



## Appendix 1: Phonics Scheme – Letters and Sounds

Phase 1: linked to the Communication, Language and Learning area of the Early Years Foundation Stage profile, this phase includes exploring environmental sounds, instrumental sounds, vocal sounds, rhythm and rhyme, alliteration and begins oral blending and segmenting.

Phase 2: this phase teaches 19 letter sounds and develops the blending and segmenting skills by linking these letters (graphemes) and the sounds (phonemes) they represent.

- Pupils are taught to read simple words of a Vowel/Consonant (VC) eg **in** and Consonant / Vowel / Consonant (CVC) eg **sat**
- Pupils are introduced to some two-syllable words eg **picnic**
- Pupils are introduced to Tricky Words which are words used frequently but which can't be read using the phonics approach, so need to be learned 'by heart' or 'by sight' eg **the**

Phase 3: pupils learn 25 more graphemes, many of which now comprise two letters, known as a Digraph eg **ch** and **ee**. This is when we teach the letter names for the first time. This is the idea that each letter of the alphabet has a name as well as a sound, eg the letter M has the letter name 'em' but represents the sound 'mmm'.

- Pupils continue to practice blending and segmenting CVC word
- Pupils work with two-syllables and poly-syllabic (more than two) words eg **butterfly**
- Pupils increase the number of Tricky Words they can recognise
- Pupils learn 100 High Frequency words, which are the most common words used in the English language and include both tricky words and words that can be read phonetically

Phase 4: this is a revision and consolidation phase, where we encourage pupils to use the letters and sounds they know so far to enjoy reading and writing (spelling). Pupils will practice longer words that have two adjacent consonants eg CCVC (**stop**) CVCC (**jump**) and CCVCC (**twist**).

Phase 5: this phase completes all the learning necessary for pupils to be successful in the Phonics Check administered in the Summer term of Year 1 or again in Year 2 if necessary. More importantly, however, it builds the skills to enable pupils to be more fluent readers and more accurate in spelling.

- Pupils learn that there are different ways to pronounce the same grapheme, eg **ow** such as in the words cow and grow
- Pupils learn that there are different spellings of the same sound, eg the sound /er/ can be written **er**, **ir** and **ur**
- Pupils learn enough Tricky Words by sight to be able to read longer passages of text without hesitation, and to include them in their writing



## **Appendix 1: Phonics Scheme – Letters and Sounds**

Phase 6: this phase is closely linked to the expectations of Year 2 pupils, where pupils will be reading longer texts and at a faster pace, and beginning to understand the conventions for Spelling, Grammar and Punctuation (SPaG) in English writing.

Significant numbers of pupils join us as children New to English and we therefore also use the phonics scheme, from Phase 2, in KS2 classes as small group interventions.