



# Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Phonics Curriculum Map		Autumn	Spring	Summer
Year A&B	EYFS	<p>Baseline Assessment Read, Write Inc. planning Set 1 Lessons Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4) Secure blending of words with special friends (word time 1.5).</p> <p>To be exposed to some common exception words: Set 1 Rocket words l, no, go, to, the, a, go.</p> <p>Use picture books and dandelion readers to practice phonic skills.</p>	<p>Read Write Inc. planning</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>Read Ditty stories</p> <p>Common exception words: Practice reading Set 1 Rocket words and introduce Set 2 we, she, he, was, be, me. Learn to spell the Rocket words Set 1.</p> <p>Use Dandelion readers and Red Read Write Inc. books to practice phonic skills.</p>	<p>Read Write Inc. planning Recap Set 1 sounds &amp; practice blending</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are. Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p> <p>Letter Names</p> <p>Common exception words: Practice reading Set 1 &amp; 2, rocket words and introduce Set 3 rocket words <i>my, you, of, they, are, all</i> and Set 4 rocket words <i>your, said, put, some, what, like</i> Learn to spell the Rocket words Set 2.</p> <p>Practice Phonic Skills using Read Write Inc Green Books and Purple Books during group reading.</p>
	1	<p>Consolidation of Set 1&amp;2 blending and letter names</p> <p>Review set 2 sounds (And set 1 for those with gaps) Children build speed of reading words containing set 2 sounds: Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, e-e.</p> <p>Common Exception Words: Practice reading rocket words set 1-4. Practice spelling Rocket words set 1 &amp; 2. Learn to spell Rocket words set 3 &amp; 4. Introduce reading Rocket words set 5 <i>I've, want, her, call, I'm, make</i> and Set 6. <i>I'll, old, says, were, so, by,</i> Practice Phonic Skills using Read Write Purple, Pink and Orange Books during group reading.</p> <p>Learn to read and spell numbers Zero to five.</p>	<p>Letter names, naming of letters in alphabetical order Teach any set 3 not introduced Teach those not included in RWI (ore, ue, ie, ph, au, e-e, oe)</p> <p>Children to build speed of reading words containing these sounds set 1,2 and recap set 3 sounds. Children to build speed of reading words containing set 1, 2 and 3 sounds. Begin to read multisyllabic words, including words with suffix endings.</p> <p>Common Exception Words: Practice reading rocket words set 1-6. Practice spelling Rocket words set 1-4. Learn to spell Rocket words set 5 &amp; 6. Introduce reading rocket words set 7 <i>today, do, there, where, love, come</i> and Rocket words 8 here, <i>when, once, ask, friend, school</i>.</p> <p>Practice Phonics skills using Yellow and Blue Books during group reading.</p> <p>Learn to read and spell numbers six to ten..</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy.</p> <p>Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace.</p> <p>Common Exception Words: Practice reading rocket words set 1-8. Practice spelling Rocket words set 1-6. Learn to spell Rocket words set 7 &amp; 8. Introduce reading rocket words set 9 <i>their, push, pull, full, house, our</i> &amp; rocket words 10 Days of the week.</p> <p>Practice Phonic skills using Blue and Grey Books during group reading.</p>
		Children who fail the year one Phonics Screening need to continue to practice their phonic knowledge by continuing to follow the Read, Write Inc programme and/or Toe by Toe programme as part of catch-up lessons.		



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	2	<p>Read Write Inc. Spelling: Book 2A. Pre Programme activities Unit 1 The or sound spelt a before l and ll. Unit 2 Soft c. Special focus Red Words (where, could, there, want, was, would, what). Unit 3&amp;4 Adding the suffix -y (1). Special Focus 2 Homophones sea/see, son/sun, blew/blue, knight/night, saw/sore, quite/quiet. Unit 5 Adding the suffix -ly.</p> <p><i>Practice Test 1: Y2A Units 1–5</i></p> <p>Unit 6 The n sound spelt kn and gn. Special Focus 3 Red Words (money, people, busy, half). Unit 7 The igh sound spelt y. Unit 8 &amp; 9 Adding the suffix -ing. Special focus 4 Homophones their/there, no/know, right/write, to/too, weak/week, see/sea. Unit 10 The j sound.</p> <p><i>Practice Test 2: Y2A Units 6–10 (plus revision).