

# St Peter's Phonics

24<sup>th</sup> January 2022

# Early Learning Goals – end of Reception Year

## LITERACY

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

## Overview

- Initially, the focus is on phase 1 phonics which is based on listening and attention skills. The ability to do this is fundamental to any success and progress in phonics.
- Phase 1 should underpin all other phonics teaching.
- Term by term progression of GPCs (Grapheme Phoneme Correspondence).
- Organised so that children are taught from the simple to more complex GPCs plus tricky words.
- All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.
- Review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.
- Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn.
- Our expectations of progression are aspirational yet achievable - pace, practice and participation by all children.

## Phonics Overview 2021-2022

### Foundation 1

Autumn and Spring Phase 1
Environmental and instrumental sounds
Body percussion and rhythm and rhymes
Alliteration and voice sounds
Oral blending and segmenting

Summer Phase 2 graphemes
s a t p i n m d g o c k c k e u r h b f f l l s s

### Foundation 2

Autumn 1 Phase 2 graphemes	New remember (tricky) words
s a t p i n m d g o c k c k e u r h b f f l l s s	the to I no go



Autumn 2 Phase 3 graphemes	New remember (tricky) words
j v w x y z z z q u c h s h t h	he she we me be

Spring Phase 3 graphemes	New remember (tricky) words
ng ai ee igh oa oo o oar or ur ow oi ear air ure er	was no go my you they her all are

Summer Phase 3 graphemes	New remember (tricky) words
j v w x y z z z q u c h s h t h ng ai ee igh oa oo o oar or ur ow oi ear air ure er	he she we me be was no go my you they her all are

## Year 1

Autumn 1 Phase 3 graphemes	Revisit remember (tricky) words
ai ee igh oa oo o oar or ur ow oi ear air ure er	the <u>to</u> I no go he she we me be was no go my you they her all are

Autumn 2 Phase 4	New remember (tricky) words
Blending, reading and spelling CVCC, CCVC, CCVCC, CCCVCC words	said like have so do some come were there little one when out what

Autumn 2 Phase 5	Spelling remember (tricky) words
ay ou ie ea oy ir ue aw wh ph	said so have like some come

Spring 1 Phase 5	Spelling remember (tricky) words
ew oe au ey a-e e-e i-e o-e u-e	were there (revisiting ones previously taught)

Spring 2 Phase 5	Spelling remember (tricky) words
Alternative pronunciations for i o c g u ow ie ea er ch a y ou e Alternative spellings for tch j gn kn wr	when out made came one make here do what please little oh how did man their going

Summer 1 Phase 5	Spelling remember (tricky) words
Alternative spellings for mb st se ey ere eer al or ur air al our augh or oo u ai ee igh oa (y)oo oo sh	people would or Mr Mrs looked who think took home called school didn't asked know can't ran bear long things new after wanted eat everyone our two has yes play take well find more I'll round tree magic shouted us other

Summer 2 Phase 5	Spelling remember (tricky) words
Revisiting phase 5 phonemes	Revisiting phase 5 remember words

# Year 2

## Year 2 Term 1 overview

### Block 1 – autumn first half term

Week 1	Lesson 1 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/ bee)	Lesson 2 Teach Strategies at the point of writing: using a GPC chart	Lesson 3 Practise Phase 5 GPCs	Lesson 4 Teach Strategies for learning words: using spelling journals.	Lesson 5 Practise Using segmentation strategy for learning selected words
	Lesson 6 Revise/Teach/ Practise/Apply Phase 5 GPCs Homophones (blue/blew)	Lesson 7 Revise/Teach/ Practise/Apply Phase 5 GPCs and relevant homophones.	Lesson 8 Teach Strategies at the point of writing: using the environment	Lesson 9 Practise Using segmentation and Phase 5 GPCs to learn words from this week	Lesson 10 Assess Selected Phase 5 GPCs and homophones: dictation
	Lesson 11 Teach Strategies at the point of writing: Have a go sheets	Lesson 12 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 13 Revise/Teach/ Practise/Apply Phase 5 GPCs and homophones	Lesson 14 Teach Strategies for learning words: highlighting the tricky part in common exception words	Lesson 15 Practise Words learnt this week: common exception words and Phase 5 GPCs
Week 2	Lesson 16 Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words	Lesson 17 Revise Strategies at the point of writing: Have a go sheets	Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words	Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words	Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words
	Lesson 21 Teach/Practise/ Apply Proofreading, especially high- frequency words	Lesson 22 Teach Homophones	Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check	Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check	Lesson 25 Apply Homophones learnt so far
Week 3	Lesson 26 Revise 'ai' spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 27 Practise 'ai' spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists	Lesson 29 Learn Strategies for learning words: words from this half term	Lesson 30 Assess Words from this half term

