

Nursery Phonics Coverage

By the end of Phase 1 phonics, children should be able to listen attentively to a range of sounds in their environment, in spoken language, and in music. They should be able to discriminate between different types of sounds, including environmental sounds (such as rain or a car engine), instrumental sounds, body percussion (like clapping or stamping), and a variety of voice sounds. Children should also be confident in recognising and joining in with rhymes and rhyming games, as well as recognising and generating alliteration (e.g., "big brown bear"). They should begin to develop an awareness of how sounds form words by orally blending and segmenting simple words (e.g., hearing that /c/ /a/ /t/ makes "cat"). Overall, they should have developed strong listening and attention skills, laying the foundation for the more formal phonics work introduced in Phase 2.

The 7 aspects of Phase 1 Phonics are taught across the year _

Environmental sounds to raise children's awareness of the sounds around them and to develop their listening skills. Children use clip boards in the garden ticking off sounds heard, e.g. listening for different transport.

Instrumental sounds to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Body percussion to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary. Children play with musical instruments and distinguish between different types of sounds.

(Note: Children must be able to discriminate sounds in order to access Phase 2 Letters and Sounds in Reception.)

Rhythm and rhyme

develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Voice sounds

children distinguish between different vocal sounds and to begin oral blending and segmenting Lots of word play games which children categorise objects into different sounds. Eg. 's' and 'a' and know that snake starts with a 's' phoneme.

Children begin to hear and identify initial sounds in words.

Alliteration The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound. Children begin to hear and identify initial sounds in words.

Oral blending and segmenting (To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.)

Reception Phonics coverage

By the end of Phase 4 phonics, Reception children should be able to blend and segment longer words that include adjacent consonants, such as CVCC words like *lamp*, *milk*, and *tent*, CCVC words like *spot*, *trap*, and *grin*, as well as more complex words including CCVCC and CCCVCC patterns like *stamp*, *trust*, *sprint*, and *twist*. They should be able to read and spell a wide range of decodable words using the phonemes taught in Phases 2, 3, and 4, along with high-frequency words, including both decodable and tricky words from previous phases and some new tricky words. Children should be developing confidence in reading and writing simple sentences using their phonics knowledge, such as “The frog jumps in the pond.” They should also be able to spell words in a phonetically plausible way, even if not always fully correct—for example, writing “sprint” correctly or as “sprent.” Additionally, they should recognise and begin to spell Phase 4 tricky words that are not yet fully decodable, such as *said*, *have*, *like*, *so*, *do*, *come*, *some*, *were*, *there*, *little*, *one*, *when*, *out*, and *what*.

Autumn 1 Phase 1	Autumn 2 Phase 1 and 2	Spring 1 Phase 2	Spring 2 Phase 3	Summer 1 Phase 3	Summer 2 Phase 4
<p>P1 7 aspects recapped</p> <p>1 environmental sounds 2. instrumental sounds 3 body percussion 4 rhythm and rhyme 5. alliteration 6. voice sounds 7. oral blending and segmenting</p>	<p>Children learn to hear, recognise and identify initial sounds:</p> <p>7 aspects ongoing</p> <p><u>Week 1</u> s a Phase 2 word I <u>week 2</u> t p Phase 2 word a <u>week 3</u> l m Phase 2 word is <u>Week 4</u> n d Phase 2 word to the <u>week 5</u> g o phase 2 word no go so <u>Week 6</u></p>	<p>Children continue to segment and blend with P2 phonemes</p> <p><u>Week 1</u> ck e phase 2 has her says <u>week 2</u> u r phase 2 put was <u>week 3</u> h b phase 2 let’s his</p> <p><u>week 4</u> f ff AFL</p> <p><u>week 5</u> l ll ss AFL</p> <p><u>Week 6</u></p>	<p>Children learn to hear, recognise, identify and blend P3 sounds.</p> <p><u>Week 1</u> J V He she <u>Week 2</u> W X We me be <u>Week 3</u> Y Z, zz Said have <u>Week 4</u> Qu Ch Do all they <u>Week 5</u> Sh ng</p>	<p>Children learn to hear, recognise, identify and blend P3 sounds.</p> <p><u>Week 1</u> th Ai Are my</p> <p><u>Week 2</u> - Ee lgh what saw <u>Week 3</u> Oa Oo Want does <u>Week 4</u> Ar Or Made when <u>Week 5</u> Ur</p>	<p>Children learn to hear, recognise, identify and blend P3 sounds. Set 12: Consolidate known phonemes and tricky words for Phase 3 and 4</p> <p><u>Week 1</u> Air Ure One there <u>Week 2</u> Er AFL</p> <p><u>Week 3 onwards Phase 4</u></p> <p><u>Week 1</u> St nd mp nt nk <u>Week 2</u> Ft sk lt lp <u>Week 3</u> Lf lk p txt</p>

	c k phase 2 word into and	AFL	you of like	Ow Some come <u>Week 6</u> Oi Ear Were little	<u>Week 4</u> Tr dr gr cr <u>Week 5</u> Br fr bl fl <u>Week 6</u> Gl pl cl Phase 4 Tricky words their out first every really once (Word Wall 8)
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Phonics Year 1

