

Phonics Long Term Plan



- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, 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 Programme progression - 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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|---|---|--|--|--|--|
| EYFS | Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l | Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk | Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er | Phase 3 Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words | Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est | Phase 4 Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, - ed /d/ -er, -est |
| Year One | Review Phase 3 & 4 Phase 5 ay, ou, oy, ea | Phase 5 ir, ie, ue, u-unicorn, o go, l – tiger, a- paper, e-he, a-e, i-e, o-e, u-e, e-e, ew, ie-shield, aw | Phase 5 y-funny ea-head, wh, oe-toe, ou-shoulder, y- fly, ow-snow, g-giant, ph, /le-apple al-metal, c-ice, ve-give, /u/ o- mother ou se-cheese, se-mouse, ce-fence, ey- donkey /oo/ ui-fruit ou-soup | Phase 5 ur/ or-word, /oo/ u- awful oul-could, /air/ are-share /or/ au- author aur-dinosaur oor-floor al-walk, /ch/ tch-match, ture- adventure, /ar/ al=half* a-father* /or/ a-water /o/ a-want /air/ ere-there, ear- bear /ur/ ear-learn, wr, /s/ st-whistle sc- science /c/ ch-school /sh/ ch-chef /z/ ze- freeze | Phase 5 Phonics screening check review | Phase 5 /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 |

Summative assessment for [Reception](#) and [Year 1](#) 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 in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Y1 Phonics Screening check – w/c Monday, 8 June 2026