

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

## Phonics Curriculum



**Halesowen C of E Primary School  
Phonics Curriculum.**

**School vision**

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

**Our Halesowen Curriculum Vision**

At Halesowen C of E, we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.

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Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>EYFS: - Statutory EYFS framework and Early learning goals. Use of development matters- Phonics currently begins for us in Reception(as we do not have a Nursery this year )</li> <li>Key stage 1 and 2: - National Curriculum. – phonics is taught throughout year 1. After passing the screening check- children should be able to read fluently and will focus on reading common exception words and then on spelling. Any children not at the required standard will have phonics input.</li> <li>We have a single approach to phonics using the “Phonics Queen” approach, we also use of other resources to support the application of phonics for example in child-initiated time in reception.</li> <li>As a school we choose to follow the order the sounds are taught in from Letters and Sounds (Phase 1- Phase 5.) We expect phase 2 and 3 to be taught in Reception, Phase 4 is about consolidating and reading consonant clusters- we do not teach this explicitly . Phase 5 is taught in Year 1. (or earlier if the children are ready.)</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>Focus on quality first teaching using a systematic, synthetic phonics approach.</li> <li>Daily input with pace and rigour.</li> <li>Phonics taught in a no-nonsense way to ensure the focus is on learning the sounds, blending and segmenting. All lessons should be structured the same. For example, lessons should not include finding letters in sand, because children are likely to focus more on playing with sand than on learning about letters. Teaching and learning activities like this may be valuable for other areas of learning including developing language but are not suitable for core phonics provision. (Taken from DFE guidance). We do add enhancements in child-initiated time in Reception and year 1 where children can apply phonics learning but the main teacher input always the same rigid structure.</li> </ul> <p>DFE <i>“Direct teaching sessions should involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities”</i></p> <ul style="list-style-type: none"> <li>We have adopted some approaches from the Phonics Queen (not an entire scheme) and adapted them to fit our school e.g. choosing pictures for the flashcards that our children will recognise.</li> <li>Consistency is important- all children will be taught the same sounds, actions, pictures flashcards. (multisensory approach) Lesson format to include: identifying and reading phonemes, reading words and sentences/ phrases, writing phonemes, writing words and writing sentences/ phrases.</li> <li>Link to Kinetic letters handwriting programme so children can write lower- and upper-case letters correctly. Children will not join writing in EYFS or key stage 1.</li> </ul> <p>DFE: <i>“Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional ‘methods’ or ‘strategies’ for teaching children how to read.”</i></p>

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	<ul style="list-style-type: none"> <li>• Reading books are closely matched to phonemes taught- they should be mainly decodable. We have used the vast number of books we already had and have reorganise them into phonics phases and sets and have also bought new books to supplement this. We aim to add to our reading books over time to further develop it.</li> <li>• Our scheme is easily adaptable to remote learning- should it be needed. Staff can make videos. We have signed up to some online phonics reading books.</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• We need to ensure the use of correct terminology- children should have this modelled to them and they should used it. E.g. Can you spot a digraph is that word?</li> <li>• Our programme promotes the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. It does not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills, however we do know that to develop a love of reading looking at pictures engage children’s interests.</li> <li>• We begin with Phase 1 to lay the foundations then move onto phase 2 sounds so that children have knowledge of some phoneme/grapheme correspondences to be able to read simple words. Phase 1 should be revisited alongside other phonics teaching.</li> <li>• The focus of knowledge will always be on phonemes (not consonant clusters so s+p+l not spl)</li> <li>• We will teach children to decode(read) and spell common exception words (sometimes called ‘tricky’ words-) These are taught gradually and in a set sequence)</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Clear progression of sounds- pace kept up.</li> <li>• Children learn to identify and blend individual phonemes, from left to right all through the word</li> <li>• Children to apply the skill of segmenting spoken words into phonemes for spelling and that this is the reverse of blending phonemes to read words</li> <li>• Children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences</li> </ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"> <li>• Reading for pleasure- wanting to give the gift of reading- children desire to learn sounds so they can be “readers”</li> <li>• Continuous focus on Phase 1 throughout school.</li> </ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• High expectations for speech and language development.</li> <li>• Understanding phonics terminology do they know why they are learning what they are learning (the Science of being able to read)</li> </ul>
<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• Opportunities to apply their phonics learning through reading, spelling and enriching activities (outside of the phonics focused teaching)</li> </ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Ensure equality so all children can access learning ( SEND)- have high expectations for phonics- keep up pace- offer interventions when needed.</li> <li>• Promote resilience and perseverance even if some children may find reading challenging</li> <li>• For staff development- High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. The headteacher will lead the training on the Phonics Queen approach.</li> </ul>

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**Knowledge Progression map**

\*We follow the order set out in letters and sounds ( 2007) \*

Aspect	Phase 1 Starts in Nursery	Phase 2	Phase 3	Phase 4	Phase 5a
<b>Overview</b>	<p>Phase one concentrates on developing children’s speaking and listening skills and lays the foundations for the phonic work which begins in Phase 2.</p> <p>The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.</p> <p>They will follow 7 aspects.</p> <p>Within each aspect, children will learn to: Tune into sounds – auditory discrimination Listen to and remember sounds – auditory memory and sequencing. Talk about sounds – developing vocabulary and language comprehension.</p>	<p>In phase 2, letters and their sounds are introduced one at a time-one per day</p> <p>Sounds are taught each week in a set order.</p> <p>Children learn 19 different phonemes</p> <p>The children will begin to learn to blend and segment for reading and writing. This will begin with simple words. VC and CVC words.</p> <p>They will be able to read all Phase 2 tricky words</p>	<p>By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 graphemes taught in Phase 2.</p> <p>Over the course of the rest of this phase, they will learn 25 phonemes</p> <p>On completion of this phase, children will have learnt the “simple code”, i.e. one grapheme for each phoneme in the English language</p> <p>They will be able to read all Phase 2 and Phase 3 tricky words</p>	<p>By Phase 4, children will be able to represent each of the 44 phonemes with a grapheme.</p> <p>They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words.</p> <p>They will be able to read all tricky words learnt so far and the expectation is that they are learning the spellings of these words, with the majority spelt correctly.</p> <p>This phase consolidates what the children have learnt in previous phases. By this point, children would be expected to read CVC words at speed along with the tricky words from the previous phases.</p> <p>They should be able to read CCVC words and CVCC words</p>	<p>In Phase 5 we move on to the “complex code”.</p> <p>Children will be taught new graphemes and alternative pronunciations and spellings for graphemes they already know.</p> <p><b>Phase 5a</b> Children will learn new graphemes for some known phonemes ( alternative phonemes)</p> <p>They will begin to learn to choose the appropriate grapheme when spelling, by asking the “question” This method means they start to distinguish between different ways to represent different sounds ( sound families) so e.g. is it ai as in rain, ay as in spray or a-e as in cake?</p>

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	<p>Although phase 1 would start in Nursery years it is important that it is revisited and rehearsed. Phase one is never completed but instead can support the other phases.</p> <p>Natasha Tuite states: <i>“teaching letters and sounds before the skills in phase one is like buttering breads before you put it in the toaster!”</i></p>				<p>The children will be automatically decoding a large number of words for reading at this point. By this phase, children should be reading words fluently and no longer be blending and segmenting familiar words. They will be able to read all tricky words learnt so far.</p> <p><b>Phase 5b</b> The focus throughout this phase is to learn to read words with alternative pronunciations.</p> <p>Children will learn there are different ways of saying the same grapheme so ow could be ow as in down or ow as in snow.</p> <p><b>Phase 5c</b> The focus throughout this phase is to learn alternative spellings.</p> <p>Children will learn different ways of spelling the same sound ( some of which they</p>
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					will have been introduced to before)
<b>Sounds learnt</b>	No specific sounds learnt.	<ul style="list-style-type: none"> <li>• s,a,t,p,</li> <li>• i,n,m,d,</li> <li>• g,o,c,k,ck,</li> <li>• e,u,r,h,</li> <li>• b,f,ff,l,ll,ss</li> </ul>	<ul style="list-style-type: none"> <li>• J,v,w,x,y,z,zz,</li> <li>• qu,ch,sh,th,ng,</li> <li>• ai,ee,igh,oa,oo,</li> <li>• ar,or,ur,ow,oi,</li> <li>• ear,air,ure,er</li> </ul>	No specific sounds learnt.	<p><b>Phase 5a- Alternative phonemes</b> ay, ou, ie, ea, oy, ir ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p><b>Phase 5b – alternative pronunciations</b> a as in angel, a as in watch, e as in me, i as in tiger, o as in old, u as in unicorn, ow as in snow, ie as in shield, ea as in head, ou as in soup ou as in should, , ou as in shoulder, y as in sky, y as in pyramid, y as in happy, ch as in Christmas, ch as in chef, c as in cycle, g as in giraffe, ey as in grey,</p> <p><b>Phase 5c alternative spellings</b> ch can be made with t as in picture or tch as in match, m can be made with mb as in comb, n can be made with gn as in gnome or kn as in knit, r can be made with wr as in wrong, s can be made with st as in whistle or se as in horse, z can be made with se as in</p>

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					cheese, u can me made with o as in mother, ear can be made with ere as in here and eer as in cheer, ar can be made with a as in father, al as in calm, air can be made with ere as in where or ear as in pear or are as in square, or can be made with al as in ball or our as in four or augh as in naughty, ur can be made with ear as in earth or or as in word and oo can be made with ou as in would or u as in pull <b>Add in more</b>
<b>Tricky words</b>	No tricky words taught	I , no, go, to, the, into	he, she, we, me, be, you, are, her, was, all, they, my	said, have, like, so, do, some, come, little, one, were, there, what, when, out	Oh, could, people, their, Mr, Mrs, called, asked, looked

