



**SHOBNALL PRIMARY SCHOOL
ENGLISH PROGRAMME OF STUDY
PHONICS**



LONG TERM OVERVIEW FOR PHONICS

PHASE 1 PHASE 2 PHASE 3 PHASE 4 PHASE 5 PHASE 6

Nursery	Autumn Term	Spring Term	Summer Term
Phase Overview	<p>Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work, which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <ul style="list-style-type: none"> - Aspect 1 – Environmental sounds: raise children's awareness of the sounds around them and to develop their listening skills. - Aspect 2 – Instrumental sounds: develop children's awareness of sounds made by various instruments and noise makers. - Aspect 3 – Body percussion: develop children's awareness of sounds and rhythms. - Aspect 4 – Rhythm and rhyme: develop children's appreciation and experiences of rhythm and rhyme in speech. - Aspect 5 – Alliteration: the focus is on initial sounds of words, with activities including I-Spy type games, and matching objects which begin with the same sound. - Aspect 6 – Voice sounds: to distinguish between different vocal sounds and to begin oral blending and segmenting. - Aspect 7 – Oral blending and segmenting: to distinguish between different vocal sounds and to begin oral blending and segmenting. <p>Phase 2 is the beginning of systematic, high quality phonic work. Children are given the opportunity to apply their phonic knowledge with oral blending and segmenting.</p>		
	<p>Phase 1 All aspects of Phase 1 run throughout the year in Nursery. Activities can cover many aspects so run alongside each other.</p>	<p>Phase 1 All aspects of Phase 1 run throughout the year in Nursery. Activities can cover many aspects so run alongside each other.</p> <p>Phase 2 <u>Phonemes:</u> s a t p i n m d g o c k</p>	<p>Phase 1 All aspects of Phase 1 run throughout the year in Nursery. Activities can cover many aspects so run alongside each other.</p> <p>Phase 2 <u>Phonemes:</u> e u r h b f !</p>

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Reception	Autumn Term	Spring Term	Summer Term
Phase Overview	<p>Phase 2 is the beginning of systematic, high quality phonic work, which introduces 19 grapheme-phoneme correspondences taught through short, discrete daily sessions. Children are given the opportunity to apply their phonic knowledge with blending and segmenting starting immediately, and the correct letter formations are introduced along with this learning.</p> <p>Phase 3 introduces a further 25 graphemes. Children are also introduced to the digraphs and trigraphs in this Phase. Occasionally, the teaching sequence alters depending on the needs of the class or what has been taught, e.g. letter writing: ear – dear.</p> <p>In Phase 4, the purpose is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. No new phoneme-grapheme correspondences are taught in this Phase.</p>		
	<p>Phase 2 Phonemes: s a t p i n m d g o c k c k e u r h b f ff l ll ss</p> <p><u>Tricky words: the, to, go, no, l</u></p>	<p>Phase 3 Phonemes: j _ v w _ x z _ zz qu ch sh th ng ai ee oa oo oi ear air ure ar or ur ow er igh</p> <p><u>Tricky words:</u> <u>To read: he, she, we, me, be, my, was, you, they, her, all, are</u></p> <p><u>To spell: the, to, go, no, l</u></p>	<p>Continuation of Phase 3 learning at the beginning of the Summer term.</p> <p>Phase 4 <u>Tricky words:</u> <u>To read: said, so, have, like, some, come, were, there, little, one, do, when, out, what</u></p> <p><u>To spell: he, she, we, me, be, my, was, you, they, her, all, are</u></p>

