

 St Kentigern's R.C Primary School	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery Phase 1	<u>Environmental sounds</u> Develop listening and awareness of sounds. <u>Instrumental sounds</u> Develop awareness of instrument sounds. <u>Body Percussion</u> To develop awareness of sound and rhythms. <u>Blending and Segmenting</u> To develop oral blending and segmenting of sounds in words. <u>Rhythm and Rhyme</u> Listen to and join in with singing nursery rhymes with actions. <u>Alliteration</u> To develop an understanding of alliteration.	<u>Voice sounds</u> Distinguish between different vocal sounds. <u>Blending and Segmenting</u> To develop oral blending and segmenting of sounds in words <u>Environmental sounds</u> Listening and remembering sounds. <u>Instrumental sounds</u> to appreciate the difference between instrument sounds and others <u>Body Percussion</u> to recall patterns of sounds <u>Blending and Segmenting</u> To develop oral blending and segmenting of sounds in words	<u>Alliteration</u> To hear the difference between different starting sounds within words <u>Voice sounds</u> To explore speech sounds <u>Oral blending & segmenting</u> -segment words into phonemes. <u>Environmental sounds</u> Talking about sounds. <u>Instrumental sounds</u> To use a wider vocabulary to talk about sounds <u>Body Percussion</u> To distinguish between sounds and remember the patterns of sounds	<u>Oral blending & segmenting</u> -segment words into phonemes. <u>Rhythm and Rhyme</u> To increase awareness of rhyming words. <u>Alliteration</u> To explore how different sounds are articulated. <u>Voice sounds</u> To explore speech sounds <u>Oral blending & segmenting</u> -identify the number of phonemes that make up a given word <u>Environmental sounds</u> To make up simple sentences and talk in greater detail about sounds	<u>Oral blending & segmenting</u> Identify the number of phonemes that make up a given word <u>Rhythm and Rhyme</u> To increase awareness of rhyming words <u>Alliteration</u> To listen to sounds at the beginning of words and hear the differences between them <u>Voice sounds</u> To talk about the different sounds that we can make with our voices	<u>Oral blending & segmenting</u> -identify the number of phonemes that make up a given word <u>Instrumental sounds</u> To use a wide vocab to talk about the sounds instruments make <u>Rhythm and Rhyme</u> To talk about words that rhyme and produce rhyming words <u>Alliteration</u> Can articulate speech sounds clearly. Select an extended range of words that start with the same sound. <u>Oral blending & segmenting</u> -identify the number of phonemes that make up a given word

		<u>Rhythm and Rhyme</u> To experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.		<u>Body Percussion</u> to talk about sounds we can make with our bodies		
Reception Phase 2, 3 & 4	Phase 2 -Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. week 1 – s, a, t, p week 2 - i, n, m, d week 3 – g, o, c, k & cvc words week 4 – ck, e, u, r & the to and is week 5 – h, b, f, l double consonants Week 6 Assessment - I go no of Children to be taught to orally blend and segment CVC words using the phase 2 phonemes. - Children to be taught to blend and read the following high frequency words alongside the set of phonemes Set 1 – a, at, as Set 2 – is, it, in, an, Set 3 - and, on, not, into, can, Set 4 – get, got, back, put, Set 5 – his, him, of, dad, mum, up -Children to learn the alphabet and the correlation between phoneme and letter name once phase 2 is completed - Children to <u>read tricky words</u> : I go no is the of to and into	Phase 3 -Children to be taught the phase 3 phoneme in the following order alongside the written graphemes. week 1 – j, v, w, x week 2 – y, z, qu & we me be week 3 - sh ch th ng & he she week 4 - ai ee igh oa & was my week 5 - oo ar or & live week 6 - ur ow oi & you week 7 ear air er & they week 8 - Revision & are week 9 - Revision & all week 10 - Revision & what week 11 - Revision Week 12 Revision/assessment -Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3). -Children to be taught to <u>read</u> the following <u>tricky words</u> : he, she, we, me, be, was, my, you, live, they, her, all, are, what -Children to be taught to <u>read</u> the following <u>HFWs</u> : will, see, that, for, this, now then, down, them, look, with, too -Read captions - <u>Spell tricky words</u> the, to, I, no, go, is of into	Phase 4 week 1 - CVCC & said, so week 2 - CCVC & have, like, some, come week 3 - Revising two syllable words & were, there, little, one week 4 - revision & do, does, when, out, here, says, love week 5 - revision Week 6 Revision/assessment -Children to revise and recall all Phase 2 and 3 phonemes. -Children to practise reading and spelling previously taught high frequency words. -Children to read and spell two-syllable words - The children learn to read and spell words containing adjacent consonants -Read and write ccvc/cvcc words - <u>Read tricky words</u> said so have like some come were there little one do does when out here says love -Children to <u>read decodable words</u> : went, from, it's, just, help, children, - <u>Spell tricky words</u> he, she, we, me, be, was, my, you, her, they, all, are. What			

