

Phonics				Year 1	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p>Phase 2 (Group 1): LI: To learn and practise letters/sounds and start to practise oral blending and segmenting: s a t p (set 1), i n m d (set 2), g o c k (set 3), ck e u r (set 4), h b f ff (set 5) and l ll and ss (set 5) LI: To teach ck, explain its use at the end of words and practise reading words ending in ck. LI: To teach that ff, ll and ss is usually at the end of a word and practise reading words ending in ff, ll, ss. LI: To blend and read the high frequency words a, at, as, is, it, in an, l, and, on, not, into, can, no, go, to, get, got, the, back, put, the, his, him, of, dad, mum, up. LI: To support children in reading, and demonstrate spelling, captions using week 1 to 5 letters and high frequency words and, the, to, no, go. LI: To practise oral blending and segmenting. LI: To teach blending with letters and blending for reading. LI: To teach segmentation for spelling.</p> <p>Phase 3/4 (Group 2): LI: To learn and practise all</p>	<p>Phase 3 (Group 1): LI: To learn and practise letters/sounds j v w x (set 6), y z zz qu (set 7), sh th ch ng, ai ee long oo short oo, oa ar or igh, ur ow oi ear, er air ure. LI: To practise all letters/sounds learned so far. LI: To learn an alphabet song and point to the letters while singing. LI: To practise blending for reading and segmenting for spelling. LI: To practise reading high frequency words learned so far. LI: To read and write sentences using set 1 to 6 letters and, no, go, the, and, to, l, was, will, with. LI: To practise reading the high frequency words off, can, had, back, we, me, he, be, she, are, see, my, for, too, you, this, that, they, them, then, down. LI: To practise reading two-syllable words. LI: To practise reading and writing captions and sentences.</p> <p>Phase 4/5 (Group 2): LI: To practise recognition and recall of Phase 2/3 graphemes. Practise reading words</p>	<p>Phase 3/4 (Group 1): LI: To practise all previously learned GPCs. LI: To teach reading the high frequency words her, now, all, look, are. LI: To practise blending for reading and segmentation for spelling. LI: To practise reading high frequency words learnt. LI: To practise reading and writing captions and sentences. LI: To teach how to read two-syllable words. LI: To practise recognition and recall of Phase 2/3 graphemes. LI: To teach and practise reading and spelling CVCC words. LI: To teach reading the tricky words said, so, have, like, some, come, were, there, little, one and decodable words went, from, it's, just, help. LI: To teach spelling the tricky words was, you.</p> <p>Phase 5 (Group 2): LI: To teach new graphemes for reading ay ou ie ea and oy ir ue aw and wh ph ew and oe au ey a-e e-e (split digraph) and i-e o-e u-e and 'zh' as in treasure.</p>	<p>Phase 4/5 (Group 1): LI: To practise recognition and recall of Phase 2/3 grapheme. LI: To practise reading and spelling words containing two adjacent consonants. LI: To teach spelling the tricky words my, her. LI: To practise reading and writing sentences. LI: To teach reading and spelling two-syllable words. LI: To teach reading the tricky words do, when, out, what and decodable word children. LI: To practise reading and spelling high frequency words. LI: To teach new graphemes for reading ay ou ie ea and oy ir ue aw and wh ph ew and oe au ey a-e e-e (split digraph) and i-e o-e u-e and 'zh' as in treasure. LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Phase 5 (Group 2): LI: To teach alternative pronunciations for i and o, c and g, u and ow, ie and ea, y, ou, e and ey. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words through, eyes, work, friends, mouse, once, put, could, many, good, away, laughed, want, over. LI: To teach spelling the words what, please, little, their, going. LI: To practise reading and spelling high frequency words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for ch and j and n, r, m. LI: To teach reading and spelling the words oh, how, did, man.</p> <p>Phase 5 (Group 2): LI: To teach alternative pronunciations for ch and j; n, r, m; s; z; u and ear; ar and ur; air; or.</p>	<p>Phase 5 (Group 1): LI: To teach alternative pronunciations for i and o, c and g, u and ow, ie and ea. LI: To practise recognition and recall of P2, 3, 4 graphemes. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To teach reading the words where, water, day, who, because, again, different, thought, saw, any. LI: To teach spelling the words when, out, made, came, one, make, here, do. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words.</p> <p>Phase 5 (Group 2): LI: To teach alternative pronunciations for y, ou, e and ey. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words mouse, once, put, could.</p>	<p>Phase 5 (Group 1): LI: To teach alternative pronunciations for er and ch, a, y, ou, e and ey. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words through, eyes, work, friends, mouse, once, put, could, many, good, away, laughed, want, over. LI: To teach spelling the words what, please, little, their, going. LI: To practise reading and spelling high frequency words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for ch and j and n, r, m; s; z; u and ear; ar and ur; air; or.</p>



<p>previously learned GPCs. ur ow oi ear AND er air ure LI: To teach reading the high frequency words you, this, that, they, then, them, down, her, now, all, look, are, LI: To practise blending for reading and segmentation for spelling. LI: To practise reading high frequency words learnt. LI: To practise reading and writing captions and sentences. LI: To teach how to read two-syllable words. LI: To practise recognition and recall of Phase 2/3 graphemes. LI: To teach and practise reading and spelling CVCC words. LI: To teach reading the tricky words said, so, have, like, some, come, were, there, little, one and decodable words went, from, it's, just, help.</p> <p>Phase 3/4 (Group 2): LI: To teach spelling the tricky words he, she, me, we, be, was, you, they, all, are. LI: To practise reading and spelling high frequency words. LI: To practise reading and writing sentences. LI: To practise spelling words containing two adjacent consonants.