

# What is Floppy's Phonics Sounds and Letters?

*Floppy's Phonics Sounds and Letters* is a rigorous, systematic synthetic phonics programme that is used to support teachers with the implementation of teaching phonics.

The resources of the *Floppy Phonics Sounds and Letters* programme are integrated with a range of decodable *Floppy Phonics Fiction* and *Non-fiction* books for reading practice.

## Why Floppy's Phonics Sounds and Letters?

For many years, St. Mary's have followed the reading scheme Oxford Reading Tree. It is a much-loved and comprehensive reading programme that has taught children to read. The loveable characters accompany children every step of the way from learning phonics to enjoying the rich *Biff, Chip and Kipper stories*. From Reception, children progress through the banded reading scheme, developing a love for the characters, whilst developing children's reading skills and enabling them to become fluent readers. Therefore, it was a natural progression to choose Floppy Phonics as our chosen phonics scheme with so much already familiar to the children because the characters have been integrated into their decodable scheme.

## Overview of the programme

### What is synthetic phonics?

The term '*synthetic phonics*' refers to the process of synthesising, that is, blending the sounds of a word after sounding out the graphemes (the written letters) from left to right all the way through the word. This is 'decoding' from print to speech. For example:

To read the word '**cash**' we:

1. Recognise the graphemes **c a sh**
2. Translate the graphemes into phonemes (sounds) and say them aloud or silently **c a sh**
3. Synthesise, or blend, the phonemes to hear the word **cash**.

**Synthesising** = sounding out and blending the sounds to read the **unknown** words

Floppy's Phonics has a two-pronged approach to synthetic phonics teaching and learning.



**Systematic:**

Planned incremental  
phonics programme

Alphabetic Code Chart

**Incidental:**

- \* individual
- \* group
- \* class
- as needed

## How we teach phonics

In St Mary's nursery, child will follow the Floppy Phonics Level 1 guidance, focusing on environmental sounds. Children will learn seven important skills, often referred to as the 'aspects' of phase 1. These are:

- Environmental Sounds
- Instrumental and Animal Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

In *Reception*, children will follow the progression within the *Floppy's Phonics Sounds and Letters* programme. By the end of the academic year, children will have been taught levels 1+ to Level 3 in Reception and then moving onto Levels 4 and 5 in *Year 1*.

Phonics will be taught daily with a review session on a Friday to consolidate the 2 focus graphemes that have been taught that week. Phonics lessons will vary between 15-20 minutes building up to 30 minute sessions focussing on the three core skills of blending for reading, segmenting for spelling and handwriting.

In Year 2, the first half term, children will be taught phonic lessons four times a week. Phonics sessions will be based on gaps identified through assessment and the teaching of alternative spellings for graphemes. The Autumn 2 term, children will reduce phonics lessons to twice a week, progressing onto The National Curriculum.

Children in Year 1 – 6 who may continue to require extra support developing their phonics skills, will participate in phonics interventions twice a week. They will be taught by specialist intervention teachers and where necessary for extra practice, their class teaching assistants. Session will follow the same 2-part structure as taught in class with sessions lasting between 20 – 45 minutes.

## The structure of the Floppy's Phonics teaching programme

Year Group	Oxford Level	Sounds/graphemes	High Frequency Tricky words		
Nursery	Level 1	Environmental sounds			
Reception	Level 1+	s a t p	the to I	no go into	
		i n m d			
		g o c k			
		ck e u r			
		h b f ff			
		l ll le ss			
Reception	Level 2	j v w	he she we me	all my be was	you they are her
		x y z			
		zz qu ch			
		sh th ng			
		dge ve wh			
		cks tch nk			
Reception	Level 3	ai ee igh	he she we me	all my be was	you they are her
		oa oo oo			
		ar or ur			
		ow oi ear			
		air er er			
		ue ue ure ture			

Year group	Oxford Level	Sounds/graphemes	High Frequency Tricky words	
Year 1	Level 4	<b>Revise and Blend</b> a e i o u s t p n m d g c k c k r h b f ff l ll le ss j v w x y z zz qu	said	we
		ch sh th ng ai ee igh oa oo oo ar or ur er er ow oi ear air	have	there
		<b>Revise and stretch</b> /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ igh ie	like	little
		/oa/ oa ow /yoo/ ue ew /oo/ oo ew /ou/ ow ou	so	one
		/ur/ ur ir /or/ or aw /eer/ ear eer /air/ air are	do	when
		/s/ s ce /e/ e ea /u/ u o -ed /d/ /t/	some	out
Year 1	Level 5 Alternative Spellings	/ai/ ai ay eigh ey /ai/ a a-e ae ea /ee/ ee e y ey	come	what
		/igh/ igh i y /igh/ ie i-e /oa/ oa ow o /oa/ oe o-e ough eau		
		/s/ s ss se ce /s/ ce ci cy /s/ sc st /e/ e ea	oh	their
		/j/ j ge gi gy /j/ ge dge /ul/ le el /ul/ al il	people	Mr
			Mrs	looked
			called	asked
			could	

	<b>Level 5 Alternative Spellings</b>	/yoo/ue u /yoo/ ew u-e eu /oo/ oo u-e o ou -ough /oo/ ue ew ui u		
		/oi/ oi oy /ou/ ow ou ough /or/ or our /or/ aw au al war quar		

## The two-session approach

Phonics will be taught in two distinct sessions so that children can enjoy the benefits of collective whole-class teaching.

- **Session 1** is approximately a 20-minute teacher-led session focusing on the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using Flashcards and the Interactive Whiteboard.
- **Session 2** is a longer session that provides a revise-and-apply routine where children can focus on their own learning by applying phonics knowledge to spell and write words and sentences with the focus sounds and graphemes.

### Revisit and Review

Children will revise sounds and graphemes with the Flashcards and Frieze.

### Teach

Children will be taught focus sounds and graphemes with the Flashcards and the Sounds and Letters CD ROM on the Interactive Whiteboard.

### Practise

Children will practise reading words with focus sound and graphemes using Sounds and Letters Activity Sheets and identify taught grapheme in words.

### Apply

On whiteboards, children will record words that have the taught sound/grapheme using dashes to indicate each sound/grapheme. They will then compose sentences with using words with the taught grapheme.

### Session 1

### Session 2

# How do we assess phonic knowledge?

At St. Mary's, termly assessments are carried out to monitor children's progression in phonics. In Reception and Year 1, teachers assess and track pupils progress using a dedicated programme called 'Phonics Tracker'. This identifies and informs future planning and interventions that are then carried out by specialist intervention teachers and teaching assistants. This data will be forwarded to Year 2 teachers, where they will review, revisit and teach gaps in children's phonics knowledge during the first term.

Children in Year 1 will continue to sit the Phonics Screening Check in the Summer Term.

Children who do not pass the Phonics Screening Check in Year 1, will re-sit this in Year 2.

Children who are in Year 2 - Year 6 and need 'keep up' sessions will be assessed through teacher's ongoing formative assessment as well as half termly summative assessments.