

# Queensmill School & Kensington Queensmill Scheme of Work and Progression.

<b>Subject:</b> Phonics	<b>Year Group/Key Stage:</b> Key Stage 1 – 4
<b>Unit to be studied:</b>  Reading – word reading (Year 1 & 2 programmes of study)	<b>National Curriculum links/strands:</b>  <u><b>Reading</b></u>  The programmes of study for reading at key stages 1 and 2 consist of two dimensions: <ul style="list-style-type: none"> <li>• Word reading</li> <li>• Comprehension (both listening and reading)</li> </ul> <p>It is essential that teaching focuses on developing students' competence in both dimensions; different kinds of teaching are needed for each.</p> <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (e.g., unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through students' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All students must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases students' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds students' imagination and opens up a treasure trove of wonder and joy for curious young minds.</p> <p>It is essential that, by the end of their primary education, all students are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p> <p><u><b>Year 1 programme of study: Reading – word reading (non-statutory)</b></u></p> <p>Students should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 programme of study for word reading.</p>

	<p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that students are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practise at reading such words by sounding and blending can provide opportunities not only for students to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop students' vocabulary.</p> <p>Students should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Students' reading and re-reading of books that are closely matched to their developing phonics knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when students come to read longer books.</p> <p><b><u>Year 2 programme of study: Reading – word reading (non-statutory)</u></b></p> <p>Students should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as students can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 programme of study for word reading.</p> <p>When students are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Students should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Students who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonics knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that students can read independently will expand rapidly. Students should have opportunities to exercise choice in selecting books and be taught how to do so.</p>
<p><b>Driving questions/General objectives:</b></p> <p>I can make the correct sound for the letter(s) that I am shown.  I can pair 3 sounds to their letters.  I can pair 5 sounds to their letters.  I can match sounds to pictures.</p>	<p><b>Links with other schemes of work:</b></p> <p>My Learning:</p> <ul style="list-style-type: none"> <li>- English – Spoken language, Writing – transcription, Writing – composition, Writing – vocabulary, grammar and punctuation</li> </ul>

<p> I can decode sounds in CVC words.  I can decode and blend in order to read CVC words.  I can match CVC words to their pictures.  I can read an increasing range of CVC words.  I can write / spell some CVC words.  I can use phonic knowledge to attempt to read a greater variety of CVC words.  I can use phonic knowledge to attempt to write / spell a greater variety of CVC words.  I can read short sentences containing the CVC words that I know.  I can match pictures to short sentences containing the CVC words that I know.  I can copy short sentences containing the CVC words that I know.  I can write short sentences containing the CVC words that I know.  I can make the correct sound when I am shown a digraph.  I can make the correct sound when I am shown a trigraph.  I can read some CVCC words.  I can read some CVCC words in simple sentences.  I can write / spell some CVCC words.  I can read some common exception words.  I can read common exception words in simple sentences.  I can write / spell some common exception words.  I can read familiar words.  I can write / spell familiar words.  I can orally segment words.  I can orally segment words in order to read / write / spell.  I can attempt to read on my own applying my phonics knowledge.  I can attempt spellings on my own using my phonics knowledge.  I can read a variety of CVC and CVCC words using the phonemes that I have been taught.  I can write / spell a variety of CVC and CVCC words using the phonemes that I have been taught.  I can pair letters to sounds for all of the phonemes.  I can read fluently decodable words using the phonemes that I have been taught.  I can read, write and spell unfamiliar words using the phonemes that I have been taught. </p>	<ul style="list-style-type: none"> <li>- PSHEC</li> <li>- Music</li> <li>- Science</li> <li>- Topic</li> </ul> <p>My Autism:</p> <ul style="list-style-type: none"> <li>- SCERTS – Social Communication</li> <li>- SCERTS – Emotion Regulation</li> </ul>
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### Links to SCERTS (Social/Mutual Regulation)

- Ensure that activities are motivating and tied to meaningful endpoints for the students with clear progression.
- Apply the use of schedules to support the student's in managing expectations.
- Ensure visual supports are available such as emotion key rings or emotion helper cards to facilitate emotional identification and appropriate coping strategies.
- Present visual supports such as object choice boards, picture communication symbols and written word retrieval supports to facilitate social communication skills.
- Provide opportunities in the classroom for various social groupings depending upon the needs of a student, to ensure a balance of independent work and opportunities for interaction with peers.
- Ensure teaching and learning is taking place in a calm, low arousal environment in which there are quiet physical spaces for a student to "cool off," retreat or regroup.
- Ensure children have access to the necessary sensory equipment prescribed in their personalised sensory diets for a student to alert or re-energize between sedentary tasks.
- Make available fine motor materials for students during or between tasks.
- Relate activities and resources where possible to each student's special interests to maximise motivation and engagement.
- Use age appropriate resources and provide the students with a wide range of experiences throughout their time in education.
- Use a multi-sensory approach to teach key concepts both inside and outside the classroom.
- Personalise the learning using smart targets to ensure each small meaningful step is addressed.
- Consolidate concepts in a range of settings/contexts.
- Link key learning objectives to functional life skills.

SCERTS stage and Focus	Learning Outcomes and Progression linked to 'I Can' Statements	Suggested Teaching and Learning Activities
<b><u>Social Partner Stage</u></b>  <b>The focus at this stage is on an early, sensory-based exploration of sound with possible introduction of the first few phonemes.</b>	I can show an awareness of sound I can momentarily be frozen by a new sound I can encounter pictures I can encounter puppets I can participate in action rhymes I can respond to human voice I can respond to music with heavy beat I can respond to music with quiet rhythm I can take part in action rhymes and demonstrate awareness	<b><u>Letters and Sounds, DfE, 2006</u></b> <b><u>Sound awareness and discrimination exploration:</u></b> <ul style="list-style-type: none"><li>- Listen to the sounds and communications made by students and seek to reinforce them as much as possible (e.g., through imitation and Intensive Interaction with use of mirrors, actions and props etc)</li><li>- Always model good listening and provide good models of spoken English (e.g., speaking confidently and clearly, pronouncing correctly)</li><li>- Share sound books and play with noisy toys (e.g., mechanical pop-up toys)</li><li>- Circle time singing, music, drama and assemblies</li></ul>

