Introduction

Within the **Nebula Partnership Schools** we are determined that every pupil will learn to read and write, regardless of their background, needs or abilities. All pupils, including the weakest readers and writers, make sufficient progress to meet or exceed age-related expectations. We believe that our Phonics Programme and rigorous approach to reading and writing will enable all our pupils to become successful, fluent readers and writers by the end of Key Stage 1 and go onto developing their love of reading into Key Stage 2 and beyond.

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage 1 and on into Key Stage 2 for children who still need further support.

Phonics Programme

We follow the Department for Education and Skills (DfES) Letters and Sounds phonics programme at **Hainford Primary School.** Our school is determined that EVERY child will learn to read and write, regardless of their background, needs or abilities. We believe that children need to hit the ground running. Therefore the pace of delivering the teaching of systematic, synthetic phonics (as set out in Letters and Sounds) has been appropriately adjusted in order to best support pupils in meeting curriculum expectations within reading and writing from Reception onwards.

To ensure EVERY child makes progress in phonics and reading and writing, we have broken our phonics programme into half-termly expectations from Reception to Year 2 (Appendix 1). Ongoing, regular and detailed assessment of children's phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme's pace.

Here at **Hainford Primary School**, children in Reception and Year 1 receive 15 minute daily discrete phonics sessions. In Year 2 children receive phonics teaching and revision as part of their SPAG lessons. We enrich the children's phonic knowledge and awareness by:

- Adding actions to sounds
- Adding rhymes when teaching the formation of letters
- Separate weekly sessions to reinforce Tricky Words (words with an inconsistent grapheme-phoneme correspondence)

All in class resources can be found on the schools website.

Phonics Screening

The Phonics Screening Check is a statutory requirement and all Year 1 children will take the check in the Summer term. Pupils who do not meet the required pass mark will be given the opportunity to retake the check the following Summer in Year 2.

It is paramount that staff, pupils and parents understand that the phonics check is only **one** way of assessing the children's phonic knowledge. Therefore, children may still need to be given targeted interventions and support in Year 2 even if they passed the Year 1 phonics screening check.

Planning for phonics will be done separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each daily discrete phonics session should include the following sections:

- Revisit/Review practise previously taught grapheme-phoneme correspondence (GPC) (e.g. flashcards) and tricky words.
- Teach new GPC (supported by actions and rhymes for formation)
- Practise develop confidence in the use of new (and old) GPCs within blending and/or segmenting
- Apply often sentence reading or writing where children can independently apply new phonic knowledge.

Assessment

The way in which pupil's developing phonics knowledge is assessed is described below:

- Ongoing assessments of GPC knowledge.
- Ongoing assessments of blending and tricky word knowledge during 1:1 reading.
- Half-termly assessments on phonic assessment sheets (Appendix 2) these are sent to the Phonics Subject Leader for analysis and subsequent support given.
- Children on targeted phonics and/or reading interventions are shared with the SENcO and Head of School half-termly. Support is provided by the Phonics Subject Leader as and when required.

As of September 2019, all Reception children's phonic knowledge will be assessed as part of their baseline assessments. This is to ensure any children who received phonics teaching in preschool, or otherwise, are being challenged and supported from the moment they start school. For example, an intervention group for children ahead of the projected programme pace.

Supporting Phonics through Reading and Writing

Reading and writing, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

Reading

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at home and at school.

We have an array of 'phonics focused' reading books at **Hainford Primary School.** These have been carefully sorted into book band sets so that children have access to books that match the sounds and words they have been taught in line with the new OfSTED expectations.. Half termly expectations for reading book bands can be seen in Appendix 3.

Whilst it is paramount children are given phonics focused reading books to help develop their knowledge and understanding of phonics, we want children to have access to a range of genres and different formats of reading.

At **Hainford Primary School, e**ach class has an established reading area with different books for the children to explore freely. Each class provides pupils access to phonics games and Ebooks via technology such as tablets. All children also have weekly library visits as an opportunity for them to broaden their love and experience of books.

Writing

Writing is a trickier process and tends to develop at a slower rate than a child's reading does. Early stages of writing develop through talk, by using and sharing language. Our **Nebula** schools are committed to creating a

language rich environment as we believe children who are surrounded by language are better placed when it comes to putting spoken language onto written paper.

Alongside using spoken language, we believe that in order for children to be able to physically put pen to paper it is paramount to develop children's fine-motor skills. Daily activities are planned for in Reception to help develop their fine motor skills.

At **Hainford Primary School** Year 1 and 2 children are expected to write every day. Year 1 pupils are encouraged to use sound and word mats to help apply their developing phonic knowledge whilst more emphasis on using correct spellings is in Year 2. Reception children are given a writing challenge every day which they are expected to complete independently. Reception also complete **one** adult directed writing task a week. *All in school resources can be found on the school's website.*

Phonics Homework at Hainford Primary School

Parental involvement is key in the acquisition of phonics.

- In Reception and Year 1, each child receives one or two phonics focus reading books each week. These contain **only** the sounds and tricky words that the pupils have learnt at school and should be read and then re-read to develop fluency and comprehension.
- Year 1 and Reception receive weekly phonics homework which focuses on the sounds and words they have been taught that week in school.
- Children in Year 2 and KS2 will receive spellings to learn.

