

## Progression in Phonics

Reading involves two key skills: word reading and comprehension. At Mill View, we teach word reading using Floppy's Phonics, a comprehensive approach for EYFS and Year 1. We use a mastery approach to ensure every child progresses through the program. We assess regularly to identify students needing extra help. We also involve parents by sharing weekly phonemes on Seesaw, enabling them to support their child's learning. Phonics evening's and lesson observations for parents are integral to enhancing parental engagement.

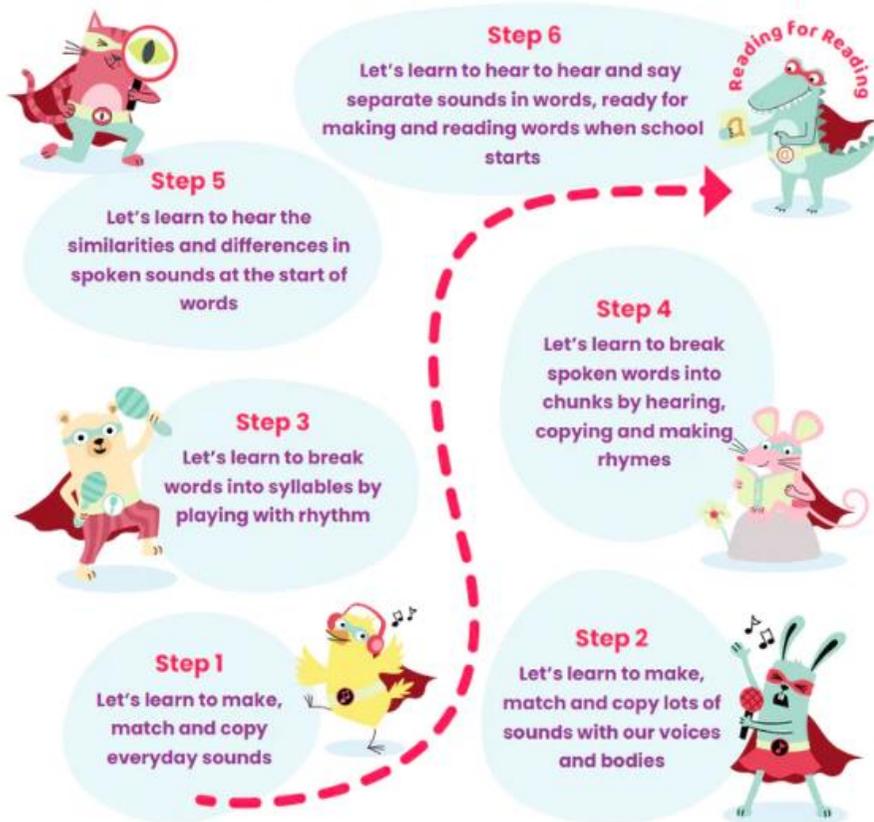
### How Floppy's Phonics supports the National Curriculum

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"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• read other words of more than one syllable that contain taught GPCs</li><li>• 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</li></ul>	<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 Decoding Practice</i> books when they have learned all the sounds and graphemes in a set.</p> <p>Children can go on to read <i>Floppy's Phonics Fiction</i> as well as other Oxford books that align to the end of each level, for consolidation.</p> <p>These books are decodable and are matched to the children's phonic knowledge.</p>

<b>Writing – transcription</b>	<b>How Floppy's Phonics supports this</b>
<p><b>Spelling</b></p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<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>
<b>Handwriting</b>	<b>How Floppy's Phonics supports this</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> </ul>	<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>

## Success Made Simple

Here's your Super Sounds success map! A super simple six step prephonic progression that's super easy to follow.



At each step along the prephonic journey, your preschoolers will be taught to differentiate between sounds and symbols.

They'll remember what they see and hear through repetitive memory building games, and they'll be learning the **meaning and pronunciation of new words** to articulate what they're learning too.

