

Phonics In Action



Aims of Session

- Share how Phonics is taught in classes throughout SSMJ.
- To recap over the basics of structure, progression and useful phonic terms.
- To outline different phonics stages and how this may be taught at SSMJ.



What is Phonics?





Phonics is about.....

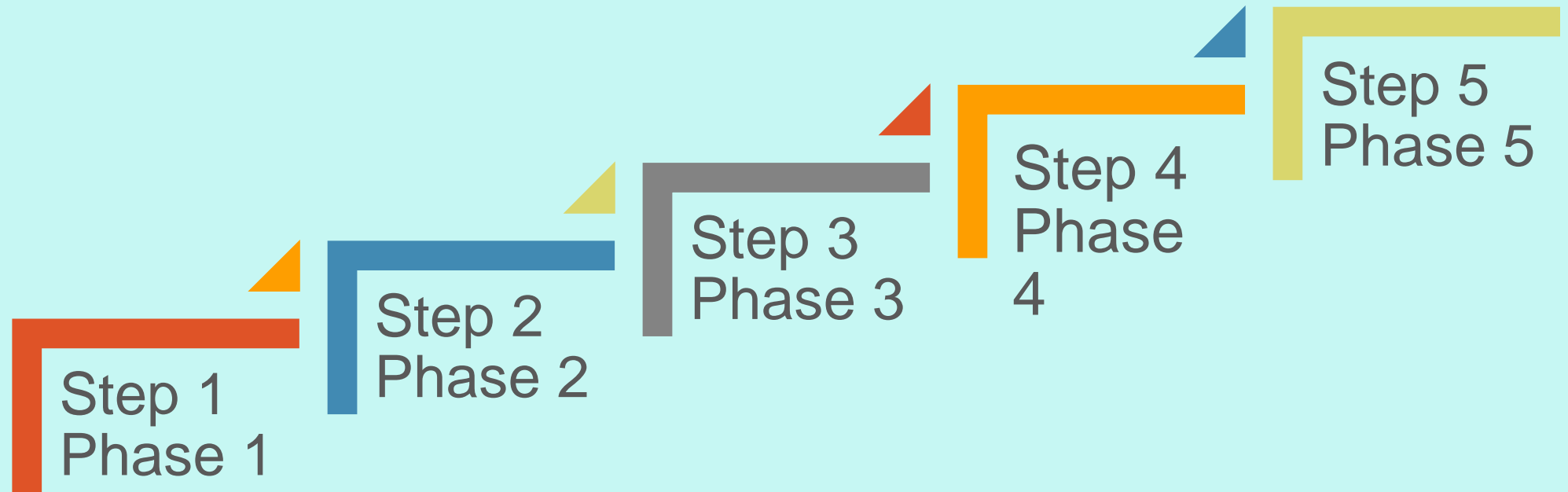


▪ **SKILLS** for reading and spelling + **KNOWLEDGE** of the alphabet

▪ Learning Phonics will help the child read and write. It is the pathway of those basic skills.



Progression in Phonics



Definitions to be used with the children

Phoneme – The smallest unit of sound.

Grapheme – What we write to represent the individual sounds/phonemes. For some phonemes this could be more than one letter.



t, ai, igh,

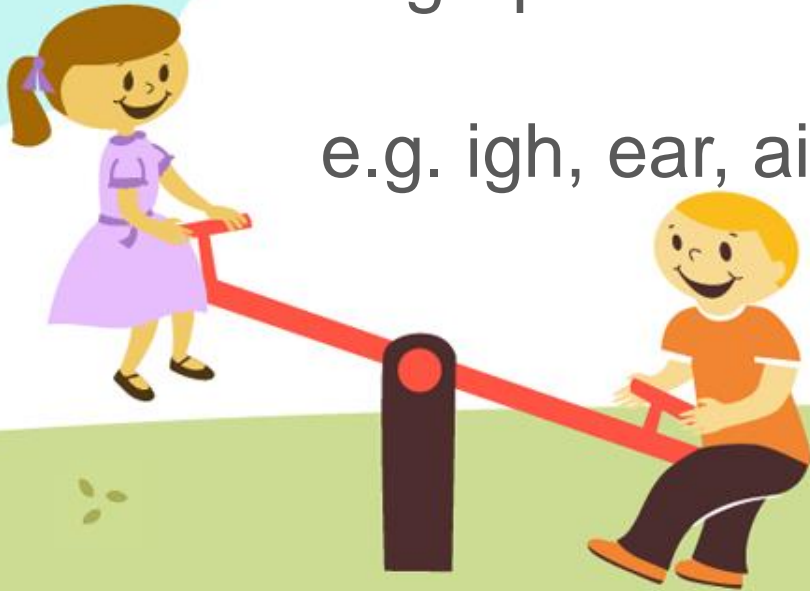
Definitions to be used with the children