A phonics workshop for Reception parents is held early in the Autumn term and there are two additional phonics workshops for Year 1 and 2 parents during the year.

Monitoring and Review of this Policy

This policy was created by the Phonics Subject Leaders Miss Stacey Cunningham and Mr Robert Ne	ave in
August 2019.	
It was formally adopted by governors on	

Its implementation is seen as the responsibility of all staff within the **Nebula Partnership Schools.** Its use and effectiveness will be supported by the Phonics Subject Leaders on behalf of the Head of School, Head Teacher and Governors.

This policy is scheduled for review in September 2020.

Appendix 1 - half termly expectations for phonics programme

Academic Year 2019-20 Hainford Primery School Phonics Programme Breakdown

Porte			Long Tarm Plan		Book Band Sets can only be given	WB
	Week	Phase	GPCs	High Frequency Words	after taught week	W
WB: 9/9/19	A1 Wids 2-5	Phase I will be fought alongside Phase 2 - see full LTP for more details.	ught alongside LTP for mare	Read - I the	Pink Pre-readersi	WB
WB: 16/9/19	A1 W3	Phase 2 week 1	disk	Read - ist ast a*	Pink Pre-readers	W
WB: 23/9/19	A1 W4	Phase 2 week 2	pwai	Read - no go of to	Pink Set 1	i i
WB: 30/9/19	A1 WS	Phase 2 week 3	gockek	Read - into he she we	Pink Sets 1, 2	NO.
WB: 7/10/19	A1 WS	Phase 2 week 4	ckeur	Read - me be his put	Pink Sets 1, 2	n
WB: 14/10/19	A1 W7	Phase 2 week 5	88 IVI #44 4 4 4	Read - wat you my like hashte	Fink Sets 1, 2, 3, 4	Z 8
HALF TERM						83
WB: 28/10/19	A2 WI	CONSOLIDATE	CHANGE COA IN		Any fink back can be given from here onwards	4.
WB: 4/11/19	A2 W2	Phase 3 wask 1	i www.	Read - are her all Sentence reading - I the to no go		\$ 1
WB: 11/11/19	A2 W3	Phase 3 week 2	rózz z A	Read - they have said Spell - I the is a*	Red Sets 1, 2	98
WB: 18/11/19	A2 W4	Phase 3 week 3	ch sh th ng	Read - so do some come Spell - as no has***	Red Sets 1, 2, 3, 4	7
WB: 25/11/19	A2 W5	Phase 3 week 4	or age igh on	Read - little one heard Spell - go of	Red Sets 1, 2, 3, 4	8/1
WB: 2/12/19	A2 W6	Phase 3 week 5	co/oo ar or ar	Read - were thore Spell - to into	Red Sets 1, 2, 3, 4, 5	35
WB: 9/12/19	A2 W7	Phase 3 week 6	ow oi ear air	Read - what when	Red Sets 1, 2, 3, 4, 5	22
WB: 16/12/19	A2 W8	Phase 3 week 7	ure er	Read - out	Any Red books can be given from here onwards	8
CHRISTMAS BREAK						9
WB: 6/1/20	51 W1	CONSCILDATE	IN AND ASSESSME	•	Vellow Set 1	2
WB: 13/1/20	51 W2	Phase 4		Read - ah Spell - he she we me be	Yellow Set 1, 2 3	4
WB: 20/1/20	51 W3	Phase 4		Read - Mrs Mr Spell - his put was	Vellov Set 1, 2, 3, 4	
WB:27/1/20	51 W4	Phase 4		Read - people their Spell - you my like	Any Yellow books can be given from here onwards	
WB:3/2/20	51 W5	Phase 4		Read - called looked ask asked Spell - her all they	Blue Set 1	
WB: 10/2/20	51 W6	CONSOLIDATE	NAMES ASSESSED.		Blue Set 1	

	HALF TERM					
	WB: 24/2/20	52 WI	Phase 5 week 1	ay ea sy is as us	Read - numbers in words to ten	Blue Set 1
wan	WB: 2/3/20	52 W2	Phase 5 week 2	ou in ow my sid	Read - days of the week	Blue Set 1
	02/E/6 8M	S2 W3	Phase 5 week 3	whiph ew ow	Read - months of the year jon-jun	Blue Sets Land 2
	WB: 16/3/20	52 W4	Phase 5 week 4	202022	Read - months of the year jul-dec	Blue Sets 1, 2, 3
	WB: 23/3/20	52 W5	CONSOLIBATE	N and assessan		
	WB: 30/3/20 3 days	52 W6	AT ANIA CANO.	N AND ASSESSME		
	EASTER					
	20/4/20	Sut W1	O. Marray and P.	Children will be seen into concession		
	27/4/20	Sut W2	passed on gap	based on gaps in knowledge.	In order to plug any page in	1:1 reading alongs guided reading and
wards	4 day week 4/5/20	Sut W3	Focus will be on a GPCs within read traught GPCs	Focus will be an martering all trushs GPCs within reading and embedding traight GPCs within writing	learning reading and spellings will be pupil specific.	phonics groups a determine wheth children start mo
	11/5/20	Suf W4	Any Children NO in reading will b	Any Children NOT on track for GLD in reading will be put on /continue		through book ban
	18/5/20	Sut W5	targeted	targeted interventions.		
	HALF TERM					
	1/6/20	5u2 W1	Oildean will b	Oxidence will be not into account		
	8/6/20	Su2 W2	posed on gap	based on gaps in knowledge.		11 reading alongs
ui.	15/6/20	Su2 W3	Focus will be on a GPCs within read	Focus will be an mastering all taught GPCs within reading and embedding		guided reading and phanics groups w
5	22/6/20	Su2 W4	tought (PCs	taught GPCs within writing	In order to plug any gaps, or accelerate learning, reading	determine wheth children start mo
be wards	29/6/20	Su2 W5	Any children be reading will be torocted in	Any children Exceeding GLD in reading will be put en/continue torrected interventions to	and spelings will be pupil specific.	through book ban
	6/7/20	Su2 W6	accelerate war	accelerate ward recognition and comprehension.		
	13/7/20	Su2 W7				
Γ	Lost 2 days	Su2 W6				

