



## Phonics across the school



Nursery		
Autumn	Spring	Summer
<ul style="list-style-type: none"><li>• Develop a love for reading nursery rhymes and stories</li><li>• Plan for and develop communication and language skills</li><li>• Explore and experiment with sounds and words.</li><li>• Distinguish between sounds in the environment</li><li>• Show awareness of rhyme and alliteration.</li><li>• Incidental phonics</li><li>• Direct teaching of oral blending</li><li>• Teach children to name the pictures linked to each sound</li><li>• Once the first 5 sounds are taught begin to teach blending sounds on cards – word time</li><li>• Throughout the day build knowledge of sounds and words through repetition, visualisation games, multi-sensory activities and active reading</li><li>• Teach children to blend in small groups once the children can read all the single letter Set 1 sounds speedily.</li><li>• Letter formation: Teach children to form the letters in the air during the Speeds Sounds lessons.</li><li>• Teach children handwriting, teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits.</li></ul>	<ul style="list-style-type: none"><li>• Develop a love for reading through nursery rhymes and stories</li><li>• Plan for and develop communication and language skills</li><li>• Explore and experiment with sounds and words.</li><li>• Distinguish between sounds in the environment</li><li>• Show awareness of rhyme and alliteration.</li><li>• Incidental phonics</li><li>• Practise using ‘pure sounds’.</li><li>• Teach children to name the pictures.</li><li>• Continue with teaching oral blending and provide opportunities for practising oral blending.</li><li>• Continue teaching set 1 sounds</li><li>• Teach children to blend in small groups once the children can read all the single letter Set 1 sounds speedily.</li><li>• Throughout the day build knowledge of sounds and words through repetition, visualisation games, multi sensory activities and active reading</li><li>• Letter formation: Teach children to form the letters in the air during the Speeds Sounds lessons.</li><li>• Teach children handwriting, teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits.</li><li>• Help children practise writing letters at a different time of the day in small groups, or as individuals</li></ul>	<ul style="list-style-type: none"><li>• Develop a love for reading through nursery rhymes and stories</li><li>• Plan for and develop communication and language skills</li><li>• Continue to practice using ‘pure sounds’.</li><li>• Continue to teach set 1 sounds</li><li>• Practise reading words and matching simple words to pictures</li><li>• Begin to read simple captions</li><li>• Practise reading captions</li><li>• Throughout the day build knowledge of sounds and words through repetition, visualisation games, multi-sensory activities and active reading</li><li>• Letter formation: Teach children to form the letters in the air during the Speeds Sounds lessons.</li><li>• Teach children handwriting, teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits.</li><li>• Help children practise writing letters at a different time of the day in small groups, or as individuals.</li></ul>
End of year expectations		
<ul style="list-style-type: none"><li>• Can confidently blend a range of words orally</li><li>• Can recognise all set 1 sounds</li><li>• Can blend and read a range of CVC words</li><li>• Can read word time words 1-5 confidently</li><li>• Can read captions and simple sentences</li><li>• Can read ditty sheets/ books independently (approx 10-20 words)</li></ul>		

