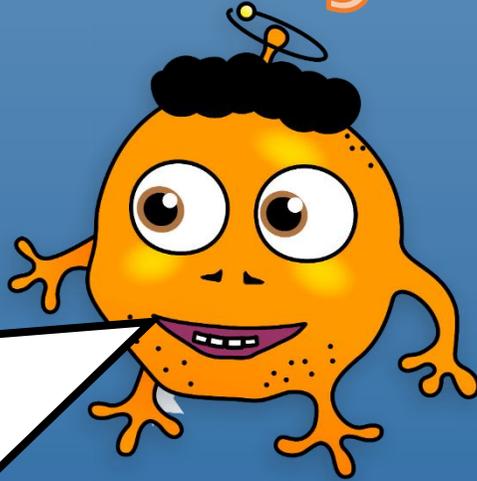
whirling

window

bottle

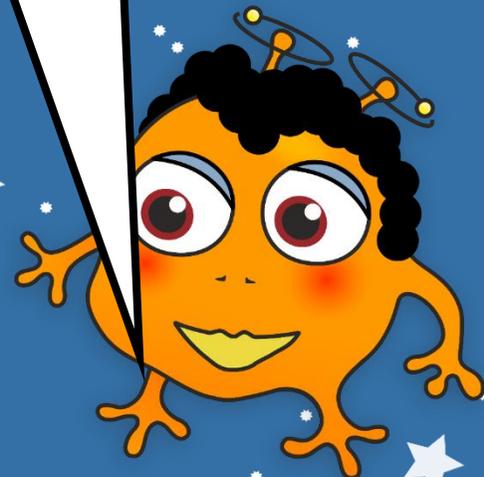
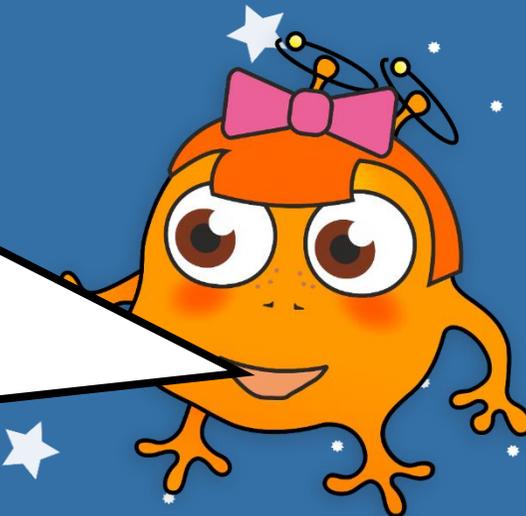
# Decoding

As children's reading skills develop, they should sound out and **blend** within their heads. With regular practise, children will not need to overtly sound and blend in a staccato fashion, beginning to read the words with accuracy, speed and fluency.



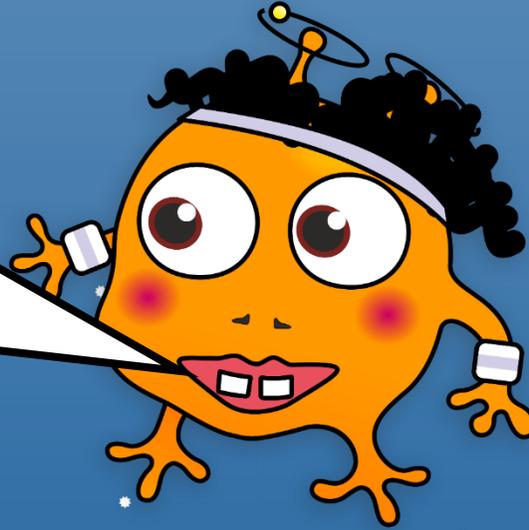
However, when reading at home, your child should **blend** aloud, so that the you can ensure their reading is accurate and support where necessary.

Children should always use the strategy of **decoding** when meeting a new or unfamiliar word as their primary strategy for reading. We do not encourage children to guess from the pictures or from the starting letter.



# Encoding

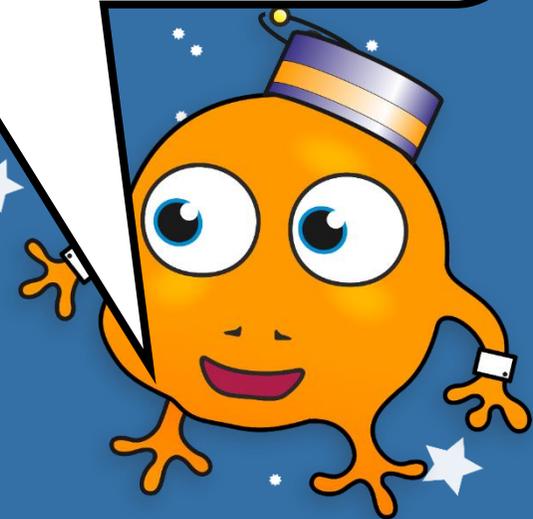
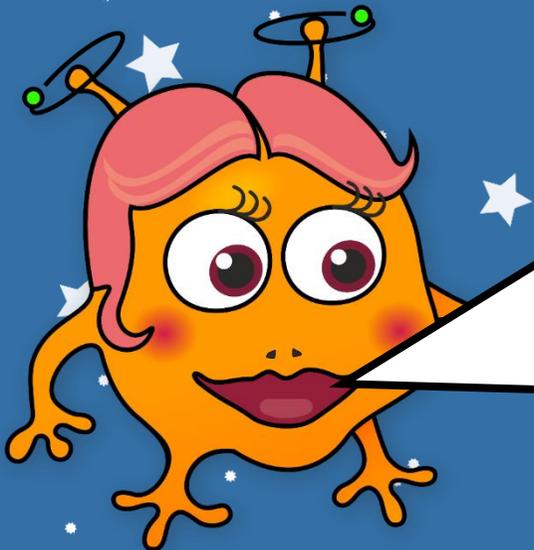
**Encoding** is when children hear a sound (phoneme) and write a symbol to represent this sound.



It is the opposite of **decoding** when children see a written symbol and say aloud the sound (phoneme) it represents.

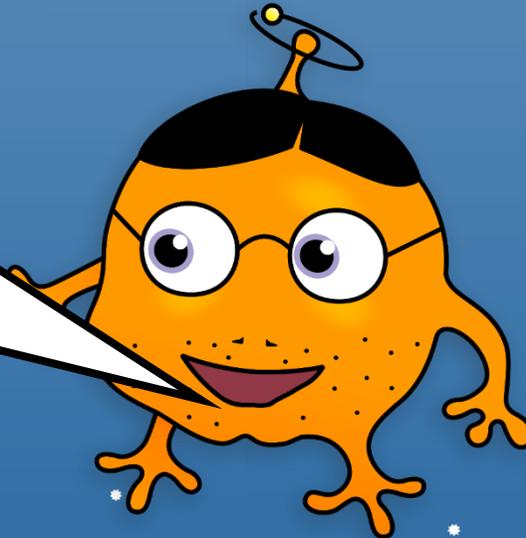
To spell words, first, we orally **segment** them.

We encourage children to say a word aloud, then to orally segment it, by saying each sound in the word aloud, in order.



