



Phonics Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of phonics across the school.

1.2 The school's Phonics subject leader is Miss Nicola Bleasby.

1.3 The school's Phonics link governor is Alison Russell

2. Aims and objectives

2.1 Intent

We acknowledge and celebrate that each child is unique and that they learn in different ways. At Croft school, we provide an engaging, interesting and creative learning experience that allows children to develop their knowledge, skills and abilities to their full potential. We understand that successful reading teaching is key to success in all other areas in the curriculum. We have high expectations for all children, ensuring no child is left behind. We aim to ensure all children, even the lowest 20%, can make expected or above progress in reading.

Our core aims are to provide a phonics and early reading curriculum that:

- All children are skilled readers who develop a comprehensive understanding of words, language and texts
- Ensures all children make speedy progress in phonics and ready progress regardless of their ability & background
- Promotes a love of reading

Whilst also encouraging children to be:

- Independent
- Perseverant
- Respectful

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be competent readers who are confident, knowledgeable, skilful and resilient.

2.2 Implementation

Phonics at croft is implemented through the 'Letters and Sounds' phonics scheme. Lessons are taught daily from Reception to Year 2 and are consistent across the school. Lessons follow the same structure of revisit/review, teach,

practise/apply and revise. Staff use the same vocabulary, resources and teaching mantras consistently. There are key expectations for each year group and interventions are put in place for those children that fall behind or the lowest 20%.

2.3 Impact

Our Phonics curriculum ensures that all children make good, or better, progress in phonics regardless of their age, gender, ability or background.

Our pupils will:

- get off to a good start in the EYFS completed phase 4 phonics by the end of the Reception year.
- develop into skilled readers who develop a comprehensive understanding of words, language and texts
- make speedy progress in phonics and ready progress regardless of their ability & background, including the lowest 20%
- develop a love of reading so that they can read for purpose and for pleasure.

Our pupils are continually growing as independent, perseverant and respectful learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work in year group groups in a structured, consistent and fast-paced way. Children are encouraged to practise and apply their phonics skills in a number of different ways.

These include:

- applying and practising blending
- applying and practising segmenting skills
- applying their knowledge of phonemes in writing
- opportunities to read and re-read *phonetically appropriate books*
- comprehension skills
- fluency skills
- prosody skills
- group reading skills
- independent reading and writing skills

4. Curriculum Design

4.1 Curriculum

- Systematic synthetic phonics is taught using the Letters and Sounds programme throughout reception and KS1. This is used to ensure the pupils are taught new phonemes in a particular order using the four-part lesson format: revisit/review, teach, practise/apply and revise. Whole-class year group teaching takes place on a daily basis.
- A new sound is taught daily using flashcards and some interactive resources. Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning. Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound/word.

4.1.2 Phonics connections

- Phonics does not stand alone at Croft. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.
- Sounds should be revisited and reviewed throughout the school day for example when lining up for lunch and home times
- Phonics to be revisited within English and topic lessons, for example pointed out a sound learned that day

4.1.3 Individual reading

At Croft we have put great thought into the organisation of our reading books.

- Individual and group reading books in the EYFS and KS1 progress according to their sound content. Each book is placed into a phase corresponding with the Letters and Sounds phonics programme used in school. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers.
- The books are changed on a Tuesday and Friday. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their three reading sessions in school: decoding, fluency and comprehension. We want the child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Parents meetings through the year share how this can be done effectively at home.

4.1.4 Group reading

- In order for pupils to apply their phonic knowledge, they read in small groups, with an adult, three times a week. At Croft, we create an ethos whereby books are enjoyed and the pupils are enthusiastic about their learning. The children are grouped based upon their current phonic knowledge. The class teacher carefully selects the book. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading. **See appendix 1 and the below table.**
- Before we open the book, staff/pupils will: read the graphemes that will be covered in the book, look at the common tricky words and remind the pupils about what they say and make a connection with the book: have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?
- Children will be asked to answer, prove and then explain their answers (APE) 'reading owl' cards will be used to support the focus of the reading lesson.

Reception	Year 1	Year 2
Letters & Sounds phonics programme		
Daily (30 minutes +)		
Small group reading sessions		
3 times a week		
	Whole class reading lessons	
	1 times a week	1 times a week
Individual reading books		
Daily at home (20 minutes)		
Story time		
Daily 20 minutes		

4.1.5 Promoting a love of reading

To develop a love of reading, we promote high quality texts during daily English lessons and 'story time'. Each year group/class has a box with recommended books for that age group.

