



# Whole School Phonics Progression and Planning

	Term 1		Term 2		Term 3	
	First Half	Second Half	First Half	First Half	Second Half	First Half
<b>Nursery</b>	<p><b>Baseline assessments</b></p> <p><b>Phase 1 Tuning in to sounds</b>            Aspect 1: General sound discrimination – environmental sounds            Aspect 2: General sound discrimination – instrumental sounds</p>	<p><b>Teeny Reading Seeds, Read Write inc</b></p> <p>Aspect 3: General sound discrimination – body percussion</p> <p><b>Phase 1 Listening and remembering sounds</b>            Aspect 4: Rhythm and rhyme            Aspect 6: voice sounds</p> <p><b>Each week a letter sound is taught in alphabetical order.</b>            a, b, c, d, e, f, g.</p>	<p><b>Teeny Reading Seeds, Read Write Inc</b></p> <p><b>Phase 1 Talking about sounds (developing vocabulary and language comprehension)</b>            Aspect 5: Alliteration            Aspect 6: Voice sounds</p> <p><b>Each week a letter sound is taught in alphabetical order.</b>            h, i, j, k, l</p>	<p><b>Baseline assessments</b></p> <p><b>Phase 1 Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing sounds and vocabulary; and language comprehension)</b>            Aspect 6: Voice sounds            Aspect 7: Oral blending and segmenting</p> <p><b>Each week a letter sound is taught in alphabetical order.</b>            m, n, o, p, q.</p>	<p><b>Teeny Reading Seeds, Read Write inc</b></p> <p><b>Phase 1 Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing sounds and vocabulary; and language comprehension)</b>            Aspect 6: Voice sounds            Aspect 7: Oral blending and segmenting</p> <p><b>Each week a letter sound is taught in alphabetical order.</b>            r, s, t, u, v, w.</p>	<p><b>Teeny Reading Seeds, Read Write Inc</b></p> <p><b>Phase 1 Listening and remembering sounds (auditory memory and sequencing) Talking about sounds (developing sounds and vocabulary; and language comprehension)</b>            Aspect 6: Voice sounds            Aspect 7: Oral blending and segmenting</p> <p><b>Each week a letter sound is taught in alphabetical order.</b>            x, y, z.</p>



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	Term 1		Term 2		Term 3	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Reception</b>	<p>Baseline assessments</p> <p><b>Phase 2;</b> s, a, t, p, i, n</p>	<p>Phonics International, Read Write Inc</p> <p><b>Phase 2;</b> m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z</p> <p><b>Non-decodable words</b> <b>Read: (Set 1)</b> the to no go l</p>	<p>Phonics International, Read Write Inc</p> <p><b>Phase 2;</b> zz, qu, ch, sh, th, ng, nk <b>Phase 3;</b> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end <b>Non-decodable words</b> <b>Read: (Set 2)</b> he, she, we, me, be, was, my <b>Non-decodable words</b></p>	<p>Phonics International, Read Write Inc</p> <p><b>Phase 4;</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p><b>Non-decodable words</b> <b>Read: (Set 3)</b> you, they, all, are, her</p> <p><b>Non-decodable words</b></p>	<p>Phonics International, Read Write Inc</p> <p><b>Phase 4;</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p><b>Non-decodable words</b> <b>Read: (Set 4)</b> said, have, like, so, do, some, come</p> <p><b>Non-decodable words</b></p>	<p>Phonics International, Read Write Inc</p> <p><b>Phase 5;</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p><b>Non-decodable words</b> <b>Read: (Set 5)</b> were, there, little, one, when, out, what</p> <p><b>Non-decodable words</b> <b>Write: (Set 4)</b></p>



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			Write: (Set 1) the, to, no, go, I	Write: (Set 2) he, she, we, me, be, was, my	Write: (Set 3) you, they, all, are, her	said, have, like, so, do, some, come
<b>Year 1</b>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>Review Phase 3 and 4</b> (see Reception above)</p> <p><b>Review Phase 5;</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p><b>Read &amp; Write Non-decodable words (Set 1):</b> the to no go I</p> <p><b>Non-decodable words (Set 2 &amp; 3):</b></p>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>Phase 5;</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p><b>Read &amp; Write Non-decodable words (Set 4 &amp; 5):</b> said, have, like, so, do, some, come, were, there, little,</p>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>Phase 5;</b> /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p><b>Read &amp; Write Non-decodable words (Set 6):</b> oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p><b>Year 1 CEW;</b></p> <ul style="list-style-type: none"> <li>of, is, his, has, says, today</li> </ul>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>Phase 5;</b> /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Division of words into syllables</p> <p><b>Year 1 CEW;</b></p>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>Phase 5;</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>	<p><b>Phonics International, Read Write Inc</b></p> <p><b>June:</b> Phonics Screening Check</p> <p>Revision of any issues brought up from the Phonics Screening Check</p> <p>Number words</p> <p>Prefix-un</p> <p>Revision of non-decodable/</p>

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	he, she, we, me, be, was, you, they, all, are, my, her	one, when, out, what Days of the week	<ul style="list-style-type: none"> <li>your, by, here, there, where, love</li> </ul>	<ul style="list-style-type: none"> <li>once, pull, full, house, our</li> <li>ask, friend, school, put, push</li> </ul>		common exception words
<b>Year 2</b>	<p>Review of Year 1 common exception words; Assessment of reading and spelling of Yr1 CEW and Phase Words.</p> <p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words, the sounds /r/ spelt 'wr' at the beginning of words, the sound /s/ spelt 'c' before e, i and y, the sound /j/ spelt with '-dge' and '-ge' at the end of words, the sound /j/ often spelt with g before e, i and y, the sound /j/ always spelt with 'j' before a, o and u</p> <p><b>Year 2 CEW;</b> door, floor, poor,</p>	<p>The sound /l/ spelt with '-le' at the end of words, the sound /l/ spelt with '-el' at the end of words, the sound /l/ spelt with '-il' and '-al' at the end of words, the sound /igh/ spelt with '-y' at the end of words, adding -ies to nouns and verbs ending in -y</p> <p><b>Year 2 CEW;</b></p> <ul style="list-style-type: none"> <li>child, children, wild, climb, most, only, both</li> <li>could, should, would, who, whole, any,</li> </ul>	<p>The sound /u/ spelt with 'o', the sound /ee/ spelt with '-ey', the /o/ sound spelt with 'a' after w and qu, the stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w, the sound /zh/ spelt 's'</p> <p><b>Year 2 CEW;</b></p> <ul style="list-style-type: none"> <li>old, cold, gold, hold, told, every, everybody</li> <li>people, water, again, half, money, Mr, Mrs,</li> </ul>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it, adding -ing to a word ending in -y with a consonant before it, adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel, the sound /or/ spelt 'a' before l or ll</p> <p><b>Year 2 CEW;</b> even, great, break, steak, pretty, beautiful</p>	<p>The suffixes -ment, -ness and -ful, the suffixes -less and -ly, words ending in -tion, contractions, the possessive apostrophe</p> <p><b>Year 2 CEW;</b> after, fast, last, past, father, class, grass, pass, plant, path, bath</p>	<p>Homophones and near homophones, conjunctions, months of the year/ time, question words, SPaG terms, contractions; to use apostrophes for contraction and possession</p> <p><b>Year 2 CEW;</b> hour, move, prove, improve, sure, sugar, eye</p>



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	because, find, kind, mind, behind	many, clothes, busy	parents, Christmas			
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