

Edward the Elder Primary is a school where all learners are happy, in an environment based on trust and support.

We will settle for nothing less than excellence in our drive for achievement wherever this can be found.



# Floppy's Phonics



## EDWARD THE ELDER Primary School

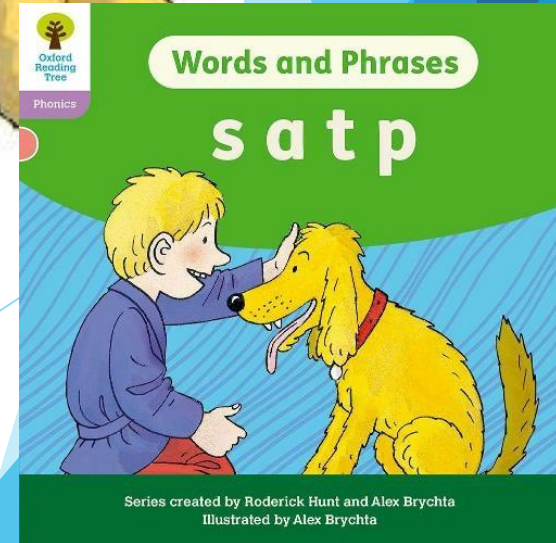


### Level 3

Floppy's Phonics

ai aim	ee eel	-igh knight	oa goat
-oo cook	oo spoon	ar arm	or fork
ur purse	ow owl	oi oil can	ear ear
air hair	-er builder	er herbs	-ue rescue
-ue glue	-ure pure	-ture picture	

# Floppy's Phonics October 2023



# Aims of our Phonics Meeting

- To give you a better understanding of how we teach Phonics and how we are using 'Floppy's Phonics' to support reading progress at Edward the Elder.
- To share how you can support your child at home with developing their phonics and reading skills.
- To provide you with some simple resources to use at home.



# What is Phonics?

Phonics is the teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.

Children are also taught the correspondence between sounds and the letters that represent them.

p-o-t

# Learning

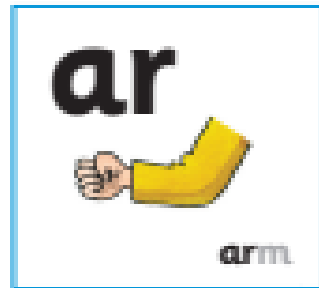
- Daily phonics lessons take place in school – through Reception to Year 2. Nursery also access phonics daily through a less structured way of listening to and hearing sounds.
- All schools have previously been advised to teach Phonics through the use of a DFE accredited scheme. We have chosen to use:



- Children will learn phonemes...then learn to blend them together to form digraphs, trigraphs, words and sentences.

























# Terminology – A Quick Guide

- **Phonemes** – Any one of the 44 **sounds** which make up words in the English language.
- **Graphemes** - How a phoneme is written down. There can be more than one way to spell a phoneme.



- **Digraph** – When two letters make one sound – d-u-ck
- **Trigraph** – When three letters make one sound – n-igh-t
- **Helpful Words** – words that are read by sight – ‘the’, ‘he’, ‘she’ etc.

# Level 1+

<b>s</b>  sun	<b>a</b>  apple	<b>t</b>  teddy	<b>p</b>  pan
<b>i</b>  insect	<b>n</b>  net	<b>m</b>  man	<b>d</b>  dog
<b>g</b>  gate	<b>o</b>  octopus	<b>c</b>  cat	<b>k</b>  key
<b>-ck</b>  duck	<b>e</b>  egg	<b>u</b>  umbrella	<b>r</b>  rabbit
<b>h</b>  hat	<b>b</b>  bone	<b>f</b>  fish	<b>-ff</b>  cuff
<b>l</b>  lion	<b>-ll</b>  hill	<b>-le</b>  bottle	<b>-ss</b>  dress



\*Floppy's Phonics has 5 levels in all. Reception pupils will start at Level 1+.

\*Starting with individual phonemes and building up to include digraphs and trigraphs.


\*All sounds should be read in a 'pure' way to ensure that words can be blended accurately.

\*Each sound has a picture which relates to it – this is a super way for children to remember each sound.