<p><i>Teachers support students to develop awareness of sound on a daily basis through an assortment of speaking and listening activities (e.g., circle time singing, big book, drama, SALT, TAC PAC, exploration of instruments in music etc). In cases where children arrive at Queensmill with limited functional communication skills, we value the sounds that the children are able to make, independent and irrespective of their phonics programmes, through Intensive Interaction, with adults imitating the sounds that are meaningful for students.</i></p> <p><i>Varied and ongoing work on sound awareness and sound discrimination forms the basis for an early understanding of sound and its significance. Once students have had ample opportunity to explore sound in lots of different ways and in different contexts, the first speed sound is introduced (m). This sound is introduced in a 'sound of the week'</i></p>	<p>I can want to continue an enjoyable experience</p> <p>I can respond to a variety of sounds</p> <p>I can vocalise</p> <p>I can vocalise to my self</p> <p>I can vocalise to others</p> <p>I can look for sound</p> <p>I can attend to physical sensory input related to story or rhyme</p> <p>I can attend to audio sensory input related to story or rhyme</p> <p>I can attend to visual sensory input related to story or rhyme</p> <p>I can attend to everyday sounds</p> <p>I can imitate sound (e.g., a raspberry)</p> <p>I can repeat sound when repeated by an adult</p> <p>I can make a range of sounds</p> <p>I can begin to be more independent when taking part in action activities</p> <p>I can request repeat of action activity</p> <p>I can show pleasure in joint activity</p> <p>I can string two sounds together</p> <p>I can make sounds and babbles at different volumes.</p> <p>I can imitate gesture</p> <p>I can respond to gesture</p> <p>I can recognise own name when spoken</p> <p>I can remember simple actions or sounds to a familiar poem</p> <p>I can look at pictures and point to objects</p> <p>I can turn pages when sharing a book</p> <p>I can pause to look at pictures in a book</p> <p>I can hand book to staff to read or share</p> <p>I can imitate sounds (e.g., animal, car)</p>	<ul style="list-style-type: none"> <li>- TAC PAC sessions incorporating use of music</li> <li>- Use of special interests (e.g., car engines, dinosaur roars, theme songs)</li> <li>- Activities focussed on specific sounds (e.g., animal sounds matching)</li> </ul> <p><i>The ideas below have been adapted from Letters and Sounds, Primary National Strategy, DfE (2003). It is recommended that all students have ample opportunity to develop sound awareness before beginning a more structured phonics programme where phonemes are introduced.</i></p> <ol style="list-style-type: none"> <li>1. <b><u>General sound discrimination - Environmental sounds</u></b> <ul style="list-style-type: none"> <li>- <b><u>Sound walk:</u></b> Develop listening skills and awareness of sounds in the environment by going on sound walks (indoors or outdoors). Students could make listening ears headbands in advance and wear these. Take recordings of sounds and use these in later matching activities. Teachers may anticipate sounds that can be heard (e.g., on a walk to the park) and may bring visuals to support (e.g., pictures of dogs, cars, people etc).</li> <li>- <b><u>Listen for a moment:</u></b> Use a sand-timer to listen for a moment and talk about the sounds (e.g., "I can hear a ...").</li> <li>- <b><u>Drum outdoors:</u></b> Give each student a drumstick and go outside to explore the sounds that can be made when using the drumstick on different surfaces/objects. Play one at a time and then altogether.</li> <li>- <b><u>Box of sounds:</u></b> Show the students four objects that make clear sounds (e.g., squeaky toy, bag of crisps, keys etc). Demonstrate the sound that each makes and then hide them in a box. Students take turns picking up an object and hearing its sound again, and then identify the object on a picture mat before taking out the object and revealing if s/he was right.</li> <li>- <b><u>Musical Chairs / Musical Statues:</u></b> Play musical chairs and support students to understand what they should do when the music in their environment stops playing.</li> </ul> </li> <li>2. <b><u>General sound discrimination - Instrumental sounds</u></b> <ul style="list-style-type: none"> <li>- <b><u>Sound shakers:</u></b> Make sound shakers using plastic bottles, rice, beans, glitter and other visually and auditory interesting materials. Make a variety of shakers (e.g., each containing different kinds of items) and explore what sounds can be made by which. What do the bean shakers sound like compared to the rice shakers? Which materials make the softest sounds? Reinforce with use of symbols.</li> <li>- <b><u>Which instrument?</u></b> An adult plays instruments one at a time and students listen. The adult then hides an instrument (e.g., under an opaque blanket), plays it again and students pick out the visual (photo card) showing the instrument whose sound they heard.</li> <li>- <b><u>Matching sound maker:</u></b> Put pairs of instruments in the middle of the circle. The first student chooses an instrument to play and the next student must find the same instrument and play it too. Repeat until all students have had the chance to choose an instrument and to match/play along.</li> </ul> </li> </ol>
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<p><i>lesson, where teachers model the sound and students are encouraged to imitate. Teachers may wish to link the 'sound of the week' to curriculum learning in other areas (e.g., topic, science) in order to provide a broader context. Later, the next speed sound (a) might be introduced to the student and so forth (m, a, s, t, d).</i></p> <p><i>Students practise and consolidate the first five sounds, where appropriate. Students are praised for their ability to make the sound or sound approximate.</i></p>	<p>I can string together sounds I can join in rhymes or jingles with babble and few recognisable words/signs I can join in songs with babble and few recognisable words/signs I can respond to music by vocalising I can show I have a vocabulary of 5 words/signs/symbols I can show I have a vocabulary of 10 words/signs/symbols I can repeat specific repetitive lines I can join in repetitive verse (sound pattern) I can make noises in response to a picture (e.g., car, cat) I can willingly share a book with an adult I can show pleasure when sharing a book</p>	<ul style="list-style-type: none"> <li>- <u>Loud or quiet</u>: Students follow symbols to play instruments either loudly or quietly. Let students take it in turns to instruct the group.</li> <li>- <u>Instrument hunt</u>: Hide instruments in the classroom. Students to tick off instruments as they find them on their instrument hunt worksheet. Once all instruments have been found put them into the middle of the circle and each student chooses one. Play together and listen carefully to the variety of sounds that can be made.</li> </ul> <p><b>3. <u>General sound discrimination - Body percussion</u></b></p> <ul style="list-style-type: none"> <li>- <u>Action songs</u>: Support students to listen and respond to a variety of action songs (e.g., involving clapping, knee pats, stamping feet and other such actions) (e.g., BINGO song, Wind the bobbin' up, Heads shoulders knees and toes etc). Teach how to gesture or sign-along to favourite songs.</li> <li>- <u>Animal walks</u>: Encourage students to move their bodies in different ways to imitate animals (Google search: animal walks for sensory input). Make animal sounds as you move.</li> <li>- <u>Copy the sound sequence</u>: Investigate how patterns can be made and copied (e.g., clap, clap, jump; stomp, clap, stomp, clap etc).</li> <li>- <u>Pass the sound</u>: Adult uses their body to make a sound and 'passes' to the student on their right. The student copies and 'passes' to the next student and so forth. Take turns making and passing sounds until everyone has had a go (e.g., clicking with mouth, finger-clicking etc).</li> <li>- <u>The Pied Piper</u>: Adult selects an instrument to play and students follow the Pied Piper around the space, investigating how to move their bodies in different ways in response to the differing sounds. Take turns with students being the Pied Piper.</li> </ul> <p><b>4. <u>Rhythm and rhyme</u></b></p> <ul style="list-style-type: none"> <li>- <u>Big books and poems</u>: Introduce rhyme through big books and poems and read with expression and intonation to emphasise rhythm and rhyme. Use story sack props and objects to make the enactment multi-sensory, enjoyable and meaningful.</li> <li>- <u>Rhyming songs</u>: Explore rhyming songs and act these out (e.g., Row row row your boat, Here we go round the mulberry bush, Incy Wincy spider, Hickory dickory dock etc). Singing Hands videos on YouTube have lots of examples with Makaton signing. When students become familiar with the rhymes, stop before you finish the song and let students fill in the missing word (e.g., "Hickory dickory dock, the mouse ran up the..."). Students could find the missing picture (e.g., picture of clock).</li> <li>- <u>Silly soup</u>: Sing the Silly Soup song (search online for this) and students to add rhyming objects into the soup pot as the adult sings (e.g., hat, cat, rat etc or fox, socks, box etc) (can vary with a different song and hide objects in a feely bag or box instead).</li> <li>- <u>Rhyming pairs</u>: Print pictures of things that rhyme (e.g., car/star, man/van etc). Play a memory game in which all cards are turned face down and students are supported to find and make rhyming pairs with adults using their voice to emphasise (e.g., "car goes with... star!").</li> </ul>
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		<p><b>5. <u>Alliteration</u></b></p> <ul style="list-style-type: none"> <li>- <u>Big books and poems</u>: Share big books and poems that include alliteration (e.g., Many Marvellous Monsters, Seven Smelly Socks etc).</li> <li>- <u>Role play</u>: Introduce alliteration through role play (e.g., “sizzling sausages” in the kitchen area or “terrifying tiger” if role playing about jungle animals etc).</li> <li>- <u>I went to the shops</u>: Students and teachers sit in a circle and take turns saying what they went to the shops to buy (i.e., an item beginning with the first letter of their name). Have picture cards in the middle so students can be supported to find something that begins with their initial. For example, Meston went to the shops and she bought a... melon. Have a picture of Meston and another of a melon to support matching.</li> <li>- <u>Tongue twisters</u>: Model tongue twisters in play-based contexts (e.g., ‘She sells sea shells on the seashore’ if playing with water, ‘Red lorry yellow lorry’ if playing with transport figures).</li> <li>- <u>Digging for treasure</u>: Hide, in a sand tray, lots of objects beginning with the same letter (e.g., cup, cow, car). Can students find other objects that could also be a part of the same tray (e.g., cat)? Make up a few different trays with a similar focus (e.g., tiger, train, truck etc). Use sensory materials beginning with the same letter (e.g., cornflour for cup, cow, car). What can be found in the classroom or outdoor environment that could be added to the trays?</li> <li>- <u>Animal groups</u>: Devise an activity where the objective is to group animals that begin with the same letter (e.g., bat, bear, bird etc).</li> <li>- <u>Musical corners</u>: Make four groups of objects; each group has objects that begin with the same sound. Put each group on four different chairs dotted around the classroom. Keep back one object from each of the four sets and put these into a bag. Play music and when the music is paused, teacher chooses one object from the bag (e.g., dog). Students must run to the chair that has the other matching items (e.g., drum, dinosaur etc).</li> </ul> <p><b>6. <u>Voice sounds</u></b></p> <ul style="list-style-type: none"> <li>- <u>Voice sounds at play</u>: Encourage students to make sounds when playing (e.g., “wee” down the slide, “drip” and “splosh” when playing with water).</li> <li>- <u>Mouth movements</u>: Explore with students the different ways that they can move their mouths in front of a mirror and use props (e.g., whistles, things to blow into).</li> <li>- <u>Voice the sound</u>: Make picture cards showing different scenarios and then act out the voices that accompany those scenes (e.g. surprised person – “oooh”, a ball – “boing boing”, keep quiet “shhh!” etc).</li> <li>- <u>Voice the animal sound</u>: Make picture cards showing different animals and then act out the sounds that the animals make (e.g., cow – “moo”, snake – “hiss”, dog – “woof” etc). Make animal masks and act the sounds.</li> <li>- <u>Chain games</u>: Teacher makes a voice sound (e.g., “aaaaaa”) and passes to the student on the right. Student is supported to make the sound and pass to the next person.</li> </ul>
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		<p>When the chain gets broken (a different sound is made), start again passing around a new sound.</p> <ul style="list-style-type: none"> <li>- <u>Voices and switches</u>: Use switches to record the sounds that the students make. Then play these back and find the photo of the student that matches the sound.</li> <li>- <u>Megaphones and microphones</u>: Explore the sounds that can be made using megaphones and microphones as props. Investigate quiet/loud sounds, long/short sounds. Students to request which they want using PECS.</li> <li>- <u>Stories and voice sounds</u>: Act out stories with voice sounds (We're going on a bear hunt is a fantastic example). Use sensory materials and role play people to act out the scenes (e.g., squelching through the mud).</li> </ul> <p><b>7. <u>Oral blending and segmenting</u></b></p> <ul style="list-style-type: none"> <li>- <u>Adult modelling</u>: Before introducing students to the first group of Speed Sounds in Set 1, make sure that students have ample opportunity to hear oral segmenting in daily teaching to get them used to the idea of this (e.g., when getting ready for maths say "it's time for m-a-th-s, maths"). There are lots of other ways that students can be introduced to oral blending too:</li> <li>- <u>Puppet time</u>: Teachers and students interact with a puppet who can only speak in a segmented way. Students and teachers ask questions such as "what is your favourite food/toy?" etc and the puppet (teacher) answers in a segmented fashion (i.e., p-ea-ch/b-oo-k), encouraging others to blend (i.e., "peach"/"book").</li> <li>- <u>Cross the river</u>: Give students an object or toy and make sure that they know the name of it (e.g., cup, dog, peg, man etc). The puppet (as above) talks to the teacher and the teacher declares "Fred says you can cross the river if you have a c-u-p". Students are supported to orally blend (supporting adult models) and the student crosses the river if they have that object/toy (the cup). The river can be chalked onto the playground floor, or role play river-scene with objects, real water and pebbles to step on, in a tray, in the classroom.</li> </ul> <p><i>(See: Letters and Sounds, Primary National Strategy, DfE, 2003, for more detailed guidance on teaching and learning activities for developing sound awareness and discrimination, or devise your own activities under the headings above. Ensure that students have experienced a wealth of listening activities before progressing to set 1 Speed Sounds, as outlined below by Read Write Inc. As Read Write Inc is primarily designed for verbal mainstream learners, guidance for suggested teaching and learning (below) has been adapted with Social Partner learners in mind.</i></p> <p><b><u>Read, Write, Inc (Ruth Miskin, 2007)</u></b>  <b><u>Speed Sounds Set 1:</u></b></p>
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		<p><b>Group 1: m, a, s, d, t</b></p> <p><b>1. <u>m</u></b></p> <ul style="list-style-type: none"> <li>- <b>Say m:</b> Model how to sing and stretch /mmm/ pressing lips together hard and trying to catch the student's eye contact. Show flash-card for /m/ so the student can begin to associate phoneme (sound) with the grapheme (letter representation) but do <u>not</u> name the letter as the focus here is on teaching the sound. Hold up picture cards, one at a time, of things that begin with the sound /m/ (e.g., mouse, mountain, mirror, moon etc). It might be a good idea to limit the number of picture cards in use, so students are not visually overwhelmed (e.g., 3 maximum). Picture cards could relate to the student's current topic (e.g., animals topic: mouse, monkey, moose etc). Use objects of reference where these can be sourced. Make the sound as you hold up each picture card/object (e.g., "mmmouse"). Mix up pictures/objects and repeat. Encourage the student to make the sound /m/ and use mirrors where possible so that the student can see the sounds that s/he is able to make. Praise the student for his/her effort in imitating the sound.</li> <li>- <b>Read m:</b> Look at the flash-card showing Maisie and the mountains. Teachers may wish to use enlarged flash-cards to support students to see clearly (e.g., A3 size). Run your finger down Maisie and then over the two mountains, saying "mmm". Say "mountain" as you touch the end of the second mountain. Write /m/ on a board beside Maisie and the mountains, making it the same size as on the enlarged flash-card. Repeat and encourage the student to say (to read) the sound /m/. Support early reading using the picture cards and/or objects of reference, as above. Objects could be hidden inside a bag and the student could be encouraged to pull them out, or hide objects in trays of sensory materials for the student to find (e.g., rice, sand, foam, glitter etc). See if the student can match the objects to pictures, or match pairs of pictures. Again, emphasise the sound (e.g., "well done – you found a mmmouse!").</li> <li>- <b>Write m:</b> Run your finger down Maisie and over the two mountains, on the enlarged flash-card, showing clearly how to write the letter associated with the sound. Say mmm as you do this. Support the student with hand-over-hand guidance to finger-trace the letter on the flash-card so that they can also feel the shape of the letter. Practise writing the sound in the air (finger-writing) and again support the student hand-over-hand to do the same. Trace the letter m in sensory materials (e.g., shaving foam, sand etc). Trace the letter m on enlarged handwriting practise sheets. Paint the letter m. Rainbow writing (various coloured pencils bundled with elastic band around them and used as one big pencil to write with). Dab the letter m. Stamp with the letter m. Explore how to write/print the letter m in as many fun and interesting ways as possible. Again, model how to say the sound all the time and encourage the student to say the sound too. Continue to show the flash-card of Maisie and the mountains and ensure that students engage in correct letter formation, as much as possible (i.e., "<b>down Maisie and over the mountain, over the mountain</b>"). Handwriting does not have to be tidy; the most important thing is exposure to the sound and how to form the corresponding letter.</li> </ul>
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- Fred Talk (oral) / Application: Read Write Inc suggests that the last part of the lesson should include application of the sound using Fred Talk. The teacher orally segments five CVC words that use the sound m (m-a-n, m-u-m, m-a-d, m-u-d, j-a-m) and students are encouraged to also sound these out and then to blend in order to hear the word (e.g., “m-a-n, man”). It is anticipated that this would be difficult for Social Partner learners who have emergent verbal language, and so this part of the lesson could be changed to an activity that is more appropriate and meaningful for the learner (e.g., make a mouse or monkey mask, collage of the letter m featuring things that begin with m, basic picture matching worksheet, stamping m on all the things that begin with m, make a papier mache mountain whole class project, colouring in etc). Emphasise the sound /m/ throughout and encourage, but do not expect, imitation. Teachers may wish to work with students to make their own personalised phonics books; if so, help students to make a page representing m (can be personalised with pictures of special interests, e.g., Super Mario) and add new pages as new sounds are introduced. Here are some other ideas:



