



EYFS – End of year expectations- Early learning goals

Word reading

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.

Writing

Write recognisable letters, most of which are correctly formed.
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.

Year 1 National Curriculum Expectations

Reading – word reading

Apply phonic knowledge and skills as the route to decode words.
Respond speedily 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
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.
Re-read these books to build up their fluency and confidence in word reading

Writing Transcription

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.
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2 National Curriculum Expectations

Reading- word reading

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.

Writing Transcription

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
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 and -ly.
Apply spelling rules and guidance.
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Intent

At Dale Hall Primary, we value the importance of early phonetic skills for teaching decoding and encoding of words for reading and writing. We believe all children should be offered high quality, daily phonics teaching and resources matched to their own phonic ability and knowledge. At Dale Hall we follow the phonics programme 'Twinkl Phonics' which offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. Children will be taught the skills of blending and segmenting to enable them to decode words and sentences for reading and writing. Children will be given opportunities to embed their learning through reading books which match their phonic ability and knowledge and targeted activities during and after phonics sessions. As well as reading books pupils will have other opportunities away from the phonics session to practice and embed their phonic skills.



Implementation

EYFS and KS1 staff will deliver high quality daily phonics lessons which reflect the 4 part sessions set out in the Twinkl phonics programme of study. Pupils will be given regular opportunities both within school and at home to embed the skills and focus words. All pupils in EYFS and KS1 will take home weekly spelling/reading bookmarks/parent information sheets which support embedding the skills at home. Regular assessments of all pupils will ensure they are being supported and challenged appropriately. Pupils will be grouped across their year group to ensure the appropriate level of phonics meets their needs. Pupils who are at risk of falling behind will be identified and teachers will use either daily interventions or group intervention linked to the twinkl phonics scheme. Teachers and teaching assistants will each lead a phonics session using our chosen scheme and resources. In KS2 those children who haven't met the expected phonics standard in KS1 will be supported to bridge these gaps using codebreakers intervention. All EYFS and KS1 pupils will take home a Rhino reader reading book which matches the phonics level being taught in school ensuring they are only decoding words with graphemes they have been taught. All classrooms will have accessible resources such as key focus words for reading and spelling, sound mats and flashcards which the children can access independently to support their learning.



Impact

Through the consistent, systematic and daily teaching of phonics, children will be equipped with the skills to decode unfamiliar words using strategies that they have been taught in their daily lessons. Children can focus on developing their fluency and comprehension as they move through the school, leading to a love of reading and children taking pleasure in exploring the rich literary world around them with a firm phonic basis to support them. Those at risk of falling behind will be identified quickly with appropriate intervention in place to ensure they have opportunities to catch up.

Skills overview by Level- Twinkl Phonics

Level 1

By the end of level 2 pupils should be able to:

have experienced a wealth of listening activities including songs, stories and rhymes;

be able to distinguish between speech sounds and many will be able to blend and segment words

Aspect 1 Environmental Sounds

Notice sounds around them. - Recognise that different objects make different sounds. - Start to identify and name sounds. - Talk about environmental sounds, describing and comparing them

Aspect 2 Instrumental Sounds

Explore instrumental sounds. - Build awareness of how to use instruments to make sounds. - Start to identify the sounds of familiar instruments, naming them. - Build awareness of how you act upon an instrument affects the sound it makes. - Talk about instrumental sounds, describing and comparing them. - Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.

Aspect 3 Body Percussion

Explore the sounds their bodies can make. - Join in and copy actions of familiar songs. - Join in and copy body percussion patterns and sequences. - Build awareness of how they can change body percussion sounds. - Create their own sequences of body percussions. - Join in with longer sequences of body percussion. - Describe body percussion.

Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.

Aspect 4 Rhythm and Rhyme

-Join in with songs and rhymes. - Recognise familiar rhythms and rhymes. - Recognise that words rhyme. - Copy and keep a simple beat. - Join in and copy breaking words into syllables with a beat. - Play with rhyme. Make up their own rhyming words. - Complete sentences with their own rhymes orally. - Break words down into syllables with a beat. - Create their own beat.

