

Haslam Park Primary



Floppy's Phonics

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At Haslam Park, we use the Floppy's Phonics Teaching Programme to teach phonics to our pupils. The programme provides a systematic and synthetic approach to support pupils to develop their phonic knowledge and skills to ensure reading success for all.

There is a high focus on providing children with the knowledge of the alphabetic code in order for them to develop the skills to decode and encode words to support early reading and spelling. Pupils are taught the grapheme/phoneme correspondences to decode words more successfully. We believe that decoding underpins fluency and fluency underpins reading comprehension. Knowledge that will lay the foundations for the success of a child with their reading.

Floppy's Phonics is a comprehensive programme that supports language comprehension and vocabulary enrichment through planned discussions and questions about the illustrations in a book.

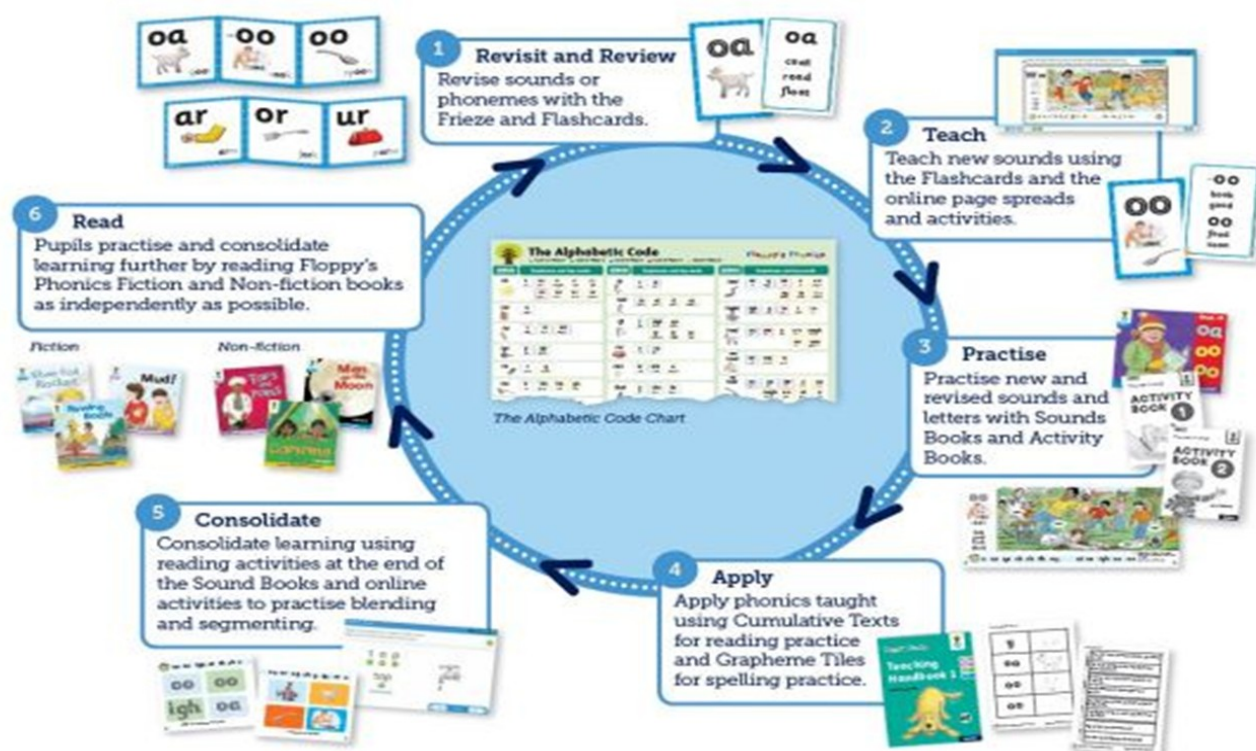
The programme provides a step-by-step programme that engages children in reading from the outset, using a range of high quality interactive and teaching resources as well as a range of books that link to the children's phonic knowledge.

Continued professional development is available in a range of online formats, for full confidence in teaching phonics for all teachers. New and current teachers have access to the continued professional development and training required to deliver high quality phonics lessons.

The programme contains a systematic and structured approach with built-in consolidation and revision to ensure every child succeeds. Teachers also have access to classroom visual aids, flashcards, cumulative texts, activity sheets, and planning and assessment materials in the handbooks provided with the programme.