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Year 1	Autumn Term	Spring Term	Summer Term																																																																																																																																																																																											
Phase Overview	<p>In Phase 4, the purpose is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. No new phoneme-grapheme correspondences are taught in this Phase.</p> <p>At Phase 5, children learn new graphemes and alternative pronunciations for these and graphemes they already know. Children become quicker at recognising graphemes of more than one letter in words and blending the phonemes they represent. When spelling words, they will choose the appropriate grapheme to represent phonemes. They will begin to build word specific knowledge of the spelling of words.</p>																																																																																																																																																																																													
	<p>Revision of Phase 3</p> <p>Revision of Phase 4</p> <p>Phase 5 Step 1: New Graphemes, relating them back to Phase 3 spellings <u>ay</u> (ai), <u>ou</u> (ow), <u>ie</u> (igh), <u>ea</u> (ee) <u>ir</u> (er), <u>ue</u> (oo), <u>ue</u>, <u>aw</u> (or), <u>wh</u> (w)</p>	<p>Phase 5 Step 1: New Graphemes, relating them back to Phase 3 spellings <u>au</u> (or), <u>ey</u> (ee), <u>a-e</u> (ai), <u>e-e</u> (ee) <u>i-e</u> (igh), <u>o-e</u> (oa), <u>u-e</u> (oo), <u>u-e</u> (yoo)</p> <p>Step 2 – alternative pronunciation of known phonemes a – apple <u>a – acorn/ai/</u> <u>a – wasp/o/</u> e – bed <u>e – me/ee/</u> i – tin <u>i – mind/igh/</u> o – hot <u>o – no/oa/</u> u – cut <u>u – music/yoo/</u> ow – cow <u>ow – snow/oa/</u> ie – pie <u>ie – thief/ee/</u> ou – cloud <u>ou – soup/oo/</u> <u>ou – shoulder/oa/</u> <u>ou – could/u/</u> y – yellow <u>y – sky/igh/</u> y – gym/i/ <u>y – jelly/ee/</u> ch – chin</p>	<p>Phase 5 Step 3 – Reading two syllables and three syllable words - <u>Homographs</u>, e.g. ‘She will <i>read</i> it to her little brother.’ ‘You have to <i>bow</i> when you meet the queen.’</p> <p>Step 4 – Alternative spellings for phonemes</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>/c/</td><td>/ch/</td><td>/f/</td><td>/j/</td><td>/m/</td><td>/n/</td><td>/ng/</td><td>/r/</td><td>/s/</td><td>/sh/</td><td>/v/</td><td>/w/</td> </tr> <tr> <td>k</td><td>tch</td><td>ph</td><td>g</td><td>mb</td><td>kn</td><td>n(k)</td><td>wr</td><td>c</td><td>ch</td><td>ve</td><td>wh</td> </tr> <tr> <td>ck</td><td></td><td></td><td>dge</td><td></td><td>gn</td><td></td><td></td><td>sc</td><td>t(ion)</td><td></td><td></td> </tr> <tr> <td>qu</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>ss(ion, ure)</td><td></td><td></td> </tr> <tr> <td>x</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>s(ion, ure)</td><td></td><td></td> </tr> <tr> <td>ch</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>c(ion, ious, ial)</td><td></td><td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>/e/</td><td>/i/</td><td>/o/</td><td>/u/ (south)</td><td>/ai/</td><td>/ee/</td><td>/igh/</td><td>/oa/</td><td>/oo/</td><td>/ool/</td> </tr> <tr> <td>ea</td><td>y</td><td>(w)a</td><td>o</td><td>ay</td><td>ea</td><td>y</td><td>ow</td><td>ew</td><td>u</td> </tr> <tr> <td></td><td>ey</td><td></td><td></td><td>a-e</td><td>a-e</td><td>ie</td><td>oe</td><td>ue</td><td>oul</td> </tr> <tr> <td></td><td></td><td></td><td></td><td>eigh</td><td>ie</td><td>i-e</td><td>o-e</td><td>ui</td><td>o (north)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td>ey</td><td>y</td><td></td><td>o</td><td>ou</td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td>ei</td><td>ey</td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td>eo</td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>/ar/</td><td>/or/</td><td>/ur/</td><td>/ow/</td><td>/oi/</td><td>/ear/</td><td>/air/</td><td>/ure/</td><td>/er/</td> </tr> <tr> <td>a (south)</td><td>aw</td><td>ir</td><td>ou</td><td>oy</td><td>ere</td><td>are</td><td>our</td><td>our</td> </tr> <tr> <td></td><td>au</td><td>er</td><td></td><td></td><td>eer</td><td>ear</td><td></td><td>e</td> </tr> <tr> <td></td><td>al</td><td>ear</td><td></td><td></td><td></td><td></td><td></td><td>u</td> </tr> <tr> <td></td><td>our</td><td></td><td></td><td></td><td></td><td></td><td></td><td>etc</td> </tr> </table>	/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/	k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh	ck			dge		gn			sc	t(ion)			qu									ss(ion, ure)			x									s(ion, ure)			ch									c(ion, ious, ial)			/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/	ea	y	(w)a	o	ay	ea	y	ow	ew	u		ey			a-e	a-e	ie	oe	ue	oul					eigh	ie	i-e	o-e	ui	o (north)					ey	y		o	ou						ei	ey									eo						/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/	a (south)	aw	ir	ou	oy	ere	are	our	our		au	er			eer	ear		e		al	ear						u		our							etc
