



**Alexandra**

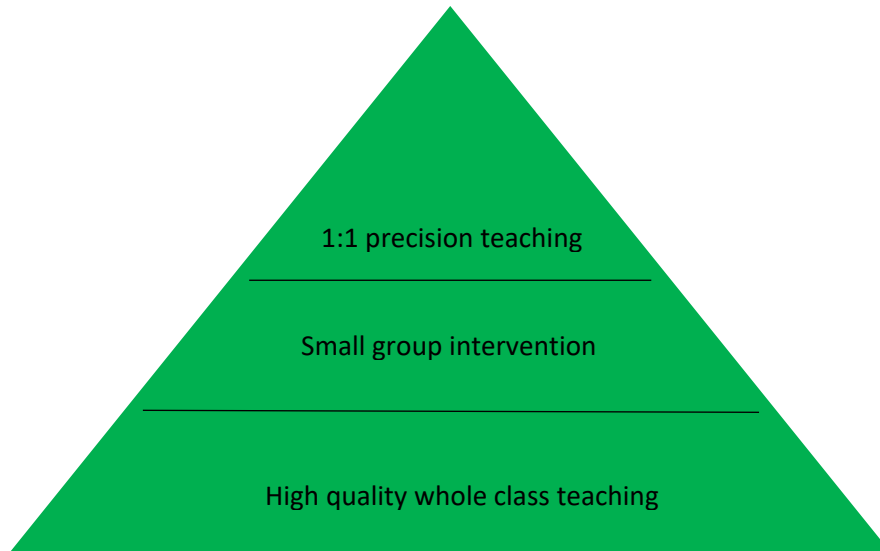
Primary School

**Aspire, Perform, Succeed**

# Phonics Intervention at Alexandra Primary School

January 2023

Phonics Intervention for the Lowest 20% of Readers and New Joiners



**Small Group Intervention based on whole class lesson**

Daily Rec-Yr2/3 x weekly KS2

**Revisit / Review or Teach**

Flashcard recall of a selected group of phonemes including the focus/new phoneme.

Play 'Win it', repeat until grapheme is recognised.

Video link: <https://www.youtube.com/watch?v=rciaLambtuc8>

**Practise**

Reading of selected words containing focus phoneme

Promote fluency

**Apply**

Play 'Mix it up' and/or additional game

video link: [https://www.youtube.com/watch?v=RVOPsvf\\_01A](https://www.youtube.com/watch?v=RVOPsvf_01A)

**1:1 Precision Teaching**

3 x weekly

**Practise Chart**

All children in the lowest 20% have their knowledge and targets mapped out on an APS practise chart. This is used as the sessions planning.

**Revisit / Review / Teach**

Flashcard Recall / Win it

**Practise**

Activity based on gaps: oral blend/segment, GPC

See support document for bank of activities

**Apply**

For reading: 'Mix it up', promote fluency

For oral blending/segmenting: Use bank of games

*\*Flexible approach in KS2 depending on need. Some interventions may follow a 5-part teaching sequence in small groups. Intervention follows the relevant phases scheme of work.*

### Daily Phonics Practise

This takes place during the 'application' part of the daily phonics lesson. The group of children who engage with the daily phonics practise should be the lowest 20% of readers. This group should be flexible and can accommodate children who have returned from being absent or have struggles in the lesson that day.

**The structure** is a three-part lesson: recall, practise, apply.

#### Recall

Play 'win it' with around 5 flashcards. Repeat the process until the children can recognise the grapheme and recall the phoneme for the focus sound.

#### Practise

Select 4 words that contain the focus phoneme.

First word: *do not show the word to the children.*

- Segment the word orally using phoneme fingers.
- Ask children to join in with segmenting the word.
- Ask children to segment the word independently.
- Show the word and model blending to read (sound buttons)
- Children to join in reading the word by blending.
- Children to blend to read the word independently.

Second word:

-Repeat the above process but allow children more independence, for example, they join in with you rather than modelling first.

Third word:

-Show the word to start with. Skip the segmenting process.

Fourth word:

-Show the word. Children to read the word independently by blending. You may need to try a fifth word and model again if the majority of the group struggle with reading this word.

#### Apply

- Each child can be given their own word to read.
- Model using the letter cards to spell a word. Physically move the cards to emphasis the process. Each child to have a go at segmenting and then spelling a word using the focus phoneme.
- On some occasion's children can be asked to write a word or short sentence where applicable.

### **Additional Phonics Practise**

The additional practise is for the lowest 20% of readers. This should be flexible as children move in and out of the group. It needs to happen 3 times a week 1:1. It focuses on each child's individual gaps as identified on the practise mat.

It is a fast-paced version of the above three-part lesson. However, more games can be introduced depending on the child's need (blending/segmenting/GPC recall).

See document 'Supporting the Teaching of Phonics' for a list of games/strategies.



