



Phonics



CURRICULUM PHONICS

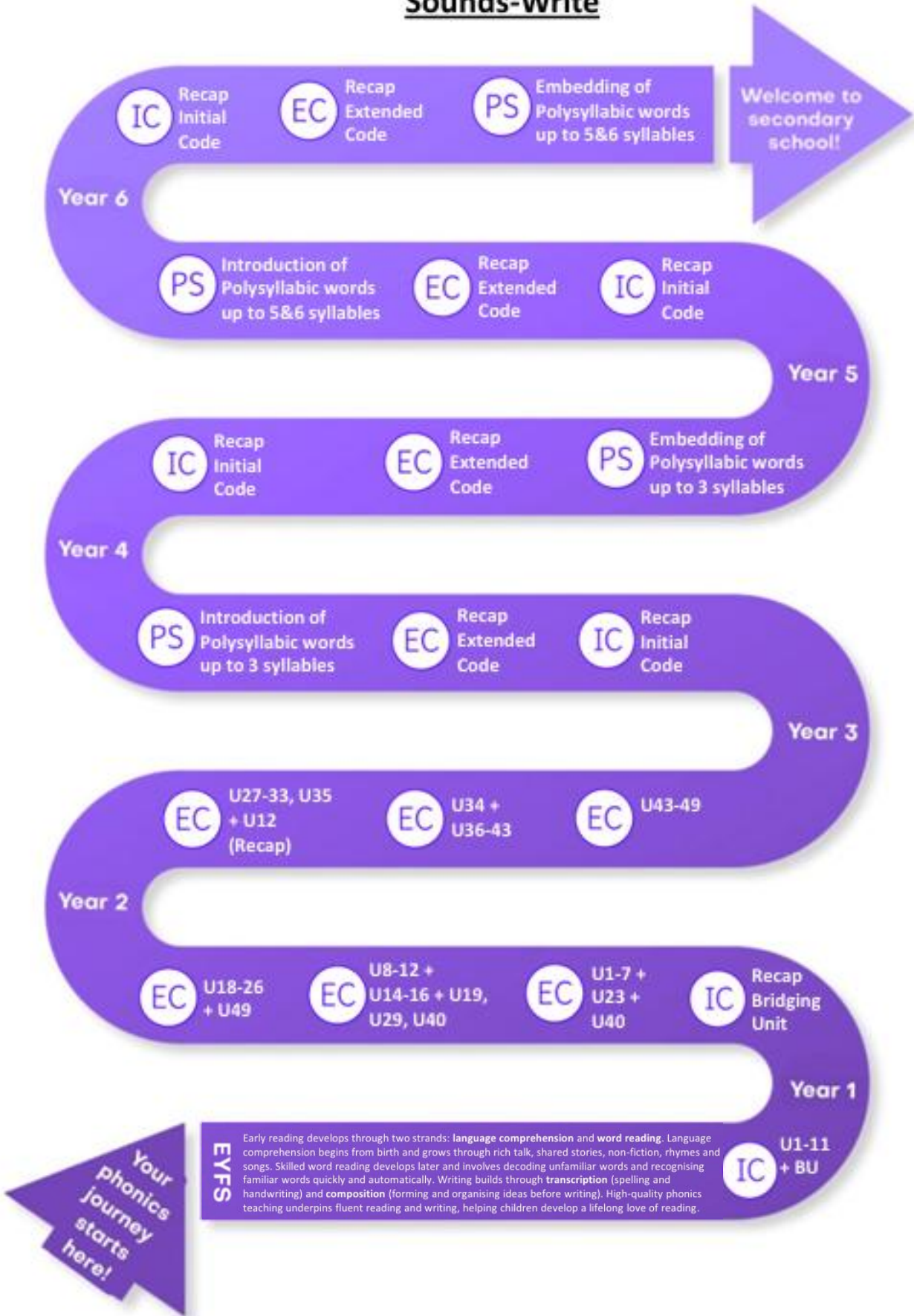
**St Joseph's
Catholic Primary School**

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Sounds-Write





CURRICULUM NARRATIVE

Intent

At St Joseph's, our intent is to ensure that every child becomes a confident, fluent and enthusiastic reader through a rigorous, systematic approach to phonics. We believe that early reading is the foundation for future learning, and that high-quality phonics teaching is essential for enabling all children to access the full curriculum.

