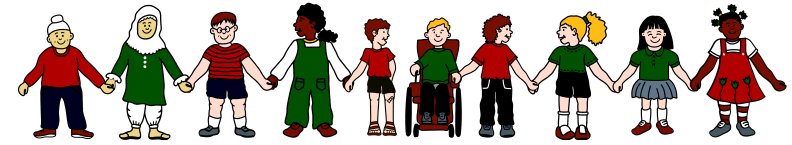


THE
GILES NURSERY
AND
INFANTS'
SCHOOL



Curriculum Journey

English: Phonics

Overview

This is an overview of when each phonics phase is taught and the approximate duration of each phase.

Phase	Year group	Duration
Phase 1	Nursery	Continuous
Phase 2	Nursery (introduction) / Reception	6 weeks
Phase 3	Reception	12 weeks
Phase 4	Reception	8 weeks
Phase 5 (new GPCs)	Year 1	8 weeks
Phase 5 (alternative pronunciations)	Year 1	12 weeks
Phase 5 (alternative spellings)	Year 1 / Year 2	16 weeks
Phonics for grammar and spelling	Year 2	25 weeks

Teachers and practitioners make regular, rigorous assessments of individual children, whole classes and year groups. Daily intervention 'keep up' sessions are run for small groups of children to revisit the day's phonics learning and ensure no child falls behind.

The overview provides a guide only and is flexible to take into account different classes and cohorts. If necessary, a phonics phase may be repeated with a whole class or year group. For example, Phases 2 and 3 are usually taught twice in Reception to give children the opportunity to secure their learning of new GPCs (Grapheme Phoneme Correspondences), digraphs and trigraphs. A condensed version of Phase 4 is usually repeated at the start of Year 1, to revise lost learning over the summer break.

Phase 1

Phase 1 phonics is the first stage of the phonics teaching programme.

At this stage, the focus is primarily on developing speaking and listening skills. Speaking and listening are an important set of literacy skills that create the foundations to children's learning. Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking skills require children to take turns, speak confidently, stay on topic, and speak with clarity.

Phase 1 phonics also lays the foundations for Phase 2 phonics and beyond and is a crucial part of our phonics programme. Staff across our nursery and school are trained in Phase 1 phonics to ensure children continue to practise the essential skills of speaking and listening throughout their time in the Early Years Foundation Stage and Key Stage 1.

Phase 1 phonics has six defined aspects that develop children's listening skills with a range of different types of sounds and activities.

Aspect 1: Environmental Sounds

To develop the children's listening skills and awareness of sounds in the environment (tuning into sounds – TIS).

Further development of vocabulary and children's identification and recollection of difference between sounds (listening and remembering sounds – LRS).

To make up simple sentences and talk in greater detail about sounds (talking about sounds – TAS).

Aspect 2: Instrumental Sounds

To experience and develop awareness of sounds made with instruments and noise makers (tuning into sounds – TIS).

To listen to and appreciate the difference between sounds made with instruments (listening and remembering sounds – LRS).

To use a wide vocabulary to talk about the sounds instruments make (talking about sounds – TAS).

Aspect 3: Body percussion

To develop awareness of sounds and rhythms (tuning into sounds – TIS).

To distinguish between sounds and to remember patterns of sound (listening and remembering sounds – LRS).

To talk about sounds we make with our bodies and what the sounds mean (talking about sounds – TAS).

Aspect 4: Rhythm and rhyme

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (tuning into sounds – TIS).

To increase awareness of words that rhyme and to develop knowledge about rhyme (listening and remembering sounds – LRS).

To talk about words that rhyme and to produce rhyming words (talking about sounds – TAS).

Aspect 5: Alliteration

To develop understanding of alliteration (tuning into sounds – TIS).

To listen to sounds at the beginning of words and hear the differences between them (listening and remembering sounds – LRS).

To explore how different sounds are articulated, and to extend understanding of alliteration (talking about sounds – TAS).

Aspect 6: Voice sounds

To distinguish between the differences in vocal sounds, including oral blending and segmenting (tuning into sounds – TIS).

To explore speech sounds (listening and remembering sounds – LRS).

To talk about the different sounds that we can make with our voices (talking about sounds – TAS).

Aspect 7: Oral blending and segmenting

To develop oral blending and segmenting of sounds in words (tuning into sounds – TIS).

To listen to phonemes within words and to remember them in the order in which they occur (listening and remembering sounds – LRS).

To talk about the different phonemes that make up words (talking about sounds – TAS).

In our nursery, practitioners ensure children take part in Phase 1 activities throughout the day by providing a language-rich provision that recognises the interests of the children and the importance of play for their development. A rich and varied environment supports children's language development throughout indoor and outdoor spaces. Practitioners encourage talking, model good listening and provide good models of spoken English to help children enlarge their vocabulary and sentence structure. Practitioners read aloud to children and encourage them to join in with rhyming stories, songs and action rhymes. These are noted in the reading spine section of our Reading Curriculum Journey and in our Writing Curriculum Journey.

In addition to this, practitioners run Phase 1 phonics sessions each day, a morning and afternoon session, using the following plans as a guide. Activities are revisited and repeated as required throughout a child's time at nursery. The activities referred to are detailed in the Letters and Sounds booklet (2007). These can be adapted or changed to suit the cohort as practitioners see fit.

As children enter the summer term before they start in the Reception year, nursery practitioners introduce the Phase 2 GPCs. Children learn a new GPC each week, in the order detailed in the planning below. Children continue to have plenty of experience of listening to adults modelling oral blending and segmenting throughout the day.

Phase 2

In Phase 2 phonics, letters and their sounds are introduced one at a time. Sets of letters are taught each week, in this order:

- 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.

During Phase 2 phonics, teachers support children to develop the following skills:

- Knowledge and understanding of the Phase 2 GPCs.
- Letter recognition for reading and recall for spelling.
- Oral blending and segmentation.
- Blending for reading VC and CVC words.
- Segmenting VC and CVC words for spelling.
- Reading high frequency words: a, an, and, at, dad, in, it, get, got, not, on, mum, up.
- Reading common exception words: go, I, is, no, the, to, as, into.
- Introduction to letter names and capital letters.

Phase 2 phonics is usually taught in Reception. A session is taught each day and lasts approximately 20 minutes. Each session follows the five-part best practice model of revisit/revise, teach, practise, apply and assessment. Each phonics session is followed up with a whole-class guided reading session later in the day, which focuses on the GPC taught that day. In addition, daily intervention 'keep up' sessions are run to revisit the day's phonics learning and ensure no child falls behind. A display of taught GPCs and high frequency / common exception words is displayed in each classroom.

Children also have the opportunity to practise their phonics skills throughout the day during child-led activities, such as role play areas, phonics games, reading and writing areas. Individual reading books are selected to match their current phonics level.

Teachers and support staff continue to develop each child's Phase 1 skills through speaking and listening activities that focus on sound discrimination, rhythm and rhyme, alliteration and oral blending and segmenting.

Phase 3

In Phase 3 phonics, the Phase 2 GPCs are reinforced and new GPCs are taught. New sets of letters are taught each week, in this order:

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

Children are then taught digraphs (where two letters make one sound) and trigraphs (where three letters make one sound), as follows:

- sh, th (unvoiced), th (voiced), ng
- ai, ee, igh, oa
- oo (short), oo (long), ar, or
- ur, ow, oi, ear
- air, ure, er

During Phase 3 phonics, teachers support children to develop the following skills:

- Knowledge and understanding of the Phase 3 GPCs, digraphs and trigraphs.
- Letter names (the alphabet) to help when spelling with digraphs and trigraphs.
- Grapheme recognition for reading and spelling.
- Blending for reading.
- Segmenting for spelling.
- Reading high frequency words: **back, big, but, can, had, him, if, off, will, that, them, then, this, with, see, look, too, now, down, for, her.**
- Reading common exception words: **we, me, be, he, she, are, was, of, my, you, they, all, here, his, put.**
- Spelling common exception words: **to, the, no, go, I, is, as, into.**
- Reading and spelling two-syllable words.
- Reading and writing captions and sentences.

