Farnborough Road Infant School: Validation of systematic synthetic phonics

The 16 points below are the requirement for a phonics scheme to become validated under the current criteria. The column on the right explains how our phonics scheme meets this criteria.

Essential Core Criteria		FRIS Scheme
1	constitute a complete SSP programme providing fidelity to its teaching framework for the duration of the programme.	Our Farnborough Road scheme promotes the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. The focus is on phonemes not on 'consonant clusters' or 'onset and rime'. The approach starts by developing pupils phonological and phonemic knowledge/listening. The use of rhymes, songs and an immersive approach strengthens the repeated practice and comprehension side of teaching. See programme overview for sequence of progression **(Appendix 1)**.
2	present systematic, synthetic phonic work as the prime approach to decoding print.	Systematic, synthetic phonics is the prime approach used to decode print as children learn and apply sounds and learn to blend these to read. The order of teaching follows the order of Letters and Sounds, sequencing and progressing from single letter sounds to digraphs and trigraphs.
3	enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1.	At Farnborough Road, phonics begins in our 2-year-old /pre-school nursery provision using the same approach to teaching as children progress through reception, into year 1 and year 2. Sounds are recapped, reapplied and revisited throughout to build on prior learning and increase known sounds. Texts in phase 5 target reading at and above year 2 level.
4	be designed for daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence.	At Farnborough Road, phonics is taught daily with sounds introduced, repeated and reviewed until recall is fluent. The sequence is taught through phases of sounds in a clear, incremental sequence. See examples of planning from 2-year-old/pre-school nursery to Year 2 **(Appendix 2)**.
5	begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on.	Phase 2 and 3 begin with simple sounds and move onto more complex digraphs and trigraphs. Sounds are taught in deliberate order to ensure children can access many words early on.
6	progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English.	Following phase 2 and 3, phase 5 enables children to cover all the major grapheme-to-phoneme correspondences in the English language.
7	teach children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word.	Children constantly practice reading words with the focus sounds in during the teaching sessions. They spot sounds then know and then blend them together to read the words, building constantly

		and deliberately on their bank of known phonemes.
8	teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words.	During the practice and apply element of each lesson, children practice saying words linked to the sound and then segmenting them and writing them, using a multi-sensory approach to ensure entry into long-term memory. See examples of weekly KS1 spellings linked to the current sound **(Appendix 3)**.
9	provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences.	During the practice and apply element of each lesson, children listen to the dictation of sounds, words and sentences and practise writing the corresponding sounds, words or sentence.
10	ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme.	Tricky words (includes those with grapheme phoneme correspondences that are an exception to the rules) are explicitly taught and introduced gradually for long-term entrance in the lexicon, supporting fluency. See set of common exception words **(Appendix 4)**.
11	provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words ('tricky words') learned.	Letter formation cards develop children's muscle memory (without lead ins in EYFS) as they teach the children to form letters in the correct way with start and points. Children then apply this within the sound being taught, developing into writing sentences containing the words as more sounds are taught and the children are able to make phonetically correct attempts at each word. The 'tricky' words are learnt by heart as children learn they cannot be segmented phonetically and instead have to be 'remembered'.
12	be built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach. The programme should include guidance on how direct teaching sessions can be adapted for online delivery (live or recorded).	Direct teaching sessions follow a clear routine to maximise focus on the taught sound. Teaching and learning activities are interesting and highly engaging, firmly focused on intensifying the learning associated with the phonic goal using episodic memory techniques to embed the sound in memory ready for application. Our planning includes: a) words and texts for reading practice through caption action and flashcards. b) teaching activities for writing practice (letter formation and spelling) using a multisensory approach during the application section of each lesson. Our Farnborough Road phonics scheme can be easily adapted for online delivery- as it was for long periods of home learning. Resources provided as part of the programme include: flash cards, illustrations and rhymes to match the sound to used in teaching and displayed in the environment, sound mats and word cards and these match the GPCs and progressions in the programme.

13	provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words.	Independent reading material aligns closely to the phonics being taught. Independent reading books are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions will be a small number of common exception words. See electronic samples of reading materials demonstrating progression through each stage of the programme (**Appendix 5**). See Oxford Decodable reading books matched to Letters & Sounds sets & phases (Appendix 6).
14	include guidance and resources to ensure children practise and apply the core phonics they have been taught.	Our scheme includes teaching and learning activities that are focused on reading and writing using a multi-sensory approach and high-quality literature to ensure strong connections are made in long-term memory. Each lesson follows a clear structure to ensure children practice and apply the sound being taught and make strong links to familiar concepts to encode the grapheme and phoneme in long-term memory.
15	enable children's progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of falling behind, including the lowest attaining 20% of children.	Through the school's approach to primary assessment, we closely map incremental progression in phonic knowledge and skills. Teachers conduct frequent and half termly assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided (**Appendix 7**). Our approach to intervention means children who are at risk of not meeting the expected standard have extra practice to consolidate and master the content of the programme so that they make accelerated progress and keep up with their peers. Moderation and assessment is conducted as a half termly discussion with class teachers and Senior Leaders including the Headteacher, Key Stage Leads, SENCO, English Lead and Phonics intervention lead to ensure phonics grouping are fluid and intervention targets all children who are at risk of not meeting the expected standard.
16	provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience.	Staff have worked collaboratively to design a specific approach to teaching of phonics which includes high-quality literature at the heart of the programme whilst maintaining a rigorous, systematic approach to the teaching of phonics in line with what we know about memory and learning. Annual phonics training is provided for teachers and teaching assistants during professional learning time as well as year group meetings to ensure practitioners across the school are skilled and knowledgeable and best practice enhances provision for all our pupils.

Appendix 1 KS to add the updated overview (Nursery-Year 1- include the overview for each group)

"At Farnborough Road Infant School we recognise that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal."

