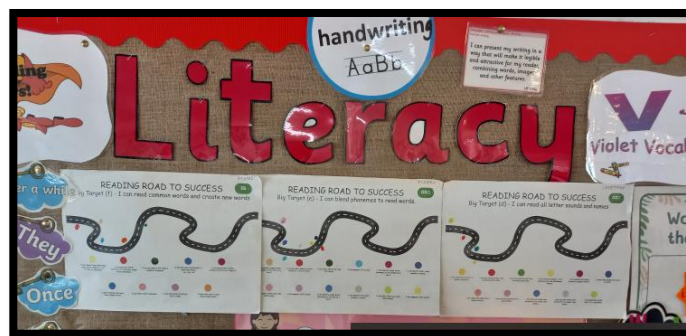


# Kingcase Primary and EYC

## A whole school approach to the Teaching, Learning and Assessment of Reading



### Rationale for Change:

At Kingcase we have fully embraced the current thinking around the science of learning to read. Our whole staff fully committed to professional learning from August 2023, and worked in partnership with South Ayrshire Reads development team. Within school, we committed time and resources to making this a success.



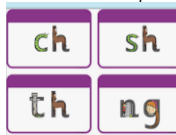

We analysed attainment trends for the entire school as well as carrying out a 'deep dive' into attainment of particular groups of children. For example, it became clear that at Kingcase boys who are impacted by poverty do not achieve in reading. Pupil Voice surveys also identified that particular groups of children did not enjoy reading lessons or time given to 'reading for pleasure'.

With new professional learning, and clear evidence of a need to change we set about focusing on the following key themes in Year 1 (2023-2024):

- ✓ Ensuring all staff (including support staff) received training on how to teach the mechanics of 'how to read'.
- ✓ Reviewed our 'progression of learning' to ensure all children from P1-P7 are exposed to systematic phonics teaching. This involved us really questioning the reasons why we teach things such as 'common words' in the early stages.
- ✓ Updated our reading schemes to ensure that we moved to 'decodable texts'. This means children now learn to read using books which allow them to use their phonics learning to read words.
- ✓ Developed our approach to target setting for reading with the introduction of 'Road Maps' for targets.
- ✓ Further developed our approaches to 'Reading for Pleasure' by introducing 'Story Milk' for ERIC time. This is where the entire school.

# 'The Kingcase Way'

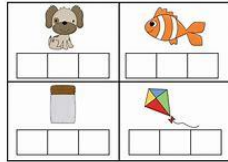
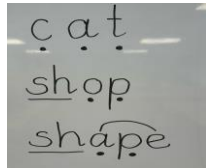
## Agreed Terminology to ensure consistency of approach:

All things which we previously termed 'phonics' Let's now be more specific and teach children and families this terminology	
Phoneme and Grapheme	<div> <div> What is a phoneme?  A phoneme is the smallest unit of sound in a word.  Example: /k/ </div> <div> What is a grapheme?  A grapheme is the way we write a phoneme.  Example: /k/ can be written 5 ways c k ck qu ch </div> </div>
Decoding and Encoding	<p>Decoding = using knowledge of phonemes to read a word/text</p>  <p>Encoding = using knowledge of phonemes to write words</p> 
Tricky Code Words	<p>There are two different types of tricky code words which I think is where a lot of the confusion happens.</p> <ol style="list-style-type: none"> <li>Those frequent/common words that have code that has not been taught yet (the/she/he at the beginning of PI)</li> <li>Words with irregular code or infrequent use of the code (said or people).</li> </ol> <p>Therefore, <b>tricky code words</b> are: Words that incorporate alphabetic code that has not been explicitly taught yet <b>and/or</b> words that have irregular code within them.</p>
English Alphabetic Code	The Alphabetic Code is the framework that shows how the 44 sounds (phonemes) of English are represented by letters and letter combinations (graphemes).
Diagrams	<p>A pair of letters which represent one sound</p> 
Trigraphs	<p>A combination of three letters which represent one sound</p> <p>ear air ure eau igh tch ear air ure eau igh tch</p>
Segmentation	<p>Breaking up a word into the individual sounds or phonemes. This allows children to manipulate words</p>  <p>and identify the sounds which up a whole word.</p>

How this should look in a Kingcase Classroom:

- ✓ Alphabet Lines to support letter formation in PI-PI4 classrooms
- ✓ Large Code Posters displayed
- ✓ Mini Code posters laminated for each child to have on their table/tray to support decoding/encoding
- ✓ Literacy Working Wall should have the phoneme being taught clearly displayed in a creative way. Phoneme sound wall – centrally?

