

LTP-Phonics overview Phases 1-6

Phase 1-Chandlers Ridge Academy- Phonics teaching sequence Overview

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

All aspects should be experienced by all children to lay secure foundations for phonics. Aspects 1-6 can be delivered in any order and should experience them in different ways.

They can be differentiated to challenge the most able children. Aspect 7 once introduced can be delivered alongside Aspects 1-6 as well as phase 2 teaching in Reception. If a child is unable to master Aspect 4 and is unable to rhyme this should not hold them back to begin phase 2 in Reception.

Nursery

Phase 1	Aspect 1 Environmental sounds	Aspect 2 Instrumental sounds	Aspect 3 Body percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice sounds	Aspect 7 Oral blending and segmenting
	<ul style="list-style-type: none"> • Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them. 	<ul style="list-style-type: none"> • Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. • Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. • Talk about instrumental sounds, describing and comparing them. • Use instruments to recreate a sound from a given instruction, e.g., Tap the drum loudly, shake the tambourine quietly. 	<ul style="list-style-type: none"> • Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion. • Follow instructions to recreate body percussion sounds, e.g., Stamp feet loudly. Clap hands softly. 	<ul style="list-style-type: none"> • Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. • Copy and keep a simple beat. • Join in and copy breaking words into syllables with a beat. • Play with rhyme. Make up their own rhyming words. • Complete sentences with their own rhymes orally. • Break words down into syllables with a beat. • Create their own beat 	<ul style="list-style-type: none"> • Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration. 	<ul style="list-style-type: none"> • Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. • Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. • Describe and compare voice sounds. • Create their own ideas for voices of characters/ imitating voices 	<ul style="list-style-type: none"> Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds. • Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word.

Chandlers Ridge Academy- Phonics teaching sequence			Overview			
Reception						
No.	Phase 2 (up to 6 wks)	Phase 3 (up to 12 weeks)		Phase 4 (4-6 weeks)		Tackle misconceptions
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Wk 1	Revise: Phase 1 Listening and voice sounds. (oral blending/ segmenting)	Revise: wk3,4,5,6 Teach: b, f/ff, l/l, ss R:Tricky Words go , into W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5 Teach: ar, or, ur R:Tricky Words was, all R/W: GPC'S, decodable words	Phase 4 Adjacent consonant endings. Revise:Ph2 and Ph3 Teach: st, nd, mp, nt, nk, ft, sk, lt R:Tricky Words said, so went, from W:Tricky words ph3 he, she, we, me, be , R/W: cvcc & ccvc words	Practising Ph2 & Ph3 Common misconceptions Teach:str, dr, sp,tr st (sdick,sdop)/ dr (jrum,jrop) /sp(sbot,sboon)/ tr(chree,chrp) Read polysyllabic words R: All tricky words W: Tricky words, Decodable words cvc ,ccvc, cccvc, cccvcc	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk2	Revise: Phase 1 Rhyme and alliteration. (oral blending/ segmenting)	Revise: all previous ph2 R: Tricky words l, no, to, the, go, into and decodable words using graphemes taught W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5,Sp1wk 1 Teach: ow, oi, er R: Tricky they, my R/W: GPC'S, decodable words	Adjacent consonant endings. Revise:Ph2 and Ph3. Teach: lp, lf, lk, pt, xt, nch R:Tricky Words –have, like, some, come. W: Tricky words ph3 they, was, my R/W cvcc & ccvc words	Revise: all previous ph2, ph3, ph4 Assessment	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk3	Phase 2 Introduce routines for phonics sessions opportunities for over learning Teach: s, a, R/W	Revise: A1wk 3-7 Phase 3 Teach: j, v, w, x, R/W: GPC'S, decodable words	Revise: A1wk 3-7, A2wk1-5,Sp1wk1,2 Teach: ear, air, ure, R:All Tricky words Ph2,3 R/W: GPC'S, decodable words	Adjacent consonants beginnings. Revise:Ph2 and Ph3 Teach: tr, dr, gr, cr, br, fr, bl, fl, gl, pl R:Tricky Words –were, there, little, one. W :Tricky words ph3 down, you, her R/W cvc, cvcc & words with digraphs	Revise: Target areas Write tricky words Spell words containing vowel digraphs Read/ write captions	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk4	Teach: t,p , R/W as sat	Revise: A1wk 3-7, A2wk1 Teach: y, z, zz, qu R:Tricky Words he, she, we ,me, be W: GPC'S, decodable words	Revise: A1wk 3-7, A2wk1-5,Sp1wk1-3 Recap any difficulties R: All Tricky words Ph2,3 W: tricky words ph2 the, to, l, no go GPC'S, decodable words	Adjacent consonants beginnings. Revise:Ph2 and Ph3 Teach: cl,sl, sp, st, tw, sm, pr, sc, sk, sn/scr, shr,thr, str R:Tricky words- do, when, out, what. W :Tricky words ph3 all, are, you R/W ccvcc	Revise: Target areas Write tricky words Spell words containing vowel digraphs R/W: Tricky words ph3 he, she, we, me, be, they, was, my, down, you, all, are, you Read/ write captions	Revise: Target area less secure- Write tricky words Spell words containing vowel digraphs Read/ write captions
Wk5	Revise: wk3 Teach: i, n, m, d R: is, it, in, am	Revise: A1wk 3-7, A2wk1,2 Teach: Consonant digraphs ch, sh, th, th R:Tricky Words you R/W: GPC'S, decodable words	Practise all previous Read sentences and write captions W: tricky words ph2 the, to, l, no go GPC'S, decodable words	Compound words and words with 2 syllables- e.g. farmyard, laptop, wigwam. Revise:Ph2 and Ph3 Ph4. Read polysyllabic words eg faster, parking, hospital R: All tricky words said, so, have, like, some, come, were, there, little, one, do, when, out, what R/W: Tricky words, Decodable words cvc,ccvc,cccvc,cccvc	Revise: Target areas Write tricky words Spell words-vowel digraphs R/W: Tricky words ph3 he, she, we, me, be, they, was, my, down, you, all, are, you Read/ write captions	Consolidate learning

