

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 1 (Reception to do this alongside Phase 2)														
R: A1 W3					R: A1 W4					R: A1 W5				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Aspect 1: General sound discrimination; environmental sounds			Aspect 2: General sound discrimination; instrumental sounds		Aspect 3: General sound discrimination: body percussion			Aspect 5: Alliteration		Aspect 6: Voice sounds	Aspect 7: Oral blending and segmenting			
Aspect 4: Rhythm and rhyme story-time														

Letters and Sounds - Phase 2																			
	R: A1 W3		R: A1 W4		R: A1 W5			R: A1 W6			R: A1 W7		R: A2 W1						
Recap	All previously learned letters and sounds										All previously learned letters and sounds Previously learned tricky words								
Teach	s	i	it its it's		g	ck		h	had hat him hot		Consolidation & Assessment Week								
	a	a	n	an in		o	on got not dog top		e	get					b	back bad bed big but rabbit			
	t	at sat		m	am man		c	can cat		u					up us duck mum sun		f/ff	fell fun if off	
	p		d	and dad did		k	r		ran red run						l/l	let let's lots tell well			
	Read: I the is as		Teach blending with letters (blending for reading) Read: no go of to			Demonstrate reading captions using words with sets 1 and 2 letters and and Read: into he she we			Demonstrate spelling captions using sets 1-4 letters and and Read: me be his put						ss miss Explain ff, ll and ss at the end of words Demonstrate spelling captions using sets 1-5 letters and and, to and the Read: was my you like				
Practise	Briefly practise oral blending and segmentation										Practise blending to read words Practise segmentation to spell words								
	Practise blending for reading		Practise blending and reading the high-frequency words it, in, at			Practise blending with letters (reading words) Teach segmentation for spelling Teach blending and reading the high-frequency word and on can			Practise blending to read words Practise segmentation to spell words										
Apply	Support children in reading captions.		Support children in reading captions using sets 1-3 letters and the, to and and			Support children in reading captions using sets 1-4 letters and the, to and and			Support children in reading captions using sets 1-5 letters and no, go, I, the, to										

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Letters and Sounds - Phase 3															
	R: A2 W2		R: A2 W3		R: A2 W4		R: A2 W5		R: A2 W6		R: A2 W7		R: A2 W8		R: Sp1 W1
Recap	Practise previously learned GPCs Point to the letters in the alphabet while singing the alphabet song & practise letter names Recap tricky words as learnt														
	Teach	j	y	yes	ch	much	ai	again	oo/oo	book good look looks looking took food room soon too	ow	down how now town	ure		Consolidation & Assessment Week
v		z		sh	fish wish	ee	been feet keep need see	ar	car dark garden hard park	oi		er	better ever her never river		
w		will	zz		th	that than then this them with that's	igh	night right	or/oar	or for morning roar soar board	ear				
x		box fox	qu	queen	ng	along king long thing things	oa	boat	ur		air	air			
Read sentences using sets 1-6 letters and the tricky words no, go, I, the, to Read: has are her all		Teach reading two-syllable words Spell: I the is Read: they have said		Teach reading two-syllable words Spell: as no Read: so do some come		Teach spelling two-syllable words Spell: go of Read: little one heard		Teach spelling two-syllable words Spell: to into Read: were there		Teach spelling two-syllable words Read: what when		Teach spelling two-syllable words Read: out			
Practise	Practise blending for reading Practise segmentation for spelling Practise reading and spelling high-frequency words & tricky words Practise reading & writing two-syllable words														
	Apply	Continue to support children in reading words and captions		Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, I, the, to		Practise reading captions and sentences Practise writing captions and sentences									

