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| --- | --- |
| **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, oneby, **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, eightlove, 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.** |