



Frogmore Infant School

Guidelines for the Teaching of Phonics

Happy readers, great readers

At Frogmore Infant School there is a determination that every child will learn to read

At Frogmore Infant School we aim to:

- Deliver a very rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics
- Deliver high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills
- Provide high quality phonics teaching which is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress
- Provide pupils with opportunities to apply what they have learnt through reading – including time to read aloud to adults to practise their decoding skills – writing and comprehension of what they are reading
- Establish highly consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- Differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- Ensure the assessment of individual pupils' progress, phonic knowledge and skills is sufficiently frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers. Effective provision for them to catch up is put in place early and there are high expectations of what all pupils should achieve. Children are involved in the assessment of their progress and receive regular supportive feedback on their work. The quality of formative assessment and the interaction that stems from it make an important contribution to learning
- Ensure rigorous monitoring of the implementation of the phonic programme, especially the quality of the teaching, and by evaluation of the impact of the programme on pupils' decoding and spelling skills.

At Frogmore Infant School we use *Read Write Inc.* as our main phonic scheme supported by *Letters and Sounds* and actions used in Cued Articulation. In addition we use Letters and Sounds Phase 1 to ensure the key skills of general sound discrimination, rhythm, rhyme, alliteration, oral blending and segmenting are in place.

Teachers must ensure that:

- Teaching shows clarity about what the children should have learnt by the end of each phonic session
- Planning is well matched to children's attainment
- Teaching is fast paced, varied and engaging
- Teaching consistently reinforces knowledge to consolidate understanding
- Teaching addresses misconceptions
- Planning reflects the revisit/revise, teach, practise, apply model
- The articulation of phonemes is correct. It is very important that phonemes are articulated precisely and accurately. Phonemes should be enunciated as a pure, clean sound. There should be no extra /er/ sound. This is known as a schwa. If children hear and say the schwa, it makes blending for reading difficult. If a child hears cuh-a-tuh when trying to read cat, the blended word will make no sense.

- Children are required to articulate phonemes themselves, not just listen to the adult doing so
- Letter names are being used when appropriate – e.g. when introducing a digraph
- There is application at the point of learning
- Children's progress is regularly assessed and the information is used to inform planning
- Activities are interesting and engaging but firmly focused on intensifying the learning associated with its phonic objective. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning objective
- They use very good demonstration of key skills e.g. demonstrating that phonemes should be blended, in order, from left to right, 'all through the word' for reading, how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- They make use of partner work to reinforce reading skills/phonic knowledge

	YR expectations	Y1 expectations	Y2 expectations
Read Write Inc reading	Autumn term- Read all Set 1 sounds, blend into sounds orally Spring 1- Blend sounds to read words, read Dittys Spring 2- Read Red Storybooks Summer 1- Read Green Storybooks & some set 2 sounds Summer2- Read Green or Purple Storybooks	Autumn 1- read Purple Storybooks, read some Set 2 sounds Autumn 2- Read Pink Storybooks, read all Set 2 sounds Spring 1- Read Orange Storybooks, some Set 3 sounds Spring 2- Read Yellow Storybooks Summer1- Read Yellow Storybooks, read all Set 3 sounds Summer 2-confidence Set 3 sounds, begin to read Blue Storybooks	Autumn 1- read Blue Storybooks Autumn 2- Read Blue Storybooks with increasing fluency and comprehension Spring 1- Read Grey Storybooks Spring 2- Read Grey Storybooks with increasing fluency and comprehension Summer- FIS comprehension scheme
Read Write Inc writing	Autumn term- Set 1: blending, segmenting Spring term- Set 1 correct spelling of CVC words, accurate letter formation Summer term: Set 2 correct spelling of some CVCC/CCVC words, adjacent consonants/soft letters	Autumn term- spelling CVCC/CCVC words, adjacent consonants/soft letters, application of taught reading with use of chart Spring term- fluent application of Set 2, some evidence of taught Set 3 with chart Summer term- fluent application of Set 2 and 3- although the correct grapheme may not always be chosen to represent the phoneme, chunking	Autumn term- fluent application and consistent use of Set 2 and 3 Spring term-spelling rules in line with Y2 plan Summer term-spelling rules in line with Y2 plan

Foundation Stage

Foundation Stage children have a daily discrete phonics teaching input lasting approximately 15-20 minutes. Children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught. 1: 1, writing and small group reading sessions are also used to reinforce these skills.

Key Stage One

Children in Key Stage One are grouped according to their phonic needs. They receive a structured daily programme lasting for approximately twenty minutes. It is our aim that most pupils will reach phase 5 by the end of Y1. Pupils who are working at phase 5 + in Year 2 will also be taught the skills set out in the Support for Spelling programme for their year group. Phonics and spelling programmes are reinforced within elements of their main literacy lesson and during guided reading sessions.

Segmenting and Blending:

Segmenting and blending are reversible key phonic skills. Segmenting ('chopping', 'robot arms') consists of breaking words down into their separate phonemes to spell; s p e ll.

Blending consists of building (synthesising) words from their separate phonemes s p e ll *spell*.

