



Curriculum:

Progression in Phonics



INTENT – Phonics and Early Reading

The teaching of Phonics and Early Reading at our school aims to give all children a strong grasp of the phonetic code alongside developing a pleasure and pride in reading. We are dedicated to ensuring all children reach their full potential and beyond. Reading is an imperative skill needed to succeed in life in some many ways; not only does it enable to children to access a wider curriculum at a deeper level but also provides an essential tool for future learning. Success and enjoyment in reading has a huge impact on children's self-esteem and future life chances.

At Hunton and Arrathorne, we follow a scheme bespoke to our school, loosely based on the principles of 'Letters & Sounds.'

EYFS and KS1 children follow our ambitious schedule which introduces new Grapheme-Phoneme Correspondences (GPC) and Common Exception Words (CEW) at pace. Through regular, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. They are taught to read and spell CEW.

We aim for children to read and write words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lasting love of reading as they move through school.

IMPLEMENTATION - Progression in Phonics Phases and National Curriculum

Year	Letters & Sounds			National Curriculum *		
	Phonic Phase		Grapheme -Phoneme Correspondences	Common Exception Words	Spelling	Common Exception Words
FS2	Phase 1	Phase 2	s a t i p n c k e h r m d g o u l f b	First 100: I to the no go	ck ss ff ll zz	the a I no go to is put
	Sound discrimination: environment, instrumental & body percussion.	Phase 3	ai j oa igh ee or z w ng v oo y x ch sh th qu ow oi ur ar er air ear ure y(happy) ue	First 100: he she me we be was my you her they all are	ai oi ar ee er (letter) ar oo/oo ur oa ow(clown) ue(cue) igh or air ear y	be he me she we are was you they my has his ask push pull full
		Phase 4	Adjacent consonants Polysyllabic words	First 100: said so have like some come were there little one do when out what want away	Polysyllabic words	do said some come so were one there Mr Mrs people your by here
		Rhythm & Rhyme	Phase 5	Further graphemes: ay ou ie ea oy ir aw wh ph ew oe au a-e e-e i-e o-e u-e ey	First 100: oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please	nk tch ve ph wh
Year 1	Alliteration	Phase 6	alternative pronunciations: i(find) o(cold) c(ice) g(gem) ow(blow) ie(field) ea(head) er(verb) ch(school, chef) tion tch dge ve are(hare) ear(bear)	Next 200: good over how going would took school think know bear new wanted eat everyone our two well find more I'll round tree magic shouted other door right sea animals never next these began boy first baby gave something still found live night narrator small couldn't head town I've around key place mother every garden only told	ay oy a-e e-e i-e o-e u-e ea(sea) ea(head) ey(key) er(verb) oe ou(out) ie(pie) ie(chief) ow(snow) ew(blew/new) ore aw au ir oe ear(bear) are(care) dge g(gem) c(ice) tion(fiction) ture(picture)	Days of the Week
	Voice sounds	Next 200				
	Oral blending and segmenting					

				another great why jumped even before clothes tell gone really most cold lived coming book which inside liked giant dragon pulled we're fly grow plants better across let's white		
Year 2		Phase 5 Phase 6	<p>Word bank examples in L&S</p> <p><u>New Phoneme:</u> /zh/ (vision)</p> <p><u>Alternative GPC:</u> <i>Alternative GPCs already taught for these sounds can be found in previous year groups planning above. These may be recapped alongside new alternative GPCs.</i></p> <p>/ai/ -eigh (neigh), ey(grey),ei(vein), ea(steak) /ee/ - eo(people), e(he) /igh/ -y(fly) /j/ -ge /oo/ - ui(fruit), ou(soup) /or/-al(talk), our(for), augh(caught) /ur/ -ear(learn), or(word) /ear/-ere(here), eer(deer), ea(really) /ure/ -our (behaviour) /ar/ -a(father), al(calm) /i/ -y(gym) /o/ -a(want) /oa/ -shoudler /u/ -oul(could), o(mother) /air/ - ere(where) /s/-sc(scene),st(whistle),se(please) /z/ - se(browse) /sh/-s(sugar), ss(mission), ss(pressure), ti(fiction), ci(special), si(decision) /er/ - our(humour),ou(famous) ar(pillar)... Nb: there are many different versions of this sound. Investigate others.</p> <p><u>suffixes & changes to root words</u> -ed -ing -er -est -ful -ly -y - ment -ness -s -es -en</p>	<p>Next 200: didn't home can't suddenly girl tea fell eggs stopped ever birds duck horse rabbit use along</p>	<p>dge/g/ge kn gn wr mb al(talk) le(apple) el(camel) al(metal) il(pencil) y(fly) o(mother) a(want) or(word) ar(war) s(usual)</p> <p>-es -ed -er -est -ing -ment -ness -ful - less -ly (root word change)</p> <p>contractions homophones</p>	<p>class grass pass could after floor poor find kind mind behind child wild climb most both old gold hold fast last past father path bath Christmas hour move prove improve sure sugar should whole busy half money parents everybody break steak pretty beautiful</p> <p>Months of the Year</p>

