

Programme overview

Phase	Learning	Outcome	Timeline	Additional Information
1	1. Environmental sounds 2. Instrumental sounds 3. Body percussion 4. Rhythm 5. Voice sounds 6. Alliteration 7. Oral blending and segmenting	Children are secure at Phase 1 when they can: • Match sounds from the environment to pictures or objects • Can hear different sounds instruments make and match them to an instrument • Can hear and make loud and quiet sounds using instruments • Use body parts to make different sounds and follow a rhythm made by body sounds • Beat the rhythm of words • Sort objects and pictures according to the number of syllables • Can hear and generate rhyming words when given a word • Hear, say and distinguish initial sounds of words • Orally blend and segment CVC words.	• Phase 1 is taught for the whole year in Nursery. • The first 5 aspects are taught initially as children need to develop their listening skills before they are able to isolate the initial sounds of words (alliteration). • Children learn to alliterate and once they can do this, they are introduced to oral blending and segmenting. If they cannot isolate the initial sound they will not be able to hear the rest of the sounds in a word, in the order they occur. At the end of Nursery, 80% of children are expected to orally blend and 50% to orally segment. • Phase 1 assessment should take place at the beginning of reception. The commencement of Phase 2 should be according to assessments. Materials are available as part of ALS if children need to revisit and embed the Phase 1 skills in Reception.	• Starting as soon as possible in Nursery, the first 5 aspects are taught over the week as adult directed activities or carpet sessions depending on the aspect. See suggested progression document for long term plan. • To ensure children are constantly building on their skills and phonological awareness each aspect is taught during each week in Nursery (rather than concentrating on one aspect for a week). Young children learn better by doing it for a short time, lots of times. See 'Playing with Sounds' for suggested activities. • Children <u>do not</u> need to be able to rhyme to move onto Phase 2. A big emphasis on rhyme is incorporated into Phase 3 (long vowel lesson plan).

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2\3 (j-ng)	Block 1: s a t p i n m d g o c k Block 2: c k e u r h b f f l l s s Block 3: j v w x y z z q u c h s h t h n g	Children are secure at Phase 2/3 (j-ng) when they can: • Give the sound when shown a Phase 2/3 (j-ng) grapheme • Find the Phase 2/3 (j-ng) grapheme when given the sound on a display or in magnetic letters/tiles • Orally blend and segment CVC words • Blend and segment in order to read, write or make with magnetic letters/tiles CVC words Assessment opportunities • Daily discrete phonic lessons – ‘review’ and ‘apply’ • Guided Reading and Writing • Independent Reading and Writing • Phonic Assessment Children who cannot orally segment CVC words are not yet secure at Phase 2.	• Start teaching Phase 2 Block 1 in Reception as soon as possible at the start of Reception. • Having assessed Phase 1 skills and oral blending and segmenting at the start of Reception, according to the assessments, 70% of the class should be able to orally blend and 30% can orally segment. This will result in starting teaching Phase 2 Block 1 in Reception as soon as possible. • Each block of graphemes to be taught for 3 weeks, 4 letters a week with a reinforce lesson on Friday. • Teacher to assess children at the end of each block. • These assessments are analysed and the graphemes the majority of the class have not learnt are retaught. • After reteach, children to be taught the Phase 2/3 Apply and Revise Lesson Plan for 1 week to embed the new graphemes in reading and writing. Phase 2/3 (j-ng) needs to be taught and embedded by the end of Autumn Term in Reception.	ONLY at this Phase are Grapheme Phoneme Correspondence’s (GPCs) introduced (in line with new Reception Baseline Assessment). • Children who cannot orally blend and segment need to do adult directed oral blending and segmenting activities daily until secure. • Children who can recognise some GPCs but not able to orally blend or segment need to have the Oral Blend and Oral Segment Intervention as their phonic session daily or as an additional phonic session until secure. • Children who can orally blend and segment but cannot recognise GPCs to do the Phase 2/3 Phonics Reteach Lesson Plan as their phonics session daily or as an additional phonic session until secure.

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3 (long vowels)	Block 1: ai ee igh oa oo (moon) oo (book) Block 2: ar or ur ow oi Block 3: ear air er ure	Children are secure at Phase 3 (long vowels) when they can: • Give the sound when shown all or most of Phase 2 and Phase 3 graphemes • Find all or most of Phase 2 and 3 graphemes given the sound from a display or in magnetic tiles/letters • Blend and read CVC words consisting of Phase 2 and 3 graphemes • Segment and make a phonetically plausible attempt to spell CVC words using Phase 2 and 3 graphemes. Children can move to Phase 4 when they are able to make phonetically plausible attempts to write most words they wish, using the GPC they have been taught. They will be able to read simple captions and the skill of blending and segmenting should be well established. Assessment opportunities: • Daily discrete phonic lessons – ‘review’ and ‘apply’ • Reading independently • Guided reading and writing sessions • Phonic Assessment Children who are unable to make a phonetically plausible attempt at writing using taught graphemes are not yet secure at Phase 3.	• Each block to be taught for allocated weeks, starting in Spring Term of Reception. Sounds can be revisited and consolidated as part of Phase 4 in Summer Term of Reception (according to children’s assessments). • Teacher to assess children at the end of each block. • Teacher to analyse the assessments and to reteach the grapheme the majority of the class have not learnt. • After the reteach, children to be taught the Phase 2/3 Apply and Revise Lesson Plan for a week to embed the new grapheme in reading and writing.	Alphabet letter names need to be known by this stage but NOT be taught in phonics. See Teacher Guidance for further information. Children need to be able to rhyme by the end of Reception so there is a big element of rhyme in the Phase 3 (long vowel) Lesson Plan. Children who are having difficulty recognising the digraphs and trigraphs in their reading and writing to do the Digraph and Trigraph Read and Write Plan as their phonic session daily or an additional phonic session until secure. New arrivals to do Phase 2/3 Phonic New Arrivals Lesson Plan as their phonic session until secure.

