

Chandlers Ridge Academy- Phonics expectations for coverage.

Year group	Expectations for coverage *Chandlers Ridge Academy Phonics mats	
Nursery	Phase 1-7 Aspects 1.Environmental sounds 2.Instrumental sounds. 3. Body percussion. 4.Rhythm and Rhyme. 5.Alliteration. 6.Voice sounds. 7. Oral blending and segmenting.	
Reception	Phase 2 sound mat Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Read and build decodable keywords. Read and begin to spell tricky words/cew	Phase 3 sound mat Set 6: j, v, w, x Set 7: y, z zz qu Consonant diagraphs ch, sh, th, ng Graphemes ai, ee, igh, oa, oo ar, or, ur, ow, oi ear, air, ure, er Read and spell decodable keywords. Read and spell tricky words/cew
	Phase 4 mat 1 & 2 Blending adjacent consonants in words at the end beginning, ending and within words. Apply this skill when reading unfamiliar text. Segmenting adjacent consonants in words and apply this is spelling. Teach misconceptions. Teach reading syllables and compound words. Read and build decodable keywords. Read Tricky words/cew	
Year 1	Phases 4 revision. Phase 5 5a-Alternative spelling choices sound mat 1 & 2 5b-Alternative pronunciations sound mat 3 5c-Alternative spellings sound mat 4 Read and spell decodable keywords. Read and spell tricky words/cew	
Year 2	Phase 5a,b,c consolidation of alternative spellings choices. Phase 6/Spelling -Applying phonic skills and knowledge to recognise and spell an increasing number of complex words (see Support for spelling). Recognise phonic irregularities and becoming more secure with less common grapheme phoneme correspondences. Spelling rules and patterns of alternative spelling choices as set out in the National Curriculum. Learn alternative pronunciations and further alternative spellings. Read and spell most keywords and tricky words/cew	
Year 3-6	As above Spelling rules and patterns identified in NC (Phonics where needed)	

Phase 1 (Begins in Nursery and runs throughout the teaching of Phonics Phases 2-6)

By the end of phase 1, children will:

- *Have experienced a wealth of listening activities including songs, stories, and rhymes.
- *Be able to distinguish between speech sounds and many will be able to blend and segment words orally.
- *Distinguishing between different sounds in the environment and phonemes.
- *Showing awareness of rhyme and alliteration.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue. Phase 1 provides the foundation on which to learn phonics and continue throughout other phases.

Phase 2 (Runs in Reception entry for up to 6 weeks. Consolidate where appropriate and move to phase 3.

By the end of Phase 2, children should be able to:

- give the phoneme when shown any phase 2 grapheme.
- find any phase two grapheme, from a display, when given the phoneme.
- orally blend and segment CVC words.
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

Phase 3 (Runs up to 12 weeks in Reception. Continue with more consolidation and move to phase 4.

By the end of Phase 3, children should be able to:

- give the phoneme when shown all or most Phase 2 and Phase 3 graphemes.
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme.

- blend and read CVC words (single-syllable words consisting of Phase two and phase three graphemes).
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of phase 2 and phase 3 graphemes).
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.
- spell the tricky words - the, to, I, no, go.
- write each letter correctly when following a model

Phase 4 (Runs to end of Reception and consolidated at the beginning of year 1. When children are able to, move to Phase 5.

By the end of Phase 4, children should be able to:

- give the phoneme when shown any Phase 2 and 3 graphemes.
- find any Phase 2 and Phase 3 grapheme, from a display, when given the phoneme.
- be able to blend and read words containing adjacent consonants.
- be able to segment and spell words containing adjacent consonants.
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what.
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are.
- write each letter, usually correctly.

Phase 5 Statutory spelling NC-Spelling rules and patterns (y1-2) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/nc-spelling-rules-and-patterns.pdf)

(Runs throughout Year 1) Revision of Phase 4 then teaching of Phase 5 which runs up to 30 weeks- consolidate, revisit, and teach where needed. When able, move to Phase 6 Spelling rules and patterns.

By the end of Phase 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught.
- for any given phoneme, write the common graphemes.
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- read and spell phonically decodable two-syllable and three-syllable words.
- read automatically all the words in the list of 100 high-frequency words.
- accurately spell most of the words in the list of 100 high-frequency words.
- form each letter correctly.
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Phase 6/ Statutory spelling NC-Spelling rules and patterns (y1-2) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/nc-spelling-rules-and-patterns.pdf)

(Consolidate the rules and patterns of spelling from phase 5 in year 2 and explore alternative choices patterns and pronunciations further. This runs throughout Year 2 and beyond into KS2 through spelling and grammar.)

By the end of Phase 6, children should be able to:

- read accurately most words of two or more syllables.
- read most words containing common suffixes.
- read most common exception words.
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation.
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- spell most common exception words correctly.

KS2- Chandlers Ridge Academy- Phonics teaching sequence

Statutory spelling NC-Spelling rules and patterns Statutory spelling NC-Spelling rules and patterns (y3-6) follow link

[The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/nc-spelling-rules-and-patterns.pdf)

Continue to refer to phonics as a strategy for spelling

Deliver phonics intervention where needed using this sequence of teaching.