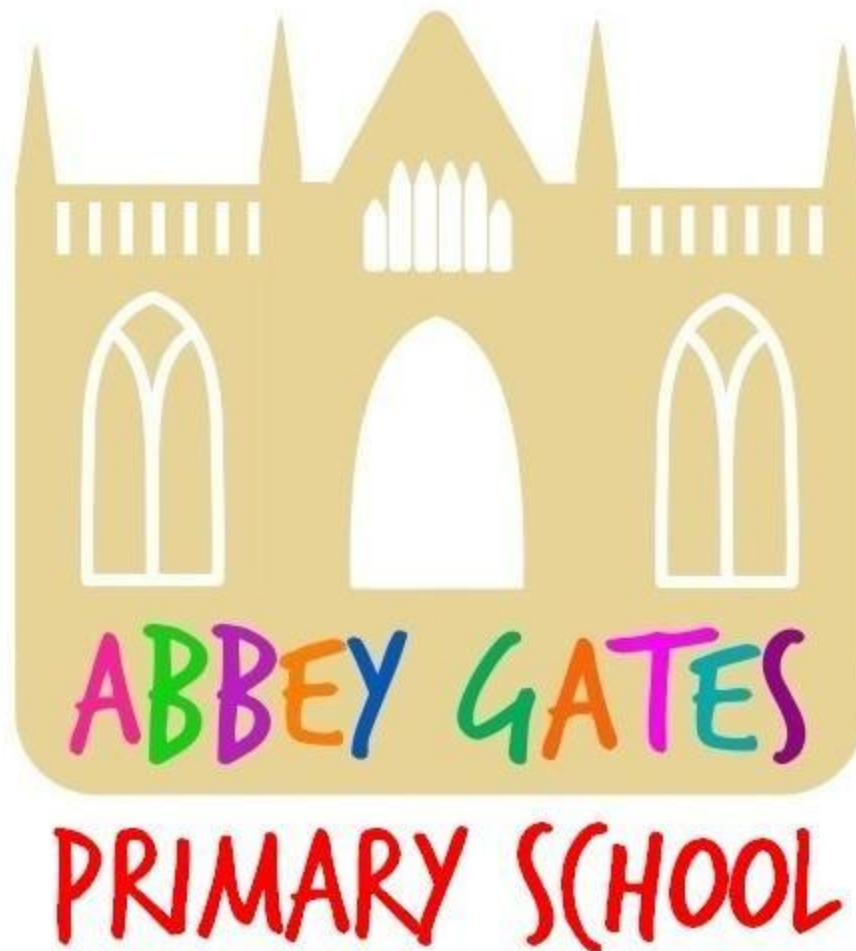


Abbey Gates Primary School



Phonics Handbook

September 2026

Phonics Overview:

All children in EYFS and KS1 have a daily phonics lesson. Phonics is the first lesson which is taught each morning.

Each lesson follows the school's sequence of progression, which is based on letters and sounds and follows all recommendations from the Reading Framework published by the Department for Education in 2021. Each lesson is rigorous, fast paced and challenging. Children are taught in whole class groups, with lower attainers being supported by an adult. Children will not be taught to join their letters in the Foundation Stage. Depending on the cohort, cursive handwriting will be introduced in either Year One or Year Two. All text which the children read in phonics lessons will be either hand written or written in the 'Twinkl' font.

Interventions are specific and target areas highlighted by gap assessments (Phonics Tracker) which are completed each half term. Interventions follow the same structure as whole class phonics lessons and are in addition to the phonics lesson which all children take part in daily. This recapping pedagogy helps them to recall and embed grapheme phoneme correspondences.

All lessons follow the same structure; revisit and review, teach, practise, apply and challenge.

All staff use phonic specific vocabulary and children are taught to use this vocabulary too. Teaching methods and approaches to teach children how to segment and blend the graphemes in words are used consistently across all year groups.

Graphemes are taught in the same sequence as 'Letters and Sounds'. Each grapheme is introduced using an action and letter formation rhyme, which are detailed in this handbook.

Tricky words are taught following a sequence of progression and children are explicitly taught why it is a tricky word.

Reading books are allocated according to phonic knowledge. Reading books are banded according to the sequence of progression.

Contents:

Sequence of progression: Page 4

Programme of study: Page 10

Assessment timeline and expectations: 13

Lesson Cycle: Page 14

Vocabulary: Page 15

Teaching methods and strategies: Page 16

Sound mats: Page 17

Handwriting Rhymes and Actions: Page 22

Lesson Plan Proforma: Page 29

Reading Books Explained: Page 30

Assessment and Catch up: Page 32

Parental Engagement: Page 34

Sequence of progression:

This sequence of progression outlines the order in which graphemes are expected to be taught. This is not rigid and teachers must use their knowledge of the cohort and assessment and make adaptations where necessary. For example, graphemes can be revisited if assessment highlights a need for thss.

Phase 1 phonics will be the focus for children in Foundation 1.

