



Phonics and Reading Scheme Information for Parents

At Mowbray Primary School our Phonics Plan is based upon 'Letters and Sounds' , Principles and Practice of High Quality Phonics (Dfes 2007) beginning in EYFS—Nursery and ending at the end of Key Stage 1 (Y2). From the start of Key Stage 2 (Y3-6), phonics follows the guidelines set out in the document 'Support for Spelling' (Dfe, 2009). Based upon these documents, phonics are delivered through a variety of tools and programmes, in whole classes or smaller group interventions

EYFS —'Jolly Phonics' and 'Read Write Inc.'

KS1 - 'Direct Phonics' and 'Read Write Inc'

KS2 - in some classes, 'Phonographics Programme'

Our Reading Scheme throughout school is the Oxford Reading with some 'Project X' books for more able readers, in both Fiction and Non-Fiction. Colour Book Bands are used from EYFS to Y6 to grade the level of challenge in the Reading Scheme.

Nursery Overview

Phase	Aspect	Activity
Phase 1	Aspect 1	Environmental Sounds - Main Purpose: To develop the children's listening skills and awareness of sounds in the environment (Tuning into Sounds 'TIS') Further development of vocabulary and children's identification and recollection of difference between sounds (Listening and remembering sounds - 'LRS') To make up simple sentences and talk in greater detail about sounds (Talking about Sounds - 'TAS')
Phase 1	Aspect 2	Instrumental Sounds - Main Purpose: To experience and develop awareness of sounds made with instruments and noise makers (Tuning into Sounds - 'TIS') To listen to and appreciate the difference between sounds made with instruments (Listening and Remembering Sounds - 'LRS') To use a wide vocabulary to talk about the sounds instruments make (Talking about Sounds 'TAS')
Phase 1	Aspect 3	Body Percussion - Main Purpose: To develop awareness of sounds and rhythms (Tuning into Sounds - 'TIS') To distinguish between sounds and to remember patterns of sound (Listening and Remembering Sounds - 'LRS') To talk about sounds we make with our bodies and what the sounds mean (Talking about Sounds - TAS')
Phase 1	Aspect 4	Rhythm and Rhyme - Main Purpose: To experience and appreciate rhythm and rhyme and to develop awareness of rhyme in speech (Tuning into Sounds - TIS) To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and Remembering Sounds - LRS) To talk about words that rhyme and to produce rhyming words (Talking about Sounds - TAS)
Phase 1	Aspect 5	Alliteration - Main Purpose: To develop understanding of alliteration (Tuning into Sounds - TIS) To listen to sounds at the beginning of words and hear the difference between them (Listening and Remembering Sounds - LRS) To explore how different sounds are articulated and to extend understanding of alliteration (Talking about Sounds - TAS)
Phase 1	Aspect 6	Voice Sounds - Main purpose: To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into Sounds - TIS) To explore speech sounds (Listening and Remembering Sounds - LRS) To talk about the different sounds we can make with our voices (Talking about Sounds - TAS)
Phase 1	Aspect 7 (suitable to be used throughout Phase 2)	Oral Blending - Main purpose: To develop oral blending and segmenting of sounds in words (Tuning into Sounds - TIS) To listen to phonemes within words and to remember them in the order in which they occur (Listening and Remembering Sounds - LRS) To talk about the different phonemes that make up words (Talking about Sounds - TAS)

In addition to Phase 1, also follow week by week letter sounds as per 'Jolly Phonics'

Week 1	s	Week 6	n	Week 11	m	Week 16	l	Week 21	x
2	a	7	e	12	d	17	f	22	w
3	t	8	h	13	g	18	b	23	v
4	p	9	c/k	14	o	19	j	24	y
5	i	10	r	15	u	20	z	25	qu

