Godmanchester Community Academy

Phonics and Spelling Policy
2021

Aims

At Godmanchester Community Academy we believe that the teaching of phonics plays a key role in helping children learn to read, write, and spell. We follow the Sounds Write phonics scheme which is a high-quality programme endorsed by the DfE (Department for Education). Our aim is for all children to be confident readers by the end of Key Stage 1. High quality phonics teaching enables children to decode new and unfamiliar words confidently and independently and leads to improved understanding. This will result in children being able to read for pleasure, undertake research and develop their comprehension skills. Sounds Write also teaches children how to spell words and this helps them to become confident writers.

Objectives

The main objective of the teaching and learning of phonics is to enable children to access reading and writing at an age-appropriate level. This is best achieved when there is:

- A consistent whole school approach to the teaching of phonics throughout Early Years Foundation Stage, Key Stage 1, and Key Stage 2.
- Rigorous planning, assessment, and tracking.
- Sufficient training provided to enable the implementation of Sounds Write based teaching of phonics by all staff involved in the teaching of phonics and spellings.

At Godmanchester Community Academy, we use the Sounds Write phonics programme. Sounds Write is a quality first phonics programme that offers the classroom teacher an instructional method that works because it is a structured, multi-sensory, incremental and co-ordinated approach to teaching children to read and spell.

Our principal attainment targets are:

- The majority of children to have completed the initial code by the end of Foundation Stage.
- The majority of Year 1 children to pass the Year 1 Phonics Screening Check.
- The majority of children to have completed the first and more spellings covered in the extended code by the end of Key Stage 1.
- All children who do not meet these targets in Key Stage 1 to continue to follow the Sounds Write programme in Key Stage 2.

Children failing to meet the principal attainment targets will receive targeted intervention which will be tracked and monitored.

Phonics and Spelling Planning
The teaching of phonics in the Early Years Foundation Stage (EYFS) and Key Stage 1 will be planned in accordance with this policy following the initial and extended code outlined in Sounds Write. The teaching of phonics and spelling in Key Stage 2 will be planned in accordance with this policy following the whole school progression document which has been developed by phonics experts within the school. This progression incorporates the national curriculum spelling requirements and builds on the first and more spellings taught in EYFS and KS1.

Sounds Write
All our EYFS and Key Stage 1 teaching staff have been trained in the phonics programme Sounds Write. Our teaching of reading and writing within these year groups is, therefore, based on the Sounds Write programme. This teaching begins very early on when children join in Reception and continues until a child is a confident and competent reader and speller.

How it works
Sounds Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age, the sound of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex, in accordance with the fundamental principles of psychological learning theory. For example, at the start, simple, mutually implied (one sound, one spelling) CVC words (consonant,

vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'. When all the single-letter sound-spelling correspondences have been introduced and established, Sounds-Write initiates the concept that the sounds /f/, /l/, /s/ and /z/ can be spelt with the two letter-spellings 'ff', 'll', 'ss' and 'zz', respectively.

As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.

After this, pupils' understanding of the concept 'two letters - one sound' is further developed through the introduction of the most common consonant two-letter spellings: 'sh', 'ch' and 'th', in words like 'shop', 'chimp', 'thin' and 'them', for example.

Finally, two, three- and four-letter spellings of the vowels are introduced, and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

All of this is taught within a well-structured, incremental and coherent framework based on the knowledge - both conceptual and factual (see below) – on which the alphabet principle and thus the writing system is based, and the three key skills needed to enable learners to use the principle effectively.

Our approach teaches the conceptual understanding needed to become an effective reader:

- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters - examples are: /s/ /a/ /t/, /f/ /i/ /sh/, /n/ /igh/ /t/ and /w/ /eigh/ /t/
- that there is more than one way of spelling most sounds: the sound /ae/, spelt as in 'name', can be represented as in 'table', in 'rain', in 'eight', in 'play', and so on
- that spellings can represent more than one sound: the spelling 'ea' can be /e/ in head, /ae/ in break or /ee/ in seat.

Within this conceptual framework, we teach the factual knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the simplest one-to-one correspondences.

Reading and spelling also requires expertise in the skills necessary to make use of the alphabet code and pupils need to be able to:

- segment, or separate words into sounds
- blend, or push sounds together to form words
- manipulate phonemes: take sounds out and put sounds into words

Sounds Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

Planning

Planning in Sounds Write includes:

- Daily instruction in dedicated phonics lessons.
- Lessons planned by the class teacher using the Sounds Write programme.
- A weekly plan which documents the sounds that should be revised and those which should be introduced. Planning should also include high frequency words that children will be introduced to alongside phonics teaching.
- Appropriately paced lessons that provide children with suitable tasks to demonstrate their learning using the Sounds Write support materials. Tasks may include the use of nonsense words to determine how well children can blend and segment phonetically.
- Intervention groups which target the needs and ability of the children and make effective use of support staff.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 Phonics Screening Check, where children must use their phonic knowledge to correctly read 40 words. If the children do not achieve the allotted pass rate, they will receive targeted intervention before re-taking the test in Year 2.

