Whickham Parochial Church of England Primary School

Early Reading and Phonics Policy

'Let your light shine before people, that they may see the good things you do and praise your Father in Heaven.'
Matthew 5:16

Mission Statement
At our Parochial school we aim to develop independent, lifelong learners by providing a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims
At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating effort, resilience and a lifelong love of learning.
- Valuing the opportunities we have to serve our school, our community and the wider world.
- Offering wide ranging quality experiences that stimulate and challenge children's minds.
- Encouraging respect, tolerance and a habit of service and justice.
- Building strong links between school, home, church and community.
- Preparing children for future challenges in a rapidly changing real and virtual world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.

Curriculum Intent

Our curriculum is driven by our Christian values and our strong desire to develop in our pupils the characteristics of successful learners.

At Parochial we recognise that the majority of our pupils come from an area of low deprivation, from loving and successful families who are supportive and encouraging but often limited in the time they can spend with their children due to pressure from work etc. We also recognise that our pupils have very little experience of diversity of all types and that lack of this exposure could lead to lack of understanding or tolerance. As a Christian school, we want our children to be happy and nurtured, but we need them also to be challenged and to be supported in developing a resilient and robust attitude to learning.

Through our carefully planned curriculum, we intend to represent and celebrate the diversity we see in the UK, including diversity of race, culture, religion, ability, finance and family.

Additionally, we want our pupils to see themselves as powerful and precious, providing them with opportunities to develop their self-worth and find ways to keep themselves safe and happy in our changing world. An aspect of this is encouraging pupils to see how powerful they are in their ability to serve others in their school, their community and in the wider world. We do this by building and celebrating opportunities to serve others throughout the school year, and by providing models of advocacy through our curriculum.

Curriculum Design in Phonics and Early Readers

In phonics and early readers, our aims for pupils align with the Early Year Foundation Stage statutory framework (2021) and national curriculum aims outlined in Appendix 1. Statutory requirements for the teaching and learning of Phonics and Reading are laid out in the National Curriculum English Document (2014) and in the Early Year Foundation Stage statutory framework (2021)

At Parochial, we promote confidence, resilience, and perseverance so that our children can overcome their reading challenges. We are equipping our children with strategies to help them become independent readers and writers, which is vital for each child's future academic achievement, wellbeing and success in life. Becoming a confident reader raises a child's potential and can support them in overcoming any early life disadvantage. Instilling a love of reading early on gives a child a head start on expanding their vocabulary and building independence and self-confidence, and opens up the world of lifelong learning. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and of course, imagination.

The first stages of helping a child to love reading, is to help them to feel successful. We achieve this through our carefully designed programme of phonics which is matched to the

children's stage of learning. We also want children to enjoy the texts they encounter, so alongside our phonically matched books, we also ensure children are regularly exposed to good quality and engaging books at home and in the classroom.

Subject Organisation

Book language, high quality dialogue, story telling and consolidation of early phonics happens as soon as the children start Reception. Once these building blocks to phonics and early reading are secure we move on to formal phase 2 phonics teaching. Phonics is taught on a daily basis in the Foundation Stage and Key Stage One, and continue to be taught daily wherever children require further support in moving successfully through the phases of our systematic programme. We have developed a systematic phonic scheme based on best practice, which meets the needs of our children and leads to increasingly independent and confident readers and writers. The program incorporates elements of Jolly Phonics with some aspects of Letters and Sounds. Our practice is developed from the methods used by Ann Smalberger. The school system is rigorous and pacey. See Appendix 2 for the school's programme of study. Every member of staff who uses it has been trained and adheres to the system. At Parochial we are determined that every pupil will learn to read, prioritising reading as a foundation for future learning, and enabling children to access the rest of the curriculum and avoid falling behind. A high degree of fidelity is seen between phonic ability, instruction, guided reading sessions and the home reading book. Our staff are supported in matching texts to the child's stage of phonic development. Our books are organised and labelled to match our programme of phonics, followed by a carefully banded system of 'real' and scheme books to ensure ongoing reading progress throughout KS2.

Year groups	Expected phases	What is being taught
Reception-	Phase 2 and Phase 3 of Whickham Parochial's Phonics scheme This is anticipated to take 16 weeks. However, time will be spent on consolidation and application of skills so that the understanding is entirely embedded by Year 1. For some cohorts Phase 4 will begin in Reception, but when this happens, we expect that revision of Reception work will be required after the 6 week summer break.	* Children to be taught the phase 2 phonemes in the following order alongside the written grapheme: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss * Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. * Children to be taught tricky words: the, I, go, no, to and into * Children to be taught to blend and read the following high frequency words alongside the set of phonemes: a, at, as, is, it, in, an,and, on, not, can, get, got, back, put, his, him, of, dad, mum, up * Children to also learn the alphabet and the correlation between phoneme and letter name. When teaching a sound teach the letter name too. * Children to be taught the phase 3 phoneme in the following order alongside the written graphemes: j, v, w, x, y, z, zz, '2 letters – 1 sound' - qu,sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, ur, ow, oi, ear er, ' 3 letters- 1 sound' - igh air, ure, * Children to be taught the tricky words and Year 1 common exception words: he, she, we, me, be, you, are, her, was, all, they, my, said, do, you and of * Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).

		* Children to read decodable two-syllable and compound words.
Year 1	Phase 4 and Phase 5 Whickham Parochial's Phonics scheme This is anticipated to take 28 weeks. Time will be spent on consolidation and application. As the year progresses, gap analysis will be carried out to ensure the content is fully embedded.	* Children to revise and recall all Phase 2 and 3 phonemes. * Children to be taught the tricky words and Year 1 common exception words: so, my, some, come, his and your * Children to read and write CCVC and CVCC words. * Children to read and spell two-syllable and compound words * Children to be taught 'Same sound- different spelling' for: ai, ow, f, igh, ee, oi, h, ur, oo, or, oa, m, s, j, v, ch, ear, ure, u, n, l, r, w, air, sh, z, y-oo * Children to be taught 'zh' sound * Children to learn the rules for adding the prefix –un to words * Children to be taught 'Same spelling-different sound' for: u, ie, ow, ea, l, a, ch, o, er, c, y, ou, ue * Children to be taught the tricky words and Year 1 common exception words: there, were, love, today, by, says, here, one, where, once, friend, like, school, house, our. * Children to read and spelling polysyllabic words.