GROUP 3

Phase Key: **Phase 1** **Phase 2** **Phase 3** **Phase 4** **Phase 5** **Phase 6**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	**Settling In** **Revisit Ph2,3,4** Identify gaps and address	**Settling In** **Revisit Ph2,3,4** Identify gaps and address	**ch sh** (LCP WK3) **CCVC/CVCC** **polysyllabic words**	**th ng** (LCP WK3) **CCVC/CVCC** **polysyllabic words**	**ai ee** (LCP WK4) **CCVC/CVCC** **polysyllabic words**	**OVERLEARNING & APPLICATION**
Aut 2	**igh oa** (LCP WK5) **CCVC/CVCC** **polysyllabic words**	**oo (long & short)** (LCP WK4) **CCVC/CVCC** **polysyllabic words**	**ar or** (LCP WK5) **CCVC/CVCC** **polysyllabic words**	**ur ow** (LCP WK6) **CCVC/CVCC** **polysyllabic words**	**oi er** (LCP WK6+7) **CCVC/CVCC** **polysyllabic words**	**OVERLEARNING & APPLICATION**
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Spr 1	Graphemes for READING **a-e e-e** (LCP WK4)		Graphemes for READING **i-e o-e u-e** (LCP WK5)		**Revise all split digraphs**	**OVERLEARNING & APPLICATION**
Spr 2	**ear** (LCP WK6) **CCVC/CVCC** **polysyllabic words**	**air** (LCP WK7) **CCVC/CVCC** **polysyllabic words**	**ure** (LCP WK7) **CCVC/CVCC** **polysyllabic words**	Graphemes for READING **ay ou ie ea** (LCP WK1)	**Revise all Ph3 and early Ph5 work**	**OVERLEARNING & APPLICATION**
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Sum 1	Graphemes for READING **oy ir ue aw**	Graphemes for READING **wh ph ew**	Graphemes for READING **oe au**	Graphemes for READING **ey 'zh'**	Alt Pronunciations **u & ow**	

	(LCP WK2)	(LCP WK3)	(LCP WK4)	(LCP WK4)	(LCP WK8)	**OVERLEARNING & APPLICATION**
Sum 2	**Revise all split digraphs**		**Alt Pronunciations** **ie & ea** (LCP WK9)	**Alt Pronunciations** **er & ch** (LCP WK10)	**OVERLEARNING & APPLICATION**	**OVERLEARNING & APPLICATION**

Appendix 2 (Add an example of weekly planning for each year group- JP EYFS, KSm Year 1)

Caterpillar weekly phonics planning

Nursery weekly phonics planning

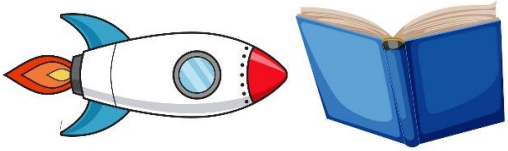
Reception weekly phonics planning

Year 1 weekly phonics planning

Year 2 weekly phonics/SPAG planning

Spelling focus: The sound /s/ spelt 'c' before e, i and y

Spelling list: race, ice, cell, city, fancy, face, space, bicycle, circle, spicy

<table>
<tr>
<td>Monday- Basic skills boost! Read it!

</td>
<td>Basic skills boost!
CEWs: climb, child, again, wild
The wild child wanted to climb up the wall again.

Read it!
Children generate words beginning with the /s/ sound. Make a list of the words- add some words if children don't suggest them (see list provided). Ask pupils to sort the words onto the table provided. What do they notice? Can they think of words with /s/ in the middle or final position? How is it spelt? If the word has a /s/ followed by 'e', 'i' or 'y', then it could be spelt 'c'.
<table>
<tr><td>city</td><td>race</td><td>ice</td><td>city</td><td>fancy</td></tr>
<tr><td>site</td><td>soon</td><td>supper</td><td>sat</td><td>settle</td></tr>
<tr><td>Cinderella</td><td>cycle</td><td>celery</td><td>circle</td><td>once</td></tr>
<tr><td>pencil</td><td>fancy</td><td></td><td></td><td></td></tr>
</table>
<table>
<tr><td>sa</td><td></td></tr>
<tr><td>se</td><td>ce</td></tr>
<tr><td>si</td><td>ci</td></tr>
<tr><td>so</td><td>cy</td></tr>
<tr><td>su</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Tuesday- Write it!
</td>
<td>Revisit!
Spell wrap, wrist, knee, gnat.

Write it!
Using the PowerPoint remind children about what they found in the last lesson: If the word has a /s/ followed by 'e', 'i' or 'y', then it could be spelt 'c'. Stress that there is no way of telling whether it is an 's' or a 'c', we have to look at the word and see if it looks right. Give children the list of words with some spelt incorrectly and ask them to go through it and choose the right spellings. Check the choices that pupils have</td>
</tr>
</table>

<table>
<tr><td></td><td>made and identify the correct spellings.
<table><tr><td>face</td><td>fase</td><td>ise</td><td>ice</td></tr><tr><td>sity</td><td>city</td><td>pencil</td><td>pensil</td></tr><tr><td>once</td><td>onse</td><td>icy</td><td>isy</td></tr><tr><td>sycle</td><td>cycle</td><td>circle</td><td>sircle</td></tr></table>
Using the separate PowerPoint, play say what you see! Ask the children to write down the word they think is hiding underneath the boxes.</td></tr>
<tr><td>Wednesday- Apply it!

Recorded in SPAG books underneath label.</td><td>Revisit!
Spell wild, climb, bath, everybody.

