



# The Phonics Curriculum

## Contextual Information

<b>Subject Leader(s)</b>	Steph Harriss Steph Jones
<b>External resources or schemes of work used</b>	Letters and Sounds
<b>Why these have been chosen</b>	

# Contents

# An Overview of Subject

## Our Palmer Curriculum Intent

We inspire children’s futures through a creative, inclusive and relevant curriculum enabling to use their enquiring mind to inspire their future. We equip them with the skills, knowledge and attitudes they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures. We teach essential skills for life, such as grit, perseverance, growth mindset and self-regulation. They will leave our school with a rich understanding of the subjects they have been taught.

We will aim to move children’s learning from the short-term to long-term memory, resulting in a deep and connected understanding.

We value the importance of the local community and cultures and recognise the positive impact it has on school life when we work in partnership.

## Our Curriculum Golden Threads are:

Rich Language and Vocabulary (children are able to articulate their learning fluently)	Social and Emotional Awareness (children develop the skills needed to engage in our society)	Powerful Knowledge (children have a deep understanding and are inspired by people and events)
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## Our Subject Curriculum Intent

As a result of learning phonics at TPA our children will learn how to read new words. They will be able to use their reading to work out what a word may mean. We use a ‘find and copy’ element in all phonics lessons which assesses our children’s understanding as well as reading.	As a result of learning phonics at TPA they will develop a confidence and resilience towards reading. The phonics programme will allow them to build their stamina in reading. The phonics process also involves peer reading which encourages them to support each other.	As a result of learning this subject the children will learn the terminology associated with learning phonics e.g. phonemes, diagraphs, graphemes etc
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## Implementation

What will be the subject specific consistent learning/ experiences in all classrooms? What will be see?

## CPD and support for teacher workload

In January 2020 all staff came together to implement a consistent intent for our curriculum

How are leaders/subject leaders supporting staff in this subject? [documents, resources, shared planning, staff meetings, specific training, monitoring and coaching, peer-to-peer, planning templates]

# Phonics Curriculum Map Content Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
N1	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words
N2	Environmental sounds and words	Environmental sounds and words	Rhythm, rhyme and alliteration	Rhythm, rhyme and alliteration	Oral blending	Phase 2 –s, a, t, p
R	Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4
1	Phase 4	Phase 5 a	Phase 5b	Phase 5c	Phase 5a revision	Phae 6
2	Those not passed phonics – to be assessed for gaps and a programme set up.					

## Map of reading book progression linked to letters and sounds

### The Palmer Academy Early Reading Guide

My phase	The sounds I know	The tricky words I know	Colour	My AR points	Year group
1	I'm listening to sounds in my environment.	I can recognise key words in my environment.	Lilac		Nursery
2	S, a, p, t, l, n, m, d	I, the, to	Pink 1 A	0-0.5	R- Autumn 1
2	G, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss	No, go, into	Pink 1B	0-0.5	R-Autumn 2
3	j, v, w, x, qu, ch, sh, th, ng	my, he, she, we, me, be	Red 1A	0.5-1.0	R – Spring 1
3	Ar, ow, oa, oo, ure, ur, oi, air, ee, ear, igh, ai, or, er	All, are, her, they, was	Red 1A	0.5-1.0	R- Spring 2 Revise Summer 1
4	CVCC words CCVC words	So, do, said, have, like, there, one	Yellow	1.0-1.2	R- Summer 2 1 – Autumn 1
4	Clusters with digraphs from phase 3	Some, come, little, out, what, were, when	Blue	1.0-1.2	1 -Autumn 1
5	Ay, ey, split digraphs, ue, ew, ow, ea, ou, ir, ph, wh, oe, au, oy, ie	Oh, Mr, Mrs, looked, could, called, asked, their	Green	1.3-1.5	1-Autumn 2 1 – Revision Summer 1
5	Alternative sounds	Year 2 spelling words	Orange	1.6-1.9	1- Spring 1
5	Alternative pronunciations	Year 2 spelling words	Orange	1.6-1.9	1- Spring 2
6	Suffixes, alternative sounds	Year 2 spelling words	Turquoise	2.0-2.4	1-Summer 2

## Year 1 and Year 2 Phonics Judgements

Autumn Term						
Scheme	Working Towards			Working At		
Letters and Sounds	Phase 1, 2, 3			Phase 4, 5		
	Beginning	Developing	Securing	Beginning	Developing	Securing
	B	D	S	B	D	S
Read, Write, Inc	Red, Green or Purple group or below			Pink or Orange Group or above		
	Beginning	Developing	Securing	Beginning	Developing	Securing
	B	D	S	B	D	S
Screening Score Indicator	Less than <b>15</b>			<b>15</b> or more		