Academic Year 2019-20 Hainford Primary School Phonics Programme Breakdown

Termily Expectations for Year 1

Ports			Long Term Plan		Book Band Sets con only be given	00 to
	Week	Phase	GPCs	High Frequency Wands	after taught week	
WB	A1 W1	Phase 4		Spell - he she we me be	Blue Sets 1, 2, 3	WB3/2/20
WB: 979/19	A1 W2	Phasic 4		Road - Mrs Mr Spell - his put was	Blue Sets 1, 2, 3	10/2/20
WB: 16/9/19	A1 W3	Phasic 4		Road - people their Spell - you my like	Blue Sets 1, 2, 3	WE WE
WE: 23/9/19	41 W4	Phasic 4		Read - called looked ask asked Spell - her all they	Blue Sets 1, 2, 3	WB 2/3/2
WE: 30/9/19	A1 WS	Phase 5 week 1 recop	an ao se ka sa ko	Road - water where Spell - have said	Blue Sets 1, 2, 3	WB: 9/3/2
W.B: 7/30/19	A1 W6	Phasic 5 week 2 recop	pa ko wo u no	Read - who house mouse Spell - so do	Blue Sets 1, 2, 3	1
WE: 14/30/19	A1 W7	Phasic 5 week 3 recop	ло ло цёця	Road - thought through Spell - some come	Blue Sets 1, 2, 3	WE 16/3/20
HALF TERM						WE
W.B. 28/10/19	A2 W1	Phasic 5 week 4 recop	2020202020	Spell - little one	Blue Sets 1, 2, 3	di
WE 4/11/19	A2 W2	DILEGI DENO	AND ASSESSMENT		-	30/3/20 3 door
W/E 11/11/19	A2 W3	Phase 5 week 5 AH pronunciations	egasi	Read - loughed because Spell - heard were	Blue Sets 1, 2, 3	EASTER
WE 18/11/19	A2 W4	Phase 5 week 6 AH pronunciations	o us es su vo	Read - any syrat Spell - there what	Blue Sets 1, 2, 3	17 A 17 A
WE 25/11/19	A2 W5	Phase 5 week 7 AH pronunciations	y ch ou	Road - friend once please Spell - when out	Any Blue books can be given from here onwards	27/4/20
WB: 2/12/19	A2 W6	SOLVED TOWNS	AND ASSESSMENT			4 day week 4/5/20
WE 9/12/19	A2 W7	Phase 5 week 8 Alt spedings	al ay a_e eigh ey ei ea	Road - today says has*** Spell - oh Mrs Mr HFW - great	Green Set 1	11/5/20
WB: 16/12/19	A2 W8	Phasic Sweek 9 Alt spellings	نؤب بدرتحا	Road - your by hare Spell - people called their	Green Set 1	HALF TEN
CHRISTMA S BREAK						1/6/20
WB: 6/1/20	SI WI	Phase 5 week 10 Alt spelings	ec en e_c ie y ey en e	Road - leve school Spail - looked asked water HFW - began soch every everyens fack key tea very	Green Set 1	15/6/20
WE. 13/1/20	S1 W2	Phase 5 week 11 Alt spellings	M0 0 3 0 30 50	Road - push pull Spell - where who house	Green Sets 1, 2	29/6/20

