



Quick Start Guide

Grow the Code is a complete phonics resource that teaches children how to decode print (read) and encode words (spell).

Use this resource daily to teach the main grapheme-phoneme correspondences (GPCs) of English (the alphabetic principle) in a clearly defined, incremental sequence. Grow the Code introduces GPCs at pace enabling children to read and spell many words early.

Children progress from simple to more complex phonic knowledge, cumulatively covering all the major grapheme-phoneme correspondences in English. They learn to read printed words by identifying and blending (synthesising) individual phonemes, from left to right through the words.



Contents:

1. Settings
2. Reception teaching sequence
3. Year 1 teaching sequence
4. Year 2 teaching sequence
5. Core phonics lesson / Revisit
6. Tricky words / Teach
7. Blend / Apply
8. Segmenting / Assess / Creating accounts

Settings

In order to retain fidelity across a school only the school administrator can change the settings.

1. Click on 'Settings' at the top of the screen.
2. Choose your preferred picture mnemonic and font and click 'Save'





Reception Teaching Sequence

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Autumn 1						Autumn 2					
Phase 1	Phase 2					Phase 3a					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
revise,	s	2 i	4 g	5 ck	6 h	l	7 revise, 8 practise, apply, assess	j	9 y	11 sh	revise, practise, apply
practise,	a	n	o	e	b	ll		w	z	ch	
apply,	1 p	3 d	k	r	ff	's		v	zz	th th	
assess	Tricky words:	is the	no go I to	into his has as	put of			x	10 qu	ng	
Spring 1						Spring 2					
Phase 3b						Phases 2-3b Revise					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ai	oi	ar	12 ur	revise, practise, apply, assess		+ longer words including those with double letters + words with -s /z/ in the middle + words with -es /z/ at the end + words with -s /s/ and /z/ at the end					
ee	oo	air	or								
igh	oo	ear	ure								
oa	ow		er								
she all me we			was they								
Summer 1						Summer 2					
Phase 4a						Phase 4b					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
cvcc 13	ccvc 14	ccvcc	cccvc 15	revise, practise, apply		16 suffixes -est -ing -ed	/d/ ed 18 /t/ ed 19 /i/d/ ed	20 /ee/ -y 21 /ee/ -ey 22 /v/ -ve 23 /l/ -le	revise, practise, apply, assess		
cvcc + digraphs	cvcc + digraphs	ccvc + digraphs	cccvc + digraphs			17 -er	/ch/ -tch				
there so were	like have what	do some come									

Introduce

- 1 letter recognition
- 2 blending for reading
- 3 reading captions and tricky words

- 4 capital letters & letter names
- 5 segmenting for spelling
- 6 consonant digraph ck
- 7 dictation

- 8 two-syllable words
- 9 writing sentences
- 10 spelling tricky words
- 11 consonant digraphs

- 12 spelling two-syllable words
- 13 blending CVCC words
- 14 blending CCVC words
- 15 blending CCCVC words

- 16 suffixes -est -ing -ed
- 17 schwa sound -er
- 18 alternative pronunciations oo
- 19 alternative pronunciations -ed

- 20 alternative spelling /ee/ -y
- 21 alternative spelling /ee/ -ey
- 22 alternative spelling /v/ -ve
- 23 alternative spelling /l/ -le

