



1. Intent

Statement of Intent

For every child to develop their phonic knowledge and word recognition skills (GPC, blending, segmenting and sight vocabulary), through systemic, synthetic phonics teaching. This teaching will help equip children with the knowledge, skills, confidence and motivation to become successful readers and writers by the end of Key Stage One.

Our Vision

At Our Lady and St Joseph we want every child to be successful, fluent readers and writers by the end of Key Stage One and we believe that this is achievable through a combination of strong, high quality, discrete phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell. Phonics lessons build their word recognition skills, and when these skills are used in tandem with language comprehension skills, children are equipped to become proficient readers (See Appendix A). We believe in building children's intrinsic motivation when developing their literacy skills and love of reading. Reading and writing are fundamental skills that open the door to so many other curriculum subjects and world opportunities. Reading and writing proficiency can break many barriers to learning, confidence and motivation. It allows children to become more independent thinkers and to become reflective and engaged learners and citizens of the world.

2. Implementation

Floppy's Phonics

At Our Lady and St Joseph, we follow the Oxford Reading Tree Floppy's Phonics programme. This scheme has been validated by the Department of Education. The Floppy's Phonics is a systematic synthetic phonics programme which provides the structure and resources to deliver phonics teaching for all children – as well as enriching their vocabulary and language comprehension.

Planning

Planning for phonics is separate from the English planning and is recorded on the school's phonics planning format. It should be based on the needs of the children and show clear differentiation. Phonics is taught through discrete phonic sessions, regular reading and writing sessions and through embedding the phonics by linking it with other curriculum subjects throughout the school day.

We follow the Floppy's Phonics teaching sequence of: Revisit & Review, Teach, Practise, Apply, Consolidate, Reading (see Appendix 2). This extended sequence can take place over two sessions (Phonics and Supported Reading).

Assessment

Teachers use assessment for learning during phonics lessons and Floppy's Phonics end of phase assessments to track and review children's progress. These assessments also inform teachers of additional targeted intervention sessions that may be needed for those children who struggle with the learning of phonics.

Children are also assessed via benchmarking against their Oxford Reading Tree level, at least termly, to track and review progress and ensure the right level of challenge is being given. Targeted interventions take place for those children who do not show an expected level of progress.

Progression

Children will progress through the six Levels of Floppy's Phonics (Level 1, Level 1+, Level 2, Level 3, Level 4 and Level 5).

Children's phonics journey starts at the very beginning of Reception, developing their Grapheme-Phoneme-Correspondence from day one. By the end

of the Summer Term, Reception children should be within Level 3. This allows children to achieve the Literacy Word Reading Early Learning Goal, in part because children will be able to exceed the requirement to “say a sound for each letter in the alphabet and at least 10 digraphs” (Early Year Foundation Stage Profile, DofE, 2021).

By the end of Year 1, children should be proficient in their phonics knowledge having worked within Level 5. This will allow children to achieve the National Curriculum English Word Reading statutory requirement to “respond speedily with the correct sound to graphemes (letters or groups of letters) for 40+ phonemes” (National Curriculum, DofE, 2013).

At the beginning of Year 2, Children will be revisiting Level 5 in the first term. Children in Year 2 who did not meet the required standard for phonics and need more work on GPC, decoding and blending skills, will have opportunities to practice through out the year using daily phonics sessions.

Children in Year 3 and older who need further phonic intervention work will do so through targeted interventions.

Supported Reading

In Reception children read their appropriately levelled Oxford Reading Tree book 1:1 with a teacher at least once a week. In the Summer Term, Reception children have an additional Supported Reading group reading session with an adult.

In Year One children have daily Supported Reading sessions and Year Two have daily Guided Reading sessions. This is where pupils read in small groups, appropriate to their Oxford Reading Tree reading level, with an adult, working on the word recognition and language comprehension skills.

The Oxford Reading Tree books carefully match the Floppy’s Phonics levels ensuring appropriate phonetically decodable content for children, allowing the right level of challenge (see Appendix 3).

In Reception and Key Stage 1, teachers and support staff write in children’s reading records to inform parents and carers about the progress and next steps of their child, reinforcing the family-school link.

