

Burleigh Primary School



Phonics Policy

Reviewed by SLT: December 2025

To be reviewed: December 2026



Burleigh Primary School

Policy History

Date	Writer	To be approved by	Modifications/changes
July 2023	J Lovelock	SLT	The following changes were made: Page 4 – handwriting expectations for EYFS have been updated Page 5 – cursive and non-cursive scripts are referred to; planning script generated to ensure a consistent delivery
September 2024	J Lovelock	SLT	Page 5 and Appendix 5 – mnemonics added Updated planning – Appendix 1 Added resources – Appendix 6 Reading strategies added – Appendix 7
November 2025	J Lovelock	SLT	Page 5 – paragraph added to reflect the new phonics poems that have been incorporated into the programme Time frame for handwriting adjusted page 4 Letters and sounds document referral removed page 5 Poems used for fluency added page 5 Meeting for Year R-3 changed to Meeting for Rec-Year 1 Page 6 Phonics lead supporting interventions added page 6

Burleigh Primary School

Phonics First Policy

Phonics First promotes a structured and progressive approach to the learning of reading. At Burleigh Primary School, we provide a teaching programme that embeds the fundamental skills for children to learn to read whilst promoting fluency, proficiency, understanding and, most importantly, a passion to engage in a wide selection of books and have a joy for reading that will be carried through their school life.

The teachers and their teaching style are what drive Phonics First and promotes motivation in the children learning to read. Teachers are passionate and enthusiastic when teaching phonics, ensuring eye contact, interaction and collaboration are at the heart of all lessons.

Aims

We aim for children at Burleigh to:

- be and feel successful when reading
- become fluent and expressive readers
- become life-long readers
- have equal opportunities to access the wider curriculum.

Teaching Sequence

Teachers and teaching assistants teach phonics to children every day, for between 30 to 60 minutes.

In Early Years and Year One, all children are exposed to and taught the correct age-related content. Children are supported in class by the teaching assistant to ensure that lessons are accessible for all. Children who need more support are given additional phonics lessons in the afternoon.

In lower Key Stage Two, phonics is incorporated into spelling lessons where appropriate. Those children who did not meet the phonics expectations at the end of Key Stage One are taught phonics in small groups or one-to-one in Year Three and beyond if required. For consistency, resources from Key Stage One are used to help us close the gaps and are adapted to meet the needs of individuals.

All teachers and teaching assistants follow Burleigh's Teaching and Progression of Phonics document (see Appendix 1), which meets the reading expectations of the National Curriculum. Lessons are sequenced using the following model:

Introduction: Introduce the learning objective and set expectations for 'reading behaviour', linked to Burleigh's MAGIC attitude (see Appendix 2)

Revise: Children revisit sounds to close gaps (based on assessments) and recap prior learning

Teach: New learning introduced

Practise: Children practise the sound being taught in that lesson, which can include practising oral blending, letter formation, reading and spelling words

Apply: Children apply new learning to be able to read and write sentences, which will include sentences with taught tricky words. During this section of the lesson, capital letters and punctuation are emphasised.

Every phonics session reinforces the basic skills of letter formation and pencil grip. During phonics lessons, children use individual whiteboards to record new learning. Outside of phonics lessons, children have the opportunity to practise writing using a pencil on lined paper at a table, so that they develop and learn good behaviours for writing.

For consistency, all adults model and promote the correct terminology (see Appendix 3) and symbols. These include:

- 'dots' to represent one letter making one sound, e.g. s
- a 'dash' to represent digraphs and trigraphs, e.g. light
- split digraphs will be represented with an arch, e.g. cake

Letter formation (see Appendix 4)

All children learn to form letters in letter families, according to the direction and orientation of the letter:

- *Curly caterpillar letters:* '**Curl back down the caterpillar**'. (add 'lead in up' in Year Two)
- *Long ladder letters:* '**down the ladder**' (add 'lead in up the ladder' in Year Two)
- *One-armed robot letters:* '**Down the robot's body, then up and over the robot's arm**'. (add 'lead in up' in Year Two)
- *Zig-zag monsters:*
 - V – zig-zag**
 - W – zig-zag, zig, zag**
 - X – zig-zag**
 - Z – zig-zag, zig**

In Early Years, children are introduced to letters and sounds in print. They are taught to form letters to the correct size and orientation. This continues into Year One.

In in the Summer term of Year 1 cursive letters (not joined) are introduced. Teachers model writing in the cursive script, and children are shown examples of joined-up writing. Towards the end of Year Two and throughout the rest of the school, children are expected to form all letters to the correct size, orientation and relationship to one another and to space out their words correctly.

Teaching of common exception words (called tricky words)

At Burleigh, adults use the terminology *tricky words* to teach common exception words. Adults and children will attempt to sound out tricky words and then identify '*what's tricking you?*' Teachers will use mnemonics to support children in remembering the tricky parts of some words. Mnemonics will consist of images and songs and are used consistently across the school (see Appendix 5).

