

Phonic Targets explained for website

Please see [Glossary of Terms](#) link for all terminology meanings that are relevant to all phases

Phase Two:

Phase 2

These are the phase two graphemes that you will need to practice the phase two targets with your children.

s	a	t	p	i	n	m	d	g	o	c	k
ck	e	u	r	h	b	f	ff	l	ll	ss	

1. Give any sound when shown any phase two letter, securing the starter letters *s,a,t,p,i,n*:

For this target to be achieved the children need to say the sound the letter makes. The sounds to show the children are:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

2. Find any phase two letter, from a display, when given the sound:

For this target to be achieved the children need to point the grapheme (the letter/s that make the sound) when you say the sound to them.

3. Be able to orally blend and segment CVC words:

For this target to be achieved the children need to blend together three separate sounds and say what word they can hear e.g. s, a, t when they blend the sounds of these graphemes together it makes the word sat. They then need to break a cvc word down into its separate sounds. E.g. tap the sounds are s, a, t.

4. Be able to blend and segment in order to read and spell VC words such as if, am, on, up and 'silly names' such as, ip, ug, ock:

For this target to be achieved the children need to put the sounds together in word in order to read it and then break the individual sounds down in a word to be able to spell it. Words to use are:

Real Words- an, as, at, if, in, is, it, of, on

Silly words- ap, im, ug, ip, ob, uc, ock

5. Be able to read the five tricky words *the, to, I, no, go*:

Tricky words are words that children cannot blend or segment into sounds to help them read and write them. They therefore need to learn them.

Phase Three:

These are the phase three graphemes that you will need to practice the phase three targets with your children.

Phase 3

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	ow	oi	ear	air	ure	er

1. Give the sound when shown all or most Phase Two and Phase Three graphemes:

For this target to be achieved the children need to say the sound when you show them the grapheme (the way the sound is written down). Please see phase two page for table of all the graphemes for phase two and phase three table above for all the phase three graphemes.

2. Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound:

For this target to be achieved the children need to point to the graphemes in the tables above when you say the sound.

3. Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes)

For this target to be achieved the children need to blend the sounds together in a CVC word to read it. Please see CVC word list link for lots and lots of examples!

4. Be able to read the tricky words *he, she, we, me, be, was, my, you, her, they, all, are*

Tricky words are words that children cannot blend or segment into sounds to help them read and write them. They therefore need to learn them.

5. Be able to spell the spelling lists 1,2,3 and 4

6. Write each letter correctly when following a model

For this target to be achieved the children need to copy these letters using the correct formation.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Phase 4:

1. Be able to blend and read words containing adjacent consonants (Phase 2 and 3)

*For this target to be achieved the children need to read words like **shrimp, think, tractor, brain**.*

These words have adjacent consonants in where two (or three) letters make two (or three) sounds in the word. E.g. the first three letters of strap are adjacent consonants. **You can make the words using the sounds from the phase two and three table of graphemes.**

2. Be able to segment and spell words containing adjacent consonants (Phase 2 and 3)

*For this target to be achieved the children need to spell words like **shred, frog, help, drip**. These words have adjacent consonants in where two (or three) letters make two (or three) sounds in the word. E.g. the first three letters of strap are adjacent consonants. **You can make the words using the sounds from the phase two and three table of graphemes.***

Here are some examples to help:

'-ft'

loft lift left tuft soft

'-ld' '-lf'

told elf held old cold bold gold fold

'-lk' '-lp'

bulk milk hulk gulp help yelp sulk

'-lt'

kilt melt pelt belt felt

'-mp'

damp bump camp lamp limp lump jump

'-nd'

hand pond send sand bend band mend fond

'-nk'

tank wink bank bunk sink pink honk dunk

'-nt'

hunt pant sent bent dent went tent mint

'-sk'

tusk desk dusk rusk risk husk

'-st'

just nest rest best cost fist mist

'-ct' '-pt' '-xt'

fact wept kept next text

'ch' 'sh'

chimp bench punch chink chest shift shelf

'th' 'qu'

quilt thump think thank theft tenth

'ai' 'oa' etc

point paint moist roost roast toast burnt

'bl-' 'br-'

brag blot black blob brick brim

'cl-' 'cr-'

clap club clock click crab crop clog

'dr-'

drip drop drum drag dress

'fl-' 'fr-'

flap flat flag flop frog from

'gl-' 'gr-'

glum glad grin grip grub gran

'pl-' 'pr-'

plus plum plan prod press

'sc-' 'sk-'

scum scan skip skid skim skin scab

'sm-' 'sn-'

snug snub snap snip smut smug snag

3. Be able to read the tricky words *some, one, said, come, do, so, were, when, have, there, out, like, little, what*

Tricky words are words that children cannot blend or segment into sounds to help them read and write them. They therefore need to learn them.

