

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



# **St Paul's Church of England Primary School**

## ***Phonics*** ***Long Term Curriculum***

**'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>					
<b>The teaching sequence – Revisit – Teach – Practise – Apply - Assess</b>					
<p><b>Phase 2</b>  <b>Week 2 – 12.9.22</b>                      (slides 1-5)                      s, a, t, p  <b>Week 3 – 19.9.22</b>                      (slides 6-10)                      i, n, m, d  <b>Week 4 – 26.9.22</b>                      (slides 11-15)                      g, o, c, k                      CEW                      Read: the  <b>Week 5 – 3.10.22</b>                      (slides 16-20)                      ck, e, u, r                      CEW                      Read: to, into  <b>Week 6 – 10.10.22</b>                      (slides 21-25)                      h, b, f, ff                      CEW                      Read: no, l  <b>Week 7 – 17.10.22</b>                      (slides 26-30)                      l, ll, ss                      Read words with -s ending                      CEW                      Read: go</p> <p><b>Assess and review Phase 2</b></p>	<p><b>Phase 3</b>  <b>Week 1- 31.10.22</b>                      (slides 1-5)                      j v w x                      CEW                      Read: me  <b>Week 2 – 7.11.22</b>                      (slides 6-10)                      y, z, zz, qu                      CEW                      Read: we, be  <b>Week 3 – 14.11.22</b>                      (slides 11-15)                      ch, sh, th (voiced and unvoiced) ng                      CEW                      Read: he, she  <b>Week 4 – 21.11.22</b>                      (slides 16-20)                      ai, ee, igh, oa                      CEW                      Read: was, you  <b>Week 5 – 28.11.22</b>                      (slides 21-25)                      oo, ar, or, ur                      CEW                      Read: they, all</p> <p><b>Week 6 – 5.12.22</b>  <b>Assess and review Phase 3 work Weeks 1 - 5</b></p>	<p><b>Continue Phase 3</b>  <b>Week 1 – 3.1.23</b>                      (slides 31-35)                      ow oi ear air                      CEW                      Read: are, my  <b>Week 2 – 9.1.23</b>                      (slides 36-40)                      ure er                      read words containing digraphs and trigraphs                      CEW                      Read: her  <b>Week 3 – 16.1.23</b>                      (slides 26-27)                      ing endings  <b>Assess and review Phase 3 work</b>  <b>Phase 3 (Mastery)</b>  <b>Week 4 – 23.1.23</b>                      (slides 1-5)                      Revisit GPCs: j v w x                      Revisit CEW                      Read: me  <b>Week 5 – 30.1.23</b>                      (slides 6-10)                      Revisit GPCs: y z zz qu                      Revisit CEW                      Read: we, be  <b>Week 6 – 6.2.23</b>                      (slides 11-15)                      Revisit GPCs: ch sh th ng                      Revisit CEW                      Read: he, she</p>	<p><b>Phase 3 (Mastery)</b>  <b>Week 1 – 20.2.23</b>                      (slides 16-20)                      Revisit GPCs: ai ee igh oa                      Revisit CEW                      Read: was, you  <b>Week 2 – 27.2.23</b>                      (slides 21-25)                      Revisit GPCs: oo ar or ur                      Revisit CEW                      Read: they, all  <b>Week 3 – 6.3.23</b>                      (slides 26-30)                      Revisit GPCs: ow