



Phonics Policy

	Name	Date
policy written by:	Vasfiye Hardstone	September 2022
date of next review		September 2024

At Raglan Primary School we are committed to the delivery of excellence in the teaching of Phonics. We give children the best possible start on their reading and writing journey by teaching them phonological skills and knowledge to read and spell words independently.

Children will use phonics as their prime strategy to read and spell words until it is embedded and automatic for them. We aim to develop each child so that they are able to read with confidence and fluency by the end of Key Stage 1 as well as develop a lifelong love of reading.

Phonics input starts in the Nursery with Letters and Sounds phase 1 activities to develop the essential prerequisite listening skills. In Reception and Key Stage 1, consistent practice, progression and continuity in the teaching and learning of phonics is ensured by following the revised *LCP Phonics 3rd Edition Planning* tool. This incorporates a systematic approach with the teaching sequence and activities of the six chronological phases in *Letters and Sounds* (Primary National Strategy, 2007) revised to meet the requirements of the *National Curriculum English Appendix 1: Spelling* (National curriculum 2014).

AIMS

Children should:

- Learn the skills of blending and segmenting as a first priority as they are introduced to the grapheme-phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple words with the grapheme-phoneme correspondences they know.
- Use phonics as their first strategy to decode and encode unknown words until a degree of fluency and automaticity is reached.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- From the end of year 1, learn spelling rules for different suffixes, contractions, homophones and near homophones.

CURRICULUM

The *LCP Phonics 3rd Edition Planning* ensures that phonics is being taught at an appropriate level and pace for children in Reception and beyond. These plans are adapted so they are personalised and tailored to the children's learning and include support for the lower attainers as well as opportunities to extend and challenge. In Nursery, phase 1 activities are used to develop core listening skills. This leads into oral blending and segmenting being taught, including the use of 'robot arms'.

Later, children are taught to recognise grapheme-phoneme correspondences through the use of sound buttons and that phonemes are blended in order from left to right, 'all through the word' for reading real and nonsense words. They are also taught how words are segmented into phonemes for spelling and use their 'robot arms' as well as phoneme frames to help with this. These skills are taught throughout each phonic phase so that as children meet more

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complex words or grapheme-phoneme correspondences, they are able to tackle them with confidence.

Children are also taught common words, including common exception words (CEWs) that do not conform completely to grapheme-phoneme correspondence rules. We also call these 'tricky' words (appendix A has further phonics terminology). Children are specifically taught the 'tricky' part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing. The LCP planning uses common words from phases 2 to 5 of Letters and Sounds in addition to those listed in the *National Curriculum English Appendix 1*.

The following table summarises the curriculum content and when it is taught. The order the grapheme-phoneme correspondences are taught up to the end of phase 5 (appendix B), adapted Key Stage 1 spelling rules based on the National Curriculum Spelling Appendix (appendix E) and 'best bets' for spellings (appendix F) are at the end of this policy.

Phonic Phase	Phonic Knowledge and Skills Taught	Year Group
Phase One	<ul style="list-style-type: none"> Listening skills and the ability to discriminate between sounds including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting 	Taught in Nursery but it is <u>ongoing</u> throughout the phases
Phase Two	<ul style="list-style-type: none"> 19 grapheme-phoneme correspondences (GPCs) Blending and segmenting sounds through 2 phoneme (sound) and then 3 phoneme words Applying this knowledge to reading and writing sentences Letter names as well as matching upper and lower case letters Common exception words, for example 'no' 	Reception Two days are spent on each GPC, one day with a reading focus and the other with a writing focus. This ensures that the lowest attaining children keep up rather than 'catch up'.
Phase Three	<ul style="list-style-type: none"> 25 further GPCs, including most of the sounds that compromise of 2 letters (digraphs). Segmenting and blending using all the GPCs learnt so far to read and spell CVC (3 phoneme) and 2 syllable words. Applying this knowledge to reading and writing sentences. The alphabet, corresponding upper and lower case letters and vowels and consonants in order to begin learning spelling rules Common exception words, for example 'was' 	Reception Two days are spent on each GPC, one day with a reading focus and the other with a writing focus to continue to promote all children keeping up rather than catching up.
Phase Four	<ul style="list-style-type: none"> Blending and segmenting adjacent consonants 	Reception with a

