



Early Years and Key Stage 1:

Nursery:

Children in Nursery follow Phase 1 of Letters and Sounds. This focuses on developing children's listening skills and involves listening to and identifying; environmental sounds, animal sounds, body percussion, instrumental sounds, rhyming, alliteration and oral segmentation.

Reception:

When children finish the induction period they begin Phase 2 of letters and Sounds. The sounds are taught in sets.

Set 1: s, a, t, p,

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Teachers also follow the suggested daily teaching from Letters and sounds which involves;



When each letter sound is introduced, teachers use the JOLLY PHONICS action and song to accompany it. Each action has a story to go with it.

e.g a-a little boy is having a picnic and feels a tickle on his arm. He looks down and ants are crawling up his arm.

Song = a,a, ants on my arm

Children then reach Phase 3 and use the digraph ditties

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

This is when the terms 'sausage and beans and curly fry' are used. Single letter phonemes are identified with a bean underneath and digraphs and tri-graphs have a sausage shape drawn underneath to show they are two or more letters which represent one sound. Curly fry is used where there is a split digraph and this is used over the top of the word.

During phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Children then reach Phase 4. This is a consolidation phase and NO new sounds are taught, apart from consonant clusters br, bl, tw, st, sc, fl, fr, gr, gl, pr, pl, etc

It is also when children begin to read, write and spell cvcc and ccvc words such as; help, hold, crab, stop, spin etc

Children then practice reading and spelling two-syllable words e.g lunchbox, desktop. By the end of Year R all children should have achieved and be secure in phase 4.

In Year 1, the children are then taught Phases 5 and 6. This is when children are introduced to split digraphs a-e, e-e, i-e, o-e, u-e. So words such as game, these, like, bone, tune. The split e makes you say the name of the first vowel. WHEN 2 VOWELS GO OUT WALKING, THE FIRST ONE DOES THE TALKING. Teachers will expect children to identify the split 'e' digraphs by drawing a curly fry above the word.

e.g. like



They are also taught alternative spellings such as 'e' can be in bed but ee in see, e in he, ey as in monkey. ie as in Bobbie, ea as in sea.

Once this has been achieved, children then move onto the spelling objectives from the new National Curriculum. Now see Spelling policy for spelling rules.

Policy agreed: September 2018

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