Phonics Policy

September 2019

Review Date September 2020

Reviewed 5th September 2019



# Phonics

At The Academy at St James we use systematic teaching of phonics to support children in learning to read and write. As children progress in their phonic knowledge children will move on from learning letters and the sounds that they make, to using and applying this knowledge to read and write words, then into reading and writing sentences. We give the children the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

# Aims

To teach children to:

* Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
* Apply the skill of blending phonemes in order to read words (SOUND TALK).
* Read high frequency words that do not conform to regular phonic patterns.
* Read texts that are within their phonic capabilities as early as possible.
* Decode texts effortlessly so all their resources can be used to comprehend what they read.  Segment words into their constituent phonemes in order to spell words (SPELLING FINGERS).
* Learn that blending and segmenting words are reversible processes.
* Spell effortlessly so that all their resources can be directed towards composing their writing.  Share their love for reading with parents and become avid readers.

# Objectives

To ensure that children progress in their phonic knowledge through*:*

* 30 minute daily phonic lessons
* Phonics being promoted as a tool to help children decode words to read and spell
* Children being encouraged to use and apply their phonic knowledge in independent work and guided reading sessions

# Planning

At The Academy at St James we use the ‘Read Write Inc’ phonics programme. The children rapidly learn sounds and the letter or groups of letters they need to represent those sounds. Nursery to Year 2 follow mid-term planning that ensures consistency in the teaching, learning and progression of children’s phonic learning. The phonics planning (APPENDIX 1) gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning.

# Teaching

All children (Nursery- end of Year 2) have a daily phonics session of 30 minutes. In EYFS as children enter the school they are assessed as to their phonemic awareness and then grouped accordingly. In EYFS a focus on developing children’s phonic awareness and Phase 1 skills is also taught within the daily provision during free flow sessions. Children are then grouped across the EYFS. In KS1 children are grouped according to their ability and are streamed across the stage.

**Assessment**

Assessment is carried out at the end of each Phonics phase using the schools’ phonics assessment tracker (APPENDIX 2) to assess the children’s knowledge and to determine and change appropriate groupings. This information is used to identify areas that need to be revised or repeated.

# Cross Curricular Links

At the Academy at St James we recognise the impact good phonics teaching can have on children learning to read and write, but we see it as part of a rich literacy curriculum. Children are exposed to a wide variety of books and texts to encourage their love of reading. During literacy sessions we encourage children to apply their phonic knowledge to read and write. In Early Years children are giving the opportunity to develop their mark making into early writing through setting exciting contexts for writing for a purpose using their phonic knowledge.

# Inclusion, including provision for gifted and talented, EAL and SEN

Phonic lessons are streamed so that the task is directly matched to children’s phonic level. Regular assessment is used to ensure that children are in the correct phonics groups. Streaming also allows for children that benefit from learning in smaller groups to be accommodated for. Gifted and talented children are identified and work in a smaller group at the same ability and allowed to progress at a faster pace than the rest of the class. Children with SEND either work in a group but with a Learning Support Assistant to provide additional support, or they work individually on their phonic targets, depending on their needs.

Children who do not meet the required level in the Year one phonics screening check in Year One have the opportunity to repeat the check when they are in Year 2. We acknowledge that for most children regular synthetic phonics lessons are the best way to learn, but some children require a

different approach and in this instance the school will strive to provide interventions based upon individual needs.

# Standards

In Year 1 children take part in the national phonics screening check. This assessment gathers information on the children’s ability to blend and segment decodable words to read, and their recognition of ‘tricky’ non decodable words. Children who do not meet the required mark in Year 1 continue daily phonics lessons in Year 2 and will sit the check again at the end of Year 2.

# Monitoring

The phonics leader is responsible for mid-term planning in phonics across the school. The phonics leader regularly offers peer observation sessions where class teachers and support staff have the chance to observe best practice lessons to support their own teaching of phonics.

# Involving parents

Workshops for parents are run throughout the year (at least termly). These workshops focus on developing parents’ subject knowledge in the teaching of phonics and on supporting them to work alongside their children in phonics activities. All parents of children in EYFS and KS1 will receive a parents’ handbook to enable them to support their child with developing phonics, reading and spelling at home.

