



Twyning School

Phonics: Information booklet for parents/ carers

Date Created: September 2021

Last reviewed on: September 2023

Next review due by: September 2024

Governor Committee: Communications and Standards

Overview

Phonics teaching and learning is the first and fast approach to teaching children to read. At Twynning School, we follow a complete systematic synthetic phonics programme called 'Little Wandle Letters and Sounds Revised'.

'Synthetic phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, o, g/, and write a grapheme for each phoneme in turn to produce the written word, dog.'

Phonics teaching is split into five phases with the different phases being covered through Early Years and Year 1. This booklet will give you an idea of what is expected in each phase.

By the end of Reception, we aim for all children to be very familiar with the sounds in phase 3 and becoming secure at phase 4. This means that Year 1 can focus on phase 5. Some children will need to revisit these sounds in Year 1. This booklet will outline how we support children not making the progress desired. By the end of Year 1, we aim for all children to use and apply all aspects of phase 5.

Terminology & Definitions

Phoneme

The smallest unit of sound.

Grapheme

The written representation of a phoneme.

Oral blending

This is when the child 'pushes together' phonemes given by an adult.

Oral segmenting

This when the child 'pulls a part' a spoken word by an adult.

Blending

The process in which phonemes are 'pushed together' to make a word.

Segmenting

The process in which phonemes are 'pulled a part' to identify the phonemes in a word.

Phonological Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognise words with the same initial sounds like 'money' and 'mother.'

Decodable words

These are words that children can use their phonic knowledge to decode.

Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of the programme, as more GPCs are learned.

Alien words

These are nonsense words. They are words that can be decoded but test pure phonetic knowledge.

Polysyllabic / Multisyllabic

These are words that have more than one syllable.

Digraph

Two letters but only one sound. [Letter names must be used for digraphs].

Trigraph

Three letters but only one sound. [Letter names must be used for trigraphs].

Alphabetic code

The relationship between the sounds that can be identified in speech (phonemes) and the letters used to represent them in writing (graphemes).

Alternative pronunciation

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds /ow/ as in 'crown' and /oa/ as in 'snow'.

Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

Compound word

A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'.

Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

Formation phrase

A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as 'down', 'up', 'across' and 'over'.



Under the snake's chin, slide down and round its tail.

Mnemonic

Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a 'hook' to help children remember a particular GPC when they first learn it.

Sound button

A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

bird
· — ·

Split vowel digraph

A digraph that is split by another phoneme – e.g. cake / huge / make.

take

Best fit

This is a strategy to help children when deciding on alternative spelling patterns for encoding.

Decoding

This is the process of reading words.

Encoding

This is the process of spelling words.

Consonant

These are letters in the alphabet that are non-vowel sounds.

Vowel

These are – a, e, i, o, u. CVC 'Consonant letter-Vowel letter-Consonant letter' word, for example, c-a-t.

Adjacent consonants

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'dr' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.

Vowel Digraphs

Digraphs that only contain vowels.

Grapheme / Phoneme Correspondence (GPC)

The ability to link a heard phoneme to the appropriate grapheme and vis versa.

Strategies for Decoding and Encoding

Point and sweep

A technique for reinforcing the process of sounding and blending involving the teacher pointing to each phoneme in a word, in sequence from left to right, and then sweeping a finger below the word, again from left to right, to indicate the blending. It can be used with the teacher and/or children vocalising each stage, or as a reinforcement to silent sounding and blending as children become more confident.

Overt blending aloud

Sound-talking aloud every phoneme in turn before blending them together to form the word.

Sound Talk

A technique for the early practice of blending. The teacher articulates each phoneme in a word separately, in order, and children respond by saying the whole word aloud. Alternatively, they can be asked to blend the word silently and show they have done so by responding with some action, for example, touching their head, after the teacher has pronounced the separate phonemes in the word 'head'. Such practice is valuable both before and during the early stages of learning to read.

Chunk it up

To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

Whisper blending

An intermediary stage that can help children bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.

Speedy sounds

The rapid recall of previously taught GPCs.

Sound buttons to blend

A strategy to help children to blend for decoding.

Blend in your Head

This is a strategy used to ensure children build their fluency.

Foundations to Phonics

Foundations to Phonics is the start to your child becoming a confident and proficient reader.

Auditory Discrimination

Can your child hear the difference between the words? Do they hear the words as the 'same or not the same'? ship / shop (no / not the same) ship / ship (yes / same) cat / cot (no / not the same) cat / cat (yes / same)

Initial Sounds

Ensuring children can identify the initial sound in a word is a great place to start. tin - starts with the sound /t/ mop - starts with the sound /m/.

Syllables

Can your child clap the beat of a word? How many syllables do these words have? What about your child's name - can they clap the syllables in their name?

Sound Isolation

Being able to listen to and isolate phonemes in a word is an excellent skill. Give opportunities for your child to find the phonemes at the beginning and end of words as well as phonemes in the middle. What is the phoneme in the middle of the word 'bag'? What is the phoneme at the beginning of the word 'sun'? What is the phoneme at the end of the word 'mud'?