Adults will:

- Plan a bank of high quality stories which will be read over the course of the half term
- Teach new vocabulary in the context of the story

- Use story time as a time to develop pleasure in listening to stories, not an extra “comprehension” time
- Choosing the right book: a book elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest, has a strong narrative, extends vocabulary (but not too many new words at once), connects with something they know / we’re teaching, has intriguing illustrations
- **Before reading aloud to the class, the adult reading:**
 - plans the voice they will use for the narrator and each main character
 - decides how they will use expression—including pauses to build anticipation, considers the asides they will use to show their reactions—facial expressions and quick comments
 - plans how to give meaning to new vocabulary—a short explanation or how to vocally colour a word to give it meaning
 - decides the special emphasis they will give to the “favourite phrases”.
- The same book is read a number of times to build familiarity and understanding. Once the book has been used in story time, it goes into the **class library** for children to borrow and “read” for themselves.

4.1.6 Interventions

Interventions occur daily for those children who need more support with their phonic understanding. The main interventions used through school are called ‘Win it’ and ‘Mix it up’ along with ‘GPC Chart’ where necessary see **appendix 2**. Interventions:

- last no more than 5 minutes and are conducted in a quiet and clear space, distractions must be kept to a minimum in order for the intervention to be as effective as possible
- Teacher talk is kept to a minimum, this ensures the child is solely focussing on their phonics understanding and nothing else.
- Modelling is key to all interventions; this means little discussion is needed. Children are expected to mirror what has just been shown.
- All these interventions are conducted on a one to one basis.
- Y5/6 reading ‘buddies’ are trained to read with the YR/1/2 lowest 20% of pupils/pupils who do not read at home

4.2 Content

Early Years Foundation Stage

In nursery children cover phase 1 of the letters and sound scheme. Sounds from phase 2 are also introduced to nursery 2 pupils.

Phase 2 phonics teaching starts as soon as the pupils start full-time in reception (second week). Phase 2 introduces 24 phonemes and we teach 4 a week. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters. Phase 1 is ongoing through reception mainly in our provision areas.

We then move on to teaching phase 3 which introduces more new sounds, most of which are digraphs and trigraphs. By the end of phase 3, the pupils will know one way of writing down each of the 44 phonemes.

Once the pupils are secure in applying phase 3 sounds, we begin teaching phase 4. This continues to consolidate phase 3 phonemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC.

Key stage 1

In Year 1, pupils continue their phonics learning as soon as they arrive, usually recapping the phase 3 digraphs and trigraphs. Phase 5 phonics is then taught from Autumn 2. Phase 5 phonics must be covered by the end of the Spring term to ensure they have consolidation time before the screening check in June.

Consistency is extremely important in our school. All resources, sound mats and flashcards are the same in all classes to ensure children are solely focussing on their phonic understand with little distraction. Interventions that take place also use the exact same resources.

In Year 2, children will begin by recapping phase 5 then moving onto phase 6. Children will also follow the schools *rising stars* spelling programme.

