

Phonics Overview (March 2020)

Phase 2

(Reception have covered Phase 2 but may need some revision)

In Phase 2 children are introduced to letters (and the corresponding sounds) for the first time. This page provides an overview of the main teaching content.

Phase 2 Teaching Overview

In Phase 2 children are taught 19 letters grouped into 5 sets. One set will generally be taught in one week.

Set 1	s / a / t / p
Set 2	i / n / m / d
Set 3	g / o / c / k
Set 4	ck / e / u / r
Set 5	h / b / f, ff / l, ll / ss

Children are encouraged to begin 'blending' sounds into words straight away. Therefore, having been taught only Set 1, children can make, and read, words like at, sat and pat.

As children learn all the Sets in Phase 2, they will be able to read an increasing number of words.

You will notice that 'double consonants' (ff / ss / ll) are taught early. This illustrates to children that sometimes more than one letter can represent a single sound. In the case of these letters it is the same sound as the single letter represents. In Phase 3 children are taught that this is not always the case.

The grapheme 'ck' is taught in Phase 2 as it features in many of the early words that children learn e.g. back, neck and sack.

Phase 2 Tricky Words

Tricky words are those **words** which cannot be sounded out easily. They are common **words** that have complex spellings in them. Children learn to read these words by sight.

the to I no go into

Phase 3

(Reception have begun Phase 3 as far as “ear” – they will need further practise of all the Phase 3 phonemes)

In Phase 3 children continue to use all the sounds they were taught in Phase 2. In addition, they are taught additional sounds (phonemes) and the letters / groups of letters that represent them (graphemes).

Phase 3 Teaching Overview

In this Phase a further 25 letters and graphemes are taught. The final two sets of letters are taught first.

Set 6	j / v / w / x
Set 7	y / z, zz / qu

Once Sets 6 & 7 have been taught children learn about graphemes where more than one letter represents one sound e.g. the grapheme 'ai' represents one sound in the word 'rain'.

ch (as in chip)	sh (as in shop)	th* (as in thin)	th* (as in then)
ng (as in ring)	ai (as in rain)	ee (as in feet)	igh (as in night)
oo** (as in book)	oo** (as in boot)	ar (as in farm)	or (as in for)
ur (as in hurt)	ow (as in cow)	oi (as in coin)	ear (as in dear)
air (as in fair)	ure (as in sure)	er (as in her)	

*The grapheme 'th' represents more than one sound. You may need to listen carefully to hear the difference.

**The grapheme 'oo' also represents more than one sound.

Phase 3 Tricky Words

he she we me be was you they all are my her

Phase 4

(Reception move onto Phase 4 when they are confident with Phase 3)

In Phase 4 children are not taught any new phonemes or graphemes. Instead, they are taught to further manipulate the phonemes and graphemes they have already learnt. Many of the words children explored in Phase 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable). Many of the words in Phase 2 and 3 required children to blend approximately three sounds together in order to read them. Phase 4 requires children to blend an increasing number of sounds together in order to read.

Phase 4 Teaching Overview

In Phase 4 words are often referred to in relation to how many vowels and consonants they contain.

CVC Words

The word '**cod**' is a CVC word (consonant / vowel / consonant). Other CVC words include: sad, net and him.

CCVC Words

The word '**crab**' is a CCVC word (consonant / consonant / vowel / consonant). Other CCVC words include:
trim, flat and step.

CVCC Words

The word '**help**' is a CVCC word (consonant / vowel / consonant / consonant). Other CVCC words include: fist, mend and test.

As children progress through Phase 4 they become more confident and skilled in reading and spelling words with a greater number of letters and graphemes.

Phase 4 Tricky Words

said have like so do some come were there little one when
what out

Phase 5

(Year 1 are currently working on phase 5)

In Phase 5 children are introduced to new graphemes for reading. Some of these graphemes represent phonemes (sounds) that they have already learnt a grapheme for. For example, in Phase 3 children were

taught 'ai' as the grapheme for the phoneme /a/ (as in rain). In Phase 5, children are taught that the phoneme /a/ can also be represented by the graphemes 'ay' (as in play) or 'a-e' (as in make). This variation needs to be taught as it is common in our language system.

Phase 5 Teaching Overview

a-e (as in came)	au (as in Paul)	aw (as in saw)	ay (as in day)
e-e (as in these)	ea (as in sea)	ew (as in stew)	ew (as in chew)
ey (as in money)	i-e (as in like)	ir (as in girl)	o-e (as in bone)
oe (as in toe)	ou (as in out)	oy (as in boy)	ph (as in Phil)
u-e (as in June)	u-e (as in huge)	ue (as in clue)	ue (as in due)
wh (as in when)			

a-e (make, made, cake and snake); e-e (these); i-e (like, bike, dive, and Clive); o-e (bone, stone, phone and drone); u-e (huge) are split digraphs

Phase 5 Tricky Words

oh their people Mr Mrs looked called asked could