## A Phonics Session: Terminology, Resources and General Guidelines

<p>'North Lanarkshire Boards'</p> <p>-Pink Boards</p> <p>-Magnetic Letters</p>	<p>These are 'teaching aids' used to support the teaching of phonics. They allow children to develop:</p> <ul style="list-style-type: none"> <li>-alphabetic order skills</li> <li>-selecting appropriate sounds to make words</li> <li>-allows teachers to observe to gather assessment information.</li> </ul>
<p>Elkonin Boxes (sometimes known as 'Sound Boxes')</p>	<p>These strips, containing boxes allow children to segment a word into individual sounds. This then supports children to blend sounds.</p> 
<p>Roll And Read</p>	<p>A flexible way to differentiate resources to meet the needs of children in their phonics learning.</p>
<p>Diacritical Marking</p>	<p>An agreed set of symbols which are used when teaching children which sounds should be stressed within a word.</p> 
<p>Decodable Texts</p>	<p>These are set texts which are written to support children to build up confidence on their reading. For example, traditional reading schemes focused heavily on 'sight words' or 'common words'. Current thinking means reading books should provide lots of words which allow children to use their phonics learning in practice.</p> <p>The downside is that often these texts are not ideal for supporting comprehension teaching.</p>
<p><b>Partner Dictation</b></p>	<p>Dictation is a very useful way to bring phonics learning together with sentence writing, grammar (punctuation) as well as developing social skills.</p> <p>Children work in pairs to read sentence strips aloud and their partner writes these down.</p>
<p>Syllabification</p>	<p>This is the separation of words into syllables. This is a useful way to reinforce phonological awareness.</p> <p style="text-align: center;">Closed Syllables Open Syllables</p>

### How this should look in a Kingcase Classroom:

- ✓ All P1-P4 classrooms should have at least 7 Pink Framed Phonics Boards. These should also be in place for children in P5-7 who require targeted support.
- ✓ All boards should contain a set of magnetic letters, with alphabet sound mat.
- ✓ As a warm up, children could be adding the magnetic letters to the board using the alphabet sound mat.
- ✓ All boards should have an accompanying Elkonin box card.
- ✓ Diacritical Marking Poster (see within this policy)
- ✓ Add photos here
- ✓ From August 2024, word lists will be generated through class discussion and teacher facilitation.

## A Phonics Session Continued

### The setting up of a Phonics Input

You should follow the set progression pathway for your stage. However, we should be mindful to ensure we consider 'support' and 'challenge' when planning for learners.

Suggested pace of learning:

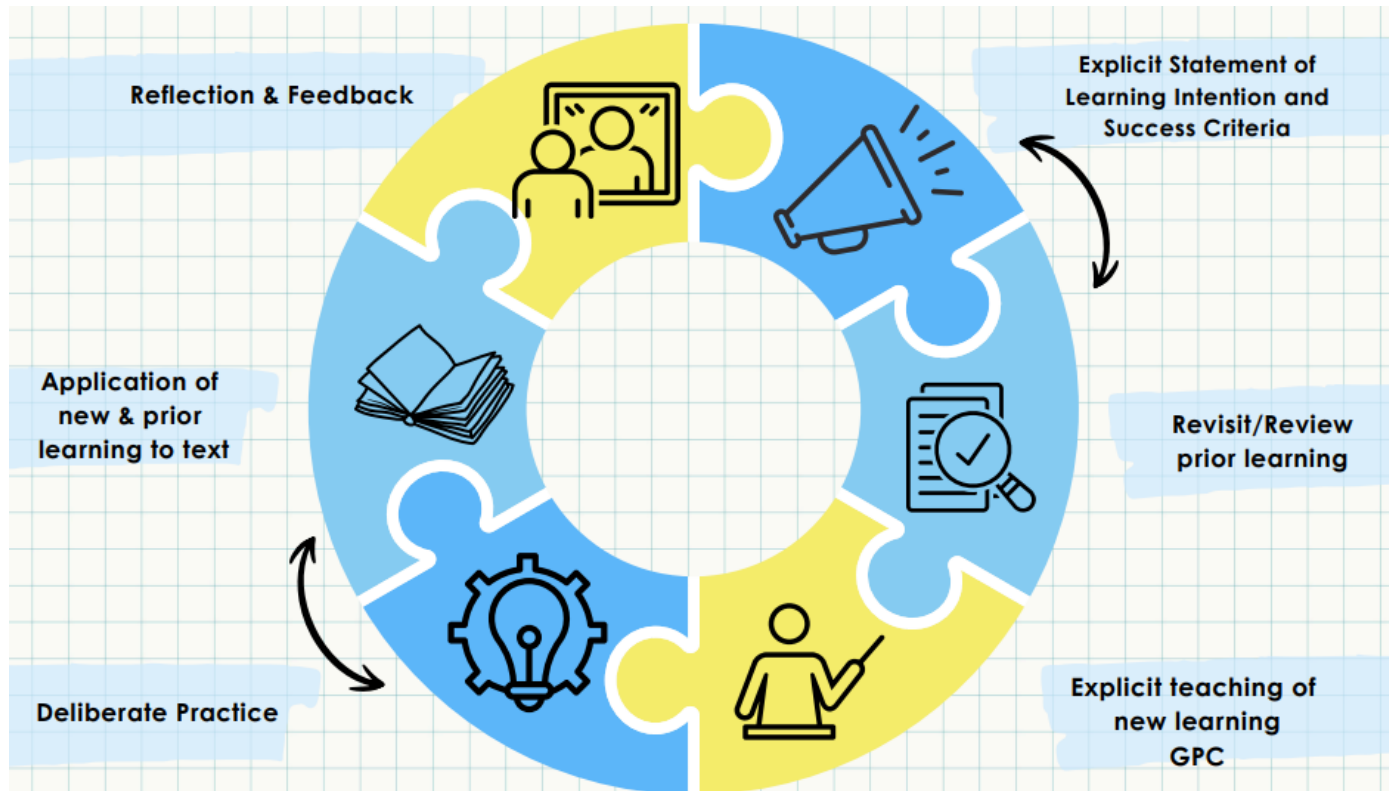
PI-P3: 2 phonemes per week (sometimes this could be 3)

P4-P7: 1 new phoneme per week (with time built in for revision of associated graphemes).

