

Overview	Aim: For children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.	
Phase 1 Foundation 1 On-going	<p><i>Activities within the seven aspects are designed to help children:</i></p> <ol style="list-style-type: none"> 1. <i>listen attentively;</i> 2. <i>enlarge their vocabulary;</i> 3. <i>speak confidently to adults and other children;</i> 4. <i>discriminate phonemes;</i> 5. <i>reproduce audibly the phonemes they hear, in order, all through the word;</i> 6. <i>use sound-talk to segment words into phonemes.</i> <p><i>The ways in which practitioners and teachers interact and talk with children are critical to developing children’s speaking and listening. This needs to be kept in mind throughout all phases</i></p>	<p>Aspect 4: Rhythm and rhyme</p> <ul style="list-style-type: none"> • Teach children a variety of different rhymes that are repeated again and again • Share books with children • Encourage children’s word play by inventing new rhymes with them • Remind children of rhymes they know when you join them in their play <p>Aspect 5: Alliteration</p> <ul style="list-style-type: none"> • When playing alongside children use alliteration e.g. sizzling sausages, chunky chips • Introduce tongue twisters to the children and have fun repeating them <p>Make sure the book corner contains books with lots of jingles and alliterative rhymes</p>
	<p>Aspect 1: General sound discrimination – environmental sounds</p> <ul style="list-style-type: none"> • Join children in their play to extend their talk and enrich their vocabulary • Explore with children the sounds different animals make, including imaginary ones such as dragons • Encourage children to use language for thinking by asking open questions such as ‘What does it feel like being in the tunnel?’ • Allow children to enjoy experimenting with the sounds that different objects can make • Make large movements with swirling ribbons to help develop physical skills necessary for writing 	<p>Aspect 6: Voice sounds</p> <ul style="list-style-type: none"> • When joining children in their play use your voice, e.g. when they are playing with the cars ‘vroom, vroom’ • When children are exploring in messy play talk to them using new vocabulary e.g. crunchy, smooth, frothy • When children act out familiar stories encourage them to use sound effects e.g. splashy sploshy • When playing in the water encourage children to make water sounds drip drop, bubble
	<p>Aspect 2: General sound discrimination – instrumental sounds</p> <ul style="list-style-type: none"> • Children use home-made shakers to explore and learn how sounds can be changed 	<p>Aspect 7: Oral blending and segmenting</p> <ul style="list-style-type: none"> • When children are playing commentate e.g. you are playing in the w w w water

	<ul style="list-style-type: none"> • Play with musical instruments outdoors so children can experiment with sounds that they can hear • Look out for children who can make up simple rhythms • Observe how well children listen to each other when they are experimenting with instruments 	<ul style="list-style-type: none"> • When giving familiar instructions sound talk to the last word e.g. 'Go and get your c-o-a-t • Leave your teaching activities out for the children to explore playing with them • Clap out sounds from simple CVC words e.g. s-i-t, c-a-t • Use your fingers when segmenting so children start to see how many sounds the word has.
	<p>Aspect 3: General sound discrimination – body percussion</p> <ul style="list-style-type: none"> • Use the outdoor area as much as possible to encourage children to explore different ways of making sounds with their bodies (stamping, clapping etc) • Talk with children as they paint and comment on the movements they are making • Observe how well the children march, stamp and splash (in water) to a beat <p>Observe children when they re-enact familiar stories</p>	
<p>Assessment By the end of Phase 1 children should:</p>	<p>Be developing their listening skills Comparing and matching sounds made in the environment or made by instruments (e.g. drum, triangle, bells) Singing songs and joining in with action rhymes Clapping a beat or rhythm back to an adult Clapping out the syllables of words Recognising when words start with the same sound (orally) Beginning to orally blend sounds together e.g. /m/a/t mat Beginning to orally segment sounds</p>	

