



MELLERS PRIMARY SCHOOL

Phonics POLICY

February 2022

Intent

At Mellers Primary School, we believe that all our children can become fluent readers and writers through the teaching of phonics (reading and writing). Phonics provides the building blocks for children to develop their reading and writing skills. This enables them to fully access and enjoy the entire curriculum; therefore, we teach the code for reading and writing through Revised Letters and Sounds, which is a systematic and synthetic phonics programme. We encourage our children to see themselves as readers for both pleasure and purpose. We believe that becoming a fluent and expressive reader and writer plays a vital role in preparing our children for the opportunities, responsibilities, and experiences of adult life. This is consistent with our whole school vision of smashing the glass ceiling that living in Radford imposes on our children.

We start teaching phonics in Foundation One, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We work closely with parents to support their children's progress. All the graphemes taught are practised in words, sentences, and later, in fully decodable books. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects but also, in life beyond school. All our teachers, teaching assistants and members of the Leadership Team have been trained to teach reading and phonics, so we share the same practice and expectations of progress. We are consistent in our approach to teaching phonics so that we lower our children's cognitive load enabling them to succeed and achieve their potential.

Implementation

Phonics Lessons

Daily Phonics Lessons in Foundation One

In Foundation One, the children are introduced to Phase One. Phase One consists of seven aspects

Aspect 1 - **Environment sounds**: develop children's listening and awareness skills

Aspect 2 – **Instrumental sounds**: sound awareness and discrimination

Aspect 3 – **Body percussion**: awareness of sounds and rhythm. This aspect focuses on distinguishing sounds.

Aspect 4 – **Rhythm and rhyme**: awareness of rhythm and rhyme eg. Cat, rat, hat

Aspect 5 – **Alliteration**: children listen to the sounds at the beginning of words and hear differences between them

Aspect 6 – **Voice Sounds**: Children distinguish between vocal sounds and make different mouth movements

Aspect 7 – **Oral blending and segmenting**: Children listen to the phonemes and remember them in order eg c-a-t

Daily Phonics Lessons in Foundation Two

In Foundation Two, the children focus on phase 2 and the phase 3 phonemes. The children introduced to all the phase 2 phonemes and use these sounds to blend and segment words. Once the children have covered phase 2, they will begin to learn phase 3 phonemes, which includes digraphs and trigraphs. Once the children have learnt phase 2 and 3 sounds, children move onto phase 4, with the focus on reading longer words with phase 2 and 3 sounds. Alongside the introduction to new sounds, the children also learn to read and spell tricky words.

Phase 2: *s a t p i n g o c k h e r b u f c k f f l l s s*

Phase 3: *j w v x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r*

Tricky words: *I the to no go he she we me be was my you they her all are so do*

Daily Phonics Lessons in Year 1

In Year One, we focus on phase three parts of phase 5. The children will begin by learning Phase 5.1 sounds and tricky words. They will learn that previously taught phonemes can be represented in different ways. For example. The phoneme 'ee' can also be blended and segmented the same as 'e-e' and 'ea'.

Once this has been covered the children will move onto 5.2, which focuses on alternative pronunciation. They finish Year One by covering 5.3, which is how to correctly add prefixes and suffixes to words, when the root word stays the same. (Please see appendix 1.)

Phase 5.1: *ay a-e ea e-e ie i-e oe o-e ou oy ue ew u-e au aw ore ir wh ph*

Phase 5.2: *i o c g u ow ie ea er a e y ch ou ear*

Phase 5.3: *Adding suffixes and prefixes*

Tricky words: *said have like come some were there little one when what out oh their people looked Mr Mrs called asked it's I'm don't I'll can't that's I've let's he's give love live ask our today gone baby who two through once*

Daily Phonics Lessons in Year 2

In Year Two, the children start by recapping Phase 5.1, 5.2 and 5.3. We then move onto Phase 6.1 where we look at alternative spellings of sounds. The children then move into Phase 6.2 where the children are taught specific rules for adding suffixes, such as dropping the y or doubling the last letter. Finally, we work on Phase 6.3, where the children are taught about grammatical rules and patterns such as homophones, contractions and possessive apostrophes. (Please see appendix 1.)

