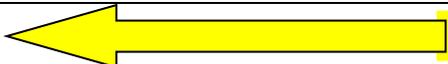
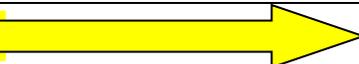


Phonics and Early Reading Curriculum Map

 This is a continuum and children are taught where their need is, based on baseline assessments each year. 					
Year group	<u>Foundation Stage 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Y4 & UKS2</u>
Phonics scheme	Letters and Sounds	Letters and Sounds	Letters and Sounds & support for spelling	Letters and Sounds & support for spelling	Revision and narrowing the gap interventions
Phonics Phases	Phase 1 (recap), Phase 2, 3, & 4	Phase 4 (recap) Phase 5	Phase 5 (recap) Phase 6	Phase 5 (consolidation) Phase 6 (recap)	
Phonics Knowledge and skills	<ul style="list-style-type: none"> Sound listening activities, divided into 7 aspects, including: <ul style="list-style-type: none"> - environmental sounds, - instrumental sounds, - body sounds, - rhythm & rhyme, - alliteration, - voice sounds - oral blending and segmenting. Learning letters of the alphabet and one sound for each. Use of sound buttons for segmenting words into their separate sounds and then blending sounds together to make words. Learning graphemes Reading captions & sentences 	<ul style="list-style-type: none"> Following revision of phase 4, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. Teaching rapidly moves on to the "complex code". This includes alternative pronunciations spellings. Children learn a mixture of pseudo and real words Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know, using sound buttons to segment. 	<ul style="list-style-type: none"> Revisit the "complex code". Introduction of spelling rules. Introducing and teaching the past tense Investigating and learning how to add suffixes and prefixes Teaching spelling of long words Finding and learning the difficult bits in words Changing singular words into plurals 	<ul style="list-style-type: none"> Accuracy of spelling rules taught in Y2. Consolidation of the teaching of the past tense Revising and securing knowledge of how to add suffixes and prefixes Further teaching spelling of long words Securing knowledge of changing singular words into plurals 	
Texts	To ensure reciprocity and application of phonic skills, a wide variety of core texts (both fiction and non-fiction) are used to motivate and inspire pupils. A key part to the development of children's reading is to provide fulfilling experiences to promote and encourage a love of books. Embracing core texts, has allowed children to become familiar with the tune of a text, developing their oracy, recognition of language patterns and extending vocabulary. Children use their phonics knowledge to spot phonemes within the texts				
	Core texts are: Supertato, The Enormous Turnip, Pumpkin Soup, Only one you, The Little Red Hen, Chicken Clicking, A bit lost, Tiddler, Hooray for Fish, Rainbow Fish	Core texts are: The Enormous Potato, The Pig in the Pond, Farmer Duck, A Range of farmyard poetry, Oliver's Vegetables, Tree: Seasons come, Seasons go, Mr Bunny's Chocolate Factory, The Gruffalo, Traditional Tales/ Twisted tales, Katie Morag's Island Stories, Non-fiction texts about countries, Lighthouse Keeper Tales	Core texts are: The Snail and the Whale, The Wright Bros, Man on the Moon, Dogger, Naughty Little Sister, Flat Stanley, The Ugly Five, Lila and the Secret of the Rain, The Hunter	Core texts are: Stone Age Boy, Ug, Boy Genius, Papa Panov, The wall in the middle of the book, Little Leap forward, A boy in Beijing, Charlotte's Web	See year group curriculum maps

Reading Knowledge and skills, linking Phonics to Reading & Writing

- explore books independently
- listen to longer books that are read aloud
- retell a familiar story
- sing the alphabet song with prompting and cues
- make symbols that resemble writing
- recognize the first letter in their name
- learn that writing is different from drawing a picture
- imitate the action of reading a book aloud
- recognise familiar signs and labels, especially on signs and containers
- recognise words that rhyme
- name some of the letters of the alphabet recognize the letters in their names
- write their names
- name beginning letters or sounds of words
- match some letters to their sounds
- develop awareness of syllables
- use familiar letters to try writing words
- understand that print is read from left to right, top to bottom
- retell stories that have been read to them
- match some spoken and written words
- write some letters, numbers, and words
- recognise some familiar words in print
- predict what will happen next in a story
- identify initial, final, and medial (middle) sounds in short words
- identify and manipulate increasingly smaller sounds in speech
- understand concrete definitions of some words
- read simple words in isolation (the word with definition) and in context (using the word in a sentence)

- retell the main idea, identify details (who, what, when, where, why, how), and arrange story events in sequence
- produce words that rhyme
- read familiar stories
- "sound out" or decode unfamiliar words
- use pictures and context to figure out unfamiliar words
- use some common punctuation and capitalisation in writing
- self-correct when they make a mistake while reading aloud
- show comprehension of a story through drawings in sequence
- write by organising details into a logical sequence with a beginning, middle and end

- read longer books independently
- read aloud with proper emphasis and expression
- use context and pictures to help identify unfamiliar words
- understand the concept of paragraphs and begin to apply it in writing
- correctly use punctuation
- correctly spell many words
- understand humour in text-
- use new words, phrases or figures of speech
- revise their own writing to create and illustrate stories

- explore and understand different kinds of texts, like biographies, poetry and fiction
- understand and explore expository, narrative, and persuasive text
- read to extract specific information, such as from a science book
- understand relations between objects
- identify parts of speech and devices like similes and metaphors
- correctly identify major elements of stories like time, place, plot, problem, and resolution
- read and write on a specific topic for fun, and understand what style is needed
- analyse texts for meaning

Method of using Phonics to teach Reading for writing	Picture talk Book walk Prediction Weekly group guided reading Whole class shared reading Individual reading Modelling Daily Phonics session following letters and sounds Story times Reading at home books Rhymes Reading corners Writing table Parent reading/phonics workshop Mystery readers Volunteer readers Parent story time workshops Whole school writing progression weeks linked to key focal text	Picture talk Book walk Prediction Weekly group guided reading Whole class shared reading Individual reading Modelling Daily Phonics session following letters and sounds Story times Reading at home books Rhymes Reading corners Writing table Parent reading/phonics workshop Mystery readers Volunteer readers Parent open reading lessons Written response linked to text Inference and deduction Whole school writing progression weeks linked to key focal text	Picture talk Book walk Prediction Weekly group guided reading Whole class shared reading Individual reading Modelling Daily Phonics session following letters and sounds Story times Reading at home books Rhymes Reading corners Writing table Parent reading/phonics workshop Mystery readers Volunteer readers Parent open reading lessons Written response linked to text Inference and deduction Comprehension questions Weekly grammar sessions Whole school writing progression weeks linked to key focal text		
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