PROGRAMME FOR PHONICS INTO EARLY SPELLING

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Foreword

“So it is with children who learn to read fluently and well: they begin to take flight into whole new worlds as effortlessly as young birds take to the sky.”

William James

We start to learn language from the day we are born. Language enables us to express feelings and communicate with others. As we grow, language becomes more than the spoken word as we discover language in print. As well as being necessary skills in all areas of our lives, reading and writing can bring great pleasure and allow us to explore new horizons.

Although there is much more to reading than the ability to decode, word reading skills enable us to read fluently and to focus on the content of what we are reading. Similarly, mastering the transcriptional skills of spelling and handwriting frees writers to focus their attention on the composition of their text and the effect they wish to create for their reader.

This programme offers a systematic approach to the teaching of phonics and early spelling skills. Its aim is to support children to become independent and confident readers and writers and to underpin their skills with a thorough understanding of the English alphabetic code.

Justine Gregory, Learning Exchange Adviser

“Writing to me is simply thinking through my fingers.”

Isaac Asimov
AN INTRODUCTION TO PHONICS
An introduction to phonics

Why is phonics so important?

In the Independent Review of the Teaching of Early Reading carried out by Jim Rose in 2006, he clearly states that quality teaching of early reading, "involves a systematic approach to phonics which adheres to a small number of core principles". The core principles involve:

- children having knowledge of the alphabetic code;
- children having the skill to blend to read;
- children having the skill to segment to spell;
- children understanding these as a reversible process.

The knowledge children acquire to support their development of early reading is equally as relevant for their development as a writer. It is important that children are given equal opportunities to practise and apply their phonics skills in writing and reading tasks so that they can understand the relationship between decoding skills for reading and encoding skills for spelling.

These principles are underpinned by the modelling and teaching of good listening skills, combined with frequent opportunities to improve children’s visual and auditory memory and their ability to sequence. These skills are developed through the teaching of activities to promote phonological and phonemic awareness in young children before they embark upon a systematic phonics programme.

Knowledge of the alphabetic code

A phoneme is a sound in a word. There are approximately 44 phonemes in the English language.

A grapheme is a letter or sequence of letters that represents a phoneme. There are approximately 140 different ways that graphemes are used to represent the 44 phonemes in the English language.

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<tr>
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<td>o</td>
<td>g</td>
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<tr>
<td>c</td>
<td>ar</td>
<td>d</td>
</tr>
<tr>
<td>d</td>
<td>i</td>
<td>sh</td>
</tr>
<tr>
<td>kn</td>
<td>igh</td>
<td>t</td>
</tr>
</tbody>
</table>

A digraph is a grapheme where two letters represent one sound kn representing /n/.
A trigraph is a grapheme where three letters represent one sound igh representing /iɛ/.
The table summarises the English alphabetic code:

**Consonant phonemes and their more usual graphemes**

<table>
<thead>
<tr>
<th>Consonant phonemes</th>
<th>International Phonetic Alphabet</th>
<th>Representative sounds</th>
<th>Consonant phonemes</th>
<th>International Phonetic Alphabet</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/b/</td>
<td>baby</td>
<td>/t/</td>
<td>/t/</td>
<td>rabbit, wrong</td>
</tr>
<tr>
<td>/d/</td>
<td>/d/</td>
<td>dog</td>
<td>/s/</td>
<td>/s/</td>
<td>sun, mouse, city, science</td>
</tr>
<tr>
<td>/t/</td>
<td>/t/</td>
<td>field, photo</td>
<td>/t/</td>
<td>/t/</td>
<td>tap</td>
</tr>
<tr>
<td>/g/</td>
<td>/g/</td>
<td>game</td>
<td>/v/</td>
<td>/v/</td>
<td>van</td>
</tr>
<tr>
<td>/h/</td>
<td>/h/</td>
<td>hat</td>
<td>/w/</td>
<td>/w/</td>
<td>was</td>
</tr>
<tr>
<td>/j/</td>
<td>/dʒ/</td>
<td>judge, giant, barge</td>
<td>/y/</td>
<td>/j/</td>
<td>yes</td>
</tr>
<tr>
<td>/k/</td>
<td>/k/</td>
<td>cook, quick, mix, Chris</td>
<td>/z/</td>
<td>/z/</td>
<td>zebra, please, is</td>
</tr>
<tr>
<td>/l/</td>
<td>/l/</td>
<td>lamb</td>
<td>/θ/</td>
<td>/θ/</td>
<td>then</td>
</tr>
<tr>
<td>/m/</td>
<td>/m/</td>
<td>monkey, comb</td>
<td>/θ/</td>
<td>/θ/</td>
<td>thin</td>
</tr>
<tr>
<td>/n/</td>
<td>/n/</td>
<td>nut, knife, gnat</td>
<td>/ʃ/</td>
<td>/ʃ/</td>
<td>chip, watch</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>/ŋ/</td>
<td>ring, sink</td>
<td>/ʃ/</td>
<td>/ʃ/</td>
<td>ship, mission, chef</td>
</tr>
<tr>
<td>/p/</td>
<td>/p/</td>
<td>paper</td>
<td>/ʒ/</td>
<td>/ʒ/</td>
<td>treasure</td>
</tr>
</tbody>
</table>