- National curriculum expectations for Year 1 & 2 are covered within FS2 (phase 2 & 3) therefore have been placed to show their coverage.

IMPLEMENTATION - Progression in Phonics LTP EYFS

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letters & Sounds Phase	phase 1 and 2	phase 3	phase 3 & 4	phase 4 & 5	Phase 4 & 5	Phase 5
Phonics - GPC	s a t i p n c k e h r m d g o u l f b	ai j oa igh ee or z w ng v oo y x ch sh th qu ow oi ue ur ar er	zz ss ff ll ck ear air ure y (ee)	ou (ow) er (ur) ie (igh)	Letter names	ph Alternative GPC: ea ay oy ow(oa)
Word Level (read in stated term; spell in following term)	Mum Dad Chip Biff Kipper Floppy to the no go I into a an as in is on at if it of can and up off big him had get back his not got but put	he she me be we was my her will back that this then	you they all are said were there little have like some come them with see for out	children want by oh away day look one do when too went so what their people	from just help looked called asked could don't your saw here Mr Mrs old I'm time it's house	made came make their now down very then this that with about
Text Level	Read and write cvc words	Read and write captions	Begin to form simple sentences.	Form simple sentences	Form simple sentences	Form interesting/extended sentences.
Grammar	Sounds, letters, words	Sounds, letters, words, spaces	Sounds, letters, words, spaces, full stops, sentences/statements	Capital letters, spaces, full stops, sentences/statements	Capital letters, spaces, full stops, sentences/statements	Capital letters, spaces, full stops, sentences/statements

IMPLEMENTATION - Progression in Phonics Year 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letters & Sounds	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Phonics GPC	1: phase 3 revision 2: ay ow ea 3: oy ir aw 4: wh ph ew 5: oe ey au 6: u-e e-e i-e 7: a-e o-e 8: revision	1: ur er ir 2: alt' i o 3: alt' c g 4: alt' ow u 5: alt' ie ea 6: alt' ch 7: ue oo u-e ew	1: nk ve 2: tch dge +qu xvz 3: gn kn 4: wr mb 5: al <u>ore</u> au aw 6: alt' c g +b d p qu	1: alt' a <u>are</u> (hare) 2: ch sh th ph wh qu ear (bear) 3: air ear ure igh dge tch 4: ou/ow oi/oy split digraphs 5: or aw au al 6: er ir ur	1:oa oe o-e ow, alt' c, oi oy, zz ss 2: ai ay a-e, alt g, ou ow 3:ee ea e-e ey y, oo ew ue u-e, trigraphs 4: ie i-e, or aw au, wh sh ph th ch 5:	1: revision 2: revision 3: tion / ture 4: 5: 6:
		Plurals: -s/es -ed/ing Letter names	-ed / -ing -es /-s -est / -er	Consonant Clusters -est/er	Consonant Clusters Un- -ed / -ing	Compound Homophone
Word Level (read in stated term; spell in following term)	oh their people Mr Mrs looked called asked could water where who again thought work mouse many laughed	through because any different eyes friends once please good over how going would took school think know bear new wanted eat	everyone our two well find more round tree I'll magic shouted other door right sea animals never next	these began boy first baby gave something still found live night narrator couldn't small head town I've around	key place mother every garden only told another great why jumped even before clothes tell	gone really most cold coming lived book which inside liked giant dragon pulled we're fly grow plants better let's across white
Spelling pattern	Days	ck ss ff ll zz	-se (e.g. mouse, horse, please) Best guess ai, ie, oi, oa, ee	-ve (e.g have, give, gave) Numbers Best guess oo, ur	-nk (e.g think, bank, pink)	Qu- (e.g queen, quick, quite) -tch (e.g catch, fetch, kitchen) -k/c- (e.g skin, sketch)
Grammar	Letter, capital letter, sentence, punctuation, full stop, Capital for day Adjective , rhyme, plural	Word, singular, plural, Question mark, Exclamation mark, Capital for names, (I), days, places. Adjective , noun	Command, exclamation, question, Statement Adjective, noun, verb	Contractions, Conjunctions, joining clauses	Syllables, pronouns	