<p>Phase 2</p> <p>Between 6-9 weeks</p>	<p>To be able to orally blend and segment VC (if, am, on, up and ‘silly’ words like ip, ug, oc)and CVC words (cat, dog, pin, net)</p>		
<p>Assessment By the end of Phase Two children should:</p>	<p>25 Single phonemes +ck</p> <p>Set 1: sat, tap, tap, pat</p> <p>Set 2: sit, nip, mat, dip</p> <p>Set 3: gap, on, can, kip, pack</p> <p>Set 4: hat, net, rip, bed</p> <p>Set 5: win, fit, leg, up</p> <p>Set 6: jet, vet, yet, zip, box</p>	<p>Common Exception Words</p> <p>the</p> <p>to</p> <p>go</p> <p>no</p> <p>l</p>	<p>Example Decodable Words</p> <p>in it on at if up</p> <p>big get can mum dad got put him had but cat dog vet hat got pen bed can man sun duck</p>
<ul style="list-style-type: none"> • Give the sound when shown any phase 2 grapheme • Find any phase 2 grapheme when shown them as a group (e.g. on a sound mat or on a display) • Orally blend CVC words • Orally segment CVC words • Blend and segment in order to be able to read, and spell (using magnetic letters) VC words such as; am, on, up • Be able to read the common exception words: the, to, go, no and l 	<p>Evidence: <i>(It is crucial that children have meaningful opportunities to practise, consolidate and extend their skills and knowledge in a range of contexts throughout the learning environment)</i></p> <p>Evidence will come from a variety of different places including:</p> <p>‘the revisit and review’ and ‘apply’ sections of the discrete phonics teaching</p> <p>Observations of children reading in the environment</p> <p>Guided reading</p> <p>Guided writing sessions</p> <p>Child initiated activities –these will really help to confirm any observations made in more adult led situations and tell you what the child is capable of independently.</p>		
<p>When observing a child reading ask:</p> <p><i>Is the child using his/her phonic knowledge and skills to identify the phonemes in words and beginning to blend them in order to read words</i></p> <p>When observing writing ask:</p> <p><i>Is the child using his/her phonic skills in his/her writing , for example, beginning to orally segment words and attempting to write , or use magnetic letters to form words, using the graphemes he/she knows</i></p> <p>In independent reading and writing, children should know most of the Phase 2 grapheme-phoneme correspondences most of the time.</p>			
<p>What about children who are unable to orally segment CVC words?</p> <p>Children who cannot ‘sound talk’ CVC words (e.g. cat /c//a//t/) need plenty of opportunities to practice oral blending and segmenting throughout the day. This is an essential skill to enable children to progress with their reading and writing.</p>			

<p>Overview Phase 3</p> <p>Between 12 and 16 weeks</p>	<p>Aims: To teach another 26 graphemes, most made up of 2 letters, so children can represent about 42 phonemes</p> <p>To continue to practise blending and segmenting CVC words</p> <p>To read and spell VCC (and end) and CCV (<u>star</u> <u>crow</u>) words</p> <p>To orally blend and segment CVCC words (<u>rocks</u> <u>chimp</u> <u>rains</u>), CVC words (cat <u>sh</u>ip <u>ch</u>op <u>pa</u>in) VC words (in at on) and CCVC words (sleep <u>tr</u>ain)</p> <p>To begin to apply knowledge of blending and segmenting to read and spell simple two-syllable words and captions</p> <p>To start to learn letter names</p> <p>To read (and begin to spell) some more common exception words</p>		
<p>3.1</p>	<p>Digraphs</p> <p>Set 7 buzz puff hiss full</p> <p>Set 8 chat shop</p> <p>Set 9 that thin</p> <p>Set 10 sing quit</p>	<p>Common Exception Words</p> <p>he</p> <p>me</p> <p>she</p> <p>we</p> <p>be</p>	<p>Example Decodable Words</p> <p>will that this then them</p> <p>with fizz stuff ring</p>
<p>3.2</p>	<p>Vowel digraphs and trigraphs</p> <p>11. rain feet night</p> <p>12. boat foot look</p> <p>13. farm for hurt</p> <p>14. cow coin dear</p> <p>15. fair sure</p> <p>16. corner</p>	<p>Common Exception Words</p> <p>they</p> <p>was</p> <p>my</p> <p>you</p> <p>all</p> <p>are</p> <p>her</p>	<p>Example Decodable Words</p> <p>pain chain feet keep light tight</p> <p>coat boot cook</p> <p>charm car fort fork burn burp</p> <p>now owl soil join fear year</p> <p>chair hair manure sure</p> <p>letter dinner</p>
<p>Assessment By the end of Phase Three children should:</p>	<ul style="list-style-type: none"> • Give the sound when shown all or most Phase 2 and Phase 3 graphemes • Find all or most Phase 2 and Phase 3 graphemes when given the sound (e.g. on a sound mat or on a display) • Blend CVC words consisting of Phase 2 and Phase 3 graphemes when reading words, captions or short sentences and read them aloud accurately • Read and understand simple sentences • Segment and make a phonetically plausible attempt at spelling CVC words using Phase 2 and Phase 3 graphemes which match their spoken sounds • Write simple sentences which can be read by themselves and others • Be able to read the common exception words: he me she we be they was my you all are her • Be able to spell: the I to no go <p>Evidence: <i>(It is crucial that children have meaningful opportunities to practise, consolidate and extend their skills and knowledge in a range of contexts throughout the learning environment)</i></p> <p>Evidence will come from a variety of different places including:</p> <p>‘the revisit and review’ and ‘apply’ sections of the discrete phonics teaching</p> <p>Observations of children reading in the environment</p> <p>Shared reading</p> <p>Shared writing</p> <p>Guided reading</p>		



