

Inspiring Learners For Life

ENGLISH
POLICY

HATFIELD PEVEREL INFANT SCHOOL

Policy Area: CURRICULUM/TEACHING AND LEARNING

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Policy for the Teaching and Learning of English

INTENT

School vision

English at Hatfield Peverel Infant School promotes positive attitudes towards communication and independent expression of emotions and ideas. We expect high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and by developing love of literature through reading for enjoyment.

Aims

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Reading

The programmes of study for reading consists of two dimensions:

- word reading
- comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phoneme awareness is important as a method to decode and recognise new written phonemes in words by sounding them out. The main goal is to ensure pupils can read all taught sounds. Good comprehension skills are developed through high-quality discussion with the teacher as well as from reading and discussing a range of stories, poems and non-fiction texts.

Writing

The programme of study for writing consists of:

- transcription (spelling and handwriting)

This involves spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling)

structure) of words.

- composition (articulating ideas and structuring them in speech and writing)

Effective composition involves forming, articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. In addition, pupils are taught how to plan, revise, edit and evaluate their writing.

Spelling, vocabulary, grammar and punctuation

Pupils need to be taught how to understand the relationships between words, how to understand the nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils need to learn how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils are taught to use the elements of spelling, grammar and punctuation. Pupils should be taught to control their speaking and listening consciously and to use Standard English. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

IMPLEMENTATION - Teaching and Learning styles

Speaking and listening

Most pupils will be able to talk by the time that they come to school. It is essential that these skills are developed so that pupils can express themselves confidently, clearly and fluently using a variety of vocabulary. Speaking and listening opportunities are provided not only in daily English lessons but are taught, modelled and reinforced across the whole curriculum. It is an essential starting point for reading and writing. It is also necessary in developing social skills. It is important for pupils to become aware of the times when it is necessary to listen attentively. This is an acquired skill which is essential in a learning situation. At Hatfield Peverel Infant School we employ several different approaches to facilitate this including talk partners and learning buddies, narrative thinking, talk for writing opportunities, time to talk, hot seating, role play, puppets, class discussion, social stories and Talkboost intervention programmes, sharing assemblies and drama productions, 'show and tell', story sacks and audio listening posts. Pupils are also encouraged to discuss and debate through P4C (Philosophy for Children) lessons.

Drama

All pupils should be enabled to participate in drama activities and gain the knowledge, skills and understanding associated with the artistic practice of drama. Pupils are encouraged to sustain a range of roles and respond appropriately to others in role. They are encouraged to improvise, devise and script drama for one another and a range of audiences. Drama sessions may include pupils being in role, hot seating, miming, or playing PSHE games involving Zones of Regulation. Every class in EYFS and KS1 has a role play area which is regularly used and is usually linked to a topic.

Phonics and Early Reading

At Hatfield Peverel Infant School we believe that for all our pupils to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme.

We use Little Wandle Letters and Sounds Revised to plan and provide daily engaging phonics lessons. In phonics, we teach pupils that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. Pupils learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in EYFS and follows a very specific sequence that allows our pupils to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our pupils are able to tackle any unfamiliar words that they might discover. We also model these

strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. Pupils are taught a range of strategies for reading, including phonics (sounding the letters and blending them together), visual (whole word recognition and analogy with known words), contextual (use of picture and background knowledge) and grammatical strategies (which words make sense). We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

How we teach phonics

- In EYFS and Year 1, pupils follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session each Friday.
- Phonics starts in EYFS in approximately week 3 to ensure the pupils make a strong start.
- By the end of EYFS, pupils will have been taught up to the end of phase 4.
- By the end of Year 1, pupils will have been taught up to the end of phase 5.
- EYFS lessons start at 10 minutes, with daily additional oral blending – increasing to approximately 20-30 minutes in Year 1.
- In Year 2, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.

How do we assess phonic knowledge?

