

Floppy's Phonics

and early reading



Phonics and Maths in Reception

Parent Meeting: part one

Tuesday 26th September



Oxford Reading Tree

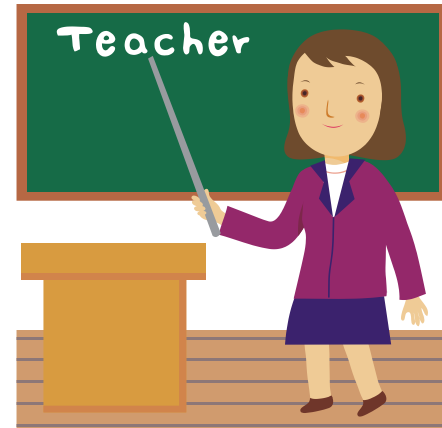
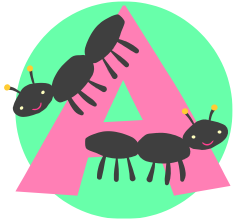
Floppy's Phonics programme

Our Floppy's Phonics meeting is designed:

- **to inform parents and carers about how phonics is taught in school**
- **to help us to work in partnership to support children with their early reading**



There have been many different methods of teaching early reading over the years!



What is phonics?

Recognising the sounds made by a letter/s
in a word.

Synthetic phonics is

sounding out and blending the sounds
to read the *unknown* words



The Robinson family



Terminology

Phoneme – smallest unit of sound in a word (this could be a single letter or group of letters)

Grapheme – The written representation of a sound/phoneme

Digraph – 2 letters representing the same sound

Trigraph – 3 letters representing the same sound

Blend – to say the sounds together to read a word

Buttons and Bars Blending fingers



Terminology Sheet

Phrase – 's' as in sun

Phoneme – A single sound

Grapheme – A written sound

Digraph – Two letters come together to make one sound

Trigraph – Three letters come together to make one sound

Helpful Words – Words we just need to know them by 'looking at them'

Buttons and Bars – Buttons for each single phoneme, bar for digraphs/trigraphs

Segment and Blend – Say each phoneme in the word (segment) and combine sounds together (blend)
e.g c-a-t, cat

Blending fingers – Segmenting and spelling and oral blending on left hand

Pseudo/Nonsense words – words that are not real words

Reception Phonics

Session One (20-30mins)

1. Revisit previous helpful words



2. Recap previous phonemes
(frieze/flashcards)



3. Read words containing
previously taught phonemes
(Buttons and Bars)



4. Teach/re-teach new phoneme
(song and action)



5. Use interactive teaching book
or slide sequence

Reception Phonics

Session Two (20-30mins)

1. Recap previous phonemes
(frieze/flashcards)



2. Recap phoneme of the day
(frieze/flashcards/song and action/
buttons and bars)



3. Practice and Apply by either:

- Reading words and phrases books
- Reading sound books
- Reading words from activity sheets
- Identifying graphemes/sorting graphemes
- Cumulative texts
- Grapheme Tiles

Reception Phonics

Session Three (10-15mins)

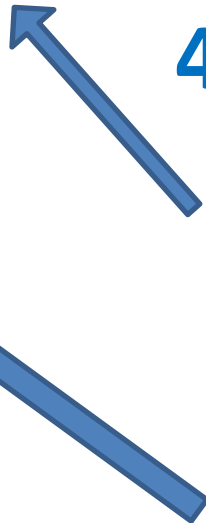
This is a whole class recap of helpful words, previously taught phonemes, and an opportunity to further develop fluency by reading decodable books.

