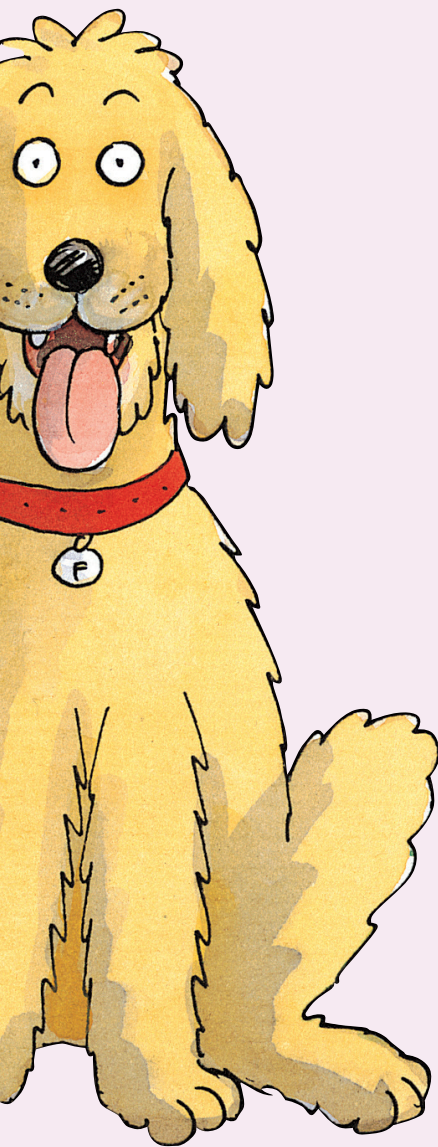


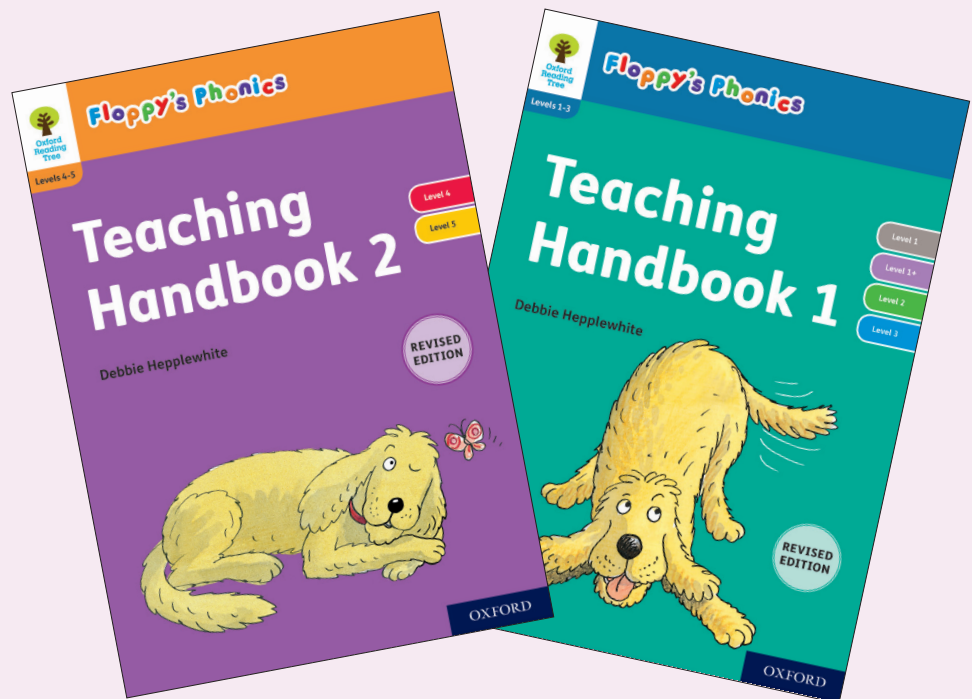


Teaching Handbook

SAMPLE PAGES



Evaluation
Pack



This evaluation pack features excerpts from the Year 1 Teacher Handbook from Floppy's Phonics, and outlines the key features and in-built support provided by this rigorous and easy-to-use synthetic phonics teaching program.



A rigorous synthetic phonics teaching program for reading success

Floppy's Phonics is a proven phonics program for Years F–1 that provides teachers with a complete package of resources for planning, classroom implementation and assessment in a practical and easy-to-understand format. This well-structured program includes all the resources you need to teach phonics with Biff, Chip, Kipper and Floppy. The series offers:

- a step-by-step teaching sequence and highly supportive teacher resources
- flexible implementation at a class, year or school level
- new interactive eBooks with audio for in-class support teaching phonemes
- engaging student resources, underpinned by Oxford Levels, to reinforce phonics knowledge and provide opportunities to practice sounds and letters.

Written by
**Debbie
Hepplewhite**



Teacher Materials

A wealth of teacher resources makes program implementation easy. Resources include two Teacher Handbooks, interactive eBooks, 48 book-by-book plans, planning and recording grids, assessment documents, parent/carer documents and more.



Student Resources

The 48 engaging texts feature much loved characters Biff, Chip, Kipper and Floppy. Each text has a paired activity sheet and grapheme tiles designed for practice and revision of sounds and letters (reading, writing and spelling).



Classroom Resources

Flashcards, an Alphabetic Code Chart, Tricky Words Poster, Alphabet Poster and a Wall Frieze provide constant reference points and support students to review sounds and graphemes.

Floppy's Phonics

Teaching Handbook 2



Written by **Debbie Hepplewhite**

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

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Introduction from Debbie Hepplewhite

Welcome to the *Oxford Reading Tree*
Floppy's Phonics teaching programme!



Throughout my years as a teacher and head teacher, I wanted to find a better way of ensuring that every *child* in the school learned to read and spell well. I read widely about the research on reading and began to advise and train on the principles of teaching synthetic phonics.

This comprehensive set of phonics resources provides teachers with everything they need to teach children the alphabetic code. This will enable children to read, spell and write well, regardless of their individual needs and abilities.

Oxford Reading Tree Floppy's Phonics is a rigorous and systematic synthetic phonics programme, which offers comprehensive multi-sensory resources and practical guidance to support systematic and incidental teaching and learning in school and at home.

This revised edition has been updated and reconfigured to make the resources more effective and accessible than ever before.

Floppy's Phonics Fiction and Non-fiction can be read alongside the *Floppy's Phonics* teaching programme to provide additional reading practice aligned to children's phonic knowledge. I feel honoured and thrilled to have been invited to help with creating such a thorough synthetic phonics programme building on the delightful, well-known characters, storylines and illustrations of Biff, Chip and Kipper!

I hope you enjoy the programme!

Warmest good wishes,

Debbie Hepplewhite

Debbie Hepplewhite is a former teacher, special educational needs teacher and head teacher. She specialises in phonics education. In 2012, Debbie received an MBE for services to education.



What is Floppy's Phonics?

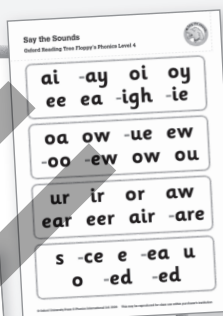
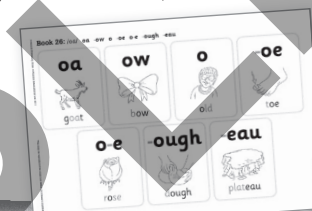
Floppy's Phonics is a rigorous, systematic synthetic phonics programme that offers highly practical guidance and comprehensive multi-sensory resources to support teaching and learning in school and at home.

The resources of the *Floppy's Phonics* teaching programme can be integrated with the fully-decodable *Floppy's Phonics Fiction and Non-fiction* for reading practice matched to phonic knowledge.

