

Reading curriculum (Phonics and early reading)		Newstead Primary School		INTENT
Decoding				
	EYSF Read simple words and sentences by:	Y1 Read phonically decodable texts accurately by:	Y2 Read texts closely matched to their phonic knowledge accurately by:	
Phoneme/ grapheme correspondence	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes	
Whole word reading	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words	
Word problem solving	sounding and blending most words.	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · sounding and blending phonically regular words · noticing word endings -s, -es, -ing, -ed, -er, -est, · using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful -less, -tion using syllable boundaries	
Fluency	pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence. Re-reading familiar text.	looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression re-reading words, phrases and sentences that required some sounding out on the first read	recognising and knowing how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation independently re-reading words, phrases, and sentences when the text required some slow decoding	

Phonics Framework		Newstead Primary School	Implementation
	Nursery	Reception	KS1
Curriculum	Daily discrete phonics teaching (Letters and Sounds) Taught in phases daily.	Daily discrete phonics teaching (Letters and Sounds) Taught in phases daily.	Daily discrete phonics teaching (Letters and Sounds) Taught in phases daily.
Organisation	Children are taught Phase 1 throughout Nursery. Aspects 1-6 Sound discrimination; rhythm and rhyme, alliteration and voice sound are taught throughout the year. Aspect 7 oral blending and segmenting is taught from the summer term.	Phases 2-4 are taught to all pupils in Reception.	Y1 children are taught phase 5 Y2 Take part in Babcock Spelling sessions (Phase 6) and those who did not pass the phonics check receive additional phonics sessions and booster sessions.
Timetabling	Phonics 9-9.30	Daily Phonics 1.15-1.45pm	Daily Phonics 10.40-11.15
Assessment	Ongoing assessment of the 7 aspects taught in Phase 1 are assessed in the following ways: - Termly - Phase 1 Phonic Tracking sheet - Weekly - on weekly planning	Assessment is carried out: - Daily/weekly- Phonics phase analysis sheet - Half termly- Individual tracking sheet - Half termly- Phonic Phase/ Book Band Tracker - Half termly – Phonics screening Children are assessed in February to identify those falling behind. The class is then split into two groups to provide intervention for those who need it.	Assessment is carried out: - Daily/weekly- Phonics phase analysis sheet - Half termly- Individual tracking sheet - Half termly- Phonic Phase/ Book Band Tracker - Half termly – Phonics screening
Application	Continuous provision.	Continuous provision. Reading practice with the teacher/TA using a decodable book Decodable book sent home	Reading practice with the teacher/TA using a decodable book Whole class guided reading session Decodable book sent home

Resources	Literacy Hub Phase 1 Planning https://earlyimpact.co.uk/toolbag/resources	Decodable books (Rising Stars) Mnemonic flashcards (TTS Smart Kids) Segmenting and blending flashcards (TTS Smart Kids)	Decodable books (Rising Stars) Mnemonics flashcards (TTS Smart Kids) Segmenting and blending flashcards (TTS Smart Kids)
Strategies	Behaviour for learning: Good sitting, good looking, good listening, good thinking	Circle known words Segment and blend unknown words Sound buttons for phonemes/graphemes 	Circle known words Segment and blend unknown words Sound buttons for phonemes/graphemes 
Monitoring	Learning walks to ensure consistency of teaching. Observations. English Lead evaluates assessments.	Learning walks to ensure consistency of teaching. Observations. English Lead evaluates assessments.	Learning walks to ensure consistency of teaching. Observations. English Lead evaluates assessments.
Expectations for recording children's work	Photographic evidence is placed in children's learning journals	Work is recorded daily and collated into phonics booklets.	Work is recorded daily and collated into phonics booklets.
Environment	Continuous provision indoor and outdoor	Speed sound chart on display Common exception and tricky words on display and on mats.	Speed sound chart on display Common exception and tricky words on display and on mats.
EAL Provision	EAL training completed. Resources available on request. Use of signs and symbols	EAL training completed. Resources available on request.	EAL training completed. Resources available on request.

