

Year 1 Phonics Programme of Study

Children entering Year 1 should have been exposed to phase 1, 2 and 3 phonics through the Early years Foundation Stage curriculum. Below is an overview of the Phonics Programme of Study for Year 1.

Phase 3

The purpose of this phase is to teach additional graphemes, most of them comprising two letters (digraphs), so the children can represent phonemes with a grapheme. Children also continue to practise CVC/CCVC/CVCC (C- consonant, V- vowel) blending and segmenting in this phase. They will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will continue to learn letter names during this phase as well as continuing to learn to read and spell some more high-frequency words.

Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Each Phonics lesson will follow the same structure:

Trigger prior learning

Revise previously taught phonemes (from previous lesson)

- Flashcards
- Reading words which contain the previously learned phonemes
- Matching pictures and words

Anchor

- Use Fred to introduce new phoneme and model blending of words with this phoneme.
- Practise writing the grapheme introduced.
- Verbal rehearsal of the phoneme
- Lots of opportunities to read words with the target phoneme/grapheme

Guided Practice

- Read and write words in pairs/groups
- Recognise the grapheme taught
- Orally rehearse the phoneme taught
- Sort words with focus phoneme and alternates

Independent

- Complete activity on the focus grapheme-phoneme correspondence
- Practise both blending and segmenting

Deepening

- Find more examples of words with the phoneme
- Discuss word meanings
- Articulate any spelling rules or patterns they notice.

Week	Grapheme-Phoneme Correspondence (GPC)	Examples of words with this GPC	Words to Learn	Dictations – assessing the previous week's phonemes and words to learn
2 Recap Reception phonemes	ai ee	train, brain, stain, drain, rain trees, feel, leek, feet	the I	No dictation this week
3 Start dictations this week	igh oa	light, night, bright, fight goat, boat, float	do to	The rain is on the tree s. I can see it.
4	ew, er,	new, few, stew due, hue fern, stern, term, tower	was of	I can see the moon at night . The boat was red. I will go to do that.
5	ur or	turn, burn, curl torn, storm, north, sweetcorn	no go so	The tower er was big. The car was new . A pot of stew .
6	ar ow	harm, star, sharp, car shower, flower, frown, brown	he she we	No sweetc orn was in the pot. It is his turn to go . It was so much fun.
7	oi oy	coin, foil, boil boy, toy, soy	me be	He had a quick car . We went in it. She has no brown fur.
8	ear, air ure, (recap igh)	ear, fear, hear pure, cure, manure hair, fair, chair light, night, bright, fight	his has	He told me the coin is not gold. It was fun to be with the toy .
9 New	m (mm), n (nn) r (rr), b (bb)	summer, cramming runner, funnel	her they	She has a fear of the dark night . His hair is brown.

Learning in brackets		terror, horror, carrot rabbit, bubble	you	You can see the picture of me now.
10	d (dd), g (gg) p (pp), t (tt)	ladder, sadder giggle, flagged, dagger puppy, stopper, skipper bitter, butter	my by	They told me the summer is hot. The runner was quicker than you . His carrot was hard. Her rabbit was big.
11	ai (ay) ee (ea) Can make ea (bread)	play, stay, lay beach, each, steam bread, head, read, ahead	come some	My ship had a skipper. The butter was hard. You can see my ladder. The dagger was by the man.
12	igh (ie) oa (oe)	lie, cried, tries toe, goes	were where there	Come and play with me. Some of us are at the beach.
13	ew (ue – both pronunciations) er, ur (ir)	cue, due, rescue blue, glue bird, skirt, shirt	said all are	Where is your toe? We were seeing if he lied .
14	or (aw) or, aw (au)	crawl, shawl, prawn august, launch	have like	We all said to rescue them. The birds are singing. There is the glue.
15	ow (ou) ai, ay (a_e)	mouth, loud, shout cake, shape, flake	when what	I like August We have prawns for tea.
16	ee, ea (e_e) igh, ie (i_e)	theme, Steve time, slime, drive	little one	What is so loud? When are we going to see the cake?
17	oa, oe (o_e) ew, ue (u_e – both)	stone, alone, bone tube, cube	Mr Mrs	One of us went on a little drive.