Teaching Sequence



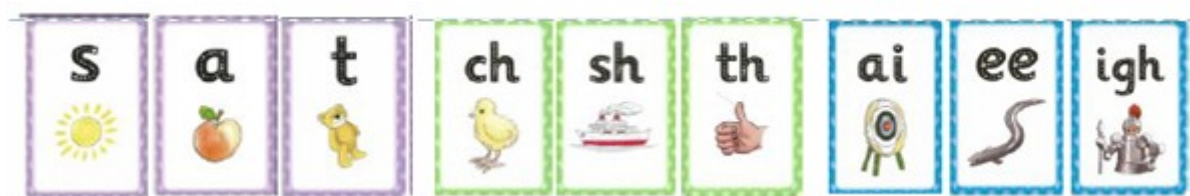
The new piece of code is introduced in **two sessions**. Each session begins with a **revisit** and **review** of sounds already taught. Teachers will decide where the gaps in children's knowledge are and focus on those particular sounds in a range of ways. Both sessions contain opportunities for pupils to practise and apply their phonic knowledge and skills.

Teach-Pupils will be taught the new piece of code for the sound. Teacher models reading and spelling words using the new piece of code.

Practise-Pupils practise their encoding and decoding skills

Apply-children will read and build words using the interactive resource in the first session and use the **cumulative texts** for reading and writing in their phonics books in the second session.

Consolidate-Pupils have access to decodable reading books to take home. In addition to this, they have access to the Interactive online resources for additional practise in order to consolidate their learning. Pupils also have access to Oxford Owl website where they can access many decodable books for additional practise and consolidation.



Teaching strategies

Core skill for decoding



Place fingers under the word and say the whole word whilst moving the index finger left to right beneath the printed word. Say the corresponding sound for the graphemes and blend them together to read the word.

Core skill for encoding



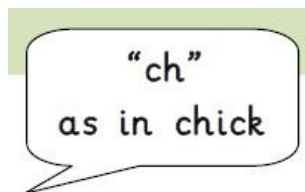
Use the left hand, palm facing

— — — s oa p
soap

Count the sounds and draw the dashes for each spoken sound. Then write the graphemes for each sound.

Then write the whole word as one underneath. **(This is only for teacher modelling. Children go straight to spelling the word in full)**

Introducing a new piece of code

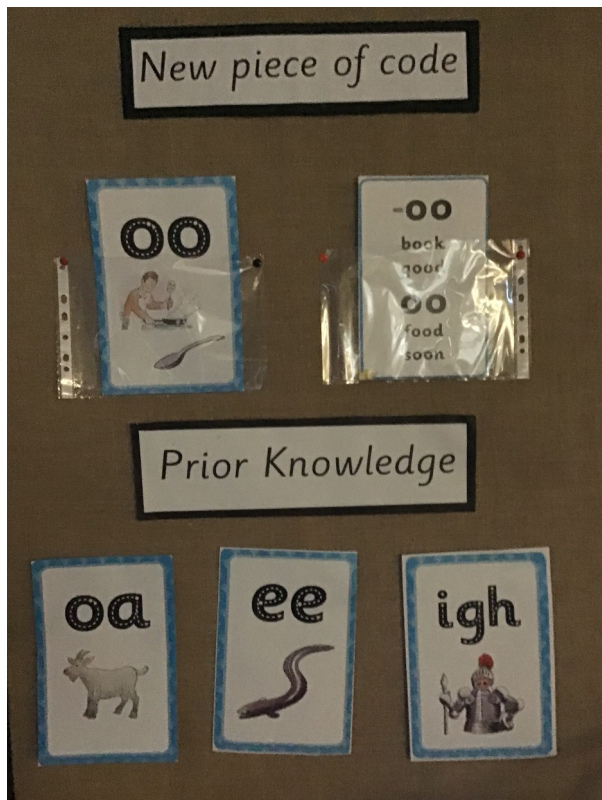


Show children the new **piece of code** using the flashcard provided. Chant the words "**ch as in chick**" to support children to differentiate between alternative spellings .