	<p>Guided writing sessions Child initiated activities –these will really help to confirm any observations made in more adult led situations and tell you what the child is capable of independently.</p> <p>When observing a child reading ask: Is the child using his/her phonic knowledge and skills to identify the phonemes in a word and blending them in order to read single-syllable words consisting of Phase 2 and 3 graphemes.</p> <p>When observing writing ask: Is the child using his/her phonic knowledge and skills to segment single-syllable words and making phonemically plausible attempts at spelling using Phase 2 and 3 graphemes?</p> <p>In independent reading and writing, children should know most of the Phase 2 and 3 graphemes-phoneme correspondences most of the time.</p> <p>How many grapheme-phoneme correspondences do children need to know to be considered secure at Phase 3? Children should know one way of writing every sound they can hear in words and should be able to apply this knowledge in their child initiated writing.</p> <p>What about children who able to apply during the ‘revisit and review’ during the discrete phonic lesson but are unable to use Phase 2 and Phase 3 graphemes in their writing? Children who are unable to make phonemically plausible attempts at writing using taught graphemes are not yet secure at Phase 3. They need lots of writing opportunities, linked to their interests, to practise oral blending and segmenting so that they can hear every sound. Allowing them to change colours when starting a new word can help with children who don’t write all the sounds that they can hear in a word when writing a caption.</p>
By the end of Phase 3	<p>Children will have been taught 1 representation for each of the common sounds in English (excluding /zh/). To be secure at Phase 3 they must be starting to make phonemically plausible attempts at most of the words which they want to use in their writing, using their phonic knowledge.</p> <p>Many children will also be able to read two-syllable words and simple captions. The skills of blending and segmenting must be secure.</p>

<p>Overview Phase 4</p> <p>Between 4-7 weeks</p>	<p>Aims: To consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words</p> <p>To read and spell:</p> <ul style="list-style-type: none"> • CVC words (rain chop), • CVCC words (champ bench punch toast), • CCVC words (spark growl clean swing spoon), • CCVCC words (trench crust), • CCCVC words (spring strap) • CCCVCC words (scrunch streets). 																
<p>Assessment By the end of Phase 4 children should:</p>	<p>No new GPCs taught</p>	<p>Common Exception Words</p> <table border="1" data-bbox="763 411 1451 667"> <tr> <td>said</td> <td>there</td> </tr> <tr> <td>so</td> <td>little</td> </tr> <tr> <td>have</td> <td>one</td> </tr> <tr> <td>like</td> <td>do</td> </tr> <tr> <td>some</td> <td>when</td> </tr> <tr> <td>come</td> <td>out</td> </tr> <tr> <td>were</td> <td>what</td> </tr> </table>	said	there	so	little	have	one	like	do	some	when	come	out	were	what	<p>Example Decodable Words</p> <p>Went it’s from children just help lunchbox desktop shampoo handstand sandpit thundering bench roast swing spoon scrunch never morning plants green three</p>
said	there																
so	little																
have	one																
like	do																
some	when																
come	out																
were	what																
	<ul style="list-style-type: none"> • Give the sound when shown any phase 2 or 3 grapheme • Find any phase 2, or phase 2 grapheme when shown them as a group (e.g. on a sound mat, on a sound fan, on a display) • Blend and read words with adjacent consonants • Segment and spell words with adjacent consonants • Be able to read the common exception words: some, come, one, said, so, do were, when, have, there, out, like, little, what • Read and understand simple sentences • Be able to spell the common exception words: he, she, we, me, be, was, my, you, her, they, all, are • Write each letter, usually correctly • Write simple sentences which can be read by themselves and others • Know the names of the letters in the alphabet <p>Evidence: <i>(It is crucial that children have meaningful opportunities to practise, consolidate and extend their skills and knowledge in a range of contexts throughout the learning environment)</i></p> <p>Evidence will come from a variety of different places including: ‘the revisit and review’ and ‘apply’ sections of the discrete phonics teaching Observations of children reading in the environment Shared reading Shared writing Guided reading Guided writing sessions Child initiated activities –these will really help to confirm any observations made in more adult led situations and tell you what the child is capable of independently.</p>																