Our progression through the tricky words has been mapped out (see Appendix 1) and has been incorporated into the Teaching and Progression of Phonics plan.

Resources

All Early Years and Key Stage One classrooms display the sounds in the order that they are taught (see Appendix 6). Sound mats are available for all children, no matter where they are in the school; these support writing and reading across all curriculum subjects. Sound mats can display either cursive or non-cursive scripts, depending on the needs of the children.

The Teaching and Progression of Phonics plan is supported by teaching slides that have been made by the school. The slides ensure a consistent approach to the teaching model and include opportunities for the revise, teach, practise and apply. Each teaching phase will have an additional plan or script for all staff to follow; this ensures the delivery of the teaching slides is consistent across the school.

Burleigh Primary School uses *Collins Big Cat books*, which follow a progressive sequence to introducing new sounds. Children will read books that are consistent with their developing phonic knowledge and their knowledge of tricky words. Primarily, children will use a Phonics First approach to reading new words. In addition, children are taught a sequence of reading strategies to help them read unfamiliar words (Appendix 7). Age-related reading expectations are indicated on the Teaching and Progression of Phonics plan and on the phonics tracking grids.

Our book stock is supplemented with books from older Collins Big Cat Letters and Sounds. These additional books have been carefully re-banded and put into an order of progression that meets our Teaching and Progression of Phonics plan.

Poems are used in addition to the phonics lesson to provide extra application for children and support fluency. The poems are designed to include only taught graphemes and tricky words in line with the teaching sequence. The use of poems supports children to build their fluency through natural language, repetition and simple patterned structures.

Phonics Play games are used to support some teaching. Games and resources are selected carefully and support Burleigh's Teaching and Progression of Phonics plan.

Other published resources to support the teaching and application of phonics include:
Pocket Rockets for reading

Smart Kids word boxes
Carefully selected Twinkl resources
Collins Big Cat books
Lesley Clarke's Mnemonics for spelling tricky words (CEWs)
Lesley Clarke's decodable poems

Assessment

Teachers carry out assessments on all children at the end of a phase (see Appendix 8). The information is entered into the phonics tracking grids, which are used to monitor children's progress. On the subsequent half-termly planning overview (see Appendix 9), teachers plan how and when they will address whole-class or individual gaps. Some children may require more frequent diagnostic assessments, e.g. running records or miscue analysis, to help identify specific barriers to learning.

If further intervention is needed, this might include:

- one-to-one or group support in addition to the main phonics lesson
- additional provision put in place as part of the main phonics lesson, based on specific needs
- daily reading with an adult to support the application of new sounds.

In Key Stage Two, where children are below or significantly below age-related expectations, phonics interventions are planned using advice from a SpLd base (see Appendix 10).

Phonics across the curriculum

Children at Burleigh Primary School are given the opportunity to apply their phonics knowledge and skills to all curriculum areas. Where appropriate, teachers model reading unknown words and new vocabulary using phonics and highlight spelling patterns.

The teaching of reading is incorporated into foundation subjects, when appropriate, with carefully chosen texts. Fluent reading is modelled by the adult, and echo reading may be used.

CPD for Staff

All new staff are supported by the Phonics Lead and their year group partner to implement the Teaching and Progression in Phonics plans. Teachers in EYFS and Years One have half-termly meetings to discuss the progress being made by the children, including the lowest 20%, and to review interventions. This time is also used to share good practice amongst the staff. In addition, the Phonics Lead also gives regular phonics updates in PLC meetings. The Phonics Lead plans and supports the delivery of interventions with teachers and teaching assistants across the school.

Appendix 1: Teaching and Progression of Phonics 2024 – 2025

Reception

Term	Progression and sequence of teaching	High Frequency Words <small>(Ensure these words are included when teaching children to blend and segment with new graphemes)</small>	Tricky keywords for reading <small>(CEWs in bold)</small>	Tricky (CEWs) words for spelling
Autumn 1	<p>Phase 2: Learning new graphemes for reading - CVC words</p> <p>Pink s a t p i n m d g o c k ck e u r h b f l</p> <p>Vowel sounds identified</p>	<p>an, as, at, in, is*, it, on, can dad had, and, not if, back, get, big, him, his*, has* got, up, mum, but,</p>	<p>Set 1: I the a Set 2: to no go into</p>	
Autumn 2	<p>Phase 2: Learning new graphemes for reading - CVC words</p> <p>ff ll ss z zz</p> <p>Phase 3 j v w x y</p> <p>Phase 3 Consonant digraphs: qu ch sh th ng nk</p> <p>words with s /s/ added at the end words with 's' that sound like /z/ e.g. bags, his</p>	<p>of*, off will</p>	<p>Set 3: of and his her Set 4: he me we be she</p>	<p>I no go to do the</p>

