



Sheep Dip Lane  
PRIMARY SCHOOL

# English Phonics Approach

October 2019

SHEEP DIP LANE PRIMARY SCHOOL  
SHEEP DIP LANE

Status	Statutory
Governing Body Committee	School Improvement Committee (SIC)
Responsible Persons	Mrs F Parish Head Teacher Mrs D Barker Assistant Head Mrs M Steeper Middle Leader
Date the policy was agreed	
Review date	September 2020

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PRIMARY SCHOOL

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## Sheep Dip Lane Primary School: English Phonics Approach

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**Linked Policies:** Schools Complaints Procedures, Equalities Policy  
Child Protection Safeguarding Children Policy, PHSE Policy

### Sheep Dip Lane Phonics Approach – Letters and Sounds

#### Aims

At Sheep Dip Lane we aim to provide high-quality phonic sessions using a bespoke (Letters and Sounds) model alongside Read, Write, Inc resources 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 school 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 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 - See Appendix 1.

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 are placed into groups which meet their needs in EYFS however in year 1 all children experience 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.

#### 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. 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. Examples of how to teach the new sound can be seen in appendix 3.

**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.

**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.

### **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 5 minutes

Teach – approx. 5 minutes

Practise – 7 minutes

Apply – 10 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**

At Sheep Dip Lane we use set planning to ensure consistency, this can be found in Staff Shared Drive in the Letters and Sounds folder. This has been taken from <https://www.phonicsplay.co.uk> and by following this planning it ensures a strong level of consistency across the school.

### **Spellings**

Spellings are an important aspect of letters and sounds. Before children are given spellings they must be able to orally segment using their robot arms/ Fred talking 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 school. When giving spellings out we ensure our handwriting is modelled according to our school scheme. A record of spelling scores should be kept and discussions with parents should take place if children are getting low scores regularly.

### **Resources**

We have a bank of resources on One Drive and staff members add their own resources to this, to ensure we can cater for a range of games and activities. It is also advised that resources are made according to the interests of your group to personalise learning. Using themed activities motivates children and helps them engage.

### Teaching of 'Tricky' Whole /Undecodable Words

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.

### 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 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.

### 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. 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. All assessments should be used to inform planning, teaching and intervention. In Spring term EYFS are to use screening materials as an assessment tool.

### 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

Children should be introduced to irregular/non- words from EYFS to allow them to get used to reading them. Non-words should be taught alongside real words to allow children to apply their sounds and

develop an understanding of word meanings. Activities such as alien shopping lists and IWB games e.g. buried treasure are fantastic to develop children's understanding of real words and non-words.

### 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 school.

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

## 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
- Daily approx. 30 minute lessons
- 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. 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.
- Order: ai ay a\_e, ee, ea, e\_e, igh, ie, i\_e, oa, oe, o\_e and last of all oo, ue, u\_e. After three long vowels from each vowel group have been taught move onto consonant sounds such as kn, gn, n, wr,r, ph,ff,ff, wh,w, to enable the children to digest the long vowels taught earlier on. When teaching phase 5 children will pick up the reading quicker than the spelling. Don't worry too much as this comes in time. Children need more time to apply these spelling rules in other subjects.

### Games

Within Letters and Sounds, games should be played. Possible games include...

**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 and doing the Jolly Phonics actions.

**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 and do the Jolly Phonics action (if learnt). 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 space or I like to play it where they have to run back to their own space 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?

**Alien shopping list**- Reading of non-words. Choose a child to read a non-words others to find it on their shopping list as quick as they can and mark it off.

**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.

**Non-word or real words**- Show the children a word on a flashcard. Children should read in their head and then show an alien or human card to show what type of word it is. This is a good game when first introducing non-words.

**Speed read**- Children read words as quickly as they can. I used to make separate cards for the children to take turns to read but I would recommend doing the words on a piece of paper. On cards is useful at phase 5 if you want the children to sort the cards into alternative graphemes as an extension.

**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- I would recommend that you 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.

