



**Brougham**  
Primary School

***Be Everything You Can Be***



**Phonics Policy**

**February 2026**

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This document is the policy for Phonics at Brougham Primary School. It will be reviewed yearly in line with the School Development Plan and Curriculum Developments.

## **Vision**

At Brougham Primary School, we understand that phonics is:

- a set of knowledge and skills – alphabetic code, segmenting and blending
- essential to teaching and learning in all subjects;
- a shared responsibility

Through quality first teaching, pupils learn to build the foundations for reading fluently and spelling with accuracy.

## **Curriculum Intent**

At Brougham Primary School we are passionate about our children becoming confident readers and writers and we value reading as a key life skill. We are determined that every pupil will learn to read, regardless of their background, needs or abilities. We believe all pupils, including the weakest readers, should make sufficient progress to meet or exceed age-related expectations. The systematic teaching of phonics throughout Early Years and Key Stage One, provides the foundations of learning to enable the children to become fluent readers. The phonics curriculum aims to teach children to read quickly and skillfully to provide them with the skills they need to access other curriculum areas. Children are taught the key skills in blending and segmenting to support their reading and spelling as well as being encouraged to read for pleasure.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014). This includes Phonics in the reading section when learning to decode words.

It is a statutory requirement that all schools and Early Years settings in England teach 'phonemic awareness' and 'phonic knowledge'.

In Year One children sit a phonics screening check in June to identify those in need of extra support as they move into Year Two and Key Stage Two.

## **Role of the Phonics Lead**

The role of the Phonics Lead is to:

- Develop, monitor and review the Phonics policy
- Develop and apply a clear phonics progression through the policy
- Monitor assessment procedures to ensure the continuity and progression of phonics.
- Analyse assessments to ensure those in need of extra support are assigned interventions in order to progress further
- Administer the Year One Phonics Screening Check
- Ensure there is a consistent approach to the teaching of phonics
- Support colleagues in their delivery of key skills
- Identify training needs and provide in-house training where required
- Monitor the teaching of phonics. This is carried out weekly by completing practice sessions and coaching (stop and drop) with all phonics teachers to ensure fidelity to the scheme.
- Complete informal and planned reviews of the teaching of phonics
- Promote phonics with parents
- Assist with the purchase of resources
- Keep up-to-date with current initiatives and curriculum developments in the subject
- Ensure good subject knowledge and develop subject knowledge when necessary

## **Implementation (curriculum delivery)**

Through the teaching of phonics at Brougham Primary School, children are taught the essential skills for reading. Phonics is taught daily to all children in Early Years and Year 1. It is also taught in Year 2 and Key Stage 2 when required to support those who did not pass the screening check in Year 1 and/or the re-sit in Year 2.

In order for the children to build secure blending and segmenting skills, an effective synthetic phonics scheme should be taught. Through the teaching of pre-requisites to phonics in the Early Years and Read Write Inc. in Reception, Key Stage 1 and Key Stage 2, the children follow a sequential approach that develops their confidence in reading and spelling. This allows for the phonics teaching and learning to be progressive from Pre-School through to Key Stage 2. The children are taught the relationship between the phonemes and corresponding graphemes that represent them. Children can then develop their comprehension and fluency as they move through school.

The following stages fall largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. The following stages are taught in Pre-School/Nursery 1/Nursery 2 (2 year olds/N1/N2).

- Auditory discrimination – environmental sounds
- Auditory discrimination – instrumental sounds
- Auditory discrimination – body percussion
- Rhythm and rhyme
- Voice sounds
- N2 early phonics assessment tracker/provision

The stages in Pre-School/N1 are divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Read Write Inc. phonics teaches children to read accurately and fluently with good comprehension. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes (see appendix 1 for glossary of terms).

This phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. Due to the fidelity of the scheme, the children learn how to decode and encode to be able to access early reading and writing tasks. Children build strong phonological skills as the phonics teaching staff are highly trained and phonics is embedded throughout all subjects. The scheme teaches ability groups rather than whole class teaching so enables all children to achieve and progress at their ability level.

The children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'red' words and, as children re-read the stories, their fluency increases. The rigorous approach develops the children's confidence and enjoyment in reading. The reading materials and writing tasks planned in other subjects are matched to the children's phonic knowledge, showing a strong link between reading and writing. Children are taught phonics every day and they are given daily opportunities to practise using and applying their learning. They are asked to read and write graphemes, words, captions and sentences using taught Grapheme Phoneme Correspondences (GPCs). Through repetition, all children learn and remember the sounds for letters, digraphs and trigraphs to be able to blend the sounds into words and then learn to spell. Children progress from blending individual sounds to speedy decoding/recognition of unfamiliar words. All pupils follow the same phonics curriculum for early reading and writing. They learn the phonic code to become fluent decoders and encoders.

Set 1 includes single letter sounds as well as the digraphs sh, ch, th, ng, nk, qu, ll, ff, ss and ck which are taught at the end of the single letter sounds in Set 1. Set 2 includes the next set of digraphs – ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Set 3 includes – ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, e-e, au, ie, ph, wh, oe, ue. (see appendix 2 for order of RWInc sounds, mnemonics and simple and complex speed sound chart).

See appendix 3 for some links to interactive resources.

Progression through the pre-requisites to phonics and Read Write Inc. at Brougham Primary School looks like this:

During Pre-School/N1 it is expected that the children will have the opportunity to access early phonics activities/phonological awareness as part of their continuous learning every day. These should include interactive, collaborative and practical activities (see appendix 4 for some

ideas to support this). The teaching of direct early phonics should be delivered every day. There should be high levels of phonics coming through in different ways. Children need not just phonological awareness but lots of rhymes, songs they know off by heart and stories. This should come through daily in a range of ways. There should be consistent planned opportunities to apply auditory discrimination knowledge across the Preschool N1 curriculum. The provision will be focused around helping pupils to learn to concentrate, listen and discriminate between different sounds as a precursor to formal phonics teaching. Continuous provision and daily opportunities are planned to promote a high quality learning environment, support and include activities for the early stages of the pre-requisites to phonics. This includes storytelling, reading aloud, singing, nursery rhymes, alliteration, vocabulary, and sound games. Stories are read three times a day and are repeated often.

**By the end of Pre-School/N1** the children will have worked through the stages – Auditory discrimination (environment/instrumental/body percussion), Rhythm and rhyme and Voice sounds.

The Early Years statutory framework states that Birth to three will be learning to:

Birth to three - babies, toddlers and young children will be learning to:	Examples of how to support this:
Enjoy songs and rhymes, tuning in and paying attention	Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.
Say some of the words in songs and rhymes	Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking.
Copy finger movements and other gestures	You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home.

	Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century.
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing	<p>Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly.</p> <p>Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language.</p> <p>Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk."</p>
Enjoy singing, music and toys that make sounds	Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.
<p>Show attention to sounds and music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p>	<p>Babies are born ready to enjoy and make music from birth.</p> <p>Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.</p> <p>Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.</p> <p>Play and perform music with different:</p> <ul style="list-style-type: none"> <li>- dynamics (loud/quiet)</li> <li>- tempo (fast/slow)</li> <li>- pitch (high/low)</li> <li>- rhythms (pattern of sound)</li> </ul>
<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p>	<p>Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands...".</p> <p>Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle</p>

Explore a range of sound makers and instruments and play them in different ways.	onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.
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In Nursery 2 (N2), the children will access early phonics provision by working through 4 stages which consist of:

- Stage 1 – visual discrimination, sequencing and information carrying words
- Stage 2 – Compound words, 2 syllable words and 3 syllable words
- Stage 3 – Onset and rime, CVC long vowel sounds and CVC short vowel sounds
- Stage 4 – RWInc Speed sound lessons

The Early Years statutory framework states that 3 – 4 year olds will be learning to:

3 &4 year olds will be learning to:	Examples of how to support this:
<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell.</p> <p>Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p>
<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p>	<p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p>

<p>- Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like:</p> <ul style="list-style-type: none"> <li>- changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"</li> <li>- making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> </ul> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</p> <p>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p>
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games.</p>

See Appendix 5 for the Progression Document for EYFS.

- When the children start in Reception they will all start at the beginning of the RWI scheme; being mindful of the assessment tracker from Nursery. Any gaps in the tracker will be used for interventions and IEP targets in Reception. Any Nursery children that have started the RWI scheme during their time in Nursery will start the programme again in Reception as they will have the added element of the handwriting and word time/magnetic boards for segmenting and blending. These children will be taken into account when grouping at the beginning of the year. The

children who did not access the RWI scheme in the Summer term of Nursery will be taught by the strongest phonics teacher.

**By the end of Reception** the children will have been taught all of Read Write Inc Set 1 and 2 and some of Set 3, depending on their group from their routine grouping assessments. We acknowledge that the EYFS Framework Early Learning Goal states that the children will need to know at least 10 digraphs. At Brougham Primary School we have high expectations and will continue to teach RWI based on the ongoing assessments of the children's abilities.

- The Ruth Miskin RWI Inc expectations for progress for Reception states that by the end of:
  - Autumn 1 the children should be able to read/recognise single-letter Set 1 sounds (first 16).
  - Autumn 2 the children should be able to read all 25 Set 1 single letter sounds and blend sounds into words orally.
  - Spring 1 the children should be able to blend sounds to read words and read short Ditty stories.
  - Spring 2 the children should be able to read 31 sounds (Set1 special friends) and read red story books.
  - Summer 1 the children should be able to read 35 sounds (4 double consonants) and read Green RWI books.
  - Summer 2 the children should be able to read 41 sounds (first 6 Set 2 sounds) and read green story books.

*This progression will be followed as much as possible for our children at Brougham Primary School; differentiated, assessed and planned for accordingly. See appendix 13 for RWI progress of expectations for reception through to Year 2.*

The Early Years statutory framework states that children in Reception will be learning to:

Children in Reception will be learning to:	Examples of how to support this:
<p>Understand how to listen carefully and why listening is important.</p>	<p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."</p> <p>Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p>
<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p>
<p>Learn rhymes, poems and songs.</p>	<p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and</p>

	not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once - upon - a - time."
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.  Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home.  Avoid asking children to read books at home they cannot yet read.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound.  For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
Write short sentences with words with known sound-letter	Support children to form the complete sentence before writing.

correspondences using a capital letter and full stop.	<p>Help children memorise the sentence before writing by saying it aloud.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

- In Year 1 the children will be assessed and grouped accordingly based on the RWI assessments. See appendix 6 for some examples of RWI lesson plans. Towards the end of Year 1, the children will sit the Phonics Screening Check. During Year 1 the children are introduced to alternative pronunciations and spellings.

**By the end of Year 1 the children should be able to:**

- Read common exception words (see appendix 11) noting unusual correspondences between spelling & sound and where these occur in a word
- Read words containing taught grapheme phoneme correspondences (GPCs) and –s, -es, -ing, -ed, -er, -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions and understand the apostrophe represents an omission
- Read aloud accurately books that are consistent with their developing phonics knowledge and do not require strategies to read the words
- Apply phonics knowledge & skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternate sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs taught

In Year 2, those children who did not meet the standard in Year 1 will be exposed to more phonics sessions and interventions in order for them to have a good chance to pass the check again at the end of Year 2. In Year 2 children are introduced to spelling rules. Those children that passed the

phonics screening check but have not completed the phonics programme, will continue to access the RWI sessions. Those in Year 2 who achieved a good standard will move on to complete the 'Phonics to Fluency' programme. This programme further develops and embeds early reading skills for children in Key Stage 1 and develops fluency and comprehension for children in Key Stage 2. This is due to the fact that until pupils are fluent readers, their working memory is strained by relying on decoding, which means they're less able to take in the information they read.

