



**Policy Number:**

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# **Phonics Policy**

**Current Status:**

**FINAL**

**Ratified**

**Compliance:**

**All members of Chandlers Ridge Academy staff will follow Academy policies.  
The consequences of non-compliance may include disciplinary or legal action.**

## Document Control

<b>Application</b>	This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy
<b>Associated policy reference and title</b>	
<b>Date of ratification</b>	October 2021
<b>Date to be reviewed</b>	October 2023
<b>Replacing</b>	Phonics policy
<b>Policy Lead</b>	Alison Dixon
<b>Members of working party</b>	
<b>This policy has been ratified by:</b>	LGC

## Consultation Audit Trail

<b>Name</b>	<b>Role</b>	<b>Version</b>	<b>Date</b>
Carly Briston	Trust English lead	0.1	October 2021

## Change Log

Summarise the major changes between versions below

<b>Pg/Section</b>	<b>Change</b>	<b>Version</b>	<b>Date</b>
	Updated whole policy	V0.1	

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# Chandlers Ridge Academy Phonics Policy

## 1. Introduction

### Aims and Objectives

At Chandlers Ridge Academy it is our aim that all of our children become successful readers and writers by the end of their Key stage one journey. Our school's phonics teaching sequence and staff handbook supports the effective teaching and delivery of phonics within EYFS, KS1 and KS2 where appropriate and lays the foundations for reading, writing, and spelling.

- To teach a wealth of listening activities including songs, stories, and rhymes for children to be able to distinguish between speech sounds and those in their environment and to learn to blend and segment words orally, showing awareness of rhyme and alliteration.
- To teach our children to read and write all 44 grapheme phoneme correspondences using a structured, systematic approach based on our school phonics teaching sequence in EYFS, KS1 and KS2 where necessary.
- To reinforce and build on previous learning of the phonics code. We encourage children to apply phonic knowledge as their first approach to reading and spelling, blending phonemes in order to read words and segmenting them into their constituent phonemes in order to spell words.
- To encourage children to recognise blending and segmenting words are reversible processes.
- To ensure that the children are taught to read and spell high frequency words that do not conform to regular phonic patterns and identify their tricky parts.
- To encourage the children to attempt to spell words for themselves using their acquired phonic knowledge, by building their confidence and use of strategies.
- To provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing.
- To develop each child's automaticity of the phonics code, their confidence, resilience, and engagement in phonics lessons and foster a love and confidence for reading and writing.
- To provide all opportunities for children to apply their phonic skills in all curriculum areas.

## 2. Responsibilities

1. **VALT:** Vision Academy Learning Trust has overall responsibility to ensure that policies and procedures are in place for the processes associated with the Chandlers Ridge Academy
2. **LGC:** The Local Governing Committee has responsibility to ensure that Chandlers Ridge Academy operates within the policies and procedures set out by VALT.
3. **Head Teacher:** The Head Teacher has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. **Senior Leadership Team:** Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. **Teachers:** Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. **All Staff and volunteer helpers:** All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability
7. **Anyone else who has a responsibility to implement this policy** – ie Parents, carers and pupils

## **4. Key Themes**

### **4.1 Teaching and learning**

Chandlers Ridge Academy provides high quality, systematic phonics teaching. We follow the long-term Chandlers Ridge Phonics teaching sequence, developed from guidance from Letters and Sounds (DFE). The phonics lead keeps up to date with current information in the area of phonics and early reading via government expectations, DFE information, trust support, the local English hub, the internet, social networks and identifies specialist support to develop cpd as a leader and for staff. We use consistent, engaging resources to give all children the tools to read and spell successfully. The sequence provides a clear, systematic phonics teaching guide, and sets out clear expectations for pupils learning the phonics code to ensure progress in phonics \*See Appendix One.

Within EYFS and KS1, phonics is taught as sessions of 25 minutes every day to engage core learning for reading. Teaching is lively, interactive, and investigative and is taught at a pace that includes new learning and opportunities to practice and consolidate previous knowledge and skills. Teachers make informed choices in their planning to embed children's learning. Where appropriate, children are grouped, and lessons are adjusted accordingly to meet the needs of the children. Intervention strategies are put into place to support groups of children or individuals who are making less than expected progress in addition to their daily lessons. All teachers and teaching assistants model the correct articulation of phonemes, use the same actions and rhymes for letter formation and use the same consistent phoneme resource mats to support children in early reading and writing. These resources are also shared with parents for home learning support.

EYFS and KS1 classrooms have consistent displays reflecting the range of phonemes and key words taught, including tricky words. The teacher handbook allows teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national expectations and enabling each child to achieve their potential in reading and spelling

### **4.2 EYFS**

1. Nursery introduce Phase 1 phonics, 7 aspects essential for the teaching of phase 2 phonics. Phase 1 focuses on aspects which lay secure foundations for pupil's early reading. These aspects teach general sound discrimination in: environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and then the oral bending and segmenting of sounds. This is delivered through planned activities, carpet time, story and focused tasks. Nursery children will explore Phase 1. Children identified on an individual phonics assessment as excelling and having recognition of phase 2 sounds may begin additional early phase 2 work but only where all aspects of the early years foundation stage curriculum is embedded.
2. Children in Reception are taught daily phonics sessions of 20 minutes following the systematic progression of phonemes set out in our teaching sequence. Assessments are made on a half termly basis using Chandlers Ridge Assessment sheets which match our sequence taught. Teachers weekly plans are based on the teaching sequence following a Review, Teach, Practice, Apply, Assess structure to ensure progression and effective, high quality teaching with activities differentiated as appropriate to the needs of the group/individuals.

