

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>F2 words (weeks to be taught - see individual boxes)</b>  <b>Autumn key words:</b> I, can, see, a, dad, mum, cat, dog, big            Phase 2 High frequency words: is, it, in, at, and            Phase two tricky words: the, to, I, no, go, into (Common Exception Words)  <b>Spring key words:</b> play, like (usually autumn)            Phase three tricky words: he, she, we, me, be, was, you, they, all, are, my, her (Common Exception Words)            Phase three high frequency words: will, that, then, now, this, with, for, them, down, see, too, look  <b>Year 1</b>            Phase four tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what (Common Exception Words) - YEAR ONE CEW            Phase four high frequency words: went, from, children, it's, just, help            Phase five tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could            Phase five high frequency words: made, your, came, saw, don't, very, make, put, old, I'm, by, about, house, time, day, people (Common Exception Words)            Phase 6+: See 'Year 2 common exception words'</p>							
<b>F1</b>	<p><b>Autumn Term (dependent upon phased transition):</b></p> <ul style="list-style-type: none"> <li>- Good listening ears - ears are our super powers! (PSED)</li> <li>- Voice sounds - warm-up before every lesson</li> <li>- Phase 1 - general sound discrimination - animal, environmental, instrumental, body - all taught through 'Mrs Ashby has a box'.</li> <li>- Oral blending and segmenting using a puppet with items in the box e.g. 'a p-i-g is in my box'.</li> </ul>		<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>- Voice sounds as warm-up</li> <li>- Phase 2 is covered through phase 1 activities alongside Jolly Phonics songs, particular focus given to the phoneme and not the grapheme</li> <li>- January (N1 children start) - re-cap of phase 1.</li> <li>- February- April begin to cover phase 2 letter sets focusing on:               <ul style="list-style-type: none"> <li>o Initial sounds (silly soup)</li> <li>o Alliteration</li> </ul> </li> <li>- Letter rhymes used to consolidate the letter recognition for children who are working within 40-60months, but this is usually covered through smaller group work rather than whole class teaching.</li> </ul>		<p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>- Voice sounds as warm-up</li> <li>- Consolidation of phase 2 sounds. Dependent upon what age bracket the cohort are working within will depend on what set of letters are covered.</li> <li>- Reading homework is given out:               <ul style="list-style-type: none"> <li>o Those children that can orally blend and segment will be given word boxes.</li> <li>o Children who are not orally blending and segmenting will take a lilac book home.</li> </ul> </li> <li>- Rhyme is particularly focused on this half term through a Julia Donaldson topic.</li> </ul>		
<b>F2</b>	<p>Due to phased returns:  <b>Week 4: Phase two</b>            Introduce and teach set 1 letters: <b>s, a</b>            Reading and writing.            Introduce key word: <b>I</b>            (Jolly Phonics songs to support teaching of letters and sounds)            (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 1: Phase Two</b>            Introduce and teach set 3 letters: <b>g, o</b>            Reading and writing.  <b>Lexia assessments.</b>            (Jolly Phonics songs to support teaching of letters and sounds)            (RWI letter rhymes to support teaching of writing)</p>	<p><b>LOCKDOWN LEARNING</b>  <b>Week 1: Phase Three</b>            Introduce and teach set 6 letters: <b>j, v</b>            Reading and writing.            Re-cap CEW/HFW/key words.  <b>Learn the alphabet song.</b>            (Jolly Phonics songs to support teaching of letters and sounds)            (RWI letter rhymes to support teaching of writing)</p>	<p><b>LOCKDOWN LEARNING</b>  <b>Week 1: Phase Three</b>            Introduce and teach digraphs: <b>ee</b>            Reading and writing.  <b>Learn the alphabet song.</b>            Introduce CEW: <b>my</b>            (Jolly Phonics songs to support teaching of letters and sounds)            (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 1: Phase Three</b>            Re-cap taught CEW            Re-cap tri/digraphs: <b>ee, igh</b></p>	<p><b>Week 1: Phase Three</b>            Introduce and teach digraphs: <b>er ure</b>            Reading and writing.  <b>Learn the alphabet song.</b>            Introduce CEW: <b>all, are</b></p>	

