Floppy's Phonics
Teaching Programme

Teaching the Helpful Words in *Floppy's Phonics*

Some common or high-frequency words which are useful for early reading and writing include letter/s-sound correspondences that are unusual or simply have not yet been taught through the phonics programme. In *Floppy's Phonics*, these are called Helpful Words. These words should be given extra attention and the unusual part pointed out.

Teach the Helpful Words alongside the new letter/s-sound correspondences in a Sounds Book. Encourage children to identify any letter/s-sound correspondences that they already know and help them to identify the part of the word that is unusual or that they don't know yet. Provide the sound linked to the new or unusual grapheme in the word. Children should sound out and blend the word, using the correct pronunciation of the tricky part.

Practise reading and writing the words separately and in sentences and they will soon become familiar. In addition, display the *Floppy's Phonics* Helpful Words Poster in your classroom for ready-reference.

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On *Floppy's Phonics* Online you will find printable versions of the Helpful Words, organised by Oxford Level. These include common words with unusual spellings or that contain letter/s-sound correspondences which have not been taught yet (including the tricky words listed in Phases 2–5 of the Department for Education's framework, Letters and Sounds 2007). They also include some common words that are decodable when introduced in the programme but are worth children becoming familiar with as they will encounter them regularly.

Print off the Helpful Words when they are needed. The tables below shows where to introduce the words according to their inclusion for practice in: *Floppy's Phonics* Cumulative Texts; the captions, sentences, poems and texts in the back of the *Floppy's Phonics Sounds Books; Floppy's Phonics Decoding Practice*. They will also be useful for any incidental teaching and wider reading and writing in the curriculum.

There are thousands of words in the English language, and no phonics programme can supply teachers with all the words they may commonly, or usefully, encounter in children's wider reading and writing. It is very important that teachers appreciate the need to highlight any additional useful words on their main phonics and spelling display board as required. On *Floppy's Phonics* Online you can now find printable, blank templates to write any additional words that are helpful for your display board.

Helpful Words (non-decodable) and where they are introduced

This chart lists those words that are non-decodable at the point they first appear in *Floppy's Phonics*. They may become decodable later in the programme.

Oxford Level	Sounds Book*	Helpful Words
1+	2	I
	4	the to
	5	of
	6	into no go
2	7	she we he
	8	you
	9	was they all
	10	me her
3	13	are again
	15	be

Oxford Level	Sounds Book*	Helpful Words
4	19	said
	20	like so do
	21	some come were
	22	one what
5	25	their asked does Mrs
	26	where called shoes people
	27	two our
	28	could should would
	29	who oh Mr
3	13	are again
	15	be

*Sounds Books not listed here have no additional Helpful Words to be introduced.

Letters and Sounds (2007) High-Frequency Tricky Words Phases 2–5

Phase Two: the to I no go into
Phase Three: he she we me be was you they all are my her
Phase Four: said have like so do some come were there little one when out what
Phase Five: oh their people Mr Mrs looked called asked could

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Helpful Words (all) and where they are introduced

This chart lists those common words which *Floppy's Phonics* includes as decodable Helpful Words (as well as the non-decodable ones). It's useful to consider where these first appear in the programme to understand how to approach them. For example, 'mother' and 'brother' could be considered tricky words at first glance, but when you consider that these are actually introduced alongside the grapheme 'o' for /u/ (as in onion) in Book 24, then you can be confident that children will able to access these without any problems.

Oxford Level	**Sounds Book***	**New GPCs introduced**	**Helpful Words to be taught**	**Decodable Helpful Words**
Level 1	Book 1	s a t p		
	Book 2	i n m d	I	
	Book 3	g o c k		
	Book 4	-ck e u r	the to	ten
	Book 5	h b f -ff	of	off
	Book 6	l -ll -le -ss	into no go	little
Level 2	Book 7	j v w	she we he	seven
	Book 8	-x y z	you	six
	Book 9	-zz qu ch	was they all	
	Book 10	sh th -ng	me her	
	Book 11	-dge -ve wh		have when which
	Book 12	-cks -tch -nk		
Level 3	Book 13	ai ee -y -igh -y	are again	my why sky three
	Book 14	oa oo		too look
	Book 15	ar or ur	be	
	Book 16	ow oi ear		
	Book 17	air er		sister
	Book 18	-ue -ure -ture		
Level 4	Book 19	*n/a*	said	
	Book 20	*n/a*	like so do	
	Book 21	-ay ea oy -ie	some come were there	
	Book 22	ow -ew ou	one what	out
	Book 23	ir eer aw -are		
	Book 24	-ce /u/ o /e/ -ea -ed /d/ /t/		mother brother looked

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Oxford Level	Sounds Book*	New GPCs introduced	Helpful Words to be taught	Decodable Helpful Words
Level 5	Book 25	/ai/ eigh -ey a a-e -ae -ea /ee/ e -ey e-e -ie	their asked does Mrs	eight
	Book 26	/igh/ i -i-e /oa/ o -oe o-e -ough -eau ou	where called shoes people	cry try goes five nine liked
	Book 27	/s/ -se c(e) c(i) c(y) sc- st-	two our	
	Book 28	/j/ g(e) g(i) g(y) ge dge /ul/ el al il	could should would	
	Book 29	/yoo/ u u-e eu /oo/ u-e -o -ou -ough -ui -u	who oh Mr	
	Book 30	/ou/ -ough /or/ -our au -al (w)ar (qu) ar	because	four ball small call
Level 6	Book 31	/ur/ ear (w)or /u/ ou -our /ar/ a al		father ask
	Book 32	/zh/ -s -si -ge /w/ -u /f/ ph -gh		
	Book 33	ch /k/ /sh/ (w)a /o/ a(lt) /o/		
	Book 34	/sh/ ch -ti -ci -ssi -sci /g/ gu -gue gh		
	Book 35	/eer/ -ere -ier /air/ -ear -ere /n/ -nn kn gn /r/ -rr wr rh		here
	Book 36	/m/ -mm -mb -mn /k/ qu -que /or/ ore -oor -oar -augh -ough		

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