

Phonics

Blossom phonics

Letters and Sounds

Letters and Sounds

Nursery	Reception	Year 1	Year 2
Phase 1			
Phase 1	Phase 2 Phase 3	Phase 4 Phase 5	Phase 6

Hear



Say



Read



Write

Phase 1

Activities are divided into seven aspects, including:

- Listening to sounds in the environment
- instrumental sounds
- rhythm and rhyme
- voice sounds
- body sounds
- Alliteration
- Oral blending and segmenting



Phase 2

Up to 6 weeks. This phase starts in Reception

Each of these sets are taught over the course of a week.

Set 1: s, a, t, p

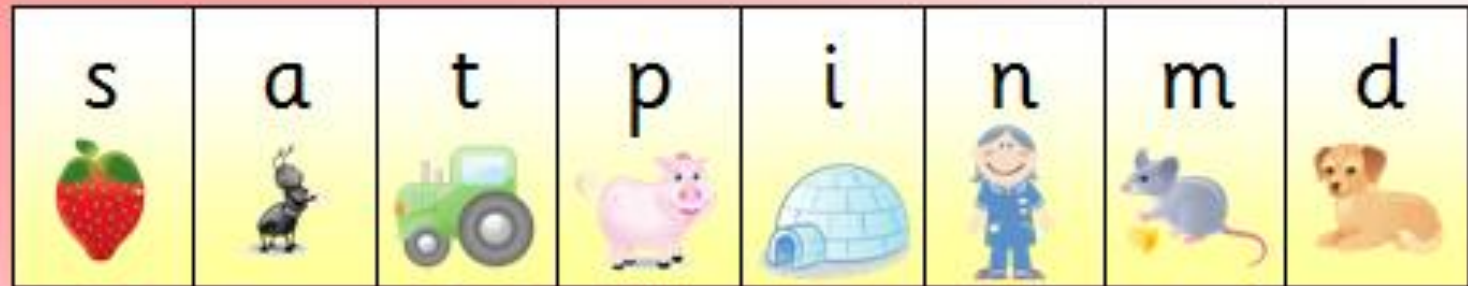
Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck (clock), e, u, r

Set 5: h, b, f, ff (huff), l, ll (full)

Phase 2 Sounds



Phase 3

Overview: Children working within this phase will be working on knowing one grapheme for each of the 43 phonemes

Working on:

Reading and spelling CVC words using letters and short vowels.

Letter progression

Each of these sets is taught over the course of a week.

Set 6: j, v, w, x

Set 7: y, z, zz (fizz), qu (quiz)

Phase 3 continued....

Working on:

Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.

Consonant digraphs (Sounds made up of 2 letters, the first being a consonant)

ch (chip), **sh** (shop) **th** (that) **ng** (sing)










Working on:










Reading and spelling a wide range of CVC words using all letters from phase 2 and less frequent consonant digraphs and some long vowel phonemes.

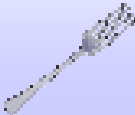




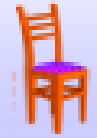


Graphemes:

ear (hear) , **air** (fair), **ure** (pure), **er** (hammer), **ar** (car), **or** (torn),
ur (turn), **ow** (cow), **oi** (coin), **ai** (train), **ee** (sheep), **igh** (night),
oa (boat), **oo** (boot/look)

