

# John Clifford Primary and Nursery School Phonics Overview.



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At John Clifford, we follow a revised version of the Letters and Sounds programme created by Jason Wade. Phonics lessons allow children to learn about how letters link to sounds, how to blend sounds to read and how to segment letters to write words and sentences. Phonics takes place in FS and KS1 for 20 minutes per session in phase groups. This allows teachers ensure children have time to learn, practise and independently apply their phonic skills. Staff assess the children using phonics trackers once the children have completed a phase.

Agreed Terminology

<b>Phoneme</b> – the smallest unit of identifiable sound in a word eg. “a” or “sh” (You hear it – telephone.)	<b>Grapheme</b> – a letter (or group of letters) representing one sound eg. “b” or “ear” (You see it.)	<b>Digraph</b> – two letters that make a new sound.	<b>Vowel digraph</b> – two letters that make a vowel sound eg. “ee”
<b>Consonant digraph</b> – two letters that make up a new consonant sound eg. “ch”	<b>Trigraph</b> – three letters that make a new sound eg “igh”	<b>Vowel</b>	<b>Consonant</b>
<b>Consonant cluster</b> – more than one consonant adjacent to each other eg. “bl” or “spr” (traditionally known as ‘blends’)	<b>Tricky words</b> – words that cannot be decoded. These may only be ‘tricky’ at that point in time/in that Phase eg. “like” is taught before split digraphs are taught and is therefore a ‘tricky’ word until this point.	<b>Key words</b> – the list of words prescribed for each year group compiled from revised L&S, NC2014 & HFWs. (Previously known as ‘non-negotiable’.)	During writing use these terms: <b>Ascenders</b> <b>Descenders</b> <b>Split digraph</b>

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### Sound Buttons

Sound buttons should be used as follows:

- To show a single phoneme in word, a single dot should be drawn below the corresponding grapheme.
- To show a digraph or trigraph in a word, a line should be drawn below the corresponding graphemes, with a sound button underneath.
- To show a split digraph a single dot should be drawn under each grapheme and a line drawn to connect the two graphemes, with a sound button underneath.

Children should then be encouraged to press the sound buttons when they are reading the words.

Single phoneme	Digraph and trigraph	Split digraph
s ·	<u>ee</u> · <u>igh</u> ·	a <u>·</u> e

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The tables below contain an outline of how we teach phonics at John Clifford School and the national expectations for when these will be taught and for how long. Some phases have been adapted from the original Letters and Sounds document (DFE, 2007). They also include key information on what should be included when teaching each phase.

Phase 1	Foundation 1
Phase 2	Foundation 2
Phase 3.1	Foundation 2
Phase 3.2	Foundation 2
Phase 4	Foundation 2
Phase 5.1	Year 1
Phase 5.2	Year 1
Phase 5.3	Year 1
Phase 6.1	Year 2
Phase 6.2	Year 2
Phase 6.3	Year 2

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Outline		
Phase 1 Foundation 1 Ongoing.	Seven aspects to be covered 1. General sound discrimination: Environmental sounds 2. General sound discrimination: Instrumental sounds 3. General sound discrimination: Body percussion 4. Rhythm and rhyme 5. Alliteration 6. Voice sounds 7. Oral blending and segmenting	
Assessment	By then end of phase 1 children should:	
	<ul style="list-style-type: none"> <li>- Be able to identify, and discriminate between, everyday sounds</li> <li>- Show awareness of rhyme and alliteration</li> <li>- Recognise rhythm in spoken words</li> <li>- Continue a rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>- Hear and say the initial sound in words</li> <li>- Blend sounds to make simple words</li> <li>- Segment the sounds in simple words and blend them</li> </ul>
Children should be secure in all phase 1 aspects before moving onto phase 2. If children are struggling to blend or hear all of the sounds in a word then they should revisit aspects of phase one.		

