Phonics Policy

	Name	Date
Policy written by:	Vasfiye Hardstone	September 2025
Reviewed by:	Vasfiye Hardstone	September 2026
Date of next review		September 2027

Version Control

Date	Change
2.10.26	ARP now have 4 lessons a week (previously 3) Phase 5a sound mat added in the appendices.

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 primary strategy to read and spell words until it is embedded and automatic for them. We aim to develop each child so that they can 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 phase 1 activities to develop the essential prerequisite listening skills. In Reception and Key Stage 1, consistent practice, progression, pace and continuity in the teaching and learning of phonics is ensured by following the Department for Education (DfE) validated phonics scheme: Unlocking Letters and Sounds (ULS).

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 unknown words until a degree of fluency and automaticity is reached.
- Learn to read and spell common exception words which cannot be fully sounded out.
- Apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.

CURRICULUM

ULS ensures that phonics is being taught at an appropriate level and pace for children in Reception until the end of the Autumn Term in Year 2, when they will have discrete spelling lessons following National Curriculum requirements.

The following table summarises the expected pace and progression.

Pre-school					
Phase 1					
Reception Term 1	**Reception Term 2**	**Reception Term 3**	**Reception Term 4**	**Reception Term 5**	**Reception Term 6**
Phase 2	Phase 3	Continue Phase 3 & Phase 3 Mastery	Continue Phase 3 Mastery	Phase 4	Phase 4 Mastery plus NC requirements
Year 1 Term 1	**Year 1 Term 2**	**Year 1 Term 3**	**Year 1 Term 4**	**Year 1 Term 5**	**Year 1 Term 6**
Phase 4 Revision plus NC requirements	Phase 5a	Phase 5a Mastery	Phase 5b	Phase 5c	Continue Phase 5c
Year 2 Term 1	**Year 2 Term 2**	**Year 2 Term 3**	**Year 2 Term 4**	**Year 2 Term 5**	**Year 2 Term 6**
Phase 5a and 5b Mastery	Phase 5c Mastery	Phase 5b and 5c Mastery aspart of spelling lessons		Continue teaching discrete Year 2 spelling lessons. Provide regular intervention and robust assessment for children who need support to master phonics skills.	

In Nursery, phase 1 activities are used to develop core listening skills and teach oral blending and segmenting. Phase 1 is taught in Nursery but it is ongoing throughout the phases.

Phase 2 phonics teaching begins in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey.

Children begin to learn the main sounds (phonemes) heard in the English Language and how they can be represented by letters (graphemes). They are taught an action for each phoneme in Phase 2 and 3 and the corresponding image to support with remembering the sounds. They are also taught how to write the grapheme correcting using the ULS handwriting 'patters'.

The 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 words. They are also taught how words are segmented into phonemes for spelling by 'stretching' the word and they use phoneme fingers to support with writing each phoneme in the word. These skills are taught throughout each phonic phase so that as children meet more complex words or grapheme-phoneme correspondences, they can tackle them with confidence.

They also learn common exception words (CEWs) that do not conform completely to grapheme-phoneme correspondence rules (see appendix A for the phonics glossary). Children are specifically taught the 'tricky' part of the word, the phonics clues and strategies to remember how to read and write the word. They are taught to apply their knowledge of these words in reading and writing.

Children leave Reception being able to apply the GPCs and CEWs taught within phase 2, 3 and 4. They use these to read and write simple words, captions and sentences.

In Year 1 through Phase 5a, b and c, they learn alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

More details on the expected ULS progression (appendix B), sound mats showing grapheme-phoneme correspondences (appendix C), adapted Key Stage 1 spelling rules based on the National Curriculum Spelling Appendix (appendix D) and 'best bets' for spellings (appendix E), ULS Actions, Images and Handwriting (appendix G) are at the end of this policy.

Children in the Additionally Resourced Language Provision

The children in the ARP follow the same progression although at a pace that meets their needs. Children have 4 phonics lessons a week along with other activities throughout the day to target phase 1 gaps.

Key Stage 2 Children

Phonics teaching continues through interventions or split spelling teaching for those children that have gaps in their phonics knowledge and skills. Intervention groups and spelling teaching targets the gaps in their knowledge and skills. For a very small minority of children for whom phonics has not worked, other inventions based on precision learning are used.

TEACHING

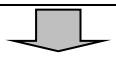
Phonics lessons start in the Nursery. Phase 1 activities develop listening skills and the ability to discriminate between sounds including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. These activities also 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 the ULS phonics programme. 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 actions for the 44 phonemes first introduced in phase 2 and 3 these linked to the pictures on the sound mat. The phonics actions together with handwriting ditties are in appendix G. Videos of the actions are on the ULS portal and the following links:
Phase 2: ULS Phase 2 Actions
Phase 3: ULS Phase 3 Actions

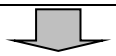
In the Additionally Resourced Language provision, cued articulation is used instead to build on and consolidate their Speech and Language Therapy.

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 five-part structure of Revisit, Teach, Practise, Apply and Revise. In the Additionally Resourced Language provision, this may go across two lessons, depending on the needs of the children.

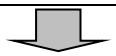
REVISIT: Activating prior knowledge, sing alphabet song, recall of phonemes and common exception words, practise blending or fluent reading.



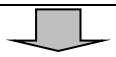
TEACH: Teach new grapheme-phoneme correspondences; skills of blending and segmenting; new common exception words.



PRACTISE: Practise blending for reading and segmenting for spelling (words).



APPLY: Using new learning to read and write captions or sentences.



REVISE: Revise new learning (new GPC and CEWs).

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:

- Access to the ULS portal for the lesson slides which are displayed on an interactive whiteboard or laptop.
- Individual wipe boards and pens for all children.
- A board to model teaching.
- GPC displays or sound mats to refer to.

