



Orrets Meadow
Phonics Programme
(Revised July 2022)



Orrets Meadow Phonic Programme Rationale

The Orrets Meadow Phonic Programme is an effective systematic synthetic phonics programme based on research used to develop the Hickey Multisensory Language Course. Our phonic programme has been tried and tested since the founding of the school and has data to evidence how effective it is at maximising the development of phonic and reading skills. Our systematic phonics programme fully meets the varying learning needs of our children. Originally, the Hickey course was developed as a one-to-one programme, but we have adapted it to be delivered to groups.

We continue to update and amend our programme regularly, to reflect current thinking and developments in the teaching of phonics. We continue to use our programme because it allows our children to make progress where mainstream phonics programmes have failed them. It is a structured, sequential and accumulative programme, underpinned by over learning and the development of the working memory, an essential learning style for children with a phonological deficit or poor working memory which many of our children have.

References

- 1) Combley, M (2001) *The Hickey Multisensory Language Course 3rd Edition*
- 2) Hickey, K (1977) *The Hickey Multisensory Language Course*
- 3) Rasmus F et al (April 2003) Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults *Brain*, Volume 126, Issue 4, , Pages 841–865

Multisensory Approaches within Phonics Lessons

<u>ALL LESSONS MUST INCLUDE FLASHCARDS OF SOUNDS ALREADY COVERED</u>		
<u>Alphabet Awareness</u>	<u>Gross Motor Development</u>	<u>Fine Motor Development</u>
<ul style="list-style-type: none"> ➤ Alphabet Arc ➤ Alphabet Rap ➤ Missing Letter frames ➤ Hand-o-meter ➤ Taking turns removing letters from a partner's alphabet. ➤ Tuff trays ➤ Alphabet songs ➤ Dictionary work 	<ul style="list-style-type: none"> ➤ Air writing (promotes muscle memory) ➤ Drawing letters on each other. ➤ Ball/bean bag passing while thinking of words. ➤ Moving to sequence words ➤ Sorting words into word groups around the room. 	<ul style="list-style-type: none"> ➤ Sand tray handwriting ➤ Handwriting practice ➤ Overwriting ➤ Sound operation ➤ Tweezer games ➤ Sand trays ➤ Peg boards ➤ Stile Trays ➤ Gel Boards ➤ Lego word building
<u>Auditory Activities</u>	<u>Kinaesthetic Activities</u>	<u>Visual Activities</u>
<ul style="list-style-type: none"> ➤ Songs online ➤ Sorting items by sound (sound tubs) ➤ Shared reading ➤ Sound transcription ➤ Bug Club ➤ Nessy ➤ Flash cards ➤ Sound buttons ➤ Sound bingo ➤ I say/you say 	<ul style="list-style-type: none"> ➤ Roll it playdough ➤ Eyes closed guess the letter by touching. ➤ Stile Trays ➤ Water bottle writing ➤ Style trays ➤ Alphabet letters ➤ Letter tracing ➤ Sand Tray ➤ Air writing ➤ Feely bag ➤ Sky writing ➤ Letter dancing 	<ul style="list-style-type: none"> ➤ Songs online ➤ Pneumonic ➤ Flash cards ➤ Sound snap ➤ Hickey cards ➤ Word-Picture match ➤ Interactive White Board ➤ iPads ➤ Tuff trays ➤ Hickey cards ➤ Books
<u>EVIDENCE OF THE LEARNING FROM THE LESSON SHOULD BE RECORDED WITHIN PHONICS BOOKS</u>		