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Letters and Sounds - Phase 4									
	R: Sp1 W2	Y1: A1 W1	R: Sp1 W3	Y1: A1 W2	R: Sp1 W4	Y1: A1 W3	R: Sp1 W5	Y1: A1 W4	R: Sp1 W6
Recap	Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words				Practise recognition and recall of Phase Two and Three graphemes. Revise all the tricky words taught so far				
Teach	Read & spell CVCC words (e.g. lump, wink)	<i>best different didn't help just must next think went wind (HFW - assessed)</i>	Read & spell CCVC words (e.g. crop, stuck)	<i>across children dragon end from gran grandad green sleep still stop three tree trees under (HFW - assessed)</i>	Teach/Practise reading words containing adjacent consonants Teach/Practise spelling words containing adjacent consonants			Consolidation & Assessment R Sp2 onwards to be reviewed based upon assessments.	
	Spell: he she we me be Read: oh		Spell: his put was Read: Mrs Mr		Spell: you my like has are Read: people their		Spell: her all they Read: called looked ask asked		
Practise	Practise reading words containing adjacent consonants Practise spelling words containing adjacent consonants Practise reading and spelling high-frequency & tricky words								
Apply	Practise reading sentences Practise writing sentences								

Statutory framework for the Early Years Foundation Stage:

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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Letters and Sounds - Phase 5																																
Y1: A1 W5		Y1: A1 W6			Y1: A1 W7				Y1: A2W1		Y1: A2 W3			Y1: A2 W4			Y1: A2 W5															
									A2 W2 Assess								A2 W6 Assess															
Recap	Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned																															
	Teach new graphemes for reading:														Teach alternative pronunciations of graphemes for reading:																	
Teach	ay	ea ey	ie	oe	ue	ou	ir	aw	oy	ed	le	wh	ph	ew	au	a-e	e-e	i-e	o-e	u-e	i	o	c	g	u	ow	ie	ea	a	y	ch	ou
	away day may play say way	eat sea	cried tie	toe	blue	about found round shouted	birds first girl	saw	boy	jumped stopped lived	angle ample ankle hurdle jungle	when which	photo	new	Paul	came gave made make take	even these	inside like liked time white	clothes home	rule use	fin/find I'll I'm	hot/cold don't most old over going told	cat/cent place	got/giant magic	but/put	cow/blow grow snow	tie/field	eat/bread	hat/acorn/what narrator	yes/by/very baby floppy fly many only suddenly why	chin/school/chef	out/shoulder/could*/you
	key donkey																															
	Spell: have said Read: water where				Spell: so do Read: who house mouse				Spell: some come Read: thought through any many				Spell: little one Read: work laughed				Spell: heard were Read: because eyes				Spell: there what Read: friend once				Spell: when out Read: please							
	Learn new phoneme /zh/ in words such as treasure & teach reading 'alien' words.																															
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.																															
Apply	Practise reading sentences & practise writing sentences																															

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Letters and Sounds - Phase 5						
	Y1: A2 W7	Y1: A2 W8	Y1: Sp1 W1	Y1: Sp1 W2	Y1: Sp1 W3	Y1: Sp1 W4 Sp1 W5 Assess & Mock Screening
Recap	Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned					
Teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue):					
	ai	igh	ee	oa	oo	oo
	ay - day a_e - pale a - acorn eight - eight ey - grey ei - vein ea - great	ie - tie i_e - pile i - find y - sky	ea - bead e_e - these ie - field y - Ruby ey - key eo - people e - began	oe - toe o_e - pole o - no ow - snow	ue - blue u_e - mule ew - new ui - suit ou - soup	u - put oul - could
HFW <i>great</i> Spell: oh Mrs Mr Read: today says	Spell: people their called Read: your by here	HFW <i>began each eat every everyone he's key tea very</i> Spell: looked asked water Read: love school	HFW <i>window</i> Spell: where who house Read: push pull	HFW <i>who</i> Spell: any many because Read: full our	HFW <i>pulled put would</i> Spell: friend once today	
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practice reading 'alien' words.					
Apply	Practise reading sentences Practise writing sentences					

