

'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

Phonics Long Term Plan

2025-2026

'Shine like stars in the world. 'Philippians 2:15

Phonics Long Term Curriculum

Phonics Long Term Plan – Unlocking Letters & Sounds

Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<i>Phase 1 alongside Phase 2 – sound discrimination, phonological awareness, rhyme, oral blending and segmenting</i> The teaching sequence – Revisit – Teach – Practise – Apply – Assess					
<p>Phase 2 Week 2 – 8.9.25 (slides 1-5) <i>s, a, t, p</i> Week 3 – 15.9.25 (slides 6-10) <i>i, n, m, d</i> Week 4 – 22.9.25 (slides 11-15) <i>g, o, c, k</i> CEW Read: the Week 5 – 29.9.25 (slides 16-20) <i>ck, e, u, r</i> CEW Read: to, into Week 6 – 6.10.25 (slides 21-25) <i>h, b, f, ff</i> CEW Read: no, l Week 7 – 13.10.25 (slides 26-30) <i>l, ll, ss</i> Read words with -s ending CEW Read: go Week 8 – 20.10.25 (Short wk) Assess and review Phase 2 Highlight - red</p>	<p>Phase 3 Week 1- 3.11.25 (slides 1-5) <i>j, v, w, x</i> CEW Read: me Week 2 – 10.11.25 (slides 6-10) <i>y, z, zz, qu</i> CEW Read: we, be Week 3 – 17.11.25 (slides 11-15) <i>ch, sh, th (voiced and unvoiced) ng</i> CEW Read: he, she Week 4 – 24.11.25 (slides 16-20) <i>ai, ee, igh, oa</i> CEW Read: was, you Week 5 – 1.12.25 (slides 21-25) <i>oo, ar, or, ur</i> CEW Read: they, all Week 6 – 8.12.25 (slides 26-27) <i>ing endings</i> Week 7 – 15.12.25 Assess and review Reinforce Phase 3 coverage Highlight - yellow</p>	<p>Continue Phase 3 Week 1- 5.1.26 (slides 31-35) <i>ow oi ear air</i> CEW Read: are, my Week 2 - 12.1.26 (slides 36-40) <i>ure er</i> read words containing digraphs and trigraphs CEW Read: her Phase 3 (Mastery) Week 3 – 19.1.26 (slides 1-5) Revisit GPCs: <i>j v w x</i> Revisit CEW Read: me Week 4 – 26.1.26 (slides 6-10) Revisit GPCs: <i>y z zz qu</i> Revisit CEW Read: we, be Week 5 – 2.2.26 (slides 11-15) Revisit GPCs: <i>ch sh th ng</i> Revisit CEW Read: he, she Week 6 – 9.2.26 (slides 16-20) Revisit GPCs: <i>ai ee igh oa</i> Revisit CEW Read: was, you Assess and review Phase 3 coverage Highlight in orange</p>	<p>Phase 3 (Mastery) Week 1 – 23.2.26 (slides 21-25) Revisit GPCs: <i>oo ar or ur</i> Revisit CEW Read: they, all Week 2 – 2.3.26 (slides 26-30) Revisit GPCs: <i>ow oi ear air</i> Revisit CEW Read: are, my Week 3 – 9.3.26 (slides 31-35) Revisit GPCs: <i>ure, er</i> Words containing digraphs and trigraphs Revisit CEW Read: her Week 4 – 16.3.26 Assess and review Phase 3 work Highlight in green Phase 4 begins CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Week 5 – 23.3.26 (slides 1-5) <i>_ft, _ld, _lk, _lt</i> Read: said, have Spell: she, be</p>	<p>Phase 4 continues Week 1 – 13.4.26 (slides 6-10) <i>_mp, _nd, _nk, _nt</i> Read: like, so, do Spell: was, you Week 2 – 20.4.26 (slides 11-15) <i>_sk, _st, _ct, _pt, _xt</i> Read: some, come Spell: they, all, are Week 3 – 27.4.26 (slides 16-20) <i>bl, br, cl, cr</i> Read: were, there Write: my, her Week 4 – 4.5.26 (slides 21-25) <i>gl, gr, pl, pr, sm, sn</i> Read: little, one Read words containing -ed endings with no change to the root word Week 5 – 11.5.26 (slides 26-30) <i>sp, st, sw, tr, tw,</i> Read: when, out, what Read words containing -ing endings with no change to the root word Week 6 – 18.5.26 Assess and review Phase 2, 3 and 4 Highlight in blue</p>	<p>Phase 4 (Mastery) Week 1 – 1.6.26 (slides 1-5) CVCC words: teach blending of words with adjacent consonants containing graphemes taught in Phase 3 CEW Read and spell: said, have Week 2 – 8.6.26 (slides 6-10) CVCC words: teach blending of words with adjacent consonants containing graphemes taught in Phase 3 CEW Read and spell: like, so, do Week 3 – 15.6.26 (slides 11-15) Teach blending of polysyllabic CVCC and CCVC words CEW Read: some, come Week 4 – 22.6.26 (slides 16-20) Teach blending of CCVCC CEW Read: were, there Week 5 – 29.6.26 (slides 21-25) Teach blending of CCVCC and polysyllabic CCVCC words CEW Read: little, one Week 6 – 6.7.26 Teach blending of CCCVCC CEW Read: when, out, what Week 7 – 13.7.26 Assess and review Phase 2, 3 and 4 Highlight in purple</p>
Progress Secure Phase 2		Progress Secure Phase 3		Progress Complete Phase 4	
Reading Stars Phonics Decodable Phase 2		Reading Stars Phonics Decodable Phase 2/3		Reading Stars Phonics Decodable Phase 4	
Lowest 20% - intervention		Lowest 20% - intervention		Exceeding Decodable Phase 4/5 Lowest 20% - intervention	

