

# Phonics

- Phase 1 - 6
- Support for spelling
- Monitoring and assessing
- resources



## Letters and Sounds: Phase One

### Aspect 1: Environmental sounds

Join children in their play to extend their talk and enrich their vocabulary.



Encourage children to use language for thinking by asking open questions such as What does it feel like to be in the tunnel?



Making large movements with swirling ribbons helps to develop physical skills necessary for writing.



Explore with children the sounds different animals make, including imaginary ones such as dragons.



Children enjoy experimenting with the sounds different objects can make.



Using a more unusual role-play area inspires children to use language for a range of purposes.

# Phase 1

## Letters and Sounds - phase 1 - Seven aspects

- 1) Environmental sounds
- 2) Instrumental sounds
- 3) Body percussion
- 4) Rhythm and rhyme
- 5) Alliteration
- 6) Voice sounds
- 7) Oral blending and segmenting

# Learning Environments



## Letters and Sounds: **Phase Two**



# Phase 2 (6 weeks)

## Letters and Sounds - phase 2

Introduces grapheme-  
phoneme (letter-sound)  
correspondences.

\* If children can't  
distinguish between  
different letter sounds  
they should revisit  
phase 1.

s	a	t
p	i	n
m	d	g
o	c	k
ck	e	u
r	h	b
f, ff	l, ll	ss

# Phase 2 assessment

By the end of Phase Two children should:

- give the sound when shown any Phase Two letter;
- find any Phase Two letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;
- be able to blend and segment in order to read and spell VC words such as **if, am, on, up** and 'silly names' such as **ip, ug** and **ock**;
- be able to read the five HFW words **the, to, I, no, go**.

## Letters and sounds: Phase Three





# Phase 3 (12 weeks)

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

j	v	w	x	y	z	qu
ch	sh	th	ng	ai	ee	igh
oa	oo	ar	or	ur	ow	oi
ear	air	ure	er			

# Phase 3 Assessment

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words;
- be able to segment and make a phonemically plausible attempt at spelling CVC words;
- be able to read the HFW words **he, she, we, me, be, was, my, you, her, they, all, are;**
- be able to spell the HFW words **the, to, I, no, go.**

## Letters and Sounds: Phase Four



## Phase 4 (4-6 weeks)

To teach children to read and spell words containing adjacent consonants e.g. cvcc words (must) and ccvc words (stop).

# Phase 4 Assessment

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- 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 HFW words **some, one, said, come, do, so, were, when, have, there, out, like, little, what;**
- be able to spell the HFW words **he, she, we, me, be, was, my, you, her, they, all, are;**
- write each letter, usually correctly.

## Letters and Sounds: **Phase Five**



# Phase 5 (throughout Y1)

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught e.g. ai, ay, a-e, ey.

# Phase 5 Assessment

By the end of Phase Five children should:

- 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 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.



## Letters and Sounds: **Phase Six**



# Phase 6 (throughout Y2)

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

The shift from learning to read to reading to learn takes place and children read for information and pleasure.

\* If children are not accurate with their spelling they need to revisit phase 5.

# Support for Spelling

Is a spelling programme for children from year 2 up to year 6. It is aimed at children that have moved beyond phase 5 of the Letters and Sounds programme.

The National Strategies  
Primary



Support for Spelling  
(second edition)



