



Phonics Policy



Review Date: May 2023

Next Review: May 2025

This policy is underpinned by Newton on Trent Church of England School's vision of 'Every Opportunity to Flourish, Live Well Together, and be Valued and be Valuable' which is brought about by the core school Christian values of Love, Kindness, Peace, Courage, Respect and Honesty. Our values underpin our motto of Aiming High, Enjoying the Journey'. All we do at Newton on Trent Church of England Primary School is to ensure that our children reach their highest level of personal and academic excellence and phonics is such a crucial part of children's ability to flourish, opening up a world of new learning material and a real sense of value as they quickly acquire the new skills. Phonics is taught as part of, and in preparation for, the English Curriculum at Newton on Trent. Phonics is such a key gateway into the rest of a child's learning journey, where they first learn the skills to be able to access the written word, to then move from learning to read to then reading to learn. Social media, emails, texts and other messaging services rely heavily on people being able to read and write too and we need to ensure that our children can make themselves valued and valuable in society. To be a part of society and able to express yourself and build positive relationships requires phonics skills and the ability to clearly communicate in a written form, allowing them to live well together with others, forming positive relationships. This document lays out the importance of phonics teaching for all children in school and how it will be delivered.

Intent for Phonics

"Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment."

D of E - The reading Framework Teaching the foundations of literacy January 2022

At Newton our aim is to ensure that children are provided with the knowledge and understanding of the alphabetic code of English, learning the 44 speech sounds and the various ways of encoding using only the 26 letters of the alphabet. It is important the learning is progressive, and only asks children to apply skills they are secure with. We want all children to have the strongest start possible with their phonics journey and have the best start to their whole learning journey, improving their life prospects.

The Government have offered the following guidance on choosing a Systematic, Synthetic Phonics scheme to help us achieve our intent:

"What's important is that schools take an approach that is rigorous, systematic and used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and that achieves strong results for all pupils, including the most disadvantaged." (DofE Guidance on choosing a SSP scheme). The scheme we have chosen, Read, Write Inc. Phonics, was deliberately done so as the scheme ensures children are confident with each skill and how to apply knowledge learned before they are asked to do so.

This policy has separated out the different aspects of reading to just focus on the decoding part: phonics.

"Decoding refers to:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently.
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

"In contrast to spoken language, written language is a cultural invention. Most children do not develop the ability to read without direct teaching. For children who begin school with a poor understanding of language, being able to decode words is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves." The Reading Framework, Teaching the foundations of Literacy January 2022.

The principles underpinning the teaching of phonics

“To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding). This should include understanding how the alphabetic code of English represents the sounds (phonemes) of the language with single letters and groups of letters (graphemes). A phoneme is the smallest unit of sound that signals a contrast in meaning. English has about 20 vowel phonemes and 24 consonant phonemes. A grapheme is a letter or group of letters that usually represents a single phoneme. A grapheme can consist of:

- one letter, for example, ‘b’ – in big
- two letters (a digraph or a split digraph), for example, ‘sh’ in ship, ‘a-e’ in make
- three letters (a trigraph), for example, ‘igh’ in light
- four letters, for example, ‘ough’ in bough, ‘eigh’ in weight.

In a few cases, one grapheme represents two phonemes, for example in the word ‘uniform’, the first grapheme ‘u’ represents /y/ and /oo/.” DofE The Reading Framework January 2022 pg 38

The alphabetic code

“Letters are a code, a way of writing down the sounds of speech. Phonemes are the basis of the code, and the letters are the code. English has a complex alphabetic code: 26 alphabet letters have to do duty, singly or in combination, to represent the 44 or so sounds (phonemes) of English and they do so inconsistently. In Spanish, German and Welsh, for instance, one grapheme almost always represents the same phoneme. English, however, has more than 70 common correspondences between phonemes and graphemes and hundreds of rare ones.” DofE The Reading Framework January 2022 pg 39

Synthetic Phonics

Phonics is a body of knowledge that is necessary for children to learn to read and spell. Because of the complex alphabetic code of English, children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read. The term ‘synthetic’ phonics refers to the verb ‘synthesise’, meaning ‘to combine’. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are ‘reversible processes.’ Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it. Evidence shows that teaching phonics is the best way to teach children to read.” DofE The Reading Framework January 2022 pg 41

Aiming High:

- Children will be taught the skills of reading and writing using phonics.
- A systematic, synthetic phonics scheme will be used and adhered to with fidelity.
- At Newton on Trent C of E Primary school we use the Ruth Miskin scheme of Read, Write Inc (RWI) to teach phonics.
- Children will receive high levels of support at school and lots of supporting materials and resources will be sent home to continue the support with parents.
- Regular, routine assessment will ensure children are learning at the correct level and working on appropriate next steps therefore making good progress.
- School wide consistency allows children to transfer their skills when transitioning year groups and classes.
- Children will move through the program showing good progress.

