

## St. Mary's Catholic Primary School

### Contents and Expectations of Phonics Teaching

#### 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. Phase 1 is integral to daily teaching in Nursery but runs throughout all the phases.

#### 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

#### Reception and Year 1 Little Wandle progression

At St Mary's we use the lesson progression outlined by the Little Wandle Revised phonics programme. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> </li> </ul>	said so have like some come love do were here littlesays there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> </ul> </li> <li>longer words</li> </ul>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love werethere little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
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/ur/ ir bird  
 /igh/ ie pie  
 /oo/ /yoo/ ue blue rescue  
 /yoo/ u unicorn  
 /oa/ o go  
 /igh/ i tiger  
 /ai/ a paper  
 /ee/ e he  
 /ai/ a-e shake  
 /igh/ i-e time  
 /oa/ o-e home  
 /oo/ /yoo/ u-e rude cute  
 /ee/ e-e these  
 /oo/ /yoo/ ew chew new  
 /ee/ ie shield  
 /or/ aw claw

their people oh your  
 Mr Mrs Ms ask\*  
 could would should our  
 house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
<p>           /ee/ y funny            /e/ ea head            /w/ wh wheel            /oa/ oe ou toe shoulder            /igh/ y fly            /oa/ ow snow            /j/ g giant            /f/ ph phone            /l/ le al apple metal            /s/ c ice            /v/ ve give            /u/ o-e o ou some mother young            /z/ se cheese            /s/ se ce mouse fence            /ee/ ey donkey            /oo/ ui ou fruit soup         </p>	<p>           any many again            who whole where two            school call different            thought through friend work         </p>

Spring 2 Phase 5 graphemes	New tricky words
<p>           /ur/ or word            /oo/ u oul awful could            /air/ are share            /or/ au aur oor al author dinosaur floor walk            /ch/ tch ture match adventure            /ar/ al a half* father*            /or/ a water            schwa in longer words: different            /o/ a want            /air/ ear ere bear there            /ur/ ear learn            /r/ wr wrist            /s/ st sc whistle science            /c/ ch school            /sh/ ch chef            /z/ ze freeze            schwa at the end of words: actor         </p>	<p>once laugh because eye</p>

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
<p>           /ai/ eigh aigh ey ea eight straight grey break            /n/ kn gn knee gnaw            /m/ mb thumb            /ear/ ere eer here deer            /zh/ su si treasure vision            /j/ dge bridge            /i/ y crystal            /j/ ge large            /sh/ ti ssi si ci potion mission mansion delicious            /or/ augh our oar ore daughter pour oar more         </p>	<p>           busy beautiful pretty hour            move improve parents shoe         </p>