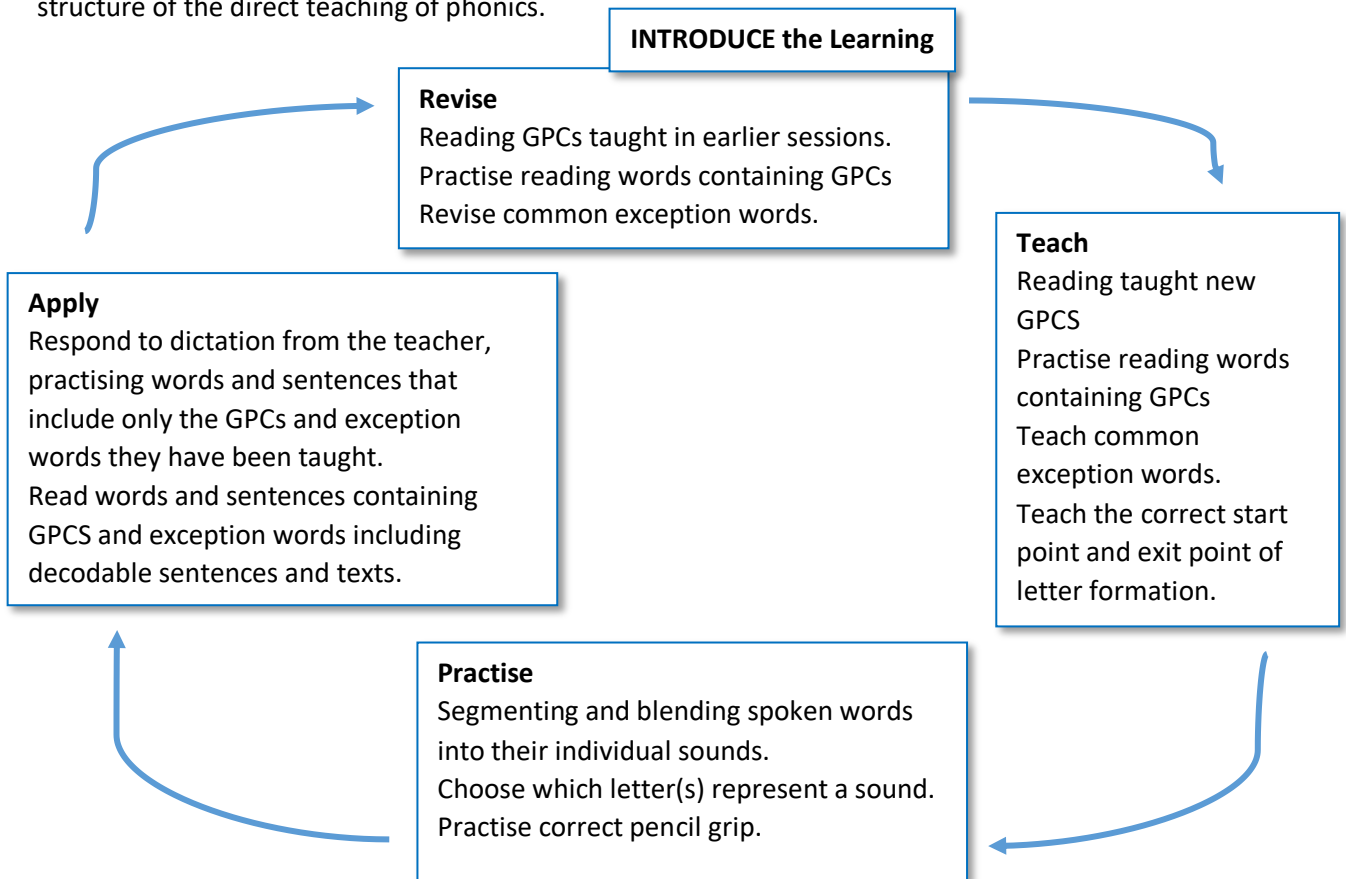


Assessment

All phases start with an assessment of what the children know already. This will provide a baseline as to where the children currently are in their phonics learning and what they need to learn next, in order to plan effectively to meet children’s needs. The phase will conclude with an assessment in order to measure progress and enable gaps analysis for further teaching and learning. The assessment of phonics is discussed at pupil progress meetings and identified on provision maps. We aim for children to be working at a particular level of phonics in particular year groups. However, due to the schools’ high mobility, children new to English, pupils with additional needs and pupils at risk of falling behind, phases are taught as appropriate across the school in order to sufficiently meet children’s needs. Where phonic phases are taught outside of the predicted year group, this is considered an intervention. The Phonics curriculum leader monitors children’s assessments at the start and end of the intervention. It is class teachers’ responsibility to highlight children in need of this intervention during pupil progress reviews and transition between year groups. Phonicsplay assessment tools and grids are used to assess phonics ability at the beginning and end of units. Past paper in Phonic screening tests are used for gaps analysis in KS1 to aid future teaching and learning.

Phonics Programme

Currently, Letters and sounds is used as a basis for the Phonic Phases. The phonics play resource is used as a supplementary resource to support the planning and delivery of phonics groups across the school. Phonics play assessments will inform phonics teaching and learning. All phases start and end with an assessment of the phase. These programmes are used as these resources meet the needs of our school context well. The Reading framework (July 2021) outlines the schools’ approach for the structure of the direct teaching of phonics.



Resources for the phonics programme are sourced from Phonicsplay to ensure consistency across school. Staff are encouraged to modify lesson content and resources in order to match learning to their pupils. Quality resources from Twinkl can be used to supplement teaching and classroom provision resources.

Books

