

Phonics Programme of Study

Year 1 2016 +

The programme of study was revised in July 2016 where the spelling words were revised. Last year the phonic screening pass rate was 96 per cent, with 1 class achieving 100 per cent. This year the pass rate was 97 per cent, with 3 classes achieving 100 per cent. The lowest mark in these classes was 35. The pass mark was 32. To maintain this we need to make sure that children are assessed, grouped and **intervened** based on their phonic ability. The concept of alien words and sound buttons are taught throughout the year.

Below is an overview of Phase 5 which will be covered throughout this programme of study, **changes from the new curriculum are highlighted in red**. **Blue text indicates changes implemented from the year 2 POS in the new curriculum in the summer term**. At the end of the document is an appendix with words and captions to support planning and teaching of phases 5 and 6. Please refer to Letters and sounds for additional activities and ideas. Assessment sheets can be found in public.

Phase 5 is 30 weeks in total and has already begun in Summer term of Reception
Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Autumn term 1 will provide opportunities to consolidate phase 5 sounds taught in Reception. Teachers are expected to use assessments to decipher which sounds take priority in the autumn term.

*To ensure that all children have access to daily phonics sessions, in Year 1 we will teach a Phonics lesson on a Monday and then use starters and guided reading sessions to consolidate. **Children who are not retaining sounds need immediate intervention and phase 3 gaps should be focused on.***

Reading and spelling of words will be explicitly taught during literacy starters.

New Curriculum Statutory Guidelines:

Children must be able to name the letters of the alphabet in order.

Use letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes:

Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

Using the prefix un-

Using –ing, -ed –er, -est where no change is needed in the spelling of the root words.

Tricky words are now called ‘Common exception words’

Children must be given opportunities to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Letter formation will be taught during handwriting sessions as part of English lessons.

The new curriculum outlines that it is a statutory requirement to:

- **form capital letters**
- **form digits 0-9 (maths meetings)**

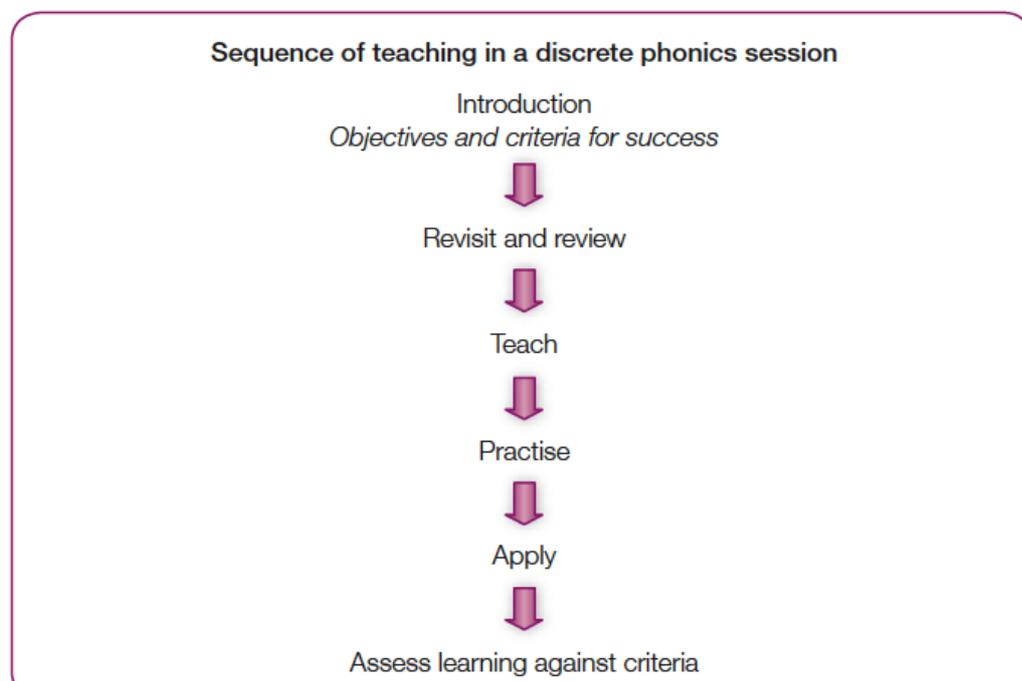
understand which letters belong to which handwriting families

Belleville Primary School

Guidance on how the structure of phonic lessons should look

On the page that follows is guidance on how every phonics session should look.

