



Phonics in EYFS and KS1

Nunnery Wood Primary School

At Nunnery Wood Primary School we use the 'Jolly Phonics' scheme in conjunction with a systematic phonics programme called 'Letters and Sounds'.

Jolly phonics

Jolly Phonics introduces children to 44 phonemes commonly found in the English language using songs and actions to accompany each grapheme. Combining the letter/s (graphemes) with a catchy song and action really helps children to remember each letter sound (phoneme) quickly whilst having lots of fun! Once the children have been introduced to the phonemes and graphemes using Jolly Phonics we use the 'Letters and Sounds' programme to build on these skills. Jolly Phonics links into Phase 2 and 3 of Letters and Sounds; each phase is explained below.

Letters and Sounds

Letters and Sounds is divided into six phases with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practice and rapidly expand their ability to read and write words. We assess the children's progress regularly and move them onto the next phase of learning when they are ready. Remember that children do not all learn at the same pace and it is important to make sure the skills from each phase are secure before moving to the next.

Year group	Phase	Content	Ways to help at home
Pre-school/EYFS	Phase 1	<ul style="list-style-type: none">• Listening attentively to sounds around them, such as the sounds of their toys and in spoken language.• Nursery rhymes and songs• Sound talk – Teachers show children how to do this: c-a-t = cat. The separate sounds (phonemes) are spoken aloud, in order, through the whole word and are then merged together into a whole word. The merging together is called blending and this is a vital skill for reading.	<ul style="list-style-type: none">• Emphasise the first sound of the name of the toy or object by repeating it e.g. 'c c c c – car', 'b b b b – box', 'ch ch ch – chip'• <u>Sound-talking</u>• Find real objects around your home that have three phonemes (sounds) and practice 'sound talking'.• First, just let them listen, then see if they will join in, for example saying: 'I spy a p-e-g – peg' 'I spy a c-u-p – cup' 'Find your s-o-ck – sock' Simon says – put your hands on your h-ea-d Simon says – touch your f-ee –t / ch-i-n etc.

			<ul style="list-style-type: none"> • Play rhyming games, make up silly rhymes together, find the rhyming word in nursery rhymes
EYFS	Phase 2	<ul style="list-style-type: none"> • In this phase children continue practising what they have learnt from phase 1, especially sound talking. They will also be taught the phonemes (sounds) for a number of letters (graphemes) using Jolly Phonics actions and songs. They will be taught which sound (phoneme) is represented by which grapheme and that 2 letters can make one sound (phoneme) e.g. /ll/ as in bell, /ck/ as in sock. • Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier. Sounds should be sustained (e.g. sss, fff, mmm) and, where this is not possible 'uh' sounds after consonant should be reduced to avoid saying e.g. buh, cuh. 	<ul style="list-style-type: none"> • Magnetic letters: buy a set for your fridge or for use on a tin tray. See if your child can select the letters they have learnt and say the sounds correctly, model this for them if they find it tricky. • Making little words together: Make little words together, e.g. it, up, am, sit, red, and, pick. As you select the letters say the sounds and then blend them all together e.g. 'a-m – am', 'm-e-t – met' • Breaking words up: Do it the other way around: read the word, break it up and move the letters away saying e.g. 'met – m-e-t' • Both these activities help children to see the links between reading and spelling. • Make or buy an alphabet poster.
EYFS	Phase 3	<ul style="list-style-type: none"> • The purpose of this phase is to: • Teach more phonemes, most of which are made of two letters, for example 'oa' as in boat. Again, we use Jolly Phonics for catchy songs and actions to match many of these longer vowel sounds! 	<ul style="list-style-type: none"> • Play I Spy – using letter names as well as sounds • Sing an alphabet song together • Continue to play with magnetic letters, using some of the two grapheme (letter) combinations: r-ai-n = rain blending for reading; rain = r-ai-n segmenting for writing

