

Moor Nook Community Primary School



Phonics and Early Reading Handbook

May 2020

Phonics

“Evidence shows phonics teaching is most effective when taught as part of a language-rich curriculum... Phonic decoding is the skill which underpins successful reading, but we recognise that it is not an end in itself, and that schools should be teaching other aspects of reading...We do not underestimate the importance of teaching wider reading skills.” (DFE 2011)

What is phonics?

Phonics is a way of teaching children to read. They are taught how to:

1. recognise the sounds that each individual letter makes;
2. identify the sounds that different combinations of letters make - such as 'sh' or 'oa'; and
3. blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see.

This is the first important step in learning to read.

Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

How do we teach phonics?

In school we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases. Discreet phonics sessions are taught daily and are fun and multi-sensory to appeal to the different learning styles. We use *Jolly Phonics* to help the children learn the first 42 sounds via songs and actions. Children are regularly assessed.

Phonics workshops for phases 1- 4 are held for parents at different times during the year.

Phonics explained

A **phoneme** is the sound a letter or a group of letters make (there are 44).

A **grapheme** is what the phoneme looks like (it could be represented in more than one way e.g. ai ey ay).

A **digraph** is when two letters come together to make a phoneme ('oa' as in boat).

A **trigraph** is when three letters come together to make one phoneme ('igh' as in high).

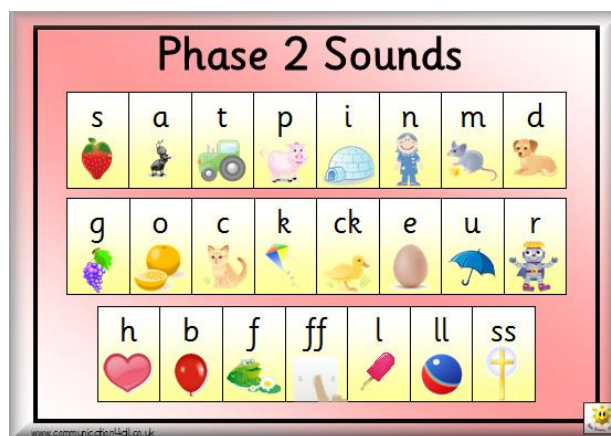
A **split digraph** is when a vowel digraph is split by a consonant letter (e.g. 'ae' in make).

Segmenting consists of breaking words down into phonemes to spell.

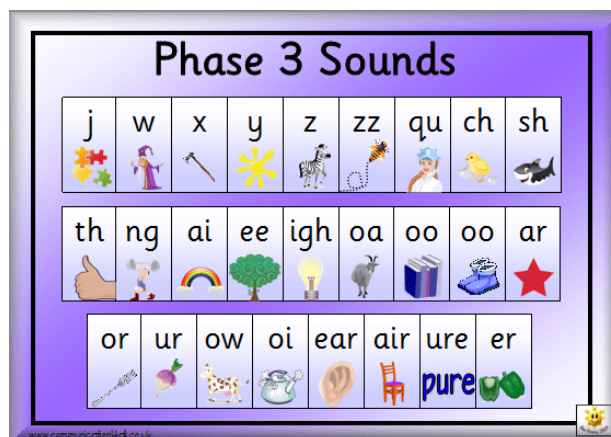
Blending consists of building words from phonemes to read.

Phase 1 – teaching of phase 1 phonics begins in our Nursery. It concentrates on developing children's speaking and listening skills. The aim is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 2 - The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel, consonant e.g. *at*) and CVC (consonant, vowel, consonant e.g. *cat*) words and to spell them. They will also learn to read some high-frequency 'tricky' words: the, to, go, no. They will be introduced to reading simple captions.