Our aim is that children have completed the scheme by the end of Year 1 and are ready to move to the English National Curriculum when they start Year 2. However, should a child need more time on RWI then they will be taught accordingly. Children are taught phonics with a high expectation of progress, but at the rate they are ready for. Children will continue to learn phonics through Year 2 as they learn about more alternate spellings in English, as laid out in the spelling appendices of the National Curriculum. See Appendix 4 of this document.

Enjoying the journey:

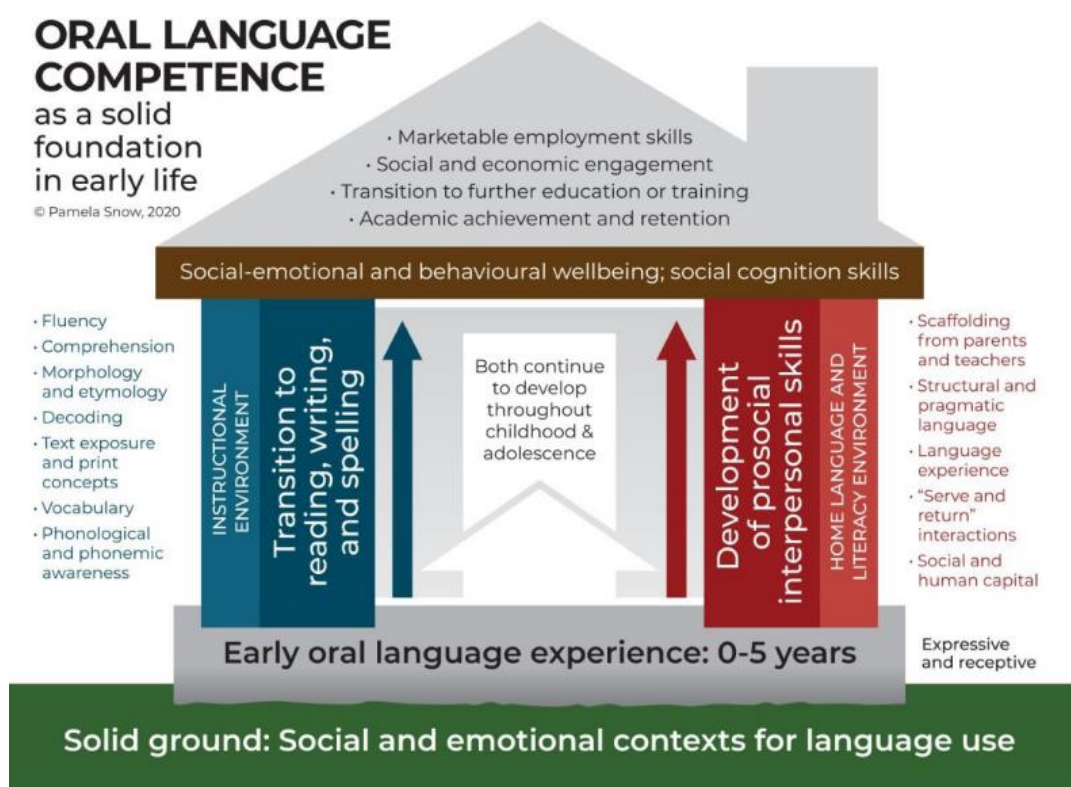
- Children will be able to apply their burgeoning phonics skills across their learning provision and reading journey.
- Children quickly acquire skills and enjoy being competent at a new skill.
- Children will read books matched to their phonics skills allowing them to learn to enjoy the success of reading independently.

- RWI sessions are positive and structured in the same way to allow children to feel comfortable and confident.
- School wide consistency allows children to transfer their skills when transitioning years groups and classes.
- Reading skills will open the world to children, allowing them to read for pleasure, pursue their own interests and become increasingly independent learners.

Diversity – Children cover so many aspects of diversity in their seven years at Newton from diversity of families, beliefs, backgrounds, social stations, cultures modern and past traditions and the diversity of the English language. Children look at the diversity of authors, being exposed to many different styles from the past and present, considering vocabulary choices and language choices and the impact this has on a reader. We have worked hard to refurbish our library and encourage children to recommend books to each other and give new genres and authors a try. Children should not only see themselves reflected in the books we have in school, but also see children from different backgrounds and different family make-ups. As they move through their phonic journey and learn more about the complexity of spelling and vocabulary, children will learn about the diverse heritage of the English language and where the words we use have come from, and how this may influence the spelling.

Individuality – Children will learn to read their books to themselves and become increasingly independent in their learning across the curriculum. This will allow them to develop which books they prefer to read, which authors they prefer, and which subjects they prefer. Like possibilities, children will be able to develop their life options and sense of self. Social media and communication rely heavily on the ability to read and write so phonics skills are essential, not just academically, but also socially and emotionally. Phonics skills are essential in being able to communicate your feelings, ideas and opinions to express yourself in society and with peers.

