



## Nursery Phonics Overview

Term	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	1a Aspect 1: Environmental Sounds Assessment of aspects covered	1a Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Assessment of aspects covered	1b Aspect 3: Body Percussion Aspect 4: Rhythm and Rhyme Assessment of aspects covered	1c Aspect 5: Alliteration Aspect 6: Voice Sounds Assessment of aspects covered	1d Aspect 7: Oral Blending and Segmenting Assessment of aspects covered	1d Aspect 7: Oral Blending and Segmenting Assessment of aspects covered
<b>Focus:</b>	<b>Aspect 1:</b> Listening Skills and Sound Awareness, Developing Vocabulary, Identifying difference between sounds, Talking about Sounds.	<b>Aspect 1:</b> Listening Skills and Sound Awareness, Developing Vocabulary, Identifying difference between sounds, Talking about Sounds.  <b>Aspect 2:</b> Sound Awareness, Listening to differences between sounds, Use vocabulary to talk about the sounds instruments make.	<b>Aspect 3:</b> Awareness of sounds and rhythms, Distinguishing between sounds and remembering sound patterns, Talk about sounds we can make with our bodies.  <b>Aspect 4:</b> Develop awareness of rhythm and rhyme in speech, Awareness of rhyming words, Talk about and produce rhyming words.	<b>Aspect 5:</b> Develop understanding of alliteration, Listen to sounds at beginning of words and hear differences, Explore how sounds are articulated.  <b>Aspect 6:</b> Distinguish differences in vocal sounds including oral blending and segmenting, Explore speech sounds, Talk about different sounds we can make with our voices.	<b>Tuning into sounds</b> – Activities: Toy talk, Clapping sounds, Which one? Cross the River, I Spy. <b>Listening and remembering sounds</b> – Segmenting, Say the Sounds <b>Talking about sounds</b> – Counting Phonemes	Making shapes in sand Identify items with initial sounds Comparing sounds What’s the missing sound? Word building
<b>EYFS Curriculum Links</b>						
<b>EYFS DM Links Reading</b>	<p><b><u>Children should Develop their phonological awareness, so that they can:</u></b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English text from left to right and from top to bottom</li> <li>• Understand the names of the different parts of a book</li> <li>• Page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound, such as money and mother</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>					



## Reception Phonics Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	<b>2a</b>	<b>2b</b>	<b>3a</b>	<b>3b</b>	<b>4a</b>	<b>4b</b>
<b>Focus: Sounds</b>	Instrumental Environmental sounds (1) s, a, t, p (2) i, n (3) m, d, g (4) o, c, k, ck (5) e, u, r	h, b f, ff, l, ll, ss j, v, w, x y, z, zz, qu ch, sh, th(v), th, ng long oo ar	oo (u) ow ee ur ai or	oa er igh air oi ear, ure	(1 and 2) Blending and segmenting CVC words to read, spell and write words and sentences. (3 and 4) Blending and segmenting CCVC and CVCC words to read, spell and write sentences and words. (5 and 6) Blending and segmenting CCVCC, CCCVC and CCCVCC words to read, spell and write sentences and words.	(7 and 8) Blending and segmenting CVC+, polysyllabic words to read, spell and write sentences and words. (9 and 10) Blending and segmenting CCVCC, CCCVC and CCCVCC to read, spell and write sentences and words. (11 and 12) CVC+ combinations to read, spell and write sentences and words.
<b>HFW: decodable</b>	a, at, as sat, pat, tap in, it, is, an and, dad, am get, can, got, on, dog, not, cat	up, mum, put, had, him, his, big if, off, for will, went, help, from with, too then, them, this, that	look, now, down just it's	when, little day, away, play, children	out about	I'm
<b>HFW: Tricky Words</b>	I to, into, go, no, the	oh he, she, me, we, be, of my, they, you was, all to, her, are said	see, going, have do, so	come, some, were, one like, what	your, here, saw house time	made, make, came old, very called, asked, looked there, our Mr, Mrs people, could
<b>EYFS Curriculum Links</b>						
<b>DM: Literacy Reading</b>	<p><b><u>Read individual letters by saying the sounds for them.</u></b> e.g. Help children to read the sounds speedily. This will make sound blending easier.</p> <p><b><u>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</u></b> e.g. Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat; sh-o-p &gt; shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</p> <p><b><u>Read some letter groups that each represent one sound and say sounds for them</u></b> e.g. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p><b><u>Read a few common exception words matched to the school's phonic programme.</u></b> e.g. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'</p> <p><b><u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</u></b> e.g. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.</p> <p><b><u>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</u></b> Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p> <p><b><u>(Writing Using Phonics)</u></b> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>					

