



# PHONICS



At Samuel White's Infant School, our progression in Phonics is based on Letters and Sounds. Jolly Phonics is also used in Reception for a more multisensory approach. Our whole-school Sound Mats support children to apply their phonics when writing. Common exception words and high frequency words are taught throughout EYFS and KS1. These words correspond to our whole-school Tricky Word Wall and Tricky Word Mats. The Sound Mats and Tricky Word Mats that we use in school can be found in the back of the children's Home and School Planners to support learning at home.

	Reception	Year 1	Year 2
Term 1	<p><b><u>Phase 1</u></b> Developing children's listening, vocabulary and speaking skills.</p> <p><b><u>Phase 2</u></b> Introducing children to initial sound and letter correspondences (e.g. s, a, t, p, i, n).</p> <p><b><u>Jolly Phonics</u></b> Multisensory approach.</p>	<p><b><u>Phase 3 and 4</u></b> Recapping initial digraphs, trigraphs and consonant blends.</p> <p><b><u>Phase 5</u></b> Introducing children to alternative spellings for known sounds (e.g. ai, ay, a-e).</p>	<p><b><u>Phase 3, 4 and 5</u></b> Recapping all graphemes and plugging gaps after initial assessment.</p>
Term 2	<p><b><u>Phase 2</u></b> Children continue learning the sound and letter correspondences from this Phase.</p>	<p><b><u>Phase 5</u></b> Children continue learning the sound and letter correspondences from this Phase.</p>	<p>Phonics Interventions based on need.</p>

<b>Term 3</b>	<b><u>Phase 3</u></b> Introducing children to digraphs and trgraphs (e.g. ai, igh, oa, ar).	<b><u>Phase 5</u></b> Children introduced to alternative pronunciations for known graphemes (e.g. ea in leaf and ea in bread).	Phonics Interventions based on need.
<b>Term 4</b>	<b><u>Phase 3</u></b> Children continue learning the digraphs and trigraphs from this Phase.	<b><u>Phase 5</u></b> Children continue learning the alternative pronunciations for known graphemes.	Phonics Interventions based on need.
<b>Term 5</b>	<b><u>Phase 3</u></b> Children consolidate this Phase.  <b><u>Phase 4</u></b> Children are introduced to consonant blends (e.g. bl, mp, scr).	<b><u>Phase 3, 4 and 5</u></b> Recapping all grapheme/ phoneme correspondences for this Phase, including alternative pronunciations.	Phonics Interventions based on need.
<b>Term 6</b>	<b><u>Phase 2, 3 and 4</u></b> Recapping all graphemes and plugging gaps from Phase 2 and 3 and continuing to teach Phase 4 consonant blends.	<b><u>PHONICS SCREEN</u></b> Statutory assessment for all children.	<b><u>PHONICS SCREEN</u></b> Statutory resit for children who did not pass the assessment in Year 1.

