



King Athelstan Primary School

English Curriculum

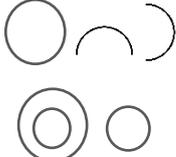
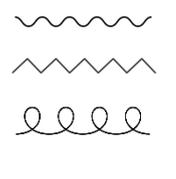
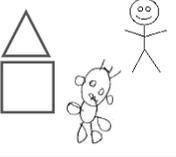


Early Reading and Phonics Progression

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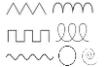


King Athelstan Early Reading and Phonics Overview - Nursery

	Phase 1 Letters and Sounds : 7 aspects Strands 1, 2 and 3; activity (See L&S pages 1-50)	Phase 1 links to Development Matters	Handwriting/ mark making
Autumn 1	Home Visits Transition Focus / welcoming new starters Circle time games learning names; Rules and Routines		
	Aspect 1: Environmental sounds: <i>Tuning into sounds:</i> <i>Listening walks: locality; transport; animal sounds; habitats e.g. forest; household</i>	22-36 months Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Continuous gross motor skills and fine motor skills activities throughout the year.
	Aspect 2: Instrumental sounds: <i>Tuning into sounds and talking about sounds:</i> new words to old songs; Adjust the volume; which instrument? Aspect 3: Body percussion <i>Tuning into sounds: action songs:</i> <i>Roly Poly; focus on clapping; patting lap; stamping; clicking;</i>	22-36 months Listens with interest to the noises adults make when they read stories and shows interest in play with sounds, songs and rhymes. 30-50 months Enjoys rhyming and rhythmic activities.	
	Aspect 4: Rhythm and rhyme: <i>Tuning into sounds: nursery rhymes & stories e.g. Julia Donaldson; Dr Seuss</i> Aspect 5: Alliteration: <i>Tuning into sounds: I spy names: sounds around: alliteration with their names</i>	30-50 months Uses intonation, rhythm and phrasing to make the meaning clear to others. 30-50 months (R) Looks at books independently and handles books carefully.	
Autumn 2	Aspect 6: Voice sounds: <i>Tuning into sounds: Add sounds to stories being read e.g. neeeow for a plane; animal noises; onomatopoeia</i> Aspect 4: Rhythm and rhyme: <i>Listening and remembering sounds:</i> Rhyming pairs; Finish the rhyme Aspect 1: environmental sounds: <i>Talking about sounds: shakers: coffee tins filled with rice etc.; enlivening stories</i>	30-50 months 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). 30-50months (R) Shows awareness of rhyme and alliteration and recognises rhythm in spoken words.	Straight lines: 
	Aspect 1:- environmental sounds <i>Listening and remembering sounds: Sound stories: "Mrs ... has a box, ee I ee I o"</i> Revisit and consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.	30-50 months 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 30-50 months (R) Listens to and joins in with stories and poems, one-to-one and also in small groups. Knows that print carries meaning	Circles/semi circles 
Spring 1	Aspect 2: instrumental sounds <i>Listening and remembering sounds:</i> Matching sound makers; matching sounds; hidden instruments Aspect 3: body percussion: <i>Listening and remembering sounds:</i> Follow the sound; noisy neighbour	30-50 months (R) Shows interest in illustrations and print in books and print in the environment and ascribes meanings to marks that they see in different places.	Continuous lines: 
	Aspect 6: Voice sounds: <i>Listening and remembering sounds: chain games: whose voice? (Use clips app to film adults and children - they guess who is speaking)</i> Aspect 6: Voice sounds: <i>Listening and remembering sounds: chain games: whose voice? (Use clips app to film adults and children - they guess who is speaking)</i>	30-50 months Uses a range of tenses (e.g. play, playing, will play, played). 30-50months (R) Knows information can be relayed in the form of print.	
	Aspect 4: Rhythm and rhyme <i>Talking about sounds:</i> <i>Rhyming puppets; I know a word... Odd one out</i>	30-50 months Uses intonation, rhythm and phrasing to make the meaning clear to others.	
Spring 2	Aspect 3: body percussion <i>Talking about sounds:</i> Noisy neighbour; words about sounds; The Pied Piper	30-50 months Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Familiar shapes: stick people; houses; faces 
	Aspect 5&6: Alliteration and voice sounds <i>Talking about sounds:</i> Mirror Play; silly soup; Give me a sound; sound story time; watch my sounds	30-50 months Builds up vocabulary that reflects the breadth of their experiences 30-50 months (W) Sometimes gives meaning to marks as they draw and paint.	
	Revisit and Consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.	30-50 months Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle	
Summer 1	Aspect 7: Oral blending and segmenting: <i>Tuning into sounds: Oral Blending: Toy talk; Clapping sounds; Add into everyday instructions: Can you put on your c-oa-t?</i>	40-60 months (R) Continues a rhyming string. 40-60 months (R) Hears and says the initial sound in words. 40-60 months (W) Name Writing	Linking print to meaning/words. "That says...." Beginning to write their names/ forming familiar letters/words: mum, dad. Begin to assess pencil grip.
	Aspect 7: Oral blending and segmenting: <i>Listening and remembering sounds: segmenting: Matching games: Can you pass me/point to the: b-a-t; d-o-g; c-a-t; ch-ee-se</i>	30-50 months (W) Ascribes meanings to marks that they see in different places.	
Summer 2	Aspect 7: Oral blending and segmenting <i>Talking about sounds: counting how many sounds they hear in p-i-g etc.</i> Revisit and Consolidate each area and aspect. Using focus children to identify and move children on according to their individual needs and next steps.	40-60 months 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	



