

READING POLICY



Policy Document Status			
Date of Policy Creation	September 2023	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	18 October 2023	Executive Headteacher	Denise Garner
Inception of new Policy	19 October 2023	Governor/Staff Member Responsibility	Linzi Garner/Vicki Prinold
Date of policy review	September 2024	Day Care Manager	Shelley Thursfield

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The nature of reading

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.

Curriculum Intent

We are committed to the delivery of excellence in the teaching of phonics and early reading. Our children come to school with very differing experiences of books and reading. We want all children to read fluently and confidently. We want our children to develop a love of reading and to build a rich vocabulary but also of grammatically correct speech for writing. Our children will have access to a wide range of meaningful texts from the earliest stage, so we have created a reading spine which includes classics and essential. Through reading we want our children to enter worlds beyond their personal experience creating a sense of wonder and imagination. We want reading to ignite children's curiosity and a sense of fascination about characters, places, and facts. Through stories we want our children to hear the conventions of Standard English and appreciate our rich and varied literary heritage.

Curriculum Implementation

- ✓ through professional development all staff gain the necessary subject knowledge to teach children how to read.
- ✓ Developing oral language is a priority for all children developing the skills and knowledge that go into listening and speaking because these have a strong relationship to reading comprehension and to writing.
- ✓ we believe that phonics knowledge is taught as the main strategy for teaching early reading and we will teach phonics through a scheme called Floppy's phonics.
- ✓ children's reading will be developed through high quality teaching and carefully thought-out sequences of lessons, so children learn to read easily, fluently and with good understanding.
- ✓ reading material is chosen in a thoughtful way so children can acquire a rich vocabulary, an understanding of grammar and knowledge of linguistic conventions.

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- ✓ through whole class shared and guided group reading children are taught how to understand inference as well as how to predict and retrieve relevant information quickly from a text.
- ✓ we teach children how to critically reflect on and respond to text in a sensitive way giving time for discussion so children can elaborate and clearly explain their understanding and ideas.
- ✓ children are given time and the opportunity to develop the habit of reading widely and often, for both pleasure and information both at home and at school.

Early Years Foundation Stage

In the Foundation Stage, an over-arching theme is planned each half term first and foremost to develop 'Communication and Language development', whilst offering opportunities for the children to cover a range of objectives, providing engagement, motivation, and purpose for learning. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. We believe that the most effective method of ensuring progress is a balance between adult-led activities and independent learning.

A bespoke curriculum has been developed by the EYFS team, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters 2021' tailored to the needs of the children within our setting. The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year. Children should develop the 3 prime areas first. These are: Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD).

These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

We use the Floppy Phonics scheme characters in our nursery and share level 1 books to enable children to acquire a good knowledge of phonics before entering Reception where daily phonics continues.

Floppy Phonics

To deliver phonics, we use the Floppy's Phonics scheme. This scheme is a content-rich systematic synthetic phonics scheme that allows for a two-pronged approach to teaching phonics. It allows for a focused phonics provision along with integration and sustained support in the wider curriculum.

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The Floppy's Phonics scheme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

Initially children's listening skills are developed using music, environmental sounds, and rhyme. During their journey through the Reception and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain or three letters 'igh as in high'.

Children are taught the key skills of blending and segmenting to be able to read and write.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g., 'ee' can be represented as 'ee as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We ensure that our teaching of phonics is rigorous, structured, and enjoyable. In Reception to Year 2, children have discrete, daily phonics sessions where they are introduced to new phonemes, explore, practise, and revise previous learning and have plenty of opportunities to apply the knowledge they have.

What terminology and strategies are used?

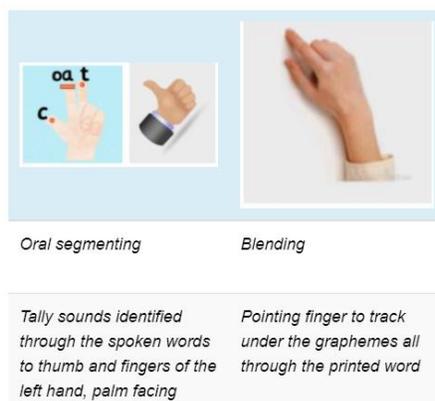
It is very important that children are exposed to the correct terminology so they understand correctly what they are learning and can articulate where they are struggling. All staff understand and use the following terminology with children when teaching.

