

Barlows Primary School Phonics Curriculum Content EYFS, Key Stage 1 and 2

Barlows Primary School



"To Give of our Best"

2017-2018

Barlows Primary School

Curriculum Content -Nursery

PHONICS CURRICULUM

At Barlows Primary School we use the Letters and Sounds document to the end of Phase 4 followed by the School Improvement Liverpool Phonics Plans as a basis for our Phonics Curriculum.

The content for Nursery is detailed below:

Programmes of Study- Nursery

<ul style="list-style-type: none"> • Phase 1 Aspects 1 to 7 with the 3 strands of progression • Phase 2 (if applicable)

Phase	Aspect	Activity
1	1	Environmental sounds <i>Main purpose:</i> To develop the children's listening skills and awareness of sounds in the environment (Tuning into sounds - TIS). Further development of vocabulary and children's identification and recollection of the difference between sounds (Listening and remembering sounds - LRS). To make up simple sentences and talk in greater detail about sounds (Talking about sounds - TAS).
1	2	Instrumental sounds <i>Main purpose:</i> To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds - TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds - LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds - TAS).
1	3	Body percussion <i>Main purpose:</i> To develop awareness of sounds and rhythms (Tuning into sounds - TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds - LRS). To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds - TAS).
1	4	Rhythm and rhyme <i>Main purpose:</i> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds - TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds - LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds - TAS).
1	5	Alliteration <i>Main purpose:</i>

		To develop understanding of alliteration (Tuning into sounds - TIS). To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds - LRS). To explore how different sounds are articulated and to extend understanding of alliteration (Talking about sounds - TAS).
1	6	Voice sounds <i>Main purpose:</i> To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds - TIS). To explore speech sounds (Listening and remembering sounds - LRS). To talk about the different sounds that we can make with our voices (Talking about sounds - TAS).
1	7	Oral blending and segmenting <i>Main purpose:</i> To develop oral blending and segmenting of sounds in words (Tuning into sounds - TIS). To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering sounds - LRS). To talk about the different phonemes that make up words (Talking about sounds - TAS).

Phase	Week	Activity
2	1	Learn that we read words in English from left to right Learn and practise letters/sounds s a t p (set 1) and start to practise oral blending and segmenting Blend and read the high frequency words a, at, as making sure they understand that words are read from left to right. Identify the name of each new letter learned.
2	2	Learn that we read words in English from left to right Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far Identify the name of each new letter learned. Practise oral blending and segmenting Blend and read the high frequency words is, it, in, an, I Teach blending with letters (for reading) Practise blending for reading
2	3	Learn and practise letters/sounds g o c k and practise letters/sounds learned so far Practise oral blending and segmenting Read the high frequency words and, on, not, into, can, no, go Teach blending with letters (for reading) Practise blending for reading Teach segmentation for spelling Demonstrate reading captions using words with week 1 and 2 letters and and Identify the name of each new letter learned. Children read in the correct direction across a word.
2	4	Learn and practise letters/sounds ck e u r and practise letters/sounds learned so far Teach ck , explain its never at the start of words and practise reading words ending in ck . Identify the name of each new letter learned. Practise oral blending and segmenting

		<p>Read the high frequency words to, get, got, the, put</p> <p>Teach children about vowels.</p> <p>Children read in the correct direction across a word.</p> <p>Support children in reading, and demonstrate spelling, captions using week 1 to 3 letters and high frequency words and, the, to</p>
2	5	<p>Learn and practise letters/sounds h b f ff and practise letters/sounds learned so far</p> <p>Children read in the correct direction across a word.</p> <p>Teach that ff is usually at the end of a word and practise reading words ending in ff</p> <p>Identify the name of each new letter learned.</p> <p>Practise oral blending and segmenting</p> <p>Read the high frequency words if, off, big, had, his, him, but, back</p> <p>Blend for reading</p> <p>Segment for spelling</p> <p>Support children in reading and spelling, captions using week 1 to 4 letters and high frequency words no, go, to and, the</p>
2	6	<p>Learn and practise letters/sounds l ll and ss and practise letters/sounds learned so far</p> <p>Identify the name of each new letter learned.</p> <p>Teach that ll and ss is usually at the end of a word and practise reading words ending in ff</p> <p>Segment for spelling</p> <p>Blend and read the high frequency words of, dad, mum, up</p> <p>Blend for reading</p> <p>Support children in reading and spelling captions using week 1 to 5 letters and high frequency words no, go, to and, the, to</p> <p>Children read in the correct direction across a word.</p>