## Phonics Long Term Plan 2020-2021

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<p><b>Week 5: Phase two</b> Introduce and teach set 1 letters: <b>t, p</b> Reading and writing. Introduce key word: <b>can, see</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 2: Phase Two</b> Introduce and teach set 3/4 letters: <b>c, k, ck</b> Reading and writing. Introduce CEW word: <b>no, go</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 2: Phase Three</b> Introduce and teach set 6/7 letters: <b>w, x, y,</b> Sing alphabet song Introduce CEW: <b>he, she</b> <b>Learn the alphabet song.</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 2: Phase Three</b> Introduce and teach trigraph: <b>igh</b> Reading and writing. <b>Learn the alphabet song.</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 2: Phase Three</b> Introduce and teach digraphs: <b>oa, oo,</b> Reading and writing. <b>Learn the alphabet song.</b> Introduce CEW: <b>my</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 2: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Teach reading the tricky words: <b>have, like, some, come</b></p>
<p><b>Week 6: Phase two</b> Introduce and teach set 2 letters: <b>n, i</b> Reading and writing. Introduce key word: <b>dog, cat</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 3: Phase Two</b> Introduce and teach set 4 letters: <b>ck, e, u</b> Reading and writing. Introduce CEW word: <b>to, into</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 3: Phase Three</b> Introduce and teach set 7 letters: <b>z, zz,</b> Sing alphabet song Re-cap CEW/HFW/key words. <b>Learn the alphabet song.</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>BACK TO SCHOOL LEARNING</b> <b>Week 3: Assessment week</b></p>	<p><b>Week 3: Phase Three</b> Introduce and teach digraphs: <b>oo, ar,</b> Reading and writing. <b>Learn the alphabet song.</b> Introduce CEW: <b>you</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 3: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Teach reading the tricky words: <b>were, there, little, one</b></p>
<p><b>Week 7: Phase two</b> Introduce and teach set 2 letters: <b>m, d</b> Reading and writing. Introduce key word: <b>mum, dad</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 4: Phase Two</b> Introduce and teach set 4/5 letters: <b>r, b, h</b> Reading and writing. Introduce HFW word: <b>is, in, it, at</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 4: Phase Three</b> Introduce and teach digraphs: <b>qu, ch,</b> Reading and writing. <b>Learn the alphabet song.</b> Introduce CEW: <b>we, me, be</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 4: Phase Three</b> Re-cap taught CEW Re-cap digraphs: <b>qu, ch</b></p>	<p><b>Week 4: Phase Three</b> Introduce and teach digraphs: <b>ur, or</b> Reading and writing. <b>Learn the alphabet song.</b> Introduce CEW: <b>they</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 4: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Teach reading the tricky words: <b>do, when, out, what</b></p>