At the beginning of Year 2 a full gap analysis will be carried out to decide if further whole class phonic catch-up is required.

Year 2	Move to school's spelling programme which includes lots of revision and application of previously taught phonemes and tricky words.	Children who have not reached expected levels in the year 1 phonics check will receive phonics intervention.

*Children need to be confident in each phase before moving to the next. These are not restricted to year groups.

Where children are not progressing well with phonics, we can provide a 'Reading Recovery' style approach through our Reading Partnerships. Based on the work of Marie Clay, this intervention supports children in their cross checking and decoding strategies.

Children all have a reading book which is matched to their ability (between 95%-98% accuracy). This book is read at home and at school and provides the child with the chance to have their skills developed on a 1:1 basis with an adult. The books are organised in line with our personalised phonics scheme taught in school. Once the child has reached a reading age of 10 years +, they will be assessed and may be asked to choose from 'free reading' books.

In order to support with the acquisition of concepts about print, and to encourage early reading, our Reception and KS1 classes have sets of core books. Core books refer to a reading spine of good quality texts which are specifically chosen to enhance communication and English skills. These texts are appealing, well written and most contain elements of rhythm, rhyme and repetition. We try to ensure that multiple copies of the book are made available to children in their continuous provision areas. Core books are read sufficiently often that children become familiar with the text and are able to participate in the reading and retelling of the story. This has the advantages of encouraging children to use narrative language and to use vocabulary beyond their years. Where resources are offered, children will sometimes role play the book, as their knowledge of the text provides them with a 'script' with which they

can engage with their peers. Core texts provide invaluable practise of book behaviours such as orientating the book, directionality and recognition that print has meaning. It builds confidence and success into the children's very early experience of literature, which has future implications for their engagement in, and love of, reading.

Cross-Curricular Phonics and Reading Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through Phonics and Reading to other areas of the curriculum.

Mathematics

The teaching of Phonics and Reading contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

Phonics and Reading contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

The teaching of Phonics and Reading develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Assessment for Learning

The ongoing assessment of pupils' reading progress should be frequent and detailed so that it identifies any pupil who is falling behind. Any gaps should be addressed quickly and effectively, with targeted support. Catch and release is facilitated by each teacher or adult delivering phonics keeping intervention slips to hand during phonic sessions and using formative assessment to decide whether a pupil who is struggling or less confident needs an extra session on a sound or a skill to help them keep up (see Intervention slips on Appendix 7). These sessions will be carried out as soon as possible after the session. Particular attention will be paid to pupils who are reading below age-related expectations (the lowest 20%) to assess how well we are teaching Phonics and Reading and supporting all children to become confident, fluent readers. Once a term a formal phonics assessment is carried out. Less formal assessment is carried out half termly.

Intervention Programmes

Intervention programmes are used wherever assessment indicates that a group of children have a similar gap in their knowledge or skills. The intervention programmes used in our school are:

- Phonics (used as catch-up programme)
- Reading Partnerships (based on principles of Reading Recovery).
- Fast Forward from Nelson, a reading intervention programme for KS2 children, providing high interest books in a levelled programme of work.
- Intervention for children who do not receive adequate Home Reading support

Assessment to judge the effectiveness of the intervention programmes takes place continuously and formally on a termly basis.

Inclusion and Access For All Pupils

At our inclusive school we intend all pupils to access a rich and varied curriculum. In order for this to happen we ensure that teachers know their pupils well and are cognizant of any potential barriers to learning. Wherever it is possible we aim for SEND pupils to engage with the same aims and objectives as their peers and have the opportunity to be successful. We achieve this through the use of scaffolds such as vocabulary mats, writing frames, spelling and recording support, varying pace, explicit instruction, TA support and differentiation of expectation. Our ethos of praising and rewarding effort and engagement is ideal for all children but is especially supportive of SEND children, giving them opportunities to succeed and be celebrated for the same learning behaviours as their peers

Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Phonics and Reading through:

Monitoring and evaluating Phonics and Reading:

- pupil progress
- provision of English (including Intervention and Support programme)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments and disseminating this to other staff.

Parental Involvement

Parents are kept up to date with their child's progress in Phonics and Reading through regular reports and open evenings. We encourage parents to support progress in reading through the Home Reading scheme. During book week parents have access to the Book Fair. See the reading section for more information about ways in which we encourage support from home.

The Governing Body

Regular reports are made to the governors on the progress of Phonics and Reading provision and to our English and Early Readers Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Conclusion

This policy is in line with other school polices and therefore should be read in conjunction with the following:

- Teaching for Learning Policy
- Assessment and Record Keeping
- Feedback / Marking policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- English policy
- Handwriting Policy

Mrs R Jackson
February 2022

Appendices:

Appendix 1 Early Years Foundation Statutory Framework 2021 and NC programme of Study
Appendix 2 Phonic and spelling programme
Appendix 3i.ii.iii Structure of a phonic session
Appendix 4 Intervention Slips
Appendix 5 Letter formation

Appendix 1

Early Years Foundation Stage Statutory Framework 2021

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week

Statutory requirements

- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Statutory requirements

- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Appendix 2

Whickham Parochial Church of England Primary School Reception and Key Stage 1
Phonics and Spelling Programme

