Long term Plan English KS1 Phonics

KS1 English Aims	The national curriculum for English aims to ensure that all pupils: • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate	
	EYFS	**Year 1**
NC objectives Reading	**Word reading** - Children at the expected level of development will: 1. Say a sound for each letter in the alphabet and at least 10 digraphs; 2. Read words consistent with their phonic knowledge by sound-blending; 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	**Word Reading**- Pupils should be taught to: 1. apply phonic knowledge and skills as the route to decode words 2. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 3. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 4. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 5. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 6. read other words of more than one syllable that contain taught GPCs 7. read words with contractions and understand that the apostrophe represents the omitted letter(s) 8. read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 9. reread these books to build up their fluency and confidence in word reading

	Comprehension - Children at the expected level of development will: 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 2. Anticipate – where appropriate – key events in stories; 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	**Comprehension**- Pupils should be taught to: 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: 2. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 3. being encouraged to link what they read or hear to their own experiences 4. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 5. recognising and joining in with predictable phrases 6. learning to appreciate rhymes and poems, and to recite some by heart 7. discussing word meanings, linking new meanings to those already known 8. understand both the books they can already read accurately and fluently and those they listen to by: 9. drawing on what they already know or on background information and vocabulary provided by the teacher 10. checking that the text makes sense to them as they read, and correcting inaccurate reading 11. discussing the significance of the title and events 12. making inferences on the basis of what is being said and done 13. predicting what might happen on the basis of what has been read so far 14. participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them
Little Wandle Objectives that support the National Curriculum	**Little Wandle Letters and Sounds Revised supports the development of children's phonics and reading skills by:** 1. Systematically teaching grapheme-phoneme correspondences for each 2. letter of the alphabet and for 19 digraphs during the Reception year 3. Embedding the skill of sounding out and blending to read words 4. Teaching the reading of common exception words and providing books that are 100% decodable for each child at their current level of reading.	**Little Wandle Letters and Sounds Revised supports the development of children's word reading skills by:** 1. systematically and consistently teaching children to apply their phonic knowledge when reading words from the very beginning 2. providing repeated and supportive teaching so that children fully learn each GPC and respond to it speedily, before moving on to learn more 3. embedding the use of sounding out (where necessary) and blending to read words, and ensuring children are only presented with words they can decode systematically teaching the reading of common exception words by identifying the 'tricky bit' and using phonic knowledge to read the rest 4. teaching children to read and write words with a full range of common prefixes and suffixes including words with more than one syllable from early on in the teaching programme teaching the reading of words with contractions 5. providing reading books that are 100% decodable for each child at their current level of reading, and many opportunities to read 6. giving multiple opportunities to read and talk about each book, and focusing on prosody and fluent reading with specific teaching to enable children to build confidence and fluency in reading.

Context	What has been learnt previously:	Next steps for learning:
		Year 2 **Word Reading**- Pupils should be taught to: 1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 2 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 3 read accurately words of two or more syllables that contain the same graphemes as above 4. read words containing common suffixes 5. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 6. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 8. reread these books to build up their fluency and confidence in word reading **Comprehension**- Pupils should be taught to: 1. develop pleasure in reading, motivation to read, vocabulary and understanding by: 2. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 3. discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 5. being introduced to non-fiction books that are structured in different ways 6. recognising simple recurring literary language in stories and poetry 7. discussing and clarifying the meanings of words, linking new meanings to known vocabulary 8. discussing their favourite words and phrases 9. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 10. understand both the books that they can already read accurately and fluently and those that they listen to by: 11. drawing on what they already know or on background information and vocabulary provided by the teacher 12. checking that the text makes sense to them as they read, and correcting inaccurate reading 13. making inferences on the basis of what is being said and done 14. answering and asking questions 15. predicting what might happen on the basis of what has been read so far

16. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
17. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3

Word Reading- Pupils should be taught to:

1. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension- Pupils should be taught to:

1. develop positive attitudes to reading, and an understanding of what they read, by:
    a. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    b. reading books that are structured in different ways and reading for a range of purposes
    c. using dictionaries to check the meaning of words that they have read
    d. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
    e. identifying themes and conventions in a wide range of books
    f. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
    g. discussing words and phrases that capture the reader's interest and imagination
    h. recognising some different forms of poetry [for example, free verse, narrative poetry]
2. understand what they read, in books they can read independently, by:
    a. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
    b. asking questions to improve their understanding of a text
    c. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    d. predicting what might happen from details stated and implied
    e. identifying main ideas drawn from more than 1 paragraph and summarising these
    f. identifying how language, structure, and presentation contribute to meaning
3. retrieve and record information from non-fiction

		4. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Reception Phonics Overview

