



## Phonics

### Covid-19 Catch-Up Curriculum Overview

PHASE	YEAR GROUP	PHONICS TEACHING & LEARNING SEQUENCE	SPELLINGS / TRICKY WORDS
Phase 1	<b>Nursery &amp; Reception</b>  (on-going)	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.  Phase 2 sounds will be taught in Summer Term 2 if children are ready to move on.	
Phase 2	<b>Reception</b> Autumn Term 1 Autumn Term 2	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. <b>Set 1</b> - s, a, t, p <b>Set 2</b> - i, n, m, d <b>Set 3</b> - g, o, c, k <b>Set 4</b> - ck, e, u, r <b>Set 5</b> - h, b, f, ff, l, ll, ss, o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	<b>Reception</b> Spring Term 1 Spring Term 2 Summer Term 1  <b>Year 1</b> Autumn Term 1	<b>Set 6</b> - j, v, w, x <b>Set 7</b> - y, z, zz, qu (last of Letters and Sounds 'sets') - sh, th, ch, ng - ai, ee, long oo, short oo - oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. Children will learn letter names and how to read and spell some tricky words.	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<b>Reception</b> Summer Term 2  <b>Year 1</b> Autumn Term 1 Autumn Term 2 Spring Term 1	- Children learn to read and spell words containing adjacent consonants. - Children to revise and recall all Phase 2 and 3 phonemes. - Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what

<p><b>Phase 5</b></p>	<p><b>Year 1</b>  <b>Spring Term 2</b>  <b>Summer Term 1</b>  <b>Summer Term 2</b></p> <p><b>Year 2</b>  <b>Autumn Term 1</b>  <b>Autumn Term 2</b>  <b>Spring Term 1</b></p>	<p>Children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.  <b>Sounds</b> – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p> <p>Children are also taught alternative pronunciations for the following sounds:  <b>Sounds</b> – l, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked</p>
<p><b>Phase 6</b></p>	<p><b>Year 2</b>  <b>Spring Term 2</b>  <b>Summer Term 1</b>  <b>Summer Term 2</b></p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p>	

### LINKS TO EYFS - EARLY LEARNING GOALS

#### Reading

- a** Reads and understands simple sentences.
- b** Uses phonic knowledge to decode regular words and read them aloud accurately.
- c** Read some common irregular words.
- d** Demonstrate understanding when talking with others about what they have read.

#### Writing

- a** Use their phonic knowledge to write words in ways which match their spoken sounds.
- b** Writes some irregular common words.
- c** Writes simple sentences which can be read by themselves and others.
- d** Some words are spelt correctly and others are phonetically plausible.

### KEY STAGE 1 NATIONAL CURRICULUM EXPECTATIONS - YEAR 1

#### Word Reading - Recognition

- a** Apply phonic knowledge and skills as the route to decode words.
- b** Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- c** Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- d** Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- e** Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- f** Read other words of more than one syllable that contain taught GPCs.
- g** Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- h** 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.
- i** Re-read these books to build up their fluency and confidence in word reading.

#### Writing - Transcription

- a** Write words containing each of the 40+ phonemes already taught.
- b** Spell common exception words.
- c** Spell the days of the week.
- d** Name the letters of the alphabet.
- e** Naming the letters of the alphabet in order.
- f** Using letter names to distinguish between alternative spellings of the same sound.
- g** 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; the prefix un-; -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.
- h** Apply simple spelling rules and guidance, as listed in English Appendix 1.
- i** Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## KEY STAGE 1 NATIONAL CURRICULUM EXPECTATIONS - YEAR 2

### Reading - Recognition

- a** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- b** Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- c** Read accurately words of two or more syllables that contain the same graphemes as above.
- d** Read words containing common suffixes.
- e** Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- f** Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- g** Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- h** Re-read these books to build up their fluency and confidence in word reading.

### Writing - Transcription

- a** Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- b** Spelling 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.
- c** Spell common exception words.
- d** Spell more words with contracted forms.
- e** Spelling using the possessive apostrophe (singular), for example, the girl's book.
- f** Distinguish between homophones and near-homophones.
- g** Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- h** Apply spelling rules and guidance, as listed in English Appendix 1.
- i** Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.