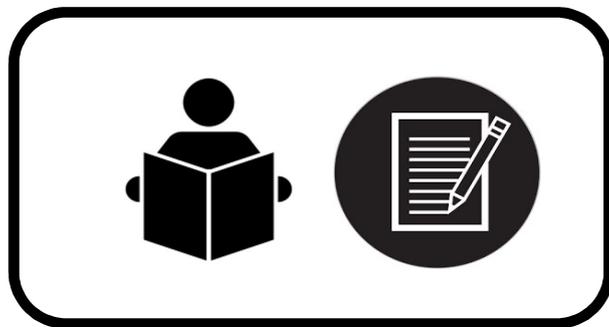
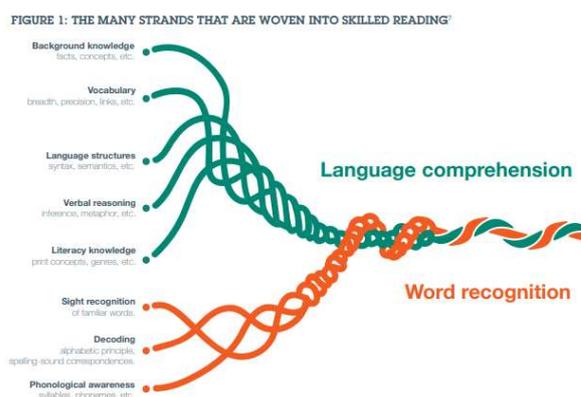


Phonics at Edale



Intent

At Edale, we recognise the importance of a systematic, synthetic phonics programme in teaching children the skills they need to become proficient readers and writers. This approach is particularly important for our younger learners in supporting them beginning to read and write in the early years and in improving literacy in KS1 (EEF Literacy guidance report, 2020). The phonics curriculum in school is designed to complement and be embedded within our reading and writing curriculums in order to give children a complete literacy strategy.



The Scarborough Reading Rope, taken from EEF, that shows the importance of phonics in supporting children to become skilled readers.

Implementation

At Edale, we follow the Nottingham City Council phonics progression guidance that complements Letters and Sounds, DfE 2007. Phonics teaching begins in F1 with phase 1 and the children will move through the phases at an appropriate pace for their learning and development. Phonics is taught daily from F1 to Year 2 in short, engaging, interactive sessions using the 'revise, teach, practice, apply' model.

Revise - revisit previously taught phonemes, high frequency words and skills such as blending/segmenting

Teach - introduce the focus phoneme or spelling pattern and high frequency words.

Practise - give children opportunities to use the new phoneme in guided practise activities

Apply - Children are given opportunity to apply new learning of focus phonemes, spelling patterns and high frequency words within the context of reading and writing. Links should be made to learning children have done in their reading and writing lessons for example using syntax to support decoding and transcription skills for writing.

The following progression documents show key objectives and outcomes for each phase and the groupings that phonemes are taught in. This document has been complemented with high frequency words that occur in each colour band of our reading scheme in school to ensure that children are being taught these in phonics sessions as well. The aim of this is to ensure daily exposure to a wider range of high frequency words that the children will be required to apply to their individual reading with the impact of improving reading fluency and automaticity.

Phase 1

By the end of phase 1 children will be: Developing their listening skills • Comparing and matching sounds made in the environment or made by instruments (e.g. drum, triangle, bells) • Singing songs and joining in with action rhymes • Clapping a beat or rhythm back to an adult • Clapping out the syllables of words • Recognising when words start with the same sound (orally) • Beginning to orally blend sounds together e.g. /m/a/t mat • Beginning to orally segment sounds

Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5	Aspect 6	Aspect 7
Sound discrimination – environmental sounds	Sound discrimination – instrumental sounds	Sound discrimination – body percussion	Rhythm and Rhyme	Alliteration	Voice Sounds	Blending and segmenting

Phase 2

- **By the end of phase 2 children will:** Give the sound when shown any phase 2 grapheme • Find any phase 2 grapheme when shown them as a group (e.g. on a sound mat or on a display) • Orally blend CVC words. Orally segment CVC words • Blend and segment in order to be able to read, and spell (using magnetic letters or by writing) VC words such as; am, on, up • Be able to read the common exception words: **the, to, go, no and I**

Single phonemes plus /ck/

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
sat, tap, tap, pat	sit, nip, mat, dip	gap, on, can, kip, pack	hat, net, rip, bed	win, fit, leg, up	jet, vet, yet, zip, box

Common exception or 'tricky' words:

I the to no go into

The following are additional high frequency (HF) words that may be integrated into phonics sessions/sent home with reading books that correspond with the 'pink' PM reading level (*some appear later in phase 3 and 4 common exception words but children will encounter them earlier in 1:1 reading books*) in order to improve children's fluency and automaticity in reading:

a and an is in at up on we me my up are Mum Dad look little here come down went going see said
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Phase 3