Suggested daily teaching in Phase Five



Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

Teach

- Teach new graphemes
- Teach tricky words

Practise

- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes

WEEK	PHONEME	WORDS TO LEARN (READ & SPELL)
Phonics play – username: cdavey Password: platypus	1 Introduce your Fred, play Fred eye spy and Fred says (oral blending) Introduce speed sound chart Introduce alien words Count sounds in words. Ensure the class are using letter names for each individual sound. Use the term vowels to identify and name the short vowels. Class revision of phase 3 sounds (see assessment sheets if unsure) using sound buttons and fred talking Use phonics play and encourage children to use this resource at home. <i>Year 1 assessment sheets can be found in P:\Staff Only\PHONICS\2014-2015 programme of study\assessment sheets.docx</i> Use the assessment sheets passed on from group Reception to assess grapheme-phoneme correspondence and common exception words already taught. We want children to know all of the phase 3 sounds. Does anyone need intervention?	
Phase 5	2 ai ee ie oa ue Children will be familiar with these vowel digraphs but in year 1 we embed the logic. We use the vocabulary short vowels and long vowels and explain the concept of 2 vowels walking. ‘When 2 vowels go walking...’ Challenge: Are there any alternates that you already know from Reception? Revise ai – ay oa – oe, ee – ea, ie – igh	Words to learn (read and spell) The To Do I
	3 ar or er ur Children will be familiar with these vowel digraphs but in year 1 we embed the logic. We use the vocabulary short vowels and long vowels and explain the concept of ‘ bossy r ’ changing the vowel sounds. New sound - ir	No go so of

	4	<p>Split digraph a-e i-e o-e u-e e-e First introduction to split digraphs. Thorough teaching of the split digraph concept. Use of living letters to show what happens why the vowels can still say their names.</p> <p>Made, came, same, take, safe, These, theme, complete, Five, ride, like, time, side, Home, those, woke, hope, hole June, rule, rude, use, tube, tune</p>	<p>He She Me We be</p>
Alternate pronunciations	5	<p>Ai /ay Introduce ay as an alternate Discuss rule ay at end, ai in middle. ai – virtually never used at the end of English words ay used for those sounds at the end of words and at the end of syllables.</p> <p>Rain, wait, train, paid, afraid, Day, play, say, way, stay</p>	<p>Was My by</p>
	6	<p>Revise ou/ow (out and cow) The only common English word ending is ou is you. Out, about, mouth, around, sound</p> <p>Revision of ff, ll, ss, zz and ck as starter (new curriculum expectation) Off, well, miss, buzz, back</p>	<p>They All Are has</p>
	7	<p>Revise oi and oy</p> <p>Oi – virtually never at the end of an English word Oy – used for those sounds at the</p>	<p>You Said Is His</p>

		<p>end of words and at the end of syllables</p> <p>Boy, toy, enjoy, annoy Oil, join, coin, point, soil</p> <p>Starter - Revision of nk Bank, think, honk, sunk (new curriculum expectation)</p>	
	8	<p>Revise oo</p> <p>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</p> <p>Food, fool, moon, zoo, soon</p> <p>Remember u_e as oo</p> <p>Introduce ue and ew, Blue, clue, true, new, drew, threw</p> <p>Starter - oo can make u – taught as starter</p> <p>book, took, foot, wood, good</p>	<p>Like have</p>

