**Phonics – Overview of Phases**

**Letters and Sounds Scheme**

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| **PHASE 1**  **Ongoing**  Nursery/  Reception  high  promotion | o 6 aspects of phase 1 which are ongoing throughout.  o Some children develop this at different stages (particularly children with SEND).  o ***Environmental sounds***  – develop listening and awareness of sounds  - listening and remembering sounds  - talking about sounds.  o ***Instrumental sounds***  – develop awareness of instrument sounds  - to appreciate the difference between instrument sounds and others  - to use a wider vocabulary to talk about sounds  o ***Body Percussion***  – to develop awareness of sound and rhythms  - to recall patterns of sounds  - to talk about sounds we can make with our bodies  o ***Rhythm and Rhyme***  – to experience rhythm and rhyme and develop awareness of rhythm and rhyme  within speech.  - to increase awareness of rhyming words  o ***Alliteration***  - to develop understanding of alliteration  - to hear the difference between different starting sounds within words  - to explore how different sounds are articulated  o ***Voice Sounds***  - to distinguish between different vocal sounds (including oral blending and  segmenting)  - to explore speech sounds  - to talk about different sounds we can make with our voices |
| **PHASE 2**  **6 Weeks**  Autumn Term of Reception | o Children to be taught the phase 2 phonemes in the following order alongside the  written grapheme.  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  o Children to be taught to orally blend and segment CVC words using the phase 2  phonemes.  o Children to be taught to blend and read the following high frequency words  alongside the set of phonemes  Set 1 – a, at, as  Set 2 – is, it, in, an, I  Set 3 - and, on, not, into, can, no, go  Set 4 – to, get, got, the, back, put  Set 5 – his, him, of, dad, mum, up  o Children to also learn the alphabet and the correlation between phoneme and letter  name. |
| **PHASE 3**  **10 Weeks**  Spring Term of Reception | o Children to be taught the phase 3 phoneme in the following order alongside the  written graphemes.  Set 6 – j, v, w, x  Set 7 – y, z, zz, qu *(last of Letters and Sounds ‘sets’)*  - sh, th, ch, ng  - ai, ee, long oo, short oo  - oa, ar, or, igh  - ur, ow, oi, ear  - er, air, ure  o Diagraphs should be modelled to the children in joined handwriting to support the  children with understanding that 2 letters together make 1 sound. (This coincides  with the Nelson Handwriting programme which is also school policy).  o Children to blend and segment CVC words using a range of phonemes previously  learnt (Phase 2/3).  o Children to be taught to blend and read the following high frequency words alongside  the set of phonemes.  - off, can, had, back  - are, see  - was, will, with  - my, for, too  - you, this, that  - they, then, them, down  - her, now  - all, look  o Children to be taught to read the following tricky words.  - we, me, he, be, she  o Children to read decodable two-syllable words.  o Children to read and write sentences using set 1 to 6 (phase2) letters and  no, go, the, and, to, I.  o Children to practise reading and writing captions and sentences. |
| **PHASE 4**  **4 Weeks**  Summer Term of Reception (revisited in Autumn 1, Year 1) | o Children to revise and recall all Phase 2 and 3 phonemes.  o Children to read and write CCVC and CVCC words.  o Children to practise reading and spelling previously taught high frequency words.  o Children to read and spell two-syllable words  o Children to learn to spell the tricky words:  we, me, he, be, she, they, all, are, my, her  o Children to read tricky words:  said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what  o Children to read decodable words:  went, from, it’s, just, help, children, |
| **PHASE 5**  **30 Weeks**  Autumn 2, Spring, Summer of Year 1 | o Children to be taught new graphemes for reading in the following order (Phase 5  Letters and Sounds):  wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, ‘zh’ (treasure), ore  also; ff, ll, ss, zz, ck, tch  o Children to be taught alternative pronunciations for the following letters:  i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,  o Children to be taught alternative spellings for the following phonemes:  ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh  o Children to add –s and –es to words to form plurals.  o Children to be taught to divide words into syllables.  o Children to practise reading and spelling all previously taught High Frequency Words.  o Children to read and spell compound words e.g. football, playground, farmyard, bedroom,  blackberry  o Children to read and write sentences.  o Children to add the prefix –un to the beginning of words.  o Children to add the suffixes –ing, ed, er, est to words where no change is needed to the  root word.  o Children to read and spell the following common exception words:  the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he,  me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask,  friend, school, put, push, pull, full, house, our  o Children to practise recognition and recall of graphemes and different pronunciations  of graphemes as they are learned.  o Children to practise reading and spelling words with adjacent consonants and words  with newly learned graphemes. |
| **PHASE 6**  **24 Weeks**  Year 2 | o Children to be taught past tense, past tense (irregular verbs)  o Children to learn and practise reading and spelling common words  door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most,  only, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last,  past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure,  sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water,  again, half, money, Mr, Mrs, parents, Christmas  o Children to be taught a range of memory strategies for spellings.  o Children to learn how to use the following suffixes:  -ed jumped, cried, stopped, wanted, lived, liked, pulled,  -ing something, looking, coming, thing,  -er never, better, under, river  -est tallest, shortest, longest  -s/es clothes, birds, plants,  -ly suddenly, lovely, carefully,  -y funny, chatty,  -ness homelessness, hopelessness, forgetfulness,  -ment enjoyment, requirement, achievement,  -ful joyful, cheerful, successful,  -less homeless, priceless  o Children to be taught contractions using the common words – can’t, didn’t, hasn’t,  couldn’t, it’s I’ll  o Children to be taught common and less common spelling patterns for the end of words  -*ge, -dge, -le, -el, -tion, -il, -al*  o Children to be taught less common spelling patterns for the beginning of words  *kn-, gn-,*  *wr-*  o Children to be taught less common spelling patterns;  the /s/ sound spelt c before e, i and y (e.g. race, ice, city)  the /ɔ:/ sound spelt a before l and ll (walk, call, always)  the /ʌ/ sound spelt o (mother, nothing)  the /ɒ/ sound spelt a after w and qu (want, watch, quantity)  the /ɒ/ (‘hot’) sound after w and qu (word, work, worm)  the /ɔ:/ sound spelt ar after w (war, warm)  the /ʒ/ sound spelt s (treasure, usual)    o Children to be taught how to use a dictionary.  o Children to be taught homophones and near homophones e.g. sea/see, their/there/they’re  o Children to be taught the possessive apostrophe for singular nouns the man’s, Megan’s |