Timetabling

Discrete phonics sessions in class are timetabled and taught daily and through out the year from Reception to Year 1 and daily for at least the first term in Year 2. The expectation is that phonics is taught for a minimum of 15 – 25 minutes in Reception, 25 – 30 minutes in Years 1 and 2.

Home Learning (Expectations and Support)

Children receive two Oxford Reading Tree books a week, appropriate to their phonics stage. Across the EYFS and Key Stage One classes, parents are encouraged to read daily with their child and sign and comment in their reading record. Regular reading at home should enable the children to use GPC, segmenting and blending techniques learnt in phonics sessions.

In Reception and Year 1 additional phonics Home Learning is given every week and in Year 2 when required.

Teachers keep track of parents' engagement via marking the Home Learning books, through tracking the reading records and through pupil voice. Teachers discuss engagement with parents when necessary and offer support. This support can be given through additional 1:1 parent meetings, information accessible via the school website, and coffee morning sessions (for example, Reception's welcome coffee morning and Year One's Phonics coffee meeting).

Reading for Pleasure – Infant Library

All EYFS and Key Stage One children have the opportunity to read for pleasure in the Infant Library and to choose a library book to take home and read with their families to help build a love of reading. Parents and carers are invited into school during library time. Our Lady and St Joseph believe collaboration is vital in building children's motivation and developing their reading skills.

3. Impact – Outcomes

Our outcomes are among the highest in the country for the Phonics spelling check at the end of Year 1. This is particularly the case for our Disadvantaged pupils. We have received national recognition for our outcomes. We have high aspirations and expect all our pupils to pass this check unless they have an EHCP plan that means they cannot meaningfully access the test.

Our Lady and St Joseph Phonics Screening Check Results.

National percentage reaching the expected level in **black**, **school** percentage reaching the expected level in **green**.

2016 – cohort size 30		2017 – cohort size 29		2018 – cohort size 29	
Y1 (81%) 100%	Y2 (91%) 100%	Y1 (81%) 97%	Y2 (92%) NA%	Y1 (82%) 87%	Y2 (92%) 100%
2019 – cohort size 29		2020 (taken in December in Yr 2) – cohort size 30		2021 (taken in December in Yr 2) – cohort size 30	
Y1 (82%) 97%	Y2 (91%) 25%	Y1 (77%) 90%	Y2 (%) 100%	Y1 (76%) 97%	Y2 (%) 100%
2022 – cohort size 30		2023 – cohort size TBC		2024 – cohort size TBC	
Y1 (76%) 90%	Y2 (44%) 100%				

Appendix

Appendix 1

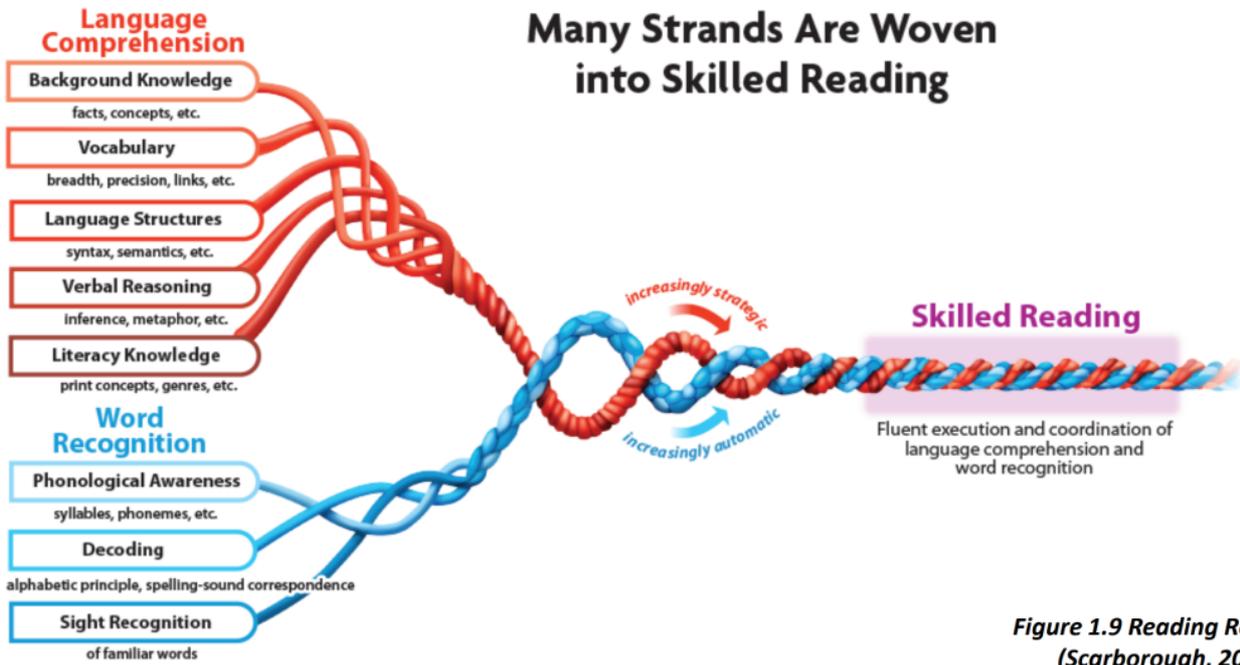
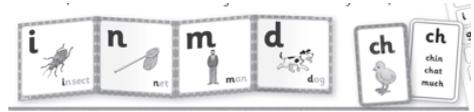