4. Write each letter, usually correctly

For this target to be achieved the children need to copy these letters using the correct formation.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Phase Five:

1. Give the sound when shown any grapheme that has been taught

For this target to be achieved the children need to correctly identify every grapheme (written sound) that has been taught within phases 2, 3 and 5. See table below

s	a	t	p	i	n	m	d	g	o	c	k
ck	e	u	r	h	b	f	ff	l	ll	ss	

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	ow	oi	ear	air	ure	er

ey	ay	oy	ou	ie	ea	oy	ir	ue	aw
wh	ph	ew	oe	au	a_e	e_e	i_e	o_e	u_e

2. For any given sound, write the common graphemes

For this target to be achieved the children need to identify and write a selection of alternative graphemes (written sounds) for each given sound. You say to the child the sound in bold and they then have to be able to tell you the other sounds that go in that family and write them.

ai – ay, a-e, eigh, ey, ei	or – aw, au, al, our	ure – our
ee – ea, e-e, ie, y, ey, eo	ur – ir, er, ear	er – our, e, u
igh – y, ie, i-e	ow – o	ch – tch
oa – ow, oe, o-e, o	oi – oy	f - ph
oo – ew, ue, ui, ou	ear – ere, eer	j – g, dge
air – are, ear	c – k, ck, qu	sh – ch, t, ss, s, c
v - ve	ng - n	w - wh

3. Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable

For this target to be achieved the children need to read an unfamiliar book and apply a range of approaches to decode unfamiliar words using phonic knowledge and skill as their prime approach.

4. Read and spell phonically decodable two-syllable and three-syllable words

For this target to be achieved the children need to read and spell (using their phonic sounds) two and three syllable words... For example, push-chair, gar-den, Christ-mas, fan-tast-ic, horr-id, di-rect, el-e-phant, tow-ell-ing, etc.

5. Read automatically all the words in the list of 100 high-frequency words

For this target to be achieved the children need to read automatically all the words listed below:

Can they read these words by sight (without blending)?

<u>Phase Two</u>	<u>Phase Three</u>	<u>Phase Four</u>	<u>Phase Five</u>
a	Decodable words	went	don't
an	will	it's	old
as	that	from	I'm
at	this	children	by
if	then	just	time
in	them	help	house
is	with	said	about
it	see	have	your
of	for	like	day
off	now	so	made
on	down	do	came
can	look	some	make
dad	too	come	here
had	he	were	saw
back	she	there	very
and	we	little	oh
get	me	one	their
big	be	when	people
him	was	out	Mr
his	you	what	Mrs
not	they		looked
got	all		called
up	are		asked
mum	my		could
but	her		
put			
the			
to			
I			
no			
go			
into			

6. Form each letter correctly

For this target to be achieved the children need to consistently use the correct letter formation for all lower and upper case letters in the alphabet.

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

7. Be able to blend and read words containing adjacent consonants (Phase 2,3 and 5)

For this target to be achieved the children need to blend (sound out then blend back together) and read words containing adjacent consonants. *See table below for examples.*

8. Be able to segment and spell words containing adjacent consonant(Phase 2,3 and 5)

For this target to be achieved the children need to segment (break up into sounds) and spell words containing adjacent consonants. *See table below for examples.*

Adjacent consonant examples

'-ft'

loft lift left tuft soft

'-ld' '-lf'

told elf held old cold bold gold fold

'-lk' '-lp'

bulk milk hulk gulp help yelp sulk

'-lt'

kilt melt pelt belt felt

'-mp'

damp bump camp lamp limp lump jump

'-nd'

hand pond send sand bend band mend fond

'-nk'

tank wink bank bunk sink pink honk dunk

'-nt'

hunt pant sent bent dent went tent mint

'-sk'

tusk desk dusk rusk risk husk

'-st'

just nest rest best cost fist mist

'-ct' '-pt' '-xt'

fact wept kept next text

'ch' 'sh'

chimp bench punch chink chest shift shelf

'th' 'qu'

quilt thump think thank theft tenth

'ai' 'oa' etc

point paint moist roost roast toast burnt

'bl-' 'br-'

brag blot black blob brick brim

'cl-' 'cr-'

clap club clock click crab crop clog

'dr-'

drip drop drum drag dress

'fl-' 'fr-'

flap flat flag flop frog from

'gl-' 'gr-'

glum glad grin grip grub gran

'pl-' 'pr-'

plus plum plan prod press

'sc-' 'sk-'

scum scan skip skid skim skin scab

'sm-' 'sn-'

snug snub snap snip smut smug snag

'st-' 'sw-'

step swig swam stop

'tr-' 'tw-'

trot trim trip twig twin

'ow'

prowl growl crowd clown brown frown

'ai' 'oa'

groan float trail brain train

'ee'

sweet speed sleep green steep bleed creep

'oo' 'or'

stood droop snoop spoon sport

'sh' 'th'

throb thrill three crash brush shrug shred fresh

'bl-' 'br-'

brisk brand blink blend blunt blank

'cl-' 'cr-'

clump clamp cramp crisp crust

'dr-' 'fr-'

drift drink frost frond

'gl-' 'gr-'

glint grand grunt

'pl-' 'pr-'

print prank plank plump

'sc-' 'sl-' etc.

scalp stand spend slept swank stunt swept

'tr-' 'tw-'

trust tramp trunk twist

'spr-' 'str-'

string strong sprang sprint spring

'shr-', '-nch'

shrimp shrink trench drench crunch