</p> <p>Phase 5 (Group 3): LI: To teach new graphemes for reading ay ou ie ea and oy ir ue aw and wh ph ew and oe au ey a-e e-e (split digraph) and i-e o-e u-e and 'zh' as in treasure. LI: To teach alternative pronunciations for i and o. LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p>	<p>containing two adjacent consonants p113–115. LI: To practise reading and spelling words containing two adjacent consonants.</p> <p>Teach reading the tricky words do, when, out*, what p118 and decodable word children p119. LI: To teach spelling the tricky words my, her. LI: To practise reading and writing sentences.</p> <p>Reading and spelling two-syllable words p121. LI: To teach reading the tricky words do, when, out*, what and decodable word children. LI: To practise reading and spelling high frequency words. LI: To teach new graphemes for reading ay ou ie ea and oy ir ue aw and wh ph ew and oe au ey a-e e-e (split digraph) and i-e o-e u-e and 'zh' as in treasure. LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Phase 4/5 (Group 2): LI: To teach alternative pronunciations for i and o. LI: To teach reading the words oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day. LI: To teach spelling the words said, so, have, like, some, come, were, there, when. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words.</p>	<p>LI: To teach alternative pronunciations for i and o. LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day. LI: To teach spelling the words said, so, have, like, some, come, were, there, when. LI: To practise reading and spelling high frequency words.</p> <p>Phase 5 (Group 2): LI: To practise reading and spelling polysyllabic words. LI: To practise reading and writing sentences.</p> <p>Phase 5 (continued) (Group 3): LI: To teach alternative pronunciations for e and ey. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words laughed, want, over. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for ch and j; n, r, m; s, z; u and ear; ar and ur.</p>	<p>LI: To practise recognition and recall of P2, 3, 4 graphemes. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To teach reading the words where, water, day, who, because, again, different, thought, saw, any, through, eyes, work, friends. LI: To teach spelling the words when, out, made, came, one, make, here, do, what, please, little. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words.</p> <p>Phase 5 (Group 2): LI: To practise reading and writing sentences. LI: To teach alternative pronunciations for a.</p> <p>Phase 5 (Group 3): LI: To teach alternative spellings for ar and ur, air, or, oo, ai, ee, igh LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach spelling the words looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes. LI: To practise reading and spelling high frequency words LI: To practise reading and spelling polysyllabic words</p>	<p>many, good, away, laughed, want, over. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for ch and j and n, r, m LI: To teach reading and spelling the words oh, how, did, man LI: To teach spelling the words their, going</p> <p>Phase 5 (continued) LI: To teach alternative spellings for oa, (y)oo, oo, sh, LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach spelling the words play, take, well, find, more, l'll, round, tree, magic, shouted, us, other, LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words. LI: To practise reading and writing sentences.</p>	<p>LI: To teach reading and spelling the words oh, how, did, man. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach the spelling of the words people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words. LI: To practise reading and writing sentences.</p> <p>Phase 6 (Group 3): LI: To teach the past tense. LI: To teach spelling polysyllabic words animals, garden, another, everyone. LI: To learn and practise spelling the common words keep, last, even, before, introducing the children to memory strategies. LI: To teach how to use the suffix 'ed'. LI: To learn and practise spelling of common words jumped, cried, stopped, wanted, lived, liked, pulled, been, must, hard, am, run, red, bed, air, something, looking, coming, thing and polysyllabic words dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm. LI: To teach the past tense (irregular verbs).</p>
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<p>LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>LI: To teach reading the words oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day.</p> <p>LI: To teach spelling the words said, so, have, like, some, come, were, there, when.</p> <p>LI: To practise reading and spelling high frequency words.</p> <p>LI: To practise reading and spelling polysyllabic words.</p> <p>LI: To practise reading and writing sentences.</p>	<p>LI: To practise reading and writing sentences.</p> <p>Phase 5 (Group 3):</p> <p>LI: To teach alternative pronunciations for c and g, u and ow, ie and ea, er and ch,</p> <p>LI: To practise recognition and recall of P2, 3, 4 graphemes.</p> <p>LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>LI: To teach reading the words who, because, again, different, thought, saw, any, through, eyes, work, friends, mouse, once, put, could, many, good, away.</p> <p>LI: To teach spelling the words out, made, came, one, make, here, do, what, please, little,</p> <p>LI: To practise reading and spelling high frequency words.</p> <p>LI: To practise reading and spelling polysyllabic words.</p> <p>LI: To practise reading and writing sentences.</p> <p>LI: To teach alternative pronunciations for a, y, ou.</p>	<p>LI: To teach reading and spelling the words oh, how, did, man.</p> <p>LI: To teach spelling the words their, going, people, would, or, Mr, Mrs, took, home, looked, who, think.</p>	<p>LI: To practise reading and writing sentences.</p>		<p>LI: To teach what happens to the meaning of a verb when they add the 'ing' suffix.</p> <p>LI: To learn and practise spelling of common words gran, key, fun, inside, hat, snow, live, never, next, first, lots, need, fish, better, under, river.</p> <p>LI: To teach how to add the 'ing' suffix.</p> <p>LI: To teach how to add the 'er' suffix.</p>
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