



St Anne's Primary

Phonics Sequence of Learning

We use a systematic approach to the teaching of synthetic phonics to enable children to develop secure reading and spelling skills. It is proven that high quality phonics teaching is 'the best route for children to become fluent and independent readers (through) securing phonics as the prime approach to decoding unfamiliar words' (L&S Notes of Guidance). A strong emphasis on high quality teaching of phonics can substantially reduce the number of children at risk of falling below age-related expectations for reading. Our phonics sequence follows the teaching progression of the publication of Letters and Sounds (2007). Teachers make use of the Jolly Phonics resources to support the children's learning of phonemes in Early Years. This sequence sets out clear expectations of pupils' progress in phonics term by term.

Whole class phonics teaching will follow the suggested four-part structure of Revisit and Review – Teach – Practise –Apply as suggested from Letters and Sounds. Phonics interventions will follow the same structure and will be streamed, according to gaps in skills and knowledge, throughout EYFS and KS1.

Reading: Children have opportunities to apply their phonic knowledge using phonetically decodable books from a variety of phonics book schemes, matched to our progression. The sequence of reading books shows a cumulative progression in phonics knowledge that closely matches the school's phonics programme (Appendix 1). Once the children are secure with the new content that has been taught, they are able to read the books from that set within the phase, to develop their fluency.

High Frequency words: Our school's agreed approach to the teaching of common exception words is that children are encouraged to use their knowledge of synthetic phonics as much as possible to work out how to read unknown words aloud. The bits of a word that are 'tricky' and do not directly correspond to known grapheme- phoneme correspondence are identified and discussed as a teaching point. We call these 'tricky words'. Within this sequence, we have identified where we expect tricky words and decodable high frequency words to be taught. (See Appendix 2)

Timescale	Teaching Content	Skills and strategies	Words to read	Tricky words to spell	Outcome and assessment expectation
Phase 1 continuous provision through Phase 2 – 6 <i>Phase One builds the foundations for children's speaking and listening skills and all aspects need to be covered throughout all phases. In particular, activities are included to develop rhythm and rhyme (aspect 4) and oral blending and segmenting of the sounds of spoken words (aspect 7).</i>					
Reception					
Reception Autumn 1 Phase 2	Phase 2 <i>Pupils will learn single graphemes</i> 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), (ll), ss	Correct articulation of individual phonemes. Oral blending/segmentation of VC and CVC words To use phonics and identify the 'tricky bit' in a word that is not fully decodable Oral blending/segmentation of CVC words	the to no go l into		Working within Phase 2 Correct articulation of phonemes when shown individual graphemes To begin to blend separate sounds together into whole words for reading To begin to segment whole words into separate sounds
Reception Autumn 2 Phase 3	Pupils will continue to learn single graphemes	Phase 3:	he she me	l the to	Give correct articulation of Phase 2 phonemes and new

	<p>and be taught consonant digraphs</p> <p>Set 6; j, v, w, x</p> <p>Set 7; y, z, zz, qu</p> <p>Set 8; ch, sh, th, ng</p> <p>Set 9; ai, ee, igh, oa, oo</p> <p>Set 10; ar, or, ur, ow, oi,</p>	<p>Blend and read CVC words containing Phase 2 and 3 sounds</p> <p>Segment and spell CVC words containing Phase 2 and 3 sounds</p> <p>Write each letter correctly when following a model</p>	<p>we be</p> <p>See appendix 3 for decodable word list</p>	<p>no go into</p>	<p>phase 3 taught content when shown individual graphemes.</p> <p>Orally blend and segment for reading CVC words.</p> <p>To blend separate sounds together into whole words for reading</p> <p>To segment whole words into separate sounds for spelling</p>
<p>Reception Spring 1</p> <p>Phase 3 new content + revision and application</p>	<p>Phase 3</p> <p><i>Pupils will continue to learn consonant digraphs and some long vowel phonemes</i></p> <p>Set 11; air, ure, ear, er</p>	<p>Differentiate between letter names and letter sounds</p> <p>Able to read simple two syllable words and captions.</p>	<p>was my they you her all</p> <p>See appendix 3 for decodable word list</p>	<p>he she me we be</p>	<p>Give correct articulation of all 26 phonemes</p> <p>Know all letter names</p> <p>Blend and segment sounds represented by single letters</p>
<p>Reception Spring 2</p> <p>Phase 4</p>	<p>Phase 4</p> <p>No new grapheme phoneme correspondence taught</p> <p>CCVC CVCC CCVCC</p>	<p>Blend and read CVCC/CCVC words</p> <p>Segment and spell CVCC/CCVC words</p>	<p>said so have like some come were there little one do when out what</p>	<p>was you they all are my her</p>	<p>Give correct articulation of phase 2 and 3 sounds when shown individual graphemes</p> <p>Blend to read simple captions, sentences and questions</p> <p>Be able to write phonemic approximations of any word they wish to write</p>
<p>Reception Summer 1 and 2</p> <p>Consolidation and application</p>	<p>Children will be given opportunities to apply their phonetic knowledge to read and spell decodable words and write in simple sentences</p>	<p>Oral blending and segmenting of CCVC, CVCC and CCVCC words</p> <p>Blending and segmenting of CCVC, CVCC and CCVCC words</p>	<p>Consolidate tricky words for reading and spelling from phase 2-4</p>		<p>Secure in phase 4</p> <p>Orally blend and segment words with up to 5 sounds</p> <p>Be able to read phase 4 tricky words and spell phase 3 tricky words</p> <p>To apply phonetic knowledge to read and spell decodable words and write in simple sentences</p>

