

Bushfield Road Infant School: Phonics Programme



Phonic lessons are taught in short, discrete daily sessions across the school with a wealth of opportunities for children to use and apply their phonic knowledge and skills throughout the day and across the curriculum. We have a whole class approach to teaching phonics that allows all children to keep up with age related work; and interventions are in place for children who need a little extra help to keep up with the high expectations we plan for.

The phonic code is broken down into phases and our teaching takes them through it in a logical, sequential and rigorous way. Children are taught to recognise single letters making predictable sounds, then digraphs and trigraphs – alongside recognising common words that are not phonetically decodable.

Reading teaching starts as soon as children have knowledge of the basic code and we have a wide range of books in school that are matched to the children's stage of learning. The books they take home to read are all decodable and they should be given lots of opportunities to practice reading these books at home to further promote the work we do in school on fluency, pace and prosody.

Foundations for phonics

Phase 1 is absolutely vital. It is the one phase that shouldn't come to an end. These skills should continue to be developed throughout KS1. Phase 1 develops children's abilities to listen to, make, explore and talk about sounds.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is, I, the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s/s/ added at the end (hats sits) words ending -s/z/ (his) and with -s/z added at the end (bags) 	put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be

*The tricky words put, pull, full and push may not be tricky in some regional pronunciations; in which case they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo o oar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was, you, your, they, my, by, all, are, sure, pure

Spring 2 Phase 3 graphemes	New tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s/z in the middle words with -es/z at the end words with -s/s and /z/ at the end 	Review all words taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes -ing, -ed/t/, -ed/id/ /ed/, -est 	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, our, today, live, give

Summer 2 Phase 4	New tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed/t/, -ed/id/, -ed/d/, -er, -est longer words and compound words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the, put*, pull*, full*, push*, to, into, I, no, go, of, he, she, we, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today
Autumn 2	New tricky words
The tricky words put, pull, full and push may not be tricky in some regional pronunciations; in which case they should not be treated as such. /ur/ ir bird /igh/ie pie /oo/yoo/ue blue rescue /you/ u unicorn /oa/ o go /igh/ i tiger /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield /or/ aw claw	their, people, oh, your Mr, Mrs, Ms, ask could, would, should, our house, mouse, water, want friend, school

*The tricky word ask may not be tricky in some regional pronunciations; in which case they should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any, many, again who, whole, where, two, call, different thought, through, work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air are share /or au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ er learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z// ze freeze schwa at the end of words; actor	once, laugh, because, eye

*The tricky words half and father may not be tricky in some regional pronunciations; in which case they should not be treated as such.

Summer 1: Phonics screening check review- no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here dear /zh/ su/ si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy, beautiful, pretty, hour move, improve, parents, shoe

The Year 2 programme follows the National Curriculum.

Autumn 1 Revision of Phase 5 graphemes	Tricky words
Revision of Phase 5 phonemes as required Vowel suffixes <ul style="list-style-type: none"> • add -ing -ed and er to verbs where no change is needed to the root word (Revision from Year 1) • add -er and -est to adjectives where no change is needed to the root word (Revision from Year 1) • add -ing, -ed and y to words of one syllable ending in a single consonant letter after a single vowel letter skipping, skipped, bigger, biggest, floppy • add -ing, -ed -er -est and y to words ending in -e with a consonant before it hiking, hiked, hiker, nicer, nicest, shiny • add -ing -ed, -er and -est to words ending in -y with a consonant before it copied, copier, happier, happiest, cried, replied • add -es to nouns and verbs ending in -y flies, tries, replies, copies, babies, carries • add s to words ending in the /i/ sound ey keys, donkeys, monkeys, chimneys, valleys 	Revise tricky words taught in Year 1 their, people, oh, your Mr, Mrs, Ms, ask* could, would, should, our house, mouse, water, want friend, school any, many, again who, whole, where, two school, call, different thought, through, friend, work once, laugh, because, eye busy, beautiful, pretty, hour move, improve, parents, shoe

Autumn 2 More suffixes	Tricky words
<ul style="list-style-type: none"> add the suffixes -ment -ness -ful -less and -ly enjoyment, sadness, hopeless, badly root words ending in -y with a consonant before it but only if the root word has more than one syllable. merriment, happiness, plentiful, penniless, happily 	<p>only, any, also, always, after, mother, father, door, floor, poor, find, kind, mind, behind, child, children, wild, climb, most</p>

Spring 1 Apostrophes and spelling work	Tricky words
<ul style="list-style-type: none"> apostrophes for contraction can't, didn't, hasn't, couldn't, it's, I'll the possessive apostrophe (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's the /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust the /s/ sound spelt c before e, i and y race, ice, cell, city, fancy the /n/ sound spelt kn and (less often) gn at the beginning of words knock, know, knee, gnat, gnaw the /r/ sound spelt wr at the beginning of words write, written, wrote, wrong, wrap 	<p>Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, fast, last, past, class, grass, pass, plant, path, bath</p>

Spring 2 Spelling work	Tricky words
<ul style="list-style-type: none"> the /l/ or /əl/ sound spelt -le at the end of words table, apple bottle, little, middle the /l/ or /əl/ sound spelt -el at the end of words camel, tunnel, squirrel, travel, towel, tinsel the /l/ or /əl/ sound spelt -al at the end of words metal, pedal, capital, hospital, animal words ending in -il pencil, fossil, nostril the /aɪ/ sound spelt -y at the end of words cry, fly, dry, try, reply, July words ending in -tion station, fiction, motion, national, section the /v/ sound spelt after w and qu want, watch, wander, quantity, squash the /ɜ:/ sound spelt or after w word, work, worm, world, worth the /ɔ:/ sound spelt ar after w war, warm, towards the /z/ sound spelt s 	<p>sugar, whole, clothes, half, money, parents, Christmas</p>

television, treasure, usual	
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Summer 1 Homophones and Compound words	Tricky words
<p>Homophones</p> <ul style="list-style-type: none"> distinguish between pairs of homophones and near-homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight <p>Compound words</p> <ul style="list-style-type: none"> football, playground, farmyard, bedroom, blackberry 	<p>Review all Year 2 tricky words taught and identify any gaps.</p>

Year 2 Summer 2 review and apply - no new GPCs or tricky words