

# How we teach Phonics in reception



# Floppy Phonics

- A rigorous synthetic phonics teaching for reading and writing success.
- A step-by-step and flexible DfE validated phonics programme that engages children in reading from the outset. It includes high-quality phonics teaching resources and professional development in a range of online formats, for full confidence in teaching phonics.

# Floppy Phonics

- A **systematic and structured approach** with built-in consolidation and revision to ensure every child succeeds
- **Features the much-loved recurring characters of Biff, Chip and Kipper** to engage children from the outset
- **Professional Development** is available to support the successful implementation of the programme
- Closely-matched, **Floppy's Phonics Decoding Practice** offers targeted reading practice at each stage of teaching
- **Decodable reading practice** throughout teaching resources and aligned decodable readers from **Floppy's Phonics Fiction** and **Traditional Tales**.

# What is phonics?



- The link between letters and the sounds they make.
- Children are taught how to read by breaking down words into separate sounds (**phonemes**). They are then taught how to **blend** these sounds together to read the whole word.

# Terminology

**Phoneme** – the smallest unit of sound in a word.



**Grapheme** – the written version of a phoneme.



# Terminology

**Digraph** – two letters that make one sound.



**Trigraph** – three letters that make one sound.



# Terminology

**Segmenting** – breaking a word down into its phonemes.



**Blending** – putting the phonemes in order and reading altogether to make a word.



# What does phonics look like in Reception?

- Floppy Phonics - Phase 1, 2 and 3
- Four 45 minutes sessions a week
- Daily Floppy Phonics flashcards
- Reading at least once a week with an adult in school.
- Daily shared reading (whole class stories, small group stories)
- Interactive games – Floppy Phonics whole class whiteboard resources
- Introduction of ‘sound buttons’ and ‘robot arms’ to segment and blend physically
- Independent access to reading and writing activities during continuous provision – mark making areas, phonics area, reading corner.
- Targeted interventions for children who need additional support



# Statutory Framework for the Early Years Foundation Stage

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

- Letter formation
- Recognising single sounds and some Phase 3 digraphs
- Writing CVC words
- Writing digraphs in words
- Reading CVC words
- Reading words with digraphs in
- Reading and writing simple sentences

## Literacy

### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### ELG: Writing

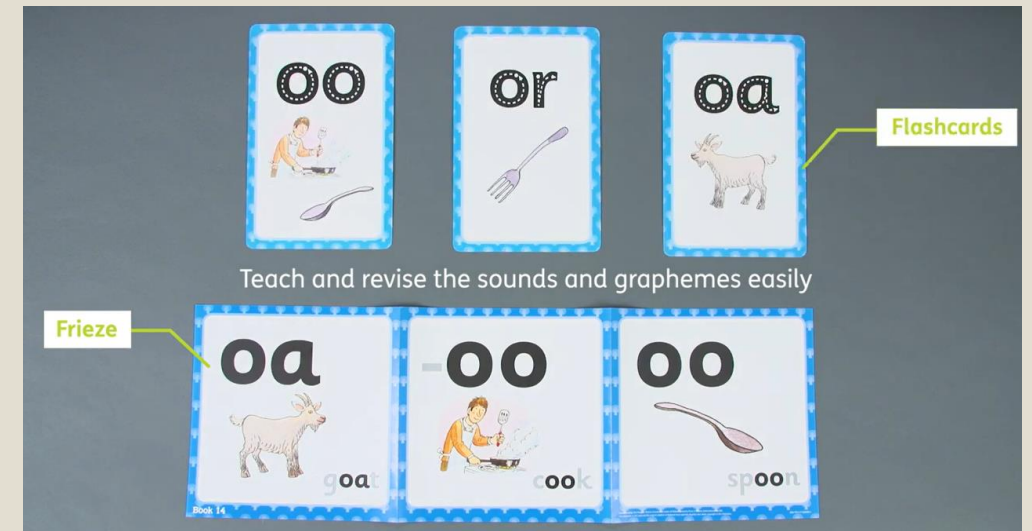
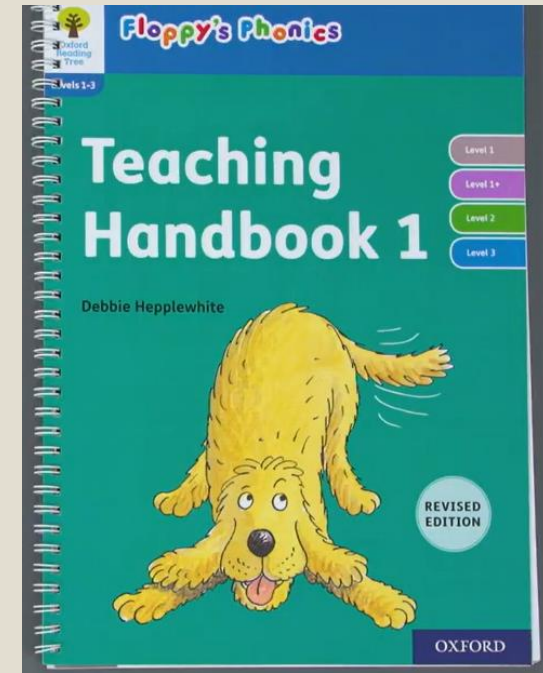
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