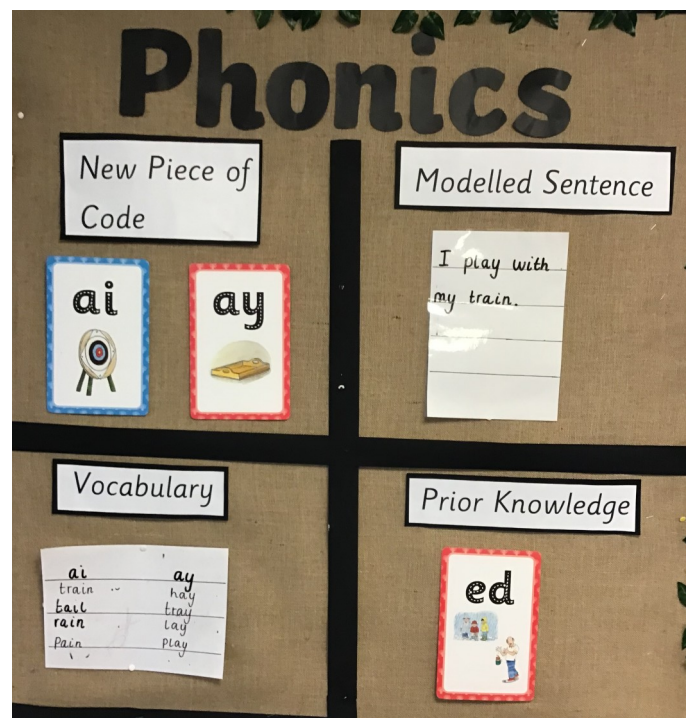


Phonics Displays

Phonics displays are updated daily and are consistent throughout the school where phonics is taught. Reception focus on the new piece of code and prior learning. They have access to activities to practise reading words using the new and prior sound in the continuous provision.

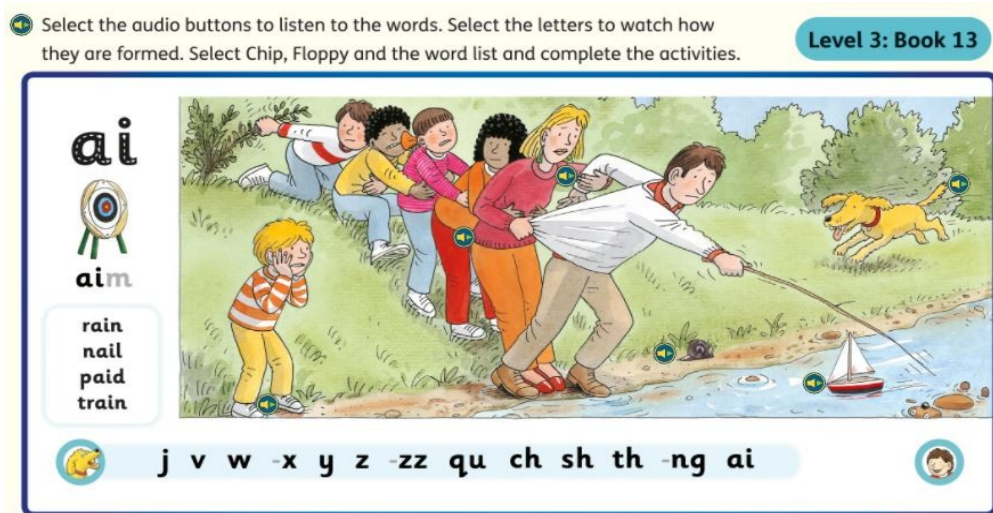


Key Stage 1 contains sections for vocabulary used in phonics sessions and a modelled sentence using the new piece of code.

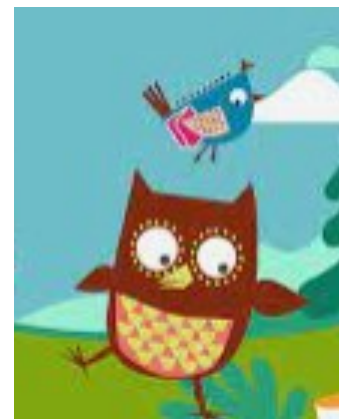
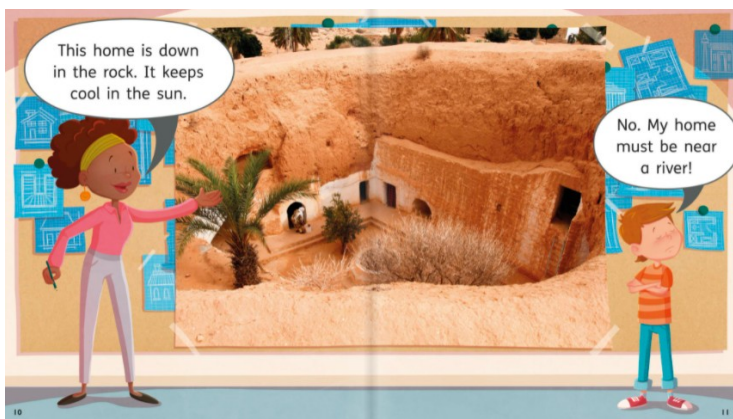