### Block 2 – autumn second half term

Week 1	Lesson 1 Teach/Practise/ Apply Strategies for learning words: Look, say, cover, write, check for common exception words	Lesson 2 Teach Strategies for learning words: kinaesthetic and visual strategies for learning common exception words	Lesson 3 Teach/Practise Proofreading common exception words and high- frequency words	Lesson 4 Practise Strategies for learning words: common exception words and personal words	Lesson 5 Apply Common exception words and personal words: dictation
	Lesson 6 Revise Phase 5 GPCs that are not secure	Lesson 7 Teach Homophones (to/two/too)	Lesson 8 Revise/ Teach/Apply Homophones (to/two/too)	Lesson 9 Revise Strategies at the point of writing: Have a go	Lesson 10 Apply Strategies for learning words: Rainbow write
	Lesson 11 Revise Selected Phase 5 GPCs	Lesson 12 Teach Strategies at the point of writing: Word sort	Lesson 13 Revise/Teach/ Practise: Strategies at the point of writing: Have a go	Lesson 14 Practise: Strategies at the point of writing: Which one looks right?	Lesson 15 Learn Strategies for learning words: selected topic words for this term
Week 2	Lesson 16 Revise 'dgy' sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 17 Practise 'dgy' sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 18 Teach/Practise Proofreading: using the environment and the working wall	Lesson 19 Apply 'dgy' sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'	Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and 'dgy' words
	Lesson 21 Teach 'ai' sound spelt 'c' before 'e', 'i' and 'y'	Lesson 22 Practise 'ai' sound spelt 'c' before 'e', 'i' and 'y'	Lesson 23 Apply 'ai' sound spelt 'c' before 'e', 'i' and 'y': dictation	Lesson 24 Teach/Revise Homophones (here/hear, one/ won, sun/son) Revise homophones taught so far	Lesson 25 Practise/Apply Homophones (here/hear, one/ won, sun/son) Revise homophones taught so far
Week 3	Lesson 26 Revise 'in' sound spelt 'kn' and 'gn' at the beginning of words	Lesson 27 Practise 'in' sound spelt 'kn' and 'gn' at the beginning of words	Lesson 28 Teach Strategies for learning words: saying the word in a funny way	Lesson 29 Learn Strategies for learning words: saying the word in a funny way	Lesson 30 Assess 'in' sound spelt 'kn' and 'gn' at the beginning of words: dictation

### Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach /aɪ/sound spelt 'y'	Lesson 3 Practise /aɪ/sound spelt 'y'	Lesson 4 Apply /aɪ/sound spelt 'y'	Lesson 5 Teach Strategies for learning words: common exception words and high-frequency words (could, should, would)
	Lesson 6 Teach Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 7 Practise/Apply Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 8 Revise /I/ or /ə/ sound spelt 'Ie' at the end of words and following a consonant	Lesson 9 Practise /I/ or /ə/ sound spelt 'Ie' at the end of words and following a consonant	Lesson 10 Teach/Practise Proofreading
Week 3	Lesson 11 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 12 Teach/Practise Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it	Lesson 13 Teach/Practise Adding the ending 'y' to words ending in 'e' with a consonant before it	Lesson 14 Revise/Learn Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words	Lesson 15 Apply Selected words from this half term: dictation
	Lesson 16 Teach /ɪ/ sound spelt 'ey'	Lesson 17 Practise /ɪ/ sound spelt 'ey'	Lesson 18 Apply /ɪ/ sound spelt 'ey': dictation	Lesson 19 Teach/Revise Near homophones (quite/quiet)	Lesson 20 Practise/Apply Homophones and near homophones
Week 5	Lesson 21 Teach /ɪ/ sound spelt 'er'	Lesson 22 Practise /ɪ/ sound spelt 'er'	Lesson 23 Teach/Practise Common exception words (most, both, only)	Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /ɪ/ words	Lesson 25 Assess /ɪ/ sound spelt 'er' and common exception words
	Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel	Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only)	Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall

### Block 4 – spring second half term

Week 1	Lesson 1 Teach /o/ spelt 'a' after 'w' and 'qu'	Lesson 2 Practise Strategies for learning words: /o/ spelt 'a' after 'w' and 'qu'	Lesson 3 Assess /o/ spelt 'a' after 'w' and 'qu': dictation	Lesson 4 Teach Strategies for learning spellings: mnemonics	Lesson 5 Practise Strategies for learning spellings: mnemonics
	Lesson 6 Revise /ɜ/ spelt 's', segmentation and syllable clapping.	Lesson 7 Practise /ɜ/ spelt 's'	Lesson 8 Assess /ɜ/ spelt 's'	Lesson 9 Revise Homophones (new/knew)	Lesson 10 Teach/Practise Homophones (there, their, they're)
Week 3	Lesson 11 Teach Adding '-es' to nouns and verbs ending in 'y'	Lesson 12 Practise Adding '-es' to nouns and verbs ending in 'y'	Lesson 13 Apply Adding '-es' to nouns and verbs ending in 'y'	Lesson 14 Revise Strategies for learning words: Look, say, cover, write, check for selected words	Lesson 15 Practise/Apply Strategies for learning words
	Lesson 16 Teach The possessive apostrophe (singular nouns)	Lesson 17 Practise The possessive apostrophe (singular nouns)	Lesson 18 Apply The possessive apostrophe (singular nouns)	Lesson 19 Teach Strategies at the point of writing: using an alphabetically-ordered word bank	Lesson 20 Practise Strategies at the point of writing: using an alphabetically-ordered word bank
Week 5	Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly'	Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly'	Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly'	Lesson 24 Revise/Learn Strategies for learning words from this half term	Lesson 25 Assess Words from this half term
	Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)	Lesson 27 Teach Words ending '-tion'	Lesson 28 Practise Words ending '-tion'	Lesson 29 Teach Proofreading: dictionary skills	Lesson 30 Practise Proofreading: dictionary skills.

# Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /i/ or /ai/ sound spelt 'ei' at the end of words	Lesson 3 Practise The /i/ or /ai/ sound spelt 'ei' at the end of words	Lesson 4 Apply The /i/ or /ai/ sound spelt 'ei' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/word bank
	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 8 Apply Adding the endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 9 Teach/Practise/ Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 2	Lesson 11 Teach The /a/ sound spelt 'a' before 'f' and 'ff'	Lesson 12 Practise The /a/ sound spelt 'a' before 'f' and 'ff'	Lesson 13 Teach The /a/ sound spelt 'ar' after 'w'	Lesson 14 Practise The /a/ sound spelt 'ar' after 'w'	Lesson 15 Apply Strategies for learning words: words including /a/ spelt 'a' before 'f' and 'ff' and /a/ spelt 'ar' after 'w'
	Lesson 16 Teach Suffixes '-ment' and '-ness'	Lesson 17 Practise Suffixes '-ment' and '-ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 3	Lesson 21 Teach The /o/ sound spelt 'or' after 'w'	Lesson 22 Practise The /o/ sound spelt 'or' after 'w'	Lesson 23 Assess The /o/ sound spelt 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
	Lesson 26 Teach The /i/ or /ai/ sound spelt 'ai' at the end of words	Lesson 27 Practise The /i/ or /ai/ sound spelt 'ai' at the end of words	Lesson 28 Apply The /i/ or /ai/ sound spelt 'ai' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

# Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Practise Spellings and concepts that pupils need to secure	Lesson 3 Apply Spellings and concepts that pupils need to secure	Lesson 4 Teach Spellings and concepts that pupils need to secure	Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure
	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /u/ sound spelt 'o'	Lesson 9 Practise/Apply /u/ sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 2	Lesson 11 Teach /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 12 Practise /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 13 Apply /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
	Lesson 16 Teach /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 17 Practise /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 18 Apply /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 19 Revise Strategies for learning words: common exception words	Lesson 20 Apply Common exception words
Week 3	Lesson 21 Teach /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 22 Practise /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 23 Apply /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 24 Revise Strategies for learning words: common exception words	Lesson 25 Apply Common exception words
	Lesson 26 Teach /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 27 Practise /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 28 Apply /i/ or /ai/ sounds spelt 'ii' at the end of words	Lesson 29 Revise Strategies for learning words: common exception words	Lesson 30 Apply Common exception words
The remainder of the term	Spelling lessons should now focus on the following:				
	<ul style="list-style-type: none"> <li>• Revision of all the content from the Year 2 programme</li> <li>• Securing spelling strategies</li> <li>• At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced</li> <li>• After writing – developing proofreading and checking skills including using a dictionary</li> <li>• Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.</li> </ul>				