	**Autumn 2 – phase 2 gap analysis planning —	**Spring 2 – phase 3 gap analysis planning			**Summer 2 – phase 4 revision and gap analysis planning					
Y1 Phase 5 (see separate weekly timetable)	Week 0 - Revision -Children to continue to revise and recall all Phase 2 and 3 phonemes. - Children continue to read and write CCVC and CVCC words. -Phase2 &3 HFWs -Children to read and spell two-syllable words -Children to learn to spell the tricky words: he, she, we, me, be, was, my, you, her, they, all, are - Children to read tricky words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what	Unit 1 – new graphemes			Unit 2- reading focus			Unit 3 – spelling focus		
			focus	tricky words		focus	HFWs		focus	HFWs
		wk 1	ay ou ie ea	Mr Mrs Ms	7	Alternative phonemes for <a> and <y>	the and to said eye	17	Alternativ e graphem es for /ai/	down dad big when it's
		wk 2	oy ir ue aw	their people oh there	8	Alternative phonemes for <c> and <ch>	he of know was you	18	Alternativ e graphem es for /ee/ and three syllable words	see word very look don't
		wk 3	wh ew oe	looked asked called	9	Alternative phonemes for <ea> and <ear>	they on she is for	19	Alternativ e graphem es for /igh/ and compoun d words	come will into back from
		wk 4	au ey i_e o_e	could should would	10	Alternative phonemes for <ey> and <q>	at his but that with	20	Alternativ e graphem	children him which get just

Curriculum map 2026- 2027

Subject: Phonics – All Aboard Phonics

-Children to read decodable words: went, from, it's, just, help, children,								es for /oa/	
	wk 5	a u_e e_e ph		11	Alternative phonemes for <i> and <ie>	all we can are great	21	Alternativ e graphem es for long /oo/ /ue/ and /oy/	now came oh about got
	wk 6	Revision/assessment		12	Alternative phonemes for <o> and <oo>	had my her what says	22	Alternativ e graphem es for short /oo/ and /ow/	any friend laugh today want
				13	Alternative phonemes for <ou> and <ow>	out this have went be	23	Alternativ e graphem es for /or/ and /o/	their people your put could
				14	Alternative phonemes for <s> and <th>	like some so not then	24	Alternativ e graphem es for /er/ and /ear/	house old too by day
				15	Alternative phonemes for <u> <ue> and <u_e>	were go little as no	24	Alternativ e graphem es for /air/ and /ar/	
				16			Revision/Assessment vowel GPCs Revision/assessment		

				27	Alternative graphemes for /ch/ /f/ /j/ and /k/	made time I'm if help	
				28	Alternative graphemes for /m/ /n/ and /ng/	mouse called here off asked	
				29	Alternative graphemes for /r/ /sh/ and /s/	who where how saw make	
				30	Alternative graphemes for /w/ and /v/	again many two different work	
				31	Consonant GPCs		
					Revision / Assessment		
				Unit 4 – word endings			
					week	focus	HFWs

							32	<s> <es> and <ies> endings and <un>	thought through though because shoe
							33	<er> <est> <ed> and <ing> endings	water please whole hour busy
							34	Revision / Assessment	
Y2 Phase 6 All Aboard Phonics Spelling and Grammar	Autumn 1 - <u>Revision</u> of phase 5			National Curriculum - Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es - Understand the rules for adding ing, ed, er, est, ful, ly, y - Investigate how adding suffixes and prefixes changes words - Introduce the past tense					
	<u>Common Exception Words</u> find, kind, mind, behind, child, children, wild, climb, most, only, both	<u>Common Exception Words</u> old, cold, hold, gold, told, clothes, sure, sugar, Christmas, grass, parents	<u>Common Exception Words</u> door, poor, floor, because, every, everybody, even, great, break, steak	<u>Common Exception Words</u> pretty, beautiful, any, many, Mr, Mrs, again, half, money	<u>Common Exception Words</u> after, last, past, fast, father, class, pass, plant, path, bath, hour, move	<u>Common Exception Words</u> prove, improve, eye, could, should, would, who, whole, busy, people, water			
	<u>Statutory Spelling Rules</u> - Words ending in –tion - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes	<u>Statutory Spelling Rules</u> - The /s/ sound spelt c before e, i and y (e.g. race, ice) - The /ai/ sound spelt –y at the end of words (e.g. cry, fly) - The suffixes –ment, -ness, -	<u>Statutory Spelling Rules</u> - Adding –es to nouns and verbs ending in –y - Homophones and near-homophones; their, there, they're; here, hear; be, bee;	<u>Statutory Spelling Rules</u> Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it	<u>Statutory Spelling Rules</u> - The /n/ sound spelt kn and (less often) gn at the beginning of words (e.g. knock, gnat) - The /r/ sound spelt wr at the	<u>Statutory Spelling Rules</u> - The /ɔ:/ sound spelt a before l and ll (e.g. all, ball) - The /i:/ sound spelt –ey (e.g. key, valley)			

	spelt as g elsewhere in words before e, i and y (e.g. badge, age, gem) The /ʒ/ sound spelt s (e.g. television, treasure)	ful, -less and -ly	sun, sun; night, knight - The /ʌ/ sound spelt o (e.g. other, nothing) - Contractions	- Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it. - Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.	beginning of words (e.g. write, wrap) - The /l/ or /əl/ sound spelt –le at the end of words (e.g. table, apple) - The /l/ or /əl/ sound spelt –el at the end of words (e.g. camel, towel) - The /l/ or /əl/ sound spelt –al at the end of words (e.g. metal, hospital) - Words ending –il (e.g. pencil, fossil) - Homophones and near homophones ; sea, see; to, too, two; quite, quiet; bare, bear; one, won; blue, blew	- The /s:/ sound spelt or after w (e.g. word, worth) - The /ɔ:/ sound spelt ar after w (e.g. war, towards) - The possessive apostrophe (singular nouns)
KS2	Children who are not working at ARE IN phonics will follow the All Aboard Phonics + Intervention Manual					