As soon as children know a group of phonemes we introduce Fred Talk- Fred says m.. a.. t , we say mat. This is the method we use for blending

We use Fred fingers to support segmenting/spelling words:

How to spell with Fred fingers:

Model how you:

- Say the word e.g. dream
- Show four fingers
- Press each finger as you say the sounds: d-r-ea-m
- Say the word dream
- Trace the letters onto your fingers as you say the letter names: d-r-ea-m
- Say the word dream

Ask the children to:

- Show four fingers
- Say the word d-r-ea-m
- Press each finger as you say the sounds: d-r-ea-m
- Say the word dream
- Trace the letters onto your fingers as you say the letter names: d-r-ea-m
- Say the word dream
- Write the word dream

We use dots and dashes to represent sounds.

e.g. cat chip

... _ ..

Tricky words

If the word is decodable at the phase the child is working in, they should decode it.

If not, the word is a tricky word (red word), and should be taught in the same way as any other phonic

decoding (using phoneme counting, decoding graphemes etc.) with a focus on the tricky element;

E.g. oral segmenting with phoneme buttons

s a i d

. --- .

We know /s/ and we know /d/ but the /ai/ is the tricky bit.

It says /e/

So the word says s e d (orally segment)

RWInc Resources

- All classrooms will display RWInc Phonic sound chart. Ensure sound chart is at front of class and visible to all
- Speed sound cards Sets 1,2 and 3
- Speed sound frieze
- Red ditty books
- Ditty photocopiable masters
- Story books- Green to Grey levels
- Phonic handbook
- Speed sound lesson plans handbook
- Green and red wordcards

Assessment of Phonics:

Day to day assessments is used to inform day to day teaching.

A formal phonic assessment is carried out half termly and the results used to inform medium term planning.

All children in Y1 undertake the Phonics Screening Assessment. The results are used alongside the school's phonic assessments.

Children in Y2 who did not achieve the pass mark for the Phonics Screening in Year 1, undertake the assessment in Y2.

Children who are identified as needing additional support for phonics follow the 1:1 RWInc Phonics programme.

Order for teaching speed sounds (indicates first appearance in book)

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie mountain mountain	ay P6	May I play?	ea B7	Cup of tea
a	Round the apple, down the leaf	ee P7	What can you see?	oi	Spoil the boy
s	Slide down the snake	igh P8	Fly high	a-e B7	Make a cake
d	Round his bottom, up his tall neck and sown to his feet	ow P9	Blow the snow	i-e B9	Nice smile
t	Down the tower, across the tower	oo P10	Poo at the zoo	o-e B10	Phone home
i	Down the body, dot the head	oo O6	Look at a book	u-e Gr1	Huge brute
n	Down Nobby, up and over the net	ar O7	Start the car	aw Gr2	Yawn at dawn
p	Down the plait, up and over the pirate's face	or O8	Shut the door	are	Care and share
g	Round her face, down her hair and give her a curl	air O9	That's not fair	ur Gr4	Nurse with a purse
o	All around the orange and give it a leaf	ir O10	Whirl and twirl	er Y4	A better letter
c	Curl around the caterpillar	ou O11	Shout it out	ow Gr5	Brown cow
k	Down the body, up round its head and give it a kick	oy O12	Toy for a boy	ai Gr7	Snail in the rain
u	Down and under the umbrella, up to the top and draw the puddle			oa Gr7	Goat in a boat
b	Down the laces to the heel, up, down the boot and over the toe			ew Gr8	Chew and stew
f	Down the stem and draw the leaves			ire Gr9	Fire fire
e	Slice into the egg, go over the top then under the egg			ear Gr9	Hear with your ear
l	Down the long leg			Ure Gr10	Sure it's pure
h	Down the horse's head to the hooves, up and over and down his back			ie P9	Squash split vowel diagram
sh D2	Slither down the snake then down the horses head to the hooves, and over his back			ue Gr1	Squash split vowel diagram
r	Down the robot's back, then up and curl over his arm			ce O11	Force the sauce
j	Down his body, curl and dot			au	Cause for applause
v	Down a wing, up a wing and give it a flick			ice	
y	Down a horn, up a horn and under his head			tion Gr11	
w	Down up, down up			cious G12	
th D1	Down the tower, across the tower, then down the horse's head to the hooves and over his back			tious G12	
z	Zig zag zig			dge	Judge the fudge
ch D1	Curl around the caterpillar, then down the horse's head to the hooves, up and over and down his back			oe B10	Squash split vowel diagram
qu D6	Round her head, up past her earrings and down her hair				
x	Down the arm and leg, repeat the other side				
ng D3	A thing on a string				
nk D3	I think I stink				
ck D3					
wh D3					

ff gg ss ll tt bb zz begins D5	Double trouble				
--------------------------------------	----------------	--	--	--	--

Book band	Book band	Book band	Book band	Book band	Book band	Book band	Book band
Ditty (D)	Green (G)	Purple (Pu)	Pink (P)	Orange (O)	Yellow (Y)	Blue (B)	Grey (Gr)
First appearance of speed sound xx Set 1 xx Set 2 xx Set 3							
th sh ch ng nk ck ss qu gg	wh tt zz bb	y(ee) nn pp	le ay ed ee igh ow (snow) oo(cool)	oo ar or air ou ir ce oy oi ge(j)	er	a-e i-e o-e ie ea oe	u-e aw ur ow ai aigh oa ew ire ure ear tion ous cious tious ci able ible ably ibly

