



Mayfield Primary School

25. Phonics & Early Reading

Our Vision. Our intention. Always start with why!



Valuing

# Every Achievement

**Social - Academic - Moral - Personal**

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

**we know our children must be the busiest people in any room.** Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated.

We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

**We are proud to accept and respect everyone.**

Enabling

# Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*\*\* Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. \*\**

# POLICY FOR EARLY READING AND WRITING

## Mayfield Primary School

### POLICY

#### Introduction

At Mayfield Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture. We aim for all of the children at Mayfield, to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

**The Rose Report (2006)** emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher-level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

**Bold Beginnings November 2017** stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

**The Reading Framework 2021** states "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching".

**The Statutory Framework for Early Years 2021** states "It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)".

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of phonics and reading across the Early Years Foundation Stage, (EYFS,) Key Stage One and on into Key Stage Two for children who still need this further support.

#### Aims

- To teach children aural discrimination, phonemic awareness, and rhyme to aid reading, writing and spelling development.
  - To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing, and spelling.
  - To ensure the teaching of phonics is lively, interactive, and investigative.
  - To enable children to use phonic awareness across the curriculum.
  - To ensure that children know the 44 phonemes within the English language.
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- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

### **Objectives**

- To provide consistent, high-quality phonics and reading teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

### **Curriculum, Teaching and Learning Guidance**

At Mayfield Primary School, we are currently following the **Red Rose Phonics** Programme and **No Nonsense Spelling (Y2)**, this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. Catch up programmes, Fast Track Phonics for Year 1, and Bounce Back Phonics for Year 2 are tailored to meet the needs of pupils deemed to be falling behind in their phonics acquisition or not on track to meet the standards for the phonics screening in Year 1 and the resit in Year 2. In Key Stage Two 'Bounce Back Phonics', Rapid Phonics', IDL, Toe by Toe and I:I reading interventions are based around the gaps identified through teacher assessment and statutory phonics screening in Year One and Two. Lessons are quick in pace, well differentiated, engaging, and challenging for all children within the lesson.

Teachers use both ongoing and half termly assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Pupils not on track to meet the 'Screening Check' will undertake the Fast Track Phonics programme in Year One. Those who do not meet the pass mark will be given support and the intervention programme 'Bounce Back Phonics' in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching whilst in year three, through specific intervention – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme. Planning for phonics stands alone and is planned for separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- **Revise** – Overlearn the previous graphemes and words
- **Teach** – Introduce a new grapheme / phoneme, word
- **Practise** – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- **Apply** – Use the new graphemes / words in games and activities to secure knowledge
- **Assess** – Monitor progress within each phase to inform planning.

School planning should be on the agreed programme planning from **Red Rose Phonics** with the 4-part lesson clearly identifiable with the outline of the weeks discreet teaching of new GPC and Tricky words explicitly evident. (See appendix 1)

## Organisation

**EYFS** will be taught a discrete phonics session daily for up to a twenty-minute period either as a whole class or in smaller groups. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats/appropriate scaffolded vocabulary should be freely available in each area of learning and in the outdoor environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term in Year 1. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Those children who have not reached the expected level by Year 1 have extra individual phonics support. The EYFS curriculum ‘I Wonder...’ is vocabulary rich and builds on carefully chosen vocabulary, which feeds into the acquisition of skills to promote both reading and writing throughout the EYFS year. This links to the **Statutory Early Years Framework 2021 and the ELG’s for the Areas of Learning and Development in Communication and Language, Physical Development and Literacy**. This also supports development across all areas of Learning and Development as children learn to read and write. **Educational Programmes** are carefully planned using the **Development Guidance for Early Years 2021**.

Children in **Year 1** have access to high quality daily phonics sessions for twenty minutes. Groups will be differentiated within the class setting to ensure all children reach their full potential; teachers and TA’s work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin ‘No Nonsense Spelling’ upon entry into Year 2. They should have plenty of practice in recognising ‘Alien’ or pseudo words, in readiness for the **Phonic Screening Check** and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2. Any children identified as falling behind will access additional support through **Fast Track Phonics** in the Spring Term in readiness for the YR1 Phonics Screening Test.

Children in **Year 2** who did not pass their phonics screening test in year 1 will continue to have access to high quality daily phonics lessons for twenty minutes. Provision should be differentiated to ensure all children reach their full potential. These pupils will also access the catch-up programme ‘**Bounce Back Phonics**’ in addition to their phonics session. Children who did pass the screening test will participate in **No Nonsense Spelling**.