The spelling of tricky words is taught in stand-alone spelling sessions once a week, which is also when we test the spellings set the previous week.

Phase 6.1: *dge g c tch ct eer ere ere are ar a ough augh our oor ear or il tion sion c le el al il*

Phase 6.2: *Adding suffixes*

Tricky words: *couldn't wouldn't shouldn't didn't something eye even began our come some there's we're laugh any many even little different because once great friends*

Planning Outline

The planning of phonics is structured, using Revised Letters and Sounds. A long-term plan has been created to ensure that children will be exposed to all sounds and have enough time to consolidate, by the time that children reach Year two (see appendix 4). All lessons follow the same structure and occur daily. All teachers use the same planning document, to ensure consistency. Children in Foundation stage two use whiteboards to practise phonics. Key Stage One children use books to encourage the correct formation of letters and improve presentation of handwriting.

Decodable Books

All children who are accessing phonics lessons or a phonics intervention will be given a decodable book. At Mellers Primary School, we use Collins Big Cat Phonics books, as we feel that there is a range of fiction and non-fiction books for the children to access, which broadens the children's reading diet. These books are organised into the different phases that are taught in phonics. Children will be matched accordingly to a decodable book that matches their phonics assessment sheet. Children in Foundation Stage and Key Stage One are read with at least once a week using these decodable books. Children that fall into the bottom 20% of the class will be read with 3 times a week, to develop fluency. These books are changed less frequently than the banded books, to ensure that children have enough opportunities to understand the code in their books and read fluently.

Children in Key Stage Two who access the phonics intervention also take home a decodable book matched to their level of phonics. These are from the PhonicsBooks Catalogue series.

Banded Books

Once a child is reading fluently with an orange or a turquoise decodable book, then they will be matched correctly to a banded book, using a running record. This is to ensure that children are being challenged appropriately and will be able to continue to make progress and have access to a wider range of texts. Children in Key Stage One and Two, who are reading below Year 3 expected (grey book colour band), will take a colour banded book home from the reading trolley. These are colour coded according to level and are made up of a variety of different schemes. We aim to change these books at least once a week.

Interventions

Rapid interventions are put in place for those children who either fall into the bottom 20% of each class or who are not secure in the taught sounds for that day. Children will receive phonics interventions who are not on target for reaching secure in reading and writing. In Key Stage Two, children who are not working at age-related expectations will take part in daily phonics lessons and additional interventions targeted at the phase they are working at.

Display of Phonics in the classroom

In classrooms where phonics is taught daily, sounds and tricky words are displayed in the classroom.

Assessment

Children are assessed once a term using the phonics assessment sheet, (Please see appendix 2), that is used from Foundation Stage Two to Year Two. If a child has not completed the assessment by the end of Year Two, these assessment sheets will follow the child to Key Stage Two, where the information will be used to help plan interventions. The phonics assessment sheet will be completed once a term, to monitor children's progress and help match children to the correct colour decodable book. Children who need additional support with phonics will be assessed once every half term, so that appropriate interventions can be put in place.

Additionally, children in Year One are assessed use the phonics screening gap analysis assessment sheet, once every half term. This is to give children an opportunity to become familiar with the phonics screening check format and to be exposed to alien words. Through this assessment, planning and interventions can be altered to ensure that any gaps in learning are resolved.

Children in Year One must take the statutory assessment, Phonics Screening Check. Any child that does not pass the check will retake the screening in Year Two.

Running Records

Once children are fluent readers and no longer need to have decodable books, they move onto banded books and a running record will be used to match the child correctly to the book. Running records will be used to assess children's progress, ensure they are reading the correct level text and identify any causes for concern. All staff have been trained in using this assessment tool. Every child in Key Stage One and every child on the SEND register in KS2 for reading or writing needs will have a running record taken every term.