	<p>When observing a child reading ask: Is the child using his/her phonic knowledge and skills to identify the phonemes in a word and blending them in order to read single-syllable words consisting of Phase 2 and 3 graphemes and adjacent consonants.</p> <p>When observing writing ask: Is the child using his/her phonic knowledge and skills to segment single-syllable words, including adjacent consonants, and making phonemically plausible attempts at spelling using Phase 2 and 3 graphemes? Some spellings may be inaccurate at this stage, but the children’s letter knowledge along with their ability to segment should allow them to make a good attempt at writing many of the words they wish to use.</p> <p>In independent reading and writing, children should know and use correctly most of the Phase 2 and Phase 3 grapheme-phoneme correspondences most of the time and read and write phonemically plausible representations of words containing adjacent consonants.</p> <p>What about a child who can blend adjacent consonants for reading but can’t segment adjacent consonants at the end of words in their writing. Are they secure at Phase 4? Children who are unable to segment to spell words containing adjacent consonants at the beginning and end or words are not yet secure at Phase 4. These children need more practise of oral segmentation of adjacent consonants and how to represent them in writing.</p>
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<p>Overview Phase 5</p>	<p>Aims: To broaden children’s knowledge of graphemes and phonemes for use in reading and spelling To learn new graphemes and alternative pronunciations for these graphemes and graphemes that they already know</p>
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<p>Between 30 and 34 weeks</p>	<p>To become quicker at recognising graphemes of more than one letters in words and blending the phonemes they represent When spelling words to learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spelling of words</p>		
<p>5.1</p>	<p>Long Vowel Families and adding –ing –ed and –er to verbs</p> <p><u>Adding –s and -es</u> 17. sings cows (the suffix may be enunciated as /s/ or /z/) bushes, mixes, pinches (if the ending sounds like /Iz/-ch s sh x or z –es is added) 18. rained (/d/) helped (/t/) started (/i+/d/) hurting shouting buzzer kicker (only adding the suffix –ed and –ing to verbs when there is no change to the root word)</p> <p><u>Long Vowel Families</u> 19. rain day make 20. been she heat chief these 21. night pie kind bike 22. coin toy 23. coat go toe snow hope 24. moon music glue blew June 25. cow out 26. for paw launch more 27. turn girl her 28. chair bear care</p> <p>Revisit car and sure</p>	<p>Common Exception Words</p> <p>oh their people Mr Mrs looked called asked</p>	<p>Example Decodable Words</p> <p>Play may came made brushes pings boy first girl author saw paw time shine bone stone envelope computer mind find hold gold he me we she fair bare found window shouted jumped walked kicked reading singing kicker thinker</p> <p>Compound words</p> <p>Carpet bedroom rainbow beehive snowflake lifetime sunflower football passport playground</p>
<p>5.2</p>	<p>Alternative Consonants and suffixes -er and –est to adjectives</p> <p><u>Adding –er and –est</u> 29. higher lower tallest shortest</p> <p><u>New consonant phoneme</u> 30. measure treasure (/zh/)</p> <p><u>Alternative consonant pronunciation</u> 31. cat cell</p>	<p>Common Exception Words</p> <p>today are here there where</p>	<p>Example Decodable Words</p> <p>Highest lowest, taller, lower, brighter duller brightest dullest treasure dolphin magic white which when</p>

