

Skills and Progression Map

Phonics

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



Nebula Phonics Long Term Plan 2026-27

A Systematic and Synthetic Programme

Yearly Overviews

Reception																	
Autumn	1 2 days	2	3		4	5	6	7	8	1	2	3	4	5	6	7	
	Phase 1 (and then alongside Phase 2 p.2		Phase 2 p.2					Phase 2 consolidation block 1 p.2			Phase 3 p.3		Digraph consolidation block 1 p.3		Phase 2/3 consolidation p.3		
Spring	1 4 days	2		3	4	5		6		1	2		3		4		5
	Phase 2/3 consolidation p.3		Phase 3 p.3				Trigraph consolidation block 1 p.3		Phase 2/3 consolidation p.4		Phase 3 consolidation block 1 p.4				Phase 4 p.4		
Summer	1 4 days	2	3	4 4 days	5		6	7	1		2	3	4		5	6	7
	Phase 4 p.4-5				Phase 3 consolidation p.5		Phase 4 consolidation block 1 p.5		Phase 5 initial alternative spellings p.5					Linked sounds p.5			

Year 1															
Autumn	1 2 days	2	3	4	5	6	7	8	1	2	3	4	5	6	7
	Alternative pronunciations exposure 1 p.7	Linked sounds – vowels p.6		44 sounds chart Long vowels exposure p.9				Alternative pronunciations exposure 2 p.7	Blending & segmenting mastery 1 p.8		linked sounds p.6			Using alternative spellings no.1 pg.	
Spring	1 4 days	2	3	4	5	6		1	2	3	4	5			
	44 sounds chart Long vowels exposure p.9			Blending & segmenting mastery 2 p.8		Alternative pronunciations exposure 3 p.7		44 sounds chart 'R' controlled vowel exposure p.9				Alternative pronunciations exposure 4 p.7			
Summer	1 4 days	2	3	4 4 days	5		6	7	1	2	3	4	5	6	7
	44 sounds chart Consonant sounds exposure p.10			Using alternative spellings no.2 p.8		Blending & segmenting mastery 3 p.8		44 sounds chart Digraph sounds exposure p.10	Blending & segmenting mastery 3 p.8	Phonics Screening Week	44 sounds chart Digraph sounds exposure p.10	44 sounds chart Short vowels exposure p.10			44 sounds chart consolidation p.11

Year 2																						
Autumn	1 2 days	2		3	4	5	6	7	8		1	2		3	4		5	6	7			
	Alternative pronunciations consolidation p.7		44 sounds chart consolidation p.11		44 sounds chart long vowel sounds p.9				Alternative pronunciations consolidation p.7		44 sounds chart long vowel sounds p.9		44 sounds chart 'R' controlled vowel sounds p.9					44 sounds chart consonant sounds p.10				
Spring	1 4 days	2		3		4		5		6		1		2		3		4	5	6		
	44 sounds chart consonant sounds p.10			44 sounds chart digraph sounds p.10		44 sounds chart short vowels p.10			Phase 6 suffixes p.12				Phase 6 consolidation block 1 p.12		Phase 6 spelling patterns/rules p.12							
Summer	1 4 days	2		3	4 4 days	5		6		7		1		2		3		4		5	6	7
	Alternative pronunciations consolidation p.7		Phase 6 consolidation block 2 p.13		Phase 6 spelling patterns/rules p.13			Phase 6 consolidation block 3 p.13		Phase 6 mastery of spelling patterns/rules p.14		Phase 6 mastery of suffixes p.14			Phase 6 mastery of contractions p.14		Phase 6 mastery of homophones and near homophones p.14		Phase 6 consolidation block 4 p.14			

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Reception - Phase 1 (to be taught alongside Phase 2)						
A1 W1	A1 W2	A1 W3	A1 W4	A1 W5	A1 W6	A1 W7
Settling in period. Developing listening skills, carpet rules and expectations for phonics. Read – I the		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 4: Rhythm and rhyme story-time					Aspect 7: Oral blending and segmenting	

