

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 c k	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, 3
WB: 14/10/19	A1 W7	Phase 2 week 5	h b f/ff l/l 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	STOPPED INTRODUCING TRICKY WORDS IN ORDER TO CONSOLIDATE LEARNING Revised by EYFS/Phonics team	Red sets 1
WB: 18/11/19	A2 W4	Phase 3 week 3	ch sh th ng		Red sets 1, 2
WB: 25/11/19	A2 W5	Phase 3 week 4	ai ee igh oa		Red sets 1, 2, 3
WB: 2/12/19	A2 W6	Phase 3 week 5	oo/oo ar or ur		
WB: 9/12/19	A2 W7	Phase 3 week 6	ow oi ear air		Red sets 1, 2, 3, 4
WB: 16/12/19	A2 W8	Phase 3 week 7	ure er		
CHRISTMAS BREAK					
WB: 6/1/20	S1 W1	With Phase 3 consolidation and application within 1:1 reading and writing. Phase 4 for those chn confident working within Phase 3		Read - they have said Spell - I the is a*	Any Red book can be given from here onwards. Red/Yellow book bands can be given but pupils must have been taught tricky words within those reading books
WB: 13/1/20	S1 W2			Read - so do some come Spell - as no has**	
WB: 20/1/20	S1 W3			Read - little one heard Spell - go of	
WB:27/1/20	S1 W4			Read - were there Spell - to into	
WB:3/2/20	S1 W5			Read - what when out	
WB: 10/2/20	S1 W6	CONSOLIDATION AND ASSESSMENT			Yellow, set 1

HALF TERM					
WB: 24/2/20	S2 W1	Whole class phonic sessions to focus on confidence of blending for reading and segmenting for writing. Only chn ready will move onto Phase 5 but at a slower pace as full teaching will occur in Year 1		Consolidate words learnt so far	Any Yellow book can be given from here onwards pupils must be confident with blending words containing vowel digraphs
WB: 2/3/20	S2 W2	Phase 5 week 1 (part 1)	ay ea	Read - oh Spell - he she we me be	<i>Blue books within set 1 have 'focus sounds and words' indicated at the front. Pupils can be given these books to practise as long as they only contain the sounds that have been taught. Pupils should be placed on an accelerated reader intervention if they are moving quicker than the pace of the phonics scheme.</i>
WB: 9/3/20	S2 W3	Phase 5 week 1 (Part 2)	ey ie	Read - Mrs Mr Spell - his put was	
WB: 16/3/20	S2 W4	Phase 5 week 1 (part 3)	oe ue	Read - people their Spell - you my like	
WB: 23/3/20	S2 W5	Phase 5 week 2 (part 1)	ou ir	Read - called looked ask asked Spell - her all they	
WB: 30/3/20 3 days	S2 W6	Phase 5 week 2 (part 2)	aw oy	CONSOLIDATION AND ASSESSMENT	
EASTER					
20/4/20	Su1 W1	Phase 5 week 2 (part 3)	ed le	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.
27/4/20	Su1 W2	Phase 5 week 3 (part 1)	wh ph		
4 day week 4/5/20	Su1 W3	Phase 5 week 3 (part 2)	ew aw		
11/5/20	Su1 W4	Phase 5 week 4 (part 1)	a_e_e_e_i_e		
18/5/20	Su1 W5	Phase 5 week 4 (part 2)	o_e_u_e_u_e		
HALF TERM					
1/6/20	Su2 W1	Children will be put into groups based on gaps in knowledge. Any pupils ready to start phase 5 will follow the slower paced format as shown above. 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				