
St George's Central CE Primary School and Nursery

Phonics at St George's Central CE Primary School and Nursery

At St George's Central CE Primary School and Nursery, we aim to foster a love of language and reading and, therefore, attach great importance to enabling our children to become fluent readers.

In Nursery, Reception, Year 1 and Year 2 we follow the 'Letters and Sounds' phonics programme, supported by planning and resources from the Phonics Play website. This teaches children the sounds and tricky words needed to support them with their reading and writing. From Year Two this is then further supported by the National Curriculum spelling document, the Support for Spelling document and the Spelling Play website which teaches the children the basic skills needed to read and write words and refine their existing phonic knowledge.

Phonics is a method of teaching reading and writing where the children are systematically taught the relationships between the sounds in our language (phonemes) and the letters used to represent those sounds (graphemes). Once children have been taught which sounds are linked to which letters they can confidently attempt to read and write anything they wish.

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

At our school phonics is taught in Reception to Y2 in daily twenty minute sessions. Children are taught in flexible groups. Phonics teaching is also incorporated within daily English lessons in terms of developing and applying children's skills in reading and writing within the context of the English lesson.

See below for our:

*Phonics Progression for Nursery

*Phonics Term by Term Progression/Assessment for Reception to Y2

'Never settle for less than your best'

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Phonics Progression for Nursery

Nursery

Nursery work through Phase One over the course of the year. This includes:

Aspect 1: General sound discrimination – environmental sounds

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

The aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. Each aspect is divided into three strands.

1: Tuning into sounds (auditory discrimination)

2: Listening and remembering sounds (auditory memory and sequencing)

3: Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

1. listen attentively;

2. enlarge their vocabulary;

3. speak confidently to adults and other children;

4. discriminate phonemes;

5. reproduce audibly the phonemes they hear, in order, all through the word;

6. use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

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Phonics Term by Term Progression/Assessment for Reception to Y2															
Year Group	Autumn Expectations	Spring Expectations	Summer Expectations												
Reception	<p>Phase 2 letters Set 1 through to Set 5</p> <ul style="list-style-type: none"> 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>The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words.</p>	<p>Phase 3 – children will be already be able to blend and segment words contacting the 19 letters taught in Phase 2. Over the 12 weeks 25 new graphemes are introduced (one at a time)</p> <ul style="list-style-type: none"> Set 6 j, v, w, x Set 7 y, z, zz, qu Consonant Diagraphs ch, sh, th, ng Vowel Diagraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er 	<p>Phase 3 Tricky words:</p> <table border="1"> <tr> <td>we</td><td>me</td><td>be</td><td>was</td></tr> <tr> <td>no</td><td>go</td><td>my</td><td>you</td></tr> <tr> <td>they</td><td>her</td><td>all</td><td>are</td></tr> </table> <p>Phase 4: Represent 42 phonemes with a grapheme.</p>	we	me	be	was	no	go	my	you	they	her	all	are
we	me	be	was												
no	go	my	you												
they	her	all	are												
Year 1	<p>Phase 4 Consolidation (3-4 weeks)</p> <ul style="list-style-type: none"> Revise phase 2 and 3 sounds and phase 4 tricky words. Read two syllable words e.g. lunchbox. Read and write words with initial and/or final blends e.g. st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr <p>Phase 5a- (9-10 weeks)</p> <ul style="list-style-type: none"> Learn phase 5a graphemes. 	<p>Phase 5a Consolidation (5-6 weeks)</p> <ul style="list-style-type: none"> Revise phase 5a graphemes. Children read words using phase 5a graphemes fluently. Children use phase 5a graphemes to spell both familiar and unfamiliar words. Revise phase 5a tricky words. <p>Phase 5b (5-6 weeks)</p> <ul style="list-style-type: none"> Children explore alternative pronunciations of the graphemes listed in the table below through reading and spelling. Learn phase 5b tricky words 	<p>Phase 5a and 5b Consolidation (5-6 weeks)</p> <ul style="list-style-type: none"> Revise phase 5a graphemes. Revise phase 5b alternative pronunciations of graphemes. Children read words using phase 5a graphemes and phase 5b alternative pronunciations fluently. Children use phase 5a graphemes to spell both familiar and unfamiliar words. Children begin to apply their knowledge of phase 5b alternative pronunciations when spelling familiar and unfamiliar words. Revise phase 5a and phase 5b tricky words. <p>Phase 5c (7-8 weeks)</p> <ul style="list-style-type: none"> Children continue to explore alternative graphemes. They begin to consider which grapheme to select in order to correctly spell familiar and unfamiliar words e.g. paint as opposed to paynt; magic as opposed to majic. 												

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	<ul style="list-style-type: none">Children begin to read words using <table><tr><td>ay day</td><td>ou out</td><td>ie tie</td><td>ea eat</td><td>oy toy</td></tr><tr><td>ir girl</td><td>ue blue</td><td>aw saw</td><td>wh when</td><td>ph phonics</td></tr><tr><td>ew new</td><td>oe toe</td><td>au launch</td><td>ey donkey</td><td>ie time</td></tr><tr><td>o_e cone</td><td>a_e game</td><td>u_e tube</td><td>e_e eve</td><td></td></tr></table> <p>phase 5a graphemes.</p> <ul style="list-style-type: none">Children begin to use phase 5a graphemes to spell both familiar and unfamiliar words.Learn phase 5a tricky words.	ay day	ou out	ie tie	ea eat	oy toy	ir girl	ue blue	aw saw	wh when	ph phonics	ew new	oe toe	au launch	ey donkey	ie time	o_e cone	a_e game	u_e tube	e_e eve		<table><tr><td>i pin mind</td><td>or</td><td>o hot cold</td><td>or</td><td>c coat cell</td><td>or</td><td>g gap magic</td></tr><tr><td>u plug unit</td><td>or</td><td>ow owl bowl</td><td>or</td><td>ie pie chief</td><td>or</td><td>ea bead head</td></tr><tr><td>er letter or herb</td><td></td><td>a hat, acorn or was</td><td></td><td>y yes, by, gym or very</td><td></td><td>ch chin, school or chef</td></tr><tr><td colspan="3">ou out, you, could or mould</td><td></td><td></td><td></td><td></td></tr></table>	i pin mind	or	o hot cold	or	c coat cell	or	g gap magic	u plug unit	or	ow owl bowl	or	ie pie chief	or	ea bead head	er letter or herb		a hat, acorn or was		y yes, by, gym or very		ch chin, school or chef	ou out, you, could or mould							
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Year 2	<p>Phase 6:</p> <ul style="list-style-type: none">‘y’ saying igh,‘wr’ saying r‘dge’ and ‘ge’ saying j‘gn’ saying n‘kn’ saying n‘le’ saying l‘el’ saying l‘al’ and ‘il’ saying lAdding suffix –es, -ed, -er, -est and –ing to words ending in ‘y’.Adding suffix –ed and –er to words ending in ‘e’	<p>Phase 6:</p> <ul style="list-style-type: none">‘o’ saying u,‘eer’ saying ear‘ture’ saying cher‘mb’ saying m‘al’ saying or‘ey’ saying ee‘el’ saying l‘al’ and ‘il’ saying l‘war’ saying worAdding suffix –est, -and –y to words ending in ‘e’Adding –er, -est or –y to CVC and CVCC wordsAdding –ment and –nessContractions	<p>Phase 6:</p> <ul style="list-style-type: none">‘s’ for zh‘wa’ saying wo‘qua’ saying quo‘tion’ saying shunAdding –ful, -less and -lyAdding prefix dis- and un-Homophones and Near HomophonesRecap and revisit spelling rules taught.																																																

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