Laying the foundations for reading and writing includes experiencing the following richly and deeply:

- Listening and Memory • Communication
- Articulation and Pronunciation • Broadening Vocabulary
- Rhythm and Rhymes • Alliteration
- Developing a love of Books • Celebration of Mark- Making
- Oral Blending • Oral Segmenting

The following Aspects will be covered throughout each child's time in Foundation 1:

Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Phase 2 GPC	Example words	Tricky words	Handwriting
s	Sun, sit, sat, sad – initial sound	I No Go	SUN starts high, then starts to fade, then lies down in the shade.
a	Hat, pan, mat, map, rat – middle sound		ANT goes around like 'c' for cat, up like an acrobat... down to the ground and flick.
t	Tap, tin, top, ten, tag – initial sound		TAP starts at the top and drips, turn it off with a cross, quick.
p	Pen, pig, pin, pat, pan – initial sound		PANDA is tired and goes down to peep, comes back up and curls round to sleep.
i	Pig, wig, tin, fin, win – middle sound	The To Into	Sit down in an IGLOO , don't forget the dot.
n	Net, nap, nod, nip – initial sound		NET goes down, up and over... down to the water and flick.
m	Map, man, mat		MOUSE scurries down the slide, up and over, down the slide, up and over and down the slide.
d	Dip, dad, din, pad, sad		DOG goes round like 'c' for cat, up like an acrobat, up to get a treat, then down to lick his feet.
g	Pig, dig, tag, tig, mag,	Consolidation	GATE goes round like 'c' for cat, up like an acrobat, underneath the garden gate before it's too late.
o	Top, pot, dog, nod,		ORANGES go round like 'c' for cat, all the way round just like that.
c	Cat, can, cap, cod, cot		CAT starts at the top, walk around and stop.
k	Kit, kid,		Little KITTEN starts high and jumps to the ground, goes half way up and round, hurts his leg and gives it a lick.
ck - digraph	Sack, pick, kick, pack		
e	Pet, met, ten, den, peck, neck		ELEPHANTS trunk goes out, over then down to the water.
u	Mud, put, nut, sun, tuck, duck		UMBRELLA goes down, up down and shake.
r	Run, rat, rock, rap, rod		RAIN falls down to the ground, splashes up and round.
h	Hat, hit, hot, hop, hid		HAND raised high, then waves down, waves half way up and round until it hits the ground.
b	Bin, but, bet, bag, beg		BIRD starts high, swoops down to the ground. Flies half way up and round to make a nest upon the ground.
f	Fin, fit, fat, fan, fun		FISH does a back flip, fall below the sea, jump out and leap.
ff	Huff, puff, cuff, buff		
l	Let, lad, leg, lock, lick, lap		Like a LEG start at the hip, straight down to a flick.
ll	Full, pull, fill, hill, sell, fell		
ss	Fuss, mess, mass, pass, hiss,		

Phase 3 GPC	Example words	Tricky words	Notes
j	jam, jet, jog, jill, jack	He She We	
v	van, vet, vat		
w	wet, win, will, well, web		
x	box, fox, fix, mix,		X usually comes at the end of the word. Cks is used when there is more than one of something.
y	Yes, yet, yap, yak	Me Be Was	
z	Zip, zen, zap, Zac		
zz	Fuzz, buzz, jazz, fizz,		Zz comes at the end of a word (may introduce ing suffix which will be recapped)
qu	Quack, quiz, quit, quick		Never a KW – always a Qu
ch	Chop, chap, check, chick, much, such,	You They All	
sh	Shut, shin, ship, rush, hush,		
th	Then, this, that, with, bath, path		Teach th in that and th in bath – slightly different pronunciations
ng	Long, wing, ring, sing, hang, thing		
ai	Pain, rain, hail, pail, tail, sail, main,	Are My Her	
ee	Teeth, sheep, beep, feet, seed, cheek, feel, heel		
igh	Night, sight, fight, might, high, light, right		Introduce trigraph – 3 letters that make one phoneme
oa	Goat, moan, loaf, toad, soap, coat		
oo	Moon, soon, doom, toot, hoot, boot, zoom	Consolidation	
oo	Look, book., hook, took, foot, soot, wood, good, cook		
ar	Far, park, dark, shark, harm, farm, card, hard, market		
or	Fork, cord, torn, worn,		
ur	Fur, burn, hurt, surf, curl, church		
ow	Cow, down, owl, bow, town, now		
oi	Coin, foil, soil, oil, boil, toil, join		
ear	Fear, tear, gear, hear, near, year, beard		Trigraph
air	Fair, hair, pair, chair,		Trigraph
ure	Pure, sure, cure		Trigraph
er	Fern, hammer, farmer, ladder, better, harder, lighter, corner		

Phase 4			
st nest, best, vest	nd hand, land, sand	mp lamp, jump, bump	nt tent, bent, hint
nk ink, bank, tank	ft left, gift, shift	sk tusk, mask, desk	
lt belt, melt, tilt	lp help, gulp, pulp	lf shelf, elf, golf	lk bulk, silk, milk
pt kept, lept, wept	xt next, text		
tr tree, train, trust	dr drip, drink, drop	gr grip, gran, grain	cr crab, crash, crack
br brush, brain, brag	fr frog, free, frost	pr print, press, prowl	
bl black, bloat, blush	fl flag, flower, flip	gl glass, glee, glum	pl plum, plan, plump
cl clam, clown, clap	sl slip, sleep, slot		
sp spoon, spin, spot	st star, stamp, start	tw twin, twist, twill	sm smell, smart, smash
sc scarf, scab, scalp	sk skill, skunk, skull	sn snap, snug, snip	
nch munch, crunch, bench	scr scrunch, scrap, scrub	shr shrub, shrug, shred	thr thrust, three, throat
str strap, strong, strum			
Tricky Words:			
Said, have, like, so, do, some, come, little, one, were, out, what, when, there.			

