



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Policy: Phonics Approach V4 Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	English Subject Lead
Date of last review	January 2022
Review Date	January 2023

Version Control

Version	Revision Date	Revised by	Section Revised
V1	September 2020	English Lead	Three Horizons Model
V2	May 2021	English Lead	Level of consistency Appendix 2 – Long term phonics intent- progression broken down per year.
V3	September 2021	English Lead	Appendix 4 - Decodable book guidance
V4	January 2022	English Lead	Pg 2 - Recovery curriculum removed

Sheep Dip Lane Phonics Approach – Letters and Sounds

Curriculum statement

Our aim in the teaching of phonics is to provide a sound foundation for the development of reading skills from reading for pleasure to reading for information. At the heart of our phonics programme is consistency, pace and early identification of children not keeping up with the pace of the programme.

Our classrooms are rich in sounds and vocabulary, with effective resources. Teachers use assessment to address misconceptions speedily.

Within our phonic lessons all adults demonstrate enthusiastic delivery, active involvement, inclusivity, fast pace, appropriate praise and ensure all lessons are engaging. This ensures consistency across the academy.

Our phonic curriculum threads through all reading and writing lessons. It is at the heart of our English curriculum.

The importance of spoken language skills

The development of spoken language skills is a core part of development throughout childhood and adolescence:

- Having good spoken language skills supports thinking and reasoning skills crucial to learning across the curriculum.
- Spoken language skills underpin literacy development, for example in decoding letters and sounds, and the development of vocabulary to support reading fluency and comprehension.
- There are strong evidenced links between other aspects of spoken language (e.g. vocabulary and narrative skills) and achievement.
- Building relationships and emotional development also rely on the ability to communicate.
- Many children and young people at risk of under-achieving have weaker language skills. A focus on spoken language can help to reduce the gap in attainment.

Children, we now know, need to talk, and to experience a rich diet of spoken language, in order to think and to learn. Reading, writing and number may be acknowledged as curriculum 'basics' but talk is arguably the true foundation of learning.

(Robin Alexander – Kings College, London)

Aims of our phonics approach

At Sheep Dip Lane we aim to provide high- quality phonic sessions using a bespoke (Letters and Sounds) model to ensure that all children have the best opportunities provided to them in order to become competent and confident readers and writers. We aim to secure skills of word recognition and decoding which will enable children at our Academy to read fluently.

Planning and organisation

We follow the Letters and Sounds sequence and principles and practice of high-quality phonics, which can be found in class phonic files, on the internet or on the staff shared network under Letters and Sounds. However, we have changed elements of some to meet the need of the children at Sheep Dip Lane and utilise our resources.

There are six phases within Letters and Sounds which run from Nursery to Year two. There is time scale guidance in the Letters and Sounds document; however, at Sheep Dip Lane the time we spend on each phase reflects the children's learning. **It is our expectation that children will leave Foundation Stage 2 all achieving phase 4 and 85%+ of children achieve the phonic screening check in year 1.**

Daily sessions of approximately half an hour take place within EYFS and KS1. Children across EYFS and Year 1 will experience quality first, whole class teaching. Any child identified as falling behind will be supported with swift intervention, likewise children who are progressing at a faster rate also receive booster to provide appropriate challenge. Children's phonic understanding and skills are assessed in lessons to ensure that they are being challenged and gaps in learning are targeted. Within sessions application opportunities support phonics into reading and writing.

Support staff:

Sheep Dip Lane's teaching and learning assistants work alongside teachers in supporting targeted groups of children through intervention. These interventions include a kinaesthetic approach to learning and the 5- minute Literacy box approach. **Interventions should not be in phonic lesson time but 5 minutes at other times of the day.**

Elements of Letters and Sounds

There are 4 elements to a Letters and Sounds session: review, teach, practise and apply.

Review - Flashcards or the IWB should be used daily to recap graphemes previously taught to embed these patterns to long term memory. Along with a reading or writing activity reviewing the previous week/days learning such as speed write a sound, speed write tricky words etc. This section should be very fast paced and allow children to apply their prior learning quickly. Within our approach we use quality resources including the RWInc sound cards, green words and red words to support learning, however these have been reorganised to support the Letters and sounds approach fully.

Teach – This section should incorporate new learning with direct teaching and modelling of the pronunciation of sounds and reading or writing skills. We teach the new sound in the way the RWInc phonic scheme models, using the rhyme to support letter formation. This image of the letter and the linked rhyme helps to make learning visual for children. Once the phoneme has been introduced and children are saying it correctly (formatively assess mouth shapes whilst teaching), quickly show the children the grapheme. Children point to the grapheme, speed write etc.

Practise – This section should allow children to practise their reading/writing skills. This is done with words, phrases or sentences. Children should be supported where necessary and work amongst peers e.g. playing games together to apply their teach section. This can be reading the grapheme from a word list – For example in phase 2, children have been taught the 'b' GPC. They have practised saying the sound then they move onto finding the grapheme in a word (use sound buttons to support reading), read words from a word list, write simple cvc words with the grapheme e.g. bed, bus, bet etc.

Apply – This section should give children the opportunity to apply their skills independently through reading/writing a range of words/phrases/sentences in games. Any reading activity children participate in during phonic sessions are fully decodable and are explicitly matched to the phase and set the child is completing. For example, when teaching 'h' in phase 2 set 5 an appropriate sentence to apply reading would be "The hen had a hat on in the hot sun". This also matches tricky word expectations for the phase. Children can also write captions ensuring they can apply their knowledge in written contexts. Training undertaken by staff suggests the apply element of the phonic lessons should have an equal balance between reading and writing.

What a session should look like

A Letters and Sounds session should have a clear teaching focus with recapping previous learning and new phoneme knowledge development, taught at a suitable pace. Staff should aim to go outside, work on the carpet, use the Interactive Whiteboard (if available) and use the tables to create movement. Hall time/ I-Lounge/Library areas should also be used on allocated days. By allowing the children to work in a variety of areas you allow them to remain focussed. Review, practise and apply elements of your session should include games which have worked for our children, and games on the <https://www.phonicsplay.co.uk> website. By incorporating a range of games this ensures the pace remains fast and children are enthusiastic about their learning. Games should match the lesson objective clearly and show progression of skills.

