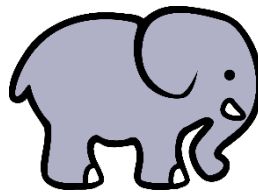




# Year 1



## Welcome to Key Stage 1

### **Curriculum Intent:**

Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners.

At Brookland Infant and Nursery School we want our children to develop the following basic skills:

- To speak clearly and convey ideas confidently.
- To read fluently and develop a love for reading.
- To communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.

We want our children to be literate, numerate and technologically capable, but we also want our children to be able to think for themselves. Therefore, our curriculum is driven by 4 principles that we believe will support our children to become successful life-long learners.

Our 4 curriculum principles:

- **Creative:** *How the children express themselves.*
- **Ambitious:** *How the children demonstrate positive learning behaviours*
- **Curious:** *What the children learn and how it links to their understanding of their place in the world.*
- **Healthy:** *How the children ensure they are ready to learn.*



### **Curriculum Implementation:**

In KS1 we offer a broad, balanced and stimulating curriculum based around half termly topics through which we deliver our aims and principles whilst ensuring it covers the statutory requirements of the National Curriculum. Our topic approach enables our children to make meaningful links with their learning, to deepen their knowledge, inspire them to learn more and help them to remember more.

Our curriculum provision ensures all our children are offered quality learning experiences in the discreet subjects (English - Phonics, Reading, Writing, Mathematics, PSHE, RE, Music, Computing and PE), but also through our topic approach in the other subjects (Science, History, Geography, Art and DT).

## **YEAR 1**

In Year 1 children build on their learning from Reception and as quickly as possible begin to work within Key Stage One (KS1) of the National Curriculum. This stage lasts for two years and finishes at the end of Year 2 when children leave the Infant School.

Most children will be more than ready for the next stage in their school life as they are already familiar with the school environment and most of the routines and the children are very excited to start Year 1. However, we do recognise that change can be challenging for some children and therefore we spend a lot of time on the transition process to ensure a smooth start to Year 1.

Expectations of children increases significantly and specific subject content is identified and taught. However the children in our school will continue to have practical, skills based and developmentally appropriate learning experiences with a continued focus on personal, social and emotional learning.

## **NATIONAL CURRICULUM IN YEAR 1**

The current National Curriculum came into effect on September 2014 and applies to all children in state maintained schools. This Curriculum sets out the skills and knowledge which **must** be taught in each year group but is not specific about **how** this should be taught, leaving that to each school's judgement.

In KS1 of the National Curriculum the highest priority is given to children's English and Mathematical learning as this will support all other learning in the future. Reading, Writing and Mathematics are called the core subjects and children have a lot to learn during Years 1 and 2. The pace of learning is quick and expectations are high.

## **SPEAKING & LISTENING**

We believe that communication is the foundation of relationships and essential for learning, play and social interaction. Therefore, Speaking and Listening is a crucial part of the curriculum as it underpins learning in all other areas. Children will develop their speaking and listening in all areas of the curriculum and their school life, both formally and informally. They will experience drama/role play, debates and be encouraged to explain their thinking. It is important to recognise that the National Curriculum emphasises the correct use of grammar and use of Standard English.

From Year 1 through to Year 2 children are taught how to:-

- Listen to and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding, vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations.
- Maintain attention and participate actively in collaborative conversations.
- Stay on topic and initiate and respond to comments.
- Use spoken language to develop understanding through speculating hypothesising imagining and exploring ideas.



- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances and debates.
- Gain maintain and monitor the interest of the listener.
- Consider and evaluate different viewpoints attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## **PHONICS**

Learning the sounds of the alphabet or 'phonics' is an important early reading skill. To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding. To ensure this, we follow the Little Wandle Revised Letters & Sounds programme.

The progression in this programme has been organised so that children are taught from the simple to more complex Grapheme Phoneme Correspondence (GPCs) - linking sound/s to letter/s, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn. Our expectations of progression are aspirational yet achievable.

In Year 1 phonics is taught daily and this skill is then reinforced in other areas of the curriculum and children are expected to apply their phonic knowledge in their writing.