Children in **Year 3** who did not pass their screening resit or fall within the bottom 20% will be taught a phonics session through specific intervention if assessment shows a need. All children whose assessment shows are falling behind ARE (age related expectations) for Year 3 will participate in the ‘**Rapid Phonics**’ or ‘**Bounce Back Phonics**’ catch up programme or a KS2 phonics intervention working on both reading and writing at Phase 3-5 with a phonics teacher. For any children with SEND, pupil passports will reflect any specific GPC/Tricky Words and reading work linked to phonics, which is tailored to meet their individual needs.

Children in **Year 4, 5 and 6** who fall within the bottom 20% of readers are identified quickly with specific interventions put into place. These include ‘**Bounce Back Phonics**’ ‘**Rapid Phonics**, **IDL**, **Toe by Toe**, **SaLT programmes**, **KS2 phonics teaching and 1:1 readers**.

## Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning as well as previous taught sounds. Phonics mats should be available in every lesson to support children’s early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught along with current learning. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print. All classrooms throughout school have a book area, which is accessible for all pupils. Books are carefully chosen and banded in line with children’s current attainment to promote independence and foster a love of reading. Reading characters are visible in all areas with a focus

on all the reading skills each half term, which are practised throughout school. Never Ending Story sessions take place daily, where children read their chosen book for 15mins whilst adults in the class listen to readers. All pupils, record in their 'Reading Journals' with activities linked to the reading domains to support children's understanding of texts.

### **Reading Scheme - Pearson's Phonics Bug/Floppy Phonics/Dandelion Phonics Readers/Junior Learning Phonics**

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school have invested in a progressive decodable reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the **Red Rose Phonics** overview of taught sounds. Children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught. Reading for pleasure is key in EYFS/KS1/KS2 reading areas; books are closely matched to children's abilities to allow pupils to access these independently. These are chosen from the scheme **Floppy Phonics and Project X** if still working within the phonics phases to allow for consolidation in class. These books are available in the schools Phonics Room/Library.

### **Guided Reading – Pearson's Bug Club/Comics for Phonics**

#### **EYFS/KS1 Pupils**

All children including EYFS, participate in guided reading within the taught English unit and or, the classroom environment. This links closely with the phonics programme of study and allows children to apply and practise newly taught skills both supported and independently into their reading. Bug Club and Comics for Phonics are used for pupils working within the phonics phases in EYFS/KS1.

#### **Key Stage Two Pupils**

For children in KS2, pupils have a daily whole class guided reading session 4 x week if able to access the ARE texts for their class. Texts are chosen by ability using the **Anthony Booth Guided Reading** programme and each year group covers the reading skills, Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising (**V.I.P.E.R.S.**) over the half term. Children complete activities linked to reading domains to show understanding. For those pupils still on the phonics programme, these pupils participate in their phonics intervention 3 x week and have access to a guided reading session 1 x week within the class to ensure exposure to specific vocabulary, the reading domains and skills required to apply their reading into the taught English units. For EAL pupils and SEND pupils in the KS2 Phonics group, these pupils access phonics 4 x week and have a guided reading session 1 x week with the class TA.

### **English Reading Phase**

#### **KS1**

As a school, we have studied carefully the key factors to increasing our children's progress in writing in year 1 and year 2. We have embarked upon units of work in KS1, which focus more directly upon how we use our ideas from reading in our own writing - essentially the transference of vocabulary and sentence structures into independent work. We studied carefully how we could best unlock this and ensure in making a more fluid unit of work. Our 'Planning Mat' approach in KS1 is enabling the team to give more precise input through the phases of a unit of work. This in turn is securing better outcomes in both reading and writing.

#### **KS2**

Our intention in KS2 in writing is to deliver the National Curriculum for writing across the primary age range but in a way that fits our core belief on how we must enable our children to learn and achieve to their optimum. We dedicate a number of days in the reading phase, to allow children to apply newly taught skills and consolidate retrieval and inference skills. Children are also immersed in good quality reading/WAGOLLS which then supports them to gather/magpie, the effective language for the unit. As a result, this allows our

writing process to embed our philosophy. We have Immersed this within a format and structure, which allows for clear, bespoke units of work to be delivered with an emphasis upon consistency of language, constant repetition of key knowledge and skills, generating an 'active purpose' to drive the work and time to refine, improve and polish – ensuring that first attempts are merely the beginning of a measured learning/writing process rather than a rapid outcome driven conclusion. Our planning mats ensure children are aware of the reading and writing process across their unit of work.

