Literacy Handbook

Woodlands School

Together we grow and learn

Together we raise aspirations for independence and lifelong learning

Reviewed-September 2026 HM

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At Woodlands, we believe that every pupil has the right to develop their literacy skills and to experience the joy, purpose and opportunities that communication and literacy can bring. We recognise that every learner is unique, and that there is no single approach or pathway to becoming a confident reader, writer, speaker or listener.

Through a range of carefully selected strategies, approaches and schemes, we provide learning experiences that are personalised to each pupil's individual needs, strengths and interests. We understand that progress may look different for every learner and that skills develop at different times and in different ways.

Our literacy provision therefore reflects the diversity of our pupils and is adapted across our different Learner Pathways. Whether a pupil is developing early communication and engagement skills, building functional literacy, or working towards greater independence and fluency, we aim to ensure that learning is meaningful, purposeful and right for them, at the right time.

This handbook sets out our shared approach to literacy at Woodlands and celebrates the many ways our pupils can communicate, engage with and make sense of the world around them.



Reading

At Woodlands, we are passionate about developing a love of reading and creating opportunities for every pupil to enjoy, explore and share books, stories and experiences. We believe that reading is much more than simply decoding words; it is about developing communication and interaction, understanding, imagination and a connection with the those around us.

We recognise that every learner will develop their reading skills in different ways and at different rates. Our approach is flexible and responsive, ensuring that pupils are supported to develop the skills that are most appropriate for their individual needs and stage of development.

Early reading skills are developed through the **Equals Schemes of Work** and the **Woodlands Rainbow Phonics Scheme**, progressing into the formal **Literacy Tree Schemes**, where learners are given opportunities to practise, apply and develop their reading skills through engaging and meaningful texts and use these skills to support their own writing.

Pupils are supported to develop reading through a combination of **visual and non-visual cues**. This may include using pictures, symbols, whole-word recognition and phonics alongside contextual cues and an understanding of the wider meaning of a text. Sound discrimination and early phonological awareness are introduced from the earliest stages of learning through **Phase 1**, providing a foundation for later reading development.

For pupils who are ready for more formal phonics teaching, the **Woodlands Rainbow Phonics Stages 2–5** provide a structured approach to developing knowledge of graphemes, phonemes and words. This is complemented by the **Red Rose Phonics Programme**, which supports the systematic teaching and application of specific sounds, graphemes and words.

We also recognise that, for some pupils, reading may look very different. For some learners, reading may mean recognising familiar people, objects, symbols, signs or key words in their environment. For others, it may involve developing an understanding of words and pictures through sight recognition rather than following a synthetic phonics approach. The **See and Learn Programme** provides an additional approach for pupils who benefit from developing their sight-reading skills in this way.

Whatever a pupil's starting point, we aim to make reading meaningful, purposeful and enjoyable, celebrating every step of progress and providing opportunities for all learners to develop their confidence, independence and enjoyment as readers.

Key Components for Reading:

- **Early Reading**

  Woodlands Rainbow Phonics Stage 1 (Bespoke programme of pre-reading skills supplemented with skills from Red Rose Phonics Phase 1)

  Engagement Model-Voyagers

- **Phonics and Reading**

  Woodlands Rainbow Phonics (Phases 2-5)

  Reading Books linking to the Woodlands Rainbow Phonics

  See and Learn (Developing Sight Readers)

Rapid Readers and Free Readers Reading books

- **Reading Comprehension**

  Pupils progress to fluency in reading and develop comprehension skills through discussion, inference, and prediction. (Applying Readers)
  Guided Reading is taught based on pupils' ability and interests. It is delivered in small groups, one-to-one sessions, and whole-class activities. Schemes that support this in school include Red Rose Phonics Reading Books, The Literacy Tree, Equals and Colourful Semantics.

Reading Stages

Level 1 – Pre - Readers	Level 2 – Emerging Readers	Level 3 – Developing Readers: Phonics	Level 3 – Developing Readers: Sight	Level 4 – Applying Readers
Pupils on the Explorer Curriculum/ Engagement Model	Pupils working on pink and yellow phase of Woodlands Rainbow Phonics	Pupils working from green – violet phase of Woodlands Rainbow Phonics	Pupils that do not demonstrate the skills to be able to retain the knowledge needed to decode words using the systematic synthetic phonics approach	Pupils who have completed all phases of Woodlands Rainbow Phonics





Writing

At Woodlands, we believe that every pupil should have opportunities to develop their writing skills in ways that are meaningful, purposeful and appropriate to their individual needs. We recognise that writing is a journey that begins with the earliest stages of mark making and develops over time into communicating ideas, expressing thoughts and creating written texts for a range of purposes.

Early mark making and writing opportunities are embedded throughout the **Voyagers and Discoverer Pathways**, allowing pupils to explore and develop their fine motor skills, hand control and understanding that marks, symbols and letters can be used to communicate meaning. These early experiences provide an important foundation for future writing development and are celebrated as valuable steps in each pupil's literacy journey.

As pupils progress, the **Woodlands Rainbow Phonics Programme** is supported by a corresponding **Letter Formation Scheme**, providing structured opportunities for learners to develop their letter formation and handwriting skills alongside their developing phonics knowledge.

We recognise that writing will look different for every learner. For some pupils, writing may involve making purposeful marks, drawing, tracing or forming letters, while for others it may develop into writing words, sentences and longer pieces of text. Pupils will be supported to develop their skills at a pace that is appropriate for them, with opportunities to practise and apply their learning in meaningful contexts.

As learners develop greater confidence and independence, they will be given opportunities to use their writing skills for **different purposes and audiences**. This may include writing to communicate, record information, share ideas, create stories, respond to texts or support learning across the curriculum. Whatever their starting point, we aim to ensure that every pupil experiences success as a writer, with their progress recognised and celebrated at every stage of their literacy journey.

Key Components for Writing:

Pre Writers

Focus:

- ✓ Fine motor strength
- ✓ Pincer grip
- ✓ Finger isolation
- ✓ Eye-hand coordination
- ✓ Hand arches
- ✓ In-hand manipulation

Emerging Writers

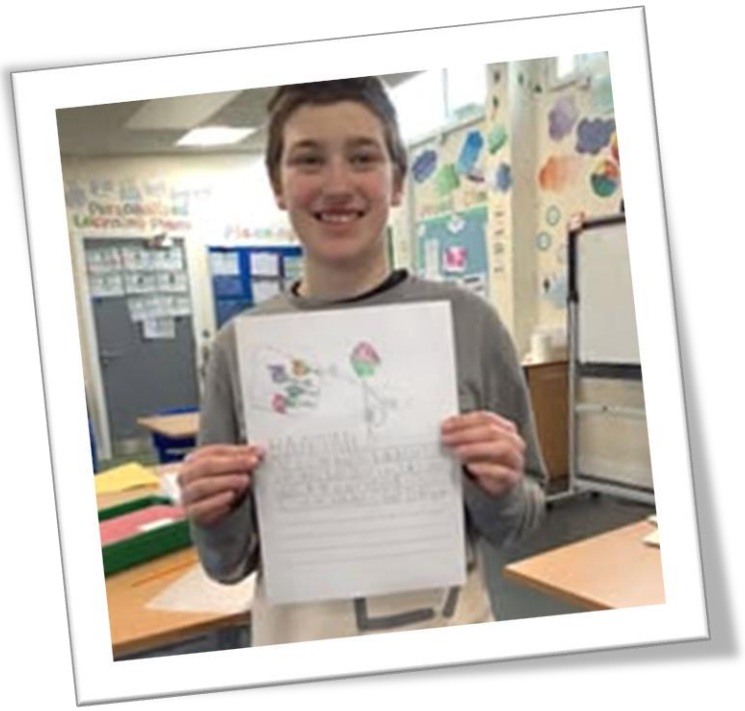
Focus:

- ✓ Multi-sensory Approach and Play based approach
- ✓ Pre-writing activities
- ✓ Pencil Skills (How to hold a pencil)
- ✓ Woodlands Rainbow Phonics Letter Formation
- ✓ Use alternative methods where appropriate e.g. typing

Applying Writers

Focus:

- ✓ Children learn to write in different styles (stories, reports, letters, etc.).
- ✓ Emphasis is placed on spelling, punctuation, and grammar (SPaG).
- ✓ Develop handwriting skills, starting with print and moving to cursive if appropriate to the learner.
- ✓ Pupils on our Adventurers and Pioneers pathways will access the Literacy Tree curriculum including the following aspects; Writing roots, literacy leaves and spelling seeds.





