

Phonics Handbook 2023-24

At St. Anne's Catholic Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Phonics provides the foundations of learning to make the development into fluent reading and writing easier. We want our pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.



Coordinators

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St. Anne's Curriculum Values in Phonics

Independence – Phonics gives children the independence to read new text and information, unlocking a world of knowledge.

Engaging – Phonics is engaging. Rocket Phonics teaches the codes through engaging stories and the well themed Practice books keep the children interested.

Purposeful – Phonics is purposeful. The children are learning new codes and this enables them to read a greater selection of words.

Resilience – Children are resilient in Phonics. They continue practising the sounds they have learnt until they can recognise them independently when reading.

Memorable – Phonics is memorable. The children recap their previous learning every lesson, this helps them to hold their learning into their long-term memory.



Lesson Expectations

- 30-minute lessons
- Whole class teaching
- Children learn a new 'code' over two lessons (one lesson blending and one lesson segmenting)
- The code is what they write down and the sound is what they can hear
- Children completing the pupil practice booklets
- Using the Rocket Phonics resources only (flashcards, sound mats, big books). All of the Rocket Phonics resources can be accessed on BOOST.
- Follow the lesson sequence of revisit, learn, review, apply
- Phonics actions to be used to help with remembering sounds they are learning.



Phonics Books

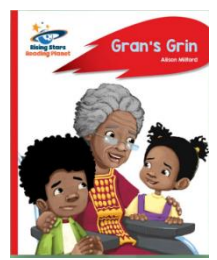
We use specific Rising Stars Rocket Phonics books that the children use to apply their learning from their Phonics lessons. The children are assessed using Phonics Tracker and then put onto an appropriate colour book. The children must be able to decode 90% of this book so they are not reading at 'stress level'.

We have access to Rising Stars Reading Planet as a school and this is where the children can access the entire library of Rocket Phonics books online. After they have finished reading the book they can then access a quiz that measures how their comprehension of the book is. Reception and Year 1 are all currently signed up to Reading Planet and the lowest 20% in KS2 classes are set books regularly too.

Each week, **Reception** take home 1 Phonics book based on the sounds they are learning and one that is matched to their Phonics ability (the sounds they know).

Each week, **Year 1** take home 1 physical Phonics book that is matched to their ability level, they are also given access to books in class that follow the sounds they are currently being taught. This is so they can have extra practice in recognising the sounds they are learning.

The **lowest 20% in Year 2, Year 3 and Year 4** also take home Rising Stars Rocket Phonics books that are alligned with their Phonics knowledge.



How is work recorded/displayed in books?

- Reception- learning is completed through practical activities recorded on Tapestry and through worksheets in individual Learning Journeys. Rocket Phonics Workbooks to be used from Summer Term.
- Year 1 have their own Phonics workbooks and the children complete the Phonics workbook pages for each lesson
- Year 2 work the Rocket Phonics Next Steps worksheets for their year group.

 i 	 i
<p>1 Read and lower. Say and ask each sound.</p> <p>ea ie e-e a a-e ay ph wh</p>	<p>1. Read and listen. Listen to the words. Write them to the guidelines.</p> <p>er ure air ear oi ow ur or</p>
<p>2. Blending practice. Divide and ask each sound.</p> <p>mind find pine</p> <p>blend child kind</p>	<p>2. Segmenting practice. Listen and write the words.</p> <p>_____</p> <p>_____</p>
<p>3. Sightword work. Find and write all the igh in 2 sentences.</p> <p>'Kate was a kind child. Her nan was blind and they baked cakes on Saturday mornings. Kate can't read when Nan needs help to find things. She left a pint of milk next to the sink for Nan to find.</p> <p>How many did you find?</p> <p>_____</p>	<p>3. Find and write the igh on 3 words from the text on page 2.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4. Apply. Read the passage above and answer the questions.</p> <p>What did Kate and Nan do on Saturdays?</p> <p>_____</p>	<p>4. Apply. List 3 words.</p> <p>_____</p> <p>_____</p> <p>_____</p>

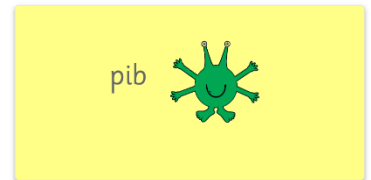
Marking and Challenges

- Green pen to be used when moving around the classroom during the children's independent activities to indicate understanding or gaps that need addressing.