IMPLEMENTATION - Progression in Phonics LTP Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letters & Sounds Phase	Phase 5 - alternative GPC & correct spelling pattern choice Phase 6 - spelling rules involving changes to the root word					
Phonics - GPC Bold = new introduction GPC	<u>Consolidation of Phase 5 (Year 1)</u> 1: ch/sh/th/qu/ng/ph/wh 2: /ai/ -ai, ay, a-e, a /oi/ - oi, oy 3: /ee/ -ee, ea, e-e, y, ey 4: /igh/ -igh, ie, i-e, i /ow/ - ow, ou 5: /oa/ -ow, oe, o-e, o, /ear/, /air/, /ure/ 6: /ue/ -oo, u-e, ew, u 7: /or/ -or, au, aw, ore 8: /ur/ -ur, ir, er /ar/ -ar	1: /air/ -are, ear 2: /l/ - le/el/al/il 3: /ear/ - ere, eer, ea 4: /j/ -g, dge, ge /n/ -gn/kn 5: /r/ wr /m/ -mb /igh/ - y 6: /s/ -c, sc, st, se 7: consolidation	1: /ai/ - eight, ey, ei, ea 2: /e/ -ea /ee/ -ie /c/ -ch /sh/ -ch 3: /or/ - al, our, augh, ar 4: /ur/ - ear, or 5: /ee/ - eo, e 6: consolidation	1: /ar/ - a, al, 2: /i/ - y /o/ - a New sound /zh/ 3: /oa/ - ou /z/ - se 4: /air/ - ere 5: /oo/ - ui, ou 6: consolidation	1: /sh/ - s, ss 2: /u/ - oul, o 3: /sh/ - ti, ci, si 4: /ure/ - our, 5: Phonics Screening Prep for any children re-sitting test. 6:	1: /er/ - investigate 2: 3: 4: 5: 6:
	With changes to route word: -ed -ing -s -es	With changes to route word: -er -est	With changes to route word: -ful -ly -y	With changes to route word: -ment -ness -en -less		
Word Level (read in stated term; spell in following term)	didn't home can't suddenly girl tea fell eggs stopped ever birds duck horse rabbit use along class grass pass could after	find kind mind behind child wild climb most both old gold hold floor poor fast last past father path bath Christmas	hour move prove improve sure sugar should whole busy half money parents everybody break steak pretty beautiful	Revise all Year 2 CEWs	Spelling of contractions	Spelling of homophones
Spelling Pattern	Spelling patterns corresponding to GPC and suffixes being taught including 'best guesses.'					
Grammar	Noun, noun phrase, adjective, verb, suffix, past & present tense	Statement, question, exclamation, command	Adverb, comma	Apostrophe (possessive), compound	Contractions	Homophones, near homophones