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Letters and Sounds - Phase 5														
	Y1: Sp2 W1	Y1: Sp2 W2	Y1: Sp2 W3	Y1: Sp2 W4	Y1: Sp2 W5									
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned													
	Teach alternative spellings of phonemes for spelling (new in blue):													
Teach	c	n	ch	f	j	m	s	v	w	e	i	o	u	r
	k - kit ck - pack ch - school qu - quoit HFW <i>school</i>	kn - know gn* - gnome ne* - gone HFW <i>know gone</i>	tch - stitch ditch hutch	ph - photo	g - giant dge - nudge HFW <i>giant</i>	mb* - numb	c - city sc* - scent se* - horse	ve* - have HFW <i>live I've</i>	wh - when	ea - bread HFW <i>head</i>	y - rhythm pyramid mystery	a - was HFW <i>want wanted</i>	o - done glove HFW <i>other something another mother coming</i>	wr - wren
	Spell: says your		Spell: by here love			Spell: school push pull			Spell: full our					
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes													
	Practise reading and spelling high-frequency & tricky words													
	Practise reading and spelling polysyllabic words													
	Practise reading 'alien' words.													
Apply	Practise reading sentences													
	Practise writing sentences													

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Letters and Sounds - Phase 5							
	Y1: Sp2 W6		Y1: Su1 W1		Y1: Su1 W2	Y1: Su1 W3-W5	Y1: Su2
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned						Assessment & Phonics Screening Check Focus To be reviewed - based upon Phonics Screening Check & Assessments. **This half term will also be used to consolidate children's learning of the National Curriculum pg.50-54 statutory requirements**
Teach	Teach alternative spellings of phonemes for spelling:						
	ar	air	ear	or/oar	ow	oi	
	a - path	are - share ear - bear	ere - here eer - beer ea - really	au - Paul aw - raw al - talk our - tour ough - ought oor - door ore - more	ou - out	oy - boy	
	HFW <i>can't after fast last plants</i>	HFW <i>bear</i>	HFW <i>here where there's really we're</i>	HFW <i>your saw water thought more door animals small before horse</i>	HFW <i>our around</i>		
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words.						
Apply	Practise reading sentences Practise writing sentences						

National Curriculum: Year 1 - English (in Letters & Sounds Not in Letters & Sounds for Year 1)	
Reading	Writing
<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word. Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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Letters and Sounds - Phase 6	
Phase 6 Week 1 (Year 2)	
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.
Introducing and teaching the past tense (From Letters & Sounds)	
Teach	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The past tense dealt with in this section is simple past tense, e.g. I looked, not continuous past tense, e.g. I was looking.</p> <p>Before you teach children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of 'tense'. Since many common verbs have irregular past tenses (e.g. go - went, come - came, say - said) it is often easier to teach the concept of past tense separately from the spelling of past tense forms. Short oral games can be used for this purpose.</p> <p>For example, a puppet could say Today I am eating an egg - what did I eat yesterday? The response could be Yesterday you ate a sandwich, Yesterday you ate some jam. The puppet could say Today I am jumping on the bed. Where did I jump yesterday? and the response could be Yesterday you jumped in the water, etc. These games can be fitted into odd moments now and then; several children could respond in turn, and the games would also serve as memory training (don't repeat what's already been suggested).</p> </div> <div style="width: 45%; text-align: center;"> <p>Using familiar texts</p> <p>Procedure - Use a current class text as the basis for discussion about tense.</p> <ol style="list-style-type: none"> 1. Find extracts of past tense narrative and ask children to describe what is happening in the present tense. For example, use extracts from <i>Funnybones</i> (by Alan Alhberg and Janet Alhberg, published by Puffin Books) such as where the skeletons leave the cellar, climb the stairs and walk to the park. 2. Let the children compare the two versions. Discuss how they are different both in meaning and language. 3. Use the words yesterday and today to reinforce the different meanings. 4. Find bits of present tense dialogue in the text and ask children to retell it as past tense narrative. </div> </div>
Read: door floor poor	
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>
Apply	<p>Practise reading sentences using the past and present tense.</p> <p>Practise writing sentences using the past and present tense.</p>