Year 1

Year 1 Autumn 1 Phase 3 (revision)	<p>Chn will revise phase 3 graphemes to promote sticky learning and embed into long term memory.</p> <p>Set 6; j, v, w, x</p> <p>Set 7; y, z, zz, qu</p> <p>Set 8; ch, sh, th, ng</p> <p>Set 9; ai, ee, igh, oa, oo</p> <p>Set 10; ar, or, ur, ow, oi,</p> <p>Set 11; air, ear, ure, er</p>	<p>Blend and read CVC words containing Phase 2 and 3 sounds</p> <p>Segment and spell CVC words containing Phase 2 and 3 sounds</p> <p>Write each letter correctly when following a model</p>	<p>Phase 2 tricky words: I, no, go, to, the, into</p> <p>Phase 3 tricky words: he, she, we, me, be, you, are, her, was, all, they, my</p> <p>Decodable word list</p>	<p>Give correct articulation of all 26 phase 2 and phase 3 phonemes</p> <p>Secure in phase 2 and 3</p> <p>To orally blend and segment words with known graphemes for reading</p> <p>To apply phonetic knowledge to read and spell decodable words and write in simple sentences</p> <p>To be able to read and spell phase 2 and 3 tricky words</p>
Year 1 Autumn 2 Phase 4 (revision)	<p>Chn will revise phase 4 consonant blends and skills to promote sticky learning and embed into long term memory.</p> <p>CCVC CVCC CCVCC</p> <p>Chn will focus on practicing to read and spell 2 syllable words and words with adjacent consonants.</p> <p>Chn will continue to be exposed to words containing all 26 taught graphemes from phase 2 and 3. No new phoneme-grapheme correspondence taught.</p>	<p>Blend and read of CCVC, CVCC and CCVCC words</p> <p>Segment and spell of CCVC, CVCC and CCVCC words</p>	<p>Phase 4 tricky words: said, have, like, so, do, some, come, little, one, were, there, what, when, out</p> <p>Decodable word list</p>	<p>Give correct articulation of all 26 phase 2 and phase 3 phonemes</p> <p>Secure in phase 2, 3 and 4</p> <p>Orally blend and segment words with up to 5 sounds</p> <p>Be able to read phase 4 tricky words and spell phase 2 and 3 tricky words</p> <p>To apply phonetic knowledge to read and spell decodable words and write in simple sentences including 2 syllable words and words with adjacent consonants.</p>
Year 1 Spring 1 Phase 5a + 5b (new content)	<p>Phase 5a - Chn will learn alternative graphemes for sounds taught in phase 3</p> <p>New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, e_e, i_e, o_e, u_e</p> <p>Phase 5b – Chn will learn alternative pronunciations for known graphemes</p> <p>New pronunciations: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p>	<p>Understand that there is more than one way to represent different phonemes</p> <p>Understand that there is more than one way to pronounce different graphemes</p>	<p>Phase 5 tricky words: oh, Mrs, people, their, called, Mr, looked, asked, could</p> <p>Decodable words list</p>	<p>Working within phase 5.</p> <p>Give correct pronunciation of some phase 5 graphemes.</p> <p>Give alternative pronunciations for some taught graphemes.</p> <p>Be able to read some phase 5 tricky words and spell phase 2, 3 and most phase 4 tricky words.</p> <p>Begin to understand that there are more than one grapheme to represent different phonemes</p> <p>Begin to understand that there is more than one way to pronounce different graphemes</p>

