

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.



EDWARD THE ELDER Primary School

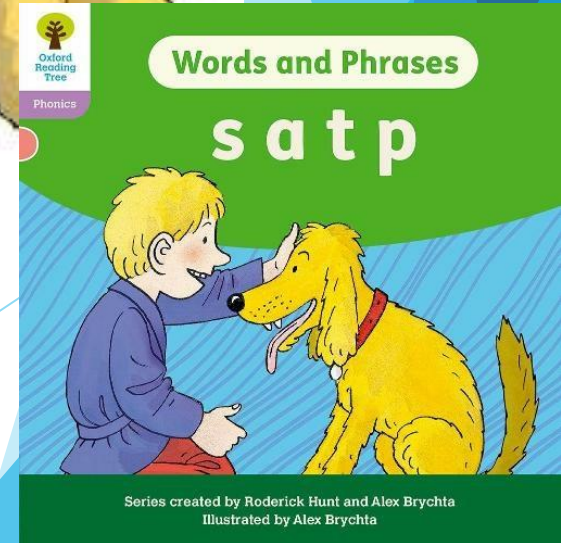


Level 3



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	

# Introducing Floppy's Phonics



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

# 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

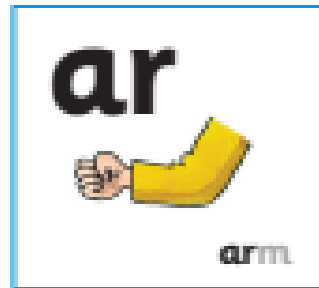
- Daily phonics lessons take place in school – through Reception to Year 2. Nursery begin phonics when ready through a less structured way of listening to and hearing sounds.
- All school have been advised to teach Phonics through the use of a DFE accredited scheme. We have chosen to use:



- 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.