Spring 1	<p>Phase 3: Learning new graphemes for reading ai ee igh oa oo oo ar or ur ow oi ear air er – er taught as ‘stressed’ as in her and ‘unstressed’ as in butter</p>	that, this, then, them, with, see	Set 5: put pull full push Set 6: was you they are Set 7: my by	a is his has
Spring 2	<p>Words with other double letters dd = ladder, mm=hammer, tt=letter, bb=rabbit, gg=egg, pp=supper Longer e.g. helmet, zigzag Words with s /z/ in the middle Words with es /z/ at the end</p>	for, now down, look, too	Set 8: all are Set 9: sure pure	he she we me be
Summer 1	<p>Applying and securing blending and segmenting of phase 3 words</p>		Set 10: said so do Set 11: have like Set 12: some come love	are her all they my
Summer 2	<p>Phase 4 part 1: Adjacent consonants for reading CVCC a. e.g. nest, bend, lamp, tent, left, tusk, melt, help, shelf, milk, kept, next b. CVCC including consonant digraphs e.g. lunch, tenth CCVC a. no vowel digraphs - truck, drag, crab, smell, flag b. with digraphs - green, brown, bleep, plank, clown, sleep, speed, stars –. c. including consonant digraphs e.g, shrub, three, d. then include polysyllabic phase 3 words <u>with digraphs</u> e.g. poison, market</p>	went, It’s, from, children, just help, next, stop, must, still	Set 13: were here there Set 14: little says Set 15: when what Set 16: one out today	Revise all taught spellings

	<p><u>CCVCC</u> crunch, trench, thrust, Grinch, twist, stamp, stand, glimp, *trickier blend: 'nch' bench, punch, drench, crunch, lunch</p>			
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Year One

Term	Progression and sequence of teaching	High Frequency Words <small>(Ensure these words are included when teaching children to blend and segment with new graphemes)</small>	Tricky keywords for reading (CEWs in bold)	Tricky (CEWs) words for spelling
<p>Autumn 1 Phase 3 revision</p>	<p>Phase 4 part 2: consonants blends for reading and spelling Blue *phase 3 sounds to be incorporated into phase 4 ‘alien’ words – focus on gaps from assessments*</p> <p>CCCVC scrap, splash, string</p> <p>CCCVCC sprint</p> <p>Polysyllabic words – helper</p> <p>Compound words - football, helpdesk, windmill, sandpit.</p> <p>Words ending in -ing (humming) -ed (pulled) -ed pronounced as /t/ (jumped) -ed pronounced as /id/ (landed) -est (brightest)</p> <p>-y (happy, funny, party) Teach this now. it is coming up in books that children are reading but this will come up in phase 5 too.</p>		<p>Revise all previously taught tricky words for reading</p>	

<p style="text-align: center;">Autumn 2</p>	<p>Phase 5 New graphemes and alternative pronunciations and alternative spellings</p> <p>1./ai/ ay play 2./ow/ ou cloud 3./oi/ oy boy 4./ee/ ea each 5./ur/ ir bird 6./igh/ ie pie 7./oo/ ue blue 8./yoo/ ue rescue 9./yoo/ u unicorn 10./oa/ o over 11./igh/ i tiger 12./ai/ a paper 13./ee/ e he 14./ai/ a-e shake 15./igh/ i-e time ** <i>hire wire fire</i> 16./oa/ o-e home 17./oo/ u-e rude 18./ee/ e-e even 19./oo/ ew new/yoo/ ew few 20./ee/ ie shield 21./or/ aw claw</p>	<p>about, saw, day, made, came, make, time,</p>	<p>Set 17: their people oh your</p> <p>Set 18: Mr Mrs Ms</p> <p>Set 19: could would should</p> <p>Set 20: our house mouse ask</p> <p>Set 21: water want</p>	
<p style="text-align: center;">Spring 1</p>	<p>22./ee/ y funny happy party 23./e/ ea head read instead 24./w/ wh wheel 25./oa/ oe toe 26./oa/ ou shoulder boulder mouldy 27./igh/ y fly sky shy 28./oa/ ow snow glow blow 29./j/ g giant magic 30./f/ ph phone phonics 31./l/ le apple 32./l/ al metal</p>	<p>Set 22: any many again</p> <p>Set 23: who whole where</p> <p>Set 24: two school call</p>		

	<p>33./s/ c mice ice rice 34./v/ ve give 35./u/ o-e some love glove shove 36./u/ o mother 37./u/ ou young 38./z/ se cheese and /s/ se mouse 39./s/ ce fence 40./ee/ ey donkey 41./oo/ ui fruit 42./oo/ ou soup</p>	<p>Set 25: different thought through</p> <p>Set 26: friend work once</p>	
<p>Spring 2</p>	<p>43./ur/ or world word work 44./oo/ u push pull full 44.b /oo/ oul could 45./air/ are share square 45./air/ ere there where 46./or/ au author 47./or/ al walk and less common: aur dinosaur oor floor our pour 48. /ch/ tch match 49./ch/ ture adventure 50./ar/ al half 51./ar/ a father past last 52./or/ a water 53./or/ ar making or after 'w' war warm * 54./o/ a want what was 55./air/ ear pear bear 56./ur/ ear learn earth 57./r/ wr wrist write wrong 58./s/ sc science and st whistle listen 59./c/ ch school chord chemist 60./sh/ ch chef 61./z/ ze freeze</p>	<p>Set 27: Laugh because eye</p> <p>Set 28: Busy beautiful pretty</p> <p>Set 29: Hour move improve</p>	

