

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



St Paul's Church of England Primary School

Phonics ***Long Term Curriculum***

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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</p> <p>Week 2 – 12.9.22 (slides 1-5) s, a, t, p</p> <p>Week 3 – 19.9.22 (slides 6-10) i, n, m, d</p> <p>Week 4 – 26.9.22 (slides 11-15) g, o, c, k CEW Read: the</p> <p>Week 5 – 3.10.22 (slides 16-20) ck, e, u, r CEW Read: to, into</p> <p>Week 6 – 10.10.22 (slides 16-20) h, b, f, ff CEW Read: no, I</p> <p>Week 7 – 17.10.22 (slides 26-30) l, ll, ss Read words with -s ending CEW Read: go</p> <p>Assess and review Phase 2</p>	<p>Phase 3</p> <p>Week 1- 31.10.22 (slides 1-5) j v w x CEW Read: me</p> <p>Week 2 – 7.11.22 (slides 6-10) y, z, zz, qu CEW Read: we, be</p> <p>Week 3 – 14.11.22 (slides 11-15) ch, sh, th (voiced and unvoiced) ng CEW Read: he, she</p> <p>Week 4 – 21.11.22 (slides 16-20) ai, ee, igh, oa CEW Read: was, you</p> <p>Week 5 – 28.11.22 (slides 21-25) oo, ar, or, ur CEW Read: they, all</p> <p>Week 6 – 5.12.22 Assess and review Phase 3 work Weeks 1 - 5</p>	<p>Continue Phase 3</p> <p>Week 1 – 3.1.23 (slides 26-30) ow oi ear air CEW Read: are, my</p> <p>Week 2 – 9.1.23 (slides 31-35) ure er CEW Read: her</p> <p>Week 3 – 16.1.23 Assess and review Phase 3 work</p> <p>Phase 3 (Mastery)</p> <p>Week 4 – 23.1.23 (slides 1-5) Revisit GPCs: j v w x Revisit CEW Read: me</p> <p>Week 5 – 30.1.23 (slides 6-10) Revisit GPCs: y z zz qu Revisit CEW Read: we, be</p> <p>Week 6 – 6.2.23 (slides 11-15) Revisit GPCs: ch sh th ng Revisit CEW Read: he, she</p>	<p>Phase 3 (Mastery)</p> <p>Week 1 – 20.2.23 (slides 16-20) Revisit GPCs: ai ee igh oa Revisit CEW Read: was, you</p> <p>Week 2 – 27.2.23 (slides 21-25) Revisit GPCs: oo ar or ur Revisit CEW Read: they, all</p> <p>Week 3 – 6.3.23 (slides 26-30) Revisit GPCs: ow oi ear air Revisit CEW Read: are, my</p> <p>Week 4 – 13.3.23 (slides 31-35) Revisit GPCs: ure, er Revisit CEW Read: her</p> <p>Week 5 – 20.3.23 Assess and review Phase 3 work</p> <p>Week 6 – 27.3.23 Assess and review Phase 3 work</p>	<p>Phase 4</p> <p>Weeks 1 - 6 <i>CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</i></p> <p>Week 1 – 17.4.23 (slides 1-5) _ft, _ld, _lk, _lt Read: said, have Spell: she, be</p> <p>Week 2 – 24.4.23 (slides 6-10) _mp, _nd, _nk, _nt Read: like, so, do Spell: was, you</p> <p>Week 3 – 1.5.23 (slides 11-15) _sk, _st, _ct, _pt, _xt Read: some, come Spell: they, all, are</p> <p>Week 4 – 8.5.23 (slides 16-20) bl, br, cl, cr Read: were, there Write: my, her</p> <p>Week 5 – 15.5.23 (slides 21-25) gl, gr, pl, pr, sm, sn Read: little, one</p> <p>Read words containing -ed endings with no change to the root word</p> <p>Week 6 – 22.5.23 (slides 26-30) sp, st, sw, tr, tw, Read: when, out, what</p> <p>Read words containing -ing endings with no change to the root word</p> <p>Assess and review Phase 2, 3 and 4</p>	<p>Phase 4 (Mastery)</p> <p>Week 1 – 6.6.23 (slides 1-5) CVCC words: teach blending of words with adjacent consonants containing graphemes taught in Phase 3 CEW Read and spell: said, have</p> <p>Week 2 – 12.6.23 (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</p> <p>Week 3 – 19.6.23 (slides 11-15) Teach blending of polysyllabic CVCC and CCVC words CEW Read: some, come</p> <p>Week 4 – 26.6.23 (slides 16-20) Teach blending of CCVCC CEW Read: were, there</p> <p>Week 5 – 3.7.23 (slides 21-25) Teach blending of CCVCC and polysyllabic CCVCC words CEW Read: little, one</p> <p>Week 6 – 10.7.23 Teach blending of CCCVCC CEW Read: when, out, what</p> <p>Assess and review Phase 2, 3 and 4</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 ¾	Exceeding Decodable Phase 4/5
Lowest 20% - daily intervention		Lowest 20% - daily intervention		Lowest 20% - daily intervention	Lowest 20% - daily intervention

