



Alexandra

Primary School

Aspire, Perform, Succeed

Phonics

at Alexandra Primary School

January 2023



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Key Features of Effective Systematic Synthetic Phonics Practice at Alexandra Primary School

- Consistency
- Progression and pace
- Linking phonics to reading and writing
- Direct teaching
- Fast, repeated practise
- Use of fully decodable books
- Early identification of children in danger of falling behind
- Effective keep-up support

Consistency

- Pronunciation of phonemes:

A video with the correct pronunciation of phonemes can be found here:

<https://lettersandsounds.org.uk/for-home/overview>

- Use of terminology:

Consistent terminology is used with the children.

- Sequence and progression through Letters and Sounds:

Schemes of work are followed in Reception and Year 1 to cover Phase 2 -5. *See appendix.*

- Support materials used:

Twinkl, Giant Phonics, Phonics Play, Smart Kids.

Each class Nursery – Year 3 has an intervention box. These are the only resources to be used with the lowest 20% of readers.

- Teaching routines and mantras:

We use cued articulation as visual reminder for Phase 2 phonemes and some Phase 3 phonemes:

<https://www.youtube.com/watch?v=LMkSwIGK7G0>

We use images, real objects and Twinkl illustrations to build strong GPC knowledge.

Flashcard recall is fast paced and the 'pure' sounds are made by the adult and then repeated by the children. This avoids creating a chant/string of words and sounds.

Phoneme fingers are the main strategy for segmenting words/orally blending.

Sound buttons are the main strategy for blending to read.

Key Features of Effective Systematic Synthetic Phonics Practice at Alexandra Primary School

- **Links to Reading and Writing**

Links to phonics are made across the curriculum and applied throughout the school day. Children apply their knowledge of phonics through reading and writing on a daily basis. In Early Years this includes during their independent learning time throughout the environment.

- **Teaching Sequence** (Direct Teaching, Fast, repeated practise):

We ensure high quality teaching reaches all learners by:

“Thinking CAPS ON!”