Differentiation

At Mellers Primary School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on his/her own judgement of ability and needs.

Special Educational Needs

Children who have reading needs will be specifically identified by class teachers. Every effort will be made to obtain additional teacher support for such pupils and a work rate expectation will be set appropriate to each child's ability. Details about this extra provision (time, resources and needs) will be included on the year group provision map.

Children from the Focussed Provision will be taught phonics through a range of strategies and resources depending on the children's needs and prior experiences. The teachers of the deaf plan and deliver the phonics lessons to the deaf children.

Equal Opportunities

We endeavour to ensure that every child at Mellers Primary School has the ability to access a broad and balanced curriculum dependant on their individual need. Children using English as an additional

language will benefit from extra support from a teacher specialising in working with children who use English as an additional language.

Impact

- 🛡 Children will be able to use the phonics code to read accurately and fluently
- 🛡 All children will be exposed to all sounds to ensure all children can become confident readers and writers
- 🛡 They confidently read for meaning
- 🛡 Parents and carers support the children's reading at home
- 🛡 Outcomes at the end of KS1 in reading and writing will be at least in line with or above national averages for attainment and progress
- 🛡 Outcomes at the end of KS2 in reading and writing will be at least in line with national or above averages for attainment and progress
- 🛡 The % of pupils working at Age Related Expectations in reading and writing will be above or in line with national averages.
- 🛡 The % of pupils working at Greater Depth in reading and writing within each year group will be in line or above national averages
- 🛡 There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) in reading and writing.

Appendices

Appendix 1

Phonics at Mellers Primary School

Snapshot Overview

	F1	F2	YR1	YR2
Aut 1	Phase 1 – Asp 1 & 2	Phase 2 (s a t p i n m d g o c k)	Phase 5.1 – Alt Pron (ay, a_e, ea, e_e, ie, i_e, oy, ou)	Phase 6.1 – Alt Spelling (g, ge, dge, c, wr, kn, gn, le, el, al, il)
Aut 2	Phase 1 – Aspects 1-7	Phase 2 (e u r h b f l s s c k f f ll)	Phase 5.1 – Alt Pron (oe, o_e, ew, ue, u_e, au, ore, aw, wh, ph)	Phase 6.1 – Alt Spelling (a, o, are, ear, y, ey, s, es)
Spr 1		Phase 3.1 (j v w x y z zz qu ng sh ch)	Phase 5.2 – Alt Pron (i, o, c, g, u, ow, ie, ea, er, a)	Phase 6.2 – Suffixes (ing, ed, er, est, y)
Spr 2		Phase 3.1/3.2 (th th ai oa ee or oo o oar oi ur ow)	Phase 5.2 – Alt Pron (y, ch, ou, ear)	Phase 6.2 – Alt Spelling/Suffixes (a, or, ar, s, tion, ment, ness, ful, less, ly)
Sum 1		Phase 3.2 (er, igh, air, ear, ure)	Phase 5.3 – Alt Pron (un, tch, air, are, 3-syllable words)	Phase 6.2 Revision
Sum 2		Phase 4 (CVCC and CCVC)	Phase 6.1 - Spelling (s, es, ing, ed, er, est, er)	Phase 6.3 - Grammar (Alphabetical order, contractions, apostrophes, homophones)

Foundation One

In Foundation one our children follow phase one letters and sounds scheme of work throughout the course of the academic year.

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

During Phase One, there is no expectation that children are introduced to letters (graphemes). Of course, some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers should certainly respond to children's comments and queries about letters and words in print.