Strategies and Schemes of Work

Reading

The **Engagement Model** supports reading by providing a framework for assessing and developing early communication, interaction, and comprehension skills—key building blocks for literacy. It ensures they can engage with reading in a meaningful way.

1. **Exploration & Engagement** – Encourages curiosity about books, sounds, and storytelling through sensory and interactive experiences.
2. **Anticipation & Persistence** – Supports the development of attention and focus, essential for listening to stories and recognizing patterns in phonics.

3. **Initiation & Realisation** – Helps pupils express preferences for books, sounds, and words, fostering a sense of ownership in their learning.
4. **Personalised Approach** – Ensures reading activities are adapted to individual needs, promoting progress at every level.

Woodlands Rainbow Phonics

At Woodlands, we have combined Red Rose Phonics, Access to Phonics and Phonographix with our own Phonics programme to create **Woodlands Rainbow Phonics**—a structured and engaging approach to early reading. In **Phase 1**, we have enriched the programme with a strong focus on early listening skills, laying a solid foundation for phonics learning.
Pupils are grouped by ability, ensuring targeted support, and teachers plan effectively using our bespoke **Woodlands Planning Document**.

The Literacy Tree

The Literacy Tree scheme of work is to be differentiated where appropriate to meet the needs of the learner.

Writing Roots (Language, Comprehension, grammar) reception to year 6

Book-based Writing Roots are sequences of detailed lesson plans. They are based on a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear.

Literary Leaves are book-based comprehension planning resources for pupils working at Y2-Y6 designed to support teachers with the teaching of reading, using whole books, rather than extracts. They can be used in whole-class or guided reading sessions.

Spelling Seeds complement Writing Roots by providing contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning.

See and Learn

At Woodlands, **See and Learn** complements **Woodlands Rainbow Phonics** by providing additional support for pupils who benefit from a highly visual and structured approach to literacy. It focuses on teaching sight words and linking them to spoken language.
Uses clear, consistent visual and verbal input.

The program builds vocabulary and comprehension through repetition and practice.

Stage 1 – Sight Vocabulary
Stage 2 – Combing Words
Stage 3 – Reading Simple Sentences
Stage 4 – Reading for meaning

The **Rapid Readers** approach is designed to accelerate reading progress by focusing on fluency, comprehension, and confidence-building. It is often used for pupils who need additional support to close reading gaps quickly.

Rapid Readers:

1. **Structured, High-Frequency Practice** –Reading sessions to reinforce decoding skills and sight word recognition.
2. **Phonics-Driven** – Builds on phonics knowledge to support accurate and automatic word reading.
3. **Guided and Independent Reading** – Encourages a balance of teacher-led instruction and pupil practice to develop fluency.
4. **Repetition and Reinforcement** – Uses repeated exposure to words and texts to improve retention and reading speed.
5. **Comprehension Focus** – Supports understanding through questioning, prediction, and discussion.
6. **Engaging, Age-Appropriate Texts** – Ensures books match pupils' interests and reading abilities, keeping motivation high

Colourful Semantics

At Woodlands, we use Colourful Semantics to support learners in developing their sentence structure, vocabulary, and storytelling skills. This structured, colour-coded approach helps students understand how sentences are formed by breaking them down into key components such as 'who,' 'what doing,' 'what,' and 'where.'

By providing a visual framework, it enhances comprehension, encourages independent sentence construction, and boosts confidence in both spoken and written language.

Writing

Pre-Writing

Pre-writing skills are an essential foundation for developing writing ability. At Woodlands School, we support pupils through a range of activities that build fine motor control, hand strength, and coordination. These may include mark-making with different materials, tracing, threading, and sensory play. Pupils are encouraged to explore early writing in a way that is meaningful and accessible to them.

(See **Pre-Writing Skills Presentation** in 2024 2025 Curriculum, Communication, Language and Literacy 2024, Writing.)

Red Rose Phonics Letter Formation Guide

Red Rose Phonics promotes a systematic approach to teaching phonics, including correct letter formation to support early writing skills. Ensuring children develop good handwriting habits from the start helps with fluency and confidence.

Principles of Letter Formation in Red Rose Phonics

- Letters are taught in a **developmentally appropriate order**, often following phonics phases rather than alphabetical order.
- The focus is on **starting points, directionality, and consistent size**.
- Children are encouraged to use a **tripod pencil grip** for better control.
- Letters are introduced with **rhymes and visual cues** to make formation memorable.

Pencil Grip

A proper pencil grip is essential for developing good handwriting skills and preventing hand fatigue. The most effective grip for young learners is the **tripod grip**, which provides control and comfort.

1. Understanding the Tripod Grip

- The pencil is held between the **thumb** and **index finger**.
- The **middle finger** rests under the pencil for support.
- The pencil should sit in the **web space** between the thumb and index finger.
- The remaining fingers should be relaxed and tucked into the palm.

2. Common Incorrect Grips and How to Correct Them

- **Fisted Grip** (holding the pencil with the whole hand) → Encourage open fingers and use short pencils to promote the correct hold.
- **Thumb Wrap Grip** (thumb curls around the pencil) → Teach pupils to "pinch" the pencil rather than wrap their thumb around it.
- **Too-Tight Grip** → Remind students to keep a relaxed hold, using light pressure.

3. Strategies for Teaching the Correct Grip

- **Use Short Pencils**: Smaller pencils help fingers naturally adopt the tripod grip.
- **Pencil Grips**: Soft rubber grips can guide finger placement.
- **Fun Phrases**: Say “Pinch, Rest, and Write” to reinforce proper finger positioning.
- **Hand Exercises**: Encourage finger-strengthening activities like using tweezers or clay.

4. Checking and Reinforcing Good Habits

- Regularly observe students’ grips and gently correct them.
- Praise proper pencil holds to build confidence.
- Provide engaging fine motor activities like colouring, tracing, or cutting to improve hand strength.

Accessible writing tools

At Woodlands we are dedicated to finding the right strategies for our pupils to support them in overcoming their barriers. To do this we will draw on a range of different methods, strategies and resources to ensure that our learners can be as independent and successful as possible. In writing this may include using dictation and adapted lower case keyboards. From September 2026 we are also liking at implementing the use of Clicker across school to make writing more accessible for our learners.

Clicker will be used as an integral part of our inclusive literacy approach to ensure that our learners have a meaningful and accessible way to communicate their ideas through writing. For learners who have significant communication, physical, cognitive, literacy or sensory needs, the process of getting ideas onto paper can present a range of barriers. Clicker provides a flexible range of scaffolds, including symbols and pictures, word banks, sentence starters, predictive text and text-to-speech, which can be personalised to reflect each learner's individual needs, interests and level of development. Staff will use Clicker to support learners to generate and sequence ideas, select appropriate vocabulary and construct sentences, while gradually developing independence and reducing reliance on adult support where appropriate. Learners can hear their sentences read back, make choices, edit their work and experience success as authors. Clicker is therefore used not simply as a literacy support tool, but as a means of removing barriers to written communication and ensuring that all learners can express their own ideas, develop their literacy skills and have their voice represented in their written work.