Wk6	Revise: wk3,4 Teach: g, o, c, k, ck R: Tricky word l, no W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-4 Teach: ng, ai, ee R:Tricky Words are, R/W: GPC'S, decodable words	Practise all previous Read sentences and write captions W: tricky words ph2 the, to, l, no go GPC'S, decodable words	Revise sounds	Revise: Target areas Write tricky words Spell words-vowel digraphs R/W: Tricky words ph3 he, she, we, me, be, they, was, my, down, you, all, are, you Read/ write captions	Consolidate learning
Wk7	Revise: wk3,4,5 Teach: e, u, r, h R:Tricky Words the, to W: graphemes, decodable words so far	Revise: A1wk 3-7, A2wk1-5 Teach: igh, oa, oo, oo R:Tricky Words her R/W: GPC'S, decodable words			Revise: Target areas Write tricky words Spell words-vowel digraphs Read/ write captions	Consolidate learning

Chandlers Ridge Academy -Phonics teaching sequence			Overview			
Year 1						
No.	Phase 5 (Throughout year 1) All teaching will follow the teacher's expectations document-Revisit, Teach, Practise and Application of reading and writing graphemes/words					
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Wk 1	Revision of phase 3 Read and Write tricky words W: Ph3 he, she, we, me, be, Spell words containing vowel digraphs Read/ write captions	Revise: Ph5a so far and previous oa Teach: ow and o-e Visit (oe/o) R: Tricky words oh, Mr, Mrs, people, their, called, looks, asked, could W:Tricky words ph4 little, our, house, our	Revise: Ph5a so far and previous ow/ oi Teach: ou/ oy Visit: (ough, oul) R: decodable/kw W:CEW has, your, by, my	Phase 5c Alternative spellings Revise previous Teach: ear-ere/eer-hear,here, eer-deer ar-a/al-park,father,half R: decodable/kw W: Ph 5 oh, Mr, Mrs, people, their, called, looked, asked, could	Revise previous Teach: *or-ore/augh/ough/al/all w(ar)/oar- more, taught, fall, war, boar, four, caught R/W: decodable/kw/cew captions, sentences	Revise all areas of Phase 5a- Alternative spelling choices, 5b-Alternative pronunciation and 5c- Alternative spelling. Focus on most likely positions of spelling choices within words. Year one phonics screening test
Wk2	Revision of phase 4 Misconceptions and syllables Read and Write tricky words W: Ph3 they, was, my, down, you, all, are, you Spell words containing vowel digraphs Read/ write captions	Revise: all ph5a so far and previous oo Teach: ew, u-e R:decodable/kw W:Tricky words ph4 do, when	5b Alternative Pronunciations Teach: i -e.g. igloo/tiger o-orange/open/one/once /what c-cat/ city R: decodable/kw W:Tricky Words ph5 oh, Mrs, Mr,	Revise previous Teach: air-ere/are/ear/-there, pear, bare, wear oo-ou/u/oul-book/could/push /some R/W: decodable/kw/cew captions, sentences	Revise previous Teach: z-se/please zh-ure/sion/sual R/W: decodable/kw/cew captions, sentences	
Wk3	Phase 5a Alternative spelling choices R/W: Tricky words ph3 he, she, we, me, be, they, was, my, down, you, all, are, you Revise: w, f, ff Teach: wh, and ph, R:Tricky words oh, Mrs, Mr R/W:GPCs, decodable words	Revise: all ph5a so far and previous oo, ew, u-e Teach: ue , u R: decodable/kw W:Tricky words ph4 , today , you,	Revise previous Teach: g-gate/giant u-umbrella/unicorn/could ow-cow/row R: decodable/kw W: Tricky Words ph5 people, their, others	Revise previous Teach: s-ce/ci/cy/sc/st-pence, city, spicy, scent, listen j-dge/ge/gi-fudge, huge, giant R/W: decodable/kw/cew captions, sentences	Revise aspects of phase 5c children are not secure with R/W: decodable/kw/cew captions, sentences	
