

What order do we teach Phonics?

Phase 1

Seven Aspects: Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds

Oral segmenting and blending is introduced at the end of

Continues through all Phases

Phase 2

19 grapheme-phoneme correspondences

Set 1: s a t p Set

2: i n m d Set 3:

g o c k Set4: ck

e u r

Set 5: h b f, ff l, ll ss

Phase 3

25 more grapheme-phoneme correspondences

Set 6: j v w x Set 7:

y z, zz qu

Phase 3 two and three letter graphemes:

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

Phase 4

No new graphemes

Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read.

Phase 5

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known graphemes:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread),

er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

Alternative spellings for phonemes:

'Letters and Sounds'-Teaching alternative spellings for phonemes

Phase 6 (see also Y2/3 Support for Spelling)

Consolidation of all of above

Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.

Past tense words

Adding Suffixes/prefixes to make longer words

Tricky 'bits' in words and use of memory strategies