Phase 3 Sounds

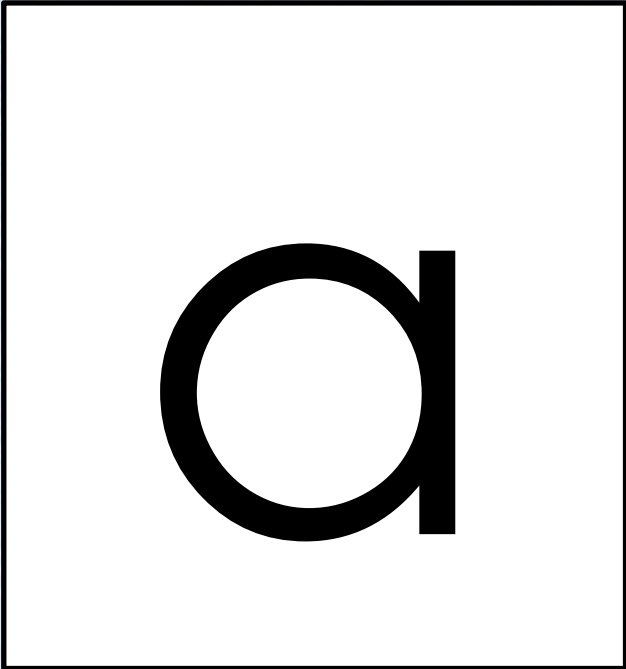
j	w	x	y	z	zz	qu	ch	sh
								

th	ng	ai	ee	igh	oa	oo	oo	ar
								

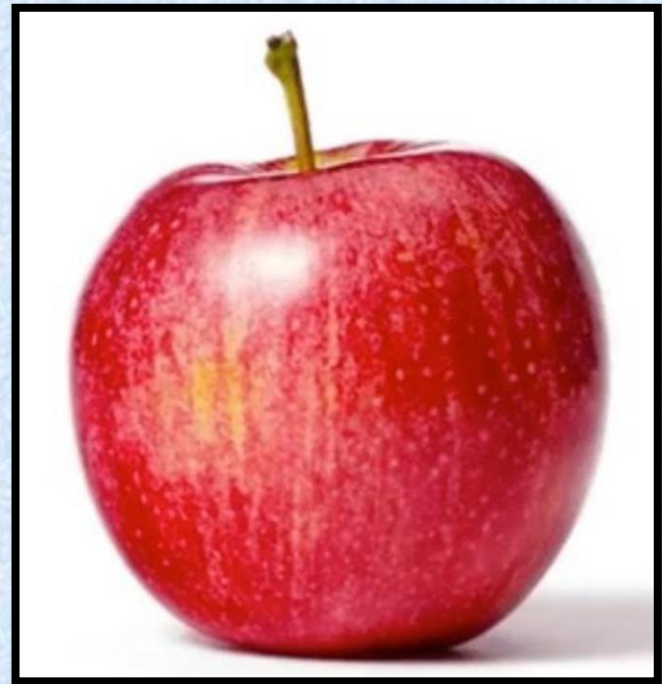
or	ur	ow	oi	ear	air	ure	er
							

Initial sounds and alliteration

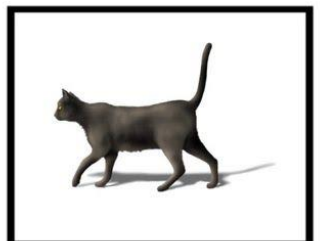
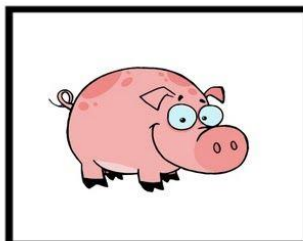
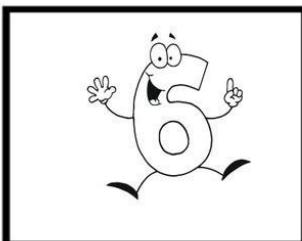
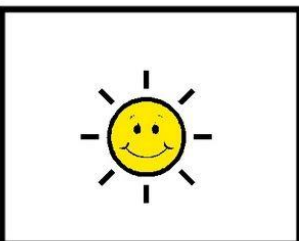
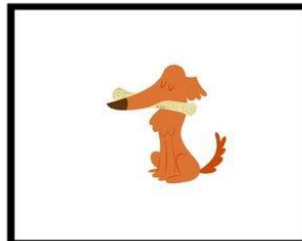
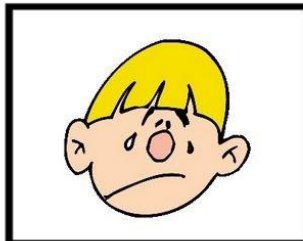
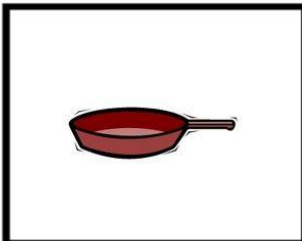
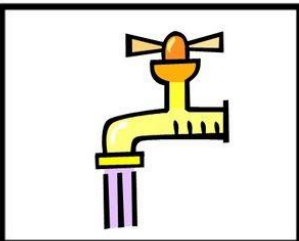
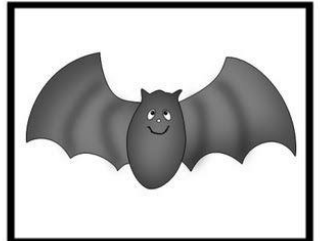
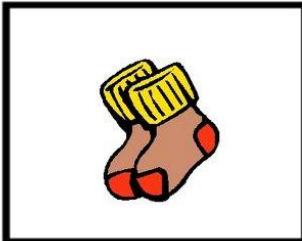
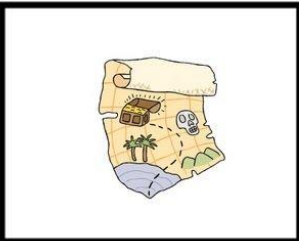
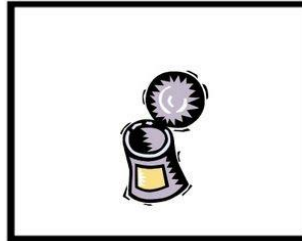
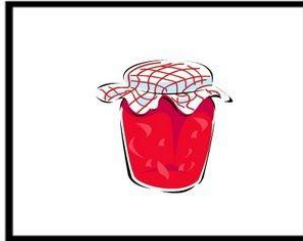
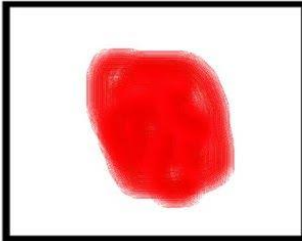
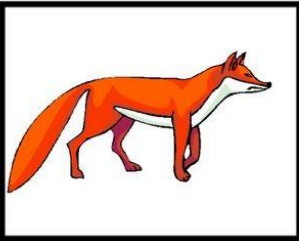
- The phonics song