Reception Term 1

Phase 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10	Week 11	Week 12
Letters and sounds	s a t p	i n m d	g o c k	c k e u r	f f f l l s s h b	j v w x	Recap and assess	y z z z q u	ch sh	th/thng	aiee	ar or
								<ul style="list-style-type: none"> When teaching digraphs, teach and encourage children to join up pairs of letters 				
Tricky/HF words (read)		is it in at	and	to the	no go I	Recap on all words	Recap on all words	he she	we me be	was	my	you
Identifying sounds/segmenting words	Using sound books/cards to point to and identify each sound Try CVC words with 'a'	Using sound books/cards to point to and identify each sound Oral segmenting Begin 'Segmentation for Spelling'	Focus on sounds in own names Begin writing 'Captions' with letters covered and CVC words (ongoing)	Use sound bag, identify sound at end of 3 sound words e.g. pen, mat	Collecting items for vowel sound box e.g the 'a' box has anything with an 'a' man, ant	Playing 'I Spy' using the vowel sound boxes focusing on sounds in different positions	Asking 'What sounds can you hear in ..?' using 3 sound words. Only use sounds covered	Read out a selection of 3 sound words & ask children to write ANY sounds they hear	CVC cards. Read a 3 sound word and children write the first sound on whiteboard	CVC cards. Read a 3 sound word and children write the last sound on whiteboard	Children fill in missing sounds using whiteboard pens	
Blending Sounds		Oral blending using Word Bank say the sounds and ask the children to tell you the word	'Fred Talk', speaking in sounds and 'Blending for Reading' (ongoing)	Introduce 'Say and Sing' focusing on sounds covered so far using 3 sound words	Practise 'say & Sing' to introduce each session	Give children a few words to blend with a partner	Use or adapt 'Ruth Miskin's Ditty Photocopiable Masters for children to practise blending. Begin reading and writing simple sentences using sets 1-6 letters and HF words and, no, go, the, to, I					
Home	Introduce Reading texts as appropriate focusing on sounds covered so far including 'Jelly & Bean', 'Dandelion Launches', 'Jolly Phonics'. Move onto ORT. HF words to learn and sounds in 'Sound Books' to practise and blend						Introduce Reading texts as appropriate focusing on sounds covered so far including 'Jelly & Bean', 'Dandelion Launches', 'Jolly Phonics'. Move onto ORT 'Floppy Phonics'. HF words to learn and sounds in 'Sound Books' to practise and blend					

Reception Term 2

Phase 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10	Week 11	Week 12
Letters and sounds	Recap on Term 1	ighoa	oo/ooo	owir	ue	Recap and assess	air	ear	ure	er	ie	ay
								• When teaching digraphs, teach and encourage children to join up pairs of letters				
Tricky HF words (read)	Recap on Term	they	her	all	are	Recap on all words	said	so	have	like	some	come
Blending for Reading		Focus on appropriate 4 sound words (CVCC) Begin 'Segmentation for Spelling'	Focus on appropriate 4 sound words (CCVC) (ongoing)	Oral blending with 4 sound words. Using Teddies children put sounds into order	Children read 'Yes/No' questions such as 'Am I a red dog ?'	Introduce concept of syllables and how to read 2 syllable words	Children read syllable strips such as 'Is it in the handbag ?'	Practise reading and writing captions and sentences				
Segmenting for Spelling	Dictating 2 & 3 sound words for children to write on whiteboards	Children fill in missing medial sound of a 3 sound word - focus on digraphs aiarchthsh	Hide CVC cards around the room. Children find them and write 'it is a ..' or 'I can see..'	Children fill in missing medial sound of a 3 sound word - focus on digraphs oaooowoiighng	Children fill in all sounds of 3 sound words including digraphs	Children sit back to back, read a word and partner segments. Teacher to model	Dictate 3 word sentences with 3 sounds e.g. I am bad, I am hot Practise spelling HF words and CCVC words Practise writing sentences Practise reading and spelling 2 syllable words Teacher dictates and children write labels for class displays Model and write funny sentences e.g. The cat can bark. Dictate and write questions to read out and ask friends					
Home	Appropriate Home Reading books and HF words to learn and sounds in Sound Books to practise and blend. Some spellings to learn for simple 'testing' in class						Appropriate Home Reading books and HF words to learn and sounds in Sound Books to practise and blend. Some spellings to learn for simple 'testing' in class					

Reception Term 3

Phase 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10	Week 11	Week 12
Letters and sounds	Recap on Term 2 sounds											
								• When teaching digraphs, teach and encourage children to join up pairs of letters				
Tricky/ HF words (read)	Recap on reading Term 2 words	were	there	little	one	do	when	out	what	Consolidate all Phase 2, 3 & 4 words, covered, in different contexts		
Blending for Reading	Practise recognition and recall of Phase 2 & 3 HF and tricky words covered Practise reading captions and sentences						Practise recognition and recall of Phase 2 & 3 HF and tricky words covered Practise reading captions and sentences					
Segmenting for Spelling	Dictating 2 & 3 sound words for children to write on whiteboards Dictate 3 word sentences with 3 sounds e.g. I am bad, I am hot Practise spelling HF words and tricky words covered Practise writing sentences Practise reading and spelling 2 syllable words Teacher dictates and children write labels for class displays Model and write funny sentences e.g. The cat can bark. Dictate and write questions to read out and ask friends Teach and practise spelling CVCC words						Dictate 3 word sentences with 3 sounds e.g. I am bad, I am hot Practise spelling HF words and tricky words covered Practise writing sentences Practise reading and spelling 2 syllable words Teacher dictates and children write labels for class displays Model and write funny sentences e.g. The cat can bark. Dictate and write questions to read out and ask friends Teach and practise spelling CVCC words					
Home	Appropriate Home Reading books and HF words to learn and sounds in Sound Books to practise and blend. Some spellings to learn for simple 'testing' in class						Appropriate Home Reading books and HF words to learn and sounds in Sound Books to practise and blend. Some spellings to learn for simple 'testing' in class					