YEAR		
WEEK	PHONEME	WORDS TO LEARN (READ & SPELL)
9	<p>Revise ee See tree green meet week</p> <p>Introduce ea ee Sea, dream, meat, each, read</p> <p>Introduce ea as e Bread, head, meant, instead, read</p> <p>Revise ar as starter Start, car, park, arm, garden</p>	<p>Their your</p>
10	<p>Alternate ow Cow brown now down town Low blow own blow snow grow show</p> <p>Ph and Wh – taught as starter</p>	<p>Push put</p>
11	<p>Revise or For short born horse morning</p> <p>Introduce au as alternate Author, August, dinosaur, astronaut</p> <p>Introduce aw as alternate Saw draw yawn crawl</p> <p>Starter - Revise ir Girl dirt shirt first third</p>	<p>Some sum Come</p>
12	<p>Revise ear Dear, hear beard, near fear Introduce ear as alternate (air) Bear wear pear</p> <p>Revise igh as starter Light, high, night, bright, right</p>	<p>One Once</p>
13	<p>Alternate air Revise air</p>	<p>Pull full</p>

		<p>Air fair pair hair chair</p> <p>Introduce are as alternate Bare dare care share scared</p> <p>Revise ear as alternate</p> <p>Starter Alternate spellings for ch as starter tch (new curriculum expectation) tch is usually at the end of a word where you can hear ch followed by a single vowel eg witch, fetch, catch, pitch, match... exceptions rich, which, much, such catch, fetch, kitchen, notch, hutch</p>	
	14	<p>Revise y as alternate for ee and ie</p> <p>Very happy funny party family</p> <p>Starter - The k sound is spelt as k rather than c before e l and y (new curriculum expectation) Kent, kit, skin, frisky – will re-visit this.</p>	<p>Many any says little</p>
	15	<p>Alternate or Revise or, aw au</p> <p>Introduce ore More score before wore shore</p> <p>Revise ur – turn, hurt, church, burst, Thursday</p>	<p>Update phonics and tricky word assessments</p>

YEAR 1		
WEEK	PHONEME	WORDS TO LEARN (READ & SPELL)
	<p>Need to incorporate starters from previously taught sounds to ensure consolidation.</p>	
Alternative spellings	<p>16 Long vowel a – focus split digraph Revise ai – virtually never used at the end of English words Revise - ay used for those sounds at the end of words and at the end of syllables. a-e.</p> <p>Only for challenge children Investigate new ways Phonics play - http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html Challenge group: A and eigh ey</p>	<p>Monday Tuesday Wednesday</p>
	<p>17 Long vowel e– focus split digraph Revise ee ea y e-e</p> <p>Intro: ie new curriculum expectation</p> <p>Only for challenge children Investigate new ways http://www.phonicsplay.co.uk/member-only/eeAltSpellings.html Challenge group – ey e ie Key, be, thief</p>	<p>Thursday Friday</p>
	<p>18 Long vowel i – Revise igh ie y i_e</p> <p>Investigate new ways http://www.phonicsplay.co.uk/member-only/ighAltSpellings.html Challenge – all plus i</p>	<p>Saturday Sunday</p>
	<p>19 Long vowel o – focus split digraph Revise oa ow o_e Intro oe (new curriculum expectation)</p> <p>Investigate new ways</p>	<p>Zero One Two three</p>

		http://www.phonicsplay.co.uk/member-only/oaAltSpellings.html Challenge group - o, ough Tomoto doughnut	
	20	Revision U_E makes oo or ue http://www.phonicsplay.co.uk/member-only/ooAltSpellings.html Cube tube Flute salute	Four for
	21	Vowels – I o a u e The trouble with vowels. What do we know about them? How/when do they change? Collate all the information that we have on vowels. Short/long etc. Naughty vowels – Alternative pronunciation i o u a e When vowels say their name for no reason! Eg kind, child – go, banjo, under-music Ask, apricot, elephant electric Much of this lesson should focus on reading for meaning and having a plan B if Fred’s first rule doesn’t work. Remind the children to use the bouncy sound first as a common rule before trying to sound out using a naughty vowel.	Five Six seven
	22	Al as alternate to ar Calm balm psalm	eight ate
	23	(starter) Alternate spellings for m Swim summer Thumb crumb (on complex phonics chart)	Nine ten

