

Curriculum Overview Phonics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet.</p> <p>Phase 1 activities are arranged under the following seven aspects.</p> <ul style="list-style-type: none"> ■ Aspect 1: General sound discrimination – environmental sounds ■ Aspect 2: General sound discrimination – instrumental sounds ■ Aspect 3: General sound discrimination – body percussion ■ Aspect 4: Rhythm and rhyme ■ Aspect 5: Alliteration ■ Aspect 6: Voice sounds ■ Aspect 7: Oral blending and segmenting 					
Caterpillars	<p>Phase 1 activities will be ongoing throughout the year – listening to and identifying environmental sounds, instrumental sounds and body percussion, vocal games. Some games will be used from the list below and will sometimes be linked to the theme or topic that week or term, e.g. making firework sounds vocally, using instruments or body percussion around Bonfire Night.</p>					
Nursery	<p>Phase 1 Sounds feely bag using vocal sounds Espresso ‘Everyday Sounds’ identify sounds behind the door. Body percussion Steady beat: clapping, patting knees. Clap names Clap each child's name, using syllables. Roly poly Join in rhyme and actions in circle. Listening walk Stand in circle and close eyes. What can they hear?</p>	<p>Phase 1 Children take turns to listen and turn over a card to match sound. Which Instrument? Use 2 identical sets of instruments. Listen to sounds and name. Matching sounds Shake egg once, tap block twice etc. Pass round circle for each child to copy. Body percussion: steady beat- clapping, patting knees etc. Sing 'Can you clap & keep it going.' Syllable cards: Show picture and clap out the word.</p>	<p>Phase 1 / 2 Sydney Snake (ph2) Introduce 'S' sound. Pass large snake round circle. Children join in with 'sss' sound. Bertie the bus (ph2) Chant rhyme. Bag of 's' objects. Emphasize initial sound of each object. Trace letter in air. Do Jolly phonics action. Repeat for a,t,p,i,n, Body percussion Clap names Everyday Sounds</p>	<p>Phase 1 / 2 Bertie the bus (repeat sounds a,t,p,i,n Add b, m, ck) Rhyming: 'I see a bear, sitting on a.....' Rhyming pairs Put set of objects in centre. Child takes from bag and matches. E.g. fox in a box. Silly soup Selection of rhyming objects: dog, log frog. Say rhyme and add to 'soup'. Alliteration game 'Lily likes licking lollies' etc. Use children's names to think of alliteration</p>	<p>Phase 1 / 2 Listening games, Sound games, Oral segmenting and blending games Georgies Gym Say ' Georgie said put your hands on your h-ea-d, or your l-e-g-s. Rhyme activities</p>	<p>Phase 1 / 2 Consolidation of phase 1 and phase 2 activities</p>

Reception	<p>Children entering Phase 2 will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words.</p> <p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.</p>		<p>Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.</p> <p>The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p>		<p>Children entering Phase Four 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 tricky words.</p> <p>The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p>	
	<p>Phase 2</p> <p>Initial sounds Blending and segmenting CVC words</p>	<p>Phase 2</p> <p>Initial sounds Blending and segmenting CVC words</p>	<p>Phase 2/3</p> <p>Consonant & Vowel digraphs Initial sounds Blending and segmenting CVC words</p>	<p>Phase 3</p> <p>Consonant & Vowel digraphs Initial sounds Blending and segmenting CVC words</p>	<p>Phase 3/4</p> <p>Consonant & Vowel digraphs Consonant clusters at the beginning and end of words</p>	<p>Phase 2,3,4 consolidation</p>
Year 1	<p>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.</p>					
	<p>Phase 4</p> <p>Revisit consonant clusters at the beginning and end of words Plus poly syllabic words</p>	<p>Phase 5</p> <p>Alternative Graphemes</p>	<p>Phase 5</p> <p>Alternative Graphemes</p>	<p>Phase 5</p> <p>Alternative Graphemes</p>	<p>Phase 5</p> <p>Alternative Graphemes</p>	<p>Phase 5</p> <p>Alternative Graphemes</p>

Year 2

By the beginning of Phase 6, children should know most of the common grapheme–phoneme correspondences (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.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. During this phase, children become fluent readers and increasingly accurate spellers.

Phase 6

Silent letters,
alternative phonemes,
spelling patterns