Parental Support

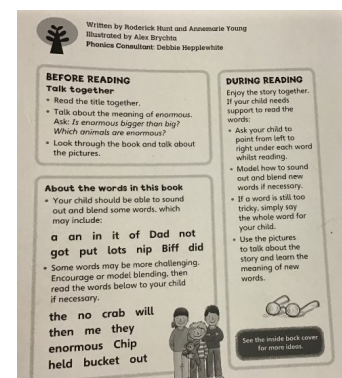
Parents have access to the Interactive teaching resource each week. They are provided with the week's interactive resource via dojo so that they can support their child to consolidate their current learning in phonics.



Parents have a **login** to access the **Oxford Owl Website**. They have access to a range of **ebooks** that they can use to support their child to read at home.

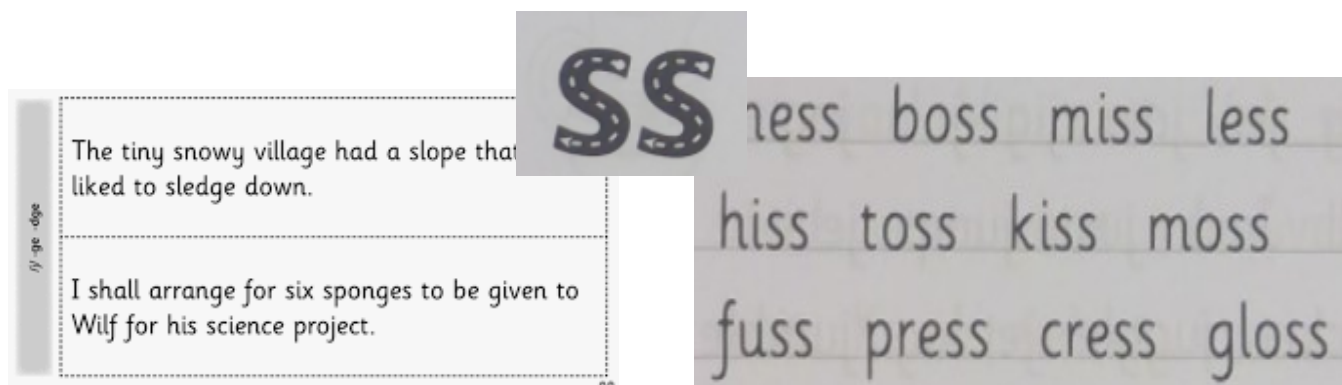


Home/school reading books contain helpful tips for parents to support their child with reading their current reading book.