Phonetically decodable books are carefully matched towards the sounds in each phase. Jolly phonics songs and actions are used to support the teaching of the phonemes. See appendix 1. In order to support good language development, comprehension and word reading, simple texts are used alongside phonetically decodable texts. For EAL learners at Springfield this has been a successful method of teaching early reading. Children read texts with school adults before taking books home for further reading. Online reading books (Bug club) also issued to children which include decodable texts for pupils working within the Phonic phases. The school subscribes to Big club reading to ensure that all pupils in Reception-Year6 have online reading log ins on activelearnprimary.co.uk Reading book audits are conducted to ensure there are sufficient numbers of texts at phase levels. Texts are organised into their phonic phases and are outlined within this document. Books are grouped in sets of 6 so that books can be used in guided reading sessions.

Staff Training

Training for phonics teaching and learning takes place in- house and where appropriate, through sources outside school. Training is bespoke to staff at Springfield.

Handwriting and letter formation

Our current handwriting scheme structured by Martin Harvey. Handwriting at Springfield is not cursive script.

The scheme and phrases used to describe the formation of letter families is outlined in appendix 2 and 3. Letter formation and handwriting is taught in conjunction with teaching the letter sounds, as well as in specific handwriting sessions as age-appropriate. Letter rhymes are used for teaching formation of letters in early phonics sessions, prior to the Martin Harvey handwriting scheme. These rhymes are age appropriate and support the formation process. (see appendix 4)

Phonics phases and year groups:

Year group	Phonic phases
Nursery	Phase 1
Reception	Phase 2-4
Year 1	Phase 5
Year 2	Phase 6/end of KS1 expectations for English

Contents

Page 3: Phase 1

Page 4-5: Phase 2

Page 5-7: Phase 3

Page 7-8: Phase 4

Page 8-11: Phase 5

Page 12: Phase 6

Appendix 1: Jolly phonics sounds actions

Appendix 2: Martin Harvey scheme

Appendix 3: Letter formation vocabulary

Appendix 4: Early phonics letter formation rhymes.

EYFS- Nursery Phase 1

The aim of Phase 1 is to get children attuned with the sounds around them and readies them to begin oral blending and segmenting. In the early years, children will do this through songs, games and oral language and communication within the setting as part of the structure of the educational programmes in the Early years foundation stage curriculum and as such, develops their speaking and listening skills, laying the foundation for Phase 2 phonics.

There are 7 aspects to Phase 1 phonics, as outlined in Letters and Sounds.

The 7 aspects are:

1. General sound discrimination-environmental
2. General sound discrimination- instrumental sounds
3. General sound discrimination-Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voices sounds
7. Oral blending and segmenting.

