

Phonics at St Joseph's



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Introduction

Synthetic phonic – a cohesive whole school approach

Synthetic phonics is a method of teaching reading and writing where words are broken up into the smallest unit of sound (phonemes.) Children learn to make connections between a written letter or group of letters (graphemes) and the spoken sound (phoneme.) Sounds are then 'blended' to decode words for reading or split up – 'segmented' – into sounds for writing.

Synthetic phonics builds continuously on prior learning, and it is therefore essential that a whole school approach be used. This will ensure progressive, consistent learning experience for all children enabling them to progress and succeed.

The benefits of this approach are as followed:

- Children learn in an order that is well thought out and allows them to progress through stages, as they are ready.
- Teachers and teaching assistance have a clear structure for planning and assessment in order to ensure coverage and progression.
- Children become familiar with the expectation and the progress within phonics learning enabling them to feel confidence and successful.
- Children, from early on, can use these skills to attempt to read and write independently.

Key skills:

- Recall of GPCs
- Recall of tricky words
- Efficient blending skills
- Efficient segmenting skills

Overall aims:

- Reading – accuracy, fluency, comprehension
- Writing – Transcription, composition.

Reading books will follow the same sounds progression as this phonics scheme so that pupils will be able to read texts that are fully decodable for their ability. It is vital that staff, children and parent are aware of the process and use the same terminology and language when talking about phonics.



Key Vocabulary for Phonic Teaching

| | |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phoneme: | The smallest unit of sound in a word. Phonemes may be written with more than one letter e.g. day. The word start has 4 phonemes - s - t - ar - t. The word church has 3 phonemes - ch - ur - ch. The word strap has 5 phonemes - s - t - r - a - p. |
| Grapheme: | The letter or letters that are used to write a phoneme. |
| Grapheme-Phoneme Correspondences (GPCs) | The relationship between sounds and the letter or letters that represents that sound. |
| Digraph: | A two letter grapheme where two letters represent one phoneme or sound e.g. ar, ea, er, oi, ch, th These two letter and special friends and when they sit next to each other they make a new sound together. |
| Vowel Digraph: | A two letter grapheme that represents a vowel phoneme or sound e.g. ay, ee |
| Split Vowel Digraph: | A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e e.g. cake, bite, phone, these, cube. It is used for the long vowel sounds. These two letters are best friends and are very noisy together so the teacher has to put a letter in-between them but they still make a new sound together. |
| Trigraph: | A three letter grapheme where three letters represent one phoneme or sound e.g air, igh, ear |
| Blending: | Building words for reading by pushing together all the phonemes or sounds in the word |
| Segmenting: | Splitting up words for spelling by breaking up words into all their sounds and then working out what letter or letters are needed to represent each sound. |
| Mnemonic: | An illustration that is designed to support children's recognition of GPCs. |
| Short vowel sound: | The sound that the letters a, e, i, o, u make in a word eg cat, peg, hit, not, sun. |
| Long vowel sound: | The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs e.g main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon. |
| Tricky words: (Common expectation) | Words that are not decodable at the child's current phonics level of understanding. |
| Pure sounds: | Pure sounds refers to the way of sounding phonemes without adding an extra 'uh', known as a schwa, at the end of each letter. |



Agreed terminology

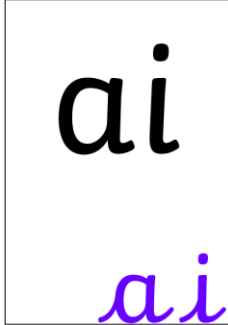
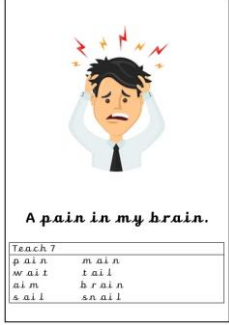
| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bouncy sounds | Bouncy sounds are said with a short sharp gap in between e.g d-d-d-d dinosaur. |
| Stretchy sounds | Stretchy sounds are said in one continuous sound e.g. mmmmmmm as in mountain. |
| Phonics fingers | Phonics fingers should be used to help segment words. Children show how many phoneme are in the word on their fingers they then pinch their fingers and say the sound. They then blend them to say the word whilst auctioning a rainbow shape over their fingers. |
| Sound buttons | When children are practicing writing words in phonics they can add sound buttons (dots and dashes.) A dot is for a single phoneme and a dash for a digraph or digraph. They will use a curved line for a split digraph. |



