



CHANDLERS RIDGE ACADEMY

PHONICS

Date of Next Review: October 2025
Responsible Officer: Phonics lead

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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. Key Themes

2.1 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

2.2 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 blending 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.

2.3 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'.

2.4 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.

2.5 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.

3. Roles and responsibilities

3.1 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.

3.2 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.

3.3 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.

3.4 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.

3.5. 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.

3.6 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.

3.7 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.

3.8 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.

4. 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.

5. 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	Phase 1-7 Aspects 1.Environmental sounds 2.Instrumnetal sounds. 3. Body percussion. 4.Rhythm and Rhyme. 5.Alliteration. 6.Voice sounds. 7. Oral blending and segmenting.		
Reception	<table border="1"> <tr> <td> Revisit Phase 1 x 2 weeks Phase 2 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 Read and build decodable keywords. Read and begin to spell tricky words/cew (see phase 3 resource mats) </td> <td> Phase 3 Set 6: j, v, w, x Set 7: y, z zz qu Consonant diagraphs ch, sh, th, ng Graphemes ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er Read and spell decodable keywords. Read and spell tricky words/cew (see phase 2 resource mats) </td> </tr> </table> <p>Phase 4 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. Read and build decodable keywords. Read Tricky words/cew (See phase 4 resource mats)</p>	Revisit Phase 1 x 2 weeks Phase 2 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 Read and build decodable keywords. Read and begin to spell tricky words/cew (see phase 3 resource mats)	Phase 3 Set 6: j, v, w, x Set 7: y, z zz qu Consonant diagraphs ch, sh, th, ng Graphemes ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er Read and spell decodable keywords. Read and spell tricky words/cew (see phase 2 resource mats)
Revisit Phase 1 x 2 weeks Phase 2 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 Read and build decodable keywords. Read and begin to spell tricky words/cew (see phase 3 resource mats)	Phase 3 Set 6: j, v, w, x Set 7: y, z zz qu Consonant diagraphs ch, sh, th, ng Graphemes ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er Read and spell decodable keywords. Read and spell tricky words/cew (see phase 2 resource mats)		
Year 1	Phases 4 revision. Phase 5 5a-Alternative spelling choices 5b-Alternative pronunciations Read and spell decodable keywords. Read and spell tricky words/cew		
Year 2	Phase 5a,b ,consolidation of alternative spellings choices & pronunciations Phase 5c-Alternative spellings runs into Phase 6 and continues throughout school 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. Read and spell most keywords and tricky words/cew		
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, I, 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://publishing.service.gov.uk)

(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://publishing.service.gov.uk)

(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://publishing.service.gov.uk)

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

Chandlers Ridge Academy- Phonics teaching sequence			Overview			R=Read W=Write CEW=Common exception word
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: Phase 1 Listening and voice sounds. (oral blending/ segmenting)	Revise: s,a,t,p,i,n,m,d,g,o Teach: c, k, R & W GPC'S R:Tricky words- go , into	Revise: Phase 2 previously taught Phase 3 Teach: j, v R & W GPC'S R:Tricky words-he, she	Revise: AFL-Phase 2 & Phase 3 sounds Continue Phase 3 Teach: oa, oo/oo R & W GPC'S R:Tricky words-her, are, you, he, she, we, me, be W: I, no, the to, go, into	Revise: AFL-Phase 2 & Phase 3 sounds Phase 3 Teach: air, ure R & W GPC'S R: All Tricky words Ph2,3 W: Phase 2 he, she	<u>Adjacent consonants</u> <u>beginnings.</u> Revise:Ph2 and Ph3 Teach: tr, dr, gr, cr, br, fr, bl, fl, gl, pl R & W GPCs R:little, one W: Phase 2 & 3 tricky w R & W cvc, cvcc & words with digraphs
Wk2	Revise: Phase 1 Rhyme and alliteration. (oral blending/ segmenting)	Revise: Phase 2 previously taught Teach: ck,e R & W GPC'S R:Tricky words- l, no, to, the, go, into	Revise: AFL-Phase 2& new Phase 3 sounds Teach: w, x R & W GPC'S R: Tricky words-we, me	Revise: AFL-Phase 2 & Phase 3 sounds Phase 3 Teach: ar, or R & W GPC'S R: Tricky words-was her, are, you, he, she, we, me, be W: I, no, the to, go, into	Revise: AFL-Phase 2 & Phase 3 sounds. Revise target areas Phase 3 Teach: er, & all previous trigraphs using AFL. R & W GPC'S R: All Tricky words Ph2,3 W: Phase 2 we, me, be	<u>Adjacent consonants</u> <u>beginnings.</u> Revise:Ph2 and Ph3 Teach: cl,sl, sp, st, tw, sm, pr, sc, sk, sn/scr, shr,thr, str R & W GPCs R:do, when W: Phase 2 & 3 tricky w R & W ccvcc
Wk3	Phase 2 Introduce routines for phonics sessions opportunities for over learning Teach: s, a R/W	Revise: Phase 2 previously taught Teach: u, r R & W GPC'S R:Tricky words- l, no, to, the, go, into	Revise: AFL-Phase 2 & new Phase 3 sounds Teach: Y, Z/ZZ R & W GPC'S R:Tricky words-be W: I, no	Revise: AFL-Phase 2 & Phase 3 sounds Phase 3 Teach: ur, ow R & W GPC'S R: Tricky words- all, was, her, are, you, he, she, we, me, be W: I, no, the to, go, into	Revise: Target areas from AFL of all phase 2 & 3. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3 W: they, was, my	<u>Compound words and words</u> <u>with 2 syllables-</u> e.g. farmyard, laptop, wigwam. Revise:Ph2 and Ph3 Ph4. Teach: Polysyllabic words eg faster, parking, hospital R & W GPCs R:out, what W: Phase 2 & 3 tricky w R & W: cvc,ccvc,cccvc,cccvc
Wk4	Revise wk 3 Teach: t, p as, sat	Revise: Phase 2 previously taught Teach: h, b R & W GPC'S R:Tricky words- l, no, to, the, go, into	Revise: AFL-Phase 2 & new Phase 3 sounds Teach: qu, ch R & W GPC'S R:Tricky words-he, she, we, me, be. W: I, no, the to	Revise: AFL-Phase 2 & Phase 3 sounds Phase 3 Teach: ur, ow R & W GPC'S R: All Tricky words Ph2,3 W: I, no, the to, go, into	Revise: Target areas from AFL of all phase 2 & 3. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3 W: down, you, her	Revise: Target areas from AFL of all phase 2/3/4. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3,4 W: Phase 2 & 3 tricky w

