

## Phonics in Reception, Year 1 and 2.

### What do we do?

We follow the Letters and Sounds Primary National Strategy document. Children progress through the Phases throughout Reception, Year 1 and Year 2 at their own individual pace and according to their needs.

#### Phase 1

We teach children general sound discrimination (Letters and Sounds and Jolly Phonics)

- Aspect 1: Environmental sounds - listening walks, sound lotto, sound stories
- Aspect 2: Instrumental sounds - guess the instrument making the sound, matching sounds, animal sounds, hidden instrument sound game
- Aspect 3: Body percussion - action songs, passing sounds around, suggest new sounds for a story
- Aspect 4: Rhythm and rhyme - sing rhyming songs, play silly soup, rhyming bingo, making own endings to rhymes
- Aspect 5: Alliteration - I spy names, singing/chanting simple tongue twisters, making up alliterative names/sentences
- Aspect 6: Voice sounds - who is speaking?, making long and short voice sounds, animal sounds and movement
- Aspect 7: Oral blending and segmenting - games/activities to promote this (e.g. It's time to get your c-oa-t)  
Cross the river, robot sound talk - blend sounds to read, segment sounds to spell

#### Phase 2

- Practising letter recognition (for reading) and recall (for spelling)
- Practise oral blending and segmenting
- Teaching and practising blending for reading VC and CVC words
- Teaching and practising segmenting for spelling VC and CVC words
- Teaching and practising high-frequency (common) words
- Introducing two-syllable words for reading
- Teaching reading and writing captions

#### Phase 3

- Practise previously learnt letters and sounds
- Teach new letters and sounds (in sets)
- Learn alphabet song
- Learn letter names
- Practise blending for reading
- Practise segmenting for spelling
- Teaching and practising high-frequency (common) words
- Teaching reading and writing captions and sentences
- Reading two-syllable words
- Teach consonant digraphs
- Teach vowel digraphs
- Teach recognition of capital letters

#### Phase 4

- Practising grapheme recognition (for reading) and recall (for spelling)
- Teach blending and segmenting CVCC and CCVC
- Practise reading and spelling words with adjacent consonants
- Teaching and practising high frequency words
- Practise reading and spelling two-syllable words
- Practise reading and writing sentences

## Phase 5

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as treasure
- Teach reading the words *oh, their, people, Mr, Mrs, looked, called, asked*
- Teach spelling the words *said, so, have, like, some, come, were, there*
- Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences
- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

## Phase 6

- Practise the suffixes - s, - es, -ing, - ed, -er, -est, -y, -en -ing, -ed, -ful, -ly, -est, -er, -ment, -ness, -en
- These are examples of common suffixes suitable for Phase Six:
  - s and -es: added to nouns and verbs, as in *cats, runs, bushes, catches*;
  - ed and -ing: added to verbs, as in *hopped, hopping, hoped, hoping*;
  - ful: added to nouns, as in *careful, painful, playful, restful, mouthful*;
  - er: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in *runner, reader, writer, bigger, slower*;
  - est: added to adjectives, as in *biggest, slowest, happiest, latest*;
  - ly: added to adjectives to form adverbs, as in *sadly, happily, brightly, lately*;
  - ment: added to verbs to form nouns, as in *payment, advertisement, development*;
  - ness: added to adjectives to form nouns, as in *darkness, happiness, sadness*;
  - y: added to nouns to form adjectives, as in *funny, smoky, sandy*.

In Phase Six children need to acquire more word-specific knowledge. They still need to segment words into phonemes to spell them, but they also learn that good spelling involves not only doing this and representing all the phonemes plausibly but also, where necessary, choosing the right grapheme from several possibilities. In some cases, word-specific spellings (e.g. *sea/see; goal/pole/bowl/soul; zoo/ clue/flew/you*) simply have to be learned. It is important to devote time in this phase to learning common words with rare or irregular spellings (e.g. *they, there, said*) as the quantity children write increases and without correction they may practise incorrect spellings that are later difficult to put right. Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. Children are taught proofreading and to use a dictionary or a spell checker. During this phase, children become increasingly accurate spellers and fluent readers. They 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.

### Activities include:

- Shared and Guided Reading and Guided Writing in topical literacy, numeracy stories, library sessions (Reception), links in Literacy, ICT and topic work (Year 1 and 2)
- Guided reading - all children are heard read as part of a group each week
- Individual reading weekly with the class teacher or a TA
- Each classroom has a book corner for children to use throughout the day
- Once per week library session - children select a book to take home and listen to an adult read a story
- Each classroom has a listening station
- Pupil computers, iPads, laptops, IWB - naughty stories, talking topics
- Parental support - all children, once ready, take home a reading book to share with parents. Once read they are changed for the next in the series. **We use Oxford Reading Tree as our main scheme for reading, supplemented by other reading schemes, including Rigby, Sunshine and Upstarts.** We aim to hear the

children read at school from these books once a week and some classes also have a parent who comes in once per week to hear individual readers.

- Phonics is taught as a separate lesson to literacy, although children are encouraged to apply their knowledge in all areas of the curriculum