



## Phonics at EPS

At EPS phonics is the primary strategy that children use to learn to read. We follow the order of “Letters and Sounds” in our approach to teaching synthetic phonics and have adapted it to create our own systematic programme to teach reading. Children experience discrete daily lessons in Reception, Y1 and some of Y2. Our multi-sensory daily phonic sessions ensure our children quickly acquire key decoding and blending skills. Pupils are systematically taught the phonemes (sounds), how to blend the sounds in a word for reading, and how to segment the sounds in order to write words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency/common exception words which do not completely follow the phonic rules.

Children have time to practise and expand their ability to read and spell words. There is a suggested order for teaching the letters which we follow and adapt. We recognise, however, that children’s experience and knowledge of phonics varies and ensure that it is taught and practised at a pace that is suitable for all. Phonics is taught through whole class teaching with TAs supporting in class and delivering interventions to support gaps in learning.

Information about how we teach phonics is shared with parents during the first term in Reception and parents receive our EPS phonic booklet according to which phase is being taught.

### Teaching approaches

- Whole class teaching with TAs supporting in class.
- Daily interactive phonics sessions following the Letters and Sounds sequence of learning. Carefully planned additional resources are used to enhance learning through interactive games and activities.
- Clear objectives for teaching sessions which children understand.
- Multi sensory approach using different resources including a balance of practical resources, active learning, grapheme/word cards and flipcharts.

- Lessons follow a 4 part structure:
  - **Recap and review:** Practise previously learned letters or graphemes or words, blending and segmenting as appropriate.
  - **Teach:** Teach new graphemes, tricky words, blending and segmenting of adjacent consonants. Model activities for the session.
  - **Practise:** Blending and reading words with a new GPC/adjacent consonants. Blending is the process of saying each individual phoneme that appears in a written word and then merging them together to read the word.
  - **Practise:** Segmenting and spelling words with a new GPC/adjacent consonants.
- Apply-** Read or write a caption or sentence using one or more tricky/high-frequency words and or words containing the graphemes/adjacent consonants.
- Pupils understand why they are learning phonics.
  - Correct enunciation of phonemes.
  - Subject specific language used during sessions.
  - Opportunities throughout the week to practise and apply phonics skills in reading and writing and other areas of the curriculum.
  - The teaching of common exception/tricky words.
  - Learning environments support application of phonics through displays and resources.
  - Small group phonic interventions led by TA or teacher prioritising children who are not on track.
  - Phonics intervention groups for children who haven't attained the KS1 phonics screening in KS2.

### Reading linked to phonics

- Children read decodable books (Collins Big Cat) matched closely to their phonic phase.
- Children read individually or in a guided group once a week with the class teacher or TA.
- Some targeted children will read more frequently (daily for some) to an adult in school.
- A reading book is allocated weekly to share at home.

- All children will experience daily reading as part of their phonics lesson.
- Children have access to online decodable texts.

### Collins Big Cat decodable books linked to phonic phases

- Letters and Sounds Phase 1 • Band 0 – Lilac
- Letters and Sounds Phase 2 • Band 1A – Pink A
- Letters and Sounds Phase 2 • Band 1B – Pink B
- Letters and Sounds Phase 3 • Band 2A – Red A
- Letters and Sounds Phase 3 • Band 2B – Red B
- Letters and Sounds Phase 4 • Band 3 – Yellow
- Letters and Sounds Phase 4 • Band 4 – Blue
- Letters and Sounds Phase 5 • Band 5 – Green
- Letters and Sounds Phase 5 • Band 6 – Orange
- Letters and Sounds Phase 5–6 • Band 7 – Turquoise

### Phonics in Reception

The teaching of phonics in Reception starts at the very beginning of the Autumn term once the children are attending school full time. We start by teaching phoneme/grapheme correspondences. See below for the order we teach the phases. In Reception those children who need additional support with phonic skills receive ‘quick intervention’ (1to1) support or small group intervention at a separate time to phonic sessions. In the summer term a small number of children will be taught aspects of Phase 5 in order to further support their reading and writing skills.