Wk5	Revise: wk3/4 Teach: i, n R & W GPC'S Tricky word-I	Revise: Phase 2 previously taught Teach: f, ff R & W GPC'S R:Tricky words- I, no, to, the, go, into	Revise: AFL-Phase 2 & new Phase 3 sounds Teach: sh, th/th R & W GPC'S R: Tricky words-you, he, she, we, me, be. W: I, no, the to	Revise: AFL-Phase 2 & Phase 3 sounds Phase 3 Teach: oi, ear R & W GPC'S R: All Tricky words Ph2,3 W: I, no, the to, go, into	Phase 4 Adjacent consonant endings. Revise:Ph2 and Ph3 Teach: st, nd, mp, nt, nk, ft, sk, lt R:Tricky Words- said, so, have, like W: all, are, you R & W: cvcc & ccvc words	Revise: Target areas from AFL of all phase 2/3/4. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3,4 W: Phase 2 & 3 tricky w
Wk6	Revise: wk3,4,5 Teach: m, d R & W graphemes Tricky word- I, no	Revise: Phase 2 previously taught Teach: l, ll, ss R & W graphemes R:Tricky words- I, no, to, the, go, into	Revise: AFL-Phase 2 & Phase 3 sounds Teach: ng, ai R & W GPC'S R:Tricky words-you, he, she, we, me, be W: I, no, the to		Adjacent consonant endings. Revise:Ph2 and Ph3. Teach: lp, lf, lk, pt, xt, nch R:Tricky Words –some, come, were, there. W: all, are R & W cvcc & ccvc words	Revise: Target areas from AFL of all phase 2/3/4. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3,4 W: Phase 2 & 3 tricky w
Wk7	Revise: wk3,4,5,6 Teach: g, o R & W graphemes R:Tricky Words-to, the		Revise: AFL-Phase 2 & Phase 3 sounds Teach: ee, igh R & W GPC'S R:Tricky words-are, you, he, she, we, me, be W: I, no, the to, go, into			Revise: Target areas from AFL of all phase 2/3/4. Teach: To any gaps in knowledge and recap. R & W GPC'S R: All Tricky words Ph2,3,4 W: Phase 2 & 3 tricky w