Digraph – 2 letters that represent 1 phoneme

e.g. ai, ee, oy, ow

Trigraph – 3 letters that represent 1 phoneme

e.g. igh, ear, air



ch sh th wh ph
ck ay ai ey ue ee
oo ie qu ow er
ew oa oe ar ur

ear air ure
eau igh tch
ear air ure
eau igh tch

Definitions to be used with the children

Blending – The skill of putting the sounds together to read a whole word.

Segmenting – Breaking a word up into each of its sounds.

Decoding – Ability to apply knowledge of letter-sound relationships to correctly pronounce the words.

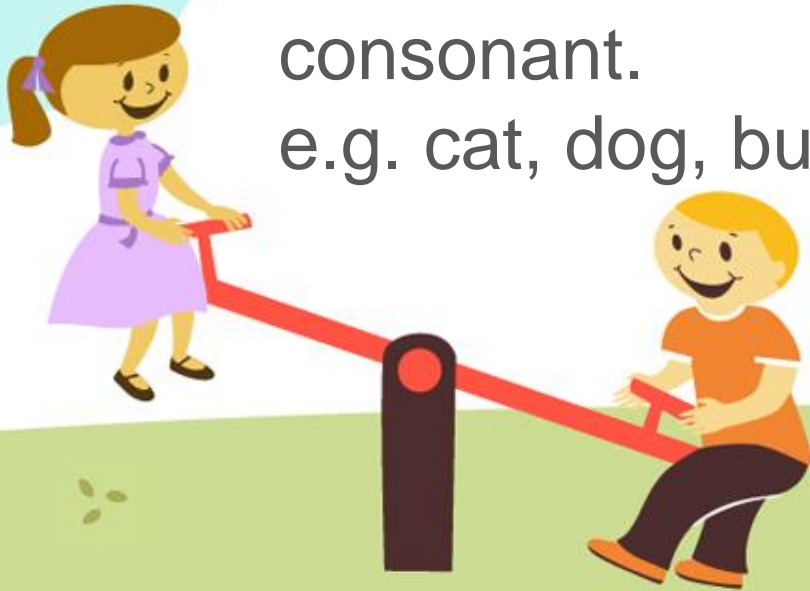


Definitions to be used with the children

Tricky Words – These are words that can't be easily decoded to read e.g. all, my, one, once, eyes.

Cvc – A word with 3 sounds consisting of a consonant, vowel, consonant.

e.g. cat, dog, bus, sheep, coin.



Definitions to be used with the children

One of the most important aspects of good phonics is the correct articulation of the phonemes.

