

Letters & Sounds Daily Phonics Teaching

Phase 1	
Phase One activities pave the way for the systematic teaching of phonic work to begin in Phase Two. Phase One activities are designed to underpin and run alongside activities in other phases.	
Aspect 1: General sound discrimination – environmental sounds	At this stage we also introduce 2 letters each week, in the same order as the Phase 2 letter progression below. The emphasis at this stage is on recognition of the letter sound not the letter name.
Aspect 2: General sound discrimination – instrumental sounds	
Aspect 3: General sound discrimination – body percussion	
Aspect 4: Rhythm and rhyme	
Aspect 5: Alliteration	
Aspect 6: Voice sounds	
Aspect 7: Oral blending and segmenting	
Assessment: Phase 1 <ul style="list-style-type: none"> • To distinguish between speech & sounds; • To blend and segment words orally; • To recognise spoken words that rhyme (some children); • To provide a string of rhyming words (some children). 	
Phase 2: Duration: up to six weeks	
Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.	
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	At this stage children are taught both the letter sound and name. The emphasis here is very much on blending sounds in words for reading and writing. Children start reading in small groups, using the school's phonic reading books. We will also send home books with no words. The children should be encouraged to tell the story using the pictures.
Key words: the, to, go, no	
Assessment: Phase 2 <ul style="list-style-type: none"> • Give the sound when shown any Phase Two letter, securing first the starter letters: s, a, t, i, p, n; • Find any Phase Two letter, from a display, when given the sound; • To orally blend and segment CVC words; • To blend and segment in order to read and spell (using magnetic letters). VC (Vowel Consonant) words such as: if, am, on, up and 'silly names' such as ip, ug and ock; 	

<ul style="list-style-type: none"> • Be able to read the five tricky words: the, to, I no, go. 	
Phase 3: Duration: up to 12 weeks	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the seven remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending and segmenting sounds represented by single letters and graphemes of more than one letter.	
Letter progression (one set per week) Set 6: j, v, w, x Set 7: y, z, zz, qu	Children should now be able to write and read with increasing independence and are encouraged to sound out unfamiliar words using their phonic knowledge. For example when sounding out 'train' they should say "t – r – ai – n" rather than "t – r- a – i – n". Children will continue their group reading using the school's phonic reading books and will be moving onto reading scheme books with words.
Consonant digraphs: ch, sh, th, ng, nk Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	
Key words: no, go, I, the, to, he, she, my, was, we, me, be, to, they, all	
Assessment: Phase 3 <ul style="list-style-type: none"> • Give the sound when shown all (or most) Phase 2 & 3 graphemes; • Find all (or most) Phase 2 & 3 graphemes, from a display when given the sound; • To blend and read CVC words (using Phase 2 & 3 graphemes); • To segment and make a phonetically plausible attempt at spelling CVC words (using Phase 2 & 3 graphemes); • To read the tricky words: he, she, we, me, be, was, my, you, her, they, all, are; • To spell tricky words: the, to, I, no, go; • To write each letter correctly when following a model; 	
Phase 4: Duration: four to six weeks	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.	
Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high frequency words.	This phase is to check children have a secure knowledge of all previous phonic learning. By now children are likely to be reading and writing confidently. We expect children to apply their knowledge of key words and phonics when reading and writing.
Key words: said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	
Assessment: Phase 4 <ul style="list-style-type: none"> • Give the sound when shown any Phase 2 & 3 grapheme; • Find any Phase 2 & 3 grapheme, from a display, when given the sound; 	

<ul style="list-style-type: none"> • To blend and read words containing adjacent consonants; • To segment and spell words containing adjacent consonants; • To read the tricky words: some, one, come, do, so, were, when, have, there, out, like, little, what; • To spell the tricky words: he, she, we, me, be, was, my, you, her, they, all, are; • To write each letter, usually correctly. 	
Phase 5: Duration: throughout Year 1	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practises the skills of blending and segmenting using all GPCs taught.	
Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). Teach alternative pronunciations for graphemes i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou. Teach alternative spellings for phonemes	There is a greater emphasis on correct spelling at this stage. Children are expected to be able to spell the 100 high frequency words correctly by the end of Phase 5.
Key words: All 100 high frequency words	
Assessment: Phase 5 <ul style="list-style-type: none"> • Give the sound when shown any grapheme that has been taught; • To write the grapheme for any given sound; • To apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable; • To read and spell phonetically decidable two-syllable and three-syllable words; • To read automatically all the words in the list of 100 high frequency words; • To accurately spell most of the words in the list of 100 high frequency words; • To form each letter correctly. 	
Phase 6: Duration: throughout Year 2 and beyond	
Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.	
Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness). Teach spelling of long words.	

Introduce & teach the past tense.

Learning & practising spelling.

Syllables.

Base words.

Analogy.

Mnemonics.