Figure 1.9 Reading Rope
(Scarborough, 2001)

Appendix 2

Structure of a Floppy's Phonics Lesson:

1. Revisit and Review
Revise previous sounds using flashcards



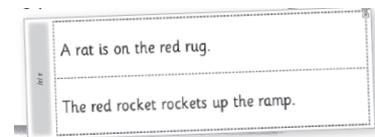
2. Teach
*Say today's new sound. My turn-Your turn.
Show the matching grapheme on the new
flashcard/and or use online resources*



3. Practise
*Practise this new sound/grapheme by reading words
with this sound in. This can be words on IWB, on
flashcards, the matching Sound Books or Activity
Books.*



4. Apply
*Apply this knowledge by reading sentences with this
grapheme in. You can use the cumulative texts
available in the handbooks. Teachers can type these
up and use on the IWB.*

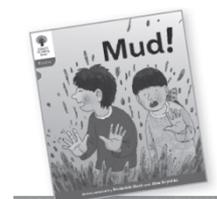


Floppy's Phonics additions (this will be in a different session):

5. Consolidate
*Activities at the end of the Sound Books and/or
Activity Books*



6. Read
*Guided reading / Supported Reading. Books matched
to their phonics level*



Appendix 3

These charts show the systematic way Oxford Reading Tree resources link to Oxford Floppy's Phonics Levels (Levels 1–5) and the previously used Letter and Sounds Phases (Phases 1-6). This link allows children to read phonetically decodable texts at their appropriate level.

Level 1

Oxford Level 1 / Phase 1: phonemic awareness

Floppy's Phonics teaching progression			Now your child can enjoy...				
This phase supports children's developing speaking and listening skills and linking of sounds and letters.							
	Letters and Sounds Phase (if applicable)		Oxford Level 1 Super Play (Partner Text) The Golden Cheeseboard (Partner Text) Pip Meets Kit Pip's Scarf	Oxford Level 1 The Ugly Duckling The Mouse and the Elephant The Elves and the Shoemaker The Little Red Hen	Oxford Level 1 Under our Feet Can You See Me? Day and Night How Many Babies? Seasons I Spy a Spiral	Oxford Level 1 The Big, Bad Box Hamster Party The Last Little Dragon The Lonely Monster My New Brother Rocket Girl	Oxford Level 1 Tin Can Tracks Animal Tracks In the Sun Sun Hat, Sunscreen, Sun! Big! As Big as Me!
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					

Level 1+

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

Floppy's Phonics teaching progression			Now your child can read...						
Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)		Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words			
									
