

Phonics Programme of Study

Reception 2022/24

Below is an overview of the Phonics Programme of Study for Reception.

Within Phonics lessons children will:

- Trigger prior learning of previously learned phonemes and graphemes
- Learn new phonemes and graphemes
- Practise reading new phonemes and writing new graphemes
- Spell words using the new phonemes and graphemes through the use of dictations (from spring term)

[Letters and Sounds](#) contains further guidance and resources for each phase.

Phase 2 (up to 6 weeks):

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some 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 Two as these speaking and listening activities continue.

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. By the end of the phase many children should be able to read some VC and CVC words and to spell the either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency words: **the, to, go, no**.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Phase 3 (up to 12 weeks)

Children entering Phase Three will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read and spell some more high-frequency words.

Phase 4 (4 weeks)

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell a range of high-frequency words.

The purpose of this phase is to **consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.**

Please note – Only begin teaching alternates if the children are secure and assessments show that they have retained and can sound out all of the phase 3 sounds (particularly trigraphs) in a range of words. If needed spend more time consolidating this in the summer time as any alternates will be explicitly taught in Year 1.

Phase 5 is 30 weeks in total and will be predominantly taught in Year 1.

Children entering Phase Five are able to read and spell words containing adjacent consonants and some polysyllabic words.

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 these and graphemes they already know.

Skills

Alongside phonic knowledge the skills of *segmenting* and *blending* should be explicitly taught and modelled. Children should be encouraged to isolate and count the sounds in words using Fred.

Reception Programme of Study 2023/24

WEEK	PHONEME	Words to Learn	
Phase 2	1	Settling and routines	Settling and routines
	2	Assessment	Assessment
	3	s a t p – set 1	a, l
	4	i n m d – set 2	is, it, in
	5	g o c k – set 3	and, at
	6	ck e u r – set 4	the
	7	h b f/ff l/l (will) ss – set 5	to, do
	8	Revisit all the phonemes to date. (name and sound) Grapheme-phoneme correspondence. Phoneme – grapheme correspondence	
		Assessment Guidance: By the end of Phase Two children should: + give the sound when shown any Phase Two letter, securing first the starter letters s, a,t, p, i, n; + find any Phase Two letter, from a display, when given the sound; + be able to orally blend and segment CVC words; + be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock; + be able to read and spell the words to learn taught so far.	
Phase 3	9	SKILLS FOCUS Using phonemes taught to date.	Rhyme All children can recognise words that do/don't rhyme cat, hat, fish spoon, bird, moon Most children can orally create a rhyming string of real and nonsense words big, rig, sig, dig, pig, wig, lig... Some children can write a simple rhyming string using a written model
	10	j v w x – set 6	no, go, so
	11	Y z/zz qu – set 7	He, she
	12	SKILLS FOCUS Using phonemes taught to date	Hearing sounds in words All children can respond to Fred by blending sounds to hear a word. Most children can count the sounds in 2 and 3 phoneme words. Some children can demarcate words with sound

			buttons
	13	Ch, sh, th (with, this them, then, that), ng – consonant digraphs	Revise and consolidate
	14	Revisit all the phonemes to date. (name and sound) Grapheme-phoneme correspondence. Phoneme – grapheme correspondence. Update assessments Captions for reading from Letters & Sounds phase 2 and set 6 and 7 from phase 3 Assess reading and spelling of words to learn taught so far.	

WEEK	PHONEME	Words to Learn words to learn taught phoneme/grapheme
Phase 3	15	Focus - Letter names, Singing the alphabet. Relationship between name and sound, animal analogy.(L&S P.80)
	16	nk, oo (look, too), igh was, of
	Dictation The pink book was lots of fun. The light was off.	
	17	Ee (see), or (for) his, has, her
	Dictation He has his sweetcorn. She took her cat to the shop.	
	18	Oa, ai They, you
Dictation They sail in a boat to see you.		
19	Oi, ow My, by	
Dictation They point by the town. My cat was by my feet.		

20	Ar, er Update assessments	have, like
Dictation The car was on her road . We like to have sweets .		
21	Revise and consolidate	Revise and consolidate
22	Introduce trigraphs ear	said
She said her ear was in pain . I have no fear now.		
23	air	all, are
I brush my hair at night . They are all looking .		
24	ure	we, me, be
Dictation The coin is pure gold You will be with me .		
25	Revise everything learned SKILLS FOCUS We can read week	http://www.cer.education.nsw.gov.au/documents/249903/250184/Letters%20and%20Sounds-3.pdf Activities based upon the captions, sentences and silly questions from phase 3 letters and sounds (link above) Reading skills such as 'does this sound right' can be explicitly taught and modelled eg which sound to use when reading book or moon

