

Phonics Programme of Study

Reception

The programme of study was revised for September 2016. Below is an overview of Phases which will be covered. At the end of the document is an appendix with phase related words and captions to support planning and teaching. Assessment guidance is included within the programme of study. Assessment sheets can be found on public. The new term for tricky words in the new curriculum is common exception words.

Phase 2 (up to 6 weeks):

Children entering Phase Two 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, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.

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 the either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency words: **the, to, go, no.**

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Phase 3 (up to 12 weeks)

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.

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. They will learn letter names during this phase, learn to read and spell some more high-frequency words.

Phase 4 (4 weeks)

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 a range of high-frequency words.

The purpose of this phase is to **consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.**

Please note – Only begin teaching alternates if the children are secure and assessments show that they have retained and can sound out all of the phase 3 sounds (particularly trigraphs) in a range of words. If needed spend more time consolidating this in the summer time as any alternates will be explicitly taught in Year 1.

Phase 5 is 30 weeks in total and will be predominantly taught in Year 1.

Children entering Phase Five 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.

Skills

Alongside phonic knowledge the skills of *segmenting* and *blending* should be explicitly taught and modelled. Children should be encouraged to isolate and count the sounds in words using Fred.

WEEK	PHONEME	Words to Learn
	1	Assessment
Phase 2	2	s a t p – set 1
	3	i n m d – set 2
	4	g o c k – set 3
	5	ck e u r – set 4
	6	h b f/ff l/l (will) ss – set 5
	7	<p>SKILLS FOCUS Using the phonemes taught to date Blending Children blend to read words such as sat, mad, dip, mat, map, tin. To differentiate higher ability to read captions containing the words. See appendix for word lists and captions for sets 1-5.</p>
	8	<p>Revisit all the phonemes to date. (name and sound) Grapheme-phoneme correspondence. Phoneme – grapheme correspondence</p> <p>Update assessments</p> <p>Assessment Guidance: By the end of Phase Two children should: <ul style="list-style-type: none"> + give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; + find any Phase Two letter, from a display, when given the sound; + be able to orally blend and segment CVC words; + be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and ‘silly names’ such as ip, ug and ock; + be able to read and spell the words to learn taught so far. </p>
	Phase 3	9
10		j v w x – set 6
11		Y z/zz qu – set 7
12		<p>SKILLS FOCUS Using phonemes taught to date</p> <p>Hearing sounds in words All children can respond to Fred by blending sounds to hear a word. Most children can count the sounds in 2 and 3 phoneme words. Some children can demarcate words with sound buttons</p>
13		Ch, sh, th (with, this them, then, that), ng – consonant

		digraphs	
	14	Revisit all the phonemes to date. (name and sound)	
	15	Grapheme-phoneme correspondence. Phoneme – grapheme correspondence. Assessment of individuals Captions for reading from Letters & Sounds phase 2 and set 6 and 7 from phase 3 Assess reading and spelling of words to learn taught so far.	

WEEK		PHONEME	Words to Learn
Phase 3	16	Focus - Letter names, Singing the alphabet. Relationship between name and sound, animal analogy.(L&S P.80)	
	17	nk, oo (look, too), ie	was, of
	18	Ee (see), or (for)	his, has, her
	19	Oa, ai	They, you
	20	Oi, ou (out)	My, by
	21	Ar, er	have, like
	22	Assess and Review	All children can give the pure sound for each individual letter of the alphabet Most children Can also give the sound for the taught vowel and consonant digraphs. Some children Can recognise digraphs within words and read words containing taught digraphs.
	22	Introduce trigraphs Ear, ure	said
	23	air, igh	all, are
	24	Ow (now, down) + Consolidate ou	we, me, be
25	Ur + Consolidate er	Revise	

	26	<p>Revise everything learned</p> <p>SKILLS FOCUS</p> <p>We can read week</p>	<p>http://www.cer.education.nsw.gov.au/documents/249903/250184/Letters%20and%20Sounds-3.pdf</p> <p>Activities based upon the captions, sentences and silly questions from phase 3 letters and sounds (link above)</p> <p>Reading skills such as ‘does this sound right’ can be explicitly taught and modelled eg which sound to use when reading book or moon</p> <p>Assessment Guidance: By the end of Phase Three children should:</p> <ul style="list-style-type: none"> ■ give the sound when shown all or most Phase Two and Phase Three graphemes; ■ find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; ■ be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ assess words to learn taught so far. ■ write each letter correctly when following a model.
Phase 4	27	<p>Phase 4</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words – Teach and practise reading CCVC words – Teach and practise spelling CCVC words – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences <p>Use assessments to focus on specific graphemes learned so far.</p> <p>Particular focus on reading digraphs within words.</p>	<p>some, come</p>
	28	<p>Phase 4</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing <u>digraphs</u> – Practise spelling words containing <u>digraphs</u> – Practise reading and spelling high-frequency words – Practise reading sentences 	<p>were</p>