### 4.3 KS1

1. In Year 1 we teach phonics every day for 25 minutes following our rigorous long term teaching sequence. Year 1 work on phase 5 phonemes, with revision of phase 3 and 4 as necessary, through regular daily and half termly assessments. Children's phonic assessments are formed daily through observation and are also made half termly on an individual assessment sheet to track the progress of pupils through each phase of what has been taught. We do this using the Chandlers Ridge Assessment sheets to identify progress and target areas. Weekly plans are based on the Review, Teach, Practice, Apply, Assess structure to ensure progression and effective, high quality teaching with activities differentiated as appropriate to the needs of the group/individuals.

2. In Year 2 we aim to revisit previous phases of learning for consolidation and rehearse the application of phase 5 in spelling. Phonics is taught through rules and patterns for spelling and children are grouped according to assessments made. Identification and revision of weekly spellings are based on alternative spellings and pronunciations of grapheme phoneme correspondences in phase 5 and rules for applying suffixes. We aim for most children at the end of Year 2 to have completed the national curriculum requirements for Year 2, with extra support being given to address the needs of children who are making less than expected progress.

3. Across KS1, weekly spellings following a pattern with specific phonemes as the focus and also include key words which children are expected to read and spell as set out in the National Curriculum 2014 and are tested each week. Children are encouraged to learn their spellings using our online resource 'spelling shed'.

### 4.4 Planning

At Chandlers Ridge we follow the **Revisit, Teach, Practise, Apply, Assess** model to structure lessons, to ensure high quality teaching and opportunities for consistent over learning. Our rigorous long-term Phonics teaching sequence overview ensures progression through the phases of phonics and shows evidence of new learning and differentiation. Teachers use professional judgements when following the sequence appropriate to the needs of the group/individuals, within each phonics session. Each teacher plans for their own group and any teaching assistants who lead phonics groups will have access to plans and resources.

### 4.5 Assessment

Teachers of phonics will take all opportunities for assessment within daily lessons. Individual pupil assessments are made half termly using the Chandlers Ridge Assessment sheet which provides a rigorous check of phonics based on the phases of phonics set out in our teaching sequence. The assessment includes recognition of phonemes, blending phonemes to read real and pseudo words, recognition of key words and segmenting to spell words. Analysis of these assessments then provides the basis for any target and revision work. It informs planning to ensure teaching is at an appropriate level to provide challenge. These assessments are also used to highlight the needs of individual/groups of children, identifying those who are not making expected progress and may require further interventions, and those who need a greater level of challenge. Each teacher in completes tracking sheets on a whole cohort level and for identified groups. Intervention groups are identified to target gaps in their learning. Data from termly assessments is monitored by the phonics lead.

## **5. Roles and responsibilities**

### **5.1 Resources/ staff handbook**

All staff are provided with our 'Phonics teaching handbook'. This sets out clear teaching expectations in the delivery of Phonics, teaching strategies, the vocabulary to be used, consistent classroom resources such as phoneme mats, actions, and the letter formation rhymes to be used. Parents attend a phonics meeting and our approach and resources are shared so they can support their child at home. They are also signposted to the interactive resource 'teach your monster to read'. All resources for staff are stored centrally on our school IT system and phoneme mats/posters are displayed and used in the classroom. Where appropriate, children have access to intervention based on our teaching sequence. Phonics is our primary intervention. There may be, in a small number of cases, alternatives for reading intervention later in KS2 suitable to the individual pupil. We also have the resource of a specialist learning and language teacher working in school with identified pupils

\*Please see The Phonics Teaching Handbook and resources -Appendix 2 kept on the school system/phase leader file.

### **5.2 Reading Books**

We have a reading book band system in school which is matched to the phonics phase stages and phonics taught in class. Children should be able to blend and segment (decode and encode) all words as well as read any tricky words in a book they read at a 95% confidence level. Tricky words are kept to a minimum and books are matched to the phonics taught and known by a pupil. Staff use the reading banded guide and reading tracker that is matched with phonic ability to track pupil progress through the reading bands. Children in KS2, who are still learning to read with phonics, continue to read on a banded book matched to their phonics level in a book using age appropriate text. The reading books are matched to phonic ability, ensure the practise and application of the phonics code and there are a range of colourful, fiction and non-fiction texts using a range of interesting vocabulary and topic links.

### **5.3 Intervention**

Intervention is delivered using the same phonics teaching sequence as throughout school to address gaps in a pupil's learning. Pupils will revise previous teaching where more repetition is needed for it to be embedded. Those pupils in the lowest 20% will aim to read every day. They will be supported with the same systematic use of resources to support progress and read a book matched to their level of phonic ability. Children will also be given the appropriate support materials to take home to support their learning. We use Middlesbrough's 'Support for struggling readers' identification as a guide to further actions for pupils.