oi ear air                      Revisit CEW                      Read: are, my  <b>Week 4 – 13.3.23</b>                      (slides 31-35)                      Revisit GPCs: ure, er                      Words containing digraphs and trigraphs                      Revisit CEW                      Read: her</p> <p><b>Week 5 – 20.3.23</b>  <b>Assess and review Phase 3 work</b>  <b>Week 6 – 27.3.23</b>  <b>Assess and review Phase 3 work</b></p>	<p><b>Phase 4</b>  <b>Weeks 1 - 6</b>  <b>CVCC and CCVC words:</b>                      teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p><b>Week 1 – 17.4.23</b> (slides 1-5)                      _ft, _ld, _lk, _lt                      Read: said, have                      Spell: she, be  <b>Week 2 – 24.4.23</b> (slides 6-10)                      _mp, _nd, _nk, _nt                      Read: like, so, do                      Spell: was, you  <b>Week 3 – 1.5.23</b> (slides 11-15)                      _sk, _st, _ct, _pt, _xt                      Read: some, come                      Spell: they, all, are  <b>Week 4 – 8.5.23</b> (slides 16-20)                      bl, br, cl, cr                      Read: were, there                      Write: my, her  <b>Week 5 – 15.5.23</b> (slides 21-25)                      gl, gr, pl, pr, sm, sn                      Read: little, one                      Read words containing <b>-ed</b> endings with no change to the root word  <b>Week 6 – 22.5.23</b> (slides 26-30)                      sp, st, sw, tr, tw,                      Read: when, out, what                      Read words containing <b>-ing</b> endings with no change to the root word  <b>Assess and review Phase 2, 3 and 4</b></p>	<p><b>Phase 4 (Mastery)</b>  <b>Week 1 – 6.6.23</b> (slides 1-5)  <b>CVCC words:</b> teach blending of words with adjacent consonants containing graphemes taught in Phase 3                      CEW                      Read and spell: said, have  <b>Week 2 – 12.6.23</b> (slides 6-10)  <b>CVCC words:</b>                      teach blending of words with adjacent consonants containing graphemes taught in Phase 3                      CEW                      Read and spell: like, so, do  <b>Week 3 – 19.6.23</b> (slides 11-15)                      Teach blending of polysyllabic <b>CVCC</b> and <b>CCVC</b> words                      CEW                      Read: some, come  <b>Week 4 – 26.6.23</b> (slides 16-20)                      Teach blending of <b>CCVCC</b>                      CEW                      Read: were, there  <b>Week 5 – 3.7.23</b> (slides 21-25)                      Teach blending of <b>CCVCC</b> and polysyllabic <b>CCVCC</b> words                      CEW                      Read: little, one  <b>Week 6 – 10.7.23</b>                      Teach blending of <b>CCCVCC</b>                      CEW                      Read: when, out, what</p> <p><b>Assess and review Phase 2, 3 and 4</b></p>
<b>Progress</b> Secure Phase 2		<b>Progress</b> Secure Phase 3		<b>Progress</b> Complete Phase 4	
<b>Reading Stars Phonics</b> Decodable Phase 2		<b>Reading Stars Phonics</b> Decodable Phase 2/3		<b>Reading Stars Phonics</b> Decodable Phase ¾	
Lowest 20% - daily intervention		Lowest 20% - daily intervention		Lowest 20% - daily intervention	
				<b>Exceeding</b> Decodable Phase 4/5	
				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
<b>The teaching sequence – Revisit – Teach – Practise – Apply - Assess</b>					