Barlows Primary School

Curriculum Content -Reception

PHONICS CURRICULUM

At Barlows Primary School we use the Letters and Sounds document to the end of Phase 4 followed by the School Improvement Liverpool Phonics Plans as a basis for our Phonics Curriculum.

The content for Reception is detailed below:

Programmes of Study- Reception

<ul style="list-style-type: none"> • Phase 1 (if applicable) • Phase 2 • Phase 3 • Phase 4 (if applicable)
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For Phases 1 and 2 see Nursery programme of study

Phase	Week	Activity
3	1	Learn and practise letters/sounds j v w x Practise all letters/sounds learned so far. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Practise reading the tricky high frequency words he, we, me, be
3	2	Learn and practise letters/sounds y z Practise all letters/sounds learned so far. Learn the alphabet song Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I. Teach reading the tricky words will, was
3	3	Learn and practise letters/sounds zz qu Practise all previously learned GPCs. Point to the letters in the alphabet while singing alphabet song Practise blending for reading

Phase	Week	Activity
		<p>Practise segmentation for spelling</p> <p>Practise reading high frequency words learned so far.</p> <p>Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I.</p> <p>Teach reading the high frequency words are, you</p> <p>Practise reading and writing captions and sentences</p> <p>Teach children how to find a capital letter.</p>
3	4	<p>Learn and practise letters/sounds sh th (voiced and unvoiced) ch</p> <p>Practise all previously learned GPCs.</p> <p>Point to the letters in the alphabet while singing alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading high frequency words learned so far.</p> <p>Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I.</p> <p>Teach reading the high frequency words this, that, then, them, with, they</p> <p>Practise reading and writing captions and sentences</p> <p>Find corresponding capital letter to any letter learned so far.</p>
3	5	<p>Learn and practise letters/sounds ng ai ee oa</p> <p>Practise all previously learned GPCs.</p> <p>Point to the letters in the alphabet while singing alphabet song</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words see, my</p> <p>Practise reading and writing captions and sentences</p>
3	6	<p>Learn and practise letters/sounds long oo short oo ar or</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words look, for, too</p> <p>Practise reading and writing captions and sentences</p>
3	7	<p>Learn and practise letters/sounds igh ur ow oi</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading</p> <p>Practise segmentation for spelling</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words now, down, she</p> <p>Practise reading and writing captions and sentences</p>
3	8	<p>Learn and practise letters/sounds ear er air ure</p>

Phase	Week	Activity
		Practise all previously learned GPCs. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach reading the high frequency words <i>her</i> Practise reading and writing captions and sentences
3	9	Practise all previously learned GPCs. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach reading the high frequency words <i>all</i> Teach how to read two-syllable words Practise reading and writing captions and sentences
3	10	Practise all previously learned GPCs. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach how to read two-syllable words Practise reading and writing captions and sentences

Barlows Primary School

Curriculum Content -Year 1

PHONICS CURRICULUM

At Barlows Primary School we use the Letters and Sounds document to the end of Phase 4 followed by the School Improvement Liverpool Phonics Plans as a basis for our Phonics Curriculum.