**Vowel phonemes and their more usual graphemes**

<table>
<thead>
<tr>
<th>Vowels</th>
<th>International Phonetic Alphabet</th>
<th>Representative words</th>
<th>Vowels</th>
<th>International Phonetic Alphabet</th>
<th>Representative words</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>/æ/</td>
<td>cat</td>
<td>/oo/</td>
<td>/ʊ/</td>
<td>look, would, put</td>
</tr>
<tr>
<td>/e/</td>
<td>/e/</td>
<td>peg, bread</td>
<td>/ər/</td>
<td>/ɜː/</td>
<td>cart, fast (regional)</td>
</tr>
<tr>
<td>/i/</td>
<td>/ɪ/</td>
<td>pig, wanted</td>
<td>/ɜː/</td>
<td>/ɜː/</td>
<td>burn, first, term, heard, work</td>
</tr>
<tr>
<td>/o/</td>
<td>/oʊ/</td>
<td>log, want</td>
<td>/ɔː/</td>
<td>/ɔː/</td>
<td>torn, door, warn, haul, law, call</td>
</tr>
<tr>
<td>/u/</td>
<td>/ʌ/</td>
<td>plug, love</td>
<td>/er/</td>
<td>/ɵ/</td>
<td>wooden, circus, sister</td>
</tr>
<tr>
<td>/æ/</td>
<td>/eɪ/</td>
<td>pain, day, gate, station</td>
<td>/əʊ/</td>
<td>/aʊ/</td>
<td>down, shout</td>
</tr>
<tr>
<td>/e/</td>
<td>/iː/</td>
<td>sweet, heat, thief, these</td>
<td>/ai/</td>
<td>/æɪ/</td>
<td>coin, boy</td>
</tr>
<tr>
<td>/i/</td>
<td>/aɪ/</td>
<td>tried, light, my, shine, mind</td>
<td>/ɛər/</td>
<td>/ɛə/</td>
<td>stairs, bear, hare</td>
</tr>
<tr>
<td>/o/</td>
<td>/ou/</td>
<td>road, blow, bone, cold</td>
<td>/ɛə/</td>
<td>/oʊ/</td>
<td>fear, beer, here</td>
</tr>
<tr>
<td>/u/</td>
<td>/uː/</td>
<td>moon, blue, grew, tune</td>
<td>/ʊə/</td>
<td>/ʊə/</td>
<td>pure, tourist</td>
</tr>
</tbody>
</table>

Phonemes are shown between slashes / /.
Through the *Learning Exchange Programme for Phonics into Early Spelling*, children learn that:

- phonemes are represented by graphemes
- the same phoneme can be represented by different graphemes:
  - /c/ can be represented by *c*, *k*, *ck*, *ch*. Consider *cat*, *kite*, *deck*, *chaos*
- the same grapheme can represent different phonemes:
  - *ch* can represent /c/ and /sh/ and /ch/. Consider *Christmas*, *Charlotte* and *church*

**Enunciation of phonemes**

It is important to enunciate phonemes as cleanly as possible. Most consonants should be articulated in a continuous manner; /c/ /t/ /p/ should be enunciated without voice and for consonants such as /b/,/g/,/d/ the ‘uh’ sound at the end should be reduced as much as possible.

Correct enunciation should be expected from children and the adults working with them. To encourage accurate and clear enunciation, children and adults can be encouraged to say word, beginning with a particular phoneme, emphasising the initial phoneme. This is repeated but this time the end of the word is not articulated:

```
‘Say nnnnnnnet...’

‘nnnnnnnet’

‘Say nnnnnet without the et’

‘nnnnnnnnnn’
```

Doing this ensures that the mouth forms the correct shape and the tongue is in the correct place to enunciate accurately and clearly.

**The skills of blending and segmenting**

To read and spell well, children need to become proficient at blending and segmenting.

**Blending** means merging the individual phonemes together, to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word.

**Segmentation** means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.
OVERVIEW OF THE PROGRAMME FOR PHONICS INTO EARLY SPELLING
Overview of the Programme for Phonics into Early Spelling

Step 1
*Children develop sufficient phonological and phonemic awareness to be able to develop phonic knowledge and skills.*

<table>
<thead>
<tr>
<th>A progression of phonological and phonemic skills</th>
<th>Aspects of phonological and phonemic awareness that thread through all skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory discrimination</td>
<td>Developing vocabulary and language comprehension.</td>
</tr>
<tr>
<td>Visual memory, auditory memory and sequencing skills</td>
<td>Continuous provision of stories and rhyme, including those that contain rhymes and predictable patterns.</td>
</tr>
<tr>
<td>Keeping a steady beat</td>
<td>Developing an enjoyment and pleasure of language.</td>
</tr>
<tr>
<td>Oral blending and segmenting</td>
<td></td>
</tr>
<tr>
<td>Letter names</td>
<td></td>
</tr>
</tbody>
</table>

Step 2
*Children learn single-letter grapheme/phoneme correspondences (GPCs) and apply their knowledge to blend and segment consonant-vowel-consonant (CVC) words; read and spell some high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.*

- Learn GPCs and apply to reading and spelling:
  - s a t p
  - i n m d
  - g o c k
- Read *and* spell high frequency (HF) sight words:
  - the to I go no so
- Learn GPCs and apply to reading and spelling:
  - c k e u r
  - h b f ff l l ss
  - j v w x
  - y z zz qu
• Read and spell high frequency (HF) sight words:
  o he she we me be said there
• During discrete phonics teaching, revise previously taught GPCs in letter formation groups, ensuring the ‘practise and apply’ sections of the teaching sequence have a segmenting/spelling focus. Secure correct letter formation in guided writing sessions.
  o l t i u y j
  o c a d g o s q
  o r p n m h k b
  o e f v w x z

Step 3
Children secure single-letter GPCs and learn digraphs; apply their growing knowledge to blend and segment CVC words; read and spell further high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

• Learn GPCs:
  o ch sh th (/th/ or /TH/) ng
• Read and spell high frequency (HF) sight words:
  o my you they her like have were do
• Learn GPCs:
  o ai ee igh oa
  o oo (/u/ or /oo/) ar or ur
• Read and spell high frequency (HF) sight words:
  o all call are was
• Learn GPCs:
  o ow oi ear
  o air ure er (schwa)
• Read and spell high frequency (HF) sight words:
  o little one when what some come

Step 4
Children apply their phonic knowledge and develop their phonic skills to blend and segment words with adjacent consonants; secure their ability to read and spell known high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing; begin to develop a simple understanding of morphology to aid spelling.

• Practise and apply previous learning by reading and spelling words containing adjacent consonants
• Develop morphological understanding:
  o spell words where /f/, /v/, /s/, /z/, and /k/ are spelt ff, ll, ss, zz and ck
  o understand the division of words into syllables
Step 5
*Children learn new graphemes for reading single and polysyllabic words; read and spell more high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.*

- **Learn GPCs:**
  - ay ou ie ea
  - oy ir ue aw
  - wh ph ew oe
  - au y
  - a-e e-e i-e o-e u-e
- **Read and spell high frequency (HF) sight words:**
  - their people Mr Mrs your here

Step 6
*Children learn alternative pronunciations of known graphemes for reading; apply their word reading knowledge and skills when reading.*

- **Learn GPCs:**
  - a (cat, station, want, father); e (peg, she); i (sit, kind); o (pot, most)
  - y (yap, very, by, gym); ch (chin, chef, school); c (cat, cell); g (got, gym)
  - ow (down, low); ie (pie, chief); ea (sea, head)
  - er (water, her); ou (out, you)

Step 7
*Children read and spell more high frequency sight words; further develop their understanding of morphology to aid spelling.*