Apply it!
Dictate the following sentences:
It is too soon to go out on the icy street. I like to cycle to school when it is sunny. Cinderella cycles home and eats her supper.
Write the correct sentences up on the board and get children to check their writing with a spelling partner. Discuss any common errors as a class. Can you identify an adjective in the sentences?</td></tr>
<tr><td>Thursday</td><td>Spelling test.</td></tr>
</table>

Appendix 3 (KS to add examples of Y1 spellings for each group)

Year 2 Spellings

Spellings WC_____



Word	1st try	2nd try	3rd try
race			
ice			
cell			
city			
fancy			
face			
space			
bicycle			
circle			
spicy			

Now try practising your spellings in:

Fancy Letters

Write each of your spelling words in fancy letters.

Example:

printer

Appendix 4- Sets of Common Exception Words

Set 1 Common Exception Words- Phase 2 Phonics

Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

Group 1
I
of
the

Group 2
no
go
to
into

Group 3
is
his
has



Glossary

Phoneme	The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
Grapheme	A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g ough.
GPC	This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Digraph	A grapheme containing two letters that makes just one sound (phoneme).
Trigraph	A grapheme containing three letters that makes just one sound (phoneme).
Blending	This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
Segmenting	This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

Top tips!

- Go on a treasure hunt around the house or garden to find the common exception words. Can you read each word?
- Play snap with the words.
- Use a water gun to spray a word. What doe it say?
- Play splat. Splat the word you hear.
- Make a common exception word hopscotch.
- Have a common exception word disco or play musical chairs.
- Make a twister using the words.
- Read and write the words in flour, sand or chocolate spread.






Subject knowledge

Phase 2 phonics introduces nineteen letters of the alphabet. The letters are learnt in an order which allows children to begin reading and writing three-letter words very quickly.

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

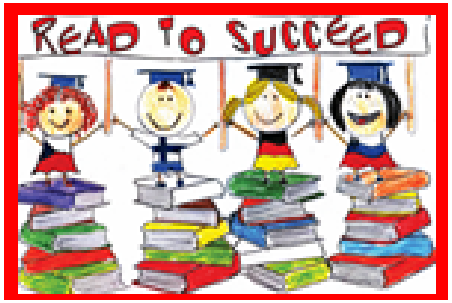
At school, your child will be taught phonics through specific phonics sessions where the teacher introduces the sound (phoneme) and letter (grapheme) and often an action or illustration to help children remember it. Activities will then be set up around the room to practice saying, reading, using and writing the letter and sound.

Set 2 Common Exception Words – Phase 3 Phonics

Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

Group 1	Group 2	Group 3
he	you	was
she	all	by
me	are	my
be	her	said
we	they	like

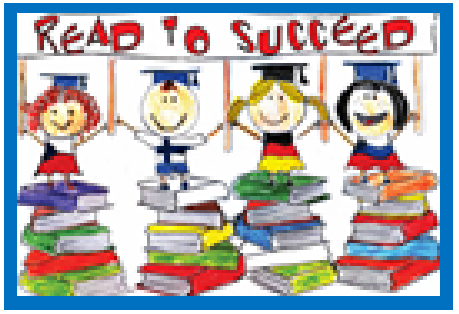


Set 3 Common Exception Words – Phase 4 Phonics

Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

Group 1	Group 2	Group 3
one	come	here
once	some	there
do	love	where
so	want	what
out	were	when
your	have	little



Set 4 Common Exception Words– Phase 5 Phonics

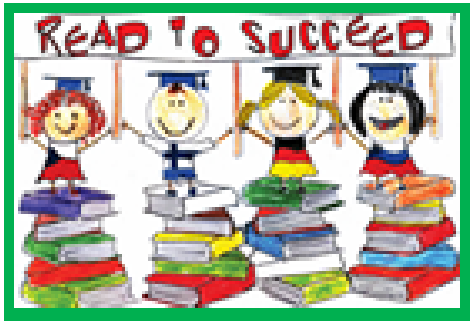
Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

Group 1
could
should
would
called
asked
looked

Group 2
oh
Mr
Mrs
people

Group 3
school
their
friend
house



Set 5 Common Exception Words

Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

Group 1
door
floor
poor
even

Group 2
wild
child
children
because
any
many

Group 3
find
kind
mind
behind

Group 4
most
both
old
told
cold
gold
hold

Set 6 Common Exception Words

Our bespoke FRIS phonics programme includes a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages. The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain grapheme phoneme correspondence (GPC) that are unusual or have not yet been taught.