- In EYFS and Year 1 there is a review session at the end of each week which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment).
- Pupils in EYFS and Year 1 who are in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place – sessions follow the Little Wandle Letters and Sounds Revised programme.
- In EYFS and Year 1, the pupils are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessments.
- The pupils in Year 1 sit the Phonics Screening Check in the summer term.
- Pupils who do not pass the Phonics Screening Check in Year 1 will re-sit this in Year 2.
- Pupils who are in Year 2 and need interventions to close phonics gaps are assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

Reading

At Hatfield Peverel Infant School, early literacy in EYFS and KS1 is learnt through developing work on speaking and listening, early reading and phonics and in line with the Communication and Language, and Reading and Writing strands of the Early Years Foundation Stage Curriculum.

We aim for all pupils to have a love of reading, fostered through access to good quality texts and opportunities offered by the partnership of home and school. We aim for pupils to:

- Read with both enjoyment and enthusiasm
- See themselves as 'readers' from their earliest experience of books
- Acquire the skills for reading to enable them to read with confidence, fluency, relevance and understanding
- Be interested in a wide range of texts, both fiction and non-fiction
- Evaluate and justify preferences in their reading
- Have knowledge of different authors
- Access information texts for all subjects of the National Curriculum/Early Years Foundation Stage

The reading environment

At Hatfield Peverel Infant School, we place a lot of value and pride in our class reading areas both indoors and outdoors. Reading areas should provide a print-rich environment to promote the importance of reading. Class reading areas have books of all genres and levels and are well organised. We provide a variety of

styles and levels of decodable and non-decodable reading books and schemes to meet all needs. The books are a mixture of fiction, non-fiction and poetry, and are colour banded in reading levels. We encourage pupils to select their own choice of texts to develop independence as well as being able to develop, discuss and justify reading preferences. Reading areas are inviting and may include resources like cushions, rugs and chairs. Other reading displays may include collections of topic books, book reviews and author displays. Special activities and occasions such as book weeks, author visits, reading and writing workshops and competitions are regularly organised throughout the year. Every week a 'mystery reader', who may be a member of staff or a parent, reads to the class, and a reading afternoon takes place where parents are invited into school to share books with their child in the hall.

Group Guided Reading

- Pupils across EYFS, Year 1 and Year 2 (if appropriate) apply their phonics knowledge by using a full matched decodable reader in a small group reading practice session.
- These sessions are 20-25 minutes long and happen twice a week. There are approximately 6 pupils in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- The pupils are then allocated the same eBook to ensure success is shared with the family.
- In EYFS these sessions start in Spring 1. Pupils who are not decoding do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised. In the Autumn Term, EYFS pupils have alternate weeks of one week reading individually and one week with a focus on reading Buzz words.
- Group Guided Reading sessions are led by both class teachers and Learning Support Assistants. Each pupil reads with an adult twice a week. Where possible, the same group of pupils work with the same adult on two consecutive days.

In EYFS and Year 1: Day one focus is decoding and day two is working on prosody and comprehension.

In Year 2: Day one focus is decoding and prosody, and day two is comprehension.

- Pupils that need extra support will also have extra allocated times to read throughout the week, sometimes daily. Adults scaffold learning and help pupils to consciously apply reading strategies.
- Independent, reading based activities during Group Guided Reading may include revision of phonics, GPS activities or looking at a genre of books for pleasure (e.g. non-fiction books related to a topic in role play area).
- 120 sets of phonetically decodable Collins Big Cat books used for Group Guided Reading are centrally resourced. Books are chosen based on Little Wandle phonic assessments.
- Pupils who are reading above Phase 5 choose a colour banded 'sharing' book as their main reading book.
- National Curriculum Objectives to be covered are clearly stated on Group Guided Reading assessment sheets and year group planning. Individual reading assessment sheets are also completed when a pupil reads individually.
- Pupils are introduced to the key comprehension skills of: inference, prediction, vocabulary, retrieval and sequencing through fictional characters. In EYFS and Year 1 the characters include Sharp Eye, Don't Forget and Sound Talk-It. Year 1 pupils that are ready to progress and Year 2 pupils move onto more complex comprehension through the introduction to the 'Reading Gang' characters. These include Inference Iggy, Predicting Pip, Vocabulary Victor, Sequencing Suki and Rex Retriever. As well as daily Group Guided Reading sessions, Year 2 pupils are also taught one discrete whole class reading session per week.

