



Jubilee Academy Mossley

Phonics Policy



Letters and Sounds PhonicsPlay.co.uk

At Jubilee Academy, we follow Letters and Sounds: Principles and Practice of High Quality Phonics.

To support our teaching we use resources from letters-and-sounds.com, Phonics Play and Jolly Phonics.

Phase 1 Nursery

(Letters and Sounds pages 1 to 45)

Aspect 1: Environmental Sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Phase 2 Nursery – Summer Term – 6 weeks

(Letters and Sounds pages 46 to 71)

19 letters taught in this sequence, using Jolly Phonics – one set per week

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



Children move from oral blending and segmenting to blending and segmenting letters

Phase 2 Reception – Autumn Term – 6 weeks

Revisit 19 letters

Children read some VC and CVC and spell using magnetic letters or whiteboards (pages 69, 70)

Children read two-syllable words and simple captions (page 71)

Children read the tricky words: **the, to, go, no, I**

Phase 3

Reception – 12 weeks

(Letters and Sounds pages 73 to 104)

25 graphemes taught in this sequence, using Jolly Phonics

Set 6: j v w x

Set 7: y z,zz qu

Graphemes: ch sh th ng ai ee igh oa oo
ar or ur ow oi ear air ure er

Children will be able to represent 42 phonemes by a grapheme

Children will blend and segment CVCs

They will read and spell simple two-syllable words and captions (pages 100 to 104)

Children will learn letter names

Children read the tricky words: **he, she, we, me, be, was, my, you, they, her, all, are**

Children spell the tricky words: **the, to, no, go**

Phase 4

Reception – 6 weeks

(Letters and Sounds pages 106 to 128)

Children consolidate their knowledge of graphemes

Children read words with adjacent consonants and polysyllabic words (pages 126 to 128)

Children read the tricky words: **said, so, have, like, some, come, were, there, little, one, do, when, out, what**

Children spell the tricky words: **he, she, we, me, be, was, you, they, all, are, my, her**

Phase 5

Year 1

(Letters and Sounds pages 130 to 165)

Week 1 to 4

Children practise recognition and recall of Phase 2, 3

Children practise reading and spelling words with adjacent consonants

Children learn new graphemes (four per week)

New graphemes for reading:

(Letters and Sounds pages 134, 151, 152)

ay (day)	ou (out)	ie (tie)	ea (eat)	
oy (boy)	ir (girl)	ue (blue)	aw (saw)	
wh (when)	ph (photo)	ew (new)	oe (toe)	au (Paul)
a-e (make)	e-e (these)	i-e (like)	o-e (home)	u-e (rule)

Children read the tricky words: **oh, their, people, Mr, Mrs, looked, called, asked**

Children spell the tricky words: **said, so, have, like, some, come, were, there**

Week 5 to 7

Children learn alternative pronunciations of graphemes (four per week)

Children practise reading and spelling words with adjacent consonants

Alternative pronunciations of graphemes:

(Letters and Sounds pages 136, 152, 153)

i (fin, find)	o (hot, cold)	c (cat, cent)	g (got, giant)	u (but, put)
ow (cow, blow)	ie (tie, field)	ea (eat, bread)	er (farmer, her)	a (hat, what)
y (yes, by, very)	ch (chin, school, chef)	ou (out, shoulder, could, you)		

Children read the tricky words: **water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please**

Children spell the tricky words: **little, one, do, when, what, out**

Week 8 to 30

Children practise recognition and recall of graphemes and different pronunciations as they are learned

Children learn alternative spellings of phonemes

Children practise reading and spelling words with adjacent consonants and newly learned graphemes

Alternative spellings for phonemes:

(Letters and Sounds pages 144, 154, 157)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	ai	ear						u
	our							etc

New phoneme

/zh/
vision