This pack has all planning needed to teach phase 2-5 phonics. After each phase has been completed you will need to assess children to see if they can move to the next phase. The phonics files (in cupboard) have all picture prompts needed, you will need to write your own cards for reading.	
Phase 2 **(up to 6 weeks)**	* Children to be taught the phase 2 phonemes in the following order alongside the written grapheme: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss * Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. * Children to be taught tricky words: the, I, go, no, to and into * Children to be taught to blend and read the following high frequency words alongside the set of phonemes: a, at, as, is, it, in, an,and, on, not, can, get, got, back, put, his, him, of, dad, mum, up * Children to also learn the alphabet and the correlation between phoneme and letter name. When teaching a sound teach the letter name too.
Phase 3 **(up to 10 weeks)**	* Children to be taught the phase 3 phoneme in the following order alongside the written graphemes: j, v, w, x, y, z, zz, **'2 letters – 1 sound'** - qu,sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, ur, ow, oi, ear er, **' 3 letters- 1 sound'** - igh air, ure, * Children to be taught the tricky words and Year 1 common exception words: he, she, we, me, be, you, are, her, was, all, they, my, said, do, you and of * Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3). * Children to read decodable two-syllable and compound words.
Phase 4 **(4-6 weeks)**	* Children to revise and recall all Phase 2 and 3 phonemes. * Children to be taught the tricky words and Year 1 common exception words: so, my, some, come, his and your * Children to read and write CCVC and CVCC words. * Children to read and spell two-syllable and compound words
Phase 5	* Children to be taught **'Same sound- different spelling'** for: ai, ow, f, igh, ee, oi, h, ur, oo, or, oa, m, s, j, v, ch, ear, u, n, l, r, w, air, sh, z, y-oo * Children to be taught 'zh' sound * Children to learn the rules for adding the prefix –un to words * Children to be taught **'Same spelling-different sound'** for: u, ie, ow, ea, l, a, ch, o, er, c, y, ou, ue * Children to be taught **'Same spelling-different sound'** and **'Same sound- different spelling'** ure * Children to be taught the tricky words and Year 1 common exception words: there, were, love, today, by, says, here, one, where, once, friend, like, school, house, our. *** Children to be taught the tricky words and Year 2 common exception words: after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, could, cold, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, whole, who, wild, would* * Children to read and spelling polysyllabic words.
	**Year 2 common exception words are being taught in Phase 5 this year as part of the catch up curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception **Phase 2, 3 and 4**	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss		Consolidation of phase 2 j, v, w, x, y, z, zz, qu, sh, th, ch, ng, ai, ee,	long oo, short oo, oa, ar, or, ur, ow, oi, ear er,	igh air, ure, Practise reading a writing two-syllable words Consolidation of Phase 3	Using all Phase 2 and Phase 3 phonemes Children to read and write CCVC and CVCC words.
Year 1 **Phase 5**	Same sound, different spelling ai, ow, igh, ee and oi	Same sound, different spelling h, ur, oo, or,oa	Same sound, different spelling oe, m, s, j, v, ch, ar Teach 'zh' sound	Same sound, different spelling ear, w, u, n, l, r, air, z, sh, y-oo, f	Alternative pronunciation u, ie, ow, ea, i, g, a, c	Alternative pronunciation ch, o, y, ou, er, ue, ure

Phase 2	Session 1	Session 2	Session 3	Session 4	Session 5
Week1	S Sounds like a snake s s s 'My sound is ____ my name is ___' Letter formation language: Make a curve, slope, make a curve back again.	a Ants on an apple a a a 'My sound is ____ my name is ___' Letter formation language: Make a curve, go up to the top, come back down and flick.	t Tip toe like a tiger t t t 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down and curve. Lift and cross.	p Popping like popcorn p p p 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down, bounce back up and go all the way round.	Revise s,a,t,p At/as/tap/ pat/ sat
Week2 Tricky word: I	i Insects are itching i i i It, is, in, pit, tip, sip, pip 'My sound is ____ my name is ___' Letter formation language: Start at the top, come down and flick. Lift and dot.	n Nice new necklace n n n an, nap, nip, pin, tan, tin, in 'My sound is ____ my name is ___' Letter formation language: Start at the top, come down, bounce back up, go over, down and flick.	m Monkeys are munching m m m am, man, mat, map, Pam, Tim, Sam 'My sound is ____ my name is ___' Letter formation language: Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	d Dolls are drumming d d d pad, mad, sad, dim, dip, dad, did, Sid, Dan 'My sound is ____ my name is ___' Letter formation language: Make a curve, go all the way up, come back down and flick.	Reading of this week's tricky words. Initial sounds
Week 3 Tricky word: the and to	g Girls are giggling g g g tag, gag, gig, gap, nag, pig 'My sound is ____ my name is ___' Letter formation language: Make a curve, go up to the top, come all the way down and curve to the left.	o Old orange octopus o o o On, not, top, got, dog, 'My sound is ____ my name is ___' Letter formation language: Make a curve, go all the way round.	c Castanets are clicking c c c can, cot, cop, cap, cat 'My sound is ____ my name is ___' Letter formation language: Make a curve.	k Kangaroos are kicking k k k Kid, kit, kim, ken, ask 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down. Lift. Slope. Slope and flick	Reading of this week's tricky words. Initial sounds
Week 4 Tricky word: no and go	ck Sock, pack, sack, kick pick, pocket, ticket 'Not at the beginning, sometimes in the middle, usually at the end.'	e Egg in the egg cup e e e Pet, net, ten, pen , peg, get, men, neck 'My sound is ____ my name is ___' Letter formation language: Start with a loop then make a curve.	u Umbrellas up u u u Up, put, nut, sun, cup, mum, mud 'My sound is ____ my name is ___' Letter formation language: Start at the top, come down and curve. Go back up, come back down and flick.	h Helicopter's hovering h h h Had, him, hop, hat, had, hot, 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down, bounce half-way back up, go over, down and flick.	Reading of this week's tricky words.

