



English – Phonics

Long Term Curriculum Map


Whole School Scheme of Learning

Early Years
Ravi the Reader




- ✓ I enjoy sharing a range of books, stories and rhymes.
- ✓ I enjoy listening to stories read aloud and can join in with their retelling.
- ✓ I am beginning to use new words I have learnt.
- ✓ I can hear and recognise phonic sounds in words.
- ✓ I can sound out new words when I read.
- ✓ I can read a range of sight words.

Key Stage 1
Ravi the Reader



- ✓ I love to read.
- ✓ I enjoy listening to stories and poems read aloud.
- ✓ I use my phonic skills to read new words.
- ✓ I can read a range of sight words.
- ✓ I enjoy choosing and reading different types of books.
- ✓ I can talk about my reading and ask and answer questions.

Key Stage 2
Ravi the Reader



- ✓ I love to read and listen to lots of different types of stories, poems and plays.
- ✓ I enjoy finding things out through books that I read.
- ✓ I enjoy reading aloud to others using fluency and expression.
- ✓ I can talk about books by different authors and make recommendations.
- ✓ I understand the meaning of lots of different vocabulary.
- ✓ I can ask and answer questions about things that I have read.

This scheme of learning should be used in conjunction with the schemes of learning for reading, writing composition, grammar and punctuation and handwriting. Staff should also be secure in the application of the school’s teaching pedagogy for the delivery of phonics. This can be seen in the Phonics Scheme of Learning Teaching Guide.

Intent: Why does our phonics curriculum look like this?

At Barley Fields we recognise that early phonics teaching can prime children’s minds to learn to read and that daily systematic phonics instruction leads to a quicker start in early reading and spelling. We aim to teach children to read using a range of strategies and approaches which evolve as our children progress through school. At Barley Fields we have a progressive systematic synthetic phonics programme so that all children have well-developed phonemic awareness skills to be successful readers.

Phonics is a way of teaching children how to read and write, it helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they’re combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words. Within our programme children are taught to hear and discriminate sounds in words, to fluently segment and blend sounds for reading and spelling and to learn the many variations in the written code.

We have designed a phonic curriculum which is based on progressive expectations and stages and whose content has been enhanced and supported with resources from a range of Dfe approved phonics providers. Our phonics curriculum is highly structured and teaching materials and resources have been carefully selected and sequenced inline with our learning expectations, teaching pedagogy and curriculum content. Within our teaching we have clear time scales, end points, effective intervention and assessment practices in place to facilitate quality first teaching.

Implementation

Our Phonics curriculum has been designed to develop our children as independent and confident readers who read fluently and with pleasure and understanding. Our children follow a carefully structured, progressive phonics curriculum based on resources from the Floppy’s Phonics reading scheme published by Oxford Reading Tree; a progressive and a range of decodable phonics reading scheme by Smart Kids, My Letters and Sounds by Schofield and Sims and resources from Twinkl Phonics. The implementation of our phonics curriculum is also supplemented with teaching materials from the interactive website Phonics Play. All of these providers are Dfe validated.



In **Early Years** Phonics teaching is a central part of our reading curriculum and in this key stage children work predominantly on Phases 1-4. From entry to nursery children engage in a range of practical and hands-on activities which progressively develop their skills in the 7 aspects of a Phase 1 phonics programme. In reception, children are taught to hear phonemes in a range of positions; to recognise and write individual graphemes and to begin to blend sounds together to read and to segment sounds to spell. In reception classes phonics is taught daily using a teaching model of revisit, teach, practice and apply to progressively introduce sounds. Clear end points are identified, effective assessment informs teaching and targeted intervention is used to ensure all children make progress. Children's reading materials and book band expectations are closely matched to the phonics phases being taught.

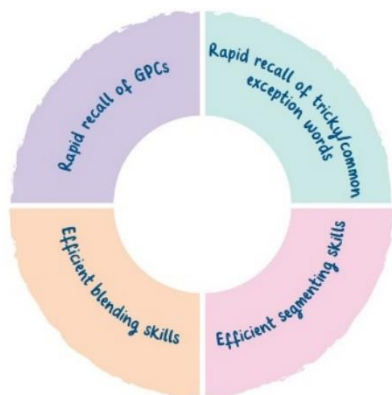
In **Key Stage 1** phonics teaching continues to form an integral part of the wider reading curriculum. In Year 1 it is taught daily and children initially consolidate and learn skills linked to Phases 3 and 4. In Year 1 children consolidate their understanding of alternative phonemes in three progressive stages of 5a, 5b and 5c. Teaching in this Key Stage is multisensory and follows the revisit, teach, practice and apply model to progressively introduce sounds. Clear end points are identified and ongoing assessment informs teaching provision. Effective intervention is used to maintain progress for all children. Children in Year 1 complete the statutory phonics screening check in Summer Term.

In Year 2, our teaching is extended into the Phase 6 units where children enhance their phonics skills for reading by learning to read words with alternative pronunciations, suffixes, prefixes, contractions and homophones. They begin to apply this knowledge in their independent spelling. Each classroom is resourced with phonically decodable texts to ensure reading materials are matched to phonic ability and this curriculum is aligned with expectations in the Year 2 and Year 3 Spelling curriculum. Children who do not pass the Phonics Screening Check in Year 1, receive continued targeted support and small group intervention matched to their phonic attainment phases. These children resit the screening check at the end of Year 2.

In **Key Stage 2** we continue to offer intervention and support to children who are working below the age-related expectations in phonics. If, through assessment and observation, teachers have decided that a child needs further phonics intervention, Twinkl Codebreakers or Schofield and Sims support schemes will be used. These are comprehensive and scripted intervention programmes, specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills. Consideration will also be given as to whether these children would be best supported through a Support Plan (see SEND Policy).

In **Year 3** we have expanded the skills and knowledge taught in Phase 6 to extend our program to include a Phase 7 level. Phase 7 ensures that in Year 3 children consolidate their understanding of alternative pronunciations, suffixes, prefixes, contractions and homophones within a spelling context. This matches the Year 3 spelling curriculum and ensures children consolidate their skills in the application and use of phonics for spelling.

Pedagogy - How We Deliver Our Phonics Teaching – more information in the teaching guide for staff

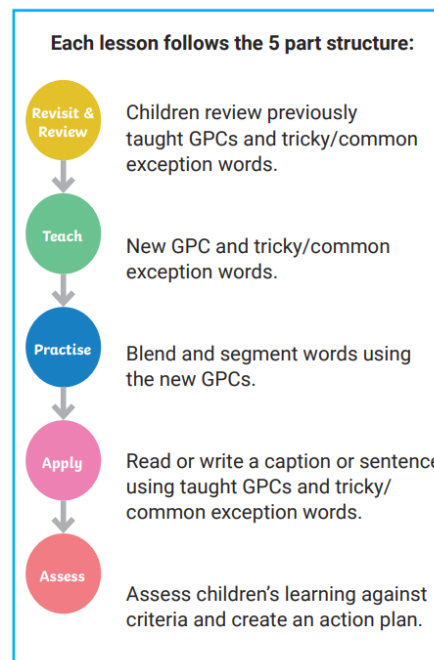


From Phases 2-7 the structure of Phonics lessons follow a familiar five-part structure to ensure that the four cornerstones of phonics teaching are covered.


- Rapid Recall of GPCs
- Efficient Blending Skills
- Efficient Segmenting Skills
- Rapid Recall of tricky and common exception words (Action Words programme)



Lessons will typically follow a 5 part structure – **revisit and review, teach, practise, apply, assess**. This ensures that children know how the lesson progresses and are prepared for and can anticipate each part. Having this routine helps the children focus directly on the learning.



The teaching of some tricky words are embedded throughout the planning and are to be taught in context not separately. Further development of this skill is supported by the Action Words programme.




Phonics Teaching Sequence

 <p>Phase 1</p>	<p>The purpose of Phase 1 is to:</p> <ul style="list-style-type: none"> • develop children's speaking and listening skills and to lay the foundations for the phonic work which will be taught as children progress through school. Phase 1 is taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Phases 2-6. <p>In this Phase children should develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. These include:</p> <p>Aspect 1 – Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 4 – Rhythm and Rhyme Aspect 2 - Alliteration Aspect 2 – Voice Sounds Aspect 7 – Auditory Blending and Segmenting</p> <p>By the end of Phase 1, children should be able to:</p> <ul style="list-style-type: none"> • have experienced a wide range of listening activities including songs, stories and rhymes; • communicate using a developing vocabulary; • speak confidently to adults and other children; • begin to distinguish between different sounds including speech sounds and some phonemes;
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	<ul style="list-style-type: none"> begin to identify some spoken words that rhyme and continue a simple rhyming string reproduce audibly the phonemes they hear in words; orally blend and segment words into phonemes.
 <p style="text-align: center;">Phase 2</p>	<p>The purpose of Phase 2 is to:</p> <ul style="list-style-type: none"> teach the first 19 most commonly-used letters and the sounds they make; move children on from oral blending and segmenting to blending and segmenting with letters; <p>Before starting this phase, children should be able to:</p> <ul style="list-style-type: none"> have experienced a wide range of listening activities including songs, stories and rhymes; communicate using a developing vocabulary; speak confidently to adults and other children; begin to distinguish between different sounds including speech sounds and some phonemes; begin to identify some spoken words that rhyme and continue a simple rhyming string reproduce audibly the phonemes they hear in words; orally blend and segment words into phonemes. <p>By the end of Phase 2, children should be able to:</p> <ul style="list-style-type: none"> identify the phoneme when shown any phase 2 grapheme; identify any phase 2 grapheme when they hear the phoneme; orally blend and segment CVC words for reading and spelling blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up'; segment VC words into their sounds to spell them (using magnetic letters); write Phase 2 graphemes, usually using the correct formation;
 <p style="text-align: center;">Phase 3</p>	<p>The purpose of Phase 3 is to:</p> <ul style="list-style-type: none"> introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme; continue to practise CVC blending and segmentation; apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. <p>Before starting this Phase, children should be able to:</p> <ul style="list-style-type: none"> hear and recognise Phase 2 GPCs; orally blend and segment CVC words for reading and spelling blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up'; segment VC words into their sounds to spell them (using magnetic letters); write Phase 2 graphemes, usually using the correct formation; <p>By the end of Phase 3, children should be able to:</p> <ul style="list-style-type: none"> say the phoneme when shown all or most Phase 2 and Phase 3 graphemes; find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme;

	<ul style="list-style-type: none"> blend and read CVC words (single-syllable words consisting of Phase 2 and Phase 3 graphemes); segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Phase 2 and Phase 3 graphemes); read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go; write each letter correctly.
 <p>Phase 4</p>	<p>The purpose of Phase 4 is to:</p> <ul style="list-style-type: none"> consolidate children’s knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs; introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC; learn polysyllabic words and learn to read and spell some more tricky words. <p>Before starting this Phase, children should be able to:</p> <ul style="list-style-type: none"> recognise Phase 2 and 3 GPCs; blend and read CVC words; segment and make a phonetically plausible attempt at spelling single-syllable CVC words; read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go. write each letter correctly – upper and lower case <p>By the end of Phase 4, children should be able to:</p> <ul style="list-style-type: none"> give the phoneme when shown any Phase 2 or Phase 3 grapheme; find any Phase 2 or Phase 3 grapheme when given the phoneme; blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants; read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are; write each letter, usually using the correct formation; orally segment words into phonemes.
 <p>Phase 5a, 5b and 5c</p>	<p>The purpose of Phase 5a, 5b and 5c is to:</p> <ul style="list-style-type: none"> learn alternative graphemes for known phonemes; learn alternative pronunciations of known graphemes; introduce split digraphs; introduce suffixes and prefixes; learn to read and spell more common exception words. <p>Before starting this Phase, children should be able to:</p> <ul style="list-style-type: none"> recognise Phase 2 and 3 GPCs; blend to read and segment to spell words containing adjacent consonants; read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what; spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are; write upper and lower case letters correctly. <p>By the end of Phase 5, children should be able to:</p> <ul style="list-style-type: none"> give the phoneme, when shown any grapheme that has been taught; for any given phoneme, write the common graphemes;

	<ul style="list-style-type: none"> • apply phonics knowledge and skills as the primary 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 all taught tricky and common exception words; • use alternative ways of pronouncing and representing the long vowel phonemes.
 <p>Phase 6 Phonics</p> <p>Phase 6a, b and c</p>	<p>The purpose of Phase 6 is to :</p> <ul style="list-style-type: none"> • learn more alternative graphemes for known phonemes; • learn more alternative pronunciations for known graphemes; • develop an understanding of the grammatical rules for adding suffixes and prefixes; • develop their understanding of grammar rules for plurals and past and present tense; • begin to develop children’s knowledge of spelling patterns and best-guess grapheme selection; • introduce homophones/near homophones and contractions <p>Before starting this Phase, children should be able to:</p> <ul style="list-style-type: none"> • give the phoneme, when shown any grapheme that has been taught from Phase 5; • for any given phoneme, know the common graphemes; • apply phonics knowledge and skills as the primary 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 all taught tricky and common exception words; • use alternative ways of pronouncing and representing the long vowel phonemes. <p>By the end of Phase 6, children should be able to:</p> <ul style="list-style-type: none"> • read more alternative graphemes for known phonemes at Phase 6 level; • learn more alternative pronunciations for known graphemes; • develop an understanding of the grammatical rules for adding suffixes and prefixes; • develop their understanding of grammar rules for past and present tense; • begin to develop children’s knowledge of spelling patterns and best-guess grapheme selection; • be aware of homophones/near homophones in reading • be aware of contractions in reading
 <p>Phase 7 Phonics</p> <p>Phase 7</p>	<p>The purpose of Phase 7 is to:</p> <ul style="list-style-type: none"> • develop children’s knowledge of spelling patterns and best-guess grapheme selection; • consolidate awareness of alternative graphemes for known phonemes and use in spelling; • consolidate awareness of alternative pronunciations for known graphemes; • Consolidate, understand and apply the spelling rules for adding suffixes and prefixes; • recognise homophones/near homophones • Accurately spell a range of Y3/4 words; <p>Before starting this Phase, children should be able to:</p> <ul style="list-style-type: none"> • read alternative graphemes for known phonemes at Phase 6 level; • know some alternative pronunciations for known graphemes; • understand some of the grammatical rules for adding suffixes and prefixes; • understand some of the grammatical rules for past and present tense; • begin to demonstrate knowledge of spelling patterns and best-guess grapheme selection;

- recognise some homophones/near homophones in reading
- be aware of contractions in reading

By the end of Phase 6, children should be able to:

- use their knowledge of spelling patterns and best-guess grapheme selection;
- apply their knowledge of alternative graphemes in spelling;
- apply their knowledge of alternative pronunciations for known graphemes;
- understand and apply the Y3 spelling rules for adding suffixes and prefixes;
- Recognise and accurately use a range of homophones/near homophones in spelling
- recognise and accurately spell a range of contractions;
- accurately spell a range of Y3/4 words;

Impact: How will we know that our children are achieving?








By the end of each phonics phase, children are expected to know, apply and understand the skills and techniques as specified in the phonics plan (end points).




Children’s phonic skill is continually assessed alongside their reading progress overall using our internal assessment and tracking system. Attainment and progress is monitored using our Guided Reading Assessment System and the SONAR tracking system. This ensures individual pupil progress is maintained, aspirational targets are set and end of key stage expectations are met by the majority of children.

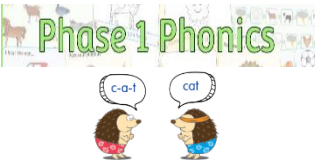




In addition, we measure the impact of our curriculum through the following methods:


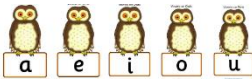














- A reflection on overall standards achieved against the planned outcomes/ phonics screening check in Year 1 and Year 2
- For individuals, a celebration of learning which demonstrates progression in skill development and underpinned by self, peer and teacher feedback;
- Pupil discussions about their learning (Pupil Voice); including discussion of their skills, thoughts and evaluations of their achievements.
- The termly tracking of standards across the curriculum.











School Overview of Phonics Teaching and Learning


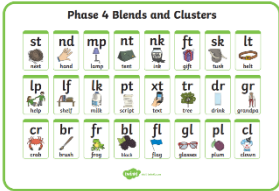




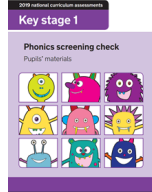

Nursery					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children will follow the schools planned and progressive phonics curriculum which is based on the Letters and Sounds Phases.</p>    <p>Children should be working on the 7 aspects of the Phase 1 phonics curriculum. They will also begin to recognise graphemes linked to Phase 2. A collection of progressive phonics reading scheme books is available in each classroom</p>					
<p>The purpose of Phase 1 Phonics is to develop children’s speaking and listening skills and to lay the foundations for the phonic work which will be taught as children progress through school. Phase 1 is taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Phases 2-6.</p> <p>In this Phase children should develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects.</p> <p>These include:</p> <ul style="list-style-type: none"> Aspect 1 – Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 4 – Rhythm and Rhyme Aspect 2 - Alliteration Aspect 2 – Voice Sounds Aspect 7 – Auditory Blending and Segmenting <p>By the end of Phase 1, children should be able to:</p> <ul style="list-style-type: none"> • have experienced a wide range of listening activities including songs, stories and rhymes; • communicate using a developing vocabulary; • speak confidently to adults and other children; • begin to distinguish between different sounds including speech sounds and some phonemes; • begin to identify some spoken words that rhyme and continue a simple rhyming string • reproduce audibly the phonemes they hear in words; • orally blend and segment words into phonemes. 					
<p>Developing a listening culture in the classroom Sharing familiar stories and rhymes Introduction to phonics scheme</p> <p>Phase 1 Block 1 Phonics</p>   		<p>Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes and joining in with key parts Recognising print in the environment</p> 		<p>Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes Singing action songs identifying and discriminating sounds in different positions</p> <p>Phase 1 Block 3 Phonics Environmental Body Percussion Rhyme Oral Blending and Segmenting</p>	



