

Autumn Term:

Continue recap of phase 1 through review aspect of lesson + Phase 2

Children to be taught Phase 2 phonemes in the order below alongside the written grapheme.

Children to be able to read and write CVC words using phase 2 phonemes and graphemes.

Children to learn the alphabet and the correlation between phoneme and letter name.

Children to learn to read and spell Phase 2 tricky words. Children should be taught to identify the elements of the word that are phonetically plausible and the specific element that makes the word tricky e.g. to – ‘t’ can be heard making the correct sound; however, the ‘o’ is making an ‘oo’ sound.

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
1		Review phase 1 – focus on oral segmenting and blending		N/A
2		Review phase 1 – focus on oral segmenting and blending		N/A
3		Day 1	Reading s	Review s and a
		Day 2	Writing s	
		Day 3	Reading a	
		Day 4	Writing a	
4		Day 1	Reading t	Review s, a, t, p
		Day 2	Writing t	
		Day 3	Reading p	
		Day 4	Writing p	
5		Day 1	Reading i	TW i
		Day 2	Writing i	
		Day 3	Reading n	
		Day 4	Writing n	
6		Day 1	Reading m	Review s, a, t, p, i, n, m, d
		Day 2	Writing m	
		Day 3	Reading d	
		Day 4	Writing d	
7		Day 1	Reading g	TWs to into
		Day 2	Writing g	
		Day 3	Reading o	
		Day 4	Writing o	
8		Day 1	Reading c	Review s, a, t, p, i, n, m, d, g, o, c, k
		Day 2	Writing c + rule – use c if followed by o, a, or u e.g. cop, cap, cup	
		Day 3	Reading k	
		Day 4	Writing k + rule – use k if followed by i or e – kit, kettle	
9		Day 1	Reading ck	TWs no go
		Day 2	Writing ck + rule – end of syllable after a short vowel sound	
		Day 3	Reading e	
		Day 4	Writing e	
10		Day 1	Reading u	TWs review l to into no go
		Day 2	Writing u	
		Day 3	Reading r	
		Day 4	Writing r	
11		Day 1	Reading h	TW the
		Day 2	Writing h	
		Day 3	Reading b	
		Day 4	Writing b	

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
12		Day 1	Reading f	TW of
		Day 2	Writing f - end of syllable after a short vowel sound	
		Day 3	Reading l	
		Day 4	Writing l - end of syllable after a short vowel sound	
13		Day 1	Reading ff	TWs review l to into no go the of
		Day 2	Reading ll	
		Day 3	Reading ss	
		Day 4	Writing ff ll ss- end of syllable after a short vowel sound	
14		Day 1	Review Phase 2 – reading CVC words	TWs review l to into no go the of
		Day 2	Review phase 2 – writing CVC words	
		Day 3	Review Phase 2 – reading sentences	
		Day 4	Review Phase 2 – writing sentences	
15 Assessment week		Day 1	Phonics related activities within areas and adult targeted support to address specific gaps.	
		Day 2		
		Day 3		
		Day 4		

**Spring Term:
Phase 3**

Children to be taught Phase 3 phonemes in the order below alongside the written grapheme.

Children to read and write CVC words using a range of phonemes learnt using phase 2 and 3 phonemes/graphemes.

Children to read decodable two-syllable words.

Children to read and write sentences using phase 2 and 3 phonemes/graphemes.

Children to learn to read and spell Phase 3 tricky words. Children should be taught to identify the elements of the word that are phonetically plausible and the specific element that makes the word tricky e.g. to – ‘t’ can be heard making the correct sound; however, the ‘o’ is making an ‘oo’ sound.

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
1		Day 1	Reading j	TWs we he she me be
		Day 2	Writing j	
		Day 3	Reading v – ‘ve’ at the end of a word makes /v/	
		Day 4	Writing v – if a word ends with a /v/ sound add a silent ‘e’.	
2		Day 1	Reading w	TW was
		Day 2	Writing w	
		Day 3	Reading x	
		Day 4	Writing x	
3		Day 1	Reading y	TW my
		Day 2	Writing y	
		Day 3	Reading z/zz	
		Day 4	Writing z/zz - end of syllable after a short vowel sound	
4		Day 1	Reading qu	TW you
		Day 2	Writing qu	
		Day 3	Reading sh	
		Day 4	Writing sh	
5		Day 1	Reading ch	TWs review Phase 2 I to into no go the of Phase 3 we he she me be was my you
		Day 2	Writing ch	
		Day 3	Reading ng	
		Day 4	Writing ng	
6		Day 1	Reading soft and hard th	TW all
		Day 2	Writing soft and hard th	
		Day 3	Reading ai	
		Day 4	Writing ai	
7		Day 1	Reading ee	TW are
		Day 2	Writing ee	
		Day 3	Reading oa	
		Day 4	Writing oa	
8		Day 1	Reading igh	TW her
		Day 2	Writing igh	
		Day 3	Reading igh	
		Day 4	Writing igh	
9		Day 1	Reading short oo	TW they
		Day 2	Reading long oo	
		Day 3	Reading short and long oo	
		Day 4	Writing short and long oo	