'Shine like stars in the world. 'Philippians 2:15

Phonics Long Term Curriculum

Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
The teaching sequence – Revisit – Teach – Practise – Apply – Assess					
<p>Phase 4 Revision plus Y1 NC Requirements</p> <p>Week 2: Revise Phase 4 - 8.9.25 (slides 1-5) Teach adding -s and -es as a plural marker for nouns. Teach adding -s and -es as a third person singular marker for verbs. Revisit blending of words where -es and -es are added.</p> <p>Week 3: Revise Phase 4 15.9.25 (slides 6-10) Teach adding the suffix -ing to verbs.</p> <p>Week 4: Revise Phase 22.9.25 (slides 11-15) Teach adding the suffix -ed to verbs. Teach adding the suffix -er to verbs to change them to a noun. Revisit adding the suffixes -ed and -er to verbs.</p> <p>Week 5: Revise Phase 4 29.9.25 (slides 16-20) Teach adding the suffix -er to adjectives. Revisit adding the suffixes -est</p> <p>Week 6: Revise Phase 4 6.10.25 (slides 21-25) Teach adding the prefix un to verbs. Teach adding the prefix un to adjectives.</p> <p>Week 7: Revise Phase 4 13.10.25 (slides 26-30) Teach reading words with contractions.</p> <p>Week 8 – 20.10.25 Assess and review</p>	<p>Complete Phonics Screening Check – baseline Begin Phase 5 (a)</p> <p>Week 1 – 3.11.25 (slides 1-5) Teach new graphemes for reading: ay ou ie ea Teach the days of the week. CEW New (read): oh, their Days of the week</p> <p>Week 2 – 10.11.25 (slides 6-10) Teach new graphemes for reading: oy ir ue(glue) ue(cue) CEW Revisit and spell: said, so New (read): people</p> <p>Week 3 – 17.11.25 (slides 11-15) Teach new graphemes for reading: aw wh ph ew(blew) CEW Revisit and spell: have New (read): Mr, Mrs</p> <p>Week 4 – 24.11.25 (slides 16-20) Teach new graphemes for reading: ew(few) oe au ey Teach new phoneme /zh/ CEW Revisit and spell: like, New (read): looked, called</p> <p>Week 5 – 1.12.25 (slides 21-25) Teach new graphemes for reading: a-e e-e i-e o-e CEW Revisit and spell: some, come, called</p> <p>Week 6 – 8.12.25</p>	<p>Complete Phonics Screening Check – check for progress Phase 5 (a) Mastery</p> <p>Week 1 – 5.1.26 (slides 1-5) Revisit: ay ou ie ea Teach correct use on -nk (NC) CEW Read and spell: oh, their Spell: Days of the week</p> <p>Week 2 – 12.1.26 (slides 6-10) Revisit: oy ir ue(glue) ue(cue) Teach correct use on -ph (NC) CEW Read: people Spell: said, so, people</p> <p>Week 3 – 19.1.26 (slides 11-15) Revisit: aw wh ph ew(blew) Teach correct use on -wh (NC) CEW Read: Mr, Mrs Spell: have, Mr, Mrs</p> <p>Week 4 – 26.1.26 (slides 16-20) Revisit: ew(few) oe au ey Teach correct use on -tch (NC) CEW Read: looked, called Spell: like, looked, called</p> <p>Week 5 – 2.2.26 (slides 21-25) Revisit: a-e e-e i-e o-e Teach correct use on -ve (NC) CEW Read: called Spell: some, come, called</p> <p>Week 6 – 9.2.26 (slides 26-30) Revisit: u-e(flute) u-e(cube)</p>	<p>Continue to prepare for Phonics Screening Check Phase 5 (b)</p> <p>Teach alternative pronunciations of known graphemes for reading</p> <p>Week 1 – 23.2.26 (slides 1-5) a (as in acorn), a (as in fast), a (as in was), e (as in he) CEW Read: water, where, who, again Revisit and spell: little, one</p> <p>Week 2 – 2.3.26 (slides 6-10) i (as in mind), o (as in no), u (as in unit), u (as in put) CEW Read: thought, through, mouse, work Revisit and spell: do</p> <p>Week 3 – 9.3.26 (slides 11-15) ow (as in snow), ie (as in chief), ea (as in head), er (as in her) CEW Read: many, laughed, because Revisit and spell: when, what</p> <p>Week 4 – 16.3.26 (slides 16-20) ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym) CEW Read: different, any, eyes Spell: out</p> <p>Week 5 – 23.3.26 (slides 21-25)</p>	<p>Phonics Screening Check Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 – 13.4.26 (slides 1-5) /ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) CEW Spell: oh</p> <p>Week 2 – 20.4.26 (slides 6-10) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) CEW Spell: their</p> <p>Week 3 – 27.4.26 (slides 11-15) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy)</p> <p>Week 4 – 4.5.26 (slides 16-20) /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) CEW Revisit and spell: people</p> <p>Week 5 – 11.5.26 (slides 21-25) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all)</p>	<p>Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 – 1.6.26 (slides 26-30) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word) CEW Revisit and spell: looked</p> <p>Week 2 – 8.6.26 (slides 31-35) /oo/ (as in could) /oo/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea)</p> <p>Week 3 – 15.6.26 (slides 36-40) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) CEW Revisit and spell: called, asked</p> <p>Week 4 – 22.6.26 (slides 41-45) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low)</p> <p>Week 5 – 29.6.26 (slides 46-50) /oa/ (as in toe) /oa/ (as in bone) /ly)oo/ (as in cue) /ly)oo/ (as in tune)</p> <p>Week 6 – 6.7.26 (slides 51-55)</p>