Reading Materials

Children will be matched to an appropriate book level that matches their developing phonic knowledge. For children learning both the initial code and the extended code, Sounds Write, Dandelion Launchers and Dandelion Readers will be used alongside other appropriate phonic based reading schemes. For children across Year 2 and Key Stage 2 receiving targeted intervention, PhonicBooks will be used in addition to the before mentioned materials.

Teacher Assessment

Teachers in EYFS and Year 1 assess children's phonic knowledge and ability to blend and segment as part of the formative assessment that they conduct during whole class teaching. Teachers make the following judgements:

- Children who are struggling to keep up with whole class teaching and need some additional support outside of the daily phonics lesson are judged to be 'working towards' expectations.
- Children who are judged to be on track with the whole class provision are assessed as 'working at' the expected level.

Termly summative assessments establish whether children know which sounds are represented by the individual letters and a sample of two or three letter spellings (alphabet code knowledge) and assess a child's ability to use the phonemic skills of blending, segmenting and phoneme manipulation. These assessments have been created by phonics experts within the school (Appendix A)

Initial Code

After completion of the initial code, children who are judged to be 'working towards' expectations receive targeted support and intervention to revisit and recap the initial code whilst also being exposed to the extended code.

Children will only be achieving 'working at' after substantial practice. You should not expect the majority of children (Tier 1) to be achieving 80% accuracy as soon as there are taught a specific unit. It takes time for children to internalise the knowledge and skills and for these to become automatic.

The following table shows when the majority of children should be considered 'working at' within each unit.

Unit	Recognise Code (Lesson 1 & 2)	Read Code – fluency (Lesson 4 and in decodable books) Manipulate Code (Lesson 3)	Write Code – dictation (Lesson 4a)
IC 1	End of Unit 1	End of Unit 2 or mid-Unit 3	End of Unit 4
IC 2	End of Unit 2	End of Unit 3 or mid-Unit 4	End of Unit 5
IC 3	End of Unit 3	End of Unit 4 or mid-Unit 5	End of Unit 6
IC 4	End of Unit 4	End of Unit 5 or mid-Unit 6	End of Unit 7
IC 5	End of Unit 5	End of Unit 6 or mid-Unit 7	End of Unit 8
IC 6	End of Unit 6	End of Unit 7 or mid-Unit 8	End of Unit 9
IC 7	End of Unit 7	End of Unit 8 or mid-Unit 9	End of Unit 10

Extended Code

By the end of each Extended Code unit, we expect the majority of students (Tier 1) to be able to read the code they have just been taught; we don't yet expect them to be able to recall accurately which particular spellings we use in the words taught. Much more exposure and practice is required for that to happen. Recall of the code (spelling/writing) takes longer to transfer into long-term memory.

In a 'typical' Tier 1 class, there is about a five- to seven- unit lag in the spelling of the code. This is based on there being lots of revision of previous code taught throughout the subsequent units (Appendix B). Bearing in mind how hard it is to learn something entirely new and how much overlearning is required for new learning to become embedded, children should receive regular spelling quizzes and dictations based on previously covered units.

Here is an example of expected time lag in acquiring spelling. At the end of teaching Extended Code Unit 1 (/ae/), all children should be able to tell you the sound on which they've been working. The vast majority of students (90%) will also be able to engage in word-building (Lesson 6) and word reading and writing (Lesson 7) activities within that unit. By the time you are working on Extended Code Unit 7 (/e/) or Extended Code Unit 8 (/ow/) the majority of students (80%+) should have had enough practice (through sound review, reading, dictation, seeking the sound and a focus on polysyllabic words) to begin to see transfer of the four spellings of /ae/ taught in Extended Code Unit 1 into spelling/writing.

Once children have internalised the four spellings of /ae/, it goes without saying that they cannot be expected to spell words containing spellings of the sounds /ae/ they have never seen before. They should however be able to spell parts of the word, explaining which part of a word is problematical for them and therefore asking for support with how to spell a particular sound. Where necessary, adults will provide the identified problematic spelling. For example, if a child is spelling first and is unsure how to spell /er/, the adult will provide the spelling and say 'this (pointing or writing the correct spelling <ir>) is the way to spell /er/ in first.

Assessing those who are struggling with decoding

Teachers in EYFS and Year 1 complete focused assessments with individual children who they have identified as working towards in phonics. Teachers complete the Sounds Write Tracking Form (Appendix C) to identify specific gaps in a child's knowledge so that these can be addressed through extra support.

Teachers in Years 2 to 6 will complete these assessments where there are concerns with a child's blending, segmenting or phoneme manipulation.

The Tracking Form is completed during the three assessments points across the year. These typically take place in Autumn 2, Spring 2 and Summer 2. Analysis of these assessments enables teachers to plan intervention as well as adapt their whole class planning and delivery.

