

Phonics in Key Stage 1

As part of the transitional process between Reception and Year 1, both the EYFS and the Key Stage 1 (KS1) teams meet to discuss the assessments which highlight where each child currently is within their phonic learning journey and what the subsequent steps ought to be by the time your child starts in KS1. From these assessments, we can assess where the gaps are and this helps us to place your child into the correct group that is best suited to their individual needs.

In the early days of KS1, we deliver phonics in two ways: we revisit and recap the content delivered in the Early Years to ensure that their knowledge and understanding of these sounds and key skills have been fully memorised by the children. From there, we take the assessment information from the end of reception and we use this as the foundations for the next steps for your child's learning.

In KS1, phonics is delivered on a daily basis and is taught for twenty minutes. Phonics is taught following the RWI scheme and sessions are delivered in small, focused groups to ensure that learning time is maximised in order to for each child to achieve their best. This also allows staff to recognise next steps for each group on a daily/weekly basis and will plan and deliver activities in accordance to this. As a close team, we work and liaise with each other on a daily basis and the groups that we teach the children are not set in stone, meaning that your child can move groups if we feel that this is necessary.

In Y1 (and the early days of Y2), we design dictated sentences with your child's spelling words so their words are put into some form of context. Each Friday, your child will be assigned a set of spelling words which ought to be practised ready for the spelling test the following Thursday. All spelling words and corresponding dictated sentences are carefully designed so the spellings set on the Friday then link to the next week's sound teaching focus, giving your child an opportunity to practice reading and writing this sound/these words in school. Children have many opportunities to read these words and to focus on the sounds that make up the word.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
sut				vaw			
yad				meast			
dop				waib			
uct				zome			
meck				brend			
shig				throst			
joil				stret			
chort				spraw			
blem				few			
drell				fried			
fusp				beak			
quisk				cute			
shop				crust			
yell				trails			
peel				strip			
check				scraps			
plug				label			
sweep				vanish			
soft				blossom			
yards				thankful			

In June of Year 1, your child will undertake what is known as the 'Phonic Screening Test'. This example illustrates what the layout of this test looks like. The purpose of this test is to assess phonic knowledge and understanding. Here, an adult will point to each of the words given on the list (see example). Your child will be expected to apply their phonic knowledge and understanding to be able to read these words. This is delivered in a calm, reassuring environment where we give each child the maximum opportunity to achieve their best. The pass mark for the last few years has 32 out of 40. For those who did not achieve the governmental pass mark of 32, they will undertake the test again in the June of Year 2.

In daily sessions, we teach the children a mixture of real words and alien words. 'Real words' are defined as words that a child may come across on an everyday basis, such as when reading, writing or when communicating with their peers or an adult. An 'alien word' is a word that is not real – it has been made up but is still phonetically plausible so your child should be able to read these words too. Teaching of both sets of words is vital all year round to ensure your child is best equipped to recognise and tackle these during the screening.

As your child moves into Year 2, we revise the more trickier sounds and phoneme/grapheme correspondences and as the year progresses, we progress by teaching the key grammar National Curriculum objectives, such as adding suffixes and the different rules for this.

In both year groups, we also place a lot of emphasis on the Common Exception Words (see below). These are the words the children need to be able to read, write and apply into their independent work but are not necessarily phonetically plausible. Knowledge and understanding of these words are also very important as part of our end of year judgements and assessments take into account the child's usage of these words. Therefore, opportunities within daily phonic and literacy sessions help to ensure that these are being covered and children have been given opportunities to practice reading and writing these words before being expected to apply them independently.