### **5.4 SEN**

Careful thought is given to the provision of appropriately structured work for children with SEN, ensuring that they can access phonics at their level whilst providing challenge. Support may be offered through small group intervention or on an individual basis as necessary. The school uses the same clear actions, rhymes and phonic mats throughout school to support and enable children to embed what they are learning consistently in their phonics sessions.

## **5.5. Parental support**

Links are made with parents so they can best support their child with phonics at home. This includes information presentations, videos for the correct pronunciation of phonemes and school website information. We strive to encourage a high level of engagement from parents and encourage opportunities to share a love of early reading in partnership. We inform parents of their child's performance in phonics including gaps and provide resources for children to take home to allow the children to apply their knowledge outside of school in their home learning.

## **5.6 Handwriting**

We teach the correct pencil grip, and letter formation of each single phoneme of the alphabet using handwriting rhymes to embed learning into children's long term memory. Teachers say the letter formation rhyme in their phonics teaching to reinforce the correct motor control needed when learning all sounds of the alphabetic code. We introduce exit flicks (formally at the end of year 2 in most cases) through our school handwriting scheme. Letter formation is constantly reinforced through our school handwriting formation mat, progress booklets and throughout all areas where writing is used in the curriculum.

## **5.7 National Phonics screening check**

All children in Year 1 will be tested using the Phonics Screening Check. If children in Year 1 do not achieve the required mark to pass the test, they will be offered additional phonics support and re-tested in Year 2. Data from the Phonics Screening Check is submitted to the Local Authority.

## **5.8 Equal Opportunities**

The teaching of phonics will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to phonics for those children with Special Educational Needs and Disabilities, and those pupils who are very able and require extension activities through small group work. This is administered through the support of Teaching Assistants, where available, and through carefully differentiated activities.

## **6. Implementation**

1. Chandlers Ridge Academy Local Governing Committee, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Chandlers Ridge Academy Website.

## **7. Audit**

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.

## APPENDIX ONE

### Chandlers Ridge Academy- Phonics expectations for coverage.

Year group	Expectations for coverage
Nursery	<b>Phase 1-7 Aspects</b> 1.Environmental sounds 2.Instrumnetal sounds. 3. Body percussion. 4.Rhythm and Rhyme. 5.Alliteration. 6.Voice sounds. 7. Oral blending and segmenting.
Reception	<b>Revisit Phase 1 x 2 weeks</b> <b>Phase 2</b> 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 <b>Read and build decodable keywords.</b> <b>Read and begin to spell tricky words/cew</b> <b>(see phase 3 resource mats)</b>
	<b>Phase 3</b> Set 6: j, v, w, x Set 7: y, z zz qu <b>Consonant diagraphs</b> ch, sh, th, ng <b>Graphemes</b> ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er <b>Read and spell decodable keywords.</b> <b>Read and spell tricky words/cew</b> <b>(see phase 2 resource mats)</b>
	<b>Phase 4</b> Blending adjacent consonants in words at the end beginning, ending and within words. Apply this skill when reading unfamiliar text. Segmenting adjacent consonants in words and apply this is spelling. Teach misconceptions. Teach reading syllables and compound words. <b>Read and build decodable keywords.</b> <b>Read Tricky words/cew</b> <b>(See phase 4 resource mats)</b>
Year 1	<b>Phases 4</b> revision. <b>Phase 5</b> 5a-Alternative spelling choices 5b-Alternative pronunciations 5c-Alternative spellings <b>Read and spell decodable keywords.</b> <b>Read and spell tricky words/cew</b> <b>(See phase 5 resource mats)</b>
Year 2	<b>Phase 5a,b,c</b> consolidation of alternative spellings choices (see resource mats) <b>Phase 6</b> Applying phonic skills and knowledge to recognise and spell an increasing number of complex words (see Support for spelling). Recognise phonic irregularities and becoming more secure with less common grapheme phoneme correspondences. Spelling rules and patterns of alternative spelling choices as set out in the National Curriculum. Learn alternative pronunciations and further alternative spellings. <b>Read and spell most keywords and tricky words/cew</b> <b>(See phase 5 resource mats)</b>
Year 3-6	As above Spelling rules and patterns identified in NC (Phonics where needed)

#### **Phase 1** (Begins in Nursery and runs throughout the teaching of Phonics Phases 2-6)

By the end of phase 1, children will:

- \*Have experienced a wealth of listening activities including songs, stories, and rhymes.
- \*Be able to distinguish between speech sounds and many will be able to blend and segment words orally.
- \*Distinguishing between different sounds in the environment and phonemes.
- \*Showing awareness of rhyme and alliteration.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue.

Phase 1 provides the foundation on which to learn phonics and continues throughout other phases.

#### **Phase 2**

(Runs in Reception entry for up to 6 weeks. Consolidate where appropriate and move to phase 3).

By the end of Phase 2, children should be able to:

- give the phoneme when shown any phase 2 grapheme.
- find any phase two grapheme, from a display, when given the phoneme.
- orally blend and segment CVC words.
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, l, no, go.