Statutory Assessments

Children are assessed in their phonic knowledge at the end of Year 1 using the statutory Phonics Screening Check. Children who do not pass the check at the end of Year 1 are re-assessed at the end of Year 2.

Phonics Screening Check Guidance: In section 1 of the Phonics Screening Check, the structure of the words tested includes cvc, vcc, ccvc and cvcc. It comprises the following spellings: <a>, <b>, <c>, <d>, <e>, <f>, <g>, <h>, <i>, <j>, <k>, <l>, <m>, <n>, <o>, <p>, <q><u>, <r>, <s>, <t>, <u>, <v>, <w>, <x>, <y>, <z>, plus some consonant two-letter spellings, <ch>, <ck>, <ff>, <ll>, <ng>, <sh>, <ss>, <th>, and <zz>. All of these, as well as <wh>, <le> and <tch> are taught in the Initial Code.

In addition, the screening check also covers what it describes as 'consistent vowel digraphs' or two-letter spellings, such as <ee>, <ar>, <oi>, <oo> or <or>. All of these two-letter spellings are taught within the Sounds Write programme before the end of Year 1.

In section 2 of the Phonics Screening Check, the following sounds are assessed: /ae/, /ee/, /oe/, /er/, /ow/, /oo/, /ie/, /or/, /air/, /oy/ and /ar/.

All of the above leaves only one sound/spelling correspondence in the Phonics Screening Check not yet covered in the Sounds Write programme: <ph> for the sound /f/. This should be introduced at any time after Unit 11 of the Initial Code.

Progression

The following progression maps are a guide and should only be used as such. Teachers are expected to be flexible and responsive to the progress of the children in their class.

EYFS

Autumn Term

Initial Code Unit	Skills: To segment, blend and manipulate sounds in words with the structure.	Code	Conceptual
1		a, i, m, s, t	
2		n, o, p	
3		b, c, g, h	Sounds can be represented by spelling with one letter
4	cvc	d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7		x, y, ff, ll, ss, zz	Some spellings are written with a double consonant

Spring Term

Initial Code Unit	Skills: To segment, blend and manipulate sounds in words with the structure.	Code	Conceptual
8	vcc and cvcc		
9	ccvc	No new code knowledge	
10	ccvcc, cvccc and cccvc		
Children do not move on to the extended code until they are near perfect in reading and spelling words in units 8, 9 and 10.			
11		sh, ch, th, ck, wh, ng, qu	Some sounds are written with two different letters.

Summer Term

Initial Code Unit	Skills: To segment, blend and manipulate sounds in words with the structure.	Code	Conceptual
11		sh, ch, th, ck, wh, ng, qu	Some sounds are written with two different letters.
	Skills: segment: to spell words containing the target sound blend: to read words containing the target sound Knowledge: A sound can be represented by more than one spelling. The most common spelling which represent the target sound.		Skills: To manipulate alternative sounds in and out of words. Knowledge: A spelling can represent more than one sound. The most common sounds represented by the target spelling.
Initial Code Bridging Lessons			
Unit 1	Sound /ae/ first spellings		
Unit 2	Sound /ee/ first spellings		

Some children, if ready, may be introduced to 2 syllable compound words using initial code (batman, dogfish, hotdog, backpack etc)

<u>Year 1</u>

Autumn Term

IC Review	Two/Three weeks should be spent reviewing the initial code and Unit 11 using the bridging lessons and sound swap.			
Skills: segment: to spell words containing the target sound blend: to read words containing the target sound Knowledge: A sound can be represented by more than one spelling. The most common spelling which represent the target sound.		Skills: To manipulate alternative sounds in and out of words. Knowledge: A spelling can represent more than one sound. The most common sounds represented by the target spelling.		
Extended Code Unit		*Extended Code Unit*		
1	Sound /ae/ first spellings			
2	Sound /ee/ first spellings			
		3	Spelling <ea>	
4	Sound /oe/ first spellings			
		5	Spelling <o>	Polysyllabic word lessons to teach 2, 3 and 4 syllable words with extended code previously covered.
6	Sound /er/ first spellings			
7	Sound /e/			
8	Sound /ow/			
		9	Spelling <ow>	
10	Sound /oo/ as in 'mOOn' first spellings			

Spring Term

Extended Code Unit		*Extended Code Unit*		
11	Sound /ie/			
12	Sound /oo/ as in 'bOOk'			
		13	Spelling <oo>	Polysyllabic word lessons to teach 2, 3 and 4 syllable words with extended code previously covered.
14	Sound /u/			
		15	Spelling <ou>	
16	Sound /s/			
		17	Spelling <s>	
18	Sound /i/			
19	Sound /or/ first spellings			
20	Sound /air/			

