



City of Rochester School

Phonics Curriculum

Key Stage 1 – 3

Intent

- At City of Rochester school, we aim for all our children to become enthusiastic and motivated readers. We develop children's confidence in reading using wide variety of genres and text types.
- Phonics is the process that we use to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.
- We follow the "All Aboard Phonics" program to support the development of skills needed to decode words so that all children are able to read fluently with understanding of what they have read.
- "All aboard phonics" allows our phonics teaching and learning to be progressive as well as allowing children's listening and speaking skills to develop.
- We teach a curriculum designed to develop phonological awareness and fine motor skills to build strong foundations. Our curriculum is accumulative, multisensory, and tracked closely, to ensure children develop the reading and writing skills needed to access the English Programme and the wider curriculum.
- We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success and are met where they are at.
- A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.

Implementation

- All children are assessed on entry and are then assigned into their correct phase from 1-5.
- Children have daily phonics sessions where they participate in speaking, listening, reading, writing and spelling activities that are matched to their developing needs.

Phase overviews:

Phase 2

Prior to entering Phase 2, children will have experienced a number of listening activities, including songs, stories, and rhymes and many will already be able to blend and segment words orally. Some children may have had less experience; however, this should not prevent them from moving on to Phase 2 as speaking and listening activities continue throughout this Phase.

The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of Phase 2 children will be able to:

Give the sound when shown any Phase 2 letter, securing first the starter letters s, a, t, p, i, n;

Find any Phase 2 letter, from a display, when given the sound.

Be able to orally blend and segment CVC words.

Be able to blend and segment in order to read and spell VC words such as if, am, on, up and 'silly names' such as ip, ug and ock;

Be able to read the five tricky words: the, to, I, no, go.

Phase 3

Phase 3 introduces more complex letter-sound correspondences such as consonant digraphs and long vowel sounds. It is designed to be taught over 12 weeks in Foundation Stage/Reception. As each new phoneme is introduced, children are encouraged to use their new knowledge to sound out and blend words.

Children entering this phase are expected to know around 19 letters and be able to blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. Some children will not have fully grasped CVC blending and segmentation but may know all the Phase 2 letters. CVC blending and segmentation continues throughout Phase 3 so children can progress to the next stage even if they have not mastered CVC blending.

The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

By the end of Phase Three children will be able to:

Give the sound when shown all or most Phase Two and Phase Three graphemes

Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound

Be able to blend and read CVC words (i.e., single-syllable words consisting of Phase Two and Phase Three graphemes)

Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e., single-syllable words consisting of Phase Two and Phase Three graphemes)

Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are

Be able to spell the tricky words the, to, I, no, go

Write each letter correctly when following a model.

Phase 4

Phase 4 consolidates learning from Phase 2 and 3. Children entering this phase are expected to be able to represent each of 42 phonemes by a grapheme and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words. The purpose of Phase Four is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

By the end of Phase Four children will be able to:

Give the sound when shown any Phase Two and Phase Three grapheme

Find any Phase Two and Phase Three grapheme, from a display, when given the sound

Be able to blend and read words containing adjacent consonants

Be able to segment and spell words containing adjacent consonants

Be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what

Be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are

Write each letter, usually correctly

Phase 5

Phase 5 Unit 1 introduces new graphemes to match previously taught phonemes, and a final batch of tricky words.

Children entering this phase are expected to be able to represent each of the 42 phonemes by a grapheme, and be able to blend phonemes to read CVC, CCVC, and CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and phrases. They will know letter names and be able to read and spell some tricky words.

The purpose of Phase 5 Unit 1 is to consolidate and add to children's knowledge of graphemes in reading and spelling words, including those containing adjacent consonants and polysyllabic words.

- The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support.
- Phonics skills are developed further in reading sessions with the books they read, games they play and activities they complete and supported with ICT.
- All pupils have a MyOn account to access eBooks in school and at home.
- Pupils apply their knowledge of phonics by reading texts that are carefully matched to their phonic stage. (phonics playbooks).
- Pupils apply their knowledge of phonics into written opportunities.

