

# Appendix 1

## 100 high-frequency words in order

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

## 100 high-frequency words in phases

## Phase Two

## Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put ( <i>north</i> )

## Tricky words

the  
to  
I  
no  
go  
into

## 100 high-frequency words in phases

## Phase Three

## Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

## Tricky words

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

## 100 high-frequency words in phases

## Phase Four

## Decodable words

went  
it's  
from  
children  
just  
help

## Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

## 100 high-frequency words in phases

## Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

## Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put ( <i>south</i> )
your	

## Tricky words

oh  
their  
people  
Mr  
Mrs  
looked  
called  
asked  
could

## Next 200 common words in order of frequency

This list is read down columns (i.e in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Tables from: Masterson, J., Stuart, M., Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

## Appendix 2

### Letter formation



# Appendix 3

## Assessment

Progress check for each phase

### Phase 1

By the end of phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

### Phase Two (up to 6 weeks)

By the end of Phase Two children should:

- give the sound when shown any Phase Two letter, securing first the starter letters **s, a, t, p, i, n**;
- find any Phase Two letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;
- be able to blend and segment in order to read and spell (using magnetic letters) VC words such as: **if, am, on, up** and 'silly names' such as **ip, ug** and **ock**;
- be able to read the five tricky words **the, to, I, no, go**.

### Phase Three (up to 12 weeks)

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;
- be able to spell the tricky words **the, to, I, no, go**;
- write each letter correctly when following a model.

## Phase Four (4–6 weeks)

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what**;
- be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;
- write each letter, usually correctly.

## Phase Five (throughout Year 1)

By the end of Phase Five children should:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

## Assessment tasks

(See the section on assessment in the *Notes of Guidance for Practitioners and Teachers*, page 16.)

## Contents

- Grapheme–phoneme correspondences task
- Oral blending task
- Oral segmentation task
- Non-word reading task

### Grapheme–phoneme correspondences task

s, a, t, p, i, n

Securing success from the start for all beginner readers is an obvious but crucially important aim of the Letters and Sounds programme. The first six letters children will learn to read and write at the start of the systematic teaching of phonics in Phase Two are s, a, t, p, i, n. Once learned, these letters provide children with an easy, but very useful, set of phoneme–grapheme correspondences with which to build two-letter and three-letter words.

#### **Purpose**

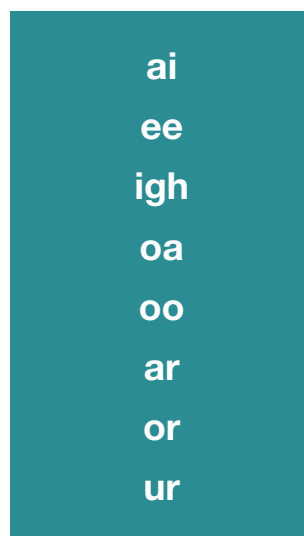
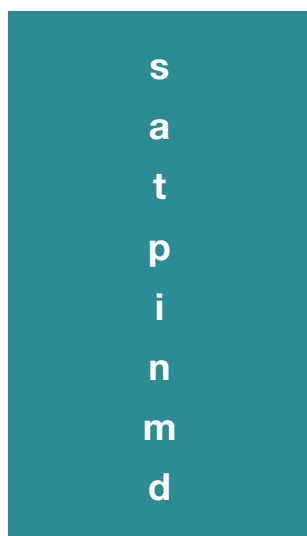
- To assess knowledge of grapheme–phoneme correspondences

#### **Resources**

- Grapheme card (see the example below)
- Group assessment sheet with the names of the children entered (see the example on page 201–202)

**Procedure**

1. Display the grapheme card.
2. For each correct letter, record the date of assessment on the group assessment sheet.

**Example grapheme cards**



# Example group assessment sheet for grapheme–phoneme correspondences

## Phase Two

Name of child																			
s																			
a																			
t																			
p																			
i																			
n																			
m																			
d																			
g																			
o																			
c																			
k																			
ck																			
e																			
u																			
r																			
h																			
b																			
f, ff																			
l, ll																			
ss																			