<p>Summer 1</p>	<p>Phonics Screening Check</p> <p>No new graphemes</p>		
<p>Summer 2</p>	<p>Phase 5 Orange - Turquoise</p> <p>62./ai/ eigh aigh ey ea (less common spellings) eight straight grey break</p> <p>63./n/ kn knight knee</p> <p>64./n/ gn gnaw sign</p> <p>65./m/ mb thumb lamb</p> <p>66./ear/ eer deer ere here</p> <p>67./zh/ su si treasure vision</p> <p>68./j/ dge dodge bridge</p> <p>69./j/ ge large charge</p> <p>70./i/ y crystal gym</p> <p>71./sh/ ti potion</p> <p>72./sh/ ssi si mission mansion</p> <p>73./sh/ ci delicious</p> <p>74./or/ augh our oar ore daughter pour oar more (less common)</p>	<p>Set 30: Parent shoe</p>	

Year Two Spelling Programme

Autumn 1 and Autumn 2	<p>Phase 5 reading and spelling</p> <p>Year 2 to revisit reading Phase 5 alternatives spellings and pronunciations.</p> <p>Year 2 to focus on spelling rules for each grapheme.</p>	<p>Revision of reading and spelling of Year 1 tricky words</p>	
Spring 1	<p>Phase 5 reading and spelling</p> <p>Year 2 to revisit reading Phase 5 alternatives spellings and pronunciations.</p> <p>Year 2 to focus on spelling rules for each grapheme.</p>		
Spring 2	<p><u>Sound families for spellings: Vowels</u></p> <p>1./ai/ ay a-e a (less common: prey grey break great eight)</p> <p>2./ee/ ea e-e ey y ie</p> <p>3./igh/ ie i-e i y</p> <p>4./oa/ oe o-e ow o</p> <p>5./oo/(yoo) ue ew u-e u</p>		

<p>Summer 1</p>	<p>6. Adding –s and –es to nouns and verbs</p> <p>7. Adding –es to nouns and verbs ending in –y</p> <p>8. Adding suffixes to words with long vowels and double consonant – just add -ed</p> <p>9. Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it – Drop the ‘e’ and add the suffix</p> <p>10. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it – Drop the ‘y’ and add ‘i’</p> <p>11. Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter – Double the consonant</p> <p>12. The suffixes –ment, –ness, –ful , –less and –ly (Also taught within English lessons) If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.</p>
<p>Summer 2</p>	<p>13. Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can’t – cannot</i>). <i>It’s</i> means <i>it is</i> (e.g. <i>It’s raining</i>) or sometimes <i>it has</i> (e.g. <i>It’s been raining</i>), but <i>it’s</i> is never used for the possessive.</p> <p>14. The possessive apostrophe (singular nouns)</p> <p>15. Words ending in –tion</p> <p>16. Homophones and near homophones</p>

Year 2 Spelling objectives covered in Autumn 1 as part of Phonics First:

Year 2 common exception words (tricky words) are taught alongside spelling lessons

/j/ spelt as g elsewhere in words before e, i and y

The /j/ sound spelt as ge and dge at the end of words.

The /s/ sound spelt c before e, i and y

The /n/ sound spelt kn and (less often)

The /n/ sound spelt as gn at the beginning of words

The /r/ sound spelt wr at the beginning of words

The /l/ sound spelt –le at the end of words

The /l/ sound spelt –el at the end of words

The /l/ sound spelt –al at the end of words

Words ending –il

The /ee/ sound spelt –y at the end of words

The /o/ sound spelt a after w and qu

The /or/ sound spelt a before l and ll

The /u/ sound spelt o

The /ee/ sound spelt –ey

The /ur/ sound spelt ‘or’ after w

The /or/ sound spelt ar after w

The /zh/ sound spelt s e.g. casual

Appendix 2:

Burleigh Teaching and Progression of phonics – 'Phonics First'

Motivation, **A**spiration, **G**umption, **I**ntegrity, **C**ommunication

Try your best and join in every part of the lesson.

Read words you have never read before.

Give it a go, even if you make a mistake.

Support others by showing good listening and concentration.

Show everybody what you know!

Appendix 3: Terminology

Phoneme: One unit of sound that you can hear.

Grapheme: Written representation of a sound. Sounds can be represented by 1, 2, 3 or 4 letters.

Digraph: A grapheme represented by two letters.

Trigraph: A grapheme represented by three letters.

Split-digraph: A digraph that is split between a consonant.

Vowels (a, e, i, o, u): Sounds that are made through the open configuration of the vocal tract, air is not blocked.

Consonants (b, c, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z): A speech sound where the air is partly blocked.

Adjacent consonants: Two consonants that are next to each other.

Blending: Combining sounds to make a word.

Segmenting: Breaking up a word to spell it.

Tricky word: A word that does not follow *taught* phonics rules.

Appendix 4:
Letter Families

Curly Caterpillar Letters

c c a a o o
q q g g d d
e e s s f f

Ladder Letters

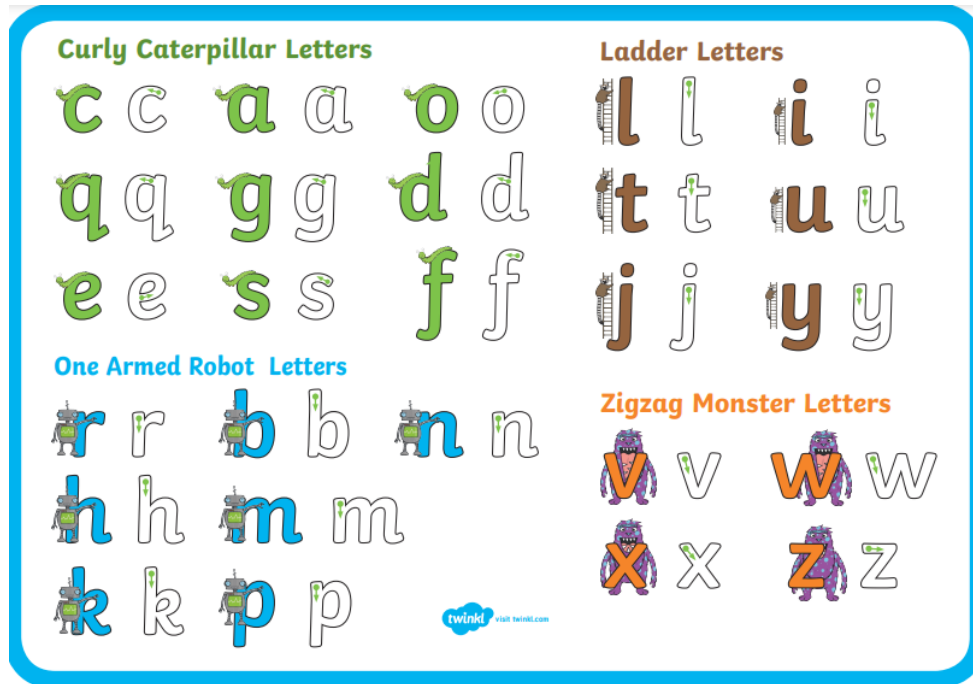
l l i i
t t u u
j j y y

One Armed Robot Letters

r r b b n n
h h m m
k k p p

Zigzag Monster Letters

v v w w
x x z z



Curly Caterpillar

c c a a o o
q q g g d d
e e s s f f

Ladder Letters

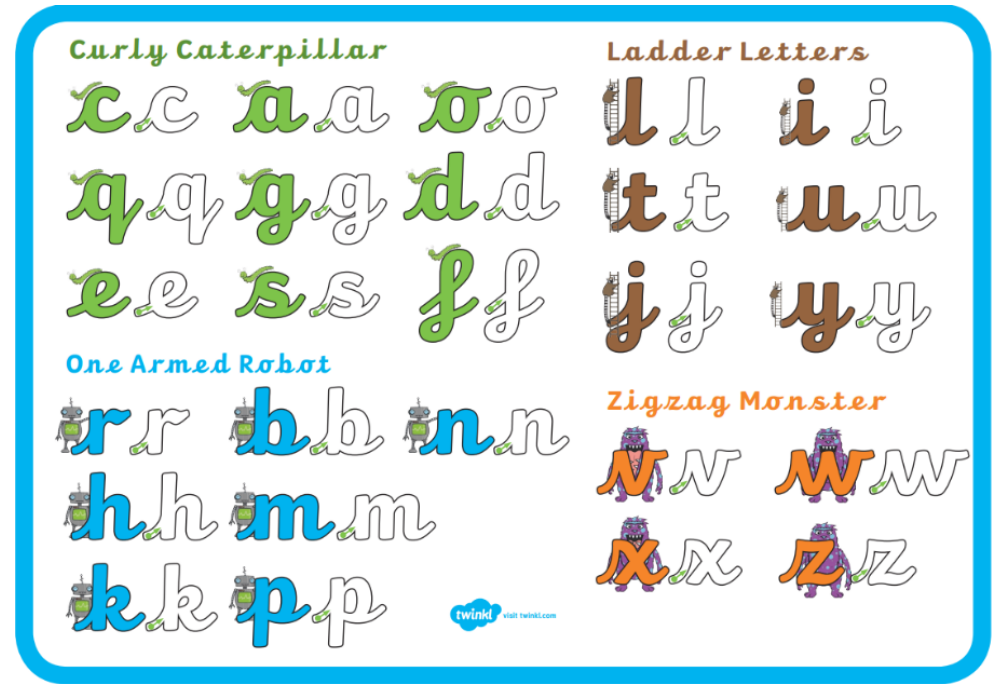
l l i i
t t u u
j j y y

One Armed Robot

r r b b n n
h h m m
k k p p

Zigzag Monster

v v w w
x x z z



Appendix 5: Mnemonics

Word	Resources
Again	Pronounce as it's written eg /a/- g - /ai/ -n
All	Song (tune: 3 Blind Mice) A-I-I, a-I-I That spells all That spells all a-I-I, a-I-I, a-I-I That spells all. MP3 of song provided
Any (& many)	Rap: any, many /e/ is 'a' On 'any', slap alternate thighs in time to syllables Repeat with 'many' On '/e/ is 'a'' clap 3 times (one for each word/sound) MP3 provided
Are	Song (tune of Frere Jacques). Bold words loud. Are you pirates? Are you pirates? Yes we are , yes we are , If you are , sing with me, a-r-e, a-r-e a-r-e, a-r-e MP3 of song provided
Asked	Use best bet for /ar/ before 2 sounds – 'a' in south of England - elsewhere /a/ is straightforward. Recap 'ed' song . MP3 provided
Be	See 'he' mnemonic below
Beauty & beautiful	Song - (tune: Little Bo BEEP) Bea-u-ty, bea-u-ty, Has e-a-u inside it. Change y to i and add f-u-l and you have spelled bea-u-ti-ful. (use letter names when singing letters) MP3 provided
Because	Why do mummy elephants know when baby elephants want something? Because... Big elephants can actually understand small elephants. PDF image provided
Busy	Busy bus (busy has the word bus hiding inside it) PDF image provided
Called	Use best bet for /or/ before /l/ - 'a'. Recap 'ed' song MP3 provided
Christmas	There are a number of difficulties with this word: <ul style="list-style-type: none"> • We often pronounce it 'chrismus', so you can't hear the 't'. Show the word Christ which is contained in the word Christmas to help with this. • Pronounce the word as it is spelled ie Christ-mas. 'Mass' would usually have 'ss' on the end, so mark the 's' with just one star (as you'd get on top of a Christmas tree) to remind the children to just use one 's'.