Assessment and Pupil Progress

At Woodlands, assessment is an ongoing cycle that helps us understand each pupil's progress, celebrate their achievements and identify meaningful next steps. Each pupil has personalised learning outcomes, agreed through their Annual Review in partnership with parents, carers and relevant professionals. These outcomes provide a clear focus for learning and are used to guide teaching and learning throughout the year.

Teaching and learning → Evidence → Review → Evaluate → Next steps

Throughout the year, staff provide purposeful opportunities for pupils to work towards their individual outcomes and use **Evidence for Learning** to capture and record progress. Evidence is reviewed regularly to identify what each pupil has achieved, what they are continuing to develop and what support or adaptations may be needed. We also use specific assessment tools to measure steps of progress toward reading and writing outcomes outlined in more detail below Progress against outcomes is formally evaluated each term, allowing staff to identify and plan appropriate next steps.

Phonics

We compiled a Woodlands Rainbow Phonics Progression document (see attachments) which is used by teachers on EFL to record and monitor progress made in Phonics;

Phase 1-Woodlands Rainbow Phonics Framework-contains learning steps working towards and including Phase 1 and pre-reading skills

Phase 2-5 Woodlands Rainbow Phonics Framework-contains specific learning steps, graphemes, phonemes and word groups taught between Phase 2-5

We use the Phonics Screening Test from the previous year as a benchmark tool to see if pupils have met the expected progress within phonics before becoming an **Applying Reader.**

Sight Readers-See and Learn

Our sight readers who use the See and Learn resources are assessed using the See and Learn assessment tracker which is updated when a child can confidently recognise, match or read each individual word included in the programme.

Reading and Writing Assessment

Discoverers - Reading and writing is assessed using the Reading and Writing Skills Progression Maps. These maps are available on EFL, where teachers make termly assessments and upload supporting evidence to support their judgements. (See Appendix 1 for key learning milestones)

Adventurers and Navigators - children's progress in reading, writing, spelling and grammar is closely monitored using the Literacy Tree assessment framework which supports the programme of study being delivered. This has been uploaded to EFL where teachers can make regular assessments and track pupil progress.

As our Voyagers are working within the areas of the Engagement model they are not accessing subject specific learning in the same was as our other pathways-see Voyager Handbook for further information

Appendix 1

Reading Skill Progression Map

Stage 1	❖ Can shows curiosity about books ❖ Can engage with pages in book e.g. presses buttons, touches textures, lifts the flaps ❖ Can handle books and printed materials with interests ❖ Can show a preference for favourite rhymes, songs or jingles.
Stage 2	❖ Can explore a book independently ❖ Can look at pages as book is read ❖ Can turn single pages when prompted ❖ Can show anticipation e.g. huff and puff ❖ Can share books with familiar adults ❖ Can show enjoyment during rhyming and rhythmic activities ❖ Can show a preference for favourite book
Stage 3	❖ Can choose a favourite book from a selection ❖ Can point to a named picture / can name a picture ❖ Can copy expression / sounds ❖ Can pretend to read familiar story e.g. spontaneously uses babbles, single words, rhyme pattern ❖ Can listens to and join in with stories and poems, one-to-one and also in small groups. ❖ Can joins in with repeated refrains and anticipate key events and phrases in rhymes and stories ❖ Can listen to stories with increasing attention and recall. ❖ Can show an interest in illustrations and print in books and print in the environment. ❖ Can recognise own name ❖ Can look at books independently e.g handles books carefully, holds books the correct way up and turns pages. ❖ Can show an understanding that print carries meaning ❖ Can show an understanding that print is read from left to right and top to bottom
Stage 4	❖ Can enjoy an increasing range of books. ❖ Can use words, phrases from familiar texts in play ❖ Can say what is happening in a picture ❖ Can demonstrate an awareness of rhyme and alliteration ❖ Can fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. ❖ Can communicate likes and dislikes ❖ Can identify where text is on a page ❖ Can answer who and what questions in relation to a text
Stage 5	❖ Can read familiar words e.g. mum, dad, days of the week, weather, colours etc ❖ Can continue a rhyming string. ❖ Can answer where and when questions in relation to a text ❖ Can read CVC words in stories ❖ Can read most high frequency words (including common exception words)

Appendix 2

Writing Skills Progression Map

Stage 1	❖ Can hold objects in their hands ❖ Can reach for toys using both hands ❖ Can transfer objects from one hand to another ❖ Can bring both hands together ❖ Can grasp and hold onto objects ❖ Can use a raking grasp to move objects with fingers ❖ Can squeeze malleable materials i.e. playdough, cloud dough, foam
Stage 2	❖ Can roll malleable materials ❖ Can put small objects into a container ❖ Picks up small objects between thumb and fingers. ❖ Can makes random marks with different strokes in any direction using a mark making implement ❖ Can hold and use objects / tools to pour and scoop ❖ Can use finger isolation – pointing, mark making in a variety of materials
Stage 3	❖ Can build a tower of up to 9 blocks ❖ Can put rings on pegs, remove pegs from a peg board ❖ Can make snips on paper using spring assisted scissors ❖ Can draw lines and circles using gross motor movements ❖ Can fasten and unfasten large buttons and zips ❖ Can complete inset puzzles of up to 5 pieces ❖ Can copy simple shapes such as circles and lines
Stage 4	❖ Can lace a card, thread a bead on a string ❖ Can complete a 12 piece jigsaw puzzle ❖ Can open a lock with a key ❖ Can use a knife to cut ❖ Can cut a piece of paper in half using spring assisted scissors ❖ Can overwrite simple shapes and straight line patterns ❖ Can trace some letters, e.g. letters from their name
Stage 5	❖ Can copy write recognisable letters ❖ Can write letters which are correctly formed and orientated, there may be some inconsistency in size ❖ Can write numbers which are correctly formed and orientated, there may be some inconsistency in size ❖ Can write familiar single words ❖ Can write letters to sit on the line correctly ❖ Can leave spaces between words, although may be inconsistent ❖ Can write spontaneously for self rather than an audience ❖ Can write short phrases. ❖ Can write sentences or sentence-like structures which can be clearly understood

Appendix 3



Phonics Progression Document

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Pink-Pre-Phase 1	Pupils working at this level will have a range of opportunities to explore and experience different sounds throughout the day
	ANIMAL SOUNDS
	Experience familiar animal sounds
	JTDOOR SOUNDS (natural / man-made)
	Can explore natural sounds e.g. leaves rustling
	Experience natural sounds in the environment e.g. birds chirping in the park
	Experience man-made sounds e.g. traffic, transport i.e. car, bus, motorbike
	LOUD AND QUIET
	Experience loud sounds
	Experience quiet sounds
	OBJECT SOUNDS
	Can explore different everyday objects and their sounds
	MAKING SOUNDS
	Can explore different materials to make sounds

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Red-Phase 1 Aspect 1 and 2	Aspect 1-Environmental Sounds
	Strand: Tuning into sounds
	Listen to familiar indoor sounds (e.g tap running, keys rattling, packets)
	Identify familiar indoor sounds from a choice of 2
	React to loud sounds
	React to quiet sounds
	Listen to and identify indoor sounds
	ten to familiar outdoor sounds
	Identify familiar animal sound from a choice of 2
	Imitate animal sounds
	Can make different sounds with different natural resources
	Listen to natural sounds in the environment e.g birds chirping in the park, give a fleeting look in that direction
	Listen to man-made sounds e.g traffic, car, bus, motorbike
	React to loud sounds
	React to quiet sounds
	Create different sounds using objects
	Listen to and identify outdoor sounds
	Strand: Listening to and remembering sounds