### Phase Three

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

## Oral blending task

### *Purpose*

- To assess oral blending

### **Resources**

- Sheet displaying all the pictures of the words to be blended (optional, see 7 below)
- Assessment response sheet for each child (see the example on page 204)

### **Procedure**

1. Use the practice items (see below) to explain the task to the child as follows: *We're going to play a listening game. I'm going to speak like a robot. I want you to listen carefully and tell me the word I'm trying to say. Let's practise. The word is c - a - t. What is the robot trying to say?*
2. If the child needs more prompting, say: *It's a word you know. Listen again.*
3. Proceed with the assessment items.
4. Offer each word in turn, leaving just less than a one-second interval between phonemes and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.
7. Rather than ask the child to say the word, you could ask the child to point to the correct picture.

Practice items:          c - a - t          m - u - m

Name Word to be spoken by the adult	Record response. Tick if correct. If incorrect, record exactly what the child said or did
1. m - a - n	
2. s - o - ck	
3. c - u - p	
4. p - e - g	
5. f - i - sh	
6. h - a - n - d	
7. t - e - n - t	
8. f - l - a - g	
9. s - p - oo - n	
10. s - t - a - m - p	

### Oral segmentation task

Oral segmentation of words into three phonemes and four phonemes.

#### **Purpose**

- To assess oral segmentation

#### **Resources**

- Assessment response sheet for each child (see example)

#### **Procedure**

1. Use the practice items (see below) to explain the task to the child:

*Now it's your turn to speak like a robot. I'm going to say a word and I want you to say all the sounds in the word, just like I did in the last game. Let's practise. The word is 'cat'. This is how the robot says cat, c-a-t. You do it.*

*Instead of saying zip, the robot says z-i-p. How does the robot say mum?*

2. Provide the correct response if the child responds incorrectly.
3. Proceed with the assessment items.
4. Offer each word in turn and record the child's first response.
5. Discontinue after three consecutive errors.
6. Praise the child, whether successful or not, for a positive attitude or disposition to the task – for example for 'having a go' at a difficult job, sitting still and listening, taking time to think – and comment that good learners do those things.

Practice items:          cat, zip, mum

Name Word to be spoken by the adult	Record the child's response. Tick, if correct. If incorrect, record exactly what the child said or did.
1. jam	
2. zip	
3. net	
4. dog	
5. mint	
6. sand	
7. gran	
8. snack	
9. crash	
10. dress	

## Non-word reading task

### Purpose

- To assess grapheme recognition
- To assess blending

### Resources

- Non-words on a shopping list
- Assessment response sheet for each child (see the example on page 207)

### Procedure

1. Use a scenario to put this task in a context for the child, for example a friendly alien came to earth in a space ship. The alien had lists of things to take back to his own planet. This is what was written on the alien's first list, second list, etc.
2. Say: *Can you to read the words. Do you think you would be able to help the alien find the things on the list?*
3. Ask the child to say the sound for each grapheme and then to blend them to make a 'word'.
4. Record the sound for each grapheme and the blended word (see the example response sheet on page 207).
5. Stop after three consecutive errors.

### Phase 2

og	pim	reb	cag
ab	ket	nud	meck
liss	hin		

### Phase 3

dar	veng	gax	chee
zort	jigh	hish	yurk
sair	quoam	koob	waiber
kear	doit	fowd	thorden

## Phase 4

plood	dreet	skarb	kelf
grint	bamp	shreb	pronk
theest	fowsping	spunch	glorpid

## Example response sheet for non-word reading task at Phase Two

Name	Graphemes (e.g. o-g)	Reading (e.g. og)
og		
ab		
liss		
pim		
ket		
hin		
reb		
nud		
cag		
meck		