



# CLIFFE V.C. PRIMARY SCHOOL PHONICS POLICY



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Title	Author	Approved		Review Date
Phonics Policy	AB / JT	Full Governing Body	<b>Date</b> <b>July 21</b>	July 23

## CLIFFE VC PRIMARY SCHOOL'S POLICY FOR PHONICS IS BASED ON THE FOLLOWING PRINCIPLES :

- The ability to read is fundamental to many aspects of life.
- Reading is central to securing general progress and developing an understanding in a wide range of areas of the curriculum.
- The teaching of reading is to be given a high priority by all staff.
- Success in reading is crucial in developing children's self-confidence, motivation to learning, later life chances and quality of life in general.

## AIMS :

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.



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### INTENT :

- At Cliffe School, we believe high-quality teaching of synthetic phonics is essential if children are to be in a strong position to decode words and learn skills which, once mastered, enable them to read fluently and to concentrate on the meaning of the text. We teach phonics systematically and discretely as the prime approach in the teaching of early reading (blending). Phonics skills can also be used to learn key skills in spelling (segmenting).
- Our phonics teaching is characterised by a planned structure, this is informed by the DfE 'Letters and Sounds' scheme and delivered with mind to the 'Read, Write Inc' synthetic phonics scheme.
- 'Read, Write, Inc' is a well established, research backed scheme which is recognised by the DfE as appropriate and effective. The following principles underpin the scheme and our approach;
  - Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.
  - They experience success from the very beginning. Lively phonetically decodable books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.
  - Delivery is based upon an introduction, prompts for thinking out loud and discussion, fast pace, praise and reinforcement. Active participation by all children is encouraged throughout and as pupils progress, they are helped to read with their 'storyteller's voice'.

### IMPLEMENTATION :

- Phonics is taught as a discrete lesson at least three times weekly (a minimum of 15 minutes) throughout the Foundation Stage and Year One. On the days children do not have a discrete phonics lesson, they are applying their phonics skills within English lessons and the wider curriculum to embed their learning and expose children to real texts.
- As far as possible all phonics sessions should include a multi-sensory approach.
- Extension groups and/or support groups may be put in place for those pupils not making required progress. These groups may be led by the class teacher or TA. These will not replace access to main, teacher led phonics session but instead supplement them.
- In Key Stage Two we use the intervention programme 'Toe by Toe' for those children who have not accomplished phase five or six in Y2 alongside other high-quality intervention resources closely matched to the children's needs.
- Beginner readers are taught:
  - Grapheme–phoneme correspondences in a clearly defined, incremental sequence.
  - To apply the highly important skill of blending (synthesising) phonemes in the order in which they occur.
  - To apply the skills of segmenting words into their constituent phonemes to spell words.
  - That blending and segmenting are reversible processes.



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- High quality phonics teaching involves:
  - A broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
  - A multi-sensory approach encompassing visual, auditory and kinaesthetic activities to enliven core learning.
  - A structure mindful to pace and effectiveness, so that the great majority of children should be confident readers by the end of Key Stage 1.
  - Systematic teaching which follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress.
  - Discrete teaching at a brisk pace
  - Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
  - An emphasis on the precise enunciation of phonemes.
  - Careful assessment and monitoring of children's progress in developing and applying their phonic knowledge.
- Parents/carers are involved in the phonics learning journey. Children are given bookmarks with tricky 'red' words, flash cards and regular communication in home-school journals. Occasionally the class teacher releases support videos on our online platform 'Seesaw' to help support consistency of teaching between school and home.
- Expectations for the Core Groups In YR Y1 & Y2 :
  - **Reception Year :**
    - **Autumn Term:** Teach Set 1 sounds: m a s d t l n p g o c k u b f e l s h h r j v w x y z th chq u ng nk. Teach children to blend using single letter sounds.
    - **Spring Term:** Recap Set 1 Special friends: sh th chq u ng nk. Secure blending of cvc words using single letter sounds.
    - **Summer Term:** Recap Set 1 sound gaps. Teach blending of words containing consonant blends. Teach Set 2 sounds: ay ee igh ow oo o oar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds.
  - **End of Reception Expectations:** Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading with some of these words and can read them without hesitation.
- **Year 1:**
  - **Autumn Term:** Teach Set 2 sounds: ay ee igh ow oo o oar or air ir ou oy. Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds.
  - **Spring Term:** Teach Set 2 sounds, particularly: ar or air ir ou oy. Teach reading of words containing these Set 2 sounds. Build speed of reading words containing ay ee igh, ow oo oo. Teach Set 3 sounds. Teach reading of words containing Set 3 sounds.
  - **Summer Term:** Continue to teach Set 3 sounds. Teach reading of words containing Set 3 sounds. Build speed of reading words containing Set 3 sounds.
- **End of Year 1 Expectations:** Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation.