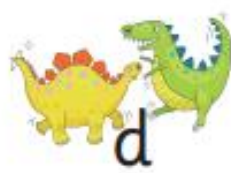
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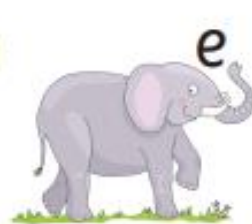
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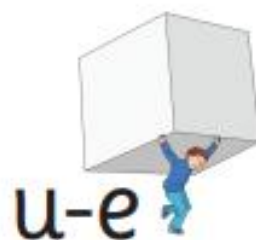
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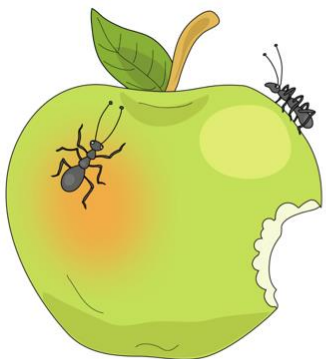


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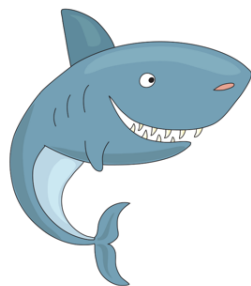


**a**

Ants on an apple a a a

- Every letter has a name
- Every letter has a phoneme - sound
- Every phoneme has a mnemonic (action) and picture
- Every phoneme has a phrase

**sh**



Sharks on the shore sh sh sh

# Song of sounds 1 and 2



[Song of Sounds \(kids version\) - YouTube](#)

[Song of Sounds - Stage 2 - YouTube](#)



# Phonics Terminology

**Phonemes:** The sounds that are found within a word

**Grapheme:** The way we write down a sound

**Digraph:** Two letters that make one sound

**Trigraph:** Three letters that make one sound

**Blending:** Seeing a word and merging the phonemes together to read the word

**Segmenting:** Chopping up a word into separate phonemes to spell it out

**Tricky words:** Words that cannot be decoded.

**Spelling:** Writing words using the correct letters in the right order to be read by others.

# Ongoing Assessments

- Daily ongoing assessments in each session. Reminders of phoneme knowledge in all other areas of the curriculum.
- All children tested 1:1 either termly or at the end of each phase
- Remember word knowledge check
- Groups are flexible and children who need extra support are identified

# What is segmenting and blending?

**Blending:** Seeing a word and merging the phonemes together to read the word

**Segmenting:** Chopping up a word into separate phonemes to spell it out

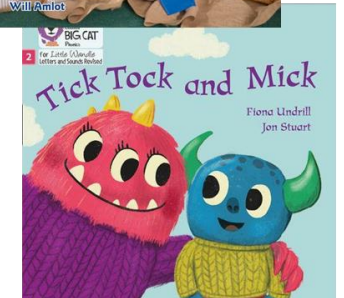
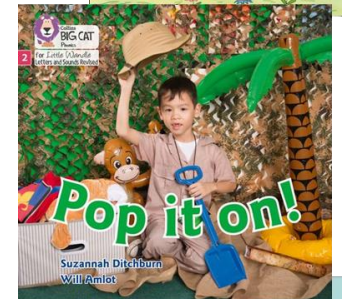
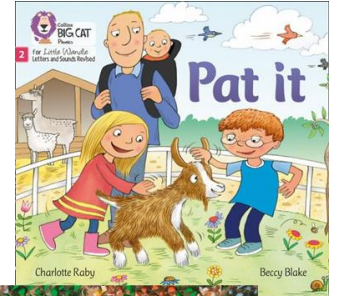
[Stretchy the Word Snake | Phonics Song for Kids |](#)  
[Segmenting and Blending Words | Jack Hartmann - YouTube](#)