Lessons will be structured to develop the following key skills in readiness for phase two:

	Tuning into sounds (auditory discrimination)	Listening and remembering sounds (auditory memory and sequencing)	Talking about sounds (developing vocabulary and language comprehension).
Aspect 1 General sound discrimination – environmental sounds	To develop children’s listening skills and awareness of sounds in the environment.	Further development of vocabulary and children’s identification and recollection of the difference between sounds.	To make up simple sentences and talk in greater detail about sounds.
Aspect 2: General sound discrimination – instrumental sounds	To experience and develop awareness of sounds made with instruments and noise makers.	To listen to and appreciate the difference between sounds made with instruments	To use a wide vocabulary to talk about the sounds instruments make.
Aspect 3: General sound discrimination – body percussion	To develop awareness of sounds and rhythms.	To distinguish between sounds and to remember patterns of sound.	To talk about sounds we make with our bodies and what the sounds mean.
Aspect 4: Rhythm and rhyme	To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.	To increase awareness of words that rhyme and to develop knowledge about rhyme.	To talk about words that rhyme and to produce rhyming words.
Aspect 5: Alliteration	To develop understanding of alliteration.	To listen to sounds at the beginning of words and hear the differences between them.	To explore how different sounds are articulated, and to extend understanding of alliteration.
Aspect 6: Voice sounds	To distinguish between the differences in vocal sounds, including oral blending and Segmenting.	To explore speech sounds.	To talk about the different sounds that we can make with our voices.
Aspect 7: Oral blending and segmenting	To develop oral blending and segmenting of sounds in words.	To listen to phonemes within words and to remember them in the order in which they occur.	To talk about the different phonemes that make up words.

Foundation One Phonics Long Term Plan

(taught 5 days a week,)

AUTUMN 1		AUTUMN 2	
1	INSET DAYS	1	Aspect 3: Body percussion
2	Children part-time only. Settling in period. No formal phonics groups Aspects 1&2 are taught to anchor behaviours for learning.	2	Aspect 4: Rhythm and rhyme
3		3	Aspect 5: Alliteration
4		4	Aspect 6: Voice sounds
5	Aspect 1: Environmental sounds.	5	Aspect 7: Oral blending and segmenting.
6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.	6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.
7	Aspect 2: Instrumental sounds.	7	Christmas week

SPRING 1		SPRING 2	
1	Aspect 3: Body percussion	1	Aspect 3: Body percussion
2	Aspect 4: Rhythm and rhyme	2	Aspect 4: Rhythm and rhyme
3	Aspect 5: Alliteration	3	Aspect 5: Alliteration
4	Aspect 6: Voice sounds	4	Aspect 6: Voice sounds
5	Aspect 7: Oral blending and segmenting.	5	Aspect 7: Oral blending and segmenting.
6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.	6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.

SUMMER 1		SUMMER 2	
1	Aspect 3: Body percussion	1	Aspect 3: Body percussion
2	Aspect 4: Rhythm and rhyme	2	Aspect 4: Rhythm and rhyme
3	Aspect 5: Alliteration	3	Aspect 5: Alliteration
4	Aspect 6: Voice sounds	4	Aspect 6: Voice sounds
5	Aspect 7: Oral blending and segmenting.	5	Aspect 7: Oral blending and segmenting.
6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.	6	Aspect 1: Environmental sounds and Aspect 2: Instrumental sounds.
7	NO sessions	7	Transition and leaving activities

Foundation Two

In Foundation Two, we focus on phase 2 and the phase 3 phonemes. We begin by learning all the phase 2 phonemes and introduce children to blending and segmenting words. Once the children have covered phase 2, they will begin to learn phase 3 phonemes.

In addition, to the children learning phonemes, the children will also learn to read and write phase 2 and phase 3 tricky words.

We use the individual phonics assessment sheet once every term.