IMPLEMENTATION – FS2

FS2 Autumn 1	FS2 Autumn 2	FS2 Spring 1	FS2 Spring2	FS2 Summer 1	FS2 Summer 2
<p>GPC: phase 1</p> <p>Read: own name</p> <p>Spell: own name</p> <p>Sentence: speaking clearly; talking about</p> <p>ORT big books</p> <p>Initial assessment</p>	<p>GPC: ai j oa</p> <p>Read: he</p> <p>Spell: to</p> <p>Sentence: read captions / begin to write captions -spaces</p>	<p>GPC: ss ff ll ck zz ee/y</p> <p>Read: you they</p> <p>Spell: me</p> <p>Sentence: 2 sentences</p>	<p>GPC: jvwxyz</p> <p>Read: what so</p> <p>Spell: you</p> <p>Sentence: 3 sentences</p>	<p>Letter names: ABCDE</p> <p>GPC: revision as needed</p> <p>orientation of: ng qu</p> <p>Read: Mr Mrs looked</p> <p>Spell: were</p> <p>Sentence: multiple sentences. Story writing.</p>	<p>GPC: ph letter names</p> <p>Read: made make</p> <p>Spell: what so TA session = spelling cards</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus cr pl dr</p>
<p>GPC: sat</p> <p>Read: own names, ORT mum/dad/kipper</p> <p>Spell: own name; orally segment</p> <p>Sentence: full sentences spoken</p>	<p>GPC: igh ee or z</p> <p>Read: she</p> <p>Spell: the</p> <p>Sentence: write captions - spaces/FS</p>	<p>GPC: air + ch sh th</p> <p>Read: all are</p> <p>Spell: back</p> <p>Sentence: 2 sentences</p>	<p>GPC: ou(ow) + qu ng</p> <p>orientation of: ai igh</p> <p>Read: look children</p> <p>Spell: all</p> <p>Sentence: build up to multiple sentences. Begin basic story writing.</p>	<p>Letter names: FGHIJ</p> <p>GPC:</p> <p>orientation of ch sh th ng qu</p> <p>Read: your saw here</p> <p>Spell: some</p> <p>Sentence: Full stop then capital letter. Information focus task.</p>	<p>GPC: ea letter names</p> <p>Read: came very</p> <p>Spell: look children</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus tw sm sc</p>
<p>GPC: ipn</p> <p>Read: ORT floppy/biff/chip, cvc</p> <p>Spell: orally segment</p> <p>Sentence: punctuation karate -orally</p>	<p>GPC: w ng v</p> <p>Read: me</p> <p>Spell: I</p> <p>Sentence: write captions - spaces/FS</p>	<p>GPC: ear + oo oa qu</p> <p>Read: said like</p> <p>Spell: we</p> <p>Sentence: 2 sentences</p>	<p>GPC: er(ur) er (flower)</p> <p>orientation of: oa oo</p> <p>Read: one do</p> <p>Spell: are</p> <p>Sentence: multiple sentences. Story writing.</p>	<p>Letter names: KLMNO</p> <p>GPC:</p> <p>orientation of ai ie oi</p> <p>Read: don't asked called</p> <p>Spell: there</p> <p>Sentence: but because so . focus on information</p>	<p>GPC: ay letter names</p> <p>Read: then them</p> <p>Spell: one do</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus shr thr</p>
