

St Edwards Phonics Pathway - Phonics in Early Years and beyond.



Nursery

Phase 1

Children should be encouraged to enjoy books from as early an age as possible.

The focus of this phase is on listening to and repeating sounds.

Songs and rhymes

Listening games

Pre-school

Phase 1

Phase 1 supports children's developing speaking and listening skills and linking of sounds and letters.

Activities are divided into seven groups:

Autumn term:

Aspect 1: Environmental sounds

Aspect 2: Instrumental sounds

Aspect 3: Body percussion

Aspect 4: Rhythm and rhyme

Spring term:

In groups according to ability

When achieved aspect 4 progress further, if not repeat aspects 1-4

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Summer term:

In groups according to ability.

When achieved aspect 4 progress further (aspects 5-7), if not repeat aspects 1-4

Phase 2 introduces simple letter-sound correspondences.

Letters and sounds

Learn actions to match each sound.

Reception

Autumn term:

Phase 2 introduces simple letter-sound correspondences. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words. For example, they will learn to blend the sounds s-a-t to make the word sat.

Set 1: s, a, t, p

at, a, sat, pat, tap, sap, as

Set 2: i, n, m, d

i – it, is, sit, pit, tip

n – an, in, nip, pan, nap

m – am, man, mat, map, Tim

d – dad, and, sad, dim, Sid

Set 3: g, o, c, k

g – tag, gag, sag, gas, pig

o – got, on, not, top, dog

c – can, cot, cop, cap, cod

k – kid, kit, Kim, Ken

Set 4: ck, e, u, r

ck – kick, sack, dock, sick, pocket

e – get, pet, ten, net, pen

u – up, mum, run, mug, cup

r – rip, ram, rat, rocket, carrot

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

h – had, him, his, hot, hut

b – but, big, back, bed, bus

f, ff – of, if, off, fit, fog, puff

l, ll – let, leg, lot, bell, doll

ss – less, hiss, mass, mess, boss

Phase 2 tricky words:

the, to, no, go, I, into

Phase 3 children build on the letter-sound correspondences learned in Phase 2. They learn consonant digraphs (sounds made up of two letters together such as 'ch' or 'll') and long vowel sounds (such as 'igh' or 'ai').

Set 6: j, v, w, x

j – jet, jam, jog, Jan

v – van, vet, velvet

w – wig, will, web

x – fox, box, six

Set 7: y, z, zz, qu

y – yes, yet, yell

z – zip, zig-zag

zz – buzz, jazz

qu – quit, quick, liquid

Consonant digraphs:

ch – chip, chat, rich

sh – shop, shed, fish

th – thin, moth, that

ng – ring, thing, song

Vowel digraphs and trigraphs:

