

## Phonics Plan - Reception, Year 1 and Year 2

	<b>Reception</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1</b>	Phase 2 - s, a, t, p Initial sounds	Phase 3 - j, v, w, x CVC blending/segmenting High Freq Word: no	Phase 3 - igh, oa CVC blending/segmenting High Freq Word: be	Phase 3 - ure CVCC blending/segmenting Com Ex Word: review	Phase 4 - nd, -nk,-nt, -mp CCVC blending/segmenting High Freq Word: so	Phase 4 - compound words segmenting/blending High Freq Word: one
<b>2</b>	Phase 2 - i, n, m, d Initial sounds High Freq Word: l	Phase 3 - y, z, zz, qu CVC blending/segmenting High Freq Word: he	Phase 3 - ow, oi CVC blending/segmenting High Freq Word: all	Phase 4 - st-, sp-, sk-, sw- CCVC blending/segmenting High Freq Word: like	Phase 4 - -nch, shr-, thr- CCC blending/segmenting High Freq Word: were	Phase 4 - compound words segmenting/blending High Freq Word: what
<b>3</b>	Phase 2 - g, o, c, k Initial sounds CVC blending/segmenting High Freq Word: to	Phase 3 - ng, ch, sh CVC blending/segmenting High Freq Word: she	Phase 3 – ar, or CVC blending/segmenting High Freq Word: are	Phase 4 - tr-, fr-, pr-, dr- CCVC blending/segmenting High Freq Word: have	Phase 4 - review Segmenting/blending High Freq Word: there	Phase 4 - compound words segmenting/blending High Freq Word: little <b>Assessment – Phase 4</b>
<b>4</b>	Phase 2 - e, u, r, h Initial sounds CVC blending/segmenting High Freq Word: go	Phase 3 – th and th (alternative sounds) CVC blending/segmenting High Freq Word: we	Phase 3 – ur, er CVC blending/segmenting High Freq Word: her	Phase 4 - cr, br-, gr-, vr- CCVC blending/segmenting Com Ex Word: some	Phase 4 - review Segmenting/blending High Freq Word: do	<i>Phase 5 introduction for exceeding chn Formative assessments dictate consolidation for other chn</i>
<b>5</b>	Phase 2 - b, f, l Initial sounds CVC Blending/segmenting High Freq Word: into	Phase 3 – oo and oo (alternative sounds) CVC blending/segmenting High Freq Word: me	Phase 3 - air CVC blending/segmenting High Freq Word: they	Phase 4 - pl, fl, cl, sl CCVC blending/segmenting Com Ex Word: come	Phase 4 - review Segmenting/blending High Freq Word: when	<i>Phase 5 introduction for exceeding chn Formative assessments dictate consolidation for other chn</i>
<b>6</b>	Phase 2 - ck, ss, ff, ll Initial sounds CVC blending/segmenting High Freq Word: the <b>Assessment – Phase 2</b>	Phase 3 – ai, ee CVC blending/segmenting High Freq Word: review <b>Assessment – Phase 3a&amp;b</b>	Phase 3 – ear CVC blending/segmenting High Freq Word: review <b>Assessment – Phase 3a,b&amp;c</b>	Phase 4 - spr- scr- CCC blending/segmenting High Freq Word review <b>Assessment – Phase 4</b>	Phase 4 - review Segmenting/blending High Freq Word: out	<i>Phase 5 introduction for exceeding chn Formative assessments dictate consolidation for other chn</i>
Apply phonic knowledge in reading using decodable texts matched to current level						
	Begin to read Phase 2 High Freq Word s	Begin to read Phase 3 High Freq Word s by sight		Begin to read Phase 4 High Freq Word s by sight		Read and spell Phase 2, 3 and 4 Com Ex Word s
	Begin to apply phonic knowledge in writing		Continue to apply phonic knowledge in writing			

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Phase 3 recap Com Ex Words - no go so	oa family (oa, oe, o-e) Com Ex Words - he she we me be	ai family (ai, ay, a-e) Com Ex Words - One once	oa family (oa, oe, o-e) Com Ex Words – see, day, her, will, little, back	ai family (ai, ay, a-e)	or family (or,aw, au) ur family (ur, er, ir)
2	Phase 3 digraphs Com Ex Words - the l is his	oo family (oo, ue,ew, u-e) Com Ex Words - by my was were	ee family (ee, e-e, ey) Com Ex Words - here there where	oo family (oo, ue,ew, u-e) Com Ex Words – look, looked, asked, now, down	ee family (ee, e-e, ey)	Phonics Check
3	Phase 4 recap Com Ex Words - Put push pull full	or family (or,aw, au) ur family (ur, er, ir) Com Ex Words – has says ask	igh family (igh, ie, i-e) Com Ex Words - our are	or family (or,aw, au) Com Ex Words – saw, for, when, very, have, out	igh family (igh, ie, i-e)	Plurals (whole class)
4	ai family (ai, ay, a-e) Com Ex Words - of off	oi family (oi, oy) <b>wh</b> (wheel) <b>ph</b> (phone) Com Ex Words - come some they	oi family (oi, oy) ow family (ow, ou) Com Ex Words - love Were where	ur family (ur, er, ir) Com Ex Words – with, that, this, then	oa family (oa, oe, o-e)	Un prefix (whole class)
5	ee family (ee, e-e, ey) Com Ex Words - do to today	– <b>kn</b> (knee) <b>gn</b> ( <i>gnat</i> ) <b>wr</b> ( <i>wrist</i> ) <b>mb</b> ( <i>thumb</i> ) Com Ex Words - You your friend said	air, are, ear ear ere eer Com Ex Words - School house	Adding –er and –est to adjective Com Ex Words – came, made, make, time, like	oo family (oo, ue,ew, u-e)	Contractions (whole class)
6	igh family (igh, ie, i-e) <b>Phonics assessment</b> <b>Com Ex Words test</b>	Adding –er and –est to Plurals -s and -es <b>Phonics assessment</b> <b>Com Ex Words test</b>	Spelling – <b>dge</b> ( <i>bridge</i> ) <b>ge</b> ( <i>page</i> ) <b>tch</b> ( <i>match</i> ) <b>Phonics assessment</b> <b>Com Ex Words test</b>	Adding -s and -es to words <b>Phonics assessment</b> <b>Com Ex Words test</b>	split digraphs <b>Phonics assessment</b>	er est (whole class) Spelling - c ( <i>circle</i> )
Revise Phase 2 & Phase 3 GPCs						
Blend to read words containing new GPCs, including decodable high frequency words			Blend to read alien words containing new GPCs		Blend to read real and alien words containing Phase 5 GPCs, including 2-syllable words and words with adjacent consonants	
Continue to apply phonic knowledge in writing, including dictated sentences						
Apply phonic knowledge in reading using decodable texts matched to current level					Use knowledge of rules to choose the correct grapheme when spelling words independently	
Segment to spell words containing new GPCs						
Explore alternative pronunciations for the same grapheme					Continue to explore alternative pronunciations for the same grapheme when reading	

