

# Phonics in EYFS & KS1

at Nunnery Wood Primary School



# Chosen Phonics Approach

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At Nunnery Wood Primary School, we use *Jolly Phonics*, an affiliated scheme, to deliver high-quality, interactive phonics teaching in EYFS and KS1.

Jolly Phonics introduces children to the 44 phonemes commonly found in the English language through songs and actions that accompany each grapheme. Combining letters (graphemes) with engaging songs and actions helps children to remember each letter sound (phoneme) quickly while enjoying the learning process.

Jolly Phonics builds progressively on prior learning, enabling children to apply their phonics knowledge confidently in reading and writing. Learning is carefully structured, with no sudden leaps, allowing all children time to practise and develop their ability to read and write words during each phonics session. Children's progress is assessed regularly, and targeted support is provided where necessary to further develop phonics knowledge.



# Phonics Progression Across EYFS and KS1

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Jolly Phonics is divided into three steps, with each step further divided into groups or units.

## Step 1

Step 1 consists of seven groups, in which children are taught the initial 36 phonemes (sounds) and their corresponding graphemes (letters). This step is first introduced in EYFS during the Autumn and Spring terms. In the Summer term, children recap and revisit Step 1 to consolidate their learning.

## Step 2

Step 2 consists of 13 units. Units 1 to 6 are taught during the Spring and Summer terms in EYFS and are then revisited in the first term of Year 1. Units 7 to 13 are introduced in the Autumn term.

In this step, children are also introduced to alternative graphemes for previously taught phonemes. For example, the long vowel sound /a/ can be represented by the graphemes **ai**, **ay**, and **a-e**.

## Step 1

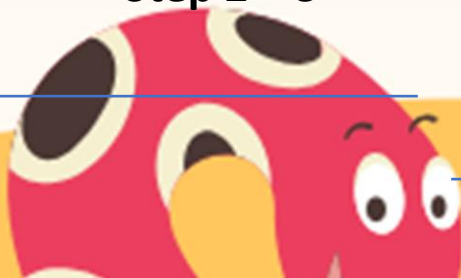
Step 3 also consists of 13 units, which are taught during the Spring term. During the Summer term, children recap all previously taught phonemes (sounds) and graphemes (letters) to consolidate their learning.



# Phonics Progression Across EYFS and KS1

EYFS		
Autumn Term	Spring Term	Summer Term
Begins Wk4	Revisit and revise G1-5 + Blue TWs.	Group 6-7
Group 1 – 5	Yellow Tricky Words	Alternatives, Double consonants
Blue Tricky Words		Split digraphs
		Red Tricky Words

Year 1			Year 2		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Revisit and revise G1-7	Begin Step 3	Revisit and revise Step 2 + 3	Revisit Step 2+3 (gaps)	Spelling patterns Grammar focus	Spelling patterns Grammar focus
Begin Step 2			Spelling patterns Grammar focus		



# How and When Phonics Is Taught

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Children receive daily phonics teaching through a 30-minute whole-class session. Each session is fast-paced, engaging, and accessible for all children. Lessons are lively and well-structured to maintain attention, focus, and engagement, enabling children to make strong progress in every session.



All phonics sessions follow the same structure across EYFS and KS1. Sessions begin with revisiting and revising prior learning through recall and reading exercises. The focus for the session is then introduced, during which children are taught a new phoneme (sound) and/or grapheme (letter(s) representing the sound).

Children then participate in a range of reading activities designed to help them identify the focus phoneme or grapheme within words and apply their skills to decode and blend for reading. In the latter part of the session, children are taught how to correctly form the letters needed to record the focus phoneme or grapheme and use this knowledge to segment and spell words.

Each session concludes with a focus on ‘tricky words’—words that do not follow typical spelling rules—supporting children to read and spell these accurately.

# Supporting Your Child at Home

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There are many ways you can support your child's phonics development at home.

- Regular reading is invaluable in supporting and developing your child's phonics knowledge. Choose times when your child is fully focused and engaged—bedtime can be lovely for story sharing, but it may not always be the best time for reading practice.
- Keep sessions short, fun, and enjoyable. Little and often is best. Make reading a game and ensure you are both sitting comfortably to fully enjoy it.
- Play simple phonics and reading games, such as bingo, snap, or a phoneme/grapheme hunt around the house.
- Encourage your child to use taught letters and sounds to read decodable words, for example: *tan, ant, an*.
- Emphasise the first sound in each word to support blending, for example: *c-c-c-cat, t-t-t-tap*.

