

PHONICS TEACHING OVERVIEW

PHASE 1 (Revision during YR Autumn Term alongside Phase 2)

Early phonics teaching in pre-school, nursery and at the start of Reception focuses on developing children's listening skills.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

This phase is intended to develop children's listening, vocabulary and speaking skills.

PHASE 2 (YR Autumn 1 and Autumn 2)

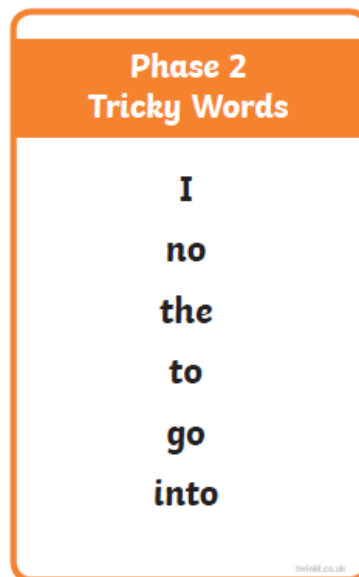
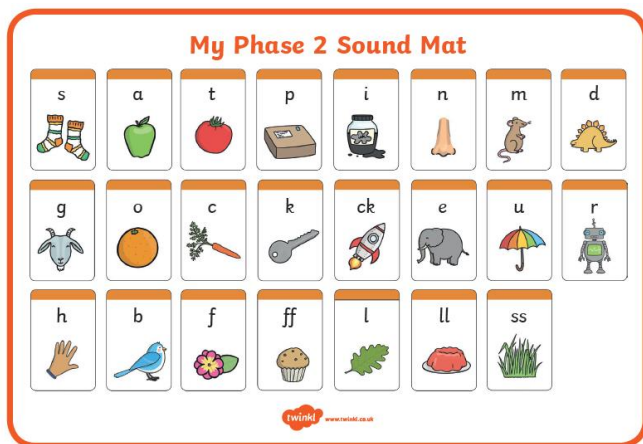
In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds.

By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.' This phase usually lasts about six weeks.

www.phonicsplay.co.uk

Letter progression (one set per week)

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



PHASE 3 (YR Spring 1 and Spring 2)

Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.

Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song.

Phase 3 takes most children around 12 weeks. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 **graphemes**, blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.

Letters

Set 6: j v w x*

Set 7: y z, zz qu*

Graphemes

ch

sh

th

ng

ai

ee

igh

oa

oo

Sample words

chip

shop

thin/then

ring

rain

feet

night

boat

boot/look

Graphemes

ar

or

ur

ow

oi

ear

air

ure

er

Sample words

farm

for

hurt

cow

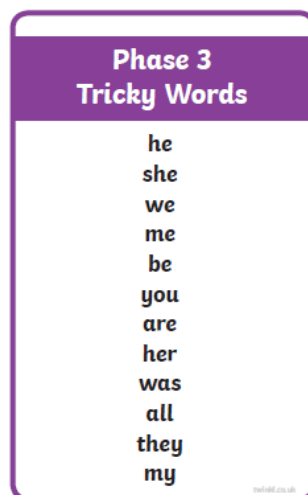
coin

dear

fair

sure

corner



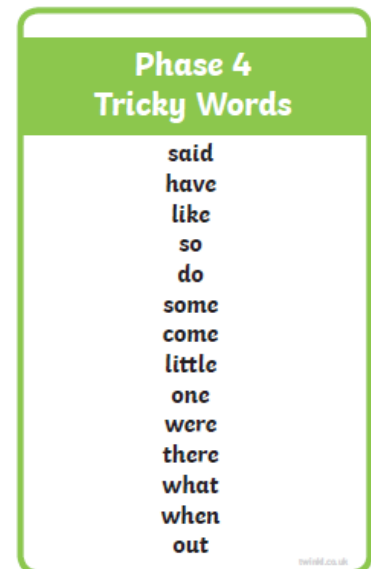
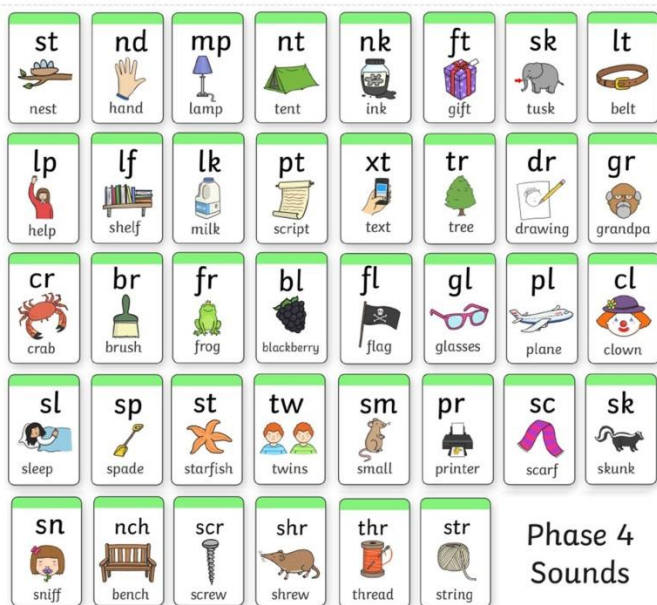
By now, children should be confident with each phoneme. 'From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary.'