Spring Term						
Scheme	Working Towards			Working At		
Letters and Sounds	Phase 1, 2, 3, 4			Phase 5		
	Beginning	Developing	Securing	Beginning	Developing	Securing
	B	D	S	B	D	S
Read, Write, Inc	Pink or Orange Group or below			Yellow group or above		
	Beginning	Developing	Securing	Beginning	Developing	Securing
	B	D	S	B	D	S
Screening Score Indicator	Less than <b>25</b>			<b>25</b> or more		

Summer Term						
Scheme	Working Towards			Working At		
Letters and Sounds	Phase 1, 2, 3, 4, 5B, 5D			Phase 5 Secure		
	Beginning	Developing	Securing			Secure
	B	D	S			S
Read, Write, Inc	Yellow Group or below			Blue or Grey group or above		
	Beginning	Developing	Securing	Beginning	Developing	Securing
	B	D	S	B	D	S
Screening Score Indicator	Less than <b>32</b>			<b>32</b> or more		

Please note the chart is aligned with the 2019 Phonics Screening score of **32** being the pass mark.

### Children in Y3 to Y6

If children in Y3 to Y6 are still working on the phonics programme they will be judged as Working Towards until they are at Phase 5 secure (Letters and Sounds), Blue/Grey (Read, Write, Inc) or have scored 32 on the phonics screening test.

## Palmer Phonics Intervention Trigger 2020-21

	Baseline 2014 paper	Aut 1 2015 paper	Aut 2 2016 paper	Spr 1 2017 paper	Spr 2 2018	Sum 1 2019	Sum 2 - Screening
Reception					Under 5	Under 10	Under 15
Year One	Under 15	Under 20	Under 25	Under 30	Under 35	Screening	Screening
Year 2	Under 20	Under 25	Under 30	Under 35	Under 40	Screening	Screening
Year 3	Resits from Year 2	Resit from Year 2	Resit from Year 2	Resit from Year 2	Resit from Year 2	Resit from Year 2	Resit from Year 2
Upper School	Anyone working within Year 1 or Year 2 for reading						

## Palmer Phonics Intervention Trigger 2021 - 22

	Baseline	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception					Under 5	Under 10	Under 15
Year One	Under 15	Under 20	Under 25	Under 30	Under 35	Screening	Screening
Year 2	Resits from Year 2	Resits from Year 2	Resits from Year 2	Resit from Year 2	Resit from Year 2	Screening	Screening
Year 3		Resit from Year 2	Resit from Year 2	Resit from Year 2	Resit from Year 2	Screening	Screening
Upper School	Anyone working within Year 1 or Year 2 for reading						

## Reception process

**Autumn 1 – Whole class teaching**

**Assessment – October half term**

**Autumn 2 - Top groups – reading sheet/writing boards**

**Spring 1 – Top groups – full sheet over 2 days – middle groups - reading sheet/ writing boards**

**Spring 2- All of groups except SEN – tops – full sheet – mids – full sheet over 2 days – lows reading sheet/ writing boards**