Week 5 Recap all tricky words	b Batting balls b b b Big, bat, bin, back, bag 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down, bounce half- way back up and go all the way round.	r Rats are running r r r Rat, rip, rug, rim, rocket, rag, rot 'My sound is ____ my name is ___' Letter formation language: Start at the top, come down, bounce back up and over.	f,ff Fish are flying f f f ff—Not at the beginning, sometimes in the middle, usually at the end.' Off, huff, puff, if, fit, fin, fun, Letter formation language: Make a curve, come all the way down, curve to the left. Lift and cross.	l ll Let's lick a lollipop l l l ff—Not at the beginning, sometimes in the middle, usually at the end.' Bell, doll, tell, sell, lit, lap, leg, lot, pull, full Letter formation language: Start at the top, come all the way down and flick.	Reading of this week's tricky words.
Week 6 Recap all tricky words	Ss Mess, pass, less, hiss, boss, pass	s, a, t, p, i, n, m Sat, pin, sit, pat, mat Sit on a mat	d, g, o, c, k, ck, e Pen, pin, sock, tag, man, got Pat a dog	u, h, b, r, f, ff, l, ll, ss Huff, tell, hiss, dug, bell lip, put, pull	Reading of this week's tricky words.
Phase 3	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1 Tricky words: he and she	j Jelly is jiggling j j j Jet,jack,jug, jet-lag 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down and curve to the left. Lift and dot.	w Worms are wiggling w w w Wet, win, wig, will 'My sound is ____ my name is ___' Letter formation language: Slope down, slope back up. Slope down again and slope back up.	v Victor drives a van v v v Van, vet, visit, The vet met a rat 'My sound is ____ my name is ___' Letter formation language: Slope down, slope back up.	x Fox in the box x x x Mix, fix, box, six, The fox had cubs 'My sound is ____ my name is ___' Letter formation language: Slope. Lift and slope across.	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
Week 2 Tricky words: me and we	Y Yummy yoghurt y y y Yes, yell, yet, yum, yap 'My sound is ____ my name is ___' Letter formation language: Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Z Zebra in the zoo z z z Zip, zig-zag, 'My sound is ____ my name is ___' Letter formation language: Go across, slope, go back across.	zz Buzz, jazz, fuzz	Qu '2 letters- 1 sound' Queen is quiet qu qu qu Quit, quick, quack, liquid, Letter formation language: q- Make a curve, go up to the top, come all the way down and flick.	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.

Week 3 Tricky words: be and you	Ch '2 letters- 1 sound' chop, chin, chug, check, such, chip, chill, much, rich, **chicken** A man is rich	Sh '2 letters- 1 sound' Ship, shop, shed, shell, fish, shock, cash, bash, hush, rush , push I am in such a rush	Th '2 letters- 1 sound' Them, then, that, this, with, moth, thin, thick, path, bath A moth is on the path	Ng '2 letters- 1 sound' Ring, rang, hang, song, wing, rung, king, long, sing, ping-pong	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
Week 4 Tricky words: are and her	Ai '2 letters- 1 sound' wait, gail, bait, rain, tail, sail, pain, fail, aim, **railway**	Ee '2 letters- 1 sound' peel, flee, see, feel, weep, feet, meet, week, wheel, eel, Meet at six	Oa '2 letters- 1 sound' coat, load, goat, road, loaf, soap, oak, toad, boat	Oo (Long sound) '2 letters- 1 sound' too, boot, zoo, hoot, root, zoom, cook, pool, school, moon	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
Week 5 Tricky words: was and all	Oo (short sound) '2 letters- 1 sound' Good, foot, look, wool, hood	Ar '2 letters- 1 sound' bar, car, bark, card, hard, park, **market**, **farmyard**	Or '2 letters- 1 sound' for, fork, cord, cork, sort, born, worn, fort, **cornet**, torn	Ur '2 letters- 1 sound' fur, burn, urn, curl, **turnip**, turn, surf,	This week's tricky words. Once confident segmenting and blending introduce adjacent consonant blends.
Week 6 Tricky words: they and my	Ow '2 letters- 1 sound' now, down, owl, cow, how, towel, bow,	Oi '2 letters- 1 sound' coil, soil, boil, toil, coin, joint, oil, tinfoil,	Er '2 letters- 1 sound' 'Not at the start, sometimes in the middle, usually at the end.' **hammer, letter, ladder, summer, surfer, boxer,**	Igh '3 letters- 1 sound' high, sigh, light, might, night, right, sight, tight, **fright**	This week's tricky words. Division of words into syllables pocket, rabbit, carrot, thunder, sunset
Week 7 Tricky words/Year 1 Common Exception words: said and do	Ear '3 letters- 1 sound' ear, dear, fear, hear, gear, year, near	Air '3 letters- 1 sound' air, fair, hair, pair, stair, lair	Ure '3 letters- 1 sound' 'Not at the start, sometimes in the middle, usually at the end.' sure, lure, assure, insure, pure, cure, manure, mature	Practise reading a writing two-syllable words Turnip, cowshed, tonight, sheepdog, farmyard, unzip	This week's tricky words/Year 1 common exception words.
Week 8	**Assessment week**				
Week 9 Tricky words/Year 1 Common Exception words: you and of	**Time for consolidation** From the assessments focus on sounds that the children are not secure with.				
Week 10 Recap all tricky words/Year 1 Common Exception words from Phase 3	**Time for consolidation** From the assessments focus on sounds that the children are not secure with.				