Summer Term

Extended Code Unit		*Extended Code Unit*		
21	Sound /ue/			Polysyllabic word lessons to teach 2, 3 and 4 syllable words with extended code previously covered.
		22	Spelling <ew>	
23	Sound /oy/			
24	Sound /ar/			
25	Sound /o/			
		26	Spelling <a>	
27	Sound /ae/ more spellings			

<u>Year 2</u>

Autumn Term

Skills: segment: to spell words containing the target sound blend: to read words containing the target sound Knowledge: A sound can be represented by more than one spelling. The most common spelling which represent the target sound.		Skills: To manipulate alternative sounds in and out of words. Knowledge: A spelling can represent more than one sound. The most common sounds represented by the target spelling.	
Extended Code Unit		*Extended Code Unit*	
28	Sound /d/		
29	Sound /ee/ more spellings		
30	Sound /i/		
		31	Spelling <y>
32	Sound /oe/ more spellings		
33	Sounds /n/		
34	Sound /er/ more spellings		
35	Sound /v/		

Spring Term

Extended Code Unit		*Extended Code Unit*	
36	Sound /oo/ as in 'mOOn' more spellings		
37	Sound /j/		
38	Sound /g/		
		39	Spelling <g>
40	Sound /f/		
		41	Spelling <gh>
42	Sound /m/		
43	Sound /or/ more spellings		

Summer Term

Extended Code Unit		*Extended Code Unit*	
44	Sound /h/		
45	Sound /k/		
46	Sound /r/		
47	Sound /t/		
48	Sound /z/		
49	Sound /eer/		
50	Sound schwa /ə/		

The suffixes –ment, -ness, -ful, -less and –ly: enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily

Contractions: can't, didn't, hasn't, couldn't, it's, I'll

Possessive apostrophe with singular nouns: Megan's, Ravi's, the girl's, the child's, the man's

Homophones and Near-Homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.

Year 3 and 4

Alternative Spellings			
/i/sound	g**y**m	/k/ sound	s**ch**eme, anti**que**
/u/ sound	y**ou**ng	/sh/ sound	**ch**ef
/ae/ sound	w**eigh**, th**ey**	/g/ sound	lea**gue**
		/ng/ sound	to**ngue**
		/s/ sound	**sc**ene

Alternative Pronunciations			
<ou> spelling	**ou**t, m**ou**ld, y**ou**, y**ou**ng	<y>spelling	**y**es, happ**y**, cr**y**, g**y**m
<ey> spelling	monk**ey**, th**ey**	<ch> spelling	**ch**op, s**ch**eme, **ch**ef

Homophone and Near Homophones	
accept/except	mail/male
affect/effect	main/mane
ball/bawl	meat/meet
berry/bury	medal/meddle
brake/break	missed/mist
fair/fare	peace/piece
grate/great	plain/plane
groan/grown	rain/rein/reign
here/hear	scene/seen
heel/heal/he'll	whether/weather
knot/not	whose/who's

Inflexional Affixes		
-ing	verb, present participial	forgetting, beginning, gardening, limiting
-en	verb, past perfect participial	forgotten
-ed	verb, simple past tense	preferred, limited
-'s/-s'	singular proper noun possessive plural noun possessive irregular plural noun	Tom's, James's girls', boys', babies' children's, men's, mice's

Derivational Affixes		
-er	transforms a verb into a noun	beginner, gardener
pre-	before	prefer
dis-	'apart' or having a negative/reversing force (Latin)	disagree, disobey, disappoint
mis-	'ill' or 'wrong'	misbehave, mislead, misspell
in-	'not' or 'opposite of'	inactive, incorrect
im-	variant of –in used before 'p' or 'm'	impatient, imperfect, impossible, immature, immortal
il-	variant of –in used before 'l'	illegal, illegible
ir-	variant of –in used before 'r'	irregular, irrelevant
re-	'again'	redo, refresh, return, reappear, redecorate
sub-	'under' (Latin)	subheading, submarine, submerge, subject, subtract
inter-	'between' or 'among'	interact, intercity, international, interrelated
super-	'above' (Latin)	supermarket, superman, superstar, superficial, supersede
anti-	'against' or 'opposite of'	antiseptic, anticlockwise, antisocial
auto-	'self' or 'own' (Greek)	autobiography, autograph
-ly	transform an adjective into an adverb root word ends with <l> spelling /l/ root word ends with <y> spelling /ee/ root word ends with <le> spelling /l/ root word ends with -ic	sadly, completely usually, finally happily, angrily gently, simply, humbly, nobly basically, frantically, comically
-ous	'possessing' or 'full of' root word ends with <our> spelling of /er/, /er/ is replaced by a schwa, the /r/ is heard in the final syllable	poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous

	root word ends with <ge> spelling of /j/	courageous, outrageous
	root word ends with /ee/ sound spelt <i> or <e>	serious, obvious, curious, hideous, spontaneous, courteous