Wk4	Revise: Ph5a wk3 and previous ai Teach: ay, a-e Visit:(eigh, ey,ei,a) R: Tricky words people, their R/W: GPCs, decodable words	Revise: all ph5a so far and previous or Teach: aw, au Visit: (al,our,oor *more later) R: decodable/kw W:CEW of, here, where	Revise previous Teach: ie-tie/thief ea-beach/bread ear-learn/hear R: decodable/kw W: Tricky Words ph5 called,looked	Revise previous Teach: l-le-table m-lamb n-kn/gn-knight/gnaw R/W: decodable/kw/cew captions, sentences	Target areas of difficulty from Phase 5a R/W: decodable/kw/cew captions, sentences	
Wk5	Revise: Ph5a wk3,4 and previous ee Teach: ea and e-e R:Tricky words: called, looked W:Tricky words ph4 said, so, have, like R/W: GPCs, decodable words	Revise: Ph5a so far and previous ur, er, ure Teach: ir, (w/or) Visit: (ear, (w)or) R: decodable/kw W:CEW want, their, love, friend	Revise previous Teach: e-elephant/me a-ant/baby/swan y- yo-yo /fly/gym/pony R: decodable/kw W: Tricky Words ph5 asked, could	Revise previous Teach: r- wr- wrap c-ch/Christmas/school R/W: decodable/kw/cew captions, sentences	Target areas of difficulty from Phase 5b R/W: decodable/kw/cew captions, sentences	
Wk6	Revise: Ph5a wk3,4, 5 and previous ee, ea, e-e Teach: ie and e Visit (ey/y/e) R:Tricky words: asked, could W:Tricky words ph4 some, come R/W: GPCs, decodable words	Revise: all ph5a so far and previous Revision and sssessment	Revise previous Teach:ch-chair/chef/school ey-key/grey R: decodable/kw W: Tricky Words ph5 some, come, were, there Revision of 5b and assessment	Revise previous Teach: ch-t/tch- picture/catch sh-ch/tion/cial/cian/ssion/ssian R/W: decodable/kw/cew captons,sentences	Target areas of difficulty from Phase 5c	

Wk7	Revise: Ph5a wk3,4, 5,6 and previous igh. Revise and assess Teach: ie and i-e Visit (y/i) R:Tricky words oh, Mr, Mrs, people, their, called, looks, asked, could W:Tricky words ph4 were, there			Revise: all ph5c so far and previous Revision and assessment Ph5c	Target areas of difficulty Revision and assessment	
-----	--	--	--	--	---	--

Chandlers Ridge Academy- Phonics/Spelling							Overview
							Year 2
Phase 5 consolidation and introduction to phase 6-spellings, rules, patterns							
	Autumn Term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
Wk 1	Revision on Phase 5a,	gn' saying /n/	el' saying /l/	'al' saying /or/	'adding –ment and –ness	Revision Practise of all CEW Polysyllabic words	
Wk2	Revision on Phase 5b,	kn' saying /n/	'al' and 'il' saying /l/	adding -ing , -ed	's' for /zh/		
Wk3	Revision on Phase 5c	adding -ed, -ing to words ending in y	adding -ed, -er to words ending with e	o' saying /u/	'wa' saying /wo/, 'qua' saying /quo/		
Wk4	Consolidate Phase 5 GPCs	'wr' saying /r/	'eer' saying /ear/	ey' saying /ee/	'tion' saying /shun/		
Wk5	'y' saying /igh/	'le' saying /l/	ture	adding -er, -est or -y to CVC and CVCC words	'adding –ful, -less and -ly		
Wk6	dge' and 'ge' saying /j/	adding -er, -est to words ending in y	adding -est, -y to words ending with e	Contractions	Homophones and Near Homophones		
Wk7	adding -es to words ending in y		'mb' saying /m/	'war' saying /wor/, 'wor' saying /wur/	adding dis-		