# Encoding

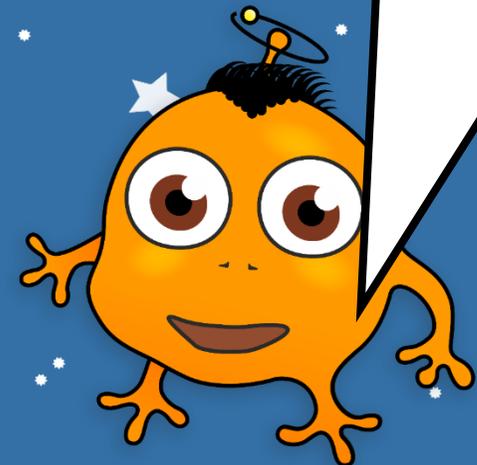
When **orally segmenting**, we encourage children to build the words with their fists.



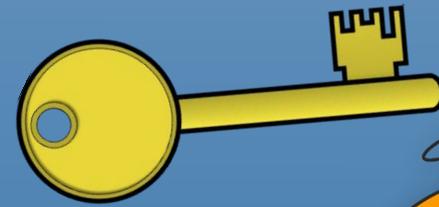
For longer words, you may need to encourage children to count the sounds in the word using their fingers. Ask the child how many **phonemes** they counted. This will tell them how **graphemes** they will need to write!



For example – to **orally segment** the word “dog” – initially say the word aloud. Then, hold out one fist and say “d”, put another fist on top and say “o”, and move your hand to put your fist at the bottom back on top, as you say “g”. Finally, clap as you put the word together - /d/ /o/ /g/ = dog.



# Encoding



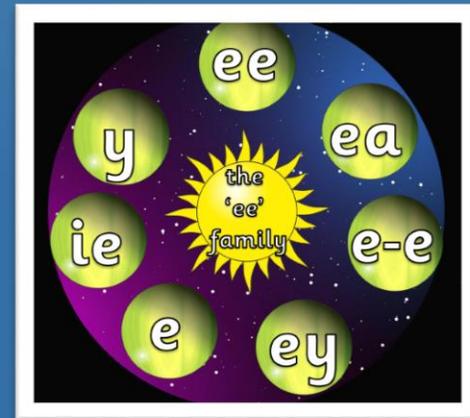
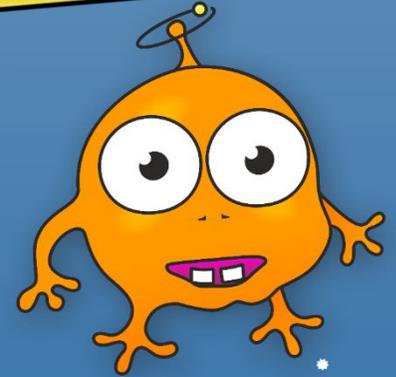
As children become older, the words they are required to spell become more challenging. As we know, there is often more than one way of writing a sound.

kea?

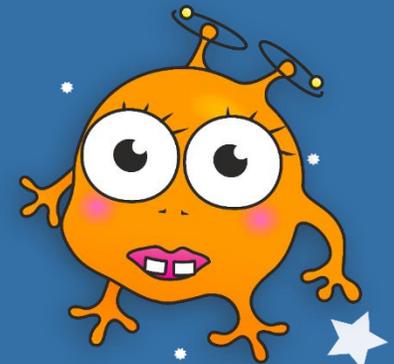
kee?

key?

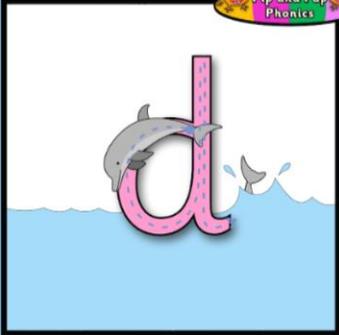
kei?



If your child spells a word in a phonetically plausible way, but selects the wrong **grapheme**, encourage your child to think other ways to write the grapheme, discussing their knowledge of different graphemes.



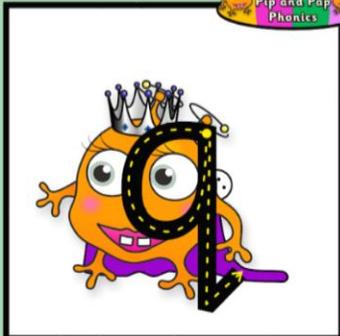
# Letter Formation



Pip and Pap Phonics

The dolphin swims around then jumps up and splashes down.

Dd



Pip and Pap Phonics

Around the Queen's eye, then down her cape and flick.

Qq



Pip and Pap Phonics

Whoosh! Off we go, around the Queen's eye, then down her cape and flick.

Qq



Pip and Pap Phonics

Whoosh! Off we go, the dolphin swims around then jumps up and splashes down, then flick.

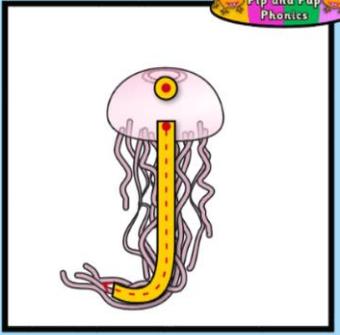
Dd



Pip and Pap Phonics

Start at the top then swish around, down and around.

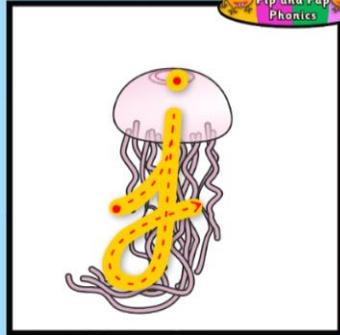
Ss



Pip and Pap Phonics

The jellyfish's tentacles hang down with a curl and dot its head at the top.

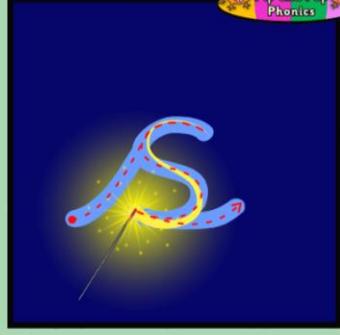
Jj



Pip and Pap Phonics

Whoosh! Off we go, the jellyfish's tentacles hang down with a loop and its head is at the top.