Phonics to Fluency supports Year 2 pupils to read non-fiction texts easily, fluently and with good understanding in preparation for the challenges of the KS2 curriculum. This programme will initially be delivered to the whole class and then as a small group intervention with pupils needing further fluency instruction. This additional reading will complement learning in the wider curriculum.

The programme is an evidenced informed approach to develop fluency in reading non-fiction texts through quality teacher modelling and repeated readings. The programme draws from the evidence synthesised in the Education Endowment Foundation's Improving Literacy in KS2 guidance report, the work of Professor Tim Rasinski and the expertise of the team at Town End Research School. See appendix 16 for the Phonics to Fluency flow chart.

**By the end of Year 2** the children should be able to:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes\*
- Read most common exception words.\*(see appendix 11)
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read.
- Apply phonics knowledge & skills as the route to decode words

- Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternate sounds for graphemes
- In Lower Key Stage 2, those children who still require phonics support will be supported through extra interventions and some phonics teaching each week.

**By the end of Year 3** the children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and understand the new words they meet
- Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word
- Read fluently and independently using a range of strategies

**By the end of Year 4** the children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and understand the new words they meet
- Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word
- Read fluently and independently using a range of strategies

In upper Key Stage 2, those children who still require phonics support access Fresh Start Intervention and have 1:1 fast track phonics tuition.

Fresh Start is a systematic synthetic phonics programme for struggling readers aged 9+. In effect, it is the 'grown-up' version of Phonics. The lessons are similar, just with age-appropriate stores. Fresh Start accelerates students' reading accuracy, fluency and stamina in just 25 minutes a day. Children access daily phonics lessons tailored to their challenge point. Through accessing Fresh Start, children progress quickly due to learning and reviewing letter-sounds and words at their level.

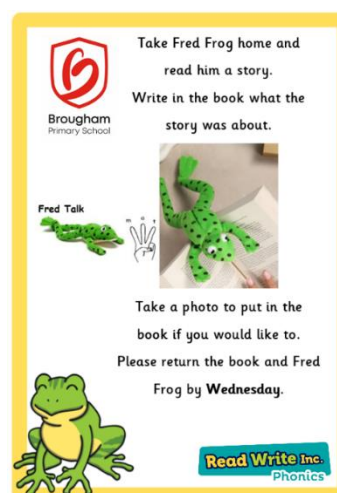
## Home Readers

Home reading is strongly encouraged and is an integral part of a child's development. In order to have strong communication between teachers and parents/carers, each child has a home/school reader booklet, where both the staff and parents can write comments about how the child is progressing with his/her reading. In order to promote positive attitudes towards reading, we have a golden ticket incentive. Every time a child has read to an adult at home and has brought their home/school reader back to school, signed three times, they contribute to the whole class incentive of winning the reading trophy and a golden ticket. At the end of each month, those children who have read the most are put into a prize draw for each key stage. The children whose name is chosen receives a book and certificate.

Phonics is linked with early reading and the children take home two reading books: one is linked to the current scheme and phonic ability of the child and will be the one they have been reading in school that week. The other one is also linked to the current phonics scheme and the child's phonic ability but they will not have read it before. The children also take home a book for enjoyment that can be read to them. Those children who have been grouped through assessment and are not yet at the stage of taking a reading book home will still take home a book for enjoyment as well as the taught sounds from the week. Those children who are in a paper Ditty group will take home a paper Ditty every day.

In Nursery, children will take home some RWI homework in the Summer term if staff feel like the children are struggling to 'keep up' and are not on track. In reception the children will be expected to take home a phoneme/grapheme activity, speed sounds or a simple reading task until they are ready for the paper Ditties.

In Year 1 we send home a Fred Frog and a book to record his adventures in to further inspire a love of reading and encourage the children to bring their book bags to school each week. The children take Fred home and read to him and record in the book what they got up to together.



## **Impact and Assessment**

In Pre-School/N1 a phonics assessment tracker will be used for the pre-requisites to phonics (see appendix 7). This will show progression and ensure that children are ready to move on.

In N2 a different phonics assessment tracker will be used to show progression through the following 4 stages:

- Stage 1 – visual discrimination, sequencing and information carrying words
- Stage 2 – Compound words, 2 syllable words and 3 syllable words
- Stage 3 – Onset and rime, CVC long vowel sounds and CVC short vowel sounds
- Stage 4 – RWInc Speed sound lessons

See Appendix 8 for N2 assessment tracker.

In Reception, the RWI assessments 1 or 2 will be used every six to eight weeks to group/re-group the children accordingly (see appendix 9). The check at the end of Summer 1 will be analysed by the phonics lead so that an action plan can be put in place for Summer 2 to ensure that the children are ready for Year 1. This will then be reviewed at the end of Summer 2 as part of the transition meetings with the Year 1 staff.

In Year 1 RWI assessments 1 or 2 are used to group/re-group the children every 6-8 weeks. Mock screening checks are used at the end of February and in March/April time. The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. Staff are trained in 1:1 phonics tuition. This is delivered to the lower attaining groups of children however, school is teaching phonics and supporting all children to become confident, fluent readers through the fidelity to the RWI scheme. The emphasis is on children being able to keep up rather than catch up so that children at risk of falling behind are given the opportunity for extra practice and support from the beginning. Extra practice is also given throughout the day for the children who make the slowest progress. They access 'pinny time' and the virtual classroom on class laptops.

Interventions will be implemented for those children who are not on track to meet the national threshold. In June, children in Year One take a national phonic screening check to confirm whether they have learnt phonic decoding to the expected standard. The check consists of 20 real words and 20 non-words that children read aloud to the teacher (see appendix 10 for examples of phonics screening checks and a training video). Children should be introduced to non-words from EYFS to allow them to get used to reading them. Non-words should be taught alongside real words to allow children to apply their sounds and develop an understanding of word meanings. Activities such as sorting real/fake words and IWB games e.g. buried treasure are fantastic to develop children's understanding of real words and non-words.

After being assessed, those children working in the lowest 20% will have extra support put in place. See appendix 14.

These children will also be invited to our Phonics Fun after school club to support them even further.

In Year 2, those children who did not manage to meet the national threshold in their phonics screening check will be required to re-sit the check towards the end of Year 2 alongside the current Year 1 children. These children will continue to have mock screening checks, phonics sessions and appropriate interventions.

In LKS2, those children who did not meet the threshold in their Year 2 re-sit will continue to have appropriate phonics interventions (monitored by the phonics lead), phonics sessions and mock tests in line with KS1.

See appendix 12 for assessment timetable for each phase throughout the academic year.

After each assessment point, staff follow the RWI 'What to teach when' document (see appendix 15) to support the delivery the sessions.

In UKS2, Fresh Start Intervention will be used alongside 1:1 fast track tutoring and mock screening checks to assess those children who still did not pass the phonics screening check. These children will be discussed at leadership and decided as a team as to whether the children still require some phonics input and to read a RWI reading book or whether they can move onto Accelerated Reader. These children will be tracked throughout their time in school.

## **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in Phonics according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided. See below for those children who can be disapplied from taking the Phonics Screening Check.

### **Pupils working below the standard**

If a pupil has not completed the first year of the KS1 English programme of study or has shown no understanding of grapheme-phoneme correspondences, they should not take the check.

### **Pupils for whom English is an additional language**

If a pupil has limited fluency in English, you may decide they should not take the check. If a pupil has recently moved to the country and is unable to understand letters and sounds in English, they should not take the check.

### **Pupils who use British Sign Language**

Pupils who use British Sign Language (BSL) or other sign-supported communication to spell out individual letters should not take the check. Some pupils may use BSL or other sign-supported communication to support their oral communication. You should consider whether you can support these pupils to take the check and demonstrate their ability in linking letters and sounds.

### **Pupils who are non-verbal or selectively mute**

Pupils who are non-verbal or selectively mute are unable to participate in the check if they do not give verbal responses aloud in school. They may be able to identify the words but will not be able to demonstrate that knowledge by speaking the answers aloud.

Selectively mute pupils may demonstrate their knowledge at home informally with a family member who can discuss the outcome with the teacher. This arrangement will ensure the pupil has had a similar experience to their peers and gives them an opportunity to demonstrate their skills. (Statutory guidance 2025 phonics screening check: administration guidance, [www.gov.uk](http://www.gov.uk))

## **Equal Opportunities**

All children are provided with equal access to the Phonics provisions. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Parental Engagement**

Parental Engagement is paramount. Each child has a home/school reader booklet and book, which is matched to the child's reading stage/age. Each time the children have read to an adult at home, the adult signs their home/school reader and the child brings it into school to be signed by their teacher. If the children read at least three times a week, the amount of children are entered into the key stage competition for the class that have read the most that week. The winning class earns a Golden ticket and reading trophy to display in class.

If, throughout the year, a teacher has a concern about a child's effort, behaviour or progress in Phonics, parents will be contacted and will have a discussion over the phone or a meeting face to face with the child's class teacher.

Parents are invited to phonics meetings in school when the children are in Reception and Year 1. Children take home phonics homework, phonemes and spellings which link to the phonemes taught that week. Children in Nursery will take home RWI homework in the Summer term if staff feel that the children are struggling to 'keep up' and are not quite on track.

Parents of children in Year 1 and 2 are encouraged to allow their children to join in our after school 'Phonics Fun Club' if they require more support.

Phonics/reading workshops will happen once a term in Nursery and Reception.

Useful links for parents to access will be published on *Class Dojo* and the school website to support the understanding of the phonics programme in school.

## **Remote Learning Provision**

In the event of a national lockdown or bubble closure, phonics will still be a focus and priority for Brougham Primary School. Phonics will still be taught, however the provision will differ slightly from face to face teaching.

## Appendix 1

### Glossary of terms

**Blending:** Building words for reading by pushing together all the phonemes or sounds in the word. This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

**Cluster:** Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.

**Consonants:** Phonemes/graphemes in the alphabet other than a, e, i, o and u.

**Consonant blend:** A sequence of two or three consonants, each of which is heard with minimal change.

**Consonant digraph:** Consists of two consonants that together represent one sound (sh, ch, th, gh) – which is not associated with the constituent letters (ship, chip, phone, laugh). The “kn” in know is not a digraph, for example. 'Wh' may or may not be a digraph, depending on how it is spoken (for some speakers, weather and whether have different initial sounds).

**Complex speed sounds chart:** A table which shows several different ways to spell/write the different phonemes (one sound in each cell) .

**CVC, CCVC, CVCC, CCCVC, CCVCC:** The abbreviations used for consonant-vowel consonant and consonant-consonant-vowel consonant-consonant words, used to describe the order of sounds. E.g. cat, ship and sheep are all CVC words. Black and prize could be described as CCVC words.

**Digraph:** A two letter grapheme where two letters represent one phoneme or sound eg, ar, ea, er, oi, ch, th.

**Final blends:** Blends of two or three-letter consonants which make only one sound. These include -ng, -nk, -sh, -ch, and -tch.

**Fred talk:** When we split a word up into its sounds (oral segmenting).

**Fred fingers:** When we press the sounds in a word onto our fingers to help us spell words.

**Grapheme:** The letter or letters that are used to write a phoneme e.g. sh, ch, igh, ough (as in 'though'). Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**Green words:** Words which are decodable or follow the rules we teach children about which letters make sounds.

**GPC:** This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Initial consonant blends:** Two or three-letter consonant combinations in which both letters are pronounced.

**Letter names:** The alphabet which we use to refer to letters which make sounds.

**Long vowel sound:** The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg, main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon.

**Medial:** Phonics definition – coming in the middle of a word

**Mnemonic:** A device for memorising and recalling something, such as a snake shaped like the letter 'S'.

**Multisyllabic/Polysyllabic:** A word which contains many syllables .

**Oral Blending:** This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

**Oral Segmenting:** This is hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Phoneme:** The smallest unit of sound in a word. Phonemes may be written with more than one letter eg, the word start has 4 phonemes - s - t - ar - t. The word church has 3 phonemes - ch - ur - ch. The word strap has 5 phonemes - s - t - r - a - p. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Phonemic awareness:** The understanding that words are made up of individual sounds (phonemes); this is a sub-category of phonological awareness. It includes the ability to distinguish rhyme, blend sounds, isolate sounds (such as initial & final), segment sounds, and manipulate sounds in words.

**Phonetics:** The study of speech sounds.

**Phonics:** The relationships between the sounds of a language and the letters used to represent those sounds – a way of teaching reading and spelling that stresses symbol sound relationships.

**Phonological awareness:** Awareness of units of speech, such as words, syllables, and phonemes.

**Red words:** Exceptions which don't follow the rules we have taught children about letters making particular sounds (you can't Fred a red), sometimes called 'high frequency words' and Common Exception Words (CEW).

**RWInc:** Read Write Inc is a phonics scheme created by Ruth Miskin and used across the UK in primary schools to teach reading and writing.

**Segmenting:** This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

**Short vowel sound:** The sound that the letters a, e, i, o, u make in a word eg, cat, peg, hit, not, sun.

**Simple speed sounds chart:** A table which shows all the first sounds taught in RWInc.

**Sound buttons:** The markings we put underneath words to indicate sounds (a dot for a single sound and a line underneath letters which make a sound with 2 or more letters)

**Special friends:** 2 or 3 letters which make one sound (digraph or trigraph)

**Split digraph:** Two letters, split, making one sound, e.g. a-e as in make or i-e in like. The two letters are split up so the e sits on the end of the word (naughty friends).

**Syllables:** A set of sounds which make a part of a word, you can hear them when you split a word up into 'claps'.

**Synthetic phonics:** An approach to the teaching of reading in which phonemes associated with particular graphemes are pronounced in isolation.

**Trigraph:** A three letter grapheme where three letters represent one phoneme or sound eg air, igh, ear.




































**Vowel Digraph:** A two letter grapheme that represents a vowel phoneme or sound eg ay, ee, oi.
































**Y1 Phonics Screening Check:** The national test children take in Y1 when they individually read 40 words to their teacher including real and 'alien' nonsense words.

Appendix 2

**Phonemes taught in RWInc, including mnemonics and speed sound charts**

**Speed Sounds Set 1**






























m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	r 	j 
v 	y 	w 	z 	x 
sh 	qu 	th 	ch 	ng  thing on a string
nk  I think I stink	ck  tick tock clock	ll 	ss 	ff 

 Down Maisie. Up and over the mountain. Up and over the mountain.	 Down the long leg.
 Round the apple, up and down the leaf.	 Down the horse's leg. Up and over his back. Down to his hoof.
 Slither down the snake.	 Shh says the horse to the hissing snake.
 Round the dinosaur's big bottom. Up his long neck and down to his feet.	 Down the robot, up and over the robot's arm.
 Down the tower, across the tower.	 Down his body curl and dot.
 Down the insect's body. Dot for the head.	 Down a wing. Up a wing.
 Down the pirate's plait and up around his face.	 Down a horn up a horn and down under his head.
 Down Nobby, up and over his net.	 Down up down up.
 Round the girls face, up and down to give her a curl.	 Zig-zag-zig.
 Round the orange.	 Chooo sneezes the horse as the caterpillar's hairs tickle its nose.
 Curl around the caterpillar.	 Th-ank you says the princess to the horse for rescuing her from the tower.
 Down the kangaroo's body. Up to his tail and down to his leg.	 Round the queen's head. Up past her earrings and down her hair.
 Down and under the umbrella. Up to the top and down to the puddle.	 Down the arm and leg and repeat the other side.
 Down the laces, up and around the boot to the heel.	 Thing on a string.
 Down the stem and draw the leaves.	 I think I stink.
 Cut the egg. Around the egg.	

### Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo	ou  shout it out
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl	oy  toy for a boy

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain	aw  yawn at dawn
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure	ue  come to the rescue!
ie  terrible tie!	au  Paul the astronaut	e-e  go Pete and Steve!	kn  knock knock, who's there?	ck  tick tack clock	wh  whisk, whisk
ph  take a photo	e  he, me, we, she, be	tion  pay attention, it's a celebration!	cious tious  scrumptious, delicious		

### Simple Speed Sounds Chart

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

### Complex Speed Sounds Chart

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck		gu		g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	<u>e</u> -e	<u>i</u> -e	<u>o</u> -e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Appendix 3

### **Links to interactive phonics resources**

[www.phonicsplay.com](http://www.phonicsplay.com)

[www.phonicsbloom.com](http://www.phonicsbloom.com)

[www.phonicshero.com](http://www.phonicshero.com)

<http://www.ictgames.com/mobilePage/literacy.html>

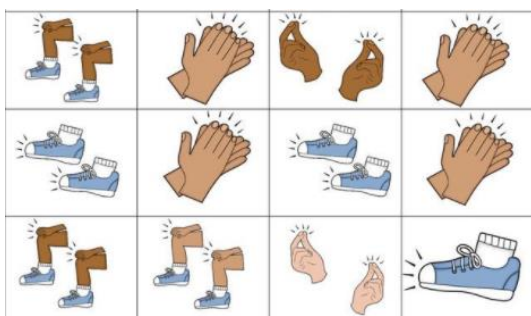
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

[www.twinkl.co.uk](http://www.twinkl.co.uk)

Appendix 4

**Ideas for continuous provision in Early Years/Year 1**

- Kim's game
- Checklists – take outside mark off sounds they hear, examples of body sounds to create etc.
- Instruments
- Builder's trays with activities ready to access
- Body sounds
- Lola's listening games
- Ros Bayley listening games
- Sound lotto
- Visual discrimination activities
- Matching activities
- Sounds in shaving foam and other sensory activities
- Marble roll for letter formation
- Guess the sounds
- Silly soup (alliteration/initial sounds/final sound etc.)
- Letter hunt, sound hunt/walk, matching hunt etc.
- Sensory bottles
- What's in the box?



# Phonics Policy 2025-2026

## Appendix 5 – EYFS Progression Document

2YO/N1 Non-Negotiable objectives		
	Indoor	Outdoor
Phonics	<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention</li> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing</li> </ul>	<ul style="list-style-type: none"> <li>Explore their voices and enjoy making sounds.</li> <li>Show attention to sounds and music.</li> </ul>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for phonics within the 2YO/N1 phase:</b></p> <ul style="list-style-type: none"> <li>3 stories a day repeated through the week</li> <li>Songs</li> <li>Rhymes and poems</li> <li>Talk about sounds</li> <li>Repetition</li> <li>Responding and tuning in to the different sounds through the day: school bells, alarms, stop signals (if using tambourine/whistle etc), key workers</li> <li>Listen to encourage talking</li> <li>Listen and remember sounds, songs, stories and rhymes</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Explore their voices: sing, shout, whisper, growl, squeak etc</li> <li>Explore making sounds fast/slow/high/low</li> <li>Create animal noises, vehicle noises, weather noises</li> <li>Make noises/sounds using equipment</li> <li>Listen out for and tune in to sirens, aeroplanes, trucks, cars, birds, wind, rain etc</li> <li>Copy sounds</li> </ul>

2YO/N1 Phonics Progression			
Objectives	<p><b>Emerging</b>            Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing            Enjoy songs and rhymes, tuning in and paying attention            Enjoy singing, music and toys that make sounds            Show attention to sounds and music.            Children to explore:</p> <ul style="list-style-type: none"> <li>Songs, rhymes, stories daily</li> <li>Explore noisy toys, musical instruments, making their own noises/sounds/music</li> <li>Sing songs and nursery rhymes</li> <li>Play 'peepo'</li> <li>Finish the song/join in with singing</li> <li>Notice sounds in the environment inside and out</li> <li>Look, listen, tune in and respond</li> </ul>	<p><b>Developing</b>            Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo            Say some of the words in songs and rhymes            Copy finger movements and other gestures            Explore their voices and enjoy making sounds.            Join in with songs and rhymes, making some sounds.            Children to explore:</p> <ul style="list-style-type: none"> <li>Songs, rhymes, stories daily</li> <li>Join in with and finish off songs and rhymes</li> <li>Sing action songs and join in actions</li> <li>Use props, instruments and picture cards</li> <li>Make loud/quiet/high/low/fast/slow sounds with their voices</li> <li>Make animal noises, weather noises, vehicle noises</li> </ul>	<p><b>Secure (End of Preschool)</b>            Sing songs and say rhymes independently, for example, singing whilst playing            Anticipate phrases and actions in rhymes and songs, like 'Peepo'.            Make rhythmical and repetitive sounds.            Explore a range of sound makers and instruments and play them in different ways.            Children to explore:</p> <ul style="list-style-type: none"> <li>Songs, rhymes, stories daily</li> <li>Sing songs whilst playing</li> <li>Play musical and singing games</li> <li>Play and perform to music</li> <li>Play instruments, making their own sounds</li> <li>Experiment playing instruments in different ways</li> </ul>

