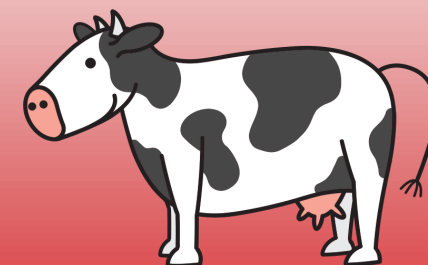


The Teach Hub

Letters and Sounds

Phonics Scheme





Contents

- Full overview mapping document of coverage from EYFS to end of Key Stage One including mixed age provision
- Phonics and Spelling teaching and desk charts for EYFS, Key Stage One and Key Stage Two
- Weekly units of work for Phase 2 to Phase 5 that include a teaching overview, revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)
- High frequency words listed within phases, linked to the Common Exception words from the National Curriculum
- Common Exception words and Statutory words for Key Stage Two linked to phonic structures
- Assessment trackers and task sheets for each phase for reading and spelling
- Phonic Screening Check coverage and words listed in word structure order
- Flashcards for each Phase including word examples
- Phonics Recovery resources for Year One, Year Two and Year Three
- Spelling PowerPoints for Years One and Two





- Full overview mapping document of coverage from EYFS to end of Key Stage One including mixed age provision

Year One Term One Weeks 1-6

Term 1 (Phase 4 first if necessary) Blue		
Week 1	/ai/ as <ay> /igh/ as <ie>	/ee/ as <ea> /oa/ as <oe>
Week 2	/yoo//oo/ as <ue> /ur/ as <ir>	/ow/ as <ou> our /or/ as <aw>
Week 3	/w/ as <wh> /oi/ as <oy>	/f/ as <ph> /or/ as <au>
Week 4	/ai/ <a-e> /igh/ as <i-e>	/ee/ as <e_e> /oa/ as <o-e>
Week 5	/yoo/ /oo/ as <u-e> /yoo/ /oo/ as <ew>	
Week 6	Revision of new graphemes for Phase 5	

Read these tricky words in Year 1:
oh, their, people, Mr, Mrs, looked, called, asked, could

Assess





Phonics and Spelling teaching and desk charts for EYFS, Key Stage One and Key Stage Two

Year One Reading

Reading Chart 3 Phase 2, 3, 4 and 5 Year 1 ©Hubbard Consultancy Limited www.theteachhub.co.uk

s ss c st sc ce	a	t tt ed	p pp	i y	n nn kn gn	m mm mb	d ed dd	g gg	o a	c ck k ch	
e ea ai	u o_e o ou	r rr wr	h	b bb	f ff ph	l ll le	j g ge dge	v ve	w wh	x	
y	z zz s se	qu	ch tch t	sh ch s(i) c(i) t(i) ss(i)	th th (this) (throat)	ng n(k)	ai ay a a_e ey ei eigh	ee ea e ey e_e y ie	igh i y i_e ie	oa oe o ow o_e ou	oo o ou ew u_e ue ui
y(oo) ew u_e ue u	oo u oul	ar a al	or aw our au ore al oor	ur er ir or ear	ow ou	oi oy	ear eer ere	air are ear ere	ure	er ure	/zh/ s





Phonics and Spelling teaching and ILLUSTRATED desk charts for EYFS, Key Stage One and Key Stage Two

Year 1 Phase 5c weeks 1-6 and Years 3 and 4 sample

Reading Chart 3 Phase 2, 3, 4 and 5a, 5b and 5c weeks 1-6 Year 1

©Hubbard Consultancy

s snake	a apple	t tent	p pan	i ink	n net	m map	d dog	g girl

Phonics and Spelling Chart 5 Year 3 and 4

Phase 5a, 5b, 5c weeks 1-6 and 5c weeks 7-13 Year 2

©Hubbard Consultancy

ss hiss 		tt letter 	pp pepper 		nn tennis
c circle 					

s snake	a apple	t tent	p pan	i ink	n net	m map	d dog	g girl
ss hiss 		tt letter 	pp pepper 	y gum 	nn tennis 	mm hammer 	dd ladder 	gg dagger
c circle 				e houses 	kn gn knock sign 	mb comb 	ed banged 	gu guard
ce se nice house 				ed jumped 				gue tongue
st sc listen scissors 								





- Weekly units of work for Phase 2 to Phase 5 that include revision, **oral blending**, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Daily Phase 2 example

Oral blending Point to the picture and say the phonemes in the word. The children repeat then say the word e.g. teacher → p-i-n, children → p-i-n pin.

The grid contains the following items:

- Top row: a blue and white striped bag, a colorful kite, a brown leg, a map.
- Bottom row: a red and yellow 'bang!' sound effect, a red fishing net, a yellow raincoat, a silver coin.





