



Phonics: Early Years Foundation Stage & Key Stage 1

We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of the highest high priority.

Phase 1

By the end of Phase 1, children will:

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children 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.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> • Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them. 	<ul style="list-style-type: none"> • Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. • Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. • Talk about instrumental sounds, describing and comparing them. • Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. 	<ul style="list-style-type: none"> • Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion. • Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. 	<ul style="list-style-type: none"> • Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. • Copy and keep asimple beat. • Join in and copy breaking words into syllables with a beat. • Play with rhyme. Make up their own rhyming words. • Complete sentences with their own rhymes orally. • Break words down into syllables with a beat. • Create their own beat. 	<ul style="list-style-type: none"> • Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration. 	<ul style="list-style-type: none"> • Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. • Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. • Describe and compare voice sounds. • Create their own ideas for voices of characters/ imitating voices. 	<ul style="list-style-type: none"> • Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds. • Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word.

Reception – Autumn Term - Phase 2

By the end of Phase 2, children should be able to:

- give the phoneme when shown any Phase 2 grapheme;
- find any Phase two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss
Tricky Words				to, the	no, go, I

Reception – Spring Term - Phase 3

By the end of Phase 3, children should be able to:

- give the phoneme when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Phase two and Phase three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Phase 2 and Phase 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er		
Tricky Words Reading	all Phase 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are
Tricky Words Spelling		the, to		no, go, I					

By the end of Phase 4, children should be able to:

- give the phoneme when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

Sounds	Final consonant blends	Initial consonant blends	Consonant blends	
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, her, here

By the end of Phase 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills 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;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs
Sounds	'ir' saying /er/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Common Exception Words Reading	work house	many laughed	because different	any eyes	friend also	once please	lived coming	Monday Tuesday	Wednesday Thursday	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eyes
Sounds	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding -ing and -er to verbs	'are' and ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
Common Exception Words Reading	January February	April July	August October	November December	door floor	prince princess	autumn school	know baby	other whole	talk two
Common Exception Words Spelling	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December

Year 2 - Phase 6

By the end of Phase 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.

Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
Common Exception Words Spelling	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/second letter	alphabetical order (2) - second/subsequent letters	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists
Spelling Pattern	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing, -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
Common Exception Words Spelling	whole Easter	again most	only both	please use	money parents	every everybody	pretty beautiful	England Ireland	always after	everyone mouse
Grammar	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - alt words for said	exclamation marks (to show emotion/shouting)
Spelling Pattern	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying /wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/near homophones	prefix dis-
Common Exception Words Spelling	four eight	aunt father	prove improve	hour move	sure sugar	half quarter	straight weight	caught daughter	forty area	heard early
Grammar	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - sing a thesaurus	possessive apostrophe	improving sentences (2) - when, if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings