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| \* Updated November 2022 | |  | |
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| **Skills and Progression Map** | | | |
| **Phonics** | | | |
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| *‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’*  **Nebula Spirituality Statement** | | Storytelling with solid fill | |
| frettenham | hainford | |  |
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| **Reception - Phase 1 (to be taught alongside Phase 2)** | | | | | | |
| **A1 W1** | **A1 W2** | **A1 W3** | **A1 W4** | **A1 W5** | **A1 W6** | **A1 W7** |
| *Settling in period. Developing listening skills, carpet rules and expectations for phonics.*  **Read – I the** | | Aspect 1:  General sound discrimination; environmental sounds | Aspect 2:  General sound discrimination:  instrumental sounds | Aspect 3:  General sound discrimination: body percussion | Aspect 5: Alliteration | Aspect 6:  Voice sounds |
| Aspect 4: Rhythm and rhyme story-time | | | | | Aspect 7:  Oral blending  and segmenting | |

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| **Reception - Phase 2 including consolidation** | | | | | | | | | | | | | |
|  | **A1 W3** | | **A1 W4** | | **A1 W5** | | **A1 W6** | | **A1 W7** | | | **A2 W1** | **A2 W2** |
| **revisit** | Sing alphabet song  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | | | | | | | | | Sing alphabet song  Flashcards and/frieze  Word cards and/or display | |
| **teach** | **s** |  | **i** | *it its it’s* | **g** |  | **ck** | *pick* | **h** | | *had hat him hot* | **Consolidate**  **s a t p i n m d**  **g o c k**  Read – has she | **Consolidate**  **ck e u r**  **h b f ff l ll ss**  Read – me be we he |
| **a** | *a* | **n** | *an in* | **o** | *on got not dog top* | **e** | *egg get* | **b** | | *back bad bed big but rabbit* |
| **t** | *at sat* | **m** | *am man* | **c** | *can cat* | **u** | *up us duck mum sun* | **f/ff** | | *fell fun if off* |
| **p** |  | **d** | *and dad did* | **k** |  | **r** | *ran red run* | **l/ll** | | *let let’s lots tell well* |
| Teach **blending** for reading  (word level)  **\*phoneme\***  Read – is as | | Teach blending for reading  (word level)  Read – a no | | Teach blending for reading  (word level)  (*sentence level)*  Read – go of | | Teach **segmenting** for spelling  (initial, middle and end sounds)  **\*digraph\***  Read – to into | | **ss** | | *miss* |
| Teach segmenting for spelling  (initial, middle and end sounds)  Read – his put | | |
| **practise & apply** | Practise blending words (activity based i.e. word in a bowl, metal mike) | | | | | | Practise blending words in a context (activity based i.e. caption matching, real reading book)  Practise segmenting for spelling (activity based i.e. phoneme frames, missing phonemes) | | | | | Practise blending and segmenting skills, containing the selected phonemes within context. | |
| Support children in reading captions (matching short phrases to pictures)  **Retrieval comprehension skill** | | | | Support children in reading simple sentences.  (Identifying tricky words within). | | Support children in spelling simple words in the context of words, captions and simple sentences.  Support children in using visual aids within their independent and play writing (sound mat and tricky word wall mat). | | | | | Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.  **Drip feeding approach** | |
| **wider**  **English** | Reference to regular stories, including ‘The Boy Who Loved Words’ and explicitly link phonics being the gateway to reading *any* word.  \*You can model this by reading some unknown words using phonics and adding sound buttons before adding them to your word tree.\* | | | | | |  | | | *ff ll ss would never be at the beginning of a word* | |

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| **Reception - Phase 3 including consolidation** | | | | | | | | | |
|  | **A2 W3** | | **A2 W4** | | **A2 W5** | | **A2 W6** | **A2 W7** | **Sp1 W1** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | | | | Alphabet practise  Sing alphabet song  Flashcards and/frieze | | |
| **teach** | **j** |  | **y** | *yes* | **ch** | *much* | Consolidate  ff ll ss zz  Read – all, they | Consolidate  ck qu ch sh th  Read – have, said  call | Consolidate  All phase 2-3 phonemes and HFWs so far  Emphasis on wider reading  *Tasks such as: shared reading, 1:1 reading, group reading*  Read – so do |
| **v** |  | **z** | *zebra* | **sh** | *fish wish* |
| **w** | *will* | **zz** | *buzz* | **th** | *that than then this them with that’s* |
| **x** | *box fox* | **qu** | *queen* | **ng** | *along king long thing things* |
| Teach spelling CVC words  Read – was you | | Teach spelling CVC words  Read – my, by, like | | Teach spelling CCVC/CVCC words  Read – are her | |
| **practise & apply** | Practise blending words in a context  Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories) | | | | | | Practise blending and segmenting skills, containing the selected phonemes within context. | | |
| *Think, is your provision set up so children can apply these skills in their play?*  *Think, are visual aids readily available in different areas of the classroom?* | | | | | | Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. | | |
| **wider**  **English** |  | |  | |  | | *Why do you need two of the same letter?* | *Delving deeper into the ‘digraph’* |  |

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| **Reception - Phase 3 including consolidation** | | | | | | | | | |
|  | **Sp1 W2** | | **Sp1 W3** | | **Sp1 W4** | | **Sp1 W5** | | **Sp1 W6** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | | | | | | Alphabet practise  Sing alphabet song  Flashcards and/frieze |
| **teach** | **ai** | **again** | **oo** | *moon soon* | **ow** | ***down how now town*** | **ear** | *hear* | Consolidate  igh ear air ure  Read – when out |
| **ee** | ***been feet keep need see*** | **ar** | ***car dark garden hard park*** | **oi** | *coin* | **air** | *chair* |
| **igh** | ***night right*** | **or/*oar*** | ***or for morning***  *roar soar board* | **er** | ***better ever her never river*** | **ure** | *pure* |
| **oa** | ***boat*** | **oo** | *look book* | **ur** |  | Read – there what  sure after | |
| Teach spotting **digraphs**  **\*trigraph\***  Read – some come | | Read – little one | | Read – heard were  pushes | |
| **practise & apply** | Practise blending words containing digraphs, including some **two-syllable** words.  Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories). | | | | | | | | Practise blending and segmenting skills, containing the selected phonemes within context.  Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.  **Drip feeding approach**  *Delving deeper into the ‘trigraph’* |
| Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write. | | | | | | | |
| **wider**  **English** |  | | | | | | | |

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| **Reception – Phase 3 consolidation** | | | | |
|  | **Sp2 W1** | **Sp2 W2** | **Sp2 W3** | **Sp2 W4** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | |
| **teach** | Phase 2/3 (+HFW) Consolidation  *Writing by dictation task – then working through it for the week – modelling how to use aids etc*  Read – oh today  Spell – I the is | Phase 3 Consolidation  ai ee oa oo  Read – Mr Mrs  Spell – as a no | Phase 3 Consolidation  oo ar or ow  Read – people their  Spell – go of to | Phase 3 Consolidation  oi er ur  Read – called looked  Spell – into his put |
| **practise & apply** | Practise blending and segmenting skills, containing the selected phonemes within context. | | | |
| Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.  **Drip feeding approach** | | | |
| **wider**  **English** | *What is spelling?* | *Introducing the terms ‘vowel’ and ‘consonant’* |  |  |

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| **Reception - Phase 4** | | | | |
|  | **Sp2 W5** | **Sp2 W6** | **S1 W1** | **S1 W2** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | |
| **teach** | Reading and spelling focus: CVCC words (consonant blends at the ends of words – no digraphs) i.e:  best milk  pink bank  Read – ask asked  Spell – has she me, he | Reading and spelling focus: ccvc words (consonant blends at the beginning of words – no digraphs): i.e.  Stop drop  Spin grip  Spell – he be we  *Reading HFW’s Phase 2 Focus* | Reading and spelling focus: ccvcc words (consonant blends at the beginning and end of words  frost crust  stamp spend  Spell – was you my  *Reading HFW’s Phase 2 Focus* | Reading and spelling focus: cvcc, ccvc, and ccvcc words (words that contain consonant blends and digraphs).  Crunch shrink  Tricks snack  Spell – like are her  *Reading HFW’s Phase 2 Focus* |
| **practise & apply** | Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames  Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. | | | |
| Support children in recognising the purpose behind spelling longer words. *It makes it easier to read, learning to apply a range of phonics every day.*  Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a **green pen**. Mistakes are good! | | | |
| **wider**  **English** |  | *Introducing the term ‘syllable’* |  |  |

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| **Reception – Phase 3 and 4 Consolidation Blocks** | | | | |
|  | **S1 W3** | **S1 W4** | **S1 W5** | **S1 W6** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | |
| **teach** | Reading and spelling focus: two syllable, multi-syllable and compound words.  **Two syllable words i.e.**  Tractor rabbit windmill floating  **Multi-syllable words i.e**  Thundering helicopter  **Compound words i.e.**  Moonlit raincoat handbag starfish  Spell – all they have *Reading HFW’s Phase 2 Focus* | Phase 3 Consolidation Application in Wider Writing Phoneme Focus  *Tasks such as: shared writing, group writing, 1:1 writing*  Spell – said so do  *Reading HFW’s Phase 3 Focus* | Phase 4 Consolidation Block 1  Fun with syllables  Spell – some come little  *Reading HFW’s Phase 3 Focus* | Phase 4 Consolidation Block 1  Identifying digraphs and trigraphs in longer words  Spell – one heard were  *Reading HFW’s Phase 3 Focus* |
| **practise & apply** | Practise blending and segmenting skills, containing the selected phonemes within context. | | Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames  Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. | |
| Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.  **Drip feeding approach** | | Support children in recognising the purpose behind spelling longer words. *It makes it easier to read, learning to apply a range of phonics every day.*  Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a **green pen**. Mistakes are good! | |
| **wider**  **English** |  | *Why would we need to know sounds from memory?* |  | *Strategies for reading and writing longer words* |