## Phonics Long Term Plan 2020-2021

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		<p><b>Week 5: Phase Two</b> Introduce and teach set 5 letters: <b>h, f, ff</b> Reading and writing. Re-cap CEW/HFW/key words. (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 5: Phase Three</b> Introduce and teach digraphs: <b>sh, th</b> Reading and writing. <b>Learn the alphabet song.</b> Re-cap CEW. (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 5: Phase Three</b> Re-cap taught CEW Re-cap digraphs: <b>sh, th</b></p>	<p><b>Week 5: Phase Three</b> Introduce and teach tri/digraphs: <b>oi, ow</b> Reading and writing. <b>Learn the alphabet song.</b> Re-cap CEW. (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 5: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Re-cap phase 2, 3 and 4 CEW.</p>
		<p><b>Week 6: Phase Two</b> Introduce and teach set 5 letters: <b>l, ll, ss</b> Reading and writing. Re-cap CEW/HFW/key words. (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 6: Phase Three</b> Introduce and teach digraphs: <b>ng, ai</b> Reading and writing. <b>Learn the alphabet song.</b> Introduce CEW: <b>was</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 6: Phase Three</b> Re-cap taught CEW Re-cap digraphs: <b>ng, ai</b></p>	<p><b>Week 6: Phase Three</b> Introduce and teach trigraphs: <b>air, ear</b> Reading and writing. <b>Learn the alphabet song.</b> (Jolly Phonics songs to support teaching of letters and sounds) (RWI letter rhymes to support teaching of writing)</p>	<p><b>Week 6: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Re-cap phase 2, 3 and 4 CEW.</p>
		<p><b>Week 7: Phase Two</b> Re-cap all phase 2 sounds and words.</p>				<p><b>Week 7: Phase Three</b> Consolidation of phase 3 sounds for year 1 preparation.  Re-cap phase 2, 3 and 4 CEW.</p>
Y1	<p>Due to phased returns: <b>Week 4: Phase Three</b> Teaching reading of Year 1 CEW: <b>my, by</b> Teach new digraphs: <b>ch, sh</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 1: Phase Three</b> Teaching reading of Year 1 CEW: <b>are, were, was, saw</b> Teach new digraphs: <b>oo, oo</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 1: Phase Five</b> Teaching reading of Year 1 CEW: <b>put, push, pull, full</b> Teach new graphemes: <b>wh, ph</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 1: Phase Five</b> Teach new graphemes: <b>aw, au</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 1: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check  Re-capping Y1 CEW</p>	<p><b>Week 1: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>
	<p><b>Week 5: Phase Three</b> Teaching reading of Year 1 CEW: <b>he, she, we, be, me</b> Teach new digraphs: <b>th, ng</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 2: Phase Three</b> Teaching reading of Year 1 CEW: <b>you, your,, they, today</b> Teach new digraphs: <b>ar, or</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 2: Phase Five</b> Teaching reading of Year 1 CEW: <b>friend, school</b> Teach new graphemes: <b>ay, ie</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 2: Phase Five</b> Teach new graphemes: <b>oy, a-e</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 2: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check.  Re-capping Y1 CEW</p>	<p><b>Week 2: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>

## Phonics Long Term Plan 2020-2021

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	<p><b>Week 6: Phase Three</b> Teaching reading of Year 1 CEW: <b>is, his, has</b> Teach new digraphs: <b>ai, ee</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 3: Phase Three</b> Teaching reading of Year 1 CEW: <b>of, said, says</b> Teach new digraphs: <b>ur, ow</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 3: Phase Five</b> Teaching reading of Year 1 CEW: <b>all, when, what</b> Teach new graphemes: <b>ea, oe</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 3: Phase Five</b> Teach new graphemes: <b>e-e, o-e</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 3: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check.  Re-capping Y1 CEW</p>	<p><b>Week 3: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>
	<p><b>Week 7: Phase Three</b> Teaching reading of Year 1 CEW: <b>no, go, so, do, to</b> Teach new digraphs: <b>igh, oa</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 4: Phase Three</b> Teaching reading of Year 1 CEW: <b>here, there, where</b> Teach new digraphs/trigraph: <b>oi, ear</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 4: Phase Five</b> Teaching reading of Year 1 CEW: <b>their, have, like, little</b> Teach new graphemes: <b>ow, ey</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 4: Phase Five</b> Teach new graphemes: <b>i-e, u-e</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 4: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check.  Re-capping Y1 CEW</p>	<p><b>Week 4: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>
		<p><b>Week 5: Phase Three</b> Teaching reading of Year 1 CEW: <b>house, our, out</b> Teach new trigraphs: <b>air, ure</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 5: Phase Five</b> Teaching reading of Year 1 CEW: <b>look, called, asked, could</b> Teach new graphemes: <b>ir, ou</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 5: Phase Five</b> Teaching spelling of: days of the week</p>	<p><b>Week 5: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check.  Re-capping Y1 CEW</p>	<p><b>Week 5: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>
		<p><b>Week 6: Phase Three</b> Teaching reading of Year 1 CEW: <b>love, come, some</b> Teach new digraph: <b>er</b> Practise reading and spelling words containing new grapheme. Re-cap taught phase 3 sounds.</p>	<p><b>Week 6: Phase Five</b> Teaching reading of Year 1 CEW: <b>oh, Mr, Mrs, people</b> Teach new graphemes: <b>ew, ue</b> Practise reading and spelling words containing new graphemes.</p>	<p><b>Week 6: Phase Five</b> Re-cap ew, ue, u-e.</p>	<p><b>Week 6: Phase Five</b> Re-cap all phase 5 in readiness for Phonics Screening Check.  Re-capping Y1 CEW</p>	<p><b>Week 6: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>
		<p><b>Week 7: Phase Four</b> Teaching reading of Year 1 CEW: <b>one, once, ask</b> Practise reading and spelling words containing new graphemes.  <b>HOME LEARNING - Adjacent consonant</b></p>				<p><b>Week 7: Phase Five</b> Applying phase 5 taught sounds in writing.  (Taught up to split digraphs in phase 5).</p>