All children, nationally, are tested on their phonic knowledge at the end of Year 1 to see if they have met the expected standard and you will be informed in the end of year report if your child has met expectations.

Please see Appendix 1 for the Little Wandle Letters and Sounds Revised 2021: Programme progression for Reception and Year 1.

## **READING**

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally. Therefore, in Year 1 children will continue to experience books and reading throughout the day, in a variety of contexts. They will also have regular planned sessions when specific reading skills are taught and practised.

Reading requires many skills and Year 1 children work hard to acquire them. In the early stages children need to understand that print has meaning; they need to be able to hear sounds in words and make connections between those sounds and what they look like on the page; they need to combine the sounds in letters to make words; they need know what those words mean and they need to understand what they are reading.

Children in Year 1 are taught to:

- respond speedily with the correct sound to letters or groups of letters (graphemes) for all 40+ phonemes, including those alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words with -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught phonemes
- read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)



- read aloud, with accuracy, books consistent with their phonic knowledge, but which do not need other strategies to work out the words
- re-read books to build up fluency and confidence in word reading
- listen to and discuss a wide range of stories, poems and non-fiction beyond that which they can read independently
- link what they read or hear to their own experiences
- become very familiar with key stories (fairy tales/traditional stories etc.) retelling them and recognise their essential characteristics
- recognise and join in with predictable phrases
- begin to appreciate rhymes and poems and learn some off by heart
- use what they already know or background information/vocabulary provided by the teacher
- check that what they read makes sense
- discuss the significance of the title and events
- make inferences from what has been said/done
- predict what might happen
- join in discussions about what they have read or has been read to them, explaining what they understand.

Please see Appendix 2 for list of the Year One Common Exception words that children are expected to read by the end of Year One.

### **WRITING**

During Year 1 there is a great deal of emphasis on children applying their phonic knowledge in their spelling as well as the correct use of grammar and punctuation. Correct letter formation and legible handwriting is also prioritised. Children will learn to write for different purposes – stories, lists, letters, poems etc. – and will develop their composition, stylistic and presentational skills.

Children in Year 1 are taught to:

- develop confidence in their writing ability
- write independently and for a purpose
- plan what they want to write before they write it, reading it aloud and discussing it
- edit their work, checking that it makes sense
- learn about story structures and how to write their own stories and poems
- recognise and use particular features of different types of writing
- use their phonic skills to represent sounds in writing with increasing accuracy
- sequence pictures correctly to form a narrative
- control word order and use the correct tense in speech and writing
- use punctuation (capital letters, full stops, question marks or exclamation marks)
- recognise and use capital letters correctly
- join short sentences using 'and' to use some time connectives and conjunctions (first, then, when) to build more complex sentences
- use adjectives and adverbs to make their writing more interesting
- recognise how the meaning of verbs and adjectives can be changed by prefixes and suffixes i.e. happy/unhappy; fast/faster
- spell words containing each of the 40+ phonemes taught and common exception words
- spell the days of the week and name the letters of the alphabet in order
- write simple sentences dictated by the teacher
- use regular plural noun suffixes ( e.g. dog dogs wish wishes).

Please Appendix 2 for list of the Year One Common Exception words that children are expected to write and spell by the end of Year One.



## **HANDWRITING**

Despite the increase in digital technology, handwriting remains an important part of the curriculum and children are expected to develop good handwriting skills.

Children in Year 1 are taught to:

- maintain correct posture and pencil grip when writing
- correctly form digits 0 – 9 and capital letters
- form lower case letters in the correct direction starting and finishing in the correct place.

We are aware that children are increasingly finding handwriting a challenge and so the development of good fine motor skills is a priority. We can offer support with how you can support your children in developing these essential skills.

## **MATHEMATICS**

In Year 1 Maths is taught daily using the White Rose framework to ensure coverage and progression. We use the Maths Mastery approach and throughout the week children have the opportunity to learn, use and apply what they have been learning in an open ended way involving real life maths and using lots of practical and hands on maths experiences; encouraging children to talk to each other and explain their thinking. Formal recording is the last stage of in the process and usually happens once children's understanding is established.

The mathematics curriculum is very broad and there is a great deal for children to learn in Year 1.