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| **Reception - Phase 5 including consolidation block** | | | | | | | | | | | | | |
|  | **S2 W1** | | **S2 W2** | | **S2 W3** | | **S2 W4** | | **S2 W5** | | **S2 W6** | **S2 W7** | **S2 W8** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | | | | | | | | Alphabet practise  Sing alphabet song  Flashcards and/frieze | | |
| **teach** | **wh** | *whizz* | **oy** | *boy* | **oe** | *toe* | **ue** | *blue* | **a\_e** | *snake* | Consolidate  wh ph le ed oy ou  Spell – called looked  *Reading HFW’s Phase 5 Focus* | Consolidate  ay ee igh oa oo oo  a\_e e\_e i\_e o\_ u\_e  Spell – ask asked  *Reading HFW’s Phase 5 Focus* | Consolidate  ue ew au aw ir  *Reading HFW’s Phase 5 Focus* |
| **ph** | *phonics* | **ay** | *day* | **ir** | *girl* | **ew** | *threw* | **e\_e** | *even* |
| **le** | *able* | **ea** | *sea* | **ou** | *shout* | **au** | *haunt* | **i\_e** | *slide* |
| **ed** |  | **ie** | *tie* | Spell – oh  *Reading HFW’s Phase 4* | | **aw** | *paw* | **o\_e** | *bone* |
| Spell – there what when  *Reading HFW’s Phase 4* | | Spell – out  *Reading HFW’s Phase 4* | | Spell – Mr Mrs  *Reading HFW’s Phase 5* | | **u\_e** | *tube* |
| Spell – people their  *Reading HFW’s Phase 5* | |
| **practise & apply** | Practise identifying and blending words containing new graphemes (word, sentence and/or passage level)  Begin using letter names for spelling when writing, highlight purpose of this. | | | | | | | | | | Practise blending and segmenting skills, containing the selected phonemes within context.  Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.  **Drip feeding approach** | | |
| *Think, is your provision providing opportunities to read and write alternative spellings and do you model use of different spellings across other areas of the curriculum?* | | | | | | | | | |
| **wider**  **English** | *Why do we need to know alternative spellings?* | | | | | | | | | |  | *First look at long and short vowel sounds* |  |

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| **Year 1 - Phase 4 (including Phase 2 and 3 consolidation)** | | | | |
|  | **A1 W1** | **A1 W2** | **A1 W3** | **A1 W4** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | |
| **Additional Consolidation** | Phase 2&3 Consolidation  s a t p i n m d g o c k ck e u r b h l ll f ff ss  j v w x y z zz qu ch sh th ng  ai ee igh oa oo ar or oo ow oi er ur ear air ure  Application in wider reading focus  *Tasks such as: shared reading, 1:1 reading, group reading* | Phase 2&3 Consolidation  s a t p i n m d g o c k ck e u r b h l ll f ff ss  j v w x y z zz qu ch sh th ng  ai ee igh oa oo ar or oo ow oi er ur ear air ure  Application in wider writing Focus  *Tasks such as: shared writing, 1:1 writing, group writing* | Phase 2&3 Consolidation  s a t p i n m d g o c k ck e u r b h l ll f ff ss  j v w x y z zz qu ch sh th ng  ai ee igh oa oo ar or oo ow oi er ur ear air ure  Application in wider reading focus  *Tasks such as: shared reading, 1:1 reading, group reading* | Phase 2&3 Consolidation  s a t p i n m d g o c k ck e u r b h l ll f ff ss  j v w x y z zz qu ch sh th ng  ai ee igh oa oo ar or oo ow oi er ur ear air ure  Application in wider writing Focus  *Tasks such as: shared writing, 1:1 writing, group writing* |
| **teach** | Reading and spelling focus: words containing consonant blends i.e:  Lent pump  strap crimp  truck champ  Consolidation Phase 2&3 HFW’s | Reading and spelling focus: words containing compound words i.e:  moonlit raincoat  handbag starfish  Consolidation Phase 2&3 HFW’s | Reading and spelling focus: two-syllable words i.e. i.e:  tractor rabbit  windmill floating  Read – oh today  Consolidation Phase 2&3 HFW’s | Reading and spelling focus: multi-syllable words i.e.  thundering  helicopter  Read – Mr Mrs  Consolidation Phase 2&3 HFW’s |
| **practise & apply** | Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames  Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. | | | |
| Support children in recognising the purpose behind spelling longer words. *It makes it easier to read, learning to apply a range of phonics every day.*  Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a **green pen**. Mistakes are good! | | | |
| **wider**  **English** |  | *Introducing the term ‘syllable’*  Why would we need to know sounds from memory? |  |  |

REASONABLE ADJUSTMENTS – The following changes have been made in response to phonics tracker data

