

Suggested Progression in Phonics

An overview of phonics teaching at Stanford Infant School

This charts the order of introduction of phonemes only. Consolidation and revision is included as appropriate throughout. Teachers move on as they feel their classes are ready.

Key skills of blending, segmenting and manipulating phonemes are taught throughout.

- <s> <a> <t> <i> <p> <n>
- <c> <k> <ck> <e> <h> <r> <m> <d>
- <g> <o> <u> <l> <f>
- <ai> <j> <oa> <ie> <ee> <or>
- <z> <w> <ng> <v> <oo>(short) <oo>(long)
- <y> <x> <ch> <sh> <th>(short) <th>(long)
- <qu> <ou> <oi> <ue> <er> <ar>
- <ll> <ss> <ff> <zz>
- <igh> <ur> <ow> (refer back to previous representations of same sound)
- <ng> <ure> <air> <ear> (Phase 3 new graphemes)

The above are the sounds covered in Phases 2 and 3 in the order we actually teach them (using the Jolly Phonics scheme). During Phase 4 the children start to blend CVCC and CCVC words using all the above.

Phase 5 Learning alternative graphemes for spelling and reading
'Direct teaching of the 'split sound' will be necessary at this stage

- ee'- <ee> <ea> <y> <e-e> (+ <e> <ie> <i> <ei> <ey>)
- 'ie'- <ie> <igh> <y> <i-e> <i> (+ <eigh>)
- 'oe'- <oa> <ow> <oe> <o-e> <o> (+ <ough> <ou>)
- 'ae'- <ai> <ay> <a-e> <a> (+ <ey> <ea> <eigh> <aigh> <ei>)
- 'ue'- <oo> <ue> <ew> <u-e> <o> <u> (+ <ou> <or> <ough>)

Phase 5 continued

- When children are secure with above phonic knowledge and are blending and segmenting confidently, direct teaching of the decoding of **multi syllable words** is directly taught and becomes a part of the routine.
- Children continue to expand phonic knowledge simultaneously.
- Classes will keep revisiting any problem graphemes as appropriate.
- Teachers will consolidate understanding of alternative graphemes when teaching 'tricky words'.
- Alternative pronunciations for graphemes (e.g. <ow> - 'oe' or 'ou'?)
- Guided reading groups are used to teach strategies as appropriate to individuals and groups.

- 'c'- <k> <c> <qu> <ch>
- 'ch'- <ch> <tch>
- 'oo'- <oo> <oul> <u>.
- 'ow' - <ow> <ou>
- 'oi'- <oy> <oi>
- 'ar'- <ar> <a>
- 'aw'- <or> <au> <aw> <a>
- 'er'- <er> <ir> <ur> (<or> <ear> <ar> <our> <re>)
- 'air'- <air> <are> <ear>
- 'ear' - <ear> <eer>
- 'ure'- <ure> <our>
- 'j' - <j> <g> <dge>
- 's' - <s> <ss> <c> <se> <ce> <sc>
- 'u' - <u> <ou> <o-e> <a> <o> (good for explanation of HF spellings- about/ mother, some etc)
- 'l' - <l> <le> <ll> <al> <el> <il>
- 'f' - <f> <ph>
- 'j' - <j> <g> <dge>
- 'n' - <n> <nn> <gn> <kn>
- 'e' - <e> <ea> (<ai> <ie>)
- 'i' - <i> <y>
- 'r' - <r> <wr> <rr> <rh>
- 'w' - <w> <wh> (good when doing questions/ information gathering)

Phase 6

- During Autumn Term of Year 2 children will continue to practise phase 5 phonemes/graphemes for reading and spelling in order to consolidate the learning from Year 1. The Phase 5 list is not exhaustive- there are others of interest that children may come across and teachers may focus on.
- Teachers will establish any gaps in phonic knowledge (revisit and consolidate as necessary) and assess blending/ segmenting skills (practise as appropriate for class).
- New objectives such as the teaching of the past tense, prefixes, suffixes, plurals and other endings, will be taught as an inherent part of these lessons.
- Knowledge of alternative graphemes will continue to be important in spelling and knowledge of all alternative pronunciations of graphemes will be key in order for children to develop fluency in reading.
- The 'tricky' bit of a word is often a single phoneme and can be explained this way to the children, and routines are established to learn and remember these.

Special endings

- | | | |
|----------|--------------|-----------|
| • 'zhun' | television | |
| • 'zher' | treasure | |
| • 'shun' | information/ | musician |
| • 'shus' | nutritious/ | delicious |