Reception - Phase 2 including consolidation													
	A1 W3		A1 W4		A1 W5		A1 W6		A1 W7		A1 W8	A2 W1	
revisit	Sing alphabet song All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)										Sing alphabet song Flashcards and/frieze Word cards and/or display		
teach	s		i	it its it's	g		ck	pick	h	had hat him hot	Consolidate s a t p i n m d g o c k	Consolidate c k e u r h b f f l l s s	
	a	a	n	an in	o	on got not dog top	e	egg 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			
	Teach blending for reading (word level) *phoneme*		Teach blending for reading (word level)		Teach blending for reading (word level) (sentence level)		Teach segmenting for spelling (initial, middle and end sounds) *digraph*		ss miss Teach segmenting for spelling (initial, middle and end sounds)				
practise & apply	Practise blending words (activity based i.e. word in a bowl, metal mike)					Practise blending words in a context (activity based i.e. caption matching, real reading book) Practise segmenting for spelling (activity based i.e. phoneme frames, missing phonemes)					Practise blending and segmenting skills, containing the selected phonemes within context.		
	Support children in reading captions (matching short phrases to pictures) Retrieval comprehension skill			Support children in reading simple sentences. (Identifying tricky words within).		Support children in spelling simple words in the context of words, captions and simple sentences. Support children in using visual aids within their independent and play writing (sound mat and tricky word wall mat).					Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach		
wider English	Reference to regular stories and explicitly linking phonics being the gateway to reading <i>any</i> word. *You can model this by reading some unknown words using phonics and adding sound buttons before adding them to your word tree.					Introducing the spelling train <i>ck would never be at the beginning of a word</i>			Spelling train - <i>ff ll ss would never be at the beginning of a word</i> <i>*from here forward, regular use of the spelling train will be used to help children understand where sounds are placed in words.</i>				
For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception													

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Reception - Phase 3 including consolidation												
	A2 W2		A2 W3		A2 W4		A2 W5		A2 W6		A2 W7 and Sp1 W1	
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)						Alphabet practise Sing alphabet song Flashcards and/frieze					
teach	j		y	yes	ch	much	Consolidate ff ll ss zz	Consolidate ck qu ch sh th	Consolidate All phase 2-3 phonemes and HFWs so far Emphasis on wider reading <i>Tasks such as: shared reading, 1:1 reading, group reading</i> Read – call so			
	v		z	zebra	sh	fish wish						
	w	will	zz	buzz	th	that than then this them with that’s						
	x	box fox	qu	queen	ng	along king long thing things						
	Teach spelling CVC words		Teach spelling CVC words		Teach spelling CCVC/CVCC words							
practise & apply	Practise blending words in a context Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories)						Practise blending and segmenting skills, containing the selected phonemes within context.					
	Think, is your provision set up so children can apply these skills in their play? Think, are visual aids readily available in different areas of the classroom?						Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.					
wider English							Why do you need two of the same letter?		Delving deeper into the ‘digraph’			
For words to ‘read’ and ‘spell’ please refer to the Academic Breakdown for Reception												

For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception

Reception - Phase 3 including consolidation									
	Sp1 W2		Sp1 W3		Sp1 W4		Sp1 W5		Sp1 W6
Revisi t	Point to the letters in the alphabet while singing the alphabet song & practise letter names. All previously learned letters and sounds (flashcards and/or frieze display). Previously learned tricky words (word cards and/or word display)								Alphabet practise. Sing alphabet song. Flashcards and/frieze
teach	ai	again	oo	moon soon	ow	down how now town	ear	hear	Consolidate igh ear air ure
	ee	been feet keep need see	ar	car dark garden hard park	oi	coin	air	chair	
	igh	night right	or/oar	or for morning roar soar board	er	better ever her never river	ure	pure	
	oa	boat	oo	look book	ur				
	Teach spotting digraphs *trigraph*								
practise & apply	Practise blending words containing digraphs, including some two-syllable words. Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories).								Practise blending and segmenting skills, containing the selected phonemes within context.
	Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write.								
wider English					Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Delving deeper into the 'trigraph'				
For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception									

For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception

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Reception – Phase 3 consolidation				
	Sp2 W1	Sp2 W2	Sp2 W3	Sp2 W4
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
teach	Phase 2/3 (+HFW) Consolidation <i>Writing by dictation task – then working through it for the week – modelling how to use aids etc</i>	Phase 3 Consolidation ai ee oa oo	Phase 3 Consolidation oo ar or ow	Phase 3 Consolidation oi er ur
practise & apply	Practise blending and segmenting skills, containing the selected phonemes within context.			
	Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach			
wider English		<i>What is spelling?</i> <i>I (when on it's own it's a word and uses it's name but when attached to another letter it becomes the sound I, even if it's a capital! Example words - it is in if)</i>		
For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception				

