



Curriculum map - Phonics- Letters and Sounds

Overview - Phases

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	Phase 1				Phase 2	
Reception	Phase 2 and Phase 3		Phase 3 and Phase 4		Phase 4	Phase 5
Year 1	Review Phase 3 and 4	Phase 5				
Year 2	Review Phase 5	Phase 6				

Autumn 1				
	Nursery	Reception	Year 1	Year 2
What will be taught?	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p>	<p><u>Phase 2</u></p> <p>19 Phonemes</p> <p>Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b /ff l/ll ss</p> <p>Tricky words (Read) the to l no go into</p> <p>VC/ CVC words 2 syllable words</p>	<p><u>Review</u></p> <p><u>Phase 3</u></p> <p>Set 6: j v w x Set 7: y z/zz qu i) ch sh th ng ii) ai ee igh oa oo/oo iii) ar or ur oi ear air ure er ow</p> <p>Complex cvc words Letters names 2 syllable words</p> <p>Trick words</p> <p>Read: he she we me be was my</p>	<p><u>Review</u></p> <p><u>Phase 5</u></p> <p>ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p>Alternative pronunciation of known phonemes</p> <p>a e i o u ow ie ea er ou y ch a g ey ch j m n r s z u i ear ar air or ur oo</p>

			<p>you her they all are</p> <p>Spell: the to l no go into</p> <hr style="border-top: 1px dashed orange;"/> <p>Phase 4</p> <p>Reading and spelling CVC/CVCC/CCVC words with adjacent consonants</p> <p>CVC/CVCC/CCVC words with phase 2 and 3 graphemes</p> <p>Tricky Words</p> <p>Read: some one said come do so were when have there out like little what</p> <p>Spell: he she we me be was my you her they all are</p>	<p>ai ee igh oo/oo sh</p> <p>Tricky Words</p> <p>Read: oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>
<p>What was the previous learning?</p>	<p>N/A</p>	<ul style="list-style-type: none"> -Introduction to orally segmenting and blending. - Listening, attention and Speaking when practicing phonemes. 	<ul style="list-style-type: none"> - Segmenting and blending complex CVC words using phase 2 and 3 phonemes - Segment and blend adjacent consonants CVC, CVCC, CCVC words - Read and spell Phase 2 3 and 4 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the curriculum</p>	<p>Links to Development Matters EYFS document</p> <ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests

	<ul style="list-style-type: none"> - Communication and Language: Listening and attention - Communication and language: Speaking 	<ul style="list-style-type: none"> - Focus words on displays 		<ul style="list-style-type: none"> - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 phonemes and tricky words.	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words and phase 5 diagraphs, and split diagraphs.

Autumn 2				
	Nursery	Reception	Year 1	Year 2
What will be taught?	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p>	<p><u>Phase 2</u></p> <p>19 Phonemes</p> <p>Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f/ff l/l ss</p> <p><u>Tricky words (Read)</u> the to l no go into</p> <p>VC/ CVC words 2 syllable words</p> <p>-----</p>	<p><u>Phase 5</u></p> <p>ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p><u>Alternative pronunciation of known phonemes</u></p> <p>a e i o u ow ie ea er ou y ch a g ey ch j m n r s z u i ear ar air or ur oo ai ee igh oo/oo sh</p> <p><u>Tricky Words</u></p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u></p> <p>ed ing s/es er est ful ly y ment ness</p> <p><u>Spelling longer words</u></p>

			<p><u>Read:</u> oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p><u>Read and spell irregular high frequency words on further 200 list.</u></p>
<p>What was the previous learning?</p>	<p>N/A</p>	<ul style="list-style-type: none"> -Introduction to orally segmenting and blending. - Listening, attention and Speaking when practicing phonemes. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the curriculum</p>	<p>Links to Development Matters EYFS document</p> <ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials - Communication and Language: Listening and attention - Communication and language: Speaking 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
<p>Expected outcomes/ev idence</p>	<p>To have a phonological awareness of sounds.</p>	<p>To segment and blend words containing phase 2 phonemes and tricky words.</p>	<p>To segment and blend words containing phase 5 phonemes and know alternative pronunciations of</p>	<p>To read and spell words containing spelling rules, suffixes and prefixes from</p>

			previous phonemes taught.	phase 6, also to read and spell year 2 common exception words.
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Spring 1				
	Nursery	Reception	Year 1	Year 2
What will be taught?	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p>	<p><u>Phase 3</u></p> <p>Set 6: j v w x Set 7: y z/zz qu</p> <p>i) ch sh th ng ii) ai ee igh oa oo/oo iii) ar or ur oi ear air ure er ow</p> <p>Complex cvc words Letters names 2 syllable words</p> <p><u>Trick words</u></p> <p><u>Read:</u> he she we me be was my you her they all are</p> <p><u>Spell:</u> the to I no go into</p>	<p><u>Phase 5</u></p> <p>ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p><u>Alternative pronunciation of known phonemes</u></p> <p>a e i o u ow ie ea er ou y ch a g ey ch j m n r s z u i ear ar air or ur oo ai ee igh oo/oo sh</p> <p><u>Tricky Words</u></p> <p><u>Read:</u> oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u></p> <p>ed ing s/es er est ful ly y ment ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>
What was the previous	Aspect 1- GSD Environmental Sounds	- Segmenting and blending CVC words using phase 2	- Segmenting and blending words containing Phase 5	- Segmenting and blending words

learning?	Aspect 2- GSD Instrumental Sounds	phonemes - Read and spell Phase 2 high frequency words.	phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words.	containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	Links to Development Matters EYFS document - Expressive arts and design- Exploring and using media and materials - Communication and Language: Listening and attention - Communication and language: Speaking	- Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays	- Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays	- Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 and 3 phonemes and tricky words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Spring 2				
	Nursery	Reception	Year 1	Year 2