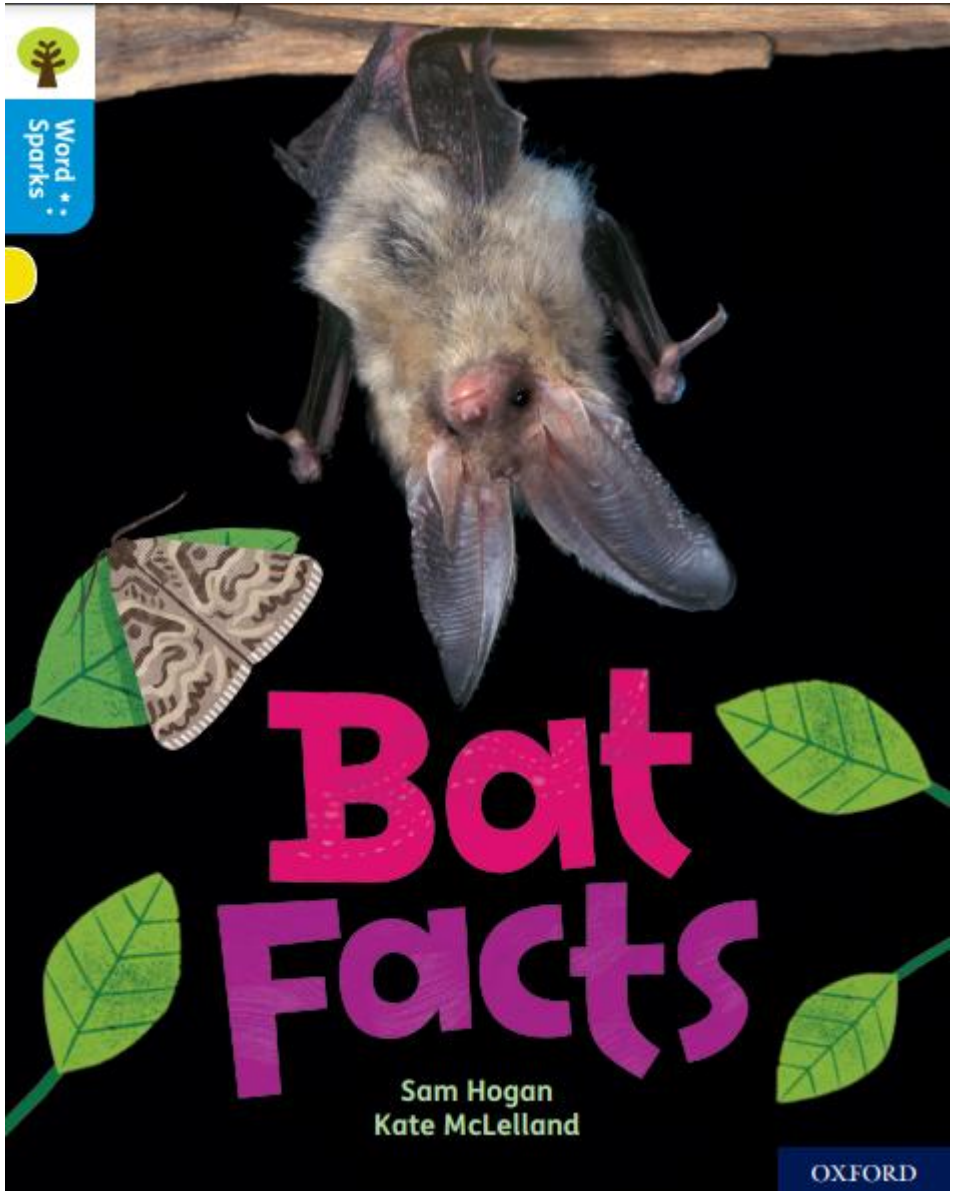
Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual. Please practise reading these words with your child. It's important that your child can read these in and out of context. These will be checked regularly in school.

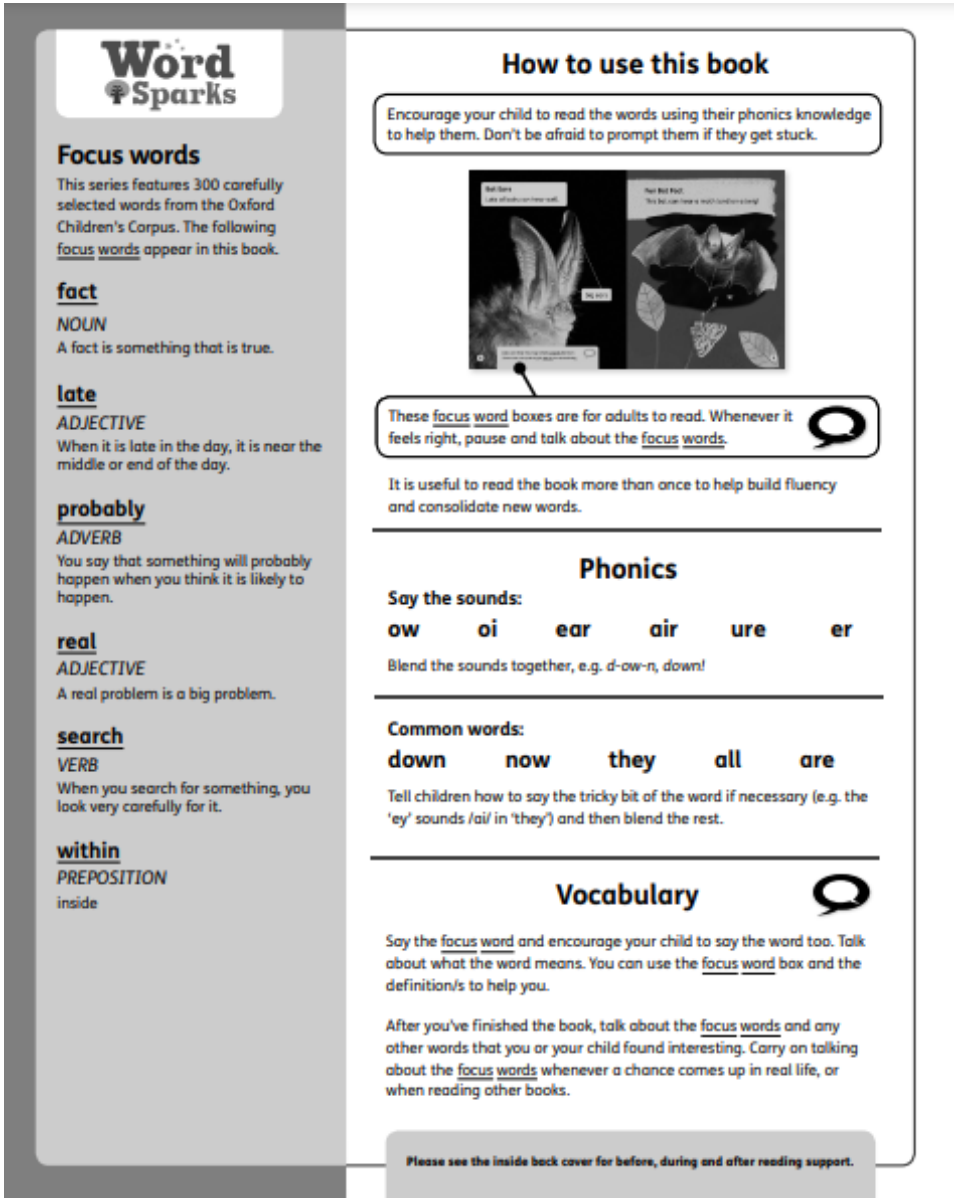
Group 1	Group 2	Group 3	Group 4
move	only	great	pretty
prove	hour	break	beautiful
improve	sure	steak	every
eye	sugar	who	everybody
busy	money	whole	climb
	clothes	half	father
	water	parents	Christmas



Appendix 5- Example of electronic samples of reading materials demonstrating progression through each stage of the programme.