## 2. a

- Say a: Model how to sing and bounce /a-a-a/ opening mouth wide and trying to catch the student’s eye gaze. Show flash-card for /a/ as you make the sound, but do not name the letter. Hold up 3 picture cards, one at a time, of things that begin with the sound /a/ (e.g., apple, ant, aeroplane, astronaut etc). Picture cards could relate to the student’s current topic or choose images most salient to the child. Use objects of reference where possible and make the sound as you hold up each picture card or object (e.g., “a-a-ant”). Mix up pictures/objects and repeat. Encourage the student to make the sound /a/, using mirrors, and praise for any effort in imitating. Do not expect the student to make the sound, but encourage and model.
- Read a: Look at the enlarged (A3 size) flash-card showing the apple. Run your finger around the apple and down the leaf, saying /a-a-a/. Say “apple”. Write /a/ on a board beside the apple, making it the same size as on the enlarged flash-card. Repeat and encourage the student to read /a/. Support early reading using the picture cards / objects of reference, as above (objects hidden in a feely bag or sand tray etc). Encourage matching objects to pictures, or picture to picture. Again, emphasise the sound. Introduce the letter name in the ‘write’ section of the lesson that comes next.
- Write a: Run your finger round the apple, saying “a-a-apple” or “around the apple and down the leaf” as you do this. Support the student with hand-over-hand guidance to finger-trace the letter on the flash-card. Practise finger-writing in the air. Trace the letter in sensory materials (e.g., foam, sand, rice etc). Trace the letter on enlarged handwriting practise sheets. Paint/colour/dab/stamp the letter and investigate other

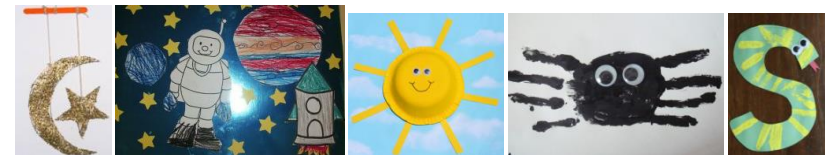
sensory-based ways to write letter a. Again, model how to say the sound throughout and encourage the student to do this too. Continue to show the flash-card and ensure that students engage in correct letter formation, as much as they are able.