			Oxford Level 1 The Secret Life of Cats (Partner Text) Plum Pudding (Partner Text) The Life of a Caterpillar Make a Ladybird	Oxford Level 1+ Cats Pop! Mud! Big, Bad Bug Hats A Big Mess	Oxford Level 1+ The Big Carrot Get the Rat! Lots of Nuts Run, Run!	Oxford Level 1+ Tools and Animals Legs! Lemon Sock Goblins Mud, Metal and Logs Tractor and Digger	Oxford Level 1+ Barn and Red A Big Egg for Hen A Bump in the Bed The Dragon Balloon Sam's Backpack The Drum	Oxford Level 1+ A Top Pot Spot the Pot A Picnic at Sunset At Sunset Kite in the Wind In the Wind	
			s a t p	Phase 2, Set 1	Book 1				
			i n m d	Phase 2, Set 2	Book 2				
			g o c k	Phase 2, Set 3	Book 3				
			ck e u r	Phase 2, Set 4	Book 4				
h b f ff	Phase 2, Set 5	Book 5							
l ll le ss	Phase 2, Set 5	Book 6							

Level 2

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

Floppy's Phonics teaching progression		
Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	
j v w	Phase 3, Set 6	Book 7
x y z	Phase 3, Set 6 & 7	Book 8
zz qu ch	Phase 3, Set 7	Book 9
sh th ng	Phase 3	Book 10
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
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

* These Phase 5 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 5.

Now your child can read...					
Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
Oxford Level 2 Twin Tricks (Partner Text) Jan in a Jam Knight Quinn (Partner Text) Duck-bot Getting Chickens (Partner Text) Chen and the Pink Pot (Partner Text) Get Fit with the Fun Bunch The Best Trip	Oxford Level 2 The Zip Posh 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	Oxford Level 2 Exotic Plant Shop Big Animal Vet Pancakes Things with Wings Off to the Beach The Toy Box	Oxford Level 2 The Ant and the Carrot The Bucket Rocket Dad, Can You Do This? Detective Quack and the Missing Nut Fishing Boots The Pet Show	Oxford Level 2 Grow Me a Picnic The Big Picnic Frog Cards Cards for Gran Dens and Nests A Den in the Wood

Level 3

Oxford Level 3 / Phase 3: vowel digraphs and trigraphs

Floppy's Phonics teaching progression		
Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	
ai ee igh	Phase 3	Book 13
oa oo (boot/look)	Phase 3	Book 14
ar or ur	Phase 3	Book 15
ow oi ear	Phase 3	Book 16
air er (summer/herbs)	Phase 3	Book 17
Revise and stretch: ue (rescue/glue) ure*	Revision of previously taught sounds (plus ure from Phase 5 to stretch able decoders).	Book 18

Now you can read...					
Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
Oxford Level 3 I Can See Them! (Partner Text) Stop that Train The Star 3000 (Partner Text) The Hunt for Ted Helping Big Cats (Partner Text) The King's Ears (Partner Text) Bat Facts How to be a Good Farmer	Oxford Level 3 Leek Hotpot The Queen's Maid Toads in the Road Chairs in the Air A Bark in the Night The Silver Foil Rocket	Oxford Level 3 Cook, Pot, Cook! Right for Me Boxer and the Fish Chicken Licken	Oxford Level 3 How Can I Help You? Snack Attack How We See Dive! Dive! Space Dad Up in the Air	Oxford Level 3 Attack of the Snails Ella Bella Boon Fang and the Dentist Sam's Big Dinner Thing We Want a Dog!	Oxford Level 3 Home for a Night The Right Home Pumpkin Mess Grow a Strawberry Mess Is That Rain? Rain!

* These Phase 5 sounds are covered again in Floppy's Phonics teaching progression at Oxford Level 5.

Level 4

Oxford Level 4 / Phase 4: blending adjacent consonant

Floppy's Phonics teaching progression: revise and blend		
These books revise previously taught grapheme-phoneme correspondences and introduce blending of adjacent consonant sounds.		
Grapheme-phoneme correspondences	Letters and Sounds Phase (if applicable)	
Revise and blend: blending adjacent consonants	Phase 4	Book 19 Book 20

Oxford Level 4 / Preparation for Phase 5: a common alternative spelling for a known sound

You can continue to use the Oxford Reading Tree Level 4 fully decodable and phonically-based reading books (above) to support children's phonics learning throughout the Floppy's Phonics Oxford Level 4 teaching.

The Floppy's Phonics Level 4 *Revise and Stretch* books (below) revise familiar GPCs and provide a stepping stone into Phase 5. They introduce the concept that sounds can be spelled in different ways, giving one alternative spelling for selected familiar sounds.

