

Phonics

This is a way of teaching children to read quickly and skilfully. Using a phonetic approach, children are taught how to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'ch' or 'oi'
- blend these sounds together from left to right to make a word

At Saint John's CE Primary School, we teach phonics through the government published programme 'Floppy Phonics'. It aims to build on children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills in six phases.

Phonics is taught daily. Children are taught within the phase that is appropriate to their level of development. They are assessed on a regular basis and grouped accordingly. Staff receive regular training in the teaching of phonics which enables them to deliver interesting, interactive sessions that engage and motivate the children.

Please see below for the outline for Floppy Phonics: the way that it covers the Early Years Foundation Stage framework and how the timetabling works.

Further Information:

For the Department for Education Parents and Carers Information on the Year One phonics screening check:

[Click Here](#)

Here is a useful glossary to explain some of the terminology that you may encounter, as well as some useful phonics websites and resources that you may find helpful in order to support your child at home.

[Click here to download the Phonics Glossary](#)

Floppy's Phonics and the National Curriculum in England

Floppy's Phonics supports teachers who are following the National Curriculum in England as outlined below.

Early Years Foundation Stage framework Early learning goals: Literacy	
<p>Reading</p> <ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common irregular words. 	<p>How Floppy's Phonics supports this</p> <p><i>Floppy's Phonics</i> is a systematic synthetic phonics teaching programme which equips children with the knowledge they need in order to read.</p> <p>Sounds and graphemes are taught using the Flashcards and <i>Floppy's Phonics Online</i> activities.</p> <p>Children put their phonic knowledge into practice by reading poems, sentences and short stories in the <i>Sounds Books</i> and <i>Cumulative Texts</i>.</p> <p>The <i>Helpful Words Poster</i> provides a constant point of reference for words which are common but may have tricky parts, so that children become familiar with these words.</p>
<p>Writing</p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. 	<p>How Floppy's Phonics supports this</p> <p>The Activity Sheets in <i>Teaching Handbook 1</i> allow children to practise writing focus graphemes as they learn to read them, including decodable words and sentences featuring the focus grapheme.</p>

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 <i>Flashcards</i> and the <i>Frieze</i> .	10 minutes
Teach	Teach focus sounds and graphemes using the <i>Flashcards</i> and the <i>Floppy's Phonics Online</i> activities.	Approximately 20 minutes; longer if required.

Phonics Statement of Intent

SESSION 2	Activities and resources	Suggested timings
Practise	Quick revision of previous content. Then practise new and revised sounds and graphemes with the <i>Sounds Books</i> , <i>Say the Sounds Posters</i> , <i>Activity Sheets</i> or <i>Activity Books</i> .	<p>Session 2 is likely to take longer than Session 1 especially when introducing use of the Cumulative Texts.</p> <p>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.</p> <p>A minimum of 35 minutes will be needed for the whole of Session 2, or more as required.</p>
Apply	After the use of the <i>Activity Sheets</i> or <i>Activity Books</i> , 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 <i>Sounds Books</i> and the online activities for revision and to consolidate learning. Include the <i>Activity Sheets</i> or <i>Activity Books</i> in the children's bookbag routine so that these go home and come back again to school for repeated practice.
Read	Read <i>Floppy's Phonics</i> decodable readers. These books can be used at school and at home as they are especially useful for independent reading activities.

Phonics Statement of Intent

Assessment and Targeted Support

The attainment and progress of children in phonics is assessed regularly across the year, both discretely at the end of each phase and through Reading and Writing assessments. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the Local Authority. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Daily Keep-Up Lessons Ensure Every Child Learns to Read

Any child who needs additional practice has daily Keep-Up intervention support, taught by a fully trained adult, so the gap between themselves and their peers does not widen. Keep-up lessons match the structure of class teaching, and use the same procedures, resources but with more repetition, so that every child secures their learning. We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp sessions take place at least three times a week and may also involve children joining other year groups for the whole class input session.

In Year 2 and into Key Stage 2, Phonics is linked to our Spelling Programme, Literacy Shed. The children recap their Floppy Phonics alternative sounds, 'knowing more and remembering more' linking back to previous learning.