

## **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**, each 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 Neave 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 Primary School Phonics Programme Breakdown

## Termly Expectations for Reception

Date	Week	Long Term Plan		Book Band Sets can only be given after taught week
		Phase	GPCs	
WB 9/9/19	A1 Wks 2-5	Phase 1 will be taught alongside Phase 2 - see full LTP for more details	High Frequency Words Read - I the	Pink Fre-readers
WB 16/9/19	A1 W3	Phase 2 week 1	s t p	Pink Fre-readers
WB 23/9/19	A1 W4	Phase 2 week 2	l o m j	Pink Set 1
WB 30/9/19	A1 W5	Phase 2 week 3	g e k ck	Pink Sets 1, 2
WB 7/10/19	A1 W6	Phase 2 week 4	ch e ur	Pink Sets 1, 2
WB 14/10/19	A1 W7	Phase 2 week 5	h b f/h/i/ll	Pink Sets 1, 2, 3, 4
<b>HALF TERM</b>				
WB 28/10/19	A2 W1	Phase 3 week 1	j v e x	Any Book can be given from here onwards
WB 4/11/19	A2 W2	Phase 3 week 2	y z zz qu	Any Book can be given from here onwards
WB 11/11/19	A2 W3	Phase 3 week 3	ch sh th ng	Red Sets 1, 2
WB 18/11/19	A2 W4	Phase 3 week 4	ll ee gh oo	Red Sets 1, 2, 3, 4
WB 25/11/19	A2 W5	Phase 3 week 5	oo/oa or ar	Red Sets 1, 2, 3, 4, 5
WB 2/12/19	A2 W6	Phase 3 week 6	ow or ur	Red Sets 1, 2, 3, 4, 5
WB 9/12/19	A2 W7	Phase 3 week 7	ure er	Any Book can be given from here onwards
<b>CHRISTMAS BREAK</b>				
WB 6/1/20	S1 W1	Phase 4	Read - ch Spell - he she we me be	Yellow Set 1
WB 13/1/20	S1 W2	Phase 4	Read - Mrs Mr Spell - his pat wa	Yellow Set 1, 2, 3
WB 20/1/20	S1 W3	Phase 4	Read - people their Spell - you my like	Yellow Set 1, 2, 3, 4
WB 27/1/20	S1 W4	Phase 4	Read - called looked ask asked Spell - her all they	Any Yellow books can be given from here onwards
WB 3/2/20	S1 W5	Phase 4		Blue Set 1
WB 10/2/20	S1 W6	Phase 4		Blue Set 1

HALF TERM					
WB 24/2/20	S2 W1	Phase 5 week 1	oy ay ey ie oe ue	Read - numbers in words to ten	Blue Set 1
WB 2/3/20	S2 W2	Phase 5 week 2	ou ir or oy ed	Read - days of the week	Blue Set 1
WB 9/3/20	S2 W3	Phase 5 week 3	wh ph ew ow	Read - months of the year jan-jun	Blue Sets 1 and 2
WB 16/3/20	S2 W4	Phase 5 week 4	u_e k_u_e l_u_e j_u_e	Read - months of the year jul-dec	Blue Sets 1, 2, 3
WB 23/3/20	S2 W5	<b>PHONICS TEST 1 (100% ACH) - 3-3-5-5-WB5</b>			
WB 30/3/20	S2 W6	<b>PHONICS TEST 2 (100% ACH) - 3-3-5-5-WB5</b>			
<b>EASTER</b>					
20/4/20	Su1 W1	Children will be put into groups based on gaps in knowledge			
27/4/20	Su1 W2	Focus will be on monitoring all taught GPCs within reading and embedding taught GPCs within writing			
4 May week 4/5/20	Su1 W3	Any Children NOT on track for GLD in reading will be put on /continue targeted interventions			
11/5/20	Su1 W4				1:1 reading alongside guided reading and one phonic groups will determine whether children start moving through book bands
18/5/20	Su1 W5				
<b>HALF TERM</b>					
1/6/20	Su2 W1	Children will be put into groups based on gaps in knowledge			
8/6/20	Su2 W2	Focus will be on monitoring all taught GPCs within reading and embedding taught GPCs within writing			
15/6/20	Su2 W3	Any children Exceeding GLD in reading will be put on/continue targeted interventions to accelerate word recognition and comprehension			
22/6/20	Su2 W4				
29/6/20	Su2 W5				
6/7/20	Su2 W6				
13/7/20	Su2 W7				
20/7/20	Su2 W8	Least 2 days			



