



# Phonics Expectations at RCPA



## Nursery

<p>Autumn Term</p> <p>Letters and Sounds Phase 1</p>	<p>Each day the Nursery children will be taught through regular planned opportunities to listen carefully and talk. There will be a focus on general sound discrimination e.g. environmental sounds, instrumental sounds and body percussion. These activities are aimed to help the children to listen attentively, enlarge their vocabulary, speak confidently and to discriminate and reproduce phonemes within a word.</p> <p>Phase One activities are arranged under the following seven aspects.</p> <ul style="list-style-type: none"> <li>■ Aspect 1: General sound discrimination – environmental sounds</li> <li>■ Aspect 2: General sound discrimination – instrumental sounds</li> <li>■ Aspect 3: General sound discrimination – body percussion</li> <li>■ Aspect 4: Rhythm and rhyme</li> <li>■ Aspect 5: Alliteration</li> <li>■ Aspect 6: Voice sounds</li> <li>■ Aspect 7: Oral blending and segmenting</li> </ul> <p>Each aspect is divided into three strands.</p> <ul style="list-style-type: none"> <li>■ Tuning into sounds (auditory discrimination)</li> <li>■ Listening and remembering sounds (auditory memory and sequencing)</li> <li>■ Talking about sounds (developing vocabulary and language comprehension).</li> </ul>
<p>Spring Term</p> <p>Letters and Sounds Phase 1</p>	<p>Each day the Nursery children will be taught through regular planned opportunities to listen carefully and talk. There will be a focus on rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting. These activities are aimed to help the children to listen attentively, enlarge their vocabulary, speak confidently and to discriminate and reproduce phonemes within a word.</p> <p>Phase One activities are arranged under the following seven aspects.</p> <ul style="list-style-type: none"> <li>■ Aspect 1: General sound discrimination – environmental sounds</li> <li>■ Aspect 2: General sound discrimination – instrumental sounds</li> <li>■ Aspect 3: General sound discrimination – body percussion</li> <li>■ Aspect 4: Rhythm and rhyme</li> <li>■ Aspect 5: Alliteration</li> <li>■ Aspect 6: Voice sounds</li> <li>■ Aspect 7: Oral blending and segmenting</li> </ul> <p>Each aspect is divided into three strands.</p> <ul style="list-style-type: none"> <li>■ Tuning into sounds (auditory discrimination)</li> <li>■ Listening and remembering sounds (auditory memory and sequencing)</li> <li>■ Talking about sounds (developing vocabulary and language comprehension).</li> </ul>
<p>Summer Term</p> <p>RWI Phonics Nursery</p>	<p>Each day the Nursery children who start Reception in September will have a focus on RWI phonics. They will be taught oral blending and segmenting e.g. d-o-g makes dog as well as introduced to Set 1 letter sounds through play activities and games. We will continue to focus on listening skills and sound discrimination skills and activities including Nursery Rhymes, poems, songs and planned talk.</p>

## Reception

<p>Autumn Term</p>	<p>Set 1, formation of single letters, moving onto writing cvc words. These additional sounds will also be taught: ck.</p> <p>Speed Sounds Set 1</p> <table border="1" data-bbox="635 510 1217 1205"> <tr> <td>m</td><td>a</td><td>s</td><td>d</td><td>t</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>i</td><td>n</td><td>p</td><td>g</td><td>o</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>c</td><td>k</td><td>u</td><td>b</td><td>f</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>e</td><td>l</td><td>h</td><td>sh</td><td>r</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>j</td><td>v</td><td>y</td><td>w</td><td>th</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>z</td><td>ch</td><td>qu</td><td>x</td><td>ng</td></tr> <tr> <td></td><td></td><td></td><td></td><td></td></tr> </table>	m	a	s	d	t						i	n	p	g	o						c	k	u	b	f						e	l	h	sh	r						j	v	y	w	th						z	ch	qu	x	ng					
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<p>Spring Term</p>	<p>Set 2, writing ccvc, cvcc words and captions/sentences. These additional sounds will also be taught: kn, ph, wh. Regular storybook groups will start in Spring 2. <b>These red words will be taught which link to the expected reading level: put, the, I, no, of, my, for, he.</b></p> <p>Speed Sounds Set 2</p> <table border="1" data-bbox="695 1469 1270 1809"> <tr> <td>ay  may I play?</td> <td>ee  what can you see?</td> <td>igh  fly high</td> <td>ow  blow the snow</td> <td>oo  poo at the zoo</td> </tr> <tr> <td>oo  look at a book</td> <td>ar  start the car</td> <td>or  shut the door</td> <td>air  that's not fair</td> <td>ir  whirl and twirl</td> </tr> <tr> <td>ou  shout it out</td> <td>oy  toy for a boy</td> <td></td> <td></td> <td></td> </tr> </table>	ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo	oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl	ou  shout it out	oy  toy for a boy																																																
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<p>Summer Term</p>	<p>Set 2, writing longer sentences with 5+ letter words. Set 3 may be taught if appropriate for the cohort of pupils. These additional sounds will also be taught: ie, e-e <b>These red words will be taught which link to the expected reading level: your, said, you, be, are, to, me, go, baby.</b></p>																																																												