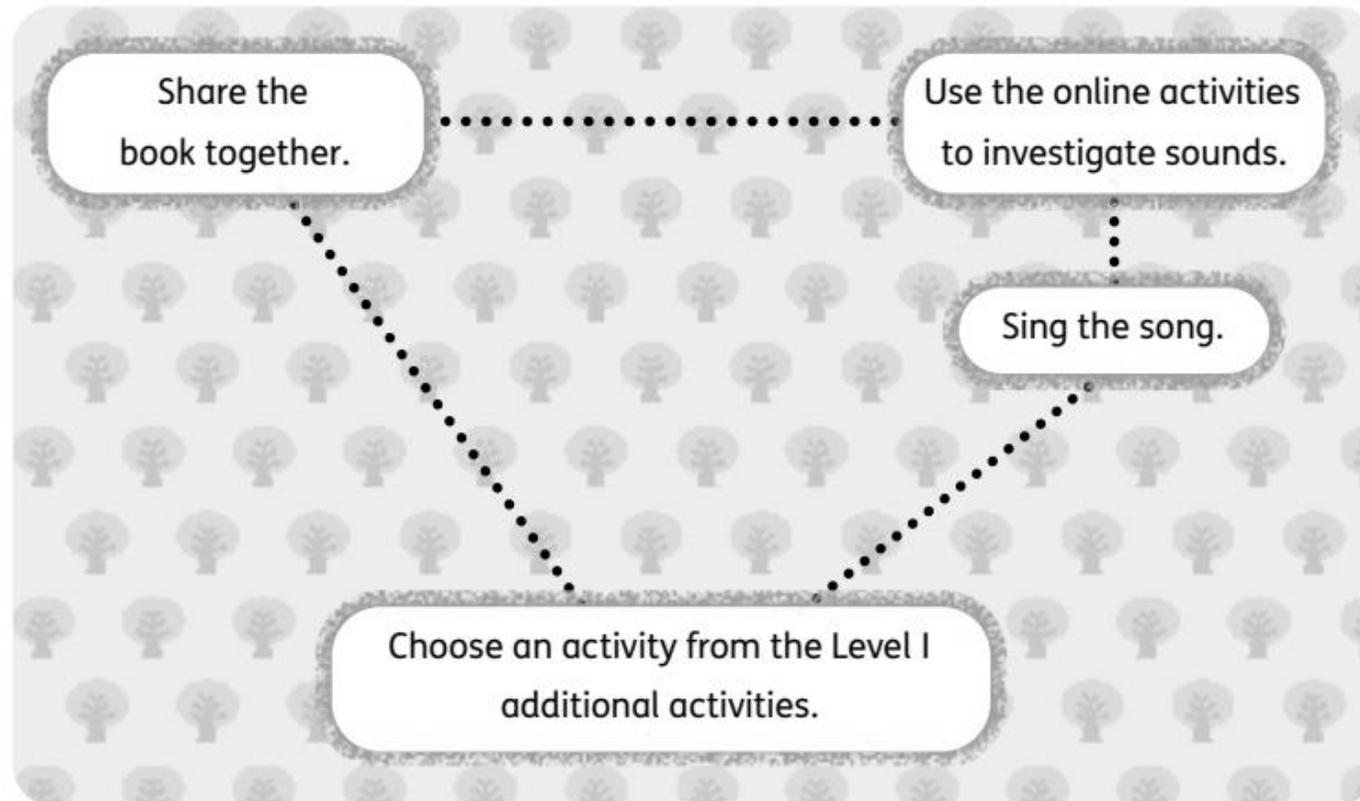
## Progression in Phonics – Little Wrens



