



Phonics Expectations at RCPA




Nursery


Summer Term	With the older Nursery children we will focus on oral blending and segmenting e.g. d-o-g makes dog. We will focus on listening skills linked to rhythm, rhyme, environmental and instrumental sounds. We will begin to look at Set 1 phonics through play activities and games.
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Reception

Autumn Term	<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"> <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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Spring Term	<p>Set 2, writing ccvc, cvcc words and captions/sentences. These additional sounds will also be taught: kn, ph, wh.</p> <p>These red words will be taught which link to the expected reading level: put, the, I, no, of, my, for, he.</p>																																																												

	<p style="text-align: center;">Speed Sounds Set 2</p> 
Summer Term	<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</p> <p>These red words will be taught which link to the expected reading level: your, said, you, be, are, to, me, go, baby.</p>

Year One

Autumn Term	<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.</p> <p>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;">Speed Sounds Set 2</p> 
Spring Term	<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>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>

	
<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> <p>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.</p>

Year Two

<p>Autumn Term</p>	<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 2nd half if appropriate for the cohort of pupils.</p>
<p>Spring Term</p>	<p>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.</p>