Phase 4	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1 Tricky words/Year 1 Common Exception words: so and my	Class, grass, pass past path plant	From, spot, grip, twin, step, plan, plum, golf, tent	Gran, swim, flag, drop, grass, wind, melt	Nest, hunt, tell, gift, belt, lost, last, soft, kiss A crab crept into a crack in the rock.	This week's tricky words/Year 1 common exception words. Chest, chair, thank, sheep,
Week 2 Tricky words/Year 1 Common Exception words: some and come	Boost, paint, roast, burnt, thump, shift, spoon, The man burnt the toast	Glass, sniff, clap, bank, link, pond, It is fun to camp in a tent.	Tuft, damp, milk, melt, sink, The train had to stop in the fog	Steep. Fresh, tree, spoil, smell, star, brush I must not tramp on the flowers.	This week's tricky words/Year 1 common exception words. think, windmill, sandwich, start
Week 3 Tricky words/Year 1 Common Exception words: his and your	Dear, shampoo, lunchbox, helper, toast, trail, Fran took a scarf as a gift to brad	spring, crunch, crept, street, spend, blink, A drip from the tap drops in the sink	plump, stamp, blink, printer, scrunch, The clown did tricks with a chimpanzee.	card, shelf, train, joint, sixth The frog swan across the pool,	This week's tricky words/Year 1 common exception words.
Phase 5	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1 Year 1 Common Exception words: there and were **Teach** **'Same sound—different spelling'**	'Ai' Sound Show a piece of text on the board. How many different ways can you see the ai sound spelt 'ay' 'ey' 'a-e' 'eigh' and 'ei' day, play may, say, tray, clay , they, grey, obey, prey, survey came, made, make, take, game, cake Weight, eight, freight, vein,				This week's tricky words/Year 1 common exception words.
Week 2 Year 1 Common Exception words: today and by **Teach** **'Same sound—different spelling'**	'Ow' sound Show a piece of text on the board. How many different ways can you see the ow sound spelt 'ou' Teach 'ou' and compare to 'ow' . 'ou' never comes at the end of a word. out, cloud, proud, out, about, scout		Adding the prefix –un The prefix un– is added to the beginning of a word without any change to the spelling of the root word.		This week's tricky words/Year 1 common exception words.
Week 3 Year 1 Common Exception words: here and one **Teach** **'Same sound—different spelling'**	'Igh' sound Show a piece of text on the board. How many different ways can you see the igh sound spelt 'ie' 'i-e' 'i' 'y' and tricky words 'I' tie, pie, lie, die, cried, fried like, time, slide, pine, ripe, invite, find, mind, kind, child, wild, by, my, reply, sky, spy, July				This week's tricky words/Year 1 common exception words.

Week 4 Year 1 Common Exception words: once and friend **Teach** **'Same sound—different spelling'**	'Ee' sound Show a piece of text on the board. How many different ways can you see the ee sound spelt 'ea' 'e-e' 'ey' 'ie' 'y' and 'e' eat, sea, bead, seat, beat, read, Pete, compete, Steve, even, theme, extreme money, donkey, turkey, jockey, valley, trolley chief, thief, field, yield, shriek, relief happy, very, funny, silly, merry, he, me, region, recent		This week's tricky words/Year 1 common exception words.
Week 5 Year 1 Common Exception words: school and our **Teach** **'Same sound—different spelling'**	'Oi' sound Show a piece of text on the board. How many different ways can you see the oi sound spelt 'oy' Teach 'the difference between this and 'oi' where 'oy' One usually comes at the end of a word. boy, toy, joy, enjoy, royal, Roy	'H' sound How many different ways can you see the h sound spelt 'wh' who, whole, whom, whoever, whose	This week's tricky words/Year 1 common exception words.
Week 6 Year 1 Common Exception words: love and says **Teach** **'Same sound—different spelling'**	'Ur' sound Show a piece of text on the board. How many different ways can you see the ur sound spelt 'er' 'ir' 'or' and 'ear' Stern , kerb, her, herd sir, girl, bird, fir, skirt, shirt, Word, world, worse, worm, work, worship learn, pearl, earth, earn, early , search		This week's tricky words/Year 1 common exception words.
Week 7 Year 1 Common Exception words: where and like **Teach** **'Same sound—different spelling'**	'oo' sound Show a piece of text on the board. How many different ways can you see the 'oo' sound spelt 'ue' 'ew' 'u-e' 'ui' 'ou' 'ue' usually comes at the end of a word. clue, blue, true, glue, Sue, blew, chew, grew, drew, screw, crew, June, prune, flute, rude, rule, brute fruit, suit, bruise soup, group		This week's tricky words/Year 1 common exception words.
Week 8 Year 1 Common Exception words: house **Teach** **'Same sound—different spelling'**	'or' sound Show a piece of text on the board. How many different ways can you see the 'or' sound spelt 'aw' 'au' 'al' 'our' 'ore' and 'ar' saw, law, crawl, paw, claw, lawn, Paul, haul, launch, August, author, automatic, talk, walk, wall, fall, stalk, ball, pour, court, mourn, fourteen, your, sore, more, chore, score, shore ,war, warm, towards		This week's tricky words/Year 1 common exception words.
Week 9 Year 2 Common Exception words: after, again and any **'Same sound—different spelling'**	'Oa' sound Show a piece of text on the board. How many different ways can you see the oa sound spelt 'oe' 'o-e' 'o' 'ow 'oe' comes at the end of a word. toe, hoe, Joe, woe, foe, toe-bone, home, note, alone, stone, woke, no, open, cold, both, old, don't, go, so, don't, gold, told, low, grow, show, window, rowing boat, throw Talk about 'no', 'so' being 'tricky' words learnt in Phase 2 and 3		This week's common exception words