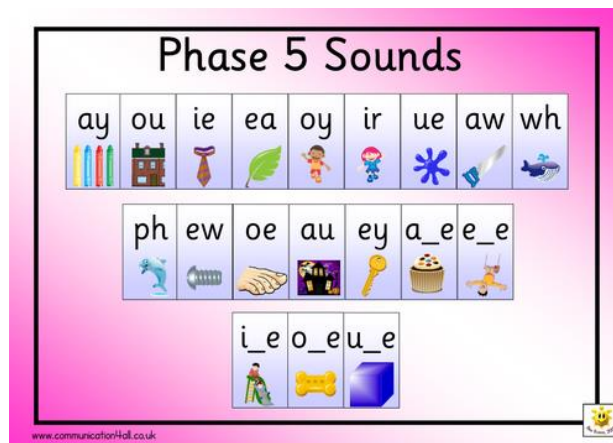
Phase 3 - The purpose of this phase is to teach another 25 graphemes, most of them comprising of two letters e.g. 'oa' and 'ar', so the children can represent each phoneme by a grapheme. Children also continue to practise blending and segmenting when reading and spelling words and captions. They will learn letter names, learn to read some more tricky words and also begin to learn to spell some of these words.



Phase 4 - The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and

polysyllabic words. These words have consonant clusters at the beginning (spot, trip), or at the end (tent, damp) or at the beginning and end (trust, spend)! They also read polysyllabic words (sandwich).

Phase 5 - The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these.



Phase 6 - During this phase, children become fluent readers and increasingly accurate spellers. They focus on spellings and learning rules for spelling alternatives. The No Nonsense spelling programme provides the structure for this phase. They will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure.

Tracking

National expectations

	Nursery	Reception	Year 1	Year 2
Autumn	Phase 1	Phase 1 Phase 2	Phase 4/5	Review Phase 5 Phase 6
Spring	Phase 1	Phase 3	Phase 4/5 Y1 Spelling	Y2 Spelling
Summer	Phase 1 (Phase 2 for some children)	Phase 3/4	Phase 5 Y1 Spelling	Y2 Spelling

These expectations are ambitious, but they are achievable if phonics sessions are taught daily and systematically using a structured programme.

Pupils across Reception and KS1 are tracked termly using the following grid. This allows children who are at risk of falling behind to be identified and support put in place to prevent this from happening.

PROGRESS DATA - Date: School:

DECEMBER			MARCH			JULY		
YR 80% SECURE AT PHASE 2+			YR 90% Working within phase 3/4+			YR 80% SECURE AT PHASE 3+		
Y1 80% Working within phase 4/beg Phase 5			Y1 85% Working within phase 5			Y1 85% SECURE AT PHASE 5+		

Red = cause for concern/SEN Amber = vulnerable Green = in line with expectation Dark Green = exceeded expectation

RECEPTION	Total number of children in the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number) Working within	PHASE 4 (number)	PHASE 5 (number)	PHASE 6 (number)	PHASE 7 (number)	PHASE 8 (number)	PHASE 9 (number)
DECEMBER														
MARCH														
JULY														

YEAR 1	Total number of children in the cohort	How many are EAL?	How many are boys?	How many are children with SEN?	How many are looked after children?	PHASE 1 (number)	PHASE 2 (number)	PHASE 3 (number)	PHASE 4 (number)	PHASE 5 (number) Working within	PHASE 6 (number)	PHASE 7 (number)	PHASE 8 (number)	PHASE 9 (number)
ON ENTRY														
DEC														
MAR														
JULY														

Phonics Screening Check

The National Phonics Screening Check is a quick and easy check of your child's phonics knowledge. It helps school confirm whether your child has made the expected progress and helps teachers identify which children need extra help with phonic decoding. It is for Year 1 children and it takes place in the Summer term. The check contains a mix of real words and 'non-words' (or 'nonsense words'). The purpose of including nonsense words is to check that the child knows the sounds and can blend them together to read the words. They will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Children who have not met the standard in Year 1 will retake the check in Year 2. The Fast Track Phonics Programme is used to support children who are at risk of not reaching the standard.

