

Overview of phonic knowledge and skills to be covered in Phases One to Six

Phase One	Phase Two to Six	Phase Two (up to 6 weeks)	Phase Three (up to 12 weeks)	Phase Four (4 to 6 weeks)	Phase Five (throughout Year 1)	Phase Six (throughout Year 2)
Phase One paves the way for the systematic teaching of phonic work to begin in Phase Two. In this phase activities are included to develop oral blending and segmenting of the sounds of spoken words. These activities are very largely adult led. However, they must be embedded within a language rich educational programme that takes full account of children's freely chosen activities and ability to learn through play. Phase One activities are designed to underpin and run alongside activities in other phases.	Knowledge of Grapheme Phoneme correspondence	19 letters of the alphabet and one sound for each.	7 more letters of the alphabet. Graphemes to cover most of the phonemes not covered by single letters.	No new grapheme -phoneme correspondences.	More graphemes for the 40+ phonemes taught in Phases Two and Three; more ways of pronouncing graphemes introduced in Phases Two and Three.	Word-specific spellings - i.e. when phonemes can be spelt in more than one way, children learn which words take which spellings (e.g. <i>see/ sea, bed/ head/ said, cloud/ clown</i>).
	Skills of blending and segmenting with letters.	Starting with a small set of GPCs and then increasing the number: Blend separate sounds together into whole words (for reading) Segment whole words into separate sounds (for spelling) (e.g. <i>in, up, cat, sit, run, and, hops, bell</i> .) Optional: Simple words of two syllables using taught GPCs (e.g. <i>sunset, laptop, picnic, robin, camel</i>). Blending to read simple captions	Blend and segment sounds represented by single letters and graphemes of more than one letter, including longer words (e.g. <i>chip, moon, night, thunder</i> - choice of words will depend on which GPCs have been taught). Blend to read simple captions, sentences and questions.	Blend and segment words with adjacent consonants (e.g. <i>went, frog, stand, jumps, shrink</i>).	Blend and segment sounds represented by all GPCs taught so far. Try alternative pronunciations for graphemes if the first attempt sounds wrong (e.g. <i>cow</i> read as /coe/ sounds wrong; <i>break</i> read as /breek/ or /breck/ sounds wrong).	Increasingly fluent sounding and blending of words encountered in reading for the first time. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary (e.g. <i>hop/ hopping, hope/ hoping, hope/ hopeful, carry/ carried, happy/ happiness</i>). Increasingly accurate spelling of words containing unusual GPCs (e.g. <i>laugh, once, two, answer, could, there</i>).
	High frequency words Containing GPCs not yet taught.	<i>the, to, no, go, I .into</i>	<i>he, she, we, me, be, was, my, you, her, they, all, are.</i> Emphasise parts of words containing known correspondences	<i>said, so, have, like, some, come, were, there, little, one, do, when, out, what.</i> Again, emphasise parts of words containing known correspondences.	<i>oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</i>	As needed