|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pre Phonics** | **Launch Pad to Literacy-Building Phonological Awareness** | | | | | | |
| **Visual Skills** | **Memory** | | * Object- what they are, where they are, what they are for/do. * Miniature Objects * Photograph-circle pictures you can see in magazine, catalogues, what can you see in a storybook. * Coloured pictures- look at familiar pictures, books, talking and matching pictures, remembering cards as to who has what and what cards they have. * Line up objects such as farm animals, transport or children. Can you remember where each object/person was in the line? * Colour patterns using beads- Can they remember the pattern? * Line drawing- tracing, following different lines. Cutting along lines or outlines. * Abstract Symbol Silhouette- recognising outlines/ silhouette and matching silhouettes to pictures. | | | | |
| **Attention and Discrimination** | | * Visual Attention- visual clues, reduce background noise. * Visual Discrimination- colour and shape recognition look at similarities and differences, real objects, people, materials. * Visual Memory of Sequence- pairs, matching cards/objects, objects on a tray to look at and remember (cover with a cloth). * Copy sequences. * Find the same. * Odd one out. | | | | |
| **Auditory Skills** | **Environmental Sounds** | | * Listen to and identify sounds inside and outside * Use musical instruments to make different sounds (tap, beat, shake) * Use voice to sing at different pitches * Identify sounds behind pictures or objects * Make different animal noises or sounds of objects * Guess the sound | | | | |
| **Instrumental Sounds** | | * Identify and name the instruments played. * Remember and repeat a rhythm. * Stop and start playing a musical instrument at a signal. Play pass the bag. * Play an instrument to describe an action. * Perform a short instrumental piece for others. * Play an instrument to match the sound of an animal. | | | | |
| **Body Percussion** | | * Perform a song with actions. * Perform an action to match a musical instrument. * Copy a body sound. * Copy a sequence of body sounds. * Copy a body sound. * Say times to be quiet and times to be loud or noisy. * Use voice to make slow, fast, quiet, loud, long, short sounds. * Move body in response to an instrument sound. | | | | |
| **Voice Sounds** | | * Make sounds with voice. * Continue a song pattern with voice. * Listen to a voice and identify speaker. * Match sounds to pictures. * Describe a voice using words like long, short, slow, fast, high, low, loud, and quiet. * Use voice to add sounds to a story such as whispering, growling. * Listen to and sing to a variety of songs | | | | |
| **Auditory**  **Attention** | | * Auditory Attention- play musical instruments, say loud, quiet sounds, eyes closed and listen, * Sound Location- play sounds, music, talking from different locations. * Auditory Discrimination- listen to sounds and point to picture or object making the sound, listening to real objects with eyes closed and guess the sound. * Auditory Memory- recall sounds, treasure hunt, shopping lists, remembering parts of a story, whispering games. * Auditory Memory of Sequence- listen to sounds and point to picture or object related to the sound, listen to real objects, eyes closed and guess the sound. | | | | |
| **Vocabulary** | | | * Understanding of everyday vocabulary- point to objects, show photographs, show how to use objects, what are they for, why do we use them. * Noun Vocabulary * Verb Vocabulary * Abstract Vocabulary: concepts-adverbs, adjectives, prepositions. | | | | |
| **Motor Skills**  **(Writing)** | | | * Gross Motor Skills- running, jumping, catching, skipping. * Manipulative Skills with Hand and Eye Co-ordination- develop and strengthen muscles in fingers and hands, tearing paper, threading, and pouring water from a jug, rolling, pinching, and squeezing playdough. * Fine Motor Skills- Small figures play, junk modelling, finger rhymes, finger puppets. * Copy and make marks with fingers and tools. * Recall and draw simple shapes. * Develop L-R marks. | | | | |
