

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 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.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Phase 2</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	<b>Phase 2</b> ff ll ss j v w x y z 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	<b>Phase 3</b> Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words	<b>Phase 4</b> 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	<b>Phase 4</b> 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	<b>Review Phase 3 &amp; 4</b> <b>Phase 5</b> ay, ou, oy, ea	<b>Phase 5</b> 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	<b>Phase 5</b> 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	<b>Phase 5</b> 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	<b>Phase 5</b> Phonics screening check review  ai/ eigh-eight, aigh- straight, ey-grey, ea - break, kn, gn, mb, /ear/ ere-here eer- deer, zh/ su-treasure si-vision, dge, /i/ y- crystal /j/ ge-large /sh/ ti- potion ssi- mission si- mansion ci-delicious /or/ augh-daughter our- pour oar ore-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 12<sup>th</sup> June 2023