Resources

For Phonics lessons:

- Sound cards

| | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--|------|------|------|------|-----|-------|------|-------|
| <p>Front</p>  | <p>Back</p>  <table border="1"> <tr><td colspan="2">Teach 7</td></tr> <tr><td>pain</td><td>main</td></tr> <tr><td>wait</td><td>tail</td></tr> <tr><td>aim</td><td>brain</td></tr> <tr><td>sail</td><td>snail</td></tr> </table> | Teach 7 | | pain | main | wait | tail | aim | brain | sail | snail |
| Teach 7 | | | | | | | | | | | |
| pain | main | | | | | | | | | | |
| wait | tail | | | | | | | | | | |
| aim | brain | | | | | | | | | | |
| sail | snail | | | | | | | | | | |

- Word cards (See letter/formation handwriting page for font advice.)

tail

main

brain

- Display sound cards





Sound Progression Overview

| | | | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------|
| <u>Phase 1</u> | <ul style="list-style-type: none"> ○ Environmental sounds ○ Instrumental sounds ○ Body percussion ○ Rhythm and rhyme ○ Alliteration ○ Voice sounds ○ Oral blending and segmenting | | Nursery |
| <u>Phase 2</u> | <ul style="list-style-type: none"> ○ Set 1: s, a, t, p ○ Set 2: i, n, m, d ○ Set 3: g, o, c, k ○ Set 4: ck, e, u, r ○ Set 5: h, b, f, ff, l, ll, ss | <p>to the no go I into</p> | Reception |
| <u>Phase 3</u> | <ul style="list-style-type: none"> ○ Set 6: j, v, w, x ○ Set 7: y, z, zz, qu ○ Consonant digraphs: ch, sh, th, ng ○ Vowel digraphs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er, ow | <p>he, she, we, me, be, was, you, they, all, are, my, her</p> | Reception |
| <u>Phase 4</u> | <p>-Consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs.</p> <p>-Introduce words with adjacent consonants – CVCC, CCVC, CCVCC, CCCVC, CCCVCC, CCVCC</p> <p>-Learn to read and spell polysyllabic words</p> | <p>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> | Reception |
| <u>Phase 5</u> | <p><u>Alternative graphemes:</u> ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> | <p>oh, their, people, Mr, Mrs, looked, called, asked, could</p> | Year 1 |



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| | | | |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p><u>Phase 6</u> <u>National</u> <u>Curriculum</u> <u>expectations</u></p> | <p>'ear' as in bear 'are' as in care 'tch' saying /ch/ 'y' saying /ee/ 'c' saying /s/ 'g' saying /j/ 've' saying /v/ Adding -s and -es Adding endings -ed -ing -er Adding ending (adjectives) -er -est Adding the prefix -un</p> | <p>By, here, of, love, your, our, become, school</p> <p>Once, friend(s), also, today, these. where</p> <p>Says, water, because, break</p> | <p>Year 1</p> |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|

As a school St Joseph's use the Herts for Learning Essential Spell programme from Year 2. – Year 6. Although Year 2 practitioners may choose to recap phase 5 GPC for all or some pupils if necessary after transition meetings and assessment.



Long Term Phonics Plan – week by week.

Reception

| <u>Autumn Term</u> | | | | |
|--------------------|---------|--------------------------|----------------------------------------|---------------------------------------------------|
| Week 1 | Phase 1 | Recap phase one elements | | |
| Week 2 | Phase 2 | s, a, t, p | | |
| Week 3 | Phase 2 | i, n, m, d | | |
| Week 4 | Phase 2 | g, o, c, k | to, the | |
| Week 5 | Phase 2 | ck, e, u, r | I, into | |
| Week 6 | Phase 2 | h, b, f, ff | no, go | |
| Week 7 | Phase 2 | l, ll, ss | Recap phase 2 tricky words for reading | Assessment week (Set up intervention groups) |
| Week 8 | Phase 2 | s, a, t, p | to, the | |
| Week 9 | Phase 2 | i, n, m, d | I, into | |
| Week 10 | Phase 2 | g, o, c, k | no, go | |
| Week 11 | Phase 2 | ck, e, u, r | Recap phase 2 tricky words for reading | |
| Week 12 | Phase 2 | h, b, f, ff | Recap phase 2 tricky words for Writing | |
| Week 13 | Phase 2 | l, ll, ss | Recap phase 2 tricky words for Writing | Assessment week (Evaluate intervention groups) |
| <u>Spring Term</u> | | | | |
| Week 14 | Phase 2 | Recap all phase 2 GPCs | Recap all phase 3 tricky words | |
| Week 15 | Phase 3 | j, v, w, x | he, she | |
| Week 16 | Phase 3 | y, z, zz, qu | we, me, be | |
| Week 17 | Phase 3 | ch, sh, th, ng | was | |
| Week 18 | Phase 3 | ai, ee, igh, oa | you | |