Termly Expectations for Year 2



Date	Long Term Plan			
	Week	Phase	National Curriculum Statutory Requirements	Spelling Shed
WB: 9/9/19	A1 W1		<b>Revision from Phase 5 Letters and Sounds</b>  <b>National Curriculum Statement:</b> '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.' <b>Therefore, the Class Teacher will revise previously taught GPCs throughout Year 2 as and when required and where appropriate.</b>	
WB: 16/9/19	A1 W2	Phase 5 Revision ai family		
WB: 23/9/19	A1 W3	Phase 5 Revision ee family		
WB: 30/9/19	A1 W4	Phase 5 Revision igth family		
WB: 7/10/19	A1 W5	Phase 5 Revision oo family		
WB: 14/10/19	A1 W6	Phase 5 Revision oo family		
WB: 21/10/19	A1 W7	Phase 5 Revision or family		
HALF TERM				
WB: 28/10/19	A2 W1	Phase 6	The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e</b> , <b>i</b> and <b>y</b>	Stage 2: 1
WB: 4/11/19	A2 W2	Phase 6		Stage 2: 2
WB: 11/11/19	A2 W3	Phase 6		Stage 2: 3
WB: 18/11/19	A2 W4	Phase 6	The /s/ sound spelt c before <b>e</b> , <b>i</b> and <b>y</b>	Stage 2: 4
WB: 25/11/19	A2 W5	Phase 6	The /r/ sound spelt <b>rs</b> and (less often) <b>gn</b> at the beginning of words	Stage 2: 5
WB: 2/12/19	A2 W6	Phase 6	The /r/ sound spelt <b>gn</b> at the beginning of words	Stage 2: 7
WB: 9/12/19	A2 W7	Phase 6	The /l/ or /eɪ/ sound spelt <b>-le</b> at the end of words	Stage 2: 8
WB: 16/12/19	A2 W8	Phase 6	The /l/ or /eɪ/ sound spelt <b>-el</b> at the end of words	Stage 2: 9
CHRISTMAS BREAK				
WB: 6/1/20	S1 W1	Phase 6	The /s/ sound spelt a before <b>l</b> and <b>ll</b>	Stage 2: 10
WB: 13/1/20	S1 W2	Phase 6	Words ending <b>-il</b>	Stage 2: 11
WB: 20/1/20	S1 W3	Phase 6	The /b/ sound spelt <b>-y</b> at the end of words	Stage 2: 13
WB: 27/1/20	S1 W4	Phase 6	Adding <b>-as</b> to nouns and verbs ending in <b>-y</b>	Stage 2: 14

WB: 3/2/20	S1 W5	Phase 6	Adding <b>-ed</b> , <b>-ing</b> , <b>-er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it	Stage 2: 15
WB: 10/2/20	S1 W6	Phase 6		Stage 2: 16
HALF TERM				
WB: 24/2/20	S2 W1	Phase 6	Adding the endings <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it	Stage 2: 17
WB: 2/3/20	S2 W2	Phase 6		Stage 2: 19
WB: 9/3/20	S2 W3	Phase 6	Adding <b>-ing</b> , <b>-ed</b> , <b>-er</b> , <b>-est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter	Stage 2: 20
WB: 16/3/20	S2 W4	Phase 6		Stage 2: 21
WB: 23/3/20	S2 W5	Phase 6		Stage 2: 22 or spelled a before <b>l</b> and <b>ll</b>
WB: 30/3/20 3 days	S2 W6	Phase 6		Stage 2: 23 The short vowel sound 'o'
EASTER				
20/4/20	Su1 W1	Phase 6	The /i:/ sound spelt <b>-er</b>	Stage 2: 25
27/4/20	Su1 W2	Phase 6	The /eɪ/ sound spelt a after <b>w</b> and <b>qu</b>	Stage 2: 26
4 day week 4/5/20	Su1 W3	Phase 6	The /s/ sound spelt or after <b>w</b> The /s/ sound spelt <b>gn</b> after <b>w</b>	Stage 2: 27
11/5/20	Su1 W4	Phase 6	The /z/ sound spelt <b>s</b>	Stage 2: 28
18/5/20	Su1 W5	Phase 6	The suffixes <b>-ment</b> , <b>-ness</b> ,	Stage 2: 29
HALF TERM				
1/6/20	Su2 W1	Phase 6	The suffixes <b>-ful</b> , <b>-less</b> and <b>-ly</b>	Stage 2: 30
8/6/20	Su2 W2	Phase 6	Homophones and near-homophones	Stage 2: 31
15/6/20	Su2 W3	Phase 6		Stage 2: 32
22/6/20	Su2 W4	Phase 6	Words ending in <b>-ign</b>	Stage 2: 33
29/6/20	Su2 W5	Phase 6	Contractions	Stage 2: 34
6/7/20	Su2 W6	Phase 6	The possessive apostrophe (singular nouns)	
13/7/20	Su2 W7	Phase 6		
Last 2 days	Su2 W8	Phase 6		