	24	Starter Alternate spellings for f Puff loft phone	for i Eleven twelve
	25	Revision	Thirteen Fourteen fifteen
	26	Revision	Update phonic and tricky word assessments

YEAR 1		
WEEK	PHONEME	WORDS TO LEARN (READ AND SPELL)
27	<p>Revision of all phonics taught previously</p> <p>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, thunder, sunset</p> <p>(starter) Alternate spellings for n Night knife gnome sign</p>	<p>Sixteen Seventeen eighteen</p>
28	<p>Revision of all phonics taught previously</p> <p>(starter) Alternate spelling for v (new curriculum expectation) ve Hardly any English words end in 'v' when you can hear that sound it is generally ve Have, live, give, shove etc</p>	<p>Nineteen twenty</p>
29	<p>Revision of all phonics taught previously</p> <p>(starter) Alternate spelling of r Wr – write, wrong at the beginning of words</p>	<p>Their there</p>
30	<p>Revision of all phonics taught previously</p> <p>(starter) Alternate spellings for s Snake hiss scissors)</p>	<p>What Who When why</p>

	31	<p>Revision of all phonics taught previously</p> <p>Alternate to c and g. Use vocabulary hard c (cat) soft c (ceiling) soft c is used before e, l and y hard g (goat) soft g (giant) g is used before e, l and y (only for children who are ready for it, year 2 expectation)</p>	<p>Where were Want Today</p>

YEAR 1 – These grammar objectives to be taught throughout the year. See unit plans for timings.
Words to learn still to be taught and sent home weekly.

WEEK	PHONEME/Spelling rule	WORDS TO LEARN (READ & SPELL)
32	<p>Revision of phonics – alien words</p> <p>Revision of all phonics taught previously</p> <p>Compound words Words which are 2 words joined. Each part of the longer word is spelt as it would be if were on its own.</p> <p>Revise counting in syllables and model how to segment longer words for spelling,</p> <p>Football Playground Farmyard Bedroom blackberry</p>	<p>Mr Mrs Our</p>
33	<p>Revision of phonics – alien words</p> <p>suffix s/es</p> <p>Singular and plural – chn need to know</p>	<p>Asked Called looked</p>

		<p>this terminology</p> <p>Turning nouns into plurals If the ending sounds like s or z. It is spelt as –s. If the ending forms an extra syllable or beat it is spelt –es.</p> <p>(rule most words ‘s’ words ending in ch/sh/x require ‘es’ but you can hear the difference – try saying church or box with just an ‘s’) Cats, dogs, spends, rocks, thanks, catches</p>	
	34	<p>Revision of phonics – alien words</p> <p>Suffixes ing ed and er (where no change is needed to the root word) Past and present tense 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 /ɪd/ (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.</p> <p>jumping, jumped, jumper Hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>	<p>Love People these</p>
	35	<p>Revision of phonics – alien words</p> <p>Suffix est er Adding to adjectives where no change is needed to the root word. If verb ends in 2 consonant letters (the same or different), the ending is simply added on.</p> <p>Grander, grandest, fresher, freshest, quicker, quickest</p>	<p>Does friend</p>
	36	<p>Revision of phonics – alien words</p> <p>Prefix un- Without any change to the spelling of the</p>	<p>Eyes Here house</p>

		<p>root word. Change the meaning of verbs and adjectives Unkind, undoing, unhappy, undo, unload, unfair, unlock</p>	
	37	<p>Revision of phonics – alien words</p> <p>Reading words with contractions knowing that the apostrophe represents the omitted letter.</p> <p>Can't It's Couldn't Didn't Hasn't I'll</p>	<p>I'm I'll It's</p>
		<p>Which children need to be targeted next year?</p>	

Appendix

Alternative spellings for phase 5

Teaching alternative spellings for phonemes

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

Appendix

Phase 5 word lists

Words in italics are high-frequency words.