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	<p>in words in order to read and spell words with 4 or more phonemes</p> <ul style="list-style-type: none"> • Recognising syllables and using this in reading and writing • Applying these skills to reading and writing sentences • Reading and writing common exception words, e.g. 'said' 	consolidation in the first half term of Year 1
Phase Five	<ul style="list-style-type: none"> • Alternative ways of pronouncing and spelling the phonemes and graphemes they already know (including any rules or 'best bets' for their use) • Reading and writing phonically decodable two-syllable and three-syllable words • Spelling and reading of further common words • Spelling days of the week • Teaching of grammar including the past tense and suffixes such as ing, ed, es/s, where the root word doesn't change. 	Year 1 and this is consolidated in the first half term in Year 2 with a focus on spelling and spelling rules.
Phase Six	<ul style="list-style-type: none"> • Further alternative ways of pronouncing and spelling the phonemes and graphemes they already know together with any rules or 'best bets' for their use. • Spelling rules and patterns, including suffixes (-ed, -ing, -s / es, -er, -est, -y, -ness, -less, -ment, -ful), contractions, homophones, near homophones and polysyllabic words. • Spelling and reading of further common words (high frequency words) • Proof reading their own work 	Year 2 To complement English curriculum focuses, the LCP planning weeks are taught in the following order: 1-10, 19 – 22, 11-18, 23

Children in the Language Provision

The children in the Language Provision follow the same progression although at a pace that meets their needs, generally with lots of phase one input. The Revisit, Teach, Practise and Apply structure may go across two lessons. Depending on the availability of adults and timetabling, children have 3 phonics lessons a week along with other activities throughout the day to target phase 1 gaps.

Key Stage 2 Children

Phonics lessons continue through interventions or split spelling teaching for those children that did not complete the LCP Phonics 3rd Edition Planning Tool or the Key Stage 1 Spelling Curriculum. Children with gaps in their phonics knowledge also have interventions to target these areas. For a very small minority of children for whom phonics has not worked, other interventions based on precision learning are used.

TEACHING

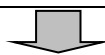
Phonics lessons start in the Nursery. Phase 1 activities develop listening skills and the ability to discriminate between sounds including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. These activities also form part of focus activities and the continuous provision.

In Reception and Key Stage 1, a discrete daily session of approximately 25 minutes is given to the teaching of high quality, systematic phonics until children complete phase 6. A multi-sensory approach is used in phonics lessons so that children learn from simultaneous visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills. As part of this approach and to aid the recognition of the grapheme-phoneme correspondences children are taught to use:

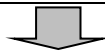
- Letter shape pictures for individual letters and the digraphs sh and ch as a visual link between the letter and phoneme. This also supports correct letter formation (see appendix C and the handwriting policy).
- Actions for the 44 phonemes first introduced in phase 2 and 3 (see appendix D). In the Language provision, cued articulation is instead used to build on and consolidate their Speech and Language Therapy.

Phonics sessions are structured in the same way each day to build on learning and create strong, consistent and familiar routines. Each phonics lesson follows the four-part structure of Revisit, Teach, Practise and Apply. In the Language provision, this may go across two lessons.

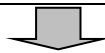
REVISIT AND REVIEW previously learned phoneme grapheme correspondences, common words or blending and segmenting skills as appropriate



TEACH new common word, new phoneme-grapheme correspondences: skills for blending and/or segmenting



PRACTISE new phoneme-grapheme correspondences: skills for blending and/or segmenting words



APPLY the new knowledge and skills to reading or writing captions, sentences or questions.

Organisation

All phonics lessons engage all children through multisensory activities that involve a very high level of participation and interaction. To support this each phonics teacher has:

- Flashcards with relevant grapheme-phoneme correspondences and common words. For groups with access to an interactive whiteboard, these are on PowerPoint presentations.
- Individual wipe boards and pens for all children
- A board to model teaching.

Other support materials could include:

- Displays to refer to
- Phoneme frames
- Magnetic boards and magnetic letters or grapheme-phoneme correspondences
- A range of objects, for example objects with the same initial or final phoneme
- Sound mats

Split Teaching Groupings

Once the Reception children have completed their baseline assessments and are moving to phase 2 lessons, teaching is split in the following way:

- Teachers teach the majority of their class while differentiating for those that need further support or challenge. Challenges include reading longer words, encouraging the use of other English objectives or more of a spelling focus.
- Those that cannot access the main class teaching are split across the year group (and occasionally within the Key Stage). They are taught in a small group by a trained member of teaching staff with learning pitched at the correct level for them with opportunities for further challenge.

This model of split teaching continues to the end of Year 2 and ensures lessons are appropriately pitched for all to make progress. Fluid movement between groups is informed by the staff's knowledge of the child in phonics lessons as well as their application of phonics in other areas of the curriculum. If further information is required, phonic phase assessments are used.

End of Year Expectations

- **By the end of Nursery**, children will be securing the skills of Phase 1 (phonological awareness), including orally blending and segmenting words. If appropriate, the children will start to become familiar with some grapheme-phoneme correspondences

through a playful and multisensory approach using songs, actions and stories whilst they continue to learn to sequence, blend and segment sounds orally.