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| **Year 1 - Phase 5 initial sounds** | | | | | | | | | | | | | | | | | | | | | | | |
|  | A1 W5 | | | | | A1 W6 | | | | | A1 W7 | | | | | A2 W1 | | | | | A2 W2 | A2 W3 | A2 W4 |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | | | | | | | | | | | | | | | | | | | | |
| **teach** | Teach **new graphemes** for **reading**: | | | | | | | | | | | | | | | | | | | | Exposure of alternative pronunciations | Blending Mastery Week | Segmenting Mastery Week |
| **wh** | **ph** | **le** | **ed** | **oy** | **ay** | **ea**  **ey** | **ie** | **oe** | **ir** | **ou** | **ue** | **ew** | **au** | **aw** | **a-e** | **e-e** | **i-e** | **o-e** | **u-e** | **i o c g u**  **ow ie ea a**  **y ch ou** | Blending alien words  Blending world level  Blending sentence level  *Use of scanning before blending*  *Use of syllables before blending* | Segment to spell  *Use the phoneme fingers !*  Phase 2-3 CVC level spelling  Phase 3 level spelling  *Using sound mats !*  Phase 4 level spelling |
| when ***which*** | phonics | angle ample ankle hurdle jungle | ***jumped stopped lived*** | ***boy*** | ***away day may play say way*** | eat ***sea*** | ***cried*** tie | toe | ***birds first girl*** | ***about found round shoute*d** | blue | ***new*** | Paul | saw | **think*came gave made make t*ake** | ***even these*** | ***inside like liked time white*** | ***clothes home*** | rule ***use*** | See planning provided |
| key donkey |
| Read – people their  Consolidation Phase 2&3 HFW’s | | | | | Read – called looked  Consolidation Phase 2&3 HFW’s | | | | | Read – ask asked  Consolidation Phase 2&3 HFW’s | | | | | Read – says your  Consolidation Phase 4 HFW’s | | | | | Read – by love  Consolidation Phase 4 HFW’s | Read – once friend  Consolidation Phase 4 HFW’s | Read – school our  Consolidation Phase 4 HFW’s |
| **practise & apply** | Practise reading and spelling words with adjacent consonants and words with newly learned graphemes  Practise reading and spelling high-frequency & tricky words  Practise reading and spelling polysyllabic words  Practise reading ‘alien’ words.  Practise reading sentences & practise writing sentences | | | | | | | | | | | | | | | | | | | | | | |
| **wider**  **English** | *Every lesson when you are modelling reading and or writing, think, am I drip feeding all of these phonic skills and knowledge through modelling and explicit teaching.* | | | | | | | | | | | | | | | | | | | | | | |

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| **KS1 – Phase 5 initial sounds consolidation block** | | | | |
|  | **Y1: A2 W5 Y2: A1 W1** | **Y1: A2 W6 Y2: W2** | **Y1: A2 W7 Y2: A1 W3** | **Y1: Sp1 W1** |
| **revisit** | Point to the letters in the alphabet while singing the alphabet song & practise letter names  All previously learned letters and sounds (flashcards and/or frieze display)  Previously learned tricky words (word cards and/or word display) | | | |
| **teach** | Phase 5 Initial Consolidation Block 1  Consolidate  wh ph le ed oy  ay ea ie oe ir  Read – house mouse  *Phase 5 HFW’s*  PHONICS SCREENING MOCK 1 | Phase 5 Initial Consolidation Block 1  Consolidate  ou ue ew au aw  a\_e e\_e i\_e o\_e u\_e  ***Spelling strategies – how to write words containing split digraphs***  Read –who push  *Phase 5 HFW’s* | Phase 5 Initial Consolidation Block 1  When to use alternative spellings?  *Spelling strategies – what looks right?*  *Spelling strategies – ask the teacher!*  Read - full pull  *Phase 5 HFW’s* | **Phase 3 Consolidation Based on Phonics Screening Section 1 Result**  *Phase 3 specific from selected phonemes*  *qu ch sh th ng*  *ai ee igh oa oo*  *ar or ur ow oi*  *ear air ure er*  Read – water because  *Year 1 common exception words consolidation* |
| **practise & apply** | Practise blending to read words containing alternative spellings and pronunciations.  Practise using spelling strategies and using ‘what we know’ to use correct spellings when possible.  Support children to consistently spell CVC CCVC CVCC level words using the correct graphemes.  Encourage them to apply phase 3 and phase 5 initial GPCs from memory, if they are able to. | | | |
| **wider**  **English** | *Every lesson when you are modelling reading and or writing, think, am I drip feeding all of these phonic skills and knowledge through modelling and explicit teaching.* | | | |
| Year 2 – assessments to be completed throughout these 3 consolidation weeks. Thereafter think, do my interventions demonstrate that gaps are being filled. | | | | |

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| **KS1 - Long Vowels – Phase 5** | | | | | | | | | | | | | |
|  | Y1: Sp1W2 Y2: A1 W4 | | Y1: Sp1 W3 Y2: A1 W5 | | Y1: Sp1 W4 Y2: A1 W6 | Y1: Sp1 W5 Y2: A1W7 | | Y1: Sp1 W6 Y2: A2W1 | Y1: Sp2 W1 Y2: A2W2 | | Y1: Sp2 W2 Y2: A2W3 | | |
| **revisit** | Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far  Recap tricky/HFWs using word mats and/or display | | | | | | | | | | | | |
| **teach** | Teach **alternative spellings** of phonemes for **spelling (new alternatives in blue)**: | | | | | | | | | | | | |
| **ai** | **ee** | | **igh** | | **oa** | **oo** | | | **oo (yoo)** | | **oi** | **ow** |
| ai - rain  ay - day  a\_e - pale  a - acorn  **eigh - eight**  **ey – grey**  **ei – veil**  **ea – great**  **aigh – straight** | ee - see  ea -bead  e\_e - these  ie - field  y - Ruby  ey - key  **eo – people**  **e – began**  **ei – ceiling**  **i – furious** | | igh - night  ie – tie  i\_e – pile  i – find  y – sky  **eigh – height**  **ye – bye**  **\*eye**  **\*I** | | oa – goat  oe - toe  o\_e – pole  o - most  **ough - dough**  **\*oh** | oo - moon  ue – blue  u\_e – mule  u - truth  ew - new  **ui - suit**  **ou – soup**  **o\_e – lose**  **o – do**  **ough – through**  **\*two to too** | | | u – uniform  ue – Tuesday  ew – stew  u\_e - cube | | oi – coin  oy - boy | ow – cow  ou – house  **ough - drought** |