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	Identify hidden sounds
	Sequence sounds in the order they are heard, e.g 2 or 3 sounds
	Sequence sounds in the order they are heard, e.g 3 or 4 sounds
	Strand: Communicating about Sounds
	Describe sound using loud and quiet
	e different describing words for sound heard (soft, low)
	scribe the sounds heard
	n put sounds in real contexts
	n put sounds into stories
	ntify sounds and place them in context, using appropriate environmental sound vocabulary
	e and apply environmental sound vocabulary when innovating a story, poem or rhyme
	Aspect 2-Instrumental Sounds
	Strand: Tuning into sounds
	Can explore and manipulate objects to create different sounds
	Identify sounds from a choice of two symbols
	Can explore and manipulate different materials to make sounds
	Identify and explore sounds made by objects
	Can explore different sounds with the same instrument (tap/shake)

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	Can adjust sounds volume-loud and quiet
	Can develop how sounds can be made with instruments
	Can play instrument to match animal sounds
	Identify and explore sounds made by instruments
	Strand: Listening to and remembering sounds
	Can copy loud sounds
	Can copy quiet sounds
	Can identify instruments/objects being plated from a choice of 2
	Discriminate and copy sounds made by an instrument or sound maker
	Can follow a signal to stop playing
	Can follow a signal to start playing
	Respond to start, stop signals using instruments or sound makers
	Strand: Communicating about sounds
	Select and play an instrument that matches an image, word or prop and justify
	Can match sounds to movements (e.g drum for giant footsteps)
	Select and play an instrument linked to a story and justify
	Select and play an instrument linked to a song, poem or rhyme and justify

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Orange-Phase 1 Aspect 3 and 4	**Aspect 3-Body Percussion**
	Strand: Tuning into sounds
	Join in with words and actions from familiar songs and rhymes
	n copy a beat using a single action
	Can keep in time with the beat
	Can make fast and slow sounds using voice/objects
	Can make long and short sounds using voice/objects
	rforms actions increasing and decreasing the speed and loudness
	n in with words and actions from new songs and rhymes
	Strand: Listening to and remembering sounds
	Can copy a beat using a sequence of actions
	Copy a pattern of body sounds and actions
	Copy a more detailed pattern of body sounds and actions
	Create a new simple sequence of sounds to perform
	Strand: Communicating about Sounds
	Identify and discuss sounds being made by different parts of the body
	Identify sounds using different criteria of fast, slow, loud and quiet
	Use a wider range of vocabulary to talk about sounds heard e.g *click, stamp*

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	Can say how sounds make them feel
	Aspect 4-Rhythm and Rhyme
	and: Tuning into sounds
	n join in with familiar repetitive phases in songs and rhymes
	n in with words and phrases in songs and rhymes
	n join in with familiar repetitive words in stories
	n in with words and phrases in stories
	n move in time to a fast beat
	n move in time to a slow beat
	n join in actions to familiar songs and rhymes
	ve in time to the beat and/or rhythm
	and: Listening to and remembering sounds
	Can identify objects/pictures that rhyme
	Identify words that rhyme, focusing on onset and rime
	Identify words that rhyme in pairs
	and: Communicating about sounds
	Can tap/clap out syllables in own name
	Can tap/clap out syllables in a friend's name

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	Can tap/clap out syllables for familiar objects/pictures/rhymes
	Recognise syllables in words
	Continue a rhyming string
	Use appropriate rhyming words to complete a sentence or phrase

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Yellow-Phase 1 Aspect 6, 5 and 7	**Aspect 6-Voice Sounds**
	<u>Strand: Tuning into sounds</u>
	Can experiment making sounds using own voice
	e a range of voice sounds
	Can copy a range of mouth movements
	Use mouth to blow objects e.g bubbles, feathers
	Can copy tongue movements through different activities
	plore different mouth movements for a range of voice sounds
	<u>Strand: Listening to and remembering sounds</u>
	Remember and repeat a sequence of voice sounds
	Remember, repeat and continue a sequence of voice sounds
	Remember, repeat and continue a sequence of voice sounds, varying pitch and volume
	<u>Strand: Communicating about Sounds</u>
	Use voice sounds to add sounds to a story
	Use appropriate vocabulary to describe different voice sounds
	Use appropriate vocabulary in rhymes and poems, to describe different voice sounds

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	Aspect 5-Alliteration
	Strand: Tuning into sounds
	Identify initially phonemes in words
	unciate selected initial phonemes clearly
	and: Listening to and remembering sounds
	call a number of items beginning with the same phoneme
	ntify objects/animals which start with the same phoneme
	and: Communicating about sounds
	n in with an alliterative story and make suggestions
	iculate a developing amount of speech sounds clearly
	nerate words that start with the same phoneme
	Aspect 7-Orally Blending and Segmenting
	and: Tuning into sounds
	en to an adult orally blending two or three phonemes, using sound talk to blend a word (onset different but the rime the same)
	en to an adult orally segmenting two or three phonemes, using phonics fingers to segment a word
	en and respond to an adult orally blending and segmenting two or three phonemes in words with the same initial phoneme
	and: Listening to and remembering sounds
	by an adult orally blending phonemes in CVC words by listening and remembering

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	Copy an adult orally segmenting phonemes in CVC words by listening and remembering
	Listen and respond to an adult orally blending and segmenting two or three phonemes in words
	Strand: Communicating about sounds
	Talk about phonemes whilst orally segmenting CVC words, with completely contrasting phonemes
	Talk about phonemes whilst orally segmenting CVC words, focusing on the initial, medical and final positioning
	Independently talk about and enunciate clearly the phonemes whilst blending and segmenting CVC words

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	GPCs	Tricky Words
Green-Phase 2	Teach **s a t**	
	Teach **p i n**	
	Teach **m d g**	
	Consolidate **s a t p i n m d g**	
	Teach **o c k**	Teach **the**
	Teach **ck e u**	Teach **I to**
	Teach **r h b**	Teach **no go**
	Consolidate **o c k ck e u r h b**	Teach **into**
	Teach **f ff l**	Consolidate **the I to no go into**
	Teach **ll ss**	Consolidate **the I to no go into**
	Consolidate **f ff l ll ss**	Consolidate **the I to no go into**
	Consolidate as required	Consolidate **Phase 2 Tricky Words** as required
		High Frequency Words *as is us his has* s pronounced /z/

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Grapheme Green Phase 2	Progression in application of newly taught graphemes within words *italics – hfw decodable* **bold - articulated differently**	Interesting vocabulary	Stretch and challenge
sat	*a at sat* ***as***		
p	pat tap		pats past taps
i	*it* pit tip sit ***is***	pip sip	spit tips sips sits
n	*in an* pin tin pan nit	nip sin nap tan	spin span Stan naps nips nits **pans pins**
m	*am man* mat Sam Tim Pam Tam	map	stamp maps mist mast
d	*did dad* dip Dan mad sad pad Sid	din dim	stand *and* sand dips
g	pig tig dig tag gap	gas sag nag gag gig	stag egg
o	*on got not dog top* pot dot pop God Mog	tot mop	*stop* spot pond pots mops spots
c	*cat can* cop cot	cod cap	scan
k	kit Kim	kid	skin skim skid skip
ck	kick pick sick tick sock sack pack duck	mock dock rack	stick stack stock snack smack crack flock
e	*get* pet net set ten pen men den peg met Meg Ken neck	peck deck	cket pocket step stem speck sped *nd* nest pest send mend dent desk
u	*put* ***us*** *mum sun up duck* mug cup mud suck	sunset	stuck spun *must* dust pump
r	*ran red run* rat rip Rick rock rug	rim ram rag rid rack rot	strip rant ramp crop crust rucksack rocket
h	*had hot hat him* ***his has*** hop hut hit hug	hum	hand help hint
b	*but big back bad bet bag bed bug bun bus bat bit Ben Seb*	cob hob nib cab tab dab	stub stab crab crib best bent bank bucket beckon
f	*if of fun fit fin fat fan*	fig fog	from frog flip flick fist fast font fond

