



# King Athelstan Primary School

## English Curriculum

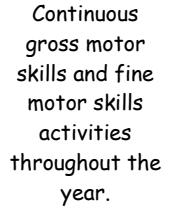
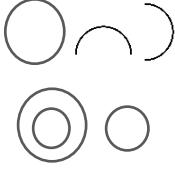
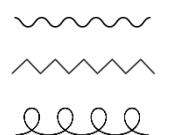
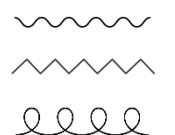
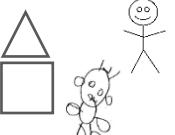
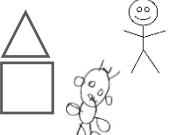


### Early Reading and Phonics Progression

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# King Athelstan Early Reading and Phonics Overview - Nursery

	Phase 1 Letters and Sounds : 7 aspects <b>Strands 1, 2 and 3; activity</b> (See L&S pages 1-50)	Phase 1 links to Development Matters	Handwriting/ mark making
Autumn 1	<p style="text-align: center;">Home Visits Transition Focus / welcoming new starters Circle time games learning names; Rules and Routines</p> <p><b>Aspect 1: Environmental sounds:</b> <i>Tuning into sounds:</i> <i>Listening walks: locality; transport; animal sounds; habitats e.g. forest; household</i></p> <p><b>Aspect 2: Instrumental sounds:</b> <i>Tuning into sounds and talking about sounds:</i> new words to old songs; Adjust the volume; which instrument?</p> <p><b>Aspect 3: Body percussion</b> <i>Tuning into sounds:</i> action songs; <i>Roly Poly; focus on clapping; patting lap; stamping; clicking;</i></p> <p><b>Aspect 4: Rhythm and rhyme:</b> <i>Tuning into sounds:</i> nursery rhymes &amp; stories e.g. Julia Donaldson; Dr Seuss</p> <p><b>Aspect 5: Alliteration:</b> <i>Tuning into sounds:</i> <i>I spy names: sounds around: alliteration with their names</i></p>		
	<b>Aspect 1: Environmental sounds:</b> <i>Tuning into sounds:</i> <i>Listening walks: locality; transport; animal sounds; habitats e.g. forest; household</i>	<u>22-36 months</u> Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	<p>Continuous gross motor skills and fine motor skills activities throughout the year.</p> 
	<b>Aspect 2: Instrumental sounds:</b> <i>Tuning into sounds and talking about sounds:</i> new words to old songs; Adjust the volume; which instrument?	<u>22-36 months</u> Listens with interest to the noises adults make when they read stories and shows interest in play with sounds, songs and rhymes.	
	<b>Aspect 3: Body percussion</b> <i>Tuning into sounds:</i> action songs; <i>Roly Poly; focus on clapping; patting lap; stamping; clicking;</i>	<u>30-50 months</u> Enjoys rhyming and rhythmic activities.	
	<b>Aspect 4: Rhythm and rhyme:</b> <i>Tuning into sounds:</i> nursery rhymes & stories e.g. Julia Donaldson; Dr Seuss	<u>30-50 months</u> Uses intonation, rhythm and phrasing to make the meaning clear to others.	
Autumn 2	<b>Aspect 5: Alliteration:</b> <i>Tuning into sounds:</i> <i>I spy names: sounds around: alliteration with their names</i>	<u>30-50 months</u> Looks at books independently and handles books carefully.	<p>Straight lines:</p>  <p>Circles/semi circles</p> 
	<b>Aspect 6: Voice sounds:</b> <i>Tuning into sounds:</i> Add sounds to stories being read e.g. neeeow for a plane; animal noises; onomatopoeia	<u>30-50 months</u> Listens to others one to one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	
	<b>Aspect 4: Rhythm and rhyme:</b> <i>Listening and remembering sounds:</i> Rhyming pairs; Finish the rhyme	<u>30-50 months (R)</u> Shows awareness of rhyme and alliteration and recognises rhythm in spoken words.	
Spring 1	<b>Aspect 1: environmental sounds:</b> <i>Talking about sounds:</i> shakers; coffee tins filled with rice etc.; enlivening stories	<u>30-50 months</u> Listens to others one to one or in small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	<p>Continuous lines:</p>  
	<b>Aspect 1:- environmental sounds</b>	<u>30-50 months</u> Focusing attention - still listen or do, but can shift own attention. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	
	<b>Listening and remembering sounds:</b> Sound stories: "Mrs .... has a box, ee I ee I o"	<u>30-50 months (R)</u> Listens to and joins in with stories and poems, one-to-one and also in small groups. Knows that print carries meaning	
	Revisit and consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.		
Spring 2	<b>Aspect 2: instrumental sounds</b> <i>Listening and remembering sounds:</i> Matching sound makers; matching sounds; hidden instruments	<u>30-50 months (R)</u> Shows interest in illustrations and print in books and print in the environment and ascribes meanings to marks that they see in different places.	<p>Continuous lines:</p>  
	<b>Aspect 3: body percussion;</b> <i>Listening and remembering sounds:</i> Follow the sound; noisy neighbour		
	<b>Aspect 6: Voice sounds:</b> <i>Listening and remembering sounds:</i> chain games; whose voice? (Use clips app to film adults and children - they guess who is speaking)	<u>30-50 months</u> Uses a range of tenses (e.g. play, playing, will play, played).	
	<b>Aspect 6: Voice sounds:</b> <i>Listening and remembering sounds:</i> chain games; whose voice? (Use clips app to film adults and children - they guess who is speaking)	<u>30-50 months (R)</u> Knows information can be relayed in the form of print.	
Summer 1	<b>Aspect 4: Rhythm and rhyme</b> <i>Talking about sounds:</i> Rhyming puppets; I know a word... Odd one out	<u>30-50 months</u> Uses intonation, rhythm and phrasing to make the meaning clear to others.	<p>Familiar shapes: stick people; houses; faces</p> 
	<b>Aspect 3: body percussion</b> <i>Talking about sounds:</i> Noisy neighbour; words about sounds; The Pied Piper	<u>30-50 months</u> Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	
	<b>Aspect 5&amp;6: Alliteration and voice sounds</b> <i>Talking about sounds:</i> Mirror Play; silly soup; Give me a sound; sound story time; watch my sounds	<u>30-50 months</u> Builds up vocabulary that reflects the breadth of their experiences <u>30-50 months (W)</u> Sometimes gives meaning to marks as they draw and paint.	
Summer 2	Revisit and Consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.	<u>30-50 months</u> Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'	<p>Linking print to meaning/words. "That says...." Beginning to write their names/ forming familiar letters/words: mum, dad. Begin to assess pencil grip.</p> 
	<b>Aspect 7: Oral blending and segmenting:</b> <i>Tuning into sounds:</i> Oral Blending; Toy talk; Clapping sounds; Add into everyday instructions; Can you put on your c oa t?	<u>40-60 months (R)</u> Continues a rhyming string. <u>40-60 months (R)</u> Hears and says the initial sound in words.	
	<b>Aspect 7: Oral blending and segmenting:</b> <i>Listening and remembering sounds:</i> segmenting; Matching games; Can you pass me/point to the: b-a-t; d-o-g; c-a-t; ch-ee-se	<u>40-60 months (W)</u> Name Writing <u>30-50 months (W)</u> Ascribes meanings to marks that they see in different places.	
Summer 2	<b>Aspect 7: Oral blending and segmenting</b> <i>Talking about sounds:</i> counting how many sounds they hear in p-i-g etc. Revisit and Consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.	<u>40-60 months</u> Hears and says the initial sound in words.  Revisit and Consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps	



