



**High Halden
Church of England
Primary School**

**Floppy's Phonics Information
Booklet**

What is phonics and why do we do it?

There has been a huge shift in the past few years in how we teach reading in UK schools.

Phonics is a method of learning to read and write words by learning the small units of sounds called phonemes and their corresponding graphemes.

Phonics is taught as it is the best way to teach children to read and write successfully.

In phonics lessons children are taught three main things:

GPCs

They are taught GPCs. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are s, a, t, p.

Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

Phonics Terminology



Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

Graphemes

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a vowel digraph. There are also consonant digraphs, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/ as in 'high'.

Split digraph

A digraph in which the two letters are not adjacent – e.g. ae as in make

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

What is Floppy's Phonics?

Floppy's Phonics is a rigorous, easy-to-use systematic synthetic phonics teaching programme for early reading and writing success. With the help of the familiar Biff, Chip and Kipper characters children engage with the programme and learn the letter/s-sound correspondence of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting.

Floppy's Phonics is divided into six phases with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words.

Floppy's phonics consists of an interactive programme which is delivered as a whole class on the interactive whiteboard, a written element where the children practise reading and writing words with the specific sound and books which link to the sounds/phase being taught.

Print-rich and Picture-rich: oral language - not 'just' phonics



Floppy's Phonics is truly picture-rich throughout the programme. The first books (the 'cloud books' or 'Phase one' books) do not introduce letter shapes but provide appropriate early years themes to develop speaking and listening – along with children engaging with the characters enjoying experiences in many different venues.

Floppy's Phonics teaching sequence



Each sound is taught in the same way. This repetitive technique allows the sounds to become embedded and aids the children's learning.

The English Alphabetic Code

The Alphabet

Tricky Words

Flashcards and Frieze

The Poster Range is central for delivering the teaching and supporting the learning.

These visual aids are provided as ready-made resources.

Mnemonic picture-words

Picture-words and their printed words make the learning of the different sounds and spellings more **memorable** and **manageable** and can clarify the teaching and learning for adults and children alike.

A mnemonic system is an 'aid to memory'.

Floppy Phonics Level 1

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

Floppy Phonics Level 2

/t/ t teddy -tt letter	/r/ r rabbit -rr arrow	/y/ y yo-yo	/ng/ -ng ring
/p/ p pan -pp puppet	/b/ b bone -bb bubble	/z/ z zip -zz buzz	/ngk/ -nk ink
/n/ n net -nn funny	/j/ j jug -dge bridge	/kw/ qu queen	
/m/ m man -mm hammer	/v/ v van -ve glove	/ch/ ch chick -tch hatch	
/d/ d dog -dd puddle	/w/ w web wh wheel	/sh/ sh ship	
/g/ g gate -gg juggle	/ks/ -x fox -cks ducks -ks books	voiced /th/ th this /th/ th thumb	

Floppy Phonics Level 3

/u/ u umbrella -er builder	/oa/ oa goat	/ur/ ur purse er herbs	/yoo/ -ue rescue
/chu/ -ture picture	short /oo/ oo cook	/ou/ ow owl	/yoor/ -ure pure
/ai/ ai aim	long /oo/ oo spoon -ue glue	/oi/ oi oil can	
/ee/ ee eel -y happy	/ar/ ar arm	/eer/ ear ear	
/or/ or fork	/air/ air hair		

Floppy Phonics Level 4

/s/ s sun -ss dress -ce dance	/ai/ ai aim -ay tray	/or/ or fork aw yawn
/t/ t teddy -tt letter -ed dropped	/ee/ ee eel -y happy ea eat	/ur/ ur purse er herbs ir bird
/d/ d dog -dd puddle -ed rained	/eer/ ear ear deer	/ou/ ow owl ou mouth
/e/ e egg ea bread	/oa/ oa goat ow bow	/oi/ oi oil can oy boy
/u/ u umbrella -er builder o onion	/yoo/ -ue rescue ew newspaper	/air/ air hair -are scarecrow
long /oo/ oo spoon -ue glue -ew screw	/igh/ -igh knight -y cry -ie pie	

