



Mayfield Primary School

Phonics Practical Guide





Introduction

At Mayfield Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. We aim for all of the children at Mayfield, to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher-level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

The Reading Framework 2023 states 'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why the government is committed to continuing to raise standards of literacy for all.

The Statutory Framework for Early Years 2021 states "It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)".

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics and reading across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

Aims

- To teach children aural discrimination, phonemic awareness, and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing, and spelling.
- To ensure the teaching of phonics is lively, interactive, and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'



Objectives

- To provide consistent, high-quality phonics and reading teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Mayfield Primary School, we are currently following the **Red Rose Letters and Sounds (EYFS and Y1)** Programme and **Red Rose Spelling (Y2)**, this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. **Catch up programme, Red Rose Bounce Back Phonics** is tailored to meet the needs of pupils deemed to be falling behind in their phonics acquisition or not on track to meet the standards for the phonics screening resit in Year 2 and pupils who are still not on track at KS2. Children in Year 1 who are falling behind are placed into appropriate phonics groups to allow them the opportunities to recap and apply with the view to having short sharp intervention to allow them to 'plug the gaps' identified through rigorous ongoing assessment. All phonics lessons are quick in pace, well differentiated, engaging, and challenging for all children within the lesson.

Teachers use both ongoing and half termly assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

All Year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Pupils not on track to meet the 'Screening Check' will undertake targeted phonics sessions in Year 1. Those who do not meet the pass mark will be given support and the intervention programme 'Bounce Back Phonics' in Year 2, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Any children who are well below the expected level will join an appropriate phonics group to allow them practise and recap sounds or strategies they are struggling with. Those children who do not obtain the required level set by the 'Phonics Screening Check' will continue to receive phonics teaching whilst in Year 3, through specific intervention – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. Planning for phonics stands alone and is planned for separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme, word
- Practise – Develop GPCs (grapheme phoneme correspondences) / read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

School planning should be on the agreed programme planning from **Red Rose Phonics** with the 4-part lesson clearly identifiable with the outline of the weeks discrete teaching of new GPC and Tricky words explicitly evident. (See appendix 1)



Organisation

EYFS will be taught a discrete phonics session daily for up to a twenty-minute period either as a whole class or in smaller groups. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats/appropriate scaffolded vocabulary should be freely available in each area of learning and in the outdoor environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term in Year 1. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Those children who have not reached the expected level by Year 1 have extra individual phonics support. The EYFS curriculum ‘I Wonder...’ is vocabulary rich and builds on carefully chosen vocabulary, which feeds into the acquisition of skills to promote both reading and writing throughout the EYFS year. This links to the **Statutory Early Years Framework 2021 and the ELG’s for the Areas of Learning and Development in Communication and Language, Physical Development and Literacy**. This also supports development across all areas of Learning and Development as children learn to read and write. **Educational Programmes** are carefully planned using the **Development Guidance for Early Years 2021**.

Children in **Year 1** have access to high quality daily phonics sessions for twenty minutes. Groups will be differentiated within the whole school phonics/spelling approach to ensure all children reach their full potential; teachers and TA’s work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin **‘Red Rose Spelling’** upon entry into Year 2. They should have plenty of practice in recognising ‘Alien’ or pseudo words, in readiness for the **Phonic Screening Check** and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2. Any children identified as falling behind will access additional support through Targeted Phonics or Bounce Back phonics in the Spring Term in readiness for the YRI Phonics Screening Test.

Children in **Year 2** who did not pass their phonics screening test in Year 1 will continue to have access to high quality daily phonics lessons for twenty minutes. Provision should be differentiated to ensure all children reach their full potential. These pupils will also access the catch-up programme **‘Bounce Back Phonics’** in addition to their phonics session. Children who did pass the screening test will participate in **Red Rose Spelling**.

Children in **Year 3** who did not pass their screening resit or fall within the bottom 20% will be taught a phonics session through specific intervention if assessment shows a need. All children whose assessment shows are falling behind ARE (age related expectations) for Year 3 will participate in the **‘Bounce Back Phonics’** catch up programme or a phonics group working on both reading and writing at Phase 3-5 with a phonics teacher/TA. For any children with SEND, TLP’s will reflect any specific GPC/Tricky Words and reading work linked to phonics, which is tailored to meet their individual needs.

Children in **Year 4, 5 and 6** who fall within the bottom 20% of readers are identified quickly with specific interventions put into place. These include **‘Bounce Back Phonics’ SaLT programmes, and 1:1 readers**.

Classroom Environment

In each infant class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning as well as previous taught sounds. Phonics mats should be available in every lesson to support children’s early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught along with current learning. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print. All classrooms throughout school have a book area, which is accessible for all pupils. Books are carefully chosen in line with children’s current attainment to promote independence and foster a love of reading. Reading characters are visible in all areas with a focus on all the reading skills each half term, which are practised throughout school.