Phase 3 book (ow, oi, ear, air, ure, er)





Word Sparks

Focus words

This series features 300 carefully selected words from the Oxford Children's Corpus. The following focus words appear in this book.

fact
NOUN
A fact is something that is true.

late
ADJECTIVE
When it is late in the day, it is near the middle or end of the day.

probably
ADVERB
You say that something will probably happen when you think it is likely to happen.

real
ADJECTIVE
A real problem is a big problem.

search
VERB
When you search for something, you look very carefully for it.

within
PREPOSITION
inside

How to use this book

Encourage your child to read the words using their phonics knowledge to help them. Don't be afraid to prompt them if they get stuck.

These focus word boxes are for adults to read. Whenever it feels right, pause and talk about the focus words.

It is useful to read the book more than once to help build fluency and consolidate new words.

Phonics

Say the sounds:

ow oi ear air ure er

Blend the sounds together, e.g. *d-ow-n, down!*

Common words:

down now they all are

Tell children how to say the tricky bit of the word if necessary (e.g. the 'ey' sounds /ai/ in 'they') and then blend the rest.

Vocabulary

Say the focus word and encourage your child to say the word too. Talk about what the word means. You can use the focus word box and the definition/s to help you.

After you've finished the book, talk about the focus words and any other words that you or your child found interesting. Carry on talking about the focus words whenever a chance comes up in real life, or when reading other books.

Please see the inside back cover for before, during and after reading support.

Look at all the bats!



This megabat is as big as a cat!









This bat is lighter than a coin!

Bat Ears

Lots of bats can hear well.



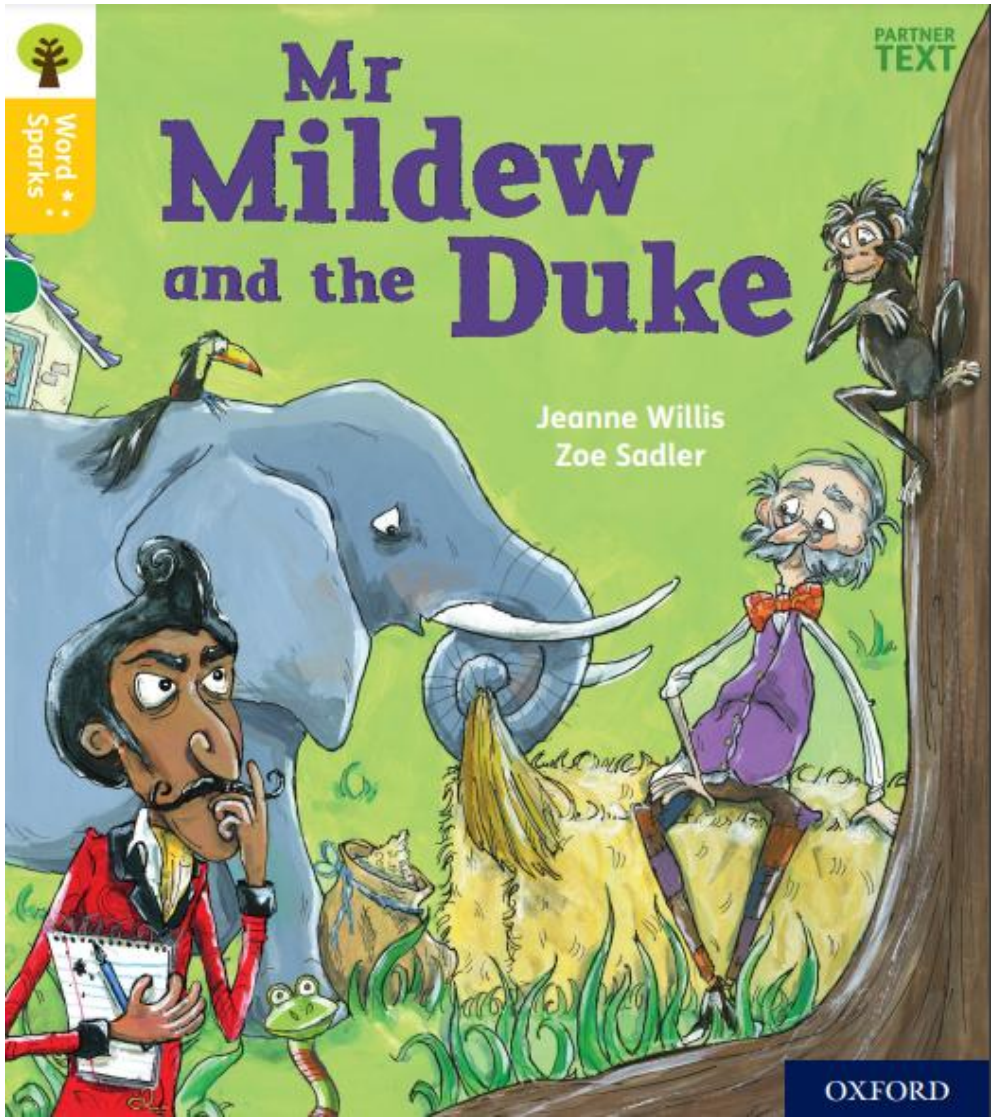
Bats use their hearing to help search for food.
Show me how you might search for something.