- **By the end of Reception**, children will be secure in Phase 3 content.
- **By the end of Year 1**, children will be secure in the Phase 5 content including Year 1 of *National Curriculum Spelling Appendix* (see adapted version in appendix E).
- **By the end of Year 2**, children will be secure in the Phase 6 content including Year 2 of *National Curriculum Spelling Appendix* (see adapted version in appendix E).

If children need interventions or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age appropriate outcomes.

ASSESSMENT, TRACKING AND MONITORING

Learning is assessed, tracked and monitored consistently through the systematic framework of 'Letters and Sounds' revised in the LCP Phonics 3rd Edition Planning Tool incorporating to meet the National Curriculum spelling requirements.

During the lesson

Children are assessed through their responses and interactions in the course of the daily phonics lesson. This informs the next phonics lesson, particularly the revisit and review section. In the Nursery, practitioners complete a planning and assessment form for their focus group. This is used to feedback into other activities.

End of Each Phase

Children will be assessed informally at the end of each phonic phase, this could be through phonics lesson activities, group or individual activities. If there is a need for more detailed assessment of any children, there are phase assessments which will highlight specific gaps for teachers to address accordingly. This also provides a further way to gauge understanding of what has been taught and to provide information on areas of focus in the revisit review sections when teaching the next phonics phase or for any interventions.

End of Half Term Tracking

Children from Reception until the end of Year 2 are tracked each half term against whether they are beginning to apply, applying or securely applying their knowledge of each revised phonics phase in their independent reading and writing outside of the phonics lesson. Phase 1 is split into two parts: aspects 1-3 and aspects 4-7. This together with any phonics interventions are recorded on the Arbor MIS system. In addition to this, the children in each split teaching group, which phonics phase and LCP week is being taught and who they are taught by is also recorded on the school server. For the Language Provision this continues until they are applying phase 6 independently and where appropriate they also record the

number of grapheme-phoneme correspondences the child knows so that small steps in progress are shown.

Through the term, Nursery staff will update progress against key statements for the phase 1 aspects based on observations in the continuous provision and focus group records.

Monitoring

Monitoring is carried out using the information from the above half termly tracking. This provides a picture of the number of children on track and applying what they have been taught in phonics lessons as well as impact of teaching and learning. Pitch and pace of split teaching lessons, groupings and impact of interventions are also monitored. Feedback on this and possible next steps is given and discussed in pupil progress meetings as needed.

Statutory assessments

In June Year 1 children complete the *Phonics Screening Check* the results of which are a summative assessment of each child's ability to read/decode. If they do not reach the required standard they will be retested in Year 2. This data is submitted to the Local Authority and reported formally to parents or carers in the child's school report. At certain points in the year, children will undertake 'mock' screenings to get them used to the structure of the check and to identify any specific needs to target in lessons or intervention sessions. This also applies to any children in Year 2 who did not meet the required standard in Year 1.

If children do not meet the standard in Year 2, children receive targeted teaching and input to plug gaps and are monitored until they meet the phonics screening check standard.

LEARNING ENVIRONMENT

Phonics activities form parts of the continuous provision in the Nursery, Reception, Year 1 and the Lower Language Provision. In each classroom throughout Reception and Key Stage 1 (and KS2 if appropriate) there are grapheme/phoneme displays and common exception (tricky) word displays together with sound and word mats to support children to be independent in their spelling whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing as part of a broad and rich curriculum.




Each classroom has a wide choice of fully phonetically decodable books for home reading and there are sets for guided reading stored centrally in Room 19. All these books are coloured banded (see appendix G: Book Colour Band and Phonic Phases for Phonetically Decodable Books) and match the children's developing phonic knowledge. This means every child can experience success in their reading by using the skills they have so far been taught. Additionally, there are real books and other banded books with a star sticker which support reading for pleasure in the classroom or can be taken home as an extra book to be shared with or read by someone at home. Children start their reading journey in Nursery with a free choice book to share with an adult at home. When they are ready in the Summer Term they will take home a lilac book. Once ready children in reception and beyond will then move onto books with text which is closely matched to their developing phonic knowledge.

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Rereading books is encouraged to let the children see or hear words and phrases enough times to remember them, as well as develop fluency, confidence and understanding. How often they read at home and change their books is monitored by staff. All children in Reception and Key Stage 1 also read as part of an adult-led group at least once a week. During these sessions, the children develop the skills of decoding, prosody (expression) and comprehension using books closely matched to the children's phonic knowledge. In addition to home –school readers, weekly spelling home learning supports the phonics that has been taught that week.