<p><b>Phase 4</b> <b>Revision plus Y1 NC Requirements</b></p> <p><b>Week 1: Assessment</b></p> <p><b>Week 2: Revise Phase 4 - 12.9.22 (slides 1-5)</b> Teach adding <b>-s</b> and <b>-es</b> as a plural marker for nouns. Teach adding <b>-s</b> and <b>-es</b> as a third person singular marker for verbs. Revisit blending of words where <b>-es</b> and <b>-es</b> are added.</p> <p><b>Week 3: Revise Phase 4 19.9.22 (slides 6-10)</b> Teach adding the suffix <b>-ing</b> to verbs.</p> <p><b>Week 4: Revise Phase 4 26.9.22 (slides 11-15)</b> Teach adding the suffix <b>-ed</b> to verbs. Teach adding the suffix <b>-er</b> to verbs to change them to a noun. Revisit adding the suffixes <b>-ed</b> and <b>-er</b> to verbs.</p> <p><b>Week 5: Revise Phase 4 3.10.22 (slides 16-20)</b> Teach adding the suffix <b>-er</b> to adjectives. Revisit adding the suffixes <b>-est</b></p> <p><b>Week 6: Revise Phase 4 10.10.22 (slides 21-25)</b> Teach adding the prefix <b>un</b> to verbs.</p>	<p><b>Complete Phonics Screening Check – baseline</b> <b>Begin Phase 5 (a)</b></p> <p><b>Week 1 – 31.10.22 (slides 1-5)</b> Teach new graphemes for reading: <b>ay ou ie ea</b> Teach the days of the week. <b>CEW</b> New (read): <b>oh, their</b> Days of the week <b>Week 2 – 7.11.22 (slides 6-10)</b> Teach new graphemes for reading: <b>oy ir ue(glue) ue(cue)</b> <b>CEW</b> Revisit and spell: <b>said, so</b> New (read): <b>people</b> <b>Week 3 – 14.11.22 (slides 11-15)</b> Teach new graphemes for reading: <b>aw wh ph ew(blew)</b> <b>CEW</b> Revisit and spell: <b>have</b> New (read): <b>Mr, Mrs</b> <b>Week 4 – 21.11.22 (slides 16-20)</b> Teach new graphemes for reading: <b>ew(few) oe au ey</b> Teach new phoneme <b>/zh/</b> <b>CEW</b> Revisit and spell: <b>like,</b> New (read): <b>looked, called</b> <b>Week 5 – 28.11.22 (slides 21-25)</b> Teach new graphemes for reading: <b>a-e e-e i-e o-e</b> <b>CEW</b> Revisit and spell: <b>some, come, called</b> <b>Week 6 – 5.12.22</b></p>	<p><b>Complete Phonics Screening Check – check for progress</b> <b>Phase 5 (a)</b> <b>Mastery plus Y1 NC requirements</b></p> <p><b>Week 1 – 3.1.23 (slides 1-5)</b> Revisit: <b>ay ou ie ea</b> Teach correct use on <b>-nk</b> (NC) <b>CEW</b> Read and spell: <b>oh, their</b> Spell: <b>Days of the week</b> <b>Week 2 – 9.1.23 (slides 6-10)</b> Revisit: <b>oy ir ue(glue) ue(cue)</b> Teach correct use on <b>-ph</b> (NC) <b>CEW</b> Read: <b>people</b> Spell: <b>said, so, people</b> <b>Week 3 – 16.1.23 (slides 11-15)</b> Revisit: <b>aw wh ph ew(blew)</b> Teach correct use on <b>-wh</b> (NC) <b>CEW</b> Read: <b>Mr, Mrs</b> Spell: <b>have, Mr, Mrs</b> <b>Week 4 – 23.1.23 (slides 16-20)</b> Revisit: <b>ew(few) oe au ey</b> Teach correct use on <b>-tch</b> (NC) <b>CEW</b> Read: <b>looked, called</b> Spell: <b>like, looked, called</b> <b>Week 5 – 30.1.23 (slides 21-25)</b> Revisit: <b>a-e e-e i-e o-e</b> Teach correct use on <b>-ve</b> (NC) <b>CEW</b> Read: <b>called</b> Spell: <b>some, come, called</b> <b>Week 6 – 6.2.23</b></p>	<p><b>Continue to prepare for Phonics Screening Check</b></p> <p><b>Phase 5 (b)</b> <b>Teach alternative pronunciations of known graphemes for reading</b></p> <p><b>Week 1 – 20.2.23 (slides 1-5)</b> <b>a</b> (as in acorn), <b>a</b> (as in fast), <b>a</b> (as in was), <b>e</b> (as in he) <b>CEW</b> Read: <b>water, where, who, again</b> Revisit and spell: <b>little, one</b> <b>Week 2 – 27.2.23 (slides 6-10)</b> <b>i</b> (as in mind), <b>o</b> (as in no), <b>u</b> (as in unit), <b>u</b> (as in put) <b>CEW</b> Read: <b>thought, through, mouse, work</b> Revisit and spell: <b>do</b> <b>Week 3 – 6.3.23 (slides 11-15)</b> <b>ow</b> (as in snow), <b>ie</b> (as in chief), <b>ea</b> (as in head), <b>er</b> (as in her) <b>CEW</b> Read: <b>many, laughed, because</b> Revisit and spell: <b>when, what</b> <b>Week 4 -13.3.23 (slides 16-20)</b> <b>ou</b> (as