Timings

Phonic sessions take place daily for approximately 30 minutes. Ensuring the appropriate time is spent on each section of Letters and Sounds is essential to ensure children can apply their teaching. Timing suggestions below show how this could be broken down as the practice new skills and application stages require slightly longer focused time for children.

Review – max of 3 minutes

Teach – approx. 5 minutes

Practise – 7 minutes

Apply – 15 minutes

The longest part of the session should always be the apply element to ensure children can be developing their independent learning skills. Teachers will determine by age, stage and pupil's needs whether groupings and flexibility is used during the apply element, to allow each group to have different challenges.

Planning and teaching: A level of consistency

We recognise that all teachers have their own style and ways of teaching, however all staff follow the letters and sounds approach when teaching. We refer to phonics play planning for ideas. Across Key Stage 1 we have a set worksheet format which can be accessed under the phonic resources on the shared drive.

We do have consistency across Academy by having routines that are the same from every member of staff:

Tricky words/ common exception words: At Sheep Dip Lane we refer to the words covered in the letters and sounds approach as **tricky words** and teach why these are tricky. Children read and write these words as part of their phonic lesson and are then corrected on these spellings in their English learning. As children progress into year 1 onwards the 'common exception words' outlined in the National Curriculum we refer to these as common exception words and again children are expected to spell these correctly across the whole curriculum. Any incorrect spellings are practised 5 times in the margins. Tricky words should be taught at the beginning of each phase and recapped regularly during the review aspect of your lesson. Tricky words should also be taught during English and handwriting lessons too. When teaching tricky words, we find using characters children are interested in such as Batman, Olaf etc. engage the children more. Using actions for each tricky word and taking a "photo" in their head allows children to remember the words better. Tricky word games such as bingo are also great to use in the review element of letters and sounds. It is also important that children understand why these words are tricky by finding, highlighting and discussing the 'grotty grapheme'.

Displaying whole words and phoneme patterns on current learning walls supports the reinforcing learning process.

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- **Spelling fingers:** When teaching children how to spell a word or modelling how to use phonics to spell, staff will model spelling fingers. We will hold our left hand up and press sounds onto our thumb then fingers, then make a swooping arch over the top of the fingers to blend the sounds together. For example - 'cat' c on the thumb, a on the pointing finger and the t on the index finger then a swooping motion above the fingers as we blend. We will say to children 'press the phonemes onto your fingers, your fingers are now sound buttons' to model to children how the skill of sound buttons when reading can be transferred to spelling, making links in learning.



- **Split diagraphs** – when applying **sound buttons** to split diagraphs the 'swoop' to highlight the split diagraph will be drawn underneath the letters. For example:

- **Polysyllabic words** – to teach children how to spell words with more than one syllable we will first clap the word, counting the syllables. Once children can identify each syllable they will use the spelling finger method above. To read polysyllabic words we will encourage children to cover part of the word with their finger and sound out as normal, then blend. For example ‘sunset’, sunset (read s,u,n then blend to ‘sun’), ~~sun~~set (read s,e,t then blend to set), then put together.
- **Phase 4 ccvc, cvcc words** – When teaching children to read the cvcc, ccvc words in phase 4 identify the cvc words that children can read. For example in ‘tent’, ask children to read ten, then add the final grapheme to make tent. Further examples: mend, read men, then add the d, spot read pot then add the s etc.

Spellings

Spellings are an important aspect of letters and sounds. Before children are given spellings they must be able to orally segment using their spelling fingers in order to be able to access writing words. Most children are given 5 (8 in year 2) spellings per week. Children on provision maps/lower ability children may be given up to 3 spellings. Spellings are given out and tested on a Friday. We use spellings linked to the graphemes being taught in Academy. When giving spellings out we ensure our handwriting is modelled according to our Academy scheme. A record of spelling scores should be kept and discussions with parents should take place if children are getting low scores regularly.

Resources

On one-drive and emailed to all staff are the flash cards and PowerPoints we use to teach the different sounds, as well as each phase bands tricky words on flash cards. All staff are expected to be using these for the high level of consistency needed in our approach.

Transferring Learning from Letters and Sounds

We are keen to ensure children apply their learning from Letters and Sounds in English and other subjects. Each class teacher (in EYFS and KS1 at least) should have a phonics display in their classroom which shows the graphemes covered that week, elements of the practise and application learning and the complex sound chart with stars on the relevant boxes. Reference to this sound chart must be made in all lessons. When modelling writing adults should always ‘think aloud’ and model how to use the sound chart. Children should also have access to the ‘best fit’ grapheme mat once they have reached phase 5 in phonics to aid their spellings using alternative graphemes. These resources have again been emailed out to all staff.

Assessment

Formative (in lesson) assessment should be ongoing to adapt, personalise and challenge all children. throughout each phase with formal assessment (when necessary) taking place half termly. Mrs Parkhurst (Deputy Head) completes frequent checks against the phonics screening test, analysing and sharing results with teaching staff, alongside this assessment of the phonic screening test Mrs Parkhurst also assesses children against the phonic phase and set. Following these assessments EYFS, KS1 and Year 3 staff meet to have a formal pupil progress discussion with the reading lead Mrs Steeper. Plans will be put in place for children falling behind, and children who need challenge. The lowest 20% of the cohort in reading will be identified as a ‘vulnerable’ group. These children will receive additional support **outside phonics lessons**. All assessments should be used to inform planning, teaching and intervention. In Spring term EYFS are to use screening materials as an assessment tool. Children are also given a ‘Phonics diary’ in EYFS which follows the child through KS1, until they are securely off the phonic programme. These are completed at least half termly with the children but more often is advised to ensure children are on correctly matched decodable books.

Formal assessments

Assessment capture points will be planned throughout the year. Whilst staff members undertake assessments, children should be participating in a range of independent activities linked to their phonic phase. Assessment aspects that children have achieved need to be highlighted and annotated where appropriate. The date or term of assessment should be highlighted at the top of the record.

Phonic Screening Check

In June children in Year One take a statutory national phonic screening test to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 non-words that children read aloud to the teacher. Samples of the test can be found at <https://www.gov.uk>.

If children do not reach the marks required to pass the test in Year One they have another opportunity in Year Two. Parent/carers will receive a letter stating whether their child/ren have met the expected standard. This should go out with the child's report. A parent meeting to discuss the phonics screening test will run in November. Children who do not meet the required standard in year 2 will receive intensive phonic intervention in year 3, and discussions with SLT, SENCO and class teacher will take place around whether phonics is working for the child.

Non words/ Alien words

As part of the phonic screening check is reading 'alien words' it is important children have the opportunity to read these, however these should only be for assessment purposes. Games where children have to sort words into real/ alien are not recommended at Sheep Dip Lane Primary Academy. This is because children often struggle to know whether the word is alien due to limited vocabulary, or lack of context.

Resources to support phonics at home

At Sheep Dip Lane we believe strong parent partnerships to support children's education is paramount. We hold a workshop session to provide information and strategies to our parents/carers as well as sending home a variety of resources which supplement the learning that has taken place in Academy.

Foundation Stage 2	Year 1	Year 2
<ul style="list-style-type: none"> -Sound mats appropriate to the phase the children are being taught which will help children with their writing -Weekly phonics home learning challenges set on Tapestry -List of websites which can be accessed to help phonics at home (see approach document) -Sound lists on key rings – these have the grapheme at the top and a list of words containing these -Sound cards which can be used to build words - Phase banded reading book which supports the child's reading ability -Tricky word lists on keyrings – children get the first 5 and once they can read and spell these words they get an additional 10. 	<ul style="list-style-type: none"> -Real/ alien word cards where children can write sound buttons, read, sort into real and alien, play games we have in phonics lessons -List of games that parents can play with their children (see approach document for guidance) -Sound cards which can be used to build words -Tricky word lists on keyrings – children get the first 10 and once they can read and spell these words they get an additional 10 -Sound mat in Autumn term which will help children with their writing -Phonic best fit mats -In spring term a complex sound chart to support writing -Weekly phonics home learning tasks -List of websites which can be accessed to help phonics at home (see approach document) -Sound lists on key rings – these have the grapheme at the top and a list of words containing these 	<ul style="list-style-type: none"> -Complex sound chart with explanation of how children can use this to support writing -Year 1 and 2 common exception words (flashcards) -Weekly spelling lists -Half termly letters detailing the total words children can read from year group expectations -Phase banded reading book which supports the child's reading ability (plus the band below for fluency) -For children who did not pass the phonics screening check will also receive the year 1 materials. -phonic best fit mats

	- Phase banded reading book which supports the child's reading ability (plus a book from phase below for fluency)	
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Our Teaching and Learning Expectations

- All staff know and can pronounce phonemes correctly using the Letters and Sounds Important aspects to be taught within their phase
- All staff have accessed online accredited letters and sounds training. New staff will also access this training as part of their induction programme.
- Daily approx. 30 minute lessons (40 in KS1) which has greater emphasis placed on the application element
- Well -paced and rigorous reading and spelling daily as part of the phonic sessions
- Interactive and movement within every session – mixture of carpet, outside, table based learning, IWB.
- Use of the Hall and ICT suite when timetabled
- **During Letters and Sounds most whiteboard work where possible should be done at tables to ensure correct handwriting posture**
- Flashcard sound recall/recap to be used at the beginning of every session (or provided powerpoint). Recap on phonemes/patterns that formative assessment show need consolidating. This is particularly important at phase 5 when graphemes such as ar only appear in phase 3. Pick out children for assessment and ask them to do by themselves.
- Assess in lessons and record those with gaps in their learning who need same day intervention and action this.
- Teaching of tricky words should be done as a whole week. Tricky words can also be taught in literacy time and in handwriting lessons
- When reading words children should be encouraged to put sound buttons underneath to support their reading. (In the phonic screening check children will be able to do this).
- Teach the reading of non-words alongside real words. This is a very important aspect of Letters and Sounds since the introduction of the Phonic Screening check.
- When teaching phase 3 drop in adjacent consonants at the beginning of words and polysyllabic words. (This is not in the Letters and Sounds document but if left till phase 4 it takes children much longer to pick up these skills).
- Teaching phase 4 should be a very short unit of work. Ensure children apply the long vowel from phase 3 in CVCC, CCVC and CCVCC words e.g. green, paintbrush
- When teaching phase 5 it is best to cover the graphemes which appear most on our language and the main patterns covered in the Phonic Screening Check.

Games

Within Letters and Sounds, games should be played. Possible games include... (more can be found in each phase guidance of the letters and sounds document)

NSEW-This game can be played in many ways. It is good for phase 2 and 3 when children are learning new graphemes. Put four or even more sounds around the room. Say the sound and children run to the correct sound saying the sound.

Noisy letters-Pick a selection of sounds e.g. v w x and hand each child a card with one of the sounds. Children should look at their card but keep it hidden from the other children. On your command children should make their sound. Children then need to find other children with the same sound as them without showing anyone their card. Give the children a set amount of time to do this. The children need to show their cards to their group to check if they were correct.

Circle swap- Children to sit in a circle. As noisy letters, give each child a card with a sound on. Say a sound and children with that sound to stand up and run around the circle either to a new as quick as they can. The children love this game especially when you say more than one sound at a time or overlap the sounds! A good game for the hall.

Around the world we go- children hold hands and walk around in a circle singing around the world we go, around the world we go, ee igh anty o around the world we go. Children then stop say the sound in front of them and carry on.

Reading Countdown- Make a list of words up on the board. Turn an egg timer over and pick children to sound talk the word and then say it. How many words can we read in a minute? Start again and see if you can read more words?

Phoneme spotter- Read a piece of text or to begin with it could be a sentence and spot the sound(s) of the week. This is a really good game for phase 5 when you start looking at alternative pronunciations. Extend the children by making a list of all the words with each alternative grapheme.

Phoneme count game- Children need number cards or a whiteboard. Show them a word. They read it. Count how many phonemes and show you a number. This is a good game for misconceptions between the number of letters and the number of sounds.

Speed read- Children read words as quickly as they can.

Race against time- very similar to the speed read game but children are put into 2 teams. Hold words up into the air and children score a point for their team for every word. The children get very competitive and love this.

Bingo- List of words- Make words look similar so that children are not only looking at the initial sound. This is a good opportunity to mix real and non -words.

Silly questions- Read a silly question. Does a hen have six legs? Answer with yes or no cards. A good game for an 'exit card'.

Tricky word match snap- When you teach tricky words within a tricky word week this game is a good reading and memory game.

Tricky word train- have tricky words scattered around the room and children go around moving like a train singing – We're all riding on the tricky word train, tricky word train, tricky word train, we're all riding on the tricky word train, what words will be see? Children arrive at a word read it and then get back on the train.