- **By the end of phase 3 children will:** Give the sound when shown all or most Phase 2 and Phase 3 graphemes
- Find all or most Phase 2 and Phase 3 graphemes when given the sound (e.g. on a sound mat or on a display)
- Blend CVC words consisting of Phase 2 and Phase 3 graphemes when reading words, captions or short sentences and read them aloud accurately
- Read and understand simple sentences
- Segment and make a phonetically plausible attempt at spelling CVC words using Phase 2 and Phase 3 graphemes which match their spoken sounds
- Write simple sentences which can be read by themselves and others
- Be able to read the common exception words: **he me she we be they was my you all are her**
- Be able to spell: **the I to no go**

3.1 Consonant digraphs

Set 7	Set 8	Set 9	Set 10
buzz puff hiss full	chat shop	that thin	sing quit

Common exception or 'tricky' words:

he we she me be

3.1 Vowel digraphs and trigraphs

Set 11	Set 12	Set 13	Set 14	Set 15	Set 16
rain feet night	boat hoot look	farm for hurt	cow coin dear	fair sure	corner

Common exception or 'tricky' words:

they was my you all are her

The following are additional HF words that may be integrated into phonics sessions/sent home with reading books, that correspond with the 'red' PM reading level (*some appear later in phase 4 and 5 common exception words but children will encounter them earlier in 1:1 reading books*) in order to improve children's fluency and automaticity in reading:

for coming this away you where too goes looked looking
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Assessment: To be secure at Phase 3, children must be starting to make phonemically plausible attempts at most of the words which they want to use in their writing, using their phonic knowledge. Many children will also be able to read two-syllable words and simple captions. The skills of blending and segmenting must be secure.

Phase 4

By the end of phase 4 children will: Give the sound when shown any phase 2 or 3 grapheme • Find any phase 2, or phase 2 grapheme when shown them as a group (e.g. on a sound mat, on a sound fan, on a display) • Blend and read words with adjacent consonants • Segment and spell words with adjacent consonants • Be able to read the common exception words: ***some, come, one, said, so, do were, when, have, there, out, like, little, what*** • Read and understand simple sentences • Be able to spell the common exception words: ***he, she, we, me, be, was, my, you, her, they, all, are*** • Write each letter, usually correctly • Write simple sentences which can be read by themselves and others • Know the names of the letters in the alphabet.

No new graphemes are taught during phase 4. Instead the aim is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words

To read and spell:

- CVC words (rain chop),
- CVCC words (champ bench punch toast),
- CCVC words (spark growl clean swing spoon),
- CCVCC words (trench crust)
- CCCVC words (spring strap)
- CCCVCC words (scrunch streets).

Common exception or 'tricky' words:

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

The following are additional HF words that may be integrated into phonics sessions/sent home with reading books, that correspond with the 'yellow' PM reading level (*some appear later in phase 5 and 6 common exception words but children will encounter them earlier in 1:1 reading books*) in order to improve children's fluency and automaticity in reading:

them came good stay again with your play his

Assessment: Children who are unable to segment to spell words containing adjacent consonants at the beginning and end or words are not yet secure at Phase 4. These children need more practise of oral segmentation of adjacent consonants and how to represent them in writing.

Phase 5

- **By the end of phase 5 children will:** Give the sound when shown any grapheme that has been taught
- For any given sound, write the common graphemes
- Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read and spell phonically decodable two-syllable and three-syllable words
- Read automatically common exception words
- Accurately spell most common exception words, including the days of the week
- Name all the letters of the alphabet
- Know the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Read words with contractions and know that the apostrophe represents any omitted letters
- Read words of more than one syllable that contain taught GPCs
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Write from memory sentences dictated by the teacher that include words using the GPCs and the common exception words taught so far.

5.1

Set 17	Set 18	Set 19	Set 20	Set 21	Set 22	Set 23	Set 24	Set 25	Set 26	Set 27	Set 28
Adding –s and –es	Adding –ed –ing –er Only adding –ed and –ing to verbs where the root word doesn't change	Long vowel families									
		rain day make	been she heat chief these	night pie kind bike	coin toy	coat go toe snow hope	moon music glue blew June	cow out	for paw launch more	turn girl her	chair bear care

Common exception or 'tricky' words:

oh their people Mr Mrs looked called asked

The following are additional HF words that may be integrated into phonics sessions/sent home with reading books that correspond with the 'blue' PM reading level in order to improve children's fluency and automaticity in reading:

can't coming find first friend gone house new now made make our saw there then two who