# Reading books

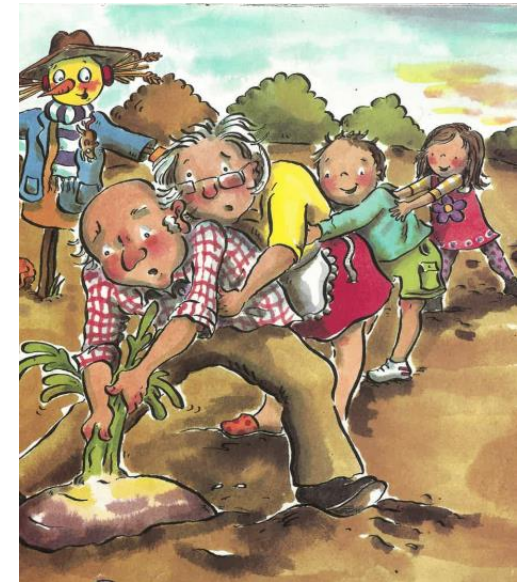
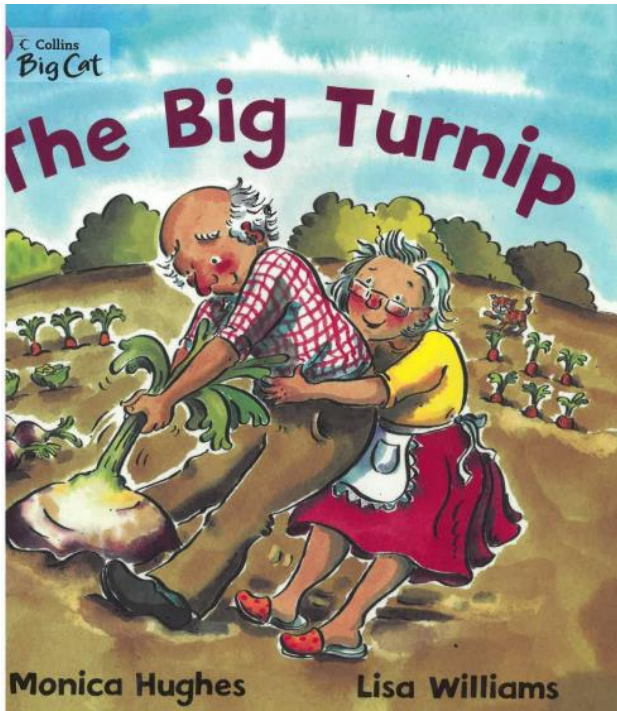
- At school and home we work together to teach reading.
- Parents/carers play a vital role. It is important that children have plenty of practice reading at home, school, outdoors, in fact everywhere, in order to become fluent, confident readers.
- Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be decodable with some remember words.
- Reading at home should be an enjoyable experience so make sure it is at the right time and in the right place.
- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency or your child may enjoy hearing the same story book repeatedly.