	<p>32. get gem (the letters c and g are frequently enunciated as /s/ and /j/ when followed by the letters e, l and y) <u>Alternative consonant spelling</u></p> <p>34. each catch (/ch/ is usually spelt tch if it comes straight after a single vowel sound letter Exceptions rich, which, much, such)</p> <p>35. went when</p> <p>36. fix stiff photo (the /f/ is not usually spelt as ph in short everyday words-fat fill fun)</p>		
5.3	<p>Alternative vowels, -ve, prefixes and contractions <u>Prefix un-</u></p> <p>37. unsafe undo untie unkind <u>Alternative vowel pronunciation</u></p> <p>38. cow crow</p> <p>39. yes by very</p> <p>40. fin find hot cold</p> <p>41. tie field her order</p> <p>42. out shoulder could you</p> <p>43. at was bead dead <u>Using ve</u></p> <p>44. have save gave give (words in English hardly ever end in v so if a words ends in /v/ the letter e usually needs to be added after the v) <u>Contractions</u></p> <p>45. I'm I'll, we'll don't can't (children should know that the apostrophe represents omitted letters)</p>	<p>love ask friend school house</p>	<p>Unsafe unkind throw flow yet my by try fly happy merry fold folder flounder would should bread thread save pave only bacon lady don't can't I'll</p>
<p>Assessment By the end of Five children should:</p>	<ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught • For any given sound, write the common graphemes • Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read and spell phonically decodable two-syllable and three- syllable words. • Read automatically common exception words • Accurately spell most common exception words, including the days of the week • Name all the letters of the alphabet • Know the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • Read words with contractions and know that the apostrophe represents any omitted letters • Read words of more than one syllable that contain taught GPCs 		



- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Write from memory sentences dictated by the teacher that include words using the GPCs and the common exception words taught so far.

Evidence: *(It is crucial that children have meaningful opportunities to practise, consolidate and extend their skills and knowledge in a range of contexts throughout the learning environment)*

Evidence will come from a variety of different places including:

‘the revisit and review’ and ‘apply’ sections of the discrete phonics teaching

Observations of children reading in the environment

Shared reading

Shared writing

Guided reading

Guided writing sessions

Child initiated activities –these will really help to confirm any observations made in more adult led situations and tell you what the child is capable of independently.

Independent writing assessments (cold tasks-completed at the start of a unit of work and hot tasks-completed at the end when children have been taught and had a chance to plan their writing)

When observing a child reading ask:

Is the child applying his/her phonic knowledge, including knowledge of alternative pronunciations, as the prime approach to reading unfamiliar words, including those that are not completely decodable?

When observing writing ask:

Is the child applying his/her phonic knowledge and skills in writing unfamiliar words, including those that are not fully decodable and is he/she beginning to consider correct spelling choices?

Some spellings may be inaccurate at this stage, but children’s knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words which they wish to use.

What graphemes do children need to be able to read to be secure at Phase 5?

Children should be able to give the sound for the graphemes they have learnt and also any alternative pronunciations where appropriate.

How many graphemes do children need to know for each phoneme?

Children should have been introduced to all common alternative spellings for each phoneme by the end of Phase 5. They should be able to write the common graphemes (though not necessarily all the rare alternatives) in independent writing and should be able to offer a common alternative, based on their growing knowledge of spelling choices, when prompted by an adult.

Do children have to spell correctly to be secure at Phase 5?

Children’s spelling should be phonemically plausible by the end of Phase 5, for example ‘a noyzy trane at the stayshun’ for ‘a noisy train at the station’. Some unconventional spellings are to be expected while children are learning the correct spellings for an ever-increasing number of common words.

