

A timeline for phonics teaching in Mousehole School

Phase	Timeline	Content	Tricky words *
Phase 1	Preschool and beginning of reception.	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.	
Phase 2	Autumn Term reception	<p>Children to be taught the phase 2 phonemes in the following order alongside the written grapheme.</p> <p>Set 1 – s, a, t, p</p> <p>Set 2 - i, n, m, d</p> <p>Set 3 – g, o, c, k</p> <p>Set 4 – ck, e, u, r</p> <p>Set 5 – h, b, f, ff, l, ll, ss, o</p> <p>Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</p>	the, to, l, no, go
Phase 3	Spring and summer term of reception	<p>Set 6 – j, v, w, x</p> <p>Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets')</p> <ul style="list-style-type: none"> - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure <p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words</p>	he, she, we, me, be, was, my, you, they, her, all, are

Phase 4	Summer term of reception (revisited in Autumn 1, Year 1)	The children learn to read and spell words containing adjacent consonants Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.	
Phase 5	Autumn 2, Spring, Summer of Year 1	The 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. <i>Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</i>	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 6	Throughout Year 2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	oh, their, people, Mr, Mrs, looked, called, asked

* Tricky words are **those words which cannot be sounded out easily**. Emergent readers may find them difficult to read as they have not yet learned some of the Graphemes in those words i.e. a written letter or letters which represent a sound.



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.