APPENDIX 1

**Teaching Sequence for Set 2**

|  |  |  |
| --- | --- | --- |
| **Sound** | **Saying** | **Words to read or write** |
| **ay** | May I play? | Spray, play, day, way, may, say |
| **ee** | What can you see? | See, three, been, green, seen, sheep, sleep |
| **igh** | Fly high! | High, night, light, fright, bright, might |
| **ow** | Blow the snow | Blow, snow, low, show, know, slow |
| **oo (long)** | Poo at the zoo | Too, zoo, pool, food, moon, spoon |
| **oo (short (u))** | Look at a book | Took, look, book, cook, shook, foot |
| **ar** | Start the car | Car, start, part, hard, sharp |
| **or** | Shut the door | Sort, short, horse, sport, fork, snort |
| **air** | That’s not fair | Fair, stair, hair, air, chair, lair |
| **ir** | Whirl and twirl | Girl, bird, third, whirl, twirl |
| **ou** | Shout it out! | Out, shout, loud, mouth, round, found |
| **oy** | Toy for a boy | Toy boy enjoy |

**Teaching Sequence for Set 3**

|  |  |  |
| --- | --- | --- |
| **Sound** | **Saying** | **Words to read and write** |
| **ea** | Cup of tea | Clean, dream, seat, scream, real, please |
| **oi** | Spoil the boy | Join, voice, coin |
| **a\_e** | Bake a cake | Make, cake, bake, name, date, late |
| **e\_e** | Pete and Neve compete | These, eve, steve, extreme, athlete, compete |
| **i\_e** | Nice smile | Smile, white, nice, like, time, hide |
| **o\_e** | Phone home | Home, hope, spoke, note, broke |
| **u\_e** | Huge brute | Tune, rude, huge, brute, use, June |
| **ph** | Photo of an elephant | Photo, elephant, dolphin, phonics, alphabet |
| **aw** | Yawn at dawn | Saw, law, dawn, crawl, paw, yawn |
| **are** | Share and care | Share, dare, scare, square, bare, care |
| **ur** | Nurse with a purse | Nurse, turn, spurt, nurse, hurt |
| **er** | Better letter | Never, better, weather, after, proper, corner |
| **ow** | Brown cow | How, down, cow, brown, town, now |
| **ai** | Snail in the rain | Snail, pail, rain, tail, train, paint |
| **oa** | Goat in a boat | Goat, boat, road, throat, toast, coat |
| **ew** | Chew the stew | Chew, new, blew, flew, drew, grew |
| **ire** | Fire! Fire! | Fire, hire, wire, bonfire, wire, inspire |
| **ear** | Hear with your ear | Hear, dear, fear, beard, near, year, ear |
| **au** | Launch the astronaut | August, launch, haul, Paul, haunt, author |
| **ie** | A fried pie | Fried, pie, tie, cries, untie, lie, die |
| **ue** | O0! Its blue glue | Blue, glue, argue, Sue, tissue, argue |
| **oe** | Potatoes and tomatoes | Toe, Joe, heroes, tomatoes, potatoes |
| **tion** | Pay attention | Conversation, celebration, exploration |
| **tious/cious** | Scrumptious, delicious | Delicious, suspicious, vicious, precious |

# Word Time Lesson Plan

* Recap previously learned sounds
* Speed sounds review
* Oral blending with previously learned sounds (adult to sound out words, children to blend)
* Use large sound cards to build and blend words
* Magnetic letters on white boards for blending and segmenting (use spelling fingers).
* Write a few words in book (use spelling fingers)
* New green words (with dots and dashes)  Speedy green words (previously learned)
* Alien words  Red words

