

Floppy Phonics at Burford – Reception

Children attending Burford in Nursery will have been taught phonics through the Floppy phonics programme. As the children leave Nursery and enter Reception they will have been exposed to between 10 – 15 sounds throughout the Nursery year. Children who have attended other settings may have had a different starting point and therefore assessment on entry will be a crucial first step for children as they enter the Reception year.

The order of the sounds taught will have followed the order suggested in the Floppy Phonics Teaching Handbook 1. In Reception, the children will begin revisiting (if they have been previously exposed to) or will begin at the beginning of the Floppy Phonics programme.

In Reception, children will have a daily taught phonics session in the morning. This session will last approximately 10 minutes at the beginning of the year and will be gradually built upon as the year progresses, ending the year at approximately 30 minutes. Children will be regularly assessed and bespoke one to one interventions will be put in place where needed. Interventions to include daily flashcards, 1:1 sound recap, 1:1 reading. Consolidation weeks will be built in to embed the knowledge that children have been introduced to, to ensure all children are making good progress.

Progression in Year 1 (Dependent on when the holidays fall)

Autumn 1 –

Week 1	No phonics – staggered start
Week 2	No phonics – children settling into the environment
Week 3	No phonics – introduction to Kinetic Letters handwriting scheme to support in the formation of letters
Week 4	Teaching of 's' and 'a'
Week 5	Teaching of 't' and 'p'
Week 6	Teaching of 'i' and 'n'
Week 7	Teaching of 'm' and 'd'

Autumn 2 –

Week 1	Teaching of 'g' and 'o'
Week 2	Teaching of 'c' and 'k' and 'ck'
Week 3	Consolidation week – recapping of all the sounds already taught
Week 4	Teaching of 'e' and 'u'
Week 5	Teaching of 'r' and 'h'
Week 6	Teaching of 'b' and 'f' and 'ff'
Week 7	Consolidation and assessment week – recapping of all the sounds already taught

Spring 1 –

Week 1	Consolidation week and teaching of 'l' and 'll'
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Week 2	Teaching of 'le' and 'ss'
Week 3	Teaching of 'j' and 'v'
Week 4	Teaching of 'w' and 'x'
Week 5	Teaching of 'y' and 'z'
Week 6	Consolidation and assessment week – recapping of all the sounds already taught

Spring 2 –

Week 1	Consolidation and assessment week – recapping of all the sounds already taught
Week 2	Teaching of 'zz' and 'qu'
Week 3	Teaching of 'ch' and 'sh'
Week 4	Teaching of 'th' and 'ng'
Week 5	Consolidation and assessment week – recapping of all the sounds already taught

Summer 1 –

Week 1	Teaching of 'dge' and 've'
Week 2	Teaching of 'wh' and 'cks'
Week 3	Teaching of 'tch' and 'nk'
Week 4	Consolidation and assessment week – recapping of all the sounds already taught
Week 5	Teaching of 'ai' and 'ee'
Week 6	Consolidation and assessment week – recapping of all the sounds already taught

Summer 2 –

Week 1	Consolidation and assessment week – recapping of all the sounds already taught
Week 2	Teaching of 'igh' and 'oa'
Week 3	Consolidation and assessment week – recapping of all the sounds already taught
Week 4	Teaching of 'oo' and 'ou'
Week 5	Teaching of 'ar' and 'or'
Week 6	Consolidation and assessment week – recapping of all the sounds already taught
Week 7	Consolidation and assessment week – recapping of all the sounds already taught

Typical phonics lesson – Day 1 and Day 2

The first half term will focus on the children's oral blending and segmenting, learning of the first few sounds, identifying initial sounds and the use of magnetic letters to be able to build words. As the children then move through the year, a typical two day structure will look like the following:

Day 1

- *Flash cards – recapping previously taught sounds.
- *Highlight two sounds in particular – hide the sounds behind the teachers back and show children alternatively. Children to say the sounds as they are being shown.
- *Recapping of reading words that contain these previously taught sounds – words to be written on an anchor chart.
- *Introduce Floppy phonics song with physical actions.
- *Introduction of new sound/s. Back and forth – modelling of sound as children repeat the sound.
- *Hide new sound in the pack of previously taught sounds – children to highlight when they have found the sound.
- *Model write new sound on the board – ask children to air write, write on the back of their friend, write on the carpet and then write on the boards.
- *Introduction of Floppy phonics page – quick discussion about the picture.
- * Words on anchor chart or use Floppy Phonics page to be read that contain newly taught sound. As children move onto diagraphs and trigraphs children to highlight the special friend. Children to say the sounds. Children to read the word.
- *Teacher to tell the children a word. Children to sound out the word using their fingers. How many sounds? Children and teacher to sound out the word together. Model writing the word if necessary. Modelled example taken away. Children to write the word.

Extension

- Children to be given additional words.
- Children to be asked to write words into their own independent sentence.

Day 2

- *Flash cards – recapping previously taught sounds.
- *Highlight two sounds in particular – hide the sounds behind the teachers back and show children alternatively. Children to say the sounds as they are being shown.
- *Recapping of reading words that contain these previously taught sounds – words to be written on an anchor chart.
- *Introduce Floppy phonics song with physical actions.
- *Introduction of new sound/s. Back and forth – modelling of sound as children repeat the sound.
- *Hide new sound in the pack of previously taught sounds – children to highlight when they have found the sound.
- * Words on anchor chart or use Floppy Phonics page to be read that contain newly taught sound. As children move onto diagraphs and trigraphs children to highlight the special friend. Children to say the sounds. Children to read the word.
- *Teacher to tell the children a word. Children to sound out the word using their fingers. How many sounds? Children and teacher to sound out the word together. Model writing the word if necessary. Modelled example taken away. Children to write the word.
- * Teacher to say a sentence. Children to repeat sentence. Hold the sentence in their heads. Teacher to model write sentence with support from children. Teacher to take away the modelled sentence. Children to write dictated sentence.

Consistent phrasing to be used across EYFS & KS1

- Sounds buttons – We will be using our sound buttons (dots for single sounds and dashes for diagraphs, trigraphs and quadgraphs).
- If there is an 'e' at the end, find its friend.
- Diagraphs, trigraphs, quadgraphs – these can be known as special friends.
- Find the special friend, say the sounds, read the word.