- Weekly units of work for Phase 2 to Phase 5 that include **revision**, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

<p>The Teach Hub Letters and Sounds Phonics Phase 2</p> <p>Set 3 g o c k</p> <p>1</p>	<p>Oral blending <small>Point to the picture and say the phonemes in the word. The children repeat then say the word e.g. teacher → p-i-n, children → p-i-n. pin.</small></p> <p>2 00:01</p>	<p>3</p>	<p>4</p>
<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>
<p>9</p>	<p>10</p>	<p>I can recognise the grapheme</p> <p>11</p>	<p>12</p>





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, **teaching objective**, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

1

Phonics Chart 1 Phase 2 Reception

s	ss	a	t	p	i	n
m	d	g	o	c	k	ck

2

Upper case G
Capital letter

Lower case g

The Teach Hub

3

Round her face and add her skirt

1

Use this action or mime to help you to remember the letter.

These words start with the letter g.

The vowels a o and u follow the g to make the /g/ sound.

Finger brushes cheek twice

girl goat gloves gate green

3





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, **word examples, segmenting, blending**, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

g a g

7

★

Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

t a g

8

★

Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

t a g

9

★

Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

g i g



Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

g i g



Phoneme frame
Sound buttons, Modelling, Sound talk, Repeat

g a p





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, **handwriting**, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

g g g g g g g g

g g g g g g g g

g g g g g g g g










- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, **reading and spelling practice**, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and **task sheet** (if applicable)

Phase 2 example

Which Word?

			
tap	gap	pat	nit
tag	gig	gas	nap
tig	tag	gap	nag




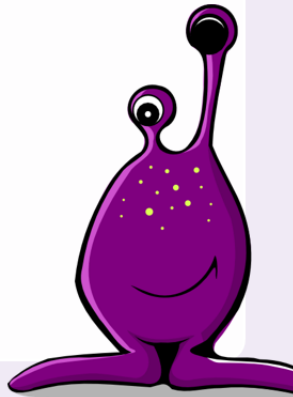


- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, **reading and spelling practice**, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

Blend to read – Alien words

gid pag
gad pid
gat





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, **sound button practice**, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 2 example

Sound Buttons Find the words

s p m d

t n g

a i

A small illustration of a red apple and green grapes in the bottom left corner of the activity box.



- Weekly units of work for Phase 2 to Phase 5 that include revision, **oral blending**, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Daily Phase 5 example

Oral blending and segmenting

The activity board features several illustrations: a blue mitten, a green apple (whole and sliced), a white surgical mask, a man with a beard holding a pink object, a palm tree, a jar of honey with a bee, a white cloud, a calendar grid with months from January to December, a patch of green grass, and a vertical stack of colored boxes representing the days of the week: Tuesday (red), Wednesday (purple), Thursday (green), Friday (blue), Saturday (brown), and Sunday (orange). A blue arrow points from the cloud to the Tuesday box.





- Weekly units of work for Phase 2 to Phase 5 that include a **teaching overview**, revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Daily Phase 5 example

Phase 5c Week 7 - Weekly Phonic Overview

Alternative graphemes for /u/ and /er/ Read new sound /zh/ as <>

Day 1 Reading Word Level Day

Introduce the new grapheme for the sound /u/. Start the session by going over all of the phonemes that the children have learned so far using the phonic chart. Show the highlighted spellings for /u/ as <> <-e> and <ou>. Work through the PowerPoint.

Oral Blending – Begin with ‘my turn, your turn’ e.g. say f-ue-l, fuel and the children copy. By the end of the week, just point to the picture and the children should do it independently.

glove, month, honey, Monday, above, half, palm, father, mask, grass (same all week)

Sound Buttons – Point to the different buttons to create a word e.g. s-t-ay, stay. The children say the phonemes as you point to them and then say the word they have made: dear, fear, here, shield, field, stitch

Use lots of practise at reading the words using blending out loud and then blending in their heads.

Blend to read: fun, umbrella, undo, under, sunny, brother, month, honey, money, mother, some, come, done, love, above, touch, cousin, trouble, couple, country

Blend to read silent reading: farmyard, rang, giant, beak, chick, think, shuts, arrow, mode (same all week)

Alien words: chack, blorn, sloam, flosp, flods, sprate, strabe, mep, uop, prawn (same all week)

Independent Activity – The children read the words to themselves and circle the correct word.

Day 2 Reading Sentence Level Day

Look at the spelling of <er> for /er/. Introduce the new grapheme for the sound /er/ as <ure>. Follow exactly the same format as Day 1.

Sound buttons: Add these words: done, some

Blend to read: father, mother, sister, brother, mixer, mixture, nature, future, picture, injure

Independent Activity - the children read the sentence and draw the picture.

Day 3 Tricky Word Day

Start the session with rehearsing the high frequency words the children know so far using the decodable ones for each phase. Use the flashing slideshow for quick recall.

Practise reading the new tricky words by pointing to them in turn, first using ‘my turn, your turn’ and then the children reading independently.

Revise the HF words from 5a, b and c so far.

Focus on spelling love, put, push

Sentence Substitution: Read the sentence and the words with a partner. Using the slides, replace the covered word with one of the other words.

Tricky Words Task

Model the sentence using the words. Dictate the same sentence for the children to write down: **My father said that he would love to come with me.**

Day 4 Spelling Word Level Day

Learn how to read /zh/ as <@>. Show how if the <i> appears, then it has no sound, but is a marker.

