



Barrow Hedges Phonics Journey



- Phase 1
- Phase 2
- Phase 3
- Phase 4
- Phase 5
- Phase 6
- Phonics through the curriculum

During whole class guided/modelled writing and across the curriculum, children will see familiar and unfamiliar words segmented and blended to support spelling.

Children are confident in applying their phonic knowledge in reading and writing. Children use phonics to decode unfamiliar words. This skill explicitly taught and consolidated during Guided Reading and English lessons. This enables children to access learning in the wider curriculum as well as fostering a love of reading.

KS2

Children continue to use phoneme lines and phoneme buttons to support rules and identify patterns in words.

Phase 6 (Spelling Patterns)
Homophones

Suffix
sion

Word Types
eg: beginning/beginner
gardening/gardener

Phase 6 (Spelling Patterns)
Prefixes
dis, re,
un, mis,
in, im, il, ir,
inter

Phase 6 (Spelling Patterns)
Prefixes
re, un,
super,
sub, anti,
auto

Phase 6 (Spelling Patterns)
Suffixes
le to ly, ic to
ally, tion, atio
n

a (wasp), y (sunny), y
(sky), y (gym), ch (school)

ow (grow), i
e (field), ea
(bread), a
(path), a
(acorn)

ch (chef), ou (soup), ou (could),
ou (shoulder), ey (grey)

Children consolidate
Phase 5
Alternative
Pronunciations:
i (mind), o
(closed), c (city),
g (giant), u
(unicorn)

Consolidate Phase 5
tricky words: oh, Mr,
Mrs, people, called,
looked, their, could,
asked

Consolidate Phase 5
phonemes in writing

Year 3