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Appendix A: Phonics Terminology

blend (verb)	To put individual phonemes (sounds) together to read a word e.g. sh-i-p blended together makes 'ship'.			
common words	These are the high frequency words that appear most frequently in written material, for example 'and', 'the', 'as', 'it'.			
common exemption words	These are common words that are the 'tricky words'. They are words which may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way, for example 'because'.			
digraph	Two letters, which together make one sound. A consonant digraph contains two consonants: sh ck th ll A vowel digraph contains at least one vowel: ai ee ar oy			
grapheme	A letter or a group of letters representing one phoneme (sound), for example: sh, ch, igh,			
grapheme–phoneme correspondence (GPC)	The relationship between the smallest units of sound in speech (phonemes) and the letters which represent those speech sounds (graphemes).			
oral blending	Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used . For example, when a teacher calls out 'm-a-t', the children say 'mat'. This skill is usually taught before blending printed words			
phonemes	The phonological units of speech. A <i>phoneme</i> is the smallest unit of sound in a word. There are 26 letters in alphabet .But most varieties of spoken English use about 44 phonemes.			
phoneme frame	This is used to support segmenting and spelling words. For example this phoneme frame with 3 boxes <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> would be used for boat as it has 3 phonemes so the one phoneme is entered in each box (b-oa-t).			
phonemic awareness	The insight that every spoken word can be conceived as a sequence of phonemes.			
phonics	Instructional practices that emphasise how spellings are related to speech sounds in systematic ways.			
phonological awareness	The awareness of sounds within words, as demonstrated in the ability to generate rhymes and rhythms. Usually the basis of phonemic awareness.			
segment (verb)	To split a word into its individual phonemes in order to spell it, for example the word 'boat' has three phonemes b-oa-t			
sound buttons	These are used to support blend a 'button' is drawn under each grapheme-phoneme correspondence, each phoneme is then sounded out and blended together. For example <div style="display: flex; justify-content: center; gap: 20px; margin-top: 10px;"><div style="border: 1px solid black; padding: 5px; text-align: center;">swim </div><div style="border: 1px solid black; padding: 5px; text-align: center;">train </div><div style="border: 1px solid black; padding: 5px; text-align: center;">mixer </div></div>			
split digraph	A digraph in which the two letters work as a pair to represent one sound but are split, for example a-e in make or i-e in site.			
syllables	The 'beats' in a word. Words with one syllable are monosyllabic. Those with two or more are polysyllabic.			
trigraph	Three letters which make one phoneme (sound). E.g. igh dge			
VC, CVC, CCVC, CVCC	Abbreviations to describe the order of sounds in a word. V for vowel sound e.g. 'a', 'ai', 'igh', 'air'. C for a consonant sound e.g. 't', 'sh', 'ng'			
word discrimination	The ability to identify words in a stream of speech.			

Appendix B: GPC's taught with the order up to the first part of Phase 5

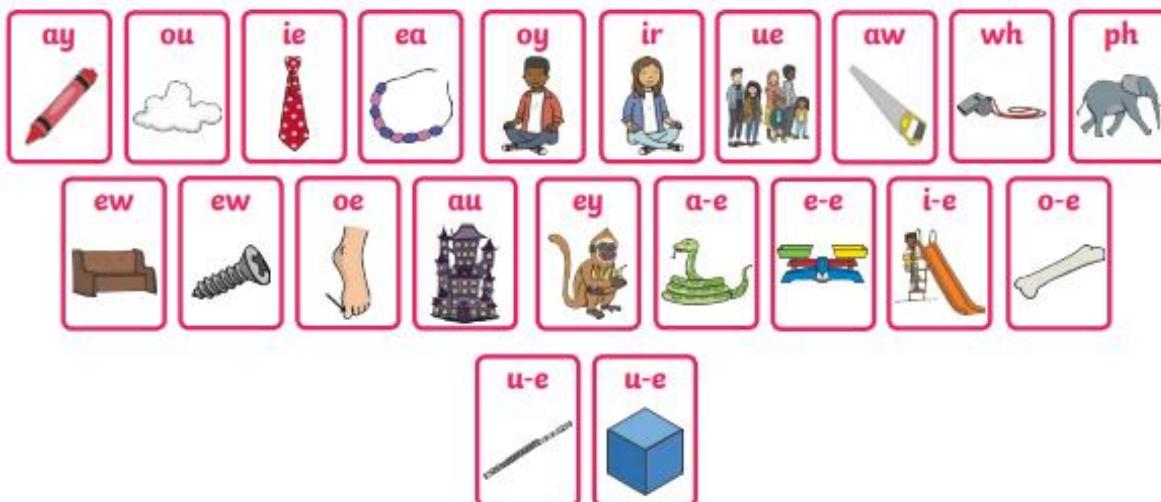
Phase 2 Sound Mat



Phase 3 Sound Mat



Phase 5 Sound Mat






















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Phase 5 continued

a  acorn	e  equal	ie  shield	y  sunny	i  lion	o  hotel	ow  window	u  unicorn	u  push	ea  bread	ve  curve	
tch  witch	c  city	g  gem	ou  group	ere There	ear  pear	are  bare	our  pour	oor  door	ore  core	ere  sphere	eer  deer
ear  search	se  horse	st  listen	se  cheese	al  calf	a  bath	s  sugar					

