

Harpfield Primary Academy

Phonics Curriculum

At Harpfield, we believe that reading opens the doors to the curriculum and to wider cultural capital. Early and discrete, systematic teaching of Phonics is a key to developing fluent and confident readers who learn to love reading. We support children from their early stages of phonics acquisition, ensuring that they can decode with a growing independence.

Below is an outline of our curriculum for Phonics, which uses the scheme Read, Write Inc for the structure and delivery.

Nursery:

In nursery, the focus for phonics initially develops as environmental sounds and acquiring speaking and listening skills at a basic level. We surround the children with lots of nursery rhymes, storytelling and oracy work prior to beginning phonics which is all a part of the early journey of a reader.

Once a cohort demonstrates the readiness for further structure (usually by Autumn 2), we will then begin the discrete teaching of letter sounds in a condensed format to cater to the attention span of young children.

Nursery children will learn the following sounds and the rhymes to accompany them in the following order.

m	down Maisie, mountain mountain
a	around the apple, down the leaf
s	slither down the snake
d	round his bottom, up his tall neck, down to his feet
t	down the tower, across the tower
i	down the body, dot the head
n	down Nobby, over his net
P	down the pirate's plait and around his face
g	around the girl's face, down her hair and give her a curl
o	all around the orange
c	curl around the caterpillar
k	down the kangaroo's body, tail and leg
u	down and under, up to the top and draw the puddle
b	down the laces to the heel, round the toe
f	down the stem and draw the leaves
e	lift off the top and scoop out the egg
l	down the long leg

<i>h</i>	<i>down the head to the hooves and over his back</i>
<i>r</i>	<i>down the robot's back and curl over his arm</i>
<i>j</i>	<i>down his body, curl and dot</i>
<i>v</i>	<i>down a wing, up a wing</i>
<i>y</i>	<i>down a horn, up a horn and under his head</i>
<i>w</i>	<i>down, up, down up</i>
<i>z</i>	<i>zig-zag-zig</i>
<i>x</i>	<i>down the arm and leg and repeat the other side</i>

Reception:

As children enter Reception, they recap and review their learning from Nursery. The discrete teaching of Read, Write Inc begins in line with the structure of the lessons.

Children cover the following sounds and words in their phonics lessons:

<i>Set 1 sounds</i>	<i>Set 1 Special Friends:</i> <i>where a digraph is formed by two letters making one sound together.</i>
<i>m, a, s, d</i> <i>t, i, n, p</i> <i>g, o, c, k,</i> <i>u, b, f, e,</i> <i>l, h, r, j,</i> <i>v, y, w, z,</i> <i>x,</i> <i>taught alongside the rhymes as listed above.</i>	<i>Sh- shh says the horse</i> <i>Th- thhh thank you</i> <i>Ch- ch ch choo</i> <i>Qu- qu qu queen</i> <i>Ng- ng thing on a string</i> <i>Nk- nk I think I stink</i> <i>Additional sound:</i> <i>Ck- ck tick tock clock</i> <i>ss</i> <i>ff</i> <i>ll</i>

Once the children have acquired the first 4 sounds of Set 1, we begin to teach them how to apply this at word level. As soon as assessment indicates children are ready, we then begin to apply this at passage and then book level to further read captions and then sentences.

Set 2 sounds are taught once children can recognise the Set 1 sounds speedily and are able to read words with four sounds.

<i>Set 2 sounds</i>	
<i>ay</i>	<i>May I play?</i>
<i>ee</i>	<i>What can you see?</i>
<i>igh</i>	<i>Fly high</i>
<i>ow</i>	<i>Blow the snow</i>
<i>oo</i>	<i>Poo at the zoo</i>
<i>oo</i>	<i>Look at a book</i>
<i>ar</i>	<i>Start the car</i>

air	That's not fair!
ir	Whirl and twirl
ou	Shout it out
oy	Toy to enjoy

Set 3 speed sounds are taught as soon as children know Set 2 sounds.

Set 3 sounds	
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
tion	It's a celebration!
tious/cious	Scrumptious! Delicious!
Additional sounds	
ue	Come to the rescue!
ie	Terrible tie!
au	Paul the astronaut!
e-e	Go Pete and Steve!

The expectation is for Reception children to know between 41-46 sounds by the end of the year, with the target for children to end Year 1 knowing 75 sounds. Children will continue to access phonics lessons in Year 2 to address any gaps in sound knowledge and also to continue to build fluency and pace of reading. Some children may demonstrate a need to continue to access phonics beyond Year 2. Where this is the case, provision is adapted to ensure children receive targeted phonics and reading support in KS2.

Within phonics lessons, as well as receiving teaching to enable children to recognise sounds and form letters accurately to apply taught sounds to spelling, we also teach crucial reading skills. The children are assessed regularly using Read, Write Inc assessment and are grouped to ensure the phonics teaching targets them to teach in a diagnostic manner and enable rapid progress within reading.

Further resources to support you with phonics at home are linked below:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>