

Teaching Programme for Phonics

At Devonshire we follow the National Curriculum for reading. We have a clear sequence of teaching for phonics beginning in Nursery and continuing through to the end of Year 2. As children begin to learn how to read we use a variety of phonic based books from Pearson, Oxford University Press and Rigby star. The children will learn new phonemes and then practise blending these using exciting, bright and vibrant phonic books.

The sequence followed is detailed below.

Nursery - Throughout the year, children learn to hear the sounds around them and articulate what they can hear. It is important that children are able to distinguish between different sound in their environment so that they are able to then hear sounds in words.

Reception Autumn (RL): Set 1: **s a t p**, Set 2 : **i n m d**, Set3 : **g o c k**, Set 4 : **ck e u r**, Set 5 : **h b f, ff l, ll ss**, Set 6 : **j, v, w, x**, Set 7: **y, z, zz, qu**

Tricky words: To read **the to I go no**

Reception Spring (RM) : **ch chip, sh shop, th thin/then, ng ring, ai rain, ee feet, igh night, oa boat**

Tricky words: To read **he, she, we, me, be, was, my, you, her, they, all, are;**

Spell **the to I go no**

Reception Summer (RU): **oo boot/look, ar farm, or for, ur hurt , ow cow, oi coin**

Tricky words : Read: **some, one, said, come, do, so, were, when, have, there, out, like, little, what;**

Spell : **he, she, we, me, be, was, my, you, her, they, all, are;**

Children should be about to read the following 75 high frequency words by the end of reception

High frequency words: 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, put, the, to, I, know, go, into, will, that, this, then, them, with, see, for, now, down, look, too, he, she, me, be, was, my, you, her, they, all, are, went, it's from, children, just, help, said, have, like, so, do, some, come, were, there, little, one, when, out, what

Year 1

Year 1 Autumn (Y1L) : **ai** rain, wait, train, paid, afraid, (recap **oi** oil, join, coin, point, soil,) **ay** day, play, say, way, stay, **oy**, boy, toy, enjoy, annoy, **ee**, see, tree, green, meet, week, **ea**, sea, dream, meat, each, read (present tense) **ea** head, bread, meant, instead, read (past tense) (recap on oa boat, coat, road, coach, goal) oe toe, goes **a-e** made, came, same, take, safe, **e-e** these, theme, complete , **i-e** five, ride, like, time, side, **o-e** home, those, woke, hope, hole, **u-e** June, rule, rude, use, tube, tune, **ar**, car, start, park, arm, garden

Tricky words: Read oh their people Mr* Mrs* looked called asked would should could

Spell: some, one, said, come, do, so, were, when, have, there, out, like, little, what;

Year 1 Spring (Y1M): Division of words into syllables, **ir**, girl, bird, shirt, first, third , **ur**, turn, hurt, church, burst, Thursday **oo** food, pool, moon, zoo, soon (recap on **oo** as in book, took, foot, wood, good) **ou** out, about, mouth, around, sound, **ow** now, how, brown, down, town **ow** own, blow, snow, grow, show, **ue** blue, clue, true, rescue, Tuesday **ew** new, few, grew, flew, drew, threw **ie** lie, tie, pie, cried, tried, dried (recap **igh** high, night, light, bright, right) **or** for, short, born, horse, morning **air** hair **y** very, happy, funny, party, family **tch** catch, fetch **er** better, under, summer, winter, her,

Words: Read all 100 High Frequency words.

Spell: oh their people Mr* Mrs* looked called asked would should could

Year 1 Summer (Yr1U): **ear** hear , , **ure**, pure, **er** hammer, **ie** chief, field, thief **ore** more, score, before, wore, shore **aw** saw, draw, yawn, crawl **au** author, August, dinosaur, astronaut **ea** head **wr** write wrote **ph** dolphin, alphabet, phonics, elephant **wh** when, where, which, wheel, while **K** Kent, sketch, kit, skin, frisky (when before an e, y, i,) **compound words** football, playground, farmyard, bedroom, blackberry **v** live, have, give, English words very rarely end in a v so have an e on the end. **Prefix un** unhappy, undo, unload, unfair, unlock, **suffix** Adding **s** and **es** to words (plural of nouns and the third person singular of verbs) cats, dogs, Adding the endings **-ing**, **-ed** and **-er** to verbs where no change is needed to the root word hunting, hunted, hunter, Adding **-er** and **-est** to adjectives where no change is needed to the root word quicker, quickest.

Sound families:

oa - o oa ow oe

ee - ea e-e ie- y ey eo

ai - ay a-e eigh ey ei

igh - y ie

oo - ew ue u-e ou

Read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)

Spell: All 100 high frequency words.

Year 2

Year 2 Autumn (Yr2L) It is very important to revisit and review all sounds taught in Year 1 throughout Year 2 Autumn.

The /j/ sound spelt as **ge** and **dge** at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, edge, bridge, dodge, fudge)

Silent letters - **mb**

air ere there, ear pear, are care

ch school, chemist

The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy)

The /n/ sound spelt **kn** and (less often) **gn** at the beginning of words (knock, know, knee, gnat, gnaw), The **wr** sound spelt wr at the beginning of words (write, written, wrap, wrote)

The /l/ or /le/ sound spelt -le at the end of words (table, apple, bottle, little)

The /al/ sound spelt -al at the end of words (metal, pedal, capital, hospital) **au** **aw** **our** saw, Paul, four

The /l/ or **el** sound spelt -el at the end of words (camel, tunnel, squirrel)

Words ending -**il** (pencil, fossil, nostril)

The /igh/ sound spelt -y at the end of words (cry, fly, dry)

Year 2 Spring (Yr2M)

The **al** sound spelt a before l and ll (all tall fall)

The /u/ sound spelt o (other, mother, brother)

The /o/ sound spelt a after w and qu (quantity, squash, want, watch)

The /ur/ sound spelt or after w (**wor**d, **work**, **wor**m, **wor**ld)

The /or/ sound spelt ar after w (**war**, warm, towards)

The /zh/ sound spelt s (treas**ure**, televis**ion**, pleas**ure**, vis**ual**)

sh tion ssion sure cion cious cial

Words ending in -**tion** (station, vacation)

Adding -**ed**, -**ing**, -**er** and -**est** to a root word ending in -y with a consonant before it.

Adding the endings -**ing**, -**ed**, -**er**, -**est** and -**y** to words ending in -e with a consonant before it (hiking, hiked, hiker, nicer, nicest, shiny)

Adding -**ing**, -**ed**, -**er**, -**est** and -**y** to words of one syllable ending in a single consonant letter after a single vowel letter (doubling up)

Year 2 Summer (Yr2U)

Adding **-es** to nouns and verbs ending in -y (flies, tries, babies)

The suffixes **-ment, -ness, -ful, -less** and **'-ly'**

Contractions (**I'm, you're, we're**) SPELL

The possessive apostrophe (singular nouns) **Megan's, the girl's**

Homophones and near-homophones (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)

Homographs (read, close, wind etc...) Could move on to **homonyms** also.

Common exception words (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas) Children should be able to read the next 200 words by the end of year 2 (spell many)

Although prefixes are not a requirement in year 2 POS it is sensible to revisit **un** as this is a requirement for year 1. Children can move on to **dis** if ready.