Jj

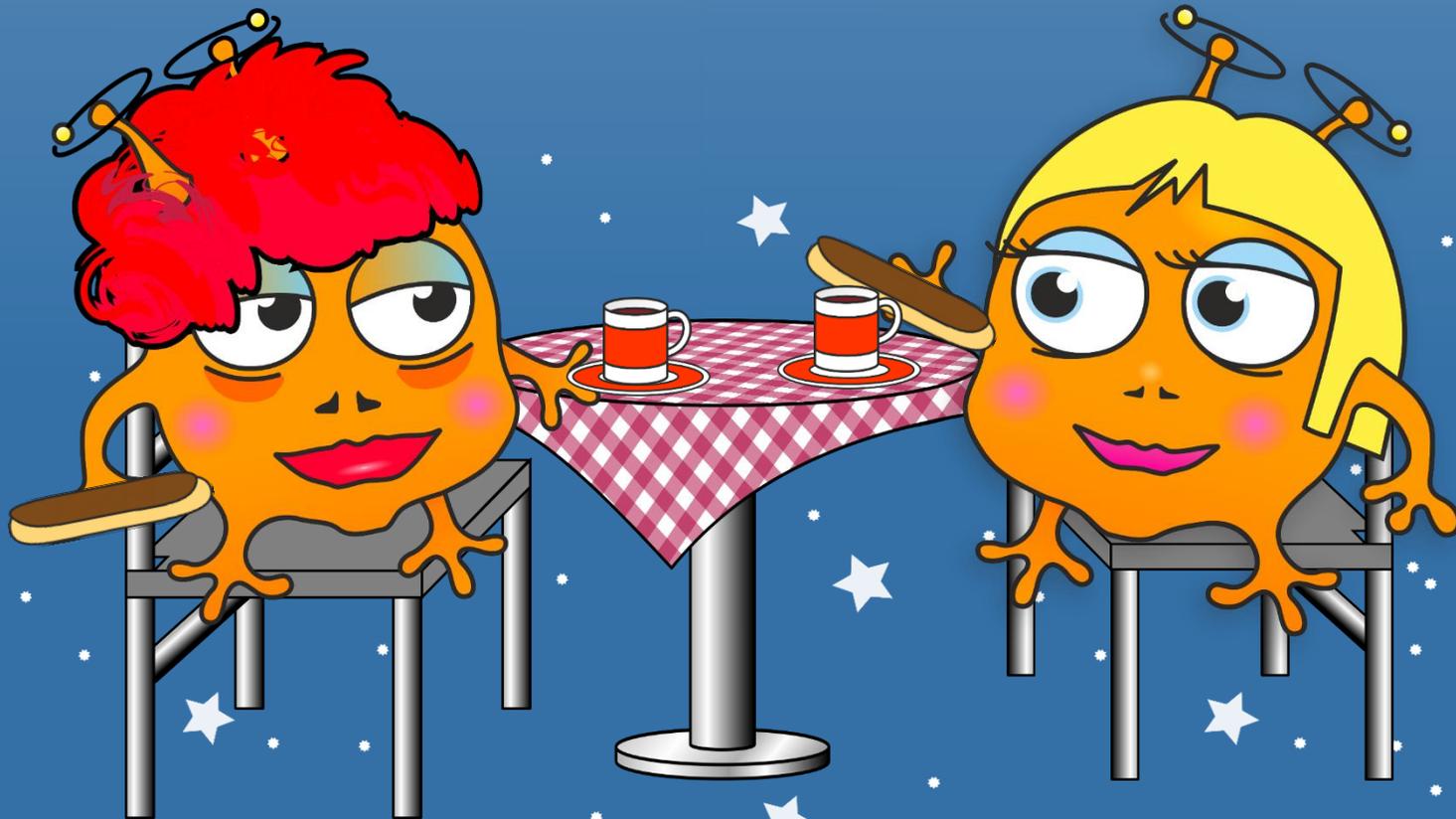


Pip and Pap Phonics

Whoosh! Off we go, up to the top then swish around, down and around, then flick.

Ss

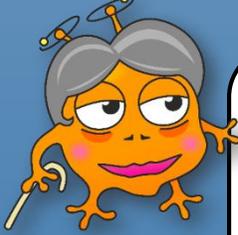
# Refreshments Break



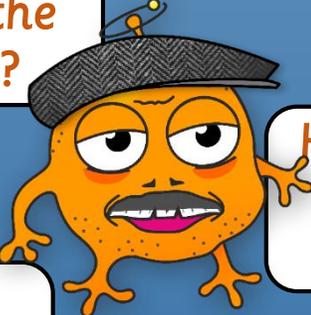
# Recap



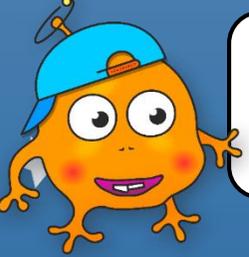
How many phonemes in the word 'eight'?



Can you think of another way to write the phoneme /ee/?



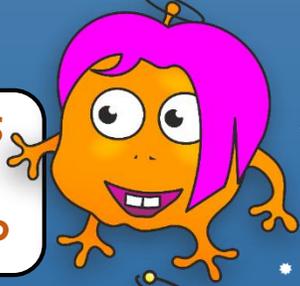
How many letters in the word 'nineteen'?



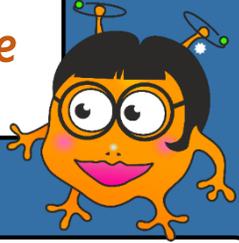
How many graphemes in the word 'six'?



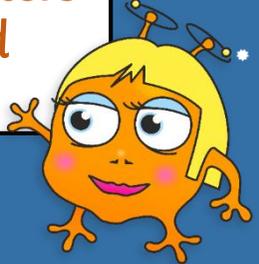
How many graphemes in the word 'thirteen'?



Which phonemes do you hear in the word 'thirty'?



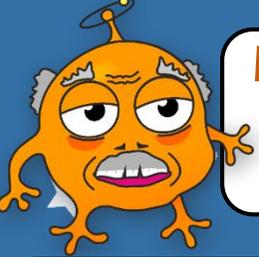
How many phonemes in the word 'ten'?



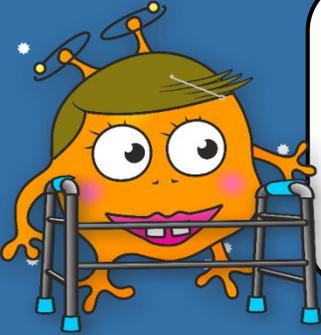
How many letters in the word 'seven'?



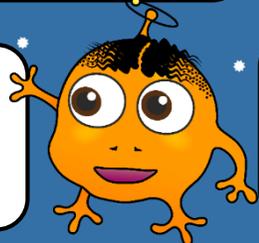
How many digraphs are in the word 'fifteen'?



Is there a trigraph in the word 'forty'?



Can you think of a number that contains a quadgraph when you write it?

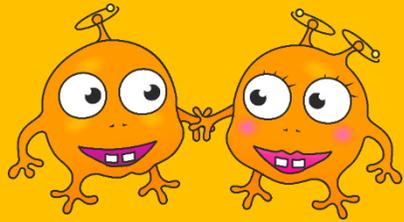


Can you orally segment the word 'twelve'?

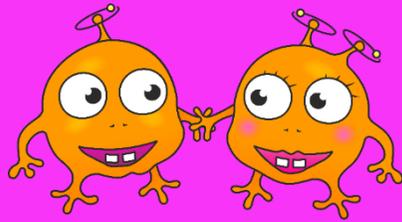


How many graphemes in the word 'three'?

