

Reception Phonics Long Term Plan (Letters and Sounds)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Phase 1: Phonological awareness (if under 30 - 50)</p> <p>Phase 2</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d</p>	<p>Phase 2</p> <p>Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>HFW (tricky):</p> <p>the, to, go, no, l, into</p>	<p>Phase 2 recap</p> <p>Phase 3</p> <p>Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p>ch, ar, sh, or, th (thin/then) ur er ng ow ai</p> <p>HFW (tricky):</p> <p>He, she, we, me, be, was, , you, they, all, are, my, her</p>	<p>Revisit: (ch, ar, sh, or, th, ur er ng ow ai)</p> <p>Phase 3</p> <p>oi ee ear igh air oa ure oo (boot/look)</p> <p>HFW (tricky):</p> <p>He, she, we, me, be, was, , you, they, all, are, my, her</p>	<p>Phase 4</p> <p>cvcc ccvc ccvcc + multisyllabic words</p> <p>Phase 4</p> <p>Initial/beginning blends</p> <p>Bl, br, gl, gr, dr Cl, cr, fl, fr St, sp, sl, sw, sn Tr, tw</p> <p>End blends</p> <p>Ft, pt, lt, lp Nd, nt, nk, mp Sp, st</p> <p>HFW (tricky):</p> <p>Said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p>Revision – Phase 3 with Phase 4</p> <p>Revise all HFW</p> <p>HFW (tricky):</p> <p>Said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
<p>Phase 2 (Reception) Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words; knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k</p>		<p>Phase 3 (Reception)</p> <p>Knowing one grapheme for all 43 phonemes</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</p>		<p>Phase 4 (Reception)</p> <p>Working on: Segmenting adjacent consonants in words and apply this in spelling; blending adjacent consonants in words and applying this skill when reading unfamiliar texts. e.g. cvcc</p>	<p>Phase 3 with Phase 4 Revision</p>

Set 2: i, n, m, d Set 1: s, a, t, p	Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x	ccvc ccvcc + multisyllabic words	
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------	--

Year 1 Phonics Long Term Plan (Letters and Sounds)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Phase 3 Revision Vowels: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p> <p>Consonant digraphs ch, sh, th, ng</p> <p>Phase 4 Revision Initial/beginning blends Bl, br, gl, gr, dr Cl, cr, fl, fr St, sp, sl, sw, sn Tr, tw</p> <p>End blends Ft, pt, lt, lp Nd, nt, nk, mp Sp, st</p>	<p>Phase 3 recap continued (2020 2021)</p> <p>Phase 5 vowel alternatives: ai alternatives igh alternative ai and igh revision ee alternatives oa alternatives oo alternatives</p>	<p>Phase 5 Focus sounds: ee oa oo alternatives</p> <p>Split digraphs: a-e, i-e, o-e, u-e, e-e</p> <p>Phase 5 sounds: aw, ir, oy, ou</p> <p>Phase 5 consonant alternatives: Kn, ph, wh, wr</p> <p>Alternatives sound for the following letters: a, c, g, y</p>	<p>W1 Phase 3/Phase 5 Comparisons ee/ea; oi/oy; ai/ay; igh/y</p> <p>W2 Phase 3/Phase 5 Comparisons aw/or; ou/ow, ee/y; igh/ie</p> <p>W3 Phase 3/Phase 5 Comparisons ir/ur/er; oa/ow; ar/r; ee/ey</p> <p>W4 Phase 4 Revision compound words/polysyllabic words W5 Phase 5 Adding –ed to make past tense verbs</p> <p>W6 Phase 5 Adding –ing and –er to make new words</p>	<p>Phase 5: Term 5 Week 1 Adding -er, -est Term 5 Week 2 Adding –s, -es Term 5 Week 3 ear and air alternatives Term 5 Week 4 Silent e, dge, ch chin, school, chef, tch Term 5 Week 5 Revision aw/or/all, oi/oy, ou/ow, igh/ie</p> <p>Term 5 Week 6 Revision ue, oo; ew/oo; a-e/ai; i-e/igh</p> <p>Term 5 Week 7 Revision ph, wh and kn, wr, c as s, g as j</p>	<p>Phase 5: Revision of new Phase 5 sounds and Phase 3 sounds</p> <p>Phonics Screening</p> <p>Phase 6 -er, -est suffix and some irregularities -ed, -ful, -ly, -y suffix for reading compound words with less common graphemes</p>