Impact

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.
- We give all children the opportunity to enter the magical worlds that books open to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures, and styles.
- Planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
- Attainment is measured and tracked on a half termly basis and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils fluency and mastery is incrementally improving.
- Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Phonics within the English curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

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.

Links to Other Subjects

Phonics is fundamental to all areas of learning, as it unlocks access to the wider curriculum through reading skills. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. There are strong connections between learning to read and learning in other areas of the curriculum and these are identified throughout our curriculum maps. Our learning means the world curriculum involves research, elements of presentation and provides valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to literacy outcomes where learners are asked to assess the reliability of information. Across all subject areas young people will apply key reading skills such as:

- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

Curriculum Overview

Our curriculum is designed with our children in mind. Some children will need to spend longer consolidating their phonics knowledge, the weeks are used as an adaptable guide.

Phase 2		
Week	Focus	Tricky words
1	s a t p	
2	i n m d	
3	g o c k	
4	ck e u r	the to and
5	h b f ff l ll s ss	
6	Revision / Assessment	I go no

Phase 3		
Week	Focus	Tricky words
1	j v w x	
2	y z qu	he she
3	sh ch th ng	we me be
4	ai ee igh oa	was my
5	oo ar or	no go
6	ur ow oi	you
7	ear air er	they
8	Writing sentences, two syllable words	

Phase 4		
Week	Focus	Tricky words
1	CVCC (consonant - vowel - consonant - consonant)	said so
2	CCVC	have like some come
3	Two syllable words	were there little one
4	Adjacent consonants	do when out what here says love
5	Revision	
6	Revision / Assessment	

Phase 5- New graphemes		
Week	Focus	Tricky words
1	ay ou ie ea	
2	oy ir ue aw	Mr Mrs Ms
3	wh ew oe	their people oh there
4	au ey i_e o_e	could should would
5	a_e u_e e_e ph	
6	Revision / Assessment	

Phase 5- Reading focus		
Week	Focus	Tricky words
7	Alternative phonemes for <a>	the and to said eye
8	Alternative phonemes for <c> and <ch>	he of know was you
9	Alternative phonemes for <ea> and <ear>	they on she is for
10	Alternative phonemes for <ey> and <g>	at his but that with
11	Alternative phonemes for <i> and <ie>	all we can are great
12	Alternative phonemes for <o> and <oo>	had my her what says
13	Alternative phonemes for <ou> and <ow>	out this have went be
14	Alternative phonemes for <s> and <th>	like some so not then
15	Alternative phonemes for <u> and <u_e>	were go little as no
16	Alternative phonemes for <ue> and <y>	mum one them do me
17	Revision / Assessment	

Phase 5- spelling focus		
Week	Focus	Tricky words
18	Alternative graphemes for /ai/	down dad big when it's
19	Alternative graphemes for /ea/ and three syllable words	see word very look don't
20	Alternative graphemes for /igh/ and compound words	come will into back from
21	Alternative graphemes for /oa/	children him which get just
22	Alternative graphemes for long /oo/, /ue/ and /oy/	now came oh about got
23	Alternative graphemes for short /oo/ and /ow/	any friend laugh today want
24	Alternative graphemes for /or/ and /o/	their people your put could
25	Alternative graphemes for /er/ and /ear/	house old too by day
26	Alternative graphemes for /air/, /ar/ and /a/	
27	Vowel GPCs Revision / Assessment	
28	Alternative graphemes for /ch/, /f/, /j/ and /k/	made time I'm if help

29	Alternative graphemes for /m/, /n/ and /ng/	mouse called here off asked
30	Alternative graphemes for /r/, /sh/ and /s/	who where how saw make
31	Alternative graphemes for /w/ and /v/	again many two different work
32	Revision / Assessment	

Phase 5- Word endings		
Week	Focus	Tricky words
33	<s>, <es> and <ies> endings and <un> prefix	thought through though because shoe
34	<er>, <est>, <ed> and <ing> endings	water please whole hour busy
35	Revision / Assessment	