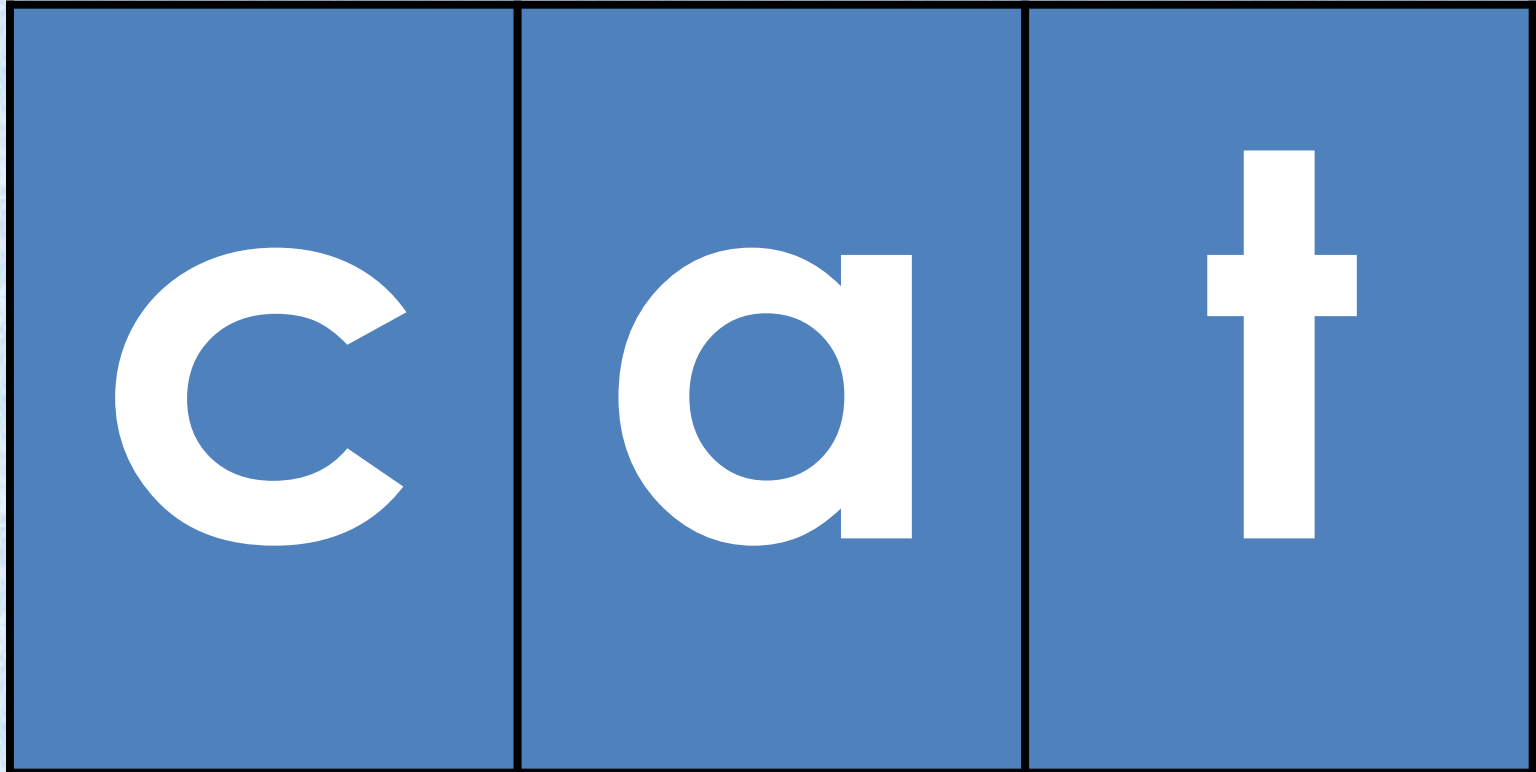
a



Segmenting and Blending



initial sound
middle sounds
end sound



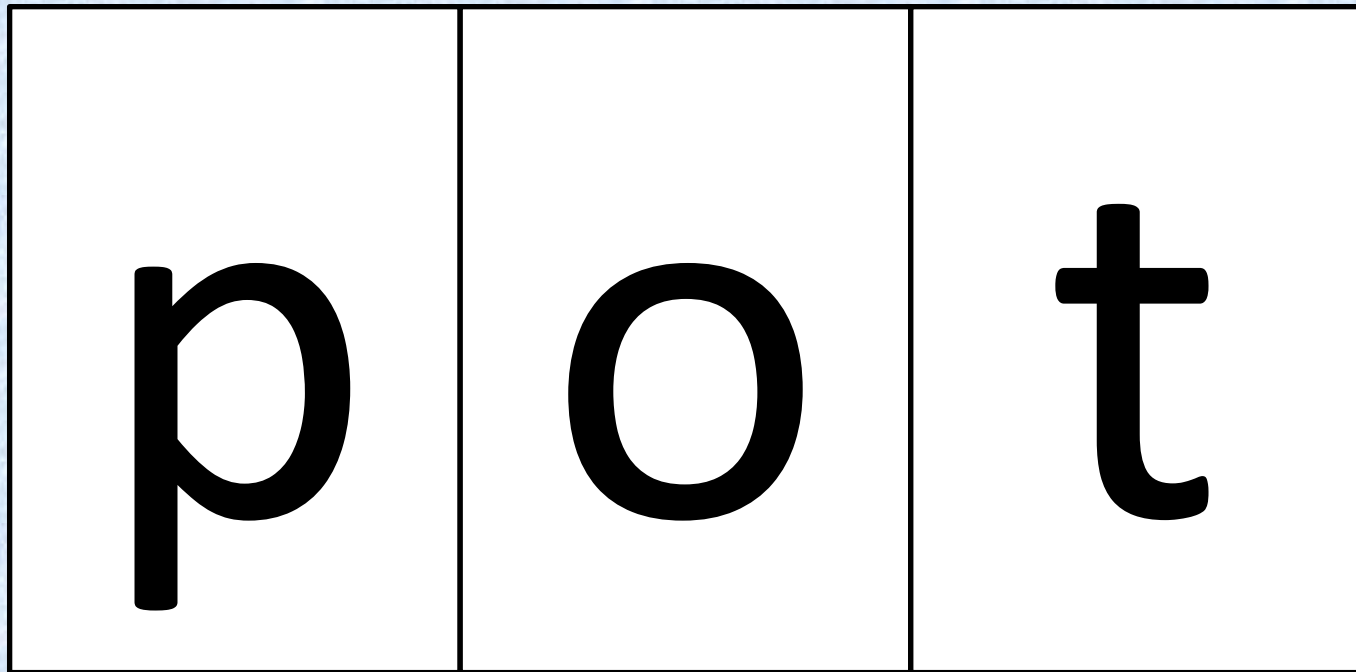
Segmenting and Blending

p

o

t

Segmenting and Blending



Segmenting and Blending

f

ee

t

Segmenting and Blending

f

ee

t

How you can support at home

- Initial sounds
- Oral segmenting and blending
- Reading CVC words
- Writing CVC words