		Phonemes and spelling rules	HF words: <i>Read green words; read red words; spell red and green words</i>	Handwriting	
Autumn 1	1	<b>Home visits, classroom routines and continuing *phase 1 Letters and Sounds.</b> Aspects 1&2: General sound discrimination - environmental & instrumental sounds Aspect 3: General sound discrimination - body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting <b>*All aspects to continue through-out the year.</b>		Recap pencil control and mark making: 	
	2			Assess pencil grip and add to working wall; name writing.	
	3				
	4	m, a, s, d	mum, a, an, as, dad	m, a, s, d	
	5	t, i, n, p	and, is, in, it, at, <b>I</b>	t, i, n, p	
	6	g, o, c, k	not got, on, can, of	g, o, c, k	
	7	u, b, f, e	up, big, but get, if, <b>to</b>	u, b, f, e	
Autumn 2	1	l, h, sh, r	off, had, him, his, <b>the</b>	l, h, r, sh	
	2	Recap sounds learnt/ Assessment Week	Recap HF words learnt	recap	
	3	j, v, y, w,	will, <b>no</b>	j, v, y, w	
	4	th, th (the) z, ch,	that, this, then, them, <b>go</b>	z, th, ch	
	5	qu, x, ng, nk	with, <b>he</b>		
	6	ay, ee, igh, ow	see, <b>she</b>		
	7	Recap vowel digraphs	Recap HF words taught so far, <b>we</b>	Assess pencil grip	
Spring 1	1	ss, ff, ll, ck, zz	a, an, as, and, <b>be</b>	l letters	
	2	Assessment week	Assessment week	c letters	
	3	oo, oo, ar, or	too, look for, <b>me</b>	r letters	
	4	ir, ou, oy, er	out, her, <b>was</b>	z letters	
	5	air,	<b>I, my</b>		
	6	Revisit ou, ir, igh	<b>is, you</b>	Assess letter formation	
Spring 2	1	Recap all sounds	it's, <b>said</b>	l letters	
	2	CVCC: lost, cost, pond, jump, milk, band	went, just, help, <b>so</b>	c letters	
	3	CCVC: crab, slam, bring, flat, stop, smog	in, it, <b>by</b>	r letters	
	4	CCCVC: strip, splat, scrap, spring, street	you, are	z letters	
	5	CCVCC: plank, stamp, spent, glint, crept	at to, do		
	6	Consolidate adjacent consonants / Assessment Week	<b>of</b> (consolidate all red words)	Assess pencil grip and letter formation	
Summer 1	1	Revisit: qu, ng, nk, sh	the, will, into <b>your</b>	l letters	
	2	Revisit: th, th, (the) ch, ay, ee,	<b>there, no, go</b>	c letters	
	3	Revisit: igh, ow, oo, oo,	they, little,	r letters	
	4	Revisit: ar, or, ir, ou,	see, <b>she, he, want</b>	z letters	
	5	Revisit: oy, er, air,	we, be, me, <b>love,</b>		
	6	Revisit adjacent consonants	was, one, once,		
	7	Assessment + asses for "exceeding" writers	my have,	Focus on capital letters linked to writing sentences	
Summer 2	1	Revisit and read all sounds taught in sentences/captions and use sounds taught in own writing. Read compound words e.g. <i>farmyard, bookshelf, starfish, lipstick, handbag, spotlight</i>	her, like	Introduce lead-ins for children holding pencil in tripod grip and forming letters correctly.	
	2		so, by, <b>were</b>		
	3		are		
	4		all		
	5		Assess <b>reading and spelling</b> of HF words		
	6				
	7	Read multisyllabic words e.g. <i>platform, visit, longer, lightning, market, forget</i>			