Key stage 2

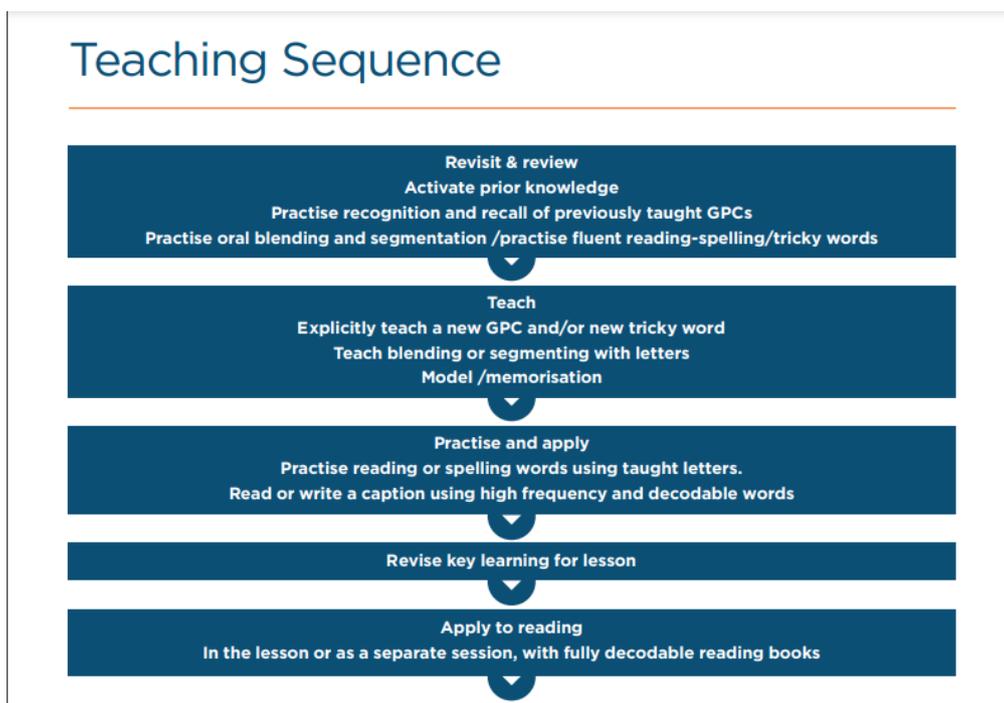
If phonics teaching is still needed in KS2 it will continue until children become fluent and confident with phase 2-5 phonemes. Children will also receive 1-1 interventions to develop individual gaps within their learning.

4.3 Curriculum Organisation

The Phonics curriculum has been organised following the Little Wandle letters and sounds scheme. The subject leader has developed a progression map and year group long term plans to ensure organise and coverage within phonics (**appendix 3 & 4**) The subject leader has developed a key terminology document for staff (**see appendix 5**). This vocabulary should also be shared with pupils during teaching.

4.4 Planning

Using the phonics long-term map phonics should be taught in nursery and reception daily. In KS1 phonics is taught x4 days per week with x1 day a spelling session. The lessons should be taught following the Little Wandle letters and sounds programme using letters and sounds teaching sequence – see diagram below. **See appendix 6** for activities that are used to plan for each phase.



However, phonics should not stand-alone and should be referred to throughout the school day. Flash cards containing phonemes/words/tricky or HFW should be used at transition periods such as lining up for lunch and at home time. Phonics sounds learned should also be referred to in English and reading sessions.

5.1 Teaching

5.1.1 Teaching should ensure consistency through

- Correct use of terminology – appendix 3

- Correct pronunciation
- Pace
- Structure of the lesson
- Progression through the phases

5.1.2 Resources, strategies & mantras are consistent across year groups

- Oral blending – robot arms, rub hands together
- Blending – sound buttons and left to right ‘whoosh’
- Segmenting – phoneme fingers
- Start of the lesson begins with ‘are you ready’ or flash cards if IWB is not available
- Using ‘copy me’ when blending phonemes
- Using ‘I say you say’ for instructions
- Resources (flash cards, GCP charts to be consistent)

5.1.3 CAPS ON Ensure high quality teaching reaches all learners “Thinking CAPS ON!”

- Connections – connecting with prior learning, reading and writing
- Attention - eyes on the teacher, engaged
- Practise – new words with known graphemes, opportunities throughout the day to practise not just in phonics, overlearning
- Structure - review, teach, practise/apply, revise, children know what is coming
- Ensure teachers are enthusiastic and focused on the phonic goal
- Ensure children are actively involved and well-motivated
- Place a spotlight on the lowest 20%

5.2 Lessons

High quality phonics teaching involves all mentioned in the above two sections. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same; however, teachers will always they follow the same 4-point structure of revisit-teach-practise/apply, review as noted previously and will ensure:

5.2.1 All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.

5.2.2 The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.

5.2.3 Staff are always ready for pupils as soon as they enter the room with work and resources prepared.

5.2.4 Learning objectives and key vocabulary are visually shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.

5.2.5 Phonics lessons always begin with ‘Are we ready?’ revisiting previously learned phonemes. Thinking about the GPC children have learned previously and are selective with these.

5.2.7 Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.

5.2.8 Learning is pitched to meet all children’s needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.

5.2.9 Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning.

5.2.10 Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.

5.2.11 Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.

5.2.12 Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.