Year 1 Teaching Sequence

Autumn 1						Autumn 2						
Phase 5a						Phase 5b						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
revise, practise, apply, assess		/ow/ ou	/igh/ ie	/or/ aw	/or/ au	② /ai/ a-e	/oo/ u-e	revise, practise, apply, assess			/s/ c	/igh/ i
		/ee/ ea	/oo/ ue	/ur/ ir	/oo/ ew	/ee/ e-e	/yoo/ u-e				/j/ g	/ar/ a
		/ai/ ay	① /yoo/ ue	/w/ wh	/yoo/ ew	/igh/ i-e	/zh/ si				/sh/ ch	/oa/ o
			/oi/ oy	/f/ ph	/oa/ oe	/oa/ o-e	/zh/ su				/igh/ y	/yoo/ u
out about	today says		here your ask	people	oh Mr Mrs Ms	their water					eye	again
Spring 1						Spring 2						
Phase 5b						Phase 5c						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
/e/ ea	/oo/ ou	/ee/ e	/or/ au	revise, practise, apply, assess		/l/ el	/s/ se	/sh/ ti	/ng/ n(k)	/r/ wr	revise, practise, apply, assess	
/ee/ ie	/i/ y	/oo/ u	/oo/ ew			/l/ al	/s/ ce	/sh/ ci	/zh/ ge	/n/ gn		
/ur/ er	/ai/ a	/ai/ ey	/yoo/ ew			/l/ il	/z/ se	/sh/ ssi	/j/ dge	/n/ kn		
/oa/ ow	/o/ a	/oa/ ou	/oa/ oe			/m/ mnmb	/z/ ze	/ch/ t(ure)	/j/ ge	/oo/ oul		
any many friend hour	through pretty	shoe two				once		beautiful	different	thought busy		
Summer 1						Summer 2						
Phase 5d						Revise						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
air/ are	/ear/ eer	/ai/ eigh	/air/ ere	/or/ al	revise, practise, apply, assess	revise, practise, apply, assess						
/air/ ear	/or/ ore	/ai/ aigh	/s/ st sc	/or/ a								
/ar/ al	/ur/ or ear	/u/ o-e	/or/ oar	/or/ our								
/ear/ eer	/ai/ ea	/u/ ou	/or/ oor	/or/ augh								
laugh			improve move	call								

Introduce

- ① new phoneme /yoo/
- ② split digraphs



Year 2 Teaching Sequence

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Autumn 1						Autumn 2						
Phase 6a						Phase 6b						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
/ai/	/oo/	//e/	/oo/	/ur/	revise, practise, apply, assess	/f/	/oo/ u-e	/l/	/s/	/ch/	/zh/	
/ee/	/yoo/	/i/	/ar/	/air/		/h/	/yoo/ u-e	/m/	/v/	/sh/	revise, practise, apply, assess	
/igh/	/oi/	/o/	/or/	/ear/		/j/	/zh/ si	/n/	/w/	/th/		
/oa/	/ow/	/u/				/k/	/zh/ su	/r/	/z/	/ng/		
Spring 1						Spring 2						
Phase 6c						Phase 6d						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
nouns	roots	suffix	suffix	suffix	revise, practise, apply, assess	suffix	suffix	suffix	suffix	suffix	revise, practise, apply, assess	
verbs	-s -es	-s -es	-ed	-ing		-er	-er	-est	-y	-ful		
adverbs	-s -es	past	past	present		verbs	comparing	adjectives	nouns into	nouns into		
adjectives	plurals	tense	tense	tense		into nouns	adjectives	superlatives	adjectives	adjectives		
Summer 1						Summer 2						
Phase 6e						Revise						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
suffix	suffix	suffix	suffix	prefixes	revise, practise, apply, assess	revise, practise, apply, assess		<ul style="list-style-type: none"> • homophones • spelling strategies • mnemonics, analogy, syllables 				
-less	-ly	-ment	-ness	un- dis-								
nouns into adjectives	nouns into adjectives	nouns into adjectives	nouns into adjectives	prefixes contractions								

Phases 6a & 6b revise all spellings previously taught (black) and introduce new irregular spellings (red).

/ai/ ai, ay, a-e, a, ey, ea, ei, eigh, aigh
/ee/ ea, e, ie, i, ei
/igh/ igh, ie, y, i-e, i, eigh, -ye
/oa/ oa, oe, o-e, o, ow, ou, ough,
/oo/ ue, ew, u-e, ou, u, o, ui
/yoo/ ue, ew, u-e, u, eau
/oi/ oi, oy

/ow/ ow, ou, ough
/e/ e, ea
/i/ i, y, ui
/o/ o, a, ou
/u/ u, o-e, ou, o, oe, oo
/oo/ oo, u, ou
/ar/ ar, a, al, ear, au

/or/ or, aw, au, ore, oar, oor, al, a, our, augh, ar, ough
/ur/ ur, ir, er, or, ear, ere
/air/ air, are, ear, ere
/ear/ ear, eer, ere, ier
/f/ f, ff, ph
/h/ h, wh

