

Our Curriculum for English - PHONICS

Phonics
ee ur ow
wh y au

	FS2	Year 1	Year 2
<p>Reading – Word Recognition</p> <p>Pupils should be taught to:</p>	<p><u>40-60+ months</u></p> <ul style="list-style-type: none"> continue a rhyming string hear & say the initial sound in words segment the sounds in simple words and blend them together, knowing which letters represent some of them link sounds to letters, naming & sounding the letters of the alphabet begins to read words & simple sentences. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> read and understand simple sentences. use phonic knowledge to decode regular words and read them aloud accurately read some common irregular words. 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.
<p>Writing – Transcription</p> <p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to spell:</p>	<p><u>40-60+ months</u></p> <ul style="list-style-type: none"> give meaning to marks they make as they draw, write & paint begin to break the flow of speech into words continue a rhyming string hears & say the initial sound in words segment the sounds in simple words & blend them together link sounds to letters, naming & sounding the letters of the alphabet use some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence write own name & other things such as labels & captions attempt to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> use phonic knowledge to write words in ways which match their spoken sounds write some irregular common words write simple sentences which can be read by themselves & others some words are spelt correctly & others are phonetically plausible. 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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FS2 Phonics Overview	
Autumn 1: Phase 2	
Graphemes: s a t p i n m d g o c k c k e	High Frequency Words: is, it, in, at, and, the
Autumn 2: Phase 2 & 3	
Graphemes: u r h b f ff l ll ss j v w x y z zz qu	High Frequency Words: to, no, go, I, he, she, we, me, be
Spring 1: Phase 3	
Graphemes: ch th sh ng ee or ar ai oa oo oi ow er ur	High Frequency Words: was, my, you, they, her, all
Spring 2: Phase 3	
Graphemes: igh air ear ure Assess & recap unfamiliar phase 3.	High Frequency Words: are, said, so, have, like, some
Summer 1: Recap Phase 3 & Phase 4	
Phase 4 cvcc words (nt, st, nd, nk, lt, mp, ft) Assess & recap unfamiliar phase 3.	High Frequency Words: come, were, there, little, one, do
Summer 2: Phase 4	
Phase 4 ccvc & ccvcc words (tr, sp, fr, cr, st, gr) Assess & recap unfamiliar phase 3.	High Frequency Words: what, out Recap HFW's

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Year 1 Phonics Overview

Phonics learning	Reading and Spelling
Autumn 1: Recap phase 3 & phase 4	
<ul style="list-style-type: none"> Recap all phase 3 graphemes. Revisit spelling & reading of CVCC and CCVC words incorporating phase 3 graphemes. Teach reading and spelling of two syllable words. Practice reading and writing sentences. 	<p>Days of the week Recap words learnt in FS2.</p> <p><u>Words may vary depending on children's needs.</u></p>
Autumn 2: Start Phase 5	
<ul style="list-style-type: none"> Recap all phase 3 graphemes. Start phase 5. All children to learn new phase 5 graphemes. (ay, ue, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e) Practice reading & spelling words and sentences containing these graphemes. 	<p>The, a, do, to, is, his, has, I, by, my, be, me, he, she</p>
Spring 1: Continue with phase 5- alternative pronunciations	
<ul style="list-style-type: none"> Recap all phase 3 and 5 graphemes. Begin exploring alternative pronunciations e.g. ow cow or snow Practice reading & spelling words & sentences containing alternative pronunciations learnt. Phonics screening preparation and first screening practice begins. 	<p>They, we, today, of, no, go, so, said, says, you, your, were, was, are, here</p>
Spring 2: Continue with phase 5- alternative pronunciations	
<ul style="list-style-type: none"> Recap all phase 3 and 5 graphemes. Begin exploring alternative pronunciations e.g. a (acorn, bacon) Practice reading & spelling words and sentences containing alternative pronunciations learnt. Identify & target children struggling with phonics screening. 	<p>Come, some, where, there, love, our, one, once, ask, friend</p>
Summer 1: Continue with phase 5- alternative pronunciations	
<ul style="list-style-type: none"> Recap all phase 3 and 5 graphemes. Exploring alternative pronunciations e.g. or = our Practice reading & spelling words and sentences containing alternative pronunciations learnt. Identify & target children struggling with phonics screening. 	<p>School, put, push, pull, full, house, were, here, there, where, was, once, our</p>
Summer 2: Finish Phase 5 (Phonics screening) & introduce Phase 6	
<ul style="list-style-type: none"> Revise all phase 3 and 5 graphemes. Practice reading & spelling words and sentences containing alternative pronunciations learnt. Final preparations for phonics screening. Focus on any phonemes that need consolidation. Spelling rule for adding -s or -es Using the prefix un- Suffixes -ing, -ed, -er & -est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] 	<p>Check all Y1 CEW reading and spelling.</p> <p>Dogs, cats, thanks, jumped, jumper, jumping, quickest, quicker, they're, it's, he's, she's, we're, you're, you'll, they'll, we'll, she'll, I'm, I'll</p>

