



AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Join in with familiar songs and rhymes when led by an adult or peer. Begin to notice different sounds around them. Children start to notice that different objects can make different sounds. Explore the different sounds that instruments make. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Begin to name different sounds they have identified. Explore the sound their bodies make by stamping, patting, clapping and clicking. Join in with and copy actions in familiar songs. Begin to recognise some familiar rhythms and rhymes. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Identify the sounds of familiar instruments and name them. Join in with body percussion patterns. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Follow instructions to recreate a sound using an instrument. Coy and keep a simple beat. Show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Describe and compare sounds they hear. Follow instructions to make body percussion sounds. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Create their own body percussion patterns and sequences. Join in with longer sequences of body percussion when shown by an adult. 	<ul style="list-style-type: none"> To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration.

AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Level 1 Phonics</p> <ul style="list-style-type: none"> Develop understanding of alliteration. Distinguish between the differences in vocal sounds. Develop awareness of rhythm and rhyme in speech. 	<p>Level 1 Pho</p> <ul style="list-style-type: none"> Listen to sounds at the beginning of words and hear the differences between them. Explore speech sounds. Increase awareness of words that rhyme and develop knowledge about rhyme. 	<p>Level 1 Phonics</p> <ul style="list-style-type: none"> Explore how different sounds are articulated. Talk about the different sounds that we can make with our voices. Talk about words that rhyme and produce rhyming word. 	<p>Level 1 Phonics</p> <ul style="list-style-type: none"> Develop oral blending and segmenting of sounds in words. Listen to sounds within words and remember them in the order in which they occur. Talk about the different sounds that make up words. 	<p>Level 1-2 Phonics</p> <ul style="list-style-type: none"> Understand that phonemes and graphemes correspond. Identify initial sounds. Develop oral blending and segmenting of sounds in words. 	<p>Level 1-2 Phonics</p> <ul style="list-style-type: none"> They will have experience of blending the phonemes of longer words containing adjacent consonants, such as 'tent' or 'frog'. Begin to identify which is the initial, middle or final phoneme in a spoken CVC word. 	<ul style="list-style-type: none"> To continue a rhyming string. To hear and say the initial sound in words.