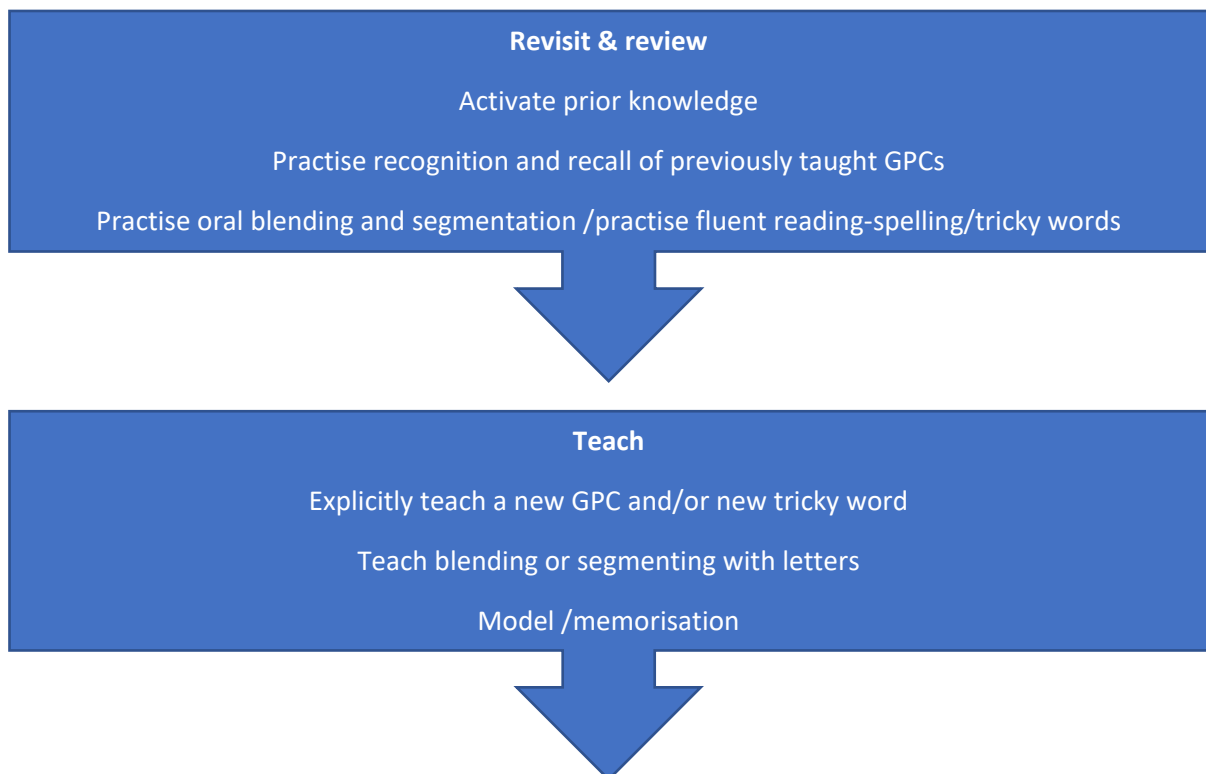
✓ Connections

✓ Attention

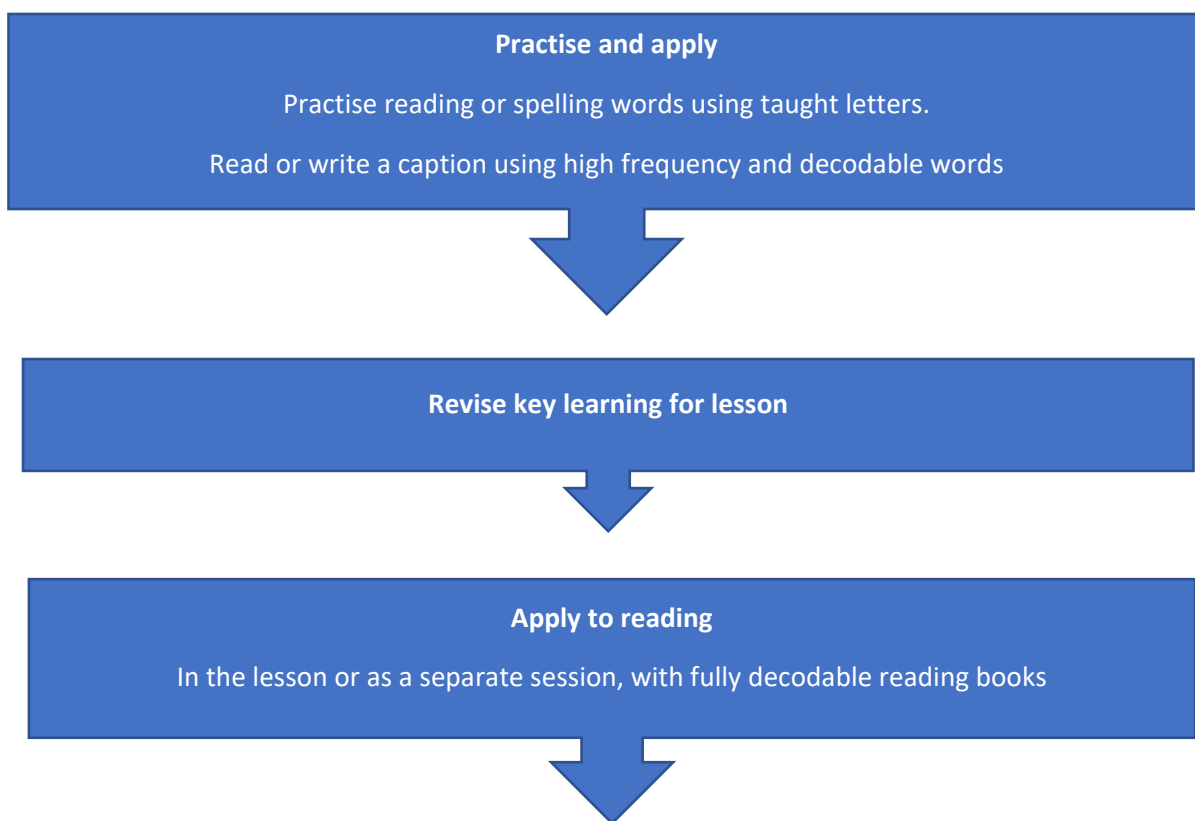
✓ Practise

✓ Structure

- Ensure teachers are enthusiastic and focused on the phonic goal
- Ensure children are actively involved and well-motivated
- Place a spotlight on the lowest 20% throughout each part of the lesson
- **Structure:**



Key Features of Effective Systematic Synthetic Phonics Practice at Alexandra Primary School



- **Decodable Reading Books:**

Early Years and KS1 use fully decodable reading books to support the teaching of phonics as the main strategy for early reading. When a child can consistently read words with Phase 2 - 5 graphemes without overtly sounding them out they will move on to colour banded reading level books.

Early reading books are organised with a progressive content matched to the school's chosen systematic, synthetic, phonic programme (Letters and Sounds).

Children read with an adult at least once a week. One book that is taken home has also been read at school. Each reading book is selected to match the phonics phase and set that the child is working on. Children should be reading at 90% fluency in reading sessions and 95% fluency for books they take home.

- **Early Identification of Children in Danger of falling Behind and Effective Keep-up Support:**

Phonics Tracker is used regularly to assess all children. Children in danger of falling behind are identified and keep-up support is offered through:

- Individual phonics practise charts (highlighting the gaps)
- Daily phonics practise
- Additional phonics practise (At least 3 times a week)

Consistency of Approach - Teaching Phonics at APS

Direct instructions

When we expect the children to repeat something that they have heard we use the words
“I say, you say”

When children become confident with recalling a set of GPC's we point to the grapheme with no visuals using only gesture to encourage the children to recall the phoneme.

Recall of GPC's and tricky words should be done using flashcards and/or a slideshow. We must ensure that the adult leading the session is facing the children and can clearly see who is engaging and recalling correctly. If children show any uncertainty of phonemes or words these should be revisited using flashcards and practised again.

We must remind children that common exception words are only 'tricky' because we haven't learnt the GPC yet. We can use the phonics we know for some parts of the word.

Cued Articulation can be used to introduce a new phase 2 phoneme. It can be used to support children who are struggling to recall a GPC. It should not be used when blending or segmenting words.

Blending

Sound buttons

Segmenting

Phoneme fingers

Resources

All Early Years, KS1 and Year 3 classes have a **toolkit**, these contain only smart kid flashcards.

All displays around the classroom and phoneme mats should be from twinkl.

Giant Phonics should be the only IWB resource used during discrete phonic lessons.

Additional practice in Early Years and KS1 should be precision teaching using only resources from the **toolkit**.

Additional practice in KS2 can use approved games and [phonicsplay.com](https://www.phonicsplay.com).

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					



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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>Week 1, 2 & 3: Baseline assessments Phase 1</p> <p>Week 4: s, a, t, p</p> <p>Week 5: i, n, m, d,</p> <p>Week 6: g, o, c, k,</p> <p>Week 7: ck, e, u, r,</p> <p>Week 8: h, b, f, ff,</p>		<p>Week 1: l, ll, ss</p> <p>Week 2 & 3: Revisit/ Assessment week</p> <p>Week 4: j, v, x, z</p> <p>Week 5: y, z, zz, qu,</p> <p>Week 6: ch, sh, th, ng,</p> <p>Week 7: ai, ee, igh, oa</p>		<p>Week 1: oo, oo, ar, or</p> <p>Week 2: ur, ow, oi, ear</p> <p>Week 3: air, ure, nk, er</p> <p>Week 4: Practise all GPCs</p> <p>Week 5: Practise all GPC’s</p> <p>Week 6: Revisit/Assessment week</p>	<p>Week 1: Practise all GPCs</p> <p>Week 2: Practise all GPCs</p> <p>Week 3: Practise all GPCs</p> <p>Week 4: Consolidation week</p> <p>Week 5: Consolidation week</p> <p>Week 6: Revisit/Assessment week</p>	<p>Week 1: Practise all GPCs</p> <p>Week 2: Practise all GPCs</p> <p>Week 3: Reading and spelling of CVCC words</p> <p>Week 4: Reading and spelling of CCVC words</p> <p>Week 5: Reading and spelling of words with adjacent consonants</p> <p>Week 6: Revisit/Assessment week</p>	<p>Week 1: Reading and spelling of words with adjacent consonants</p> <p>Week 2: Practise recognition and recall, reading and spelling of Ph2,3&4</p> <p>Week 3: Practise recognition and recall, reading and spelling of Ph2,3&4</p> <p>Week 4: Practise recognition and recall, reading and spelling of Ph2,3&4</p> <p>Week 5: Practise recognition and recall, reading and spelling of Ph2,3&4</p> <p>Week 6: Practise recognition and recall, reading and spelling of Ph2,3&4</p>	
<p>Ongoing:</p> <p>Phase 1, 7 aspects</p> <p>Tricky words – l, go, no, to, the, into, put</p> <p>High Frequency Words - 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>Ongoing:</p> <p>Tricky words– he, she, me, we, be, was, you, all, they, are, my her</p> <p>High Frequency Words - will, see, that, for, this, now, then, down, them, look, be, with, too</p>		<p>Ongoing:</p> <p>Tricky words– some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>High Frequency Words - 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>Week 1 & 2: Phase 3 Baseline assessments and consolidation of Reception coverage</p> <p>Week 3: Phase 4 Reading and spelling of CVCC words – belt, hump, band, gulp, wind, nest, hunt, tilt, tuft, camp, gust, kept, tusk, soft, husk</p> <p>Week 4: Phase 4 Reading and spelling of CCVC words – champ, chest, shift, tenth, theft, thump, chimp, bench, sixth, beast, think</p> <p>Week 5: Phase 4 Reading and spelling of polysyllabic words – shampoo, helpdesk, sandpit, shelter, lunchbox, pondweed, thundering, chimpanzee</p>		<p>Week 1: ay (as in day) ou (as in out) ie (as in pie) ea (as in sea)</p> <p>Week 2: oy (as in boy) ir (as in girl) ue (as in clue) /oo/ ue (as in due) /yoo/</p> <p>Week 3: wh (as in when) wh (as in who) ph (as in dolphin) ew (as in blew) /oo/</p> <p>Week 4: ew (as in new) /yoo/ oe (as in toe) au (as in haul) ey (as in turkey)</p> <p>Week 5: a_e (as in snake) e_e (as in these) i_e (as in like) o_e (as in bone)</p>	<p>Week 1: Phoneme families consolidation: /oa/ oa, oe, o_e /oo/ and /yoo/ oo, ue, ew, u_e /ow/ ow, ou /oi/ oi, oy</p> <p>Week 2: 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>Week 3: Alternative pronunciations u (as in unit) /yoo/ e (as in he) /ee/ ow (as in low) /oa/ ie (as in chief) /ee/</p> <p>Week 4: 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>Week 5: Alternative pronunciations: y (as in by) /igh/ y (as in cygnet) /i/ y (as in very) /ee/ ch (as in school) /c/</p>	<p>Week 1: 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>Week 2: 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>Week 3: 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>Week 4: 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>Week 5: Alternative spellings: /ee/ spelt ey (as in donkey) /ear/ spelt ere (as in here) /ear/ spelt eer (as in cheer)</p>	<p>Week 1: 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>Week 2: 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>Week 3: 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>Week 4: 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>Week 5: 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>Week 1: 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>Week 2: 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>Week 3: 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>Week 4: 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>Week 5: 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>



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Year One Phonics Scheme of Work

<p>Week 6: Phase 4 Reading and spelling of CCVC words – from, spot, twin, frog speck, trip, grab, track flag, glass</p> <p>Week 7: Phase 4 Reading and spelling of CCVCC words - stand, tramp, grunt, crept twist, skunk, frost, cramp, plump, blank</p>	<p>Week 6: 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>Week 7: u_e (as in rude) u_e (as in tube) aw (as in saw) Phoneme family consolidation: /or/ or, aw, au</p>	<p>Week 6: Assessment and consolidation</p>	<p>/ar/ spelt a (as in father)</p> <p>Week 6: 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>Week 6: 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>Week 6: Consolidation</p>
<p>Ongoing:</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>New graphemes Alternative pronunciations Alternative spellings</p>	<p>Ongoing:</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>Ongoing:</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>Week 1: Phoneme families: /ai/ ai, ay, a_e /ee/ ee, ea, e_e /igh/ igh, ie, i_e /ur/ ur, ir</p> <p>Week 2: 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>Week 3: 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>Week 4: Alternative pronunciations u (as in unit) /yoo/ e (as in he) /ee/ ow (as in low) /oa/ ie (as in chief) /ee/</p> <p>Week 5: 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>Week 1: 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>Week 2: 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>Week 3: 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>Week 4: 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>Week 5: 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>Statutory Alternative Spellings:</p> <p>Week 1: /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>Week 2: /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>Week 3: /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>Week 4: /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>Statutory Spelling Rules:</p> <ul style="list-style-type: none"> il (as in pencil) Adding -es to nouns and verbs ending in -y (as in flies) Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (as in copied) Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.