Reception - Phase 4				
	Sp2 W5	S1 W1	S1 W2	S1 W3
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
teach	Reading and spelling focus: CVCC words (consonant blends at the ends of words – no digraphs) i.e: best milk pink bank	Reading and spelling focus: ccvc words (consonant blends at the beginning of words – no digraphs): i.e. Stop drop Spin grip	Reading and spelling focus: ccvc words (consonant blends at the beginning and end of words frost crust stamp spend	Reading and spelling focus: cvcc, ccvc, and ccvc words (words that contain consonant blends and digraphs). Crunch shrink Tricks snack
practise & apply	Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing.			
	Support children in recognising the purpose behind spelling longer words. <i>It makes it easier to read, learning to apply a range of phonics every day.</i> Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a green pen . Mistakes are good!			
wider English	Introducing the terms 'vowel' and 'consonant'	Introducing the term 'syllable'		
For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception				

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Reception – Phase 3 and 4 Consolidation Blocks			
	S1 W4	S1 W5	S1 W6
revis it	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)		
teach	Reading and spelling focus: two syllable, multi-syllable and compound words. Two syllable words i.e. Tractor rabbit windmill floating Multi-syllable words i.e Thundering helicopter Compound words i.e. Moonlit raincoat handbag starfish	Phase 3 Consolidation Application in Wider Writing Phoneme Focus <i>Tasks such as: shared writing, group writing, 1:1 writing</i>	Phase 4 Consolidation Block 1 Fun with syllables Identifying digraphs and trigraphs in longer words
practise & apply	Practise blending and segmenting skills, containing the selected phonemes within context.		Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames. Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing.
	Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach		Support children in recognising the purpose behind spelling longer words. <i>It makes it easier to read, learning to apply a range of phonics every day.</i> Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a green pen . Mistakes are good!
wid er E		Why would we need to know sounds from memory?	Strategies for reading and writing longer words
For words to ‘read’ and ‘spell’ please refer to the Academic Breakdown for Reception			

Reception - Phase 5 including consolidation block													
	S1 W7		S2 W1		S2 W2		S2 W3		S2 W4		S2 W5	S2 W6	S2 W7
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)										Alphabet practise Sing alphabet song Flashcards and/frieze		
teach	wh	whizz	oy	boy	oe	toe	ue	blue	a_e	snake	Linked Sounds w wh fff d ed l ll le oi oy ow ou or aw au er ur ir	Linked Sounds ai ay a_e ee ea ey e_e igh ie i_e	Linked Sounds oa oe o_e oo ew eu e_e
	ph	phonics	ay	day	ir	girl	ew	threw	e_e	even			
	le	apple	ea	sea	ou	shout	au	haunt	i_e	slide			
	ed		ie	tie	ey	turkey	aw	paw	o_e	bone			
									u_e	tube			
practise & apply	Practise identifying and blending words containing new graphemes (word, sentence and/or passage level) Begin using letter names for spelling when writing, highlight purpose of this.										Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach		
	Think, is your provision providing opportunities to read and write alternative spellings and do you model use of different spellings across other areas of the curriculum?												
vid er Eng lish	Why do we need to know alternative spellings?										Looking closer at the spelling train, where do our alternative spellings go?		
For words to 'read' and 'spell' please refer to the Academic Breakdown for Reception													

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Year 1 – Phases 2-5 - Linked Sounds (no new content)											
	A2 W4		A2 W5		A2 W6		A1 W2		A1 W3		
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)										
teach	Linked Graphemes for Reading and Writing										
	Linked sounds – phases 2/3/5		Linked sounds - phases 3/5				Linked sounds – phases 3/5 - Vowel Focus				
	w	wh	oi	oy	er	ur ir	ai	ee	igh	oa	oo
	f	ff ph	ow	ou	ear		ay a_e	ea ey e_e	ie i_e	oe o_e	ue ew u_e
	l	ll le	or	aw au	air						
	d	ed	ar		ure						
		Read new words – says your		Read new words – by love Read/spell – the a do		Read new words – once friend Read/spell – to today of		Read new words – school our Read/spell – said says are		Read new words – house mouse Read/spell – were was is	
practise & apply	Support children to create word banks containing the selected phonemes, encourage them to use these in their independent writing. Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.										
wider English	Every lesson when you are modelling reading and or writing, think, am I drip feeding all of these phonic skills and knowledge through modelling and explicit teaching?										

