

TOGETHER WE GROW AND LEARN



# Phonics Policy

**Date approved: Spring 2026**

**Date to be reviewed: Spring 2027**

**Approved By: Senior Leadership Team**

**Governing Body Committee: - ESB**



## Intent

Phonics is an important tool to develop reading fluency. A multi-sensory approach to phonics teaches pupils that the letters they see written on a page are part of a code that represents the sounds of spoken language, and provides them with the tools to understand that code. With these skills, most children develop into fluent readers who are able to quickly recognise familiar words and easily sound out new words they encounter. Phonics also allows young readers to develop their reading comprehension as, with practice, pupils' decoding skills become so automatic that they are able to concentrate on the overall meaning of what they are reading. The ability to understand how words are formed, and to break them down into individual sounds, then helps children with spelling and writing.

## Implementation

FS1 children have 4 phonics lessons a week. Children in FS2 and Y1 receive a daily phonics lesson. From Y2 children move onto the GPS syllabus. The following is a guide to progression in school, however it is recognised young children vary in speed at acquiring phonic knowledge.

### Little Acorns and Foundation 1

Phase 1 (Letters and Sounds) which covers:-

- general sound discrimination (environmental, instrumental, body percussion),
- rhythm and rhyme,
- alliteration,
- voice sounds
- oral blending and segmenting.

### Foundation 2

- Introduce Phase 2
- Introduce Phase 3

Children will learn how to put sound buttons and lines to indicate phonemes which are single letters, digraphs (two letters) and trigraphs (three letters). After a daily phonics lesson, children will access high quality provision which involves quality writing, tricky words, fine motor and reading activities.

### Year 1

- Recap Phase 3
- Introduce Phase 4
- Introduce Phase 5

Children will be expected to sound button and line real and 'alien' words in a variety of ways throughout the year. Children will also be taught:-



- To 'wave' ~ adjacent consonants (Phase 4) e.g. cl, spl, str etc.
- To chunk longer words e.g. bee/hive
- To 'wiggle 'til it works' to make a real word sound right e.g. f-or-e-s-t = forest, p-er-s-o-n = person.

### Year 2 and Beyond

Y2 children recap a variety of phonemes in a 'quick dash' at the beginning of each GPS lesson. They also sound button and line a Rainbow Sheet each week so that they consolidate their phonic learning. All teachers ensure children are using their phonics knowledge when they are reading and writing. Any children who are significantly behind EXS in reading from Y2 onwards, are targeted for additional support using the Reading & Phonics Intervention Pathway (see Appendix.3). This could be in the form of phonics reinforcement, sight reading of common words or extra 1:1 reading.

### Tricky Words

Children are explicitly taught 'tricky words', which cannot be decoded, weekly during phonics lessons. It is important that children can recall these words automatically so that their reading can flow appropriately.

### **Impact**

Teachers formatively assess children's progress in phonics throughout lessons. Summative assessments take place half-terminly to inform Gap Analysis updates and termly Pupil Progress Reviews.

At the end of FS1, EYFS teachers identify children who have current gaps in their Phase 1 phonics. Upon entry to FS2, retention of previous oral segmenting and blending skills will be assessed within the National Baseline Assessment, within the first three weeks of school to allow teachers to identify any gaps that have appeared.

At the end of each phonics phase, FS2 children are assessed by attempting to read 20 real and 'alien' words. They will be encouraged to draw sound buttons and lines as they say the sounds. Any FS2 children not yet able to access Phase 3 by the Summer Term will be assessed using the in-depth Phase 2 assessment.

Y1 children are assessed every half term by attempting to read 40 real and 'alien' words from Phases 2 to 5. This data informs teachers of any children who need to join a phonics pre-teach group, 3 times a week.

Y2 children who have not previously passed the phonics check are assessed each half term by attempting to read 40 real and 'alien' words from Phases 2 to 5. This data informs teachers of any children who need to join a phonics pre-teach group, 3 times a week.

From Y3 to Y6, any children who are assessed as being within Bottom 5% for their phonics knowledge are monitored using in-depth assessment tools to identify specific gaps.



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Phonics and Tricky Word Intervention Folders are used for any children who are struggling with Phases 2, 3 and 5. The folders give children the opportunity for 1:1 support using the following format:

- Match - children select a phoneme one at a time, which the adult identifies for them, they then repeat the phoneme then match it on the baseboard.
- Find - the adult asks the child to find a certain phoneme, repeat it's sound, then match as before.
- Read - children read across the baseboard
- Phoneme Tracker - there is a tracker after every 2 Match, Find, Read (MFR) cards. These enable children to practice recalling phonemes at speed to embed them. These can also be sent home, as children know the phonemes but are working on quick recall.
- Roll and Read Game - for any child that needs even more practice in a fun way of learning.

The Phonics Lead, alongside the Senior Leadership Team, is responsible for keeping an overview of the standard of children's work and for the quality of teaching in phonics. The work of the Phonic Lead also involves; supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. The Phonics Lead and SLT carry out a number of Quality Assurance activities each term including; lesson observations, work scrutiny, planning scrutiny, pupil questioning and data analysis in order to indicate current performance and identify critical issues and next steps for improvement.



**Phase 1 Phonics Letters and Sounds Aspects 1-3**

Typical coverage for a January F1 Starter who will be in F1 for five terms

April starters will join the phonics programme in Term 2

Special consideration needs to be given to September starters to ensure coverage in 3 terms

**Tuning into Sounds**

A1 Recall sounds they have heard.	<b>Term 1</b>
A1 Discriminate between sounds.	
A1 Describe the sounds they hear.	
A2 Identify and name the instruments being played.	<b>Term 2</b>
A2 Listen and respond as the instrument is being played.	
A3 Produce contrasts in rhythm, speed and loudness.	
A3 Join in with words and actions to familiar songs.	
A3 Articulate words clearly.	
A3 Keep in time to the beat.	
A3 Copy the sounds and actions.	
A3 Make up patterns of sounds.	