The content for Year 1 is detailed below:

Programmes of Study- YEAR 1

<ul style="list-style-type: none"> • Phase 4 Letters and Sounds • Year 1 Phonics (Following new programme) • Year 2 Phonics (if applicable) Following new programme

Phase	Week	Activity
4	1	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise reading CVCC words Teach and practise spelling CVCC words Teach reading the tricky words <i>said, so</i> and decodable words <i>went, from</i> Teach spelling the tricky words <i>he, she, me, we, be</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
4	2	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise reading CCVC words Teach and practise spelling CCVC words Teach reading the tricky words <i>have, like</i> and decodable words <i>it's, just</i> Teach spelling the tricky words <i>was, you</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
4	3	Practise recognition and recall of Phase 2 and 3 graphemes Teach and practise reading CCVC words Teach and practise spelling CCVC words Teach reading the tricky words <i>some, come, there</i> and decodable word <i>help</i> Teach spelling the tricky words <i>they, are</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences

Phase	Week	Activity
4	4	Practise recognition and recall of Phase 2 and 3 graphemes Practise reading words containing two adjacent consonants (CCVCC words) Practise spelling words containing two adjacent consonants Teach reading the tricky words <i>when, what</i> and decodable word <i>children</i> Teach spelling the tricky words <i>my, her</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences
4	5	Practise recognition and recall of Phase 2 and 3 graphemes Practise reading words containing two adjacent consonants Practise spelling words containing two adjacent consonants Teach reading the tricky words <i>were, little, one</i> Teach spelling the tricky word <i>all</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences Reading and spelling two-syllable words
4	6	Practise recognition and recall of Phase consonants Practise spelling words containing two or three adjacent consonants Practise spelling words containing two adjacent consonants Teach reading the tricky words <i>do, out</i> Practise reading and spelling high frequency words Practise reading sentences Practise writing sentences Reading and spelling two-syllable words

Year 1 Phonics					
Week	Graphemes to be taught - Taken from the School Improvement Liverpool KS1 Phonics Plans				
1	ay	ou	ie		
2	ea	oy	ir		
3	ue	wh	ph		
4	Consolidation week to embed graphemes taught in Weeks 1,2 and 3				
5	aw	ew	oe		
6	au	a-e	e-e		
7	i-e	o-e	u-e		
8	Consolidation week to embed graphemes taught in Weeks 5,6 and 7				
9	Teach alternative pronunciations for graphemes	Revisit Phase 3 ow (cow)	Teach ow as (oa) snow		Revisit Phase 3 er (stressed)

Year 1 Phonics

Graphemes to be taught - Taken from the School Improvement Liverpool KS1 Phonics Plans

Week	Graphemes to be taught - Taken from the School Improvement Liverpool KS1 Phonics Plans					
					(unstressed) hammer	term
10	Teach alternative pronunciations for graphemes	Revisit Phase 3 ee (feet)	Teach ie as (ee) field		Revisit Phase 5 (ea) beat	Teach ea as (e) head
11	Teach alternative pronunciations for graphemes	Revisit Phase 3 y (yes)	Teach y as (ee) happy	Revisit Phase 3 ee (feet)	Revisit Phase 5 ea (beat)	Revisit Phase 5 e-e (these)
12	Consolidation week to embed alternative pronunciations and graphemes for weeks 9,10 and 11					
13	Teach alternative pronunciations for graphemes	Revisit Phase 3 ear (ear)	Teach ear as (ur) (pear)		Revisit Phase 3 air (hair)	Teach are as (air) (care)
14	Teach alternative pronunciations for graphemes	Revisit Phase 3 or (torn)	Teach ore (more)		Revisit Phase 5 aw (saw)	Revisit Phase 5 au (launch)
15	Consolidation week to embed alternative pronunciations and graphemes for weeks 13 and 14					
16	Teach 'v' sound at end of words have, live, give					
17	Teach -tch (catch, fetch, kitchen)					
18	Teach -ng sound spelt n before the k (bank, think, honk, sunk)					
19	Consolidation week to embed spelling rules from weeks 16, 17 and 18					
20	Teach Compound Words (football, playground, farmyard, bedroom, blackberry)					
21	Teach adding suffix -ed (simple form of past tense) to verbs where no change is needed to the root word (jumped, hunted, walked, buzzed)					
22	Teach adding suffix -ing to verbs where no change is needed to the root word (jumping, walking, buzzing, hunting)					
23	Consolidation week to embed spelling rules from weeks 20,21 and 22					
24	Teach adding suffix -er to verbs where no change is needed to the root word (jumper, hunter, walker, buzzed)					
25	Teach adding suffixes -est and -er to adjectives where no change is needed to the root word (long, longer, longest, quick, quicker, quickest)					
26	Teach adding -s and -es to words (plural of nouns and third singular of verbs) cats, dogs, spends, catches					
27	Consolidation week to embed spelling rules from weeks 24, 25 and 26					
28	Teach adding prefix -un to the beginning of a word without any change to the spelling of the root word (unhappy, undo, unload, unfair, unlock)					
29	Teach using k for the k sound (sketch, kit, skin, frisky)					