# Appendix 2 - phonics assessment sheet

Nebula Phonics  
Assessment 2019/20

Name: \_\_\_\_\_

<b>Phase 2</b>	<b>s</b>	<b>g</b>	<b>t</b>	<b>p</b>	<b>i</b>	<b>n</b>	<b>m</b>	<b>d</b>	<b>q</b>	<b>o</b>	<b>c</b>
<b>h</b>	<b>ck</b>	<b>e</b>	<b>u</b>	<b>r</b>	<b>h</b>	<b>b</b>	<b>f</b>	<b>ff</b>	<b>l</b>	<b>ll</b>	<b>ss</b>

<b>Blend</b>	<b>or</b>	<b>scr</b>	<b>it</b>	<b>its</b>	<b>r's</b>	<b>an</b>	<b>in</b>	<b>am</b>
<b>mon</b>	<b>and</b>	<b>did</b>	<b>on</b>	<b>got</b>	<b>not</b>	<b>dog</b>	<b>top</b>	<b>can</b>
<b>cat</b>	<b>get</b>	<b>up</b>	<b>us</b>	<b>duck</b>	<b>man</b>	<b>sun</b>	<b>nan</b>	<b>run</b>
<b>had</b>	<b>hot</b>	<b>him</b>	<b>hot</b>	<b>back</b>	<b>bad</b>	<b>big</b>	<b>but</b>	<b>robot</b>
<b>fell</b>	<b>fun</b>	<b>if</b>	<b>off</b>	<b>let</b>	<b>let's</b>	<b>lots</b>	<b>tell</b>	<b>miss</b>

<b>Read</b>	<b>I</b>	<b>the</b>	<b>is</b>	<b>as</b>	<b>no</b>	<b>go</b>	<b>of</b>	<b>to</b>	<b>into</b>
<b>he</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>his</b>	<b>but</b>	<b>was</b>	<b>my</b>	<b>you</b>
<b>like</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>his</b>	<b>but</b>	<b>was</b>	<b>my</b>	<b>you</b>
<b>like</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>his</b>	<b>but</b>	<b>was</b>	<b>my</b>	<b>you</b>

**Oral Segmenting**

<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
----------	----------	----------	----------	----------	----------

<b>Phase 3</b>	<b>l</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>	<b>zz</b>	<b>qu</b>	<b>ch</b>
<b>sh</b>	<b>th</b>	<b>ng</b>	<b>oi</b>	<b>ee</b>	<b>igh</b>	<b>oo</b>	<b>oo</b>	<b>oo</b>	<b>er</b>
<b>or</b>	<b>er</b>	<b>ur</b>	<b>ow</b>	<b>oi</b>	<b>ear</b>	<b>air</b>	<b>ure</b>	<b>ure</b>	<b>er</b>

<b>Blend</b>	<b>will</b>	<b>box</b>	<b>fox</b>	<b>yes</b>	<b>queen</b>	<b>much</b>	<b>fish</b>	<b>wish</b>	<b>boat</b>	<b>than</b>
<b>then</b>	<b>this</b>	<b>them</b>	<b>with</b>	<b>that's</b>	<b>along</b>	<b>king</b>	<b>long</b>	<b>thing</b>	<b>things</b>	<b>again</b>
<b>been</b>	<b>fact</b>	<b>keep</b>	<b>need</b>	<b>see</b>	<b>night</b>	<b>fight</b>	<b>boat</b>	<b>good</b>	<b>good</b>	<b>book</b>
<b>look</b>	<b>looks</b>	<b>looks</b>	<b>took</b>	<b>food</b>	<b>room</b>	<b>soon</b>	<b>too</b>	<b>car</b>	<b>car</b>	<b>derk</b>
<b>garden</b>	<b>hard</b>	<b>park</b>	<b>or</b>	<b>for</b>	<b>morning</b>	<b>down</b>	<b>how</b>	<b>now</b>	<b>now</b>	<b>town</b>