**2YO/N1 Early Phonological Stages**

Stages	<b>Emerging skills</b>	<b>Developing skills</b>	<b>Secure skills</b>
	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Tuning into sounds</u> (recall sounds they have heard, discriminate between sounds, talk about sounds they hear)                             <ul style="list-style-type: none"> <li>- Listening walks inside and out</li> <li>- Copy sounds heard</li> <li>- Drum outdoors</li> <li>- Use voice to sing at different volumes</li> <li>- Tuning into the difference between which sounds are animals and which are vehicles</li> <li>- Discriminate between familiar environmental sounds – contrast – crisp packet/dog barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Tuning into sounds</u> (identify and name the instruments being played, listen and respond as the instrument is being played)                             <ul style="list-style-type: none"> <li>- Make up new words to old songs – use instruments to accompany the new lyrics</li> <li>- Match up same instruments and/or pictures</li> <li>- Copy loud and quiet sounds</li> <li>- Match instruments to movements</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <u>Tuning into sounds</u> (produce contrasts in rhythm, speed and loudness, join in with words and actions to familiar songs, articulate words clearly, keep in time with the beat, copy the sounds and actions, make up patterns of sounds)                             <ul style="list-style-type: none"> <li>- Join in action songs</li> <li>- Listen to music – match an instrument to an action sound (clap, stamp)</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <u>Tuning into sounds</u> <ul style="list-style-type: none"> <li>- Tune into rhythm and rhyme in books and songs</li> <li>- Learn some songs and rhymes</li> <li>- Have favourite songs and rhymes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Listening and remembering sounds</u> (describe what they see, identify the animals and imitate the sounds, add new words to their vocabulary)                             <ul style="list-style-type: none"> <li>- Match pictures to sounds heard</li> <li>- Guess the sounds</li> <li>- Make animal noises to match animals/pictures</li> <li>- Make vehicle noises to match vehicles/pictures</li> <li>- Being able to differentiate two different animal noises or two different vehicles, two different types of weather</li> <li>- Discriminate between familiar environmental sounds – contrast – crisp packet/dog barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Listening and remembering sounds</u> (able to remember and repeat a rhythm, discriminate and reproduce loud and quiet sounds, start and stop playing at the signal)                             <ul style="list-style-type: none"> <li>- Matching sounds up with instruments</li> <li>- Create the same sound/pattern with the instrument</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <u>Listening and remembering sounds</u> (copy a body percussion sound or pattern of sounds, identify hidden sounds, suggest ideas and create new sounds for a story)                             <ul style="list-style-type: none"> <li>- Pass a sound round the circle (clap, clap, clap)</li> <li>- Identify normal household sounds made by an adult from behind a screen (snoring, yawning, munching, brushing teeth)</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <u>Listening and remembering sounds</u> <ul style="list-style-type: none"> <li>- Experiment with their voices when singing songs and rhymes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Talking about sounds</u> (identify different sounds and place them in a context, identify similar sounds, join in the activities and take turns)                             <ul style="list-style-type: none"> <li>- Identify items making noises in shakers</li> <li>- Share and talk about favourite sounds</li> <li>- Share and talk about sounds they do not like</li> <li>- Discriminate between two similar sounding sounds (bird whistle/normal whistle)</li> <li>- Act out stories and songs by role play, props and repeated sounds</li> <li>- Discriminate between familiar environmental sounds – contrast less obvious - different types of dogs barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Talking about sounds</u> (choose appropriate words to describe sounds they hear, match sounds to their sources, use sounds imaginatively to represent a story character)                             <ul style="list-style-type: none"> <li>- Use sounds in stories – drum for elephant footsteps, triangle for a butterfly etc.</li> <li>- Hidden instruments – match the sounds</li> <li>- Perform for others</li> <li>- Match instruments to animals – Which one sounds most like a mouse?</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <u>Talking about sounds</u> (use language to make different endings to the story, use vocabulary to talk about the sounds they hear, group sounds according to different criteria)                             <ul style="list-style-type: none"> <li>- Talk about noises/sounds that make them happy, sad, excited, cross</li> <li>- Look at scenarios and talk about when it is appropriate to be noisy/quiet (swimming baths, bedtime etc)</li> <li>- Use some appropriate vocabulary when talking about sounds – fats, slow, quiet, loud, long, short, click, stamp, tap</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <u>Talking about sounds</u> <ul style="list-style-type: none"> <li>- Notice when the wrong word has been put into a familiar song/rhyme</li> </ul> </li> </ul>

**2YO/N1 Curriculum Overview**

	Autumn 1 Amazing Me All About Me	Autumn 2 The Deep Dark Wood What is a woodland?	Spring 1 Once Upon a Time Nursery Rhymes	Spring 2 All Creatures Great & Small Welcome to the World	Summer 1 Are Heroes Real My First Hero	Summer 2 Glorious Gardens Brilliant Bugs
Key Phonics Opportunities	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Sounds in my house</li> <li>- Sounds in my school</li> <li>- Sound walk in the Nursery garden</li> <li>- Sounds my pet makes</li> <li>- Sounds on my way to school</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- My favourite sounds/songs/rhymes</li> <li>- My favourite instrument to explore</li> <li>- Play instruments to favourite/well known songs/rhymes</li> <li>- If you're happy and you know it – body sounds</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- Sounds my body can make: stomp, clap, click etc</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Happy Birthday song</li> <li>- Rhymes and songs about us – If you're happy and you know it, Heads, shoulders, knees and toes etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Animal sounds</li> <li>- Weather sounds</li> <li>- Brown Bear Brown Bear what do you see?</li> <li>- Sound Match Game <a href="https://www.phonicsbloom.com/uk/game/match-sounds?phase=1">https://www.phonicsbloom.com/uk/game/match-sounds?phase=1</a></li> <li>- Phonicsbloom.com</li> <li>- Roll the ball game (Twinkl)</li> <li>- Autumn Sounds Game – Twinkl <a href="https://www.twinkl.co.uk/go/resource/tg-ga-162-level-1-phonics-autumn-environmental-sounds-game">https://www.twinkl.co.uk/go/resource/tg-ga-162-level-1-phonics-autumn-environmental-sounds-game</a></li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Making/copying sounds they might find in the woods, whistle, tweet, growl. Use instruments to create sounds from the woods.</li> <li>- Listen to a selection of music from across genres. Talk about the music, move to the music</li> <li>- Matching Sounds</li> <li>- Sitting in a circle the adult demonstrates playing a percussion instrument. Then explain that we are going to pass the instrument and try to copy the sounds made.</li> <li>- Different Bells busy bag</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Listen out for, tune into and talk about sounds in stories and rhymes</li> <li>- Sheep – Baa baa black sheep</li> <li>- Clock – Hickory Dickory Dock</li> <li>- Ducks – 5 little ducks</li> <li>- Mice – three blind mice</li> <li>- Rain – It's raining it's pouring</li> <li>- Birds – 2 little blue birds sitting on the wall</li> <li>- Whose voice? Play a tape of children's &amp; adults recorded voices. Can they recognise the voice?</li> <li>- Nursery Rhyme Props Using props can the children sing the songs without the lead of the adult</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Sounds for characters' movements in rhymes</li> <li>- Match instruments up to characters</li> <li>- Drum to the beat of The Grand Old Duke of York</li> <li>- Watch the Snowman across the week. Talk about the music and how it tells the story</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- March to the beat of The Grand Old Duke of York</li> <li>- Actions – Mulberry Bush</li> <li>- Mirror Play Show the children how to hold a mirror sensibly and explain that we are going to look at</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Animal sound lotto</li> <li>- Sound walk We're going on a sound walk we're going to catch a loud one. What a beautiful day. What can you hear?</li> <li>- Describe and Find it game. Describe different farm animals for the children to identify</li> <li>- Enlivening Stories (letters &amp; Sounds)</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Make Egg shakers</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- What noises can you make</li> <li>- Powerpoint</li> <li>- Roly Poly – Letters and Sounds</li> <li>- Mirror Play Show the children how to hold a mirror sensibly and explain that we are going to look at our mouths when we make sounds</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Higgledy Hen Story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Describe and Find it game. Describe different family members for the children to identify from a group</li> <li>- Socks and Shakers various different sounding materials (Letters &amp; Sounds)</li> <li>- Seaside sound game <a href="https://www.twinkl.co.uk/go/resource/tg-ga-147-level-1-phonics-the-seaside-environmental-sounds-game">https://www.twinkl.co.uk/go/resource/tg-ga-147-level-1-phonics-the-seaside-environmental-sounds-game</a></li> <li>- I spy with my little eye – describe an object from the beach</li> <li>- Sound walk We're going on a sound walk we're going to catch a loud one. What a beautiful day. What can you hear?</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Play Instruments to represent beach or park related pictures shown to them</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- Clapping family words Mam, Dad, Grandma, sister...</li> <li>- Changing voice and volume for words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Wake up the bugs. Use sticks and beaters, outside, to wake up the bugs. Run a stick along the fence, bang on the pans in the mud kitchen. Use loud, quiet, fast and slow movements.</li> <li>- Listening walk – birds</li> <li>- Describe and Find it game. Describe different bugs for the children to identify from a group</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Mad about mini beasts story Using instruments to represent the creatures</li> <li>- Make shaker bottles with materials found in the garden</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- Move like a mini beast – Using hands, arms and feet move like a mini beast, use voices to assist the sounds where necessary</li> <li>- Clap the syllables of the bug names</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Mad about mini beasts story</li> <li>- Days of the week chant (hungry caterpillar) Chant</li> </ul> </li> </ul>

## Phonics Policy 2025-2026

		<ul style="list-style-type: none"> <li>- Roly Poly action song from Letters and Sounds – for walking through the woods.</li> <li>- Move through the woods (outdoors) fast/slow listen for the noises their body makes</li> <li>- Simon Says Game</li> <li>- What noises can you make</li> <li>- Powerpoint</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Walk in the woods animal song - <a href="https://www.youtube.com/watch?v=g9LgYkd88rl">https://www.youtube.com/watch?v=g9LgYkd88rl</a></li> <li>- Walking in the forest song - <a href="https://www.youtube.com/watch?v=xbSSm_p782c">https://www.youtube.com/watch?v=xbSSm_p782c</a></li> <li>- Fox's Socks Story</li> <li>- Hickory Dickory Dock Phonics Game – Phonics Play Website</li> <li>-</li> </ul>	<p>our mouths when we make sounds</p> <ul style="list-style-type: none"> <li>- Roly Poly – Letters and Sounds</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Singing nursery rhymes</li> <li>- Finishing off the rhymes</li> <li>- Words that rhyme with star</li> </ul> <p>continue through the week to secure knowledge add objects that do not rhyme as children develop understanding</p> <ul style="list-style-type: none"> <li>- Row, row your boat story (Natalie Kindle account)</li> <li>- Rhyming Puppets</li> </ul> <p>Give silly names to 2 puppets (Fizzy, Wizzy, Lizzy and Hob Tob).</p> <p>Talk to the puppets and miss out the silly words or rhyming words. Encourage children to join in saying the silly words. Continue throughout the week</p>		<ul style="list-style-type: none"> <li>- Splash to the beat – play a range of music and children recreate in water.</li> <li>- Play 'Follow-the-Leader' Adult chooses some body percussion, such as patting their knees, clapping their hands or clicking their fingers, and the rest of the group have to copy them.</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming story – Go, go, pirate boat</li> <li>- Commotion in the Ocean story</li> </ul>	<p>the days of the week. Change speed, tone, volume and voice.</p> <p>Continue throughout the week</p> <ul style="list-style-type: none"> <li>- Using the word sunny as a hook find rhyming words. Honey, money, bunny, funny.</li> </ul>
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3YO/N1/N2 Non Negotiable Objectives		
	Indoor	Outdoor
Phonics	<p>Listen with increased attention to sounds. Sing a large repertoire of songs.</p>	<p>Listen with increased attention to sounds. Respond to what they have heard</p>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for phonics within the Nursery phase:</b></p> <ul style="list-style-type: none"> <li>• 3 stories a day repeated through the week</li> <li>• Songs</li> <li>• Rhymes and poems</li> <li>• Talk about sounds</li> <li>• Repetition</li> <li>• Responding and tuning in to the different sounds through the day: school bells, alarms, stop signals (if using tambourine/whistle etc), key workers</li> <li>• Listen to encourage talking</li> <li>• Listen and remember sounds, songs, stories and rhymes</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>• Explore their voices: sing, shout, whisper, growl, squeak etc</li> <li>• Explore making sounds fast/slow/high/low</li> <li>• Create animal noises, vehicle noises, weather noises</li> <li>• Make noises/sounds using equipment</li> <li>• Listen out for and tune in to sirens, aeroplanes, trucks, cars, birds, wind, rain etc</li> <li>• Copy sounds</li> <li>• Talk about and discuss new/unfamiliar/familiar sounds</li> <li>• Create their own sounds</li> </ul>

