



**Holly Lodge Primary School**  
Curriculum Map 2019-20      Subject: Phonics      Lead: Clare Lawes

Phonics Reading - Word Reading Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b></p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing,</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



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<p>words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>-ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To read most words containing common suffixes.*</p>	<p>root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>ible/ibly, to read aloud fluently.*</p>	
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Phonics - Writing Overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>40 - 60 months Early Learning Goals</b></p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>• the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</li> <li>• the /ŋ/ sound spelt 'n' before 'k' (e.g.</li> </ul>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in</li> </ul>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g.</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g.</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island,</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie'</p>



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<p>letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>bank, think);</p> <ul style="list-style-type: none"> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs:</li> </ul> <p>- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <p>- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p>	<p>words (e.g. magic, adjust);</p> <ul style="list-style-type: none"> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>adding -ed, -ing, -er and -est to a root word ending in -y</li> </ul>	<p>scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell</p>	<p>invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs',</p> <p>e.g. musician, electrician, magician, politician, mathematician)</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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	<p>-a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</p> <p>- 'ar' (e.g. car, park);</p> <p>- 'ee' (e.g. green, week);</p> <p>- 'ea' (e.g. sea, dream);</p> <p>- 'ea' (e.g. meant, bread);</p> <p>- 'er' stressed sound (e.g. her, person);</p> <p>- 'er' unstressed schwa sound (e.g. better, under);</p> <p>- 'ir' (e.g. girl, first, third);</p> <p>- 'ur' (e.g. turn, church);</p> <p>- 'oo' (e.g. food, soon);</p> <p>- 'oo' (e.g. book, good);</p> <p>- 'oa' (e.g. road, coach);</p> <p>- 'oe' (e.g. toe, goes);</p> <p>- 'ou' (e.g. loud, sound);</p> <p>- 'ow' (e.g. brown, down);</p> <p>- 'ow' (e.g. own, show);</p> <p>- 'ue' (e.g. true, rescue, Tuesday);</p> <p>'ew' (e.g. new, threw);</p>	<p>(e.g. skiing, replied) and exceptions to the rules;</p> <ul style="list-style-type: none"> <li>• adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>• the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</li> <li>• the /i:/ sound spelt -ey: the plural forms of these words are made by the addition</li> </ul>	<p>words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature,</p>			
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	<p>- 'ie' (e.g. lie, dried);</p> <p>- 'ie' (e.g. chief, field);</p> <p>- 'igh' (e.g. bright, right);</p> <p>- 'or' (e.g. short, morning);</p> <p>- 'ore' (e.g. before, shore);</p> <p>- 'aw' (e.g. yawn, crawl);</p> <p>- 'au' (e.g. author, haunt);</p> <p>- 'air' (e.g. hair, chair);</p> <p>- 'ear' (e.g. beard, near, year);</p> <p>- 'ear' (e.g. bear, pear, wear);</p> <p>- 'are' (e.g. bare, dare, scared);</p> <ul style="list-style-type: none"><li>• spelling words ending with -y (e.g. funny, party, family);</li><li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li></ul> <p>using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>of -s (e.g. donkeys, monkeys);</p> <ul style="list-style-type: none"><li>• the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li><li>• the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li><li>• the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li><li>• the /ɜ:/ sound spelt 's' (e.g. television, usual).</li></ul>	<p>furniture, picture, nature, adventure).</p>			
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