Speed Sounds Set 1

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

ff gg ss ll tt bb zz ck wh

Learning sequence	Key activities	Resources
Hear it and say it	<ul style="list-style-type: none"> Say sound Hold up picture/sound cards. Stretch or bounce the sound at the start as you same the name of each picture Repeat mixing up the pictures until the children are fluent 	Picture/sound cards for new sound
Read it	<ul style="list-style-type: none"> Draw picture for sound. Run finger around picture and repeatedly saying letter sound. Say name of picture as touch end of the letter Write letter next to picture making it the same size. Run finger over it and repeatedly say letter sound. Say single sound as reach end of letter Show speed sound card (picture only first). Say name of picture. Show letter side and say letter name, repeat until children are fluent 	Flip chart Speed sound card for new sound
Speed sounds pack	<ul style="list-style-type: none"> Show speed sound cards reinforcing new card 	Speed sound cards for known sounds
Write it	<ul style="list-style-type: none"> Air write new letter saying picture verse Use rocket fingers to practise letter using different types of voices e.g. posh, angry write the letter on own hand with finger saying sound as you do so several time Write letter and say picture verse Write letter and say sound Children write letter in own book 	Flip chart
Speed write	<ul style="list-style-type: none"> Say letter sound as write known letters to reinforce Children write letter in own book 	Flip chart
Oral Fred Talk	<ul style="list-style-type: none"> Say words linked to new letter in Fred Talk e.g. m-a-n 	Fred puppet

	<ul style="list-style-type: none"> Children repeat Say word in Fred talk and then say whole word e.g. m-a-n man for all words 	Speed sound cards for known sounds magnetic board with Letters linked to words
Word time-assisted blending for reading	<ul style="list-style-type: none"> Say letter sounds for each word e.g. m-a-t. Repeat Say letter sounds for each word followed by whole word e.g. m-a-t mat. Repeat. Using speed sound card. Say word clearly. I will need an m, a and t. Place letter cards in correct order. Point to individual letters and say sound, then sweep finger under word and say whole word. Repeat for all words using my turn your turn. Stress eyes are for reading Repeat with magnetic letters using my turn your turn 	Speed sound cards with and without sound buttons magnetic board with appropriate letters Magnetic letters and board
Word time-independent reading for blending	<ul style="list-style-type: none"> As above but adult is silent- use finger to point to letters and word and children say letters and word 	as above
Word time-segmenting for spelling using Fred Fingers	<ul style="list-style-type: none"> For each word model how to say word Tell children how many fingers for the word Say the sounds as you press each sound onto each finger. Reinforce fingers are for spelling Model writing word Children write word in own book 	Flip chart Writing Book

	Fred talk words	Word time blending for reading
m	man, mum, mad, mud, jam	n/a
a	man, mad, ham, jam, Sam	n/a
s	sad, Sam, sat, sit	n/a
d	dad, did, doll, dig	n/a
t	Tom, cot, got, tap, top	Wordtime 1 mad, sad, dad, mat, sat, Sam dat, das, tas
i	in, sit, pin, tip	
n	in, on, and, pin, nap	
p	pin, pop, pat, pan	
g	pig, gap, dig, got, dog	
o	on, not, top, got, dog	Wordtime 2 in, on, it, an, and, pin, got, dog, sit, tip, pan, gap, dig, top ip, op, sop, gip, pog
c	cat, cot, can, cap, top, gap, dog, cos, cam	
k	kit, back, key, sack	
u	mud, cup, cut, jug, tug, dut, tup	
b	bin, bad, bed, lob, pod, dob	Wordtime 3 bin, cat, cot, can, kit, mud, up, cup, bad, back, kick, lock tog, bon, pim, bup
f	fun, fat, fit, fan, fab, fib, guf, fub	
e	hen, met, get, jet, red, pen, neb, ren	
l	lip, log, let, sell, bell, well	
h	hen, hit, hop, hat, hand, hod, hof	
sh	ship, shop, fish, shed, shin, losh, stosh,	Wordtime 4

		met, set, fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish, sack gof, shub, hib, fot, gock
r	red, run, rat, rag, rip, rin, rog	
j	jet, job, jog, jam, jop, jof	
v	vet, van, vop, vaf	
y	yak, yes, yet, yum, yup, yuf	
w	win, wish, web, wig, wom, wib	Wordtime 5 red, run, rat, jog, jet, jam, vet, yap, yes, yum, web, win, wish, wet, sock yosh, vib, hesh, shib, rof
th	thin, thick, this, thumb, three, thif, thop	
z	zip, zig, zag, zoo, zap, zup, taz	
ch	choc, chop, chin, chat, chon, chib	
qu	queen, quit, quick, quig, quib	
x	fox, box, mox, hox	
ng	thing, sing, wing, king, bring, kang, wong	
nk	think, sink, wink, link, stink, bink, yonk	Wordtime 6 thin, thick, this, zap, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, thing, wing chonk, vink, bing, quof, shep
		Wordtime 7 bell, well, mess, thing, think, wink blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, trip, best, test, bend, jump, send, dress brop, snom, slonk, crell, stap scrip, strack, fronp kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot

Ditty Lesson Plan after completed at least Word time 5, need to be able to independently blending

Learning sequence	Key activities	Resources
Speed sounds	<ul style="list-style-type: none"> Practise reading the Speed sound cards. Focus upon the sounds with two letters 	Speed sound cards
Ditty speed sounds	<ul style="list-style-type: none"> Read ditty speed sounds with partner using lollypop stick to point taking turns as the teacher 	lollypop sticks Ditty books
Ditty Green and Red words	<ul style="list-style-type: none"> Sound out each word then blend. MTTYT Fred talk all Green Words. Do not say word/sounds as children say them Read Green words with partner using lollypop stick to point taking turns as the teacher Hide Red Word card to chest. Say the word and then in Fred Talk. Repeat a few times. Show children Red Word card and look for the grotty grapheme/ tricky letter(s). Match tricky bit to large sound chart Flash red word cards for children to read quickly Find red word card in Ditty 	Green words written on cards Red word cards Large Sound chart

Vocabulary check and story introduction	<ul style="list-style-type: none"> • Provide an exciting introduction to set Ditty into context. May want to use props • Explain vocabulary and check understanding. May want to link to pictures/props 	Introduction props Pictures/props to explain vocabulary
Read 1 decoding	<ul style="list-style-type: none"> • Work with partner to read Ditty with one child acting as the teacher pointing to the words to read and supporting difficulties/errors 	Ditty books
Read 2 comprehension	<ul style="list-style-type: none"> • Discuss Ditty and extend vocabulary linked to story 	Ditty Book
Read 3 fluency and expression	<ul style="list-style-type: none"> • Read Ditty to children with expression • Children read Ditty chorally as you point to text • Read own version of Ditty with partner where possible without Fred Talk 	Large version of Ditty Ditty Books lollypop sticks
Ditty writing- oral build a sentence	<ul style="list-style-type: none"> • Create a sentence linked to theme of Ditty • Children repeat sentence 	
Ditty writing- hold a sentence	<p>NB written on bottom of photocopiable ditty sheet</p> <ul style="list-style-type: none"> • Say the sentence • How many words? • Say sentence in different voices • Model how to write sentence word by word using Fred Fingers • Reread sentence. Cover up. Keep saying sentence as walk to tables • Children write sentence in own book 	photocopiable ditty sheet
Story time		Story time book


Ditty books, Green, Blue- a to z, sh, th, ch, ck, ng, nk, wh, y(ee), double consonants

	Book title	Focus phonics	Dominant word
Ditty books	Pin it on	th, ch	CVC
	Got him	sh, th, ch	CVC
	A cat in a pot	th	CVC
	Jam	sh, th, ch, ve	CVC
	Pick it up	th, ch, ng, nk, ck, ss	CVC , CCVC, CVCC
	Wuff wuff	th, nk, ck, ff, qu	CVC , CCVC, CVCC
	Let's sing	th, ch, ng, ck, qu	CVC , CCVC, CVCC
	Let's swim	sh, th, ch, ff, ss, gg	CVC , CCVC, CVCC
	Cluck	sh, th, ng, nk, ch, ck, gg	CVC , CCVC, CVCC
	In the mud	th, ck	CVC, CCVC, CVCC
Green books	On the bus	th, ck, ng	CVC , CCVC, CVCC
Set 1	My dog Ned	th, ff, sh, ck	CVC , CCVC, CVCC

	Six fish The spell Black Hat Bob Tug, tug Chips The web Pip's pizza Stitch the witch	sh, th, ll ch, ll, wh, th, ng ck, sh, th, ll, ff ck, sh, ch, ll, th ch, ve, tt, ck, nk, ng, th, ll, ch ll, zz, bb, gg, sh, th, nk ch, th, sh, ng	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC
Green books Set 1A	The get fit club Jan's pancake Skateboard Sid Will's net Go and play	th, ck ve, wh, ss, ch ch, ck, ll sh, ll, ck, th, zz th, ff, ve, ch, ck	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC
Green books Non-fiction Set 1	Hands We can all swim Let's go! What am I? Camping	th, ng, sh, ll, ck, ch sh, nk, ck, ss ck, sh, ll, th ve, sh, ck, ch, ll, th, nk ng, th, ss, gg, ch, sh, ck	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC, CCVC, CVCC
Blue books Set 2	Ken's cap A bad fox Big Blob and Baby Blob Tim and Tom Tag Elvis Flip Frog and the bug Red Ken Billy the Kid In the bath	ck, ll, th, ck th, ff, ll, ck th, sh, tt, y (ee), ch th ff, ll, ck, th ng, th, ch, ck, sh, ll ck, ll, th, zz ll, th, ff, ck, sh ll, y (ee), ss, th, sh th, nn, y(ee), ck, sh, ss, nk	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC
Blue books Set 2A	Skateboard Sid and the hat Stop! Popcorn	bb, th, ll, ck, zz, ff, ng, ss th, bb, sh, ck, ng, pp, ff, ll, ch, ff sh, wh, zz, ng, ll, pp, ck	CVC , CCVC, CVCC CVC , CCVC, CVCC CVC , CCVC, CVCC

