

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



St Paul's Church of England Primary School

Phonics ***Long Term Curriculum 2021/22***

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Phonics Long Term Curriculum 2021/2022

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
Phase 1 alongside Phase 2 – sound discrimination, phonological awareness, rhyme, oral blending and segmenting					
The teaching sequence – Revisit – Teach – Practise – Apply - Assess					
<p>Phase 2</p> <p>Week 1 s, a, t, p</p> <p>Week 2 i, n, m, d</p> <p>Week 3 g, o, c, k CEW Read: the</p> <p>Week 4 ck, e, u, r CEW Read: to, into</p> <p>Week 5 h, b, f, ff CEW Read: no, l</p> <p>Week 6 l, ll, ss Read words with -s ending CEW Read: go</p>	<p>Phase 3</p> <p>Week 1 j v w x CEW Read: me</p> <p>Week 2 y, z, zz, qu CEW Read: we, be Write: the, into, go, to</p> <p>Week 3 ch, sh, th (voiced and unvoiced) ng CEW Read: he, she</p> <p>Week 4 ai, ee, igh, oa CEW Read: was, you Write: l, no</p> <p>Week 5 oo, ar, or, ur CEW Read: they, all</p> <p>Week 6 Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5</p>	<p>Continue Phase 3</p> <p>Week 1 ow oi ear air CEW Read: are, my</p> <p>Week 2 ure er CEW Read: her</p> <p>Week 3 Assess and review Phase 3 work</p> <p>Phase 3 (Mastery)</p> <p>Week 4 Revisit GPCs: j v w x Revisit CEW Read: a, me</p> <p>Week 5 Revisit GPCs: y z zz qu Revisit CEW Read: we, be</p> <p>Week 6 Revisit GPCs: ch sh th ng Revisit CEW Read: he, she</p>	<p>Phase 3 (Mastery)</p> <p>Week 1 Revisit GPCs: ai ee igh oa Revisit CEW Read: was, you</p> <p>Week 2 Revisit GPCs: oo ar or ur Revisit CEW Read: they, all</p> <p>Week 3 Revisit GPCs: ow oi ear air Revisit CEW Read: are, my</p> <p>Week 4 Revisit GPCs: ure, er Revisit CEW Read: her</p> <p>Week 5 Assess and review Phase 3 work</p> <p>Week 6 Assess and review Phase 3 work</p>	<p>Phase 4</p> <p>Weeks 1 - 6 CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 CEW Week 1 Read: said, have Write: he, she, we, me, be Week 2 Read: like, so, do Write: was, you Week 3 Read: some, come Write: they, all, are Week 4 Read: were, there Write: my, her Week 5 Read: little, one Week 6 Read: when, out, what</p> <p>Weeks 5 Read words containing -ed endings with no change to the root word</p> <p>Weeks 5 Read words containing -ing endings with no change to the root word</p>	<p>Phase 4 (Mastery)</p> <p>Week 1 CVCC words: teach blending of words with adjacent consonants containing graphemes taught in Phase 3 CEW Read: said, have</p> <p>Week 2 CVCC words: teach blending of words with adjacent consonants containing graphemes taught in Phase 3 CEW Read: like, so, do</p> <p>Week 3 Teach blending of polysyllabic CVCC and CCVC words CEW Read: some, come</p> <p>Week 4 Teach blending of CCVCC CEW Read: were, there</p> <p>Week 5 Teach blending of CCVCC and polysyllabic CCVCC words CEW Read: little, one</p> <p>Week 6 Teach blending of CCCVC CEW Read: when, out, what</p>
Progress Secure Phase 2 by end Autumn 1		Progress Secure Phase 3 Depending on assessment of individuals - most able start Phase 4		Progress Complete Phase 4 Depending on assessment of individuals - most able start Phase 5	
Reading Stars Phonics Decodable Phase 2	Pink Book Band	Reading Stars Phonics Decodable Phase 2/3	Red Book Band	Reading Stars Phonics Decodable Phase 3/4	<p>Yellow Book Band</p> <p>Exceeding Decodable Phase 4/5</p> <p>Blue Band</p> <p>Green Band</p>

