

Springdale Phonics



Reception Overview

Phonics Overview

Reception

Autumn 1

Phase 2 Graphemes

The first 2 weeks of September, the children will be attending school on a part time basis. During this time, they will be completing baseline assessments and consolidating Phase 1.

PHASE 1

Week 1	Environmental sounds, Instrumental sounds and body sounds
Week 2	Rhythm and Rhyme and Oral blending

Phase 1 Skills continue to be taught alongside phase 2 sounds. Activities and games are implemented from phase 1 whilst learning phase 2 phonemes.

PHASE 2

Week 2 (from 14.9.22)	Set 1	s, a
Week 3	Set 1/2	t, p, i, n
Week 4	Set 2/3	m, d, g, o
Week 5	Set 3/4	c, k, ck, e
Week 6	Set 4/5	u, r, h, b
Week 7	Set 5	f, ff, l, ll, ss

***ASSESSMENT WEEK**

Tricky Words

I, to, no, go, the, into, a, is, has, his, as, of

(two per week)

High Frequency Words

an, at, if, in, it, off, on, can

Phonic knowledge

- To practise orally blending and segmenting words.
- To recognise 23 graphemes in isolation and begin to see them in words
- To practise blending (for reading) some VC (vowel, consonant) and CVC (vowel, consonant, vowel) words, using letters from sets 1-5, e.g. at, sat, man, back.
- To practise segmenting (for spelling) words, using letters from sets 1-5, e.g. an, pin, rag, huff.
- To practise reading two syllable words e.g. sunset.
- To practise reading simple captions e.g. cat on a mat
- To practise reading words with double consonant digraphs.

Vocabulary

Sound	Letter	Phoneme	Grapheme
Word	Caption	Tricky Word	Digraph
Blending	Segmenting	Sound Button	Phoneme Finger
Phoneme Frame	Sound Mat	Rhyme	Sound Talk

Phonics Overview

Reception

Autumn 2

Phase 3 Graphemes			Tricky Words	High Frequency Words	Spellings
PHASE 3			he, she, me, we, be, my, you (one per week)	dad, had, back, and, get, big, him, not, got, up mum, but	I, to, no, go, the, into, a, is, has, his, as, of
Week 1	Set 6	j v w x (ks)			
Week 2	Set 7	y z zz qu (kw)			
Week 3	Consonant Blends	ch sh th th			
Week 4		ng nk ai ee			
Week 5	Vowel Digraphs	igh oa oo oo			
Week 6		ar or ur ow			
Week 7		oi ear air ure			
ASSESSMENT WEEK					

Phonic knowledge

- To recognise a further 24 graphemes in isolation and within words
- To represent each of the new phoneme by a grapheme
- To practise blending (for reading) CVC words, using phase 2 and 3 graphemes.
- To practise segmenting (for spelling) CVC words, using phase 2 graphemes.
- To continue to practise reading two syllable words e.g. farmyard
- To practise reading sentences using phase 2 and phase 3 graphemes/tricky words taught so far e.g. My goat is in the park.
- To practise reading and writing words with –s at the end e.g. puts, pulls

Vocabulary

Digraph	Trigraph	Plural	Sentence
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Reception

Spring 1

Phase 3 Graphemes

After phase 3 has been taught, the graphemes are explored in more depth as teaching focuses on two graphemes a week. One day is spent on blending the grapheme and the following day focuses on segmenting it.

Week 1	er j
Week 2	v w
Week 3	x y
Week 4	z zz
Week 5	qu ch
Week 6	sh th

ASSESSMENT WEEK

Tricky Words

they, all, are, was, put, push, pull
(one per week)

High Frequency Words

will, that, this, then, them, with, see, now, down, look, too, her

Spellings

he, she, me, we, be, my, you

Phonic Knowledge

- To practise recalling all letter names.
- To begin to understand that—a, e, i, o, u—are vowels and all other letters are consonants
- To continue to develop knowledge of blending (for reading) words, using phase 2 and 3 graphemes, with a focus on words with adjacent consonants e.g. flag, swim, chest.
- To continue to practise segmenting (for spelling) words, using phase 2 and 3 graphemes
- To continue to practise reading captions and sentences using phase 2 and 3 graphemes/tricky words.
- To practise writing sentences using phase 2 and 3 graphemes/tricky words.
- To continue to practise reading two syllable words e.g. farmyard
- To practise reading and writing words with –s at the end e.g. puts, pulls

Vocabulary

Capital Letters	Full Stops	Finger Spaces
Letter names	Alphabet	Consonant
Vowel		

Phonics Overview

Reception

Spring 2

Phase 4	Tricky Words	High Frequency Words	Spellings												
<p>Children will continue to consolidate their knowledge of phase 2 and 3 graphemes.</p> <p>Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.</p> <table><tr><td>Week 1</td><td>ng nk</td></tr><tr><td>Week 2</td><td>ai ee</td></tr><tr><td>Week 3</td><td>igh oa</td></tr><tr><td>Week 4</td><td>oo oo</td></tr><tr><td>Week 5</td><td>ar or</td></tr><tr><td>Week 6</td><td>ur ow</td></tr></table>	Week 1	ng nk	Week 2	ai ee	Week 3	igh oa	Week 4	oo oo	Week 5	ar or	Week 6	ur ow	<p>so, have, like, some, come, do, little, what, were, there, one</p> <p>(two per week)</p>	<p>went, it's, from, children, just, help</p>	<p>they, all, are, was, put, push, pull, puts, pulls</p>
Week 1	ng nk														
Week 2	ai ee														
Week 3	igh oa														
Week 4	oo oo														
Week 5	ar or														
Week 6	ur ow														