				PIEW - WINDOW	
WB: 20/1/20	S1 W3	Phasin 5 weak 12 Alt spellings	os ew** us ui ou	Road - full aur Spell - many because any HFW - who	Green Sets 1, 2
WB-27/1/20	S1 W4	Phase 5 week 13 Alt spelings	po n on	Spell - friend once today HFW - pulled put would	Green Sets 1, 2
WB3/2/20	SW 1S	OW UNIV SSESSE	OX SORENING TEST 2		
W.B. 10/2/20	SI W6	Phase 5 week 14 Alt spelings	sh ch f(ion) st s c		Green Sets 1, 2
HALF TERM					
WB. 24/2/20	52 W1	Phase 5 week 15 Alt spelings	c k ck ck qu n kn gn ne	Speil - says your has** HFW - school know gene	Green Sets 1, 2, 3
WB 2/3/20	52 W2	Phase 5 week 16 Alt spelings	ch tch f ph g dass	Spell - here love MFW - giant	Green Sets 1, 2, 3
WB: 9/3/20	S2 W3	Phase 5 week 17 Alt spelings	m mb x c.xc X.xx	Spell - school push pull MFW - live I've	Green Sets 1, 2, 3, 4
WB: 16/3/20	52 W4	Phase 5 week 18 Alt spelings	is so a a i y	Spell - full our MFW - head	Green Sets 1, 2, 3, 4
WB. 23/3/20	52 WS	Phase 5 week 19 Alt spedings	00 U0 FWT	HFW - wort wornted other something another mother coming	Green Sets 1, 2, 3, 4
W.B. 30/3/20 3 days	52 W6	Phose 5 week 20 Alt spedings	05.28 ear or ore ear	HFW - can't offer feet last plants bear here where there's ready we're	Green Sets 1, 2, 3, 4
EASTER					
20/4/20	Suf W1	Phasic Sweak 21 Alt spelings	or as ow a section	VFW - your saw water thought more door animals small before harse	Any Gressn books can be given from here onwards Orange Set 1
27/4/20	Sut W2	Phase 5 week 22 Alt spelings	ow ou	HFW - our around	Orange
4 day week 4/5/20	Sw tus	NINE825 370#	1651 2019		Orange
11/5/20	5W 10S	Focus will be pract	Focus will be practising for the phenics screening test	sening test.	Turquoise
18/5/20	Sw tes				Turquoise
HALF TERM					
1/6/20	Su2 W1	"This half ter	"This half term will be used to		
8/6/20	Su2 W2	consolidate child National Curriculu	consolidate children's learning of the National Curriculum pg 50-54statutary		
15/6/20	Su2 W3	inter	ements	In order to plug any gaps in	1.1 reading alongside guided reading and new
22/6/20	Su2 W4	onidren will be pu	Children will be put into groups based on gaps in knowledge.	spelings will be pupil	determine whether children stort mound
29/6/20	Sa2 W5	Facus will be on GPCs within rea	Focus will be on mastering all taught GPCs within reading and embedding		through book bands.
6/7/20	Su2 W6				

:15	7	1.16		:17	: 19	: 20	: 21	Stage 2: 22 or spelled a before I and U	: 23 rt vowel		: 25	: 26	: 27	: 28	. 29		30	: 31	: 32	: 33	:34			
Stage 2: 15	Stone 2.	Stage 2: 16		o words Stage 2: 17	Stage 2: 19	Stage 2: 20	Stage 2: 21	Stage 2: 22 or spelled a and U	Stage 2: 23 The short vowel sound 'o'		Stage 2: 25	Stage 2: 26	Stage 2:	Stage 2: 28	Stage 2: 29		Stage 2:30	Stage 2: 31	Stage 2: 32	Stage 2: 33	Stage 2:34			
Adding -ed, -ing, -er, and -est, to a root	word ending in -y with a consonant before it			Adding the endings -igg, -ed, -ec, -est and -y to words ending in -e with a consonant before it		Adding-ing, -ed, -er, -est and -y to words of one syllable ending in a single	consonant letter after a single vowel letter				The /i:/ sound spelt -ex	The /v/ sound spelt a after w and gy	The /s:/ sound spelt or after w The /o:/ sound spelt gr, after w	The /3/ sound spelt s	The suffixes -medt, -ness,		The suffixes -fulz-less and -lx	Homophones and near-homophones		Words ending in -tjgt	Contractions	The possessive apostrophe (singular nouns)		
Phase 6	Phase 6	Phase 6		Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6		Phase 6	Phase 6	Phase 6	Phase 6	Phase 6		Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	
S1 W5	SI WK	51 W6		52 W1	52 W2	52 W3	52 W4	S2 W5	52 W6		Su1 W1	Su1 W2	Sul W3	SuI W4	Su1 W5		Su2 W1	Su2 W2	Su2 W3	Su2 W4	Su2 W5	Su2 W6	Su2 W7	
WB:3/2/20	W/B: 1072720	WB: 10/2/20	HALF TERM	WB: 24/2/20	WB: 2/3/20	WB: 9/3/20	WB: 16/3/20	WB: 23/3/20	WB: 30/3/20 3 days	EASTER	20/4/20	27/4/20	4 day week 4/5/20	11/5/20	18/5/20	HALF TERM	1/6/20	8/6/20	15/6/20	22/6/20	29/6/20	6/7/20	13/7/20	

Academic Year 2019-20 Hainford Primary School Phonics/Spelling Programme Breakdown

Termly Expectations for Year 2

Spelling Shed Stage 2: 10 Stage 2: 13 Stage 2: 14 Stage 2: 11 Stage 2: 1 Stage 2: 2 Stage 2: 3 Stage 2: 4 Stage 2: 5 Stage 2: 8 Stage 2: 9 Stage 2: 7 'as words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.'