	<ul style="list-style-type: none"> Choosing the right grapheme for /k/ is tricky. Turn the 'h' into a house with a Christmas tree on the top to remind them of the need for this letter. <p>PDF image provided</p>
Come (teach after 'some')	<p>Come on make envelopes (the hard working octopuses talking to the octopuses who are doing nothing!)</p> <p>PDF image provided</p>
Different	Say as it's written ie. diff/er/ent
Do	<p>Use magnetic letters to look at 'to' (which they already know how to spell) and add 'do' underneath. Try and use a red 'o', as this is the tricky bit of each word:</p> <p>to do</p>
Every & everybody	<p>Say as it's written ie ev/er/y.</p> <p>Everybody: Rap: Ev/er/y/bod/y has just one 'd' (use letter name). MP3 provided</p>
Friends	<p>Turn 'ie' into 2 people who are friends (the same characters were used for the 'like' spelling mnemonic). Friends like each other.</p> <p>PDF image provided</p>
Go (teach after 'no')	<p>When we told octopus to stop tickling people, he didn't so we have to say 'go' (point to 'g') octopus (point to 'o'). PDF of image below is provided separately.</p> <p>Alternative: if children know the name for the letter 'o', get them to segment the word: /g/ /oa/</p>
Has	See 'his' mnemonic below
Have	Segment the word and remind them of the rule of using 've' at the end of a word instead of 'v'
He (& she, we, me, be)	<p>Teach as rhyming set, sounding first letter and using name /ee/ for 'e'. Use magnetic letters to swap first sound. Use a red 'e' if you can, as it's the tricky bit of each word.</p> <p>he she we me be OR: Song (tune: Farmer's in his Den): He, she, we, me ,be He, she, we, me ,be He, she, we, me ,be Have just one e. MP3 of song provided</p>
Her	<p>Song: (tune: 'Do you know the muffin man?')</p> <p>Her is spelled h-e-r, h-e-r, h-e-r Her is spelled h-e-r, h-e-r. (use letter names) MP3 of song provided</p>
His (& has & says)	<p>His mum says his has an 's' and not 'zz'.</p> <p>PDF image provided</p>

