The Floppy's Phonics Teaching Sequence

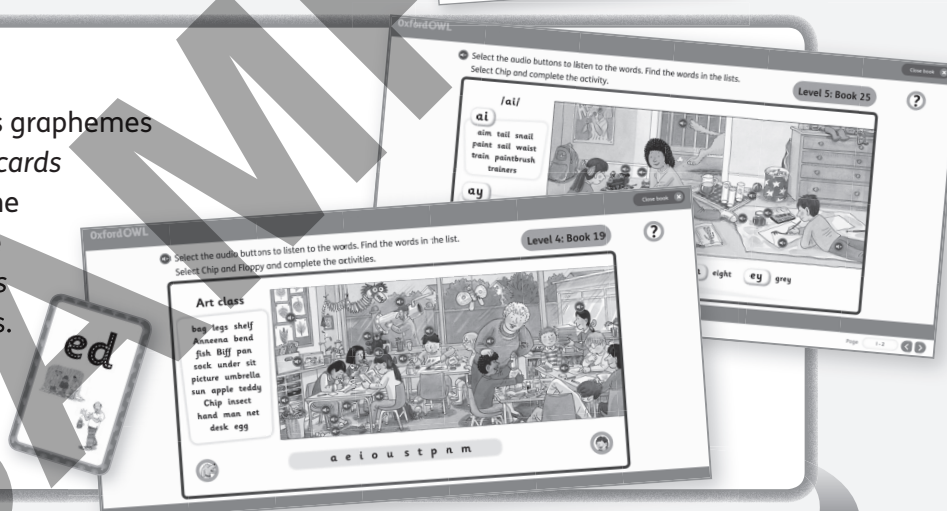
1. Revisit and Review

- Revise the sounds and graphemes using the *Flashcards*, *Frieze* and the *Say the Sounds* Posters at Level 4 (in *Teaching Handbook 2* and *Activity Book 4*) or the photocopiable *Grapheme Posters* at Level 5 (*Teaching Handbook 2*).



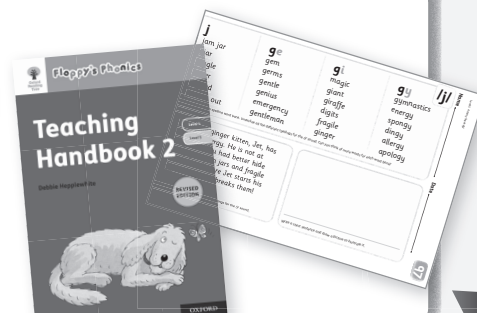
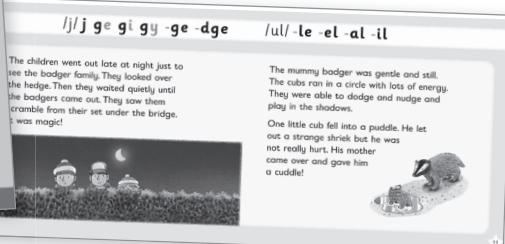
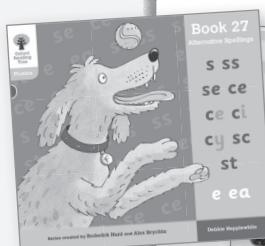
2. Teach

- Teach the focus graphemes using the *Flashcards* or the *Grapheme Posters* and the *Floppy's Phonics Online* activities.



3. Practise

- Practise new and revised sounds and graphemes with the *Sounds Books* and the *Activity Sheets* or *Activity Books*. (The *Activity Sheets* are in the *Teaching Handbooks*.)



4. Apply

After each focus sound and grapheme is taught use the Cumulative Texts for reading, spelling and writing practice. (The Cumulative Texts are in the *Teaching Handbooks*.)

/f/ -ge -dge

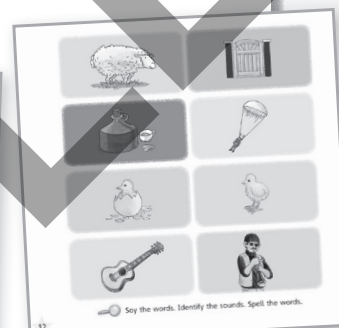
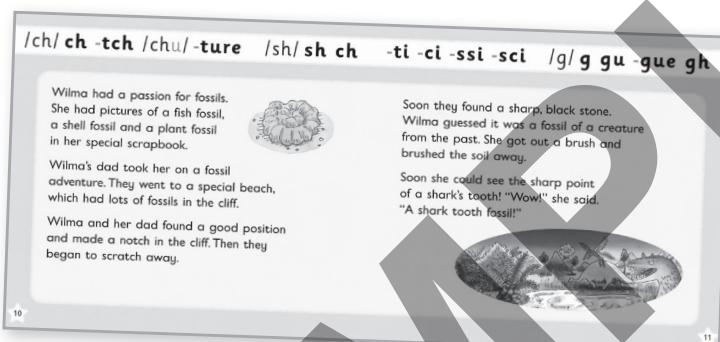
The tiny snowy village had a slope that we liked to sledge down.

I shall arrange for six sponges to be given to Wilf for his science project.

5. Consolidate

After each set of sounds and graphemes:

- Use the *Sounds Books* to revise the set of sounds and graphemes and to build confidence. Activities at the end of each book consolidate learning.
- Encourage children to practise the *Floppy's Phonics Online* activities, either on their own or in pairs.



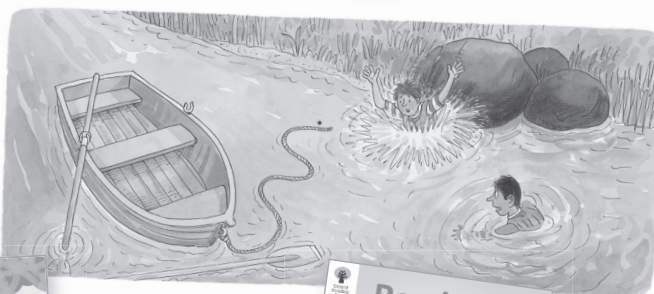
6. Read

After completing each Oxford Level of the *Sounds Books*:

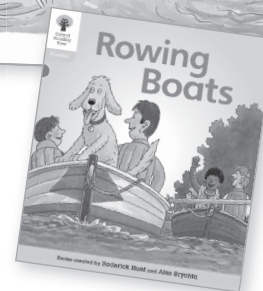
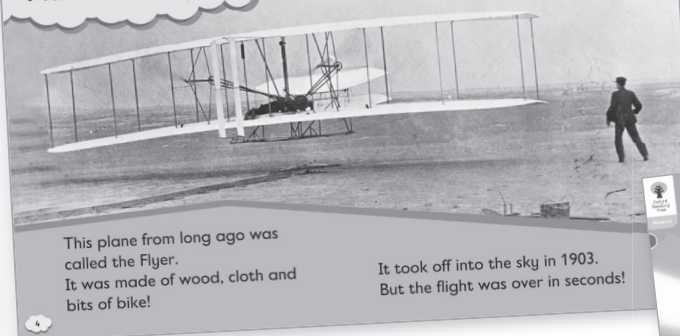
- Practise reading stories with *Floppy's Phonics Fiction*.
- Practise reading different text types with *Floppy's Phonics Non-fiction*.

"Too late!" said Joe. The boat was floating away.

Roy tried to catch the boat, but he fell in, too.