Phase 5 GPC	Example words	Tricky words	Notes
ay	Play, stay, delay, crayon	Oh Mr Mrs	Teach that ay usually comes at the end of a word. When it doesn't, there is usually a suffix that has been added.
ou	Mouth, shout, cloud, proud, fountain		
ie	Pie, lie, tie, flies, replied		
ea	Read, bead, beach, steam, cream, sunbeam		
oy	Boy, enjoy, employ, annoying, destroy	People Their Called	Teach that oy usually comes at the end of a word. When it doesn't, a suffix has usually been added.
ir	Bird, girl, skirt, shirt, birthday		
ue	Blue, clue, Sue		Sounds like oo in moon
ue	Venue, tissue, value, rescue,		Sounds like you
aw	Paw, dawn, crawl, jigsaw		
wh	When, wheel, whisper, what	Looked Asked Could	Teach wh can also make h phoneme in words like who, whole, whom
ph	Phonics, elephant, dolphin, alphabet		
ew	Flew, grew, chew, brew, screw		Sounds like oo in moon
ew	Nephew, stew, pew, new		Sounds like you
oe	Toe, goes, doe, foe, heroes, tomatoes		Teach that oe usually comes at the end of a word.
au	Haul, taunt, launch, haunt		
ey	Donkey, turkey, jockey, trolley, chimney, key		Teach that this usually comes at the end of a word
a-e	Cake, bake, snake, game, flame		
e-e	Pete, Eve, evening, these, even		
i-e	Like, bike, spike, spine, prize		
o-e	Those, joke, explode, alone,		
u-e	Huge, cube, use, include, tube, Luke, flume, flute		Sometimes this split digraph makes an oo phoneme and sometimes the 'you' phoneme.
s (se)	House, mouse, grease, horse, loose, moose,		S at the end of a word can often be se
l (le)	Juggle, muddle, puddle, cuddle, middle, apple, pebble		Le making the l phoneme at the end of a word
s (st)	Listen, jostle, bristle, wrestling, castle		St making the s phoneme
Phase 5b			
i	Mild, wild, find, behind, remind		
o	Go, so, don't, both		
c	Cell, acid, ice, twice, slice		
g	Gent, ginger, magic, danger, germ, age, engage		
u	Unit, unicorn, music, tuba		
ow	Low, snow, window, show, flow, bellow		
ie	Chief, thief, shield, belief, shriek		
ea	Head, deaf, bread, breath, feather, instead		
er	herbs, stern, jerk, germ,		
e	Me, he, she, maybe,		
a	Bacon, apron, angel, apricot, bagel		a making the ai phoneme

a	Was, what, squad, want, wander		a making the o phoneme
y	By, why, dry, reply, sky		y making the igh phoneme
	Gym, crystal, pyramid, myth		y making the short i phoneme
	Happy, funny, hairy, smelly, crunchy		y making the ee phoneme
ch	School, chemist, chord, chorus, technical		ch making the k phoneme
	Chef, brochure,		ch making the sh phoneme
ey	Grey, obey, they, convey		ey making the ai phoneme
Phase 5c			
ch	Picture, mature, statue, culture		t making ch phoneme
	Catch, watch, witch, dispatch		tch making ch phoneme
r	Wrap, wrist, wrinkle, wreck		wr making the r phoneme
ear	Here, mere, atmosphere, severe		ere making the ear phoneme
	Deer, cheer, peer, sneer, sheer, career, steering		eer making the ear phoneme
ur	Learn, heard, earth, pearl		ear making the ur phoneme
	Word, work, world, worth		or making the ur phoneme
j	Fudge, smudge, budge, wedge		dge making the j phoneme
	Change, charge, village		ge making the j phoneme
s	Listen, fasten, glisten, castle		st making the s phoneme
air	There, where,		ere making the air phoneme
	Pear, bear, wear, tear		ear making the air phoneme
	Bare, care, aware, dare		are making the air phoneme
oo (u)	Could, would, should,		oul making the u phoneme
m	Lamb, thumb, limb, crumb		mb making the m phoneme
z	Please, tease, ease		se making the z phoneme
ar	Father, lava, rather,		a making the ar phoneme
	Half, palm, calm, balm		al making the ar phoneme
n	Knit, knee, know, knead		kn making the n phoneme
	Gnat, gnome, gnash, gnat		gn making the n phoneme
u	Some, come, son, won		o making the u phoneme
or	Ball, wall, fall, walk, talk		a making the or phoneme
	Four, pour, course, fourth		our making the or phoneme
	Warm, war, warp, warden		ar making the or phoneme
	Caught, distraught, naughty, daughter		augh making the or phoneme
Sh	Special, official, social, artificial, facial		c making the sh phoneme
	Station, patience, caption, mention, position		t making the sh phoneme
	Sugar		s making sh
	Chef, Charlotte		Ch making sh
Zh	Treasure, television, vision, pleasure, leisure, beige, visual, measure, usual, casual		S making zh G making zh as in beige
Quo	Quantity, quarry, squash, quality		Qua making quo

Programme of Study – this may be altered according to teacher assessments.