		<ul style="list-style-type: none"> • Practise blending and segmenting a wider set of cvc words made of two or more letters, for example, fizz, chip, sheep, light, tail, week, food, park, soil, burn, town • Learn all letter names and begin to form them correctly when writing. • Read and write words in phrases and sentences. • Begin to make longer words from smaller words that they can already read and write e.g. laptop, sandpit, pondweed. 	<p>b-oa-t = boat blending for reading; boat = b-oa-t segmenting for writing</p> <p>h-ur-t = hurt blending for reading; hurt = h-ur-t segmenting for writing</p> <ul style="list-style-type: none"> • Play against the clock – set a timer and say a word, get children to either write or find magnetic letters to make the word. See how many they can do and then try to beat it!
EYFS/Year 1	Phase 4	<ul style="list-style-type: none"> • Children continue to practise previously learned graphemes and phonemes and learn how to read and write adjacent consonants (two letters next to each other which are not vowels): CVCC words: e.g. tent, damp, toast, chimp. For example, in the word 'toast' – t = consonant, oa = vowel, s = consonant, t = consonant 	<ul style="list-style-type: none"> • Practise reading and writing some CCVC and CVCC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with as this helps them to feel successful. • Make up captions and phrases for your child to read and write linked to a real purpose e.g. clean the pond, put the bins out, clean out the pets. Write some simple messages in

		<p>CCVC words: e.g. swim, plum, sport, cream, spoon.</p> <ul style="list-style-type: none"> • They will use their skills with increasing confidence to read and write even more words, phrases and sentences using their phonic skills, including longer words that they can use their phonic skills to work out, for example: teapot, rainbow, starlight, treetop. 	<p>sentences for your child to find around the house and read. Give them a treat if they find and read all of them! Make it into a simple treasure hunt.</p> <ul style="list-style-type: none"> • Words are everywhere so look out for words in the environment, such as food packaging, that your child will find easy to read e.g. fish and chips, fresh milk, jam, cat food. • Work on reading words together, for example, a street name such as Liverpool Road, captions on buses and lorries, street signs such as bus stop, door signs such as push, pull
Year 1	Phase 5 and 6	<ul style="list-style-type: none"> • As your child enters Key Stage 1 (Year 1) they will continue to take part in daily phonics sessions appropriate to their ability and rate of progress. Children who are ready will move onto Phases 5 and 6 of 'Letters and Sounds'. • They will learn that most sounds (phonemes) can be spelt in more than one way for example the f sound can be written as f as in fan or ff as in huff or ph as in photo. • They will revisit some of the ways of making vowel sounds using more than one letter (digraphs) and learn other ways of writing these phonemes. For 	<ul style="list-style-type: none"> • Reading together • Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not you say it. Julia Donaldson's books are brilliant for this and children love them. • Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those that they love best. Visit the library! • Bug club – online reading platform

		<p>example the /i/ sound can made by igh as in light, ie as in tie, i as in kind, y as in fly and split digraph i-e as in kite (something you will probably remember as 'magic e!).</p> <ul style="list-style-type: none"> • This work develops children's knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond. • They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme ea can be read as /ee/ as in leaf or /e/ as in bread. This supports children's reading development in particular. • Good phonics knowledge and skills help your child to read words fluently and to write words with increasingly accurate spellings, but they need to understand what they are reading and the processes and purposes for writing too. Your help with these processes is just as vital. 	
Year 1/2	Phase 5 and 6	<ul style="list-style-type: none"> • Children in Year 2 will continue to work on Phase 5 and 6 (as above) but will also start to learn new spelling patterns and strategies using the scheme 'No nonsense spellings.' 	Read at home regularly

KS2	<ul style="list-style-type: none"> As children go into KS2 they learn spelling patterns and strategies relevant for each year group continuing to follow the 'No nonsense spelling' scheme. Children use phonic skills and develop reading skills based on what they have learnt through KS1. 	<p>Read at home regularly- this can be a mixture of reading to your child and them reading to you. Reading a range of different media forms and genres will also support your child's development and reading skills</p>
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Overview of Phonics teaching across EYFS and KS1

	EYFS	Year 1	Year 2
Autumn 1	Jolly phonic sounds	Phase 3 and 4	Phase 5 and 6 (Revision) Year 2 spelling patterns
Autumn 2	Jolly phonic sounds and Phase 2	Phase 3 and 4	Phase 5 and 6 (Revision) Year 2 spelling patterns
Spring 1	Phase 2 and 3	Phase 5	Year 2 spelling patterns
Spring 2	Phase 3	Phase 5	Year 2 spelling patterns
Summer 1	Phase 3 and 4	Phase 5	Year 2 spelling patterns
Summer 2	Phase 4	Phase 5 and 6	Year 2 spelling patterns.

*This overview is a guide, should extra support be needed it will be put in place by teachers.