Fun Bat Fact

This bat can hear a moth land on a twig!



Phase 5 book (wh, ph, ew, oe, au, ay, a-e, e-e, i-e, o-e, u-e)



Word Sparks

Focus words

This series features 300 carefully selected words from the Oxford Children's Corpus. The following focus words appear in this book.

ancient
ADJECTIVE
Things that are ancient are very old.

create
VERB
When you create something, you make it.

impossible
ADJECTIVE
If something is impossible, it cannot happen.

ordinary
ADJECTIVE
Ordinary things are not unusual in any way.

otherwise
ADVERB
or else

popular
ADJECTIVE
well-liked, especially by a lot of people

How to use this book

This page is for an adult to read.

This page is for a child to read.



These focus word boxes are for adults to read. Whenever it feels right, pause and talk about the focus words.

It is useful to read the book more than once to help build fluency and consolidate new words.

Phonics

Remember that sometimes one sound can be made by two or three letters, e.g. *wh-ea-t* becomes *wheat*. Some decodable words in this story are:

wheat **newts** **key** **bales** **home**

Common words:

make **time** **Mr** **asked**

Tell children how to say the tricky bit of the word if necessary (e.g. the 'a' sounds /ar/ in 'asked') and then blend the rest.

Vocabulary

Say the focus word and encourage your child to say the word too. Talk about what the word means. You can use the focus word box and the definition/s to help you.

After you've finished the book, talk about the focus words and any other words that you or your child found interesting. Carry on talking about the focus words whenever a chance comes up in real life, or when reading other books.

Please see the inside back cover for before, during and after reading support.

adult

Mr Mildew was so popular, hundreds of people came from the town to visit him and his pets each month.

However, Mr Mildew was not popular with the duke who lived in a large house on the hill.

The duke did not like hundreds of people on his land.

"I blame Mr Mildew!" he said. "Why can't he keep normal pets?"



Mr Mildew was popular. Do you think the duke was popular? Why/Why not?

child

"What if his chimp escapes?" said the duke. "What if his mule kicks me? What if his elephant eats my crops?"





Appendix 6- Oxford Decodable reading books matched to Letters & Sounds sets & phases.

Phase 1: phonemic awareness

Letters and Sounds Phase	Grapheme-phoneme correspondences	Word Sparks	Project X Phonics	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 1	**Wordless**	Super Play (Partner Text) The Golden Cheeseboard (Partner Text) Pip Meets Kit Pip's Scarf	Exploring Sounds: Animals Exploring Sounds: Home and School Exploring Sounds: Out and About	Cat Chase Jin Can Fly	Max's Box In the Sky	Get Well Soon

Phase 2: simple grapheme-phoneme correspondences

Letters and Sounds Phase	Grapheme-phoneme correspondences	Little Blending Books for Letters and Sounds	Word Sparks	Project X Phonics	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 2, Set 1	**s, a, t, p**	Little Blending Book 1	The Secret Life of Cats (Partner Text) Plum Pudding (Partner Text) The Life of a Caterpillar Make a Ladybird	Exploring Letters 1 Tap, Tap! Pat, Tap, Pat	The Lost Cat Jin's First Day	Splat! Max's Rocket	Pat, Pat
Phase 2, Set 2	**m, i, d, n**	Little Blending Book 2	Stop, Tim! (Partner Text) Sid and Nim	Exploring Letters 2 Tiger's Dip Tim's Trip	Pip's Prank It is a Tip!	The Fishing Trip Let's Bake!	Tap It
Phase 2, Set 3	**g, o, c, k**	Little Blending Book 3	Let's Go Up! (Partner Text) Pip's Got It!	Exploring Letters 3 Cog Dog Dogs	Cat in a Cap Stop, Cat!	Tin Cat Sit, Cog Dog!	Kim is Top
Phase 2, Set 4	**ck, e, u, r**	Little Blending Book 4	Going into Space (Partner Text) The Red Tent	Exploring Letters 4 Sock Sacks In the Pens	Tuck In Magnus is Stuck	Get Ant! Peg It Up	A Sick Pet
Phase 2, Set 5	**h, b, f, l, ff, ll, ss**	Little Blending Book 5	Get the Bannock! (Partner Text) Lots of Crabs	Exploring Letters 5 Hop It! On the Bus	Jin is Ill Ben Helps	Run, Tin Cat! Peck, Peck	I Get Up and Go

Phase 3: simple grapheme-phoneme correspondences and consonant digraphs

Letters and Sounds Phase	Grapheme-phoneme correspondences	Little Blending Books for Letters and Sounds	Word Sparks	Project X Phonics	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 3, Set 6	**j, v, w, x**	Little Blending Book 6	Twin Tricks (Partner Text) Jan in a Jam	Exploring Letters 6 The Red Box The Fox	Jin Lifts Off Will the Reds Win?	An Odd Bug Nok Can Fix It	Viv Will Fix It
Phase 3, Set 7	**y, z, zz, qu**	Little Blending Book 7	Knight Quinn (Partner Text) Duck-bot	Exploring Letters 7 The Rocket A Quick Quiz	The Zipbot Pip's Mess	Cat's Picnic A Bag of Tricks	Zak is Off
Phase 3	**ch, sh, th, ng, nk**	Little Blending Book 8	Getting Chickens (Partner Text) Chen and the Pink Pot (Partner Text) Get Fit with the Fun Bunch The Best Trip	Exploring Letters 8 Shhh! Things That Go	Slink's Snack Fix That Bell!	Moths! Tiger's Fish	Josh and Seth