Foundation Two Phonics Long Term Plan <i>(taught 4 days a week,)</i>			<i>Taught once a week</i>
Half Term	Weeks	Focus	Tricky Words
Autumn 1	7	Phase 2 W1: s a W2: t p W3: i n W4: m d W5: g o W6: c k W7: Consolidation	Phase 2 Tricky words W1: l W2: l W3: the W4: the W5: to W6: to W7: no
Autumn 2	7	Phase 2 W1: e u W2: r h W3: b f W4: l ss Assessment Week W5: ck ff W6: ll Consolidation W7: Consolidation	Phase 2 Tricky words W1: no W2: go W3: go W4: he W5: he W6: she W7: she
Spring 1	6	Phase 3.1 W1: j v W2: w x W3: y z W4: zz Consolidation W5: qu ng W6: ch sh	Phase 3.1 Tricky words W1: we W2: we W3: me W4: me W5: be W6: be
Spring 2	6	Phase 3.1/3.2 W1: th th W2: ai oa W3: ee or W4: oo oo Assessment Week W5: ar oi W6: ur ow	Phase 3.1/3.2 Tricky words W1: was W2: was W3: my W4: my W5: you

			W6: you
Summer 1	5	<p>Phase 3.2</p> <p>W1: er igh</p> <p>W2: air ear</p> <p>W3: ure Consolidation</p> <p>W4: Consolidation (CVC)</p> <p>W5: Consolidation (CVC)</p> <p>W6: Consolidation (CVC)</p>	<p>Phase 3.2 Tricky words</p> <p>W1: they</p> <p>W2: they</p> <p>W3: her</p> <p>W4: her</p> <p>W5: all</p> <p>W6: all</p>
Summer 2	8	<p>Phase 4</p> <p>W1: CVCC (sets 1-7)</p> <p>W2: CCVC (sets 1-7)</p> <p>W3: CVCC/CCVC (Phase 3 – C.D)</p> <p>W4: CVCC/CCVC (Phase 3 – V.D)</p> <p>Assessment Week</p> <p>W5: Consolidation</p> <p>W6: Consolidation</p> <p>W7: Consolidation</p> <p>W8: Consolidation</p>	<p>Phase 3.2 Tricky words</p> <p>W1: are</p> <p>W2: are</p> <p>W3: so</p> <p>W4: so</p> <p>W5: do</p> <p>W6: do</p> <p>WK 7: Consolidation</p> <p>WK 8: Consolidation</p>

Year One

In Year One, we focus on phase the three parts of phase 5. The children will begin by learning Phase 5.1 sounds and tricky words. They will learn that previously taught phonemes can be represented in different ways. For example. The phoneme 'ee' can also be blended and segmented the same as 'e-e' and 'ea'.

Once this has been covered the children will move onto 5.2, which focuses on alternative pronunciation. They finish Year One by covering 5.3, which is how to correctly add prefixes and suffixes to words, when the root word stays the same.

Children are tested regularly throughout the year. We use the individual phonics assessment at the beginning and end of Year 1 alongside the phonics screening assessment sheet.

Year 1 Phonics Long Term Plan <i>(taught 4 days a week,)</i>			
Half Term	Weeks	Focus	Tricky Words
Autumn 1	7	<p>Phase 4</p> <p>W1: Recap of Phase 3</p> <p>W2: Recap of Phase 3</p> <p>W3: CVCC (sets 1-7)</p> <p>W4: CCVC (sets 1-7)</p> <p>W5: CVCC/CCVC (Phase 3) + assessment</p> <p>W6: CCVCC/CCCVC/CCCVCC words</p>	<p>Phase 2 Tricky words</p> <p>W1: I the</p> <p>W2: to no</p> <p>W3: go he</p> <p>W4: she</p> <p>Phase 3 Tricky words</p> <p>W4: we</p> <p>W5: me be</p> <p>W7: was my</p>
Autumn 2	7	<p>Phase 5 – Reading</p> <p>W1: ay a-e ea e-e</p> <p>W2: ey ie i-e oy</p> <p>W3: ou oe o-e ew</p> <p>W4: ue u-e au aw</p> <p>W5: ore ir wh ph</p> <p>W6: Consolidation</p> <p>W7: Consolidation</p>	<p>W1: you they</p> <p>W2: her all are</p> <p>Phase 4 Tricky words</p> <p>W3: said so have</p> <p>W4: like some come</p> <p>W5: were there</p> <p>W6: little one</p> <p>W7: do when</p>
Spring 1	6	<p>Phase 5 – Writing</p> <p>W1: ay a-e ea e-e</p> <p>W2: ey ie i-e oy</p> <p>W3: ou oe o-e ew</p> <p>W4: ue u-e au aw</p> <p>W5: ore ir wh ph</p> <p>W6: Consolidation</p>	<p>Phase 5 Tricky words</p> <p>W1: what out</p> <p>W2: oh their</p> <p>W3: people looked</p> <p>W4: Mr Mrs</p> <p>W5: called asked</p> <p>W6: Consolidation</p>
Spring 2	6	<p>Phase 5.2</p> <p>W1: i- fin/find o- hot/both</p> <p>W2: c- cat/cell g- goat/gent</p>	<p>Phase 5 Tricky words</p> <p>W1: it's I'm</p> <p>W2: don't I'll</p>