**Listening and Remembering Sounds**

A1 Describe what they see.	<b>Term 1</b>
A1 Identify the animals and imitate the sounds.	
A1 Add new words to their vocabulary.	<b>Term 1, 2 and 3</b>
A2 Be able to remember and repeat a rhythm.	<b>Term 2</b>
A2 Discriminate and reproduce loud and quiet sounds.	
A2 Are able to start and stop playing at the signal.	
A3 Copy body percussion sound or pattern of sounds.	
A3 Identify hidden sounds.	
A3 Suggest ideas and create new sounds for the story.	

**Talking About Sounds**

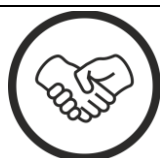
A1 Identify sounds and place them in their context.	<b>Term 1</b>
A1 Identify similar sounds.	



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A1 Make up sentences to talk about sounds.	
A1 Join in the activities and take turns to participate.	
A2 Use appropriate words to describe sounds they hear.	<b>Term 2</b>
A2 Express opinion about different sounds.	
A2 Match sounds to their source.	
A2 Use sounds imaginatively to represent a story character.	
A3 Use language to make different endings to story.	
A3 Use a wide vocabulary to talk about sounds they hear.	
A3 Group sounds according to given criteria.	

<p><b>Phase 1 Phonics Letters and Sounds Aspects 4-7</b></p> <p>Typical coverage for a January F1 Starter who will be in F1 for five terms                  April starters will join the phonics programme in Term 2                  Special consideration needs to be given to September starters to ensure coverage in 3 terms</p>	
<b>Tuning into Sounds</b>	
A4 Understand pattern of syllables in words.	<b>Term 3</b>
A4 Sing or chant the rhyming string along with the adult.	
A4 Recognise words that rhyme.	
A4 Join in with simple or complex rhythms.	
A4 Copy a rhythm.	
A4 Keep to the beat.	
A5 Identify the initial sounds of words.	<b>Term 4</b>
A5 Reproduce the initial sounds clearly and recognisably.	
A5 Make up their own alliterative phrases.	
A6 Distinguish between the differences in vocal sounds.	<b>Term 4/5</b>
A7 Blend phonemes and recognise the whole word.	
A7 Say the word and identify the object.	
A7 Blend words that start with the same initial phoneme.	
<b>Listening and Remembering Sounds</b>	
A4 Recognise rhyming words.	<b>Term 3</b>
A4 Listen and attend to the rhyming strings.	
A5 Recall a list of objects beginning with the same sound.	<b>Term 4</b>
A5 Can offer own sets of objects and ideas to end story.	
A5 Discriminate between the sounds and match to the objects correctly.	
A6 Sustain listening throughout a story.	<b>On Going</b>
A6 Listen for a target word and respond with an associated speech sound.	<b>Term 4</b>
A6 Remember a sound sequence and produce it when required.	
A6 Recognise own and other's voices, including recorded voice.	



January Starter - Four extra terms			
Spring 1 (F0)	Spring 2 (F0)	Summer 1 (F0)	Summer 2 (F0)
Consolidation of 0-3 Nursery Rhymes and stories  Consolidation of key vocabulary provided 2-3 years	Consolidation of 0-3 Nursery Rhymes and stories  Consolidation of key vocabulary provided 2-3 years	Transition to 3-4 nursery rhymes and stories  Visual discrimination <i>Matching, sorting, remembering</i>	Tuning in our ears, warming up our voices  <i>Environmental Sounds, Voice sounds</i>

April Starter - Two extra terms	
Summer 1 (F0)	Summer 2 (F0)
Consolidation of 0-3 Nursery Rhymes and stories  Visual discrimination <i>Matching, sorting, remembering</i>	Tuning in our ears, warming up our voices  <i>Environmental Sounds, Voice sounds</i>

September Starter					
Autumn 1 (F1)	Autumn 2 (F1)	Spring 1 (F1)	Spring 2 (F1)	Summer 1 (F1)	Summer 2 (F1)
Tuning in our ears, warming up our voices  <i>Environmental Sounds, Voice sounds</i>	Tuning in our ears, warming up our bodies  <i>Instrumental Sounds, Body Percussion</i>	Phonological Awareness  <i>Rhythm, Rhyme and Repeated Refrains</i>	Phonological Awareness  <i>Rhythm, Rhyme and Repeated Refrains</i>	Phonemic Awareness  <i>Alliteration</i>	Phonemic Awareness  <i>Oral Blending &amp; Segmenting</i>



Reception Coverage									
Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
P1	P2	P2		P2	P3	P3		P3	P4
Foundation 2 Weekly Timetable									
Monday		Tuesday		Wednesday		Thursday	Friday		
Communication and Language (inc Vocab)		Phonics red day - reading		Phonics blue day - writing		Phonics red day - reading	Phonics blue day - writing		

Reception Coverage	
Autumn 1	P1 - blending P2 - s,a,t,p,i,n,m,d - with oral blending and segmenting
Autumn 2	P2 - g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll - retrieval opportunities of P2 above.
Spring 1	ss Phase 2 assessment P3 - j,v,w,x,y,z,zz,qu
Spring 2	P3 - sh,ch th, ng, ai,ee,oa, oo, oo,ar,or
Summer 1	P3 - ,igh, ur, ow, oi, er, ear, air, ure Phase 3 assessment
Summer 2	Recap phase 3 gaps from assessment Introduce phase 4 into recap

**Lesson Outline - Foundation 2**



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**Red day:** letter formation for grapheme and tricky word (if needed), reading strip

**Blue day:** letter formation for grapheme and tricky word (if needed)

**Revisit** - Flash cards/slides of phoneme (it's nice to vary this)

**Introduce** - New phoneme - New action

### Red Day

**Write** the grapheme

**Apply** - blending - children read strip

**Apply** - sentence reading - children read sentences

**Tricky words**

### Blue Day

**Write** the grapheme

**Apply** - segmenting - children write words

**Apply** - segmenting - children write a sentence

**Tricky words**

Year 1 Coverage						
Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
P3	P3	P4	P5	P5	P5	P5
Year 1 Weekly Timetable						
Monday	Tuesday	Wednesday	Thursday	Friday		
Phonics	Phonics	Phonics	Phonics consolidation	Tricky word Friday		