Area of development	Teaching/ Learning	What to do...
<b>Oral Blending and Segmenting</b>	<b>My turn, your turn blending and segmentation</b>	<i>Teacher models first to blend e.g. c-a-t = cat, children then blend to read Teacher models first to segment e.g. dog = d-o-g, children then segment to write</i>
	<b>Show me the word blending (Show me your Blending)</b>	<i>Put a range of pictures out. Teacher to say a blended word e.g. w-e-b show me the w-e-b Use actions to show blending e.g. touch your 'kn-ee-s'</i>
	<b>Tell me the word blending (Feely Bag Blending)</b>	<i>Place objects in a bag. Teacher to say e.g.: I can feel a... 'f-i-sh'. Child to find the fish toy. Take an item out of a bag – what can you see, it's a 'l-ea-f'/ s-o-ck and place the objects on a mat – say the names. Introduce robot for robot talk b-u-s</i>
	<b>Physical segmentation (Chop it up)</b>	<i>Teacher to model e.g. 'dog' – robot talk/ chopping action and fingers 'd-o-g A toy wants a picnic but he only understands sound talk, he wants jam – tell the toy in sound talk e.g. j-a-m</i>
<b>Learning a Letter</b>	<b>Single-letter sound correspondence</b>	<i>E.g. 's' – show a picture of a snake, make ss sound, wave hand like a snake/ tell a story of a snake, say children's names/ other words with 's' sound. Trace shape of 's' on the picture of the snake and say 's', children to join in. Write 's' next to the snake and children to repeat 's'. Say 'snake – 's' Show children card with 's' written (grapheme) and image – children to say snake/ 's' depending what they see. Model/ discuss letter formation of the letter, children to join in in the air/ on hands/ whiteboards/ paper</i>
	<b>A digraph or trigraph</b>	<i>E.g. 'sh'. Hear it and say it – say the grapheme with the mnemonic, children to join in, Say words/ names with the sound. See it and say it – Show children 'sh' and tell them the sound needs two letters to make one sound, we show this with a line under the sound. Remind children of any other known digraphs/ trigraphs. Write some words with the 'sh' sound and children to find the 'sh' sound and draw a line under the grapheme. Children to read/ write the sound.</i>
	<b>Split digraph</b>	<i>E.g. 'i-e'. Children to sound talk and show fingers for a word with a grapheme that makes the same sound that isn't a split digraph e.g. 'tie'. Children to think about what needs adding to make 'time'. Hold the 'm' next to 'tie' and discuss that that isn't correct. Cut the 'ie' and put the 'm' in between them, draw a line linking i-e. Repeat with other words.</i>
	<b>An “alternative” (new) grapheme</b>	<i>Other activities: Best bet (create a table with different ways to write a phoneme/ spot the phonemes in a story and notice how they can be written differently</i>
	<b>Alternative pronunciation</b>	<i>Show a word with the known grapheme e.g. 'milk', children to sound talk it and read it. Show a</i>



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		<i>word with an alternative pronunciation e.g. 'find' and discuss that the grapheme 'i' will have a different pronunciation. Sound talk other words and discuss the pronunciation.</i>
<b><u>Letter Recognition</u></b>	<b>Flashcards</b>	<i>Children to say the sound as quickly as possible when they see the grapheme – A4 or A5 cards with mnemonic and letter (could use Frieze/ fans)</i>
	<b>Are you Ready? (IAW version of the flashcards)</b>	<i>Interactive whiteboard – graphemes flash up quickly and children to say the sounds</i>
<b><u>Blending and Reading Words</u></b>	<b>Reading a word (letter cards or magnetic letters)</b>	<i>Show a word using letter cards or magnetic letters (e.g. VC/CVC), sound talk the word and tell children the word. Children to repeat. Repeat with other words. Children to sound talk another word with teacher and tell their partners the word. Repeat with more words. Show another word and children sound talk it, teacher to sound talk it and children to say the word, repeat. Show another word, children to sound talk it and then say the word. Repeat</i>
	<b>Reading a word (sound buttons)</b>	<i>Show a word (e.g. VC/CVC) and draw sound buttons under each letter, sound talk the word and tell children the word. Children to repeat. Repeat with other words. Children to sound talk another word with teacher and tell their partners the word. Repeat with more words. Show another word and children sound talk it, teacher to sound talk it and children to say the word, repeat. Show another word, children to sound talk it and then say the word. Repeat</i>
	<b>Read the word (find the digraph, trigraph, sound buttons and bars)</b>	<i>Show children a word, model/ discussion about the digraph, trigraph, putting in sound buttons/ bars. Repeat with the class and children to do independently/ in pairs</i>
	<b>Read it Fast/Countdown</b>	<i>Show a list of words, one underneath each other. Aim of the activity is to read as many word as possible before the timer finishes – could do it as a class/ partners/ groups</i>
<b><u>Reading Captions and Sentences</u></b>	<b>Reading a caption to fluency</b>	<i>Teacher to model reading the caption using intonation/ expression and pace. Can sound talk first and also note any tricky words. Images to support.</i>
	<b>Reading a sentence to fluency</b>	<i>Teacher to model reading the sentence using intonation/ expression and pace. Can sound talk first and also note any tricky words. Images to support.</i>
<b><u>Letter Recall</u></b>	<b>Fastest Finger</b>	<i>Teacher model pointing and saying the sound, children to share the same activity and then do it independently.</i>
	<b>Quick-copy</b>	<i>Show children a word with the grapheme underlined. Children to make the word using magnetic letters and say the phoneme and read the word. Repeat.</i>
	<b>Quick-write</b>	<i>Teacher to say the sound of a grapheme (with mnemonic and action if needed), children to write it saying the letter formation pattern as they do</i>
	<b>Spelling a word (word-building with</b>	<i>Say a word (e.g. CVC) and then sound talk it, holding up 3 fingers. Say another CVC word and</i>



