

Phonics Overview

Phase 1 EYFS	Weekly rhyming time Opportunities to explore sounds and rhythm Bearing Away intervention (for those struggling with Phase 1 / 2) Other interventions: dyslexia, Down Syndrome, Seeing Stars Phonics Blending (these will be complementary to / substitute of phases 2-5 if necessary)										
Phase 2	Assessment / refresher	s a t	p i n	m d	g o c	K, ck, e	u, r	h, b, f/ff	l/l ss	Recap AFL for phase 2	N/A
			HFWs: Is, it	HFWs: in, at	HFWs: And	HFWs: And, to	HFWs: To, the	HFWs: No, go	HFWs: go, l		
	Each session to also include: <ul style="list-style-type: none"> - Revision of previously taught GCPs - Blending and segmenting teaching and practice opportunities - Real vs not real words games - Handwriting Each Friday – spelling practice (practising writing words containing taught GPCs and HFWs)										
Phase 3	Assessment / refresher	j v w	x y z	qu sh ch	th ng	ai ee	igh oa	oo, ar, or	ur, ow	oi ear	air ure
		alphabet song	Read: he, she Spell: the, to	Read: we, me	Read: me, be	Read: was, my	Read: was, my	Spell: No, go	Read: you	Read: they	
	Each session to include: <ul style="list-style-type: none"> - Revision of previously taught GCPs - Blending and segmenting teaching and practice opportunities - Real vs not real words games - Handwriting Each Friday – spelling practice (practising writing words containing taught GPCs, tricky words and / or HFWs)										
Phase 4	Assessment / refresher	Read CVCC (such as tent) Spell CVCC Write HWFs		Read CCVC (such as step) Read tricky words Spell CCVC Write HFWs		Read tricky words Words with adjacent consonants (such as train)		2-syllabic words with adjacent consonants: read and write Read and write HFWs Read and write tricky words			Assessment AFL
		Each session to include: <ul style="list-style-type: none"> - Revision of previously taught GCPs - Blending and segmenting teaching and practice opportunities - Real vs not real words games - Handwriting Each Friday – spelling practice (practising writing words containing taught GPCs, tricky words and / or HFWs)									
Phase 5a	Assessment / refresher	ay ou ie	ea oy ir	wh ph ew	oe au ey	Practice reading / writing alternative spellings, tricky words and HFWs		a_e e_e	i_e o_u	Revise all split diagraphs and teach u_e	Revise split diagraphs
		Read: Oh, their, people	Read: Mr, Mrs, looked	Read: Called, asked Spell: said	Spell: so, have, like			Spell: some, come	Spell: were, there		
	Each session to include: <ul style="list-style-type: none"> - Revision of previously taught GCPs - Blending and segmenting teaching and practice opportunities - Real vs not real words games - Handwriting Each Friday – spelling practice (practising writing words containing taught GPCs, tricky words and / or HFWs)										

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Phase 5 b	Assessment / refresher	Alternative pronunciations: i o c g Spell: little, one, do, when, what	Alternative pronunciations: u ow ie Spell: out, water, where, who, again	Alternative pronunciations: ea, er Read: Thought, work, mouse	Alternative pronunciations: a, y Read: many, laughed, because, different,	Alternative pronunciations: ch ou Read: Any, eyes, friends, once, please					
		Each session to include: <ul style="list-style-type: none"> - Revision of previously taught GCPs - Blending and segmenting teaching and practice opportunities - Real vs not real words games - Handwriting Each Friday – spelling practice (practising writing words containing taught GPCs, tricky words and / or HFWs)									
Phase 5 c	Assessment / refresher	Alternative spellings: ai c Read: said, so, have, like	Alternative spellings: ee, ch Spell: said, so, have, like	Revise spelling GCP ai, ee, c, ch Read: day, made, came, make, very	Alternative spellings: igh, f Spell: some, come, who, were	Alternative spellings: oa, m Read: thought, through, work	Alternative spellings: short and long oo n Read: old, don't	Alternative spelling: ow ng n ow	Revise: oo ng n ow	Alternative spellings: s sh Spell: eyes, any	Alternative spellings: ear vs ee Read: said, so, have, like
Phase 5 c (continue)	Alternative spellings: sh v Read: please, little, one, do	Alternative spellings: v Read: please, little, one, do	Alternative spellings: air vs igh Read: when, what, out, Mr, Mrs	Alternative spellings: or w Spell: please, little, one, do	Alternative spellings: ur e Spell: different, laughed, because	Alternative spellings: er i Read: asked, could, should, would	Alternative spelling or	Revise spelling: thought, door, small, before, morning, saw, called, for, four, August	Revise spelling: their, people, looked, called, asked, should, could, would	Alternative spellings: /zh/ as in treasure	
Phase 5 d	Revision of word categories using Colourful Semantics – meaning / word position in sentences	Revision of singular and plural nouns Adding –s / -es to plurals	Revision of verbs Adding –s/ -es to verbs Both morphology and grammar	Adding –ing to verbs Both morphology and grammar	Adding – er to verbs (no change to root word) Both morphology and grammar	Adding –ing (no change to root word) Both morphology and grammar	Revision of adjectives Adding –er	Revision of adjectives Adding –est	Adding prefix un-	Spelling compound words	Grammar revision and usage
Phase 6	Assessment / revision	Past Tense - ed, w special – o after w, a after w	'ing' suffix, w special – ur/or after w, v spelling rules	er and est suffix	base words spelling strategy including adding other suffixes	mnemonics spelling strategy	-ful suffix, -ly suffix	-ment and -ness suffix	-en suffix, /or/ spelling rule	Elision's spelling rule	Adding suffix -y to nouns, their/there, they/them
Phase 6 (continue)	Plurals - 's' and 'es' suffix	analogy spelling strategy	Compound words, finding and learning the difficult parts of words			Common prefixes and the effect of them on meaning					

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