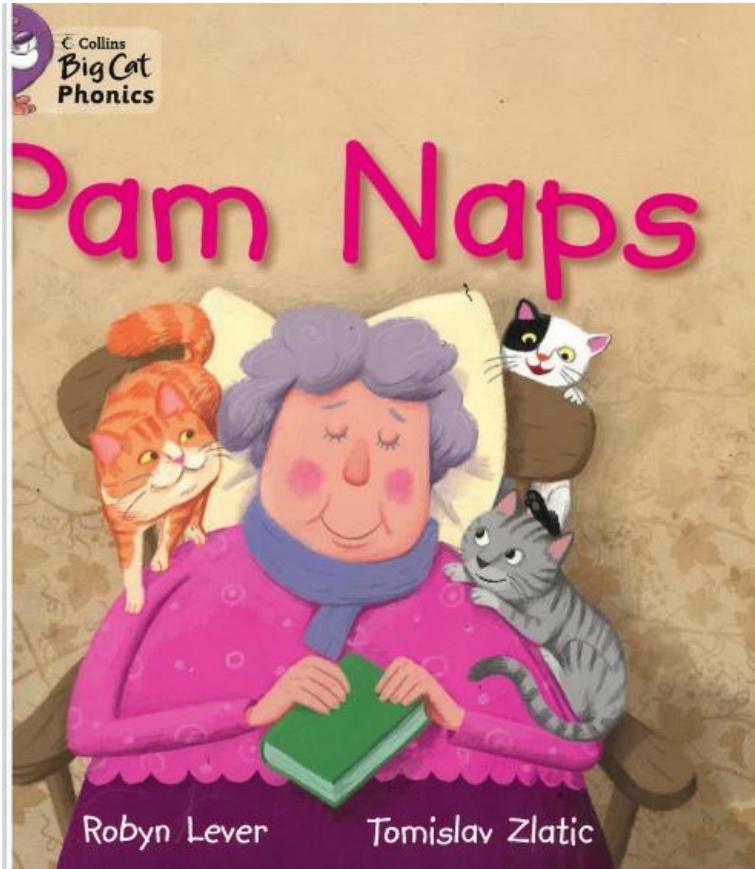


# Books without words

- Early on books without words are used effectively to promote story book language and children's ability to construct a sentence orally relating to the pictures.
- This is a vital step for success in reading.



# Books with words



Sam sips at a tap.

6



Dan tips a pan.

8

- Children are encouraged to use their phonic knowledge to decode the words by sounding them out. For example, P-a-m Pam N-a-p-s Naps.
- When they have read the book more than once, they will be able to read without sounding the words out every time.



# Sharing books

- If children are to become lifelong readers, it is essential that they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading.
- In Foundation Stage the children will bring home a library book weekly.
- In Year 1 and 2 they are taking part in Rock Star Reading Challenge and will bring home books to share.
- Parents/carers should not expect their child to read all books independently but it is important to let your children look at books alone and create a story for the pictures. The children will start to say repeated phrases, some remember words and practise the skill of blending and segmenting.



**The key is enjoyment!**

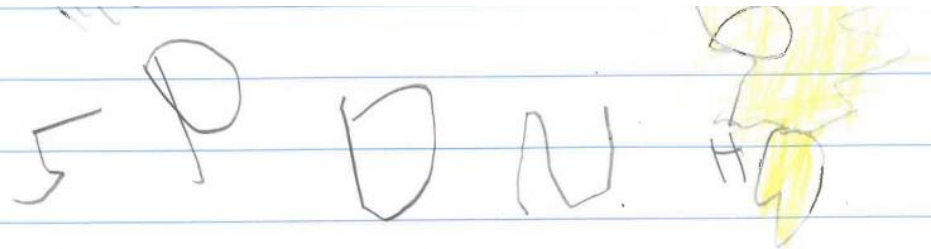
# Writing

- Early writing starts with mark making. This looks like squiggles, lines, dots and circle on a page.
- In Foundation Stage we have a fine-motor box and many fine motor activities e.g. peg board patterning, bead threading, squeezing spray bottles, painting with large brushes etc.
- In Foundation Stage pupils access daily Squiggle While You Wiggle sessions involving music and a flapper in each hand making large actions, tuning the brain and using their hand-eye- coordination, which improves the strength and muscle tone and gets the children ready to begin to use writing implements.
- As they progress in their phonic knowledge and their fine-motor control develops, the children will start using letter-like shapes.