ay	ou	ie	ea	oy	ir	ue	ue
day	<i>out</i>	pie	sea	boy	girl	clue	cue
play	<i>about</i>	lie	seat	toy	sir	blue	due
may	cloud	tie	bead	joy	bird	glue	hue
say	scout	die	read	<i>oyster</i>	shirt	true	venue
stray	found	cried	meat	Roy	skirt	Sue	value
clay	proud	tried	treat	destroy	birth	Prue	pursue
spray	sprout	spied	heap	Floyd	third	rué	queue
tray	sound	fried	least	enjoy	first	flue	statue
crayon	loudest	replied	steamy	royal	thirteen	issue	rescue
delay	mountain	denied	repeat	annoying	thirsty	tissue	argue

aw	wh	ph	ew	ew	oe	au	ey
saw	when	Phillip	blew	stew	toe	Paul	money
paw	<i>what</i>	Philippa	chew	few	hoe	haul	honey
raw	which	phonics	grew	new	doe	daub	donkey
claw	where	sphinx	drew	dew	foe	launch	cockney
jaw	why	Christopher	screw	pew	woe	haunted	jockey
lawn	whistle	dolphin	crew	knew	Joe	Saul	turkey
yawn	whenever	prophet	brew	mildew	goes	August	chimney
law	wheel	phantom	flaw	nephew	tomatoes	jaunty	valley
shawl	whisper	elephant	threw	renew	potatoes	author	trolley
drawer	white	alphabet	Andrew	Matthew	heroes	automatic	monkey

ow		ie		ea		er		ou			
down		pie	chief	sea	head	farmer	her	out	you	could	mould
low			brief		dead		fern		soup	would	shoulder
grow			field		deaf		stern		group	should	boulder
snow			shield		ready		Gerda				
glow			priest		bread		herbs				
bowl			yield		heaven		jerky				
tow			shriek		feather		perky				
show			thief		pleasant		Bernard				
slow			relief		instead		servant				
window			belief		breakfast		permanent				
rowing-boat											

y		ch				c			g	
yes		chin	school	chef	cat	cell	got	gent		
by	gym		Christmas	Charlene		central		gym		
my	crystal		chemist	Chandry		acid		gem		
try	mystery		chord	Charlotte		cycle		Gill		
why	crystal		chorus	machine		icy		gentle		
dry	pyramid		Chris	brochure		cent		ginger		
fry	Egypt		chronic	chalet		Cynthia		Egypt		
sky	bicycle		chemical			success		magic		
spy	Lynne		headache			December		danger		
fry	cygnet		technical			accent		energy		
reply	rhythm									

ey	
money	they
	grey
	obey
	prey
	survey

/sh/			
special	station	sure	chef
official	patience	sugar	Charlotte
social	caption	passion	Charlene
artificial	mention	session	Michelle
facial	position	mission	Chandry

New phoneme

treasure
television
vision
pleasure
leisure
beige
visual
measure
usual
casual

/ar/		/air/			/or/		
father	half	t/here	pear	bare	all	four	caught
lather	calf	where	bear	care	always	pour	taught
rather	almond	nowhere	wear	dare	talk	your	naughty
pass*	calm	somewhere	tear	fare	walk	court	haughty
path*	qualm	everywhere	swear	hare	wall	fourth	daughter
bath*	lip balm			mare	fall	Seymour	Vaughan
last*	palm tree			square	ball	tour*	
grass*				scare	hall	mourn*	
afternoon*				stare	calling	fourteen	
branching*				share	beanstalk	tournament	

* The classification of these words is very dependent on accent.