## Level 2

<b>j</b>  jug	<b>v</b>  van	<b>w</b>  web	<b>-x</b>  fox
<b>y</b>  yo-yo	<b>z</b>  zip	<b>-zz</b>  buzz	<b>qu</b>  queen
<b>ch</b>  chick	<b>sh</b>  ship	<b>th</b>  this thumb	<b>-ng</b>  ring
<b>-dge</b>  bridge	<b>-ve</b>  glove	<b>wh</b>  wheel	<b>-cks</b>  ducks
<b>-tch</b>  hatch	<b>-nk</b>  ink		

# Level 3

<b>ai</b>  aim	<b>ee</b>  eel	<b>-igh</b>  knight	<b>oa</b>  goat
<b>-oo</b>  cook	<b>oo</b>  spoon	<b>ar</b>  arm	<b>or</b>  fork
<b>ur</b>  purse	<b>ow</b>  owl	<b>oi</b>  oil can	<b>ear</b>  ear
<b>air</b>  hair	<b>-er</b>  builder	<b>er</b>  herbs	<b>-ue</b>  rescue
<b>-ue</b>  glue	<b>-ure</b>  pure	<b>-ture</b>  picture	

How does the scheme progress?

Nursery: Environmental sounds.

Reception – Year One: Levels 1+ to 5.







Year Two: Revise and recap all previous teaching.

# Level 4

<b>-ay</b>  tray	<b>oy</b>  toy	<b>ea</b>  eat	<b>-ie</b>  pie
<b>ow</b>  bow	<b>ew</b>  newspaper	<b>-ew</b>  screw	<b>ou</b>  mouth
<b>ir</b>  bird	<b>aw</b>  yawn	<b>eer</b>  deer	<b>-are</b>  scarecrow
<b>-ce</b>  dance	<b>-ea</b>  bread	<b>o</b>  onion	<b>-ed</b>  dropped  rained

Our aim is for pupils to be able to recognise and read sounds up to Level 5 confidently by the end of Year One.

# Level 5 split digraphs Floppy's Phonics

<b>a-e</b>  cake	<b>e-e</b>  compete	<b>i-e</b>  ice	<b>o-e</b>  rose
<b>u-e</b>  cube	<b>u-e</b>  flute		



# Learning to Read

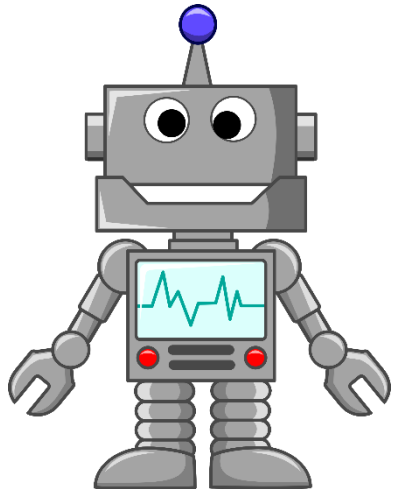


## Segmenting

Breaking a word into sounds in order to read or spell it.

## Blending

Putting the sounds together in order to read it.



