



Small Schools Partnership

Phonics

Curriculum Map Document

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Birdsedge



BEST

1. Statement of Intent

As set out by the Government, ensuring high-quality phonics teaching and improving literacy levels, as a small schools partnership we aim to:

- give all children a solid base on which to build as they progress through school
- help them develop the habit of reading both widely and often, for both pleasure and information

Our Phonics provision is the foundations we build for all children to become fluent readers. It is important to note though, that phonics is one element of this and although crucial it also needs to sit alongside our wider love of reading, access and exposure to a range of and good quality texts and building a positive culture for regular reading. Our Reading Curriculum intent and map outlines the ways we do this in more detail.

The Phonics provision in our Small Schools Partnership offers a bespoke system for all children with a fast-paced, comprehensive programme of Phonics education to enable all learners to read with automaticity by the age of 7 years. For this reason we selected the Sounds-Write programme at Birdsedge First School and Little Wandle at Grange Moor Primary. In both schools and for both schemes we have invested in whole-staff training to ensure fidelity and the highest possible quality of teaching across our school. This training is kept up to date, revisited and renewed to ensure high quality teaching remains.

We make sure children have individual reading books as soon as they are able to access this and these are matched carefully to phonics levels and the reading stage of the child. Regular reading happens in school to ensure this is monitored and up to date, with books evolving as the child's level of reading does. We encourage strong partnership with home and support regular reading outside of school with our Bronze, Silver, Gold Reading reward and celebration scheme. This starts right from Reception with children being rewarded for practising phonics and engaging in the sharing of books and stories.

2. Phonics in the Small Schools Partnership an Overview

Phonics is taught daily, as a whole-class lesson. The daily teaching and activities include frequent and meaningful opportunities for children to develop the skills of segmenting, blending and phoneme manipulation, using taught sound spelling correspondences, to develop mastery and to embed knowledge and skills into children's long-term memories. Through these routines, children develop automaticity and secure code knowledge. There is clear progression and consistency across school as teachers follow the detailed LTP, ensuring progress is good or better for all learners.

Children are closely monitored throughout each lesson and teachers adjust their questioning and feedback in the moment to address misconceptions as they arise, to give more practice where needed, or to allow more time for practice and for knowledge and skills to become embedded in children's long-term memories. Where children require further support, in small groups or 1:1, this is provided throughout the day by means of revisiting the daily lesson or other appropriate activity. Support is closely monitored and tracked to ensure it is effective.

Children are regularly assessed, both formatively and summatively, to ensure progress is good and teaching is relevant and tailored to each child's needs. During every lesson teachers assess individual children to ensure understanding is secure and they apply taught skills and knowledge in Phonics lessons and beyond. We use these observations and assessments to immediately address gaps in learning or understanding, with same-day keep-up sessions and small group interventions as needed. Support is available for staff to revisit training and to ensure their teaching is of high quality with fidelity to the selected phonics programme.

Children read with automaticity by the age of 7 years after following this evidence-based, thorough, systematic approach to the teaching of phonics and early reading. They have a love of books and reading, and enjoy applying their knowledge to new vocabulary and texts they encounter across the curriculum. Children are confident, fluent readers who develop exemplary acquisition of reading skills, allowing them to lose themselves in a world of books. They learn about the meanings of words and parts of words as part of this linguistics-based programme, which supports future learning in many curriculum areas. Children's spelling is accurate and their vocabulary is extended through the breadth of decodable fiction and non-fiction texts available on a variety of topics from countries to animals.

3. Whole School Long Term Plan – Grange Moor Little Wandle

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	- words with s /s/ added at the end (hats sits) - words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Whole School Long Term Plan – Birdsedge First School Sounds Write

Autumn 1

	Reception:	Year 1:	Year 2:
Week 1	Settling in Baseline / Phase 1 work	Baseline assessments	Baseline assessments
Week 2	IC Unit 1	EC Unit 1	EC Unit 29
Week 3			
Week 4	IC Unit 2	EC Unit 2	EC Unit 30
Week 5		EC Unit 3	EC Unit 31
Week 6	IC Unit 3	EC Unit 4	EC Unit 32
Week 7		EC Unit 5	EC Units 29 – 32 review and consolidate
Week 8	IC Unit 4	EC Unit 6	

