

## Reception Phonics Programme of Study

Below is an overview of the Phonics Programme of Study for Reception.

Children entering Reception may have been exposed to Phase 1 Phonics learning. To ensure that these key phonological awareness skills are embedded we continue to include them in aspects of our wider delivery of the Early Years Foundation Stage in Reception.

### Phase 1

Phase 1 falls within the Communication and Language and Literacy areas of learning in the Early Years Foundation Stage. It will support the skill of linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. This phase focusses on environmental sounds, instrumental sounds, body percussion, rhythm, rhyme and alliteration.

The activities in Phase 1 are mainly adult-led with the intention of teaching young children important basic elements of phonological awareness in preparation for Phase 2.

### Phase 2

The purpose of this phase is to teach grapheme-phoneme correspondence, and move children on from oral blending and segmenting to blending and segmenting with letters. By the end of the phase most children should be able to read some VC and CVC words and to spell them. During Phase 2, they will be introduced to reading two-syllable words and simple captions. They will learn letter names in this phase and they will also learn to read some high-frequency words.

### 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.

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 grapheme
- Verbal rehearsal of the phoneme
- Practise writing the grapheme introduced
- Lots of opportunities to read words with the target phoneme/grapheme

### Guided Practice

- Recognise grapheme taught
- Orally rehearse phoneme taught
- Read and write words in pairs/groups

### Independent

- Complete activity on the focus grapheme-phoneme correspondence – practise either blending or segmenting words in sentences and/or captions.

### Consolidation/Deepening

- Practise forming grapheme taught
- Find more examples of words with the phoneme

Week	Grapheme-Phoneme Correspondence (GPC)	Examples of words with this GPC	Words to Learn	Dictations for reading and writing in lessons
<b>1</b> Settling and Routines				
<b>2</b> Assessment week RBA and in house				
<b>3</b>	s a t p	at, pat, sat, tap	a l	I pat. A tap. I sat.
<b>4</b>	i n m d	pit, tip, pin, tin, sin, mat, din, pad, map, mad, man, mid, dim, sad, did, ant, Tim	is it in	Is it in a tin. It is dim. Is it a map. Tip it in.
<b>5</b>	g o c k	dog, cod, sag, cat, cot, con, dig, pig, kit, can, kin, cog, pot, top, not	and at	A dog and a pig. I am a cat. It is a mad man. sat at a tip. A map and a mat.
<b>6</b>	ck e u r	rock, deck, sock, duck, rack, sack, run, red, rug, mud, rig, rag, peg, cut, rat, pet, set, get, sun	the	The red rag. A mad pet. I sit on the rug. The mud is in a tin. The rat can run.
<b>7</b>	h b f l	hot, fab, fib, hut, big, bug, bag, bog, log, fin, fan, fun, lap, lip, him, ham, hack, lack, back, bin, bun, ban, hop, hip, pal	to do	A big bad bug. The fin is at the top. Hop to the top. I can do a run to the top. A bat on a log. A cod in a bag.

8	j v w x	jam, just, van, ox, box, fox, fix, wax, win, vet, jog, jig, jug, jet, jot, job, wig, wag, web, mix, max, hex, pox, vat, sax, wind, swag, swig,	no go so	<p><b>Go</b> jet in the <b>wind</b>!</p> <p>It is a <b>web</b>.</p> <p>A <b>vet</b> in the <b>van</b>.</p> <p>Do a <b>jig</b>.</p> <p>I am <b>so</b> sad.</p> <p><b>Go</b> to the tip.</p> <p><b>No</b> I can not.</p> <p>A pet <b>fox</b> in the <b>box</b>.</p>
9 <b>Review Phase 2 learning Assessment week</b>	<b>Blending Focus</b> s a t p i n m d g o c k c k e u r h b f l	at, pat, sat, tap, pats, pit, tip, pin, tin, sin, mat, din, pad, map, mad, man, mid, dim, sad, did, dog, cod, sag, cat, cot, con, dig, pig, kit, can, kin, cog, pot, top, not, rock, deck, sock, duck, rack, sack, run, red, rug, mud, rig, rag, peg, cut, rat, pet, set, get, sun, hot, fab, fib, hut, big, bug, bag, bog, log, fin, fan, fun, lap, lip, him, ham, hack, lack, back, bin, bun, ban, hop, hip, pal	a l is it in and at the to do	<p>Get <b>the</b> bin.</p> <p>I had <b>a</b> fan.</p> <p>Did <b>the</b> rat hop <b>to the</b> tap?</p> <p><b>A</b> rack <b>is</b> big.</p> <p><b>Do it.</b></p> <p><b>The</b> ham <b>in the</b> bun.</p> <p><b>a</b> pad <b>and a</b> fan</p> <p><b>It is</b> hot <b>at the</b> sun.</p>
10 <b>Review Phase 2 learning</b>	<b>Segmenting Focus</b> s a t p i n m d g o c k c k e u r h b f l	at, pat, sat, tap, pats, pit, tip, pin, tin, sin, mat, din, pad, map, mad, man, mid, dim, sad, did, dog, cod, sag, cat, cot, con, dig, pig, kit, can, kin, cog, pot, top, not, rock, deck, sock, duck, rack, sack, run, red, rug, mud, rig, rag, peg, cut, rat, pet, set, get, sun, hot, fab, fib, hut, big, bug, bag, bog, log, fin, fan, fun,	a l is it in and at the to do	<p>Get <b>the</b> bin.</p> <p>I had <b>a</b> fan.</p> <p>Did <b>the</b> rat hop <b>to the</b> tap?</p> <p><b>A</b> rack <b>is</b> big.</p> <p><b>Do it.</b></p> <p><b>The</b> ham <b>in the</b> bun.</p> <p><b>a</b> pad <b>and a</b> fan</p> <p><b>It is</b> hot <b>at the</b> sun.</p>