<p>GPC: ckeh</p> <p>Read: to/the, cvc</p> <p>Spell: cvc</p> <p>Sentence: punctuation karate -orally</p>	<p>GPC: oo y x</p> <p>Read: we</p> <p>Spell: no</p> <p>Sentence: write sentences - spaces/CL/FS</p>	<p>GPC: ure + ee ie ai</p> <p>Read: have were</p> <p>Spell: be</p> <p>Sentence: 3 sentences</p>	<p>GPC: ie</p> <p>orientation of: ow oi</p> <p>Read: when want</p> <p>Spell: said</p> <p>Sentence: multiple sentences. Basic story writing.</p>	<p>Letter names: PQIRST</p> <p>GPC:</p> <p>orientation of ur ar or er</p> <p>Read: could old Im</p> <p>Spell: come</p> <p>Sentence: RHYME. Oi dog book about rhyme.</p>	<p>GPC: ow (oa) letter names</p> <p>Read: this that</p> <p>Spell: when by</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus br st tr</p>
<p>GPC: rmd</p> <p>Read: no/go, cvc</p> <p>Spell: cvc</p> <p>Sentence: punctuation karate -orally. Begin to model written labels/captions</p>	<p>GPC: ch sh th</p> <p>Read: be</p> <p>Spell: go</p> <p>Sentence: write sentences - spaces/CL/FS</p>	<p>GPC: ng ue ou</p> <p>Read: some there out</p> <p>Spell: was</p> <p>Sentence: 2 sentences</p>	<p>GPC:</p> <p>orientation of : ur ar or</p> <p>Read: by oh their</p> <p>Spell: like</p> <p>Sentence: multiple sentences. Story writing</p>	<p>Letter names: UVWXYZ</p> <p>GPC:</p> <p>orientation of oo oi ow oa</p> <p>Read: time it's house</p> <p>Spell: little</p> <p>Sentence: story .</p>	<p>GPC: oy letter names</p> <p>Read: with about</p> <p>Spell: people day</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus pr bl fl</p>
<p>GPC: gou</p> <p>Read: I, cvc</p> <p>Spell: cvc</p> <p>Sentence: labels, cvc</p>	<p>GPC: qu ow oi</p> <p>Read: was</p> <p>Spell: he</p> <p>Sentence: write sentences - spaces/CL/FS</p>	<p>GPC: or ur ar</p> <p>Read: come little</p> <p>Spell: my</p> <p>Sentence: 3 sentences</p>	<p>GPC:</p> <p>orientation of: ch sh th</p> <p>Read: away day people</p> <p>Spell: have</p> <p>Sentence: multiple sentences. Story writing</p>		<p>GPC: all letter names</p> <p>Read: all</p> <p>Spell: Mr Mrs</p> <p>Sentence: link to Y1 story theme</p> <p>Write longer phase 4 words plus cluster endings</p>
<p>GPC: lfb</p> <p>Read: into, cvc</p> <p>Spell: cvc</p> <p>Sentence: labels, cvc</p>	<p>GPC: ur ar er ue</p> <p>Read: my her</p> <p>Spell: she</p> <p>Sentence: write sentences - spaces/CL/FS</p>				<p>Recap all.</p> <p>Letter names</p>
<p>GPC: review all so far</p> <p>Read: review all so far</p> <p>Spell: cvc</p> <p>Sentence: labels, cvc</p>					