PI-P3 - Ideally this should be taught on a Monday and Wednesday. Tuesday and Thursdays are for developing learning through high quality activities linked to the taught phoneme from the day before. From August 2024, there is no longer any need to have 'consolidation weeks', as revisit and review is incorporated into the lesson cycle.

Each day there should be revision using 'flash phonics' flash cards. This can be done at transition points – e.g – lining up, between tasks etc..

The agreed teaching sequence of a new phoneme is:



## Teach, Practise and Apply TPA



Research Informed = likely to have impact for all children.

Explicit Teach	Deliberate Practise	Apply
<p>"I say, you say"</p> <p>Recap previous phonemes – decoding and encoding.</p> <p>Share Lls and SCs – decode/encode</p> <p>Flashcards/PPT – recap</p> <p>Mouth shape – partners/mirror</p> <p>Songs</p> <p>Actions – Jolly Phonics</p> <p>Whole class phoneme teaching (no separate groups)</p> <p>Phoneme Fingers (decoding and encoding)</p> <p>Magnetic Boards</p> <p>Elkonin Boxes</p> <p>Diacritical Marking</p> <p>Syllabification</p> <p>Decodable text (support)</p> <p>Flashcards and revision – whole class</p> <p>Flipchart with opportunities to:</p> <p>Hear the phoneme</p> <p>Say the phoneme</p> <p>Flashcard of phoneme</p> <p>Weekly flipchart</p>	<p>Word-building – magnetic letters</p> <p>Tasks linked to focus phoneme</p> <p>Revisit previously learned phonemes at the start of each literacy lesson.</p> <p>Generate own word lists for phonemes</p> <p>Sentence dictation adapted for e.g. dyslexic learners</p> <p>Roll &amp; Read</p> <p>Magnetic board and letters</p> <p>Elkonin boxes</p> <p>Including partner work</p> <p>Word sort</p> <p>Diacritical marking can be independent after direct teaching of sounds</p> <p>Read, segment, write, read</p> <p>Decodable text (core/challenge can complete independent)</p> <p>Partner Dictation</p> <p>Segmenting activities</p> <p>Partner encoding/decoding</p> <p>Phoneme story</p> <p>Word sorting</p> <p>Playdough writing</p> <p>Shaving foam writing</p>	<p>Recap – read and diacritical marking</p> <p>Spotting the grapheme</p> <p>Encode word to match pictures</p> <p>Generate own word list</p> <p>Use this learning throughout the day – outdoors/numeracy</p> <p>Encourage pupils who 'find' phonemes from previous learning and share with class</p> <p>Books with focus phoneme and decodable</p> <p>Using it in context</p> <p>Word sort</p> <p>Roll and Read</p> <p>Read, segment, write, read</p> <p>Phoneme stories with partner</p> <p>Teacher Dictation</p> <p>Spelling sentences</p> <p>Silly story</p> <p>Decodable texts</p> <p>Dictation sentences</p>



Not Research Informed = likely to have limited or 0 impact on learning (especially for children with a barrier to learning)

Explicit Teach	Deliberate Practise	Apply
<p>Separate teaching groups for teaching time</p> <p>Silent phoneme lessons</p> <p>Copying from teacher board</p>	<p>Rainbow writing</p> <p>Copying lists</p> <p>Spelling lists for homework</p> <p>Rote learning tasks</p> <p>Pyramid writing</p> <p>Backwards writing</p>	<p>Reading books that don't feature the focus phoneme</p> <p>Mnemonics</p> <p>Rainbow writing</p>