Resources which can be used for direct teaching of phase 1 phonics during Nursery group time, can be found in Letters and Sounds, phonicsplay.co.uk and twinkl.co.uk

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

<https://www.phonicsplay.co.uk/teachers/printable-resources>

EYFS- Reception Phase 2

Letter progression (one set per week)

Set 1:	s	a	t	p
Set 2:	i	n	m	d
Set 3:	g	o	c	k
Set 4:	ck	e	u	r
Set 5:	h	b	f, ff	l, ll ss

Phonics play planning <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase2-planning.pdf>

Jolly phonics songs [COMPLETE Jolly Phonics 42 Letter Sound IN-order | Alphabet Song | KIDS KNOWLEDGE - Bing video](#)

Printable resources for phase 2: <https://www.phonicsplay.co.uk/teachers/planning/resources/2>
<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	satp	a	Pat -Phonics play comics
2	indmp	is, it, in, at	Is it Nan?- Bug Club hardcopy In a pit-Bug Club hardcopy Sid's pit- Bug Club hardcopy Sit -Phonics play comics Tim's din- Bug Club hardcopy It is a din- Bug Club hardcopy In the pit -Bug Club hardcopy Sid did it -Bug Club hardcopy Sid's nits -Bug Club hardcopy Is Nan in?- Bug club online and hard copy Tim man Tim- Bug club online and hard copy
3	g,o,c,k	and	Top Cat -Bug Club online Toms mad mop -Bug Club and Bug club online A nap -Phonics play comics Pop pop pop- Bug Club hardcopy Cat and dog -Bug Club hardcopy Dig sid dig- Bug Club hardcopy Kat and Dan- Bug Club hardcopy Kit and dog- Bug Club hardcopy Kits kip- Bug club hardcopy Nod- Bug club online Nod- Bug club hard copy
4	ck,e,u,r	and,the,to	Can Cat get cod? -Bug Club online Rick the duck- Phonics play comics The bop- Bug Club hardcopy Is it a rock- Bug Club hardcopy

			Get a pet- Bug Club hardcopy Kit's kip- Bug Club hardcopy Sid and duck- Bug Club hardcopy Sid's pet rat- Bug Club hardcopy Top Cat- Bug club hard copy
5	h,b,f/ff,l,ll,ss	no,go,l	Get the map- Bug Club hardcopy Can Panda get it?- Bug Club A bug- Phonics play comics Huff! Puff!- Bug Club hardcopy A big mess- Bug Club hardcopy A bad lad -Bug Club hardcopy Big fat rat- Bug Club hardcopy Doll is ill -Bug Club hardcopy Mum's Bug's bag- Songbirds Bob Bug- Songbirds Dig,dig,dig-Songbirds Tut, tut pup- Bug Club hardcopy A big mess- Bug club hard copy Can Panda get in?- Bug club hard copy Get the map- Bug club hard copy

EYFS- Reception Phase 3

Letters

Set 6: **j v w x***

Set 7: **y z, zz qu***

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

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

Phonics play planning: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase3-planning.pdf>

Printable resources for phase 3: <https://www.phonicsplay.co.uk/teachers/planning/resources/3>

<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	jvwx		Go west Ox- Bug Club hardcopy The fox twins- Bug Club hardcopy