Reading Scheme - Pearson's Phonics Bug/Floppy Phonics/Dandelion Phonics Readers/Junior Learning Phonics/Ranson Phonic Readers

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school have invested in a progressive decodable reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge and follow the Red Rose planned trajectory for phonics. Reading books are organised in line with the **Red Rose Phonics** overview of taught sounds and tricky words. Children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught. Reading for pleasure is key in EYFS/KS1/KS2 reading areas; books are closely matched to children's abilities to allow pupils to access these independently. These are chosen from the scheme **Floppy Phonics and Project X** if still working within the phonics phases to allow for consolidation in class. These books are available in the schools Phonics Room/Library.

Guided Reading and Phonics

All children including EYFS, participate in guided reading within the taught English unit and or, the classroom environment. This links closely with the phonics programme of study and allows children to apply and practise newly taught skills both supported and independently into their reading. Bug Club and Comics for Phonics are used for pupils working within the phonics phases in EYFS/KS1. Carefully chosen texts are used for pupils who are no longer on the phonics programme as part of the whole class approach to guided reading in KS1/KS2

English Reading Phase and Phonics

KS1

As a school, we have studied carefully the key factors to increasing our children's progress in writing in year 1 and year 2. We have embarked upon units of work in KS1, which focus more directly upon how we use our ideas from reading in our own writing - essentially the transference of vocabulary and sentence structures into independent work. We studied carefully how we could best unlock this and ensure in making a more fluid unit of work. Our 'Planning Mat' approach in KS1 is enabling the team to give more precise input through the phases of a unit of work. This in turn is securing better outcomes in both reading and writing.

Homework

Parental involvement is key in the acquisition of Phonics. Phonics homework sheets are provided weekly with newly taught sounds and tricky words, with support for parents to ensure enunciation of sounds is correct and consistent in EYFS and Y1. In Y2 children are given spellings in line with the spelling lessons taught that week. Home readers are sent home to all children from EYFS to Y6, this will be either a decodable reading book matched to phonic phase and sounds learnt, or a book which is matched to their reading ability.

Assessment

Phonics assessments are submitted every half term (usually every 6 weeks) using the online phonics tracker programme for EYFS/KS1 and separate phonics trackers for KS2 intervention pupils, with the reading quadrant running along this data, for all pupils who are accessing phonics throughout school, including those pupils in KS2 identified as the bottom 20%.

Towards the Phonics Screening Check, Year 1 pupils and those in Year 2 who did not pass, will be given additional practise to identify specific skills or any gaps in learning. Reading throughout school is tracked termly, including the completion of the reading quadrant overview linked to the simple view of reading. The bottom 20% of readers within school are tracked separately and data is analysed by SLT and discussed at self-review meetings.



Teaching Consistency Across EYFS KS1 KS2 and Interventions

- EYFS/Y1/Y2 will use **Red Rose Phonics** resources as an aid to the delivery of phonics through games, handwriting patter, and soundcards to match. SEN pupils will have access to specific **Red Rose Phonics** sound cards as an aid memoire.
- Interventions are delivered by trained TA's and Teachers, these are **Bounce Back Phonics** and **Red Rose Phonics**. Consistency will be visible by all staff delivering phonics.
- Staff will use two fingers and 1 thumb to represent 2/3 letters one sound
- On tricky words, red will indicate danger sounds and black will indicate a familiar taught and recognised sound dependant on year group and phase.
- Green will indicate a blend in phase 4, although this is not discreetly taught. This will be shown as a sound button not as a digraph or trigraph etc.
- Children will be introduced to their new sound with a drum roll and **"NEW LEARNING"**
- Phoneme fingers to be used for segmenting to spell, opposite hand for writing to be used.
- Blending fingers to read, hands moving from outwards to inwards, **"SMOOTH READING"**
- Ensure left handed children 'flip their hand when using phoneme fingers to ensure letters in correct order.
- Sentence rules will be reminded by the rhyme 'Capital letters, fingers spaces, full stop, it's got to make sense'. Pictorial reminders will be used throughout EYFS and KS1. (see below) Actions to accompany the rhyme are triangle, fingers, Kungfu punch and chopping up.



- Sentence work (words) will be counted out on fingers.
- Say it, See it, Hear it said x 3 times.
- Red Rose Phonics handwriting patter used for letter formation.
- The use of the high k and the Low c will be used to differentiate between the graphemes.
- Shared writing will be modelled in the printed script. Black sound buttons will be used for familiar sounds. Red for danger sounds particularly on tricky words.
- Words to be read will be in the comic sans font.
- 4-part Red Rose Phonics/Bounce Back Phonics lesson planning will be used (See appendix 1)
- A mixture of games, reading and writing will be used in the practise and apply parts
- Lessons will have **PACE** and be fun, engaging, and interactive.
- Consolidation activities will be visible in the environments which can be accessed independently.
- Phonics books will be used weekly to monitor and assess children's acquisition and application within the phonic sessions. (KS1)
- All pupils will receive a phonics pack with a whiteboard, pen, pencil, sound mat, sentence strip and will be used daily in all phonics sessions.



