Floppy's Phonics timetabling guidance

Floppy's Phonics resources are designed to be delivered in two distinct sessions:

Session 1 is a teacher-led session focusing on revision of past letter/s-sound correspondences and the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using the *Flashcards*, *Frieze* and interactive lessons on *Floppy's Phonics Online*.

Session 2 provides a revise-and-apply routine in which 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 second session can take place later in the day or the next day, or as an immediate follow-on.

Time spent on phonics will vary depending on the time available and the children's needs and stage of learning; however the suggested timings for sessions and the year planner below can be used as a guide. The planner allows two weeks per book, which gives ample time to provide quality practice and consolidation so that all children have time to learn.

Suggested timings for the sessions are as follows:

SESSION 1	Activities and resources	Suggested timings
Revisit and Review	Revise sounds and graphemes using the *Flashcards* and the *Frieze*.	10 minutes
Teach	Teach focus sounds and graphemes using the *Flashcards* and the *Floppy's Phonics Online* activities. Teach the Helpful Words relevant to the book using the Helpful Words Cards on *Floppy's Phonics Online*.	Approximately 20 minutes; longer if required.

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SESSION 2	Activities and resources	Suggested timings
Practise	Quick revision of previous content. Then practise new and revised sounds and graphemes with the *Sounds Books*, Say the Sounds Posters, Activity Sheets or *Activity Books*.	Session 2 is likely to take longer than Session 1 especially when introducing use of the Cumulative Texts. You may need to provide a third session to provide good use of the Cumulative Texts. Always complete the full teaching and learning sequence before introducing the next sound and grapheme. A minimum of 35 minutes will be needed for the whole of Session 2, or more as required.
Apply	After the use of the Activity Sheets or *Activity Books*, use the Cumulative Texts for grapheme searches, reading and language comprehension, handwriting, spelling and drawing practice. Beginners can use the Grapheme Tiles for spelling practice.	

In addition to the two sessions, allow time for children to consolidate their learning:

	Activities and resources
Consolidate	Use the *Sounds Books* and the online activities for revision and to consolidate learning. Include the Activity Sheets or *Activity Books* in the children's bookbag routine so that these go home and come back again to school for repeated practice.
Read	Read *Floppy's Phonics* decodable readers: • *Floppy's Phonics* Decoding Practice readers can be read after each two-week teaching block • *Floppy's Phonics* Fiction, Oxford Reading Tree *Traditional Tales* and *Word Sparks* and *Project X Alien Adventures* and *Hero Academy* can be read at the end of each level. These books can be used at school and at home as they are especially useful for independent reading activities.

A note on Level 1: The twelve Oxford Level 1 Sounds Books in the series are wordless, and can be used to enable children to focus on environmental sounds in different settings. Six of the books also have interactive activities on *Floppy's Phonics Online*. If following this timetable we suggest using the Level 1 books in Nursery or alongside the first two weeks of Level 1+. This will enable you to introduce the alphabetic code systematically from the beginning of the first term of Reception/ Primary 1.

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Floppy's Phonics suggested timetable for Reception/Primary 1 and Year 1/Primary 2

Click on a Sounds Book title to display the relevant lesson resources for that book. Each lesson resource contains a Book-by-Book plan, which provides detailed guidance on how to use the resources to teach each sound, as well as the interactive lesson and activities for the whiteboard. Song videos are also included for Levels 1+-3.

RECEPTION / PRIMARY 1

TERM 1	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 1+	Book 1	/s/ **s**	/s/ **s**	/a/ **a**	/a/ **a**	Consolidate
Week 2	Oxford Level 1+	Book 1	/t/ **t**	/t/ **t**	/p/ **p**	/p/ **p**	Consolidate
Week 3	Oxford Level 1+	Book 2	/i/ **i**	/i/ **i**	/n/ **n**	/n/ **n**	Consolidate
Week 4	Oxford Level 1+	Book 2	/m/ **m**	/m/ **m**	/d/ **d**	/d/ **d**	Consolidate
Week 5	Oxford Level 1+	Book 3	/g/ **g**	/g/ **g**	/o/ **o**	/o/ **o**	Consolidate
Week 6	Oxford Level 1+	Book 3	/k/ **c**	/k/ **c**	/k/ **k**	/k/ **k**	Consolidate

