

How Phonics in The Weald Federation schools links to the EYFS and The National Curriculum

Links to EYFS - Early Learning Goals	
Reading Say a sound for each letter in the alphabet and at least 10 digraphs. <ul style="list-style-type: none"> • 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. 	Writing Write recognisable letters, most of which are correctly formed. <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
Key Stage 1 National Curriculum Expectations - Year 1	
Word Reading - Recognition <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	Writing - Transcription <ul style="list-style-type: none"> • Write words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Name the letters of the alphabet. • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes using: the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs; • the prefix un-; • -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest. • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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<ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading. 	
Key Stage 1 National Curriculum Expectations - Year 2	
Word Reading - Recognition	Writing - Transcription
<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Spell common exception words. • Spell more words with contracted forms. • Spelling using the possessive apostrophe (singular), for example, the girl's book. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. □ Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.