## Phonics Long Term Plan 2020-2021

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Y2	<p>Due to phased returns:  <b>Week 3: Revision (phase 5)</b>            Phase 5 GPCs including polysyllabic words.</p> <p>Assess all Year 1 CEWS send home the ones to practise.            Re-cap CEW throughout this half term.</p>	<p><b>Week 1: Spelling</b>            CEW: was, people, because  <b>Homophone of the week:</b> sea/see  <b>Un prefix</b></p>	<p><b>Week 1: Spelling</b>            Silent letters Wr-            Write, written, wrote, wriggle, wrong, wreck, wrist            Kn - knock, knee, knit knew, knight            Gn -gnat gnaw            CEW: again, every, everybody, even  <b>Homophone of the week:</b>            sun/son/won/one</p>	<p><b>Week 1: Spelling</b>            Adding '-es' to verbs and nouns ending in 'y'- cry cries fly flies carried ladies babies            CEW: Half, most, busy  <b>Homophone of the week:</b> To, two, too</p>	<p><b>Week 1: Revision</b>            CEW: Consolidation</p> <p>Assessing what has already been taught.</p>	<p><b>Week 1: Revision</b>            Re-capping and applying taught sounds in writing.</p>
	<p><b>Week 4: Revision (phase 5)</b>            a-e, e-e            (recap ay and ee sound family)            CEW: assessment information</p>	<p><b>Week 2: Spelling</b>            CEW: every, everybody, children  <b>Homophone of the week:</b> sea/see            Ing - suffix</p>	<p><b>Week 2: Spelling</b>  <b>Y1 and Y2 Contractions</b>            CEW: Last, past, fast, class  <b>Homophone of the week:</b>            blue/blew</p>	<p><b>Week 2: Spelling</b>  <b>-ly suffix (adverbs)</b>            lonely, angrily, sadly, quietly, bravely, strangely, quickly            CEW: Water, climb, behind  <b>Homophone of the week:</b> To, two, too</p>	<p><b>Week 2: Revision</b></p> <p>Re-capping suffixes/root word/spelling rule.</p> <p>(Application of alternate graphemes).</p>	<p><b>Week 2: Revision</b>            Re-capping and applying taught sounds in writing.</p>
	<p><b>Week 5: Revision (phase 5)</b>            i-e, o-e            (Recap ie and oe sound families)            CEW: assessment information</p>	<p><b>Week 3: Spelling</b>            CEW: even, great, break, steak  <b>Homophone of the week:</b> be/bee  <b>Ed suffix</b>  <b>Homophones :</b>            blue/blew            bee/be            sea/see</p>	<p><b>Week 3: Spelling</b>            spelt 'iin common exception words (find, kind, mind, behind, child, wild, climb)            CEW: Grass, path, plant, pass  <b>Homophone of the week:</b>            Night/knight</p>	<p><b>Week 3: Spelling</b>  <b>-ey</b>            Monkey, donkey, key, valley, chimney, honey            CEW: Both, money, clothes  <b>Homophone of the week:</b> To, two, too</p>	<p><b>Week 3: Revision</b></p> <p>Re-capping suffixes/root word/spelling rule.</p> <p>(Application of alternate graphemes).</p>	<p><b>Week 3: Revision</b>            Re-capping and applying taught sounds in writing.</p>
	<p><b>Week 6: Revision (phase 5)</b>            u-e, u-e recap ue sound families.            CEW: assessment information</p>	<p><b>Week 4: Spelling</b>            CEW: door, floor, poor  <b>Homophone of the week:</b> be/bee            Ed and ing suffix</p>	<p><b>Week 4: Spelling</b>            dge / ge - badge edge dodge fudge            bridge village huge, giant, gem            CEW: Bath, hour, prove, move  <b>Homophone of the week:</b> There, their, they're</p>	<p><b>Week 4: Spelling</b>            le - apple, table            el - camel            towel  <b>-al</b>            Medal, capital, hospital, pedal, animal, metal            CEW: old, cold, told, hold, gold, bold, fold  <b>Homophone of the week:</b>            Hear/here</p>	<p><b>Week 4: Revision</b></p> <p>Re-capping suffixes/root word/spelling rule.</p> <p>(Application of alternate graphemes).</p>	<p><b>Week 4: Revision</b>            Re-capping and applying taught sounds in writing.</p>