Other support materials could include:

- Phoneme frames
- Magnetic boards and magnetic letters or grapheme-phoneme correspondences
- Sound mats

Those children with SEND are taught in smaller groups at a pace and pitch to match their phonics knowledge and skills. They have also interventions to help them catch up. Regular phonics assessments ensure appropriate pace and progression and that interventions target the gaps in their knowledge and skills.

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 sounds and segment words orally.
- **By the end of Reception,** children will be able to read 100% of the phase 2 and 3 GPCs and blend to words containing these GPCs together with reading 80% of the phase 4 words.
- **By the end of Year 1,** children will be able to read 100% of the phase 5b GPCs and blend words containing these GPCs together with 80% of the phase 5c GPCs and words containing these GPCs.
- **On completion of phase 5b mastery and phase 5c mastery,** children will be secure in 100% of the GPCs taught and be able to read 100% of the words containing these GPCs.

If children need interventions to reach age related expectations in phonics, these are 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. Interventions follow those on the ULS portal.

ASSESSMENT, TRACKING AND MONITORING

Learning is assessed, tracked and monitored consistently through the ULS scheme.

During the lesson

Children are assessed through their responses and interactions in the course of the daily phonics lesson. Misconceptions are addressed in the lessons through 'My turn. Your turn.' and 'Tick or Fix' mantras together with individual feedback and catch ups later in the day if needed.

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. The ULS individual assessment is used with spotlight children and those with SEND to highlight specific gaps for teachers to address through targeted interventions.

End of Term Tracking

Children in Reception and Year 1 are tracked each term using the ULS Assessment Documents. They are assessed against whether they have secure knowledge of the GPCs, are able to read words using the GPCs and read Common Exception Words that have been taught that term. This is recorded in the ULS Assessment Spreadsheet.

To be 'on-track' pupils need to meet the criteria on the Reception Assessment Tracking and Year 1 Assessment Tracking documents (appendix H).

Throughout the term, Nursery staff will assess against key statements for the phase 1 aspects based on observations in the continuous provision and focus groups.

Monitoring

Monitoring is carried out using the information from the above termly tracking. This provides a picture of the number of children on track and identifies where to provide more support and further targeted interventions to enable and ensure children keep up. Feedback on this and possible next steps are given to teaching staff and discussed in pupil progress meetings as needed.

Statutory assessments

In June of 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 resit the check in June of Year 2. This data is submitted to the Local Authority and reported formally to parents or guardians 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 ARP. In each classroom throughout Reception and Key Stage 1 (and KS2 if appropriate) there are grapheme/phoneme 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 groups. All these books are colour banded (see appendix I: 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 and School Library. From Reception until the children leave Raglan, a reading for pleasure book 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, which continues into the beginning of Reception. Once the children in Reception have been taught the first GPCs in Phase 2, they will then move onto books with text which are closely matched to their developing phonic knowledge. Rereading books is encouraged to support to children to develop their decoding skills, as well as their prosody (expression) and comprehension skills. Children reading book bands up to and including orange, will choose a colour banded reading book to take home once a week to encourage them to reread. How often they read at home is monitored by staff, who work closely with parents to support all children to read regularly. All children in Reception and Key Stage 1 read in an adult-led guided reading group at least once a week. During these sessions, the children develop the skills of decoding, prosody 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.

Appendix A: Phonics Glossary

Unlocking Letters and Sounds Glossary

A shared understanding and use of phonics and early reading vocabulary is essential to ensure consistency and fidelity to **Unlocking Letters and Sounds**. It supports teacher-subject knowledge and, by using consistent terminology, it also supports children's learning, especially amongst those in your lowest 20 per cent.

Term	Explanation
Phonics	Phonics is a way of teaching reading, writing and spelling based on hearing and identifying letter sounds and matching them to letters or letter patterns.
Grapheme	A grapheme is a letter or sequence of letters that represent a phoneme (one sound). When we read aloud, we decode written words by converting graphemes into phonemes.
Phoneme	A phoneme is a single spoken sound, e.g. **/c/** as in ***c-a-t***, or **/sh/** as in ***sh-i-p***. It is the smallest sound in the English language. There are approximately 44 phonemes in English, each made up of one or more letters.
Digraph	A digraph is a single sound (i.e. a phoneme) that is made up of two letters, e.g. **ee** as in ***t-r-ee*** or **ie** as in ***t-ie***.
Trigraph	A trigraph is a single sound (a phoneme) that is made up of three letters, e.g. **igh** as in ***high***.
Split digraph	A split digraph is a digraph that is separated by one or more consonants. For example, the **/ee/** sound in ***complete*** is split by the letter **t**.
Blending	Blending letter sounds (phonemes) together enables children to decode and read words. For example, ***h-a-t*** = ***hat***. Children need to practise this so it becomes an automatic skill.
Segmenting	Segmenting is the opposite of blending. Segmenting a word is to break the word down into its component phonemes, e.g. ***hat*** = ***h-a-t***. Segmenting enables children to break down words they are trying to spell.
Decode/decoding	Decoding is the key skill in reading words. Children use their phonics skills to blend the phonemes in a word to decode it.