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<i>Phoneme/ Sound</i>	<i>The smallest identifiable sound of speech.</i>
<i>Grapheme / Code</i>	<i>The letter/s used to represent the sound.</i>
<i>Digraph</i>	<i>A phoneme represented by 2 letters (e.g. ch, sh, oa, ay)</i>
<i>Trigraph</i>	<i>A phoneme represented by 3 letters (e.g. igh, ear)</i>
<i>Split Digraph</i>	<i>Two letters that represent one phoneme but are split by another letter (e.g. a-e in cake)</i>
<i>Blending</i>	<i>When reading a word, identify the graphemes in the word and say the corresponding sounds in order to hear the word as a whole. E.g. read sh – o – p = shop</i>
<i>Segmenting</i>	<i>When spelling a word, break it down into the sounds you hear and write the grapheme for each identified sound. E.g. say shop = writing sh – o – p</i>
<i>Decode</i>	<i>Breaking a word down into sounds to be able to read it.</i>
<i>Encode</i>	<i>Breaking a word down into sounds to be able to spell it.</i>
<i>Sight words</i>	<i>These are common or high frequency words with unusual spelling rules which means they can't be decoded easily. Children will learn to recognise these words by sight and be able to recall them with automaticity.</i>
<i>Helpful words</i>	<i>These are a list of words that the children will frequently encounter in their reading as well as words that are covered as part of the Floppy's Phonics Helpful Words Poster.</i>

In addition to the specific terminology used, children are also exposed to a range of blending and oral segmenting core strategies to develop their understanding of phonemes and graphemes. Strategies will be modelled by teaching staff and opportunities provided for children to practise these skills independently to secure their knowledge.



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Progression through the scheme

The chart below shows the expectations for the lowest 20% of children. Other children should be well in advance of this.

All children should achieve these expectations if they have followed the programme from Reception.

	YR children can:	Y1 children can:
End of Autumn 1	Read single-letter level 1+ sounds Read Level 1 books	Read level 4 sounds Read Level 3 books
End of Autumn 2	Read single-letter level 1+ sounds Read Level 1+ books	Read level 4 sounds Read Level 4 books
End of Spring 1	Read level 2 sounds Read Level 1+ books	Read level 5 sounds Read Level 4 books
End of Spring 2	Read level 2 sounds Read Level 2 books	Read level 5 sounds Read Level 5 books
End of Summer 1	Read level 3 sounds Read Level 2 books	Read level 6 sounds Read Level 5 books
End of Summer 2	Read level 3 sounds Read Level 3 books	Read level 6 sounds Read Level 6 books

Guided Reading

In daily guided reading lessons, children:

- Read carefully chosen books which are matched to their developing phonics level.
- Develop an understanding of what they read through oral comprehension.
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers.
- Learn to explain their ideas confidently and independently.

Teachers read texts to the class so that children hear the expert reader model and how to read with meaning and expression.

Children are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Children answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how children are learning throughout the lesson.

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Teachers also read a well-chosen wide range of stories, poetry, and non-fiction to children.

Reading Resources and Library use

Reading corners are set up in all classrooms and are filled with age-appropriate books to support both a love of reading and the wider curriculum – for example with fiction, non-fiction, poetry, dictionaries, thesaurus, and reference texts.

We have a library area in school where teachers and children can access further books which support their teaching or to engage children. Children have weekly access to the library and are encouraged to take books home to share with parents.

The corridors are filled with staged reading books – predominantly Oxford Reading Scheme. Note: children working on Floppy Phonics will choose additional books clearly labelled ‘Share a Story’ as these books are to consolidate reading skills.

Across the school, teachers can further supplement reading with books that we borrow from the Shropshire Library Service. In addition, Teachers are encouraging parents to take their children to visit the local library in Telford regularly.

Reading Spine

The reading spine provides an extensive list of books which staff can apply to their own planning. These are books to use as class reads, study books for writing and whole class reading, recommendations for reading corners or for story time. We have used Pie Corbett’s Reading Spine, which is a core of books that create a living library inside a child’s mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story. We have added our own texts to this to ensure that children are read widely, both fiction and non-fiction. We have carefully selected texts to enhance all areas of the curriculum, providing the children with new knowledge and an understanding of the world.

Individual and Home Reading

We expect children to read at home every day if possible. The ability to read fluently is the key to all learning and as a school we take this part of children’s homework seriously. Reading is celebrated in celebration assembly and through star children in class.

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Other reading celebrations take place each year: children (and teachers) love to dress up as their favourite characters on World Book Day; and we aim to invite an author into school regularly to further promote a love of reading.

Floppy Phonics:

We select appropriate books for children to take home,

To reinforce the teaching in school, we select appropriate books for children to take home which they have been taught in guided reading.

These may be:

- Floppy's Phonics Decoding Practice books, to practise each set of new sounds and letters taught at school and consolidate learning.
- Floppy's Phonics decodable readers to practise reading stories and different text types.

All the books have notes on the inside cover to guide parents on how to share them with their child.

We may also send home Grapheme and Picture Tiles, Activity Sheets, Cumulative Texts, and Say the Sounds Posters for children to practise phonics at home. Children also have access to online books which are selected by the teacher on our Oxford Owl program.

