



# Phonics Policy

## September 2022

# Contents

1. Statement of Intent
2. Non-Negotiables
  - a. Language
  - b. Overview of phases
  - c. Presentation
  - d. Structure of lessons
  - e. Assessments – phonics tracker
3. Interventions
4. Long Term Plan – Nursery
5. Long Term Plan – Reception
6. Long Term Plan – Year 1
7. Long Term Plan – Year 2
8. Long Term Plan – Key Stage 2

Appendix A – Phonics Sound Order and Progression (Inc. HRS Words)

## 1. Statement of Intent

At Green Lane Academy we strive for all children to become confident, fluent, and passionate readers, quickly. We aim to develop pupils' reading through progressive phonics teaching, guided reading, home reading and reading strategy teaching, so that children will learn to read widely, fluently, accurately, frequently and with good understanding and pleasure.

Our curriculum is formed by our school vision, which enables all children, regardless of their starting point to exceed and grow into lifelong learners who will make a positive contribution to society.

### Intent:

- For children to be accurate and fluent readers,
- For children to be confident in their reading of a wide variety of genres,
- For children to not only read well, but understand what they are reading,
- To inspire children with books and encouragement to embed a love of reading and storytelling.
- To improve children's future life-chances, employment opportunities and raise aspirations for all.

For children to be able to achieve these intentions, we provide them with a consistent and engaging approach of phonic teaching, following Essential Letters and Sounds. We believe every child should leave Green Lane with the skills of an outstanding reader and writer.

From the moment they enter nursery, children are exposed to a variety of sounds throughout the day (environmental and instrumental) with the emphasis on talking and listening. Phase One in Nursery plays a vital role in a child's introduction to phonics. Alongside Phase One, children are tracked throughout the stages of the current Launchpad to Literacy document which supports developmental increments in all areas relating with speech, language, vocabulary, and phonological awareness.

In Reception, children will be introduced to phonemes and graphemes. Reception incorporates Phase 2-4 throughout the year, and they are introduced to phase 5 in the summer term. They will develop their ability to segment and blend phonemes together to say a word. Opportunities for reading are provided through daily fluency reading sessions and endless opportunities for children to practice and apply their learning in provision. Children are provided with fully decodable books that are matched to their ability.

In year 1, these skills are built upon further, where children can revisit prior phases of phonics and learning. Daily phonics sessions continue into year 1 most specifically incorporating phase 5 throughout most of the year. They continue to build upon that by learning alternative spelling and pronunciation. Daily phonics and where appropriate daily interventions are given to children to help them in their reading and writing skills. Phonics plays a hugely important part in year 1 as the statutory Screening Test is taken during this year. Staff work closely with children and parents to provide as many opportunities as possible to revisit and apply their knowledge. We hope that this provides children with the tools to achieve success in their Screening.

Alongside the teaching of phonics in Year 1, the children also have an additional fluency session. This session provides opportunities for the children to practice their newly taught phonic skills in context, along with promoting and embedding fluency. Fully decodable books are an integral part of this strategy and are used throughout Reception and Key Stage

1. Children are provided with books to take home that they can decode and feel confident reading, as well as a book for pleasure. We want children to leave Year 1 with the confidence to read in a fluent and accurate manner and support our families to achieve this aim.

Year 2 consolidates all previous learning and expands upon it once again. Children can practice and revisit their knowledge and apply that to their reading and writing. The emphasis moves towards spellings, homophones, and suffixes. Children are still provided with decodable books which help revisit and maintain good phonetic knowledge. At this stage, most children should have passed their phonics screening and have good level of phonetic knowledge to start building up their fluency. Building up fluency is a key focus alongside developing confidence and understanding readers. Every year however there are children who retake the Screening Test in year 2. These children continue with the teaching and learning of phonics with further interventions to close gaps, specific to their need. These interventions are individual specific and match to specific gaps in learning.

### **KS2 onwards**

As children move further up school, support with phonics continues. At Green Lane we strive to ensure that children are given the opportunity to continue to practice their skill and phonics knowledge and where appropriate children are still provided with books to match their fluency and understanding. All key stage 2 phonic interventions are structured in the same way following Essential Letters and Sounds. We have incorporated the non-negotiables from Essential Letters and Sounds within school to ensure that all staff are consistent in their approach when teaching phonics and all members of staff are fully trained.