IMPLEMENTATION – Year 1

YEAR 1 Autumn 1	YEAR 1 Autumn 2	YEAR 1 Spring 1	YEAR 1 Spring2	YEAR 1 Summer 1	YEAR 1 Summer 2
GPC: Revise all FS2 sounds Read: Revise all FS2 words Spell: To the no go I into	GPC: er ur ir Read: through because any Spell: said have like SPaG: -ed Letter names Spelling pattern: zz ll ss ff ck	GPC: nk ve Best Guess /ai/ Read: everyone our two Spell: about your day SPaG: -ed Spelling pattern: se	GPC: Alt a are (hare) + ue u-e ew oo ew start: tr dr gr cr br fr pr end: sk xt nch Read: these began boy Spell: called asked could Spelling pattern: ve	GPC: All /oa/ Ss/zz C as s Oi/oy Lots of words with sound buttons Clusters Read: key place mother Spell: once please good SPaG: un Spelling pattern: nk	Revise all sounds/ clusters mixed up read 2 words almost identical except for 1 letter missing e.g strad/strand eye twisters
GPC: ay/ou/ ea Read: oh their people Spell: he she me we be	GPC: Alt i Alt o Read: different eyes friends Spell: so do children SPaG: -ed	GPC: tch, dge + qu xvz Best Guess /ie/ Read: well find more Spell: make made came CLUSTERS SPaG: -ing	GPC: ear (bear) + Ch sh th ph wh ng qu Start: sp st tw sm End: st nd Best Guess /oo/ Read: first baby gave Spell: water where who	GPC: All /ai/ g as j Ou/ow Lots of words with sound buttons Clusters Read: every garden only Spell: over how going SPaG: : ed	GPC: Read: gone really most cold lived coming Spell: One to ten Eleven to twenty
GPC: oy/ir/aw Read: Mr Mrs looked Spell: was you they	GPC: Alt c Alt g Read: once please good Spell: come some little SPaG: -ing	GPC: Gn, kn Best Guess /oi/ Read: I'll round tree Spell: here saw very SPaG: -er/est	GPC: Air ear igh ure dge tch Start: sc sk sn End: mp nt nk Best Guess /ur/ Read: something still found Spell: again thought work	GPC: All /ee/ Oo ew ue Dge ure ear air igh Lots of words with sound buttons Clusters Read: told another great Spell: would took school SPaG: : er/est	GPC: tion /ture Read: book which inside Spell: everyone our two Spelling pattern: when to use /k/ instead of /c/ e.g skin
GPC: wh/ph/ew Read: called asked could Spell: all are my	GPC: Alt u Alt ow Read: over how going Spell: said one out	GPC: Wr, mb Best Guess /oa/ Read: magic shouted other Spell: oh their people SPaG: -es	GPC: Ou ow oi oy plus splits Start: sl bl fl gl pl cl End: lt lp lf Read: live night narrator Spell: mouse many laughed Contractions	GPC: All /ie/ Or aw au Wh ch sh ph th Lots of words with sound buttons Clusters Read: why jumped even Spell: think know bear SPaG: ed/ing	GPC: Read: liked giant dragon Spell: days of the week Compound words Spelling pattern: qu
GPC: oe/ey/au Read: water where who Spell: her look will	GPC: Alt ie Alt ea Read: would took school Spell: were there when SPaG: Questions ?	GPC: al ore +au or aw Best Guess /ee/ Read: door right sea Spell: Mr Mrs looked	GPC: Or aw au al Start: scr shr str thr End: ft lk pt Read: small couldn't head Spell: through because any SPaG: Est/er	GPC: Read: before clothes tell Spell: new wanted eat Assessment	GPC: Read: pulled we're fly Spell: colours Homophones Spelling pattern: tch
GPC: u-e e-e i-e Read: again thought work Spell: this then them +Days	GPC: Alt ch Read: think know bear Spell: what don't old SPaG: Capitals -names/places	GPC: b/d/p/qu + alt c/g Read: animals never next Spell: love ask today Assessment	GPC: ur er ir Read: town I've around Spell: different eyes friends SPaG: in/ing ending Assessment		GPC: Read: grow plants better Spell: January - June Homophones Spelling pattern: review
GPC: a-e o-e Read: mouse many laughed Spell: with now down +Days	GPC: Ue/u-e/oo/ew Read: new wanted eat Spell: by time house SPaG: Exclamations! Assessment				GPC: Read: across let's white Spell July to December
GPC/ Read / Spell: review all and select annoying ones to cover Assessment					