Phase 6

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife	wr  wrist	le  table	ture  picture	mb  thumb	
al  walk	a  walnut	o  glove	ey  monkey	war  warm	wor  world	s  treasure	wa  watch	qua  squash	tion  station

Appendix C: Letter shapes



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Appendix D: Phonics actions for all the phonemes (in the order taught)

Phase 2

Phoneme	Grapheme	Pronunciation	Action
/s/	s, ss*	sun, fuss	Weave your hand in an s shape, like a snake, and say 'sssss'.
/a/	a	ant	Wiggle your fingers on your arm as if ants are crawling on you and say 'a'.
/t/	t	tap	Turn your head from side to side as if watching tennis and say 't'.
/p/	p	pan	Hold up your finger up like it is a candle, pretend to puff the candle out and say 'p'.
/i/	i	pig	Pretend to be a mouse by wriggling your fingers at end of nose like whiskers and squeak 'i'.
/n/	n	nut	Hold your arms out as if you are a plane and say 'nnnnn'.
/m/	m	man	Rub your tummy as if seeing tasty food and say 'mmmmm'.
/d/	d	dog	Beat your hands up and down as if playing a drum and say 'd'..
/g/	g	got	Spiral your hand down, as if water is going down the drain and say 'g'.
/o/	o	on	Pretend to turn a light switch on and off and say 'o'.
/c/	c, k, ck*	cat, king, sock	Raise your hands and snap your fingers as if playing castanets and say 'ck'.
/e/	e	peg	Pretend to tap on the side of a pan and crack it into the pan, saying 'e'.
/u/	u	hug	Pretend to be putting up an umbrella and say 'u'.
/r/	r	rat	Pretend to be a puppy holding a piece of rag in its mouth, shake your head from side to side and say 'rrrrr'.
/h/	h	hat	Hold your hand in front of mouth panting as if you are out of breath and say 'h'.
/b/	b	bun	Pretend to hit a tennis ball with a bat and say 'b'.
/f/	f, ff*	fan, puff	Let your hands gently come together as if you are deflating a toy and say 'ffffff'.
/l/	l, ll*	lit, fill	Pretend to lick a lollipop and say 'lllll'..

Phase 3

Phoneme	Grapheme	Pronunciation	Action
/j/	j	jam	Pretend to wobble a jelly on a plate with one hand and say 'j'.
/v/	v	vet	Pretend to be holding the steering wheel of a van and say 'vvvvv'.
/w/	w	wet	Blow onto one open hand, as if you are the wind, and say 'w'.
/x/	x	fox	Make an x with arms across your chest and say 'ks'.
/y/	y	yes	Pretend to be holding a spoon and eating a yogurt as say 'y'.
/z/	z, zz*	zebra, buzz	Put your arms out at your sides and pretend to be a bee, saying 'zzzzz'.
/qu/	qu	queen	Make a duck's beak with your two hands together and say 'qu'.

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/ch/	ch	chip	Pretend to sneeze and say 'ch'.
/sh/	sh	ship	Place your index finger over your lips and say 'shhh'.
voiced /th/	th	this	Pretend to be rude clowns and stick out your tongue a little to say 'th' (like in <i>this</i>), then further out and say 'th' (as in <i>thin</i>). Alternate thumbs to the mouth for the short and long 'th'
unvoiced /th/	th	thin	
/ng/	ng	ring	Imagine you are a weightlifter, pretend to lift a heavy weight above your head and say 'ng'.
/ai/	ai	rain	Cup a hand over your ear and say 'ai'.
/ee/	ee	feet	Put hands on head as if they are ears on a donkey, flap them up saying 'ee' and down saying 'or'
/or/	or	for	
/igh/	igh	night	Sit up straight and salute, saying 'igh'.
/oa/	oa	goat	Bring your hand over your mouth as if you have done something wrong and say 'oh'
short /oo/	oo	book	Imagine being the cuckoo in a cuckoo clock, jutting your head backward and forwards between your open hands and saying 'oo' (as in <i>book</i>), 'oo' (as in <i>moon</i>).
long /oo/	oo	moon	
/ar/	ar	card	Slap your thigh like a pirate and say 'ar'.
/ur/	ur	burn	Roll your hands over each other like a mixer and say 'er'.
/ow/	ow	cow	Pretend your finger is a needle and prick thumb saying 'ow'
/oi/	oi	coin	Cup your hands around your mouth and shout 'oi!'
/ear/	ear	beard	Touch your ear and say 'ear'.
/air/	air	hair	Wiggle your fingers in the air and say 'air'
/ure/	ure	cure	Make a fist, turn your palm away from you and say 'your'
/er/	er	fern farmer	Roll your hands over each other like a mixer and say 'er'. <i>Some accents pronounce 'er' as an unstressed schwa sound when it is the end syllable in a word (e.g. farmer, sister), we do not have an action for this.</i>

* These digraphs ('two letters making one sound') are never at the beginning of a word and are usually at the end of short words. When f, s and l follow a single vowel at the end of a short word they are doubled, e.g. **sniff, sock, dress, fuzz**. **Exceptions:** if, pal, us, bus, yes.

