



Phonics at Eastington

- We follow an adapted version of the Phonics Play planning
- We teach daily 20 minute phonics session
- Children are usually taught in their year group. This means groups are smaller than normal class sizes.
- *When appropriate, children sometimes revisit and repeat parts of the phonics programme based on their needs. Occasionally a child might make significant accelerated progress - they may work through the planning quicker and will be taught in a higher year group if appropriate.*
- Children complete work on small white boards
- Our phonic reading scheme for guided reading is Bug Club. In addition we have augmented our scheme with other individual phonic books: Dandelions, Floppy Phonics fiction/non-fiction and Songbirds.

Assessment

- Teachers assess within lessons.
- Termly assessments (as on planning) are used to identify gaps and meet needs. *As a result children may move between groups.*
- Phonics Tracker (an online tool) is used to assess children. Teachers or TAs do this on a 1:1 basis with a child to ensure accuracy. Their results are then tracked through the key stage and used to support intervention if needed.
- *Some children take longer to acquire their phonic knowledge - these children may receive interventions to help. This is noted on teachers narrowing the gap documents.*

Guided reading

- All children have one guided reading session a week with an adult
- The books used are from our phonic reading scheme and have a focus on the sounds and words children have learnt to read in phonic sessions.

Home reading

- Children are expected to read books at home to promote a love of reading, help with their phonic learning and also to improve the comprehension of a text through discussion. Each class has a wide range of books for children to select from which are colour coded and support children developing comprehension as well as phonic skills.
- Sound books are sent home in reception and year 1 with the sounds children have learnt and examples words to be practised at home.
- Word packs are used with all children in reception and those who need it in year 1. These contain the High Frequency Words which children have been learning to read in school.

*Very occasionally, the strong phonic approach we use to teach reading does not work for a child. These children will follow an individual scheme of reading based on their needs.

| Reception | | | |
|--|--|---|--------------|
| Week | Sounds | Read words | Spell words |
| 1 - Phase 2 | Assess children | | |
| 2 - Phase 2 | S a t p | | |
| 3 - Phase 2 | L n m d | Is it in at | |
| 4 - Phase 2 | G o c k | And | |
| 5 - Phase 2 | Ck e u r | And the to | |
| 6 - Phase 2 | H b f/ff l/l s/ss | No go I | |
| Half term | | | |
| Phase 3 begins with sounds being introduced so chn are able to recognise the digraphs. All sounds again when children learn the names of the letters and complete phase 3 activities fully. | | | |
| 1 - Phase 3 | J v w x | | |
| 2 - Phase 3 | Y z qu | He she | The to |
| 3 - Phase 3 | Sh ch th ng | We me be | |
| 4 - Phase 3 | Ai ee igh oa | Was my | |
| 5 - Phase 3 | oo ar or | | No go |
| 6 - Phase 3 | Ur ow ol | you | |
| Christmas break | | | |
| 1 - Phase 3 | Ear air ure | they | |
| 2 - Phase 3 | Er | Her all are | |
| Phase 3 is now repeated. Chn learn the names of letters and continue to revise and practise the digraphs in reading and writing, | | | |
| 3 - Phase 3 | J v w x | | |
| 4 - Phase 3 | Y z qu | He she | The to |
| 5 - Phase 3 | Sh ch th ng | We me be | |
| 6 - Phase 3 | Ai ee igh oa | Was my | |
| Half term | | | |
| 1 - Phase 3 | oo ar or | | No go |
| 2 - Phase 3 | Ur ow ol | you | |
| 3 - Phase 3 | Ear air ure | they | |
| 4 - Phase 3 | Er | Her all are | |
| 5 - Phase 3 | Consolidate and fill in gaps | | |
| 6 - Phase 3 | Consolidate and fill in gaps | | |
| Easter break | | | |
| 1 - Phase 3 | Consolidate and fill in gaps | | |
| 2 - Phase 3 | Consolidate and fill in gaps | | |
| 3 - Phase 4 | Read and write CVCC words | | She we me be |
| 4 - Phase 4 | Read and write CVCC words | says | Was you |
| 5 - Phase 4 | Read and spell consonant blends with up to two syllables | Were there little one | They all are |
| 6 - Phase 4 | Read and spell consonant blends with up to two syllables | said, so, do, have, like, some, come, when, out, what | |
| Half term | | | |
| 1 - Phase 4 | Read and write CVCC words | | She we me be |
| 2 - Phase 4 | Read and write CVCC words | | Was you |
| 3 - Phase 4 | Read and spell consonant blends with up to two syllables | Were there little one | They all are |