Work through the PowerPoint.

Sound Buttons: Add these words: come, cover

Blend to Read: treasure, pleasure, measure, usual, television

During the independent task, the children have the same grapheme chart as in the PowerPoint to support them in choosing the correct grapheme to match the phoneme in the word. Model how to write the words in a list down the page.

Spell: month, come, some, father, can't





- Weekly units of work for Phase 2 to Phase 5 that include **revision**, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 5 example

We can read the sound

/u/ as <u>

Today we are learning to read the sound

/u/ as <o>

/u/ as <o_e>

/u/ as <ou>





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, **teaching objective**, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 5 example

			
ea ai	u o_e o ou	r rr wr	
			
y	z zz s se	qu	ch

/u/ as

u

o

o_e

ou



umbrella



Some sons
are young









- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, **word examples, segmenting, blending**, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 5 example

Blend to read

 /u/ as <u> fun umbrella undo under sunny	 /u/ as <o> brother month honey money mother
--	---

Blend to read

 /u/ as <o_e> some come done love above	 /u/ as <ou> touch cousin trouble couple country
--	---





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, **reading and spelling practice**, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and **task sheet** (if applicable)

Phase 5 example

Blend to read – silent blending

farmyard rang giant

beak chick think

shuts arrow mode



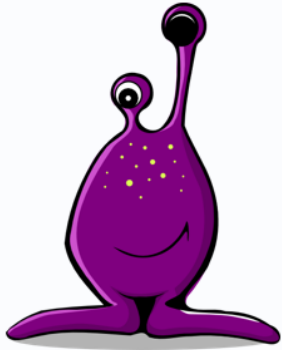


- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, **reading and spelling practice**, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 5 example

Alien Words

chack	blorn	sloam
flosp	flods	sprote
strabe	mep	
yop	prown	

A cartoon illustration of a purple alien with a large, bulbous body, a small head with a single eye, and a long, thin neck with a small antenna-like protrusion. It has a friendly expression.



- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, **sound button practice**, daily PowerPoint (or PDF) and task sheet (if applicable)

Phase 5 example

Phase 5 graphemes









o i ere s ch
d sh t er me
ear ie h l v tch
f ne al a c k





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and **task sheet** (if applicable)

Phase 5 example

			
luv love lou	some sum sume	don done dun	monf munth month
			
tuch touch toche	oven ovun ovin	cova cover covar	trouble truble troble

Circle the word that matches the picture.





- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and **task sheet** (if applicable)

Phase 5 example

Segment to Spell



Segment each syllable.
Spell each syllable.

f	a	th	er
---	---	----	----



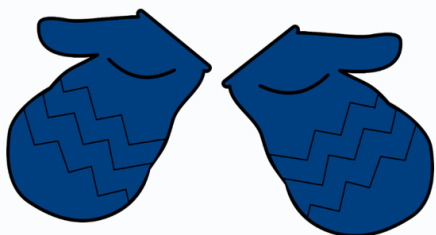


- Weekly units of work for Phase 2 to Phase 5 that include revision, oral blending, teaching objective, word examples, segmenting, blending, handwriting, reading and spelling practice, pseudo word practice, sound button practice, daily PowerPoint (or PDF) and **task sheet** (if applicable)

Phase 5 example

Hold a sentence...

In the house there were some...



Hold a sentence...

In the house there was some...





High frequency words listed within phases, linked to the Common Exception words from the National Curriculum

Phase Three

High Frequency words

*Tricky words

Words in bold type are Common Exception Words (CEW)

air	Yr	Read	Spell
*all			
*are	1		
bath	2		
*be	1		
been			
boat			
book			
box			
car			
dark			
down			
feet			
fish			
food			
for			
fox			
good			
hard			
*he	1		
*her			
how			
keep			
king			
long			
look			
miss			
much			
*me	1		
*my	1		
need			
night			

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now			
or			
park			
pass	2		
path	2		

Phase Five

High Frequency words

*Tricky words

Words in bold type are Common Exception Words (CEW)

	Yr	Read	Spell
about			
around			
*asked			
away			
baby			
bear			
before			
began			
behind	2		
birds			
both	2		
boy			
by	1		
*called			
came			
child	2		
climb	2		
cold	2		
*could	2		
cried			
day			
don't			
each			
eat			
even	2		
find	2		
first			
found			
gave			
girl			

gold	2		
grow			
head			
here	1		
hold	2		
home			
house	1		
I'll			
I'm			
inside			
improve	2		
jumped			
kind	2		
*looked			
made			
may			
make			
mind	2		
more			
most	2		
mother			
mouse			
move	2		
*Mr	2		
*Mrs	2		
new			
*oh			
old	2		
only	2		
other			
our	1		

over			
*people	2		
play			
prove	2		
round			
saw			
says	1		
sea			
snow			
take			
tea			
*their			
these			
time			
today	1		
told	2		
use			
very			
way			
which			
white			
wild	2		
your	1		