5.2.13 There is a school expectation that pupils work in silence when working independently and that pupils raise their hand if they would like to speak and not 'shout out' or get out of their seat to get an adult's attention. Staff ensure that that this always happens.

5.2.14 Staff do not accept poor standards of handwriting and spelling in phonics. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons conclude with a review activity where the learning point of the lesson is reviewed, children are shown a word with the new grapheme, the recapping a tricking word and teachers check the learning has 'stuck'. This could be revisited throughout the day e.g. before lunch, at home time.

5.3 What resources are available?

The phonics the subject leader is responsible for planning, ordering, managing, organising phonics resources. The basics include: phonically decodable books for all 6 phonics phases, phonically decodable guided reading books for all 6 phonics phase, flash cards which as consistent across all classrooms, GPC chart in all classrooms & fully functioning interactive whiteboards in all classrooms.

*letters and sounds are bringing out resources in the near future, which the subject leader will look into

There is an annual resources budget available for the subject leader of .

6. Assessment

6.1 Formative assessment and feedback

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Intervention will be put in place quickly to prevent children falling behind the programmes pace.

6.2 Summative assessment

Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words (**appendix 7**). This is then inputted into the schools ***data tracking system***.

7. The role of pupils

7.1 Our pupils will:

- try hard and persevere with their learning
- work hard to pronounce sounds correctly
- enjoy reading their phonics book at home
- show engagement and focus within lessons
- model positive attitudes to learning

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning. They will:

- Implement the school's phonics Teaching and Learning Policy rigidly to ensure consistent practice across the school.
- Model an enthusiasm for phonics.

- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition.
- Ensure that pupils are taught how to organise and effectively manage their learning independently.
- Plan lessons that consider prior attainment, individual learning needs, different learning styles in order all students can access the curriculum and make at least good progress.
- Use questioning styles to stretch and challenge students.
- Keep up to date with their phonics subject knowledge and pedagogical approaches to learning.
- Be acutely aware of students who are not making progress in phonics and plan timely interventions to ensure that good progress is made.

8.2 The phonics subject leader is responsible for the overall leadership and management of phonics across the school. They will:

- Maintain an effective phonics subject leadership file.
- Create and implement an annual phonics action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of phonics (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews)
- Maintain phonics teaching and learning monitoring records.
- Maintain a termly updated phonics One Page Leadership Summary.
- Ensure that the school's phonics Teaching and Learning Policy and subject information on the school website are accurate and up-to date.
- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in phonics.
- Access and record phonics CPD and maintain personal subject knowledge and skills.
- Have high expectations of themselves within the role of phonics subject leader and of others in the implementation of the phonics Teaching and Learning Policy.

9. The role of the phonics link governor.

9.1 The phonics link governor will support, monitor and review the phonics Teaching and Learning Policy.

In particular they will:

- Monitor the effectiveness of the school's phonics teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the phonics subject leader.

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn to read. We expect that parents will be supportive of the implementation of the school's phonics teaching and learning policy

10.2 Support children by reading to them and with them at home

10.3 Attend phonics workshops and read information sent out about phonics by the school

10.4 Work with parents to support them to keep up to date with phonics knowledge sent out by the school and pronounce sounds correctly.

11. Digital Learning

11.1 The use of technology to support pupils' learning is a high priority in school. Increasingly jobs are becoming more dependent on employees using technology to work more effectively with technology. At Croft we recognise the need this creates for us to help pupils develop technological skills.

11.2 In KS2 we will allow all pupils to have access to a tablet. KS1 will have access to one between two.

11.3 Tasks that can be completed on these tablets:

- Research
- Accessing websites
- Screen sharing capabilities to support pupils work
- Screen sharing capabilities to give children live feedback within a lesson
- Support with spellings

- Access to online dictionaries
- To complete class work set on Seesaw
- To share work with home on Seesaw easily
- To have access to books and stories
- To create films
- To create posters
- Using Augmented Reality apps
- Educational games
- Whole class quizzes
- Work handouts to be available on the tablet

11.4 Work produced on iPads will be expected to be of the same quality of work produced in books. Presentation of core and non-core work must remain formal with no use of Emojis and drawings unless pupils have been directed to do so.

11.5 Where Learning Journals are completed on Seesaw these must be assigned as activities. This means monitoring can be done through the calendar function on Seesaw.