TERM 2	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 1+	Book 4	/k/ **-ck**	/k/ **-ck**	/e/ **e**	/e/ **e**	Consolidate
Week 2	Oxford Level 1+	Book 4	/u/ **u**	/u/ **u**	/r/ **r**	/r/ **r**	Consolidate
Week 3	Oxford Level 1+	Book 5	/h/ **h**	/h/ **h**	/b/ **b**	/b/ **b**	Consolidate
Week 4	Oxford Level 1+	Book 5	/f/ **f**	/f/ **f**	/f/ **-ff**	/f/ **-ff**	Consolidate
Week 5	Oxford Level 1+	Book 6	l/ **l**	l/ **l**	/l/ **-ll**	/l/ **-ll**	Consolidate
Week 6	Oxford Level 1+	Book 6	/ul/ **-le**	/ul/ **-le**	/s/ **-ss**	/s/ **-ss**	Consolidate. Children can start reading *Floppy's Phonics* decodable readers Oxford Level 1+ independently from this point.

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TERM 3	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 2	Book 7	/j/ **j**	/j/ **j**	/v/ **v**	Consolidate	Revise
Week 2	Oxford Level 2	Book 7	/v/ **v**	/w/ **w**	/w/ **w**	Consolidate	Revise
Week 3	Oxford Level 2	Book 8	/ks/ **-x**	/ks/ **-x**	/y/ **y**	Consolidate	Revise
Week 4	Oxford Level 2	Book 8	/y/ **y**	/z/ **z**	/z/ **z**	Consolidate	Revise
Week 5	Oxford Level 2	Book 9	/z/ **-zz**	/z/ **-zz**	/kw/ **qu**	Consolidate	Revise
Week 6	Oxford Level 2	Book 9	/kw/ **qu**	/ch/ **ch**	/ch/ **ch**	Consolidate	Revise

TERM 4	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 2	Book 10	/sh/ **sh**	/sh/ **sh**	/th/ **th**	Consolidate	Revise
Week 2	Oxford Level 2	Book 10	/th/ **th**	/ng/ **-ng**	/ng/ **-ng**	Consolidate	Revise
Week 3	Oxford Level 2	Book 11	/j/ **j -dge**	/j/ **j -dge**	/v/ **v -ve**	Consolidate	Revise
Week 4	Oxford Level 2	Book 11	/v/ **v -ve**	/w/ **w wh**	/w/ **w wh**	Consolidate	Revise
Week 5	Oxford Level 2	Book 12	/ks/ **-x -cks**	/ks/ **-x -cks**	/ch/ **ch -tch**	Consolidate	Revise
Week 6	Oxford Level 2	Book 12	/ch/ **ch -tch**	/ng/ **-ng** / ngk/ **-nk**	/ng/ **-ng** / ngk/ **-nk**	Consolidate. Children can start reading *Floppy's Phonics* decodable readers Oxford Level 2 independently from this point.	Revise

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TERM 5	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 3	Book 13	/ai/ **ai** /	/ai/ **ai**	/ee/ **ee -y**	Consolidate	Revise
Week 2	Oxford Level 3	Book 13	/ee/ **ee -y**	/igh/ **-igh -y**	/igh/ **-igh -y**	Consolidate	Revise
Week 3	Oxford Level 3	Book 14	/oa/ **oa**	/oa/ **oa**	short /oo/ **-oo**	Consolidate	Revise
Week 4	Oxford Level 3	Book 14	short /oo/ **-oo**	long /oo/ **oo**	long /oo/ **oo**	Consolidate	Revise
Week 5	Oxford Level 3	Book 15	/ar/ **ar**	/ar/ **ar**	/or/ **or**	Consolidate	Revise
Week 6	Oxford Level 3	Book 15	/or/ **or**	/ur/ **ur**	/ur/ **ur**	Consolidate	Revise