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Skills Progression map

Aspect	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
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<b>Overview</b>	<ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice Sounds</li> <li>• Oral blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• Oral blending and segmenting</li> <li>• Recognising Phase 2 graphemes</li> <li>• Learning the phoneme that matches a grapheme (graph)</li> <li>• Writing graphemes (graph)</li> <li>• Blending sounds in VC or CVC words.</li> <li>• Reading by sight-tricky words</li> <li>• Segmenting for spelling and writing Vc and Cvc words</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2</li> <li>• Recognising Phase 3 graphemes</li> <li>• Knowing that a phoneme that matches a graphemes (graph/ digraph and trigraph)</li> <li>• Writing graphemes (graph and digraph and trigraph )</li> <li>• Blending sounds in VC or CVC words.</li> <li>• Reading by sight-tricky words</li> <li>• Segmenting for spelling and writing Vc and Cvc words</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2 and 3 phonemes and the graphemes</li> <li>• Knowing that a phoneme matches a graphemes(graph/ digraph and trigraph )</li> <li>• Writing graphemes(graph and digraph and trigraph )</li> <li>• Blending sounds in VC or CVC words more confidently</li> <li>• Reading adjacent consonant</li> <li>• Reading polysyllabic words</li> <li>• Blending silently</li> <li>• Reading by sight-tricky words more confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Phase 2 and 3 phonemes and the graphemes</li> <li>• Knowing the phoneme that matches a graphemes( graph/ digraph, trigraph and split digraph)</li> <li>• Writing graphemes(graph and digraph, trigraph and split digraph )</li> <li>• Blending sounds in all polysyllabic words</li> <li>• Reading by sight all tricky words learning so far</li> <li>• Reading graphemes and knowing the alternative pronunciations they can make e.g. a as in angel (ai) and a as in watch( o)</li> <li>• Applying knowledge of alternative pronunciations learnt so far to spelling.</li> <li>• Reading graphemes and knowing the alternative spellings</li> </ul>
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					<p>e.g. n can be made with kn as in knit or gn as in gnome.</p> <ul style="list-style-type: none"><li>• Applying knowledge of alternative pronunciations to spelling.</li></ul>
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<p><b>Grapheme / phoneme correspondence</b></p>	<ul style="list-style-type: none"> <li>Recognise the letter that starts their name</li> <li>Recognise symbols e.g. M for McDonalds.</li> </ul>	<ul style="list-style-type: none"> <li>Remember what graphemes look like and associate them to the sounds they make.</li> <li>Look at graphemes and say the phonemes recalling them in the order they have been taught using pictures and actions</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions</li> <li>Begin to look at graphemes and say the phonemes even when picture clues are not used.</li> </ul>	<ul style="list-style-type: none"> <li>Remember what graphemes look like and associate them to the sounds they make.</li> <li>Look at graphemes and say the phonemes recalling them in the order they have been taught using pictures and actions</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions</li> <li>More confidently look at graphemes and say the phonemes even when picture clues are not used.</li> </ul>	<ul style="list-style-type: none"> <li>Recall more rapidly what graphemes look like and associate them to the sounds they make.</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions and also in the context of words.</li> </ul>	<ul style="list-style-type: none"> <li>Recall more rapidly what graphemes look like and associate them to the sounds they make.</li> <li>Look at graphemes and say the phonemes even when they are not shown in the order taught using pictures and actions and also in the context of words</li> <li>Read the graphemes that represent the alternative phonemes, pronunciations and spellings.</li> </ul>
<p><b>Blending</b></p>	<ul style="list-style-type: none"> <li>Oral blending- e.g. teacher says can you fetch me a p-e-n. Children hear the sounds and make the word- they do not have to know the graphemes</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading single words or small phrases e.g. ch-i-p or a h-o-t ch-i p</li> <li>Begin to read whole sentences.</li> <li>Use sound buttons either written or</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences. Children should read phase 2 simple CVC words fluently but may need to blend phase 3.</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences. Children should read phase 3 simple CVC words fluently but may need to blend phase 4 ( CVCC or CCVC words )</li> </ul>	<ul style="list-style-type: none"> <li>Blend by reading whole sentences. Children should read phase 3 and 4 simple CVC words fluently but may need to blend phase 5</li> </ul>

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	<ul style="list-style-type: none"> <li>This can develop onto being used in sentences- so I would like some j-a-m in my sandwich.</li> </ul>	<p>finger in the air to help to blend.</p>	<ul style="list-style-type: none"> <li>Use sound buttons either written or finger in the air to help to blend for phase 3/ 4 words. Should be able to blend without sound buttons for phase 2 words.</li> </ul>	<ul style="list-style-type: none"> <li>Use sound buttons either written or finger in the air to help to blend for phase 3/ 4 words. Should be able to blend without sound buttons for phase 2 words.</li> </ul>	<ul style="list-style-type: none"> <li>May use sound buttons for words with phase 5 sounds in them but should not need them for phase 2/3/ 4</li> <li>Begin to Blend by reading longer passages without needing to blend each word.</li> </ul>
<b>Segmenting</b>	<ul style="list-style-type: none"> <li>Oral segmenting – once you have modelled oral blending you can model oral segmenting. So if they can blend orally- so if the child can hear the word dog- when you say d-o-g they could begin to ask children what sounds they can hear e.g. can you hear the sound at the start of the word.</li> </ul>	<ul style="list-style-type: none"> <li>Segment words by listening to the sounds the word makes when we say it out loud so they can hear the initial, middle and final sounds and match those to a grapheme. So if they wanted to write the word cat they could say it out loud c-a-t and write the sounds they hear</li> </ul>	<ul style="list-style-type: none"> <li>Segment words by listening to the sounds the word makes when we say it out loud so they can hear the initial, middle and final sounds and match those to a grapheme. So if they wanted to write the word cat they could say it out loud light and write the sounds they hear l-igh-t. This is where they need to know what grapheme represent sounds e.g. with the trigraph igh.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident in segmenting words by listening to the sounds the word makes when we say it out loud. This is where they need to know what grapheme represent sounds e.g. with the digraph/ trigraph</li> </ul>	<ul style="list-style-type: none"> <li>Segment words by using the technique of asking the question so e.g. if children need to write the word play- they should write p-l and then as is t ai as in rain, ay as in spray or a-e as in cake.</li> </ul>