Home reading diaries

We encourage all children's reading progress at home to be noted in their home reading diary. Parents and children are encouraged to write in this diary and make comments on what has been read. Reading diaries are regularly monitored by teachers, to ensure that all children (regardless of age), are reading at home.

Parents, carers, and the wider community

We believe that parents' involvement in their child's learning is invaluable. Parents are actively encouraged to support their children at home. We hold two parents' consultations each year (in the Autumn and Spring term) where parents can look at their children's books and discuss attainment, targets and progress with their class teachers.

Floppy Phonics Reading Workshop

We invite parents/carers to workshops regularly to show how they can help their children learn phonics and early reading at home. We organise repeat meetings for those who do not or cannot attend. We ensure that children whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give support if needed.

We use the resources on the parent page on the www.oxfordowl.co.uk.

Governors

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Governors regularly monitor teaching and learning in school and as part of Curriculum meeting will listen to children read and look at home/school diaries and reading journals.

Volunteer Readers

Volunteer readers help specific children develop their reading skills and are predominantly used to tackle under-achievement, but they may read with all children in a class at the discretion of the class teacher.

Volunteer readers work with children to boost their reading skills, comprehension, and enjoyment of books.

Cross-curricular Reading Opportunities

Our teachers are enthusiastic about using the Floppy Phonics scheme because they can see how well children learn from it and the progress they make, not just in English, but across the curriculum.

Wherever possible, teachers provide opportunities for children to practise and apply their reading skills by making creative links to enhance learning all the way from the Early year through to year 2.

Assessment

Data is used effectively to ensure gaps are closing between all groups – those eligible for the pupil premium (Floppy phonic assessments and tracking, standardised reading tests, phonics screening check).

- 80-90% of children complete Floppy Phonics by end of Year 2 Term 1.
- Slower progress children and those with specific SEND are taught in small teaching groups and receive phonics. one-to-one tutoring.
- Our aim is for 90%+ of children meet the standard in the phonics screening check in Year 1 and 100% in Year 2.

We assess all children following Floppy Phonics by using the Entry Assessment. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all children, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

We then assess children half termly using the Floppy Phonics reading assessment to monitor the rate at which they are making progress.

We aim for our children to complete the Floppy Phonics scheme by the end of Year 1. The rest of the children complete the scheme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2 when they can begin studying longer texts in whole class reading sessions.

We have high expectations of our children' progress. We attribute the success of our children in phonics to the Floppy Phonics scheme and to the expectations it builds in.

Children who are making slower progress usually complete the scheme by the end of Year 2. We support children who have identified special educational needs for

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however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age.

By the end of Key Stage 1, our children can read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Guided reading sessions provide an opportunity for teachers to assess a child's reading fluency and comprehension. Teachers record assessment notes to each child to monitor their progress in reading.

From the Spring term in Year1, children in Year 1 and Year 2 complete NFER assessments to assess the children's attainment and progress in reading. The NFER tests are paper-based tests that are used at the end of each term. The tests are age appropriate, closely linked to the national curriculum and provide a good level of challenge for the higher attaining children.

Staff also use the Knowledge and Skills Progression documents to ensure children are building their knowledge and skills in reading towards clear end points.

Phonic Screening Check

The phonics screening check is a short, simple assessment to make sure that all children have learned phonic decoding to an appropriate standard by the age of 6. All year 1 children in maintained schools, academies and free schools must complete the check in June.

The phonics check will help teachers identify the children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

The check comprises a list of 40 words and non-words which the child will read one-to-one with a teacher.

Feedback and marking

We emphasise constructive feedback. For example, we praise children for how hard they work together to ensure that their learning is successful, and we have clear systems for marking children's work. Children know their teacher's expectations for each activity.

We mark short activities with the children in the lesson extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward children's' learning.

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Equal Opportunity

As a school, we strive to teach reading within contexts that are meaningful and engaging for all learners, regardless of race, religion, gender, or socio-economic background.

We challenge all children regardless of ability to reach their potential. We meet the needs of SEND children, by providing targeted, focused support with areas of the curriculum which they are finding challenging. We quickly identify children who are under-achieving and put intervention strategies into place to support progress and attainment. These interventions are carried out by both class teachers and our dedicated team of learning support assistants.

We also meet the needs of our more able children, by providing deeper challenge to enrich, deepen, broaden, and accelerate their learning, and reach their full potential.

Additional support for lower-attaining children

Lower attaining children have the widest variety of needs. Some of these children have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these children have learnt to read, they will receive additional support when learning to spell.

Narrowing the gap—and the pupil premium

The Floppy Phonics Scheme has been very effective for our children in narrowing performance gaps between different groups, both within our school and nationally. The programme has also been effective in terms of the standards of reading and writing at the end of Key Stages 1 and 2. We know from our tracking that our children who are eligible for the pupil premium have made progress in line with that of our other children or are catching up quickly.