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| **KS1 - controlled ‘R’ vowels – revised Phase 5 (plus consolidation for Year 1)** | | | | | | | | | |
|  | Y1:Sp2W3 Y2: A2W4 | Y1: Sp2 W4 Y2: A2 W5 | | Y1:Sp2W5 Y2:A2W6 | Y1:Sp2 W6 Y2: A2 W7 | | Y1: S1 W1 | Y1: S1 W2 | Y1: S1 W3 |
| **revisit** | Practise letter names using an alphabet mat or at random (reading or writing)  Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far  Recap tricky/HFWs using word mats and/or display | | | | | | Practise letter names using an alphabet mat or at random (reading or writing)  Phase 3 and Phase 5 GPCs | | |
| **teach** | Teach **alternative spellings** of phonemes for **spelling (new alternatives in blue)**: | | | | | | Phase 5 Initial Consolidation Block 2  *Phase 5 specific from selected phonemes*  *wh ph le ed oy*  *ay ea ie oe ir*  *ou ue ew au aw*  *a\_e e\_e i\_e o\_e u\_e*  PHONICS SCREENING MOCK 2 | Phase 5 Initial Consolidation Block 2  *Phase 5 specific from selected phonemes*  *i o c g u*  *ow ie ea a*  *y ch ou*  alternative pronunciations | Phase 3 and 5 Consolidation Block 1 Based on Phonic Screening Result  *Focus on either one or more of the following:*  *Identifying phonemes within alien words*  *Identifying split digraphs*  *Identifying some alternative pronunciations*  *Blending phase 4 level words*  alternative pronunciations |
| **ar** | **or** | **ur** | | **air** | **ear** |
| ar - park  a - father  **al - palm**  **ear - heart**  **au - aunt**  **\*are** | or - for  au - Paul  aw - raw  **al - talk**  **our – tour**  **ough – thought**  **oor – door**  **ore – more**  **ar – warm**  **oar – oar**  **augh – caught**  **oa - broad** | ur - hurt  er – fern  ir - bird  **or – word**  **ear - heard**  **ere - were** | | air – chair  **are – square**  **ear – pare**  **ere – there**  **eir - their** | ear – hear  **ere – here**  **eer – deer**  **ier - pier** |
| **Y1** | Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. **Practise and application** should then remain around the more common spellings (not in blue). Within **wider English** lessons regularly model spelling words correctly using the 44 sounds chart. | | | | | | | | |
| **Year 2** | Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings (in blue). **Practise and application** should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing.  Application of spelling should be monitored closely throughout writing in **wider English** and cross curricular (they should not just apply spellings in phonics!) | | | | | | | | |
| **For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.** | | | | | | | | | |

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| **KS1 – consonant sounds – Phase 5 (plus phonics screening focus for Year 1)** | | | | | | | | | | | | | | | | | | | | |
|  | Y1: S1 W4 Y2: Sp1 W1 | | | | | | Y1: S1 W5 Y2: Sp1 W2 | | | | | | Y1: S1 W6 Y2: Sp1 W3 | | | | | | S2 W1 | S2 W2 |
| **revisit** | Practise letter names using an alphabet mat or at random (reading or writing)  Phase 3 and Phase 5 flashcards  44 sounds chart revision of spelling families so far  Recap tricky/HFWs using word mats and/or display | | | | | | | | | | | | | | | | | | Phase 3 and Phase 5 GPCs | Phonics  Screening |
| **teach** | c | n | f | w | h | j | r | m | v | s | z | t | l | d | b | g | p | y | Phase 3 and 5 Consolidation  Block 2 Phonics Screening Focus |
| cat  kit  pick  **croquet**  **quoit** | nest  tunnel  **know gnome**  **gone** | fish  muffin phone **cough** | win  white \*one | horse **whole** | jug  giraffe **hedge cage** | red **write squirrel rhyme** | mud numb **hammer Autumn** | vet **give**  \*of | Six  kiss cent **pence science horse listen** | zebra puzzle **breeze cheese scissors xylophone** | tiger button jumped **doubt** | leg  bell  able | dog  ladder pulled | ball  rabbit | got  egg | pan  apple | yes |
| x |
| box |
| qu |
| *‘k-w’*  queen |