Interventions inc. SEND provision	Signs and symbols	Use of grapheme and non-negotiable word flashcards (Keep up not catch up) Phonics booster sessions. IEP time/books	Use of grapheme and non-negotiable word flashcards (Keep up not catch up) Phonics Booster sessions. IEP time/books
Training	Phase 1 Training 29.01.20	Literacy Hub Phonics Training 12.03.20	Literacy Hub Phonics Training 12.03.20

Phonics Framework		Newstead Primary School		IMPACT
	Nursery	Reception	KS1	
Assessment	Phase 1 tracker	Daily/weekly- Phonics phase analysis sheet Half termly- Individual tracking sheet Half termly- Phonic Phase/ Book Band Tracker Half termly – Phonics screening	Daily/weekly- Phonics phase analysis sheet Half termly- Individual tracking sheet Half termly- Phonic Phase/ Book Band Tracker Half termly – Phonics screening	
Monitoring	Learning walks Observation Monitoring of tracking data and planning	Learning walks Observation Monitoring of tracking data and planning	Learning walks Observation Monitoring of tracking data and planning	
Intervention	Listening and attention groups.	Booster groups for those falling behind.	Booster groups for those falling behind. Phonics Booster sessions for those at risk of not passing the Y1 Phonics screening.	

Progression in Phonics: **Reception**

Term	Phase	New Phonemes	Tricky words
Autumn	2	s a t p i n m d g o c k ck e u r h b f, ff, l, ll, ss	the to i no go
Spring	3 (consolidate phase 2)	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	he she we me be was no go my you they her all are
Summer	4 (consolidate phase 3)	(cvcc & ccvc) examples: bend mend hump bent damp spot spin trip glass track speck	said so have like some come were there little one do when out what

Progression in Phonics: **Year 1**

Term	Phase	New Phonemes	Tricky words
Autumn One	5a Further graphemes for reading (Consolidate phase 3 graphemes and phase 4 adjacent consonants)	ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e	said have like so do come were there little one when out what oh their people mr mrs looked called asked
Autumn Two	5b Alternative pronunciations for graphemes (Consolidate phase 5a)	i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you zh vision visual beige measure	water where who again thought through work mouse many laughed because different any eyes friends once please
Spring and Summer	5c Alternative spellings for phonemes (Consolidate phase 5a and 5b) NC Spelling Objectives Y1	Refer to Letters and sounds p. 144	

Phonics Long Term Plan – Phases 2, 3 and 4 Reception.

Term	Week	Phase	Graphemes	Non-negotiable Tricky/CEW	Book Band
Autumn 1	1		Revise		
	2	2	s, a, t, p		
	3	2	i, n, m,		
	4	2	m, d, g,	in	
	5	2	g, o, c,		
	6	2	k ck,	and	
Autumn 2	7	2	e, u, r		
	8	2	r, h, b,	to the into	
	9	2	b, f/ff,		
	10	2	l, ll, ss	I go no	
	11	2	revise		
	12	2	revise		
Spring 1	13	3	j, v, w,		
	14	3	w, x y,	he she	
	15	3	y, z, zz		
	16	3	qu, ch,	we me be	
	17	3	sh, th, ng	was my	
	18	3	ng, ai, ee,		
Spring 2	19	3	ee, igh, oa	you they	
	20	3	oa, oo, oo	her all are	
	21	3	ar, or	ask by full	
	22	3	ur , ow,	has of	
	23	3	oi ear,	push put	
	24	3	air, ure, er		
Summer 1	25	4	Revise phase 2/3 graphemes	said have	
	26	4		like so	
	27	4		do some	
	28	4	Practise reading and spelling words with adjacent consonants: CVCC and CCVC.	come were	
	29	4		there little	
	30	4		one when	
Summer 2	31	4	Practise reading and spelling words with adjacent consonants: CVCC and CCVC.	out what	
	32	4		our pull	
	33	4		says today	
	34	4			
	35	4			
	36	4			