# Foundation Stage

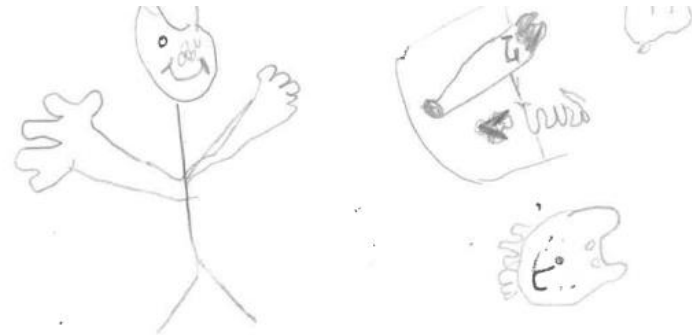


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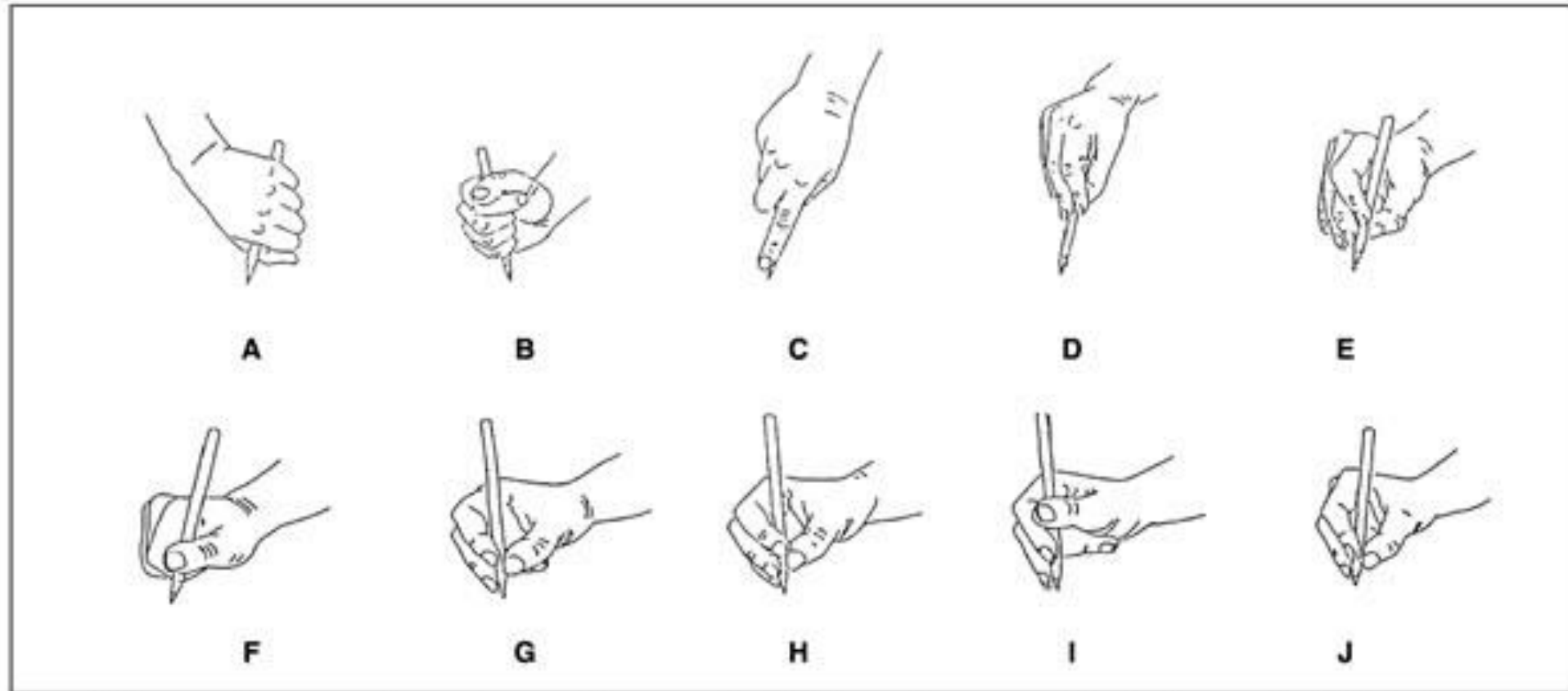
The pig did not help.

the pig  
went  
has the house



prcee was going to bed.

Children will eventually settle for a grip that is comfortable for them.

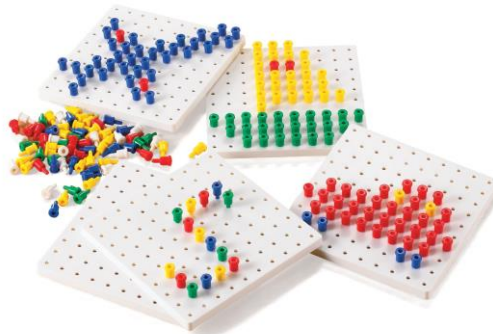
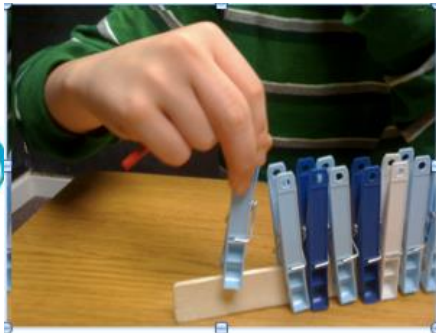


A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

**Figure 2 - Pencil grip postures<sup>16</sup>**



# Strengthening their fine motor skills/ pre-writing skills



# Happy reading!

Continue your book adventures and remember your local library is open to borrow and enjoy a number of books and it's free! (Every summer there is a brilliant reading challenge your children can take part in.)

Thank you for joining us.