				(draw on knowledge from 'moon' and 'book' from phase 3)
Year 1 Spring 2 Phase 5c (new content + revision)	<p>Phase 5c- Chn will learn to recognise all phonetically plausible spellings for known phonemes and revise all taught GPCs.</p> <p>(ai) – ay, a_e, eigh, ey, ei (ee) – ea, e_e, ie, ey, y (igh) – ie, i_e, y, i (oa) – ow, o_e, o, oe ew, ue, u_e, u (or) – aw, au, al (er) – ir, ear (ow) – ou (oi) – oy</p>	<p>Blend and read words containing alternative graphemes</p> <p>Segment and spell words containing alternative graphemes</p> <p>Use phonetic knowledge, reading skills and understanding of the English language to decode and select correct grapheme representation (spelling) and correct pronunciation (reading)</p>	<p>100 HFW: https://content.twinkl.co.uk/resource/4e/8f/t-l-4541--100-high-frequency-words-word-mat-ver-8.pdf?token=exp=1641331303~acl=%2Fresource%2F4e%2F8f%2Ft-l-4541--100-high-frequency-words-word-mat-ver-8.pdf%2A~hmac=1530be12fda43ffcd210a568a7917575403e54e65b0450dfd78d876a1e371567</p>	<p>Secure in phase 5.</p> <p>Give correct pronunciation of phase 5 graphemes.</p> <p>Give alternative pronunciations for taught graphemes.</p> <p>Be able to read and spell phase 2, 3 and most phase 4 and 5 tricky words.</p> <p>Be able to read and spell some HFW.</p> <p>Use alternative ways to accurately represent and pronounce taught GPCs.</p> <p>Developing skills in spelling longer words using phonetically plausible attempts.</p>
Year 1 Summer 1 Phase 5 (revision)	<p>Revision and consolidation of Phase 5 alternative graphemes, pronunciations and spellings.</p>	<p>Reading and spelling phonetically decodable two and three syllable words.</p> <p>Segment and blend phonemes fluently and confidently to read words.</p>	<p>100 HFW</p>	<p>Able to fluently and confidently segment and blend decodable words in order to pass Phonics screening check.</p> <p>Be able to read and spell phase 2-5 tricky words.</p> <p>Be able to read and spell most HFW.</p> <p>Able to accurately represent phonemes using a taught (phonetically plausible) grapheme when spelling two and three syllable words.</p> <p>Use the alternative spellings and representations fluently and confidently to read and spell phonetically decodable words.</p>
Year 1 Summer 2 Phase 5 (application)	<p>Application of Phase 5 to accurately spell and read words.</p>	<p>Implement strategies to select correct spelling (writing) or pronunciation (reading) of taught GPCs.</p>		<p>Able to read and spell most HFW in independent writing.</p> <p>To be able to read phonetically decodable books independently.</p> <p>To be able to segment and spell independently when writing using phonetically plausible attempts.</p>

Year 2

Year 2 Autumn 1	<p>Revision of all Phase 5 sounds to accurately read and spell</p> <p>Preparation for Phonics Screening check</p>	Implement strategies to select correct spelling (writing) or pronunciation (reading) of taught GPCs.		<p>Able to read and spell most HFW in independent writing.</p> <p>To be able to read phonetically decodable books independently.</p> <p>To be able to segment and spell independently when writing using phonetically plausible attempts.</p>
Phase 5 provision to continue through Phase 6 to support children whose assessments indicate that further consolidation of phonics teaching is required				
Year 2 Autumn 2/Spring 1	<p>Phase 6 with NC links</p> <p>Morphology – Adding –es to nouns and verbs ending in –y Adding –ed, -ing, -er, and –est to a root word ending in –y -e with a consonant before it + adding these suffixes to words of one syllable ending in a single consonant after a single vowel letter</p> <p>The suffixes –ment, -ness, -ful, -less, and –ly</p> <p>Teaching National Curriculum for spelling and grammar content.</p>			<p>Recognise phonic irregularities and be more secure with less common grapheme phoneme correspondences</p> <p>Confidently applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>

Appendix 1- Phonics Progression

Phase 2 Set 1& 2	s/a/t/p/i/n/m/d	
Phase 2 – Set 3	g/o/c/k	to
Phase 2 – Set 4	ck/e/u/r	the, no, go
Phase 2 – Set 5	h/b/f/ff/l/l/ss	I, into

Phase 3 – Set 6	j/v/w/x	me, be
Phase 3 – Set 7	y/z/zz/qu	he, my, by
Phase 3 – Set 8	ch/sh/th/ng	they, she
Phase 3 – Set 9	ai/ee/igh/oa/oo-oo	we, are
Phase 3 – Set 10	ar/or/ur/ow/oi	you, her
Phase 3 – Set 11	ear/air/ure/er	all, was

Phase 4 – Set 12	Consolidation	said, have. Like, so, do, some, come, were, there, little, one, when, out, what
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Phase 5 – Set 13 (alternatives graphemes)	wh, ph, w, f	oh, their
Phase 5 – Set 14 (alternatives graphemes)	ai, ay, a-e, eigh, ey, ei	Mr, Mrs
Phase 5 – Set 15 (alternatives graphemes)	ee, ea, e-e, ie, ey, y	called, looked, asked
Phase 5 – Set 16 (alternatives graphemes)	igh, ie, i-e, y, l, eigh	water, where
Phase 5 – Set 17 (alternatives graphemes)	oa, ow, o-e, o, oe	who, again
Phase 5 – Set 18 (alternatives graphemes)	oo, ew, ue, u-e, u, oul	thought, through,
Phase 5 – Set 19 (alternatives graphemes)	or, aw, au, al, our	work, because, laughed
Phase 5 – Set 20 (alternatives graphemes)	ur, ir, er, ear	Thursday, Saturday, thirteen, thirty
Phase 5 – Set 21 (alternatives graphemes)	ow, oi, ou, oy	different, many, any
Phase 5 – Set 22 (alternatives graphemes)	ear, air, eer, ere, are	eyes, friends
Phase 5 – Set 23 (alternatives graphemes)	c, k, ck, ch	one, two, once
Phase 5 – Set 24 (alternatives graphemes)	s, ce, c, sc, st, se	great, clothes
Phase 5 – Set 25 (alternatives graphemes)	l, ge, g, dge	it's, I'm, I'll, I've
Phase 5 – Set 26 (alternatives graphemes)	l, m, n, r, le, mb, kn, gn, wr	don't, can't didn't
Phase 5 – Set 27 (alternatives graphemes)	ch, sh, e, o, u, tch, sh, ea, (w)a, o	first, second, third

Appendix 2- Teaching 'tricky' words for reading and spelling

When teaching 'tricky' words it is advisable to start from what is known and register the 'tricky' part in the word, using the phonics first approach.

When reading a tricky word, encourage the child to identify graphemes and the sounds in the words, even the parts of the word that are tricky. Sound talk the word, you can put sound buttons under each phoneme and blending them together to read the word.

Discuss the tricky part of the word where the letters do not correspond to the sounds the child knows. E.g. he - /h/e/ the /e/ makes an /ee/ sound that we know is normally a digraph such as /ee/, /ea/, /ey/ but it is the tricky part of this word as it is represented by a single phoneme /e/. Encourage the child to say the letter names (graphemes) as well as the sounds (phonemes).

When spelling a tricky word, write the word to be learned for the child to see. Ensure the child can read the word before being required to spell it. Say a sentence using the word. Sound talk the word using a finger for each phoneme. Ask the child to do the same. Discuss the letters needed for each phoneme, using letter names. Highlight the tricky part of the word by drawing a circle

around the 'tricky' part of the word. If there are other words with the same spelling pattern, teach these alongside the initial word as well.

Appendix 3- High Frequency Word Lists (Letters and Sounds)

<u>Phase 2</u>		
Decodable words		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put (north)	

<u>Phase 3</u>			
Decodable words		Tricky words	
will	see	you	he
that	for	they	she
this	now	all	we
then	down	are	me
them	look	my	be
with	too	her	was

<u>Phase 4</u>		
Decodable words		Tricky words
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

<u>Phase 5</u>
Note that some of the words that were tricky in earlier phases become fully decodable in Phase 5

Decodable words		Tricky Words
don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
house	saw	looked
about	very	called
your	put (south)	asked
		could