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Letters and Sounds - Phase 6					
Phase 6 Week 2 & Week 3 (Year 2)					
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Investigating and learning how to add suffixes					
From the National Curriculum:					
Teach	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The suffixes -ment, -ness, -ful, -less and -ly	The suffixes -ment, -ness, -ful, -less and -ly
	<i>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</i>	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.	Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.
	<i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	hiking, hiked, hiker, nicer, nicest, shiny	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly	merriment, happiness, plentiful, penniless, happily
Spell: door floor poor Read: find kind mind behind			Spell: find kind mind behind Read: child children wild climb		
Practise	Phoneme frame	Word sort		Add race	
	<ul style="list-style-type: none"> To reinforce understanding and application of the -ed suffix for the past tense <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> The children must have an understanding of the grammar of the past tense and experience of segmenting words into phonemes <p><i>Resources & Procedure - See Letters & Sounds p. 171</i></p>	<ul style="list-style-type: none"> To categorise words according to their spelling pattern <p>Use this activity to investigate:</p> <ul style="list-style-type: none"> the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, plurals (see pages 189-190) how to differentiate spelling patterns (e.g. different representations of the same phoneme; the 'w special' - see page 187). <p><i>Resources & Procedure - see Letters & Sounds p. 172</i></p>		<ul style="list-style-type: none"> To practise adding -ing <p>Use this activity to revisit the rules for: adding -ing, adding -ed, adding -s and adding suffixes -er, -est, -ful, -ly and -y. (see pages 189-190) (The activity is described as if the focus were adding -ing. Modify appropriately for -ed, -er, -est, -y, -s.)</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> The children must have investigated and learned the appropriate spelling rules and be able to distinguish long and short vowel phonemes (e.g. /a/ and /ai/, /o/ and /oa/). <p><i>Resources & Procedure - see Letters and Sounds p. 173</i></p>	
Apply	Practise reading sentences Practise writing sentences				

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Letters and Sounds - Phase 6					
Phase 6 Week 4 (Year 2)					
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Teaching Spelling Long Words					
Teach	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Words in words</th> <th style="width: 50%; text-align: center;">Clap and count</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To investigate how adding suffixes and prefixes changes words <p>Use this activity to teach and reinforce prefixes and suffixes.</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> ■ When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. (See also 'Practice examples', page 191.) Explore the function of the prefix or suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix or suffix. <p><i>Preparation</i></p> <ul style="list-style-type: none"> ■ Prepare lists of the words you want to discuss with children and differentiated sets of words for the children to work with in the independent session <p><i>Resources & Procedure - see Letters & Sounds p. 175</i></p> </td> <td style="vertical-align: top;"> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To provide a routine for spelling long words <p>Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> <p><i>Resources & Procedure - see Letters & Sounds p. 176</i></p> </td> </tr> </tbody> </table>	Words in words	Clap and count	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To investigate how adding suffixes and prefixes changes words <p>Use this activity to teach and reinforce prefixes and suffixes.</p> <p><i>Prerequisite</i></p> <ul style="list-style-type: none"> ■ When you are selecting words for this activity, consider the vocabulary used by the children in your class and select words that they are likely to know. (See also 'Practice examples', page 191.) Explore the function of the prefix or suffix using familiar words, then help to expand the children's vocabulary by asking them to predict meanings of other words with the same prefix or suffix. <p><i>Preparation</i></p> <ul style="list-style-type: none"> ■ Prepare lists of the words you want to discuss with children and differentiated sets of words for the children to work with in the independent session <p><i>Resources & Procedure - see Letters & Sounds p. 175</i></p>	<p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To provide a routine for spelling long words <p>Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> <p><i>Resources & Procedure - see Letters & Sounds p. 176</i></p>
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Spell: child children wild climb Read: most only both old					
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words				
Apply	Practise reading sentences Practise writing sentences				

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Letters and Sounds - Phase 6	
Phase 6 Week 5 (Year 2)	
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.
Finding and learning the difficult bits in words	
Teach	<p>Take it apart and put it back together</p> <p><i>Purpose</i></p> <ul style="list-style-type: none"> ■ To help children learn high-frequency and topic words by developing their 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><i>Resources</i></p> <ul style="list-style-type: none"> ■ Set of large word cards and blank strips of card (for writing explanation sentences) ■ Reusable sticky pads <p><i>For independent work</i></p> <ul style="list-style-type: none"> ■ List of high-frequency or topic words and a list of word descriptions with a blank box beside each description <p><i>Procedure - see Letters & Sounds p. 178</i></p> <p style="text-align: center;">Spell: most only both old Read: cold gold hold told</p>
Practise	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p>
Apply	<p>Practise reading sentences</p> <p>Practise writing sentences</p>