By the end of Phase 5 phonics, Year 1 children should be able to read and spell a much wider range of words with increased fluency and accuracy. They will have learned that many phonemes can be spelled in more than one way (e.g., the /ai/ sound can be spelled as *ai*, *ay*, *a-e*) and that many graphemes can represent more than one sound (e.g., *ow* in *snow* and *cow*). They should confidently apply their phonics knowledge to decode unfamiliar words and to read and spell words with alternative spellings for known sounds. Children will also be able to read and spell an extended list of tricky words that are not completely

decodable, such as *people*, *water*, *could*, and *many*. By this stage, they should be able to read and write more complex sentences with growing accuracy and fluency, preparing them for the Year 1 Phonics Screening Check and for the transition to more advanced spelling patterns in Year 2.

Autumn 1 Phase 4 recap	Autumn 2 Phase 5 alternative spellings	Spring 1 Phase 5 alternative spellings	Spring 2 Phase 5 alternative spellings/ pronunciations	Summer 1	Summer 2
<p> <u>Week 1</u> St nd mp nt nk <u>Week 2</u> Ft sk lt lp <u>Week 3</u> Lf lk p txt <u>Week 4</u> Tr dr gr cr <u>Week 5</u> Br fr bl fl <u>Week 6</u> Gl pl cl Phase 4 Tricky words their out first every really once (Word Wall 8) </p>	<p> <u>Week 1</u> Y (ee) y(igh) <u>Week 2</u> Ai, a-e, ay, eigh Oh mr mrs who looked <u>Week 3</u> e, e-e,e, ea, ey Called asked people eyes <u>Week 4</u> lgh, i-e, ie Many where fast again <u>Week 5</u> oa, o-e, oe, Thought work water <u>Week 6</u> Oo, ue (alternative sounds), ew, u-e (alternative sounds), Any your push they're </p>	<p> <u>Week 1</u> Oi, oy Friend different pull full <u>Week 2</u> ow ou through house love <u>Week 3</u> Ir, au and aw Would should could suddenly <u>Week 4</u> Wh and ph Please because laugh <u>Week 5</u> C (s) es plural tch, AFL <u>Week 6</u> ea (e) ow (oa) g (j) AFL </p>	<p> <u>Week 1</u> ie(ee) ear (air) are(air) <u>Weeks 2</u> Un, k before e, ve words ending 'v' AFL <u>Weeks 3-6</u> AFL linked to Phonics Screening </p>	<p>AFL planning</p>	

Year 2

By the end of Year 2, children should be confident and fluent readers who can decode most unfamiliar words using their phonics knowledge and read a wide range of high-frequency and tricky words automatically. They should be able to spell words accurately by applying phonics, spelling patterns, and suffix rules, and they should use this knowledge in their independent writing. Children should be capable of writing coherent sentences with correct punctuation and grammar, and their reading should show increasing fluency, expression, and comprehension. Children are prepared for more advanced spelling and grammar work in Key Stage 2.

Autumn 1 Phase 5 recap	Autumn 2 Phase 5 alternative pronunciations	Spring 1 Phase 5 alternative pronunciations	Spring 2 Phase 6	Summer 1 and 2
<p>1. y (ee) y(igh) ay a-e igh ea e-e</p> <p>2. ey. le i-e Oe o-e</p> <p>3. Ue ew u-e u oy</p> <p>4. ir au aw ph wh</p> <p>5. C (s), es plural, tch, ea (e) ow(oa)</p> <p>6. g(j) ie(ee) ear (air) are(air), un</p> <p>7. k before e, ve end of words 'v'</p>	<p>1. Adding ing to root words Y2 CEW door floor poor</p> <p>2. a(ai) a(o) a(ar) Y2 CEW find kind mind behind</p> <p>3.o(oa) st sc se Y2 CEW child children wild climb</p> <p>4. Ch (c) ch (sh) Y2 CEW every everybody even christmas</p> <p>5. ou (oa) ou(oo) Y2 CEW great break steak pretty beautiful</p> <p>6. u (you) ey (ay) Y2 CEW hour move prove improve</p>	<p>1. our, ore Y2 CEW sure sugar who whole</p> <p>2. Adding ed Y2 CEW most only both old cold gold hold told</p> <p>3. Adding er Y2 CEW child children wild climb</p> <p>5. ear, ere, eer Y2 CEW after last past father class grass pass plant path bath half</p> <p>6. sh spelt sst, ti, ci Y2 CEW again money parents</p>	<p>1. Their they're there 2. dge and ge 3. al el il le 4. gn kn wr mb 5. naughty w 6. s making zz, mb</p>	<p>Consolidation AFL Teach homophones:</p> <ol style="list-style-type: none"> 1. here/hear, 2. bare/bear, 3. one/won, 4. sun/son, 5. be/bee, 6. blue/blew, 7. night/knight

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