## Learning Behaviours and what it looks like in practice.

Learning Behaviours (The Evidence)	Instruction (The Art)
Learners making connections to prior knowledge/new learning and talking about success and their next steps.	<ul style="list-style-type: none"> <li>✓ Daily Review</li> <li>✓ Following agreed progressions</li> <li>✓ Explicit teaching</li> <li>✓ Provide opportunities for deliberate practice and application (see above)</li> <li>✓ AiFL embedded.</li> </ul>
Learners use texts to <b>blend</b> and <b>decode</b> orally.	<ul style="list-style-type: none"> <li>✓ Provide decodable texts which follow scope and sequence.</li> <li>✓ Explicit modelling of blending as only method to decode (i.e – magnetic boards, phoneme fingers).</li> </ul>
Learners applying <b>encoding</b> and <b>segmenting</b> within their own writing	<ul style="list-style-type: none"> <li>✓ Explicit modelling of segmenting</li> <li>✓ Encourage phoneme fingers</li> <li>✓ Ensure this happens in all areas of the curriculum – e.g IDL writing time.</li> </ul>
Learners engage in activities that promote <b>orthographic</b> mapping.	<ul style="list-style-type: none"> <li>✓ Diacritical marking embedded – saying sounds in tandem</li> <li>✓ Word Mapping (Elkonin boxes)</li> <li>✓ Letter formation/handwriting.</li> </ul>
Learners reading varied text aloud to <b>build oral reading fluency</b> .	<ul style="list-style-type: none"> <li>✓ Timetabled protected time for fluency practice.</li> <li>✓ Modelling fluency e.g – intonation and phrasing.</li> <li>✓ Provide opportunities for deliberate practice (choral/echo/partner reading)</li> </ul>
Learners effectively using resources	<ul style="list-style-type: none"> <li>✓ Table top alphabetic code charts, used across the curriculum</li> <li>✓ Finger phonics routines embedded</li> <li>✓ Carefully selected resources chosen to support orthographic mapping</li> </ul>
Learners with a barrier, engaging in sharp, short and intentional repeated practice.	<ul style="list-style-type: none"> <li>✓ Timetabled daily for 'little' and 'often' review.</li> <li>✓ Barriers identified early – keep up, not catch up processes</li> <li>✓ Interventions are aligned with reading barrier (e.g – what is the gap? Fluency, decoding etc)</li> </ul>
Learners interacting, as a whole class, with teacher frequently	<ul style="list-style-type: none"> <li>✓ Whole class explicit inputs</li> <li>✓ Gradual release of responsibility – I do, We do, You do approach.</li> <li>✓ High volume (short bursts) of teacher-whole class interactions.</li> </ul>

### Agreed Non-Negotiables for Kingcase:

- ✓ Table top phonics cards in all areas of the school and in classrooms to support decoding and encoding.
- ✓ Timetabled daily for 'little' and 'often' review.

## Assessment of Reading

On-going Assessment -Formative Assessment (AiFL)	<ul style="list-style-type: none"> <li>✓ 5 Part Model to be used in each Literacy and Numeracy lesson to outline LI/SC/Agreed AiFL strategies and planned plenary</li> <li>✓ Tickled Pink and Green for Growth Feedback</li> <li>✓ Observation during direct teaching.</li> <li>✓ Observation of written work during dictation work.</li> <li>✓ We should be aiming for more work done in Literacy Skills jotters from 2024/2025, with less reliance on whiteboards.</li> <li>✓ Build in time to use nonsense words for ongoing assessment.</li> </ul>
Periodic Assessment	<ul style="list-style-type: none"> <li>✓ On-going tracking of phonics using excel spreadsheet. This must be saved in assessment folders.</li> <li>✓ October – P4-7</li> <li>✓ January – P4-7</li> <li>✓ April – P4-7</li> </ul>
High Quality Assessment	
Standardised Assessment	<ul style="list-style-type: none"> <li>✓ PI, P4 and P7 SNSA</li> <li>✓ DFE screener (end of P2).</li> <li>✓ Accelerated Reader P4-7</li> <li>✓ GL assessment</li> <li>✓ Oral Reading Fluency P4-7</li> </ul>



## Reading for Pleasure

### Primary 1-3

In Primary 1-3, TRIC (Everyone Reading in Class) is a planned and protected time for teachers to read to the class. For the majority of classes, this is at 1.30pm and lasts for twenty minutes. Story milk is provided for pupils who want it.

	The Role of the Pupils	The Role of the Teacher
TRIC (Teacher Reading in Class)	<ul style="list-style-type: none"> <li>To listen and engage with the text.</li> <li>To join in with class discussions.</li> <li>To suggest class texts or favourite authors to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>TRIC should be planned for daily.</li> <li>On Monday, Tuesday and Wednesday, Teachers should follow the Three Read Approach using most preferably the class sets of Read Woke texts.</li> <li>On Thursday and Friday, Teachers should select a book aligned to children's current interests, favourite authors or perhaps the Interdisciplinary learning.</li> </ul>
Class Libraries	<ul style="list-style-type: none"> <li>All classes are responsible for leaving the shared library in an organised manner.</li> <li>To take care of the books and return them when no longer reading.</li> <li>To report broken books to class teacher for repair.</li> <li>To use the class library or calm corner fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should all take responsibility for the shared library by ensuring that they have supported pupils to tidy it after use.</li> <li>In classes, teachers should try to update the contents of their library by rotating and updating books based on children's interest and abilities.</li> </ul>

### Primary 4-7

In Primary 4-7, ERIC (Everyone Reading in Class) is a planned and protected time for pupils to read for pleasure independently. For the majority of classes, this is at 1.30pm and lasts for twenty minutes. Story milk is provided for pupils who want it.

The Primary 4-7 library is fully stocked with a wide variety of fiction and non-fiction texts. Books are organised by Accelerated Reader (AR) levels and those books that are not on the AR system are organised by genre. Some shelves are stocked with particular types of books eg. Read Woke books to encourage diversity, Dyslexia friendly novels or Football themed books. Pupils are regularly consulted when ordering new books to ensure our range is current.