Possibility – The possibilities that phonics offers are huge. Once children can read, they can access the whole curriculum, becoming much more independent learners and the whole world opens up. Research has shown time and time again what a huge impact children's early language and reading attainment has on their future life chances.



Community – Children take part in reading and phonics activities throughout their life in school, they work in partners, groups, as a class and within the whole school. They read with community volunteers, read with visitors in school and take part in World Book Day activities within the school Community. Each year, as a school, we take part in the Readathon, where children undertake sponsored reading through the 'Read For Good' Scheme. This raises money for children to access books in hospitals and money for books for school. It also raises the profile of reading for children and within the community. As with individuality, children also use their written communication skills to interact with their school local and wider communities.

All of this will ensure children will:

- Be able to read a variety of texts confidently and fluently, at a level matched to their phonic skills, to gain information and to read for pleasure.
- Be able to decode and encode words in English, matched to their phonics skills.
- Correctly form letters in the English alphabet.
- Read digraphs and trigraphs.
- Quickly read the Red Words they have been taught.
- As they move through their phonics journey, understand that sounds can be written in different ways, and to spell things correctly, the correct grapheme must be used.
- Children will be prepared for their journey along the English National Curriculum and the rest of the curriculum.
- Children will be prepared for secondary school and their education journey.
- Children will be lifelong learners.
- Children will develop a love of reading.

Implementation of Phonics at Newton

Governors will:

- Review and ratify the policy.

SLT will:

- Ensure that staff are trained appropriately before starting to take groups for RWI or Fresh Start.
- Undertake routine monitoring to ensure the scheme is being followed with fidelity and provide any necessary CPD.
- Ensure Pinny time or other interventions are able to be carried out.
- Provide the necessary resources for teaching and supporting RWI and Fresh Start in school.
- Monitor the use of phonics in older year groups and ensure resources are in place as part of metacognition practices.
- Provide parents with a workshop and necessary handouts for them to understand how phonics and RWI is taught at Newton.

The Reading Lead (Catherine Robinson) will:

- Assess children on RWI each half term and create correct groupings for the children's attainment level.
- Provide staff with a Strength and Target Grid to ensure next steps and targets to move groups on are clear.
- Maintain RWI resources within school.
- Be available for ad hoc support and advice regarding teaching RWI at Newton.
- Ensure staff are trained and kept abreast of any changes in the delivery of RWI.
- Ensure fidelity to the scheme is maintained through monitoring.
- Ensure RWI resources are available to children and they have been trained how to use and access them within their classroom.
- Provide, or support other staff to provide, parent workshops to inform parents about phonics and how they can support their child at home.

Class Teachers Will:

- Support children to use RWI resources in all classroom life and ensure they have been trained how to use and access them within their classroom.
- Display relevant Red Words.
- Display a speed sounds chart.
- Support children with phonics throughout the curriculum, using RWI terminology.
- Report to parents regarding a child's progress with RWI or Fresh Start.
- Ensure any additional support needed is carried out, such as pinny time or additional reads and written in Home School Books/ diaries.
- Discuss with the Reading Lead and Group Teaching Staff and concerns about specific children.

- Use pure sounds when teaching phonics and use grammatically correct speech when talking with the children.

Group Teaching Staff will:

- Share any concerns with the reading lead and child/ren's class teacher.
- Support each other with best practice.
- Ensure children's books are changed appropriately and written in Home School Books/ diaries.
- Highlight children needing catch up in daily sessions and either reporting this to class teachers, the reading lead or putting catch up into place themselves and informing the Reading Lead.
- Providing Pinny Time/keep up not catch up when directed to and writing this in Home School Books/ diaries.
- Ensure sessions are prepared beforehand and follow the RWI Handbook.
- Ensure appropriate resources are prepared and easily available for children to access in their teaching environment, such as red words displayed, speeds sounds charts displayed and sound mats easily accessible.
- Use pure sounds when teaching phonics and use grammatically correct speech when talking with the children.
- Give positive praise to children.
- Provide feedback and support to children during the sessions.

Children will:

- Be active learners in their sessions.
- Practise reading in school and with adults at home when asked.
- Take care of the books and resources at home, looking after our school and respecting books and reading and the resources.
- Return reading books in a timely fashion.
- Use classroom resources to support them to be independent.

Parents will:

- Take care of the books and resources at home, looking after our school and respecting reading and the resources.
- Return reading books in a timely fashion.
- Practise reading at home with their child and write in their Home School Book.

Planning and Progression

EYFS

EYFS is a crucial part of children's education in all areas of learning, but the strong foundations put in place for phonics enable children to have every opportunity to flourish. As such, many opportunities to apply and explore these ideas are built into the EYFS curriculum, such as poems, songs and rhyming opportunities.

Educational Programs

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Pre-School

If children start their phonics path with us in Pre-school, they will have exposure to many phonological awareness activities to ensure they have covered all the aspects from the old Set 1 of Letters and Sounds and be prepared for starting RWI phonics.

