

## Phonic Milestones

# St James' approach to teaching phonics

St. James' use the DfE Letters and Sounds programme to structure our phonics teaching.

LCP Planning is used to support teachers in YR and Y1 in their pathway through the phonic phases as identified in Letters and Sounds and provides a consistent approach and delivery of phonics. By using the LCP 2013 edition, Y1 teachers also ensure coverage of spelling and grammar elements identified in the NC 2014.

An overview of the intended expectation and progression through the phases is identified in Letters and Sounds, and can be seen in the table below:

**An Overview of Letters and Sounds**

Phase One	Phase Two YR	Phase Three YR	Phase Four YR	Phase Five Y1	Phase Six Y2
<p>Paves the way for the systematic teaching of phonic work to begin in Phase Two.</p> <p>Activities concentrate on developing children's speaking and listening skills, awareness of phonemes and oral blending and segmenting skills.</p>	<p>Children taught 19 letters.</p> <p>Children move on from oral blending and segmenting to blending and segmenting with letters.</p> <p>High frequency tricky words the, to, no, go, I.</p>	<p>Children learn a further 25 graphemes, most of them comprising 2 letters e.g. oo, oo, ee, er.</p> <p>Children begin to learn to read and spell tricky words.</p> <p>The alphabet is taught.</p>	<p>Children can now represent each phoneme by a grapheme</p> <p>Children consolidate their knowledge of graphemes and phonemes and begin to blend more complex words.</p>	<p>Children learn to recognise how the same phoneme can be represented by alternative graphemes.</p> <p>They broaden their knowledge of graphemes and phonemes for use in reading and spelling.</p>	<p>Children become more fluent readers and increasingly accurate spellers by focusing on spelling strategies.</p> <p>Creating ever-increasing capacity to attend to reading for meaning.</p>

Phase One activities are designed to underpin and run alongside activities in the other phases 2 to 6.

From September 2021, Year 2 will be using Jane Considine's 'The Spelling Book' in order to continue the children's phonic journey and support the children in becoming increasingly accurate spellers by building on the fundamentals of teaching spelling through practise, exploration and investigation, with a strong phonics foundation. 'The Spelling Book' ensures the same coverage of Letters and Sounds Phase 6 and also meets and exceeds National Curriculum coverage and expectation.

In addition to Letters and Sounds, phonics is applied throughout the curriculum (Explore reading/use of PoR and Whole Class Reading sessions). Contextualised phonics teaching enables children to develop early phonological awareness, and provides opportunities

for children to practise the skills of segmenting and blending and to spell and segment for writing, within a meaningful context; also enabling children to experience a breadth and range of quality literature and to develop a love of reading, and to support well-being and vocabulary development.

### Phonics Milestones – Pathway through Letters and Sounds

Year Group	Term	Phase	Set	Reading including CEW <small>(Common Exception Words)</small>	Spelling
Reception	1	Phase 1 Focus on tuning into sounds, voice sounds and enunciation and oral segmenting and blending  Phase 2	Transition into school – focus on Phase 1 and a range of activities to cover all 7 Aspects  Set 1: s a t p Set2: i n m d Set3: g o c k	to, the, no, go, l, into  Segmenting and blending using phonemes taught  Word building  Wordless picture books – developing comprehension  Worded books matched to phonic ability to begin to practise early skills of segmenting and blending	Handwriting – focus on name writing and formation of letters  Formation of individual letters following handwriting families  Formation of individual phonemes taught  Pre-cursive script
	2	Phase 2 contd  Phase 3	Set4: ck e u r Set 5: h b f ff l ll ss  Set 6: j v w x Set7: y z qu zz  Assessment week  Capital letters (see LCP planning Phase 3 Week 3)	he, she, we, me, be, was, you, they, all, are, my, her  Segmenting and blending using phonemes taught  Word building  Home reading books – matched to phonic knowledge	All Phase 2 common exception word  Formation of individual letters following handwriting families  Formation of individual phonemes taught  Pre-cursive script
	3	Phase 3	Set 8: ch, sh, th, ng Set9: ai ee igh oa Set 10: oo ar or Set 11: ur ow oi	said some come were there little one when out what have like so do	All Phase 2 common exception words