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<b><u>Segmenting and Spelling (words)</u></b>	<b>letter cards or magnetic letters)</b>	<i>children to sound talk it e.g. 'sit'. Model finding 's' from the magnetic letters/ sound cards and put it on the phoneme frame, then same with 'i' and 't'. Repeat with another word, children to sound talk it and say what to put in the phoneme frame and repeat on their own frames</i>
	<b>Spelling a word (phoneme frame or phoneme line)</b>	<i>Say a word e.g. CV word and then sound talk it, hold up 2 fingers. Say another word and children to sound talk it e.g. 'it'. Model writing 'i' and put it in the phoneme frame, then same with 't'. Repeat with another word, children to sound talk it and say what to put in the phoneme frame and repeat on their own frames Teacher to say a word and hold up fingers needed, sound talk it and point to a finger for each phoneme. Children to copy. Hold fingers up and write the letters of the word in the phoneme frame, children to write the word in their phoneme frames. Say another word, children to sound talk it and teacher to write as children sound talk. Repeat but leave a letter off the writing.</i>
	<b>Checking spelling (Check It)</b>	<i>Model editing/ re-reading work, checking for correct phonemes and sound order. Show some examples with errors and discuss what they are and model correcting them. Repeat with children as a shared and then partner/ independent activity.</i>
<b><u>Spelling Captions and Sentences</u></b>	<b>Writing a caption</b>	<i>Display and discuss an image, ask children to help you write a caption e.g. 'cat in a hat'. Say caption together repeatedly (use actions/ partner talk). Children to tell teacher first word, ask what letters are needed and write it, remind children of finger spaces/ punctuation. Repeat with the other words.</i>
	<b>Writing a sentence</b>	<i>Display and discuss an image. Children to help teacher write the sentence e.g. 'The clown did the best tricks'. Say the sentence all together and to partners/ actions. Children tell the teacher the first word, ask what letters are needed (make a point of a capital letter) and repeat for the other words. Make a point of the full stop/ question mark/ exclamation mark and finger spaces.</i>

Area of development	Independent Application	What to do...
<b><u>Blending and Reading Words</u></b>	<b>Word and Picture Match</b>	<i>Set out word cards and picture cards, children to match words to the pictures. Can do the same with sentences. Choose a picture and show fully formed words e.g. show a cat and 4 words, find the word cat – read each one and recognise initial letter sounds etc</i>
	<b>Word Grids</b>	<i>Put a word out and each phoneme, this card says 'pig' can you make 'pig'. Children to put each phoneme in a grid to make the word.</i>



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<b><u>Reading Captions and Sentences</u></b>	<b>Match It</b>	<i>Display caption/ sentence and images, sound talk each word and read the whole caption/ sentence. Children to say which image the caption/ sentence belongs to, can be done independently.</i>
	<b>Yes or No?</b>	<i>Children to have yes/no cards. Display a yes/no question, children to read the question and decide if the answer is yes/ no</i>
<b><u>Segmenting and Spelling (words)</u></b>	<b>Write a Label</b>	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	<b>Write a List</b>	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
<b><u>Spelling Captions and Sentences</u></b>	<b>Writing Captions</b>	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	<b>Writing Sentences</b>	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
<p>There should be an element of independent activity daily or as part of morning challenge to allow children time to consolidate learning.</p>		

<b>Area of development</b>	<b>Targeted Additional Practise</b>	<b>What to do...</b>
<b><u>Oral Blending and Segmenting</u></b>	<b>Supported Blending (Blend It)</b>	<i>Intervention- show the child a picture. Sound talk the pictures but don't say the word. Child repeats. Repeat at a faster pace and blend, child to say the word. Repeat with more pictures. Sound talk the picture, child points to the right one. Child to sound talk and blend to say the word.</i>
	<b>Supported Segmentation (Copy Me)</b>	<i>Intervention – Show child a word and repeat it e.g. ship.. model finding the phonemes to make ship, child to do independently after</i>
<b><u>Letter Recognition</u></b>	<b>Win It</b>	<i>Show the unknown grapheme (flashcard). Emphasise the shape with your fingers, run it over the grapheme and say the sound. Child to repeat this at least 3 times. Put the new grapheme amongst known graphemes and go through the flashcards. If the child recognises the grapheme put it back and keep showing he cards, if the child doesn't recognise it tell them the phoneme and repeat it putting it closer to the front.</i>
	<b>Grapheme Grid</b>	<i>Grid of letters/ graphemes, teacher to model saying a letter name and finding the grapheme, or saying the phoneme and finding the grapheme. Children to repeat.</i>





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		<i>Could put counters on each one said correctly.</i>
<b><u>Blending and Reading Words</u></b>	<b>Mix It Up</b>	<i>Make one of the words with the grapheme cards, saying each phoneme. Move finger left to write under each grapheme. Say the word as you do that. Push the cards to the child and repeat. Then model but this time mixing up the graphemes. Put them in the right order, saying the phoneme for each grapheme to make the word. Say the word as a whole. Child to repeat. Then pick up a whole word and model sounding out and blending the word. Child to do the same.</i>
<b><u>Reading Captions and Sentences</u></b>	<b>Build It Up (repeated reading)</b>	<i>Keep up modelled/ shared reading and independent reading with children e.g. 1:1 reading time.</i>
<b><u>Letter Recall</u></b>	<b>Write It (small chunk of letters)</b>	<i>Teacher to say a letter and children to write it.</i>
<b><u>Segmenting and Spelling (words)</u></b>	<b>Write It (word version)</b>	<i>Choose the picture and make the word using the phonemes to make the word e.g. picture of a sun, find the phonemes to make sun s-u-n. Write the word</i>
<p>There should be a daily opportunity to support low learners including bottom 20% and focused target teaching</p>		

**Win it**

**Preparation:**

Use Phonics assessment to identify the missing graphemes within the phase. Choose one to teach per session.

**Step 1:**

- a) Show the unknown grapheme (flashcard).
- b) “My turn” - Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along.
- c) “Your turn” - Ask children to repeat this at least 3 times.

**Step 2:**

- a) Put the new grapheme in with a collection of known graphemes. (Put it nearer to the start to begin with.)
- b) Go through all of the grapheme flashcards.

**Step 3:**

- a) If the child recognises the grapheme, put it at the back and continue to show the cards.
- b) If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and put it closer to the front.

**Mix it up! - blending**

**Preparation:**

Have a planned list of words appropriate to the phase that contain the graphemes that the child knows fluently - no more than 3 or 4.

**Step 1** - Make one of the words with your grapheme cards.

- a) "My turn" - Point to each grapheme, saying the phoneme.
- b) Sweep your finger from left to right under the graphemes. Say the word as a whole when you sweep.
- c) Push the cards towards the child. "Your turn" - they then repeat step 1.

**Step 2** - Mix it up.

- a) "My turn" - teacher models mixing up the individual graphemes.
- b) Put them into the correct order saying the phoneme for each grapheme to make the word.
- c) Sweep your finger from left to right under the graphemes. Say the word as a whole as you sweep.
- d) Push the cards towards the child. "Your turn" - they then repeat step 2.

**Step 3** - fluent reading

- a) "My turn" - teacher model reading the whole word fluently.
- b) Give the word card to the child - "Your turn" - they then repeat step 3.

Repeat steps 1-3 with the remaining words.

*This strategy is applicable to all phases.*



**Phonics – diagnostic overview**  
**Additional Practise Progress Chart**

Oral Blending	Oral Segmenting
Orally blend VC/CVC words	Orally segment VC/CVC words
Orally blend CVCC/CCVC	Orally segment CVCC/CCVC

Graphemes	Word reading	Tricky Words
Read phase 2 graphemes	Read words with phase 2 graphemes in	Phase 2: the, to, I, no, go, into
Read phase 3 graphemes	Read words with phase 3 graphemes in	Phase 3: he, she, we, me, be, was, you, they, all, are, my, her
Read phase 5 graphemes	Read phase 4 words	Phase 4: said, have, like, so, do, some, come, were, there, little, one, when, out, what
	Read words with phase 5 graphemes in	Phase 5: oh, their, people, Mr, Mrs, looked, called, asked, could

Graphemes
Phase 2: s a t p i n m d g o c k ck e u r h b f ff l ll ss
Phase 3: j v w x y z zz qu ch sh th ng ai ee igh oa oo/oo ar or ur ow oi ear air ure er
Phase 5: ay ou ie ea oy ir ue/ue aw wh/wh ph ew/ew oe au ey a-e e-e i-e o-e u-e/u-e

**Highlight - target**



## Nursery Phonics

**End of Year Expectation:** To orally blend and segment the sounds in words.

### Early Phonics Aspects:

#### Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills.

#### Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers.

#### Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children’s awareness of sounds and rhythms.

#### Aspect 4 – Rhythm and rhyme

This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech.

#### Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

#### Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

#### Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

**Opportunities to develop all aspects of early phonics are ongoing in our provision. Our 3xweekly phonics sessions follow our Literacy Progression of Skills document and the table below sets out a guide of when each aspect is focused on.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rhythm and rhyme	Rhythm and rhyme	Rhythm and rhyme	Alliteration	Alliteration	Oral Blending and Segmenting
General sound discrimination	General sound discrimination	General sound discrimination	Voice sounds	Oral Blending and Segmenting	
		Voice sounds			

Build on vocabulary and descriptive language



# Reception Phonics

Pace and Progression											
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2			
Phase 1	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3	Phase 3	Phase 4	Phase 4			
<p><b>Week 1, 2 &amp; 3:</b> Baseline assessments Phase 1</p> <p><b>Week 4:</b> s, a, t, p</p> <p><b>Week 5:</b> i, n, m, d,</p> <p><b>Week 6:</b> g, o, c, k,</p> <p><b>Week 7:</b> ck, e, u, r,</p> <p><b>Week 8:</b> h, b, f, ff,</p>		<p><b>Week 1:</b> l, ll, ss</p> <p><b>Week 2 &amp; 3:</b> Revisit/ Assessment week</p> <p><b>Week 4:</b> j, v, x, z</p> <p><b>Week 5:</b> y, z, zz, qu,</p> <p><b>Week 6:</b> ch, sh, th, ng,</p> <p><b>Week 7:</b> ai, ee, igh, oa</p>		<p><b>Week 1:</b> oo, oo, ar, or</p> <p><b>Week 2:</b> ur, ow, oi, ear</p> <p><b>Week 3:</b> air, ure, nk, er</p> <p><b>Week 4:</b> Practise all GPCs</p> <p><b>Week 5:</b> Practise all GPC's</p> <p><b>Week 6:</b> Revisit/Assessment week</p>		<p><b>Week 1:</b> Practise all GPCs</p> <p><b>Week 2:</b> Practise all GPCs</p> <p><b>Week 3:</b> Practise all GPCs</p> <p><b>Week 4:</b> Consolidation week</p> <p><b>Week 5:</b> Consolidation week</p> <p><b>Week 6:</b> Revisit/Assessment week</p>		<p><b>Week 1:</b> Practise all GPCs</p> <p><b>Week 2:</b> Practise all GPCs</p> <p><b>Week 3:</b> Reading and spelling of CVCC words</p> <p><b>Week 4:</b> Reading and spelling of CCVC words</p> <p><b>Week 5:</b> Reading and spelling of words with adjacent consonants</p> <p><b>Week 6:</b> Revisit/Assessment week</p>		<p><b>Week 1:</b> Reading and spelling of words with adjacent consonants</p> <p><b>Week 2:</b> Practise recognition and recall, reading and spelling of Ph2,3&amp;4</p> <p><b>Week 3:</b> Practise recognition and recall, reading and spelling of Ph2,3&amp;4</p> <p><b>Week 4:</b> Practise recognition and recall, reading and spelling of Ph2,3&amp;4</p> <p><b>Week 5:</b> Practise recognition and recall, reading and spelling of Ph2,3&amp;4</p> <p><b>Week 6:</b> Practise recognition and recall, reading and spelling of Ph2,3&amp;4</p>	
<p><b>Ongoing:</b></p> <p><b>Phase 1, 7 aspects</b></p> <p><u>Tricky words</u> – l, go, no, to, the, into, put</p> <p><u>High Frequency Words</u> - had, an, back, to, as, and, at, get, no, if, big, in, him, is, his, it, not, of, got, off, up, on, mum, can, but, dad, put</p>				<p><b>Ongoing:</b></p> <p><u>Tricky words</u>– he, she, me, we, be, was, you, all, they, are, my her</p> <p><u>High Frequency Words</u> - will, see, that, for, this, now, then, down, them, look, be, with, too</p>			<p><b>Ongoing:</b></p> <p><u>Tricky words</u>– some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p><u>High Frequency Words</u> - went, it's, from, children, just, help</p>				