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Phonics Medium Term Plan – Year 1 Autumn 1

<p>Week 1 Consolidation of speed sounds 1 and 2 taught in reception – focus on ck, sh, ch, th, ng, nk. Consolidation of phonic skills of segmenting and blending and recognition of tricky words he, she, we, me, be, was, my, you, her, they, all, are and spelling of I, no, go, the, into, (Use EYFS assessments to support)</p>	<p>Week 2 Consolidation of speed sounds 1 and 2 taught in reception – focus on ay, ee, igh, ow Consolidation of phonic skills of segmenting and blending and recognition of tricky words he, she, we, me, be, was, my, you, her, they, all, are and spelling of I, no, go, the, into, (Use EYFS assessments to support)</p>
<p>Week 3 Consolidation of speed sounds 2 taught in reception – focus on oo, 00, ar, or. Consolidation of phonic skills of segmenting and blending and recognition of tricky words he, she, we, me, be, was, my, you, her, they, all, are and spelling of I, no, go, the, into, Revisit letter <u>names</u> – corresponding with correct phoneme</p>	<p>Week 4 Consolidation of speed sounds 2 taught in reception – focus on air, ir. Use phonic skills to begin to read simple sentences containing decodable words and tricky words. Continue recognition of tricky words he, she, we, me, be, was, my, you, her, they, all, are Letter <u>names</u> – corresponding with correct phoneme</p>
<p>Week 5 Consolidation of speed sounds 2 taught in reception – focus on ou, oy. Use phonic skills to begin to read simple sentences containing decodable words and tricky words. Continue recognition of tricky words he, she, we, me, be, was, my, you, her, they, all, are Letter <u>names</u> – corresponding with correct phoneme</p>	<p>Week 6 Consolidation of speed sounds 2 taught in reception and digraphs from speed sounds 1. ck, sh, ch, th, ng, nk ay, ee, igh, ow, oo, 00, ar, or, air, ir, ou, oy. Consolidation of recognition of tricky words – I, no, go, to, the, into, he, she, we, me, be, was, my, you, her, they, all, are Letter <u>names</u> – corresponding with correct phoneme Use phonic skills to begin to read simple sentences containing decodable words and tricky words.</p>
<p>Use EYFS assessments to support initial consolidation work. Assess at the end of week 6 ready for the teaching of speed sounds 3 Expectations are that by the Autumn half term all children are reading within RWI Set 3 pink. ORT book band stage 4 / stage 5</p>	

Phonics Medium Term Plan – Year 1 Autumn 2

<p>Week 1 Consolidate speed sounds 2 and digraphs speed sounds 1 Introduce speed sounds 3 - ai, a-e highlight words which use the different spelling but have the same sound (homophones) e.g. sail, sale Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and re-introduce said, have</p>	<p>Week 2 Consolidate speed sounds 2, ai, a-e Introduce speed sounds 3 - ea, e highlight words which use the different spelling but have the same sound (homophones) e.g. read, seed Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and re-introduce like, so, do</p>
<p>Week 3 Consolidate speed sounds 2, ai, a-e, ea, e, Introduce speed sounds 3 – o-e, oa highlight words which use the different spelling but have the same sound (homophones) e.g. rode, road Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and re-introduce some, come</p>	<p>Week 4 Consolidate speed sounds 2, ai, a-e, ea, e, o-e, oa Introduce speed sounds 3 – u-e, ew Use the grapheme chart to illustrate how some words include the same sound but are spelt differently Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and re-introduce were, there</p>
<p>Week 5 Consolidate speed sounds 2 ai, a-e, ea, e, o-e, oa, u-e, ew Introduce speed sounds 3 – i-e, aw Use the grapheme chart to illustrate how some words include the same sound but are spelt differently Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and introduce little, one</p>	<p>Week 6 Consolidate speed sounds 2 ai, a-e, ea, e, o-e, oa, u-e, ew, i-e, aw Introduce speed sounds 3 – ur, er Use the grapheme chart to illustrate how some words include the same sound but are spelt differently Include words into simple sentences – ‘hold a sentence’ Consolidate tricky words and re-introduce when, what</p>
<p>Some of speed sounds 3 and tricky words have previously been introduced in Reception as the children’s word reading skills have increased; this may affect the pace of introducing and applying these sounds and tricky words. Assess at the end of half term to ensure all children are secure in recognising and applying speed sounds 3. Expectations at the end of Autumn 2 are children will have completed RWI set 3 pink and be working within RWI set 4 orange and are working at ORT Book band Stage 5/stage 6</p>	

Phonics Medium Term Plan – Year 1 Spring 1

<p>Week 1</p> <p>Consolidate speed sounds 2/3 ai, a-e, ea, e, o-e, oa, u-e, ew, i-e, aw, ur, er</p> <p>Introduce speed sounds 3 – oi, are</p> <p>Consolidate links with speed sounds 2 previously taught sound – oy/oi</p> <p>Use the grapheme chart to illustrate how some words include the same sound but are spelt differently</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate tricky words and introduce Oh, their</p>	<p>Week 2</p> <p>Consolidate speed sounds 2/3 ai, a-e, ea, e, o-e, oa, u-e, ew, i-e, aw, ur, er, oi, are</p> <p>Introduce speed sounds 3 – ire, ear</p> <p>Use the grapheme chart to illustrate how some words include the same sound but are spelt differently</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate tricky words and introduce People, Mr, Mrs</p>
<p>Week 3</p> <p>Consolidate speed sounds 2/3 ai, a-e, ea, e, o-e, oa, u-e, ew, i-e, aw, ur, er, oi, are, ire, ear</p> <p>Introduce last speed sounds 3 – ure</p> <p>Use the trigraph in a list of words to secure knowledge.</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate tricky words and introduce called, looked</p>	<p>Week 4</p> <p>Consolidate speed sounds 2/3 ai, a-e, ea, e, o-e, oa, u-e, ew, i-e, aw, ur, er, oi, are, ire, ear, ure</p> <p>All the speed sounds have now been taught</p> <p>Consolidate speed sounds using them within words to understand the context of the sounds</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate tricky words and introduce asked, could</p>
<p>Week 5</p> <p>Consolidate all sounds learned. Recognise less common digraphs and trigraphs and link with ‘sound families’. Begin to apply this knowledge to decode unknown or difficult words.</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate reading tricky words – some, one, said, come some, do, so, were, when, have, there, out, like, little, what, oh, their, people, Mr, Mrs, looked, called, asked</p> <p>Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>	<p>Week 6</p> <p>Consolidate all sounds learned. Recognise less common digraphs and trigraphs and link with ‘sound families’. Begin to apply this knowledge to decode unknown or difficult words.</p> <p>Include words in simple sentences – ‘hold a sentence’</p> <p>Consolidate reading tricky words – some, one, said, come some, do, so, were, when, have, there, out, like, little, what, oh, their, people, Mr, Mrs, looked, called, asked</p> <p>Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>
<p>Assess at end of term to ensure all children are confident with phoneme and word recognition. Support and differentiate accordingly. Expectations at the end of Spring term 1 - children will have read RWI set 4 orange and are reading ORT stage 6</p>	

Phonics Medium Term Plan – Year 1 Spring 2

<p>Week 5 Consolidate all sounds learned. Recognise less common digraphs and trigraphs and link with sound ‘families’. Begin to apply this knowledge to decode unknown or difficult words. Include words in simple sentences – ‘hold a sentence’ Consolidate reading tricky words – some, one, said, come, some, do, so, were, when, have, there, out, like, little, what oh, their, people, Mr, Mrs, looked, called, asked Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>	<p>Week 2 Consolidate all sounds learned. Correspond sound with grapheme with growing fluidity. Blend and read words with adjacent consonants and then begin to segment and spell words with adjacent consonants. Say and then write a short sentence with a given word in Consolidate reading tricky words some, one, said, come, some, do, so, were, when, have, there, out, like, little, what oh, their, people, Mr, Mrs, looked, called, asked Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>
<p>Week 3 Consolidate all sounds learned. Re visit reading polysyllabic words – focus on segmenting them into syllables to support reading and spelling. Use knowledge of word and sentence structure to support reading for accuracy and meaning. Consolidate reading tricky words fluently some, one, said, come, some, do, so, were, when, have, there, out, like, little, what oh, their, people, Mr, Mrs, looked, called, asked Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>	<p>Week 4 Consolidate all sounds learned. Look at root words and begin to add suffixes ing, ed, es, er, est Use knowledge of word and sentence structure to support reading for accuracy and meaning. Consolidate reading tricky words fluently some, one, said, come, some, do, so, were, when, have, there, out, like, little, what oh, their, people, Mr, Mrs, looked, called, asked Spell tricky words he, she, me, be, was, my, you, her, they, all, are</p>
<p>Week 5 Consolidate all sounds learned. Consolidate - root words adding suffixes ing, ed, es, er, est Practise reading and writing sentences Consolidate reading tricky words fluently Spell tricky words said, so, have, like, some, come, were, there</p>	<p>Week 6 Consolidate all sounds learned. Consolidate - root words adding suffixes ing, ed, es, er, est Practise reading and writing sentences Consolidate reading tricky words fluently Spell tricky words said, so, have, like, some, come, were, there</p>
<p>Assess at end of term to ensure all children are confident with phoneme and word recognition. Support and differentiate accordingly. Expectations at the end of Spring term 2 - children will be working within RWI set 5 yellow and are reading stage 7 turquoise ORT</p>	

