

Scheme of Work for Phonics



Phase	Phonic knowledge and skills	Year Group in which stage would have typically been taught	Links to structured phonics scheme taught in school	Tricky words
1	<p>Aspect 1 – General sound discrimination – environmental</p> <p>The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p> <p>This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p>Aspect 3 – General sound discrimination – body percussion</p> <p>The aim of this aspect is to develop children’s awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p> <p>Aspect 4 – Rhythm and rhyme</p> <p>This aspect aims to develop children’s appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p> <p>Aspect 5 – Alliteration</p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p> <p>Aspect 6 – Voice sounds</p> <p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot’s mouth and the teacher sounds out the name of the object in a robot voice – /c/- /u/-/p/ cup, with the children joining in.</p>	EYFS/Y1	Twinkl Phonics Level 1 Storytime phonics as a supplementary scheme to introduce letter sounds through stories.	None

	<p>Aspect 7 – Oral blending and segmenting</p> <p>In this aspect, the main aim is to develop oral blending and segmenting skills.</p> <p>To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>			
2	<p>Autumn term s a t p i n Spring Term m d g o c k ck Summer Term e u r h b f l</p>	Y1/2	Twinkl phonics level 2	is, I the, to no, go
2/3	<p>Autumn Term Revise earlier sounds and check for retained understanding Spring Term ff ll ss j v w x y Summer Term z zz qu ch sh th th ng words ending s /s/-hats, sits words ending s /z/ his bags</p>	Y3	Twinkl phonics level 2 Twinkl phonics level 3	He, she, we, me, be, was, my, you, they, here, all, are.
3	<p>Autumn Term Check Y3 sounds have been taught and retained Spring Term ai, ee, igh, oa, oo oo Summer Term ar, or, ur, ow, oi, ear</p>	Y4	Twinkl phonics level 3	Spell -the, to, no, go, I
3/4	<p>Autumn Term Check all vowel digraphs retained + air, er, ure Spring Term CVCC words, CCVC words, adjacent consonants, polysyllabic words Summer Term Revise all tricky words for reading and spelling from level 3 & 4/ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ea each /ur/ir bird, /igh/ie pie, /oo/yoo/ ue blue, rescue</p>	Y5	Twinkl phonics level 3 Twinkl phonics level 4	said so have like Some come do were here little says there when what one out Spell - he, be, we, she, me, was, you, they, are, all, my, her, here
4/5	<p>Autumn Term Revise- /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ea each /ur/ir bird, /igh/ie pie, /oo/yoo/ ue blue, rescue/oa/ o go, /igh/ i tiger, /ai/a paper, /ee/ e me Spring Term ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute'ch' saying /c/ 'ch' saying /sh/ 'ew' saying /yoo/ and /oo/ Long vowel sounds Summer Term</p>	Y6	Twinkl Phonics level 5	their, people, oh, love, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, who, whole, where, two, school call, called, asked, people,

	'y' saying /ee/ 'aw' and 'au' saying /or/ 'ow' and 'oe' saying oa 'wh' saying /w/ 'g' saying /j/ and 'c' saying /s/ 'ph' saying /f/ 'ea' saying /e/			different, thought, through, looked, friend, work, once, laugh, because, eye, any, many, again, busy, beautiful, pretty, hour, move, improve, parents, shoe, days of the week, months of the year.
5/6	<p>Extension group- If there are students that would benefit at learning the last of the level 5 sounds and level 6 sounds to aid their reading and writing ability they could work on an individualised programme or small group.</p> <p>Autumn Term 'ie' saying /ee/ adding -ed adding -s and -es adding -er and -est 'tch' saying/ch/ adding -ing and -er 'are' and 'ear' saying/air/ 've' saying /v/ 'ore' saying/or/ adding prefix un-</p> <p>Spring Term 'y' saying /igh/ 'dge' saying /j/ 'ge' saying/j/ -es to words ending in y 'gn' saying /n/ 'kn' saying /n/ -ed -ing words ending in y 'wr' saying /r/</p> <p>Summer Term -le -er -est to words ending in y -el -al, -il -ed -er to words ending in e 'eer' saying /ear/ ture -est to words ending in e</p>	Y7		
2-4	Intervention- A small cohort of students that would still benefit from a synthetic phonics programme could revisit the sounds at a quicker pace on a 1:1 basis or in small groups.	Y7	Read, write Inc catch up programme	
	Lexia intervention programme to address any gaps for high functioning students that could attain EL3 at the end of Key stage 4	Y8-10		

Those that struggle to access level 2 and are unable to blend will need a more functional skills curriculum as they get older
 Certain children on the autistic spectrum learn by whole word reading and need as much reading experience as possible to help build up their word bank, they should also do extensive work on comprehension skills.

PROGRESSION MAP: