



Phonics Overview and Intent

At Colindale Primary School we believe that phonics skills underpin children’s learning in most curriculum areas which they rely upon constantly in their everyday lives. For this reason, the teaching of phonics is of high priority throughout the EYFS and KS1.

To ensure our young children’s enjoyment, engagement and success in developing their phonic knowledge, we use Jolly Phonics. Jolly Phonics is a synthetic phonics programme which uses stories, actions and songs to teach children letters and sounds. We have adapted the programme so that each step matches our wide selection of fully de-codable readers.

Through daily phonics lessons children learn to blend sounds, to read words and to segment words, to support their spelling skills. We aim for children to read simple sentences by the end of Reception and to become successful, fluent readers by the end of Key Stage 1.

We recognise that phonic knowledge is a key skill children need in order to read for enjoyment –something that we value and encourage.

Our ultimate aim is for children to develop a lifelong love of reading as they move through school.

	Reading	Writing/Spelling
Nursery/ Reception Step 1	<ul style="list-style-type: none"> Distinguish between environmental, musical and voice sounds Learn initial letter sounds and alliteration Learn oral blending skills 	<ul style="list-style-type: none"> Learn oral segmenting skills: Develop the ability to hear the sounds in words – holding up a finger for each sound Learn name writing
Reception Step 2	<ul style="list-style-type: none"> Learn phonemes <i>s/ a/ t/ p/ i/ n/ m/ d/ g/ o/ c/ k/ ck/ e/ u/ r/ h/ b/ f/ ff/ l/ ll/ ss/ j/ v/ w/ x/ y/ z/ zz/ qu</i> through Jolly Phonics stories, actions and songs. Blend regular words that use the phonemes e.g. in, hot, bus etc. Learn common exception (tricky) words <i>l, the, to, do, no, go, so, into</i> Read CVC words/phrases with phonemes learnt- in application and guided reading sessions Begin to read short decodable books that match their current phonic knowledge. Learn lowercase and uppercase letters 	<ul style="list-style-type: none"> Learn how to form graphemes <i>s/ a/ t/ p/ i/ n/ m/ d/ g/ o c k/ ck/ e/ u/ r/ h/ b/ f/ l/ j/ v/ w/ x/ y/ z/ qu</i> Spell CVC words using graphemes learnt – in application and guided writing sessions# Spell tricky words <i>l, the, to, no, go, so, into</i> Develop the ability to hear the sounds in adjacent consonants
Reception Step 3	<ul style="list-style-type: none"> Learn phonemes <i>ch/ sh/ th/ ng/ ai/ ee/ igh, ie / oa (boat)/ oo (spoon)/ oo (look) /ar/ or/ ur, er/ ow(cow)/ oi/ ear/ air/ ure</i> through Jolly Phonics stories, actions and songs. Learn common exception (tricky) words: <i>you, they, all, are, my, he, she, we, me, be, was, said, like, come, some, there, little, our, have, were, one, when, what</i> Learn blending of regular with digraphs e.g., rain, tree, pie, boat, fork etc. Learn blending of pseudo words Develop the understanding that the digraphs <oo>, <th> have 2 different pronunciations e.g., foot/moon, this/thin Read CVC/CCVC/CVCC words Read phrases/sentences with phonemes learnt- in application and guided reading sessions Read carefully chosen decodable books and texts that match their current phonic knowledge. 	<ul style="list-style-type: none"> Demonstrate the joining of digraphs Spell words using digraphs learnt – in application and guided writing sessions e.g. train, boil, queen- on whiteboards or paper Spell tricky words <i>they all, are, my, he, she, we, me, be, was, all, they, said, like, do, come, some, there, little, our, have, were, one, when, what</i> Spell/CCVC/CVCC words Write simple captions and sentences Use a capital letter to start a sentence