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| **KS1 - digraph Sounds & Short Vowels – revised Phase 5 (plus consolidation for Year 1)** | | | | | | | | | | | | | | |
|  | Y1: S2 W3 Y2: Sp1 W4 | | | Y1: S2 W4 Y2: Sp1 W4 | | | Y1: S2 W5 Y2: Sp1 W5 | | | Y1: S2 W6 Y2: Sp1 W6 | | | S2 W7 | S2 W8 |
| **revisit** | Practise letter names using an alphabet mat or at random (reading or writing)  Phase 3 and Phase 5 flashcards  44 sounds chart revision of spelling families so far  Recap tricky/HFWs using word mats and/or display | | | | | | | | | | | | Practise letter names using an alphabet mat or at random (reading or writing)  Phase 3 and Phase 5 flashcards | |
| **teach** | **zh** | sh | ng | ch | th | w | a | e | i | o | u | oo | 44 Sound Chart Consolidation Block 1 | |
| **treasure camouflage** | sh – shop  ch - chef  **t(ion)\* -** sta**tion**  **ss\* -** emi**ssion/** pre**ssure**  **s\*** preci**sion/sure**  **c\* –** suspi**cion/** pre**cious/**commer**cial** | ring  sink **tongue** | cheese watch | thumb    *voiced*  feather the | wheel | ant | peg  head  many said says friend | ink  gymnast *monkey* busy  builder pretty | orange wash cough | umbrella money come  touch does blood | book pull could | Long Vowels  Controlled ‘R’ Vowels | Consonant Vowels  Short Vowels |
| **Year 1** | Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. **Practise and application** should then remain around the more common spellings (not in blue). Within **wider English** lessons regularly model spelling words correctly using the 44 sounds chart. | | | | | | | | | | | | | |
| **Year 2** | Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obcsure spellings (in blue). **Practise and application** should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing.  Application of spelling should be monitored closely throughout writing in **wider English** and cross curricular (they should not just apply spellings in phonics!) | | | | | | | | | | | | | |
|  | **For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.** | | | | | | | | | | | | | |

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| **Year 2 - Phase 6** | | | | | | | |
|  | **Sp2 W1**  Introduction to suffixes | **Sp2 W2**  Introduction to suffixes | | **Sp2 W3**  Consolidation block 1 | **Sp2 W4**  Contractions  Possessive apostrophes.  Homophones | **Sp2 W5**  Teaching of spelling of longer words  Finding the difficult bits in words | **Sp2 W6**  Spelling rules and patterns |
| **R** | Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words. | | | | | | |
| **Teach** | **Adding –es to nouns and verbs ending in –y -** The y is changed to i before –es is added.  flies, tries, replies, copies, babies, carries  **The suffixes –ment, –ness, –ful , –less and –ly -** If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.  enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  **Exceptions to the above -** Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.  merriment, happiness, plentiful, penniless, happily  (For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173) | | **Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it -** *The y is changed to i before –ed, –er and –est are added, but not before – ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.*  *copied, copier, happier, happiest, cried, replied …but copying, crying, replying*  **Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it -** The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.  hiking, hiked, hiker, nicer, nicest, shiny  **Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter -** The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.  patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny  (For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173) | Consolidate teaching of suffixes taught in Sp2 W1 and Sp2 W2. | **Contractions**  can’t, didn’t, hasn’t, couldn’t, it’s, I’ll  **Possessive apostrophes**  Megan’s, Ravi’s, the girl’s, the child’s, the man’s  **Homophones/near homophones**  there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight | **Longer words:**  **Clap and count:** Use this activity for spelling compound words, words with prefixes and other multisyllabic words. (please see L/S p.176)  **Words in words:** To investigate how adding suffixes and prefixes changes words. (Please see L/S:P.175). | **The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words.**  knock, know, knee, gnat, gnaw  **The /j/ sound spelt as /ge/ and ‘dge/ at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.**  End of words: badge edge bridge dodge fudge  In other positions within words:  gem giant magic giraffe energy jacket jar jog join adjust  **Ending - ge** - After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.  age huge change charge bulge village  **The /s/ sound spelt c before e, i and y.**  race, ice, cell, city, fancy  **The /r/ sound spelt /wr/ at the beginning of words -** write, written, wrote, wrong, wrap |
| Read/Spell high frequency words: use, way, well, want, wanted | | Read/Spell high frequency words: river, right, mouse, much, more | Read/Spell high frequency words: need, never, rabbit, really, queen. | Read/spell high frequency words: Couldn’t, didn’t, that’s, there’s, I’ve, I’ll, can’t | Read/spell high frequency words: wish, work, window, wind, why | Read/spell high frequency words: thought, through, than, these, things, thing |
| **Practise/ apply** | Practise reading and spelling words with adjacent consonants and words with newly learned graphemes  Practise reading and spelling high-frequency & tricky words  Practise reading and spelling polysyllabic words  Practise reading and writing sentences. | | | | | | |
|  | ***Wider English -*** It is important to know the difference in meaning between homophones.  In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can’t – cannot). It’s means it is (e.g. It’s raining) or sometimes it has (e.g. It’s been raining), but it’s is never used for the possessive.  Introduce the past tense when referring to and teaching suffixes Sp2 Wk1 – Sp2 Wk3. | | | | | | |