Planes in the past

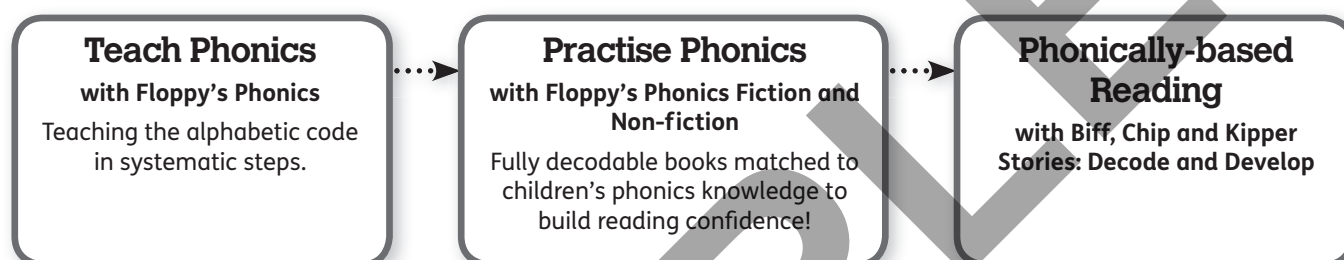
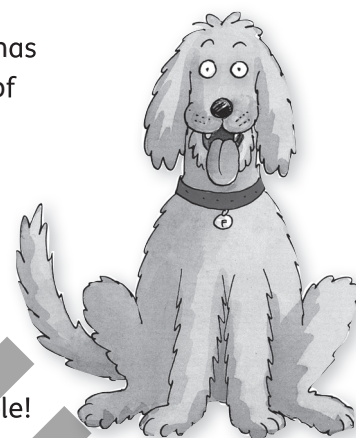


Oxford Reading Tree

Oxford Reading Tree is a much-loved and comprehensive reading programme that has taught millions of children to read. The characters accompany children every step of the way from learning phonics to enjoying the rich *Biff, Chip and Kipper Stories*. Big helpings of fun, magic and drama all help to inspire a real love of reading.

Each Oxford Level includes a breadth of reading with progression in small gradual steps to help every child progress. The books are book-banded making them easy to manage, even in the busiest of classrooms.

The *Floppy's Phonics* teaching programme has been created to teach children the alphabetic code and the reading skills they need to enjoy as many stories as possible!



The characters

The *Oxford Reading Tree* characters, Biff, Chip, Kipper and Floppy, were created over 30 years ago, but they are still as popular as ever!

The Robinson family



Dad



Mum



Biff



Chip

Biff and Chip are twins.



Kipper is the youngest in the family: he's five years old.

Kipper



Gran is always getting into trouble!

Gran



Floppy looks after the family.

Floppy

Biff, Chip and Kipper's friends:



Wilf



Wilma



Nadim



Anneena

The author-illustrator team

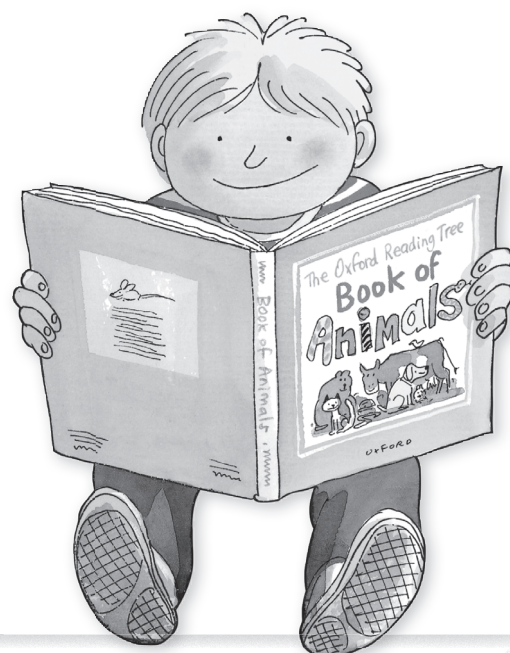
Author and illustrator team, Roderick Hunt and Alex Brychta, are two of the most experienced and successful reading scheme creators in the world. Roderick and Alex have received MBES for services to education, particularly literacy, and children's literature. They also won the prestigious Outstanding Achievement Award at the Education Resources Awards in 2009.



Vocabulary and language development

The characters and action-packed illustrations in the *Sounds Books* and on *Floppy's Phonics Online* provide amazing scenarios for developing language comprehension. They bring the words to life, providing great stimulus for enriching vocabulary and developing speaking and listening skills.

The *Floppy's Phonics* teaching programme provides all the instruction and practice the children need to enable them to read *Floppy's Phonics Fiction and Non-fiction* before moving onto the rich variety of *Oxford Reading Tree* series in order to develop as confident and independent readers.



Teaching children to read with synthetic phonics

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 from left to right all the way through the word. This is 'decoding' from print to speech. For example:

To read the word 'Thursday' we:

1. recognise the graphemes **Th ur s d ay**
2. translate to sounds and say aloud or silently /th/ /ur/ /s/ /d/ /ai/
3. synthesise, or blend, the sounds to hear **Thursday**.

If a word is within the oral vocabulary of the reader, the decoding process will automatically activate the meaning of the word. Good alphabetic code knowledge and efficiency in the blending skill supports the comprehension of text.

We can identify around 44 phonemes in English speech, but have only 26 letters in the alphabet to represent those sounds for the writing process (encoding).

The English alphabetic code has many spelling alternatives (graphemes) as code for the sounds, and various graphemes can be pronounced in more than one way (pronunciation alternatives). For example, **ea** is pronounced differently in **eat**, **bread**, **break**.

For writing, we translate, or 'encode', the sounds of our speech into print. We orally split up (segment) the phonemes from beginning to end of spoken words and allocate each sound a letter or letter group.

The synthetic phonics teaching principles

These include:

- the explicit and systematic teaching of the alphabetic code (the letter/s-sound correspondences)
- a focus on teaching the three core skills of blending for reading, segmenting for spelling, and handwriting
- putting the alphabetic code knowledge taught to date and the three core skills to immediate use with cumulative, decodable words, sentences and texts.



Cracking the code!

Do you know your terminology?

Blending:

Identify the graphemes from left to right of the printed word, say the sounds and blend them to hear the whole word. (See page 25 for incidental teaching tips.)

The blending process is decoding.

Segmenting:

Identify the sounds from beginning to end of the spoken word. Write down a grapheme for each identified sound to spell the word.

The segmenting process is encoding.

In this programme we use the method of tallying sounds to your fingers to help the children segment.

Phoneme:

The smallest identifiable sounds of speech.

Grapheme:

The letters or letter groups that are code for the sounds.

Helpful words:

Common or high-frequency words with unusual spellings which need special attention to note the tricky part, e.g. the, one, once, of, who, are, their. *Floppy's Phonics* Helpful Words include the tricky words from *Letters and Sounds*.