**Phase 3** (Runs up to 12 weeks in Reception. Continue with more consolidation and move to phase 4).

By the end of Phase 3, children should be able to:

- give the phoneme when shown all or most Phase 2 and Phase 3 graphemes.
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme.
- blend and read CVC words (single-syllable words consisting of Phase two and phase three graphemes).
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of phase 2 and phase 3 graphemes).
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.
- spell the tricky words - the, to, I, no, go.
- write each letter correctly when following a model

**Phase 4** (Runs to end of Reception and consolidated at the beginning of year 1. When children are able to, move to Phase 5).

By the end of Phase 4, children should be able to:

- give the phoneme when shown any Phase 2 and 3 graphemes.
- find any Phase 2 and Phase 3 grapheme, from a display, when given the phoneme.
- be able to blend and read words containing adjacent consonants.
- be able to segment and spell words containing adjacent consonants.
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what.
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.
- write each letter, usually correctly.

**Phase 5 Statutory spelling NC-Spelling rules and patterns** (y1-2) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446892/the-national-curriculum-in-england-english-appendix-1-spelling.pdf)

(Runs throughout Year 1) Revision of Phase 4 then teaching of Phase 5 which runs up to 30 weeks- consolidate, revisit and teach where needed. When able, move to Phase 6 Spelling rules and patterns.

By the end of Phase 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught.
- for any given phoneme, write the common graphemes.
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- read and spell phonically decodable two-syllable and three-syllable words.
- read automatically all the words in the list of 100 high-frequency words.
- accurately spell most of the words in the list of 100 high-frequency words.
- form each letter correctly.
- Use alternative ways of pronouncing and representing the long vowel phonemes.

**Phase 6 Statutory spelling NC-Spelling rules and patterns** (y1-2) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446892/the-national-curriculum-in-england-english-appendix-1-spelling.pdf)

(Consolidate the rules and patterns of spelling from phase 5 in year 2 and explore alternative choices patterns and pronunciations further. This runs throughout Year 2 and beyond into KS2 through spelling and grammar).

By the end of Phase 6, children should be able to:

- read accurately most words of two or more syllables.
- read most words containing common suffixes.
- read most common exception words.
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation.
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- spell most common exception words correctly.

**KS2- Chandlers Ridge Academy- Phonics teaching sequence** Deliver phonics intervention where needed using this sequence of teaching.

**Statutory spelling NC-Spelling rules and patterns** (y3-6) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/446892/the-national-curriculum-in-england-english-appendix-1-spelling.pdf)

Continue to refer to phonics as a strategy for spelling

## LTP-Phonics overview Phases 1-6

### Phase 1-Chandlers Ridge Academy- Phonics teaching sequence Overview

Phase 1 (Begins in Nursery and Runs throughout the teaching of Phonics Phases 2-6)

All aspects should be experienced by all children to lay secure foundations for phonics. Aspects 1-6 can be delivered in any order and should experience them in different ways.

They can be differentiated to challenge the most able children. Aspect 7 once introduced can be delivered alongside Aspects 1-6 as well as phase 2 teaching in Reception. If a child is unable to master Aspect 4 and is unable to rhyme this should not hold them back to begin phase 2 in Reception.

#### Nursery

Phase 1	Aspect 1 Environmental sounds	Aspect 2 Instrumental sounds	Aspect 3 Body percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice sounds	Aspect 7 Oral blending and segmenting
	<ul style="list-style-type: none"> <li>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g., Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, e.g., Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/ imitating voices</li> </ul>	<ul style="list-style-type: none"> <li>Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVC or VC word.</li> </ul>