Phase 3 phonics is usually taught in Reception. A session is taught each day and lasts 20-30 minutes. Each session follows the five-part best practice model of revisit/revise, teach, practise, apply and assessment. Each phonics session is followed up with a whole-class guided reading session later in the day, which focuses on the GPC taught that day. In addition, daily intervention 'keep up' sessions are run to revisit the day's phonics learning and ensure no child falls behind. A display of taught GPCs and high frequency / common exception words is displayed in each classroom. Children also have the opportunity to practise their phonics skills throughout the day during child-led activities, such as role play areas, phonics games, reading and writing areas. Individual reading books are selected to match their current phonics level.

Phase 4

Children entering Phase 4 will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some high frequency words and common exception words.

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

During Phase 4 phonics, teachers support children to develop the following skills:

- Revision and embedding of Phase 2 and Phase 3 GPCs, high frequency words and common exception words.
- Blending for reading with adjacent consonants.
- Segmenting for spelling with adjacent consonants.
- Reading high frequency words: **children, from, help, it's, just, went.**
- Reading common exception words: **come, do, have, like, little, one, out, said, so, some, there, were, what, when.**
- Spelling common exception words: **we, me, be, he, she, are, was, of, my, you, they, all, here, his, put.**
- Reading and spelling two-syllable words.
- Reading and writing sentences.

Phase 4 phonics is usually taught in Reception and repeated at the start of Year 1. A session is taught each day and lasts 20-30 minutes. Each session follows the five-part best practice model of revisit/revise, teach, practise, apply and assessment. In addition, daily intervention 'keep up' sessions are run to revisit the day's phonics learning and ensure no child falls behind. A display of taught GPCs and high frequency / common exception words is displayed in each classroom. Children also have the opportunity to practise their phonics skills throughout the day with phonics games, computer programs and reading and writing areas. Individual reading books are selected to match their current phonics level.

Phase 5

Children entering Phase 5 are able to read and spell words containing adjacent consonants and some polysyllabic words.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

During Phase 5 phonics, teachers support children to develop the following skills:

- Revision and embedding of previously learned GPCs, high frequency words and common exception words.
- Learn new GPCs: ay, ou, ie, ea, oy, ir, ue, aw, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e.
- Learn alternative pronunciations of graphemes and alternative spellings of phonemes.
- Blending for reading.
- Segmenting for spelling.
- Reading high frequency words:
- Reading common exception words:
- Spelling common exception words: **come, do, have, like, little, one, out, said, so, some, there, were, what, when.**
- Reading and spelling polysyllabic words.
- Reading and writing sentences.

Phase 5 phonics is taught in Year 1 and revised in Year 2 if necessary. A session is taught each day and lasts 20-30 minutes. Each session follows the five-part best practice model of revisit/revise, teach, practise, apply and assessment. In addition, daily intervention 'keep up' sessions are run to revisit the day's phonics learning and ensure no child falls behind. A display of taught GPCs and high frequency / common exception words is displayed in each classroom. Children also have the opportunity to practise their phonics skills throughout the day with phonics games, computer programs and reading and writing areas. Individual reading books are selected to match their current phonics level.

Phonics for grammar and spelling

By the end of Phase 5, children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:

- Reading the words automatically if they are very familiar.
- Decoding them quickly and silently because their sounding and blending routine is now well established.
- Decoding them aloud.

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Staff continue to support children's developing reading skills through guided reading sessions, shared reading and one-to-one reading sessions. In these sessions, teachers support children to learn a range of comprehension strategies, including activating prior knowledge, clarifying meanings with a focus on vocabulary work, generating questions and interrogating the text, constructing mental images during reading and summarising.

Many of the texts children read at this stage will be story books, through which they will be developing an understanding of the author's ideas, plot development and characterisation. Children are also provided with opportunities to read a range of non-fiction texts and poetry, which require a different set of strategies. Children are encouraged to read with phrasing and fluency, and to take account of punctuation to aid meaning. Much of the reading now will be silent and children will be gaining reading stamina as they attempt longer texts. It is important throughout that children continue to have opportunities to listen to experienced readers reading aloud and that they develop a love of reading.

Children's spelling should be phonetically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. Phonics for grammar and spelling incorporates the learning objectives set out in Appendix 2 of the National Curriculum 2014. This includes unusual spellings, rules for adding suffixes, homophones, contractions, apostrophes and spelling the Year 2 common exception words. As children work through phonics for grammar and spelling, they become fluent readers and increasingly accurate spellers.