|  |  |  |
| --- | --- | --- |
| Lesson/Week | Sounds | Words |
| 1.1 | m a s d t | mat at mad sad dad sat |
| 1.2 | m a s d t **i n p g o** | in on it an and pin pat  got dog sit tip pan gap  dig top |
| 1.3 | m a s d t i n p g o **c k u b** | bin cat cot kit mud up cup bad |
| 1.4 Start spotting digraphs in words before blending. | m a s d t i n p g o c k u b **f e l h sh** | bed met get fan fun fat  lip log let had hit hen ship shop fish |
| 1.5 | m a s d t i n p g o c  k u b f e l h sh **ck r j**  **v y w** | red run rat jog jet jam  vet yap yes yet yum web win wish wet sock |
| 1.6 | m a s d t i n p g o c  k u b f e l h sh ck r j  v y w **th z ch qu x**  **ng nk** | thin thick this zag zip  chin chop chat quiz fox  box fix six sing bang thing wing |
| 1.7 | m a s d t i n p g o c  k u b f e l h sh ck r j  v y w th z ch qu x ng  nk | 1. sounds: bell well fell huff mess back thing think wink.      1. sounds: blob blip brat drop drip clip from frog flop bend jump hand black      1. sounds: strop stamp pocket kitchen lemon bucket ticket jacket. |

**Ditties Lesson Plan**

* Recap previously learned sounds
* New speed sound (or reteach sounds children are finding difficult to remember).
* New sound green words
* Story green words
* Alien words
* Red words
* Partner practice – speed sounds and green/red words printed on ditties
* Ditty introduction (new vocab meaning etc.)
* First read (children)
* Adult to read (children to follow text with lolly stick and jump in when adult pauses).
* Children read again.
* Talk about questions.
* Hold a sentence (on bottom of ditty)
* Write a sentence

**Green, Purple, Pink and Orange Book Lesson Plan.**

Each book will last a minimum of three phonics lessons.

Every lesson should include…

* Recap of previously learned sounds
* New speed sound (set 2/3)
* New sound green words.
* Story green words
* Speedy green words
* Alien green words
* Red words
* Partner Practice – speed sounds, green and red words in book.

|  |  |  |
| --- | --- | --- |
| Lesson 1 | Lesson 2 | Lesson 3 |
| Book introduction | Adult to read – children to jump in when adult pauses. | Recap the story as a group. |
| Children first read in partners. | Second read in partners | Third read |
| Adult – read aloud to demonstrate expression. | Hold a sentence | Comprehension questions in the back of the book (fastest finger to trap the  answer/text or talking partners and model answer) |
| Hold a sentence. | Write a sentence |
| Write a sentence. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Green Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | On the bus | Sit on the bus. | Sit with the cat. |
| 2 | My dog Ned | My dog has a bad leg. | I will rub in a bit of this. |
| 3 | Six Fish | The cat had a fish. | That is a lot of fish. |
| 4 | The Spell | A rat is in my pot. | A slug is in my pot. |
| 5 | Black Hat Bob | He is on his ship. | He has got a cash box. |
| 6 | Tug, tug | I will catch a big fish. | He got his fishing rod. |
| 7 | Chips | He got lots of chips. | I can have a chip. |
| 8 | The web | This is a long thin bug. | A big black bug is stuck in the web. |
| 9 | Pip’s pizza | I can smell pizza. | He put red jam on it. |
| 10 | Stich the witch | I can have a wish. | I wish I had a bed. |

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| --- | --- | --- | --- |
|  | Purple Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | Ken’s cap | I have lost my cap. | I left my cap in that pit. |
| 2 | A bad fox | The bad fox bit the hen. | The fox ran off with the hen. |
| 3 | Big Blob and Baby Blob | He went to the big shops. | He got a black hat. |
| 4 | Tim and Tom | He ran and ran on the sand. | I have got my red cap. |
| 5 | Tag | He hid in the big box. | I am in the rocket. |
| 6 | Elvis | I tap and tap the box. | His job is mending things. |
| 7 | Flip Frog and the bug | He sat on a big log. | The bug lands next to him. |
| 8 | Red Ken | He went off in his truck. | I will mix it up with this stick. |
| 9 | Billy the kid | Let me get a fat red plum. | I will put you in the pond. |
| 10 | In the bath | He has got a duck in the bath. | He put his red ship in the bath. |