Programme Structure Following Red Rose Phonics Programme

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Consolidate the I to no go into
Week 10	Teach l l s s	Consolidate the I to no go into
Week 11	Consolidate f f l l s s	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
	<i>High Frequency Words as is us his has s pronounced /z/</i>	



Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required

Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's



Trajectory Per Year Group EYFS/Y1/Y2

Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs		Tricky Words and High Frequency Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs		Tricky Words	Overview
ck e u r h b f f l ll ss Consolidate Phase 2		I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs		Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required		he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs		Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs	Phase 4	Tricky Words	Overview
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV		come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4		Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required



Red Rose Letters and Sounds Trajectory Expectations for Year 1

Autumn 1 Revisit Phase 4	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing <u>Revisit Phase 4</u> CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Phase 5 Further Graphemes for Reading and Writing ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2	Tricky Words and High Frequency Words	Overview
Phase 5 Further Graphemes for Reading and Writing Phase 5 Alternative Pronunciations for Graphemes Phase 5 Further Graphemes for Reading and Writing oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube) Phase 5 Alternative Pronunciations for Graphemes i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	Tricky Words water where who High Frequency Words again thought through work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Red Rose Letters and Sounds Trajectory Expectations for Year 1

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
Y1 Phonics Screening Check /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place) /s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.



Trajectory for Y2 - Red Rose Spelling

Alternative Graphemes for Phonemes		
Autumn 1	Week 1	/ee/ alternative graphemes
	Week 2	/oo/ and /y(oo)/ alternative graphemes
	Week 3	/ai/ alternative graphemes
	Week 4	/igh/ alternative graphemes
	Week 5	/oa/ alternative graphemes
	Week 6	/ow/ alternative graphemes /oi/ alternative graphemes /ar/ alternative graphemes
Autumn 2	Week 1	/u/ alternative graphemes /or/ alternative graphemes
	Week 2	/ur/ alternative graphemes
		/air/ alternative graphemes
Spelling Progression		
	Week 3	Add -ing , -ed and -er and -est to words where no change is needed to the root. Add the suffix -ly to words where no change is needed to the root.
	Week 4	Words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll, they're</i> .
	Week 5	/n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i> . Spell correctly and distinguish between homophones, e.g. <i>no/know, not/knot, new/knew</i> .
	Week 6	Add -es to nouns and verbs ending in -y , e.g. <i>copies, babies</i> .
	Week 1	/s/ sound spelt c before e, i and y , e.g. <i>ice, cell</i> . /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>).
	Week 2	/l/ sound spelt -le at the end of words, e.g. <i>table, apple</i> . Add suffix -ly to words ending in -le , e.g. <i>crumble gentle wrinkle horrible cuddle</i> .
Spring 1	Week 3	Add the endings -ing , -ed to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i> .
	Week 4	Add the endings -er and -est to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>fit, fitter, fittest</i> .
	Week 5	Spell correctly, distinguish between homophones <i>there, their, they're; your, you're</i> .
	Week 6	/aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i> . /i:/ sound spelt -ey , e.g. <i>key, donkey</i> .
	Week 1	Add suffixes -ful and -less , e.g. <i>playful, careful, careless, hopeless</i> .
	Week 2	Add the endings -ing and -ed to words ending in -e with a consonant before it, e.g. <i>hiking, hiked</i> .
Spring 2	Week 3	Add the endings -er and -est to words ending in -e with a consonant before it, e.g. <i>bake, baker, nice, nicer, nicest</i> .
	Week 4	Use the possessive apostrophe (singular), e.g. <i>the girl's book</i> .
	Week 5	/l/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i> . /l/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i> . /l/ sound spelt -il at the end of words, e.g. <i>pencil, fossil, nostril</i> .
	Week 6	/r/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i> . Spell correctly, distinguish between homophones <i>to, two and too; be, bee</i> .
	Week 1	Add suffixes -ness and -ment to spell longer words, e.g. <i>happiness, sadness, enjoyment, excitement</i> . Review previous suffix work.
	Week 2	Add the endings -ed and -ing to a root word ending in -y with a consonant before it, e.g. <i>copy - copied, copying</i> .
Summer 1	Week 3	Add the endings -er and -est to a root word ending in -y with a consonant before it, e.g. <i>pretty - prettier, prettiest, happy - happier, happiest</i> .
	Week 4	Spell correctly, distinguish between more homophones, e.g. <i>be/bee, see/sea, bear/bare, flour/flower, here/hear</i> .
	Week 5	/ɔ:/ sound spelt a before l and ll , e.g. <i>call, walk</i>
	Week 6	/ʌ/ sound spelt o , e.g. <i>mother, Monday</i>
	Week 1	Spell words ending in -tion , e.g. <i>station, fiction</i> /ʒ/ sound spelt s , e.g. <i>television, usual</i>
	Week 2	/ɒ/ sound spelt a after w and qu , e.g. <i>wander, quantity</i> /ɜ:/ sound spelt or after w , e.g. <i>word, worm</i> /ɔ:/ sound spelt ar after w , e.g. <i>war, warm</i>
Summer 2	Week 3	Spell correctly and distinguish between near-homophones, e.g. <i>quite and quiet; one and won; are and our, of and off</i> .
	Week 4	Add the ending -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>chat, chatty, run, runny, mud, muddy, fun, funny, slop, sloppy</i> . Add the ending -y to words ending in -e with a consonant before it, e.g. <i>shine, shiny, scare, scary</i> .
	Week 5	Spell more words with contracted forms, e.g. <i>won't, should've, would've</i> . Use the possessive apostrophe (singular), e.g. <i>Mrs Pilkington's handkerchief</i> .
	Week 6	Review all endings and suffixes.