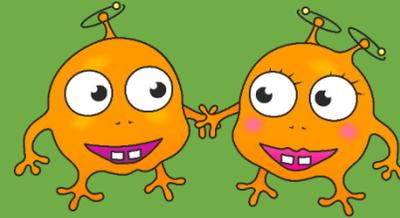
# Pip and Pap Phonics Phases



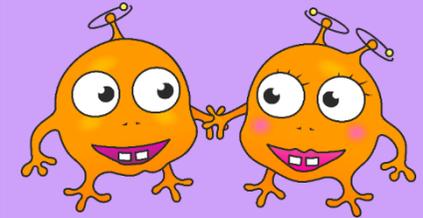
Orange Phase



Pink Phase



Green Phase



Purple Phase

Autumn Term  
Year R

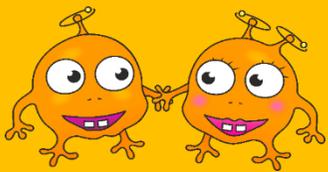
Spring - Summer  
Term Year R

Summer Term  
Year R – Spring  
Term Year 1

Spring Term Year  
1 – Autumn Term  
Year 2

# Orange Phase

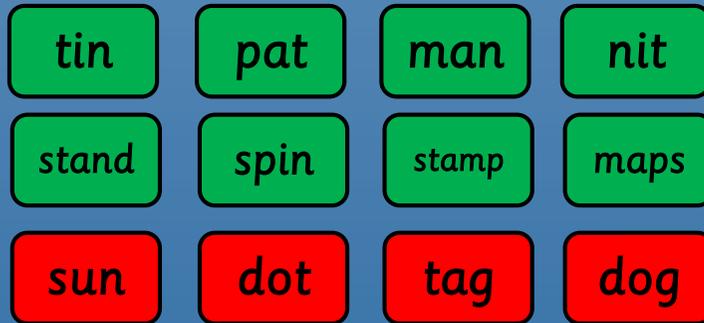
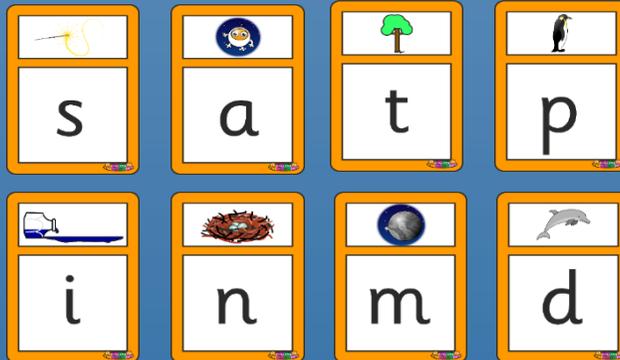
Simple code  
Adjacent consonants  
Limited number of digraphs



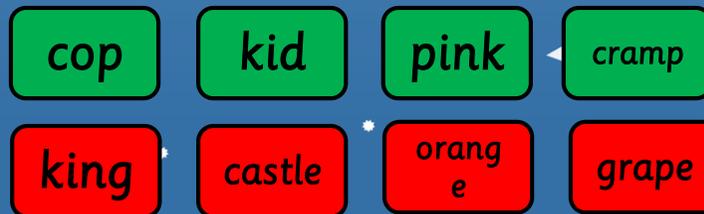
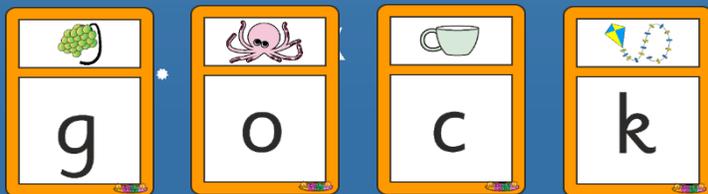
Orange Phase

Autumn Term  
Year R

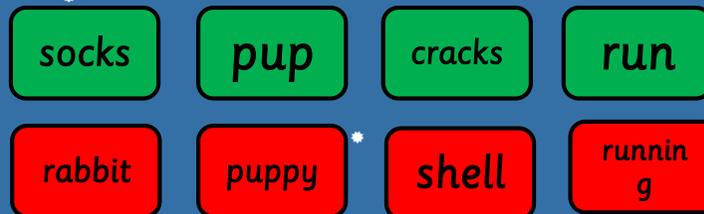
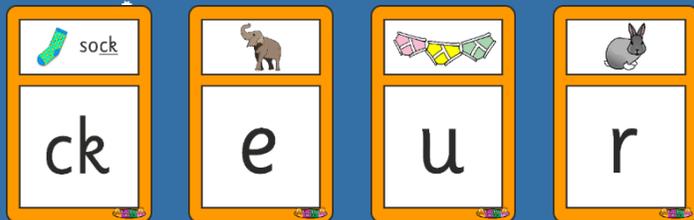
Set 1



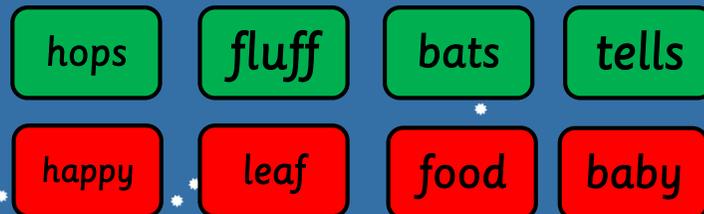
Set 2

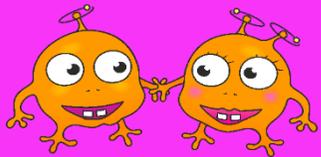


Set 3



Set 4





# Pink Phase

Spring- Summer  
Term Year R

j	w

v	x

web vents

box wind

Set 1

# Pink Phase

Digraphs and trigraphs  
Limited number of alternative  
graphemes

y

z

buzz
zz

quack
qu

quilt

buzz

quick

zebra

Set 2

chips
ch

shell
sh

bath
th

king
ng

hatch
tch

chops

shops

things

matches

Set 3

rain
ai

feet
ee

night
igh

soap
oa

book spoon
oo

cheer
eer

raining

creeps

night

soaking

Set 4

car
ar

torch
or

burst
ur

ladder herbs
er

carpark

organ

fur

summer

Set 5

flower
ow

soil
oi

ear
ear

chair
air

cure
ure

brown

coins

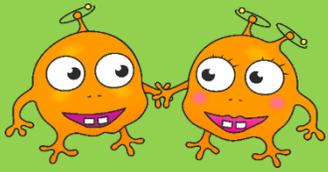
hearing

pure

Set 6

# Green Phase

Alternative graphemes



Green Phase

Summer Term Year  
R – Spring Term  
Year 1

Set 1

crayon	cloud	tie	sea
ay	ou	ie	ea

stray

fried

loudest



Set 2

oyster	bird	glue tissue	pawprint
oy	ir	ue	aw

boys

birthday

withdrawn

Set 3

wheel	alphabet	toes
wh	ph	oe
brew news	haunted	key
ew	au	ey

whirl

phonics

toenail

few

haul

donkey

Set 4

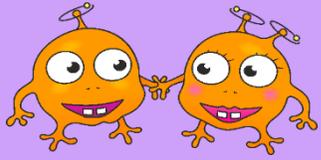
spade	delete	lime	phone	perfume flute
a-e	e-e	i-e	o-e	u-e

grape

theme

stone

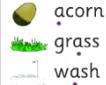
drive



# Purple Phase

Spring Term  
Year 1 –  
Autumn Term  
Year 2

a



e



o



u



i



equals

gold

unicorn  
bull

pilot

Set 1

# Purple Phase

Alternative pronunciations  
Alternative graphemes  
\*Key focus on READING in Sets 3 - 5

