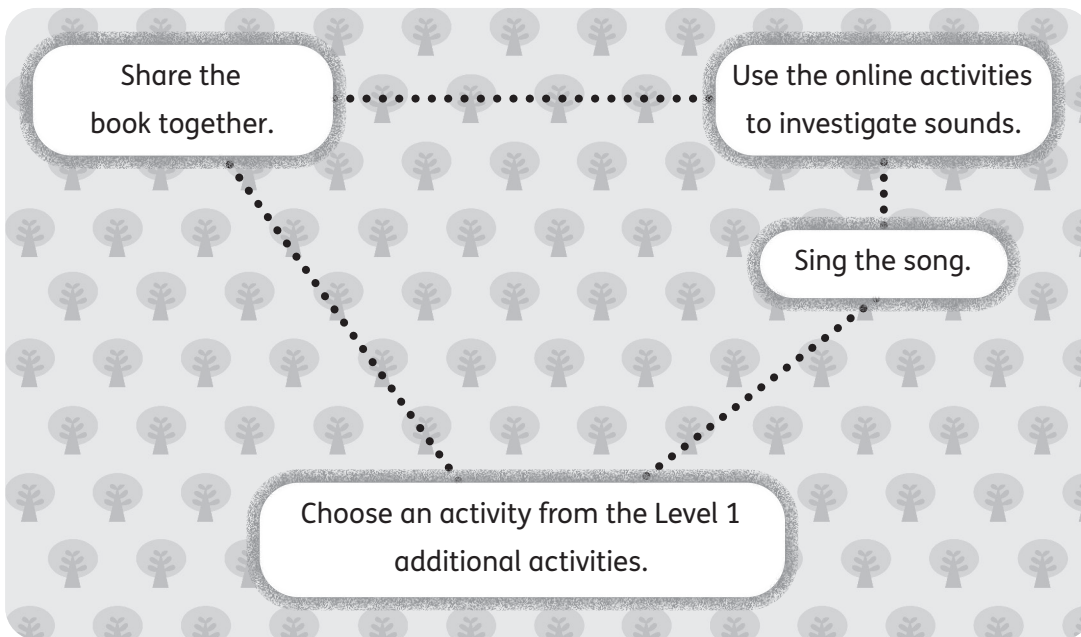


Teaching Sequence flow charts

Level 1



Use the online Book-by-Book plan to assist your teaching sequence. You can share the *Sounds Book* together, and encourage children to participate in various activities relating to the book.

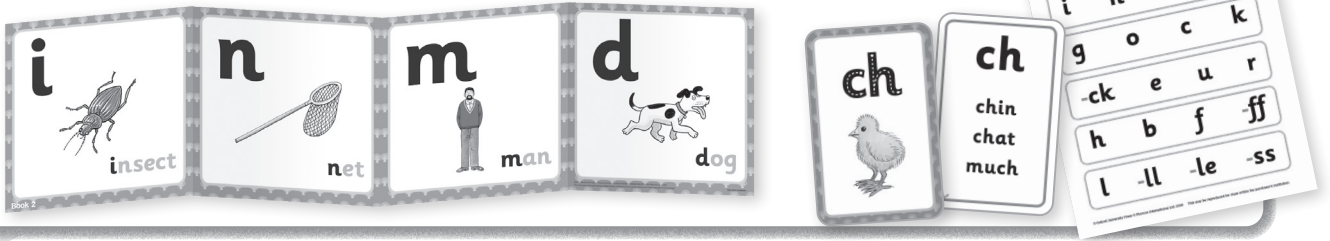
For six of the Level 1 books, there are also songs and interactive activities on *Floppy's Phonics Online*, as well as additional activities listed in *Teaching Handbook 1*. These books are listed below:

- *At the Farm*
- *At Home*
- *Fun at School*
- *Out in Town*
- *At the Park*
- *At the Match*

Levels 1+ to 3

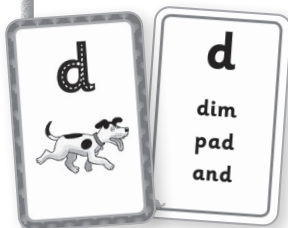
1. Revisit and Review

- Revise sounds and graphemes using the *Flashcards*, *Frieze* and *Say the Sounds* Posters. (The Posters are in the *Teaching Handbooks* and *Activity Books*.)



