

St Margaret’s at Hasbury CE Primary School **Phonics**

**Knowledge and Skills Overview**

**Reception**

|  |  |
| --- | --- |
| Year  | Objectives |
| R | Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words. Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. |

Autumn Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Phase 1 Voice Sounds, Rhyme, Alliteration, Oral Blending and Segmenting |
| 2 | Phase 2 s a t p |
| 3 | Phase 2 i n m d Introduce high frequency/ ‘on the go’ words |
| 4 | Phase 2 g o c k |
| 5 | Phase 2 ck e u r Introduce asking the question |
| 6 | Phase 2 r h b f ff Begin to introduce tricky words |
| 7 | Phase 2 l ll ss  |
| 8 | Phase 2 recap, applying |
| 9 | Phase 2 recap, applying |
| 10 | Phase 3 j v w x |
| 11 | Phase 3 y z zz qu |
| 12 | Phase 3 ng ch sh th |

Spring Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Recap all Phase 2 and Phase 3 taught so far. *th* |
| 2 | Phase 3 ai oa igh ee |
| 3 | Phase 3 or ar *oo* oo |
| 4 | Phase 3 oi ur ow air |
| 5 | Phase 3 ear ure er |
| 6 | Phase 3 focus on words with digraphs/trigraphs at beginning |
| 7 | Phase 3 focus on words with digraphs/trigraphs at end |
| 8 | Phase 3 focus on words with digraphs/trigraphs in the middle |
| 9 | Phase 3 focus on words with digraphs/trigraphs in the middle |
| 10 | Phase 4 ending adjacent consonants |
| 11 | Phase 4 beginning adjacent consonants |
| 12 | Phase 4 (2+3) Polysyllabic words  |

Summer Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Phase 4 common misconceptions (st, dr, tr) |
| 2 | Phase 4 recap, applying |
| 3 | Phase 5a ay ou ie ea |
| 4 | Phase 5a oy ir ue aw |
| 5 | Phase 5a wh ph ew oe |
| 6 | Phase 5a au ey a-e e-e |
| 7 | Phase 5a i-e o-e u-e |
| 8 | Phase 5a recap |
| 9 | Consolidate |
| 10 | Consolidate |
| 11 | Consolidate |
| 12 | Consolidate |

**Year 1**

|  |  |
| --- | --- |
| Year  | Objectives SSP and NC |
| 1Taught within daily phonics. | To spell words containing each of the 40+ phonemes already taught To read and spell ‘tricky words’ for phase 2-5. To name the letters of the alphabet To name the letters of the alphabet in order To use the letter names to distinguish between alternative spellings of the same sound To read and spell a range of compound words.To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.Additional spelling patterns not yet included on school letter charts: ‘nk as in pink,’‘ore as in more, score,’‘ve’ at the end of words such as have, live, give.To spell the days of the week To add the prefix ‘un.’ To use the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs To use –ing, -ed, -er and –est where no change is needed in the spelling of root words  |

Autumn Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Recap on Phase 3 |
| 2 | Recap on Phase 4 |
| 3 | Phase 5a ay ou ie ea |
| 4 | Phase 5a oy ir ue aw |
| 5 | Phase 5a wh ph ew oe |
| 6 | Phase 5a au ey a-e e-e |
| 7 | Phase 5a i-e o-e u-e |
| 8 | Consolidate |
| 9 | Consolidate |
| 10 | Phase 5b a(baby) a(swan) e(me) i(tiger) o(open) u(unicorn) |
| 11 | Phase 5b ow(snow) ie(chief) ea(bread) er(fern) ou(shoulder) |
| 12 | Phase 5b oul(could) ou(you) y(fly) y(gym) y(pony) |

Spring Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs / NC Spelling objectives |
| 1 | Recap on Phase 5b so far |
| 2 | Phase 5b ch(school) ch(chef) c(city) g(giant) ey(grey) |
| 3 | Consolidate application |
| 4 | Consolidate application |
| 5 | Phase 5c t(picture) tch(catch) dge(fudge) mb(lamb) gn(gnome) kn(knit) |
| 6 | Phase 5c wr(wrap) st(listen) se(house) se(please) o(some) ere(here) |
| 7 | Phase 5c eer(cheer) a(father) al(half) ere(there) ear(bear) are(care) |
| 8 | Phase 5c al(ball) our(four) augh(caught) ear(learn) or(worm) |
| 9 | NC ‘nk’ as in pink |
| 10 | NC ‘ore’ as in more |
| 11 | NC ‘ve’ at the end of words such as have, live, give. |
| 12 | Consolidation |