Week 10 Year 2 Common Exception words: wild**,** beautiful and because **'Same sound—different spelling'**	'm' sound How many differ-ent ways can you see the 'm' sound spelt? – 'mb' lamb, bomb, thumb, comb, climb, numb	's' Sound Show a piece of text on the board. How many different ways can you see the 's' sound spelt 'c' 'st' and 'sc' A 'c' before an 'e' says s cell, city, acid, , success, accent, cycle, icy, December, central, listen, whistle, castle, rustle, Christmas, Ice, face, grace, lace, race, police , Scissors, scenery, descend, crescent.		This week's common exception words
Week 11 Year 2 Common Exception words: behind, busy and child **'Same sound—different spelling'**	J sound Show a piece of text on the board. How many different ways can you see the 'j' sound spelt – 'g' 'dge' gent, gem, ginger, gym, gill, gem magic, danger, energy, gentle, fudge, sledge, badger, ledge, lodge, podgy ,bridge	V sound Show a piece of text on the board. How many different ways can you see the 'v' sound spelt – 've' Have, give, live English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.		This week's common exception words
Week 12 Year 2 Common Exception words: children, Christmas and could **'Same sound—different spelling'**	'Ch' sound How many different ways can you see the 'ch' sound spelt 'tch' and 't' catch, pitch, fetch, notch, ditch, kitchen picture, creature, future, mixture, nature, capture	Ar sound How many different ways can you see the 'ar' sound spelt 'al' half, almond, calm, palm tree	Teach /zh/ sound as in treasure It's the 's' that makes the sound. Treasure, television, usual, pleasure, casual	This week's common exception words
Week 13 Year 2 Common Exception words: every, sugar and everybody **'Same sound—different spelling'**	Ear sound How many different ways can you see the 'ear' sound spelt 'ere' 'eer' here, mere, severe, interfere, adhere, sphere beer, sheer, veer, career, steering , deer	'w' sound How many different ways can you see the 'w' sound spelt? – 'wh' When, which, where, wheel, whisk		This week's common exception words
Week 14 Year 2 Common Exception words: steak, Mr and Mrs **'Same sound—different spelling'**	'U' sound How many different ways can you see the 'u' sound spelt- 'o' son, come, some, done, ton, brother, mother	'n' sound How many different ways can you see the 'n' sound spelt? – 'gn' and 'kn' gnat, gnaw, sign, resign, gnome knit, knob, knew, knife, knock		This week's common exception words
Week 15 Year 2 Common Exception words: even, prove and eye **'Same sound—different spelling'**	'i' sound How many different ways can you see the 'i' sound spelt? – 'y' Pyramid, crystal, gym, mystery	'r' sound How many differ-ent ways can you see the 'r' sound spelt? – 'wr' wrap, wrong, wrote, wry, written, wrist		This week's common exception words
Week 16 Year 2 Common Exception words: find, money and floor **'Same sound—different spelling'**	Air sound How many different ways can you see the 'air' sound spelt? –'ere' 'ear' 'are' there, where, nowhere, everywhere, somewhere pear, bear, swear, tear, wear Care, dare, fare, square, stare, hare		Z sound How many different ways can you see the 'z' sound spelt? – 'se' please, tease, cheese, browse	This week's common exception words

Week 17 Year 2 Common Exception words: people, father and only **'Same sound—different spelling'**	Sh sound How many different ways can you see the 'sh' sound spelt? – 'ci' 'ti' 's' or 'ss' and 'ch' special, social, official, facial, station, patience, mention, position passion, sure, sugar, session, mission, tissue, Chef, machine, parachute, chute,		This week's common exception words
Week 18 Year 2 Common Exception words: great, pretty and half **'Same sound—different spelling'**	'y-oo' sound How many different ways can you see the 'y-oo' sound spelt? 'u' 'ue' 'u_e' and 'ew' Computer, human, stupid, music Statue, fuel cue, rescue, venue, queue, argue Dew, few, stew, nephew, June	'F' sound How many different ways can you see the f sound spelt 'ph' dolphin, alphabet, elephant, phonics, phantom, Philip	This week's common exception words
Week 19	**Assessment week**		
Week 20 Year 2 Common Exception words: cold, both and door **Same spelling– different sound**	Teach alternative pronunciation of 'u' (put, unit) unit, human, stupid, unicorn, music, duty, union,	Teach alternative pronunciation of 'ie' (tie, field) chief field, thief, yield, shield, priest, shriek, relief,	This week's common exception words
Week 21 Year 2 Common Exception words: move, break and old **Same spelling– different sound**	Teach alternative pronunciation of 'ow' (cow, blow) low, show, slow, blow, grow, snow, glow, bowl,	Teach polysyllabic words alternative pronunciation of 'ow' rowing-boat, glow-worm, window-cleaner	This week's common exception words
Week 22 Year 2 Common Exception words: would, hour and many **Same spelling– different sound**	Teach alternative pronunciation of 'ea' (eat, bread) head, dead, deaf, ready, bread,	Teach alternative pronunciation of 'ea' reading of polysyllabic words Breakfast, feather, heaven, instead	This week's common exception words
Week 23 Year 2 Common Exception words: parents, poor and most **Same spelling– different sound**	Teach alternative pronunciation of 'I' (fin and find) Tin, win, mind, wild, blind, child	Teach alternative pronunciation of 'g' (Got and giant) Got, get, gold, gent, magic, gentle	This week's common exception words
Week 24 Year 2 Common Exception words: clothes, climb and fast **Same spelling– different sound**	Teach alternative pronunciation of 'a' (hat, acorn, watch) acorn, bacon, angel, native, Amy, baby, apron, lady, watch, what, wasp, squash, squad, wash, wander	Teach alternative pronunciation of 'c' (can and cent) Cart, can, cat, cell, icy, December, central	This week's common exception words