/ur/		/oo/	
learn	word	could	put
earn	work	would	pull
earth	world	should	push
pearl	worm		full
early	worth		bush
search	worse		bull
heard	worship		cushion
earnest	worthy		pudding
rehearsal	worst		playful

AIIETI IIAUVE SPEIIMUYS IUI EADU IPIIUIEIEIE

	/ch/	/j/	/m/	/n/	/r/
picture	catch	fudge	lamb	gnat	knit
adventure	fetch	hedge	limb	gnaw	knob
creature	pitch	bridge	comb	gnash	knot
future	notch	ledge	climb	gnome	knee
nature	crutch	nudge	crumb	sign	knock
capture	stitch	badge	dumb	design	knife
feature	match	lodge	thumb	resign	know
puncture	ditch	podgy	numb		knew
signature	kitchen	badger	plumbing		knight
mixture	scratchy	dodging	bomber		knuckle

	/s/	/z/	/u*/	/i/	/ear/
listen	house	please	some	happy	here
whistle	mouse	tease	come	sunny	mere
bristle	grease	ease	done	mummy	severe
glisten	cease	rouse	none	daddy	interfere
Christmas	crease	browse	son	only	Windermere
rustle	horse	cheese	nothing	gym	adhere
jostle	gorse	noise	month	crystal	sheer
bustle	purse	pause	mother	mystery	veer
castle	grouse	blouse	worry	sympathy	career
wrestling	loose	because	brother	pyramid	steering

/ai/		/ee/						/igh/		
day	came	sea	these	happy	chief	key	ple	by	like	
play	made	seat	Pete	sunny	brief	donkey	lie	my	time	
may	make	bead	Eve	mummy	field	valley	tie	try	pine	
say	take	read	Steve	daddy	shield	monkey	cried	why	ripe	
stray	game	meat	even	only	priest	chimney	tried	dry	shine	
clay	race	treat	theme	funny	yield	trolley	spied	fry	slide	
spray	same	heap	complete	sadly	shriek	pulley	fried	sky	prize	
tray	snake	least	Marlene	penny	thief	Lesley	replied	spy	nice	
crayon	amaze	steamy	gene	heavy	relief	money	applied	deny	decide	
delay	escape	repeat	extreme	quickly	belief	honey	denied	reply	polite	

/oa/		/(y) oo/				/oo/		
low	toe	bone	cue	tune	stew	clue	June	blew
grow	hoe	pole	due	cube	few	blue	flute	chew
snow	doe	home	hue	tube	new	glue	prune	grew
glow	foe	woke	venue	use	dew	true	rude	drew
bowl	woe	those	value	cute	pew	Sue	fluke	screw
tow	Joe	stone	pursue	duke	knew	Prue	brute	crew
show	goes	woke	queue	huge	mildew	rue	spruce	brew
slow	Glencoe	note	statue	mule	nephew	flue	plume	flaw
window	heroes	phone	rescue	amuse	renew	issue	rule	threw
rowing boat	echoes	alone	argue	computer	Matthew	tissue	conclude	Andrew

Appendix

Phase 5 captions

Sentences and substitute words for 'sentence substitution'

(See page 139.)

New graphemes for reading

Paul eats peas with his meat.	beans	reads	cooks	Phil
Kay must pay for her new bike.	toes	Jean	wait	toy
We can bake a pie today.	they	yesterday	cake	make
The boys shout as they play outside.	sleep	girls	run	sing
They saw that the dog had hurt its paw.	found	she	tail	stone
Children like the seaside.	dentist	beach	enjoy	zoo
Loud sounds can be annoying.	noises	singing	frightening	mountains
Mum gave us a few grapes as a treat.	sold	made	punishment	Dad
The girl came home on the train.	bird	bus	went	boy
You can tie things up with string.	rope	we	glue	ribbon

More reading practice with old and new GPCs

Chris found his wallet in the drawer.	shirt	socks	Charlie	saw
Soup is a healthy kind of food.	wealthy	fish	sport	sort
Grown-ups teach us at school.	help	goblins	teachers	home
Snow and rain are part of our winter weather.	summer	wind	cold	frost
You can see clowns at a circus.	elephants	watch	market	acrobats
We could fly to Africa in a plane.	ship	you	might	go
The thief was kept in prison.	robber	put	oyster	jail
We can make models from card.	tea	clay	children	wood
Cows and sheep may graze in a meadow.	goats	field	stay	sail
The puppy was very playful.	kitten	cute	kitchen	hungry

Questions for Yes/no questions

(See page 142)

Could you carry an elephant on your head?