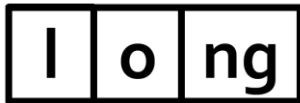


Phonics Teaching Sequence

Revisit/Review – 2-3 minutes

Teach – 5-7 minutes

Practise – 8-10 minutes

Apply – 2-3 minutes

Review – what has been previously taught!	<p>Graphemes – reading or writing</p> <ul style="list-style-type: none"> •Tricky words •High Frequency Words •Words – reading only <p>Focus on one only not a mixture in a session.</p>
Teach – three sections (<u>ALL</u> three every time)	<p>1. Use three part example when introducing a new GPC</p> <ul style="list-style-type: none"> • Hear it and say it • See it and say it • Say it and write it <p>2. Blending for reading and segmenting for spelling</p> <ul style="list-style-type: none"> • Choose a word to orally segment and blend using the target grapheme e.g. bang • Model a different word in a phoneme frame <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Draw sound buttons on to model the blending process <div style="text-align: center;">  </div> <p>3. Teaching a tricky word</p> <ul style="list-style-type: none"> • Oral segmenting with phoneme buttons <div style="text-align: center;">  <div style="position: absolute; top: 500px; left: 540px; border: 1px solid black; border-radius: 50%; padding: 5px; background-color: yellow;"> Use stars to help children know it is a tricky word! </div> </div> <ul style="list-style-type: none"> • We know 'w' but the 'a' and the 's' are the tricky bits. • It says /o/ for a and /z/ for s • So the word says . . . (orally blend)
Practise	<p>Reading and/or writing words with the newly taught grapheme in</p> <p>Reading and/or writing the tricky word taught</p> <p>Ensure this is interactive and fun - with challenge!</p>
Apply	<p>Reading or writing one or two sentences which include the newly taught grapheme and tricky word.</p> <p>The chick was longing to sing a song. (Sneak in recently taught GPS's!)</p> <p>Application - reading She was on the swing with long wings. Children read the sentence and draw an image.</p> <p>Application - writing Writing a sentence using some of the words/tricky words from the session.</p>

Early Reading

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. Children are introduced to the conventions of books, reading left to right, the illustrations being integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these to life. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

In Nursery children also take part in a rhyme challenge, that the children complete at home, to learn three nursery rhymes in the autumn term. The children in Nursery also have regular rhyme and story time sessions at the library and parents are invited to these. Home support is encouraged with Home Reading Packs which include high quality texts and helpful questions which allow parents to be involved in their child's learning.

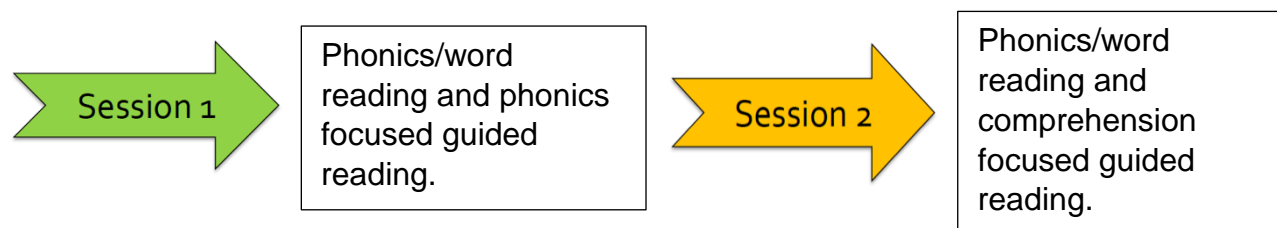
In Reception, before guided reading begins, 1:1 reading takes place daily. Reading books are sent home each night with words of the week to focus on. Also, a home reading bag challenge is provided each day to ensure children are returning their reading books regularly.

Guided reading is introduced to the children in Reception, when they are ready, with each child having two weekly sessions, one with a phonics focus and one a comprehension focus. Individual home readers continue to be provided with parents being encouraged to read daily with their child and communicate with school through comments in a reading log. Individual reading sessions are also provided for those children who need it. Quality literature continues to be a stimulus for topics, role play and early writing.

Throughout this early reading phase, the teaching and application of phonics is key. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through stories, games, rhymes and talk. The Jolly Phonics scheme is used alongside Letters and Sounds. Children are taught to segment and blend words moving on to letter recognition and formation when ready. As the children develop at different rates, they then join differentiated daily phonics group specific to their needs.

Weekly "Come Read with Me" Sessions held in Reception provide the opportunity for parents to read with their child in school. Training is also provided for parents during this time to support them with helping their child to read.

Guided reading overview to a two-session approach for Reception and Year 1.