Aspect 5 Alliteration

Explore initial sounds of words. - Select objects with a given initial sound from a choice of two. - Identify initial sounds of words. - Match to objects with the same initial sound. - Play with alliteration.

Aspect 6 Voice Sounds

Explore different mouth movements and sounds. - Copy different voice sounds and mouth movements. - Recognise different voice sounds. - Make a variety of different voice sounds, including animal sounds. - Say speech sounds clearly. - Talk about voice sounds. - Describe and compare voice sounds. - Create their own ideas for voices of characters/ imitating voices.

Aspect 7 Oral Blending and Segmenting

Identify the initial sounds of words. - Build awareness that words can be broken up into sounds. - Choose the correct object when hearing the word broken into single sounds. - Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. - Segment CVC and VC words into their individual sounds. - Start to blend the sounds of longer words. - Identify how many sounds are in a CVC or VC word.

Level		Focus	Tricky words
Level 2	<p>By the end of level 2 pupils should be able to:</p> <ul style="list-style-type: none"> give the phoneme when shown any Level 2 grapheme; find any Level 2 grapheme, from a display, when given the phoneme; orally blend and segment CVC words; blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock; 	<ol style="list-style-type: none"> s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, l ff, ll, ss, s saying /z/ Level 2 Revision 	<p>to, the no, go, l</p>

<p>Level 3</p>	<p>By the end of level 3</p> <ul style="list-style-type: none"> • give the phoneme when shown all or most Level 2 and Level 3 graphemes; • find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme; • blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); • read and spell some two-syllable words using Level 2 and Level 3 graphemes; • read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are; • spell the tricky words - the, to, I, no, go; • write each letter correctly when following a model. 	<ol style="list-style-type: none"> 1. j, v, w, x 2. y, z, zz, qu, ch 3. sh, th, th, ng 4. ai, ee, igh, oa 5. oo, oo, ar, or 6. ur, ow, oi, ear 7. air, ure, er 8. Recap sounds from Weeks 1-4 9. Recap sounds from Weeks 5-7 10. Trigraphs & Consonant Digraphs 11. Graphemes and Vowel Digraphs 12. Level 3 Revision 	<p><u>Read:</u> Revise L2 tricky words he, she we, me, be was my you they here all, are</p> <p><u>Spell:</u> the, to, no, go, I</p>
<p>Level 4</p>	<p>By the end of level 4 pupils should be able to:</p> <ul style="list-style-type: none"> • give the phoneme when shown any Level 2 and Level 3 grapheme; • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme; • be able to blend and read words containing adjacent consonants; • be able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants; be able to segment and spell words containing adjacent consonants; be able to read the tricky words - said, so, have, like, come, some, were, there, little, one, do, when, out, what; • be to spell the tricky words - he, be, we, she, me, was, you, they, are, all, my, here; • write each letter, usually correctly. 	<ol style="list-style-type: none"> 1. CVCC Words 2. CCVC Words 3. Adjacent Consonants 4. Polysyllabic Words 5. Three-Letter Adjacent Consonants 	<p><u>Read:</u> said, so have, like, come, some were, there, little, one do, when, out, what</p> <p><u>Spell</u> he, be, we, she, me was, you they, are, all my, here</p>