Summer Term

|  |  |
| --- | --- |
| Week  | Consolidate Phase 2-5 and teach NC Spelling objectives |
| 1 | To read and spell the days of the week  |
| 2 | Use prefix ‘un.’ |
| 3 | Spelling rule for adding –s and –es as the plural for nouns and the third person singular for marker for verbs. |
| 4 | Use –ing, -ed, -est where no change is needed in spelling of root word |
| 5 | Apply phase 2-5c, HFWs, TWs taught |
| 6-12 | Consolidate all GPC knowledge using letter names to spell. Continue and Consolidate all previous learning and Y1 NC Spelling Objectives |

**Year 2**

|  |  |
| --- | --- |
| Year  | Objectives SSP and NC |
| 2Taught within daily phonics. | To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.To consolidate reading and spelling of ph 2-5 tricky/common exception words.To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.Additional spelling patterns not yet included on school letter charts:‘ge’ at the end of words such as age, huge, village, charge‘le’ endings such as table, apple, bottle, ‘el’ endings such as camel, tunnel, squirrel, towel‘al’ endings such as metal, pedal, capital‘il’ endings such as pencil, fossil, nostril‘al’ / ‘all’ such as ball, call, talk, always‘o’ as in mother, brother, nothing‘ar’ after w such as war, warm, towards‘tion’ at the end such as station, fiction, motion, national, sectionDistinguish common homophones/near homophones in reading and spelling such as there/they’re/their, here/hear, see/sea, sun/son, to/two/tooTo learn to spell words with contracted forms such as can’t, didn’t, hasn’t. I’llTo learn the possessive apostrophe.To add es to nouns and verbs ending in y such as flies, copies, tries.To add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly, ,-enTo add ed, ing, er, est, y to one syllable words ending in a single consonant after a single vowel. E.g. patting, hummed, runny, sadder. To add ed, ing, er, est to root word ending in y with consonant before it. E.g. copier, copied, happiestTo add ed, ing, er, est, y to words ending in e with consonant before it. E.g. hiking, nicerTo add common prefixes: un, mis, dis, (micro)To spell plurals of ey words such as donkeys, chimneys |

Autumn Term

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Recap on Phase 5a ay ou ie ea |
| 2 | Recap on Phase 5a oy ir ue aw |
| 3 | Recap on Phase 5a wh ph ew oe |
| 4 | Recap on Phase 5a au ey a-e e-e |
| 5 | Recap on Phase 5a i-e o-e u-e |
| 6 | Consolidate fluent application of 5a |
| 7 | Recap on Phase 5b a(baby) a(swan) e(me) i(tiger) o(open) u(unicorn) |
| 8 | Recap on Phase 5b ow(snow) ie(chief) ea(bread) er(fern) ou(shoulder) |
| 9 | Recap on Phase 5b oul(could) ou(you) y(fly) y(gym) y(pony) |
| 10 | Recap on Phase 5b ch(school) ch(chef) c(city) g(giant) ey(grey) |
| 11 | Consolidate fluent application of 5b |
| 12 | Recap on Phase 5c t(picture) tch(catch) dge(fudge) mb(lamb) gn(gnome) kn(knit) |

Spring Term

Continue to practise using letter charts and ‘asking the question.’

Continue to recap recognition of Phase 3 – 5a GPCs and reading of words using all GPCs up to 5c.

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Recap on Phase 5c wr(wrap) st(listen) se(house) se(please) o(some) ere(here) |
| 2 | Recap on Phase 5c eer(cheer) a(father) al(half) ere(there) ear(bear) are(care) |
| 3 | Recap on Phase 5c al(ball) our(four) augh(caught) ear(learn) or(worm) |
| 4 | Teach additional spellings ge, le, el endings |
| 5 | Teach additional spellings al, il endings and al/all |
| 6 | Teach additional spellings o(mother) and ar after w (special w) |
| 7 | Teach additional spellings ‘tion’ (s/zh) Common homophones |
| 8 | Contractions |
| 9 | Possessive apostrophe |
| 10 | Add es to nouns/verbs ending in y (flies, copies, tries)Add suffixes –ment, -ness, -ful |
| 11 | Add suffixes –less, -ly, -en |
| 12 | Add ed, ing, er, est, y to one syllable words ending in consonant after a single vowel. (patting, hummed, runny, sadder) |

Summer Term

Continue to practise using letter charts and ‘asking the question.’

Continue to recap recognition of Phase 3 – 5a GPCs and reading of words using all GPCs up to 5c.

|  |  |
| --- | --- |
| Week  | Phase and Focus GPCs |
| 1 | Add ed, ing, er, est to root word ending in y with consonant before it. E.g. copier, copied, happiest |
| 2 | To add ed, ing, er, est, y to words ending in e with consonant before it. E.g. hiking, nicer |
| 3 | To add common prefixes: un, mis, dis, (micro) |
| 4 | To spell plurals of ey words such as donkeys, chimneys |
| 5-12 | Year 2 letter chart and spelling rules. Consolidation and recap difficulties for cohort. |