■ Aspect 1: General sound discrimination – environmental sounds

Children will undertake listening walks, learn how to actively listen, listen and copy sounds, exploring how to make percussion sounds with tools and instruments, listening to louder and quieter sounds and match sounds. These allow children to recall sounds they have heard, discriminate between sounds and describe the sounds they hear. These activities really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

■ Aspect 2: General sound discrimination – instrumental sounds

Explore and experiment with different instruments, play games with different sounds. This will enable children to develop awareness of sounds made with instruments and noise makers. These really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

■ Aspect 3: General sound discrimination – body percussion

Copy body percussion patterns, explore the sounds they can make with their bodies, not just their mouths and develop awareness of sounds and rhymes. These activities really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

■ Aspect 4: Rhythm and rhyme

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. Children learn a wide range of poems, songs and rhymes, they also play rhyming games. These activities really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds. These really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

■ Aspect 5: Alliteration

Children learn to identify sounds at the beginning of words and notice the same or different sounds. These activities really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds. These really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

■ Aspect 6: Voice sounds

To distinguish between the differences in vocal sounds, including oral blending and segmenting. Children explore the sounds they can make with their own voices. These really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds. Children will be playing Fred Games and using Fred Talk from RWI to explore this.

■ Aspect 7: Oral blending and segmenting

Children begin to blend sounds together to make words and also segment them into their constituent sounds. This leads to more formal phonics teaching as children cannot learn to read and write using a synthetic systematic phonic program without the ability to remember and then blend sounds together. Children may also look at breaking words down into chunks as syllables when segmenting too. Children will start with onset and rhyme where the word is only

broken into two parts. They will also use real situations to practice this in context. Children will be playing Fred Games and using Fred Talk from RWI to explore this. These activities really work on children developing their ability to remember sounds, tuning into sounds and talking about sounds.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination).
- Listening and remembering sounds (auditory memory and sequencing).
- Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

1. listen attentively.
2. enlarge their vocabulary.
3. speak confidently to adults and other children.
4. discriminate phonemes.
5. reproduce audibly the phonemes they hear, in order, all through the word.
6. use Fred-talk to segment words into phonemes.

These fundamental skills are essential for children to learn in order for them to be able to use phonics to read and write.

Children will also learn that symbols and printed images convey meaning, such as supermarket signs, no dogs allowed or emojis.

In the summer term before they start Reception

Children will begin RWI with Nursery Phonics.

They will learn to:

Name the picture associated with the sound.

Know Fred Frog.

Play Fred Games to practise orally blending (Appendix 1).

Learn the grapheme-phoneme correspondences for Set 1 first 25 sounds.

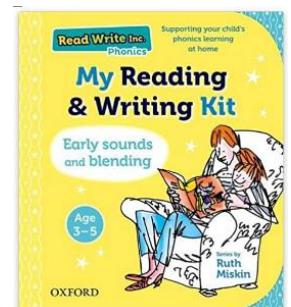
Depending on Children's progress they will also:

Begin to blend written sounds.

Read Sound Blending Books and take home Book Bag Books for sound blending.

Learn the first 6 digraphs of Set 1.

All children starting their phonics journey will be provided with a Read Write Inc.: My Reading and Writing Kit: Early sounds and blending to allow them to practice at home. Parents will be invited to a Workshop before phonics teaching in school begins so they understand the scheme and how their child will be learning phonics. They will be shown the kits and how to support their child at home with phonics. The importance of pure sounds will be explained, and parents shown all the resources in school that children will be using. Parents will also be given a hand-out so they have the terms and phrases at home to refer to through the early reading journey.



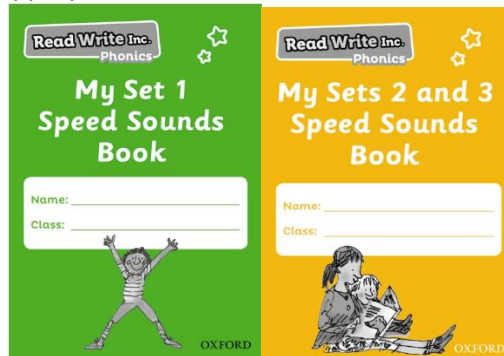
Reception

As soon as children have completed the Statutory 'Reception Baseline Assessment', they will continue their learning journey from pre-school, if they have been with us then. They will start to follow the RWI program from the beginning, this time learning how to form the graphemes along side reading them. They will continue to practise reading sound blending books at the level they have learnt to read. This may mean that they are relearning the sounds already taught in Nursery phonics as they learn the correct letter formation and how to write in books (this will be dependent on how far they progressed through the Nursery program). This is doubly beneficial after the summer break. They will now be writing in lined exercise books. Children will need to be taught how to form the capital letters and the letter names of the alphabet as they progress through the scheme to ensure they can use and

spell with capital letters. This will be practised and consolidated in Daily Dashboard and other aspects of the EYFS provision.

If children did not start with us in pre-school, they will continue along the same route, learning RWI from the start as per Handbook 1.