		<p>W3: u- but/unit ow- cow/ snow W4: ie- pie/field ea- pea/head W5: er- her/famer e bed/he W6: a- hat/what/acorn</p>	<p>W3: can't that's W4: I've W5: let's W6: he's</p>
<p>Summer 1</p>	<p>6</p>	<p>W1: y- yes/very/by Wk2 - ch- chin/school/chef W3: ou – out/shoulder/could/you W4: ear- fear/pear ey monkey/grey W5: Consolidation W6: Revise 5.1</p>	<p>Phase 5 Tricky words W1: give love W2: live ask W3: our today W4: gone baby W5: who two W6: through once</p>
<p>Summer 2</p>	<p>7</p>	<p>Wk 1 – Revise 5.1 Wk 2 – Phonic screening check W3 - prefix un +tch W4: ey –adding s/es adding ing W5: : adding ed adding er W6: adding est/er (adjective) W7: syllables compound words</p>	<p>Phase 5 Tricky words W1: friend house W2: where our W2: put push W4: pull full W5: Consolidation W6: Consolidation W87: Consolidation</p>

Year Two

In Year Two, the children start by recapping Phase 5.1, 5.2 and 5.3. We then move onto Phase 6.1 where we look at alternative ways to spell different phonemes. The children then move into Phase 6.2 where the children are taught specific rules for adding suffixes, such as dropping the y or doubling the last letter. Finally, we work on Phase 6.3, where the children are taught about grammatical rules and patterns such as homophones, contractions and possessive apostrophes.

The spelling of tricky words is taught in stand-alone spelling sessions once a week, which is also when we test the spellings set the previous week.

Year 2 Phonics Long Term Plan (taught 4 days a week,)			Spelling (taught and tested every Friday afternoon)
Half Term	Weeks	Focus	
<u>Autumn 1</u>	7	<p>Phase 5.2 – Alternative pronunciation</p> <p>W1: Settling in and adding suffixes er/est Revision of Alternative pronunciations</p> <p>W2: Recap phs 5.1</p> <p>W3: i- fin/find o- hot/both c- cat/cell g- goat/gent</p> <p>W4: u- but/unit ow- cow/ snow ie- pie/field ea- pea/head</p> <p>W5: her/famer a- hat/what/acorn ey – monkey/grey</p> <p>W6: y- yes/very/by ch- chin/school/chef</p>	<p>Phase 5 CEWs</p> <p>W1: Settling in *3-day week)</p> <p>W2: one do out</p> <p>W3: said so were there</p> <p>W4: us of his as</p> <p>W5: here into your has</p> <p>W6: oh their egg old</p> <p>W7: Consolidation</p>
<u>Autumn 2</u>	7	<p>W1: out/shoulder/could/you ear- fear/pear</p> <p>W2: Consolidation of alternative pronunciations</p> <p>W3: Revise Phase 5</p> <p>W4 Revise Phase 5</p> <p>Phase 5.3 – Alternative spellings</p> <p>W5: j -badge/age/giant s - price</p> <p>W6: n – knot/gnat r -wrap m – lamb</p> <p>W7: ar – father/half s – listen/house</p>	<p>W1: Teach apostrophes</p> <p>W2: it's I'm</p> <p>W3: don't I'll</p> <p>W4: can't that's</p> <p>W5: I've let's</p> <p>W6: he's recap</p> <p>W7: Consolidation</p>
<u>Spring 1</u>	6	<p>W1: - z – please weigh/grey x2 oo- suit</p> <p>W2: ch – picture/pitch ear -cheer/here x2,</p> <p>W3: air – there/bare/pear</p> <p>W4: father/calm x2 or - talk/warm x2</p> <p>W5: or - bought/caught/four/ball/oor x4</p> <p>W6: ur - learn/work x2 il - pencil</p>	<p>W1: Mr Mrs</p> <p>W2: people baby</p> <p>W3: children gone</p> <p>W4: who two</p> <p>W5: through recap</p> <p>W6: Consolidation</p>