Personal development, behaviour, and welfare

Children have very positive attitudes in all lessons. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way children move around the

classroom. Everyone uses the same signals including in assembly. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day. We believe that the partner work and whole class Phonics, help the children learn to work together. Effective partner work has the benefit of helping children to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and

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reticent children, and children of different ages learn to get on together. Potential bullying is explored and discussed so children know how this can develop and how to deal with it if it does. Children are taught the manners and behaviour that are necessary to work with adults and other children. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for children.

Praise for hard work and good behaviour is fundamental to children's progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the scheme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. We work hard together, as part of a team, is at the core of the school's work—for staff and children.

Attendance

The Floppy Phonics scheme is intensive and cumulative, so poor attendance severely disrupts the progress of any children who are absent, for however short a time. With the support of the head teacher and the pastoral team, we encourage regular attendance and ensure any child who is absent catches up quickly.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read: widely and often.

The headteacher works with all the staff to ensure that this happens. In particular, she works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). Alongside the headteacher, the reading leader drives the teaching of Floppy Phonics.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our children make progress.
- ensuring children who are working at a 'lower attainment' are making good progress and organising one-to-one tutoring for the children who need extra support.
- providing further training (through masterclasses, coaching/ observation, and face-to-face feedback).

The reading leader is also responsible for raising the standards of teaching and learning in reading across the school. Data is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored, and evaluated.

Some of the following monitoring strategies may be used:

- Scrutinising pupil work

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- Monitoring Literacy planning
- Lesson observations
- Planning CPD opportunities for staff
- Delivering training and staff meetings to teachers and teaching assistants
- Phonics / spelling observations
- Learning walks
- Pupil voice
- Listening to children read
- Attending relevant courses from our school advisor
- Keeping up to date with important developments in Literacy
- Communicating regularly with Governors
- Purchasing new resources

Professional development

A key element of our school ethos is consistent whole-school practice, underpinned by appropriate professional development. Regular training for Floppy Phonics and the teaching of reading further through the school are priority. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended Phonics training. In addition, the Reading leader supports and develops the rest of the teaching staff with up-to-date pedagogical training.

Policy Review

The reading policy will be reviewed on an annual basis by the subject leader, teachers, the headteacher and governors.

Appendix 1: Floppy Phonics Teaching Progression

Floppy's Phonics Teaching Progression

This chart shows the systematic way Oxford Reading Tree resources help to build reading progress through phonics sounds and letters.

Oxford Level 1 / Phase 1: phonemic awareness

Floppy's Phonics teaching progression <small>This phase supports children's listening, speaking and listening skills and testing of sounds and letters.</small>		Now your child can enjoy...
Letters and Sounds Phase (2007) (if applicable)	 Floppy's Phonics Sounds Books Oxford Level 1	 Traditional Tales
Phonemic awareness	Phase 1	Oxford Level 1 At the Farm At the Park Out in Town At Home At the Match Fun at School Oxford Level 1 Pack A At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park
		Oxford Level 1 The Ugly Duckling The Mouse and the Elephant The Elves and the Shoemaker The Little Red Hen

In addition, other decodable readers aligned to Letters and Sounds 2007 can be used to consolidate learning at the end of each level.

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Oxford Level 1 and 1+ / Phase 2: simple grapheme-phoneme correspondences

Floppy's Phonics teaching progression			As children learn each set of Level 1+ sounds, they can read ...	When children have learned all of these Level 1+ sounds, they can read ...	
Grapheme-phoneme correspondences	Letters and Sounds (2007) Phase (if applicable)	Floppy's Phonics Sounds Books Oxford Level 1+	Floppy's Phonics Decoding Practice Oxford Level 1+	Floppy's Phonics Fiction	Traditional Fairy Tales
s a t p	Phase 2, Set 1	Book 1	Words and Phrases: s a t p	Oxford Level 1+ Cats Frog Mud Big, Bad Bug Hats A Big Mess	Oxford Level 1+ The Big Carrot Get the Ratt Lots of Nuts Run, Run!
i n m d	Phase 2, Set 2	Book 2	Words and Phrases: i n m d		
g o c k	Phase 2, Set 3	Book 3	Words and Phrases: g o c k		
ck e u r	Phase 2, Set 4	Book 4	Words and Phrases: ck e u r		
h b f ff	Phase 2, Set 5	Book 5	Words and Phrases: h b f ff		
i l l e s s	Phase 2, Set 5	Book 6	Words and Phrases: i l l e s s		

In addition, other decodable readers aligned to Letters and Sounds 2007 can be used to consolidate learning at the end of each level.