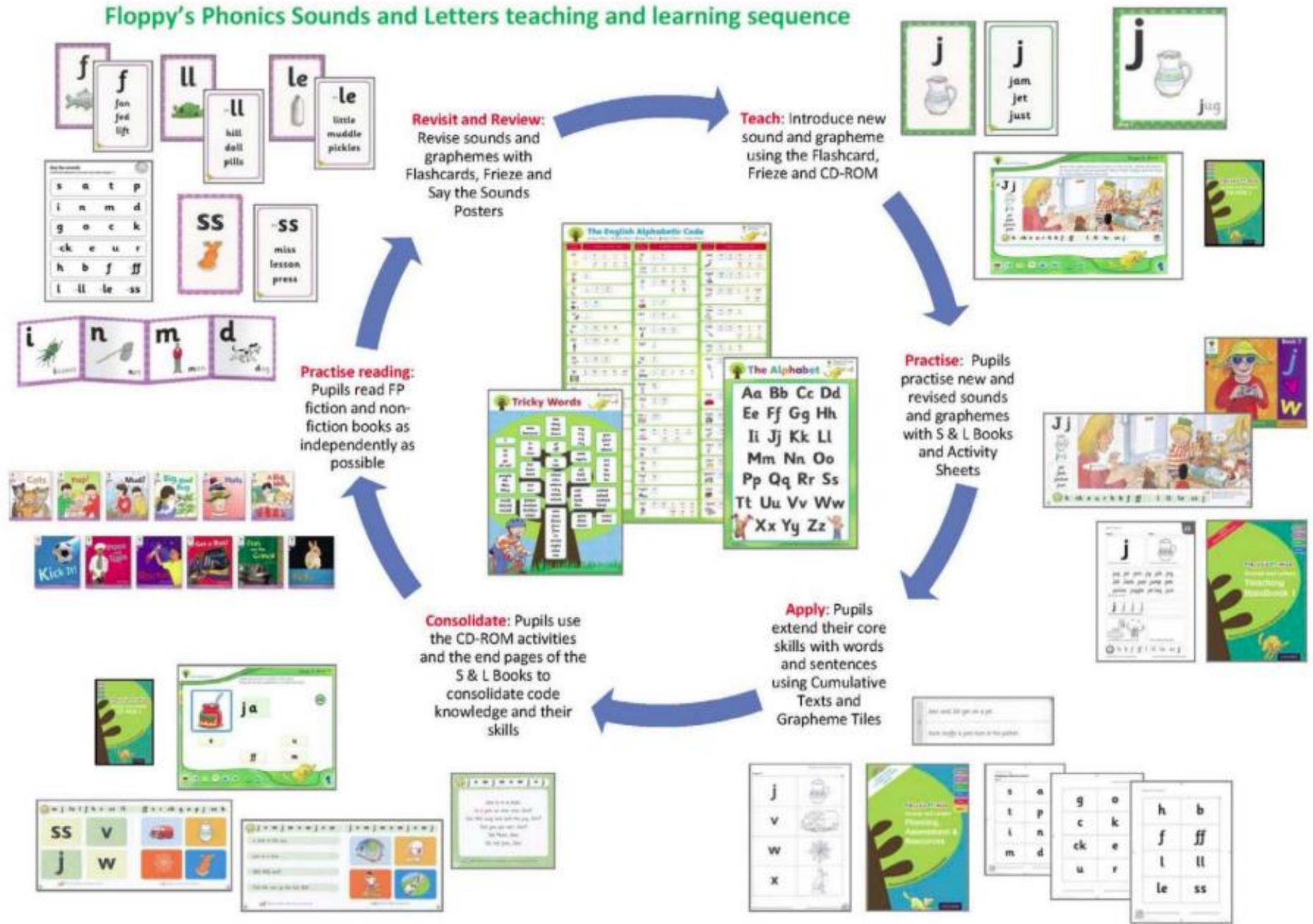
In Little Wrens, phonics instruction for 3-4 year olds centres on fostering a foundational understanding of sounds, letters, and spoken language. Through playful activities like listening games, rhymes, and sensory experiences, children begin to develop phonemic awareness by recognizing and manipulating individual sounds in words. While formal letter learning may not commence until later, nursery-aged children are introduced to letters through exploratory activities like puzzles and crafts. Multisensory approaches, such as tactile experiences and movement-based activities, engage children in phonics learning, while book exploration and oral language development lay the groundwork for later literacy skills. At Mill View we emphasize a play-based approach, incorporating parental involvement and fostering a supportive learning environment that encourages curiosity and exploration, ultimately nurturing the early stages of phonics readiness and literacy development.

Floppy's Phonics Teaching Sequence Flow Charts

**Level 1**



# Floppy's Phonics Sounds and Letters teaching and learning sequence



Flashcards for 'f' (fan, fed, lift), 'll' (hill, doll, pills), 'le' (little, muddle, pickles), 'ss' (miss, lesson, press), and '-ss'.

Flashcards for 'i' (insect), 'n' (nail), 'm' (man), 'd' (dog), 'ss' (miss, lesson, press), and '-ss'.

Flashcards for 'i' (insect), 'n' (nail), 'm' (man), 'd' (dog).

Small book covers for 'Cats', 'Pop!', 'Mud!', 'Big and Small', 'Pigs', 'A Big Book', 'Kick It!', 'The Great Escape', 'The Big Book', 'The Great Escape', 'The Big Book'.