Final Stable Syllable

words ending in –tion; added to verbs to form nouns -tion is a syllable formed when the word-forming element 'ion' is fixed to a base or to another suffix ending in –t or –te	invention, injection, action, hesitation, completion
root word ends in 'ss' or –mit	expression, discussion, confession, permission, admission
root word ends in <d> or <se>, /sh/ can be spelt <si> or <ti>	expansion, extension, comprehension, tension, attention, intention
root word ends in 'c' or –cs	musician, electrician, magician, politician, mathematician
-ation	limitation, information, sensation, preparation, admiration
words ending in –sure (zhure)	measure, treasure, pleasure, enclosure
words ending in –ture (chure)	creature, furniture, picture, nature, adventure
words ending in –sion (zhun)	division, invasion, confusion, decision, collision, television

Alternative Spellings

/ie/sound	**is**land	/t/ sound	dou**bt**
/ee/ sound	dec**ei**ve, prot**ei**n	/m/ sound	cli**mb**, sole**mn**
		/n/ sound	**kn**ight
		/s/ sound	thi**stle**

Alternative Pronunciations

<ough> spelling	b**ough**t, th**ough**, bor**ough**, pl**ough**	<ou> <gh> spellings	c**ough**, r**ough**

Homophone and Near Homophones

advice/advise	guessed/guest
device/devise	heard/herd
license/licence	led/lead
practice/practise	morning/mourning
prophecy/prophesy	past/passed
aisle/isle	descent/dissent
aloud/allowed	desert/dessert
affect/effect	draft/draught
alter/altar	principal/principle
ascent/assent	profit/prophet
bridal/bridle	stationary/stationery
cereal/serial	steal/steel
compliment/complement	wary/weary
farther/father	who's/whose

Inflexional Affixes

-ing	verb, present participial	forgetting, beginning, gardening, limiting
-en	verb, past perfect participial	forgotten
-ed	verb, simple past tense	preferred, limited
-'s/-s'	singular proper noun	Tom's, James's
	possessive plural noun	girls', boys', babies'
	possessive irregular plural noun	children's, men's, mice's

Final Stable Syllable

endings which sound like /shush/	
-cious	vicious, precious, conscious, delicious, malicious, suspicious
-tious	ambitious, cautious, fictious, infectious, nutritious
-ious	anxious
endings which sound like /shul/	
-cial	official, special, artificial
-tial	partial, confidential, essential

Use of the hyphen

prefix co- meaning 'together'	co-ordinate, co-operate, co-own
prefix re- meaning 'again'	re-enter

Derivational Affixes

-ant	'a person who'	observant, expectant, hesitant, tolerant, assistant
-ent	'a person who'	frequent, confident, obedient, independent, innocent, decent
-ance	'state or quality of'	observance, tolerance, assistance
-ence	'state or quality of'	innocence, confidence, obedience, independence, reference, preference, transference
-cy	'state, condition or quality'	hesitancy, decency, frequency
-able	'able to be'	adorable, applicable, considerable, changeable, noticeable, dependable, comfortable, tolerable, understandable, reasonable, enjoyable, reliable
-ible	'able to be'	forcible, legible, possible, horrible, terrible, sensible
-ly	'in what manner'	adorably, applicably, considerably, tolerably, possibly, horribly, terribly, visibly, incredibly, sensibly
-al	'relating to'	referral
-ee	'someone who'	referee

See Appendix D for National Curriculum spelling lists

Appendices

Appendix A: Exemplar Termly Assessment

Name_____

Phonics Assessment
Autumn (Units 1-5)

Blending
I'm going to say some sounds and I want you to put them back together to make a word. So, for example, if I said /h/.../a/.../t/ you would say hat (say the sounds 1 second apart)

Unit 1		Unit 2		Unit 3	
s-a-t	m-a-t	m-o-p	t-i-n	c-o-t	b-i-g
Unit 4		**Unit 5**			
f-a-n	d-o-g	r-e-d	v-e-t		

Segmenting
This time I want you to do what I've just been doing. I'll say the word and you split it up into its sounds. So, if I say pet you would say p/e/t.

Unit 1		Unit 2		Unit 3	
mat		sip		hat	big
Unit 4		**Unit 5**			
get	van	kit	red		

Phoneme Manipulation
Now I want you to take the first sound out of a word. So, if I asked you to say the word dog without the /d/ you would say og.

cat	leg	fin	got	fun
without the /k/	without the /l/	without the /f/	without the g	without the /f/
Now I'm going to say some words without the last sound so if I So, if I asked you to say the word bit without the /t/ you would say bi				
nap	pet	hip	lot	bun
without the /p/	without the /t/	without the /p/	without the /t/	without the /n/

Name _____

Alphabet Code Assessment
Autumn (Units 1-5)

Unit 1 sounds	s	a	t	i	
	m				
Unit 2 sounds	n	o	p		
Unit 3 sounds	b	c	g	h	
Unit 4 sounds	d	e	f	v	
Unit 5 sounds	k	l	r	u	

