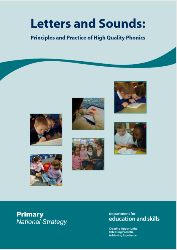
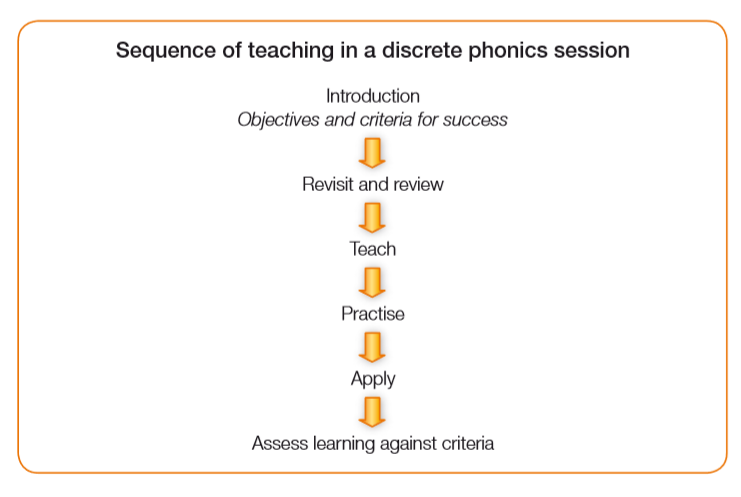
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**Stakesby Primary Academy**

**planning and time scale for teaching synthetic phonics**

**All planning must incorporate the following stages**



**Nursery- Teach**

| **Phase 1** | |
| --- | --- |
| Aspect 1  Autumn  1  2 weeks | **Environmental Sounds**  *Main purpose:*  To develop the children’s listening skills and awareness of sounds in the environment (Tuning into sounds – TIS).  Further development of vocabulary and children’s identification and recollection of difference between sounds (Listening and remembering sounds – LRS).  To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).  **Squiggle** – up and down movements to up and down by vegnaboys. (b, d, f, h, I, j, k, l, p, q, r, t, 1, 4, 7,9,) |
| Aspect 2  Autumn 1  2 weeks | **Instrumental Sounds**  *Main purpose:*  To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).  To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).  To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).  Squiggle- side to side the Venga bus is coming by the vengaboys (f, t, 2, 4) |
| Aspect 3  Autumn 1  2 weeks | **Body Percussion**  *Main purpose:*  To develop awareness of sounds and rhythms (Tuning into sounds – TIS).  To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).  To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).  **Squiggle** – Circles- rolling on a river- by Tina turner (a,b,c,d,g,k,o,p,q,0,5,9) |
| Aspect 4 Ongoing through stories and rhymes  Autumn 2  6 weeks | **Rhythm and rhyme**  *Main purpose:*  To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).  To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).  To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).  **Squiggle** – Arches over – land of make-believe by bucks fizz (h, m, n, 3)  **Squiggle** – Arches under ide give it all by George Ezra (u, y, 3)  **Squiggle** –loops – paradise by George Ezra (e, 6) |
| Aspect 5  Spring 1  5 weeks | **Alliteration**  *Main purpose:*  To develop understanding of alliteration (Tuning into sounds – TIS).  To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).  To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).  Sounds a b c d e f g h I j k l m n o p q r s t u v w x y z  Deciding if they are voiced, unvoiced, long or short. (This will include showing the children the grapheme but they are not expected to remember it).  **Squiggle** –Kate bush- withering heights (s, 8)  **Squiggle** – zig zags- we do the mash by Bobby Picket (v,w,x,z,) |
| Aspect 6  Spring 2  6 weeks | **Voice sounds**  *Main purpose:*  To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS).  To explore speech sounds (Listening and remembering sounds – LRS). Sounds a b c d e f g h I j k l m n o p q r s t u v w x y z  Deciding if they are voiced, unvoiced, long or short. (This will include showing the children the grapheme but they are not expected to remember it).  To talk about the different sounds that we can make with our voices (Talking about sounds – TAS). |
| Aspect 7  Summer 1  6 weeks | **Oral blending and segmenting**  To develop oral blending and segmenting of sounds in words (oral blending)  To listen to phonemes within words and to remember them in the order in which they occur (Oral segmenting) |
| Summer 2  6 weeks | **Reading non word books for comprehension and reading objectives**  **Reading scheme Lilac band books – Phase 1** |

