

ROBINS CLASS PHONICS OVERVIEW 2021-22

AUTUMN TERM 1 7 + WEEKS	AUTUMN TERM 2 7 WEEKS	SPRING TERM 1 6 + WEEKS	SPRING TERM 2 6 WEEKS	SUMMER TERM 1 5 WEEKS	SUMMER TERM 2 6 + WEEKS
<p>Stage 1 - 2 Children will: Develop active listening skills and awareness of sounds in the environment.</p> <p>Explore and appreciate rhythm and rhyme.</p> <p>Develop understanding of alliteration.</p> <p>Learn to distinguish between the differences in speech sounds.</p> <p>Develop oral blending and segmenting skills.</p> <p>Stage 1+ - 2 Children will: Learn that written words are constructed from phonemes and that phonemes are represented by graphemes.</p> <p>Recognise a small selection of common consonants and vowels - s a t p i n m d g o c/k (ck) e u r h b f/ff l/l/le ss - which they can blend for reading and segment for spelling. Apply skills to simple VC & CVC words, for example 'it' and 'tap'.</p>		<p>Stage 2 - 3 Children will: Continue to learn to read and spell VC & CVC words using remaining letters of the alphabet - j v w x y z/zz</p> <p>Stage 2-3 Children will: Learn to read and spell a wider range of words. At this stage, words containing consonant digraphs – qu ch sh th ng – and vowel digraphs ai ee igh oa will be introduced.</p>		<p>Stage 3 Children will: Learn to read and spell a wide range of CVC words using all letters of the alphabet, consonant digraphs and some long vowel phonemes oo/oo/ ar/or/ur/ ow/oi/ear air er/er ue/ue/ure</p> <p>They will also learn to read some 2 syllable words such as 'sunset'.</p> <p>They will learn to blend adjacent consonants in words, for example 'spoon', 'cried', 'nest' AND segment adjacent consonants in words.</p>	
<p>This overview is a working document. Regular assessment informs the 'plan, do and review' cycle. Although phonics is taught to the whole class in discrete daily sessions, individual needs are always taken into account and extra support is given to minimise the chances of children falling behind. Similarly, children who join reception already able to blend and segment with letter sounds, will be taught at their level.</p>					

<p><u>Tricky words</u> English is not a phonically regular language. Some words cannot be blended and need to be memorized as whole words. While phonic skills are developing, we limit exposure to tricky words but as soon as they are ready, we will introduce them gradually.</p>	<p>I the to into no go</p>	<p>he she we me be was</p>	<p>you there all are my her</p>	<p>said have like so do some come</p>	<p>were there little one when what</p>
<p><i>LETTER NAMES/CAPITALS: At first, we introduce children primarily to lower case letters and sounds. Teaching letter names can impede children’s ability to blend and segment. For example, saying see, ay, tee for ‘cat’ will not help the children to blend /c/a/t/. However, children do need to know letter names and to support this, we sing the alphabet song and mention the name when introducing each letter. For example, this letter is called AY and it makes the sound /a/. We teach lower case letters for writing at first but we do explore the shape of the capitals and we encourage the use of a capital letter at the beginning of names. When the children begin writing captions and sentences, we teach them to use a capital letter to begin the sentence.</i></p>					

Vanessa Benjamin-Smith – Reception teacher