Phonics Long Term Plan – Phase 5 – Year 1

Term	Week	Phase	Graphemes	Tricky words	Book Band
Autumn 1	1	Consolidate phase 3/4	ch sh th ng ai ee igh oa o oar or ur ow oi ear air ure er	Read/spell Said have like so do come were there little one when out what	
	2	5a	ay ie ou ea	Read Oh their Spell come some	
	3	5a	ir ue aw au	Read People Mr Mrs	
	4	5a	oy ey ew oe	Read Looked called asked	
	5	5a	a-e e-e i-e o-e u-e	Read Water where who again	
	6	5a	wh ph revision	Read Thought through	
Autumn 2	7	Consolidate and Revise			
Alternative pronunciation	8	Consolidate and Revise			
	9	5b	a e i o u letter names: acorn, she, find, cold, music	Read work mouse many laughed because different	
	10	5b	Y yes, every, try ey donkey, grey	Read any eyes friend once please Spell little one do when what out	
	11	5b	ow soft c g	Read Could would should	
	12	5b	ie field ea head great tea er farmer her	Spell Oh No go Their	
Spring 1	13	5b	ch chef chin chemist ou you shoulder, shout, could	Spell people Mr Mrs Looked	
	14	5b	or world work ear early Revision	Spell Called Asked Have were	
Alternative spelling	15	5c	air ere are	Read/Spell HF and Common exception words include multi	
	16	5c	or aw au our ore al augh		
	17	5c	ai a, ey, a-e, igh		
	18	5c	e-e ea ey, y ie		

				syllabic words	
Spring 2 Alternative spelling	19	5c	Revision	(Correct use in spelling)	
	20	5c	lgh,y,i-e,ie,i		
	21	5c	ow oa oe o		
	22	5c	oo ou ue ew ui		
	23	5c	ge gy gi dge		
	24	5c	kn gn mb revision		
Summer 1 Alternative spelling	24	Consolidate and Revise			
	25	Consolidate and Revise			
	26	5c	Wa (o) watch Wh whole, what Consonant trigraph Spl shr str thr scr spr		
	27	5c	ir ur ear er or		
	28	5c	sh tion sion cion ss		
	29	5c	sh sure cial sual		
Summer 2 Alternative spelling Y1 Spelling NC Spelling objectives	30	5c	s listen house Adding suffixes –s and -es		
	31	5c	zh vision , Ure treasure Adding suffixes –er and -est		
	32	5c	ch tch ture Adding suffixes –ing and -er		
	33	5c	wr write wrist al palm,calm adding suffixes- ed		
	31	5c	Adding suffixe -un		
	32	5c	Consolidate and Revise		

Weekly Plan. Phase 5 Week2 ay, ou, ie, ea					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit / Review	Quick read phase 3/5 graphemes.	Quick read phase 3/5 graphemes.	Quick read phase 3/5 graphemes.	Quick read phase 3/5 graphemes.	Quick read phase 3/5 graphemes.
Teach	Teach ay hear it, say it/see it, say it/say it, write it). Model grapheme spotting and blending to read words using sound buttons: day Children to practise: play may say stray Model reading sentences containing the ai and ay graphemes. Discuss position of the graphemes. Children practise reading sentences. Model segmenting to write: stain and fray Use a phoneme frame. Children to write: stay and plain	Teach the grapheme ou hear it, say it/see it, say it/say it, write it). Model grapheme spotting and blending to read words using sound buttons: out Children practise: about cloud scout found Model reading sentences containing the ow and ou graphemes. Discuss position of the graphemes. Children practise reading sentences. Model segmenting to write: clown and sound Use a phoneme frame. Children to write: shout and frown	Teach the grapheme ie hear it, say it/see it, say it/say it, write it). Model grapheme spotting and blending to read words using sound buttons: cried Children practise: die tie lie pie Model reading sentences containing the ie graphemes. Discuss position of the graphemes. Children practise reading sentences. Model segmenting to write: lied Use a phoneme frame. Children to write: tie and pie	Teach ea hear it, say it/see it, say it/say it, write it). Model grapheme spotting and blending to read words using sound buttons. Children read words on sheet. Model reading sentences containing the ea and graphemes. Discuss position of the graphemes. Children practise reading sentences. Model segmenting to write: tea and seal Use a phoneme frame. Children to write: steal and heal	Practise reading and spelling tricky words. Assess graphemes Consolidation.
Practise and apply	Children practise reading words and sentences containing the ay grapheme on their worksheet and sentences. Practise writing dictated sentences: Do not play with the stray dog. May I say how good you look!	Children practise reading words and sentences containing the ou grapheme on their worksheet and sentences. Practise writing dictated sentences: I can shout loudly at the class. I found a pound in my pocket.	Children practise reading words and sentences containing the igh and ie grapheme on their worksheet and sentences. Practise writing dictated sentences: The man cried when the pie ran out.	Practise writing dictated sentences: I will have meat for my meal on Friday.	
Revise key learning for the lesson	Can children say the grapheme when shown? Can they read/write a word containing the new grapheme	Can children say the grapheme when shown? Can they read/write a word containing the new grapheme	Can children say the grapheme when shown? Can they read/write a word containing the new grapheme	Can children say the grapheme when shown? Can they read/write a word containing the new grapheme	
Assessment/ Intervention					

