



## Phonics Expectations at New Delaval

Preschool & Nursery		Reception		Year 1	Year 2
Phase 1 (throughout)	Phase 2 (6 weeks)	Phase 3 (12 weeks)	Phase 4 (6 weeks)	Phase 5 (throughout)	Phase 6 (throughout)

### EYFS

#### Preschool and Nursery

Early phonics teaching in pre-school, nursery and at the start of Reception focuses on developing children's listening skills.

In **Phase 1** phonics, children are taught about Phonological awareness:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

This phase is intended to develop children's listening, vocabulary and speaking skills.

#### Nursery and Reception

In **Phase 2**, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but **in Phase 2, children focus on learning the 19 most common single letter sounds**. By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.' This phase usually lasts about six weeks.

**Phase 3** introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, depending on which scheme is followed, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.

Alongside this, **children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'.** They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song. Phase 3 takes most children around **12 weeks**. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.

By now, children should be confident with each phoneme. **'From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words, and increasing vocabulary,' Sara says.**

In **Phase 4 phonics**, children will, among other things:

- Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes **four to six weeks**, and most children will complete it around the end of Reception.

By the end of reception children should:

- ELG He/she uses his/her phonic knowledge to write words in ways which match their spoken sounds. He/she also writes some irregular common words. He/she writes simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- ELG He/she reads and understands simple sentences. He/she uses phonic knowledge to decode regular words and read them aloud accurately. He/she also reads some common irregular words. He/she demonstrates understanding when talking with others about what they have read.

## Year 1

**Phase 5** generally takes children the whole of Year 1. Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. **They should become quicker at blending, and start to do it silently.** They learn about split digraphs (the 'magic e') such as the a-e in 'name.' They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'

By the end of Year 1, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- leaving spaces between words
- Use Capital letters, full stops, question marks and exclamation marks to demarcate sentences

At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.

## Year Two

**Phase 6** phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

**Children should now be spelling most words accurately (this is known as 'encoding'), although this usually lags behind reading.**

They will also learn, among other things:

- Prefixes and suffixes, e.g. 'ing' and '-ed'
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'
- Spelling rules
- Use spacing between words that reflects the size of the letters
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, Commas to separate items in a list, Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school. **The whole aim of phonics teaching is not just to learn the sounds, but to use them as a tool for reading and spelling.**

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