	pronunciations)	flute, rude		
18	igh (y) ee (y)	fly, try, crying sticky, picky, tricky	push put	Mr Smith was alone with his flute . Mrs Smith found a black cube .
19	s (soft c) g (soft g)	rice, ice, mice gem, germ, rage	their your	The man was pushed and now he is crying . Put the sticky y bun in your mouth.
20	f (ph) w (wh)	phone, Philip, dolphin when, whether	one once	I might get their g erms! It is your rice .
21	n (kn) r (wr)	know, knock, knack wrong, wrote	pull full	Once I swam with dolph ins. I want one of those sweets wh en I go home.
22	l (le) v (ve)	pickle, tickle have, love	many any	I kn ow the cup is full up. I went to pull the wr ong one!
23	ai, ay, a_e (a) ee, ea, e_e (e)	apron, baby, lady equal, we, me	Monday Tuesday	Do you have any pickles ? We have many skills.
24	igh, ie, i_e (i) oa, ow, oe (o)	spider, tiny, shiny go, total, focus	Wednesday Thursday	On Monday I saw a little ba by. On Tuesday we saw a film.
25	ue, ew, u_e, (u - both pronunciations)	music, tulip, pupil truth, ruby	Friday Saturday	On Wednesday we saw a tiny spid er. On Thursday we had to find the to tal in maths.

			Sunday	
26	Phonics screening practice alien words/real words ay, ai, a_e, a ee, ea, e_e, e	tray, fail, shake, baby been, bean, theme, me	zero one two	On Friday I saw a purple tulip . On Saturday I found out the truth .
27	Phonics screening practice alien words/real words igh, ie, i_e, i oa, ow, o_e, o	light, tie, shine, spider loaf, own, bone, total	three four five	There was one bean on my plate . Two take away two is zero .
28	Phonics screening practice alien words/real words ue, ew, u_e, u (both pronunciations) ph, wh	blue, due, crew, dew, flute ruby, music phone, when	six seven eight	Next time I am on my own I might see three spiders . Four add five equals nine .
29	Phonics screening practice alien words/real words split digraph revision a_e, e_e, i_e, o_e, u_e (both pronunciations)	shake, theme, time, alone, cube, flute	nine ten eleven	Six of us found a ruby ! There were seven blue toys. Eight boys played their flutes .
30	Phonics screening practice alien words/real words ue, ew (both pronunciations) au, aw	blue, true, cue, hue due, few, dew launch, haunt, fawn, prawn	twelve thirteen fourteen	Nine cubes were on the ground. Ten phones were ringing when we got the bus home . Steve had eleven lime milkshakes.
31	Phonics screening practice alien words/real words – read words with all taught digraphs	Use phonics screening resources - alien word cards	fifteen sixteen seventeen	There were thirteen prawns in my pot. Fourteen boys and girls were in the crew .
32	Phonics screening practice alien words/real words – read words with all taught digraphs	Use phonics screening resources alien word cards	eighteen nineteen twenty	Fifteen of us went to the sports club. Sixteen girls were on the team. It was seventeen degrees outside.
33	Phonics screening week alien words/real words –	Use phonics screening resources	their there	There were eighteen cats in the room. You count nineteen then twenty .

	read words with all taught digraphs	alien word cards		
34	m (mb) aw (al)	thumb, crumbling walk, talk	what who when	It is their turn to go on the swings. We can all go over there to the slide.
35	or (ore, oor) air (are, ear, ere)	more, sore, poor, floor hare, pear, where	why where were	What is that on your thumb? The bricks were crumbling. I will tell you when it is time to stop talking.
36	er (or as in work, worth) -ed suffix (t sound)	work, worth, worm walked, talked, blanked	want today our	Why is the floor so dirty? Where is the pear? The poor dog had a sore leg.
37	-Ed suffix ('id') -ed suffix (d)	haunted, shouted pondered, stumbled	asked called looked love	We want to do our work today . We talk ed as we walk ed to the shops.
38	Adding -est suffix to root Words Adding -er suffix to root words	quickest, slowest, cleverest quicker, slower, smarter	people these does friend here	I asked if the house was haun ted . I called and shout ed as I looked for my sister. I love her.
39	Contractions	I'm, I'll, it's		These people are good friends. They are the smart est . She is quick er than him. Does your friend live here ?