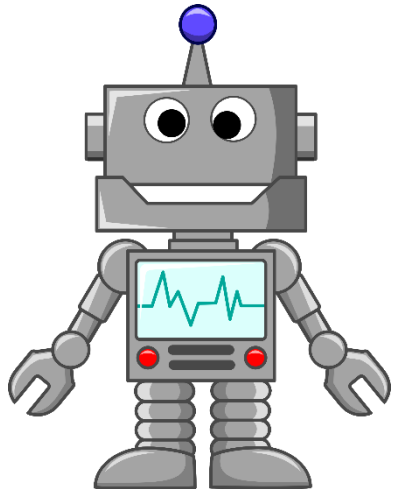
# Learning to Read

## 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.



# The resources



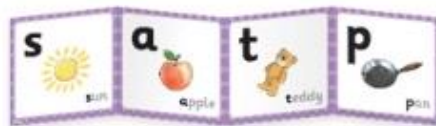
Poster Pack



Flashcards



Sounds Mats



Frieze



NEW Decoding Practice books



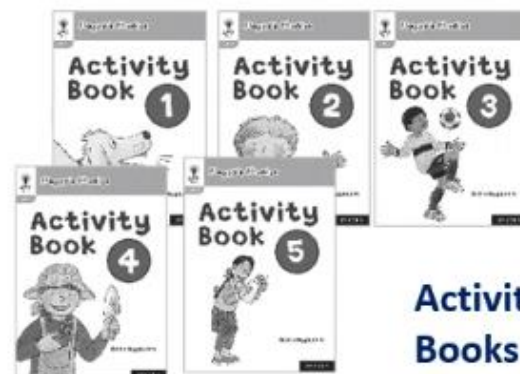
Online Subscription



Sound Books



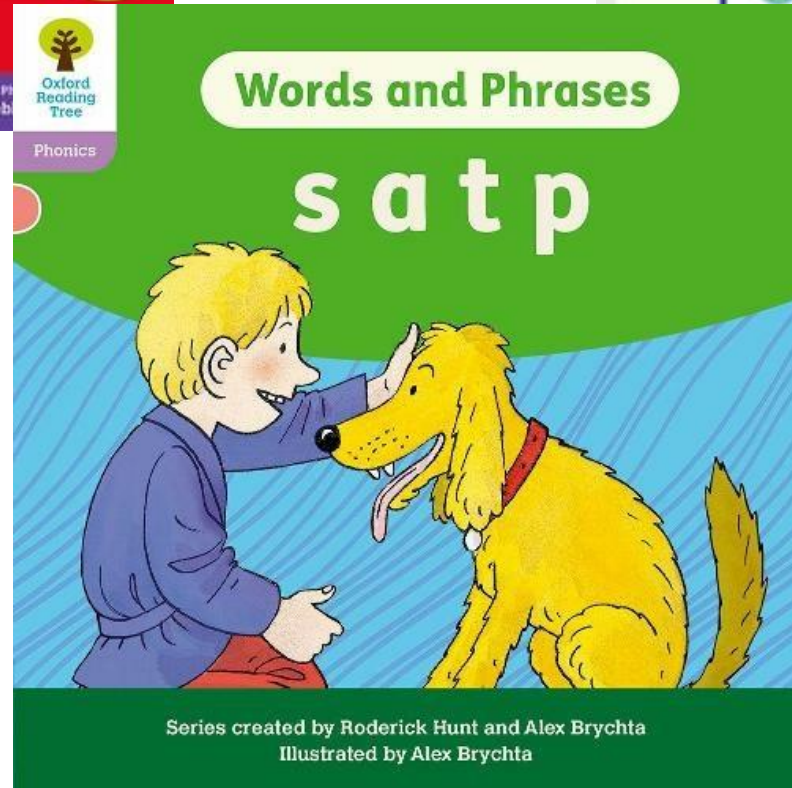
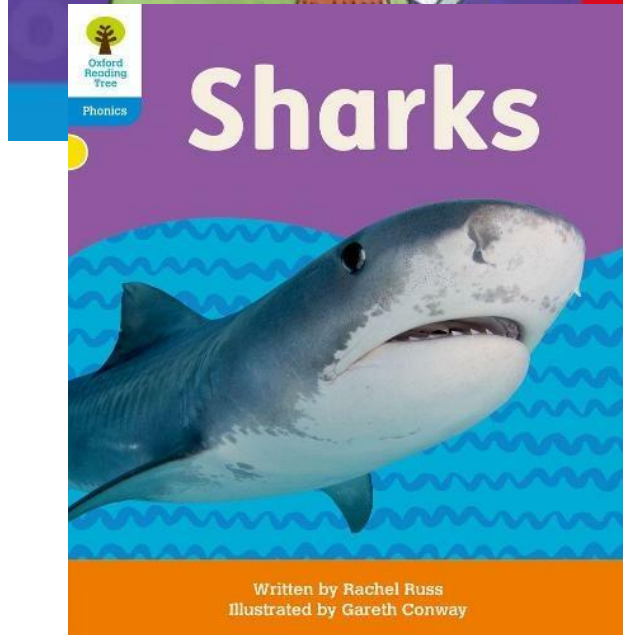
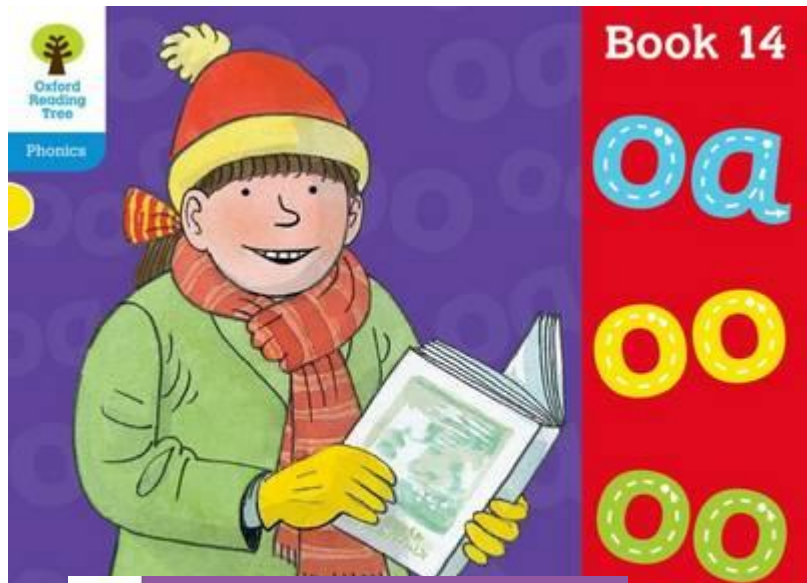
Teaching



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**



# 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		





## Helpful Words

### Helpful Words Poster

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.
- 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.



# What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to ‘sound out’ a word and blend the sounds together.eg d-o-g – dog
- There are 40 words for the children to read.
- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up ‘nonsense’ words.

d o g 

• • •



# Examples of words:

in

at

beg

sum

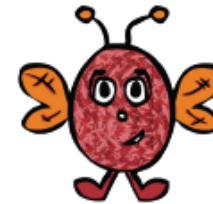
ot



vap



osk



ect



# When will the screening take place?

- The screening will take place throughout one week in June. The children cannot retake the test at any other time so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part.





# Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.
- A familiar adult will conduct all of the screening checks with the children.
- The screening will only take between 5-10mins with each child but the children are under no obligation to complete the task in any set amount of time.



Shhhhh!



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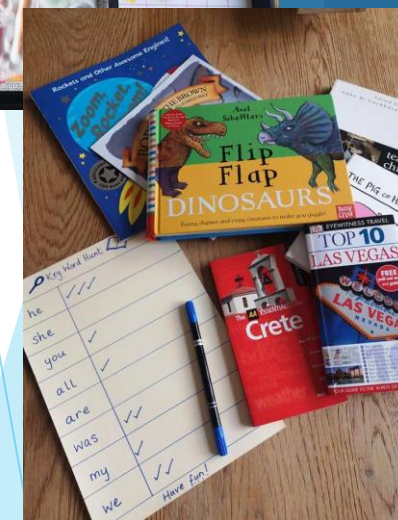
# How can you help?

## Helpful Words

## Identifying Sounds



## Segmenting and Blending





# Phonics - At Home



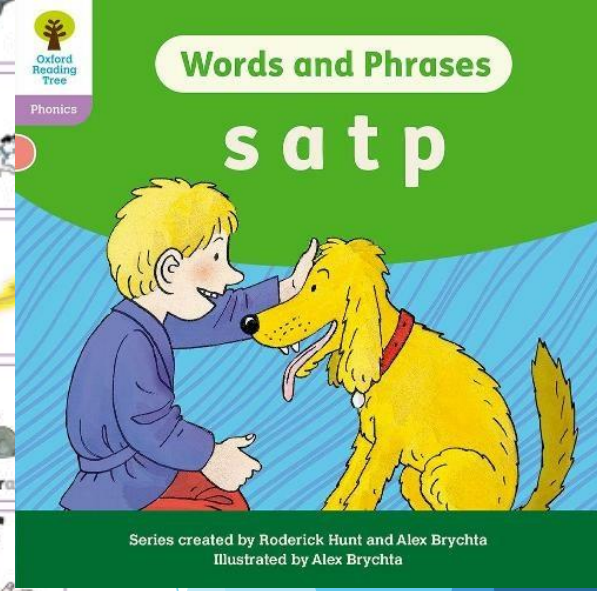
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)



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	



PhonicsPlay.co.uk



Floppy's Phonics

# Questions?