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KS1 - Phase 5 Alternative Pronunciations											
	Y1 A1 W1		Y1 A2 W1		Y1 Sp1 W6		Y1 Sp2 W5		Y2: A1W2	Y2: A1 W8	Y2: S1 W1
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display										
	Exposure 1		Exposure 2		Exposure 3		Exposure 4		Consolidation Block		
teach	i o c g u ow ie ea a y ch ou ey Looking briefly at all variations of alternative pronunciations and strategies to make sense of them when reading.		i	Short vowel – tin, fin, trip Long vowel – mind, blind, find	ow	/ow/ sound – cow, brown, town Long ‘o’ sound – snow, blow, throw	y	/y/ sound – yes, yellow Short ‘i’ sound – gym, crystal Long ‘i’ sound – fly, by, why Long ‘e’ sound – happy, smelly, story	i o c g u ow ie ea a y ch ou ey Revisit all alternative pronunciations Look at strategies to identify and use when reading and writing. Throughout the year make reference to alternative pronunciations when applicable in wider English lessons and other subjects.		
			o	Short vowel – hot, not, dog Long vowel – no, both, won’t	ie	Long ‘i’ sound – tie, die, cried Long ‘e’ sound – field, brief, shriek	ch	Hard ‘c’ sound – school, echo Hard ‘ch’ sound – chip, chop Soft ‘sh’ sound – chef, Charlotte			
			c	Hard sound – cut, cave, climb Soft sound – ice, city, cycle	ea	Long vowel – bead, knead Short vowel – head, thread, dead	ou	‘ow’ sound – cloud, proud, long ‘o’ sound – shoulder, mould long oo sound – soup, you			
			g	Hard sound – got, garden, gut Soft sound – magic, gem, Gill	a	Short vowel – cat, bat, pat Long vowel – acorn, baby, table ‘ar’ sound – father *grass *path Short ‘o’ sound – wasp, was, what	ey	Long ‘e’ sound – valley, key, money Long ‘a’ sound – grey, whey, they			
			u	Short vowel – cut, strut, Long vowel – unicorn, unicycle	*opportunity to talk about accents						
practise & apply	Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas/subjects and situations i.e. share reading, shared writing, dictated sentences/passages, story time. <i>Display alternative pronunciations somewhere near the main writing board, you can explicitly indicate and model to when pupils need to think whether an alternative pronunciation is being used</i>										
	For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.										
Wider English	Year 1 - Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. Practise and application should then remain around the more common spellings. Within wider English lessons regularly model spelling words correctly using the 44 sounds chart. Year 2 - Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings. Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)										