11.6 The ways children can respond to work digitally are:

- Write in books and take photos of work
- Write on whiteboards and take photos of work
- Voice Recordings
- Screen Recordings
- Peer to peer interviews
- Screenshots
- Text
- Peer Text (#TAG)
- Videos

11.7 Screen Time must be monitored carefully. Pupils should be spending no more than 30 minutes on a tablet completing a task without an extended break. Lessons where pupils are using tablets to look at a handout can last for up to 1 hour as pupils will only be referencing the tablet while writing in their books.

11.8 Pupils will be made aware of the taking of photos on their tablets, it must be done with other people's permission. This is acceptable with the direction of the teacher and can be shared on Seesaw (if we have the child's permission)

11.9 At times pupils may be given the opportunity to partake in discussions on Seesaw. Pupils can use an informal tone of writing in their comments, this will be taught to them explicitly and support their learning of different levels of formality depending on purpose and audience. Pupils must not use abbreviations and any post containing them will not be approved. Pupils will be reminded of constructive feedback before these sessions.

Appendix 1 Group Reading

Read 1 Monday	Decoding the book Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2 Tuesday	Reading for speed / fluency/ prosody This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.
Read 3 Wednesday	Comprehension This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?

Appendix 2 Interventions

Win it

For those children who cannot remember their individual sounds.

- Identify a few sounds that the child knows and choose one they do not know yet.
- Place your finger on the card and trace the letter while saying the sound. It is important that the child sees the adult looking closely at the sound in order to be able to identify what it is.
- Once the adult has modelled this, slide the card across to the child asking them to have a go. Repeat this twice.
- Once complete, place the card second in the pack, and go through the flashcards.
- If the child gets the sound right, next time move the card further back in the pack. If the child gets it wrong, repeat the first step again.

Mix It Up

For those children who struggle to blend accurately.

Have a planned list of words appropriate to the phase that contain graphemes that the child knows fluently – no more than three or four.

- Make a word using the sound cards e.g. c—a—t. Place your finger under each sound, say the sound and then swipe your finger from left to right saying the word.
- Push the cards across to the child and ask them to have a go. Repeat this again.
- Once complete, mix the 3 cards up and model the thinking process to spell the word cat.
- Select the correct grapheme and recreate the word 'cat'. Push the cards across to the child, mix them up and ask them to have a go.
- Next, pick up all the cards and complete the process again . Give the cards to the child for them to have a go.

GPC Chart

Use the assessment to identify the missing graphemes within the phase. Choose one grapheme to focus on per day. Then make a grapheme chart tailored to the individual child.

- Write the unknown graphemes at least twice per row in the chart.
- Add in 3 graphemes that the child does know.
- Show the unknown grapheme on a flashcard and trace the sound whilst saying the sound.
- Now show the child where this is on the chart. Ask the child to repeat this, point to the same grapheme in different places on the chart.

Appendix 3 Progression Map

Croft C of E Phonics Progression Map 2021 - 2022

Phase One provision ongoing	Reception	
	Autumn One	Phase 2
	Autumn Two	Phase 3
	Spring Term	Consolidate Phase 2 and 3
	Summer Term	Phase 4 (start phase 5 if ready)

Phase One provision ongoing	Year One	
	Autumn One	Recap phase 3
	Autumn Two	Phase 4 Start phase 5 (continue recapping 3 and 4 for those who need it alongside introducing phase 5 sounds)
	Spring One	Phase 5 part 1
	Spring two	Phase 5 part 2
	Summer Term	Phase 5 part 3 and consolidation

Year Two	
Autumn One	Recap phase 5 part 1 and part 2
Autumn Two	Phase 5 part 3
Spring Term	Phase 6
Summer Term	Consolidation

Appendix 4 Long Term Maps

	Nursery 1	Phonemes	Tricky words	HFW
Spring	Phase 1			
Summer Term	Phase 1/2	S a t p i n		

	Nursery 2	Phonemes	Tricky words	HFW
Autumn 1	Phase 1	S a t p		
Autumn 2	Phase 1/2	i n m p g o c k c k e u r h b f f l l s s	I the	
Spring	Phase 1/2	i n m p g o c k c k e u r h b f f l l s s	I the no go	
Summer Term	Phase 2	i n m p g o c k c k e u r h b f f l l s s oral blending and segmenting	I the no go to into	in on it is

