



# St. Augustine of Canterbury Catholic Primary School

*“Created by God to love and learn”*

## Our Phonics Curriculum

Our Core Values:

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God’s children to succeed to their full potential as we are **Created by God to love and learn.**

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities
- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

## Our Approach, Aim, and Curriculum

Our key curriculum drivers are determined by our values and the needs of our learners: **Inclusivity Creativity Curiosity Oracy**

In phonics we use the “Unlocking Letters and Sounds” scheme. It demonstrates a clear progression for word reading and early spelling.

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Term	EYFS	Year 1	Year 2
Autumn 1	<p>Revisit Phase 1: Sound discrimination, phonological awareness, rhyme, oral blending and segmenting</p> <p>Phase 2 GPCs: <b>s a t p i n m d g o c k c k e u r h b f f l l l s s</b></p> <p>Reading: Words with -s ending</p> <p>Common Exception Words: <b>the to into no I go</b></p>	<p>Phase 4 Four (Revision plus Y1 NC requirements):</p> <p>Revisit Phase 4: CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3.</p> <p>Reading: Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words</p> <p>Reading and Spelling: Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Adding the suffixes -ing and -ed to verbs Adding the suffix -er to verbs to change them to nouns Adding the suffix -er to adjectives Adding the suffix -est Adding the prefix un- to verbs Adding the prefix un- to adjectives Reading words with contractions</p>	<p>Five a) (Spellings recap) Five b) (Mastery) Phase 5a) spellings recap: choosing from alternative graphemes with the same sound: <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e, ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you)</b></p> <p>Revisit Phase 5b) (Mastery): Revisit alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb), /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen), /s/ (as in house), /z/ (as in please), /u/ (as in some), /ee/ (as in happy), /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father), /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all), /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word), /oo/ (as in could), /oo/ (as in put) /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea), /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key), /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune), /yoo/ (as in stew)</p>
Autumn 2	<p>Phase 3 GPCs: <b>j v w x y z zz qu ch sh th</b> (voiced and unvoiced) <b>ng ai ee igh oa oo oo ar or</b></p>	<p>Phase 5a: New graphemes for reading: <b>ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e, e-e, i-e, o-e u-e</b></p>	<p>Phase 5c Mastery: Revisit Phase 5c) (Mastery): revisit alternative spellings of phonemes: /oo/ (as</p>

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	<p><b>ur</b></p> <p>Reading: Words containing -ing endings with no change to the root word</p> <p>Common Exception Words: <b>me we be he she was you they all</b></p>	<p>Teach the days of the week New phoneme /zh/</p>	<p>in clue), /oo/(as in June), /oo/(as in blew), /sh/(as in special), /sh/(as in station), /sh/(as in sugar), /sh/(as in chef)</p> <p>Assess and review all alternative spellings of phonemes</p>
Spring 1	<p>Phase 3 GPCs: <b>ow oi ear air ure er</b></p> <p>Reading and spelling: Words containing digraphs and trigraphs</p> <p>Common Exception Words: <b>are my her</b> Revisit: <b>me we be he she</b></p>	<p>Five a) (Mastery plus Y1 NC requirements): Revise new graphemes for reading Revise the days of the week Correct use of -nk ph -wh -tch -ve (NC)</p> <p>Common Exception Words: <b>oh their people Mr Mrs looked called</b></p>	<p>National Curriculum</p> <p>Phonics spellings revisit as starter during NC lessons.</p>
Spring 2	<p>Revisit Phase 3 GPCs (Phase 3 Mastery): <b>ai ee igh oa oo oo ar or ur ow oi ear air ure er</b> Revisit: <b>was you they all are my her</b></p>	<p>Phase 5b: Alternative pronunciations of known graphemes for reading: <b>a</b> (as in acorn) <b>a</b> (as in fast) <b>a</b> (as in was) <b>e</b> (as in he) <b>i</b> (as in mind) <b>o</b> (as in no) <b>u</b> (as in unit) <b>u</b> (as in put) <b>ow</b> (as in snow) <b>ie</b> (as in chief) <b>ea</b> (as in head) <b>er</b> (as in her) <b>ou</b> (as in you) <b>ou</b> (as in could) <b>ou</b> (as in mould) <b>y</b> (as in by) <b>y</b> (as in gym) <b>y</b> (as in very)</p>	<p>National Curriculum</p> <p>Phonics spellings revisit as starter during NC lessons.</p>

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		<p><b>ch</b> (as in school) <b>ch</b> (as in chef)  <b>c</b> (as in cell)  <b>g</b> (as in gent)  <b>ey</b> (as in they)</p> <p>Common Exception Words:  <b>water where who again thought through  mouse work many laughed because different  any eyes friends once please</b></p>	
Summer 1	<p>Phase 4:  CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2.</p> <p>Reading:  Words containing -ed and -ing endings with no change to the root word</p> <p>Common Exception Words:  <b>said have like so do some come  were there little one when out what</b></p>	<p>Phase 5c:  Alternative spellings of phonemes:  <b>ch</b> (as in picture) <b>ch</b> (as in catch)  <b>j</b> (as in fudge)  <b>m</b> (as in lamb)  <b>n</b> (as in gnat) <b>n</b> (as in knit)  <b>r</b> (as in wrap)  <b>s</b> (as in listen) <b>s</b> (as in house)  <b>z</b> (as in please)  <b>u</b> (as in some)  <b>i</b> (as in happy) <b>i</b> (as in donkey)  <b>ear</b> (as in here) <b>ear</b> (as in beer)  <b>er</b> (as in father)  <b>ar</b> (as in half)  <b>air</b> (as in there) <b>air</b> (as in pear) <b>air</b> (as in bare)  <b>or</b> (as in all) <b>or</b> (as in four) <b>or</b> (as in caught)  <b>ur</b> (as in learn) <b>ur</b> (as in word)</p>	<p>National Curriculum</p> <p>Phonics spellings revisit as starter during NC lessons.</p>
Summer 2	<p>Phase 4 Mastery:  CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3.</p> <p>Reading:</p>	<p>Phase 5c:  Alternative spellings of phonemes:  <b>oo</b> (as in could) <b>oo</b> (as in put)  <b>ai</b> (as in day) <b>ai</b> (as in came)  <b>ee</b> (as in sea) <b>ee</b> (as in these) <b>ee</b> (as in happy)  <b>ee</b> (as in chief) <b>ee</b> (as in key)</p>	<p>National Curriculum</p> <p>Phonics spellings revisit as starter during NC lessons.</p>

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	<p>Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words</p> <p>Common Exception Words: Revisit all Phase 4</p>	<p><b>igh</b> (as in pie) <b>igh</b> (as in by) <b>igh</b> (as in like) <b>oa</b> (as in low) <b>oa</b> (as in toe) <b>oa</b> (as in bone) <b>(y)oo</b> (as in cue) <b>(y)oo</b> (as in tune) <b>(y)oo</b> (as in stew) <b>oo</b> (as in clue) <b>oo</b> (as in June) <b>oo</b> (as in blew) <b>sh</b> (as in special) <b>sh</b> (as in station) <b>sh</b> (as in sugar)</p>	
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