Additionally this is a 'catch up' opportunity for appropriate pupils (teacher assessed daily)

This may include:

- Whole class recap
- One-to-one support
- Small group intervention

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL BOOKS
LILAC	1	1	
PINK	1+	2	
RED	2	3	
YELLOW	3	3	
BLUE	4	4	
GREEN	5	5	



48 Sounds Books

**6 level 1 'cloud books'
not interactive**

**When letters and sounds
are introduced, the books
are numbered Book 1,
Book 2, Book 3
(36 numbered books)**



Inside the Floppy's Phonics Books

These pages are on the digital platform with audio



How to use this book

Say the sound.
Trace the letter shapes.
Point to the picture and say the word.
Blend to read the list of words.

ar or ur

ar

arm
art
far

car
star

or

fork

horn
cork
storm
stork

cord

corner

ur

purse

hurt
turn
curls
church

burger
curtain

lurt

Lewwhite's Top Tips

Using this book together:

- Say the letter sound together.
- Ask your child to finger trace the letter group and say the sound.
- Ask your child to point to the key picture and say the word, e.g. 'It's a car!'
- Ask your child to sound out and blend the list of words.
- Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- Talk about what is happening in the picture, e.g. 'Who can you see? What are they doing? How do you think they might be feeling?'
- Ask your child to say the sounds at the bottom of the page as quickly as possible.

THIS BOOK INTRODUCES:

ar as in arm,
or as in fork,
ur as in purse.

Labels in the illustrations: The labels show the focus letter group in bold. Encourage your child to listen for the focus sound within the word as you read the whole word to them.

What is blending? For reading (sounding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

How to blend: Place your finger under each grapheme (letter or letter group) as you say the sound, then lift your finger under the whole word as you say the whole (or blended) word.

Shorts

Sounds and spellings: Letters within the 'ar' refer to a sound, not a spelling, e.g. 'ur' as in cart, key, duck.

Remember: To do the fun activities at the end - letter tracing, matching and reading!

igh ch oo th -ng or ee qu ur sh

ur oa

ar or

Trace the graphemes and say the sounds.

Match the pictures to the graphemes.

ch sh or th -ng ee oo -igh oa ai -oo qu ar ur

a storm on a farm

a dog barking in the yard

A shark can dart.

Can a stork surf?

Put the corn in the barn.

The sharp plank has torn my shorts.

Read the captions. Which captions are sentences?

Match the captions to the pictures.

igh oa -oo oo ar or ur

Look up! Look up!
See the full moon,
It glows in the stormy gloom.
See the stars twinkle,
A burst of light. Zoom!
See a shooting star,
Quick, catch it in a jam jar!

Read the poem. Sound out and blend any words that you do not know.

These 'end pages' are not on the digital platform




Interactive lessons



Level 3: Book 15 Quit activity

Listen to the audio. Drag the correct graphemes to make the word.



1 of 4 Next

Drag and drop
for **spelling**

Level 3: Book 15 Quit activity

Select the graphemes to listen to the sounds.
Blend the sounds and listen to the word.

h or n

horn

[Show picture](#)



1 of 4 Next

Blend and reveal
for **reading**


Select the letters to watch
letter formation

OxfordOWL Close book

Select the audio buttons to listen to the words. Select the letters to watch how they are formed. Select Chip, Floppy and the word list and complete the activities.

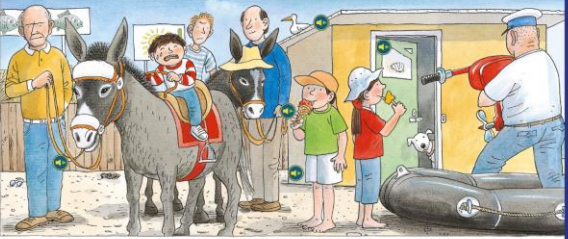
Level 3: Book 15

or



fork

horn
cork
storm
stork



ch sh th -ng ai ee -igh oa -oo oo ar or

Zoom: + - Reset Tools ?

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See the letter/s,
say the sounds


Hear the sounds,
point to the graphemes

Session 2 Application of skills

h	b
f	ff
l	ll
le	ss

Grapheme Tiles
and
Picture Tiles

Say the sounds
Oxford Reading Tree Sounds and Letters Stage 1+



s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss

Say the Sounds
Posters



Stage 1+ Activity sheet: ff

Name Date

20

Say the sound. Trace the letters.

Say the word. Listen for the /f/ sound.

off huff puff cuff tiff
stuff scuff fluff puffin

Blend to read the words.

ff ff ff

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

Say the words. Can you hear the /f/ sound?