Foundation 1: Phase 1.

Foundation 2:

Term	Graphemes to be taught		Tricky words to be taught
Autumn 1 *This is cohort specific. If the teacher identifies that the children are ready to begin Phase 2 sooner than week 4, less time can be spent on Phase 1 consolidation.	Week 1*	Phase 1 consolidation	N/A.
	Week 2*	Phase 1 consolidation	N/A.
	Week 3*	Phase 1 consolidation.	N/A.
	Week 4	s, a, t, p	I, no, go.
	Week 5	i, n, m, d	The, to, into.
	Week 6	g, o, c, k	Consolidation.
Autumn 2	Week 1	ck, e, u, r.	Consolidation.
	Week 2	h, b, f, ff	Consolidation
	Week 3	l, ll, ss	Consolidation.
	Week 5	Phase 2 consolidation.	Consolidation.
	Week 6	Phase 2 consolidation.	Consolidation.
	Week 7	Phase 2 consolidation.	Consolidation.
Spring 1	Week 1	j, v, w, x	He, she, we
	Week 2	y, z, zz, qu	Me, be, was
	Week 3	ch, sh, th, ng	You, they, all
	Week 4	ai, ee, igh, oa	Are, my, her
	Week 5	oo, oo, ar, or	Consolidation
	Week 6	ur, ow, oi, ear	Consolidation
Spring 2	Week 1	air, ure, er	Consolidation
	Week 2	Phase 3 consolidation.	Consolidation
	Week 3	Phase 3 consolidation.	Consolidation
	Week 4	Phase 3 consolidation.	Consolidation
	Week 5	st, nd, mp, nt	Said, have, like
	Week 6	nk, ft, sk, lt	So, do, some
Summer 1	Week 7	lp, lf, lk, pt	Come, little, one
	Week 1	xt, tr, dr, gr	Were, out, what
	Week 2	cr, br, fr, pr	When, there
	Week 3	bl, fl, gl, pl	Consolidation

	Week 4	cl, sl, sp, st	Consolidation
	Week 5	tw, sm, sc, sk	Consolidation
	Week 6	Sn, nch, scr, shr	Consolidation
Summer 2	Week 1	Thr, str	Consolidation
	Week 2	Phase 4 consolidation	Consolidation
	Week 3	Phase 4 consolidation	Consolidation
	Week 4	Phase 4 consolidation	Consolidation
	Week 5	Consolidation of all learning in F2.	Consolidation of all learning in F2.
	Week 6	Consolidation of all learning in F2.	Consolidation of all learning in F2.
	Week 7	Consolidation of all learning in F2.	Consolidation of all learning in F2.

Year One:

Term	Graphemes to be taught		Tricky words to be taught
Autumn 1	Week 1	Phase 4 consolidation	Consolidation
	Week 2	Phase 4 consolidation	Consolidation
	Week 3	Phase 4 consolidation	Consolidation
	Week 4	Ay, ou, ie, ea	Oh, Mr, Mrs
	Week 5	Oy, ir, ue, ue	People, their, called
	Week 6	Aw, wh, ph, ew	Looked, asked, could
Autumn 2	Week 1	Ew, oe, au, ay	Consolidation.
	Week 2	a-e, e-e, i-e, o-e	Consolidation
	Week 3	u-e, s (se), l (le), s (st)	Consolidation.
	Week 5	Phase 5a consolidation.	Consolidation.
	Week 6	Phase 5a consolidation.	Consolidation.
	Week 7	Phase 5a consolidation.	Consolidation.
Spring 1	Week 1	I, o, c, g	Consolidation
	Week 2	U, ow, ie, ea	Consolidation.
	Week 3	Er, e, a, a	Consolidation.
	Week 4	Y, y, y, ch	Consolidation.
	Week 5	Ch, ey, Phase 5b consolidation	Consolidation
	Week 6	Phase 5b consolidation	Consolidation
Spring 2	Week 1	Phase 5b consolidation	Consolidation

	Week 2	Phase 5 a/b consolidation	Consolidation
	Week 3	Phase 5 a/b consolidation	Consolidation
	Week 4	Phase 5 a/b consolidation	Consolidation
	Week 5	Phase 5 a/b consolidation	Consolidation
	Week 6	Phase 5 a/b consolidation	Consolidation
	Week 7	Ch, r, ear	Consolidation
Summer 1	Week 1	Ur, j, air	Consolidation
	Week 2	Air, oo (u), m	Consolidation
	Week 3	Z, ar, n	Consolidation
	Week 4	N, u, or	Consolidation
	Week 5	Revision of all Phase 5 graphemes, alternative pronunciation and spellings, revision of all tricky words and spelling and grammar rules.	
	Week 6		
Summer 2	Week 1		
	Week 2		
	Week 3		
	Week 4		
	Week 5		
	Week 6		
	Week 7		

Year Two:

Autumn 1	Revisit and Revise Phase 5
Autumn 2 – Summer 2	Children move onto spelling and grammar rules from the National Curriculum.