Year 1 Phonics

Week	Graphemes to be taught - Taken from the School Improvement Liverpool KS1 Phonics Plans
30	Consolidation week to embed spelling rules from weeks 28 and 29

Teach new common exception words - Year 1				
today	where	love	ask	push
pull	full			

Tricky and Decodable Words - Phase 2				
Decodable words				Tricky Words
a	of	and	up	the
an	off	get	mum	to
as	on	big	but	I
at	can	him	put (north)	no
if	dad	his		go
in	had	not		into
is	back	got		

Tricky and Decodable Words - Phase 3				
Decodable words			Tricky Words	
will	see		he	you
that	for		she	they
this	now		we	all
then	down		me	are
them	look		be	my
with	too		was	her

Tricky and Decodable Words - Phase 4				
Decodable words			Tricky Words	
went	help	said	some	one
it's		have	come	when
from		like	were	out
children		so	there	what
just		do	little	

Tricky and Decodable Words - Phase 5

Decodable words			Tricky Words	
don't	about	here	oh	called
old	your	saw	their	asked
I'm	day	very	people	could
by	made	put (south)	Mr	
time	came		Mrs	
house	make		looked	

Next 200 common words in order of frequency

water	think	wanted	I'll	red
away	home	eat	round	door
good	who	everyone	tree	right
want	didn't	our	magic	Sea
over	ran	two	shouted	these
how	know	has	us	began
did	bear	yes	other	boy
man	can't	play	food	animals
going	again	take	fox	never
where	cat	thought	through	next
would	long	dog	way	first
or	things	well	been	work
took	new	find	stop	lots
school	after	more	must	need

that's	found	three	only	why
baby	live	head	many	cried
fish	say	king	laughed	keep
gave	soon	town	let's	room
mouse	night	I've	much	last
something	narrator	around	suddenly	jumped
bed	small	every	told	because
may	car	garden	another	even
still	couldn't	fast	great	am
before	boat	green	hat	friends
gran	window	different	snow	box
clothes	sleep	let	hair	dark

tell	feet	girl	trees	granddad
key	morning	which	bad	there's
fun	queen	inside	tea	looking
place	each	run	top	end
mother	book	any	eyes	than
sat	it's	under	fell	best
better	wish	cold	he's	pulled
hot	eggs	park	river	we're
sun	once	lived	liked	fly
across	please	birds	giants	grow
gone	thing	duck	looks	
hard	stopped	horse	use	
floppy	ever	rabbit	along	
really	miss	white	plants	
wind	most	coming	dragon	

Barlows Primary School

Curriculum Content -Year 2

ENGLISH CURRICULUM

At Barlows Primary School we use the Letters and Sounds document to the end of Phase 4 followed by the School Improvement Liverpool Phonics Plans as a basis for our Phonics Curriculum.

