

Sounds Write/ Phonics Medium Term Plan

Educational Programme: Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
Term	Implementation	Impact
Autumn 1	<p>Identifying rhymes Extending rhymes Alliteration and identifying initial sounds Blending simple CVC words Segmenting simple CVC words</p> <p>Diagnostic baseline for cohort.</p> <p><u>Sounds write</u> Unit 1, and 2. Match phonemes to graphemes. Aural blending and segmenting VC and CVC words from units 1-2</p> <p>Begin to build words from Unit 1 & 2 by manipulating magnetic/velcro letters on a board Decoding simple VC and CVC words Begin letter formation units 1-2</p> <ul style="list-style-type: none"> • Identify children for reading books • Establish interventions for children needing additional support 	<p>Tuning into sounds – becoming sensitive to units of sound Hearing rhymes to support segmenting Isolating initial sounds and hearing individual phonemes.</p> <p><u>Development matters – 3-4 (Covid catch-up)</u> <i>Develop phonological awareness so that they can:</i></p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sounds <p>Blending individual sounds in order to enable the construction of meaningful words. Segmenting individual sounds in words to support accurate spelling when writing words and pull apart the individual sounds in words Sound-symbol association: link between auditory signs and visual signs.</p> <p>Multi-sensory approach: Practical activity to physically move letter symbols (magnets or velcro) to support internalising the blending and segmenting as mental operations. Apply skills in sound-symbol association and blending so that children can begin to decode cv and cvc words in books</p> <p><u>Development matters – Reception (begin to...)</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sound for them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read a few common exception words matched to the school's phonics programme
Autumn 2	<p><u>Sounds Write</u> Units 1 , 2 , 3, 4, 5 (6 , 7 if possible) Match phonemes to graphemes Reading simple CVC words, and begin to read captions Letter formation, units 1-4 Word building and writing simple VC and CVC words Swap initial, medial and final sounds Beginning dictations. Introducing 'tricky' words</p> <p>Consistency with reading books Consistency with children needing interventions</p>	<p>Sound-symbol association Decoding Sound swapping in order to manipulate the individual sounds within words so that one sound can be replaced by another Practical activity to physically move letter symbols (magnets or velcro) to support internalising the blending and segmenting as mental operations. High frequency words to support sight vocabulary for reading and print in the environment</p> <p><u>Development matters – Reception (begin to...)</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sound for them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read a few common exception words matched to the school's phonics programme • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words • Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letters

Spring 1	<p>Sounds write. Units 4,5,6,7,8 Word building and sound swapping</p> <p>Decoding to distinguishing between nonsense and real words. Reading captions.</p> <p>Dictation of captions Continue tricky words/high frequency words Introducing two letters, one sound (digraphs)</p>	<p>Introducing digraphs in order to know that sounds may be represented by 1, 2 or more letters</p> <p><u>Development matters – Reception (begin to...)</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sound for them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read a few common exception words matched to the school's phonics programme • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words • Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letters
Spring 2	<p>Sounds write. Units 7,8,9,10,11 Introducing two letters, one sound (digraphs) Word building, reading and spelling, sound swapping Continue tricky words/high frequency words. Dictation of captions. Building and reading CCVCC and CCCVC words</p>	<p><u>Development matters – Reception</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sound for them • Blend sounds into words so that they can read short words made up of known letter-sound correspondence • Read a few common exception words matched to the school's phonics programme • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words • Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letters • Write short sentences with words known sound-letter correspondence using capital letters and full stop • Re-read what they have written to check that it makes sense
Summer 1	<p>Recap on initial code if necessary. Begin extended code according to the children's understanding and comprehension of the initial code. (Extended code: phonemes can be represented by more than one grapheme) Word building, reading and spelling Dictation Continue tricky words/high frequency words Manipulate alternative phonemes in and out of words</p>	<p>Develop understanding that a grapheme can represent more than one phoneme</p>
Summer 2	<p>Continue with extended code Continue tricky words/high frequency words</p>	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> • 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. <p>ELG: Writing</p> <ul style="list-style-type: none"> • 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.
ELG	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	