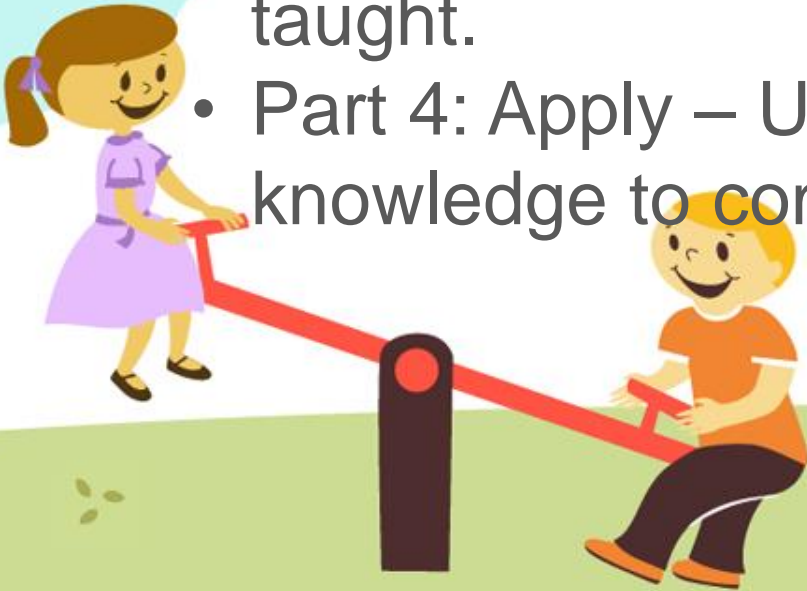
If a child can produce the correct sounds it will support their ability to read and write accurately.



Phonics at SSMJ

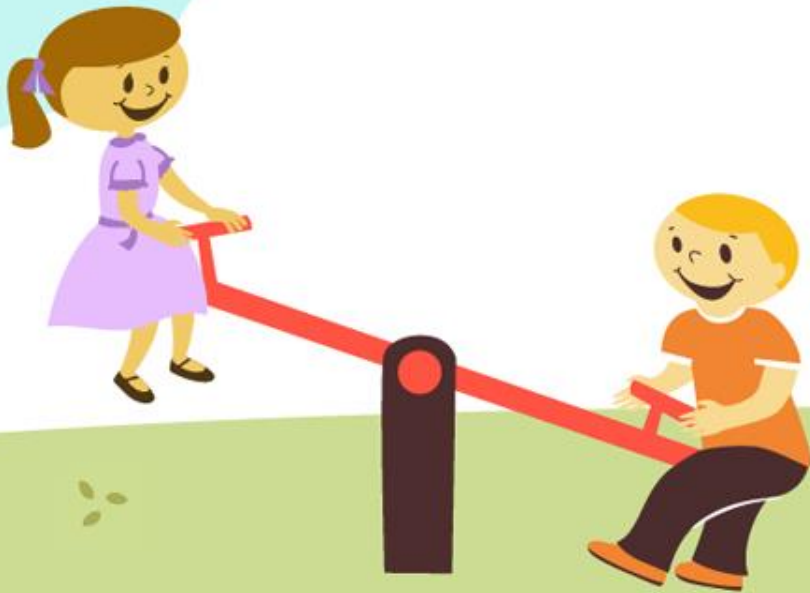
Phonics Session Taught Daily 20 mins:

- Part 1: Revisit/Review – Recap over aspects already covered.
- Part 2: Teach – A new sound is taught.
- Part 3: Practise – Games are played using the new sound taught.
- Part 4: Apply – Using the knowledge they have they use that knowledge to complete a task.



Writing Patter at SSMJ

Letter	Formation Phrase - Pre-cursive
a	Up, round the anchor and down the rope.
b	Up, down the bat round the ball.
c	Up, curl around the cat.
d	Up, back round the dog's body, up to his ears and down to his tail.
e	Up, across the shelf and over the elf.
f	Up, follow down the flamingo and fly.
g	Up, go round the gorilla and swing from the vine.
h	Up, down the hill and over the hedge.
i	Up, down the insect and don't forget his cap.
j	Up, jump off the jetty and don't forget your cap.
k	Up, down the koala's body, loop the arm and down the leg.
l	Up, down the long ladder.
m	Up, down the mound and over the moles.
n	Up, down the nose and over the nostril.
o	Up, back around the octopus.
p	Up, down the path, up the path and round the pond.
q	Up, quick! Back round the pond, down and splash.
r	Up, rain down to the ground and over the rainbow.
s	Up, slip down the slide.
t	Up, down the tree and across the branch.
u	Up, down under the sea, up for breath and down again.
v	Up, down the vase and up the vase.
w	Up, down the wave and up the wave. Down the wave and up the wave.
x	Up, cross the box and cross the box.
y	Up, down the yo-yo, up the yo-yo and swing.
z	Up, zip, zap, zoom.


























