



		Nursery	Reception	Year 1	Year 2
Listening Skills	Core Knowledge	<p>Phase 1 Aspect 1 (Environmental Sounds)</p> <p>To know how to use listening skills to be able to identify and distinguish between sounds around me</p> <p>To know how to identify sounds based on clues</p> <p>To know how to create sounds in response to clues</p>	<p>Phase 1 Recap</p> <p>To know how to listen carefully and why listening is important</p> <p>To know how to use listening skills to be able to identify and distinguish between different sounds around me</p> <p>To know how to use listening skills to be able to identify and distinguish between different sounds within words</p>	<p>To know how to retell key stories orally using narrative language</p> <p>To know an increasing range of poems and rhymes by heart.</p> <p>To know how to discuss word meanings and make links with familiar vocabulary</p> <p>To know how to participate in discussions about stories, taking turns and listening</p>	<p>To know how to retell stories, including fairy stories and traditional tales</p> <p>To know some poems by heart, reciting them with appropriate intonation</p> <p>To know how to check that a text makes sense as they are reading, self-correcting when necessary</p> <p>To know how to ask and answer questions about a text</p>
		<p>Phase 1 Aspect 2 (Instrumental Sounds)</p> <p>To know, remember and repeat a rhythm</p> <p>To know how to discriminate between and copy loud and quiet sounds</p> <p>To know when to stop and start playing an instrument in response to a signal</p>	<p>To know how to use listening skills to be able to spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound</p> <p>To know to retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>	<p>To know how to use listening skills to check reading makes sense and go back to correct when it doesn't</p>	
		<p>Phase 1 Aspect 3 (Body Percussion)</p> <p>To know and identify different body sounds</p> <p>To know how to copy a sequence of body sounds</p> <p>To know how to move body in response to an instrument sound</p>	<p>To listen carefully to and learn rhymes and songs, paying attention to how they sound</p>		



**Phase 1 Aspect 4
(Rhythm and Rhyme)**

To know and join in with songs and rhymes

To know and join in with repetitive story phrases

To know how to copy and move in time a beat

To know how to Identify rhyming words and continue a rhyming string

Phase 1 Aspect 5 (Alliteration)

To know how to explore and identify the initial sounds in words

To know and join in with alliterative stories and rhymes and make suggestions

Phase 1 Aspect 6 (Voice Sounds)

To know how to use voice to mimic other sounds (for example a clock, animals)

To know, listen to and sing a variety of songs

**Phase 1 Aspect 7
(Oral Blending and Segmenting)**

To know how many phonemes can be heard in a word

To know how to copy and speak in 'sound-talk'



		Nursery	Reception	Year 1	Year 2
Sound Knowledge		<p style="text-align: center;">Phase 1 Aspect 1 (Environmental Sounds)</p> <p>To know how to use instruments to make different sounds</p> <p>To know how to explore different sounds which can be made with voices</p> <p>To know how to alter voice to sing at different volumes</p>	<p style="text-align: center;">Phase 2</p> <p>To know and say the phoneme linked to the graphemes learnt within:</p> <p>Phase 2 Unit 1: s,a,t,p, P2 U2: i,n,m,d P2 U3: g,o,c,k P2 U4: ck,e,u,r P2 U5: h,b,f,ff,l,ll,ss</p> <p>To know and recall the Phase 2 Common Irregular Words: to, the, no, go, I, into, her</p>	<p>Recap, revisit and revise Phase 2-4 as needed</p> <p style="text-align: center;">Phase 5</p> <p>To know and match all graphemes to their phonemes within:</p> <p>Phase 5 Unit 13: wh, ph P5 U14: ay,a_e,eigh,ey,ei P5 U15: ea,e_e,ie,ey,y P5 U16: ie,i_e,y,i P5 U17: ow,o_e,o,oe P5 U18: ew,ue,u_e, u,oul P5 U19: aw,au,al P5 U20: ir,er,ear P5 U21: ou,oy P5 U22: ere,eer,are,ear</p> <p>To know and recall the Phase 5 Common Irregular Words: oh,their,people, Mr,Mrs,Ms, looked,called, asked,water, where,who, again, thought, through,work, laughed,because Thursday, Saturday, thirteen,thirty, different,any, many,eyes, friends, two, once,great, clothes</p>	<p>Recap, revisit and revise Phase 2-5 as needed</p> <p style="text-align: center;">Phase 5</p> <p>To know and match all graphemes to their phonemes within:</p> <p>Phase 5 Unit 23: c, k, ck, ch P5 U24: c(e), c(i), sc, st, se, P5 U25: g(e), g(i), g(y), dge P5 U26: le, mb, kn, gn, wr P5 U27: tch, c(ial), c(ian), ss(ion), t(ion), s(ion), s(ure), s(ual)</p> <p style="text-align: center;">Phase 6</p> <p>To know and apply suffix endings: -ing, -ed, -s, -es</p> <p>To know and apply prefixes: re- un-</p> <p>To know and recall high frequency words with suffix endings: clearing, gleaming, rained, mailed</p> <p>To know and recall high frequency/irregular plural words: men, mice, feet, teeth, sheep</p>
		<p style="text-align: center;">Phase 1 Aspect 2 (Instrumental Sounds)</p> <p>To know how to explore the different sounds made by instruments/noise makers</p> <p>To know how to represent actions/animal sounds using instruments</p>	<p style="text-align: center;">Phase 3</p> <p>To know and say the phoneme linked to the graphemes learnt within:</p> <p>Phase 3 Unit 6: j,v,w,x P3 U7: y,z,zz,qu P3 U8: ch,sh,th,ng P3 U9: ai,ee,igh,oa,oo,oo P3 U10: ar,or,ur,ow,oi P3 U11: ear,air,ure,er</p> <p>To know and recall the Phase 3 Common Irregular Words: me, be, he, my, by, she, they, we, are, you, all, was, give, live,</p>		
		<p style="text-align: center;">Phase 1 Aspect 3 (Body Percussion)</p> <p>To know how to explore the sounds our bodies can make</p> <p>To know and identify different body sounds</p>			
		<p style="text-align: center;">Phase 1 Aspect 4 (Rhythm and Rhyme)</p> <p>To know how to Identify rhyming words and continue a rhyming string</p>	<p style="text-align: center;">Phase 4</p> <p>To know, recognise, read and write words containing adjacent consonants</p> <p>P4 U12: CVCC,CCVC,CCVCC, CCCVC,CCCVC</p>		



