

The Royal School Phase Overview



We teach phonics systematically following the Lesley Clarke Abridged Letters and Sounds Programme. We teach the sound and letter combinations (known as phoneme-grapheme correspondences) in a specific order set out by Lesley Clarke. The children move through the phases set out as their phonetic knowledge and skills develop. Children are taught phonics for 30 minutes daily and focus on sounds within the appropriate phase for their development.

Lesley Clarke's Abridged Letters and Sounds Programme outlines 6 Phases, which begin in EYFS and usually conclude in Year 2. To summarise, Phase 1 begins in a pre-school setting and focuses on speaking and listening skills. Phase 2, 3 and 4 are taught in Reception and consolidated in Year 1. Children cover Phase 5 in Year 1 and then learn the spelling rules of Phase 6 in Year 2.

This document outlines the progression of phonics phases. For more detail, please refer to Lesley Clarke's planning documents and lesson plans saved on Teams.

	Reception	Year 1	Year 2
Autumn	Phase 1 and 2	Phase 4 and 5	Review phase 5 then Phase 6
Spring	Phase 3	Phase 5	Phase 6
Summer	Phase 3 and 4	Phase 5	Phase 6

Phase 1

Phase 1 often begins in a child's pre-school setting and develops throughout Reception. Phase 1 develops children's abilities to listen, make, explore and talk about sounds. This phase is split into 7 aspects that are explored and developed through games and activities.

7 Aspects of Phase 1

1. General sound discrimination- environmental sounds
2. General sound discrimination- instrumental sounds
3. General sound discrimination- body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice Sounds
7. Oral blending and segmenting

By the end of Phase 1, children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase 2 as these speaking and listening activities continue throughout EYFS.

Phase 2

The purpose of Phase 2 is to teach at least 19 letters and move children on from oral blending and segmenting to using letters/ graphemes. By the end of Phase 2, many children should be able to read some short words using a vowel and consonant such as 'it, as, up' and vowel, consonant, vowel words such as 'cat, dog, hat' etc. During Phase 2, the children will be introduced to reading two-syllable words and simple captions. They will also learn to read some 'tricky words'.

Phase 2 sounds:

s	a	t	p	i	n	m	d	g	o	c	k
ck	e	u	r	h	b	f	ff	l	ll	ss	

Phase 2 tricky words to read:

I	no	go	to	the	into
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By the end of Phase 2 children should:

- ✓ give the sound when shown any Phase 2 grapheme;
- ✓ find any Phase 2 grapheme, from a display, when given the sound;
- ✓ be able to orally blend and segment CVC words, such as 'rat';
- ✓ be able to blend and segment in order to read and spell vowel consonant words such as: if, am, on, up.

Phase 3

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (ee, ai, oa), so the children can represent phonemes (sounds) by a grapheme (letters). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names, learn to read some more tricky words and begin to spell some tricky words.

Phase 3 sounds:

j	v	w	x	y	z	zz	qu	sh	ch	th	ng	ai	ee
igh	oa	oo	oo	ar	or	ur	ow	oe	ear	air	er		

Phase 3 tricky words to read:

he	we	she	me	be	was
my	you	they	her	all	are

Phase 3 tricky words to spell:

I	the	to	no	go
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By the end of Phase Three children should:

- ✓ give the sound when shown all Phase 2 and Phase 3 graphemes;
- ✓ be able to blend and read CVC words (e.g. single-syllable words consisting of Phase 2 and Phase 3 graphemes, such as 'fish' or 'goat'.)
- ✓ be able to segment and make a phonemically plausible attempt at spelling words using Phase 2 and Phase 3 graphemes, such as 'b-oa-t.'

Phase 4

The purpose of Phase 4 is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. For example, words which begin with the adjacent consonants 'str, thr, spl' and contain more than one syllable, such as 'splashing'. There are no new sounds to learn in this phase.

Phase 4 tricky words to read:

said	so	have	like	some	come	were
there	little	one	do	when	out	what

Phase 4 tricky words to spell:

he	she	we	me	be	was
you	they	all	are	my	her

By the end of Phase 4 children should:

- ✓ be able to read words containing adjacent consonants (e.g. spl, thr, str such as string.)
- ✓ be able to blend and read words containing more than one syllable, such as farmyard.
- ✓ read CCVCCC words, such as 'crunch' along with the tricky words from the previous phases.

Phase 5

The purpose of Phase 5 is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for some graphemes, e.g. the 'ou' grapheme makes a different sound in the words 'mouth' and 'shoulder'. Children become quicker at recognising graphemes and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge.

We teach children how to make 'best bets' (best guess) when spelling new or unfamiliar words.

Lesley Clarke breaks Phase 5 down into Phase 5a, 5b and 5c. Phase 5a introduces new graphemes.