Phase 3: simple grapheme-phoneme correspondences and consonant digraphs

Letters and Sounds Phase	Grapheme-phoneme correspondences	Little Blending Books for Letters and Sounds	Word Sparks	Project X Phonics	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 3	**ai** (trail), **ee** (feet), **igh** (light), **oa** (groans)	Little Blending Book 9	I Can See Them! (Partner Text) Stop that Train!	Exploring Letters 9 The Fort Into the Deep	It is Freezing Win the Cup	On Nok's Trail I Win!	Gail Will Not Fail
Phase 3	**oo** (look), **oo** (zooms), **ar** (park), **or** (popcorn), **ur** (turn)	Little Blending Book 10	The Star 3000 (Partner Text) The Hunt for Ted		Turnip is Missing Zoom Food	Popcorn Surfing Stuck in the Mud	Miss Wood
Phase 3	**ow** (cow), **oi** (join), **ear** (near), **air** (fair), **ure** (sure), **er** (higher)	Little Blending Book 11	Helping Big Cats (Partner Text) The King's Ears (Partner Text) Bat Facts How to be a Good Farmer	Exploring Letters 10 The Starfish Football Skills	Stuck in the Storm The Fizzing Mixture	The Lost Cow The Rocket Flight	Oliver and Jen

Phase 4: blending adjacent consonants

Letters and Sounds Phase	Grapheme-phoneme correspondences	Little Blending Books for Letters and Sounds	Word Sparks	Project X Phonics	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 4	**adjacent consonant words (CVCC)**	Little Blending Book 12 (CVCC)	Cooking for Mum (CVCC/Partner Text) Wind Rocket (CVCC)	Exploring Letters 11: Consolidation It Erupts The Pit Ship Shape Super Powers! Ant's Hamster Max's Adventure	The Pest (CVCC) Ben's Gift (CVCC)	Cat's Painting It's Too Hot! Helter-Skelter Funfair Fun A Shock for Nok Goal!	A Bag of Letters
		Little Blending Book 13 (CVCC)	Carrot in a Spin (CCVC/Partner Text) The Swimming Contest (CCVC)		Up, Up, Down (CCVC) Flag Down! (CCVC)		Stop the Bus
		Little Blending Book 14 (CVCC)	Back to the Trees (CCVCC/Partner Text) The Deer and the Snail (CCVCC/ Partner Text) Food Hunt! (CCVCC) In the Big Tent (CCVCC)		Digger on the Run (CCVCC) Baa-Beep! (CCVCC)		Nora's Farm

Phase 5: alternative spellings and pronunciations

Letters and Sounds Phase	Alternative spellings/ alternative pronunciations	Word Sparks	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 5 alternative spellings	**(ay)** /ai/ (day); **(ou)** /ow/ (out); **(ie)** /igh/ (tie); **(ea)** /ee/ (eat); **(oy)** /oi/ (boy); **(ir)** /ur/ (girl); **(ue)** /oo/ (blue) + /(y)oo/ (argue); **(aw)** /or/ (saw)	Scruffbag (Partner Text) Too Much Pie!	Monster Sprouts Ben to the Rescue	The Seagull Claws	Cleaning Up
Phase 5 alternative spellings	**(wh)** /w/ (when) **(ph)** /f/ (photo); **(ew)** /oo/ (flew) + /(y)oo/ (few); **(oe)** /oa/ (toe); **(ey)** /ee/ (key); **(a-e)** /ai/ (make); **(e-e)** /ee/ (these); **(i-e)** /igh/ (like); **(o-e)** /oa/ (home); **(u-e)** /oo/ (rule) + /(y)oo/ (cube); **(c)** /s/ (cent)	Mr Mildew and the Duke (Partner Text) The Case of the Missing Whisk	Stuck to the Ice The Boostertron	The Parachute Molly's New Toy	Help to Win

Phase 5: alternative spellings and pronunciations *continued*

Letters and Sounds Phase	Alternative spellings/ alternative pronunciations	Word Sparks	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 5 alternative pronunciations	**(a) /ai/** (acorn), /ar/ (father*), /o/ (what); **(e)** /ee/ (me); **(i)** /igh/ (find); **(o)** /oa/ (go); **(u)** /oo/ (push) + /(y)oo/ (music); **(ow)** /oa/ (snow); **(ie)** /ee/ (brief); **(ea)** /e/ (head); **(er)** /ur/ (fern); **(ou)** /oo/ (soup, you)	Digging into the Past (Partner Text) The Bell Monster (Partner Text) Wild Art Spotted!	The Super Glooper Attack of the Robot Bunnies	Nok's Lunch Nok Gets Homesick	Time to Bake
Phase 5 alternative spellings/ alternative pronunciations	**(y)** /igh/ (by), /i/ (gym, bicycle), /ee/ (hairy); **(ch)** /c/ (school), /sh/ (chef); **(g)** /j/ (gem); **(ey)** /ai/ (they); **/c/** c (cat), k (keep), ck (clock), ch (school); **/f/** ph (photo); **/v/** ve (have); **/w/** wh (when); **/e/** ea (head), ie (friend); **/ow/** ou (out);	Roller Coaster (Partner Text) The Missing Medal	The Nosy Cook Professor Bounce	An Amazing Find Blast Off	Plant Finders

