



CURRICULUM MAP

- Early Reading and Phonics



<p><i>Phase One</i></p> <p>(Throughout Little Jesters)</p>	<p>Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.</p>		
<p><i>Phase Two</i></p> <p>(Reception)</p> <p>Up to 6 weeks</p>	<p>Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.</p>		
	<p>Set 1: s, a, t, p at, a, sat, pat, tap, sap, as</p>	<p>Set 2: i as in it, is, sit, pit, tip n as in an, in, nip, pan, nap m as in am, man, mat, map, Tim d as in dad, and, sad, dim, Sid</p>	<p>Set 3: g as in tag, gag, sag, gas, pig o as in got, on, not, top, dog c as in can, cot, cop, cap, cod k as in kid, kit, Kim, Ken</p>
<p><i>Phase Three</i></p> <p>(Reception)</p> <p>Up to 12 weeks</p>	<p>Set 4: ck as in kick, sack, dock, sick, pocket e as in get, pet, ten, net, pen u as in up, mum, run, mug, cup r as in rip, ram, rat, rocket, carrot</p>	<p>Set 5: h as in had, him, his, hot, hut b as in but, big, back, bed, bus f, ff as in of, if, off, fit, fog, puff l, ll as in let, leg, lot, bell, doll ss as in less, hiss, mass, mess, boss</p>	<p>Phase 2 tricky words the, to, no, go, I, into</p>
	<p>The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</p>		
<p>Set 6: j as in jet, jam, jog, Jan v as in van, vet, velvet w as in wig, will, web x as in fox, box, six</p>	<p>Set 7: y as in yes, yet, yell z as in zip, zig-zag zz as in buzz, jazz qu as in quit, quick, liquid</p>	<p>Consonant digraphs: ch as in chip, chat, rich sh as in shop, shed, fish th as in thin, moth, that ng as in ring, thing, song</p>	
<p>Vowel digraphs and trigraphs ai as in rain, tail, aim ee as in bee, leek, see igh as in high, sigh, might oa as in boat, toad, foal oo as in boot, food, moon oo as in book, wood, foot</p>		<p>ur as in hurt, fur, surf ow as in cow, owl, town oi as in coin, boil, oil ear as in dear, shear, year air as in fair, pair, hair ure as in sure, pure, manure er as in dinner, summer, letter</p>	

	<p>ar as in park, art, car or as in for, torn, fork</p>				
<p><i>Phase Four</i> (Reception or Year 1 depending- conversation is required in Summer 2) 4 to 6 weeks</p>	<p>Phase 3 tricky words as in he, she, we, me, be, was, you, they, all, are, my, her</p> <p>No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</p> <p>Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants, for example trap, strong, milk and crept.</p> <p>Phase 4 tricky words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>				
<p><i>Phase Five</i> (Throughout Year 1)</p>	<p>Children will learn some new graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned ow as in cow and will now learn ow as in blow. In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme igh as in night, but can also be spelled y, ie and i-e.</p> <table border="1" data-bbox="618 810 2181 1181"> <tr> <td data-bbox="618 810 1137 1181"> <p>New graphemes for reading: ay as in day, play, crayon ou as in cloud, sound, about ie as in pie, tie, cried ea as in sea, meat, read oy as in toy, enjoy, boy ir as in bird, shirt, first ue as in blue, true, glue aw as in paw, claw, yawn wh as in wheel, whisper, when</p> </td> <td data-bbox="1137 810 1657 1181"> <p>ph as in photo, dolphin, alphabet ew as in new, crew, flew oe as in toe, foe, tomatoes au as in Paul, launch, haul a-e as in make, game, snake e-e as in these, Eve, extreme i-e as in like, time, slide o-e as in home, bone, pole u-e as in rule, June, flute</p> </td> <td data-bbox="1657 810 2181 1181"> <p>Phase 5 tricky words oh, their, people, Mr, Mrs, looked, called, asked, could</p> </td> </tr> </table>		<p>New graphemes for reading: ay as in day, play, crayon ou as in cloud, sound, about ie as in pie, tie, cried ea as in sea, meat, read oy as in toy, enjoy, boy ir as in bird, shirt, first ue as in blue, true, glue aw as in paw, claw, yawn wh as in wheel, whisper, when</p>	<p>ph as in photo, dolphin, alphabet ew as in new, crew, flew oe as in toe, foe, tomatoes au as in Paul, launch, haul a-e as in make, game, snake e-e as in these, Eve, extreme i-e as in like, time, slide o-e as in home, bone, pole u-e as in rule, June, flute</p>	<p>Phase 5 tricky words oh, their, people, Mr, Mrs, looked, called, asked, could</p>
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<p><i>Phase Six</i> (Throughout Year 2 and beyond)</p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. From Year 2 and onwards we then teach through the use of No Nonsense Spelling. What we teach and when can be found on the NNS Spelling Pathway attached and on the AA drive.</p>				