




# Phonics Guidance

We teach phonics and high frequency words according to the government programme 'Letters & Sounds' and use Twinkl Phonics as an engaging and multi-sensory resource to ensure consistency across the school. It is split into 6 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1. For securing knowledge, each year group revisits and reviews previous learning before moving on.

 <b>Jordans School</b> Phonics Progression					
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6 <small>Inc. Spelling patterns</small>
Nursery <small>(prior to Jordans School)</small>					
	Reception				
			Year 1		
				Year 2	

## Phase 2 (Reception)

By the end of phase 2, the children should know 24 sounds...

s a t p i n m d g o c k  
ck e u r h b f l ll ss le

We refer to these sounds as phonemes, children should learn each letter by its sound, not its name. For example, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*). Similarly the letter *n* should be *nn* (as in *net*), not *en*. This will help with blending (saying the individual phonemes and then running them together to make the word), for example c-a-t. Blending is a crucial technique that all the children need to learn. The letters are not taught in alphabetical order, rather than in groups

that can be blended into little words. The letters *b* and *d* are introduced separately to avoid confusion.

### Phase 3 (Reception)

Phase 3 builds on phase 2 and the children learn 36 more sounds (including some that can make different sounds e.g. a short vowel sound *oo* as in *book* or a long vowel sound, *oo* as in *moon*).

<i>j</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>zz</i>	<i>qu</i>	<i>ch</i>	<i>sh</i>	<i>th</i>	<i>ng</i>
<i>dge</i>	<i>ve</i>	<i>wh</i>	<i>cks</i>	<i>tch</i>	<i>nk</i>	<i>ai</i>	<i>ee</i>	<i>igh</i>	<i>oa</i>	<i>oo</i>	<i>oo</i>
<i>ar</i>	<i>or</i>	<i>ur</i>	<i>ow</i>	<i>oi</i>	<i>ear</i>	<i>air</i>	<i>er</i>	<i>er</i>	<i>ue</i>	<i>ue</i>	<i>ure</i>

Some sounds (digraphs) are represented by two letters, such as *sh*. Children should sound out the digraph (*sh*) not the individual letters (*s – h*). *Rain* should be sounded out *r-ai-n*.

Sounds that have more than one way of being written are initially taught in one form only. For example, the sound *ai* (*rain*) is taught first, and then alternatives *a-e* (*gate*) and *ay* (*day*) follow after.

### Phase 4 (Reception)

In Phase 4, 16 more sounds are taught....

<i>ay</i>	<i>oy</i>	<i>ea</i>	<i>ie</i>	<i>ow</i>	<i>ew</i>	<i>ew</i>	<i>ou</i>	<i>ir</i>	<i>aw</i>	<i>eer</i>	<i>are</i>
<i>ce</i>	<i>ea</i>	<i>o</i>	<i>ed</i>								

Sounds with adjacent consonants or initial and final blends are taught e.g. *bl*, *dr*, *sc*, *ft*, *ct*.

### Phase 5 (Year 1)

In Phase 5, the children learn 5 new sounds all using a 'split digraph'

<i>a_e</i>	<i>e_e</i>	<i>i_e</i>	<i>o_e</i>	<i>u_e</i>
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Magic e makes the vowel say its name (a longer sound) e.g. *came*, *Pete*, *rice*, *bone*, *cube*.

They also learn 5 less common sounds...

<i>wh</i>	<i>ph</i>	<i>oe</i>	<i>au</i>	<i>ey</i>
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### Phase 6 (Year 2)

In Phase 6, the children start learning about spelling rules i.e. past tense, ing words, suffixes and prefixes.

### At home....

- The easiest way to know how to spell a word is to listen for the sounds in that word. Start by listening for the first sound in a word. Games like I-Spy are ideal for this. Next listen to the end sounds. The middle sound is often the hardest to hear.

- Tapping out the sounds in a word is a good idea, three taps means three sounds.
- Play games like 'add a sound': what do I get if I add a *p* to the beginning of *ink*? 'Take away a sound': what do I get if I take away *f* from *flap*?

The children's class page on the school website contains phonic overviews and useful resources, e.g, sound mats- helpful for practising sounds and for spelling. The teachers also upload the phonics learning each week to Google Classroom so you can practise along at home too.



**Phase 2**  
Taught over 6 weeks

**Overview:**  
By end of phase children should...  
• Be able to read some VC (vowel consonant) and CVC (consonant vowel consonant) words, and spell them using magnetic letters or on whiteboards.

**Letters:**  
Set 1: /s/a/t/p/  
Set 2: /i/n/m/d/  
Set 3: /g/o/c/k/  
Set 4: /ck/e/u/r/  
Set 5: /h/b/f/ff

**Introduce 'sound talk':**  
Phonemes  
Digraphs  
Finger spelling

**Learn to read these tricky words:**  
The to I  
no go into

**High Frequency Words:**  
A an as at if in is it  
of off on can dad had  
back and get big him  
his not got up mum  
but put

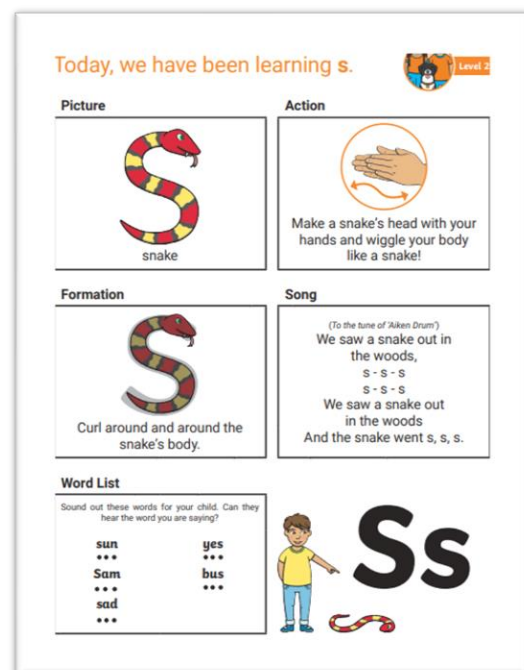
**Use magnetic letters**

**Use sound buttons**  
e.g it  
..








**Phase 3 Phonemes**

ai rain	ar car
ch chicken	ear ear
ee leg	er hammer
igh night	j jam
ng king	oa coat
oi coin	oo book
or fork	ow owl
qu queen	sh sheep
th bath	ur surf
ure treasure	v van
w window	x taxi
y yo yo	z zebra
zz buzz	



**Today, we have been learning s.** Level 2

<b>Picture</b>  snake	<b>Action</b>  Make a snake's head with your hands and wiggle your body like a snake!
<b>Formation</b>  Curl around and around the snake's body.	<b>Song</b> (To the tune of 'Aiken Drum') We saw a snake out in the woods, s - s - s s - s - s We saw a snake out in the woods And the snake went s, s, s.
<b>Word List</b> Sound out these words for your child. Can they hear the word you are saying? <div style="display: flex; justify-content: space-between;"> <div> sun ... Sam ... sad ... </div> <div> yes ... bus ... </div> </div>	

 **Ss** 





Our home reading books support the children's learning in phonics, give a context to the words and opportunities to apply comprehension skills.



**Before Reading**

**Say the sounds.**

If your child needs help, point to the picture and read the word to them.

 egg	 nut	 girl
 umbrella	 drum	 puppy
 orange	 tea	 meatballs



**Read the focus words.**

Encourage your child to say each sound then blend to read the word.

dog	pit
mud	bin



**Read the tricky word.**

Parts of this word cannot be sounded out at this level. Read the word to your child if they need help.

the