Hear



Say



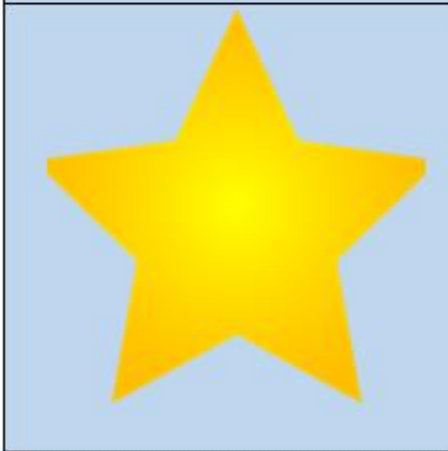
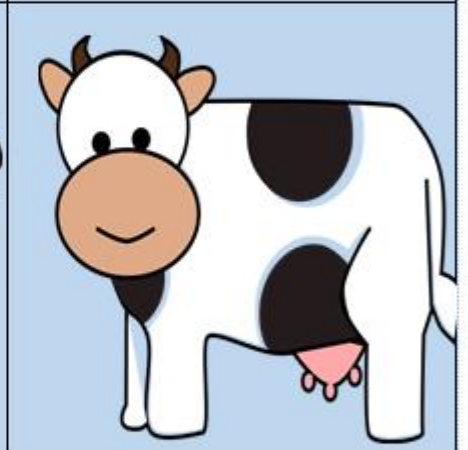
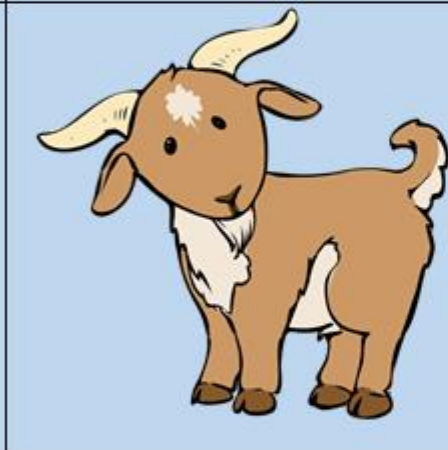
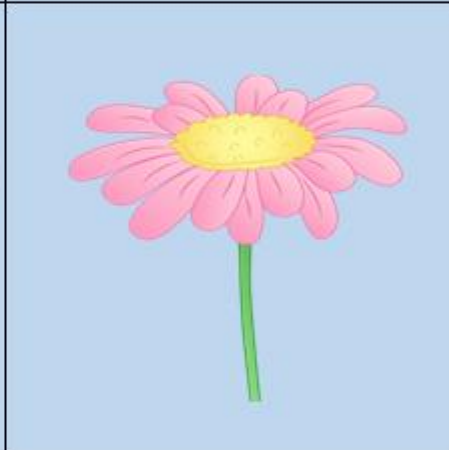
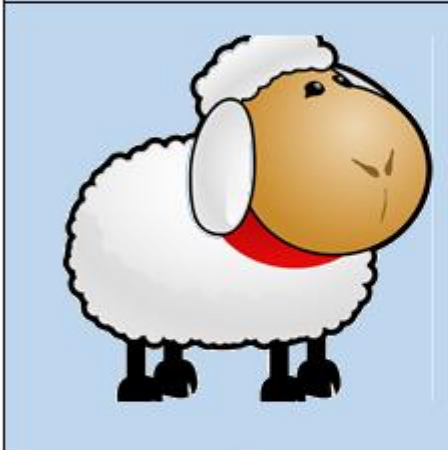
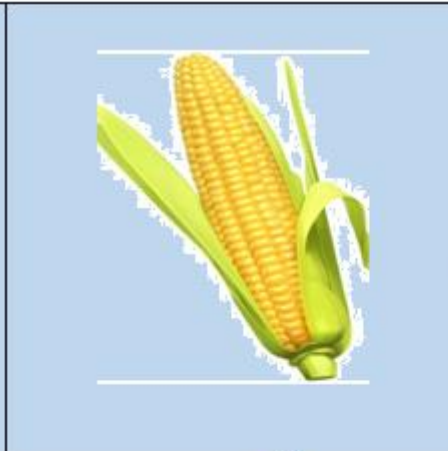
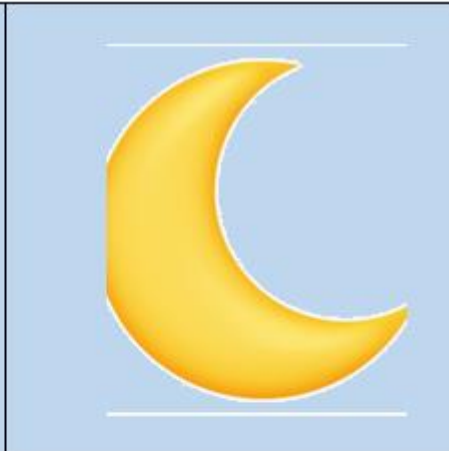
Read