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### ➤ Year 2:

- **Autumn Term:** Continue to teach Set 3 sounds. Teach reading of multisyllabic words containing all sounds. Build speed of reading words containing Set 3 sounds. Recap any missing sound gaps and build fluency when reading. Children should complete the programme at the end of Autumn 2.
- **End of Year 2 Expectations:** Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.
- New members of staff (class teachers and teaching assistants) will be offered training as part of an induction programme. Existing members of staff will also have access to training on a two year rolling programme.

### IMPACT :

- Assessment and Record Keeping.
  - Assessments will be updated half-termly on the phonics progress tracking sheet (FS and Y1) which shows both group and individual progress. Teaching Assistants will also contribute to record keeping to help inform class teachers.
  - Each term the EYFS and / or English Curriculum Leads will monitor attainment by speaking to a number of children who are secure at the relevant core group phase.
  - Year 1 pupils and those pupils in Year 2 who were not previously successful will undertake statutory 'Phonics Checks', as according to the timetable set by the DfE. The results of these will be reported to parents / carers.
- What do we do if we feel a child is not making progress?
  - Children who are struggling to acquire the vital skills of blending and segmenting will be given as much help as possible. In the second term of the FS children who are struggling to remember the first set of sounds, having difficulties in blending or otherwise making slow progress relative to their peer group will require support individually or in a small group. Parents / carers will be informed. The Read Write Inc phonics tutoring 1:1 programme may be used depending on the specific needs.
  - Staff must consider whether the child has hearing difficulties in which case parents/carers will be informed.
  - If after two consecutive half terms of additional support there is still inadequate progress, the class teacher should use his/her professional judgement to consider if a move to further support within the SEND sphere should be considered. Parents / carers will be informed.
  - Children who have phonics gaps in KS2 should be supported through quality intervention materials including 'Toe by Toe' and 'Phonics Play' activities.

