

CITY OF
ROCHESTER



SCHOOL

City of Rochester School Phonics Curriculum



Intent

1. At City of Rochester school, we aim for all our children to become enthusiastic and motivated readers. We develop children's confidence in reading using wide variety of genres and text types.
2. Phonics is the process that we use to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.
3. We follow the "Twinkl Phonics" program is an effective program, done simply to support the development of skills needed to decode words so that all children are able to read fluently with understanding of what they have read.
4. "Twinkl phonics" allows our phonics teaching and learning to be progressive as well as allowing children's listening and speaking skills to develop.
5. We teach a curriculum designed to develop phonological awareness and fine motor skills to build strong foundations. Our curriculum is accumulative, multisensory, and tracked closely, to ensure children develop the reading and writing skills needed to access the English Programme and the wider curriculum.
6. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success and are met where they are at.
7. A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
8. The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, Foundation, Year 1, Year 2 and, where appropriate, Years 3-6.
9. The Twinkl Phonics Programme intends to provide children with opportunities to develop the knowledge, skills, and understanding essential for reading and writing and develop each child's confidence, resilience, and engagement in phonics lessons and a love for reading and writing

Implementation

- All children are assessed on entry and are then assigned into their correct level from 1-5.
- Children have daily phonics sessions where they participate in speaking, listening, reading, writing, and spelling activities that are matched to their developing needs.
- The Twinkl Phonics Programme tracking document enables the teachers and learning support staff to track student's progress. Tracking enables opportunities for data analysis and encourages discussions around student progress, group progress, future learning, and misconceptions. Enabling CoR to respond and adapt teaching within the programme to provide additional support and challenge to pupils.
- The dynamic and engaging materials delivered in the daily planning packs within Levels 2-6 ensure a defined structure to the teaching of phonics.
- The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and supporting resources.
- The teaching PowerPoints, stories, games, additional texts, and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.
- Teacher guides for each stage are provided to allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are providing robust, learn to read provisions and enabling each child to achieve their potential

Level overviews:

Level 1

Learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental, and instrumental sounds through 7 aspects.

1. Environmental sounds- children are provided with opportunities to explore indoor and outdoor sounds.
2. Instrumental sounds- children will be introduced to and explore musical sounds.
3. Body percussion- children are provided with opportunities to explore body percussion
4. Rhythm and rhyme- children will be introduced to and have opportunities to explore rhythm and rhyme
5. Alliteration- children are provided with opportunities to explore alliteration.
6. Voice sounds- children will explore voice sounds
7. Oral blending and segmenting

By the end of level 1 children will be able to:

Listen attentively
Enlarge their vocabulary
Speak confidently to adults and other child
Discriminate different sounds including phonemes
Reproduce audibly the phonemes they hear in words
Oral segment words into phoneme

Level 2

The purpose of this level is to teach the first 19 most commonly used letters and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of level 2 children will be able to:

Identify the phoneme when shown any level 2 grapheme
Identify level 2 grapheme when they hear the phoneme
Orally blend and segment CVC words
Blend to read VC words, such as, 'if', 'am', 'on' and 'up'
Read tricky words: the, to, I, no, go

Level 3

Phase 3 another 25 graphemes, including consonant, digraphs, vowel digraphs and trigraphs. Children continue to practice CVC blending and segmentation and apply this to reading and spelling simple two syllable words and captions.

By the end of level 3 children will be able to:

Say the phoneme when shown all or most level 2 and level 3 grapheme
Find all or most level 2 and level 3 graphemes from a display when given a phoneme
Blend and read CVC words (single syllable)
Segment and make phonetically plausible attempt at spelling CVC words.
Read tricky words: he, she, we, me, be, was, my, you, her, they, all, are
Write each letter correctly when following a model

Level 4

Level 4 consolidates children's knowledge of graphemes in reading and spelling words, especially diagraphs and trigraphs. Introduces words with adjacent consonants- CVCC, CCVC, CCVCC, CCCVC, CVCCC,CCCVCC, CCVCCC, as well as, polysyllabic words. The children learn to read and spell some more tricky words.

By the end of level 4 children will be able to:

Give the phoneme when shown any level 2 and 3 graphemes
Find any level 2 or level 3 grapheme when given phoneme
Blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants.
Read the tricky words- some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words- he, she, we, me, be, was, my, you, here, they, all, are.
Write each letter, using the correct formation
Orally segment words into phoneme.

Level 5

Level 5 consists of learning alternative graphemes for known phonemes, as well as alternative pronunciations. Children are introduced to split diagraphs, suffixes, prefixes. Children will learn to read and spell common exception words.

By the end of level 5 children will be able to:

Give the phoneme when shown any grapheme that has been taught
For any given phoneme write the common graphemes
Apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable
Read and spell phonically decodable two-syllable and three syllable words
Read automatically all taught tricky and common exception words
Accurately spell all the level 2,3 and 4 tricky words and most common exception words for reading
Form each letter correctly
Use alternative ways of pronouncing and representing the long vowel phonemes.

Level 6

Level 6 develops the children's knowledge of spelling patterns and best-guess grapheme selection. The children learn more alternative graphemes for known phonemes and alternative pronunciations. They are introduced to the 'zh' phoneme and start to develop an understanding of the spelling rules for adding suffixes and prefixes. Level 6 introduces homophones/near homophones and contractions; the children learn to spell more common exception words and develop their understanding of grammar rules. Children will start to learn effective techniques including editing and proofreading as well as learn strategies to read and write independently.

By the end of level 6 children will be able to:

Read accurately most words of two or more syllables
Read most words containing common suffixes
Read most common exception words
Read most words accurately, in age-appropriate books, without overt sounding and blending and sufficiently fluent to allow them to focus on their understanding rather than decoding.
Sound out most unfamiliar words accurately

Impact

10. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.
11. We give all children the opportunity to enter the magical worlds that books open to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures, and styles.
12. Planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
13. Attainment is measured and tracked on a half termly basis and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
14. Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
15. Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
16. Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils fluency and mastery is incrementally improving.
17. Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
18. Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
19. Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Phonics within the English curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Links to Other Subjects

Phonics is fundamental to all areas of learning, as it unlocks access to the wider curriculum through reading skills. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. There are strong connections between learning to read and learning in other areas of the curriculum and these are identified throughout our curriculum maps. Our learning means the world curriculum involves research, elements of presentation and provides valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to literacy outcomes where learners are asked to assess the reliability of information. Across all subject areas young people will apply key reading skills such as:

- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

Curriculum Overview

Our curriculum is designed with our children in mind. Some children will need to spend longer consolidating their phonics knowledge, the weeks are used as an adaptable guide.

Level 1		
Week		Focus
1	Environmental Sounds	Notice sounds around them. *Recognise that different objects make different sounds. *Start to identify and name sounds. *Talk about environmental sounds, describing them and comparing them
2	Instrumental Sounds	Explore instrumental sounds *Build awareness of how to use instruments to make sounds. *Start to identify the sounds of familiar instruments, naming them. *Build awareness of how you act upon an instrument affects the sound it makes. *Talk about instrumental sounds, describing and comparing them. *Use instruments to recreate a sound from a given instruction, e.g. tap the drum loudly, shake the tambourine quietly.
3	Body Percussion	Explore the sounds their bodies can make. *Join in and copy actions of familiar songs. *Join in and copy body percussion patterns and sequences. *Build awareness of how they can change body percussion sounds. *Create their own sequences of body percussions. *Join in with longer sequences of body percussion. *Describe body percussion. *Follow instructions to recreate body percussion sounds, e.g. stamp feet loudly, clap hands softly.
4	Rhythm and Rhyme	Join in with songs and rhymes. *Recognise familiar rhythms and rhymes. *Recognise that words rhyme. *Copy and keep a simple beat. *Join in and copy breaking words into syllables with a beat. *Play with rhyme. *Make up their own rhyming words. *Orally complete sentences with their own rhymes. *Break words down into syllables with a beat. *Create their own beat.
5	Alliteration	Explore initial sounds of words. *Select objects with a given initial sound from a choice of two. *Identify initial sounds of words. *Match two objects with the same initial sound. *Play with alliteration.
6	Voice Sounds	Explore different mouth movements and sounds. *Copy different voice sounds and mouth movements. *Recognise different voice sounds. *Make a variety of different voice sounds, including animal sounds. *Say speech sounds clearly. *Talk about voice sounds. *Describe and compare voice sounds. *Create their own ideas for voices of characters/ imitating voices
7	Oral Blending and Segmenting	Identify the initial sounds of words. *Build awareness that words can be broken into sounds. *Choose the correct object when hearing the word broken into single sounds. *Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. *Segment CVC and VC words into their individual sounds. *Start to blend the sounds of longer words. *Identify how many sounds are in a CVC or VC word.