Chandlers Ridge Academy- Phonics teaching sequence			Overview			
Reception						
No.	Phase 2 (up to 6 wks)	Phase 3 (up to 12 weeks)		Phase 4 (4-6 weeks)		Tackle misconceptions
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Wk 1	Revise: <b>Phase 1</b> Listening and voice sounds. (oral blending/ segmenting)	Revise: wk3,4,5,6 Teach: b, f/ff, l/l, ss R:Tricky Words <b>go , into</b> W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5 Teach: ar, or, ur R:Tricky Words <b>was, all</b> R/W: GPC'S, decodable words	<b>Phase 4 Adjacent consonant endings.</b> Revise:Ph2 and Ph3 Teach: st, nd, mp, nt, nk, ft, sk, lt R:Tricky Words <b>said, so</b> went, from W:Tricky words ph3 <b>he, she, we, me, be,</b> R/W: cvcc & ccvc words	Practising Ph2 & Ph3 <b>Common misconceptions</b> Teach:str, dr, sp,tr st (sdick,sdop)/ dr (jrum,jrop) /sp(sbot,sboon)/ tr(chree,chrp) Read polysyllabic words R: All tricky words W: Tricky words, Decodable words cvc ,ccvc, ccvc, cccvc	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk2	Revise: Phase 1 Rhyme and alliteration. (oral blending/ segmenting)	Revise: all previous ph2 R: Tricky words <b>l, no, to, the, go, into</b> and decodable words using graphemes taught W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5,Sp1wk 1 Teach: ow, oi, er R: Tricky <b>they, my</b> R/W: GPC'S, decodable words	<b>Adjacent consonant endings.</b> <b>Revise:Ph2 and Ph3.</b> Teach: lp, lf, lk, pt, xt, nch R:Tricky Words <b>–have, like, some, come.</b> W: Tricky words ph3 <b>they, was, my</b> R/W cvcc & ccvc words	Revise: all previous ph2, ph3, ph4 Assessment	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk3	<b>Phase 2</b> Introduce routines for phonics sessions opportunities for over learning Teach: s, a, R/W	Revise: A1wk 3-7 <b>Phase 3</b> Teach: j, v, w, x, R/W: GPC'S, decodable words	Revise: A1wk 3-7, A2wk1-5,Sp1wk1,2 Teach: ear, air, ure, R:All Tricky words Ph2,3 R/W: GPC'S, decodable words	<b>Adjacent consonants beginnings.</b> Revise:Ph2 and Ph3 Teach: tr, dr, gr, cr, br, fr, bl, fl, gl, pl R:Tricky Words <b>–were, there, little, one.</b> W :Tricky words ph3 <b>down, you, her</b> R/W cvc, cvcc & words with digraphs	Revise: Target areas Write tricky words Spell words containing vowel digraphs Read/ write captions	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk4	Teach: t,p , R/W as sat	Revise: A1wk 3-7, A2wk1 Teach: y, z, zz, qu R:Tricky Words <b>he, she, we ,me, be</b> W: GPC'S, decodable words	Revise: A1wk 3-7, A2wk1-5,Sp1wk1-3 Recap any difficulties R: All Tricky words Ph2,3 W: tricky words ph2 <b>the, to, l, no go</b> GPC'S, decodable words	<b>Adjacent consonants beginnings.</b> Revise:Ph2 and Ph3 Teach: cl,sl, sp, st, tw, sm, pr, sc, sk, sn/scr, shr,thr, str R:Tricky words- <b>do, when, out, what.</b> W :Tricky words ph3 <b>all, are, you</b> R/W cvcc	Revise: Target areas Write tricky words Spell words containing vowel digraphs R/W: Tricky words ph3 <b>he, she, we, me, be, they, was, my, down, you, all, are, you</b> Read/ write captions	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk5	Revise: wk3 Teach: i, n, m, d R: is, it, in, am	Revise: A1wk 3-7, A2wk1,2 Teach: Consonant digraphs ch, sh, th, th R:Tricky Words <b>you</b> R/W: GPC'S, decodable words	Practise all previous Read sentences and write captions W: tricky words ph2 <b>the, to, l, no go</b> GPC'S, decodable words	<b>Compound words and words with 2 syllables-</b> e.g. farmyard, laptop, wigwam. Revise:Ph2 and Ph3 Ph4. Read polysyllabic words eg faster, parking, hospital	Revise: Target areas Write tricky words Spell words-vowel digraphs R/W: Tricky words ph3 <b>he, she, we, me, be, they, was, my, down, you, all, are, you</b> Read/ write captions	Consolidate learning

				R: All tricky words <b>said, so, have, like, some, come, were, there, little, one, do, when, out, what</b> R/W: Tricky words, Decodable words cvc,ccvc,ccvc,ccvcc		
Wk6	Revise: wk3,4 Teach: g, o, <b>c, k, ck</b> R: Tricky word <b>l, no</b> W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-4 Teach: ng, ai, ee R:Tricky Words <b>are,</b> R/W: GPC'S, decodable words	Practise all previous Read sentences and write captions W: tricky words ph2 <b>the, to, l, no go</b> GPC'S, decodable words	Revise sounds	Revise: Target areas Write tricky words Spell words-vowel digraphs R/W: Tricky words ph3 <b>he, she, we, me, be, they, was, my, down, you, all, are, you</b> Read/ write captions	Consolidate learning
Wk7	Revise: wk3,4,5 Teach: e, u, r, h R:Tricky Words <b>the, to</b> W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5 Teach: igh, oa, oo, oo R:Tricky Words <b>her</b> R/W: GPC'S, decodable words			Revise: Target areas Write tricky words Spell words-vowel digraphs Read/ write captions	Consolidate learning