Session 1

Phonics warm-up	Show the grapheme/s. Say and read them together. Display some words which are included in the book. Model blending using sound buttons to 'build' words and then reading 'smoothly'.
Tricky word warm-up	Explain that there will be some other words in the book we need to 'warm' ourselves up with too! Read together and spot the 'phonics' elements.
Book introduction	Ensure sure you are familiar with the text before the session. Introduce the text to the children using a one sentence overview. Encourage some brief predictions from the children. Give the books out.
Independent reading whilst adult monitors	Hand out the books to the group (quick flick!) Ask the children to read the whole text on their own, out loud, in a quiet reading voice! <u>Monitoring reading</u> using a mixture of: 'Watch' the whole group Ask individuals to read to you <u>Role of the observer:</u> Pick up any miscues on small whiteboard for attention
Quick response to text	Early finishers: •Ask children to find their favourite page •Read a page to a partner/paired reading •Spot any tricky words or phonemes – write on whiteboard Response – to promote reading for pleasure One key question or focus: •What did you find out in the text? •What happened? 'Walk the text' as a group •Are there any new interesting words?
Positives and miscues	Praise children for what they have done well in their reading – be specific and deal with any miscues.

Select a word read in the session, or a word generated via book talk - a high value word, then use the word rap to embed the vocabulary.

WORD RAP	
	Say the word.....
	Clap the word.....
	Read the word.....
	Act the word.....
	Shout the word.....
	Whisper the word.....

Session 2

Introduce the book – again

'We are going to read this book again'

What do you remember when you read it? - walk through the book

Warm-up

Address miscues from the previous session.

Independent reading

Paired reading, a page each – pointers

Monitoring reading

Expect automaticity, fluency and blending on the run.

Use a variety of resources to support responses/asking questions - A Guided Reading Toolkit is one option (See resources on the server).

Reading response toolkit



Nursery Phonics Progression Map

At Moor Nook Primary School, we follow the letters and sounds document to systematically teach phonics. Plans are made to meet the needs of our children. Sessions follow the format of review/teach/practice/apply, each session is engaging and creative in teaching phonics. We understand children learn at different rates and we adapt our phonics teaching groups accordingly. Ensuring that children are secure in each phase before they move on to the next phase. Children are assessed in phonics regularly.

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children: listen attentively; enlarge their vocabulary; speak confidently to adults and other children; discriminate phonemes; reproduce audibly the phonemes they hear, in order, all through the word; use sound-talk to segment words into phonemes.

Letters and Sounds – Primary National Statutory.

The implementation of phonic activities may change but the main purpose will stay the same.

Autumn1	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6	Week-7
Phase-1 Aspect-1 Listening for Environmental sounds. To be good at listening for sounds we need to be good listeners.	Main purpose - To develop children's listening skills and awareness of sounds in the environment.	Main purpose - To develop children's listening skills and awareness of sounds in the environment.	Main purpose - To develop children's listening skills and awareness of sounds in the environment.	Main purpose - Describe what they see. Identify the animals and imitate the sounds. Add new words to their vocabulary.	Main purpose - identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; Join in the activities and take turns to participate.	Main purpose - identify different sounds and place them in a context; identify similar sounds; make up sentences to talk about sounds; Join in the activities and take turns to participate.	Main purpose - To make up simple sentences and talk in greater detail about sound.

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Assessment See individual assessment sheet for children's progress.	I can listen to and identify outdoor sounds I can listen to and identify indoor sounds I can use drumsticks (stroke, beat, tap) to make different sounds I can use my voice to sing at different volumes I can identify the sounds in a sound lotto game I can identify sounds made behind a screen (keys, bells) I can make the correct animal noise from a set of clues I can give others a set of clues to guess an animal I can guess what is inside the container by the sound it makes
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Autumn 2	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6	Week-7
Phase-1 Aspect-2 Explain to the children we are listening for Instrumental Sounds.	Main purpose -To experience and develop awareness of sounds made with instruments and noise makers.	Main purpose -To listen to and appreciate the difference between sounds made with instruments.	Main purpose -To use a wide vocabulary to talk about the sounds instruments make.	Recap-	Phase-1 Aspect-2 Explain to the children we are listening for Instrumental Sounds.	Main purpose -To experience and develop awareness of sounds made with instruments and noise makers.	Main purpose -To listen to and appreciate the difference between sounds made with instruments.
<i>This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</i>							
Assessment	I can identify and name the instruments being played I can remember and repeat a rhythm I can discriminate and copy loud and quiet sounds I can stop and start playing my instrument at a signal I can play my instrument to describe an action (fairy footsteps) I can perform a short instrumental piece for others I can play an instrument to match the sound an animal might make						
Spring 1	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6	
Spring-1 Aspect-3 Recap and remind children what a good listener does to listen. General sound discrimination - body percussion	Main purpose- To develop awareness of sounds and rhythms.		Main purpose- To distinguish between sounds and to remember patterns of sound.		Main purpose- To talk about the sounds we make with our bodies and what the sounds mean.		
<i>This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</i>							
Assessment	I can perform a song with actions I can perform an action to match a musical instrument I can perform actions increasing and decreasing my speed as necessary I can copy a body sound I can copy a sequence of body sounds I can identify a body sound (snoring, eating) I can suggest times when I can be noisy or quiet I can use my voice to make slow, fast, quiet, loud, long, short sounds I can move my body in response to an instrument sound.						

