



Year 2	<p style="text-align: center;">Dimple Well Definites - Phonics</p> 
	<p>Phase 6 (Approximately 1 year) During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what they are learning. Over time children need to develop self-regulating comprehension strategies::</p> <ul style="list-style-type: none"> • Activating prior knowledge • Clarifying meanings - with a focus on vocabulary work • Generating questions, interrogating the text • Constructing mental images during reading • Summarising • Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences • Applying phonic skills and knowledge to recognise and spell an increasing number of complex words • Addition of suffixes -s, -es, -ing, -ed, -er, -ment, -ness, -ful, -less, -ly

Year 1	<h2 style="text-align: center;">Dimple Well Definites - Phonics</h2> 
	<p>Phase 4 (4 to 6 weeks)</p> <ul style="list-style-type: none"> • No new phonemes or graphemes are introduced in this phase. Children consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants (e.g. went: w-e-n-t) and polysyllabic words (words with more than one syllable) • Blend adjacent consonants in words and applying this skill when reading unfamiliar texts • Segmenting adjacent consonants in words and apply this in spelling <p>Phase 5 (Approximately 1 year)</p> <ul style="list-style-type: none"> • Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and pronunciations for these and graphemes they already know, where relevant • Reading phonically decodable two-syllable and three syllable words • Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes • New graphemes for reading: ay (day), oy (boy), wh (when), a-e (make), ou (out), ir (girl), ph (photo), e-e (these), ie (tie), ue (blue), ew (new), i-e (like), ea (eat), aw (saw), oe (toe) o-e (home), ey (honey), au (Paul), u-e (rule), • Known graphemes for reading: alternative pronunciations - a: hat, acorn, fast was e: bed, he, i: tin, find o: hot, no ui: but, unit, pull • New phoneme: zh (vision) • Work on spelling complex words using phonetically plausible attempts

Early Years

Dimple Well Definites - Phonics



Nursery	<p>Phase 1</p> <ul style="list-style-type: none"> Show awareness of rhyme Distinguish between different sounds in the environment and the sounds in words Explore and experiment with sounds and words Begin to orally blend and segment the sounds in words Children need to develop their listening skills
Reception	<p>Phase 2 (up to 6 weeks)</p> <ul style="list-style-type: none"> Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC (Consonant - Vowel - Consonant) words e.g. c-a-t Knowing that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) Letter progression: <ul style="list-style-type: none"> 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) <p>Phase 3 (up to 12 weeks)</p> <ul style="list-style-type: none"> Know one grapheme for each 43 phonemes Read and spell CVC words using letters and short vowels Letter progression: <ul style="list-style-type: none"> Set 6 - j, v, w, x Set 7 - y, z, zz (fizz), qu (quiz) Read and spell CVC words using a wide range of letters, short vowels, some consonant digraphs (sounds made up of 2 letters, the first being a consonant) ch (chip), sh (shop), th (that), ng (sing) 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 (book/look)