

# Phonics Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1 - Aspects 1,2,3,4	Phase 1 - Aspects 1,2,3,4	Phase 1 - Aspects 1,2,3,4	Phase 1 - Aspects 5 & 6.	Phase 1 - Aspects 5 & 6. Aspect 7, sounds - s,a,t,p,i,n,m,d,g,o	Phase 1 - Aspects 5 & 6. Aspect 7, sounds - c,k,e,u,r,h,b,f,l.
Three and Four- year olds (Nursery )	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Write some or all of their name</li> <li>Write some letters accurately.</li> </ul> <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Understand 'why' questions, like: 'why do you think the caterpillar will get so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>Use longer sentences of four to six words.</li> </ul>					
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phase 2 Sounds - s,a,t,p,l,n,m,d,g,o,c,k, ck,e,u,r,h,b,f,l.	Revise Aut 1 sounds. Phase 2 - New sounds - j,v,w,x,y,z,zz,ff,ll,ss,qu, ch,sh,th,ng,nk.	Revise Aut 1 & 2 sounds. Phase 3 - New sounds - ai,ee,igh,oa,oo,oo,ar,or,ur, ow,oi,ear,air,er.	Revise and review all Phase 2 & 3 sounds. Phase 3 - Words with s/z/ - middle and end.	Revise and review all Phase 2 & 3 sounds. Phase 4 - Short vowels with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Phase 4 - suffix ed	Revise and review all Phase 2 & 3 sounds. Phase 4 - phase 3 long vowel graphemes with adjacent consonants - CVCC, CCVC, CCCVC, CCV, CCVCC. Phase 4 - suffix ing.
	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> <li>Form lower case and capital letters correctly</li> <li>Re-read what they have written to check it makes sense.</li> </ul> <p><u>ELG - Writing -</u></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><u>Physical - Fine Motor</u></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> </ul> <p><u>Communication and Language - Speaking -</u></p> <ul style="list-style-type: none"> <li>Participate in small group. Class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</li> <li>Express their feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p>Tricky words to be taught through Little Wandle plans. Add keywords that can be decoded to reinforce children's knowledge.</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Review phases 2,3 &4. Phase 5 - New sounds - ai/ay ow/ou oi/oy ee/ea	Revise phases 3 & 4. Phase 5 - New sounds - ur/er/ir igh/ie oo/ue/ew oa/o igh/i ai/a ee/e/ie or/aw	Revise phases 3, 4 & 5 (Aut 2) Phase 5 continued - New sounds - a-e i-e o-e u-e e-e (LW Aut 2) ee/y/ey ea/e (head) w/wh oa/oe/ow f/ph v/ve igh/y j/g (giant) l/le/al (apple, metal)  Suffixes - ing, ed, s.	Revise phases 3, 4 & 5 Phase 5 continued - New sounds - air/are or/au ch/tch r/wr ur/or (word) ar/al/a (half, father) air/ear (bear)  Suffixes - ing, ed, s.	No new sounds. Revise and review all sounds taught. Phonics Screening Check this half term.  Revise suffixes.	Revise phases 3, 4 & 5 Phase 5 continued - New sounds - ear/ere (here) or/ore (more) n/kn/gn (LW Spr 2) j/dge/ge ai/ea (break)  Revise suffixes.
<p><b>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</b></p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p>Tricky words to be taught through Little Wandle plans. Add keywords that can be decoded to reinforce children's knowledge.</p> <p><b>Green highlighted sounds are in Little Wandle plans for Year 1 but in a different half term.</b></p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Revise and review phases 3, 4 & 5. Revise and review suffixes taught in year one. Phase 5 new sounds - s/c (ice) or/o (water) ur/or (word) o/a (want) r/wr (wrist) (LW Y1,Spr 2) zh/su/si (treasure, vision) sh/ti (potion) j/dge/ge (bridge, large) n/kn/gn (LW Y1, Sum 2)	National Curriculum Spelling statutory requirements to be followed.  Revise and review phonics where necessary and 'keep up' support to be in place for pupils requiring extra support.	National Curriculum Spelling statutory requirements to be followed.  Revise and review phonics where necessary and 'keep up' support to be in place for pupils requiring extra support.	National Curriculum Spelling statutory requirements to be followed.  Revise and review phonics where necessary and 'keep up' support to be in place for pupils requiring extra support.	National Curriculum Spelling statutory requirements to be followed.  Revise and review phonics where necessary and 'keep up' support to be in place for pupils requiring extra support.	National Curriculum Spelling statutory requirements to be followed.  Revise and review phonics where necessary and 'keep up' support to be in place for pupils requiring extra support.
<p><b>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</b></p> <ul style="list-style-type: none"> <li>• Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes</li> <li>• Spell common exception words</li> </ul> <p><b>Green highlighted sounds are in Little Wandle plans for Year 1, but are in National Curriculum spelling requirements for Year 2.</b></p>						