**Appendix 1: Progressive sequence:**

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| **Phonics Progression** | | |
| **Phase** | **New Sounds Tricky Words** | **New Sounds Tricky Words** |
| **Phase 2** | Set 1: s, a, t, p  Set 2: i, n, m, d  Set 3: g, o, c, k  Set 4: ck, e, u, r  Set 5: h, b, f, ff, l, ll, ss | to  the  no  go  I  into |
| **As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound**  **out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words.**  **For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.** | | |
| **Phase 3** | Set 6: j, v, w, x  Set 7: y, z, zz, qu  Consonant digraphs: ch, sh, th, ng  Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er | he, she, we, me,  be, was, you, they,  all,  are, my, her |
| **During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when**  **decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to**  **experiment with spelling words such as rain, hear, hair, bee.** | | |
| **Phase 4** | The main aim of this phase is to consolidate the children's knowledge and  to help them learn to read and spell words which have adjacent  consonants, such as trap, string and milk  Some more examples  help  test  just  theft  chimp  tenth  frog  step  shrink | said, have, like, so,  do, some, come,  were, there, little,  one, when, out,  what |
| **When children start Phase Four of the phonics programme, they will know a grapheme for each of the 42**  **phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell**  **them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling**  **tricky words** | | |
| **Phase 5** | In Phase Five, children will learn more graphemes and phonemes. For  example, they already know ai as in rain, but now they will be introduced  to ay as in day and a-e as in make. This will take time to use and apply  these and children will need time to experiment with their spelling.  Alternative pronunciations for graphemes will also be introduced, e.g. ea  in tea, head and break.  ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e | oh, their, people,  Mr, Mrs, looked,  called, asked, could |
| **Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and**  **be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting.**  **With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.** | | |
| **Phase 6** | They will be able to read many familiar words automatically. When they  come across unfamiliar words they will in many cases be able to decode  them quickly and quietly using their well-developed sounding and blending  skills. With more complex unfamiliar words they will often be able to  decode them by sounding them out.  Suffixes will be introduced as well as basic grammar strategies.  - s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en |  |
| **At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for**  **children to become more fluent readers and more accurate spellers** | | |

**Appendix 2**

**Glossary of terms used across the school ~ a shared language for all**

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| **Term** | **Definition** |
| **Adjacent consonants** | **two consonants next to each other within a word e.g. step, chop, trip** |
| **Blend** | **to draw individual sounds together to pronounce a word,**  **e.g. s-n-a-p blended together reads snap. Used to read words** |
| **Caption** | **a brief explanation accompanying an illustration.** |
| **CVC** | **consonant, vowel, consonant words e.g. cat, sit, hop, zip** |
| **Digraphs** | **Two letters one sound/working together sound** |
| **Grapheme** | **A letter or group of letters representing one sound** |
| **Grapheme-phoneme**  **correspondence (GPC)** | **The relationship between sounds and the letters which**  **represent those sounds.** |
| **High frequency words** | **Words that appear often within a text e.g. and, the, to** |
| **Mnemonic** | **A way of memorising and recalling a spelling e.g. silly ants in** |
| **Modifying e/split digraph** | **Two letters, split, making one sound E.g. bake, hike** |
| **Phoneme** | **Phoneme the smallest unit of sound to represent a letter** |
| **Phonics** | **The use of letter sounds as a strategy to aid reading and** |
| **Polysyllabic** | **Words with many syllables** |
| **Phonically regular** | **words that can be sounded out to read or write** |
| **Segment** | **To split a word into its individual phonemes in order to spell** |
| **Sound buttons** | **A tool to help children to blend units of sound** |
| **Sound talk** |  |
| **Syllable** | **A unit of pronunciation. Water is a two syllable word.** |
| **Tricky words** | **Words that are not phonetically de-codable** |
| **Trigraphs** | **Three letters one sound / working together sound** |
| **VC** | **Vowel consonant words e.g. in, on, up** |
| **Vowel digraph two vowels that together make one sound e.g. ea, ai, oo,** | **Two vowels that together make one sound e.g. ea, ai, oo,** |

**Appendix 3 example planning sheet**

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| **Phase . Week:** **Letter set:** | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Revisit / Review** Practice previously learned letters Practise oral blending and segmentation |  |  |  |  |  |
| **Teach** Teach a new letter; teach blending and/or segmentation with letters (weeks 2 and 3) Teach one or two tricky words ( week 3 onwards) |  |  |  |  |  |
| **Practise**  Practise reading and/or spelling words with the new letter |  |  |  |  |  |
| **Apply**  Read or write a caption (with the teacher) using one or more HF words and words containing the new letter sound ( week 3 onwards) |  |  |  |  |  |
| **Assessment:** | | | | | |