Therefore, the Class Teal learn will revise previously taught GPCs throughout Year 2 as and when required and where appropriate. The /ds/ sound spelt as ge and dge,at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /1/ or /all sound spelt -el at the end of words The /I/ or /all sound spelt -le at the end of words Revision from Phase 5 Letters and Sounds The /r/ sound spelt wt at the beginning of words The /n/ sound spelt kg and (less often) gr, at the beginning of words National Curriculum Statement: The /gt/ sound spelt -y at the end of words <u>Adding_es</u> to nouns and verbs ending in -y The /s/ sound spelt c before e, į and y National Curriculum Statutory The /ɔ:/ sound spelt a before I and 🎚 Long Term Plan Requirements Words ending -il Phase 5 Revision ai family Phase 5 Revision igh family Phase 5 Revision oa,family Phase 5 Revision Phase 5 Revision Phase 5 Revision ee, family 00 family or family Phase 6 Phase Phase 6 Phase 6 Week A1 W5 A2 W2 A2 W3 A2 W4 A2 W8 A1 W1 A1 W2 A1 W3 A1 W4 A1 W6 A1 W7 A2 W1 A2 W5 A2 W6 A2 W7 S1 W2 S1 W3 S1 W4 S1 W1 WB: 28/10/19 WB: 14/10/19 WB: 25/11/19 WB: 16/12/19 CHRISTMAS BREAK WB: 18/11/19 WB: 23/9/19 WB: 30/9/19 WB: 11/11/19 WB: 20/1/20 WB: 16/9/19 WB: 7/10/19 WB: 4/11/19 WB: 2/12/19 WB: 9/12/19 WB: 13/1/20 WB:27/1/20 HALF TERM WB: 9/9/19 WB: 6/1/20 Date WB:

Appendix 2	- p	hc	ni	cs	s a	SS	ses	SSI	m	er	ıt	sl	ne	et																									
Reading sentence regular we also re demonstra	Read	Spell he	Read		(bold risks H	Read CCVC		Gent rans Pr	Read CVCC	Phase 4		Read	Read	Identify the names of the letters of the alphabet	open		come	Read	garden	look	55	Н	Blend		Phase 3		Neo		76	Read	fell	had	cat	man	Blend	*	Phase 2	4	▲ Ne
g: Children s: They us rds and re od seme or the underst	Read a sentence	she	9-		To.	č		in	8	_		Read a sentence	Read 2 syllable	e names o	ŀ	,	iii	has	ŀ			this .	lliva	9	sh	-	Regard comors		she	I	fun	hat	get	and	D	ck	96		Nebula
Statutory framework for Reading: Children read and understand simple santexces. They use phenic knowledge to decode regular words and read them about accurately. They also read some common irregular words. They semonstrate understanding when tailing with others about what they have read.	93	we me	3	stop	gran	across	crab	3 SPILILL	best	lump	11	×	n	f the lette	ine		_	are	hard	H	H	them	bax	٩	‡	۷	And	-	388	the	=	nim	-6	dad	α÷	n	٥		
Statutory framework for the Early Years Foundation Stage: Iterawkedge to decode a sloud accurately. They regular words. They when railing with others r have read.	-	be	Mrs	-	9	0		ŀ	Q.	+		-	-	rs of the a	Į.			her	park	looking	keep	with	fox	5	ng.	×	-		me	15	off	hot	E	did	sat	c	*	Assessme	Nebuk
amework for a simple of simple of decode of they. They s. They sith others	20	his put	Mr	three	grandad	children	stuck	2836	different	Wink		2	2	lphabet:	-	-11	heard	oll	٩	took	need	that's	yes	H			P		be		ē	back	duck	09	¥	7	Ð	Assessment 2019/20	Nebula Phonics
	ω	rt was	people		9	9	P	2	Q.			w	w	Some	8	- 1 1	were	they	for	food	906	along	queen	W	₽.	×	٥		his	R	let's	bod	mum	90†	ī	3		2	5
y Years Fo g: Children which mate dar commo a read by t correctly	Write o	you my	their	tree	green	drugon	plug	think	didn't	belit		Write a sentence	Write 2	me	8	Ш	there	have	morning	room	night	king	much	2.	88	٧	Ordi ae		purt	70	lots	bed	sun	not	it's	0	3	-	Name:
undation 5 1 use their th their sp in words, T hemselves and other	Write a sentence	like	Н	trees	sleep	end	skip	317.9W	help	chest		sentence	Write 2 syllable		8	╢	_	said	down	soon	right	long	fish	ear	igh	z	Ordi degmenting		Wds	90	tel	Dig.	H	dog	9	H	3		ne:
Years Foundation Stage: (Children use their phonic bnewledge to write thich match their spoken sounds. They also write for common words. They write simple sentences read by themselves and others. Some words or read by themselves are phonetically plausible, correctly and others are phonetically plausible.		has	called	22	-6	•	o	7	9	87				Most	9		what	so	how	100	boat	thing	wish	e in	00	ZZ		╢	yan	of	well	┝	H	L	5	Ħ	۵.		
wledge to is. They als simple sen s. Some wo stically pla	-	are her	looked	5	L	_	a.	L		ļ		2	2		ī		when	do	now	\vdash		things	that	une.	00	ę			you	to	=	-	۵.	0		-	9		
the Early Years Foundation Stage: Writing: Children use their phonic bnewledge to write words in ways which match their spoken sounds. They do write some irregular common words. They write simple santances which can be read by themselves and others. Some words are spell to correctly and others are phonetically pleusible.	2 3	dll they	ask asked	under	still	from	drum	Mind	ust	pond		w	w	Ä	inio		011	some	town	\vdash	Н	again	than	617	00	g.	0	╢	_	into	miss	rabbit	run	can	am	55	0		
7 7 8 7	Ш	ey	ă.	L			Ш	L	L				Ш	L				6	3	*	α.	3		L	L	Ш	L	Jl			L	L		L	Ц	Ľ	L		
			word reading	other strate	 Road about a developing p 	understand	eat endings Read words	· Rood words	Naminal /		e - path		ę	ve - have	qu-quon	ch - school	ck pac	K - KIT		a gha	eigh.	Cr. pare	ay - day			1	00000	there	Spell	Just	work	Reod	Phonic Screening Check Benuin(s)	Blend 'Alien' words	Pronunciation	Read to identify Alt.	e.	Phase 5	A No
			He-read these beaks to build up their syard reading.	other strategies to work out won	Read about accurately basis that are developing phenic knowledge and that	understand that the apostrophe represents the omitted letter(s)	eat andings Read words with contractions (for example, Tm, Til, we'll), and	Read words containing tagget 6PCs and -s, -es, -ing, -ed, -er and -	Marked Continue VI - Freight (additional to 1 &C) - Boodson				Ц	1	ļ		_		_	9 001	66.	ei - vein	49.0 - 43				Apple	what	have	D/	laughed	water	ng Check Bee	ir words	ation	intify Alt.	ā	ď	Nebula
					des that are o age and that o	trophs repre	ions flor axe	ght 6FCs on	- Frankish foot	- 0697	are - share		4	when		gn - gone	901 - PONESS		3	y - say			9	97	-	3	where	when	Sald	here	or l	whore	1000	Phose 2	doorn	kind	Wh.	ŝ	
			fluency and centrideno		do not require them	safe the one	nak. I'n. I'ii	en and and	drined to I d	4 haar - na	cer - beer	are here	- 20	ea - bread		101 - 911101			h T	y - many	ie field	A - those	ea -besd		Abia to use differed		harra	100	98	3	2000	who	Mock 1		what	motor	p,	ey.	Assessm
			INTERNACION IN		h their them to use	thad latter(a	we'll and	ed, ear and	ST - Bussians				Н	86.	ļ	9	_	4	_			ey - ney		2	difernative		house	Oh.	de	avai	ш	house		Phose 3	sky	percent	ew	ē	Assessment 2019/20
			for				-	÷	1	- talk	69 - F08	Paul		A - 1945au	-	pn - pnore					_			+	spellings o		- 4	Mrs	201905	school	friend	Н		8	Н	gem	gu	30	
			HOR WORDS NO	ite from men	of rost words. Apply simple upo	ng eng. ed.	Uting the prefix up-	all the speller	Sherikand Can	000 - 8000	ough - dupte	our - teur	*	4	ļ			_			2	o poe		8	r pronente		acheol	N/C	00996	push	L	TOUSE 1	Mack 2		/ school	put	00	30	None
			ng the orca	ory simple se	ling ruks on	er and -eat w	ard person as	g rule for od	or death of the	9997	- SA	200		4 - W05	ŀ	rudus -	g-gent		_	dnos - na	u - m+	ew - sus	ue - blue	8	arrise specings of pronerties for specing		push daug	people	Strike	1	_	thought	H	Phase 4	ol chef	low	F	92	
			and common a	Write from memory simple sentences distated by the teacher that	of near words. Apply simple spelling rules and quidance, see <u>English Assendix I</u>	hare no chan	rouns and the third person singular marker for vertice. Using the profix un-	Using the spelling rule for odding -s or -es os the planet morten for	Martined Control date: VI - English Additional to 1 &St Wickins		94 - 94		WO	o-dene		ann - one	,		3			eul - ceuld	u-put	90			triend	Their	940	P.O.	please	through			Ш	Н	H	Н	
			Lazagition won	red by the t	English das	ge ir needed	for verbs	of the plant	- 1451				Ī	*	t	2 2			precious	-	s pro	200	#(ion	c c	1		full	called	heard	full	today	Aus	Actual	Phase 5	shoulder co.	shield	0	7	
			reducts words using the GPCs and common exception words faught so for.	tocher that	Lxibox.	Using .ingedor and .eat where no change is needed in the spelling		morkey for	Michigan		cy - bey		9.	WF - WFOR		se - herse	c - city		precous/commercial	c - suspicion/	s pracision/sura	SS - GRESSION	t(ion) - station	ch - chef			today	╁	97360	OUT	800/8	Anous			could through	bread		w wa	