# Year One Phonics Scheme of Work

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 3	Phase 4	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
<p><b>Week 1 &amp; 2:</b> <b>Phase 3</b> Baseline assessments and consolidation of Reception coverage</p> <p><b>Week 3:</b> <b>Phase 4</b> Reading and spelling of CVCC words – belt, hump, band, gulp, wind, nest, hunt, tilt tuft, camp, gust kept, tusk, soft, husk</p> <p><b>Week 4:</b> <b>Phase 4</b> Reading and spelling of CCVC words – champ, chest, shift tenth, theft thump, chimp bench, sixth beast, think</p> <p><b>Week 5:</b> <b>Phase 4</b> Reading and spelling of polysyllabic words – shampoo, helpdesk sandpit, shelter lunchbox, pondweed thundering chimpanzee</p>		<p><b>Week 1:</b> ay (as in day) ou (as in out) ie (as in pie) ea (as in sea)</p> <p><b>Week 2:</b> oy (as in boy) ir (as in girl) ue (as in clue) /oo/ ue (as in due) /yoo/</p> <p><b>Week 3:</b> wh (as in when) wh (as in who) ph (as in dolphin) ew (as in blew) /oo/</p> <p><b>Week 4:</b> ew (as in new) /yoo/ oe (as in toe) au (as in haul) ey (as in turkey)</p> <p><b>Week 5:</b> a_e (as in snake) e_e (as in these) i_e (as in like) o_e (as in bone)</p>	<p><b>Week 1:</b> Phoneme families consolidation: /oa/ oa, oe, o_e /oo/ and /yoo/ oo, ue, ew, u_e /ow/ ow, ou /oi/ oi, oy</p> <p><b>Week 2:</b> Alternative pronunciations i (as in find) /igh/ o (as in cold) /oa/ a (as in acorn) /ai/ u (as in put) /oo short/</p> <p><b>Week 3:</b> Alternative pronunciations u (as in unit) /yoo/ e (as in he) /ee/ ow (as in low) /oa/ ie (as in chief) /ee/</p> <p><b>Week 4:</b> Alternative pronunciations: ea (as in head) /e/ ou (as in could) /oo short/ ou (as in you) /oo long/ ou (as in mould) /oa/</p> <p><b>Week 5:</b> Alternative pronunciations: y (as in by) /igh/ y (as in cygnet) /i/ y (as in very) /ee/ ch (as in school) /c/</p>	<p><b>Week 1:</b> Alternative pronunciations: ch (as in machine) /sh/ c (as in cent), /s/ g (as in giant) /j/ ey (as in they) /ai/ zh (as in vision/visual/beige/measure)</p> <p><b>Week 2:</b> Alternative spellings: /ch/ spelt ture (as in adventure) /ch/ spelt tch (as in match) /j/ spelt dge (as in badge) /m/ spelt mb (as in thumb)</p> <p><b>Week 3:</b> Alternative spellings: /n/ spelt gn (as in gnaw) /n/ spelt kn (as in knot) /r/ spelt wr (as in wrap) /s/ spelt st</p> <p><b>Week 4:</b> Alternative spellings: /s/ spelt se (as in listen) /z/ spelt se (as in please) /u/ spelt o (as in son) /ee/ spelt y (as in happy)</p> <p><b>Week 5:</b> Alternative spellings: /ee/ spelt ey (as in donkey) /ear/ spelt ere (as in here) /ear/ spelt eer (as in cheer)</p>	<p><b>Week 1:</b> Alternative spellings: /or/ spelt our (as in four) /ur/ spelt ear (as in learn) /ur/ spelt or (as in word) /oo/ spelt oul (as in could)</p> <p><b>Week 2:</b> Alternative spellings: /oo/ spelt u (as in put) /ai/ spelt ay (as in day) /ai/ spelt a_e (as in came) /ee/ spelt ea (as in bead)</p> <p><b>Week 3:</b> Alternative spellings: /ee/ spelt e_e (as in these) /ee/ spelt ie (as in chief) /i/ spelt y (as in gym) /air/ spelt are (as in care)</p> <p><b>Week 4:</b> Alternative spellings: /or/ spelt our (as in four) /igh/ spelt ie (as in pie) /igh/ spelt y (as in by) /oa/ spelt ow (as in low)</p> <p><b>Week 5:</b> Alternative spellings: /oa/ spelt oe (as in toe) /(y)oo/ spelt ue (as in cue) /(y)oo/ spelt u_e (as in tune)</p>	<p><b>Week 1:</b> Alternative spellings: /oa/ spelt o_e (as in bone) /sh/ spelt c (as in facial) /sh/ spelt ti (as in station) /sh/ spelt s (as in sugar)</p> <p><b>Week 2:</b> Alternative spellings: /f/ spelt ph (as in phone) /w/ spelt wh (as in when) /or/ spelt ore (as in core) /or/ spelt aw (as in saw)</p> <p><b>Week 3:</b> Alternative spellings: /or/ spelt au (as in August) /v/ spelt ve (as in valve) /ng/ spelt ngue (as in tongue) /ow/ spelt ou (as in loud)</p> <p><b>Week 4:</b> Review phoneme families: /oa/ oa, oe, o_e, ow, o, ou /igh/ igh, ie, i_e, i, y /or/ or, aw, au, oor, ore, a, al /ur/ ur, ir, er, ear, or</p> <p><b>Week 5:</b> Review phoneme families: /ai/ ai, ay, a_e, a, ey, ea, /ee/ ee, es, e, ie, l, ei, ey, u, e_e /oo/ ew, ue, u_e, u (oo) /oo/ ew, ue, u_e, u (yoo)</p>