High frequency words day within each unit




6 the 7 I 8 no 9 to 10 go

11 into 12 ~~the go in into the into~~ 13 Phase 3 High Frequency Words Decodable 14 will them see that with too this down look then now for 15 Phase 3 High Frequency Words Tricky Words

16 he 17 she

LO – I can read and spell Phase 2 words

Make a Rainbow Word bank using the words.



had him if of off no go

Phase 4 Tricky Words

come	were
there	little
one	what

Phase 4 Tricky Words

Have a go at spelling these words:

when	out
------	-----





Common Exception words and Statutory words for Key Stage Two linked to phonic structures



Year 1 example

Year 1 common exception word list grouped into phonic areas

Functional words: (can be less than 3 letters) pronouns, auxiliary verbs, determiners, prepositions, conjunctions and adverbs (not marked for degree)

/oo/ coded as <o> or <ou>	/oa/ coded as <o>	/ee/ coded as <e>	/z/ coded as <s> (content words don't generally end in <s>)
do	no	be	is
to	go <small>(was <u>goe</u> in the past)</small>	me	his
today	so	he	has
you		she	(these are functional words)
		we	
/ur/ coded as <ere>	/v/ coded as <f>	/o/ coded as <o>	/ar/ coded as <are>
were	of	was	are
		(no FLOSS rule here as it is a functional word)	
/ie/ coded as <I or sv>	/or/ coded as <our>	/ai/ coded as <se>	/e/ coded as <ai save>





Assessment trackers and task sheets for each phase for reading and spelling



Phase 3 example

The Teach Hub Phase 3 Group Assessment grid

Child	Phase 3 Graphemes		Blending				Segmenting				
	Read	Write									
	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j-a-m J-a-ck v-e-t v-i-s-i-t w-i-n w-a-g c-o-b-w-e-b f-i-x y-e-s y-e-t z-i-p b-u-zz qu-i-z ch-o-p ch-e-ck	r-i-ch sh-o-p sh-e-ll b-a-sh th-i-n th-i-ck th-e-m th-e-n r-i-ng s-o-ng w-ai-t m-ai-n w-ee-p m-ee-t h-igh f-igh-t	c-oa-t t-oa-d b-oo-t m-oo-n f-oo-t w-oo-d b-ar-k h-ar-d f-or-k t-or-n s-ur-f b-ur-n n-ow t-ow-n	c-oi-n s-oi-l ear d-ear n-ear air f-air p-air c-ure p-ure m-a-n-ure h-a-mm-er l-a-dd-er d-i-nn-er	jam Jack vet visit win wag cobweb fix yes yet zip buzz quiz chop check	rich shop shell bash thin thick them then ring song wait main weep meet high fight	coat toad boot moon foot wood bark hard fork torn surf burn now town	coin soil ear dear near air fair pair cure pure manure hammer ladder dinner	
	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j-a-m J-a-ck v-e-t v-i-s-i-t w-i-n w-a-g c-o-b-w-e-b f-i-x y-e-s y-e-t z-i-p b-u-zz qu-i-z ch-o-p ch-e-ck	r-i-ch sh-o-p sh-e-ll b-a-sh th-i-n th-i-ck th-e-m th-e-n r-i-ng s-o-ng w-ai-t m-ai-n w-ee-p m-ee-t h-igh f-igh-t	c-oa-t t-oa-d b-oo-t m-oo-n f-oo-t w-oo-d b-ar-k h-ar-d f-or-k t-or-n s-ur-f b-ur-n n-ow t-ow-n	c-oi-n s-oi-l ear d-ear n-ear air f-air p-air c-ure p-ure m-a-n-ure h-a-mm-er l-a-dd-er d-i-nn-er	jam Jack vet visit win wag cobweb fix yes yet zip buzz quiz chop check	rich shop shell bash thin thick them then ring song wait main weep meet high fight	coat toad boot moon foot wood bark hard fork torn surf burn now town	coin soil ear dear near air fair pair cure pure manure hammer ladder dinner	
	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j-a-m J-a-ck v-e-t v-i-s-i-t w-i-n w-a-g c-o-b-w-e-b f-i-x y-e-s y-e-t z-i-p b-u-zz qu-i-z ch-o-p ch-e-ck	r-i-ch sh-o-p sh-e-ll b-a-sh th-i-n th-i-ck th-e-m th-e-n r-i-ng s-o-ng w-ai-t m-ai-n w-ee-p m-ee-t h-igh f-igh-t	c-oa-t t-oa-d b-oo-t m-oo-n f-oo-t w-oo-d b-ar-k h-ar-d f-or-k t-or-n s-ur-f b-ur-n n-ow t-ow-n	c-oi-n s-oi-l ear d-ear n-ear air f-air p-air c-ure p-ure m-a-n-ure h-a-mm-er l-a-dd-er d-i-nn-er	jam Jack vet visit win wag cobweb fix yes yet zip buzz quiz chop check	rich shop shell bash thin thick them then ring song wait main weep meet high fight	coat toad boot moon foot wood bark hard fork torn surf burn now town	coin soil ear dear near air fair pair cure pure manure hammer ladder dinner	