- Fred Talk (oral) / Application: Read Write Inc suggests that the teacher should then orally segment five CVC words that use the sound /a/ (a-n-t, m-a-n, m-a-d, h-a-m, j-a-m etc) where students are encouraged to sound these out and to blend (e.g., “a-n-t, ant”). Teachers may wish to model this for students but without the expectation that students will imitate and blend orally. Other activities could replace this last part of the lesson, including continued work on personalised phonics books and other such activities (e.g., tasting apples, apple printing, making letter a puzzles etc):




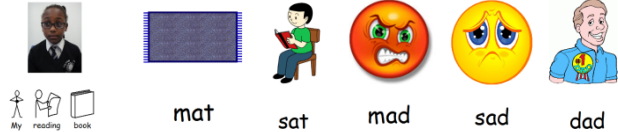
### 3. s

Follow the lesson plan examples as above, adapting for the third sound /s/, or devise your own lesson. Incorporate saying the sound (introducing), reading, writing and a plenary activity to recap or to extend learning about the new sound. Model the sound frequently (stretch /sss/) and include pictures/objects of things beginning with this sound such as snake, snail, spider, sun etc. *Slither down the snake* is the handwriting rhyme. Remember to use the sound and not the letter name. Remember to use lower case, not upper case. Continue to praise for effort and keep lessons short, active and fun; aiming for little and often and modelling previous sounds (with flash-cards/picture cards to reinforce) throughout the day. Activities might include making a star and moon mobile as this links two of the sounds taught so far (/s/, /m/). Add an astronaut to link all three of the sounds taught so far (/s/, /m/, /a/). Explore, engage and have fun. Continue to model sounds and use mirrors.



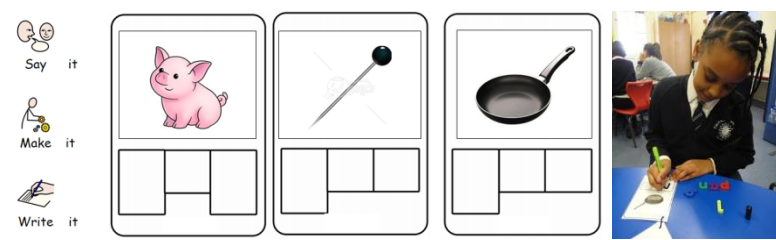
### 4. d

Follow the lesson plan examples adapting for d, or devise your own (e.g., say the sound, read, write and apply). Model the sound frequently (bounce d-d-d) and include pictures/objects of common or child-friendly things such as dog, dinosaur, doll, duck etc. The handwriting rhyme is ‘*round his back, up his neck, and down to his feet*’ (a dinosaur). As before use the sound (not letter name) and use lower case (not upper case). Continue to praise and keep lessons interesting and multi-sensory. Model and reinforce previous sounds (with flash-cards/picture cards to reinforce). Activities might include ongoing work on personalised phonics books, making a model dog, making dinosaur/duck bodies from the letter d or designing a doll.

		 <p>5. <b>t</b></p> <p>Take inspiration from the lesson plans above for the sound /t/ (e.g., say/introduce the sound, read, write, apply). Model the sound frequently (bounce /t-t-t/) and include pictures/objects of things such as train, tree, tower, tiger etc. ‘Down the tower across the tower’ is the accompanying handwriting rhyme. Make a collage of things beginning with t, find all the t’s in the tray, make tree rubbings etc. Continue to model, encourage and practise all taught sounds thus far (m, a, s, d, t). Model how to orally blend the sounds into short decodable words with concrete meanings (e.g., <b>mat, sat, mad, sad, dad</b> etc). Personalised reading books to practise reading CVC words that use the sounds taught so far (mat, sat etc as above). To support comprehension, teach how to match pictures to the words in the book (match picture of ‘dad’ to the word dad etc). This helps to develop early comprehension as students show teachers whether they do/do not understand the meaning of the word by either choosing the correct picture or an incorrect picture. Bingo boards and matching the same words to pictures. Teachers may wish to incorporate basic work on two specific emotions (mad and sad) as these two words have a clear link and are now decodable following group 1 teaching.</p> 
<p><b><u>Language Partner Stage</u></b></p> <p><b>The focus at this stage is on supporting students to learn the GPC for the Set 1 sounds and to begin to segment and blend the sounds that they have learned, in order to read and write</b></p>	<p>I can show awareness of print in the environment</p> <p>I can give meaning to some environmental text, sign or symbol</p> <p>I can recognise symbols on familiar objects</p> <p>I can match pictures to household objects</p> <p>I can match symbols to objects</p> <p>I can point to names/words beginning with the same letter as my own name</p> <p>I can match pictures</p> <p>I can match short words with distinct shape</p> <p>I can point to own name</p> <p>I can point to words with letters from my own name</p>	<p><b><u>Speed Sounds Set 1:</u></b></p> <p><b>The 30 Set 1 Speed Sounds are: m, a, s, d, t, i, n, p, g, o, c, k, u, b, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</b></p> <p><b>Group 1: m, a, s, d, t</b></p> <p><i>See above for suggested teaching activities. Language Partner learners will likely show a greater ability to recall sounds when shown flash-cards, compared to Social Partners. It might be the case that Language Partners are better able to segment sounds than to segment and blend in order to read. Therefore, focus on segmenting and blending in order to read short decodable words as often as possible, ideally at the end of a lesson (and throughout the day thereafter) so students can apply new learning (the new sound) and go over previous learning (the sounds that were previously taught). As always, focus only on words that are decodable to the student (e.g., you would not expect a student to read the</i></p>