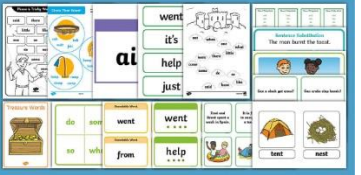


<p>Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting</p> 	 <p>Phase 1 Block 2 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting</p>	<p>Alliteration</p>  <p>Begin to recognise some graphemes from the Phase 2 phonics phase.</p>
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Reception					
<p>Children will follow the schools planned and progressive phonics curriculum which is based on the Letters and Sounds Phases.</p>					
<p>Children should be working on phonics skills and expectations in line with their reading book bands and should read books of matching difficulty as identified in the phonics planning. A collection of progressive phonics reading scheme books is available in each classroom</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Consolidation of Phase 1</p> 	<p>Consolidation of Phase 2</p> 	<p>Introduction of Phase 3</p> 	<p>Consolidation of Phase 3</p> 	<p>Differentiated Phonics Teaching</p> <ul style="list-style-type: none"> SEND /LA – Phase 2 consolidation MA – Phase 2 and 3 consolidation – including cvc segmenting and blending HA – begin Phase 4 	<p>Differentiated Phonics Teaching</p> <ul style="list-style-type: none"> SEND /LA – Phase 2 consolidation MA – Phase 2 and 3 consolidation <p>Phase 4 CCVC words - Initial consonant clusters</p> 

<p>Introduction of Phase 2</p> 	<p>consolidation of cvc segmenting and blending</p>  <p>Phase 2 Assessment</p> 	<p>Phase 2 Assessment</p> 	<p>Apply Phase 3 sounds in Phase 4 words</p>  <p>Phase 3 Assessment and skills consolidation</p>	<p>Alphabet awareness - Upper- and Lower-Case recognition and writing</p>  <p>Revise aspects of Phases 2-4 that children are less secure with e.g. writing common exception words.</p> <p>Phase 4 Assessment and skills consolidation</p>	<p>Begin to read and segment for spelling a range of words with initial consonant clusters ccvc words.</p> <p>These words all have short vowels /a/ /e/ /i/ /o/ /u/</p> <p>CCVC words - Initial consonant clusters with long vowel sounds from phase 3 /ai/, /ee/, /igh/, /oa/, /oo/</p>
<p>Share a Story</p> <p>Book Band Expectation</p> 	<p>Share a Story</p>   <p>Book Band Expectation</p>	<p>Book Band Expectation</p>  	<p>Book Band Expectation</p>  	<p>Book Band Expectation</p>  	<p>Book Band Expectation</p> 

Year 1					
Children will follow the schools planned and progressive phonics curriculum which is based on the Letters and Sounds Phases.					
	   <p>Children should be working on phonics skills and expectations in line with their reading book bands and should read books of matching difficulty as identified in the phonics planning</p>				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phase 3 consolidation</p> 	<p>Phase 5a</p> 	<p>Phase 5a</p> 	<p>Phase 5b</p> 	<p>Phase 5b</p> 	

<p>Phase 4 Consolidation</p>  <p>Phase 4 Phonics</p>  <p>Blends and Clusters Adjacent consonants</p> <p>Phase 4 Assessment</p>	<p>New graphemes</p>  <p>Phase 5a Assessment</p>	<p>New graphemes</p>  <p>Phase 5a Assessment</p>	<p>Alternative graphemes</p>  <p>Phase 5b Assessment</p>	<p>Alternative graphemes</p>  <p>Phase 5b Assessment</p> <p>All phases consolidation and preparation for Phonics Screening Check</p> 	<p>All phases consolidation and preparation for Phonics Screening Check</p> <p>Phase 5c</p>  <p>Phase 5 Phonics</p> <p>Prefixes, Suffixes and spelling rules</p>
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<p>Twinkl Phonics Intervention teaching programmes</p>			<p>Intervention Phonics Teaching Based on ability groupings</p>	<p>Intervention Phonics Teaching Based on ability groupings</p>
 <p>Phase 2</p>	 <p>Phase 3</p>	 <p>Phase 4</p>	 <ul style="list-style-type: none"> SEND /LA – Phase 2 /3 consolidation MA – Phase 4 and 5a consolidation 	 <ul style="list-style-type: none"> SEND /LA – Phase 3 / 4 consolidation MA – Phase 5a and 5b consolidation

  <p>Book Band Expectation</p>	  <p>Book Band Expectation</p>	  <p>Book Band Expectation</p>	  <p>Book Band Expectation</p>	  <p>Book Band Expectation</p>	 <p>Book Band Expectation</p>
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Year 2

Autumn 1

Autumn 2

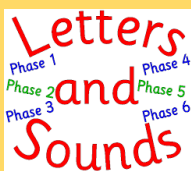
Spring 1

Spring 2

Summer 1

Summer 2

Children follow the schools planned and progressive **phonics curriculum** which is based on the Letters and Sounds Phases.



Children should be working on phonics skills and expectations in line with their reading book bands and should read books of matching difficulty as identified in the phonics planning



Phonics Phase 5a 5b 5c consolidation



Phonics Phase 6a



Phonics Phase 6a



Phonics Phase 6b



Phonics Phase 6b

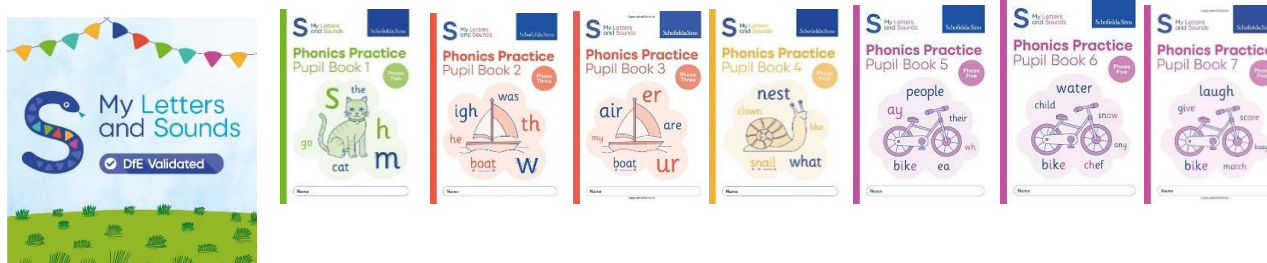


Phonics Phase 6c

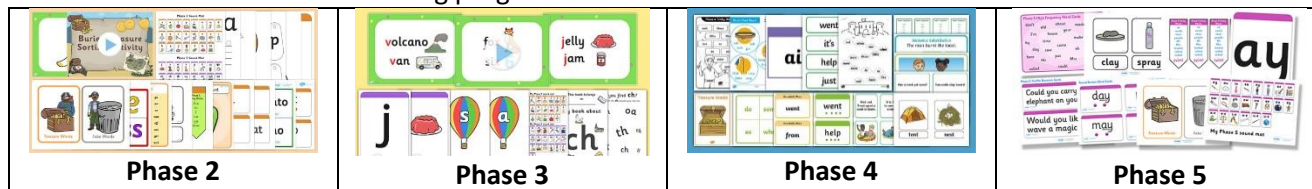
Intervention for children at Phases 4 and 5 who didn't pass phonics screening

- SEND /LA – Phase 4 consolidation
- MA – Phase 5a and 5b consolidation

The use of focused intervention programs and resources should be employed such as



Twinkl Phonics Intervention teaching programmes



Phonics Screening Resit Preparation



Consolidation and preparation for Phonics Screening Check for children who need to resit