Phase 2

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Consolidate the I to no go into
Week 10	Teach l l s s	Consolidate the I to no go into
Week 11	Consolidate f f l l s s	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
		High Frequency Words as is us his has s pronounced /z/



Phase 2

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

My Phase 2 Sound Mat



Blending

Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word.

e.g.

s i t = sit
● ● ●

sheep = sheep
— — ●



Segmenting

Children need to be able to hear a whole word and say every sound they can hear.

e.g. **sit = s i t**



Phase 3

Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required



Phase 3

j 	v 	w 	x 	y 	z 	zz 	qu 		
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 		
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 		
air 	ure 	er 	<h2>My Phase 3 Sound Mat</h2>					 www.twinkl.co.uk Copyright © Twinkl Ltd	



Phase 4


Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's



Phase 4

My Phase 4 Initial Blends Sound Mat

<p>bl</p>  <p>black</p>	<p>br</p>  <p>brush</p>	<p>cl</p>  <p>clown</p>	<p>cr</p>  <p>crab</p>	<p>dr</p>  <p>drink</p>	<p>fl</p>  <p>flag</p>	<p>fr</p>  <p>frog</p>	<p>gl</p>  <p>glasses</p>
<p>gr</p>  <p>grandpa</p>	<p>sm</p>  <p>smell</p>	<p>sn</p>  <p>sniff</p>	<p>pl</p>  <p>plum</p>	<p>pr</p>  <p>printer</p>	<p>sc</p>  <p>scarf</p>	<p>scr</p>  <p>screen</p>	<p>shr</p>  <p>shrimp</p>
<p>sk</p>  <p>skunk</p>	<p>sl</p>  <p>sleep</p>	<p>sp</p>  <p>spoon</p>	<p>st</p>  <p>starfish</p>	<p>str</p>  <p>string</p>	<p>thr</p>  <p>throw</p>	<p>tr</p>  <p>tree</p>	<p>tw</p>  <p>twins</p>



Phase 5

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach Mr Mrs people
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach looked called asked
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach oh their could
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach water where who
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u- e /y(oo)/ (cube)	Teach high frequency words again thought through
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words work mouse many
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words laughed because different
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words any eyes friends
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words once please
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words I'm I'll let's
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words small great before



Phase 5

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words jumped stopped pulled
Week 13	Consolidate /ai/ ai (train) ay (day) a-e (made) a (acorn) Teach ey (grey) igh (neigh) ea (steak)	Teach high frequency words gone we're
Week 14	Consolidate /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ ow (cow) ou (about) Teach ough (plough) Consolidate /oi/ oi (coin) oy (boy)	
Week 17	Consolidate /ar/ ar (farm) Teach a (father) al (half) Consolidate /u/ u (cup) oo (good) Teach oul (could)	
Week 18	Consolidate /or/ or (fork) aw (claw) au (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) ough (caught) ough (thought)	
Week 19	Consolidate /ur/ ur (fur) ir (girl) er (germ) Teach or (work) ear (learn)	



Phase 5

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ air (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ g (magic) Teach ge (large) dge (fridge) Consolidate /s/ c (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ ch (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	



Tricky words



Children highlight the tricky part of the word.