- **Read and spell high frequency (HF) sight words:**
  - water where who again thought work mouse many any
- **Develop morphological understanding:**
  - spelling plurals by adding -s where no change is required
  - spelling 3rd person singular of present tense verbs by adding -s where no change to the root is required
  - adding -ed and -ing where no change to the root is required
  - adding -er and -est to adjectives where no change to the root is required
  - adding -er to verbs to form nouns where no change to the root is required
- **Read and spell high frequency (HF) sight words:**
  - through laughed because different eyes friends once please
Step 8
*Children learn alternative spellings of phonemes; apply their transcriptional skills when writing.*

- learn graphemes representing consonant digraphs
- learn alternative graphemes representing long vowels
- learn alternative graphemes for r controlled vowels

Step 9
*Children develop understanding of morphology to aid spelling; apply their transcriptional skills when writing.*

- Morphological understanding:
  - spelling plurals by adding *-es* to words ending in *-sh* *-ch* or *-ss* *-zz* *-x*
  - spelling words beginning with the prefix *un-*
  - using *k* for the /c/ sound
  - spelling /v/ at the end of words
  - recognising and generating compound words

For reference each step is set out in the following table.

Each row in the table represents a term.

The table will support teachers in mapping out their teaching across the year. It should be noted that each cell represents approximately one week.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Developing phonological and phonemic awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grapheme focus: y z zz qu</td>
</tr>
<tr>
<td></td>
<td>Read and spell high frequency sight words: he, she, we, me, be, said, there</td>
</tr>
<tr>
<td></td>
<td>Revise previously taught graphemes, securing spelling and letter formation</td>
</tr>
<tr>
<td></td>
<td>Grapheme focus: ch sh th (/th/ and /TH/) ng</td>
</tr>
<tr>
<td></td>
<td>Grapheme focus: oo (/u/ and /oo/) ar or ur</td>
</tr>
<tr>
<td></td>
<td>Read and spell high frequency sight words: all, call, are, was</td>
</tr>
<tr>
<td></td>
<td>Grapheme focus: ow oi ear</td>
</tr>
<tr>
<td></td>
<td>Grapheme focus: air ure er</td>
</tr>
<tr>
<td></td>
<td>Read and spell high frequency sight words: little, one, when, what, some, come</td>
</tr>
<tr>
<td></td>
<td>Practise and apply previous learning by reading and spelling of words containing adjacent consonants</td>
</tr>
<tr>
<td></td>
<td>Learn alternate pronunciations of known graphemes for reading: a - /a/, /ai/, /o/ and /ar/ e - /e/ and /ee/ i - /i/ and /igh/ o - /o/ and /oa/</td>
</tr>
<tr>
<td></td>
<td>Learn alternate pronunciations of known graphemes for reading: y - /y/, /ee/, /igh/ and (/i/ ch - /ch/, /sh/ c - /k/ and /s/ g - /g/ and /j/</td>
</tr>
<tr>
<td></td>
<td>Learn alternate pronunciations of known graphemes for reading: ow - /ow/ and /oa/ ie - /igh/ and /ee/ ea - /ee/ and /e/</td>
</tr>
<tr>
<td></td>
<td>Learn alternate pronunciations of known graphemes for reading: er - schwa and /ur/ ou - /ow/ and /oo/</td>
</tr>
<tr>
<td></td>
<td>Learn alternate spellings of phonemes: silent letters</td>
</tr>
<tr>
<td></td>
<td>Spelling words where /f/, /l/, /s/, /z/ and /k/ are spelt ff, ll, ss, zz, ck</td>
</tr>
<tr>
<td></td>
<td>Understanding the division of words into syllables</td>
</tr>
<tr>
<td></td>
<td>Spelling focus in single syllable and polysyllabic words: ay ou ie ea</td>
</tr>
<tr>
<td></td>
<td>Spelling focus in single syllable and polysyllabic words: oy ir ue aw</td>
</tr>
<tr>
<td></td>
<td>Read and spell high frequency sight words: water, where, who, again, thought, work, mouse, many, any</td>
</tr>
<tr>
<td></td>
<td>Spelling plurals by adding -s where no change to the root is required</td>
</tr>
<tr>
<td></td>
<td>Spelling 3rd person singular of present tense verbs by adding -s where no change to the root is required</td>
</tr>
<tr>
<td></td>
<td>Spelling plurals by adding -es to words ending in -sh, -ch or -ss, -zz, -x</td>
</tr>
<tr>
<td>Grapheme focus: i n m d</td>
<td>Grapheme focus: g o c k</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and spell high frequency sight words: my, you, they, her, like, have, were, do</td>
<td>Grapheme focus: a i e e g h o a</td>
</tr>
<tr>
<td>Grapheme focus in single syllable and polysyllabic words: wh ph ew oe</td>
<td>Grapheme focus in single syllable and polysyllabic words: a u y</td>
</tr>
<tr>
<td>Adding -ed and -ing where no change to the root is required</td>
<td>Adding -er and -est to adjectives where no change to the root is required</td>
</tr>
<tr>
<td>Spelling 3rd person singular of the present tense by adding -es to verbs ending in -sh, -ch, -ss, -zz or -x</td>
<td>Using k for the /c/ sound</td>
</tr>
</tbody>
</table>
GUIDANCE FOR THE PROGRAMME FOR PHONICS INTO EARLY SPELLING
Guidance for the Programme for Phonics into Early Spelling

Step 1

*Children develop sufficient phonological and phonemic awareness to be able to develop phonic knowledge and skills.*

The aim of Step 1 is for children to develop sufficient phonological and phonemic awareness so that they are able to learn the phonic knowledge and skills required for reading and writing. It is important that phonemic awareness and phonological awareness continue to be developed alongside Steps 2-9.

The purpose of Step 1 is to develop children’s listening skills, to develop their auditory and visual memory and their ability to sequence. It is underpinned by the provision of high quality speaking and listening activities, a rich and varied learning environment and frequent opportunities to engage with a range of stimulating texts.

The ways that practitioners model speaking and listening skills and the manner in which they interact with children are vital to the success of Step 1. Teachers need to model good listening by demonstrating the importance of making eye contact with the person speaking and making appropriate contributions to the conversation (be this in the form of questions or comments). Adults need to model good speaking by speaking clearly in full sentences using standard English. Teachers also need to observe children’s spoken interactions to enable them to identify further learning.