Assessment

- In EYFS and Year 1 the teachers run baseline assessments at the beginning of each year to identify your lowest 20% and to identify other children's gaps from previous year

- In EYFS and Year 1 we have half termly assessments to help track progress and identify gaps that will need addressing in interventions
- Half termly Phonics Screening checks for Year 1 starting in Autumn 2 to prepare for National Screening Check in June.
- Phonemes assessments ensure children are placed with correct colour book band
- KS2 to assess their lowest 20% knowledge of phonemes once per term/3 x per year
- Phoneme gaps of lowest 20% in KS2 stuck in reading diaries and should be tested regularly to close gaps.



Special Events

KS1 Phonics Parent Workshop September
 Year 1 Phonics Screening Check Week June
 Live phonics lessons

Lowest 20% Readers

Our aim and expectation must be that almost all children have the capacity to read and write well when taught with phonics. We must strive for a 100% success rate. In order to help all children succeed, you need to focus your attention on the slowest-to-learn. The 'lowest 20%' refers to any child working generally below expectation and at risk of slipping through the net for reading and writing. Remember, the Rocket Phonics ethos is 'keeping up, not catching up'.

- These children read with an adult daily and their reading diaries are checked
- All adults working with the children must know who these children are
- Baseline and half termly assessments on Phonics Tracker will track the progress and gaps of your lowest 20%
- Phonics Tracker data can then be used to identify gaps for interventions. Please talk to Rachel Lewthwaite (SENCO), Ria Lawrence or Sophie Gullick about resources we can use for Phonics interventions for KS1 and KS2.
- Continue to expose these children to the whole class teaching but adjust your expectations for these children
- Allow these children to have access to the sound flashcards and sound mats always
- Work in a group with these children if necessary
- Place these children so they have a clear view of the board
- Provide additional opportunities for these children 'little and often' sessions to help practice flashcards, 5 minute 1:1 targeted intervention session or another group session focusing on a particular skill
- Send home phonics resources to support these children

SEN

Every pupil at St. Anne's has the right to a broad and balanced curriculum. We recognise that many children have specific learning needs and our goal is to make the curriculum accessible to every child. Teachers are made aware of any additional needs the children have and should make adjustments to their lessons to ensure that each child has the opportunity to achieve.

In Phonics some suggestions to meet SEN needs are:

- Adapt the size of resources e.g. use Sounds Mats in A3 size rather than A4.
- Reduce the size of the Frieze to make individual sets of flashcards.
- Use headphones to listen to digital audio at an individualised volume.
- Replicate main classroom phonics displays in breakout areas and quiet spaces.

- Use grapheme tiles at a suitable size for the individual child, laminated and with optional sticky magnets added.
- Use the digital resource tools to enlarge pages, enlarge text, frame or highlight words.
- Children unable to physically complete Pupil Practice Booklet activities could use keyboards or mini whiteboards to practise the same skills using the Pupil Practice Booklet content.
- Include additional multisensory items in lessons, such as editable large dice, phoneme frames, manipulable letters and colourful or plain flashcards (with or without picture mnemonics as appropriate).
- Use overlays, pencil grips and dyslexia screens as appropriate for each child.

New staff should see Rachel Lewthwaite, our SENCo, for additional support for catering for pupils with SEND at St. Anne's.

Resources

Sound Mats

Rocket Phonics Sounds Mat 2	zz	qu	ch	sh	th
fizzy	queen	chick	sheep	thumb	feather
ng	ai	ee	igh	oa	oo
ring	train	bee	light	boat	book
ar	or	ur	ow	oi	ear
car	fork	purse	owl	coin	ear
air	ure	er	wh	ph	ay
chair	manure	hammer	wheel	dolphin	crayon
a-e	a	e-e	ie	ea	
cake	acorn	scene	shield	peach	

Rocket Phonics Sounds Mat 3	i	i-e	ie	y	o-e
child	time	pie	spy	happy	rope
ow	oe	o	ey	u	u-e
snow	toe	piano	key	unicorn	cube
ue	statue	news	er	ir	ou
blue	screw	herbs	bird	ou	oy
au	astronaut	aw	oul	a	al
or	strawberry	ere	ere	ere	ere
world	deer	there	square	colour	snore

Rocket Phonics Sounds Mat 1	s sun	a apple	t top	i insect	p pan
n net	m mouse	d dog	g goat	o octopus	c cat
k kite	ck duck	e elephant	u umbrella	r rabbit	h hat
b bat	f frog	ff cliff	l ladder	ll shell	ss dress
j jug	v van	w web	x fox	y yellow	z zebra

Sound Mats should be accessible to all children in every class. They can be on display or nearby so the children can use them in lessons.

