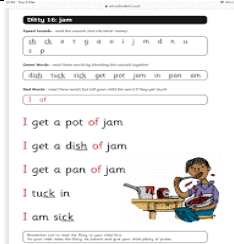
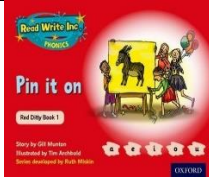


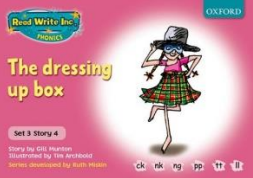
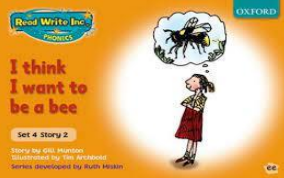


## OMA Phonics/Early Reading Curriculum Map

| Reception           | End of Autumn 1                                                                                                                                                                                                                               | End of Autumn 2                                                                                                                                                                                                 | End of Spring 1                                                                                                                                                     | End of Spring 2                                                                                                    | End of Summer 1                                                                                                               | End Sum 2                                                                  |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----|-----|------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Focus sounds        | Teach: m a s d t i n p g o c<br>k u b f e l h r j v y w z x                                                                                                                                                                                   | Teach: sh th ch qu<br>ng nk ck<br>Blend sounds into words orally.<br>Assisted blending.<br>Turn to your partner                                                                                                 | Teach: Ditty Sheets<br>Consolidate: set 1 sounds                                                                                                                    | Teach: Ditty Sheets<br>Consolidate: set 1 sounds                                                                   | Teach: Ditty Storybooks<br>Consolidate: set 1 sounds                                                                          | Teach: Green Storybooks<br>Teach: ay ee<br>igh ow oo oo<br>wh              |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| Key learning        | My turn your turn.                                                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                    |                                                                                                                               |                                                                            |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| Red words           |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                 | I of my to the                                                                                                                                                      | I of my to the                                                                                                     | I of my to the put                                                                                                            | your said you<br>my he are                                                 |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| Progress checkpoint | Read 26+ sounds. • Blend sounds into words orally<br>Green words 1.1. • 1:1 assessment                                                                                                                                                        | Read all Set 1 single-letter sounds speedily. • Read Word Time 1.1 to 1 w.2ords with Fred Talk. • 1:1 assessment.                                                                                               | Read Word Time 1.1 to 1.4 words with Fred Talk .Read red words above Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk). • 1:1 assessment. | Read red words above Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk). • 1:1assessment. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Read Word Time 1.6 and 1.7 Phonics Green Words speedily. • 1:1 assessment. |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| Key Learning        | <div></div> <div>Flashcards, wall freize and SS chart</div> <div></div> | <div><table><tr><td>mad</td><td>at</td></tr><tr><td>dad</td><td>sad</td></tr><tr><td>mat</td><td>sat</td></tr></table></div> | mad                                                                                                                                                                 | at                                                                                                                 | dad                                                                                                                           | sad                                                                        | mat | sat | <div></div> <div>1-</div> <div>12</div> | Ditty sheets<br>13-28 |  |  |
| mad                 | at                                                                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                    |                                                                                                                               |                                                                            |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| dad                 | sad                                                                                                                                                                                                                                           |                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                    |                                                                                                                               |                                                                            |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |
| mat                 | sat                                                                                                                                                                                                                                           |                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                    |                                                                                                                               |                                                                            |     |     |                                                                                                                              |                       |                                                                                       |                                                                                       |



## OMA Phonics/Early Reading Curriculum Map 2022-2023

| Year One                         | End of Autumn 1                                                                                     | End of Autumn 2                                                                                        | End of Spring 1                                                                                                                           | End of Spring 2                                                                                                          | End of Sum.1                                                                                                                                           | End of Sum.2                                                                          |
|----------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Focus sounds/Key Learning</b> | Revisit set 1 sounds<br>Revisit and teach set 2 sounds: ay ee igh ow oo oo wh<br>Teach Purple books | Teach: ar or air ir ou oy<br>Consolidate Set 1 and Set 2 sounds, Teach special friends in pseudo words | <b>Teach pink books</b><br>Teach: ea oi a-e i-e o-e u-e aw are<br>Include nonsense words.                                                 | Teach: ur er ow ai oa ew ire ear ure<br>Teach Orange Level books                                                         | Teach Yellow level books<br>Teach additional sounds: ue ie au e-e kn ph                                                                                | Consolidate all sounds and close gaps                                                 |
| <b>Red words</b>                 | your said you my he are the I put the                                                               | the of to I my me go he baby said are you your he put                                                  | all my the like I've want you call we be no her are of me said he she to washing some be there so put                                     | what they do said you the me be want my go he no old are we so was be of all put she                                     | one saw go all was some she be he they watch watches me want school are small do by wall there what who tall call brother I'm I've there any fall were | Revisit and consolidate all red words taught so far.                                  |
| <b>All Progress Checkpoint</b>   | Read the first six Set 2 sounds - ay ee igh ow oo oo speedily. • 1:1 assessment                     | • Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily. • 1:1 assessment                        | Read all Set 2 Sounds speedily. • • Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily. • 1:1 assessment. | Read Set 2 Sounds in nonsense words. • Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily. • 1:1 assessment. | Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily                                                                                                 | Read a passage at 60-70 words per minute, attempting intonation to show comprehension |
| <b>Key Learning</b>              |                  |                     |                                                       |                                     |                                                                   |                                                                                       |