In order to access Step 2 and beyond confidently and securely, children need to have been given frequent opportunities to explore and develop their phonological skills.

<table>
<thead>
<tr>
<th>A progression of phonological and phonemic skills</th>
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</tr>
</thead>
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<td>Auditory discrimination ↓</td>
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<td>Developing an enjoyment and pleasure of language.</td>
</tr>
<tr>
<td>Oral blending and segmenting ↓</td>
<td></td>
</tr>
</tbody>
</table>
Suggested activities to develop children’s auditory discrimination

**Sound Bingo**

Listen to sounds and cover the corresponding picture on a bingo board. Note that each bingo board must contain a different configuration of words. The winner is the first person to cover all pictures on their board.

**Sound walk**

Go on group walks in a variety of different settings and environments, talking about the sounds heard. Afterwards, children may wish to draw pictures of the sounds they hear on the walk, demonstrating their auditory memory.

**Grouping sounds**

Play a number of sounds and ask children to put them into the correct category. For example: animals, musical instruments, vehicles.

**Odd one out**

Ask children to identify the sound that is not part of a group of sounds. For example: dogs barking, pig grunting, cow mooing, musical instrument playing.

**Musical discrimination**

As part of a music session, ask children to discriminate between loud/quiet, high/low, fast/slow notes.

Suggested activities to develop children’s auditory memory

**List games**

Play games such as “I went to the shop and I bought…..” Each child repeats the items from the previous player and adds a new item to the list. This can be adapted to suit any curricular theme. For example, “I went to the zoo and I saw…..”

**Telephone messages**

Using toy telephones, ask children to pass messages to each other. For example, “Ask Sam to find a red pencil.”

**Copy me!**

Clap a simple pattern and ask the children to copy.
Suggested activities to develop children’s visual memory

Memory pairs

Using picture cards such as snap cards, place them face down on a table top in rows. Take it in turns to choose two cards. Turn them face up. If they match, take the pair. If they do not match, place them face down in the same place.

Kim’s game

You will need a plain tray, a variety of objects and a cloth to cover the items. Make sure the children know the names of the objects before starting the game. Place a few items on the tray and cover them up. Remove the cover and let the children take a look at the tray for a few seconds (5-10 seconds). Try to discourage the children from saying the names of the objects out loud, as this can trigger an auditory memory response instead of visual memory. Cover the tray again and ask the children to name the objects that were on the tray. This activity can be made more or less challenging by altering the number of objects on the tray and the amount of time that children are given to look at them.

What’s different?

Place three objects on the table. The children close their eyes while you replace one object. Ask your child to say which one is different.

Suggested activities to develop children’s sequential memory

Pattern making

Create a pattern using various media, including beads, pegs, blocks, letters or numbers. Ask children to predict what comes next or to create a pattern of their own.

List games (see ‘suggested activities to develop children’s auditory memory’)

Copy me! (see ‘suggested activities to develop children’s auditory memory’)

Keeping a steady beat

A steady beat is an unchanging continuous pulse. The ability to keep a steady beat underpins our ability to hear patterns of sounds in language. English is a collection of sounds from many other languages and the irregularity of the relationship between phonemes and graphemes makes it a challenging language to read and write. Supporting children to keep a steady beat will have a positive impact on the development of their reading and writing skills.

Marching, clapping and tapping to songs and rhymes such as “The Grand Old Duke of York” will support children to keep a steady beat. Sharing stories that allow children to hear the patterns in our language is also an enjoyable way of developing this skill.
Oral blending and segmenting

Oral blending and segmenting are useful skills for children to master. Oral blending involves the child listening to the separate sounds in a word and merging them together to form the whole word. Oral segmenting involves the child listening to a whole word and saying each sound in the word separately. If children are able to orally blend and segment competently, they will find it easier to make the transition to blending for reading and segmenting for spelling. There are many classroom activities and routines that lend themselves easily to oral blending and segmenting practice. These include: the register; giving instructions; children saying what activity they would like to choose and circle games.

It is important, when developing children’s oral blending and segmenting skills, to include opportunities for children to practise these skills with a range of words, including polysyllabic vocabulary and those containing adjacent consonants. Practising such words through oral blending and segmenting will support children in their reading and spelling of these words as they progress through the steps.

Letter names

Children need to be taught the names of the letters of the alphabet to support their understanding of the difference between graphemes (letters) and phonemes (sounds). It is important that we refer to letters by the letter name and not by the sound they make.

‘There is an s and an h in /sh/ not /s/ and /h/.’

This will support children’s understanding of phonics as they move though the steps in the programme and encounter digraphs and trigraphs (groups of letters that represent one sound).

Books and texts to promote phonological awareness

The following books are a few examples of quality texts that can be read aloud and shared with children to develop their understanding of rhythm and rhyme or alliteration or that can be read in such a way as to emphasise a steady beat:

- Hairy Maclary from Donaldson’s Dairy - Lynley Dodd
- The Smartest Giant in Town - Julia Donaldson
- Action Rhymes - John Foster
- Mother Goose’s Nursery Rhymes - Axel Scheffler
- Don’t Put Your Finger in the Jelly, Nelly – Nick Sharratt
- Pass the Jam, Jim - Kaye Umansky and Margaret Chamberlain
- Animalia – Graeme Base
- We’re Going on a Bear Hunt – Michael Rosen
- Polar Bear, Polar Bear What Do You Hear? – Bill Martin Jr. and Eric Carle
Step 2

Children learn single – letter grapheme/phoneme correspondences (GPCs) and apply their knowledge to blend and segment consonant – vowel – consonant (CVC) words; read and spell some high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

Step 2 introduces children to a small number of grapheme/phoneme correspondences (GPCs). This will enable them to learn how to blend and segment a small number of consonant vowel consonant words (CVC words). It is important that we encourage children to “sound talk” (orally blend or segment) words before reading or spelling them. This will consolidate their understanding of blending and segmenting and how these skills underpin word reading and spelling.

At the beginning of Step 2, children may be spelling words using magnetic letters or mark making media such as water and paint brushes. However, phonics sessions provide an ideal opportunity to model, explore and practise letter formation. A revision section has been built into Step 2 for children to consolidate the GPCs taught so far and develop their blending and segmenting skills. This section is also an opportunity to practise and secure letter formation. When modelling and teaching handwriting, consider the following points:

- Whilst teaching Step 2 and Step 3 phonics, letter formation is taught as each new sound is introduced. This is done during the phonics session using strategies such as air writing, floor writing and palm writing.
- When modelling handwriting, teachers should always model writing using two lines: the line the writing is on and the line above. This supports vertical orientation. A symbol (for example, a sun) in the top right hand corner of the page supports horizontal orientation.
- If possible, children should use ‘lined’ individual whiteboards so that they can ensure their presentation is of a high standard.
- Children in EYFS should write in A4 wide-lined books (15mm). As they secure letter formation they should move to A4 narrow-lined books (8mm) so that all children are writing on 8mm lined paper at some point during Year 1.