	The Role of the Pupils	The Role of the Teacher
ERIC (Everyone Reading in Class)	<ul style="list-style-type: none"> <li>To select a text of interest – this may include a library book, class library book or a book from home.</li> <li>To continue to use learning tools such as overlays, ear defenders or reading ruler that may support with reading independently.</li> <li>To use the calm corner fairly.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should create a calm, purposeful environment which may include soft lighting and classical music.</li> <li>Each class should have a calm corner for children to read in, which may include soft furnishings.</li> <li>Teachers are also encouraged to read at the same time or read with pupils who require interventions. This time may also be used for teachers to hear children read out loud, assessing reading fluency.</li> </ul>
TRIC (Teachers Reading in Class)	<ul style="list-style-type: none"> <li>To listen and engage with the text.</li> <li>To join in with class discussions.</li> <li>To suggest class texts or favourite authors to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>TRIC should be planned for daily, with teachers selecting a book aligned with the class interests or interdisciplinary learning.</li> <li>Teachers may plan for this at a suitable point during the day. Transition points eg. just before playtime, lunch or end of the day are ideal.</li> </ul>
Upper End Libraries	<ul style="list-style-type: none"> <li>All classes are responsible for leaving the library in an organised manner.</li> <li>To take care of the books and return them when no longer reading.</li> <li>To report broken books to class teacher for repair.</li> <li>Pupils should take pride in the library area by picking up books that are not on the shelves and ensuring they are placed back correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should take their class to the library during their timetabled slot following the fortnightly rota.</li> <li>During the library slot, teachers should support pupils to browse the books and share some of the class novel.</li> <li>Each classroom should also have a class library which the pupils may stock from the main library.</li> <li>Teachers must take time at the beginning of each library session, reminding pupils how the library is organised.</li> </ul>

## Reading for Pleasure cont.

### Accelerated Reader

#### Primary 4-7

Accelerated Reader (AR) is an online reading monitoring programme that aims to motivate children to read, by guiding them to books that are just right for them and celebrating their progress along the way. Pupils choose their own book, read at their own pace and then complete quizzes once they have finished their text.

#### Finding a Book

- Pupils complete the STAR assessment three times during the school year in September, February and May. Teachers analyse their class results and create actions for groups/pupils. Analysis of Results can be found in Assessment folders on Teams.
- Following assessment, pupils receive their Reading Range based on their STAR assessment and recommended Zone of Proximal Development (ZPD).
- Pupils choose a text from their Reading Range and read at their own pace.
- AR Book Find is a resource that can be utilised when searching for appropriate books <https://www.arbookfind.co.uk/>

#### Use of Accelerated Reader Quizzes

- Once pupils have finished their text, they complete the Reading Practice or Vocabulary Quiz on AR. Pupils must use the unique link for Kingcase (<https://global-zone61.renaissance-go.com/welcomeportal/7252493>) alongside their personal log in information. A QR code has been created for easy access on iPads.
- Pupils should be aiming for an average of at least 85% accuracy in quizzes. If teachers can see pupils are not achieving this, intervention may be required to help choose more appropriate texts.
- Ideally, pupils should aim to have access to AR within 24 hours of finishing their text.
- All teachers have a login for AR and must make time to check pupil progress.

#### Celebrating Success

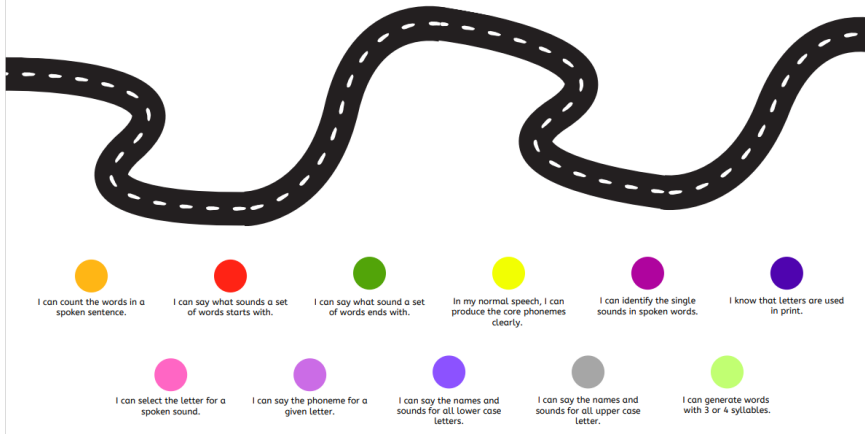
- Each class should agree and set a goal to work towards and display this beside their class library. This might be based on word count, accuracy or number of books read. It is the responsibility of the teacher to regularly check the progress towards the goal through the website. Teachers should be encouraging the class with regular check ins and updates.
- The Accelerated Reader wall display shares class accuracy in quizzes. We will also display our school word count and book count.