Unit 1 words	sit	at	mat	
Unit 2 words	man	mop	on	
Unit 3 words	bag	cat	hop	
Unit 4 words	dip	vet	fed	
Unit 5 words	rub	kid	lip	

Phonics Assessment Autumn 1   Name_____

Extended Code Units 1-6

Blending
I'm going to say some sounds and I want you to put them back together to make a word. So, for example, if I said /h/.../a/.../t/ you would say hat (say the sounds 1 second apart)

p-l-ay	b-ea-s-t	s-t-o-n-e	f-ir-s-t	b-r-ea-d	b-r-ow-n

Segmenting
This time I want you to do what I've just been doing. Ill say the word and you split it up into its sounds. So, if I say pet you would say p/e/t.

game	squeeze	stroke	worst	thread	mouth

Phoneme Manipulation
Now I want you to take a sound out of a word. So, if I asked you to say the word dog without the /d/ you would say og.

great	three	crow	first	meant
without the /g/	without the /th/	without the /c/	without the /s/	without the /t/

Alphabet Code (word reading)				
Unit 1 words	take	day	rain	break
Unit 2 words	bleed	creak	she	tummy
Unit 4 words	float	grow	most	stroke
Unit 6 words	word	verb	church	first

Appendix B: Exemplar Planning Overview

Unit 4 /oe/ <o, oa, ow, oe, o-e> and unit 5 <o> /o//oe/

	Knew Knowledge	Read	Retrieve
Mon	Unit 4 /oe/ <o, oa, ow, oe, o-e> Lesson 6 - one sound, different spellings Words: Explode, approach, ozone, rainbow, volcanoes (discuss <a> spelling of /ae/) Spellings: e,x,p,l,oe,d,a,pp,r,oa,ch,o,z,oe,n,v,o,l,c,a,n,oe,s,	Read EC Unit 3 words <ea> /ae/ /ee/ break, please (/z/<ze>) steak, great, stream, wheat (discuss what it is)	IC Lesson 4 Write IC Unit 10 sentence Ranj and Ron had to scrub the mats.
Tues	Unit 4 /oe/ <o, oa, ow, oe, o-e> Lesson 7 – one sound, different spellings- reading and writing Words: stone, groan, yellow, goes, both Spellings:	Read IC unit 11 /sh/, /th/, /ch/, /wh/ Brush, munch, thump, whisk, string, quick	IC Lesson 4 Write IC Unit 11 sentence Stick the string on the shelf.
Weds	Unit 4 /oe/ <o, oa, ow, oe, o-e> Lesson 9 - Seek the Sound – Sounds Write reading book under visualiser	Read EC Unit 1 sentence Please can we have a break today?	IC Lesson 4 Write IC Unit 11 sentence The king had a duck and it went quack.
Thurs	Unit 5 <o> /o/ /oa/ Lesson 10 – One spelling, different sounds Words: most, chop, both, blotch, post, from Spellings: None required	Read IC unit 10 VCC – CCVCC IC Unit 10 PhonicsBook under visualiser	Write EC Unit 2 /ee/ **This is the way to spell /ee/ in...** Stream, speak, three, free (near homophone. Discuss teeth and tongue and where they are for th and f)
Fri	Unit 5 <o> /o/ /oa/ Lesson 10 – One spelling, different sounds – **follow up lesson** Words: most, chop, both, blotch, post, from Spellings: None required	Lesson 3 Sound swap List 9 – ramsh - amsh – am – fam – fim – frim – shrim Letters – r,a,m,sh,f,I,r,I, (in folder)	Write EC Unit 1 Sentence **This is the way to spell /.../ in...** We will bake a cake and it will be a sweet treat.

Appendix C: Sounds Write Tracking Grid

Unit of Sounds-Write being taught whole class this week:

Examples of three of the words blended and segmented:

Sentence used for dictation:

Title of decodable reader used:

Name of child:	Blending	Segmenting	Phoneme manipulation	Code knowledge	Word building	Word reading	Dictation *	Reading decodable books	Comments and action to be taken: e.g. code knowledge that the child is not secure with; types of errors (letter reversal, omission/addition of sounds/spellings, precise pronunciation of sounds).

**

*Dictation: you should be doing a dictation 3 to 4 units before the one you are covering this week

** Reading: the children should be reading decodable books 1 to 2 units before the one you are covering this week

SOUNDS-WRITE
First Rate Phonics

Words List for Years 3 and 4; Years 5 and 6

Analysis of words contained in the UK government's _English Appendix 1: Spelling_.

Many of the words in the government's list are easy indeed to spell if they are broken into their constituent syllables. For example, 'difficult' should, by Years 3 and 4, be very straightforward.

In some instances, I have indicated that using a 'spelling voice' would be helpful. Many sound-spelling correspondences, such as < ou > for /oo/ and < gu > for /g/, should have been taught in Years 1 and 2, though many Year 3 pupils will continue to benefit from further exposure and practice. A few words contain very infrequent spellings: < sw > in 'answer' (and 'sword') and < a > for /air/ in 'various' will need more opportunities for reminders and practice.