<u>Spring 2</u>	6	<p>W1: sh - special/station/mission x3 W2: apple/camel/petal/evil x4 W3: Consolidation Spelling and Grammar W4: adding ing ed er est (root word stays the same) W5: adding ing ed er est - dropping y (cried/happier/happiest) W6: adding ing ed er est - dropping e (loved/baker/safest/hoping)</p>	<p>W1: couldn't wouldn't W2: shouldn't didn't W3: something eye W4: even began W5: our some W6: come and recap</p>
<u>Summer 1</u>	6	<p>W1: adding ing ed er est- double last letter (running/stopped/bigger/biggest) W2: SUFFIXES: ful, les, ness, recap W3: RECAP W4: RECAP W5: SATS W6: SATS</p>	<p>W1: there's we're W2: laugh even W3: any many W4: little recap W5: SATS W6: SATS</p>
<u>Summer 2</u>	7	<p>W1: SUFFIXES: ment, ly, recap W2: Contractions W3: Possessive apostrophe W4: +tion W5: Homophones W6: Consolidation W7: Consolidation</p>	<p>W!: Different because W2: once great friends W3: Recap non- syllabic e W4: Recap y to I pattern W5: Recap double consonant W6: Consolidation W7: Consolidation</p>

Appendix 2



Name: _____



Mellers Individual Phonic Assessments

	F2				Year One				Year Two			
Phase 2	s	a	t	p	sat	tan	tap	pan				
Letter sounds blend & segment CVC words	i	n	m	d	it	<u>nap</u>	man	dip				
	g	o	c	k	got	on	cap	kit				
	ck	e	u	r	h	rock	pen	up	rat	him		
	b	f	l	ss	big	fit	leg	hiss				
	ff	ll			huff	fill						
hFW	a in it on at and but can up had not mum big him get got put an if cat yes dog fox red bed am fun run ran cat bad top box hot sun did sat let man											
Tricky Words Read & Spell	I the is to no go											
Phase 3.1	j	v	w	x	jog	vex	wet	box				
Read and write captions and sentences	y	z	zz		yes	zip	buzz					
	qu	ng	ch	sh	quit	sing	chin	shop				
	th	th			that	thin						
hFW	that this then them back will with off fish king much tell fell than thing miss duck long well wish pull push											
Tricky Words Read & Spell	he she we be me											
Phase 3.2	ai	oa	ee	or	rain	boat	weed	born				
Recognition & Recall of previous phases	ar	oo / oo	oi	ur	far	hoot/book	join	turn				
	ow	er			cow	under						
	air	ear	ure	igh	fair	year	pure	high				
hFW	down see now for too how or need soon night keep room boat feet queen air dark hard car park food right been town											
Tricky Words Read & Spell	was my you they <u>her</u> all are											
Phase 4	rocks chimps shops train sleep float scrap sprain strip jumper bedroom hairbrush sunlight											
Tricky Words Read & Spell	said so were there one do out											
Phase 5	ay	a-e			say	make						