/j/ g, ge, dge
/k/ k, c, ck, ch
/l/ l, ll, le, el, al, il
/n/ n, gn, kn
/r/ r, wr, rh
/s/ s, ss, c, se, ce, st, sc
/v/ v, ve, f

/w/ w, wh
/z/ z, zz, se, ze
/ch/ ch, tch, t(ure)
/sh/ sh, ch, ti, ci, ssi
/th/ voiced / unvoiced
/ng/ ng, n(k)
/zh/ si, su, ge



Core phonics lesson (blending for reading)

Phonics lessons build from 10-minute lessons, with additional daily oral blending games, to full-length 30-minute lessons as quickly as possible.

Children should sit all together on the carpet close to the teacher for direct teaching and at a table on a chair when practising segmenting for spelling and applying in writing.



Once you select a letter-sound you will be taken to a screen with the following activities:

1. **Revisit:** previously taught letter-sounds
2. **Tricky Words:** words that have one or more unusual letter sequences e.g. people.
3. **Teach:** focus letter-sound and formation.
4. **Practice:** Read words that include the focus letter-sound.
5. **Apply:** Includes a caption for dictation and a fully decodable reader for practise.



1. Revisit (phase 2-3a)

Start every core phonics lesson by revisiting previously learnt letter-sounds.



1. Start by saying the name of the mnemonic followed by the letter-sound.
2. Say the letter formation pattern, then repeat with the children joining in..

Revisit (phase 3b-4b)

1. Start by saying the name of the mnemonic, then the letter-sound.
2. Next, click on the 'speedy sounds' button to run through the letter-sounds without the picture mnemonics.



Revisit (phase 5-6)

1. Review all previously taught spellings of letter-sounds.
2. Read example words with these spellings.



2. Tricky words

Tricky Words are words that have one or more unusual letter sequences e.g. *is, the, people*



1. Draw children's attention to the letter-sound correspondences (GPCs) that they already know (n).
2. Discuss the tricky bits of the word (e.g. 'o' does not make the same sound for /o/).
3. Read the word a couple more times. Encourage children to read the word and refer to it regularly throughout the day.

3. Teach (phase 2) - letter-sounds

All lessons follow this sequence:

1. See the mnemonic (horse) and say the **pure** sound, saying the mnemonic at the end (e.g. **h horse**).
2. Say the **pure** sound, saying the mnemonic at the end (e.g. **h horse**). Repeat with the children joining in.
3. Point to the horse and say **h-horse** and to the **h** and say **h**. Repeat with the children joining in.
4. Repeat again with children using their fingers in the air to copy the letter formation as you say it. e.g. "Start at the top, down to the bottom, up and around to the bottom."

Growing the code

Instead of letter formation the following are taught at later phases:

<h3>Phase 3</h3> <p>type of GPC is discussed</p> <p>/ai/ long vowel digraph two letters that make one sound</p>	<h3>Phase 4</h3> <p>CVCC - CCCVCC words</p> <p>CCVC vowel digraphs t r a i n</p>	<h3>Phase 5</h3> <p>previously learnt spellings</p> <p>/ai/ snail tray cake</p>	<h3>Phase 6</h3> <p>morphology</p> <p>comparing - most brave most est</p>
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4. Blend

Blending for reading



1. Display a word with the focus grapheme and point to the sound button under each grapheme from left to right as you say the pure sound (sound-talk).
2. Repeat, but ask the children to sound-talk the word with you, then blend to read word.
Repeat with more words.
3. Repeat, but ask the children to sound-talk the word without you, then blend to read word.

5. Apply

A caption for dictation and decodable book.