Mystery bag – have words in a bag and sing mystery bag, what's inside, what's the word I'm trying to hide, close your eyes and take one out, see if you can sound it out. One child then takes a word from the bag reads it then carry on.

Target challenge – have words up around the outside area and either use bean bags or water pistols to read and splat the words. The children love this

Writing Sound buttons- This game is very simple but good as a practise game on a writing day. You say the word, the child write it down and put sounds button underneath. Ask a child to spell it back to you. This is a good opportunity to assess letter names or sounds. Please request one or the other from the children.

What's in the box? - This game has been adapted by so many people over time. The children love it however you decide to play it. It is a good game for the application of graphemes. Tap the box and sing a song and give the children three clues to what is inside the box. One of the clues should be the initial sound. E.g. It begins with an f, it swims and it has fins. The children then write what they think it is in the box. Reveal the picture and model the spelling on the board and children to check.

What's missing? - Put a word up on the board. Say the sounds. Children to remember their order. Children to close eyes. Take a sound away. Children to open their eyes and work out which sound is missing. Children should write down what they think is missing on a whiteboard. This is a good game for the application section.

Misspelt- Good for tricky words and phase 5 plus. Write three or four words on the board with similar spelling, only ones of the words is the real word. E.g. naim, name, naym, nam. Children decide which word they think is the real one by writing it on a whiteboard.

LSCWC- Write the word on the board, Look at it, Say it, Cover it, Write it and Check it. Especially good when teaching the reading and spelling of tricky words.

Quick write- Say the word and children to write as quickly as they can. Good for assessing children's application and misconceptions.

Videos to support the teaching of phonics:

At Sheep Dip Lane, our children love to learn through song and visually. To support this love of learning we will use the tricky word songs which can be accessed through youtube (links below), and with 'Geraldine Giraffe' which again can be accessed on youtube.

https://www.youtube.com/results?search_query=tricky+words

https://www.youtube.com/results?search_query=geraldine+the+giraffe

Phonics play:

[username: sdlp2019](#)

[password: Sdlp2019 \(please note capital S for password\)](#)

Appendices

Appendix 1 - Overview

Appendix 2 – Teaching timeline at Sheep Dip Lane

- Appendix 3 – Complex sound chart
- Appendix 4 – Best fit sound mat
- Appendix 5 – Decodable book guide
- Appendix 6 – Phonic observation format
- Appendix 7 – Essential vocabulary
- Appendix 8 – Learning progression and word list to aid planning
- Appendix 9 – key websites

Appendix 1

Overview of phonic phases

Letters and Sounds	Approximate stage / age	Phonics teaching	Tricky words
Phase 1	Nursery / Reception – ongoing	Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting	
Phase 2	Autumn term of reception	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	Spring and summer term of reception	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds ‘sets’) - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	Summer term of reception (revisited in Autumn 1, Year 1)	The children learn to read and spell words containing adjacent consonants o Children to revise and recall all Phase 2 and 3 phonemes. o Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	Autumn 2, Spring, Summer of Year 1	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. <i>Sounds:</i> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	oh, their, people, Mr, Mrs, looked, called, asked
Phase 6	Throughout Year 2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	

Appendix 2: Sheep Dip long term phonics intent, progression broke down per year – an additional document has been created for 2020-2021 due to Covid-19 and the impact of Academy closures

Foundation Stage 1:

In FS1 children will primarily focus on the phase 1 aspects, ensuring they are fully prepared for phonics education. In the Summer term children will begin to learn the phase 2 sounds, at a slower pace of 2 sounds a week. This will ensure children have plenty of opportunities to consolidate and apply their knowledge to different contents. If the Summer terms are shorter, and the cohort is able then 3 sounds a week may be covered. Children will complete a phase 1 phonics assessment termly.

Term		Phase		Tricky words	Monitoring comments
Autumn 1		Phase 1			
Autumn 2		Phase 1			
Spring 1		Phase 1	Aspect 7 predominately the focus this term		
Spring 2		Phase 1			
Summer 1	Week 1	Phase 2	s, a,		Begin if children are secure in oral blending and segmenting Children to begin forming these letters practically gross motor scale as well as beginning to practise on paper. Children should begin to form letters correctly, adults to model correct formation and address misconceptions with rapid, same day intervention. Phase 1 to also be taught alongside phase 2 elements.
	week 2	Phase 2	t, p		
	Week 3	Phase 2	I, n		
	Week 4	Phase 2	m, d		
	Week 5	Phase 2	g, o		
	Week 6	Phase 2	c, k		
	Week 7	Phase 2	ck, e		
Summer 2	Week 1	Phase 2	u, r		
	week 2	Phase 2	h, b		
	Week 3	Phase 2	f, ff		
	Week 4	Phase 2	l, ll		
	Week 5	Phase 2	ss		
	Week 6	Phase 2	Revisit		
	Week 7	Phase 2	Revisit		

Foundation stage 2:

In Foundation Stage 2 children will continue to receive phase 1 activities, consolidating and building on what they have learnt in Foundation Stage 1. Phase 1 assessments will be passed to Foundation Stage 2 teachers. Children from different nursery settings will complete a phase 1 assessment on entry to our FS2 class, and children with gaps will receive swift intervention to build on their knowledge.

Term	Week	Phase	Sound	Tricky words	Monitoring comments
Autumn 1	1		Settling in and making relationships. Revisit Phase 1 and complete assessments		
	2				
	3	2	s, a, t, p		
	4	2	I, n, m, d	is, in, it, at	
	5	2	g, o, c, k	and	
	6	2	ck, e, u, r	and, the, to	
	7	2	h, b,	no, go, I, into	
Autumn 2	1	2	f, ff, l, ll	Read and spell all, application to caption writing (lists and labels) Begin to write simple sentences. E.g. The	
	2	2	s,		
	3	2	Application and revisit with a focus on formation and segmenting.		
	4	2			
	5	2			
	6	2			
7	2				