Assessment timeline and assessment expectations.

Foundation 2:

When/what is the expectation	Last week of Autumn 1	Last week of Autumn 2	Last week of Spring 1	Last week of Spring 2	Last week of Summer 1	Week before LA data submission.
Phonics tracker	Phase 2 developing	Phase 2 secure (80%)	Phase 3 developing	Phase 3 secure (80%)	Phase 4 developing	Phase 4 secure (80%) 2022 Phonics screening test – 15 or above. Possible score based on phonics knowledge: 29

Year 1:

When/what is the expectation	Baseline	Last week of Autumn 2	Last week of Spring 1	Last week of Spring 2	Last week of Summer 1	Last week of Summer 2
Phonics tracker	Phase 4 Secure	Phase 5a secure (80%)	Phase 5b developing	Phase 5b secure (80%)	Phase 5c developing	Phase 5c secure (80%)
Phonics screening (carried out by SLT or phonics lead)	2022 Screening. Possible score based on phonics knowledge: 29 Score of 15 or above.	2024 Screening. Score of 20 or above.	2017 Screening. Score of 25 or above.	2018 Screening, Score of 30 or above.	2019 Screening. Score of 32 or above.	n/a

Year 2:

When/what is the expectation	Baseline	Last week of Autumn 2	Last week of Spring 1	Last week of Spring 2	Last week of Summer 1	Last week of Summer 2
Phonics screening	Score of 32 or above.	Score of 32 or above.	n/a for children who consistently score 32 or above in Autumn.	n/a for children who consistently score 32 or above in Autumn.	n/a for children who consistently score 32 or above in Autumn.	n/a for children who consistently score 32 or above in Autumn.
Children who didn't pass the phonics screening test	Score of 15 or above.	Score of 20 or above.	Score of 25 or above.	Score of 30 or above.	Score of 32 or above.	n/a

Record scores on phonics screening tracker each half term

Record phase which the child is secure with on assessment summary

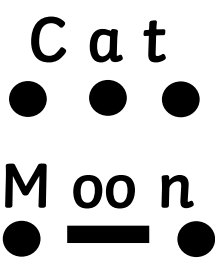
Phase 2 – 6 Lesson Cycle.

Revisit and Review.	Reading and writing previously taught graphemes, tricky words and words which include previously taught graphemes.
Teach	Introduce new learning/grapheme and tricky word.
Practise	Read and write words and sentences which include the grapheme/focus of the lesson. This can be on paper, on the board or modelled by the teacher writing the word onto a board. *Avoid an over reliance of pseudo words and games.
Apply	Children read and write the new grapheme/focus of the lesson independently. Children apply knowledge by reading and writing words or sentences which include the grapheme/focus of the lesson.
Challenge	Pseudo words which include focus/grapheme of the lesson, Games which include focus/grapheme of the lesson. Children to correct purposeful mistakes.

Vocabulary:

Phoneme:	The smallest unit of sound.
Grapheme	Written letters or a group of letters which represent a phoneme.
Blend:	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
Segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing
Orally blend	This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
Orally segment	To split the word up into the smallest unit of sound.
Syllable	A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word
GPC	This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Digraph:	Two letters which together make one sound e.g. ee, oa, ea, ch, ay
Trigraph	Three letters which go together make one sound.
Split digraph	A split digraph also contains two letters (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant.
CVC Word	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).
CVCC/CCVC Word	Longer words containing different combinations of consonants and vowels.
Consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
Vowel	The letters a, e, i, o, u.
Vowel digraph	A digraph where at least one of the letters is a vowel.
Pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
Phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
Tricky word:	Words that are difficult to sound out e.g. said, the, because
Alternative pronunciation	When a grapheme has more than one phoneme e.g. ow as in cow and blow.
Alternative spellings	When a phoneme can be spelt in more than one way. E.g the /e/ phoneme in bee and sea.
Oral discrimination	The ability to tell one sound apart from another.
Alien words	Pseudo words – words that are not real.

Teaching methods and strategies:

Method / Strategy	Explanation
Sound buttons 	Dots which are placed underneath individual letters to show that the grapheme is making one phoneme. Lines which are placed underneath digraphs and trigraphs to show that multiple letters are working together to make one phoneme.
Robot arms	Children hold their arms by their side like a robot. They move their arms to segment the phonemes in the words orally.
Fingers	After the child has segmented the phonemes in a word, they count how many phonemes there are using their fingers.
Phoneme frames 	A visual clue to show the children how many graphemes there are in the word. One grapheme goes into each space.
Wall frieze	After a grapheme has been taught, it is added to the wall frieze. The wall frieze contains graphemes which appear in the same order which they are taught. Children are encouraged to refer to the wall frieze when writing.
Asking the question.	When children are introduced to a new grapheme, they will also be shown a picture (mnemonic) which supports the child in understanding which words contain the grapheme. e.g in phase 3 the children will be taught the ai grapheme and introduced to a picture of rain. In phase 5, they will then be introduced to the ay grapheme in play and shown a picture of somebody playing. If they are unsure of which grapheme to use when applying this in their writing, they will ask the teacher; "Is it /a/ as in rain or /a/ as in play?"