Level 1

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Consonant Clusters</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
Level 1	Set 1	s	/s/	sock		consonant	Often mispronounced.
		a	/a/	apple		short vowel	
		t	/t/	ten	st	consonant	Often mispronounced.
		p	/p/	pig	sp	consonant	Often mispronounced.
	Set 2	i	/i/	igloo		short vowel	
		n	/n/	nest	sn	consonant	
		m	/m/	man	sm	consonant	
		d	/d/	dog		consonant	
	Set 3	g	/g/	goat		consonant	
		o	/o/	octopus		short vowel	
		c	/k/	cup	sc	consonant	The next vowels are usually o, a or u (using e or i after will make a soft sound). If the next sound is a consonant it is nearly always a c.
		k	/k/	kite	sk, nk	consonant	The next letters are usually i, e or y. At the end of a word it follows a long vowel sound or a consonant.
	Set 4	ck	/k/	duck		digraph	Used at the end of a monosyllabic word and follows a short vowel sound.
		e	/e/	elephant		short vowel	
		u	/u/	umbrella		short vowel	
		r	/r/	rat	cr, pr, gr, dr, tr, scr, spr, str	consonant	
	Set 5	h	/h/	hat	shr	consonant	Often mispronounced.
		b	/b/	bat	br	consonant	
		f	/f/	fish	fr,	consonant	Mouth closed and front teeth out to make this sound. (Bunny teeth)
		l	/l/	log	bl, cl, fl, gl, pl, sl, spl	consonant	Tongue should touch the top of the mouth.
(+ll)		/l/	hill			Floss Rule - If a one-syllable word has only one vowel and ends in f, l or s, double the last letter.	
(+ss)		/s/	floss				
(+ff)		/f/	cliff				

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Consonant Clusters</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 2</u>	<u>Set 1</u>	j	/j/	jam		consonant	
		v	/v/	van		consonant	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.
		w	/w/	web	sw	consonant	
		x	/ks/	box		consonant	
	<u>Set 2</u>	y	/y/	yellow		consonant	
		z	/z/	zip		consonant	
		(+zz)	/z/	buzz			Floss Rule - If a one-syllable word has only one vowel and ends in z double the last letter.
		qu	/kw/	queen	squ	combined phoneme	
		ch	/ch/	chair		digraph	
	<u>Set 3</u>	sh	/sh/	ship		digraph	
		th	/th/	mother		digraph (voiced)	Tongue placed between teeth to make the noise.
		th	/th/	thimble		digraph (unvoiced)	
	<u>Set 4</u>	ng	/ng/	king			
		bl		black		consonant cluster	
		cl		clap		consonant cluster	
		fl		flag		consonant cluster	
		gl		glass		consonant cluster	
		pl		plum		consonant cluster	
		sl		sloth		consonant cluster	
		br		brush		consonant cluster	
cr			crop		consonant cluster		
dr			drum		consonant cluster		
fr			frog		consonant cluster		
gr			grub		consonant cluster		
pr		prong		consonant cluster			

Set 5	tr	truck	consonant cluster
	sc	scan	consonant cluster
	sk	mask	consonant cluster
	sm	smile	consonant cluster
	sn	snack	consonant cluster
	sp	spin	consonant cluster
	sw	swim	consonant cluster
	st	stop	consonant cluster
	nk	sink	consonant cluster
	mp	stamp	consonant cluster
	nd	sand	consonant cluster

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 3</u>	<u>Set 1</u>	s		cats	plural suffix	Add <u>s</u> to most nouns to make them plural.
		es		glasses	plural suffix	Add <u>es</u> to nouns that end in ch, sh, s, x or z.
		ing		playing	suffix	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
		ed		walked	suffix	
		er		painter	suffix	
		est		strongest	suffix	
	Doubling rule: If a word has 1 syllable, ends in a consonant and has a vowel before that final consonant double the final consonant. The letter x is an exception to this.					
	<u>Set 2</u>	a-e	/a-e/	cake	Modifying e	
		i-e	/i-e/	five	Modifying e	
		o-e	/oe/	rope	Modifying e	
		e-e	/ee/	even	Modifying e	
		u-e	/yoo/	cube	Modifying e	Can be pronounced either /yoo/ or /oo/ depending on the letter that comes before the vowel.
		u-e	/oo/	flute	Modifying e	ch, d, j, l, r, or s will say /oo/ t can say either sound except for a few words which can only be pronounced /oo/. All other letters will say /yoo/.
	<u>Set 3</u>	s	/z/	nose	voiced sound	When the letter ‘s’ is after a vowel, another ‘s’, or a voiced consonant, it is pronounced as a /z/ sound.
		tch	/ch/	watch	trigraph	The /ch/ sound is usually spelt as tch if it comes straight after a short vowel letter. Exceptions: rich, which, much, such.
		ai	/a-e/	rain	vowel digraph	The digraph ai is virtually never used at the end of English words.
		oi	/oi/	coin	vowel digraph	The digraph oi is virtually never used at the end of English words.
		ay	/a-e/	play	digraph	ay and oy are used for those sounds at the end of words and at the end of syllables.
	oy	/oi/	boy	digraph		
	<u>Set 4</u>	ar	/ar/	car	digraph	
ee		/ee/	tree	vowel digraph		
igh		/i-e/	light	trigraph		