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Year Two Phonics Scheme of Work

<p>Week 6: Alternative pronunciations: y (as in by) /igh/ y (a in cygnet) /i/ y (as in very) /ee/ ch (as in school) /c/</p> <p>Week 7: 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>Week 6: 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>Week 7: 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">ey - The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).The /b/ sound spelt a after w and qu.The /ɜ:/ sound spelt or after wThe suffixes –ment, –ness, –ful , –less and –lyContractionsThe possessive apostrophe (singular nouns)Words ending in –tionCommon exception words
High Frequency Words	Common Exception Words	
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	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	

Reading Progression and End of Year Phonics Expectations

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>Early Learning Goals</u></p> <p>Word Reading:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Word reading:</p> <ul style="list-style-type: none"> Match all 40+ graphemes to their phonemes Blend sounds in unfamiliar words Divide words into syllables Read compound words Read words with contractions and understand that the apostrophe represents the missing letters Read phonetically decodable words Read words that end with, 's, -ing, -ed, est Read words that start with un Add -ing, -ed, and -er to verbs (where no change is needed to the root word) Read words of more than one syllable that contain taught GPCs <p>Comprehension:</p> <ul style="list-style-type: none"> Say what they do/don't like about a text Link what they have heard/read to my own experience Re-tell key stories using key narrative language Talk about main characters within a well-known story Learn some poems/rhymes by heart Use what they know to understand texts Check their reading makes sense and go back to correct it when it doesn't Draw inferences from the text and/or the illustrations Make predictions about the events in the text Can explain what they think a text is about 	<p>Word reading:</p> <ul style="list-style-type: none"> Decode automatically and fluently Blends sounds in words that contain the graphemes we have learnt Recognise and read alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs Read words with common suffixes Read common exception words Read and comment on unusual correspondence between grapheme and phoneme Read most words quickly and accurately, showing fluency and confidence <p>Comprehension:</p> <ul style="list-style-type: none"> Can talk about and give an opinion on a range texts Discuss the sequence of events in books and how they relate to each other Use prior knowledge, including context and vocabulary to understand texts Can retell stories, including fairy tales and traditional tales Can read for meaning and check that the text makes sense. Can go back and re-read when it does not make sense Find recurring language in stories and poems Can talk about their favourite words and phrases in stories and poems Can talk about their favourite words and phrases in stories and poems Recite some poems by heart, with appropriate intonation Answer and ask questions Make predictions based on what they have read Draw simple inferences from illustrations, events, characters' actions and speech
Phonics Expectations			
Secure at Phase 1	Secure at Phase 3 and working within Phase 4	Secure at Phase 5	In line with NC reading and spelling expectations.

Specific End of Year Phonics Expectations	
Nursery	<ul style="list-style-type: none"> To orally blend and segment the sounds in words.
Reception	<ul style="list-style-type: none"> To read and spell words consistent with their phonic knowledge of phase 2 and 3 phonemes by blending. To read aloud simple sentences and books that are consistent with their phonic knowledge of phase 2 and 3, including some common exception words. To begin to blend and read/segment to spell some words containing adjacent consonants consistent with their knowledge of Phase 4. To write recognisable letters, most of which are formed correctly.
Year 1	<ul style="list-style-type: none"> To read and spell words applying phase 2,3,4 and 5 phonic knowledge including phonically decodable two-syllable and three-syllable words. To read automatically all the words in the list of 100 high-frequency words. To accurately spell most of the words in the list of 100 high-frequency words. To form each letter correctly.
Year 2	<ul style="list-style-type: none"> To read fluently and use automatic decoding. To spell using taught spelling rules including common exception words.

Bumping into Phonics	
~ Early Years Environment Expectations ~	
Nursery	
Inside:	<ul style="list-style-type: none"> • Range of Phase 1 activities relevant to focus aspect. • Books in book corner that support phase 1 – rhyme, alliteration etc. • Writing/mark making opportunities (for a purpose) and through role play. • Print in the environment. • Established area where children can select a range of quality writing tools and clip boards from. • Displays - mirrors, voice sounds, interactive sound buttons.
Outside:	<ul style="list-style-type: none"> • Range of Phase 1 activities for independent access - musical instruments, listening/sound checklists, resources to play taught games etc. • Writing/mark making opportunities (for a purpose) and through role play. • Established area where children can select a range of quality writing tools and clip boards from. Tools to include large scale mark making – paint brushes, sticks etc.
Reception	
Inside:	<ul style="list-style-type: none"> • Phase 2 and 3 graphemes to be displayed as introduced. • Book corner: range of topic and core books to encourage reading for pleasure, selection of decodable texts, high frequency words on display, range of book corner challenges, for example, vote for the days story time book, hunt for the phoneme of the day, tick off how many high frequency words you find in a book etc. • Decodable instructions and signs, flow charts that match the phase children are working on. For example, instructions on how to use the creative area independently, recipes to read in the role play house, yes/no questions for children to respond to. Etc. • Range of Phase 2/3 taught games for children to play independently. • Decodable reading opportunities for a purpose, for example, reading instructions and label. • Reading and Writing opportunities through role-play that link to phonics sequence of teaching. • Established area where children can select a range of quality writing tools and clip boards from. • Daily engaging writing activities linked to the phonics sequence of teaching. • Challenge area/activity where knowledge of the phoneme of the day can be applied. • Challenge displays where children can read words of known GPC's during transition times or to fill time.
Outside:	<ul style="list-style-type: none"> • Large decodable labels, signs and instructions. For example, flow charts – how to build in the construction area, recipes/menus/instructions in the mud kitchen, games instructions – how to play football etc. • Add reading/writing challenges to popular areas (limit opportunities for misconceptions). • Writing for a purpose – half termly established writing challenge. For example – plane spotting - record aeroplanes using a template on clipboards, mini-beast hunt record sheets etc. • Range of Phase 2/3 games. For example, tricky word hunt, find the letters and make a word etc. • Established area where children can select a range of quality writing tools and clip boards from. Tools to include large scale mark making – paint brushes, sticks etc. • Challenge area/activity where knowledge of the phoneme of the day can be applied. • Challenge displays where children can read words of known GPC's during transition times or to fill time.

Phonics Expectations

Parental Involvement	
Nursery	<ul style="list-style-type: none"> Phase 1 information booklet. Early Years reading strategies sheet. Curriculum workshop (including explanation of Phase 1). Spring term and Summer term stay and play sessions (including observation of a phonics lesson).
Reception	<ul style="list-style-type: none"> Phase 2 and 3 information booklets. Early Years reading strategies sheet. Weekly stay and play sessions (including phonics activities). Parent observations of a Phase 2 and Phase 3 lesson. Home learning folder (phonemes and tricky words)
Year 1	<ul style="list-style-type: none"> Phase 4 and 5 information booklets. Reading strategies sheet and bookmark. Phase 5 workshop. Home learning folder (phonemes and tricky words)
Year 2	<ul style="list-style-type: none"> Word/spelling lists to be shared half termly. Re-issue information booklets for children who failed PSC or have joined mid-year.
Year 3	<ul style="list-style-type: none"> Curriculum booklet to include a phonics statement. Parental involvement to be reviewed regularly. Re-issue information booklets for children who failed PSC or have joined mid-year.
Interventions	
Nursery	<ul style="list-style-type: none"> Weekly small group intervention/targeted next step sessions.
Reception	<ul style="list-style-type: none"> 3 x week individual precision teaching for children falling behind in whole class phonics sessions. Daily small group practice for the lowest 20% of readers.
Year 1	<ul style="list-style-type: none"> 3 x week individual precision teaching for children falling behind in whole class phonics sessions. Daily small group practice for the lowest 20% of readers. Regular assessments to inform planning and intervention.
Year 2	<ul style="list-style-type: none"> 3 x week intervention for the lowest 20% of readers.
Year 3 and children new to school	<ul style="list-style-type: none"> Daily intervention for children who need support with phonic application.
Book change and homework	
Nursery	<ul style="list-style-type: none"> 1 story book once a week to share at home. 1 wordless book a week (Summer term). 2 decodable reading books a week when a child is ready to apply Phase 2 – 1 of the books must have been read at school first. Both books are matched to the child's phonic ability.
Reception	<ul style="list-style-type: none"> 1 story book once a week to share at home. 2 reading books a week, both matched to the child's phonic ability. 1 of the reading books must have been read at school first. Each child to have a home learning folder.