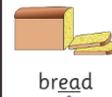
ow



ie



ea



ou/oul



y



window

shield

bread

soup  
should  
boulder

frying pan  
pyramid  
penny

Set 2

ture



picture

dge



fudge

mb



thumb

kn



knot

gn



sign

Set 3

st



listen

se



house  
cheese

wr



write

o



month

Set 5

ve



twelve

le



bottle

sc



scissors

ce



science

eigh



eight

ow



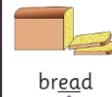
window

ie



shield

ea



bread

ou/oul



soup  
should  
boulder

y



frying pan  
pyramid  
penny

Set 2

ch



school  
brochure

c



pencil

g



magic

ey



grey



al



palm tree

ere



here

ere



there

ear



pear

are



square

al



chalk

augh



taught

oor



door

our



four

ore



snore

oar



oar

ear



pearl

zh phoneme



television  
treasure

Set 4

ear



pearl

or



world

si



explosion

ci



official

ti



station

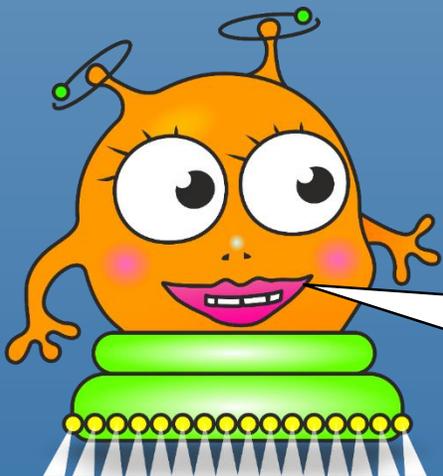
ui



fruit



# Earth Words

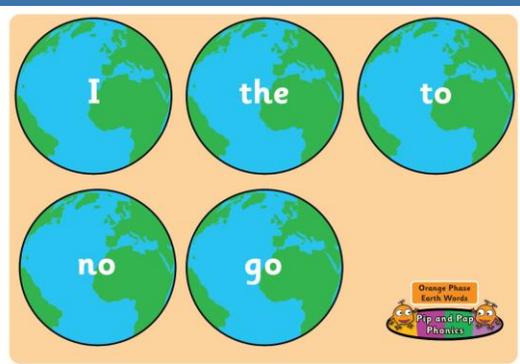


Earth Words are words that are not fully decodable... **yet!**

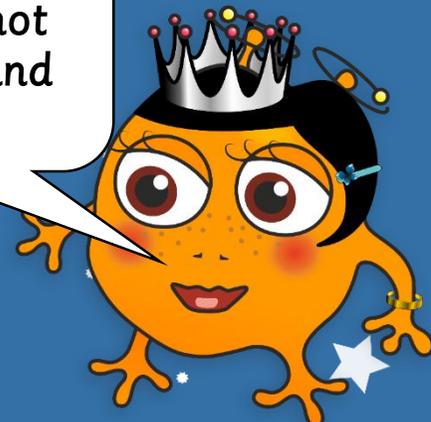
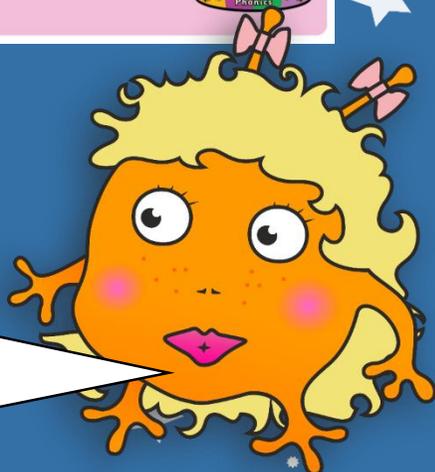
There are a small number of words in each phase that are introduced, that are not fully decodable yet, as children have not yet learned that part of the code.



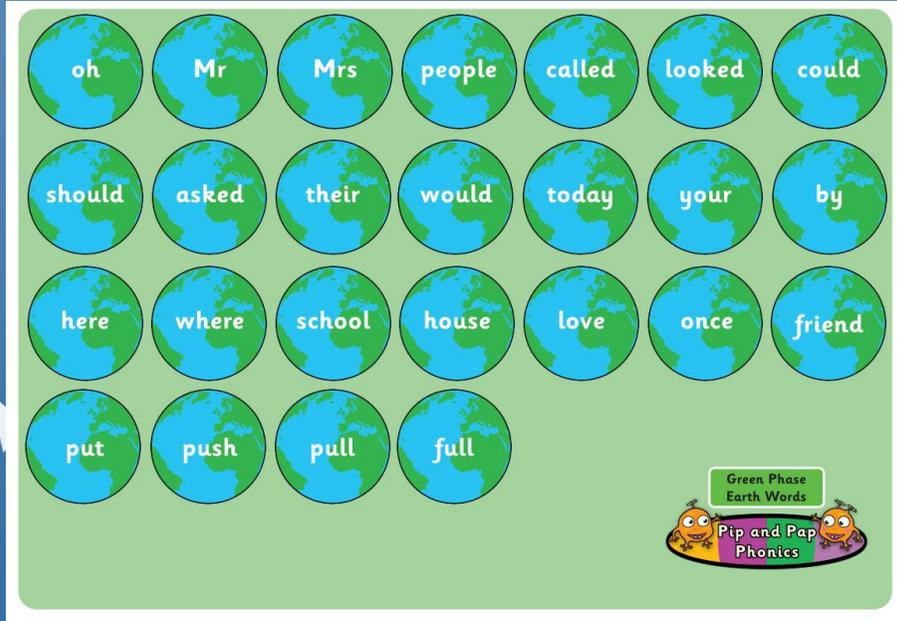
Children should recognise which part of the word is not yet decodable and why this is!



However, they are important words to include as they help sentences make sense! You may know them as 'common exception words' or 'tricky words'. However, we don't believe they are tricky!



# Earth Words



A grid of 28 circular cards, each featuring a globe and a word. The words are arranged in four rows: Row 1: oh, Mr, Mrs, people, called, looked, could; Row 2: should, asked, their, would, today, your, by; Row 3: here, where, school, house, love, once, friend; Row 4: put, push, pull, full.

Green Phase  
Earth Words

Pip and Pap  
Phonics



A grid of 10 circular cards, each featuring a globe and a word. The words are arranged in three rows: Row 1: thought, through, who, whole; Row 2: laugh, improve, shoe, double; Row 3: colour.

Purple Phase  
Earth Words

Pip and Pap  
Phonics

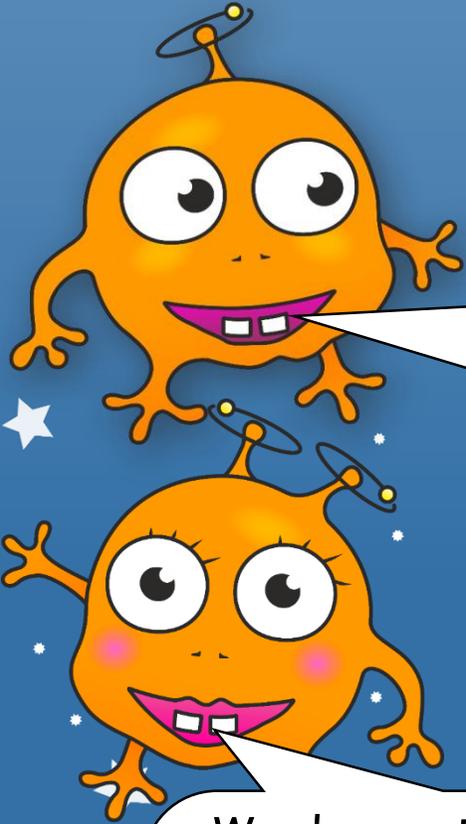


A grid of 10 circular cards, each featuring a globe and a word. The words are arranged in three rows: Row 1: beautiful, busy, sugar, eye; Row 2: hour, pretty, water, many; Row 3: because.