Week 14	Week 13	Week 12	Week 11	Week 10	Week 9	Week 8	Week 7	Week 6	Week 5	Week 4	Week 3	Week 2		Week 13	Week 12	Week II	Week 10	Week 9	Week 8	Week 7	Week 6	Week 5	Week 4	Week 3	Week 2	Week 1		ar at	The /or/	ord	The /ur/	50 10 W	ur.	Words and	Stert -	c (as	9 (0:	Endin		Retell post a present		Retell present - post	Use 'yesterday' + verb	Use Today + werb	Week 1 -	₩ No
money	whole	SUPE	hour	grass	after		0.40	cold	mos	child	find			money	whole	Suns	hori	grass	ofter		848	cold	most	chi	Ť			ar after w	The /or/ sound spelt	or of term	The /ur/ sound spelt	n- furnis en asa		Words ending of (as a l)	Start - gn & kn	c (as a 's')	(f, p sp) 6	Ending - dge	Neek 6	present		ent - post	day + worth	duam + /	Week 1 - Past tense:	Nebula
		Suga	7		fast	pres	2	۵	517	Ы	Δ.	dear	Ph6 5p			Suga	11	_	fast	presty	5	ď	4	d.	a.	deor	Pho Re	has not	hasn't	did not	didn't	can not	con't		The /u/	line /or/ befr	. Y	Start				Adding-ing,-ed	and the Beam	Adding -est, -in		Ass.
parents	clothes	7	mowe	pass	_	Ty.	great	gold	anty	children	kind		Ph6 Spell (National Curriculum Common Exception Words)	parents	clothes	5	Motte	pass	-	tv	oreu	gold	only	childn	kind		Ph6 Read (Notional Curriculum	Iwil	II.1	77.00	T's	could not	couldn't	Week 11	The /u/ sound spet o	before Land II	y (as ight)	Start - wr (as a 'r)	Week 7	The suffixes -m	The suffixes -m	Adding ling, led, len, lest and ly to words of one sylable ending in a single consonant letter after a single vowed letter	before it	Adding -eqing, -en and -est to a root word ending in -y with a consonant before it	Week 2	Nebula Phonics Sessment 2019/20
Christmas	bus	eye		plant	last		_			gin		fleo	rriculum Comm	Orist	busy	cyc		plon	<u>e</u>		-			esn.				_	70	(8)	apas			Wes	Word	Word	The /s	of of	1	The suffixes -ment -ness -full -less and -ly	The suffixes -ment, -ness, -ful, -less and -ly	and —y to words of one syllable. letter after a single vowed lette	before it	a roor word endle	Week 2 & 3 - Adding Suffixes:	
NOS.		could	97		past		2	ļ		W			on Exception	708		could	Pr	_	past		4	,				7	Common Exception Words)	_	nouns)	(singular	apostrophe	possessive	7	Week 12	Words ending le (as a T)	Words ending in -tion	The /zh/ sound spelt s	after wand qu	Week 8	-bas and-	. Hess and -	(lattle ending)	and an and an	g in -y with a	Suffices:	None
everybo	niopo n		ove	path	L	be	eak	hold	both	wild	mind		Wards)	everybo	ogain	_	OWE	path	_	ba	enk	hold	both	ä	and.	_	Words)	be bee b	to	one won	500 500	here hear	there	Homochon	080	-tion	pelt s	- 6			*	n a single consc	and the same	consonant befo		
dy		should			ather	gutiful						po		dy		should			father	beautiful						poor		blue blew	too		-		their	Week 13		Words en	Ende	and worbs						1/40		
even	half	phoam	improve	bath	class		steak	told	old	climb	behind	OF.		even	half	would	improve	bath	class		steak	told	eld.	dimb	behind	90		night knight	two	Sun Sun	_	quite quiet	they're	Week 13 Homoshores and near homoshores		words ending at last a	Ending - ge	and verbs ending in -y	Week 9	*		Long T		7	Week 4 We	
		ld.			25											d			12									knight	COM	5	Dan	iist	syre	8		â	+	¥ 0	+	words	bille in	the state	erning G	Finding	Week 5	

