



Barrowby CE Primary School

Phonics Curriculum

VISION:

Our aim is that all children will be able to read well, quickly.

INTENT:

At Barrowby Church of England Primary school, we are passionate about ensuring that all pupils will become fluent readers and creative writers who can reason and articulate choices and preferences about the use of English. Children are encouraged to embed and apply their understanding of both spoken and written language across the curriculum, through a wide range of learning opportunities that develop a love for reading and an understanding of grammatical features which can then be applied to their written work.

We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistently high-quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Essential Letters and Sounds. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, thus enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances

IMPLEMENTATION:

Phonics is delivered through daily whole - class Essential Letter and Sounds lessons. Phonics lessons are taught in EYFS and Year 1. Each lesson uses the same teaching sequence – show, copy, repeat, until each child is independent, regardless of the year group. Outside of phonics lessons children should be given ample opportunities to apply the new skills that they have been taught, as part of English lessons and the wider curriculum.

It is vital that whilst children are learning to read, they read books that match their phonic knowledge. We use decodable readers by The Oxford University Press to support Essential Letters and Sounds teaching in school. These books are carefully matched to the ELS programme, clearly labelled and sent home on a Friday each week.

All staff have received training for each part of Essential Letters and Sounds to ensure fidelity to the scheme. The phonics lead in school will continue to provide ongoing training and support for staff.

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

IMPACT:

ELS is designed on the principle that all children should 'keep up' rather than 'catch up'. Therefore, in many instances' interventions are delivered within the lesson by the teacher. If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS have three interventions that are to be delivered on a one – to – one basis.

Assessment of the children's reading skills is key to ensuring that all children make rapid progress in synthetic phonics. In order to ensure fidelity to the ELS programme we use the assessment cycle as set out in the scheme, in addition to daily in – class assessments. Phonic assessments occur in the fifth week of each half term.

The half termly assessment enables teachers/TAs to identify any gaps in children's developing phonic knowledge and reading skills. The assessment represents Phase 2, up to Phase 5 graphemes and the alternative spellings for known sounds. We do not test the children beyond what they have been taught or are capable of recalling with fluency.

In addition to completing the half termly assessment the children will also complete the Year One Phonics Screening Check practice. During this assessment the children will be asked to read a range of real words and pseudo words. At the end of Year 1, all children (unless disapplied) will complete a statutory test – The Phonics Screening Test. The results of this test are communicated to parents/carers as part of their end of year report.

The assessment data will enable teachers/TAs to identify where there are sound and grapheme gaps, and difficulties with segmenting and blending. This will inform future interventions and identify the children that need directed support during phonics lessons.

EYFS

EYFS children will be guided in their learning through four overarching principles for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the Seven Areas of Learning.

- **Prime Areas of** Communication and Language, Physical Development and Personal, Social and Emotional Development.
- **Specific Areas** of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage Curriculum supports children's understanding of **Phonics** through the planning and teaching of 'Literacy – **Word Reading and Reading**.'

The Phonics Curriculum for Reception

Suggested support for children with additional needs	<ul style="list-style-type: none"> - Ensure children with visual impairments are sat in a central position on the carpet, that they can see the board and phonics cards. This might include using braille phonics cards for a children who has significant sight loss. Ensure that interactive phonics books are enlarged on the screen or a matching book is given for children to access. - Ensure children with hearing difficulties are sat close to the adult talking and that the adult’s mouth can be seen for those children who lip read. - Ensure children who need overlays have access to a filter when accessing phonics cards or reading phonics texts. - Teacher/TA to support children in lessons, during independent or guided work. - Recap previous learning – this is in line with ELS phonics scheme. - Have access to ELS sound mat during parts of the lesson that require children to write. - Ensure ELS frieze it displayed in each classroom across the infants.
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Reception - Autumn 1 - Phase 2

Week	1	2	3	4	5	6
	/s/ (s) /a/ (a) /t/ (t) /p/ (p)	/i/ (i) /n/ (n) /m/ (m) /d/ (d)	/g/ (g) /o/ (o) /c/ (c) (k)	/ck/ (ck) /e/ (e) /u/ (u) /r / (r)	/s/ (ss) Assess and review week	/h/ (h) /b/ (b) /f/ (f) (ff) /l/ (l) (ll)
Harder to read and spell words						
		I, the, no	put, of, is	to, go, into	pull	as, his

Reception - Autumn 2 - Phase 3						
Week	1	2	3	4	5	6
	/j/ (j) /v/ (v) /w/ (w) /ks/ (x)	/y/ (y) /z/ (z) (zz) /kw/ (qu) /ch/ (ch)	/sh/ (sh) /th/ (th) /ng/ (ng) /nk/ (nk)	/ai/ (ai) /ee/ (ee) /igh/ (igh) /oa/ (oa)	- es (no change to the root word. Assess and Review week	Review week
Harder to read and spell words						
	he, she, buses	we, me, be	push	was, her		my, you