For more information on the effective teaching of handwriting skills, please refer to North Somerset Learning Exchange Handwriting Programme.

In Step 2, children are also introduced to a small number of words that they will not be able to use phonics to decode. These words, such as I and said, need to be learned using graphic (or visual memory) strategies and are referred to as sight words. See Step 3 guidance for activities to support children to spell sight words.
Step 3

*Children secure single-letter GPCs and learn digraphs; apply their growing knowledge to blend and segment CVC words; read and spell further high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.*

At the beginning of Step 3, children will know 31 graphemes for reading and spelling and will be able to blend and segment CVC words containing those graphemes.

The purpose of Step 3 is to teach 18 new graphemes, comprising two or more letters (digraphs such as *ai*). This will enable children to write most words in a phonetically plausible way.

Children will continue to blend and segment CVC words in this step and have opportunities to practise and apply these skills daily. Children will also consolidate their learning of letter names and learn to read and spell some more sight words. As the graphemes in this step contain two or more letters, it is important that teachers model the spelling of words by referring to graphemes correctly so that children understand the difference between sound talking and spelling. (Sound talking is identifying the sounds in a word. Spelling identifies the letters needed to write the word.)

The sounds traditionally taught for the graphemes *x* and *qu* (/ks/ and /kw/) are actually both two phonemes, but the children do not need to be taught this yet. At this stage, it does not affect how the letters are used.

Children continue to add to their bank of high frequency sight words.

**Activities to support children to read sight words**

**Memory pairs**

Using duplicate cards containing the focus high frequency sight words, place them face down on a table top in rows. Take it in turns to choose two cards. Turn them face up, encouraging the children to say the word on each card. If they match, take the pair. If they do not match, place them face down in the same place.

**Word bingo**

Make a set of bingo boards containing a number of high frequency sight words. Note that each bingo board must contain a different configuration of words. Give the children an opportunity to read the words on their bingo board. Call out a word. When a child hears one of their words, they cover it on their bingo board. The winner is the first person to cover their bingo board.
Sight word tower

Give each child four unifix cubes and a set of four cards containing high frequency sight words. Give the children an opportunity to read the sight words. Call out a word. When a child hears one of their words, they take a unifix cube and start building a tower. The winner is the first person to use all of their cubes.

Sight word displays

Display high frequency sight words throughout indoor and outdoor teaching spaces using a variety of fonts and craft card and paper. The words can be displayed on table tops, floors, walls, fences or washing lines and can be used for quick “find me” activities as well as for reference by the children.

See Step 4 guidance for activities to support children to spell sight words.

Step 4

*Children apply their phonics knowledge and develop their phonics skills to blend and segment words with adjacent consonants; secure their ability to read and spell known high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing; begin to develop a simple understanding of morphology to aid spelling.*

At the beginning of Step 4, children will know 49 graphemes for reading and spelling and will be able to blend and segment CVC words containing those graphemes. The purpose of this step is to consolidate children’s knowledge of graphemes and secure the skills of blending and segmenting by reading and spelling CVC words, words containing adjacent consonants and polysyllabic words. Children will also begin to develop morphological understanding in line with the requirements of the Year 1 programme of study in the National Curriculum 2014 (English Appendix 1: Spelling).

- investigate when the sounds /f/, /l/, /s/, /z/, and /k/ are spelt ff, ll, ss, zz and ck;
- explore the division of words into syllables.

Word banks, teacher knowledge and notes to support the teaching sequence for these objectives are available on CD-ROM.
Activities to support children to spell sight words

What is the difficult bit?

Talk about the difficult bit of the word where the letters do not correspond to the sounds the children know.

‘In the I can hear the /th/ sound but the letter e is making a funny /uh/ sound.’

Sparkler writing

Ask the children to close their eyes and imagine that they are writing a word with a sparkler as you spell the word out loud. Encourage children to write the letters in the air as they go.

Speed write

Give children 30 seconds to write a word as many times as they can. Each word must be written neatly and correctly.

Build it up

Write a word letter by letter:

- t
- t h
- t h e

Step 5
Children learn new graphemes for reading single and polysyllabic words; read and spell more high frequency sight words; apply their word reading knowledge and skills when reading, and transcriptional skills when writing.

The purpose of Step 5 is for children to expand their knowledge of the range of graphemes that can represent the phonemes they know in order for them to become confident and independent readers. Children will learn to read and spell new high frequency sight words.

Step 6
Children learn alternative pronunciations of known graphemes for reading; apply their word reading knowledge and skills when reading.

The purpose of Step 6 is for children to learn alternative pronunciations of known graphemes in order for them to become confident and independent readers. Children will learn to read and spell new high frequency sight words.
Step 7
*Children read and spell more high frequency sight words; further develop their understanding of morphology to aid spelling.*

In Step 7, children will have the opportunity to develop their morphological understanding in line with the requirements of the Year 1 programme of study in the National Curriculum 2014 (English Appendix 1: Spelling).

- Develop morphological understanding:
  - spelling plurals by adding -s where no change is required
  - spelling 3rd person singular of present tense verbs by adding -s where no change to the root is required
  - adding -ed and -ing where no change to the root is required
  - adding -er and -est to adjectives where no change to the root is required
  - adding -er to verbs to form nouns where no change to the root is required

Step 8
*Children learn alternative spellings of phonemes; apply their transcriptional skills when writing.*

Children will have the opportunity to explore spelling choices.

**Teaching alternative spellings**

Many phonemes have more than one representation. However, the spelling choices can be reduced by considering frequency and position:

**Frequency**

Some representations are more common than others. The following tables illustrate the frequency distributions for the long vowel phonemes /ai/, /ee/, /igh/, /oa/, /oo/.

