

Spring Meadow Primary and 'School House' Nursery



Phonics Curriculum Overview

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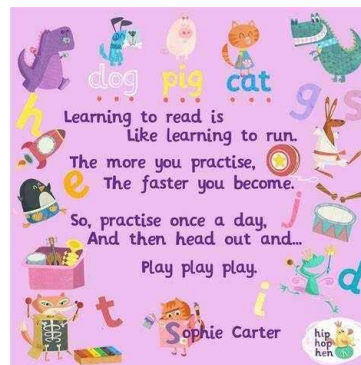
Purpose of study

At Spring Meadow, we believe that reading should be placed at the heart of the curriculum. Through good phonics teaching we will make sure that all children learn to read early, regardless of their background. Ofsted states that a systematic, synthetic approach to phonics is the only route to teaching early reading. As a school we will be using the Little Wandle Letters and Sounds programme, to ensure that the requirements of the EYFS Framework, National Curriculum and DFE Reading Framework (2022) are met. In line with the expectations set out in the Ofsted 2019 School Inspection Handbook, we are determined that every pupil at Spring Meadow will learn to read regardless of their background, needs or abilities. All pupils, including the weakest readers will be supported to make sufficient progress to meet or exceed age related expectations. We start teaching phonics in Nursery/Reception and follow the **Little Wandle** Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Aims

Our curriculum aims to ensure that all pupils:

- Phonic lessons are taught every day, with a rigorous and systematic approach and with a good pace throughout the lesson and over time.
- High quality and consistent planning leads to good outcomes for all children.
- Assessment and tracking are used to effectively plan next steps of learning.
- Parents have an understanding of the school's phonic policy to effectively support their child's learning at home.
- Learn to read and write all 44 graphemes in the English language.
- Learn specific strategies to help them remember common exception words.
- Apply their phonic skills in all curriculum areas.
- Become fluent, confident readers who enjoy their reading.
- Learn in an atmosphere of enjoyment and encouragement where the teacher models reading and demonstrates good practice.
- Access a range of literature that extends their literary experiences.



Organisation



- Phonics is taught daily across EYFS and Year 1 classes.
- Phonics is taught daily to any pupils in Year 2 who are not fully fluent in reading or have not passed the Phonics Screening Check.
- Spelling is taught daily to children in Year 2 who are fluent readers and are able to confidently use their phonological skills.
- Spelling is taught daily in all Key Stage 2 classes.
- Phonics interventions will run daily in all EYFS and Key Stage 1 classes for children who are identified early as needing extra support.
- All children will be expected to take part in daily phonics sessions with the class teacher regardless of their ability. We believe strongly in the term **'Keep up, not catch up'** and that children when offered quality first teaching can make accelerated progress to address any gaps. Whilst the class teacher plans and delivers the main phonic focus, learning support assistants are actively involved and may support small groups or individuals within the session.
- Reading practice sessions are taught three times a week to all children in Reception and Year 1 and to those children who are not fully fluent in reading in Year 2.
- Children are taught to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of children.
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
 - are monitored by the class teacher.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start as the term progresses. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Phonological skills</p>	<p>Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.</p>	<p>Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.</p>	<p>We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check.</p>	<p>If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.</p>	<p>If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.</p>	<p>If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.</p>	<p>If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps.</p>
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Unit Planner

Phase	Subject Related Themes	Book Led Curriculum Coverage
Reception	<p>Phase 2 Graphemes and Tricky Words</p> <p>Phase 3 Graphemes and Tricky Words</p> <p>Phase 4 Graphemes and Tricky Words</p>	
Year 1	<p>Review Phase 3 GPCs</p> <p>Review Tricky Words Phases 2-4</p> <p>Phase 5 Graphemes and Tricky Words</p> <p>Phonics Screening Check Review</p>	

Knowledge Progression

Unit	Knowledge
Phase 2	<ul style="list-style-type: none"> • To read; s a t p i n m d g o c k c k e u r h b f l • To read; ff ll ss j v w x y z zz qu ch sh th ng nk • To read words with –s /s/ added at the end (hats sits) • To read words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)

	<ul style="list-style-type: none"> ● To read the tricky words; is I the ● To read the tricky words; put* pull* full* as and has his her go no to into she push* he of we me be
Phase 3	<ul style="list-style-type: none"> ● To read; ai ee igh oa oo oo ar or ur ow oi ear air er ● To read words with double letters ● To read longer words ● To review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words ● To read words with s /z/ in the middle ● To read words with –s /s/ /z/ at the end ● To read words with –es /z/ at the end ● To read the tricky words; was you they my by all are sure pure
Phase 4	<ul style="list-style-type: none"> ● To read short vowels with adjacent consonants ● To read CVCC CCVC CCVCC CCCVC CCCVCC words ● To read longer words and compound words ● To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est ● to read Phase 3 long vowel graphemes with adjacent consonants ● To read CVCC CCVC CCCVC CCV CCVCC words ● To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est ● To read longer words ● To read the tricky words; said so have like some come love do were here little says there when what one out today
Phase 5	<ul style="list-style-type: none"> ● To read; ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each ● To read; ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw ● To read the tricky words; their people oh your Mr Mrs Ms ask* could would should our house mouse water want ● To read; ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup

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| | <ul style="list-style-type: none"> ● To read the tricky words; any many again who whole where two school call different thought through friend work ● To read; ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor ● To read the tricky words; once laugh because eye |
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