Chandlers Ridge Academy -Phonics teaching sequence			Overview			
Year 1						
No.	Phase 5 (Throughout year 1) All teaching will follow the teacher's expectations document-Revise, Teach, Practise and Application of reading and writing graphemes/words					
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Wk 1	<b>Revision of phase 3</b> Read and Write tricky words W: Ph3 <b>he, she, we, me, be,</b> Spell words containing vowel digraphs Read/ write captions	Revise: Ph5a so far and previous oa Teach: ow and o-e Visit (oe/o) R: Tricky words <b>oh, Mr, Mrs, people, their, called, looks, asked, could</b> W:Tricky words ph4 <b>little, our, house, our</b>	Revise: Ph5a so far and previous ow/ oi Teach: ou/ oy Visit: (ough, oul) R: decodable/kw W:CEW <b>has, your, by, my</b>	<b>Phase 5c Alternative spellings</b> Revise previous Teach: ear-ere/eer-hear,here, eer-deer ar-a/al-park,father,half R: decodable/kw W: Ph 5 <b>oh, Mr, Mrs, people, their, called, looked, asked, could</b>	Revise previous Teach: *or-ore/augh/ough/al/all w(ar)/oar- more, taught, fall, war, boar, four, caught R/W: decodable/kw/cew captions, sentences	Revise all areas of Phase 5a- Alternative spelling choices, 5b-Alternative pronunciation and 5c-Alternative spelling.  Focus on most likely positions of spelling choices within words.  <b>Year one phonics screening test</b>
Wk2	<b>Revision of phase 4</b> Misconceptions and syllables Read and Write tricky words W: Ph3 <b>they, was, my, down, you, all, are, you</b> Spell words containing vowel digraphs Read/ write captions	Revise: all ph5a so far and previous oo Teach: ew, u-e R:decodable/kw W:Tricky words ph4 <b>do, when</b>	<b>5b Alternative Pronunciations</b> Teach: i -e.g. igloo/tiger o-orange/open/one/once /what c-cat/ city R: decodable/kw W:Tricky Words ph5 <b>oh, Mrs, Mr,</b>	Revise previous Teach: air-ere/are/ear/-there, pear, bare, wear oo-ou/u/oul-book/could/push /some R/W: decodable/kw/cew captions, sentences	Revise previous Teach: z-se/please zh-ure/sion/sual R/W: decodable/kw/cew captions, sentences	
Wk3	<b>Phase 5a Alternative spelling choices</b> R/W: Tricky words ph3 <b>he, she, we, me, be, they, was, my, down, you, all, are, you</b> Revise: w, f, ff Teach: wh, and ph, R:Tricky words <b>oh, Mrs, Mr</b> R/W:GPCs, decodable words	Revise: all ph5a so far and previous oo, ew, u-e Teach: ue , u R: decodable/kw W:Tricky words ph4 , <b>today , you,</b>	Revise previous Teach: g-gate/giant u-umbrella/unicorn/could ow-cow/row R: decodable/kw W: Tricky Words ph5 <b>people, their, others</b>	Revise previous Teach: s-ce/ci/cy/sc/st-pence, city, spicy, scent, listen j-dge/ge/gi-fudge, huge, giant R/W: decodable/kw/cew captions, sentences	Revise aspects of phase 5c children are not secure with R/W: decodable/kw/cew captions, sentences	
Wk4	Revise: Ph5a wk3 and previous ai Teach: ay, a-e Visit:(eigh, ey,ei,a) R: Tricky words <b>people, their</b> R/W: GPCs, decodable words	Revise: all ph5a so far and previous or Teach: aw, au Visit: (al,our,oor *more later) R: decodable/kw W:CEW <b>of, here, where</b>	Revise previous Teach: ie-tie/thief ea-beach/bread ear-learn/hear R: decodable/kw W: Tricky Words ph5 <b>called,looked</b>	Revise previous Teach: l-le-table m-lamb n-kn/gn-knight/gnaw R/W: decodable/kw/cew captions, sentences	Target areas of difficulty from Phase 5a R/W: decodable/kw/cew captions, sentences	
Wk5	Revise: Ph5a wk3,4 and previous ee Teach: ea and e-e R:Tricky words: <b>called, looked</b> W:Tricky words ph4 <b>said, so, have, like</b> R/W: GPCs, decodable words	Revise: Ph5a so far and previous ur, er, ure Teach: ir, (w/or) Visit: (ear, (w)or) R: decodable/kw W:CEW <b>want, their, love, friend</b>	Revise previous Teach: e-elephant/me a-ant/baby/swan y- yo-yo /fly/gym/pony R: decodable/kw W: Tricky Words ph5 <b>asked, could</b>	Revise previous Teach: r- wr- wrap c-ch/Christmas/school R/W: decodable/kw/cew captions, sentences	Target areas of difficulty from Phase 5b R/W: decodable/kw/cew captions, sentences	
Wk6	Revise: Ph5a wk3,4, 5 and previous ee, ea, e-e Teach: ie and e Visit (ey/y/e)	Revise: all ph5a so far and previous Revision and ssessment	Revise previous Teach:ch-chair/chef/school ey-key/grey R: decodable/kw	Revise previous Teach: ch-t/tch- picture/catch sh-ch/tion/cial/cian/ssion/ssian R/W: decodable/kw/cew	Target areas of difficulty from Phase 5c	

	R:Tricky words: <b>asked, could</b> W:Tricky words ph4 <b>some, come</b> R/W: GPCs, decodable words		W: Tricky Words ph5 <b>some, come, were, there</b> Revision of 5b and assessment	captions,sentences		
Wk7	Revise: Ph5a wk3,4, 5,6 and previous igh. Revise and assess Teach: ie and i-e Visit (y/i) R:Tricky words <b>oh, Mr, Mrs, people, their, called, looks, asked, could</b> W:Tricky words ph4 <b>were, there</b>			Revise: all ph5c so far and previous Revision and assessment Ph5c	Target areas of difficulty Revision and assessment	