Appendix A: Phonics Glossary continued

Term	Explanation
Sound buttons	Sound buttons help children recognise where the phoneme/sound is in a word, and which letters in the word make that sound. A dot shows that the sound is made from a single letter and a line shows that the sound is made from a digraph or trigraph. For example, **tree**, **kick**
Phoneme frame	A phoneme frame supports a child, enabling them to break a word into its individual sounds and identify which letters make this sound. For example **t** **r** **ee**
Phoneme fingers	An instruction to the children to count the number of phonemes in a word and show the number using their fingers.
Common exception words	Common exception words (CEW) are words that contain one or more irregular or unusual letter sequences, or phonemes that the children may not yet have been taught. It is important when teaching common exception words to highlight the parts of the word that the children have already been taught at that point.
Consonant	A consonant is a basic speech sound that is made by constricting or obstructing the air flow from the lungs to the mouth to form the sound. Apart from the five letters that are vowels, all letters in the English alphabet are consonants.
Vowel	A vowel is a basic speech sound formed with a relatively free air flow. The vowel letters are **a**, **e**, **i**, **o** and **u**.
Adjacent consonants	Many consonants contain similar consonant and vowel spelling patterns. Learning these patterns can support both reading and spelling. Words containing adjacent consonants have two consonant sounds before and/or after a vowel sound. They are known by these spelling/sound patterns: **CCVC** words e.g. ***trap***, ***drip***, ***slip***. **CVCC** words e.g. ***milk***, ***pink***, ***sand***. **CCVCC** words e.g. ***black***, ***grasp***, ***stamp***.
Syllable	A syllable is a unit of speech that contains a vowel sound and that makes up part of a word. For example one-syllable word – **hat** two-syllable word – **may/be** three-syllable word – **diff/i/cult**
Alternative pronunciations	Some letters have multiple pronunciations. These must be recognised in reading. For example, **ea** appears in ***sea*** and ***heard***, but is pronounced differently in each case.
Prefix	A prefix is added to the beginning of a word to change its meaning, spelling and/or word function in a sentence. For example, ***un-happy***.

Appendix A: Phonics Glossary continued

Term	Explanation
Root words	A root word is a core word that can have a prefix or suffix added to it. For example, ***happy*** is the root word in ***unhappy*** and ***happiness***.
Suffix	A suffix is added to the end of a word to change its meaning, spelling and/or word function in a sentence. For example, ***hat-s*** or ***happi-ness***.
Phase	**Unlocking Letters and Sounds** splits the progression of teaching phonics into phases. Each phase is a distinct stage and the phases are cumulative and progressive. It is important that children are only expected to read words from phases they have been taught.

Appendix B: Detailed ULS pace and progression

Unlocking Letters and Sounds
Summary Progression

This summary progression shows the progression of GPCs and common exception words (CEW) that are taught in each term in **Unlocking Letters and Sounds**. The progression largely follows the progression contained in *Letters and Sounds 2007*, with some modifications, including refinements and clarifications of learning elements omitted from *Letters and Sounds*, and updated guidance, including requirements from the National Curriculum.

The progression is structured broadly to follow Phases 1 to 5 of *Letters and Sounds*, but some phases are subdivided into smaller sections, offering structured opportunities for revision ('Mastery') and for spelling development.

The detailed progression for **Unlocking Letters and Sounds** shows the GPCs and CEW that are taught on a week-by-week basis. A separate chart is also available showing how the **Ransom Reading Stars** programme of reading books matches the **Unlocking Letters and Sounds** progression. At least two new fully-decodable reading books are available to read every week, for all Phases.

Year group	Phase	GPCs taught	Common exception words taught
Preschool	**One**	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	**Two**	**s a t p i n m d g o c k ck e u r h b f ff l ll ss** Read words with **-s** ending	**the to into no I go**
Reception Autumn Term 2	**Three**	**j v w x y z zz qu ch sh th** (voiced and unvoiced) **ng ai ee igh oa oo oo ar or ur** Read words containing **-ing** endings with no change to the root word	**me we be he she was you they all**
Reception Spring Term 1	**Three**	**ow oi ear air ure er** Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: **j v w x y z zz qu ch sh th ng**	**are my her** Revisit: **me we be he she**
Reception Spring Term 2	**Three (Mastery)**	Revisit Phase 3 work: **ai ee igh oa oo oo ar or ur ow oi ear air ure er**	Revisit: **was you they all are my her**
Reception Summer Term 1	**Four**	**CVCC** and **CCVC** words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing **-ed** and **-ing** endings with no change to the root word	**said have like so do some come were there little one when out what**
Reception Summer Term 2	**Four (Mastery)**	**CVCC** and **CCVC** words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic **CVCC** and **CCVC** words, **CCVCC** words, polysyllabic **CCVCC** words, **CCCVCC** words	Revisit all Phase 4 CEW
Year One Autumn Term 1	**Four (Revision plus Y1 NC requirements)**	Revisit Phase 4 work Adding **-s** and **-es** as a plural marker for nouns Adding **-s** and **-es** as a third person singular marker for verbs Adding the suffixes **-ing** and **-ed** to verbs Adding the suffix **-er** to verbs to change them to nouns Adding the suffix **-er** to adjectives Adding the suffix **-est** Adding the prefix **un-** to verbs Adding the prefix **un-** to adjectives Reading words with contractions	