<b>ELG: Word Reading</b>	<p><b><u>ELG: Word Reading</u></b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>ELG Comprehension</b>	<p><b><u>ELG: Comprehension</u></b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>ELG: Writing</b>	<p><b><u>ELG: Writing</u></b>  Children at the expected level of development will:</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>



## Year 1 Phonics Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	<b>5a</b>	<b>5b</b>	<b>5c</b>	<b>5d</b>	<b>Phonics Screen</b>	
<b>Focus: Sounds</b>	ff, ss, zz, ll, ck, nk tch, ve, ai, oi, ay, oy plurals, a-e e-e, i-e, o-e u-e, u-e, ar	ee, suffix ing/ed ea, ea er, ir, ur oa, oo, oo(u) Suffix er/est, oe ou, ow, ow	ue, ue, ew ew, k before i e y ie, ie, igh or, ore, aw au, air, Prefix un ear (long E), ear (air)	are, y, ph wh, e, o Review ff, ll, ss, zz, ck, nk, tch, Review ve, ai, oi, ay Review oy, a-e, e-e, i-e Review o-e, u-e, u-e, ar	Blending and segmenting for reading and spelling and for reading and writing sentences.  Review ee, ea, ea, er Review ir, ur, oo, oo(u) Review oa, oe, ou, ow Review ow, ue, ue, ew Review ew, ie, ie, igh	Review or, ore, aw, au Review air, ear (long E), ear (air), are Review y, ph, wh, e Review o, k before i e y, prefix un, 2 syllable words compound words, numbers and contractions Day, months, colours and contractions
<b>HFW</b>	being, from, help, back, will, this, that, then, them, with, went, children, just, animal I'm, too, made, make, came, like, time, don't	day, when, about, out down, now little play, way, say, may, away, been, need, keep, feet, three, tree, trees, green see, have, people, very look, looked, asked, could, saw, or Mr, Mrs, what, their, called	snow, grow, know, window, ever, never, river, under, better, after, good, took, book, car, dark, park, hard, garden, found, round, around most, over, soon, food, room, place, even, girls, birds, first, how, town, sea, tea, eat, each, pulled, floppy, any, many, new more, horse, gone, live, looks, looking going, cold, told, school, gave, take, he's, we're, because, began, before, really, please, lived, use, want, wanted, water	us, has, great, baby, only, suddenly, can't, didn't, key, hear something, coming, white, inside, liked, there, boy every, everyone, being, which, head, dragon, animals, could, couldn't, eyes giant, find, laughed, again, different, door, jumped, stopped thought, through, magic, great, narrator, air, I've, I'll	ask, put, push, from, help, back, will, this, that, then, them, with, went, just, off, children, thought, through, magic, great, narrator, air, I'll	I'm, too, day, when, about, out, little, ade, make, came, like, time, thought, through, very, have, people, Mr, Mrs, there, what, called I'm, he's, she's, they're, we're, you're, I'll, he'll, she'll, they'll, you'll, I've, they've, you've, we've, isn't, wasn't, didn't, hasn't, weren't
<b>CEW</b>	his, is, has, says, put, push, pull, full, ask, he, she, we, me, be, no, go, so, to, do, today, I love, come, some, was, one, once, your, friend the, said, of, here, there, you, school where, were, they, are, house, our by, my, into			love, where, he, she, we, me, be, no, go, so, to, do, today, I, by, my friends, once	be, he, me, she, no, go, so, pull, full, a, do, to, today, I, by, my once the, said, of, one, house, our, you where, were, are, they	by, my, I, into,
<b>Focus: First 100 HFWs Next 100 HFWs</b>		Revise first 100 HFWs  from, help, back, will, this, that, then, them, with, went, children, just, off, made, make, came, like, time, by, my, I, I'm,		Revise next 100 HFWs  Snow, grow, know, window, more, horse, gone, live, ever, never, river, under, better, after, good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around, mouse, shouted,		

	into, too, see, day, very, have, when, about, out, people, down, now, look, looked, asked, could, saw, all, Mr, Mrs, their, little, what, called, play, way, say, may, away, been, need, keep, feet, three, tree, trees, sleep, green, queen,	going, most, over, cold, told, soon, food, room, school, gave, take, place, he's, we're, even, began, before, because, girls, birds, first, how, town, sea, tea, eat, each, really, please, other, mother, another, lived, pulled, floppy, any, many, every, everyone, baby, only, suddenly, want, wanted, water, us, has, white, inside, liked, can't, didn't, key, bear, love, something, coming, fly, why, new, use, there, where, boy, boat, cried, which, head, dragon, animals, would, couldn't, eyes, giant, find, laughed, again, friends, different, door, jumped, stopped, thought, through, magic, great, narrator, once, air, I've, I'll,
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**Year 1 National Curriculum Links**