Appendix 3 - half termly expectations for bookbands

Reading Colour Book Bonds Termly Expectations for Reception

	AL W1	A2 W2	/1 W3	#1 W4	A1 W5	A1 W6	A1 W7	AZ W1	A2 W2	Λ2 16/8	42 W4	A2 1915	42 46	AZ W7	A2 W3	51 W1	\$1 W2	51W 8	32 W4	51 W5	51 W6	52 W1	52 W2	52 WS	52 W4	52 W5	52 W6	Spl. Wt	145 248	3e1 W3	SLE WG	941 W5	512 W1	SJZ W2	912 W8	5.6 W4	Sy2 WF	Sk2 Wé
pin																																						
red																																						
ysl																																						
biu																																						

Valion Book Bend Sounds learnt a a t p i a th d g a c k ck a u r h b f/ff I/ff ss j v w x y z zz gu ch sh th ng ai ee igh aa ac a oar ar ur aw al ear air ure er New sounds learned within this band no new sounds learnt, Focus is an blanding lenger words and developing fluency. New words ah Airs Mr paople their called leaked ask Pink Book Band Pre-Render Books NO TEXT IN BOOKS Rebistorisanu Sojektriosettisatpin midigioskick ≼ur hibif/ff The state of the property of the pictures and create the story along your speken words. New sounds learned within this band $s = \tau p + n = 0$ g o c k ck e u r h b f/ff L/ff ss j v w x y x xx qu

New words I the is as a no go of to into he she we me be his put was you like has are her all Your child is beginning to learn to read. As they read, please help them to:

read, please help them to:

Notice the title, front/back cevers and page numbers.

Lest at the pictures and talk about them.

Ask your child to sound our and blend the words.

On second and their readings of the book, encourage them to read with hore pace and with lest feaux on deutring out the letters in each word.

Make a story out of a whole book, rether than feauxing just on what is happening on each page.

Tall you about comething that happened in the book, are about sensething they found out in the book.

Look for tricky words in the book.

New sounds lanned within this band chisk thing at ac-

heard were there what when Your child is becoming york familiar with resoling and is making progress. As they read, please help them to: Road the words carefully. Merc of the words can be accentised or sounded sub. Some might not used to be lounded out if your child can recognise it.

consists out if your child on recognism. We the pictures to help them to chack their recoling. Use their peint finger to follow the words. On occasioned third readings of the book, encourage him to read with liner pace and with less focus et canding out the letter's in each word.