</i></p>	<p>Read Write Inc. Spelling: Book 2A Continued. Special focus 5 Contractions and apostrophes (I'm, I'll, you're, he's, they're, she'll, we're). Unit 11 The o sound spelt a after w and qu. Unit 12-14 Adding the suffix -ed. Special focus 6 The u sound spelt o and the or sound spelt ar after w (mother, brother, other, nothing, Monday, towards, swarm, reward, warm). Special focus 7 Possessive apostrophes.</p> <p><i>Practice Test 3: Y2A Units 11–14 (plus revision)</i></p> <p>Book 2B. Unit 1 The r sound spelt wr. Unit 2-4 Adding the suffixes -er or -est (1). Special Focus 1 Red words (many, some, should, come, any, would, there, their, they're). Special Focus 2 Homophones see/sea, there/their, too/two, for/four, nose/knows, ate/eight. Unit 5 The ee sound spelt ey.</p> <p><i>Practice Test 4: Y2B Units 1–5 (plus revision)</i></p>	<p>Read Write Inc. Spelling Book 2B continued. Unit 6-7 Adding the suffix -ness. Special Focus 3 Words ending in -il and words where s makes the zh sound (pupil, pencil, fossil, nostril, evil, stencil, council, peril, treasure, usual, television, revision, measure). Unit 8 Words ending in -le. Special Focus 4: Homophones seen/scene, wait/weigh, hole/whole, sighed/side, new/knew. Unit 9 Words ending in -el. Unit 10 Words ending in al.</p> <p><i>Practice Test 5: Y2B Units 6–10 (plus revision)</i></p> <p>Special Focus 5 The ir sound spelt or after w (worm, world, work, worth, worth, worst, worse, password, workshop, workers). Unit 11 Adding the suffix -less. Unit 12 Adding the suffix -less. Special Focus 6 Contractions and apostrophes (I've, we'd, they've, you've, you'd, they'd). Unit 13 Adding the suffix -ment. Unit 14 Adding the suffix -tion. Unit 15 Adding the suffix -es. Special Focus 7 Possessive apostrophes.</p> <p><i>Practice Test 6: Y2B Units 11–15 (plus revision)</i></p>
	3	<p>Read Write Inc. Spelling Book 3 Unit 1 Adding the prefixes dis- and in-. Unit 2 Adding im- to root words beginning with m or p. Special Focus 1 Orange Words answer, island, February, Length, strength, business. Unit 3 Adding the suffix -ous.</p> <p><i>Practice Test 1: Y3 Units 1–3 (plus revision)</i></p> <p>Unit 4 Adding the suffix -ly. Unit 5 Words ending in -ture. Special focus 2 Homophones no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak Unit 6 Adding -ation.</p> <p><i>Practice Test 2: Y3 Units 4–6 (plus revision)</i></p>	<p>Read Write Inc. Spelling Book 3 Unit 7 Words with the c sound spelt ch. Unit 8 Words with the sh sound spelt ch.</p> <p><i>Practice Test 3: Y3 Units 7–8 (plus revision)</i></p> <p>Special Focus 3 The short I sound spelt y myth, Egypt, gym, pyramid, mysterious. Unit 9 Adding the suffix -ion. Unit 10 Adding the suffix -ian.</p> <p><i>Practice Test 4: Y3 Units 9–10 (plus revision)</i></p>	<p>Read Write Inc. Spelling Book 3 Unit 11 Adding the prefix re-. Special Focus 4 Homophones not/knot, ball/bawl, plain/plane, whether/weather, scene/seen, hear/here, week/weak, male/mail, be/bee. Unit 12 Adding the prefix anti-.</p> <p><i>Practice Test 5: Y3 Units 11–12 (plus revision)</i></p> <p>Unit 13 Adding the prefix super-. Unit 14 Adding the prefix sub-.</p> <p><i>Practice Test 6: Y3 Units 13–14 (plus revision)</i></p>
	4	<p>Read Write Inc. Spelling 4 Book 4 Unit 1 Adding the prefix mis- and revising un-, in-, dis-. Unit 2 Words ending in zhuh spelt -sure. Special focus 1 The short u sound spelt ou (double, trouble, enough, toughest, rougher, young, country, touch). Unit 3 Adding the prefix auto.</p> <p><i>Practice Test 1: Y4 Units 1–3 (plus revision)</i></p>	<p>Read Write Inc. Spelling 4 Unit 7 Words ending in -ous. Unit 8 Words ending with the s sound spelt sc.</p> <p><i>Practice Test 3: Y4 Units 7–8 (plus revision)</i></p> <p>Special focus 3 Possessive apostrophes with plural words. Unit 9 Words ending in zhun spelt -sion.</p>	<p>Read Write Inc. Spelling 4 Unit 11 The c sound spelt -que and the g sound spelt -gue. Special Focus 4 Homophones heal/heel, missed/mist, who's/whose, accept/except, affect/effect. Unit 12 Adding ir- to words beginning with r.</p> <p><i>Practice Test 5: Y4 Units 11–12 (plus revision)</i></p>