5.2

Set 29	Set 30	Set 31	Set 32	Set 33	Set 34	Set 35
Adding –er -est	s pronounced /zh/ e.g measure	Alternative consonant pronunciation: cat / cell <i>(the letters c and g are frequently enunciated as /s/ and /j/ when followed by the letters e, l and y)</i>	Alternative consonant pronunciation: get / gem	Alternative consonant spelling: each catch <i>(/ch/ is usually spelt tch if it comes straight after a single vowel sound letter Exceptions rich, which, much, such)</i>	went when	fix stiff photo <i>(the /ff/ is not usually spelt as ph in short everyday words-fat fill fun)</i>

Common exception or 'tricky' words:

today are here there where

The following are additional HF words that may be integrated into phonics sessions/sent home with reading books that correspond with the 'green' PM reading level in order to improve children's fluency and automacity in reading:

any always around boy because catch cried children climb don't girl laugh next once please right want when why

5.3

Set 36	Set 37	Set 38	Set 39	Set 40	Set 41	Set 42	Set 43	Set 44
Adding un-	Alternative vowel pronunciation						-ve have save gave give <i>(words in English hardly ever end in v so if a words ends in /v/ the letter e usually needs to be added after the v)</i>	Contractions I'm I'll, we'll don't can't <i>(children should know that the apostrophe represents omitted letters)</i>
	cow crow	yes by very	fin find hot cold	tie field her order	out shoulder could you	at was bead dead		

Common exception or 'tricky' words:

love ask friend school house

The following are additional HF words that may be integrated into phonics sessions/sent home with reading books that correspond with the 'orange' PM reading level in order to improve children's fluency and automacity in reading:

before could didn't every move should their together watch won't work would

Assessment: Children's spelling should be phonemically plausible by the end of Phase 5, for example 'a noyzy trane at the stayshun' for 'a noisy train at the station'. Some unconventional spellings are to be expected while children are learning the correct spellings for an ever-increasing number of common words.

- **By the end of phase 6 children will:** Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes that have been taught so far
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation
- Re-read books to build up fluency and confidence in word reading
- Segment spoken sounds into phonemes and represent these by graphemes, spelling many correctly
- Be able to spell more common exception words
- Be able to spell words with contracted forms
- Add suffixes to spell longer words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

6.1

Set 45	Set 46	Set 47	Set 48	Set 49	Set 50	Set 51	Set 52	Set 53	Set 54	Set 55	Set 56	Set 57	Set 58
badge age gem (The letter j is never used for the /dʒ/ sound at the end of English words and is sometimes spelt as g elsewhere in words before e, i and y)	Race (The /s/ sound spelt c before e, i and y)	knock , gnat	write	table (the most common spelling for this sound at the end of words) camel (the –el spelling is using after m, n, r, s, v, w and more often than not after s)	Metal (not many nouns end in –al but many adjectives do)	pencil (not many words that end in il)	cry (this is the most common spelling for the /aɪ/ sound at the end of words)	ball (The /ɔ:/ sound ('or') is usually spelt as a before l and ll)	other (The /ʌ/ sound spelt o)	want quantity (a is the most common spelling for the /ɒ/ ('hot') sound after w and qu)	work (The sound spelt or after w /ɜ:/)	War (The sound spelt ar after w /ɔ:/)	station

Common exception or 'tricky' words:

door poor because find kind behind wild climb most only both old every everybody many clothes whole sugar could would should people
water great steak break Christmas parents

Adding suffixes

Set 59	Set 60	Set 61	Set 62	Set 63	Set 64	Set 65
Adding Suffixes				Contractions	Possessive apostrophe	Homophones
flies (y is changed to an i before –es is added) adding –ed, -ing, -er, and –est to a root words ending in –y (the y is changed to an i but not before –ing except skiing and taxiing)	adding –ed, -ing, -er, –est and –y to words ending in –e with a consonant before it (the –e is dropped before adding the a suffix starting with a vowel-exception being)	adding –ed, -ing, -er, –est and –y to words of 1 syllable ending in a single consonant letter after a single vowel letter (the last of the root word is doubled-exception x)	adding the suffixes –ment, -ness, -ful, -less and –ly (if a suffix starts with a consonant letter, it is added straight to most root words without any change to the last letter of those words-exceptions argument and root words ending in y if the root word has more than one syllable)	can't don't didn't hasn't couldn't it's I'll	the man's (singular nouns)	A homophone is a word that sounds like another word, but has a different spelling and meaning e.g. here/hear

Common exception words to the spelling rules:

mixing mixed boxer sixes being argument

Assessment: Children's spelling should be mostly accurate and start taking into account the spellings rules which they are learning. Some unconventional spellings are to be expected for words which don't follow the normal spelling rules or that the children use infrequently. It is common for children to be able read words that they are not yet able to spell.