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| | | | | |
|--------------------|---------|-------------------------------------|-------------------------------------------|---------------------------------------------------|
| Week 19 | Phase 3 | oo, oo, ar, or | they | Assessment week (Evaluate intervention groups) |
| Week 20 | Phase 3 | ur, ow, oi, ear | all | |
| Week 21 | Phase 3 | air, ure, er, ow(oa) | are | |
| Week 22 | Phase 3 | j, v, w, x | my | |
| Week 23 | Phase 3 | y, z, zz, qu | her | |
| Week 24 | Phase 3 | ch, sh, th, ng | Recap he, she, we, me, be | |
| Week 25 | Phase 3 | ai, ee, igh, oa | Recap was, you, they | Assessment (Evaluate intervention groups) |
| Summer Term | | | | |
| Week 26 | Phase 3 | oo, oo, ar, or | Recap all, are | |
| Week 27 | Phase 3 | ur, ow, oi, ear | Recap my, her | |
| Week 28 | Phase 3 | air, ure, er, ow(oa) | Recap he, she, we, me, be | |
| Week 29 | Phase 3 | Recap j, v, w, x, y, z, zz, qu | Recap was, you, they | |
| Week 30 | Phase 3 | Recap phase 3 digraphs | Recap all, are | |
| Week 31 | Phase 3 | Recap phase 3 trigraphs | Recap my, her | Assessment (Evaluate intervention groups) |
| Week 32 | Phase 3 | Recap all phase 3 GPCs | Recap all phase 3 tricky words | |
| Week 33 | Phase 4 | CVCC words | said, have | |
| Week 34 | Phase 4 | CVCC words | like, so, do | |
| Week 35 | Phase 4 | Adjacent consonants | some, come, were, | |
| Week 36 | Phase 4 | Adjacent consonants | there, little, one, | |
| Week 37 | Phase 4 | Three-letter adjacent consonants | when, out, what | |
| Week 38 | Phase 4 | Recap phase 4 learning | Recap all phase 4 tricky words | Assessment (Evaluate intervention groups) |



Long Term Phonics Plan – week by week.

Year 1

Pupils will be introduced to letter names as they explore digraphs and trigraphs. Capital letters will also be explored in both English lessons and phonics sessions.

| Autumn Term | | | | |
|----------------|-----------|-----------------------------------------------------------|---------------------------------|---------------------------------------------------|
| Week 1 | Phase 2/3 | Recap initial sounds | All phase 2 tricky words | |
| Week 2 | Phase 3/4 | ch, sh, th, ng (Using Phase 4 word types) | he, she, | |
| Week 3 | Phase 3/4 | ai, ee, igh, oa (Using Phase 4 word types) | we, me, be | |
| Week 4 | Phase 3/4 | oo, oo, ar, or (Using Phase 4 word types) | was, you, they | |
| Week 5 | Phase 3/4 | ur, ow, oi, ear (Using Phase 4 word types) | all, are | |
| Week 6 | Phase 3/4 | air, ure, er, ow(oa) (Using Phase 4 word types) | my, her | |
| Week 7 | Phase 3/4 | Recap all phase 3 GPCs | Recap all phase 3 tricky words | Assessment week (Set up intervention groups) |
| Week 8 | Phase 5 | ay, ou, ie, ea, | said, have (phase 4) | |
| Week 9 | Phase 5 | oy, ir, ue, aw | like, so, do (phase 4) | |
| Week 10 | Phase 5 | wh, ph, ew, oe | some, come, were, (phase 4) | |
| Week 11 | Phase 5 | au, ey, a-e, e-e, | there, little, one (phase 4) | |
| Week 12 | Phase 5 | i-e, o-e, u-e | when, out, what (phase 4) | |
| Week 13 | Phase 5 | Recap all phase 5 GPCs (focus on recognising and reading) | Recap all phase 4 tricky words | Assessment week (Evaluate intervention groups) |
| Spring Term | | | | |
| Week 14 | Phase 5 | ay, ou, ie, ea, | oh, their, | |