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| --- | --- | --- | --- |
|  | Pink Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | Scruffy Ted | Ted is the best. | He has black socks. |
| 2 | Tab the cat | You must get a big tank for a fish. | A rat will smell. |
| 3 | In the sun | The sand is soft and wet. | I have a stick of pink rock. |
| 4 | The dressing up box | He put on the hotpants and the vest. | He put on the pink wig and the cap. |
| 5 | Tab’s kitten | She has got fish and milk. | The kitten drinks the milk. |
| 6 | Sanjay stays in bed | I must read all day. | He had a cup of milk and eggs. |
| 7 | The greedy green gremlin | I creep away on my three green feet. | He keeps me in the sink. |
| 8 | In the night | Rat creeps in the night. | I just might get a bit of a fright. |
| 9 | Snow | Follow me into the street. | I throw snow in my street |
| 10 | So cool! | I will have all the right food. | It will be so cool in my flat. |

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| --- | --- | --- | --- |
|  | Orange Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | Playday | You may play with the clay. | I will play in the sand. |
| 2 | I think I want to be a bee | I want to munch green grass. | I want to flash my teeth. |
| 3 | A bad fright | I might switch off the light. | Mum did not get a fright. |
| 4 | Follow me | Follow me and I will show you what to do. | Do you know what to do? |
| 5 | Too much! | My dog is much too fat. | My cap is too little. |
| 6 | A good cook | I look in my cookbook. | The pasta took all day to cook. |
| 7 | Come on, Margo | Three cars stand at the start. | The three cars did not get far. |
| 8 | My sort of horse | This horse wants to play. | This sort of horse sings all day. |
| 9 | Haircuts | My hair is very messy. | She has got long hair. |
| 10 | My best shirt |  |  |

**Yellow, Blue, and Grey Book Lesson Plan.**

Each book will last a minimum of three phonics lessons.

Every lesson should include…

* Recap previously learned sounds
* New speed sound (set 2/3) or review one that children need to practise.
* New sound green words.
* Story green words
* Speedy green words
* Alien green words
* Red words
* Partner Practice – speed sounds, green and red words in book.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lesson 1 | | | Lesson 2 | | Lesson 3 |
| Story Introduction | | | Jump in… adult to read children to follow text and shout out next word when adult pauses. | | Third read with partner. |
| Vocabulary check | |
| First read with partner | | | Second read with partner | | Questions from back of book (fastest finger). |
| Adult to read whole story to demonstrate expression. | | | Hold a sentence 2/Write it | | Children Read and answer questions.  Partner 1 reads question, partner 2 answers using text as a guide |
| Hold a sentence 1/Write it | | | Build a sentence. Guided write |
|  | Yellow Book | Hold a sentence (lesson 1) | | Hold a sentence (lesson 2) | |
| 1 | The duck chick | Things began to go wrong in the spring. | | The duck chick flapped his long wings and jumped into the pond. | |
| 2 | Off sick | Mum said I cannot go swimming with Dad and Sam today. | | Tomorrow you can have sweets and pick a film from the shop. | |
| 3 | Tom Thumb | He skipped with the insects and chatted with the frogs. | | Get me out of this fish! | |
| 4 | The gingerbread man | He jumped out of the tin and ran from the kitchen. | | He stopped running and looked at the fox. | |
| 5 | Robin Hood | Let me get past! | | Will you put that arrow back and get a stick? | |
| 6 | Lost | Will you let the kittens stay with me when you go on holiday? | | He is very playful. | |
| 7 | Do we have to keep it? | Mum dumps the baby on my knee. | | I have got a funny feeling that I will miss him. | |
| 8 | Danny and the Bump-a-lump | Is it there in the daylight, or just in the night? | | Tell it to go away! | |
| 9 | Grow your own radishes. | Plant the seeds in a narrow window box and put them in the sun. | | Keep the compost damp and watch the seeds grow. | |
| 10 | The foolish witch | They slept on soft beds with smooth satin sheets. | | Stay there until you are good and fat. | |

