

Progression of Grapheme Phoneme Correspondence (GPC)

Summer 1 Phase 4

- Short vowels with adjacent consonants
- CVCC CCVC CCVCC CCCVC CCCVCC
 - longer words and compound words
 - words ending in suffixes:
-ing, -ed /t/, -ed /d/ /ed/, -est

New tricky words

said so have like some come love do were here little
says there when what one out today

Summer 2 Phase 4 graphemes

- Phase 3 long vowel graphemes with adjacent consonants
- CVCC CCVC CCCVC CCV CCVCC
 - words ending in suffixes:
-ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est
 - longer words

Year 1:

Autumn 1

Review Phase 3 and 4

Phase 5

/ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ea/ ea each

Review tricky words Phases 2–4

Phases 2–4: the put* pull* full* push* to into I no
go of he she we me be was you they all are my by
sure pure said have like so do some come love were
there little one when out what says here today

Autumn 2 Phase 5 graphemes

/ur/ ir bird
/igh/ ie pie
/oo/ /yoo/ ue blue rescue
/yoo/ u unicorn
/oa/ o go
/igh/ i tiger
/ai/ a paper
/ee/ e he

Autumn 2 Phase 5 graphemes

/ai/ a-e shake
/igh/ i-e time
/oa/ o-e home
/oo/ /yoo/ u-e rude cute
/eel/ e-e these
/ool/ /yool/ ew chew new
/eel/ ie shield
/or/ aw claw

New tricky words

their people oh your
Mr Mrs Ms ask*
could would should our
house mouse water want

Spring 1 Phase 5 graphemes

/eel/ y funny
/e/ ea head
/wl/ wh wheel
/oa/ oe ou toe shoulder
/igh/ y fly
/oa/ ow snow
/lj/ g giant
/fl/ ph phone
/ll/ le al apple metal
/sl/ c ice
/vl/ ve give
/ul/ o-e o ou some mother young
/zl/ se cheese
/sl/ se ce mouse fence
/eel/ ey donkey
/ool/ ui ou fruit soup

New tricky words

any many again
who whole where two
school call different
thought through friend work

Spring 2 Phase 5 graphemes

/ur/ or word
/oo/ u oul awful could
/air/ are share
/or/ au aur oor al author dinosaur floor walk
/ch/ tch ture match adventure
/ar/ al a half* father*
/or/ a water
schwa in longer words: different
/o/ a want
/air/ ear ere bear there
/ur/ ear learn
/r/ wr wrist
/sl/ st sc whistle science
/c/ ch school
/sh/ ch chef
/zl/ ze freeze
schwa at the end of words: actor

New tricky words

once laugh because eye

Please contact the following person
for any additional information:

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Phonics

Information Leaflet
for
Parents and Carers





What is Phonics?

Phonics is a way of teaching children how to read and write. It helps children to hear, identify and manipulate phonemes (sounds) in order to teach them which graphemes (letters) to use when they are writing words. Children learn to read by decoding words into sounds, rather than simply memorising words.

Children learn phonemes and then the alternative ways of writing them. So, for example, the phoneme 's' can be in snake, scent or ceiling. The phoneme 'ai' as in rain, can also be 'ay' as in play, 'aigh' as in straight, 'eight' as in weigh etc.

Children who learn to decode will master the skill of basic reading quicker, which means they can move on to the actual enjoyment of reading and comprehension sooner.

Year 1 phonics screening takes place in the early summer in schools in England. This is a one-to-one assessment, whereby children read 40 words, some of which are made-up [pseudo or alien] words, to check their decoding skills, their ability to put sounds to letters and to blend the sounds into words.

Phonics at Moat Farm Infant School

The government has stipulated all schools must be systematic and synthetic in their phonics teaching. This means that all teaching is the same - phonemes, pace, terminology, the content of lessons, resources etc. Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme. All children should have success in reading. The lessons are repetitive, follow the same format and avoid games in order to alleviate cognitive overload.

Nursery: We concentrate on developing children's speaking and listening skills and lay the foundations for the phonic work which starts later in nursery and in reception. The emphasis is to get children attuned to sounds around them and ready to begin developing oral blending and segmenting skills. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

Reception/Year 1:

Children learn:

- how to represent each of the 42 sounds by a letter or sequence of letters
- how to blend sounds together for reading and how to segment (split) words for spelling
- letter names
- how to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you)
- to practise and apply their learning in English lessons

Year 1/Year 2: Children learn alternative ways of representing the sounds and practise blending and segmenting.

Progression of Grapheme Phoneme Correspondence (GPC)

The progression has been organised so that children are taught from the simple to more complex GPCs, Taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Reception:

Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the

Autumn 2 Phase 2 graphemes

ff ll ss j v w x y z zz qu ch sh th ng nk

- words with -s /s/ added at the end (hats sits)
- words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)

New tricky words

put* pull* full* as and has his her go no to into she push* he of we me be

Spring 1 Phase 3 graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er

- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end