Level 2		
Week	Sounds	Sight words
1	s, a, t, p	the, to, I, no, go, and, is, as, of, in, it, at, a
2	i, n, m, d	
3	g, o, c, k	
4	ck, e, u, r	
5	h, b, f, ff, l, ll, ss	
6	Recap Level 2	

Phase 3		
Week	Focus	Sight words
1	j, v, w, x	he, she, we, me, be, was, my, you, the, to, no, go, I, they, here, all, are.
2	y, z, zz, qu, ch	
3	sh, th (unvoiced), th (voiced), ng	
4	ai, ee, igh, oa	
5	oo(short), oo (long), ar, or	
6	ur, ow, oi, ear	
7	air, ure, er	
8	Level 3 Recap	
9	Level 3 Recap	
10	Trigraphs and Consonant Digraphs	
11	Recap j, v, w, x Recap Vowel Digraphs	
12	Level 3 Recap	

Level 4		
Week	Focus	Sight words
1	CVCC Words	said, so, have, like, come, some, were, there, little, one, do, when, out, what, he, be, we, she, me, was, you, they, are, all, my, here.
2	CCVC Words	
3	Adjacent Consonants	
4	Polysyllabic Words	

Level 5

Week	Focus	Focus words	Sight words
1	'ay' saying /ai/	day may say play clay tray spray crayon	could, should, would, want, oh, their, Mr, Mrs, love, your, said, so, have, like, some, come, were, there, little, one, people, looked, called, asked, water, where, who, why, thought, though, do, when, what, could, should, would, want, their, Mr, Mrs, work, house, aunt, uncle, many, laughed, because, different, any, eye, friend, also, love, your, people, looked, asked, called, water, where, who, why, once, please, live, coming, Monday, Tuesday, Wednesday, brother, more, before, thought, through, work, house, aunt, uncle, many, laughed, because, different, any, eye, January, February, April, July, scissors, castle, beautiful, treasure door, floor, friend, also, please, once, live, coming, Monday, Tuesday, Wednesday, brother, bought, favourite, autumn, gone, know, colour, other, does, talk, two, more, before, January, February, April, July, scissors, castle, beautiful, treasure
2	'oy' saying /oi/	toy boy joy enjoy destroy annoy employ royal	
3	ie' saying /igh/	pie lie tie die cries tries spied fried	
4	'ea' saying /ee/	sea bead read seat meat heap treat least leaf	
5	'a_e' saying /ai/	game name snake cake came make same ate	
6	'i_e' saying /igh/ 'o_e' saying /oa/	bike time pine prize bone home note alone	
7	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	use cube fume tube these theme eve complete	
8	'ou' saying /ow/	pouch spout cloud scout sprout proud sound ground	
9	long vowel sounds	kind lion music unicorn hotel both lemur apricot acorn we	
10	'ch' saying /k/ 'ch' saying /sh/	school Christmas chemist chord echo chef parachute brochure	
11	'ir' saying /er/	stir girl bird shirt dirt third first thirteen	
12	'ue' saying /yoo/ and /oo/	due venue fuel argue clue glue true blue	
13	'ew' saying /yoo/ and /oo/	few new dew stew blew chew grew drew	
14	'y' saying /ee/	very family body happy sunny furry crunchy hairy	
15	'aw' and 'au' saying /or/	saw paw draw yawn August launch laundry astronaut	
16	'ow' and 'oe' saying /oa/	ow slow window own toe hoe doe goes	
17	'wh' saying /w/	white whisper whiskers whine whale which while wheel	
18	'c' saying /s/ 'g' saying /j/	gem magic giant ginger cell city face slice	
19	'ph' saying /f/	phone dolphin elephant alphabet photo microphone graph orphan	
20	'ea' saying /e/	head bread ready deaf healthy weather instead breakfast	
21	ie' saying /ee/	chief brief field shield priest shriek thief relief	
22	suffix -ed	jumped looked gasped yelled hunted started shouted wished	
23	suffix -s and -es	skirts raincoats hoodies bracelets glasses buses boxes wishes	
24	suffix -er and -est	louder fresher quicker colder loudest freshest quickest coldest	
25	'tch' saying /ch/	catch fetch witch stitch ditch crutch kitchen	
26	adding -ing and -er to verbs	playing helping teaching singing player helper teacher singer	
27	'are' and 'ear' saying /air/	stare care share dare hare tear wear bear pear	
28	unspoken 'e'	native bounce force live house snooze fence leave	
29	'ore' saying /or	more core sore score shore adore before explore	
30	prefix un	unwell unkind unlock unfair untie undo unpack unsafe	