Reading books

The 'reading practice' book: Once a week, a reading practice book will be allocated via the Collins Big Cat subscription. This book will be closely matched to the pupil's current reading level and Little Wandle assessments. Pupils should be able to read this book fluently and independently after accessing the same

book during Group Guided Reading sessions. Pupils should know all the sounds and tricky words in the reading practice book well, they should be able to read many of the words by silent blending, enabling their reading to be automatic. They will only need to stop and sound out about 5% of the words by the time they read the book at home.

The 'sharing' book: Pupils continue to bring home a coloured sticker levelled book. These books are closely matched to the phonics phase that they are working within, but they will not necessarily be fully decodable as their allocated reading practice book is. It is intended that parents read this book 'with' their child.

The 'star' books: In order to become lifelong readers, we believe it is essential that pupils are encouraged to read for pleasure and access a wider range of books. To continue to foster a love of reading, these non-levelled books offer a wealth of opportunities for developing vocabulary, enjoying the story, and using imagination. The star book is for an adult to read to a child. We encourage parents to discuss the pictures with their child, ask them to predict what might happen next, encourage the use of new vocabulary, use different voices for the characters and explore the facts in a non-fiction book.

A pupil can change their 'sharing' book and 'star' book as often as they like. The reading practice book will be allocated once a week after the child has read it in class. At some point towards the end of Year 1, or during Year 2, when pupils move away from phonics based reading books, they take a colour banded book (turquoise upwards) and a 'star' book in place of a reading practice book.

All pupils are given a reading trail. The expectation is that all adults (class teachers, parents and carers) write in the reading trail when the pupil has read – either as part of a Group Reading session or individually. Teaching staff will also communicate how the child is progressing and will provide next steps in order to develop his/her reading skills further. Reading targets are given to parents at parents' evenings, which outline the targets and reading skills to be worked on within each of the levelled book bands. Pupils are rewarded with a range of incentives including stickers, prizes and certificates for reading a certain number of books.

Buzz words

At Hatfield Peverel Infant School, pupils are encouraged to build up a good sight vocabulary through the Buzz words system. This incorporates the acquisition of phonics through the teaching of Letters and Sounds and the learning of high frequency words and common exception words (tricky words). Pupils learn to spell these words using a range of strategies, which include the Look, Say, Cover, Write, Check method, word games and word mats. Pupils from EYFS through to Year 2 earn Buzz word certificates.

Class story times

At Hatfield Peverel Infant School, each class has daily dedicated time throughout the day when they are read to by an adult to encourage the love and enjoyment of books and reading. KS1 classes have a recommended reading list from which to choose throughout the year which includes chapter books for each year group linked to topics covered. Each class also has a set of top twenty books which have been chosen to reinforce story language and to encourage the pupils to retell familiar stories. These high-quality class story times allow class teachers to include expression and intonation as well as asking focused questions that relate to inference, prediction, sequencing and vocabulary. It also influences independent reading and encourages pupils to use book language.

Writing

Writing skills are taught creatively across all areas of the curriculum, ensuring that writing has a purpose, reinforcing our cross-curricular approach. We aim for pupils to:

- See themselves as writers from their first experience of school
- Be able to express ideas in a written form

- Use writing to communicate with others
- Use various forms of writing for different purposes
- Have an experience of rich and varied language
- Develop the necessary writing skills to be a competent writer with an understanding of the basics – spelling, grammar, handwriting and punctuation
- Have a balance between learning the mechanics of writing and opportunity to write creatively
- Develop a personal, legible style of writing

Writing is taught daily, and pupils are given lots of opportunities to write throughout the week including discrete writing lessons, outdoor learning times, writing in the role play areas, pad and pen time, early morning activity time, during continuous provision (all year groups) and dedicated writing areas within the classroom which give pupils not only the time to write freely but give a range of opportunities to write using different resources. Every week, pupils in Key Stage One are given time to write independently. This is a time when they are again given the opportunity to express the knowledge and skills they have developed by writing about something of their own choice.

At Hatfield Peverel Infant School pupils use several resources to support their writing. These include Grapheme Grow The Code Charts (Appendix 1 linked to Little Wandle), word mats, target punctuation boards for writing, use of sound buttons, story boxes, Pobble 365, Literacy Shed resources and class working walls (narrative maps).

At Hatfield Peverel Infant School, we have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage pupils with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the pupils, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that genre. Our Scheme of Work shows progression through all genres covered within writing sessions.

Within each writing lesson, pupils' learning is 'chunked' into three distinct parts: initiate, model and enable.

The initiate stage: this is a time to inspire. Using a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.

The model stage: this is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices.

The enable stage: the pupils write their sentence following the model, and greater depth writers can 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning.

The pupils become familiar with The Writing Rainbow throughout EYFS and KS1 (EYFS have a simplified version). The Writing Rainbow includes Three Zones of Writing (FANTASTICs, GRAMMARISTICs and BOOMTASTICs) which are essential components to support pupils in becoming great writers.

The FANTASTICs system allows pupils to identify the nine elements that all text types are comprised of. When pupils are familiar with these nine elements, they are able to ensure that they are incorporated into their writing.

The GRAMMARISTICs cover national curriculum requirements, capturing the broad spectrum of key grammar knowledge. Discrete grammar lessons are also taught to ensure specific grammar knowledge is taught and revisited.

The BOOMTASTICs capture the ten powerful ways to add drama and poetic devices to writing. They help pupils structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks with their writing.

After completing each unit plan of work, pupils can plan and write independently a piece based on that unit, using their previous learning to create their work. At Hatfield Peverel Infant School, pupils are encouraged to see writing as a journey, re-drafting and editing work before writing is published.

Grammar, punctuation and spelling

The scheme of work for EYFS and KS1 has a clear structure for the progression of grammar, punctuation and spellings. It shows expectations for each year group and regular times within the year in order to revisit and consolidate their learning. KS1 pupils have weekly spellings to learn as homework based on phonics and spelling patterns. Pupils are also encouraged to learn how to spell high frequency words and common exception words through our Buzz word system. We use a variety of strategies in order to teach Grammar and punctuation including use of writing checklists and the use of puppets.

Handwriting

At Hatfield Peverel Infant School, the system for the teaching of handwriting is based on the Nelson System. Regular handwriting sessions are planned and all adults in school consistently model correct letter formation and joins throughout the curriculum and learning environment. Adults in KS1 are expected to demonstrate joined up writing at all times within the school environment. Provision is made in EYFS and Year 1 to develop fine motor skills and letter formation through activities which involve malleable play. The teaching of correct letter formation is linked to the teaching of phonics. Correct seating and posture is encouraged as well as pupils using the tripod grip in order to hold a pen or pencil. After being able to form lower case, capital letters and numerals correctly, pupils are taught break letters and the four joins. Pupils are expected to join some letters correctly throughout Year 2 when all letters are formed correctly starting and finishing in the correct place.

IMPACT

Planning, marking and feedback

Our Scheme of Work shows clear progression for reading including phonics, writing, grammar, spelling and punctuation between year groups and follows the National Curriculum for English. Long, medium and short term plans are developed in year groups and are adapted for the needs of each group. Speaking and listening activities are planned into all areas of the curriculum and are identified on each year group's planning.

Marking is formative, summative and interactive. Regular feedback is given in terms of learning objectives achieved, next steps and challenges set during a lesson. Assessments are regularly updated and tracked on Target Tracker. Pupils who require extra support are quickly identified and a speech and language programme put in place for them. Each child has an individual reading diary which moves between school and home. This creates an ongoing log of the child's reading throughout the year. Pupils are made aware of the expected outcomes of their writing through displayed learning intentions and success criteria. Class teachers plan activities that allow for all pupils to 'master' areas within writing by setting challenges and 'deepening the moment'. Writing codes are used to mark pupil's work in line with 'The Write Stuff' model. Pupils in KS1 are encouraged to edit and revise their written work through 'purple polishing'. Initially, pupils will do this at the end of Year 1 with the support of a class teacher. The expectation is that by the end of Year 2, they will be editing and revising their own work. (See Feedback, Marking and Assessment policy).