**Summer 1 – all group except SEN – reading/writing books**

**Summer 2- try SEN on sheets**

## Year Group: Reception

<p>Curriculum Knowledge:</p> <p><b><u>Autumn 1 and 2- Phase 2</u></b>  <b>Sounds</b>  Set 1 – s,a,t,p  Set 2 – l,n,m,d  Set 3 – g,o,c,,k  Set 4 – ck,e,u,r  Set 5 – h,b,f/ff,l/ll,ss  Recap  <b>Tricky Words</b>  l, the, no, go, to, into</p>	<p>Curriculum Skills:</p> <p>Curriculum Skills across phonics year:</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 phonemes in phase 2 and 3.</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 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>	
<p><b><u>Spring 1 and 2 – Phase 3</u></b>  <b>Sounds</b>  Set 6 – j,v,w,x  Set 7 – y,z,qu  Consonant digraphs – sh,ch,th,ng  Vowel digraphs – ai,ee,igh,oa  Vowel digraphs – oo,ar,or  Vowel digraphs – ur,ow,oi  Vowel digraphs – ear.air,ure  Vowel digraphs – er  Recap  <b>Tricky Words</b>  He, she, we, me, be, was, my, you, they, her, all, are</p>		
<p><b><u>Summer 1 – Revision Phase 3</u></b></p> <p>Revision of above.</p>		
<p><b><u>Summer 2 - Phase 4</u></b></p> <p>CVCC and CCVC words  <b>Tricky Words</b>  said, have, like, so, do, some, come, little, one, were, there, what, when, out</p>		
<p>Rich language and vocabulary:</p> <p>As a result of learning phonics at TPA our children will learn how to read new words. They will be able to use their reading to work out what a word may mean. We use a 'find and copy' element in all phonics lessons which assesses our children's understanding as well as reading.</p>	<p>Social and Emotional Awareness:</p> <p>As a result of learning phonics at TPA they will develop a confidence and resilience towards reading. The phonics programme will allow them to build their stamina in reading. The phonics process also involves peer reading which encourages them to support each other.</p>	<p>Powerful Knowledge:</p> <p>As a result of learning this subject the children will learn the terminology associated with learning phonics e.g. phonemes, diagraphs, graphemes etc</p>
<p><b>Resources:</b>  Letters and sounds phonics work boo  Letters and sounds teachers guide  Display board – large phonics poster, tricky word cards, display of different sounds family  Flash cards  Purple pens for editing</p>	<p><b>Experiences and outdoor learning opportunities :</b></p> <p>Peer phonics reading  Outdoor area in year one, reception and nursery will have phonics displays, key sounds and tricky words. There will also be physical resources for the children to use relating to the stage of phonics they are learning.</p>	
<p><b>Links made to prior learning:</b>  The children will start year one revisiting phase 2 which they will have already visited and worked on at the end of nursery (if at TPA). Their first assessment of phonics in reception will identify if they need to revisit phase 4 or move straight to phase 3.  All phonics lessons at the Palmer Academy will follow the same structure and use the same phonics workbooks. This means the</p>	<p><b>Preparation for future learning:</b>  The learning of these phases prepares the children to go into year one as it builds upon what has been learnt in previous phases.  The children will have started to learn phase 4 at the end of reception which is what they will start learning in year one.</p>	

<p>children will be familiar with the way phonics is taught as they enter reception.</p>	
<p><b>Adapting out curriculum:</b>  The bottom 20 percent of children learning phonics will be taught in smaller, more focused groups. These children will also work through the structure of a phonics lesson at a slower rate ensuring they spend more time at each stage of the phonics process.</p> <p>Each half term the children will be assessed using the phonics screening programme and their group and teacher will be set according to these scores.</p> <p>Also using the 'trigger' table above after every assessment some children will be identified to have 1:1 phonics to address their gaps in phonics.</p>	<p><b>Links to other subjects/just checking:</b>  How are we ensuring the retention is there?</p> <p>Phonics sessions will support children in their discrete reading lessons. All subjects the children must read to learn so the teaching of phonics will help support the children in these subjects.</p>



# Year Group: Year One

<p>Curriculum Knowledge:</p> <p><b><u>Autumn 1 – Phase 4</u></b></p> <p>CVCC and CCVC words Clusters with phase 3 diagraphs <b>Tricky Words</b> said, have, like, so, do, some, come, little, one, were, there, what, when, out</p> <p>20/40</p>	<p>Curriculum Skills across phonics year:</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 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>	
<p><b><u>Autumn 2 -Phase 5a</u></b></p> <p><b>Sounds</b></p> <p>Set 1 – ay, ou, ie, ea Set 2 – oy, ir, ue, aw Set 3 – wh, ph, ew, oe, au, ey Set 4 – a-e, e-e, i-e, o-e, u-e</p> <p><b>Tricky Words</b> oh, Mrs, people, their, called, Mr, looked, asked, could</p> <p>28/40</p>		
<p><b><u>Spring 1 – Phase 5b</u></b></p> <p><b><u>Alternative Pronunciations</u></b> Set 1 – i, o, c, g, u Set 2 – ow, ie, ea, er Set 3 – a, y, ch, ou</p> <p><b>Tricky Words</b> Year 2 spelling word list</p> <p>32/40</p>		
<p><b><u>Spring 2 – Phase 5c</u></b></p> <p><b><u>Alternative Spellings</u></b> Set 1 – vowels sounds Set 2 – other alternative spellings</p> <p><b>Tricky Words</b> Year 2 spelling word list</p> <p>35/40</p>		
<p><b><u>Summer 1 – Phase 5a – Revision</u></b></p> <p>See above</p>		
<p><b><u>Summer 2 – Phase 6</u></b></p> <p>Year 1 spelling programme</p> <p>40/40</p>	<ul style="list-style-type: none"> <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> </ul>	
<p>Rich language and vocabulary:</p> <p>As a result of learning phonics at TPA our children will learn how to read new words. They will be able to use their reading to work out what a word may mean. We use a ‘find and copy’ element in all phonics lessons which assesses our children’s understanding as well as reading.</p>	<p>Social and Emotional Intelligence:</p> <p>As a result of learning phonics at TPA they will develop a confidence and resilience towards reading. The phonics programme will allow them to build their stamina in reading. The phonics process also involves peer reading which encourages them to support each other.</p>	<p>Powerful Knowledge:</p> <p>As a result of learning this subject the children will learn the terminology associated with learning phonics e.g. phonemes, diagraphs, graphemes etc</p>

