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| Bluecoat Academy Primary  Phonics Programme – F1-Y3/4 |



Revised version 2016

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| F1 | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | Word structures | High frequency words | |
| Common exception words | Decodable words |
| Phase 1(F1)  ongoing | Seven aspects:   1. General sound discrimination: environmental sounds 2. General sound discrimination: instrumental sounds 3. General sound discrimination: body percussion 4. Rhythm and rhyme 5. Alliteration 6. Voice sounds 7. Oral blending and segmenting   Continue to follow existing pace and progression document for F1. | | | | environmental print, own name |  |
| Phase 1 assessment | By the end of phase 1 children should be able to: | | | | | |
| * Identify and discriminate between everyday sounds * Show awareness of rhyme and alliteration * Recognise rhythm in spoken words * Continue a rhyming string | | | * Hear and say the initial sound in words * Blend sounds to make simple words * Segment the sounds in simple words, and then blend them back * Recognise their own name | | |
| * **Even where children have not completed phase1 by the start of F2, the teaching of phase 2 should begin, with opportunities to cover the skills children are lacking from phase 1** | | | | | |

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| F2  (pg 1) | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | | Word structures | | High frequency words | |
| Common exception words | Decodable words |
| phase 2 (F2)  key skills:  single graphemes  blending  segmenting  10 weeks  2 weeks revision | s t c m g a o p  r l h i u f b d  v w y z n e j k | /c/ (cup, kit) | i (pin, I) | | Read and spell:  VC, CVC, VCC  (up, tip, imp)  Demonstrated and oral:  CVCC, CCVC  (end, spots, stop)  (use with phase 3 phonemes as well orally) | | I the like my went go to is and no house | Cat got top am dog big dad mum put can yes bed get man |
| Phase 2 assessment | By the end of phase 2 children should be able to: | | | | | | | |
| * Give the phoneme when shown any single letter except q and x * Find any phase 2 letter from an array when told a phoneme * Orally blend and segment phase 2 phonemes in all taught word structures | | | | | * Blend and segment phase 2 phonemes within CVC words for reading and spelling (spelling may lag slightly behind reading) * Read (and spell) the HFW for phase 2 | | |
| * **Complete the phase 2ii and 2iii reading assessment sheet** | | | | | | | |
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| phase 3i (F2)  key skills:  consonant digraphs  blending  segmenting  6 weeks | ll ss ff zz  sh ch th /tthh/  ck x qu ng  letter names | /l/ (lip, bull)  /f/ (fin, huff)  /z/ (zip, buzz)  /s/ (bus, boss)  /c/ (cup, kit, duck) | th (thin, that) | All previous structures  Demonstrated and oral:  CVCC, CCVC, CVC/VC  (chimp, stick, puffin) | | | You are your going was they me we he she be her his him a all ball of has as | Off miss buzz fish them then that this with pull full box duck fox thing king back long boat night queen see look now food good down car dark park for air chair push |
| phase 3ii (F2)  key skills:  vowel digraphs and trigraphs  blending  segmenting  8 weeks  2 weeks revision | ai ee igh oa  oo oo ow oi  ar ir or er(schwa – uh not er)  air ear ure | /u/ (cup, book) \*\*  \*\*depending on accent | oo (moon, book) | All previous structures  Read and spell:  CCV  (star)  Demonstrated and oral:  CCVC  (train) | | |
| Phase 3 assessment | By the end of phase 3 children should be able to: | | | | | | | |
| * Give the sound when shown most (at least 40) of the phase 2 and 3 graphemes * Find most (40+) of the phase 2 and 3 graphemes from an array when given the phoneme | | | | | * Blend and read phase 2 and 3 GPCs within CVC words * Segment and make phonemically plausible attempts at spelling words using taught GPCs within CVC words * Read (and spell) phase 3 HFW | | |
| * **Complete the phase 3i and 3ii reading assessment sheet** | | | | | | | |
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| F2  (pg 2) | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | | Word structures | | High frequency words | |
| Common exception words | Decodable words |
| Phase 4 (F2)  Key skills:  Blending and segmenting adjacent consonants  4 weeks | No new GPCs |  |  | All previous structures  Read and spell:  CVCC, CCVC, CCCVC  (shops, sleep, sprain)  Polysyllabic structures-  CVC/VC, CVC/CVC, CV/CCVC etc | | | There here were where what have some | Help next stop from gran sleep first morning granddad |
| Phase 4 assessment | By the end of phase 4 children should be able to: | | | | | | | |
| * Use phonic knowledge to decode regular words and read them aloud accurately * Give the sound when shown any phase 2 or 3 grapheme * Find any given phase 2 or 3 grapheme from an array when given the phoneme * Blend and read words containing adjacent consonants * Segment and spell words containing adjacent consonants | | | | | * Read and spell phase 4 HFW * Name the letters of the alphabet * Write the letters of the alphabet, most of them formed correctly * Use phonic knowledge to write words in ways which match their spoken sounds * Write sentences which can be read by themselves and others * Spell some words correctly, and others that are phonetically plausible | | |
| * **Complete the phase 4i, 4ii and 4iii reading assessment sheet** | | | | | | | |
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| Phase 2-4 (F2)  Revision  3+ weeks | No new learning | | | | | | | |