Rocket Phonics Sounds Mat 4	oor door	augh laughter	ce celery	ci city	cy cycle
ge germ	gi giraffe	gy gymnast	ea bread	se cheese	ce fence
ch chef	dge bridge	gn package	o mother	le bottle	ed mixed
mb school	kn knot	gn sign	wr writing	tch hatching	s si ge musical
ture picture	y pyramid	sc scissors	st whistle	(w) (a) (qu) a watch	ti ci ssi station

Flashcards

d  D

Reading Planet: Rocket Phonics Copyright © 2023 Hodder & Stoughton Ltd **Flashcard 8**

Workbook Pages

Reception



1. Revisit and review: Say and tick each sound and picture.




s S  s S  s S

2. Grapheme search: Find and circle all the s letters.

Sam sits on a mat.

How many did you spot?

3. Pre-blending practice: Match the letters to the pictures.

S   
 S
 S

4. Colour the items that begin with s.



1. Revisit and review: Listen to the sounds and point to the letters and pictures.

s  S s  S s 

2. Grapheme write: Copy the letters and say the sound as you write.

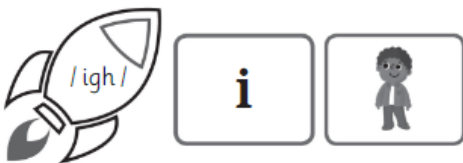
S S S
 S S S

3. Pre-segmenting practice: Say the word and write s.



4. Apply: Let's write.

Year 1



1. Revisit and review: Say and tick each sound.

ea ie e-e a a-e ay ph wh

2. Blending practice: Decode and tick each word.

mind find pint
 blind child kind

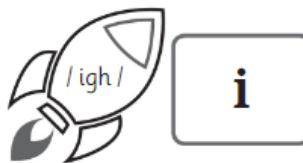
3. Grapheme search: Find and circle all the /igh/ as i graphemes.

Kate was a kind child. Her nan was blind and they baked cakes on Saturday mornings. Kate didn't mind when Nan needed help to find things. She left a pint of milk next to the sink for Nan to find.

How many did you find?

4. Apply: Re-read the passage above and answer the question.

What did Kate and Nan do on Saturdays?



1. Revisit and review: Listen to the sounds and point to the graphemes.

er ure air ear oi ow ur or

2. Segmenting practice: Listen and write the words.

3. Find and write the /igh/ as i words from the text on page 2.

4. Apply: Let's write.

Year 2



ai

ay

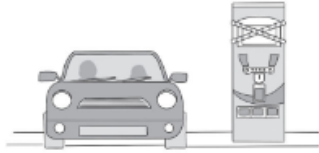
1. Revisit and review. Say and tick each sound.

ce ed st b tt sc eer oi

2. Grapheme search. Underline all the graphemes that are code for the /ai/ sound.

On Saturday, Mum took May to a 'Stay and Play' session at the local arts centre. It was raining so Mum drove there in the car. She parked in the pay and display car park. Mum was dismayed to see that the ticket machine wasn't working. "This is such a pain!" she complained.

Mum looked in her bag for her phone so she could call the car parking company to explain. May waited on the pathway near Mum. She watched a little yellow snail as it slid along the railing.



How many did you find?

3. Apply. Re-read the passage above and answer the question.

Why did Mum complain?

4. Word banks. Find and write /ai/ words into the correct columns.

ai

ay

5. Sentence dictation. Listen and write the sentences.

6. Apply. Write your own sentences using /ai/ as ai or ay words.









7. Apply and extend in your notebook.








Write the next part of the story about May going to the 'Stay and Play' session. Does she do some painting? Does she meet a friend? Does she have a drink and snack?


















