

Primary schools follow different Phonic schemes, and each takes a slightly different approach to teaching synthetic phonics, but it's common for children to be taught in a series of Phases throughout the Foundation Stage and Key Stage. Our phonics scheme is a systematic phonic scheme, planned from Pearson Bug Club. We endeavour to make the learning of phonics as interactive and engaging as possible.

PHASE 1	TIME SCALE: PRE-SCHOOL/NURSERY	RESOURCES
<p>In Phase 1 phonics, children are taught about:</p> <ul style="list-style-type: none"> • 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') <p>Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.</p> <p>This phase is intended to develop children's listening, vocabulary and speaking skills.</p>		
PHASE 1 REVIEWED	WEEKS 1-3 RECEPTION (BEFORE BASLINE ASSESSMENT IS COMPLETED)	Bug Club books: Lilac
PHASE 2	TIME SCALE: 6 WEEKS – START WEEK 3 RECEPTION ONE NEW SOUND DAILY–TRICKY WORDS ON FRIDAY	
<p>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. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.</p> <p>They will learn the most commonly used phonemes first, starting with: /s/, /a/, /t/, /i/, /p/, /n/.</p>		Teaching guidance and interactive activities on Bug Club Units 1-5

<p>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, not fully decodable, 'tricky words' like 'the' and 'go.' This phase usually lasts about six weeks.</p>		<p>Bug Club books: Pink</p>
PHASE 3	TIME SCALE: APPROXIMATELY 12 WEEKS	
<p>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/. 'We need these sounds to be able to read and form useful words,' says Sara.</p> <p>Alongside this, children are taught to recognise more not fully decodable, 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.</p> <p>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.</p>		<p>Teaching guidance and interactive activities on Bug Club Units 6-11</p> <p>Bug club books: Red</p>
PHASE 4	TIME SCALE: 4-6 WEEKS (VERY ABLE CHILDREN MOVE TO PHASE 5)	
<p>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.</p> <p>In Phase 4 phonics, children will, among other things:</p> <ul style="list-style-type: none"> • Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc) and other words with adjacent consonants ccvc, ccvcc, cccvc. • Practise reading and spelling high frequency words • Practise reading and writing sentences • Learn more not fully decodable, 'tricky' words, including 'have,' 'like,' 'some,' 'little' 'there' 'what' 		<p>Teaching guidance and interactive activities on Bug Club Unit 12</p> <p>Bug club books: Yellow</p>

<p>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.</p>	
<p>PHASE 5</p>	<p>TIME SCALE: UNTIL THE END OF YEAR ONE</p>
<p>Phase 5 generally takes children the whole of Year 1. Here, we introduce alternative spellings for sounds, like 'igh' Children master these in reading first, and as their fluency develops, we begin to see them using them correctly in spelling.</p> <p>Children learn new <u>graphemes</u> (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'.</p> <p>They should become quicker at blending, and start to do it silently.</p> <p>They learn about split <u>digraphs</u> (the 'magic e') such as the a-e in 'name.'</p> <p>Plurals/Suffixes</p> <p>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.'</p> <p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • 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 <u>syllables</u> • Read all of the 100 high frequency words, and be able to spell most of them • Form letters correctly <p><i>At the end of Year 1, all children are given a statutory <u>Phonics Screening Check</u> to ensure they have mastered the appropriate knowledge.</i></p>	<p>Teaching guidance and interactive activities on Bug Club Units 13-27</p> <p>Bug club books: Blue Green Orange</p>

PHASE 6	TIME SCALE: YEAR TWO AND BEYOND	
<p>Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.</p> <p>By Phase 6, children should be able to read more complex, multi-syllabic words, prefixes and suffixes, using one of three strategies:</p> <ul style="list-style-type: none"> Reading them automatically Decoding them quickly and silently Decoding them aloud <p>Children should now be spelling most words accurately (this is known as '<u>encoding</u>'), although this usually lags behind reading. They will also learn, among other things:</p> <ul style="list-style-type: none"> <u>Prefixes</u> and <u>suffixes</u>, e.g. 'in-' and '-ed' The <u>past tense</u> 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 <p>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. Everything leads on to independent reading and writing.'</p>		<p>Teaching guidance and interactive activities on Bug Club Units 28-30</p> <p>Bug club books:</p> <ul style="list-style-type: none"> Turquoise Purple Gold White Lime