	The chest in the sand	ch, ll, ng, th, ck, sh, ff	CVC , CCVC, CVCC
	Tom's tricks	ck, gg, sh, ll, nk, th	CVC , CCVC, CVCC
Blue books	Hens	ch, ck, sh, wh, th, ll, gg	CVC , CCVC, CVCC
Non-fiction Set 2	Spiders	ch, ck, th, gg, wh	CVC , CCVC, CVCC
	A pet goldfish	sh, pp, nk, dd, ch, ck	CVC , CCVC, CVCC
	What is it?	qu, th, ll, ss, sh, es, th, nk, ng	CVC , CCVC, CVCC
	Puppets	ve, pp, th, ng, ll, ck, tt	CVC , CCVC, CVCC

Speed Sounds Set 2

ay ee igh ow oo /  or ar air ir ou oy

Learning sequence	Key activities	Resources
Phonics		
Hear it and say it	<ul style="list-style-type: none"> Show picture side of Speed Sound Card and say the phrase. Repeat Describe picture Say the words listed on the card in Fred Talk Children repeat then say whole word 	Speed Sound card
Read the sounds	<ul style="list-style-type: none"> Show picture side of Speed Sound Card and say when we look at this side we say (the phrase) Show letter side. Say when we look at this side we say (sound). 2 letters 1 sound Match to large Speed sound chart Show card both sides- children say either phrase or sound 	Speed Sound card Speed Sounds Chart
Wordtime reading	<ul style="list-style-type: none"> Tell the children as they can read the new sound they can now read these words Read Green words twice in Fred Talk then whole word Repeat with words without sound buttons Read words without blending 	Green Word cards- with and without sound buttons
Wordtime spelling- Fred Fingers then Write it	<ul style="list-style-type: none"> Show the sound card again. Say we know this sound is.... Match to chart. You can use the chart to help you Spell with Fred Fingers- say word then segment pointing to fingers for different sounds Model writing word Children write word in own books Tick correct parts, underline new sound 	Speed Sound card Flip chart Writing Book
Wordtime review	<ul style="list-style-type: none"> Point to sounds on large chart. Keep coming back to new sound Read mixed set of Wordtime 6/7 and Set 2 words Write mix of words 	Large sound chart word cards

Hold a sentence	<ul style="list-style-type: none"> • Use punctuation rhymes • Repeat sentence in different voices so children have instant recall • Children write sentence. • Mark it for punctuation, sounds and finger spaces 	Writing Book Flip chart
Reading book		
Read the speed sounds	<ul style="list-style-type: none"> • Talk about circled speed sounds in book- match to words in book e.g. tch=witch • With partner MTTT using lollypop stick to point – consonants then vowels 	Book Lollypop sticks
Read Green words	<ul style="list-style-type: none"> • Choose words to focus on and write out on cards • Match sound to large chart • With partner MTTT using lollypop stick to point- say sounds then whole word 	Word cards Large Sound chart
Syllables	<ul style="list-style-type: none"> • Model tricky ones- read syllables separately e.g. along= a/ l o ng, then say word • With partner MTTT using lollypop stick to point 	Book
Word endings	<ul style="list-style-type: none"> • Model reading e.g. p u sh= push= pushed 	Book
Red Words	<ul style="list-style-type: none"> • Read words on cards- stress it is hard to Fred a Red! MTTT read whole word • With partner MTTT using lollypop stick to point to whole word 	Red words
Challenge Words	<ul style="list-style-type: none"> • Write words on cards. Read with children • With partner MTTT using lollypop stick to point to word 	Book Words on cards
Vocabulary check	<ul style="list-style-type: none"> • Teacher say word, children repeat • Say word and then definition as shown in book- can illustrate with actions as well 	Book
Introduce the story	<ul style="list-style-type: none"> • Exciting introduction to story to put story in context, engage children. Encourage children to repeat key vocabulary. Introduce Power Words 	Props/ other book etc
Read the story	<ul style="list-style-type: none"> • With partner MTTT using lollypop stick to point to words read and page each and then repeat book with child 2 starting as teacher 	Book
Read the story/explain a page Questions to talk about	<ul style="list-style-type: none"> • Discuss several pages' meaning, use of punctuation e.g. ! Is it for excitement? Fear/ relief? Etc. Consider character feelings, actions and motives, use of vocabulary, authorial intent • Read story again with partner MTTT using lollypop stick to point to words 	Book
Questions to read and answer	<ul style="list-style-type: none"> • Refer to questions at back of book. MTTT to read question. Find evidence in text 	Book
Speed words	<ul style="list-style-type: none"> • With partner MTTT using lollypop stick to point to words (as week progresses do not sound out) 	Book
Read the story with fluency and expression	<ul style="list-style-type: none"> • Use new vocabulary in discussion and consider the motivation of the characters- what are they feeling? Thinking? Saying? What is happening? • Use discussion to model expression • Read pages again with expression alongside the children • Play jump in • Partner read with expression 	Book

Story time		Story time book linked to text
------------	--	--------------------------------