I	As soon as children know the capital letter for I, they can write the tricky word. If it helps, they should already have learned that names start with a capital letter, so you could tell them I is a bit like a name.
Improve	See 'prove' mnemonic below
Laugh	Laugh and u gets happy PDF image provided
Like	Segment the word. To help them remember which grapheme to use for /ie/, the 'i' and the 'e' have been turned into people who are holding hands (as we do for split digraphs). Say the 'i' and 'e' are friends who 'like' each other. PDF image provided
Little	Little insects talk to little elephants A PDF image is provided
Looked	The oo has been turned into a pair of eyes which look. Recap 'ed' song (MP3 provided). A PDF of above image is provided
Many	See 'any' mnemonic above
Me	See 'he' mnemonic above
Move	See 'prove' mnemonic below
Mr	Show full spelling: Mister. Because it's a word we write a lot, people have made it shorter and we just use the 1st and last letters. A PDF image is provided
Mrs	Show full spelling: Mistress. Because it's a word we write a lot, people have made it shorter and we just use the 1st, middle and last letters. OR Write Mr and add 's' as you can hear that on the end of Mrs. A PDF image is provided
My	My my magical yogurt (rap) PDF image provided
No	Octopus likes to tickle people, but he has so many tentacles it's too tickly. We have to say 'no (point to 'n') octopus (point to 'o')'. PDF of image below is provided separately. Alternative: if children know the name for the letter 'o', get them to segment the word: /g/ /oa/
Of and off	Song - (tune: Baa baa...): Of has one f Off has 2 Of has one f Off has 2 MP3 of song provided
Oh	Oh help! A PDF image is provided
Once	One + c = once PDF image provided
One	Imagine you have a bag of sweets. You have one, but then you have another one and another one because.... one is.....often not enough A PDF image is provided. You may wish to discuss the lack of teeth in the picture as a result!
Only	Only one 'o' in only

























Out	Segment the phonemes. To remember which /ow/ grapheme to use, use the grapheme mnemonic of the orange in the underground burrow. It was squeezed (because the burrow was so narrow) and said /ou/, so it had to get out of the burrow. PDF image provided
People	People eat oranges penguins lay eggs A PDF image is provided
Pretty	Turn 'e' into a pretty egg. PDF image provided
Prove (& improve & move)	You need just one 'o' (exercise ball) to prove you can improve how you move. PDF image provided
Said	'Said needs aid' (cover up the 's' as you say 'aid'). The faces in the 'a' & 'd' have cuts. The 'i' is a nurse who is giving first aid. PDF image provided
Says	See 'his' mnemonic above
She	See 'he' mnemonic above
So	Use magnetic letters to look at 'go' and 'no' (which they already know how to spell) and add 'so' underneath. Try and use a red 'o', as this is the tricky bit. go no so Some: some octopuses make envelopes PDF image provided
Sure	Somebody understands robot's electrics PDF image provided
The	'The is t-h-e (names of letters), the is t-h-e, the is t-h-e, the is t-h-e.' Sing to tune of Lou Lou, Skip to My Lou. MP3 of song provided
Their	Sing to the tune of 'She'll be coming round the mountain': For their things use e-i-r For their things use e-i-r For their things use, their things use, their things use e-i-r MP3 of song provided
They	They eat you (monsters) PDF image provided
To	We are going to (point to 't') octopus (point to 'o'). PDF of image below is provided separately
Today	Say as it's written: to-day
Thought	Song - (tune: I Hear Thunder): Through has o-u-g-h, Through has o-u-g-h. Thought has too Thought has too o-u-g-h o-u-g-h Through and thought Through and thought

	(use letter names when saying letters) MP3 of song provided
Through	Song (tune: I Hear Thunder) Through has o-u-g-h, Through has o-u-g-h. (use letter names when saying letters) MP3 of song provided
Was	Learn rhyme: 'After a /w/ sound, 'a' says /o/'. Then segment.
Water	Water oughta (ought to) have an 'a'
We	See 'he' mnemonic above
Were & there	Sing to the tune of Twinkle Twinkle Little Star (using names of letters): Were is w-e-r-e There is t-h-e-r-e MP3 of song is provided
What	The pirate tells you there is some treasure under your hat (you have no hat!). You say 'what hat'? A PDF image is provided
When	You are waiting for a hen to lay an egg. You say to her 'when hen'? A PDF image is provided
Who	Use the question words poster (pdf provided). Question words which start with /w/ use 'wh' (and so does 'who' which starts with /h/). Who follows the same pattern for 'o' making /oo/ as 'to' and 'do' (which the children already know how to spell), so you can teach as a rhyming set, sounding the first grapheme and using /oo/ for 'o'. Use magnetic letters to swap first grapheme. to do who
You	Look at phonetic spelling using magnetic letters: 'yoo'. Then swap final 'o' for 'u', saying "There's a letter 'u' in the tricky word 'you'". OR Song: You is y-o-u, You is y-o-u, You is y-o-u, you, you, you (whilst pointing at other people) MP3 provided




























































Appendix 6:










































Resources

 s	 a	 t	 p	 i	 n
 m	 d	 g	 o	 c	 k
 ck	 e	 u	 r	 h	 b
 l	 ll	 f	 ff	 ss	 z zz

 j	 v	 w	 x	 y	 qu
 ch	 sh	 th	 ng	 nk	 ai
 ee	 igh	 oa	 oo	 ar	 or
 ur	 ow	 oi	 ear	 air	 er

