|  |
| --- |
| **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 soundsPreviously 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/ll** | ***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 wordsPractise 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 spellingTeach blending and reading the high-frequency word **and on can**  | Practise blending to read wordsPractise 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** |

|  |  |  |
| --- | --- | --- |
| **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 namesRecap 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 wordsSpell: **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 wordsRead: **out** |
| **Practise** | Practise blending for reading Practise segmentation for spellingPractise reading and spelling high-frequency words & tricky wordsPractise 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 sentencesPractise writing captions and sentences |

|  |
| --- |
| **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) | ***best different didn’t help just must next think went wind******(HFW – assessed)***  | Read & spell **CCVC words** (e.g. crop, stuck) | ***across children dragon end from gran grandad green sleep still stop three tree trees under (HFW – assessed)*** | Teach/Practise reading words containing adjacent consonantsTeach/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 consonantsPractise spelling words containing adjacent consonantsPractise 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. |

|  |
| --- |
| **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 Fivegraphemes as they are learned |
| **Teach** | Teach **new graphemes** for **reading**: | Teach **alternative pronunciations** of graphemes for **reading**: |
| **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 shoute*d** |  ***birds first girl*** | saw | ***boy*** | ***jumped stopped lived*** | angle ample ankle hurdle jungle  | when ***which*** | photo | ***new*** | Paul | ***came gave made make t*ake**  | ***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 wordsPractise reading ‘alien’ words. |
| **Apply** | Practise reading sentences & practise writing sentences |

|  |
| --- |
| **Letters and Sounds - Phase 5** |
|  | Y1: A2 W7 | Y1: A2 W8 | Y1: Sp1 W1 | Y1: Sp1 W2 | Y1: Sp1 W3 | Y1: Sp1 W4 | Y1: Sp1 W6 |
| Sp1 W5 Assess & Mock Screening |
| **Recap** | Practise recognition and recall of Phase Two, Three and Fivegraphemes as they are learned |
| **Teach** | Teach **alternative spellings** of phonemes for **spelling (new alternatives in blue)**: |
| **ai** | **igh** | **ee** | **oa** | **oo** | **oo** | **sh** |
| ay - daya\_e - palea - acorn**eigh - eight****ey – grey****ei – vein****ea - great** | ie – tiei\_e – pilei – findy - sky | ea -beade\_e - theseie - fieldy - Rubyey - key**eo – people****e - began** | oe - toeo\_e - pole**o - no****ow - snow** | ue – blueu\_e - muleew - new**ui - suit****ou – soup** | u - put**oul - could**  | ch - chef**t(ion)\* -** sta**tion****ss\* -** emi**ssion/** pre**ssure****s\*** preci**sion/sure****c\* –** suspi**cion/** pre**cious/**commer**cial** |
| HFW ***great***Spell: **oh Mrs Mr**Read: **today says**  | Spell: **people their called**Read: **your by here** | HFW ***began each eat every everyone he’s key tea very*** Spell: **looked asked water**Read: **love school** | HFW ***window***Spell: **where who house**Read: **push pull**  | HFW ***who***Spell: **any many because** Read: **full our** | HFW ***pulled put would***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 wordsPractice reading ‘alien’ words. |
| **Apply** | Practise reading sentencesPractise writing sentences |

|  |
| --- |
| **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** | **Teach alternative spellings of phonemes for spelling (new in blue):** |
| **c** | **n**  | **ch**  | **f** | **j** | **m** | **s**  | **v** | **w** | **e** | **i**  | **o** | **u** | **r** |
| k - kitck - pack ch – school**qu – quoit**HFW ***school*** | **kn - know****gn\* – gnome****ne\* - gone**HFW ***know gone*** | **tch – stitch****ditch****hutch** | ph – photo | g - giant**dge – nudge**HFW ***giant*** | **mb\* - numb** | c - city**sc\* – scent****se\* - horse** | **ve\* – have**HFW ***live I’ve*** | wh - when | ea – breadHFW ***head*** | **y – rhythm****pyramid****mystery** | **a – was**HFW ***want wanted*** | **o – done****glove**HFW ***other something another mother coming*** | **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 wordsPractise reading ‘alien’ words. |
| **Apply** | Practise reading sentencesPractise writing sentences |

|  |
| --- |
| **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 - Paulaw - raw**al - talk****our – tour****ough – ought****oor – door****ore - more** | ou - out | oy - boy |
| HFW ***can’t after fast last plants***  | HFW ***bear*** | HFW ***here where there’s really we’re***  | HFW ***your saw water thought more door animals small before horse***  | HFW ***our around***  |  |
| **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** |
| * **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.**
 | * **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, *–*erand *–*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**](#EnglishAppendix1Spelling)
* **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**
 |

|  |
| --- |
| **Please note that at Hainford Primary School we cover phonics - ‘Phase 6 -’ by discretely teaching the National Curriculum Statutory Requirements for Spelling in Year 2. This ensures children are taught what is required in that year.** **We use the Spelling Shed Scheme to enhance our children’s learning in Year 2.****Please see Half Termly Expectations for Year 2 for a full breakdown of curriculum coverage.**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term/Week:** | **Phase:**  | **Main Focus:** | **Year:**  | **Teacher:** |

**Phonics Weekly Plan**

*In conjunction with the Long-Term Plan*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Recap** | **Teach** | **Practise** | **Apply** | **SEN Adaptation** | **Daily Notes** | **Absent** |
| **Monday** |  |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |  |