Spring 2 Aspect 4	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6
<u>Rhythm and Rhyme</u>	Main purpose- To experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech.			Main purpose- To increase awareness of words that rhyme and develop knowledge about rhyme.	Main purpose- To talk about words that rhyme and to produce rhyming words.	Summer-1 <u>Aspect-5 Alliteration</u> Main purpose-To develop understanding of alliteration
This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.						
Assessment for Aspect-4	I can join in with repetitive story phrases I can perform actions to a nursery rhyme I can move in time to the beat fast, slow, skipping marching I can put rhyming objects in the soup I can play rhyming bingo I can continue a rhyming string					
Summer 1	Week-1	Week-2	Week-3	Week-4	Week-5	Week-6
Aspect 5 and 6 <u>Alliteration</u> Remind children what we are listening for.	Main purpose- To develop understanding of alliteration.	Main purpose- To listen to the sounds at beginning of words and hear the differences between them.	Main purpose- To explore how different sounds are articulated, and extend understanding of alliteration.	Main purpose- To distinguish between the differences between vocal sounds, including oral blending and segmenting.	Main purpose-To explore speech sounds.	Aspect 5 and 6 <u>Alliteration</u> Remind children what we are listening for.
The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.						
Assessment for Aspect-5	I can suggest a person who has a name beginning with a given letter I can suggest an object that begins with the same sound as a name I can suggest non-words that begin with the same sound I can sort objects that begin with the same sound I can suggest animals that begin with the same sound I can join in with an alliterative story and make suggestions I can look at an object and recognise the initial sound I can think of an alliterative sentence for the names of children in my group I can make the right movements with my mouth to say some sounds I can select a set of objects for alliterative 'silly soup'					
Assessment for Aspect- 6	I can make sounds with my voice – be a clock, tick tock I can share my favourite sound with a group I can talk like a robot – c-a-t 'Metal Mike' I can continue a sound pattern with my voice and vary the pitch I can add a target sound to a story when I hear a buzz word or character I can listen to a recorded voice and identify the speaker I can record sounds for a lotto game and then match my sounds to pictures					

	I can describe a voice sound using words like long, short, loud, high, low I can use my voice to add sounds to a story by whispering, growling I can use a megaphone to make sounds with my voice I can listen to and sing a variety of songs				
Summer 2	Week-1	Week-2	Week-3	Week-4	Week-5
Aspect 6 and 7 <u>Oral blending and segmenting</u> Phonics for Aspect 6 and 7 will be taught every day.	Main purpose- To talk about the different sounds we can make with our voices.	Main purpose- To develop oral blending and segmenting of sounds in words.	Main purpose-To listen to phonemes within words and to remember them in which order they occur.	Main purpose-To talk about the different phonemes that make up word.	
Assessment for aspect-7	I can understand 'sound talk' words that are segmented like c-oa-t I can sound out and clap CVC words from the set of letters s,a,t,p,i,n I can identify objects with three phonemes from 'sound talk' like f-i-sh I can blend 2 or 3 phonemes from 'sound talk' to make a word I can play eye spy by blending sounds I can copy 'sound talk' I can speak in 'sound talk' I can say how many phonemes I can hear				

