

## Phonics Phase Descriptors:

<p><b>Children working within Phase 1:</b></p>	<ul style="list-style-type: none"> <li>• explore and experiment with sounds and words</li> <li>• distinguish between different sounds in the environment and phonemes</li> <li>• show awareness of rhyme and alliteration</li> <li>• begin to <i>orally</i> blend and segment phonemes. <b><i>This phase is ongoing</i></b></li> </ul>
<p><b>Children working within Phase 2:</b></p>	<ul style="list-style-type: none"> <li>• can blend CVC words orally</li> <li>• know that words are constructed from phonemes and that phonemes are represented by graphemes</li> <li>• know the first 19 common consonants and vowels which they can blend for reading and segment for spelling simple CVC words, for example 'sit' and 'tap'</li> <li>• read simple captions including high frequency 'tricky' words: <i>I, the, to, go, no</i></li> </ul>
<p><b>Children working within Phase 3:</b></p>	<ul style="list-style-type: none"> <li>• know one grapheme for 42 phonemes, blending and segmenting CVC words and reading and spelling simple two-syllable words and captions</li> <li>• know letter names</li> <li>• spell a wider range of 'tricky' words, e.g. <i>he, she, was, you, they, all, are, her</i></li> </ul>
<p><b>Children working within Phase 4:</b></p>	<ul style="list-style-type: none"> <li>• can blend adjacent consonants in words and apply this skill when reading unfamiliar texts, e.g. <i>spoon, cried, nest</i></li> <li>• can segment adjacent consonants in words and apply this in spelling</li> </ul>
<p><b>Children working within Phase 5:</b></p>	<ul style="list-style-type: none"> <li>• can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes, e.g. /oe/ o-e, o, oa, ow in <i>hope, go, goat, show</i></li> <li>• can read phonically decodable two-syllable and three-syllable words, e.g. <i>bleating, frogspawn, shopkeeper</i></li> <li>• can spell complex word using phonically plausible attempts</li> </ul>
<p><b>Children working within Phase 6:</b></p>	<ul style="list-style-type: none"> <li>• apply their phonic skills and knowledge to recognise and spell an increasing number of complex words</li> <li>• are secure with less common grapheme-phoneme correspondences, for example <i>s /zh/</i></li> <li>• can recognise phonic irregularities</li> </ul>