

PHONICS PHASES OVERVIEW

Phase 1 (Nursery/Pre-school):

- Showing an awareness of rhyme and alliteration (words that start with the same sounds)
- Distinguishing between sounds in the environment and phonemes
- Exploring and experimenting with sounds and words
- Beginning to orally blend and segment phonemes

Phase 2:

Learning graphemes

- 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, l, ll, ss,

Phase 3:

Learning one grapheme for each phoneme we have in English

- Set 6 - j, v, w, x
- Set 7 - y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Long vowel graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo

Phase 4:

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. Children also practise using what they know to decode pseudo words (nonsense words).

Phase 5A

Learning new graphemes

- Ay, oy, ou, ir, ie, ue, ea, aw, wh, ph, ew, oe
- Split digraphs a-e, e-e, i-e, o-e, u-e.

These used to be taught as magic e but now it is recommended that children learn to recognise these in the same way as other graphemes but simply explaining that in these particular graphemes the two letters work as a team but they aren't directly next to each other.

Phase 5B

Alternative pronunciations

During this phase it is introduced that some graphemes can be pronounced in more than one way. E.g. the ch grapheme can be pronounced in each of these ways check, chef and school. This is a vital lesson for children to learn and they need to learn to apply it in their reading. Make sure you model trying to read a word by sounding out the most obvious phonemes then blending it together. If it doesn't make sense model looking at each grapheme and seeing whether there are alternative pronunciations.

Phase 5C

Alternative spellings

This part of Phase 5 is all about learning that some phonemes have more than one spelling, for example /j/ jug, fudge, rage. During this phase it is important that children try to discover these rules by themselves by playing investigative type games and looking for patterns.