

## Phonics at Mellers Primary School

Here at Mellers Primary school the teaching of phonics is started in F1 and is approached in a fun and engaging way for all the children. Phonic sessions are composed of games, music, stories, songs and actions. We concentrate mainly on the first phase of phonic teaching (Phase 1). This phase focuses on developing children's speaking and listening skills and continues throughout the year.

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

In Foundation One, the children are introduced to Phase One. Phase One consists of seven aspects

Aspect 1 - **Environment sounds**: develop children's listening and awareness skills

Aspect 2 – **Instrumental sounds**: sound awareness and discrimination

Aspect 3 – **Body percussion**: awareness of sounds and rhythm. This aspect focuses on distinguishing sounds.

Aspect 4 – **Rhythm and rhyme**: awareness of rhythm and rhyme eg. Cat, rat, hat

Aspect 5 – **Alliteration**: children listen to the sounds at the beginning of words and hear differences between them

Aspect 6 – **Voice Sounds**: Children distinguish between vocal sounds and make different mouth movements

Aspect 7 – **Oral blending and segmenting**: Children listen to the phonemes and remember them in order eg c-a-t

Foundation One Phonics Long Term Plan		
<i>(taught 5 days a week,)</i>		
Half Term	Weeks	Focus
Autumn 1	7	<p>NO PHONICS: Weeks 1,2,3 due to settling in. Children attend part-time only in the mornings to allow them to settle into nursery and learn the rules and routine.</p> <p>Weeks 4, 5, 6, 7 Phase 1 Aspect 1 and 2</p>

Autumn 2	7	Phase 1 Aspect 1-7	
Spring 1	6	Phase 1 Aspect 1-7 Phoneme of the fortnight- s a t	
Spring 2	6	Phase 1 Aspect 1-7 Phoneme of the fortnight- p i n	
Summer 1	5	Phase 1 Aspect 1-7 Phoneme of the Week- i n m d g Group 1- Phase 1 Group 2- Phase 2 -s a t p i n -Children are supported to begin their journey in reading and writing using these 6 phonemes	Phase 2 Tricky words W1: is W2: and W3: to W4: the W5: no
Summer 2	8	Phase 1 Aspect 1-7 Phoneme of the Week- o c k h e r b Group 1- Phase 1 & s a t p i n Group 2- Phase 2 -Children are supported to begin their journey in reading and writing using taught phonemes	W1: go W2: I W3-7: Revisit tricky words.

## Foundation Two

In Foundation Two, we focus on phase 2 and the phase 3 phonemes. We begin by learning all the phase 2 phonemes and introduce children to blending and segmenting words. Once the children have covered phase 2, they will begin to learn phase 3 phonemes.

In addition, to the children learning phonemes, the children will also learn to read and write phase 2 and phase 3 tricky words.

We use the individual phonics assessment sheet once every term.

<b>Foundation Two Phonics Long Term Plan</b> <i>(taught 4 days a week,)</i>			<i>Taught once a week</i>
<b>Half Term</b>	<b>Weeks</b>	<b>Focus</b>	<b>Tricky Words</b>
Autumn 1	7	Phase 2 W1: s a W2: p t W3: i n W4: m d W5: g o W6: c k W7: h e	Phase 2 Tricky words W1: is W2: is W3: and W4: and W5: to W6: to W7: the
Autumn 2	7	Phase 2 W1: r b W2: w f W3: l u W4: j v Assessment Week W5: y z W6: x Consolidation W7: Consolidation	Phase 2 Tricky words W1: the W2: no W3: no W4: go W5: go W6: l W7: l
Spring 1	6	Phase 3.1 W1: zz ff W2: ss ll W3: ch W4: sh W5: th W6: ng	Phase 3.1 Tricky words W1: he W2: he W3: she W4: she W5: we W6: we
Spring 2	6	Phase 3.1/3.2 W1: qu W2: ck W3: ai W4: ee Assessment Week W5: oi W6: oa	Phase 3.1/3.2 Tricky words W1: me W2: me W3: be W4: be W5: was W6: was

<p>Summer 1</p>	<p>5</p>	<p>Phase 3.2 W1: ow W2: oo W3: ar W4: or W5: ur W6:er</p>	<p>Phase 3.2 Tricky words W1: my W2: my W3: you W4: you W5: they W6: they</p>
<p>Summer 2</p>	<p>8</p>	<p>Phase 3.2 W1: igh W2: air W3: ear W4: ure    Assessment Week W5: Consolidation W6: Consolidation W7: Consolidation W8: Consolidation</p>	<p>Phase 3.2 Tricky words W1: her W2: her W3: all W4: all W5: are W6: are WK 7: Recap WK 8: Recap</p>

## Year One

In Year One, we focus on phase 4 and the phase 5.1. We begin by recapping the phonemes taught in F2, but look at blending and segmenting with longer words. Once the children have covered phase 4, they will begin to learn that previously taught phonemes can also be represented in different ways. These have been broken up into coloured families. For example. The phoneme 'ee' can also be blended and segmented the same as 'e-e' and 'ea', and these phonemes are in the green family.

In addition, to the children learning phonemes, the children will also learn to read and write tricky words from phase 4 and 5.

We use the individual phonics assessment at the beginning and end of Year 1 alongside the phonics screening assessment sheet.