The spelling < u >, like < x > can often represent two sounds. We deal with it as one for simplicity and to avoid pupils spelling it < y > < oo >. It also frequently occurs in the middle of many words: 'document', 'popular', 'monument', etc. The apostrophe indicates the syllable on which stress is placed.

ac | ci | 'den | ta | lly		di | sa | 'ppear	or : di | sa | ppe | ar
'ac | tu | a | lly		'ear | ly	< ear > = /er/
a | 'ddress		earth	< ear > = /er/
'an | swer	<sw> = /s/ (from Anglo-Saxon 'answeare')	eight	< eigh > = /ae/
a | 'ppear	or a | ppe | ar	eighth	< eigh > = /ae/
a | 'rrive		e | 'nou gh	
be | 'lieve		'ex | er | cise	< se > = /z/
'bi | cy | cle		ex | 'pe | ri | ence	
breath	< ea > = /e/	ex | 'pe | ri | ment	
b r ea the	< ea > = /ee/ & < the > = /th/ (voiced)	ex | 'treme	
build	< ui > = /i/ as in 'biscuit'	'fa | mous	< ou > = schwa
'bu | sy		'fa | vou | rite	< ou > = schwa and < te > = /t/
bu | si | ness	*syllable elision - spelling voice	'Fe | bru | a | ry	
'ca | len | dar	< ar > = schwa - spelling voice	'for | wards	
caught	< augh > = /or/ as in 'taught'	fruit	< ui > = /oo/
'cen | tre		'gra | mmar	< ar > = schwa - spelling voice
'cen | tu | ry	for < t > and <u > see below	group	
'cer | tain		guard	
'cir | cle		guide	
'com | plete		heard	< ear > = /er/
con | 'si | der		height	< eigh > = /ie/
con | 'ti | nue		'hi | sto | ry	
de | 'cide		i | 'ma | gine	< ne > = /n/
de | 'scribe		in | 'crease	(verb) < se > = /s/
'di | ffe | rent		'in | crease	(noun) < se > = /s/
'di | ffi | cult		im | 'por | tant	

'in | te | rest		'pre | ssure	< ss > = /sh/ and < ure > = schwa
'is | land	< is > very infrequent spelling of /ie/	'pro | ba | bly	
'know | ledge	< ow > = /o/ and < dge> = /j/	'pro | mise	< se > = /s/
learn	< ear > = /er/	'pur | pose	< o > = schwa and < se > = /s/
length	< ng > = /ng/	'quar | ter	< q > < u > = /k/ /w/ in RP
ma | 'te | ri | al		'ques | tion	<tion > = 'chun' (suffix)
'me | di | cine	< ne > = /n/	're | cent	
'men | tion		're | gu | lar	
'mi | nute	< u > = /i/, as in 'busy'	reign	< ei > = /ae/ and <gn > = /n/
'na | tu | al	for < t > and <u > see below	re |'mem | ber	
'naugh | ty	< augh > = /or/ as in 'caught'	'sen | tence	< e > = schwa and < ce > = /s/
'no | tice	< ce > = /s/	'se | pa | rate	< a > = schwa: spelling voice
o | 'cca | sion | a | lly	< sion> = 'zhun' (suffix)	'spe |cial	< cial > = suffix : /sh/ schwa/ /l/
'of | ten	/t/ is often elided: spelling voice	straight	< aigh > = /ae/
'o | ppo | site		strange	< ge > = /j/
'or | di | na | ry	< a > = schwa	streng th	< ng > = /ng/
par | 'ti | cu | lar		su | 'ppose	< se > = /z/
pe | 'cu | li | ar		sur | 'prise	< se > = /z/
'po | pu | lar		'there | fore	< ere > = /air/ and < ore > = /or/
po | 'si | tion	< tion > = 'shun'	though	< ough > = /oe /
po | 'sse | ssion	<ssion > = 'shun'	thought	< ough > = / or /
'po | ssi | ble		'va | ri | ous	< a > = /air/
po | 'ta | to(es)		weight	< eigh > = /ae/
		'wo | man	< o > = /u/ (as in 'mother')
		'wo | men	< o > = /i/ and < e > = schwa

Notes:

Schwas are the most likely vowel sounds to cause pupils problems. This can happen when a pupil is reading: if a word containing a schwa is not within the pupil's spoken repertoire, they may not know how to pronounce it. However, far more commonly, pupils tend to spell schwas as they sound. For example, the word 'chicken' is often spelled 'chickin' because, in most accents of UK English, that is how it sounds.