Set 5	oa	/oe/	boat	vowel digraph	This sound is very rarely at the end of a word.
	oo	/oo/	book	vowel digraph (short)	
	oo	/oo/	moon	vowel digraph (long)	
	or	/or/	horse		
	er	/ur/	fern	stressed sound	
	un_			prefix	
	i	/i_e/	mind	long vowel sound	i - followed by two consonants

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 4</u>	<u>Set 1</u>	er	/ə/	under	unstressed sound (schwa)	
		ir	/ɪr/	bird		
		ur	/ɪr/	turtle		
		ow	/oʊ/	brown		
		ere	/aɪr/	there		
	<u>Set 2</u>	air	/aɪr/	hair		
		ure		secure		
		ea	/e/	bread	vowel digraph	
		ea	/a e/	steak	long vowel sound	medial sound
		ou	/oʊ/	mouth	vowel digraph	
	<u>Set 3</u>	ie	/i-e/	tie	vowel digraph	
		ea	/ee/	beach		
		ow	/oe/	snow		
		aw	/aw/	crawl		
		wh	/w/	whistle		At the start of question words wh is used. Others are learnt from sight.
	<u>Set 4</u>	ew	/yoo/	few		Can be pronounced either /yoo/ or /oo/ depending on the letter that comes before the vowel. ch, d, j, l, r, or s will say /oo/ t can say either sound except for a few words which can only be pronounced /oo/. All other letters will say /yoo/.
		ew	/oo/	flew		
		au	/au/	sauce		
	<u>Set 4</u>	ear	/ear/	near		
		ear	/ɪr/	earth		
		are	/aɪr/	share		
oe		/oe/	toe			
		ie	/ee/	field		

Set 5	ue	/oo/	clue	vowel digraph (short)	<p>Can be pronounced either /yoo/ or /oo/ depending on the letter that comes before the vowel.</p> <p>ch, d, j, l, r, or s will say /oo/ t can say either sound except for a few words which can only be pronounced /oo/.</p> <p>All other letters will say /yoo/.</p>
	ue	/yoo/	tissue		
	_y	/e/	happy		
	ph	/f/	dolphin		
	ey	/ee/	monkey		
	ore	/or/	shore		
					The plural of these words is formed by the addition of –s

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>	
<u>Level 5</u>	<u>Set 1</u>	scr		scrum	consonant cluster		
		spr		spring	consonant cluster		
		spl		splash	consonant cluster		
		str		string	consonant cluster		
		shr		shrug	consonant cluster		
		squ		squid	consonant cluster		
		ere	/ear/	here			
		eer	/ear/	steer			
	<u>Set 2</u>						In other positions in words, the /j/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u
		g	/j/	giant	soft g sound		
		c	/s/	ice	soft c sound		The /s/ sound spelt c before e, i and y
		_ge	/zh/	cage	soft g sound		After all other sounds, whether vowels or consonants, the /j/ sound is spelt as –ge at the end of a word.
		kn	/n/	knee	silent letters		
		gn	/n/	gnome	silent letters		
		gu	/g/	guide			u follows the g in many words in order to separate the e or i in order to keep the g with a hard sound.
		wr	/r/	write	silent letters		
	rh	/r/	rhino				
	<u>Set 3</u>	_dge	/j/	bridge	final sound		The letter j is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt –dge straight after short vowel sounds.
		_le	/əl/	smile			The –le spelling is the most common spelling for this sound at the end of words.
		_el	/əl/	camel			The –el spelling is used after m, n, r, s, v, w and more often than not after s.
		_al	/əl/	hospital			
		_il	/əl/	pencil			
		_y	/i e/	fly			This is by far the most common spelling for this sound at the end of words
		<u>Suffix rule:</u> Change the y to i before the suffix is added, except for -ing					