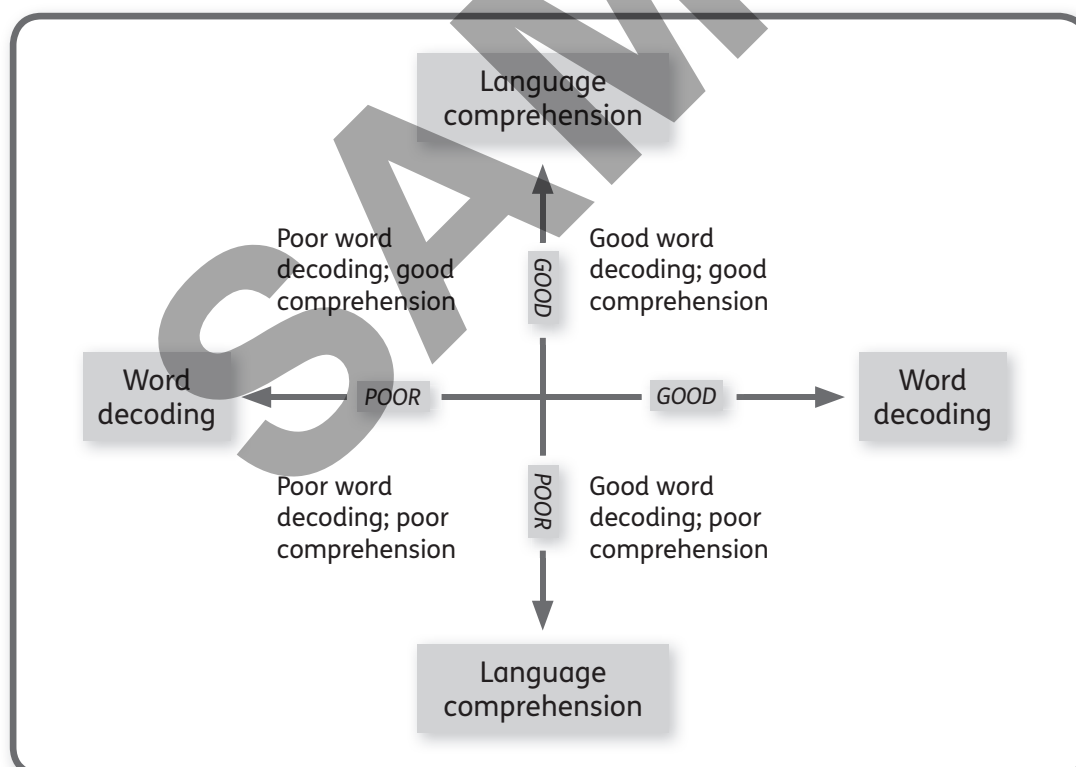
Tips for spelling (encoding)

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.



Gough and Tunmer's simple view of reading model (1986) was put forward in the *Independent review of the teaching of early reading (Final Report, Jim Rose, March 2006)* to show the need for readers to be proficient at word decoding as well as requiring good language comprehension.

The structure of the Floppy's Phonics teaching programme

Phases One, Two and Three are listed in *Teaching Handbook 1*. The complete list on *Floppy's Phonics Online* shows where to fit in *Floppy's Phonics Fiction and Non-Fiction* for reading practice matched to phonic knowledge.

Letters and Sounds Phase	Oxford Level	Floppy's Phonics Sounds Book	Sounds/graphemes
Phase Four	Level 4	Book 19 Revise and Blend	a e i o u s t p n m d g c k ck r h b f ff l ll le ss j v w x y z zz qu
		Book 20 Revise and Blend	ch sh th ng nk ai ee igh oa oo oo ar or ur er er ow oi ear air
Phase Five	Level 4	Book 21 Revise and Stretch	/ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ igh ie
		Book 22 Revise and Stretch	/oa/ oa ow /yoo/ ue ew /oo/ oo ew /ou/ ow ou
		Book 23 Revise and Stretch	/ur/ ur ir /or/ or aw /eer/ ear eer /air/ air are
		Book 24 Revise and Stretch	/s/ s ce /e/ e ea /u/ u o -ed /d/ /t/
Phase Five	Level 5	Book 25 Alternative Spellings	/ai/ ai ay eigh ey /ai/ a a-e ae ea /ee/ ee e y ey /ee/ ea e-e ie
		Book 26 Alternative Spellings	/igh/ igh i y /igh/ ie i-e /oa/ oa ow o /oa/ oe o-e ough eau
		Book 27 Alternative Spellings	/s/ s ss se ce /s/ ce ci cy /s/ sc st /e/ e ea
		Book 28 Alternative Spellings	/j/ j ge gi gy /j/ ge dge /ul/ le el /ul/ al il
		Book 29 Alternative Spellings	/yoo/ ue u /yoo/ ew u-e eu /oo/ oo u-e o ou -ough /oo/ ue ew ui u
		Book 30 Alternative Spellings	/oi/ oi oy /ou/ ow ou ough /or/ or our /or/ aw au al war quar

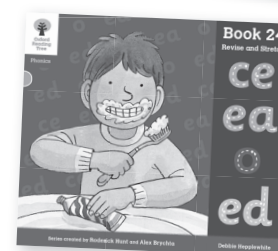
Phase 5	Level 5	Book 31 Alternative Spellings	/ur/ ur ir er /ur/ ear wor /u/ u o ou our /ar/ ar a al
		Book 32 Alternative Spellings	/zh/ s si ge /w/ w wh u /f/ f ff /f/ ph gh
		Book 33 Alternative Pronunciations	ch /ch/ /k/ /sh/ ie /igh/ /eel/ ow /ou/ /oa/ a /a/ /ai/ wa /o/ alt /o/
		Book 34 Alternative Spellings	/ch/ ch tch /chu/ ture /sh/ sh ch /sh/ ti ci ssi sci /g/ g gu gue gh
		Book 35 Alternative Spellings	/ear/ ear eer ere ier /air/ air are ear ere /n/ n nn kn gn /r/ r rr wr rh
		Book 36 Alternative Spellings	/m/ m mm mb mn /k/ c k ck ch qu que /or/ or ore our oor oar /or/ aw al augh ough

What are the Revise and Blend books?

These books revise sounds already taught in Levels 1+ to 3 (Phases Two and Three). The reading practise in each revision spread provides lots of opportunity to practise blending adjacent consonants.

What are the Revise and Stretch books?

These books revise familiar sounds and spellings of those sounds, and introduce one alternative spelling for the selected sounds. At Level 4 the focus is on alternative vowel graphemes. These spelling alternatives support progress into Phase Five and can provide the children with the knowledge and skills to broaden their writing and reading experience.



Helpful incidental phonics teaching tips

These five incidental early teaching tips are important to teach alongside the structured learning of the alphabetic code and handwriting. This enables some children to read a wider variety of texts and supports their early writing. Some children may have advanced skills and benefit from this level of incidental teaching at an early stage to address their special educational needs.

1. Encountering **e** at the end of words

Right from the start, point out that many printed words in English end with the letter **e**. Teach the children not to sound out the 'end **e**' in words.

In some words this 'end **e**' alerts readers to decode the words with *long vowel* sounds (e.g. **make** is /m/ /ai/ /k/, not /m/ /a/ /k/). But not all words with 'end **e**' are split digraph words, so take care to point this out to the children (e.g. **have**, **give**).

2. Introducing short and long vowel sounds

Once the single vowel letters **a**, **e**, **i**, **o**, **u** are introduced as code for the *short* vowel sounds of /a/, /e/, /i/, /o/, /u/ (as in **apple**, **egg**, **insect**, **octopus** and **umbrella**), start to teach incidentally that these single letters can also be code for the *long* vowel sounds of /ai/, /ee/, /igh/, /oa/ and /yoo/ (as in **angel**, **me**, **find**, **old** and **uniform**).

For reading, teach, "If blending with the *short* vowel sound does not make a real word, try blending again with the *long* vowel sound." This creates a very flexible reader who understands that the decoding process needs to be addressed with common sense and without being afraid of getting it wrong.

3. Tweaking sounds as you blend

Teaching the notion of modifying pronunciation after blending will address many words such as: '**of**', '**has**', '**is**', '**the**', '**put**' and '**pull**'. For example, when '**has**' is sounded out it should lead to '**hass**' which is modified to '**haz**'.

4. Encountering double consonant letters

Teach the children to say only one sound when they encounter double consonant letters, e.g. '**ladder**'. The graphemes **ss**, **ll**, **ff** and **zz** are taught as special cases for spelling purposes, not for reading.