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
10		Day 1	Reading ow	TWs review Phase 2 I to into no go the of Phase 3 we he she me be was my you all are her they
		Day 2	Writing ow	
		Day 3	Reading oi	
		Day 4	Writing oi	
11		Day 1	Reading or	TW because
		Day 2	Writing or	
		Day 3	Reading ar	
		Day 4	Writing ar	
12		Day 1	Reading er	TWs review Phase 2 I to into no go the of Phase 3 we he she me be was my you all are her they because
		Day 2	Writing er	
		Day 3	Reading ur	
		Day 4	Writing ur	
13 Assessment week		Day 1	Phonics related activities within areas and adult targeted support to address specific gaps.	
		Day 2		
		Day 3		
		Day 4		

**Summer Term:
Completion and consolidation of Phase 3
Phase 4**

Children to blend and segment longer words with adjacent consonants.

Children to represent each of the 42 phonemes with corresponding graphemes.

Children to read and spell CVC words, including two-syllable words and captions.

Children to know all letter names.

Children to read and spell phase 4 tricky words. Children should be taught to identify the elements of the word that are phonetically plausible and the specific element that makes the word tricky e.g. to – ‘t’ can be heard making the correct sound; however, the ‘o’ is making an ‘oo’ sound

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
1		Day 1	Reading ear	TWs do so
		Day 2	Writing ear	
		Day 3	Reading ear	
		Day 4	Writing ear	
2		Day 1	Reading air	TW have
		Day 2	Writing air	
		Day 3	Reading air	
		Day 4	Writing air	
3		Day 1	Reading ure /yooer/	TW like
		Day 2	Reading ure /yer/ after t – t making /ch/	
		Day 3	Reading ure /yooer/ and /yer/	
		Day 4	Writing ure	
4		Day 1	Reading Phase 2 and 3 words	TWs review Phase 2 I to into no go the of Phase 3 we he she me be was my you all are her they because Phase 4 do so have like
		Day 2	Writing Phase 2 and 3 words	
		Day 3	Reading Phase 2 and 3 sentences	
		Day 4	Writing Phase 2 and 3 sentences	
5		Day 1	Reading ending consonant blends nd mp nt nk	TWs said/one
		Day 2	Writing ending consonant blends nd mp nt nk	
		Day 3	Reading ending consonant blends st ft lt lf	
		Day 4	Writing ending consonant blends st ft lt lf	
6		Day 1	Reading ending consonant blends sk lp lk	TWs some/come
		Day 2	Writing ending consonant blends sk lp lk	
		Day 3	Reading ending consonant blends pt, xt, nch	
		Day 4	Writing ending consonant blends pt, xt, nch	
7		Day 1	Reading initial consonant blends tr, dr, gr, cr, fr, br, pr	TWs out
		Day 2	Writing initial consonant blends tr, dr, gr, cr, fr, br, pr	
		Day 3	Reading initial consonant blends bl, fl, sl, gl, pl, cl	
		Day 4	Writing initial consonant blends bl, fl, sl, gl, pl, cl	

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
8		Day 1	Reading initial consonant blends tw, sw, sm, sn, sk, sc	TWs were
		Day 2	Writing initial consonant blends tw, sw, sm, sn, sk, sc	
		Day 3	Reading initial consonant blends shr, thr, sp, st	
		Day 4	Writing initial consonant blends shr, thr, sp, st	
9		Day 1	Reading initial consonant blends scr	TW when
		Day 2	Reading initial consonant blends spr	
		Day 3	Reading initial consonant blends str	
		Day 4	Writing initial consonant blends scr, spr, str	
10		Day 1	Reading CCVCC	TW what
		Day 2	Reading CCCVCC	
		Day 3	Reading CCVCC CCCVCC	
		Day 4	Writing CCVCC, CCCVCC , plus previous combinations	
11		Day 1	Reading polysyllabic words	TW little
		Day 2	Reading compound words	
		Day 3	Reading polysyllabic and compound words	
		Day 4	Writing polysyllabic and compound words	
12 Assessment week		Day 1	Phonics related activities within areas and adult targeted support to address specific gaps.	TW there
		Day 2		
		Day 3		
		Day 4		