Outline	GPCs	Word Structure	High Frequency Words	
			Common Exception Words	Decodable words
Phase 2 Foundation 2 Teach: 6 weeks Revise: 3 weeks	Single Graphemes  1. <b>sat tan tap pan</b> 2. <b>it nap man dip</b> 3. <b>got on cap kit</b> 4. <b>him pen rat big</b> 5. <b>wet fit leg up</b> 6. <b>jog vex yes zip box</b>	VC  on up it  CVC  tip bat pig	is and to the on go I	a in it on at but can up had not mum big fox red bed am fun run ran hat bad top box hot sun did sat let man
Assessment	By then end of phase 2 children should:			
	<ul style="list-style-type: none"> <li>- Give the sound when shown any Phase 2 letter</li> <li>- Find and Phase 2 letter from a display when given the sound</li> <li>- Orally blend and segment Phase 2 phonemes within the taught word structures</li> </ul>		<ul style="list-style-type: none"> <li>- Blend and segment phase 2 GPCs within CVC words in order to read and spell.</li> <li>- Read and spell the high frequency words listed for Phase 2.</li> </ul>	

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Outline	GPCs	Word Structure	High Frequency Words	
			Common Exception Words	Decodable words
Phase 3.1 Foundation 2  Teach: 4 weeks  Revise: 2 weeks	Consonant Graphemes  7. <b>buzz</b> , <b>huff</b> , <b>hiss</b> , <b>fill</b> 8. <b>chin</b> , <b>shop</b> 9. <b>that</b> , <b>thin</b> 10. <b>sing</b> , <b>quit</b> , <b>rock</b> *  *The diagraph /ck/ follows a short vowel sound.	All previous structures and:  In reading and spelling:  VCC and imp end  Orally:  CVCC rocks chimp shops  CVC/VC limit robin puffin	he she we me be	that this them then back will with off fish king much tell fell than thing miss duck long well wish pull push
Phase 3.2 Foundation 2  Teach: 6 weeks Revise: 4 weeks	Vowel diagraphs and trigraphs.  11. <b>rain</b> , <b>weed</b> 12. <b>high join</b> 13. <b>boat</b> , <b>cow</b> , <b>hoot</b> 14. <b>far</b> , <b>born</b> , <b>turn</b> 15. <b>year</b> , <b>fair</b> , <b>pure</b> , 16. <b>under</b> (schwa)	Previous structures and:  In reading and spelling:  CCV star spear brow  Orally:  CVCC train sleep float	Was my you they her all are	Down see now for too how or need soon night keep room boat feet queen air dark hard car park food night been town
Assessment	By then end of phase 3 children should:			
	<ul style="list-style-type: none"> <li>- Give the sound when shown all or most Phase 2 and Phase 3 graphemes.</li> <li>- Find all or most Phase 2 and Phase 3 graphemes from a display when given the sound</li> <li>- Blend and read Phase 2 and Phase 3 GPCs within CVC words.</li> </ul>		<ul style="list-style-type: none"> <li>- Segment and make phonemically plausible attempt at spelling words using taught GPCs within CVC words.</li> <li>- Read and spell high frequency words listed for Phase 3.</li> <li>- Write each letter correctly when following a model.</li> </ul>	

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Phase 4 Foundation 2  Teach: 4 weeks  Revise: 3 weeks	No new GPCs	Previous structures and:  CVCC rocks chimp shops  CCVC train sleep float  CCCVC scrap sprain strip  Polysyllabic structures limit robin jumper bedroom sunlight hairbrush	said, so, were, there, one, do, out	went from help ask just under after lots stop tree thing still next must three jump sleep gran last its green best end wind fast plants rabbit river ever never tree granddad morning.
Assessment	By then end of phase 4 children should:			
	<ul style="list-style-type: none"> <li>- Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- Give the sound when shown any phase 2 and phase 3 grapheme</li> <li>- Find any phase 2 and phase 3 graphemes from a display when given the sound.</li> <li>- Blend and read words containing adjacent consonants.</li> <li>- Segment and spell words containing adjacent consonants.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and spell the high frequency words listed for Phase 4.</li> <li>- Write each letter, usually correctly.</li> <li>- Use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- Write sentences which can be read by themselves and others.</li> <li>- Spell some words correctly and others that are phonetically plausible.</li> </ul>		

