


Progression and Pace in the teaching of Phonics in Townfield Primary School

Phase	GPC recognition: Hear, say, read and <i>begin</i> to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
<p>Phase 2</p> <p><u>F2</u> (6 weeks)</p>	<p>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</p>	<p>VC and CVC words <i>e.g. at, in, pit, rack</i></p>	<p>VC and CVC words <i>e.g. it, at, sock, doll</i></p>	<p>Reads VC words <i>e.g. it, in, am</i></p> <p>Reads CVC words using <i>most</i> of phase 2 graphemes <i>e.g. had, bell, sock, huff</i></p> <p>Reads CVC words from phase 2 in a simple text</p>	<p><i>Attempts</i> spelling of given words: VC words <i>e.g. in it at am is</i></p> <p>CVC words <i>e.g. bag, tip, rock</i></p> <p><i>Attempts</i> to write own words/phrases with support</p>	<p>Recognises as individual words, within phrases or captions and in simple texts</p> <p><u>Read Tricky words:</u></p> <p style="text-align: center;">  </p> <p><u>Read decodable words (see separate sheet)</u></p>

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Phase 3

F2
(12 weeks)

Set 6: j, v, w, x
Set 7: y, z, zz, qu

Consonant digraphs:

ch, sh, th, ng

Vowel digraphs:

ai, ee, igh, oa, oo, ar, or, ur,
ow, oi, ear, air, ure, er

CVC words e.g. *box, chop, room, fork, soil, light, down*

CVC words e.g. *van, quick, ship, boat, cart, burn, coin*

Reads CVC words using most of phase 3 graphemes e.g. *had bell sock huff*

Reads CVC words from phase 3 in simple texts

Attempts spelling of given words:

CVC words e.g. *bag, tip, rock, sheep, nail*

Attempts to write own words/phrases/ sentences

Recognises as individual words, within phrases or captions and in simple texts:

Read words:

he, she, we, me, be, was, my, you, her, they, all, are

Read decodable words (see separate sheet)

Spell words:

the, to, I, no, go, into

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.

Phase 4

F2
(6 weeks)

The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have **adjacent consonants**, such as **trap, string and milk**

Some more examples

help chimp
test tenth
just step
theft shrink

CVCC – *best, mend*
CCVC – *stop, smell*
CCVCC – *frost, twist*
CCCVC – *strap, street*
CCCVCC - sprint

CVCC – *soft, hand*
CCVC – *trap, flip*
CCVCC – *stamp*
CCCVC – *scrap*
CCCVCC - scrunch

Blends adjacent consonants to read a range of combinations:
CVCC CCVC CCVCC
CCCVC CCCVCC

Reads 2 syllable words e.g. *handbag, rooftop*

Segments adjacent consonants to write a range of combinations: CVCC
CCVC CCVCC CCCVC
CCCVCC

Uses segmentation when writing independent words/phrases/sentences

Recognise as individual words, within phrases or captions and in simple texts:

Read words:

some, one, said, come, do, so, were, when, have, there, out,

like, little, what

Read decodable words (see separate sheet)

Spell words:
 he, she, we, me,
 be, was, my, you,
 her, they, all, are

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.

Phase 5
Year 1
 (30 weeks)

Screening check in June for all Year 1 children.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know **ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**. This will take time to use and apply these and children will need time to experiment with their spelling.

New phoneme /zh/
 (as in treasure)

Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**.

New graphemes for reading

Orally blends using range of combinations
 e.g.
 CVCC – *paint*
 CCVC – *stick*
 CCVCC – *prince*
 CCCVC – *sprout*

Other examples:
*treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge +-**

Orally segments using range of combinations
 e.g.
 CVCV – *fairy*
 CCVC – *brown*
 CCVCV – *twitter*
 CCCVC – *spring*
 CCCVCC – *second*

Other examples:
key, true, grey, pie, strike, toe, mouse, annoy, could, where, know, wrist, dice, treasure

Blends using most combinations from phase 5 for reading given words

Blends using most combinations for reading in texts

Reads 2 and 3 syllable words e.g. *rescue, photograph*

Segments using most combinations from phase 5 for spelling given words

Segment using phonic knowledge as the prime approach when completing independent writing

Spell phonically decodable 2 and 3 syllable words

Read words:
 oh, their, people, Mr., Mrs., looked, called, asked, could

(The pupil should be able to read irregular high frequency words on 100 list and spell most of these and CEWs)

See separate sheet.