	<ul style="list-style-type: none">Phoneme of the week shared in classroom window
Year 1	<ul style="list-style-type: none">2 reading books every week, both matched to the child’s phonic ability.1 book a week to have been read with an adult at school first.Year 1 children to have a home learning folder.Weekly phonics coverage shared on weekly homework.
Year 2	
Assessment	
Nursery	<ul style="list-style-type: none">Regular assessment of Phase 1 to inform differentiated groups and readiness for Phase 2.
Reception	<ul style="list-style-type: none">Individual assessments on Phonics Tracker program - Baseline and then half termly.
Year 1	<ul style="list-style-type: none">Regular Mock Phonics Screening starting in January.Gap analysis to be completed after each mock assessment process.Individual assessments on Phonics Tracker program - Baseline and then half termly.
Year 2	
Year 3	
Planning	
Nursery	<ul style="list-style-type: none">3 x week discrete teaching sessions.Daily independent learning opportunities in the indoor and outdoor environment. (see separate expectation list for independent learning)Cover Phase 1 and Phase 2.
Reception	<ul style="list-style-type: none">5 x week discrete teaching sessions.Daily independent learning opportunities in the indoor and outdoor environment. (see separate expectation list for independent learning)Cover Phase 2, 3 and 4.Lessons to be taught whole class. Support to flexible and suit the class needs.Daily practice during phonics lesson for the lowest 20% of readers.The revisit section of each lesson to include the recall of words containing known GPS’s to build fluency.The practise section of each lesson to include reading a word with the new phoneme in within a caption/sentence to provide context.
Year 1	<ul style="list-style-type: none">5 x week discrete teaching sessions.Year 1 cover Phase 4 and 5Lessons to be taught whole class. Support to flexible and suits the class needs.Daily practice during phonics lesson for the lowest 20% of readers.Application activities to be fun and engaging and to include reading/writing for a purpose where possible.The revisit section of each lesson to include the recall of words containing known GPS’s to build fluency.The practise section of each lesson to include reading a word with the new phoneme in within a caption/sentence to provide context.
Year 2	
Quality books	
Nursery	<ul style="list-style-type: none">All reading books are fully decodable.Reading books are organised by ‘Letters and Sounds’ phase and set.
Reception	
Year 1	
Year 2	<ul style="list-style-type: none">Phase 2 and Phase 3 books are organised by ‘Letters and Sounds’ phase and set.Colour book bands are used from yellow band.

Year 3	<ul style="list-style-type: none"> • Books are organised by colour book bands. • Decodable books are available to support readers if needed.
All	<ul style="list-style-type: none"> • Children can move from decodable reading books when they no longer overtly sound out or blend to read words containing GPC's phase 2-5. • Children should read at 90% accuracy at school. • Children should at 95% accuracy at home.



Decodable Reading Books

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Wordless books (Lilac)	Set 1 s a t p	Set 6 j v w x	Adjacent Consonants 1 VCC CVCC	Digraphs 1 ay ou ie ea
	Set 2 i n m d	Set 7 y z zz qu	Adjacent Consonants 2 CCVC	Digraphs 2 oy ir ue ue
	Set 3 g o c k	Consonant Digraphs 1 ch sh th ng	Adjacent Consonants 3 CCVCC	Digraphs 3 wh wh ph
	Set 4 ck e u r	Vowel Digraphs 1 ai ee igh oa		Digraphs 4 ew ew oe au
	Set 5 h b f ff ll ss	Vowel Digraphs 2 oo oo ar or		Digraphs 5 ey a_e, e_e, i_e
		Vowel Digraphs 3 ur ow ow oi		Digraphs 6 o_e, u_e, u_e, aw
		Vowel Digraph/Trigraphs 4 ear air ure er		Set 7 – 11 Alternative pronunciations and spellings

Moving on from Decodable Reading Books

Children can move to colour banded books when they no longer need decodable books.
This is when they no longer overtly sound out and blend words made up of relevant GPC's from
Phase 2-5

Wordless books Phase 1	Phase 1- 5 books	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime
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Please note:

Children should be able to read at 90% fluency in class.

Children should be able to read at 95% fluency at home.

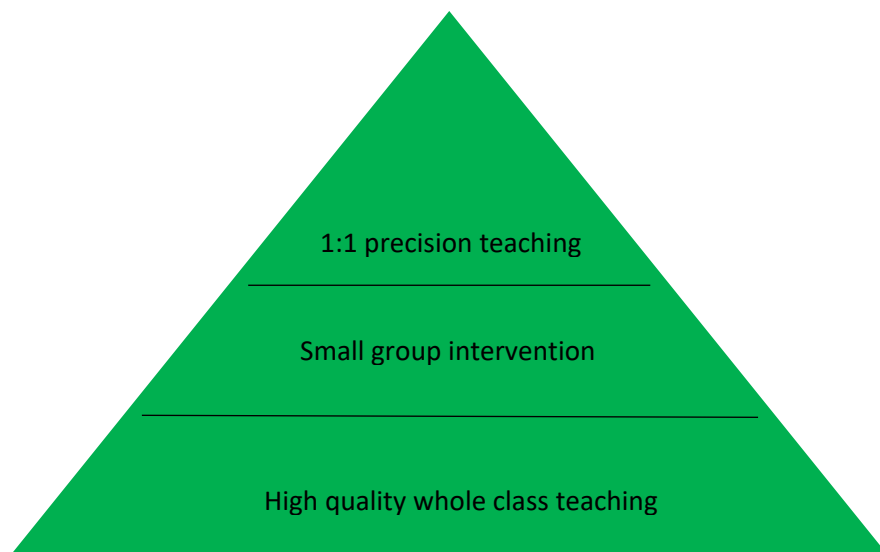
Children to take home the reading book that they have read in school and one other book from the relevant Phase/set or colour band.