Phonics Screening Resit



Book Band Expectation



Book Band Expectation



Book Band Expectation



Book Band Expectation



Book Band Expectation



Book Band Expectation



Year 3

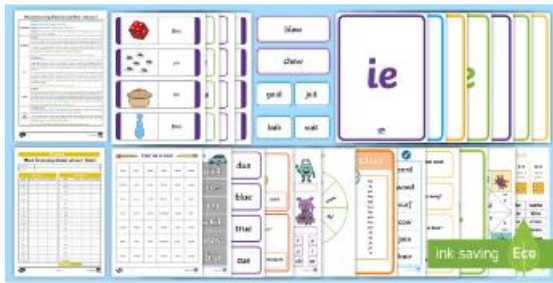
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 7 Phonics	Phase 7 Phonics	Phase 7 Phonics	Phase 7 Phonics	Phase 7 Phonics	Phase 7 Phonics
<ol style="list-style-type: none"> The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. Spelling Rule: The /i/ sound spelled with a 'y.' Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 	<ol style="list-style-type: none"> Words with the prefix 're-' 're-' means 'again' or 'back.' The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. The prefix 'mis-' This is another prefix with negative meanings. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. 	<p>Links to Phase 7 Phonics Teaching Plans</p> <ol style="list-style-type: none"> The long vowel /a/ sound spelled 'ai' The long /a/ vowel sound spelled 'ei.' The long /a/ vowel sound spelled 'ey.' Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. Homophones – words which have the same pronunciation but different meanings and/or spellings. 	<ol style="list-style-type: none"> The /l/ sound spelled '-al' at the end of words. The /l/ sound spelled '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' Adding the suffix -ly. Words which do not follow the rules. 	<ol style="list-style-type: none"> Words ending in '-er' when the root word ends in (t)ch. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. Words with the /s/ sound spelled 'sc' which is Latin in its origin. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 	<ol style="list-style-type: none"> Word families – struct and uni Word Families scop and spect Word families press and vent Year 3/4 statutory word spellings Year 3/4 statutory word spellings

For children who have not achieved the phonics screen check by the end of year 2 targeted intervention and support shall be implemented in Year 3. Children should be assessed regularly using the phonics screening check.

The use of focused intervention programs and resources should be employed such as:









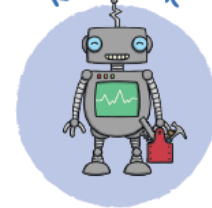
Twinkl Phonics Catch Up teaching programmes



Nessy Programme – see SENCO for support



Phonics Curriculum Teaching Sequences

Phase 1						
Aspect 1 Environmental sounds	Aspect 2 Instrumental sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Auditory Blending and segmenting <small>Aspect 7 is taught discretely in the summer term, once the other Phase 1 skills have been embedded and developed.</small>
<p>The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities will include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p>	<p>This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p>	<p>The aim of this aspect is to develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p>	<p>This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p>	<p>This aspect develops children’s awareness of initial sounds in words. Activities include I-Spy type games and matching objects which begin with the same sound.</p>	<p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out the name of the object in a robot voice.</p>	<p>In this aspect, the main aim is to develop oral blending and segmenting skills.</p>
<p>Crash</p>  <p>This is Crash. He likes listening to the sounds around him.</p>	<p>Ted</p>  <p>This is Ted. He loves to play musical instruments.</p>	<p>Captain Stomp</p>  <p>This is Captain Stomp. He likes to make different sounds using his body.</p>	<p>Hoppy Bunny</p>  <p>This is Hoppy Poppy. She loves creating rhythms and things that rhyme.</p>	<p>Dana Dinosaur</p>  <p>This is Dana Dinosaur. Dana likes alliteration and words that start with the same sound.</p>	<p>Pam</p>  <p>This is Pam. She loves to use her voice to make different sounds.</p>	<p>Robot Rick</p>  <p>This is Robot Rick. He only speaks in robot-talk. He likes breaking words down into their individual sounds.</p>

<ul style="list-style-type: none"> ✓ Distinguish between the differences in vocal sounds ✓ Explore speech sounds ✓ Talk about the different sounds that we can make with our voices 	<ul style="list-style-type: none"> ✓ Develop awareness of sounds made with instruments ✓ Listen to and appreciate the differences between sounds made with instruments ✓ Use a wide vocabulary to talk about instrument sounds 	<ul style="list-style-type: none"> ✓ Develop awareness of sounds and rhythms ✓ Distinguish between sounds and remember patterns of sound ✓ Talk about sounds we make with our bodies and what the sounds mean 	<ul style="list-style-type: none"> ✓ Experience and appreciate rhythm and rhyme ✓ Develop awareness of rhythm and rhyme in speech ✓ Increase awareness of words that rhyme and develop knowledge about rhyme ✓ Talk about words that rhyme and produce rhyming words 	<ul style="list-style-type: none"> ✓ Develop understanding of alliteration ✓ Listen to sounds at the beginning of words and hear the differences between them ✓ Explore how different sounds are articulated 		<ul style="list-style-type: none"> ✓ Develop oral blending and segmenting of sounds in words ✓ Listen to sounds within words and remember them in the order in which they occur ✓ Talk about the different sounds that make up words
<p>Within Aspect 1, children are provided with opportunities to explore indoor and outdoor environmental sounds.</p> <p>The early stages of Aspect 1 encourage children to notice sounds around them, thinking about how different objects make different sounds.</p> <p>Children will then start to differentiate between these sounds in order to identify and name individual sounds within the environment.</p> <p>In the later stages of Aspect 1, children are encouraged to talk about, describe and compare the sounds they hear.</p>	<p>Within Aspect 2, children will be introduced to and explore musical instrumental sounds.</p> <p>Children explore the sounds instruments make and develop an awareness that they have to act upon an instrument to make a sound.</p> <p>Children will identify the sounds of familiar instruments and name them.</p> <p>They will also develop an awareness of how they can affect the sound that a musical instrument makes by the way they act upon it.</p> <p>Children are encouraged to talk about, describe and compare instrumental sounds as well as developing the skills to follow instructions to recreate a sound using an instrument.</p>	<p>Within Aspect 3, children are provided with opportunities to explore body percussion.</p> <p>Children are encouraged to explore the sounds their bodies can make and join in and copy actions with familiar songs in Aspect 3 body percussion activities.</p> <p>Children will join in with body percussion patterns, developing the confidence and ability to copy body percussion sequences.</p> <p>They will develop an awareness of how they can change body percussion sounds.</p> <p>Children are encouraged to create their own sequence of body percussions, join in with longer sequences of body percussion and describe body percussion.</p> <p>They will develop the skills in order to follow instructions to recreate a body percussion sound.</p>	<p>Within Aspect 4, children will be introduced to and have opportunities to explore rhythm and rhyme.</p> <p>Children are encouraged to join in with songs and rhymes, recognising familiar rhythms and rhymes.</p> <p>Children will start to develop their understanding in order to recognise words that rhyme.</p> <p>They are encouraged to copy and keep to a simple beat and then to join in and copy breaking words into syllables.</p> <p>Children are provided with opportunities to play with rhyme, making up their own rhyming words.</p> <p>Children are encouraged to complete silly sentences with their own rhymes orally</p> <p>Children are encouraged to break words down into syllables with a beat.</p>	<p>Within Aspect 5, children are provided with opportunities to explore alliteration.</p> <p>Children are encouraged to explore the initial sounds of words.</p> <p>Children will start to select objects with a given initial sound from a choice of two and identify the initial sounds of given words.</p> <p>Children are provided with opportunities to match objects with the same initial sound and encouraged to play with alliteration.</p>	<p>Within Aspect 6, children will explore voice sounds.</p> <p>Children are provided with opportunities to explore different mouth movements and sounds whilst also being encouraged to copy different voice sounds and mouth movements.</p> <p>Children will start to recognise different voice sounds and develop the confidence and ability to make a variety of different voice sounds, including animal sounds.</p> <p>Children are encouraged to talk about, describe and compare voice sounds.</p> <p>Children develop and create voices for characters, and learn to produce speech sounds clearly</p>	<p>Within Aspect 7, children will be introduced to oral blending and segmenting.</p> <p>Children are encouraged to identify the initial sounds of words.</p> <p>They develop an awareness of how words can be broken into phonemes and will be encouraged to choose the correct object when hearing a word broken into phonemes.</p> <p>Once these skills have been embedded, children will then start to say simple CVC and VC words after hearing them broken into phonemes and begin to join in with segmenting CVC and VC words into phonemes.</p> <p>Children are provided with opportunities to segment CVC and VC words into phonemes themselves. They will begin to blend the phonemes of longer words and develop skills in order to identify how many phonemes are in a CVC or VC word.</p>