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| Y1  (pg 1) | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | | Word structures | High frequency words | |
| Common exception words | Decodable words |
| phase 5i (Y1)  key skills:  blending  segmenting  common long vowel families  18 weeks  2 weeks revision | No new phonemes  Revise – ar, ear, ure\*  \*may be pronounced /y/+/ure/ | /ai/ (ai a-e ay a)  /ee/ (ee ea e e-e ie)  /igh/ (igh i-e ie i)  /oa/ (oa ow oe o-e o)  /oo/ (oo ew\* ue\* o u-e\*)  /ow/ (ow ou)  /oi/ (oi oy)  /ir/ (ir er ur)  /or/ (or aw au ore)  /air/ (air are ear)  \*may be pronounced /y/+/oo/ |  | | All previous structures  Read and spell:  CCVCC  (stomp)  CVCCC  (chimps)  Add suffixes and use regularly when building words  Polysyllabic words – identify syllables  Compound words | Break steak great today says said these even key people by climb so do two who whole move prove improve hour our friend their one once come love door floor poor father any many half ask | Came make away play eat tree sea baby time find wild kind mind child behind children old cold gold told clothes both hold home most too new about boy ever more before pass bath grass plant class fast last past path |
| phase 5ii (Y1)  key skills:  alternative consonant spellings and pronunciation  Teach 9 weeks | Suffixes (only where root word is unchanged):  s\*, es  \*May be enunciated /s/ or /z/. Teach as a unit of meaning, not a phonemic unit  ed\*  \*may be enunciated as /d/, /t/, or /i/+/t/. Teach as a unit of meaning, not a phonemic unit  ing  er, est | /ch/ (chin, catch)  /f/ (fin, stiff, phone)  /w/ (went, when)  /ng/ (bang, pink) | c (cat, cell)  g (get, gem)  ch (chip, school, chef) | | All previous structures | Mr Mrs every everybody pretty beautiful eye busy water again sugar sure Christmas parents only clothes money because | When think afterschool magic |
| Y1  (pg 2) | | | | | | | |
| phase 5iii (Y1)  key skills:  alternative vowel spellings and pronunciations  Teach 4 weeks | Prefixes:  un | Non-syllabic e following /v/ at the end of a word:  Have | a (ant, apron, father, was)  e (bed, me)  i (pin, mind)  o (cot, no, to)  u (cut, unit, push)  ow (down, snow)  oo (boot, foot)  y (yes, lolly, my)  ea (bead, dead)  ie (tie, field)  er (her, order)  ou (out, shoulder, could, you) | | All previous structures | Want know live have | Never head garden each |
| Phase 5  Revision  2+ weeks | No new learning | | | | | | |
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| Phase 5 assessment | By the end of phase 5 children should be able to: | | | | | | |
| * Respond **speedily** with the correct phoneme when shown any grapheme that has been taught * For any given phoneme, write the common graphemes * Apply phonic knowledge and skill as the primary approach to reading and spelling, including unfamiliar words that are not completely decodable * Read words of more than one syllable that contain the taught GPCs * Read automatically all of the HFWs from phases 2-5, noting unusual correspondences between spelling and sound, where these occur * Accurately spell most of the phase 2-5 HFW, including common exception words | | | * Read words with contractions and understand that the apostrophe represents the missing letter(s) * Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies * Re-read these books to build up their fluency and confidence in word reading * Write each letter, using correct letter formation (correct direction, starting and finishing in the right place) * Name the letters of the alphabet | | | |
| * **Complete the phase 5i, 5ii and 5iii reading assessment** | | | | | | |