When children begin to learn Set 1, they should also be given a 'My Set 1 Speed Sounds Book' and when they start Set 2, they will be given 'My Set 2 and 3 Speed Sounds Book'. These resources are to consolidate learning at home and allow parents to support their children with their phonics learning. The date the sound has been taught should be written in each book each day as appropriate.



KS1

Year 1

As children move into Year 1, they continue their path along the RWI phonics scheme, being assessed and grouped as they had been in Reception. Our expectation is that children starting Year 1 would be quickly moving to the Yellow level, so they have the whole year to move through Blue then Grey.

Comprehensive as RWI is, there are sounds not directly taught as part of the scheme which are included in the appendix of the English National Curriculum. These are not explicitly taught as part of the RWI scheme, but there are RWI sounds cards and green word cards that can be used.

These sounds are:

ue - Come to the rescue.

ie - Terrible tie; au - Paul the astronaut.

e-e - Pete and Steve.

kn - Knock, knock, who's there?

ck - Tick tock clock.

wh - Whisk whisk.

ph - Take a photo.

Children need to be taught these before the phonics screen.

Year 2

By this stage, we expect children to have come off the RWI scheme and have passed their phonics screen. Children continue to use phonics for spellings, increasingly making the correct choices about the appropriate grapheme to use to spell the word correctly. They learn the common exception words and spelling patterns, suffixes and prefixes needed for Year 2, see Appendix 3. They will also be consolidating the Year 1 common exception words.

KS2

Children continue to use phonics as one of the strategies they have for spelling and decoding beyond Year 2, in line with the English National Curriculum Appendices. They continue to have complex speed sounds charts in classes and red words displayed. Children will still have access to sound mats in class should they need them. All staff in school have had RWI training and use the same terminology and vocabulary around phonics and spellings, using this to support children from KS1 to KS2, supporting with spelling choices. Children learn spelling patterns and rules and more about the different ways sounds can be encoded in English. They learn more suffixes and prefixes. They also learn more common exception words for Year 3 and 4 and then Year 5 and 6. Please see the Reading and Writing Policies for further details.

What a session will look like

Pre-school

These sessions will last around 5-10 minutes. Children will have a high focus on expectations, correct learning behaviors and engagement.

Please see the RWI Nursery Handbook.

Set1 sounds

In Reception, children will be learning the writing aspect of the sounds as well as the reading.

They will sit on the carpet and move to the tables, using 1,2,3 quickly and quietly.

They will use magnetic boards and letters to blend and sweep to Fred talk and read the sound.

They will move through the stages of learning:

- Learn the pictures for the sounds.
- Learn the grapheme-phoneme correspondences.
- Air write the sounds.
- Practice Fred Talk.
- Learn the Set 1 digraphs.
- Learn to Blend the sounds.

Please see pages 31-57 in the Nursery Handbook

Children may progress to reading the Sound Blending Books, page 58 of the Nursery Handbook. They will also need the corresponding Book Bag Book to take home.

Children may begin to learn a perfect pencil grip page 60 of the Nursery Handbook.

Children may become ready, at the end of the term before starting Reception to start to write the graphemes, the reading lead and class teacher, with the staff member teaching the group, will decide year on year if children are developmentally ready. They will need an unlined book, and staff should follow page 61 of the Nursery Handbook to deliver this.

Red Ditty Group

See Pages 33 – 49 in RWI Phonics Handbook 1 for Teaching Set 1 sounds and pages 69-71 for Red Ditty lesson plans.

Three Day Lesson Plans

Green, Purple, Pink and Orange level books all use the three day timetable, as per page 72 in the Handbook 1.

Please see Handbook 1 for lesson plans for each level story book.

See pages 50 – 55 in RWI handbook 1 for teaching Set 2 sounds.

See pages 56-67 in RWI Handbook 1 for teaching Set 3 sounds. Children should be using letter names for spelling at this stage to ensure they are using the correct digraphs for the spelling of the words. This will be taught in classes as well as in RWI sessions.

Five Day Lesson plans

Yellow, Blue and Grey level books all use the five day timetable, as per page 52 of Handbook 2. Please see Handbook 2 for lesson plans for each level story book.

See pages 33 – 39 in RWI handbook 2 for teaching Set 2 sounds.

See pages 40-51 in RWI Handbook 2 for teaching Set 3 sounds. Children should be using letter names for spelling at this stage to ensure they are using the correct digraphs for the spelling of the words. This will be taught in classes as well as in RWI sessions.

Fresh Start

Please see the RWI Fresh Start Handbook for what to teach when and how. The Reading lead will assess children and complete the Strengths and Targets Grid with which modules to teach for the groups and any specifics the group teacher will need to know.

Resources

Resources are kept in the library and library cupboard, when not in use. A large amount of money has been invested in RWI resources over the years and as such they should be well maintained and cared for to ensure future cohorts can continue to benefit from the resources. All staff are expected to care for resources and return them to the correct place.