Would you like to wave a magic wand?

Would you crawl into a thorn bush?

Have you ever seen a live crocodile?

Are you ready for school by nine in the morning?

Could a cactus grow in Antarctica?

Would you scream if you saw a snake?

Can magpies perch on clouds in the sky?

Would you put ice-cream in the freezer?

Has a cat got sharp claws?

Do you go to school in the holidays?

Is December a summer month?

Could you fly to Mars on a bike?

Has a space-ship ever been to the moon?

Could you make up a story about a giant?

Examples for 'Choosing three right answers'

(See page 143)

Which of these are days of the week?	Sunday	Thursday	Tuesday	September
Which are names for girls?	Heather	Hayley	Sanjay	Philippa
Which of these are numbers?	blue	five	nine	thirteen
Which of these can we read?	news	comics	see-saws	books
Traffic lights can be	green	white	yellow	red
Which of these are parts of the body?	cry	head	elbow	chin
A chef can cook food by	boiling	grilling	flying	frying
What can you put on bread?	jam	butter	cheese	coffee
Which of these can grow in a garden?	ferns	snow	herbs	bushes
Which of these could you hold in your hand?	a giant	a jewel	a feather	a penny

Appendix

Phoneme spotter stories

Phoneme spotter stories

A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with Mum and Dad, his puppy and baby Pete.

"Help me pack the green bag," said Mum. "We need sun cream and lots to eat."

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel. "Oh, no," said Tom. "We'll be here for a week!"

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, "I must hurry. We need to get to the beach."

At last they got to the sea. Tom and Pete had an ice-cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.

A Right Mess

The twins' bedroom was a right mess! Mum had tried everything. Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then Mum had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box. Their room will be tidy!"

This is the list Mum had:

A crisp bag

A white sock

A tie with a stripe

A cap

A plastic knife

A bright red kite

"We like this game of hide and seek," said the twins. In no time at all the room was quite tidy and Mum was happy.

Then the twins had an idea. "Mum, we'd like to fly this kite on the green."

"All right," said Mum, "but you must hold the string tight."

On the green there was a light breeze and the kite went up, up, up, high in the sky. Then suddenly it came down, down, down...

CRASH! It fell into the duck pond!

The kite was fine, but Mum said, "I think it's time for tea. Let's go home."

Luke and Ruth

It was Saturday and Luke went to play at Ruth's house. Ruth and her mum lived in the house next to Luke's house.

"Let's go outside," said Ruth as she put her blue boots on. "Do you need boots too?"

"I do. I'll nip home and take my new shoes off." said Luke, "I'll be back soon."

Luke came back and the two of them began to dig. "Can I use the spade?" said Luke.

"Yes. Can you help me move this big root?" said Ruth. "Then we can sow the seeds." Luke and Ruth soon had the seeds in the ground and they made the earth smooth on top. "Now we will wait until they grow," they said.

Two weeks later, Ruth ran to Luke's house. "Quick! The seeds are growing." Luke ran round to see if it was true. It was. In the next few weeks they grew and grew and, in June, they had blue flowers.

"Our blue flowers are super," said Luke.

"The best," said Ruth.

The Old Pony

Joe, the old pony, was in his field. He was so old and slow that nobody rode him anymore. The wind was blowing. He felt cold and lonely.

Just then, Jazz and Hal rode by on their bikes. They were going home for tea. They felt so sorry for old Joe that they stopped to stroke him.

At tea time they told Dad about Joe.

"Don't worry," said Dad. "I know I can help him."

After tea, Dad went to the shed and got an old green coat and a thin rope. Jazz and Hal got the end of a loaf of bread.

"Let's go," said Dad.

Dad and Jazz and Hal went back to Joe's field.

"Hello, old fellow," said Dad. Quickly, he put the old coat over Joe's back and tied it on with rope. In no time at all, Joe was as warm as toast!