EYFS/KS1 Phonics Glossary

Word	What Does It Mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	<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">• VC words e.g. on, is, it.• CCVC words e.g. trap and black.• CVCC words e.g. milk and fast.
digraph	<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">• Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; b(oa)t or d(ay).• Consonant digraph: two consonants which can go together, for example (sh)op or (th)in.• Split digraph (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(a)k(e) or p(i)n(e).
grapheme	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?
Letters and Sounds	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> • Phase 1: This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds. • Phase 2: Learning 19 letters of the alphabet, along with the first 5 'tricky words' and using them to read and spell simple words and captions. • Phase 3: 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. • Phase 4: 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. • Phase 5: 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. • Phase 6: Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.
phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
tricky words	Words that are difficult to sound out e.g. said, the, because.
trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.
vowel	The letters a, e, i, o, u.

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=rc1eantbuca>

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

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...
<u>Oral Blending and Segmenting</u>	My turn, your turn blending and segmentation	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
	Show me the word blending (Show me your Blending)	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'
	Tell me the word blending (Feely Bag Blending)	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
	Physical segmentation (Chop it up)	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
<u>Learning a Letter</u>	Single-letter sound correspondence	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
	A digraph or trigraph	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.
	Split digraph	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.
	An “alternative” (new) grapheme	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
	Alternative pronunciation	Show a word with the known grapheme e.g. 'milk', children to sound talk it and read it. Show a



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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>
<u>Letter Recognition</u>	Flashcards	<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>
	Are you Ready? (IAW version of the flashcards)	<i>Interactive whiteboard – graphemes flash up quickly and children to say the sounds</i>
<u>Blending and Reading Words</u>	Reading a word (letter cards or magnetic letters)	<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>
	Reading a word (sound buttons)	<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>
	Read the word (find the digraph, trigraph, sound buttons and bars)	<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>
	Read it Fast/Countdown	<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>
<u>Reading Captions and Sentences</u>	Reading a caption to fluency	<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>
	Reading a sentence to fluency	<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>
<u>Letter Recall</u>	Fastest Finger	<i>Teacher model pointing and saying the sound, children to share the same activity and then do it independently.</i>
	Quick-copy	<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>
	Quick-write	<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>
	Spelling a word (word-building with	<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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<u>Segmenting and Spelling (words)</u>	letter cards or magnetic letters)	<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>
	Spelling a word (phoneme frame or phoneme line)	<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>
	Checking spelling (Check It)	<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>
<u>Spelling Captions and Sentences</u>	Writing a caption	<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>
	Writing a sentence	<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...
<u>Blending and Reading Words</u>	Word and Picture Match	<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>
	Word Grids	<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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<u>Reading Captions and Sentences</u>	Match It	<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>
	Yes or No?	<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>
<u>Segmenting and Spelling (words)</u>	Write a Label	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	Write a List	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
<u>Spelling Captions and Sentences</u>	Writing Captions	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
	Writing Sentences	<i>Role play areas/ planned independent activities/ topic related activities e.g. for a classroom display</i>
There should be an element of independent activity daily or as part of morning challenge to allow children time to consolidate learning.		

Area of development	Targeted Additional Practise	What to do...
<u>Oral Blending and Segmenting</u>	Supported Blending (Blend It)	<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>
	Supported Segmentation (Copy Me)	<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>
<u>Letter Recognition</u>	Win It	<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>
	Grapheme Grid	<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>
<u>Blending and Reading Words</u>	Mix It Up	<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>
<u>Reading Captions and Sentences</u>	Build It Up (repeated reading)	<i>Keep up modelled/ shared reading and independent reading with children e.g. 1:1 reading time.</i>
<u>Letter Recall</u>	Write It (small chunk of letters)	<i>Teacher to say a letter and children to write it.</i>
<u>Segmenting and Spelling (words)</u>	Write It (word version)	<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>
There should be a daily opportunity to support low learners including bottom 20% and focused target teaching		

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

At Alexandra Primary School we follow the Nelson scheme for handwriting. Below are the correct letter formations that we teach the children in regular handwriting sessions.

The lower case alphabet

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

The capital letters

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The numerals

1 2 3 4 5 6 7 8 9 0