

Phonics Long Term Plan 2024-25



- We teach phonics daily. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Every fifth lesson, we review the week’s teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress:](#) Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Year 2 follow the Little Wandle Spelling Programme where children complete the alphabetic code and learn the underpinning concepts of spelling. The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Year One	Review Phase 3 & 4 Phase 5	Phase 5	Phase 5	Phase 5	Phonics screening check review	Phase 5
Year Two	Phase 5 Review	Bridge to Spelling	Spelling Units	Spelling Units	Spelling Units	Spelling Units

Summative assessment is used: every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.

A **placement assessment** is used: with any child new to the school to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Daily keep up interventions are used to support children who need additional support in Reception and Year 1. Reassessed every 3 weeks.

Rapid Catch up interventions are used to support children who need additional phonics support in Year 2 and above. Reassessed every 4 weeks.

Y1 Phonics Screening check – w/c Monday 9th June 2025

Phonics Medium Term Plan 2024-25

	Autumn 1	Autumn 2
EYFS	<p>Autumn 1 Phase 2 graphemes</p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words</p> <p>is I the</p>	<p>Autumn 2 Phase 2 graphemes</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) <p>New tricky words</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>
Year One	<p>Autumn 1</p> <p>Review Phase 3 and 4</p> <p>Phase 5</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Review tricky words Phases 2-4</p> <p>Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Autumn 2 Phase 5 graphemes</p> <p>/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>New tricky words</p> <p>their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>

Year 2	Phase 5 Review			Bridge to Spelling	
	Autumn 1	Coverage	Tricky words	Autumn 2	Coverage
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole	Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents	Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure	Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**	Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend	Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	

	Spring 1	Spring 2
EYFS	<p>Spring 1 Phase 3 graphemes</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words</p> <p>was you they my by all are sure pure</p>	<p>Spring 2 Phase 3 graphemes</p> <p>Review Phase 3</p> <ul style="list-style-type: none"> 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 <p>No new tricky words</p> <p>Review all taught so far</p>

Year One

Spring 1 Phase 5 graphemes

/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

New tricky words

any many again
 who whole where two
 school call different
 thought through friend work

Spring 2 Phase 5 graphemes

/ur/ or word
 /oo/ u owl 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

New tricky words

once laugh because eye

Year 2

Spelling Units

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear

Spelling Units

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

	Summer 1	Summer 2																																																		
EYFS	<p>Summer 1 Phase 4</p> <p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est <p>New tricky words</p> <p>said so have like some come love do were here little says there when what one out today</p>	<p>Summer 2 Phase 4 graphemes</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words <p>No new tricky words</p> <p>Review all taught so far</p>																																																		
Year One	<p>Summer 1: Phonics screening check review – no new GPCs or tricky words</p>	<p>Summer 2 Phase 5 graphemes</p> <p>/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>New tricky words</p> <p>busy beautiful pretty hour move improve parents shoe</p>																																																		
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