		lap, lip, him, ham, hack, lack, back, bin, bun, ban, hop, hip, pal		
<b>11</b>	y z qu	zap, zip, yak, yuck, quick, quack, quit, quiz, yes, yap, yet, quilt	he she	A <b>quick</b> zap. She is a fun <b>yak</b> . <b>He</b> is a <b>quick</b> vet. Did <b>she</b> go <b>yet</b> ? Did the duck go <b>quack</b> ?
<b>12</b>	ss, ll, ff zz	buzz, miss, mess, mass, will, bill, well, mill, fuss, buff, fizz, jazz, ill, off, fuzz, fluff, bluff, cuff, floss, gloss, cliff	was of	<b>Fuzz</b> on the ox. A bit <b>of</b> a <b>mess</b> . It <b>was</b> off. He <b>was</b> ill. She <b>fell off</b> a cliff. The bugs go <b>buzz</b> . I <b>was</b> at the <b>well</b> .
<b>13</b>	ch sh th ng	this, that, then, thin, thick, wing, sing, sang, shin, ship, shop, shack, shed, chip, chap, chop, chin, chuck, chick, tang, rang, moth, such, cash, long, song, king, shall, shell, gash, crash, thrash, flash, flush, sting, bring, broth, brush, clang, cling, crush, blush	<b>Revise and consolidate:</b> no so go he she was of	A bit <b>of</b> <b>cash</b> The <b>brush</b> is <b>so</b> long. A jet with a <b>wing</b> . Do not <b>chop</b> ! It is <b>no</b> fun. <b>He</b> got a <b>duck</b> to <b>quack</b> . <b>Go</b> get in the <b>shell</b> . <b>She</b> had <b>cash</b> in the <b>shop</b> . The <b>shack</b> <b>was</b> a <b>mess</b> .

<b>14</b> <b>Assessment week</b>	<b>Revise all grapheme-phoneme correspondence to date</b>	See weeks 1-13	<b>Revise Words To Learn:</b> a l is it in and at the to do	Use words from word lists for blending and segmenting activities.
<b>15</b>	nk oo – both pronunciations	blink, wink, stink, skunk, blank, link, junk, bunk, trunk, bank, sank, ink, tank, pink, drink, plank, shrink, look, book, took, crook, moon, spoon, zoo, too, loo, soon, zoom, broom, loom, woof, wood, roof, hoot, boot, cook, tooth, scoop, wool, stool	his has her	<b>His</b> spoon is pink. It is <b>her</b> hot drink. The frog <b>has</b> a broom. The string is wool. The spilt ink was a mess.

16	ai ee igh	chain, train, stain, pain, main, tail, fail, snail, rain, rail, pain, nail, mail, faint, paint, saint, maid, paid, sail, trail, feet, leek, tree, free, green, sheep, bee, seed, teeth, heel, feel, weed, steel, sleek, cheek, night, light, bright, fight, slight, might, sigh, high, thigh, tight, flight, right	they you	He has a sleek black cat. You took the green paint. They had a highstool. They cut wood. You might shrink.
17	oa ew (ew as in few) (+ revise ai, ee, igh, oa, ew)	goat, boat, coat, croak, soap, toad, road, loaf, oak, stoat, coast, float, groan, throat, newt, pew, few, dew, stew, mew, news, newt	my by	My toad can croak. It is my newt. A man by a pew.
18	er ur (+ revise ch, th, sh, ng, ff, ll, ss, zz)	her, fern, herd, kerb, herb, river, finger, sister, fur, turn, burn hurt, curl, surf, burp, church,	have like	I like a surf in the see. I have a burn on my leg. A cat can like a burp.
19	ar or (+ consolidate ar, or and revise ew, oa)	car, far, jar, bar, tar, arm tart, barn, star, park, dark, bark, shark, star smart, horn, corn, born, port, torn, North, short, torch, storm, popcorn	all are	All the corn in in the jar. Are the sheep in the barn? A shark got all the tart.
20 Assessment week	Revise all digraphs to date nk oo ai ee igh oa ew er ur ar or	See words above	said	She said yes to the sheep. He said no to the hen. The shark said yum to the fish.
21	oi, oy, ow (now)	oil, boil, coin, coil, soil, foil, join, point, boy, toy, coy, oyster, enjoy, cow, how, now, bow, wow, owl, plow, down, clown, crowd, shower	into as	The cow ran into the soil. The boy is as big as an owl.