Using the Sounds-Write programme, we aim to:

- Provide a consistent, cumulative and highly structured approach to teaching phonics from EYFS to Year 6.
- Ensure all children develop secure code knowledge, strong phonemic awareness, and the ability to decode, blend and segment with increasing fluency.
- Build children's confidence and independence as readers and writers by teaching them the skills to tackle unfamiliar words accurately.
- Identify children who are at risk of falling behind as early as possible, using high-quality diagnostic assessment.
- Provide targeted, bespoke interventions that address each child's specific gaps, ensuring every pupil keeps up rather than catches up.
- Foster a culture where reading is valued, enjoyed and celebrated, enabling children to develop a lifelong love of reading.

We are ambitious for all pupils and ensure early, effective support so that no child is left behind.

Implementation

Daily Phonics Teaching – Sounds Write

At St. Joseph's, phonics is taught discretely and daily across the whole school from EYFS through to Year 6. Early reading and ongoing phonics teaching are delivered through the Sounds Write phonics programme, a systematic, evidence based approach that supports pupils at every stage of their reading journey.

Through Sounds Write, pupils learn:

- That letters are symbols which represent sounds
- How to blend sounds to read unfamiliar words
- How to segment sounds for accurate spelling
- That sounds can be spelled in different ways

Daily discrete phonics lessons ensure:

- Consistency of approach across all year groups
- Rapid identification and support for gaps in learning
- Continued reinforcement of decoding and spelling skills beyond KS1

All staff delivering phonics are fully trained, and teaching is closely monitored to ensure high expectations and consistency.

This approach builds confidence and self belief, while developing the resilience needed to apply phonics skills independently to increasingly complex texts.



CURRICULUM NARRATIVE

Impact

As a result of our reading curriculum at St. Joseph's:

- Pupils become fluent, confident and enthusiastic readers
- Children demonstrate strong comprehension and vocabulary skills
- Pupils develop positive attitudes towards reading
- Children show increased self belief, recognising themselves as successful readers
- Pupils demonstrate resilience when encountering unfamiliar or challenging texts
- Strong reading outcomes support achievement across the wider curriculum

Impact is measured through:

Regular phonics and reading assessments

Teacher assessment and pupil voice

National outcomes where appropriate

Above all, pupils leave St. Joseph's as confident readers, equipped with the skills, resilience and belief they need to thrive.



PROGRESSION OF SKILLS

| INITIAL CODE | | | | |
|--------------|---------------|--|--|--|
| | Unit | NEW CODE KNOWLEDGE | SKILLS AND WORD STRUCTURE | CONCEPTUAL UNDERSTANDING |
| EYFS | 1 | a, i, m, s, t | Segment, blend and manipulate sounds in CVC words | Sounds can be represented by spellings with one letter |
| | 2 | n, o, p | CVC | |
| | 3 | b, c, g, h | CVC | |
| | 4 | d, e, f, v | CVC | |
| | 5 | k, l, r, u | Segment, blend and manipulate sounds in CVC words | Sounds can be represented by spellings with one letter |
| | 6 | j, w, z | CVC | |
| | 7 | x, y, < ff >, < ll >, < ss >, < zz > | CVC | Some spellings are written with a double consonant |
| | 8 | No new code knowledge | VCC and CVCC 2 consonants in final position 3- & 4-sound words | |
| | 9 | | CCVC 2 consonants in initial position | |
| | 10 | No new code knowledge | CCVCC, CVCCC, and CCCVC 3 adjacent consonants 5-sound words | |
| | 11 | < sh >, < ch >, < th >, < ck >, < ng >, < wh >, < q > < u >, < ve >, < tch > | | Some spellings are written with two or three different letters. < q > and < u > represent the sounds /k/ and /w/ |
| | Bridging Unit | /k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh > | | The same sound can be spelled in more than one way |

| EXTENDED CODE | | | |
|---------------|------|---|-----------------|
| | UNIT | SOUNDS | SPELLINGS |
| Y1 | 1 | Sound /ae/ first spellings | |
| | 2 | Sound /ee/ first spellings | |
| | 3 | | Spelling < ea > |
| | 4 | Sound /oe/ first spellings | |
| | 5 | | Spelling < o > |
| | 6 | Sound /er/ first spellings | |
| | 7 | Sound /e/ | |
| | 8 | Sound /ow/ | |
| | 9 | | Spelling < ow > |
| | 10 | Sound /oo/ (as in 'moon') first spellings | |