Year 1 Coverage	
Autumn 1 - 4 phonemes a week	j,v,w,x y,z,ck, ff,ll,ss zz,qu,sh,ch th, ng, ai,ee oa, oo, oo,ar or,igh, ur, ow
Autumn 2	ear, air, ure      All of phase 4 - see below - 5 weeks.
Spring 1- 3 phonemes a week + consolidation	P5 - ay, ou, ie, ea, ea, oy, ir, ue, ue, aw, wh, ph, ew, ew, oe, au, ey, a-e, e-e,
Spring 2 - 2 /3 phonemes a week	P5 -i-e, o-e, u-e, u-e, chunking, wiggling, s on the end, Phase 5 families



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Summer 1 - 3 phonemes a week + consolidation	P5 - Phase 5 families
Summer 2 - 3 phonemes a week + consolidation	P5 - alternative sounds

Lesson Outline - Year 1
<p><b>Revisit</b> -Flash cards - Tricky words</p> <p><b>Introduce</b> - New tricky word - New phonemes</p> <p><b>Write</b> the grapheme</p> <p><b>Apply</b> - blending - children read words</p> <p><b>Apply</b> - segmenting - children write words</p> <p><b>Apply</b> - sentence reading - children read sentences</p> <p><b>Apply</b> - blending - children read strip</p> <p><b>Apply</b> - segmenting - children write sentences</p>

Phase 2		
Whilst teaching set 1-4 practise chewy sweet technique to pull out the sounds in CVC words. Model writing on the board and how to show sound buttons.		
s	sun, sat, sad, sack, sock (initial)	
a	hat, bat, pan, dad, rat (middle sound)	
t	tap, tin, ten, tag, top (initial)	
p	pen, pin, pig, pan, pot (initial)	
i	pig, wig, win, lid, tin (middle sound)	
n	nap, net, nat, nip, nag (initial)	
m	man, map, mop, mum, men (initial)	
d	dog, dad, den, dig, dam (initial)	
g	pig, dig, wig, tig, big, gig (end sounds)	Pat a dog.
o	top, pot, dog, on, cot, hot, top, (middle sound)	Pots and pans.
c	cat, can, cop, cap, cot (initial)	A cat in a hat.
k	kit, Kim, kid, Ken, kick, pocket, ticket	A kid in a cap.



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ck-Digraph	<b>sack, sock, dock, sick, pick, kick</b> ‘Teach ‘ck’ together stands for the same sound as ‘c’ and ‘k’ separately- ck never comes at the beginning of a word but often comes at the end or near the end.	A pin on a map.
e	<b>ten, men, den, pen, peg</b> Teach vowels never come at the beginning of CVC words only in the middle.	Get the peg.
u	<b>run, sun, bun</b> Teach vowels never come at the beginning of CVC words only in the middle.	Mugs and cups.
r	<b>ran, run, rag, rat</b>	A red rug.
h	<b>hit, him, hen</b>	A duck and a hen.
b	<b>bun, bit, but,</b>	Sit back to back.
f	<b>fun, fan, fig, fog, fit, fin</b>	fun in the sun.
ff-Digraph	<b>huff, puff, off, cuff</b>	To huff and puff.
l	<b>leg, lag, lock, lap</b>	No lid on the pan.
ll-Digraph	<b>fell, tell, sell, bell, dull,</b>	To the top of the hill.
ss-Digraph	<b>less, hiss, mess, boss, hiss</b>	A hug and a kiss.
<b>Additional Captions</b> A sad man. Dad and nan. A tin can. Cats and dogs. A pup in the mud. Run to the den. Rats on a sack. An egg in an egg cup. Socks on a mat.		

Phase 3

j	<b>jet, jam, jog, Jack, jit</b>	Do you like jam? Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit.
v	<b>van, vet, vat, visit, vap</b>	Can I go to the vet? Did I put the jam in the van? Did the cat get to the vet? Can I visit a pet on a jet?
w	<b>will, win, wag, web, wet</b>	Will he win? Is the sun wet?
x	<b>mix, fix, fox, box, tax, fix</b>	I have a pet fox. Can wax get hot? Can a vet fix a jet? Has a fox got six legs?



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<p>Explain to children that 'x' doesn't usually come at the start of the word. Ask children to look at the difference between the ends of the words. Show them that the words with 'cks' at the end are where there is more than one. One of those would normally end in 'ck' so you don't use the letter 'x'. The children will come back to this later in Phase 6.</p>		
y	<b>yap, yet, yes, , yes, yak</b>	A dog can yap. Did he yell?
z	<b>zip, zen, Zac , zoo, zap</b>	Zac is a boy. Zip it up! Can a bell buzz? Can a taxi zigzag?
ck ff digraph	Recap the digraphs they know so far <b>neck, huff duck, puff, tick</b>	Introduce the concept of digraphs - (so you don't have to sound out each letter).  See sentences above.
ll ss digraph	<b>sell, kiss, tell, miss, fill, loss</b>	
zz	<b>buzz, fizz, jazz, fuzz</b> Remind children that they only sound this once because in a digraph both letters together make one sound.	The can will fizz. The bee will buzz.
qu	<b>quiz, quit, quick, quack, quid. quack, quick</b> Explain that although it may sound like 'kw' or 'cw' words never start with these spelling patterns.*	A duck can quack.
sh	<b>shop, ship, fish, shed, wish, rush</b>	Fish and chips please. Can I have fish and chips please? The cash in the shop. I got a shell and a fish.
ch	<b>much, chick, check, chug, such, cash, rich, chop, chin, chad, chuck</b>	Lots of cash. Is it fish and a bag of chips? The rich man had a big chin. The chicken got a chill.
th	<b>this, that, then, them, thin, they, moth, with, they</b>	A moth can be thin.
<p>Demonstrate how to sound out trying the two different ways of making the 'th' sounds. Put them into lists or piles of those words with voiced and unvoiced 'th' sounds.</p>		
ng	<b>song, sang, ping-pong, ring, ring, long</b>	Sing a song with me.
ai	<b>aim, main, rain, wait, wail, pail, tail , nail, sail, hail, mail</b>	The snail got wet in the rain. The cat has a long tail. I sang a song in the rain.
ee	<b>see, tree, feet, weep, queen, heel, peel, seed, cheep, reel, peel, sail, feel</b>	I can see the queen. He can see his big feet. I need to feed my cat and my dog.
oa	<b>loaf, toad, oak, soap, goat, moan, coat, soap, goat</b>	A goat in a coat. I go to the moon in a boat.
oo	<b>food, , moon, root, room, too, zoom, cool, boot</b>	The dog put on a boot. I go to the moon in a boat. The man can zoom to the moon.
oo - u	<b>took, foot, wood, hook. book, look, cook, good</b>	Look at the book. Look at the book in the wood.
ar	<b>bar, park, card, jar, market, car, cart, hard</b>	Buy a jar at the market. Will a god bark if it sees a shark? Is it dark on the moon?
or	<b>for, fork, cord, cork, lord, sort, for</b>	Is a fork sharp? Is a torch bright?