Set 4	Drop the e rule: The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel			
	oar	/or/	board	
	oor	/or/	door	
	our	/or/	four	
	st	/s/	listen	
gh	/g/	ghost		

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
Level 6	Set 1	gh	/f/	laugh		
		ou	/oo/	soup		
		a	/aw/	ball		The /aw/ sound is usually spelt as a before l and ll.
		o	/u/	dove		The letter ‘o’ can make the short ‘u’ sound. Often before a ‘v’, ‘n’ or ‘th’.
	Set 2	a	/o/	water		a is the most common spelling for the /o/ (‘hot’) sound after w and qu.
		ar	/or/	war		ar generally makes the /or/ sound after a w.
		or	/ur/	world		or generally makes the /ur/ sound after a w.
		s	/zh/	treasure		
	Set 3	_ment		equipment		If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.
		_ness		darkness		
		_ful		peaceful		
		_less		thoughtless		
	Set 4	_ly		clearly		
_tion			station			
Contractions and possessive apostrophes						

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 7</u>	<u>Set 1</u>	ou	/u/	young		
		y	/i/	pyramid		The letter 'y' can make a short 'i' sound within words. They tend to be less common words
		dis-		disagree	prefix	This prefix has a negative meanings.
		mis-		misbehave	prefix	This prefix has a negative meanings.
	<u>Set 2</u>	in-		incorrect	prefix	The prefix in- can mean both 'not' and 'in'/'into'.
		il-		illegible	prefix	Before a root word starting with l, in- becomes il.
		im-		immature	prefix	Before a root word starting with m or p, in- becomes im-.
		ir-		irregular	prefix	Before a root word starting with r, in- becomes ir-.
		re-		refresh	prefix	re- means 'again' or 'back'
	<u>Set 3</u>	sub-		submarine	prefix	sub- means 'under'
		inter-		interact	prefix	inter- means 'between' or 'among'
		super-		superstar	prefix	super- means 'above'.
		anti-		antidote	prefix	anti- means 'against'.
	<u>Set 4</u>	auto-		autograph	prefix	auto- means 'self' or 'own'.
		_ation		information	suffix	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.
		_ly	ly, ily & ally		suffix	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply
						The suffix -ly starts with a consonant letter, so it is added straight on to most root words
						Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.
				(2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.		
<u>Set 5</u>	_sure	/zh/	measure	suffix	The ending sounding like /zh/ is always spelt -sure.	
	_ture	/ch/	picture	suffix	The ending sounding like /ch/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending	
	_sion	/si/	television	word ending		

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 8</u>	<u>Set 1</u>	_ous		dangerous		Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /j/ sound of ‘g’ is to be kept. If there is an /i/ sound before the –ous ending, it is usually spelt as i, but a few words have e.
		_tion	/shun/	action		This is the most common spelling of this sound. It is used if the root word ends in t or te
		_sion	/shun/	extension		as a suffix –sion is used if the root word ends in d or se.
		_ssion	/shun/	admission		Used if the root word ends in ss or -mit
		_cian	/shun/	magician		Used if the root word ends in c or cs
	<u>Set 2</u>	ch	/k/	school		Greek in origin
		ch	/sh/	chef		French in origin
		_gue	/g/	tongue		French in origin
		_que	/k/	antique		French in origin
		sc	/s/	science		Latin in origin
	<u>Set 3</u>	ei	/a_e/	veil		
		eigh	/a_e/	weigh		
		ey	/a_e/	grey		
		Possessive apostrophe with plural words				
		qu	/k/	mosquito		