# Year One Phonics Scheme of Work

<p><b>Week 6:</b> <b>Phase 4</b> Reading and spelling of CCVC words – from, spot, twin, frog speck, trip, grab, track flag, glass</p> <p><b>Week 7:</b> <b>Phase 4</b> Reading and spelling of CCVCC words - stand, tramp, grunt, crept twist, skunk, frost, cramp, plump, blank</p>	<p><b>Week 6:</b> Assessment and phoneme families consolidation: /ai/ ai, ay, a_e /ee/ ee, ea, e_e /igh/ igh, ie, i_e /ur/ ur, ir</p> <p><b>Week 7:</b> u_e (as in rude) u_e (as in tube) aw (as in saw) Phoneme family consolidation: /or/ or, aw, au</p>	<p><b>Week 6:</b> Assessment and consolidation</p>	<p>/ar/ spelt a (as in father)</p> <p><b>Week 6:</b> Alternative spellings: /ar/ spelt al (as in calf) /air/ spelt ere (as in there) /air/ spelt ear (as in pear) /or/ spelt a (as in all)</p>	<p>/(y)oo/ spelt ew (as in stew)</p> <p><b>Week 6:</b> Alternative spellings: /oo/ spelt ue (as in clue) /oo/ spelt u_e (as in rude) /oo./ spelt ew (as in blew) /igh/ spelt i_e (as in like)</p>	<p><b>Week 6:</b> Consolidation</p>
<p><b>Ongoing:</b></p> <p><u>Tricky words</u>– some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p><u>High Frequency Words</u> - went, it’s, from, children, just, help, oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p><b>New graphemes</b> <b>Alternative pronunciations</b> <b>Alternative spellings</b></p>		<p><b>Ongoing:</b></p> <p><i>Use AfL to identify alternative spelling choices or alternative pronunciations that children need to consolidate / apply. You must still consider the ‘new teach’ element e.g. refining best bet rules / recognising *** in polysyllabic words etc.</i></p> <p><b>Ongoing:</b></p> <p><u>Tricky words</u>– water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</p> <p><u>High Frequency Words</u> - don’t, old, I’m, by, time, house, about, your, day, made, came, make, here, saw, very, put</p>			





# Year Two Phonics Scheme of Work

Autumn 1	Autumn 2	Spring and Summer
Phase 5	Phase 5	Spelling
Autumn 1	Autumn 2	The national curriculum in England - English Appendix 1: Spelling
Alternative Pronunciations	Alternative Spellings	
<p><b>Week 1:</b> Phoneme families: /ai/ ai, ay, a_e /ee/ ee, ea, e_e /igh/ igh, ie, i_e /ur/ ur, ir</p> <p><b>Week 2:</b> Phoneme families: /oa/ oa, oe, o_e /oo/ and /yoo/ oo, ue, ew, u_e /ow/ ow, ou /oi/ oi/ oy /or/ or, aw, au</p> <p><b>Week 3:</b> Alternative pronunciations i (as in find) /igh/ o (as in cold) /oa/ a (as in acorn) /ai/ u (as in put) /oo short/</p> <p><b>Week 4:</b> Alternative pronunciations u (as in unit) /yoo/ e (as in he) /ee/ ow (as in low) /oa/ ie (as in chief) /ee/</p> <p><b>Week 5:</b> Alternative pronunciations: ea (as in head) /e/ ou (as in could) /oo short/ ou (as in you) /oo long/ ou (as in mould) /oa/</p>	<p><b>Week 1:</b> Alternative spellings: /s/ spelt se (as in listen) /z/ spelt se (as in please) /u/ spelt o (as in son) /ee/ spelt y (as in happy)</p> <p><b>Week 2:</b> Alternative spellings: /ear/ spelt ere, eer (as in here, cheer) /ar/ spelt a, al (as in father, calf) /air/ spelt ere, ear (as in there, pear) /or/ spelt a, our (as in all, four)</p> <p><b>Week 3:</b> Alternative spellings: /ur/ spelt ear, or (as in learn, word) /oo/ spelt oul, u (as in could, put) /ai/ spelt ay, a_e (as in day, came) /ee/ spelt ea, e_e, ie (as in bead, these, chief)</p> <p><b>Week 4:</b> Alternative spellings: /i/ spelt y (as in gym) /air/ spelt are (as in care) /igh/ spelt ie, i_e (as in pie, like) /oa/ spelt ow, oe (as in low, toe)</p> <p><b>Week 5:</b> Alternative spellings: /(y)oo/ ue, u_e, ew (cue, tune, stew) /oo/ spelt ue, u_e, ew (as in clue, rude, blew) /oa/ spelt o_e (as in bone)</p>	<p><b>Statutory Alternative Spellings:</b></p> <p><b>Week 1:</b> /dʒ/ spelt dge (as in badge) /dʒ/ spelt ge (as in age) /dʒ/ spelt g (as in gem) /dʒ/ spelt j (as in jar)</p> <p><b>Week 2:</b> /s/ spelt as c (as in race) /n/ spelt as kn (as in knock) /n/ spelt as gn (as in gnat) /r/ spelt as wr (as in write)</p> <p><b>Week 3:</b> /l/ spelt as le (as in table) /l/ spelt as el (as in camel) /l/ spelt as al (as in metal) /igh/ spelt y (as in cry)</p> <p><b>Week 4:</b> /or/ spelt a (as in all) /u/ spelt o (as in other) /ee/ spelt ey (as in donkey) /ʒ/ sound spelt s (like in television)</p> <p><b>Statutory Spelling Rules:</b></p> <ul style="list-style-type: none"> <li>• il (as in pencil)</li> <li>• Adding -es to nouns and verbs ending in -y (as in flies)</li> <li>• Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (as in copied)</li> <li>• Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</li> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> </ul>