<b>Read</b>	<b>has</b>	<b>are</b>	<b>her</b>	<b>all</b>	<b>they</b>	<b>have</b>	<b>said</b>	<b>so</b>	<b>do</b>
<b>come</b>	<b>little</b>	<b>one</b>	<b>heard</b>	<b>were</b>	<b>there</b>	<b>what</b>	<b>when</b>	<b>out</b>	<b>out</b>
<b>come</b>	<b>little</b>	<b>one</b>	<b>heard</b>	<b>were</b>	<b>there</b>	<b>what</b>	<b>when</b>	<b>out</b>	<b>out</b>
<b>come</b>	<b>little</b>	<b>one</b>	<b>heard</b>	<b>were</b>	<b>there</b>	<b>what</b>	<b>when</b>	<b>out</b>	<b>out</b>

**Identify the names of the letters of the alphabet:**

Some	Most	All
------	------	-----

<b>Read 2 syllable</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Write 2 syllable</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Read a sentence</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Write a sentence</b>	<b>1</b>	<b>2</b>	<b>3</b>

**Phase 4**

<b>Read CVCVC</b>	<b>lump</b>	<b>wink</b>	<b>belt</b>	<b>chest</b>	<b>pond</b>
<b>best</b>	<b>different</b>	<b>clight</b>	<b>help</b>	<b>just</b>	<b>wind</b>
<b>must</b>	<b>next</b>	<b>think</b>	<b>went</b>	<b>just</b>	<b>wind</b>

<b>Read CVCVC</b>	<b>across</b>	<b>stuck</b>	<b>plug</b>	<b>skip</b>	<b>drum</b>
<b>green</b>	<b>grinned</b>	<b>dragon</b>	<b>green</b>	<b>sleep</b>	<b>still</b>
<b>stop</b>	<b>three</b>	<b>traces</b>	<b>traces</b>	<b>traces</b>	<b>under</b>

<b>Read</b>	<b>oh</b>	<b>Mrs</b>	<b>Mr</b>	<b>people</b>	<b>their</b>	<b>collid</b>	<b>looked</b>	<b>ask</b>	<b>asked</b>
-------------	-----------	------------	-----------	---------------	--------------	---------------	---------------	------------	--------------

<b>Spell</b>	<b>he</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>his</b>	<b>put</b>	<b>was</b>	<b>you</b>	<b>my</b>	<b>like</b>	<b>has</b>	<b>are</b>	<b>her</b>	<b>all</b>	<b>they</b>
<b>Read a sentence</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Write a sentence</b>	<b>1</b>	<b>2</b>	<b>3</b>									

**Strainers Framework for the Early Years Foundation Stage:**

<b>Reading:</b> Children read one understood simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
---	--

Nebula Phonics  
Assessment 2019/20

Name: \_\_\_\_\_

<b>Phase 5</b>	<b>oy</b>	<b>ea</b>	<b>ey</b>	<b>ie</b>	<b>oe</b>	<b>ue</b>	<b>ou</b>	<b>u</b>	<b>ur</b>	<b>ow</b>	<b>oy</b>
<b>ed</b>	<b>ie</b>	<b>wh</b>	<b>pn</b>	<b>ew</b>	<b>ou</b>	<b>oe</b>	<b>le</b>	<b>le</b>	<b>le</b>	<b>le</b>	<b>le</b>

**Read to identify Alt. Punctuation**

<b>Read / after words</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>
---------------------------	----------------	----------------	----------------	----------------

**Phase Learning Goals (Benchmark)**

<b>Read</b>	<b>actor</b>	<b>where</b>	<b>who</b>	<b>hate</b>	<b>house</b>	<b>mouse</b>	<b>thought</b>	<b>through</b>	<b>boy</b>
<b>work</b>	<b>by</b>	<b>because</b>	<b>there</b>	<b>love</b>	<b>france</b>	<b>once</b>	<b>please</b>	<b>pull</b>	<b>can</b>
<b>year</b>	<b>by</b>	<b>here</b>	<b>how</b>	<b>love</b>	<b>france</b>	<b>once</b>	<b>please</b>	<b>pull</b>	<b>can</b>