Sound mats:

The children will use sound mats during phonics lessons and, where appropriate, will be used to support writing and to facilitate revisit and review based activities. Graphemes will appear on sound mats in the same order which they are taught. The children will be explicitly taught how to use their sound mat during phonics lessons.

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

Tricky words...

I no the to go into

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Phase 2 Sound Mat

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

Tricky words...

I no the to go into

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Phase 3 Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	Tricky words... he she we be me you are her was all they			

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Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
ch	sh	th	th	ng	ai	ee	igh
oa	oo	oo	ar	or	ur	ow	oi
ear	air	ure	er	Tricky words... he she we be me you are her was all they my			

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Change to tricky word

Phase 5a Sound Mat

Alternative Spelling Choices

 ay	 ou	 ie	 ea	 oy	 ir	 ue	 aw
 wh	 ph	 ew	 oe	 au	 ey	 a-e	 e-e
 i-e	 o-e	 u-e	Tricky words... oh Mrs people their called Mr looked asked could				

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Phase 5a Sound Mat

Alternative Spelling Choices

ai	igh	ee	oa	oo	or	f
ay	ie	ea	oe	ue	aw	ff
a-e	i-e	e-e	o-e	ew	au	ph
ow	ur	oi	w	u-e		u-e
ou	ir	oy	wh			u

Capital Letters

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

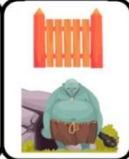
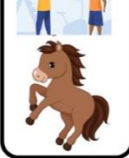
Tricky words...

oh Mrs people their called Mr
looked asked could

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Phase 5b Sound Mat

Alternative Pronunciations

i		o		c		g	
u		ow		ie		ea	
er		e		a		y	
ch		ey					

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Phase 5b Sound Mat

Alternative Pronunciations

i	igloo tiger	o	orange open	c	cat city	g	gate giant
u	umbrella unicorn	ow	cow snow	ie	tie chief	ea	beach bread
er	teacher fern	e	elephant me	a	ant baby swan	y	yawn fly gym pony
ch	chair school chef	ey	key grey				

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Phase 5c Sound Mat

Alternative Spellings

ch	t tch 	r	wr 	ear	ere 	ur	ear  or 
j	dge 	s	st 	air	ear  are  ere 	oo	could  u 
m	mb 	z	se 	ar	a  al 		
n	kn  gn 	u	some	or	ore  our 		

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Phase 5c Sound Mat

Alternative Spellings

ch	picture catch	r	wrap	ear	here	ur	learn worm
j	fudge	s	listen	air	there pear bare	oo	could push
m	lamb	z	please	ar	father half		
n	knit gnat	u	some	or	ball four caught		

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Handwriting Rhyme and Actions:

Phoneme	Letter formation Story	Action
r	RAIN falls down to the ground, splashes up and round.	Rain falling with fingers.
b	BIRD starts high, swoops down to the ground. Flies half way up and round to make a nest upon the ground.	Flapping arms like a bird.
n	NET goes down, up and over... down to the water and flick.	Scoop like a fishing net.
h	HAND raised high, then waves down, waves half way up and round until it hits the ground.	Put hand up like the stop sign.
m	MOUSE scurries down the slide, up and over, down the slide, up and over and down the slide.	Scurry fingers across the surface.
p	PANDA is tired and goes down to peep, comes back up and curls round to sleep.	Circle fingers around eyes like a panda.
k	Little KITTEN starts high and jumps to the ground, goes half way up and round, hurts his leg and gives it a lick.	Kitten hitting a ball of wool with their paw.

Phoneme	Letter formation Story	Action
c	CAT starts at the top, walk around and stop.	Cat whiskers.
a	ANT goes around like 'c' for cat, up like an acrobat... down to the ground and flick.	Ant crawling up the arm.
o	ORANGES go round like 'c' for cat, all the way round just like that.	Peel an orange.
d	DOG goes round like 'c' for cat, up like an acrobat, up to get a treat, then down to lick his feet.	Digging movements with hands like a dog.
g	GATE goes round like 'c' for cat, up like an acrobat, underneath the garden gate before it's too late.	Swing arm like a gate opening.
q	QUEEN likes cats, acrobats and slides that go down quick!	Put a crown on.
e	ELEPHANTS trunk goes out, over then down to the water.	Swing your arm like a trunk.

Phoneme	Letter formation Story	Action
l	Like a LEG start at the hip, straight down to a flick.	Tap your leg.
i	Sit down in an IGLOO , don't forget the dot.	Rub arms and shiver.
t	TAP starts at the top and drips, turn it off with a cross, quick.	Twist a tap on with hand.
u	UMBRELLA goes down, up down and shake.	Put up an umbrella.
j	A jar of JAM straight down, under it drips, curls around and lick.	Spread jam on hand using two fingers as a knife.
y	YAWN and smile, crawl under my bed and curl up for a while.	Yawn and stretch arms.
s	SUN starts high, then starts to fade, then lies down in the shade.	Make a circle with your hands in the air.