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| | | | | |
|--------------------|------------------------------|-----------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| Week 15 | Phase 5 | oy, ir, ue, aw | people | |
| Week 16 | Phase 5 | wh, ph, ew, oe | Mr, Mrs, | |
| Week 17 | Phase 5 | au, ey, a-e, e-e, | looked called | , |
| Week 18 | Phase 5 | i-e, o-e, u-e | Asked, could | |
| Week 19 | Phase 5 | Recap all phase 5 GPCs | Recap all phase 5 tricky words for reading | Assessment week (Evaluate intervention groups) |
| Week 20 | Phase 3/5 | 'ai' family ai, ay, a-e | oh, their, | |
| Week 21 | Phase 3/5 | 'ee' family ee, ea, ey, e-e | people | |
| Week 22 | Phase 3/5 | 'igh' family lgh, ie, i-e | Mr, Mrs, | |
| Week 23 | Phase 3/5 | 'oa' family oa, ow, oe, o-e | looked called | |
| Week 24 | Phase 3/5 | 'oo' family oo, ue, ew, u-e | Asked, could | |
| Week 25 | Phase 3/5 | 'or' family or, aw, au | Recap all phase 5 tricky words for writing | Assessment (Evaluate intervention groups) |
| Summer Term | | | | |
| Week 26 | Phase 3/5 | 'ur' family ur, er, ir | oh, their, people | |
| Week 27 | Phase 3/5 | 'ow' family ow, ou 'oi' family oi oy | Mr, Mrs, could | |
| Week 28 | Phase 3/5 | Recap remaining digraphs ar, wh, ph, ch, sh, th, ng | looked called, asked, | |
| Week 29 | Phase 3/5 | Recap remaining trigraphs ear, air, ure | Recap all phase 5 tricky words for writing | |
| Week 30 | Phase 5 | Recap split digraphs | | |
| Week 31 | Phase 5 | Recap all phase 5 GPCs | | Assessment (Evaluate intervention groups) |
| Week 32 | | Recap all GPCs | | |
| Week 33 | | Recap all GPCs | | <u>Year 1 Phonic Screening</u> |
| Week 34 | Phase 6 NC Expectation | 'ear' as in bear 'are' as in care | By, here, of, love, your | |



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| | | | | |
|----------------|------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------|
| Week 35 | Phase 6 NC Expectation | 'tch' saying /ch/ 'y' saying /ee/ 'c' saying /s/ 'g' saying /j/ 've' saying /v/ | our, become, school, once, friend(s), | |
| Week 36 | Phase 6 NC Expectation | Adding -s and -es | also, today, these, where | |
| Week 37 | Phase 6 NC Expectation | Adding endings -ed -ing -er | Says, water, because, break | |
| Week 38 | Phase 6 NC Expectation | Adding ending (adjectives) -er -est | Recap spelling | Assessment (Evaluate intervention groups) |

***Adding the prefix 'un' will be taught in the summer 2 English unit.**



Lesson plan single sounds

| | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revisit | <ol style="list-style-type: none">1. Flash cards of known sounds.2. Speed write 2-3 known sounds.3. Speed read previous word cards |
| Teach | <ol style="list-style-type: none">4. Say the phoneme – model my turn, your turn with bouncy or stretchy sound actions.5. Show pictures or objects that start with that letter (or end) and say the words emphasising the taught sound e.g. ssssssnake (stretchy) or d-d-d-dog (bouncy.)6. Show the grapheme card (two sides one with the grapheme on one side and the picture on the other) move your finger along the grapheme and say the sound.7. Segment words that start with the sound and children blend them together and say the word.8. Put the card behind your back and explain that when you show the picture you say the name of the picture and when you show the letter you say the sound.9. Put the new taught sound into the pack with previously taught sounds – children to read through sounds and spot the new one in the pack. |
| | <ol style="list-style-type: none">10. Move your finger down the cursive grapheme and this time say the letter formation patter. Repeat a couple of times.11. Children join in and practice drawing with their 'writing fingers' in the air or carpet.12. Children practice writing it on their board or book. |
| Practice | <ol style="list-style-type: none">13. Children to read the words (2/3), first encourage the children to orally segment the words and blend.14. Game.15. Choose some words to write. Children to use phonics fingers to spell the words and add sound buttons. |
| Apply | <ol style="list-style-type: none">16. Reading – read sentence and match to picture. Or Writing – hold the sentence. |