in you), <b>ou</b> (as in could), <b>ou</b> (as in mould), <b>y</b> (as in by), <b>y</b> (as in gym) <b>CEW</b> Read: <b>different, any, eyes</b> Spell: <b>out</b> <b>Week 5 – 20.3.23 (slides 21-25)</b></p>	<p><b>Phonics Screening Check</b></p> <p><b>Phase 5 (c)</b> <b>Teach alternative spellings of phonemes</b></p> <p><b>Week 1 – 17.4.23 (slides 1-5)</b> <b>/ch/</b> (as in picture) <b>/ch/</b> (as in catch) <b>/j/</b> (as in fudge) <b>/m/</b> (as in lamb) <b>CEW</b> Spell: <b>oh</b> <b>Week 2 – 24.4.23 (slides 6-10)</b> <b>/n/</b> (as in gnat) <b>/n/</b> (as in knit) <b>/r/</b> (as in wrap) <b>/s/</b> (as in listen) <b>CEW</b> Spell: <b>their</b> <b>Week 3 – 1.5.23 (slides 11-15)</b> <b>/s/</b> (as in house) <b>/z/</b> (as in please) <b>/u/</b> (as in some) <b>/i/</b> (as in happy) <b>Week 4 – 8.5.23 (slides 16-20)</b> <b>/i/</b> (as in donkey) <b>/ear/</b> (as in here) <b>/ear/</b> (as in beer) <b>/er/</b> (as in father) <b>CEW</b> Revisit and spell: <b>people</b> <b>Week 5 – 15.5.23 (slides 21-25)</b> <b>/ar/</b> (as in half) <b>/air/</b> (as in there) <b>/air/</b> (as in pear)</p>	<p><b>Phase 5 (c)</b> <b>Teach alternative spellings of phonemes</b></p> <p><b>Week 1 – 6.6.23 (slides 31-35)</b> <b>/oo/</b> (as in could) <b>/oo/</b> (as in put) <b>/ai/</b> (as in day) <b>/ai/</b> (as in came) <b>/ee/</b> (as in sea) <b>Week 2 – 12.6.23 (slides 36-40)</b> <b>/ee/</b> (as in these) <b>/ee/</b> (ee in happy) <b>/ee/</b> (as in chief) <b>/ee/</b> (as in key) <b>CEW</b> Revisit and spell: <b>called, asked</b> <b>Week 3 – 19.6.23 (slides 41-45)</b> <b>/igh/</b> (as in pie) <b>/igh/</b> (as in by) <b>/igh/</b> (as in like) <b>/oa/</b> (as in low) <b>Week 4 – 26.6.23 (slides 46-50)</b> <b>/oa/</b> (as in toe) <b>/oa/</b> (as in bone) <b>/y)oo/</b> (as in cue) <b>/y)oo/</b> (as in tune) <b>Week 5 – 3.7.23 (slides 51-55)</b> <b>/y)oo/</b> (as in stew) <b>/oo/</b> (as in clue) <b>/oo/</b> (as in June) <b>/oo/</b> (as in blew) <b>Week 6 – 10.7.23</b></p>

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<p>Teach adding the prefix <b>un</b> to adjectives.  <b>Week 7: Revise Phase 4 17.10.22</b>  <b>(slides 26-30)</b>                  Teach reading words with contractions.</p> <p><b>Assess and review</b></p>	<p><b>(slides 26-30)</b>                  Teach new graphemes for reading: <b>u-e(flute) u-e(cube)</b>                  CEW                  Revisit and spell: were, there                  New (read): asked</p> <p><b>Assess and review</b></p>	<p><b>(slides 26-30)</b>                  Revisit: <b>u-e(flute) u-e(cube)</b>                  Teach: correct use of <b>ing, -ed, -er</b> (NC)                  Revise all Phase 5a                  CEW                  Read : asked                  Spell: were, there, asked</p> <p><b>Assess and review</b></p>	<p><b>y</b> (as in very), <b>ch</b> (as in school), <b>ch</b> (as in chef), <b>c</b> (as in cell), <b>g</b> (as in gent), <b>ey</b> (as in they)                  CEW                  Read: friends, once, please                  Revisit and spell: friends, once, please  <b>Week 6 – 27.3.23</b>                  Assess and review</p>	<p><b>/air/</b> (as in bare)  <b>/or/</b> (as in all)                  CEW                  Revisit and spell: Mr, Mrs  <b>Week 6 – 22.5.23</b>  <b>/or/</b> (as in four)  <b>/or/</b> (as in caught)  <b>/ur/</b> (as in learn)  <b>/ur/</b> (as in word)                  CEW                  Revisit and spell: looked</p> <p><b>Assess and review</b></p>	<p><b>(slides 56-60)</b>  <b>/sh/</b> (as in special)  <b>/sh/</b> (as in station)  <b>/sh/</b> (as in sugar)  <b>/sh/</b> (as in chef)</p> <p><b>Assess and review</b></p>