| | | | |
|-------------|--|---|--|
| 4 - Phase 4 | Read and spell consonant blends with up to two syllables | said, so, do, have, like, some, come, when, out, what | |
| 5 - Phase 4 | Assess, consolidate and fill gaps | | |
| 6 - Phase 4 | Assess, consolidate and fill gaps | | |

| Year 1 | | | |
|------------------|--|---|----------------------|
| Week | Sounds | Read words | Spell words |
| 1 | Assess children | | |
| 2 - Phase 4 | Revise and recap | | |
| 3 - Phase 4 | Revise and recap | | |
| 4 - Phase 5 | Ay ou ie ea | Oh their people today | The a |
| 5 - Phase 5 | Oy ir ue aw | Mr Mrs looked called asked | Do to |
| 6 - Phase 5 | Wh ph ew oe au ey | | Today of like have |
| Half term | | | |
| 1 - Phase 5 | a-e e-e i-e o-e u-e | Your There where | Said says what out |
| 2 - Phase 5 | Alternative pronunciations: L o c g u | Here Love | Are were little when |
| 3 - Phase 5 | Alternative pronunciations: Ow ie ea er | Water where who again through work mouse thought | Was is I you |
| 4 - Phase 5 | Alternative pronunciations: A y ch ou | Many laughed because different any friends once please eyes | His has your they |
| 5 - Phase 5 | Assess, consolidate and fill gaps | | |
| 6 - Phase 5 | Assess, consolidate and fill gaps | | |

| Christmas break | | | |
|------------------------|--|-----------------|--------|
| 1 - Phase 5 | Alternative spelling for: Ai c | Come some one | Be he |
| 2 - Phase 5 | Alternative spelling for: Ee ch | Ask friend once | Me she |
| 3 - Phase 5 | Alternative spelling for: Igh f | School put | We no |
| 4 - Phase 5 | Alternative spelling for: Oa m | Push pull | Go so |
| 5 - Phase 5 | Alternative spelling for: Oo(y)oo n | Full house | By my |
| 6 - Phase 5 | Revision of alternative spellings | | |

| Half term | | | |
|------------------|-------------------------------------|-----|------------|
| 1 - Phase 5 | Alternative spelling for: Ow ng | our | Where love |
| 2 - Phase 5 | Alternative spelling for: Oi ir | | Come some |
| 3 - Phase 5 | Alternative spelling for: Ar s | | One once |
| 4 - Phase 5 | Alternative spelling for: Ear sh | | Ask friend |
| 5 - Phase 5 | Revision of alternative spellings | | |
| 6 - Phase 5 | Revision of alternative spellings | | |

| Easter break | | | |
|---------------------|------------------------------------|--|----------------|
| 1 - Phase 5 | Alternative spelling for: Air v | | Full house |
| 2 - Phase 5 | Alternative spelling for: Or w | | our Here there |
| 3 - Phase 5 | Alternative spelling for: Ur e | | School put |

| | | | |
|-------------|------------------------------------|--|-----------|
| 4 - Phase 5 | Alternative spelling for: Er i | | Push pull |
| 5 - Phase 5 | Alternative spelling for: Ure o | | |
| 6- Phase 5 | Alternative spelling for: Zh u | | |

