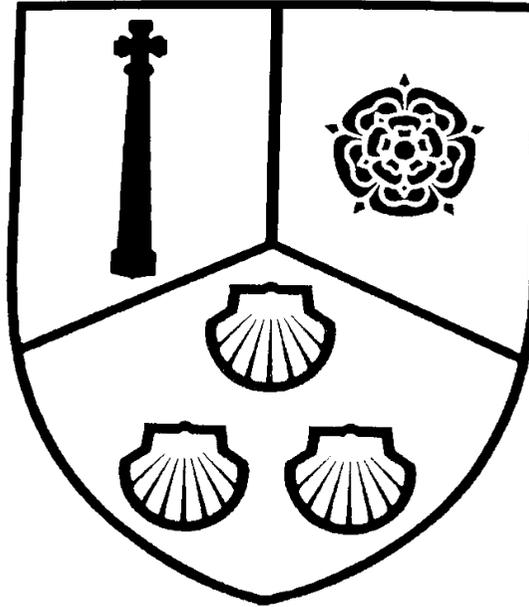


Leyland St. James' CE (Aided) Primary School

Phonic Milestones - St James' approach to teaching phonics

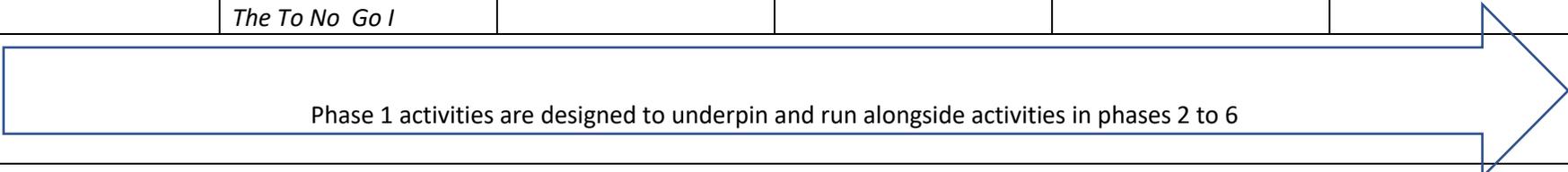


A Christian family where all are valued, children achieve, and the future begins

Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth. We ensure that every child develops within God's love.

St. James' use the Little Wandle Letters and Sounds programme to structure our phonics teaching. Jolly Phonics is used to support teachers in YR and Y1 in their pathway through the phonic phases as identified in Letters and Sounds.

An overview of the intended expectation and progression through the phases is identified in Letters and Sounds, and can be seen in the table below:

An overview of Letters and Sounds					
Phase 1	Phase 2 - YR	Phase 3 - YR	Phase 4 – YR	Phase 5 – Y1	Phase 6 – Y2
<p>Paves the way for the systematic teaching of phonic work to begin in stage 2.</p> <p>Activities concentrate on developing children's speaking and listening skills, awareness of phonemes, oral blending and segmenting skills.</p>	<p>Children taught 19 letters.</p> <p>Children move on from oral blending and segmenting to blending and segmenting with letters.</p> <p>High frequency tricky words: <i>The To No Go I</i></p>	<p>Children learn a further 25 graphemes, most of them comprising of 2 letters e.g. <i>oa, oo, ee, er.</i></p> <p>Children begin to learn and spell tricky words.</p> <p>The alphabet is taught.</p>	<p>Children can now represent each phoneme with a grapheme.</p> <p>Children consolidate their knowledge of graphemes and phonemes and begin to bend more complex words.</p>	<p>Children learn to recognise how the same phonemes can be represented by alternative graphemes.</p> <p>They broaden their knowledge of graphemes and phonemes for use in reading and spelling.</p>	<p>Children become more fluent readers and increasingly accurate spellers by focusing on spelling strategies.</p> <p>Creating ever increasing capacity to attend to reading for meaning and purpose.</p>
 <p>Phase 1 activities are designed to underpin and run alongside activities in phases 2 to 6</p>					

In Year 2, No Nonsense Spelling is used to support children in becoming increasingly accurate spellers by focusing on spelling strategies. NNS is aligned with Little Wandle letters and sounds and dovetails with Phase 6 for coverage and expectation.

In addition this programme, phonics is applied throughout the curriculum (Explore reading/use of PoR). Contextualised phonics teaching enables children to develop early phonological awareness, and provides opportunities for children to practise the skills of segmenting and blending and to spell and segment for writing, within a meaningful context; also enabling children to experience a breadth and range of quality literature.