<p>Activities included in Aspect 1</p> <ul style="list-style-type: none"> • Listen to and identify sounds inside and outside • Use musical instruments to make different sounds (tap, beat, shake) • Use voice to sing at different pitches • Identify sounds behind pictures or objects • Make different animal noises or sounds of objects • Guess the sound 	<p>Activities included in Aspect 2</p> <ul style="list-style-type: none"> • Auditory Attention- play musical instruments, say loud, quiet sounds, eyes closed and listen • Auditory Discrimination- listen to sounds and point to picture or object making the sound, listening to real objects with eyes closed and guess the sound. • Auditory Memory- recall sounds, treasure hunt, shopping lists, remembering parts of a story, whispering games. • Auditory Memory of Sequence- listen to sounds and point to picture or object related to the sound, listen to real objects, eyes closed and guess the sound. • Identify and name the instruments played. • Remember and repeat a rhythm. • Stop and start playing a musical instrument at a signal. Play pass the bag. • Play an instrument to describe an action. • Perform a short instrumental piece for others. • Play an instrument to match the sound of an animal. 	<p>Activities included in Aspect 3</p> <ul style="list-style-type: none"> • Perform a song with actions. • Perform an action to match a musical instrument. • Copy a body sound. • Copy a sequence of body sounds. • Say times to be quiet and times to be loud or noisy. • Use voice to make slow, fast, quiet, loud, long, short sounds. • Move body in response to an instrument sound. 	<p>Activities included in Aspect 4</p> <ul style="list-style-type: none"> • Join in with repetitive story phrases. • Basic awareness of rhyme. • Rhyme detection- bingo, pairs, books, odd one out. • Rhyme generation- rhyming strings, Place objects in a bag/box and pull one out. What is it? • Can you think of another rhyming word? 	<p>Activities included in Aspect 5</p> <ul style="list-style-type: none"> • Basic Awareness of alliteration. • Alliteration detection. • Alliteration generation. • Sound exchange. • Say a name of a person who has a name with a given letter. • Name an object that begins with the same sound. • Name animals that begin with the same sound. • Join in with an alliterative story. • Look at an object and recognise the initial sound. • Think of an alliteration for names of children in class. • Make the right movements with the mouth to say the names. • Select a set of objects for alliterative silly soup/sandwich. 	<p>Activities included in Aspect 6</p> <ul style="list-style-type: none"> • Make sounds with voice. • Continue a song pattern with voice. • Listen to a voice and identify speaker. • Match sounds to pictures. • Describe a voice using words like long, short, slow, fast, high, low, loud, and quiet. • Use voice to add sounds to a story such as whispering, growling. • Listen to and sing to a variety of songs 	<p>Activities included in Aspect 7</p> <ul style="list-style-type: none"> • Identify sounds in initial/final positions • Compound word blending. • 2 or 3 syllable word blending and segmenting-v-c blending and segmenting. • Initial phoneme identification- play eye spy. • Final phoneme identification. • Middle phoneme identification. • Introduce the Robinson family. (ORT characters from reading scheme) Mum, Dad, Chip, Biff, Kipper, Floppy, Gran, Wilf and Wilma. • Children to recognise each character and their name.
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Phase 2 Teaching Sequence

	Week 1	week 2	week 3	week 4	week 5	week 6	week 7 - 8
Focus Grapheme/Phoneme Correspondence	s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss 's' saying /z/	consolidation and revision
Key Learning Activities	<p>Teach new GPCs 's', 'a', 't', 'p'.</p> <p>Practise oral blending.</p> <p>Practise oral segmenting.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'i', 'n', 'm', 'd'.</p> <p>Practise oral blending.</p> <p>Practise oral segmenting.</p> <p>Teach blending for reading with week 1 and 2 GPCs.</p> <p>Blend and read the high frequency words 'is', 'it', 'in', 'at'.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'g', 'o', 'c', 'k'.</p> <p>Practise oral blending and segmenting words.</p> <p>Practise blending for reading.</p> <p>Teach segmentation for spelling.</p> <p>Demonstrate reading captions</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'ck', 'e', 'u', 'r'.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Support children to read captions containing 'the' and 'and'.</p> <p>Demonstrate writing captions containing 'a' and 'and'.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'h', 'b', 'f', 'l'.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Support children to read captions containing 'no', 'go', 'l', 'the' and 'to'.</p> <p>Demonstrate writing captions containing 'a' and 'and'</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'ff', 'll', 'ss', 's' saying /z/.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Support children to read captions containing 'no', 'go', 'l', 'the' and 'to'.</p> <p>Demonstrate writing captions containing 'a' and 'and'.</p>	<p>Revise all Level 2 GPCs.</p> <p>Practice blending and segmenting cvc words - medial short vowels a e i o u</p> <p>Practise blending for reading – cvc words</p> <p>Practise segmenting for spelling – cvc words.</p> <p>Continue to support children to read words and captions.</p>
Assessment End Points	Can children recognise and say the GPCs s, a, t, p?	Can children blend to read CVC words containing taught Level 2 GPCs including i, n, m, d?	Can children segment to spell VC and CVC words containing taught Level 2 GPCs including g, o, c, k?	Can children write a caption containing taught GPCs and the high frequency word 'and'?	Can children blend to read words containing taught GPCs including h, b, f, l and the tricky words 'l', 'the', 'go', 'to'?	Can children blend to read words containing taught GPCs including 'ff', 'll', 'ss', 's' making /z/, the tricky word 'to' and the high frequency words 'and' and 'a'?	Assess children on their knowledge of all Level 2 sounds

Phase 3 Teaching Sequence

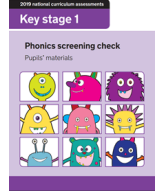


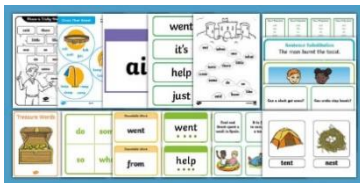
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10	week 11
Focus GPC	j, v, w	x, y, z	zz, qu, ch	sh th (unvoiced/ voiced) ng	ai, ee, igh	oa oo (short) oo(long)	ar or ur	ow, oi, ear	air, er, er	ure	Assessment and Consolidation of Phase 3
Key Learning Activities	<p>Revise Phase 2 previously taught GPCs</p> <p>Teach new GPCs 'j', 'v', 'w'.</p> <p>Learn vocal mnemonic for /j/ /v/ /w/</p> <p>Learn the alphabet song.</p> <p>Learn grapheme-phoneme correspondence for /j/ /v/ /w/</p> <p>practice letter formation of sounds</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Read sentences</p>	<p>Revise Phase 2 previously taught GPCs</p> <p>Teach new GPCs 'x', 'y', 'z'</p> <p>Learn vocal mnemonic for /x/ /y/ /w/</p> <p>Sing alphabet song to practise letter names.</p> <p>Learn grapheme-phoneme correspondence for /x/ /y/ /z/</p> <p>practice letter formation of sounds</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Practise reading and</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'zz', 'qu', 'ch'.</p> <p>Learn vocal mnemonic</p> <p>Sing alphabet song to practise letter names.</p> <p>Learn grapheme-phoneme correspondence</p> <p>hear sound in a variety of positions</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'sh', 'th', 'th', 'ng'.</p> <p>Learn vocal mnemonic</p> <p>Practise letter names.</p> <p>Learn grapheme-phoneme correspondence</p> <p>hear sound in a variety of positions</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'ai', 'ee', 'igh'.</p> <p>Learn vocal mnemonic</p> <p>Practise upper case letter names</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Practise reading two syllable words.</p> <p>Practise reading and writing captions and sentences with this weeks focus words</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'oa', 'oo', 'oo'</p> <p>Learn vocal mnemonic</p> <p>Practise upper case letter names</p> <p>Learn grapheme-phoneme correspondence</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Practise reading two syllable words.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs 'ar', 'or', 'ur'</p> <p>Learn vocal mnemonic</p> <p>Practise upper case letter names .</p> <p>Learn grapheme-phoneme correspondence</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Teach reading of two syllable words.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs ow, oi, ear</p> <p>Learn vocal mnemonic</p> <p>Learn grapheme-phoneme correspondence</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Teach reading of two syllable words.</p> <p>Practise reading and</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs air, er, er</p> <p>Repeat alphabet song.</p> <p>Learn grapheme-phoneme correspondence</p> <p>Learn vocal mnemonic</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Teach spelling of two syllable words.</p>	<p>Revise previously taught GPCs</p> <p>Teach new GPCs ure</p> <p>Repeat alphabet song.</p> <p>Learn grapheme-phoneme correspondence</p> <p>Learn vocal mnemonic</p> <p>hear sound in a variety of positions</p> <p>practice letter formation of sound</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p>	<p>Revise all Level 2 and 3 GPCs.</p> <p>Practise letter names for GPC A-Z</p> <p>Practise blending for reading. Words with phase 3 sounds</p> <p>Practise segmenting for spelling words with phase 3 sounds</p> <p>Read sentences and captions with all phase 3 sounds</p> <p>Write sentences and captions with Phase 3 sounds</p>


	with Phase 2 sounds	writing captions with this weeks focus words	Practise reading and writing captions with this weeks focus words	Practise reading and writing captions with this weeks focus words		Practise reading and writing captions and sentences with this weeks focus words	Practise reading and writing captions and sentences with this weeks focus words	writing captions and sentences with this weeks focus words	Practise reading and writing captions and sentences with this weeks focus words	Teach spelling of two syllable words. Practise reading and writing captions and sentences with this weeks focus words	
Assessment End Points	I can blend to read words containing /j/ /v/ /w/ I can segment to spell words containing /j/ /v/ /w/ I can read and write captions that contain this week's focus words?	I can blend to read words containing /ie/ /ow/ /ew/ I can segment to spell words containing /ie/ /ow/ /ew/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ou/ /ir/ /aw/ I can segment to spell words containing /ou/ /ir/ /aw/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ue/ /oe/ /au/ I can segment to spell words containing /ue/ /oe/ /au/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /wh/ /ph/ /ey/ I can segment to spell words containing /wh/ /ph/ /ey/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /a_e/ I can segment to spell words containing split digraphs/a_e / I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /e-e/ /i-e/ I can segment to spell words containing split digraphs/e-e/ /i-e/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /o-e/ u-e/ I can segment to spell words containing split digraphs /o-e/ u-e/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /a_e/ /e-e/ /i-e/ /o-e/ u-e/ I can segment to spell words containing split digraphs/a_e/ /e-e/ /i-e/ /o-e/ u-e/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ure/ I can segment to spell words containing /ure/ I can read and write sentences that contain this week's focus words?	I can read and write words using all phase 3 phonemes