| **Phonological Awareness**  **Phonological Awareness** | **Rhythm and Syllable Awareness** | | * Keep a steady beat- 1, 2, 3 beats, marching on the spot/moving to music. * Copy simple rhythms such as three beats. * Perform actions to nursery rhymes. * Move in time to a beat, slow, fast, marching, and skipping. * Syllable awareness by clapping out words. | | | | |
| **Auditory Blending and Segmenting** | | * Compound word blending. * 2 or 3 syllable word blending and segmenting. | | | | |
| **Sound Identification** | **Rhyme Skills** | * Join in with repetitive story phrases. * Basic awareness of rhyme. * Rhyme detection- bingo, pairs, books, odd one out. * Rhyme generation- rhyming strings, Place objects in a bag/box and pull one out. What is it? Can you think of another rhyming word? | | | | |
| **Alliteration** | * Basic Awareness of alliteration. * Alliteration detection. * Alliteration generation. * Sound exchange. * Say a name of a person who has a name with a given letter. * Name an object that begins with the same sound. * Name animals that begin with the same sound. * Join in with an alliterative story. * Look at an object and recognise the initial sound. * Think of an alliteration for names of children in class. * Make the right movements with the mouth to say the names. * Select a set of objects for alliterative silly soup/sandwich. | | | | |
| **Phonics groups streamed based on Phonics Assessments and children’s stage.**  **If a child has a good level of recognition, they should move onto the next step.** | | | | | **Assessments** | | |
| **Ready** | * Identify the number of syllables in words. * Learning 25 single letters sounds, one sound for each grapheme.   Introduce 1 sound a week-  **Order taught- s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, z, w, v, y, x.**  **Capital letters are shown alongside lower-case letters for the sound.**   * Read story related to ORT characters to introduce the new sound. * Demonstrate the action for the sound. * Show the flashcard of the letter that form the sound. * Demonstrate the letter formation by saying the mantra for forming the sound. * Show objects beginning with initial sound. * Sing the jolly phonics song.   **Auditory-**   * v-c blending and segmenting * c-vc blending and segmenting. * c-v-c blending and segmenting. * Initial phoneme identification- play eye spy. * Final phoneme identification. * Middle phoneme identification. * Introduce the Phonics characters- Bee, Inky Mouse, Snake * Children to recognise each character and their name. * Learn to write own name. | | | | **Phonic Assessment of single phonemes, blending and segmenting cvc words, Phonics character name recognition**.  **Expected by Summer 2 in Nursery** | | |
| **Step 1** | **Learning 42 sounds.**  **Order taught-** s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, **oo**, *oo*, y, x, ch, sh, **th**, *th*, qu, ou, oi, **ue**, *ue*, er, ar.   * **Introduce five sounds a week.** * Read story related to ORT reading characters to introduce the new sound. * Demonstrate the action for the sound. * Show the flashcard of the letter/s that form the sound. * Demonstrate the letter formation by saying the mantra for forming the sound. * Show objects beginning with initial sound. * Sing the jolly phonics song. * Play phonics games- play “What’s in the box?” * Introduce the Phonics characters- Bee, Inky Mouse, Snake * Learning to write their name in early cursive. * **Introduce capital letters so the children know the sound and the letter name for each. Choose one or the other to say but not both together.** * **Auditory-** * v-c blending and segmenting * c-vc blending and segmenting. * c-v-c blending and segmenting. * Initial phoneme identification- play eye spy. * Final phoneme identification. * Middle phoneme identification * Use dragon and jigsaw pieces to model beginning, middle and end sounds in words to support their understanding. | | | | Phonics groups streamed based on Baseline Assessments and children’s stage by end of Autumn 1. | | |