Week 25 Year 2 Common Exception words: should, sure and water **Same spelling– different sound**	Teach alternative pronunciation of 'ch' (chin, School, chef) school, chord, Chris, Chloe, chemical, Christmas, Chorus, chef, Charlotte, machine, chalet, brochure	Teach alternative pronunciation of 'o' (hot and cold) Hot, shot, gold, cold, told, both	This week's common exception words
Week 26 Year 2 Common Exception words: hold, gold and told **Same spelling– different sound**	Teach alternative pronunciation of 'y' (yes, by, happy, gym) by, my, spy, sky, reply, fry, try, why, dry, happy, very, funny lolly, merry, crunchy, carry, hairy, smelly, penny, gym, crystal, cygnet, mystery, pyramid Teach polysyllabic words: Mystical, gymnastics, flying, pyramid , rhythm,		This week's common exception words
Week 27 Year 2 Common Exception words: kind, last and mind **Same spelling– different sound**	Teach alternative pronunciation of 'ou' (out, you, could, mould) Should, could, would, shoulder, mould, boulder, soup, group,		This week's common exception words
Week 28 Year 2 Common Exception words: who, improve and whole **Same spelling– different sound**	Teach alternative pronunciation of 'er' (farmer (a) and her) Mother, brother, other, perfect	Teach alternative pronunciation of 'ue' (clue (oo) and duel (y-oo)	This week's common exception words
Week 29	**Assessment week**		This week's common exception words
Week 30	Ure There are not many examples of this but needs to be covered due to Northern Accent. Same sound different spelling- 'ure' spelt 'oor' as in poor 'ure' spelt 'our' as in tour Same spelling different sound- 'ure' as y-oo-a in pure		

Appendix 3i

Parochial Phonics lesson plan Phase 2

♦ **Recap sounds taught so far using flash cards – make note of any issues on the slip provided** focus on pronunciation and correct every 'schwa' on the end of a short sound. For double letters, say 'not at the beginning, sometimes in the middle, usually at the end of a word"

♦ **Introduction**

Say words which begin with sound being introduced with picture prompts e.g. apple, ant, alligator.

Ask the children what these words have in common, all start with 'a' sound Show children 'a' flash card.

aa apple, aa ant, aa alligator. Children say this with you. Ants on an apple a a a My sound is ____ my name is ___

Show children action to go with sound and talk through it e.g. ants love to eat apples. Fingers are ants and they walk up your arm and sing 'Ants on an apple a a a, ants on an apple a a a, ants on an apple a a a, listen, look and say a'

Introduce the letter formation for the new letter.

♦ **Oral blending**

Teacher using robot arms to segment words, **Teacher -** a-n-t **children say** ant , **Teacher -** a-t **children say** at.

♦ **Oral segmenting**

Teacher says a word for the pupils to segment using robot arms. The children will then blend the sounds together.

♦ **Read it**

'Look at the letter, make the sound, blend the sound together.'

Have prepared cards with the words on. Reveal letters one by one and children blend the sounds to read the words.

2/3 words

♦ **Write it – children move to their seats, chairs pulled in, backs straight, writing on the lines.**

'Say it, robot it, write it.'

Start, robot it s-t-ar-t, clap/pat the sounds, pinch the sounds, write it. **Adults are on hand to redirect any issues with formation and to reinforce the use of the strategy.**

(2/3 words)

Teacher then demonstrates how to write the word, add sound buttons, tick sounds they got correct and make any changes. As the children get older they may mark after a few words.

When ready, move on to **transcription**.

'I say, you say,' say the words in the caption, clap the words in the caption, count the words in the caption.

At Phase 2, pupils will also be completing dough disco sessions to help them develop the fine motor skills.

Appendix 3ii

Parochial Phonics lesson plan Phases 3 – 5 (including alternative pronunciations)

♦ **Recap sounds taught so far using flash cards – make note of any issues on the slip provided** focus on pronunciation and correct every 'schwa' on the end of a short sound. For double letters, say 'not at the beginning, sometimes in the middle, usually at the end of a word" until this is known.

♦ **Introduction**

Begin by saying words which include the phoneme being introduced e.g. feel, peel (try to stick to monosyllabic) with visual prompt.

Ask the children what these words have in common, for example, all start with 'j' or all include the phoneme 'ee' Show children the linked grapheme flash card.

For digraphs, use the phrase 'two letters one sound' and use the letter names i.e. 'o and y make *oy*' If this is an alternative pronunciation to a previously taught digraph, draw children's attention to it and then move on with the lesson as below.

Show children action to go with sound and talk through it e.g. ants love to eat apples. Fingers are ants and they walk up your arm and sing 'Ants on an apple a a a, ants on an apple a a a, ants on an apple a a a, listen, look and say a'

By the time you get to digraphs, letter formation should be embedded, but when you write the grapheme, continue to say the formation phrase described in the plan.

♦ **Oral blending**

Teacher using robot arms to segment words, **Teacher -** a-n-t **children say** ant , **Teacher -** a-t **children say** at.

♦ **Oral segmenting**

Teacher says a word for the pupils to segment using robot arms. The children will then blend the sounds together.

♦ **Read it**

'Look at the letter, make the sound, blend the sound together.'

Have prepared cards with the words on. Reveal letters one by one and children blend the sounds to read the words.

4/5 words

♦ **Write it – children move to their seats, chairs pulled in, backs straight, writing on the lines.**

'Say it, robot it, write it.'

Start, robot it s-t-ar-t - pinch the sounds, when you pinch it, ask, how many sounds? How many letters? Review it and write it. **Adults are on hand to redirect any issues with formation and to reinforce the use of the strategy.** 4-6 words - at teacher's discretion

Teacher then demonstrates how to write the word, add sound buttons, pupils tick sounds they got correct and make any changes. As the children get older they may mark after a few words.

When ready, move on to **transcription**.

'I say, you say,' say the words in the caption, clap the words in the caption, count the words in the caption, then write.

As with words, pupils then see the caption written, and edit.

Split digraphs – please count the sounds and make an arc shape to the middle vowel and the end vowel (usually an e) – this mimics the arc we use when we do the sound buttons.

cake

Appendix 3iii

Parochial Phonics lesson plan Phases 5
Same sound, different spelling and Same spelling, different sound

♦ **Recap sounds taught so far using flash cards – make note of any issues on the slip provided** focus on pronunciation and correct every 'schwa' on the end of a short sound. For double letters, say 'not at the beginning, sometimes in the middle, usually at the end of a word" until this is known.

♦ **Introduction**

Begin by telling the children that you are focusing on **Same sound-different spelling** **or** **Same spelling– different sound.**

Phase 5 lessons– for '**Same sound-different spelling'** **Have a board ready with lines and have columns for the different spellings of the sound**

Show 3 or 4 prepared words with the same sound and different spelling (ie pain, lane, reign, say – stick with monosyllabic and return to these as the start of each session about this sound), and ask pairs to try to decode them together, then read them together. Do they have a sound or a spelling that is the same? All say 'Same sound, different spelling'. What is the sound they all have (ay). Stick the word into the correct column (have board frozen for this). The rest of the session continues as follows below.

Phase 5 lessons– for '**Same spelling– different sound–** **Have a board ready with lines and have columns for the different pronunciations of the spelling**

Show 3 or 4 prepared words with the same spelling and a different sound (i.e. ow, low, now, flow– stick with monosyllabic and return to these as the start of each session about this sound and ask pairs to try to decode them together, then read them together. Do they have a sound or a spelling that is the same? All say 'Same spelling, different sound'. What is the spelling they all have (o - w) Stick the word into the correct column (have board frozen for this). The rest of the session continues as follows below.

♦ **Oral blending**

Teacher using robot arms to segment words, **Teacher -** a-n-t **children say** ant , **Teacher -** a-t **children say** at.

♦ **Oral segmenting**

Teacher says a word for the pupils to segment using robot arms. The children will then blend the sounds together.

♦ **Read it - create or have ready, a table with spaces for the different sounds or different spellings.**

'Look at the letter, make the sound, blend the sound together.'

Reveal letters one by one and children blend the sounds to read the words. Do this for 4 or 5 prepared words and as they are read, stick or write the words onto the table.

Read the words from the table.

♦ **Write it – children move to their seats, chairs pulled in, backs straight, writing on the lines.**

'Say it, robot it, write it.'

Start, robot it s-t-ar-t - pinch the sounds, when you pinch it, ask, how many sounds? How many letters? Review it and write it. **Adults are on hand to redirect any issues with formation and to reinforce the use of the strategy.** 4-6 words - at teacher's discretion

Teacher then demonstrates how to write the word, add sound buttons, pupils tick sounds they got correct and make any changes. As the children get older they may mark after a few words.

When ready, move on to **transcription**.

'I say, you say,' say the words in the caption, clap the words in the caption, count the words in the caption, then write.

As with words, pupils then see the caption written, and edit.

We have paragraphs which include the same sound different spellings (and vice versa) . We are taking them out of the phonics lesson but they can be used afterwards or for challenges.

Appendix 4

Date:

Name

Identified Gap:

Notes / Next steps:

Achieved

Signed:_____

Date:

Name

Identified Gap:

Notes / Next steps:

Achieved

Signed:_____

Date:

Name

Identified Gap:

Notes / Next steps:

Achieved

Signed:_____

Whickham Parochial's Letter Formation Guidance

Appendix 5

Instructions to describe pencil movements for phoneme formation. All adults are to use the same language so children can learn through repetition. It is very important to instil correct letter formation from the beginning and using letter formation language consistently is one way of supporting correct letter formation.

Ladder letters			
l	Start at the top, come all the way down and flick.	L	Start at the top, come down and go across.
i	Start at the top, come down and flick. Lift and dot.	I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom.
t	Start at the top, come all the way down and curve. Lift and cross.	T	Start at the top, come down. Lift. Across at the top.
u	Start at the top, come down and curve. Go back up, come back down and flick.	U	Start at the top, come down. Curve back up.
j	Start at the top, come all the way down and curve to the left. Lift and dot.	J	Start at the top, come down. Curve to the left. Lift. Across at the top.
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Y	Slope down, slope back up. Back down the same line and straight down.
One armed robot letters			
r	Start at the top, come down, bounce back up and over.	R	Start at the top, come down. Back to the top. Go all the way round and slope.
b	Start at the top, come all the way down, bounce half- way back up and go all the way round.	B	Start at the top, come down. Back to the top. Go all the way round and all the way round again.
n	Start at the top, come down, bounce back up, go over, down and flick.	N	Start at the top, come down and back up the same line. Slope and straight up.
h	Start at the top, come all the way down, bounce half-way back up, go over, down and flick.	H	Start at the top, come down. Lift. Start at the top, come down. Lift and across in the middle.
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	M	Start at the top, come down and back up the same line. Slope down, slope up and straight down.
k	Start at the top, come all the way down. Lift. Slope. Slope and flick.	K	Start at the top, come down. Lift. Slope in, slope out.
p	Start at the top, come all the way down, bounce back up and go all the way round.	P	Start at the top, come down. Lift. Back to the top and all the way round.
Curly caterpillar letters			
c	Make a curve.	C	Make a curve.
a	Make a curve, go up to the top, come back down and flick.	A	Slope to the left. Lift. Back to the top. Slope. Lift. Across in the middle.

d	Make a curve, go all the way up, come back down and flick.	D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom.
o	Make a curve, go all the way round.	O	Make one curve, go all the way round.
s	Make a curve, slope, make a curve back again.	S	Make a curve, slope, make a curve back again.
g	Make a curve, go up to the top, come all the way down and curve to the left.	G	Make a curve. Lift and go across.
q	Make a curve, go up to the top, come all the way down and flick.	Q	Make a curve, go all the way round. Lift and slope across.
e	Start with a loop then make a curve.	E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom.
f	Make a curve, come all the way down, curve to the left. Lift and cross.	F	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle
Zig zag monster letters			
z	Go across, slope, go back across.	Z	Go across, slope, go back across.
v	Slope down, slope back up.	V	Slope down, slope back up.
w	Slope down, slope back up. Slope down again and slope back up.	W	Slope down, slope back up. Slope down again and slope back up.
x	Slope. Lift and slope across.	X	Slope. Lift and slope across.