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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 1: Assessment</p> <p>Week 2: Revise Phase 4 - 12.9.22 (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 19.9.22 (slides 6-10) Teach adding the suffix -ing to verbs.</p> <p>Week 4: Revise Phase 4 26.9.22 (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 3.10.22 (slides 16-20) Teach adding the suffix -er to adjectives. Revisit adding the suffixes -est</p> <p>Week 6: Revise Phase 4 10.10.22 (slides 21-25) Teach adding the prefix un to verbs. Teach adding the prefix un to adjectives.</p> <p>Week 7: Revise Phase 4 17.10.22 (slides 26-30)</p>	<p>Complete Phonics Screening Check – baseline Begin Phase 5 (a)</p> <p>Week 1 – 31.10.22 (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 – 7.11.22 (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 – 14.11.22 (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 – 21.11.22 (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 – 28.11.22 (slides 21-25) Teach new graphemes for reading: a-e e-e i-e o-e CEW</p>	<p>Complete Phonics Screening Check – check for progress Phase 5 (a) Mastery plus Y1 NC requirements</p> <p>Week 1 – 3.1.23 (slides 1-5) Revise new graphemes for reading: ay ou ie ea Revise the days of the week. Teach correct use on -nk (NC) CEW Read: oh, their Spell: Days of the week</p> <p>Week 2 – 9.1.23 (slides 6-10) Revise new graphemes for reading: oy ir ue(glue) ue(cue) Teach correct use on -ph (NC) CEW Read: people Spell: said, so, people</p> <p>Week 3 – 16.1.23 (slides 11-15) Revise new graphemes for reading: aw wh ph ew(blew) Teach correct use on -wh (NC) CEW Read: Mr, Mrs Spell: have, Mr, Mrs</p> <p>Week 4 – 23.1.23 (slides 16-20) Revise new graphemes for reading: ew(few) oe ai ey Teach correct use on -tch (NC) CEW Read: looked, called Spell: like, looked, called</p>	<p>Continue to prepare for Phonics Screening Check</p> <p>Phase 5 (b) Teach alternative pronunciations of known graphemes for reading</p> <p>Week 1 – 20.2.23 (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 – 27.2.23 (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 – 6.3.23 (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 -13.3.23 (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 – 20.3.23</p>	<p>Phonics Screening Check</p> <p>Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 – 17.4.23 (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 – 24.4.23 (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 – 1.5.23 (slides 11-15) /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy)</p> <p>Week 4 – 8.5.23 (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 – 15.5.23 (slides 21-25)</p>	<p>Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 – 6.6.23 (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 2 – 12.6.23 (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 3 – 19.6.23 (slides 41-45) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low)</p> <p>Week 4 – 26.6.23 (slides 46-50) /oa/ (as in toe) /oa/ (as in bone) /yoo/ (as in cue) /yoo/ (as in tune)</p> <p>Week 5 – 3.7.23 (slides 51-55) /yoo/ (as in stew) /oo/ (as in clue)</p>