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Letters and Sounds - Phase 6				
Phase 6 Week 6 (Year 2)				
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Ending - dge	g (as a 'j')	c (as a 's')	Start - gn & kn
	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).	In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.		The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.
	badge edge bridge dodge fudge	gem giant magic giraffe energy jacket jar jog join adjust	race, ice, cell, city, fancy	knock, know, knee, gnat, gnaw
Spell: cold gold old told Read: every great break steak				
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 6				
Phase 6 Week 7 (Year 2)				
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	Start - wr (as a 'r')	y (as 'igh')	The /or/ sound spelt a before l and ll	The /u/ sound spelt o
	This spelling probably also reflects an old pronunciation	This is by far the most common spelling for this sound at the end of words.	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	
	write, written, wrote, wrong, wrap	cry, fly, dry, try, reply, July	all, ball, call, walk, talk, always	other, mother, brother, nothing, Monday
	Spell: every great break steak Read: pretty beautiful			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 6				
Phase 6 Week 8 (Year 2)				
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
Teach	The /o/ sound spelt a after w and qu	The /zh/ sound spelt s	Words ending in -tion	Words ending le (as a 'l')
	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.			The -le spelling is the most common spelling for this sound at the end of words.
	want, watch, wander, quantity, squash	television, treasure, usual	station, fiction, motion, national, section	table, apple, bottle, little, middle
	Spell: pretty beautiful Read: after fast last past father class			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 6			
Phase 6 Week 9 (Year 2)			
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.		
Teach	Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added.	Ending - ge After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.	Words ending el (as a 'l') The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.
	flies, tries, replies, copies, babies, carries	age huge change charge bulge village	camel, tunnel, squirrel, travel, towel, tinsel
	Spell: after fast last past father class Read: grass pass plant path bath		
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		
Apply	Practise reading sentences Practise writing sentences		

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 6				
Phase 6 Week 10 (Year 2)				
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.			
	Words ending al (as a l)	Words ending -il	The /ur/ sound spelt or after w	The /or/ sound spelt ar after w
Teach	Not many nouns end in -al, but many adjectives do.	There are not many of these words.	There are not many of these words.	There are not many of these words.
	metal, pedal, capital, hospital, animal	pencil, fossil, nostril	word, work, worm, world, worth	war, warm, towards
	Spell: grass pass plant path bath Read: hour move prove improve			
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words			
Apply	Practise reading sentences Practise writing sentences			

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Letters and Sounds - Phase 6			
	Phase 6 Week 11 (Year 2)	Phase 6 Week 12 (Year 2)	Phase 6 Week 13 (Year 2)
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.		
Teach	Contractions	The possessive apostrophe (singular nouns)	Homophones and near-homophones
	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.		It is important to know the difference in meaning between homophones.
	can't, didn't, hasn't, couldn't, it's, I'll	Megan's, Ravi's, the girl's, the child's, the man's	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Spell: hour move prove improve Read: sure sugar could should would	Spell: sure sugar eye could should would Read: whole clothes busy again half	Spell: whole clothes busy again half Read: money parents Christmas everybody even <i>(next week - Spell: money parents Christmas everybody even)</i>
Practise	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words		
Apply	Practise reading sentences Practise writing sentences		

Phase 1-6 Long-Term Phonics Plan - 'The Ingredients'

(taken from Letters and Sounds - this long-term plan updated July 2019. See teachers' weekly plans for 'The Method')

Read	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	cold	gold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	whole	clothes	busy
again	half	money	parents	Christmas	everybody	even			
Spell	door	floor	poor	find	kind	mind	behind	child	children
wild	climb	most	only	both	old	cold	gold	hold	told
every	great	break	steak	pretty	beautiful	after	fast	last	past
father	class	grass	pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would	whole	clothes	busy
again	half	money	parents	Christmas	everybody	even			

National Curriculum: Year 2 - English (in Letters & Sounds)

Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Writing

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in [English Appendix 1](#).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Phonics Weekly Plan - 'The Method'

In conjunction with the Long-Term Plan - 'The Ingredients'

Term/Week:	Phase:	Main Focus:			Year:	Teacher:	
	Recap	Teach	Practise	Apply	SEN Adaptation	Daily Notes	Absent
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							