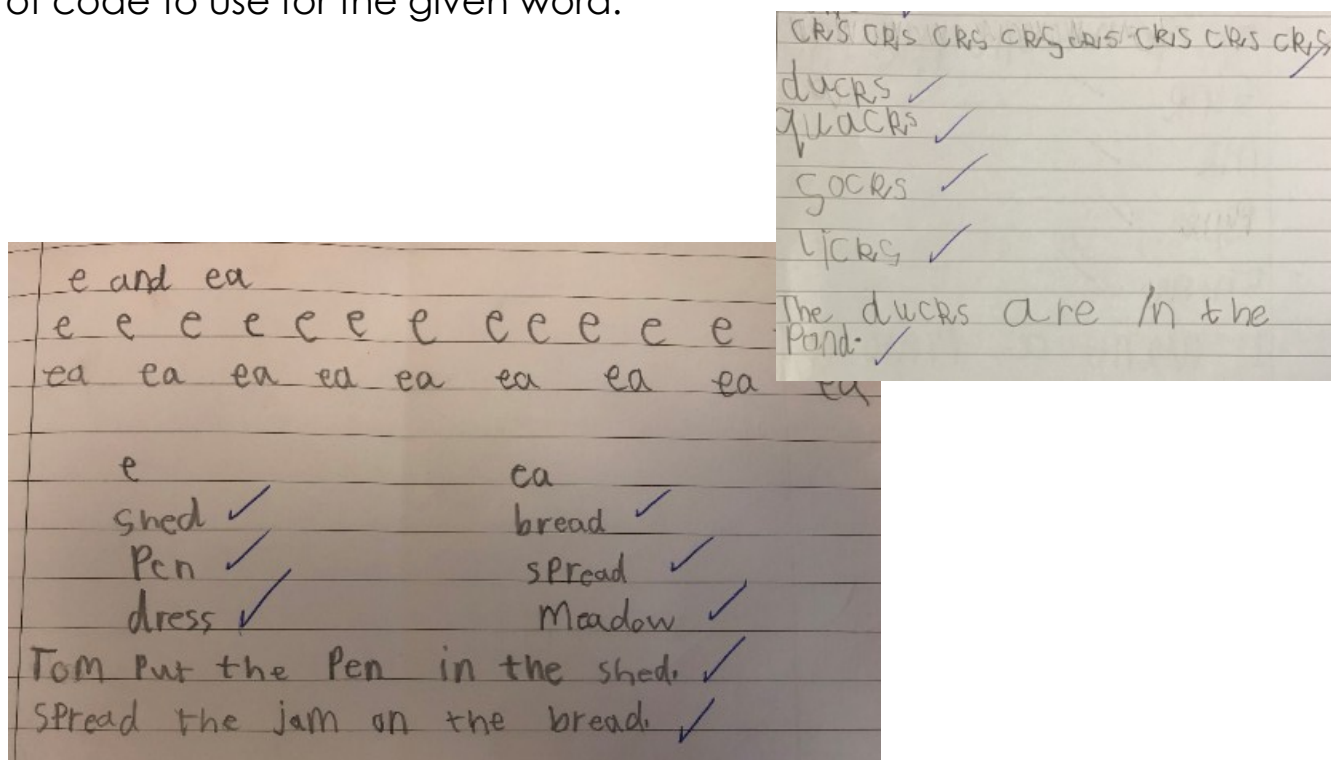


Phonics Books

Children record the **words** and **sentences** that they have been reading in their phonics sessions in their phonics books in **session 2** of the Teaching Sequence. Each word and sentence will include the new piece of code introduced in **session 1**. Cumulative texts are used to support reading sentences that progress throughout the programme.



When children are working on alternative spellings, they will have a focus piece of code for reading and spelling and recap previously taught alternative spelling for the same sound. Children will decide which piece of code to use for the given word.



Reception will record their work on whiteboards until the Summer Term. After this, they will record work in a phonics book in preparation for Year 1.

Haslam Park Teaching Sequence

Session one

Revisit and review (graphemes taught so far using flashcards/frieze posters/quick write)

Quick write the letters that are code for the sound /oi/



Teach-Introduce new grapheme (**piece of code**) Adult to model forming the grapheme for the new piece of code. Children to form the grapheme on **whiteboards/magic finger**

Adult to model spelling two words using the new **piece of code**. Use **tally fingers** and **dash lines** to model spelling the words.

Read the word back altogether, placing your index finger under the word and highlighting the new **piece of code** within the word.

Use the left hand, palm facing



s oa p
soap



Interactive Teaching-Speaking and listening task-Introduce the illustration on the IWB. (plan for set of questions relating to the illustrations to assess understanding) **Q.** Where is the story set? **Q.** What are the characters doing? **Q.** Why do you think.....? **Q.** What do you think....?

Practise-Children to click on the **sound buttons** to hear words containing the new sound. **Q.** Does the sound come at the beginning, within the word or at the end of the word?

Vocabulary check-discuss the meaning of words that children find difficult.



Apply-Children to read and build given words using the Interactive teaching resource.

c oa t

coat

[Show picture](#)



Whiteboards-Children to write words and sentences **dictated** by the teacher using the new piece of code.

