

Boston Endeavour Academy: English Phonics Curriculum for Key Stages 2 and 3

Stage 1

Boston Endeavour Academy English curriculum delivers a personalised pathway at each pupil's own pace and recognising individual learning styles. This curriculum is designed for our Semi-formal curriculum learners, who begin at Stage 1 in Year 3 and progress to Stage 3B by Year 9, however, not all learners will progress at this rate. English curriculum content is informed by our topic map, which ensures that skills are advanced, overlearnt and generalised in new and engaging contexts. Our curriculum is aligned with the Rochford Review and the Pre Key Stage standards enabling our students to have their achievements against these benchmarks recognised.

Phonological Awareness	Phonics and Spelling	Phase
<p>I know how to join in with rhyming and rhythmic activities.</p> <p>I know how to discriminate between a variety of sounds, e.g. says single sounds (phonemes) when listening to adult share a rhyme.</p> <p>I know how to match objects to pictures.</p> <p>I know how to say a single sound for 10+ graphemes.</p> <p>I know how to read words by blending sounds with known graphemes, with help from my teacher.</p>	<p>I know how to copy and make sounds using my voice, instruments and body percussion. I know how to discriminate between sounds and describe the sounds I hear.</p> <p>I know how to join in with actions during familiar songs and rhymes.</p>	<p>Phase1</p> <p>I know how to distinguish between speech sounds.</p> <p>I know how to blend and segment words orally.</p> <p>I know how to recognise spoken words that rhyme and will be able to provide a string of rhyming words.</p> <p>I know how to explore speech sounds.</p> <p><i>Please note that inability to do the above does not prevent moving on to Phase Two as these speaking and listening activities should continue.</i></p>
<p>I know how to show some ability to continue a rhyming string and engage in word play.</p> <p>I know how to orally blend CV and CVC words.</p> <p>I know how to say a single sound for 20+ graphemes.</p> <p>I know how to select and recognise a small number of significant words or letters, e.g. my name.</p>	<p>I know how to copy and respond to rhythmic patterns and actions.</p> <p>I know how to identify or write 10+ graphemes on hearing corresponding phonemes.</p>	<p>Phase 2</p> <p>I know how to give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n.</p> <p>I know how to find any Phase Two letter, from a display, when given the sound.</p> <p>I know how to orally blend and segment CVC words.</p> <p>I know how to blend and segment in order to read and spell (using magnetic letters) VC words.</p> <p>I know how to read the five tricky words the, to, I, no, go.</p>

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Stage 2

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Phonological Awareness	Phonics and Spelling	Phase
<p>I know how to recognise some grapheme/phoneme correspondences, e.g. putting magnetic letters in order, matching sounds to letters, to make name.</p> <p>I know how to continue a rhyming string.</p> <p>I know how to engage in word play, e.g. alliterative games.</p> <p>I know how to blend and read some CV and CVC words.</p> <p>I know how to read accurately by blending the sounds in words with two and three known graphemes.</p> <p>I know how to say a single sound for 20+ graphemes.</p>	<p>I know how to show awareness of rhyme, e.g. responding to rhymes, songs, poems.</p> <p>I know how to show awareness of alliteration, e.g. recognising a variety of objects which begin with the same sound, playing eye-spy. My emergent/unaided writing may illustrate the ability to orally segment words.</p>	<p>Continue to revisit Phases 1 and 2.</p> <p>Phase 3</p> <p>I know how to give the sound when shown all or most Phase Two and Phase Three graphemes.</p> <p>I know how to find all or most Phase Two and Phase Three graphemes, from a display, when given the sound.</p> <p>I know how to blend and read CVC words.</p> <p>I know how to segment and make a phonemically plausible attempt at spelling CVC words.</p> <p>I know how to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;</p> <p>I know how to spell the tricky words the, to, I, no, go.</p> <p>I know how to write each letter correctly when following a model.</p>
<p>I know that words, signs, symbols and pictures convey meaning, e.g. points to and reads labels in classroom.</p> <p>I know how to recognise a range of grapheme/phoneme correspondences.</p> <p>I know how to associate sounds with patterns in rhymes and syllables.</p> <p>I know how to blend and read a greater number of CV and CVC words, sometimes in simple sentences.</p> <p>I know how to say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.</p> <p>I know how to read accurately by blending the</p>	<p>I know how to orally segment words.</p> <p>I know how to use phonic knowledge to attempt to write simple CVC words.</p> <p>I know how to spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</p> <p>My emergent/unaided writing may illustrate the ability to orally segment words.</p> <p>I know how to spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</p> <p>I know how to spell a few common exception words</p>	<p>Continue to revisit Phases 1, 2 and 3.</p> <p>Phase 4</p> <p>I know how to give the sound when shown any Phase 2 and Phase Three grapheme.</p> <p>I know how to find any Phase Two and Phase Three grapheme, from a display, when given the sound.</p> <p>I know how to blend and read words containing adjacent consonants.</p> <p>I know how to segment and spell words containing adjacent consonants.</p> <p>I know how to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what.</p>