Half term

Spelling rules and patterns

| | |
|-------------|---|
| 1 - Phase 5 | Adding -s and -es to words (plurals of nouns and the third person singular of verbs). |
| 2 - Phase 5 | Adding -er and -est to adjectives where no change is needed in the root word. |
| 3 - Phase 5 | Adding the endings -ing and -er to verbs (where no change is needed to the root word). |
| 4 - Phase 5 | Adding the ending -ed to words where no change is needed to the root word. Spelling the days of the week. |
| 5 - Phase 5 | Adding the prefix un- and spelling compound words |
| 6 - Phase 5 | Revision and consolidation |

| Year 2 - Spelling rule focus | | | |
|---|---|--------------------|--------------------|
| Week | Sounds and spelling rules | Read words | Spell words |
| Recap of phase 5 alternative spelling diagraphs | | | |
| 1 | Assess children | | |
| 2 | Ay sound: ay, ai, a-e ey + alternatives | Door floor Poor | Door floor Poor |
| 3 | Ee sound: ee e-e ea ey/y ie + alternatives | because Find kind | because Find kind |
| 4 | Igh sound: igh i-e ie + alternatives | Behind mind child | Behind mind child |
| 5 | Ow sound: ow o-e oa oe + alternatives | children Most only | children Most only |
| 6 | Oo sound: oo ue u-e ew + alternatives | Wild climb both | Wild climb both |
| 7 | Or sound: or, au, ore, oor, aw + alternatives | Old cold gold | Old cold gold |

Half term

Read write Ink spelling programme followed from now onwards:
 Special focuses will be done if chn pick up the rule quickly or at the end of covering all the units - some may be covered with in grammar lessons in English (e.g. apostrophes and contractions)
 CEW will be taught along side rules rather than as special focuses - see end columns

| | | | |
|-------------------|------------------------------------|--------------------------|--------------------------|
| 1 - start book 2A | Unit 1: or spelt a before ll and l | Hold told every | Hold told every |
| 2 | Unit 2: Spoft c | Everybody even great | Everybody even great |
| 3 | Unit 3: adding suffix y | Steak break pretty | Steak break pretty |
| 4 | Unit 4: adding suffix y | Mr Mrs parents Christmas | Mr Mrs parents Christmas |
| 5 | Unit: 5: adding suffix ly | | |
| 6 | Revise and revisit | | |

Christmas break

| | | | |
|---|---|----------------------|----------------------|
| 1 | Unit 7: the ight sound spelt y | Beautiful after fast | Beautiful after fast |
| 2 | Unit 8: adding suffix ing | Last past father | Last past father |
| 3 | Unit 9: adding suffix ing | Class grass pass | Class grass pass |
| 4 | Unit 10: the j sound | Plant path bath | Plant path bath |
| 5 | Unit 11: the o sound spelt a after w and qu | Hour move prove | Hour move prove |
| 6 | Unit 12: adding suffix ed | Improve sure sugar | Improve sure sugar |

Half term

| | | | |
|-------------------|----------------------------------|------------------|------------------|
| 1 | Unit 13: adding suffix ed | Eye could should | Eye could should |
| 2 - start book 2B | Unit 1: the r sound spelt as wr | Would who whole | Would who whole |
| 3 | Unit 2: adding suffix er and est | Any many clothes | Any many clothes |

| | | | |
|---------------------|----------------------------------|-------------------|-----------------------------|
| 4 | Unit 3: adding suffix er and est | Busy people water | Busy people water |
| 5 | Unit 4: adding suffix er and est | | |
| 6 | Unit 5: adding suffix er and est | | |
| Easter break | | | |
| 1 | Unit 6: adding suffix ness | Again half money | Again half money |
| 2 | Unit 7: adding suffix ness | | Assess and fill gaps of CEW |
| 3 | Unit 8: words ending in le | | Assess and fill gaps of CEW |
| 4 | Unit 9: words ending in el | | Assess and fill gaps of CEW |
| 5 | Unit 10: words ending in al | | Assess and fill gaps of CEW |
| 6 | Unit 11: adding suffix full | | Assess and fill gaps of CEW |
| Half term | | | |
| 1 | Unit 12: adding suffix less | | Assess and fill gaps of CEW |
| 2 | Unit 13: adding suffix ment | | Assess and fill gaps of CEW |
| 3 | Unit 14: adding suffix tion | | Assess and fill gaps of CEW |
| 4 | Unit 15: adding suffix es | | Assess and fill gaps of CEW |
| 5 | | | |
| 6 | | | |