Each group will have their own set of resources to use for the speed sound sessions and teaching of the stories. They should have (depending on the colour of book being taught)

- Large sound cards - set 1/2/3
- Small sound cards – set 1/2/3
- Picture cards (nursery and Set 1 only)
- Visible Speed Sounds chart
- Sound mats for children to use in the sessions

Ditty and Story books should have a set of made story green and speedy green words. If a book has not been taught yet and does not have a set, the member of staff teaching the group will need to create them.

Fresh Start resources are also kept in the library. Children use anthologies and modules aimed at a child's next steps. This scheme is aimed at older children who for one reason or another cannot read at the expected level and need more phonics work. The Reading Lead or SENDCo will have directed teachers or TAs to use the scheme as an intervention to close the gap on reading ability for certain children. There are separate green and red word cards with a different font for Fresh Start.

Each member of staff has a set of red words and should use these when teaching the books. A separate set should be used for displays and pinny time to ensure staff have the correct resources for what they need in groups. Spare sets are available in the cupboard. Appendix 3 details what should be taught when.

Groups will also need pencils (either Reception (left and right accordingly) or yellow and black), rulers and spelling books, and for later levels, a book for their extended writing.

Home School Books

Book Bag Books are kept on the shelf in the library and should be returned there when returned to school to ensure sets are kept together, in good condition. Sound Blending, Ditty and Storybooks are kept in sets in plastic wallets in the cupboard. When a child has finished reading their ditty or story book in school, it should be sent home with the corresponding book bag book. This should be written in the child's Home School Book or diary to inform parents and log the change for school records. Books that have been returned from home should be put back either onto the shelf for home school books or into the correct wallet for the school reading book, ready for the next time the book is taught.

Home Reading

Children will be provided with the Ditty or Story book (depending on their level) that they have just finished reading in school to read at home along with the corresponding Book Bag Book. By sending home the books children have read in school, they will continue with their success from school at home. By reading the Book Bag Book, they can apply their new learning in a different context, but still achieve success. Children are working towards accuracy, automaticity and prosody.

Accuracy 

Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity 

The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody 

Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

(EEF)

Parents are encouraged from the start of their child's formal learning of phonics to support their child with recognising sounds, practising writing sounds, reading and sharing books at home. Teachers also use diaries and Home School Books to share messages about children's reading. Where children require additional support and aren't practising at home, teachers and SLT work closely to encourage and support reading at home and if this still does not happen, additional reads will happen in school.

Assessment

Half Termly Individual Assessment

Children are assessed each term using the RWI assessment. This is then used by the Reading Lead, along with RWI guidance, to group children based on their current attainment and next steps.

Strength and Target Grids

Strengths and Target Grids are provided to staff following half termly RWI assessments so that all adults working with children are clear about what the next steps are for children to move groups. They also highlight individual strengths and targets and things to note when teaching the different groups. See Appendix 3.

Grouping

The Reading Lead will assess children and place them in their appropriate group. Staff members will be informed, using the Strengths and Targets Grid and the 'What to Teach When' (Appendix 3) document the focus of the learning in the sessions, the level of books and any personalised learning needed. Staff should be prepared before sessions and children should have a RWI carpet space. These spaces should be assigned thinking of the 'V to see idea' and spotlight children having the appropriate spaces.

PIRA

In Reception, children will undertake the PIRA test in Spring and Summer Term, which assesses phonics reading and comprehension skills. Teachers use this to inform next steps and demonstrate progress. They take the test in February and June.

In Year 1, children undertake three PIRA tests through the year these assess comprehension and phonics reading too. Teachers use this to inform progress and next steps.

In Year 2,3,4,5,6 children undertake three PIRA tests throughout the year. Teachers use this to inform progress and next steps.

GAPS

In Years 1,2,3,4,5,6, children undertake three GAPS tests which assess their ability to use grammar, punctuation and spelling. Teachers use this to inform progress and next steps.

Statutory Assessments

Reception Baseline Assessment (RBA)

It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between Reception and the end of primary school.

The RBA is an activity-based assessment of pupils' starting points in language, communication and literacy and Mathematics.

ELG – Literacy – Word Reading, Writing, Comprehension

Children are assessed for Good Level of Development against the Early Learning Goals to create their Profile.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Phonics Screen

In June, children in Year 1 will undertake the statutory Phonics Screen Check. They are assessed on 40 words, some pseudowords and some real words. They are expected to use phonics to read the words. They will need to be able to read all the sounds from Set 1,2 and 3 and the additional sounds taught in Year 1. The test is done by the child's class teacher in a familiar setting. The pass mark has historically been 32. Should children not pass, they will retake the test in Year 2. They do not retake again after Year 2. If a child does not pass, either in Year 1 or 2 or even again, continued phonics support will be put into place.

KS1 SATs

In May, children undertake the reading papers of SATs. There are two papers, which assess children's ability to read and comprehend what they have read.