PROGRESSION OF SKILLS

| EXTENDED CODE | | | |
|------------------------|------|--|-----------------|
| | UNIT | SOUNDS | SPELLINGS |
| Y1 <i>Continued</i> | 11 | Sound /ie/ | |
| | 12 | Sound /oo/ (as in 'book') | |
| | 13 | | Spelling < oo > |
| | 14 | Sound /u/ | |
| | 15 | | Spelling < ou > |
| | 16 | Sound /s/ | |
| | 17 | | Spelling < s > |
| | 18 | Sound /l/ | |
| | 19 | Sound /or/ first spellings | |
| | 20 | Sound /air/ | |
| | 21 | Sound /ue/ | |
| | 22 | | Spelling < ew > |
| | 23 | Sound /oy/ | |
| | 24 | Sound /ar/ | |
| | 25 | Sound /o/ | |
| | 26 | | Spelling < a > |
| Y2 | 27 | Sound /ae/ more spellings | |
| | 28 | Sound /d/ | |
| | 29 | Sound /ee/ more spellings | |
| | 30 | Sound /i/ | |
| | 31 | | Spelling < y > |
| | 32 | Sound /oe/ more spellings | |
| | 33 | Sound /n/ | |
| | 34 | Sound /er/ more spellings | |
| | 35 | Sound /v/ | |
| | 36 | Sound /oo/ (as in 'moon') more spellings | |
| | 37 | Sound /j/ | |
| | 38 | Sound /g/ | |
| | 39 | | Spelling < g > |
| | 40 | Sound /f/ | |
| | 41 | | Spelling < gh > |
| | 42 | Sound /m/ | |
| | 43 | Sound /or/ more spellings | |
| | 44 | Sound /h/ | |
| | 45 | Sound /k/ | |
| | 46 | Sound /r/ | |
| | 47 | Sound /t/ | |
| | 48 | Sound /z/ | |
| | 49 | Sound /eer/ | |
| Y3 | | Recap Extended Code | |
| Y4 | | Recap Extended Code | |
| Y5 | | Recap Extended Code | |
| Y6 | | Recap Extended Code | |



CURRICULUM END POINTS

BLENDING

| EYFS | Year 1 | Year 2 |
|---|---|---|
| <ul style="list-style-type: none"> Blend orally with growing confidence. | <ul style="list-style-type: none"> Blend phonemes in one-syllable words with accuracy. | <ul style="list-style-type: none"> Blend with increasing speed and accuracy. |

SEGMENTING

| EYFS | Year 1 | Year 2 |
|---|---|---|
| <ul style="list-style-type: none"> Segment orally with growing confidence. | <ul style="list-style-type: none"> Segment phonemes in one-syllable words with accuracy. | <ul style="list-style-type: none"> Segment with increasing speed and accuracy. |

BLENDING AND SEGMENTING

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|
| <ul style="list-style-type: none"> Apply code knowledge across the curriculum with growing independence. | <ul style="list-style-type: none"> Use syllable division strategies independently when reading and spelling. | <ul style="list-style-type: none"> Use phonics as a lifelong strategy for decoding new or technical vocabulary. | <ul style="list-style-type: none"> Use phonics as a secure, automatic strategy for tackling unfamiliar vocabulary in preparation for secondary school. |

PHONEME MANIPULATION

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|---|--|---|
| <ul style="list-style-type: none"> Hear, identify and manipulate sounds in spoken words. | <ul style="list-style-type: none"> Manipulate phonemes in one-syllable words with accuracy | <ul style="list-style-type: none"> Apply a broad range of Extended Code sound-spellings (Units 1–49 as mapped). Begin to tackle polysyllabic words using syllable division strategies. | <ul style="list-style-type: none"> Use phoneme manipulation confidently to support reading and spelling. | <ul style="list-style-type: none"> Apply phonics knowledge consistently in written work across subjects. Demonstrate strong phonemic manipulation skills (adding, deleting, substituting phonemes). | <ul style="list-style-type: none"> Apply phonics knowledge to support accurate and ambitious writing. | <ul style="list-style-type: none"> Apply phonics knowledge seamlessly when reading high-level texts across the curriculum. |

