STAGE 1 CHECKLIST

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_

Learning the Letter sounds

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Knows sound when shown letter(s)* | √ |  |  | *Writes letter(s) from dictated sound* |  | √ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 1: Letter sound sheet | | | | | | | | | | | | |
| Group 1 | s |  | a |  | t |  | i |  | p |  | n |  |
| Group 2 | ck |  | e |  | h |  | r |  | m |  | d |  |
| Group 3 | g |  | o |  | u |  | l |  | f |  | b |  |

Step 1

*Reading*

*Blends regular 2/3 letter words using group 1-3 sounds e.g. net, fun, hop, leg*

*Writing*

*Writes 2/3 letter words from dictation holding up a finder for each sound e.g. tap, hen, bin, and fog.*

*Step 2;*

*Reading;*

*Blends regular 5 to 7 letter words that start or end with consonant blends e.g stamp, glad, drip ,sunset ,handbag, milkman etc.*

*Have the concept of double letters for e.g .hill, rabbit, and duck*

*Writing;*

Writes 5 to 7 letter words and develops the ability to hear the sounds in consonant blends through finger count.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| words with initial consonant blends: | | | | |  | | words with final consonant blends: | | | | |
| *bran* | *clap* | *clip* | *club* | *flag* |  | | *bulb* | *held* | *golf* | *milk* | *silk* |
| *flip* | *glad* | *plan* | *plug* | *plum* |  | | *gulp* | *belt* | *quilt* | *gift* | *lift* |
| *slim* | *slug* | *crab* | *crop* | *drag* |  | | *pant* | *bent* | *went* | *tent* | *mint* |
| *drug* | *drum* | *frog* | *from* | *grab* | |  | *next* | *camp* | *damp* | *lamp* | *bend* |
| *skip* | *prop* | *trim* | *trap* | *trip* | |  | *pond* | *print* | *desk* | *best* | *nest* |
| *snip* | *snug* | *swam* | *swim* | *swum* | |  | *bulb* | *held* | *golf* | *milk* | *silk* |

STAGE 2 CHECKLIST

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_

Learning the Letter sounds

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Knows sound when shown letter(s)* | √ |  |  | *Writes letter(s) from dictated sound* |  | √ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 2: Letter sound sheets | | | | | | | | | | | | |
| Group 4 |  | ai |  | j |  | oa |  | ie |  | ee |  | or |
| Group 5 |  | z |  | w |  | ng |  | v |  | oo |  | 00 |
| Group 6 |  | y |  | x |  | ch |  | sh |  | th |  | th |
| Group 7 |  | qu |  | ou |  | oi |  | ue |  | er |  | ar |

Step 3;

*Reading*

*Blends regular words using new letter sounds and vowel digraphs(long Vowels) e.g. brain, loaf, hook.*

Develop the understanding that the digraphs <oo> and <th> have 2 sounds e.g. foot/moon, this/thin

*Writing*

* *Writes regular words from dictation using new letter sounds e.g. toad, soon, creep.* Demonstrate the joining of digraphs (if school has a policy of early joined writing)

*Step 4;*

*Reading;*

*- Teach tricky words 1 – 10 by blending them and learning the correct pronunciation e.g. the, he, was, to etc. Practice the tricky words until they can be read automatically*

*Introduce capital letters and their sounds*

*Writing;*

*- Introduce letter names*

*- Teach spelling of tricky words 1 – 12 Check accuracy of spelling by dictating tricky words*

*Tricky words 1 - 12*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read | | | | Spell | | | |
| *I* |  | *she* |  | *be* |  | *do* |  |
| *the* |  | *me* |  | *was* |  | *are* |  |
| *he* |  | *we* |  | *to* |  | *all* |  |

STAGE 3 CHECKLIST

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_

Learning the Letter sounds

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Knows sound when shown letter(s)* | √ |  |  | *Writes letter(s) from dictated sound* |  | √ |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 3: Letter sound sheets | | | | | | | | | | | | |
| Group 1 |  | s |  | a |  | t |  | i |  | p |  | n |
| Group 2 |  | ck |  | e |  | h |  | r |  | m |  | d |
| Group 3 |  | g |  | o |  | u |  | l |  | f |  | b |
| Group 4 |  | ai |  | j |  | oa |  | ie |  | ee |  | or |
| Group 5 |  | z |  | w |  | ng |  | v |  | oo |  | 00 |
| Group 6 |  | y |  | x |  | ch |  | sh |  | th |  | th |
| Group 7 |  | qu |  | ou |  | oi |  | ue |  | er |  | ar |

Step 5;

*Reading*

*Blends regular words using new letter sounds e.g. cheek, loud, this, shell, shark.*

*Introduce Red Level Readers. Only the children who know the first 12 tricky words, and can blend regular words that use the 42 letter sounds, should be expected to read these books by themselves - Understand the importance of initially using decodable books .*

*Writing*

*Writes words from dictation using new letter sounds e.g. chap, shut, sister, start*

- Dictate sentences that have tricky words 1 – 12 and regular words that use the letter sounds that have been taught so far e.g. I sleep in a big bed.