Phonic Lesson Teaching Sequence Example Phase 5: **ue**

Sequence	Activities and guidance	Example lesson
Revisit and review	Quick read graphemes/word/ sentences containing previously taught graphemes. Practise writing words using previously taught graphemes. Practise writing some tricky words previously taught graphemes.	Quick read recently taught graphemes. Quick read: crayon, proud, fried, heap to revise/practise graphemes from the previous week. Read: Oh, their, come
Teach and practise reading	Teach new grapheme. (Say it/see it/write it forming and joining letters correctly if applicable). Talk about the position in words. Teach blending to read words containing the new grapheme. Model use of sound buttons. Children practise reading words on their worksheet using sound buttons. Model reading sentences. Circle known and tricky words, sound button unknown words. Read back quickly to develop fluency.	Teach the grapheme ue . (Say it/see it/write). Talk about the position in a word. Model blending to read words: clue, blue, glue using sound buttons. What is the position of the ue grapheme in the words? At the end. Children to practise reading words on their worksheet. Teach how to read a sentence: Sue had a blue skirt . Circle known and tricky words, sound button unknown words. Read the sentence back quickly.
Apply reading skills	Children practise reading sentences.	Children practise reading sentences on their worksheet.
Teach and practise writing	Teach how to write the grapheme. Use a phoneme frame. Encourage correct formation/joining. Children to practise. Teach how to write a word using the grapheme. Use a phoneme frame. Children to practise with own frames. Teach how to write a sentence. Put words on fingers. Model use of capital letters, full stops, spaces and reading back to check.	Model segmenting to write: true and Sue on a phoneme frame. Discuss capital letter for Sue. Children practise writing: blue and glue using phoneme frames. Model writing a sentence: The children made blue glue .
Apply writing skills	Children practise writing a sentence. Practise spelling high frequency/tricky words	Children write a sentence: Sue needed a new tissue . Spell: oh, their, come
Revise key learning for the lesson	Recap the new grapheme taught.	Ask the children to say the grapheme taught. Can they say it when shown? Can they write the grapheme when they hear it? Can they write a given word containing the ue grapheme?

oi

oil

boil

coin

coil

join

soil

toil

quoit

poison

tinfoil

Dig the soil.

Jim has seven coins.

I can boil the oil.



i-e



like	time	pine
ripe	shine	slide
prize	nice	invite
inside		

I like to eat ripe bananas and green grapes.

What time do we go get the prize?

I have an invite for Steve's birthday.

Tricky words spelling practise:

My Phase 1 tracking sheet

Environmental Sounds		
I can match and copy the sounds that I've heard Date achieved: Notes:	I can name some animals / objects and make their sounds Date achieved: Notes:	I can talk about stories and make sounds to go with the pictures Date achieved: Notes:
Instrumental sounds		
I can use some instruments to make different sorts of sounds e.g fast /slow/loud/quiet Date achieved: Notes:	I can name different instruments and change how I play them by following instructions Date achieved: Notes:	I can continue, repeat and make up a rhythm by clapping or using an instrument. Date achieved: Notes:
Body percussion		
I can join in with action songs and rhymes Date achieved: Notes:	I can use my body to make different sounds (loud / quiet, fast / slow) Date achieved: Notes:	I can clap the beats in my name and clap a steady beat to a song Date achieved: Notes:
Voice Sounds		
I can use my mouth to make lots of different sounds and noises Date achieved: Notes:	I can remember lots of sounds and words to join in with familiar songs. Date achieved: Notes:	I can sing my favourite songs independently and sometimes make up my own Date achieved: Notes:
Rhyme & Rhythm		
I can fill in the 'rhyming' gaps in a story, rhyme or song Date achieved: Notes:	I can recognise when 2 words rhyme Date achieved: Notes:	I can say a string of other words that rhyme with a given word (from memory) Date achieved: Notes:
Oral blending and segmenting		
I can listen and put sounds together to make a word (i.e blend: s-a-t, j-u-m-p, e-gg) Date achieved: Notes:	I can listen and separate the sounds in words (i.e. segment: pat, hop, skip) Date achieved: Notes:	
Alliteration		
I can hear and say the first sound in words Date achieved: Notes:	I can find objects / people beginning with a given sound Date achieved: Notes:	I can list words which have the same sound at the beginning Date achieved: Notes:

Name: =

Individual Tracking Sheet. Name:

Phonological Awareness - Phase 1

Counting words in sentences Syllables

Rhyme Auditory Discrimination

Start end middle

Oral blending Oral segment

Phase 2 - read/write

1	s	a	t	p	
2	i	n	m	d	
3	g	o	c	k	
4	ck	e	u	R	
5	h	b	f/ff	l/ll	s/ss

Read

VC a in of it on is at up as if an

CVC and his but can had not mum dad big will him
get got put off

2 syllable words sunset rocket laptop fusspot

Read HFW: decodable
to the go I no into

into

Read HFW: tricky words:

Phase 3 Read/Write

6	j	v	w	x
7	y	z/zz	qu	

Read / write

1	ch	sh	th	ng	
2	ai	ee	igh	oa	oo
3	ar	or	ur	oi	ear
4	air	ure	er	ow (cow)	

Read/ write words with above phonemes

Letter names 2 syllable words

Read HFW: decodable Write HFW decodable
for that with this then them down see look back him now
too

Read HFW: tricky
the to he I was you they she all we are my her be go no
me

Spell Tricky words
the to I no go into

Phase 4

Adjacent consonants - read write

CVCC went CVCC help

CCVCC stand CCCVCC scrunch

3 syllable words Manchester

Read HFW: decodable write
went from just help it's children

Read HFW: Tricky
some one said come do so were when have there out like
little what

Spell HFW: Tricky
he she we me be was my you her they all are

Phase 5 - read and write phonemes

1	ay	ou	ie	ea
2	oy	ir	ue	
3	aw	wh	ph	ue
4	ew	ew	oe	au
5	ey	a-e	e-e	i-e
6	o-e	u-e		

Alternative pronunciation for reading

1	i	o	g	c
2	ea	u	ow	ie
3	er	a	y	
4	ch	ou		
5	zh	y	ey	
6	a	e	i	o
7	u	oo		

Alternative spellings

1	sh	ch	j
2	m	kn	wr
3	st	se	u
4	y	ere	eer
5	ar	air	
6	al	our	aught/ear
7	or	oul	u

Prefix/suffix

-s	-es	-er	-est
-ing	-er	-ed	Un-

Read HFW ☐

Oh their people Mr Mrs looked called asked could

Read irregular HFW ☐Water where who again thought through work mouse many laughed because
different any eyes friends once pleaseSpell HFW: decodable ☐Don't old I'm by time house about your day made came make here saw very
putSpell HFW: tricky words ☐

some one said come do so were when have there out like little what

Phonics Tracking Working Within: Reception Autumn 2

Phase 2	Phase 3	Phase 4	Phase 5a	Phase 5b	Phase 5c	Spellings
Pink band	Red Band	Yellow Band	Blue band	Green Band	Orange Band	Turquoise Band

Children in the grey box = on track for ARE

Tracking documents differ depending on the term.

Phase 3 Phonics Assessment - Analysis Sheet

N.B. The Phase 3 assessment also retests the Phase 2 GPCs. If errors were made on these GPCs, analyse them using a Phase 2 sheet.

Name	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	ai	ee	igh	oa	oo	ar	or	ur	ow	oi	ear	air	ure	er	Blending errors	Segmenting errors

On this grid record all children's names and put a cross for any GPC that the child couldn't read and/or write. Record the number of blending mistakes (out of 10). Record the number of segmenting mistakes (out of 10).

Any GPC that children couldn't read and/or write will need revisiting – add to planning for next phase.

If children made errors in blending or segmenting – build explicit teaching of these skills and lots of rehearsal into planning for next phase and also build revision of Phase 1 (particularly oral blending and oral segmenting) throughout the school day.

Repeat assessment and analysis at the end of the phase. Look at the progress the group has made.

Use this to decide next steps for the children, evaluate how effective the teaching was and identify ways to improve.