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Outline	GPCs	Word Structure	High Frequency Words	
			Common Exception Words	Decodable words
Phase 5.1 Year 1  Teach: 14 weeks  Revise: 2 weeks	Suffixes: 17 sings* cows* brushes mixes 18 rained** helped** parting turning  * the suffix -s may be enunciated as /s/ or /z/  ** the suffix -ed may be enunciated as /d/, /t/ or /i+/d/  Long vowel families: 19 <b>rain</b> – <b>day</b> , <b>make</b> 20 <b>see</b> – <b>even</b> <b>peace</b> , <b>chief</b> , <b>eve</b> 21 <b>light</b> – <b>pie</b> , kind, <b>pine</b> 22 <b>coin</b> - <b>toy</b> 23 <b>boat</b> – <b>pony</b> <b>toe</b> , <b>blow</b> , <b>code</b> 24 <b>moon</b> – <b>glue</b> , <b>chew</b> , <b>flute</b> , <b>unit</b> 25 <b>now</b> – <b>about</b> 26 <b>for</b> – <b>launch</b> , <b>lawn</b> 27 <b>burn</b> – <b>girl</b> , <b>farmer</b> 28 air - <b>bear</b>	Previous structures and:  CCVCC stomp tricks shrimp  CVCCC chimps hands helps  Add suffixes where they do not change the base spelling of the word  Once suffixes have been introduced, continue to use where possible when building words, adding the to bases containing the graphemes currently and previously taught.  Children should be taught to identify, read and spell syllables within polysyllabic words.  Compound words: Rainbow snowflake beehive	of his as us has you're here into old oh their egg	came about day made lime saw make away bear new eat play take find round shout more sea these boy first gave may bird live say found clothed window each girl snow tea grow like home way inside birds trees asked shouted cried jumped pulled liked



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<p>Phase 5.2 Year 1</p> <p>Teach: 8 weeks</p> <p>Revise: 1 week</p>	<p>Alternate consonants.</p> <p>Suffixes: 29 <b>higher lower highest lowest</b></p> <p>New consonant phoneme 30 s measure</p> <p>Alternative consonant pronunciation: 31 c <b>cat cell*</b> 32 g <b>get gem*</b> 33 ch <b>chip school chef</b></p> <p>Alternative consonant spelling: 34 <b>each catch**</b> 35 <b>went when</b> 36 <b>fix stiff photo</b></p> <p>*the letters c and g are frequently enunciated as /s/ and /j/ respectively when followed by the letters e, i and y.</p> <p>**/ch/ is usually spelled tch following a single vowel, and ch following a consonant or vowel digraph (common exceptions are <b>much such rich which</b>)</p>	<p>All previous word structures</p> <p>Add suffixes where they do not change the spelling of the base word</p> <p>Once suffixes have been introduced, continue to use where possible when building words, adding them to bases containing the graphemes currently and previously taught.</p> <p>Children should be taught to identify, read and spell syllables within polysyllabic words.</p> <p>Compound words: Photograph gemstone</p>	<p>it's I'm don't I'll can't that's I've let's he's</p>	<p>magic place school white which when</p>
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<p>Phase 5.3 Year 1</p> <p>Teach: 8 weeks</p> <p>Revise: 1 week</p>	<p>Alternate vowels</p> <p>Prefix: 37 <b>unsafe untie undo unkind</b></p> <p>Alternate vowel pronunciation: 38 <b>boot look / cow crow</b> 39 <b>yes by very</b> 40 <b>at was*/bead dead</b> 41 <b>fin find / hot cold</b> 42 <b>tie field / her order</b> 43 <b>out shoulder could you</b></p> <p>Non-syllabic e: 44 <b>house ease have</b></p> <p>*a is often enunciated as /o/ following qu, w or wh</p>	<p>All previous word structures</p> <p>Add suffixes where they do not change the spelling of the base word.</p> <p>Once suffixes have been introduced, continue to use where possible when building words, adding them to bases containing the graphemes currently and previously taught</p> <p>Children should be taught to identify, read and spell syllables within polysyllabic words.</p> <p>Compound words: <b>bookcase myself</b></p>	<p>Mr Mrs people children gone baby who two through</p>	<p>look very by fly house good want what over look cold most please have horse head going book told only why use looked lived looks wanted looking</p>
<p>Assessment</p>	<p>By then end of phase 5 children should:</p>			
	<ul style="list-style-type: none"> <li>- Respond speedily with the correct sound when shown any grapheme that has been taught.</li> <li>- For any given sound, write the common graphemes.</li> <li>- Apply phonic knowledge and skill as the prime approach to reading and spelling, including unfamiliar words that are not completely decodable.</li> <li>- Read other words of more than one syllable that contain taught GPCs.</li> <li>- Form each letter in the correct direction, starting and finishing in the right place.</li> </ul>	<ul style="list-style-type: none"> <li>- Read automatically all of the high-frequency words, including common exception words, taught so far, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>- Read words with contraction, and understand that the apostrophe represents the missing letter(s).</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Re-read these books to build up their fluency and confidence in word reading.</li> </ul>		