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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>Complete Phonics Screening Check – baseline</p> <p>Phase 4 Revision plus Y1 NC Requirements</p> <p>Week 1: Revise Phase 4 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 2: Revise Phase 4 Teach adding the suffix -ing to verbs.</p> <p>Week 3: Revise Phase 4 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 4: Revise Phase 4 Teach adding the suffix -er to adjectives. Revisit adding the suffixes -est</p> <p>Week 5: Revise Phase 4 Teach adding the prefix un to verbs. Teach adding the prefix un to adjectives.</p> <p>Week 6: Revise Phase 4 Teach reading words with contractions.</p>	<p>Begin Phase 5 (a)</p> <p>Week 1 Teach new graphemes for reading: ay ou ie ea Teach the days of the week. CEW Read: oh, their</p> <p>Week 2 Teach new graphemes for reading: oy ir ue(glue) ue(cue) CEW Read: people Write: said, so</p> <p>Week 3 Teach new graphemes for reading: aw wh ph ew(blew) CEW Read: Mr, Mrs Write: have</p> <p>Week 4 Teach new graphemes for reading: ew(few) oe ai ey Teach new phoneme /zh/ CEW Read: looked, called Write: like</p> <p>Week 5 Teach new graphemes for reading: a-e e-e i-e o-e CEW Revisit (read): called Write: some, come</p> <p>Week 6 Teach new graphemes for reading: u-e(flute) u-e(cube) CEW Read: asked Write: were, there</p>	<p>Complete Phonics Screening Check – check for progress</p> <p>Phase 5 (a) Mastery plus Y1 NC requirements</p> <p>Week 1 Revise new graphemes for reading: ay ou ie ea Revisit the days of the week. Teach correct use on -nk (NC) CEW Revisit (read): oh, their</p> <p>Week 2 Revise new graphemes for reading: oy ir ue(glue) ue(cue) Teach correct use on -ph (NC) CEW Revisit (read): people Revisit (write): said, so</p> <p>Week 3 Revise new graphemes for reading: aw wh ph ew(blew) Teach correct use on -wh (NC) CEW Revisit (read): Mr, Mrs Revisit (write): have</p> <p>Week 4 Revise new graphemes for reading: ew(few) oe ai ey Teach correct use on -tch (NC) CEW Revisit (read): looked, called Revisit (write): like</p> <p>Week 5 Revise new graphemes for reading: a-e e-e i-e o-e Teach correct use on -ve (NC) CEW Revisit (read): called Revisit (write): some, come</p> <p>Week 6 Revise new graphemes for reading: u-e(flute) u-e(cube) Revise all Phase 5a</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 a (as in acorn), a (as in fast), a (as in was), e (as in he) CEW Revisit (read): water, where, who, again Revisit (write): little, one</p> <p>Week 2 i (as in mind), o (as in no), u (as in unit), u (as in put) CEW Read: thought, through, mouse, work Write: do</p> <p>Week 3 ow (as in snow), ie (as in chief), ea (as in head), er (as in her) CEW Revisit (read): many, laughed, because Revisit (write): when, what</p> <p>Week 4 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 Write: out</p> <p>Week 5 y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) CEW Read: friends, once, please</p> <p>Week 6 Assess and review alternative pronunciations of known graphemes for reading.</p>	<p>Phonics Screening Check</p> <p>Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 /ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) CEW Write: oh</p> <p>Week 2 /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) /s/ (as in listen) CEW Write: their</p> <p>Week 3 /s/ (as in house) /z/ (as in please) /u/ (as in some) /i/ (as in happy)</p> <p>Week 4 /i/ (as in donkey) /ear/ (as in here) /ear/ (as in beer) /er/ (as in father) CEW Write: people</p> <p>Week 5 /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) CEW Write: Mr, Mrs</p> <p>Week 6 /or/ (as in four) /or/ (as in caught) /ur/ (as in learn)</p>	<p>Phase 5 (c) Teach alternative spellings of phonemes</p> <p>Week 1 /oo/ (as in could) /oo/ (as in put) /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea)</p> <p>Week 2 /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) CEW Write: called, asked</p> <p>Week 3 /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in low)</p> <p>Week 4 /oa/ (as in toe) /oa/ (as in bone) /yoo/ (as in cue) /yoo/ (as in tune)</p> <p>Week 5 /yoo/ (as in stew) /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew)</p> <p>Week 6 /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef)</p>

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		CEW Revisit (read): asked Revisit (write): were, there Assess and review correct use of NC letters/suffixes	Assess and review reading new common exception words and correct use of NC endings.	/ur/ (as in word) CEW Write: looked	
Autumn Term - complete Phonics Screening Check to give Baseline				Progress 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.	
Letters and Sounds Decodable Phase 3	Blue Book Band	Letters and Sounds Decodable Phase 4	Green Book Band	Letters and Sounds Decodable Phase 5	Orange Book Band
					GDS Turquoise Band Purple Band

