Phonics The Teaching Structure

FS 1 **PHASE 1**

- General sound discrimination
- Rhyme
- Oral blending
- Oral segmenting
- Matching images to graphemes – Term 3
- Practice letter formation – Term 3

FS 2 **PHASE 2**

Set 1

s	a	t	p	i	n	m	d	g	o	c
k	ck	e	u	r	h	b	f/ff	l/ll	ss	j
v	w	x	y	z/zz						

Set 2 **PHASE 3&4**

sh	th	ch	qu	ng	ai	ee	igh	oa	oo	ar
or	ur	oi	ear	air	er	ow				

Focus on:

- Identifying sounds, grapheme – phoneme correspondence
- Segmenting and blending CVC, CVCC, CCVC, CCVCC, CCCVC words (consonant and words with adjacent consonants).
- Identify syllables in words. Split longer words into syllables when segmenting for spelling.

Set 1 Tricky Words

Read		Spell
the	no	
to	go	
I	into	

Set 2 Tricky Words

Read		Spell
he	my	the
she	you	to
we	her	I
me	they	no
be	all	go
was	are	into

Y1 **PHASE 5**

Set 3

ow	oi	ai	ee	igh	oa	yoo(u)
ou	oy	ay	ea	y	ow	u_e
		a-e	e-e	ie	oe	ue
			ie	i-e	o-e	ew
			y		o	

Set 4

oo	or	ur	air	e	o	ear
ew	aw	ir	are	ea	(w)a	eer
ue	au	er	ear			
u_e	ore	ear				
ou	our					

Set 5 (additional)

ch	f	sh	v	w	nk
tch	ph	ch	ve	wh	
		t(ion)			
		ss(ion, ure)			
		s(ion, ure)			
		c(ion, ious, ial)			

NOTE

- Highlighted yellow = statutory coverage in curriculum 2013.
- Un highlighted = non statutory but to be taught (previously in Letters and Sounds).

Set 3 Tricky Words

Read		Spell	
some	when	he	you
one	have	she	her
said	there	me	they
come	out	we	all
do	like	be	are
so	little	was	
were	what	my	

Set 4 Tricky Words

Read		Spell	
oh	asked	some	when
their	could	one	have
Mr		said	there
Mrs		come	out
called		do	like
people		so	little
looked		were	what

Set 5 Tricky Words

Read		Spell
water	because	oh
where	different	their
who	any	people
again	eyes	Mr
thought	friends	Mrs
through	once	looked
work	please	called
mouse		asked
many		
laughed		

Continue to read irregular high frequency words on the 100 list and spell most of these.

n (spelt before a k)

k (spelt k rather than c before e, I and y)

- Compound words
- Add the suffix s and es (plurals)

Adding a suffix to a root word (when the root word doesn't change) ing, ed and er to verbs

Adding a suffix to a root word (when the root word doesn't change) er, est to adjectives

- Add the prefix un
- Division of words into syllables: words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear (carrot, pocket).

Y2

Set 6 **PHASE 6**

j	s	n	r	l	or	u	o	er	zh	sh(n)
ge	c	kn	wr	le	a	o	a	or	s (vision)	tion
dge	sc	gn		el	ar	(south)				
g				al	(war, always – no longer al)					
				il						

Read and spell irregular high frequency words on the further 200 word list as needed

- Plural s added to words ending in ey
- Suffix es to nouns and verbs ending in y
- Suffix ed, ing, er and est to a root word when the y becomes an i
- Suffix ing, ed, er, est and y to root words ending in e
- Suffix ing, ed, er, est, y when the last consonant is doubled
- Suffix ment, ness, ful, less and ly when the root word is not changed
- Contractions (the apostrophe shows missing letters)
- Possessive apostrophe (Bob's bag)
- Homophomes (sun/son) (there/their)