## Phonics Long Term Plan 2020-2021

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<p><b>Week 7: Revision (phase 5)</b> Assess Phase 5 phonics sounds Ow - oa Ie - ee <b>CEW:</b> assessment information</p>	<p><b>Week 5: Spelling/Phase 5</b> <b>CEW:</b> most, only, after, fast <b>Homophone of the week:</b> no/know Teach Y1 and Y2 er and est  Adding er, est, ed, ing. Pat patted patting clap clapped clapping run running</p>	<p><b>Week 5: Spelling</b> C as s city, site, race, cycle, circle, ice, Cinderella <b>CEW:</b> Improve, sugar, eye, sure <b>Homophone of the week:</b> There, their, they're</p>	<p><b>Week 5: Spelling</b> <b>o/ spelt 'a' after 'w' and 'qu'</b> Want, wander, watch, wasp, squash, quarrel <b>CEW:</b> there, their, they're, new, knew, know, no <b>Homophone of the week:</b> Hear/here</p>	<p><b>Week 5: Revision</b> Re-capping suffixes/root word/spelling rule.  (Application of alternate graphemes).</p>	<p><b>Week 5: Revision</b> Re-capping and applying taught sounds in writing.</p>
	<p><b>Week 6: Spelling</b> <b>CEW:</b> Assessment information <b>Homophone of the week:</b> new/knew <b>Plurals</b></p>	<p><b>Week 6: Spelling</b> Suffix words -ful -less <b>CEW:</b> Should, who, any, many <b>Homophone of the week:</b> Quite, quiet</p>	<p><b>Week 6: Spelling</b> /or sound spelled 'a' before ll . all ball call walk talk always fall <b>CEW:</b> Consolidation <b>Homophone of the week:</b> bear/bare</p>	<p><b>Week 6: Revision</b> Re-capping suffixes/root word/spelling rule.  (Application of alternate graphemes).</p>	<p><b>Week 6: Revision</b> Re-capping and applying taught sounds in writing.</p>
<p><b>Week 7: Assessment</b></p>	<p><b>Week 7: Revision</b> <b>CEW:</b> Assessment information <b>Homophone of the week:</b> Consolidation Consolidation of spelling rules.</p>				<p><b>Week 7: Revision</b> Re-capping and applying taught sounds in writing.</p>