<b>Reading</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
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<b>Comprehension</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by.</li> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Being encouraged to link what they read or hear read to their own experiences.</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognising and joining in with predictable phrases.</li> <li>• Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Discussing word meanings, linking new meanings to those already known.</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by.</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>
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<b>Spelling</b>	<p><b><u>Children should be taught to spell:</u></b></p> <ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes already taught</li> <li>• Common exception words</li> <li>• The days of the week</li> <li>• Name the letters of the alphabet - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound</li> <li>• Add prefixes and suffixes:</li> <li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Use the prefix un–</li> <li>• Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• Apply simple spelling rules and guidance,</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
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## Year 2 Phonics Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	<b>6a</b>	<b>6b</b>	<b>6c</b>	<b>6d</b>	<b>6e</b>	<b>6f</b>
<b>Focus: Sounds Spellings Rules</b>	dge, g, soft c and the kn (silent k) gn (silent g) and the wr (silent w) le, il, el al, Homophones suffixes: the 'drop e' rule and the 'double consonant' rule	vowel suffixes: y to an i rule y (long I) and al (or) o (u) and ey w-a (o) and w-or (er) w-ar and s (zsh) ti (sh) and i (cew)	Consonant Suffixes, Contractions Apostrophes, ly, Contractions Revision dge adding suffix Revision g adding suffix Revision c adding suffix Revision kn adding suffix	Review gn adding suffix Review wr adding suffix Review le adding suffix Review el, il, al adding suffix Revise y (long i) adding suffix Revise al (or) adding suffix	Review o (u) + suffixes s, ing, Review ey Review w-a (o) +suffixes er, est, ing, y Revise w – or (er) Revise w – ar (or) Revise s (zsh)	Review ti (sh), suffixes ment, ful, ness, ly Review i (cew) Homophones/Vowel Suffix drop e Vowel Suffix Double y to an I rule Consonant Suffix, Contractions Possessive Apostrophe, Contractions
<b>HFW</b>			<b>Revise:</b> grow, snow, know, window, car, dark, park, hard, garden, found, round, around, good, took, book, looks, looking, may, say, way, away, play, never, ever, river, under, better, our, mouse, shouted	<b>Revise:</b> over, most, dragon, sea, tea, eat, each, really, please, birds, girl, first, soon, food, room, air, right, night, new, us, has, which, different, again, going, told, love, something, school, where, there, use, head, friends	<b>Revise:</b> gave, take, place, even, magic, I've, I'll, town, how, boy, again, began, before, thought, laughed, animals, two, we're, everyone, through	<b>Revise:</b> gone, horse, which, pulled, fly, why, cried, giant, narrator, different, pulled, live, grandad, morning, rabbit, that's, things, king, across, along
<b>CEW</b>	great, break, steak, find, mind, kind, behind, wild, child, climb, old, gold, hold, cold, told, would, could, should, door, floor, poor, any, many, pretty, move, prove, improve, most, both, only, every, everybody, even, people, whole, clothes	past, pass, fast, last, grass, class, father, bath, path, plant, busy, money, hour, Christmas, after, again, sure, sugar, water, parents, beautiful, eye, who, Mr, Mrs	<b>Revise:</b> find great, kind steak mind break, behind, after, old, wild, hold, child, gold, climb, cold, told, would, door, floor, could, poor, should	<b>Revise:</b> old, pass, grass class, bath, path, plant, sugar, clothes, child, past, fast, last, whole, climb, cold, busy, hour, Christmas, money, after, father, sure, door, would	<b>Revise:</b> water, parents, beautiful, because, who, eyes	<b>Revise:</b> great, break, steak, find, every, even, busy, many, pretty, people, any, money, find, mind, kind, behind, wild, child, climb, both, most, old, gold, hold, told, cold, only, whole, clothes, would, could, should, door, poor, floor, Christmas, sure, water, Mr, Mrs, sugar, eye, parent, pass, class, grass, path, bath, last, fast, plant, after, again, everybody,
<b>Year 2 National Curriculum Links</b>						
<b>Reading</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>					

	<ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Comprehension</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by, listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> <li>• Recognising simple recurring literary language in stories and poetry.</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discussing their favourite words and phrases.</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Spelling</b>	<p><b>Children should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words</li> <li>• Learning to spell more words with contracted forms</li> <li>• Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• Distinguishing between homophones and near-homophones</li> <li>• Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules and guidance</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>