



## Phonics Scheme



We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

[HyperLink to Phase 2 'Actions, Images and Letter Formation' document](#)

[HyperLink to Phase 3 'Actions and Images document](#)

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

For further details please see the Unlocking Letters and Sounds progression:

[HyperLink to 'Overview Progression'](#)

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Reading Scheme at Ashton Keynes C of E Primary School we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics and Collins Big Cat, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

phoneme (we call these letter sounds in school)	Phonemes are the smallest unit of sounds which make up a word. For example, the word 'cat' contains three phonemes; c – a – t. The word fish also contains three phonemes; f-i-sh.
digraph	A digraph is a sound that is represented by two letters, e.g. the sound 'a' in rain is represented by the digraph 'ai' (two letters, one sound).
trigraph	A trigraph is a sound that is represented by three letters. For example, the sound 'i' in light is represented by the trigraph 'igh'. (Three letters, one sound).
grapheme	A grapheme is a visual representation of a sound, i.e. a letter or a group of letters. Some sounds are represented by a single letter whilst others are represented by more than one letter.
blending	Blending is the skill of joining sounds (phonemes) together to read words (sounding out). Children are taught to say the separate phonemes in a word and to then blend them together to read the word.
segmenting	Segmenting is the opposite of blending. Children are taught to segment a word into its separate sounds (phonemes) in order to spell it, breaking down the words into their separate sounds (phonemes).
split digraph	A split digraph is a digraph that is separated by other letters, i.e. the sound 'a' in the word take is represented by the split digraph a-e. The 'a' sound in 'a-e' is changed from the short vowel to the long vowel and the 'e' is silent.

## Phase 2 Introduction

In Phase 2, pupils are introduced to letters (and the corresponding sounds) for the first time.

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

Set 6: l, ll / ss

## Phase 3 Introduction

j, v, w, x, y, z, zz, qu

Consonant Digraphs: ch, sh, th, ng

Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

## Phase 4 Introduction

There are no new phonemes taught in Phase 4. Instead, they are taught to further manipulate the phonemes and graphemes they have already learnt. In Phase 4, words are often referred to in relation to how many vowels and consonants they contain. For example:

**CVC Words** (consonant/vowel/consonant) i.e. can, hat, cod

**CCVC Words** (consonant/consonant/vowel/consonant) i.e. trip, flip and crab

**CVCC Words** (consonant/vowel/consonant/consonant) i.e. help, first and mend

## Phase 5 Introduction

New graphemes for reading: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey

Split digraphs – a-e, e-e, i-e, o-e, u-e

New phoneme /zh/

Alternative pronunciation of known graphemes for reading

Alternative spellings of phonemes