igh	<b>high, sigh, light, night, tight, might, right, sight</b>	The night is dark not light. Is it light at night?
<p>Explain this is a trigraph where three letters make one sound. Demonstrate this in a phoneme frame.</p>		
ur	<b>surf, urn, hurt, urn, church, burn, fur, curl</b>	If I burn my leg, it will hurt? I can surf and sail a boat. My dog has fur on his tail.
ow - cow	<b>cow, how, down, town, owl, now, down, town</b>	I can see a cow. I can hear an owl hoot at night. I park my car in the town.



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oi	<b>oil, foil, soil. coin, join, toil, boil</b>	I can see a cow in the soil. Can you surf on a coin? Can you burn oil?
er	<b>fern, herd, her, hammer, farmer, boxer lighter, rocker, better, harder, corner</b>	I got a letter from a farmer. My ladder was much longer than her ladder. Get a hammer and bang in a nail.
<b>Trigraphs</b> - Remind children that a trigraph is three letters that make one sound.		
ear	<b>ear, dear, fear, hear. near, tear, year, beard</b>	Did the shark feel fear? Can a toad hear?
air	<b>air, hair, fair, pair, chair</b>	She has big hair. Do I need to cut his hair? Put that pair of socks on the chair. They can sit in the rocking chair.
ure	<b>pure, cure, secure, manure. sure, insure, secure</b>	The gold is pure.
<p><b>Chunking - two-syllable words</b> *Teach this for 1 day - recap in phase 5*</p> <p>Teach reading two-syllable words.</p> <p>Chunking - children draw a line in-between the words and then read them together.</p> <p><b>bedroom, toothbrush, armchair, waterbed, rainbow, waitress, raindrop, weeping, rocker, boxer, lighter, looking, powder, thicker, singer, lightning, orchard, waiter, waiting, teacher, rooftop, pen-pot, sister, workman, pigpen, bookshop, market, wigwam.</b></p>		

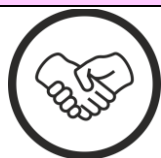
Phase 4			
lt	lp		
lf	lk		
cr	tr		
Consolidate			
dr	gr		
br	pr	fr	
bl	fl	gl	
Consolidate			
pl	cl	sl	
sp	sm	sn	
sk - husk	sc	st - lost	
Consolidate			
nd - bend, mend	mp hump		
nt	nk		
ft	pt		
xt	tw		
Consolidate			
str	thr		
shr	scr	nch	

Phase 5		
ay	Teach 'ay' and talk about the difference between this and 'ai' - <b>stay, tray, clay, pray, play, day, may, spray, stray, delay.</b> 'ay' usually comes at the end of a word.	Can a stray cat play? Do not delay unless you want to stay all day.
ou	Teach 'ou' and compare to 'ow' - <b>mouth, shout, cloud, loud, count, out, cloud, proud, scout.</b> Explain that 'ou' rarely comes at the end of a word.	Will you see clouds in the mountains? Can a sprout be proud? What is the loudest sound around?



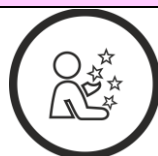
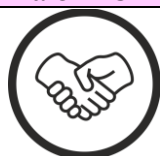
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ie	Teach 'ie' and compare to 'I' - <b>tie, pie, lie, die.</b> I is a word on its own, 'ie' makes the sound in other words - usually at the end.	Oh no, I spied a fried pie.. She replied that their cat had been found.
ea	Teach 'ea' and compare to 'ee' - <b>treat, steam, sea, read, meat, least. beach, feast, cream, bean, eat, leaf.</b>	We sit on a seat and read books near the sea. Can a sheep repeat a bleat? At least we can have meat as a good treat.
oy	Teach 'oy' and talk about the difference between this and 'oi' - <b>joy, enjoy, royal, Roy, annoy, annoying, oyster, destroy, boy, toy.</b> Explain that 'oy' usually comes at the end of a word.	Can you annoy a boy? Will a royal enjoy eating an oyster? Will it be annoying if a boy destroys a toy?
ir	Teach 'ir' and compare to 'er' - <b>fir, skirt, shirt, girl, bird, birthday.</b>	Can a girl put on a skirt that twirls? Is your birthday the first or the third? Can a girl annoy a boy?
ue	Teach 'ue' and compare to 'oo' - clue, blue, issue, <b>Sue, tissue, clue.</b> Explain that 'ue' usually comes at the end of a word.	Can you argue with a statue? You need to queue until the bus is due. Is it true that you can get blue glue?
ue	Teach 'ue' and compare to the word 'you' - <b>venue, due, rescue, value, cue, argue.</b>	Can you argue with a statue? You need to queue until the bus is due. Is it true that you can get blue glue?
aw	Teach 'aw' and compare to 'or' - <b>jigsaw, crawl, straw, jaw, prawn.</b>	Can a paw also be a claw? Do you stretch your jaw when you yawn?
wh	Teach 'wh' and talk about the difference between this and 'w' - <b>when, which, wheel, whisper, where, what.</b> 'wh' always comes at the start of the word. 'w' can come at start, middle or end.	Which is a dolphin better at, jumping or swimming? I can whisper them or say them loud. When will you take a photo of a big wheel?
ph	Teach 'ph' and compare to 'f' - <b>phonics, phantom, Phil, dolphin, elephant, alphabet.</b>	Which is a dolphin better at, jumping or swimming? Phonics is about sounds.
ew	Teach 'ew' and compare to 'oo' - <b>brew, flew, Andrew, threw, grew, chew.</b> Explain that 'ew' usually goes at the end of a word.	A balloon blew up in the air and flew away. My nephew is called Drew. What can you do if you find a screw in your stew?
oe	Teach 'oe' and compare to 'oa' - <b>toe, spoe, Joe, troe.</b> Explain that 'oe' usually goes at the end of a word.	Can a toe be jaunty? Can a rocket launch in August? Will a haunted venue make you scream?
au	Teach 'au' and compare to 'or' - <b>Paul, haul, launch, August, author, automatic.</b> Explain that 'au' doesn't usually go at the end of a word.	Can a toe be jaunty? Can a rocket launch in August? Will a haunted venue make you scream?
ey	Teach 'ey' and compare to 'ee' - <b>donkey, turkey, jockey, valley, trolley.</b> Explain this usually goes at the end of a word.	Can a jockey win on a donkey? Will a girl put a trolley in a turkey? Did Santa get stuck up the chimney?
<b>Split Digraphs</b> - one split digraph over 2 days. Day 1, reading focus and day 2 a writing focus.		
a-e Reading focus	Teach 'a-e' and compare to 'ai' - <b>frame, skate, plate, flame, gate, mane.</b>	It will amaze me if you can escape from this maze. Can a snake have a race with a whale in a lake?
a-e	Ask children to write the words. <b>frame, skate, plate, flame, gate, mane.</b>	Write a sentence with the words.