Phase 1 Phonics Assessment

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| --- | --- | --- | --- | --- |
| I can say the correct initial sounds in these words.  0-8 T  9-15 A  16-20 M  20+ E | I can select or say the matching rhyming word to the word given. (Children can use pictures to help).  0-3 T  3-6-A  6-10 M | I can blend your segmented word. (Can have a set of pictures to support).  0-3 T  3-6-A  6-10 M | I can segment a word given to me. (Can be given pictures to support).  0-3 T  3-6-A  6-10 M | I can write my name using simple marks, when asked I tell you it says my name. |
| Ant | Cat/bat/hat | hat | cat |  |
| Bat | Socks/fox | cat | net | I can write my name but not all the letters may be correct- some may resemble my letters. |
| Cat | Tap/cap | dog | Mam/ mum |
| Dog | Mouse/house | dig | Jam |
| Egg | Star/car | hen | zip |
| Fish | Bear/chair | cup | hen |  |
| green | Head/bed | sat | cap | I can write name forming most letters correctly.  You can read it is my name. |
| Hat | Flag/bag | man | mat |
| igloo | Phone/bone | peg | tap |
| Jam | Dog/log/frog | fish | leg |
| Kite | Ball/wall |  |  |  |
| Lip |  |  |  |  |
| mop |  |  |  |  |
| nose |  |  |  |  |
| orange |  |  |  |  |
| Pip |  |  |  |  |
| Red |  |  |  |  |
| Sit |  |  |  |  |
| Tip |  |  |  |  |
| Up |  |  |  |  |
| Vet |  |  |  |  |
| well |  |  |  |  |
| yellow |  |  |  |  |
| Zip |  |  |  |  |

**Reception Teach**

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| --- | --- |
| **Phase 2**  **Reading Lilac band books- Phase 1** | |
| Autumn 1  Week 1 | Learn and practise letters/sounds s a t p (set 1) and start to practise oral blending and segmenting p55. |
| Autumn 1  Week 2 | Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far p51.  Practise oral blending and segmenting p55–6.  Teach the trick word I with action  Teach blending with letters (for reading) p58.  Practise blending for reading p59. |
| Autumn1  Week 3 | Learn and practise letters/sounds g o c k (set 3) and practise letters/sounds learned so far p51.  Practise oral blending and segmenting p55–6.  Teach blending with letters (for reading) p58.  Teach the trick word the and to with action  Practise blending for reading p59.  Teach segmentation for spelling p61.. |
| Autumn 1  Week 4 | Learn and practise letters/sounds ck e u r (set 4) and practise letters/sounds learned so far p51.  Teach ck, explain its use at the end of words and practise reading words ending in ck.  Practise oral blending and segmenting p55–6.  Teach the trick word no and go with action  Blend for reading p59.  Segment for spelling p61. |
| Autumn 1  Week 5 | Learn and practise letters/sounds h b f ff (set 5) and practise letters/sounds learned so far p51.  Teach that ff is usually at the end of a word and practise reading words ending in ff p51.  Practise oral blending and segmenting p55–6.  Teach the trick word he and we with action  Blend for reading p59.  Segment for spelling p61. |
| Autumn 1  Week 6 | Learn and practise letters/sounds l ll and ss (set 5) and practise letters/sounds learned so far p51.  Teach that ll and ss is usually at the end of a word and practise reading words ending in ff p51.  Segment for spelling p61.  Teach the trick word she and me and be with action  Blend for reading p59. |
| Autumn 1  Week 7 | Complete the phase 2 assessment in orange |