| <b>Phonic Phase</b> | <b>Term</b>                     | <b>Phonics teaching</b>   | <b>Common exception/Tricky words</b> |
|---------------------|---------------------------------|---|--------------------------------------|
| <b>Phase 2</b>      | <b>Autumn term of reception</b> | Children are taught the phase 2 phonemes in the following order alongside the written grapheme. Children are taught to blend and segment in order to read and spell using the phase 2 phonemes. |                                      |

|                       |  |  |   |
|-----------------------|--|--|---|
| <p><b>Phase 3</b></p> |  | <p>Set 1 – s, a, t, p- Example words-<br/>at/a/sat/pat/tap/sap/as<br/>Set 2 - i, n, m, d<br/>Set 3 – g, o, c, k<br/>Set 4 – ck, e, u, r<br/>Set 5 – h, b, f, ff, l, ll, ss</p> <p>Set 6 – j, v, w, x<br/>Phase 3 completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn how to read and spell more tricky words. They continue to practise blending &amp; segmenting words with Phase 3 sounds.</p>            | <p><b>the, to, I, ,no go, into</b></p>  |
| <p><b>Phase 3</b></p> | <p><b>Spring Term and revised in the summer term</b></p>   | <p>Children are taught the following phonemes, digraphs and trigraphs in the following order alongside the written graphemes.<br/>Set 7 – y, z, zz, qu</p> <p><b>Consonant digraphs-</b></p> <ul style="list-style-type: none"> <li>• sh, th/the, th/thumb</li> <li>• ch, ng</li> </ul> <p><b>Vowel digraphs –</b></p> <ul style="list-style-type: none"> <li>• ai, ee, long oo, short oo</li> <li>• oa, ar, or, igh</li> <li>• ur, ow, oi, ear</li> <li>• er, air, ure</li> </ul> | <p><b>he, she, we, me, be, was, my, you, they, her, all, are</b></p>                          |
| <p><b>Phase 4</b></p> | <p><b>End of Spring and Summer term of reception</b></p> <p><b>(revisited in Autumn 1, Year 1)</b></p> | <p>Children learn to read and spell words containing adjacent consonants blends while continuing to apply phase 2 and 3 in reading and writing.<br/>Adjacent consonant blends</p> <ul style="list-style-type: none"> <li>• St,nd,mp,nt,</li> <li>• nk,ft,sk,lt,</li> <li>• lk,lf,lp,pt,</li> <li>• xt,tr,dr,gr,</li> <li>• cr,br,fr,bl</li> <li>• fl,gl,pl,cl,</li> <li>• sl,sm,tw,sp,</li> <li>• pr,sc,sk,sn,</li> </ul>  | <p><b>said, so, have, like, some, come, were, there, little, one, do, when, out, what</b></p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• nch,scr,thr.str.</li> </ul> <p>Practise Polysyllabic words such as:<br/>Helpdesk, sandpit, shampoo, giftbox, shelter, lunchbox, chimpanzee, pondweed.</p> |  |
|--|--|--|--|

## Phonics in Y1

Phase 3 and Phase 4 are revised in the autumn term but phonic sessions predominantly focus on the teaching of Phase 5 and applying this knowledge in reading and writing. Children experience whole class phonics with the support of a TA who works with targeted children during the lesson. Interventions for those with gaps in their learning are taught separately to phonic lessons.

| <b>Phonic Phase</b> | <b>Term</b>                        | <b>Phonics teaching</b>   | <b>Common exception/Tricky words</b>                           |
|---------------------|------------------------------------|---|--|
| <b>Phase 5</b>      | Autumn 2, Spring, Summer of Year 1 | <p>Children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.</p> <ul style="list-style-type: none"> <li>• Teach – ay / ie / ou</li> <li>• Teach – ie / ea / oy</li> <li>• Teach – ir/ consolidation of ea / oy / ir. Ue as in glue.</li> <li>• Teach – ph, consolidation aw, wh, ph, ew,</li> <li>• Teach – ew as in pew, oe as in toe, au as in haunted</li> <li>• Teach – ey, a-e, consolidation oe, au and ey</li> <li>• Teach – e-e, i-e, o-e.</li> <li>• Teach – o-e, u-e as in cube and u-e in flute.</li> <li>• Teach – short i and long i as in child, short o and long o as</li> </ul> | <p>oh, their, people, Mr, Mrs, looked, called, asked could</p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>in no, consolidation or long and short i / o</p> <ul style="list-style-type: none"> <li>• Teach – c making and s or c sound e.g city / cat, g making a g or j sounds e.g, gem / goat, consolidation or hard and soft c/g.</li> <li>• Teach – long and short u as in cup / music, ow and ow as in cow and grow (oh), consolidation of u and ow, homograph bow and bow having different meanings.</li> <li>• Teach – ie sometimes makes an ee sound as in shield, chief, ea as in e e.g bread, consolidation of ie and ea making alternatives sounds.</li> <li>• Teach – alternative ch as in c e.g school, chord, ch as in sh e.g chef, consolidation of ch making a c o sh sound.</li> <li>• Teach – a can make a long or short sounds as in baby, bacon, a can make an o sound as in watch, consolidation of a making and ai or o sound.</li> <li>• Teach – y can make an I sound e.g spy, y can make an ee as in sunny, y can make an i as in crystal.</li> <li>• Teach – ou can make an oo as in soup, ou can make an u/oo as in shoulder, ould for could, would, should which makes an u sound.</li> <li>• Teach – e can made and ee sound as in vegan &amp; demon, ey can sometimes make an ai sound as in grey, consolidation.</li> </ul> |  |
|--|--|--|--|