Copyright ©2022 Unlocking Letters and Sounds

Appendix B: Detailed ULS pace and progression continued

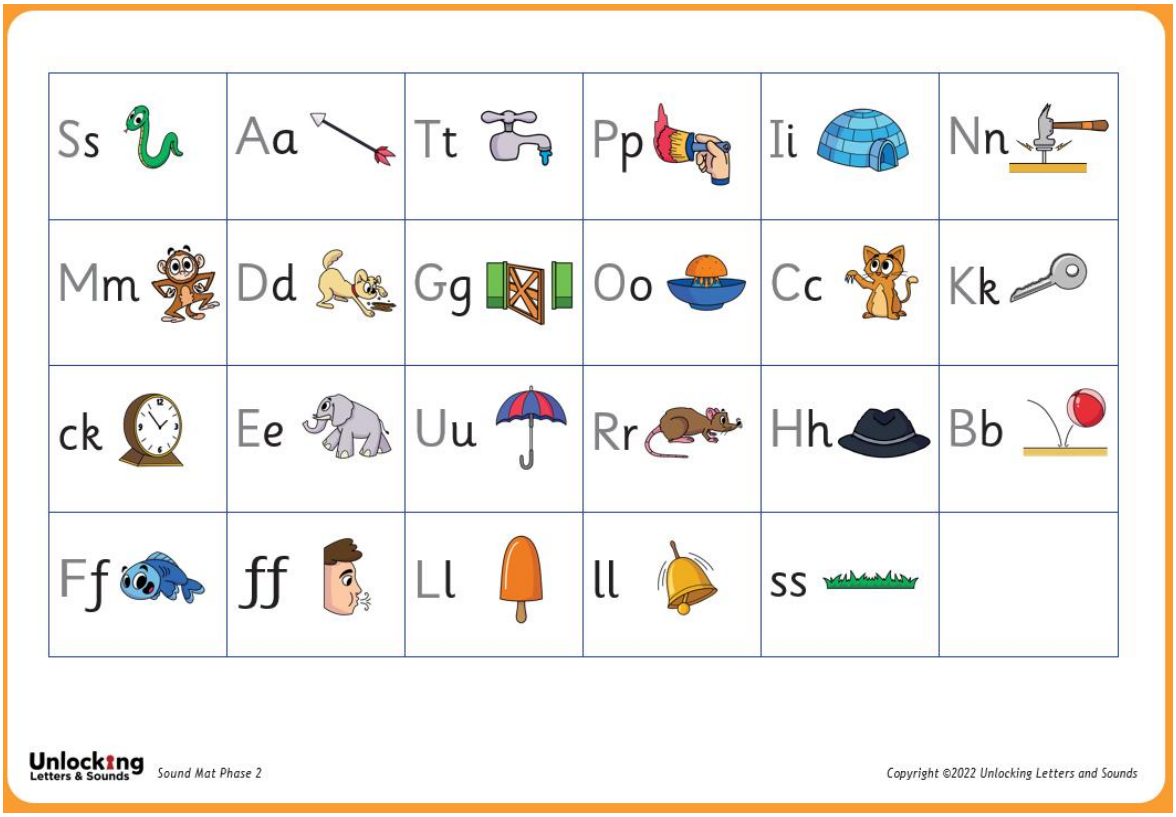
Year One Autumn Term 2	**Five a)**	New graphemes for reading: **ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e** Teach the days of the week New phoneme **/zh/**	**oh their people Mr Mrs looked called**
Year One Spring Term 1	**Five a)** **(Mastery plus Y1 NC requirements)**	Revise new graphemes for reading Revise the days of the week Correct use of **-nk ph -wh -tch -ve** (NC)	
Year One Spring Term 2	**Five b)**	Alternative pronunciations of known graphemes for reading: **a** (as in **acorn**) **a** (as in **fast**) **a** (as in **was**) **e** (as in **he**) **i** (as in **mind**) **o** (as in **no**) **u** (as in **unit**) **u** (as in **put**) **ow** (as in **snow**) **ie** (as in **chief**) **ea** (as in **head**) **er** (as in **her**) **ou** (as in **you**) **ou** (as in **could**) **ou** (as in **mould**) **y** (as in **by**) **y** (as in **gym**) **y** (as in **very**) **ch** (as in **school**) **ch** (as in **chef**) **c** (as in **cell**) **g** (as in **gent**) **ey** (as in **they**)	**water where who again thought through mouse work many laughed because different any eyes friends once please**
Year One Summer Term 1	**Five c)**	Alternative spellings of phonemes: **/ch/** (as in **picture**) **/ch/** (as in **catch**) **/j/** (as in **fudge**) **/m/** (as in **lamb**) **/n/** (as in **gnat**) **/n/** (as in **knit**) **/r/** (as in **wrap**) **/s/** (as in **listen**) **/s/** (as in **house**) **/z/** (as in **please**) **/u/** (as in **some**) **/i/** (as in **happy**) **/i/** (as in **donkey**) **/ear/** (as in **here**) **/ear/** (as in **beer**) **/er/** (as in **father**) **/ar/** (as in **half**) **/air/** (as in **there**) **/air/** (as in **pear**) **/air/** (as in **bare**) **/or/** (as in **all**) **/or/** (as in **four**) **/or/** (as in **caught**) **/ur/** (as in **learn**) **/ur/** (as in **word**)	