**Buried treasure**- This can be played in so many ways. Poop deck pirates, dragon's den and Obb and Bob are good ways of playing this game. To create the most movement I write my non-words and real words on coins (sometimes different shapes e.g. monster splats!) throw them around the space and child to collect one at a time and read and decode to put it one the pirate ship or put it in the sea.

**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'.

**HFW 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 one 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=tricky+words)

[https://www.youtube.com/results?search\\_query=geraldine+the+giraffe](https://www.youtube.com/results?search_query=geraldine+the+giraffe)

### **Appendices**

Appendix 1 – Suggested structure

Appendix 2 – Sheep Dip Lane planning structure

Appendix 2 – RWInc phonics – teach a sound examples

Appendix 4 – Supporting 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 planning per year

### 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			
Spring 2		Phase 1			
Summer 1	Week 1	Phase 2	s, a,		
	week 2	Phase 2	t, p		
	Week 3	Phase 2	I, n		
	Week 4	Phase 2	m, d		
	Week 5	Phase 2	g, σ		
	Week 6	Phase 2	c, k		
	Week 7	Phase 2	ck, e		
Summer 2	Week 1	Phase 2	application and assessments		
	week 2	Phase 2	u, r		
	Week 3	Phase 2	h, b		
	Week 4	Phase 2	ſ, ff		
	Week 5	Phase 2	l, ll		
	Week 6	Phase 2	ss		
	Week 7	Phase 2	Transition Revisit and assessments		

### 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, σ, c, k	and	
	6	2	ck, e, u, r	and, the, to	
	7	2	h, b,	no, go, I	
Autumn 2	1	2	ſ, ff, l, ll		
	2	2	s,		

	3	2	Application and revisit with a focus on formation and segmenting	Read and spell all, application to caption writing		
	4	2				
	5	2				
	6	2			Assessment	
	7	2			Assessment	
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		
				revisit all		
	4	3	Assessment			
	5	3	Assessment			
	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	adjacent consonants	said have like so		
	6	4	Assessment			
	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	cvcc		
	4	4	ccvc		
	5	4	adjacent consonants		
	6	4	adjacent consonants		
	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	i, o, c, g, u	little, one, do, when, what, out	
	6	5b	ow, ie, ea, er	water, where, who, again, thought, through, work, mouse	
	7	5b	a, y, ch, ou	many, laughed, because, different, any, eyes, friends, once, please	
Spring 1	1	5	Assessment – during assessment week consolidation activities and application of sounds to spellings		
	2	5			
	3	5c	alternative spellings ai, c	Revisit	
	4	5c	alternative spellings ee ch	revisit	
	5	5c	Revision		
	6	5c	alternative spellings igh f		
	7	5c	alternative spellings oa m		
Spring 2	1	5c	revision		
	2	5c	alternative spellings oo oo n		
	3	5c	alternative spellings ow ng		
	4	5c	Revision		
	5	5c	alternative spellings oi r		
	6	5c	alternative spellings ar s		
	7	5c	Revision		
Summer 1	1	5c	alternative spellings		

			ear sh		
	2	5c	alternative spellings air v		
	3	5c	Revision		
	4	5c	alternative spellings or w		
	5	5c	alternative spellings ur e		
	6	5c	Revision		
	7	5c	alternative spellings er i		
Summer 2	1	5c	alternative spellings ure o		
	2	5c	Revision		
	3	5c	alternative spellings 'zh' as in treasure, u		
	4	5	Revision and revisit		
	5	5			
	6		Transition weeks - assessments on phonic phases		
	7	4			

## 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			
	4	5			
	5	5			
	6	5			
	7	5			
Autumn 2	1	5			
	2	5			
	3	5			
	4	5			
	5	5			
	6	5			
	7	5			
	7	5	Assessments		

## Speed Sounds Set 1

m

### Say m

- 1 Sing and stretch mmmmm as you press your lips together hard.
- 2 Hold up the Picture-Sound cards of the pictures opposite, in turn. Stretch the sound at the start as you say the name of each picture:  
mmmouse, mmmountain, mmmirror, mmmmoon.  
Repeat, mixing up the pictures, until the children are fluent.