2. Teach

- Teach the focus sound and grapheme using the *Flashcards* and *Floppy's Phonics Online*.



3. Practise

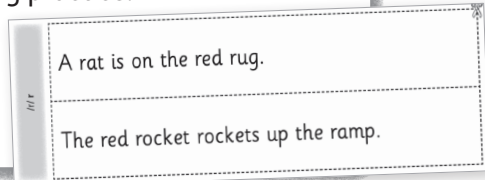
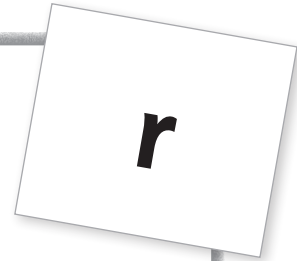
- Practise new and revised sounds and graphemes with the *Sounds Books* and the *Activity Sheets* or *Activity Books*. (The *Activity Sheets* are in the *Teaching Handbooks*.)



4. Apply

After each focus sound and grapheme:

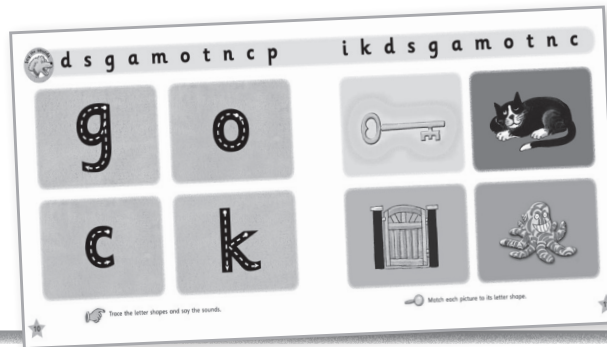
- Use the Cumulative Texts for reading practice. (The Cumulative Texts are in the *Teaching Handbooks* and on the 'Practise your reading and writing' pages in the *Activity Books*.)
- Use the Grapheme Tiles (in *Teaching Handbook 1*) for spelling practice.



5. Consolidate

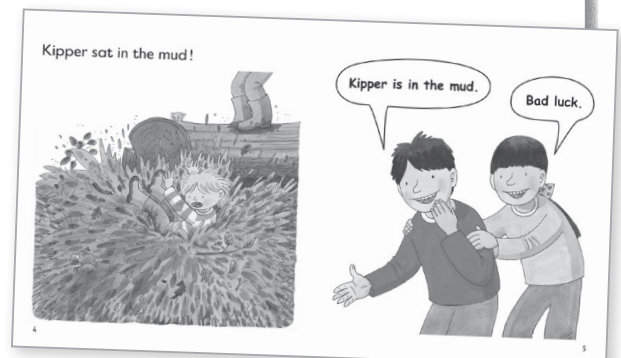
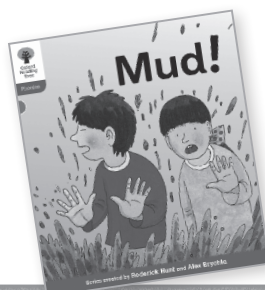
After each set of three or four sounds and graphemes:

- Use the *Sounds Books* for revision 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

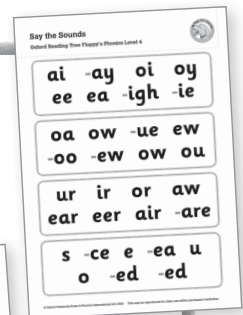
- After completing each Oxford Level of the *Sounds Books* practise reading with *Floppy's Phonics* decodable readers.