## **Homework**

Parental involvement is key in the acquisition of Phonics. Each child in Reception, receives a phonic book, which contains the sounds and the decodable, tricky and high frequency words to be learnt at home, alongside the daily Phonics lesson. Phonics homework sheets are also provided. Home readers are sent home to all children from EYFS to Y6, this will be either a decodable reading book matched to phonic phase and sounds learnt, or a book which is matched to their reading ability.

## **Assessment**

In the EYFS and KS1 and KS2 we assess pupil progress on our Phonics assessment sheets for each phase and plot the children on a Phonics tracker grid each half term. This is then analysed by SLT with specific next steps identified. Towards the Phonics Screening Check, Year 1 pupils and those in Year 2 who did not pass, will be given additional practise to identify specific skills or any gaps in learning. Reading throughout school is tracked termly, including the completion of the reading quadrant overview linked to the simple view of reading. The bottom 20% of readers within school are tracked separately and data is analysed by SLT and discussed at pupil progress/self-review meetings.

## **Teaching Consistency Across EYFS KS1 KS2 and Interventions**

- EYFS/Y1/Y2 will use **Red Rose Phonics** resources as an aid to the delivery of phonics through games, handwriting patten, and soundcards to match. SEN pupils will have access to specific **Red Rose Phonics** sound cards as an aid memoire.
- Interventions are delivered by trained TA's and Teachers, these are **Fast Track Phonics, Bounce Back Phonics** and **Red Rose Phonics**. Consistency will be visible by all staff delivering phonics.
- Staff will use two fingers and I thumb to represent 2/3 letters one sound
- On tricky words, red will indicate danger sounds and blue will indicate a familiar taught and recognised sound.
- Green will indicate a blend in phase 4, although this is not discreetly taught. This will be shown as a sound button not as a digraph or trigraph etc.
- Children will be introduced to their new sound with a drum roll and **“NEW LEARNING”**
- Phoneme fingers to be used for segmenting to spell, opposite hand for writing to be used.
- Blending fingers to read, hands moving from outwards to inwards, **“SMOOTH READING”**
- Ensure left handed children 'flip their hand when using phoneme fingers to ensure letters in correct order.
- Sentence rules will be reminded by the rhyme 'Capital letters, fingers spaces, full stop, it's got to make sense'. Pictorial reminders will be used throughout EYFS and KS1. (see below) Actions to accompany the rhyme are triangle, fingers, Kungfu punch and chopping up.



- Sentence work (words) will be counted out on fingers.
- Say it, See it ,Hear it said x 3 times.

- Red Rose Phonics handwriting patten used for letter formation.
- The use of the high k and the Low c will be used to differentiate between the graphemes.
- Shared writing will be modelled in the printed script. Blue sound buttons will be used for familiar sounds. Red for danger sounds particularly on tricky words.
- Words to be read will be in the comic sans font.
- 4-part Red Rose Phonics/Bounce Back Phonics lesson planning will be used (See appendix 1)
- A mixture of games, reading and writing will be used in the practise and apply parts
- Lessons will have **PACE** and be fun, engaging, and interactive.
- Consolidation activities will be visible in the environments which can be accessed independently.
- Phonics books will be used weekly to monitor and assess children’s acquisition and application within the phonic sessions. (KSI)

## Programme Structure Following Red Rose Phonics Programme

### Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach <b>the</b>
Week 6	Teach ck e u	Teach <b>I to</b>
Week 7	Teach r h b	Teach <b>no go</b>
Week 8	Consolidate o c k ck e u r h b	Teach <b>into</b>
Week 9	Teach f ff l	Consolidate <b>the I to no go into</b>
Week 10	Teach ll ss	Consolidate <b>the I to no go into</b>
Week 11	Consolidate f ff l ll ss	Consolidate <b>the I to no go into</b>
Week 12	Consolidate as required	Consolidate <b>Phase 2 Tricky Words</b> as required
		<i>High Frequency Words as is us his has s pronounced /z/</i>



### Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach <b>j v w</b>	Teach <b>he she</b>
Week 2	Teach <b>x y z zz</b>	Teach <b>we be me</b>
Week 3	Teach <b>qu ch sh</b>	Teach <b>was my</b>
Week 4	Teach <b>th th ng</b>	Teach <b>you they</b>
Week 5	Consolidate <b>qu ch sh th th ng</b>	Consolidate <b>he she we be me was my you they</b>
Week 6	Teach <b>ai ee</b>	Teach <b>her all</b>
Week 7	Teach <b>igh oa</b> Teach <b>two-syllable words</b>	Teach <b>are</b> <b>like</b> (Phase 4)
Week 8	Teach <b>oo oo</b> Teach <b>two-syllable words</b>	Teach <b>said when</b>
Week 9	Teach <b>ar or</b> Teach <b>two-syllable words</b>	Teach <b>have one</b>
Week 10	Consolidate <b>ai ee igh oa oo oo ar or</b>	Consolidate <b>her all are like said when have one</b>
Week 11	Teach <b>ur ow</b>	Teach <b>come do</b>
Week 12	Teach <b>oi ear</b> Introduce <b>pseudo words</b>	Teach <b>so were</b>
Week 13	Teach <b>air ure er</b> Introduce <b>pseudo words</b>	Teach <b>some there</b>
Week 14	Consolidate <b>ur ow oi ear air ure er</b>	Teach <b>out little what</b>
Week 15	Consolidate as required	Consolidate <b>Phase 3/4 Tricky Words</b> as required

### Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach <b>said so have like</b>
Week 2	Teach CCVC and CCVCC	Teach <b>some come were there</b>
Week 3	Teach CCCVC and CCCVCC	Teach <b>little do one when</b>
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach <b>out what it's</b>

# Trajectory Per Year Group EYFS/Y1/Y2

## Red Rose Letters and Sounds Trajectory Expectations for Reception

<b>Autumn 1 Phase 2 GPCs</b>		<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/		High Frequency Words as is us his has linked to s pronounced /z/  the	Teach 12 GPCs Teach 1 Tricky Word
<b>Autumn 2 Phase 2 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
ck e u r h b f f l ll ss Consolidate Phase 2		I to go no into	Teach 11 GPCs Teach 5 Tricky Words
<b>Spring 1 Phase 3 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
j v w x y z/zz qu ch sh th/th ng Consolidate as required		he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
<b>Spring 2 Phase 3 GPCs</b>		<b>Tricky Words</b>	<b>Overview</b>
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required		her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
<b>Summer 1 Phase 3 GPCs</b>	<b>Phase 4</b>	<b>Tricky Words</b>	<b>Overview</b>
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV		come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)  Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words  Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
<b>Summer 2 Phase 4</b>		<b>Tricky Words</b>	<b>Overview</b>
CCVC & CCVCC CCVC & CCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.		Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCVC & CCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

<b>Autumn 1 Revisit Phase 4</b>		<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b>			
Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCVC & CCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.  <b>Phase 5 Further Graphemes for Reading and Writing</b> ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)		Revisit said so have like some come were there little do one when out what it's  Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCVC & CCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words  Teach 13 GPCs Teach 9 Tricky Words
<b>Autumn 2</b>		<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Phase 5 Further Graphemes for Reading and Writing</b> <b>Phase 5 Alternative Pronunciations for Graphemes</b> <b>Phase 5 Further Graphemes for Reading and Writing</b> oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)  <b>Phase 5 Alternative Pronunciations for Graphemes</b> i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)		Tricky Words water where who High Frequency Words again thought through  work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words
<b>Spring 1 Phase 5 Alternative Spellings for Phonemes</b>		<b>High Frequency Words</b>	<b>Overview</b>
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)		I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 High Frequency Words
<b>Spring 2 Phase 5 Alternative Spellings for Phonemes</b>		<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)		Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

## Red Rose Letters and Sounds Trajectory Expectations for Year 1

<b>Summer 1 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.
<b>Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes</b>	<b>Tricky Words and High Frequency Words</b>	<b>Overview</b>
<b>Y1 Phonics Screening Check</b> /n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place)/s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify <b>tricky words</b> and <b>high frequency words</b> to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach <b>tricky words</b> and <b>high frequency words</b> from above as needed.