Games

Phase 3 Week 2					
Teach: x y z zz Tricky words we be me High frequency words <u>Stretch and challenge</u>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	Phonic Aerobics s a t p i n m d g o c k	Grapheme Bingo c k e u r h b f f l l l	Countdown <i>(Phase 2) up mum but put dad can on off as</i>	Nice to Meet You s s j v w x y	Tricky Word Aerobics (Phase 2) l to the no go into (Phase 3) he she
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC x. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word box and model oral blending. Display the words six and wax with sound buttons, and model blending to read. Orally segment using phonic fingers the word fix . Model writing the word fix in a phoneme frame. Repeat with the word fox . Teach the Tricky word we .	Teach GPC y. Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word yum . Display the words yes and yell with sound buttons, and model blending to read. Orally segment using phonic fingers the word yes . Model writing the word yes in a phoneme frame. Repeat with the word yet . Teach the Tricky word be .	Review GPCs x and y. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word six and yes and model oral blending. Display the words fix and yap with sound buttons, and model blending to read. Orally segment using phonic fingers the word next . Model writing the word next in a phoneme frame. Repeat with the word yum . Review the Tricky words we be .	Teach GPC z. Follow 3 part example. Hear it, say it, see it say it, say it write it. Sound talk the word Zack and model oral blending. Display the words zip and zig-zag with sound buttons, and model blending to read. Orally segment using phonic fingers the word zip . Model writing the word zip in a phoneme frame. Repeat with the word Zack . Review the Tricky words we be me .	Review GPC z. Teach GPC zz. Follow 3 part example. Hear it, say it, see it say it, say it write it. Explain that zz is a digraph and usually comes at the end of a word. Sound talk the word jazz and model oral blending. Display the words zip and fizz with sound buttons, and model blending to read. Orally segment using phonic fingers the word buzz . Model writing the word buzz in a phoneme frame. Repeat with the word zap . Review the Tricky words we be me .
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Bingo Blend words box fox mix six wax Tricky word we	Cross the River Blend/segment words yes yell yum yet yap Tricky word be	Read Write Word Swap Blend/segment words fix box wax next yes yell yap Tricky words we be	Sound Talk Snap Blend words zip Zack zig-zag zap Tricky words we be me	Generation Game Blend/segment words zip zap Zack fizz buzz Tricky words we be me
Apply <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	Jet Set Read the sentence We can exit the box.	Silly Sentence Read the sentence Yes it will be yum.	Code Cracker Write the sentence Yes we can be in the box.	I Spy Read the sentence We will zip it up.	Finish it! Write the sentence Zack will... Words: fizz buzz zigzag



Reading & Guided Reading

Phase 3

		Reading Books Matched	Guided Reading Books
Week 1	Teach j, v, w	Jim and Jam (Dandelions bk 6b - j) Viv can Run (Dandelions bk 6a - v) Ken Gets Wet (Dandelions bk 6c - w) The Jam Man (Schofield and Sims - j) The Van (Phonics Bugs - j, v, w) Stan and Vick (Phonics Bugs - j, v, w) Go to Bed (Phonics Bugs - j, v, w) A Big Win (Phonics Bugs - j, v, w) Jack Gets a Pet (Phonics Bugs - j, v, w)	Let's Rock (Phonics Bug - j, v, w, x bag 4) A Bass on a Jet (Letters and Sounds - j, v, w, x bag 2) A Cat in a Jet (Letters and Sounds - j, v, w, x bag 3) Sid is Sick (Phonics Bug - j, v, w, x bag 6) Max's Box (Phonics Bug - j, v, w, x bag 5)
Week 2	Teach x, y, z, zz	Meg and the Bun (Dandelions set 2 unit 6 - z) A Top for Zig (Dandelions set 3 unit 6 - z) Zog (Dandelions unit 6d - z) Bob is not well (Dandelions set 1 unit 2 - x, y) I will sell (dandelions set 3 unit 7 - x, y) Jill, the doll (Dandelions set 2 unit 7 - x, y) The Mix up (Schofield and Sims - x) Zak and his set (Schofield and Sims - zz) The Jazzman and his dog (Schofield and Sims - zz) Zak and the Zebra (Letters and Sounds - z) The Hunt (Phonics Bugs - y, z, zz) The Fox and the Ducks (Phonics Bugs - y, z, zz)	I can Fix it! (Phonics Bug - x, y, z, bag 1) Buzz the Fox (Letters and Sounds y, z, zz, qu, bag 8) Zap! (Phonics Bug - y, z, zz, bag 7) A Picnic (Phonics Bug - y, z, zz, bag 9) Slip Slap Slap (Phonics Bug y, z, zz, bag 11) Sid and Zak (Phonics Bug - y, z, zz, bag 12)
Week 3	Teach qu, ch, sh	Rush, Rush, Rush! (Schofield and Sims - sh) The Big Quix (Schofield and Sims - qu) Quick Quiz (Phonics Bugs - qu) The Strong Wind (Dandelions - qu) Ting-a-ling (Dandelions - qu) Shap and Tash (Dandelions - sh) Fresh Fish (Dandelions - sh) The Shop (Dandelions - sh) The Fish Pond (Dandelions - sh)	Quick! Quick!, Quick! (Phonics Bug - qu, bag 10) Is it Quick? (Phonics Bugs - qu bag 13) The Rick King (Letters and Sounds - ch, sh, bag 14) A Fish on a Ship (Letters and Sounds - ch, sh, bag 15) Sand Champs (Phonics Bug - sh, ch, bag 17) Munching Lunch (Phonics Bugs - ch, sh, bag 18)