Level 5	<p>By the end of level 5 pupils should be able to:</p> <ul style="list-style-type: none"> • give the phoneme when shown any grapheme that has been taught; for any given phoneme, write the common graphemes; • apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable; read and spell phonically decodable two-syllable and three-syllable words; • form each letter correctly; • Use alternative ways of pronouncing and representing the long vowel phonemes. 	<ol style="list-style-type: none"> 1. 'ay' saying /ai/ 2. 'oy' saying /oi/ 3. 'ie' saying /igh/ 4. 'ea' saying /ee/ 5. 'a_e' saying /ai/ 6. 'i_e' saying /igh/ 'o_e' saying /oa/ 7. 'u_e' 'e_e' 8. 'ou' saying /ow/ 9. long vowel sounds (apricot, kind, human, gold, hotel) 10. 'ch' saying /c/ 'ch' saying /sh/ 11. 'ir' saying /er/ 12. 'ue' saying / yoo/ and /oo/ 13. 'ew' saying /yoo/ and /oo/ 14. 'y' saying /ee/ 15. 'aw' and 'au' saying /or/ 16. 'ow' and 'oe' saying /oa/ 17. 'wh' saying /w/ 18. 'c' saying /s/ 'g' saying /j/ 19. 'ph' saying /f/ 20. 'ea' saying /e/ 21. 'ie' saying /ee/ 22. suffix -ed 23. suffix -s and -es 24. suffix -er and -est 25. 'tch' saying /ch/ 26. adding -ing and -er to verbs 27. 'are' and 'ear' saying /air/ 28. Unspoken e 29. 'ore' saying /or/ 30. prefix un- 	<p>Reading</p> <p>could should would want oh their Mr Mrs love your people looked called asked water where who why thought through work house many laughed because different any eye friend also once please live coming Monday Tuesday Wednesday brother more before January February April July horse mouse beautiful treasure door floor favourite bought autumn gone know colour other does talk two</p>	<p>Spelling</p> <p>said so have like some come were there little one do when what could should would want their Mr Mrs love your people looked asked called water where who why thought through work house many laughed because different any eye friend also once please live coming Monday Tuesday Wednesday brother more before January February April July scissors castle beautiful treasure</p>
Level 6	<p>By the end of level 6 pupils should be able to:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables; • read most words containing common suffixes; • read most common exception words; • read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to 	<ol style="list-style-type: none"> 1. 'y' saying /igh/ 2. 'dge' and 'ge' saying /j/ 3. adding -es to words ending in y 4. 'gn' saying /n/ 5. 'kn' saying /n/ 	<p>Spelling</p> <p>busy clothes whole listen build earth delicious fruit learn search</p>	<p>Grammar</p> <p>capital letters and full stops proper nouns (names) plural nouns alphabetical order first/ second letter second/ subsequent letters</p>

	<p>focus on their understanding rather than on decoding individual words;</p> <ul style="list-style-type: none"> • sound out most unfamiliar words accurately, without undue hesitation; • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others; spell most common exception words correctly. 	<ol style="list-style-type: none"> 6. adding -ed, -ing to words ending in y' 7. wr' saying /r/ 8. 'le' saying /l/ 9. adding -er, -est to words ending in y 10. 'el' saying /l/ 11. 'al' and 'il' saying /l/ 12. adding -ed, -er to words ending with e 13. 'eer' saying /ear/ 14. ture 15. adding -est, -y to words ending with e 16. 'mb' saying /m/ 17. 'a' and 'al' saying /or/ 18. adding -ing, -ed to CVC, CCVC 19. 'o' saying /u/ 20. 'ey' saying /ee/ 21. adding -er, -est, 22. -y to CVC and CVCC words 23. Contractions 24. 'w ar' saying / w or/ 'w or' saying /w ur/ 25. Suffixes -ment, -ness 26. 's' saying /zh/ 27. 'w a' saying / wo/ and 'qu a' saying /quo/ 28. tion 29. suffixes -ful, -less, -ly homophones/ near homophones 30. prefix dis- 	<p>famous shoe pretty neighbour England tongue group after heart dangerous special enough aunt father prove improve hour move sure sugar half quarter straight touch caught daughter journey area heard early</p>	<p>verbs adverbs common nouns adjectives and expanded noun phrases commas in lists proper nouns regular past and present tense question marks and commands exclamations and statements coordinating conjunctions irregular past tense - alt words for said exclamation marks () adjectives and nouns contractions subordinating conjunctions improving sentences -verbs and adverbs possessive apostrophe improving sentences - when, if, because speech marks commas in speech</p>
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