The children can learn that double consonant letters (including **ck**) are always preceded by single letter short vowel sounds (see point 2).

5. Encountering **ed**, **er** and **y** endings

Once letters **e** and **d** have been introduced, then you can start to draw attention to them in wider reading and model in writing when they are used as **ed** verb endings.

This addresses **ed** verb endings as code for the sounds:
/d/ as in **rained**; /t/ as in **dropped**; /e+/d/ as in **decoded**

It is also helpful to address **er** endings and **y** endings incidentally as they are so common:

/u/ as in **builder**; /ee/ as in **happy**; /igh/ as in **cry**



The Floppy's Phonics mnemonic system

Floppy's Phonics has a colourful, child-friendly mnemonic system based on key exemplar words and pictures. At first the key pictures act as prompts to recall the sounds linked to the letter shapes.








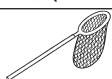

Wherever possible, at the beginning stages of learning the alphabetic code, the focus sound is the *first sound* of the key word, for example, /s/ sun, /a/ apple, /t/ teddy. If you say the key word slowly then the first sound of the word becomes very distinct. The children see the letter shape and say the sound prompted by the key picture. The children are only expected to read the focus grapheme in black, not the whole word. By seeing the focus grapheme in the context of a whole word (the focus grapheme in black and the rest of the word in grey) the children can link the position of the focus grapheme in the written word to when they hear, or say, the focus sound in the spoken word.

Mnemonic systems are helpful and motivating, but require careful use so that the children are not dependent, for example, on picture cues and directional arrows, and the system must not detract from core learning. From the outset of this programme, letters are provided repeatedly with no picture cues, such as on the back of the *Flashcards*, the *Activity Sheets* and in the 'Say the sounds' strips in the *Sounds Books*.

The key pictures and key words are consistent across all of the resources. There are also small black and white line versions of the key pictures for colouring-in on the *Activity Sheets*, *Activity Books*, *Grapheme Posters* and *Grapheme Tiles* for home. (The *Grapheme Tiles* are in *Teaching Handbook 1*).

Level 4 key words and key pictures

Level 4 revises all sounds and graphemes from Levels 1+ to 3 in the *Revise and Blend* books, and introduces 16 focus graphemes in the *Revise and Stretch* books.

sound	grapheme	key picture	key word
/s/	s		sun
	-ss		dress
	-ce		dance
/a/	a		apple
/t/	t		teddy
	-ed		dropped
/p/	p		pan
/i/	i		insect
/n/	n		net
/m/	m		man

Establishing good routines

Why are good routines important?

Children respond well to routines and they thrive on the kind of classroom management where they:

- share collective procedures, such as very quickly and quietly gathering on the carpet with established seating positions 'ready for learning'
- know that they can focus fully on their own work – confident in what this will consist of and recognise that they are making good progress.

Good routines are essential for phonics teaching as there is a lot of alphabetic code knowledge to teach to the children. The more simple, efficient and disciplined the teaching routines, the greater the likelihood the slower-to-learn children will engage with the learning, enabling them to keep up, and the more likely that all the children will enjoy the lessons and gain maximum knowledge.

Recommended simple teaching routines

This programme's terminology does not refer to *sound buttons*, and dots and dashes are not provided beneath printed words. There are no robot-arms actions, or robot voices, and no counting sounds involved with the reading process. The reading, spelling and writing routines described below are simple, focused, appropriate and repeated.

A routine for blending:

- Finger-track under the graphemes of each word from left to right with the index finger of the child's writing hand, whilst saying the sounds.
- After saying the sounds one at a time, return the index finger to under the first grapheme and run the finger under the whole word whilst saying the whole blended word.
- Modify the pronunciation of the blended word if necessary.

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.

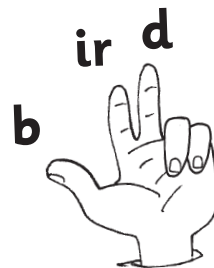
e.g. **p-ur-p-le purple**



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 two-session approach

The resources are designed to be delivered in two distinct sessions so that the children can enjoy the benefits of collective whole-class teaching, followed by opportunities where they are able to fully concentrate on their own learning. They can also be used flexibly and discretely as required.

- **Session 1** is approximately a 30 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 the *Flashcards*, *Frieze* and online activities on the interactive whiteboard (IWB).
- **Session 2** is a longer session that provides a revise-and-apply routine where the children focus on their own learning at their own level, using the *Say the Sounds Posters*, *Sounds Books*, *Activity Sheets* or *Activity Books*, and *Cumulative Texts* (with the teacher drawing the attention of the whole class together as needed).

The alternating second session of the phonics lessons can take place later in the day or the next day, or as an immediate follow-on, if preferred, once the routines are established. In this way, every child benefits from the activity.

Time spent on phonics will vary depending on the time available and the children's needs and stage of learning. This step-by-step lesson structure offers a guide for how to use the resources to their full potential, but they can also be used flexibly to suit your needs. *Floppy's Phonics Online* provides plans to organise your phonics sessions, which can be edited and customised, as well as more detailed timetabling support.

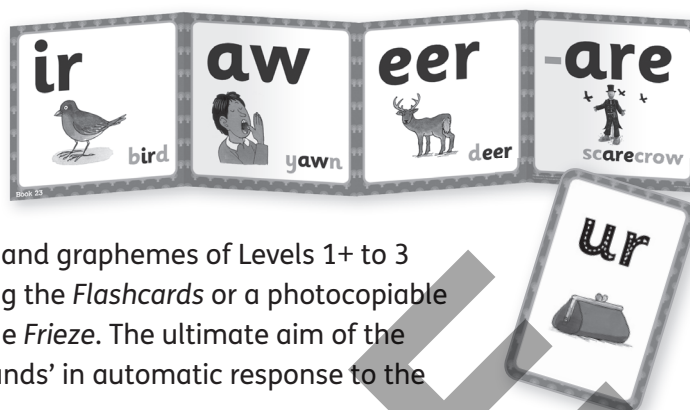
Revisit and Review Revise sounds and graphemes with the <i>Flashcards</i> and the <i>Frieze</i> .	Session 1
Teach Teach focus sounds and graphemes using the <i>Flashcards</i> and the <i>Floppy's Phonics Online</i> interactive lessons with integrated activities.	
Practise Practise new and revised sounds and graphemes with the <i>Sounds Books</i> and the <i>Activity Sheets</i> or <i>Activity Books</i> .	Session 2
Apply After the focus sound and grapheme is taught, use the <i>Cumulative Texts</i> for grapheme searches, reading and language comprehension, handwriting, spelling and drawing practice.	
Consolidate Use the <i>Sounds Books</i> and the online activities for revision and to consolidate learning.	For reading practice and/or extension
Read Read <i>Floppy's Phonics Fiction and Non-fiction</i> .	

A step-by-step example lesson for Oxford Level 4

Session 1

Revisit and Review

This part of the lesson should be done at a quick pace, to review previously introduced graphemes and sounds.



- **Say the sounds:** Quickly review the sounds and graphemes of Levels 1+ to 3 taught to date (or a selection of them) using the *Flashcards* or a photocopyable Say the Sounds Poster enlarged to A3, or the *Frieze*. The ultimate aim of the activity is that the children can 'say the sounds' in automatic response to the graphemes with no picture clue.
- **Hear the sounds and point to the graphemes:** Using the *Frieze* or the Say the Sounds Poster, say the sounds (or a selection of them) in a jumbled order and ask the children to point to the corresponding graphemes. If there are *alternative spellings* for the sounds, distinguish which grapheme you mean by saying, for example, "Point to /s/ as in sun. Point to /s/ as in dance".