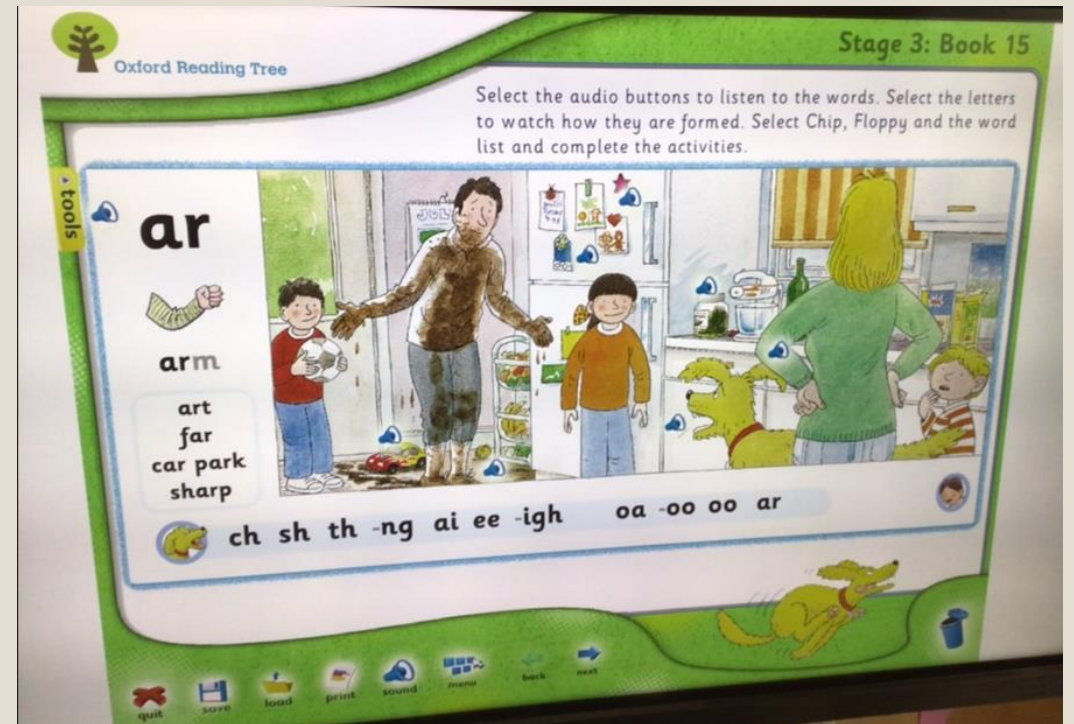
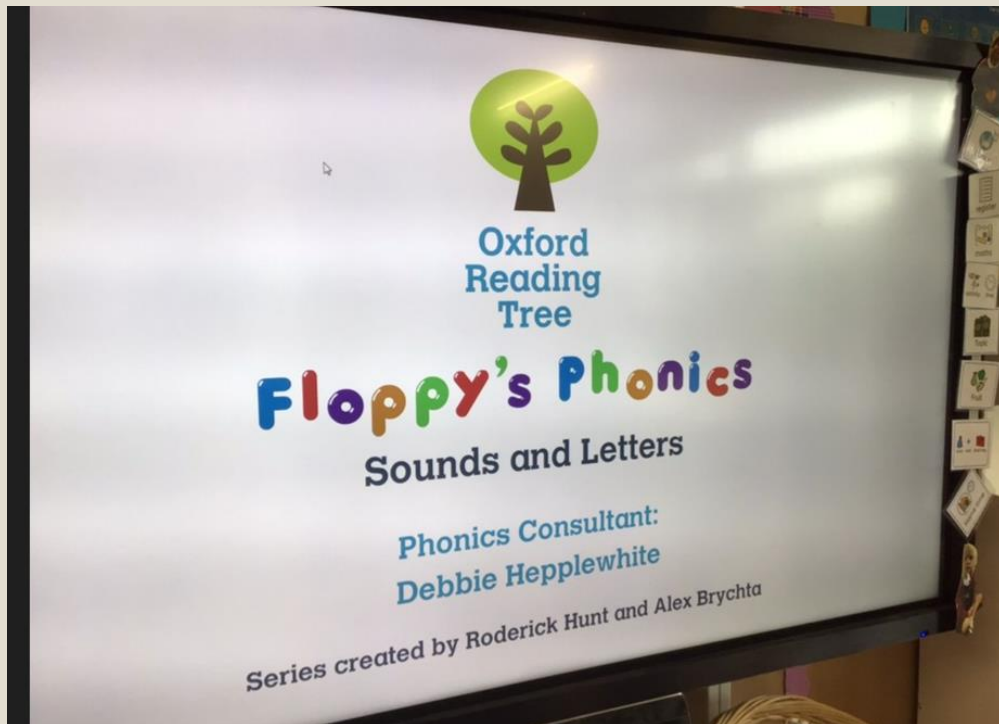