Phonics Milestones – Pathway through Little Wandle Letters and Sounds

Year Group	Term	Phase	Set	Reading including CEW (Common Exception Words)	Spelling
Year R	Autumn 1	Phase 1: Focus on tuning into sounds, voice sounds and enunciation and oral segmenting and blending. Phase 2	Transition into school – focus on Phase 1 and a range of activities to cover all 7 Aspects. Set 1: s a t p Set2: i n m d Set3: g o c k	to, the, no, go, I, into Segmenting and blending using phonemes taught. Word building Wordless picture books – developing comprehension. Worded books matched to phonic ability to begin to practise early skills of segmenting and blending	Handwriting – focus on name writing and formation of letters. Formation of individual letters following handwriting families. Formation of individual phonemes taught. Pre-cursive script
	Autumn 2	Phase 2 contd. Phase 3	Set4: ck e u r Set 5: h b f ff l ll ss Set 6: j v w x Set7: y z qu zz Assessment week Capital letters	he, she, we, me, be, was, you, they, all, are, my, her Segmenting and blending using phonemes taught. Word building Home reading books – decodable matched to phonic knowledge	All Phase 2 common exception word Formation of individual letters following handwriting families. Formation of individual phonemes taught. Pre-cursive script

Spring 1	Phase 3	<p>Set 8: ch, sh, th, ng Set9: ai ee igh oa Set 10: oo ar or Set 11: ur ow oi</p> <p>Assessment Week</p> <p>Revisit, utilise and apply in context to ensure fully understood and used independently</p>	<p>said some come were there little one when out what have like so do</p> <p>Segmenting using phonemes taught.</p> <p>Word building Home reading books – decodable matched to phonic knowledge</p>	<p>All Phase 2 common exception words</p> <p>Formation of individual letters following handwriting families.</p> <p>Formation of individual phonemes taught.</p> <p>Pre-cursive script</p>
Spring 2	Phase 3	<p>Set 12: ear, air, ure Set 13: er and revision.</p> <p>Revisit, utilise and apply in context to ensure fully understood and used independently</p>	<p>All previously learnt common exception words.</p> <p>Segmenting and blending using phonemes taught.</p> <p>Home reading books – decodable matched to phonic knowledge</p>	<p>All Phase 2 common exception words</p> <p>Formation of individual letters following handwriting families.</p> <p>Formation of individual phonemes taught.</p> <p>Pre-cursive script</p>
Summer 1	Phase 4 (6 weeks)	<p>Practise recognition and recall of Ph 2 & 3 graphemes throughout</p> <p>Wk1: Reading and Spelling CVCC words Read: said/went/ from Spell: he/she/me/we/be R&W sentences including HFW.</p> <p>Wk2: Reading and Spelling CCVC words</p>	<p>All previously learnt common exception words.</p> <p>Segmenting and blending using phonemes taught.</p> <p>Home reading books – decodable matched to phonic knowledge</p>	<p>All Phase 3 common exception words and words with adjacent consonants e.g.: trap milk string</p> <p>Pre-cursive script</p>

		<p>Read: have/like/ it's/just Spell: was/you R&W sentences including HFW.</p> <p>Wk 3: Reading and Spelling CCVC words Read: some/come/ there/help Spell: they/ are R&W sentences including HFW.</p> <p>Wk 4: Reading and Spelling words containing two consonants (CCVCC words) Read: when/what/ children Spell: my/her R&W sentences including HFW</p> <p>Wk 5: Reading and Spelling words containing two consonants (CCVCC words) Read: were/little/one Spell: my/her R&W sentences including HFW Teach children about syllables.</p> <p>Wk 6: Reading and Spelling words containing two consonants (CCVCC words) Read: do/out Spell: all R&W sentences including HFW. Reading and spelling two-syllable words</p>		
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			Assessment week		
	Summer 2	Phase 2, 3, 4 (to match need/ intervention)	Revisit all phonemes taught so far to apply in context and ensure fully understood. Assessment week	All previously learnt common exception words. Segmenting and blending using phonemes taught. Home reading books – decodable matched to phonic knowledge	To spell all common exception words up to Phase 4. All previously learnt spellings evidenced in independent writing. HW – Begin leading lines with those ready