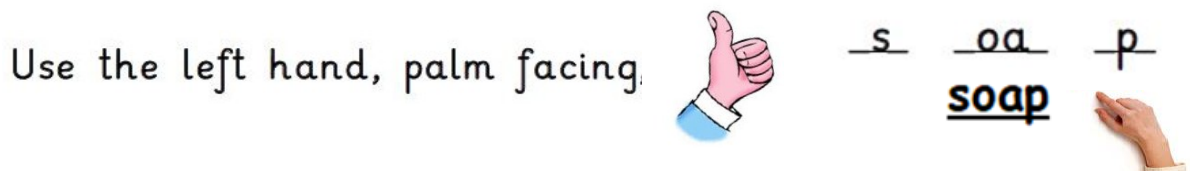
Haslam Park Teaching Sequence

Session Two

Revisit and review (graphemes taught so far using flashcards/frieze posters)



Teach-Adult to model spelling two words using the new **piece of code**. Use **tally fingers** and **dash lines** to model spelling the words. **Read** the word back altogether, placing your index finger under the word and highlighting the new **piece of code** within the word.



Practise-Children to work in pairs to read all the words on the IWB using the **cumulative** words. Children to identify the new piece of code within the word and underline it. (grapheme search)

jug jet jam jig jab jog
Jill Jack just jump jets
jacket juggle jet lag just

book good cook cooking look
hood hook shook took
wool wood wooden

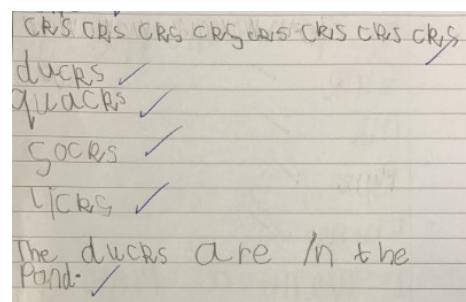
Vocabulary check-

Children to put the word in a sentence to support with understanding. Use **cumulative** texts to read sentences prior to writing.

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

Apply-Children to spell the given words and sentences using the new piece of code in their phonics books **dictated** by the teacher.

Use the left hand, palm facing,

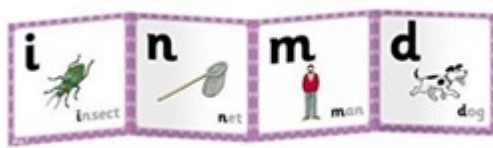


Interventions EYFS/KS1

Children that are at risk of falling behind their peers will take part in extra phonics sessions in the afternoon. Interventions will contain a range of practical activities to engage the children.

The sessions will follow the similar **Teaching sequence** as the whole class sessions but will reinforce learning taught and provide the child with extra practise and consolidation of previously taught and new graphemes.

Revisit/review-graphemes taught so far using flashcards/frieze posters



Teach-Recap new piece of code taught in whole class session.



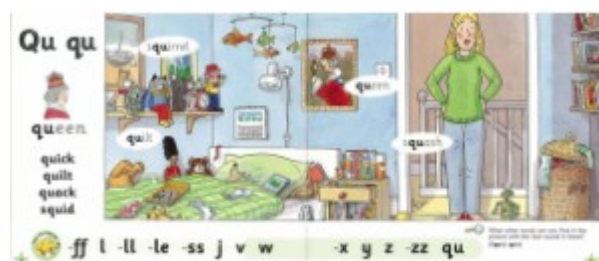
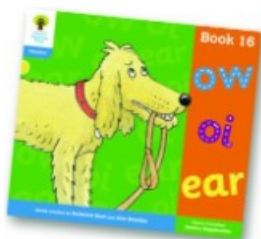
Read the words at the back of the flashcard.



Practise-Reading/building words using previous graphemes.



Apply-Children will be supported to read words and sentences using the sound books.



Interventions Yr 3-6

Children in Key Stage 2 that did not pass the phonics screening test in Key Stage 1 may require phonics sessions to support their progress in this area of learning. These sessions will have a high focus on gaps in a child's learning and therefore can look different than the whole class phonics sessions.

The SENDCO, class teacher and TA will work together to devise an individual plan for these children linked to current assessments of their phonics knowledge and awareness.

Floppy's Phonics resources and Teaching Sequence will be followed to ensure a consistent approach to learning.

Teaching Sequence

Revisit/review- Prior learning using flashcards

Teach-New piece of code

Practise-reading words with new code using cumulative text

book good cook cooking look

hood hook shook took

Apply-Read and spell given words and sentences using new code.

Each child will record the words and sentences they have been learning in their phonics books **dictated** by the teacher.