	<b>Year 2</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1</b>	Spelling - /igh / <b>y</b> ( <i>fly</i> ), /or/ <b>a</b> ( <i>walk</i> ), /u/ <b>o</b> ( <i>mother</i> ), /ee/ <b>ey</b> ( <i>money</i> ), /zh/ <b>s</b> ( <i>treasure</i> )	Spelling – <b>g</b> ( <i>gem</i> ), <b>ge</b> and <b>dge</b> ( <i>wage, hedge</i> ) <b>kn</b> ( <i>knight</i> ) <b>gn</b> ( <i>gnat</i> ), <b>wr</b> ( <i>write</i> ) Com Ex Words- find kind mind behind	Spelling – <b>c</b> ( <i>race, city, icy</i> ), - <b>tion</b> ( <i>station</i> ) Com Ex Words- door floor poor People because	Spelling – <b>g</b> ( <i>gem</i> ), <b>ge</b> and <b>dge</b> ( <i>wage, hedge</i> ), <b>kn</b> ( <i>knight</i> ) <b>gn</b> ( <i>gnat</i> ), <b>wr</b> ( <i>write</i> ) Com Ex Words– too their about	Spelling – <b>c</b> ( <i>race, city, icy</i> ), - <b>tion</b> ( <i>station</i> )	Suffixes - <b>ful –ness -ment, -ly -less</b>
<b>2</b>	Present tense –ing Com Ex Words- could would should	Plurals Com Ex Words- Fast last past class grass pass	Present tense –ing Com Ex Words- Wild climb water sugar sure	Plurals Com Ex Words– all called oh what	Spelling - /l/ <b>le, le, al</b> at the end of words, words ending <b>il, /er/ or</b> after w ( <i>work</i> ), /or/ <b>ar</b> after w-	Prefixes un- dis-
<b>3</b>	Past tense –ed Com Ex Words- old cold gold hold told	Prefixes <b>un- dis-</b> Com Ex Words- Great break steak	Past tense –ed Com Ex Words- Pretty beautiful most only both	prefixes un- dis- Com Ex Words– it’s don’t I’m	Spelling - /igh / <b>y</b> ( <i>fly</i> ), /or/ <b>a</b> ( <i>walk</i> ), /u/ <b>o</b> ( <i>mother</i> ), /ee/ <b>ey</b> ( <i>money</i> ), /zh/ <b>s</b> ( <i>treasure</i> )	Plurals (whole class)
<b>4</b>	Contractions Com Ex Words- mother father any many who	Suffixes - <b>full -less</b> Com Ex Words- Move prove improve eye	Contractions Com Ex Words- After plant bath path any many again busy	Suffixes - <b>ful –ness -ment, -ly -less</b> Com Ex Words– <i>sure sugar</i>	Suffixes - <b>ful –ness -ment, -ly -less</b>	Un prefix (whole class)
<b>5</b>	Homophones & near Homophones Com Ex Words– who half whole hour money	Comparatives er est Com Ex Words- Child children mother father parents Christmas	Homophones & near homophones Com Ex Words- again busy clothes	Comparatives er est Com Ex Words– father parents <b>High Frequency Words test</b>	SATs – spelling paper	Contractions (whole class)
<b>6</b>	4 Sentences / rainbow sentences Com Ex Words- even every everybody <b>Com Ex Words test</b>	Apostrophes for ownership Com Ex Words- both only pretty <b>Com Ex Words test</b>	4 Sentences / rainbow sentences Com Ex Words– any many clothes <b>Com Ex Words test</b>	Apostrophes for ownership <b>Com Ex Words test</b>	Apostrophes for ownership	Er est (whole class) Spelling - c ( <i>circle</i> )
	Read and spell Y1 Com Ex Words	Read and spell Y1 and Y2 Com Ex Words		Read and spell Y1 and Y2 Com Ex Words & 100 High Frequency Words		
Continue to revise Phase 5 GPCs and alternative grapheme choices for spelling						
Apply phonic knowledge in reading using decodable texts matched to current level						
Continue to apply phonic knowledge in writing, including dictated sentences						