Sound	Green Words
ay	day, may, say, lay, tray, play, way, spray
ee	see, three, been, green, seen, keep, need, sleep, feel
igh	high, night, light, fright, bright, sight, might
ow	blow, snow, slow, show, know, flow, glow
oo	too, zoo, mood, fool, pool, stool, moon, spoon
oo	took, look, book, shook, cook, foot
ar	car, bar, star, park, smart, start, sharp, spark
or	sort, short, worn, horse, sport, snort, fork
air	fair, stair, hair, air, lair, chair
ir	girl, bird, third, whirl, twirl, dirt
ou	out, shout, loud, mouth, round, found
oy	toy, boy, enjoy

Pink books – ay, ee, igh, ow (snow), oo (soon)


	Book title	Focus phonics	Notes
Pink books Set 3	Scruffy Ted Tab the cat In the sun The dressing up box Tab's kitten Sanjay stays in bed The greedy green gremlin In the night Snow	Revision of sh, ch, wh, th, ng, nk, double consonants, ck, ve y (ee), le (l) - y (ee) y (ee) - ay, ed ee , y(ee), ed, ay igh , ee, ed, ay ow , ee, ed, igh, ay	After Sanjay stays in bed- ay is often only represented in the word play and often only once in the book

	So cool!	oo, ay, ee, igh	
Pink books	The troll in the pond	ay	
Set 3A	A map in the attic	ee, ay	
	The big match	igh, ay, ee	
	Tortoise and Hare	ow, ay, ee	
	Sol's balloon	oo, ow, ay,	
Pink books	Jay's clay pot	ay	
Non-fiction	Beep! Beep! Clocks and watches	ee	
Set 3	Bats	igh, ee, ay	
	Lights and shadow	ow, igh, ay, ee	
	Baboons	oo, ay, ee, igh	

Orange books- oo or ar air ir ou oy (oi)

	Book title	Focus phonics	Notes
Orange	Playday	ay	oo as in book, cook
Set 4	I think I want to be a bee	ee	
	A bad fright	igh, ee	
	Follow me	ow, ee, ay	
	Too much!	oo, ee, ow, igh	
	A good cook?	oo, ay, ee	
	Come on Margo!	ar, ee, oo	
	My sort of horse	or, ay, oor, ore, ee	
	Haircuts	air, oo, igh, ar	
	My best shirt	ir, ore, igh, ar, air, ee	
	Look out!	ou, oo, ee, ce,	
	Hunt the tortoise	oy, oi, ay, ar, ow, oo, ou, ee	

	Book title	Focus phonics	Notes
Orange	Jam tarts	ar, ay, ge (i), ee, oo	
Non-fiction	Horses	or, ee, ar, ore, ow (snow), se	

Set 4	Up in the air Blackbirds Jim's house in 1874	air, igh, or, ore, oo, ee ir, ow (snow), igh, ee, oo, ay ou, oo,  , ow (snow), se, ir, ar	
-------	--	--	--

Speed Sounds Set 3

(ee) ea (oy) oi (ay) a-e (igh) i-e **ie** (ow) o-e **oe** (oo) u-e **ue** (or) aw

(air) are (ir) ur er (ou) ow ai oa ew

(s) ce (or) au

ice ire ear ure tion cious tious

Learning sequence	Key activities	Resources
Phonics		
Hear it and say it	<ul style="list-style-type: none"> Show picture side of Speed Sound Card and say the phrase. Repeat Describe picture Say the words listed on the card in Fred Talk Children repeat then say whole word 	Speed Sound card
Read the sounds	<ul style="list-style-type: none"> Show picture side of Speed Sound Card and say when we look at this side we say (the phrase) Show letter side. Say when we look at this side we say (sound). 2 letters 1 sound Match to large Speed sound chart Show card both sides- children say either phrase or sound 	Speed Sound card Speed Sounds Chart
Wordtime reading	<ul style="list-style-type: none"> Tell the children as they can read the new sound they can now read these words Read Green words twice in Fred Talk then whole word Repeat with words without sound buttons Read words without blending 	Green Word cards- with and without sound buttons
Wordtime spelling- Fred Fingers then Write it	<ul style="list-style-type: none"> Show the sound card again. Say we know this sound is.... Match to chart. You can use the chart to help you Spell with Fred Fingers- say word then segment pointing to fingers for different sounds Model writing word Children write word in own books Tick correct parts, underline new sound 	Speed Sound card Flip chart Writing Book
Wordtime review	<ul style="list-style-type: none"> Point to sounds on large chart. Keep coming back to new sound Read mixed set of Wordtime 6/7 and Set 2 words Write mix of words 	Large sound chart word cards
Hold a sentence	<ul style="list-style-type: none"> Use kung fu punctuation Repeat sentence in different voices so children have instant recall 	Writing Book Flip chart