		The Champ (dandelions - ch) The Big Chip (dandelions - ch) Chips for Lunch (Dandelions - ch)	
Week 4	Teach th, th, ng	Ding Dong (Dandelions - ng) Spring (Dandelions - ng) The String (Dandelions - ng) The Ring (Dandelions - ng) Thud, Crash! (Dandelions - th) Thump (Dandelions - th) The Path up the Hill (Dandelions - th) Will this fit (Dandelions - th) That's it! (Dandelions - th) This and That! (Dandelions - th) The King and the Ring (Schofield and Sims - ng) At the Shop (Schofield and Sims - th) Chick gets lost (Phonics Bugs - ch, sh, th, ng) Mixing Muffins (Phonics Bugs - sh, ch, th, ng) The Thing (Phonics Bugs - sh, ch, th, ng) Sharon and Flash (Phonics Bugs - sh, th, ch, ng)	A Thin Mith (Letters and Sounds - th, bag 16) Sid and Nan invent (Phonics Bugs - th, bag 19) No Lunch (Phonics Bugs - ng bag 20)
Week 5	Consolidate qu, ch, sh, th, th, ng	The Big Baddish (Big Cat Collins) Jazz and Jet (Big Cat Collins) In the Fish Tank (Big Cat Collins) Up in a Rocket (Big Cat Collins) Zip and Zigzag (Big Cat Collins) Cubs (Big Cat Collins) This is my kit (Big Cat Collins) Bob and the Pink Wig (Big Cat Collins) Fantastic Yak (Big Cat Collins) Jig and Jog (Big Cat Collins) In the Big Box (Big Cat Collins) Big Mud Run (Big Cat Collins)	Any of the ones above to target needs.
Week 6	Teach qi, ee	The Mail (Dandelions - qi) The Tree (Dandelions - ee) The Web (Schofield and Sims - qi, ee) I can See (Schofield and Sims - qi, ee) Chip can sit (Schofield and Sims - qi)	A Sheep in a Jeep (Letters and Sounds - qi, ee, bag 23)
Week 7	Teach igh, ee Teach two-	The Night Flight (Dandelions - igh) Raj Gets a Soak (Dandelions - ee)	Zig and Zag (Letters and Sounds - igh, ee bag 24)