Phoneme	Letter formation Story	Action
v	My VOICE starts high, slides to low then goes back up to say hello.	Cup hands around mouth and say 'v' for voice.
w	The WATER slide goes down, up, down and up.	Pretend to hold a hose pipe with water coming out.
x (start with the left to right line)	Slant down to the ground... lift your pen... up in the air... cross back again.	Cross arms like an x.
z	ZIP forward... zip backwards, zip forwards again.	Pull zip up on coat.
f	FISH does a back flip, fall below the sea, jump out and leap.	Wiggle hand like a fish.

Phoneme	Letter formation Story	Action
b	BIRD starts high, swoops down to the ground. Fly half way up and round to make a nest of the ground.	Flapping arms like a bird.
d	DOG goes round like 'c' for cat, up like an acrobat, up to get a treat, then down to lick his feet.	Digging movements with hands like a dog.
k	Little KITTEN starts high and jumps to the ground, goes half way up and round, hurts his leg and gives it a lick.	Kitten hitting a ball of wool with their paw.
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f	FISH does a back flip, fall below the sea, jump out and leap.	Wiggle hand like a fish.

Link to handwriting rhymes:

<https://www.youtube.com/watch?v=yjuMV3MxBTY>

Phase 3 actions:

Grapheme	Action
Ch	Make hands look like a chair.
Sh	Make teeth with arms.
Th	Thumbs up.
Ng	Pretend to bow.
Ai	Two fingers on top of head like snail's eyes.
Ee	Make arms look like the trunk of a tree.
Igh	Open hands to make them look like something flashing.
Oa	Row, row, row your boat
Oo (long)	Hold hands in a circle shape
Oo (short)	Open a book
Ar	Drive a car
Or	Pretend to eat dinner
Ur	Give yourself a hug
Ow	Make cow ears with hands
Oi	Rub fingers together
Ear	Point to ear
Air	Point to hair
Ure	Pretend to hold stethoscope to chest
Er	Point to the teacher

Phase 5

Ay	Slide action
Ou	Triangle above head to make a roof
Ie	Adjusting tie with hand
Ea	Make sun with hand above head, flashing
Oy	Make a toy plane with fingers
Ir	Point to your shirt
Ue	Pretend to glue paper
Aw	Sawing action
Wh	Wheels on the bus action
Ph	Put hands together in swimming motion
Ew	Using a screw driver
Oe	Point to your toe
Au	Squeezing a bottle of sauce motion
Ey	Turning a key
A – e	Eating cake
e- e	Running action
I – e	Making a diamond with hands
o- e	taking your non-dominant forearm and holding it across your body. Then, take your dominant hand and wave it back and forth above your other forearm, as if conducting an orchestra.
U – e	Outlining the sides of a cube

In Year 1 or 2, depending on the cohort, the children will begin to learn cursive handwriting. They will have a discrete handwriting lesson daily and will follow this sequence of progression:

LOWER CASE LETTER ORDER

c, a, d, g, q

i, t, p, u, w, j

e, l, f, h

k, r, s

b, o, v

m, n, y, x, z

UPPER CASE LETTER ORDER

A, C, O, U, V, W, X, Y, Z, P, R, B, H, K,

N, M, I, J, E, L, I, J, Q

Lesson Plan Proforma:

Phonics Planning.
Monday Revisit and Review: Teach: Practise: Apply: Challenge:
Tuesday Revisit and Review: Teach: Practise: Apply: Challenge:
Wednesday Revisit and Review: Teach: Practise: Apply: Challenge:
Thursday Revisit and Review: Teach: Practise: Apply: Challenge:
Friday Revisit and Review: Teach: Practise: Apply: Challenge:

Reading Books Explained:

Each child will have two reading books to take home at a time. Each week, one book will be changed, while the other will remain in the child's reading folder for an additional week. When reading the new book at home, children will focus on applying their phonics skills to decode and blend the words. They should take their time to decode unfamiliar words and use their phonics knowledge to help them read independently. When reading the book they have already had for a week, children will re-read it to develop their fluency and comprehension. Re-reading a familiar book helps children to read more smoothly, with greater expression and confidence, while also allowing them to focus on understanding and discussing the story or text. In school, an adult will hear every child read at least once each week. This gives us an opportunity to monitor each child's progress, support their reading development and ensure that they are reading books appropriate to their current phonics and reading level.

All reading books in KS1 are banded and correspond to the sequence of progression detailed above. Each child has a reading record which is kept in school, here, strengths and next steps are identified. Before a child moves onto the next reading level, they must be assessed using the appropriate checklist, a checklist is available for each colour book band.

Children will take home books which are matched to their attainment as well as a picture book which they will choose from the library to support reading for pleasure.

Our reading books have been published by a range of publishers including Collin's Big Cat and Oxford Reading Tree to allow children to have a broad and varied range of texts and to promote a love of reading.

Children who are exceeding expectations for their year group will be invited to choose a library book to read for pleasure as well as a banded book.