Reception Phonics Progression Map

<p>At Moor Nook Primary School we follow the letters and sounds document to systematically teach phonics. Plans are made to meet the needs of our children. Sessions follow the format of review/teach/practice/apply, each session is engaging and creative in teaching phonics. We understand children learn at different rates and we adapt our phonics teaching groups accordingly. Ensuring that children are secure in each phase before they move on to the next phase. Children are assessed in phonics regularly.</p>							
Autumn 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Phase 1/2	Phase 1 recap	Phase 1 recap	Phase 1 recep	Phase 2 – week 1 - s,a,t,p	Phase 2 – week 2 – i,n,m,d	Phase 2 – week 3 – g,o,c,k	Phase 2 – week 4 – ck,e,u,r
Assessment	I can oral blend and segment.			I can blend and segment the VC words at and as	I can blend and segment the VC words is, it, in, an, am	I can identify initial sounds in words.	I can identify final sounds in words.
				I can say the sound, recognise and write a letter for the phonemes taught. I can blend and segment the CVC words containing taught sounds by sounding out.			
Autumn 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Phase 2	Phase 2 – week 1 – 4 recap	Phase 2 week 5 – h, b, f, ff, l, ll, ss	Phase 2 – week 6 – tricky words	Phase 2 - Recap	Phase 2 – Recap	Phase 2 – Recap	Phase 2 assessment week
Assessment	I can say the sound, recognise and write a letter for the phonemes taught. I can blend and segment the CVC words containing taught sounds by sounding out.			I can read a caption by sounding out VC and CVC words. I can write a caption containing VC and CVC words. I can read the first 5 tricky words.			
Spring 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	
Phase 3	Phase 3 – week 1 – j,v,w,x	Phase 3 – week 2 – y, z, zz, qu	Phase 3 – week 3 – sh, ch, th, ng	Phase 3 – week 4 – ai, ee, igh, oa	Phase 3 – week 5 – oo, ar, or, ur	Phase 3 – week 6 – ow, oi, ear, air	
Assessment	I can find the correct grapheme in response to the spoken phonemes and write these graphemes. I can identify graphemes in words. I can blend CVC words using Phase 2 and 3 sounds. I can segment CVC words using Phase 2 and 3 sounds.						
Spring 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5		
Phase 3	Phase 3 – week 7 – ear, air, ure, er	Phase 3 – week 8 – tricky word reading	Phase 3 – tricky word writing	Phase 3 -Alphabet	Phase 3 – Recap		
Assessment		I can read phase 3 tricky words.	I can spell phase 3 tricky words.	I can say the alphabet. I can match each individual letter of the alphabet to the sound.	I can read a simple sentence by sounding out CVC words. I can write a simple sentence containing CVC words.		

Summer 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	
Phase 3/4	Phase 3 – Recap	Phase 3 – tricky word recap	Phase 4 – week 1	Phase 4 – week 2	Phase 4 – week 3	
Assessment	I can read and spell Phase 3 tricky words.		I can blend CVCC and CCVC words for reading. I can segment CVCC and CCVC words for spelling. I am continuing to read 2 syllable words. I am beginning to spell 2 syllable words.			
Summer 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	WK 6
Phase 4	Phase 4 – tricky words reading	Phase 4 – tricky words writing	Phase 4 – Recap	Phase 4 – Recap	Phase 4 – Recap	
Assessment	I can read and spell Phase 4 tricky words.		I can read sentences containing CVC, CVCC and CCVC words. I can write sentences containing CVC, CVCC and CCVC words.			

Summer 1	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Phase 5	Phase 5 – week 22 – Alternative spellings for oo, ai Spelling the words bear, long, things, new Recap spelling high frequency/ tricky words Reading the words oh, how, did, man	Phase 5 – week 23 – Alternative spellings for ee Spelling the words two, has, yes Reading and spelling high frequency words	Phase 5 – week 24 – Alternative spellings for igh Spelling the tricky words people, would, or Reading and spelling high frequency words	Phase 5 – week 25 – Alternative spellings for oa Spelling the words play, take, well Reading and spelling high frequency words	Phase 5 – week 26 – Alternative spellings for (y)oo Spelling the words find, more, I'll Reading and spelling high frequency words	Phase 5 – week 27 – Alternative spellings for oo Spelling the words round, tree, magic Reading and spelling high frequency words	Phase 5 – week 28 – Alternative spellings for sh Spelling the words shouted, us, other Reading and spelling high frequency words
Assessment	I can give the sound when shown any grapheme that has been taught. I can begin to write some of the common graphemes when given a sound.						
	I can read and spell phonically decodable two-syllable and three-syllable words. I can read automatically the words in the list of 100 high frequency words taught in previous phases. I can accurately spell most of the words in the list of 100 high frequency words.						
Summer 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Phase 5	Recap on Phase 5	Recap on Phase 5					
Assessment							

Year 2 – Phonics and Spelling

The No-Nonsense Spelling programme is followed in Year 2 which incorporates phonics and spelling in order to meet the National Curriculum requirements.