Autumn 2

	Reception:	Year 1:	Year 2:
Week 1	IC Units 1 – 4 review and consolidate	EC Units 1 – 6 review and consolidate	EC Unit 33
Week 2	IC Unit 5	EC Unit 7	EC Unit 34
Week 3		EC Unit 8	EC Unit 35
Week 4	IC Unit 6	EC Unit 9	EC Unit 36
Week 5		EC Unit 10	EC Units 33 - 36 review and consolidate
Week 6	IC Unit 7	EC Unit 11	
Week 7		EC Unit 12	

Spring 1

	Reception:	Year 1:	Year 2:
Week 1	IC Units 1 – 7 review and consolidate	EC Units 1 – 12 review and consolidate	EC Unit 37
Week 2	IC Unit 8	EC Unit 13	EC Unit 38
Week 3		EC Unit 14	EC Unit 39
Week 4	IC Unit 9	EC Unit 15	EC Unit 40
Week 5		EC Unit 16	EC Units 37 – 40 review and consolidate

Spring 2

	Reception:	Year 1:	Year 2:
Week 1	IC Units 1 – 9 review and consolidate	EC Units 1-16 review and consolidate	EC Unit 41
Week 2	IC Unit 10	EC Unit 17	EC Unit 42
Week 3		EC Unit 18	EC Unit 43
Week 4	IC Unit 11	EC Unit 19	
Week 5		EC Unit 20	EC Unit 44

Summer 1

	Reception:	Year 1:	Year 2:
Week 1	Consolidation and bridging unit	EC Unit 21	EC Unit 45
Week 2		EC Unit 22	
Week 3		EC Unit 23	EC Unit 46
Week 4		EC Unit 24	
Week 5		EC Unit 25	EC Unit 47
Week 6		EC Units 1 – 25 review and consolidate	
Week 7			EC Units 41 – 47 review and consolidate

Summer 2

	Reception:	Year 1:	Year 2:
Week 1	Polysyllabic words (may be taught alongside EC Units 1 – 4 if children are secure in IC knowledge)		EC Unit 48
Week 2		EC Unit 26	
Week 3			EC Unit 49
Week 4		EC Unit 27	
Week 5			EC Unit 50
Week 6		EC Unit 28	EC Units 48 – 50 review and consolidate
Week 7			

4. Progression of Skills

By choosing an accredited Phonics scheme in our small school partnership, we ensure a progressive curriculum is delivered to all children that builds daily in a progressive way. The schemes are planned in detail with progression right from the start in Reception up to Key Stage 1 where children become fluent readers and can move on to our progressive reading skills curriculum.

Fidelity to the scheme through resources and ongoing training for practitioners ensures timely assessments are used to track progress in phonics skills and plan and intervene appropriately.

Year group	Phase of programme	Expected completion of teaching of content, knowledge and skills				
Reception	Initial Code	Unit 1 - a, i, m, s, t				
		Unit 2 - n, o, p				
		Unit 3 - b, c, g, h	End of term 1			
		Unit 4 - d, e, f, v				
		Unit 5 - k, l, r, u	Y1 started here			
		Unit 6 - j, w, z				
		Unit 7 - x, y, ff, ll, ss, zz		End of term 2		
		Unit 8 - vcc and cvc words			End of term 3	
		Unit 9 - ccv words				
		Unit 10 - ccvcc , ccvcc , ccvcc words	End of term 1			
		Unit 11 - sh, ch, th, ck, wh, ng, <q> <u> representing /k/ and /w/			End of term 4	
		Consolidation and Bridging Unit				End of term 5

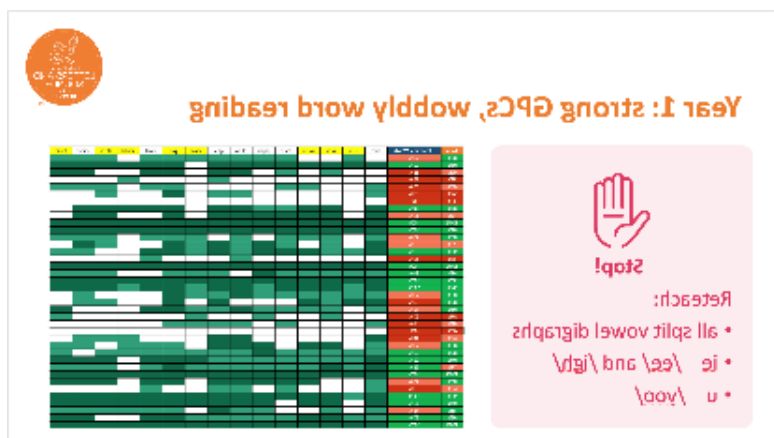
Our phonics schemes have Expected Milestones mapped out for all ages and stages of children – we know clearly the skills we expect children to have achieved by what point in the year and use this to monitor children working towards Age Related Expectations.