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| --- | --- | --- | --- |
|  | Blue Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | Barker | He picked up the food and started running away. | He started barking when we were all asleep one night. |
| 2 | The poor goose | Run from the farmyard to the barn. | “I am the smartest animal,” said the dog. |
| 3 | Hairy fairy | How can I be a good fairy when I’m so hairy. | “Stop frightening the children” she said. |
| 4 | King of the birds | The wild birds whirled off to their important meeting. | Who will they choose to be the king of the birds? |
| 5 | Our house | Bounder pounced on the sandwich when it fell to the ground. | I stuffed most of the little sweets into my mouth. |
| 6 | The jar of oil | I will sell it, the man said to his little yellow dog. | We will marry and live together in a grand house. |
| 7 | Jade’s party | We raced along the pavement to the place where the bus stopped. | Take this shopping back to the shop and pick up the right bag. |
| 8 | Jellybean | Please can I have a horse for a pet? | The sheep bleated all night so it had to leave. |
| 9 | A box full of light | What do you think is inside the box? | “Let’s hide behind this for a while” said Fox with a smile. |
| 10 | The hole in the hill | Give me five bags of gold! | Everybody wrote a note asking for the children to come home. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Grey Book | Hold a sentence (lesson 1) | Hold a sentence (lesson 2) |
| 1 | Rex to the rescue | “Put that dog on a lead before he bites someone!” said Luke. | Sue thought Luke was being rude and didn’t listen to him. |
| 2 | The lion’s paw | Inside he saw a pile of bones and a golden hair on the floor. | Do you think it is strange that the lion held out his paw? |
| 3 | I dare you | There is a lot of spare time in space. | “Prepare to be very, very scared,” said Rob. |
| 4 | Looking after a hamster | Your hamster will like to come out of his cage each day to play. | What do you need to feed your hamster? |
| 5 | How silly! | “Go down to the cellar and fetch me some flour,” shouted Barbara. | Where can I find a silly man? |
| 6 | Wailing Winny’s car boot sale | “Go and find my best trainers straight away” said Phil. | Winny was afraid she wouldn’t find the trainers again. |
| 7 | Toad | Why should a pretty princess agree to live with an ugly toad? | “Keep your promises,” the King said to his beautiful child. |
| 8 | Andrew | Why was Andrew confused about where he was? | I knew I was safe when I saw the red, white and blue boat. |
| 9 | Dear vampire | “Is it nearly time for this year’s bonfire party?” asked Winny. | “Oh dear!” wailed Winny. “I wanted a scary vampire.” |
| 10 | Vulture Culture | A condor is an amazing animal because it is the largest flying bird. | A condor has a mixture of black and white feathers. |

**APPENDIX 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ASSESSMENT | |  | Total | Date | Date | Date | Date |
|  |  |  | score | score | score | score | score |
| A | Speed sounds cards | Known At speed | 31 |  |  |  |  |
| 31 |  |  |  |  |
| B | Oral sound blending |  | 20 |  |  |  |  |
| C | Sound-blending for reading | VC / CVC  CVC  CCVC &  CVCC | 10 |  |  |  |  |
| 10 |  |  |  |  |
| 10 |  |  |  |  |
| D | Red words (ditties, green & purple storybooks |  | 10 |  |  |  |  |
|  | Passage 1 |  | errors |  |  |  |  |
| E | Speed sounds cards set 2 | Known  Known at speed | 12 |  |  |  |  |
| 12 |  |  |  |  |
| F | Sound-blending for reading | Real words Alien words | 12 |  |  |  |  |
| 12 |  |  |  |  |
|  | Key words first set |  | 12 |  |  |  |  |
| G | Two-syllable words |  | 10 |  |  |  |  |
|  | Key words 2nd set |  | 20 |  |  |  |  |
|  | Passage 2 |  | errors |  |  |  |  |
| H | Read words (pink & orange books) |  | 15 |  |  |  |  |
| I | Speed sounds cards set 3 | Known At speed | 17 |  |  |  |  |
| 17 |  |  |  |  |
| J | Sound-blending for reading | Real words Alien words | 18 |  |  |  |  |
| 10 |  |  |  |  |
|  | Key words 3rd set |  | 24 |  |  |  |  |
|  | Passage 3 |  | errors |  |  |  |  |
|  | Key words 4th set |  | 24 |  |  |  |  |
|  | Passage 4 |  | errors |  |  |  |  |
|  | Key words 5th set |  | 19 |  |  |  |  |
| K | Multi-syllable words |  | 12 |  |  |  |  |
|  | Passage 5 |  | errors |  |  |  |  |
| L | Red words (yellow, blue & grey story books |  | 30 |  |  |  |  |
|  | Passage 6 |  | errors |  |  |  |  |