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Teach-Alternative spelling of phonemes.</li> </ul> |  |
|--|--|---|--|

### Statutory phonics screening check

At the end of year one, all children take part in the statutory phonics screening check .

All children in year one must take the test and any year two children who did not meet the expected standard in the previous year will take the check again.

The phonics screening check is designed to confirm whether or not individual children have learned phonics decoding to the appropriate standard.

### Phonics in Y2

In Y2 children focus on aspects of Phase 6 and take a more in-depth look at the phonic rules and patterns of different words. All children take part in whole class phonics sessions led by class teachers. Teachers use intervention groups to support children with gaps. Children who do achieve the statutory phonics screening check at the end of Y1 are targeted for phonic interventions in Y2.

|                |                              |   |  |
|----------------|------------------------------|---|--|
| <b>Phase 6</b> | Throughout Year 2 and beyond | Teaching focuses on spelling, including understanding and applying prefixes and suffixes such as ed and ing and doubling and dropping letters. <ul style="list-style-type: none"> <li>• Spelling Y1 and Y2 common exception words.</li> <li>• j sound spelt g/ ge/dge</li> <li>• n sound spelt kn/gn</li> <li>• r sound spelt wr</li> <li>• ly suffix for adverbs</li> <li>• Adding vowel suffixes ing, ed, er, est and y</li> <li>• Recap phase 5 sounds</li> <li>• Capital letters for proper nouns – days of the week and months of the year</li> <li>• Possessive apostrophes</li> <li>• Contracted words</li> <li>• Past tense verbs</li> <li>• Adding consonant suffixes: -ment,</li> </ul> |  |
|----------------|------------------------------|---|--|

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• -ful and -ly</li> <li>• Homophones and near homophones</li> <li>• ey words sounding /ee/</li> <li>• /or/ sound spelt /ar/ and /a/ (e.g warm, call)</li> <li>• u sound spelt /o/</li> <li>• plurals /s/ and /es/</li> <li>• adding /es/ to verbs ending in y (e.g. try &gt;&gt; tries)</li> <li>• /zh/ sound spelt with a 's'</li> <li>• -le, -el, -al, -il at the end of words</li> <li>• Words ending in -tion</li> <li>• The /er/ sound spelt or after w</li> <li>• The /o/ sound spelt a after w and qu</li> <li>• The /igh/ sound spelt -y at the end of words</li> <li>• Adding suffixes -ing, -ed, -er, -est and -y</li> <li>• Suffixes (ment, full, less)</li> <li>• r sound at the beginning of words</li> <li>• Words ending in est ful or less.</li> </ul> |  |
|--|--|---|--|

## Assessment

Regular assessments ensure we know a child's next step and how to move their learning forward.

- Half termly assessments using EPS phonic assessment booklet.
- Some key children will be assessed more frequently in order to monitor progress.
- Termly phonic phase tracker.
- Statutory phonics screening check for all Y1 children.
- Statutory phonics screening check for Y2 children who do not achieve the expected standard in Y1.
- Children who do not achieve the statutory phonics check in Y2 continue with phonics into KS2; this is primarily delivered through carefully planned interventions led by a TA. Their progress is carefully monitored and they continue to be assessed using our EPS phonic assessment booklet.