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<p>Teach reading words with contractions.</p> <p>Assess and review</p>	<p>Revisit and spell: some, come, called</p> <p>Week 6 – 5.12.22 (slides 26-30)</p> <p>Teach new graphemes for reading: u-e(flute) u-e(cube) CEW</p> <p>Revisit and spell: were, there</p> <p>New (read): asked</p> <p>Assess and review</p>	<p>Week 5 – 30.1.23 (slides 21-25)</p> <p>Revise new graphemes for reading: a-e e-e i-e o-e</p> <p>Teach correct use on -ve (NC) CEW</p> <p>Read: called</p> <p>Spell: some, come, called</p> <p>Week 6 – 6.2.23 (slides 26-30)</p> <p>Revise new graphemes for reading: u-e(flute) u-e(cube)</p> <p>Revise all Phase 5a CEW</p> <p>Revisit (read): asked</p> <p>Revisit (write): were, there, asked</p> <p>Assess and review</p>	<p>(slides 21-25)</p> <p>y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p> <p>CEW</p> <p>Read: friends, once, please</p> <p>Revisit and spell: friends, once, please</p> <p>Week 6 – 27.3.23</p> <p>Assess and review</p>	<p>/ar/ (as in half)</p> <p>/air/ (as in there)</p> <p>/air/ (as in pear)</p> <p>/air/ (as in bare)</p> <p>/or/ (as in all)</p> <p>CEW</p> <p>Revisit and spell: Mr, Mrs</p> <p>Week 6 – 22.5.23</p> <p>/or/ (as in four)</p> <p>/or/ (as in caught)</p> <p>/ur/ (as in learn)</p> <p>/ur/ (as in word)</p> <p>CEW</p> <p>Revisit and spell: looked</p> <p>Assess and review</p>	<p>/oo/ (as in June)</p> <p>/oo/ (as in blew)</p> <p>Week 6 – 10.7.23 (slides 56-60)</p> <p>/sh/ (as in special)</p> <p>/sh/ (as in station)</p> <p>/sh/ (as in sugar)</p> <p>/sh/ (as in chef)</p> <p>Assess and review</p>
<p>Autumn Term – complete Phonics Screening Check to give Baseline</p> <p>Progress</p> <p>Evidence of pupils applying their phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.</p>			<p>Progress</p> <p>Almost all pupils are secure in Phase 5 by 31 May.</p> <p>Pupils meet and/or exceed the expected standard in the phonics screening check in June.</p>		
<p>Reading Stars Phonics Decodable Phase 3/4/5</p> <p>Lowest 20% - daily intervention</p>	<p>Reading Stars Phonics Decodable Phase 4/5</p> <p>GDS – start the book band scheme</p> <p>Lowest 20% - daily intervention</p>	<p>Reading Stars Phonics Decodable Phase 4/5</p> <p>GDS – continue book band scheme</p> <p>Lowest 20% - daily intervention</p>			