The best way of getting round this is to encourage pupils to use a spelling voice when they are writing words that contain schwas and which give them problems. This technique is NOT meant to change the way pupils talk. It is quite normal for schwas to appear in spoken language because English is a stress-timed language, which inclines us to lay stress on the dominant syllable in a polysyllabic word. If you want to identify where schwas occur in polysyllabic words, first find the stressed syllable. Then, very often but not always, the unstressed syllable or syllables will often contain a schwa. Schwas are the most common vowel sounds in the English language. For example, in the word list, the word 'peculiar' has been split as pe \| 'cu \| li \| ar, with the stress on the second syllable. The first and last syllables in the word contain unstressed vowel sounds, which, when spoken normally sound like an /uh/. If you ask the pupil to say the word with a spelling voice, they should emphasise the /e/ in the first syllable and the /ar/ in the last.

Some words, such as 'century' and 'natural' seem, at first sight, to be more tricky. The spelling < t > sounds like a /ch/ when spoken normally and the spelling < u > is a schwa /ə/. You could teach this with words with the suffix -ture, which we say as /ch/ + /uh/ (schwa /ə/). For example, 'nature', 'furniture', 'adventure', 'signature', etc.

The suffix -ture is a noun-forming word-final element derived from Latin. It can mean: 'an action, process, or state'; 'an office or rank', as in the case of 'judicature' or 'prefecture'; and, 'a group assembled for an activity', such as a 'legislature'.

Years 5 and 6

a | 'cco | mmo | date	cu | ri | 'o | si |ty
a | 'ccom | pa | ny	'de | fi | ni te
a | 'ccor | ding	'de | spe | rate
a | 'ch ie ve	de | 'ter | mined
a | 'ggre | ssive	de | 've | lop
'a | ma | teur	'dic | tion | a | ry < ti > = /sh/
'an | cient	di |'sa | strous
a | 'ppa | rent	em | 'ba | rrass
a | 'ppre | ci | ate < c > = /sh/ here	en | 'vi | ron | ment
a | 'ttached	e | 'quip | ment
a | 'vai | la | ble	e | 'spe | cia | lly < ci > = /sh/
'a | ve | rage	ex | 'a | gge | rate
'aw | kward	'ex | ce | ll | ent
bar | gain	ex | 'i |stence
bruise	ex | pla | 'na | tion < ti > = /sh/
'ca | te | go | ry	fa | 'mi | li |ar
'ce | me | te | ry	'fo | reign
co | 'mmi | ttee	'for | ty
co | 'mmu | ni | cate	'fre | quent | ly
co | 'mmu |ni | ty	'go | vern | ment
com | pe || 'ti | tion	'gua | ran | tee
'con | science	'ha | ras sor ha | 'rass
'con | scious	'hin | drance
con | 'tro |ver | sy	i |'den | ti | ty
con | 'ven | i | ence	i | 'mme | di | ate | ly
'co | rre | spond	in | di | 'vi | du | al
'cri | ti | cise	in | ter | 'fere or in | ter | 'fe | re

'in | te | rrupt		'rhy | thm	/r/ /i/ | /th/ /uh/ /m/
'lan | guage	< u > = /w/ (as in 'quit')	'sa | cri | fice	< ce > = /s/
'lei | sure		'se | cre | ta | ry	
'light | ning		'shoul | der	
'mar | ve | llous		'sig | na | ture	
'mis | chie | vous		sin | 'cere | ly	or sin | 'ce | re | ly
'mu | scle	< sc > = /s/	'sol | dier	
'ne | ce | ssary		'sto | mach	
'neigh | bour	< our > = schwa	su | 'ffi | cient	< ci > = /sh/
'nui | sance	< ce > = /s/	su | 'ggest	
'o | ccu | py		'sym | bol	
o | 'ccur		'sy | stem	
o | ppor | 'tu | ni | ty		'tem | pe | ra | ture	
'par | li | a | ment *syllable elision : spelling voice		'tho | rough	
per | 'suade	< u > = /w/ (as in 'quit')	twelfth	
'phy | si | cal		va | 'ri | e | ty	
'pre | ju | dice	< ce > = /s/	've | ge | ta | ble	
'pri | vi | lege		've | hi | cle	
'pro | 'fe | ssion		yacht	
'pro | gramme			
pro | nun | ci | 'a | tion			
queue			
're | cog | nise			
re | co | 'mmend			
're | le | vant			
'res | tau | rant			
rhyme	< rh > = /r/ & < me > = /m/		

Notes:

The word 'rhythm' is bi-syllabic : rhy | thm. There is a schwa between the /th/ (voiced) and the /m/. This is probably because it is derived from the Greek 'rhythmos', which has been shortened to 'rhythm' but the word retains it's two syllable structure.

'Yacht' is obviously anomalous. The best way to teach it is to ask a class how many sounds they can hear in the word. The answer should be three : /y/ /o/ /t/. If you ask them to 'code' it, they will probably come up with 'y ach t' or with 'y a cht'. You could ask them to justify their choices. A class I taught said they like the latter because the spelling < a > could represent the sound /o/ in words like 'was', 'wasp', 'what', etc. Anyway, if you get them to vote on which one they like best, many pupils will remember the structure and how to spell it.