Assessment trackers and task sheets for each phase for reading and spelling



Reading Phase 3 Graphemes

Name: _____

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Phase 3

j	v	w	x	y	z	qu
ch	sh	th	th	ng	ai	ee
igh	oa	oo	oo	ar	or	ur
ow	oi	ear	air	ure	er	zz

Phase 3 example

Reading and Spelling Phase 3 words

Name: _____

The Teach Hub

Phase 3 real words

Child to sound-talk the word and then blend the sounds together.
Child to segment the word orally and then write the word down.

jam	Jack	vet	visit
win	wag	cobweb	fix
yes	yet	zip	buzz
quiz	quick	chop	check
rich	shop	shell	bash
thin	thick	them	then

Reading and Spelling Phase 3 words

Name: _____

The Teach Hub

Tricky words to read

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

Tricky words to spell

I	the	to	no	go
---	-----	----	----	----





Assessment trackers and task sheets for each phase for reading and spelling



Individual Assessment Grid sample

The Teach Hub Phase 2-5 Individual Assessment grid

Child: _____

Date	Phase 2 Graphemes		Blending	Segmenting	Blending	Segmenting	Blending	Segmenting	Blending	Segmenting	Blending	Segmenting
	Read	Write or make with magnetic letters	Phase 2 Real Words Sets 1-2	Phase 2 Real Words Sets 1-2	Phase 2 Real Words Sets 1-3	Phase 2 Real Words Sets 1-3	Phase 2 Real Words Sets 1-4	Phase 2 Real Words Sets 1-4	Phase 2 Real Words Sets 1-5	Phase 2 Real Words Sets 1-5	Phase 2 Silly Names	Phase 2 Silly Names
	s a t p i n m d g o c k c k e u r h b f f f l l l s s	s a t p i n m d g o c k c k e u r h b f f f l l l s s	s-i-t t-i-p n-a-p m-a-n m-a-p s-a-d d-i-d d-i-p	pip pit tan nip mat Pam dad and	t-a-g g-a-s p-i-g d-l-g g-o-t d-o-g c-a-t c-o-p n-o-t p-o-t k-i-d k-i-t	gag nag on not top pop Mog can cap cod Kim Ken	k-i-ck p-a-ck t-i-ck-e-t g-e-t p-e-n n-e-t n-e-ck m-u-m m-u-g c-u-p t-u-ck r-i-m r-o-t r-o-ck-e-t c-a-r-r-o-t	sock dock pack pet ten peg tuck run sun mud sunset rip rat rug rot rag	h-a-d h-u-m h-a-ck b-a-d b-u-d i-f f-l-t f-u-n p-u-ff f-a-t l-a-p l-o-t b-e-ll s-e-ll f-i-ll l-e-ss h-i-ss b-o-ss f-u-ss-p-o-t i-t u-p i-ll i-n	him hot hug big bet back bug bit rabbit off fin fig cuff fan let leg doll sell mess boss kiss Tess laptop rabbit	t-o-g m-u-n i-p u-g	bick pon ock ack

Date	Phase 3 Graphemes		Blending						Segmenting					
	Read	Write	j-a-m J-a-ck v-e-t v-i-s-i-t w-i-n w-a-g c-o-b-w-e-b f-i-x y-e-s y-e-t z-i-p b-u-zz q-u-i-z ch-o-p ch-e-ck	r-i-ch sh-o-p sh-e-ll b-a-sh th-i-n th-i-ck th-e-m th-e-n r-i-ng s-o-ng w-a-i-t m-a-i-n w-ee-p m-ee-t h-igh f-igh-t	c-o-a-t t-o-a-d b-o-o-t m-o-o-n f-o-o-t w-o-o-d b-a-r-k h-a-r-d f-o-r-k t-o-r-n s-u-r-f b-u-r-n n-ow t-o-w-n	c-o-i-n s-o-i-l ear d-ear n-ear air f-air p-air c-ure p-ure m-a-n-ure h-a-mm-er l-a-dd-er d-i-nn-er	jam Jack vet visit win wag cobweb fix yes yet zip buzz quiz chop check	rich shop shell bash thin thick them then ring song wait main weep meet high fight	coat toad boot moon foot wood bark hard fork torn surf burn now town	coin soil ear dear near air fair pair cure pure manure hammer ladder dinner				
	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	j v w x y z zz qu ch sh th th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er												