## 2. Non-negotiables

A consistent approach to phonics is the focus at Green Lane Academy. We believe consistency delivers excellent results. It is important that phonics is familiar, and the children are comfortable and confident during all phonics lessons. The focus of the children should be on new sounds and words, rather than new methods of learning. With this in mind, we have created non-negotiables for all staff to follow to ensure a high-quality consistent approach across the whole academy.

### **a) Language:**

At Green Lane we hold a high standard and are particular about using the correct terminology when teaching phonics to the children. This terminology needs to be used from nursery up through to Year 6.

Name	Meaning
Phoneme	The smallest unit of sound in a word
Grapheme	A letter or group of letters representing one sound (phoneme)
Digraph	Two letters which together make one sound. There are different types of digraphs – vowels, consonant and split.
Trigraph	Three letters which together make one sound. e.g: igh in night, air in hair
Split digraph	Two letters, which work as a pair to make one sound, but are separated within the word. e.g: a-e in cake
Segmenting	Splitting a word up into individual sounds – used when spelling and writing. When learning new words, children are encouraged to segment the word and then blend it together. e.g: ship would be sh-i-p
Blending	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading. e.g: s-n-a-p would be snap
Pure Sounds	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end. e.g: /f/ not /fuh/ TOP TIP! – Some sounds are hard to add emphasis too. There it is easier to say by dragging out the sounds. e.g: ffffff is better than /fuh/ or mmmm is better than /muh/
Adjacent Consonants	Two or three letters making two and three sounds. e.g: the first three letters of strap are adjacent consonants





Syllables	A unit of pronunciation having one vowel sound, with or without surrounding consonants – forming the whole or part of a word. e.g: water has two syllables
Polysyllabic	Words which have two or more syllables. e.g: shampoo or chimpanzee
Alternative Pronunciation	Alternative way to say the same letter. e.g: /c/ can be cat but /c/ can be ice, pronounced /s/
Alternative Spelling	Alternative way to say the same sound but with different spelling. e.g: oa in goat can make ow in snow.
Nonsense Words	A string of letters that may resemble a conventional word but does not appear in a dictionary. Pseudo words are in the phonics screening, and they provide an additional evidence base of a child's phonic ability in segmenting and blending words that make no sense.
Harder to read and spell words (HRS)	Words that are not phonetically decodable with an unusual or uncommon spelling. e.g: people, because
High Frequency Words	Common words that appear often in written text. A mixture of decodable and HRS words.
Decodable Words	Words that can be segmented and blended together
Homophones	Two or more words that have the same pronunciation, but different meaning, origins or spelling. e.g: knew, new
Contractions	A word or group of words resulting from shortening an original form. e.g: do not – don't
Suffixes	Added to the end of a word to form a derivative. e.g: ing, s, es, ed
Prefix	Added to the beginning of a word to form a derivative. e.g: pre, un, dis
Consonants	Basic speech sounds in which the breath is at least partly obstructed and which can be combined with a vowel to make a syllable. b c d f g h j k l m n p q r s t v w x y z
Vowel	A speech sounds which is produced by the vocal tracts and vibrations of the vocal chords and can form a syllable. a e i o u

**b) Referring to the Essential Letters and Sounds, progression through phonics phases at GLPA is broadly as follows:**

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<i>Reception Autumn 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<i>Reception Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<i>Reception Summer 2</i> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <i>Year 1 Autumn 1 and 2</i> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <i>Year 1 Spring 1 and 2</i> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<i>Year 1 Summer, Year 2 and Key Stage 2</i> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

**c.) Presentation**

Sound Buttons:

	One letter phoneme
	Two or more letter phoneme
	Blend
	Split digraph

### Examples of sound buttons:

tree



In Reception phase 4 blends are introduced in the summer term. Blends are made up of phonemes which are blended to one sound. There one letter phonemes need to be kept (to show children's understanding) but then an arrow needs to be placed underneath to indicate that these phonemes can be blended. Language around tricking your mouth is used to show children that both single phonemes and blends can be used and supports the children in their sequential auditory memory.

speak



E.g. initially children would learn t-r-ee, now they would be exposed to tr-ee.