Phase 5a sounds:

ie tie	ue glue	oe toe	i-e ice	o-e home	e-e eve	a-e ate	u-e huge	
ay day	ou out	ea tea	aw paw	ir stir	ew chew	oy boy	wh when	ph photo

Phase 5a tricky words to read:

oh	their	called	asked	people	looked	Mr	Mrs
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Phase 5a tricky words to spell:

said	so	like	have	were	there	some	come
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Phase 5b Teach alternative pronunciation for graphemes

Phase 5b introduces the idea that some graphemes can be pronounced in more than one way. For example, the 'ch' grapheme can be pronounced in each of these ways check, chef and school.

a	hat baby wasp	e	wet be	i	fin find	o	hot cold	u	up uniform	ow	owl snow	g	get gem
ie	tie field	ea	sea head	er	farmer her	y	yes sky very	ch	chin school chef	c	cat cent	ey	money they

Phase 5b tricky words to read:

water	again	because	who	laughed	work	please	different	
friends	Where	many	any	mouse	eyes	once	thought	through

Phase 5b tricky words to spell:

when	what	do	one	out	little
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Phase 5c Best Bets and rare graphemes

Phase 5c teaches common spelling rules for when each grapheme is most likely to be used, these are known as 'best bets'. Phase 5c is broken down into parts.

Phase 5c Part 1

Best bets for 'ai'	ai, a-e, ay, a, ey	Best bets for 'ee'	ee, e-e, ea, ey, e, ie, y
Best bets for 'igh'	igh, ie, i-e, i, y	Best bets for 'oa'	oa, oe, o-e, o, ow, ou
Best bets for 'oo'	oo, ue, u-e ew, u, ou	Best bets for 'w'	w, wh

Phase 5c Part 1 tricky words to spell:

Mr	Mrs	People	oh
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Phase 5c Part 2

Best bets for 'oo'	oo, oul, u	Best bets for 'oy'	oi, oy
Best bets for 'ou'	ow, ou	Best bets for 'f'	f, ff, ph
Best bets for 'or'	or, al, our, or, aw, au	Best bets for 'ur'	or, ear, ur ir, er
Best bets for 'ch'	ch, tch, ture		

Phase 5c Part 2 tricky words to spell:

Looked	called
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Phase 5c Part 3

Best bets for 'j'	dge, ge, j, g	Best bets for 'z'	se, ze, z, zz
Best bets for 's'	ce, se, st, s, ss, c	Best bets for 'n'	gn, kn, n
Best bets for 'u'	o, u, oo, ou	Best bets for 'k'	c, k, ch, ch

Phase 5c Part 4

Best bets for 'ar'	al, ar, a	Best bets for 'air'	are, ear, air
Best bets for 'ear'	ear, ere	Best bets for 'm'	m, mb
Best bets for 'r'	wr, r	'sh' and 'zh' endings	tion, ssion, sion, sure

Phase 5c Part 4 tricky words to spell:

asked	their
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By the end of Phase 5 children should:

- ✓ give the sound when shown any grapheme that has been taught.
- ✓ for any given sound, write the common graphemes.
- ✓ apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- ✓ read and spell phonically decodable two-syllable and three-syllable words.
- ✓ Children's spellings should be phonetically plausible by the end of Phase 5.

Phase 6

At the beginning of Phase 6, children will have already learnt the most popular grapheme phoneme correspondences. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage, children should be able to spell words phonemically although not always correctly. In Phase 6, the main aim is for children to become more fluent readers and more accurate spellers. Phase 6 teaches new spelling rules to help children become increasingly accurate in their writing.

The children are taught:

- ✓ Revisit alternative spellings for each phoneme with a focus on spelling rules and 'best bet' rules
- ✓ Revisit of less common grapheme phoneme correspondences and recap of earlier phases
- ✓ Year 2 common exception words (words which do not follow usual phonetic conventions, see appendix 1)
- ✓ Homophones and near homophones for spelling
- ✓ Spelling rules for adding suffixes -ing, -ed, -er, -est with changes to the root word
- ✓ Spelling rules for irregular past tense verbs
- ✓ Rules for plurals
- ✓ Rules to change nouns to adjectives using 'y', for example, bone to bony
- ✓ Rules to use 'ly' to turn adjective into adverbs, for example quick to quickly
- ✓ Apostrophes for contractions and possession
- ✓ Suffix rules for adding 'ful' and 'less' to words to change the meaning
- ✓ Reading and writing compound words
- ✓ Suffix -en to turn an adjective into a verb, for example soft to soften.
- ✓ Adding prefix un- for a negative verbs or adjectives
- ✓ Concept of changing adjective into a noun using -ness, for example late to lateness
- ✓ Concept of changing verb to a noun using -ment, for example enjoy to enjoyment

By the end of Phase 6, children should be fluent and competent readers and spellers. They should now be fully prepared to progress onto new spelling rules introduced in Key Stage 2.

Appendix 1

These are the common exception word lists for Year 1 and 2 spelling.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



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