Date	Blending						Segmenting											
	CVCC			CCV	CCVC	CCVCC	CCVC	CCVCC	CVCC			CCV	CCVC	CCVCC	CCVC	CCVCC		
	h-e-l-p n-e-s-t b-e-n-ch b-ea-s-t h-e-l-p-d-e-s-k h-e-l-p-er sh-a-m-poo l-u-n-ch-b-o-x	t-e-n-t ch-a-m-p th-a-n-k j-o-i-n-t p-o-n-d-w-ee-d m-e-l-t-i-ng g-i-f-t-b-o-x sh-e-l-v-i-ng	l-a-m-p t-e-n-th r-oa-s-t th-i-n-k p-o-n-d-w-ee-d t-r-a-n-k f-l-o-a-t-i-ng	f-r-o-m t-r-a-ck s-p-o-r-t s-p-o-o-n s-m-a-r-t c-l-ear s-t-a-r-l-igh-t f-r-e-sh-n-ess	p-l-a-n g-r-ee-n s-t-a-r-t d-r-o-o-p f-r-ow-n t-r-ee-t-o-p f-l-o-a-t-i-ng	s-t-e-p s-m-e-ll c-r-ea-m g-r-ow-l t-r-a-i-n t-r-ee-t-o-p f-l-o-a-t-i-ng	s-t-a-n-d p-l-u-m-p t-r-u-n-k t-r-e-n-ch s-p-r-i-ng s-c-r-a-p d-r-i-ft-w-oo-d p-r-i-n-t-e-r	t-r-e-n-d c-r-e-p-t d-r-a-n-k sh-r-i-n-k s-t-r-i-ng s-c-r-u-n-ch t-w-i-s-t-i-ng	b-r-a-n-d th-a-n-k c-r-u-n-ch th-r-u-s-t t-h-i-n-k p-o-n-d-w-ee-d m-e-l-t-i-ng g-i-f-t-b-o-x sh-e-l-v-i-ng	help nest bench beast helpdesk helper shampoo lunchbox	tent champ thank joint pondweed melting giftbox shelving	lamp tenth roast think think melting giftbox shelving	from track sport spoon smart clear starlight freshness	plan green start droop frown treetop floating	step smell cream growl train train printer	stand plump trunk trench spring scrap driftwood printer	trend crept drank shrink strap scrunch twisting	brand thank crunch thrust string string scrunch twisting





Assessment trackers and task sheets for each phase for reading and spelling



Class Assessment Tracker for Reading sample

Phase 5c 1-6	Green	ai as ey, ei, <u>ei</u> gh, ch as tch, t ee as ea, ie, e_e, e y, z as s, se, j as ge, dge, igh as y, oo as oul, u, l as le, oa as ow, c as ch, oo as ui, or as ore, oor, al, ear as ere, eer					
Phase 5b 1-6		a as /ai/ /o/ /ar/, e as /ee/, i as /igh/ o as /oa/ /oo/, u as /yoo/, ea as /e/, ou as /oo/ /ou/, <u>g</u> as /j/, c as /s/, ie as /ee/, y as /ee/, er as /ur/ n as /ng/					
Phase 5a 1-6		ay ea ie oe ue <u>ue</u> ew <u>ew</u> ir ou aw wh oy ph a_e e_e i_e o_e u_e					
Phase 4 1-7	Blue	CVCC CCV CCVC CCVCC CCCVC CCCVCC					YR
Phase 3 5-7	Yellow	oo <u>oo</u> ar or ur ow oi ear air ure er					YR
Phase 3 1-4	Red	j v w x y z zz qu ch sh th <u>th</u> ng ai ee igh oa					
Phase 2 1-7	Pink	s a t p i n m d g o c k ck e u r h b f ff l ll ss					





Phonic Screening Check coverage and words listed in word structure order



Phonics Screening Check word sample

1	2	3	4	5	6	7	8	9	10	11	12	13	14
vol	fip	lig	neb	sut	wop	vus	keb	teg	pon	mep	gax	yop	gan
15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	36	37	38	39	40	41	42
43	44	45	46	47	48	49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96	97	98
99	100	101	102	103	104	105	106	107	108	109	110	111	112