pig

sock

cat

### 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. p-ur-p-le purple



#### 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.

★ owl

★ down

★ towel

★ clown

★ now

★ frown



★ gown

★ cow

★ crown

★ drown

★ brown

★ growl

★ town

teach action

Nonsense Words

real	<del>nonsense</del>
------	---------------------

down	bowch	frown	plowck
sowgs	crown	chowf	growl
brown	showck	gown	frowg

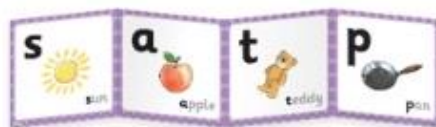
# The resources



Poster Pack



Flashcards



Frieze



Sounds Mats



NEW Decoding Practice books



Online Subscription



Sound Books

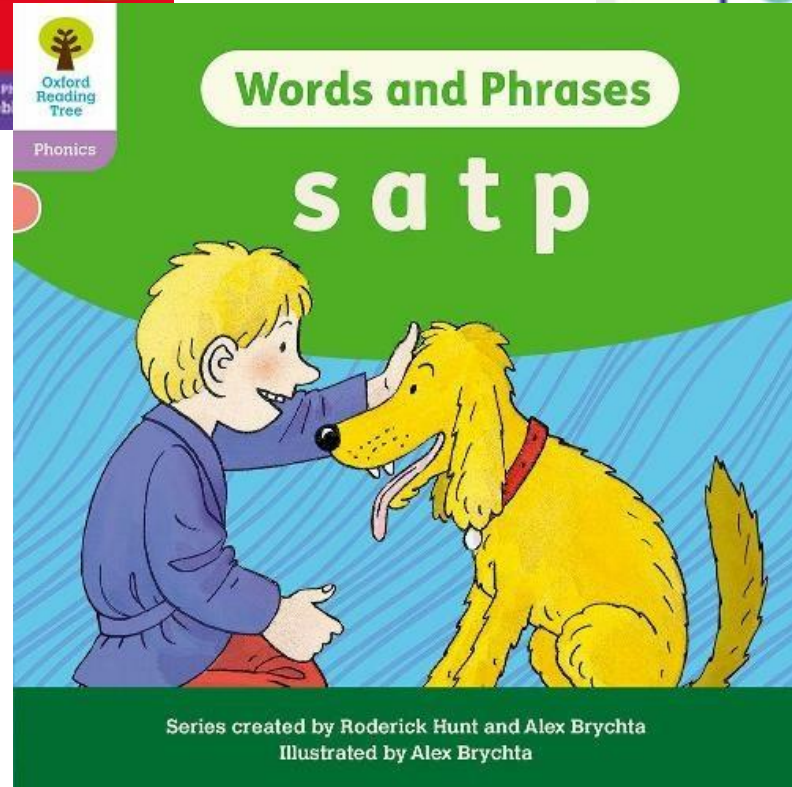
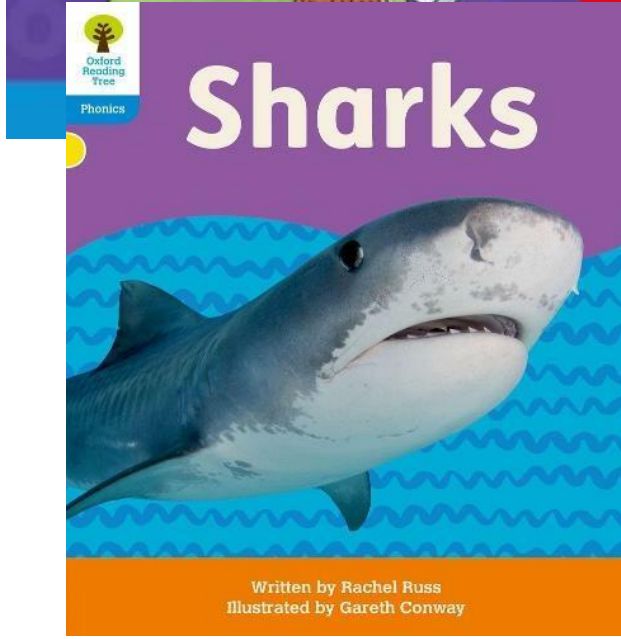
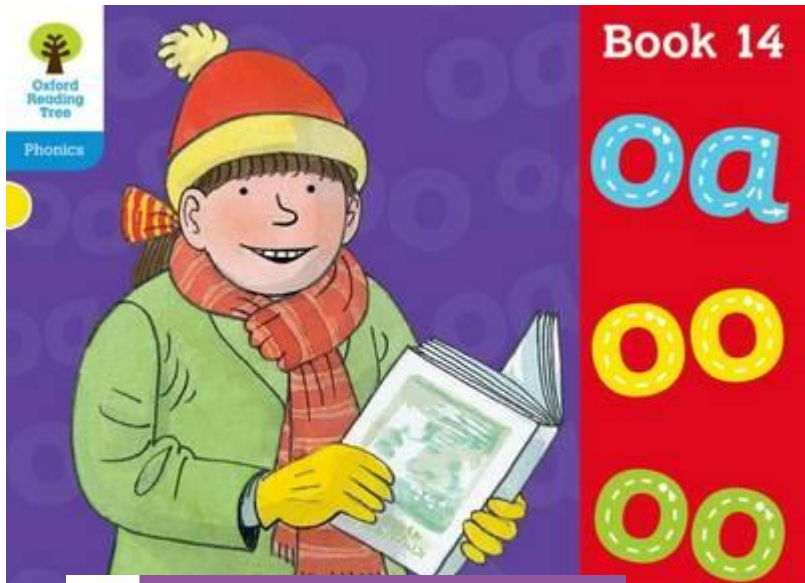