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Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 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 1 – Assessment Week 2 – 12.9.22 Spellings choosing from alternative graphemes with the same sound: oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e Revise reading all CEW Week 3 – 19.9.22 Spellings choosing from alternative graphemes with the same sound: ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you) Revise reading all CEW</p> <p>Phase 5 (b) Mastery Week 4 – 26.9.22 Revisit alternative pronunciations of known graphemes, for reading: a (as in acorn) a (as in fast) a (as in was) e (as in he) i (as in mind) CEW Revisit (read): water, where, who, again Week 5 – 3.10.22 Revisit alternative pronunciations of known graphemes, for reading: o (as in no) u (as in unit) u (as in put) ow (as in snow) ie (as in chief) CEW Revisit (read): thought, through, mouse, work</p>	<p>Unlocking Letters & Sounds Phase 5 (c) Mastery Week 1 – 31.10.2 (slides 1-5) Revisit alternative spellings of phonemes: /ch/ (as in picture) /j/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) Revisit reading all CEW Week 2 – 7.11.22 (slides 6-10) Revisit alternative spellings of phonemes: /s/ (as in house/listen) /z/ (as in please) /u/ (as in some/other) /ee/ (as in happy/donkey) /ear/ (as in here/deer) Revisit reading all CEW Week 3 – 14.11.23 (slides 11-15) Revisit alternative spellings of phonemes: /ar/ (as in father/half) /air/ (as in there/pear/bare) /or/ (as in all/four/caught) /ur/ (as in learn/word) /oo/ (as in could/put) Revisit reading all CEW Week 4 – 21.11.22 (slides 16-20) Revisit alternative spellings of phonemes: /ai/ (as in day/came)</p>	<p>Start wk beg 3.01.23 Spelling Shed</p> <p>Week 1 – 3.1.23 Words where 'c' makes a /s/ sound before 'e' 'i' and y</p> <p>Week 2 – 9.1.23 Words ending in 'le'</p> <p>Week 3 – 16.1.23 Words ending in 'al'</p> <p>Week 4 – 23.1.23 Words ending in 'al'</p> <p>Week 5 – 30.1.23 Words ending in 'il'</p> <p>Week 6 – 6.2.23 Assess and review. Assess and review CEW</p>	<p>Start wk beg 20.02.23 Spelling Shed</p> <p>Week 1 – 20.2.23 Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound</p> <p>Week 2 – 27.2.23 Words where '-es' is added to words ending in 'y'</p> <p>Week 3 – 6.3.23 Words where '-ed' is added to words ending in 'y'</p> <p>Week 4 – 13.3.23 Words where '-er' and '-est' are added to words ending in 'y'</p> <p>Week 5 – 20.3.23 Words where '-ing' as added to words ending in 'e'</p> <p>Week 6 – 27.3.23 Assess and review. Assess and review CEW</p>	<p>Start wk beg 17.04.23 Spelling Shed</p> <p>Week 1 – 17.4.23 Words where '-er' '-est' and '-ed' is added to words ending in 'e'</p> <p>Week 2 – 24.4.23 Words where '-ing' is added to single syllable words</p> <p>Week 3 – 1.5.23 Words where '-ed' is added to single syllable words</p> <p>Week 4 – 8.5.23 Words ending in '-ment' and '-ness'</p> <p>Week 5 – 15.5.23 Words ending in '-ful' and '-less'</p> <p>Week 6 – 22.5.23 Assess and review. Assess and review CEW</p>	<p>Start wk beg 06.06.23 Spelling Shed</p> <p>Week 1 – 6.6.23 Words that are homophones or near homophones</p> <p>Week 2 – 12.6.23 Words that are homophones or near homophones</p> <p>Week 3 – 19.6.23 Words ending in -tion</p> <p>Week 4 – 26.6.23 Words containing apostrophe for contraction</p> <p>Week 5 – 3.7.23 Words containing an apostrophe for possession.</p> <p>Week 5 – 10.7.23 – Assess and review. Assess and review CEW</p>

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<p>Week 6 - 10.10.22 Revisit alternative pronunciations of known graphemes, for reading: ea (as in head) er (as in her) ou (as in you) ou (as in could) ou (as in mould) CEW Revisit (read): different, any, eyes</p> <p>Week 7 – 17.10.22 Revisit alternative pronunciations of known graphemes, for reading: y (as in by) y (as in gym) y (as in very) sch (as in school) ch (as in chef) CEW Revisit (read): friends, once, please Revise reading all CEW</p> <p>Assess and review</p>	<p>/ee/ (as in sea/these/happy/chief/key) /igh/ (as in pie/by/like) /oa/ (as in toe/bone) /(y)oo/ (as in cue/tune/stew) Revisit reading all CEW</p> <p>Week 5 – 28.11.22 (slides 21-22) Revisit alternative spellings of phonemes: /oo/ (as in clue/June/blew) /sh/ (as in special/station/sugar/chef) Revisit reading all CEW</p> <p>Week 6 – 5.12.22 Assessment and Review of all alternative spellings of Phonemes. Assessment and review of all common exception words.</p>				
<p>Lowest 20% continue reading decodable books 1:1 intervention</p>					