| **Step 2** | **Single Phonemes**   * 2a. Segment (hear) cvc- single sound * 2b. Blend (read) cvc- single sound * 2.c Write cvc- single sound   (examples cat, met, pig, dog)  **Introduce double letters**- 2 letters making the same sound. Say it once but write it twice.   * ll, ss, ck, zz, ff,   (Example- well, miss, back, buzz, off) | | | **Read and Write**  **(Learning the correct pronunciation)**  **When introducing tricky words refer to Hartburn Actions to aid recall.**  **Tricky Words Set 1**  I, the, he, she, me, we, be,  was, to, do, of | **Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.**  **Expected by Autumn 2 in Reception** | | |
| **Step 3** | **Digraphs- 2 letters which makes one sound.**   * 3a. Segment (hear) cvc + digraph * 3b. Blend (read) cvc + digraph * 3.c Write cvc + digraph   (examples church, soap, wait)  ai, oa, ie, ee, or, ng, **oo**, *oo*, ch, sh, **th**, *th*, qu, ou, oi, **ue**, *ue*, er, ar.  Develop the children’s understanding that ‘**oo**’ and ‘**th**’ have 2 sounds.  For example, f**oo**t (short **oo** sound) andm***oo***n (long *oo* sound) / **th**is and *th*in. | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 1**  are, all, you, your, come,  some, said, here, there, they | **Phonics Assessment of sounds, blending and segmenting by end of Spring 2**.  **Expected by Spring 2 in Reception** | | |
| **Step 4** | **Initial Clusters- 2 or 3 letters we say quickly at the beginning of a word to help us to read and write.**   * 4a. Segment (hear) ccvc * 4b. Blend (read) ccvc * 4.c Write ccvc   (Examples drip, twig, trap)  **bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sw, tw, st, str, sp, spl, spr, scr, squ, shr, thr** | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 1**  go, no, so, my, one  by, **only, old**, like, have,  live, give little, down, what,  when, why, where, who, which |  | | |
| **Step 5** | **End Clusters- 2 letters we say quickly at the end of a word to help us to read and write.**   * 5a. Segment (hear) cvcc * 5b. Blend (read) cvcc * 5.c Write cvcc   (Examples bank, best, band)  **ld, nd, lp, mp, sp, lf, lt, pt, ft, ct, st, nt, nk, sk,** | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 1**  **any, many,** more, before, other,  were, because, want, saw, **could,**  **should, would,** right, two, four,  goes, does, made, their | **Phonics Assessment of sounds, blending and segmenting by end of Summer 2.**  **Expected by Summer 2 in Reception** | | |
| **Step 6** | **Alternative Spelling Patterns- Toughy ‘y’ making an ee and an ie sound.**  **Split Vowel Digraphs- a-e, e-e, i-e, o-e, u-e**   * 6a. Segment (hear) * 6b. Blend (read) * 6c. Write   **y** (**ee** sound)  **y** (**ie** sound)  **a-e** (**ai** sound)  **e-e** (**ee** sound)  **i-e**  (**ie** sound)  **o-e** (**oa** sound)  **u-e** (**you** and **oo** sounds)  **Introduce toughy ‘y’** can make an **‘ee’** sound at the end of a word.  Explain that **toughy ‘y’** can also make an ‘**ie**’ sound  (shy I does not like being at the end of a word so his friend toughy ‘y’ says ‘I will take your place as long as I can have your letter name’).  **Introduce lazy ‘e’** (having a cup of tea doing nothing so the other vowel gets cross and changes his sound to his letter name). | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 1**  once, upon, always, also, eight  love, cover, after, **every**, mother  **father,** is, his, as, has,  us, our, today, friend,  house, school, | **Year 1 Phonics Screening Check by Autumn 2.**  **Expected Autumn 2 Year 1.** | Revise from Autumn Year 2 to read and write.  **Year 2** **Revisit stage with children who did not pass the Phonics Screening.** | |
| **Step 7** | **Alternative Spelling Patterns- Digraphs** **– ay, ea, ey, igh, oe, ow, ew, oy, ir, ur, al, aw, au, wh, ph, g, c, air, ear, are, ere, eer**     * 7a. Segment (hear) * 7b. Blend (read) * 7c. Write   **ay**  (**ai** sound)  **ea** (**ee** sound)  **ea** (**e** sound)  **ey** (**ee**)  **igh** (**ie** sound)  **oe** (**oa** sound)  **ow**  (**oa** sound)  **ow** (**ou** sound)  **ew** (**you** and **oo** sounds)  **oy** (**oi** sound)  **ir and ur** (**er** sound)  **al** (**ar** sound)  **aw, au, al,** (**or** sound)  **wh** making a w sound **e.g. whale, wheel, whisper**  **ph** making a f sound **e.g. phone, dolphin, graph**  **c soft c** making a **s sound before e.g. rice, face, twice, circus, dancer**  **g, soft g,** making a **j sound e.g. gem, magic, digit, stage**  **air,** ear, are, **e.g. hair, bear, care,**  **ear,** eer, ere, **e.g. hear, deer, here** | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 2**  Monday, Wednesday, Friday, twelve, fourteen, eighteen, January, February, April, July,  October, November, December, month, year, purple, orange, brother, another, together, already | **Year 1 Phonics Screening Check by Summer 1.**  **Expected Spring 2 Year 1** | Revise from Autumn Year 2 to read and write.  **With children who did not pass the Phonics Screening start interventions. Continue from their STAGE.**  **Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.**  **Expected by Autumn 2 in Year 2** | |
| **Step 8** | **Alternative Spelling Patterns for Digraphs** –**ore,** **ie, tch**   * 8a. Segment (hear) * 8b. Blend (read) * 8c. Write     **ore- making an or sound e.g. more, before, score, shore**  **ie- making an ee sound e.g. chief, field, thief**  **tch- catch, fetch, kitchen, hutch** | | | **Read**  **(Learning the correct pronunciation)**  **Tricky Words Set 2**  **door, floor, poor, find, kind,**  **mind, behind, child, children, wild,**  **climb, most, both, cold, gold,**  **hold, told, great, break, steak,**  **pretty, beautiful, hour, move, prove, improve, sure, sugar, eye, whole,**  **clothes, busy, people, water, again,**  **money, Mr, Mrs, parents, Christmas, everybody** | **National Phonics Screening Check**  **June**  **Expected Summer 2**  **Year 1** | | **Phonics Assessment of sounds, blending and segmenting by end of Spring 2.**  **Expected by Spring 1 in Year 2** |
| **Extra Patterns**  **Spelling Rules Taught within the Year 2 Curriculum**  **Spelling Shed Overview** | * The /n/ sound spelled kn and gn at the beginning of words. * The /r/ sound spelled ’wr’ at the beginning of words. * The /l/ or /ul/ sound spelled ’-le’ at the end of words. * The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. * The /l/ or /ul/ sound spelled ‘-al’ at the end of words. * Words ending in ’-il.’ * Adding ‘-es’ to nouns and verbs ending in ‘y.’ * Adding ‘-ed’ to words ending in y. The y is changed to an i. * Adding ‘-er’ to words ending in y. The y is changed to an i. * Adding ‘ing’ to words ending in ‘e’ with a consonant before it. * Adding ‘er’ to words ending in ‘e’ with a consonant before it. * Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. * Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound. * The ‘or’ sound spelled ’a’ before ll and ll * The short vowel sound ‘o.’ * Words with the spelling ‘a’ after w and qu. * The /er/ and /or/ sound spelled with or or ar. * The /z/ sound spelled s. * The suffixes ‘-ment’ and ‘-ness’ * The suffixes ‘-ful’ and ‘-less’. If a suffix starts with a consonant letter. It is added straight onto most root words. * These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. * Words ending in ‘-tion.’ * Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. * The possessive apostrophe (singular) | | | **Read and Write**  **(Learning the correct pronunciation)**  **Tricky Words Set 2**  **door, floor, poor, find, kind,**  **mind, behind, child, children, wild,**  **climb, most, both, cold, gold,**  **hold, told, great, break, steak,**  **pretty, beautiful, hour, move, prove, improve, sure, sugar, eye, whole,**  **clothes, busy, people, water, again,**  **money, Mr, Mrs, parents, Christmas, everybody,** change, know, knew, laugh, work, young, word, earth, world,  during,gone, heard, watch, almost, brought, bought, enough, thought, though, above, | **Phonics Assessment of sounds, blending and segmenting by end of Summer 2.**  **Expected by Summer 2 Year 2** | | |
| **Consolidate** | **Revisit Steps 6, 7 and 8.**  **Revisit extra patterns** | | | | **Revise in Autumn Year 3 to read and write.**  **With children who did not pass the Phonics Screening start interventions. Continue from their STAGE.** | | |