



The Swallowtail Federation of Church Schools  
 With friendship, trust and kindness we fly!



## EYFS & KS1 Phonics Overview

### Based on Letters & Sounds

A range of resources are used to support our teaching including Jolly Phonics actions/songs and Read Write Inc letter formation.

Where children have not reached phase 6 at the end of KS1 they will continue to receive phonics-based intervention into KS2.

	Autumn		Spring		Summer	
	Phase 2		Phase 3		Phase 4	
	Set	Phonemes Taught	Set	Phonemes Taught	Set	Phonemes Taught
<b>Reception</b>	1	s a t p	6	j v w x	Adjacent	st nd mp nt
	2	i n m d	7	y z zz qu	Consonant	nk ft sk lt
	3	g o c k	Consonant	ch sh th ng	Graphemes	lp lf lk pt
	4	ck e u r	digraphs		xt tr dr gr	
	5	h b f l	Vowel	ai ee igh oa oo		cr br fr bl
		ff ll ss	digraphs	ar or ur ow oi er		fl gl pl cl
	Consolidation		Vowel	ear air ure		sl sp tw sm
	Assessment		Trigraphs			pr sc sk sn
			Letter names			nch str scr shr thr
			Consolidation		Assessment	
			Assessment			
	Common Exception Words: Reading - to, the, no, go, I		Common Exception Words: Reading - he, she, we, me, be, was, my, you, they, here, all, are Spelling - to, the, no, go, I		Common Exception Words: Reading - said, so, have, like, come, some, were, there, little, one, do, when, out, what Spelling - he, she, we, me, be, was, you, they, are, all, my, her, here	

	Autumn	Spring	Summer
<b>Year 1</b>	Phase 5	Phase 5	Phase 5
	<p>Revision – Phase 2, 3, 4 (2-4 Weeks)</p> <p>Vowel ay oy wh ou</p> <p>Digraphs ir ph ie ue ea aw oe au ey</p> <p>Split a_e e_e i_e o_e u_e</p> <p>Digraphs</p> <p>Consolidation Assessment</p>	<p>Alternative i o c g</p> <p>Pronunciations u a ow ie ea er y ch ou</p> <p>Reading &amp; Writing Phase 2, 3, 4 &amp; 5 graphemes</p> <p>Consolidation Assessment</p>	<p>PHONICS SCREENING CHECK</p> <p>Alternative /ai/ ay a_e igh ey ei</p> <p>Spellings /ee/ ea e_e ie y ey eo /igh/ y ie i_e /oa/ ow oe o_e o /oo/ ew ue ui ou /ar/ a /or/ aw au al our /ur/ ir er ear /ow/ ou /oi/ oy /ear/ eer ere /air/ are ear /er/ our e u /sh/ ch t(ion) ss(ion, ure) s(ion, ure) c(ion, ious, ial) /c/ ck k qu ch x</p> <p>Assessment</p>
	<p>Common Exception Words: Reading – could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through,</p> <p>Spelling – said, so, have, like, some, come, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs</p>	<p>Common Exception Words: Reading - work, house, many, laughed, because, different, any, eyes, friend, also, once, please, lived, coming, Monday, Tuesday, Wednesday, Thursday, more, before, January, February</p> <p>Spelling – love, your, people, looked, asked, called, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eyes, friend, once</p>	<p>Common Exception Words: Reading – April, July, August, October, November, December, door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two,</p> <p>Spellings – please, lived, more, coming, Monday, Tuesday, Wednesday, Thursday, also, before, January, February, April, July, August, October, November, December</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 2</b>	<b>Phase 6</b>	<b>Phase 6</b>	<b>Phase 6</b>
	<ul style="list-style-type: none"> <li>- The /j/ sound spelt dge and ge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>- The /s/ sound spelt c before e, i and y</li> <li>- The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>- The /r/ sound spelt wr at the beginning of words</li> <li>- The /ai / sound spelt ay at the end of words</li> <li>- The or sound spelt a before l and ll</li> <li>- The u sound spelt o</li> <li>- The /ee/ sound spelt ey - The c sound spelt s</li> <li>- Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>- Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word</li> <li>- Adding the endings -ing, -ed, -er,-est and -y to words ending in e with a consonant before it</li> </ul>	<ul style="list-style-type: none"> <li>- Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs)</li> <li>- Adding -es to nouns and verbs ending in y</li> <li>- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</li> <li>- The suffixes -ment, -ness, -ful, -less and -ly</li> <li>- Words ending in tion</li> <li>- The /l/ or /l/ sound spelt ə le at the end of words</li> <li>- The /l/ or /l/ sound spelt el at the end of words</li> <li>- The /l/ or /l/ sound spelt al at the end of words</li> <li>- Words ending il</li> <li>- The ir sound spelt or after w</li> <li>- The or sound spelt ar after w</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for contractions</li> <li>- The possessive apostrophe (singular nouns)</li> <li>- Homophones and near homophones</li> </ul> <p>Consolidation</p>
	<p>Common Exception Words: Spelling – four, eight, door, floor, prince, princess, autumn, school, know, baby, mother, father, another, talk, two, world, work, poor, great, break, steak, busy, clothes</p>	<p>Common Exception Words: Spelling – every, everybody, pretty, beautiful, England, Ireland, always, , everyone, mouse, Easter, aunt, prove, improve, only, both, please, use, money, parents</p>	<p>Common Exception Words: Spelling – hour, move, sure, sugar, half, whole, quarter, straight, weight, caught, daughter, forty, heard, early, again, most, after</p>