Chandlers Ridge Academy -Phonics teaching sequence

Overview

R=Read W=Write CEW=Common exception

word

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	<p>Revision of phase 3 Revise: Target areas from AFL of all phase 3. Teach: To any gaps in knowledge and recap GPC j, v, w, x, y, z/zz R & W GPC R: Tricky words Ph2,3,4 W: Phase 3 tricky words & words containing vowel digraphs</p>	<p>Revision of phase 4- Compound words and words with 2 syllables- e.g. farmyard, laptop, wigwam. Revise:Ph2 and Ph3 Ph4. Teach: Polysyllabic words eg faster, parking, hospital R & W GPC R:out, what R 7 W: Phase 2 & 3 tricky words R & W: cvc,ccvc,cccvc,cccvc</p>	<p>Revise: Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge and recap. R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW</p>	<p>Revise: Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge and recap. R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW Phase 3 & 4</p>	<p>5b Alternative Pronunciations Revise: Target areas from AFL of all Phase 5a. Teach: i -e.g. igloo/tiger & o-orange/open/one/once R & W GPC R: All Tricky words Ph2,3,4,5 R & W:CEW ph5 oh, Mrs, Mr,</p>	<p>Year one phonics screening test this term Revise all areas of Phase 5a- Alternative spelling choices, 5b-Alternative pronunciations Focus on most likely positions of spelling choices within words.</p>
Wk2	<p>Revision of phase 3 Revise: Target areas from AFL of all phase 3. Teach: To any gaps in knowledge and recap GPCs qu, ch, sh, th, ng R & W GPC R: Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs</p>	<p>Phase 5a Alternative spelling choices Revise: w, f, ff Teach: wh, and ph, R & W GPC R:Tricky words oh, Mrs, Mr R & W: CEW ph3 he, she, we, me, be, they, was, my, down, you, her, all, are</p>	<p>Revise: Ph5a so far and previous oa Teach: ow and o-e Visit (oe/o) R & W GPC R: Tricky words oh, Mr, Mrs, people, their, called, looks, asked, could R & W:CEW ph4 little, our, house</p>	<p>Revise: Split digraphs-Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge a-e, e-e R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW phase 3 & 4</p>	<p>Revise: Target areas from AFL of all Phase 5a, 5b Teach: c-caterpillar/city & g-gate/giant R & W GPC R: All Tricky words Ph2,3,4,5 R & W:CEW ph5 people, their, others</p>	<p>Revise: Target areas from AFL of all Phase 5a and 5b Teach: ch-chair/chef/school & ey-key/grey R & W GPC R: All Tricky words Ph2,3,4,5 R & W:CEW ph5</p>
Wk3	<p>Revision of phase 3 Revise: Target areas from AFL of all phase 3. Teach: To any gaps in knowledge and recap GPCs ai, ee, igh, oa, oo R & W GPC R: Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs</p>	<p>Revise: Ph5a wk3 and previous ai Teach: ay and a-e R & W GPC Visit:(ey, eigh, a, ei) R: Tricky words people, their R & W: CEW ph3 he, she, we, me, be, they, was, my, down, you, her, all, are</p>	<p>Revise: all ph5a so far and previous oo Teach: ew and u-e R & W GPC, decodable words / kw R: Tricky words oh, Mr, Mrs, people, their, called, looks, asked, could R & W:CEW ph4 do, when</p>	<p>Revise: Split digraphs-Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge i-e and o-e R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW 3 & 4</p>	<p>Revise: Target areas from AFL of all Phase 5a, 5b Teach: u-umbrella/unicorn/could & ow-cow/ snow R & W GPC R: All Tricky words Ph2,3,4,5 R & W:CEW ph5 called, looked asked, could</p>	<p>Resat of term- Target areas of difficulty from Phase 5b Teach: To any gaps in knowledge R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW 3, 4, 5</p>
Wk4	<p>Revision of phase 3 Revise: Target areas from AFL of all phase 3. Teach: To any gaps in knowledge and recap GPCs ar, or, ur, ow, oi</p>	<p>Revise: Ph5a wk3,4 and previous ee Teach: ea and e-e R & W GPC</p>	<p>Revise: all ph5a so far and previous oo, ew, u-e Teach: ue and u R & W GPC, decodable words / kw Visit (ui, ou)</p>	<p>Revise: Split digraphs-Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge u-e R & W GPC</p>	<p>Revise: Target areas from AFL of all Phase 5a, 5b Teach: ie-tie/field & ea-beach/bread R & W GPC</p>	<p>Introduce alternatives for m/mb Introduce alternatives for n/kn/gn</p>