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ff	*off puff huff*	cuff muffin puffin	stuff sniff cliff bluff scoff staff
l	*let leg lot log lip lit lock lick luck laptop*	lad lap lack	slip clip flip slap slot black block lots help last list lost land lipstick
ll	*fell tell bell sell till fill hill doll full pull Bill*	dull mill pill	spill drill frill smell
ss	*miss less mess Tess hiss kiss pass*	mass loss fuss boss	dress grass cross class press glass fusspot crisscross

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	GPCs	Tricky Words
Blue-Phase 3	Teach **j v w**	Teach **he she**
	Teach **x y z zz**	Teach **we be me**
	Teach **qu ch sh**	Teach **was my**
	Teach **th th ng**	Teach **you they**
	Consolidate **qu ch sh th th ng**	Consolidate **he she we be me was my you they**
	Teach **ai ee**	Teach **her all**
	Teach **igh oa** Teach **two-syllable words**	Teach **are like** (Phase 4)
	Teach **oo oo** Teach **two-syllable words**	Teach **said when**
	Teach **ar or** Teach **two-syllable words**	Teach **have one**
	Consolidate **ai ee igh oa oo oo ar or**	Consolidate **her all are like said when have one**
	Teach **ur ow**	Teach **come do**
	Teach **oi ear** Introduce **pseudo words**	Teach **so were**
	Introduce **pseudo words**	Teach **some there**
	Consolidate **ur ow oi ear air ure er**	Teach **out little what**
	Consolidate as required	Consolidate **Phase 3/4 Tricky Words** as required

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Grapheme Blue Phase 3	ogression in application of newly taught graphemes within words *italics – hfw decodable*	Interesting vocabulary	Stretch and challenge
j	jam jug Jill jog Jack Jen job jab	jet jot jig	*just* jump jumps
v	van vet Vic Viv Kevin Ravi Javid	visit	vest vast vent
w	*will well* win web wag	wig cobweb wigwam	*went* wind wilt wimp wept weld twin swim swing twist
x	*fox box* fix mix six taxi	wax tax exit	*next*
y	*yes* yet yum yum-yum	yell yap yuck yam yak	
z	zip Zack Liz Zidan	zap zig-zag	zest
zz	buzz fizz jazz		frizz
qu	quiz quick quack	quit liquid quill	quest
ch	*much* such chop chip chick chin check chicken	chat chug chill rich chum	champ chest chimp chomp bench punch chunk crunch lunchbox
sh	*fish wish* shop ship shed shot shell dish rush wish mash bush push cash Josh	shin shack shock posh dash bash lash mush	swish shift shelf fresh brush crash flash splash shrink
th	thick thin bath path Beth Seth	moth thud bathtub	*think* broth cloth tenth theft sixth thump thrill maths
th	*this than then that them with*		
ng	*long king thing going along* ring sing song wing sung rang sang bang hang	fang lung rung ping-pong longing	bring fling swing clang spring *things rings rungs sings* string strong
ai	*again* rain laid paid tail rail main wait nail Gail Faith Zain	pain maid pail fail mail aim wail hail sail bait chain faith	snail train trail brain grain plain frail stain faint waist paint afraid painting

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ee	*see been need keep feet queen* bee Lee cheek sheet seen meet week deep keep jeep feed feel seem peel teeth sheep Eesa	peek meek seek keen weed peep seep weep sheet	*ree* free *three trees green* steep *sleep* creep creek bleep speed bleed street speech pondweed treetop
igh	*night right* high light sight fight	nightlight sunlight sigh tight might	bright flight fright tonight
oa	*boat* coat road soap toad goat foam moan Joan	ak moat foal coal load moan loaf coach poach soak boatman raincoat	at groan cloak bloat broach roast toast boast coast goats floating
oo (long)	*room soon food too* moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom	fool loop mood loot doom hoof root noon hoot toot baboon rooftop	boost roost spoon scoot scoop snoop swoop droop shampoo moonlight toothbrush
oo (short)	*took good look book looking* hood foot cook wood wool hook cooking	shook cooling booking	*looks* books blood brook crook
ar	*car park dark hard* arm jar farm bar barn bark mark card shark chart cars Carl farmyard carpark	far cart tart harm dart harp arch sharp harsh march	scar star smart snarl spark start starlight
or	*or for morning* fork born horn short sort born torch	cord cork torn worn pork port lord north fort thorn	horns sorts sport organ snoring scoring
ur	fur burn turn curl hurt burp church	urn surf hurl lurk turnip churn	blur blurb slurp spurt burnt burst
ow	*now how town down* owl cow wow	bow row vow howl fowl gown	brow frown drown crown brown scowl crowd clown growl
oi	boil foil coin join soil	oil toil coil void tinfoil avoid	point hoist moist oink groin spoilt joint spoil
ear	ear near hear tear year dear beard	fear gear rear shear earwig	smear spear clear
air	*air* fair hair pair chair	lair airman	stair flair chairs stairs unfair hairbrush
ure	pure cure	lure secure manure mature	
er	*river* darker harder longer boxer higher lighter farmer singer shorter thicker tower shower power	*ever* waiter powder	*under* winter faster brighter helper Manchester thundering

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Indigo-Phase 4	Adjacent Consonants	Tricky Words
	ach **CVCC** and **CCV**	Teach **said so have like**
	ach **CCVC** and **CCVCC**	Teach **some come were there**
	ach **CCCVC** and **CCCVCC**	Teach **little do one when**
	ach **Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.**	Teach **out what it's**

Word Type	Suggested Words *High Frequency Words*	ocabulary for Stretch and Challenge
CVCC – best champ	*just help went think things must next lots still fast last best wind* vest best last past chimp champ ramp sink sank bank wink paint sand lamp pink tent shelf soft golf jump pump ding dong damp gift milk hand mask mend bend list felt sails shorts forks	t ramp wimp gust fond tenth shift tuft fact rust wept tusk wilt hump waist faint moist point joint burnt burst boost roost corks
CCV – *tree* stair	*tree three* star free stair clear	ur scar glee flee brow smear flair spear
VCC - *eggs*	*eggs* eats ant adds odds aims east oats oils oink arms owls **Note: these words are not included in the planning document. These can be taught if required.**	
CCVC – flop train	*from stop gran sleep green trees* flag slip frog plop stop drip skid spit drag blob drop flop slid plan swim drum plum slug plus scab glad club grab crab flat clap truck smell grass spell spot sting cross skin bright twig twin tram step crash flash smash trick prick black snail clown speech spoon sport float roast toast	d brag crop fled sled slab slam trim slim grub grim stub spun grill smug plot stun stern smog skim trash swish shrug squid shrub starch drown crowd frown growl flight bright plight slight creep bleed creek spoil slurp spurt droop swoop snoop groan boast
CCVCC – drink crunch	*plants* plank drink drank frost stamp twist spend crust snacks slept skunk trunk	slant thrift drift cramp plump clamp shrink trail frail shrunk stench clench spoilt

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CCCVC – spring street	spring string strung strap street splat split stress splash scrub	ap strum screen sprain scruff struck scrum scram spleen
CCCVCC – scrunch sprint	scrunch sprint splits straps strings springs	and script scrubs scrimp splint scraps screens spleens sprains strict
Polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants	*animals something garden grandad across rabbit dragon children* helpdesk sandpit windmill melting handstand seventh fifteen desktop softest lightning paintbrush sundress shelving lunchbox shelter helper helpful carpet forget sleeping lasting crashing flashing planting scrunching twisting stamper snacking	trict pondweed inflict shrinking trailer drifting grilling shifting wilting helicopter sandstorm stringing chimpanzee Manchester