Oxford Level 2 / Phase 3: simple grapheme-phoneme correspondences and consonant digraphs

Floppy's Phonics teaching progression			As children learn each set of Level 2 sounds, they can read ...	When children have learned all of these Level 2 sounds, they can read ...	
Grapheme-phoneme correspondences	Letters and Sounds (2007) Phase (if applicable)	Floppy's Phonics Sounds Books Oxford Level 2	Floppy's Phonics Decoding Practice Oxford Level 2	Floppy's Phonics Fiction	Traditional Fairy Tales
j v w	Phase 3, Set 6	Book 7	Short Reads: j v w	Oxford Level 2 The Zip Fish Shops Bang the Gong Jack Quiz A Robin's Eggs	Oxford Level 2 Dick and His Cat I Will Get You The King and His Wish Rabbit on the Run
x y z	Phase 3, Set 6 & 7	Book 8	Short Reads: x y z		
zz qu ch	Phase 3, Set 7	Book 9	Short Reads: zz qu ch		
sh th ng	Phase 3	Book 10	Short Reads: sh th ng		
Revise and stretch: dge ve wh*	Revision of previously taught sounds (plus dge ve and wh from Phase 5 to stretch able decoders).	Book 11	Short Reads: dge ve wh		
Revise and stretch: cks tch nk*	Revision of previously taught sounds (plus cks tch and nk from Phase 5 to stretch able decoders).	Book 12	Short Reads: cks tch nk		

* These Phase 3 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 3.

In addition, other decodable readers aligned to Letters and Sounds 2007 can be used to consolidate learning at the end of each level.

Oxford Level 3 / Phase 3: vowel digraphs and trigraphs

Floppy's Phonics teaching progression			As children learn each set of Level 3 sounds, they can read ...	When children have learned all of these Level 3 sounds, they can read ...	
Grapheme-phoneme correspondences	Letters and Sounds (2007) Phase (if applicable)	Floppy's Phonics Sounds Books Oxford Level 3	Floppy's Phonics Decoding Practice Oxford Level 3	Floppy's Phonics Fiction	Traditional Fairy Tales
ai ea y* igh y*	Phase 3	Book 13	Snacks!	Oxford Level 3 Leek Hopcot The Queen's Maid Toads in the Road Chairs in the Air A Bark on the Night The Silver Foil Rocket	Oxford Level 3 Cock, Pig, Coo! Right for Me Bower and the Fish Chicken Licken
oa oo (boat/look)	Phase 3	Book 14	Goats and Sheep		
ar or ur	Phase 3	Book 15	Sharks and Floss		
ow oi ear	Phase 3	Book 16	Sharks		
ai er (summer/herbs)	Phase 3	Book 17	Herb and Merlin at the Funfair		
Revise and stretch: ue* (rescue/glove) ure* ture*	Revision of previously taught sounds (plus some from Phase 5 to stretch able decoders).	Book 18	Dogs to the Rescue!		

* These Phase 3 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 3.

In addition, other decodable readers aligned to Letters and Sounds 2007 can be used to consolidate learning at the end of each level.

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Appendix 2: Helpful word progression

<p>the to I no go into little of ten</p> <p>he are she her</p>	<p>we when me six was seven you have they all off</p> <p>be are my</p>	<p>sister too why sky again look</p> <p>said there like out so what do mother some brother one</p>	<p>come three were looked</p> <p>their would people should Mr because Mrs here called our asked father could who oh no where</p>	<p>which small four call five ask eight liked nine two try goes cry does ball shoes</p> <p>January</p>
		<p>February March April May June July August September October November December</p>		

Appendix 3: Entry Assessment

- Reading sub-skill: Point to the graphemes and ask the child to say the sounds. (Complementary resources: Grapheme Tiles and Say the Sounds Posters) - Spelling sub-skill: Say the sounds and ask the child to point to the correct graphemes. (Complementary resources: Grapheme Tiles and Say the Sounds Posters) - Use a separate sheet to record each child's knowledge of letter/s-sound correspondences, both from print-to-sound and from sound-to-print, next to the graphemes.		
Name:	Date:	Age:
Sounds		
s a t p i n m d		
g o c k -ck e u r		
h b f -ff l -ll -le -ss		
j v w -x y z -zz qu		

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Appendix 4: Floppy Phonics Reading and Spelling Assessment

Reading and Spelling Assessment

Floppy Phonics Reading and Spelling Assessment

Childs name: _____

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Reading and Spelling Assessment

	Sound (165)		Short Words (163)		Medium Words (163)		Longer Words (163)		Helpful words (99)	
	R	W	R	So	R	So	R	So	R	So
Autumn Mid										
Autumn End										
Spring Mid										
Spring End										
Summer Mid										
Summer End										

Year 1	Sound (165)		Short Words (163)		Medium Words (163)		Longer Words (163)		Helpful words (99)	
	R	W	R	So	R	So	R	So	R	So
Autumn Mid										
Autumn End										
Spring Mid										
Spring End										
Summer Mid										
Summer End										

Year 2	Sound (165)		Short Words (163)		Medium Words (163)		Longer Words (163)		Helpful words (99)	
	R	W	R	So	R	So	R	So	R	So
Autumn Mid										
Autumn End										
Spring Mid										
Spring End										
Summer Mid										
Summer End										

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Reading and Spelling Assessment

Reading and Spelling assessment

Reading assessment: Ask the child to say the sounds for the graphemes down the left column, followed by reading the columns of words - short words first. Some graphemes represent different sounds so you may want to ask the child to look at the words to work out what the grapheme represents.