Mnemonic System












Sound	Grapheme	Picture	Word
/s/	s		sun
/a/	a		apple
/t/	t		tap
/i/	i		insect
/p/	p		pan
/n/	n		net
/m/	m		mouse
/d/	d		dog
/g/	g		goat
/o/	o		octopus
/k/	c		cat
/k/	k		kite





/k/	ck		duck
/e/	e		elephant
/u/	u		umbrella
/r/	r		rabbit
/h/	h		hat
/b/	b		bat
/f/	f		frog
/f/	ff		cliff



/l/	l		ladder
/ʃ/	ll		shell
/s/	ss		dress
/j/	i		jug
/v/	v		van
/w/	w		web
/k+s/	x		fox






/y/	y		yellow
/z/	z		zebra
/z/	zz		fizzy
/k+w/	qu		queen
/ch/	ch		chick
/sh/	sh		sheep
/th/	th		thumb and feather
/n+g/	ng		ring
/ai/	ai		train
/ee/	ee		bee
/igh/	igh		light
/oa/	oa		boat
short /oo/	oo		book
long /oo/	oo		moon
/ar/	ar		car




















/or/	or		fork
/ur/	ur		purse
/ou/	ow		owl
/oi/	oi		coin
/eer/	ear		ear
/air/	air		chair
/y+oor/	ure		manure
/uh/	er		hammer
/w/	wh		wheel
/f/	ph		dolphin
/ai/	ay		crayon
/ai/	a-e		cake
/ai/	a		acorn
/ee/	e-e		scene
/ee/	ie		shield
/ee/	ea		peach


















/igh/	i		child
/igh/	i-e		time
/igh/	ie		pie
/igh/	y		spy
/oa/	o-e		rope
/oa/	ow		snow
/oa/	oe		toe
/oa/	o		piano
/ee/	y		happy
/ee/	ey		key
/y+oo/	u		unicorn

short /oo/	u		push
/y+oo/	u-e		cube
long /oo/	u-e		flute
/y+oo/	ue		statue

long /oo/	ue		blue
/y+oo/	ew		news
long /oo/	ew		screw
/ur/	er		herbs
/ur/	ir		bird
/ou/	ou		cloud
/oi/	oy		toy
/or/	au		astronaut
/or/	aw		strawberry
/oa/	ou		shoulder
long /oo/	ou		soup

short /oo/	oul		should
/ar/	a		father
/ar/	al		palm
/ur/	ear		earth
/ur/	or		world
/eer/	eer		deer
/eer/	ere		here
/air/	are		square

/air/	ear		bear
/air/	ere		there
/or/	al		ball
/or/	our		four
/or/	ore		snore
/or/	oor		door
/or/	augh		daughter
/s/	c		celery
/i/	g		giraffe
/e/	ea		bread
/s/	se		house
/s/	ce		fence
/k/	ch		school
/sh/	ch		chef
/i/	dge		bridge
/i/	ge		package
/uh/	o		mother
/ul/	le		bottle
/t/	ed		mixed

/d/	ed		drilled
/m/	mb		comb
/n/	kn		knot
/n/	gn		sign
/r/	wr		writing
/ch/	tch		hatching
/zh/	s		treasure
/zh/	si		television
/zh/	ge		collage
/ch+u/	ture		picture
/i/	y		pyramid
/s/	sc		scissors
/s/	st		whistle
/o/	a		watch
/sh/	ti		station
/sh/	ci		musician
/sh/	ssi		percussion

Lesson Plans

There is clear daily planning provided for Reception, Year 1 and Year 2.



Example of Year 1 planning for a blending lesson.

SESSION AIMS

- To know that when we see the letter i in some words, we say /igh/
- To practise blending words that include i as /igh/
- To apply blending to words that include i as /igh/ within sentences

RESOURCES

- Selection of previous flashcards
- Flashcard 1
- IWB Big Book 4, pages 1–3
- Pupil Practice Booklet 4, page 2

REVISIT AND REVIEW

- Use a selection of previously introduced flashcards to revise taught letter-sound correspondences.
- Tip: Use the words on the reverse of the cards to revisit and review word decoding.
- Tip: If the grapheme can represent more than one sound, ask for recall of more sounds. For example, when holding up the a grapheme say: This can be /a/ or it can be /ai/.