Phase 5 sounds

 ay	 ou	 oy	 ea	 ir	 ie
 ue	 u	 o	 i	 a	 e
 a-e	 i-e	 o-e	 u-e	 e-e	 ew
 ie	 aw	 y	 ea	 wh	 oe
 ou	 y	 ow	 g	 ph	 el
 al	 c	 o-e	 ou	 ey	 ui
 ou	 or	 u	 ere	 au	 tch
 al	 a	 a	 ear	 ear	 wr
 sc	 st	 ce	 ch	 kn	 gn
 dge	 y	 si	 ti	 ci	

 s	 a	 t	 p	 i	 n	 m	 d	 g	 o	 c	 e	 u	 r	 h
ss c sc ce st se		tt	pp	y	nn kn gn	mb mm	dd	gg	a	k ck ch cc	ea	ou o-e o	rr wr	wh wh
 b	 l	 f	 z	 j	 v	 w	 x	 y	 qu	 th	 ng	 ch	 sh	 ss
bb	ll le el al	ff ph	zz ze se	g dge ge	ve	wh						tch t	ch ti	si ci
 ai	 ea	 ee	 igh	 oa	 oo	 oo	 ue	 ar	 or	 ur	 ow	 oi	 ear	 air
ay a-e a	ey eigh	ea e e-e ie y ey	ie i-e i y	oe o-e o ow ou	u oul	ue u-e ew ou ui	u u-e ew	a al	aw au al our augh oor ar	er ir ear or	ou	oy	ere eer	are ere ear

Appendix 7
Reading Strategies

1. Phonics first

What is the first sound?



s
st stomp
sto
stom
stomp

Sound out the whole word
and blend

Try flipping the vowel!



a e i o u

2. Chunking

Break up the word into
syllables.



Can you see a smaller
word inside the bigger
word?

3. Is it a tricky word?

Have you seen the word
before?

people

What's tricking you?

p e o p l e



4. Hop, jump and skip.

Hop back,
jump over,
skip to the end.



Hop back to the beginning, jump over the word and
skip to the end.



What word would make
sense?

Appendix 8:
Phonics Assessment Overview

Reception

<u>Term</u>	<u>Assessment to be completed</u>
Start of Reception	Assessment of initial sounds and oral blending (Phase 1)
Autumn 1	Phase 2 assessment of oral blending and grapheme recognition of sounds taught
Autumn 2	Phase 2 assessment continued of taught sounds
Spring 1	Phase 3 assessment of vowel digraphs
Spring 2	Phase 3 assessment of vowel digraphs
Summer 1	Phase 3 assessment – revising gaps from previous assessment
Summer 2	Phase 4 part 1 assessment

*Assessments of tricky words for reading are ongoing through bookmark assessments with children individually.

Year 1

<u>Term</u>	<u>Assessment to be completed</u>
<i>Entry into Year 1</i>	<i>Review end of Reception Assessments.</i>
Autumn 1	Phase 4 part 2 assessment
Autumn 2	Assessment of taught Phase 5 sounds and tricky words
Spring 1	Assessment of taught Phase 5 sounds
Spring 2	Assessment of taught Phase 5 sounds
Summer 1	PHONICS CHECK
Summer 2	Assessment of taught Phase 5 sounds

Appendix 9:

Phonics Planning Overview

Year:

	Revision: What gaps do chn need revising? (based on assessments)	Main teaching	CEW's/ tricky words to cover this half-term
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

Appendix 10:

Key Stage Two Phonics Interventions

KS2 Phonics intervention

Step 1 – Gaps in chn’s learning incorporated into whole class spelling/ English lessons as part of revision and starters.

Step 2 – Chn who are working 1 year below age-related expectations: Small group phonics catch-up sessions taught by the TA using school’s own reading assessments and phonics teaching resources.

Step 3 – Chn who are working more than a year behind: SpLD (Whizzy’s Words/ Forward with Phonics) phonics intervention taught by Nickie Reeves/ trained TA

Step 4 – For chn who have completed the SpLD phonics intervention to move onto **Magic Spells** – a different approach to phonics. This is aimed at chn who have a low working memory.

Step 5 (Upper KS2) – Magic Belt for older readers

What this looks like in each year group:

Year	Phonics level	Intervention approach
Year 3 <u>Significantly</u> below ARE	Phase 2 or Phase 3	1-2-1/ paired Whizzy’s Words – Phase 2 Forward with Phonics – Phase 3
Year 3 <u>below</u> ARE	Phase 4 or Phase 5	Phonics First teaching resources used for small group intervention.
Year 3 <u>below</u> ARE	Purple	Assess chn on school’s own reading assessments and address gaps in revision part of spelling lessons.
Year 4 <u>Significantly</u> below ARE	Phase 2, Phase 3, Phase 4 or Phase 5	1-2-1/ paired Whizzy’s Words – Phase 2 Forward with Phonics – Phase 3 Magic Spells (NR)
Year 4 <u>below</u> ARE		Assess chn on school’s own reading assessments and address gaps in revision part of spelling lessons.
Year 5/6 <u>Significantly</u> below ARE	Chn who have received either intervention using SpLD or Magic Spells and are still reading significantly below.	- Magic Belt for older readers.