

## How Phonics at The Willows Primary School links to the EYFS and The National Curriculum

<b>Links to EYFS - Early Learning Goals</b>	
<b>Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Key Stage 1 National Curriculum Expectations - Year 1</b>	
<b>Word Reading - Recognition</b> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• 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.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<b>Writing - Transcription</b> <ul style="list-style-type: none"> <li>• Write words containing each of the 40+ phonemes already taught.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Name the letters of the alphabet.</li> <li>• Naming the letters of the alphabet in order.</li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> <li>• 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;</li> <li>• the prefix un-;</li> <li>• -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.</li> <li>•</li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>

## Key Stage 1 National Curriculum Expectations - Year 2

### Word Reading - Recognition

- Continue to 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.
- Spelling 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, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.