



Phonics Curriculum Intent Progression of Skills and Knowledge for Phonics

Curriculum Vision for Phonics

Literacy is the heart of all learning. We aim to engender a lifelong love of reading through equipping pupils with reading strategies to be fluent, independent, and able to access meaning. We aim for pupils to be able to speak and listen to communicate effectively. We provide enriching texts which enable them to become authors, skilled in writing for a range of purposes and with impact.

Spirituality Statement for Phonics

Ps 45 verse 1

'Beautiful words fill my mind. I am speaking of royal things. My tongue is like the pen of a skilled writer.'

Cultural Capital

- We provide a range of magazines in each class that are linked closely to the children's interests.
- For world book week, we invite an author in to share their passion and the journey they took to become an author.
- The children in all year groups visit the local library.
- The local library comes to school to launch the Summer Reading Challenge to encourage children to take part.

Cross Curricular Links

Phonics is referred to in all subjects as part of the recording process when reading and writing. It is an essential, transferable skill.

<p>Composite objectives taken from the EYFS Statutory Framework Sept 2021</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p>Composite objectives taken from the National Curriculum 2014</p> <p>Year 1</p> <p>Reading – Word Reading</p> <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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ Being encouraged to link what they read or hear to their own experiences ○ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ Recognising and joining in with predictable phrases ○ Learning to appreciate rhymes and poems, and to recite some by heart ○ Discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read, and correcting inaccurate reading ○ Discussing the significance of the title and events ○ Making inferences on the basis of what is being said and done ○ Predicting what might happen on the basis of what has been read so far 	<p>Composite objectives taken from the National Curriculum 2014</p> <p>Year 2</p> <p>Reading – Word Reading</p> <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 • Reread these books to build up their fluency and confidence in word reading <p>Reading – comprehension</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ Discussing the sequence of events in books and how items of information are related ○ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ Being introduced to non-fiction books that are structured in different ways ○ Recognising simple recurring literary language in stories and poetry ○ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ Discussing their favourite words and phrases ○ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ Drawing on what they already know or on background information and vocabulary provided by the teacher ○ Checking that the text makes sense to them as they read, and correcting inaccurate reading ○ Making inferences on the basis of what is being said and done ○ Answering and asking questions ○ Predicting what might happen on the basis of what has been read so far
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	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them <p>Spelling see English appendix 1</p> <ul style="list-style-type: none"> Spell: <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: <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: <ul style="list-style-type: none"> 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 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"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Spelling See English appendix 1</p> <ul style="list-style-type: none"> spell by: <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 1 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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Phase 1 – Taught across all phonics phases

- Aspect 1: General sound discrimination – 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 sound
- Aspect 7: Oral blending and segmenting

	Phase 2	Phase 3	Phase 4	Phase 5
GPC	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	Set 6: j, v, w, x Set 7: y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.	Consolidate children’s knowledge of graphemes.	ay (day) oy (boy) wh (when) a-e (make) ou (out) ir (girl) ph (photo) e-e (these) ie (tie) ue (blue) ew (new) i-e (like) ea (eat) aw (saw) oe

				(toe) au (Paul) o-e (home) u-e (rule)
High frequency tricky words reading (called common exception words in year 1 and 2)	the, to, go, no	he, be, her, we, all, they, she, you, was, me, are, my	said, so, do, have, like, some, come, were, there, little, one, when, out, what	oh, Mrs, people, their, called, Mr, looked, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
Tricky words spelling (called common exception words in year 1 and 2)		I the, to, go, no	he, be, her, we, all, they, she, you, was, me, are, my	said, so, have, like, some, come, were, there, oh, Mrs, people, their, called, Mr, looked, asked, could
Segmenting and blending	Able to read VC and CVC words and spell them using either using magnetic letters on white boards or writing letters on paper.	Continue to practise CVC blending and segmentation and apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.	To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.	Children will become quicker at recognising graphemes or 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.
Additional learning	Read I	Learn the letter names		

Phonics Curriculum Implementation

What resources do we use to support the implementation of the Phonics curriculum and why? (Must refer to research evidence and context of our school)

We use Letters and Sounds (2007), a 5 -phase teaching programme that promotes the principles and practice of high-quality phonics. In addition to this we use The Year 2 Essential spelling from Herts For Learning to continue to teach and secure spelling skills and accuracy. We use this in conjunction with the LCP third edition planning tool to which exemplifies the progression in the letters and sounds document from the DoE and this is adapted according to need. This meets the needs of our pupils because it is a detailed and systematic programme for teaching phonics to children and we have adapted the active learning element by including the Jolly phonics actions, which are used consistently throughout the school to make lessons active and help make learning stick to address school wide gaps in this area.

How do we implement the Phonics curriculum?

- We use a mastery approach because it enhances fluency in children's reading and writing.
- Through ongoing CPD through Herts for Learning so that staff have expert knowledge in R teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. We have a phonics fluency session at the start of every phonics lesson to enable pupils to remember prior learning through interweaving and retrieval practise.
- New knowledge and skills are built on what has already been taught
- The phonics curriculum is taught remotely for pupils who are not able to attend school.
- Effective questioning techniques aid learners' progress
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the Phonics curriculum?

- Assessment in phonics takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.