			<p>Assessment Guidance:</p> <p>By the end of Phase Three children should:</p> <ul style="list-style-type: none"> ■ give the sound when shown all or most Phase Two and Phase Three graphemes; ■ find all or most Phase Two and Phase Three graphemes, from a display, when given the sound; ■ be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); ■ assess words to learn taught so far. ■ write each letter correctly when following a model.
Phase 4	26	<p>Phase 4</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words – Teach and practise reading CCVC words – Teach and practise spelling CCVC words – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences <p>Update assessments</p> <p>Particular focus on reading digraphs within words.</p>	some, come
<p>Dictation</p> <p>Some of us go to have lunch. Come and see the train.</p>			
	27	<p>Phase 4</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing <u>digraphs</u> – Practise spelling words containing <u>digraphs</u> 	were

	<ul style="list-style-type: none"> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences <p style="color: red;">Particular focus on reading trigraphs within words.</p>	
<p>Dictation</p> <p style="color: green;">We were in the room.</p>		
28	<p>Phase 4</p> <ul style="list-style-type: none"> – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing <u>digraphs and trigraphs</u> – Practise spelling words containing <u>digraphs and trigraphs</u> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences 	Where, there
<p>Dictation</p> <p style="color: green;">Where are you?</p> <p style="color: green;">I am next to the chair.</p> <p style="color: green;">There are no sweets left.</p>		
29	Assess and Review	<p>Assessment Guidance:</p> <p>By the end of Phase Four children should:</p> <ul style="list-style-type: none"> ■ give the sound when shown any Phase Two and Phase Three grapheme; ■ find any Phase Two and Phase Three grapheme, from a display, when given the sound; ■ be able to blend and read words containing adjacent consonants; ■ be able to segment and spell words containing adjacent consonants; ■ write each letter, usually correctly. ■ assess words to learn taught so far

WEEK	PHONEME	Words to Learn
Phase 4	30 Revise: ch sh th ng Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing <u>digraphs and trigraphs</u> – Practise spelling words containing <u>digraphs and trigraphs</u> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences	when, what
Dictation When will we go there? What is that thing?		
	31 Revise: nk oo igh Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing digraphs and trigraphs – Practise spelling words containing digraphs and trigraphs – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences Update assessments	little, one
Dictation The little monster is thinking. You might get one book.		
	32 Revise: ee or oa ai Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing digraphs and trigraphs – Practise spelling words containing digraphs and trigraphs – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences	Revise and consolidate.
Dictation She forgot the seed. He set sail on his boat.		
	33 Revise: oi ow ar er Practise recognition and recall	Revise and consolidate

	<p>of Phase Two and Three graphemes</p> <ul style="list-style-type: none"> – Practise reading words containing digraphs and trigraphs – Practise spelling words containing digraphs and trigraphs – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences 	
<p>Dictation</p> <p>You have a star sticker.</p> <p>They can get the coin now.</p>		
34	<p>Revise: ear ure air</p> <p>Practise recognition and recall of Phase Two and Three graphemes</p> <ul style="list-style-type: none"> – Practise reading words containing digraphs and trigraphs – Practise spelling words containing digraphs and trigraphs – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences 	Revise and consolidate
<p>Dictation</p> <p>They held the spear in the air.</p> <p>Are you sure that is right?</p>		
35	<p>Revise: adjacent consonants</p> <p>Practise recognition and recall of Phase Two and Three graphemes</p> <ul style="list-style-type: none"> – Practise reading words containing digraphs and trigraphs – Practise spelling words containing digraphs and trigraphs – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences 	Revise and consolidate
<p>Dictation</p> <p>Fred spent a week in Spain.</p> <p>Milk is good for children's teeth.</p>		
36	Assess and Review	Update phonic assessments. <i>Revise</i>

		<i>and assess.</i>
Dictation Revision of words to learn and digraphs taught so far. Year group/class specific based on needs.		
37	Revise everything learned Use assessments to focus on specific GPCs – class specific	Update phonic assessments to pass on to Year 1 teachers. Identify children who need extra intervention in Year 1.
Dictation Revision of words to learn and digraphs taught so far. Year group/class specific based on needs.		
38	Revise everything learned Use assessments to focus on specific GPCs – class specific	Revise and consolidate
Dictation Revision of words to learn and digraphs taught so far. Year group/class specific based on needs.		
39	Revise everything learned Use assessments to focus on specific GPCs – class specific	Revise and consolidate
Dictation Revision of words to learn and digraphs taught so far. Year group/class specific based on needs.		

If any children have grasped all of the phonemes and read and spell words taught in the Reception POS, follow the sequence below to introduce alternate graphemes to those already taught. The digraph in bold is the new grapheme.

- ow/**ou**
- er/**ur**
- ai/**ay**
- oi/**oy**
- ee/**ea**
- or/**aw**
- w/**wh**
- f/**ph**
- igh/**ie**