<p>Revision:</p> <p>Phase 3 Knowing one grapheme for all 43 phonemes</p> <p>Phase 4: Beginning and end blends</p>	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.</p>	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.</p>	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.</p>	<p>Phase 5 Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.</p> <p>Phase 6 Working on: Beginning to recognising phonic irregularities; becoming more secure with less common grapheme-phoneme correspondences. Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>
<p>Phase 5 HFW words:</p> <p>Decodable: don't old I'm by time house about your day made came make here saw very put</p> <p>Tricky: oh their people Mr Mrs looked called asked could</p>				

Year 2

Term 1	Term 2 No-Nonsense Spelling	Term 3 No-Nonsense Spelling	Term 4	Term 5	Term 6
<p>Phase 5 Revision Working on: Reading phonically decodable two-syllable and three-syllable words; using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes; spelling complex words using phonically plausible attempts.</p> <p>(Year 1, Term 4 Weeks 5/6; Term 5 Weeks 1 – 7, Term 6 Weeks 1-4 revision)</p> <p>Suffix use: -ed, -ing, -er, -est, -s, -es</p> <p>Sound alternatives: ear alternatives, air alternatives</p> <p>Sound alternatives: tch, dge, ge, le, ce (and other end consonants with e at the end)</p> <p>Sound alternatives: aw, or, al</p> <p>Phase 5 revision: ie, oy, ou, ew, a-e, ue, i-e, y</p> <p>Phase 5 revision: kn, wr, ph, wh, soft c, soft g</p>	<p>Phase 6 (Year 2) Working on: Recognising phonic irregularities; becoming more secure with less common grapheme-phoneme correspondences. Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p> <p>Term 2: ee alternatives (ea, ee, e-e, ie, y, ey, e, ei, eo)</p> <p>oo alternatives (oo, u-e, ue, ew, ui, ou, ough)</p> <p>or alternatives (or, oor, aw, au, al)</p> <p>igh alternative (igh, y, l, ie, i-e)</p> <p>oa alternatives (ow, oe, o-e, o)</p> <p>ai alternatives (ay, a-e, a, ei, eigh, ey)</p> <p>Compound pronouns</p> <p>ar alternatives (ar, a)</p>	<p>Phase 6 (Year 2)</p> <p>o-e pronunciation adding –ing and –ed</p> <p>sh alternatives (sh, ch, s)</p> <p>homophones (eyes, hour)</p> <p>homophones to/two/too</p> <p>short oo alternatives (oo, u, oul)</p> <p>j alternatives (j, g, ge, dge)</p> <p>s alternatives (s, ss, se, c, ce)</p> <p>homophones: sun/son, hear/here, one/won</p> <p>ear alternatives (ear, eer, ere)</p> <p>n alternatives n, nn, kn, gn</p>	<p>Phase 6 (Year 2) Block 3 – spring first half term (in NNS)</p> <p>/aɪ/sound spelt ‘y’</p> <p>Contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>)</p> <p>/l/ or /əl/ sound spelt ‘-le’ at the end of words and following a consonant</p> <p>Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘e’ with a consonant before it</p> <p>Adding the ending ‘y’ to words ending in ‘e’ with a consonant before it</p> <p>/i:/ sound spelt ‘ey’</p> <p>Near homophones (<i>quite/quiet</i>)</p> <p>/r/ sound spelt ‘wr’</p> <p>Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant after</p>	<p>Phase 6 (Year 2) Block 4 – spring second half term (in NNS)</p> <p>/ɒ/ spelt ‘a’ after ‘w’ and ‘qu’</p> <p>/z/ spelt ‘s’, segmentation and syllable clapping</p> <p>Homophones (<i>new/knew</i>)</p> <p>Homophones (<i>there, their, they’re</i>)</p> <p>Adding ‘-es’ to nouns and verbs ending in ‘y’</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes ‘-ful’, ‘-less’ and ‘-ly’</p> <p>Words ending ‘-tion’</p>	<p>Phase 6 (Year 2) Block 5 – summer first half term (in NNS)</p> <p>The /l/ or /əl/ sound spelt ‘-el’ at the end of words</p> <p>Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’</p> <p>The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’</p> <p>The /ɔ:/ sound spelt ‘ar’ after ‘w’</p> <p>Suffixes ‘-ment’ and ‘-ness’</p> <p>The /ɜ:/ sound spelt ‘or’ after ‘w’</p> <p>The /l/ or /əl/ sound spelt ‘-al’ at the end of words</p>

			a single vowel		
--	--	--	----------------	--	--