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Violet-Phase 5	Further Graphemes for Reading and Writing	Tricky Words and High Frequency Words
	ach (day) **ou** (about) **ie** (tie) **ea** (eat)	ach **Mrs people**
	ach (enjoy) **ir** (girl) **ue** (blue) **ue /y(oo)/** (cue) **aw** (claw)	ach **ked called asked**
	ach **h** (which) **ph** (dolphin) **ew** (flew) **ew /y(oo**)/ (stew)	ach **their could**
	ach (toe) **au** (Paul) **a-e** (made) **e-e** (swede)	ach **ter where who**
	ach (time) **o-e** (stone) **u-e** (flute) **u- e** **/y(oo)**/(cube)	ach high frequency words **again thought through**
	Alternative Pronunciations for Graphemes	**High Frequency Words**
	ach find) **o** (both) **o** (other) **c** (cell) **g** (ginger)	ach high frequency words **rk mouse many**
	ach music) **ow** (snow) **ie** (chief) **ea** (bread)	ach high frequency words **ghed because different**
	ach (fern) **ch** (school) **ch** (chef) **a** (want) **a** (acorn)	ach high frequency words **y eyes friends**
	ach remind) **y** (try) **y** (baby) **ou** (group) **ou** (touch)	ach high frequency words **once please**
	Alternative Spellings for Phonemes	**High Frequency Words**
	nsolidate e/ **ee** (street) **ea** (cream) **ie** (field) **e-e** (theme) **y** (baby) **e** (remind) Teach **ey** (key)	ach high frequency words **I'm I'll let's**
	nsolidate /ee/ **ee** (street) **ea** (cream) **ie** (field) **e-e** (swede) **y** (baby) **ey** (key) **e** (remind)	ach high frequency words **small great before**

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	Alternative Spellings for Phonemes	High Frequency Words
Violet-Phase 5	nsolidate o/ **oo** (spoon) **ew** (flew) **u-e** (flute) **oo)/** (cute) **ue** (blue) **/y(oo)/** (rescue) ach ui (fruit)	ach high frequency words **nped stopped pulled**
	nsolidate / **ai** (train) **ay** (day) **a-e** (made) **a** (acorn) Teach ey (grey) eigh (neigh) ea (steak)	ach high frequency words **ne we're**
	nsolidate h/ **igh** (flight) **ie** (tie) **i-e** (time) **y** (try) **i** (find)	vise/re-teach tricky words and high frequency words from above as needed.
	nsolidate a/ **oa** (float) **ow** (snow) **oe** (toe) **o-e** (stone) **o** (both) ach ol (cold) oul (shoulder)	
	nsolidate w/ **ow** (cow) **ou** (about) ach ough (plough) Consolidate / **oi** (coin) **oy** (boy)	
	nsolidate r/ **ar** (farm) ach **a** (father) **al** (half) Consolidate /u/ **u** (cup) **oo** (good) ach oul (could)	
	nsolidate r/ **or** (fork) **aw** (claw) **au** (Paul) ach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
	nsolidate r/ **ur** (fur) **ir** (girl) **er** (germ) ach or (work) ear (learn)	

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Violet-Phase 5	nsolidate ar/ ear (clear) ach eer (cheer) ere (here)	vise/re-teach tricky words and high frequency words from above as needed.
	nsolidate r/ **air** (chair) ach ear (bear) are (share) ere (where)	
	ach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
	ach /n/ kn (knee) gn (sign) ach /r/ wr (wrist)	
	nsolidate **g** (magic) ach ge (large) dge (fridge) Consolidate /s/ c (place) ach /s/ se (house) ce (pence) sc (scent) st (listen)	
	nsolidate / **ch** (chef) ach) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
	ach /m/ mb (thumb) Teach /v/ ve (love) ach /ch/ tch (catch) ture (picture)	
	nsolidate where necessary	

Graphemes highlighted in bold are included in the Phonics Screening Check Framework.

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Grapheme Violet Phase 5	Progression in application of newly taught graphemes within words *italics – hfw decodable*	Interesting Vocabulary to Provide Stretch and Challenge
Further Graphemes for Reading and Writing		
/ai/ ay spray	*y* say *may way* May bay pay ray lay hay stray *play* tray *away* Sunday Thursday Saturday display holiday	motorway underpay straying laying played playing Amaya
/ow/ ou loud	*t our found* mouth pouch ouch south cloud crouch sound pound *round around* count *about shouted* trousers	noun hound mound bound voucher underground
/igh/ ie tries	tie lie die pied died lies lied *cried* fried tried dried tries fries skies	untie replied magpie applied satisfied
/ea/ ea treat	*eat tea* seat *each* cheap leaf tea meat teach reach mean beach leach real deal lead east stream dream clean cream peas	beast teal plead underneath treatment daydream season beaver
/oi/ oy toy	*boy* soy toy Roy annoy loyal royal joyful	coy employ destroy oyster annoying
/ur/ ir bird	sir *birds girl first* third firm stir dirt birth swirl twirl skirt shirt	thirst birthday smirk squirt confirm thirteen
/oo/ ue clue	e blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	e cue fuel rescue value statue argue	duel venue residue overdue avenue
/or/ aw claw	*saw* raw jaw paw lawn yawn thaw shawl draw claw straw crawl prawn jigsaw awful	dawn frogspawn squawk trawl awkward chainsaw withdraw
/w/ wh wheel	en whip *which* whizz whirl which wheel whisk whisper	what *white* while whiff whiskers whit whine whimper
/f/ ph phone	ew Phillip graph phonics dolphin alphabet elephant	phone trophy telephone microphone nephew orphan sphere pharmacy phantom photograph Christopher
/oo/ ew chew	ew flew grew blew threw drew screw Andrew	crew shrew cashew
/y(oo)/ ew new	*w* few dew stew newt newer	renew renewing newest pew nephew skewer Matthew
/oa/ oe toe	toe hoe goes toenail tiptoe	doe echoed echoes aloe heroes potatoes tomatoes

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/or/ au author	ul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/ai/ a-e shake	shake *take* cake *make made came gave* rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake	tame glaze arcade remake surname inflate invade escape brigade ablaze showcase snowflake
/ee/ e-e these	Pete *these* theme Steve swede *even* complete evening	delete compete athlete trapeze concrete extreme
/igh/ i-e time	*e live* bite *white* bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like *liked* kite fire hire wide tide side swipe de glide spike shine drive *inside*	chime hive stride pride whine divine grapevine outside sunrise
/oa/ o-e home	*me* bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole froze frozen	mode quote explode remote compose backbone episode awoke telescope trombone envelope
/oo/ u-e rude	e rude flute brute prune include	crude plume conclude salute interlude
/y(oo)/ u-e cute	te amuse refuse confuse excuse cube tune mute huge *use* used	fume dune volume fortune perfume distribute ridicule dispute
Alternative Pronunciations		
/igh/ i tiger	*d* kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
/oa/ o go	so no both *only over most* hotel robot total *going* tomato potato banjo piano	bonus focus omit *don't*
/u/ o mother	n won dozen worry *mother other coming another* wonder Monday ney money month front another nothing	monk comfort smother stomach London accomplish
/s/ c cell	ace cell acid rice dice face race lace mice city nice *place* stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/j/ g giant	*gic* Gill gem gym Gem gent huge germ *giant* spongy ginger danger stranger	tragic gentle energy
/y(oo)/ u human	sic human unit uniform unicorn	musical stupid union
/oa/ ow snow	w sow tow low snow slow show *grow* flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow *window* yellow	below narrow sorrow bungalow meadow tomorrow