Teaching

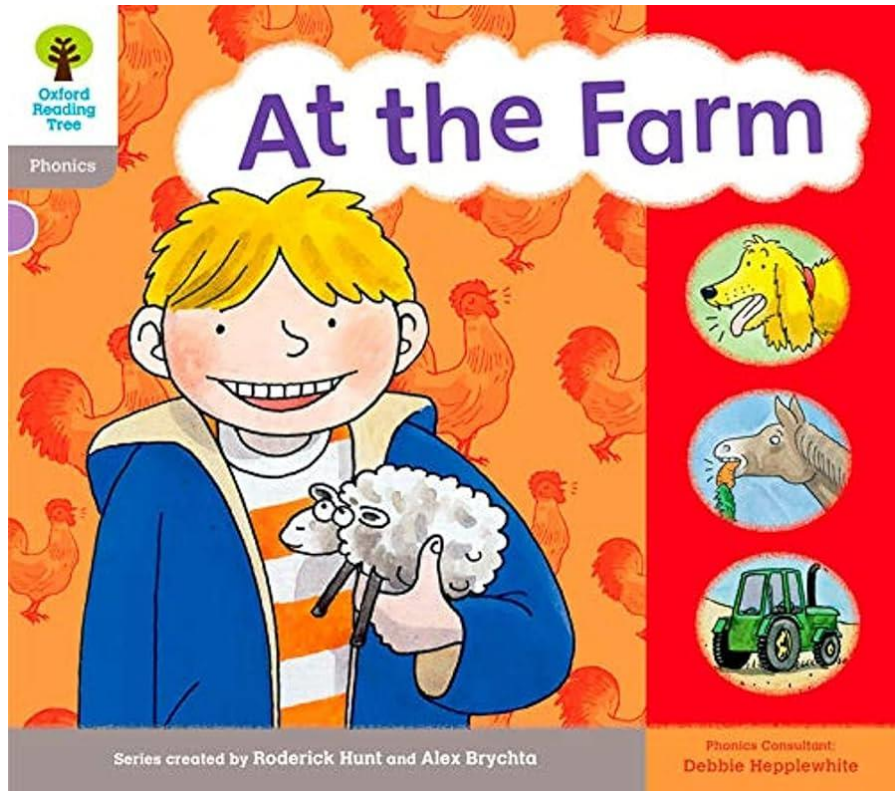


Activity Books

School have purchased a wonderful range of resources, both practical and online, to support in our teaching of this scheme.



 **Floppy's Phonics**



But there are no words in this book!

Select the pictures to listen to the audio.  
Find the sounds in the picture.

Level 1: At the Farm




How do I use  
'wordless books'  
at home?

## Level 1

### At the Farm

	Letters and Sounds Aspect	EYFSP	Resources	At the Farm <u>__</u> (Set up a farm tuff tray to support teaching - add to it and build together as you introduce new concepts)
Session One	6: Voice sounds 1: Environmental sounds	<b>Communication and language: Listening and attention:</b> children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity. <b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs.	<i>At the Farm</i> interactive whiteboard activity from <i>Floppy's Phonics Online</i>	<b>Using Floppy's Phonics Online</b> - Display the first screen of the activity and ask the children to describe what they can see. - Help the children to create sentences orally by using sentence starts <u>like</u> : <i>I can hear...</i> when you are describing the noises in the farm. Take the children's ideas and enrich them with additional or more accurate words. <b>For example:</b> <b>Child:</b> <i>I can hear the cows.</i> <b>Teacher:</b> <i>I can hear the cows mooing. Can you tell me why the cows are mooing?</i> <b>Child:</b> <i>Because they are happy/hungry/worried ...</i> <b>Teacher:</b> <i>I can hear the cows mooing happily/ I can hear the hungry cows mooing for their feed, etc.</i>
Session Two	6: Voice sounds 3: Body percussion	<b>Expressive arts and design: Being imaginative:</b> children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	<i>At the Farm</i> interactive whiteboard activity from <i>Floppy's Phonics Online</i>	<b>Using Floppy's Phonics Online</b> - Look at the tractor on the first screen of the activity and ask: <i>What vehicle is that? What sound might it make?</i> - Make a soundscape of part of the story, for example the tractor taking the family on a tour of the farm. - Help the children make noises experimenting with voices and body percussion: <i>Can you make a noise for the tractor with your lips? Can you make the sound of the horse eating the carrots? Can you make the sound of the grains being poured into the tractor in the field? Can you make the sound of the dog barking in the field?</i> - Once you have practised the noises orchestrate all the noises to tell part of the story.

 Understand simple words in context.