TERM 6	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 3	Book 16	/ou/ **ow**	/ou/ **ow**	/oi/ **oi**	Consolidate	Revise
Week 2	Oxford Level 3	Book 16	/oi/ **oi**	/eer/ **ear**	/eer/ **ear**	Consolidate	Revise
Week 3	Oxford Level 3	Book 17	/air/ **air**	/air/ **air**	/u/ **-er**	Consolidate	Revise
Week 4	Oxford Level 3	Book 17	/u/ **-er**	/ur/ **er**	/ur/ **er**	Consolidate	Revise
Week 5	Oxford Level 3	Book 18	/yoo/ **-ue**	/yoo/ **-ue**	long /oo/ **-ue**	Consolidate	Revise
Week 6	Oxford Level 3	Book 18	long /oo/ **-ue**	/yoor/ **-ure** / chu/ **-ture**	/yoor/ **-ure** / chu/ **-ture**	Consolidate. Children can start reading *Floppy's Phonics* decodable readers Oxford Level 3 independently from this point.	Revise

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YEAR 1 / PRIMARY 2

TERM 1	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 19	**a e i o u s t p n m**	**a e i o u s t p n m**	**a e i o u d g c k -ck r**	**a e i o u d g c k -ck r**	Consolidate
Week 2	Oxford Level 4	Book 19	**a e i o u h b f -ff l -ll -le -ss**	**a e i o u h b f -ff l -ll -le -ss**	**a e i o u j v w -x y z -zz qu**	**a e i o u j v w -x y z -zz qu**	Consolidate
Week 3	Oxford Level 4	Book 20	**ch sh th -ng -nk**	**ch sh th -ng -nk**	**ai ee -igh oa**	**ai ee -igh oa**	Consolidate
Week 4	Oxford Level 4	Book 20	**-oo oo ar or ur er -er**	**-oo oo ar or ur er -er**	**ow oi ear air**	**ow oi ear air**	Consolidate. Children can start reading *Floppy's Phonics* decodable readers Oxford Level 4 independently from this point.
Week 5	Oxford Level 4	Book 21	/ai/ **ai -ay**	/ai/ **ai -ay**	/oi/ **oi oy**	/oi/ **oi oy**	Consolidate
Week 6	Oxford Level 4	Book 21	/ee/ **ee ea**	/ee/ **ee ea**	/igh/ **-igh -ie**	/igh/ **-igh -ie**	Consolidate

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TERM 2	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 4	Book 22	/oa/ **oa ow**	/oa/ **oa ow**	/yoo/ **-ue ew**	/yoo/ **-ue ew**	Consolidate
Week 2	Oxford Level 4	Book 22	/oo/ oo **-ew**	/oo/ oo **-ew**	/ou/ **ow ou**	/ou/ **ow ou**	Consolidate
Week 3	Oxford Level 4	Book 23	/ur/ **ur ir**	/ur/ **ur ir**	/or/ **or aw**	/or/ **or aw**	Consolidate
Week 4	Oxford Level 4	Book 23	/eer/ **ear eer**	/eer/ **ear eer**	/air/ **air -are**	/air/ **air -are**	Consolidate
Week 5	Oxford Level 4	Book 24	/s/ **s -ce**	/s/ **s -ce**	/e/ **e -ea**	/e/ **e -ea**	Consolidate
Week 6	Oxford Level 4	Book 24	/u/ **u o**	/u/ **u o**	**-ed** /d/ /t/	**-ed** /d/ /t/	Consolidate

TERM 3	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 25	/ai/ **ai -ay eigh -ey**	/ai/ **ai -ay eigh -ey**	/ai/ **a-e a -ae -ea**	/ai/ **a-e a -ae -ea**	Consolidate
Week 2	Oxford Level 5	Book 25	/ee/ **ee -y e -ey**	/ee/ **ee -y e -ey**	/ee/ **-ie ea e-e**	/ee/ **-ie ea e-e**	Consolidate
Week 3	Oxford Level 5	Book 26	/igh/ **-igh -y i**	/igh/ **-igh -y i**	/igh/ **-ie i-e**	/igh/ **-ie i-e**	Consolidate
Week 4	Oxford Level 5	Book 26	/oa/ **oa ow o**	/oa/ **oa ow o**	/oa/ **-oe o-e -ough eau**	/oa/ **-oe o-e -ough eau**	Consolidate
Week 5	Oxford Level 5	Book 27	/s/ **s -ss -se -ce**	/s/ **s -ss -se -ce**	/s/ **ce ci cy**	/s/ **ce ci cy**	Consolidate
Week 6	Oxford Level 5	Book 27	/s/ **sc -st-**	/s/ **sc -st-**	/e/ **e -ea**	/e/ **e -ea**	Consolidate

