Academic Year 2019-20 Hainford Primary School Phonics Programme Breakdown

Termly Expectations for Reception

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Long Term Plan | | | | Book Band  Sets can **only** be given after taught week |
| Week | Phase | GPCs | High Frequency Words |
| WB: 9/9/19 | A1 WKs 2-5 | BASELINE ASSESSMENT  Phase 1 will be taught alongside Phase 2 - see full LTP for more details. | | Read - I the | Pink Pre-readers |
| WB: 16/9/19 | A1 W3 | Phase 2 week 1 | s a t p | Read - is as a\* | Pink Pre-readers |
| WB: 23/9/19 | A1 W4 | Phase 2 week 2 | i n m d | Read - no go of to | Pink Set 1 |
| WB: 30/9/19 | A1 W5 | Phase 2 week 3 | g o c k ck | Read - into he she we | Pink Sets 1, 2 |
| WB: 7/10/19 | A1 W6 | Phase 2 week 4 | ck e u r | Read - me be his put | Pink Sets 1, 2 |
| WB: 14/10/19 | A1 W7 | Phase 2 week 5 | h b f/ff l/ll ss | Read - was you my like has\*\* | Pink Sets 1, 2, 3, 4 |
| HALF TERM |  |  |  |  |  |
| WB: 28/10/19 | A2 W1 | CONSOLIDATION AND ASSESSMENT | | | Any Pink book can be given from here onwards |
| WB: 4/11/19 | A2 W2 | Phase 3 week 1 | j v w x | Read - are her all  Sentence reading - I the to no go |
| WB: 11/11/19 | A2 W3 | Phase 3 week 2 | y z zz qu | Read - they have said  Spell - I the is a\* | Red Sets 1, 2 |
| WB: 18/11/19 | A2 W4 | Phase 3 week 3 | ch sh th ng | Read - so do some come  Spell - as no has\*\* | Red Sets 1, 2, 3, 4 |
| WB: 25/11/19 | A2 W5 | Phase 3 week 4 | ai ee igh oa | Read - little one heard  Spell - go of | Red Sets 1, 2, 3, 4 |
| WB: 2/12/19 | A2 W6 | Phase 3 week 5 | oo/oo ar or ur | Read - were there  Spell - to into | Red Sets 1, 2, 3, 4, 5 |
| WB: 9/12/19 | A2 W7 | Phase 3 week 6 | ow oi ear air | Read - what when | Red Sets 1, 2, 3, 4, 5 |
| WB: 16/12/19 | A2 W8 | Phase 3 week 7 | ure er | Read - out | Any Red books can be given from here onwards |
| CHRISTMAS BREAK |  |  |  |  |  |
| WB: 6/1/20 | S1 W1 | CONSOLIDATION AND ASSESSMENT | | | Yellow Set 1 |
| WB: 13/1/20 | S1 W2 | Phase 4 |  | Read - oh  Spell - he she we me be | Yellow Set 1, 2 3 |
| WB: 20/1/20 | S1 W3 | Phase 4 |  | Read - Mrs Mr  Spell - his put was | Yellow Set 1, 2, 3, 4 |
| WB:27/1/20 | S1 W4 | Phase 4 |  | Read - people their  Spell - you my like | Any Yellow books can be given from here onwards |
| WB:3/2/20 | S1 W5 | Phase 4 |  | Read - called looked ask asked  Spell - her all they | Blue Set 1 |
| WB: 10/2/20 | S1 W6 | CONSOLIDATION AND ASSESSMENT | | | Blue Set 1 |
| HALF TERM |  |  |  |  |  |
| WB: 24/2/20 | S2 W1 | Phase 5 week 1 | ay ea ey ie oe ue | Read - numbers in words to ten | Blue Set 1 |
| WB: 2/3/20 | S2 W2 | Phase 5 week 2 | ou ir aw oy ed | Read - days of the week | Blue Set 1 |
| WB: 9/3/20 | S2 W3 | Phase 5 week 3 | wh ph ew aw | Read - months of the year jan-jun | Blue Sets 1 and 2 |
| WB: 16/3/20 | S2 W4 | Phase 5 week 4 | a\_e e\_e i\_e o\_e u\_e | Read - months of the year jul-dec | Blue Sets 1, 2, 3 |
| WB: 23/3/20 | S2 W5 | CONSOLIDATION AND ASSESSMENT | | |  |
| WB: 30/3/20  3 days | S2 W6 | CONSOLIDATION AND ASSESSMENT | | |  |
| EASTER |  |  |  |  |  |
| 20/4/20 | Su1 W1 | Children will be put into groups based on gaps in knowledge.  Focus will be on mastering all taught GPCs within reading and embedding taught GPCs within writing.  Any Children NOT on track for GLD in reading will be put on /continue targeted interventions. | | In order to plug any gaps in learning reading and spellings will be pupil specific. | 1:1 reading alongside guided reading and new phonics groups will determine whether children start moving through book bands. |
| 27/4/20 | Su1 W2 |
| 4 day week  4/5/20 | Su1 W3 |
| 11/5/20 | Su1 W4 |
| 18/5/20 | Su1 W5 |
| HALF TERM |  |  |  |  |  |
| 1/6/20 | Su2 W1 | Children will be put into groups based on gaps in knowledge.  Focus will be on mastering all taught GPCs within reading and embedding taught GPCs within writing.  Any children Exceeding GLD in reading will be put on/continue targeted interventions to accelerate word recognition and comprehension. | | In order to plug any gaps, or accelerate learning, reading and spellings will be pupil specific. | 1:1 reading alongside guided reading and new phonics groups will determine whether children start moving through book bands. |
| 8/6/20 | Su2 W2 |
| 15/6/20 | Su2 W3 |
| 22/6/20 | Su2 W4 |
| 29/6/20 | Su2 W5 |
| 6/7/20 | Su2 W6 |
| 13/7/20 | Su2 W7 |
| Last 2 days | Su2 W6 |