

# Phonic phase teaching throughout Reception and Year 1

	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Phoneme/graphemes taught	S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss	J, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo(short), ar, or, ur, ow, oi, ear, air, ure, er	Adjacent consonants – cvcc, ccvc, ccvcc, cccvc, cccvcc	S = /zh/      ay = /ai/ Ea = /ee/      e_e = /ee/ ie = /igh/      i_e = /igh/ y = /igh/      ew = /oo/ ue = /oo/      u_e = /oo/ u, oul = /oo/      ir = /ur/ er = /ur/      ear = /ur/ ere, eer = /ear/ le, ey, y = /ee/ wh = /w/      a_e = /ai/ ph = /f/      eigh, ey, ei = /ai/ i = /igh/      ow = /oa/ o_e = /oa/      o, oe = /oa/ aw = /or/      au = /or/ al = /or/      ou = /ow/ oy = /oi/      are, ear = /air/	c = /c/      k = /c/ ck = /c/      ch = /c/ gl = /j/      g(i) = /j/ g(y) = /j/      dge = /j/ tch = /ch/ alternatives /sh/      ea = /e/ wa = /w/ /o/      o = /u/ Suffix s Suffix es after 'ss', 'x' Suffix es after 'ch', 'sh', 'tch' cl = /s/      c(i) = /s/ c(y) = /s/      sc = /s/ st(l) = /s/      se = /s/, /z/ le = /l/      mb = /m/ kn = /n/      gn = /n/ wr = /r/      Suffix ing Suffix ed      Silent e + suffix Prefix re      Prefix un Prefix + root + suffix
Tricky words taught	And, to, the, no, go, I, into	Me, be, he, my, by, they, she, we, are, you, her, all, was	Said, have, like, so, do, some, come, were, there, little, one, when, out, what	Oh, their, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends,	two, once, great, clothes, it's, I'm, I'll, I've, don't, can't, didn't, first, second, third, gleaming, rained, mailed, man, men, mouse, mice, foot, feet, tooth, teeth, sheep, vowel, consonant, prefix, suffix, syllable,
Handwriting	- Form recognisable letters both lowercase and uppercase. - Begin to develop pencil grip.	-Form most lowercase and uppercase letters correctly. -Embed correct pencil grip.	-Correct letter formation for all letters. -Positioning letters correctly on the line. -Correct pencil grip.	-Correct letter formation. -Correct positioning of letters. -Letters the correct size to each other. -Correct pencil grip.	-Begin cursive handwriting.

	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Comprehension to be covered	<p><b>Reading for meaning</b> – oral questions/oral answers</p> <p><b>Vocabulary</b> – oral questions/oral answers</p>	<p><b>Reading for meaning</b> - oral questions/oral answers.</p> <p><b>Vocabulary</b> – oral questions/oral answers.</p> <p><b>Retrieval of Information</b> - teach comprehension skills</p>	<p><b>Reading for meaning</b> - oral questions/oral answers.</p> <p><b>Vocabulary</b> – oral questions/oral answers.</p> <p><b>Retrieval of Information</b> – written questions/written answers</p> <p><b>Primarily, retrieval of information, secondary inference</b> – teach comprehension skills</p>	<p><b>Reading for meaning</b> - oral questions/oral answers.</p> <p><b>Retrieval of Information</b> – written questions/written answers</p> <p><b>Retrieval of information, secondary inference</b> – written questions/written answers</p> <p><b>Inference</b> – teach comprehension skills</p> <p><b>Vocabulary</b> - teach comprehension skills</p>	<p><b>Reading for meaning</b> - oral questions/oral answers.</p> <p><b>Retrieval of Information</b> – written questions/written answers</p> <p><b>Primarily, retrieval of information, secondary, inference</b> – written questions/written answers</p> <p><b>Inference</b> – written questions/written answers</p> <p><b>Vocabulary</b> – written questions/written answers</p> <p><b>Sequencing events</b> – teach comprehension skills</p> <p><b>Prediction</b> – teach comprehension skills</p>
Grammar in Reading	- Blend sounds together to read words.	- understand the difference between a sentence and a caption and how a sentence must contain information about someone or something that <i>does, is</i> or <i>has</i> something.	- Begin to spot the nouns (someone or something) and verbs (doing, being or having words) in sentences.  - Identify words which display if something is singular or plural.	- Consistently identify the nouns and verbs in sentences.  -Verbally create noun phrases.  - Understand <i>how, where</i> and <i>why</i> in sentences.  - recognise words with the spelling rule –s or –es	- Identify the four different sentence types within the text.  -Begin to spot the adjectives and adverbs in sentences.  - Identify coordinating conjunctions and subordinating