Year Group	Term	Phase	Set	Reading including CEW (Common Exception Words)	Spelling
Year 1	Autumn 1	Phase 5	<p>Wk 1: ay, ou, ie, rule for spelling words with ay</p> <p>Wk 2: ea, oy, ir, ue</p> <p>Wk 3: aw, wh, rule for spelling words with ph</p> <p>Wk 4: oe, au, ew</p> <p>Wk 5: a-e, e-e, i-e, o-e</p> <p>Wk 6: u-e, alternative pronunciations for i and o</p> <p>Wk 7: Alternative pronunciations for u, ow, ie</p>	<p>People, house, about, oh, their, by, looked, time, your, called, asked, very, water, were, because, again, different</p>	<p>Said, says, have, like, some, come, out, made, came, there, here, where, find, mind, kind, behind, one, make</p>
	Autumn 2	Phase 5 continued	<p>Wk 8: Alternative pronunciations for ea, a and y</p> <p>Wk 9: Alternative pronunciations for ou, alternative spellings for sounds ch, tch rule</p> <p>Wk 10: Alternative spellings for s and ar</p> <p>Wk 11: Alternative spellings for ear, ur and ai</p>	<p>thought, any, saw, through, eyes, work, friends, want, mouse, once, many, laughed, over, home, going.</p>	<p>do, what, please, little, Mr, Mrs, oh, their, home, going</p> <p>Days of week</p>

			<p>Wk 12: Alternative spellings for short oo, air and z sounds</p> <p>Wk 13: Alternative spellings for short or and igh</p> <p>Assessment week and practise PSC</p>		
Spring 1	Phase 5 continued	<p>Wk 14: Alternative spellings for ee</p> <p>Wk 15: Alternative spellings for oa</p> <p>Wk 16: Alternative spellings for sh</p> <p>Wk 17: Alternative spellings for sh and or</p> <p>Wk 18: Teach how to add the s/es as plurals where the root word does not change.</p> <p>Assessment week and practise PSC</p>	<p>Contracted words and words with familiar endings s ed etc</p> <p>Segmenting using phonemes taught</p>	<p>people, magic, school, every, everyone, everybody, when, children, clothes, parents, know, called, didn't other.</p> <p>Months of the year</p>	
Spring 2	Phase 5 continued	<p>Wk 19: Teach how to add the s/es as plurals where the root word does not change.</p> <p>Wk 20: Teach how to add the s/es to the third person singular.</p> <p>Wk 21: Teach the regular past tense, how to add the ed where the root word does not change.</p>	<p>Words with familiar prefix e.g. un and focus on segmenting unfamiliar words.</p> <p>Segmenting using phonemes taught</p>	<p>asked, can't, new, our, shouted, tomorrow, yesterday, two, has.</p> <p>Months of the year</p>	

			<p>Wk 22: teach how to add the ing as plurals where the root word does not change.</p> <p>Wk 23: Teach how to add the er and est suffixes where the root word does not change, how to add prefix un</p>		
	Summer 1	Revision and consolidation of Phase 5	<p>Assessment week and practise PSC, Revisit and revise all phonemes and graphemes taught</p>	Year 1 and 2 CEW	<p>Confidently using phonemes taught to segments independently.</p> <p>CEW for Year 1</p>
	Summer 2	Revision and consolidation of Phase 5	<p>Continues as above to ensure readiness for PSC.</p> <p>Spelling play – understand and apply suffixes ed, ing, ful, est, er, ment, ness, s, es</p>	Year 1 and 2 CEW	<p>Confidently using phonemes taught to segments independently</p> <p>CEW for Year 1</p>

Year Group	Term	Phase	Set	Reading including CEW (Common Exception Words)	Spelling
Year 2	Autumn 1	Phase 6/No Nonsense Spelling	<ul style="list-style-type: none"> No Nonsense Spelling Block 1: 6 weeks Use GPC chart and word list to keep track of what you have covered Establish a correct spelling ethos in class early on Choose homophones based on the Phase 5 GPCs you are looking at i.e sea/see/be/bee Choose Phase 5 GPCs based on what children need (assess this first) 		
	Autumn 2	Phase 6/No Nonsense Spelling	<ul style="list-style-type: none"> No Nonsense Spelling Block 2: 6 weeks New sounds: dge/ge /s/ spelt c /n/ sound spelt gn and kn Learning Common Exception words Choose words based on what your class struggle with and keep track of words learnt Continue revising Phase 5 GPCS Revise homophones 		
	Spring 1	Phase 6/No Nonsense Spelling	<ul style="list-style-type: none"> No Nonsense Spelling Block 3: 6 weeks New sounds: y (cry) le (table) ey (donkey) wr (wiggle) Strategies for spelling common exception words and high frequency words Teach contractions (did not – didn't) Teach how to proof read Teach 'Adding endings' ing, ed, er, est and y to words ending with e with a consonant before it Adding ing,er,ed,est and y to words of one syllable ending in single consonant after a single vowel Teach near homophones Continue to teach CE and HF words 		
	Spring 2	Phase 6/No Nonsense Spelling	<ul style="list-style-type: none"> No Nonsense Spelling Block 4: 6 weeks New sounds: a (want) s (treasure) Learn mnemonics Continue teaching homophones Teach adding es to nouns and verbs ending in y Teach the possessive apostrophe 		