The content for Year 2 is detailed below:

Programmes of Study- YEAR 2

<ul style="list-style-type: none"> Year 1 Phonics (if applicable) following new programme Year 2 Phonics (following new programme)
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Week	Teach alternative pronunciations for graphemes	Revisit Phase 2 c (cat)	Teach c as (s) (race)		Revisit Phase 2 g (gate)	Teach g as (j) Giant
1	Teach alternative pronunciations for graphemes	Revisit Phase 2 c (cat)	Teach c as (s) (race)		Revisit Phase 2 g (gate)	Teach g as (j) Giant
2	Teach alternative pronunciations for graphemes	Teach -dge and -ge as (j) At the end of a word (j) sound is spelt -dge after short vowel sounds			After all other sounds, whether vowels or consonants the (j) sound is spelt as -ge at the end of the word	
3	Teach alternative pronunciations for graphemes	Revisit Phase 2 a (hat)	Teach a as (o) want		Revisit Phase 2 o (orange)	Teach o as (u) (mother)
4	Consolidation week to embed alternative pronunciations of graphemes for weeks 1, 2 and 3					
5	Teach alternative pronunciations for graphemes	Revisit Phase 2 y (yes)	Teach y as (igh) (cry)	Revisit y as (ee) (happy)		
6	Teach alternative graphemes	Revisit Phase 3 or (port)		Teach al as (or) (walk, talk)		Teach all as (or) (ball, call)
7	Teach alternative graphemes	Revisit Phase 3 ee (feet)	Teach ey as (ee) (monkey)		Teach zh spelt as (s) (television, treasure, usual)	
8	Consolidation week to embed alternative pronunciations of graphemes and new phoneme for weeks 5, 6 and 7					
9	Teach alternative graphemes	Revisit Phase 2 n (nut)	Teach kn as (n) (knight)	Teach gn as (n) (gnat)		
10	Teach alternative graphemes	Revisit Phase 2 r (robin)	Teach wr as (r) (wrote)			
11	Teach alternative	Revisit Phase 3 or (torn)	Teach or as (er)		Revisit Phase 3 or (rorn)	Teach ar as (or) (war).

Week						
	pronunciations for graphemes		(stressed)(word)			Warm)
12	Consolidation week to embed alternative pronunciations of graphemes and new graphemes for weeks 9, 10 and 11					
13	Teach -tion(shun) Words ending in -tion					
14	Teach suffix -ment					
15	Teach adding suffixes -ed and -ing in a root word ending in -y with a consonant before it					
16	Consolidation week to embed spelling rules for weeks 13, 14 and 15					
17	Teach adding suffixes -er and -est ending in -y with a consonant before it					
18	Teach adding suffixes -ed and -ing to a root word ending in -e with a consonant before it					
19	Teach adding suffixes -er, -est, -y to a root word ending in -e with a consonant before it					
20	Teach adding suffixes -ed and -ing to words of one syllable ending in a single consonant letter after a single vowel letter					
21	Consolidation week to embed spelling rules from weeks 17, 18, 19 and 20					
22	Teach adding suffixes -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter					
23	Teach adding suffixes -es to noun and verbs ending in -y					
24	Consolidation week to embed spelling rules from weeks 22 and 23					
25	Teach contractions					
26	Teach contractions -it's					
27	Teach the possessive apostrophe (singular nouns)					
28	Consolidation week to embed spelling rules from weeks 25, 26 and 27					
29	Teach adding suffixes -ment and -ness to words					
30	Teach adding suffixes -ful, -less and -ly to words					
31	Teach the sound 'l' spelt -le at the ends of words					
32	Consolidation week to embed spelling rules from weeks 29,30 and 31					
33	Teach the sound 'l' spelt -el at the end of words					
34	Teach the sound 'l' spelt -al or -il at the end of words					
35	Teach homophones or near-homophones					
36	Teach homophones or near-homophones					
37	Consolidation week to embed spelling rules from weeks 33, 34, 35 and 36					

- Refer to Year 1 programme of study for Common Exception Words, Tricky and Decodable Words and Next 200 Common Words.