Lesson plan diagraphs/trigraph

| | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revisit | <ol style="list-style-type: none"> 1. Flash cards of known sounds. 2. Speed write 2-3 known sounds. 3. Speed read previous word cards |
| Teach | <ol style="list-style-type: none"> 4. Say the sound – model my turn, your turn. 5. Show the letter card (two sides one with the grapheme, one with the picture) move your finger along the letter and say the sound. 6. Say the rhyme or mnemonic – model, my turn your turn. 7. Segment words that start with the sound and children blend them together and say the word. 8. Put the card behind your back and explain that when you show the picture you say the name of the picture and when you show the letter you say the sound. 9. Put the new taught sound into the pack with previously taught sounds – children to read through sounds and spot the new one in the pack. |
| Practice | <ol style="list-style-type: none"> 10. Move your finger down the letter picture and explain that it is made from two/three letter and say the letter names but together they make the sound (run finger under sound.) Repeat a couple of times. 11. Children join in and practice drawing with their 'writing fingers' in the air or carpet. 12. Children practice writing it on their board or book. |
| Apply | <ol style="list-style-type: none"> 13. Children to read the words, first encourage the children to orally segment the words and blend. 14. Game. 15. Choose some words to write. Children to use phonics fingers to spell the words and add sound buttons. |
| | <ol style="list-style-type: none"> 16. Reading – read sentence and match to picture. Or Writing – hold the sentence. |



Lesson plan for phase 6 (spelling rules)

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revisit | <ol style="list-style-type: none">1. Flash cards of known sounds.2. Speed write 2-3 known sounds.3. Speed read previous word cards. |
| Teach | <ol style="list-style-type: none">4. Introduce the new spelling rule – model my turn, your turn. (tch – say ch)5. Display the grapheme on the board.6. Explore previously taught alternative graphemes for this (if relevant) – (ch).7. Identify words that have the new grapheme or the alternative known grapheme.8. What is the rule? What is the tricky bit?9. Identify the rule. |
| Practice | <ol style="list-style-type: none">10. Children to read the words, first encourage the identify the new rule,11. Game.12. Choose some words to write. Children to use phonics fingers to spell the words and add sound buttons. |
| Apply | <ol style="list-style-type: none">13. Ideas - Reading – read sentence and match to picture. Writing – hold the sentence |



Lesson plan tricky words

| | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Revisit | <ol style="list-style-type: none">1. Children to read flash cards of known tricky words.2. Speed write 2-3 know tricky words. |
| Teach | <ol style="list-style-type: none">3. <i>Today we are going to learn to read a new tricky word [inset tricky word.] What does this word mean? Lets say it in a sentence. My turn – your turn.</i>4. Explore if there are parts the children are familiar with.5. Identify the tricky part – write word on the board and circle tricky part.6. Practise 'reading' this word.7. Repeat with other words for today lesson. |
| Practice | <ol style="list-style-type: none">8. Children to read the new tricky words.9. Game.10. Children to write today tricky words – first show the children the word on the board, pointing out the tricky part of it. Then say 'take a picture in your mind' – children to pretend to take a picture and then write the word. |
| Apply | <ol style="list-style-type: none">11. Ideas: reading – read sentence and match to picture. Or Writing – hold the sentence. |



Assessment

Phonics should be assessed regularly ensuring that all children have a good understanding of what they have learnt. Informal formative assessment should take part during all phonics sessions enabling practitioners to identify any sounds and concepts that learners may need to revisit or practise further.

To enable practitioners to plan for individual needs a summative assessment will be carried out at the end of each half term in reception and Year 1. This will be a working document to be built upon each half term and then used as a transition document at the end of the year.

See the next page for the assessment and assessment recording sheet.

Supporting the lowest 20%

Regular assessment will ensure early identification of pupils who may need extra support. This extra support may come in the form of small group teaching, interventions or through quality first teaching during phonics sessions in the classroom. When a pupil or group of pupils have been identified, practitioners must consider why they might be making slower progress – can there be any barriers to their learning? They must have reasonable adjustments during class phonics sessions (i.e. providing sound mats or visual aid or work with a smaller group with an adult) and organise extra intervention (same day interventions are best) if necessary as well as liaise with parent.