# Teaching Handbooks


- A supportive step-by-step guide to Floppy Phonics featuring:
- Advice on delivering phonics effectively
- Example lessons
- Activity sheets
- ‘Say the Sounds’ flashcards



# Interactive Whiteboard resources




# Worksheets

**ur** 




Say the sound. Trace the letters. Say the word. Listen for the /ur/ sound.

<sup>1</sup>fur <sup>3</sup>turn <sup>3</sup>hurt <sup>2</sup>fur <sup>3</sup>turn <sup>3</sup>hurt  
<sup>1</sup>curls <sup>3</sup>burn <sup>3</sup>churn <sup>3</sup>burnt  
<sup>5</sup>turnip <sup>3</sup>burst <sup>3</sup>slurp <sup>3</sup>church ✓


Blend to read the words.


**ur ur** 

Say the sound. Trace the letters. Write the letters.




 purse ✓

Say the words. Can you hear the /ur/ sound? Draw something with the /ur/ sound (ur) in it.






 -igh oa -oo oo ar or **ur**

**oo oo** 

Say the sound. Trace the letters. Say the word. Listen for the short /oo/ sound.

<sup>3</sup>book <sup>3</sup>good <sup>3</sup>cook <sup>3</sup>look  
<sup>3</sup>hood <sup>3</sup>hook <sup>3</sup>shook <sup>3</sup>took  
<sup>3</sup>wool <sup>3</sup>wood <sup>5</sup>wooden

Blend to read the words.



**oo oo**    

Say the sound. Trace the letters. Write the letters.


oo oo


wood ✓

Say the words. Can you hear the short /oo/ sound? Draw something with the short /oo/ sound (oo) in it.



