

	All Saints CE Primary School & Nursery		Phonics overview
	Subject:	PHONICS	
<p>We currently teach phonics using a progression based on the Letters and Sounds (2007) document and delivered using phonics play planning documents. This will be reviewed as alternative schemes become validated and no later than July 2022.</p> <p>Phonics teaching is divided into 5 phases each with key letter sounds (phonemes) and ways of representing these with the alphabet (graphemes). Some sounds are represented by a single letter whilst other sounds are represented by 2 letters (digraphs) or 3 letters (trigraphs). This are called Phoneme Grapheme Correspondence (GPC).</p> <p>Phonics is taught at least daily for 20-30mins using a multisensory approach including actions, songs, visuals and games to help children engage and remember new learning. Children are also taught to use sound buttons to support their understanding. We use a dot under the letter for single sounds and a line under the letters for digraphs or trigraphs.</p> <p>Eg. star light • • — • — •</p> <p>Each lesson follows the structure of</p> <ul style="list-style-type: none"> • Revisit and review previous learning • Teach a new phoneme or GPC Or use a known GPC in a new way. • Practise using the phoneme • Apply knowledge eg. by reading or writing a short sentence. <p>All children access new learning but groups are used to differentiate support or add challenge. Children are assessed regularly to identify gaps and put in place interventions.</p>			
Phase	Key learning		Linked book band
Phase 1	Phase 1 concentrates on developing children’s speaking and listening skills and provides the key skills before learning letter sounds in phase 2. Phase 1 has 7 aspects 1) General sound discrimination – environmental sounds 2) General sound discrimination – instrumental sounds		Develop pre-reading skills by sharing stories with adults and joining in with repeated phrases or rhymes.

	<p>3) General sound discrimination – body percussion</p> <p>4) Rhythm and rhyme</p> <p>5) Alliteration – hearing the initial sounds of words</p> <p>6) Voice sounds – to make and distinguish between different vocal sounds</p> <p>7) Oral blending and segmenting – to be able to blend sounds eg. /c/-/u/-/p/ cup or segment by splitting a word into the sounds the child can hear.</p>	<p>Pink 1 books contain only pictures to support retelling stories and talking about what is happening with an adult.</p>
Phase 2	<p>Phase 2 introduces the majority of single sounds</p> <p>Set 1: s, a, t, p</p> <p>Set 2: i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Set 5: h, b, f/ff, l/l, ss</p> <p>Read tricky words: is, it, in, at and, the, to, no, go, l</p>	<p>Pink 2</p> <p>Pink 3</p> <p>Pink 4</p> <p>Pink 5</p>
Phase 3	<p>Single sounds</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, qu</p> <p>Consonant digraphs</p> <p>sh, ch, th, ng</p> <p>Vowel digraphs</p> <p>Ai, ee, igh, oa, oo (long), oo (short) ar, or, ur, ow, oi, er</p> <p>Vowel trigraphs</p> <p>Ear, air, ure</p> <p>Read tricky words: he, she, we, was, you, they, her</p> <p>Spell tricky words: the, to, no, go</p>	<p>Red 1</p> <p>Red 2</p> <p>Red 3</p> <p>Red 4</p>
Phase 4	<p>Uses the sounds already learnt to build longer words using Consonants (C) and Vowels (V).</p>	<p>Yellow 1</p> <p>Yellow 2</p>

	<p>This phase introduces consonant blends where single sounds are frequently found alongside each other in words eg. st, br, gl, nt, scr. Children also learnt to decode multi-syllable words.</p> <p>Read: said, so, went, from, have, like, some, it's, just, were, there, little, one, help, do, when, what, children</p> <p>Spell: he, she, me, we, be, was, you, they, all, are, my, her</p>	
Phase 5	<p>Phase 5 introduces some new graphemes for known sounds and alternative ways of pronouncing known grapheme such as /ow/ is pronounced differently in 'cow' and 'snow'.</p> <p>Wh, Ph,</p> <p>Vowel sounds /ai/: ay, a-e (an awareness of alternatives eigh, ey, ei) /ee/: ea, e-e (an awareness of alternatives: ie, ey, y) /igh/: ie, i-e, (an awareness of alternatives y, l) /oa/: o-e, oe (an awareness of o, ow) Long /oo/: ue, u-e, ew /or/: aw, au (awareness of al) /er/: ir /ow/: ou /oi/: oy</p> <p>Alternative pronunciations and spellings Alternative pronunciations: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou Alternative spellings: /ai/ /c/: /ee/ /ch//igh/ /f//oa/ /m//oo/(y)/oo/ /n//ow/ /ng/ /oi/ /r/ /ar/ /s//ear/ /sh/ /air/ /v//or/ /w//ur/ /e//er/ /i/ /o/ /zh/ /u/</p>	<p>Blue 1</p> <p>Blue 1</p> <p>Blue 2</p> <p>Green 1</p> <p>Green 2</p>

Phonics overview

	Nursery	Reception	Year 1	Year 2
<i>Autumn 1</i>	Phase 1 – focus on aspects 1-6	Phase 2	Revision of phase 2/3/4 based on assessment Phase 5	Revision of Phase 5 – spelling focus
<i>Autumn 2</i>	Phase 1 – focus on aspects 1-6	Phase 2	Phase 5	Follow Year 2 spelling overview
<i>Spring 1</i>	Phase 1 – focus on aspects 1-6	Phase 3	Phase 5	
<i>Spring 2</i>	Phase 1 – focus on aspects 1-6	Phase 3	Phase 5 focus on alternative pronunciations and spellings	
<i>Summer 1</i>	Phase 1 – including aspect 7	Phase 4	Phase 5 focus on alternative pronunciations and spellings	
<i>Summer 2</i>	Phase 1 – including aspect 7	Phase 4	Phase 5 focus on alternative pronunciations and spellings	