	Reception	Phonemes	Tricky words	HFW
Autumn 1	Phase 2	S a t p i n m p g o c k c k e u r h b f f l l s s	the to I no go into	a had an back as and at get if big go in him into is his it not of got off up on mum can but dad put (north)
Autumn 2	Phase 3	j v w x y z z z qu ch, sh, th, ng ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	he she we me be was you they all are my her	will see that for this now then down them look with too
Spring	Consolidation of phase 2/3	Rigorous assessment of strengths and weakness e.g. blending ai in multi syllabic words	As above	As above
Summer Term	Teach Phase 4 and start phase 5 if ready	CVCC CCVC CCVCC	said, have, like, so, do, some, come, were, there, little, one, when, out, what	went were it's there from like children so one just do help

	Y1	Phonemes	Tricky words	HFW
Autumn 1	Consolidate phase 3/4 for reading and writing	j v w x y z zz qu ch, sh, th, ng ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er CVCC CCVC CCVCC	the to I no go into he she we me be was you they all are my her said, have, like, so, do, some, come, were, there, little, one, when, out, what	will see that for this now then down them look with too went were it's there from like children so one just do help
Autumn 2	Phase 5 part 1 for reading Consolidate phase 3 and 4 for writing	ay, ea, ie, oe, ue ou, oy, ir, aw, ew au, ey, wh, ph a_e, e_e, i_e, o_e, u_e	oh, their, people, Mr, Mrs, looked, called, asked, could	don't day old made their I'm came by make time here saw house very about put (south) your
Spring 1	Phase 5 part 2 for reading (prefixes and suffixes no change to root)	Alternative pronunciations for graphemes: i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/ vision visual beige measure	water where who again thought through work mouse many laughed because different any eyes friends once please	don't day old made their I'm came by make time here saw house very about put (south) your
Spring 2	Consolidate phase 5 parts 1 & 2 for reading NC spelling objectives for Y1	k/nk ph wh tch ve	Y1 NC word list	don't day old made their I'm came by make time here saw house very about put (south) your
Summer Term	Consolidate phase 5 parts 1 & 2 Phase 5 part 3		Y1 NC word list	don't day old made their I'm came by make time here saw house very about put (south) your

	Year 2	Phonemes	Tricky words	HFW
Autumn 1	Phase 5 parts 1 & 2	See Y1	Oh their people Mr Mrs looked called asked could	don't day old made I'm came by make time here saw house very called about put (south) your
Autumn 2	Phase 5 part 3	See Y1	Oh their people Mr Mrs looked called asked could	don't day old made I'm came by make time here saw house very called about put (south) your
Spring	Phase 6 Spelling programme	Suffixes Past tense Long words	NC Y2 word list	NC Y2 word list
Summer Term	Consolidation Spelling programme		NC Y2 word list	NC Y2 word list

Appendix 5 Terminology

<p>Phoneme The smallest unit of sound in a word – often referred to as “a sound”</p>	<p>Grapheme A letter (or sequence of letters) that represent(s) a phoneme</p>	<p>Grapheme-phoneme correspondence (GPC) The match between a phoneme and a grapheme</p>
<p>Blending Say individual phonemes, put together to make a word</p>	<p>Oral blending Say phonemes in the word and blend in your head or out loud</p>	<p>Segmenting Breaking words or parts of words into phonemes</p>
<p>Multi-syllabic word A word with more than one syllable</p>	<p>Digraph A phoneme that is represented by two letters</p>	<p>Trigraph A phoneme that is represented by three letters</p>
<p>Split vowel digraph A digraph that is separated by one or more consonants within a word e.g. make</p>	<p>Adjacent consonants Consonants blended together when reading a word</p>	<p>Alternative graphemes Different representations of a phoneme in a word</p>