 -nk ai ee -igh oa -oo 


# Some examples of supplementary writing our Reception children can do by Easter...


 It is a shell. ✓

 It is a bath. ✓


**3** It is a three. ✓

 It is a brush. ✓

 The torch is bright. ✓

 I have a spoon and a fork. ✓

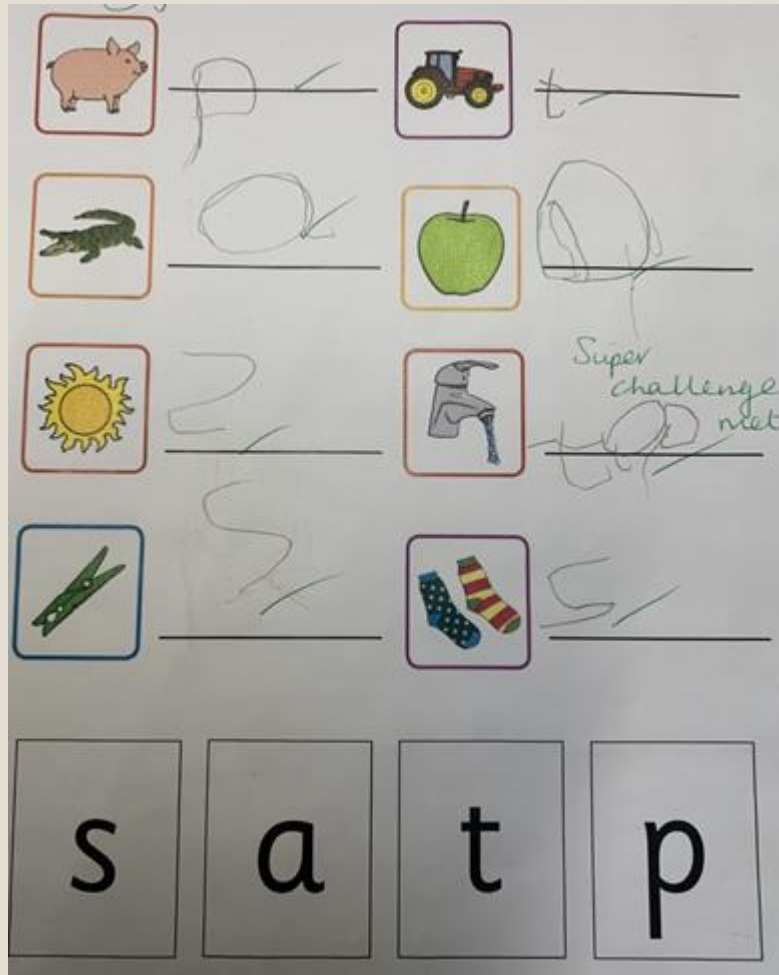
 A man went for surf. ✓

 I have a curl. ✓

 green  
feet  
br.  
light  
might

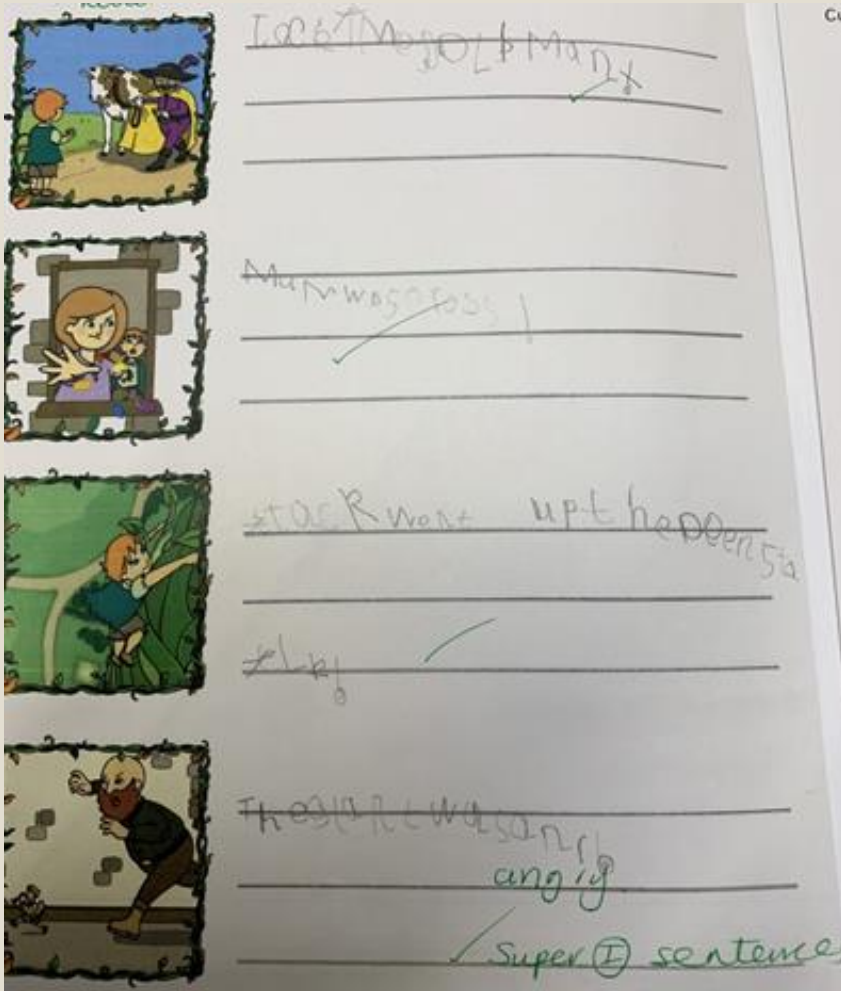
I love green. ✓  
Hee has big feet. ✓

# An example of a child's work during the Autumn Term...



- Initial sound work using their sounds learnt so far
- A good try with letter formation
- Letter formation not yet accurate
- Some letter reversals
- Letters not yet sitting on the line

# An example of a child's work during the Spring Term...



- 'Jack met an old man.'