What to teach during the Speed Sound Lesson for each group

Group	Speed Sound Lesson	At the next assessment, children should be able to:
Set 1 Sounds Group A	<ul style="list-style-type: none"> <li>Teach Set 1 Sounds</li> <li>Teach Word Time 1.1- 1.3 words - learning to blend</li> <li>Spell using Fred Fingers</li> <li>Fred Talk</li> </ul>	<ul style="list-style-type: none"> <li>Read most Set 1 single-letter sounds.</li> </ul>
Set 1 Sounds Group B	<ul style="list-style-type: none"> <li>Teach gaps in Set 1 single-letter sounds</li> <li>Teach Word Time 1.1- 1.4 - learning to blend</li> <li>Spell using Fred Fingers</li> <li>Fred Talk</li> </ul>	<ul style="list-style-type: none"> <li>Read most Set 1 single-letter sounds</li> <li>Blend sounds into words orally</li> </ul>
Set 1 Sounds Group C	<ul style="list-style-type: none"> <li>Teach gaps in Set 1 single-letter sounds</li> <li>Teach Word Time 1.1- 1.5 - learning to blend / blending independently</li> <li>Spell using Fred Fingers</li> <li>Fred Talk</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 1 single-letter sounds speedily</li> <li>Read Word Time 1.1-1.5 words with Fred Talk</li> </ul>
Ditty	<ul style="list-style-type: none"> <li>Teach Set 1 Special Friends</li> <li>Teach Word Time 1.5-1.6</li> <li>Review Word Time 1.1-1.4</li> <li>Nonsense words (3 sound words)</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 1 Sounds speedily, including Special Friends</li> <li>Read Word Time 1.6 words with Fred Talk</li> <li>Read 3 sound nonsense words with Fred Talk</li> </ul>
Red Ditty	<ul style="list-style-type: none"> <li>Quickly review Set 1 Sounds (reading)</li> <li>Teach Word Time 1.6-1.7 (4 and 5 sound words)</li> <li>Review Word Time 1.1-1.5</li> <li>Nonsense words (2 and 4 sound words)</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read Word Time 1.6-1.7 (4 and 5 sounds) Phonics Green Words with Fred Talk</li> <li>Read 3 and 4 sound nonsense words with Fred Talk</li> </ul>
Green/Purple	<ul style="list-style-type: none"> <li>Teach Set 2 Sounds and corresponding Phonics Green Words</li> <li>Review Set 1 and previously taught Set 2 Phonics Green Words</li> <li>Nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read the first six Set 2 Sounds (ay, ee, igh, oo, oi, oa) speedily</li> <li>Read these sounds in Phonics Green and nonsense words with Fred Talk</li> <li>Read Word Time 1.6 and 1.7 speedily</li> </ul>
Pink	<ul style="list-style-type: none"> <li>Teach remaining Set 2 Sounds and corresponding Phonics Green Words</li> <li>Once confident, teach Set 3 Sounds and corresponding Phonics Green Words</li> <li>Review Set 1 and previously taught Set 2 Phonics Green Words</li> <li>Nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read the last six Set 2 Sounds (ai, or, ar, e, er, ey) speedily</li> <li>Read these sounds in Phonics Green and nonsense words with Fred Talk</li> <li>Read Word Time 1.6-1.7 and first six Set 2 Sounds in Phonics Green Words speedily</li> </ul>
Orange	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and corresponding Phonics Green Words</li> <li>Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words</li> <li>Nonsense words</li> <li>Spell using Fred Fingers (focus on Set 2 Words)</li> </ul>	<ul style="list-style-type: none"> <li>Read Set 2 Sounds in nonsense words with Fred Talk</li> <li>Read Word Time 1.6-1.7 and Set 2 Phonics Green Words speedily</li> </ul>
Yellow	<ul style="list-style-type: none"> <li>Teach Set 3 Sounds and corresponding Phonics Green Words</li> <li>Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words</li> <li>Nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Read first five Set 3 Sounds (ir, ur, er, or, ur) speedily</li> <li>Read three sounds in Phonics Green and nonsense words with Fred Talk</li> <li>Read a passage at 60-70 words per minute, attempting intonation</li> </ul>
Blue	<ul style="list-style-type: none"> <li>Teach/Review Set 3 Sounds and corresponding Phonics Green Words</li> <li>Review Set 1, Set 2 and Set 3 Phonics Green Words</li> <li>Nonsense words</li> <li>Spell using Fred Fingers, support correct grapheme choices</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 3 Sounds speedily</li> <li>Read Set 3 Sounds in nonsense words with Fred Talk</li> <li>Read a passage at 70-80 words per minute, attempting intonation</li> </ul>
Grey	<ul style="list-style-type: none"> <li>Review Set 1, Set 2 and Set 3 Sounds and corresponding Phonics Green Words</li> <li>Nonsense Words</li> <li>Spell using Fred Fingers, support correct grapheme choices</li> </ul>	<ul style="list-style-type: none"> <li>Read all Set 3 Sounds in nonsense words with Fred Talk</li> <li>Read multisyllabic Phonics Green Words speedily</li> <li>Read a passage at 80-90+ words per minute with intonation that shows comprehension</li> </ul>

Typical Reception Year Progress -----

Typical Year 1 Progress ----->





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### Year 2 Term 1 overview

#### Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/bee)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals	Lesson 5 Practise Using segmentation strategy for learning selected words
Week 2	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (blue/blow)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week.	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
Week 3	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Week 4	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
Week 5	Lesson 21 Teach/Practise/ Apply Proofreading, especially high-frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Week 6	Lesson 26 Revise /z/ spell 'z' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 27 Practise /z/ spell 'z' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term