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		<p><u>ch – school/c/</u> <u>ch – chef/sh/</u> c – cat <u>c – city/s/</u> g – gold <u>g – magic/j/</u> ey – key <u>ey – grey/ai/</u></p>	
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Year 2	Autumn Term	Spring Term	Summer Term
Phase Overview	<p>Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers. By Phase 6, children should be able to read hundreds of words using one of three strategies:</p> <ul style="list-style-type: none"> - reading them automatically - decoding them quickly and silently - decoding them aloud <p>Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading.</p>		
	<ul style="list-style-type: none"> - <u>Revise the past tense.</u> - <u>Teach how to use the suffix ed.</u> - <u>Revise what happens to the meaning of a verb when they add the ing suffix.</u> - <u>Learn and practise spelling of common words something, looking, coming, thing</u> - <u>Learn and practise spelling the polysyllabic words mystery, excited, adventure, finally</u> - <u>Learn and practise the spelling of common words under, river, better, mother never</u> - <u>Learn and practise spelling of common words any, many, anything, anyone, anywhere</u> - <u>Learn and practise spelling of polysyllabic words nightmare, nightdress, founder, autumn</u> - <u>Teach irregular comparative adjectives and polysyllabic words dinosaur, suddenly, certainly, immediately</u> - <u>Teach how to add the est suffix</u> - <u>Teach how to add the s/es suffix as plurals</u> - <u>Teach how to add the s/es suffix to the third person singular.</u> - <u>Learn and practise spelling of common words would, could, should and polysyllabic words hairdresser, window, inside, outside, children</u> - <u>Teach the homophones there/ their/ they're</u> - <u>Teach elisions or contractions using the common words that's, I've, I'll, let's, there's, he's, we're, can't, couldn't</u> - <u>Alternative pronunciations for a</u> - <u>Learn and practise spelling of numbers zero, one, two, three, four, five, six, seven, eight, nine</u> 	<ul style="list-style-type: none"> - <u>Alternative spellings for the or and s sounds.</u> - <u>Learn and practise spelling of numbers ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen</u> - <u>Teach alternative spellings of the n,r and m sounds</u> - <u>Learn and practise spelling of numbers twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred</u> - <u>Teach alternative spellings of the igh ee and ai sounds.</u> - <u>Teach children the homophones see/ sea</u> - <u>Learn and practise spelling of common words water, away, want, over, door</u> - <u>Learn and practise spelling of common words giant, because, through, first</u> - <u>Teach alternative spellings of the j sound</u> - <u>Teach children the homophones sun/ son and near homophones quite/ quiet</u> 	<ul style="list-style-type: none"> - <u>Learn and practise spelling of common words friends, across, really, these, baby</u> - <u>Teach phoneme zh as in treasure</u> - <u>Alternative spelling for the sh sound including words ending in tion</u> - <u>Alternative pronunciations for a</u> - <u>Teach children the homophones cheep/ cheap, know/ no and knew/new</u> - <u>Learn and practise spelling of common words more, round, around, began</u> - <u>Teach the spellings of unstressed ur or schwa + ɪ.</u> - <u>Learn and practise spelling of common words small, key, head, fast, only</u> - <u>Teach how to add the ness suffix</u> - <u>Teach children the homophones knight/ night and near homophones one/ won</u> - <u>Learn and practise the spelling of common words why, each, place, gone, use</u> - <u>Teach how to add the ment suffix</u> - <u>Teach children the homophones to/ too/ two and be/ bee</u> - <u>Learn and practise spelling of common words each, once, birds, which</u> - <u>Teach how to add the ful suffix</u> - <u>Teach children the homophones bear/ bare</u> - <u>Learn and practise spelling of common words favourite, window, floppy, plants</u> - <u>Teach children how to add the less suffix.</u>

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			<ul style="list-style-type: none">- <u>Teach children the homophones blew/ blue</u>- <u>Learn and practise spelling of common words horse, rabbit, white, parents</u>- <u>Teach how to use a dictionary</u>- <u>Teach children how to proofread</u>
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