Reception - Spring 1 - Phase 3 - 4						
Week	1	2	3	4	5	6
	Review week /oo/ (oo) (book)	/ar/ (ar) /ur/ (ur) /oo/ (oo)(food) /or/ (or)	/ow/ (ow) /oi/ (oi) /ear/ (ear) /air/ (air)	/ure/ (ure) /er/ (er) /oa/ (ow)	Assess and Review week	Review week
Harder to read and spell words						
		they, all, are		ball, tall	when, what	

Reception - Spring 2 - Phase 3 - 4						
Week	1	2	3	4	5	6
	Review week	Review week	Review week	Review week	Review week	Review week
	Harder to read and spell words					
	said, so, have	were, out, like	some, come, where	little, one, do	children, love	

Reception – Summer 1 - Phase 4						
Week	1	2	3	4	5	6
	Phase 4 CVCC -ed (ed)	Phase 4 CCVC -ed (t)	Phase 4 CCVCC -ed (t)	Phase 4 CCCVC	Assess and Review week	Phase 4 CCCVCC -er, -est
	Harder to read and spell words					

Reception – Summer 2 - Phase 5 Introduction

Week	1	2	3	4	5	6
	/ai/ (ay) /ow/ (ou) /igh/ (ie) /ee/ (ea) -le	/oi/ (oy) /ur/ (ir) /(y)oo/ (ue) /or/ (aw)	/w/ (wh) /f/ (ph) /(y)oo/ (ew) /oa/ (oe)	/or/ (au) /ee/ (ey) /ai/ (a-e) /ee/ (e-e)	Assess and Review week	/igh/ (i-e) /oa/ (o-e) /(y)oo/ (u-e) /s/ (c)
	Harder to read and spell words					
	oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

The Phonics Curriculum for Year 1						
Year 1 - Autumn 1 - Phase 5						
Week	1	2	3	4	5	6
	Assess and review week	Review week	/ai/ (ay) /ow/ (ou) /igh/ (ie) /ee/ (ea)	/oy/ (oi) /ur/ (ir) /(y)oo/ (ue) /or/ (aw)	Assess and review week	/w/ (wh) /f/ (ph) /(y)oo/ (ew) /oa/ (oe)
	Harder to read and spell words					

The Phonics Curriculum for Year 1						
Year 1 - Autumn 2 - Phase 5						
Week	1	2	3	4	5	6
	/or/ (au) /ee/ (ey) /ai/ (a-e) /ee/ (e-e)	/igh/ (i-e) /oa/ (o-e) /(y)oo/ (u-e) /s/ (c)	/ee/ (y) /or/ (al) (walk) Review week	Review week	Assess and review week	Review week
	Harder to read and spell words					
	please, once	any, many, again	who, whole	where, two		

The Phonics Curriculum for Year 1

Year 1 – Spring 1 - Phase 5

Week	1	2	3	4	5	6
	Review week	/ai/ (a) (acorn) /ai/ (ey) (they) /ai/ (ea) (great) /ai/ (eigh) (weight) /ar/ (a) (father) /ee/ (he) /igh/ (find) /igh/ (by)	/oa/ (o) (go) /o/ (a) (was) /oo/ (u) (push) /y/+/oo/ (u)(music) /c/ (ch)(school) /sh/ (ch) (chef) /e/ (ea) (head)	/ur/ (or)(world) /ur/ (ear)(learn) /oo/ (ou)(soup) /oa/ (ou) (shoulder) /ee/ (ie) (brief) /v/ (ve) (have) /i/ (y) (gym)	Assess and Review week	/air/ (are)(care) /air/ (ere) (there) /air/ (ear)(pear) /ch/ (tch) (catch)
	Harder to read and spell words					
			here, sugar, friend	because		

The Phonics Curriculum for Year 1

Year 1 – Spring 2 - Phase 5

Week	1	2	3	4	5	6
	/u/ (o) (brother) Review week	/j/ (g) (gem) /j/ (ge) (fringe) /j/ (dge) (bridge) /s/ (st) (listen)	/s/ (ce) (fence) /s/ (se) (house) /n/ (gn) (sign) /n/ (kn) (knee) /r/ (wr) (wrap) /m/ (mb) (lamb)	/z/ (se) (cheese) /z/ (ze) (freeze) /ear/ (eer) (cheer) /ear/ (ere) (here) /sh/ (ti)(patient) /sh/ (ti) – tion (station)	Assess and Review week	/ar/ (al) (half) /or/ (augh) (caught) /sh/ (ssi) (session) /zh/ (si) /sh/ (ti) –tious /sh/ (ci) (delicious) /ous/, /ion/, /ian/

The Phonics Curriculum for Year 1

Year 1 – Spring 1 & 2 - Phase 5

Week	1	2	3	4	5	6
	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.					