Primary  
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School

Phonic Assessments

Name

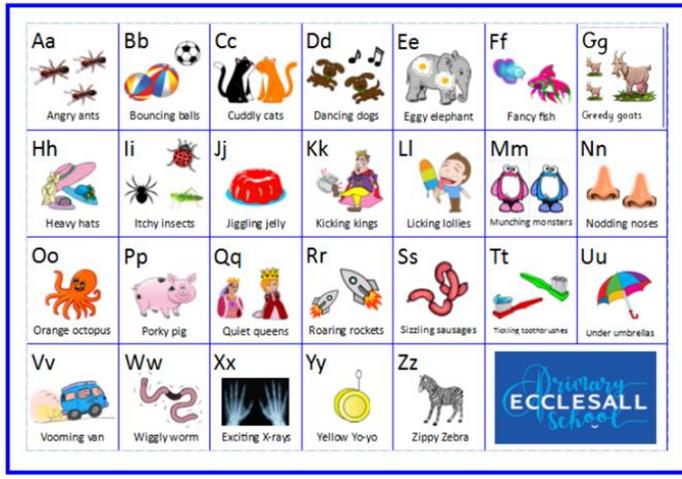
### Interventions

- All children are assessed half termly using the school phonics assessment booklet and gap analysis is carried out by class teachers to identify those which will be targeted for intervention.
- Small group phonic interventions are led by a teacher or TA prioritising children who are not on track.
- Intervention groups are monitored closely by the class teachers and regularly evaluated.

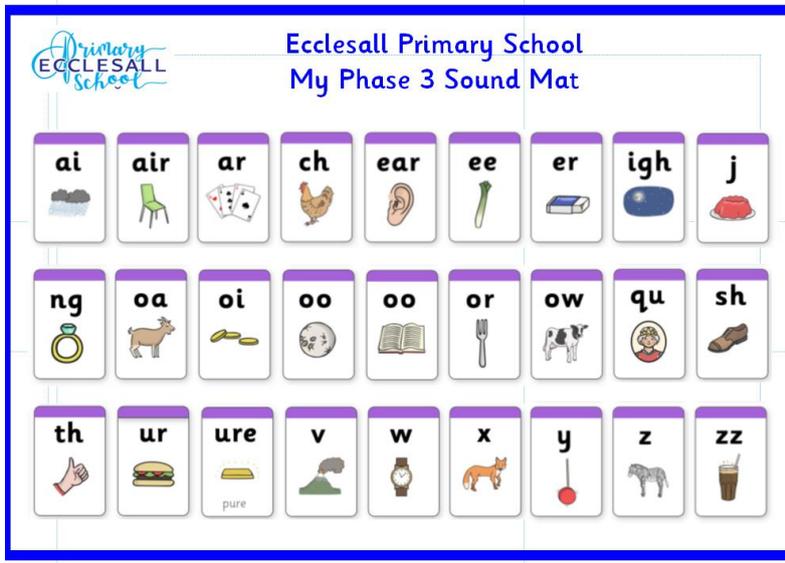
### End of year expectations

- **Reception** -secure in Phase 2 and most elements of Phase 3 including applying knowledge in reading and spelling and recognising common exception words. Greater depth working at Phase 4/5.
- **Y1** - secure in Phases 2, 3, 4 and developing in Phase 5 including applying knowledge in reading and spelling and recognising common exception words. Greater depth secure in Phase 5 and applying elements of Phase 6.
- **Y2** - secure in Phase 2, 3, 4, 5 and developing within Phase 6 including applying knowledge in reading and spelling and recognising common exception words. Greater depth secure in Phase 6 in reading and writing.

## EPS Phase 2 alphabet mat



## EPS Phase 3 sound mat



EPS Phase 4 sound mat

**Ecclesall Primary School**  
**My Phase 4 Sound Mat**

|             |              |                |               |               |               |             |               |
|-------------|--------------|----------------|---------------|---------------|---------------|-------------|---------------|
| st<br>nest  | nd<br>hand   | mp<br>lamp     | nt<br>tent    | nk<br>ink     | ft<br>gift    | sk<br>tusk  | lt<br>belt    |
| lp<br>help  | lf<br>shelf  | lk<br>milk     | pt<br>script  | xt<br>text    | tr<br>tree    | dr<br>drink | gr<br>grandpa |
| cr<br>crab  | br<br>brush  | fr<br>frog     | bl<br>black   | fl<br>flag    | gl<br>glasses | pl<br>plum  | cl<br>clown   |
| sl<br>sleep | sp<br>spoon  | st<br>starfish | tw<br>twins   | sm<br>smell   | pr<br>printer | sc<br>scarf | sk<br>skunk   |
| sn<br>sniff | nch<br>bench | scr<br>screen  | shr<br>shrimp | thr<br>thread | str<br>string |             |               |