<p><b>VC, CVC and CVCC words.</b></p> <p><i>Teachers should support students to learn the first set of speed sounds, as outlined by the Read Write Inc programme. Students are taught the phonemes in order, and by group, and as such are afforded the opportunity to read short words very early on. Students are taught how to read the sound and how to write the corresponding grapheme (letter). Teachers should place emphasis on the phoneme and correct pronunciation, with reference to stretchy and bouncy sounds and the corresponding actions (stretch like a rubber band or bounce like a ball). Students should practise how to segment and blend phonemes in simple decodable words, building on prior knowledge to increase the repertoire of words that they can read. Teachers should teach finger spelling and dotting/dashing as tools for segmenting and</i></p>	<p>I can read words/symbols in the environment I can enjoy listening to specific books several times I can ask for a specific book</p> <p>I can sound some of the letters in the alphabet I can name some of the letters in the alphabet I can begin to identify the letters of the alphabet by their sound I can sound some of the letters in my own name</p> <p>I can match 3 letter words I can match 4 letter words with distinct shape I can recognise my own name in writing I can recognise some simple words I can follow lines of text with finger I can show awareness that different letters make different sounds I can identify half the names of the letters of the alphabet I can identify half of the letters of the alphabet by their sound and name I can point to short words in books I can point to labels and read them I can point to text on packets etc I can enjoy playing with rhyming words I can echo an adult reading</p>	<p><i>word ‘dog’ at the end of Group 1 teaching because s/he has not yet been taught the sounds o or g, you would however hope that s/he was gaining confidence in reading words such mad, sad, dad, mat etc, as these use the sounds that the child has been taught so far). Present decodable words without pictures to ensure that the student is actually reading (or attempting reading) and not just naming what they see in pictures. Make personalised books containing decodable words, then match pictures to words. Thoroughly practise and consolidate Group 1 sounds (including reading and writing decodable words) before moving on to the Group 2 sounds.</i></p> <p><b>Group 2: i, n, p, g, o</b></p> <p>6. <b>i:</b> Bouncy sound. i is for <b>instruments, igloo, iguana, ink, insect etc</b> (note: i is not for ice or ice-cream as this uses a different visual representation of the sound, i-e). The handwriting rhyme is ‘<b>down the insect’s body, dot for his head</b>’ (an insect). Words that are newly decodable following this lesson include: <b>sit, it, is</b> (note: some other longer words are also now decodable, such as admit, amidst etc, but it is advisable not to include such complex words as these will not be meaningful for the student)</p> <p>7. <b>n:</b> Stretchy sound. n is for <b>nose, net, needle, necklace, nest etc</b>. The handwriting rhyme is ‘<b>down Nobby and over the net</b>’ (little boy standing beside a football net). Words that are newly decodable following this lesson include: <b>and, ant, man, tin, an, in</b> (note: some other words are also now decodable, such as admin, mint etc, but again focus only on words that are most appropriate / relevant / high frequency etc)</p> <p>8. <b>p:</b> Bouncy sound. p is for <b>pirate, pizza, pencil, purse, penguin etc</b>. The handwriting rhyme is ‘<b>down the plait, up and over the pirates face (a pirate)</b>. Words that are newly decodable following this lesson include: <b>pin, pan, pad, pit, map, tip, tap, sip, nip, stamp, sandpit</b></p> <p>9. <b>g:</b> Bouncy sound. g is for <b>gate, glasses, girl, goat, grapes etc</b>. The handwriting rhyme is ‘<b>round the girls face, down her hair and give her a curl</b>’ (a girl’s face). Words that are newly decodable following this lesson include: <b>pig, pigs, tag, gas</b></p> <p>10. <b>o:</b> Bouncy sound. o is for <b>orange, octopus, ostrich, otter, octogen etc</b>. The handwriting rhyme is ‘<b>all around the orange</b>’ (an orange) (note: o is not for open, oval, ocean, owl). Words that are newly decodable following this lesson include: <b>not, got, dot, pot, dog, dogs, dig, mop, log, jog, top, pop, spot, stomp</b></p> <p><i>By the time a student has been taught the group 1 and 2 sounds they will be able to read a number of CVC words (e.g., mat, sit, tin, man, map, pig, dog, dig, log) and maybe even some longer words (e.g., stomp). This, however, rests on the assumption that the student can retain the GPC for the 10 sounds taught and that skills in segmenting and blending are</i></p>
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<p><i>blending, when reading and writing. Teachers introduce appropriate terminology (e.g. digraph) only where it is felt appropriate.</i></p> <p><i>Teachers move through the Set 1 Speed Sounds at a rate that reflects the individual learner's progress and confidence, with ample opportunity to revise sounds and practise reading.</i></p> <p><i>Upon mastery of the Set 1 Speed Sounds, students should be able to read and write a variety of decodable CVC and CVCC words (e.g., hat, fox, shop, ring etc).</i></p> <p><i>Students can then be introduced to double letter sounds. Teachers should explain to students that some sounds (e.g., s) can be represented by a single letter (i.e., s) or by a double letter (i.e., ss) (e.g., sat, grass – s and ss make the same sound). Students learn how to read and write decodable words that use double letter sounds (e.g., hiss, till, buzz, sniff).</i></p>	<p>I can join in rote chant of the alphabet</p> <p>I can identify the sound of 5 letters</p> <p>I can identify the sound of 10 letters</p> <p>I can identify the sound of 20 letters</p> <p>I can identify the sound of all letters taught to me</p> <p>I can relate letter sound and letter name</p> <p>I can identify the initial sound of spoken words</p> <p>I can identify the initial sound of written words</p> <p>I can find words beginning with given letter sounds</p> <p>I can read 5 sight words</p> <p>I can read 10 sight words</p> <p>I can read words in the environment</p> <p>I can relate upper and lower case letters</p> <p>I can identify the final sound of spoken words</p> <p>I can identify the final sound of written words</p> <p>I can use letter sounds to decode simple words</p> <p>I can use letter sounds to decode a simple sentence</p> <p>I can re-read text to help decode</p> <p>I can read 15 sight words</p> <p>I can read 20 sight words</p> <p>I can use the vowel in CVC words</p> <p>I can read a CVC word</p> <p>I can read a few CVC words</p> <p>I can match CVC words to pictures</p>	<p><i>sufficient enough to read. So that the student continues to make sustained progress over time it is important to pause here in order to consolidate learning so far. Focus on teaching and learning activities involving use of words that are decodable using the first 10 sounds (those in green above). Add new pages to personalised reading books incorporating use of newer decodable words. Make 'I am' books (i.e., I am a dog, I am a pin, I am a man etc). Say it, make it, write it activities (say what you see, make it using magnetic letters, write it in). Consolidate learning in any way that is fun and meaningful for the student, incorporating games where possible (e.g., reading snakes and ladders etc). Google 'CVC games' for ideas and inspiration, but remember to adapt using decodable words only.</i></p> <div data-bbox="1142 414 1915 654">  </div> <p><b>Group 3: c, k, u, b</b></p> <p><b>11. <u>c</u>:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping previous sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: '<u>curl around the caterpillar</u>' (a caterpillar). Words that are newly decodable following this lesson include: cap, can, cot, cat</p> <p><b>12. <u>k</u>:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping previous sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: '<u>down the kangaroo's body, tail and leg</u>' (a kangaroo). Words that are newly decodable following this lesson include: kip, kit, desk, risk, tusk</p> <p><b>13. <u>u</u>:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping previous sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: <u>down and under, up to the top and draw the puddle</u>' (an umbrella). Words that are newly decodable following this lesson include: up, sun, mug, mud, mum, nut</p> <p><b>14. <u>b</u>:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping previous sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The</p>
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<p><i>Students thoroughly practise and consolidate all of their phonics learning to date, before advancing.</i></p>	<p>I can use phonetic knowledge to begin to read</p> <p>I can read letter sounds accurately and consistently</p> <p>I can read 10 decodable words</p> <p>I can read 15 decodable words</p> <p>I can read short vowel sounds in CVC words</p> <p>I can use phonics knowledge to decode unknown CVC words</p> <p>I can use sight vocabulary when reading</p> <p>I can read sight words quickly and clearly</p> <p>I can show awareness when meaning is lost</p> <p>I can rediscover the meaning of the text</p> <p>I can re-read familiar words and texts</p> <p>I can identify full stops when reading</p> <p>I can identify sounds that rhyme</p> <p>I can notice similarities in words</p> <p>I can show awareness of patterns within words</p> <p>I can enjoy the sound of alliteration</p> <p>I can show that I know all phonics sounds taught to me</p> <p>I can blend letter sounds</p> <p>I can decode all phonics based CVC words</p> <p>I can read on sight familiar words e.g., children's names, labels</p> <p>I can use contextual cues</p> <p>I can use phonics cues</p> <p>I can use grammatical cues</p> <p>I can read an increasing variety of words</p> <p>I can read an increasing variety of sentences</p>	<p>handwriting rhyme is: 'down the laces to the heel, round the toe' (a boot). Words that are newly decodable following this lesson include: bat, bug. Bus, bin</p> <p><i>Thoroughly consolidate Group 3 sounds before moving onto Group 4. Include a variety of motivating reading and writing activities using decodable words, such as those given above.</i></p> <p><b>Group 4: f, e, l, h, sh, r</b></p> <p>15. <b>f:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'down the stem and draw the leaves' (a flower). Words that are newly decodable following this lesson include: if, fan, fin, fun, fit, fat, fed, soft</p> <p>16. <b>e:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'lift off the top and scoop out the egg' (an egg). Words that are newly decodable following this lesson include: bed, ten, men, pen, tent</p> <p>17. <b>l:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'down the long leg' (a leg). Words that are newly decodable following this lesson include: leg, log, lamp, milk. flag</p> <p>18. <b>h:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'down the head to the hooves and over his back' (a horse). Words that are newly decodable following this lesson include: hat, hen, hot, ham, hand</p> <p>19. <b>sh:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'shhhh says the horse to the hissing snake' (a snake and a horse). Words that are newly decodable following this lesson include: shop, ship, shed, shut, fish, shell, shock, cash, wish, shall, shrimp</p> <p>20. <b>r:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading,</p>
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	<p> I can pause at full stops  I can read at a steady pace  I can read 20 decodable words  I can read 30 decodable words  I can read 40 decodable words </p> <p> I can read decodable CVCC words (e.g., drum, frog)  I can read decodable CVCCC words (e.g., stomp)  I can decode the majority of phonics based CVCC words accurately  I can show I know the sounds of sh, th and ch  I can build words using sh, th and ch  I can show I know the sounds of sh, th, ch, qu, ng and nk  I can read decodable words containing the digraphs I have been taught  I can read and write decodable words using digraphs  I can sound all Set 1 sounds  I can read and write a variety of decodable words using Set 1 sounds  I can read the phase 2 non-decodable sight words – <b>the, to, no, I, go, into</b> </p>	<p> writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: ‘<b>down his back, then curl over his arm</b>’ (a robot). Words that are newly decodable following this lesson include: <b>rat, run, rug, drum, crab, pram, frog, dragon</b> </p> <p> <i>Thoroughly consolidate Group 4 sounds before moving onto Group 5. Include a variety of motivating reading and writing activities using decodable words, such as those given above.</i> </p> <p> <b>Group 5: j, v, y, w</b> </p> <p> 21. <b>j:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: ‘<b>down his body, curl and dot</b>’ (a jack-in-the-box). Words that are newly decodable following this lesson include: <b>jet, job, jog, jam, jug, jump</b> </p> <p> 22. <b>v:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: ‘<b>down a wing, up a wing</b>’ (a vulture). Words that are newly decodable following this lesson include: <b>van, vet, veg, visit, vivid</b> </p> <p> 23. <b>y:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: ‘<b>down a horn, up a horn and under his head</b>’ (a yak). Words that are newly decodable following this lesson include: <b>yak, yes</b> </p> <p> 24. <b>w:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: ‘<b>down, up, down, up</b>’ (a worm). Words that are newly decodable following this lesson include: <b>wig, web, wind, went, swim, cobweb</b> </p> <p> <i>Thoroughly consolidate Group 5 sounds before moving onto Group 6. Include a variety of motivating reading and writing activities using decodable words, such as those given above.</i> </p> <p> <b>Group 6: th, z, ch, qu, x, ng, nk</b> </p> <p> 25. <b>th:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, </p>
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		<p>writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'the princess in the tower is rescued by the horse. She says: thhhhank' (a tower and a horse). Words that are newly decodable following this lesson include: thin, bath, moth, cloth</p> <p>26. <b>z:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'zig-zag-zig-zag' (a zip). Words that are newly decodable following this lesson include: zig, zag, zip</p> <p>27. <b>ch:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'the horse sneezes when the caterpillar's hairs get up his nose' (a caterpillar and a horse). Words that are newly decodable following this lesson include: chip, chop, bench, church</p> <p>28. <b>qu:</b> Bouncy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'round her head, up past her earrings and down her hair' (a queen). Words that are newly decodable following this lesson include: quit, quilt</p> <p>29. <b>x:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'down the arm and leg and repeat the other side' (a person doing exercise). Words that are newly decodable following this lesson include: ox, box, fox, mix, fix, wax, six, exit, next, text</p> <p>30. <b>ng:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'a thing on a string' (something on a string scaring a cat). Words that are newly decodable following this lesson include: ring, king, wing, sing, thing</p> <p>31. <b>nk:</b> Stretchy sound. Follow lessons in a similar format as above or devise your own including aspects of recapping precious sounds, teaching the new sound, reading, writing and consolidation (e.g., through decodable reading tasks and games). The handwriting rhyme is: 'I think I stink' (a smelly rat in a cage). Words that are newly decodable following this lesson include: sink, think, wink, pink, trunk</p>
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		Thoroughly consolidate Group 1-6 sounds before moving onto Set 2. Include a variety of motivating reading and writing activities using may CVC and CVCC decodable words, such as those given above.
<p><b><u>Language Partner / Conversation Partner stage</u></b></p> <p><b>The phonics focus for students working within the Conversation Partner Stage:</b></p> <p><b>The focus at this stage is on supporting students to learn the GPC for the Set 2 and Set 3 sounds and to segment and blend these new sounds in order to read an increasing variety of unfamiliar words. Students later learn about additional sounds, sound families (alternative graphemes) and double letter sounds to support competency in spelling and writing. Students</b></p>	<p>I can read some long vowel phonemes, e.g., ay, ee</p> <p>I can point to the letters of long vowel phonemes</p> <p>I can recognise that some long vowel phonemes have different sounds (e.g., ‘oo’ long and ‘oo’ short)</p> <p>I can orally blend an increasing range of sounds to build words</p> <p>I can decode an increasing range of sounds to read words in books</p> <p>I can read aloud with confidence</p> <p>I can use appropriate volume when reading</p> <p>I can use appropriate expression when reading</p> <p>I can read the phase 3 non-decodable sight words – <b>he, she, we, me, was, you, they, all, are, my, her</b></p> <p>I can read the phase 4 non-decodable sight words – <b>said, have, like, so, do, come, were, there, kittle, one, when, out, what</b></p> <p>I can sound out split digraphs (e.g., a-e, i-e)</p> <p>I can read words containing split digraphs (e.g., a-e, i-e)</p> <p>I can read digraphs and trigraphs in words</p> <p>I can read all decodable CVC and CVCC words using phonics</p> <p>I can apply decoding to tackle new words</p> <p>I can apply decoding to tackle new words of increasing length</p>	<p><b><u>Speed Sounds Set 2:</u></b></p> <p><b>The 12 Set 2 Speed Sounds are: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</b></p> <p><i>There are 12 sounds in this Set. These sounds are long vowel sounds (with the exception of oo – short). The sounds in this set are either digraphs (a sound that consists of two letters) or trigraphs (a sound that consists of three letters). While the student learned a few digraphs in Set 1 (e.g., sh, ch, ng, nk etc), s/he is now learning new sounds that are all digraphs or trigraphs. Some confusion may appear if the student does not have enough time to process their new learning, for example they have previously learned that letter a makes the /a/ sound and letter y makes the /y/ sound. Now they must learn that when they see these two letters together, they make the /ay/ sound. Be sure to emphasize this as a teaching point. With the one trigraph that is taught in this set, /igh/, be sure to teach that when these three letters are found together in words that they make one sound /igh/. Continue teaching with familiar structures as before, incorporating aspects of revision, new teaching, reading, writing and consolidation through games and reading activities. Personalize resources (e.g., short decodable reading books) as progress is made. Begin to focus on comprehension more and more so students can demonstrate they understand the meaning of the words they are learning to read Try fill in the missing blanks activities where students can select the right word to complete the sentence (e.g., When we go to the shop we need to ____ for our shopping – is the missing word say, pay or way?). Progress at a pace that the student is comfortable with and offer much praise/reinforcement.</i></p> <p><b>32. ay:</b> The rhyme is: ‘<b>May I play?</b>’ Words that are decodable following this lesson include: <b>may, play, ray, say, day, way, lay, tray, spray</b></p> <p><b>33. ee:</b> The rhyme is: ‘<b>What can you see?</b>’ Words that are decodable following this lesson include: <b>see, green, been, keep, need, queen, sleep, feel three, street, sheep, week, meet, teeth, sheet</b></p> <p><b>34. igh:</b> The rhyme is: ‘<b>Fly high</b>’. Words that are decodable following this lesson include: <b>high, sigh, might, light, sight, night, bright, fight, fright</b></p>