Phase 2 phonics assessment

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| I can say the correct phoneme when shown the grapheme.  0-10-T  11-17-A  18-20-M  20-23-E | I Know the name of the letters when shown the grapheme (not expected)  0-10-T  11-17-A  18-20-M  20-23-E | I can read the words    0-9-T  10-15-A  15-19- M  20-21- E | I can spell to write the words  (or uses magnetic letters).  0-9-T  10-15-A  15-19- M  20-21- E | I can read the tricky word with the use of the picture.  0-3- T  4-6A  7-9-M  10-11-E |
| s | s | Sat | tap | I |
| a | a | sap | pat | the |
| t | t |  |  | to |
| p | p | pit | tip | no |
| I | i | pan | tin | go |
| n | n | mam | mat | into |
| m | m | dad | and | he |
| d | d | tag | gap | we |
| g | g | pot | top | she |
| o | o | can | cap | me |
| c | c | kid | kit | be |
| k | k | sack | kick | I can read the tricky words without the use of the action picture.  0-3-T  3-A  4-5-M  6-E |
| ck | ck | peg | net |
| e | e | cup | sun |
| u | u | rat | rug |
| r | r | hop | hot |
| h | h | bag | bun |
| b | b | fog | fun | I |
| F | f | huff | puff | the |
| ff | ff | leg | lot | to |
| L | l | huff | off | no |
| ll | ll | kiss | hiss | go |
| ss | ss |  |  | into |
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| Phase 3  Reading Pink band books – Phase 2 | |
| Autumn 2  Week 1 | Learn and practise letters/sounds j v w x (set 6) p78–79.  Learn an alphabet song p80.  Practise segmentation for spelling p88–91.  Practise all letters/sounds learned so far.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Teach the trick word was with action |
| Autumn2  Week 2 | Learn and practise letters/sounds y z zz (set 7) p78–79.  Point to the letters in the alphabet while singing alphabet song p80.  Practise segmentation for spelling p88–91.  Practise all letters/sounds learned so far.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Teach the trick word you with action |
| Autumn 2  Week 3 | Learn and practise letters/sounds qu sh th ch ng p81.  Point to the letters in the alphabet while singing alphabet song p80.  Practise segmentation for spelling p88–91.  Begin reading words and without actions.  Teach the trick word they with action  Practise reading two-syllable words p94.  Practise all previously learned GPCs.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Practise reading and writing captions and sentences p 95–98. |
| Autumn 2  Week 4 | Learn and practise letters/sounds ai ee long oo short oo p81.  Point to the letters in the alphabet while singing alphabet song p80.  Practise segmentation for spelling p88–91.  Teach the trick word all and are with action .  Practise reading and writing captions and sentences p95–98.  Practise all previously learned GPCs.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Practise reading two-syllable words p94. |
| Autumn 2  Week 5 | Learn and practise letters/sounds oa ar or igh p81.  Practise blending for reading p85–88.  Teach the trick word my and her with action  Practise reading high frequency words learned so far.  Practise reading and writing captions and sentences p95–98.  Practise all previously learned GPCs.  Practise segmentation for spelling p88–91. |
| Autumn 2  Week 6 | Learn and practise letters/sounds ur ow oi ear p81.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Teach the trick word said and have with action  Practise reading and writing captions and sentences p95–98.  Practise all previously learned GPCs.  Practise segmentation for spelling p88–91. |

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| Phase 3 (continued)  Reading Red A band books –Early phase 3 | |
| Spring 1  Week 1 | Learn and practise letters/sounds er air ure p81.  Practise blending for reading p85–88.  Teach the trick word like and so with action  Practise reading high frequency words learned so far.  Practise reading and writing captions and sentences p95–98.  Practise all previously learned GPCs.  Practise segmentation for spelling p88–91. |
| Spring 1  Week 2 | Practise all previously learned GPCs.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Teach the trick word do and some with action  Teach how to read two-syllable words p94.  Practise segmentation for spelling p88–91.  Practise reading and writing captions and sentences p95–98. |
| Spring 1  Week 3 | Practise all previously learned GPCs.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Teach the trick word come and were with action  Teach how to read two-syllable words p94.  Practise segmentation for spelling p88–91.  Practise reading and writing captions and sentences p95–98. |
| Spring 1  Week 4 | Practise all previously learned GPCs.  Practise segmentation for spelling p88–91.  Teach the trick word there and little with action  Practise reading and writing captions and sentences p95–98.  Practise blending for reading p85–88.  Practise reading high frequency words learned so far.  Practise reading two-syllable high frequency words p94. |
| Spring 1  Week 5 | Complete the phase 3 assessment in green |