### **Use of mathematical language**

In order to become competent mathematicians children must understand and use the correct mathematical language. Over the year they will be introduced to a range of mathematical terms and need understand what these terms actually mean i.e. add, plus, subtract, minus, together, more than, less than, etc. Children need to use language in all mathematical activities and there is a particularly emphasis on reasoning and explaining their thinking.

Children in Year 1 are taught to:

### **Counting, patterning and ordering.**

- count to and across 100 forward and backward beginning with any number
- count read and write numbers to 100
- count in multiples of 2s, 5s, and 10s
- identify 1 more or less than a given number
- read and write numbers in words
- create and continue patterns and sequences using number
- identify, represent and estimate numbers using different representations

### **Number and Place Value**

- consolidate their understanding and use of number bonds and to record these in a variety of ways. This is a vital skill and supports all number learning for the future
- read, write and order numbers correctly
- match correct quantities to numerals
- recognise the value of each digit in a 2 digit number. ( 18 is 1 ten and 8 ones)
- find missing numbers in sequences and patterns.

### **Calculation**

- learn practical addition and subtraction, and begin to record their understanding using the correct symbols



- begin to learn simple strategies to help with calculation i.e. doubling numbers, practise simple calculations mentally e.g. hold a simple number in their head and count on
- tackle word problems to apply their number and calculation skills orally
- represent and use number bonds to 20 including related subtraction facts
- learn that addition can be done in any order but that subtraction cannot
- learn to check answers using known number facts. i.e. if  $7+3 = 10$  then  $27 +3$  must end in 0)
- use the vocabulary of addition and subtraction to explain their thinking.

### **Multiplication and Division**

- begin to solve one step problems in multiplication/division practically.

## **PERSONAL, HEALTH AND SOCIAL EDUCATION (PSHE)**

At Brookland Infant and Nursery School, we want our children to become healthy, independent and responsible members of our school community and to be able to use these skills to help them to develop their sense of place in the wider world. In KS1 we provide a PSHE curriculum that builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and others and builds upon skills developed through the PSED curriculum in the Foundation Stage in Nursery and Reception.

We teach PSHE weekly using 'Jigsaw, The Mindful Approach to PSHE'. Lessons are taught sensitively and inclusively, respecting the backgrounds and beliefs of the children, families and staff members that make up our school community. PSHE is taught using a variety of active learning techniques including; drama, puppets, stories, circle time, debates, drawings/posters and songs. The PSHE curriculum is taught through six themes.

Children in Year 1 are taught to:

### **Being Me in My World:**

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences

### **Celebrating Difference**

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

### **Dreams & Goals**

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success

### **Healthy Me**

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

### **Relationships**



- Belonging to a family
- Making friends/being a good friend
- Physical contact preferences
- People who help us
- Qualities as a friend and person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships

### **Changing Me**

- Life cycles – animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change
- Transition

In addition to the discrete teaching of PSHE in KS1, children across the whole school use the Zones of Regulation to help them to understand and explain how they are feeling and are encouraged to use a variety of tools to self-regulate themselves.

## **RELIGIOUS EDUCATION (RE)**

In Year 2, we deliver Religious Education (RE) in line with the Barnet Agreed Syllabus for Religious Education. We use the Kapow Primary Religion and Worldviews Syllabus to inform planning, which follows an enquiry based 'big question' approach. Children begin to develop their awareness of religion and worldviews through learning about a range of religions and worldviews represented in the UK, including Christianity. The children learn about different beliefs and cultures to help prepare them for life in modern Britain.

Children in Year 1 are taught to:

- About special people, special places and important symbols in different religions.
- About special religious festivals.
- That people worship god in different ways.
- That we all have beliefs about the world and these shape how we think we should behave.

## **MUSIC**

We aim to make Music lessons a joyful and integral part of school life. We teach Music weekly and our curriculum is based around the Charanga scheme of work. Children have the opportunity to listen to and compare different musical pieces, sing, play and improvise on tuned and untuned instruments and perform.

Children in Year 1 are taught to:

- Use their voices expressively, singing songs, speaking chants and rhymes.
- Play simple percussion instruments, starting and finishing together and keeping a steady pulse and tempo.
- Create short rhythmic phrases, musical patterns and sound stories by selecting, creating and ordering sounds.
- Use symbols to represent a composition and use them to help with a performance.
- Begin to recognise some simple styles of music and instruments.
- Understand and use simple musical vocabulary.