- 'Mum was cross!'
- 'Jack went up the beanstalk!'
- 'The giant was anr!'
- Lots of correct use of sounds
- Some tricky words spelt correctly
- Finger spaces not yet used
- Some punctuation . !
- Sentences make sense

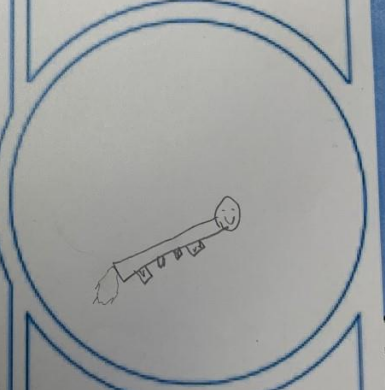


# An example of a child's work during the Summer Term. She reached the Expected Level in Literacy...

**Animal Fact File**

Polar Bear

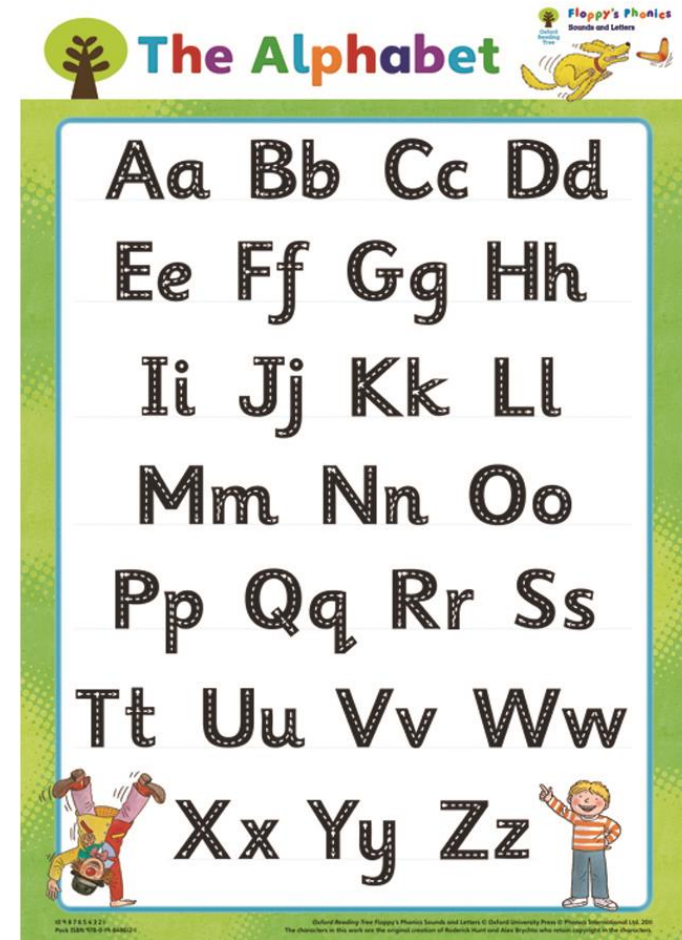
<b>Description</b> they has sharp teeth. they can swim they has seasons etc.	<b>Diet</b> they eat meat they eat fish they live in the sea
<b>Habitat</b> they live in the snow. it is cold Kaxik	<b>Interesting fact:</b> they like their samalas ✓ Super by at you own factfile 10