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TERM 4	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 28	/j/ **j ge gi gy**	/j/ **j ge gi gy**	/j/ **-ge -dge**	/j/ **-ge -dge**	Consolidate
Week 2	Oxford Level 5	Book 28	/ul/ **-le -el**	/ul/ **-le -el**	/ul/ **-al -il**	/ul/ **-al -il**	Consolidate
Week 3	Oxford Level 5	Book 29	/yoo/ **-ue u**	/yoo/ **-ue u**	/yoo/ **ew u-e eu**	/yoo/ **ew u-e eu**	Consolidate
Week 4	Oxford Level 5	Book 29	long /oo/ **oo u-e -o -ou -ough**	long /oo/ **oo u-e -o -ou -ough**	long /oo/ **-ue -ew -ui -u**	long /oo/ **-ue -ew -ui -u**	Consolidate
Week 5	Oxford Level 5	Book 30	/oi/ **oi oy**	/oi/ **oi oy**	/ou/ **ow ou -ough**	/ou/ **ow ou -ough**	Consolidate
Week 6	Oxford Level 5	Book 30	/or/ **or -our**	/or/ **or -our**	/or/ **aw au al war quar**	/or/ **aw au al war quar**	Consolidate

TERM 5	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 31	/ur/ **ur ir er**	/ur/ **ur ir er**	/ur/ **ear wor**	/ur/ **ear wor**	Consolidate
Week 2	Oxford Level 5	Book 31	/u/ **u o -ou -our**	/u/ **u o -ou -our**	/ar/ **ar a al**	/ar/ **ar a al**	Consolidate
Week 3	Oxford Level 5	Book 32	/zh/ **-s -si -ge**	/zh/ **-s -si -ge**	/w/ **w wh -u**	/w/ **w wh -u**	Consolidate
Week 4	Oxford Level 5	Book 32	/f/ **f -ff**	/f/ **f -ff**	/f/ **ph -gh**	/f/ **ph -gh**	Consolidate
Week 5	Oxford Level 5	Book 33	**ch** /ch/ /sh/ /k/	**ch** /ch/ /sh/ /k/	**-ie** /igh/ /ee/	**-ie** /igh/ /ee/	Consolidate
Week 6	Oxford Level 5	Book 33	**ow** /ou/ /oa/	**ow** /ou/ /oa/	**a** /a/ /ai/ **wa** /o/ **alt** /o/	**a** /a/ /ai/ **wa** /o/ **alt** /o/	Consolidate

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TERM 6	OXFORD LEVEL	SOUNDS BOOK	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Oxford Level 5	Book 34	/ch/ **ch -tch** /chu/ **-ture**	/ch/ **ch -tch** /chu/ **-ture**	/sh/ **sh ch**	/sh/ **sh ch**	Consolidate
Week 2	Oxford Level 5	Book 34	/sh/ **-ti -ci -ssi -sci**	/sh/ **-ti -ci -ssi -sci**	/g/ **g gu -gue gh**	/g/ **g gu -gue gh**	Consolidate
Week 3	Oxford Level 5	Book 35	/eer/ **ear eer -ere -ier**	/eer/ **ear eer -ere -ier**	/air/ **air -are -ear -ere**	/air/ **air -are -ear -ere**	Consolidate.
Week 4	Oxford Level 5	Book 35	/n/ **n -nn kn gn**	/n/ **n -nn kn gn**	/r/ **r -rr wr rh**	/r/ **r -rr wr rh**	Consolidate
Week 5	Oxford Level 5	Book 36	/m/ **m mm -mb -mn**	/m/ **m mm -mb -mn**	/k/ **c k -ck ch qu -que**	/k/ **c k -ck ch qu -que**	Consolidate
Week 6	Oxford Level 5	Book 36	/or/ **or ore -our -oor oar**	/or/ **or ore -our -oor oar**	/or/ **aw au al -augh ough**	/or/ **aw au al -augh ough**	Consolidate. Children can start reading *Floppy's Phonics* decodable readers Oxford Level 5 independently from this point.

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