As children become more confident with phase 4 blends the phoneme dots will be completely replaced with the arrow. This should usually happen Autumn 2 of Year 1. Children need to recognise blends to help segment longer words

theme



E.g. children will now move on from s-p-ea-k to sp-ea-k. This helps with sequential auditory memory as there are less phonemes to remember to blend together.

An example of a split digraph.

### Robot arms and blending hands:

When segmenting and blending words together, robot arms are used to model. These help children blend and segment the word. Robot arms are used for each phoneme and hands are joined together at the end to hear the whole word.

### Images:

Interactive Whiteboard Presentations have been created by ELS and clip art images are used to support the contextual nature of any new vocabulary. Real images can further support these presentations where necessary.



#### **d) Structure of lessons**

ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

The structure of every phonics lesson is consistent.

Revisit and review

/

Teach

/

Practice

/

Apply

/

Revisit and review (this can happen after the lesson or at different parts of the day, dependent on the age of the children.)

**The Phonics session will always follow the same structure.**

#### **Review-Revisit:**

- Phoneme Flashcards
  - Previously taught graphemes – up to 12. Either the most recent phonemes or those that have challenged the children in recent sessions.
- Harder to read and spell words
  - Previously taught hard to read words
- Oral Blending
  - Using the method of 'me than you' up to eight words that the children do not decode.
- Decoding
  - Read words with previously taught graphemes

#### **Teach:**

- Harder to read and spell words
  - New harder to read and spell word, adding it to a verbal sentence modelled initially by practitioner
- Phoneme
  - Drum roll and introduction of new phoneme – me then you.
- Grapheme
  - Introduction of the grapheme
- Mnemonic
  - Show and teach the mnemonic
- Context
  - Show pictures of objects that have the new phoneme within them. Focus on the sounds, i.e ai...ai....rain
- Formation
  - Demonstrate how to form the grapheme, consistently using the mnemonic language to remind children
  - Children then write the grapheme, using the body, on the carpet or in the air.

### Practise:

- Reading
  - Read words with newly taught graphemes – me then you
  - Encourage children to say, spot, sound out, blend, say the full word and use in context
  - Use flashcards, including the newly taught grapheme

### Apply:

- Reading
  - Read captions and/or sentences with newly taught GRC and harder to read and spell words
  - Apply worksheet available within the workbook
  - Decodable reader

### Review and revisit:

- Review the whole lesson at the end of the session or at points in the day.

### **e) Assessment:**

It is important to assess the children on a regular basis, as this provides an analysis of each individual child's learning gaps. This analysis will highlight specific sounds that need to be revisited to help children in their learning. This becomes extremely useful information when organising interventions. Half-termly assessments allow us to plug gaps efficiently and see which children need extra support in their phonics.

Daily assessments are also made, and interventions put in place within the taught lesson. These interventions support children who showed signs of weakness within the lesson and the additional support enables them to keep up, and not continually catch up.

Green Lane Primary Academy currently use Phonics Tracker which is an online tool to assess and store data. This provides gap analysis by phoneme, child, age, gender, SEND etc. It also provides worksheets for children personalised to their needs and gaps so they can improve their phonics.

#### Phonics Tracker Website

[www.phonicstracker.co.uk](http://www.phonicstracker.co.uk)

Username and Password is set up by the phonics lead. Please see Samantha Wadsworth if you do not have a username set up on phonics tracker.

### 3. Interventions

In KS1 it is important to provide interventions to children who are not currently achieving at the standard that is required to help them pass the phonics screening.

The three areas for Interventions are 'Oral Blending', 'GPC Recognition' and 'Blending for Reading.'

Please see below guideline and plan for these interventions.