Phase 1 Aspect 5 (Alliteration)

To know some names beginning with a given sound

To know the initial sound of an object and sort objects that start with the same sound

Phase 1 Aspect 6 (Voice Sounds)

To know how to begin to make the correct mouth movements to say some sounds clearly

To know how to use voice to mimic other sounds (for example a clock, animals)

To know how to begin to describe the sounds they hear (long, short, loud, high, low)

Phase 1 Aspect 7

(Oral Blending and Segmenting)

To know and identify the initial sounds of words

To know that words can be split into sounds and begin to understand 'sound-talked' words (c-oa-t, f-i-sh)

To know and recall the Phase 4 Common Irregular Words:
said, have, like, so, do, some, come, were, there, little, one, when, out, what



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Application of Phonics	Core Knowledge	<p>Phase 1 Aspect 1 (Environmental Sounds) To know how to identify sounds based on clues</p> <p>To know how to create sounds in response to clues</p>	<p>To know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>To know how to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>To know how to apply phonic knowledge and skills to decode most words</p> <p>To know how to read accurately by blending sounds in unfamiliar words</p>	<p>To know how to apply phonic knowledge and skills to decode unfamiliar words</p> <p>To know how to read most words quickly and fluently with little sounding out or blending</p>
		<p>Phase 1 Aspect 2 (Instrumental Sounds) To know how to identify and name an instrument being played</p> <p>To know how to perform a short instrumental piece for others</p>	<p>To know how to re-read books to build up confidence in word reading, fluency and understanding and enjoyment</p>	<p>To know how to read words of more than one syllable containing taught GPCs</p> <p>To know how to read word contractions (I'll, I'm we'll etc.)</p>	<p>To know how to read accurately, blending sounds that contain known graphemes</p> <p>To know how to recognise and read alternative sounds for graphemes</p>
		<p>Phase 1 Aspect 3 (Body Percussion) To know how to perform a song with actions</p> <p>To know how to perform an action to match a musical instrument, altering speed as necessary</p> <p>To know how to alter voice/actions to make slow/fast/quiet/loud/long/short sounds</p>	<p>To know how to spell words by identifying sounds and then writing the sound down with letter/s</p> <p>To know how to write short sentences using words with known letter-sound correspondences using a capital letter and full stop</p> <p>To know about alphabetic order and recall the alphabet</p>	<p>To know how to read books aloud that allow for the application of developing phonic knowledge</p> <p>To know how to re-read books in order to build fluency and confidence</p> <p>To know how to read real and pseudo words</p>	<p>To know how to read words containing common suffixes –est, –er, -ness, -ful, -less and –ly, and understand how these affect meaning</p> <p>To know how to read and reread books aloud using phonic knowledge</p>
		<p>Phase 1 Aspect 4 (Rhythm and Rhyme) To know and perform actions to Nursery Rhymes</p> <p>To know how to identify rhyming words and continue a rhyming string</p>	<p>To know how to match lower- and upper-case letters to print</p> <p>To know which lower- and upper-case letters correspond to each other</p>	<p>To know how to read words with the suffixes -y –ed, -er, -ing and understand how these affect meaning</p> <p>To know how to read and spell Year 1 Common Exception Words</p> <p>To know how to segment spoken words into phonemes and represent</p>	<p>To know how to read words containing common suffixes –est, –er, -ness, -ful, -less and –ly, and understand how these affect meaning</p> <p>To know how to sound out unfamiliar words accurately and automatically with little hesitation</p> <p>To know how to notice when a sentence doesn't make sense and then reread it</p> <p>To know how to read and spell Year 2 Common Exception Words</p>



	<p>Phase 1 Aspect 5 (Alliteration) To know the initial sound of an object and sort objects that start with the same sound</p> <p>Phase 1 Aspect 6 (Voice Sounds) To know how to continue a sound pattern using voice</p> <p>To know how to use voice to add sounds to a story (whispering, growling etc)</p> <p>Phase 1 Aspect 7 (Oral Blending and Segmenting) To know how to sound out and clap CVC words using P2S1-2 phonemes</p> <p>To know how to begin to blend 2 or 3 phonemes from 'sound-talk' to make a word</p>	<p>To know how to form lower-case and capital letters correctly</p>	<p>these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>To know the names of the letters of the alphabet and name the letters of the alphabet in order</p> <p>To know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>To know how to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>To 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>To know how to add prefixes and suffixes, including words with suffixes where changes are needed to the route word and longer words formed by the addition of suffixes (including -ment, -ness, -ful, -less, -ly)</p>
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