Draw something ending in ff

c k -ck e u r h b

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Activity
Sheets
1 to 134

Cumulative Texts Stage 5 More A

ff ff ff

It is difficult to spot the puffins at the zoo because they always float away.

The café has a fantastic trifle, lots of muffins and several different types of coffee.

The dolphin sped through the rough waves and made us all laugh with joy!

ff ph gh

My nephew has a telephone that is in the shape of an elephant!

ff ff ff /ff/

School children sometimes pretend to have a stomach ache but they really want to stay in bed!

ch ck /ch/ /ck/

The machine took the cherries off the branches so the chef could make them into cherry pie.

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Cumulative
Texts
From '-ck'

'Helpful Words'

Tricky words that are learnt by sight, are introduced **steadily** throughout systematic synthetic phonics programmes.

For example-

the to go of



Read at home resources



Class 1 Phonics

w.b. 28.11.22



Words are sent out on a Friday to be practiced daily and returned on a Wednesday.
Please put a smiley face in the box each day to indicate if your child successfully read the word and a dash if they could not.

Thank you for your support 😊

Helpful words
(Remember these are words to be learnt by sight and not sounded out)
he she we me was you they all
are her off when six seven have
be my are sister too why sky again

look						like					
said						so					
church						beard					
shirt						cheer					
sport						chairs					
yawn						stare					



Ten Town



ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

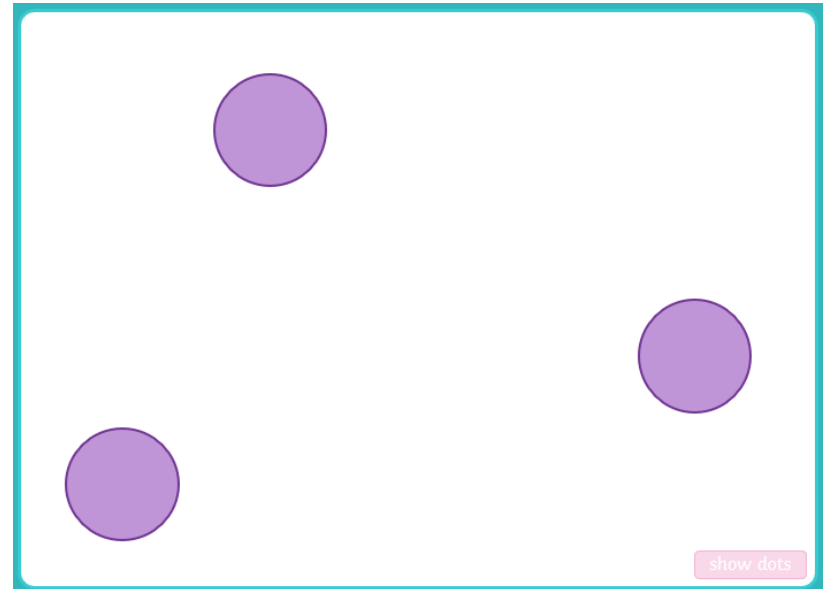
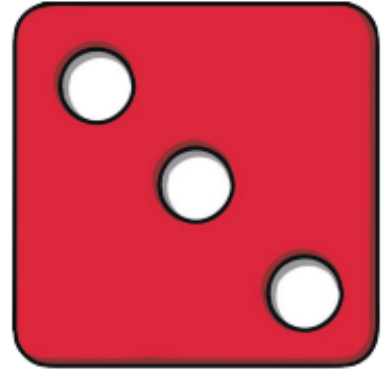
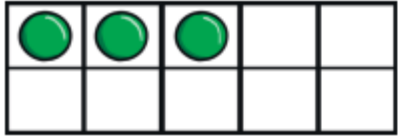
Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

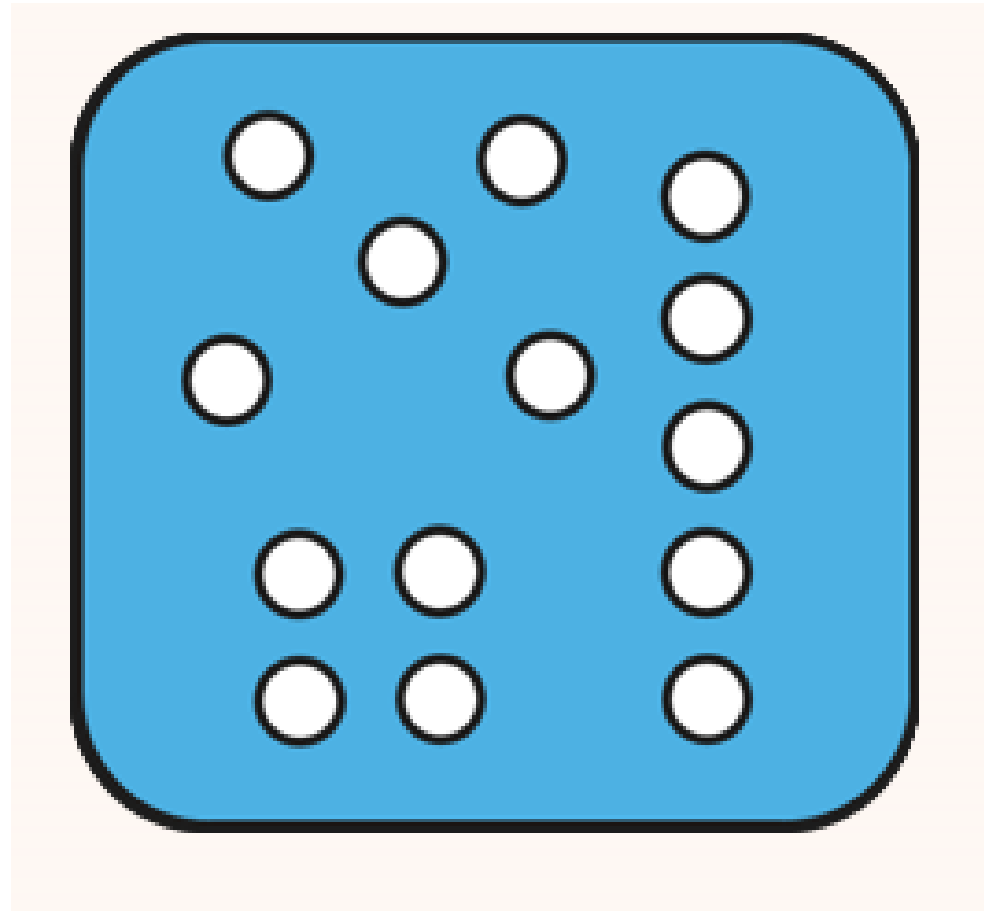
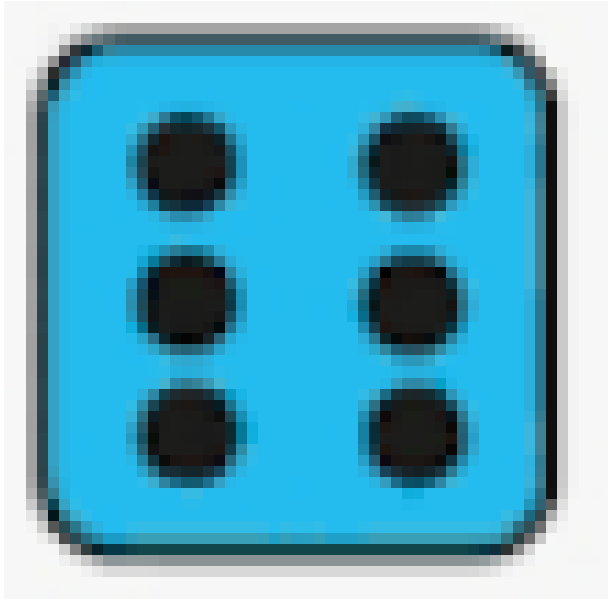


Subitising

3



Subitising



Composition

