

Phonics and High Frequency Words

Please find below a weekly guide to the sounds we will be learning in our Phonics this term:

Week Commencing	Phonics			
9.9.	Phase 1 - Listening to and distinguishing different sounds within the environment, making sounds using our voices, bodies and musical instruments and identifying and generating rhyme.			
16.9.				
23.9.				
	Phase 2 - common consonants and vowels (see below)			
30.9.	s	a	t	p
7.10.	i	n	m	d
14.10.	g	o	c	k
21.10.	ck	e	u	r
HALF TERM				
4.11.	h	b	f/ff	l/ll, ss
11.11.	Revise: s, a, t, p, i, n, m, d, g, o and word-building			
18.11.	Revise: c, k, ck, e, u, r, h, b, f/ff, l/ll, ss and word-building			
25.11.	Revise all previously learnt sounds and tricky words			
02.12.	Assess and review			

Phase 1 (This Phase starts in Nursery and continues throughout all phases 2-6. We revisit this Phase briefly at the start of Reception):

Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

NB: NO letter sounds are taught at this stage. Children need to develop their listening skills to distinguish between environmental and other sounds.

Phase 2 (Up to 6 weeks. This Phase starts in Reception):

Overview

Working on: Using common consonants and vowels (see table above).
Blending for reading and segmenting for spelling simple CVC (Consonant - Vowel - Consonant) words e.g. c-a-t.

Working on: Knowing that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters).

Phonics Sessions

Following the structure of 'Letters and Sounds' phonics Phases, we use the interactive 'Phonics Bug' programme to deliver fun and briskly paced phonics sessions. These take place

daily and last for about 15 - 20 minutes. In general, the children are taught one new phoneme/grapheme each day as well as revisiting all phonemes/graphemes previously taught. Approximate timings for each Phase are shown in the table above. Children's progress is monitored every half term and your child will be working within the Phase that is appropriate for them.

Please also find a list below of the focus High Frequency words the children will have been introduced to in phonics sessions by the end of this term:

is	it	in
at	and	to
the	no	go
I		