



The Edenham CE Primary School

Phonics

Policy agreed; September 2017

To be fully reviewed; September 2021

English Subject Leader; Mrs K Radford-Rea

Head teacher; Mrs K Radford-Rea

Link Governor (Reading); Andy Millikin

Contents and Expectations of Phonics teaching in Year 2

At Edenham CE Primary School, all children in year R, 1 and 2 receive a daily phonics lesson.

Our planning, for these lessons, is based on the DFE Letters and Sounds document. This document breaks the teaching of phonics in to a six phase teaching programme.

Phase One concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting.

Phases 2 – 6 focus on high quality phonic work, providing advice and activities to ensure that by the end of Key Stage 1 children develop fluent word reading skills and have good foundations in spelling.

Year 2

During the Year 2 it is expected that most pupils will begin Year 2 secure at phases 1-5. A breakdown of these phases you will find below.

Phase 1

Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. Children will have experienced many activities within phase 1 if they attended a pre-school or nursery setting. At Edenham, we continue with phase 1 during the first half of the Autumn term. Phase 1 covers the following aspects;

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

These aspects are designed to help children:

1. Listen attentively
2. Enlarge their vocabulary
3. Speak confidently
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.

Phase 2

At Edenham School we aim to begin this phase in Reception after October half-term. This phase can last up to 6 weeks, longer if necessary. The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel consonant) and CVC (consonant vowel consonant) words and to spell them either using magnetic letters or by writing them. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Letter progression:

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

Phase 3

Most children will move on to phase 3 in the Spring term in Reception. This phase can last up to 12 weeks). Any child who is not secure at phase 2, will consolidate this phase, before moving on to phase 3 later in the year.

The purpose of phase 3 is to teach another 25 graphemes (written letter sound), most of them comprising two letters (e.g. oa), so that the children can represent each of about 42 phonemes (oral letter sound) by a grapheme. Children also continue to practise CVC blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read more tricky words and also begin to learn to spell some of these words.

Letter progression:

Set 6: j v w x

Set 7: y z,zz qu

Graphemes taught:

- ch sh th ng
- ai ee igh oa
- oo ar or ur
- ow oi er ur
- ear air ure

Tricky words taught:

He, me, she, we, be, was, my, you, her, they, all, are

Phase 4

At the start of year 1 we will begin with a recap of this phase, as well as revision of phases 2 and 3. This phase lasts between 4-6weeks. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants.

By the end of phase 4 children should:

- give the sound when shown any phase 2 or 3 grapheme
- find any phase 2 or 3 grapheme from a display when given the sound
- be able to blend and read words containing adjacent consonants, e.g. trip
- be able to segment and spell words containing adjacent consonants
- be able to read the tricky words, some, one, said, come, do, so, were, when, have, there, out, like, little, what
- be able to spell the tricky words, he, she, we, me, be, was, my, you, her, they, all, are
- write each letter correctly

Phase 5

Phase 5 is taught throughout year 1, with some children recapping earlier phases if they were not secure. The purpose of this phase is for the 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 the graphemes that they already know, where relevant.

Graphemes taught:

- ay ou ie ea
- oy ir ue aw
- wh p hew oe au
- a-e e-e i-e o-e-u-e

By the end of phase 5 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 skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- read and spell phonically decodable two or 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

Phonics screening

In June in Year 1, every child completes a statutory assessment in their phonics skills to ensure that most children are achieving a good standard. The assessments are carried out individually with their child's teacher, and consist of 40 words containing the phonemes/graphemes taught throughout phases 2-5. The assessment contains both real and pseudo (nonsense) words which the child has to read. A report showing your child's results score will be sent out with their end of year report. Any child who does not reach the acquired standard will need to retake this task in Year 2.

Phase 6

This phase is taught throughout Year 2 and concentrates on spelling skills. Any child who is not secure at any of the earlier phases, and did not pass the phonics screening assessment in year1, will receive further teaching and support with these phases, also.

During this phase children become fluent readers and increasingly accurate spellers. At phase 6 the children move from learning to read, to reading to learn. Children read for information and for pleasure. The following aspects of spelling will be taught throughout this phase;

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching the spelling of long words
- Finding and learning the difficult bits in words
- Children gaining independence in their reading and writing