Levels 4 and 5

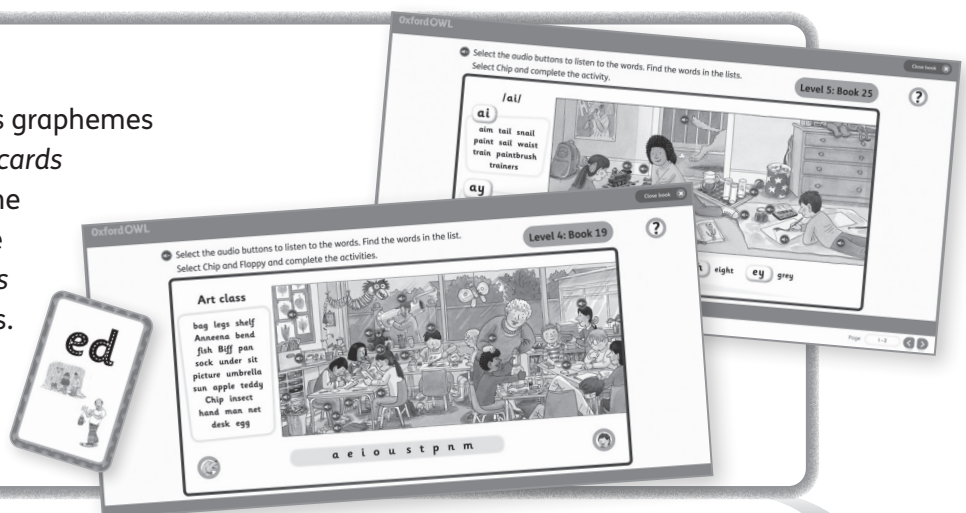
1. Revisit and Review

- 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*).



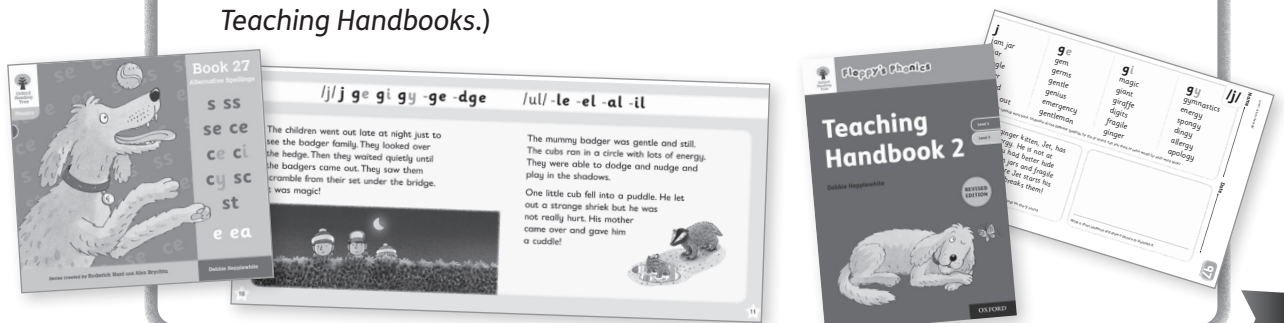
2. Teach

- 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*.)

/f/ ge -dge

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

I shall arrange for six sponges to be given to Wilf 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.

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

Wilma had a passion for fossils. She had pictures of a fish fossil, a shell fossil and a plant fossil in her special scrapbook.





Wilma's dad took her on a fossil adventure. They went to a special beach, which had lots of fossils in the cliff.

Wilma and her dad found a good position and made a notch in the cliff. Then they began to scratch away.

Soon they found a sharp, black stone. Wilma guessed it was a fossil of a creature from the past. She got out a brush and brushed the soil away.

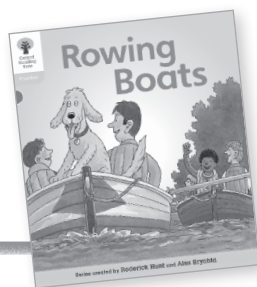
Soon she could see the sharp point of a shark's tooth! "Wow!" she said. "A shark tooth fossil!"



12 Say the words. Identify the sounds. Spell the words.

6. Read

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



"Too late!" said Joe.
The boat was floating away.

Roy tried to catch the boat, but he fell in, too.