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Phase	**Phase 2**	**Phase 2**	**Phase 3**	**Phase 3 Review**	**Phase 4**	**Phase 4**
Graphemes / phonics focus	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er	Review all Phase 3 graphemes	Short vowels with adjacent consonants	Phase 3 long-vowel graphemes with adjacent consonants
Word structures / reading focus	Reading and blending words using taught Phase 2 graphemes	Words with **-s /s/** at the end, e.g. *hats, sits*. Words ending in **s /z/**, e.g. *his*, and words with **-s /z/** added at the end, e.g. *bags, sings*.	Words with double letters. Longer words.	Words with double letters. Longer words. Words with two or more digraphs. Words ending in **-ing**. Compound words. Words with **s /z/** in the middle. Words with **-s /s/**	**CVCC, CCVC, CCVCC, CCCVC, CCCVCC**. Longer words and compound words. Words ending in suffixes: **-ing, -ed /t/, -ed /id/ /ed/, -est**.	**CVCC, CCVC, CCCVC, CCV, CCVCC**. Words ending in suffixes: **-ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est**. Longer words.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				/z/ at the end. Words with **-es /z/** at the end.		
New tricky words	**is, I, the**	**put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be**	**was, you, they, my, by, all, are, sure, pure**	**No new tricky words.** Review all tricky words taught so far.	**said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today**	**No new tricky words.** Review all tricky words taught so far.

***** The tricky words *put, pull, full* and *push* may not be tricky in some regional pronunciations.

Year 1 Phonics Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase	**Review Phases 2–4 and begin Phase 5**	**Phase 5**	**Phase 5**	**Phase 5**	**Phonics Screening Check Review**	**Phase 5**
Graphemes / phonics focus	Review Phase 3 and 4. **/ai/** ay – *play* **/ow/** ou – *cloud* **/oi/** oy – *toy* **/ea/** ea – *each*	**/ur/** ir – *bird* **/igh/** ie – *pie* **/oo/ /yoo/** ue – *blue, rescue* **/yoo/** u – *unicorn* **/oa/** o – *go* **/igh/** i – *tiger* **/ai/** a – *paper* **/ee/** e – *he* **/ai/** a-e – *shake* **/igh/** i-e – *time* **/oa/** o-e – *home* **/oo/ /yoo/** u-e – *rude, cute* **/ee/** e-e – *these* **/oo/ /yoo/** ew – *chew, new* **/ee/** ie – *shield*	**/ee/** y – *funny* **/e/** ea – *head* **/w/** wh – *wheel* **/oa/** oe, ou – *toe, shoulder* **/igh/** y – *fly* **/oa/** ow – *snow* **/j/** g – *giant* **/f/** ph – *phone* **/l/** le, al – *apple, metal* **/s/** c – *ice* **/v/** ve – *give* **/u/** o-e, o, ou – *some, mother, young* **/z/** se – *cheese* **/s/** se, ce – *mouse, fence* **/ee/** ey – *donkey* **/oo/** ui, ou – *fruit, soup*	**/ur/** or – *word* **/oo/** u, oul – *awful, could* **/air/** are – *share* **/or/** au, aur, oor, al – *author, dinosaur, floor, walk* **/ch/** tch, ture – *match, adventure* **/ar/** al, a – *half*, father** **Schwa** in longer words – *different* **/o/** a – *want* **/air/** ear, ere – *bear, there*	**Review and consolidation.** No new GPCs. Preparation and review for the **Phonics Screening Check**.	**/ai/** eigh, aigh, ey, ea – *eight, straight, grey, break* **/n/** kn, gn – *knee, gnaw* **/m/** mb – *thumb* **/ear/** ere, eer – *here, deer* **/zh/** su, si – *treasure, vision* **/j/** dge – *bridge* **/i/** y – *crystal* **/j/** ge – *large* **/sh/** ti, ssi, si, ci – *potion, mission, mansion, delicious* **/or/** augh, our, oar,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		/or/ aw – *claw*		**/ur/** ear – *learn* **/r/** wr – *wrist* **/s/** st, sc – *whistle, science* **/c/** ch – *school* **/sh/** ch – *chef* **/z/** ze – *freeze* **Schwa** at the end of words – *actor*		ore – *daughter, pour, oar, more*
Tricky words	Review Phases 2–4: **the, put*, pull*, full*, push*, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today**	**their, people, oh, your, Mr, Mrs, Ms, ask*, could, would, should, our, house, mouse, water, want**	**any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work**	**once, laugh, because, eye**	**No new tricky words.** Review and consolidate all tricky words taught so far.	**busy, beautiful, pretty, hour, move, improve, parents, shoe**

Autumn 1:
* The tricky words **put, pull, full** and **push** may not be tricky in some regional pronunciations. In these cases, they should not be treated as tricky words.

Autumn 2:
* The tricky word **ask** may not be tricky in some regional pronunciations. In these cases, it should not be treated as a tricky word.

Spring 2:
* The words **half** and **father** may not be pronounced with the indicated phoneme in some regional pronunciations. In these cases, they should not be treated in this way.