Phase 5

/oo/ /(y)oo/	ue	glue, statue	Point one side say 'oo' as <i>lean forward</i> then point to the other side and say 'you'
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Later GPCs use the same phonics actions based on how they are pronounced.

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Appendix E: KS1 Spelling Rules with CEW Links (adapted from NC Spelling Appendix)*


*The vowel digraphs and trigraphs are only listed if there is guidance given

Year 1

NB: q and u always together “The queen always carries her umbrella.”

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>Sniff Sock Dress fuzz</p>	<p>The ‘fszl’ (fizzle) rule</p> <p>When f, s, z and l follow a single vowel at the end of a short word they are doubled.</p> <p>Exceptions: if, pal, us, bus, yes.</p>	<p>off puff huff cuff cliff sniff snuff stuff well bell</p>	<p>back luck kick sock lock shock stock buzz fuzz fizz</p>	<p>frizz jazz miss kiss hiss less mess dress chess</p>
<p>The /ŋ/ sound spelt n before k</p>	<p>n before a k has an ‘ng’ sound</p>	<p>bank thank think ink pink</p>	<p>link wink hunk dunk</p>	<p>honk sunk tank stink</p>
<p>Division of words into syllables</p>	<p>Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</p>	<p>pocket rabbit carrot cobweb magnet</p>	<p>basket bitten thunder sunset picnic</p>	<p>goblin button hotdog cotton</p>
<p>-tch for /ch/</p> <p>kitchen latch</p>	<p>Never at the beginning of a word The /ch/ sound is usually spelt as tch if it comes straight after a single vowel letter.</p> <p>Exceptions: rich, which, much, such.</p>	<p>catch fetch kitchen ditch latch</p>	<p>notch hutch itch match witch</p>	<p>pitch patch notch watch</p>
<p>The /v/ sound at the end of words</p> <p>have live give</p>	<p>English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.</p> <p>Extra points: There will never be an i, j or v at the end of an English word <i>You cannot have ‘u’ and ‘v’ written together (possibly because this was hard to read in old cursive writing scripts so the following are written with an ‘o’ e.g. oven, cover</i></p>	<p>have live give love</p>	<p>dove above glove</p>	
<p>ai, oi</p>	<p>The digraphs ai and oi are virtually never used at the end of English words.</p> <p>‘i’ doesn’t like being at the end of a word so it changes to an y</p>	<p>rain wait train paid afraid</p>	<p>oil join coin point spoil</p>	
<p>ay, oy</p>	<p>ay and oy are used for those sounds at</p>	<p>day</p>	<p>boy</p>	

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	the end of words and at the end of syllables. 'i' doesn't like being at the end of a word so it changes to an y	play say way stay today	toy joy enjoy annoy	
Long vowel phonemes /ai/ /ee/ /igh/ /oa/ /(y)oo	Best bet ideas: A: ai (rain) in the middle and ay (day) finally E: ee and ea both in the middle and finally (meet, flea, teach, tea) I: igh (light) in the middle and y in (sky) finally O: oa (boat) in the middle and ow (show) finally U: u (unicorn, music) and u_e (use, cube) has the phoneme at the beginning or middle, ew and ue are usually at the end	like	sea dream meat each read	see bee free feed tree green meet week
/oo/ words oo u_e ue ew	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo Both the 'oo' and 'yoo' sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . The only common English word ending in ou is you .	food pool moon zoo moo soon spoon root hoot	blue clue true	new few grew flew drew threw
ou	The only common English word ending in ou is you .	mouth around sound loud proud	found mouse house count pound	shout out about round
Words ending – y as /ee/	Words an 'ee' sound as an end syllable in two or more syllable words are spelt with 'y'	very happy funny	family city party	baby body
Words ending – y as /igh/	Tend to be in short words	spy try	fly try	
ph	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin alphabet phone	phonics elephant	photo graph
wh	Tend to be at the start of questions words	when where which why what	whale whip	wheel while
Using k for the /k/ sound (link to soft 'c & soft 'g')	Year 1: The /k/ sound is spelt as k rather than as c before e , i and y . (including in a split digraph)  Year 2: 'c' says /s/ when the next letter is:	Kent sketch kit skin	king kiss kill keep	ice cycle