Sound Deletion

Playing with phonemes and being able to mess with them in words will allow your child to read and write with ease. Can you help your child delete phonemes to make different words? Try taking away the beginning phoneme and the last phoneme in the word. If I had the word 'cat' and took away the /c/ phoneme - what would the new word be? If I had the word 'tent' and took away the last sound (/t/) - what would the new word be?

Alliteration

Have fun with words! Teach your child some tongue twisters! Can they hear the phoneme that starts each word? 'Flapping flamingos fly fast' 'Jump like jolly jumping jelly'.

Syllable Isolation

Being able to listen to and isolate syllables in a word is an excellent skill. Give opportunities for your child to listen to different syllables in a word. To help, you can emphasise the correct part of the word. What is the syllable in the middle of the word 'computer'? What is the syllable at the beginning of the word 'printer'? What is the syllable at the end of the word 'table'?

Syllable Deletion

Can you delete a syllable from a word and say what is left? You don't have to finish on a real word! What is the word 'turnip' without the last syllable? What is left when you take the last syllable from 'magnet'? What is left from 'paper' when you take away the first syllable?

Rhyme - Identify

Can your child hear when two words rhyme? Words rhyme when they sound the same at the end. Does 'ship' and 'chip' rhyme? Yes - they sound the same at the end. Sh-ip and ch-ip. Does 'bat' and 'cat' rhyme? Yes - they sound the same at the end. B-at and c-at. Rhyme - Continue a rhyming string Can you help your child continue a list of words that rhyme? You might accept nonsense words too! cat, bat, sat, ____, ____, ____, ____, ____, pot, cot, ____, ____, ____, ____, sound, pound, ____, ____, ____, ____ Can your child identify the sound at the end of each word that sounds the same?

Oral blending

Can you say some phonemes that your child can push together in the brain so they can hear and say a word? For this, you don't write anything down. It is a listening task. Can you push these phonemes together? c-a-t What word can you hear? c-a-t Can you push these phonemes together? m-u-d What word can you hear? m-u-d

Oral segmenting

Can your child listen to a word and then tell you what phonemes there are in it? Again, for this task you don't write anything down. It is a listening task. Can your child pull the word apart? What phonemes can you hear in 'mop' Hold the word and chop it up. 'm...o...p' What phonemes can you hear in 'tin' Hold the word and chop it up. 't...i...n' You could ask specifically - what phoneme can you hear at the beginning, at the end or in the middle?

The main message for Foundations to Phonics...have lots of fun! Experiment with sounds.

Music - listen to music

Sing songs together! Music is such a fantastic tool to support early reading development. Children become aware of beats and patterns. They develop their listening and attention skills. They tune their ears to hear. The ability to discriminate and isolate phonemes will be strengthened if your child has a love of music!

Foundations to Phonics develops a lot of language concepts too! Check your child understands the different language you are using.

same	different	not the same	first	middle	
final	last	end	beginning	push	pull
what's left?	take away	delete	start	between	beat
word	how many?				

Phase 2

This is the phase in which children are introduced to the phoneme / grapheme correspondences. This means that each letter they see written down (grapheme), they will learn what the phoneme (sound) is. At this phase, children do not use the letter names yet. Just letter sounds. We must pronounce the phonemes correctly so do click on the links below to hear how each phoneme is pronounced correctly.

During Autumn 1 of Reception, your child will learn the following:

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Click the link to hear how each phoneme should be pronounced:

<https://www.youtube.com/embed/shlSQrleibs?rel=0>

Autumn 2 of Reception, will cover the following sounds:

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

Click the link to hear how each phoneme should be pronounced:

<https://www.youtube.com/embed/tKUEQFXXfYY?rel=0>

For each sound, we use a rhyme. This helps the children to remember their learning and it also helps with their letter formation.

As your child learns each phoneme, they will learn:

- how the grapheme looks
- What the phoneme sounds like
- To match the phoneme to the grapheme
- How to write the grapheme correctly.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'l' sound at the back of your mouth l l l	Down the iguana's body, then draw a dot (on the leaf) at the top.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 	 mouse	Put your lips together and make the mmmmmm sound mmmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff fffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press llll llll	All the way down the lollipop.

Terminology and actions to use with children - a reminder!

If you want your child to read a word that is written down, ask them to 'press the sound buttons'. Your child should then use their pointy finger to press an imaginary button under each grapheme and say the corresponding phoneme. As they press the final sound button they then need to blend the phonemes together to make the word. If they struggle, you could help by reminding them of the process, saying the phonemes for them or just saying the phonemes slightly quicker so your child can hear the word coming together easier. Remember...if you help your child, get them to do it with increasing independence straight away.

If you want your child to write a word down you have said or they want to write ask them to use their 'phoneme fingers'. Your child should then say the target word and then tap a finger on their chin. Each finger should correspond to a phoneme. They may wish to write down each phoneme as they go.



Phase 3

This is the phase in which children are introduced to one way of reading and spelling a phoneme. This phase introduces:

Digraphs - two letters but only one sound.