# King Athelstan Early Reading and Phonics Overview - Year 1

		Phonemes and spelling rules	HF words: <b>read red words; spell red words</b>	Handwriting	
Autumn 1	1	<ul style="list-style-type: none"> <li>Transition (reception to Year 1) recap phonics activities e.g. fruit salad, noisy letters, cross the river, pass the bomb, buried treasure, sound mat practice with set 1 and 2 sounds (RWI) set two are all Y1 NC phonemes</li> </ul>		Recap letter families: c, l, r, x; model cursive print during shared writing.	
	2	<ul style="list-style-type: none"> <li>Phase 4 letters and sounds - adjacent consonant focus and tricky words cvcc, ccvc, cvcc, cccvc + compound words e.g. farmyard, hairpin (phase 4 weaved through pseudo words weekly)</li> <li>Recap double letters ss ff ll zz and ck digraphs and reception HF words to read and spell: <b>I, the, no, go, into, my, they, all, are, so, do, out, is, his, has</b></li> <li>nk, ir, ou, k, taught in reception (but are NC Y1 sounds)</li> </ul>			
	3				
	4	ea, aw, oi, ur	said, have, be, he, me, she, we	I letters	
	5	a-e, i-e, o-e, u-e	what, have, love, no, go	c letters	
	6	are, er, ow (ou), ai	down, come, some, was, why	r letters (+ k)	
	7	oa, ew, are, ear	one, once, says, you	z letters	
Autumn 2	1	ure, ie, ue, wh	where, there, their, here	<u>Capitals:</u> Straight lines; curved lines; diagonal lines	
	2	tion, tious, (w)a, ph	ask, today, are		
	3	oe, au, e-e, ea (head)	what, was, were		
	4	y, ey, kn, c,	friend, school,		
	5	tch, g, ore, eer	know, they, your, little		
	6	or (er) a (bath), al (palm)	are, were, was, you, oh		
	7	ui, ve, u(oo), i (I)	of, said, says, people		
Spring 1	1	Recap Week: split digraphs	go, so, by, my, Mr, Mrs	Descenders below the line: p, f, g, y, j, q Joining to 'x heights' Assess pencil grip: move to smaller book lines	
	2	ou/ow, y (fly, yak, baby)	have, love, live, give,		
	3	ear, air, are, ure	my, by, why, ask, asked		
	4	Double letters: nn, mm, tt, bb, dd, pp	put, push, pull, full		
	5	Recap f, ph, ff	should, would, could		
	6	Compare ee sounds (ee, e-e, ea)	love, come, some, water		
Spring 2	1	Compare igh sounds (igh, i-e, ie, y)	one, once, ask, who, again	Joining o from the top Joining r from the top Joining to ascenders	
	2	Compare all oo and or sounds	friend, school, many,		
	3	Compare oi sounds (oi, oy)	today, called,		
	4	Compare ow sounds (ou, ow)	here, there, where, work		
	5	Compare ay sounds (ay, ai, a-e)	days of the week		
	6	Suffix: ing, ed, est, er (no change)	any, eyes, please		
Summer 1	1	Compare ow sounds (o-e, ow, oa)	months of the year	Joining w from the top Joining from descenders Revisit capital letters. Assess HW targets	
	2	Recap split digraphs	house, our, because		
	3	Compare all er (ur, ir, er)	should would could		
	4	Recap Week: all vowel digraphs	thought, through		
	5	Alternatives (ai, oa, ee, igh, ue)	people, Mr, Mrs,		
	6	Revisit compound words	put, push, pull, full		
	7	Recap ch, tch/ ear, ere, eer	oh, little, different		
Summer 2	1	Recap - gaps identified	water, their laughed	Revisit all letter families, joins and descenders under the line. Ensure pencil grip targets are shared with new teacher.	
	2	Screening Check Week	who, again		
	3	ear (air), ie (ee), y (I)	called		
	4	ire, wh/w, u (oo)	Months of the year		
	5	ar, a, al (ar)	Days of the week		
	6	Recap suffix: ing, ed, est, er	Consolidate all HF words for spelling and reading.		
	7	es vs s (plural), prefix: un			