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		Unit 4 Adding the suffix -ly. Unit 5 Adding the prefix inter-. Special Focus 2 Homophones groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury. Unit 6 Words with the ay sound spelt ei, eigh, ey.  <i>Practice Test 2: Y4 Units 4–6 (plus revision)</i>	Unit 10 Adding -il and revising un-, in-, mis-, dis-.  <i>Practice Test 4: Y4 Units 9–10 (plus revision)</i>	Unit 13 Adding the suffix -ion (1). Unit 14 Adding the suffix -ion.  <i>Practice Test 6: Y4 Units 13–14 (plus revision)</i>
	5	Read Write Inc. Spelling 5 Book 5 Unit 1 Words with silent letter b. Special Focus 1 Words that contain the letter string -ough. Unit 2 Words ending in -ible. Special Focus 2 Homophones (cereal/serial, heard/herd, steal/steel, stationery/stationary, father/farther).  <i>Practice Test 1: Y5 Units 1–2 (plus revision)</i>  Unit 3 Words ending in -able. Special Focus Orange Words (accompany, according, appreciate, attached, accommodate, aggressive). Unit 4 Words with the silent letter t. Special Focus 4 Orange words (rhyme, rhythm, symbol, system, forty, curiosity).  <i>Practice Test 2: Y5 Units 3–4 (plus revision)</i>	Read Write Inc. Spelling 5 Unit 5 Words ending in -ibly and -ably. Special Focus 5 Homophones and other words that are easily confused (allowed/aloud, guessed/guest, passed/past, lead-led). Unit 6 Words ending in -ent. Special Focus 6 Orange Words (embarrass, excellent, exaggerate, especially, interrupt).  <i>Practice Test 3: Y5 Units 5–6 (plus revision)</i>  Unit 7 Words in -ence. Special Focus 7 Orange Words (develop, determined, familiar, definite, awkward, persuade). Unit 8 The ee sound spelt ei. Special focus 8 Homophones and other words are easily confused (affect/effect, accept/except, advise, advice, practice, practice)  <i>Practice Test 4: Y5 Units 7–8 (plus revision)</i>	Read Write Inc. Spelling 5 Unit 9 Words ending in -ant, -ance and -ancy. <i>Special Focus 9 Orange Words (immediately, suggest, marvelous, necessary, programme, recommend).</i> <i>Unit 10 Words ending in shus spelt -cious.</i> <i>Special Focus 10 Orange words (convenience, muscle, disastrous, neighbor, interfere.)</i>  <i>Practice Test 5: Y5 Units 9–10 (plus revision)</i>  Unit 11 Words ending in shus spelt -tious. Special Focus 11 Orange Words (average, desperate, temperature, vegetable, frequently, equipment). Unit 12 Words ending in shul spelt -cial or -tial.  <i>Practice Test 6: Y5 Units 11–12 (plus revision)</i>
	6	Read Write Inc. Spelling 6 Book 5 Unit 1 Suffixes (-ing, -ed, -est, -er, -ly). Special Focus 1 Words containing the letter string -ough. Unit 2 Suffixes (2) to root words ending in a consonant plus e. Special Focus 2 Orange Words (communicate, community, committee, haress, occur, occupy).  <i>Practice Test 1: Y6 Units 1–2 (plus revision)</i>  Unit 3 Suffixes (3) to root words ending in -le or a consonant plus y. Special Focus 3 Homophones and other words that are easily confused principal/principle, bridal/bridle, proceed/precede, weary, wary. Unit 4 Suffixes (4) Practice swap, double or drop rules. Special Focus 4 Orange Words (profession, sufficient, correspond, apparently, opportunity).  <i>Practice Test 2: Y6 Units 3–4 (plus revision)</i>	Read Write Inc. Spelling 6 Unit 5 Suffixes (5). Special Focus 5 Orange Words (guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance). Unit 6 The sh sound spelt ti or ci. Special Focus 6 Homophones morning/mourning, compliment/complement, assent/ascent, draft/draught.  <i>Practice Test 3: Y6 Units 5–6 (plus revision)</i>  Unit 7 The sh sound spelt si or ssi. Special Focus 7 Orange words (leisure, language, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical). Unit 8 Silent letters Special Focus 8 Orange Words (available, category, existence, controversy, explanation, identity, variety, ancient).  <i>Practice Test 4: Y6 Units 7–8 (plus revision)</i>	Read Write Inc. Spelling 6 Unit 9 The spellings ei and ei. Special Focus 9 Hyphens. Unit 10 Words ending in -ible and -able. Special Focus 10 Common mistakes (whose/ who's, its/it's, your/you're, theirs/there's).  <i>Practice Test 5: Y6 Units 9–10 (plus revision)</i>  Unit 11 Plural nouns (1) Special Focus 11 Orange Words (government, conscience, twelfth, conscious, environment, parliament, shoulder, soldier). Unit 12 Plural nouns (2) Special Focus 12 Homophones and other words that are easily confused. Advice, advise, advised, practice, practice, practiced, device, devise, devised, licence, license, licensed.  <i>Practice Test 6: Y6 Units 11–12 (plus revision)</i>