CURRICULUM DEVELOPMENT

PHONICS RECEPTION



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Twinkl Phonics Level 1 and 2 Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown any Level 2 grapheme. • find any Level 2 grapheme, from a display, when given the phoneme. • orally blend and segment CVC words. • blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock. • read the five tricky words - the, to, I, no, go. 	<p>Twinkl Phonics Level 2 and 3 Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown all or most Level 2 and Level 3 graphemes. • find all or most Level 2 graphemes, from a display, when given the phoneme. • blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes). • segment and make a phonetically plausible attempt at spelling CVC words (single). • read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are. • spell the tricky words - the, to, I, no, go. • write each letter correctly when following a model. 	<p>Twinkl Phonics Level 3 Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown all or most Level 2 and Level 3 graphemes. • find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme. • blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes). • segment and make a phonetically plausible attempt at spelling CVC words (single - syllable words consisting of Level 2 and Level 3 graphemes). • read and spell some two-syllable words using Level 2 and Level 3 graphemes. • read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are. • spell the tricky words - the, to, I, no, go. • write each letter correctly when following a model. 	<p>Twinkl Phonics Level 3 and 4 Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown any Level 2 and Level 3 grapheme. • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme. • 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 - said, so, have, like, come, some, were, there, little, one, do, when, out, what. • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here. • write each letter, usually correctly. 	<p>Twinkl Phonics Level 4 Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown any Level 2 and Level 3 grapheme. • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme. • be able to blend and read words containing adjacent consonants. • be able to segment and spell words containing adjacent consonants. • be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants. • be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what. • be able to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here.. • write each letter, usually correctly. 	<p>Twinkl Phonics Level 4 and 5a Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • give the phoneme when shown any grapheme that has been taught. • for any given phoneme, write the common graphemes. • apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words. • read and spell all taught common exception words. • form each letter usually correctly. . 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Twinkl Phonics Level 5a Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > 'ay' saying /ai/ 'oy' saying /oi/ 'ie' saying /igh/ 'ea' saying /ee/ 'a_e' saying /ai/ 'i_e' saying /igh/ 'o_e' saying /oa/ 'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/ Read and spell words containing the above GPCs. Read and spell all taught common exception words. Form each letter correctly. 	<p>Twinkl Phonics Level 5a and 5b Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > u' saying /ow/ Long Vowel Sounds 'ch' saying /c/ 'ch' saying /sh' saying /ur/ 'ue' saying /yoo/ and /oo/ 'ew' saying /yoo/ and /oo/ Read and spell words containing the above GPCs. Read and spell all taught common exception words. Form each letter correctly. 	<p>Twinkl Phonics Level 5b Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > 'y' saying /ee/aw' and 'au' saying /or/ 'ow' and 'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ Read and spell words containing the above GPCs. Read and spell all taught common exception words. Form each letter correctly. 	<p>Twinkl Phonics Level 5b and 5c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > ph' saying /f/ 'ea' saying /e/ ie' saying /ee/ Adding -ed Adding -s and -es Read and spell phonically decodable two-syllable and three-syllable words. Read and spell all taught common exception words. Form each letter correctly. 	<p>Twinkl Phonics 5c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > Adding -er and -est 'tch' saying /ch/ Adding -ing and -er to Verbs 'are' and 'ear' saying /air/ Unspoken 'e' Read and spell phonically decodable two-syllable and three-syllable words. Read and spell all taught common exception words. Form each letter correctly. 	<p>Twinkl Phonics 5c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Recognise the GPCS: <ul style="list-style-type: none"> > ore' saying /or/ Adding un. Read and spell phonically decodable two-syllable and three-syllable words. Read and spell all taught common exception words. Form each letter correctly. 	<ul style="list-style-type: none"> Give the phoneme when shown any grapheme that has been taught. For any given phoneme, write the common graphemes. Apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable. Read and spell phonically decodable two-syllable and three-syllable words. Read and spell all taught common exception words. Form each letter correctly. Use alternative ways of pronouncing and representing the long vowel phonemes.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Twinkl Phonics Level 6a Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > 'y' saying /igh/ 'dge' and 'ge' saying /j/ Adding -es to Words Ending in 'y' 'gn' saying /n/ 'kn' saying /n/ Adding -ed and -ing to Words Ending in 'y'. Read accurately most words of two or more syllables. Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<p>Twinkl Phonics Level 6a and 6b Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > wr' saying /r/ 'le' saying /l/ Adding -er and -est to Words Ending in 'y' 'el' saying /l/ al' and 'il' saying /l/ Adding -ed and -er to Words Ending in 'e' Read most words containing common suffixes. Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<p>Twinkl Phonics Level 6b Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > 'eer' saying /ear/ ture Adding -est and -y to Words Ending in 'e' 'mb' saying /m/ 'a' and 'al' saying /or/ Adding -ing , -ed to CVC/ CCVC words Read most words containing common suffixes. Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<p>Twinkl Phonics Level 6b and 6c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > ' saying /u/ 'ey' saying /ee/ > dding -er, -est, -y to CVC and CVCC Words Contractions 'war' saying /wor/ and 'wor' saying /wur/ Read most words containing common suffixes Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation.; Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<p>Twinkl Phonics 6c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > Suffixes -ment and -ness saying /zh/ 'wa' saying /wo/ and 'qua' saying /quo/ tion Suffixes -ful, -less and -ly Read most words containing common suffixes > Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<p>Twinkl Phonics 6c Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Read and spell words containing the following GPCs: > Homophones/ Near Homophones Prefix dis Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible. 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables. Read most words containing common suffixes Read most common exception words Read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation; Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell most common exception words correctly.

In LKS2, continued targeted reinforcement and specific intervention for children not achieving PSC in KS1.