## Reading Targets

### READING ROAD TO SUCCESS

00V

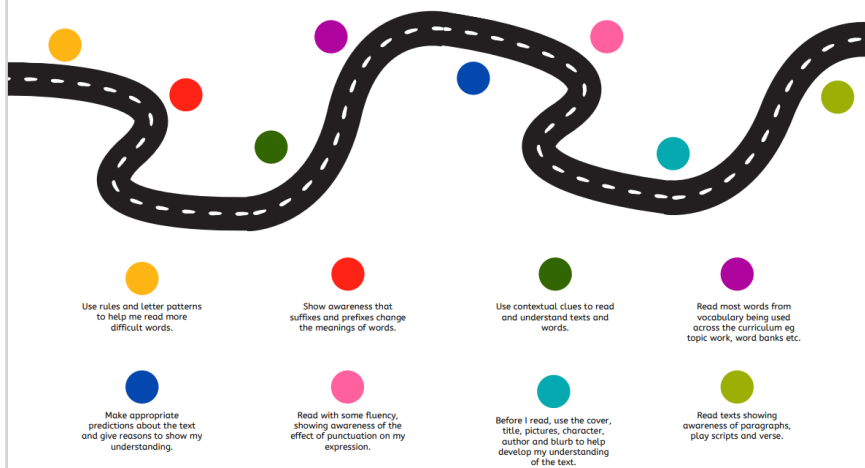
Big Target (d) - I can read all letter sounds and names



### READING ROAD TO SUCCESS

1B

Big Target (n) - I can apply a range of reading skills and strategies.



- A3 Big Target posters are designed to be displayed during reading group sessions to highlight the focus for that lesson.
- These are in line with Seemis levels, to make it easy to select the correct poster.
- Little steps (coloured dots) required to achieve each target can be achieved in any order.
- Once a Little Step has been achieved add the relevant coloured dot to the roadway.
- Once all Little Steps have been achieved the Big Target is complete and the roadway can be copied and inserted into pupil jotters.
- There are also planning sheets (in line with the little steps) which teachers should print off and use during reading lessons.

## Early Years Centre

The Early Years Centre are committed to nurturing early readers through our literacy approaches which aim to improve children's knowledge, understanding and development of their skills.

Singing and learning nursery rhymes are a key focus for regular small group times with lots of opportunities to act out, use props and choose musical instruments to explore rhythm and patterns. Furthermore, group times give opportunities for children to work on focused activities which help to develop their early phonological awareness skills through fun, interactive play-based learning.

Our local links with Prestwick Library, ensures that our choice of books include characters and story plots which represent our children and their lives. We have books which include different languages and a selection from the Read Woke collection. Children have access to books in all areas of their Early Years Centre and are regularly involved in selecting new books to update their book corner and the lending library book collection.

The Three-Read approach, Helicopter Stories, and Kodaly are used to enhance the experiences that our children are offered at Kingcase EYC.

The Three-Read approach is delivered by keyworkers with their group three times each week. By focusing on the same story for the week, it helps children to develop a depth of learning through focused questioning and opportunities to recall events from the story in more detail.

Helicopter Stories promotes a love of language, creativity and expression – which gives every child a special space to explore their storytelling skills and then act out their story with their friends.



Kodaly is an approach for supporting music teaching, but it is widely recognised the benefits for all areas of the curriculum with a focus on literacy, numeracy and health and wellbeing. It has helped to support our approaches to early reading through singing, games and movement songs. This has allowed our children to develop their creativity and knowledge around concepts including, beat, rhythm, pitch, dynamics and tempo which help to make links with fundamental literacy skills.

Talkboost and Lego Therapy are both targeted intervention programmes have been used for children who require enhanced support and increased help them develop their language and communication skills.



which input to



Parental engagement is an essential ingredient at the early stages of a child's education, and this can help a child to get the best start to their learning journey. We provide story sacks, STEM a story packs, Bookbug sessions and Bedtime story Stay and Play sessions throughout the year.

## Resources to Support Reading (Neil)

Focus on Decodable Readers

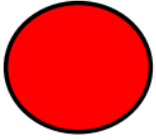
What/Why?

Storage

Recording of books etc

Novels for upper school – modelling block

# Diacritical Marking



Single sound



Joined phonemes



Split phonemes

Example:



## Dandelion Readers

Dandelion Readers are a series of decodable phonics-based texts based on the progression of the Sounds-Write® reading and spelling programme. The books have a step by step progression and can be used alongside any phonic programme.



We have invested in a selection of Dandelion Readers which can be used from P1 to P3.

We also have a selection of texts which can be used with groups in P4 to P7.