<p>What will be taught?</p>	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 5- Alliteration</p> <p>Aspect 6- Voice Sounds</p>	<p><u>Phase 3</u></p> <p>Set 6: j v w x Set 7: y z/zz qu i) ch sh th ng ii) ai ee igh oa oo/oo iii) ar or ur oi ear air ure er ow</p> <p>Complex cvc words Letters names 2 syllable words</p> <p><u>Trick words</u></p> <p><u>Read:</u> he she we me be was my you her they all are</p> <p><u>Spell:</u> the to I no go into</p>	<p><u>Phase 5</u></p> <p>ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p><u>Alternative pronunciation of known phonemes</u></p> <p>a e i o u ow ie ea er ou y ch a g ey ch j m n r s z u i ear ar air or ur oo ai ee igh oo/oo sh</p> <p><u>Tricky Words</u></p> <p><u>Read:</u> oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u></p> <p>ed ing s/es er est ful ly y ment ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>
<p>What was the previous learning?</p>	<p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p>	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 2 phonemes. - Read and spell Phase 2 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the</p>	<p>Links to Development Matters EYFS document</p>	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) 	<ul style="list-style-type: none"> - Links to writing for different purposes in

curriculum	<ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials - Communication and Language: Listening and attention - Communication and language: Speaking 	activities. (Indoor and outdoor.) <ul style="list-style-type: none"> - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays 	<ul style="list-style-type: none"> - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays 	English.) <ul style="list-style-type: none"> - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/ev idence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 and 3 phonemes and tricky words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Summer 1				
	Nursery	Reception	Year 1	Year 2
What will be taught?	<p> <u>Phase 2</u> <u>19 Phonemes</u> Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f/ff l/l ss <u>Tricky words (Read)</u> the to l no go into VC/ CVC words </p>	<p> <u>Phase 4</u> <u>Reading and spelling</u> CVC/CVCC/CCVC words with adjacent consonants CVC/CVCC/CCVC words with phase 2 and 3 graphemes <u>Tricky Words</u> <u>Read:</u> someone said come do so </p>	<p> <u>Phase 5</u> ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e <u>Alternative pronunciation of known phonemes</u> a e i o u ow ie ea er ou y ch a g ey ch j m n r </p>	<p> <u>Phase 6- Spelling</u> <u>Past Tense- Regular and irregular verbs</u> <u>Adding suffixes</u> ed ing s/es er est ful </p>

	<p>2 syllable words</p>	<p>were when have there out like little what</p> <p>Spell: he she we me be was my you her they all are</p>	<p>s z u i ear ar air or ur oo ai ee igh oo/oo sh</p> <p>Tricky Words</p> <p>Read: oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p>ly y ment ness</p> <p>Spelling longer words</p> <p>Read and spell irregular high frequency words on further 200 list.</p>
<p>What was the previous learning?</p>	<p>Phase 1</p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p> <p>Aspect 7- Oral blending and segmenting.</p>	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 2 and 3 phonemes and diagraphs. - Read and spell Phase 2 and 3 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the curriculum</p>	<p>Links to Development Matters EYFS document</p> <ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing.

	<ul style="list-style-type: none"> - Communication and Language: Listening and attention - Communication and language: Speaking 	<ul style="list-style-type: none"> - 1:1 reading with ISA/CT - Focus words on displays 	Focus words on displays	<ul style="list-style-type: none"> - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/evidence	To have a phonological awareness of sounds. To segment and blend words containing phase 2 phonemes.	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Summer 2				
	Nursery	Reception	Year 1	Year 2
What will be taught?	<p><u>Phase 2</u> <u>19 Phonemes</u> Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: c k e u r Set 5: h b f/ff l/l ss</p> <p><u>Tricky words (Read)</u> the to l no go into</p> <p>VC/ CVC words 2 syllable words</p>	<p><u>Phase 5</u> ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p><u>Tricky Words</u></p> <p><u>Read:</u> oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p><u>Phase 5</u> ay ou ie ea oy er ue/ue aw wh/wh ph ew/ew oe au ey a_e e_e i_e o_e u_e/u_e</p> <p><u>Alternative pronunciation of known phonemes</u></p> <p>a e i o u ow ie ea er ou y ch a g ey ch j m n r s z u i ear</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u> ed ing s/es er est ful ly</p>

			<p>ar air or ur oo ai ee igh oo/oo sh</p> <p><u>Tricky Words</u></p> <p><u>Read:</u> oh their people Mr Mrs looked called asked could</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p>y ment ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>
<p>What was the previous learning?</p>	<p><u>Phase 1</u></p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p> <p>Aspect 7- Oral blending and segmenting.</p>	<ul style="list-style-type: none"> - - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3 and 4 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the curriculum</p>	<p>Links to Development Matters EYFS document</p> <ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests

	<ul style="list-style-type: none"> - Communication and Language: Listening and attention - Communication and language: Speaking 	<ul style="list-style-type: none"> - Focus words on displays 		<ul style="list-style-type: none"> - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/evidence	<p>To have a phonological awareness of sounds.</p> <p>To segment and blend words containing phase 2 phonemes.</p>	<p>Introduction to segment and blend words containing phase 5 phonemes as well as begin to read phase 5 high frequency words.</p>	<p>To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.</p>	<p>To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.</p>