Phonic Knowledge

- To continue to develop knowledge of blending (for reading) words, using phase 2 and 3 graphemes, with a focus on words with adjacent consonants e.g. flag, swim, chest.
- To continue to develop knowledge of segmenting (for spelling) words, using phase 2 and 3 graphemes, with a focus on words with adjacent consonants e.g. flip, step, twist.
- To continue to read sentences containing phase 2 and 3 graphemes/tricky words.
- To understand a syllable is a unit of sound and that some words are made up of multiple syllables – polysyllabic words
- To use the skill of 'chunking' to support with blending and segmenting
- To continue develop knowledge of sentence writing, using phase 2 and 3 graphemes/tricky words.

Vocabulary

Syllables	Polysyllabic Words	
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Phonics Overview

Reception

Summer 1

Graphemes	Tricky Words	High Frequency Words	Spellings												
<p>Children will continue to consolidate their knowledge of phase 2 and 3 graphemes.</p> <p>Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.</p> <table><tr><td>Week 1</td><td>oi ear</td></tr><tr><td>Week 2</td><td>air ure</td></tr><tr><td>Week 3</td><td>er revisit</td></tr></table> <p>ASSESSMENT WEEK</p> <p>The children have had time to revisit all their phase 3 graphemes at a slower, more in depth pace. Each session focused on one specific phoneme. They will now further consolidate their knowledge of phase 3/4 letter sounds by working with a broader range of phonemes each session. This will require the children to apply their knowledge as opposed to relying on the fact that the words they are reading/writing contain the day's focus phoneme. (to continue into Summer 2)</p> <table><tr><td>Week 4</td><td>qu ch sh th</td></tr><tr><td>Week 5</td><td>th ng nk ai</td></tr><tr><td>Week 6</td><td>ee igh oa oo</td></tr></table>	Week 1	oi ear	Week 2	air ure	Week 3	er revisit	Week 4	qu ch sh th	Week 5	th ng nk ai	Week 6	ee igh oa oo	<p>when, out, said, your, ago, love, our</p>	<p>Children will consolidate their knowledge of high frequency words that have been taught previously, learning to confidently recognise these in the sentences they read.</p>	<p>so, have, like, some, come, do, little, what, were, there, little, one</p>
Week 1	oi ear														
Week 2	air ure														
Week 3	er revisit														
Week 4	qu ch sh th														
Week 5	th ng nk ai														
Week 6	ee igh oa oo														

Reading Knowledge

- To consolidate knowledge of blending (for reading) words, using phase 2 and 3 graphemes, with a focus on words with adjacent consonants e.g. flag, swim, chest.
- To consolidate knowledge of segmenting (for spelling) words, using phase 2 and 3 graphemes, with a focus on words with adjacent consonants e.g. flip, step, twist.
- To continue to read polysyllabic words eg. bookshelf
- To develop confidence and fluency when reading sentences containing phase 2 and 3 graphemes/tricky words.
- To practise sentence writing, using phase 2 and 3 graphemes/tricky words.

Phonics Overview

Reception

Summer 2

Graphemes	Tricky Words	High Frequency Words	Spellings														
<p>Children will continue to consolidate their phonic knowledge of phase 2 - 4 letters and sounds to ensure that this is embedded ready for Year One.</p> <table><tr><td>Week 1</td><td>oo ar or ur</td></tr><tr><td>Week 2</td><td>ow oi ear air</td></tr><tr><td>Week 3</td><td>ure er</td></tr></table> <p>ASSESSMENT WEEK +Phonics Screening (_/20)</p> <p>The children will be exposed to the beginning Phase 5 alternate graphemes for reading.</p> <table><tr><td>Week 4</td><td>ay ou ie ea</td></tr><tr><td>Week 5</td><td>oy ir ue aw</td></tr><tr><td>Week 6</td><td>wh ph ew oe</td></tr><tr><td>Week 7</td><td>au, a-e, e-e, i-e</td></tr></table>	Week 1	oo ar or ur	Week 2	ow oi ear air	Week 3	ure er	Week 4	ay ou ie ea	Week 5	oy ir ue aw	Week 6	wh ph ew oe	Week 7	au, a-e, e-e, i-e	become, full, school, asks, by, house, here	Children will consolidate their knowledge of high frequency words that have been taught previously, learning to confidently recognise them in sentences they read.	when, out, said, your, ago, love, our
Week 1	oo ar or ur																
Week 2	ow oi ear air																
Week 3	ure er																
Week 4	ay ou ie ea																
Week 5	oy ir ue aw																
Week 6	wh ph ew oe																
Week 7	au, a-e, e-e, i-e																
Reading Knowledge																	
Children will consolidate the reading knowledge that they have been learning throughout their Reception year.																	

Note on Assessment

Assessments are planned at the end of each phase taught. When a phase continues over two half terms, an additional assessment point is added before the half term break to ensure provision and interventions are responsive to both formative and summative assessments.