

# Eastwood Community School's Phonics Curriculum



We use the Rocket Phonics Scheme with fidelity alongside bespoke visual and physical clues to support learning.

	A pre- School child with phonemic awareness:	A nursery child with phonemic awareness:	A reception child with phonemic awareness:
<p>National curriculum &amp; Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> <li>Enjoys songs and rhymes, tuning in and paying attention</li> <li>Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Can fill in missing words or phrases eg "Humpty Dumpty sat on a .....?"</li> <li>Use the speech sounds p, b, m, w.</li> <li>Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j</li> </ul>	<ul style="list-style-type: none"> <li>Spots and suggests rhymes (Phase 1 Phonics)</li> <li>Continues an rhyming string</li> <li>Counts and claps syllables in a word (Ph 1)</li> <li>Recognises words with the same initial sound (e.g. monkey and mummy) (ph 1)</li> <li>Hears and says the initial sound in words (ph 2)</li> <li>Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>Uses some of their print and letter knowledge in their early writing (for example, writes d for daddy, c for cat)</li> <li>Writes some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>Reads individual letters by saying the sounds for them. (linking sounds to letters (Phase 2))</li> <li>Segments and then blends sounds into words, so they can read CVC words made up of phase 2 sound correspondences. (h-a-t c-a-p)</li> <li>Reads some digraphs and trigraphs (groups of letters which make one sound)</li> <li>Knows which letters represent all of the sounds in words.</li> <li>Segments and then blends digraphs and some trigraphs into words, so they can read words made up of phase 3 sound correspondences. (sh-i-p g-o-a-t)</li> <li>Reads some common exception words (tricky words) Phase 2 and Phase 3</li> <li>Reads a simple phrase or sentence made up of words with known letter-sound correspondences and a few common exception (tricky) words</li> <li>Says a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books which are consistent with their phonic knowledge, including some common exception (tricky) words.</li> <li>Spells some exception words (tricky words) correctly. (phase 2 and phase 3 word list)</li> <li>Writes a short sentence with known Phase 2 sound-letter correspondences</li> <li>Writes a short sentence with known Phase 3 sound-letter correspondences</li> </ul>

<p>Subject specific vocabulary relative to ARE</p>	<p>Listen Hear Say Count Clap Beat Story Rhythm Rhyme Copy Loud / Quiet Soft Word Sound Up / down / round Name Song Sing Picture Read Same Different Action</p>	<p>As previous year group plus:</p> <p>Letter Start Initial Middle End Syllable Sentence Question Word Tune Tempo Recognise Left Right Top Bottom Sound it out</p>	<p>As previous year group plus:</p> <p>Phoneme Grapheme Diagraph Trigraph Segment Blend Final Understand Does it make sense? Meaning Tricky words Capital letter Lower case letter Form / forming Check Re-read Caption Label Phrase Order Spell Pronounce Real</p>
<p>Cultural Capital &amp; Learning Beyond the Classroom opportunities (over and above QFT)</p>	<ul style="list-style-type: none"> <li>• Visit to Keighley Library</li> <li>• Rocket Phonics scheme books reflect cultural diversity</li> <li>• List writing – shopping lists and supermarket trips</li> <li>• Introduction of and exposure to tier 2 / 3 vocabulary</li> <li>• Culturally relevant and diverse songs learned</li> <li>• Beginning to apply learning to environmental writing (signage etc...)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Keighley Library</li> </ul> <p>Rocket Phonics scheme books reflect cultural diversity</p> <ul style="list-style-type: none"> <li>• List writing – shopping lists and supermarket trips</li> <li>• (When applying phonics to writing) Use seasonal / national / global events as stimuli for purposeful writing <ul style="list-style-type: none"> <li>• Introduction of and exposure to tier 2 / 3 vocabulary</li> </ul> </li> <li>• Learning beyond the classroom including provision begins to encompass opportunities for real-life application of phonics knowledge and awareness including physical phonics. <ul style="list-style-type: none"> <li>• Culturally relevant and diverse songs learned</li> </ul> </li> <li>• Increasingly apply learning to environmental writing (signage etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Keighley Library</li> </ul> <p>Rocket Phonics scheme books reflect cultural diversity</p> <ul style="list-style-type: none"> <li>• List writing – shopping lists and supermarket trips</li> <li>• (When applying phonics to writing) Use seasonal / national / global events as stimuli for purposeful writing <ul style="list-style-type: none"> <li>• Introduction of and exposure to tier 2 / 3 vocabulary</li> <li>• Learning beyond the classroom including provision encompasses opportunities for real-life application of phonics knowledge and awareness including physical phonics.</li> </ul> </li> <li>• Increasingly complex culturally relevant and diverse songs learned</li> <li>• Apply learning to environmental writing (signage etc...)</li> </ul>

	A year 1 child with phonemic awareness:	A year 2 child with phonemic awareness:	A year 3 child with phonemic awareness:
<p>National curriculum &amp; Focus curriculum learning objectives</p> <p>Eastwood Specific objectives in response to audit of our learner's needs</p>	<ul style="list-style-type: none"> <li>I can apply knowledge and skills as the route to decode words.</li> <li>I can respond speedily with the correct sound to graphemes (letters or groups of letters for all 40+ including where applicable, alternative sounds for graphemes.</li> <li>I can read accurately by blending sounds in unfamiliar words containing GPCS that have been taught</li> <li>I can common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>I can read words of more than 1 syllable Containing taught GPCs.</li> <li>I can read aloud books that are consistent with their developing phonic knowledge.</li> <li>I can practice reading real and nonsense words using known GPC and correctly identify, segment and blend each word.</li> <li>I can use my phoneme mat to help segment and blend unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>I can apply phonic knowledge and skills as the route to decode words</li> <li>I can read accurately by blending the sounds in words that contain graphemes taught so far , by recognising the alternative sounds for grapheme</li> <li>I can read aloud words of two or more syllables that contain the same graphemes as above</li> <li>I can read words which contain common suffixes</li> <li>I can read and write common exception words.</li> <li>I can read books which closely match their phonic ability.</li> <li>I can use my phoneme mat to help segment and blend unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>I can apply my knowledge, prefixes, suffixes, both to read and to understand the meaning of a new word</li> <li>I can read further exception words noting the unusual correspondence between spelling and sounds and where they occur in the word.</li> <li>I can use my prior knowledge of GPC in my writing within all the lessons of the curriculum</li> </ul>
<p>Subject specific vocabulary relative to ARE</p>	<p>As previous year group plus:</p> <p>Vowel Split diagraph Plural singular Suffix Prefix Alternative (spelling / sounds) Compound word(s) Common exception word(s) Use your phonics knowledge Revisit Review Apply</p>	<p>As previous year group plus:</p> <p>Homophones Statement</p>	<p>As previous year group plus:</p>

	Consolidate		
Cultural Capital & Learning Beyond the Classroom opportunities			

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