Phase 4 Teaching Sequence

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9
Focus	CCVC Words Adjacent Consonants at the start of words with short vowels	CCVC Words Adjacent Consonants at the start of words with short vowels	CCVC Words Adjacent Consonants at the start of words with long vowels	CCVC Words Adjacent Consonants at the start of words with long vowels	CVCC Words Adjacent Consonants at the end of words with short vowels	CVCC words Adjacent Consonants at the end of words with long vowels	CCCVC Three-Letter Adjacent Consonants at the start of words	Polysyllabic Words	Assessment and Consolidation of Phase 4
GPC	initial adjacent consonants bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tw, tr, tw, wr				final adjacent consonants ct, ft, lb, ld, lf, lk, lm, lp, lt, mp, nd, nk, nt, pt, xt, sk, sp, st		nch, sch, scr, shr, thr, sph, spl, spr, squ, str	polysyllabic words	
Key Learning Activities	Revise previously taught GPCs. Teach and practise reading and spelling CCVC words with short vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling CCVC words with short vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling CCVC words with long vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling CCVC words with long vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling CVCC words with short and long vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling CVCC words with short and long vowels Practise reading sentences. Practise writing sentences.	Revise previously taught GPCs. Teach and practise reading and spelling three-letter adjacent consonants, CCCVC, CCCVCC, CVCCC, CCVCCC with short and long vowels Practise reading sentences. Practise writing sentences.	Teach and practise reading and spelling polysyllabic words Practise reading sentences. Practise writing sentences.	
Assessment End Points	I can blend to read CCVC words with short vowels I can segment to spell CVCC words with short vowels I can read and write captions that contain this week's focus words?	I can blend to read CCVC words with short vowels I can segment to spell CVCC words with short vowels I can read and write captions that contain this week's focus words?	I can blend to read CCVC words with long vowels I can segment to spell CVCC words with long vowels I can read and write captions that contain this week's focus words?	I can blend to read CCVC words with long vowels I can segment to spell CVCC words with long vowels I can read and write captions that contain this week's focus words?	I can blend to read CVCC words with short and long vowels I can segment to spell CVCC words with short and long vowels I can read and write captions that contain this week's focus words?	I can blend to read CVCC words with short and long vowels I can segment to spell CVCC words with short and long vowels I can read and write captions that contain this week's focus words?	I can blend to read words with 3 letter adjacent consonants I can segment to spell words with 3 letter adjacent consonants I can read and write captions that contain this week's focus words?	I can blend to read polysyllabic words I can segment to spell polysyllabic words	I can read and write words using all phase 4 phonemes

	Phase 5a Teaching Sequence									
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week10
Focus	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	split digraphs	split digraphs	Assessment and Consolidation	Assessment and consolidation Phase 5a
GPC	ay, oy, ea,	ie, ow, ew,	ou, ir, aw	ue, oe, au	wh, ph, ey	split digraphs a-e,	split digraphs e-e, i-e,	split digraphs o-e, u-e	split digraphs /a-e/ /e-e/ /i-e/ /o-e//u-e/	
Key Learning Activities	Learn new pronunciation of /ay/ /oy/ /ea/ Learn alternative spellings of phoneme /ay/ /oy/ /ea/ Reading and spelling words with consonant blends and new graphemes. Reading and spelling polysyllabic words. Reading and writing sentences.	Learn new pronunciation of /ie/ /ow/ /ew/ Learn alternative spellings of phoneme /ie/ /ow/ /ew/ Reading and spelling words with consonant blends and new graphemes. Reading and spelling polysyllabic words. Reading and writing sentences.	Learn new pronunciation of /ou/ /ir/ /aw/ Learn alternative spellings of phoneme /ou/ /ir/ /aw/ Reading and spelling words with consonant blends and new graphemes. Reading and spelling polysyllabic words. Reading and writing sentences.	Learn new pronunciation of /ue/ /oe/ /au/ Learn alternative spellings of phoneme /ue/ /oe/ /au/ Reading and spelling words with consonant blends and new graphemes. Reading and spelling polysyllabic words. Reading and writing sentences.	Learn new pronunciation of /wh/ /ph/ /ey/ Learn alternative spellings of phoneme /wh/ /ph/ /ey/ Reading and spelling words with consonant blends and new graphemes. Reading and spelling polysyllabic words. Reading and writing sentences.	Learn new pronunciation of /a_e/ Learn alternative spellings of split digraphs /a_e/ Reading and spelling words with split digraphs Reading and writing sentences with split digraphs.	Learn new pronunciation of /e-e/ /i-e/ Learn alternative spellings of split digraphs /e-e/ /i-e/ Reading and spelling polysyllabic words. Reading and writing sentences with split digraphs.	Learn new pronunciation of /o-e/ /u-e/ Learn alternative spellings of split digraphs /o-e/ u-e/ Reading and spelling polysyllabic words. Reading and writing sentences with split digraphs	Consolidation of split digraphs /a-e/ /e-e/ /i-e/ /o-e//u-e/ Reinforce reading and spelling split digraphs Reading and writing sentences with split digraphs	
Assessment End Points	I can blend to read words containing /ay/ /oy/ /ea/ I can segment to spell words containing /ay/ /oy/ /ea/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ie/ /ow/ /ew/ I can segment to spell words containing /ie/ /ow/ /ew/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ou/ /ir/ /aw/ I can segment to spell words containing /ou/ /ir/ /aw/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ue/ /oe/ /au/ I can segment to spell words containing /ue/ /oe/ /au/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /wh/ /ph/ /ey/ I can segment to spell words containing /wh/ /ph/ /ey/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /a_e/ I can segment to spell words containing split digraphs/a_e/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /e-e/ /i-e/ I can segment to spell words containing split digraphs/e-e/ /i-e/ / I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /o-e/ u-e/ I can segment to spell words containing split digraphs /o-e/ u-e/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing split digraphs /a_e/ /e-e/ /i-e/ /o-e/ u-e/ I can segment to spell words containing split digraphs/a_e/ /e-e/ /i-e/ /o-e/ u-e/ I can read and write sentences that contain this week's focus words?	I can read and write words using all phase 5a phonemes

Phase 5b Teaching Sequence										
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10
Focus	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	alternative sounds and graphemes	Assessment and Consolidation of phases 2-5			Phonics Screening check
GPC	/i/ /o/ /c/	/g/ /u/ /a/	/y/ saying /ee/ /ch/ saying /sh/ /ch/ saying /c/	/ea/ saying /e/ /ie/ saying /ee/	/ore/ saying /or/ /tch/ saying /ch/ unspoken /e/ in /ve/ /ze/ /ce/ /se/	/are/ saying /air/ 'ear' saying /air/	Practice Phonics Screening and targeted intervention as required https://www.twinkl.co.uk/resource/t-1-527614-phonics-intervention-programme-pack			Phonics screening check and targeted intervention 
Key Learning Activities	Learn new pronunciation of /i/ /o/ /c/	Learn new pronunciation of /g/ /u/ /a/	Learn new pronunciation of /y/ /ch/	Learn new pronunciation of /ea/ /ie/	Learn new pronunciation of /ore/ /tch/ /ve/ /ze/ /ce/ /se/	Learn new pronunciation of /are/ /ear/	Phase 2 Intervention 			
	Learn alternative spellings of phoneme /i/ /o/ /c/	Learn alternative spellings of phoneme /g/ /u/ /a/	Learn alternative spellings of phoneme /y/ /ch/	Learn alternative spellings of phoneme /ea/ /ie/	Learn alternative spellings of phoneme /ore/ /tch/ /ve/ /ze/ /ce/ /se/	Learn alternative spellings of phoneme /are/ /ear/	Phase 3 Intervention 			
	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Reading and spelling words with consonant blends and new graphemes.	Phase 4 Intervention 		
Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.	Reading and spelling polysyllabic words.				
Reading and writing sentences.			Reading and writing sentences.	Reading and writing sentences.	Reading and writing sentences.	Reading and writing sentences.				

