

Intent

The systematic teaching of phonics has a high priority throughout Foundation Stage, Key Stage 1 and Key Stage 2.

At Templefield Lower School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Phonics and decoding	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	• Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multisyllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonetically decodable texts	• Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multisyllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly and accurately without overt sounding and blending	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Sounds, listen, hear.	Blend, segment, phoneme, grapheme, digraph, trigraph	Blend, segment, phoneme, grapheme, digraph, trigraph, Suffix	Blend, segment, phoneme, grapheme, digraph, trigraph, Suffix, prefix	Root words, exception, correspondences, prefix, suffix	Root words, exception, correspondences, prefix, suffix
Common Exception Words		To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.