CD-ROM activity screen showing 'ja' and 'j'.

Grapheme tiles for 'ss', 'v', 'j', 'w' and other phonics resources.

**Revisit and Review:** Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

**Teach:** Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

**Practise:** Pupils practise new and revised sounds and graphemes with S & L Books and Activity Sheets

**Consolidate:** Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills

**Apply:** Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles

**Practise reading:** Pupils read FP fiction and non-fiction books as independently as possible

Flashcard for 'j' (jug), 'j' (jam, jet, just), and 'j' (jug).



## Levels 4 and 5

### 1. Revisit and Review

- Revise the sounds and graphemes using the *Flashcards*, *Frieze* and the *Say the Sounds Posters* at Level 4 (in *Teaching Handbook 2* and *Activity Book 4*) or the photocopyable *Grapheme Posters* at Level 5 (*Teaching Handbook 2*).



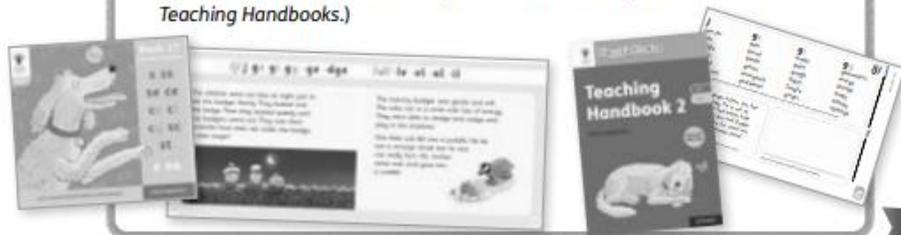
### 2. Teach

- Teach the focus graphemes using the *Flashcards* or the *Grapheme Posters* and the *Floppy's Phonics Online* activities.



### 3. Practise

- Practise new and revised sounds and graphemes with the *Sounds Books* and the *Activity Sheets* or *Activity Books*. (The *Activity Sheets* are in the *Teaching Handbooks*.)



### 4. Apply

After each focus sound and grapheme is taught use the *Cumulative Texts* for reading, spelling and writing practice. (The *Cumulative Texts* are in the *Teaching Handbooks*.)

The tiny snowy village had a slope that we liked to sledge down.

I shall arrange for six sponges to be given to Wulf for his science project.

### 5. Consolidate

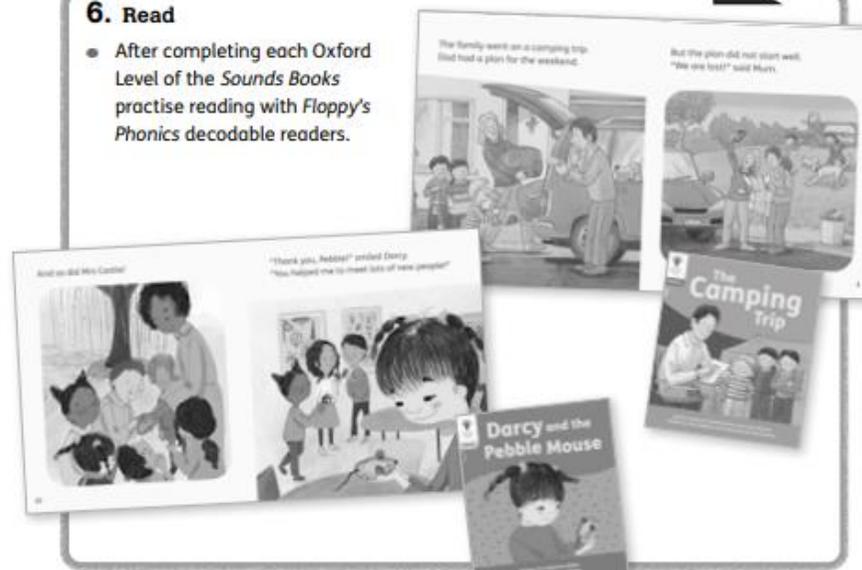
After each set of sounds and graphemes:

- Use the *Sounds Books* to revise the set of sounds and graphemes and to build confidence. Activities at the end of each book consolidate learning.
- Encourage children to practise the *Floppy's Phonics Online* activities, either on their own or in pairs.