Phase 4 (YR Summer term alongside revision of Phase 2 & Phase 3)

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes four to six weeks, and most children will complete it around the end of Reception.



Phase 5 (Year 1)

Phase 5 generally takes children the whole of Year 1. 'Here, we start introducing alternative spellings for sounds, like 'igh','" says Sara. 'Children master these in reading first, and as their fluency develops, we begin to see them using them correctly in spelling.'

Children learn new **graphemes** (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.

They should become quicker at blending, and start to do it silently. They learn about split **digraphs** (the 'magic e') such as the a-e in 'name.'

They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'

By the end of Year 1, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three **syllables**
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly

At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.

Phase 5
Tricky Words
oh
their
people
Mr
Mrs
looked
called
asked
could

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e	i-e	o-e	u-e	u-e		

My Phase 5 sound mat

Phase 6 Year 2 (alongside revision of Phase 2, 3, 4 and 5)

Phase 6 generally takes place for the whole of Year 2. The aim of this phase is for children to become fluent readers and accurate spellers. By the end of Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading.

They will also learn, among other things:

- Prefixes and suffixes, e.g. 'in-' and '-ed'
- Spelling rules e.g. adding suffies to words / rules on how to change root words when adding these suffixes (for example, removing the 'e' from 'have' before adding 'ing') as well as harder concepts such as silent letters (knock, write, etc) and particular endings (le in bottle and il in fossil).
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school. The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling.

Everything leads on to independent reading and writing.'

Homophones
be/bee
bear/bare
blew/blue
hear/here
knight/night
one/won
quite/quiet
see/sea
son/sun
to/two/too
there/their/they're

Phase 6 Phonics Spelling Rules and Words

Phase 6 introduces new spelling rules and conventions, especially those concerning the addition of prefixes and suffixes to change the meaning or purpose of a word.

Prefixes

Prefix	Meaning	Example
un-	not, reversal of	unlucky, unhappy
bi-	two	bicycle, bivalve
dis-	not, reverse, opposite	disappointed, disagree
mis-	wrong	misunderstand, misspell
pre-	before	prefix, prepay
re-	again	review, remake
sub-	under, below	submarine, substandard
tri-	three	triangle, tricycle
pro-	for	proclaim, proactive

Words do not change their spelling when a prefix is added, but children need to make sure they spell the prefix itself correctly, and also do not change the spelling of the root word. For example:

mis + spell ➡ misspell (not mispell)

dis + appoint ➡ disappoint (not dissappoint)

Suffixes

Prefix	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pendis, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Phase 6 Phonics Spelling Rules and Words

Many words do not change when a suffix is added, but others do:

- Words that end with vowel + consonant — double the last letter before adding suffixes that begin with a vowel such as -ed, -ing and -est.
e.g. fit - fitter - fittest
bat - batted - batting
Don't double the last letter if the suffix begins with a consonant.
e.g. bat - bats
fit - fitness
- Words that end with consonant + 'y' — the 'y' becomes 'i' or 'ie' before the suffix is added.
e.g. puppy - puppies
happy - happiness
lucky - luckier - luckiest
fry - fried
- Words that end with vowel + y do not change.
e.g. monkey - monkeys
enjoy - enjoying
- Words that end with x, zz, ch, tch, sh — add -es to make a plural.
e.g. fox - foxes
wish - wishes

Contracted Forms

Children need to learn not only how to spell the contracted form of the word, but also how to correctly place the apostrophe to represent the missing letters. (This is not an exhaustive list.)

Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Letters and sounds: High Frequency Words Checklist

(bold / highlighted = tricky words)

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					