<b>Chandlers Ridge Academy- Phonics/Spelling</b>							<b>Overview</b>	
<b>Year 2</b>								
Phase 5a/5b/5c consolidation and introduction to phase 6-spellings, rules, patterns								
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2		
Wk 1	Revision on Phase 5a,	gn' saying /n/	el' saying /l/	'al' saying /or/	'adding –ment and –ness	Revision Practise of all CEW Polysyllabic words		
Wk2	Revision on Phase 5b,	kn' saying /n/	'al' and 'il' saying /l/	adding -ing , -ed	's' for /zh/			
Wk3	Revision on Phase 5c	adding -ed, -ing to words ending in y	adding -ed, -er to words ending with e	o' saying /u/	'wa' saying /wo/, 'qua' saying /quo/			
Wk4	Consolidate Phase 5 GPCs	'wr' saying /r/	'eer' saying /ear/	ey' saying /ee/	'tion' saying /shun/			
Wk5	'y' saying /igh/	'le' saying /l/	ture	adding -er, -est or -y to CVC and CVCC words	'adding –ful, -less and -ly			
Wk6	dge' and 'ge' saying /j/	adding -er, -est to words ending in y	adding -est, -y to words ending with e	Contractions	Homophones and Near Homophones			
Wk7	adding -es to words ending in y		'mb' saying /m/	'war' saying /wor/, 'wor' saying /wur/	adding dis-			

Chandlers Ridge Academy-Phonics Teaching sequence			
Graphemes-Actions-Rhymes			
Phone me	Grapheme image	Action	Rhyme
s	<b>s (snake)</b> ss (dress) c (city) st(listen)	Move your arm up and down like a snake. Swish your arms like the skirt of a dress. Make a tall building with your arms. Cup your hand to listen	<b>Snake</b> curls backwards around then forwards around.
a	<b>a (apple)</b>	Hold an imaginary apple and bite into it	Around the <b>apple</b> , up the stalk and down the stalk.
t	<b>t (tap)</b>	Twist your hand as if turning a tap	<b>Tap</b> starts at the top and drips down, turn it off with a cross.
p	<b>p (puppy)</b>	Make one hand into a puppy's head and stroke it with the other hand	Down the <b>puppy's</b> neck and leg, up and around his head.
i	<b>i (igloo)</b> y (gym)	Rub arms and shiver Lift a heavy weight	Sit down in the <b>igloo</b> don't forget the dot
n	<b>n (nut)</b> kn (knit) gn (gnaw)	Make a fist into a nut and tap it. Pretend to knit with needles. Pretend to gnaw with your teeth at food	Down the leaf up and over the <b>nut</b> .
m	<b>m (meatballs)</b> mb (lamb)	Yummy rub your tummy Wiggle your hand as if you have a fluffy lamb's tail	Down the fork and over and over the <b>meatballs</b> .
d	<b>d (drum)</b>	Pretend to play the drums	Around the <b>drum</b> and up and down the stick.
g	<b>g (gate)</b>	Swing your arm like a gate opening	Around the garden and down the path and swing the <b>gate</b> shut.
o	<b>o (orange)</b> a (swan)	Pretend to squeeze an orange downwards. Extend your arm and make a long neck and beak like a swan	Around the <b>orange</b> .
c k ck	<b>c (caterpillar)</b> k (kite) ck (duck) ch (school)	Wiggle your finger like a caterpillar. Pretend to hold a string with two hands to fly a Kite. Flap your arms like a duck. Fingers on your lips and sit up straight	Curl around the <b>caterpillar</b> . Down the string and up and around the <b>kite</b> , don't forget the tail.
e	<b>e (egg)</b> ea (bread)	Make an egg with one hand and tap it with your finger. Slice a piece of bread with your hand	Around the <b>egg</b> and under the cup.
u	<b>u (umbrella)</b> oo (book) oul (could) o (some)	Hold an umbrella with one hand and put it up with the other. Open your palms as if opening a book. Nod your head as if you 'could'. Gather your arms in as if collecting something	Down one <b>umbrella</b> handle, up and down the other.
r	<b>r (robot)</b> rr (cherry) wr (wrap)	Move your arms like a robot. Swing a cherry in the air. Fold a tortilla	Down the <b>robot's</b> body, up and over its arm
h	<b>h (house)</b>	Make a peak with two hands like a house	<b>House</b> , down the chimney to the floor, up and over the new front door.
b	<b>b (bat/ball)</b>	Pretend to hold a cricket bat and bat the ball	Down the <b>bat</b> , up and around the ball.
f	<b>f (fairy)</b> ff (coffee) ph (dolphin) gh (laugh)	Wave a magic wand like a fairy. Drink coffee Hold both hands together and dive them into the water like a dolphin. Pretend to laugh	Over the <b>fairy's</b> head, down her dress and give her a wand.
l	<b>l (lolly)</b>	Pretend to lick a lolly.	Down the <b>lolly</b> and lick!