		– Practise writing sentences Particular focus on reading trigraphs within words.	
	29	Phase 4 – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing <u>digraphs and trigraphs</u> – Practise spelling words containing <u>digraphs and trigraphs</u> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences	Where, there
	30	Assess and Review	Assessment Guidance: By the end of Phase Four children should: <ul style="list-style-type: none"> ■ give the sound when shown any Phase Two and Phase Three grapheme; ■ find any Phase Two and Phase Three grapheme, from a display, when given the sound; ■ be able to blend and read words containing adjacent consonants; ■ be able to segment and spell words containing adjacent consonants; ■ write each letter, usually correctly. ■ assess words to learn taught so far

WEEK	PHONEME	Words to Learn
Phase 5	31	Wh ph when, what
	32	Aw nk little, one
	33	ou/ow Red revise alternates already taught as part of phase 3 sounds Mr, Mrs
	34	er/ur Red revise alternates already taught as part of phase 3 sounds Revise
	35	ie/igh Red revise alternates already taught as part of phase 3 sounds Revise
	36	Assess and Review Update phonic assessments. <i>Revise and assess.</i>
	37	Revise everything learned Use assessments to focus on specific GPCs – class specific Update phonic assessments to pass on to Year 1 teachers. Identify children who need extra intervention in Year 1.

	38	Revise everything learned Use assessments to focus on specific GPCs – class specific	Spelling focus
	39	Revise everything learned Use assessments to focus on specific GPCs – class specific	

Mastered children

If any children have grasped all of the phonemes and read and spell words taught in the Reception POS, follow the sequence below to introduce alternate graphemes to those already taught. The digraph in bold is the new grapheme.

Ou/**ow**

Er/**ur**

Ai/**ay**

Oi/**oy**

Ee/**ea**

Or/**aw**

w/**wh**

f/**ph**

le/**igh**

save POS

Send Letters and sounds doc

Appendix

Structure of a phonics session

Sequence of teaching in a discrete phonics session

Introduction
Objectives and criteria for success



Revisit and review



Teach



Practise



Apply



Assess learning against criteria

Revisit and review

- Practise previously learned letters or graphemes

Teach

- Teach new graphemes
- Teach one or two tricky words

Practise

- Practise blending and reading words with a new GPC
- Practise segmenting and spelling words with a new GPC

Apply

- Read or write a caption or sentence using one or more tricky words and words containing the graphemes

Appendix

Phase 2

Words using set 1 GPC

For ** see next page

at
sat
pat
tap
sap
[a*, as**]

Words using sets 1 and 2 GPCs

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is**	in	man	sad
sit	nip	mam	dim
sat	pan	mat	dip
pit	pin	map	din
tip	tin	Pam	did
pip	tan	Tim	Sid
sip	nap	Sam	and

Words using sets 1–3 GPCs

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	pop		
pig	God		
dig	Mog		

Words using sets 1–4 GPCs

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	tuck	rot
ticket	men	mud	rocket
pocket	neck	sunset	carrot

Teach that 'ck' together stands for the same sound as 'c' and 'k' separately – ck never comes at the beginning of a word, but often comes at the end or near the end.

Words using sets 1–5 letters

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of**	lap	ass
him	big	if	let	less
his**	back	off	leg	hiss
hot	bet	fit	lot	mass
hut	bad	fin	lit	mess
hop	bag	fun	bell	boss
hum	bed	fig	fill	fuss
hit	bud	fog	doll	hiss
hat	beg	puff	tell	pass (<i>north</i>)
has **	bug	huff	sell	kiss
hack	bun	cuff	Bill	Tess
hug	bus	fan	Nell	fusspot
	Ben	fat	dull	
	bat		laptop	
	bit			
	bucket			
	beckon			
	rabbit			

Appendix

Phase 3

Words and sentences using sets 1–7 letters

Words using sets 1–6 GPCs			
(+j)	(+v)	(+w)	(+x)
jam	van	<i>will</i>	mix
Jill	vat	win	fix
jet	vet	wag	box
jog	Vic	web	tax
Jack	Ravi	wig	six
Jen	Kevin	wax	taxi
jet-lag	visit	cobweb	vixen
jacket	velvet	wicked	exit

go to the log hut
a hot hob
sit back to back
a duck and a hen

pack a pen in a bag
a doll in a cot
a cat and a big fat rat

Words using sets 1–7 GPCs		
(+y)	(+z/zz)	(+qu)
yap	zip	quiz
yes	Zak	quit
yet	buzz	quick
yell	jazz	quack
yum-yum	zigzag	liquid

The captions are included to provide a bridge between the reading of single words and the reading of books. They enable children to use and apply their decoding skills on simple material fully compatible with the word-reading level they have reached. This helps them to gain confidence and begin to read simple books.