<p><b>Autumn Term – complete Phonics Screening Check to give Baseline</b></p> <p><b>Progress</b>                  Evidence of pupils applying their phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.</p>			<p><b>Progress</b>                  Almost all pupils are secure in Phase 5 by 31 May.                  Pupils meet and/or exceed the expected standard in the phonics screening check in June.</p>		
<p><b>Reading Stars Phonics Decodable Phase 3/4/5</b></p> <p><b>Lowest 20% - daily intervention</b></p>	<p><b>Reading Stars Phonics Decodable Phase 4/5</b></p> <p>GDS – start the book band scheme</p> <p><b>Lowest 20% - daily intervention</b></p>		<p><b>Reading Stars Phonics Decodable Phase 4/5</b></p> <p>GDS – continue book band scheme</p> <p><b>Lowest 20% - daily intervention</b></p>		

Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
<p><b>The teaching sequence – Revisit – Teach – Practise – Apply – Assess – the sequence will be worked through over a number of sessions</b></p>					
<p><b>Unlocking Letters &amp; Sounds Phase 5 (a)</b>                  Week 1 – Assessment                  Week 2 – 12.9.22</p>	<p><b>Unlocking Letters &amp; Sounds Phase 5 (c) Mastery</b>                  Week 1 – 31.10.2                  (slides 1-5)</p>	<p><b>Start wk beg 3.01.23</b>                  Spelling Shed</p>	<p><b>Start wk beg 20.02.23</b>                  Spelling Shed</p>	<p><b>Start wk beg 17.04.23</b>                  Spelling Shed</p>	<p><b>Start wk beg 06.06.23</b>                  Spelling Shed</p>

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<p>Spellings choosing from alternative graphemes with the same sound:  <b>oi/oy, ow/ou, ur/er/ir, or/aw/au, ai/ay/a-e</b>                  Revise reading all <b>CEW</b>  <b>Week 3 – 19.9.22</b>                  Spellings choosing from alternative graphemes with the same sound:  <b>ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e (oo), ew/ue/u-e (you)</b>                  Revise reading all <b>CEW</b></p> <p><b><u>Phase 5 (b) Mastery</u></b>  <b>Week 4 – 26.9.22</b>                  Revisit alternative pronunciations of known graphemes, for reading:  <b>a (as in acorn)</b>  <b>a (as in fast)</b>  <b>a (as in was)</b>  <b>e (as in he)</b>  <b>i (as in mind)</b>                  CEW                  Revisit (read): water, where, who, again  <b>Week 5 – 3.10.22</b>                  Revisit alternative pronunciations of known graphemes, for reading:  <b>o (as in no)</b>  <b>u (as in unit)</b>  <b>u (as in put)</b>  <b>ow (as in snow)</b>  <b>ie (as in chief)</b>                  CEW                  Revisit (read): thought, through, mouse, work  <b>Week 6 - 10.10.22</b>                  Revisit alternative pronunciations of known graphemes, for reading:  <b>ea (as in head)</b>  <b>er (as in her)</b>  <b>ou (as in you)</b>  <b>ou (as in could)</b>  <b>ou (as in mould)</b>                  CEW                  Revisit (read): different, any, eyes  <b>Week 7 – 17.10.22</b></p>	<p>Revisit alternative spellings of phonemes:  <b>/ch/ (as in picture)</b>  <b>/j/ (as in fudge)</b>  <b>/m/ (as in lamb)</b>  <b>/n/ (as in gnat)</b>  <b>/n/ (as in knit)</b>  <b>/r/ (as in wrap)</b>                  Revisit reading all <b>CEW</b>  <b>Week 2 – 7.11.22</b>  <b>(slides 6-10)</b>                  Revisit alternative spellings of phonemes:  <b>/s/ (as in house/listen)</b>  <b>/z/ (as in please)</b>  <b>/u/ (as in some/other)</b>  <b>/ee/ (as in happy/donkey)</b>  <b>/ear/ (as in here/deer)</b>                  Revisit reading all <b>CEW</b>  <b>Week 3 – 14.11.23</b>  <b>(slides 11-15)</b>                  Revisit alternative spellings