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Writing focus		
e-e Reading focus	Teach 'e-e' and compare to 'ee' - <b>Pete, compete, Steve, theme, extreme.</b>	Pete and Steve complete the quiz.
e-e Writing focus	Ask children to write the words.	Write a sentence with the words.
i-e Reading Focus	Teach 'i-e' and talk about the word 'I' and the 'ie' and 'igh' - <b>bride, nine, kite, bike, slide, prize.</b>	Will you invite me inside? Can a slide shine all the time? Is it time to get my nice prize yet?
i-e Writing focus	Ask children to write the words. <b>bride, nine, kite, bike, slide, prize.</b>	Write a sentence with the words.
o-e Reading focus	Teach 'o-e' and compare to 'oe'. Explain that it is spelled the same as 'oe' but is split up - <b>awoke, explode, those, alone, stoke. bone, vome, note, fote, stone.</b>	If you are at home alone and you find a bone, will you get on the phone? Will you see a queen on a throne or on an envelope? S
o-e Writing focus	Ask children to write the words. <b>awoke, explode, those, alone, stoke. bone, vome, note, fote, stone.</b>	Write a sentence with the words.
u-e Reading focus	<b>rude, rule, brute, , prune, salute. June, , flute, rude, , brute.</b>	Can you put a huge cube in a tube? Will a complete prune contain a stone? Is it ever extremely rude to play a flute?
u-e Writing focus	Ask children to write the words. <b>rude, rule, brute, , prune, salute. June, , flute, rude, , brute.</b>	Write a sentence with the words.
u-e Reading focus	Teach 'u-e' with the 'you' sound and compare to yesterday's sound - <b>computer, refuse, huge, cube, use, tube.</b>	Can you put a huge cube in a tube? Will a complete prune contain a stone? Is it ever extremely rude to play a flute?
u-e Writing focus	Ask children to write the words. <b>computer, refuse, huge, cube, use, tube.</b>	Write a sentence with the words.
Chunking	Chunking - children draw a line in-between the words and then read them together. <b>bedroom, toothbrush, armchair, waterbed, waitress, raindrop, weeping, rocker, boxer, lighter, looking, powder, thicker, singer, lightning, orchard, waiter, waiting, teacher, rooftop, pen-pot, sister, workman, pigpen, bookshop, market, wigwam.</b>	Teach reading two-syllable words. Chunking - children draw a line in-between the words and then read them together.
Wiggling	Wiggle till it words. <b>forest, groups, brother, father.</b>	
S on the end	Practice reading the word and removing the 's' then adding it on one the word has been decoded.	
<b>Families and alternative sounds</b> - teach the alternative sounds then show them in a group as a 'family'.		
ai families		
ey - ai	Review pronunciation of 'ey' as in <b>key, money</b> Teach alternative pronunciation of 'ey' - <b>they, grey, obey, prey, survey. surveying, obeyed, greyish</b>	They must obey the rules. The monkey likes honey.
a - ai	Review pronunciation of 'a' as in <b>fat, cat, pan, fast, branch, pass, task, mast</b> Teach alternative pronunciation of 'a'. - <b>acorn, bacon, angel, native, Amy, baby, apricot, apron, native, basis, bagel, lady, station</b>	Can you watch a wasp sting a lady or will it be too fast? Would an angel want to visit a bank in the afternoon? Squash the acorn.
Families ai - P3 ay - P5 a-e - P5	<b>ai - snail, rain</b> <b>ay - day, clay, tray, play, May, stay, spray, crayon</b> <b>a-e - make, came, made, take, game, race, snake, maze</b>	See sentences above.



