Phonics at St Michael’s- Foundation Stage 2

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|  | Autumn Term | Spring Term | Summer Term |
| Intended Phonics to cover | Set 1 sounds  Oral blending confidence  31 | Consolidate Set 1 then next 6 in set 2.  37 | Consolidate first 6 and then move onto last 6 in set 2.  43 |
| Phonic diet | Daily direct teaching session  Phonic home learning tasks set weekly  Snack time phonic clips. | Daily direct teaching session  Phonic interventions with small groups  Phonic home learning tasks set weekly  1:1 phonics for those struggling.  Snack time phonic clips. | Daily direct teaching session  Phonic interventions with small groups  Phonic home learning tasks set weekly  1:1 phonics for those struggling.  Snack time phonic clips. |
| How will we know? | Assessments within the classroom, towards the end of Autumn 2 RWI formal assessments (teacher direction if those needing earlier) | RWI assessments.  Teacher assessments within classroom activities. | RWI assessments.  Teacher assessments within classroom activities. |
| Phonics into writing | Writing activities in the classroom.  Home learning activities for phonics into writing. | Writing activities in the classroom.  Home learning activities for phonics into writing.  Writing in RWI lessons. | Writing activities in the classroom.  Home learning activities for phonics into writing.  Writing in RWI lessons. |
| In classroom you will see: | Simple speed sound chart  RWI chart and small RWI cards  Fred visible for children  Smaller speed sound mats in small world areas and on tables.  Smaller speed sound mats outside.  Large RWI freeze in each classroom. | Simple speed sound chart  RWI chart and small RWI cards  Fred visible for children  Smaller speed sound mats in small world areas and on tables.  Smaller speed sound mats outside.  Large RWI freeze in each classroom. | Simple and complex speed sound chart  RWI chart and small RWI cards  Smaller speed sound mats in small world areas and on tables.  Smaller speed sound mats outside.  Large RWI freeze in each classroom. |
| Pace/Fluency opportunities | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. |
| Reading Books | Ditty, Red, (Book Bag Books) | Green, Purple, (Book Bag Books) | Pink, Orange, (Book Bag Books) |
| Key Texts | Titch stories by Pat Hutchins  Farmer Duck  Goldilocks  Red Riding Hood  The Three Little Pigs  Gingerbread Man  Beegu  Whatever Next?  The Way Back Home.  The Jolly Christmas Postman  The Nativity Story | Owl Babies  Can’t You Sleep, Little Bear?    Last week – Mr Wolf’s Pancakes (pancake day is 16th Feb during half-term hol)  Jasper’s Beanstalk  Hungry Caterpillar  Oliver’s Vegetables  Yucky Worms | SuperTato books  Fireman Sam  Super Daisy  Nat Fantastic  SuperWorm  Handa’s Surprise  Anna Hibiscus books  One Day on our Blue Planet: In the Savannah  Lila and the Secret of Rain |
| Rhymes/verse/ story by heart. | <https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes>  Humpty Dumpty  Itsy Bitsy Spider  Baa, Baa, Black Sheep  Twinkle, Twinkle Little Star  Mary had a little lamb | | |