of phonemes:  <b>/ar/ (as in father/half)</b>  <b>/air/ (as in there/pear/bare)</b>  <b>/or/ (as in all/four/caught)</b>  <b>/ur/ (as in learn/word)</b>  <b>/oo/ (as in could/put)</b>                  Revisit reading all <b>CEW</b>  <b>Week 4 – 21.11.22</b>  <b>(slides 16-20)</b>                  Revisit alternative spellings of phonemes:  <b>/ai/ (as in day/came)</b>  <b>/ee/ (as in sea/these/happy/chief/key)</b>  <b>/igh/ (as in pie/by/like)</b>  <b>/oa/ (as in toe/bone)</b>  <b>/(y)oo/ (as in cue/tune/stew)</b>                  Revisit reading all <b>CEW</b>  <b>Week 5 – 28.11.22</b>  <b>(slides 21-22)</b>                  Revisit alternative spellings of phonemes:  <b>/oo/ (as in clue/June/blew)</b>  <b>/sh/ (as in special/station/sugar/chef)</b></p>	<p><b>Week 1 – 3.1.23</b>                  Words where 'c' makes a /s/ sound before 'e' 'i' and y  <b>Week 2 – 9.1.23</b>                  Words ending in 'le'  <b>Week 3 – 16.1.23</b>                  Words ending in 'al'  <b>Week 4 – 23.1.23</b>                  Words ending in 'al'  <b>Week 5 – 30.1.23</b>                  Words ending in 'il'  <b>Week 6 – 6.2.23</b>                  Assess and review.                  Assess and review <b>CEW</b></p>	<p><b>Week 1 – 20.2.23</b>                  Words where 'dge' makes a /j/ sound                  Words where 'ge' makes a /j/ sound  <b>Week 2 – 27.2.23</b>                  Words where '-es' is added to words ending in 'y'  <b>Week 3 – 6.3.23</b>                  Words where '-ed' is added to words ending in 'y'  <b>Week 4 – 13.3.23</b>                  Words where '-er' and '-est' are added to words ending in 'y'  <b>Week 5 – 20.3.23</b>                  Words where '-ing' as added to words ending in 'e'  <b>Week 6 – 27.3.23</b>                  Assess and review.                  Assess and review <b>CEW</b></p>	<p><b>Week 1 – 17.4.23</b>                  Words where '-er' '-est' and '-ed' is added to words ending in 'e'  <b>Week 2 – 24.4.23</b>                  Words where '-ing' is added to single syllable words  <b>Week 3 – 1.5.23</b>                  Words where '-ed' is added to single syllable words  <b>Week 4 – 8.5.23</b>                  Words ending in '-ment' and '-ness'  <b>Week 5 – 15.5.23</b>                  Words ending in '-ful' and '-less'  <b>Week 6 – 22.5.23</b>                  Assess and review.                  Assess and review <b>CEW</b></p>	<p><b>Week 1 – 6.6.23</b>                  Words that are homophones or near homophones  <b>Week 2 – 12.6.23</b>                  Words that are homophones or near homophones  <b>Week 3 – 19.6.23</b>                  Words ending in -tion  <b>Week 4 – 26.6.23</b>                  Words containing apostrophe for contraction  <b>Week 5 – 3.7.23</b>                  Words containing an apostrophe for possession.  <b>Week 5 – 10.7.23</b>                  – Assess and review.                  Assess and review <b>CEW</b></p>
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**'Shine like stars in the world. 'Philippians 2:15**

**Phonics Long Term Curriculum**

<p>Revisit alternative pronunciations of known graphemes, for reading: <b>y (as in by)</b> <b>y (as in gym)</b> <b>y (as in very)</b> <b>sch (as in school)</b> <b>ch (as in chef)</b> CEW Revisit (read): friends, once, please Revise reading all <b>CEW</b></p> <p><b>Assess and review</b></p>	<p>Revisit reading all <b>CEW</b> <b>Week 6 – 5.12.22</b> <b>Assessment and Review of all alternative spellings of Phonemes.</b> <b>Assessment and review of all common exception words.</b></p>				
<p>Lowest 20% continue reading decodable books 1:1 intervention</p>					