Teach

Teach blending with *Floppy's Phonics Online*:

Bring up the relevant book spread on the Oxford Owl subscription from Book 19 or Book 20 (Level 4 Revise and Blend Books), using the interactive whiteboard (IWB). Tell the children that they are revising the sounds and graphemes that they have done before.

- **Model blending:** Point to the word list and say that one of their activities is to read the words in the list and search the main picture to see which of the words are illustrated. Read the heading (e.g. 'Dragon fair') and then sound out and blend the first three words in the list. Remember to finger track under each grapheme from left to right and then run your finger under the whole word as you blend each word. The children can join in with saying the sounds and words as you model the blending.
- **Speaking and listening and comprehension:** After each of the three words is blended ask the children to point if they can see the word illustrated in the picture. This is a good opportunity to encourage the children to use positional language to describe where they can see the object which matches a word in the list. They can also discuss the theme of the illustration and the characters' thoughts and actions in pairs.
- **Independent blending:** After modelling how to blend a few of the words in the word list, use your zoom icon to enlarge the whole list. Ask the children to blend the words themselves from where they are sitting. When you have given them some time to do this, briskly go through the list blending the words with the children, but let the children do all the work while you do the finger-tracking.



- **Hear the whole spoken word:** Select each word in the list and the children will be able to hear the whole word spoken. This will be particularly helpful for children with English as an additional language, for children who do not hear and/or say words clearly or who have limited oral vocabularies. There are also audio buttons on the picture itself for children to select to hear spoken words that include the revised sounds. Select the audio buttons and find the words in the list.
- **Rereading the words:** Return to the picture spread and allow the children some time to work in pairs to reread the words and to search the picture for any of the words illustrated. At this point, the children do not need to sound out and blend again if they recognise the whole word. Rereading the words helps children to improve their fluency and word recognition.

Teach focus graphemes with *Floppy's Phonics Online*:

- The Level 4 Revise and Stretch Books and their corresponding interactive spreads online aim to provide a stepping stone into Level 5 (Phase Five) by introducing 16 focus graphemes. For information on which graphemes are introduced see page 23 of this handbook.
- Bring up the relevant spread on *Floppy's Phonics Online* from Book 21 to Book 24 to revise various sounds and graphemes and introduce an alternative spelling for these focus sounds. Use the same teaching process as Level 5 to introduce alternative spellings. See page 39 of this handbook for teaching tips, revision and to teach the focus graphemes (alternative spellings).
- **Model spelling-with-editing:** Model how to tally the sounds to the thumb and fingers of your left hand, palm facing. Count the number of thumb and fingers raised (three) to indicate the three sounds in the word.
- Draw three sound dashes (which, in effect, also provide 'writing lines') on your board or flip chart and write the beginning, middle and end graphemes on the sound dashes. Complete the routine by sounding out and blending the graphemes to check the spelling is correct and 'tick' the word. Model how to make corrections when these are necessary (e.g. identify missing or misplaced sounds/graphemes, cross out with a single line, use arrow heads to add graphemes). Display the *Alphabet Poster* nearby to support the handwriting.
- **Spelling activities:** From Level 4 *Revise and Stretch Books* onwards, selecting the 'Chip' icon will open a window for spelling activities..

Teach focus graphemes with the *Flashcards*:

- **Teach and revise the focus sound and introduce the focus grapheme:** Show the class the *Flashcard* for the focus sound and grapheme (e.g. /oi/ **oy**). Say the sound several times encouraging the children to repeat after you. Ask them if it is a loud or quiet sound (vowel sounds provide the volume in words, consonant sounds are generally quiet). Say the picture word (toy) and ask children to listen for where they can hear the focus sound (at the end). Remind the children that the key picture can help them to remember the focus sound.



- Choose a couple of exemplar words for modelling spelling from the back of the *Flashcards* for the focus graphemes. Say each word very slowly and as naturally as possible, so that all the mouth movements are evident and all the individual sounds can be heard (e.g. “toys, /t-oi-s/”). Ask the children which sounds are loud and which are quiet.

Session 2

Practise

Practise using the *Sounds Books*:

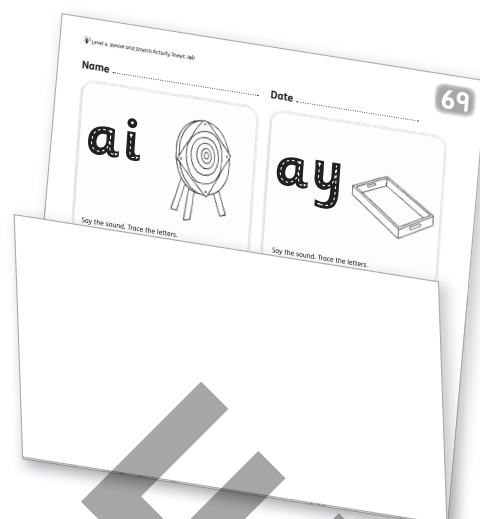
- The format for the *Sounds Books* changes slightly as the children learn more about the alphabetic code. For Level 4 and Level 5, there are no labels on the main pictures. Tell the children that the word lists provide an assortment of word lengths and classes (e.g. nouns and verbs) and now they include some words which are illustrated in the pictures. As always, ask the children to blend the words and also think about what they mean.
- In addition, they can now search for the words in the main picture and describe ‘where’ they see the words illustrated in positional language; e.g. “I can see lots of **toys** scattered *on* the lawn. *Behind* Biff, I can see a kite *lying on* the grass. Mum has a tennis racquet *next to* her feet.”
- Ask the children to reread the words in the list until they can say them all fluently as whole words.
- Ask the children to think of sentences about the illustration including the characters’ thoughts and actions and say them aloud (or write them if appropriate). Ask them to include one or more of the words in the word lists.

Practise using the *Activity Sheets*:

If *Floppy’s Phonics* is new to the children, train all the children thoroughly in how to proceed through the activities on the Level 4 Activity Sheets. If they have already used the Level 1+ to 3 Activity Sheets remind them of the routines and point out any changes in the style of the sheets at Level 4 (*Teaching Handbook 1*, page 34). When familiar with the Activity Sheet routines, most of the children will be able to proceed independently. This enables you, and any other supervising adult, to focus on the children who are slower to learn.

- **Handwriting:** Remind the children to ‘say the sound’ of the focus grapheme (letter or letter group) and not the individual letter names when they practise handwriting the focus grapheme.
- **Blending, analysing the spelling and vocabulary:** Ask the children to sound out and blend the words in the word bank even if they can automatically ‘read’ some of the words without the need to overtly ‘blend’. This close study of the component graphemes of each word will not only help with reading but it will also help with spelling. Remind the children to circle any words when they are not sure of the meaning. When all the children have had a chance to read through the word bank independently, draw the whole class together to go through the words and discuss the meaning. Ask the children to say the words in complete sentences in pairs at first.
- **Supported spelling-with-editing:** Ask the children to orally segment any picture-words to be spelled on the front of the Level 4 Activity Sheets. They can tally the sounds to thumb and fingers of their left hand, palm facing. Count, and then

check the 'sound dashes' provided next to each picture. Complete the spellings by sounding out and blending each word to check it. After the children have completed the front of the Activity Sheet, or when you decide the time is right to draw the class together, ask the children to fold the bottom part of the Activity Sheet up to the focus graphemes and then provide the words for the spelling-with-editing routine. You can give the quicker children extra words to spell whilst overseeing the slower children to do their spellings. Ensure that they tally the sounds of each word to thumb and fingers of their left hand, palm facing, and draw sound dashes for the identified sounds. Allow the children to tick their spellings when you have seen that they are edited and correct. These can be kept in their reading bookbags to go backwards and forwards to home. This informs parents/carers and facilitates extra practice at home. Repeat reading of the word banks helps to build up word decoding fluency and it supports spelling.