Phase 3 Phonic Assessment

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| --- | --- | --- | --- | --- |
| I can says the correct phoneme when shown the grapheme.  0-10-T  11-17-A  18-20-M  20-27-E | I Know the name of the letters when shown the grapheme (not expected)  0-10-T  11-17-A  18-20-M  20-27-E | I can read the words  0-8-T  8-13-A  14-19- M  20-26- E | I can spell to write the words  (or uses magnetic letters).  0-7-T  8-13-A  14-19- M  20-26- E | I can read the tricky word with the use of the picture.  0-3-T  4-7-A  8-13-M  14-17-E |
| j | j | jam | jet | was |
| v | v | van | vet | you |
| w | w | web | wig | they |
| x | x | tax | box | all |
| y | y | yes | Yum-yum | are |
| z | z | zig zag | zip | my |
| zz | zz | buzz | jazz | her |
| qu | qu | quit | quiz | said |
| ch | ch | chop | chin | have |
| sh | sh | shell | fish | like |
| th | th | moth | thin | so |
| ng | ng | ring | song | do |
| ai | ai | pain | sail | some |
| ee | ee | jeep | feet | come |
| igh | igh | night | tight | were |
| oa | oa | soap | road | there |
| oo | oo | food | wood | little |
| ar | ar | car | park | I can read the tricky words without the use of the action picture.  0-2-T  3-A  4-M  5-E |
| or | or | fork | torn |
| ur | ur | hurt | surf |
| ow | ow | down | cow |
| oi | oi | coin | join |
| ear | ear | dear | gear |
| air | air | hair | pair |
| ure | ure | manure | sure | he |
| er | er | dinner | ladder | we |
|  |  |  |  | she |
|  |  |  |  | me |
|  |  |  |  | be |

|  |  |
| --- | --- |
| Phase 4  Reading Red B band books –Phase 3 | |
| Spring 2  Week 1 | Practise recognition and recall of Phase 2 and 3 graphemes p109–110.  Teach and practise spelling CVCC words p112.  Teach the trick word one and when with action  Practise reading sentences p122.  Teach and practise reading CVCC words p111.  Practise reading and spelling high frequency words p118.  Practise writing sentences p124. |
| Spring 2  Week 2 | Practise recognition and recall of Phase 2 and 3 graphemes p109–110.  Teach and practise spelling CCVC words p113.  Teach the trick word out and what with action  Practise reading sentences p122.  Teach and practise reading CCVC words p111.  Practise reading and spelling high frequency words p118.  Practise writing sentences p124. |
| Spring 2  Week 3 | Practise recognition and recall of Phase 2 and 3 graphemes p109–110.  Practise spelling words containing two adjacent consonants p113–115.  Practise reading sentences p122.  Practise reading words containing two adjacent consonants p113–115.  Practise reading and spelling high frequency words p118.  Practise writing sentences p124. |
| Spring 2  Week 4 | Practise recognition and recall of Phase 2 and 3 graphemes p109–110.  Practise spelling words containing two adjacent consonants p113–115 .  Practise reading sentences p122.  Practise writing sentences p124.  Practise reading words containing two adjacent consonants p113–115.  Practise reading and spelling high frequency words p118.  Reading and spelling two-syllable words p121. |
| Spring 2  Week 5 | Complete the phase 4 assessment in yellow |
| Summer 1 and 2 | Using and applying writing and phonics skills to write meaningful pieces of extended writing.  Reading Yellow band books –Phase 4 |

Phase 4 phonics assessment

|  |  |  |
| --- | --- | --- |
| I can read words  0-3-T  4-6-A  7-9-M  10-15-E | I can spell to write the words  (or uses magnetic letters).  0-3-T  4-6-A  7-9-M  10-15-E | I can read the tricky word without the use of the picture.  0-3-T  4-7-A  8-13-M  4-17-E |
| stop | glad | was |
| twin | spot | you |
| plan | gran | they |
| green | tree | all |
| speck | creep | are |
| groan | bush | my |
| strand | skunk | her |
| think | blank | said |
| trunk | slept | have |
| grinch | trust | like |
| spring | strap | so |
| scrap | street | do |
| sandpit | windmill | some |
| treetop | starlight | come |
| driftwood | printer | were |
|  |  | there |
|  |  | little |
|  |  | I can read the tricky words with the use of the action picture.  0-1-T  2-A  3-M  4-E |
|  |  |
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|  |  |
|  |  |
|  |  |
|  |  |
|  |  | one |
|  |  | when |
|  |  | out |
|  |  | what |