Overview Phase 6 Between 30 -34 weeks	Aim: For children to become fluent readers and spellers To be able to add the suffixes -ed,- ing, -er, -est, -y, -en, -ful, -ly, -ment, -ness to words where changes to the root word are needed <i>(By the beginning of Phase 6 children should know most of the common grapheme-phoneme correspondences . They should be able to read hundreds of words, doing this in three ways: 1) reading the words automatically if they are very familiar 2) decoding them quickly and silently because their sounding and blending is routine and is now well established 3) decoding them aloud)</i>
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6.1	<p><u>New Spelling Patterns (also a chance to revise previously taught GPCs)</u></p> <p>46. badge age gem (The letter j is never used for the /dʒ/ sound at the end of English words and is sometimes spelt as g elsewhere in words before e, i and y)</p> <p>47. race (The /s/ sound spelt c before e, i and y)</p> <p>48. knock, gnat</p> <p>49. write</p> <p>50. table (the most common spelling for this sound at the end of words) camel (the –el spelling is using after m, n, r,s,v,w and more often than not after s)</p> <p>51. metal (not many nouns end in –al but many adjectives do)</p> <p>52. pencil (not many words that end in il)</p> <p>53. cry (this is the most common spelling for the /aɪ/ sound at the end of words)</p> <p>54. ball (The /ɔ:/ sound ('or') is usually spelt as a before l and ll)</p> <p>55. other (The /ʌ/ sound spelt o)</p> <p>56. want quantity (a is the most common spelling for the /ɒ/ ('hot') sound after w and qu)</p> <p>57. work (The sound spelt or after w /ɜ:/)</p> <p>58. war (The sound spelt ar after w /ɔ:/)</p> <p>59. station</p>	<p>Common Exception Words</p> <p>door poor because find kind behind wild climb most only both old every everybody many clothes whole sugar could would should people water great steak break Christmas parents</p>	<p>Example Decodable Words</p> <p>Edge bridge fudge age huge change village giant energy giraffe ice cell city know knee gnaw wrote wrong wrap apple bottle little tunnel squirrel pedal animal nostril dry, July call talk always mother brother donkey monkey watch wander worm word towards</p>
6.2	<p><u>Adding suffixes</u></p> <p>60. flies (y is changed to an l before –es is added) adding –ed, -ing, -er, and –est to a root words ending in –y (the y is changed to an i but not before –ing except skiing and taxiing)</p>	<p>Common Exception Words (to the spelling rules)</p> <p>mixing mixed boxer</p>	<p>Example Decodable Words</p> <p>Flies babies tries hiking taking hoped liked waved ruder rudest patting humming dropping dropped sadder saddest runner runny enjoyment sadness careful playful</p>



	<p>61. adding –ed, -ing, -er, –est and –y to words ending in –e with a consonant before it (the –e is dropped before adding the a suffix starting with a vowel-exception being)</p> <p>62. adding –ed, -ing, -er, –est and –y to words of 1 syllable ending in a single consonant letter after a single vowel letter (the last of the root word is doubled-exception x)</p> <p>63. adding the suffixes –ment, -ness, -ful, -less and –ly (if a suffix starts with a consonant letter, it is added straight to most root words without any change to the last letter of those words-exceptions argument and root words ending in y if the root word has more than one syllable)</p> <p><u>Contractions</u></p> <p>64. can't don't didn't hasn't couldn't it's I'll</p> <p><u>Possessive Apostrophe</u></p> <p>65. the man's (singular nouns)</p> <p><u>Homophones and near-homophones</u></p> <p>66. A homophone is a word that sounds like another word, but has a different spelling and meaning e.g. here/hear</p>	<p>sixes being argument</p>	<p>merriment happiness don't wouldn't shouldn't</p>
<p>Assessment By the end of Six children should:</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes that have been taught so far • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation • Re-read books to build up fluency and confidence in word reading • Segment spoken sounds into phonemes and represent these by graphemes, spelling many correctly • Be able to spell more common exception words • Be able to spell words with contracted forms • Add suffixes to spell longer words • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		

Evidence: *(It is crucial that children have meaningful opportunities to practise, consolidate and extend their skills and knowledge in a range of contexts throughout different subjects, this will enable you to collect a broad range of evidence to support your judgements)*

Evidence will come from a variety of different places including:

'the revisit and review' and 'apply' sections of the discrete phonics teaching

Observations of children reading in the environment

Shared reading

Shared writing

Guided reading

Guided writing sessions

Independent writing assessment (cold tasks-completed at the start of a unit of work and hot tasks-completed at the end when children have been taught and had a chance to plan their writing)

When observing a child reading ask:

Is the child accurately reading most words of two or more syllables? Can they read most words containing common suffixes and read most common exception words? When reading age-appropriate books is the child reading words accurately and fluently with over sounding and blending and are they able to sound out most unfamiliar words accurately and without undue hesitation.

When observing writing ask:

Is the child segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly? Are they spelling many common exception words and some words with contracted forms correctly? Can they add suffixes (e.g. ment, ness, ful, less, ly) to spell some words correctly in their writing?

Spelling should become increasingly accurate and children's knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words which they wish to use.

Do children have to spell correctly to be secure at Phase 6?

Children's spelling should be mostly accurate and start taking into account the spellings rules which they are learning. Some unconventional spellings are to be expected for words which don't follow the normal spelling rules or that the children use infrequently. It is common for children to be able to read words that they are not yet able to spell.