### Trajectory for Y2 - No Nonsense Spelling

#### Year 2 Term 1 overview

#### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/bee)</b>	Lesson 2 Teach <b>Strategies at the point of writing: using a GPC chart</b>	Lesson 3 Practise <b>Phase 5 GPCs</b>	Lesson 4 Teach <b>Strategies for learning words: using spelling journals.</b>	Lesson 5 Practise <b>Using segmentation strategy for learning selected words</b>
<b>Week 2</b>	Lesson 6 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs Homophones (blue/blew)</b>	Lesson 7 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs and relevant homophones.</b>	Lesson 8 Teach <b>Strategies at the point of writing: using the environment</b>	Lesson 9 Practise <b>Using segmentation and Phase 5 GPCs to learn words from this week</b>	Lesson 10 Assess <b>Selected Phase 5 GPCs and homophones: dictation</b>
<b>Week 3</b>	Lesson 11 Teach <b>Strategies at the point of writing: Have a go sheets</b>	Lesson 12 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs and homophones</b>	Lesson 13 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs and homophones</b>	Lesson 14 Teach <b>Strategies for learning words: highlighting the tricky part in common exception words</b>	Lesson 15 Practise <b>Words learnt this week: common exception words and Phase 5 GPCs</b>
<b>Week 4</b>	Lesson 16 Revise/Teach/ Practise/Apply <b>Phase 5 GPCs including polysyllabic words</b>	Lesson 17 Revise <b>Strategies at the point of writing: Have a go sheets</b>	Lesson 18 Teach/Practise/ Apply <b>Proofreading: using word banks for common exception words</b>	Lesson 19 Learn <b>Strategies for learning words: polysyllabic and common exception words</b>	Lesson 20 Apply <b>Strategies for learning words: polysyllabic and common exception words</b>
<b>Week 5</b>	Lesson 21 Teach/Practise/ Apply <b>Proofreading, especially high-frequency words</b>	Lesson 22 Teach <b>Homophones</b>	Lesson 23 Teach <b>Strategies for learning words: tricky parts of words and Look, say, cover, write, check</b>	Lesson 24 Revise/Learn <b>Strategies for learning words: Look, say, cover, write, check</b>	Lesson 25 Apply <b>Homophones learnt so far</b>

<b>Week 6</b>	Lesson 26 Revise /aɪ/ spelt 'i' in common exception words ( <i>find, kind, mind, behind, child, wild, climb</i> )	Lesson 27 Practise /aɪ/ spelt 'i' in common exception words ( <i>find, kind, mind, behind, child, wild, climb</i> )	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term
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## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Teach/Practise/Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high-frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
<b>Week 2</b>	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones ( <i>to/two/too</i> )	Lesson 8 Revise/Teach/Apply Homophones ( <i>to/two/too</i> )	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
<b>Week 3</b>	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/Practise: Strategies at the point of writing: Have a go	Lesson 14 Practise: Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
<b>Week 4</b>	Lesson 16 Revise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
<b>Week 5</b>	Lesson 21 Teach /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/ sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/ sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones ( <i>here/hear, one/won, sun/son</i> ) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones ( <i>here/hear, one/won, sun/son</i> ) Revise homophones taught so far
<b>Week 6</b>	Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation



## Year 2 Term 2 overview

### Block 3 – spring first half term

Week 1	Lesson 1 Revise <b>Strategies at the point of writing: Have a go sheets</b>	Lesson 2 Teach /aɪ/ <b>sound spelt 'y'</b>	Lesson 3 Practise /aɪ/ <b>sound spelt 'y'</b>	Lesson 4 Apply /aɪ/ <b>sound spelt 'y'</b>	Lesson 5 Teach <b>Strategies for learning words: common exception words and high-frequency words (<i>could, should, would</i>)</b>
Week 2	Lesson 6 Teach <b>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</b>	Lesson 7 Practise/Apply <b>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</b>	Lesson 8 Revise /l/ or /əl/ <b>sound spelt '-le' at the end of words and following a consonant</b>	Lesson 9 Practise /l/ or /əl/ <b>sound spelt '-le' at the end of words and following a consonant</b>	Lesson 10 Teach/Practise <b>Proofreading</b>
Week 3	Lesson 11 Teach/Practise <b>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</b>	Lesson 12 Teach/Practise <b>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</b>	Lesson 13 Teach/Practise <b>Adding the ending 'y' to words ending in 'e' with a consonant before it</b>	Lesson 14 Revise/Learn <b>Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words</b>	Lesson 15 Apply <b>Selected words from this half term: dictation</b>
Week 4	Lesson 16 Teach /i:/ <b>sound spelt 'ey'</b>	Lesson 17 Practise /i:/ <b>sound spelt 'ey'</b>	Lesson 18 Apply /i:/ <b>sound spelt 'ey': dictation</b>	Lesson 19 Teach/Revise <b>Near homophones (<i>quite/quiet</i>)</b>	Lesson 20 Practise/Apply <b>Homophones and near homophones</b>
Week 5	Lesson 21 Teach /r/ <b>sound spelt 'wr'</b>	Lesson 22 Practise /r/ <b>sound spelt 'wr'</b>	Lesson 23 Teach/Practise <b>Common exception words (<i>most, both, only</i>)</b>	Lesson 24 Practise <b>Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words</b>	Lesson 25 Assess /r/ <b>sound spelt 'wr' and common exception words</b>
Week 6	Lesson 26 Teach <b>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</b>	Lesson 27 Practise <b>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</b>	Lesson 28 Apply <b>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</b>	Lesson 29 Teach/Practise <b>Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)</b>	Lesson 30 Practise/Apply <b>Strategies at the point of writing: using a working wall</b>