Yes/no questions with words containing sets 1–6 GPCs

Is the sun wet?

Can wax get hot?

Has a fox got six legs?

Can a vet fix a jet?

Will a pen fit in a box?

Can men jog to get fit?

Has a pot of jam got a lid?

Can a taxi hop?

Can a van go up a hill?

Has a cat got a web?

Yes/no questions with words containing sets 1–7 GPCs

Can a duck quack?

Is a zebra a pet?

Can a rabbit yell at a man?

Can a hen peck?

Sentences using words containing sets 1–7 GPCs and **he**, **we** and **she**

She will fill the bucket at the well.

If the dog has a bad leg, the vet can fix it.

Will Azam and Liz win the quiz? Yes!

He did up the zip on Zinat's jacket.

The fox and vixen had cubs in a den.

We can get the big bed into the van.

Sentences are offered here to give children practice in reading and understanding short texts which are fully decodable.

Words using the four consonant digraphs

Each of these words contains the target grapheme but no other Phase Three graphemes. This means that the Phase Three graphemes can be taught in any order.

ch	sh	th	ng
chop	ship	<i>them</i>	ring
chin	shop	<i>then</i>	rang
chug	shed	<i>that</i>	hang
check	shell	<i>this</i>	song
such	fish	<i>with</i>	wing
chip	shock	moth	rung
chill	cash	thin	king
much	bash	thick	long
rich	hush	path (<i>north</i>)	sing
chicken	rush	bath (<i>north</i>)	ping-pong

Sentences with set 1–7 letters plus the four consonant digraphs and some tricky words

I am in such a rush to get to the shops.

A man is rich if he has lots of cash.

Natasha sang a song to me.

The van will chug up the long hill.

Sasha had a quick chat with Kath and me.

A moth can be fat, but its wings are thin.

The ship hit the rocks with a thud.

Lots of shops sell chicken as well as fish and chips.

Josh had a shock as he got a bash on the chin.

Words using the Phase Three vowel graphemes

ai	ee	igh	oa	oo	
wait	see	high	coat	too	book
Gail	feel	sigh	bad	zoo	foot
hail	weep	light	goat	boot	cook
pain	feet	might	bafe	hoof	good
aim	jeep	night	road	zoom	book
sail	seem	right	soap	cool	took
main	meet	sight	oak	food	wood
tail	week	fight	toad	root	wool
rain	deep	tight	foal	moon	hook
bait	keep	tonight	boatman	rooftop	hood

ar	or	ur	ow	oi
bar	for	fur	now	oil
car	fork	burn	down	boil
bark	cord	urn	owl	coin
card	cork	burp	cow	coil
cart	sort	curl	how	join
hard	born	hurt	bow	soil
jar	worn	surf	pow!	toil
park	fort	turn	row	quoit
market	torn	turnip	town	poison
farmyard	cornet	curds	towel	tinfoil

ear	air	ure	er
ear	air	sure	hammer
dear	fair	lure	letter
fear	hair	assure	rocker
hear	lair	insure	ladder
gear	pair	pure	supper
near	cairn	cure	dinner
tear		secure	boxer
year		manure	better
rear		mature	summer
beard			banner

Words with a combination of two Phase Three graphemes

cheep	sheet	thing	thorn	teeth	coach
tooth	harsh	short	church	singer	shear
chair	waiter	arch	chain	faith	sheep
sharp	poach	shoal	shook	shark	march
torch	orchard	north	farmer	shorter	longer
looking	powder	lightning	porch	thicker	booth

Captions

tools in the shed

ships in port

boats on the river

fish and chips on a dish

a goat and a cow

sixteen trees

looking at books

the light of a torch

digging in the soil

goats in a farmyard

Sentences

Mark and Carl got wet in the rain.

Jill has fair hair but Jack has dark hair.

I can hear an owl hoot at night.

Bow down to the king and queen.

I can see a pair of boots on the mat.

The farmer gets up at six in the morning.

Jim has seven silver coins.

Nan is sitting in the rocking-chair.

Gurdeep had a chat with his dad.

It has been hot this year.

Sentences for the end of Phase Three

On the farm

I will soon visit my nan at her farm.

She will let me feed the hens and chickens.

They peck up corn in the farmyard.

She has goats and cows as well as hens.

She gets the hens into a shed at night

– foxes might get them.

In town

You and I can meet on the corner.

We can get the bus to the fish and chip shop.

Janaki and her sister may join us.

They can get fish and chips, too.

Then we can all run to the park.

In a wigwam

Kevin has a wigwam in the garden.

Alex, Jon and Jeevan visit him.

Kevin's dad cooks chicken for them on hot coals.

At the river

Max and Vikram sail a wooden boat.