			<ul style="list-style-type: none"> • Teach adding suffixes ful, less and ly • Teach words ending in 'tion'
	Summer 1	Phase 6/No Nonsense Spelling No	<ul style="list-style-type: none"> • No Nonsense Spelling Block 5: 6 weeks • New sounds: el (camel) a (call) ar (warm) or (worm) al (metal) • Adding ing, ed, er and est to words ending in y • Suffixes ment and ness • Teach the possessive apostrophe in singular nouns • Continue to teach CE and HF words
	Summer 2	Phase 6/No Nonsense Spelling	<ul style="list-style-type: none"> • No Nonsense Spelling Block 6: 6 weeks • New sounds: o (mother) ll (pencil) • Revise spelling and concepts that pupils need to secure • Revise homophones • Continue to teach CE and HF words

Year 2 phonic progression:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>No nonsense spelling block 1. 6 weeks.</p> <p>Use GPC chart and word list to keep track of what you have covered.</p> <p>Introduce spelling journal and have ago sheets.</p> <p>Establish a correct spelling ethos on your class.</p> <p>Chose homophones based on Stage 5 GPCs you are looking at i.e. sea/see, be/bee</p> <p>Chose Phase 5 GPCs based on what your class need (assess first).</p>	<p>No nonsense spelling block 2. 6 weeks.</p> <p>New sounds: dge/ge s/spelt c n/sound spelt gn and kn</p> <p>Learning Common Exception Words. Choose words based on what your class struggles with and keep track of words learnt.</p> <p>Continue with Stage 5 GPCs</p> <p>Revise homophones.</p>	<p>No nonsense spelling block 3. 6 weeks.</p> <p>New sounds: y (cry) le (table) ey (donkey) wr (wriggle)</p> <p>Strategies for spelling common exception words and high frequency words.</p> <p>Teach contractions (did not – didn't).</p> <p>Teach how to proofread.</p> <p>Teach 'adding endings' ing, ed, er, est, and y to words ending with e and a consonant before it.</p>	<p>No nonsense spelling block 4. 6 weeks.</p> <p>New sounds: a (want) s (treasure).</p> <p>Learn mnemonics.</p> <p>Continue teaching homophones.</p> <p>Teach adding es to nouns and verbs ending in y</p> <p>Teach the possessive apostrophe.</p> <p>Teach adding the suffix ful, less and ly.</p> <p>Teach words ending in tion.</p>	<p>No nonsense spelling block 5. 6 weeks.</p> <p>New sounds: el (camel) a (call) ar (warm) or (worm) al (metal)</p> <p>Adding ing, ed, er and est to words ending in y</p> <p>Suffixes ment and ness</p> <p>Teach the possessive apostrophe in single nouns.</p> <p>Continue to teach CE and HF words.</p>	<p>No nonsense spelling block 6. 6 weeks.</p> <p>New sounds: o (mother) il (pencil)</p> <p>Revise spelling and concepts that pupils need to secure.</p> <p>Revise homophones.</p> <p>Continue to teach CE and HF words.</p>

		<p>Adding ing, er, est, ed and y to words of one syllable ending in a single consonant after a single vowel.</p> <p>Teach near homophones.</p> <p>Continue to teach CE and HF words.</p>			
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Taken from Year 2 No Nonsense Spelling

Continuing the phonics journey

Children identified as having gaps in their phonic knowledge and understanding, including children who did not meet the expected standard in the PSC at the end of Year 1 and 2 are entitled to continued phonics teaching to address gaps and secure learning (using schemes such as Bounce Back Phonics).

As children move into Key Stage 2, children are reassessed in the first few weeks of the Autumn term to determine what support is required in order to target intervention appropriately. Interventions may be organised into small groups or one to one, depending on need.

Reading books are also closely monitored to ensure that the books the children are accessing are matched to their phonic knowledge and understanding, allowing them to practise skills and embed learning. Teachers and TAs working with these children are aware of phonic ability when hearing readers and continued encouragement of use of phonic skills when necessary e.g. decoding longer or unfamiliar words, alongside developing fluency and comprehension skills.