Assessment, recording and reporting

Assessment opportunities are an integral part of English teaching. Formative assessment refers to a wide variety of methods that Class Teachers use to conduct evaluations of pupil's comprehension, learning needs and academic progress during a lesson. Summative assessment will take place through Early Years Foundation Stage Profiling and end of Key Stage tests. Reading, writing, speaking and listening assessments are recorded on Target Tracker half termly. Phonics and buzz word assessments are made half termly using an internal tracking system. Pupils' progress in writing is assessed through regular independent writing activities and half termly pieces of independent work which are displayed in every

classroom on writing walls to demonstrate progress over time. Class teachers also keep individual reading assessments and Group Reading record assessments.

Parents are informed termly at Parent Evenings of their child's progress together with targets for their child to work on. Annual reports are sent to parents at the end of the school year, identifying achievements in line with the National Curriculum and EYFS Curriculum, with targets being set for reading and writing.

Monitoring and evaluation

Monitoring takes place regularly by the English lead and includes scrutiny of planning, pupils' work, lesson observations and pupil interviews. Moderation with other local schools takes place regularly throughout the year. Each year group moderates pupils' work together and analyses data as a team every half term. Pupil Progress Meetings take place every term with the Headteacher, where progress is discussed including potential barriers to learning or the need for further targeted support.

The English Lead produces an action plan at the beginning of every year which is written and reviewed in line with the School Improvement Plan.

This policy will be redrafted as necessary taking account of the school's development plan and new local and National Curriculum requirements. Please see the Monitoring and Evaluation Policy for further detail.

Role of the English Lead

- To facilitate the development of English identified in the School Development Plan
- To review the English Policy periodically
- To work collaboratively with staff to promote continuity and progression
- To create and monitor Schemes of Work
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks
- To attend relevant INSET courses and to encourage and support staff where possible
- To organise and deliver staff training
- Monitoring and organization of centrally held resources
- Purchase of resources in consultation with staff and in line with the allocated budget

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. The English Lead regularly updates the Governors with any changes and updates to the teaching of English.

Equal opportunities

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude and keep our equality objective in mind when planning and delivering English. Teaching strategies take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full English education provision. We do this by adapting lessons accordingly or providing adult support. Texts and activities are chosen with care to ensure that a wide range of cultural diversity is portrayed.

Pupils with additional education needs

SEN pupils with specific English targets will be supported where necessary. The work will be adapted according to the needs of the pupil. Every pupil must be able to make progress and develop a positive attitude towards his/her work.

More able pupils are challenged through differentiated questioning, group work and extra challenges including problem-solving activities. The work may be taken from a higher level, involve more objectives, or require a deeper understanding.

Resources

Each year group has resources needed to deliver all aspects of English. There is a central stock of speaking and listening, phonic and reading resources which include books and games. Group Guided Reading resources are kept centrally in school. Resources are updated in consultation with staff on a needs basis. Technology is used within English when it is the most efficient and effective way of meeting the lesson objectives.

Key Policy Links

The English policy has clear links with other school policies. These include:

- *Equal Opportunities policy*
- *Special Educational Needs policy*
- *Teaching and Learning policy*
- *Feedback, Marking and Assessment policy*

Other useful documents:

- *The National Curriculum 2014*
- *Teacher Assessment Framework statements at the end of KS1*
- *Early Years Foundation Stage profile 2021 handbook*
- *Little Wandle Letters and Sounds Revised*
- *Nelson Handwriting Scheme*
- *School Scheme of Work for English*

Appendix 1

EYFS GRAPHEME MAT

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

YEAR 1 and YEAR 2 GRAPHEME MAT

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent