

Reception Phonics Long Term Plan (Unlocking Letters and Sounds)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Autumn term 1</p> <p>Phase 2 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff l, ll, ss</p> <p>CEW (read) the to into no I go</p>	<p>Autumn term 2</p> <p>Phase 3 j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa oo, ar, or, ur</p> <p>-ing ending with no change to the root word</p> <p>CEW (read) me we be he she was you they all</p> <p>CEW (write) the into go to I no</p>	<p>Spring term 1</p> <p>Phase 3 ow, oi, ear, air ure, er</p> <p>Phase 3 mastery j, v, w, x y, z, zz, qu ch, sh, th, ng</p> <p>CEW (read) are my her</p> <p>CEW (revisit) me we be he she</p>	<p>Spring term 2</p> <p>Phase 3 mastery ai, ee, igh, oa oo, ar, or, ur ow, oi, ear, air ure, er</p> <p>CEW (revisit) was you they all are my her</p>	<p>Summer term 1</p> <p>Phase 4 CVCC and CCVC words with adjacent consonants containing graphemes in phase 2</p> <p>-ed ending with no change to the root word -ing endings with no change to the root word</p> <p>CEW (read) said have like so do some come were there little one when out what</p> <p>CEW (write) he she we me be was you they all are my her</p>	<p>Summer term 2</p> <p>Phase 4 mastery CVCC words with adjacent consonants containing graphemes taught in phase 3</p> <p>Blending of polysyllabic CVCC and CCVC Blending of CCVCC words Blending of CCVCC and polysyllabic CCVCC words Blending of CCCVCC words</p> <p>CEW (revisit) Said have like so do some come were there little one when out what</p>

<p>Phase 2</p> <p>Phase 1 should continue to be taught alongside phase 2 for as long as the children need it.</p> <p>A rapid start in Reception is essential to ensure that all children have sufficient time to be taught all the phonemes in this phase and then to have time to practice and master their application of these, in both reading and writing</p> <p>Children will know that words are constructed from phonemes and that phonemes are represented by graphemes.</p> <p>The purpose of this phase is to teach all 19 letters and to move the children on from oral blending and segmentation to blending and segmenting with letters.</p> <p>By the end of the phase many children should be able to read some VC and CVC words and to spell them either by using magnetic letters or by writing the letters on paper or on whiteboards.</p> <p>During this phase the children will be introduced to reading two syllable words and simple captions. They will also learn to read some common exception words.</p>	<p>Phase 3</p> <p>Children entering Phase 3 will know around 19 letters/sounds and they will be able to blend phonemes to read VC words and segment VC words to spell.</p> <p>Whilst many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.</p> <p>The purpose of Phase 3 is to teach another 25 graphemes, most of them comprising two letters (e.g., oa) so that by the end of this phase the children will be able to represent each of about 42 phonemes by a grapheme.</p> <p>The children continue to practice CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two syllable words and captions.</p> <p>Children will also learn letter names during this phase, learn to read some more common exception words and to begin to learn to spell some of these words.</p> <p>Phase 3 mastery gives children the opportunity to develop a deep understanding and competence in the phase. Revisiting GPCs taught in this phase and asking children to retrieve previously taught knowledge will support their retention of sounds and common exception words.</p> <p>Phase 3 mastery also further builds the children's understanding, allows teachers to address any common misconceptions and further develops children's fluency and automaticity when using these sounds.</p>	<p>Phase 4</p> <p>Children entering phase 4 will be able to represent each of the 42 phonemes by a grapheme and be able to blend phones to read CVC words and segment CVC words for spelling.</p> <p>They will have some experience in reading simple two syllable words and captions.</p> <p>They will know letter names and be able to read and spell some common exception words.</p> <p>The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p>
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Year 1 Phonics Long Term Plan (Unlocking Letters and Sounds)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p align="center">Autumn term 1</p> <p align="center">Phase 4 (revision, plus Y1 NC requirements)</p> <p align="center">Revise phase 4</p> <p>Adding -s and -es as a plural for nouns</p> <p>Adding -s and -es as a third person singular marker for verbs</p> <p>Blending of words where -s and -es are added</p> <p>Adding the suffix -ed to verbs</p> <p>Adding the suffix -er to verbs to change them to a noun</p> <p>Adding the suffices -ed and -er to verbs</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix -est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Words with contractions</p>	<p align="center">Autumn term 2</p> <p align="center">Phase 5 a)</p> <p>ay, ou, ie, ea</p> <p>oy, ir, ue</p> <p>aw, wh, ph, ew</p> <p>ew, oe, au, ey, zh</p> <p>a-e, e-e, i-e, o-e</p> <p>u-e</p> <p>Days of the week</p> <p align="center">CEW (read)</p> <p>oh</p> <p>their</p> <p>people</p> <p>Mr</p> <p>Mrs</p> <p>looked</p> <p>called</p> <p>asked</p> <p align="center">CEW (write)</p> <p>Said</p> <p>so</p> <p>have</p> <p>like</p> <p>some</p> <p>come</p> <p>were</p> <p>there</p>	<p align="center">Spring term 1</p> <p align="center">Phase 5 a) (mastery, plus Y1 NC requirements)</p> <p>ay, ou, ue, ph,</p> <p>aw, wh, ph, ew, -wh</p> <p>ew, oe, au, ey,- tch</p> <p>a-e, e-e, i-e, o-e, u-e, -ve</p> <p>u-e</p> <p align="center">CEW (revisit read)</p> <p>Oh</p> <p>their</p> <p>people</p> <p>Mr</p> <p>Mrs</p> <p>looked</p> <p>called</p> <p>asked</p> <p align="center">CEW (revisit write)</p> <p>said</p> <p>so</p> <p>have</p> <p>like</p> <p>some</p> <p>come</p> <p>were</p> <p>there</p>	<p align="center">Spring term 2</p> <p align="center">Phase 5 b)</p> <p>alternative pronunciations</p> <p>a, e,</p> <p>l, o, u,</p> <p>ow, ie, ea, er,</p> <p>ou, y,</p> <p>y, ch, c, g, ey,</p> <p align="center">CEW (read)</p> <p>Water</p> <p>where</p> <p>who</p> <p>again</p> <p>thought</p> <p>through</p> <p>mouse</p> <p>work</p> <p>many</p> <p>laughed</p> <p>because</p> <p>Different</p> <p>any</p> <p>eyes</p> <p>friends</p> <p>once</p> <p>please</p> <p align="center">CEW (write)</p> <p>little</p> <p>one</p> <p>do</p> <p>when</p> <p>what</p> <p>out</p>	<p align="center">Summer term 1</p> <p align="center">Phase 5 c)</p> <p>alternative pronunciations /ch/,</p> <p>/j/, /m/,</p> <p>/n/, /r/, /s/,</p> <p>/s/, /z/, /u/, /i/,</p> <p>/i/, /ear/, /er/,</p> <p>/ar/, /air/, /or/,</p> <p>/or/, /ur/,</p> <p align="center">CEW (write)</p> <p>Oh</p> <p>their</p> <p>people</p> <p>Mr</p> <p>Mrs</p> <p>looked</p>	<p align="center">Summer term 2</p> <p align="center">Phase 5 c)</p> <p>alternative pronunciations</p> <p>/oo/, /ai/, /ee/,</p> <p>/ee/,</p> <p>/igh/, /oa/,</p> <p>/oa/, /i/oo/,</p> <p>/i/oo/, /oo/,</p> <p>/sh/</p> <p align="center">CEW (write)</p> <p>Called</p> <p>asked</p>

<p>Phase 4</p> <p>Children entering phase 4 will be able to represent each of the 42 phonemes by a grapheme and be able to blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>They will have some experience in reading simple two syllable words and captions.</p> <p>They will know letter names and be able to read and spell some common exception words.</p> <p>The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.</p>	<p>Phase 5</p> <p>Children entering phase 5 will know how to read and spell words containing adjacent consonants. They will also know how to read and spell some polysyllabic words.</p> <p>The purpose of this phase is to teach further graphemes and phonemes for reading and spelling, and to extend the children's knowledge of the phonetic code. This includes alternative pronunciations of graphemes that have already been met and alternative spellings for phonemes.</p> <p>The children will be taught the appropriate grapheme choice to represent phonemes and will begin to build word-specific knowledge of the spellings of words.</p>
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Year 2 Phonics Long Term Plan (Unlocking Letters and Sounds) / Spelling long term plan

Term 1	Term 2	Term 3 No-Nonsense Spelling	Term 4 - No-Nonsense Spelling	Term 5 - No-Nonsense Spelling	Term 6 - No-Nonsense Spelling
<p align="center">Autumn term 1</p> <p>Phase 5a) (spelling recap) Phase 5b) (mastery) Spellings: alternative graphemes oi/oy, ow/ou, ur/er, er/ir, or/aw/au, ai/ay/a-e ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you)</p> <p>Reading alternative graphemes a, e, i o, u, ow, ie ea, ou, y, ch y, ch, c, g, ey</p> <p align="center">CEW (revisit read) All common exception words</p>	<p align="center">Autumn term 2</p> <p>Phase 5c) (mastery) Alternative spellings /ch/, /j/, /m/, /n/, /r/, /s/, /z/, /u/, /ee/, /i/, /ear/, /ar/, /air/, /or/, /ur/, /oo/, /ai/, /ee/, /igh/, /oa/, /i(y)oo/, /oo/, /sh/,</p> <p align="center">CEW (revisit read) All common exception words</p>				
<p>Phase 5 Children entering phase 5 will know how to read and spell words containing adjacent consonants. They will also know how to read and spell some polysyllabic words.</p> <p>The purpose of this phase is to teach further graphemes and phonemes for reading and spelling, and to extend the children's knowledge of the phonetic code. This includes alternative pronunciations of graphemes that have already been met and alternative spellings for phonemes.</p> <p>The children will be taught the appropriate grapheme choice to represent phonemes and will begin to build word-specific knowledge of the spellings of words.</p>					