

## Letters and Sounds Phonics Programme—Tenacres First School



Phase	New Sounds	Tricky Words
Phase One Pre-school, nursery, reception	Aspect 1: General sound discrimination – environmental sounds ☒ Aspect 2: General sound discrimination – instrumental sounds ☒ Aspect 3: General sound discrimination – body percussion ☒ Aspect 4: Rhythm and rhyme ☒ Aspect 5: Alliteration ☒ Aspect 6: Voice sounds ☒ Aspect 7: Oral blending and segmenting	
Phase 2 Reception Term 1	<b>Set 1:</b> s, a, t, p <b>Set 2:</b> i, n, m, d <b>Set 3:</b> g, o, c, k <b>Set 4:</b> ck, e, u, r <b>Set 5:</b> h, b, f, ff, l, ll, ss	to, the, no, go, l, into
By the end of phase 2, children will recognise the above grapheme=phonemes correspondences, and will have experienced oral blending and segmentation to blending and segmenting with letters. Children will be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. <a href="http://www.letters-and-sounds.com/phase-2-games.html">http://www.letters-and-sounds.com/phase-2-games.html</a>		
Phases 3 Reception Term 1, 2 and 3	<b>Set 6:</b> j, v, w, x <b>Set 7:</b> y, z, zz, qu <b>Consonant digraphs:</b> ch, sh, th, ng <b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	he, she, we, me, be, was, you, they, all, are, my, her
By the end of phase 3, children will be able to represent each of the 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have experience in reading simple two-syllable words and will know all letter names. <a href="http://www.letters-and-sounds.com/phase-3-games.html">http://www.letters-and-sounds.com/phase-3-games.html</a>		
Phase 4 Reception term 3/ Year 1 recap	Read and spell words which have <b>adjacent consonants</b> , such as <b>trap, string, milk, help test just theft chimp tenth frog step shrink</b>	said, have, like, so, do, some, come, were, there, little, one, when, out, what
The purpose of this phase is to consolidate children's knowledge of the 42 graphemes they have learnt so far in the context of words with adjacent consonants and polysyllabic words. <a href="http://www.letters-and-sounds.com/phase-4-games.html">http://www.letters-and-sounds.com/phase-4-games.html</a>		
Phase 5 Year 1	New graphemes: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e Alternative pronunciations for graphemes i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou Alternative spellings for phonemes: /ch/, /j/, /m/, /n/, /r/, /s/, /z/, /u/, /i/, /ear/, /ar/, /air/, /or/, /ur/, /oo/, /ai/, /ee/, /igh/, /oa/, /oo/, /sh/	oh, their, people, Mr, Mrs, looked, called, asked, could
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. 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.		