Children also undertake a SPAG, (Spelling, punctuation and grammar) test which will assess, in part, children's ability to use phonics to spell.

KS2 SATs

In May, children undertake the reading papers of SATs. There are two papers, which assess children's ability to read and comprehend what they have read.

Children also undertake a SPAG, (Spelling, punctuation and grammar) test which will assess, in part, children's ability to use phonics to spell.

Reporting to Parents

Children's progress with phonics is reported to parents in several ways:

- Ad hoc comments in diaries and Home School Books, telephone calls and emails, conversations at drop off and collection times.
- Planned parents meetings.
- End of year reports.
- Reporting of statutory assessments.

If the Leading Lead, SENDCo or Class Teacher deem it necessary, additional meetings may be arranged with parents to discuss individual needs.

Progress on RWI/Fresh Start

Children move through the scheme from Nursery Phonics, (Ditty Sheets – not always taught if children can move to Red), Red Ditty Books, Green, Purple, Pink, Orange, Yellow, Blue and then Grey. Children do not have to undertake each level if assessment shows they are competent enough to skip a level, this is especially the case around Green and Purple. Teaching staff will have to be mindful though that children can read any red words, see Appendix 2, that may have been missed by skipping a level.

RWI expectations of progress are shown in the table below. However, our aim is that children are on at least Pink story books, but ideally Orange story books, by the end of Reception and completely off the scheme by the end of Year 1. However, if children are not ready to move on, they will be taught at their attainment level and support put in place.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

(RWI)

Year 2

Children who have come off the RWI scheme still need to be learning and using phonics skills. They should be following the guidance in the National Curriculum for Year 2 reading and writing and the spellings in Appendix 4, taken from the spelling appendix of the English National Curriculum. Teachers will use professional judgement, formative and summative assessment to inform next steps and plan accordingly. See Reading and Writing Policies.

KS2

Children should now be being taught English, reading and writing, as per the English national Curriculum, using phonics to aid decoding and spelling unfamiliar words. However, children do not all learn at the same rate and have already had varied pasts and starts in life before learning phonics. As such, some children need additional support, either long term or in short bursts to close the gap and ensure they have the best start in their learning career. At Newton there are several ways we ensure children make progress with their phonics learning. Teachers will use professional judgement, formative and summative assessment to inform next steps and plan accordingly. See Reading and Writing Policies.

Fresh Start Phonics

Children identified as not achieving the expected level of phonics by the end of Year 2 will move onto the RWI Fresh Start Phonics program. They will continue to learn phonics with this scheme until the assessment shows they can read to a high enough level with phonics to come off the scheme.

Keep Up No Catch Up

Following the idea from RWI, children are expected and supported to keep up with the learning with a 'keep up, not catch up' approach. The main way this will be done is with Pinny Time. Pinny Time is additional repeated exposure to sounds, green words, red words or practice with blending. It is called Pinny Time as many practitioners may wear a pinny to hold the cards that are practised. Children will have a minimum of three additional exposures each day to what they are practicing through the day, with no real upper limit. Practitioners will go to the child, especially if it is in EYFS so as not to impact too highly on their play and achievement in other areas. Teachers will also use transition times and moments when children are sat on the carpet, such as after the register or before Storytime to quickly practice with the whole class or certain individuals. This approach should be done as little and often. Pinny Time should be written in children's Home School Books or diaries.

SEND

In line with our vision and fundamental British values, all children are expected to use phonics to learn to read and then write, with all the associated skills this brings. This may look very different for some children and they will have bespoke teaching, using RWI resources and techniques, at their own pace. Children may need adaptations and 1:1 work in order to achieve this. This will be determined by teaching staff working with the child and the SENDCo. Children who are still receiving phonic instruction in KS2 on Fresh Start or RWI are assessed each half term and taught the appropriate module/level.

EAL

Children who speak English as an additional language will learn phonics in the same way, using RWI phonics. They will be assessed and grouped accordingly, receiving additional support if necessary. They may also need additional Storytime, vocabulary, grammar and language work to support this, but this will be assessed and implemented on an individual basis. If a child comes to us later in their school career with limited English or Phonics, they may be put straight onto Fresh Start to be more age appropriate.

Pinny Time

Children who are not secure on a certain sound from a previous session will have additional exposures to the sound as practitioners 'flash' the small sound cards at the child. Pinny time can also include additional blending practise, reading red words or practising reading green words more quickly and developing automaticity.

Additional Reads

Some children working on accuracy, automaticity and prosody may benefit from additional reads of their books too. It may also be beneficial for children to additionally read their current in-school-reading-book to ensure they are keeping up in sessions. Class teachers will work with parents to encourage them to support at home too.

Watchlists

Children who are identified as needing more sustained additional support may be added to the Watchlist. A more bespoke plan may be created for these children with extra sessions, working with the SENDCo.