# Year Two Phonics Scheme of Work

<p><b>Week 6:</b> Alternative pronunciations: y (as in by) /igh/ y (a in cygnet) /i/ y (as in very) /ee/ ch (as in school) /c/</p> <p><b>Week 7:</b> Alternative spellings: /ch/ spelt ture, tch (as in adventure, match) /m/ spelt mb (as in thumb) /r/ spelt wr (as in wrap) /s/ spelt st</p>	<p>/sh/ spelt c, ti, s (as in facial, station, sugar)</p> <p><b>Week 6:</b> Alternative spellings: /f/ spelt ph (as in phone) /w/ spelt wh (as in when) /or/ spelt ore, aw, au (as in core, saw, August) /v/ spelt ve (as in valve)</p> <p><b>Week 7:</b> Alternative spellings: /ng/ spelt ngue (as in tongue) /ow/ spelt ou (as in loud) 2 x days of consolidation</p>	<ul style="list-style-type: none"> <li>ey - The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).</li> <li>The /b/ sound spelt a after w and qu.</li> <li>The /z:/ sound spelt or after w</li> <li>The suffixes -ment, -ness, -ful, -less and -ly</li> <li>Contractions</li> <li>The possessive apostrophe (singular nouns)</li> <li>Words ending in -tion</li> <li>Common exception words</li> </ul>
<b>High Frequency Words</b>		<b>Common Exception Words</b>
<p>water, other, fast, air, use, away, food, only, trees, along, good, many, plants, want, through, laughed, tea, dragon, over, way, let's, pulled, how, much, eyes, we're, suddenly, fly, must, told, friends, grow, going, another, where, door, great, dark, would, right, why, grandad, sea, cried, there's, took, these, keep, looking, school, began, think, boy, last, than, home, animals, jumped, who, never, because, better, didn't, next, even, first, know, work, before, across, bear, gone, can't, clothes, hard, again, that's, floppy, baby, key, really, long, fish, wind, things, gave, place, new, mouse, mother, eggs, after, something, once, wanted, please, eat, window, thing, everyone, still, sleep, stopped, our, found, ever, two, live, morning, has, say, queen, most, soon, each, cold, play, night, book, park, take, narrator, lived, thought, small, green, birds, different, couldn't, horse, find, three, girl, rabbit, more, head, which, white, I'll, king, inside, coming, round, town, he's, I've, any, river, magic, around, under, liked, shouted, every, giant, garden</p>		<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>

# EYFS/KS1 Phonics Glossary

Word	What Does It Mean?
<b>blend</b>	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
<b>consonant</b>	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
<b>CVC words</b>	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none"><li>• VC words e.g. on, is, it.</li><li>• CCVC words e.g. trap and black.</li><li>• CVCC words e.g. milk and fast.</li></ul>
<b>digraph</b>	<p>Two letters which together make one sound e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <ul style="list-style-type: none"><li>• <b>Vowel digraph:</b> a digraph in which at least one of the letters is a vowel, for example; b(<b>oa</b>)t or d(<b>ay</b>).</li><li>• <b>Consonant digraph:</b> two consonants which can go together, for example (<b>sh</b>)op or (<b>th</b>)in.</li><li>• <b>Split digraph</b> (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example c(<b>a</b>)k(<b>e</b>) or p(<b>i</b>)n(<b>e</b>).</li></ul>
<b>grapheme</b>	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Word	What Does It Mean?
<b>Letters and Sounds</b>	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> <li>• <b>Phase 1:</b> This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds.</li> <li>• <b>Phase 2:</b> Learning 19 letters of the alphabet, along with the first 5 'tricky words' and using them to read and spell simple words and captions.</li> <li>• <b>Phase 3:</b> Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences.</li> <li>• <b>Phase 4:</b> Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words', within sentences.</li> <li>• <b>Phase 5:</b> Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences.</li> <li>• <b>Phase 6:</b> Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.</li> </ul>
<b>phoneme</b>	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
<b>phonics</b>	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
<b>pure sound</b>	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
<b>segment</b>	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
<b>tricky words</b>	Words that are difficult to sound out e.g. said, the, because.
<b>trigraph</b>	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.
<b>vowel</b>	The letters a, e, i, o, u.