Phonics at St Michael’s- Year 1

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| Reading Curriculum  Pupils should be taught to:   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading. * develop pleasure in reading, motivation to read, vocabulary and understanding by:   + listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   + being encouraged to link what they read or hear read to their own experiences   + becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics   + recognising and joining in with predictable phrases   + learning to appreciate rhymes and poems, and to recite some by heart   + discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by:   + drawing on what they already know or on background information and vocabulary provided by the teacher   + checking that the text makes sense to them as they read and correcting inaccurate reading   + discussing the significance of the title and events   + making inferences on the basis of what is being said and done   + predicting what might happen on the basis of what has been read so far * 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. | | | |
|  | Autumn Term | Spring Term | Summer Term |
| Intended Phonics to cover | Consolidate set 1 and 2  Then move onto set 3 (17)  60 | Alternative sounds not covered in RWI | Alternative sounds not covered in RWI  Towards the end of Summer term, to move children onto the year 2 RWI spelling scheme. |
| Phonic diet | Daily direct teaching session  Phonic interventions with small groups  Phonic home learning tasks set weekly  1:1 phonics for those struggling. | Daily direct teaching session  Phonic interventions with small groups  1:1 phonics for those struggling. | Daily direct teaching session  Phonic interventions with small groups  1:1 phonics for those struggling. |
| How will we know? | RWI assessments.  Teacher assessments within classroom activities. | RWI assessments.  Teacher assessments within classroom activities. | RWI assessments.  Teacher assessments within classroom activities. |
| Phonics into writing | Writing activities in the classroom.  Home learning activities for phonics into writing.  Writing in RWI lessons. | Writing activities in the classroom.  Home learning activities for phonics into writing.  Writing in RWI lessons. | Writing activities in the classroom.  Home learning activities for phonics into writing.  Writing in RWI lessons. |
| Pace/Fluency opportunities | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. | Re-reading stories  Exposure to stories during Core Story time.  Stories through online clips. |
| In classroom you will see: | Simple and complex speed sound chart  RWI chart and small RWI cards  Smaller speed sound mats on the table for all lessons.  Smaller speed sound mats outside.  Speed sound mats to include handwriting and common exception words.  Large RWI freeze in cloakroom. | Simple and complex speed sound chart  RWI chart and small RWI cards  Smaller speed sound mats on the table for all lessons.  Smaller speed sound mats outside.  Speed sound mats to include handwriting and common exception words.  Large RWI freeze in cloakroom. | Simple and complex speed sound chart  RWI chart and small RWI cards  Smaller speed sound mats on the table for all lessons.  Smaller speed sound mats outside.  Speed sound mats to include handwriting and common exception words.  Large RWI freeze in cloakroom. |
| Reading Books | Yellow, Blue (Book Bag Books) | Blue, Grey | Move onto banded books. |
| Key Texts | Traditional Tales  Goldilocks  Red Riding Hood  The Three Little Pigs  Gingerbread Man  Cinderella  Whatever next  Space Man Bob  Beegu  Look Up! | Percy the Park Keeper  Owl Babies  Shh we have a plan  Enormous Turnip  Pattan’s Pumpkin  The Little Gardener  The world came to my place today  Jack and the bean stalk | SuperTato books  Superkid  SuperWorm  Non – fiction –emergency services.   Handa’s Surprise  Anna Hibiscus books  One Day on our Blue Planet: In the Savannah  Lila and the Secret of Rain  The magic Bojabi Tree |
| Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Goldilocks  Three Little Pigs | | |
| Learning to appreciate rhymes and poems, and to recite some by heart | <https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes>  Old MacDonald  I can sing a rainbow  Hey Diddle Diddle  Mary Mary Quite Contrary | | |