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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. Spelling Journals in use					
<p>Unlocking Letters & Sounds Phase 5 (a) (Spellings recap)</p> <p>Week 1 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</p> <p>Week 2 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</p> <p>Week 3 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</p> <p>Week 4 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>Week 5 Revisit alternative pronunciations of known graphemes, for reading: ea (as in head)</p>	<p>Unlocking Letters & Sounds Phase 5 (c) Mastery</p> <p>Week 1 Revisit alternative spellings of phonemes: /ch/ (as in picture) /ch/ (as in catch) /j/ (as in fudge) /m/ (as in lamb) /n/ (as in gnat) /n/ (as in knit) /r/ (as in wrap) Revisit reading all CEW</p> <p>Week 2 Revisit alternative spellings of phonemes: /s/ (as in listen) /s/ (as in house) /z/ (as in please) /u/ (as in some) /ee/ (as in happy) /ear/ (as in here) /ear/ (as in beer) Revisit reading all CEW</p> <p>Week 3 Revisit alternative spellings of phonemes: /ar/ (as in father) /ar/ (as in half) /air/ (as in there) /air/ (as in pear) /air/ (as in bare) /or/ (as in all) /or/ (as in four) /or/ (as in caught) /ur/ (as in learn) /ur/ (as in word) /oo/ (as in could) /oo/ (as in put) Revisit reading all CEW</p>	<p>Phonics teaching will continue as an intervention for those children who still require it.</p> <p>Spelling Shed Year 2 children to move on to learning spelling as per NC requirements through Spelling Shed.</p> <p><i>New Scheme Started 2022</i></p>	<p>Spelling Shed (2022)</p> <p>Week 1 – Unit 8 _le at end of words</p> <p>Week 2 – Unit 9 _el at the end of words</p> <p>Week 3 – Unit 10 _al at the end of words</p> <p>Week 4 – Unit 11 Words ending in _il</p> <p>Week 5 – Unit 22 or sound</p> <p>Week 6 – Unit 23 Short vowel sound o</p>	<p>Spelling Shed (2022)</p> <p>Week 1 – Unit 22 or sound spelled a before ll</p> <p>Week 2 – Unit 23 short vowel sound o</p> <p>Week 3 – Unit 26 a after w and qu</p> <p>Week 4 – Unit 27 /er/ and /or/ sound spelled or or ar</p> <p>Week 5 – Unit 28 /z/ sound spelled s</p> <p>Week 6 – Unit 29 Suffixes -ment and -ness</p>	<p>Spelling Shed (2022)</p> <p>Week 1 – Unit 30 Suffixes -ful, and -less</p> <p>Week 2 – Unit 31 Homophones or near homophones.</p> <p>Week 3 – Unit 32 Homophones or near homophones.</p> <p>Week 4 – Unit 33 Words ending in -tion</p> <p>Week 5 – Unit 35 Possessive apostrophe (singular)</p> <p>Week 6 – 36 Challenge words</p>

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<p>ou (as in you) ou (as in could) ou (as in mould) y (as in by) y (as in gym) y (as in very) ch (as in school) ch (as in chief) CEW Revisit (read): different, any, eyes Week 6 Revisit alternative pronunciations of known graphemes, for reading: y (as in very) ch (as in school) ch (as in chief) c (as in cell) g (as in gent) ey (as in they) CEW Revisit (read): friends, once, please Revise reading all CEW</p>	<p>Week 4 Revisit alternative spellings of phonemes: /ai/ (as in day) /ai/ (as in came) /ee/ (as in sea) /ee/ (as in these) /ee/ (as in happy) /ee/ (as in chief) /ee/ (as in key) /igh/ (as in pie) /igh/ (as in by) /igh/ (as in like) /oa/ (as in toe) /oa/ (as in bone) /(y)oo/ (as in cue) /(y)oo/ (as in tune) /(y)oo/ (as in stew) Revisit reading all CEW Week 5 Revisit alternative spellings of phonemes: /oo/ (as in clue) /oo/ (as in June) /oo/ (as in blew) /sh/ (as in special) /sh/ (as in station) /sh/ (as in sugar) /sh/ (as in chef) Revisit reading all CEW Week 6 Assessment and Review of all alternative spellings of Phonemes. Assessment and review of all common exception words.</p>				
Turquoise Book Band	Purple Book Band	Gold Book Band	White Book Band	GDS Lime Book Band	Brown Book Band