- Writing mainly sitting on the line correctly
- Letter formation very accurate
- Finger spaces now being used correctly
- Writing is able to be read due to lots of sounds being used correctly
- More tricky words spelt correctly
- Sentences make sense

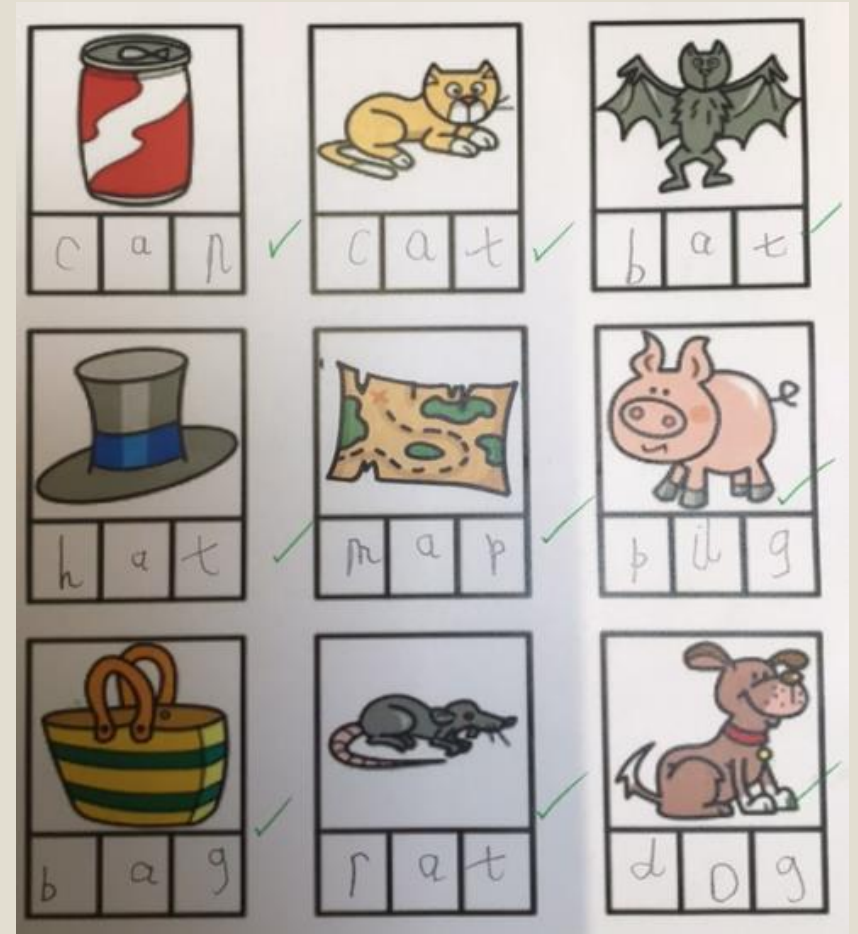
# Learning letter formation

- Making the letters in sand/foam
- Practicing forming the letter shapes
- Writing letters with chunky pens
- Using a pencil to follow patterns
- Tracing over letter shapes
- Writing letters independently
- Remembering most letters start at the top! (all except d and e)
- Consistent letter size

