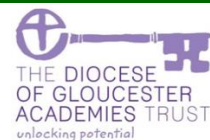




St John's Church of England Academy

Belonging Believing Becoming



Phonic Milestones 2020- 2021

Schools approach to teaching phonics: Letters and Sounds

COVID Recovery Programme in place for EYFS, Years 1, 2 and 3. Plus interventions throughout the school where needed. Aim to be back on track by end of Spring Term.

Year Group	Term	Phase	Set	Reading including Common Exception Words	Spelling
Years 1,2 and 3	September	Phonics baseline completed for all children – identify gaps, missed learning and plan for intervention groups/ whole class teaching – in school data Reception baseline for Communication and Language and Literacy Areas of Development throughout Autumn 1 – data drop October 2020.			
Reception	1	Phase 1	Specific focus on Aspect 4 – Rhyme and Rhythm Aspect 5 - Alliteration Aspect 7 - Oral blending and Segmenting Identify gaps from Phase 1 in baseline assessments – Listening and Attention focus	ORT character words (link to wordless books : Mum Dad Biff Chip Kipper Floppy and	
	2	Phase 2 Phase 3	s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz Assessment week	To The No Go I Into Segmenting using phonemes taught	Formation of individual phonemes taught. Cursive from start.
	3	Phase 3	qu ch, sh, th, ng ai ee igh oa oo ar or ur ow oi er ear air ure Assessment Week	He She We Me be was You they All are My her Segmenting using phonemes taught	All phase 2 common exception word Continue formation of phonemes taught including joined digraphs
	4	Phase 3 and Phase 4	Revision of all previous sounds taught. Gap filling.	said some come were there little	All Phase 3 common exception

			<p>Reading and Spelling Tricky words.</p> <p>Ensuring chn are able to identify and blend phase 4 consonant blends at beginning/end of words so accurately blending/segmenting</p>	<p>one when out what have like so do</p> <p>Segmenting using phonemes taught</p>	<p>words and words with adjacent consonant's e.g.: trap milk string</p>
	5	Phase 4	<p>Assessment week to identify gaps</p> <p>Read and write words with initial and/or final blends such as st, nd mp, nt, nk, ft,sk, lt,lp,tr,dr,gr,cr,br, fr,bl,fl,gl,pl,cl,sl,sp,st,tw,sm,nch, shr, thr</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 using phonemes taught</p>	<p>All previously learnt spellings evidenced in independent writing.</p>
	6	Phase 5	<p>Link Phase 5 alternative sounds to previously learnt phase 3 sounds – Phonics families ay ou ie ea oy ir ue aw wh ph ew oe au ey zh</p> <p>Revisit all phonemes taught so far to apply in context and ensure fully understood. Assessment week including phonic screening to provide baseline for Year 1</p>	<p>Oh their people mr mrs looked called asked could</p> <p>Segmenting using phonemes taught</p>	<p>All previously learnt spellings evidenced in independent writing.</p>
Year 1	1	Phase 2 and 3	<p>Baseline assessments and Phonics Screening to inform starting points</p> <p>Recap all phase 2 phonemes Recap all phase phonemes taught to March 2020 (highlighted sounds): qu ch, sh, th, ng ai ee igh oa oo ar or ur ow oi er ear air ure</p>	<p>Assessment of Phase 2/3 tricky words</p> <p>Segmenting using phonemes taught</p>	<p>Phase 2/3 tricky words evidenced in independent writing</p>

	2	Phase 4	<p>Revision of all previous sounds taught. Gap filling. Ensuring chn are able to identify and blend phase 4 consonant blends at beginning/end of words so accurately blending/segmenting</p> <p>Read and write words with initial and/or final blends such as st, nd mp, nt, nk, ft,sk, lt,lp,tr,dr,gr,cr,br, fr,bl,fl,gl,pl,cl,sl,sp,st,tw,sm,nch, shr, thr Revisit, utilise and apply in context to ensure fully understood and used independently</p>	Phase 4 tricky words	Phase 4 tricky words and HFWs
Year 1	3	Phase 5	<p>Link Phase 5 alternative sounds to previously learnt phase 3 sounds – Phonics families ay ou ie ea oy ir ue aw wh ph ew oe au ey zh</p> <p>Revisit all phonemes taught so far to apply in context and ensure fully understood.</p> <p>Assessment week including phonic screening to check intervention need/ focus for term 4 ahead of PSC in June (start of term 6)</p>	<p>Oh their people Mr Mrs looked called asked could</p> <p>Segmenting using phonemes taught including phase 4 blends accurately</p>	<p>Phase 5 tricky and HFWs</p> <p>All previously learnt spellings evidenced in independent writing.</p>
	4	Phase 5 continued	<p>Split diagraphs a_e e_e i_e o_e u_e</p> <p>Alternative sounds – linking phonics families l o c g u le ea a y ch ou a ai ay a_e e ee ea e_e i ie i_e y o oa o_e oh ough u u_e ew ue</p> <p>Readiness for Phonics Screening Check – needs led</p>	<p>Phases 2-5 tricky words</p> <p>year 1 Common Exception Words</p> <p>Segmenting using phonemes taught</p>	Spelling of all common exception words to phase 5