**3YO/N1 Phonics Progression**

Objectives	<p><b>Emerging 3 year old (not attended P/S)</b> Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Sing songs whilst playing</li> <li>• Play musical and singing games</li> <li>• Play and perform to music</li> <li>• Play instruments, making their own sounds</li> <li>• Experiment playing instruments in different ways</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Emerging</b> Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Listen to, learn and join in with rhyming books, songs and rhymes</li> <li>• Move to the beat</li> <li>• Suggest favourite rhymes/songs and books</li> <li>• Play rhyming soup using rhyming words/pictures</li> <li>• Play rhyming bingo</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Developing</b> Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> </ul>	<p><b>Secure</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> <li>• I went to the shop</li> <li>• Robot talk – Metal Mike L&amp;S</li> <li>• Whose voice?</li> </ul>
	<p><b>Emerging 3 year old (not attended P/S)</b> Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Sing songs whilst playing</li> <li>• Play musical and singing games</li> <li>• Play and perform to music</li> <li>• Play instruments, making their own sounds</li> <li>• Experiment playing instruments in different ways</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Emerging</b> Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Listen to, learn and join in with rhyming books, songs and rhymes</li> <li>• Move to the beat</li> <li>• Suggest favourite rhymes/songs and books</li> <li>• Play rhyming soup using rhyming words/pictures</li> <li>• Play rhyming bingo</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Developing</b> Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> </ul>	<p><b>Secure</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> <li>• I went to the shop</li> <li>• Robot talk – Metal Mike L&amp;S</li> <li>• Whose voice?</li> </ul>

# Phonics Policy 2025-2026

3YO/N1 Early Phonological Stages			
Stages of Aspects	<b>Emerging skills</b> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <u>Tuning into sounds</u> (understand the pattern of syllables in the words presented to them, sing or chant the rhyming string along with the adult, recognise that the words rhyme)                             <ul style="list-style-type: none"> <li>- Sing songs/rhymes daily</li> <li>- Join in with repetitive phrases</li> <li>- Know songs and rhymes off by heart</li> <li>- Listen to the beat and move to the beat – fast/slow</li> <li>- Suggest favourite songs/rhymes</li> </ul> </li> <li>• <b>Voice sounds</b> <u>Tuning into sounds</u> (to distinguish between the differences in vocal sounds, including oral blending and segmenting)                             <ul style="list-style-type: none"> <li>- Mouth movements</li> <li>- Voice sounds</li> <li>- Making trumpets</li> <li>- Metal Mike</li> </ul> </li> </ul>	<b>Developing skills</b> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <u>Listening and remembering sounds</u> (recognise rhyming words, listen and attend to the rhyming strings)                             <ul style="list-style-type: none"> <li>- Rhyming pairs</li> <li>- Songs and rhymes</li> <li>- Finish the rhyme</li> </ul> </li> <li>• <b>Voice sounds</b> <u>Listening and remembering sounds</u> (                             <ul style="list-style-type: none"> <li>- Chain games</li> <li>- Target sounds</li> <li>- Whose voice?</li> <li>- Sound lotto 2</li> </ul> </li> </ul>	<b>Secure skills</b> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <u>Talking about sounds</u> (generate their own rhymes, complete sentences using appropriate rhyming words, make a series of words that rhyme)                             <ul style="list-style-type: none"> <li>- Rhyming puppets</li> <li>- Odd one out</li> <li>- I know a word that rhymes with cat...</li> </ul> </li> <li>• <b>Voice sounds</b> <u>Talking about sounds</u> (to talk about the different sounds that we can make with our bodies_)                             <ul style="list-style-type: none"> <li>- Give me a sound</li> <li>- Sound story time</li> <li>- Watch my sounds</li> <li>- Animal noises</li> <li>- Singing songs</li> </ul> </li> </ul>

3YO/N1 Curriculum Overview						
	Autumn 1 Amazing Me My Home and My Family	Autumn 2 The Deep Dark Wood Who lives in a woodland?	Spring 1 Once Upon a Time Traditional Tales	Spring 2 All Creatures Great and Small Down at the Farm	Summer 1 Are Hero's Real Caped Crusaders	Summer 2 Glorious Gardens Marvellous Mini Beasts
Key Phonics Opportunities	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Happy Birthday song</li> <li>- Rhymes and songs about us – If you're happy and you know it, Heads, shoulders, knees and toes etc.</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- Sounds in the home – recreate/pets/alarms/voices</li> <li>- What's that sound?</li> <li>- Who made that sound?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Walk in the woods animal song - <a href="https://www.youtube.com/watch?v=g9LgYkd88rI">https://www.youtube.com/watch?v=g9LgYkd88rI</a></li> <li>- Walking in the forest song - <a href="https://www.youtube.com/watch?v=xbSSm_p782c">https://www.youtube.com/watch?v=xbSSm_p782c</a></li> <li>- Fox's Socks Story</li> <li>- Hickory Dickory Dock Phonics Game – Phonics Play Website</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Copy animal sounds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Rhyming bingo – characters/props</li> <li>- Rhyming strings</li> <li>- Repetitive stories/rhymes</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- Talk like the characters – changing voices</li> <li>- Repetitive phrases from stories</li> <li>- Which character is it?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Rhyming bingo – animals</li> <li>- Rhyming strings</li> <li>- Farm songs/rhymes</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Copy animal sounds</li> <li>- Guess the sound and recreate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Rhyming strings</li> <li>- Rhyming soup for heroes</li> <li>- Rhyming hero names</li> <li>- Rescue the rhyming words</li> <li>- Supertato books</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- Change voices for characters</li> <li>- What's that sound?</li> <li>- Who made that sound?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Rhyming bingo – minibeasts</li> <li>- Rhyming strings</li> </ul> </li> <li>• <b>Voice Sounds</b> <ul style="list-style-type: none"> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Recreate minibeast sounds</li> </ul> </li> </ul>



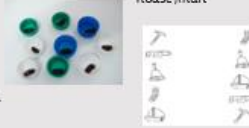




Phonics Policy 2025-2026

**3YO/N2 Curriculum Overview**

	Autumn 1 Amazing Me My Home and My Family	Autumn 2 The Deep Dark Wood Who lives in a woodland?	Spring 1 Once Upon a Time Traditional Tales	Spring 2 All Creatures Great and Small Down at the Farm	Summer 1 Are Hero's Real Caped Crusaders	Summer 2 Glorious Gardens Marvellous Mini Beasts
	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.	Follow Stages1, 2 and 3 assessments for progression of phonics skills; making links to topics where appropriate.

**Stage 1 –**

- Visual discrimination:

	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
<b>Visual Discrimination Activities</b>	<ul style="list-style-type: none"> <li>- Sorting and matching objects to identical objects</li> <li>- Match photo to identical photo</li> <li>- Line them up – place objects along a line</li> </ul>  	<ul style="list-style-type: none"> <li>- Where's Wally activities</li> <li>- Fill them up – one bean in one cap – none to be missed out</li> <li>- Match identical sets of simple line drawings</li> <li>- Discriminate between familiar pictures – house/man</li> </ul> 	<ul style="list-style-type: none"> <li>- Sorting objects by colour, shape, size, category</li> <li>- Match identical printed letters</li> </ul> 
		<ul style="list-style-type: none"> <li>- Placing shapes/letters on top of silhouettes</li> <li>- Discriminate between familiar objects – cup/plate, pen/crayon.</li> </ul>  	<ul style="list-style-type: none"> <li>- Discriminate between familiar pictures – dog/puppy, pen/pencil, mug/cup</li> <li>- Odd one out – colour, object, animal, clothes, food</li> <li>- Shadow matching</li> </ul> 

- Sequencing:
  - 2 step
  - 3 step
  - 4 step
- Information carrying words:
  - 1 step instruction
  - 2 step instructions
  - 3 step instructions
  - 4 step instructions

## Phonics Policy 2025-2026

	<p><b>Stage 2 –</b></p> <ul style="list-style-type: none"> <li>• Compound words with pictures (begin to clap syllables in compound word activities)</li> <li>• 2 Syllables:             <ul style="list-style-type: none"> <li>- 2 Syllables with pictures</li> <li>- 2 Syllables without pictures</li> </ul> </li> <li>• 3 Syllables:             <ul style="list-style-type: none"> <li>- 3 Syllables with pictures</li> <li>- 3 Syllables without pictures</li> </ul> </li> </ul>
	<p><b>Stage 3 – Introduce Fred from RWI</b></p> <p><b>Onset and Rime</b></p> <ul style="list-style-type: none"> <li>• Onset and Rime (d-og, c-at, p-ig):             <ul style="list-style-type: none"> <li>- Onset and rime with picture</li> <li>- Onset and rime without picture</li> </ul> </li> </ul> <p><b>Initial Sounds</b></p> <ul style="list-style-type: none"> <li>- Same sound objects</li> <li>- Sound sorting two sounds</li> <li>- Hearing initial sounds</li> </ul> <p><b>CVC Long Vowel</b></p> <ul style="list-style-type: none"> <li>• CVC long vowel sounds (g-ot-t, f-ee-t, r-ai-n):             <ul style="list-style-type: none"> <li>- Long vowel sounds with pictures</li> <li>- Long vowel sounds without pictures</li> </ul> </li> </ul> <p><b>CVC Short Vowel</b></p> <ul style="list-style-type: none"> <li>• CVC short vowel sounds (c-a-t, d-o-g, p-i-g):             <ul style="list-style-type: none"> <li>- Short vowel sound with picture</li> <li>- Short vowel sounds without picture</li> </ul> </li> </ul>
	<p><b>Stage 4 –</b></p> <ul style="list-style-type: none"> <li>• Read Write Inc Speed sound lessons:             <ul style="list-style-type: none"> <li>- Set 1 sounds Group A (Read first 16 Set 1 sounds, Learn to blend: Word Time 1.1 to 1.3)</li> </ul> </li> </ul>
Objectives	<ul style="list-style-type: none"> <li>- Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> <li>- Respond to what they have heard, expressing their thoughts and feelings</li> </ul>

Reception Non Negotiable Objectives		
	Indoor	Outdoor
Phonics	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Read individual letters by saying the sounds for them.</li> </ul>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for Phonics within the Reception phase:</b></p> <ul style="list-style-type: none"> <li>Sound/letter/word/missing sentence hunts</li> <li>Stories, songs and rhymes daily</li> <li>Sound/word/sentences reading and writing</li> <li>Phonics area as part of continuous provision</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Sound/letter/word/missing sentence hunts</li> <li>Stories, songs and rhymes daily</li> <li>Opportunities to use phonics outside</li> </ul>

Reception Curriculum Overview						
	Autumn 1 Amazing Me Where do I Belong?	Autumn 2 The Deep Dark Wood What happens in a woodland after dark?	Spring 1 Once Upon a Time Kings, Queens and Castles	Spring 2 All Creatures Great & Small Amazing Animals	Summer 1 Are Hero's Real Up, Up and Away!	Summer 2 Glorious Gardens Roots and Shoots
Key Phonics Opportunities	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible

## Phonics Policy 2025-2026

	YR children can:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds  Blend sounds into words orally
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories
<b>End of Spring term</b>	Read Red Storybooks  Read Set 1 Special Friends
<b>End of Summer 1</b>	Read Green Storybooks  Read 4 double consonants
<b>End of Summer term</b>	Read Green Storybooks  Read first 6 Set 2 sounds












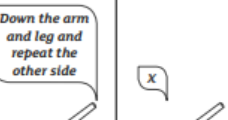






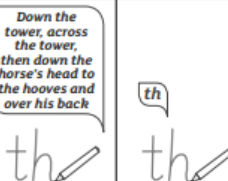


Grouping assessments to take place every 6-8 weeks and children are grouped accordingly.

