



Whole School Curriculum Map – English (Phonics)

Autumn Term			
Year Group	Curriculum Objective	Sounds	Harder to read/spell words
F	To know the name and sound of the letters of the alphabet	s a t p i n m d g o c k c k e u r ss h b f f l l l j v w x y z z z q u c h s h t h n g n k a i e e i g h o a -es	I the no put of to go is into pull as his he she buses we me be push was her my you
1	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs 	ay ou ie ea –le oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e c (s) y(ee) al(or) Review previous sounds	please once any many again who whole where two here sugar friend because

Spring Term

Year Group	Curriculum Objective	Sounds	Harder to read/spell words
F	To know the name and sound of the letters of the alphabet	oo ar ur oo or ow oi ear air ure er ow Review previous sounds	they all are ball tall when what said so have were out like some come there little one do children love
1	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs 	a(ai) ey(ai) ea(ai) eigh(ai) a(ar) e(ee) i(igh) y(igh) o(oa) a(o) u(oo) u(yoo) ch(c) ch(sh) ea(e) or(ur) ear(ur) ou(oo) oul(oa+l) ie(ee) ve y(i) are(air) ere(air) ear(air) tch(ch) o(u) g(j) ge(j) dge(j) st(s) ce(s) se(s) gn(n) kn(n) wr(r) mb(m) se(z) ze(z) eer(ear) ere(ear) ti(sh) ti+on(sh+on) al(ar) augh(or) ss(sh) si(zh) ti+ous(sh+ous) ci(sh)	Revisit spelling for all previously taught words (including Year F)

Summer Term			
Year Group	Curriculum Objective	Sounds	Harder to read/spell words
F	To know the name and sound of the letters of the alphabet	CVCC words -ed /ed/ -ed /t/ -ed /d/ CCCVC -er –est ay ou ie ea –le oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e c(s)	oh their people Mr Mrs your ask should would could asked house mouse water want very
1	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs 	Review all previously taught GPCs for reading and spelling	Revisit spelling for all previously taught words (including Year F)

Year 2: Children review Phase 5 GPCs in the Autumn Term.

Year 2 onwards: Children who do not meet the statutory requirement for Phonics in the Year 1 screening check receive additional Phonics support for as long as required.