

# Phonics Overview

Our Phonics Programme outlines 6 Phases which usually begin in Reception and end in Year 2. The overview of the phases is below.

	<b>Puffin class</b>	<b>Swift class</b>	<b>Wren class</b>
<b>Autumn</b>	Phase 1 and 2	Phase 4/5	Review phase 5 then Phase 6
<b>Spring</b>	Phase 3	Phase 5	Phase 6
<b>Summer</b>	Phase 3/4	Phase 5	Phase 6

## Phase 1

Phase 1 often begins in a child's pre-school setting and is developed throughout children's first years in school. Phase 1 develops children's abilities to listen to, make, explore and talk about sounds. Phase 1 is split into 7 aspects that are explored and developed through games.

### 7 Aspects of Phase 1

1. General sound discrimination- environmental sounds
2. General sound discrimination- instrumental sounds
3. General sound discrimination- body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice Sounds
7. Oral blending and segmenting

By the end of Phase 1, children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue.

## Phase 2

The purpose of this Phase is to teach at least 19 letters and move children on from oral blending and segmenting to using letters/ graphemes. By the end of Phase 2, many children should be able to read some short words using a vowel and consonant such as 'it, as, up' and vowel, consonant, vowel words such as 'cat, dog, hat' etc. During Phase 2, the children are introduced to reading two-syllable words and simple captions. They will also learn to read some 'tricky words'.

At Meldreth, we use set actions to teach the initial letter sounds and use a letter formation 'patter' to help the children form the letters. The actions and letter formation patter are stuck into in your child's EYFS Home-School journal. Please ask your child's teacher if you require another copy.

### Phase 2 Sounds

s	a	t	p	i	n	g	o	c	k	ck
e	u	r	h	b	f	ff	l	ll	ss	

### Phase 2 tricky words to read

l	no	go	to	the	into
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### By the end of Phase 2 children should:

- ✓ give the sound when shown any Phase 2 grapheme.
- ✓ find any Phase 2 grapheme, from a display, when given the sound.
- ✓ be able to orally blend and segment CVC words such as 'cat' or 'dog'.
- ✓ be able to blend and segment in order to read and spell words such as: if, am, on, up.

## Phase 3

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent phonemes (sounds) by a grapheme (letters). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names, learn to read some more tricky words and begin to spell some tricky words.

### Phase 3 sounds

j	v	w	x	y	z	zz	qu	ch	sh	th
ng	ai	ee	igh	oa	oo	ar	or	ur	ow	oi
ear	air	ure	er							

### Phase 3 tricky words to read

he	she	we	me	be	was	my	you	her	they	all	are
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### Phase 3 tricky words to spell

I	to	the	go	no
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## By the end of Phase 3 children should:

- ✓ give the sound when shown all Phase 2 and Phase 3 graphemes.
- ✓ be able to blend and read CVC words (e.g. single-syllable words consisting of Phase 2 and Phase 3 graphemes, such as 'fish' or 'goat'.)
- ✓ be able to segment and make a phonemically plausible attempt at spelling words using Phase 2 and Phase 3 graphemes, such as 'b-oa-t.'

## Phase 4

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. For example, words which begin with the adjacent consonants 'str, thr, spl' and contain more than one syllable, such as 'splashing'. There are no new sounds to learn in this phase.

Phase 4 tricky words for reading

some	one	said	come	do	so	were
when	have	there	out	like	little	what

Phase 4 tricky words to spell

he	she	we	be	was	my	you	her	they	all	are
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### By the end of Phase 4 children should:

- ✓ give the sound when shown any Phase 2 and Phase 3 grapheme.
- ✓ be able to read words containing adjacent consonants (e.g. spl, thr, str such as string.) • be able to blend and read words containing more than one syllable, such as farmyard.
- ✓ read CVC words at speed, along with the tricky words from the previous phases.

## Phase 5

The purpose of Phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for some graphemes, e.g. the 'ou' grapheme makes a different sound in the words 'mouth' and 'shoulder'. Children become quicker at recognising graphemes and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. We can teach children how to make 'best bets' (best guess) when spelling new or unfamiliar words.

### New sounds in Phase 5:

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	
au Paul	o-e home	u-e rule	

### Alternative pronunciation for graphemes

Phase 5 introduces the idea that some graphemes can be pronounced in more than one way. E.g. the 'ch' grapheme can be pronounced in each of these ways: 'check, chef and school'.

i	fin find	g	got giant	ea	eat bread	y	yes by very
o	hot cold	ow	cow blow	er	farmer her	ch	chin school chef
c	cat cent	ie	tie field	a	hat what	ou	out shoulder you

### Phase 5 tricky words for reading

oh	their	people	Mrs	Mr	looked	asked	called
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### Phase 5 tricky words for spelling

said	so	Have	like	some	come	were	there
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## **By the end of Phase 5 children should:**

- ✓ give the sound when shown any grapheme that has been taught.
- ✓ for any given sound, write the common graphemes.
- ✓ apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- ✓ read and spell phonically decodable two-syllable and three-syllable words.
- ✓ read automatically all the words in the list of 100 high-frequency words.
- ✓ accurately spell most of the words in the list of 100 high-frequency words.
- ✓ Children's spellings should be phonetically plausible by the end of Phase 5.

## Phase 6:

At the beginning of Phase 6, children will have already learnt the most popular grapheme/phoneme correspondences. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage, children should be able to spell words phonemically although not always correctly. In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers. Phase 6 teaches new spelling rules to help children become increasingly accurate in their writing.

The children are taught:

- Revisit alternative spellings for each phoneme with a focus on spelling rules and 'best bet' rules.
- Spelling rules when adding -ing, -ed, -est, -y to words.
- Adding suffixes -ing, -ed, -er, -est and -y to words.
- Adding suffixes -es to nouns and verbs ending in y.
- The suffixes -ment, -ness, -ful, -less and -ly.
- Letter strings: words ending in -tion, -le, -el, -al, -il.
- Letter strings: using 'or' or 'ar' after w.
- Apostrophes for contractions and possession.
- Homophones and near homophones for spelling.
- How to spell the following words as well as all the tricky words from previous phases.

# Common Exception Words

## Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

## Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	