Mellers Individual Phonic Assessments



Recognition & Recall of previous phases	ea e-e	heat these
	ie i-e	tie like
	oy	toy
	oe o-e	toe hope
	ue ew u-e	clue brew flute
	ou	out
	aw au ore	paw haul more
	ir er	fir herb
	ear are	bear bare
	ph wh	phone when
Tricky Words Read & Spell	of, his, as, us, has, <u>your</u> into, old, oh, their, egg, it's, I'm, don't, I'll, can't that's, I've, let's, he's, Mr, Mrs, people, children, gone, baby, who, two through	
Phase 5i Alternative Pronunciations	cell gem school chef look crow by very was <u>head find</u> cold field order shoulder could you house have	
Phase 5.3 Prefixes and suffixes	un s es <u>ing</u> ed er <u>er/est</u>	untie cows foxes jumping boiled walker brighter shortest
Phase 6.1 Alternative spellings	g <u>ge</u> <u>dge</u> c <u>wr</u> <u>gn</u> kn le el al il a o <u>are</u> ear y <u>ey</u> a or <u>ar</u> s	age bulge badge fancy wrist gnat knot table camel metal pencil ball other stare <u>pear cry</u> monkey wash work warm television
Phase 6.2 Suffixes	<u>ing</u> ed er <u>est</u> <u>ful</u> less <u>ment</u> ness <u>ly</u> <u>tion</u>	copying cried happier funniest hiking biked nicer shiniest patting hummed sadder fattest enjoyment sadness careful hopeless badly section
Phase 6.3 Grammar	Contractions, homophones, possessive apostrophes	<u>their</u> hear sun blew knight bee you're don't wouldn't can't Alex's Jim's James'
Tricky Words Read & Spell	couldn't wouldn't shouldn't didn't something eye even began our come some there's we're laugh any many even little different because once great friends	

Phonics Weekly Plan

Teacher: Mrs Bryan and Miss Whysall

Date: 07/09/20

Phase:2 Teach: m d g o c k ck e

Tricky word: to no

	Learning Objective	Revise & Review Recap 10 previously taught sounds THEN either flash fluency words OR write previously taught sounds OR read previously taught tricky words OR write previously taught tricky words (5 minutes)	Teach Introduce the new sound following the four steps – hear it, say it, see it and write it. Blend or segment words using the focus sound, using My Turn, Our Turn, Your Turn. End this part with a rapid read of words. (5 minutes)	Practice Sss have an activity for blending OR segmenting words with the new taught sound. (5 minutes)	Apply A reading or writing activity, differentiated to match ability. (5 minutes)
Mon	Read and write m d Read to and no	Revise – read 10 sounds from Phs2 Review – Write tricky words the l	Hear It- m d Read It- m d Write It- m d Focus blend: man mat dim Speed read: man mat dim Focus segment: dad dip map	Match picture and words: Sss will be given 3 words and will need to match the word to the correct picture. mat map dam	Writing application: LA: m and d -mad MA/HA: The sad man.
Tues	Read and write g o Read to and no	Revise – read 10 sounds from Phs2 Review – Read fluency words Sat tap	Hear it- g o Read It- g o Write It- g o Focus blend: got dig pig Speed read: got dig pig Focus segment: pot dog pop	What's in the box? Sss will be given 6 words. Read through each word with sss. Teacher will have box and will reveal picture and sss must identify the matching word. Pictures in the box: pig dog dig Words: top tag pot pig dog dig	Writing application: LA: g and o -dog MA/HA: Pig in a pot.
Wed	Read and write c k Write to and no	Revise – read 10 sounds from Phs2 Review – Read tricky words the l	Hear It- c k Read It- c k Write It- c k Focus blend: cop kid Kit Speed read: cop kid Kim Focus segment: cap cat kit	Match picture and words: Sss will be given 3 words and will need to match the word to the correct picture. cat cap kit	Writing application: LA: c and k -cap kit MA/HA: A kid in a cap.