King Athelstan Early Reading and Phonics Overview - Reception

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



King Athelstan Early Reading and Phonics Overview - Year 1

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



King Athelstan Early Reading and Phonics Overview - Year 2

	Phonemes and spelling rules	HF words: Read and spell HF words	Handwriting	
Autumn 1	1	<ul style="list-style-type: none"> 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. Recap syllables, adjacent consonants and compound words. Distinguish between vowels and consonants. Teach them the SPELL acronym: syllables, phonics, etymology, links (morphology), little ticks (mnemonics) Explicitly teach/model using sound mats and tricky word mats 		Handwriting baseline: allocate handwriting targets (bronze, silver, gold)
	2	Recap and compare all ai and oa sounds	both, most, only, clothes,	
	3	Recap and compare all igh and ee sounds	find, kind, mind, behind,	
	4	Recap and compare all oo and ir sounds	child, wild, climb,	
	5	Recap and compare all oi and or sounds	door, floor, poor,	
	6	Recap and compare all ou and ar sounds	could, should, would	
	7	Recap and compare all air and ear sounds	any, many, parents,	
Autumn 2	1	dge, ge, g, al(ar), a(ar)	fast, last, past, father, class, grass, pass, plant, path, bath, after, who, whole,	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),	great, break, steak,	Assess handwriting targets
	5	s(z), ar(or), al (or), o(oo)/ve,	move, prove, improve	
	6	o(old), (w)a, (qu)a, and plurals for ey ending,	old, cold, gold, hold, told, money, Christmas	
	7	sh, ch, ci, ti		
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.	half, sure, sugar,	
	4			
	5	Adding -ing, -ed, -er, -est and -y to words creating double letters	Mr, Mrs	
	6			
Spring 2	1	Suffixes: --ness, --less	every, everybody, busy	Assess handwriting targets (bronze, silver, gold).
	2	Suffixes: ment, ful, ly		
	3	Revisit phonemes taught	hour, again	
	4	y = fly plurals adding es e.g. flies	because, eye,	
	5	Contractions: can't, didn't, hasn't, couldn't, it's, I'll, you're, I'm	there/their/they're	
	6		pretty, beautiful,	
Summer 1	1	Possessive apostrophe (singular nouns)	people, water,	Assess handwriting targets (bronze, silver, gold).
	2		even	
	3		here/hear	
	4	Words ending in -tion	station, fiction, motion, national, section	
	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	quite/quiet; see/sea,	Assess handwriting targets including pen licence targets
	2		bare/bear; one/won, sun/son;	
	3		to/too/two, be/bee;	
	4		blue/blew, night/knight	
	5	Revisit and recap spelling rules taught.	Revisit and recap HF words taught.	
	6			
	7			