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			Common Exception Words	Decodable words
Phase 6.1 Year 2  Teach: 12 weeks  Revise: 3 weeks	Advanced vowel families*: 45 <b>weigh grey</b> 46 happy <b>key people</b> 47 <b>cry</b> 48 <b>you suit</b> 49 <b>cheer here</b> 50 <b>pour door</b> 51 <b>father calm</b> 52 <b>bought caught four</b> <b>ball** talk warm</b> 53 <b>learn work</b> 54 <b>there</b>  Alternate short vowel spelling 55 <b>other could</b> 56 <b>about doctor garden **</b>  *These should be added to the existing vowel groups taught in providing an opportunity to revisit those earlier graphemes  ** a is usually enunciated as /or/ preceding l or ll  **The vowel in an unstressed consonant is usually enunciated as the schwa sound. There are numerous spellings of this sound.	All previous word structures  Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught.  Children should continue to identify, read and spell syllables within polysyllabic words.	couldn't wouldn't shouldn't didn't something eye even began our some come	could would should work other mother coming another thought key door small water where across around again along giant garden dragon animal before called

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<p>Phase 6.2 Year 2</p>	<p>Advanced consonant spellings</p>	<p>All previous word structures</p>	<p>there's we're laugh any many even little</p>	<p>know mouse little think</p>
<p>Teach: 6 weeks Revise: 2 weeks</p>	<p>57 <b>age badge</b> house ease 58 <b>gnat knot ink* limb</b> 59 <b>wrist scissors listen</b> 60 special station mission** 61 nature*** 62 <b>apple camel</b> petal evil****</p> <p>*The letter n before a k is always enunciated as /ng/</p> <p>** c followed by ial, and t and ss followed by ion are enunciated as /sh/</p> <p>***the letter t followed by the trigraph ure (schwa sound) is enunciated as /ch/</p> <p>****this is a blend of two sounds: /er/ (schwa) + /l/</p>	<p>Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught.</p> <p>Children should continue to identify, read and spell syllables within polysyllabic words.</p>		

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<p>Phase 6.3 Year 2 Teach: 9 weeks  Revise: 2 weeks    Revisit 67 and 68 in year 3 and 4.</p>	<p>Morphology</p> <p>Suffixes: 63 <b>careful</b> <b>hopeless</b> 64 <b>darkness</b> <b>shipment</b> 65 <b>quickly</b></p> <p>66 final non-syllabic e pattern using suffixes -ed, -er, -est, -ing: <b>loved</b> <b>baker</b> <b>safest</b> <b>hoping</b></p> <p>67 y to i pattern using suffixes -ed, -er, -es, -est, ly: <b>hurried</b> <b>parties</b> <b>skinnier</b> <b>funniest</b> <b>happily</b></p> <p>68 consonant doubling pattern using suffixes -ed, -er, -est, -ing, -y: <b>hopped</b> <b>fitter</b> <b>hottest</b> <b>adding</b> <b>runny</b></p>	<p>All previous word structures</p> <p>Continue to add suffixes from Phase 5 where possible when building words, adding them to bases containing the graphemes currently and previously taught.</p> <p>Children should spell <b>syllables</b> within polysyllabic words.</p>	<p>different because once great friends</p>	<p>Floppy stopped better really suddenly every everyone</p>
<p>Assessment</p>	<p>By then end of phase 6 children should:</p>			
	<ul style="list-style-type: none"> <li>- Continue to apply phonic knowledge and skill as the prime approach to reading and spelling, until automatic decoding is embedded, reading is fluent and spelling consistent.</li> <li>- Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>- Read and spell words containing common suffixes</li> <li>- Begin to apply knowledge of the spelling patterns taught when reading and spelling words.</li> </ul>	<ul style="list-style-type: none"> <li>- Read further high frequency words, including common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>- Re-read these books to build up fluency and confidence in word reading.</li> </ul>		

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