Year 1 Phonics Long Term Plan <i>(taught 4 days a week,)</i>			
Half Term	Weeks	Focus	Tricky Words
Autumn 1	7	Phase 4 W1: zz and ff W2: ss and ll W3: th and ng W4: qu and ck W5: ai and ee W6: oi and oa W7: ow and oo	Recap phase 3.2 Tricky words W1: was W2: you W3: they W4: all W5: are W6: my W7: her
Autumn 2	7	Phase 4 W1: ar and or W2: ur and er W3: igh and air W4: ear and ure W5: Consolidation W6: Consolidation W7: Consolidation	Phase 4 Tricky words W1: said W2: so W3: were W4: there W5: one W6: do W7: out
Spring 1	6	W1: ay, a_e, ai W2: ee, ea e_e W3: igh, ie, i_e W4: oy, oi W5: oa, o_e oe W6: ew, u_e ue	Phase 5.1 Tricky words W1: of his W2: as us W3: has your W4: here into W5: old oh W6: their egg
Spring 2	6	Phase 5.1 W1: ou, ow W2: or, au,	Phase 5.2 Tricky words W1: it's I'm W2: don't I'll

		<p>W3: ore, aw  W4: ir, ur, er  W5: ear are  W6: Consolidation</p>	<p>W3: can't that's  W4: I've  W5: let's  W6: he's</p>
<p>Summer  1</p>	<p>5</p>	<p>Revise 5.1  Phonic screening</p>	<p>Phase 5.3 Tricky words  W1: Mr Mrs  W2: people  W3: children  W4: gone baby  W5: who two  W6: through</p>
<p>Summer 2</p>	<p>8</p>	<p>W1: suffix s  W2: suffix es  W3: suffix ed  W4: suffix ing  W5: compound words  W6: compound words  W7: Consolidation  W8: Consolidation</p>	<p>Recap Phase 5 tricky words</p> <p>of, his, as, us, has, your  into, old, oh, their,  egg, it's, I'm, don't, I'll,  can't that's, I've, let's,  he's, Mr, Mrs, people,  children, gone, baby,  who, two through</p>

## Year Two

In Year 2, we focus on the latter half of Phase 5. We begin by recapping the families taught in Year 1, before moving on to look at alternative pronunciations. This is where the children learn that previously taught graphemes can produce an alternative phoneme. For example, the /ie/ grapheme in 'fries' makes an alternative phoneme to the /ie/ grapheme in 'chief'.

We then move on to alternative spellings. For example, we look at how the phoneme 'l' can be spelt in many ways, such as 'le' in 'table', 'el' in 'camel' and 'al' in 'metal'.

Finally, we focus on Phase 6. This looks at homophones, contractions and suffixes. Alongside phonics, separate spelling sessions will be held on Friday afternoons that will focus on spelling words with suffixes so they are tapped into from the get go.

Year 2 Phonics Long Term Plan <i>(taught 4 days a week,)</i>			Spelling <i>(taught and tested every Friday afternoon)</i>
Half Term	Weeks	Focus	
Autumn 1	7	<p><b>Recapping the families taught in Phase 5.1</b></p> <p>W1: ay, a_e, ai and ee, ea e_e            W2: igh, ie, i_e and oa, o_e            W3: ew, u_e and ir, ur, er            W4: oy, oi and ou, ow            W5: or, au, ore, aw            W6: Compound words            W7: Recap</p>	<p>Recap Phase 5.1 tricky words</p> <p>of, his, as, us, has, your into, old, oh, their, egg, it's, I'm, don't, I'll, can't that's, I've, let's, he's, Mr, Mrs, people, children, gone, baby, who, two through</p>
Autumn 2	7	<p><b>Phase 5.2 - Alternative pronunciations</b></p> <p>W1: a - acorn, a - wash, i - find, o - both            W2: u - unit, ow - low, ie - chief, ea - head            W3: er - farmer, ou - soup, ou - shoulder, ey - survey            W4: y - sky, y - gym, y - very, g - magic            W5: ch - school, ch - chef, c - central            W6: Recap weeks 1-3            W7: Recap weeks 4-5</p>	<p>W1: ing - just add            W2: ing - double the consonant            W3: ing - drop the e            W4: ed - just add            W5: ed - double the consonant            W6: ed - just add d            W7: ed - drop the y, add ied</p>
Spring 1	6	<p><b>Phase 5.2 - Alternative spelling</b></p> <p>W1: ure - pure, tch - ditch, le - table, el - camel            W2: al - metal, ge - age, dge - dodge, mb - lamb</p>	<p>W1: plurals - s            W2: plurals - es            W3: plurals - ies</p>

		<p>W3: kn – know, gn – gnat, wr – write, st - listen  W4: se – house, se – please, o – none, ey - chimney  W5: ere – here, eer – beer, a – father, al - half  W6: ere - there, ear – pear, are – bare, our - four</p>	<p>W4: ly – just add  W5: ly – swap the e for y  W6: ly – drop the y, add ily</p>
Spring 2	6	<p><b>Phase 5.2 - Alternative spelling</b>  W1: augh – caught, ear – learn, or – word, c - special  W2: t – station, s – sure, ch – chef, sure - treasure  W3: Recap all alternative spellings  <b>Phase 6 – Homophones/Contractions/Suffixes</b>  W4: Homophones  W5: Homophones  W6: Contractions</p>	<p>W1: er – just add  W2: er – double the consonant  W3: er – drop the y, add ier  W4: est – just add  W5: est – double the consonant  W6: est – drop the y, add iest</p>
Summer 1	5	<p><b>Phase 6 – Homophones/Contractions/Suffixes</b>  W1: Contractions  W2: Suffixes  W3: Recap  W4: SATS  W5: SATS</p>	<p>W1: un  W2: Recap  W3: Recap  W4: SATS  W5: SATS</p>
Summer 2	8	<p><b>Phase 6 – Homophones/Contractions/Suffixes</b>  W1-8: Addressing any gaps identified from assessments</p>	<p>W1-8: Addressing any gaps identified from assessments</p>