Oral blending	
<b>Review</b>	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
<b>Teach</b>	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Practise</b>	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Apply</b>	<p>Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.</p> <p>When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.</p>

GPC recognition	
<b>Review</b>	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
<b>Teach</b>	<p>Say the new sound for the child to repeat. Repeat the sound multiple times.</p> <p>Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times.</p> <p>Show the picture and mnemonic for the grapheme.</p> <p>Model running your finger over the grapheme whilst saying the sound. The child then repeats this.</p>
<b>Practise</b>	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
<b>Apply</b>	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
<b>Review</b>	<p>Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound.</p> <p>Show the focus grapheme throughout the day and ask the child to say the sound.</p>

Blending for reading	
<b>Review</b>	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
<b>Teach</b>	<p>Show the focus grapheme/s, for example &lt;ai&gt;. Say the sound and ask the child to repeat. Do this multiple times.</p> <p>Say a word with the focus sound, for example 'rain'. The child repeats.</p> <p>Sound-talk the word using robot arms and then blend using blending hands.</p> <p>Say the sound and show the grapheme (using a grapheme card or magnetic letters).</p> <p>Make the word using grapheme cards or magnetic letters.</p> <p>Point at each grapheme and read the word.</p> <p>Repeat with up to four other words that include the focus sound.</p>
<b>Practise</b>	<p>Use word cards to read words with the focus grapheme and other known words.</p> <p>First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word.</p> <p>Second read-through for each grapheme card: model reading the word quickly. The child repeats.</p>
<b>Apply</b>	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.

Interventions are multi-sensory and active providing opportunities for development alongside further consolidation. There will also be an emphasis on learn, repeat, learn and opportunities will be created throughout the day to repeat and embed learning from the intervention sessions.

### **Key Stage 2**

Interventions play an important role in supporting children who may require extra support in their phonics knowledge. These interventions need to provide efficient and concise teaching, with a key focus on a sound or a family of sounds (dependent on the skill/grapheme gap)

Intervention groups should be 1:1 and follow a similar approach to that of Key Stage 1.

### **Bridging Scheme**

In Key Stage 2 we also have a bridging scheme for any children who have not graduated from our phonetically decodable scheme by the end of Year 2. This is to ensure that the texts they continue to read are decodable and to help develop children's fluency before becoming a free-reader.

Bridging scheme levels are Brown and Grey.

## 4. Nursery Long Term Plan

At Green Lane we are fortunate that we are able to support children in their phonics journey from Phase 1. Following Essential Letters and Sounds, Phase 1 is focused on developing speaking and listening skills, the emphasis being for children to become attuned to the sounds around them. These skills also lay the foundation for segmenting and blending later in phase 2.

Phase 1 is divided into seven aspects, with the first six being nonconsequential. This allows practitioners to provide opportunities from any of the first six aspects in any order, at any time. It allows clear skills gaps to be filled with either individuals or groups of children.

Aspect 7 usually comes later when children have had opportunities to develop their skills.

### Aspect 1 – General sound discrimination – environmental

Begin to raise awareness of the sounds around them and to develop their listening skills. Activities could include a listening walk, drumming items in various locations (inside and outside) making shakers

### Aspect 2 – General sound discrimination – instrumental sounds

Develops children's awareness of sounds made by instruments and noise makers. Activities include comparing and matching sounds, playing a variety of instruments – making quiet and loud sounds.

### Aspect 3 – General sound discrimination – body percussion

Develops children's awareness of rhythm and sounds. Activities include singing, rhymes and listening to music.

### Aspect 4 – Rhythm and rhyme

Develop children's experiences of rhythm and rhyme in speech. Activities include rhyming stories, clapping out syllables in words.

### Aspect 5 – Alliteration

Focus is on initial sounds of words, with activities including I-spy,

### Aspect 6 – Voice sounds

Children begin to start to distinguish between different vocal sounds and begin oral blending and segmenting.

### Aspect 7 – Oral blending and segmenting

The main aim is to develop oral blending and segmenting skills. Children start to practice oral blending, using their listening skills to help them distinguish segmented letters into one blended sounds.

Within the summer term, some phase 2 graphemes may be introduced weekly based on the readiness of the cohort – this will be to support the children in meeting their Literacy

objectives within development matters (3-4 years) and to support with initial sounds and the oral blending aspect of phase 1.

#### Summer Term of Nursery:

In the summer term, the cohort will be split into two groups. One group of children who will be attending Reception next year and one group of children with another year in Nursery. Those moving into Reception will begin to cover two sounds a week, from phase two. The other children will continue their coverage of Phase 1 elements.