<p><b>22</b></p>	<p>ear air (+ revise oi, oy, ow)</p>	<p>ear, dear, fear, year, rear, beard, spear, air, pair, fair, hair, chair, stair, repair</p>	<p>have like</p>	<p>I <b>like</b> to have a red <b>ear</b>. The man can <b>have</b> a red <b>chair</b>. The cat can <b>have</b> long <b>hair</b>.</p>
<p><b>23</b></p>	<p>ure ire (+ revise ear air)</p>	<p>cure, pure, manure, mature, secure, picture, vulture fire, tire, wire, dire, hire, vampire, admire</p>	<p>we me be</p>	<p><b>We</b> ran on the <b>wire</b>. The log can <b>be</b> on <b>fire</b>. <b>Me</b> and a cat in <b>manure</b>.</p>
<p><b>24</b> <b>Blending and segmenting words with adjacent consonants</b></p>	<p>pl pr sc sn sp sl sm st sk</p>	<p>plum, plug, plan, plot, plain, plus, plop, plot, plank, prod, pram, proof, print, prowl, scan, scab, scoop, scarf, screw, snot, snip, snap, snoop, snack, snort, snail, spot, spin, spit, speed, spoon, crisp, slap, slip, slam, slit, slot, sled, slug, sleet, sleep, smog, smug, smart, smash, smooth, stop, step, stick, stand, stamp, sting, star, storm steel, start, best, vest, fist, nest, dust, test, list skim, skip, skid, skin, skunk, desk, disk, dusk, risk</p>	<p>little one</p>	<p>The <b>little</b> <b>pram</b> did a <b>skid</b>. <b>One</b> <b>snail</b> had a big <b>spin</b>. <b>One</b> slug had a plum. A <b>nest</b> had one <b>little</b> egg in it.</p>
<p><b>25</b> <b>Blending and segmenting words with adjacent consonants</b></p>	<p>bl, br, dr, fl, cl, cr, fr, gl, gr, tr, tw</p>	<p>black, block, blob, blog, blush, blur, blub, blur blimp, bloom, brick, bran, brush, broom, drag, drip, drop, drum, drain, flip, flap, flag, flat, flop, fist, flick, flash, float, clip, clam, clap, club, clash, clamp, clock,</p>	<p>went here</p>	<p>I <b>went</b> up a <b>green</b> <b>tree</b>. <b>Here</b> is a <b>black</b> <b>broom</b>. The <b>crab</b> <b>went</b> <b>clip</b> <b>clap</b>. I can see a <b>flat</b> <b>frog</b> <b>here</b>.</p>

		crib, crab, crack, crash, crust, crisp, frog, free, fresh, glad, glum, glee, gloom, grab, grub, grin, grip, groan, green, grain, trap, trip, trot, trunk, truck, tree, train, twit, twig, twin, twist, tweet,		
<b>26</b> <b>Blending and segmenting words with adjacent consonants</b>	ft, lf, lt, lp, mp, nd, nt, pt	gift, left, sift, soft, loft, lift, shift, drift, swift, elf, self, shelf, belt, felt, melt, tilt, quilt, spilt, smelt, gulp, help, lamp, yelp, camp, hump, jump, dump, damp, bump, pump, stump, and, bend, hand, band, wind, send, land, mend, sand, pond, stand, ant, bent, mint, sent, went, pant, hunt, tent, burnt, point, joint, faint, kept, wept, slept,	love school	I <b>love</b> to <b>stand</b> in a <b>pond</b> . The kid <b>went</b> to <b>school</b> . An <b>ant</b> can <b>love</b> the <b>sand</b> . The <b>elf</b> can get <b>help</b> at <b>school</b> .
<b>27</b> <b>Recap and consolidation</b>	Revise and apply previous learning Blending and segmenting of polysyllabic words containing ch sh th ng	See previous weeks for monosyllabic words chopping, shopping, chicken, chapter, shampoo, shiver, shortcut, thinking,	some come	Refer to previous weeks for monosyllabic dictations  I had <b>some</b> <b>shampoo</b> on my <b>chicken</b> . I can <b>come</b> <b>shopping</b> .