Reading & Guided Reading

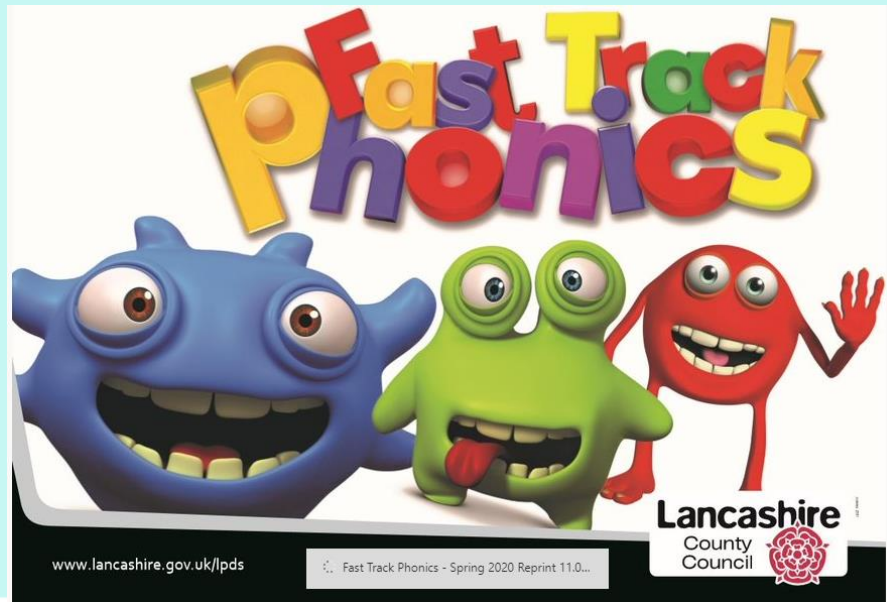
Phase 5

Further Graphemes for Reading and Writing			
		Reading Books Matched	Guided Reading Books
Week 1	oy (day) ou (about) ie (tie) ea (eat)	Viv Waits (Dandelions Iv 2 Bk 1) The Tree House (Dandelions Lx 2 bk 6) Sweet Dream (Dandelions Iv 2 book 2)	What Foods do you like? (Letters and Sounds bk 2) ea & ie bag 5 Playing Sport (Letters and Sounds bk 1) oy bag 6 Last at Sea (Letters and Sounds bk 1) ea , ie , ou , oy bag 7
Week 2	oy (enjoy) ir (girl) ue (blue) ue/y (oo) (cue) ow (claw)	Roy, the Cowboy (Dandelions Ly 2 bk 11) Mag Gets Dirty (Dandelions Iv 2 bk 4) The Blue Scooter (Dandelions bk 7 Iv 2) Dan Draws a Monster (Dandelions Iv 2 bk 10)	Shopping at the Mall (Letters and Sounds bk 3) oy bag 28
Week 3	wh (which) ph (dolphin) fl (flew) st/y (oo) (stew)	Whizz (Phonics Bug set 13) Steph the Elephant (Dandelions Iv 4 bk 9) The Blue Scooter (Dandelions bk 7 Iv 2)	Up in a Tree (Phonics Bugs set 13) wh & ph bag 1 Keeping a Pet (Phonics Bugs set 13) wh & ph bag 2 What is a wheel (Letters and Sounds bk 6) wh bag 3 Wild Elephants (Letters and Sounds bk 5) ph bag 4
Week 4	oe (toe) ou (Paul) o-e (made) e-e (swede)	Toad in a Hole (Dandelions Iv 3 bk 3) The Tent on the Lawn (Dandelions Iv 3 bk 10) Late (Dandelions Split digraph set bk 1) Pete (Dandelions Split Digraph set bk 2)	Elephant Race (Letters and Sounds bk 5) o-e , i-e bag 8 Fun Snake Facts (Letters and Sounds bk 7) o-e , e-e bag 12
Week 5	i-e (time) o-e (stone) u-e (flute) u-e/y/(oo) (cube)	A Nice Life (Dandelions Split Digraph Set bk 3) The Note (Dandelions Split Digraph set bk 4) Club Rules (Dandelions split digraph set bk 5) Extra - Show Time (Dandelions Split Digraph set - all bk 6)	Stones Explode (Letters and Sounds bk 9) o-e , u-e bag 13 What a Scene (Letter and Sounds bk 6) o-e , u-e bag 14 I is for Iceberg (Letters and Sounds bk 8) i-e bag 17
Alternative Pronunciations for Graphemes			

Week 6	i (find) o (bath) o (other) c (cell) g (ginger)	I Spy (Dandelions Iv 2 bk 8) Fred Gets in Trouble (Dandelions Iv 4 bk 2) Carrots & Celery (Dandelions Iv 4 bk 5) George (Dandelions Iv 4 bk 8)	Magic Mike (Letters and Sounds bk 8) g, o, i bag 41
Week 7	U (music) ow (snow) ie (chief) ea (bread)	Toad Moans and Groans (Dandelions Iv 2 bk 3) Grandy's Party (Letters and Sounds bk 2) Raj Bumps His Head (Dandelions Iv 2 bk 5) Ben's Quest (Letters and Sounds bk 1)	A Deer and a Sneer (Letters and Sounds bk 9) ow & ie bag 42
Week 8	ee (fern) ch (school) ch (chef) a (want) a (acorn)	Sunflowers (Phonics Bug set 20) Go Kart Go (Phonics Bugs set 23) Australia (Dandelions Iv 4 bk 3)	Hungry Birds (Phonics Bug set 23) k, ch, ch bag 32
Week 9	e (remind) y (try) y (baby) ou (group) ou (touch)	Brian Spies a Lion (Letters and Sounds bk 3)	Flying High (Phonics Bug set 16) igh, ie, i-e, y, I, eigh bag 19. The Missing Crystal (ORT Phase 5) igh, i-e, y, ie
Alternative Spellings for Phonemes			
Week 10	ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) ey (key)	(All 'ee') The Mean Robot (Dandelions Iv 3 bk 5) (All 'ee') Easy-Peasy (Phonics Bug set 15)	Sunny Days, Rainy Days (Phonics Bugs set 15) ee, e-e, ie, ey, y bag 15 Baby-Sitting Barney (Phonics Bugs set 15) ee, e-e, ie, ey, y bag 16
Week 11	ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) ey (key)	(All 'ee') The Heap of Sand (Dandelions Iv 3 bk 2) Grandy's Party (Letters and Sounds bk 2)	Sunny Days, Rainy Days (Phonics Bugs set 15) ee, e-e, ie, ey, y bag 15 Baby-Sitting Barney (Phonics Bugs set 15) ee, e-e, ie, ey, y bag 16 Please do not sneeze (ORT Phase 5) ee, y, ee, ie, ey, e, e-e
Week 12	oo (spoon) ou (flew) u-e (flute) y(oo) (cute) ue (blue)	(All 'oo') Follow the Clues (Phonics Bug set 18) (All 'oo') Barbeque Rescue (Letters and Sounds bk 8) (All 'oo') Fix it Sue (Letters and	Unlucky! (Phonics Bug set 18) On, ou, ue, u-e, u, oul bag 22 Mr Scroop's School (Phase 5 ORT) oo, ue, ou, u, ou

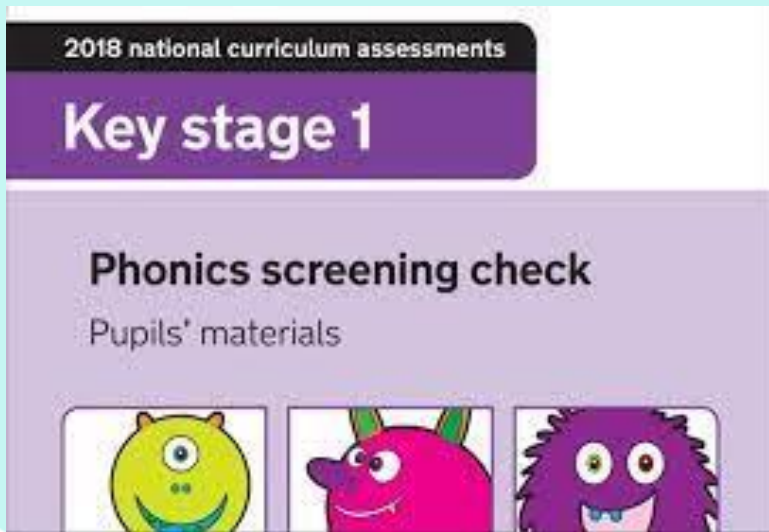






Support Programs



Phonics Screening

At the end of year 1 children are required to take part in Phonics screening. The usual pass mark is 32 out of 40 with no support or help given during the test.



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at	vap	
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sum	ect	



Resources

[Red Rose Phonics Scheme](#) – all resources and supporting materials are located on one drive.

Websites:

<https://www.ictgames.com/>

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

<https://www.phonicsbloom.com/>

<https://www.phonicsplay.co.uk/resources>

https://www.familylearning.org.uk/phonics_games.html

<https://www.education.com/games/word-patterns/>

Twinkl – have their own Phonics scheme be careful when downloading resources they match Red Rose Letters and Sounds and are the best resource.