Year 1 Term 1

Phase 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
New graphemes for reading	ai - ay	ee - ea	ie - igh	oa- ow	ue - ew	magic e split digraph	magic e split digraph	y for ee	y for ie	oi - oy
Tricky words to teach for reading	saw	oh	Mr Mrs	looked	people	where	asked	friends	because	please
See 'Letters & Sounds'	Practise reading and spelling HF words, Practise reading and spelling polysyllabic words, Practise writing sentences									

Year 1 Term 2

Phase 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
New graphemes for reading	ar - al (in south)	er - ir t (e.g. skirt)	or - ore oor	ou - ow	air - are	ear - ere, eer	bb ddffggll mm nnppssttzz	short/long vowel sounds	c/k ck	l-le m-me s-se v-ve z-ze
Tricky words to teach for reading	thought	through	different	any	called	their	once	laughed	was	eyes
See 'Letters & Sounds'	Practise reading and spelling HF words , Practise reading and spelling polysyllabic words, Practise writing sentences									

Year 1 Term 3

Phase 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
New graphemes for reading	soft 'c' sc	soft 'g' (j) zh - as in treasure	w - wh	n - kn	r - wrrh	f - phgh	e- ea e.g. he, recent	a - o (magic w)	z -se ze e.g.lose, doze	m - mbmn
Tricky words to teach for reading	work	water	many	mouse	little	could	want			
See 'Letters & Sounds'	Practise reading and spelling HF words , Practise reading and spelling polysyllabic words, Practise writing sentences									

Year 2 Term 1

Phase 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
New graphemes for reading	ch - tch	j- dgege	ai - a (split digraph)	ee - e ea y eyie	ie - i	oa - o-e (split digraph) oe	ue - u	oo - o ewue	sh - tionsioncian	ough - oo or oa u ou
See 'Letters & Sounds'	Teach the past tense regular and irregular verbs Adding the suffix 'ing', 'ed', 'er', 'est', 'ful', 'ment', 'y' and 'ly' Making nouns plural 's' and 'es', 'y' and 'ies' Doubling final consonant rule									

Year 2 Term 2

Phase 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
New graphemes for reading	or - au aw al(talk)	or - our oar augh (caught)	er - ear, or (w)	al el ilol	er - ur ear	ar - a	air - ear (bear)	ai - eighaigheye a (great)	don't can't won't	compound words
See 'Letters & Sounds'	Teach the past tense regular and irregular verbs Adding the suffix 'ing', 'ed', 'er', 'est', 'ful', 'ment', 'y' and 'ly' Elisions and contractions for common words									

Year 2 Term 3

Phase 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week10
See 'Letters & Sounds'	Teach the past tense regular and irregular verbs Using dictionaries and spell checkers Silent 'b', 'k', 'w' Begin to teach homophones: for four, no, know, be, bee, in, inn, I, eye, here, hear, hair, hare, hour, our, would, wood, buy, by, bye, bear, bare, their, there, they're, to, too, two									

Appendix

Below is guidance and examples of homophones which children should be aware of in Key Stage 2. This should be used in conjunction with the Primary Ed Spelling Series.

Year Three

Teach the prefix 'un' and 'dis' to show negative Teach the prefix 'de' and 're' to show negative Teach the prefix 'pre ' Teach how to generate new words using prefixes (antonyms) happy/unhappy Teach the prefixes 'mis'/'non' and 'ex'					
'Continue' teaching homophones - adapt order to fit the desired learning for the week					
	beat, beet	carat, carrot	doe, dough	right, write	weave, we've
ade, aid, aide	beau, bow	caught, court	does, doughs, doze	sale, sail	whether, weather
ail, ale	blew, blue	cell, sell	draft, draught	see, sea	which, witch
air, heir	bobbin, bobbing	chute, shoot	dray, drey	son, sun	whole, hole
allowed, aloud	borough, burrow	clause, claws	droop, drupe	theirs, there's	whose, who's
altar, alter	boy, buoy	court, caught	dual, duel	threw, through	yew, ewe, you
ant, aunt	brake, break	days, daze	fair, fare, fayre	through, threw	yore, your, you're
ante, anti, aunty	brows, browse	dear, deer	flea, flee	ware, wear, where, we're	
arc, ark	burred, bird	dew, due	him, hymn	we'd, weed	
ate, eight	but, butt	die, dye	humerus, humorous	weal, we'll, wheel	