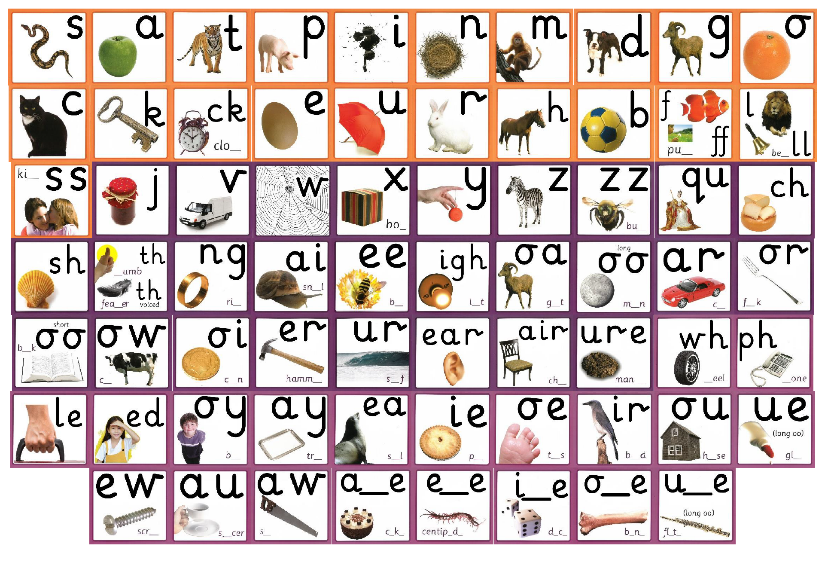
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| **Year 2 - Phase 6** | | | | | | | | |
|  | **Sum1 Wk1**  Consolidation block 2 | **Sum1 Wk2**  Spelling patterns | | **Sum1 Wk3**  Spelling patterns | **Sum1 Wk4**  Spelling patterns | | **Sum1 Wk5**  **Sum 1 Wk6**  Consolidation 3 | |
| **R** | Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words. | | | | | | | |
| **Teach** | **Consolidate spelling patterns/rules taught Sp2 Wk4 to Sp2 Wk6.** | | ***The /igh/ sound spelt /y/ at the end of words.***  Cry, fly, dry, try, reply, July  **The /or/ sound spelt a before l and ll –**  all, ball, call, walk, talk, always  **The /u/ sound spelt o –**  other, mother, brother, nothing, Monday  **The /ee/ sound spelt /ey/ -**  Key, donkey, monkey, chimney, valley | **The /l/ spelt /le/ at the end of words –**  table, apple, bottle, little, middle  **The /l/ spelt /el/ at the end of words. –**  camel, tunnel, squirrel, travel, towel, tinsel  **The /l/ sound spelt /al/ at the end of words –**  metal, pedal, capital, hospital, animal  **Words ending –il –**  pencil, fossil, nostril | **The /sh/ sound spelt s -** television, treasure, usual  **Words ending in –tion**  station, fiction, motion, national, section  **The /o/ sound spelt /a/ after w and qu-**  want, watch, wander, quantity, squash  **The /ur/ sound spelt or after w -** word, work, worm, world, worth  **The /or/ sound spelt ar after w.-**  war, warm, towards | **Consolidate spelling patterns/rules taught: Sum1 Wk2 to Sum1 Wk4.** | | |
| Read/spell HFW – animals, another, around, inside, garden | | Read/spell HFW – coming, different, dragon, floppy, grandad | Read/spell HFW – jumped, everyone, looking, small, pulled | Read/spell HFW - think, three, where, which, under | Read/spell HFW – something, stopped, shouted, round, place | | Read/spell HFW – suddenly, snow, miss, morning, mother |
| **Practise/ apply** | Practise reading and spelling words with adjacent consonants and words with newly learned graphemes  Practise reading and spelling high-frequency & tricky words  Practise reading and spelling polysyllabic words  Practise reading and writing sentences. | | | | | | | |
|  | ***Wider English* - Words ending /al/ -** Not many nouns end in –al, but many adjectives do. **The /ur/ sound spelt or after w** -There are not many of these words.  **The /or/ sound spelt ar after w** -There are not many of these words. | | | | | | | |

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| **Year 2 - Phase 6** | | | | | | |
|  | **Sum2 Wk1**  Mastery of spelling strategies/patterns rules | **Sum2 Wk2**  Mastery of Suffixes | **Sum2 Wk3**  Mastery of Suffixes | **Sum 2 Wk4**  Mastery of contractions and possessive apostrophes | **Sum2 Wk5**  Mastery of homophones and near homophones | **Sum2 Wk6**  **Sum2 Wk7**  Consolidation block 4 |
| **Recap** | Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words. | | | | | |
| **Teach** | From gaps analysis of end of key assessment (SATs) and writing assessments, focus on developing spelling strategies. For example, the following:   1. Spelling of longer words. 2. Finding the difficult bit in words. | **Within the context of an extended piece of writing:**  The suffixes –ment, -ness, -ful, -less and –ly.  Adding –es to nouns and verbs ending in -y  (Refer to Sp2 Wk1 for support) | **Within the context of an extended piece of writing:**    Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it.  Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.  Adding –ing, ed, -er, -est nd –y to words of one syllable ending in a single consonant letter after a single vowel letter.  (Refer to Sp2 Wk2 for support). | **Within the context of extended pieces of writing:**  Contractions  Possessive apostrophes.  (Refer to Sp2 Wk4 for support). | **Within the context of extended pieces of writing:**  Homophones and near homophones. | **Consolidate mastery units from Sum2 Wk1 and Sum2 Wk5. .** |
| **Read/spell HFW –** new, next, narrator, may, magic | **Read/spell HFW –** giant, he’s, let’s, we’re, found | Consolidate reading and spelling of common exception words and high frequency words that have been taught. | | | |
| **Practise/ apply** | Practise reading and spelling words with adjacent consonants and words with newly learned graphemes  Practise reading and spelling high-frequency & tricky words  Practise reading and spelling polysyllabic words  Practise reading and writing sentences. | | | | | |
|  | ***Wider English – Please consult Nebula Reading and Writing assessment tick sheets to support completion of end of year assessments.*** | | | | | |