## Block 4 – spring second half term

Week 1	Lesson 1 Teach /ɒ/ spelt 'a' after 'w' and 'qu'	Lesson 2 Practise <b>Strategies for learning words:</b> /ɒ/ spelt 'a' after 'w' and 'qu'	Lesson 3 Assess /ɒ/ spelt 'a' after 'w' and 'qu': dictation	Lesson 4 Teach <b>Strategies for learning spellings:</b> mnemonics	Lesson 5 Practise <b>Strategies for learning spellings:</b> mnemonics
Week 2	Lesson 6 Revise /z/ spelt 's', segmentation and syllable clapping.	Lesson 7 Practise /z/ spelt 's'	Lesson 8 Assess /z/ spelt 's'	Lesson 9 Revise <b>Homophones</b> ( <i>new/knew</i> )	Lesson 10 Teach/Practise <b>Homophones</b> ( <i>there, their, they're</i> )
Week 3	Lesson 11 Teach <b>Adding '-es' to nouns and verbs ending in 'y'</b>	Lesson 12 Practise <b>Adding '-es' to nouns and verbs ending in 'y'</b>	Lesson 13 Apply <b>Adding '-es' to nouns and verbs ending in 'y'</b>	Lesson 14 Revise <b>Strategies for learning words:</b> Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply <b>Strategies for learning words</b>
Week 4	Lesson 16 Teach <b>The possessive apostrophe (singular nouns)</b>	Lesson 17 Practise <b>The possessive apostrophe (singular nouns)</b>	Lesson 18 Apply <b>The possessive apostrophe (singular nouns)</b>	Lesson 19 Teach <b>Strategies at the point of writing:</b> using an alphabetically-ordered word bank	Lesson 20 Practise <b>Strategies at the point of writing:</b> using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach <b>Adding suffixes '-ful', '-less' and '-ly'</b>	Lesson 22 Practise <b>Adding suffixes '-ful', '-less' and '-ly'</b>	Lesson 23 Apply <b>Adding suffixes '-ful', '-less' and '-ly'</b>	Lesson 24 Revise/Learn: <b>Strategies for learning words from this half term</b>	Lesson 25 Assess <b>Words from this half term</b>
Week 6	Lesson 26 Revise <b>Contractions</b> ( <i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i> )	Lesson 27 Teach <b>Words ending '-tion'</b>	Lesson 28 Practise <b>Words ending '-tion'</b>	Lesson 29 Teach <b>Proofreading:</b> dictionary skills	Lesson 30 Practise <b>Proofreading:</b> dictionary skills.

