Dunchurch Boughton C of E Infant Academy and Nursery
Phonics Curriculum map

At Leamington Hastings C of E Academy, phonics is a very important part of the school day. All children throughout school, including nursery, take part in phonics session daily where they are taught by a qualified teacher. Phonics lessons are used to help children hear, identify and use the different sounds in the English language. Children are taught to blend sounds in words to read them as the main method of reading. Using the graphemes identified in each year group below, children are expected to apply these by reading and writing words, captions and sentences as appropriate for the year group. Little Wandle is used as a scheme to teach the children phonics, with reading sitting alongside the phonics lessons. In year two, the Little Wandle Spelling program is also used.

The following vocabulary is used within phonics lessons:
Phoneme – a unit of sound
Grapheme – a writing representation of a unit of sound
Digraph – two letters that combine to make a unit of sound
Trigraph - three letters that combine to make a unit of sound
Blending – merging units of sound together to make a word
Segmenting – splitting a word up into its phonemes

* This document should be read in conjunction with the reading progression grid which details how the phonics taught ties in with reading books.

Nursery Rising 3s	**Nursery Pre-School**	**Reception (approximate week numbers)**	**Year 1 (approximate week numbers)**	**Year 2 (approximate week numbers)**
General sound discrimination – environmental sounds		Week 1: s, a, t, p	Week 1: Review phase 3 ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear	Week 1: Phase 5 review alternative graphemes for ai / ee / igh / oa people, eye whole
Listen and join in with environmental sounds	Makes suggestions as to what the environmental sounds might be	Week 2: i, n, m, d	Week 2: Review phase 3 – air, er, s/es, words with two or more digraphs	Week 2: Phase 5 review alternative graphemes for oo / air / ur / ow through, improve, move, prove, shoe, two, who, beautiful, their, parents

Imitate environmental sounds		Week 3: g, o, c, k is	Week 3: Review of phase 4. Words with long vowels. CVCC / CCVC / CCVCC / CCCVC	Week 3: Phase 5 review alternative graphemes for or / zh / ch / sh thought, sure
Begin to describe sounds they can hear	Describe sounds they can hear	Week 4: ck, e, u, r l	Week 4: Phase 5 begins. ay (ai), ow (ou), oy (oi), ea (ee)	Week 4: Phase 5 review alternative graphemes for j / s / u / e / i / o / u / oo / shwa once, again, any, many, friend, busy, pretty, because. laugh
General sound discrimination – instrumental sounds		Week 5: h, b, f, l the	Week5: Reading longer words	Week 5: Phase 5 review alternative graphemes for ie / y / ea / a friend
Can distinguish between 2 instrumental sounds	Can distinguish between at least 3 instrumental sounds	Week 6: reading words containing all graphemes taught to date	Week 6: reading and spelling words and sentences containing the graphemes taught so far.	Week 6: Review week. Addressing misconceptions from the graphemes taught so far.
Reproduce loud and quiet sounds with instruments	Distinguish between different instrumental sounds and use them to reproduce loud and quiet sounds	Week 7: ff, ll, ss, j put, pull, full, as	Week 7: ir (ur), ie (igh), ue (oo), u (yoo) their, people, oh, your	Week 7: Bridge to spelling programme begins. Complete the code chart.
Given the choice of vocabulary by an adult, select appropriate words to describe sounds that they hear	Choose appropriate words to describe sounds that they hear e.g. loud, soft, quiet, squeaky, smooth, wobbly	Week 8: v, w, x, y and, has, his, her	Week 8: o (oa), i (igh), a (ai), e (ee) Mr, Mrs, Ms, ask	Week 8: Double letters at the end of words.
General sound discrimination – body percussion		Week 9: z, zz, qu, ch, words ending in s go, no, to, into	Week 9: a-e (ai). i-e (igh), o-e (oa), u-e (oo/yoo) could, would, should, our	Week 9: Words ending in k / ck. Words ending in ch / tch.
Join in with using parts of the body to represent sound e.g. patting knees, stamping feet, tapping feet and clapping hands	Uses different parts of the body to make sounds	Week 10: sh, th, ng, nk she, push, he, of	Week 10: e-e (ee), ew (oo/you), ie (ee), aw (or) house, mouse, water, want	Week 10: Adding suffix s / es. Double final letter in some words when adding ing.
		Week 11: words ending in s /s/ /z/	Week 11: grow the code using the phase 5 graphemes taught so far	Week 11: Swap the y for an i when adding the suffix ed. Drop the e when adding the suffix ed.

Distinguish between, and join in with, loud and quiet sounds using the body	Distinguish between, and reproduce in with, loud and quiet sounds using the body	Week 12: reding words containing all graphemes taught to date	Week 12: reading and writing words and sentences containing the graphemes taught so far	Week 12: Review of bridge to spelling and address misconceptions.
		Week 13: ai, ee, igh, oa	Week 13: y (ee), ea (e), wh (w), oe (oa) any, many, again	Weeks 13 & 14: Spelling programme begins. Spellings kn, gn and wr. Prickly spellings: once, two Homophones: knight / night
Join in with songs with an adult, knowing when to join in with body percussion, when to move and when to stay still	Add own body percussion and movements when joining in with songs with an adult e.g. stays still in quiet parts of a song but stamps feet in a loud segment	Week 14: oo, oo, ar, or was, you, they	Week 14: y (igh), ow (oa), g (j), ph (f) who, whole, where, two	
		Week 15: ur, ow, oi, ear my, by, all	Week 15: le/al (l), c (s), ve (v) school, call, different	Weeks 15 & 16: Remove the e when adding the suffix ed, ing, er, est, y Prickly spellings: any, many Homophones: one / won
Given the choice of vocabulary by an adult, select appropriate words to describe sounds that they hear	Choose appropriate words to describe sounds that they hear e.g. slow, fast, quiet, loud, long, short, slick, stamp, tap, march, skip	Week 16: air, er, words with double letters (dd, mm, tt, bb, rr, gg, pp, ff) are, sure, pure	Week 16: o-e / o / ou (u), se (z), se/ce (s), ey (ee) thought, through, friend, work	
Rhythm and rhyme		Week 17: reading longer words	Week 17: Grow the code, review of graphemes over the past 4 weeks	Week 17: Words ending in ge / dge. Spelling of j / g. Homophones : where / wear
Can join in with a steady beat using either instruments or body percussion	Can maintain and continue a steady beat with either instruments or body percussion			
Can join in with a simple rhythmic pattern	Can imitate and continue a simple rhythmic pattern	Week 18: reading and writing words containing graphemes taught to date	Week 18: reading and writing words and sentences containing graphemes taught to date	Week 18: review so far and address misconceptions
Begins to identify words that rhyme	Recognises words that rhyme			
	Can identify if words do or do not belong in a rhyming string	Week 19: Phase 3 review – ai, ee, igh, ar, oo, oo, ar, or, ur, ow, oi, ear	Week 19: or (ur), oul (u), are (air) au/oor/aur/al (or) once, laugh	Week 19 & 20: How w and qu change the sounds that a, ar and or make in some words Prickly spellings: who. whole Homophones: our. hour
Alliteration		Week 20: Phase 2 review – er, air Words with double letters & longer words	Week 20: tch (ch), ture (ch), al (ar), a (ar) because, eye	
Can say if a group of words are alliterative or not	Can complete and continue simple alliterative phrase e.g. Max's magic mixture / bouncy, big ball	Week 21: words with two or more digraphs	Week 21: a (or), a (o), ear / ear (air)	Week 21: Swap the y for an i when adding the suffix -es

			Schwa in longer words: different	Prickly spellings: people, friend Homophones: quiet, quite
Beginning to reproduce the initial sounds in words.	Can reproduce the initial sounds in words clearly	Week 22: longer words. Words ending in ing. Compound words.	Week 22: ear (ur), wr (r), st/sc (s) Schwa at the end of words: actor	Week 22: Using the spelling ey for the sound ee Prickly spellings: move, improve Homophones: see, sea
Can match an object or picture when given a choice of 2 initial sounds	Can discriminate between a small group of different initial sounds and match objects / pictures appropriately e.g. sort all the items beginning with 'b' together	Week 23: Longer words. Words with s in the middle. Words with s / es at the end.	Week 23: ch (c), ch (sh), ce/se/ze (s/z)	Week 23: Words ending in end -le, -al, -il or -el Homophones: to, too, two
		Week 24: Reading and writing words and sentences containing the graphemes taught so far.	Week 24: Reading and writing words and sentences containing graphemes taught so far	Week 24: Review spellings taught so far and address misconceptions
	Suggest own words that begin with an identified initial sound	Week 25: Short vowels CCVC words said, so, have, like	Week 25: Phase 5 review a-e, ay, ea, e	Week 25: c as s in some words. Prickly spellings: beautiful, laugh Homophones: here, hear
Voice sounds		Week 26: Short vowel CVCC / CCVC words some, come, love, do	Week 26: Phase 5 review ie, i-e, o, o-e	Week 26: Spelling using the sound zh Prickly spellings: busy, pretty Homophones: bee, be
Joins in with a range of sounds made by an adult e.g. shhhhhh, zzzzz, zzzzzzzzzz, thhhhhhhhhhhh, ch ch ch	Can copy and reproduce a range of sounds made by an adult e.g. shhhhhh, zzzzz, zzzzzzzzzz, thhhhhhhhhhhh, ch ch ch	Week 27: Short vowel longer words CCVCC / CCCVC / CCCVCC words were, little, here, says	Week 27: Phase 5 review ue, ew, u-e, aw	Week 27 & 28: Adding the suffixes -ment, -ness, -ful -less and -ly to a root word Prickly spellings: parents, because Homophones: bare, bear
		Week 28: longer words & compound words there, when, what, one	Week 28: Phase 5 review ea, ir, ou, oy	
Can use voices to make sounds as part of a group e.g. swishhhhhhh, bongggg, weeeeee, mmmmmmoooooo,	Use voices to suggest suitable sounds for pictures or actions e.g. ding dong for	Week 29: root words ending in -ing, -ed, -est out, today	Week 29: Phase 5 review i, a, ow, u	Week 29: missing letters in a word Homophones: their, there, they're

<table>
<tr><td>mmmmmm, tick tock, splashhhhh</td><td>doorbell, ch ch ch for train, tick tock for cock</td><td rowspan="2">Week 30: Recap reading and spelling words and sentences with all graphemes taught, including polysyllabic words</td><td rowspan="2">Week 30: Phase 5 review
ph, wh, ie, g</td><td rowspan="2">Week 30: Review of spellings so far and address misconceptions</td></tr>
<tr><td colspan="2">Oral blending and segmenting</td></tr>
<tr><td rowspan="3">Can blend sounds together to form words when they are said aloud by an adult, with the adult repeating and speeding up their blending until the child joins in e.g. adult says c------oa------t, c----ao----t, c—oa—t, c-oa-t - child says coat as soon as they recognise the word</td><td rowspan="2">Can orally blend sound together to form words when they are said aloud by an adult e.g. adult says co-at-t, child says coat</td><td>Week 31: long vowel sounds CVCC / CCVC</td><td rowspan="2">Week 31: Reading and writing words and sentences containing graphemes taught so far</td><td rowspan="2">Week 31 & 32:
Longer words with the spellings ti for sh
Prickly spellings: eye, shoe
Homophones: sun, son</td></tr>
<tr><td>Week 32: long vowel sounds CCVC / CCCVC / CCV / CCVCC</td></tr>
<tr><td rowspan="2">Segment simple words such as CVC words into phonemes, representing the number of phonemes with counters, claps, stamps etc.</td><td>Week 33: Longer words. Phase 4 words ending in s / es</td><td rowspan="2">Week 32: eigh / aigh / ey / ea (ai), kn / gn (n), mb (m), ere / err (ear)
busy, beautiful, pretty, hour</td><td rowspan="2">Week 33: Possessive apostrophe for singular possession
Prickly spellings: thought, through
Homophones: whole, hole</td></tr>
<tr><td>Week 34: Root words ending in -ing, -ed</td></tr>
<tr><td rowspan="3" colspan="3"></td><td rowspan="2">Week 33: su / si (zh), dge (j), y (i), ge (j)
move, improve, parents, shoe</td><td rowspan="2">Week 34 & 25: swap or double when adding suffixes -ing, -er, -est, -y and -ed
Homophones: blue, blew</td></tr>
<tr><td>Week 34: ti / ssi / si / ci (sh)</td></tr>
<tr><td>Week 35: augh / our / oar, ore (or)</td><td>Week 36 onwards: Reading and writing words and sentences containing graphemes taught so far. Addressing misconceptions.</td><td>Week 36 onwards: Review and address misconceptions.</td></tr>
<tr><td colspan="3">Week 35: Longer words. Phase 4 words ending in s / es
Week 36 onwards – Reading and spelling words containing the graphemes taught / addressing misconceptions.</td><td colspan="2"></td></tr>
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