

Charlton Horethorne C of E Primary School
Approach to Phonics



Phase	Knowledge and Skills	High Frequency Words Decodable Tricky
<p style="text-align: center;">Phase 1 Pre-school Reception (up to 4 weeks) Throughout KS1</p> <p>The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they see, hear and do.</p>	<p style="text-align: center;">This phase is split into 7 aspects that are explored and developed through games.</p> <p>Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">Phase 2 Reception (up to 6 weeks)</p> <p>The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.</p> <ul style="list-style-type: none"> • Read and spell VC and CVC words • Read two-syllable words and simple captions 	<p style="text-align: center;">Simple Graphemes for Phonemes</p> <p>Set 1: /s/ /a/ /t/ /p/ Set 2: /i/ /n/ /m/ /d/ Set 3: /g/ /o/ /c/ /c/ as 'k' Set 4: /c/ as 'ck' /e/ /u/ /r/ Set 5: /h/ /b/ /f/ /f/ as 'ff' /l/ /l/ as 'll' /s/ as 'ss'</p>	<p>a an as at if in is it of off on can dad had back and get big him his not got up mum but</p> <p style="text-align: center;">the to I no go into</p>

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<p style="text-align: center;">Phase 3</p> <p style="text-align: center;">Reception (up to 12 weeks)</p> <p>The purpose of this phase is to teach another 25 graphemes so that the children can represent each of the phonemes with a grapheme.</p> <ul style="list-style-type: none"> • Read and spell CVC words with digraphs and trigraphs • Read and spell simple sentences 	<p style="text-align: center;">Remaining Phonemes</p> <p>Set 6: /j/ /v/ /w/ /x/ Set 7: /y/ /z/ /z/ as 'zz' /qu/ Consonant digraphs: /ch/ /sh/ Soft /th/ Hard /th/ /ng/ Vowel digraphs: /ai/ /ee/ /oa/ Long /oo/ Short /oo/ /ar/ /or/ /ur/ /ow/ /oi/ Schwa /er/ Vowel trigraphs: /igh/ /ear/ /air/ /ure/</p>	<p>will that this then them with see for now down look too</p> <p>he she we me be was you they all are my her</p>
<p style="text-align: center;">Phase 4</p> <p style="text-align: center;">Reception (up to 6 weeks)</p> <p>The purpose of this phase is to consolidate children's knowledge of graphemes.</p> <ul style="list-style-type: none"> • Read and spell words with adjacent consonants • Read and spell polysyllabic words 	<p style="text-align: center;">Adjacent Consonants</p> <p>Simple CVCC: _ft _ld _lf _lk _lp _lt _mp _nd _nk _nt _sk _st _ct _pt _xt</p> <p>More CVCC: Consonant digraph Vowel digraph Polysyllabic</p> <p>Simple CCVC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_ sc_ sk_ sm_ sn_ sp_ st_ sw_ tr_ tw_</p> <p>More CCVC: Consonant digraph Vowel digraph Polysyllabic</p> <p>CCVCC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_ sc_ sl_ sp_ st_ sw_ tr_ tw_ spr_ str_ shr_ _nch Polysyllabic</p>	<p>went it's from children just help</p> <p>said have like so do some come were there little one when out what</p>