Alongside our progress checks outlined on the next page, the milestone ensure we are clear when a child is not reaching expectations and intervention is required.

	Unit 33 – sound /n/ Spellings: n no ne en kn								
	Unit 34 – sound /er/ More spellings: ur er ir or <u>ur</u> , ear our								
	Unit 35 – sound /v/ Spellings: v vv ve								
	Unit 36 – sound /oo/ as in moon More spellings: oo ow u ue u-e <u>ou ou</u> <u>ough</u>	End of term 2							
	Unit 37 – sound /j/ Spellings: j e ge gge								
	Unit 38 – sound /g/ Spellings: g gg gh gu								
	Unit 39 – spelling <g> Sounds: /j/ /g/								
	Unit 40 – sound /f/ Spellings: f ff gh ph								
	Unit 41 – spelling <gh> Sounds: /t/ /g/	End of term 3							
	Unit 42 – sound /m/ Spellings: m mm mb moo								
	Unit 43 – sound /or/ More spellings: oor ore our <u>ough</u> <u>ough</u>								
	Unit 44 – sound /h/ Spellings: h wh								
	Unit 45 – sound /k/ Spellings: c k ck ch cc	End of term 4							
	Unit 46 – sound /r/ Spellings: r rr rh wr								
	Unit 47 – sound /z/ Spellings: t z ze te								
	Unit 48 – sound /z/ Spellings: z ze zz s se ss	End of term 5							
	Unit 49 – sound /ee/ Spellings: ee ere ear								
	Unit 50 – schwa /ə/ 	End of term 6							

5. Assessment

Both our phonics schemes used in our Small Schools Partnership provide regular progress checks which are carried out with children throughout their phonics journey. These provide comprehensive resources to deliver with fidelity and in a way that ensures practitioners can check how well children have retained units taught and know next steps for all children. This includes both knowing that children are ready to move on but also when to intervene appropriately for any gaps in knowledge in areas of the phonics curriculum generally or specific knowledge for individuals and groups of children.



Class spreadsheets and heatmaps enable teachers to identify any gaps which means teaching can be targeted and pupils supported to stay on track and keep up with their Age Related Expectations.

Pupil trends are tracked to see children's data over time and allocate indicative book levels for each child.

Ongoing assessment for learning is also used for ongoing assessment during daily sessions. This enables a keep up approach to daily intervention for those children who need it.

		Scenario 1 (Z-score)						View 1 (Z-score)						Book level calculated* guidance here
		- Autumn 1	- Autumn 2	- Spring 1	- Spring 2	- Summer 1	- Summer 2	- Autumn 1	- Autumn 2	- Spring 1	- Spring 2	- Summer 1	- Summer 2	
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Book Revenue				87%	47%	71%	46%	94%	94%	43%	43%	97%	79%	Phase 2 Sen 2
Active Sales	75%	75%	75%	65%	85%	90%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Project Book	54%	83%	47%	47%	71%	76%						68%		Phase 2 Sen 2
Active Sales	54%	68%	62%	47%	70%	55%	70%	62%	58%	44%	67%	66%	75%	Phase 4 Sen 2
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales	54%		83%	47%	70%	72%	56%	62%	58%	43%	59%	73%	75%	Phase 4 Sen 2
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales		83%	83%	47%	70%	54%	56%		58%	42%	59%	73%	75%	Phase 4 Sen 2
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5
Active Sales		65%	65%	42%	70%	54%	26%		46%	43%	60%	75%		Phase 4 Sen 2
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5
Active Sales	75%	75%	75%	65%	85%	94%	90%	77%	64%	73%	74%	74%	65%	Phase 5 Sen 5
Active Sales	85%	100%	5%	34%	130%	130%	100%	54%	26%	30%	54%	82%	100%	Phase 5 Sen 5