

Appendix 3

Overview of phonic knowledge and skills to be covered in Phases One to Six

Phase One	Phases Two to Six	Phase Two up to 6 weeks	Phase Three up to 12 weeks	Phase Four 4 to 6 weeks	Phase Five throughout Year 1	Phase Six throughout Year 2 ⁴
<p>Phase One paves the way for the systematic teaching of phonic work to begin in Phase Two</p> <p>In this phase activities are included to develop oral blending and segmenting of the sounds of spoken words.</p> <p>These activities are very largely adult-led. However, they must be embedded within a language-rich educational programme that takes full account of children's freely chosen activities and ability to learn through play.</p> <p>Phase One activities are designed to underpin and run alongside activities in other phases.</p>	<p>Knowledge of GPCs¹.</p>	<p>19 letters of the alphabet and one sound for each.</p>	<p>7 more letters of the alphabet. Graphemes to cover most of the phonemes not covered by single letters.</p>	<p>No new grapheme–phoneme correspondences.</p>	<p>More graphemes for the 40+ phonemes taught in Phases Two and Three; more ways of pronouncing graphemes introduced in Phases Two and Three.</p>	<p>Word-specific spellings – i.e. when phonemes can be spelt in more than one way, children learn which words take which spellings (e.g. <i>see/sea, bed/head/said, cloud/clown</i>)</p>
	<p>Skills of blending and segmenting with letters.</p>	<p>Starting with a small set of GPCs and then increasing the number: Blend separate sounds together into whole words (for reading) Segment whole words into separate sounds (for spelling) (e.g. <i>in, up, cat, sit, run, and, hops, bell</i>.)² Optional: Simple words of two syllables using taught GPCs (e.g. <i>sunset, laptop, picnic, robin, camel</i>). Blending to read simple captions</p>	<p>Blend and segment sounds represented by single letters and graphemes of more than one letter, including longer words (e.g. <i>chip, moon, night, thunder</i> – choice of words will depend on which GPCs have been taught).</p> <p>Blend to read simple captions, sentences and questions.</p>	<p>Blend and segment words with adjacent consonants (e.g. <i>went, frog, stand, jumps, shrink</i>).</p>	<p>Blend and segment sounds represented by all GPCs taught so far.</p> <p>Try alternative pronunciations for graphemes if the first attempt sounds wrong (e.g. <i>cow</i> read as /coe/ sounds wrong; <i>break</i> read as /breek/ or /breck/ sounds wrong).</p>	<p>Increasingly fluent sounding and blending of words encountered in reading for the first time. Spelling of words with prefixes and suffixes, doubling and dropping letters where necessary (e.g. <i>hop/hopping, hope/hoping, hope/hopeful, carry/carried, happy/happiness</i>). Increasingly accurate spelling of words containing unusual GPCs (e.g. <i>laugh, once, two, answer, could, there</i>).</p>
	<p>High-frequency words containing GPCs not yet taught.</p>	<p><i>the, to, no, go, I</i>.³</p>	<p><i>he, she, we, me, be, was, my, you, her, they, all, are</i>.³ Emphasise parts of words containing known correspondences</p>	<p><i>said, so, have, like, some, come, were, there, little, one, do, when, out, what</i>.³ Again, emphasise parts of words containing known correspondences.</p>	<p><i>oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, though, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i>.³</p>	<p>As needed.</p>

¹ GPCs: Grapheme–phoneme correspondences

² See word banks for more examples (all phases)

³ See Appendix 1 in the *Letters and Sounds Six-phase Teaching Programme*

⁴ Note that the teaching of spelling cannot be completed in Year 2 – it needs to continue rigorously throughout primary school, and beyond if necessary.