'Shine like stars in the world. 'Philippians 2:15

Phonics Long Term Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The teaching sequence – Revisit – Teach – Practise – Apply – Assess – the sequence will be worked through over a number of sessions					
<p>Unlocking Letters & Sounds Phase 5 (a) Week 2 – 8.9.25 Spellings choosing from alternative graphemes with the same sound: <i>oi/ay, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</i> Revise reading all CEW Week 3 – 15.9.25 Spellings choosing from alternative graphemes with the same sound: <i>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</i> Revise reading all CEW</p> <p>Phase 5 (b) Mastery Week 4 – 22.9.25 Revisit alternative pronunciations of known graphemes, for reading: <i>a (as in acorn)</i> <i>a (as in fast)</i> <i>a (as in was)</i> <i>e (as in he)</i> <i>i (as in mind)</i> CEW Revisit (read): <i>water, where, who, again</i> Week 5 – 29.9.25 Revisit alternative pronunciations of known graphemes, for reading: <i>o (as in no)</i> <i>u (as in unit)</i> <i>u (as in put)</i> <i>ow (as in snow)</i> <i>ie (as in chief)</i> CEW Revisit (read): <i>thought, through, mouse, work</i> Week 6 – 6.10.25 Revisit alternative pronunciations of known graphemes, for reading: <i>ea (as in head)</i> <i>er (as in her)</i></p>	<p>Unlocking Letters & Sounds Phase 5 (c) Mastery Week 1 – 3.11.25 (slides 6-10) Revisit alternative spellings of phonemes: <i>/s/ (as in house/listen)</i> <i>/z/ (as in please)</i> <i>/u/ (as in some/other)</i> <i>/ee/ (as in happy/donkey)</i> <i>/ear/ (as in here/deer)</i> Revisit reading all CEW Week 2 – 10.11.25 (slides 11-15) Revisit alternative spellings of phonemes: <i>/ar/ (as in father/half)</i> <i>/air/ (as in there/pear/bare)</i> <i>/or/ (as in all/four/caught)</i> <i>/ur/ (as in learn/word)</i> <i>/oor/ (as in could/put)</i> Revisit reading all CEW Week 3 – 17.11.25 (slides 16-20) Revisit alternative spellings of phonemes: <i>/ai/ (as in day/came)</i> <i>/ee/ (as in sea/these/happy/chief/key)</i> <i>/igh/ (as in pie/by/like)</i> <i>/oa/ (as in toe/bone)</i> <i>/y)oo/ (as in cue/tune/stew)</i> Revisit reading all CEW Week 4 – 24.11.25 (slides 21-22) Revisit alternative spellings of phonemes: <i>/oor/ (as in clue/June/blew)</i> <i>/sh/ (as in special/station/sugar/chef)</i> Revisit reading all CEW Week 5 – 1.12.25</p>	<p>Week 1 – 5.1.26 Words ending in 'le' Words ending in 'el'</p> <p>Week 2 – 12.1.26 Words ending in 'al' Words ending