<p><b>28</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing nk oo – both</p>	<p>See previous weeks for monosyllabic words thinking, sinking, blinking, shampoo, bedroom, snooping,</p>	<p>Revise reading and spelling: a I is it in and at</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p>I can go to sleep in <b>a</b> <b>Bedroom</b>.</p> <p>I wash her hair with <b>shampoo</b>.</p>
<p><b>29</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing ai ee igh</p>	<p>See previous weeks for monosyllabic words raining, trainer, sailing, sleeping, sweeping, fighting, spotlight, midnight</p>	<p>Revise reading and spelling: the to do no go so</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p><b>The</b> man went sailing at Midnight.</p> <p><b>Do</b> not <b>go to</b> the park if it is <b>raining</b>.</p>
<p><b>30</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing oa ew (ew as in few)</p>	<p>See previous weeks for monosyllabic words floating, toaster, soaking, raincoat, chewing, Cashews, screwing</p>	<p>Revise reading and spelling: he she was of</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p><b>He</b> had a loaf in the <b>toaster</b>.</p> <p><b>She was</b> <b>chewing</b> a bag <b>of</b> <b>cashews</b>.</p>

<p><b>31</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing er ur</p>	<p>See previous weeks for monosyllabic words runner, trainer, longer, hammer, brighter, sweeter, painter, burger, otter, letter</p>	<p>Revise reading and spelling: his has her they you</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p><b>They</b> took <b>his</b> long <b>hammer</b>.</p> <p><b>You</b> had <b>her</b> <b>letter</b>.</p> <p>Bob <b>has</b> a <b>burger</b> for <b>dinner</b>.</p>
<p><b>32</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing ar or</p>	<p>See previous weeks for monosyllabic words parking, garden, barking, target, forget, order, doctor, actor</p>	<p>Revise reading and spelling: my by</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p><b>My</b> dog is <b>barking</b> in the <b>garden</b>.</p> <p>I can see <b>my</b> <b>doctor</b> <b>parking</b>.</p>
<p><b>33</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing oi, oy, ow (now)</p>	<p>See previous weeks for monosyllabic words boiling, oyster, royal, enjoy, destroy, shower, powder, howling</p>	<p>Revise reading and spelling have like</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p>I <b>like</b> to <b>enjoy</b> my <b>shower</b>.</p> <p>The man can <b>have</b> <b>powder</b> on his back.</p> <p>I <b>like</b> to gulp ten <b>oysters</b>.</p>
<p><b>34</b> <b>Recap and consolidation</b></p>	<p>Revise and apply previous learning Blending and segmenting of polysyllabic words containing ear air</p>	<p>See previous weeks for monosyllabic words shearing, hearing, earing, unfair, repair, airship, éclair</p>	<p>Revise reading and spelling: said all are</p>	<p>Refer to previous weeks for monosyllabic dictations</p> <p>He <b>said</b> he can <b>repair</b> the <b>Spear</b>.</p> <p>I had <b>all</b> the <b>éclair</b>.</p>

				We <b>are</b> hearing an <b>airship</b> .
<b>35</b> <b>Recap and consolidation</b>	Revise and apply previous learning Blending and segmenting of polysyllabic words containing ure ire	See previous weeks for monosyllabic words mature, manure, vampire, admire, umpire, bonfire,	Revise reading and spelling we me be	Refer to previous weeks for monosyllabic dictations  Bob and <b>me</b> had a <b>bonfire</b> .  I can <b>be</b> an <b>umpire</b> .
<b>36</b>	Revise and apply previous learning Blending and segmenting of polysyllabic words containing	Revise previous sounds.  Focus on vowel sounds taught to secure Knowledge for year 1	Revise reading and spelling: little one	Refer to previous weeks for monosyllabic and polysyllabic dictations
<b>37</b>	Revise and apply previous learning Blending and segmenting of polysyllabic words containing	Revise previous sounds.  Focus on vowel sounds taught to secure Knowledge for year 1	Revise reading and spelling went here	Refer to previous weeks for monosyllabic and polysyllabic dictations
<b>38</b>	Revise and apply previous learning Blending and segmenting of polysyllabic words containing	Revise previous sounds.  Focus on vowel sounds taught to secure Knowledge for year 1	Revise reading and spelling: love school	Refer to previous weeks for monosyllabic and polysyllabic dictations

<b>39</b>	Application of all GPC covered in sorting real and alien words	Revise previous sounds. Focus on vowel sounds taught to secure Knowledge for year 1	Revise reading and spelling some come	Refer to previous weeks for monosyllabic and polysyllabic dictations
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