

## Phonics – Overview of Phases

### **PHASE 1**

#### **Nursery**

There are 6 aspects of Phase1 which are on-going throughout Nursery.

#### **Environmental sounds**

- Develop listening and awareness of sounds both indoors and outdoors.
- Listening and remembering sounds.
- Talking about sounds and where we might hear them.

#### **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.

#### **Body Percussion**

- To develop awareness of sound and rhythms.
- To recall patterns of sounds.
- To talk about sounds we can make with our bodies.

#### **Rhythm and Rhyme**

- To experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.
- To encourage awareness of rhyming words.

#### **Alliteration**

- To develop understanding of alliteration.
- To hear the difference between different starting sounds within words.
- To explore how different sounds are articulated.

#### **Voice Sounds**

- To distinguish between different vocal sounds.
- To explore speech sounds.
- To talk about different sounds we can make with our voices.

**PHASE 2**

Autumn  
term of  
Reception

- 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

- Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.
- 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, l

Set 3 - and, on, not, into, can, no, go

Set 4 – to, get, got, the, back, put,

Set 5 – no, go, his, him, of, dad, mum, up

- Children to also learn the alphabet and the correlation between phoneme and letter name.

<p><b>PHASE 3</b> Spring term of Reception</p>	<ul style="list-style-type: none"> <li>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 sh, th, ch, ng ai, ee, long oo, short oo oa, ar, or, igh ur, ow, oi, ear er, air, ure</li> <li>Diagraphs should be modelled to the children in joined handwriting to support the children with understanding that 2 letters together make 1 sound.</li> <li>Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</li> <li>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</li> <li>Children to be taught to read the following tricky words. we, me, he, be, she</li> <li>Children to read two-syllable words.</li> <li>Children to read and write sentences using set 1 to 6 (Phase 2) letters and no, go, the, and, to, I.</li> <li>Children to practise reading and writing captions and sentences.</li> </ul>
<p><b>PHASE 4</b> Summer term of Reception (revisited in Autumn 1, Year 1)</p>	<ul style="list-style-type: none"> <li>Children to revise and recall all Phase 2 and 3 phonemes.</li> <li>Children to read and write CCVC and CVCC words.</li> <li>Children to practise reading and spelling previously taught high frequency words. Children to read and spell two-syllable words</li> <li>Children to learn to <u>spell</u> the tricky words: we, me, he, be, she, they, all, are, my, her <ul style="list-style-type: none"> <li>Children to <u>read</u> tricky words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what</li> <li>Children to <u>read</u> decodable words: went, from, it's, just, help, children.</li> </ul> </li> </ul>

**PHASE 5**  
Autumn 2,  
Spring,  
Summer of  
Year 1

- 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
- 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,
- 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
- Children to practise reading and spelling previous High Frequency Words.
- Children to read and write sentences.
- Children to read the following words: oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man
- Children to spell the following words: said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I'll, round, tree, magic, shouted, us, other
- Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.
- Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

## PHASE 6

### Year 2

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

- Children to be taught to spell polysyllabic words **animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic,**
- Children to learn and practise writing common words **keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog,**
- Children to be taught a range of memory strategies for spellings.
  - 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,**
    - en **loosen,**
  - Children to be taught how to proof read.
  - Children to be taught contractions using the common words – **that's, I've, let's, there's, he's, we're, couldn't.**
  - Children to be taught rules for common positions of a phoneme/grapheme. e.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.
  - Children to be taught how to use a dictionary.
  - Children to be taught common spelling patterns.
  - Children to be taught difference between **their** and **there**.