		Phonemes and spelling rules	HF words: <i>Read and spell HF words</i>	Handwriting	
Autumn 1	1	<ul style="list-style-type: none"> <li>Recap RWI set 2 and 3 sounds taught in Year 1 including the all alternative spellings - read them in words and sentences and play games; continue familiarity games with the complex sound mat.</li> <li>Recap syllables, adjacent consonants and compound words.</li> <li>Distinguish between vowels and consonants.</li> <li>Teach them the SPELL acronym: syllables, phonics, etymology, links (morphology), little ticks (mnemonics)</li> <li>Explicitly teach/model using sound mats and tricky word mats</li> </ul>		Handwriting baseline: allocate handwriting targets (bronze, silver, gold)	
	2	Recap and compare all ai and oa sounds	<i>both, most, only, clothes,</i>		
	3	Recap and compare all igh and ee sounds	<i>find, kind, mind, behind,</i>		
	4	Recap and compare all oo and ir sounds	<i>child, wild, climb,</i>		
	5	Recap and compare all oi and or sounds	<i>door, floor, poor,</i>		
	6	Recap and compare all ou and ar sounds	<i>could, should, would</i>		
	7	Recap and compare all air and ear sounds	<i>any, many, parents,</i>		
Autumn 2	1	dge, ge, g, al(ar), a(ar)	<i>fast, last, past, father, class, grass, pass, plant, path, bath, after, who, whole,</i>	Recap joins: x heights: & o, r, w, v from the top	
	2	gn, kn, mb, wr, ch (k)			
	3	le, el, al, il, wh(h),			
	4	s (c, ce, se, st) o(uh), or(er), ea(ay),			
	5	s(z), ar(or), al (or), o(oo)/ve,	<i>move, prove, improve</i>	Assess handwriting targets	
	6	o(old), (w)a, (qu)a, and plurals for ey ending,	<i>old, cold, gold, hold, told,</i>		
	7	sh, ch, ci, ti	<i>money, Christmas</i>		
Spring 1	1	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Recap words taught so far including Y1 expectations.	Recap joining descenders and ascenders	
	2				
	3	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.	<i>half, sure, sugar,</i>		
	4				
	5	Adding -ing, -ed, -er, -est and -y to words creating double letters	<i>Mr, Mrs</i>		
	6				
Spring 2	1	Suffixes: --ness, --less	<i>every, everybody, busy</i>	Assess handwriting targets (bronze, silver, gold).	
	2	Suffixes: ment, ful , ly			
	3	Revisit phonemes taught	<i>hour, again</i>		
	4	y = fly plurals adding es e.g. flies	<i>because, eye,</i>		
	5	Contractions: can't, didn't, hasn't, couldn't, it's, I'll, you're, I'm	<i>there/their/they're</i>		
	6		<i>pretty, beautiful,</i>		
Summer 1	1	Possessive apostrophe (singular nouns)	<i>people, water,</i>	Assess handwriting targets (bronze, silver, gold).	
	2		<i>even</i>		
	3		<i>here/hear</i>		
	4	Words ending in -tion	<i>station, fiction, motion, national, section</i>		
	5				
	6	Correlation between split digraphs & double letters: nn, mm, tt, bb, dd, pp	Assess HF words taught so far.		
	7				
Summer 2	1	Homophones and near-homophones	<i>quite/quiet; see/sea, bare/bear; one/won, sun/son; to/too/two, be/bee; blue/blew, night/knight</i>	Assess handwriting targets including pen licence targets	
	2				
	3				
	4				
	5	Suffix: ing, ed, est, er(no change)	Revisit and recap HF words taught.		
	6	ou (group, could) f, ph, ff			
	7	ch, tch/ ear, ere, eer			