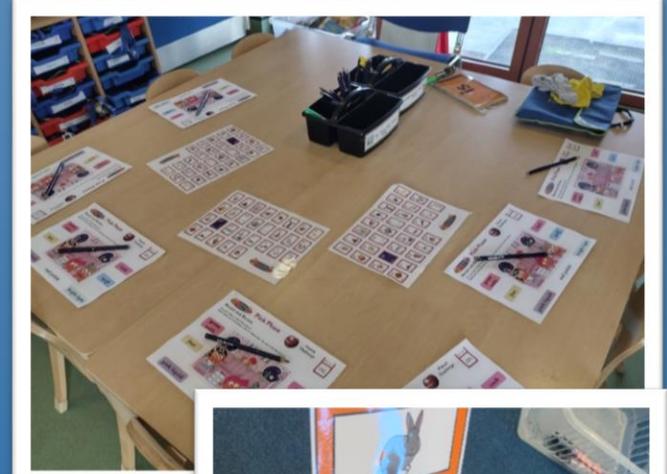
Purple Phase  
Earth Words

Pip and Pap  
Phonics

# Phonics Sessions in School



Children complete a 'Planet Challenge' every day in school, linked to a GPC. They usually will learn a new GPC everyday, but there is also time for consolidation.

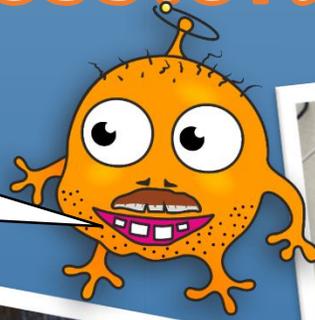


We always start with revising our flashcards and individual GPCs, before moving onto a Revisit / Review activity where we revisit words containing graphemes and phonemes that we know, for reading and writing.



# Phonics Sessions in School

We always try and make activities multisensory and interactive!



# Phonics Sessions in School

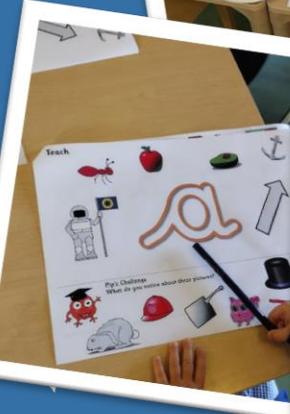
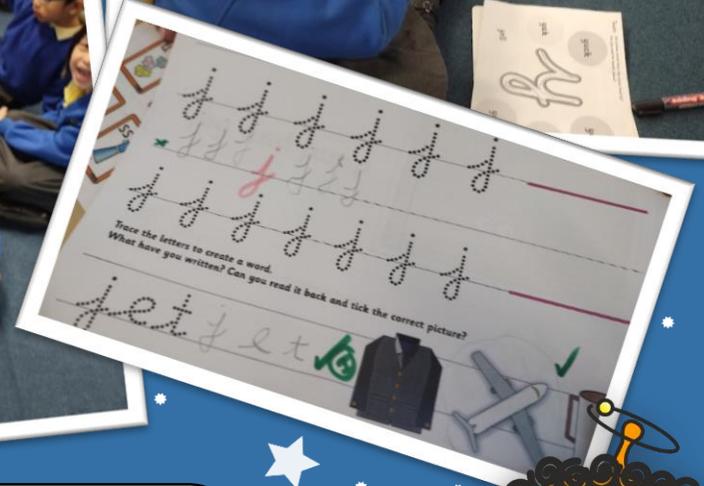
Pip and Pap Phonics sessions are fun, exciting, collaborative and engaging.



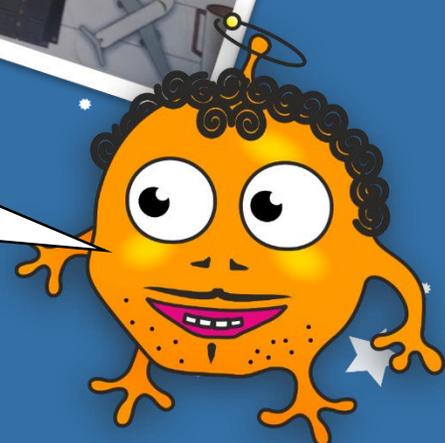
# Phonics Sessions in School



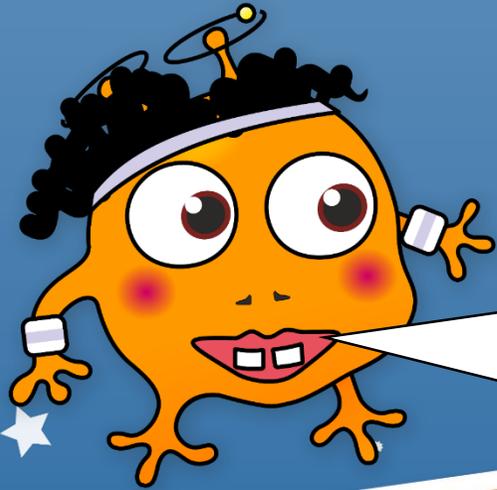
After we have reviewed our learning, we then go onto the 'Teach' section of the lessons, where children are taught a new grapheme-phoneme correspondence.



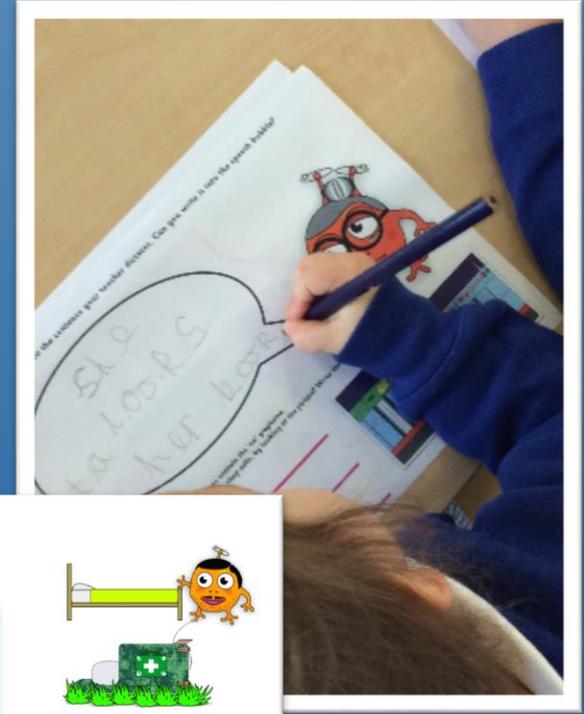
Pupils practise reading words containing the GPC (sounding out and blending) and also practise writing the grapheme.