Challenging higher attaining pupils

Regular assessment will also help practitioners to identify pupils that might need to be challenged further. Practitioners should make sure that challenges and extension are available during daily phonic lessons. Practitioners should also plan other opportunities for these pupils to practise and extend their knowledge, for example during Guided reading sessions with appropriate text.

Using assessment to fill the gaps

Reception and Year 1

After each assessment practitioners will assess what support the children will need, for example if a group of pupils do not recognise a selection of taught sounds, a small group with the teacher or teaching assistant during phonics lessons will be set up and the medium term plan for these pupils will be re-evaluated to set achievable goals. Extra phonics sessions will be put in place to ensure accelerated progress. Some individual phonics



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intervention may also need to take place if a child is struggling to apply segmenting and blending to the sounds they have been taught, this will be clear from the assessment. The phonics sessions at this stage will keep the same format.

Year 2 and Key Stage 2

When the teacher has identified pupils that have missing phonic knowledge, they can use the assessment documents to identify the gaps in their knowledge. They will then decide the key areas to work on for 4 weeks. They will then use the phonic lesson structure to re-teach the sounds that have been identified before re-assessing. If successful they can continue in the same manner for the next set of sounds that have been identified. If not successful the class teacher will work in conjunction with the SENCo, English lead and outside agencies to develop an action plan to support the pupil.



Assessment documents

Assessment recording sheet Year R/1

| | | | |
|--------------------|----------------------|----------------------|----------------------|
| Name: | | | |
| Reception | Autumn 1 Autumn 2 | Spring 1 Spring 2 | Summer 1 Summer 2 |
| Year 1 | Autumn 1 Autumn 2 | Spring 1 Spring 2 | Summer 1 Summer 2 |
| Year 2 (if needed) | Autumn 1 Autumn 2 | Spring 1 Spring 2 | Summer 1 Summer 2 |

(Highlight the half term in a colour and use that colour to highlight know sounds.)

Phase 2

| | | | | | |
|----|----|----|------|------|------|
| s | a | t | p | sat | tap |
| i | n | m | d | did | man |
| g | o | c | k | cog | kit |
| ck | e | u | r | neck | rug |
| h | b | f | ff | fun | huff |
| l | ll | ss | hiss | bell | less |

| | | | | | |
|----|-----|----|----|---|------|
| to | the | no | go | I | into |
|----|-----|----|----|---|------|

Phase 3

| | | | | | | | |
|-----|-----|-----|-----|------|------|-------|------|
| j | v | w | x | jog | vet | wax | |
| y | z | zz | qu | quiz | jazz | yes | |
| ch | sh | th | ng | chop | wish | thin | king |
| ai | ee | igh | oa | wait | deep | fight | toad |
| oo | oo | ar | or | zoom | foot | car | sort |
| ur | ow | oi | ear | hurt | down | join | year |
| air | ure | er | ow | pair | cure | boxer | snow |

| | | | | | |
|-----|------|-----|-----|----|-----|
| he | she | we | me | be | was |
| you | they | all | are | my | her |

Phase 4

| | | | | | |
|------|------|----------|-------|--------|--------|
| camp | frog | lunchbox | crept | street | splash |
|------|------|----------|-------|--------|--------|

| | | | | | |
|------|------|-------|--------|-----|------|
| said | have | like | so | do | some |
| come | were | there | little | one | when |
| out | what | | | | |



Phase 5

| | | | | | | | |
|-----|-----|-----|-----|--------------|-----------------|--------------|--------------|
| ay | ou | ie | ea | play | cloud | tie | bead |
| oy | ir | ue | aw | joy | bird | glue | yawn |
| wh | ph | ew | oe | when | alphabet | chew | toe |
| au | ey | a_e | e_e | haunt | donkey | cake | theme |
| i_e | o_e | u_e | | smile | home | flute | cube |

| | | | | | |
|---------------|--------------|---------------|-----------|------------|---------------|
| oh | their | people | Mr | Mrs | looked |
| called | asked | could | | | |



Assessment recording sheet KS2

| | | | |
|------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------|
| Name: | | | |
| 1.(pre-intervention assessment for gaps) Date/term/colour highlight | 2. 4 weeks after intervention starts. Date/term/colour highlight | 3. 4 weeks after last assessment Date/term/colour highlight) | 4.. 4 weeks after last assessment Date/term/colour highlight) |
| | | | |

(Highlight in a different colour each assessment use that colour to highlight know sounds.)