IMPLEMENTATION – Year 2

YEAR 2 Autumn 1	YEAR 2 Autumn 2	YEAR 2 Spring 1	YEAR 2 Spring2	YEAR 2 Summer 1	YEAR 2 Summer 2
GPC: ch/sh/th/qu/ng/ph/wh Read: didn't home can't Spell: well find more SPaG: concept of past tense	GPC: /air/ -are, ear Read: find kind mind Spell: something still found SPaG: er/est when root words ends in e Statements	GPC: /ai/ -eigh, ey, ei, ea Read: hour move prove Spell: why jumped even SPaG: adding -ful to words Commas	GPC: /ar/ -a, al, Read: Spell: suddenly girl tea SPaG: adding -ment to words Compound words	GPC: /sh/ -s, ss Read: Spell: find kind mind climb SPaG: Adding -ed -ing -er -est Contractions	GPC: Homophones & near homophones Read: Spell: floor poor Christmas SPaG: Adding -ed -ing -er -est Statements, questions, exclamations, commands
GPC: /ai/ -ai, ay, a-e, a /oi/ -oi, oy Read: suddenly girl tea Spell: I'll round tree SPaG: ed/ ing with no change to root word	GPC: /I/ -le/el/al/il Read: behind child wild Spell: live night narrator SPaG: er/est when root words end in y Questions	GPC: /e/ -ea /ee/ -ie /c/ -ch /sh/ -ch Read: improve sure sugar Spell: before clothes tell SPaG: -adding -ful to words Commas	GPC: /i/ -y /o/ -a /zh/ Read: Spell: fell eggs stopped SPaG: adding -ness to words Compound words	GPC: /u/ -oul, o Read: Spell: behind child wild father SPaG: Adding -ed -ing -er -est Contractions	GPC: Homophones & near homophones Read: Spell: pretty path bath SPaG: Adding -s -es -ies Statements, questions, exclamations, commands
GPC: /ee/ -ee, ea, e-e, y, ey Read: fell eggs stopped Spell: magic shouted other SPaG: ed/ing when root words end in e Nouns & noun phrases	GPC: /ear/ -ere, eer Read: past last fast Spell: small couldn't head SPaG: er/est when root word doubles the consonant Exclamations	GPC: /or/-al, our, augh, ar Read: should whole busy Spell: gone really most SPaG: adding -ly to words Commas	GPC: /oa/ -ou /z/ -se Read: Spell: ever birds duck SPaG: adding -less to words Compound words	GPC: /sh/ -ti, ci, si Read: Spell: past last fast SPaG: Adding -s -es -ies Contractions	GPC: Homophones & near homophones Read: Spell: hour move prove improve SPaG: adding -ment, -ness, -less -en to words Possessive apostrophe
GPC: /igh/ -igh, ie, i-e, i /ow/ -ow, ou Read: ever birds duck Spell: door right sea SPaG: ed/ing when root words end in y Nouns and noun phrases	GPC: /j/ -g, dge, ge /n/ -gn/kn Read: most both old Spell: town I've around SPaG: er/est using e/y/double cons' rules Commands	GPC: /ur/ -ear, or Read: half money parents Spell: cold lived coming SPaG: adding -ly to words Adverbs	GPC: /air/ -ere Read: Spell: horse rabbit use SPaG: adding -en to words Possessive apostrophe	GPC: /ure/ -our, e, u, Read: Spell: most both old gold hold SPaG: Adding -s -es -ies Adjectives, nouns, verbs & adverbs	GPC: Read: Spell: everybody sure sugar SPaG: Possessive apostrophe
GPC: /oa/ -ow, oe, o-e, o, /ear/, /air/, /ure/ Read: horse rabbit use Spell: animals never next SPaG: ed/ing when root word doubles the consonant Adjectives	GPC: /r/ wr /m/ -mb /igh/ -y Read: gold hold father Spell: key place mother SPaG: ed/ing using e/y/double cons' rules Statements, questions, exclamations, commands	GPC: /ee/ -eo, e Read: everybody break steak Spell: book which inside SPaG: adding -y to words Adverbs	GPC: /oo/ -ui, ou Read: Spell: pass class grass SPaG: adding -ment, -ness, -less -en to words Possessive apostrophe	GPC: Phonics Screening Prep for any children re-sitting test. Read: Spell: break steak beautiful SPaG: adding -ment, -ness, -less -en to words Adjectives, nouns, verbs & adverbs	GPC: Read: should whole busy Spell: SPaG: Commas
GPC: /ue/ -oo, u-e, ew, u Read: pass class grass Spell: these began boy SPaG: plurals spelling rules for -s -es Verbs	GPC: /s/ -c, sc, st, se Read: floor poor Christmas Spell: every garden only SPaG: plurals using -s -es -ies rules Statements, questions, exclamations, commands	GPC: consolidation Read: pretty beautiful Spell: didn't home come SPaG: adding -y to words Adverbs	GPC: consolidation Read: Spell: along could after SPaG: Possessive apostrophe whole school assessment week - move as appropriate		GPC: Read: Spell: half money parents SPaG: Commas
GPC: /or/ -or, au, aw, ore Read: along could after Spell: first baby gave SPaG: plurals spelling rules for -ies Nouns, adjectives & verbs	GPC: consolidation Read: climb path bath Spell: told another great SPaG: whole school assessment week - move as appropriate				GPC: Read: Spell: SPaG: whole school assessment week - move as appropriate
GPC: /ur/ -ur, ir, er /ar/ -ar Assessment & review of read/spell/spag					

IMPLEMENTATION - Rationale

We want our children to be excited by words, vocabulary and the sound patterns which are the building blocks of our language! As a result, we place a high level importance on the teaching of Phonics and Early Reading.