in 'il'</p> <p>Week 3 – 19.1.26 Words where the 'ur' sound spelt or after w The 'or' sound spelt ar after w</p> <p>Week 4 – 26.1.26 The 'zh' sound spelt s</p> <p>Week 5 – 2.2.26 Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound</p> <p>Week 6 – 9.2.26 Spelling CEW Assess and review. Assess and review CEW</p>	<p>Week 1 – 23.2.26 Words where /i/ sound spelt -y at the end of words.</p> <p>Week 2 – 2.3.26 Adding -ies to words ending in -y.</p> <p>Week 3 – 9.3.26 Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before.</p> <p>Week 4 – 16.3.26 Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Week 5 – 23.3.26 Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>Assess and review. Assess and review CEW</p>	<p>Week 1 – 13.4.26 Words ending in -tion</p> <p>Week 2 – 20.4.26 The /or/ sound spelt a before l and ll.</p> <p>Week 3 – 27.5.26 Words ending in '-ment', -ful and '-ness'</p> <p>Week 4 – 4.5.26 Words ending in -ly and -less</p> <p>Week 5 – 11.5.26 Words containing an apostrophe for possession.</p> <p>Week 6 – 18.5.26 Spelling CEW Assess and review. Assess and review CEW</p>	<p>Week 1 – 1.6.226 Homophones</p> <p>Week 2 – 8.6.26 Homophones and near homophones 2</p> <p>Week 3 – 15.6.26 Contractions</p> <p>Week 4 – 22.6.26 Spelling CEW</p> <p>Week 5 and 6 – 29.6.26 Question Words</p> <p>Week 7 – 13.7.26 Assess and review CEW</p>

'Shine like stars in the world. 'Philippians 2:15

Phonics Long Term Curriculum

<p><i>ou (as in you)</i> <i>ou (as in could)</i> <i>ou (as in mould)</i> CEW <i>Revisit (read): different, any, eyes</i> Week 7 – 13.10.25 <i>Revisit alternative pronunciations of known graphemes, for reading:</i> <i>y (as in by)</i> <i>y (as in gym)</i> <i>y (as in very)</i> <i>sch (as in school)</i> <i>ch (as in chef)</i> CEW <i>Revisit (read): friends, once, please</i> <i>Revisit reading all CEW</i> Week 8 – 20.10.25 <i>(slides 1-5)</i> <i>Revisit alternative spellings of phonemes:</i> <i>/ch/ (as in picture)</i> <i>/j/ (as in fudge)</i> <i>/m/ (as in lamb)</i> <i>/n/ (as in gnat)</i> <i>/n/ (as in knit)</i> <i>/r/ (as in wrap)</i> <i>Revisit reading all CEW</i></p> <p>Assess and review</p>	<p>Words where 'c' makes a /s/ sound before 'e' 'i' and y</p> <p>Week 6 and 7 – 8.12.25 Assessment and Review of all alternative spellings of Phonemes. Assessment and review of all common exception words.</p> <p>Highlight Yellow</p>				
---	---	--	--	--	--

Lowest 20% continue reading decodable books
1:1 intervention