

Hunwick Primary School
Early Years And KS1 Phonic Skills Overview



Phase 1	
Environmental Sounds	Instrumental Sounds
Listen to and identify environmental sounds Identify hidden sounds (ie- what is inside the container/ keys/bells ...) Make the correct animal noise from a set of clues Copy a pattern of sound	Repeat a pattern of rhythm Discriminate and copy loud and quiet sounds Choose an instrument to show an action or sound (footsteps/ animals)
	Body Percussion
	Perform a song with actions Perform actions increasing and decreasing speed as necessary Copy a sequence body sound Identify a body sound (snoring-eating) Suggest times when they can be noisy or quiet Use their voice to make slow, fast, quiet, loud, long and short sounds
Rhythm and Rhyme	Alliteration
Join in with repetitive story phrases/ nursery rhymes Move in time to the beat fast slow skipping marching Hear rhyme in spoken words Sort rhyming objects / words	Suggest a person/object who has a name beginning with a given letter Suggest non-words that begin with the same sound Sort objects that begin with the same sound Join in with an alliterative story and make suggestions Recognise the initial sound when spoken by an adult Think of an alliterative words
Voice sounds	
Voices	Syllables and Compounds
Continue a sound pattern with their voice and vary the pitch Add a sound to a story when they hear a buzz word or character Listen to a recorded voice and identify the speaker Describe a voice sound using words like long, short, loud, high and low Use their voice to add sounds to a story by whispering, growling etc. Identify phases 1 letter sounds (with picture clues)	Hear syllables in long words like caterpillar Hear words within words in compound words
	Hearing Sounds
	Recognise phase 1 letter sounds when the word is spoken for the child Identify initial letter sounds in words Identify medial sounds in words Identify end sounds in words Count the phonemes they hear Identify onset and rime in words Recognise that when onset is changed the words change
Blending and Segmenting	
Oral blending (hear adult blend) adult talks a like robot – c-a-t ‘ Oral blending (child blends sounds together to read) Oral segmenting (hear and adult segment) adult says the word Oral segmenting (child segments to spell)	
Phase 2	
Recognise letter sounds from this phase Form letters correctly	Segment CVC words (with short medial vowels) Segment CVC (with short vowels)

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Blend VC words at and as Segment VC words Blend CVC (with short medial vowels)	Recognise HFW from this phase (by shapes of words) Read HFW from this phase Recognise syllables in words to read (2 syllable words)
Phase 3	
Diagrams	Long and Short vowels
Recognise letter sounds from this phase Identify what a diagraph is Recognise and read the diagraphs sh ch th as 2 letters making one sound Segment words with diagraphs 'sh ch th' Recognise words with double letters as one sound zz ff ll ss Segment words with zz ff ll ss Recognise and read the diagraphs ng wh ph thgh as 2 letters making one sound Segment words with diagraphs ng wh ph th gh	Read long vowel sounds from this phase Recognise what a long vowel is Differentiate between and long and short vowels (including diagraphs) Blend words with long vowel diagraphs from this phase Segment words with long vowels diagraphs from this phase
	HFW
	Recognise HFW from this phase (by shapes of words) Read HFW from this phase
Alphabet	Syllables
Recite the alphabet Match letter names to letter sounds Recognise capital letters Form capital letters correctly	Count syllables in words Use syllables to break up words to read Use syllables to break up words to spell longer words
Phase 4	
Read consonant blends correctly (without eh sound at the end) Blend words with blends (hear blends in CVCC and CCVC) Blend words with trigraphs (hear blends) Segment CVCC and CCVC Segment CVCC and CCVC	Blend words with trigraphs Spell words with 2 syllables
	HFW
	Recognise HFW from this phase (by shape) Read HFW from this phase
Phase 5	
Vowels and Consonants	HFW and CEW
Identify vowels as long and short sounds Identify consonants Use the words 'consonants' and 'vowel' to explain their understanding of spelling Understand the split vowel digraph rule for a-e/ e-e/ i-e /o-e/ u-e	Read 2 and 3 letter graphemes in words without individually sounding them out Segment 2 and 3 letter grapheme words Read and spell phase 5 HFW Read and spell year 1 CEW

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Alternative Sounds	Root Words
<p>Recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (i.e.- milk find wild skin kind lift child)</p> <p>Read and recognise most alternative long vowel diagraphs in this phase</p>	<p>Identify root words</p> <p>Add and take suffixes and prefixes off words to find the root words</p>
Phase 6	
<p>Understand and apply the ed suffix for the past tense (like in jump-ed)</p> <p>Add and take suffixes and prefixes off words to find the root words</p> <p>Understand how to add the ed suffix (doubling the last consonant when the vowel is short - plan-ned)</p> <p>Apply the ed rule in spellings</p> <p>Understand and apply the suffix ing rule (play-ing)</p> <p>Link 'doubling the last consonant in short vowel words' to adding the suffix ing</p>	<p>Apply the ing rule in spellings (plan-ning)</p> <p>Understand the rules for changing the y to ies in verbs and nouns</p> <p>Understand the rules for changing the y when adding er est</p> <p>Apply 'changing y to i' rules for verbs and nouns (fly- flies- funny- funnier- funniest)</p> <p>Apply the rules for changing the y to ies in verbs and nouns</p> <p>Apply the rules for changing the y when adding er est</p>