Phonics Progression					
Objectives	<p><b>Secure (Three to Four Year Old)</b></p> <p>Develop their phonological awareness, so that they can:                      - spot and suggest rhymes                      - count or clap syllables in a word                      - recognise words with the same initial sound, such as money and mother</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Count and clap syllables</li> <li>• Silly soup</li> <li>• Mirror play</li> <li>• Oral segmenting and blending games</li> <li>• I spy</li> <li>• I went to the shop – use segmenting and blending or alliteration</li> <li>• Musical words – dance to music – when music stops chn segment/blend word/recognise sound/clap the syllable/think of a new word with same sound at the beginning</li> <li>• Robot talk – Metal Mike L&amp;S</li> <li>• Whose voice?</li> </ul>	<p><b>Emerging</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Read individual letters by saying the sounds for them.</p>	<p><b>Developing</b></p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p>	<p><b>Secure ELG</b></p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>LW ELG Write recognisable letters, most of which are correctly formed</p> <p>LW ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>LW ELG Write simple phrases and sentences that can be read by others</p>	<p><b>Bridging Curriculum including Y1 Non Negotiables</b></p> <p><i>Teach Set 3 for the top 10% of children</i></p> <p><i>Continue to move through the RWI reading books</i></p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Apply phonics knowledge &amp; skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p><b>Year 1 non-negotiables</b></p> <p>Read aloud accurately books that are consistent with their developing phonics knowledge and do not require strategies to read the words</p>

























Appendix 6

Examples of RWI lesson plans/timetables































Set 1 Speed sounds lesson plan:

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
z (stretchy – see p.34)	 Keep your teeth together and make the sound of a fly.	 Use Picture Sound Cards: zzzzebra, zzzzip, zzzzoo	 Draw the zip on the board, then write z next to it.	 Spot the new sound in the pack.		 Select 3 sounds you have taught children so far.	 z-i-p zip z-i-g zig z-a-g zag z-oo zoo
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							
x (bouncy – see p.35)	 Bounce x-x-x-x as though you are saying kiss without i: cs.	 Use Picture Sound Cards: x-x-x-exercise, x-x-x-experiment, x-x-x-explosion	 Draw the boy doing a star jump on the board, then write x next to it.	 Spot the new sound in the pack.		 Select 3 sounds you have taught children so far.	 f-a-x fox b-a-x box
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							
sh (special friends)	See blueprint lesson on p.36.						
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							
th (special friends – see p.36)	 Stretch thhhh. Put your tongue between your teeth and force out air.	 Use Picture Sound Cards: thhhhumb, thhhhrone, thhhhree	 Spot the new sound in the pack.	 Spot the new sound in the pack.		 Select 3 sounds you have taught children so far.	 th-i-n thin th-i-ck thick th-i-s this th-r-ee three
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							

Set 2 Speed sound lesson plan:

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
See blueprint lesson on p.50.								
ee	 ee – what can you see? Choose 3–4 words: see, three, been, green, seen, keep, need, sleep, feel	 ee	 ee Spot the new sound in the pack.	 Use Phonics Green Word Cards: see, three, been, green, seen, sleep	 spray Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): see, three, been, green, seen, sleep	 Ask children to write two or three previously taught words.
igh	 igh – fly high Choose 3–4 words: high, night, light, fright, bright, sight, might	 igh	 igh Spot the new sound in the pack.	 Use Phonics Green Word Cards: high, night, light, fright, bright, might	 see Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): high, night, light, fright, bright, might	 Ask children to write two or three previously taught words.
ow	 ow – blow the snow Choose 3–4 words: blow, snow, slow, show, know, flow, glow	 ow	 ow Spot the new sound in the pack.	 Use Phonics Green Word Cards: blow, snow, low, show, know, slow	 high Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): blow, snow, low, show, know, slow	 Ask children to write two or three previously taught words.

Set 3 Speed sound lesson plan:

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
oa (special friends – see p.56)	 <p>oa – goat in a boat</p>  <p>Choose 3–4 words: toad, oak, road, cloak, throat, roast, toast, loaf, coat, coal, coach</p>	 oa	 oa Spot the new sound in the pack.	 <p>Use Phonics Green Word Cards: goat, boat, road, throat, toast, coat</p>	 <p>Words from previous Set 2 and 3 lessons.</p>	  blig Ask children to read a few nonsense words printed from online. (Search for <a href="#">Set 3 Nonsense Words in Read Write Inc. Phonics Online.</a> )	 <p>Words to spell (choose 2–3): goat, boat, road, throat, toast, coat</p>	 <p>Ask children to write two or three previously taught words.</p>
ew (special friends – see p.56)	 <p>ew – chew the stew</p>  <p>Choose 3–4 words: new, knew, flew, blew, few, crew, newt, screw, drew, grew, stew</p>	 ew	 ew Spot the new sound in the pack.	 <p>Use Phonics Green Word Cards: chew, new, blew, flew, drew, grew</p>	 <p>Words from previous Set 2 and 3 lessons.</p>	  blig Ask children to read a few nonsense words printed from online. (Search for <a href="#">Set 3 Nonsense Words in Read Write Inc. Phonics Online.</a> )	 <p>Words to spell (choose 2–3): chew, new, blew, flew, drew, grew</p>	 <p>Ask children to write two or three previously taught words.</p>
ire (special friends – see p.56)	 <p>ire – fire, fire!</p>  <p>Choose 3–4 words: fire, hire, wire, spire, bonfire, inspire, conspire</p>	 ire	 ire Spot the new sound in the pack.	 <p>Use Phonics Green Word Cards: fire, hire, wire, bonfire, inspire, conspire</p>	 <p>Words from previous Set 2 and 3 lessons.</p>	  blig Ask children to read a few nonsense words printed from online. (Search for <a href="#">Set 3 Nonsense Words in Read Write Inc. Phonics Online.</a> )	 <p>Words to spell (choose 2–3): fire, hire, wire, bonfire, inspire, conspire</p>	 <p>Ask children to write two or three previously taught words.</p>

Word time planning:

### Word Time Lesson 1.1

Sounds: m, a, s, d, t

Words: mat, at, mad, sad, dad, sat

#### Reading



##### Review the sounds

Ensure children can read the sounds taught so far quickly: m, a, s, d, t. Praise them for how well they read them.

#### Learning to blend



##### 1: Blending orally without Speed Sounds Cards

Remind the children that Fred can only say the word in sounds so we have to help him.

Use My turn Your turn to:

- Say the sounds in an exaggerated manner: *m-a-t*. Pause after you Fred Talk to allow children to 'Jump-in' and say the whole word – if they can.
- Say the sounds followed by the whole word: *m-a-t, mat*.

Repeat a few times, saying both the sounds and word in an exaggerated manner. Give the meaning of the word if necessary.



##### 2: Blending with Speed Sounds Cards

- Say *mat* clearly. Encourage children to tell you the sounds you need as you place the cards in the pocket chart.

Use My turn Your turn to:

- Point to the sounds and say *m-a-t*. Sweep your finger under the word and say *mat* in an exaggerated manner.

##### 3: Blending with magnetic sound cards

Prepare the magnetic boards with m, a, s, d, t.

Demonstrate how you:

- Make the word *mat* on a child's magnetic board with the magnetic letters. Show how you check the sounds are in the right order. Point to the sounds with your finger and say *m-a-t* and then *mat*. Ask children to repeat.

Ask children to:

- Find the letters m, a, t and read the word on their own boards.
- Keep pointing to the sounds and reading the word until you raise your hand to stop.

**Repeat Steps 1–3 with a few of the other words listed above. Repeat until the children can do this quickly and easily.**



##### 4: Challenge

Use the example words listed above. Put the Speed Sounds Cards in the pocket chart silently. Point and sweep your finger under the word as children say the sounds and read the word.

**If successful, use the 'Set 1 Sounds Group C blending lesson' steps on Read Write Inc. Phonics Online to help children progress to blending independently. If not, repeat Steps 1–3 the following day.**

**Blending independently**



**1: Read the Phonics Green Word Cards**

1. Show the word, e.g. at (dots and dashes side). If the children have learnt about 'special friends' (digraphs), ask them to tell you the 'special friends' or to shake their heads if there aren't any.
2. Ask children to say the sounds in Fred Talk a-t and then say the word at.
3. Say the word at with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
4. Repeat for all words.



**2: Review the words**

Ask children to read without dots and dashes as soon as possible. For all of the words:

1. Ask children to tell you the 'special friends' or to shake their head if there aren't any.
2. Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
3. Use 'Fred in your head' to gain speed. Gradually increase the speed.



**3: Reading assessment – Once children reach Word Time Lessons 1.6 and 1.7**



1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 1 Nonsense Words in *Read Write Inc. Phonics Online*.) Tell them that the word they are about to read belongs to an alien language.
2. Show the word and ask them to tell you the sound of the 'special friends', if applicable.
3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

**Spelling**



**Learning to use Fred Fingers**

Teach children the routines for Fred Fingers before you start spelling.

1. Show them how to use their non-dominant hand for 'fingers' and their dominant hand for pinching. Ensure their palms are facing them.
2. For each word in the list above, demonstrate how you:
  - Hold up the correct number of fingers for sounds (e.g. three for mat).
  - Say the word, e.g. mat.
  - Say the sounds as you pinch each sound onto a finger: m-a-t, looking at your own fingers as you do this.Observe the children as they repeat – do not join in.
3. Ask children to write the word as they say the sounds, underlining any 'special friends' if necessary.
4. Ask children to say the sounds as you write the word on the board, underlining any 'special friends' if necessary.
5. Ask children to tick/correct the spelling of each sound in their own work.

## Word Time Lessons 1.2–1.7

Use the chart on pp.40–48 to see when to do each Word Time. Follow the steps listed in Word Time Lesson 1.1. You will need to substitute the information in grey text in the blueprint lesson with the details below.

### **Word Time Lesson 1.2**

- Sounds: m, a, s, d, t, i, n, p, g, o
- Words: in, on, it, an, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top

### **Word Time Lesson 1.3**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b
- Words: bin, cat, cot, can, kit, mud, up, cup, bad

### **Word Time Lesson 1.4**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h
- Words: bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen

### **Word Time Lesson 1.5**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w
- Words: red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet

### **Word Time Lesson 1.6**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk
- Words: ship, shop, fish, wish, thin, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink

### **Word Time Lesson 1.7**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk
- Words:
  - 3 sounds: bell, well, fell, huff, mess, sock, think, quick, thing
  - 4 sounds: blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink
  - 5 sounds (print these cards from the online file - search for Word Time Lesson 1.7 Word Cards in *Read Write Inc. Phonics Online*): strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket

## Red Ditty planning:

### Daily Speed Sounds Lesson

1. Teach Set 1 Speed Sounds, focusing on 'special friends' (digraphs). See pp.33–48.
2. Teach Word Time, focusing on Word Time 1.6 and 1.7. See pp.37–39.



### Story Green Words

Read the [Story Green Words \(printed from online\)](#) in Fred Talk.

1. Hold up the first card and ask children to tell you the 'special friends' (digraphs) or shake their heads if there aren't any. (Many of the words in the Ditty Books are CVC words.)
2. Ask them to say the sounds and then the word.
3. Say the word with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for all the Story Green Words. If necessary, explain the meaning of the words.



### Speedy Green Words

1. Display the first Speedy Green Word Card.
2. Tell children to first read the sounds silently using 'Fred in your head', then ask them to say the word when you push the card towards them.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Ditty Book that need further practice.

### Red Word Cards

1. Hold up the first card.
2. Say the word and ask children to repeat it.
3. Point to the card and say the sounds you can hear. Ask children to repeat.
4. Point out the tricky letters.
5. Ask children to read the word again without **MTYT**.
6. Repeat for the other Red Words.



### Partner Practice

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing. First, children practise the Speed Sounds and Story Green Words relevant to the Ditty.

1. Ask one partner to teach the sounds/words out of order using **MTYT**. Ensure that children point accurately underneath the sounds/words.
2. Ask children to swap roles after each section.
3. Note any sounds/words that need further practice.

Next, children practise Red Words relevant to the Ditty.

1. Ask partners to take turns reading the words. Ensure that children point accurately underneath the words.
2. Repeat until they can read all of the Red Words at speed.

Then, children practise the Speedy Green Words in the grid on p.16.

1. Ask one partner to teach the words out of order using **MTYT**. Ensure that children point accurately underneath the words.

### Ditty Introduction

Introduce the Ditty to the children and provide any further background knowledge they might need to understand it.



### First Read – Children

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing.

1. Ask Partner 1s to:
  - point to the words while their partner reads the first page
  - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second and third page.
3. Remind children who finish quickly to re-read the Ditty.
4. Note any words that need further practice.

### Read Aloud – Teacher

Ask children to close their Ditty Books. Then read the Ditty aloud with expression.



**Second Read – Children**

Ask partners to read the whole Ditty again, taking turns to read each page. Ask Partner 2s to point on the first page this time.



**Questions to Talk About**

Read out the relevant questions on p.15 of the Ditty Book. Ask children to TTYP and discuss.

Green, Purple, Pink and Orange level books:

## Three-day timetable for teaching Green, Purple, Pink and Orange Level books

### Timings within a session

The session for each day should last for about an hour, once children are in Year 1 (P2) and above.

Allocate timing within this as follows:

- Daily Speed Sounds Lesson – 10 minutes
- Handwriting – 5 minutes
- Write About – about 20–30 minutes

The timing for the other activities can be flexible depending on your children's progress.

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards	Second Read – Children	Proofread
Partner Practice – Speed Sounds, Story Green Words and Red Words	Hold a Sentence – 2	Write About
Story Introduction	Build a Sentence – Orally	
First Read – Children		
Read Aloud – Teacher	Handwriting	

### Summary of activity purposes

Activity title	Children's purpose
<b>Reading activities</b>	
Speed Sounds from the Storybook	<i>To practise reading the sounds in the story</i>
Story Green Words	<i>To practise reading the Story Green Words and learn the meanings of new words</i>
Speedy Green Words	<i>To read the Speedy Green Words without sounding them out loud</i>
Red Word Cards	<i>To read the Red Words speedily</i>
Partner Practice – Speed Sounds and Story Green Words	<i>To help our partners read the sounds and Story Green Words</i>
Story Introduction	<i>To find out what is going to happen in the story</i>
First Read – Children	<i>To help our partners read every word in the story correctly</i>
Read Aloud – Teacher	<i>To enjoy listening to the whole story</i>
Partner Practice – Speedy Green Words and Red Words	<i>To help our partners read the Speedy Green Words and Red Words without using Fred Talk</i>
Second Read – Children	<i>To read the story more speedily, without using Fred Talk</i>
Think About the Story	<i>To think about what is happening in the story</i>
Third Read – Children	<i>To read the story in a storyteller's voice</i>
Questions to Talk About	<i>To find answers to questions in the book</i>

Yellow, Blue and Grey level books:

Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Third Read and Voice Choice	Grammar	Write About... <i>(continue writing here from Day 4)</i>
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words		Vocabulary	
Red Word Cards	Second Read – Children	Questions to Talk About	Proofread – Spelling	
Partner Practice – Speed Sounds and Story Green Words	Fred Fingers – Spelling Green Words	Questions to Read and Answer	Proofread – Grammar	
Story Introduction	Red Rhythms – Spelling Red Words		Write About... <i>(start writing here and continue on Day 5)</i>	
First Read – Children	Hold a Sentence – 1 and 2	Build a Sentence		
Read Aloud – Teacher				
Red Rhythms – Spelling Red Words	Handwriting	Handwriting		Partner Proofread
Handwriting			Handwriting	Words to Keep

## Summary of activity purposes

Activity title	Children's purpose
<b>Reading activities</b>	
Speed Sounds from the Storybook	<i>To practise reading the sounds in the story</i>
Story Green Words	<i>To practise reading the Story Green Words and learn the meanings of new words</i>
Speedy Green Words	<i>To read the Speedy Green Words without sounding them out loud</i>
Red Word Cards	<i>To read the Red Words speedily</i>
Partner Practice – Speed Sounds and Story Green Words	<i>To help our partners read the sounds and Story Green Words</i>
Story Introduction	<i>To find out what is going to happen in the story</i>
First Read – Children	<i>To help our partners read every word in the story correctly</i>
Read Aloud – Teacher	<i>To enjoy listening to the whole story</i>
Partner Practice – Speedy Green Words and Red Words	<i>To help our partners read the Speedy Green Words and Red Words without using Fred Talk</i>
Second Read – Children	<i>To read the story more speedily, without using Fred Talk</i>
Third Read and Voice Choice	<i>To think about what is happening in the story and how the characters feel. To read the story in a storyteller's voice.</i>
Questions to Talk About	<i>To find answers to questions in the book</i>
Questions to Read and Answer	<i>To help our partners answer questions about the story</i>

Appendix 7 – Pre-School/N1 Phonics assessment tracker

**Auditory Discrimination**

Environmental	Tuning into Sounds	Listening and Remembering	Talking about Sounds
	Recall sounds they have heard, discriminate between sounds, talk about sounds they hear	Describe what they see, identify the animals and imitate the sounds, add new words to their vocabulary	Identify different sounds and place them in a context, identify similar sounds, join in the activities and take turns
Name	Using teacher judgements mark when children have achieved and date when secure		

Instrumental	Tuning into Sounds	Listening and Remembering	Talking about Sounds
	Identify and name the instruments being played, listen and respond as the instrument is being played	Able to remember and repeat a rhythm, discriminate and reproduce loud and quiet sounds, start and stop playing at the signal	Choose appropriate words to describe sounds they hear, match sounds to their sources, use sounds imaginatively to represent a story character
Name	Using teacher judgements mark when children have achieved and date when secure		



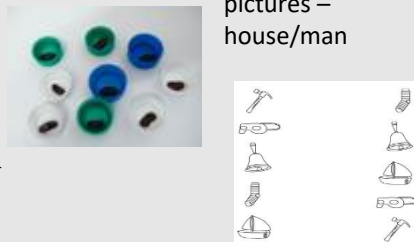

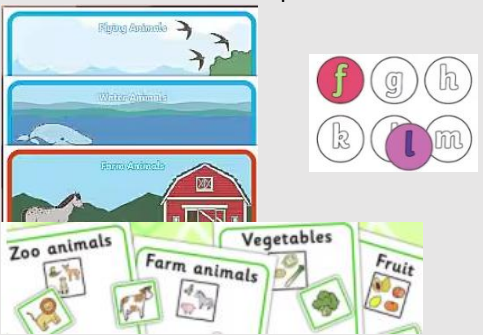
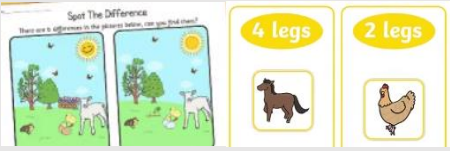
Body Percussion	Tuning into Sounds	Listening and Remembering	Talking about Sounds
	Produce contrasts in rhythm, speed and loudness, join in with words and actions to familiar songs, articulate words clearly, keep in time with the beat, copy the sounds and actions, make up patterns of sounds	Copy a body percussion sound or pattern of sounds, identify hidden sounds, suggest ideas and create new sounds for a story	<b>Body percussion</b> use language to make different endings to the story, use vocabulary to talk about the sounds they hear, group sounds according to different criteria
Name	Using teacher judgements mark when children have achieved and date when secure		

**Rhythm and Rhyme**

Name	<b>Tuning into Rhythm and Rhyme</b> <ul style="list-style-type: none"> <li>- Tune into rhythm and rhyme in books and songs</li> <li>- Learn some songs and rhymes</li> <li>- Have favourite songs and rhymes</li> </ul>	<b>Listening and Remembering</b> <ul style="list-style-type: none"> <li>- Experiment with their voices when singing songs and rhymes</li> </ul>	<b>Talking about Rhythm and Rhyme</b> <ul style="list-style-type: none"> <li>- Notice when the wrong word has been put into a familiar song/rhyme</li> </ul>
Using teacher judgements mark when children have achieved and date when secure			

Appendix 8 – N2 Phonics assessment tracker

Stage 1 – Emerging

	<p style="text-align: center;"><b>Step 1</b></p> <ul style="list-style-type: none"> <li>- Sorting and matching objects to identical objects</li> <li>- Match photo to identical photo</li> <li>- Line them up – place objects along a line</li> </ul>  <ul style="list-style-type: none"> <li>- Placing shapes/letters on top of silhouettes</li> <li>- Discriminate between familiar objects – cup/plate, pen/crayon</li> </ul> 	<p style="text-align: center;"><b>Step 2</b></p> <ul style="list-style-type: none"> <li>- Where's Wally activities</li> <li>- Fill them up – one bean in one cap – none to be missed out</li> <li>- Match identical sets of simple line drawings</li> <li>- Discriminate between familiar pictures – house/man</li> </ul>  <ul style="list-style-type: none"> <li>- Discriminate between familiar pictures – dog/puppy, pen/pencil, mug/cup</li> <li>- Odd one out – colour, object, animal, clothes, food</li> <li>- Shadow matching</li> </ul> 	<p style="text-align: center;"><b>Step 3</b></p> <ul style="list-style-type: none"> <li>- Sorting objects by colour, shape, size, category</li> <li>- Match identical printed letters</li> </ul>  <ul style="list-style-type: none"> <li>- Match identical pairs of letters/numbers</li> <li>- Match identical groups of three letters</li> <li>- Match word to word</li> <li>- Spot the difference</li> <li>- Discriminate between words – dog/elephant moving onto dog/log</li> <li>- Sorting and matching</li> <li>- Kim's game</li> </ul> 
<p>Name</p>	<p>Using teacher judgements mark when children have achieved and date when secure</p>		

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Sequencing Activities	Step 1	Step 2	Step 3
	2-part sequencing	3-part sequencing	4-part sequencing
Name	Using teacher judgements mark when children have achieved and date when secure		

Information Carrying Words (ICW)	Step 1	Step 2	Step 3	Step 4
	1 Step Instruction Give me the <b>ball</b>	2 Step Instruction Put <b>ball on</b> table	3 Step Instruction Make the <b>big teddy jump</b>	4 Step Instruction Give me the <b>red cup</b> and the <b>blue teddy</b>
Name	Using teacher judgements mark when children have achieved and date when secure			

Information Carrying Words (ICW)	Step 1	Step 2		Step 3	
	Compound words	2 syllables with picture	2 syllables without picture	3 syllables with picture	3 syllables without picture
Name	Using teacher judgements mark when children have achieved and date when secure				

**Stage 3 – Secure**

Information Carrying Words (ICW)	Step 1		Step 2		Step 3	
	Onset and rime with picture	Onset and rime without picture	CVC long vowel with picture	CVC long vowel without picture	CVC short vowel with picture	CVC short vowel without picture
Name	Using teacher judgements mark when children have achieved and date when secure					

Appendix 9

Grouping assessments

Assessment 1 individual record

Pupil ..... Date .....