Level 6

Week	Focus	Focus words	Sight words	Grammar
1	'y' saying /igh/	by dry shy fly spy reply python pylon	door, floor, bought, favourite, autumn, gone, know, colour, other, does, talk, two, four, eight, world, work, poor, great, break, steak, busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, island, tongue, group, country, heart, dangerous, special, enough, ancient, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early	capital letters and full stops, proper nouns (names), plural nouns, alphabetical order (1) first/second letter, alphabetical order (2) second/subsequent letters. verbs, adverbs, common nouns (revision), adjectives and expanded noun phrases, commas in lists. proper nouns, regular past tense, regular present tense, question marks and commands, exclamations and statements. using a dictionary (1) - finding definitions, coordinating conjunctions, irregular past tense, exciting words (1) - alternative words for said, exclamation marks (to show emotion/shouting) improving sentences (1) - adjectives and nouns, contractions, subordinating conjunctions, improving sentences (2) - verbs and adverbs, exciting words (2) - using a thesaurus Possessive apostrophe, improving sentences (3) - when, if, because, speech marks, commas in speech, using a dictionary (2) - checking spellings
2	'dge' and 'ge' saying /j/	edge hedge badge bridge cage large orange challenge		
3	adding -es to words ending in y	flies cries spies replies babies teddies carries hurries		
4	gn' saying /n/	gnome sign gnaw gnat design gnarly gnash campaign		
5	'kn' saying /n/	knight knee knot knife knock know knitting knowledge		
6	adding -ed, -ing to words ending in y	copied copying worried worrying annoying annoyed studying studied		
7	'wr' saying /r/	wrong wren wrist wrap write wrote wring wreck		
8	'le' saying /l/	bubble middle table apple little title eagle cuddle		
9	adding -er, -est to words ending in y	happier happiest easier easiest funnier funniest luckier luckiest		
10	'el' saying /l/	camel travel chisel squirrel tunnel funnel towel tinsel		
11	'al' and 'il' saying /l/	festival total pupil daffodil medal local pencil nostril		
12	adding -ed, -er to words ending with e	hiked hiker timed timer braved braver baked baker		
13	'eer' saying /ear/	steer career volunteer cheer sheer peer deer meerkat		
14	ture	future picture sculpture nature vulture adventure creature capture		
15	adding -est, -y to words ending with e	nicest bravest finest largest shiny sparkly noisy slimy		
16	'mb' saying /m/	lamb limb comb numb climb thumb crumb bomb		
17	'al' saying /or/	all call hall small walk talk chalk almost		
18	adding -ing and -ed to CVC,	patting humming dropping shopping jogged fitted clapped stopped		
19	'o' saying /u/	brother son above wonder shovel glove cover month		
20	'ey' saying /ee/	key monkey donkey honey money chimney valley turkey		
21	adding -er, -est, -y to CVC and CVCC words	Longer, wetter warmer hottest coldest windy funny sunny		
22	contractions	can't I've you'll didn't we'd couldn't should've could've		
23	'war' saying /wor/ and 'wor' saying /wur/	war ward warm towards world worst work worth		
24	suffix -ment and -ness	enjoyment payment excitement movement fairness kindness fitness softness		
25	's' saying /zh/	usual casual treasure pleasure measure Asia visual closure		
26	'wa' saying /wo/ and 'qua'	want watch wash swap quality squash squabble quantity		
27	-tion	action motion description station section adoption portion fiction		
28	suffixes -ful, -less, -ly	graceful wonderful powerful breathless careless badly happily luckily		
29	homophones/near homophones	hear here there their bear bare quiet quite		
30	prefix dis-	dislike disappear disagree disappoint disconnect disruptive display disqualify		