### Read m

- 1 Copy Maisie and the mountains onto the board.  
Run your finger down Maisie and then over the two mountains, saying mmm.  
Say mountain as you touch the end of the second mountain.
- 2 Write m on the board beside Maisie and the mountains. Make it the same size.  
Run your finger down and then over m, saying mmm.  
Say m just as you touch the end of m.  
Repeat 1 and 2 several times.
- 3 Show the Speed Sounds card (picture side). Say mountain.  
Show the letter side. Say m. Repeat until children are fluent.

★ praise constantly! ★

### Write m

- 1 Handwrite  
Air-write m, saying: Maisie, mountain, mountain as you go down Maisie and then over the two mountains.
- 2 Sound-write  
Sing and stretch mmmmm, in a rhythm, as you air-write a large m.  
Repeat 1 and 2, getting faster each time.  
Repeat 1 and 2 on paper.

★ don't worry  
if children's writing on  
paper is untidy ★

### Fred Talk (oral)

- 1 Say these words in Fred Talk:  
m-a-n, m-u-m, m-a-d, m-u-d, j-a-m.
- 2 Children repeat the Fred Talk and say the word.  
m-a-n man, m-u-m mum, m-a-d mad, m-u-d mud,  
j-a-m jam

★ practise Fred Talk  
through the day, using other  
one-syllable words -  
see page 165 ★

Give each child a photocopy of the page opposite, so they can practise the sounds at home.

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

Tell the children that they are going to learn to read and spell words with the ay sound.

## Hear and say ay (Don't show the letter side of the card)

Use my turn your turn to:

- 1 Show the A4 picture side of the ay Speed Sound card. Stretch the sound and say the phrase: ayyyy, may I play?
- 2 Say: This little girl wants to play she says... may I play?! (Repeat a few times.)
- 3 Say each of the words listed on the ay Speed Sound card in Fred Talk. (Do not ask the children to read these.)
- 4 Ask the children to repeat in Fred Talk, and then to say the whole word.

## Read the sound ay

- 1 Show the Speed Sound card (picture side). Say: When we look at this side we say: May I play?
- 2 Show the letter side. Say: When we look at this side we say ay.
- 3 Explain that when they see the two letters together they must say just one sound: ay.
- 4 Point to ay on the simple grapheme poster. Say the sound.
- 5 Ask the children to say the sound or phrase as you turn the card over, back and forth.

## Word Time!

Read with Fred Talk

Using the ay Green Word cards:

- 1 Tell the children that as they can now read the sound ay they will be able to read the words without your help.
- 2 Hold the first card to your chest - wait for all the children to get ready to read.
- 3 Put your finger under the first sound in the word, so that when you turn it you can watch less confident children read the word.
- 4 Ask the children to read it in Fred Talk, e.g. p-l-ay and then the whole word.
- 5 Say the word with exaggerated pronunciation. Repeat with the children.
- 6 Display the word in a pocket chart and continue with the rest of the ay Green Words.

Spell with Fred Fingers

Model how you show three fingers (palm facing you), pressing each finger as you say the sounds: p-l-ay.



For each word, ask children to:

- 1 Show three (fingers).
- 2 Touch each finger as they say the sounds: p-l-ay.
- 3 Say and write the word: play.

Speed sounds

- 1 Show Set 1 and 2 (ay) Speed Sound cards.
- 2 Practise these sounds until children can read them fluently.

Speed words

- 1 Mix up some Set 1 and Set 2 (ay) Green Word cards and practise reading them with and without Fred Talk until the children can read them effortlessly.
- 2 Ask them to write a few of the words.

Give each child a photocopy of the page opposite, so they can practise the sounds at home.

ay ee igh ow oo ee ar or air ir ou oy

### Appendix 3 – Supporting websites

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.monsterphonics.com](http://www.monsterphonics.com)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

On [youtube.co.uk](http://youtube.co.uk) search for Geraldine the Giraffe. There are lots of videos with the different graphemes/ phonemes