EPS Phase 5 sound mat

**Ecclesall Primary School**  
**My Phase 5 Sound Mat**

|              |                |                |               |               |             |            |              |
|--------------|----------------|----------------|---------------|---------------|-------------|------------|--------------|
| ay<br>crayon | ou<br>cloud    | ie<br>tie      | ea<br>rainbow | oy<br>boy     | ir<br>girl  | ue<br>soup | ue<br>people |
| aw<br>saw    | wh<br>whip     | ph<br>elephant | ew<br>couch   | ew<br>screw   | oe<br>shoe  | au<br>moon | ey<br>monkey |
| a-e<br>snake | e-e*<br>scales | i-e<br>slide   | o-e<br>bone   | u-e<br>pencil | u-e<br>cube |            |              |

\*even

Phonics booklets for parents

Phonics booklets will be shared with parents as the phonic phases are taught in school

Ecclesall Primary School  
**Phonics Phase 2**




Please help your child to learn to say the sounds these letters make. When your child says the correct sound, put a tick in the box.

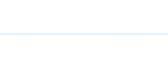
|   |   |   |
|---|---|---|
| s | a | t |
| p | i | n |

Please help your child to practice using the sounds to build words.  
Say the word and ask them to say the sounds.

in    at  
an    it

Your child can practice building words by saying the sounds they hear even if they do not recognise the letters.

Ecclesall Primary School  
**Phonics Phase 3**

Please help your child to learn to say the sounds these letters make. When your child says the correct sound, put a tick in the box.

|  |  |    |
|--|--|----|
| j  | v  | w  |
| y  | z  | zz |
| qu<br><small>(The sound at the beginning of quack)</small> | x<br><small>(The sound at the end of fox.)</small> |    |

Please help your child to practice using the sounds to build words.  
Say the word and ask them to say the sounds.

jam    vet  
box    buzz  
quick    fizz

Ecclesall Primary School  
**Phonics Phase 4**




At phase 4 children begin to:

- Blend and read words containing adjacent consonants.
- Segment and spell words containing adjacent consonants. (Including any phase 2 and 3 grapheme).

Examples of words to practice reading and spelling:

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| nest  | damp  | golf  | champ | toast |
| track | glass | steep | spark | brush |
| roast | melt  | kept  | shift | paint |
| twist | stand | slept | grasp | blink |

Also polysyllabic words such as:

|         |          |         |           |
|---------|----------|---------|-----------|
| shampoo | sand-pit | softest | help-desk |
|---------|----------|---------|-----------|



Children now begin to learn new graphemes and alternative pronunciations for these and graphemes they already know. Some of the alternatives will have already been encountered in the high frequency words that have been taught.

Please help your child to learn to say the sound these letters make:

|    |      |    |     |    |      |
|----|------|----|-----|----|------|
| ay | day  | oy | boy | ou | out  |
| ir | girl | ie | tie | ue | blue |
| ea | eat  | aw | saw |    |      |

### Subject specific language

A phoneme is the smallest unit of sound in a word.

C-u-p c-a-t d-o-g

### Grapheme

Letter(s) representing a phoneme

t ai igh

Blending: Blending is the process of saying each individual phoneme that appears in a written word and then merging them together to read the word.

For example: Recognising the letter sounds in the written word c-u-p, and merging them in the order in which they are written to pronounce the word 'cup'.

Segmenting: Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'.

### Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

### Trigraph

Three letters, which make one sound igh dge

### Split digraph

A digraph in which the two letters are not adjacent (e.g. make).

C consonant phoneme

V vowel phoneme

C consonant phoneme

The majority of high frequency words are phonically regular.

Some exceptions – for example the and was – are directly taught and called ‘tricky words’

Adjacent consonants are 2 or more consonants that are next to each other in a word. For example in the word ‘lost’ the ‘s’ and ‘t’ are adjacent consonants. Or in the word ‘clip’ the ‘c’ and ‘l’ are adjacent consonants. It important to remember that each consonant is a separate sound so ‘cl’ for example is 2 sounds ‘c’ and ‘l’.