ASSESSMENT A: Tick once if the child knows the phoneme; tick twice if they read it at speed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| m | a | s | d | t |
| i | n | p | g | o |
| c | k | u | b | f |
| e | l | h | sh | r |
| j | v | y | w | th |
| z | ch | qu | x | ng |
| nk |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sound knows | Speed and confidence | Starting point | Starting point | St James’ reading |
| Only a few sounds known | No blending | Teach set 1 |  | ELG emerging  Lilac BB  Autumn YR |
| 10 – 20 sounds | No blending | Teach set 1 |  | ELG emerging  Lilac BB  Autumn YR |
| 20+ sounds | Can blend | Teach and review set 1 | Ditties when can sound-blend word  Time! 5 | ELG emerging  Lilac BB  Autumn YR |
| 20+ sounds | No blending | Teach and review set 1 – stress blending using magnetic letters | Ditties when can sound-blend word Time! 5 | ELG emerging  Lilac BB  Autumn YR |

ASSESSMENT B: say the word in sound talk for the child; then ask the child to say the word. Can the child blend sounds orally?

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s-i-t | m-e-  n | c-a-t | ch-i-  n | c-u-p | n-eck | p-o-t | l-e-g | sh-o-  p | p-a-n |
| b-ack | r-a-t | s-i-t | g-o-t | t-a-p | b-o-p | p-e-t | j-o-t | p-e-g | h-u-g |

**Total /20**

ASSESSMENT C: can the child read these sounds at speed?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| s | t | f | | n | a | | m | h | | o | sh |  | u | d |
| g | o | w | | p | b | | i | l | | j | u |  | e | r |
| Ask the child to read the words in sound talk, then say the whole word. | | | | | | | | | | | |  |  | |
| on | | | in | |  | am | | |  | at | |  | it | |
| and | | | him | |  | had | | |  | mum | |  | mad | |
| **Total /10** | | | | |  |  | | |  |  | |  |  | |
| mid | | | gap | |  | lid | | |  | fog | |  | pin | |
| fig | | | mud | |  | den | | |  | bug | |  | dot | |
| **Total /10** | | | | |  |  | | |  |  | |  |  | |
| slip | | | press | |  | flap | | |  | drop | |  | glum | |
| best | | | jump | |  | crash | | |  | hand | |  | stand | |

# Total /10

ASSESSMENT D: can the child read these words on sight?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I | the | my | you | said |
| your | are | be | he | no |

**Total /10**

Passage 1

a big hot sun a man in a hat a dog in a box a cat on a mat

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| Fewer than 3 errors | Confident sound-blending of unknown words. Needs to blend fewer than 6 words | Review set 1 | Set 1 green story books | ELG developing  Pink BB  Spring YR |
| 3 - 6 errors | Hesitant sound-blending. Need to sound-blend fewer than 6 words | Review set 1 and soundblending | Ditties | ELG emerging  Lilac BB  Autumn YR |
| 6 – 8 errors | Poor sound knowledge, slow sound blending | Review set 1 and soundblending | Ditties when can sound-blend. Word time! 5 | ELG emerging  Lilac BB  Autumn YR |

ASSESSMENT E: speed sound cards set 2

One tick if the child knows the sound. Two ticks can read at speed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| oy | ay | ow | igh | oo | oo |
| ou | or | ir | air | ar | ee |

**known /12 known at speed /12**

ASSESSMENT F: sound-blending for reading. Speed sound cards set 2

Children must be able to read the sounds in Assessment E: at speed.

