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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, educe 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 reading scheme 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 short story for forming the sound. * Show objects beginning with initial sound. * Sing the jolly phonics song.   **Auditory-**   * 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 Robinson family. (ORT characters from reading scheme) Mum, Dad, Chip, Biff, Kipper, Floppy, Gran, Wilf and Wilma. * Children to recognise each character and their name. * Learn to write own name. | | | | **Phonic Assessment of single phonemes, blending and segmenting cvc words, ORT 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 scheme 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 short story for forming the sound. * Show objects beginning with initial sound. * Sing the jolly phonics song. * Play phonics games- pass the bag, bingo, spin the bottle, splat, stepping feet, sky writing, tracing grapheme on each other’s back, rainbow writing. Consolidate the Robinson family. (ORT characters from reading scheme) Mum, Dad, Chip, Biff, Kipper, Floppy, Gran, Wilf, Wilma, Mrs May, Anneena and Nadim. * Character and name recognition. * 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-** * c-vc blending and segmenting. * c-v-c blending and segmenting. * Initial phoneme identification- play eye spy. * Final phoneme identification. * Middle phoneme identification | | | | **Phonics Assessment of sounds by end of Autumn 1.**  Phonics groups streamed based on Phonics Assessments and children’s stage by end of Autumn 1.  **Expected by Autumn 2 in Reception** | |
| **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- hill, rabbit, duck) | | | **5 Words a Week to READ**  **(Learning the correct pronunciation)**  **Tricky Words Set 1**  **I, the, he, she, me**  **we, be, was, to, do,**  **of, are, all, you, your,**  **come, some, said, here, there,**  **they, go, no, so, my,**  **one, by, only, old, like,**  **have, live, give little, down,**  **what, when, why, where, who, which** |  | |
| **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. | | | **5 Words a Week to READ**  **(Learning the correct pronunciation)**  **Tricky Words Set 1** and ORT Words  **(ORT words are taught alongside the tricky words)**  pushed, pulled, wanted, everyone, children  couldn’t, gave, play, day, looked  jumped, played, going, new, away  make, called, then, barked, about  came, climbed, give, old, helped,  stopped**,** made, very,off, as,  **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 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, st, sp, squ, tw, thr, spr, shr, str** | | | **5 Words a Week to READ**  **(Learning the correct pronunciation)**  **Tricky Words Set 1** and ORT Words  **once, upon, always, also, eight**  **love, cover, after, every, mother**  **father, is,** **today**, **his**, **friend**,  **our, says, house, school, has,**  **are,** time, us, take, as | **Phonics Assessment of sounds, blending and segmenting by end of Summer 2.**  **Expected by Summer 2 in Reception** | |
| **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, lp, lt, lf, pt, ft, ct, st, sk, sp, nd, nt, nk, mp** | | | **5 Phonics Words and 5 Tricky Words Set 1 to SPELL**  **I, the, he, she, me**  **we, be, was, to, do**  **of, are, all, you, your,**  **come, some, said, here, there,**  **they, go, no, so, my,**  **one, by, only, old, like,**  **have, live, give, little, down,**  **what, when, why, where, who,**  **which, any, many, more, before,**  **other, were, because, want, saw,**  **put, is, has, his,** | **Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.**  **Year 1 Phonics Screening Check by Autumn 2.**  **Expected by Autumn 2 Year 1** | |
| **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 if 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. | | | **5 Alternative Digraphs Words and 5 Tricky Words Set 2 to READ**  Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March,  April, May, June, July, August,  September, October, November, December, one,  two, three, four, five, six,  seven, eight, nine, ten, eleven,  twelve, thirteen, fourteen, fifteen, sixteen,  seventeen, eighteen, nineteen, twenty | **Year 1 Phonics Screening Check by Spring 1 and 2.**  **Expected Spring 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, igh, ow, ew, oy, ir, ur, al, aw and au**   * 7a. Segment ( hear) * 7b. Blend (read) * 7c. Write   **ay**  (**ai** sound)  **ea** (**ee** sound)  **ea** (**e** sound)  **igh** (**ie** 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) | | | **5 Alternative Digraphs Words and 5 Tricky Words Set 1 to SPELL**  **could, should, would, right, two**  **four, goes, does, made, their**  **once, upon, always, also, eight,**  **love, cover, after, every, mother,**  **father, today**, **friend, our, says,**  **house, school** | **Year 1 Phonics Screening Check by Summer 1.**  **National Phonics Screening Check**  **June**  **Expected Summer 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.** |
| **Step 8** | **Alternative Spelling Patterns for Digraphs** – **air, ear, are, ere, eer**   * 8a. Segment ( hear) * 8b. Blend (read) * 8c. Write   **air,** ear, are, **e.g. hair, bear, care,**  **ear,** eer, ere, **e.g. hear, deer, here**  **wh** making a w sound **e.g. whale, wheel, whisper**  **ph** making a f sound **e.g. phone, dolphin, graph**  **ure e.g. sure, pure, cure**  **g, dge, ge,** making a **j sound e.g. germ, magic, energy**  **ce, ci, cy** making a **s sound e.g. race, circus, cycling** | | | **Tricky Words Set 2 to READ**  door, floor, poor, because, find  kind, mind, behind, child, children  wild, climb, most, both  old, cold, gold, hold, told  every, everybody, even, great, break  steak, pretty, beautiful, after, fast  last, past, father, class, grass  pass, plant, path, bath, hour  move, prove, improve, sure, sugar  eye, whole, clothes, busy  people, water, again, half, money  Mr, Mrs, Parents, Christmas  **10 Spellings a Week**  **5 tricky words set 2 (common exception words) and 5 spelling patterns.** | **Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.**  **Expected by Autumn 2 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) | | | **10 Spellings an Week**  **5 tricky words (common exception words) and 5 spelling patterns based on Spelling Shed.**  door, floor, poor, because, find  kind, mind, behind, child, children  wild, climb, most, only, both  old, cold, gold, hold, told  every, everybody, even, great, break  steak, pretty, beautiful, after, fast  last, past, father, class, grass  pass, plant, path, bath, hour  move, prove, improve, sure, sugar  eye, could, should, would, who  whole, any, many, clothes, busy  people, water, again, half, money  Mr, Mrs, Parents, Christmas | **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.** | |

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