Write

<p>Initial sounds</p> <p>Phase 1</p>	Play Eye Spy, using initial sounds
	Making a 'Silly Soup' or a 'tiger toast'.
	Place in a bowl all items beginning with 's' emphasizing the 's' sound. Soup, sausage, spoon, soap, sun.
	Sorting objects – choose two sounds and encourage your child to sort objects with the same initial sound
	Create an initial sound collage – Stick pictures that have the same initial sound as your child's name.
<p>Segmenting and blenching</p> <p>Phase 1</p>	Play Eye Spy using CVC pictures. 'Eye spy with my little eye the picture c-a-t'
	Pretend to be a robot a name CVC pictures d-o-g
	Can you touch your ch-i-n
	Can you touch your h-a-n-d
	Can you touch your b- a-ck
	Can you s-i-t
	Can you j-u-m-p
Can you j-o-g	
	Can you t-a-p your head
<p>Reading CVC words</p> <p>Phase 2 and 3</p>	Matching words with pictures
	Detective game –
	Using a group of CVC words ask, Can you find the word cat?
	Using post it notes or magnetic numbers, encourage your child to create CVC words
	What picture is hiding behind the CVC word?
	CVC BINGO
	Can you find the digraphs? Underline the digraphs in words <u>ca</u> sh
<p>Writing CVC words</p> <p>Phase 2 and 3</p>	Describe CVC picture and encourage your child to write the name of the picture.
	Writing frames. Child to write CVC word and encourage your child to change initial, middle or end sound to create a new word.
	cat, mat, man, fan, fin, fun, sun, bun, bud, bed
	Encourage your child to write sentence using CVC words - Think it, say it, write it, read it.





Think it! Say it! Write it! Read it!

Here is a writing prompt for use with children in all classes. It is designed to encourage children to spend time thinking about what to write, before rehearsing the sentence out loud. This oral rehearsal will allow the child to check if their sentence makes sense, and if it sounds the way they want it to. It means that they can edit and improve the sentence before they even put pen to paper. Once they are happy that the sentence sounds right, they can write it. Finally, the child checks the sentence by reading it aloud. If the teacher models using this model during shared writing, and encourages it during guided and independent writing, it will eventually become automatic habit for the children.



Think it! - Think of the sentence you are going to write. If you're modelling this in shared writing, you might feel a bit foolish, but it is important for children to see that you need to think before you write.



Say it! - Say the sentence out loud a few times to check that it sounds how you want it to, and makes sense. If it doesn't, you can improve it before you write anything down.



Write it! - Write the sentence down. With beginner writers, cumulatively reread from the beginning of the sentence as you write each word.



Read it! - read the sentence back to yourself. Double-check that it makes sense and has the effect you want. It can also be useful to reread the whole piece, including the new sentence, from the beginning. This helps to keep the flow and style of the writing, and makes it more coherent.