



## Nursery

Phase 1	<p><b>Listening to and for sounds:</b> eg voice sounds, environmental sounds, musical instruments sounds etc.</p> <p><b>Rhyme:</b> Learning Nursery rhymes and songs off by heart, identifying rhyming words, playing with rhyming words</p> <p><b>Alliteration:</b> Saying sentences of words that all start with the same letter eg "Sally said sausages are silly."</p> <p><b>Oral segmenting and blending (Robot Speak):</b> Looking at pictures and hearing and saying the individual letters sounds in vc and cvc words eg  "c-a-t"</p>
Phase 2	<p>Set 1: s a t p</p> <p>Set 2: i m n d</p>

## Reception

Phase 2 and Phase 3	<p><b>Oral segmenting and blending (Robot Speak):</b> Looking at pictures and hearing and saying the individual letters sounds in cvc words eg  "c-a-t"</p>
Phase 2	<p>From the start of Phase 2, children are taught to blend letters together to read cvc words and segment letters to spell cvc words. This can be done as soon as the children know a few letters:</p> <p>Set 1: s a t p (sat, tap, pat)</p> <p>Set 2: i m n d (pin, tan, dad)</p> <p>Set 3: g o c k (pig, cot, kid)</p> <p>Set 4: e u r h b (hen, red, hop, bag)</p> <p>Set 5: f l l ff ss ck (fin, doll, huff, hiss, sock)</p>
Phase 3	<p>Set 6: j v w x</p> <p>Set 7: y z zz qu</p> <p>Set 8: ch sh th ng</p> <p>Set 9: oo ee oa ai</p> <p>Set 10: ar or ur oi</p> <p>Set 11: ow igh air ear ure er</p>
Phase 4	<p>The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as:</p> <p>t-r-a-p, s-t-r-i-ng s-n-ai-l</p> <p>And longer words such as:</p> <p>w-i-n-d-m-i-l and s-a-n-d-p-i-t</p>

Year 1

Phase 5 Reading: (Children need to be taught these phonemes first to support their reading development)

Set 12: ay ou ie ea

Set 13: oy ir ue aw

Set 14: wh ph e oe aw

Set 15; Split Digraph a-e e-e i-e o-e u-e

Set 16: s (zh) as in 'vision' and 'treasure'

Set 17: Alternative pronunciation of vowel sounds eg "fin" and "find"

Set 18: Alternative pronunciation of vowel digraphs:

ow as in 'blow' or 'snow'

ie as in 'tie' or 'field'

ea as in 'sea' or 'bread'

a as in 'hat' 'what' 'baby'

Set 19: More alternative pronunciations:

y as in 'yes' 'why' 'happy'

ch as in 'chin' 'chemist'

ou as in 'hour' or 'could'

ou as in 'mould' or 'soup'

Spelling

Spelling patterns for the vowel phonemes:

Set 20: e, ee, ea, y, ie, e-e, ey

Set 21: i, igh, y, ie, i-e,

Set 22: a, ay, ai, a-e,

Set 23: o, oa, ow, o, o-e

Set 24: oo, ew, ue, u-e

More spelling patterns:

Set 25: augh (caught) au (haunt) aw (straw) al (walk) oor (floor)

Set 26: ear (heard) er (jumper) ir (twirl) ur (burnt)

Set 27: oo (good) oul (should) u (full)

Set 28: ow (growl) ou (shout)

Set 29: oi (spoil) oy (annoy)

Set 30: ar (march) al (palm) a (father)

Set 31: ere (there) ear (bear) are (square) air (fair) ear (swear)

Set 32: ear (clear) eer (cheer) ere (here)

Set 33: s, ss (dress) se (house) ce (face)

Set 34: j, g (giant) dge (fudge)

Set 35: Silent letters: kn (know) wr (write) mb (lamb) gn (gnat)

## Year 2

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| Phase<br>6 | <ul style="list-style-type: none"><li>• Understand and apply suffixes to root words:<br/><br/>ed (shopped) ing (washing) ful (wonderful) est (biggest) er (colder) ment (shipment) ness (coldness)<br/>en (wooden) es (reaches)</li><li>• Understand and apply prefixes to root words:<br/><br/>un (unhappy) re (review) in(inseparable) im (impatient) dis (disappear)</li><li>• Investigate how adding suffixes and prefixes changes words</li><li>• Introduce the past tense</li><li>• Understand the rules for adding ing, ed, er, est, ful, l, y to words</li></ul> |
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### Glossary

Phoneme: The smallest unit of speech sounds that make up a word eg s-p-oo-n

Grapheme: The written representation of sounds eg the phoneme is 'ee' and the graphemes are 'ea' 'ee' 'e' 'e-e' 'e'

Adjacent consonants: Two letters that are next to each other in a word that can be pronounced separately eg 'sp' 'fl'

Quick words: Words that cannot be sounded out using phonics eg 'the' 'said'

cvc words: consonant-vowel-consonant words eg 'cat'

vc words: vowel-consonant words eg 'it'

Initial phoneme: The first phoneme in a word eg 's' for 'sock'