

George-Mitchell All Through School Phonics Pack



Name: _____

Phoneme/Grapheme Recognition

Phase 2 Phoneme recognition		Phase 3 Phoneme recognition		Phase 3 Phoneme recognition		Phase 5 Phoneme recognition	
s		j		ear		ay	
a		v		air		ou	
t		w		ure		ie	
p		x		er		ea	
i		y				oy	
n		z, zz				ir	
m		qu				ue	
d		ch				aw	
g		sh				wh	
o		th, th				ph	
c		ng				ew	
k		ai				oe	
ck		ee				au	
e		igh				ey	
r		oa				a_e	
u		oo, oo				e_e	
h		ar				i_e	
b		or				o_e	
f, ff		ur				u_e	
l, ll		ow					
s, ss		oi					

Phase 2

Oral Blending

Word To be spoken by adult	<u>Tick if correct</u>	<u>Notes</u>
b-e-ll		
l-i-t		
b-a-ck		
f-u-ss		
h-a-ck		
k-i-m		
r-a-g		
r-a-bb-i-t		
b-u-ck-e-t		

Oral Segmenting

To be spoken by adult	<u>Tick if correct</u>	<u>Notes</u>
nog		
rats		
huff		
med		
sock		
mog		
net		
dam		
pin		
hiss		

Real and non-real Word Reading

Flashcard reading	<u>Tick if correct</u>	<u>Notes</u>
meck		
ink		
kag		
bat		
pim		
dog		
og		
puff		
sack		
reb		

High Frequency Words

Flashcard reading - recognition	<u>Tick if correct</u>	<u>Notes</u>
the		
to		
I		
no		
go		

Notes on letter formation/writing phase 2 words/spelling of high frequency words

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By the end of Phase Two children should:

- give the sound when shown any Phase Two letter, securing first the starter letters **s, a, t, p, i, n**;
- find any Phase Two letter, from a display, when given the sound;
- be able to orally blend and segment CVC words;

Progressing to Phase 3

Children entering phase 3 will know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell.

While many children will be able to read and spell CVC words they all should be able to blend and segment CVC words orally.

Phase 3

Word Reading by Blending

Flashcards. Child to blend and read CVC words.	<u>Tick if correct</u>	<u>Notes</u>
w-ai-t		
s-oa-p		
th-igh		
g-oa-t		
f-air		
z-oo-m		
d-ee-p		
sh-oo-k		
f-or-k		
c-oi-n		
b-ur-p		
b-ar-k		
d-ow-n		
t-ear		
c-ure		

High Frequency Words

Flashcard reading - recognition	<u>Tick if correct</u>	<u>Notes</u>
he		
she		
we		
me		
be		
was		
my		
you		
her		
they		
are		
all		

Notes on letter formation/writing phase 2 words/spelling of high frequency words

■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes):

Words to attempt: night, cow, boat, chip, girl

■ be able to spell the tricky words **the, to, I, no, go**:

By the end of Phase Three children should:

- give the sound when shown all or most Phase Two and Phase Three graphemes;
- find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;
- be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);
- be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**;
- be able to spell the tricky words **the, to, I, no, go**;
- write each letter correctly when following a model.

Progressing to Phase 4

Children entering phase 4 will be able to represent each of the 42 phonemes by a grapheme and be able to blend phonemes, to read CVC words and segment CVC words for spelling.

They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and poly-syllabic words.

Phase 4

Word Reading by Blending

Flashcards. Child to blend and read CVCC and CCVC words.	<u>Tick if correct</u>	<u>Notes</u>
w-e-nt		
b-ea-s-t		
c-a-m-p		
r-oa-s-t		
g-i-f-t-b-o-x		
g-r-oa-n		
s-w-i-n-g		
d-r-oo-p		
s-p-ear		
s-t-ar-l-igh-t		
c-r-e-p-t		
b-l-i-n-k		
s-c-r-u-n-ch		
p-l-u-m-p		
p-r-i-n-t-er		
s-k-u-nk		
d-r-i-f-t		
s-p-oi-l		
s-c-r-ea-m		
b-l-ee-d		

High Frequency Words

Flashcard reading - recognition	<u>Tick if correct</u>	<u>Notes</u>
some		
one		
said		
come		
do		
so		
were		
when		
have		
there		
out		
like		
little		
what		

Notes on letter formation/writing phase 4 words/spelling of high frequency words

■ be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);

Words to attempt: clip, fright, drank, scrap, corner

■ be able to spell the tricky words *he, she, we, me, be, was, my, you, her, they, all, are,*

By the end of Phase Four children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;

Progressing to Phase 5

Children entering phase 5 are able to read and spell words containing adjacent consonants and some polysyllabic words.

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Phase 5

Word Reading by Blending

Flashcards. Child to blend and read CVCC and CCVC words.	<u>Tick if correct</u>	<u>Notes</u>
h-ea-d		
s-ou-th		
s-t-ir		
ch-ew		
s-t-r-aw		
wh-i_t_e		
g-l-ue		
ph-o_n_e		
f-oe		
g-r-a_z_e		
s-w-e_d_e		
p-r-u_n_e		

d-o-n-k-ey		
c-o-m-p-l-e_t_e		
d-e-s-t-r-oy		
th-ir-t-ee-n		
S-e-p-t-e-m-b-er		
d-i-s-g-u-s-t-i-n-g		

Reading High Frequency Words

At the end of Phase 5, children should be able to automatically read all of the high frequency words taught so far.

Please tick to assess. [Flashcards]

100 high-frequency words in order

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Notes on letter formation/writing phase 2 words/spelling of high frequency words

Children should be able to:

- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Please use your judgement and writing evidence to assess spelling of high frequency words. Please note any words that are repeatedly spelled mistakenly below:

By the end of Phase Five children should:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

Progressing to Phase 6

By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar
- decoding them quickly and silently because their sounding and blending routine is now well established
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

During this phase, children become fluent readers and increasingly accurate spellers.

Children should be secure in Phase 5 by the end of Year 1.

Phase 6 is assessed and taught differently through Year 2 objectives; any problems or areas of concern from the previous phases should be flagged to the Year 2 teachers in class handover/transition, to be a key focus in Autumn 1, Year 2.