Trigraph - three letters but only one sound
 Letter names At this phase, when children are saying which letters are used to make up a digraph and/or trigraph, they must be encouraged to use the letter names not the letter sounds.

During Spring 1 of Reception, your child will learn the following:

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Click the link to hear how each phoneme should be pronounced:

<https://player.vimeo.com/video/559977526?rel=0>

During Spring 2 of Reception, your child will learn the following:

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 4

At phase 4, your child will not learn any new phoneme or graphemes but they will start to read words with adjacent consonants. This means two consonants together either at the beginning of the a word, the end of a word or both. We call them 'sneaky sounds' as they are trying to hide from the children! This will test their listening skills! Examples: black (ccvc word) felt (cvcc word) strong (ccvc word) blank (ccvc word)

During Summer 1 of Reception, your child will learn the following:

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

During Summer 2 of Reception, your child will learn the following:

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Phase 5

Phase 5 is where children learn more new ways! The English language is hard! Your child will learn the alternative ways to pronouncing and spelling patterns to those they learned in Phase 3. There are 140 letter combinations. Be honest with your child...let them know it is difficult!

During Autumn 1 of Year 1, your child will learn the following:

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

During Autumn 2 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

During Spring 1 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

During Spring 2 of Year 1, your child will learn the following:

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

Summer 1 Content of learning

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou



Alien words:

Alien Words Alien words are words that have no meaning and purely test whether a child can use their phonic knowledge (and nothing else!) to read the word. There are 20 alien words contained within the Year 1 Phonics Screening Check that takes place at the beginning of June in Year 1.

steck



hild



quemp



geck



Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2

As children move into Year 2, they will recap their phonics learning from Reception and Year 1 but then move on with their learning.

The children will be taught about:

- * Prefixes
- * Suffixes
- * Past tense spelling – regular and irregular
- * Tackling more unfamiliar words

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year 1			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge to decode words. <input type="checkbox"/> Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words containing GPCs taught. <input type="checkbox"/> Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. <input type="checkbox"/> Read words with the endings -s, -es, -ing, -ed and -est. <input type="checkbox"/> Read words of more than one syllable which contain GPCs known. <input type="checkbox"/> Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. <input type="checkbox"/> Read some phonically-decodable books, closely matched to phonic knowledge. <input type="checkbox"/> Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 		<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. <input type="checkbox"/> Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. <input type="checkbox"/> Link what they read to their own experiences. <input type="checkbox"/> Recognise and join in with predictable phrases in poems and stories. <input type="checkbox"/> Appreciate some rhymes and poems; recite some by heart. <input type="checkbox"/> Discuss the meanings of new words, linking them to words already known. <input type="checkbox"/> Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. <input type="checkbox"/> Check that texts make sense when reading; self-correct and re-read inaccurate reading. <input type="checkbox"/> Talk about the significance of the title and events. <input type="checkbox"/> Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. <input type="checkbox"/> Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. <input type="checkbox"/> Participate in discussion about what is read to them, taking turns and listening to others. <input type="checkbox"/> Explain clearly their understanding of what is read to them. 	
Year 1			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences containing the GPCs and words taught so far. <input type="checkbox"/> Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. <input type="checkbox"/> Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. <input type="checkbox"/> Spell most common exception words in the YR 1 spelling appendix. <input type="checkbox"/> Recognise and spell a set of simple compound words. <input type="checkbox"/> Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. <input type="checkbox"/> Name the letters of the alphabet in order. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. <input type="checkbox"/> Capital letters formed correctly for some names of people, places and the days of the week. <input type="checkbox"/> Some spaces are left between words, although inconsistent. <input type="checkbox"/> Most letters sit on the line correctly. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose sentences orally before writing; talk about where the sentence begins and ends. <input type="checkbox"/> Attempt to write appropriately to the task. <input type="checkbox"/> Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. <input type="checkbox"/> Compose orally and write simple poems. <input type="checkbox"/> Re-read writing to check it makes sense. <input type="checkbox"/> Discuss own writing with others; make simple changes where suggested. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write sentences or sentence-like structures which can be clearly understood. <input type="checkbox"/> Often use 'and' to join words and clauses. <input type="checkbox"/> Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. <input type="checkbox"/> Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. <input type="checkbox"/> Sometimes include adjectives for description. <input type="checkbox"/> Begin to use some features of Standard English e.g. I did.

Year 2 Reading

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Year 2 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.

Handwriting

Evidence:

- Holds pencil correctly.
- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Spacing is appropriate to the size of letters.
- Some letters are joined correctly, according to the school's handwriting approach.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.

Vocabulary, grammar, punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Co-ordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
- Use appropriate features of Standard English.

Year 3 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 		<ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. <input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. 	
Year 3 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. <input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. <input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey. <input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. <input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. <input type="checkbox"/> Spell some words from the YR 3-4 statutory word list. 		Handwriting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. <input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach. 	
Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught. <input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending. <input type="checkbox"/> With scaffold, organise sections broadly, within a theme. <input type="checkbox"/> Use headings and subheadings to aid presentation. <input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. <input type="checkbox"/> Identify and use a range of prepositions. <input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech. <input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb. <input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. <input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. 	