

Reading curriculum



Newstead Primary School

INTENT

Decoding

	EYFS 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.	Children are streamed due to double cohorts and staffing. Phases 2-4 are taught to all pupils in Reception.	Children are streamed due to double cohorts and staffing 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	Daily Phonics 9.00- 9.20	Daily Phonics 9.00- 9.20	Daily Phonics 10.35-11		
Assessment	Ongoing assessment of the 7 aspects taught in Phase 1 are assessed in the following ways: <ul style="list-style-type: none"> • Termly - Phase 1 Phonic Tracking sheet • Weekly - on weekly planning 	Assessment is carried out: <ul style="list-style-type: none"> • Daily/weekly- assessment is recorded on planning and used to ensure children keep up not catch up • Half termly- Phonic Phase Analysis 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: <ul style="list-style-type: none"> • Daily/weekly- assessment is recorded on planning and used to ensure children keep up not catch up • Half termly- Phonic Phase Analysis Sheet • Half termly- Phonic Phase/ Book Band Tracker • Half termly – Phonics screening 		
Application	Continuous provision.	Continuous provision. Group reading practice with the teacher/TA using a decodable book (4 times a week)	Group reading practice with the teacher/TA using a decodable book (4 times per week) Whole class guided reading session		

		Decodable book sent home	Decodable book sent home
Resources	Literacy Hub Phase 1 Planning https://earlyimpact.co.uk/toolbag/resources	Decodable books (Rising Stars) Online decodable books (Rising Stars) Mnemonic flashcards (TTS Smart Kids) Segmenting and blending flashcards (TTS Smart Kids) Phonics Play online interactive	Decodable books (Rising Stars) Online decodable books (Rising Stars) Mnemonics flashcards (TTS Smart Kids) Segmenting and blending flashcards (TTS Smart Kids) Phonics Play online interactive
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. Continuous provision indoor and outdoor.	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	Phonics booster sessions. IEP time/books	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 assessment recorded on planning Half termly Phonics Phase Analysis sheet Half termly Individual Tracking Sheet Half termly Phonics screening Half termly Phonics phase and book band tracker Children are assessed at the end of February to identify those falling behind. The class is then split into two groups to provide intervention for those who need it.	Daily/Weekly assessment recorded on planning Half termly Phonics Phase Analysis sheet Half termly Individual Tracking Sheet Half termly Phonics screening Phonics phase and book band tracker
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	Tricky Words	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	
	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	
	18	3	ng, ai, ee,		
Spring 2	19	3	ee, igh, oa	my	
	20	3	oa, oo, oo	you	
	21	3	ar, or	they	
	22	3	ur, ow,	her	
	23	3	oi ear,	all are	
	24	3	air, ure, er		
Summer 1	25	4	Revise phase 2/3	said so	
	26	4	graphemes	have some like come	
	27	4		were here little one	
	28	4	Practise reading and	do when out what	
	29	4	spelling words with		
	30	4	adjacent consonants: CVCC and CCVC.		
Summer 2	31	4	Practise reading and		
	32	4	spelling words with		
	33	4	adjacent consonants:		
	34	4	CVCC and CCVC.		
	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			
	8	Consolidate and Revise			
Alternative pronunciation	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	
	16	5c	or aw au our ore al augh		
	17	5c	ai a,ey,a-e,eigh		
	18	5c	e-e ea ey,y ie		

				include multi 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		

Phonic Lesson Teaching Sequence Example Phase 5: ue

Sequence	Activities	Example lesson
<p>Revisit and review</p> <ul style="list-style-type: none"> • Activate prior knowledge • Practise recognition and recall of previously taught GPCs • Practise oral blending and segmentation/ practise fluent reading and spelling/ tricky words 	<p>Quick read graphemes/word/ sentences containing previously taught graphemes.</p> <p>Practise writing words using previously taught graphemes. Practise writing some tricky words previously taught graphemes.</p>	<p>Quick read recently taught graphemes.</p> <p>Quick read: crayon, proud, fried, heap to revise/practise graphemes from the previous week.</p> <p>Spell: Oh, their, come</p>
<p>Teach</p> <ul style="list-style-type: none"> • Explicitly teach a new GPC and/or new tricky word • Teach blending or segmenting with letters • Model/memorisation 	<p>Teach new grapheme.</p> <p>Teach blending to read words containing the new grapheme. Model use of sound buttons.</p> <p>Teach segmenting to spell words containing the new grapheme. Model use of a phoneme frame.</p>	<p>Teach the grapheme ue (hear it, say it/see it, say it/say it, write it).</p> <p>Model blending to read words: clue, blue, glue using sound buttons.</p> <p>Model segmenting to write: true and Sue. Use a phoneme frame. Discuss capital letter for Sue.</p> <p>What is the position of the ue grapheme in the words? At the end.</p>
<p>Practise and apply</p> <ul style="list-style-type: none"> • Practise reading or spelling words using taught letters • Read and write a caption using high frequency and decodable words 	<p>Children practise reading and writing words using taught letters.</p> <p>Children read and write a caption using high frequency and decodable words.</p>	<p>Children to practise reading words: true, issue, flue</p> <p>Practise reading: Sue had a blue skirt. The glue held on the wool. (Have plenty prepared for HA).</p> <p>Practise writing: blue, glue, tissue using phoneme frames. Practise writing captions: The children made blue glue. Sue needed a new tissue.</p>
<p>Revise key learning for the lesson</p>	<p>Recap the new grapheme taught.</p>	<p>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?</p>
<p>Apply to reading</p> <p>In the lesson or as a separate session, with fully decodable books</p>	<p>Apply previously taught phonics using decodable books</p>	<p>Phonics practise reading session: Small group with teacher/TA. Teacher/TA listens to children read their decodable book individually, supporting where necessary.</p>

oi

oil

boil

coin

coil

join

soil

toil

quoit

poison

tinfoil

Dig the soil.

Jim has seven coins.

I can boil the oil.

My Phase 1 tracking sheet

Name - _____

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 and 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 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:

Letters and Sounds 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/l	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

Letters and Sounds Individual Tracking Sheet

Phase 5 - read and write phonemes

1	ay	ou	ie	ea
2	oy	ir	ue	
3	aw	wh	ph	ew
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	ai	ee	igh	oa
7	oo	ve		

Alternative spellings

1	sh	ch	j
2	m	kn	wr
3	st	se	u
4	y	ere	eer
5	ar	air	
6	al	our	ought/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 please

Spell HFW: decodable
 Don't old I'm by time house about your day made came make here saw very
 put

Spell 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 working within grey box = on track for ARE

TRACKING DOCUMENTS DIFFER DEPENDING ON THE TERM.

We also use assessment resources from Phonics Play to track children's phonic knowledge.

Phase 2

<https://www.phonicsplay.co.uk/assets/resources/public/pdfs/assessments/phase2-assessment-analysis-sheet.pdf>

Phase 3

<https://www.phonicsplay.co.uk/assets/resources/public/pdfs/assessments/phase3-assessment-analysis-sheet.pdf>

Phase 4

<https://www.phonicsplay.co.uk/assets/resources/public/pdfs/assessments/phase4-assessment-analysis-sheet.pdf>

Phase 5

<https://www.phonicsplay.co.uk/assets/resources/public/pdfs/assessments/phase5a-assessment-analysis-sheet.pdf>