Appendix B: Detailed ULS pace and progression continued

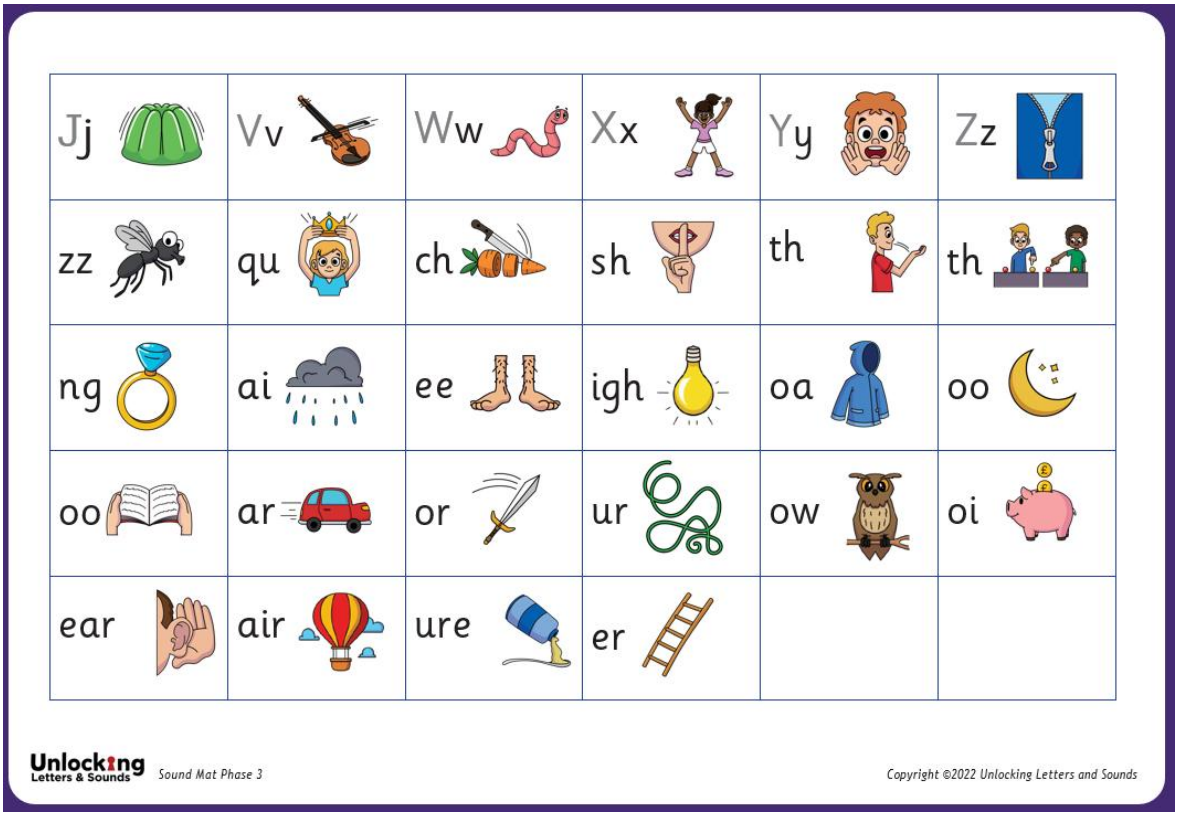
Year One Summer Term 2	**Five c)**	Alternative spellings of phonemes: **/oo/** (as in **could**) **/oo/** (as in **put**) **/ai/** (as in **day**) **/ai/** (as in **came**) **/ee/** (as in **sea**) **/ee/** (as in **these**) **/ee/** (as in **happy**) **/ee/** (as in **chief**) **/ee/** (as in **key**) **/igh/** (as in **pie**) **/igh/** (as in **by**) **/igh/** (as in **like**) **/oa/** (as in **low**) **/oa/** (as in **toe**) **/oa/** (as in **bone**) **/(y)oo/** (as in **cue**) **/(y)oo/** (as in **tune**) **/(y)oo/** (as in **stew**) **/oo/** (as in **clue**) **/oo/** (as in **June**) **/oo/** (as in **blew**) **/sh/** (as in **special**) **/sh/** (as in **station**) **/sh/** (as in **sugar**) **/sh/** (as in **chef**)	
Year Two Autumn Term 1	**Five a)** **(Spellings recap)** **Five b)** **(Mastery)**	Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: **oi/oy**, **ow/ou**, **ur/er/ir**, **or/aw/au**, **ai/ay/a-e**, **ee/ea/e-e/ey**, **igh/ie/i-e**, **oa/oe/o-e**, **oo/ew/ue/u-e(oo)**, **ew/ue/u-e(you)** Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: **/ch/** (as in picture), **/ch/** (as in catch), **/j/** (as in fudge), **/m/** (as in lamb), **/n/** (as in gnat), **/n/** (as in knit), **/r/** (as in wrap), **/s/**(as in listen), **/s/** (as in house), **/z/** (as in please), **/u/** (as in some), **/ee/** (as in happy), **/i/** (as in donkey), **/ear/** (as in here), **/ear/** (as in beer), **/ar/** (as in father), **/ar/** (as in half), **/air/** (as in there), **/air/** (as in pear), **/air/** (as in bare), **/or/** (as in all), **/or/** (as in four), **/or/** (as in caught), **/ur/** (as in learn), **/ur/** (as in word), **/oo/**(as in could), **/oo/** (as in put) **/ai/** (as in day), **/ai/** (as in came), **/ee/** (as in sea), **/ee/** (as in these), **/ee/** (as in happy), **/ee/** (as in chief), **/ee/** (as in key), **/igh/** (as in pie), **/igh/** (as in by), **/igh/** (as in like), **/oa/** (as in toe), **/oa/** (as in bone), **/(y)oo/** (as in cue), **/(y)oo/** (as in tune), **/(y)oo/** (as in stew)	Revisit reading all common exception words
Year Two Autumn Term 2	**Five c)** **(Mastery**	Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: **/oo/**(as in clue), **/oo/**(as in June), **/oo/**(as in blew), **/sh/**(as in special), **/sh/**(as in station), **/sh/**(as in sugar), **/sh/**(as in chef) Assess and review all alternative spellings of phonemes.	Assess and review all common exception words

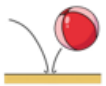
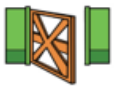
Appendix C: Sound Mats

Phase 2



Phase 3



a	**e**	**i**	**o**	**u**	**ai** ay a-e	**ee** ea e-e ey	**igh** ie i-e	**oa** oe o-e	**oo** ue ew u-e
(y)oo ue ew u-e	**oo**	**ar**	**or** aw au	**air**	**ur** er ir	**ow** ou	**oi** oy	**ear**	**ure**	**er** ir
f ff ph	**l** ll	**m**	**n**	**r**	**s** ss	**v** ve	**z** zz	**sh**	**th**	**ng**
 **b**	**c** k	**d**	 **g**	**h** wh	**j**	**p**	**qu**	**t**	**w** wh	**x**	**y**	**ch** tch