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4	The structure and order of teaching at Phase 4 is not prescriptive and the autonomy for this level of daily and weekly planning is given over to teachers, in accordance with assessment and as part of their growing knowledge of the children in their class and their developing phonological awareness and reading skills. Teachers should: -recap Phase 2 and Phase 3 graphemes at the beginning of sessions, using individual GPCs -introduce children to and practice reading words ensuring these contain a range of phonemes from Phase 2 and 3, build up and extend from CVC words to CVCC CCVC CCV CCVCC CCCVC CCCVCC and polysyllabic words. Some of these words should contain adjacent consonants. -build up words over session/days to gradually introduce children to more complex words, words containing the same stem or words containing similar adjacent consonants positioned differently in words.	Children are secure at Phase 4 when they can: • Give the sound when shown any Phase 2 and 3 graphemes • Find from a display all Phase 2 and 3 grapheme when given the sound • Be able to read two-syllable and three-syllable words • Blend and read a range of words of varying complexity, some containing adjacent consonants • Segment and spell words a range of words of varying complexity, some containing adjacent consonants Assessment opportunities • Daily discrete phonic lessons – ‘review’ and ‘apply’ • Reading independently • Guided reading and writing sessions • Phonics Assessment Children who are unable to segment to spell words of varying length and difficulty containing adjacent consonants at the beginning or end are not yet secure at Phase 4.	• Depending on assessments, teachers cover Phase 4 in the summer term of Reception and consolidate Phase 3 long vowels. • The lessons should aim to give children access to longer more complex words containing adjacent consonants, ensuring children are able to blend and segment confidently, using the skills to access new words by the end of Phase 4 and in preparation for Phase 5 in Year 1.	Children who are having difficulty recognising the digraphs and trigraphs in their reading and writing to do the Digraph/Trigraph Read and Write Plan as an additional phonic session daily, until secure. New arrivals to do Phase 2/3 Phonic New Arrivals Lesson Plan as their phonic session daily, until secure.

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5	Block 1: wh, ph Long a: ay, a-e, eigh, ey (they), ei, a Block 2: Long e: ea, e-e, ie, ey (key), y (very), e Block 3: Long i: ie, i-e, y (by), i Long o: ow (row), o-e, o (no), oe Block 4: Long u: ew, ue, u-e, u (unit), ou. Short oo: u (put), oul aw, au, al Block 5: ir, ear, ou, oy Block 6: ere, eer, are, ear ch, ch (picture) c (cent), ce/ci/cy, se, sc, st Block 7: g, ge/gi/gy, dge, le, mb, kn, gn, wr Block 8: tch, sh, ch, ea, zh, (w)a, o, augh	Children are secure at Phase 5 when they can: • Give the sound when shown any grapheme that has been taught • Write the common graphemes for any given sound • Use phonic skill and knowledge as the prime approach to reading and spelling unfamiliar words including those that are not completely decodable • Read and spell phonically decodable two-syllable and three-syllable words Assessment opportunities: • Daily discrete phonic lessons – ‘review’ and ‘apply’ • Independent reading and writing • Guided reading and writing sessions • Phonic Assessment Some spelling may be inaccurate at this stage, but children’s knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.	• Phase 5 is taught from the beginning of Autumn Term in Year 1, depending on children’s assessments. • Each Block to be taught for 2-4 weeks. • Teachers to assess children at the end of each block. • Teacher to analyse the assessments. • Teacher to reteach graphemes the majority of the class have not learnt for one week. • After each block reteach, children to be taught the Phase 5 Apply and Revise Lesson Plan for a week to embed the new graphemes in reading and writing. Phase 5 needs to be taught and embedded by the end of Year 1 (according to National Curriculum, Spelling – work for Year 1, pg. 50-55).	New arrivals to do Phase 2/3 Phonic New Arrivals Lesson Plan as an additional phonic session daily, until secure.

References

- ALS Phonics: Letters and Sounds – Phonic Assessment Record
- ALS Phonics: Letters and Sounds – Phonic Assessment Booklet
- [Letters and Sounds: Principles and Practice of High Quality Phonics](#)
- [National Curriculum](#)