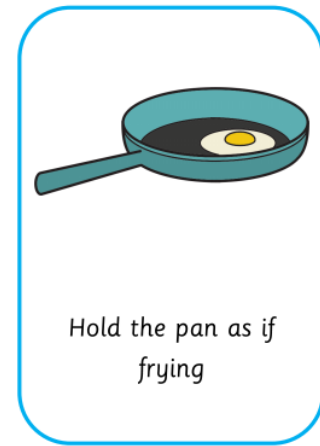
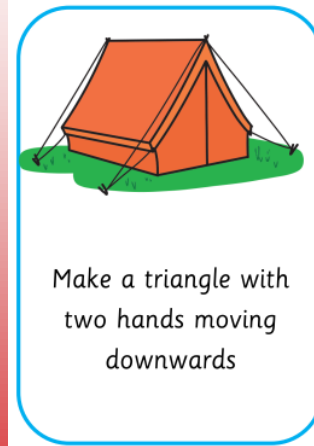
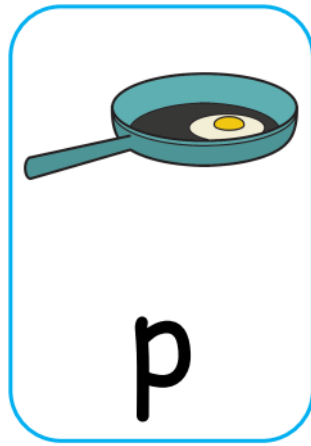
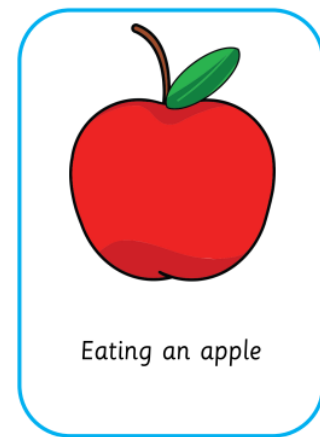
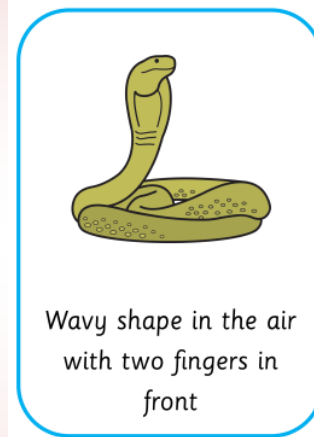
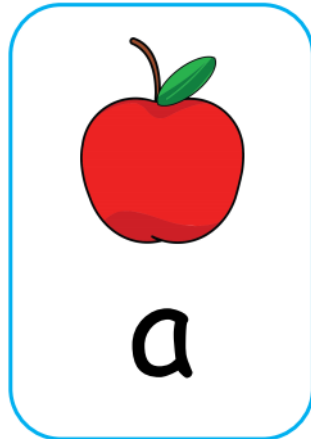
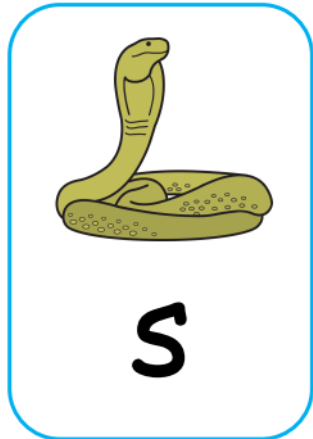
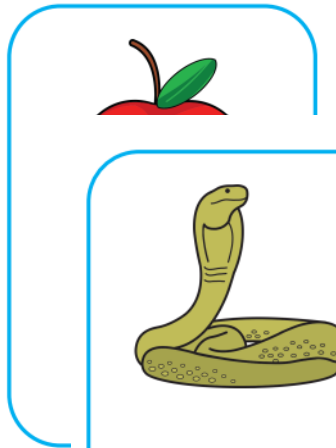
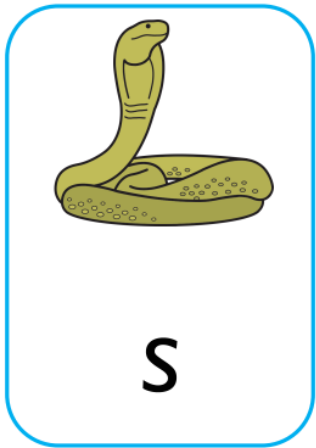




Flashcards for each Phase including word examples (comic sans and Sassoon font)









Phase 2 Flashcards sample









Flashcards for each Phase including word examples (comic sans and Sassoon font)

Phase 5 Flashcards sample

 o_e	 o_e	 o
 ou	 ou	 s

 o_e Some e sons are young	 o Some o ns are young
 ou Some sons are y oung	 s Meas u re the treas u re