Session Three	1: Environmental sounds	<b>Expressive arts and design: Being imaginative:</b> children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	<i>At the Farm</i> interactive whiteboard activity from <i>Floppy's Phonics Online</i>	<b>Using Floppy's Phonics Online</b> <ul style="list-style-type: none"> <li>- Use some of the audio buttons in the activity to listen to the animal and farmyard sounds.</li> <li>- Ask the children to locate what is making the noise and zoom in on the relevant area in the picture.</li> <li>- Discuss what the sound is like: <i>Is it high or low in tone, quiet or noisy?</i> Encourage the children to repeat the sound and use it in their play and whilst sharing the book.</li> </ul> <p>Recognise and point to objects if asked about them.</p>
Session Four	4: Rhythm and rhyme	<b>Expressive arts and design: Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them.	<i>At the Farm</i> interactive whiteboard activity from <i>Floppy's Phonics Online</i>	<b>Using Floppy's Phonics Online</b> <ul style="list-style-type: none"> <li>- Listen to <i>Old MacDonald</i> by selecting the song icon on the first screen of the activity.</li> <li>- Ask the children to join in with the animal noises. Incorporate animal toys/puppets/masks to engage the children further.</li> <li>- As the song becomes more familiar encourage the children to sing it through with you.</li> </ul>
Session Five	1: Environmental sounds	<b>Expressive arts and design: Exploring and using media and materials:</b> children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<i>At the Farm</i> interactive whiteboard activity from <i>Floppy's Phonics Online</i>	<b>Using Floppy's Phonics Online</b> <ul style="list-style-type: none"> <li>- Display the second screen of the activity. Ask: <i>What is happening to the weather?</i> Talk about what sounds can be heard in a storm.</li> <li>- Watch a clip of a storm - <i>can you hear the rain? What else can you hear? What does lightening do?</i></li> <li>- explore making a storm outdoors for children to experience the environmental sounds- water puddles to splash in, water pouring over head under an umbrella, bang gongs for thunder, flash torches for lightening. Video experience or the children to watch again next session. <i>What can you hear? What does it feel like? What can you see?</i></li> <li>- Sing 'I hear thunder', 'rain, rain go <u>away</u>'</li> </ul> <p>Understand 'why' questions.</p>



Visit the Extra Practice Zone at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk), click on **Log in** (top right) and enter your class name and password:

Class username

Class password

Please work through the activities in

.....  
Your teacher will provide you with an information booklet with advice on how to use the activities.



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Fluency is the key!  
Log on at home!





## Helpful Words

### Helpful Words Poster



**Helpful Words**

the they their there  
 was because  
 my try cry sky  
 you your out about  
 I  
 no so go oh no!  
 to do into  
 have of off  
 said again  
 me we he she be  
 Mr Mrs Miss  
 her here were  
 to too  
 all ball small  
 are our  
 when who where why what which  
 call ask look like  
 called asked looked liked  
 people little  
 father mother brother sister  
 could should would  
 one two three four five  
 goes does shoes  
 come some



the

to

called

no

I

people

their

These cannot be blended to read. They must be learned 'on sight'. These are the words your children bring home.

# Year One Phonics Screen

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- Every Year 1 child in the country will be taking the phonics screening check in the same week in June – **WB. Monday 10th June 2024.**
- The aim of the check is to ensure that all children are able to read by the end of Year 2.
- This ‘midpoint check’ will ensure that we have a clear understanding of what the children need to learn in Year 2.





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# How can you help?

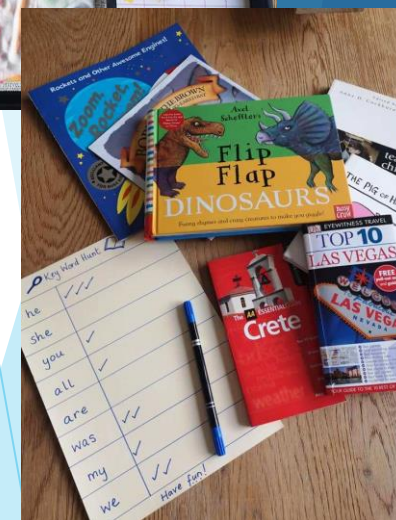
## Identifying Sounds



## Helpful Words



## Segmenting and Blending



 Floppy's Phonics

cat  
● ● ●

# Phonics - At Home



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

Oxford **OWL**

How to pronounce pure sounds

Level 1+ Floppy's Phonics

s sun	a apple	t teddy	p pan
i insect	n net	m man	d dog
g gate	o octopus	c cat	k key
-ck duck	e egg	u umbrella	r rabbit
h hat	b bone	f fish	-ff cuff
l lion	-ll hill	-l	

Words and Phrases  
Phonics  
s a t p

Series created by Roderick Hunt and Alex Brychta  
Illustrated by Alex Brychta

PhonicsPlay.co.uk

PhonicsPlay.co.uk

BURIED TREASURE

Helpful Words Poster Floppy's Phonics

Helpful Words

I	was	the	my	you
no	because	they	try	your
so	to	there	cry	out
oh no!	do	have	sky	about
Mr	here	of	said	me
Mrs	there	off	again	we
Miss	to	too	all	he
people	are	when	ball	she
little	our	who	small	be
could	father	where	call	called
should	mother	why	ask	asked
would	brother	what	look	looked
	sister	which	like	liked
		one	goes	come
		two	does	some
		three	shoes	
		four		
		five		

the their  
to people  
called I  
no

Floppy's Phonics

# Questions?