			<p>Assessment Week</p> <p>Revisit, utilise and apply in context to ensure fully understood and used independently</p>	<p>Segmenting using phonemes taught</p> <p>Word building</p> <p>Home reading books – matched to phonic knowledge</p>	<p>Formation of individual letters following handwriting families</p> <p>Formation of individual phonemes taught</p> <p>Pre-cursive script</p>
4	Phase 3	<p>Set 12: ear, air, ure</p> <p>Set 13: er and revision</p> <p>Revisit, utilise and apply in context to ensure fully understood and used independently</p>	<p>All previously learnt common exception words</p> <p>Segmenting and blending using phonemes taught</p> <p>Home reading books – matched to phonic knowledge</p>	<p>All Phase 2 common exception words</p> <p>Formation of individual letters following handwriting families</p> <p>Formation of individual phonemes taught</p> <p>Pre-cursive script</p>	
5 & 6	Phase 4 (6 weeks)	<p>Practise recognition and recall of Ph 2 &amp; 3 graphemes throughout</p> <p>Wk1: Reading and Spelling CVCC words Read: said/went/ from Spell: he/she/ me/we/be R&amp;W sentences including HFW</p> <p>Wk2: Reading and Spelling CCVC words Read: have/like/ it's/just Spell: was/you R&amp;W sentences including HFW</p> <p>Wk 3: Reading and Spelling CCVC words Read: some/come/ there/help Spell: they/ are R&amp;W sentences including HFW</p> <p>Wk 4: Reading and Spelling words</p>	<p>All previously learnt common exception words</p> <p>Segmenting and blending using phonemes taught</p> <p>Home reading books – matched to phonic knowledge</p>	<p>All Phase 3 common exception words and words with adjacent consonants e.g.: trap milk string</p> <p>Pre-cursive script</p>	

			<p>containing two consonants (CCVCC words) Read: when/what/ children Spell: my/her R&amp;W sentences including HFW</p> <p>Wk 5: Reading and Spelling words containing two consonants (CCVCC words) Read: were/little/one Spell: my/her R&amp;W sentences including HFW Teach children about syllables</p> <p>Wk 6: Reading and Spelling words containing two consonants (CCVCC words) Read: do/out Spell: all R&amp;W sentences including HFW Reading and spelling two-syllable words</p> <p>Assessment week</p>		
	6	Phase 2, 3, 4 (to match need/ intervention)	<p>Revisit all phonemes taught so far to apply in context and ensure fully understood</p> <p>Assessment week</p>	<p>All previously learnt common exception words</p> <p>Segmenting and blending using phonemes taught</p> <p>Home reading books – matched to phonic knowledge</p>	<p>To spell all common exception words up to Phase 4</p> <p>All previously learnt spellings evidenced in independent writing</p> <p>HW – Begin leading lines with those ready</p>
Year 1	1	Phase 5	<p>Wk 1: ay, ou, ie, rule for spelling words with ay Wk 2: ea, oy, ir, ue Wk 3: aw, wh, rule for spelling words with ph Wk 4: oe, au, ew Wk 5: a-e, e-e, i-e, o-e Wk 6: u-e, alternative pronunciations for i and o Wk 7: Alternative pronunciations for u, ow, ie</p>	<p>People, house, about, oh, their, by, looked, time, your, called, asked, very, water, were, because, again, different</p>	<p>Said, says, have, like, some, come, out, made, came, there, here, where, find, mind, kind, behind, one, make</p>

	2	Phase 5 continued	<p>Wk 8: Alternative pronunciations for ea, a and y  Wk 9: Alternative pronunciations for ou, alternative spellings for sounds ch, tch rule  Wk 10: Alternative spellings for s and ar  Wk 11: Alternative spellings for ear, ur and ai  Wk 12: Alternative spellings for short oo, air and z sounds  Wk 13: Alternative spellings for short or and igh</p> <p>Assessment week and practise PSC</p>	<p>thought, any, saw, through, eyes, work, friends, want, mouse, once, many, laughed, over, home, going</p>	<p>do, what, please, little, Mr, Mrs, oh, their, home, going</p> <p>Days of week</p>
	3	Phase 5 continued	<p>Wk 14: Alternative spellings for ee  Wk 15: Alternative spellings for oa  Wk 16: Alternative spellings for sh  Wk 17: Alternative spellings for sh and or  Wk 18: Teach how to add the s/es as plurals where the root word does not change</p> <p>Assessment week and practise PSC</p>	<p>Contracted words and words with familiar endings s ed etc</p> <p>Segmenting using phonemes taught</p>	<p>people, magic, school, every, everyone, everybody, when, children, clothes, parents, know, called, didn't other</p> <p>Months of the year</p>
	4	Phase 5 continued	<p>Wk 19: Teach how to add the s/es as plurals where the root word does not change  Wk 20: Teach how to add the s/es to the third person singular  Wk 21: Teach the regular past tense, how to add the ed where the root word does not change  Wk 22: teach how to add the ing as plurals where the root word does not change  Wk 23: Teach how to add the er and est suffixes where the</p>	<p>Words with familiar prefix e.g. un and focus on segmenting unfamiliar words</p> <p>Segmenting using phonemes taught</p>	<p>asked, can't, new, our, shouted, tomorrow, yesterday, two, has</p> <p>Months of the year</p>