## **Physical Education (PE)**

We follow the Get Set 4 PE scheme of work to ensure the teaching of high-quality PE sessions



with a focus in progression of skills. Children in Year 1 take part in discrete PE lessons twice a week. They will also take part in a weekly swimming lesson with a fully qualified swimming coach in the Spring Term.

Children in Year 1 are taught:

Autumn		Spring		Summer	
<ul style="list-style-type: none"> <li>• PE Fundamentals</li> <li>• Ball Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Target Games</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Sending &amp; Receiving</li> <li>• Swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Team Building</li> <li>• Striking &amp; Fielding</li> </ul>

### SCIENCE

Children’s learning in science is very practical and is focussed on the development of scientific skills in specific contexts.

#### **Scientific skills development.**

Over their 2 years in KS1, children will develop and extend the following scientific skills:-

- **Observation** - what can we see, hear, taste, smell, feel; what do we know about the issue we are thinking about.
- **Investigation** - deciding what we would like to know.
- **Planning** - how we will find out what we want to know.
- **Prediction** - what do we think will happen.
- **Estimating, measuring and classifying** – comparing measurements, grouping objects
- **Testing** - trying something out and beginning to understand the need for fair testing.
- **Recording** what we find out.
- **Communicating** our findings, explaining what we have found out.
- **Drawing conclusions** from what we have found out. What does this tell us?

The content that will be taught is as follows and will enable the children to develop the above skills:-

#### **Plants.**

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants including trees.

#### **Animals.**

- Identify/name a variety of common animals (fish, amphibians, reptiles, birds and mammals) and classifying them as carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- Identify, name, draw and label the basic parts of the human body.
- Know/say which part of the body is associated with each sense.

#### **Materials**

- Identify and name a variety of everyday materials.
- To distinguish an object from the material from which it is made.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials.
- Find out how the shapes of solid objects can be changed.

#### **Seasons**

- Recognise and observe changes across the seasons, including how day length varies.
- Observe and describe the weather associated with the seasons.



## **COMPUTING**

During their time at school children's skills in the use of digital technology are continually developed across all subject areas of the curriculum. This is an area in which many children already have a range of skills. The children also receive a weekly computing lesson. The emphasis in the National Curriculum is on the development of computer science and not just in the use of digital technology as a tool.

There are three main strands and children in Year 1 will be taught to:

### **Online safety and Digital Literacy**

- Use technology safely and respectfully, keeping personal information private.

### **Programming and Computer Science**

- Understand what algorithms are and how they are used as programs on digital devices
- Understand that programs happen by following precise and clear instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs.

### **Creative use of Information Technology**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school.

## **HISTORY**

Through History lessons, we aim to inspire curiosity, encourage children to ask questions, to notice and compare similarities and to begin to understand how historical figures and events have shaped the world we live in today. They also provide a context for our children to apply their English Skills.

Children in Year 1 are taught to:

- Place events and objects in chronological order.
- Identify differences between ways of life at different times.
- Recount the life of someone from the past and know why they are important in History.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Understand that in Britain we have a King or Queen to rule the country and that we have had for many years.

## **GEOGRAPHY**

Our Geography curriculum in Year 1 is designed to develop children's curiosity and fascination about the physical world and its people and help them to understand their place within it.

Children in Year 1 are taught to:

- Use world maps, atlases and globes to identify the UK and its countries, other countries as well as the continents and oceans.
- Name and locate the four countries of the UK.
- Know that there are similarities and differences in the geographical features of countries around the world.
- Name the seasons in the UK and describe the typical weather types of each season.

## **ART**

In Year 1, children are encouraged to develop their ideas through a hands on approach, practising, improving and developing key art skills.

Children in Year 1 are taught to:

- Explore and use different drawing tools.



- Draw for different purposes.
- Explore different paints and painting techniques.
- Paint and draw from observation.
- Mix and match colours to objects and skin colour.
- Explore different ways of joining to make a 3D form.
- Explore collage and colour.
- Evaluate their own work and the work of others.
- Explain what they think about a piece of art.
- Respond and use the work of artists as a starting point for their own work.