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	<i>y i e (yolks in eggs) The above also works for g as ‘j’</i>			
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /Iz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as -es .	cats dogs spends rocks thanks balls	bags	catches matches boxes foxes
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting hunted hunter buzzing buzzed buzzer	jumping jumped jumper	adding added asking asked
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander grandest fresher freshest faster fastest	quicker quickest lower lowest older oldest	harder hardest kinder kindest
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy undo unload	undone unable unfit	unkind unzip unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football playground farmyard bedroom blackberry teacup	homework lampshade teapot seaside handbag inside	into today
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. These are example words and non-statutory (unlike KS2) but they are taught through the LCP planning and there is an expectation that these and any extra Letters and Sounds HFW will be spelt correctly. Phase taught in LCP planning: Phase 2 Phase 3 Phase 4 Phase 5	the a I of is his has no go so do to today	my by you your they be he me she we were come some said says	one once ask friend school put push pull full house our love

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		are was	here there where	
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Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
<p>The /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before y, i and e</p> 	<p>The letter j is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt -dge straight after the /a/, /e/, /i/, /o/ and /u/ sounds ('short' vowels). After all other sounds, whether vowels or consonants, the /j/ sound is spelt as -ge at the end of a word. In other positions in words, the /j/ sound is often (but not always) spelt as g before e, i, and y. The /j/ sound is always spelt as j before a, o and u.</p>	jar jacket join badge edge bridge fudge dodge	change charge bulge village huge adjust	magic gem age giraffe giant energy
<p>The /s/ sound spelt c before e, i and y</p>	<p>'c' says /s/ when the next letter is: y i e (yolks in eggs)</p>  <p>Also in split digraph Also applies for g as /j/</p>	race lace pace space nice ice rice	cell city circle cinema circus	mercy fancy
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	knit knob knock knowledge knee knapsack	knuckle know knew known knead kneel	knight knot gnat gnaw gnome gnash
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	write wrote written wrestle wrist	wrong wren wrap wring	wrapping wrapped wreck wriggle
<p>The /l/ or /əl/ sound at the end of a word spelt: -le -el -al -Words ending -il</p>	<p>The -le spelling is the most common spelling for this sound at the end of words (so it is the best bet)</p> <p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>Not many nouns end in -al, but many adjectives do</p> <p>Not many words end in -il</p>	table apple bottle little middle puzzle candle castle staple ripple topple sample people cable tumble	angel level model label hotel jewel cruel camel tunnel squirrel towel tinsel	metal pedal capital hospital animal local vocal legal total mental petal pencil fossil

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	Another rule of thumb is that if the letter before the suffix (the word ending) is a tall or deep letter (b,d,f,g,h,j,k,l,p,t,y) then the ending is normally -le . Watch out though, a single t can break this rule! If, on the other hand, it is a small letter (a,c,e,m,n,o,r,s,u,v,w,x,z) then the ending is usually -el or -al .	eagle angle jungle uncle		nostril basil peril pupil stencil civil evil devil gerbil lentil April
The /igh/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry fly dry try	fry shy sky defy	why sly reply July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added. (Just the words that follow the rule.)	babies diaries copies carries	tries flies replies cities	parties armies jellies fairies
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied copier copying happier happiest	replied replying cried crying drying frying	carried carrier worrier worried worrying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking hiked hiked nicer nicest	shiny icy iced icing coming	
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /a/, /e/, /i/, /o/ and /u/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting patted humming hummed dropping dropped	sadder saddest fatter fattest	runner runny running hitting hitter
The /or/ sound spelt a before l and ll	The /or/ sound ('or') is usually spelt as a before l and ll .	ball call fall wall	talk walk always	all tall mall
The /u/ sound spelt o		other mother brother nothing Monday	love glove above come honey	money dozen done some
The /ee/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key donkey monkey valley	chimney alley gallery jersey	hockey money smiley
The /o/ sound spelt 'a' after w and qu	a is the most common spelling for the /o/ ('hot') sound after w and qu .	was want	wallet what	quarrel quantity

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		watch wander wash	squad squash	quantity
The /er/ sound spelt 'or' after w	There are not many of these words.	word work worm	worth work worthy	world
The /or/ sound spelt 'ar' after w	There are not many of these words.	war warmth	warm	towards warble
The /3/ sound spelt s		treasure usual		
The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment payment movement sadness darkness	helpful painful hopeful careful hopeless homeless	badly happily happiness prettiness laziness
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't haven't didn't couldn't	wouldn't shouldn't doesn't it's	I'll I'm you're you'll he'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's,	the girl's, the child's	the man's
Words ending in –tion		station fiction	section action	motion national
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	There (signpost for 'r' or look here and there)/their (person drawn for the i) they're	here/hear (ear in hear) quite/quiet see/sea bare/bear	one/won sun/son to/too (too many oo's)/two be/bee blue/blew night/knight
Common exception words	– and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /ɑ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /ai/ sound is spelt ea .	door floor poor because find kind mind behind wild child children	every everybody even great break steak pretty beautiful	hour move prove improve sure sugar eye who whole