TEACH

- Show children Flashcard 1. Point to the grapheme i and say: The letter i can represent /i/ as in insect or /igh/ as in child. Today we are focusing on the /igh/ sound as in the word child. Turn the card over and read the words with the children.
- Use Big Book 4 Episode 1: The Pie-Making Contest to introduce the new letter-sound correspondence. Read pages 1–3 without pausing, then explore the illustrations and focus words. Ask children to help you decode the i as /igh/ words in lozenges. Discuss any new vocabulary using the illustrations to support the word meanings.

PUPIL PRACTICE AND APPLICATION

- Children use Pupil Practice Booklet 4, page 2 to practise blending skills using i as /igh/ from grapheme, to word, to sentence level.
- Tip: Children can work independently, with a partner or in a guided group, depending on the level of support needed.
- Tip: Walk around the class listening to each child independently decoding. Put a tick in each child's book next to the word or sentence you listened to.
- Gather the children's attention and review the Pupil Practice Booklet page collectively. Ask for children to contribute and model answers to the class.

Pupil Practice Booklet content and answers

1. Revisit and review	ea, ie, em, a, am, ay, ph, wh
2. Blending practice	mind, find, pint, blind, child, kind
3. Grapheme search	Kate was a <u>kind</u> child. Her nan was <u>blind</u> and they baked cakes on Saturday mornings. Kate didn't <u>mind</u> when Nan needed help to <u>find</u> things. She left a <u>pint</u> of milk next to the sink for Nan to <u>find</u> . (There are seven examples of the /igh/ as i grapheme.)
4. Apply	What did Kate and Nan do on Saturdays? They baked cakes.

Week 1 Lesson 2

SEGMENTING PRACTICE /igh/ as i

Example of a
Year 1
segmenting
lesson.

SESSION AIMS

- To know that when we hear the sound /igh/, it is sometimes spelled with the letter i
- To practise segmenting words that include i as /igh/
- To apply segmenting to words that include i as /igh/ within sentences

RESOURCES

- Frieze
- Sounds Mats
- Flipchart or whiteboard
- Mini whiteboards (optional)
- Pupil Practice Booklet 4, page 3

REVISIT AND REVIEW

- Play a quick-fire grapheme recall game. Call out a selection of previously learned sounds for children to stand up and air write, or for children to write on mini whiteboards and hold up to show you.
- Tip: Some children may benefit from a visual prompt to help them recall the graphemes, such as the Frieze or a Sounds Mat.
- Tip: If you call out a sound that can be represented by more than one grapheme, give a context word to encourage children to make the correct choice, e.g. Show me /ai/ as in cake.

TEACH

- Orally segment words that contain i as /igh/, using sound fingers to scaffold. Call out the word slowly and count the individual sounds on your left hand, from thumb and across fingers. Words to segment: child, mind, pint.
- Model segmenting, using dashes as a written scaffold. Orally segment words containing i as /igh/, count the sounds, then draw the corresponding number of dashes in a line on your flipchart or whiteboard. Show how to write the letter-sound

correspondences on the dashes (one per dash) to write the words. Words to model: *rem i ed blind*.

- Model how to write a sentence, pointing out your use of capital letter, spaces, full stop and saying the sounds in the words as you write them: *I can find my socks.*
- Tip: Children can participate orally, or you can ask them to segment words with you and write them on mini whiteboards.

PUPIL PRACTICE AND APPLICATION

- Children use Pupil Practice Booklet 4, page 3 to practise segmenting skills using i as /igh/ from grapheme, to word, to sentence level.
- Tip: Children can work independently, with a partner or in a guided group, depending on the level of support needed.
- Tip: In activity 4 (Apply), you can either use the suggested dictation or challenge children to compose their own sentence/s containing i as /igh/ words.
- Gather the children's attention and review the Pupil Practice Booklet page collectively. Ask for children to contribute and model answers to the class.

Pupil Practice Booklet content and answers

1. Revisit and review	call out the sounds at random and observe as children point to the matching letters (er, ur, ar, air, ear, ai, aw, or, or)
2. Segmenting practice	kind, find, minus
3. Find and write	kind, child, blind, mind, find, pint, find
4. Apply	(dictation) 1) Remind me to look for my book. 2) I am a kind child.

