



Phonics Medium Term Planning - Letters and Sounds

Nursery- Phase 1/Early Phase 2					
Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1 Summer 2
<p>Listening activities</p> <ul style="list-style-type: none"> - Environmental Sounds 	<p>Listening activities</p> <ul style="list-style-type: none"> - Instrumental Sounds 	<p>Making different sounds</p> <ul style="list-style-type: none"> - Instrumental percussion - Body Percussion 	<p>Rhythm & Rhyme</p> <ul style="list-style-type: none"> - Songs - Nursery Rhymes - Rhyming words (Example: cat and mat) 	<p>Alliteration & Matching sounds</p> <ul style="list-style-type: none"> - Link to SATPIN sounds <p>Set 1 and 2 of phase 2 phonics</p> <ul style="list-style-type: none"> - Phoneme/Grapheme recognition through alliteration and song focused. - s/ss, a, t, p - i, n, m, d 	<p>Phase 2</p> <ul style="list-style-type: none"> - Set 1 and 2 Initial sounds and oral blending focus. (S-A-T) - s/ss, a, t, p - i, n, m, d

Reception- Phase 2/3/4				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1/2
<p>Phase 1(2 weeks)</p> <ul style="list-style-type: none"> - Matching sounds to pictures - Listening activities (environmental and instrumental sounds). <p>Phase 2(5-6 weeks)</p> <ul style="list-style-type: none"> - Identifying phonemes when shown - initial sounds in words 	<p>Phase 2(2 weeks)</p> <ul style="list-style-type: none"> - initial sounds in words - Oral segmenting/blending - blending using magnetic letters. - Application of phase 2 sounds to writing and reading cvc words. - Tricky words: the, to, I, no, go <p>Phase 3(5 weeks)</p> <ul style="list-style-type: none"> - Learn phase 3 graphemes - identify when shown 	<p>Phase 3(6 weeks)</p> <ul style="list-style-type: none"> - Learn phase 3 graphemes - identify when shown. - Introduce digraph/trigraph terms. - Orally blend and segment to read and write cvc words. - Begin to write and read cvcc and ccvc words. 	<p>Phase 3 (3 weeks)</p> <ul style="list-style-type: none"> - Revisit phase 3 taught - Recap on sounds and focus on alternative sounds(ow/oa) - Oral blending to read and segment words 	<p>Phase 4(3 weeks)</p> <ul style="list-style-type: none"> - Say and identify all taught phases. - Learn blends. - Blend and segment to read and write cvcc and ccvc words.

<ul style="list-style-type: none"> - Oral blending/segmenting vc words - - 	<ul style="list-style-type: none"> - Orally blend and segment to read and write cvc words - Begin to write and read cvcc and ccvc words. - Tricky words: he, she, me, we, be, 	<ul style="list-style-type: none"> - Tricky words: was, my, you, her, they 	<ul style="list-style-type: none"> - Apply taught sounds to reading and writing. - Recap on all tricky words- he, she, me, we, be, was, my, you, her, they 	<p>Revisit and Recap-Application of phase 2/3/4 (12 weeks)</p> <ul style="list-style-type: none"> - Flashcard recap from phase 2-4 over the weeks. - Oral segmenting (b-o-x). - Blending/segmenting to read and write cvc, ccvc, cvcc words. - Focus on writing tricky words from phase 2/3: the, to, I, no, go, he, she, me, we, be, was, my, you, her, the
---	--	---	--	---



Year 1-Phase 3-6 (Children staggered across the year group into phase groups)

<p>Phase 3 (taught up to 12 weeks)</p> <ul style="list-style-type: none">- Practise recognition and recall of Phase 2.- Learn phase 3 graphemes, identify when shown.- Orally blend and segment to read and write cvc words.- Begin to write and read cvcc and ccvc words.- Practise reading real and alien words.- Writing words containing two adjacent consonants (CCVCC words).- Applying words to contexts- structure in a sentence orally and writing.- Common exception words reading, writing and spelling:<p>he she we be you all her was they</p>	<p>Phase 4 (taught up to 6 weeks)</p> <ul style="list-style-type: none">- Say and identify all taught phases.- Learn blends.- Blend and segment to read and write cvcc and ccvc words.- Practise blending to read real and alien words.- Applying words to contexts- structure in a sentence orally and writing.- Common exception words reading, writing and spelling:<table border="1"><tr><td>went</td><td>just</td><td>like</td><td>some</td></tr><tr><td>from</td><td>help</td><td>one</td><td>come</td></tr><tr><td>children</td><td>said</td><td>have</td><td>there</td></tr><tr><td>little</td><td>were</td><td>do</td><td>what</td></tr><tr><td>it's</td><td>out</td><td>when</td><td>so</td></tr></table>	went	just	like	some	from	help	one	come	children	said	have	there	little	were	do	what	it's	out	when	so	<p>Phase 5 (taught throughout)</p> <ul style="list-style-type: none">- Recap and give the sound of all graphemes taught from all phases.- Learn new phase 5 graphemes including split digraphs- Teach new graphemes for reading (about four per week)- Practise reading and spelling words with adjacent consonance- Write the common graphemes for any given sound.- Apply phonic knowledge and skill to read and write unfamiliar words that are not completely decodable.- Practise reading and spelling common words Practise reading and spelling polysyllabic words- Practise reading/writing sentences.	<p>Phase 6</p> <ul style="list-style-type: none">- Write the common graphemes for any given sound.- Allow children to gain fluency in reading by reading words in sentences and polysyllabic words.- Teaching the past tense - simple past tense orally first.- Teach common verbs which have irregular past tense e.g go-went, say-said.- Investigate and learn how to add suffixes to change the meaning and tense of words.- Adding s and es to verbs and nouns- singular and plural.
went	just	like	some																				
from	help	one	come																				
children	said	have	there																				
little	were	do	what																				
it's	out	when	so																				



Year 2-Phase 5&6

Phase 3 and 4 Recap (Used to support target children who did not pass phonics testing in Year 1)

- Recap phase 3 graphemes, identify when shown.
- Recap blends
- Blend and segment to write and read cvcc and ccvc words.
- Practise reading real and alien words.
- Applying words to contexts- structure in a sentence orally and writing.
- Common exception words reading, writing and spelling:

went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
it's	out	when	so

Phase 5 Recap- Taught in Autumn 1

Recap and give the sound of all graphemes taught from all phases.

- Recap phase 5 graphemes including split digraphs
- To secure the reading and spelling of words containing different spellings for phonemes (e.g. /igh/, igh, ie, y, i-e - I, night, tie, my)
- Practise reading and spelling words with adjacent consonance
- Apply phonic knowledge and skill to read and write unfamiliar words that are not completely decodable.
- Practise reading and spelling common words
Practise reading and spelling polysyllabic words
- Read and spell less common alternative graphemes, including trigraphs

Phase 6

Autumn 2

- To understand and begin to learn the conventions for adding the suffix -ing for present tense and -ed for past tense (e.g. play - playing, played)

Spring Term

- To split compound words into their component parts and to use this knowledge to support spelling (e.g. milkman, pancake)
- To learn how to add common suffixes to words (e.g. plurals, -ly, -ful: book - books, loud - loudly, harm - harmful)

Summer Term

- To add common prefixes to root words and to understand how they change meaning (e.g. happy - unhappy, fair - unfair)

To discriminate syllables in multisyllabic words as an aid to spelling (e.g. tomorrow, together)