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## Year One

<p>Autumn Term</p>	<p>Set 2, writing words within compound sentences using 'and', 'or', 'but', 'so'. These additional sounds will also be taught: ck, kn, ph, wh, ie. Storybook groups will start immediately and continue throughout the year.</p> <p style="color: red;">These red words will be taught which link to the expected reading level: all, like, I've, want, call, we, her, she, some, so.</p> <p style="text-align: center; color: teal;">Speed Sounds Set 2</p> <table border="1" style="margin: auto; text-align: center;"> <tr> <td style="padding: 5px;">ay  may I play?</td> <td style="padding: 5px;">ee  what can you see?</td> <td style="padding: 5px;">igh  fly high</td> <td style="padding: 5px;">ow  blow the snow</td> <td style="padding: 5px;">oo  poo at the zoo</td> </tr> <tr> <td style="padding: 5px;">oo  look at a book</td> <td style="padding: 5px;">ar  start the car</td> <td style="padding: 5px;">or  shut the door</td> <td style="padding: 5px;">air  that's not fair</td> <td style="padding: 5px;">ir  whirl and twirl</td> </tr> <tr> <td colspan="2"></td> <td style="padding: 5px;">ou  shout it out</td> <td colspan="2" style="padding: 5px;">oy  toy for a boy</td> </tr> </table>	ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo	oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl			ou  shout it out	oy  toy for a boy						
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<p>Spring Term</p>	<p>Set 3, writing words within sentences including other conjunctions or simple adjectives. These additional sounds will also be taught: e-e, au, ue.</p> <p style="color: red;">These red words will be taught which link to the expected reading level: what, they, do, old, was, saw, watch, school, small, their, were, who, tall, one, brother, I'm, there, any, where.</p> <table border="1" style="margin: auto; text-align: center;"> <tr> <td style="padding: 5px;">ea  cup of tea</td> <td style="padding: 5px;">oi  spoil the boy</td> <td colspan="3"></td> </tr> <tr> <td style="padding: 5px;">a-e  make a cake</td> <td style="padding: 5px;">i-e  nice smile</td> <td style="padding: 5px;">o-e  phone home</td> <td style="padding: 5px;">u-e  huge brute</td> <td style="padding: 5px;">aw  yawn at dawn</td> </tr> <tr> <td style="padding: 5px;">are  care and share</td> <td style="padding: 5px;">ur  nurse with a purse</td> <td style="padding: 5px;">er  a better letter</td> <td style="padding: 5px;">ow  brown cow</td> <td style="padding: 5px;">ai  snail in the rain</td> </tr> <tr> <td style="padding: 5px;">oa  goat in a boat</td> <td style="padding: 5px;">ew  chew the stew</td> <td style="padding: 5px;">ire  fire, fire!</td> <td style="padding: 5px;">ear  hear with your ear</td> <td style="padding: 5px;">ure  sure it's pure</td> </tr> </table>	ea  cup of tea	oi  spoil the boy				a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn	are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain	oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure
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<p>Summer Term</p>	<p>Set 3, writing words within sentences including question marks and exclamation marks.</p> <p>Read a passage at 60-70 words per min attempting intonation.</p>																				



## Phonics Expectations at RCPA



	These red words will be taught which link to the expected reading level: does, other, two, could, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people.
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### Year Two

Autumn Term	<p>Recap Set 2 and Set 3 reading and writing words within sentences.</p> <p>Read a passage at 70-80 words per min attempting intonation.</p> <p>These red words will be taught which link to the expected reading level: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear.</p> <p>RWI Spelling will commence in Autumn 2<sup>nd</sup> half if appropriate for the cohort of pupils.</p>
Spring Term	Phonics will be continued as an intervention for those pupils who require it. The majority of pupils will be working on spelling and grammar rules using the RWI Spelling programme.