<p><b>Resources:</b> Letters and sounds phonics work boo Letters and sounds teachers guide Display board – large phonics poster, tricky word cards, display of different sounds family Flash cards Purple pens for editing</p>	<p><b>Experiences and outdoor learning opportunities:</b> Peer phonics reading Outdoor area in year one, reception and nursery will have phonics displays, key sounds and tricky words. There will also be physical resources for the children to use relating to the stage of phonics they are learning.</p>
<p><b>Links made to prior learning:</b> The children will start year one revisiting phase 4 which they will have already visited and worked on at the end of reception. Their first assessment of phonics in year one will identify if they need to revisit phase 4 or move straight to phase 5. All phonics lessons at the Palmer Academy will follow the same structure and use the same phonics workbooks. This means the children will be familiar with the way phonics is taught as they enter in to year one.</p>	<p><b>Preparation for future learning:</b> The learning of these phases prepares the children to go into year two as it builds upon what has been learnt in previous phases. By the end of year one children will hopefully have achieved the expected standard for reading phonics. The children not achieving 40/40 in phonics will be supported with gap filling interventions and small group work going into year 2.</p>
<p><b>Adapting out curriculum:</b> The bottom 20 percent of children learning phonics will be taught in smaller, more focused groups. These children will also work through the structure of a phonics lesson at a slower rate ensuring they spend more time at each stage of the phonics process.  Each half term the children will be assessed using the phonics screening programme and their group and teacher will be set according to these scores.  Also using the 'trigger' table above after every assessment some children will be identified to have 1:1 phonics to address their gaps in phonics.</p>	<p><b>Links to other subjects/just checking:</b>  Phonics sessions will support children in their discrete reading lessons. All subjects the children must read to learn so the teaching of phonics will help support the children in these subjects.</p>

## Recovery Curriculum 2020-21

### Phonics

Which objectives and topics have been missed?

	<u>Spring and Summer Term</u>
<u>Nursery</u>	Alliteration, Rhyming, oral blending, S, a, t, p, i, n – N2 Environmental sounds – N1
<u>Reception</u>	Phase 3 and 4
<u>Year One</u>	Phase 5a revision and phase 6
<u>Year Two</u>	Phase 5 with children who have not achieved year 1 phonics check Phase 6 spellings

What whole school initiatives will we need to address the gaps?

- Phonics books used across the groups
- 1-1 phonics catch up

Which objectives should be taught as part of starters to new units of work?

	<u>Objectives to be included this year</u>	<u>Why?</u>
<u>Nursery</u>		
<u>Reception</u>	Rhyming Alliteration	These are small objectives that can be taught through starters, story times and talking times.
<u>Year One</u>		
<u>Year Two</u>		
<u>Year Three</u>		

Which objectives needed to be taught as a whole lesson? Small group? Where will they fit in the current curriculum?

	<u>Objectives to be included this year</u> Children have been assessed and regrouped based on where they are. Some children are getting 1:1 phonics as they fall below the trigger mark for the phonics test.
<u>Nursery</u>	Later phase 1 for N2's who started last term.
<u>Reception</u>	Phase 2 phonics
<u>Year One</u>	Phase 3 and 4
<u>Year Two</u>	Phase 5 and phase 6
<u>Year Three</u>	Streamed children into: phase 5 with children who have not achieved year 1 phonics check and Phase 6 spellings.

## Phonics Curriculum Map Content Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
N1	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words
N2	Environmental sounds and words	Environmental sounds and words	Rhythm, rhyme and alliteration	Rhythm, rhyme and alliteration	Oral blending	Phase 2 –s, a, t, p
R	Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4
1	Phase 4	Phase 5 a	Phase 5b	Phase 5c	Phase 5a revision	Phae 6
2	Those not passed phonics – to be assessed for gaps and a programme set up.					