Related Policies

English Policy

Reading Policy

Writing Policy

Assessment Policy

Learning Environment Policy

Metacognition Policy

SEND Policy

Related Documents

Letters and Sounds

English National Curriculum

RWI – Reading Leader’s Handbook

RWI – Nursery Phonics Handbook

RWI – Handbooks 1 and 2

RWI - Fresh Start Handbook

FRED GAMES

Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

Fred says...

1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.
2. Say: h-e-d, hed. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy

1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.
2. Say: r-e-d, red. Ask children to repeat.

Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge

Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k

Fred's wardrobe

Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t

Use Fred Talk for single syllabic words at the end of sentences throughout the day.

E.g. It is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.

Progression of Red Words through the Storybooks

* indicates 'Red for a while'

Red Ditty 1	<i>put</i>
Red Ditty 2	<i>the I</i>
Red Ditty 3	<i>no of</i>
Red Ditty 4	<i>my</i>
Red Ditty 5	
Red Ditty 6	
Red Ditty 7	
Red Ditty 8	
Red Ditty 9	<i>for*</i>
Red Ditty 10	<i>he</i>

Green Storybook 1	<i>your</i>
Green Storybook 2	<i>said</i>
Green Storybook 3	<i>you</i>
Green Storybook 4	<i>be</i>
Green Storybook 5	
Green Storybook 6	
Green Storybook 7	
Green Storybook 8	<i>are</i>
Green Storybook 9	
Green Storybook 10	

Purple Storybook 1	<i>to</i>
Purple Storybook 2	<i>me go</i>
Purple Storybook 3	<i>baby</i>
Purple Storybook 4	
Purple Storybook 5	
Purple Storybook 6	
Purple Storybook 7	
Purple Storybook 8	<i>paint*</i>
Purple Storybook 9	
Purple Storybook 10	

Pink Storybook 1	<i>all like* I've ('I' card, point to ve)</i>
Pink Storybook 2	<i>want call we her</i>
Pink Storybook 3	
Pink Storybook 4	
Pink Storybook 5	<i>she</i>
Pink Storybook 6	
Pink Storybook 7	<i>washing*</i>
Pink Storybook 8	<i>some</i>
Pink Storybook 9	
Pink Storybook 10	<i>so</i>

Orange Storybook 1	what they do
Orange Storybook 2	
Orange Storybook 3	
Orange Storybook 4	
Orange Storybook 5	old
Orange Storybook 6	
Orange Storybook 7	was
Orange Storybook 8	
Orange Storybook 9	
Orange Storybook 10	
Orange Storybook 11	
Orange Storybook 12	

Yellow Storybook 1	saw watch
Yellow Storybook 2	school watch(es)
Yellow Storybook 3	small their
Yellow Storybook 4	were
Yellow Storybook 5	who tall one
Yellow Storybook 6	brother
Yellow Storybook 7	I'm
Yellow Storybook 8	there
Yellow Storybook 9	fall* any
Yellow Storybook 10	where wall*

Blue Storybook 1	does
Blue Storybook 2	other two
Blue Storybook 3	could ball
Blue Storybook 4	would wash* water
Blue Storybook 5	anyone over wasn't
Blue Storybook 6	through once son
Blue Storybook 7	
Blue Storybook 8	
Blue Storybook 9	
Blue Storybook 10	whole people

Grey Storybook 1	should come
Grey Storybook 2	many
Grey Storybook 3	
Grey Storybook 4	mother
Grey Storybook 5	above father here
Grey Storybook 6	buy bought
Grey Storybook 7	
Grey Storybook 8	great someone another
Grey Storybook 9	walk
Grey Storybook 10	
Grey Storybook 11	caught worse everyone
Grey Storybook 12	talk thought
Grey Storybook 13	love wear

What To Teach When

Group		In Speed Sounds lessons, teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ single-letter sounds
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25 single-letter sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Read Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.7 Read Word Time 1.1 to 1.6 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words including longer words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 words Read familiar words with Set 1 sounds speedily Read 4/5 sound nonsense words with Fred Talk
Purple		Read Set 2 Sounds and matching Phonics Green Words including longer words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read familiar words with Set 1 sounds speedily
Pink		Read the remaining Set 2 Sounds and matching Phonics Green Words including longer words. Then start to read Set 3 Sounds and matching Phonics Green Words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read familiar words with Set 1 and 2 sounds speedily
Orange		Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4/5 sound nonsense words Read familiar words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 Sounds and matching Phonics Green Words including longer words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily Read unfamiliar multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /e/, /i/, /o/, /u/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ or /əɪ/ sound spelt -ei at the end of words	The -ei spelling is much less common than -ie . The -ei spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /ɪ/ or /əɪ/ sound spelt -ai at the end of words	Not many nouns end in -ai , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /e/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	pating, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /o/ sound spelt a after w and qu	a is the most common spelling for the /o/ ('hog') sound after w and qu .	want, watch, wander, quantity, squash
The /s:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /j/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – cannot). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	<i>can't, didn't, hasn't, couldn't, it's, I'll</i>
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /es/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.