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| Y2  (pg 1) | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | Word structures | High frequency words | |
| Common exception words | Decodable words |
| Phase 6i (Y2)  Key skills:  Fluency and accuracy in reading and spelling  Advanced long vowel families  14 weeks  3 weeks revision | /zh/ spelt s (television) | Revise phase 5.1 families and include these new spellings:  /ai/ (ea, eigh, ey)  /ee/ (y, ey, eo)(people)  /igh/ (y)  /oo/ (ou, ui)  /ear/ (eer, ere, ier)  /or/ (our, oor, ough, augh, al, ar)  /ar/ (a, al)  /ir/ (ear, or)  /air/ (ere)  /u/ (o)  /oo/ (oul)  Unstressed vowels – schwa  /o/ after w is spelt a (want)  /ir/ after w is spelt or (word)  /or/ after w is spelt ar (warm) | ey (money, they) | All previous structures, include new spelling patterns  contractions | Again because beautiful who eye move prove improve clothes whole busy pretty | Great break steak every everybody even people could would should find mind behind child children\* wild climb most only both old cold hold gold told hour our parents door floor poor pour fast last past class grass pass plant path bath after father half water mother other money want |
| Phase 6ii (Y2)  Key skills:  Accuracy in spelling  Advanced consonant spellings  4 weeks  1 week revision |  | /j/ (jam, gem, age, badge)  /s/ (bus, cross, house, scissors, listen)  /n/ (not, gnat, knot)  /r/ (rabbit, wrist)  /sh/ (shop, chef, special, station, mission)  /ch/ (much, catch, nature)  Schwa + /l/ (apple, camel, petal, evil) |  | All previous structures | Christmas | Sure sugar |
| Y2  (pg 2) | new phoneme/grapheme  correspondences | alternative spellings for known phonemes | alternative pronunciations  to be explicitly taught  (others will come up incidentally) | Word structures | High frequency words | |
| HFW, homophones and near homophones | |
| Phase 6iii (Y2)  Key skills:  Morphology  7 weeks  2 weeks revision | Suffixes:  ful, less, ness, ment, ly  Non-syllabic e when adding ed, er, est, ing (e.g. close to closer)  y to i patterns using suffixes  ed, er, es, est, ly  Consonant doubling patterns with suffixes  ed, er, est, ing, y  Words ending in <tion> (station) |  |  | All previous structures | Sun son be bee blue blew one won quite quiet to too two bare bear night knight can’t couldn’t shouldn’t wouldn’t didn’t hasn’t it’s I’ll hear here there their they’re | |
| Phase 6 (Y2)  Revision  3+ weeks | No new learning | | | | | |
| Phase 6 assessment | By the end of phase 6 children should be able to: | | | | | |
| * Continue to apply phonic knowledge as the primary approach to reading and spelling until automatic decoding is embedded, reading is fluent and spelling is consistent * Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alterative pronunciations for graphemes * Read accurately words of two or more syllables that contain the graphemes taught so far * Read and spell words containing common suffixes * Begin to apply knowledge of the spelling patterns taught when reading and spelling words | | | * Read all HFW including CEW, noting unusual correspondences between spelling and sound and where these occur in the word * Read most words quickly and accurately without overt sounding and blending, especially when they have been frequently encountered * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * Re-read books to build up their fluency and confidence in word reading * Spell common exception words | | |
|  | * **Complete the phase 6i, 6ii, and 6iii reading and spelling assessments** | | | | | |

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| Y3/4 | New phoneme/grapheme correspondences | Alternative spellings for known phonemes |  | High frequency words | |
| Common exception words | Decodable words |
| Year 3/4  Rapid decoding for struggling readers  Morphology  comprehension | At this stage, teaching comprehension should be taking precedence over word reading directly. Any focus on word reading should support the development of vocabulary. Most pupils do not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. However, pupils who are still struggling to decode need to be taught to do this urgently. As far as possible, however, these pupils should follow the Y3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.  Pupils should continue to be supported in understanding and applying the concepts of word structure. Pupils spelling should be correct, including common exception words. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. | | | | |
| Adding suffixes beginning with vowel letters to polysyllabic words  More prefixes (e.g. in\*, un, dis, mis, I, re, sub, inter, super, anti, auto)  \*changes form depending on initial letter of root word  Suffixes:  ation, ly, ous  Ion, ian (preceded by t, s, ss, c) | /zh/+/er/(schwa) spelt sure (treasure)  /ch/+/er/(schwa) spelt ture (picture)\*  \*ensure this isn’t a root word ending in /ch/ (such as teacher)  /i/ spelt y (myth) |  | actual answer build busy/business centre century different enough favourite February forward(s) fruit grammar guard guide height imagine island knowledge library material minute ordinary purpose recent sentence separate straight through various | accident(ally) address appear arrive believe bicycle breath breathe calendar caught certain circle complete consider continue decide describe difficult disappear early eight/eighth exercise experience experiment extreme famous group heard history increase important interest learn length medicine mention natural naughty notice occasion(ally) often opposite particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise quarter question regular reign remember special strange  Strength suppose surprise therefore though/although thought weight woman/women |
| Year 3/4 assessment | By the end of Year 4 children should be able to: | | | | |
| * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words they meet * Read further exception words, noting any unusual correspondences between spelling and sound | | | * Use further prefixes and suffixes and understand how to add them * Spell further homophones * Spell words that are often misspelt | |