After the core phonics lesson, dictate the caption/sentence of the day. Children use pencil and paper to write out the caption/sentence. As the children progress, so will their handwriting and spelling accuracy.

phase caption/sentence writing example

Phase
2

pin in a tin

pin in a tin

Phase
3a

Rush to the shop.

rush to the shop

Phase
4a

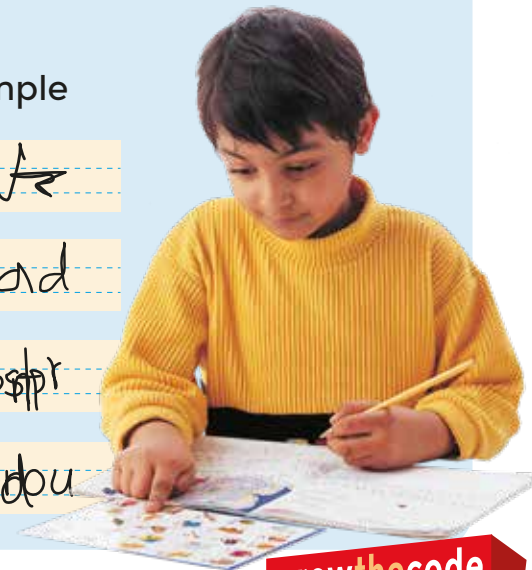
I had to sprint to the spring fair.

I had to sprint

Phase
5a

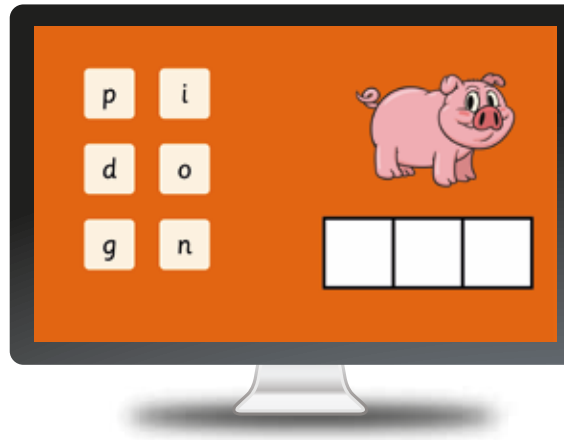
We are proud of our car.

We are proud



Core phonics lesson (segmenting for spelling)

1. Go to 'Segmenting' tab.
2. Say a CVC word (e.g. pig) and, holding up three fingers, sound-talk it (e.g. p - i - g), pointing to a finger at a time for each phoneme.
3. Holding up the three fingers on one hand, drag the letters of the word into the phoneme frame.
4. Say another word and ask the children to sound-talk it using their fingers.



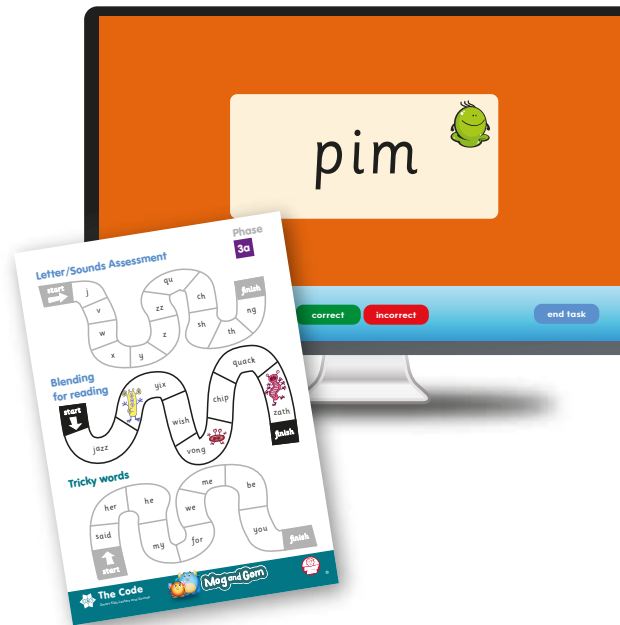
Assess

Assessments use a mix of real and non-words. Pupils can read from the screen or use the assessment tracks.

1. Go to the 'Assess' tab.
2. Choose the Phase you want to assess.
3. Choose the pupil you want to assess.
4. Start the assessment.

Review results

1. Select the phase and group you want to review.
2. Click on 'Details' next to each pupils name to see answers.



School subscription:

Creating Teacher Accounts



1. Go to 'Assess' tab.
2. Add a new teacher.
3. Enter their email address.
4. Create an 8 digit password.
5. Create a class/group/groups associated with that teacher.
6. Add the children associated with that teacher into their class or group.
7. Email teacher with:
 - website URL: www.growthecode.org
 - their email login
 - their password