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	<p>These are example words from the spelling curriculum appendix and non- statutory (unlike KS2) but they are taught through the LCP planning and there is an expectation that these and any extra Letters and Sounds HFW will be spelt correctly.</p> <p>Phase taught in LCP planning: Phase 5 Phase 6</p>	<p>climb</p> <p>most only both</p> <p>old cold gold hold told</p> <p>could should would</p>	<p>after fast last past father class grass pass plant path bath</p> <p>clothes busy</p>	<p>any many</p> <p>again</p> <p>half</p> <p>Mr Mrs parents Christmas people water money</p>
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Appendix F: KS1 Best Bets for Spelling

Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)	Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
a	a				ai	a_e	ai a_e	ay 'i' doesn't like being at the end of a word or syllable so it changes to an 'y'	<u>apron</u> , <u>great</u> , <u>vein</u> , <u>eight</u> , <u>straight</u> , <u>they</u>
e	e	ea			ee	ea ee	y at the end of the last syllable in words with two or more syllables		<u>he</u> (at the end of short words), <u>e-e (these)</u> , <u>chief</u> , <u>key</u> , <u>receipt</u> , <u>people</u>
i	i			<u>gym</u> ,	igh	i_e	igh at the end or in the middle if followed by a 't'	y most common spelling at the end of words.	<u>pie</u> , <u>kind</u> ,
o	o			<u>wasp</u> after 'w' or 'qu'	oa	o_e oa	o_e oa	ow	<u>toe</u> , <u>no</u> , <u>though</u>
u	u			<u>month</u>	(y)oo		u_e	ew , ue	<u>uniform</u>
oo (book)	oo			<u>put</u> , <u>could</u>	oo (boot)	u_e	oo	ue ew	<u>group</u> , <u>fruit</u> ,

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Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)	Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
b	b	bb							
c	c			<p>k<u>ick</u> -very likely to if before an 'y', 'i' or 'e' (yolk)s in eggs'</p> <p>du<u>ck</u> at the end of a short word or syllable after a single 'short' vowel, qu<u>ay</u>, Ch<u>ristmas</u></p>				<p>dge straight after 'short' vowels.</p> <p>ge after all other sounds, the /j/ sound is spelt as -ge at the end of a word. English words do not end in 'j' and the letter e usually needs to be added after the 'g'.</p>	<p>g before y, i or e "yolks in eggs" or in year 1 first taught as in a split digraph</p>
d	d			dd					
f	f		ff at the end of a short word or syllable after a single short vowel	ph The /f/ sound is not usually spelt as ph in short everyday words				<p>ll at the end of a short word or syllable after a single short vowel</p>	<p>el <i>end syllable in polysyllabic words and it has a short letter before</i> (a,c,e,m,n,o,r,s,u,v,w,x,z) <i>then the ending is usually -el or -al</i></p>
g	g							<p>le when the 'l' is the end syllable in a polysyllabic word and the letter before <i>is tall or deep letter</i> (b,d,f,g,h,j,k,l,p,t,y) <i>Watch out a single 't' can break this rule!</i></p>	<p>al not many nouns end in -al, but many adjectives do</p>
m	m			lamb					
n	n			know, gnaw					
r	r			wrap					<p>il Not many words end in -il</p>

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Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others	Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others
v	v		ve English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.		w	w			wh tends to be at the start of questions words
z	z		zz at the end of a short word or syllable after a single short vowel	is, please, squeeze,					

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Appendix G: Book Colour Band and Phonic Phases for Phonetically Decodable Books

Band/colour	Phonic Phase
0 LILAC	Pre- phonic (books with no words)
1A PINK A	Introduce Phase 2 phonemes s, a, t, p, i, n, m, d
1B PINK B	Introduce the later phonemes and digraphs of Phase 2: g, o, c, k, e, u, r, h, b, f, l, ck, ff, ll, ss
2A RED A	Introduce Phase 3 phonemes: j, x, y, z, v, w, ch, sh, th, nk, qu, zz
2B RED B	Introduce the phonemes, digraphs and trigraphs of Phase 3 : ai, ar, ow, oa, oo, ure, ur, oi, air, ee, er, ear, or, igh
3 YELLOW	Phase 4 (with phase 2 and phase 3 GPCs)
4A BLUE A	Phase 4
4B BLUE B	Phase 5 –start of phase 5 GPCs
5 GREEN	Phase 5
6 ORANGE	Phase 5
7 TURQUOISE	Phase 5 , 6
8 PURPLE	Phase 6
9 GOLD	Phase 6
10 WHITE	Beyond phase 6
11 LIME	Beyond phase 6

* all have CEW in line with Letters and Sounds phases.