Phonics Medium Term Plan – Year 1 Summer 1

<p>Week 1 Consolidate all sounds learned. Introduce 'alien' word using sounds learned in preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently Begin to introduce common exception (words not introduced as tricky words) – today, of, says</p>	<p>Week 2 Consolidate all sounds learned Introduce 'alien' word using sounds learned in preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently Continue to introduce common exception (words not introduced as tricky words) – Is, his, had</p>
<p>Week 3 Consolidate all sounds learned Introduce 'alien' word using sounds learned In preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently Continue to introduce common exception (words not introduced as tricky words) – your, by, here</p>	<p>Week 4 Consolidate all sounds learned Introduce 'alien' word using sounds learned In preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently Continue to introduce common exception (words not introduced as tricky words) – where, love, once</p>
<p>Week 5 Consolidate all sounds learned Consolidate all sounds learned Introduce 'alien' word using sounds learned In preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, reading tricky words fluently Continue to introduce common exception (words not introduced as tricky words) – ask, friend, school</p>	<p>Week 6 Consolidate all sounds learned Consolidate all sounds learned Introduce 'alien' word using sounds learned In preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, reading tricky words fluently Continue to introduce common exception (words not introduced as tricky words) – put, push, pull</p>
<p>Assess at end of term to ensure all children are confident with phonemes and phonetic skills taught so far. Support and differentiate accordingly. Expectations at the end of Summer term 1 - children have completed RWI set 5 yellow and are reading ORT stage 7/ stage 8</p>	

Phonics Medium Term Plan – Year 1 Summer 2

<p>Week 1 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently within sentences Continue to introduce common exception (words not introduced as tricky words) – full, house, our To consolidate knowledge of two syllable words including compound words</p>	<p>Week 2 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Practise reading and writing sentences Consolidate reading set 1,2,3, tricky words fluently within sentences Continue to practise common exception words To consolidate knowledge of two syllable words including compound words</p>
<p>Week 3 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Consolidate reading set 1,2,3, tricky words fluently within sentences Continue to practise reading common exception words Read sentences which include contractions I'm, I'll, we'll etc and understand the apostrophe represents the omitted letter/s</p>	<p>Week 4 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Consolidate reading set 1,2,3, tricky words fluently within sentences Continue to practise reading common exception words Read sentences which include contractions I'm, I'll, we'll etc and understand the apostrophe represents the omitted letter/s</p>
<p>Week 5 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Consolidate reading set 1,2,3, tricky words fluently within sentences Practise reading and re-reading texts of different genre to gain confidence, fluency, and build vocabulary and support comprehension</p>	<p>Week 6 Consolidate all sounds learned. Continue to introduce 'alien' word using sounds learned in preparation for phonics test Consolidate reading set 1,2,3, tricky words fluently within sentences Practise reading and re-reading texts of different genre to gain confidence, fluency, build vocabulary and support comprehension</p>
<p>As children become confident at reading accurately and fluently they will move onto Year 2 reading objectives. The expectation at the end of summer 2 is that the children will have completed RWI set 6 Blue and have completed ORT stage 8</p>	