### **DESIGN TECHNOLOGY**

This area of the curriculum is very practical and enables children to be creative and develop their motor skills. They will need to design and plan what they want to make, modifying it to ensure that it is suitable for what it is intended for. Children develop a wide range of skills in this area of the curriculum.

Children in Year 1 are taught to:

- Explore a range of moving products talking about how they work.
- Use simple tools safely and appropriately.
- Design and make models using their own ideas.
- Begin to use cutting, joining and shaping techniques using appropriate tools and materials. Make a simple slider mechanism and make a moving object using wheels and axle.
- Begin to evaluate what they have made against the original design.
- Begin to use skills associated with food preparation and assembly (cutting, grating and weighing).

### **ASSESSMENT**

Assessment is the way that teachers find out what skills and knowledge children have acquired and what they need to do next. It is a crucial part of the teaching and learning process.

The way that teachers do this includes observing the child working alone or in groups; questioning; marking and monitoring recorded work and occasionally set pieces of work. Reading progress is assessed weekly.

Children are continually assessed and given feedback on what they are doing well and what they need to work on. We also encourage children to assess themselves so they understand how they can improve their learning. During parent consultation meetings teachers will use children's assessments to discuss their progress and will be able to let you know how your child getting on, whether they are meeting expectations and what your child needs to do next. They will also be able to make suggestions about how you can help your child at home.

Occasionally there are children who do not make expected progress and who are struggling with their learning. Should this be the case, we will talk to you at an early stage about our specific concerns, discuss what additional support we can offer in school and how you can support them effectively at home.

**PHONIC SCREENING CHECK:** The National Phonics Check for children in Year One takes place in June. It assesses children's phonic knowledge only and is a compulsory national test. It is administered and marked in school and we report the results to you with your child's annual report.

**EXPECTED ATTAINMENT AT END OF YEAR ONE:** At the end of the year, in July, you will receive your child's written annual report which will summarise your child's progress and



attainment against the Year One curriculum objectives (set out in this booklet) and will inform you if your child has met the expectations for their age.

**LET YOUR CHILD EXPLAIN:** At the end of each half term we invite you to come into your child's classroom after morning registration so that you can look at, discuss and celebrate your child's learning with them. This is a fantastic opportunity for your children to talk about their learning with you. Class teachers will be present, however it is not a time to discuss their attainment and progress with them.

### **HOW TO SUPPORT YOUR CHILD'S LEARNING IN YEAR 1**

**General:** Half termly overviews are published on our website every half term which set out the topic and key learning objectives that will be covered. It will help your child if you discuss the topic with them and share what they are doing at school. If you show interest, they are more likely to do the same, but you do not need to 'teach' your child all about the topic.

**Reading:** Please read with your child every day. This is the single most important thing you can do to support them. They will bring home books, chosen by their teacher, for them to read to you, but will also bring home books from our library for you to share. Your child's levelled reading book will be changed regularly and the day this happens will be clear from your child's reading record. Please record your comments.

**Homework:** Every half term there will be various activities set for your child. Your child will have a Homework book and homework tasks can be recorded in these. Please try to do as many of the activities as you can but you do not need to do them all. Your child can record their work by drawing pictures, labelling diagrams, collages, making something, photos and writing. You can also record what they have said for them.

**MyMaths:** There will be weekly maths homework set on MyMaths. This is an online resource and can be accessed using your child's login details. The maths activities set will relate to the work that has been covered that week in their Maths lessons.

**Appendix 1****Little Wandle Letters and Sounds Revised: Programme progression.**

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable.

**Reception**

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words and compound words</li> </ul>	Review all taught so far



**Year 1**

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool /yool/ u-e rude cute /eel/ e-e these /ool /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /ul/ o-e o ou some mother young /z/ se cheese /sl/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /ool/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



**Appendix 2**

**Common Exception Words**

**Year 1**

push	friend	some
pull	school	the
full	put	a
house	here	do
our	there	to
one	where	today
once	love	of
ask	come	said
says	are	were
was	is	his
has	I	you
your	they	be
he	me	she
we	no	go
so	by	my