



South Haringay Phonics programme: KS1

Autumn

- Consolidation of set 2 sounds
- Consolidation of green words

Set 2 sounds	Green words
ay ay:	may I play day play say may tray today
ee ee:	what can you see? seen need sleep feel three green
igh igh:	fly high might light sight night fright
ow ow:	blow the snow snow flow know show blow
oo oo:	poo at the zoo mood fool pool stool moon spoon
oo oo:	look at a book took shook cook foot
ar ar:	start the car bar park smart sharp car spark
or or:	shut the door sort short worn horse sport fork
air air:	that's not fair fair stair hair lair chair
ir ir:	whirl and twirl girl third whirl twirl dirt
ou ou:	shout it out mouth round found loud shout
oy oy:	toy for a boy toy boy enjoy

- Consolidation of Blending and segmenting techniques.
- Focus on blending independently.



South Haringay Phonics programme: KS1

Spring

- Teaching set 3 sounds
- Teaching of set 3 green words

Set 2 sounds	Green words
a-e a-e:	make a cake shake name same save brave late
ea ea:	cup of tea neat real clean please dream
i-e i-e:	nice smile hide shine white nice wide like
o-e o-e:	phone home hope home rose spoke note those
u-e u-e:	huge brute tune rude use June excuse
aw aw:	yawn at dawn saw raw law straw dawn crawl
are are:	care and share bare bare spare scare flare square
ur ur:	nurse with a purse: burn turn hurl burp slurp lurk
ow ow:	brown cow howl down brown drown gown
oi oi:	spoil the boy join coin voice choice noise
ai ai:	snail in the rain paint train rain plain strain
e e:	he me she we he me she we he
oa oa:	goat in a boat toad road oak loaf throat toast
ew ew:	chew the stew new knew flew blew crew newt
er er:	better letter over never weather hamster after
ire ire:	fire fire spire bonfire inspire conspire hire
ear oar:	hear with your ear fear dear gear spear year
ure ure:	sure it's pure picture mixture adventure pure

- Blending of CVCC , CCVC words



South Haringay Phonics programme: KS1

<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none">• Continue teaching set 3 sounds• Teaching word names• Phonics screening check• Addressing gaps and misconceptions of set 3 sounds• Teaching of green words• Teaching of sight vocabulary (red words)	<ul style="list-style-type: none">• Teaching of reading patterns• Teaching of spelling patterns• Introduction to spelling and grammar techniques <p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> <p>Plural noun suffixes -s or -es Suffixes that can be added to verbs – helping, helped, helper Prefix – un Capital letters for names and the personal pronoun I</p>

The majority of children in the class will follow this programme.

Children who aren't orally blending in the Autumn term will follow a separate programme - in a small group with the teaching assistant (planned and assessed regularly by the class teacher) All children are grouped according to their phonological ability. Children who are not yet at the appropriate level are grouped, will follow the programme at a slower pace than the main class group and will only be introduced to the following set of sounds, once they are confident and competent in the sounds they are working on.

Children who have fallen significantly behind will be assessed for a range of appropriate intervention, with the aim of closing the gap as quickly as possible. These include: additional daily phonics, additional 1 to 1 reading, precision teaching and pre teaching of vocabulary.

Children in year 2, who previously failed the year 1 phonics screening check will continue to have regular phonics sessions. All other year 2 children will be taught age appropriate SPaG techniques.



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All year 2 children who have passed the Year 1 screening check will be taught the year 2 SPaG objectives, embedding reading and writing techniques.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>