

Phase Two

Sequence of sounds:

Set 1:
s a t p
Set 2:
i n m d
Set 3:
g o c k
Set 4:
c k e u r
Set 5:
h b f ff l ll ss

Tricky Words

l the
to no
go into

Key Teaching and Learning Questions—Phonics:

Does the revisit/review session allow children to speedily recall the taught GPCs?
Is there a balance between reading and writing—either across the session or across a week?
Are there opportunities in the basic provision for children to practise their phonics?
What is the engagement of Lowest 20%?
Does the session cover sound, word and sentence level opportunities?

Key Teaching and Learning Questions - Reading:

Do the texts chosen, closely match the child's phonological development?
What phonemes are being recapped? What tricky words are covered? Are these appropriate to the phonics phase the child is working in?

Key Assessment Questions:

Can the children rapidly recall the taught GPCs?
Can the child read some VC and CVC words? e.g. in, mat, pick?
Do the children use their phonic knowledge and skills to identify the phonemes in a word and then blend them in order to read words?

Phase Three

Sequence of sounds:

Set 6:
j v w x
Set 7:
y z zz qu
Consonant digraphs
ch, sh, th, ng
Vowel digraphs
ai, ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure,
er

Tricky Words

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

Phase Four

No new sounds

CVCC
CCVC
CCVCC
CCCVC
CCCVCC
Polysyllabic Words

Tricky Words

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

Key Teaching and Learning Questions—Phonics:

Does the revisit/review session allow children to speedily recall the taught GPCs?
Is there a balance between reading and writing—either across the session or across a week?

What is the engagement of Lowest 20%?

Are children engaged in sounding out and blending for at least 50% of the lesson?

Key Teaching and Learning Questions - Reading:

Do the texts chosen, closely match the child's phonological development?

What phonemes are being recapped? What tricky words are covered? Are these appropriate to the phonics phase the child is working in?

Key Assessment Questions:

Can the children rapidly recall the taught GPCs?

Do children sound out and blend with fluency?

Do children use taught GPCs to make phonetically plausible attempts at spelling?

Phase Five

Sequence of sounds:

ay, ea, ie, oe, ue
ou, oy, ir, aw, ew
au, ey, wh, ph
a_e, e_e, i_e, o_e, u_e
Alternative
pronunciations
i, ow, a, y, o, ie, ch, c,
ea, ou, g, er, u

Tricky Words

oh, their, people, Mr,
Mrs, looked, called,
asked, could

Looking for evidence

Environment

In Rec and Year 1 - there should be a display of all the GPCs that the majority of children have been taught.

In Year 1 - 'Best Bet' posters could be used to support spelling. This would also demonstrate where children were up to in their phonics teaching.

Labels could be phonetically decodable with the 'real' version above or below.

Labels could have sound buttons - every little helps!

Books:

Writing should show children making phonetically plausible attempts at spelling.

In Rec, this should use the basic code. In Year 1 you should begin to see the more complex code as they move through the year.

Planning:

Planning should identify the lowest 20% by name.

Planning should identify which sounds the children are learning that week.