Name, date and annotate a second copy of the assessment for record-keeping. Stop the test as necessary. Record as a later date and date and annotate the record-copy with a different coloured pen to show progress.

Note: The table contains words that are often problematic to write for non-readers. Most children may not know what some of the words mean, they can still attempt to read them. Many children may automatically ask you what the unknown words mean.

Spelling assessment: Say the sounds of the graphemes and/or the list of words yourself - short words first. Provide the focus word in the context of a simple spoken sentence if the meaning is ambiguous. The children can write the differences and sounds in blue/pen to show both spelling ability and scores for individual and overall class record-keeping. Spelling is a harder skill and the use of the lists for spelling may fall behind the use for reading assessment.

Level 1+

Books 1 to 2

Say the sounds	Short words	Medium length words	Longer words	Date	
				Name	Age
s a t	at	sat	tat		
p	sap	taps	pats		
i	pit	sips	tips		
n	tan	pant	snips		
m	map	mist	stamps		
d	dim	sand	dips		

Score: /8 Score: /6 Score: /6 Score: /6

EVSP Literacy: Reading: They use phonic knowledge to decode regular words and read them aloud accurately.
EVSP Literacy: Writing: Children use their phonic knowledge to write words in ways which match their spoken words.

Level 1+ - Books 1 & 2 Reading & Spelling assessment
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Reading and Spelling Assessment

Reading and Spelling assessment

Level 1+

Books 3-6 Version A

Fill the child's copy back to reveal the focus column.				
Read down the columns - graphemes first. Then short words, medium length words and longer words.				
Name, date and annotate as a second record-keeping copy.				
Name	Date	Age		
Say the sounds	Short words	Medium length words	Longer words	
g	sag	digs	snags	
o	nod	smog	stomps	
c	act	cogs	catnap	
k	kin	kips	skids	
ck	mock	picks	snacks	
e	peg	dent	spends	
u	dug	pump	tusks	
r	rig	tram	drastic	
h	hid	hums	hidden	
b	nab	bend	grubs	
f	fig	flip	drifts	
ff	puff	cliff	gruff	
l	lack	slip	lists	

Level 1+ - Books 3 & 4 Reading & Spelling assessment
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Reading and Spelling Assessment

Reading and Spelling assessment

-ll	dull	skill	trills
-le	saddle	pickles	stickleback
-ss	less	floss	dresses

Score: /16 Score: /16 Score: /16 Score: /16

EVSP Literacy: Reading: They use phonic knowledge to decode regular words and read them aloud accurately.
EVSP Literacy: Writing: Children use their phonic knowledge to write words in ways which match their spoken words.

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Reading and Spelling Assessment

Reading and Spelling assessment

Level 1+

Books 3-6 Version B

Fill the child's copy back to reveal the focus column.				
Read down the columns - graphemes first, then short words, medium length words and longer words.				
Name, date and annotate as a second record-keeping copy.				
Name	Date	Age		
Say the sounds	Short words	Medium length words	Longer words	
g	nag	gaps	stags	
o	pod	mops	spots	
c	cod	camp	picnic	
k	kid	kits	skips	
ck	dock	rocks	sticks	
e	met	send	tents	
u	tug	dust	pumps	
r	rot	trip	dregs	
h	hug	hand	hints	
b	hob	brag	bumps	
f	fin	fibs	frost	
ff	cuff	scoff	muffin	
l	luck	loft	slips	
ll	gull	grill	frills	
-le	bobble	crackle	scramble	

Score: /16 Score: /16 Score: /16 Score: /16

EVSP Literacy: Reading: They use phonic knowledge to decode regular words and read them aloud accurately.
EVSP Literacy: Writing: Children use their phonic knowledge to write words in ways which match their spoken words.

Level 1+ - Books 3 & 4 Reading & Spelling assessment
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Appendix 5: Parent Letter to support reading



Wrockwardine Wood Infant School & Nursery
Church Road, Wrockwardine Wood, Telford TF2 7AH

Executive Headteacher: Mrs D S Garner

Telephone: 01952 387860
Email: a2116@taw.org.uk h2116@taw.org.uk
Website: <http://www.wrockwardinewoodinfant.org.uk>

11 October 2022

Dear Parents/Carers,

Learning to read - supporting your child at home

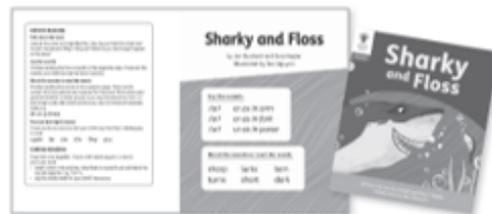
Learning to read is one of the most important skills that your child will develop over the next few years. The more support and encouragement that you can offer your child, the more likely it is that he or she will make good progress.