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>	
<u>Level 9</u>	<u>Set 1</u>	_cious	/shus/	vicious	suffix	If the root word ends in -ce this sound is usually spelt as c ‘tious’ is often used if the root word would take the suffix ‘tion’ in its noun form.	
		_tious	/shus/	cautious	suffix		
		_cial		artificial			
		_tial		initial			
	<u>Set 2</u>	_ant		substance		Use –ant and –ance/–ancy if there is a related word with a /a/ or /a_e/ sound in the right position; –ation endings are often a clue.	
		_ance					
		_ancy		innocent			
		_ent					
	<u>Set 3</u>	_ence				Use –ent and –ence/–ency after soft c, soft g and qu, or if there is a related word with a clear /e/ sound in the right position.	
		_ency					
		_able		adorable	The –able/–ably endings are far more common than the –ible/–ibly endings.	The –able ending is usually but not always used if a complete root word can be heard before it, e.g. understandable	
		_ably		adorably			
		_ible		horrible		The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	
		_ibly		horribly			
	_fer		transferred		The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.		
	<u>Set 4</u>	Use of the hyphen: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.					
		The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.					
		ough	/uff/	rough		ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	
			/off/	cough			
			/oe/	dough			
/ou/	plough						

		<u>Letter</u>	<u>Sound</u>	<u>Context Word</u>	<u>Type of letter or sound</u>	<u>Spelling rules</u>
<u>Level 10</u>	<u>Set 1</u>	su	sh	sugar		Sugar, sure and sumac are the only three root words in Modern English with this at the beginning, but historically there were others.
		eau	/yoo/	beauty	trigraph	French origin
		eau	/oe/	plateau	trigraph	French origin
		psy	/s/	psychology	trigraph	In these words, the p is silent, but the s is pronounced.
		i	/y/	onion		
		ui	/oo/	fruit		
	<u>Set 2</u>	ui	/w/	penguin		
		a	/a_e/	apron		a makes a long vowel sound at the end of a syllable
		u	/u_e/	unicorn		
		eu	/yoo/	feud		
		ough	/au/	taught		
		ei	/i_e/	eiderdown		
	<u>Set 3</u>	mb	/m/	lamb		
		mn	/m/	Autumn		
		p	/	receipt		
		bt	/t/	doubt		
		lm	/m/	calm		
		s	/	island		

Common Exception Words

Common exception words can be introduced systematically throughout the Orrets phonics programme. Testing throughout the year is used in order to assess gaps within knowledge of common exception words, this allows for catered precision teaching of common exception words.

<u>Level 1</u>				
Set 1	Set 2	Set 3	Set 4	Set 5
I The my	no go to	was you all	they here are	he she we me be

<u>Level 2</u>				
Set 1	Set 2	Set 3	Set 4	Set 5
so do out	said like one	come some love	were there have	when what little

<u>Level 3</u>				
Set 1	Set 2	Set 3	Set 4	Set 5
could should would oh	Mr Mrs Their your	water want why where	asked called who any	thought through people looked

Set 1	Set 2	Set 3	Set 4	Set 5
work many because eye	once also live more	please coming different friend	house before brother laughed	Monday Tuesday Wednesday Saturday

<u>Level 5</u>			
Set 1	Set 2	Set 3	Set 4
door floor colour talk	gone two does know	January February April July	scissors castle beautiful treasure

<u>Level 8</u>		
Set 1	Set 2	Set 3
hour move sure sugar	half quarter straight touch	caught daughter journey area

<u>Level 6</u>			
Set 1	Set 2	Set 3	Set 4
four eight world work	poor great break steak	busy clothes whole listen	delicious fruit learn search

<u>Level 9</u>			
Set 1	Set 2	Set 3	Set 4
heard early although ordinary	peculiar minute calendar knowledge	various library enough bicycle	imagine increase guard experiment

<u>Level 7</u>				
Set 1	Set 2	Set 3	Set 4	Set 5
famous shoe pretty neighbour	bought favourite autumn other	England tongue group country	heart dangerous special enough	aunt father improve prove

<u>Level 10</u>		
Set 1	Set 2	Set 3
definite marvellous excellent especially	twelfth guarantee sufficient language	parliament determined immediately communicate

