

Curriculum Chiltern Primary School Phonics Long Term Plan

'Together, over time, we are proud to learn to make a difference, to ourselves and others'.

Our Curriculum Vision:

- Our Chiltern community celebrates differences and diversity within a safe and nurturing environment.
- A curriculum, which engages and enriches.
- Has ambition for all moving from novice to Expert.

What does this look like within Phonics?

- *Diversity*. To explore and understand each other's cultures, experiences and points of view
- *Enrichment*. To provide a language rich environment to support learning and a love of reading.
- *Ambitious*. To become enthusiastic and reflective readers through fully decodable texts.

Phonic Skills for ALL Children at Chiltern.


ALL children will leave Chiltern Primary School with *two main skills*;

Accuracy (decoding) *Ambitious*

Fluency (speed and confidence) *Enrichment and Ambitious*

Key

 Phonics at Chiltern

 Through Sounds Write

 ELG/National Curriculum statements

 Links to prior learning



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • It is crucial for children to develop a life-long love of reading. • Reading consists of two dimensions: language comprehension and word reading. • Language comprehension (necessary for both reading and writing) starts from birth. <p>It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.</p>						
Vocabulary		Phoneme, grapheme, blending, segmenting, initial sound, Common Exception words.				
<p>At Chiltern Primary School we cannot assume that every child starts with the same phonological awareness. All children begin Sounds Write with the Initial Code, some may need extra practice with quality first teaching in small groups. This foundation of phonic development is extremely important and time, plus resources, are given over to ensuring a solid start for all.</p> <p>At Chiltern we all teach phonics at the same time each day and have added a 10 minute extra daily phonic read to the end of the daily session.</p>		<p>I know how to orally blend sounds to make words in everyday context I know how to recognise taught graphemes I know that simple words can be segmented into sounds and blended together to make words I know how to use my early phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words Read words consistent with their phonic knowledge by sound-blending.</p>				

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Prior Learning	Sounds Write Initial Code					
Vocabulary	Phoneme, grapheme, digraph, tri-graph, blending, segmenting, Common Exception words, two-syllables, alternative spelling, alternative pronunciation					
<p>Balancing pace with a solid foundation, some children may have needed longer on the Initial code due to the EAL/Additional needs of Chiltern. This may mean not all children are ready to start the Extended Code in Year One and they will receive phonic interventions to close gaps.</p> <p>The children will also take part in the government Phonics Check during June. At Chiltern the vast majority of children are able to reach the standard required for the year one phonics check and support is provided to ensure this happens. For the very few children who do not reach this standard, further support is continued.</p>	<p>I know how to apply phonics to decode words</p> <p>I know how to read accurately by blending taught graphemes</p> <p>I know how to read polysyllabic words containing learnt graphemes</p> <p>I know how to read with developing fluency and expression, pausing at full stops</p> <p>I know how to re-read books to build up fluency and confidence</p> <p>I know how to read Year 1 Common Exception Words (CEW) noting unusual correspondences between spelling and sound where these occur</p> <p>Apply phonic skills as the route to decode words.</p> <p>To say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p>Read many common exception words.</p> <p>Re-read phonically decodable books to build-up fluency and confidence in word reading.</p>					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Links to Prior Learning	Initial Code and first spellings Extended Code					
Vocabulary	Alternative spelling, alternative pronunciation, vowel, consonant, verb, present tense, past tense, suffix, root, polysyllabic					
<p>Balancing pace with a solid foundation, some children may have needed longer on the simple spelling Extended Code due to the EAL/Additional needs of Chiltern. This may mean not all children are ready to start the Extended Code more spellings in year two and they will receive further phonic interventions to close gaps. Those who didn't reach the government Phonics Check standard during Year 1, will take it again during June in Year 2.</p>	<p>I know how to read words with common suffixes based on what I have been taught.</p> <p>I know how to apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately</p> <p>When reading aloud, I know how to sound out unfamiliar words accurately without undue hesitation, and read with confidence and fluency</p> <p>I know how to read Year 2 CEW, noting unusual correspondences between spelling and sound where these occur in the word</p> <p>I know how to re-read books to build up fluency and confidence in word reading</p> <p>I know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Links to Prior Learning	Initial Code and first and more spellings Extended Code, Polysyllabic words.					
Vocabulary	Same as previous.					
<p>Balancing pace with a solid foundation, some children may have needed a longer time on the Extended Code due to the EAL/Additional needs of Chiltern. This may mean not all children have completed the Extended Code by Year 3.</p> <p>Also, for the very few children who may not have reached the expected standard of the government Phonics Check during Year 1 and Year 2, further support and a daily phonic input, is continued.</p>	<p>All pupils at Chiltern Primary will continue to access phonic teaching until they are secure within the Extended Code and Polysyllabic words. This will be within small groups or targeted intervention targets. Any child who joins Chiltern Primary School within Key Stage 2 either from overseas or the UK that has English as an additional language or gaps within their phonic knowledge, will receive targeted phonic teaching. This will take place daily, either within a small group of pupils within Key Stage 2 or a targeted intervention.</p> <p>I know how to use my phonic knowledge to decode quickly and accurately. I know how to use my knowledge of root words, prefixes including, in, im, il, dis, mis, and suffixes including, ly, ous, ture, sure, tion, sion to help me read aloud and to understand the meaning of new words.</p> <p>To use phonic knowledge to decode quickly and accurately. To use knowledge of root words, prefixes and suffixes to read aloud.</p>					