### 6. Read

- After completing each Oxford Level of the *Sounds Books* practise reading with *Floppy's Phonics* decodable readers.



## Floppy's Phonics Teaching Progression Overview

This chart shows the systematic way Floppy's Phonics helps to build reading progress through phonics sounds and letters.

Floppy's Phonics teaching progression	
	
Oxford Level 1	Oxford Level 1 Pack A
At the Farm	At the Concert
At the Park	At the Carnival
Out in Town	At the Seaside
At Home	At the Market
At the Match	At the Party
Fun at School	At the Wildlife Park

Floppy's Phonics teaching progression	
Letters & Sounds Phase 2 GPCs	
	
s a t p	Book 1
i n m d	Book 2
g o c k	Book 3
-ck e u r	Book 4
h b f -ff	Book 5
l -ll -le -ss	Book 6

Floppy's Phonics teaching progression	
Letters & Sounds Phase 3 GPCs	
	
j v w	Book 7
-x y z	Book 8
-zz qu ch	Book 9
sh th -ng	Book 10
Revise and stretch: -dge -ve -wh*	Book 11
Revise and stretch: -cks -tch -nk*	Book 12

Floppy's Phonics teaching progression	
Letters & Sounds Phase 3 GPCs	
	
ai ee -y* -igh -y*	Book 13
oa oo (boot/look)	Book 14
ar or ur	Book 15
ow oi ear	Book 16
air er (summer/herbs)	Book 17
Revise and stretch: -ue* (rescue/glue) -ure* -ture*	Book 18

Floppy's Phonics teaching progression	
Letters & Sounds Phase 4 – adjacent consonants	
	
Revise and blend: blending adjacent consonants	Book 19
	Book 20

Floppy's Phonics teaching progression	
Letters & Sounds Phase 5 preparation – alternative spellings	
	
/ai/ ai -ay* /oi/ oi oy*	/ee/ ee ea* /igh/ -igh -ie*
/oa/ oa ow* /yoo/ -ue ew	/oo/ oo -ew* /ou/ ow ou*
/ur/ ur ir* /or/ or aw*	/eer/ ear eer* /air/ air -are*
/s/ s -ce* /e/ e ea*	/u/ u o* -ed /d/ /t/
	Book 21
	Book 22
	Book 23
	Book 24

## Floppy's Phonics teaching progression

Letters & Sounds Phase  
5 GPCs – alternative  
spellings and  
pronunciations



/ai/ ai -ay igh -ey a  
a-e -ae -ea  
/ee/ ee e -y -ey ea e-e -ie

Book 25

/igh/ -igh i -y -ie i-e  
/oa/ oa ow o -oe o-e  
-ough -eau ou

Book 26

/s/ s -ss -se -ce c(e) c(i)  
c(y) sc -st-  
/e/ e ea

Book 27

/j/ j g(e) g(i) g(y) -ge  
-dge  
/ul/ -le -el -al -il

Book 28

/yoo/ -ue u ew u-e eu  
/oo/ oo u-e -o -ou -ough  
-ue -ew -ui -u

Book 29

/oi/ oi oy  
/ou/ ow ou -ough  
/or/ or -our aw au -al  
(w)ar (qu)ar

Book 30

## Floppy's Phonics teaching progression

Letters & Sounds Phase  
5 GPCs – alternative  
spellings and  
pronunciations



/ur/ ur ir er ear (w)or  
/u/ u o ou -our  
/ar/ ar a al

Book 31

/zh/ -s -si -ge  
/w/ w wh -u  
/f/ f -ff ph -gh

Book 32

*Alternative  
pronunciations*  
ch /ch/ /k/ /sh/  
-ie /igh/ /ee/  
ow /ou/ /oa/  
a /a/ /ai/ /o/  
(w)a /o/  
a(lt) /o/

Book 33

/ch/ ch -tch  
/chu/ -ture  
/sh/ sh ch -ti -ci -ssi sci  
/g/ g gu -gue gh

Book 34

/eer/ ear eer -ere -ier  
/air/ air -are -ear -ere  
/n/ n -nn kn gn  
/r/ r -rr wr rh

Book 35

/m/ m -mm -mb -mn  
/k/ c k -ck ch qu que  
/or/ or ore -our -oor  
oar aw au -al  
-augh ough

Book 36