Copyright ©2022 Unlocking Letters and Sounds

Unlocking Letters & Sounds
a
e ea
i y
o a
u o
ai ay a-e ey a ei eigh
ee ea e-e ey e y ie
igh ie i-e i y
oa oe o-e ow o
oo ue ew u-e ou
(y)oo ue ew u-e u
oo u oul
ar a al
or aw au al our augh oor ore
air are ear ere
ur ir er ear or
ow ou
oi oy
ear ere eer
ure
er u
f ff ph
l ll le
m mm mb
n nn gn kn
r rr wr
s ss se c ce
v ve
z zz s se
sh ch ti ci s/ss
th
ng
b bb
c k ck ch
d dd
g gg
h
j g ge dge
p pp
qu
t tt
w wh
x
y
ch tch t
Copyright ©2022 Unlocking Letters and Sounds

Appendix D: 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)		
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Sniff Sock Dress fuzz	The 'fszl' (fizzle) rule When f, s, z and l follow a single vowel at the end of a short word they are doubled. **Exceptions:** if, pal, us, bus, yes.	off puff huff cuff cliff sniff snuff stuff well bell	back luck kick sock lock shock stock buzz fuzz fizz	frizz jazz miss kiss hiss less mess dress chess
The /ŋ/ sound spelt n before k	n before a k has an 'ng' sound	bank thank think ink pink	link wink hunk dunk	honk sunk tank stink
Division of words into syllables	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.	pocket rabbit carrot cobweb magnet	basket bitten thunder sunset picnic	goblin button hotdog cotton
-tch for /ch/ kitchen latch	Never at the beginning of a word The /ch/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions:** rich, which, much, such.	catch fetch kitchen ditch latch	notch hutch itch match witch	pitch patch notch watch
The /v/ sound at the end of words have live give	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'. Extra points: There will never be an i, j or v at the end of an English word *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*	live give	dove above glove	**CEW: have, love**
ai, oi	The digraphs ai and oi are virtually never used at the end of English words. 'i' doesn't like being at the end of a word so it changes to an y	rain wait train paid afraid	oil join coin point spoil	

ay, oy	**ay** and **oy** are used for those sounds at 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	day play say way stay	boy toy joy enjoy annoy	**CEW: today**
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	**CEW: 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. *fat*, *fill*, *fun*).	dolphin alphabet phone	phonics elephant	photo graph
wh	Tend to be at the start of questions words	**CEW: when, where, what** which	whale whip why	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: y i e (yolks in eggs)* *The above also works for g as 'j'*	Kent sketch kit skin	king kiss kill keep	ice cycle
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 /ɪz/ 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	**CEW: 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 but they are taught through the ULS scheme and there is an expectation that these will be spelt correctly.**	**the** **a** **I** **of** **is** **his** **has** **no** **go** **so**	**my** **by** **you** **your** **they** **be** **he** **me** **she** **we** **were**	**one** **once** **ask** **friend** **school** **put** **push** **pull** **full** **house** **our**

		do **to** **today** **are** **was**	**come** **some** **said** **says**	**love** **here** **there** **where**

Year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)		
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 	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.	jar jacket join badge edge bridge fudge dodge	change charge bulge village huge adjust	magic gem age giraffe giant energy
The /s/ sound spelt c before e, i and y	*'c' says /s/ when the next letter is:* *y i e* *(yolks in eggs)* *Also in split digraph* *Also applies for g as /j/*	race lace pace space nice ice rice	cell city circle cinema circus	mercy fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knit knob knock knowledge knee knapsack	knuckle know knew known knead kneel	knight knot gnat gnaw gnome gnash
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write wrote written wrestle wrist	wrong wren wrap wring	wrapping wrapped wreck wriggle
The /l/ or /əl/ sound at the end of a word spelt: **–le** **–el** **–al** **-Words ending –il**	The **–le** spelling is the most common spelling for this sound at the end of words (so it is the best bet) The **–el** spelling is much less common than **–le.** The **–el** spelling is used after **m, n, r, s, v, w** and more often than not after **s.** Not many nouns end in **–al,** but many adjectives do	table apple bottle middle puzzle candle castle staple ripple topple sample people	angel level model label hotel jewel cruel camel tunnel squirrel towel tinsel	metal pedal capital hospital animal local vocal legal total mental petal

	Not many words end in -il *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.*	cable tumble eagle angle jungle uncle **CEW: little**		pencil fossil 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 *skiing* and *taxiing*.	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**: *being*.	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: *mixing*, *mixed*, *boxer*, *sixes*.	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** (*donkeys*, *monkeys*, 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 watch wander wash	wallet what squad squash	quarrel quantity 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 /ʒ/ 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) *argument* (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. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* 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	. **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. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /a/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /ai/ sound is spelt **ea**. **These are example words from the spelling curriculum appendix and non- statutory (unlike KS2) but they are taught through the ULS scheme and there is an expectation that these will be spelt correctly.**	**door** **floor** **poor** **because** **find** **kind** **mind** **behind** **wild** **child** **children** **climb** **most** **only** **both** **old** **cold** **gold** **hold** **told** **could** **should** **would**	**every** **everybody** **even** **great** **break** **steak** **pretty** **beautiful** **after** **fast** **last** **past** **father** **class** **grass** **pass** **plant** **path** **bath** **clothes** **busy**	**hour** **move** **prove** **improve** **sure** **sugar** **eye** **who** **whole** **any** **many** **again** **half** **Mr** **Mrs** **parents** **Christmas** **people** **water** **money**

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'	apron, great, vein, eight, straight they
e	e	ea			ee	ea ee	y at the end of the last syllable in words with two or more syllables		he (at the end of short words), e-e (these), chief, key, receipt, people
i	i			gym,	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.	pie, kind,
o	o			wasp after 'w' or 'qu'	oa	o_e oa	o_e oa	ow	toe, no, though
u	u			month	(y)oo		u_e	ew ue	uniform
oo (book)	oo			put, could	oo (boot)	u_e	oo	ue ew	group, fruit,

Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
oi	oi	oi	**oy** 'i' doesn't like being at the end of a word so it changes to an 'y'	
ar	ar	a		half, heart, bizarre
er	er ur ir		er at the end of polysyllabic words	work after w (this isn't very common), earth colour
or	or	au (beginning or middle, never at end)	aw (or in middle if before n or l)	door, sore, saw, August, caught, four, call usually spelt as 'a' before 'l' and 'll'., talk, warm after 'w'- this isn't very common
ow	ou	ow at the end of a word or in the middle when followed by an 'l' or 'n' but not 'nd'		plough

Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
air	air are	air (at start of words)		bear, their, there, vary, aeroplane
ear	ear eer			here, pier
ng	ng			think 'n before a 'k' has an 'ng' sound
sh	sh			chef, station, tissue, sure, special
ch	ch		tch tends to be straight after a single short vowel letter	

Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
b	b	bb		
c	c			**k**ick -very likely to if before an 'y', 'i' or 'e' (yolk)s in eggs' **duck** at the end of a short word or syllable after a single 'short' vowel, **qu**ay, **Ch**ristmas
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
g	g			
m	m			**lamb**
n	n			**know, gn**aw
r	r			**wr**ap

Phoneme (sound)	Overall Best bet	Middle of the word	End of the word	Others (rare)
j	j		**dge** straight after 'short' vowels. **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'.	**g** before y, i or e "yolks in eggs" or in year 1 first taught as in a split digraph
l	l		**ll** at the end of a short word or syllable after a single short vowel **le** when the 'l' is the end syllable in a polysyllabic word and the letter before *is tall or deep letter (b,d,f,g,h,j,k,l,p,t,y) Watch out a single 't' can break this rule!*	**el** *end syllable in polysyllabic words and it has a short letter before (a,c,e,m,n,o,r,s,u,v,w,x,z) then the ending is usually –el or –al* **al** not many nouns end in –**al**, but many adjectives do **il** Not many words end in -il

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,					

Appendix G: ULS Actions, Images and Handwriting

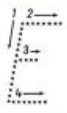
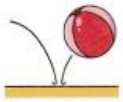
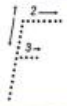
Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation		Upper Case Letter Formation	
s		**Snake** – Slithering snake action with arm	Up and over, around the other way		Up and over, around the other way	
a		**Arrow** – Firing an arrow	Around, up, down and flick		Down, down, lift and across	
t		**Tap** – Twisting a tap	Down and round, pencil off, across		Down from the top, lift and left to right across the top	
p		**Paint** – Painting with a paintbrush	Down, up to the top, round to the middle		Down and back up, around to the middle	
i		**Igloo** – Making a curved igloo shape motion with hands	Short down, flick, give it a dot		From the top to the bottom, lift, across, across	
n		**Nail** – Hammering a nail	Down, up, over and flick		Straight down and back up, diagonal down and straight up	
m		**Monkey** – Monkey arms	Down, up, over and down. Up, over, down and flick		Straight down and back up, diagonal down, diagonal up, straight down	
d		**Dog** – Digging dog	Around, all the way up, down and flick		Down, up, round to the bottom	
g		**Gate** – Closing a gate	Around, up, down and a tail		Round from the top, curl along the line, up and down. Lift and across	
o		**Orange** – Squeezing an orange	Around all the way		Around all the way	
c		**Cat** – Clawing cat	Around the curl to sit on the line		Around the curl to sit on the line	

Appendix G: ULS Actions, Images and Handwriting continued

k		**Key** – Turning a key in a lock	Down, up to the middle, loop and flick		Down, lift, diagonal into the middle, diagonal out.	
ck		**Clock** – A ticking clock motion				
e		**Elephant** – Elephant trunk	Across and over, curl to sit on the line		Down, back to the top and across, to the middle across, to the bottom across.	
u		**Umbrella** – Putting up an umbrella	Down, round, up, down, flick		Down, round and up to the top	
r		**Rat** – Make the shape of a rat's nose	Down, up and over		Down and back up, around to the middle, diagonal down	
h		**Hat** – Putting a hat on your head	Down, up to the middle, over and flick		Down, lift, space and down. Across the middle to join	
b		**Ball** – Bouncing a ball	Down, up to the middle, round to the bottom		Down, lift, space and down. Across the middle to join	
f		**Fish** – Hand makes a fish swimming	Over and down, pencil off, across		Down, back to the top and across, to the middle across	
ff		**Puff** – Puffing out candles				
l		**Lollipop** – Licking a lollipop	Down and flick		From the top, down and across	
ll		**Bell** – Ringing a bell				
ss		**Grass** – Grass growing up with fingers				

Appendix G: ULS Actions, Images and Handwriting continued

Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 3

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation		Upper Case Letter Formation	
j		**Jelly** – wobble like a jelly	down, tail, give it a dot		down and curl, lift then across	
v		**Violin** – play a violin	down, up, flick		diagonal down, diagonal up	
w		**Worm** – wiggle your finger like a worm	down, up, down, up, flick		diagonal down and up, diagonal down and up	
x		**Exercise** – lift arms as if lifting a weight	across to the bottom right, lift, across to the bottom left		across to the bottom right, lift, across to the bottom left	
y		**Yell** – hands placed as if yelling	down, round, up, down, give it a tail		diagonal to the middle, diagonal down	
z		**Zip** – pulling a zip up and down	straight, across, straight		straight, across, straight	
zz		**Buzz** – move finger as if following a fly				
qu		**Queen** – putting on a crown	around, up, all the way down and flick		all the way around, lift and short diagonal	
ch		**Chop** – chopping motion with hand				
sh		**Shush** – shushing motion with finger				
th		**Thank** – BSL 'thank you'				