Level	Focus	When?
Pink A	Phase 2	F2 - Autumn
Pink B	Phase 2	Autumn End of Autumn
Pink C	Phase 2 Phase 3 – individual letters.	Spring
Red A1	Phase 3	Spring
Red A2	Phase 3	Spring
Red B	Phase 3	Spring
Red C	Phase 3	Spring End of Spring
Yellow End of F2.	Phase 4	Summer End of Summer
Blue	Phase 4	Y1 – Autumn
Green	Phase 5a	Autumn End of Autumn Spring 1
Orange	Phase 5b	Spring 2 End of Spring
Orange End of Year 1	Phase 5c	Summer 1 and 2 End of Summer
Turquoise	The focus is on length of text, vocabulary and content. There are fewer images in these books.	Y2 – Autumn 1
Purple	The focus is on length of text, vocabulary and content. There are fewer images in these books.	Y2 – Autumn 2
Gold	The focus is on length of text, vocabulary and content. There are fewer images in these books.	Spring
White End of Year 2	The focus is on length of text, vocabulary and content. There are fewer images in these books.	Summer

Assessment and Early Years Foundation Stage / Key Stage 1 Catch Up.

Teachers assess all children using Phonics Tracker half termly.



Teachers use gap analysis to identify children who have not retained a grapheme. These children will then complete an intervention focused on specific gaps. E.g any of the children who haven't retained the 'ee' grapheme will be part of that intervention. The intervention will be in addition to the phonics lesson which they will take part in as part of a whole class and will follow the same lesson cycle as all other phonics lessons. This is part of our keep up not catchup approach.



The lowest 20% of the class will receive support during phonics lessons. An adult will also listen to them read several times a week.

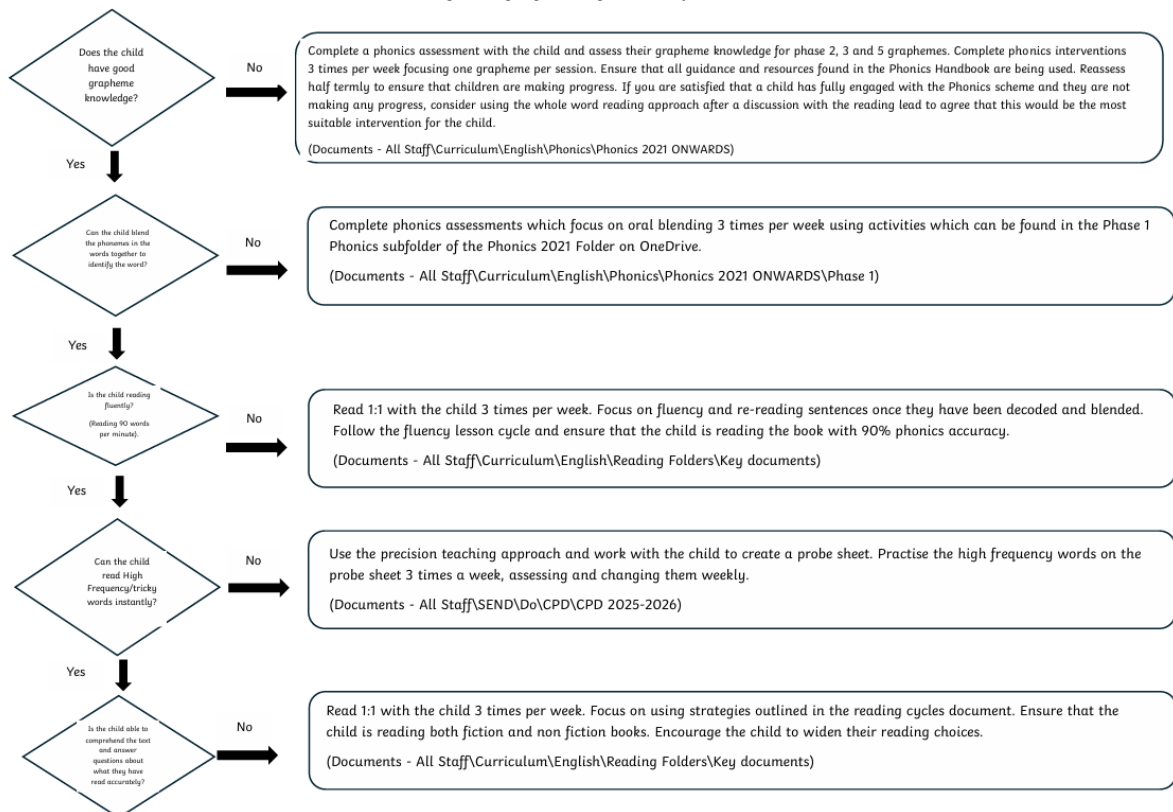


Impact will be measured half termly using Phonics Tracker.

KS2 Catch-up.

- Identify what the concern is – will phonics be the best support for the child?
 - Interventions which follow the same structure as a phonics lesson.
- Reading catchup – target phoneme revisit, read and blend –Short bursts/take turns, give children time to sound out, discuss vocab.

Abbey Gates Key Stage 2 Reading interventions flow chart.



Parental Engagement.

What?	How?	When?
Parent workshops.	Run workshops with parents to explain our approach to teaching phonics.	Dependent on year group.
Pronunciation of graphemes.	Sent via Tapestry / One Note.	Weekly.
Mystery reader.	Parents are invited to come into school to read a story to the class.	Weekly.
Reading record.	An adult will listen to each child read at least once a week and write a comment in each child's reading record.	Weekly.