Phonics Vocabulary

We recognise that children's vocabulary is essential to pupil's understanding of learning in PSHE and impacts on their overall academic success. Vocabulary should be actively taught throughout every lesson. New words should be visible on target cards and should be referred to during lessons. Please see the subject specific words that must be covered.

adjacent consonants	Two (or three) consonant letters representing two (or three) sounds, e.g. tw, str, bl. (Also known as a consonant cluster or blend.)
blending	The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)
code	The English Alphabetic Code is the correlation between the sounds of speech and the individual letters or groups of letters used to represent those sounds in print. A 'piece of code' refers to a letter-sound correspondence or grapheme-phoneme correspondence.
common exception word (CEW)	A high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. These words are taught by decoding the familiar part and pointing out the unusual part.
consonant digraph	Two consonant letters which represent one sound.
CVC, CCVC, CCVCC	These represent the consonant and vowel sounds in word structures. For example, a CVC word = h-e-n, b-oa-t or ch-i-p.
decoding	See blending
digraph	Two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph – vowel, consonant and split.
encoding	See segmenting
grapheme	A letter or group of letters representing one sound (phoneme).
phoneme	The smallest unit of sound in a word. Represented in print using slash marks, e.g. /a/.
quadgraph	Four letters which together represent one sound, e.g. eigh, ough.
schwa	An unstressed syllable. It is common for people to pronounce various graphemes as an /uh/ sound in natural speech.
segmenting	The process of using phonics for spelling and writing. Children listen to the whole word and break it down into constituent phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)
split digraph	Two letters, which work as a pair to represent one sound, but are separated within the word, e.g. a-e in cake; o-e in note.
synthesising	See blending
trigraph	Three letters which together represent one sound, e.g. igh, eer.
vowel digraph	A digraph in which at least one of the letters is a vowel, e.g. ee, oi, or.

Long Term Plans

Reception

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are	/z/ as in bugs /k+w/ as in queen Consolidation
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what	/ee/ as in shield /ee/ as in peach Consolidation

Year 1

Autumn 1	<p>/igh/ as in child</p> <p>/igh/ as in time</p> <p>/igh/ as in pie</p> <p>/igh/ as in spy</p> <p>/oa/ as in rope</p> <p>/oa/ as in snow</p> <p>some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/oa/ as in toe</p> <p>/oa/ as in piano</p> <p>/ee/ as in happy</p> <p>/ee/ as in key</p> <p>Consolidation</p>
Autumn 2	<p>/y+oo/ as in unicorn</p> <p>short /oo/ as in push</p> <p>/y+oo/ as in cube</p> <p>long /oo/ as in flute</p> <p>/y+oo/ as in statue</p> <p>long /oo/ as in blue</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/y+oo/ as in news</p> <p>long /oo/ as in screw</p> <p>/ur/ as in herbs</p> <p>/ur/ as in bird</p> <p>/ou/ as in cloud</p> <p>/oi/ as in toy</p>
Spring 1	<p>/or/ as in astronaut</p> <p>/or/ as in strawberry</p> <p>/oa/ as in shoulder</p> <p>long /oo/ as in soup</p> <p>short /oo/ as in should</p> <p>/ar/ as in father and palm</p> <p>/ur/ as in pearl and world</p> <p>who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/eer/ as in deer and here</p> <p>/air/ as in square, bear and there</p> <p>/or/ as in ball</p> <p>/or/ as in four</p> <p>/or/ as in core</p> <p>/or/ as in door</p> <p>/or/ as in daughter</p>
Spring 2	<p>/s/ as in celery</p> <p>/j/ as in giraffe</p> <p>/e/ as in bread</p> <p>/s/ as in house</p> <p>/s/ as in fence</p> <p>/k/ as in school</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/sh/ as in chef</p> <p>/j/ as in bridge</p> <p>/j/ as in package</p> <p>/uh/ as in mother</p> <p>Consolidation</p>
Summer 1	<p>/ul/ as in bottle</p> <p>/t/ as in mixed</p> <p>/d/ as in drilled</p> <p>/m/ as in comb</p> <p>/n/ as in knot</p> <p>/n/ as in sign</p> <p>oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/r/ as in writing</p> <p>/ch/ as in hatching</p> <p>/zh/ as in treasure, television, collage</p> <p>Consolidation</p>
Summer 2	<p>/ch+u/ as in picture</p> <p>/i/ as in pyramid</p> <p>/s/ as in scissors</p> <p>/s/ as in whistle</p> <p>/o/ as in watch</p> <p>/sh/ as in station</p> <p>who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/sh/ as in musician</p> <p>/sh/ as in percussion</p> <p>Consolidation</p>