Practice using the *Activity Books*:

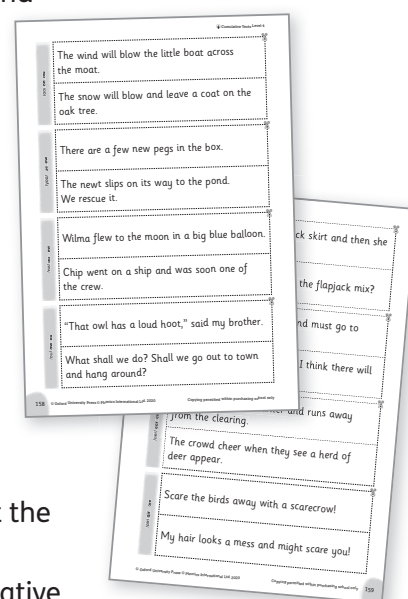
- Train the children in how to complete the activities, as above.
- For the supported spelling activity, ask the children to use a separate piece of paper or phonics exercise book to spell the new words, rather than folding the page.

Apply

Apply using the *Cumulative Texts*:

For each Level 4 spread of the *Sounds Books* there is a corresponding photocopiable Cumulative Text. These can be found on pages 155–176 of this handbook. Have them prepared for children who finish their Activity Sheets and instruct the children how you would like them to use their text. For those children who do not complete their Cumulative Text set task in the main session, they can complete them in additional time.

- **Grapheme searches and blending:** By this stage in the programme, the children will know how to skim through the text to search for focus graphemes and neatly underline them. Ask the children to do a 'grapheme search' then read the text to find out what it says. They can illustrate the sentence, or sentences, in their individual phonics books or wherever you instruct. Occasionally, for example, you may ask them to paint a picture, or create a collage, under which they can write the sentence as a caption.
- **Handwriting:** After reading, the Cumulative Text can be used for copywriting on to writing lines in 'best' handwriting – or converting to joined handwriting if the children are at this stage.
- **Handwriting with spelling:** The children (or some children) will be able to work at their own speed to reread the text, hold the words in their head, and then rewrite the text as a 'self-dictation'. Or, you can dictate the sentence to groups of children who can write more or less at the same pace.
- **Theme extension:** The children (or some children) can write their Cumulative Text sentence followed by a further sentence or two extending the caption or sentence in their phonics exercise books.

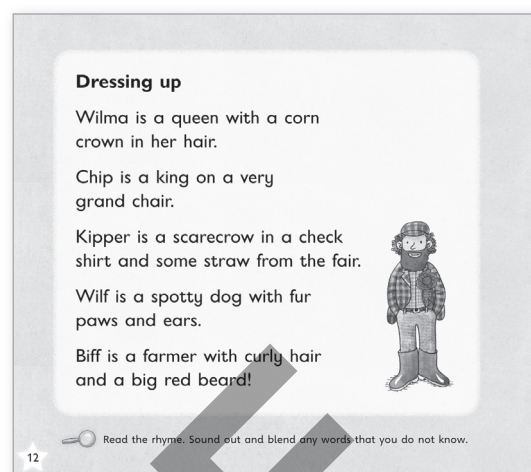


Consolidate

Consolidate using the *Sounds Books* and *Floppy's Phonics Online*:

Use the activities at the end of the *Sounds Books* and the range of online activities (such as 'drag and drop') to provide opportunities for children to revise and consolidate the letter/s-sound correspondences taught to date and the three core skills of blending, segmenting and handwriting. The children can use their personal phonics exercise books to complete the spelling activities provided in the back of the *Sounds Books*. The poems and mini stories in the back of the books can be used for handwriting activities and self-dictations as well as for reading. The audio facility on the main illustrations of the online activities are very helpful to improve vocabulary and spoken English for the children with hearing and/or speech difficulties and for the children with English as an additional language.

Encourage the children to read the *Floppy's Phonics Fiction* and *Non-fiction* books at the appropriate level.



A step-by-step example lesson for Oxford Level 5

Session 1

Revisit and Review

Gather the whole class on the carpet with a clear view of your phonics display wall, your teacher's board or flip chart and the interactive whiteboard (IWB).

- **Say the sounds:** Quickly review the sounds and graphemes from Levels 1+ to 4 taught to date (or a selection of them) using the *Flashcards*, the *Say the Sounds Posters* or the *Grapheme Posters*. The ultimate aim is that the children can 'say the sounds' in automatic response to the graphemes with no picture cues.
- **Hear the sounds and point to the graphemes:** Using the Level 4 *Say the Sounds Posters* and the Level 5 photocopiable *Grapheme Posters*, say the sounds (or a selection of them) in a jumbled order and ask the children to point to the corresponding graphemes. If there are *alternative spellings* for the sounds, distinguish which grapheme you mean by saying, for example, "Point to the /ai/ as in aim. Point to the /ai/ as in tray."
- Over time, you can photocopy additional Level 5 *Grapheme Posters* and cut out each 'lozenge' to create an additional 'jumbled' array of the graphemes on the display wall for this particular activity. Display the alternative graphemes with their picture cues at first and later provide a jumbled display for children to 'say the sounds' without the picture cues.



Planning

Introduction

It is easy to plan effective teaching and learning using the *Floppy's Phonics* teaching programme. All the sounds of the English language and a very comprehensive range of graphemes of the alphabetic code are introduced systematically throughout the programme. If you follow the sequence suggested, the children will build up their code knowledge and phonic skills in a way that allows them to progress smoothly with their reading, spelling and handwriting.

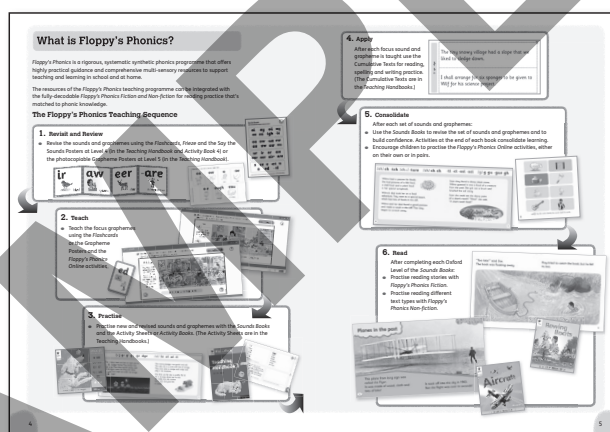
The planning resources will help you to keep track of the teaching sequence.

There are three main planning tools offered:

- Teaching Sequence flow charts
- Planning and Record grids
- Book-by-Book plans.

How to use the Teaching Sequence flow charts

The Levels 4–5 flow chart (pages 4–5) summarises the teaching sequence clearly and shows which components and teaching techniques can be used at which stages of the sessions. It is valuable both as a quick reminder of the teaching sequence, as well as a clear guide for those who may feel that they initially need more support. Flow charts for all Oxford Levels are available on *Floppy's Phonics Online*.



How to use the Planning and Record grids

The Planning and Record grids provided for Levels 1+ to 5 are a flexible resource, designed to assist you in your overall planning and to help monitor progress through the teaching programme. The grids can be found on *Floppy's Phonics Online*. They reflect the two-session routine which runs throughout the programme: the first session introduces the focus sounds and graphemes/alternative spellings and the second session practises and applies the focus alphabetic code knowledge to reading, writing and spelling activities.