Sound Knowledge Set 1 single-letter Sounds d a s m t o n p g i k u b c f e l h r j x y w z v  ___ out of 25 (Set 1 single-letter Sounds only)	Sound Knowledge Set 1 Special Friends ch qu sh th ng nk ff ll ss ck  ___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)
Sound Knowledge Set 2 oo ee ay ow oo igh ou or air ir ar oy  ___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)	Sound Knowledge Set 3 ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious  ___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)

Grouping


















Set 1 single-letter Sounds	d a s m t o n p g i k u b c f e l h r j x y w z v
Set 1 Sounds Group C	<i>d-u-g ch-at t-en p-ot t-in</i>
Ditty Group	in am red bin yes
Red Group	chip mash pink thin  fas gip guk rab
Green Group	flat this sand king  thid quig criff yoss
Purple Group	kiss quick habit splash crell penk chash strack with off thin will his them that have
Pink Group	tray creep sight throw zoom brook skay spoom dight fleep lots black long thing next went help stop
Orange Group	spark porch pair house joy dirt  norg ouf firb stoy rest smell throw play feel food when from
Yellow Group	looking sunlight often himself pellin lobbox shorg parfop high hair night sleep boy quick little think know smart

## Assessment 2 individual record









Pupil ..... Date .....

















<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>t s a m d g p n o i u k b c f e h l r j y w v x z</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p>sh qu ch ng th nk ck ss ll ff</p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>ay ow oo ee oo igh or ou air oy ar ir</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)</p>

## Grouping

Set 1 single-letter Sounds	t s a m d g p n o i u k b c f e h l r j y w v x z
Set 1 Sounds Group C	r-e-d f-u-n h-o-t b-a-t z-i-p
Ditty Group	 at jot bad wet it
Red Group	 much moth ring shut  vot keb pon yab
Green Group	 wind sack bank quest  ress zell jaff melp
Purple Group	 fill such until spend  fronk vack quast spreth  bag had bed milk leg then six lot
Pink Group	 clay tree right elbow stool hook  choog klow sceb gright  back sang bug swim catch mess lost full
Orange Group	 march torch unfair toys proud stir  coyb blout slair flarm  must sock vest own street just along cool
Yellow Group	 foolish yellow feeding destroy  horpex uppkem pirlid deleen  need fair light party may which more teeth join round

Assessment teacher key:

Group	Start the child in the group when they can read:	Teach:
Set 1 Sounds Group A	Fewer than the first 16 Set 1 single-letter Sounds	Teach Set 1 single-letter Sounds and Word Time 1.1–1.3
Set 1 Sounds Group B	More than the first 16 Set 1 single-letter Sounds (cannot blend orally)	Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.4
Set 1 Sounds Group C	Most Set 1 single-letter Sounds and can blend sounds into words orally	Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5
Ditty Group	All Set 1 single-letter Sounds speedily  most words	Teach Set 1 Special Friends Review Set 1 single-letter Sounds Review Word Time 1.1–1.5 Teach Word Time 1.6 <i>Ditty Photocopy Masters 1–10</i>
Red Group	All Set 1 Sounds speedily (single-letter sounds and Special friends)  most words  most words	Review Set 1 Sounds and Word Time 1.1–1.6 Teach Word Time 1.7 Red Ditty Books for reading and <i>Get Writing! Red Ditty Books 1–10</i> Plus <i>Ditty Photocopy Masters 11–20</i> – if needed.
Green Group	 most words  most words	Teach Set 2 Sounds and words Continue to review Set 1 Sounds and words Green Storybooks and <i>Get Writing! Green Books</i>
Purple Group	 most words  most words  most words	Teach Set 2 Sounds and words Continue to review Set 1 Sounds and words Purple Storybooks and <i>Get Writing! Purple Book</i>

Group	Start the child in the group when they can read:	Teach:
Pink Group	The first six Set 2 Sounds speedily (ay ee igh ow oo oo)  most words  most words  most words	Teach remaining Set 2 Sounds and words Once confident, teach Set 3 Sounds and words Continue to review Set 1 and 2 Sounds and words Pink Storybooks and <i>Get Writing!</i> Pink Book
Orange Group	The second six Set 2 Sounds speedily (ar or air ir ou oy)  most words  most words  most words	Teach Set 3 Sounds and words Review Set 1 and 2 Sounds and words Orange Storybooks and <i>Get Writing!</i> Orange Book
Yellow Group	 most words  most words  most words	Teach Set 3 Sounds and words Review Set 2 and 3 Sounds and words Yellow Storybooks and <i>Get Writing!</i> Yellow Book
Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e)  most words  60–70+ words per minute Attempts to read with intonation to show comprehension	Teach gaps in Set 3 Sounds and words Review Set 2 and 3 Sounds and words Blue Storybooks and <i>Get Writing!</i> Blue Book
Grey Group	All Set 3 Sounds speedily  most words  70–80+ words per minute Attempts to read with intonation to show comprehension	Teach longer words Review Set 2 and 3 Sounds and words Read Write Inc. <i>Spelling</i> Grey Storybooks and <i>Get Writing!</i> Grey Book
Read Write Inc. Comprehension Group	 all words correctly  most words  80–90+ words per minute Reads with intonation that shows some comprehension	Read Write Inc. <i>Comprehension</i> Read Write Inc. <i>Spelling</i> Read Write Inc. <i>Literacy and Language</i>

Appendix 10

**Phonics Screening Check Examples and video training link**

Link to Year 1 phonics screening check training video

[Year 1 phonics screening check training video](#)

Past test materials –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/621157/STA177753p\\_2017\\_phonics\\_screening\\_check\\_pupils\\_materials\\_standard.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621157/STA177753p_2017_phonics_screening_check_pupils_materials_standard.pdf)

Appendix 11

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our



## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would



# Phonics Policy 2025-2026

## Appendix 12

Assessment timetable:

**Assessment Timetable 2025-2026**

	Beg of Aut 1	End of Aut 1	End of Aut 2	End of Spr 1	End of Spr 2	End of Sum 1	End of Sum 2
<b>Pre-School/Nursery 1</b>		Use phonics tracker to plot where the children are.	Use phonics tracker to plot where the children are.	Use phonics tracker to plot where the children are.	Use phonics tracker to plot where the children are.	Use phonics tracker to plot where the children are.	Use phonics tracker to plot where the children are.
<b>Nursery 2</b>	N2 Early phonics assessment tracker to be used as an ongoing document.						
<b>Reception</b>	RWI Grouping assessments every 6-8 weeks (Aut 2 to be completed beg Spr 1 – this supports assessment in Spr2 with it being a short half term)						
<b>Year 1</b>	RWI Grouping assessments approx. every 6-8 weeks (Aut 2 to be completed beg Spr 1 – this supports assessment in Spr2 with it being a short half term, Screening checks in Summer 1 and grouping assessments in Summer 2)						
				Feb – Mock screening check <b>ONLY</b> for those not on track or teacher concerns	Mar/Apr – Mock screening check	June – Phonics Screening Check	
<b>Year 2, 3 and 4 (if required)</b>	Same as Year 1 June – Phonics Screening Check (for re-sits)						
<b>Year 5 and 6</b>	Complete Fresh Start Intervention, mock screening checks in line with the rest of the year groups.						

## Appendix 13

Expectations of progress from RWI

	<b>YR children can:</b>	<b>Y1 children can:</b>	<b>Y2 children can:</b>
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds  Blend sounds into words orally	Read Pink Storybooks  Read first 5 Set 3 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks  Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks  Read Set 1 Special Friends	Read Yellow Storybooks  Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks  Read 4 double consonants	Read Yellow Storybooks  Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green Storybooks  Read first 6 Set 2 sounds	Read Blue Storybooks  Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

## Phonics Policy 2025-2026

Nursery
<ul style="list-style-type: none"> <li>Assessed daily until ready to move on and grouped accordingly</li> <li>Pre-requisites to phonics in the base – instruments, rhyming stories and song, story books, body percussion in songs and rhymes, matching, visual and auditory discrimination etc.</li> </ul>
Reception
<ul style="list-style-type: none"> <li>Grouping assessments</li> <li>Lowest groups have the strongest teachers teaching them</li> <li>Pinny time</li> <li>Fred games</li> <li>Links sent home to parents</li> <li>1:1 phonics tutoring</li> <li>Phonics display</li> <li>Speed sounds are shown at the start of English lessons</li> <li>Weekly phonics assessments on a Friday, to identify any gaps so they know the next sounds the children need to practise, which informs the teaching in the next week.</li> </ul>
Year 1
<ul style="list-style-type: none"> <li>Grouping assessments</li> <li>Lowest groups have the strongest teachers teaching them</li> <li>Pinny time</li> <li>Fred games</li> <li>Links sent home to parents</li> <li>1:1 phonics tutoring</li> <li>Virtual classroom interventions</li> <li>After school club – Phonics Fun Club</li> <li>English starters/retrieval reading a previously taught sound, green words and spelling</li> <li>Homework consists of the phonics sounds taught that week, the reading book they have had in phonics all week and another from the scheme that matches that is unfamiliar to them and a book for pleasure, direct links for parents to access with their child for the sounds taught or what they need extra practise with.</li> <li>Phonics display and sound mats</li> <li>Phonics in continuous provision</li> </ul>
Year 2
<ul style="list-style-type: none"> <li>English starters/retrieval reading a previously taught sound, green words and spelling</li> <li>Homework consists of the phonics sounds taught that week, the reading book they have had in phonics all week and another from the scheme that matches that is unfamiliar to them and a book for pleasure, direct links for parents to access with their child for the sounds taught or what they need extra practise with.</li> <li>Virtual classroom interventions</li> <li>After school club – Phonics Fun Club</li> <li>1:1 phonics tutoring</li> <li>Phonics display and sound mats</li> <li>Phonics in continuous provision</li> </ul>
Year 3 and 4
<ul style="list-style-type: none"> <li>Virtual classroom when time permits</li> <li>Experienced phonics TA delivers interventions</li> <li>Phonics links through English</li> <li>Spelling taught are matched to ability, e.g. Red group are taught Y1 spellings</li> <li>1:1 phonics tutoring</li> </ul>
Year 5/6
<ul style="list-style-type: none"> <li>Fresh Start Intervention</li> <li>1:1 phonics tutoring</li> <li>RWI books for some</li> <li>RWI strategies used in class as well as hold a sentence</li> <li>Phonics to fluency intervention</li> </ul>

What to teach when -















## What To Teach When

### February 2026

This grid provides the focus teaching for your Speed Sounds Lessons.

Once children can read the group's focus sounds and words confidently, follow the guidance in the next row.

You can print additional Word Time 1.6 and 1.7 words, and longer words for each set from Phonics Online on Oxford Owl.

Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A	 Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B	 Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words – either orally or using Speed Sounds Cards
Set 1 Sounds Group C	 Review all Set 1 single letter sounds speedily (teach any gaps) Blend using Set 1 C group blending lesson Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM	 Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books	 Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words</b>	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink	 Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words</b>	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	 Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	 Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Appendix 16

Phonics to fluency flow chart –