	5	Phase 5	<p>Readiness for Phonics Screening Check – needs led based on assessments</p> <p>Recap all Phonics families/alternative sounds Identify real and pseudo words ensuring children are not trying to change pseudo words into real words Effective blending of polysyllabic words including phase 4 blends</p>	<p>Phases 2-5 tricky words</p> <p>year 1 Common Exception Words</p> <p>Segmenting using phonemes taught</p>	Spelling of all common exception words and tricky words to phase 5
	6	Phase 5 Phase 6	<p>Phonics Screening Check Use data to inform planning for rest of term in readiness for Year 2</p> <p>Contracted words: don't isn't he's we're I'll you're we'll can't didn't hasn't couldn't it's</p> <p>Understand and apply Suffixes :- ed, ing, ful, est, er, ment, ness, en, s, es</p>	<p>Contracted words and words with familiar endings s ed etc..</p> <p>Segmenting using phonemes taught</p>	<p>Months of the year</p> <p>Spelling of contracted words</p>
Year 2	1	Phase 3, 4 and 5	<p>Baseline assessments and Phonics Screening to inform starting points</p> <p>Recap all phase 3 phonemes Sound families linking phase 3 and phase 5 sounds</p> <p>ai, ay, a-e, a, eigh, ay, ei ee, ea, e-e, ey, e, ie, y igh, i, y, ie, i-e oa, ow, oe, o-e, o oo, ue, u-e, u-e ew, ew, ui, oi, oy ow, ou</p>	<p>Assessment of Phase 2/3 tricky words</p> <p>Segmenting using phonemes taught</p>	Phase 2/3 tricky words evidenced in independent writing
	2		<p>Sound families linking phase 3 and phase 5 sounds and alternative spellings</p> <p>oo, u, oul, o or, aw, au, al, our, augh, ore, oor ar, a, al ur, ir, er, ear, our ear, eer, ere air, are, ear</p>	<p>Phases 2-5 tricky words</p> <p>Segmenting using phonemes taught including alternatives</p>	Spelling of all common exception words and tricky words to phase 5

			Administer 2018 Phonics Screening Check		
	3 onwards	Phase 6 Plus addressing any gaps from phonic screening check.	Recap and revision of phonic gaps from all phonemes taught in Phase 2 - 5 . Pupils must be secure using all in decoding and spelling. Reminder of understanding and application of suffixes T6 Year 1. Understand the rules for adding ing, er,est,ful, ly,y Investigate how adding suffixes and prefixes changes words Introduce the past tense Use of Babcock No Nonsense Spelling to inform sequence of teaching as well as ongoing phonics assessments	Year 1 / 2 Common Exception words	Confidently using phonemes taught segmenting independently Common Exception words Years 1 and 2
	6		Phonics Screening Check resit for those who didn't pass in Autumn 2 2020		
Year 3	1	Phase 5	Baseline assessments and Phonics Screening to inform starting points and groupings for Phonics/Spellings lessons Year 2 Common Exception Words taught by spelling pattern door, floor, poor find, kind, mind, behind, child-children, wild, climb most, only, both, old, cold, gold, hold, told great, break, steak after, past, fast, last, father class, grass, pass, plant, path, bath move, prove – improve sure, sugar could, should, would who, whole any, many Mr, Mrs every - everybody	All Phase 2-5 tricky words, HFWs and CEWs Segmenting using phonemes taught including alternatives	Year 2 CEWs that don't fit a pattern: because beautiful pretty hour eye clothes busy people water again half money parents Christmas even
	2	Phase 5	Recap all phase 3 phonemes Sound families linking phase 3 and phase 5 sounds ai, ay, a-e, a, eigh,ay, ei ee, ea, e-e, ey, e, ie, y igh, i, y, ie, i-e		

			<p>oa, ow, oe, o-e, o oo, ue, u-e, u-e ew, ew, ui, oi, oy ow, ou</p> <p>oo, u, oul, o or, aw, au, al, our, augh, ore, oor ar, a, al ur, ir, er, ear, our ear, eer, ere air, are, ear</p> <p>Phonics Screening Check for those due to retake in Summer 2020 in Year 2 (didn't pass in Year 1 Summer 2019)</p>	
	3 onwards	Phase 6	<p>Using Phonics Assessments (for those children still needing phonics) to inform groups and phonic teaching sequence</p> <p>All other children following Babcock No Nonsense Spelling Year 3 scheme – recapping Year 2 learning initially (revisit/ gap fill already planned into this) then moving into Year 3 spelling patterns and rules</p>	<p>Following Babcock No Nonsense Spelling</p> <p>Spelling Shed spellings and phonics intervention groups to address specific needs</p>