		Reading and writing sentences.			Reading and writing sentences.			
Assessment End Points	I can blend to read words containing /i/ /o/ /c/ I can segment to spell words containing /i/ /o/ /c/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /g/ /u/ /a/ I can segment to spell words containing /g/ /u/ /a/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /y/ /ch/ I can segment to spell words containing /y/ /ch/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ea/ /ie/ I can segment to spell words containing /ea/ /ie/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /ore/ /tch/ /ve/ /ze/ /ce/ /se/ I can segment to spell words containing /ch/ /ow/ /ve/ /ze/ /ce/ /se/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /are/ /ear/ I can segment to spell words containing /are/ /ear/ I can read and write sentences that contain this week's focus words?		

Phase 5c Teaching Sequence						
	week 1	week 2	week 3	week 4	week 5	week 6
Focus	past tense	past tense	suffix	suffix	suffix	Prefixes /un/
GPC	past tense adding /ed/ (root word unchanged)	past tense adding /s/ and /es/ - plurals	adding /ing/	adding /er/ (verbs)	adding /er/ and /est/ (adjectives)	adding prefix /un/
Key Learning Activities	Learn to add /ed/ to a root word Reading and spelling words with /ed/ / Reading and writing sentences.	Learn to add /s/ and /es/ to make plurals Reading and spelling words with /s/ and /es/ Reading and writing sentences.	Learn to add /ing/ to a root word Reading and spelling words with /ing/ Reading and writing sentences.	Learn to add /er/ to verbs Reading and spelling words with /er/ Reading and writing sentences.	Learn to add /er/ and /est/ to create adjectives Reading and spelling words with /er/ /est/ Reading and writing sentences.	Learn to add the prefix /un/ to verbs Reading and spelling words with the prefix /un/ Reading and writing sentences.
Assessment End Points	I can blend to read words containing /ed/ I can segment to spell words containing /ed/	I can blend to read words containing /s/ /es/ I can segment to spell words containing /s/ /es/	I can blend to read words containing /ing/ I can segment to spell words containing /ing/	I can blend to read words containing /er/ I can segment to spell words containing /er/	I can blend to read words containing /er/ /est/ I can segment to spell words containing /er/ /est	I can blend to read words containing /un/ I can segment to spell words containing / /un/

	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?	I can read and write sentences that contain this week's focus words?
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Phase 6a Teaching Sequence										
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10
Focus	alternative sounds and graphemes	alternative sounds and graphemes	plurals /es/	alternative sounds and graphemes	alternative sounds and graphemes	suffix	suffix	suffix	suffix	
GPC	/y/ saying /igh/	/dge/ and /ge/ saying /i/	adding /es/ to nouns and verbs ending in /y/ The /y/ is changed to an /i/	/gn/ saying /n/	/kn/ saying /n/	adding /ing/ to a verb	adding /ing/ to words ending in /e/ with a consonant before it drop the /e/ and add /ing/	Adding /ing/ to words of one syllable. The last letter is doubled to keep the short vowel sound	Adding /ing/ to words ending in /y/	Assessment and Consolidation 6a
Key Learning Activities	Learn new pronunciation of /y/ saying /igh/ Learn alternative spellings of phoneme /y/ saying /igh/ Reading and writing sentences.	Learn new pronunciation of /dge/ and /ge/ saying /j/ Learn alternative spellings of phoneme /dge/ and /ge/ saying /j/ Reading and writing sentences.	Learn to add /s/ and /es/ to nouns and verbs ending in /y/make plurals Reading and spelling words with /s/ and /es/ to nouns and verbs ending in /y/make plurals Reading and writing sentences.	Learn new pronunciation of /gn/ saying /n/ Learn alternative spellings of phoneme /gn/ saying /n/ Reading and writing sentences.	Learn new pronunciation of /kn/ saying /n/ Learn alternative spellings of phoneme /kn/ saying /n/ Reading and writing sentences.	Learn to add /ing/ to a root word Reading and spelling words with /ing/ Reading and writing sentences.	Learn to add /ing/ to words ending in /e/ with a consonant before it Reading and spelling words with /ing/ dding /ing/ to words ending in /e/ with a consonant before it Reading and writing sentences.	Learn to add /ing/ to words of one syllable. Reading and spelling words with /ing/ to words of one syllable. Reading and writing sentences.	Learn to add /ing/ o words ending in /y/ Reading and spelling words with /ing/ o words ending in // Reading and writing sentences.	
wordlists	by, try, dry, sky, fly, sly, spy, reply, cry, fly, dry, try, reply, July, shy, spy, sky, why	edge, hedge, badge, bridge, change, large, orange, challenge	flies, tries, replies, cries, copies, babies, carries, spies, supplies, lorries	Gnome, sign, gnaw, gnat, design, gnash	Knee, knight, knot, knife, knock, know	watching, looking, jumping, walking, talking, sleeping,	hiking, shining, surprising, joking, hoping, smiling, loving, writing, coming	patting, humming, dropping, shopping, running, hopping, clapping, sitting, flipping,	copying, worrying, annoying, studying	

								wrapping, slipping		
Assessment End Points	I can blend to read words containing /y/ saying /igh/ I can segment to spell words containing /y/ saying /igh/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /dge/ and /ge/ saying /i/ I can segment to spell words containing /dge/ and /ge/ saying /i/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /adding /es/ to nouns and verbs ending in /y/ The /y/ is changed to an /i/ I can segment to spell words containing /adding /es/ to nouns and verbs ending in /y/ The /y/ is changed to an /i/ I can read and write sentences that contain this week's focus words?	I can blend to read words containing /gn/ saying /n I can segment to spell words containing /gn/ saying /n I can read and write sentences that contain this week's focus words?	I can blend to read words containing /kn/ saying /n/ I can segment to spell words containing /kn/ saying /n/ I can read and write sentences that contain this week's focus words?	I can blend to read words adding /ing/ to a verb I can segment to spell words adding /ing/ to a verb I can read and write sentences that contain this week's focus words?	I can blend to read words adding /ing/ to words ending in /e/ with a consonant before it - drop the /e/ and add /ing/ I can segment to spell words adding /ing/ to words ending in /e/ with a consonant before it drop the /e/ and add /ing/ I can read and write sentences that contain this week's focus words?	I can blend to read words adding /ing/ to words of one syllable. The last letter is doubled to keep the short vowel sound I can segment to spell words Adding /ing/ to words of one syllable. The last letter is doubled to keep the short vowel sound I can read and write sentences that contain this week's focus words?	I can blend to read words adding /ing/ to words ending in /y/ I can segment to spell words Adding /ing/ to words ending in /y/ I can read and write sentences that contain this week's focus words?	I can read and write words using all phase 6a phonemes

Phase 6b Teaching Sequence										
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10
Focus		suffix Simple past tense	suffix Simple past tense	suffix Simple past tense	alternative pronunciation	suffix	suffix	suffix	suffix	
GPC	Adding -y to words ending in 'e'	Adding /ed/ to words	Adding /ed/ to words ending in 'y'	Adding /ed/ to words of one syllable.	/wr/ saying /r/	the /l/ sound spelt /le/ at the end of a word The /l/ sound spelt /el/ at the end of a word	words ending in /il/ and /al/ saying /l/	adding -ly to adjectives to make an adverb adding -ly to words ending in /e/	Adding - /er/ and /est/ to words ending in /y/	Assessment and Consolidation 6b