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Year 1 – Phases 2-5 - Blending, Segmenting and Application Mastery (Phases 2-5)								
	Y1: A2 W2	Y1: A2 W3	Y1: A2 W7	Y1: Sp1 W4	Y1: Sp1 W5	Y1: S1 W4	Y1: S1 W5	Y1: S2 W6
	Y1: S2 W1							
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display							
	Blending Mastery 1	Segmenting Mastery 1	Application of Alternative Spellings 1	Blending Mastery 2	Segmenting Mastery 2	Application of Alternative Spellings 2	Blending Mastery 3	Segmenting Mastery 3
teach	Blending alien words Blending world level Blending sentence level Use of scanning before blending Use of syllables before blending	Segment to spell Use the phoneme fingers ! Phase 2-3 CVC level spelling Phase 3 level spelling Using sound mats ! Phase 4 level spelling	Looking back at ‘linked sounds’ how do we know which spelling to use? Spelling strategies – what looks right? Spelling strategies – ask the teacher!	Blending alien words Blending world level Blending sentence level Use of scanning before blending Use of syllables before blending	Segment to spell, phoneme fingers and frames Phase 2-5 level spelling Phase 2-5 level spelling Using sound mats ! Spelling longer words using syllables	Knowing that ALL words have a correct spelling, in Year 1 we use our phonics to attempt trickier and longer words – let’s try that! Spelling strategies – Word Banks Year 1 Spelling rules and top tips	Blending alien words Blending world level Blending sentence level Use of scanning before blending Use of syllables before blending	Segment to spell phoneme fingers, frames, syllable counting Phase 2-5 level spelling Phase 2-5 level spelling Using sound mats ! Spelling longer words using syllables
practise & apply	During Blending Weeks			During Segmenting Weeks		During Application of Alternative Spellings		
	Practise blending words containing phonemes learnt so far Week 1 –3 (words containing digraphs/trigraphs) mastery focus Week 2 – phase 4, including longer words, mastery focus Week 3 – phase 5 mastery focus Practise blending to read in a variety of ways: games, phonics books, real books. Practise reading longer words by cutting up written words into syllables – lots of opportunity for provision here too.			Practise oral blending and segmenting through small group and whole class games. Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write. Support pupils to use phoneme fingers and phoneme frames through adult-led, child-led and class challenges.		Support children to create their own spelling word banks using alternative spellings to support in their writing. Raise awareness of common spellings (specific to Year 1) by playing word sorting games. Support children to refer back to spelling rules for Year 1, helping them to apply alternative spelling with greater accuracy.		
	Wider English							
Explain purpose of alien words – simply to scan for phonemes we know! They don’t make sense so don’t turn them into a real word – however we can have fun with alien words, why not make up alien stories using alien names – BUT alien names don’t have capital letters! Modelling segmenting should be used in all daily practise whenever writing – whatever the subject, not just English! All subjects– teach correct spellings for key vocabulary , modelling use of alternative spellings and pronunciations.								
For words to ‘read’ and ‘spell’ please refer to Academic Breakdown								

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KS1 – Phase 5 - 44 Sounds Chart Long Vowels							
	Y1: A1 W4 Y2: A1 W3	Y1: A1 W5 Y2: A1 W4	Y1: A1 W6 Y2: A1 W5	Y1: A1 W7 Y2: A1 W6	Y1: Sp1 W1 Y2: A1 W7	Y1: Sp1 W2 Y2: A2 W1	Y1: Sp1 W3 Y2: A2 W2
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display						
teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue) :						
	ai	ee	igh	oa	oo	oo (yoo)	oi
	ai - rain ay - day a_e - pale a - acorn eight - eight ey - grey ei - veil ea - great aigh - straight	ee - see ea - bead e_e - these ie - field y - Ruby ey - key eo - people e - began ei - ceiling i - furious	igh - night ie - tie i_e - pile i - find y - sky eight - height ye - bye *eye *I	oa - goat oe - toe o_e - pole o - most ough - dough *oh	oo - moon ue - blue u_e - mule u - truth ew - new ui - suit ou - soup o_e - lose o - do ough - through *two to too	u - uniform ue - Tuesday ew - stew u_e - cube	oi - coin oy - boy
							ow - cow ou - house ough - drought

KS1 – Phase 5 – 44 Sounds Chart ‘R’ Controlled Vowels			
	Y1: Sp2 W1 Y2: A2 W3	Y1: Sp2 W2 Y2: A2 W4	Y1: Sp2 W3 Y2: A2 W5
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display		
teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue) :		
	ar	or	ur
	ar - park a - father al - palm ear - heart au - aunt *are	or - for au - Paul aw - raw al - talk our - tour ough - thought oor - door ore - more ar - warm oar - oar augh - caught oa - broad	ur - hurt er - fern ir - bird or - word ear - heard ere - were
			air - chair are - square ear - pare ere - there eir - their
			ear - hear ere - here eer - deer ier - pier
			*include a revisit of ure

Y1	Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. Practise and application should then remain around the more common spellings (not in blue). Within wider English lessons regularly model spelling words correctly using the 44 sounds chart.
Year 2	Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings (in blue). Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)

For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.