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ey a	<b>ey – grey, prey</b> <b>a – bacon, acorn</b>	
ee families		
y - ee	Review pronunciation of 'y' as in <b>yes, yet, you</b> . Teach alternative pronunciation of 'y' - <b>happy, very, funny, silly, merry, ferry, sunny, sadly, Tony, Mummy, Daddy, only</b>	Billy and Molly are happy. I was happy because it was sunny.
e - ee	Review pronunciation of 'e' as in <b>bed, net, best</b> . Teach alternative pronunciation of 'e' - <b>he, she, be, we, me, recent, decent, region, frequent</b>	He is a decent man. She is with me.
ie - ee	Review pronunciation of 'ie' as <b>in lie, tie, pie</b> Teach alternative pronunciations for the ie graphemes - <b>chief, thief, shield, belief, shriek, relief, fielder, priesthood</b>	Will a chief shriek with relief in a field? A thief cried and denied his crime. A priest and a chief ate fried pies. The chief had a shield.
Families ee - P3 ea - P5 ey - P5 e-e - P5 y e ie	<b>ee – tree, three</b> <b>ea – sea, seat, bead, read, meat, treat, heap, least</b> <b>ey – key, donkey, valley, monkey, chimney, trolley</b> <b>e-e – these, Pete, Eve, Steve, even, theme, complete</b> <b>y – happy, sunny Mummy, Daddy, funny, only</b> <b>e – me, she, recent, decent</b> <b>ie – chief, thief, shield</b>	See sentences above.
igh families		
y - igh	Review pronunciation of 'y' as in <b>yes, yet, you</b> . Teach alternative pronunciation of 'y' - <b>by, my, reply, cry, fly, spy, try why, dry, reply, sky</b>	Is the gym a happy place to be? Will it be dry, smelly and yellow?
i - I	Review pronunciation of 'I' as in <b>tin, pin, his, milk, link</b> Teach alternative pronunciations for the I grapheme - <b>Mild, wild, blind, behind, remind, child, find, pint</b>	The wild child did a trick. Can you help me find my toy? : Do you find milk in the cooker? Can a child drive a car?
Families igh - P3 ie - P5 i-e - P5 y I	<b>igh – might, bright</b> <b>ie – pie, lie, tie, cried, tried, spied, fried, replied</b> <b>i-e – like, time, pine, ripe, shine, slide, prize, decide</b> <b>y – by, my, try, why, dry, fry, reply</b> <b>I – mild, wild, blind</b>	See sentences above.
oa families		
ow - oa	Review spelling of /oa/ as in <b>coat, float</b> . Teach alternative spelling of /oa/ as 'ow' - <b>owl, brown, crown, frown, snow, window, show. snow, crow</b>	Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown? Slow down! The window is low.
o - O	Review pronunciation of 'o' as in <b>dog, hot, pot</b> . Teach alternative pronunciations for the o grapheme - <b>no, go, from, open, both, so, don't, mostly, focusing, opener, hero, tomato</b>	Don't go to the hot spot. Can we both hold the gold block? Don't get a shock if it is too cold or too hot. Don't open the golden pot.
Families oa - P3 oe - P5 o-e - P5 ow o	<b>oa – goat, coat, boast</b> <b>oe – toe, hoe, doe, foe, woe, Joe, goes, Glencoe, heroes</b> <b>o-e – bone, pole, home, woke, those, stone, note, phone</b> <b>ow - low, grow, snow, glow, bowl, slow, window.</b> <b>o – don't, won't, potato, tomato go, so, no</b>	See sentences above.
oo families – all of these phonemes have been taught, revisit them altogether.		
Families oo - P3 ue - P5 ew - P5 u-e - P5	<b>oo – spoon, boot</b> <b>ue – clue, blue, true, Sue, glue</b> <b>ew – drew, screw, chew, threw, blew, Andrew</b> <b>u-e – flute, spruce, plume, rule, rude, brute, June</b>	See sentences above.
oo (yoo) families		



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u - yoo	Review pronunciation of 'u' as in <b>under, fun, but</b> Teach alternative pronunciation of 'u' - <b>Unit, unicorn, music, tuba, stupid, pull, bull, human.</b>	Can a unicorn play music on a tuba? Will a stupid human get stuck in a pudding if they eat it sitting on a muddy cushion? Will it be fun for a duck to use a computer? I like loud music.
Families (yoo) oo ue ew u-e u	<b>oo - too, drool</b> <b>ue - statue, argue</b> <b>ew - stew, nephew, Matthew, mildew, knew, few</b> <b>u-e - huge, cute, tune, use, duke, tube, computer</b> <b>u - music, unit, unicorn</b>	See sentences above
or families		
al - or	Teach alternative spelling of /or/ as 'al' - <b>talk, walk, wall, fall, stalk, ball, beanstalk, calling, always, walkway</b>	She is always talking.
Families or - P3 au - P5 aw - P5 al	<b>or - fork, motor, doctor, razor, sensor</b> <b>au - haunted, Autumn, cause, launch, haul</b> <b>aw - saw, paw, straw, hawk, draw</b> <b>al - walk, stalk, chalk, talk</b>	See sentences above
oi families - these phonemes have been taught, revisit them altogether.		
Families oi oy	<b>oi - boil, boiling, spoil. Foil, poison</b> <b>oy - boy, toy, oyster, enjoy, royal</b>	See sentences above
w families - these phonemes have been taught, revisit them altogether.		
Families w wh	<b>w - wish, wind,</b> <b>wh - when, whale, whirl, white, why</b>	See sentences above
ur families		
or - ur	Review spelling of /ur/ as in <b>surf, turn.</b> Practise all spellings of /ur/ sound as 'or' <b>world, worse, worm, work, worship, word, worth</b>	Work hard at school. The worm is working on the words.
ear - ur	Teach alternative spelling of /ur/ sound as 'ear' <b>learn, pearl, earth, earn, early. earnest, rehearsal, search-light.</b>	I like to learn at school.
Families ur - P3 er - P3 ir -P5 or ear	<b>ur - turle, burn, turnip, curb, nurse</b> <b>er - tiger, fern, otter, herd, letter</b> <b>ir - bird, first, firt, swirl, chirp</b> <b>or - worm, work, workshop</b> <b>ear - earth, pearl, search</b>	See sentences above
c families - these phonemes have been taught, revisit them altogether.		
Families c k ck	<b>c - crack, clock, cat</b> <b>k - keel, kaput, kayak</b> <b>ck - peck, sock, back, sack</b>	See sentences above
f families - these phonemes have been taught, revisit them altogether.		
Families f ff ph	<b>f - fin, infant, reef, scarf, fabric</b> <b>ff - effort, cliff, staff, stuff, raffle</b> <b>ph - graph, phonics, elephant, dolphin</b>	See sentences above
ear families		
ere - ear	Review spelling of /ear/ sound as in <b>fear, near.</b> Teach alternative spelling of /ear/ sound as 'ere' <b>here, mere, severe, interfere, adhere.</b>	Please don't interfere.
eer -ear	Teach alternative spelling of /ear/ sound as 'eer' <b>beer, sheer, veer, career, steer, steering, veered.</b>	Can Mr Smith steer the car?
Families ear - P3 ere	<b>ear - hear, beard, fear</b> <b>ere - severe, interfere</b> <b>eer - beer, sheer, steer</b>	See sentences above