# Phonics Sessions in School



Pupils will then 'try out' using the new grapheme-phoneme correspondence that they have learned, in a new context – such as in a caption, phrase or set of sentences, as part of a guided practise activity.



## Practise

Read the mini story to yourself or as a group. Underline words that contain the 'aw' grapheme. Can you answer questions that your teacher asks you?

Vap the vet yawned and got out of bed.

He got into his van that was parked on the lawn.

On his way to the vets, Vap saw a little dog.

It had hurt its paw on a thorn!

Vap stopped to help the little dog.



## Practise

Take a look at the picture. Do you agree or disagree with the statements? Give them a tick or a cross!



All of the bees sit on a flower.

One of the bees has a crown.

All of the bees are brown.

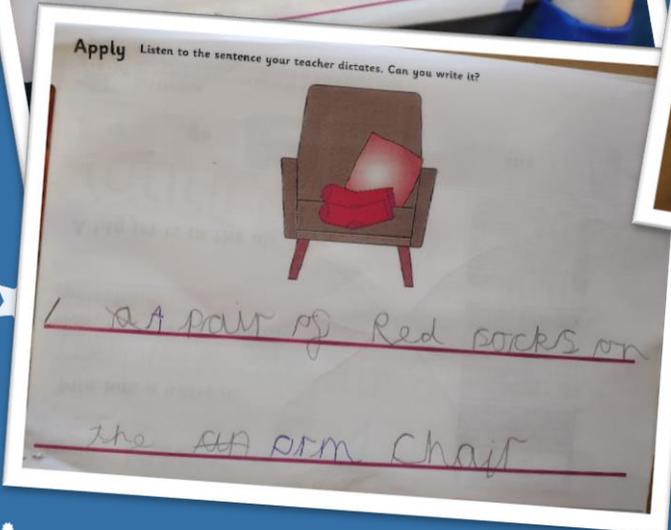
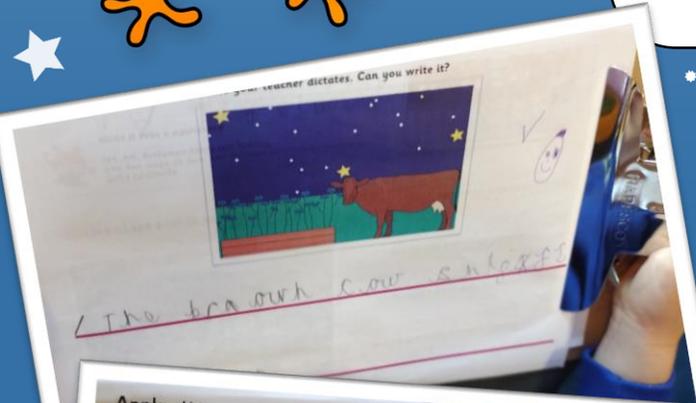
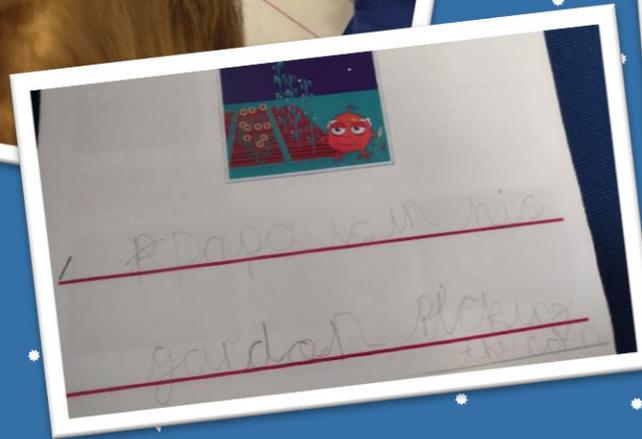
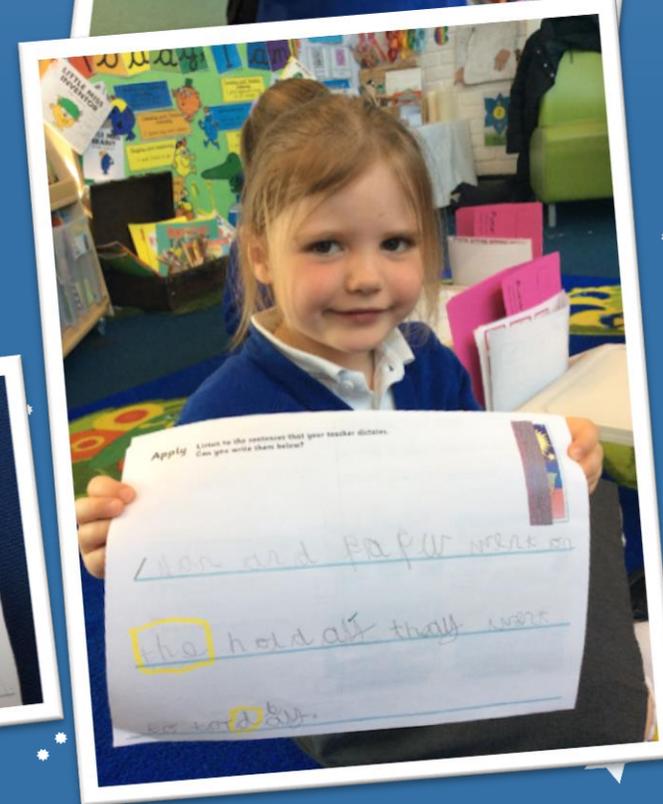
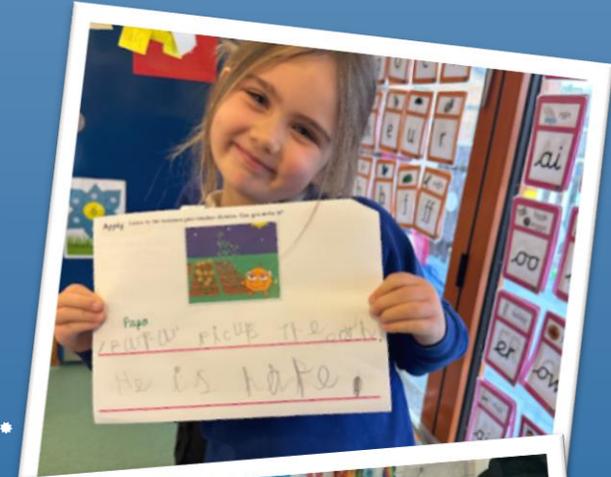
One of the bees is down in the grass.

There is a rain shower.

# Phonics Sessions in School



Finally, pupils will have the opportunity to independently apply their learning in a new context, such as writing a sentence or caption containing the new grapheme-phoneme correspondence.

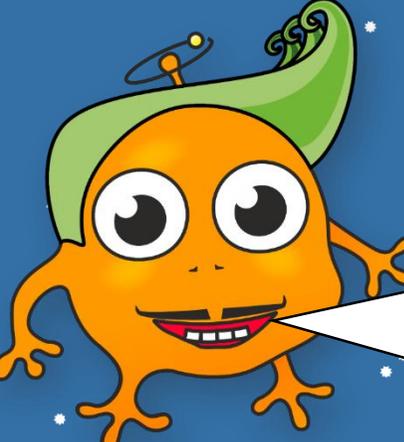


# Phonics Sessions in School



Pupils also take part in Guided Reading sessions to practise both their decoding skills and their comprehension skills.