Phase 5: alternative spellings and pronunciations *continued*

Letters and Sounds Phase	Alternative spellings/ alternative pronunciations	Word Sparks	HERO ACADEMY	Alien Adventures	HERO ACADEMY Non-fiction
Phase 5 alternative pronunciations	**/ch/** tch (catch); **/j/** g (gem), dg (badger, dodging) **/m/** mb (lamb); **/n/** gn (sign, gnaw), kn (knee); **/r/** wr (wrap); **/s/** st (listen), se (house); **/z/** se (cheese); **/u/** o (worry, son, mother, some); **/i/** y (gym, bicycle); **/ear/** eer (cheer), ere (here); **/o/** a (what)	Mildred's New Job (Partner Text) The Mystery Package	Ice Crystal Robbery The Protecto	Don't Press the Buttons! Worm Song	A Horse Called Ed
Phase 5 alternative spellings	**/ar/** a (father*) **/air/** are (care), ere (there), ear (pear); **/or/** a (talk), our (your), augh (caught), aw (claw); **/ur/** or (word), ear (learn), ir (first); **/oo/** u (push), oul (could), **/ai/** ay (play), a-e (game), ey (they); **/ee/** ea (treat), e-e (theme), y (bunny), ie (field, piece) **/igh/** y (dry), ie (pie), i-e (time); **/oa/** ow (glow), o-e (stone), oe (toe), o (go); **/(y)**oo/ ew (stew), u-e (cute), ue (value); **/oo/** ew (chew) ue (glue), ou (soup, you); **/sh/** ch (chute), ti (station, patience), ci (special), s/ss (sugar, session); **/zh/** si (vision)	Let's Sing! (Partner Text) The Cotton Weaver (Partner Text) Animal Families Bakes and Cakes	Invasion of the Bunny-wunnies Dancing Danger	Spacewalk The Junk Cruncher	Construction Stars

Appendix 7- Current attainment

Year 1 tracking and intervention

Name	Rec Test Result	Base Line Y1	Aut 1	Aut 2	Spr 1	Spr 2	2023 Test result	Support	EAL	FSM	SEN
IW	**0**	**0**	**6**					LS			
BC	**5**	**4**	**10**					LS			
FFC	**6**	**2**	**7**					LS			
MF	**10**	**5**	**14**					KH			
OW	**15**	**5**	**14**					KH			
TS	**6**	**2**	**7**					LS			
MH	**17**	**5**	**10**					KH			
BT	**3**	**2**	**6**					LS			
RC	**0**	**0**	**0**					CH			
HD	**0**	**0**	**0**					CH			
ES	**9**	**6**	**14**					KH			
EJ	**5**	**6**	**14**					KH			
GM	**5**	**11**	**18**					KH			
AJW	**8**	**8**	**12**					KH			
CM	**2**	**6**	**12**					KH			
AB	**0**	**1**	**5**					LS			
JM	**0**	**0**	**3**					CH			
AJC	**8**	**8**	**13**					KH			
GW	**12**	**10**	**20**					KH			
LS	**13**	**7**	**15**					KH			
CC	**12**	**7**	**13**					KH			
ER	**4**	**3**	**7**					LS			
ID	**1**	**0**	**2**					CH			
SZ	**1**	**0**	**0**					CH			
FF	**17**	**4**	**13**					KH			
TB	**12**	**1**	**9**					LS			

RM	**12**	**3**	**10**					LS			
AA	**3**	**0**	**9**					CH			
NZW	**8**	**1**	**6**					LS			
LK	**18**	**4**	**15**					KH			
TJ	**11**	**5**	**14**					KH			
HM	**11**	**7**	**14**					KH			
MM	**19**	**8**	**16**					KH			
CD		**11**	**11**					KH			
TS		**10**	**11**					KH			
EH		**11**	**12**					KH			
IO		**9**	**12**					KH			
SMD		**9**	**12**					KH			
TP		**9**	**12**					KH			
FOS		**11**	**13**					KH			
40 intervention											
% passed (Year group)											
Number passed (118 Y1)											
2021-22 Tracking											
% passed (Year group)					**39%**	**61%**	**84%**				
Number passed (114)					**45**	**70**	**96**				
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**				
School %	**78%**	**86%**	**88%**	**90%**	**COVID**	**COVID**	**84%**				
National %	**81%**	**81%**	**83%**	**82%**	**COVID**	**COVID**	**?**				

Year 2 tracking and intervention

	Y1 Score	**Base Line**	**Aut 1**	**Aut 2**	**Spr 1 2014**	**Spr 2 2015**	**2022 Test result**	**Support**	**EAL**	**FS**	**SEN**

		Y2			TEST	TEST				M	
RR	21	22	24					KH			
EW	26	25	26					KH			
LB	27	18	33					KH			
LS	10	8	10					LS			
AM	16	8	10					LS			
AH NEW June Y1	19	16	19								
AF	18	9	20							X	
MB	11	10	15								
ER	18	17	15					KH			X
FB	9	11	13					LS			X
BW	19	15	27					KH		X	X
LH	18	6	14					LS			X
AL NEW June Y1 EAL	4	11	24								
LL	3	0	4					LS		X	X
RP	6	4	7					LS		X	X
CF	2	0	0					LS			X
LC	7	5	12					LS			X
PPF	3	2	4					LS			X
JB	3	3	6					LS		X	X
AR	28	20	26					KH			
	Y1	Y2	Y2								
% passed (Year grp)	84%	83%	84%								
Number passed (116 Y1 - 118 Y2)	98	98	99								
End of Y2 Data											
2021-22 (% passed)			88%*	91%	93%	96%	95%				

2021-22(No.passed) (117)			**103****	**106**	**109**	**112**	**113**				
							SCH	**NAT**			
2018-19(%passed)		**87%** ***	**88%**	**88%**	**90%**	**92%**	**95%**	**92%**			
2018-19(no.passed)		**104** ***	**104**	**105**	**107**	**109**	**113**				
2017-18 (% passed)			**86%**	**93%**	**96%**		**97%**	**92%**			
2017-18 (no. passed)			**101**	**111**	**114**		**114**				
2016-17 (% passed)			**78%****	**92.5%**			**98%**	**92%**			
2016-17 (no. passed)			**94****	**111**			**117**				
2015-16 (% passed)			**				**93%**	**91%**			
2015-16 (no.passed)			**								

* Comparison of % and no. passed may appear erroneous due to changes in cohort size through the year
**Score relates to pupils when they were in year 1 (i.e. from previous academic year)
Anyone scoring 36+ returns to SPPAG lessons - still tested by KH

0-21	22-26	27-31	32-40