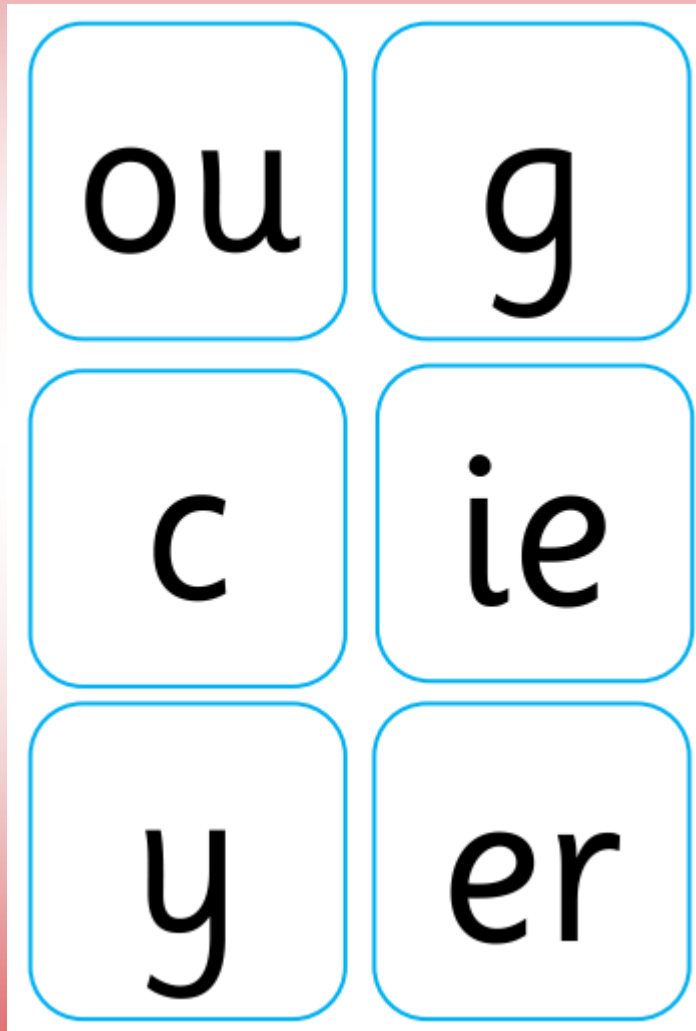




Wall display cards for each Phase



Phase 5 Wall display cards sample Phase 5c weeks 7-12





Phonics Recovery resources for Year One, Year Two and Year Three



Year One sample

The Teach Hub Phonics Recovery Outline for Year 1

www.theteachhub.co.uk



Autumn Term A 2021 using Letters and Sounds

Week beginning	Year 1/Phase 2 and 3 graphemes, Phase 4 structures and Phase 5 Phonics introduction	HFW/CEW Tricky words	Planning
01.09.21 (Wed)	Vowel hand, Vowel Rap, Alphabet song, New Year 1 Phonic and Spelling Chart, Sound Buttons, Syllables, Spelling Sparkle Game, Phonics Play, Hands on games and materials. Ensure Alien/pseudo words are also investigated.		
	Revision of sounds from Phase 2 and 3.	Application of Phase 4 and slower introduction to Phase 5	High Frequency and CEW words.
06.09.21	Revise sounds from Phase 2 & the start of Phase 3 using Phonic Chart 2 . s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z z qu ch sh th th ng Look at ff, ll, ss and ck at the end of single syllable words after a short vowel.	Phonic Chart 3 Phase 5 Revise /ai/ as <ai> Introduce <ay> Revise /ee/ as <ee> Introduce <ea> Build CVCC words (Phase 4) using Phase 3 graphemes cvcc - hand, jump, melt cvcc - teams, paint, feeds	Spell Phase 4 said have like so Read Phase 5 oh TTH Catch up Phase 5a Week 1
13.09.21	Revise sounds from Phase 2 & 3 using Phonic Chart 2 . s a t p i n m d g o c k c k e u r ai ee igh oa oo (y)oo ar or ur ow oi ear air ure er (schwa) Use flashcards or Phonictracker.com to find class	Phonic Chart 3 Phase 5 Revise /igh/ as <igh> Introduce <ie> Revise /oa/ as <oa> Introduce <oe> Build CVCC words (Phase 4) using Phase 3 graphemes	Spell Phase 4 do some come were Read Phase 5 oh TTH Catch up Phase 5a Week 2

20.09.21	Revise sounds from Phase 2 & 3 using Phonic Chart 2 . s a t p i n m d g o c k c k e u r ai ee igh oa oo (y)oo ar or ur ow oi ear air ure er (schwa) Continue to use flashcards or Phonictracker.com to find class gaps and focus more on teaching those.	Phase 5 Revise /oo/ as <oo> Introduce <ue> Revise /or/ as <or> Introduce <aw> Build CCV and CCVC words (Phase 4) using Phase 3 graphemes ccv - smear, star, stair, tree, spear, clear ccvc - from, twin, gran, drop, stop ccvvc - glues, crawl, drawn, steep, green, spoon, spoil, train, bleed, start, trail, cream, clown, creep, brown.	Spell Phase 4 there little one when Read Phase 5 oh their people TTH Catch up Phase 5a Week 3
27.09.21	Revise sounds from Phase 2 & 3 using Phonic Chart 2 . s a t p i n m d g o c k c k e u r ai ee igh oa oo (y)oo ar or ur ow oi ear air ure er (schwa) Continue to use flashcards or Phonictracker.com to find class gaps and focus more on teaching those.	Phase 5 Revise /ur/ as <ur> Introduce <ir> Revise /ow/ as <ow> Introduce <ou> Build CCVC and CCVCC words (Phase 4) using Phase 3 graphemes ccvc - trip, grab, flag, grip, glad, plum, gran, swim, clap, drop ccvvc - skirt, proud, cloud, ccvcc - stand, crisp, trust, spend, glint, cramp, stamp, blend, crust, blink, drank, grunt, flags	Spell Phase 4 out what Read Phase 5 oh their people Mr TTH Catch up Phase 5a Week 4
04.10.21	Revise sounds from Phase 2 & 3 using Phonic Chart 2 . Build CCVCC words (Phase 4) using Phase 3 graphemes ccvcc - smell, fresh, track, truck sniff, trash, crash.	Phase 5 Revise /oi/ as <oi> Introduce <oy> Revise /w/ as <w> Introduce <wh> Use the /oi/ and /wh/ graphemes in different	Revise how to spell Phase 4 said, like, have, so Read Phase 5 TTH Catch up Phase 5a Week 5





Year One sample

So why do we need 'tch'?



hutch



Read 'tch' as a trigraph.

kitchen



How does this fit with other spelling patterns?



Find the short vowel

c tch

f tch

There are a few words, such as those we used at the beginning of this module, that do not follow this rule.

Try to remember that these words use the code 'ch' and not 'tch'.

rich, which, much, such

