



Year 1 Phonics Overview

In Year 1, the children have the opportunity to consolidate their phonic knowledge from Reception and begin to learn new sounds including digraphs and trigraphs. As in reception, the children follow the Letters and Sounds scheme and are taught in a multi-sensory approach using visuals, rhyme and actions. Phonic sessions take place every day for 20 minutes with a mix of whole class and differentiated sessions.

Stage	Book Band	Phase	Phonics Teaching	Non-decodable words
Pre Year 1:				
Nursery Reception AUT A		Phase 1	Focus on speaking and listening to develop children's discrimination of sounds , including letter sounds Oral blending and segmenting	
Reception	Pink/Red	Phase 2	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme 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, l, ll, ss Children to be taught to orally blend and segment CVC words using phase 2 phonemes	the, to, l, no go
Reception	Red/Yellow	Phase 3	Set 6: j, v, w, x Set 7: y, z, zz, qu sh, ch, ng ay, ee, igh, oo, oo oa, ar, or, oy, ir, ow (<i>blow the snow</i>), ou, oy ear, air, ure Children to be taught to orally blend and segment CVC words using phase 2 phonemes	he, she, we, me, be, was, my, you, they, her, all, are

Year 1				
AUT A	Initial entry assessment to be completed in first fortnight. Children to be grouped according to assessments.			
	Yellow	Phase 3 revision	Children to: <ul style="list-style-type: none"> recall all phase 2 and phase 3 sounds blend CVC words with phase 2 and 3 sounds write CVC words with phase 2 and 3 sounds 	the, to, I, no go he, she, we, me, be, was, my, you, they, her, all, are
		Phase 4	Children to read and write words with adjacent consonants Children to read and write CCV, CCVC, CVCC, CCVCC and CCCVC, CCCVCC words	said, so, have, like, some, come, were, there, little, one, do, when, out, what
AUT B and SPR A	Blue/Green	Phase 5	Continue to consolidate Phase 3 and 5 through reading and writing activities. Phase 4 to be continually practised alongside teaching of phase 5 sounds ai, ea, ie, oe, ew, ow (brown cow), oi, ur, aw, au, ue wh, ph, a_e, e_e, i_e, o_e, u_e	
SPR B and Summer term	Orange/Turquoise	Phase 3, 4 and 5	Continue to consolidate and apply phase 3, 4 and 5. Begin to build word-specific knowledge of the spellings of words	the, to, I, no go he, she, we, me, be, was, my, you, they, her, all, are said, so, have, like, some, come, were, there, little, one, do, when, out, what oh, their, people, Mr, Mrs, looked, called, asked, could