			root word does not change, how to add prefix un		
	5	Revision and consolidation of Phase 5	Assessment week and practise PSC  Revisit and revise all phonemes and graphemes taught	Year 1 and 2 CEW	Confidently using phonemes taught to segments independently  CEW for Year 1
	6	Revision and consolidation of Phase 5	Continues as above to ensure readiness for PSC  Spelling play – understand and apply suffixes ed, ing, ful, est, er, ment, ness, s, es	Year 1 and 2 CEW	Confidently using phonemes taught to segments independently  CEW for Year 1
Year 2	1	Phase 6/The Spelling Book Year 2	<p><b>Phonics Recovery: Recap Phase 5 GPCs based on what children need (assess this first) – baseline/additional phonics sessions as required</b></p> <p>Introduce spelling book and spelling journal and My Focus Five and establish a positive climate and spelling ethos in the class</p> <ul style="list-style-type: none"> <li>• The /l/ or /əl/ sound spelt –le at the end of words</li> <li>• The /l/ or /əl/ sound spelt –al at the end of words</li> <li>• Words ending –il</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li> <li>• Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ɜ/ sound spelt s</li> <li>• Contractions</li> <li>• The possessive apostrophe (singular nouns)</li> <li>• Words ending in –tion</li> </ul> <p>Common Exception words are included in Go Grapheme Grafters</p> <p>Optional: Use GPC chart and word list to keep track of what you have covered.</p>		

2	Phase 6/The Spelling Book Year 2	<p><b>Phonics Recovery: Continue revising Phase 5 GPCS</b></p> <ul style="list-style-type: none"> <li>• The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>• The /s/ sound spelt c before e, i and y</li> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>• The /r/ sound spelt wr at the beginning of words</li> <li>• The /aɪ/ sound spelt –y at the end of words</li> <li>• Adding –es to nouns and verbs ending in –y</li> <li>• The /i:/ sound spelt –ey</li> <li>• The /ɒ/ sound spelt a after w and qu</li> <li>• The suffixes –ment, –ness, –ful, –less and –ly</li> <li>• Contractions</li> <li>• The possessive apostrophe (singular nouns)</li> <li>• Homophones and near-homophones</li> <li>• The /l/ or /əɫ/ sound spelt –al at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ʒ/ sound spelt s</li> </ul> <p>Common Exception words are included in Go Grapheme Grafters</p> <p>Optional: Use GPC chart and word list to keep track of what you have covered.</p>
3	Phase 6/The Spelling Book Year 2	<p>Common Exception words are included in Go Grapheme Grafters</p> <ul style="list-style-type: none"> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>• The suffixes –ment, –ness, –ful, –less and –ly</li> <li>• The /l/ or /əɫ/ sound spelt –al at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ʒ/ sound spelt s</li> </ul>
4	Phase 6/The Spelling Book Year 2	<p>Common Exception words are included in Go Grapheme Grafters</p> <ul style="list-style-type: none"> <li>• Homophones and near-homophones</li> <li>• The suffixes –ment, –ness, –ful, –less and –ly</li> <li>• The /l/ or /əɫ/ sound spelt –al at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ʒ/ sound spelt s</li> </ul>
5	Phase 6/The Spelling Book Year 2	<p>Common Exception words are included in Go Grapheme Grafters</p> <ul style="list-style-type: none"> <li>• The suffixes –ment, –ness, –ful, –less and –ly</li> <li>• The /l/ or /əɫ/ sound spelt –al at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ʒ/ sound spelt s</li> </ul>

	6	Phase 6/The Spelling Book Year 2	<p>Common Exception words are included in Go Grapheme Grafters</p> <ul style="list-style-type: none"> <li>• Homophones and near-homophones</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</li> <li>• Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</li> <li>• The /l/ or /əl/ sound spelt –le at the end of words</li> <li>• The /l/ or /əl/ sound spelt –el at the end of words</li> <li>• The /l/ or /əl/ sound spelt –al at the end of words</li> <li>• The /ɔ:/ sound spelt a before l and ll</li> <li>• The /ʌ/ sound spelt o</li> <li>• The /ɜ:/ sound spelt or after w</li> <li>• The /ɔ:/ sound spelt ar after w</li> <li>• The /ʒ/ sound spelt s</li> </ul>
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See attached National Curriculum Tracker taken from The Spelling Book Year 2 for further detail regarding coverage.

### **Continuing the phonics journey**

Children identified as having gaps in their phonic knowledge and understanding, including children who did not meet the expected standard in the PSC at the end of Year 1 and 2 are entitled to continued phonics teaching to address gaps and secure learning.

As children move into Key Stage 2, children are reassessed in the first few weeks of the Autumn term to determine what support is required in order to target intervention appropriately. Interventions may be organised into small groups or one to one, depending on need.

Reading books are also closely monitored to ensure that the books the children are accessing are matched to their phonic knowledge and understanding, allowing them to practise skills and embed learning. Teachers and TAs working with these children are aware of phonic ability when hearing readers and continued encouragement of use of phonic skills when necessary e.g. decoding longer or unfamiliar words, alongside developing fluency and comprehension skills.