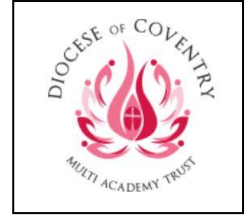




Leamington Hastings C of E Academy

Phonics Curriculum



At Leamington Hastings C of E Academy, phonics is a very important part of the school day. All children throughout school, including nursery, take part in phonics session daily where they are taught by a qualified teacher. Phonics lessons are used to help children hear, identify and use the different sounds in the English language. Children are taught to blend sounds in words to read them as the main method of reading. Using the graphemes identified in each year group below, children are expected to apply these by reading and writing words, captions and sentences as appropriate for the year group. Letters and Sounds is used as a scheme to teach the children phonics, with any words read in phonics lessons only containing graphemes taught in previous lessons or year groups. In Years 1 and 2, when children are secure with the phonics knowledge expected for their year group, children move onto aspects of spelling, punctuation and grammar expected for their year group.

The following vocabulary is used within phonics lessons:

Phoneme – a unit of sound

Grapheme – a writing representation of a unit of sound

Digraph – two letters that combine to make a unit of sound

Trigraph - three letters that combine to make a unit of sound

Blending – merging units of sound together to make a word

Segmenting – splitting a word up into its phonemes

* This document should be read in conjunction with the reading progression grid which details how the phonics taught ties in with reading books.

| Nursery Rising 3s | Nursery Pre-School | Reception (starting to teach week 2 in the academic year, allowing a week for baselines) | Year 1 | Year 2 |
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| General sound discrimination – environmental sounds | | Week 1 Phase 2 begins GPCs: s, a, t, p | Week 1 Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear Tricky words: review phases 2 - 4 | Week 1&2: Nouns, proper nouns, adjectives and expanded noun phrases |

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| Listen and join in with environmental sounds | Makes suggestions as to what the environmental sounds might be | Week 2 GPCs: i, m, n, d | Week 2 GPCs: air er /z/ s –s –es words with two or more digraphs (queen, thicker) Tricky words: review phases 2 - 4 | |
| Imitate environmental sounds | | Week 3 GPCs: g, o, c, k Tricky word: is | Week 3 Phase 4 review CVCC CCVC CCVCC CCCVC words - snack shelf shrink squelch stand slept Phase 4 long vowels - paint stair clown train spoon brown Tricky words: review phases 2 - 4 | Week 3&4 – Past and present tense and verbs, including past tense irregular verbs |
| Begin to describe sounds they can hear | Describe sounds they can hear | Week 4 GPCs: ck (sock), e, u, r Tricky word: l | Week 4 Phase 5 begins GPCs: /ai/ ay (play), /ow/ ou (cloud), /oi/ oy (toy), /ee/ ea (each) Tricky words: review phases 2 - 4 | |
| General sound discrimination – instrumental sounds | | Week 5 GPCs: h, b, f, l Tricky word: the | Week 5 Review longer words - li/quid pock/et better vel/vet mag/net com/ic Tricky words: review phases 2 - 4 | Week 5: Adverbs |
| Can distinguish between 2 instrumental sounds | Can distinguish between at least 3 instrumental sounds | Week 6 Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 6 Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 6: Adverbs |