- Encourage independent writing through sentence making.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reads correctly 13-24 | | | | Spells correctly 1-12 | | | |
| *you* |  | *there* |  | *I* |  | *be* |  |
| *your* |  | *they* |  | *the* |  | *was* |  |
| *come* |  | *go* |  | *he* |  | *to* |  |
| *some* |  | *no* |  | *she* |  | *do* |  |
| *said* |  | *so* |  | *me* |  | *are* |  |
| *here* |  | *my* |  | *we* |  | *all* |  |

Capital letters

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knows sound when shown capital Write capital letter from dictation | | | | | | | | | | | | |
| Group 1 |  | S |  | A |  | T |  | I |  | P |  | N |
| Group 2 |  | CK |  | E |  | H |  | R |  | M |  | D |
| Group 3 |  | G |  | O |  | U |  | L |  | F |  | B |
| Group 4-7 |  | J |  | Z |  | W |  | V |  | X |  | Y |

STAGE 4 CHECKLIST

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_

Learning the Letter sounds

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Knows sound when shown letter(s)* | √ |  |  | *Writes letter(s) from dictated sound* |  | √ |

|  |  |  |
| --- | --- | --- |
| Stage 4 letter sound sheet | | |
| Y as in funny | a-e | e-e |
| i-e | o-e | u-e |

Step 6;

*Reading*

*Blends words using new letter sounds y(funny), a - e, e - e, i - e, o - e, u – e, eg. daddy, late, cone.*

*- Teach the sounds of the letter <y> when it is being a vowel e.g. my, funny, system*

*- Teach tricky words 11 – 20*

*- Now the Yellow Level Jolly Readers can follow on from the Red Level Readers*

*Writing*

*Writes sentences from dictation using 42 letter sounds and the tricky words 1-24 e.g. They ran to the shop.*

- Dictate sentences that use the tricky words, as well as regular words containing letter sounds that have already been taught

- Continue encouraging independent writing.

Step 7;

Reading

- Teach the alternative magic ‘e’ long vowels and blend regular words that contain these vowels e.g. ape, these, fine, home, tube

- Teach tricky words 21 – 40

- Now the Green Level Readers can follow on from yellow level

Writing;

- Teach the alternative magic ‘e’ long vowels and dictate regular words and/or sentences that contain these vowels e.g. lane, theme, ride, hope, cube

- Teach the spelling of tricky words 21 – 40

- Continue with independent writing

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reads correctly 25-36 | | | | Spells correctly 13-24 | | | |
| *one* |  | *only* |  | *you* |  | *there* |  |
| *by* |  | *old* |  | *your* |  | *they* |  |
| *like* |  | *little* |  | *come* |  | *go* |  |
| *have* |  | *down* |  | *some* |  | *no* |  |
| *live* |  | *what* |  | *said* |  | *so* |  |
| *give* |  | *when* |  | *here* |  | *my* |  |

STAGE 5 CHECKLIST

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_

Learning the Letter sounds

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Knows sound when shown letter(s)* | √ |  |  | *Writes letter(s) from dictated sound* |  | √ |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stage 5 Letter sound sheet | | | | | |
| ay | ea | igh | Y(my) | ow | ew |
| ir | ur | au | al | aw | ow |
| oy | ear | air |  |  |  |

*Step 8;*

*Reading*

*Blends words using letter sounds ay, ea (eat), igh, y (my), ow (snow), ew ir, ur, au, aw, al, oy, ow (cow)*

*Writing*

*Writes sentences from dictation using 42 letter sounds and the tricky words 1-48*

*- Alternatives /ea/, /igh/, /ow/ (snow), /ew/, /ir/, /ur/, /au/, /aw/, /al/, /oy/, /ow/ (cow)*

*Now Blue Level Readers can be introduced.*

*nk is a blend but easier if children learn it as if it is a digraph; - wh is another way of writing /w/ (with some dialects it has its own sound) - ph has a /f/ sound; - ue, ew, and u-e can also be pronounced as an /oo/ sound*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Reads correctly 37-60 | | | | Spells correctly 25-48 | | | |
| *why* |  | *more* |  | *one* |  | *only* |  |
| *where* |  | *before* |  | *by* |  | *old* |  |
| *who* |  | *other* |  | *like* |  | *little* |  |
| *which* |  | *were* |  | *have* |  | *down* |  |
| *any* |  | *because* |  | *live* |  | *what* |  |
| *many* |  | *want* |  | *give* |  | *when* |  |
| *saw* |  | *two* |  | *why* |  | *more* |  |
| *put* |  | *four* |  | *where* |  | *before* |  |
| *could* |  | *goes* |  | *who* |  | *other* |  |
| *should* |  | *does* |  | *which* |  | *were* |  |
| *would* |  | *made* |  | *any* |  | *because* |  |