Our curriculum is carefully organised , following a detailed plan to ensure our children receive their full entitlement to the ‘Letters & Sounds’ programme as well as further GPCs stated within the National Curriculum. Phonic sessions are taught to an entire year group at a time. New learning is always introduced by a teacher first. TA led sessions focus on further practise and application of skills.

Lessons follow the ‘sequence of teaching in a discrete phonics session’ as outlined in Letters and Sounds.

- Revisit and review
- Teach
- Practise
- Apply
- Assess

Phonic sessions are approached in a lively and engaging multi-sensory way enabling children to find a ‘hook’ for their new knowledge. Initially new GPC are enhanced with songs, rhymes and actions, even food! Phase 2 and 3 GPCs are presented using a mnemonic which are adopted for use until the point at which children no longer need these scaffolds. Phase 5 alternative sounds are enhanced with raps to support recall and spelling. ‘Best Guesses’ are encouraged when learning to choose the correct alternative sound to spell.

High Frequency Words are broken down into ‘decodable’ words and ‘tricky’ words within Letters and Sounds. Decodable words are taught by segmenting and blending. With respect to ‘tricky’ words, also known as Common Exception Words within National Curriculum, we refer to them as ‘fishy’ words. We have developed a glossary of common language and resources which is used throughout school to ensure consistency amongst children and staff.

FS2 and KS1 children are assessed formatively from session to session according to their participation and responses. Summative assessment is used to monitor overall recall of sounds and words. Assessment includes reading and writing GPCs taught in isolation and their use in phonetically decodable words and reading and spelling CEWs taught. Attainment is tracked to show progression in phases throughout the academic year. In addition, Year 1 children take part in a half termly 'Phonics Screening' diagnostic test in order to support next steps in learning leading up to the national Phonics Screening Check.

We recognise that at times children may need support to 'keep up' with new learning. This support is provided either through instant, responsive adult led activities or through planned support ranging from short bursts of specific teaching to a longer lasting focus. Need for support may be identified after summative assessment or in response to immediate daily performance in a task. Our main focus is on 'keeping up' rather than 'catching up.'

In some cases, children may not have embedded the application of all phonics taught before progressing to KS2. Children who are identified to be within the lowest 20% are provided with additional support, including daily 'Rapid reader' sessions which incorporate reading texts and working on gaps in their phonic knowledge.

Schemed reading books include Oxford Reading Tree, Big Cat and Pearson Phonic Bug. Our collection of resources for learning to read is also supported by phase 1 games, word strips and caption booklets. We ensure that pupils read books that are closely matched to their increasing phonic knowledge. In EYFS and Year 1, children take home a reading book that corresponds with phonetic content that they have already been taught. Reading books are organised within a time scale which matches our teaching schedule. Once children reach a secure ability in Phase Five, children are able to progress to non-decodable books. There is no restraint placed on reading progress due to age/key stage. "Within each key stage, schools therefore have flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier stage if appropriate." NC, p18.

Home-school partnerships are vitally important in supporting young children in their Phonics and Early Reading journey. We highly value the difference that parents/carers can make to their child's progress. FS2 children receive a 'phonic book' to build up a collection of GPC mnemonics and CEWs which move between home and school. Year 1 children receive weekly alternative GPCs to add to their 'phonic book.'

IMPACT

We aim for all of our children to be lifelong readers, seeking out books for pleasure, escapism and fuelling their thirst for knowledge.

Through the quality teaching of systematic phonics, our children will become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.