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| Reproduce loud and quiet sounds with instruments | Distinguish between different instrumental sounds and use them to reproduce loud and quiet sounds | Week 7 GPCs: ff (puff), ll (bell), ss (mess), j Tricky word: as | Week 7 GPCs: /ur/ ir (bird), /igh/ ie (pie), /oo/ /yoo/ ue (blue rescue), /yoo/ u (unicorn) Tricky words: want water any many again | Weeks 7: Recap of vocabulary types taught |
| Given the choice of vocabulary by an adult, select appropriate words to describe sounds that they hear | Choose appropriate words to describe sounds that they hear e.g. loud, soft, quiet, squeaky, smooth, wobbly | Week 8 GPCs: v, w, x, y Tricky words: and has his her | Week 8 GPCs: /oa/ o (go), /igh/ i (tiger), /ai/ a (paper), /ee/ e (he) Tricky words: could would should who whole where two | Week 8 - 12: Use of KS1 punctuation and all four sentences types Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns Statement, exclamation, question and command sentences. |
| General sound discrimination – body percussion | | Week 9 GPCs: z, qu (queen), plurals (s - cats), ch (chip) Tricky words: go no to into | Week 9 GPCs: /ai/ a-e (shake), /igh/ i-e (time), /oa/ o-e (home), /oo/ /yoo/ u-e (rude, cute) Tricky words: ask Mr Mrs Ms school call different | |
| Join in with using parts of the body to represent sound e.g. patting knees, stamping feet, tapping feet and clapping hands | Uses different parts of the body to make sounds | Week 10 GPCs: sh (shell), th (th), ng (ring), nk (pink) Tricky words: she he of go | Week 10 GPCs: /ee/ e-e (these), /oo/ /yoo/ ew (chew, new), /ee/ ie (shield), /or/ aw (claw) Tricky words: people your their thought through friend work | |
| | | Week 11 GPCs: plurals words with s /s/ (ducks) and /z/ (rings). Tricky words: we me be | Week 11 Grow the code: /igh/ ie i i-e (fried, child, time) /ai/ ay a a-e (spray, acorn, take) /oa/ oa o o-e (groan, open, home) /ee/ e ie e-e ea (she, bodies, these, treat) /oo/ /yoo/ ew u-e u ue (blew, cute, music, rescue) | |

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| | | | Tricky words: review all new year 1 tricky words taught so far. | |
| Distinguish between, and join in with, loud and quiet sounds using the body | Distinguish between, and reproduce in with, loud and quiet sounds using the body | Week 12: Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 12: Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 13 &14: Subordination (using when, if, that, because) and co-ordination (using or, and, but) |
| | | Week 13 Phase 3 begins GPCs: ai(tail), ee(sheep), igh(light), oa(goat) Tricky words review: as is the I | Week 13 GPCs: /ee/ y (funny), /e/ ea (head), /w/ wh (wheel), /oa/ oe ou (toe shoulder) Tricky words: oh their once our laugh | |
| Join in with songs with an adult, knowing when to join in with body percussion, when to move and when to stay still | Add own body percussion and movements when joining in with songs with an adult e.g. stays still in quiet parts of a song but stamps feet in a loud segment | Week 14 GPCs: oo (moon), oo (book), ar (dark), or (horn) Tricky words: was you they | Week 14 GPCs: /igh/ y (fly), /oa/ ow (snow), /j/ g (giant), /f/ ph (phone) Tricky words: once our laugh because eye | Week 15: Common Exception Words |
| | | Week 15 GPCs: ur (curl), ow (owl), oi (boing), ear (near) Tricky words: my by all | Week 15 GPCs: /l/ le al (apple metal), /s/ c (ice), /v/ ve (give) Tricky words: who whole because eye people thought through | |
| Given the choice of vocabulary by an adult, select appropriate words to describe sounds that they hear | Choose appropriate words to describe sounds that they hear e.g. slow, fast, quiet, loud, long, short, slick, stamp, tap, march, skip | Week 16 GPCs: air (chair), er (boxer), double letters – dd (ladder), mm (hammer), tt (letter), bb (rabbit), rr (carrot), gg (bigger), pp (puppet), ff (toffee). Tricky words: are sure pure | Week 16 GPCs: /u/ o-e o ou (some mother young), /z/ se (cheese), /s/ se ce (mouse fence), /ee/ ey (donkey) Tricky words: many any friend through two your | Week 16: r as wr at the beginning of words (wrong)/ m as mb at the end of words (thumb) |
| Rhythm and rhyme | | Week 17 | Week 17 | Week 17: ch / tch (catch) |

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| Can join in with a steady beat using either instruments or body percussion | Can maintain and continue a steady beat with either instruments or body percussion | Longer words – introducing the chunking method. (sun/set, lap/top, pock/et) | Grow the code: /oo/ u ew ue u-e ui ou oo (fruit soup), /ee/ ea e e-e ie ey y ee, /s/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o-e o oa Tricky words: laugh because eye our once thought | -ch after consonant usually spelt as ch (search) -ch after 1 letter short vowel use tech (pitch) -ch after vowel digraph spelt as ch (beach) -beginning of word always spelt ch S spelt as se at the end of words (geese) zh sound as s which only ever occurs in the middle of words (treasure) |
| Can join in with a simple rhythmic pattern | Can imitate and continue a simple rhythmic pattern | Week 18: Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 18: Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 18: l at the end of words le is the most common spelling (table) el is much less common and used after m, n, r, s, v, w and often after s (towel) not many nouns end in al but many adjectives do (normal) not many words end in il il (pencil) |
| Begins to identify words that rhyme | Recognises words that rhyme | | | |
| Can identify if words do or do not belong in a rhyming string | Can continue a rhyming string | Week 19 GPCs: ai (main), ee (deep), igh (right), oa(load), oo (food), ar (hard), or (sort), ur(curl), oo (foot), ow (down), oi (join), ear (fear). Tricky words: is as his has the l out | Week 19 GPCs: /ur/ or (word), /oo/ u oul (awful would), /air/ are (share), /or/ au aur oor al (author dinosaur floor wall) Tricky words: oh their once our laugh | Week 19: words ending in tion (portion) or spelt as ar (warm) er spelt as or (worm) |
| Alliteration | | Week 20 GPCs: air (chair), er (rubber), Double letters – zz (buzzer), mm (shimmer), tt (mutter), nn (dinner), ff (muffin), bb | Week 20 GPCs: /ch/ tch (match) /ch/ ture (adventure) /ar/ al (half) /ar/ a (father) | Week 20: u spelt as o (brother) o spelt as a (watch) after a w or qu |
| Can say if a group of words are alliterative or not | Can complete and continue simple alliterative phrase e.g. | | | |

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| | Max's magic mixture / bouncy, big ball | (rubbish), Longer words – fan/tas/tic Tricky words: and go no,of | Tricky words: once our laugh because eye | |
| | | Week 21 Words with two or more digraphs (sharp, march) Tricky words: no of into she he we | Week 21 GPCs: /or/ a (water) schwa in longer words: differ/ent /o/ a (want) /air/ ear ere (bear there) Tricky words: who whole because eye people thought through | Week 21: or sound spelt as a before l or ll (all, always) Introduce suffixes prior to spelling rules being added in further sessions. |
| Beginning to reproduce the initial sounds in words. | Can reproduce the initial sounds in words clearly | Week 22 Longer words (wood/en), Words ending in –ing (looking), compound words (popcorn) Tricky words: he we me be was you they all | Week 22 GPCs: /ur/ ear (learn) /r/ wr (wrist) /s/ st sc (whistle science) schwa at the end of words: act/or Tricky words: many any friend through two your | Week 22 & 23: ing suffix including present tense and present progressive tense Spelling rules: -When the root words ends in 2 consonants, just add ing -When the root word ends in a long vowel sound, just add ing |
| Can match an object or picture when given a choice of 2 initial sounds | Can discriminate between a small group of different initial sounds and match objects / pictures appropriately | Week 23 Longer words (lightning), /z/ - s (visit), /s/ - s (fights), /z/ - es (torches) Tricky words: they all by my are sure pure. | Week 23 GPCs: /c/ ch (school) /sh/ ch (chef) /z/ ze (freeze) Tricky words: laugh because eye our once thought | -When the root word ends in a single consonant preceded by a long vowel sound, just add ing -When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add ing (exception when the root word ends in an x) -When the root word ends in an e, remove the e and add ing (exception being) -When the root word ends in a y preceded by a vowel, just add ing |

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| | | | | -When the root word ends in a y preceded by a consonant, add ing |
| | | Week 24 Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 24 Assessment and review week - reading words containing all graphemes taught to date Plug any gaps | Week 24 & 25: ed suffix including past tense and past progressive tense Spelling rules: -When the root words ends in 2 consonants, just add ed -When the root word ends in a long vowel sound, just add ed -When the root word ends in a single consonant preceded by a long vowel sound, just add ed -When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add ed (exception when the root word ends in an x) -When the root word ends in an e, remove the e and add ed -When the root word ends in a y preceded by a vowel, just add ed -When the root word ends in a y preceded by a consonant, change the y to an i and add ed |
| | Suggest own words that begin with an identified initial sound | Week 25 Phase 4 begins CCVC words with short vowels. Tricky words: the I go no of you said so have like. | Week 25 REVIEW PHONICS SCREEN GPCs: ay (play), a-e (shape), ea (each), e (he) Introduce alien words Tricky words: eye sure pure said were | |
| Voice sounds | | Week 26 CVCC / CCVC words Tricky words: my by like some come love do | Week 26 REVIEW PHONICS SCREEN GPCs: ie (pie), i-e (time), o (go), o-e (home) | Week 26 - 28: er and est suffix Spelling rules: |

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| | | | Tricky words: were one says here today | -When the root words ends in 2 consonants, just add er/est -When the root word ends in a long vowel sound, just add er / est -When the root word ends in a single consonant preceded by a long vowel sound, just add er / est |
| Joins in with a range of sounds made by an adult e.g. shhhhhh, zzzzz, zzzzzzzzzzz, thhhhhhhhhhhhh, ch ch ch | Can copy and reproduce a range of sounds made by an adult e.g. shhhhhh, zzzzz, zzzzzzzzzzz, thhhhhhhhhhhhh, ch ch ch | Week 27 CCVCC / CCCVC and CCCVCC words Tricky words are sure pure was do were here little says | Week 27 REVIEW PHONICS SCREEN GPCs: ue (blue rescue), ew (chew new), u-e (rude cute), aw (claw) Tricky words: today their people your any | -When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add er / es t(exception when the root word ends in an x) -When the root word ends in an e, remove the e and add er / est -When the root word ends in a y preceded by a vowel, just add er / est -When the root word ends in a y preceded by a consonant, change the y to an i and add er / est |
| | | Week 28 Phase 4 longer words, Compound words. Tricky words: we he she me be says there when what one | Week 28 REVIEW PHONICS SCREEN GPCs: ea (head), ir (bird), ou (cloud), oy (toy) Tricky words: any many who whole two | |
| Can use voices to make sounds as part of a group e.g. swishhhhhh, bongggg, weeeee, mmmmmmooooo, mmmmm, tick tock, splashhhhh | Use voices to suggest suitable sounds for pictures or actions e.g. ding dong for doorbell, ch ch ch for train, tick tock for cock | Week 29 Words ending –ing, -ed /t/ (bumped), -ed /id/(grunted) /ed/(printed), -est (strongest). Tricky words: to into all are they one out today says | Week 29 REVIEW PHONICS SCREEN GPCs: i (tiger), a (paper), ow (snow), u (unicorn) Tricky words: two eye thought through friend | Week 29 -31: ful less ment ness suffix Note change of spelling rules as these are consonant suffixes, compared to previous spelling rules for vowel suffixes |
| | | Week 30 Assessment and review week - reading words containing all graphemes taught to date | Week 30 REVIEW PHONICS SCREEN | |
| Oral blending and segmenting | | | | Spelling rules: |

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| | | <p>Plug any gaps</p> | <p>GPCs: ph (phone), wh (wheel), ie (shield), g (giant) Tricky words: friend once our because laugh</p> | <p>-When the root words ends in 2 consonants, just add ful / less / ment / ness -When the root word ends in a long vowel sound, just add ful / less / ment / ness</p> |
| <p>Can blend sound together to form words when they are said aloud by an adult, with the adult repeating and speeding up their blending until the child joins in e.g. adult says c-----oa-----t, c----ao----t, c—oa—t, c-oa-t - child says coat as soon as they recognise the word</p> | <p>Can blend sound together to form words when they are said aloud by an adult e.g. adult says co-at-t, child says coat</p> | <p>Week 31 CCVC / CVCC words with long vowels. Tricky words: we he she me be of says there when what one</p> | <p>Week 31 Assessment and review week - reading words containing all graphemes taught to date Plug any gaps</p> | <p>-When the root word ends in a single consonant preceded by a long vowel sound, just add ful / less / ment / ness -When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add ful / less / ment / ness(exception when the root word ends in an x) -When the root word ends in an e, remove the e add ful / less / ment / ness -When the root word ends in a y preceded by a vowel, just add ful / less / ment / ness -When the root word ends in a y preceded by a consonant, change the y to an i and add ful / less / ment / ness</p> |
| | | <p>Week 32 CCV/ CCVCC/ CCVC words Tricky words: are pure sure here little says was do were</p> | <p>Week 32 GPCs: /ai/ eigh aigh ey ea (eight straight grey break) /n/ kn gn (knee gnaw) /m/ mb (thumb) /ear/ ere eer (here deer) Tricky words: our their two once busy beautiful pretty hour</p> | <p>Week 32 & 33: ly y suffixes</p> <p>Spelling rules – ly is classified as a consonant suffix and y is classified as a vowel suffix</p> <p>Spelling rules: -When the root words ends in 2 consonants, just add ly / y</p> |
| | | <p>Week 33</p> | <p>Week 33</p> | |

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| | | <p>Words ending s/s/, s/z/, -es and longer words Tricky words: my by like some come love do</p> | <p>GPCs: /zh/ su si (treasure vision) /j/ dge (bridge) /i/ y (crystal) /j/ ge (large) Tricky words: friend eye because move improve laugh parents shoe</p> | <p>-When the root word ends in a long vowel sound, just add ly / y -When the root word ends in a single consonant preceded by a long vowel sound, just add ly / y -When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add y (exception when the root word ends in an x) OR don't double the consonant and add ly -When the root word ends in an e, remove the e and add y OR just add ly -When the root word ends in a y preceded by a vowel, just add ly (not applicable for y) -When the root word ends in a y preceded by a consonant, change the y to an i and add ly (not applicable for y)</p> |
| | | <p>Week 34 Root words with -ing, root words with - ed /t/ (scooped), root words with - ed /id/ (started) /ed/ (melted), root words with -ed /d/ (crowned). Tricky words: some come love do the I go no you said so have like</p> | <p>Week 34 GPCs: /sh/ ti ssi si ci (potion mission mansion delicious) Tricky words: busy beautiful pretty hour any many through</p> | <p>Week 34: es suffix added to nouns and verbs ending in a y - Change the y to an i when the noun ends in a y Singular / plurals Pluralising verbs ending in ey with s If the root word ends in a sh, zz , ch, s or x sound then add es, change the y to an i, otherwise add s</p> |

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| | | <p>Week 35</p> <p>Root words with – er (sweeter), root words with – est (brightest)</p> <p>Tricky words: to into all are they one out today</p> | <p>Week 35</p> <p>GPCs: /or/ augh our oar ore (daughter pour oar more)</p> <p>Review summer 2 learning</p> <p>Tricky words: move improve parents shoe thought whole who</p> | <p>Week 35: suffix overview</p> <p>Vowel suffix spelling rules: Spelling rules: When the root words ends in 2 consonants, just add the suffix When the root word ends in a long vowel sound, just add the suffix When the root word ends in a single consonant preceded by a long vowel sound, just add the suffix When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add the suffix When the root word ends in an e, remove the e and add the suffix When the root word ends in a y preceded by a vowel, just add the suffix (N/A y) When the root word ends in a y preceded by a consonant, change the y to an i and add the suffix (N/A y, ing just add suffix)</p> <p>Consonant suffix spelling rules: Spelling rules: When the root words ends in 2 consonants, just add ing</p> |
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| | | | | <p>When the root word ends in a long vowel sound, just add suffix</p> <p>When the root word ends in a single consonant preceded by a long vowel sound, just add suffix</p> <p>When the root word ends in a single consonant preceded by a short vowel sound, double the final consonant and add suffix</p> <p>When the root word ends in an e, just add the suffix</p> <p>When the root word ends in a y preceded by a vowel, just add suffix</p> <p>When the root word ends in a y preceded by a consonant, change the y to an i and add the suffix</p> |
| | | <p>Week 36</p> <p>Assessment and review week - reading words containing all graphemes taught to date</p> <p>Plug any gaps</p> | <p>Week 36</p> <p>Review Summer 2 learning</p> <p>our two once busy friend</p> <p>eye because laugh move</p> <p>improve parents shoe</p> <p>beautiful pretty hour</p> | <p>Week 36: homophones / near homophones</p> |
| <p>Begin to segment words into phonemes, representing the number of phonemes with counters, claps, stamps etc. with the support of the teacher</p> | <p>Segment words into phonemes, representing the number of phonemes with counters, claps, stamps etc.</p> | <p>Week 37</p> <p>Review learning and address any gaps based on assessments</p> | <p>Week 37</p> <p>Assessment and review week - reading words containing all graphemes taught to date</p> <p>Plug any gaps</p> | <p>*One week above to be slotted in to practise SATS tests</p> |

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| | | Week 38 Review learning and address any gaps based on assessments | Week 38 Review learning and address any gaps based on assessments | *One week above to be slotted in to take SATS tests |
| | | | Week 39 Review learning and address any gaps based on assessments | Week 39: address any misconceptions |
| | | | *Spelling of common exception words and high frequency words to be taught as spelling patterns arise or within whole class lessons / handwriting sessions. | |