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sounds in words with up to five known graphemes.	(e.g. I, the, he, said, of).	I know how to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are.
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Stage 3

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Phonological Awareness	Spelling	Phase
<p>I know how to read many common exception words.</p> <p>I know how to sound out many unfamiliar words accurately.</p> <p>I know how to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p>	<p>I know how to spell words containing the sounds 'f', 'l', 's', 'z' and 'k' spelt ff, ll, ss, zz and ck, e.g. buzz.</p> <p>I know how to spell words with adjacent consonants.</p> <p>I know how to segment spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>I know how to divide words into syllables, for example, rabbit and packet.</p> <p>I know how to add the endings -ing, -ed and -er to verbs where no change is needed to the root word, for example, hunting, buzzed.</p> <p>I know how to add s and es to words (plural of nouns and the third person singular of verbs), for example, cats, dogs.</p> <p>I know how to add -er and -est to adjectives where no change is needed to the root word, for example, quicker, quickest.</p> <p>I know how to spell some words containing vowel digraphs and trigraphs, for example, coin, car, turn.</p> <p>I know how to spell words that have the 'v' sound at the end of words, for example, have, give.</p>	<p>Continue to revisit Phases 1, 2, 3 and 4.</p> <p>Phase 5</p> <p>I know how to give the sound when shown any grapheme that has been taught.</p> <p>I know how to for any given sound, write the common graphemes.</p> <p>I know how to apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</p> <p>I know how to read and spell phonically decodable two-syllable and three-syllable words.</p> <p>I know how to read automatically all the words in the list of 100 high-frequency words.</p> <p>I know how to accurately spell most of the words in the list of 100 high-frequency words.</p> <p>I know how to form each letter correctly.</p>

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Stage 3B

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Phonological Awareness	Spelling	Phase
<p>I know how to segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>I know how to spell many common exception words.</p> <p>I know how to read most words accurately without overt sounding and blending, and sufficiently fluently to allow me to focus on my understanding rather than on decoding individual words.</p> <p>I know how to sound out most unfamiliar words accurately, without undue hesitation.</p>	<p>I know how to spell words using the 'dʒ' sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y, for example, huge, giraffe, fudge.</p> <p>I know how to spell words using the 's' sound spelt c before e, i and y, for example, ice, race, city.</p> <p>I know how to spell words using the 'n' sound spelt kn and (less often) gn at the beginning of words, for example, gnaw, gnat.</p> <p>I know how to spell words using the 'r' sound spelt wr at the beginning of words, for example, wrong.</p> <p>I know how to spell words using the 'l' sound spelt -le at the end of words, for example, table, apple.</p> <p>I know how to spell words using the 'l' sound spelt -el at the end of words, for example, towel.</p> <p>I know how to spell words using the 'l' sound spelt -al at the end of words, for example, pedal.</p> <p>I know how to spell words ending -il, for example, pencil.</p> <p>I know how to spell words with 'ai' sound spelt -y at the end of words, for example, dry, fly.</p> <p>I know how to spell words adding -es to nouns and verbs ending in -y, for example, flies.</p> <p>I know how to spell words adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, for example, hiking, hiked, hiker, nicer, nicest, shiny.</p> <p>I know how to spell words adding -ing, -ed, -er, -est and</p>	<p>Continue to revisit Phase 5.</p> <p>Phase 6</p> <p>I know how to understand and apply the -ed suffix for the past tense</p> <p>I know how to categorise words according to their spelling pattern</p> <p>I know how to practise adding -ing</p> <p>I can investigate how adding suffixes and prefixes changes words</p> <p>I know how to read high-frequency and topic words by developing my ability to identify the potentially difficult element or elements in a word (e.g the double tt in getting, the unusual spelling of /oo/, and the unaccented vowel i in beautiful).</p> <p>I am familiar with different strategies for memorising high-frequency or topic words.</p> <p>I know how to read fluently.</p> <p>I know how to spell with increased accuracy.</p>

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	<p>–y to words of one syllable ending in a single consonant letter after a single vowel letter, for example, patting, patted, sadder, saddest, fatter.</p> <p>I know how to spell some homophones and near-homophones, for example, blue/blue, bare/bear.</p> <p>I know how to spell words ending in –tion.</p> <p>I know how to use the possessive apostrophe (singular nouns), for example, Tom’s, the bear’s.</p> <p>I know how to spell words using the contraction apostrophe, for example, can’t.</p> <p>I know how to spell words using the suffixes –ment, –ness, –ful , –less and –ly.</p>	
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