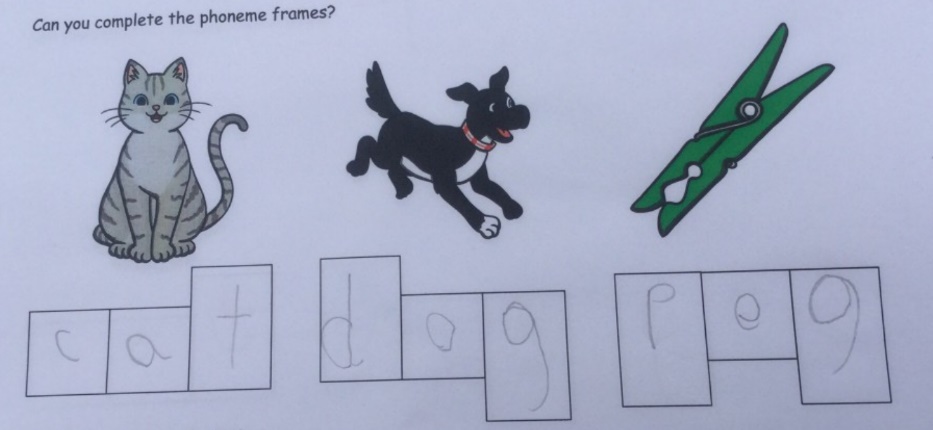
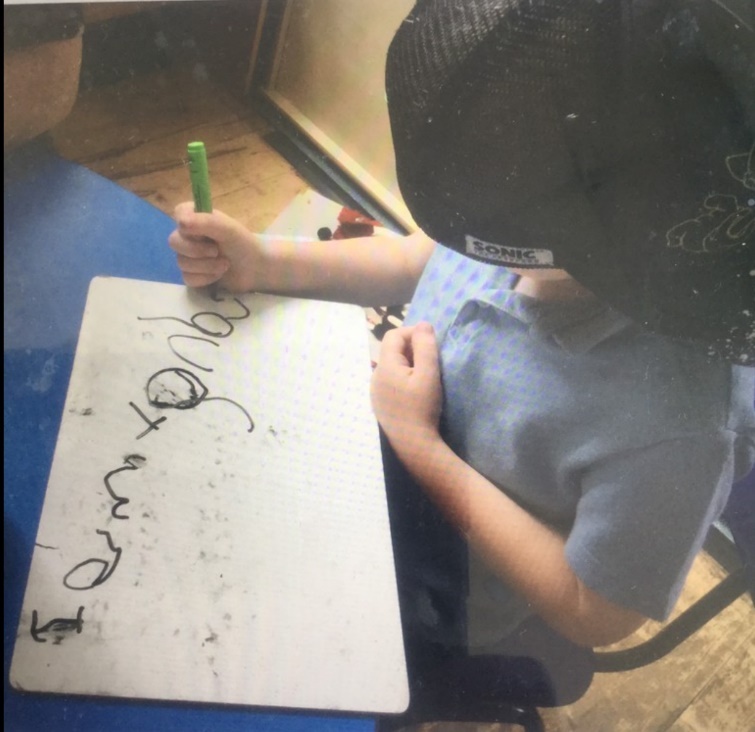
**Provision for Pupils with SEND**

Here are some recommendations for ways our Phonics curriculum can be adapted to meet the needs of children with SEND.

*Please note, this is an example of adaptations and is not an exhaustive list.*

* Pre-teaching of on the day grapheme-phoneme-correspondences and/or words – flashcards and sight words
* Post revision of on the day grapheme-phoneme-correspondences and/or words – flashcards and sigh words
* Pre-prepared resources when reading – sound buttons added and tricky words highlighted
* Children working below ARE could have adapted application activities that meet the skills from the previous year group
* A range of teaching methods and techniques to promote discussion and understanding
* Use a range of methods to record their design and evaluation elements: typing, filming, recording, drawing…
* Working with an adult – use of timers to help motivate joining in with the sessions
* Sound and word mats
* Additional reading/writing interventions
* Pre-teaching of key concepts to support children’s independent learning

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**Deeper Learning Questions**

Deeper learning question starters:

• Is this **always, sometimes or never** true…

• Which is the **odd one out**…

• What’s the **same/difference**…

• Is this **true or false**…

• Do you **agree/disagree**…

• Can you **prove**…

• Can you **convince me**…