			Focus on writing cvc words	cat is fat.	
Spring 1	1	3	j, v, w, x	alphabet song	
	2	3	y, z, qu,	he, she, to, the	
	3	3	sh, ch, th, ng	we, me, be	
	4	3	ai, ee, igh, oa	was, my	
	5	3	oo, ar, or (both oo sounds)	no, go	
	6	3	ur, ow, oi (ow as in brown)	you	
	7	3	ear, air, ure	they	
Spring 2	1	3	er,	her	
	2	3	Application and revisit with a focus on segmenting for spelling. All tricky words to be revisited	all	
	3	3		are	Spell all phase 2 tricky words correctly and some phase 3
	4	3			
	5	3			
	6	3		Reteach/	
	7	3		Revisit using assessment	
Summer 1	1	4		cvcc	said have like so
	2	4	cvcc	do some come	
	3	4	ccvc	were there little	
	4	4	ccvc	one when out what	
	5	4	Writing cvcc	said have like so	
	6	4	Writing ccvc		
	7	4	Assessment		
Summer 2	1	4	adjacent consonants	do some come	
	2	4	cvcc	were there little	
	3	4	ccvc	one when out what	
	4	4	adjacent consonants	Recap and revisit all tricky words	
	5	4	adjacent consonants		
	6	4	Assessment	Transition into year 1, assess against phases and screening check	
	7	4	Assessment		

Year 1

Children in year 1 should have a secure phase 3 and phase 4 baseline where only certain gaps need to be filled. Children with significant gaps will be identified in the first two weeks and rapid intervention will be implemented to secure the missing knowledge. Throughout year 1 children will have regular assessments against the phonic screening check. Any common misconceptions will be fed into phonic lessons and phonic lead will be informed. After each assessment period pupil progress meetings will be held.

Term	Week	Phase	Sound	Tricky words	Monitoring comments
Autumn 1	1	Assessments on phonic phases and phonic screening check.			
	2				
	3	4	Revisit phase 3 gaps		
	4	4			
	5	4	Revisit phase 4		
	6	4			
	7	4	formative assessment		
Autumn 2	1	5a	ay, ou, ie, ea	oh, their, people	

	2	5a	oy, ir, ue, aw	Mr, Mrs, looked, called, asked	
	3	5a	wh, ph, ew, oe, au, ey	said, so, have, like	
	4	5a	a_e, e_e, i_e, o_e, u_e	some, come, were, there	
	5	5b	Revisit new phase 5 grapheme, focus on writing GPCs		
	6	5b			
	7	5b	Alternative pronunciations: i, o, c, g, u	little, one, do, when, what, out	
	Spring 1	1	5	Alternative pronunciations: ow, ie, ea, er	water, where, who, again,
2		5	Alternative pronunciations: a, y, ch, ou	many, laughed, because, different,	
3		5c	Revisit alternative pronunciations	Revisit	
4		5c	alternative spellings ai – best fit rule	revisit	
5		5c	alternative spellings ee – best fit rule	thought, through, work, mouse	
6		5c	alternative spellings igh – best fit rule	any, eyes, friends, once, please	
7		5c	alternative spellings oa – best fit rule	today, of, or, once	
Spring 2	1	5c	alternative spellings- ck, tch, ff, mm (spelling rule)	ask, friend, school, put	
	2	5c	alternative spellings oo oo y n (spelling rule)	is, his, has, by,	
	3	5c	alternative spellings ow ng	here, where, love, push	
	4	5c	alternative spellings oi r	pull, full, house, our, says	
	5	5c	alternative spellings ar s	revisit	
	6	5c	alternative spellings ear sh	revisit	
	7	5c	alternative spellings air v		
Summer 1	1	5c	alternative spellings or w	Monday, Tuesday, Wednesday	
	2	5c	alternative spellings	Thursday, Friday, Saturday	

			ur e		
	3	5c	alternative spellings er i	Sunday, Thursday, Wednesday	
	4	5c	alternative spellings ure o	Revisit	
	5	5c	alternative spellings 'zh' as in treasure, u	Revisit	
	6	5c	Revision	Revisit	
	7	5c	Revision	Revisit	
Summer 2	1	NC	plurals –s –es	Revisit	
	2	NC	-er –est with no change to root word	Revisit	
	3	NC	-ing –er with no change to root words	Revisit	
	4	NC	-ed no change to root word	Revisit	
	5	NC	prefix un-	Revisit	
	6	NC	compound words	Revisit	
	7	NC		Revisit	

Year 2

Children in year 2 should have a secure phonic baseline where the majority of children have passed their screening check. Only certain gaps will need to be filled. Children with significant gaps will be identified in the first two weeks and rapid intervention will be implemented to secure the missing knowledge. Throughout year 2 children who did not pass the screening check will have regular assessments against the phonic screening check. Any common misconceptions will be fed into phonic lessons and phonic lead will be informed. After each assessment period pupil progress meetings will be held. Children will receive explicit phonic teaching throughout the autumn term. After Christmas children will move onto the RWInc spelling programme and comprehension-based reading aiming at developing fluency.

Term	Week	Phase	Sound	Tricky words	Monitoring comments
Autumn 1	1	Assessments on phonic phases and phonic screening check.			
	2	The assessments will inform which sounds need to be revisited. The year 2 teacher will complete the plan with phonic lead following assessments.			
	3	5	Revisit phase 5 new graphemes for reading	Revisit y1 CEW: the, a, do, to	
	4	5		Revisit y1 CEW: today, of, said, says,	
	5	5	Revisit phase 5 alternative pronunciations - see year 1 for order of sounds	Revisit y1 CEW: are, were, was, is	
	6	5		Revisit y1 CEW: his, has, I, you	
	7	5		Revisit y1 CEW: your, they, he, be	
Autumn 2	1	5	Revisit phase 5 best fit and spelling pattern rules, see year 1 for order of sounds	Revisit y1 CEW: me, we, she, no, go	
	2	5		Revisit y1 CEW: so, by, my, here	
	3	5		Revisit y1 CEW: there, where, love	
	4	5		Revisit y1 CEW: come, some, one, once	
	5	5		Revisit y1 CEW: ask,	