Reception		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li>Within the first four weeks the class will be assessed and split into differentiated groups.</li> <li>Continue to use Fred Talk to teach oral blending.</li> <li>The children will be taught single letter sounds and digraphs sh,ch, th, ng, nk,</li> <li>Teach word time lessons</li> <li>Letter formation: Teach children to form the letters in the air during the Speeds Sounds lessons.</li> <li>Teach children handwriting, teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so you can set these habits.</li> <li>Help children practise writing letters indoors and outdoors at a different time of the day in small groups, or as individuals.</li> <li>The groupings will be fluid and half termly assessments will take place.</li> <li>Daily interventions start as soon as any children are seen</li> <li>as making slower progress</li> <li><b>By the end of the term all children are expected to have learned all set 1 sounds plus special friends</b></li> <li><b>By the end of the term children are expected to read Ditty books</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li>Sessions will continue to take place daily and build up to 1 hour in length</li> <li>Teach set 2 digraphs</li> <li>Continue to teach word time lessons to embed blending</li> <li>Continue to teach handwriting.</li> <li>Help children practise writing letters at a different time of the day in small groups, or as individuals.</li> <li>The groupings will be fluid and half termly assessments will take place.</li> <li><b>Differentiated handwriting sessions will be taught everyday</b></li> <li><b>Teach reading simple sentences in books (Green books)</b></li> <li><b>Daily interventions continue</b></li> </ul> <p><b>By the end of the term all children are expected to be on Green level books that contain up to 80- 100 words)</b></p>	<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li><b>Daily sessions for up to an hour</b></li> <li><b>Teach 3 sounds</b></li> <li>The groupings will be fluid and half termly assessments will take place.</li> <li>Differentiated handwriting sessions will be taught everyday</li> <li>Continue with daily interventions as soon as any children are seen as making slower progress</li> <li><b>By the end of the term all children are expected to be able to read sentences and be able to understand what they have read.</b></li> <li><b>To be able to read Pink level books that contain up to 100-120 words)</b></li> </ul>
End of year expectations		
<ul style="list-style-type: none"> <li>Can recognise all set 1 special friends- sh, ch, th, ng, nk</li> <li>Can recognise set 2 sounds ay, ee, igh, ow,oo, ar, or, ir, air ou</li> <li>Can recognise set 3 sounds ai, ea, ie, oa, ue, ur</li> <li>Can read a range of words with Set 1 and 2 sounds confidently</li> <li>Can confidently read Pink level or above (approx 100-120 words) and understand what they have read by making relevant comments or answering questions</li> <li>Can confidently read I, is, go, no, the, he, she, me, we, my, to, are, was, they, this, like, you, her, his, said, out, have, when, where</li> </ul>		

Year 1		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li>Daily speed sound sessions</li> <li>Teach set 2 and set 3 sounds</li> <li>Teach extra speeds sounds lesson in the afternoon</li> <li>Continue with daily interventions as soon as any children are seen as making slower progress</li> <li>Targeted pinny time for children throughout the day</li> <li>In November conduct Phonics screening check assessment to identify gaps in learning and next steps</li> <li>Daily guided reading sessions based on RWI level</li> <li>Daily whole class reading sessions based on VIPERS- sessions.</li> <li>1:1 reading sessions</li> <li>Home readers are at assessed reading level and sent home daily</li> <li><b>By the end of the term all children are expected to be on Orange books or above</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li>Daily speed sound sessions</li> <li>Teach set 3 sounds</li> <li>Continue to teach extra speeds sounds lesson in the afternoon</li> <li>Continue with daily interventions as soon as any children are seen as making slower progress</li> <li>In February conduct Phonics screening check assessment to track progress and identify any gaps</li> <li>Daily guided reading sessions based on RWI level</li> <li>Daily whole class reading sessions based on VIPERS- sessions.</li> <li>1:1 reading sessions</li> <li>Home readers are at assessed reading level and sent home daily</li> <li><b>By the end of the term all children are expected to be on Yellow books or above</b></li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a love for reading through regular story time</li> <li>Daily speed sound sessions</li> <li>Teach set 3 sounds and extra sounds</li> <li>Continue to teach extra speeds sounds lesson in the afternoon</li> <li>Continue with daily interventions as soon as any children are seen as making slower progress</li> <li>In April conduct Phonics screening check assessment to track progress and identify any gaps</li> <li>Daily guided reading sessions based on RWI level</li> <li>Daily whole class reading sessions based on VIPERS- sessions.</li> <li>1:1 reading sessions</li> <li>Home readers are at assessed reading level and sent home daily</li> <li><b>By the end of the term all children are expected to be on Grey books or above reading fluently and comprehending accurately</b></li> </ul>
End of year expectations		
<ul style="list-style-type: none"> <li>Can recognise and read all set 3 sounds and extra sounds e.g. ph, wh, kn, wr,</li> <li>Can read multisyllabic words, knowing which are the root words, suffixes, plurals</li> <li>Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Can confidently read Grey level or above (approx 200 words) and understand what they have read by making relevant comments or answering a range of questions focusing on vocabulary, Inference, prediction, explanation, retrieval, Sequence</li> <li>Can confidently read 100 + common words</li> <li>Can confidently read common exception words from Year 1 and 2 list, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Can confidently read GPCs and –s, –es, –ing, –ed, –er and –est ending</li> <li>Can read words with <b>contractions</b>, and understand that the apostrophe represents the omitted letter(s)</li> <li>Can read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>		

## **Year 2 and Key Stage 2**

In Year 2, any child working below in reading who still needs phonics will continue to receive phonics teaching. They will be given matched books to go home and have regular 1:1 intervention.

In Key Stage 2, children who are new arrivals or are working below will receive Fresh start interventions.