***Please note that in Year 1 screening check consonant**

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

**Common alternative
pronunciations for graphemes**

i, o, c, g, u, ow, ie, ea, er,
ea, a, y, ch, ou

**Alternative spellings for
phonemes**

ai- ay, a_e

ee- ea, y, e, e_e

ie- igh, y, i_e

oa- oe, ow, o_e, o

oo- oul. u

or- au, aw, al

ar- a

er- ur, ir

ow- ou

oy- oi

air- are, ear

ear- eer, ere

ure- ure, our

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

**digraphs are
represented by
cc e.g. cc v c c in
ch-i-m-p. Vowel
digraphs are
represented by vv
e.g. c vv c b-oa-t**

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.

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing and shouting. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively,.

Phase 6

Year 2

See Babcock scheme of work.

During this phase, children become fluent readers and increasingly accurate spellers.

Understand the past tense
Investigate and learn how to add suffixes (-ed, -ing, -er)
Learn to spell long words
Find and learn the difficult bits in words

Read automatically most of 200 common words and CEWs.
(see below)

Accurately spell most of 200 common words and CEWs.
(see below)

☒ The past tense – including relevant spelling rules.

☒ Investigating and learning how to add suffixes – ing, ed, er, est, ful, ly, y

☒ Prefixes – un, dis

☒ Spell common word endings and plurals Words within words

☒☒ compound words

☒☒ Numbers to 20 and Days and Months

☒☒ Identify consonants and vowels

☒☒ Identify phonemes in speech and writing

☒ To know the short and long vowel phonemes and discriminate eg: head, bead

☒ To identify component parts in compound words and spell them

☒ Discriminate and spell words with same sound eg: their / there, see / sea

Secure **reading** and **spelling** of alternatives for the long vowel phonemes:

/ee/ ea e e-e y ie ey e.g. sea, seed, be, these, happy, chief, key

/oo/ o ue u-e ew ui e.g. spoon, do, blue, rule, fewer, juice

/ai/ ay a-e eigh ey e.g. brain, delay, amaze, eight, grey

/igh/ ie y i-e i e.g. delight, tried, reply, invite, behind

/oa/ o ow o-e oe e.g. float, go, slower, stone, goes

Read and spell words when:

- 's' is added to nouns and verbs e.g. stops, goals, toys
- 'es' is added to nouns and verbs e.g. bushes, catches 'ed' is added to verbs to create past tense e.g. jumped – add 'ed', hated – drop the 'e' and add 'ed', begged – double the final consonant and add 'ed'
- 'ing' is added to verbs to create present tense e.g. laughing – add 'ing', biting – drop the 'e' and add 'ing', stopping – double the final consonant and add 'ing'
- 'er' is added to verbs or adjectives e.g. slower, reader – add 'er', runner, bigger – double the final consonant and add 'er'
- 'est' is added to adjectives e.g. longest, shortest – add 'est', biggest – double the final consonant and add 'est'
- 'ful' is added to nouns e.g. mouthful, handful - add 'ful'
- 'ly' is added to form adverb e.g. monthly, brightly – add 'ly', sneakily, happily – change the 'y' to an 'i' and add 'ly'
- 'ment' is added to verbs to form nouns e.g. payment, development
- 'ness' is added to adjectives to form nouns e.g. darkness, sadness, happiness

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.

See separate list for words children need to read and spell for each phase. Children must learn to read them first before attempting to spell.

Words to be stuck into the back of reading records and highlighted half termly when read by **fluently by sight!** Once children have read they can then learn to spell those the words and next set can be given to read.