			<p>Jack gets a pet- Bug club hard copy</p> <p>Pet vet -Phonics play comics</p> <p>Top dog- Bug club hard copy</p> <p>A big win- Bug club hard copy</p> <p>The van- Bug club hard copy</p> <p>Max's box- Bug club hardcopy</p> <p>Sid gets sick- Bug club hardcopy</p> <p>Go to bed- Bug club hardcopy</p> <p>I can fix it- Bug club hardcopy</p> <p>Stan and Vick- Bug club hardcopy</p>
2	y,z,zz, qu	he, she, the, to	<p>The quiz went fizz- Bug Club hardcopy</p> <p>Yaks Pants- Bug Club hardcopy</p> <p>Buzz -Phonics play comics</p> <p>The odd Pet-Songbirds</p> <p>The big Match- Songbirds</p> <p>The hunt- Bug club hardcopy</p> <p>The fox and the ducks- Bug club hardcopy</p> <p>Quick, quick, quick- Bug club hardcopy</p> <p>A picnic- Bug club hardcopy</p> <p>Slip, slip, slop- Bug club hardcopy</p> <p>The quiz went fizz- Bug club hard copy</p> <p>Zap- Bug club hard copy</p> <p>Sid and Zak- Bug club hard copy</p> <p>Quick quiz- Bug club hard copy</p>
3	sh,ch,th,ng	we, me, be	<p>Hidden Liz -Bug Club hardcopy</p> <p>Top Dog -Bug Club hardcopy</p> <p>I can spot- Phonics play comics</p> <p>This and that- Songbirds</p> <p>Fish and Chips- Songbirds</p> <p>No lunch- Bug club hardcopy</p> <p>Sharon and Flash- Bug club hardcopy</p> <p>Chick gets lost- Bug club hardcopy</p> <p>Munching lunch- Bug club hardcopy</p> <p>Sid and Dan invent- Bug club hardcopy</p> <p>Sand champ- Bug club hardcopy</p> <p>The thing- Bug club hard copy</p> <p>In a rush- Bug club hard copy</p> <p>Mixing muffins- Bug club hard copy</p>
4	ai,ee,igh,oa	was, my	<p>Let's go- Phonics play comics</p> <p>On the go- Bug club hardcopy</p> <p>Meet Zinzan- Bug club hardcopy</p> <p>Go fish- Bug club hardcopy</p> <p>Pandas- Bug club hardcopy</p> <p>Queen plan- Bug club hardcopy</p> <p>This floats, that sinks- Bug club hardcopy</p>
5	oo,ar,or	no,go	<p>Jumping Jazz- Bug Club hardcopy</p> <p>Moo, cluck, growl- Bug club hardcopy</p> <p>Moon farm park- Phonics play comics</p> <p>Rock pooling- Bug club hardcopy</p> <p>Sid cam- Bug club hardcopy</p> <p>Brown fox tricks stork- Bug club hardcopy</p> <p>On the farm- bug club hard copy</p> <p>Go west ox- Bug club hard copy</p> <p>On the moor- Bug club hard copy</p>

6	ur,ow,oi	you	Cow and owl town- Phonics play comics In the dark- Bug club hardcopy Turnips and Beetroots- Bug club hardcopy A green lunch- Bug club hardcopy
7	ear,air,ure	they	The haircut- Phonics play comics Tara's party- Songbirds Where were you, Bert?- Songbirds Summer storm- Bug club hardcopy Hair- Bug club hardcopy A letter from Dorset- Bug club hardcopy Eek, a bug- Bug club hardcopy Winter- Bug club hardcopy
8	er, Blending, segmenting and applying with captions	Her, all, are	Panther and frog- Bug club hardcopy Go boat go- Bug club hard copy Stop that popcorn- Bug club hard copy Jumping jazz- Bug club hard copy Herb the spinning hamster- Bug club hard copy Star of the air- Bug club hard copy Yaks pants- Bug club hard copy Fix it twins- Bug club hard copy The fox twins- Bug club hard copy

EYFS- Reception Phase 4

Planning: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase4->

Resources: <https://www.phonicsplay.co.uk/teachers/planning/resources/4>

<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	CVCC words	She,we,me,be	A job for Jim-Bug club hardcopy Fish and chips- Bug club hardcopy Sid snaps- Bug club hardcopy
2	CCVC words		Jim Swim- Bug Club hardcopy Star Cat- Bug Club hardcopy Stunt quest- Phonics play comics The shopping list- Songbirds Springs and things- Bug club hard copy Stuck in a trap- Bug club hard copy Quick Rick- Bug club hard copy Snails- Bug club hard copy
3	2 syllable words	Were,there,little,one, they, all, are	Herb the spinning hamster - Bug Club hardcopy Star of the air- Bug Club hardcopy Let's go fishing- Phonics play comics Midnight moon- Phonics play comics Lunchbox- Phonics play comics Gran is cross- Songbirds Moon camping -Phonics play comics Sea fishing- Bug club hardcopy Be a cress barber- Bug club hardcopy Fantastic fish- Bug club hardcopy Sid and the haircut- Bug club hardcopy Pompom pets- Bug club hardcopy

			Monsters- Bug club hardcopy A little green monster- Bug club hardcopy At the dentist- Bug club hardcopy Stop helping- Bug club hard copy
4	High frequency words	do,when,out,what, said, so,have,like,some,come	Cool Cow sheriff -Bug Club hardcopy Quick Rick- Bug Club hardcopy The moon monsters get lost- Bug Club Zip Zap Man -Bug Club hardcopy Doctor Duck- Songbirds The trunk and the skunk- Songbirds The crap rocket- Songbirds There's something in the garden- Bug club hardcopy Look what we can do- Bug club hardcopy Cool cars- Bug club hardcopy The moon monsters get lost- Bug club hardcopy Slug Picnic- Bug club hard copy Spider camp- Bug club hard copy

KS1 Year 1 Phase 5

New graphemes:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Planning 5a: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase5a-planning.pdf>

Resources: <https://www.phonicsplay.co.uk/teachers/planning/resources/5a>

<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	ay,ou,ie,ea	Oh,their,people	The holiday- Phonics play comics Usman's books- Songbirds The Cinderella play-Songbirds The Trout fishing song- Bug club hardcopy
2	oy,ir,ue,aw	Mr,Mrs,looked,called,asked	Eggs eggs eggs- Phonics play comics Hungry birds- Bug club hard copy At the toy shop- Bug club hardcopy The creepy crawly hunt- Bug club hardcopy
3	wh,ph,ew,oe,au,ey	Said,so,have,like	Prof Toffs Zoo- Bug Club Sam sees all- Bug Club Which new pet?- Phonics play comics
4	Split vowel digraphs	Some, come, were, there	Dragon Bake off -Phonics play comics

a_e, e_e, i_e, o_e, u_e	Queen Aneena's feast- Songbirds tadpoles- Songbirds Different homes- Bug club hardcopy
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KS1 Year 1 Phase 5b

Planning: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase5b-planning.pdf>

Resources: <https://www.phonicsplay.co.uk/teachers/planning/resources/5b>

<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	Alternative pronunciations i,o,c,g,u	little,one,do,when, what,out	A kind fish -Phonics play comics (i) Yo ho ho- Phonics play comics (o) Centipede circus (c)- Phonics play comics Magic hat (g) -Phonics play comics Una the unicorn (u)- Phonics play comics
2	Alternative pronunciations ow,ie,ea,er	Water,where,who,again, thought,through, work,mouse	Dragon street (ow)- Phonics play comics Stop thief (ie)- Phonics play comics A meal out (ea)- Phonics play comics Adverts adverts (er)- Phonics play comics The third whirling - Bug club hardcopy
3	Alternative pronunciations a,y,ch,ou	Many,laughed,because, different,any,eyes,friends, once,please	Swap shop (a)- Phonics play comics Crystal flowers (y) -Phonics play comics A dream job (ch)- Phonics play comics Sea monster (ou)- Phonics play comics The mystery key (ey)- Phonics play comics

KS1 Year 1 Phase 5c

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

Planning: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase5c-planning.pdf>