Appendix 6: Activities per phase

Overview of activities Phase 2

4 part structure	Overview of possible activities (approx. 1/2 for each)
<p>Revisit and Review</p> <p><i>More than just flash cards</i></p>	<ul style="list-style-type: none"> • Flash cards – MUST start every lesson in all phases with flashcards/ Are we ready? • Frieze (pg.53) • Fans (pg54) • Quick write letters/words (pg. 55) • Quick read words • Georgie’s Gym (pg. 55) <i>beginning phase 2</i> • Fastest finger – children quickly locate sounds on a chart • Count down – all children read words/write words with known graphemes rapidly together
<p>Teach</p>	<ul style="list-style-type: none"> • Teaching a new phoneme (pg. 51) • Teaching blending for reading (pg. 58) • Teaching segmenting CVC for spelling (pg. 62) • Teaching tricky words (pg. 64) • Two syllable words (pg.65)
<p>Practise/apply</p>	<ul style="list-style-type: none"> • Quick write words (pg. 62) • Practising reading CVC words with sound buttons and focus phoneme of the lesson • What’s in the box (pg59) • Matching words and pictures (page 60) • Full circle (pg.63) • Practising reading HFW (pg.65) • Reading captions/Writing captions - Pg 66/67
<p>Revise</p>	<ul style="list-style-type: none"> • What was our learning point? • Showing a children a word with the new grapheme • Recapping a tricky word • Check the learning has ‘stuck’ • Could be revisited throughout the day e.g. before lunch, at home

Overview of activities Phase 3

4 part structure	Overview of possible activities (approx. 1/2 for each)
Revisit and Review <i>More than just flash cards</i>	<ul style="list-style-type: none"> • Flash cards – MUST start every lesson in all phases with flashcards/ Are we ready? • <i>At this stage be selective with flash cards – not all phonemes learned so far – choose a selection each day</i> • Alphabet song pg.86 • Frieze pg. 89 • Quickwrite letters/graphemes pg. 90 • Fastest finger – children quickly locate sounds on a chart • Count down – all children read words/write words with known graphemes rapidly together pg.92 • Recap tricky words/HF words (pg.98)
Teach	<ul style="list-style-type: none"> • Teaching a new phoneme (pg. 85) • Two and 3 letter GPCS (pg. 87) • Teaching tricky words (pg. 97/99) • Two syllable words (pg. 100)
Practise/apply	<ul style="list-style-type: none"> • Sorting pg. 94 • Practising blending for reading with phoneme taught in the teach part of the session pg.91 • Practising segmentation for spelling (with phoneme taught in ‘teach’) pg. 88 • Reading captions – matching with the teacher pg. 101 • Sentence substitution pg. 92 • Shared reading – display a sentence, ask children to point out newly taught graphemes, tricky words, HFW read the sentence together pg. 103 • Drawing pg. 101 • I can books page pg. 102 • Yes/no questions pg. 103 • Demonstration writing pg.103 • Writing sentences pg. 103
Revise	<ul style="list-style-type: none"> • What was our learning point? • Showing a children a word with the new grapheme • Recapping learned tricky word from the session • Check the learning has ‘stuck’ • Could be revisited throughout the day e.g. before lunch, at home

Overview of activities Phase 4

4 part structure	Overview of possible activities (approx. 1/2 for each)
Revisit and Review <i>More than just flash cards</i>	<ul style="list-style-type: none"> • Flash cards – MUST start every lesson in all phases with flashcards/ Are we ready? • <i>At this stage be selective with flash cards – not all phonemes learned so far – choose a selection each day</i> • Frieze pg. 115 • Quickwrite letters/graphemes pg.116 • Fastest finger – children quickly locate sounds on a chart • Count down – all children read words/write words with known graphemes rapidly together • Recap tricky words/HF words pg. 125
Teach	<ul style="list-style-type: none"> • Teaching reading CVCC and CCVC words pg.116-117 • Teaching segmenting CVCC and CCVC words pg.118 • Teaching HFW pg.124 • Teaching to read tricky words pg.124 • Learning to spell tricky words pg.125 • Reading two syllable words pg.127
Practise/apply	<ul style="list-style-type: none"> • What's in the box pg.119 • Sentence substitution pg. 120 • Practising segmentation for spelling pg.122 • Quick write words pg. 123 • Matching with the teacher pg.128 • Drawing pg.128 • I can books pg.129 • Yes/no questions pg.129 • Shared reading – sentence displayed on the board with newly taught CCVC etc. word and tricky/HFW. Ask children to point out the words. Read as a group. • Writing sentences pg.130
Revise	<ul style="list-style-type: none"> • What was our learning point? • Showing children a CCVC. CVCC CCVC etc. word can they read it/tell you what it is? • Recapping learned tricking word from the session • Check the learning has 'stuck' • Could be revisited throughout the day e.g. before lunch, at home