Year 4

aid, aide	bough, bow	clew, clue	faint, feint	soar, sore	waiver, waver
aisle, I'll isle	bow, beau	click, clique	fiancé, fiancée	soared, sword	war, wore
all, awl	boy, buoy	climb, clime	find, fined	sole, soul	warn, worn
ant, aunt	braid, brayed	coal, cole	finish, Finnish	some, sum	waste, waist
assistance, assistants	brake, break	coarse, course	fir, fur	sonny, sunny	watt, what
attendance, attendants	breach, breech	coax, cokes	flair, flare	spade, spayed	way, weigh
auricle, oracle	bread, bred	coin, quoin	flew, flu, flue	stairs, stares	waist, waste
awful, offal	brewed, brood	colour, culler	flier, flyer	steal, steel	wait, weight
axes, axis	brews, bruise	coo, coup	flower, flour	straight, strait	week, weak
bail, bale	bridal, bridle	cot, cote	forth, fourth	suer, sewer	while, wile
bald, bawled	brooch, broach	council, counsel	foul, fowl	sundae, Sunday	whirred, word
ball, bawl	browse, brows	coward, cowered	frees, freeze, frieze	tacked, tact	whoa, woe
band, banned	buccal, buckle	creek, creak	grade, grayed	tacks, Tax	wield, wheeled
bard, barred	build, billed	crewel, cruel	great, grate	tale, tail	wind, wined
baron, barren	burly, burley	crews, cruise, cruse	groan, grown	taught, taut	wood, would
base, bass	bussed, bust	currant, current	heard, herd	tea, tee, ti	wrack, rack
based, baste	cache, cash	cymbal, symbol	heel, heal	teas, tease, tees	wrap, rap
beach, beech	cannon, canon	days, daze	key, quay	tense, tents	wreak, reek
beet, beat	caws, cause	dean, dene	maid, made	throne, thrown	wrest, rest
bell, belle	cedar, seeder	dear, deer	might, mite	thyme, time	wretch, retch
berry, bury	ceiling, sealing	dental, dentil	morning, mourning	tic, tick	wring, ring
berth, birth	cellar, seller	descent, dissent	new, knew	tide, tied	wrote, rote
bight, bite, byte	cheap, cheep	dew, due	pear, pair	tighten, titan	yoke, yolk
billed, build	check, cheque, Czech	dual, duel	piece, peace	toad, toed, towed	you'll, yule
blew, blue	chews, choose	ducked, duct	plain, plane	toe, tow	
bloc, block	Chile, chilli, chilly	dyeing, dying	saw, sore	vain, vane, vein	
boar, Boar, bore	choir, quire	earn, urn	seas, sees, seize	vale, veil	
board, bored	chord, cord	effect, affect	sight, site	verses, versus	
bolder, boulder	cite, sight, site	eyed, I'd	sleight, slight	wade, weighed	
borne, born, bourn (bourne)	clause, claws	eyelet, islet	sloe, slow	wail, whale, wale	

Year 5 & 6

admittance, admittants	dense, Dents	foreword, forward	summary, summery	tray, trey	virtue, virtue
adolescence, adolescents	deviance, deviants	frays, phrase	tacet, tacit	trooper, trouper	waive, wave
ascent, assent	discreet, discrete	impassable, impassible	team, teem	trussed, trust	wart, wort
bask, Basque	dissidence, dissidents	sink, sync	tear, tier	tucks, tux	wax, whacks
bogey, bogie	done, dun	slay, sleigh	tenser, tensor	use, ewes	weld, welled
braise, brays, braze	dyer, dire	slew, slough	tern, turn	valance, valence	wen, when
bray, brae	elicit, illicit	sold, soled, souled	toke, toque	valiance, valiants	whined, wind, wined
brews, bruise	faun, fawn	staid, stayed	told, tolled	variance, variants	whirled, whorled, world
cent, scent, sent	feat, feet	stoop, stoup	tool, tulle	vellum, velum	
cereal, serial	felloe, fellow	suede, swayed	tor, tore	verdure, verger	
cygnet, signet	file, faille	suite, sweet	tracked, tract	vial, vile, viol	

Homonyms are words which have the same spelling and pronunciation as each other but different meanings and origins.

Homophones are words which have the same pronunciation as each other but different spellings and meanings.

Homographs are words which are spelt the same as each other but which have different pronunciation and meaning.