Jazz and Hal gave Joe some of the loaf to eat. Old Joe was happy at last.

The School Sale

It was the day of the school sale. Mum could not go as she had a pain in her knee, so Gran said she would take Kate and Wayne. They could not wait!

At the school gate, Gran paid 20p to get in. She did not have to pay for Kate and Wayne - it was free for children!

As soon as they were through the gate, Gran gave Wayne and Kate £1 each to spend, and told them not to go too far away.

The sun was shining. "It's as hot as Spain!" said Gran. "I think I need a cup of tea."

At the tea stall, a lady put Gran's tea on a tray, and Gran went to find a place to sit in the shade.

Meanwhile, Kate and Wayne went round the stalls. Kate had her face painted like a rainbow and had a go on the "Name a Teddy" stall. Wayne bought a game of chess and a piece of chocolate cake for Mum. They both had a go on the "Pin the tail on the donkey". It was quite safe - the donkey was only made of paper!

When the sale was nearly over, Kate and Wayne went back and found Gran fast asleep under the tree. "What a shame," said Kate, "she's missed all the fun!"

Could I?

Mr and Mrs Hood had a house by the sea. Mr Hood was a fisherman. When he was away on a fishing trip, Mrs Hood would get very lonely and sad.

"I need a job," she said to herself. "I like to look at books, I could sell books in the bookshop."

She went to the bookshop but the people there said "No."

"This is no good," Mrs Hood said to herself, "I should stop and think." Mrs Hood sat and had a good long think and then she said, "I like to cook. I could run a cake shop."

She began to cook and in next to no time her house was full of the smell of cakes and pies. She put a poster up on the gate that said, "Home-made cakes and pies". She sold everything she had made.

She told Mr Hood about it when he came home. "I would like to try a cake," he said, "I'm hungry."

"I'm sorry," Mrs Hood said, "I sold out."

Appendix

Phase 6 support

Examples for practising adding the suffixes **-s** or **-es**

stop	fizz	hurry
park	circus	fly
bunch	room	bunny
mend	fuss	marry
dish	goal	dry
thank	cross	curry
crash	boat	cry
match	buzz	puppy
bark	melt	try
night	stitch	fry

Examples for practising adding the suffixes **-ing**, **-ed**, **-s**, **-er**, **-est**, **-y**, **-en**

All the base words need changes made before the suffixes are added.

Words ending in -e	Words ending in -y	Words ending in a single consonant
like (ing)	marry (ed)	stop (ing)
ride (er)	funny (er)	mad (er)
tame (est)	worry (ed)	skip (ed)
bone (y)	copy (er)	run (ing)
bake (ed)	hurry (ed)	hop (er)
hike (ing)	messy (est)	nod (ed)
fine (est)	lucky (er)	pad (ing)
wave (ed)	ferry (s)	hid (en)
rule (er)	carry (ed)	hot (est)
rude (est)	pony (s)	rip (ed)

Examples for practising adding the suffixes **-ing**, **-ed**, **-ful**, **-ly**, **-est**, **-er**, **-ment**, **-ness**, **-en**

Some of the base words need to be changed before the suffixes are added but some do not.

Remember: a final e in the base word may or may not need to be dropped	Remember: a final y in the base word may or may not need to be changed to i	Remember: a final consonant in the base word may or may not need to be double.
spite (ful)	merry (ly)	bad (ly)
rude (ly)	employ (ment)	flap (ed)
white (er)	play (ed)	send (ing)
bite (ing)	enjoy (ment)	slim (est)
lame (ness)	silly (ness)	fan (ed)
safe (ly)	funny (est)	sad (ness)
amuse (ment)	obey (ing)	put (ing)
rise (ing)	sunny (er)	flat (en)
time (ed)	happy (ly)	bat (ing)
use (ful)	stay (ed)	dark (est)

Appendix

Phase 5 100 HFW

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Appendix

Next 200 common words

Next 200 common words in order of frequency

This list is read down columns (i.e. in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	