Overview of activities Phase 5

4 part structure	Overview of possible activities (approx. 1/2 for each)
Revisit and Review <i>More than just flash cards</i>	<ul style="list-style-type: none"> • Flash cards – MUST start every lesson in all phases with flashcards/ Are we ready? • <i>At this stage be selective with flash cards – not all phonemes learned so far – choose a selection each day (phase 3)</i> • Frieze pg. 115 • Quickwrite letters/graphemes pg.116 • Fastest finger – children quickly locate sounds on a chart • Count down – all children read words/write words with known graphemes rapidly together (phase 3/4 words) • Recap tricky words/HF words pg. 147
Teach	<ul style="list-style-type: none"> • Teaching further graphemes for reading pg.140 • Teaching alternative pronunciation of graphemes pg.142 • Learning to read tricky words pg. 146 • Learning to spell tricky words pg.154
Practise/apply	<ul style="list-style-type: none"> • Practise recognition of graphemes in reading words pg.143 • Quick copy pg.144 • Sentence substitution pg.145 • Practising reading sentences (with newly taught grapheme) pg. 148 • Practising writing two/three syllable words with newly taught grapheme pg. 148 • Reading a sentence with newly taught grapheme and tricky words – children to point them out read as a group • Yes/no questions pg.148 • Choosing right answers pg.149 • Homographs pg. 149 • Phoneme spotter pg.150 • Best bet pg. 153 • Practising writing sentences pg. 155 – with newly taught grapheme from the teach section
Revise	<ul style="list-style-type: none"> • What was our learning point? • Showing children a word with taught phase 5 grapheme, can they read it/tell you what it is? • Recapping learned tricking word from the session • Check the learning has 'stuck' • Could be revisited throughout the day e.g. before lunch, at home

Overview of activities Phase 6

4 part structure	Overview of possible activities (approx. 1/2 for each)
Revisit and Review <i>More than just flash cards</i>	<ul style="list-style-type: none"> • Flash cards – MUST start every lesson in all phases with flashcards/ Are we ready? • <i>At this stage be selective with flash cards – not all phonemes learned so far – choose a selection each day (phase 5)</i> • Frieze pg. 115 • Quickwrite letters/graphemes • Fastest finger – children quickly locate sounds on a chart • Count down – all children read words/write words with known graphemes rapidly together (phase 5 words) • Recap tricky words/HF words pg. 147
Teach	<ul style="list-style-type: none"> • Teaching past tense pg. 176 • Learning how to add suffixes pg. 177 • Teaching spelling long words pg.181
Practise/apply	<ul style="list-style-type: none"> • Word sort pg.178 • Add race pg.179 • Clap and count pg.182 • Learning and practising spellings pg.185 • Learning words pg.187 • Application of spelling in writing pg.189 • Marking pg.190
Revise	<ul style="list-style-type: none"> • What was our learning point? • Showing children a word with the spelling rule which has been taught - can they read it/tell you what it is? • Recapping learned tricking word from the session • Check the learning has 'stuck' • Could be revisited throughout the day e.g. before lunch, at home

Funded by



Letters and Sounds Assessment

Name of child:

Date of assessment and colour of highlighting:

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Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	s a t p i n m d g o c k c k e u r h b f, ff l, ll ss	sat tap sap sat pat pan pin sit tip pit got pod cat can kit run sick deck red den hit hiss huff bill fun but
Phase 2 Tricky words	the, to, I, no, go	
Phase 3 Set 6 Set 7	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	jam van wet box yet zip fuzz quit chip shop thing rain sheep high boat book cool farm for hurt cow coin dear fair corner pure
Phase 3 Tricky words	he she we me be was no go my you they her all are	
Phase 4 (cvcc & ccvc)	bend mend hump bent damp spot spin trip glass track speck	
Phase 4 Tricky words	said, so have, like, some, come were, there, little, one do, when, out, what	
Phase 5	ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e	day out tie eat boy girl blue saw when photo new toe Paul make name these like home rule lane
Phase 5 Tricky words	oh, their, people, Mr, Mrs, looked, called, asked water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please	
Phase 5 (Part 2) Alternative pronunciations of graphemes	i fin find o hot cold c cat cent g got giant u but put	ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you
Phase 6	Continue on to spelling scheme	