# Overview of spelling objectives

## Objectives for Years 2 to 6

Year 2	Year 3	Year 4	Year 5	Year 6
<p>To secure the reading and spelling of words containing different spellings for phonemes</p> <p><i>To understand and begin to learn the conventions for adding the suffix <b>-ed</b> for past tense and <b>-ing</b> for present tense</i></p>	<p>To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern <b>-le</b></p> <p><i>To spell regular verb endings and to learn irregular tense changes (e.g. go/went)</i></p>	<p>To distinguish between the spelling and meaning of homophones</p> <p><i>To investigate, collect and classify spelling patterns related to the formation of plurals</i></p>	<p>To spell unstressed vowels in polysyllabic words</p> <p>To spell words with common letter strings and different pronunciations</p>	<p><i>To embed the use of independent spelling strategies for spelling unfamiliar words</i></p> <p><i>To investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless)</i></p>
<p>To split compound words into their component parts and use this knowledge to support spelling</p> <p><i>To learn how to add common suffixes to words</i></p>	<p>To know what happens to the spelling of nouns when <b>s</b> is added</p> <p><i>To understand how words change when the suffixes are added</i></p>	<p>To investigate and learn to spell words with common letter strings</p> <p><i>To understand how suffixes change the function of words</i></p>	<p>To explore the spelling patterns of consonants and to formulate rules</p> <p><i>To explore less common prefixes and suffixes</i></p>	<p>To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words</p> <p><i>To use what is known about prefixes and suffixes to transform words (e.g. negation, tense, word class)</i></p>
<p>To add common prefixes to root words and to understand how they change meaning</p> <p>To discriminate syllables in multisyllabic words as an aid to spelling</p>	<p>To embed the correct use and spelling of pronouns (Note: phonemic and morphological)</p> <p><i>To develop knowledge of prefixes to generate new words from root words</i></p>	<p>To understand the use of the apostrophe in contracted forms of words</p> <p><i>To revise and investigate links between meaning and spelling when using affixes</i></p>	<p>To investigate and learn spelling rules for adding suffixes to words ending in <b>e</b> or words ending in <b>-y</b> and words containing <b>le</b></p> <p><i>To identify word roots, derivations and spelling patterns as a support for spelling</i></p>	<p>To spell unfamiliar words by using what is known of word families and spelling patterns</p> <p><i>To revise and use word roots, prefixes and suffixes as a support for spelling</i></p>

### Key:

Objectives in **red** are phonemic or phonological

Objectives in **blue** are morphological and etymological

# Differentiated Phonics Lessons

- “We recommend from our experience that children who are slow to learn the letter sounds, and to blend and segment do well...staying with their classmates for the phonics lessons rather than working through the programme more slowly.”
- “Slowing down the programme for some slower learning children may be setting them up for reading failure; they may never catch up with their classmates, no matter how much extra practice in reading they get.”

# Differentiated Phonics Lessons

## Advantages:

- Removing the glass ceiling on attainment and reducing the tail of underachievement
- Economies of space, time, staffing
- Greater consistency in quality of teaching
- Improved support for application across the curriculum

# Differentiated Phonics Lessons

## Challenge:





Catering for the needs of every child

- Higher attainers
- Special educational needs
- Different phonic phases
- Different learning styles and speeds

# Year 1 Phonics Test

At the end of year 1 a phonics test is administered.

This helps to identify children that are not making expected progress in phonics.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 



# Monitoring Progress

Letters and Sounds 1: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class: Teacher/Practitioner:	2007 - 2008			
	Autumn	Spring	Summer	
Phase 6 (Y2) Working on: Reading phonically decodable Key-Stage 2 and three-syllable words. Working on: Using alternative ways of punctuation and spelling the graphemes corresponding to the key vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.				Y2
Phase 5 (Y1) Working on: Reading phonically decodable Key-Stage 1 and three-syllable words. Working on: Using alternative ways of punctuation and spelling the graphemes corresponding to the key vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.				Y1
Phase 4 (Y1) Working on: Segmenting adjacent components in words and spelling in spelling. Working on: Blending adjacent components in words and applying this skill when reading unfamiliar texts.				Y1
Phase 3 (Y1) Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Consonants: Set 1: c, g, q, r Set 2: s, t, p, k, ch, sh Set 3: f, v, w, z, x, ng Set 4: th, ck, ll, qu, ck				
Phase 2 Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: e, o, c, k Set 4: ck, a, u, r Set 5: g, o, c, k Set 6: l, n, m, d Set 7: a, s, t, p				
Phase 1 (Y0) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.				

- Children's progress needs to be monitored every half term to ensure they are on track.

# Phonics Resources

Try these resources:

Jolly Phonics IWB resources 1-3

Free interactive resources

<http://www.phonicsplay.co.uk/InteractiveResources.htm>

Phonics resources <http://www.mrthorne.com/>