When teaching long vowels, these tables can be used to select the most appropriate rhyming string as a starting point for teaching a grapheme. For example, *ai* can be taught by generating a rhyming string with *fail*. It would not be advisable to try and teach *ai* by generating a rhyming string with *wait.*
**Graphemes representing /ai/**

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### Graphemes representing /ee/

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Graphemes representing /igh/  

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Graphemes representing /oo/

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Position

Some vowel digraphs are always followed by a consonant while others occur at the end of a word. For digraphs that occur in either position, there are generalisations that can be made to support spelling choices.

The grapheme igh can come in the middle of a word and at the end of a word. However, when it is used in the middle of a word it is only ever followed by a t or and s.

Such generalisations can be made through an investigative approach. The frequency tables above can be used to support teacher knowledge.
The following rules and guidelines are included in the National Curriculum 2014 (English Appendix 1: Spelling):

- The digraphs *ai* and *oi* are virtually never used at the end of English words;
- The digraphs *ay* and *oy* are used for those sounds at the end of words and at the end of syllables;
- Very few words end with the letters *oo*, although the few that do are often words that primary children in Year 1 will encounter (for example: *zoo*);
- The digraph *oa* is very rare at the end of an English word;
- The only common English word ending in *ou* is *you*;
- Both the */yoo/* and */oo/* sounds can be spelt as *u_e*, *ue* and *ew*. If words end in the */oo/* sound, *ue* and *ew* are more common spellings than *oo*.

**Approaches for investigating alternative spellings**

**Phoneme Spotter Stories**

The children identify any words in the story that have the focus phoneme. The words are then sorted according to the grapheme that represents the focus phoneme. The children feed back about what they have noticed about the spellings for the focus phoneme. Phoneme spotter stories can be found in *Letters and Sounds, DfES*.

**Rhyming Word Generation**

The children suggest words that rhyme with a word that contains the focus phoneme. They then sort these words according to their spelling. The children feed back what they have noticed about the spelling for the focus phoneme.

**Best Bet**

Show the children a range of alternative spellings for a word. Ask them which is the ‘best bet’ and to explain their thinking.

Which is the correct spelling?

- dai, day or dey

I think it is **day**. It can’t be **dai** because *ai* does not come at the end of a word. It could be **dey** but I don’t think that is very common so I am choosing **day**.
Step 9

*Children develop understanding of morphology to aid spelling; apply their transcriptional skills when writing.*

In Step 9, children will have the opportunity to develop their morphological understanding in line with the requirements of the Year 1 programme of study in the National Curriculum 2014 (English Appendix 1: Spelling).

- Develop morphological understanding:
  - spelling plurals by adding -es to words ending in -sh, -ch or -ss, -zz, -x
  - spelling words beginning with the prefix un-
  - using k for the /c/ sound
  - spelling /v/ at the end of words
  - recognising and generating compound words

Teaching spelling should not only address the morphological principle but should be an opportunity for children to apply their phonic knowledge and skills to the spelling of root words.

**Three steps for spelling:**

**Step 1: phonic**

Focus on the root word - can it be segmented?

**Step 2: graphic**

Focus on the root word - if the root word is not phonemic, teach the spelling using graphic strategies.

**Step 3: morphemic**

Teach children the morphological principle.
PLANNING FOR SYSTEMATIC PHONICS PROVISION
PLANNING FOR SYSTEMATIC PHONICS Provision

Planning for systematic phonics and early spelling provision

The Learning Exchange Programme for Phonics into Early Spelling contains teacher guidance for each phonics step and blank proformas for planning phonics and spelling sessions.

Teacher guidance for Step 2 – 6 and Step 8

Word Banks

From Step 5 onwards, word banks have been divided into a core list and an extension list. The core list has been designed to be used with younger children for whom the step is new knowledge. The extension list has been written to include all common words to add challenge for older children who are revisiting the steps. From the lists, teachers can select words that provide appropriate challenge for the children they teach based on their phonological construction and meaning. In order to embed phonic knowledge, children must have an opportunity to revisit prior learning before being taught something new. The word banks are, therefore, designed to be accessible regardless of whether it is being taught for the first time or revisited. In addition, word banks also include a sight word section, containing the sight words to be introduced if applicable.

Step 5 — Children learn new graphemes for reading single and polysyllabic words; read and spell more high frequency sight words; apply their word reading knowledge and skills when reading and transcriptional skills when writing.

Core word banks:

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Choo</th>
<th>Poo</th>
<th>Too</th>
<th>Fo</th>
<th>Go</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 5</td>
<td>Choo</td>
<td>Poo</td>
<td>Too</td>
<td>Fo</td>
<td>Go</td>
<td>To</td>
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</tbody>
</table>

Extension word banks:

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Choo</th>
<th>Poo</th>
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<td>Fo</td>
<td>Go</td>
<td>To</td>
</tr>
</tbody>
</table>

Words in green – 300 most frequently occurring words
Words in blue – Year 3 and 4 statutory word list (National curriculum, 2014)
Words in red – Year 5 and 6 statutory word list (National curriculum 2014)
Teacher knowledge

For each phonics step, the programme provides teacher knowledge, where appropriate, that will underpin the teaching of that step.

Teacher knowledge:

- Although most sounds are subject consonants, it is a high frequency word that enables children to need and spell many, options and sentence... this, therefore, included in Step 3.
- Once all five phonics taught in Step 1, phonics knowledge and skills, they will be assessed and recorded.
- Phonics are used (for example, ‘it’s’. ‘It’s’ is a research finding and no other phonics concept was used at the beginning of frames and then an appropriate promotion in a precise chart with upper and lower case letters used).
- Children need frequent opportunities to test their phonics knowledge for word reading and spelling. The learning environment should contain accessible resources, such as display at the children’s eye level, flashcards, magnetic letters and sounds that support the independent exploration of sounds and sounds.
- Teachers should review opportunities to model to their environment segments with known SPHS throughout the school day.
- Words in the word list can be combined in mere, combinations and sentences. The words used should be repeatable or using integrated activities, providing them with an opportunity to review inappropriate learning in a whole of time and space. Words that are to benefit the current phonics knowledge will be repeated for the indicated in the section.

Notes to support the teaching sequence

For each phonics step, the programme provides guidance on the teaching sequence: revisit, teach, practise, apply. It gives detailed information about the specific aspects that must be covered in each section.
Teacher guidance for Step 7 and Step 9

The focus of these two steps is on developing children’s understanding of morphological principles. The word bank, teacher knowledge and notes to support the teaching sequence have a different format from the other steps.

Teacher knowledge

For each morphological principle, the programme provides information for the teacher. To teach spelling effectively, the teacher needs to have a deep understanding of the principle. The ‘teacher knowledge’ guidance provides clear and detailed background information about the morphological principle.

It provides an in-depth explanation of the morphological principle and its application. When necessary, etymological information is provided to explain some of the words that we might commonly have called ‘exceptions’. Sometimes, there is a story to tell – why do we use double consonants; why does island have an ‘s’; why do we use a possessive apostrophe? Some of these stories are told within the guidance to help us understand why our spelling system is as it is!

It is not intended, nor is it necessary, for the teacher to share all of this guidance with children but it may, on occasion, be appropriate.

Notes to support the teaching sequence

For each morphological principle, the spelling programme provides guidance on teaching. The guidance broadly follows the revisit, teach, practise, apply teaching sequence. However, the sequence is developed over several sessions rather than within one session.

When our focus is morphology, it is easy to forget that securing the spelling of root words is as important. Therefore, the guidance encourages teachers to ensure that ‘revisit’ includes securing the spelling of root words using phonemic or graphic strategies. Words that are not phonemic are specifically listed with suggestions of appropriate graphic strategies. The other element to ‘revisit’ is to consider prior learning that is associated with the morphological principle. Therefore, the guidance should be used in conjunction with the morphological spelling progression to establish that which has already been taught, forming the basis for new learning.
Guidance is provided on how to teach and practise new learning, often through investigation. Finally, the notes refer to the importance of applying new learning through guided reading and writing (including dictation).

Planning proformas

Blank planning proformas are available for daily planning. Exemplar planning is included in the guidance for each step, where appropriate.

Phonics planning proforma for Step 2 – 6
Spelling proforma for Step 7 - 9

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Assessment Notes</th>
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<td>9.</td>
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(Use/copy sections as appropriate)
SOUND MATS AND SIGHT WORD MATS
Sound mats and sight word mats

The sound mat and sight word mat can be used during phonic Steps 2-4. They can be used in a number of ways:

- during guided reading and writing sessions to practise GPCs;
- as support during independent writing sessions;
- for practise of sounds and sight words at home;
- for quick fire activities, such as: “point to the letter that says the sound /b/”, “use your finger to spell the word tree” or “how many sight words can you read in one minute?”.

Their use must be modelled.
GRAPHEME CHARTS
Grapheme charts are designed to support children when they are spelling independently. Their use must be modelled.

The programme includes two differentiated charts:
- common alternative graphemes introduced in the Year 1 programme of study;
- all alternative graphemes (for children working beyond the Year 1 programme of study).

The chart is divided into consonant graphemes and vowel graphemes and these groups are then sub-divided. The graphemes for each sound are represented as follows:
FEEDBACK AND MARKING
Feedback and marking

There is an expectation that young children should be given frequent opportunities to practise and apply their learning from their phonics sessions in their reading and marking or writing activities. In the early stages, most feedback will be verbal. We need to ensure that our feedback is kind, specific and helpful:

“I liked the way that you recognised the sight words we have been learning.”

“Next time, remember to use your phonics to help you sound out new words.”

If a child makes an error when reading, it is useful to repeat their error to support them to self-correct:

Text: The boy went to the park.

“You said The boy want to the park. Does that sound right? Point to the word you would like to change.”

As children progress through the steps and develop their transcriptional skills, it is important to set out expectations for spelling from the outset. North Somerset Learning Exchange has developed generic ‘Every Time We Write’ success criteria which includes a criterion for spelling:

‘Words I can spell I have spelled correctly’

Marking of spelling should be aligned to the phonic steps and/or morphological progression. If a child is secure in a phonic step or morphological principle, then, every time they write, words that fall within that step or use the morphological principle should be spelled correctly. Some teachers have referred to these words as the ‘non-negotiable’ spellings.

When giving feedback to children, the teacher might choose to use:

- a reminder prompt
- a scaffolded prompt
- an example prompt
The expectation for spelling ‘non-negotiable’ words is that a reminder prompt should be used because children are able to spell these words for themselves or should know where to find support in the classroom to help them. Reminder prompts may include: underlining the inaccurate spelling; using a code (for example ‘sp’) in the margin to indicate that that line contains an inaccurate spelling or indicating the number of spelling mistakes in the text (the child has to proof read to identify the mistakes). In general, these spellings should not be written out for the child as it is important that they develop independence as a speller. It is essential that a child has opportunity to respond to the marking. The teacher should always check to make sure that any corrections are accurately spelled.

In principle, incorrectly spelled ‘non-negotiable’ words should be identified whenever a child has written in English lessons or across the curriculum. This fosters high expectations and ensures children do not form bad habits. Having said this, the approach needs to be introduced sensitively as some children may have a considerable number of errors in their work.

If an incorrectly spelled word falls within the phonic phase in which a child is working or uses a relatively new morphological principle, then the teacher may choose to use a scaffolded prompt or example prompt. This could be written feedback, for example:

‘Circle your ‘best bet’ and tell me why?: raice, race, rayc’

Alternatively, feedback may take the form of the teacher working with a small group of children to consolidate their understanding of the split digraph and c representing a /s/. 

This child is working within Year 1 programme of study:

Thaï said shël we have a ræis yës sëid hàre sô thëy lined up at thë sårtìng lìne. Rédy stëdy Go! Ànd hàre wënt off lìke thë sôt. Törtoïsë wàs plødïng álong thë tråk.

(Extract from a retelling of Hare and Tortoise by a child in Year 1)

Using learning prompts in the classroom, if necessary, the child corrects the underlined words:

They
Went
track

The teacher initials in recognition that the spellings are now correct.
SUPPORTING THE DEVELOPMENT OF PHONICS SKILLS AT HOME
Supporting the development of phonics skills at home

Practising grapheme/phoneme correspondences

Children need frequent, daily practice of their GPCs in Reception and Year 1 to support instant recognition. Parents should be encouraged to support their children at home to practise GPCs for reading and spelling as this is an ideal opportunity for children to have 1:1 practice. This can be done using the “Say Your Sounds” sound mat or by using flashcards that the child takes home as they learn a new sound.

Developing phonological and phonemic awareness

It is important throughout Reception and Year 1 that parents are encouraged to support their child’s phonological and phonemic awareness. This is particular important whilst children are working in Step 1.

On the accompanying CD-ROM, the leaflet Phonics: supporting you child at home can be shared with parents and provides activities for parents and children to do together.
SUPPORTING THE DEVELOPMENT OF PHONICS SKILLS AT HOME

Listening to a child read

Throughout Reception and Year 1, parents should be encouraged to share books with their child. This will encourage a love of reading and support the development of phonological and phonemic awareness.