	ll (bell) le (table)	Ring an old school bell	
j	<b>j (jam)</b> g (giant) ge (cage) dge (fudge)	Pretend to spread jam on your bread. Make yourself large like a giant. open a cage with your hand. Twist your hands as if opening a fudge sweet	Drip the <b>jam</b> down and under the jar. Plop on a spot.
v	<b>v (vest)</b>	Draw a v shape on your chest to show the V-neck of the vest	Down the <b>vest</b> and up the vest.
w	<b>w (wave)</b> wh (whistle)	Make sea waves with your hand. Pretend to blow a whistle.	Down the <b>wave</b> , up the wave, down the wave, up the wave.
x	<b>x (fox)</b>	Hold up two hands at the back of your head like fox ears	Criss, cross for the <b>fox</b>
y	<b>y (yo-yo)</b>	Pretend to raise and lower a yo-yo.	Swing the <b>yo-yo</b> down and up, then drop it all the way down and underneath.
z	<b>z (zip)</b> zz (buzz) se (please)	Pretend to pull up a zip on your coat. Buzz your hands like the wings of a bee. Join hands and plead	<b>Zip</b> forwards, zip backwards, zip forwards again.
qu	<b>qu (queen)</b>	Give a royal wave	Around the <b>queen's</b> head, down and up her arm.
ch	ch (chair) tch (catch) t (picture)	Hold hands flat on floor by your hips or on sides of seat as if sat. Pretend to catch a ball. Take a photo	
sh	sh (shark) ch (chef)	Make a fin above your head like a shark. Hold one hand flat and reveal the lid off a dish like a chef	
th	th (thumb) th (feather)	Put your thumbs up. Tickle under your chin with a feather	
ng	ng (king)	Put your hand on your waist and make a fist like holding a staff	
ai	ai (snail) ay (crayon) a-e (cake) ey (grey) eigh (eight) a (baby) ei (veil)	Hold two antennae on your head like a snail. Draw with a crayon. Eat a piece of cake. Pull a strand of hair. Hold up 8 eight fingers. Rock a baby in your arms. Pull a veil over your head.	
ee	ee (tree) ea (beach) ey (key) e-e (athlete) ie (field) e (me) y (pony)	Hold your arms in the air and wave them like a tree. Put hands behind your head as if relaxing on a beach. Turn a key. Move arms as if running fast. Wave fingers like a corn field. Point to yourself Ride a pony	
igh	igh (light) ie (tie) i-e (smile) i (tiger) y (fly)	Open your hand with spread finger as if a light turned on. Adjust your tie. Join your fingers in front of your mouth and make a smile. Hold up your hand with claws like a tiger. Swat a fly	
oa	oa (boat) oe (toe) o-e (note) o (open) ow (snow)	Rock from side to side like on a boat Wiggle your big toe. Hold finger and thumb as if answering the phone. Open a door inward. Sprinkle your fingers down as if like snow.	
oo	oo (moon) ue (glue)	Draw a crescent shape with your finger like the moon. Paste glue on your hand as if its paper.	

	ew (screw) u-e (flute)	Screw with a screwdriver. Play the flute.	
ar	ar (car) a (father) al (half)	Drive a car. Rub your beard. Do a chopping action to cut something in half.	
or	or (fork) aw (saw) au (sauce) al (talk) our (four) augh (caught) oor (door)	Pretend to eat with your fork. Saw a piece of wood. Squeeze on sauce making a circle motion with your fist. Move your fingers and thumb together as if a mouth is talking. Hold up four fingers. Catch something with two hands. Open a door inwards.	
ur	ur (fur) ir (shirt) er (flower)  ear (learn) or (worm) ure (treasure)	Stroke your arm as if wearing fur. Do up the buttons on your shirt. Hold your hands together and spread out your fingers like a flower growing. Tap your temple with your finger. Wiggle your body like a worm. Open a chest of treasure and look surprised.	
ow	ow (cow) ou (house)	Pretend to milk a cow. Like 'h' make the peak of a house.	
oi	oi (coin) oy (toy)	Pretend to count coins into your hand. Point to a boy.	
ear	ear (hear) ere (here) eer (deer)	Wiggle your ear lobe with your fingers. Signal to come here. Bounce like a deer.	
air	air (hair) ere (there) ear (pear) are (bare)	Brush your hair. Point over there. Eat a pear. Pretend to take your socks off.	
ure	ure (cure)	Inject a needle (cure) in your arm	
yoo	u-e (cube) u (unicorn)	Make a cube with your hands top and bottom, then sides Hold a finger up from your head like a unicorn	
zh	vi(sion) u(sual) confu(sion)		

## **Appendix Two**

(Please see electronically stored resources below in the Staff shared- wholes school-Subjects- Phonics folder and the subject leads phonics folder)

- Teachers 'Phonics Handbook' including Phonics vocabulary definitions.
- Chandlers Ridge Academy sounds mats.
- Chandlers Ridge Academy assessment sheets for individual pupil assessment.
- 'Whole group' and 'vulnerable group' tracking documents
- Middlesbrough English Hub - 'Support for Struggling readers' identification flow chart.
- Class reading book band/Phase level tracker.
- All practical resources to support daily lessons are also stored in the KS1 corridor.

**\*Note: Support and inspiration has been provided by Natasha Tuite ('The phonics Queen' and advanced skills teacher) in the development of our scheme and resources-Phonics lead A.Dixon**