



Sounds are introduced from the Phonics International units, covering units 1 – 5. Sounds highlighted in blue are focus sounds that the children are encouraged to use in their writing. All sounds across units 1-5 will be revisited in KS1.

Reception Phonics content overview for the year

Literacy Early Learning Goals			Physical development Early Learning Goals
ELG: Comprehension	ELG: Word reading	ELG: Writing	ELG: Fine motor skills
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
Week 1-3		Term 1 – Week 4 onwards	
<ul style="list-style-type: none"> • Establish pencil grasps success – tracked using the visuals in classroom and recorded on INSIGHT • Complete baseline portrait – update INSIGHT • Anticlockwise movements to encourage and support correct letter formation. • Segmenting and blending is a daily activity (orally – CVC) • Introduce phoneme fingers for each sound – bringing fingers together when saying the whole word as a word (Blending). 	<ul style="list-style-type: none"> • Taught sounds: Unit 1 (each sound is taught by whole class participating in storytelling and actions) • Unit 1 sounds: s, a, t, i, p, n, c, k, ck, e, h, r • Taught letter formation alongside the above sounds. • Each time a letter sound is taught a flash card is sent home (and when appropriate, a cumulative decodable text based around that sound is also sent home) • Hand over hand is used to encourage exact letter formation and noted in books • Sound picture is coloured in – this is an activity to increase pencil control and also placed in sound book marking where the hand needs to be placed while writing hand writes the letters. This encourages children to be positioned correctly and build their core and stamina • Children are encouraged to place magnetic letters in the correct alphabetical order (with support sheet) – embedding letter shape familiarity. • Blending and segmenting intervention and sound recognition embedding use of phoneme fingers • Reading books to be sent home matching sounds learnt so far. 		

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<ul style="list-style-type: none"> • Singing and movement is used for gross motor skills and anti-clockwise movement • Fine motor activities in enhanced provision. • Opportunities for mark making in different forms using a range of materials to spark curiosity. 	<ul style="list-style-type: none"> • Workshop for parents on phonics understanding and how to support the program at home. Give them insight into what happens in a daily phonics session. • Making CVC words with magnetic letters – encouraging phoneme fingers • More able writing CVC words on paper/post-it-notes rather than making them with magnetic letters • Practice independent segmenting to match CVC words to pictures (use of phoneme fingers) • Modelling writing CVC words in a sentence (phoneme used) • Modelling in whole class learning – reading a sentence ‘smoothly’ – toy car moved under sentence to say sentence smoothly (also use hand movement if no car available)
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Term 2

- Establish intervention for any with poor pencil grasp (recorded on INSIGHT) Intervention will be looking at ‘crossing the core and gross motor as well as fine
- Additional booklet sent home during parents evening based on sounds learnt so far which give a variety of CVC words and short simple sentences that is progressive.
- Tips on how to read 1:1 at home given out at parents evening.
- Pencil grips introduced for children not able to hold pencil independently
- **Taught sounds: Unit 2 up to ‘y’ – this includes m, d, g, o, u, l, ll, f, ff, s, ss, b, j, y**
- Taught letter formation alongside the above sounds.
- Sentence books introduced once all sounds have been taught.
- Whole teaching on writing a sentence with taught sounds already (refer to letters and sounds)
- In sentence books – children will be encouraged to write a sentence (max of 3 words) around a simple theme including some tricky words. Each word is placed on a post-it-note, these are then muddled up for child to read own writing and give opportunities to self-correct before placing in book. Letter formation will be picked up and any incorrect letter formation will be modelled and children will practice at that moment (responsive teaching used). This will be evident in their books. Books will be marked in accordance with the marking policy.
- Written words that are phonetically correct will not be corrected at this time. (This is due to encouraging intrinsic motivation on writing – fairy dust also used for pencils that don’t work – reluctant writers)
- High frequency words introduced
- 90% children secure at unit 1
- Introduce writing lists (enhanced provision in own learning time)
- Tricky words taught using ‘houses’ no, go, so (house) I (lives on own) The (Lives on own) to, into, do (house)
- Videos in line with what would have been the parent workshop will be created.
- Videos with the children making actions for the sounds will be filmed and put together as a short video sent out to parents each term.



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Term 3	Term 4
<ul style="list-style-type: none"> • Revision of unit 1 sounds and tricky words. • Pencil grip assessed formally and recorded on INSIGHT checking for any children who have regressed – intervention started/continued • Extension dictation of sentences. Using unit 1 sounds building up to unit 2. This is during whole class singing and movement to continue for those needing to practise their gross motor and anti-clockwise movement (letter formation) • Revision of tricky words • Sentence books continued • Taught sounds: ai(first aid), ay(tray), w, oa(oak tree), ow(bow), ie(tie), igh(night) (finished unit 2) • Tricky words taught using 'houses' we, he, she, me, be (house) 	<ul style="list-style-type: none"> • Revision of unit 1 and unit 2 sounds and tricky words. • Extension dictation of sentences. • Sentence books continued • Taught sounds: (Unit 3) ee (eel), or(fork), z, zz(jazz), wh(wheel), ea (eat), ea (head) • Tricky words taught using 'houses' was, (house) why, my, by (house) you, your (house) • Children are encouraged to self-correct their writing using writing checklists in their sentence books. Children to tick off whether they have used a capital letter; gaps, their phoneme fingers to help them segment, and a full stop. • Children to use a highlighter to highlight the digraphs they have used within their writing.
Term 5	Term 6
<ul style="list-style-type: none"> • Revision of unit 1, 2, 3 • Taught sounds: Unit 4 'v' ng 'nk' 'oo-oo' -y' (sunny), 'x, ch' • Lots of opportunities in the continuous and enhanced provision to promote independent writing alongside daily phonics lessons including writing books used. • Tricky words taught using 'houses' are, all 	<ul style="list-style-type: none"> • Revision of unit 1, 2, 3 and taught sounds from unit 4 • Unit 4: 'sh, th(thistle/thumb) /th(there)' Unit 5: 'qu(queen)' 'ou(ouch),ow(owl)' 'oi(ointment), oy(toy)' 'er(herbs), er(mixer)' 'ar(artist) • Lots of opportunities in the continuous and enhanced provision to promote independent writing alongside daily phonics lessons including writing books used. • Tricky words taught using 'houses' are, all