Resources: <https://www.phonicsplay.co.uk/teachers/planning/resources/5c>

<https://www.phonicsplay.co.uk/teachers/printable-resources>

Assessment resources: <https://www.phonicsplay.co.uk/teachers/assessment>

Week	Focus	Tricky words	Texts
1	Alternative spellings ai/ c	Said, so, have, like, some, come, were, who	The snake and the drake- Songbirds (c) Go kart go- Bug club hardcopy Dave's big day- Bug club hardcopy
2	Alternative spellings Ee/ch	Said, so, have, like, day, make, made, came	Jack and the giants- Usman's books- Songbirds
3	Alternative spellings Ai/ee/c/ch	Oh, their, people, I'm, by, time	Dressed for the job -Bug club hardcopy cy, ce,se Kats great act--Bug club hardcopy cy, ce,se The runaway train- Bug club hardcopy
4	Alternative spellings igh/f (gh/ph)	Very, I'm, by, time Some, come, who, were	Spike says- Songbirds Butterfly pie (igh)- bug club hard copy
5	Alternative spellings oa/m	Water, where, who, again, thought, through, work, mouse	Moan, moan, moan- Songbirds Animal skeletons (ow, oe, o-e)
6	Alternative spellings igh/ f/ m/ oa	Day, made, came, make, very, some, come, were. who	Flying high- igh bug club hardcopy
7	Alternative spellings Oo (oo,ue,u,ew)/ y/ n (n, nn, gn, kn)	Old, don't	Dinosaurs (le,mb,kn,gn,wr)- bug club hard copy The purple muncher - (le,mb,kn,gn,wr)- bug club hard copy

			Follow the clues- Bug club hard copy Bullfrog is the best- Bug club hardcopy
8	Alternative spellings Ow/ ng	Thought, through, work, mouse, water, where, there, again,	No milk today- Songbirds
9	Alternative spellings Oo/n/ng/ow	Some, come, were, who	The upside-down Browns- Songbirds The snow monster- Bug club hardcopy
10	Alternative spellings Oi/r (rr,rr,wr)		Leroy- Songbirds The wrong kind of knight- Usman's books- Songbirds
11	Alternative spellings ar/s	Many, laughed, because, different	
12	Alternative spellings Oi/r/s/ar	Many, laughed, because, different	
13	Alternative spellings Ee/Ear/sh	Any, eyes, friends, once, oh	The deer and the earwig- Songbirds Easy peasy- Bug club hardcopy Sunny days, rainy days- Bug club hardcopy
14	Alternative spellings Air/v/igh	Please, little, one, do, when, what, out, Mr, Mrs	
15	Alternative spellings Ear/oa/air/oo	Many, laughed, because, different, any, eyes, friends, once, oh	Sue Kangaroo- Songbirds Meerkats (eer, ere, are) Bug club hardcopy
16	Alternative spellings Or/w	Please, little, one, do	Boring, boring-Bug club hard copy (aw,au) Itch factor- Bug club hardcopy
17	Alternative spellings Ur/e	When,what,out,Mr,Mrs because, different, laughed	
18	Alternative spellings Or/w/e/air		Paula the vet- Songbirds Clare and the fair- Songbirds Whizz- Bug club hardcopy
19	Alternative spellings er	Their, people, looked, called, should, would, water, children,	Sunflowers- Bug club hardcopy
20	Alternative spellings Er/i/ure	Their, people, looked, called	
21	Alternative spellings Or/ear/ure/zh	Their, people, looked, called, many, laughed, because, different	Keeping a pet- Bug club hardcopy Meerkats- Bug club hardcopy

KS1 Year 2 Phase 5d

Planning: <https://www.phonicsplay.co.uk/assets/resources/public/pdfs/phase5d-planning.pdf>

Resources: <https://www.phonicsplay.co.uk/teachers/printable-resources>

Week	Focus	Tricky words	Texts
1	Adding -s -es to words (plurals of nouns and the 3 rd person singular of verbs)		Giant George and the robin- Bug club hardcopy Rabbits- Bug club hardcopy

2	Adding -er and -est to adjectives where no change is needed in the root word.	Water, where, who, again, thought, through, work, mouse	
3	Adding -ing and -er to verbs (where no change is needed to the root word).	Days of the week words.	
4	Adding -ed to words where no change is needed to the root word.	Days of the week words.	The Cinderella play-Songbirds
5	Adding the prefix un- and spelling compound words. Contractions.		

KS1 Year 2 Phase 6

During this phase, children will know their grapheme-phoneme correspondence and therefore will be able to read hundreds of words using them. They will become fluent competent readers and accurate at spelling through phase 6. Children will also be covering the National curriculum requirements for English which will encompass many of the aspects of Phase 6.

For more details of activities, see letters and sounds Phase 6 page 173

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
and <https://www.spellingplay.co.uk/>

Resources: <https://www.phonicsplay.co.uk/teachers/printable-resources>