# Phoneme Progressions PI-P7

## Key

- / / phoneme
- < > grapheme
- new learning
- revision

NOTE: Follow the progression by going down each column



Primary

1



## Phoneme-Grapheme Correspondence \*based on Dandelion Reading progression

/s/ <s>	/b/ <b>	/k/ <c> <k>	/y/ <y>	/k/ <c> <k> <ck>	/ee/ <ee>	/oi/ <oi>
/a/ <a>	/k/ <c>	/l/ <l>	/t/ <t> <ff>	/ng/ <ng>	/oa/ <oa>	/ar/ <ar>
/t/ <t>	/g/ <g>	/r/ <r>	/l/ <t> <ll>	/kw/ <qu>	/er/ <ur>	/air/ <air>
/l/ <l>	/h/ <h>	/u/ <u>	/s/ <s> <ss>	/v/ <v> <ve>	/e/ <ee> <ea>	/eer/ <ear>
/m/ <m>	/d/ <d>	/j/ <j>	/z/ <z> <zz>	/w/ <w> <wh>	/ou/ <ow>	
/n/ <n>	/e/ <e>	/w/ <w>	/ch/ <ch>	/d/ <d> <ed>	/oo/ <oo>	
/o/ <o>	/f/ <f>	/z/ <z>	/sh/ <sh>	/ul/ <le>	/igh/ <igh>	
/p/ <p>	/v/ <v>	/ks/ <x>	/th/ <th>	/al/ <al>	/or/ <or>	

**Key**

/ / phoneme

&lt; &gt; grapheme

● new learning

● revision

NOTE: Follow the progression by going down each column

\*<ph> has been added into the progression earlier than Dandelion suggests; we have added it in here as it is part of the DfE Phonic Screener

Primary

2



## Phoneme-Grapheme Correspondence

\*based on Dandelion Reading progression

/ai/ <ai> <ay>	/e/ <e> <ea> <ai>	/or/ <or> <aw>	/eer/ <ear> <eer> <ere>	/er/ <er> <ir> <ur> <or> <ear>	
/ai/ <ai> <ay> <a>	/ow/ <ow> <ou>	/or/ <or> <aw> <a>	*/t/ <t> <ff> <ph>	<ea> /ee/ /e/ /ai/	
/ee/ <ee> <ea>	/oo/ <oo> <ue>	/oi/ <oi> <oy>	/ai/ <ai> <ay> <a> <a-e>	<ow> /ou/ /oa/	
/ee/ <ee> <ea> <e>	/oo/ <oo> <ue> <ew>	/ar/ <ar> <a>	/ai/ <ai> <ay> <a> <a-e> <ea>	/oo/ <oo> <ue> <ew> <u-e>	
/oa/ <oa> <ow>	/igh/ <igh> <i>	/ar/ <ar> <a> <al>	/ee/ <ee> <ea> <e> <i-ee> <y>	/igh/ <igh> <i> <y> <ie>	
/oa/ <oa> <ow> <o>	/igh/ <igh> <i> <y>	/air/ <air> <are>	/oa/ <oa> <ow> <o> <oe>	/igh/ <igh> <i> <y> <ie> <i-e>	
/er/ <ur> <ir>	/oo/ <oo> <ue> <ew> <oul>	/air/ <air> <are> <ere>	/oa/ <oa> <ow> <o> <oe> <o-e>	/or/ <or> <aw> <a> <au>	
/er/ <ir> <ur> <er>	/oo/ <oo> <ue> <ew> <oul> <u>	/eer/ <ear> <eer>	/er/ <er> <ir> <ur> <or>	/or/ <or> <aw> <a> <au> <al>	

**Key**

/ / phoneme

&lt; &gt; grapheme

● new learning

● revision

NOTE: Follow the progression by going down each column



Primary

3



## Phoneme-Grapheme Correspondence

\*based on Dandelion Reading progression

/oi/ <oi> <oy> <uoy>	/yoo/ <ue> <u-e> <ew>	/s/ <s> <ss> <se> <st>	/l/ <l> <ll> /ul/ <le> <il> <al> <el> <ol>	/sh/ <sh> <ti> <c>	
/ar/ <ar> <a> <al> <au>	/yoo/ <ue> <u-e> <ew> <u>	/s/ <s> <ss> <se> <st> <sc>	/j/ <j> <g>	/sh/ <sh> <ti> <ci> <ssi>	
/ar/ <ar> <a> <al> <au> <ear>	/u/ <u> <ou>	/s/ <s> <ss> <se> <st> <sc> <c>	/j/ <j> <g> <ge>	/zh/ <si>	
/air/ <are> <ere> <ear>	/u/ <u> <ou> <o>	/s/ <s> <ss> <se> <st> <sc> <c> <ce>	/j/ <j> <g> <ge> <dge>	/zh/ <si> <s>	
/air/ <are> <ere> <ear> <eir>	/o/ <o> <a>	<c> /k/ /s/	<g> /g/ /j/		
<ear> /air/ /ar/ /er/ /eer/	/o/ <o> <a> <au>	/l/ <l> <ll> /ul/ <le> <il>	/t/ <t> <ff> <ph> <gh>		
/yoo/ <ue>	/o/ <o> <a> <au> <ou>	/l/ <l> <ll> /ul/ <le> <il> <al>	/chu/ <ture>		
/yoo/ <ue> <u-e>	/s/ <s> <ss> <se>	/l/ <l> <ll> /ul/ <le> <il> <al> <el>	/sh/ <sh> <ti>		

**Key**

/ / phoneme

&lt; &gt; grapheme

● new learning

● revision

NOTE: Follow the progression by going down each column

**Primary****4**

with Dandelion

**Phoneme-Grapheme Correspondence****\*based on Phonics International****Morphology****\*see suggested word lists****Spelling Rules & Grammar**/ai/ <ai> <ay> <a>  
<a-e> <ea> <ey>/sh/ <sh> <ci> <ti>  
<ssi> <ch>/ee/ <ee> <ea> <e>  
<e-e>

