

Phonics Overview



Phase 1 Throughout Nursery	
Phase One activities pave the way for the systematic teaching of phonic work to begin in Phase Two. Phase One activities are designed to underpin and run alongside activities in other phases.	
Aspect 1: General sound discrimination - environmental sounds	For activities see <i>Letters & Sounds</i> p9-45 <i>Details given in appendix 1</i>
Aspect 2: General sound discrimination - instrumental sounds	
Aspect 3: General sound discrimination - body percussion	
Aspect 4: Rhythm and rhyme	
Aspect 5: Alliteration	
Aspect 6: Voice sounds	
Aspect 7: Oral blending and segmenting	
<p>Assessment: Phase 1</p> <ul style="list-style-type: none"> • To distinguish between speech & sounds; • To blend and segment words orally; • To recognise spoken words that rhyme (some children); • To provide a string of rhyming words (some children). 	

Phase 2: Duration: 10 weeks One set is taught per 2 weeks to allow for overlearning Reception	
Develops children's knowledge of grapheme-phoneme correspondences (GPCs) , their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and overlearns the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.	
Letter progression (One set per 2 weeks) Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss	<ul style="list-style-type: none"> • Teach using Read Write Inc pictures and actions • For activities <i>see Letters & Sounds p47-71</i> • Teach formation using handwriting rhymes which match picture cards.
Key words: the, to, go, no Teach using Angram Bank spelling songs	
Assessment: Phase 2 <ul style="list-style-type: none"> • Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n; (Record on phoneme strip) • Find any Phase Two letter, from a display, when given the sound; • To orally blend and segment CVC words; • To blend and segment in order to read and spell (using magnetic letters). VC (Vowel Consonant) words such as: if, am, on, up and 'silly names' such as ip, ug and ock ; <ul style="list-style-type: none"> • Be able to read the five tricky words: the, to, I no, go. Assess using Angram Bank Phonic Screen discuss in Pupil progress and health check.	
Phase 3: Duration: up to 16 weeks Reception	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and overlearns the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.	
Letter progression (one set per 2 weeks) Set 6: j, v, w, x Set 7: y, z, zz, qu	<ul style="list-style-type: none"> • For activities <i>see Letters & Sounds p73-104</i> • Teach using Read Write Inc pictures and actions Teach formation using handwriting rhymes which match picture cards.
Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	

Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all

Teach using Angram Bank Spelling Songs

Assessment: Phase 3

- Give the sound when shown all (or most) Phase 2 & 3 graphemes; (Record on phoneme strip)
- Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound;
- To blend and read CVC words (using Phase 2 & 3 graphemes);
- To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes);
- To **read** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
- To **spell** tricky words: **the, to, I, no, go;**
- To write each letter correctly when following a model.

Test using Angram Bank Phonic Screen-discuss in Pupil progress and health check.

Phase 4: Duration: 12 weeks Reception

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.

Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words.

Teach blending and segmentation of adjacent consonants.

Teach and practise reading & spelling CVCC words.

Reading common high frequency words.

- For activities see *Letters & Sounds p106-128*
- Use Angram Bank Blend Rhymes

Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.

Assessment: Phase 4

- Give the sound when shown any Phase 2 & 3 grapheme;
- Find **any** Phase 2 & 3 grapheme, from a display, when given the sound;
- To blend and read words containing adjacent consonants;
- To segment and spell words containing adjacent consonants;
- To **read** the tricky words: **some, one, come, do, so, were, when, have, there, out, like, little, what;**
- To **spell** the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
- To write each letter, usually correctly.

Test using Angram Bank Phonic Screen-discuss in Pupil progress and health check.

Phase 5: Duration: throughout Year 1	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and overlearns the skills of blending and segmenting using all GPCs taught.	
Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Teach alternative spellings for phonemes (p144).	For activities see <i>Letters & Sounds</i> p130-165. • Teach using Read Write Inc pictures and actions Teach formation using handwriting rhymes which match picture cards.
Term 1 First half Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).	Term 1 Second half Teach alternative pronunciations for graphemes (p136): i, o, c, g, u, ow, ie
Term 2 First half Teach alternative pronunciations for graphemes (p136): ea, er, a, y, ch, ou	Term 2 Second half Teach alternative spellings for phonemes (p144) top table /c/ /ch/ /f/ /j/ /m/ /n/ /ng/ /r/ /s/ /sh/ /v/ /w/
Term 3 First half Teach alternative spellings for phonemes (p144). Middle table /e/ /i/ /o/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/	Term 3 Second half Teach alternative spellings for phonemes (p144). Bottom table /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/
Key words: All 100 high frequency words (see p193)	
Assessment: Phase 5 <ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught; • To write the grapheme for any given sound; • To apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable; • To read and spell phonetically decidable two-syllable and three-syllable words; • To read automatically all the words in the list of 100 high frequency words; • To accurately spell most of the words in the list of 100 high frequency words; • To form each letter correctly using Angram Bank handwriting rhymes. • Test using Angram Bank Phonic Screen-discuss in Pupil progress and health check. Test using past phonics screens and the screen for this year.	

Phase 6: Duration: throughout Year 2 and beyond

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).

Teach spelling of long words.

Introduce & teach the past tense.

Learning & practising spelling.

Syllables.

Base words.

Analogy.

Mnemonics.

- For activities see *Letters & Sounds* p167-192.