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Lesson Format

<b>RECAP AND REHEARSE</b>	<ul style="list-style-type: none"><li>• Recapping on all the phonemes covered so far using the flashcards.</li><li>• When looking at the pictures on flashcards- do the actions and also say as in e.g. s as in snake, a as in ant etc</li><li>• Sometimes sharing the flashcards without the picture to ensure they are not always over reliant on the picture</li><li>• Rehearse them in reading and writing. ( e.g. read or write phonemes or CVC words. Could do quick write of sounds or words.</li></ul>
<b>LEARN</b>	<ul style="list-style-type: none"><li>• Learn something new – a new phoneme, the action, sound it makes, the letter formation and where it is on the sound mat</li></ul>
<b>APPLY TO READING</b>	<ul style="list-style-type: none"><li>• Read some words(blend) including the new phoneme including some real and some alien words( the word the alien uses is there word to say hello/ greetings) . Use sound buttons to help with blending- can be written or in the air.</li></ul>
<b>APPLY TO WRITING</b>	<ul style="list-style-type: none"><li>• Write some words with the new phoneme in it. Sound it out- segment before writing.</li><li>• This can also be done by “typing” (touching the correct sounds on the sound mat.</li><li>• If there are alternative phonemes or pronunciations –the teacher to talk about which one we might choose for certain words e.g. is it- ai as in rain, ay as in spray or a-e as it cake.</li><li>• Once children are used to this- they should begin “asking the question” to work out which grapheme it is for the phoneme.</li></ul>
<b>TRICKY WORDS</b>	<ul style="list-style-type: none"><li>• Teach the children 1 or 2 tricky words(could link to sound taught so the reason it is tricky can be explained. E.g. if you have been doing ee or ea- could so me, he, she etc.</li></ul>
<b>CHALLENGE</b>	<ul style="list-style-type: none"><li>• Read a sentences/ phrase</li><li>• Write a word/ phrase</li><li>• Make a word with magnetic letters</li><li>• Find digraphs/ trigraphs in words.</li><li>• Match words with alternative phonemes.</li></ul>

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## Phonics Vocabulary overview

Children need to start to learn what this terminology means as it helps them. For example: if a child was trying to read the word ship but started by saying s-h-i-p we could help by saying can you spot a digraph.


Term	Definition
<b>Phoneme</b>	The sound a letter or group of letters make (what you hear)
<b>Grapheme</b>	The physical representation of a phoneme, the letter or group of letters written down (what you see)
<b>Graph</b>	When one letter makes a sound e.g. f in fat
<b>Digraph</b>	When two letters are together and make a sound eg. Sh in ship
<b>Trigraph</b>	When three letters are together and make a sounds e.g. igh in light
<b>Split digraph</b>	This is two graphemes making one phoneme but they have been spilt by another letter e.g ride- the i-e is a digraph split by the d
<b>VC, CVC and CVCC</b>	C stands for consonant and V for vowel. A VC word has a vowel and consonant so for example “ in”, a CVC word has consonant, vowel, consonant so dog or cheep (as the ch is a consonant digraph and ee a vowel digraph an p a consonant. . A CVCC word would be a word such as dust.
<b>Blend</b>	This is the skill we use to read words and means we are putting phonemes together again to make a whole word, If we break a word down into phonemes e.g. b-ar-k we need to blend them back together again to read the word as “bark”