Appendix G: ULS Actions, Images and Handwriting continued

th		**This and that** – pointing at one thing, then at something else				
ng		**Ring** – putting on a ring				
ai		**Rain** – rain motion with fingers				
ee		**Feet** – point to feet				
igh		**Light** – open and close hand, as if light switching on				
oa		**Coat** – putting on a coat				
oo		**Moon** – draw crescent moon with finger				

oo		**Book** – opening and closing a book				
ar		**Car** – steering a car				
or		**Sword** – slashing with a sword				
ur		**Curl** – draw curl with finger				
ow		**Owl** – hands make owl eyes				
oi		**Coin** – putting coins in your hand				
ear		**Hear** – cupping ear as if listening				

Appendix H: ULS Reception and Year 1 Assessment Tracking

Reception Assessment Tracking

To be 'on-track' pupils need to meet the following criteria in the term stated below:

RECEPTION		Phase 2	Phase 3	Phase 4	Fluency and accuracy guide
Autumn 1	**GPCs known**	**12/16 (75%)** GPCs up to **P2 set 4**			Reading with developing accuracy and fluency books in **P2 set 1**
	Blending to read	*There is no 'on-track' percentage as blending is a new skill.*			
Autumn 2	**GPCs known**	**23/23 (100%)** GPCs in **P2**	**13/21 (60%)** GPCs in **P3 sets 6-10**		Reading with developing accuracy and fluency books in **P2 set 4**
	Blending to read	*As a guide, pupils who are 'on-track' should be able to blend to read 50% of P2 words.*	*There is no 'on-track' percentage as blending words containing digraphs is a new skill.*		
Spring 1	**GPCs known**	**23/23 (100%)** GPCs in **P2**	**19/26 (70%)** GPCs in **P3**		Reading with developing accuracy and fluency books in **P3 set 6**
	Blending to read	**23/25 (90%)** words in **P2**	**17/27 (60%)** words in **P3**		
Spring 2	**GPCs known**	**23/23 (100%)** GPCs in **P2**	**21/26 (80%)** GPCs in **P3**		Reading with developing accuracy and fluency books in **P3 set 9**
	Blending to read	**25/25 (100%)** words in **P2**	**22/27 (80%)** words in **P3**		
Summer 1	**GPCs known**	**23/23 (100%)** GPCs in **P2**	**26/26 (100%)** GPCs in **P3**		Reading with developing accuracy and fluency books in **P3 set 10**
	Blending to read	**25/25 (100%)** words in **P2**	**27/27 (100%)** words in **P3**	**8/10 (80%)** of CCVC/CVCC words with **P2** GPCs	
Summer 2	**GPCs known**	**23/23 (100%)** GPCs in **P2**	**26/26 (100%)** GPCs in **P3**		Reading with developing accuracy and fluency books in **P4 containing CCVC, CVCC & polysyllabic words**
	Blending to read	**25/25 (100%)** words in **P2**	**27/27 (100%)** words in **P3**	**21/26 (80%) all** words in **P4**	

Y1 Assessment Tracking

To be 'on-track' pupils need to meet the following criteria in the term stated below:

YEAR ONE		Phase 2 & Phase 3	Phase 4	Phase 5a	Phase 5b	Phase 5c	Fluency and accuracy guide
Autumn 1	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3					Reading with developing accuracy and fluency books in **P4 containing CCVCC, CCCVCC and polysyllabic words**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4				
Autumn 2	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3		**14/22 (60%)** GPCs in P5a sets 13-15			Reading with developing accuracy and fluency books in **P5a**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4	**12/23 (50%)** words in P5a sets 13 -15			
Spring 1	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3		**18/22 (80%)** GPCs in **P5a 4/5 (80%) NC**			Reading with developing accuracy and fluency books in **P5a**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4	**18/23 (75%)** words in **P5a 4/5 (80%) NC** words			
Spring 2	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3		**22/22 (100%)** GPCs in **P5a 5/5 (100%) NC**	**9/15 (60%)** GPCs in **P5b**		Reading with developing accuracy and fluency books in **P5a Mastery**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4	**23/23 (100%)** words in **P5a 5/5 (100%) NC** words	**14/23 (60%)** words in **P5b**		
Summer 1	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3		**22/22 (100%)** GPCs in **P5a 5/5 (100%) NC**	**12/15 (80%)** GPCs in **P5b**	**14/22 (60%)** GPCs taught in **P5c**	Reading with developing accuracy and fluency books in **P5b**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4	**23/23 (100%)** words in **P5a 5/5 (100%) NC** words	**19/23 (80%)** words in **P5b**	**30/50 (60%)** words containing GPCs taught in **P5c**	

Summer 2	**GPCs known**	**49/49 (100%)** GPCs in P2 & P3		**22/22 (100%)** GPCs in **P5a** **5/5 (100%)** **NC**	**15/15 (100%)** GPCs in **P5b**	**18/22 (80%)** GPCs taught in **P5c**	Reading with developing accuracy and fluency books in **P5c**
	Blending to read	**52/52 (100%)** words in P2 & P3	**26/26 (100%)** words in P4	**23/23 (100%)** words in **P5a** **5/5 (100%)** **NC** words	**23/23 (100%)** words in **P5b**	**40/50 (80%)** words containing GPCs taught in **P5c**	

On completion of Phase 5b Mastery and Phase 5c Mastery in year 2, all children should be secure in 100% of GPCs taught and be able to read 100% of words containing these GPCs.

Appendix I: 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
4 BLUE	Phase 5a – GPCs up to and including split digraphs
5 GREEN	Phase 5
6 ORANGE	Phase 5
7 TURQUOISE	Phase 5
8 PURPLE	Year 2
9 GOLD	Year 2
10 WHITE	Year 2
11 LIME	Beyond Year 2

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