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KS1 – Phase 5 – 44 Sounds Chart Consonant Sounds																		
	Y1: S1 W1 Y2: A2 W7						Y1: S1 W2 Y2: Sp1 W1						Y1: S1 W3 Y2: Sp1 W2					
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display																	
teach	c	n	f	w	h	j	r	m	v	s	z	t	l	d	b	g	p	y
	cat	nest	fish	win	horse	jug	red	mud	vet	Six	zebra	tiger	leg	dog	ball	got	pan	yes
	kit	tunnel	muffin	white	whole	giraffe	write	numb	give	kiss	puzzle	button	bell	ladder	rabbit	egg	apple	x
	pick	know	phone	*one		hedge	squirrel	hammer	*of	cent	breeze	jumped	able	pulled				box
	croquet	gnome	cough			cage	rhyme	Autumn		pence	cheese	doubt						qu
										science	scissors							'k-w'
										horse	xylophone							queen
										listen								

KS1 – Phase 5 – 44 Sounds Chart Digraph Sounds & Short Vowels												
	Y1: S2 W3 Y2: Sp1 W3			Y1: S1 W7 Y2: Sp1 W3			Y1: S2 W4 Y2: Sp1 W4			Y1: S2 W5 Y2: Sp1 W5		
Revisit	S2 WPractise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display											
teach	zh	sh	ng	ch	th	w	a	e	i	o	u	oo
	treasure camouflage	sh – shop ch - chef t(ion)* - station ss* - emission/ pressure s* precision/sure c* – suspicion/ precious/commercial	ring sink tongue	cheese watch	thumb voiced feather the	wheel	ant	peg head many said says friend	ink gymnast busy builder pretty	orange wash cough	umbrella money come touch does blood	book pull could
Year 1	Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. Practise and application should then remain around the more common spellings (not in blue). Within wider English lessons regularly model spelling words correctly using the 44 sounds chart. Unpicking ‘zh’ by reading words											
Year 2	Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings (in blue). Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)											
	For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.											

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KS1 – Phase 5 - 44 Sounds Chart Consolidation Block (Week Plan)					
	Y1 S2 W 6 and 7			Y2 A1 W2	
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards/frieze Recap tricky/HFWs using word mats and/or display 44 sounds chart – let’s see how well we know this sound mat – how quickly can you find X family?				
	Teachers to cover one block each day with scope for extension based on assessment.				
teach	Consolidate long vowel sounds	Consolidate short vowel sounds	Consolidate controlled vowel sounds	Consolidate consonant sounds	Consolidate digraph sounds
practise & apply	Practising identifying alternative spellings for various families e.g. use the 44 sounds chart to tell me how to spell eight , <i>encouraging them to identify the spelling family and which section it belongs to, e.g. long vowels.</i> Practise blending words containing words from each family within said section – <i>word, sentence and/or passage level</i> Support pupils in using letter names for spelling when writing, highlight purpose of this.				
	Year 1 - Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. Practise and application should then remain around the more common spellings. Within wider English lessons regularly model spelling words correctly using the 44 sounds chart. Year 2 - Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings. Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)				
	For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.				

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Year 2 - Phase 6						
	Sp1 W6 Introduction to suffixes	Sp2 W1 Introduction to suffixes	Sp2 W2 Consolidation block 1	Sp2 W3 Contractions Possessive apostrophes. Homophones	Sp2 W4 Teaching of spelling of longer words Finding the difficult bits in words	Sp2 W5 Spelling rules and patterns
R	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. flies, tries, replies, copies, babies, carries The suffixes –ment, –ness, –ful, –less and –ly - 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. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly Exceptions to the above - 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. merriment, happiness, plentiful, penniless, happily (For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173)	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - 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. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it - 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. hiking, hiked, hiker, nicer, nicest, shiny Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny (For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173)	Consolidate teaching of suffixes taught in Sp1 W6 and Sp2 W1.	Contractions can’t, didn’t, hasn’t, couldn’t, it’s, I’ll Possessive apostrophes Megan’s, Ravi’s, the girl’s, the child’s, the man’s Homophones/near homophones 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	Longer words: Clap and count: Use this activity for spelling compound words, words with prefixes and other multisyllabic words. (please see L/S p.176) Words in words: To investigate how adding suffixes and prefixes changes words. (Please see L/S:P.175).	The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words. knock, know, knee, gnat, gnaw The /j/ sound spelt as /ge/ and ‘dge/ at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. End of words: badge edge bridge dodge fudge In other positions within words: gem giant magic giraffe energy jacket jar jog join adjust Ending - ge - After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. age huge change charge bulge village The /s/ sound spelt c before e, i and y. race, ice, cell, city, fancy The /r/ sound spelt /wr/ at the beginning of words - write, written, wrote, wrong, wrap
Practise/ apply	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 and writing sentences.					
	Wider English - It is important to know the difference in meaning between 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. Introduce the past tense when referring to and teaching suffixes Sp2 Wk1 – Sp2 Wk3.					
	For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown					