Book List aligned to Phases in Letters and Sounds

	Book Phases	New phonemes and graphemes	Review phonemes and graphemes
Phase 2	Pink A	s, a, t, p, i, n, m, d	
	Pink B	f, h, b, g, o, c, k, e, u, r, l, ck (ff, ll, ss)	s, a, t, p, i, n, m, d
Phase 3	Red A	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	s, a, t, p, i, n, m, d, f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss
	Red B	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er	s, a, t, p, i, n, m, d, f, h, b, g, o, c, k, e, u, r, l, ck, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk
Phase 4	Yellow	blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a, e, i, o, u	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er
Phase 4	Blue	blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er	blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a, e, i, o, u
Phase 5	Green	alternative vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e, ou /oo/ u, ue, ew, ui, ou, u-e /ool/ u, oul /eel/ ie ea /oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear /ear/ ere, eer /ure/ our /el/ ea /il/ y /ol/ a /u/ oul, o, our, o-e	blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er

Phase 5	Orange	<p>alternative vowel graphemes:</p> <p>/ai/ a, eigh</p> <p>/igh/ ie, y</p> <p>/ee/ e-e, ey, y, e</p> <p>/oo/ u</p> <p>alternative consonant graphemes:</p> <p>/ch/ tch, t</p> <p>/sh/ ch</p> <p>/c/ ch</p> <p>/j/ g, ge, dge</p> <p>/l/ le</p> <p>/f/ ph</p> <p>/w/ wh</p> <p>/v/ ve</p> <p>/s/ se</p> <p>/z/ se</p>	<p>alternative vowel graphemes:</p> <p>/ai/ ay, ei, ey, a-e</p> <p>/igh/ i, i-e</p> <p>/oa/ o, oe, ow, o-e, ou</p> <p>/oo/ u, ue, ew, ui, ou, u-e</p> <p>/oo/ u, oul</p> <p>/ee/ ie ea</p> <p>/oi/ oy, ou</p> <p>/ar/ a</p> <p>/or/ au, aw, our, augh, al</p> <p>/air/ ere, ear, are</p> <p>/er/ ir, or, ear</p> <p>/ear/ ere, eer</p> <p>/ure/ our</p> <p>/e/ ea</p> <p>/i/ y</p> <p>/o/ a</p> <p>/u/ oul, o, our, o-e</p>
Phases 5 and 6	Turquoise	<p>alternative consonant graphemes:</p> <p>/n/ kn, gn</p> <p>/m/ mb</p> <p>/r/ wr</p> <p>/s/ c, ce, sc</p> <p>/c/ qu, x</p> <p>/zh/ su, si</p> <p>/sh/ ti, si, ssi, ci</p> <p>words with suffixes:</p> <p>er, est, ful, ly, ant, ent, ance, ment, ness, ly, ous, es, en, ward, self, dom, by, al</p>	<p>alternative vowel graphemes:</p> <p>/ai/ ay, ei, ey, a-e</p> <p>/igh/ i, i-e</p> <p>/oa/ o, oe, ow, o-e, ou</p> <p>/oo/ u, ue, ew, ui, ou, u-e</p> <p>/oo/ u, oul</p> <p>/ee/ ie ea</p> <p>/oi/ oy, ou</p> <p>/ar/ a</p> <p>/or/ au, aw, our, augh, al</p> <p>/air/ ere, ear, are</p> <p>/er/ ir, or, ear</p> <p>/ear/ ere, eer</p> <p>/ure/ our</p> <p>/e/ ea</p> <p>/i/ y</p> <p>/o/ a</p> <p>/u/ oul, o, our, o-e</p>

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