				friend, school, put	
	6	5		Revisit y1 CEW: push, pull, full, house, our	
	7	5		Revisit y1 CEW: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	
	8	5	Assessments		
Spring 1	1	NC	The 'j' sound at end of words – dge, -ge, g	door floor poor	badge, edge, bridge, dodge, fudge (dge after short vowel) age, huge, change, charge, village, gem, magic, energy, giraffe (spelt g before e, I, y) jacket, jar, jog, join, adjust (always spelt j before a, o, u)
	2	NC		find, kind, mind, behind	
	3	NC	s sound spelt 'c' before e, I, y	because, child, children	race, ice, cell, city, fancy
	4	NC	The 'n' sound spelt kn/gn at beginning of words	wild, climb, most,	knock, know, knee, gnat, gnaw
	5	NC	The 'r' sound spelt wr at beginning of words	only, both,	write, written, wrote, wrong, wrap
	6	NC	The 'l' sound spelt 'le' at end of words	old, cold, gold, told, hold	most common for this sound at ends of words table, apple, bottle, little, middle
	7	NC	The 'l' sound spelt 'el' at end of words	every, break, great, steak	least common - used after m, n, r, s, v, w camel, tunnel, squirrel, travel, towel, tinsel
Spring 2	1	NC	The 'l' sound spelt 'al' at ends of words	pretty, beautiful, after	metal, pedal, capital, hospital, animal
	2	NC	Words ending in 'il	fast, last, past	pencil, fossil, nostril
	3	NC	The 'igh' sound spelt 'y' at ends of words	father, class, grass, pass	cry, fly, dry, try, reply, July Most common spelling for this end sound
	4	NC	Adding –es to nouns/ verbs ending in 'y'	plant, path, both,	flies, tries, replies, copies, babies, carries (the y is changed to an 'i' before adding -es
	5	NC	Adding –ed -es, -est to a root word ending in y with a consonant before it	hour, move, prove, improve,	copied, copier, happier, happiest, cried, replied,
	6	NC	Adding –ing to a root word ending in y with a consonant before it	sure, sugar, eye	copying, crying, replying
	7	NC	The 'or' sound spelt 'a' before l/l	could, should, would,	all, ball, call, walk, talk, always

Summer 1	1	NC	Adding –ing, -ed, -er, -est, -y to words ending in e with a consonant before it	clothes, busy, people, water	hiking, hiked, hiker, nicer, nicest, shiny (the e is dropped before –ing, -ed, -er, -est, -y)
	2	NC	Adding –ing, -ed, -er, -est, -y to words with one syllable ending in a single consonant letter after a single vowel letter	parents, Christmas, everybody, even	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, (The last consonant letter of the root word is doubled to keep the short vowel sound)
	3	NC	The u sound spelt o	again, half, money, Mr, Mrs	mother, other, brother, Monday
	4	NC	The ‘ee’ sound spelt ‘ey’	who, whole, any, many	key, donkey, monkey, chimney, valley The plural of these words is formed by adding -s
	5	NC	The ‘o’ sound spelt ‘a’ after the qu and w		want, watch, wander, what, quantity, squash
	6	NC	The ‘er’ sound spelt ‘or’ after w		word, work, worm, world, worth
	7	NC	The or sound spelt ar after w		war, warm, towards
Summer 2	1	NC	The ‘zhu’ sound spelt s		television, treasure, usual
	2	NC	The suffixes –ment, -ness, -ful, -less, -ly		enjoyment, sadness, careful, playful, hopeless, badly (If a suffix starts with a consonant letter it is added straight on to most root words without any change to the last letter of those words)
	3	NC	Homophones		there/ their/ they’re here/ hear see/ sea bare/ bear one/ won sun/ son to/ too/ two be/ bee night/ knight blew/ blue
	4	NC	Revisit	Revisit	
	5	NC	Revisit	Revisit	
	6	NC	Revisit	Revisit	
	7	NC	Revisit	Revisit	

Appendix 3

My phonics 'best fit' mat

I no go the to into	he she we me be you	are her was all they my	said have like so do some	come little one were there what	when out oh Mrs people their	called Mr looked asked could because	 qu  ar 		
				 as in 'cure'	 as in 'beard'	 as in 'hair'			
<p>The 'ai' sound</p> <p>Best in the middle - ai Best at the end - ay</p>  <p>rain day flame eight grey</p>	<p>The 'ee' sound</p>  <p>Best in the middle - ee Best at the end, usually an adjective - y Best at the end, not usually an adjective - ey</p> <p>see read concrete piece lonely money</p>	<p>The 'igh' sound</p> <p>Best in the middle - igh Best at the end - ig</p>  <p>high fly pie slide</p>	<p>The 'oa' sound</p>  <p>Best in the middle - oa Best at the end - ow</p> <p>coat snow toe stone yow</p>	<p>The 'oo' sound</p>  <p>Best in the middle - oo Best at the end - ow</p> <p>moon stew chew glue fruit tube</p>	<p>The 'ou' sound</p> <p>Best in the middle - ou Best at the end - ow</p>  <p>cow mouse</p>	<p>The 'or' sound</p>  <p>Best at the start - or Best in the middle - or Best at the end - aw</p> <p>fork saw autumn talk pour sore door</p>	<p>The 'oi' sound</p> <p>Best in the middle - oi Best at the end - oy</p>  <p>soil boy</p>	<p>The 'er' sound</p>  <p>Best in the middle - er Best at the end - er</p> <p>turn stir waiter search colour</p>	<p>b or d?</p> 

Appendix 4 – Decodable book guidance:

Phonetically decodable books

Following advice from English Hub Liz Kenny, and recent research we have reorganised our reading scheme books replacing pink 'book band' to 'turquoise 'book band'. We now have phase bands which directly link o to our phonic scheme of 'Letters and sounds'. All books have been closely matched so they are fully decodable, children should not come across a sound which they have not been taught or know. Because of this we are now insisting that children use their phonic skills to read all words in the book. We can no longer refer to the pictures to decode words, guess or read around the word. If we are prompting the children to do these strategies when reading their home reading book, we are not fully embedding the phonics approach. Consistency is key across Academy to ensure all children achieve.

Children should have their current phase band book plus the one below where they are currently working to develop their fluency

New 'band'	New sounds covered within the text	Tricky words
Phase 1	Non-word books or lilac book band	
Phase 2a	s, a, t, p, i, n,	the, to
Phase 2b	g, o, c, k, ck, e, u, r	the, to, I, no
Phase 2c	h, b, f, ff, l, ll, ss	the, to, I, no, go
Phase 3a	j, v, w, x, y, z, zz, qu	he, she, we, me, be
Phase 3b	sh, th, ch, ng, ai, ee, oo, oo	was, my, you, they
Phase 3c	oa, ar, or, igh, ur, ow (brown), oi, ear, er, air, ure	her, all, are
Phase 4a	In phase 4 no new sounds are covered but adjacent consonants are taught and longer words	said, so, have, like, some, come
Phase 4b		were, there, little, one, do, when, out, what
Phase 5a	ay, ou, ie, ea, oy	oh, their, people, Mr, Mrs, looked, called, asked
Phase 5b	ir, ue, aw, wh, ph	
Phase 5c	ew, oe, au, ey	
Phase 5d	a-e, e-e, i-e, o-e, u-e	*within phase 5 children also look at alternative vowel graphemes and alternative consonant graphemes which have not been listed exclusively here. Reference should be made to children's phonic assessment books for full list of graphemes and where children need to be placed.
After children have completed phonics and know all the sounds in their phonic assessment book then they will progress onto purple book band and will be classed as a 'fluent' reader.		