Ask the child to read the word in sound-talk, then say the whole word

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| tray | steep | slight | blow | spoon | start |
| snort | firm | stair | cook | toy | cloud |
| **known /12**  Nonsense words | | |  |  |  |
| fleen | glight | stoon | snay | trow | sout |
| goy | flook | jair | kirn | dort | narf |

**known /12**

**Key Words set 1: child must be able to read at speed to meet ELG**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | and | he | I | in | is |
| it | of | that | the | to | was |

**Total. /12**

ASSESSMENT G: Two-syllable words

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| gremlin | dishcloth | farmyard | cartoon | lightning |
| shallow | snowman | songbird | cookbook | kitchen |

**total /10**

**Key Words set 2: child must be able to read at speed to achieve Y1 developing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| all | are | as | at | be | but |
| for | had | have | him | his | not |
| on | one | said | so | they | we |
| with | you | Return to Key Words set 1 if child could not read all on sight | | | |

**Total. /20**

Passage 2

Ben got in the bath.

Ben put Danny the duck in the bath. Splish splish

Ben put his red ship in the bath. Splash splash

Then Ben got Mum’s big jug. Splosh splosh

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| 2 - 3 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 4 words. | Review set 1. Teach and review set 2 | Set 3 Pink Storybooks | Y1 Developing  Blue BB  Spring Y1 |
| 4 - 6 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 7 words. | Review set 1. Teach and review set 2 | Set 2 purple storybooks | YR secure  Red BB  Summer YR  Autumn Y1 |
| 6 – 8 errors | Sound-blends unknown words confidently. Needs to sound-blend more than 7 words. | Review set 1 | Set 1 green storybooks | YR secure  Red BB  Summer Y1 |

If the child reads without errors move to passage 2

ASSESSMENT H: Red words

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| what | all | no | we | so |
| to | me | call | her | there |
| want | go | old | some | he |

**Total /15**

ASSESSMENT I: Speed sounds cards set 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a\_e | ea | i\_e | ai | oa | o\_e |
| are | u\_e | ur | ew | ow | oi |
| ire | ear | ure | er | aw |  |

**Known /17. Known at speed /17** ASSESSMENT J: Sound-blending for reading. Speed sounds cards set 3

Children must be able to read the sounds in Assessment I: at speed.

Ask the child to read the word in sound-talk, then say the whole word

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| fame | stream | kite | paint | groan | bone |
| spare | flute | burn | chew | brown | choice |
| spire | fear | cure | letter | frown | paw |

**Total /18**

Nonsense words

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| slake | floke | cleab | grike | gure |
| snape | tice | cripe | sleam | buke |

**Total /10**

**Key Words set 3: child must be able to read ALL at speed to achieve Y2 secure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| about | an | back | been | before | big |
| by | call | came | can | come | could |
| did | do | down | first | from | get |
| go | has | her | here | if | into |

Return to previous sets if child could not read all on sight.

**Total. /24**

Passage 3

Rats creep in the night dogs yap cats fight witches grin something’s not right! Goblins play tricks in the night.

On flapping wings bats in flight.

Something went bump.

Just switch on the light!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| 3 – 4 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 5 words. | Review set 1 Teach rest of set 2 and set  3 | Set 5 Yellow storybooks | Y2  Developing  Turquoise BB  Autumn Y2 |
| 4 – 6 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 7 words. | Review set 1 Teach and review set 2 | Set 4 Orange story books | Y1 secure  Orange BB  Summer Y1 |

If the child reads with fewer than 3 errors, move straight to passage 4

**Key Words set 4: child must be able to read ALL at speed to achieve Y2 secure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| just | like | little | look | made | make |
| me | more | much | must | my | new |
| no | now | off | old | only | or |
| other | our | out | over | right | see |

Return to previous sets if child could not read all on sight.

**Total /24**

Passage 4

I started off as a tooth fairy.

You know, when a child has lost a tooth, he puts it under his pillow at night.

The tooth fairy creeps upstairs, nips into his bedroom, and swaps the tooth for £1.

It was a good job, that.