Phonics at St Michael’s- Year 2

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| Pupils should be taught to:   * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * re-read these books to build up their fluency and confidence in word reading.   Pupils should be taught to:   * develop pleasure in reading, motivation to read, vocabulary and understanding by:   + 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   + 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   + being introduced to non-fiction books that are structured in different ways   + recognising simple recurring literary language in stories and poetry   + discussing and clarifying the meanings of words, linking new meanings to known vocabulary   + discussing their favourite words and phrases   + continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by:   + drawing on what they already know or on background information and vocabulary provided by the teacher   + checking that the text makes sense to them as they read and correcting inaccurate reading   + making inferences on the basis of what is being said and done   + answering and asking questions   + predicting what might happen on the basis of what has been read so far * 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 * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | | | |
|  | Autumn Term | Spring Term | Summer Term |
| Intended Phonics to cover | Reviewed alternative sounds- revision of using the phonics mats to support with spelling.  RWI Spelling scheme followed. | RWI Spelling scheme followed with phonic revision. | RWI Spelling scheme followed with phonic revision. |
| Phonic diet | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. |
| How will we know? | RWI assessments.  Teacher assessments within classroom activities. | RWI assessments.  Teacher assessments within classroom activities. | RWI assessments.  Teacher assessments within classroom activities. |
| Phonics into writing | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. |
| In classroom you will see: | Complex speed sound chart  Smaller speed sound mats on the table for all lessons.  Speed sound mats to include handwriting and common exception words. | Complex speed sound chart  Smaller speed sound mats on the table for all lessons.  Speed sound mats to include handwriting and common exception words. | Complex speed sound chart  Smaller speed sound mats on the table for all lessons.  Speed sound mats to include handwriting and common exception words. |
| Pace/Fluency opportunities | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. |
| Reading Books | Banded Books | Banded Books | Banded Books |
| Key Texts | Rapunzel  George and the Dragon  Monarch  Traction Man | The Dark  The Tunnel | Pirates Next Door  Snail and the Whale  Coasts  Grace Darling  The secrets of Black Rock |
| Key Authors |  |  |  |
| becoming increasingly familiar with and retelling a wider range of stories, **fairy stories** and **traditional tales** | Rapunzel  Red Riding Hood | | |
| continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | The Owl and the Pussy cat  Snowball by Shel Silverstein  Rabbits by Shannon W  Going on a Bear Hunt | | |

Phonics at St Michael’s.

KS2

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|  | Autumn Term | | Spring Term | | Summer Term | |
| Intended Phonics to cover | RWI Spelling scheme followed with phonic revision. | | RWI Spelling scheme followed with phonic revision. | | RWI Spelling scheme followed with phonic revision. | |
| Phonic diet | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. | | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. | | Phonic interventions with small groups following RWI assessments.  Reviews during English lessons of the phonic cues.  1:1 phonics for those struggling. | |
| How will we know? | RWI assessments. | | RWI assessments. | | RWI assessments. | |
| Phonics into writing | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. | | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. | | Writing activities in the classroom.  Writing in RWI lessons.  Use of phonic mat in writing and on display in every class. | |
| In classroom you will see: | Complex speed sound mat (only Year 3, 4, 5)  Smaller speed sound mats on the table for all lessons. (all KS2 classes)  Speed sound mats to include handwriting and common exception words (all KS2 classes). | | Complex speed sound mat (only Year 3, 4, 5)  Smaller speed sound mats on the table for all lessons. (all KS2 classes)  Speed sound mats to include handwriting and common exception words (all KS2 classes). | | Complex speed sound mat (only Year 3, 4, 5)  Smaller speed sound mats on the table for all lessons. (all KS2 classes)  Speed sound mats to include handwriting and common exception words (all KS2 classes). | |
| Pace/Fluency opportunities | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. | | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. | | Re-reading stories  Exposure to stories during Core Story time.  YARC assessments for fluency interventions.  Cracking comprehension and fluency sessions every week. | |
|  | Year 3 | Year 4 | | Year 5 | | Year 6 |
| Key Authors | Anthony Browne |  | |  | |  |
| Key Texts | The Wolf’s Footprints  Gorilla  Oliver and the Seawigs  The Iron Man | Aesop’s Fables  Greek Myths | | Jamie Drake Equation  There’s a boy in the girl’s bathroom  Secrets of a Sun King | | Son of the Circus  Room 13  Letters from the lighthouse |
| Curriculum Requirements | increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | | | learning a wider range of poetry by heart | | |
|  | Hansel and Gretel  Anansi | Princess and the Pea  Theseus and the Minotaur | | Comet by Kate Wakeling | | In Flanders Field by John McCrae |

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|  | FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Protected Characteristic Text | Love Makes a Family | I’m a girl! | Pink is for Boys | Heather has two mommies  My shadow is Pink | Julian’s Mermaid | Jacob’s New Dress | Who are you? The kid’s guide to gender identity |
| Autumn Term Text 2021-2022 | All Are welcome- Alexandro Penfold | | | | | | |
| Spring term Text 2021-2022 |  | | | | | | |
| Summer Term Text 2021-2022 |  | | | | | | |