DECODING

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> Recognise and read the first sound-spelling correspondences from the Initial Code (Units 1-11). Begin to read decodable texts matched to their current code | <ul style="list-style-type: none"> Read a wide range of words using the Initial Code and Bridging Unit. Begin to read words containing early Extended Code spellings. Use phonics as their primary strategy for reading unfamiliar words. Demonstrate readiness for the Phonics Screening Check | <ul style="list-style-type: none"> Read one- and two-syllable words using Extended Code knowledge. Demonstrate strong phonemic awareness and confidence in decoding. | <ul style="list-style-type: none"> Consolidate and apply all Extended Code units taught in KS1. Read increasingly complex two- and three-syllable words. Show confidence in tackling unfamiliar vocabulary using decoding strategies. | <ul style="list-style-type: none"> Securely apply the Extended Code and read/spell a wide range of polysyllabic words (up to 3 syllables) | <ul style="list-style-type: none"> Confidently apply the Extended Code and read/spell polysyllabic words up to 5–6 syllables. Use advanced decoding strategies to tackle unfamiliar academic vocabulary. | <ul style="list-style-type: none"> Read and spell confidently using the full alphabetic code, including all complex and alternative spellings. Decode and spell multi-syllabic words (5–6 syllables) with accuracy and independence. |



CURRICULUM END POINTS

SPELLING

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|--|---|
| <ul style="list-style-type: none"> Read and spell simple CVC words using taught code knowledge. Form letters with increasing accuracy and control. | <ul style="list-style-type: none"> Spell a wide range of words using the Initial Code and Bridging Unit. Securely apply all Initial Code sound-spelling correspondences | <ul style="list-style-type: none"> Spell one- and two-syllable words using Extended Code knowledge. Spell words using taught code knowledge and apply this in independent writing. | <ul style="list-style-type: none"> Spell increasingly complex two- and three-syllable words. | <ul style="list-style-type: none"> Spell more complex words using accurate sound-spelling correspondences Show growing independence in identifying and correcting spelling errors | <ul style="list-style-type: none"> Spell increasingly complex words using secure knowledge of sound-spelling correspondences and morphology | <ul style="list-style-type: none"> Spell accurately in extended writing, drawing on phonics, morphology and etymology. |

COMPREHENSION

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|--|---|
| <ul style="list-style-type: none"> Show increasing confidence and enjoyment in early reading and writing. | <ul style="list-style-type: none"> Read decodable texts with increasing fluency and automaticity. | <ul style="list-style-type: none"> Read decodable texts fluently, with growing expression. | <ul style="list-style-type: none"> Begin to understand how spelling patterns relate to meaning and morphology. Read with increased fluency, accuracy and stamina. | <ul style="list-style-type: none"> Read with increasing fluency, accuracy and expression across longer texts. | <ul style="list-style-type: none"> Read with fluency, accuracy and appropriate phrasing across a range of genres. Demonstrate independence in identifying gaps and self-correcting when reading. | <ul style="list-style-type: none"> Demonstrate fluent, expressive reading with strong comprehension. Show confidence, independence and resilience as readers and writers. |



SEND

Our Phonics curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

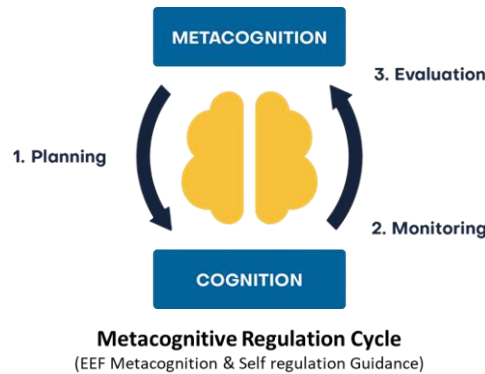
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two **linked** processes:

Formative Assessment: provides Assessment **for** Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as** Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment **of** Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