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/ee/ ie shield	eld field shriek thief brief belief chief Barbie priest cookie	bodies brownies diesel hobbies handkerchief Abie
/e/ ea head	*ad* dread sweat deaf dead bread breakfast heather leather meant leapt feather weather	dealt threat ready steady heavy breadth weapon meadow heaven headband
/uh/ er (schwa) river	*er better after never other mother another*	
/ur/ er fern	rm germ fern *her* herb kerb term perch every	stern herself permanent German merchant *everyone*
/c/ ch school	ho *school* chaos anchor chemist chorus character Christmas Chris	ache chord scheme orchid monarch stomach architect technical technology mechanic
/sh/ ch chef	ef chute parachute	quiche chic chaise chalet machine chiffon brochure chandelier pistachio Charlotte
/o/ a want	ad *want wanted* swap swan wand wasp wash squash wander	watch squad scald swab wallet wallaby quality
/ai/ a paper	orn paper April radio alien bacon	Amy angel apricot crater *narrator* alligator
/ee/ e he	we she be me delay *began* belong decide remind retake secret equal female genius Venus deliver	delete frequent reside prehistoric detect *he's* refund refresh venue dandelion beneath defeat
/igh/ y fly	*fly why by* sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
/ee/ y funny	ny body party *baby* empty copy carry hairy holly lolly merry mummy daddy berry happy *very really* funny silly Molly family Billy angry entry ooky floppy penny *every everyone*	itchy duty dainty funky memory penalty injury laundry *suddenly* crunchy clumsy
/u/ ou young	ung touch cousin country Douglas jealous	couple double trouble nourish courage carousel (Consider exploring 'gh' making /f/) enough tough rough
/oo/ ou soup	u soup youth group coupon	mousse coup wound toucan caribou cougar

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Alternative Spellings for Phonemes		
/ee/ ee sheep	*e been need keep feet queen* bee cheek sheet beet seen meet week deep keep jeep seep feed weed seem peel teeth sheep peek meek seek keen weep sheet . *tree* free *three green* steep *sleep* creep creek bleep speed bleed street *trees* speech	pondweed treetop between chimpanzee
/ea/ ea treat	amy dream dreaming cleaner creamy teacher leader teaspoon beast	teal plead underneath treatment daydream season ordeal reaching
/ee/ e-e these	e Pete *these* theme Steve swede *even* complete evening	delete compete athlete trapeze concrete concede extreme these
/ee/ ie shield	eld field shriek thief brief belief chief Barbie priest cookie handkerchief tier Katie Hattie	bodies brownies diesel hobbies movie shielding piece retrieve Neil
/ee/ y funny	ny body party *baby* empty copy carry hairy holly lolly merry happy y *really* funny silly Molly family Billy angry crunchy clumsy entry ooky *floppy* penny lightly quickly *every everyone* sadly envy fancy	itchy duty dainty funky memory penalty injury laundry *suddenly* fantasy
/ee/ e he	we she be me delay *began* belong decide remind retake secret equal female genius Venus deliver medium fever retake refund demand behave predict return relax	*he's* delete frequent reside prehistoric detect *he's* refund refresh dandelion detective vegan reheat cedar eclipse
/ee/ ey donkey	alley donkey turkey trolley chimney jockey hockey Mickey kidney	dopey valley honey money curtsey medley paisley chutney
/oo/ oo moon	om *soon food too* moon zoo boot pool zoom boom cool tooth shoot bedroom bathroom fool loop mood loot doom hoof root noon hoot toot baboon rooftop boost spoon scoot scoop snoop swoop droop shampoo othbrush cartoon afternoon	roost drool moonlight monsoon broomstick smoothie rooster Cooper
/oo/ ew chew	ew flew grew blew brew threw drew screw Andrew crew shrew	cashew jewel jewellery
/oo/ u-e rude	e rude flute brute prune include	crude plume conclude salute Grute
/y(oo)/ u-e cute	te amuse refuse confuse excuse cube tune mute huge use *used*	fume dune volume fortune distribute ridicule dispute perfume
/oo/ ue clue	e blue glue true clue cruel untrue	bluebell gruel gruesome bluebird
/y(oo)/ ue rescue	e cue fuel rescue value statue argue	duel venue residue overdue avenue
/oo/ ui fruit	t fruit fruity juice suitcase swimsuit	bruise cruise recruit pursuit juiced suited

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/ai/ ai rain	*ain* rain laid paid tail rail main wait nail Gail Faith Zain pain maid pail fail mail aim wail hail sail bait chain faith snail train trail brain grain plain il stain faint waist paint painted painting rainbow	afraid training trained sailed sailing railing fainted waited waiter remain chainmail rainfall complain painful raindrop Abigail
/ai/ ay spray	y say *may* way May bay pay ray lay hay stray *play* tray gray *away* jay nday Thursday Friday Saturday holiday display motorway okay crayon	delay underpay portray x-ray decay relay yesterday hurray
/ai/ a-e shake	shake *take cake* make *made came gave* rake date fake lake hate mate fate late rate grate grape flake skate plate slate grave pancake amaze mistake awake cupcake	tame glaze arcade remake surname inflate invade escape brigade ablaze
/ai/ a paper	orn paper April radio alien bacon	Amy angel apricot crater narrator alligator vacant fragrant Jacob
/ai/ ey grey	y they grey prey	whey obey survey heyday surveyor disobey convey Freya
/ai/ eigh eight	ht neigh weigh eighth sleigh eighteen eighty neighbour	freight weighty reweigh airfreight heavyweight paperweight neighbourhood
/ai/ ea steak	ak break great	Eamonn
/igh/ igh	*ht right* high light sight fight nightlight sunlight sigh tight might bright flight fright thigh	fighters brighter lighter higher tonight spotlight highlighter midnight delight delighted tightly
/igh/ ie tries	tie lie die pied died lies lied *cried* fried tried dried tries fries skies untie magpie	replied applied satisfied
/igh/ i-e time	*e live* bite *white* bike ride pike mine pine lime line wife nine vine time five ripe wipe dice dine nice like *liked* kite fire hire wide tide side swipe de glide spike shine drive bride crime *inside shine*	chime dime hive stride pride whine divine grapevine sunshine
/igh/ y fly	*fly why by* sky my shy dry July reply	ply sly sty apply comply supply defy imply magnify identify multiply
/igh/ i tiger	*d* kind child mind wild blind grind mild item final pilot silent tiger behind	iris idol crisis icon
/oa/ oa boat	*at* coat road soap toad goat goats foam moan Joan oak moat foal coal load float moan loaf coach roast toast poach soak boatman raincoat cupboard keyboard	groan cloak bloat broach boast coast hoax koala stoat abroad upload floating groaning soaking soaked poaching poached toasted roasted goalkeeper goalpost lifeboat bloated coaster roaring loaded railroad uncoated
/oa/ ow snow	w sow tow low *snow* slow show *grow* flow gown blow show shown flown blown throw arrow borrow elbow follow pillow shadow *window* low below	narrow sorrow bungalow meadow tomorrow

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/oa/ oe toe	*e* toe hoe goes toenail tiptoe heroes	doe echoed echoes aloe potatoes tomatoes
/oa/ o-e home	*me* bone phone poke rode cope nose coke woke cone joke robe vote hose role mole drone bloke broke alone throne awoke tadpole	mode quote explode remote compose backbone episode awoke telescope trombone envelope notebook
/oa/ o	no so both don't only most over going	bonus focus Joseph Nicola
/o/ ol cold	*d old cold* bold gold fold sold	older bolder colder folding golden
/o/ oul shoulder	oulder boulder mould	moulding poultry smoulder
/ow/ ow cow	*w how town down* owl cow wow bow row vow howl fowl gown brow frown drown crown brown scowl crowd clown growl	crowned crowded clowning browning scowling growling frowning howling
/ow/ ou loud	t *our* loud *found* mouth pouch ouch south cloud crouch sound pound *und around* count sprout *about* shouted trousers cloudy	noun louder hound mound bound voucher underground
/ow/ ough plough	ough bough	drought ploughing
/oi/ oi foil	il foil coin join soil oil toil coil void tinfoil avoid joining spoiling	point hoist moist oink groin spoilt joint spoil
/oi/ oy toy	*boy boys* soy toy toys Roy annoy loyal royal joyful cowboy enjoy ahoy	coy employ destroy oyster annoying enjoying loyalty
/ar/ ar farm	*park dark hard* arm jar farm bar barn bark mark star card shark chart cars Carl farmyard carpark far cart start tart harm dart harp arch sharp harsh yards march	scar smart snarl spark starlight charming Martin
/ar/ a father*	*n't* father rather	lather (**bath path** for southern accents)
/ar/ al half	f half balm calm palm	almond psalm balmy qualm
/u/ u	t shut stuck spun must plug ugly dust pump stung crust sunset under butter button shutter umbrella lunchbox tantrum pumpkin	buttering trumpet strung shutting thankful understand unhappy unclean
/u/ oo cook	*ok good look book looking* hood foot cook *looks* books blood brook ook crook wood wool hook cooking	booking booklet hooded wooden
/u/ oul could	uld *would* should	*couldn't* wouldn't shouldn't
/or/ or	*for morning* fork born horn short sort born torch cord corn torn worn pork port lord north fort thorn horns sorts sport organ torch storm short forget order forty	snoring scoring sorting sorted fortnight sword tornado stormy shorter portrait
/or/ aw claw	*saw* raw jaw paw lawn yawn thaw shawl draw claw straw crawl awn jigsaw awful	dawn frogspawn squawk trawl awkward chainsaw withdraw