<p><b>show increased fluency and autonomy in their reading and spelling skills.</b></p> <p><i>Teachers should support students to learn the second, and then third, set of speed sounds, as outlined by the Read Write Inc programme. Students are taught the phonemes in order and as such are afforded the opportunity to read an ever increasing variety of words with each new sound that is introduced. As before, students are taught how to read the sound and how to write the corresponding grapheme(s). Teachers should place emphasis on the phoneme and correct pronunciation and should continue to use kinaesthetic modelling of stretchy and bouncy sounds. Students should practise how to segment and blend new phonemes in decodable words, revising previously taught sounds and continuing to build on prior learning. Teachers use finger</i></p>	<p>I can read the phase 5 non-decodable sight words – <b>oh, their, people, Mr, Mrs looked, called, asked, could</b></p> <p>I can sound out all Set 2 sounds</p> <p>I can blend Set 2 sounds in simple words</p> <p>I can read a variety of decodable words using Set 2 sounds</p> <p>I can spell a variety of decodable words using Set 2 sounds</p> <p>I can sound out all Set 3 sounds</p> <p>I can blend Set 3 sounds in simple words</p> <p>I can read a variety of decodable words using Set 3 sounds</p> <p>I can spell a variety of decodable words using Set 3 sounds</p> <p>I can show the awareness that the same sound can be represented using different letters</p> <p>I can understand what is meant by ‘sound families’</p> <p>I can match sounds to their correct sound family</p> <p>I can group words that are in the same sound family</p> <p>I can read words containing double letter sounds</p> <p>I can write words containing double letter sounds</p> <p>I can read and write all decodable words taught to me using phonics</p> <p>I can attempt to read unfamiliar words of increasing length using phonics strategies</p>	<p><b>35. ow:</b> The rhyme is: ‘<b>Blow the snow</b>’ Words that are decodable following this lesson include: <b>blow, snow, slow, flow, show, glow</b></p> <p><b>36. oo – long sound:</b> The rhyme is: ‘<b>poo at the zoo</b>’ Words that are decodable following this lesson include: <b>poo, zoo, too, boot, soon, mood, fool, food, pool, stool, moon, spoon, tooth, smooth, shampoo</b></p> <p><b>37. oo – short sound:</b> The rhyme is: ‘<b>Look at the book</b>’ Words that are decodable following this lesson include: <b>look, book, took, cook, hood, wood, foot, good, shook</b></p> <p><b>38. ar:</b> The rhyme is: ‘<b>Start the car</b>’ Words that are decodable following this lesson include: <b>start, car, bar, far, star, arm, park, mark, yard, smart, sharp, shark, farm, farmyard, hard, bark, dark, spark, March</b></p> <p><b>39. or:</b> The rhyme is: ‘<b>Shut the door</b>’ Words that are decodable following this lesson include: <b>door, sort, short, worn, torn, corn, sport, snort, fork, thorn</b></p> <p><b>40. air:</b> The rhyme is: ‘<b>That’s not fair!</b>’ Words that are decodable following this lesson include: <b>air, fair, stair, chair, hair, pair, air plane, fun fair</b></p> <p><b>41. ir:</b> The rhyme is: ‘<b>Whirl and twirl</b>’ Words that are decodable following this lesson include: <b>whirl, twirl, skirt, girl, bird, dirt, third, birth, birthday</b></p> <p><b>42. ou:</b> The rhyme is: ‘<b>Shout it out</b>’ Words that are decodable following this lesson include: <b>shout, out, loud, mouth, round, found, around</b></p> <p><b>43. oy:</b> The rhyme is: ‘<b>Toy for a boy</b>’ Words that are decodable following this lesson include: <b>toy, boy, joy, enjoy, royal</b></p> <p><b><u>Speed Sounds Set 3:</u></b></p> <p><b>The 19 Set 3 Speed Sounds are: a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, ai, oa, ew, er, ire, ear, ure, tion, tious/cious, e</b></p> <p><i>There are 19 sounds in Set 3. In this set students are introduced to alternative vowel sounds (e.g., /ay/ [as in day] sounds the same as a-e [as in cake]). Students are introduced to split sounds for the first time (e.g., a-e, i-e, o-e, u-e). These are vowel sounds that are split with a consonant in between (e.g., nice, home, cube etc.). There should be much emphasis on how to segment these sounds when reading. Modelling with use of a mini whiteboard to show split sounds can greatly support in understanding this concept. Use the overhead arch to show how two split letters are connected and make one sound, for example:</i></p>
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<p><i>spelling and dotting/dashing as tools for segmenting and blending. Teachers introduce appropriate terminology (e.g., trigraph, split digraph) only where it is felt appropriate and of interest to the learner.</i></p> <p><i>Teachers move through the Set 2, and then Set 3, Speed Sounds at a rate that reflects the individual learner's progress and confidence, with ample opportunity to revise sounds and practise reading across contexts.</i></p> <p><i>Upon mastery of the Set 2 and 3 Speed Sounds, students should be able to read and write a wide variety of decodable words of increasing length and complexity using all of the phonemes taught across Sets 1 – 3, including double letter sounds (e.g., muffin, cleanest, square, higher, attention, scrumptious etc).</i></p> <p><i>Students are then introduced to sound families (alternative graphemes). Here students are taught that a number of</i></p>	<p>I can read all non-decodable sight words that have been taught to me</p> <p>I can read and write words and use these in sentences with correct context</p> <p>I can read short books for enjoyment with an adult</p> <p>I can read short books for enjoyment in a small group and take turns</p> <p>I can begin to answer comprehension questions about what I have read</p>	<div data-bbox="1361 113 1585 247" data-label="Image"> </div> <div data-bbox="1608 92 1868 247" data-label="Image"> </div> <p><i>Repeat practice reading and writing new decodable words using split sounds, focusing as always on only one new sound per taught lesson. Continue lessons using the same structure as before ensuring students have enough time to remember/consolidate previous learning as they are introduced to new sounds/words. If work on split digraphs is proving tricky, repeat the lesson with new activities until students are secure and then introduce the next split digraph. You may also like to stop and consolidate after each few split digraphs have been taught, for example teach a-e (two lessons), followed by i-e (two lessons) and then a lesson on both a-e and i-e. Continue the focus on comprehension with picture to word matching activities or work writing short sentences. Progress at a pace that the student is comfortable with and offer much praise/reinforcement for efforts.</i></p> <p>44. <b>a-e:</b> The rhyme is: 'Make a cake'. Words that are decodable following this lesson include: make, cake, shake, name, same, wave, save, brave, late, gate, game, date, vase, snake</p> <p>45. <b>ea:</b> The rhyme is: 'Cup of tea'. Words that are decodable following this lesson include: eat, tea, neat, real, clean, seat, leaf, dream, steam, scream, cream, peach</p> <p>46. <b>i-e:</b> The rhyme is: 'Nice smile'. Words that are decodable following this lesson include: hide, life, shine, fine, wide, like, bike, ice, ice cream, price, prize, mine, time</p> <p>47. <b>o-e:</b> The rhyme is: 'Phone home'. Words that are decodable following this lesson include: home, spoke, rose, note, broke, rope, stole, globe, throne</p> <p>48. <b>u-e:</b> The rhyme is: 'Huge brute'. Words that are decodable following this lesson include: huge, brute, cube, June, tune, rude, mule, dude, accuse, excuse</p> <p>49. <b>aw:</b> The rhyme is: 'Yawn at dawn'. Words that are decodable following this lesson include: yawn, dawn, saw, raw, paw, claw, law, straw, draw, crawl</p> <p>50. <b>are:</b> Note: /are/ makes the same sound as in the word 'air'. Students should be taught that when they see /are/ in a word it makes the same sound as the word 'air'. However, when they see 'are' alone with no other sounds next to it then it is the word 'are' (we are going to the park etc). The rhyme is: 'Care and share' Words that are decodable following this lesson include: care, share, bare, dare, scare, flare, spare, square, software</p>
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<p><i>graphemes can make the same sound (i.e., they are a part of the same sound family). Students should be taught how to read all phonemes in a sound family as the same, despite the variations in graphemes (e.g. oa, ow and oe make the same sound, despite their different spellings). Students should be taught to identify the correct grapheme for the spelling (e.g., goat, not gowt or goet).</i></p>		<p>51. <b>ur</b>: The rhyme is: ‘Nurse with a purse’. Words that are decodable following this lesson include: nurse, purse, fur, burn, turn, turnip, lurk, burp, slurp, hurt</p> <p>52. <b>ow</b>: The rhyme is: ‘Brown cow’. Words that are decodable following this lesson include: brown, cow, bowl, down, drown, how, now, owl, howl, town, gown, crowd</p> <p>53. <b>oi</b>: The rhyme is: ‘Spoil the boy’. Words that are decodable following this lesson include: spoil, join, coin, soil, voice, choice, noise</p> <p>54. <b>ai</b>: The rhyme is: ‘Snail in the rain’. Words that are decodable following this lesson include: snail, rain, train, paint, paintbrush, paid, pain, plain, strain, chain, drain, waist, quail, Spain</p> <p>55. <b>oa</b>: The rhyme is: ‘Goat in a boat’. Words that are decodable following this lesson include: goat, boat, load, toad, soap, oak, toad, road, moan, groan, cloak, roast, coat, loaf, throat, toast, coach</p> <p>56. <b>ew</b>: The rhyme is: ‘Chew the stew’. Words that are decodable following this lesson include: chew, stew, new, flew, blew, few, crew, newt, screw, drew, grew</p> <p>57. <b>er</b>: The rhyme is: ‘Better letter’. Words that are decodable following this lesson include: better, letter, litter, proper, supper, corner, never, hamster, after, boxer, flower, sister, rooster</p> <p>58. <b>ire</b>: The rhyme is: ‘Fire fire’. Words that are decodable following this lesson include: fire, wire, hire, spire, bonfire, conspire, inspire</p> <p>59. <b>ear</b>: Note, as with /air/ this sound /ear/ is both a sound as well as a word in its own right. The rhyme is: ‘Hear with your ear’ Words that are decodable following this lesson include: ear, hear, dear, fear, gear, near, rear, tear, year, spear</p> <p>60. <b>ure</b>: The rhyme is: ‘Sure it’s pure’. Words that are decodable following this lesson include: sure, pure, cure, picture, mixture, creature, vulture</p> <p>61. <b>tion</b>: The rhyme is: ‘Pay attention it’s a celebration’. Words that are decodable following this lesson include: attention, celebration, conversation, exploration, tradition, congratulation.</p> <p>62. <b>tious/cious</b>: The rhyme is: ‘Scrumptious delicious’. Words that are decodable following this lesson include: scrumptious, delicious, precious, vicious</p>
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63. **e:** Note, **no rhyme** is given for this sound. Words that are decodable following this lesson include: **me, be, he, she, we**