But the fairy queen said I might frighten the children, so I got the sack.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| 3 – 5 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 4 words. | Review set 1  Teach rest of set  2 and set 3 | Set 6 Blue storybooks | Y2 Developing  Gold BB  Spring 2 Y2 |
| 5 - 7 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 4 words. | Review set 1 and  2. Teach set 3 | Set 5 Yellow story books | Y2 Developing  Turquoise BB  Autumn 1 Y2 |

If the child reads with fewer than 3 errors, move straight to passage 5

**Key Words set 5: child must be able to read ALL at speed to achieve Y2 secure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| she | some | their | them | then | there |
| this | two | up | want | well | went |
| were | what | when | where | which | who |
| will | your | Return to previous sets if child could not read all on sight. | | | |

**Total / 20**

ASSESSMENT K: Multi-syllable words

Ask the child to use sounds and syllables to read the words if she cannot read the word “on sight”.

|  |  |  |  |
| --- | --- | --- | --- |
| nightingale | compare | describe | confuse |
| mistake | spoilsport | conversation | enquire |
| unforgettable | temperature | vicious | procession |

**Total /12**

ASSESSMENT L: Red words

Ask the child to read the words “on sight”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| does | tall | come | watch | who |
| were | brother | any | there | where |
| two | small | love | many | here |
| once | buy | worse | thought | talk |
| caught | bought | walk | could | anyone |
| would | great | son | water | should |

**Total /30**

Passage 5

The king and his people had a meeting about the rats. Suddenly, the door was thrown open, and a strange fellow came into the room.

He had bells on his toes and he held a pipe.

Standing alone in the doorway, he spoke to the king.

“I am the Pied Piper.

I hope you will let me help you.”

The king rose from his throne, grand in his crimson robes.

He said, “if you can get rid of those rats, I will pay you five bags of gold.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| 3 – 5 errors | Sound-blends unknown words confidently. Needs to sound-blend fewer than 8 words. | Review set 2 Teach set 3 | Set 7 grey storybooks | Y2 securing  White BB  Spring 1 Y2 |

If the child reads with fewer than 3 errors, move straight to passage 6

Passage 6

There was even a song about him.

“Vicious Snatchasaurus prowls through our lands,

With spikes on his feet and claws on his hands,

Crashing through the treetops on mountainous legs

Making his dinner from dinosaur eggs.”

This sounded serious.

The other dinosaurs go together to talk about it.

Stegosaurus was suspicious. Torosaurus was curious.

But Brachiosaurus was furious!

“What a cheek,” she bellowed.

“We herbivorous dinosaurs can’t protect our eggs from the likes of him.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Errors | Speed and confidence | Starting point | Starting point | St James’ reading |
| 3 – 5 errors | Sound-blends unknown words confidently. Needs to sound out fewer than 7 words. | Teach complex chart for spelling | Letters and sounds stage 6 | Y2 secure  White BB  Spring 2 Y2 |
| 3 – 5 errors | Reads confidently. Needs to sound-blend fewer than 4 words | Teach complex chart for spelling | Set 7 Grey storybooks | Y2 securing White BB  Spring 1 Y2 |

Phonics Glossary

|  |  |
| --- | --- |
| Terminology to be used | Description/meaning |
| **Phonics** | The system of sounds we use to teach children to read. |
| **Phoneme** | The sound. |
| **Grapheme** | The letters that are used to record a sound . |
| **Digraph (not diAgraph)** | 2 letters that are used to record a sound. |
| **Split digraph** | A sound where the two letters are split up so the e sits on the end of the word making the vowel a long vowel sound. |
| **Trigraph** | 3 letters that are used to record a sound. |
| **Sound talk** | When we split a word up into its sounds (oral segmenting). |
| **Spelling fingers** | When we press the sounds in a word onto our fingers to help us spell words. |
| **Green words** | Words which are decodable or follow the rules we teach children about which letters make sounds. |
| **Red words** | Common exceptions which don’t follow the rules we have taught children about letters making particular sounds (you can’t sound talk a red word). |
| **Letter names** | The alphabet which we use to refer to letters which make sounds. |
| **Sound buttons** | The markings we put underneath words to indicate sounds (a dot for a single sound and a line underneath letters which make a sound with 2 or more letters). |
| **Syllables** | A set of sounds which make a part of a word, you can hear them when you split a word up into ‘claps’ or chin wobbles. Example - Rain/bow |
| **Polysyllabic** | A word which contains many syllables.  Example night/ing/ale |