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New Graphemes		
<p>Phase 5a Year 1 (throughout the year)</p> <p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for the graphemes they already know.</p> <ul style="list-style-type: none"> • Decode digraphs and trigraphs quickly • Choose appropriate graphemes to represent phonemes • Build word-specific knowledge of the spellings of words 	<p>More Consonant Graphemes: /w/ as 'wh' /f/ as 'ph'</p> <p>More Vowel Graphemes: /ai/ as 'ay' /ee/ as 'ea' /ee/ as 'ey' /igh/ as 'ie' /oa/ as 'oe' Long /oo/ as 'ue' Long (y)/oo/ as 'ue' Long /oo/ as 'ew' Long (y)/oo/ as 'ew' /or/ as 'aw' /or/ as 'au' /or/ as 'augh' /ow/ as 'ou' /oi/ as 'oy' /ur/ as 'ir'</p> <p>Split digraphs: /ai/ as 'a_e' /ee/ as 'e_e' /igh/ as i_e /oa/ as o_e Long /oo/ as 'u_e' Long (y)/oo/ as 'u_e'</p>	<p>don't old l'm by time house about your day made came make here saw very put</p> <p>oh their people Mr Mrs looked called asked could</p>
<p>Phase 5b Year 1 (throughout the year)</p>	<p style="text-align: center;">Alternative Pronunciations for Known Graphemes</p> <p>Other sounds for vowel graphemes: a - /ai/ as 'a' /ar/ as 'a' /o/ as 'a' e - /ee/ as 'e' i - /igh/ as 'i' o - /oa/ as 'o' u - Short /oo/ as 'u' Long /oo/ as 'u' Long (y)/oo/ as 'u' y - /ee/ as 'y' /igh/ as 'y' /i/ as 'y' ea - /e/ as 'ea' ey - /ai/ as 'ey' ie - /ee/ as 'ie' ow - /oa/ as 'ow' ou - Long /oo/ as 'ou' /oa/ as 'ou' er - /ur/ as 'er'</p> <p>Other sounds for consonant graphemes: f - /f/ as 'gh' Soft g - /j/ as 'g' Soft c - /s/ as 'c' ch - /c/ as 'ch' /sh/ as 'ch'</p>	

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Phase 5c

Year 1 (throughout the year)

Alternative Spellings For Phonemes

Other spellings for vowel phonemes:

/ai/ as 'eigh' Short /oo/ as 'oul' /u/ as 'o' /air/ as 'ere'

/air/ as 'ear'

/air/ as 'are' /ar/ as 'al' /ear/ as 'ere' /ear/ as 'eer' /or/
as 'al' /or/ as 'our' /ur/ as 'ear' /ur/ as 'or'

Other spellings for consonant phonemes:

/j/ as 'dge' /m/ as 'mb' /n/ as 'gn' /n/ as 'kn' /r/ as 'wr'

/s/ as 'st'

/s/ as 'se' /z/ as 'se' /ch/ as 'tch' /sh/ as 'ci' /sh/ as 'ti'

/sh/ as 's' /sh/ as 'ssi'

New phoneme: /zh/ as 's'

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Phase 6

Year 2 (throughout the year)

- By the beginning of Phase Six, children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:
- Reading the words automatically if they are very familiar
 - Decoding them quickly and silently because their sounding and blending routine is now well established
 - Decoding them aloud

Double Consonants: /t/ as 'tt' /p/ as 'pp' /n/ as 'nn' /m/ as 'mm' /d/ as 'dd' /g/ as 'gg' /r/ as 'rr' /b/ as 'bb'

Suffixes: -s -es -ing -ed -ful -er -est -ly -ment
 -ness -y

Extension

These are the spelling patterns for the children that are confident and ready to move on.

/b/ as 'bu'
 /c/ as 'qu' /c/ as 'que'
 /g/ as 'gh' /g/ as 'gu' /g/
 as 'gue'
 /h/ as 'wh'
 /m/ as 'mn'
 /r/ as 'rh'
 /s/ as 'sc'
 /s/ as 'ce'
 /v/ as 've'
 /w/ as 'u'
 /z/ as 'ze'
 /ch/ as 'ture'
 /sh/ as 'sci'
 /ngk/ as 'nk'
 /zh/ as 'ge' /zh/ as 'si'

/u/ as 'ou' /u/ as 'ough'
 /u/ as 'our' /u/ as 're'
 /ai/ as 'ae' /ai/ as 'ea' /ai/
 as 'ei'
 /oa/ as 'ough' /oa/ as 'eau'
 Long /oo/ as 'o' Long /oo/ as
 'ough' Long /oo/ as 'ui'
 Long (y)/oo/ as 'eu'
 /ow/ as 'ough'
 /or/ as 'oar' /or/ as 'oor'
 /or/ as 'ough' /or/ as 'ar'
 /or/ as 'a' /or/ as 'ore'
 /ear/ as 'ier'
 Alternatives for the Schwa
 phoneme