Make a story out of a whole book, rather than focusing.

bout semathing they found out in the book. Look for irricky words in the book.

asked

oaked Your shild is now beginning to read with more confidence. As they read aloud, you can help them by: - Giving their time to sound out words they den't know. If

Using the pictures to help and talliang about the sounds letters make.

Reminding them to look out for "tricky words" they have

Giving them time to recognise and correct their own

Asking them to talk about what's happening in the book encouraging them to make links to events on previous pages, and in their own lives.

Encouraging your child to make predictions about what might happen at the end of the story.

Tricity words (numbers in words to tan) (days of the week) (nearths of the year).
Your child is new developing into a more contribent reader. As they need, you can help by encouraging them to:
- Sound out mere quickly and using clusters of letters that they readings (they say begin to sound out silently).
- Raly isse on illustrations to give clued, but at it using them as a reference point to check incoming.
- Look at the punctuation marks. You may want to model hay to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tail you about what the characters in the stery are coing and they they are coing in that way.
- Show you how they can find particular things that interest them in non-fiction backs.

	AI W1	A2 WE	/1 ₩3	A1 W4	A1 195	41 W6	4.1 W?	AZ W1	A2 W2	A2 18/8	42 W4	42 46	A2 W3	\$1 W1	\$1 \$2	51 W3	32 W4	S1 W5	52 W1	52 W2	52 W3	52 W4	sz ws	52 W6	SHL WI	54F 1972	3e1 W3	Sul W4	941 W5	512 W1	SJZ W2	912 W8	96 96	SyZ W5	Sk2 Wé
Bku																																			
Gre																																			
Or																																			
Tur																																			

Alternative prevanciations taught for 1 e e g a ow ic ea a y ch an i (find) a (cold/murt) c (card) g (magic) a (put) on (annu) is (find) as (head) y (fit/hary) a (what/coard) ch (chef) as (cold/mutder).
Thicky service water where who have mease thought through service many loughed because any eyes friend once places.

Your child is nev devoloping into a sense confident reader. As they had, you can help by encouraging them to:

- Seard out more quickly and using chatters of letters that they recognise (they any begin to sound out silestily).

- Soly lease on illustrations to give claus, but shill using them as a reference peint to deads masely.

- Look at the purctuation banks, You stay you'll be easily hay to road a page of an thing, paying orientation to punctuation, such as full orbap and quantities marks.

- Tall you about what the characters in the story are doing and why they are acting in that way.

- Show you have they can find particular things that interest them in one-fitties books.

- Natrice stords with afternative presumations, Read the band using both engs and see which nation mere passe.

Grounds floated a dip Γ in m dip σ of k cit σ in Γ if Γ if Γ if Γ is g if g is g in G in G in G in G is G in G i

New alternative spellings taught in balet of cyclus eight by of an lightic Lary screen also by by a carea old ow do care usual our soul out

Age wends to develop says love school full pash pull our great bagger and average energence half hay the vary wherever who pulled put would. Your dailed is new developing late a more confident reader. As they need, you can help by enceturaging them for 1 Secure out specific medical production in the second of the second of

From Book Band Sers 3 and 4 Sers 3 and 5 and

Year child is now developing into a source conditions reader. As they need, yes can help by execuraging them to:

- Sound out quickly—and alresty—lacids their heads, if they need to stend an world.

- Look at the punchasition tracks, You may went to madel how to need a pega of territopy, purply attention to punctuation, such as fall-shape and question tracks.

- You've set out what the observation in the story are doing and why they are acting in that way.

- Shape you have they are feel perticular things that interest them in sear-Patrion books.

- Wake note of dooling predictions about what night happen in a charp, or informaces.

New alternative spellings tought in bold; and air are ear con are can up or ou ow of our such our ord

New words can't after fast lest plants bear here where there's really we're your more door aximals enall before

there's really we're your here does awards small before herse. Your child is more beginning to read with more independence. They should be facility more confident and will rarely need to sound out words. You can help them by:

- Listnaing to them what they read aloud. If they make with they work they word be extra of the text don't interrupt. You can revisit that sage of the earn of the text don't interrupt. You can revisit that sage of the end of the session he chack contain words.

- Rowinding that of earlier shroughs if they can't read a word.

Rowindring that of each of threelogies if they centifer act a werd, for example: I Settating the condition is locally, under threit breath 2, biyling a leeper word into eyilables, or leeling at the word without on high or an ode analog both allow then to werry about a yeard. Tell their what it rays and resist the werd once, you have completed the back.
 Financing issue use of expression, especially for character speech in filtrian books, You may wish to endoir reading seems pages about far your child for day.
 Talking about hay characters are feeling.

Reading Colour Book Bands Termiy Expectations for Year 2

	A1 W1	WZ SW	/1 W3	AI W4	A1 W5	41 W6	A1 W7	AZ W1	A2 W2	Λ2 W/3	42 W4	76.2 V5	42 W6	AZ W7	42 W3	51 W1	51 W2	51 W3	32 W4	51 W5	51 W6	52 W1	sz Wż	52 WS	52 W4	52 W5	52 W6	Sal WI	Sul W2	Sul W3	54 W4	941 W5	518 W1	SJZ W2	912 W8	9.6 W4	Sy2 WF	Sk2 Wé
Or																																						
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L6																																						
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