## Year 2 Term 3 overview

### Block 5 – summer first half term

Week 1	Lesson 1 Revise <b>Strategies at the point of writing:</b> Have a go sheets	Lesson 2 Teach <b>The /l/ or /əl/ sound</b> spelt ‘-el’ at the end of words	Lesson 3 Practise <b>The /l/ or /əl/ sound</b> spelt ‘-el’ at the end of words	Lesson 4 Apply <b>The /l/ or /əl/ sound</b> spelt ‘-el’ at the end of words	Lesson 5 Revise <b>Proofreading:</b> using a dictionary/word bank
Week 2	Lesson 6 Teach <b>Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’</b> to words ending in ‘-y’	Lesson 7 Practise <b>Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’</b> to words ending in ‘-y’	Lesson 8 Apply <b>Adding the endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’</b> to words ending in ‘-y’	Lesson 9 Teach/Practise/Apply <b>Strategies at the point of writing:</b> using analogy (includes dictation)	Lesson 10 Revise/Learn <b>Strategies for learning words</b>
Week 3	Lesson 11 Teach <b>The /ɔ:/ sound</b> spelt ‘a’ before ‘l’ and ‘ll’	Lesson 12 Practise <b>The /ɔ:/ sound</b> spelt ‘a’ before ‘l’ and ‘ll’	Lesson 13 Teach <b>The /ɔ:/ sound</b> spelt ‘ar’ after ‘w’	Lesson 14 Practise <b>The /ɔ:/ sound</b> spelt ‘ar’ after ‘w’	Lesson 15 Apply <b>Strategies for learning words:</b> words including /ɔ:/ spelt ‘a’ before ‘l’ and ‘ll’ and /ɔ:/ spelt ‘ar’ after ‘w’
Week 4	Lesson 16 Teach <b>Suffixes ‘-ment’ and ‘-ness’</b>	Lesson 17 Practise <b>Suffixes ‘-ment’ and ‘-ness’</b>	Lesson 18 Apply <b>Suffixes ‘-ment’ and ‘-ness’</b>	Lesson 19 Teach <b>Strategies for learning words:</b> selected words using cards	Lesson 20 Learn <b>Strategies for learning words:</b> common exception words and words from errors
Week 5	Lesson 21 Teach <b>The /ɜ:/ sound</b> spelt ‘or’ after ‘w’	Lesson 22 Practise <b>The /ɜ:/ sound</b> spelt ‘or’ after ‘w’	Lesson 23 Assess <b>The /ɜ:/ sound</b> spelt ‘or’ after ‘w’: dictation	Lesson 24 Revise <b>The possessive apostrophe (singular nouns)</b>	Lesson 25 Practise/Assess <b>The possessive apostrophe (singular nouns):</b> dictation
Week 6	Lesson 26 Teach <b>The /l/ or /əl/ sound</b> spelt ‘-al’ at the end of words	Lesson 27 Practise <b>The /l/ or /əl/ sound</b> spelt ‘-al’ at the end of words	Lesson 28 Apply <b>The /l/ or /əl/ sound</b> spelt ‘-al’ at the end of words	Lesson 29 Teach <b>Strategies for learning words:</b> using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply <b>Common exception words</b>



## Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings and concepts that pupils need to secure</b>	Lesson 2 Practise <b>Spellings and concepts that pupils need to secure</b>	Lesson 3 Apply <b>Spellings and concepts that pupils need to secure</b>	Lesson 4 Teach <b>Spellings and concepts that pupils need to secure</b>	Lesson 5 Practise/Apply <b>Spellings and concepts that pupils need to secure</b>
<b>Week 2</b>	Lesson 6 Revise <b>Homophones</b>	Lesson 7 Apply <b>Homophones</b>	Lesson 8 Teach <b>/ʌ/ sound spelt 'o'</b>	Lesson 9 Practise/Apply <b>/ʌ/ sound spelt 'o'</b>	Lesson 10 Apply <b>Words revised or learnt this week</b>
<b>Week 3</b>	Lesson 11 Teach <b>/i/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 12 Practise <b>/i/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 13 Apply <b>/i/ or /ə/ sounds spelt 'il' at the end of words</b>	Lesson 14 Revise <b>Strategies for learning words: common exception words</b>	Lesson 15 Apply <b>Common exception words</b>
<b>The remainder of the term</b>	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> <li>• Revision of all the content from the Year 2 programme</li> <li>• Securing spelling strategies</li> <li>• At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</li> <li>• After writing – developing proofreading and checking skills including using a dictionary</li> <li>• Learning spellings – developing children’s personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</li> </ul>				

The programme of studies are matched to the reading scheme to able pupils to build on their increasing phonics knowledge. GPC’s and tricky words are taught in a particular sequence to enable children to be exposed to familiar current learning and not be exposed to phonemes and tricky words that haven’t yet been taught. Teachers carefully choose books to match current learning for both home readers and guided reading books and consolidation reading books in class libraries.