At school we are using the *Oxford Reading Tree* series to take your child through the early stages of learning to read. We are using the *Floppy's Phonics* teaching programme, which is a step-by-step phonics reading scheme. It introduces the children to the letters and sounds (the alphabetic code) that are at the foundation of all reading and writing.

To reinforce the teaching in school, your child may bring home some books to share with you. These may be:

- *Floppy's Phonics Decoding Practice* books, to practise each set of new sounds and letters taught at school and consolidate learning.
- *Floppy's Phonics* decodable readers to practise reading stories and different text types.

All the books have notes on the inside cover to guide you on how to share them with your child.



We may also send home Grapheme and Picture Tiles, Activity Sheets, Cumulative Texts, Activity Books and Say the Sounds Posters for your child to practise phonics at home. You may like to visit www.oxfordowl.co.uk for further information about phonics, helping your child to read and for free resources and eBooks.

Yours sincerely

D. S. Garner

Denise Garner
Executive Headteacher **BEd (Hons), NPQH**



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Appendix 6: Workshop Letter



Wrockwardine Wood Infant School & Nursery
Church Road, Wrockwardine Wood, Telford TF2 7AH

Executive Headteacher: Mrs D S Garner

Telephone: 01952 387860

Email: a2116@taw.org.uk h2116@taw.org.uk

Website: <http://www.wrockwardinewoodinfant.org.uk>

3 November 2022

Dear Parents/Carers

Phonics Meeting

Our synthetic phonics teaching programme is called *Floppy's Phonics*. Teachers use this to teach children a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. The scheme ensures early reading and writing success.

On **Thursday 17 November** we will be offering more information and advice on how to help your child with phonics at home. We will also be providing more information on the Year 1 phonic screening check.

Please indicate on the attached slip which meeting you would like to attend and return to school by **Friday 11 November 2022**

Yours sincerely

D. S. Garner

Mrs D S Garner BEd (Hons) NPQH
Executive Headteacher

Phonics Meeting

I/We will attend the Phonics Screening meeting on **Thursday 17 November 2022** at:

Please tick (✓) as appropriate

9.00 am 2.30pm 5.00pm

Child's Name _____ Class _____

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Appendix 7: Phonics Timetable Guidance

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/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.	Approximately 20 minutes; longer if required.

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.
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.	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.

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. 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

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

Click on a Sounds Book title to open the relevant Book-by-Book plan, which provides detailed guidance on how to use the resources to teach each sound.

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	/f/ f	/f/ f	/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

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	/ai/ ar	/ai/ ar	/oi/ oi	Consolidate	Revise
Week 6	Oxford Level 3	Book 15	/oi/ oi	/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 / chui/ -ture	/yoor/ -ure / chui/ -ture	Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 3 independently from this point.	Revise

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 z	a e i o u d g c k -ck z	Consolidate
Week 2	Oxford Level 4	Book 19	a e i o u h b f -fl -ll -le -ss	a e i o u h b f -fl -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	-oo oo ar or ur -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

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	/ool/ oo -ew	/ool/ oo -ew	/oi/ ow ou	/oi/ ow ou	Consolidate
Week 3	Oxford Level 4	Book 23	/ur/ ur ir	/ur/ ur ir	/oi/ or aw	/oi/ 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	/el/ e -ea	/el/ 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/ c/ ci cy	/s/ c/ ci cy	Consolidate
Week 6	Oxford Level 5	Book 27	/s/ sc -st-	/s/ sc -st-	/el/ e -ea	/el/ 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 g ^e g ⁱ g ^y	/j/ j g ^e g ⁱ g ^y	/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	/oi/ ow ou -ough	/oi/ ow ou -ough	Consolidate
Week 6	Oxford Level 5	Book 30	/oi/ or -our	/oi/ or -our	/oi/ aw au al war quar	/oi/ 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	/ur/ ar a al	/ur/ 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/ /eel/	-ie /igh/ /eel/	Consolidate
Week 6	Oxford Level 5	Book 33	ow /ou/ /oa/	ow /ou/ /oa/	a /a/ /ai/ /va /oi/ /ai/ /oi/	a /a/ /ai/ /va /oi/ /ai/ /oi/	Consolidate

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	/oi/ or ere -our -oor oar	/oi/ or ere -our -oor oar	/oi/ aw au al -augh ough	/oi/ 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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Appendix 8: Floppy Phonics and the National Curriculum in England