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### Block 2 – autumn second half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high-frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
Week 2	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/foe)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/foe)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
Week 3	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise Strategies at the point of writing: Have a go	Lesson 14 Practise Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 4	Lesson 16 Revise /dʒ/ sound spell as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise /dʒ/ sound spell as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply /dʒ/ sound spell as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words
Week 5	Lesson 21 Teach /s/ sound spell 'c' before 'e', 'i' and 'y'	Lesson 22 Practise /s/ sound spell 'c' before 'e', 'i' and 'y'	Lesson 23 Apply /s/ sound spell 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/won, sun/son) Revise homophones taught so far
Week 6	Lesson 26 Revise /n/ sound spell 'kn' and 'gn' at the beginning of words	Lesson 27 Practise /n/ sound spell 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess /n/ sound spell 'kn' and 'gn' at the beginning of words: dictation



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### Year 2 Term 2 overview

#### Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /a:/ sound spell 'y'	Lesson 3 Practise /a:/ sound spell 'y'	Lesson 4 Apply /a:/ sound spell 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
Week 2	Lesson 6 Teach Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 7 Practise/Apply Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 8 Revise /i/ or /e/ sound spell '-le' at the end of words and following a consonant	Lesson 9 Practise /i/ or /e/ sound spell '-le' at the end of words and following a consonant	Lesson 10 Teach/Practise Pootreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
Week 4	Lesson 16 Teach /i:/ sound spell 'ey'	Lesson 17 Practise /i:/ sound spell 'ey'	Lesson 18 Apply /i:/ sound spell 'ey': dictation	Lesson 19 Teach/Revise Near homophones (quite/quiet)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /r/ sound spell 'wr'	Lesson 22 Practise /r/ sound spell 'wr'	Lesson 23 Teach/Practise Common exception words (most, both, only)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words	Lesson 25 Assess /r/ sound spell 'wr' and common exception words
Week 6	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall





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### Block 4 – spring second half term

Week 1	Lesson 1 Teach /a/ spell 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /a/ spell 'a' after 'w' and 'qu'	Lesson 3 Assess /a/ spell 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
Week 2	Lesson 6 Revise /ɜ:/ spell 's', segmentation and syllable clapping	Lesson 7 Practise /ɜ:/ spell 's'	Lesson 8 Assess /ɜ:/ spell 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
Week 4	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically- ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically- ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
Week 6	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills



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### Year 2 Term 3 overview

#### Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /l/ or /el/ sound spell '-el' at the end of words	Lesson 3 Practise The /l/ or /el/ sound spell '-el' at the end of words	Lesson 4 Apply The /l/ or /el/ sound spell '-el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/ word bank
Week 2	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 8 Apply Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'	Lesson 9 Teach/ Practise/Apply Strategies at the point of writing: using analogy (Includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach The /ɔ:/ sound spell 'a' before 't' and 'll'	Lesson 12 Practise The /ɔ:/ sound spell 'a' before 't' and 'll'	Lesson 13 Teach The /ɔ:/ sound spell 'ar' after 'w'	Lesson 14 Practise The /ɔ:/ sound spell 'ar' after 'w'	Lesson 15 Apply Strategies for learning words: words including /ɔ:/ spell 'a' before 't' and 'll' and /ɔ:/ spell 'ar' after 'w'
Week 4	Lesson 16 Teach Suffixes '-ment' and '-ness'	Lesson 17 Practise Suffixes '-ment' and '-ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach The /ə:/ sound spell 'or' after 'w'	Lesson 22 Practise The /ə:/ sound spell 'or' after 'w'	Lesson 23 Assess The /ə:/ sound spell 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Teach The /l/ or /el/ sound spell '-al' at the end of words	Lesson 27 Practise The /l/ or /el/ sound spell '-al' at the end of words	Lesson 28 Apply The /l/ or /el/ sound spell '-al' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words



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### Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Revise Spellings and concepts that pupils need to secure	Lesson 3 Revise Spellings and concepts that pupils need to secure	Lesson 4 Revise Spellings and concepts that pupils need to secure	Lesson 5 Revise Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /A/ sound spelt 'o'	Lesson 9 Practise/Apply /A/ sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach /I/ or /eI/ sounds spelt 'I' at the end of words	Lesson 12 Practise /I/ or /eI/ sounds spelt 'I' at the end of words	Lesson 13 Apply /I/ or /eI/ sounds spelt 'I' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> <li>• Revision of all the content from the Year 2 programme</li> <li>• Securing spelling strategies</li> <li>• At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</li> <li>• After writing – developing proofreading and checking skills including using a dictionary</li> <li>• Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</li> </ul>				