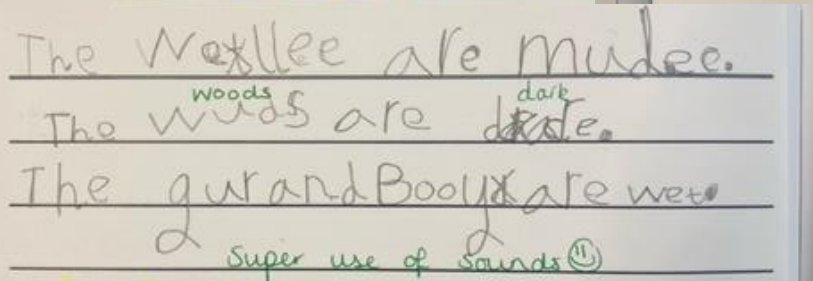
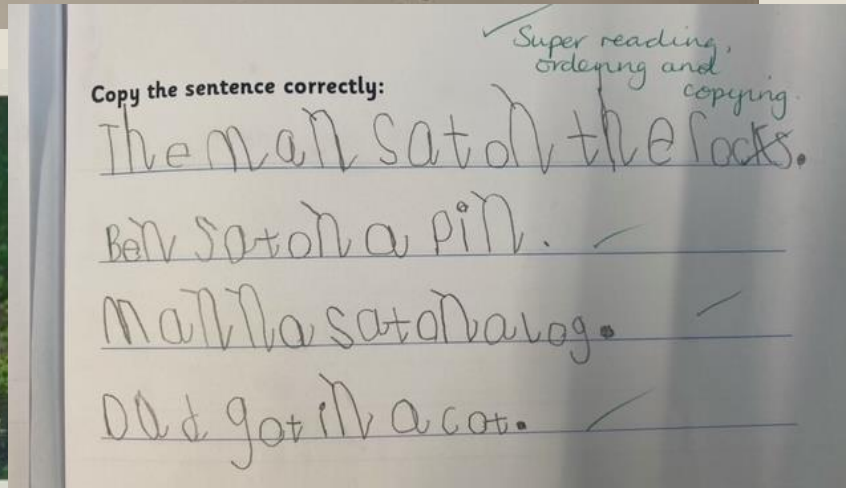
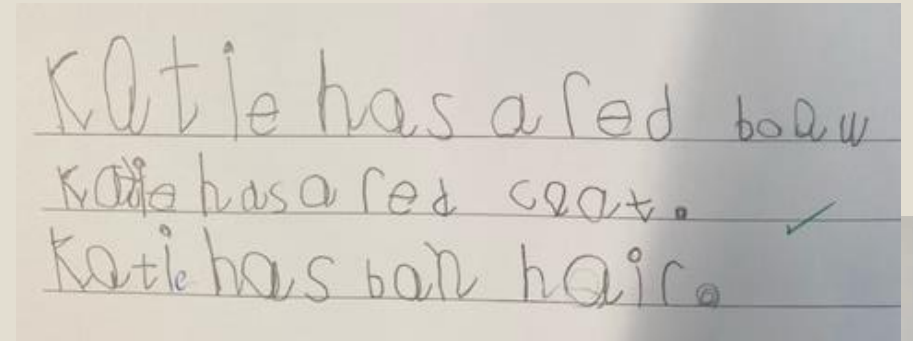
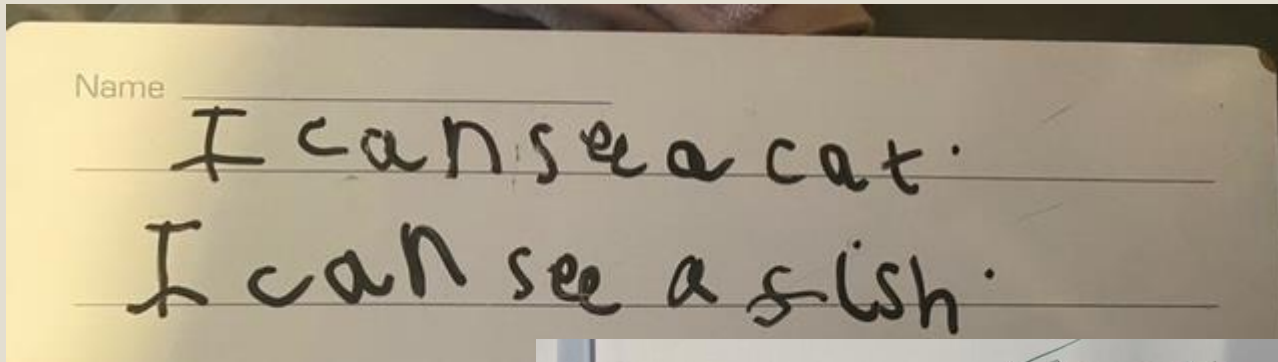


# Writing CVC words

- Stages of writing a CVC word:
- Say the word
- Build the word
- Confidence in saying, then recording the initial sounds
- Initial and end (saying and recording).
- Middle
- All three sounds written independently.



