

Phonics Curriculum map

We aim to engender a life-long love of English by giving children the strategies they need to become enthusiastic, strong, confident and independent readers and writers. We provide children with a wealth of opportunities that inspire their imagination and give them deep and sustained knowledge of vocabulary, genres and styles that they can use both when discussing the writing of others, and apply in their own work.

	Autumn	Spring	Summer	Key Vocabulary
Nursery (Phase 1 & introduce phase 2)	<p>Learn phase 1 phonics skills: general sound discrimination, environmental sounds, instrumental sounds.</p> <p>Practice and apply through listening walks, playing games, music and reading books, poems songs and Nursery rhymes.</p>	<p>Learn phase 1 phonics skills: rhythm and rhyme, alliteration, voice sounds.</p> <p>Revisit general sound discrimination, environmental sounds, instrumental sounds.</p> <p>Practice and apply through listening walks, playing games, songs, music and reading books, poems and Nursery rhymes.</p>	<p>Learn phase 1 phonics skill: oral blending and segmenting.</p> <p>Link phonemes to graphemes: Phase 2 sets 1 to 3 s,a,t,p, i,n,m,d g,o,c,k</p> <p>Learn some simple high frequency/tricky words.</p> <p>Practise and apply general sound discrimination, environmental sounds, instrumental sounds.rhythm and rhyme, alliteration, voice sounds through listening walks, playing games, songs, music and reading books, poems and Nursery rhymes.</p>	<p>sound noise listen hear music instrument rhythm rhyme letter phoneme sound talk</p>
Reception (Phase 2, 3 and introduce phase 4)	<p>Revisit and review general sound discrimination, environmental sounds, instrumental sounds.rhythm and rhyme, alliteration, voice sounds. oral segmenting and blending</p> <p>Link phonemes to graphemes (if new to school) or revisit phase 2 phonemes sets 1 to 3: s,a,t,p i,n,m,d g,o,c,k plus new sets 4 to 7 ck, e,u,r h,b,f,l ff,ll,ss</p> <p>Introduce Phase 3 phonemes and digraphs j,v,w,x y,z,zz,qu ch,sh,th, ng</p>	<p>Revisit and review phase 1 skills and learnt phase 2 and 3 phoneme grapheme correspondence.</p> <p>Link phonemes to graphemes/digraphs/trigraphs phase 3 ai, ee, igh, oa, oo (long/short), ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Apply segmenting and blending skills through playing games and reading/writing cvc words.</p> <p>Learn high frequency/tricky words</p> <p>Understand some words have 2 syllables</p> <p>Practice reading/writing the letter names of the alphabet</p>	<p>Revisit and review phase 1 skills and learnt phase 2 and 3 phoneme grapheme correspondence.</p> <p>Read some words with 2 syllables</p> <p>Introduce Phase 4 blends of some consonant letters eg. br, tr, cl, sl</p> <p>Apply segmenting and blending skills through playing games and reading/writing cvc/ccv/cvcc/cvcc/cvcc/cvcc words and captions and simple sentences.</p> <p>Learn high frequency/tricky words:</p> <p>Practice reading/writing the letter names of the alphabet</p>	<p>phoneme grapheme digraph trigraph sound letter word rhyme read write segment blend letter name capital letter lower case vowel consonant syllable spell caption</p>