ai – rain, tail, aim

ee – bee, leek, see

igh – high, sigh, might

oa – boat, toad, foal

oo – boot, food, moon

oo – book, wood, foot

ar – park, art, car

or – for, torn, fork

ur – hurt, fur, surf

ow – cow, owl, town

oi – coin, boil, oil

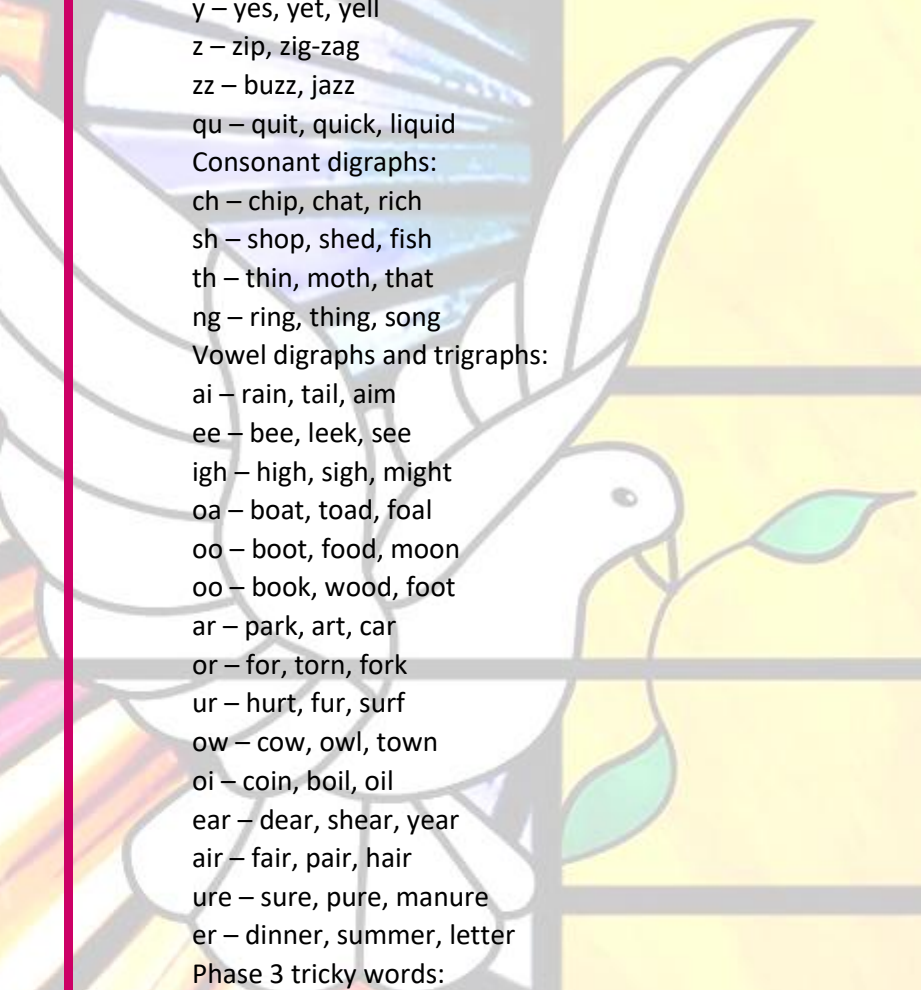
ear – dear, shear, year

air – fair, pair, hair

ure – sure, pure, manure

er – dinner, summer, letter

Phase 3 tricky words:



he, she, we, me, be, was, you, they, all, are, my, her

Spring term

consolidate Phase 3 sounds

Summer term

continue to consolidate phase 3 sounds

Phase 4

Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, trap, strong, milk and crept).

Phase 4 tricky words:

said, have, like, so, do, some, come, were, there, little, one, when, out, what

Year 1

Autumn term -

Phase 5 (Phase 4 recap for identified Children)

Children will learn some new graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned ow as in cow and will now learn ow as in blow.

In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme igh as in 'night', but can also be spelled y, ie, and i-e.

New graphemes for reading:

ay – day, play, crayon

ou – cloud, sound, about

ie – pie, tie, cried

ea – sea, meat, read

oy – toy, enjoy, boy

ir – bird, shirt, first

ue – blue, true, glue

aw – paw, claw, yawn

wh – wheel, whisper, when

ph – photo, dolphin, alphabet

ew – new, crew, flew

oe – toe, foe, tomatoes

au – Paul, launch, haul

a-e – make, game, snake

e-e – these, Eve, extreme

i-e – like, time, slide

o-e – home, bone, pole

u-e – rule, June, flute

Phase 5 tricky words:

oh, their, people, Mr, Mrs, looked, called, asked, could

Interventions group fluid at this point to target those Children struggling to keep phonetic pace.

Year 2

Recap phase 5 sounds

Learn common exception words

Phase 6

In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.

Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on for the remainder of the year (spring and summer term).

**Due to Covid 19 most children are working a term behind their expected level of learning.

**Reception are working at least a term and a half behind their expected level as a result of staffing mobility and Covid 19.