<b>Spell</b>	<b>have</b>	<b>said</b>	<b>sp</b>	<b>op</b>	<b>some</b>	<b>cent</b>	<b>bring</b>	<b>one</b>	<b>heard</b>
<b>there</b>	<b>what</b>	<b>when</b>	<b>out</b>	<b>gh</b>	<b>Mr</b>	<b>Mr</b>	<b>because</b>	<b>there</b>	<b>heard</b>
<b>what</b>	<b>where</b>	<b>where</b>	<b>where</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>
<b>what</b>	<b>where</b>	<b>where</b>	<b>where</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>	<b>because</b>

**able to use alternative spellings of phonemes for spelling**

<b>el</b>	<b>igh</b>	<b>eh</b>	<b>eo</b>	<b>ee</b>	<b>ie</b>
<b>oy - day</b>	<b>er - grey</b>	<b>ie - tie</b>	<b>ou - loud</b>	<b>ey - key</b>	<b>oe - toe</b>
<b>ie - pie</b>	<b>ai - vein</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>
<b>ai - vein</b>	<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>
<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>

<b>Next Level Goals (V1 - English)</b>	<b>Next Level Goals (V2 - English)</b>
--	--

<ul style="list-style-type: none"> <li>• Next level goals (V1 - English) (addition to L&amp;S) - Reading</li> <li>• Next level goals (V2 - English) (addition to L&amp;S) - Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Using the spelling rule for adding 'er' or 'ur' to the plural ending for</li> <li>• Using the spelling rule for adding 'er' or 'ur' to the plural ending for</li> <li>• Using the spelling rule for adding 'er' or 'ur' to the plural ending for</li> </ul>
--	--

<b>el</b>	<b>igh</b>	<b>eh</b>	<b>eo</b>	<b>ee</b>	<b>ie</b>
<b>oy - day</b>	<b>er - grey</b>	<b>ie - tie</b>	<b>ou - loud</b>	<b>ey - key</b>	<b>oe - toe</b>
<b>ie - pie</b>	<b>ai - vein</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>
<b>ai - vein</b>	<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>
<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - pie</b>	<b>ie - tie</b>	<b>ie - pie</b>	<b>ie - pie</b>



		Nedula Practice Assessment 2019/20		Name:	
<b>Week 1 – Part 1a:</b> Use Today + verb Use Yesterday + verb Small presents + post Recall past + present	<b>Week 2 &amp; 3 – Adding Suffixes:</b> Add -ed, -ing, -er, -est -est to a root word ending in -y with a consonant before it Add the suffix -er, -est and -y to words ending in -y with a consonant before it Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant Write after a single vowel letter The suffixes -ment, -ness, -ful, -less and -ly The suffixes -ment, -ness, -ful, -less and -ly	<b>Week 4</b> Tracing Spelling Key Words	<b>Week 5</b> Finding and learning the difficult bits in words		
<b>Week 6</b> Ending -dge g (as a j) c (as a k) Start - gn & kn	<b>Week 7</b> Start - wr (as a y) y (as igh) The /ov/ sound spelt a before /and/ i The /v/ sound spelt o	<b>Week 8</b> The /ov/ sound spelt a after w and su The /zh/ sound spelt s Words ending in -tion Words ending in (as a t)	<b>Week 9</b> Adding -es to nouns and verbs ending in -y Ending -ge Words ending in (as a t)		
<b>Week 10</b> Words ending in (as a l) Words ending -il The /v/ sound spelt or after w The /ov/ sound spelt or after w	<b>Week 11</b> Conjunctions can't couldn't couldn't didn't didn't haven't hasn't I will	<b>Week 12</b> The passive opposite singular (nouns) Homophones and near homophones there, their, they're here, hear, gear, quiet see, sea, bare, bear one, won to, two, tone be, bee, blue, blew, night, bright	<b>Week 13</b> Homophones and near homophones there, their, they're here, hear, gear, quiet see, sea, bare, bear one, won to, two, tone be, bee, blue, blew, night, bright		
<b>Pink Band (Non-fiction Common Exception Words)</b>					
Week 1	door	door	door	door	door
Week 2	feed	kind	floor	swim	poor
Week 3	child	children	with	with	climb
Week 4	most	only	both	both	old
Week 5	cold	gold	bold	bold	told
Week 6	every	green	heroic	heroic	steak
Week 7	after	pretty	best	beautiful	class
Week 8	gross	fast	last	post	father
Week 9	hour	poor	plant	path	bath
Week 10	sure	sugar	new	prize	improve
Week 11	whole	clothes	buy	could	should
Week 12	money	parents	buy	again	would
Week 13			parents	again	heart
Week 14			parents	again	even
<b>Pink Spelling (National Curriculum Common Exception Words)</b>					
Week 2	door	door	door	door	door
Week 3	find	kind	floor	swim	poor
Week 4	child	children	with	with	climb
Week 5	most	only	both	both	old
Week 6	cold	gold	bold	bold	told
Week 7	every	green	bold	bold	steak
Week 8	after	pretty	best	beautiful	class
Week 9	gross	fast	last	post	father
Week 10	hour	poor	plant	path	bath
Week 11	sure	sugar	new	prize	improve
Week 12	whole	clothes	buy	could	should
Week 13	money	parents	buy	again	would
Week 14			parents	again	heart