Alphabetic Code Flashcards



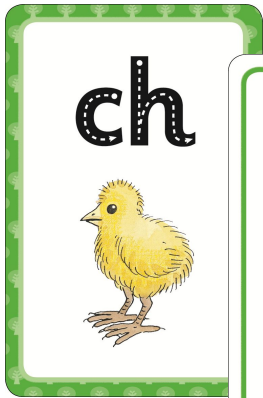
g
gap
dig
tag



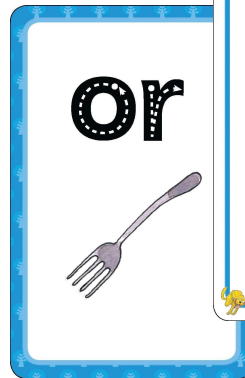
o
on
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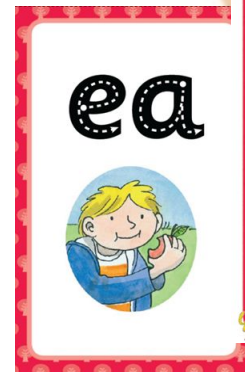
c
cog
act
cost



ch
chin
chat
much



or
cork
horn
storm



ea
tea
team
reach

These flashcards are used to teach and consolidate the sounds. We finger trace the graphemes whilst saying the sound of letter groups and say the prompt picture slowly to recall the focus sounds. The words on the back of the cards are sounded out together and blended.

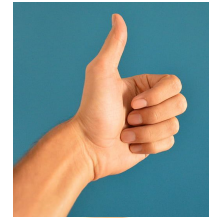
The children are exposed to these cards at the start of each session where they have to quickly recall each sound as it is shown to them.

BLENDING – pointing finger to track under the graphemes all through printed words.

Finger tracking under the printed words for reading can be with any hand – the reader chooses which is most natural and comfortable



ORAL SEGMENTING – tally sounds identified through the spoken words to thumb and fingers of left hand, palm facing. The left hand is always used for oral segmenting



Decoding

1. Scan the printed word from left to right to recognise any 'letter groups'
2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound
3. Run your finger right under the whole printed word, from left to right, when you say the whole word

stick



/s/ /t/ /i/ /k/ “stick”

Spelling with editing routine

- Face the same way as the learners
- Left hand, palm facing – make sure the learners see your hand 'on the left'
- Say the word to be spelt, very slowly – the individual sounds will 'pop out'
- Tally the sounds onto thumb and fingers
- Repeat each sound separately and clearly
- Then count how many sounds

s-l-ee-p



Tricky Words

As well as words which can be sounded out the children are also introduced to the concept of 'tricky words' - words with spellings that are unusual, where the word is difficult to sound out. You can't really break the sounds down for such words so it better for the children to just recognise them.

Alongside each phonics phase the children will learn a selection of tricky words



Tricky Words

was
because

I

no
so
go
oh no!

people
Mr
Mrs
Miss

could
should
would

to
do
into

her
here
were

are
our

father
mother
brother
sister

the
they
their
there

of
off

to
too

when
who
where
why
what
which

one
two
three
four
five
six
seven
eight
nine
ten

my
try
cry
sky

said
again

all
ball
small

call
ask
look
like

goes
does
shoes

you
your
out
about

me
we
he
she
be

called
asked
looked
liked

come
some

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The children will be sent home each day with a Floppy's Phonics reading book to read at home. They consist of both fiction and non-fiction books which contain sounds that the children have been taught.

It is important that the children read books which they are able to decode themselves as this boosts their confidence with reading and makes the experience more enjoyable, therefore creating lifelong readers.

Children who read massively increase their vocabulary and understanding of the world.

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL RESOURCES
PINK	1+	2	Fiction
			Non-fiction
RED	2	3	Fiction
			Non-fiction
YELLOW	3	3	Fiction
			Non-fiction
BLUE	4	4	Fiction
			Non-fiction
GREEN	5	5	Fiction
			Non-fiction 12 titles
ORANGE	6	5	Non-fiction

More information on Floppy's Phonics can be found on the Oxford Owl website.