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	
Reading	How Floppy’s Phonics supports this
<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><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>
Writing	How Floppy’s Phonics supports this
<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>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>

National Curriculum in England: Year 1	
Reading – word reading	How Floppy’s Phonics supports this
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<p>Sounds and graphemes are taught using the Flashcards and <i>Floppy’s Phonics Online</i> activities and a consistent programme ensures children read using their phonics knowledge.</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>Alternative spellings are introduced from the outset so that children become familiar and comfortable with the concept of multiple graphemes for the same sound.</p> <p>From Oxford Level 1+, children can read <i>Floppy’s Phonics</i> decodable readers when they have learned all the sounds and graphemes in an Oxford Level. These books are decodable and are matched to the children’s phonic knowledge.</p>

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Resourcefulness, Reciprocity, Reflectiveness, Resilience

Writing – transcription	How Floppy’s Phonics supports this
<p>Spelling</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<p>Spelling is an integral part of the <i>Floppy’s Phonics</i> programme. The Grapheme Posters, Flashcards and spelling activities on <i>Floppy’s Phonics Online</i> all help to ensure that the teaching of spelling is taught in tandem with the teaching of reading.</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>Similarly, the <i>Alphabet Poster</i> provides a constant point of reference for children of both lower case and capital letters in the alphabet, so that the names of the letters can be taught and remembered.</p>
Handwriting	How Floppy’s Phonics supports this
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters 	<p><i>Floppy’s Phonics</i> provides a routine for handwriting, which includes how to hold the pencil correctly.</p> <p>Letter-formation videos on <i>Floppy’s Phonics Online</i> demonstrate how each grapheme is written.</p>

‘Love, Laugh, Learn’
Resourcefulness, Reciprocity, Reflectiveness, Resilience

Appendix 9: Oxford Owl Reading homework letter

<div style="text-align: center;"></div> <p style="text-align: center;">Wrockwardine Wood Infant School & Nursery Church Road, Wrockwardine Wood, Telford TF2 7AH</p> <p style="text-align: center;">Executive Headteacher: Mrs D S Garner</p> <p style="text-align: center;">Telephone: 01952 387860 Email: d2116@taw.org.uk h2116@taw.org.uk Website: http://www.wrockwardinewoodinfant.org.uk</p> <p style="text-align: center;">Oxford Owl Online Reading Homework</p> <div style="text-align: center;"></div> <p>Dear Parent or Carer,</p> <p>At Wrockwardine Wood Infant School and Nursery, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they can read fluently and confidently as well as enriching their vocabulary and developing a love of reading.</p> <p>Your child will be assigned online reading homework via Oxford Owl. Below you will find key information about how you can get involved. We hope that you and your child will love these books and enjoy reading them at home.</p> <p>What is Oxford Owl?</p> <p>Oxford Owl is an online reading scheme, which ensures that all children can find books at exactly the right phonics level for them. Each child has a unique homepage, and can log into it by following these steps:</p> <p>Before completing homework on Oxford Owl your child must first log in to using their individual student login.</p> <p>Logging in</p> <p>Attached are your child's login details, they can access the student area by logging in at www.oxfordowl.co.uk. Before entering any details, please ensure the students tab is selected. Your child will be able to access all content available to them and complete any homework their teacher has assigned to them.</p> <p>To complete homework your child should:</p> <ol style="list-style-type: none">1. Click the Homework tab to view a list of all the homework they have been set by their teacher.2. Select the homework they would like to complete from the drop-down list.3. Make a note of any additional instructions their teacher may have given them.4. Click the Read the eBook or Open activity button to open the homework in a new tab.5. Complete the eBook or activity as instructed. Once complete, they may then close the tab and return to their homework list.6. For eBooks, they must click the I've finished the eBook link next to the Read the eBook button which will allow them to rate the eBook using the faces provided.7. Navigate to the Progress area of Oxford Owl by clicking the Go to progress button that will appear once your child has rated the eBook. <div style="text-align: center;"></div>	<div style="text-align: center;"></div> <p style="text-align: center;">Wrockwardine Wood Infant School & Nursery Church Road, Wrockwardine Wood, Telford TF2 7AH</p> <p style="text-align: center;">Executive Headteacher: Mrs D S Garner</p> <p style="text-align: center;">Telephone: 01952 387860 Email: d2116@taw.org.uk h2116@taw.org.uk Website: http://www.wrockwardinewoodinfant.org.uk</p> <p>Once these steps are completed your child will see that the homework has been added to their progress list and it will have been removed from their homework list.</p> <p>For more information parents can go to the oxford owl parent support page on the website: https://support.oxfordowl.co.uk/category/parent-support/parent-getting-started/</p> <p>Yours sincerely</p> <p style="text-align: center;"><i>D. S. Garner</i></p> <p>Mrs D S Garner BED (Hons) NPQH Executive Headteacher</p> <div style="text-align: center;"></div>
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