This policy has been written collaboratively by staff in EYFS/KS1/KS2 and English Subject Leaders. Its implementation is seen as the responsibility of all staff throughout Mayfield Primary School. Its use and effectiveness will be supported and monitored by the English/Phonics Subject Leaders, on behalf of the Head Teacher and Governors.

Signed: Jo Miller

Date: January 2023

Review Date: September 2023

APPENDX I

Phase 3 Week 8					
Teach: (long) oo / (short) oo and Two-syllable words <b>Tricky words said when (Phase 4)</b> <i>High frequency words</i> <u>Stretch and challenge</u>					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit/ Review</b> <i>Select specific GPCs, decodable, Tricky and HF words to review.</i>	<b>Quickwrite</b> th ng ai ee igh oa	<b>Word Hunt</b> <i>night right fight sight light</i> sigh high <b>fright</b>	<b>Quickwrite</b> was my you they her all are like	<b>Splat</b> boat road moan toad coat <u>moan groan boast toast</u>	<b>Musical Bumps</b> j v w x y z zz qu ch sh th ng ai ee igh oa
<b>Teach</b> <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Teach GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>moon</b> and model oral blending. Display the words <b>room</b> and <b>tooth</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>soon</b> . Model writing the word <b>soon</b> in a phoneme frame. Repeat with the word <b>food</b> . Teach the Tricky word <b>said</b> .	Review GPC (long) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Use Sound talk the word <b>roof</b> and model oral blending. Display the two syllable word <b>rooftop</b> with sound buttons. Clap the syllables and model blending each syllable <b>roof/top</b> , then the full word. Model writing the two syllable word <b>bedroom</b> in a phoneme frame. Clap the syllables and model segmenting each syllable to help write the word. Review the Tricky word <b>said</b> .	Teach GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>foot</b> and model oral blending. Display the words <b>good</b> and <b>books</b> with sound buttons, and model blending to read. Orally segment using phonic fingers the word <b>look</b> . Model writing the word <b>look</b> in a phoneme frame. Repeat with the word <b>shook</b> . Teach the Tricky word <b>when</b> .	Review GPC (short) oo. Follow 3 part example. Hear it say it, see it say it, say it write it. Sound talk the word <b>look</b> and model oral blending. Display the two syllable word <b>looking</b> with sound buttons. Clap the syllables and model blending each syllable <b>look/ing</b> , then the full word. Orally segment using phonic fingers the word <b>wood</b> . Model writing the word <b>wood</b> in a phoneme frame. Repeat with the word <b>blood</b> . Review the Tricky word <b>when</b> .	Review GPCs (long) oo and (short) oo including <b>two syllable words</b> . Display the words <b>root</b> , <b>zoo</b> , <b>foot</b> and <b>looking</b> with sound buttons, and model blending to read. Model writing the word <b>pool</b> in a phoneme frame. Repeat with the words <b>baboon</b> , <b>wool</b> and <b>cooking</b> . Review the Tricky words <b>said when</b> .
<b>Practise</b> <i>See appendix to select appropriate words for reading and writing.</i>	<b>Saluting Soldiers</b> Blend words soon room moon tooth zoom food pool boot <u>spoon</u> Tricky word <b>said</b>	<b>Phonic Phone</b> Blend/segment word zoo cool fool tooth bedroom <u>hoot stool</u> Tricky word <b>said</b>	<b>Countdown Relay</b> Blend words look good cook foot wood <u>books shook</u> Tricky word <b>when</b>	<b>Popcorn Pop</b> Blend/segment words <i>good</i> took book cook hood foot <u>shook blood</u> cooking looking Tricky word <b>when</b>	<b>Make Your Own Bingo</b> Segment words moon root <u>rooftop looks</u> hood looking Tricky words <b>said when</b>
<b>Apply</b> <i>Include newly taught GPCs and Tricky/HF words combined with previous learning.</i>	<b>Abacadabra</b> Read the sentence <b>We said he can go in the pool soon.</b>	<b>Silly Voices</b> Write the sentence <b>She said the bedroom was cool.</b>	<b>Sentence Substitution</b> Read the question <b>When will she look at the foot?</b> Words: wood <i>book</i> wool hook	<b>Sentence Detectives</b> Read the question <b>When was she looking at the wool?</b>	<b>Blankety Blank</b> Write the sentence <b>The cook said she was on the...</b> Words: <i>book</i> <u>rooftop</u> <i>baboon</i> <u>spoon</u>