Floppy's Phonics Planning and Record grids						
Oxford Level 1+						
	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Sessions 1 and 2	/s/ e	/t/ l	/p/ g	/k/ -ck	/h/ h	/l/
Date and Notes						
Sessions 3 and 4	/a/ a	/n/ n	/o/ o	/e/ e	/b/ b	/d/ -ll
Date and Notes						
Sessions 5 and 6	/i/ t	/m/ m	/c/ c	/u/ u	/f/ f	/j/ -le
Date and Notes						
Sessions 7 and 8	/p/ p	/d/ d	/k/ k	/r/ r	/l/ -ff	/s/ -ss
Date and Notes						
Sessions 9 and 10	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
Date and Notes						

How to use the Book-by-Book plans

They also provide details of the resources that you will need for each session and identify stages at which you may feel it is appropriate to assess each individual child's progress. You can customise these plans to reflect the effectiveness of sessions and techniques as you follow the programme. The plans can be found on *Floppy's Phonics Online*.

The plans suggest enjoyable activities which will help your children to: listen attentively; enlarge their vocabulary; speak confidently; raise awareness of a wide range of sounds and their source; encourage creativity with sounds, music and language; discriminate phonemes in speech (the smallest units of sound in words); orally segment spoken words into their constituent sounds; and orally blend (provided) sounds into spoken words.

Level 1+		Book 3 plans			
Session	Resources	/I/ g	/I/ c	/I/ c	/I/ k
Session 1	<p>Focus Phonics</p> <p>Fluoranth's Phonics</p>	<p>Recall and Review Recall the letter-sound correspondences that have previously been taught using the Fluoranth's and the Phonics.</p> <p>Teach Teach the letter-sound correspondence of g using the Fluoranth and Book 3 of Floppy's Phonics Online.</p>	<p>Recall and Review Recall the letter-sound correspondences that have previously been taught using the Fluoranth's and the Phonics.</p> <p>Teach Teach the letter-sound correspondence of c using the Fluoranth and Book 3 of Floppy's Phonics Online.</p>	<p>Recall and Review Recall the letter-sound correspondences that have previously been taught using the Fluoranth's and the Phonics.</p> <p>Teach Teach the letter-sound correspondence of k using the Fluoranth and Book 3 of Floppy's Phonics Online.</p>	<p>Recall and Review Recall the letter-sound correspondences that have previously been taught using the Fluoranth's and the Phonics.</p> <p>Consolidate Use Book 3 to review the set of all sounds and phonograms and the Phonics and the Fluoranth's and the Phonics using the letters of each word to consolidate learning.</p>
Session 2	<p>Book 3</p> <p>Activity Sheets 10, 11 and 12</p> <p>Cumulative Graphs</p> <p>Time</p>	<p>Practice Practice the letter-sound correspondences of g using Book 3 and Activity Sheet 10.</p> <p>Assess Use the Cumulative Tests for reading practice and the Grapheme Tests to spelling practice.</p>	<p>Practice Practice the letter-sound correspondences of c using Book 3 and Activity Sheet 11.</p> <p>Assess Use the Cumulative Tests for reading practice and the Grapheme Tests to spelling practice.</p>	<p>Practice Practice the letter-sound correspondences of c using Book 3 and Activity Sheet 11.</p> <p>Assess Use the Cumulative Tests for reading practice and the Grapheme Tests to spelling practice.</p>	<p>Practice Practice the letter-sound correspondences of k using Book 3 and Activity Sheet 12.</p> <p>Assess Use the Cumulative Tests for reading practice and the Grapheme Tests to spelling practice.</p>

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Floppy's Phonics Online resources

Floppy's Phonics Online is a subscription on Oxford Owl offering a wealth of teaching, planning and assessment resources including:

Teaching resources

- Interactive lessons and activities for the whiteboard
- Helpful Words printables (including *Letters and Sounds* tricky words)
- Mini Alphabetic Code Chart
- Songs videos

Planning resources

- Planning guidance
- Book-by-Book plans
- *Floppy's Phonics* Teaching Progression (including *Floppy's Phonics Fiction and Non-fiction*)
- Timetabling guidance
- Planning and Record grids
- *Floppy's Phonics* Teaching Sequence flow charts
- *Floppy's Phonics* and the Curricula

Assessment resources

- Assessment guidance
- Assessment documents:
 - Letter(s)-sound correspondences assessments
 - Reading and spelling assessments
 - Oral segmenting assessment

Parent/carers letter templates

- Letter to parents/carers
- Guidance on how to use the letter and picture tiles

Say the Sounds

Oxford Reading Tree Floppy's Phonics Level 4



ai -ay oi oy
ee ea -igh -ie

oa ow -ue ew
-oo -ew ow ou

ur ir or aw
ear eer air -are

s -ce e -ea u
o -ed -ed

Name

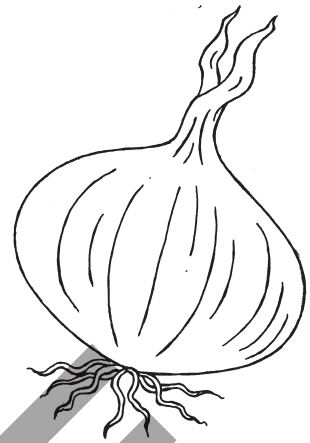
Date

u



Say the sound. Trace the letters.

o



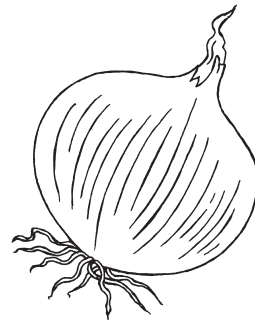
Say the sound. Trace the letters.

sun son sum other luck won

onion welcoming front Monday

wonderful mother London

Sound out and blend to read the words.



Say the words. Spell the words. Write the words.

Name

Date

ed

/d/ **played**

Say the sound. Say the word.

ed

/t/ **dropped**

Say the sound. Say the word.

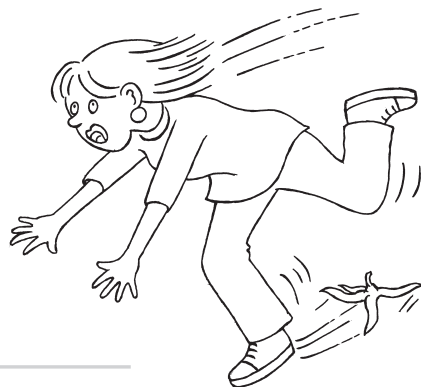
rained stayed grabbed

frowned slipped jumped

stopped scratched shrugged

owned limped stamped

Sound out and blend to read the words.



Say the words. Spell the words. Write the words.



Floppy's Phonics Foundation Pack ISBN 9780190326197	Quantity in pack
Floppy's Phonics Sounds & Letters Handbook Reception Revised Edition	1
Level 1 Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 1 More Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 1+ Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 2 Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 3 Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Floppy's Phonics Flashcards	1
Oxford Reading Tree: Floppy's Phonics: Sounds & Letters: Frieze	1
Oxford Reading Tree: Floppy's Phonics Sounds & Letters Mixed Poster Pack	1
Digital Subscription (Foundation)	1

Floppy's Phonics Year 1 Pack ISBN 9780190326203	Quantity in pack
Floppy's Phonics Sounds & Letters Handbook Year 1 Revised Edition	1
Level 4 Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 5 Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Level 5A Floppy's Phonics Sounds & Letters Student Book Pack (6 titles)	6
Floppy's Phonics Flashcards	1
Oxford Reading Tree: Floppy's Phonics: Sounds & Letters: Frieze	1
Oxford Reading Tree: Floppy's Phonics Sounds & Letters Mixed Poster Pack	1
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