

## 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. 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. <u>oo</u>, <u>oo</u>, <u>ee</u>, <u>er</u>.</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.**

In Year 2, No Nonsense Spelling is used to support children in becoming increasingly accurate spellers by focusing on spelling strategies. NNS is aligned with Letters and Sounds and dovetails with Phase 6 for coverage and expectation.

In addition to Letters and Sounds, phonics is applied throughout the curriculum (Explore reading/use of PoR). 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.

## 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, I, 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  Assessment Week  Revisit, utilise and apply in context to ensure fully understood and used	said some come were there little one when out what have like so do  Segmenting using phonemes taught  Word building Home reading	All Phase 2 common exception words  Formation of individual letters following handwriting families Formation of

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

			<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</p>	<p>thought, any, saw, through, eyes, work, friends, want, mouse, once, many, laughed, over, home,</p>	<p>do, what, please, little, Mr, Mrs, oh, their, home, going</p> <p>Days of week</p>

			<p>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>	going	
	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 root word does not change, how to add prefix un</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>

	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/No Nonsense Spelling	No Nonsense Spelling Block 1: 6 weeks Use GPC chart and word list to keep track of what you have covered. Introduce spelling journal and have a go sheets. Establish a correct spelling ethos in you class early on Choose homophones based on the Phase 5 GPCs you are looking at i.e sea/see/be/bee Choose Phase 5 GPCs based on what children need (assess this first)		
	2	Phase 6/No Nonsense Spelling	No Nonsense Spelling Block 2: 6 weeks New sounds: dge/ge /s/ spelt c /n/ sound spelt gn and kn Learning Common Exception words Choose words based on what your class struggle with and keep track of words learnt Continue revising Phase 5 GPCS Revise homophones		
	3	Phase 6/No Nonsense Spelling	No Nonsense Spelling Block 3: 6 weeks New sounds: y (cry) le (table) ey (donkey) wr (wriggle) Strategies for spelling common exception words and high frequency words Teach contractions (did not – didn't) Teach how to proof read Teach 'Adding endings' ing, ed, er, est and y to words ending with e with a consonant before it Adding ing,er,ed,est and y to words of one syllable ending in single consonant after a single vowel Teach near homophones Continue to teach CE and HF words		
	4	Phase 6/No Nonsense Spelling	No Nonsense Spelling Block 4: 6 weeks New sounds: a (want) s (treasure) Learn mnemonics Continue teaching homophones Teach adding es to nouns and verbs ending in y		

			Teach the possessive apostrophe Teach adding suffixes ful, less and ly Teach words ending in 'tion'
	5	Phase 6/No Nonsense Spelling	No Nonsense Spelling Block 5: 6 weeks New sounds: el (camel) a (call) ar (warm) or (worm) al (metal) Adding ing,ed,er and est to words ending in y Suffixes ment and ness Teach the possessive apostrophe in singular nouns Continue to teach CE and HF words
	6	Phase 6/No Nonsense Spelling	No Nonsense Spelling Block 6: 6 weeks New sounds: o (mother) ll (pencil) Revise spelling and concepts that pupils need to secure Revise homophones Continue to teach CE and HF words

Year Two Phonics Progression

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>No Nonsense Spelling Block 1</b> 6 weeks	<b>No Nonsense Spelling Block 2</b> 6 weeks	<b>No Nonsense Spelling Block 3</b> 6 weeks	<b>No Nonsense Spelling Block 4</b> 6 weeks	<b>No Nonsense Spelling Block 5</b> 6 weeks	<b>No Nonsense Spelling Block 6</b> 6 weeks
Use GPC chart and word list to keep track of what you have covered.  Introduce spelling journal and have a go sheets. Establish a correct spelling ethos in you class early on  Choose homophones based on the Phase 5 GPCs you are looking at i.e sea/see/be/bee  Choose Phase 5 GPCs based on what your class need (assess this first).	New sounds: dge/ge /s/ spelt c /n/ sound spelt gn and kn  Learning Common Exception words. Choose words based on what your class struggle with and keep track of words learnt  Continue revising Phase 5 GPCS  Revise homophones.	New sounds: y (cry) le (table) ey (donkey) wr (wriggle)  Strategies for spelling common exception words and high frequency words  Teach contractions (did not – didn't)  Teach how to proof read.  Teach 'Adding endings' ing, ed, er, est and y to words ending with e with a consonant before it  Adding ing,er,ed,est and y to words of one syllable ending in single consonant after a single vowel  Teach near homophones  Continue to teach CE and HF words	New sounds: a (want) s (treasure)  Learn mnemonics  Continue teaching homophones  Teach adding es to nouns and verbs ending in y  Teach the possessive apostrophe  Teach adding suffixes ful, less and ly  Teach words ending in 'tion'	New sounds: el (camel) a (call) ar (warm) or (worm) al (metal)  Adding ing,ed,er and est to words ending in y  Suffixes ment and ness  Teach the possessive apostrophe in singular nouns  Continue to teach CE and HF words	New sounds: o (mother) ll (pencil)  Revise spelling and concepts that pupils need to secure  Revise homophones  Continue to teach CE and HF words

Taken from Year 2 No Nonsense Spelling

### 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.