<p>End Reception/ Year 1 Step 4a</p>	<ul style="list-style-type: none"> Learn alternative spellings (for previously learnt phonemes) <i>ay, a-e/ ou / ea, e-e/ oy/ ir/ aw, au/ wh/ ph/ ew (stew), u-e (huge) / oe o-e/i-e</i> Learn common exception (tricky) words <i>people, Mr, Mrs, looked, asked, called, water, again, eyes, friends, a, ask, full, has, his, house, is, love, of, pull, push, put, says, school, today, your, where, here, by, who, many, any, once, their, because</i> Learn blending of regular words with alternative digraphs e.g., <i>play, toy, haunt</i> Learn blending of pseudo words Read words containing taught phonemes/graphemes and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings Read other words of more than one syllable that contain taught phonemes/graphemes Read sentences with phonemes learnt- in application and guided reading sessions Read carefully chosen decodable books and texts that match their current phonic knowledge. 	<ul style="list-style-type: none"> Spell words using digraphs learnt – in application and guided writing sessions e.g., <i>tray, cloud, bird-</i> on whiteboards or paper Spell words with the previously learnt graphemes of <i>/ff/, /ll/, /ss/, /zz/ and /ck/.</i> Learn letter names for spelling dictation Spell common exception (tricky) words <i>people, Mr, Mrs, looked, asked, called, water, again, eyes, friends, a, ask, full, has, his, house, is, love, of, pull, push, put, says, school, today, your, where, here, by, who, many, any, once, their, because</i> Write sentences with alternative spelling words and tricky words.
<p>Year 1 Step 4b</p>	<ul style="list-style-type: none"> Learn alternative spellings (for previously learnt phonemes) <i>ch (chef, school, catch)/ a (acorn)/ e (me), ie (field) y (mummy), ey (money)/ i (kind) y (my)/ ow (snow), o (go), ou (mould)/ u (put)/ ue (cue) u (music)/ ue (glue), u_e (prune), ou (you)/ a (glass) al (palm)/ ea (head)/ c (cell)</i> 	<ul style="list-style-type: none"> Spell words using alternative digraphs learnt Use alternative spellings for the following phonemes: <i>/v/ as ve (love)</i> <i>/air/ as ear (bear)</i> <i>/air/ as are (dare)</i> Spell plurals of nouns using <i>s</i> and <i>es</i>, e.g. <i>apple</i> and <i>apples</i> Spell verbs adding the endings <i>-ing, -ed</i> and <i>-er</i> where no change is needed to the root word, e.g. <i>kick</i> to <i>kicking</i> Spell adjectives adding <i>-er</i> and <i>-est</i> where no change is needed to the root word, e.g. <i>slow, slower, slowest</i> Spell words using the prefix <i>-un</i> without any change to the spelling of the root word, e.g. <i>unhappy</i> or <i>unkind</i> Spell compound words, e.g. <i>football, playground</i> Spell the days of the week
<p>Year 2 Step 5</p>	<ul style="list-style-type: none"> Learn common exception words <i>door, floor, poor, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, half, hour, move, prove, improve, sure, sugar, could, should, would, whole, clothes, busy, half, money, parents Christmas, even, oh</i> Read accurately words of 2 or more syllables that contain graphemes previously taught Read words containing common suffixes such as <i>-ing, -er, -est, -ed</i> 	<ul style="list-style-type: none"> Use alternative spellings for the following phonemes: <i>/j/ as dge, ge, and g</i> <i>/s/ as c</i> <i>/n/ as kn and g</i> <i>/r/ as wr</i> <i>/l/ as le, el and al</i> <i>/u/ as o</i> <i>/o/ as a</i> <i>/or/ as ar</i> Spell common exception words <i>after, bath, beautiful, behind, both,, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, mind, money, most, move, old, only, parents, pass, past, path, plant, poor, pretty, prove, should, sugar, steak, sure, told, whole, wild, would.</i> Spelling verbs ending in <i>-y</i> with <i>-es</i>, e.g. <i>try</i> to <i>tries</i> Spelling words ending in <i>-y</i> with a constant before it by adding <i>-ed, -ing, -er</i> and <i>-est</i>, e.g. <i>copy, copier, copied</i> Spelling words ending in <i>-e</i> with a constant before it by adding <i>-ing, -ed, -er, -est</i> and <i>-y</i>, e.g. <i>hike, hiking, hiked, hiker</i> Spelling words of one syllable ending in a single constant letter after a single vowel by adding <i>-ing, -ed, -er, -est</i> and <i>-y</i>, e.g. <i>pat, patting, patted</i> Spelling plurals ending in <i>-ey</i> with an <i>s</i>, e.g. <i>monkey, monkeys</i> Spelling words with suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> Spelling contractions, e.g. <i>can't, didn't, won't</i> Spelling words ending in <i>-tion</i>, e.g. <i>station, fiction</i>