

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	
<p>Reading</p> <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>How Floppy's Phonics supports this</p> <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>
<p>Writing</p> <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>How Floppy's Phonics supports this</p> <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 <i>Floppy's Phonics</i> 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 Cumulative Texts.</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>

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>
<p>Handwriting</p> <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>