Pupils will practise their reading skills with texts containing GPCs that they have recently met, so that they are confident to decode and can read with fluency and accuracy.



Pip and Pap Phonics has its own reading scheme that is linked to the phonics programme and progression.



# Ways that you can help at home

Reading Rockets



**Pink Rocket Words Set 3**

some	come	do	so	out
one	wait	rain	again	train
see	week	tree	teeth	sleep
high	coat	coach	too	
cool		wood		

**Purple Rocket Words Set 2**

snow	grow	bowl	own	field
thief	chief	head	read	measure
group	youth	shoulder	boulder	try
cry	sky	crystal	system	pyramid
happy	sunny	easy	baby	sorry

I can read these words (home)  
 I can read these words (school)

**Holiday Activities**  
Orange Phase  
Crossword Part Two

**Holiday Activities**  
Pink Phase  
Wordsearch Part One

**Holiday Activities**  
Spot the difference

Toab and Bemp unpack the van. It will be a fab afternoon!

Toab and Bemp pack up the van. It has been a good afternoon!

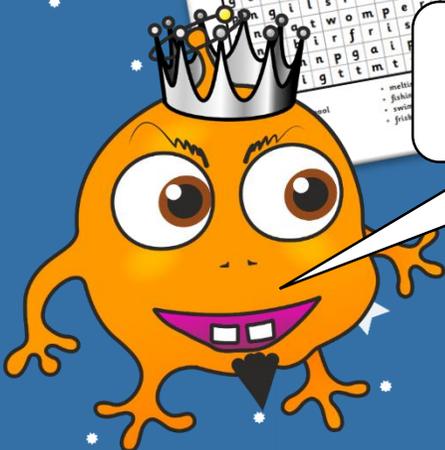
**Holiday Activities**  
Green Phase  
Handwriting

There is a heatwave!

**Holiday Activities**  
Purple Phase  
Picture/Word Match - Part Two

Can you draw a line to match the pictures to the words?

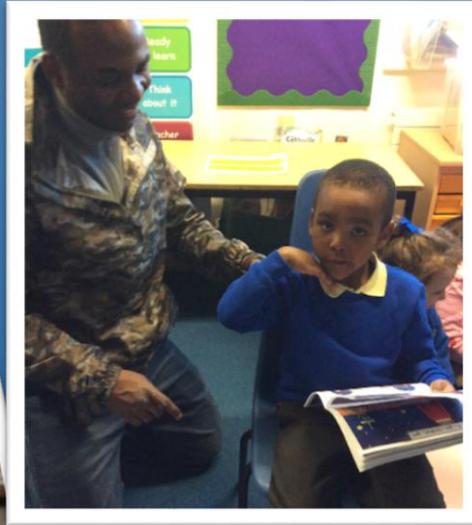
- goggles
- barefoot
- wasps
- fruit
- crazy golf
- ice cube
- ice cream
- juice
- meadow
- patio
- strawberry
- water pistol
- volleyball



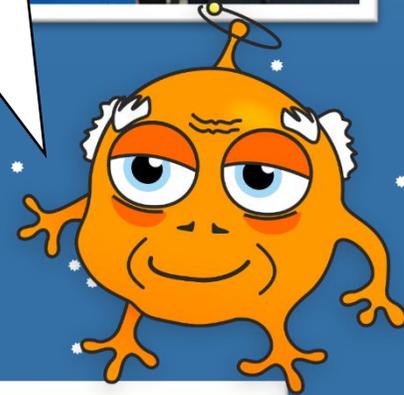
Holiday Challenges

# Ways that you can help at home

www.pipandpapshop.co.uk



Decodable Reading Books



Home / Purple Phase

## Purple Phase



Bundle - All Purple Phase Books

£94.75 £87.50

Add to basket



The Hickey Feed - Book 1

£3.79

1

Add to basket



The Watchmaker - Book 2

£3.79

1

Add to basket



Roman Numerals - Book 3

£3.79

1

Add to basket



Pest Control - Book 4

£3.79

1

Add to basket



The Supermarket - Book 5

£3.79



The Youth Group - Book 6

£3.79



Abracadabra - Book 7

£3.79



The Sky Dive - Book 8

£3.79



The Opera Show - Book 9

£3.79

## Parent and child activity

In this story, Taz helps to rescue Nan's cat! The cat was stuck on the roof!



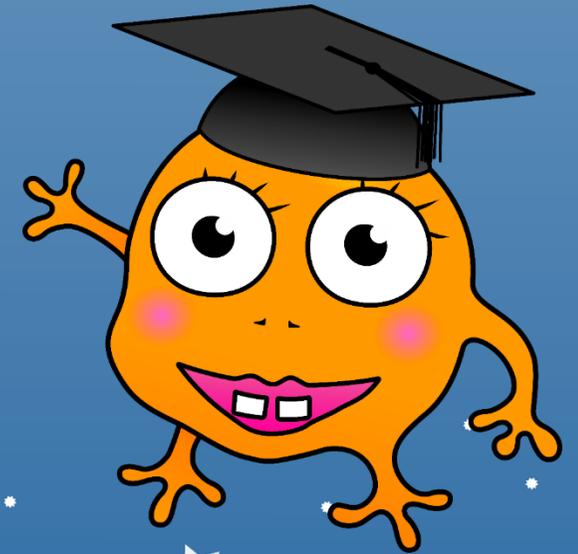
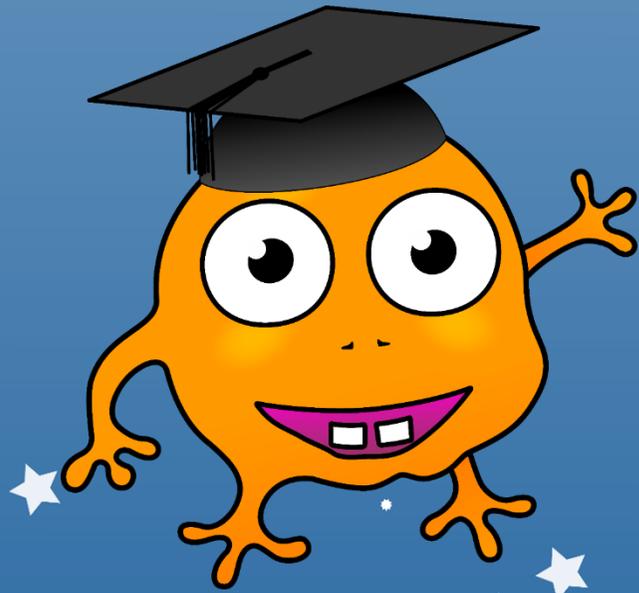
Taz was able to jump onto the mat. However, we must never jump from things unsupervised. Why not try different types of jumps from standing? Could you do a star jump? A tuck jump? What about a pencil jump or a jump with a turn?

Did you spot the 'Lost' poster on the tree? Nan put up posters to help find her cat. Have you ever lost anything? Perhaps you could make a 'lost' poster for a missing item?

# Ways that you can help at home

Parent and Child Workshops





[www.pipandpap.com](http://www.pipandpap.com)

[www.pipandpapshop.co.uk](http://www.pipandpapshop.co.uk)