



Curriculum design, LTP & Vocabulary Progression 2020/2021

Our professionals have the highest expectation that all children will become proficient and fluent readers by the end of Key Stage One through the implementation of a systematic, consistent approach to the delivery of our chosen phonics programme 'Letters and Sounds'.

The **intent** behind our phonics approach is to:

- Deliver a high-quality systematic phonics programme with rigour and consistency so that children are taught how to confidently use phonics as the key strategy for reading unknown words.
- Ensure the pace of the phonics programme is prioritised so that children become fluent, confident and independent readers by the end of Year 1.
- Ensure all children's reading books show correlation to their progression in phonics knowledge, matching the grapheme-phoneme correspondences and decoding skills that they have learnt.

Phonics is **implemented** through the Letters and Sounds programme and this is delivered by all professionals in a consistent and rigorous way. Children's phonics learning begins immediately in EYFS with the expectation that they will be fluent readers by the end of Key Stage One.

- We ensure the teaching of phonics is consistent across the school and that all practitioners have an up-to-date, expert knowledge in the teaching of early reading.
- Phonics is embedded across our curriculum and we strive to ensure the teaching of phonics extends beyond the 'dedicated time'. As well as structured lessons, we also ensure opportunities are created to practise and develop skills in EYFS and KS1 provision areas.
- We provide children with fully decodable reading books which are carefully matched to their phonics knowledge and do not require use of alternative strategies. The books are in a progressive sequence so children's access to books compliment their reading progression, including their exposure to new grapheme-phoneme correspondences and non-decodable high frequency words.
- Parents are provided with opportunities to understand how best to support children in their reading development. Throughout the year we invite parents to workshops, phonics sessions and, in EYFS, morning reading sessions. This strong partnership allows us to model strategies, offer support and promote reading beyond the classroom.

Phonics is always taught as a whole-class approach throughout EYFS and we progress through the phases in an 'age-appropriate' manner. Any gaps of learning are addressed through 1:1 additional intervention (additional to whole class phonics sessions) in order for children to 'keep up' and not 'catch up'. We endeavour to ensure that all children move through the phases together and by using regular progress meetings we can readily identify those children making less than expected progress and implement the additional support. In Year One all children have exposure to age-appropriate phonics alongside tailored sessions delivered in whole-class groups which support children's personal phonics development.

The **impact** of our consistent and systematic teaching of our phonics programme is that children become fluent readers by the age of KS1.



What our children say:

- *'I like phonics because I learn new sounds.'* (Mila) EYFS
- *'T – a – p, tap. Look I can use my phoneme fingers!'* (Sapphire) EYFS
- *'I've learned lots of letters and I can write tricky words.'* (Mila) EYFS
- *'I'm really good at reading words now.'* (Harry) EYFS
- *'I love the reading robot. I can sound out on my phoneme fingers and bring it together.'* (Izabel) Y1
- *'I can use my phoneme fingers to help me write.'* (Ben) Y1
- *'I love the word hunt. I like finding the digraphs and trigraphs.'* (Lucas) Y2
- *'We love noughts and crosses. Sometimes the teacher uses the wrong sound.'* (Madeline) Y2
- *'I know how to use sound buttons on my words.'* (Harrison) Y3



EYFS/KS1	Autumn Term	Spring Term	Summer Term
EYFS	<p>Phonics exposure: Phase 2: all sets Phase 3: first 4 sets</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Letter recognition • Phoneme-grapheme recognition • Blending CVC words for reading • Segmenting CVC words for spelling • Identifying 'tricky words' (high frequency non-decodable words) • Reading simple captions containing exposed graphemes. 	<p>Phonics exposure: Phase 3: remaining sets Consolidation of all 42 phonemes</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recite alphabet and letter names. • Phoneme-grapheme representation (writing) • Blending CVC words including digraphs and trigraphs • Segmenting CVC including digraphs and trigraphs • Blending two-syllable words. • Reading and writing captions and sentences. • Identifying more 'tricky words' (non-decodable) • Begin to spell the most common 'tricky words' (non-decodable words from Phase 2). 	<p>Phonics exposure: Phase 4: All sets</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Phoneme-grapheme representation (writing) • Blending CVCC and CCVC words including adjacent consonants. • Segmenting CVCC and CCVC words including adjacent consonants. • Blending two-syllable words containing adjacent consonants. • Reading and writing captions and sentences. • Identifying more 'tricky words' (non-decodable) • Spell Phase 3 'tricky words'
Phonics Vocabulary	Phonics, phoneme, grapheme, PGCs/GPCs, blend, segment, consonant, vowel, letter, alphabet, digraph, trigraphs, adjacent consonant, decodable, non-decodable.		



EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 1	<p>Phonics exposure: Recap on phase 3 and 4. Start phase 5 week -1 - 14</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Phoneme-grapheme representation (writing) • Blending CVCC and CCVC words including adjacent consonants. • Segmenting CVCC and CCVC words including adjacent consonants. • Blending two-syllable words containing adjacent consonants. • Segmenting and blending words with split digraphs in. • Reading and writing captions and sentences. • Identifying more 'tricky words' (non-decodable) • Spell Phase 4 and phase 5 tricky words. 	<p>Phonics exposure: Phase 5 week 15 – 26</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recognition and recall of graphemes and different pronunciations of graphemes as they are learned • Phoneme-grapheme representation (writing) • Segmenting and blending words with split digraphs in. • Practise blending and segmenting words with adjacent consonants. • Practise blending and segmenting polysyllabic words. • Reading and writing captions and sentences. • Reading and spelling phase 5 tricky words. 	<p>Phonics exposure: Week 26 – 28 Recap and if necessary begin phase 6.</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recognition and recall of graphemes and different pronunciations of graphemes as they are learned • Phoneme-grapheme representation (writing) • Segmenting and blending words with split digraphs in. • Practise blending and segmenting words with adjacent consonants. • Practise blending and segmenting polysyllabic words. • Reading and writing captions and sentences. • Reading and spelling phase 5 tricky words. • Read some words with common suffixes and contractions. • Re read texts to build up fluency.
Phonics Vocabulary	Phonics, phoneme, grapheme, PGCs/GPCs, blend, segment, consonant, vowel, letter, alphabet, digraph, trigraphs, adjacent consonant, decodable, non-decodable, suffix, polysyllabic,		



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EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 2	<p>Phonics exposure: Recap on phase 5 and begin phase 6. Week 1 - 11</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Read and write these in words. • Practise blending and segmenting polysyllabic words. • Reading and writing captions and sentences. • Reading and spelling phase 5 tricky words. Begin to read and spell year 2 common exception words. • Read some words with common suffixes and contractions. • Spelling rules for the past tense, ed. • Suffixes ing, er, est • Spelling rules e.g. dge, ge, gn, kn, wr. • Re read texts to build up fluency 	<p>Phonics exposure: Week 12 - 22</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Read and write these in words. • Practise blending and segmenting polysyllabic words. • Reading and writing captions and sentences. Longer texts – proof reading skills. • Reading and spelling Year 2 common exception words. • Read some words with common suffixes and contractions. • Spelling rules for plurals. • Suffixes ly, y, ness • Continue with spelling rules e.g. dge, ge, gn, kn, wr. • Use of a dictionary - begin to introduce spelling independence. <p>Re read texts to build up fluency. This should be quite embedded by now.</p>	<p>Phonics exposure: Week 22 – 27 Re cap any skills if necessary.</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Read and write these in words. • Practise blending and segmenting polysyllabic words. • Reading and writing captions and sentences. Longer texts – proof reading skills. • Reading and spelling Year 2 common exception words. • Read some words with common suffixes and contractions. • Spelling rules for plurals. • Suffixes ment, less, en. • Continue with spelling rules e.g. dge, ge, gn, kn, wr. • Use of a spell checker. - begin to introduce spelling independence. • Fluency in reading and accuracy in spelling.



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Phonics Vocabulary

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