



Nevill Road Infant School Phonics Curriculum



National Curriculum Subject Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

KEY STAGE 1

ESSENTIAL OBJECTIVES

- To read easily, fluently and with good decoding skills.
- To acquire an understanding of decoding for reading and writing.
- To develop the habit of reading widely and often, for both pleasure and information.
- To read accurately and coherently.

ESSENTIAL OPPORTUNITIES

- To participate in daily phonics lessons.
- To receive two decodable reading books every week to read at home.
- To participate in daily guided reading.
- To be able to practise and consolidate decoding skills on a cross curricular basis.

KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
	Can I say a sound for each letter in the alphabet and at least 10 digraphs?	Can I apply phonic knowledge and skills as the route to decode words?	Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?
	Can I read words consistent with their phonic knowledge by sound-blending?	Can I respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes?	Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?
	Can I read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?	Can I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught?	Can I read accurately words of two or more syllables that contain the same graphemes as above?



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		Can I read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?	Can I read words containing common suffixes?
		Can I read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings?	Can I read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?
		Can I read other words of more than one syllable that contain taught GPCs?	Can I read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered?
		Can I read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)?	Can I read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation?
		Can I read aloud accurately books that are consistent with their developing phonic knowledge and that do not require me to use other strategies to work out words?	Can I re-read these books to build up their fluency and confidence in word reading?
		Can I re-read these books to build up my fluency and confidence in word reading?	