The programme of studies are matched to the reading scheme to able pupils to build on their increasing phonics knowledge. GPC's and tricky words are taught in a particular sequence to enable children to be exposed to familiar current learning and not be exposed to phonemes and tricky words that haven't yet been taught. Teachers carefully choose books to match current learning for both home readers and guided reading books and consolidation reading books in class libraries.

This policy has been written collaboratively by staff in EYFS/KS1/KS2 and English Subject Leaders. Its implementation is seen as the responsibility of all staff throughout Mayfield Primary School. Its use and effectiveness will be supported and monitored by the English/Phonics Subject Leaders, on behalf of the Head Teacher and Governors.

Signed: Jo Miller

Date: Oct 2025

Review Date: September 2026



APPENDIX I

Phase 3 Week 8					
Teach: (long) oo / (short) oo and Two-syllable words Tricky words said when (Phase 4) <i>High frequency words</i> <u>Stretch and challenge</u>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Quickwrite th ng ai ee igh oa	Word Hunt <i>night right fight sight light</i> sigh high <u>fright</u>	Quickwrite was my you they her all are like	Splat <i>boat road moan toad coat</i> <u>moan groan boast toast</u>	Musical Bumps j v w x y z zz qu ch sh th ng ai ee igh oa
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word moon and model oral blending. Display the words room and tooth with sound buttons, and model blending to read. Orally segment using phonic fingers the word soon . Model writing the word soon in a phoneme frame. Repeat with the word food . Teach the Tricky word said .	Review GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Use Sound talk the word roof and model oral blending. Display the two syllable word <u>rooftop</u> with sound buttons. Clap the syllables and model blending each syllable <u>roof/top</u> , then the full word. Model writing the two syllable word bedroom in a phoneme frame. Clap the syllables and model segmenting each syllable to help write the word. Review the Tricky word said .	Teach GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word foot and model oral blending. Display the words good and books with sound buttons, and model blending to read. Orally segment using phonic fingers the word look . Model writing the word look in a phoneme frame. Repeat with the word shook . Teach the Tricky word when .	Review GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word look and model oral blending. Display the two syllable word looking with sound buttons. Clap the syllables and model blending each syllable look/ing , then the full word. Orally segment using phonic fingers the word wood . Model writing the word wood in a phoneme frame. Repeat with the word blood . Review the Tricky word when .	Review GPCs (long) oo and (short) oo including two syllable words. Display the words root , zoo , foot and looking with sound buttons, and model blending to read. Model writing the word pool in a phoneme frame. Repeat with the words baboon , wool and cooking . Review the Tricky words said when .
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Saluting Soldiers Blend words soon room moon tooth zoom food pool boot <u>spoon</u> Tricky word said	Phonic Phone Blend/segment word zoo cool fool tooth bedroom hoot stool Tricky word said	Countdown Relay Blend words look good cook foot wood <u>books shook</u> Tricky word when	Popcorn Pop Blend/segment words good took book cook hood foot <u>shook blood</u> cooking looking Tricky word when	Make Your Own Bingo Segment words moon root rooftop looks hood looking Tricky words said when
Apply <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Abracadabra Read the sentence We said he can go in the pool soon .	Silly Voices Write the sentence She said the bedroom was cool.	Sentence Substitution Read the question When will she look at the foot? Words: wood book wool hook	Sentence Detectives Read the question When was she looking at the wool?	Blankety Blank Write the sentence The cook said she was on the... Words: book rooftop baboon spoon