Once a child has sufficient phonic knowledge and skill to read books that are consistent with their developing phonic knowledge, parents should be encouraged to listen to their child read these books.

Parents should be encouraged to use similar word-reading prompts to those used in school.

Reading prompts to support a phonics first approach:

You try…
Blend it…or sight word (*)
Digraph/Split digraph
Chunk it…
You said...Does it make sense?

(* please note on helping hand sight word has been described as tricky word)

Reading and spelling sight words

Further guidance on how parents can support their child to read and spell sight words can be found on the CD-ROM in the leaflet ‘Helping your child to read and spell sight words’.
INTERVENTION APPROACHES FOR CHILDREN REQUIRING ADDITIONAL SUPPORT
Children who require additional phonics support

There are many different ways of providing phonics intervention, including small group support but also strategies such as targeted questioning during discrete phonics teaching. However, for intervention to be effective, its purpose must be about catch up and reinforcement, aiming for automaticity. Therefore, children’s gaps in learning need to be clearly identified. The following questions will help teachers identify those gaps:

**Phonics Assessment Questions**

- Can he/she orally blend?
- Can he/she orally segment?
- Grapheme/phoneme correspondences for reading from Year 1 programme of study that are not secure?
- Grapheme/phoneme correspondence for spelling from Year 1 programme of study that are not secure?
- Can he/she blend with known GPCs?
- Can he/she segment with known GPCs?

Although these children may still require phonics support, they can still access age appropriate teaching about the morphological principles of spelling and, therefore, phonetic intervention should not be instead of spelling teaching but alongside.
Intervention approaches for children requiring additional support

Intervention strategies

The intervention strategies below have been outlined by Ofsted as possible ways to support children who are not working at the expected level:

- additional tutoring in small groups: before the lesson to prepare children or after the main lesson to help them catch up;
- one-to-one work with a trained teaching assistant;
- a group of children who are at the same level in reading being taught together so that the teaching can focus closely on their needs;
- a mixed-ability class being divided for phonic work to enable the younger or less able children to make good progress;
- support for a child or a small group of children within a lesson.

Phonics provision beyond Year 1

Children who are not secure at Step 9 and the Year 1 programme of study at the end of Year 1, will require daily phonics support in Year 2 to ensure that they make accelerated progress. The Learning Exchange Year 2 – 6 Spelling Programme outlines appropriate support for children beyond Year 1.
TRACKING AND ASSESSING PUPILS’ PROGRESSION
Tracking and assessing pupils’ progress in phonics and early spelling

It is important to monitor children’s progress in phonics and spelling. Children’s progress will be monitored through on-going formative assessment during discrete phonics teaching and guided reading and writing sessions. Additionally, teachers will be able to gather evidence of children’s ability to apply their phonic and spelling skills independently through 1:1 reading sessions and the provision of writing opportunities across the curriculum or areas of learning.

Periodically, a record of formative assessment can be kept using the Learning Exchange Programme for Phonics into Early Spelling tracking tool. Teachers can make a judgement up to six times per year about the phonic step in which a child is secure. This data, together with the book band/phonic phase the child is reading, is inputted to the tracker. The tracker will support teachers to identify:

- children for whom there is a mis-match between the phonic step in which they are secure and the book band/phonic phase in which they are currently reading;
- children who are not on track to secure Step 3 by the end of Year R;
- children who are not on track to meet the Reading – word reading strand of the Year 1 programme of study by the end of Year 1;
- children who are working beyond that which is expected;
- trends in achievement for vulnerable groups in phonics and early spelling.

The information provided by the tracker is essential in ensuring that all children receive appropriate provision to ensure that they meet or exceed expectations.

More detailed information about using the tracker can be found in the guidance section within the tracker.

In addition, the Learning Exchange Programme for Phonics into Early Spelling includes a spelling assessment for the end of Year 1. The intention is that this is used as a diagnostic assessment: to identify gaps in children’s learning. The spelling assessment contains words which help explore children’s understanding of the morphological principles that they have been taught thus far. When marking these tests, teachers should indicate if errors relate to the spelling of the root words or the application of the morphological principle. Analysis of the test will allow the Year 2 teacher to adjust their planning to ensure that gaps in children’s learning are addressed.
MONITORING AND EVALUATING
Monitoring and evaluating the quality of phonics and early spelling teaching

It is the responsibility of senior leadership and the English subject leader to monitor and evaluate the quality of phonics and early spelling teaching and the impact on children’s learning. They will need to consider:

- the breadth of phonics and early spelling curriculum;
- children’s progress toward the expectations of the word reading and transcription programme of study and the detail of the National Curriculum 2014 (English: Appendix 1);
- the quality of phonics and early spelling teaching.

Monitoring the breadth of spelling curriculum

Phonics and early spelling monitoring proforma

As teachers plan, they should highlight the programme overview once an aspect has been taught. Leadership can then use this information to ensure that curriculum coverage is appropriate.

Phonics and Early Spelling Observation Proforma

Monitoring the quality of phonics and early spelling teaching

The Learning Exchange Programme for Phonics and Early Spelling observation proforma can be used to support professional discussion following a lesson observation.
REFERENCES AND ACKNOWLEDGEMENTS
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Available from http://dera.ioe.ac.uk/4902/


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Jolly Phonics
http://www.jollylearning.co.uk

Talking Matters
https://www.talkingmatters.com.au

More words
http://www.morewords.com
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Contents of the CD-ROM

- Terms and Conditions.
- GPC and Sight Words PowerPoints.
- Grapheme Charts.
- Monitoring and Evaluating:
  - Early Spelling Observation Proforma;
  - Phonics Observation Proforma;
  - Phonics Curriculum Monitoring Proforma.
- Planning Proformas:
  - Phonics and Sight Vocabulary Planning Proforma;
  - Spelling Planning Proforma.
- Sound and Sight Word Mats.
- Supporting Phonics and Early Spelling at Home:
  - Helping Your Child to Read and Spelling Sight Words;
  - Phonics – Supporting your Child at Home.
- Tracking and Assessing Pupil Progress:
  - Phonics Tracker;
  - Phonics Tracker – Step by Step Guide;
  - Spelling Assessment – Y1.
- Word Banks and Teaching Notes.
- 300 Most Frequent Words – Decodable and Sight.
- Phonics Booklet.
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