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Year 2 - Phase 6					
	S1 W2 Consolidation block 2	S1 W3 Spelling patterns	S1 W4 Spelling patterns	S1 W5 Spelling patterns	S1 W6 Consolidation 3
R	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.				
Teach	Consolidation of select spelling patterns taught between 8/3/27 to 22/3/27. (refer to academic breakdown)	The /igh/ sound spelt /y/ at the end of words. Cry, fly, dry, try, reply, July The /or/ sound spelt a before l and ll – all, ball, call, walk, talk, always The /u/ sound spelt o – other, mother, brother, nothing, Monday The /ee/ sound spelt /ey/ - Key, donkey, monkey, chimney, valley	The /l/ spelt /le/ at the end of words – table, apple, bottle, little, middle The /l/ spelt /el/ at the end of words. – camel, tunnel, squirrel, travel, towel, tinsel The /l/ sound spelt /al/ at the end of words – metal, pedal, capital, hospital, animal Words ending –il – pencil, fossil, nostril	The /sh/ sound spelt s - television, treasure, usual Words ending in –tion station, fiction, motion, national, section The /o/ sound spelt /a/ after w and qu- want, watch, wander, quantity, squash The /ur/ sound spelt or after w - word, work, worm, world, worth The /or/ sound spelt ar after w.- war, warm, towards	Consolidation of spelling rules taught week commencing 26/4/27 to 10/5/27 (refer to academic breakdown)
Practise/ apply	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 and writing sentences.				
	<u>Wider English</u> - Words ending /al/ - Not many nouns end in –al, but many adjectives do. The /ur/ sound spelt or after w -There are not many of these words. The /or/ sound spelt ar after w -There are not many of these words.				
	For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown				

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Year 2 - Phase 6						
	S1 W7 Mastery of spelling strategies/patterns rules	S2 W1 Mastery of Suffixes	S2 W2 Mastery of Suffixes	S2 W3 Mastery of contractions and possessive apostrophes	S2 W4 Mastery of homophones and near homophones	S2 W5 S2 W6 S2 W7 Consolidation block 4
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.					
Teach	From gaps analysis of end of key assessment (SATs) and writing assessments, focus on developing spelling strategies. For example, the following: - Spelling of longer words. - Finding the difficult bit in words.	Within the context of an extended piece of writing: The suffixes –ment, -ness, -ful, -less and –ly. Adding –es to nouns and verbs ending in -y (Refer to Sp2 Wk1 for support)	Within the context of an extended piece of writing: 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 nd –y to words of one syllable ending in a single consonant letter after a single vowel letter. (Refer to Sp2 Wk2 for support).	Within the context of extended pieces of writing: Contractions Possessive apostrophes. (Refer to Sp2 Wk4 for support).	Within the context of extended pieces of writing: Homophones and near homophones.	Consolidation of mastery units from w/c: 7/6/27 to 28/6/27 (refer to academic breakdown)
Practise/ apply	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 and writing sentences.					
	Wider English – Please consult Nebula Reading and Writing assessment tick sheets to support completion of end of year assessments.					
	For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown					

The English Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E Primary School, we ensure that the teaching of our English curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. We believe that through exposing the children to a range of texts, cultures and viewpoints, we can encourage a deeper understanding and acceptance of the diverse world in which we live. We encourage a love of reading, through a wide range of texts including fiction, non, fiction and poetry. We teach through a variety of genres which represent multiple cultures, beliefs and religions. Through these we discuss and encourage deeper thinking about acceptance and understanding of one another. Through the teaching of a range of religious stories, such as our school Bible story of The Good Samaritan, we further reinforce the idea that everyone is included at our school, regardless of their own life story and how different that might look to our own.

