

LTP Phonics Overview

North Molton Primary School

Year Group	Autumn	Spring	Summer
Nursery	<p>Teaching order: Listening behaviours</p> <p>Sentence frames Eyes watching, ears listening, brains thinking, bodies still</p> <p>Phase 1 - General sound discrimination: <ul style="list-style-type: none"> - Environmental sounds - Instrumental sounds - Body percussion </p>	<p>Teaching order: Phase 1 - Rhythm and Rhyme Alliteration</p>	<p>Teaching order: Phase 1 - Voice sounds Segmenting and blending Big focus on 2 part / 3 part oral blending (Throughout term)</p> <p>Recognising their name/ familiar/important letters e.g. m for mummy</p> <p>Pre-learning phase 2 phonemes: Initial sounds Sets 1-3 Using sound-word-action-speech resources on the drive</p>
Rec	<p>Big idea: Children will learn that letters have names and sounds. They will learn to blend these sounds together to read CVC words.</p> <p>GPC's: Set 1 – s a t m Set 2 – o n c d Set 3 – h g r b Set 4 – i p f u Set 5 – e l w j Set 6 – k v y x Set 7 – z zz ll ff ss</p> <p>Reading Strategies: Get your mouth ready Sound it out Slide through the word Tricky words:</p> <p>Tricky words: Set 1-3</p> <p>Assessment: Phonics/blending/segmenting baseline – Week 2 Repeat – Week 7 to assess slow graspers Repeat - Week 14 to assess impact of changes to provision/changes for Spring.</p>	<p>Big idea: Children will learn that two letters together can make one sound (digraph). They will learn that digraphs can appear at the beginning, the middle and at the end of words. They will also learn to identify vowels in the alphabet and learn that vowels can make a long and short sound.</p> <p>GPC's: Set 8 - ch sh th Set 9 - qu ck ng Set 10 - ai ee igh oa oo Set 11 - ar or er ur ow oi</p> <p>Reading Strategies: <i>Get your mouth ready</i> <i>Sound it out</i> <i>Slide through the word</i> Think what makes sense Go back and re-read</p> <p>Tricky words: Set 4-5</p> <p>Assessment: Reassess phonics retention/blending and segmenting half term and term end.</p>	<p>Big idea: Children will consolidate their blending skills with digraphs and learn some common trigraphs. They will learn the difference between vowels and consonants and learn to blend consonants. They will learn to use the word building strategy to read longer words using taught GPC's</p> <p>GPC's: Set 12 – air ear ure Set 13 - Consonant blends: sp st sc sl sn sm sk spr scr str shr bl cl fl gl pl sl br cr dr fr gr pr tr wr Set 14 - End consonant blends: nt nd nk mp lt lp lk st sk</p> <p>Reading Strategies: Word building</p> <p>Tricky words: Set 6</p> <p>Assessment: End of Term assessments, book band tracker and transition documents. ELG's + GLD. See MTP</p>

<p>Yr 1</p>	<p>Big idea: Children will revisit digraphs and consonant blends whilst further developing the word building strategy. Children will learn different digraphs to represent known sounds, developing the key understanding that the same sound can be made in different ways. They will observe patterns based on the position of different GPC's within words.</p> <p>GPC's: Revisit key phase set 8-14 gaps based on Rec end assessment</p> <p>Set 15 Link knowledge of long vowel sounds (Rec) to split vowel digraphs a – ai – a_e e- ee – e_e i – igh – i_e o – oa – o_e u – u_e</p> <p>Set 16 To extend this vowel schema by adding more alternative GPC's for known sounds: ay ea ie ow</p> <p>Reading Strategies: Get your mouth ready Sound it out Slide through the word Think what makes sense Go back and re-read Word building</p> <p>Tricky words: Set 7-8</p> <p>Assessment: Half term and term end - Assessment of phonics taught and add to tracking document handed up from reception - phonics / seg / blending Update book band tracker</p>	<p>Big idea: Children will continue to learn different digraphs to represent known sounds, further developing the key understanding that the same sound can be made with different graphemes. E.g oi – oy er-ur-ir.</p> <p>They will also learn and understand that some known graphemes can make different sounds (phonemes). E.g "ow" as in <u>cow</u> or "ow" as in <u>snow</u>.</p> <p>GPC's: Set 17 - y – as in ee / igh sound as a word ending Set 18 - ow (known) – ou (new) oi (known) – oy (new) er/ur (known) – ir (new) or (known) - au / aw (new) f – ph w – wh Set 19 - oo – food / look (hook back) ow – cow ow – snow ea – (ee long sound) <u>seal</u> - (e short sound) <u>bread</u> Set 20 - Build on complex u – oo – ue – split u_e (making oo) ue / u_e (making – you sound)</p> <p>Reading Strategies: Word building Try a different vowel sound (short / long) / alternative sound</p> <p>Tricky words: Set 9-11</p> <p>Assessment: April – Phonics screening check (only one) Assess against taught content ½ term</p>	<p>Big idea: In Summer term 1, Children will consolidate their learning of GPC's further developing the key understanding that the same sound can be made with different graphemes. E.g oi – oy er-ur-ir They will also consolidate their understanding that some known GPC's can make different sounds. E.g "ow" as in <u>cow</u> or "ow" as in <u>snow</u>.</p> <p>In Summer term 2, children will build on their extensive knowledge of root words and learn that suffixes can be added to root words. They will learn to spot patterns and exceptions.</p> <p>GPC's: Summer 1 Consolidate Spring Term GPC's</p> <p>Summer 2 – Set 21 Past Tense verbs: ed ending - irregular past tense verbs – change y to an i + ed double last letter and + ed</p> <p>Reading Strategies: Word building Try a different vowel sound (short / long) / alternative sound</p> <p>Tricky words: Set 12-13</p> <p>Assessment: Phonics Screening - June End of Term assessments, book band tracker and transition documents. See MTP</p>
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<p>Yr 2</p>	<p>Big idea: Children will build on their extensive knowledge of root words and learn more suffixes that can be added to the end root words. They will learn to spot patterns and exceptions.</p> <p>GPC's: Consolidate GPC's if needed + Past Tense verbs: ed ending - irregular past tense verbs – change y to an i + ed double last letter and + ed</p> <p>New suffixes: + ing + ful + ly</p> <p>Reading Strategies: <i>Word building</i> <i>Try a different vowel sound (short / long) / alternative sound</i> Skip the word Think what makes sense</p> <p>Tricky words: Set 14 – 15</p> <p>Assessment: At half term, assess gaps handed up from year 1. Has targeted provision addressed these gaps. Who needs more to keep pace with the expected standard? Spaced intervention – slow graspers Update book band tracker by term end and discuss provision for any children that haven't made book band progress with TL / Deputy Head – Pupil progress meeting Assess all children's reading of sets 1-15 tricky words. Target common gaps by repeating in sentence level part of Wave 1 during the spring term and individually in Wave 3 where needed as part of additional provision.</p>	<p>Big idea:</p> <p>GPC's:</p> <p>Reading Strategies:</p> <p>Tricky words:</p> <p>Assessment:</p>	<p>Big idea:</p> <p>GPC's:</p> <p>Reading Strategies:</p> <p>Tricky words:</p> <p>Assessment:</p>
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