# Sentence writing...



- Basic sentence stem to start
- 'I can see....'
- 'It is a....'
- Then move to own ideas.



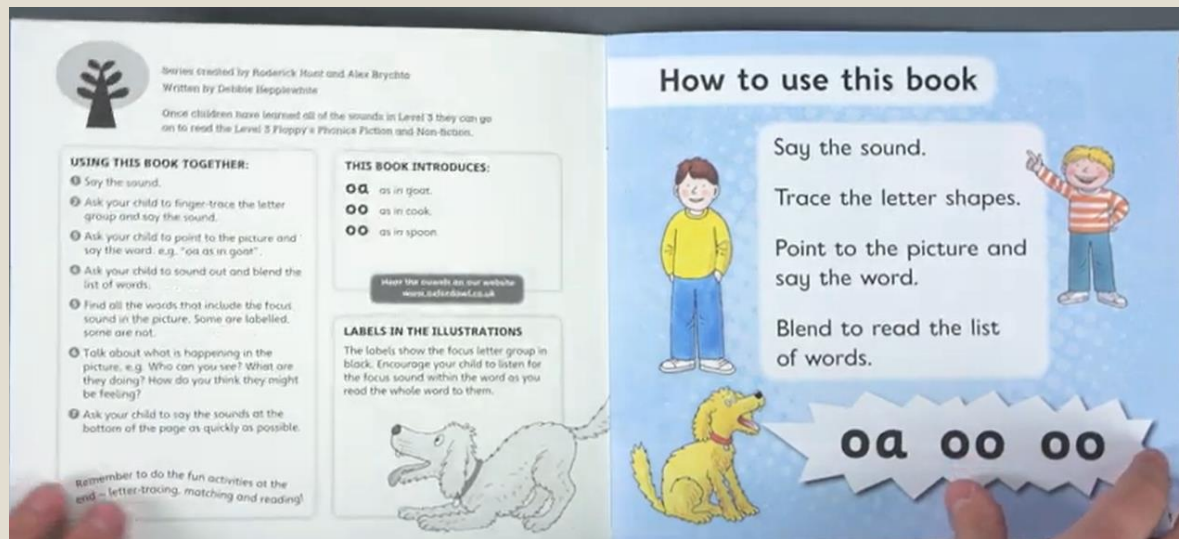
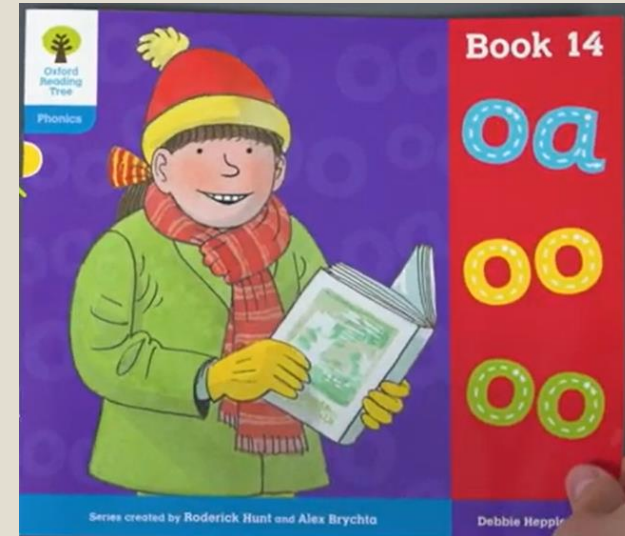
# Reading

Sounds books  
matched to Oxford  
Levels



# Reading

## Sounds books matched to Oxford Levels



# Reading

Decodable fiction for reading matched to phonics knowledge.

