

Information on Phonics

At JFK, our phonics sessions are delivered through *Little Wandle Letters and Sounds Revised*. Phonics is taught from nursery to help children master the basics of the foundation stage of early reading. These sessions are delivered systematically and are broken down from phases 1 to 5. Each phase allows children to progressively build on their reading skills with the hope that they are confident and fluent readers by the end of phase 5. Outlined below is some information on what you can expect in each phase.

Foundation for Phonics (also known as Phase 1)

This is a child's first introduction to early reading. The focus of this stage is listening and making sounds with our mouths, bodies and through experimenting with objects such as instruments. Children will explore environmental sounds, rhyme, alliteration, and early letter recognition. This is delivered through:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children

Phase 2

Phase 2 begins in reception and aims to introduce to children the sounds that letters make (these are known as phonemes). In Phase 2, children focus on learning the 19 most common single letter sounds and some graphemes (two letters that make one sound). From this, children learn to segment and blend short words. Children are also introduced to some tricky words. These are words that you cannot decode e.g., I, no and go.

Phase 3

Phase 3 introduces children to further phonemes, mainly focussing on further digraphs such as ai, ee, igh, oa and oo. Alongside this, children are taught to recognise more tricky words. As their segmenting and blending skills continue to develop, they will learn to read longer words, including words with double letters, words ending in -ing, and compound words.

Phase 4

This phase is an opportunity for children to recap all Phase 2 and 3 phonemes and by now, children should be confident with each of these. This phase focusses on consolidation and refining children's knowledge, while introducing more tricky words. Children will read words with both short and long vowels and words ending in a range of suffixes, including: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est. In Phase 4, children will, among other things:

- Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They will be starting to be able to read words automatically, rather than having to segment and blend.

Phase 5

Phase 5 is introduced in year 1 and this the final phase in *Little Wandle Letters and Sounds Revised*. Here, alternative spellings for phonemes are introduced e.g., **ur** as in curl and **ir** as in bird, and they will learn how to apply spelling rules for these. Children also learn new graphemes and alternative pronunciations. For example, learning that the grapheme **ow** makes a different sound in 'snow' and 'cow'. In this phase, blending will continue to become quicker and more automatic. They will also continue to learn final tricky words. By the end of this phase, children will have been taught to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g., 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly

Once children have completed phase 5 and the phonics programme, they will continue to be provided with a matched book appropriate to their reading level. They will also be introduced to our school spelling programme.

Below is the *Little Wandle Letters and Sounds Revised* programme overview for both reception and year 1. This details which phonemes and tricky words will be introduced, and when.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
<p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>any many again who whole where two school call different thought through friend work</p>