	<p>Learn high frequency/tricky words: xxx</p> <p>Practise and apply segmenting and blending skills through playing games and reading cvc words, captions and simple sentences.</p> <p>Introduce the letter names of the alphabet, especially for their own name.</p>			
<p>Year 1 (Phase 4, 5 and introduce phase 6)</p>	<p>Revisit and Review all phase 2 and 3 grapheme/phoneme correspondence and phase 4 blends.</p> <p>Learn phase 5 new graphemes as alternative spellings: wh,ph,ew, oe ar, au, a-e, e-e, i-e, o-e</p> <p>Learn phase 5 alternative pronunciations of learnt graphemes: i (find) o (cold) c (cent), g (giant) u (put) ow (snow) ie (field) ea (bread) a (what) y (very, gym)</p> <p>Learn Year 1 common exception words: xxxx</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase and writing simple captions and sentences.</p>	<p>Revisit and Review all learnt phase 2, 3 and 5 grapheme/phoneme correspondence and phase 4 blends.</p> <p>Learn phase 5 alternative spellings ai/ay/a-e/a c/k/ck ee/ea/e-e/y/ie/ey ch/tch/chu/ture igh/ie/y/i-e oa/oe/ow/o/o-e oo/ew/ue/oo oi/oy ar/a ear/ere/eer air/are/ear v/ve or/aw/au/our/ore ur/ir/er/ear/our</p> <p>Learn Year 1 common exception words.</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase and writing captions and sentences.</p> <p>Introduce (phase 6) to read and spell words with suffixes* adding: -s and -es to words (plurals of nouns) -ing, -ed, -er to verbs and adjectives. -er and -est to adjectives</p> <p>Introduce the past tense by using -ed</p> <p>Understand reading goals of automaticity, fluency and use of expression through modelling of reading.</p>	<p>Revisit and Review all learnt phase 2, 3 and 5 grapheme/phoneme correspondence and phase 4 blends using pseudo words based on AFL in preparation for national Phonics Screening week.</p> <p>Learn phase 5 alternative pronunciations: ch (school) ou (shoulder, could, you)</p> <p>Learn (phase 6) to read and spell words with suffixes* adding: -s and -es to words (plurals of nouns) -ing, -ed, -er to verbs and adjectives. -er and -est to adjectives</p> <p><i>*where no change is needed to the root word</i></p> <p>Learn to read and spell compound words e.g: <i>football, playground, farmyard, bedroom, blackberry.</i></p> <p>Learn Year 1 common exception words.</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase and writing sentences.</p> <p>Introduce prefixes un-</p> <p>Develop automaticity and fluency and use of expression through explicit teaching and frequent reading.</p>	<p>alternative spelling alternative pronunciation pseudo (alien) word prefix suffix compound word fluency automaticity expression sentence past tense</p>
<p>Year 2 (Phase 6)</p>	<p>Revisit and Review all learnt phase 2, 3 and 5 grapheme/phoneme correspondence and phase 4 blends including alternative spellings and pronunciations based on AFL, learnt compound words, prefix and suffixes.</p>	<p>Revisit and Review all learnt phase 2, 3 and 5 grapheme/phoneme correspondence and phase 4 blends including alternative spellings and pronunciations based on AFL, learnt compound</p>	<p>Revisit and Review all learnt phase 2, 3 and 5 grapheme/phoneme correspondence and phase 4 blends including alternative spellings and pronunciations based on</p>	<p>suffix root word homophone vocabulary contraction</p>

	<p>Learn alternative spellings: the /j/ sound spelt as ge/dge the ie sound spelt as y the s sound spelt as c before e,i and y</p> <p>Consolidate the past tense by using suffix -ed</p> <p>Revisit and increase knowledge of suffixes where changes are needed to the root word: -s and -es to words (plurals of nouns and verbs) -ing, -ed, -er to verbs and adjectives. -er and -est to adjectives</p> <p>Learn suffix -ly</p> <p>Introduce homophones; they're/their/they're blue/blew</p> <p>Learn Year 2 common exception words.</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase and starting to read non-phonetic books, and writing using more ambitious vocabulary and complex sentences.</p> <p>Build knowledge of vocabulary and develop automaticity and fluency and use of expression through explicit teaching and frequent reading aloud.</p>	<p>words, homophones, prefix and suffixes, past tense</p> <p>Learn grammatical and spelling rules including:</p> <ul style="list-style-type: none"> • Elisions/contractions e.g. I'm, let's, can't • possessive apostrophe e.g. Sam's coat • suffix -y added to nouns to form adjectives e.g. funny, smokey • suffix -ful added to nouns e.g. playful • -suffix -ment added to verbs to form nouns e.g. pavement • suffixes -less and -ness added to adjectives to form nouns e.g. darkness, • homophones to/too/two, bare/bear and here/hear • -el,-le, -al, and il at the end of words • the r sound spelt wr e.g. wrap, wren • if v sound at end of word, the v sound an e must be added e.g. alive, save. • words ending in -tion <p>Learn Year 2 common exception words.</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase/non-phonetic books based on AFL. Sustained writing attempting more ambitious vocabulary/spellings/grammar and more complex sentences including the past tense.</p> <p>Build knowledge of vocabulary and develop automaticity and fluency and use of expression through explicit teaching and frequent independent reading.</p>	<p>AFL, learnt spelling rules, homophones, compound words, prefix and suffixes.</p> <ul style="list-style-type: none"> • 'w special' when o follows w e.g. was, want, wallet • ur follows letter w - usually spelt or e.g. word, worm • or before l frequently spelt with letter a e.g. work • aw sound spelt with ar after w e.g. water • u sound spelt as o e.g. mother, son • zh sound spelt as s e.g. treasure, television • homophones be/bee, son/sun, quite/quietone/won, night/knight, see/sea • silent letters k, g, <p>Learn Year 2 common exception words.</p> <p>Practise and apply by playing games, reading and spelling words with the above graphemes, reading phonetic books linked to phonic phase/non-phonetic books based on AFL, Sustained writing with less spelling errors using more ambitious vocabulary/spelling/grammar and complex sentences.</p> <p>Build knowledge of vocabulary and develop automaticity and fluency and use of expression through explicit teaching and frequent independent reading for sustained periods of time.</p>	<p>apostrophe spelling rule</p>
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