Phase 2

| | | | | | |
|----|----|----|------|------|------|
| s | a | t | p | sat | tap |
| i | n | m | d | did | man |
| g | o | c | k | cog | kit |
| ck | e | u | r | neck | rug |
| h | b | f | ff | fun | huff |
| l | ll | ss | hiss | bell | less |

| | | | | | |
|----|-----|----|----|---|------|
| to | the | no | go | I | into |
|----|-----|----|----|---|------|

Phase 3

| | | | | | | | |
|-----|-----|-----|-----|------|------|-------|------|
| j | v | w | x | jog | vet | wax | |
| y | z | zz | qu | quiz | jazz | yes | |
| ch | sh | th | ng | chop | wish | thin | king |
| ai | ee | igh | oa | wait | deep | fight | toad |
| oo | oo | ar | or | zoom | foot | car | sort |
| ur | ow | oi | ear | hurt | down | join | year |
| air | ure | er | ow | pair | cure | boxer | snow |

| | | | | | |
|-----|------|-----|-----|----|-----|
| he | she | we | me | be | was |
| you | they | all | are | my | her |

Phase 4

| | | | | | |
|------|------|----------|-------|--------|--------|
| camp | frog | lunchbox | crept | street | splash |
|------|------|----------|-------|--------|--------|

| | | | | | |
|------|------|-------|--------|-----|------|
| said | have | like | so | do | some |
| come | were | there | little | one | when |
| out | what | | | | |



Phase 5

| | | | | | | | |
|-----|-----|-----|-----|--------------|-----------------|--------------|--------------|
| ay | ou | ie | ea | play | cloud | tie | bead |
| oy | ir | ue | aw | joy | bird | glue | yawn |
| wh | ph | ew | oe | when | alphabet | chew | toe |
| au | ey | a_e | e_e | haunt | donkey | cake | theme |
| i_e | o_e | u_e | | smile | home | flute | cube |

| | | | | | |
|---------------|--------------|---------------|-----------|------------|---------------|
| oh | their | people | Mr | Mrs | looked |
| called | asked | could | | | |



Children assessment read sheets – print and laminate.

Phase 2

| | | | | | |
|----|----|----|-------------|-------------|-------------|
| s | a | t | p | sat | tap |
| i | n | m | d | did | man |
| g | o | c | k | cog | kit |
| ck | e | u | r | neck | rug |
| h | b | f | ff | fun | huff |
| l | ll | ss | hiss | bell | less |

| | | | | | |
|-----------|------------|-----------|-----------|----------|-------------|
| to | the | no | go | I | into |
|-----------|------------|-----------|-----------|----------|-------------|

Phase 3

| | | | | | | | |
|-----|-----|-----|-----|-------------|-------------|--------------|-------------|
| j | v | w | x | jog | vet | wax | |
| y | z | zz | qu | quiz | jazz | yes | |
| ch | sh | th | ng | chop | wish | thin | king |
| ai | ee | igh | oa | wait | deep | fight | toad |
| oo | oo | ar | or | zoom | foot | car | sort |
| ur | ow | oi | ear | hurt | down | join | year |
| air | ure | er | ow | pair | cure | boxer | snow |

| | | | | | |
|------------|-------------|------------|------------|-----------|------------|
| he | she | we | me | be | was |
| you | they | all | are | my | her |



Phase 4

| | | | | | |
|-------------|-------------|-----------------|--------------|---------------|---------------|
| camp | frog | lunchbox | crept | street | splash |
|-------------|-------------|-----------------|--------------|---------------|---------------|

| | | | | | |
|-------------|-------------|--------------|---------------|------------|-------------|
| said | have | like | so | do | some |
| come | were | there | little | one | when |
| out | what | | | | |

