

# Suggestions for how and when to use Floppy's Phonics books

**How often to read:** It is important that children read, and they are read to, daily and multiple times a day to provide plenty of reading practice, to grow their spoken language, and to provide a rich experience of the world of books.

As children are learning to read and building their fluency and confidence, encourage them to read decodable books as often as possible, as well as having books read to them, and *sharing* the reading of books that are beyond their reading level. This will widen their vocabulary, introduce them to the world of literature and its rich variety, and show how enjoyable reading can be.

*Floppy's Phonics* books provide reading practice, vocabulary enrichment and enjoyment at each stage of children's learning as they experience success and realise that plenty of practice improves their reading. Each book can be read more than once. This is particularly important for those children who need extra practice to secure their decoding skills *along with* comprehension of the contents. Once children understand what they're reading and can read the text with increasing fluency, they will learn to enjoy their capacity to read *independently* and want to read more.

Strand of books	When to use them	How often to use them	Notes
<b>Floppy's Phonics Cumulative Texts</b>	Use for reading, spelling and writing for every letter/s-sound correspondence introduced in the FP programme.	As per instructed in the programme which is for every 'teaching and learning' sequence.	FP Activity Sheets and Cumulative Texts provide a huge amount of phonics matched application and practice. They also provide ample 'revisit and review' in school and, if possible, at home.
<b>Floppy's Phonics Sounds Books</b>	These are teaching and learning books to be used in class as part of the full FP programme's 'teaching and learning' sequence.	As per instructed in the programme. In addition, use them liberally with children who are slower to learn and need smaller group practice and additional daily use for embedding learning.	These provide cumulative phonics matched words, and chunked captions, sentences and texts as part of the FP programme.  [Later levels build up children's knowledge of spelling word banks.]
<b>Floppy's Phonics Decoding Practice</b>	To be used in class and/or at home for independent reading.  Use them at the end of each set of letter/s-sound correspondences (after every two weeks of learning).  Although these are described as for independent reading, adults need to support as required.	Read each book more than once, especially for children who need extra practice: First time reading – for decoding practice by the child at first, then re-read and talk about the contents and any new words for language comprehension (in the same session).  Additional practice builds fluency, confidence and embeds new words.	Ideally, at least the first read should be in school. Re-reads could be at home and/or in school as required.  Be aware that different children may need more, or less, practice – use professional discretion according to need.
<b>Floppy's Phonics Fiction</b>	To be used in class and/or at home for independent reading.  Use them at the end of each level of phonics learning.	As above	Depending on your school's reading policy, you may use these books for Group/Guided reading as well as independent reading.
<b>Traditional Tales</b>	To be used in class and/or at home for independent reading.  Use them at the end of each level of phonics learning.	As above	As above

N.B. Don't forget to refer to the inside cover notes of each book for specific advice on reading the books with children.