Phonics teaching is a multi-sensory process. Pictures, sounds and movement can all help to remember new sounds and graphemes. Having a key picture to represent each of the sounds is a helpful tool to help children to remember each new sound and the letters that represent them. An action to represent each sound can also be helpful.

We have had teacher feedback that teaching children actions to go with sounds can be an effective way of engaging the whole class. We have developed these example actions – one for each of the 49 sounds – to help you teach them to your class. Each of the sounds already has a key picture on the flashcards, but the additional action could help children to remember the sounds more easily. Once children become confident with the sounds, you can stop using the actions. Please feel free to adapt the actions to suit your own school context, but remember that your action must match the key picture.

**How does it work?**

Each key picture is shown on the flashcards, the frieze and on the alphabetic code chart, as well as in all the Sounds and Letters books. The flashcards show the grapheme or letter that represents the sound, but when you see a letter or group of letters within slash marks, these are used to denote the sound.

We recommend you introduce the sounds and actions every time you use the sound and key picture.

Show the class the flashcard for the new sound and grapheme. Make sure children are facing you and can see you and your mouth clearly. Make sure you can see them and that they are doing the actions correctly and saying the sound accurately. It is important that you repeat the sound three times and then say the key word with, or followed by, the action. The children then repeat it after you – They say the sound 3 times, then the key word with, or followed by, the action.

**Top tips**

For example, if our sound was /a/, you would hold up the flashcard for ‘a’ and say, “Here is the new sound and grapheme for today – /a/a/a/ as in apple” and then do the action of biting into an apple. You then invite the children to have a go with you.

Follow this approach for all the sounds and actions and fit them into your normal method of teaching Floppy’s Phonics Sounds and Letters whenever you talk about the sound and the key picture.

Remember to keep the sounds as pure as possible. Use the film as a guide to help you. Remember to say ‘b’ and ‘k’ without voicing it with an ‘uh’ sound, i.e. ‘buh’ and ‘kuh’. Say ‘ssss’ instead of ‘suh’.

Ideally, the frieze and the alphabetic code chart should be permanently on display in your classroom. Have the appropriate flashcard ready.
Here is a list of all the sounds in the Floppy’s Phonics Sounds and Letters teaching order, with an explanation of how to do each action to accompany each sound. We have given a time signature for each sound so that you can easily navigate the video if you are looking for a particular action. To find the video please visit www.oxfordprimary.com/international-pd and look under ‘Supporting resources for international schools’.

/s/ as in sun (00:03:41)
Say s, s, s, sun. Using one finger pretend to draw a large circle in the air.

/a/ as in apple (00:04:06)
Say a, a, a, apple. Pretend to be taking a bite from an apple that you are holding in your hand.

/t/ as in teddy (00:04:39)
Say t, t, t, teddy. Put two cupped hands together and bring them to your shoulder as if cuddling a teddy.

/p/ as in pan (00:05:05)
Say p, p, p, pan. Hold one arm out stretched and move it from side to side as if you were holding a frying pan handle and cooking.

/i/ as in insect (00:05:32)
Say i, i, i, insect. Hold your hand palm down and make the fingers and thumb look like legs, wriggle them and move your hand from right to left.

/n/ as in net (00:05:59)
Say n, n, n, net. Pretend you have a net on a pole like in the key picture, hold it out and swish left to right, as if in some water, and bring it back up to see if you have caught something.

/m/ as in man (00:06:34)
Say /m/ m, m, m, man. Hold up one hand, palm up and form two legs with the fingers of the other hand, walk them up and down your palm.

/d/ as in dog (00:07:07)
Say d, d, d, dog. Flop two hands in front of you as if they were paws.

/g/ as in gate (00:07:32)
Say g, g, g, gate. Bend one arm across your chest then stretch it out as if opening and closing a gate.

/o/ as in octopus (00:08:00)
Say o, o, o, octopus. Wiggle 4 fingers on each hand like octopus tentacles.
/k/  as in cat (00:08:28)
Say c, c, c cat. Put your hands to your face and pretend to be a cat showing off his long whiskers.

/k/  as in key (00:08:53)
Say k, k, k, key. Push one hand forward and pretend to turn a key in a lock.

/e/  as in egg (00:09:18)
Say e, e, e, egg. Place two hands placed together to form an oval shape.

/u/  as in umbrella (00:09:43)
Say u, u, u, umbrella. Hold one hand out and bend your head as if you were under an umbrella.

/r/  as in rabbit (00:10:09)
Say r, r, r, rabbit. Place your hands on each side of your head with your palms facing forward like rabbit ears and move them around.

/h/  as in hat (00:10:36)
Say h, h, h, hat. Pull two hands down over your head as if putting on a hat.

/b/  as in bone (00:11:00)
Say b, b, b, bone. Pretend you are a dog with a bone in its mouth. Shake your head from side to side with the bone in your mouth.

/f/  as in fish (00:11:28)
Say f, f, f, fish. Weave one hand sideways in front of your body and pretend it is fish swimming.

/l/  as in lion (00:11:56)
Say l, l, l, lion. Put your hands either side of your face and curl your fingers forward like a lion’s claws.