Phase 5

| | | | | | | | |
|-----|-----|-----|-----|--------------|-----------------|--------------|--------------|
| ay | ou | ie | ea | play | cloud | tie | bead |
| oy | ir | ue | aw | joy | bird | glue | yawn |
| wh | ph | ew | oe | when | alphabet | chew | toe |
| au | ey | a_e | e_e | haunt | donkey | cake | theme |
| i_e | o_e | u_e | | smile | home | flute | cube |

| | | | | | |
|---------------|--------------|---------------|-----------|------------|---------------|
| oh | their | people | Mr | Mrs | looked |
| called | asked | could | | | |



Medium Term plan for interventions

Names:

Frequency:

Start date:

| | <u>Sounds</u> | <u>Comment</u> |
|---------------|---------------|----------------|
| <u>Week 1</u> | | |
| <u>Week 2</u> | | |
| <u>Week 3</u> | | |
| <u>Week 4</u> | | |

Remaining sounds:



Letter formation/handwriting

| | | |
|-------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Print | Reception (Term 1 – 3) | Letter formation is embedded into every lesson as pupils are introduced to each new grapheme |
| Print | Year 1 (Term 1 & 2) | Letter formation is embedded into every lesson as pupils are introduced to each new grapheme |
| Pre-cursive | Year 1 (Term 3) | Letter formation continues to be embedded during every phonics lesson. Children will also have the opportunity to practise just handwriting. |
| Pre-cursive | Year 2 (Term 1 & 2) | Letter formation continues to be embedded during every phonics or spelling lesson. Children will also have the opportunity to practise just handwriting. |
| Cursive | Year 2 (Term 3) | Letter formation continues to be embedded during every phonics or phonics lesson. Children will also have the opportunity to practise just handwriting. |
| Cursive | Year 3 | |
| Cursive | Year 4-6 | |



Fully decodable text – book bands

| Graphemes | Tricky words/HFW |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pink | |
| <p>Phase 2 Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Split into Pink A (Set 1 and 2) and Pink B (Set 3, 4 and 5)</p> | <p>to the no go l into</p> |
| Red | |
| <p>Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow (cow), ow (grow) oi, ear, air, ure, er</p> | <p>he she we me be was you they all are my her</p> |
| Yellow | |
| <p>All taught sounds (Phase 2 and Phase 3) Focus on adjacent consonants with short vowel phonemes</p> <p>Some polysyllabic words. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Le - bubble Se - horse</p> | <p>said have like so do some come were there little one when out what</p> |



| Blue Big Cat Books | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All taught sounds (Phase 2 and Phase 3) Focus on adjacent consonants with long vowel phonemes</p> <p>Some polysyllabic words. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> | <p>House Of By Your Love Our Ago Become School Asks</p> |
| Blue Bug Club and Oxford Reading Tree | |
| <p>Phase 5 ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> | <p>Oh their people Mr Mrs Looked Called Asked could Here</p> |
| Green | |
| <p>Phase 5 ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>-Green books should have more pages and more words per page than blue – (Green roughly 24 and blue roughly 16)</p> <p>-Contractions</p> | <p>Once Friend(s) Also Today These</p> |
| Orange | |
| <p>'g' making 'j' – giant 'ge' making 'j' – cage 'dge' making 'j' – bridge</p> <p>'tch' making 'ch' – catch</p> <p>'c' making 's' – excited 'ce' making 's' – notice</p> | <p>says water because break</p> |



| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'ch' making 'c' – ache</p> <p>'y' making 'ee' – happy 'y' making 'igh' – sky</p> <p>'eigh' making 'ai' – eight 'ey' making 'ai' - grey</p> | |
| Turquoise | |
| <p>'sc' making 's' – scene</p> <p>'mb' making 'm' – numb</p> <p>'gn' making 'n' – gnome</p> <p>'wr' making 'w' – write</p> <p>'tious' making 'shus' – scrumptious 'cious' making 'shus' – delicious</p> <p>tion – celebration cian – musician</p> <p>'sure' making 'zh' – treasure 'sion' making 'zh' – division</p> | <p>Many</p> <p>Shoe</p> <p>Who</p> <p>Half</p> <p>Whole</p> <p>Hour</p> <p>Move</p> <p>Eye(s)</p> <p>Great</p> <p>Beautiful</p> <p>Any</p> <p>(im)prove</p> <p>Pretty</p> <p>Door</p> <p>Poor</p> <p>Busy</p> <p>Parents</p> |

The scheme continues with:

- Purple
- Gold
- White
- Lime
- Copper
- Topaz
- Ruby
- Emerald
- Sapphire
- Diamond
- Pearl