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eer		
<b>S Sounds – s, ss, se, c, ce (at the end of words)</b>		
s - se	Teach alternative spelling of /s/ sound as 'se' - <b>house, grease, purse, grouse. horse, mouse, loose.</b>	There is a mouse on the loose.
se - z	Teach alternative spelling of /se/ sound as 'z' - <b>please, tease, ease, rouse, browse, cheese, noise, pause, blouse, because.</b>	
c - s	Review pronunciation of 'c' as in cat, cold, crisp. Teach alternative pronunciation of 'c' - s - <b>cell, city, acid, success, face, race, rice, nice, mice, icicles, central, December, successful. advice, cycle, successful, cellar.</b>	The city is cold and icy. It's very icy in December. It will be slippy and icy in December. The nice scientist uses acid.
ce	Teach alternative pronunciation of 'ce' - s - <b>mice, nice, celery, cent, celebrity, cellar, cement, cereal, certain.</b>	
s - st	Review spelling of /s/ sound as in <b>sit, sand, sick.</b> Teach alternative spelling of /s/ as 'st' - <b>listen, whistle, castle, rustle, Christmas jostle, bristle, glisten, wrestling.</b> Explain that this is usually in the middle of a word.	Listen to the Christmas songs.
sure - zh	Teach the /zh/ sound as in treasure. It's the s that makes the sound - <b>treasure, television, usual, pleasure, casual, sure, sugar, measure, enclosure, treasure.</b>	Where is the treasure?
<b>Sh Sounds – sh, ch, ss, t, s</b>		
ch - sh	Review pronunciation of 'ch' as in <b>chip, chin, chops.</b> Teach alternative pronunciation of 'ch' - <b>chef, Charlotte, machine, chalet, brochure</b>	Chris and Chloe go to school. Charlotte and Chris go to church. Will the chef cook chicken for school dinner?
ss - sh	Review pronunciation of 'ss' as in <b>pass, mass, glass</b> Teach alternative pronunciation of 'ss' - <b>tissue, session</b>	I have a mission for you.
t - sh	Review pronunciation of 't' as in <b>tap, tall, tick</b> Teach alternative pronunciation of 't' <b>station, caption, mention</b>	I will meet you at the station.
s - sh	Review pronunciation of 's' as in <b>sat, say, texts</b> Teach alternative pronunciation of 'ss' - <b>sure, sugar, explosion</b>	The sugar comes in cubes.
c - sh	Review pronunciation of 'c' as in <b>cap, cat, cape</b> Teach alternative pronunciation of 'c' <b>special, social, facial</b>	The girl has a facial.
sh sounds: sh - P3 ch ss t s c	<b>sh – ship, shock, shower, rush, shell</b> <b>ch – Charlotte, chef, Charlene, Michelle, brochure, machine.</b> <b>ss – tissue, passion, mission</b> <b>t – station, patience, caption, mention, position, potion</b> <b>s – , sure, sugar,, explosion</b> <b>c – special, official, social, artificial, facial, electrician</b>	The chef had a shock on the ship. The machine is in a rush. She used a shocking pink tissue.
<b>Alternative Sounds</b>		
a - o	The rule is that an 'a' after a 'w' or 'qu' is usually pronounced like 'o' in hot. <b>watch, what, wasp, squash, squad, wash. want, wander, squad, wallet, watch, wasp, want.</b>	Friends watch a little TV.
ea - e	Review pronunciation of 'ea' as in <b>sea, meat, treat, peach, bead.</b> Teach alternative pronunciation of 'ea'. - <b>head, deaf, bread, feather, instead, ready, heaven, breakfast, feather, headache, instead.</b>	Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out? I put my head in the sea
o - u	Review spelling of /u/ sound as in <b>nut, fun, sun.</b> Teach alternative spelling of /u/ sound as 'o' - <b>son, come, some, done, money.</b>	Please can I have some money? Have you done?