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Year 2 Phonics Overview	
Phonics learning	Reading & Spelling
Autumn 1: Recap Phase 5	
<ul style="list-style-type: none"> • Sounds: dge, ge, j • s spelt as c • kn, gn, wr, le 	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told,
Autumn 2: Phase 5 / 6	
<ul style="list-style-type: none"> • Sounds: el, al, il, i written as y • plurals -s & -es • past tense add -ed • suffixes -er, -est 	every, everybody, harvest even, great, break, steak pretty, beautiful, after, fast, last, past, father class, grass, pass, Christmas,
Spring 1: Phase 6	
<ul style="list-style-type: none"> • Vowel suffixes add -ing, -est, -er, -est -y when word ends in y or e, or when double consonant needed • Sounds: a before l and ll, o as in other 	plant, path, bath, hour, move, prove, improve, could, should, would, who, whole, busy,
Spring 2: Phase 6	
<ul style="list-style-type: none"> • Sounds: -ey, wa and qua, wor, war, /z/ sound spelt s 	any, many, clothes, people, water, again, Easter, half, money, Mr, Mrs, parents,
Summer 1: Recap Phase 6	
<ul style="list-style-type: none"> • Sounds: -tion • Other suffixes -ment, -ness, -ful, -less, -ly • Apostrophes for contraction / possession 	Recap all common exception words
Summer 2: Phase 6	
<ul style="list-style-type: none"> • Distinguish between homophones & near-homophones • Recap all rules & graphemes 	Recap all common exception words

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Expected Progression in Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 6		Y2	Y2	Y2	Y2	Y2
Phase 5	Y2	Y1	Y1	Y1	Y1	Y1
Phase 4	Y1				FS2	FS2
Phase 3		FS2	FS2	FS2		
Phase 2	FS2					
Phase 1						

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Phonics Sessions

- Phonics is taught daily between 9.00-9.20am when the children are at their most receptive. For four days a week, this will take place in cross infant ability groups. There are 6 ability groups. One day a week (Thursday's*), all children remain in their own classes. This gives the class teacher an opportunity to oversee and monitor the progress for all of the children in their class and allows time for small group spelling assessments.
- For the ability grouped phonics teaching, most children remain in their own classes. Teachers take the larger groups, which in most cases, is the group of children who are on track to meet age related expectations (ARE in phonics – see the above table).
- In order to meet the needs of all learners, children who are below or significantly above ARE will join another group, which will either be a small group to increase the adult-child ratio, or be by taught by a teacher so that they receive expert quality first teaching. If the assessed level of a child is a good fit for another year group's ARE, then they will join the appropriate class and class teacher. Children working at the higher end of ARE or exceeding it, will be taught their phonics in a smaller group with a TA in Years 1 & 2. In FS2, children who are beginning to fall behind the expected level will be identified early and placed in a smaller group to receive their phonics input with a TA. The teacher will also deliver short phonics bursts to these children in order to help them catch-up with their peers. In Autumn 1, in FS2, all phonics teaching will take place in the FS2 classroom, with the teacher, and supported by the TA whilst the children familiarise themselves with school routines, expectations and adults to ensure a successful transition into school. This may involve a different timetabled slot for phonics as children are introduced to the different child-initiated and directed activities available for the morning. Teachers hand in weekly timetables to the Head of School each week.
- Our teaching of phonics follows the 'Letters & Sounds' phases and structure, and is reinforced using the 'Jolly Phonics' kinaesthetic approach.
- TA phonics sessions will be delivered using the teacher's existing planning and under the guidance/direction of the class teacher. All lessons follow the same 4-part structure (review, teach, practise, apply). TAs regularly inform the class teacher responsible for the children in their group of their informal observations and assessments.

Assessment

- Formative assessment is on-going for all children.
 - 'Phonics Tracker' on the Ipad is used to assess children during phases to support teacher assessments and to identify gaps, as and when it is felt appropriate.
 - Summative assessments are made every half-term and are recorded on our school phonics tracker grid. Attainment and progress in phonics is reported to SLT and the English Leader via the half-termly tracker grid, and termly at Pupil Progress meetings. Class teachers and the phonics lead will use this to inform the following term's groupings.
 - Year 1 children are also assessed from Spring onwards using previous phonics screening materials in order to identify areas in their learning that require consolidation.
 - If pupils move groups during or at the end of a half-term, their assessment records will be passed to the new group teacher for them to identify gaps in knowledge. Children can move groups in between assessment weeks if appropriate.
- Thursdays = PPA for Laura so she will oversee and monitor the progress of children in Year 1 whilst Sarah, class TA, runs a Book Study with the class.