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’

The English Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The English curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes	My Turn/Your Turn
Cutting and Sticking Key Words on to work as prompts	Breaks
Print out portions of work and learning objectives to minimise writing	Targets made clear for lessons and learning – linked to IEP
Coloured Paper or recycled paper to minimise visual stress	Now/Next
Breaking down lessons into short, manageable chunks	Weighted lap/shoulder blanket
Mixed ability groups – using peers as support and role models	Visual Timetables – class and individual
Adult assistance nearby	Fidget toys available
Using another student as a reader/support	Coloured Paper for visual stress
Knowledge map/Mind Maps	Cushions for seats – wobble and wedge cushions
Recording ideas on whiteboards as an aide memoire	Coloured Overlays
Recording devices to record their answers/sentences – talking tins, iPad	Headphones/ear defenders
Clipboards - flexibility of where to sit	Remembering/'to do' lists
Printing work larger and in smaller chunks	iPad as a translator
Cloze passages/activities to check learning	iPad to record ideas
Draw answers or explanations	Dictation apps and programs
Songs and rhymes/mnemonics – Horrible Histories	Memory' buddy – prompt each other
Actions – telling the story of a lesson	Equipment adapted for needs (books, scissors, pencils, whiteboard)

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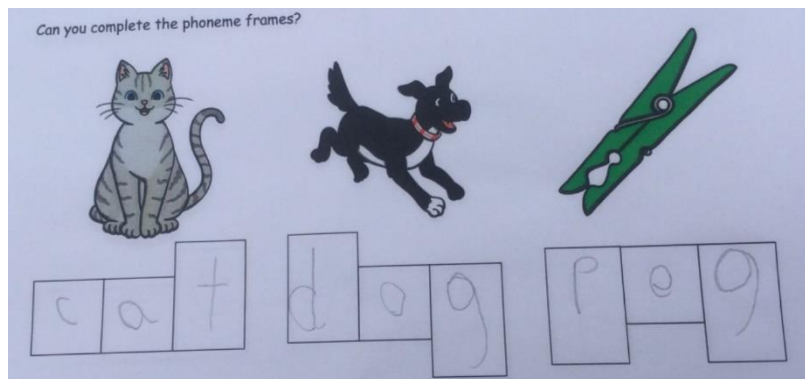
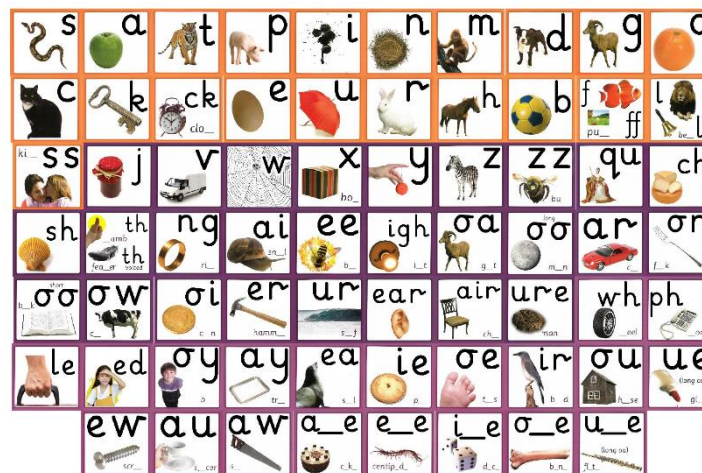
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Provision for Pupils with SEND

Here are some recommendations for ways our Phonics curriculum can be adapted to meet the needs of children with SEND.

Please note, this is an example of adaptations and is not an exhaustive list.

- Pre-teaching of on the day grapheme-phoneme-correspondences and/or words – flashcards and sight words
- Post revision of on the day grapheme-phoneme-correspondences and/or words – flashcards and sigh words
- Pre-prepared resources when reading – sound buttons added and tricky words highlighted
- Children working below ARE could have adapted application activities that meet the skills from the previous year group
- A range of teaching methods and techniques to promote discussion and understanding
- Use a range of methods to record their design and evaluation elements: typing, filming, recording, drawing...
- Working with an adult – use of timers to help motivate joining in with the sessions
- Sound and word mats
- Additional reading/writing interventions
- Pre-teaching of key concepts to support children's independent learning



Deeper Learning Questions

Deeper learning question starters:

- Is this **always, sometimes or never** true...
- Which is the **odd one out**...
- What's the **same/difference**...
- Is this **true or false**...
- Do you **agree/disagree**...
- Can you **prove**...
- Can you **convince me**...