Floppy's Phonics teaching progression: revise and stretch		
These books revise familiar sounds and the taught spellings of those sounds. They introduce one alternative spelling for each of the selected sounds.		
Alternative spelling	Letters and Sounds Phase (if applicable)	
/ai/ ai ay* /oi/ oi oy* /ee/ ee ea* /igh/ igh ie*	Phase 5	Book 21
/oa/ oa ow* /yoo/ ue ew* /oo/ oo ew* /oul/ ow ou*	Phase 5	Book 22
/ur/ ur ir* /or/ or aw* /eer/ ear eer* /air/ air are*	Phase 5	Book 23
/s/ s ce* /e/ e ea* /u/ u o* -ed /d/ /t/	Phase 5	Book 24

Now your child can read...					
Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
Oxford Level 4 Cooking for Mum (CVCC/Partner Text) Wind Rocket (CVCC) Carrot in a Spin (CCVC/Partner Text) The Swimming Contest (CCVC) Back to the Trees (CCVCC/Partner Text) The Deer and the Snail (CCVCC/Partner Text) Food Hunt! (CCVCC) In the Big Tent (CCVCC)	Oxford Level 4 The Crab Dragon No Tricks, Gran! The Lost Chimp Painting the Loft Green Planet Kids Crunch!	Oxford Level 4 Hans in Luck The Foolish Fox Three Rocks Tom, Dad and Coli	Oxford Level 4 Animal Tricks Fantastic Plants and Animals My Dinosaur Zoom In Tree Town The Missing Bone	Oxford Level 4 The Dinosaur King The Lark and the Owl The Mummy Chase Planet Cake Scoop's Ups and Downs Pip, Lop, Mip, Bop and the Stuck Star	Oxford Level 4 The Mosaic Trail Mosaic Art The Stinky Plant Plants for Dinner A Dress for Biff Dressing Up

Level 5

Oxford Level 5 / Phase 5: alternative spellings and pronunciations

Floppy's Phonics teaching progression			
Alternative spellings		Alternative spellings	
/ai/ ai ay eight ey a a-e ae ea /ee/ ee e y ey ea e-e ie	Book 25	/ur/ ur ir er ear (w)or /u/ u o ou our /ar/ ar a al	Book 31
/igh/ igh i y ie i-e /oa/ oa ow o oe o-e ough eau	Book 26	/zh/ s si ge /w/ w wh u /ff/ f ff ph gh	Book 32
/s/ s ss se ce c(e) c(i) c(y) sc st /e/ e ea	Book 27	Alternative pronunciations ch /ch/ /k/ /sh/ ie /igh/ /ee/ ow /ou/ /oa/ a /a/ /ai/ /oi/	Book 33
/yoo/ ue u ew u-e eu /oo/ oo u-e o u -ough ue ew ui u	Book 29	/ch/ ch tch /chu/ ture /sh/ sh ch ti ci ssi sci /g/ g gu gue gh	Book 34
/oi/ oi oy /oul/ ow ou ough /or/ or our aw au al ar	Book 30	/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 /or/ or ore our oor oar aw al augh ough	Book 36

Now your child can read...					
Fully decodable: aligned to Letters and Sounds phases			Phonically-based reading: aligned to Letters and Sounds phases with a controlled number of taught context words		
					
Oxford Level 5 Scruffbag (Partner Text) Too Much Piel! Mr Midew and the Duke (Partner Text) The Case of the Missing Whisk Digging into the Past (Partner Text) The Bell Monster (Partner Text) Wild Art Spotted!	Oxford Level 5 The Gale Please Do Not Sneeze The Missing Crystal Rowing Boats Mr Scroop's School The Haunted House	Oxford Level 5 Jack and the Beanstalk The Magic Paintbrush The Moon in the Pond Oh, Jack!	Oxford Level 5 Robot Zoo Bird Sounds Erik's Viking Adventure Can Fish Fly? One Potato, Two Potatoes Ants	Oxford Level 5 Pip, Lop, Mip, Bop and the Bumbles The Festival of Colours Sometimes Mum is Silly! The Night Knight Snoot's Birthday Surprise Tomorrow Never Comes	Oxford Level 5 Highest Mountain, Deepest Canyon Camel-Back Mountain Map, Compass, Explore! The Treasure Map Beast Feasts The Strange Beast