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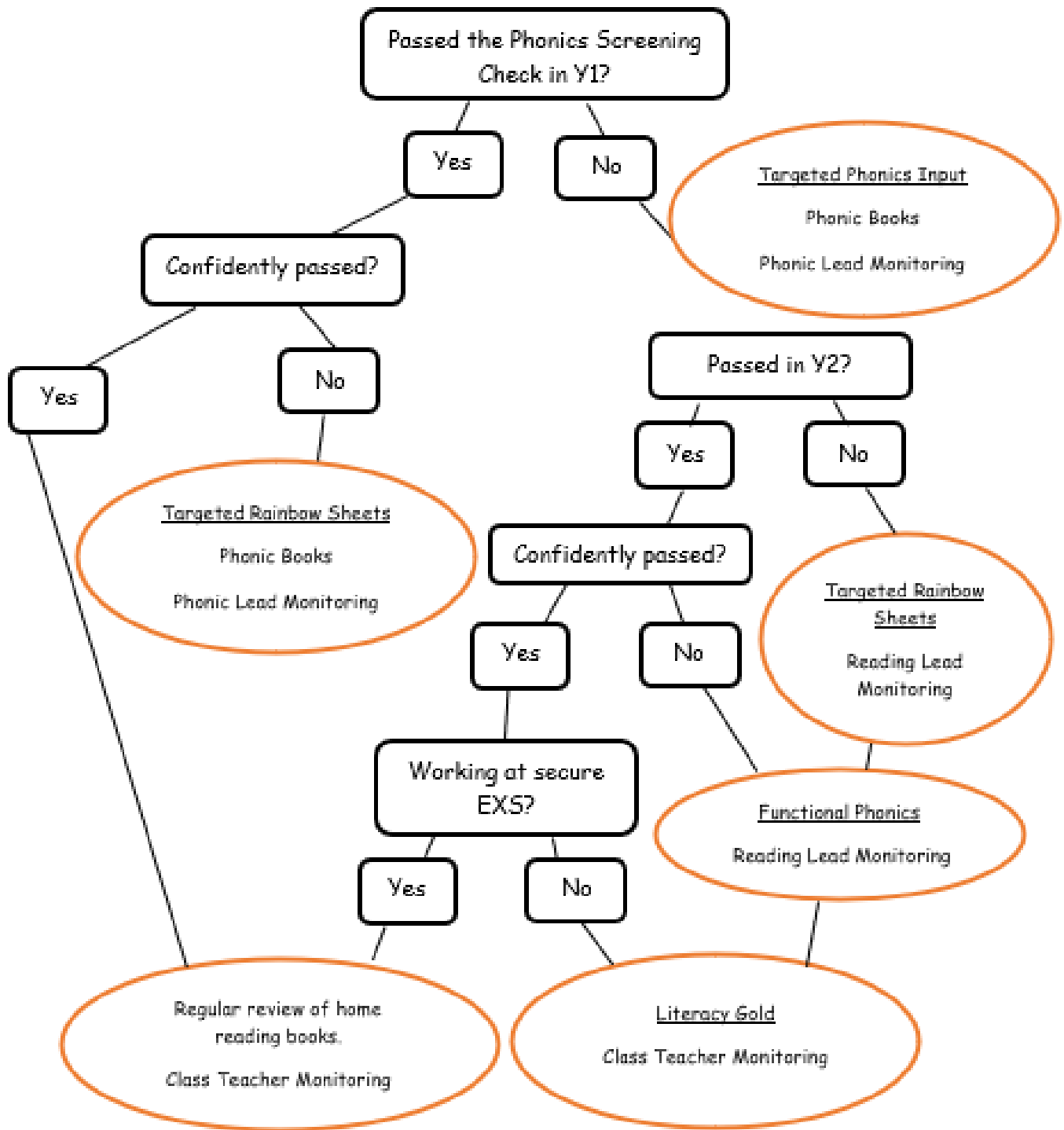
Ou - u	Review pronunciation of 'ou' as in <b>out, about, cloud, sound</b> . Teach alternative pronunciation of 'ou' - <b>could, would, should</b>	Could you carry a boulder on your shoulder?
ar - al	Teach alternative spelling of /ar/ sound as 'al' <b>half, almond, calm, palm tree, lip balm</b> .	Keep calm.
ch - C	Review pronunciation of 'ch' as in <b>chip, chin, chops</b> . Teach alternative pronunciation of 'ch' - <b>school, chemist, chord, chorus, technical, Chris, Chloe</b>	Chloe is at the chemist.
ch - tch	Review spelling of /ch/ sound as in <b>chip, chin, rich</b> . Teach alternative spelling of /ch/ as 'tch' - <b>catch, pitch, fetch, notch, ditch, kitchen, picture, nature, future, adventure, creature, future, puncture, mixture</b> . Explain that this spelling never goes at the start of a word.	Take a picture of the rich man in his kitchen.
j - dge	Review spelling of 'j' as in <b>jet, jaguar, Jim</b> . Teach alternative spelling of /j/ as 'dge' - <b>fudge, sledge, badger, ledge, lodge, podgy, dodger, hedges, lodger</b> . Explain that this spelling never goes at the start of a word.	The badger is in the hedge.
g - j	Review pronunciation of 'g' as in <b>goat, gold, get</b> . Teach alternative pronunciation of 'g' as j - <b>gym, gentle, giraffe, gem, energy, gent, magic, ginger, gorilla, danger, gymnastics, magician, Gillian, Egypt, Gill</b> .	There is danger ahead! : I don't have the energy to go to the gym. Eating a banana will give you energy.
n - ng	Review spelling of /n/ as in <b>net, span, need</b> . Teach alternative spelling of /n/ as 'gn' - <b>gnat, gnaw, sign, resign, gnome, gnawing, resigned, sign-language</b> .	The ice in my lemonade is sinking. Is that big, strong, stinking thing a skunk?
n - kn	Review spelling of /n/ as in <b>net, span, need</b> . Teach alternative spelling of /n/ as 'kn' <b>Knife, knock, knit, knee, knock, know, knight</b> .	I was knitting when there was a knock at the door.
r - wr	Review spelling of /r/ as in <b>rat, rubbish</b> . Teach alternative spelling of /r/ as 'wr' - <b>wrap, wrong, wrote, wry, written, wreck, wretched, wrenching, wrongly</b> .	The rascal wrote a rude note. Can you wrap up that very nice berry pie? Hurry! We need to race to the shipwreck. I wrote a letter.
wh - h	Teach 'wh' and compare to 'h' - <b>who, whole, whom</b> .	Which is a dolphin better at, jumping or swimming? Phonics is about sounds. I can whisper them or say them loud. When will you take a photo of a big wheel?
m - mb	Review spelling of /m/ as in <b>mat, miss, me</b> . Teach alternative spelling of /m/ as 'mb' - <b>lamb, bomb, thumb, comb, climb, numb, crumb</b> . Explain that this spelling never goes at the start of a word.	Do you like lamb-chops? Did you hurt your thumb? Can you comb your hair?



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Phonic & Reading Intervention Pathway



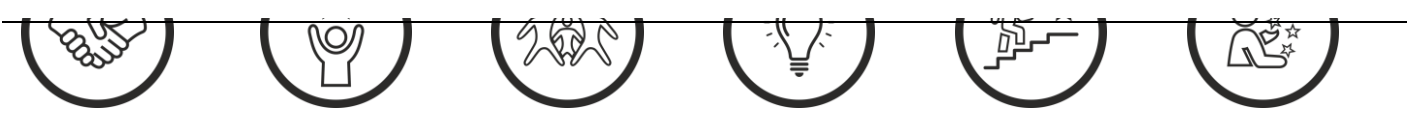
**Targeted Phonics** – phonics group intervention working on gaps, teaching phonemes and applying skills through reading and writing.

**Targeted Rainbow Sheets** – sheets to consolidate phonic knowledge, suited to each individual.

**Pure GAP** – Rigorous programme focusing on 1 phoneme per week over 3 sessions.

**Literacy Gold** – Programme that works on phonological awareness and improves eye engagement for reading.

**Reading Fluency Project** – Rigorous programme that encourages children to read as the writer intended to develop fluent reading and comprehension skills - 2 sessions a week.



## Phonics Assessments

Phonics Lead or Y1 teacher    Reading Support    Head of School    FS2 teachers

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	FS2 - baseline Y1 - Baseline Y2 non passers & bottom 20%					Year 1 Year 2 - non passers	
Autumn 2						Year 1 Year 2 - non passers & bottom 20% FS2 - phase 2	
Spring 1						Year 1 Year 2 - non passers	
Spring 2						Year 1 Year 2 - non passers & Bottom 20%	
Summer 1						FS2 - Phase 3 Year 1 Year 2 - non passers & Bottom 20%	
Summer 2	Phonics Check - Y1/Y2						