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/or/ au author	ul author August launch haunt	haul taut maul cause daunt audio auburn autumn automatic astronaut
/or/ oor floor	*or* poor floor poorer indoor outdoor doorbell doormat doorstop ormat outdoors backdoor	trapdoor poorest doorbell moor moorhen moorland tandoori
/or/ ore more	*ore* shore swore store ore bore core bored score store snore before	pore gore chore spore adore ignore galore pinafore superstore carnivore herbivore omnivore bookstore
/or/ al walk	walk talk chalk tall *small* ball call hall fall stalk also almost always ight already stall smaller taller called talking	beanstalk calling recall overall basketball
/or/ our court	*your* court four pour tour fourth fourteen	tournament velour poured pouring toured touring
/or/ oar roar	boar board roar soar cardboard keyboard surfboard chalkboard blackboard skateboard	cupboard soared scoreboard hoard coarse hoarse uproar
/or/ augh taught	ught taught naughty daughter granddaughter	aught distraught stepdaughter
/or/ ough bought	ught thought brought	though although sought
/ur/ ur burn	burn turn curl hurt burp church urn surf	blur blurb slurp spurt burnt burst churn hurl lurk turnip
/ur/ ir bird	sir *birds girl first* third firm stir dirt birth swirl twirl skirt shirt dirty thirst thirsty thirteen birthday	chirp smirk squirt confirm thirty quirky circus squirm whirl
/ur/ er germ	rm germ fern *her* herb herbs kerb term perch every serve person stern herself perfume	verb permanent German merchant expert overalls lottery western exercise general eastern termly mercy concert perfect servant perky
/ur/ or world	rm word words *work* world worst worth worker workshop homework	worthy worship artwork bookworm worldwide
/ur/ ear learn	rn learn pearl earth heard search early pearly early	earl hearse unearth unheard research earnest earthworm rehearsal
/ear/ ear clear	near hear tear tears year dear beard fear gear gears rear spear clear earring appear nearer clearly	smear shear yearly gearstick hearing earwig unclear teardrop disappear dreary
/ear/ eer cheer	er beer cheer sneer steer meerkat cheery	reindeer volunteer eerie veneer puppeteer engineer peer sneering steering career pioneer
/ear/ ere here	*re* sphere severe	cashmere atmosphere interfere hemisphere persevere Windermere sincere
/air/ air chair	fair hair pair pairs stair stairs chair chairs stairs unfair hairbrush haircut airport fairy hairy wheelchair unfair	lair flair airship repair dairy éclair fairground staircase despair midair impair Claire

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/air/ ear bear	*ar* pear tear wear wears swear tearing wearing	menswear pearshaped sleepwear
/air/ are share	re care bare share dare share spare stare flare scare stare square	mare rare scared glare fare snare blare welfare nightmare compare beware prepare declare hardware
/air/ ere there	*ere* there somewhere everywhere nowhere	*there's* premiere werewolf anywhere
/l/ le apple	cle table maple staple circle noodle jungle apple simple dimple candle needle bundle sniffle shuffle temple people purple tackle crinkle freckle pickle sprinkle buckle puzzle drizzle	ladle frazzle scrabble example ramble article stifle miracle obstacle tentacle
/l/ al metal	tal medal pedal final petal signal animal general material local	verbal central formal personal practical symmetrical classical diagonal finally
/z/ se cheese	*ase* use raise noise cheese choose confuse pause praise	ease cause phase clause braise browse pleased
/z/ ze freeze	ze breeze freeze bronze sneeze tweeze snooze squeeze	frieze gauze maize
/zh/ s treasure	ual closure measure pleasure treasure	visual casual casualty usually unusual composure enclosure exposure
/zh/ si vision	ion confusion decision division revision television	fusion version diversion erosion exclusion illusion occasion
/n/ kn knee	*ow* knee kneel knelt knife knit knife knock knot know known knickers	knack knead knuckle knick-knack
/n/ gn gnaw	aw gnat gnome sign design signpost signing	gnarl gnash assign resign campaign reign
/r/ wr wrist	ap wreck wreath write writes wrong wrote unwrap wrinkle wrinkly writer wriggle	wren wreak wrench wright written writing
/j/ ge large	ge urge whinge change range orange fringe strange	bulge barge beige verge binge tinge gouge siege hinge lunge marge oblige enrage plunge arrange indulge enlarge challenge
/j/ dge bridge	ge wedge badge dodge hedge judge nudge ledge fudge lodge budge bridge smudge sledge dodge fridge porridge dodgems	stodge grudge trudge partridge cartridge drawbridge knowledge acknowledge
/s/ c cell	ace cell acid rice dice face race lace mice city nice *place* stencil spice space twice princess	pace biceps advice entice cygnet disgrace reduce replace workplace decent
/s/ se mouse	*rse mouse house* sense rinse tense nurse grease crease tortoise because geese goose loose lighthouse playhouse promise	dense glimpse browse grouse universe disperse converse increase applause release

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/s/ ce dance	ce dance voice force juice pence since mince prince police niece sauce balance sentence France fleece fierce	cement entrance source defence absence offence distance announce commence importance
/s/ sc science	nt muscle scene science scissors scenery	ascend crescent abscess descend fascinate scenario
/s/ st whistle	tle whistle wrestle listen rustle fasten glisten Christmas wrestler	jostle hustle nestle trestle bristle gristle christen thistle
/sh/ ch	f chute parachute machine	quiche chic chaise chalet chiffon brochure chandelier pistachio Charlotte
/sh/ ti potion	tion lotion action mention section option fiction suction patient description station fraction attention initials direction information ption	essential cautious infection affection infectious completion accommodation creation
/sh/ ssi mission	ssion session passion discussion permission expression	compassion admission profession impression obsession possession percussion
/sh/ si mansion	nsion tension comprehension	extension suspension dimension expansion
/sh/ ci delicious	ial social special precious optician vicious delicious mathematician	ancient official gracious efficient beneficial atrocious artificial efficient ferocious mathematician
/sh/ s sugar	e sugar	sugary
/sh/ ss tissue	ssure tissue issue	assure reassure
/sh/ ce ocean	ean	crustacean
/m/ mb thumb	mb bomb thumb comb crumb climb breadcrumb	limb numb climber climbing plumber plumbing tomb honeycomb
/v/ve give	e give *live* *lived* love leave solve nerve serve curve nerve glove active massive detective positive expensive	relative sensitive captive native attractive extensive aggressive
/ch/ tch match	h match pitch patch catch witch watch snatch twitch stretch hatch ditch fetch scratch kitchen butcher ketchup matchstick	etch hitch latch notch clutch snitch sketch sketchpad sketchbook dispatch pitchfork switched switching snatching catching watched watching scratched scratching Mitchell
/ch/ ture adventure	ture picture mixture creature capture furniture adventure future ture	feature rupture culture moisture puncture fracture sculpture feature signature departure fixture

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