	<ul style="list-style-type: none"> Children write sentence. Mark it for punctuation, sounds and finger spaces 	
Reading book		
Read the speed sounds	<ul style="list-style-type: none"> Talk about circled speed sounds in book- match to words in book e.g. tch=witch With partner MTTT using lollypop stick to point – consonants then vowels 	Book Lollypop sticks
Read Green words	<ul style="list-style-type: none"> Choose words to focus on and write out on cards Match sound to large chart With partner MTTT using lollypop stick to point- say sounds then whole word 	Word cards Large Sound chart
Syllables	<ul style="list-style-type: none"> Model tricky ones- read syllables separately e.g. along= a/ l o ng, then say word With partner MTTT using lollypop stick to point 	Book
Word endings	<ul style="list-style-type: none"> Model reading e.g. p u sh= push= pushed 	Book
Red Words	<ul style="list-style-type: none"> Read words on cards- stress it is hard to Fred a Red! MTTT read whole word With partner MTTT using lollypop stick to point to whole word 	Red words
Challenge Words	<ul style="list-style-type: none"> Write words on cards. Read with children With partner MTTT using lollypop stick to point to word 	Book Words on cards
Vocabulary check	<ul style="list-style-type: none"> Teacher say word, children repeat Say word and then definition as shown in book- can illustrate with actions as well 	Book
Introduce the story	<ul style="list-style-type: none"> Exciting introduction to story to put story in context, engage children. Encourage children to repeat key vocabulary. Introduce Power Words 	Props/ other book etc.
Read the story	<ul style="list-style-type: none"> With partner MTTT using lollypop stick to point to words read and page each and then repeat book with child 2 starting as teacher 	Book
Read the story/explain a page Questions to talk about	<ul style="list-style-type: none"> Discuss several pages' meaning, use of punctuation e.g. ! Is it for excitement? Fear/ relief? Etc. Consider character feelings, actions and motives, use of vocabulary, authorial intent Read story again with partner MTTT using lollypop stick to point to words 	Book
Questions to read and answer	<ul style="list-style-type: none"> Refer to questions at back of book. MTTT to read question. Find evidence in text 	Book
Speed words	<ul style="list-style-type: none"> With partner MTTT using lollypop stick to point to words (as week progresses do not sound out) 	Book
Read the story with fluency and expression	<ul style="list-style-type: none"> Use new vocabulary in discussion and consider the motivation of the characters- what are they feeling? Thinking? Saying? What is happening? Use discussion to model expression Read pages again with expression alongside the children Play jump in Partner read with expression 	Book
Story time		Story time book linked to text

Yellow books- er

	Book title	Focus phonics	Notes
Yellow books	The duckchick	ed endings	
Set 5	Off sick	oo, or, es ending, ee	
	Tom Thumb	ed endings, es endings, gu (g), qu ou, ea (e), er , ed endings	
	The gingerbread man	ea (e), ou, oo , ed endings, ow (snow), oo, dge	
	Robin Hood	ay, oo	
	Lost	ee, oo , oor (or), ve (e), y (ee), gu (g), ea	
	Do we have to keep it?	igh, ee, oo , i (igh), ay, oo	
	Danny and the Bump-a-lump	ow (snow), ee, ay, igh, es,	
	Grow your own radishes	oo, igh, ou, ow (snow), oo , ee	
	The foolish witch		

	Book title	Focus phonics	Notes
Yellow books	In the park	ar, or, ow (snow), ou, ay	
Non-fiction	A sweetcorn salad	or, ar, oo, ee, igh, ir, ow (snow)	
Set 5	Fun at the fair	air, ee, igh, ar, or, ou, ow (snow), ay	
	A model bird	ir, ay, or, ou	
	A mouse in the house	ou, oor (or), oo, or, ow (snow), ee	

Purple books- a-e i-e o-e ie ea oe

	Book title	Focus phonics	Notes
Purple books	Barker	ar, er, igh, oo, ee, ay,  , ow	ed endings
Set 6	The poor goose	or, oor, ore, ee, oo, ar	y (ee) endings
	Hairy Fairy	air, igh, ee, oo,  , er, ar, ore, or, ow	se, ce
	King of the birds	ir, ay, ar, ee, oo,  , ea (e), ow, air, or	
	Our house	ou, ee, or, ar, 	
	The jar of oil	oi, oy, ow, ir, oo,  , ar, or, ou	
	Jade's party	a-e, ay, ow, ee, or, ea (e), ir, ay, ou, air, ay	
	Jellybean	ee, ea, e (ee), y (ee), ir, ore, ou, oi, a-e i-e, igh, ie, i (igh), ar, ea, 	
	A box full of light	o-e, ow (snow), oe (snow), o (snow), ore, a-e, i-e, ea	
	The hole in the hill		

	Book title	Focus phonics	Notes
Purple	Save the whale	a-e, ay, or, ee	
Non-fiction	How to make a peach treat	ea, ea (e), ee, a-e, ir,	
Set 6	On your bike	i-e, a-e, ea (e), oo, se ending	
	A hole in my tooth	o-e, a-e, i-e, igh, ee, ou, oo ow (snow)	
	At the seaside	a-e, i-e, o-e, ea, ou, ie, ar	

Grey books- u-e aw ai aigh ur ow oa ew ire ear ue tion ous cious tious ci able ible ably ibly

	Book title	Focus phonics	Notes
Grey books	Rex to the rescue	u-e, oo, ue, a-e, i-e, o-e, oo, ce	
Set 7	The lion's paw	aw, or, oor, ore, ou, a-e, aire, u-e, ea, o-e	
	I dare you	are, air, oi, ea, a-e, o-e, i-e, se, aw ir, ur, er, u-e, ea, ow, i-e, a-e	
	Looking after a hamster	ou, ow (how), oi, oo, a-e, o-e, i-e, ie	
	How silly!	ay, a-e, ai, aigh, a, air, ow, a-e, oi, o-e, ar	
	Wailing Winny's car boot sale	ow, o-e, oa, o, aigh, ce, oi, o-e, ur oo, u-e, ue, ew, oa, ou, i-e, o-e, a-e, ar	
	Toad	ire, ear, or ure, ture, our, u-e, i-e, ie, ar	
	Andrew	tion, ti, a-e, e-e, ve, er ous, cious, tious, aur, ou, ci	
	Dear Vampire	able, ible, ably, ibly, ar, ue, or, er	
	Vulture culture	ai	
	A celebration on planet Zox		
	A very dangerous dinosaur		
	The invisible clothes		