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<b>Sound buttons</b>	<p>These are “buttons” we put on to help us decode words. For example, a graph has a sound button of a dot. A digraph or trigraph has a line. A split digraph is joined by a loop. These can be written or fingers can draw them in the air. So the sound buttons on the word athlete would look like this:</p> <p>a th   e t e</p> 
<b>Segment</b>	<p>This is the skill we use to write and means we are breaking a whole word down into phonemes to help us spell it e.g. train- t-r-ai-n.</p>
<b>Decode</b>	<p>This relates to the skill we need to read. When a child is learning to read they need to be able to look at a word, break the graphemes down into phonemes and then blend them together to read the word. This process is called decoding.</p>
<b>Tricky words/ common exception words</b>	<p>They are words that appear frequently but go against the rule children have been taught at that stage. For example, the word- “the”. The children will have been taught t as in tap, h as in hat and e as in elephant – but they cannot use this to decode the word. This is a tricky or exception word as it does not work with phonics. Instead they need to look at it and learn it by sight without decoding. Phase 2 to 5 have tricky words to learn and year 1 and 2 national curriculum has a list of common exception words.</p>
<b>Ascenders</b>	<p>Tall letters/ graphemes like h,b,l,d</p>
<b>Descenders</b>	<p>Letters / graphemes that go below the line.</p>

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## Curriculum Content

All curriculum content is saved with the phonics scheme folder. This includes:

- Sound mats with pictures
- Sound mats with only letters (no pictures)
- Various power points
- Flashcards
- Actions video (to support staff to know how to say the sounds and also the actions we use)

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**Appendix 1- Phase 1 content** (Taken from “Quality Phonics” by Natasha Tuite)

Phase 1 lays the foundation for all reading, writing, speaking and listening. It is crucial before, during and after phonics teaching.

<b>Phase one Aspect</b>	<b>Skills they link to further along in their Learning Journey</b>
<b>Aspect 1-3 Sound discrimination- environmental, instrumental and body sounds</b>	<ul style="list-style-type: none"><li>• Listening skills</li><li>• Hearing and responding to what is heard</li><li>• Intent listening - to interpret, understand and reply</li></ul>
<b>Aspect 4 Rhythm and rhyme</b>	<ul style="list-style-type: none"><li>• Words- hearing rhymes and continuing rhyming strings</li><li>• Syllables</li><li>• Onset and rime</li><li>• Spelling patterns</li></ul>
<b>Aspect 5 Alliteration</b>	<ul style="list-style-type: none"><li>• Initial sounds</li><li>• Alternative spelling choices</li></ul>
<b>Aspect 6 Voice sounds</b>	<ul style="list-style-type: none"><li>• Pronunciation</li><li>• Clear speech</li><li>• Oral muscles</li><li>• Expression</li><li>• Intonation</li></ul>
<b>Aspect 7 Oral Blending</b>	<ul style="list-style-type: none"><li>• Blending to read VC and CVC words</li><li>• Blending to read CVCC and CCVC words</li><li>• Blending to read polysyllabic words</li></ul>

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Appendix 2- Progression document

TERM	RECEPTION	YEAR 1	YEAR 2	YEAR 3
<b>AUTUMN</b>	Phase 1 throughout  Phase 2	Revise phase 2, 3, 4  Phase 5a	Revision of phase 5 a and b  Phase 5c	For those who have not passed the phonics check – intervention will be in place to help them catch up
<b>SPRING</b>	Phase 1 throughout  Phase 3	Phase 5a	Reading focus- common exception words, phonics learnt so far- application to reading books/ texts	
<b>SUMMER</b>	Phase 1 throughout  Phase 3 and phase 4 consolidation	Phase 5b (phonics screening check )	Spelling focus- common exception words, phonics learnt so far	

This is the planned progression. If children work more slowly they may need additional intervention. If they work more quickly and are secure in their grapheme/ phoneme representation and applying it to reading confidently they can be moved on.

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