### **Additional Speed Sounds:**

**The 8 additional Speed Sounds are: ue, ie, ck, au, e-e, kn, ph wh**

*There are 8 additional speed sounds and these focus on alternative sounds, for example /ue/ is an alternative sound for /u-e/ and /au/ is an alternative sound for /or/. It is useful to focus more on spellings at this point as students will need to understand which combination of letters to use for which word spellings, for example when writing the word 'chick' it is important that students learn to spell it with the alternative /ck/ at the end of the word and that they do not use with /c/ or /k/ at the end instead (i.e., chic, or chik).*



**ue:** The rhyme is: '**Come to the rescue**'. Words that are decodable following this lesson include: **rescue, blue, glue, cruel, cue, statue, true, venue**

**ie:** The rhyme is: '**Terrible tie!**'. Words that are decodable following this lesson include: **tie, pie, lie, magpie, tired, flies**

**ck:** The rhyme is: '**Tick tock clock**'. Words that are decodable following this lesson include: **tick, tock, clock, rock, lick, pick, back, snack, neck, stick, duck, thick, chick, chicken**

**au:** The rhyme is: '**Paul the astronaut**'. Words that are decodable following this lesson include: **Paul, astronaut, August, author, dinosaur, pause**

**e-e:** The rhyme is: '**Go Pete and Steve!**'. Words that are decodable following this lesson include: **Pete, Steve, Eve, these, delete, theme, compete, complete, evening, Japanese**

**kn:** The rhyme is: '**Knock knock whose there?**'. Words that are decodable following this lesson include: **knock, knight, knee, kneel, know, knot, knit**

**ph:** The rhyme is: 'Take a photo'. Words that are decodable following this lesson include: photo, trophy, alphabet, elephant, nephew, orphan, dolphin

**wh:** The rhyme is: 'Whisk whisk'. Words that are decodable following this lesson include: whisk, wheel, whisper, white, whine

Upon completion of these additional sounds, the student has finished the Read, Write, Inc programme. See below for extended phonics work to support further progression in word reading and spelling.