	Book title	Focus phonics	Notes
Grey	A job for Jordan	or, aw, ie, ay, igh, i-e	
Non-fiction	A flight to New York	u-e, ew, i-e, c(s), ea, ve, ee	
Set 7	The ice and snow book	i-e, ie, a-e, ore, o-e, ou, ow, a-e	
	The Stone Age	o-e, a-e, i-e, igh, ay, or, u-e	
	A place in space: the Moon	a-e, igh, i-e, oo, u-e, ir, air, ce, er, ou	

Glossary of terms

Adjacent consonants

Consonants which are next to each other in words, often at the beginning or end, e.g. **spin**, **prod**, **just**, **splint**. Also known as consonant clusters.

Alliteration

Words in a phrase which begin with the same sound, e.g. round the rugged rocks the ragged rascals ran.

Alphabetic code

In English, as in many other languages, sounds of words are represented by letters.

Analytic phonics

An approach to the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study, e.g. could, would, should; can, pan, man. Analytic phonics for writing similarly relies on inferential learning.

Blending

Blending consists of building words from their constituent phonemes in order, all through the word to read it.

Consonant

All the letters of the alphabet except a, e, i, o and u. Y can act as a consonant as in young, you and yacht and as a vowel as in baby, hymn and physics. Consonant literally means 'sounding together'. To make a consonant sound we interrupt air flow with our lips or tongue: try saying at, ill, big, etc and notice what you do with your mouth.

Consonant digraph

Two letters representing a consonant phoneme, e.g. ph in graph, wh in why, gh in laugh

Digraph

Two letters making one sound or phoneme, e.g. ch in chip, sh in shop, ea in eat. See also consonant digraphs and vowel digraphs.

Diphthong

Two vowel sounds combine to make a sound but the mouth changes position as the sound is made, e.g. oil, idea, tour

Double consonant

A consonant digraph where the two letters are the same', , e.g. better, bigger, hopping.

Graph

One letter making one sound or phoneme.

Grapheme

A grapheme is a written representation of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

High frequency words

Words which occur frequently in a language. In English many are regular but some are irregular or 'tricky', e.g. said, their, one.

Letter-sound correspondence (grapheme/phoneme correspondence (GPC)

The relationship between the letters and the sounds they represent..

Long vowel sounds or phonemes

There are 14 long vowel phonemes as shown below with their common spellings. Note also the schwa phoneme /e/ (an unstressed vowel sound which is close to /u/) – spellings include: teacher, collar, doctor, about

Morpheme

The smallest unit of meaning in language and consist of one or more phonemes. For example, the word 'walk' is one morpheme, but 'walked' is two morphemes; walk plus the past tense marker 'ed'.

Morphology

The study of the meaningful units of words.

Onset

The onset is the first part of a word, the consonant or adjacent consonant at the beginning and before the vowel, e.g. in 'flat', the onset is 'fl'.

Phoneme

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Phonemic awareness

The ability to perceive and manipulate the phonemes in spoken words.

Phonetics

A science studying the characteristics of human sounds, particularly speech sounds and methods for their description, classification and transcription.

Phonological awareness

The ability to perceive and manipulate the sounds of spoken words. It includes the smallest level, phonemes, but also larger units such as rimes and syllables.

Prefix

These are added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace*, *mistake*).

Rime

The rime of a word is the vowel and the rest of the syllable, e.g. in 'flat', the rime is 'at'.

Schwa

An unstressed vowel sound which is close to /u/ – spellings include: teacher, collar, doctor, about.

Segmentation

Breaking a word up into its individual phonemes. When spelling a word, the corresponding grapheme (letters) is selected for each phoneme.

Short vowel sound

Vowel sounds that are pronounced in a short form as in cat, egg

Suffix

These are added after root words, and change the spelling and meaning of a word (e.g. *hope* – *hoping*, *walk* – *walked*, *happy* – *happiness*);

Syllable

A word or part of a word consisting of a vowel phoneme with no, one or more consonant phonemes before or after it,. for example, 'telephone' has 3 syllables: tel/e/phone.

Synthetic phonics

An approach to the teaching of reading in which the phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesized). Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn and write a grapheme for each phoneme in turn to produce the written word.

Tricky words

Words in which letter sounds do not give a perfect or regular guide to pronunciation, e.g. once, their, said.

Trigraph

Three letters representing one sound, e.g hedge, hair, snatch.

Vowel

There are as many as 20 vowels in *spoken* English (the number depends on accent).

Vowel digraph

Two letters combine to represent one vowel sound, e.g. **ou**t, bo**oa**t, **au**dit. Split vowel digraphs have a consonant separating the two vowels, e.g. bi**te**, ho**pe**, tu**be**.