		- Identify where the word <i>and</i> has been used to join two sentences together.	-Recognise and understand the use of suffixes –ing, -ed, -er, est and how this relates to past, present and future tense.	as the plural marker for nouns and third person singular marker verbs.  - recognise words with the prefix un- and identify how this changes the meaning of verbs and adjectives.  - identify the words used in text to display past, present and future tense.	conjunctions and begin to recognise the difference between the two.
	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Punctuation in Reading	<ul style="list-style-type: none"> <li>- Understand a space after a word informs us the word has ended.</li> <li>- Begin to understand that sentences start with a capital letter to inform us it is the beginning of a piece of information.</li> <li>- Begin to understand that proper nouns always start with a capital letter (names of characters).</li> <li>- Begin to understand that a full stop, or exclamation mark signifies the end of a piece of information.</li> <li>- Begin to use expression when an exclamation mark is used in the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that sentences start with a capital letter to signify the start of a piece of information.</li> <li>- Understand the difference between a statement, exclamation and question sentence and recognise the punctuation of these.</li> <li>-Understand that names of people and places are known as proper nouns and that they must begin with capital letters.</li> <li>- Begin to understand the significance of a comma in text.</li> </ul>	<ul style="list-style-type: none"> <li>- Read statements, question and exclamation sentences with expression to display understanding of the punctuation.</li> <li>- Recognise how inverted commas inform us that someone is speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the reason for the apostrophe in contractions.</li> <li>-Recognise how and why an apostrophe is used to display singular possession.</li> </ul>	

	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Grammar in writing	<ul style="list-style-type: none"> <li>- Understand the difference between a single sound and a word.</li> <li>- Understand how sounds are written together to form whole words.</li> <li>- Write dictated captions.</li> <li>- Leave a clear space between words.</li> </ul>	<p>Write dictated captions.</p> <ul style="list-style-type: none"> <li>-Compose and write captions.</li> <li>-Leave a clear space between words.</li> <li>- Begin to form full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Write simple dictated sentences.</li> <li>- Compose and write simple sentences containing information about someone or something that <i>does, is</i> or <i>has</i> something.</li> <li>-Leave clear spaces between words.</li> <li>-Use the coordinating conjunction “and” to join two simple sentences together.</li> </ul>	<ul style="list-style-type: none"> <li>- use the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words.</li> <li>- recognise the difference between singular and plural and use them correctly in writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>- Use the prefix un accurately to change the meaning of verbs and adjectives.</li> <li>- Consistently use the correct words to display past, present and future tense.</li> </ul>
Punctuation in writing	<ul style="list-style-type: none"> <li>- Consistently use a capital letter for their own name.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently using capital letters for names.</li> <li>- Begin to add capital letters and full stops to sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Demarcate most sentence with a capital letter and end with a full stop.</li> <li>- Use capital letters consistently for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- Demarcate all sentences with a capital letter and full stop.</li> <li>- Begin to recognise and use question marks and exclamation marks for these sentence types.</li> </ul>	<ul style="list-style-type: none"> <li>- Demarcate all sentences with the correct punctuation at the end (question mark, exclamation mark, full stop).</li> <li>- Use the apostrophe correctly in contractions.</li> <li>-Use the apostrophe correctly to display singular possession.</li> </ul>