### Appendix 3 - half termly expectations for bookbands

Reading Colour Book Bands Termly Expectations for Reception

	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20
pin																				
red																				
yel																				
blu																				

<b>Pink Book Band</b> Pre-Reader- Books NO TEXT IN BOOKS → talk about what is happening in the pictures and create the story using your spoken words. New sounds learned within this band s a t p i n m d g e c k u r h b fff lfff ss j v w x y z zz qu New words I the is as a ne go of te into he she we me he his put was you like has are her all Your child is beginning to learn to read. As they read, please help them to: - Notice the title, front/back covers and page numbers. - Look at the pictures and talk about them. - Ask your child to sound out and blend the words. - On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page. - Tell you about something that happened in the book, or about something they found out in the book. - Look for tricky words in the book.	<b>Red Book Band</b> Sounds learnt s a t p i n m d g e c k u r h b ffff lfff ss j v w x y z zz qu New sounds learned within this band ch sh th ng al oo gh oo ee oar or ur ow ol oor air ure or New words they have said so do some come little one heard were there what when Your child is becoming more familiar with reading and is making progress. As they read, please help them to: - Read the words carefully. More of the words can be recognised or sounded out. Some might not need to be sounded out if your child can recognise it. - Use the pictures to help them to check their reading. - Use their point finger to follow the words. - On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word. - Make a story out of a whole book, rather than focusing just on what is happening on each page. - Tell you about something that happened in the book, or about something they found out in the book. - Look for tricky words in the book.	<b>Yellow Book Band</b> Sounds learnt a e t p i n m d g e c k u r h b ffff lfff ss j v w x y z zz qu ch sh th ng al oo gh oo ee oar or ur ow ol oor air ure or New sounds learned within this band re now sounds learnt. Focus is on blending longer words and developing fluency. New words oh Mrs Mr people their called looked ask asked Your child is now beginning to read with more confidence. As they read aloud, you can help them by: - Giving them time to sound out parts they don't know. If they still struggle, encourage them to try sounding out the whole word first. - Using the pictures to help and talking about the sounds letters make. - Reminding them to look out for "tricky words" they have learnt. - Giving them time to recognise and correct their own mistakes. - 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.	<b>Blue Book Band Sets 1-3</b> Sounds learnt s a t p i n m d g e c k u r h b ffff lfff ss j v w x y z zz qu ch sh th ng al oo gh oo ee oar or ur ow ol oor air ure or New sounds learned within this band ay as ie so us or fr oo ey ir oo oy wh ph oo ow o e e x l e o s u e Tricky words (numbers in words to fun) (days of the week) (months of the year) Your child is now developing into a more confident reader. As they read, you can help by encouraging them to: - Sound out more quickly and using clusters of letters that they recognise (they may begin to sound out silently). - Rely less on illustrations to give clues, but still using them as a reference point to check meaning. - Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks. - Tell you about what the characters in the story are doing and why they are acting in that way. - Show you how they can find particular things that interest them in non-fiction books.
--	---	---	---