/ul/  as in bottle (00:12:23)
Say ul, ul, ul, bottle. Pretend you are opening a bottle of water and twisting the lid off the bottle.

/j/  as in jug (00:12:48)
Say j, j, j, jug. Pretend to be pouring milk from a jug over your breakfast cereal.

/v/  as in van (00:13:16)
Say v, v, v, van. Pretend to be driving a van with two hands on the steering wheel.

/w/  as in web (00:13:42)
Say w, w, w, web. Pretend one hand is a web by stretching your fingers wide apart. With the other hand, pretend it is a spider in the web.
/ks/  as in fox (00:14:11)
Say ks, ks, ks, fox. Move one hand sideways from the bottom of your back and extend it pretending you’re a fox, showing off your bushy tail.

/y/  as in yoyo (00:14:42)
Say y, y, y, yoyo. Pretend to be playing with a yoyo with one arm moving up and down.

/z/  as in zip (00:15:09)
Say z, z, z, zip. Pretend to be zipping up your jacket by holding one hand at the bottom of the zip and moving the other hand upwards.

/kw/ as in queen (00:15:38)
Say kw, kw, kw, queen. Form an imaginary crown with both hands and place it on your head.

/ch/ as in chick (00:16:04)
Say ch, ch, ch, chick. Flap both hands on each side of your body like the wings of a chick.

/sh/ as in ship (00:16:30)
Say sh, sh, sh, ship. Place two arms in front of your body. Your fingers should be touching like the bow of a ship. Gently bob your arms up and down.

/th/ as in thumb/this – NB we have two pronunciations for the grapheme ‘th’ – one is voiced, as in ‘this’ and ‘that, the other is unvoiced, as in ‘thumb’ and ‘think’. (00:17:07)
Say th, th, th this is my th, th, th, thumb. Hold up one hand and point to the thumb with the other hand.

/ng/ as in ring (00:17:37)
Say ng, ng, ng, ring. Pretend to be putting a ring on your middle finger with your thumb and first finger.

/ngk/ as in ink (00:18:08)
Say ngk, ngk, ngk, ink. Hold one hand out in front of you, as if it’s a pot of ink. Pretend you’re holding a pen in the other hand, dip the pen in the ink and air-write a letter.

/ai/ as in aim (00:18:40)
Say ai, ai, ai, aim. Hold one arm up high and pull back your other arm as if using a bow and arrow.
/ee/ as in eel (00:19:09)
Say ee, ee, ee, eel. Pretend your arm is a long eel swimming through the water by wriggling it forwards.

/igh/ as in knight (00:19:39)
Say igh, igh, igh knight. Pretend you are a knight, stand with one hand in front of you, as if holding a shield, and the other pushing a lance forward.

/oa/ as in goat (00:20:09)
Say oa, oa, oa, goat. Place two fingers on top of your head and pretend you have goat horns.

/oo/ as in cook (00:20:38)
Say oo, oo, oo, cook. Pretend you are holding a bowl with one hand, move the other around as if mixing ingredients together.

/oo/ as in spoon (00:21:07)
Say oo, oo, oo, spoon. Pretend you are eating from a bowl with a spoon. Keep putting your spoon into the bowl then put it to your mouth.

/ar/ as in arm (00:21:39)
Say ar, ar, ar, arm. Put one arm up and point to the length of it with your other hand.

/or/ as in fork (00:22:08)
Say or, or, or, fork. Pretend you are trying to eat something with a fork. Stab it with the end of your fork and put it in your mouth.

/ur/ as in purse (00:22:42)
Say ur, ur, ur, purse. Pretend you are opening the zip on a purse, put your fingers in, take out money and offer it.

/ow/ as in owl (00:23:16)
Say ow, ow, ow, owl. Put one hand up to your mouth as if forming a beak and open and shut your hand.

/oi/ as in oil (00:23:48)
Say oi, oi, oi, oil. Wipe off your hands as if you have got oil on them, make a grimacing face.

/ear/ as in ear (00:24:19)
Say ear, ear, ear, ear. Touch one of your ears.

/air/ as in hair (00:24:47)
Say air, air, air, hair. Pretend you are brushing your hair with a hairbrush.
/yoo/ as in rescue (00:25:15)
Say yoo, yoo, yoo, rescue. Wave one hand around in a circle above your head and pretend you are making whirring helicopter blades.

/yoor/ as in pure (00:25:48)
Say yoor, yoor, yoor, pure. Move your fingers in a sort of downward movement, like a waterfall.

/chu/ as in picture (00:26:15)
Say chu, chu, chu, picture. Pretend you are painting a picture by holding a paintbrush in your hand and moving your hand up and down.

/ow/ as in mouth (00:26:50)
Say ou, ou, ou, mouth. Open your mouth wide and use your finger to point to your mouth.

/ear/ as in deer (00:27:18)
Say eer, eer, eer, deer. Place two hands on either side of your head with the fingers outstretched to form deer’s antlers.

/zh/ as in treasure (00:27:49)
Say zh, zh, zh, treasure. Pretend you are opening the lid of a treasure chest and look surprised at the treasure inside.

/gz / as in exam (00:28:18)
Say gz, gz, gz, exam. Pretend to be writing at a table doing a test.