	R & W GPC R: Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs	R:Tricky words: called, looked R & W:CEW ph4 said, so, have, like R/W: GPC, decodable words	R & W:CEW ph4 , today , you,	R: All Tricky words Ph2,3,4,5 R & W: CEW 3 & 4	R & W:CEW ph5 oh, Mrs, Mr, people, their, called, looked, asked, could
Wk5	Revision of phase 3 Revise: Target areas from AFL of all phase 3. Teach: To any gaps in knowledge and recap GPCs ear, air, ure, er R & W GPC R: Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs	Revise: Ph5a wk3,4, 5 and previous ee, ea, e-e Teach: ie and e R & W GPC Visit (ey/y) R:Tricky words: asked, could R & W:CEW ph4 some, come R/W: GPCs, decodable words	Revise: all ph5a so far and previous or Teach: aw and au R & W GPC, decodable words / kw Visit: (al, our, oor, ore) R: All tricky words so far R & W: CEW of, here, where	Revise: Target areas from AFL of all Phase 5a. Teach: To any gaps in knowledge and recap. R & W GPC R: All Tricky words Ph2,3,4,5 R & W: CEW 3 & 4	Revise: Target areas from AFL of all Phase 5a, 5b Teach: ear-learn/hear & e-egg /me
Wk6	Revision of phase 4 Revise: Adjacent consonant endings. Teach: To any gaps in knowledge and recap R & W GPC R:Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs	Revise: Ph5a wk3, 4, 5,6 and previous igh. Teach: ie and i-e R & W GPC Visit (y/i) R:Tricky words oh, Mr, Mrs, people, their, called, looks, asked, could R & W: CEW ph4 were, there	Revise: Ph5a so far and previous ur, er, ure Teach: ir and er (w/or) R & W GPC, decodable words / kw Visit: (ear, (w)or) R & W:CEW want, their, love, friend		Teach: a-apple/baby/swan & y- yo-yo /fly/gym/pony
Wk7	Revision of phase 4 Revise: Adjacent consonant beginnings. Teach: To any gaps in knowledge and recap R & W GPC R:Tricky words Ph2,3,4 W: Phase 3 tricky words Spell words containing vowel digraphs		Revise: Ph5a so far and previous ow/ oi Teach: ou and oy Visit: (ough, oul) R & W GPC, decodable words / kw W:CEW has, your, by, my		

Chandlers Ridge Academy-Phonics Teaching sequence

Graphemes-Actions-Rhymes

Phone me	Grapheme image	Action	Rhyme
s	s (snake) 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	Snake curls backwards around then forwards around.
a	a (apple)	Hold an imaginary apple and bite into it	Around the apple , up the stalk and down the stalk.
t	t (tap)	Twist your hand as if turning a tap	Tap starts at the top and drips down, turn it off with a cross.
p	p (puppy)	Make one hand into a puppy's head and stroke it with the other hand	Down the puppy's neck and leg, up and around his head.
i	i (igloo) y (gym)	Rub arms and shiver Lift a heavy weight	Sit down in the igloo don't forget the dot
n	n (nut) 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 nut .
m	m (meatballs) 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 meatballs .
d	d (drum)	Pretend to play the drums	Around the drum and up and down the stick.
g	g (gate)	Swing your arm like a gate opening	Around the garden and down the path and swing the gate shut.
o	o (orange) a (swan)	Pretend to squeeze an orange downwards. Extend your arm and make a long neck and beak like a swan	Around the orange .
c k ck	c (caterpillar) 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 caterpillar . Down the string and up and around the kite , don't forget the tail.
e	e (egg) ea (bread)	Make an egg with one hand and tap it with your finger. Slice a piece of bread with your hand	Around the egg and under the cup.
u	u (umbrella) 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 umbrella handle, up and down the other.
r	r (robot) rr (cherry) wr (wrap)	Move your arms like a robot. Swing a cherry in the air. Fold a tortilla	Down the robot's body, up and over its arm
h	h (house)	Make a peak with two hands like a house	House , down the chimney to the floor, up and over the new front door.
b	b (bat/ball)	Pretend to hold a cricket bat and bat the ball	Down the bat , up and around the ball.

f	f (fairy) 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 fairy's head, down her dress and give her a wand.
l	l (lolly) ll (bell) le (table)	Pretend to lick a lolly. Ring an old school bell	Down the lolly and lick!
j	j (jam) 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 jam down and under the jar. Plop on a spot.
v	v (vest)	Draw a v shape on your chest to show the V-neck of the vest	Down the vest and up the vest.
w	w (wave) wh (whistle)	Make sea waves with your hand. Pretend to blow a whistle.	Down the wave , up the wave, down the wave, up the wave.
x	x (fox)	Hold up two hands at the back of your head like fox ears	Criss, cross for the fox
y	y (yo-yo)	Pretend to raise and lower a yoyo.	Swing the yoyo down and up, then drop it all the way down and underneath.
z	z (zip) 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	Zip forwards, zip backwards, zip forwards again.
qu	qu (queen)	Give a royal wave	Around the queen's 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)	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.	

	e-e (athlete) ie (field) e (me) y (pony)	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) ew (screw) u-e (flute)	Draw a crescent shape with your finger like the moon. Paste glue on your hand as if its paper. 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**