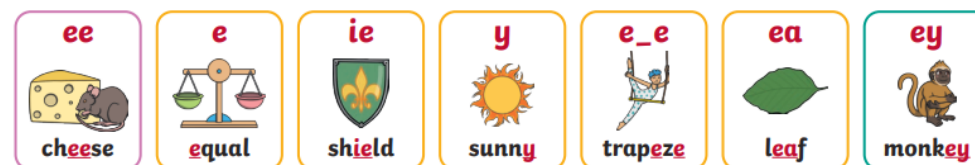
## **Sound families:**

Upon completion of RWI additional sounds, it can be useful to teach about sound families. Sound families are the groups of sounds. In each group the sound is made by different combinations of letters, yet the sound they all make is the same (see below for examples). Exploring sound families can support students to develop their spelling skills as here students are afforded the opportunity to gain increased knowledge about how different words are spelled. There are at least 26 sound families. The ai sound family, ee sound family and the oa sound family are just three examples, see below. See separate sound family map for further sound families. Use your knowledge of the students progress so far to develop interesting lessons and activities relating to sound families. Sorting activities, sentence writing activities and spelling tests may feature.

### **My ai Sound Family**



### **My ee Sound Family**



## My oa Sound Family



## Double Letter Sounds:

**mm, ss, dd, tt, gg, bb, ff, ll, zz**

*There are at least 8 double letter sounds. These can be taught at the end of Speed Sounds Sets 1-3 or after teaching about sound families. Double letter sounds sound the same as their singular version (e.g., the /mm/ in mammal sounds the same as the /m/ in milk). See below for a list of reading words:*

**mm** – mammal, mummy, summer, hammer

**ss** – grass, class, cross, glass, glasses, princess, princesses, dress, dresses, address, kiss, hiss, boss, loss, less, miss, mess, fuss

**dd** – add, address

**tt** – kitten, mitten, better, spaghetti

**gg** – egg, eggs, bigger

**bb** – rabbit, ribbon

**ff** – off, cliff, sniff, muffin, waffle, puff, puffy, fluff, fluffy

**ll** – bell, well, spell, smell, ball, wall, tall, pull, fall, call, yell, spill, shell, balloon, will

**zz** – fizz, buzz, fuzz, fuzzy, fizzy, dizzy, pizza, puzzle

	Key vocabulary	Resources
	<p><b>Phonics</b> – the principal method for teaching reading and writing in British primary schools, taught to children through the application of segmenting and blending sounds</p> <p><b>Phonics programme</b> – an organised system for the order in which sounds should be taught (e.g., Read Write Inc, Jolly Phonics etc)</p> <p><b>Segmenting (sounding out)</b> – breaking words down into individual sounds (e.g., c/a/t)</p> <p><b>Blending</b> – pushing sounds together in order to hear/read the word (e.g., “cat”)</p> <p><b>Phoneme (sound)</b> – smallest unit of sound (e.g., /a/)</p> <p><b>Grapheme (letter)</b> – the letter that represents the sound (e.g. letter a)</p> <p><b>Grapheme Phoneme Correspondence (GPC)</b> – relationship between letter and sound (e.g., knowing that letter a makes the /a/ sound etc)</p> <p><b>Stretchy sounds</b> – sounds that can be stretched like a rubber band (e.g., /m/, /s/, /n/)</p> <p><b>Bouncy sounds</b> – sounds that can be bounced like a ball (e.g., /a/, /d/, /t/)</p> <p><b>Digraph</b> – two letters that make one sound</p> <p><b>Trigraph</b> – three letters that make one sound</p>	<p><b><u>Online resources:</u></b></p> <ul style="list-style-type: none"> <li>Letters and sounds (DfE, 2007): <a href="https://www.gov.uk/government/publications/letters-and-sounds">https://www.gov.uk/government/publications/letters-and-sounds</a></li> <li>Read Write Inc website (Ruth Miskin, 2076): <a href="http://www.ruthmiskin.com/en/">http://www.ruthmiskin.com/en/</a></li> <li>Read Write Inc how to say the sounds video:</li> <li><a href="https://www.youtube.com/watch?v=EYx1CyDMZSc">https://www.youtube.com/watch?v=EYx1CyDMZSc</a></li> <li>Read Write Inc Phonics Handbook</li> <li>Read Write Inc Phonics Speed Sounds Lessons Plans Book</li> <li>Jolly Phonics (Jolly Learning, 1987): <a href="https://www.jollylearning.co.uk/">https://www.jollylearning.co.uk/</a></li> <li>Phonics training PowerPoint, handouts and other resources saved on the school server</li> </ul> <p><b><u>Physical resources:</u></b></p> <ul style="list-style-type: none"> <li>Phonics flashcards</li> <li>Phonics songs</li> <li>Sound bean bags</li> <li>Sound mats / posters</li> <li>Sound strips</li> <li>Mirrors</li> <li>Microphones / megaphones</li> <li>Objects of reference</li> <li>Tactile letters (squidgy sparkle letters, sandpaper letters)</li> <li>Messy play materials (glitter, sand, foam etc)</li> <li>Magnetic boards and letters</li> <li>Whiteboards and pens</li> <li>Letter stampers</li> <li>Letter tracing sheets</li> <li>Fred frog (or other puppet used for blending practise)</li> </ul>

	<p><b>Split digraph</b> – two letters making one sound with a consonant sound in between (e.g., a-e: as in cake, make, snake, game etc)</p> <p><b>Trigraph</b> – three letters that make one sound</p> <p><b>Double letter sounds</b> – two of the same letters making one sound (e.g., /ll/: as in doll, ball)</p> <p><b>Dotting</b> – a dot underneath to show that one letter makes one sound</p> <p><b>Dashing</b> – a line underneath to show that two, or more, letters together make one sound</p> <p><b>Dotting and dashing</b> – written method to support segmenting</p> <p><b>Sound buttons</b> – dots, as above</p> <p><b>Finger spelling</b> – kinaesthetic/visual method to support segmenting involving the touching of finger-tips (e.g., cat, hold up three fingers and touch each one as you make the sounds “c/a/t”, arch to blend “cat”)</p> <p><b>Common exception words</b> – words which cannot be decoded using phonics strategies and that instead need to be learnt by heart as whole chunks (e.g., I, the, go, was) (also known as sight words, tricky words, red words or phonetically irregular words)</p> <p><b>Word reading</b> – the ability to read words (with or without understanding or inferring meaning)</p>	<ul style="list-style-type: none"> <li>• Personalised reading books (only to contain sounds/decodable words taught so far)</li> <li>• Sound lottos</li> <li>• Fishing for phonics game</li> <li>• Silly Soup activity</li> <li>• Bingo and lotto boards</li> <li>• Trash or Treasure</li> <li>• Obb and Bob the aliens</li> <li>• Tricky word cards</li> <li>• Reading Snakes and Ladders</li> <li>• Reading Eggs app</li> <li>• Alphablocks videos on YouTube</li> <li>• Personalised TEACCH tasks (e.g., match picture to sound, fill in the missing sound, word match etc)</li> <li>• Schedules</li> <li>• Visuals to support emotion regulation and participation (e.g., first/then board, I am working for boards, star charts, smiley faces, certificates, wait cards, break cards, help cards etc)</li> </ul>
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**Reading comprehension** – the ability to understand what has been read and to infer meaning

**Hyperlexia** – discrepancy between good word reading relative to poorer reading comprehension (common in autism)

**Alien words** – decodable fake words, also known as nonsense words, that are used primarily to assess decoding/blending skills (e.g., tat, vap, ask) (commonly used in preparation for the Year 1 phonics screening test)

**VC words** – two-letter words formed of vowel, consonant sounds (e.g., am, at, it)

**CVC words** – three-letter words formed of consonant, vowel, consonant sounds (e.g., hot, jam, map, pen)

**CCVC words** – four-letter words formed of consonant, consonant, vowel, consonant sounds (e.g., crab, drum, stop, frog)

**CVCC words** – four-letter words formed of consonant, vowel, consonant, consonant sounds (e.g., milk, nest, bank, tank)

**Syllable** – a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word (e.g., there are two syllables in water, three in pineapple)

	<b>Suffix</b> – a morpheme that is placed after the stem of a word (e.g. -ed, -ing, -er – est etc)	
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**Examples of resources (CVC words):**

