

PHEASEY PARK FARM PRIMARY - CURRICULUM CONTENT

SUBJECT: PHONICS

	Nursery	Reception		Year 1	Year 2
Lesson structure	Regular 15 minute phonics lessons will take place with the children.	Daily 30 minute lessons will take place from September. Additional Phonics will take place throughout the day. Children still working on Phase 1 will have targeted additional small group phonics sessions. Phonics interventions will take place during the day to ensure children are given opportunities to fill gaps in their learning and ensure children 'keep up'.		Daily 30 minute lessons will take place from September. Additional Phonics will take place throughout the day. Additional booster sessions will take place to ensure children are given opportunities to fill gaps in their learning and 'keep up'. In the Summer Term all children will take statutory phonics screening check.	Regular phonics work will take place during English lessons and daily phonics lessons will continue to take place for children who need it. Phonic booster sessions will take place to support small groups of children to ensure children are given opportunities to fill gaps in their learning and to 'keep up'.
Anima Phonics Units	Letters & Sounds Phase 1	Unit 1 (Phases 2 & 3)	Unit 2 (Phase 4)	Unit 3-5 (Phase 5)	Units 6 to 9 (Phase 6)
Skills	Children participate in activities that help them to distinguish sounds and improve their listening skills. Aspect 1: General sound discrimination - environmental sounds	Children begin to develop their knowledge of grapheme-phoneme correspondences (GPCs) , blending and segmenting with letters and recognition of "Rainbow words" (common exception	Consolidation of previously learned GPCs and extension of word reading ability beyond consonant-vowel-consonant words. Introduction to twin letter sounds and consonant clusters. Children continue to practise their blending and	Consolidation of previously learned GPCs and new GPCs introduced including identifying and using split digraphs. Further alternative	Consolidation of previously learned GPCs and introduce known GPCs with an alternative pronunciation or spelling. Spelling rules will be introduced and children

	<p>Aspect 2: General sound discrimination - instrumental sounds</p> <p>Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p>	<p>keywords.) Children use the Anima phonics scheme and begin working through the 44 phonemes. Long vowel digraphs are introduced early in the scheme which improves children's ability to recognise and read them within words. Children are also introduced to nonsense words (alien words).</p>	<p>segmenting skills and use their phonic knowledge to decode regular words and read them aloud accurately. Children further develop their recognition of Rainbow words and will be introduced to the Year 1 Common Exception words. Children will also learn to name the letters of the alphabet in order and identify vowels and consonants. Children will continue to read alien words featuring the GPCs learned and write sentences using words containing taught GPCs and one or more common exception words</p>	<p>spellings and 'ghostly graphemes' will be introduced. Year 1 Common Exception words and Rainbow words will continue to be reviewed each week and children will continue to read alien words featuring the GPCs learned in this and previous units. Children will continue to practice their blending and segmenting skills and use their phonic knowledge to decode regular words and read them aloud accurately. Children will write from memory, sentences using words containing taught GPCs and one or more common exception words, which can be read by</p>	<p>will be given opportunities to apply these rules. Year 1 Common Exception words and Rainbow words will continue to be reviewed and Year 2 Common Exception words will be introduced. Children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. They will be encouraged to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered and will sound out unfamiliar words accurately, automatically and without undue hesitation. Children will learn to add prefixes and suffixes to a root word and be introduced to</p>
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				<p>themselves and others.</p>	<p>homophones. They will have the opportunity to read and apply their knowledge of contractions and gain further practice with reading compound words and words of more than two syllables. Children will continue to write from memory, sentences using words containing taught GPCs and one or more common exception words, which can be read by themselves and others, including dictated sentences.</p>
<p>GPCs covered</p>		<p><u>Phase 2</u> Set 1 - p a t i Set 1A - r h l Set 2 - n ch s ee Set 3 - m ar e c k Set 4 - d o sh g ck Set 5 - u b ng oa</p> <p><u>Phase 3</u> Set 6 - or f Set 7 - oo OO ai</p>		<p><u>Phase 5A</u> er, ure, ai/ay, ee/ea, igh/ie, ew/ue, oa/ow</p> <p><u>Phase 5B</u> a-e, i-e, o-e, e-e, u-e, ir, oy, aw, au, ow</p>	<p><u>Phase 6B</u> y(igh), c(s), g(j), ge/dge(j), wr(r), mb(m), kn/gn(n), ey(ee)</p> <p><u>Phase 6C</u></p>

		Set 8 - w igh th TH Set 9 - ear j ou ur Set 10 - y oi z v Set 11 - air x qu ew		<u>Phase 5C</u> nk, ph, wh, ve, tch, ore, are, oe, y(ee), ea(e), ie(ee), ear(air), er(ur)	ti/ssi/ci(sh), s(zh)
Common Exception words (Rainbow words)		to, I, no, the, go, is, he, she, me, be, we, was, of, my, you, they, her, all, are	Year 1 Common Exception words		Year 2 Common Exception words
KS2	Regular phonics work will take place during English lessons. Phonics support is given in Key Stage 2 for those children who did not pass the phonics screening check at the end of Year 2. Work on phonics continues throughout KS2 to support reading and the learning of new spelling patterns ensure these skills are developed further.				