/zh/ &lt;si&gt; &lt;s&gt; &lt;z&gt;

/igh/ <igh> <ie> <i>  
<y> <i-e>

/zh/ &lt;si&gt; &lt;s&gt; &lt;z&gt; &lt;g&gt;

/oa/ <oa> <ow> <o>  
<oe> <o-e>/zh/ <si> <s> <z> <g>  
<ge>/oo/ <oo> <oul> <u>  
<ue> <u-e> <ue>  
<ew> <ou>/u/ <u> <o> <ou>  
<ough>

&lt;ch&gt; /sh/ /k/ /ch/

/o/ &lt;o&gt; &lt;a&gt; &lt;qua&gt;

/or/ <or> <aw> <au>  
<al> <war>

/g/ &lt;g&gt; &lt;gg&gt;

/n/ &lt;n&gt; &lt;nn&gt; &lt;gn&gt;

/g/ &lt;g&gt; &lt;gg&gt; &lt;gh&gt;

**Key**

- / / phoneme  
 < > grapheme  
 ● new learning  
 ● revision

NOTE: Follow the progression by going down each column



Primary

5

with Dandelion



## Phoneme-Grapheme Correspondence

## Morphology

## Spelling Rules & Grammar

/ai/ <ai> <ay> <a> <a-e>  
 <ea> <ey> <ae>

/i/ <i> <y>

/ee/ <ee> <ea> <e> <e-e>  
 <ey>

/i-ee/ <y> <ey>

/igh/ <igh> <ie> <i> <y> <i-e>  
 <ei>

/i-ee/ <y> <ey> <ie>

/oa/ <oa> <ow> <o> <oe>  
 <o-e> <ou> <ough>

/sh/ <sh> <ch>

/oo/ <oo> <oul> <u> <ue> <u-  
 e> <ue> <ew> <ou> <ui>

/k/ <k> <c> <ck> <ch>

/m/ <m> <mm>

/er/ 'uh' <er>

/m/ <m> <mm> <me>

/er/ 'uh' <er> <our>

/m/ <m> <mm> <me>  
 <mb>

/n/ <n> <nn> <gn> <kn>

/m/ <m> <mm> <me>  
 <mb> <mn>

/r/ <r> <rr> <wr>

**Key**

/ / phoneme

&lt; &gt; grapheme

● new learning

● revision

NOTE: Follow the progression by going down each column



Primary

6

with Dandelion



## Phoneme-Grapheme Correspondence

/ai/ <ai> <ay> <a> <a-e>  
<ea> <ey> <ae> <elgh>

&lt;ough&gt; /oa/ /oo/ /u/

/ee/ <ee> <ea> <e> <e-  
e> <ey> <le><ough> /oa/ /oo/ /u/  
/or//igh/ <igh> <ie> <i> <y>  
<i-e> <el> <eye><ough> /oa/ /oo/ /u/  
/or/ /ou//oa/ <oa> <ow> <o>  
<oe> <o-e> <ough> <ou>  
<eau>/k/ <k> <c> <ck> <ch>  
<qu>/oo/ <oo> <oul> <u>  
<ue> <u-e> <ue> <ew>  
<ou> <ul> <o>/k/ <k> <c> <ck> <ch>  
<qu> <que>/yoo/ <ue> <u> <u-e>  
<ew> <eu>

/er/ 'uh' &lt;er&gt; &lt;our&gt; &lt;ar&gt;

/yoo/ <ue> <u> <u-e>  
<ew> <eu> <lew>/er/ 'uh' <er> <our> <ar>  
<or>

/r/ &lt;r&gt; &lt;rr&gt; &lt;wr&gt; &lt;rh&gt;

## Morphology

## Spelling Rules &amp; Grammar

**Key**

/ / phoneme  
 < > grapheme  
 ● new learning  
 ● revision

NOTE: Follow the progression by going down each column



Primary

7

with Dandelion



## Phoneme-Grapheme Correspondence

## Morphology

## Spelling Rules

/ai/ <ai> <ay> <a> <a-e> <ea> <ey> <ae> <eigh> <aigh>	/or/ <or> <aw> <au> <al> <ar> <a> <ough> <augh>				
/ee/ <ee> <ea> <e> <e-e> <ey> <ie> <i>	/g/ <g> <gg> <gh> <gue>				
/igh/ <igh> <ie> <i> <y> <i-e> <ei> <eye>	/g/ <g> <gg> <gh> <gue> <gu>				
/oa/ <oa> <ow> <o> <oe> <o-e> <ough> <ou> <eau>	/s/ <ss> <ce> <se> <c> <sc> <st> <ps>				
/oo/ <oo> <oul> <u> <ue> <u-e> <ue> <ew> <ou> <ul> <o> <ough>	/n/ <n> <nn> <gn> <kn> <ne>				
/er/ 'uh' <er> <our> <ar> <or> <re>					
/o/ <o> <a> <au> <ou> <all>					
/eer/ <eer> <ear> <ere> <ier>					