Appendix 5- Phonic observation guidance

Year Group	Phonic Phase	
Planned Activity	Prompt	Notes
Revisit/Review:	<ul style="list-style-type: none"> Does the teacher ensure that children practise phonemes already taught? Is it kept lively and fast-paced? Are all children encouraged to participate? 	
Teach:	<ul style="list-style-type: none"> Is the articulation of phonemes correct? Are children required to articulate phonemes themselves? Are the children taught the name of the letter? Are the children shown clearly how to read and write the letter? Are the children being taught how to blend and/or segment? Is there evidence of new learning? 	
Practise:	<ul style="list-style-type: none"> Do children have opportunities to practise saying the phoneme? Are they given opportunities to read the corresponding graphemes? Are they given opportunities to blend phonemes to read words? Are they given opportunities to segment words into phonemes/graphemes for spelling? Are they given opportunities to write the letter? 	
Apply:	<ul style="list-style-type: none"> Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities? Do activities promote all four interdependent strands of language: speaking, listening, reading and writing? 	
	<p>Overall - throughout the session:</p> <p>Is the session multi-sensory but tightly focused on the learning goal?</p> <p>Is it kept fun and interactive?</p> <p>Are props used effectively?</p> <p>Is it kept short and focused?</p> <p>Is it appropriate to the principles of EYFS practice?</p> <p>Does the trainee observe carefully to assess individual children's progress?</p>	

Appendix 6 – Essential vocabulary

Phoneme – These are spoken sounds, the smallest unit of sound in a word

Grapheme – Visual representations of phonemes (written sounds)

GPC – Grapheme phoneme correspondence, which grapheme to use and when, the spelling of words

Blend – Putting phonemes together to make a word

Sound – Can be used as a verb e.g. to sound out a word. Can also refer to what you can hear

Segment – Breaking a word into phonemes/ graphemes

Recognition – Reading, seeing and knowing what phoneme the grapheme written makes

Recall – Writing, remembering which grapheme to use, what letters look like etc.

Digraph – 2 letters that make one sound e.g. sh, ch, th, ay, ai

Trigraph – 3 letters that make one sound e.g. igh, ure, ear,

Split digraph – 2 letters make one sound when another consonant is in between

Adjacent consonant – 2 consonants together, also known as consonant clusters e.g. c,l,a,p do not teach ‘cl’ as a digraph.

Polysyllabic word – words with more than one syllable

Appendix 7 – Teaching progression of words for each phase

Phase 2:

Phase
2

Learning progression

	WORDS	TRICKY
s		
a		
t	at sat	
p	pat tap	
i	is it sit pit	
n	in an pin	
m	am man mat map	
d	dad did and sad	
g	pig dig gas gap	
o	on got not dog	
c	can cot cap cat	
k	kid kit	
ck	pack sack kick pick sick	to
e	get pet ten men neck	the
u	mum up cup sun	
r	rat run rug rip	
h	had his him has	no
b	big back but	go
f,ff	of if off fat fun puff	l
l,ll	let leg sell tell	into
ss	less mess boss fuss kiss	

Phase 3:

	WORDS	*high frequency	TRICKY
j	jam jug job jet		
v	van vet vat		
w	win wig will web		
x	mix fix box six		
y	yes yet yap yell		we
z	zip zigzag		me
zz	buzz jazz		to (spell)
qu	quit quiz quick quack		the (spell)
ch	chop check such much		he
sh	ship shop fish rush		she
th	that this them then with		be
ng	ring song king long sing		
ai	main rain tail wait		was
ee	feel feet keep meet see		no (spell)
igh	high light night tight		go (spell)
oa	coat goat road soap		
oi	boil coin join soil		my
oo	boot food moon too		
oo	foot cook good look		
ow	down now cow how		
ar	car card hard jar park		you
air	air chair fair hair		
ear	ear fear hear near year		
er	germ term		her
ur	fur burn hurt surf turn		
or	for fork sort torn short		all
ure	sure pure cure		are

Phase 4:

C = Consonant sound V = Vowel sound		
CVC & CVCC words	Revision of Phase 2 & 3 graphemes	(Reading) said so
	containing phase 2 letters: went, just, it's, help, band, best, bunk, felt, gulp, gust, hump, husk, jump, kept, lamp, land, lost, milk, nest, silk, sink, soft, tent, text, tusk, wind	(Spelling) he we she be me
	containing phase 3 graphemes: bench, burnt, champ, chest, chimp, chunk, joint, point, paint, thank	
	polysyllabic words: children, collect, golfer, hamster, pondweed, sandwich, shampoo, shelving, shortest, windmill	
CCVC words	containing phase 2 letters: from, crack, drops, flag, flip, flops, frog, glad, plan, pram, sniff, spins, spot, stop, twin, trip	(Reading) have some like come
	containing phase 3 graphemes: black, blurb, bring, broom, brown, clear, creep, croak, droop, frown, groan, flight, free, scoop, sleep, smart, smear, spoil, stairs, swing, swung, train, trash, tweet	(Spelling) was you
	polysyllabic words: crashes, creeping, crickets, smelling, snooping, sportsmen, starlight, starving	
CCVCC words	containing phase 2 letters: blend, blink, brand, clank, cramp, crept, crusts, drink, dwelt, frost, grand, grunt, glint, plonk, skunks, slept, slump, smelt, spelt, spend, stamp, stunt, tramp, trend, trunk, trust, twist	(Reading) were, one little there
	containing phase 3 graphemes: clench, drench, flinch, spoilt, stench, thrust, trench	(Spelling) they, are all
	polysyllabic words: blanket, crunching, drifted, driftwood, grunted, printers, shrinking, twister, twisting	
CCCVC & CCCVCC words	containing phase 2 letters: scam, scrap, scrub, splat, spring, sprints, strap, strict, string	(Reading) do, what when, out
	containing phase 3 graphemes: screech, screen, strain, street, strong	(Spelling) my, her
	polysyllabic words: scrunches, splashes, splendid	