Year 2

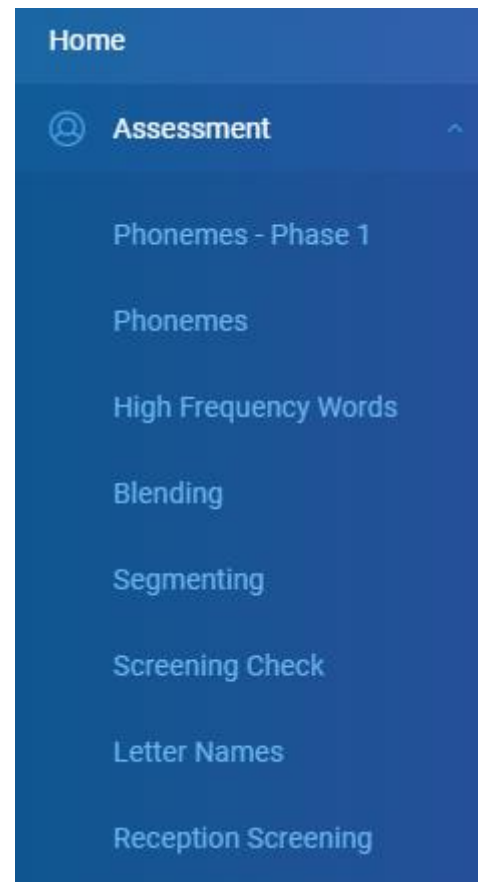
Autumn 1	<p>/ai/ ai, ay, a-e, a, eigh, ei, ea, ey</p> <p>/ee/ ee, e-e, ie, ea, y, ey, e</p> <p>/igh/ igh, i, i-e, ie, y</p> <p>/oa/ oa, o-e, ow, oe, o</p> <p>homophones and near-homophones</p> <p>suffixes</p>
Autumn 2	<p>/w/ w, wh /f/ f, ff, ph</p> <p>long /oo/ oo, u-e, ou, ue, ew</p> <p>/y+oo/ u, u-e, ue, ew</p> <p>short /oo/ oo, u, ou /ar/ ar, a, al</p> <p>possessive apostrophes</p> <p>suffixes</p>
Spring 1	<p>/or/ or, au, aw, al, ar, a</p> <p>/or/ our, ore, oor, augh</p> <p>/ur/ ur, er, ir, ear, or</p> <p>/ou/ ou, ow /oi/ oi, oy</p> <p>contractions</p> <p>suffixes</p>
Spring 2	<p>/eer/ ear, eer, ere</p> <p>/air/ air, are, ear, ere</p> <p>/s/ s, ss, c, se, ce, sc, st</p> <p>/i/ i, g, dge, ge</p> <p>homophones and near-homophones</p> <p>suffixes</p>
Summer 1	<p>/t/ t, tt, ed /d/ d, dd, ed</p> <p>/n/ n, nn, kn, gn /m/ m, mm, mb</p> <p>/k/ c, k, ck, ch /r/ r, rr, wr</p> <p>/l/ l, ll /ul/ le, il, al, el</p> <p>possessive apostrophes</p> <p>suffixes</p>
Summer 2	<p>/i/ i, y /o/ o, (w)a (qu)a</p> <p>/e/ e, ea /zh/ s, si, ge</p> <p>/ch/ ch, tch /ch+u/ ture</p> <p>/sh/ sh, ch, ti, ci, ssi</p> <p>contractions</p> <p>suffixes</p>

Assessment

We now use Phonics Tracker to track the children's progress in Phonics.

Phonics Tracker can be used to assess the children's knowledge of phonemes, high frequency words, blending, segmenting, letter names and they have screening check assessments.

Once you have completed your assessments, Phonics Tracker will collate the data for you to allow you to easily find gaps.



Phoneme Data

	s	a	t	i	p	n	m
	100%	100%	100%	97%	97%	97%	97%
100%	✓	✓	✓	✓	✓	✓	✓
100%	✓	✓	✓	✓	✓	✓	✓
100%	✓	✓	✓	✓	✓	✓	✓
100%	✓	✓	✓	✓	✓	✓	✓

Phonics Screening Data