#### Summer Term of Nursery:

In the summer term of nursery the cohort will be split into two groups. One group of children who will be attending Reception next year and one group of children with another year in Nursery. Those moving into Reception will begin to cover two sounds a week, from phase two. The other children will continue their coverage of Phase 1 elements.

## **5. Reception Long Term Plan**

At the start of Reception children begin Phase 2, which includes 19 letters of the alphabet. These are split into sets and are introduced one at a time and in a set order.

Set 1: s a t p

Set 2: m i n d

Set 3: g o c k

Set 4: c k e u r

Set 5: h b f ff l ll ss

Children are encouraged to use their prior knowledge from nursery to listen to the letter sounds to blend and sound out the words. They will also begin to start learning how to segment words into letter sounds. Additional to these skills, children will be introduced to 'harder to read and spell' which are words that are not phonetically decodable and or have uncommon or unusual spelling. After learning each set, consolidation weeks will be filtered into learning to address any misconceptions and ensure knowledge is embedded.

Children then move onto Phase 3 where they learn the rest of the letters of the alphabet and then move onto digraphs. Children will also learn the letter names of the alphabet during this time. More 'harder to read and spell words' are given to children to learn to read and spell thus also developing their vocabulary and language skills.

Set 6: j v w x

Set 7: y z zz qu

Consonant digraphs: ch sh th ng nk

Vowel digraphs: ai ee igh oa o oar or ur ow oi ear air er

Phase 4 is introduced. Phase 4 is slightly different to the other phases, as children are not learning any new sounds. This phase focuses on blending and segmenting longer words with adjacent consonants (br, fl, cr) and more than one syllable (polysyllabic). Alongside this, children are introduced to new harder to read and spell words.

Alongside the teaching of Phase 4, graphemes from other phases will be integrated into the learning opportunities to consolidate all the prior learning. There is a five-week introduction to phase 5 within the summer term.

## **6. Year 1 – Long Term Plan**

At the beginning of year 1, phase 5 is recapped for the initial eight weeks. This allows children to be familiar with sounds they are already aware of, whilst practicing the blends of sounds. During this time, assessments will take place to get a clear understanding of each child's capabilities.

Following this recap, children will continue to move through phase 5, where they begin to learn alternative graphemes and phonemes linked with sounds they may already have been taught. As an example, they already know /ee/ as in bee but now they will be introduced to /ea/ as in bead and /e\_e/ as in even. These spellings will be taught alongside the phase 3 digraphs that the children are already familiar with.

Throughout Phase 5 children will be exposed to phase 3 spellings along with phase 4 consonant blends. This practice embeds the children's knowledge and understanding of the phonemes along with constantly recapping prior learning and further embedding this.

At the beginning of June, children take part in the Phonics Screening Check. This tests their ability to segment and blend words together. Within the assessment, they are exposed to both real and pseudo words along with graphemes from phases 2 to 5. Blends make up a large section of the test, therefore it is important that blends are taught within any phase you may recap. Within Year 1, there is ample opportunity to recap sounds and it is important that gaps in a child's knowledge are addressed and supported through quality teaching and where necessary carefully planned interventions.

Alternative pronunciations and spellings for graphemes are introduced later in the school year. For example, /ea/ as in tea, can be head and break however sound differently in each word. Word and spelling knowledge will be worked on extensively in preparation for phase 6 in Year 2.

By the end of Year 1, children should have passed their phonics screening test and should be confident in segmenting and blending sounds to read words.

## **7. Year 2 – Long Term Plan**

At this stage children will move onto phase 6, where the emphasis is focused more towards spelling. Phase 6 focuses on accurate spelling and spelling rules, whilst also developing

children into more fluent and expressive readers. Any children who did not pass their phonics screen or children who have identified gaps will have daily phonics interventions.

## 8. Key Stage 2 – Long Term Plan

### Who may need additional support and phonics interventions?

- Children who did not pass the phonics screening check by the end of KS1
- SEN children
- EAL (English as an Additional Language) / NTE (New to English) children

## APPENDIX A

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you



Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

### Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

### Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

### Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

### Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

### Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					