Learning progression

Ph

WORDS	*high frequency	TRICKY
New letter-sounds in words for reading:		
ou	about, cloud, fountain, loudest, out, round	oh
ea	beads, clean, cream, least, sea, speaking, treat	their
ie	denied, dries, flies, lie, pie, skies, spied, tie	said
ir	birth, first, girl, quirk, sir, skirt, third, twirling	so
oy	boy, destroy, employ, enjoy, oyster, royal, toys	people
ay	clay, day, play, praying, splay, spray, stray, tray	Mr, Mrs
ey	donkey, key, kidney, jockey, mickey, turkey, valley	have
aw	claws, dawn, draw, hawk, jigsaw, prawn, saw, yawn	like
ue	blue, clue, glue, issues, tissue, true, venue	
wh	wheel, when, which, whip, whirling, whisk, whisper	looked
ph	alphabet, dolphin, elephant, morph, phonics, sphinx	called
ew	chew, drew, flew, grew, jewel, phew, screws, stew	some
oe	doe, foes, goes, tiptoe, toenails, tomatoes, woe	come
au	astronaut, August, author, hauling, haunt, launch	
Split vowel digraphs in words for reading:		
a-e	came, game, made, make, plates, shake, snake, take	asked
i-e	like, hide, invite, line, mime, prize, slide, time	could
o-e	bone, explode, note, home, phone, rope, spoke, stone	would
e-e	evening, extreme, millipede, Pete, swede, these	should
u-e	cube, dude, flute, June, prune, rude, confuse, tube	there, were
Alternative pronunciations of previously learnt letters for reading:		
c	accident, circus, face, pencil, space, surface	water, where,
g	agile, cage, gent, gem, ginger, huge, magic, page, rage	who, again
ch	chef, chemist, chord, chorus, Christmas, parachute	through
y	by, crumbly crystal, crypt, gym, happy, messy, mummy, mystery, my, terrifying, very	thought little, one
a	after, angel, father, lady, want, wash, was, what	work, mouse
e	be, decent, frequent, he, me, secret, she, we	many, laughed
i	blind, child, I'm, happiness, kind, laziness, spider, wild	because
o	come, don't, go, honey, no, old, only, other, so, some, told	different
u	duty, full, future, music, pull, push, put, unicorn, unit	what, do
ea	bread, breakfast, deaf, feather, head, heaven, instead	any
ie	belief, brief, chief, field, married, relief, shield, thief	
er	Bernard, germ, her, herbs, jerk, perky	eyes
ow	grow, low, rowing boat, snow, show, tow, window	friends
ou	coup, crouton, boulder, group, shoulder, soup	once
ey	convey, grey, obey, prey, survey, they	please
Tricky words in red are for learning for reading and those in green for spelling		

Alternative spellings for single consonant sounds:

c, ch, k, ck	because, can, chemist, clocks, coming, crack, cricket, crocodile, keeps, kick, killer, school, snack, sneaky, take
d, dd, ed	around, banged, called, cleaned, could, day, dead, do, ladder, madder, made, old, played, sudden, tangled, turned
f, ff, gh, ph	Christopher, cough, faces, flair, fluff, friends, funny, furry, graphic, huff, laugh, Phillipa, phoneme, photograph
g, gg, gh, gu, gue	forget, gagging, ghastly, gherkin, guesses, guest, guitar, ingredients, league, spaghetti, yoghurt
h, wh	has, have, help, holes, who, whole, whom
dg, dge, g, ge, j	bridge, change, dodge, fudge, gent, giant, Gill, huge, jam, jar, jelly, judge, nudge, podgy, splurge, stage, stodgy, urge
al, el, il, le, l, ll	all, animal, giggle, laugh, little, loud, normal, pickle, pile, smile, stencil, tickle, travel, unable, unstable, until
m, mb, me, mm, mn	Autumn, climbing, column, comb, come, drummer, lamb, must, November, numb, plumber, summer, thumbs
gn, kn, n, ne, nn	designs, gnat, gnaw, gone, gnome, knitting, knees, knew, knickers, knight, knobbly, knot, know, often, winning
r, rh, rr, wr	carried, grape, realise, rhino, rhyming, rhythm, robot, squirrel, wrap, wrench, write, writing, written, wrong
c, ce, sc, se, st, s, ss	bounce, chance, class, ears, horse, house, listen, nice, princess, rustle, scene, second, so, surprised, those
bt, ed, t, tt	best, buttons, doubt, helped, jumped, out, sent, sitting, stopped, teacher, test, thought, to, whisked, worked
f, v, ve	above, dove, drive, gave, give, lovely, of, solve, vanish, vegetables, vixen
w, wh	away, swim, wail, Wanda, washed, whale, when, where, which, whining, whisper, whistled, why, worried
se, ss, z, ze, zz	browsed, cause, cheese, crazy, freeze, grazing, guzzle, lizard, pause, prized, puzzled, scissors, sneeze, zebras, zoo

Alternative spellings for short vowel sounds:

a, ai, e, ea, ie	dread, edge, elastic, ever, expect, friendly, instead, many, ready, said, spreading, thread, together, weather
e, i, u, ui, y	build, builder, busy, gymnast, if, important, in, insect, invisible, physical, pretty, rhythms, strings, symbols, system
a, o, ou	cough, halt, odd, salt, swan, want, was, what
o, oe, oo, ou, our, u	colour, coming, does, enormous, fabulous, floods, other, some, tough, ugly, umbrella, uncle, until
oul, oo, u	book, cooking, could, crook, hook, looked, mistook, pushed, put, rook, should, skillful, would

g Tricky Words: oh, their, people, Mr, Mrs, called

Appendix 8 – Supporting websites

www.phonicsplay.co.uk

www.monsterphonics.com

www.topmarks.co.uk

www.letters-and-sounds.com

On youtube.co.uk search for Geraldine the Giraffe. There are lots of videos with the different graphemes/ phonemes

Date of Policy: September 2021

To be reviewed: September 2022

Signed: Principal

Signed: Governor / Chair of Governors