<p>Key Learning Activities</p>	<p>Learn to add /y/ to words ending in /e/</p> <p>Learn spellings of phoneme /y/ ending words</p> <p>Reading and writing sentences with /y/ ending words.</p>	<p>Learn to add /ed/ to words</p> <p>Learn spellings of phoneme /ed/ ending words</p> <p>Reading and writing sentences with /ed/ ending words.</p>	<p>Learn to add /ed/ to words ending in /y/</p> <p>The /y/ is changed to an /i/</p> <p>Reading and spelling words ending with /ed/ changing /y/ to /i/</p> <p>Reading and writing sentences ending with /ed/ changing /y/ to /i/</p>	<p>Learn to add /s/ to words of one syllable where the last letter is doubled to keep the short vowel sound</p> <p>Reading and spelling words ending with /s/</p> <p>Reading and writing sentences ending with /s/</p>	<p>Learn to add /wr/ to words saying /r/</p> <p>Learn spellings of phoneme /wr/ ending words</p> <p>Reading and writing sentences with /wr/ ending words.</p>	<p>Learn to add /le/ and /el/</p> <p>Reading and spelling words with /le/ /el/</p> <p>Reading and writing sentences with /el/ /le/.</p>	<p>Learn to add /il/ and /al/ to words</p> <p>Reading and spelling words with /il/ and /al/</p> <p>Reading and writing sentences with /il/ and /al/</p>	<p>Learn to add /ly/ to adjectives to make an adverb</p> <p>Learn to add /ly/ to words ending in /e/</p> <p>Reading and spelling words with /ly/</p> <p>Reading and writing sentences with /ly/ words</p>	<p>Learn to add /er/ and /est/ to words ending in /y/</p> <p>Reading and spelling words with /er/ and /est/</p> <p>Reading and writing sentences with words ending in /er/ and /est/.</p>	
<p>wordlists</p>	<p>shiny, sparkly, noisy, slimy</p>	<p>looked, helped, fixed, hissed, walked, sorted, laughed, jumped, wanted, asked</p>	<p>copied, worried, studied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</p>	<p>jogged, fitted, clapped, stopped, patted, hummed, dropped, clipped, wrapped, napped, ripped, drummed, dragged</p>	<p>wrong, wren, wrist, wrap, write, wrote, wreck</p>	<p>bubble, middle, table, apple, little, puddle, giggle, cuddle, bottle, ankle, eagle, uncle camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel, hazel, vowel, angel, jewel</p>	<p>pencil, fossil, pupil, April, nostril, gerbil, lentil, evil, anvil, basil, festival, total, local, medal</p>	<p>quickly, sickly, slowly, nicely, loudly, quietly, neatly, safely, sadly, brightly, crumbly wiggly, wrinkly, cuddly, bubbly, grizzly, giggly, prickly, fiddly, muscly</p>	<p>happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest, angriest, angrier, drier, driest, tidier, tidiest</p>	
<p>Assessment End Points</p>	<p>I can add /y/ to words ending in /e/</p> <p>I can segment to spell words ending in /y/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /ed/ to words</p> <p>I can segment to spell words ending in /ed/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /ed/ to words ending in /y/ - chanting the /y/ into an /i/</p> <p>I can segment to spell words ending in /ed/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /ed/ to words of one syllable – doubling the last letter</p> <p>I can segment to spell words ending in /ed/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can blend to read words containing /wr/ saying /r/</p> <p>I can segment to spell words containing /wr/ saying /r/</p> <p>I can read and write sentences that contain this week's focus words?</p>	<p>I can add /le/ and /el/ to words saying /l/ sound</p> <p>I can segment to spell words ending in /le/ and /el/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /il/ and /al/ to words saying /l/ sound</p> <p>I can segment to spell words ending in /il/ and /al/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /ly/ to an adjective to make an adverb</p> <p>I can add /ly/ to words ending in /e/</p> <p>I can segment to spell words ending in /ly/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can add /er/ and /est/ to words ending in /y/</p> <p>I can segment to spell words ending in /ly/</p> <p>I can read and write sentences that contain this week's focus words</p>	<p>I can read and write words using all phase 6a phonemes</p>

Phase 6c Teaching Sequence

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10
Focus	suffixes	suffixes	alternative phonemes	alternative phonemes	alternative phonemes	Contractions	Prefixes	Suffixes	Homophones and Near Homophones	
GPC	Adding – er and est to words ending in ‘e’ with a consonant before it Take off the /e/	Adding -ed and -er to words ending in e Adding -er, -est and -y to CVCC and CVC words	‘eer’ saying /ear/ ‘ture’ saying /cher/ ‘mb’ saying /m/	‘o’ saying /u/ the /or/ sound spelt ‘a’	The /zh/sound spelled with a /s/ words ending in ‘tion’ saying /shun/	Contractions	Adding prefixes /dis/ Adding suffixes -/ful/ and /less/	Adding the suffix /ness/ Adding the suffix /ment/	Homophones and Near Homophones	Assessment and Consolidation 6c
Key Learning Activities	Learn to add /er/ and /est/ to words ending in /e/ Learn spellings of phoneme /er/ and /est/ ending words Reading and writing sentences with /er/ and /est/ ending words.	Learn to add /ed/ and /er/ to words ending in /e/ Learn spellings of phoneme /ed/ and /er/ending words Reading and writing sentences with /ed/ and /er/ ending words.	Learn the alternative phonemes /eer/ /ture/ and /mb/ Reading and spelling words with /eer/, /ture/ and /mb Reading and writing sentences	Learn to use /o/ saying the /u/ sound Learn to use /or/ saying the /a/ sound Reading and spelling words ending with /o/ and /or/ Reading and writing sentences ending with /o/ and /or/	Learn to use the /zh/ phonemes saying /s/ Learning to use the /tion/ ending saying /shun/ Reading and writing sentences with /s/ and /tion/ending words.	Learn to use contractions - the apostrophe showing where a letter/letters would be in the words were written in full Learn to read and spell words with contractions Reading and writing sentences with contracted words	Learn to add the prefix /dis/ to words Learn to add the suffixes /ful/ and /less/ understanding that if a suffix starts with a consonant letter it is added straight onto most words Reading and writing sentences with /dis/ /ful/ and /less/ ending words.	Learn to add the suffix /ness/ to words Learn to add the suffixes /ment/ to words Reading and writing sentences with /ness/ and /ment/ ending words	Recognise what homophones are Read and match homophones Read sentences and identify the correct homophones using context cues	
wordlists	smaller, smallest, nicer, nicest writer, hiker, timer, braver, bravest, baker, looser, loosest, safer, safest, simpler, simplest,	Hikes, hiker, timed, timer, braved, braver, baked, baker longer, warmer, coldest, windy, wetter, hottest, funny, sunny	steer, career, cheer, volunteer, sheer, peer, meerkat, deer future, picture, sculpture, nature, vulture, adventure, creature, capture	all, ball, call, hall, small, walk, bald, talk, chalk, almost, always brother, son, above, wonder, worry, glove, cover, month	television, treasure, usual, measure, pleasure, decision, vision, version, seizure, visual action, motion, description, station, section,	can’t, you’ll, didn’t, hasn’t, couldn’t, it’s. wasn’t, doesn’t, mustn’t, I’ll, I’ve, she’d, we’ll, we’d, shouldn’t, wouldn’t, haven’t, isn’t, won’t, hadn’t,	dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey graceful, wonderful,	darkness, rudeness, sadness, greatness, fairness, kindness, tidiness, happiness enjoyment, payment,	hear, here, there, their, bear, bare, quiet, quite there, their, here, hear, see, sea, too, two, blue, blew quiet, quite, bare, bear, sun,	

	greater, greatest		lamb, limb, comb, numb, climb, thumb, crumb, bomb		adoption, portion, fiction, notion, education, injection, caption, fraction, competition	would've, could've	powerful, breathless, careless, careful, playful, thankful, helpful, wonderful, useless, carelessly, homeless, hopeless, spotless	excitement, movement, agreement, achievement, adjustment	son, be, bee, night, knight	
Assessment End Points	<p>I can add /er/ and /est/ to words ending in /e/</p> <p>I can spell words with of phoneme /er/ and /est/</p> <p>I can read and write sentences with /er/ and /est/ ending words.</p>	<p>I can add /ed/ and /er/ to words ending in /e/</p> <p>I can spell words with the phoneme /ed/ and /er/</p> <p>I can read and write sentences with /ed/ and /er/ ending words.</p>	<p>I can use the alternative phonemes /eer/ /ture/ and /mb/</p> <p>I can read and spell words with /eer/, /ture/ and /mb/</p> <p>I can read and write sentences with /eer/ /ture/ and /mb words</p>	<p>I can use the alternative phoneme /o/ saying the /u/ sound</p> <p>I can use the alternative phoneme /or/ saying the /a/ sound</p> <p>I can read and spell words with alternative /o/ and /or/</p> <p>I can read and write sentences with alternative /o/ and /or/ words</p>	<p>I can use the alternative phoneme /zh/ saying the /s/ sound</p> <p>I can use the alternative phoneme /tion/ ending saying /shun/</p> <p>I can read and write sentences with /s/ and /tion/ending words.</p>	<p>I can use contractions - the apostrophe showing where a letter/letters would be in the words were written in full</p> <p>I can read and spell words with contractions</p> <p>I can read and write sentences with contracted words</p>	<p>I can add the prefix /dis/ to words</p> <p>I can add the suffixes /ful/ and /less/</p> <p>I can read and write sentences with the prefix /dis/ and suffixes /ful/ and /less/</p>	<p>I can add the suffix /ness/ to words</p> <p>I can add the suffixes /ment/ to words</p> <p>I can read and write sentences with /ness/ and /ment/ words</p>	<p>I can recognise what homophones are</p> <p>I can read and match homophones</p> <p>I can read sentences and identify the correct homophones using context cues</p>	<p>I can read and write words using all phase 6c phonemes</p>