Jeff chucks bits of bun in the river for the ducks.

Yasmin sits on a rock and looks for fish.

Having food in the wigwam is fun.
Then they sing songs.

Tanya and Yasha see an eel.
Shep the dog sits down in the mud and
gets in a mess.

In the woods

Chip the dog runs to the woods.
He is looking for rabbits but sees a fox.
The fox sees him and rushes off to its den.
Chip dashes after it but cannot see it.
He feels sad and runs back to his kennel.

Sentences and substitute words for 'Sentence substitution'

See page 86.

Mark fed the cat	dog	hid	Gail	moon
The sheep are in the shed	bedroom	farmyard	cars	wait
You can hear a goat	toad	song	see	coin
They might meet in the town	market	summer	we	fish
The shop is on the corner	church	right	shark	boat
She has worn red shorts	boots	boats	seen	He
He sat down on the carpet	chair	fell	soil	weeds
She has had lots of good books	food	seen	hard	Joan
Join me in the pool	them	park	keep	coach
This is a good shop for chips	coats	year	coffee	bad

Yes/no questions suitable for the end of Phase Three

See page 97.

- | | |
|-----------------------------|--------------------------------|
| Is rain wet? | Will all shops sell nails? |
| Can a boat sail? | Can a chicken sit on a chair? |
| Is all hair fair? | Can a coach zoom into the air? |
| Is the moon far off? | Are the teeth of sharks sharp? |
| Are fish and chips food? | Are fingers as long as arms? |
| Is it dark at night? | Can a coat hang on a hook? |
| Is a thick book thin? | Can a hammer chop wood? |
| Can we get wool from sheep? | Will a ship sail on a road? |
| Will six cows fit in a car? | Can ducks see fish in rivers? |
| Can coins sing a song? | Can you hear bees buzzing now? |

Appendix

Phase 4

CVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes		Polysyllabic words	
<i>went</i>	best	fond	champ	shift	<i>children</i>	shampoo
<i>it's</i>	tilt	gust	chest	shelf	helpdesk	Chester
<i>help</i>	lift	hand	tenth	joint	sandpit	giftbox
<i>just</i>	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk	<i>(north)*</i>	thank	burnt	seventh	thundering
lamp	limp	<i>ask*</i>				
wind	soft	<i>fast*</i>				
hump	pond	<i>last*</i>				
land	husk	<i>daft*</i>				
nest	cost	<i>task*</i>				
sink	bank					
link	bunk					
hunt						

CCV and CCVC words

Words using sets 1–7 letters		Words using Phase Three graphemes			
from	grip	green	flair	clear	speech
stop	glad	fresh	trail	train	smear
spot	twin	steep	cream	swing	thrill
frog	sniff	tree	clown	droop	
step	plum	spear	star	spoon	
plan	gran	smell	creep	float	Polysyllabic words
speck	swim	spoil	brown	smart	treetop
trip	clap	train	stair	groan	starlight
grab	drop	spoon	spoil	brush	floating
track	(north)*	sport	spark	growl	freshness
spin	glass*	thrush	bring	scoop	
flag	grass*	trash	crash	sport	
	brass*	start	bleed	frown	

CCVCC, CCCVC and CCCVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes	Polysyllabic words
stand	crust	(north)*	crunch	driftwood
crisp	tramp	graft*	drench	twisting
trend	grunt	grant*	trench	printer
trust	crept	blast*	Grinch	
spend	drift	grasp*	shrink	
glint	slept	slant*	thrust	
twist	skunk			
brand	think		spring	
frost	thank		strap	
cramp	blink		string	
plump	drank		scrap	
stamp	blank		street	
blend	trunk		scrunch	
stunt				

Sentences

Fred and Brett spent a week in Spain.

I kept bumping into things in the dark.

Milk is good for children's teeth.

The clown did tricks with a chimpanzee.

The frog jumps in the pond and swims off.

I must not tramp on the flowers.

A crab crept into a crack in the rock.

A drip from the tap drops in the sink.

I can hear twigs snapping in the wind.

It is fun to camp in a tent.

Sentences and substitute words for 'Sentence substitution'

(See page 114)

The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Krishnan	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took

Yes/no questions

(See page 123)

Can a clock get cross?

Can crabs clap hands?

Are you fond of plums?

Did a shark ever jump up a tree?

Can frogs swim in ponds?

Is the moon green?

Can you bang on a big drum?

Have you ever slept in a tent?

Are all children good at sport?

Have you seen a trail left by a snail?

Are you afraid of thunderstorms?

Can a spoon grab a fork?

Do chimps come from Mars?

Can letters have stamps stuck on them?

Do trains run on tracks?

Will a truck go up steep stairs?

Do some dogs have black spots?

Are you glad when you have a pain?

Can we see the stars on a clear night?