



## St Monica's RC Primary School: Phonics Curriculum Long Term Overview

If children are at the expected levels, they will learn the following:

	Autumn Term	Spring Term	Summer Term			
Nursery	<p>Children in nursery are taught phonics across aspects 1-6 learning and consolidating associated skills. Aspect 7 runs alongside these throughout the year with children having lots of opportunity to develop their oral blending and segmenting skills in readiness for reading and writing.</p> <p>Aspect 1 - Environmental sounds                      Aspect 2 - Instrumental sounds                      Aspect 3 - Body Percussion                      Aspect 4 - Rhythm and rhyme                      Aspect 5 - Alliteration                      Aspect 6 - Voice sounds                      Aspect 7 - Oral blending and segmenting</p> <p>If children are ready they are introduced to set 1 sounds, learning how to link sounds (phonemes) to letters (graphemes), in this order: m a s d t i n p g o c k u b f e l h r j v y w z x</p>					
Reception	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>Baseline assessments undertaken (week 1- 4)                      Children are taught Set 1 sounds  <b>m a s d t i n p g o c k u b</b></p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single letter sounds (word time 1.1 - 1.3)</p>	<p>Children are taught Set 1 sounds:  <b>f e l h r j v y w z x</b></p> <p>Children are taught to blend sounds into words orally</p> <p>Children are taught to blend single letter sounds (word time 1.4 - 1.5)</p> <p>Special friends                      sh th ch qu ng nk</p>	<p>Recap special friends sounds:  <b>sh th ch qu ng nk</b></p> <p>Secure blending of words with special friends (word time 1.6)</p> <p>Children are taught to blend words containing 4 / 5 sounds and consonant blends (word time 1.7)</p>	<p>Children secure blending words containing 4 / 5 sounds and consonant blends.</p> <p>Children are taught Set 2 sounds  <b>ay ee igh ow oo oo</b></p> <p>Children are taught to blend words containing taught Set 2 sounds.</p>	<p>Children consolidate Set 2 sounds  <b>ay ee igh ow oo oo</b>                      securing the reading and writing of words with sounds taught.</p> <p>Children are taught Set 2 sounds:  <b>ar or air ir ou oy</b></p> <p>Children are taught to blend words containing taught set 2 sounds</p>	<p>Children consolidate all set 2 sounds securing the reading and writing of simple sentences with sounds taught.</p> <p>Children are to build speed of reading words containing set 1 sounds, in particular Reception High Frequency words:                      it at is in on up dog big and mum yes dad can get this</p>

	Red words covered in Reception-	I of my to the no for he put	are your me go said you baby	we be she so some there was	like want all call her I've come	day play away look going see
Year 1	<p>Assess and group the children weeks (1-2)</p> <p>Consolidate and teach set 2 sounds taught previously :</p> <p><b>ay ee igh ow oo oo</b></p> <p><b>ar or air ir ou oy</b></p> <p>Teach reading of words containing the set 2 sounds that have been taught.</p> <p>Build speed of reading words with set 1 sounds.</p>	<p>Consolidate and teach the set 2 sounds.</p> <p>Review all set 2 sounds.</p> <p>Teach reading of words with all set 2 sounds.</p> <p>Build speed of reading words containing set 1 sounds. (1.6 and 1.7)</p>	<p>Consolidate set 2 sounds and review any tricky sounds.</p> <p>Teach reading of words containing set 2 sounds.</p> <p>Build speed of reading words with set 2 sounds.</p> <p>Teach set 3 sounds: <b>ea, oi, a-e, i-e, o-e u-e</b></p> <p><b>aw are ur er ow ai oa</b></p> <p>Teach reading of words containing set 3 sounds.</p>	<p>Consolidate set 3 sounds previously taught.</p> <p>Review any tricky sounds.</p> <p>Teach set 3 sounds: <b>ew ire ear ure tion tious</b></p> <p>Teach reading of words containing these sounds.</p> <p>Build speed of reading words with set 2 sounds.</p> <p>Teach additional sounds: <b>ph, wh, au, e-e, ie, ue kn</b></p>	<p>Consolidate and teach set 3 sounds previously taught.</p> <p>Review any tricky sounds.</p> <p>Teach reading of words containing set 3 sounds.</p> <p>Build speed of reading words with set 2 and 3 sounds.</p>	<p>Consolidate all of set 3 sounds taught.</p> <p>Review any tricky sounds.</p> <p>Teach reading of words with set 3 sounds.</p> <p>Build speed of reading words with set 2 sounds and set 3 sounds.</p>
	Red words- Review previously taught red words. I Of My To The No Put For He Are	Red words covered in Year 1- Me Go Said You Baby	We Be She so Some There Like Want All Call Her I've	What Do They Old Was	One School Wall Who Their Fall Saw Watch Small There Tall Any Brother	Red words-  Any additional high frequency words at speed- today says, his, love, ask, friend, love, put, push, pull, full, house, our

	Your	I'm		
Year 2	<p>Consolidate and review set 3 sounds.</p> <p>Build speed of reading words containing set 3 sounds.</p> <p>Teach reading of multisyllabic words that contain all of the sounds.</p> <p>Recap any sound gaps to build their fluency.</p>	<p>Recap any sound gaps to build fluency.</p> <p>Build fluency when reading sentences and passages.</p>	<p>Use the phonic assessment sheets to provide intervention or additional support for any children that need further teaching.</p>	<p>Use the phonic assessment sheets to provide intervention or additional support for any children that need further teaching.</p>
KS2	<p>Use the phonic assessment sheets to provide intervention or additional support for any children that need further teaching.</p>		<p>Use the phonic assessment sheets to provide intervention or additional support for any children that need further teaching.</p>	<p>Use the phonic assessment sheets to provide intervention or additional support for any children that need further teaching.</p>