



Phonics in the Early Years at Thomas Jollyffe.

At Thomas Jollyffe, we use the Bug Club Phonics programme. This is a Department For Education validated systematic synthetic phonics (*SSP) teaching programme. Following a SSP, with fidelity, ensures high-quality phonics teaching and improved literacy abilities. Our approach to phonics teaching is therefore rigorous and systematic, helping to achieve strong results for all.

*A complete SSP programme is one that provides:

- All that's essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- Sufficient support for children in reception and key stage 1 to become fluent readers
- A structured route for most children to meet or exceed the expected standard in the year 1 phonics screening check
- All national curriculum expectations for word reading through decoding by the end of key stage 1

Phase 1

Phase 1 is the first stage of the phonics teaching programme. Most children will have opportunities to engage in Phase 1 activities during their time in nursery/pre-school. This will be continued at the beginning of reception.

Phase 1 concentrates primarily on developing children's speaking and listening skills, laying the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral and blending segmenting skills.

Each of the first six aspects of Phase 1 should be dipped into, rather than going through them in any order, with a balance of activities.

Aspect 7 (oral blending and segmenting) will usually come later, when children have had plenty of opportunity to develop sound discrimination.

Phase 1: 7 aspects

Environmental
Instrumental
Body sounds
Rhythm and rhyme
Alliteration
Voice Sounds
Oral blending and segmenting



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Phase 2

As soon as each set of letters are introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds **s-a-t** to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap**, from a small selection of magnetic letters.

Phase 2 phonemes

Set 1 = s, a, t, p
Set 2 = i, n, m, d
Set 3 = g, o, c, k
Set 4 = ck, e, u, r
Set 5 = h, b, f, (ff), l (ll)

Phase 2 common exception words

l, the, to, no, go, into

Phase 2, Set 1 – the first 4 letters are introduced

Seven words can be used for segmenting and blending (high frequency words are shown in *italics*)

a, at, sat, pat, tap, sap, as

Phase 2, Set 2 – this set includes 4 new letters.

As each new letter is learnt, children will be able to sound out several new words e.g

i – *it, is, sit, sat, pit, tip, pip, sip*

n – *an, in, nip, pan, pin, tin, tan, nap*

m – *am, man, mam, mat, map, Pam, Tim, Sam*

d – *dad, and, sad, dim, dip, din, did, Sid*

Phase 2, Set 3 – introduces 4 new letters.

28 new decodable words can now be made, including 4 high frequency words

g – *tag, gag, gig, gap, nag, sag, gas, pig, dig*

o – *got, on, not, pot, top, dog, pop, God, Mog*

c – *can, cot, cop, cap, cat, cod*

k – *kid, kit, Ken, Kim*

Phase 2, Set 4 – this set includes 4 new letters.

36 new decodable words are suggested. For the first time some of the suggested words contain two syllables (sunset) At this time, for the majority of children, it is more important for children to experience success at sounding out short words and their ability to decode longer words will improve as their short-term memory develops.

ck – *kick, sock, sack, dock, pick, sick, pack, ticket, pocket*

e – *get, pet, ten, net, pen, peg, met, men, neck*

u – *up, mum, run, mug, cup, sun, tuck, mud, sunset*

r – *rim, rip, ram, rat, rag, rug, rot, rocket, carrot*

Phase 2, Set 5 – introduces 7 graphemes (3 of which are double letters)

69 new decodable words are suggested.

h – *had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug*

b – *but, big, back, bet, bad, bag, bed, bug, bun, bus, Ben, bat, bit, bucket*

f, ff – *of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan*

l, ll – *lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bell, Nell, dull, laptop*

ss – *less, hiss, mass, mess, fuss, pass, Tess*



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Phase 3

In Phase 3 children continue to use all of their phonic knowledge from Phase 2. They are taught additional sounds (phonemes) and the letters or groups of letters that represent them (graphemes)

Phase 3

Set 6 = j, v, w, x
Set 7 = y, z, zz, qu
Consonant digraphs = ch, sh, th, ng
Digraphs and trigraphs =
ai, ee, igh, oa, long oo, short oo, ar,
or, ur, ow, oi, ear, air, ure, er

Phase 3 common exception words

he, she, we, me, be, was, you, they, all, are, my, her

Phase 3, Set 6 – this set includes 4 new letters.

j – jam, jug, jet ...
v – van, vet ...
w – well, wag ...
x – six, max ...

Phase 3, Set 7 – introduces 4 new letters.

y – yes, yell ...
z – zip, zap ...
zz – buzz, fizz ...
qu – quick, quill ...

Phase 3, consonant digraphs –

ch – chop, chat ...
sh – ship, shell ...
th – think (soft 'th') this (hard 'th')
ng – sing, bang ...

Phase 3, digraphs and trigraphs –

ai (rain) ee (feet) igh (light) oa (boat)
long oo (root) short oo (foot) ar (park)
or (born) ur (curl) ow (town) oi (soil)
ear (fear) air (hair) ure (pure) er (her)



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Phase 4

When children start Phase 4 of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes.

They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words, and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced.

The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**.

Phase 4 common exception words

said, have, like, so, do, some, come, were, there, little, one, when, out, what.

Phase 5 (typically started in Year 1)

Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as **trap**, **string** and **flask**.

They will also be able to read and spell some polysyllabic words.

In Phase 5, children will learn more graphemes and phonemes. For example, they already know **ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**.

Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**.

With practice, speed at recognising and blending graphemes will improve.

Word and spelling knowledge will be worked on extensively.

Phase 5 common exception words

Oh, their, people, Mr, Mrs, looked, called, asked, could



EYFS writing progression .

Pre Writing Shapes



1-2 years



2-3 years



3 years



3 years



4 years



4 years
4 months



4 years
6 months



4 years
7 months



4 years
11 months



5 years
3 months

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EYFS Development Matters

- ✓ Form lower case and capital letters correctly.
- ✓ Spell words by identifying the sounds and then writing the sound with letter(s)
- ✓ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- ✓ Re-read what they have written to check it makes sense.

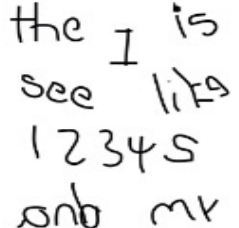
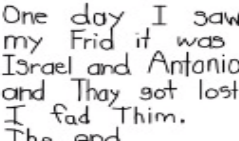
Early Learning Goals (Writing)

- ✓ Write recognisable letters, most of which are correctly formed.
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ✓ Write simple phrases and sentences that can be read by others.



EYFS writing progression .

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

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