

Autumn 1: Review Phase 2 digraphs, Phase 3 and 4

Autumn 2: Teach Phase 5 and continue to teach up to the end of the Summer Term

Children to be taught Phase 5 phonemes in the order below alongside the written grapheme.

Children to learn new graphemes for known phonemes i.e. 'ai' (phase 3), learn the 'ay' and 'a_e' all make the same sound.

Children to learn new phonemes for known graphemes i.e. 'y' (phase 2) can make the /igh/, /ee/ and /i/ sound.

Children to learn to read and spell all Phase 2, 3, 4 and 5 tricky words including tricky words from the Year 1 NC word list. 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, v, w	TWs I to no of the into go
		Day 2	Writing j, v, w	
		Day 3	Reading x, y, z	
		Day 4	Writing x, y, z	
2		Day 1	Reading ck, ff, ll	TWs was my we she he me be
		Day 2	Writing ck, ff, ll	
		Day 3	Reading ss, zz	
		Day 4	Writing ss,zz	
3		Day 1	Reading qu, sh, ch	TWs you all are they because
		Day 2	Writing qu, sh, ch	
		Day 3	Reading ng, th	
		Day 4	Writing ng, th	
4		Day 1	Reading ai, ee, igh	TWs do so said have like
		Day 2	Writing ai, ee, igh	
		Day 3	Reading oa, long and short oo	
		Day 4	Writing oa, long and short oo	
5		Day 1	Reading ow, oi, or	TWs come some ask one out
		Day 2	Writing ow, oi, or	
		Day 3	Reading ar, er, ur	
		Day 4	Writing ar, er, ur	
6		Day 1	Reading ear, air	TWs were when what your by
		Day 2	Writing ear, air	
		Day 3	Reading ure /yooer/ /yer/ after 't' which changes to /ch/	
		Day 4	Writing ure /yooer/ /yer/ after 't' which changes to /ch/	
7 Assessment week		Day 1	Reading phase 4 words	TWs there little his has is
		Day 2	Writing Phase 4 words	
		Day 3	Reading Phase 4 sentences	
		Day 4	Writing Phase 4 sentences	

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
8 Alternate graphemes for known phonemes		Day 1	Reading ay (day) Reading words 'ai' 'ay'	TWs oh today says love once
		Day 2	Writing ay (day) Spelling choices 'ai' 'ay'	
		Day 3	Reading ou (out) Reading words 'ow' 'ou'	
		Day 4	Writing ou (out) Spelling choices 'ow' 'ou'	
9		Day 1	Reading ie (tie) Reading words 'igh' 'ie'	TWs looked called put push pull
		Day 2	Writing ie (tie) Spelling choices 'igh' 'ie'	
		Day 3	Reading ea (east) Reading words 'ee' 'ea'	
		Day 4	Writing ea (east) Spelling choices 'ee' 'ea'	
10		Day 1	Reading oy (boy) Reading words 'oi' 'oy'	TWs asked house our full school
		Day 2	Writing oy (boy) Spelling choices 'oi' 'oy'	
		Day 3	Reading ir (girl) Reading words 'er' 'ur' 'ir'	
		Day 4	Writing ir (girl) Spelling choices 'er' 'ur' 'ir'	
11		Day 1	Reading ue (blue) Reading words 'oo' 'ue'	TWs people friend here where her
		Day 2	Reading ue (queue) 'ue' making /yoo/	
		Day 3	Reading ue (blue), ue (queue) making choices	
		Day 4	Writing ue (blue), ue (queue) Spelling choices 'oo' 'ue=oo' 'ue=yoo'	
12		Day 1	Reading aw (saw) Reading words 'or' 'aw'	TWs Mr Mrs their could should
		Day 2	Writing aw (saw) Spelling choices 'or' 'aw'	
		Day 3	Reading au (Paul) Reading words 'or' 'aw' 'au'	
		Day 4	Writing au (Paul) Spelling choices 'or' 'aw' 'au'	
13		Day 1	Reading wh (when) Reading words 'w' 'wh'	Review 1 of TWs I to no of
		Day 2	Writing wh (when) Spelling choices 'w' 'wh'	
		Day 3	Reading ph (photo) Reading words 'f' 'ff' 'ph'	
		Day 4	Writing ph (photo) Spelling choices 'f' 'ff' 'ph'	
14 Assessment week		Day 1	Phonics related activities	Review 1 of TWs the into go was my
		Day 2	Adult targeted support to address specific gaps.	
		Day 3		
		Day 4		

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
15		Day 1	Reading ew (chew) Reading words 'oo' 'ue' 'ew'	Review 1 of TWs we she he me be
		Day 2	Reading ew (few) 'ew' making /yoo/	
		Day 3	Reading ew (chew), ew (few) making choices	
		Day 4	Writing ew (chew), ew (few) Spelling choices 'oo' 'ue/ew=oo' 'ue/ew=yoo'	
16		Day 1	Reading oe (toe) Reading words 'oa' 'oe'	Review 1 of TWs you all are they because
		Day 2	Writing oe (toe) Spelling choices 'oa' 'oe'	
		Day 3	Reading ey (key) Reading words 'ee' 'ea' 'ey'	
		Day 4	Writing ey (key) Spelling choices 'ee' 'ea' 'ey'	
17		Day 1	Reading a_e (make)	Review 1 of TWs do so said have like
		Day 2	Reading a_e – c making /s/ (ace)	
		Day 3	Reading a_e (make) Reading words 'ai' 'ay' 'a_e'	
		Day 4	Writing a_e (make) Spelling choices 'ai' 'ay' 'a_e'	
18		Day 1	Reading e_e (these)	Review 1 of TWs come some one ask out
		Day 2	Reading e_e (these) Reading words 'ee' 'ea' 'ey' 'e_e'	
		Day 3	Writing e_e (these) Spelling choices 'ee' 'ea' 'ey' 'e_e'	
		Day 4	Reading a_e (make), e_e (these)	
19		Day 1	Reading i_e (like)	Review 1 of TWs were when what your by
		Day 2	Reading i_e – c making /s/ (ice)	
		Day 3	Reading i_e (like) Reading words 'igh' 'ie' 'i_e'	
		Day 4	Writing i_e (like) Spelling choices 'ai' 'ay' 'a_e'	
20		Day 1	Reading o_e (home)	Review 1 of TWs there little his has is
		Day 2	Reading o_e (home) Reading words 'oa' 'oe' 'o_e'	
		Day 3	Writing o_e (home) Spelling choices 'oa' 'oe' 'o_e'	
		Day 4	Reading a_e (make), e_e (these), i_e (like), o_e (home)	
21 Assessment week		Day 1	Phonics related activities	Review 1 of TWs oh today says love once
		Day 2	Adult targeted support to address specific	
		Day 3	gaps.	
		Day 4		

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
22		Day 1	Reading u_e (rule) Reading words 'oo' 'ue' 'ew' 'u_e'	Review 1 of TWs looked called put push pull
		Day 2	Reading u_e (cube) u_e making yoo Reading words 'ue' 'ew' 'u_e'	
		Day 3	Reading u_e (rule) (cube) making choices	
		Day 4	Writing u_e (rule) u_e (cube) Spelling choices 'oo' 'ue' 'ew' 'u_e' = oo 'ue' 'ew' 'u_e' = yoo	
23 Alternate phonemes for known graphemes		Day 1	Reading g (gem) Reading words 'g=/g/' 'g=/j/'	Review 1 of TWs asked house our full school
		Day 2	Writing g (gem) Spelling choices 'j' 'g' = j	
		Day 3	Reading c (cent) Reading words 'c=/k/' 'c=s'	
		Day 4	Writing c (cent) Spelling choices 's' 'c' = s	
24		Day 1	Reading ow (blow) Reading words 'ow for cow' 'ow=/oa/ for blow'	Review 1 of TWs people friend here where her
		Day 2	Writing ow (blow) Spelling choices 'oa' 'oe' 'o_e' 'ow' = /oa/	
		Day 3	Reading ou (you) Reading words 'ou=/oo/' 'ou=/ow/'	
		Day 4	Writing ou (you) Spelling choices 'oo' 'ew' 'ue' 'u_e' 'ou' = /oo/	
25		Day 1	Reading y (by) Reading words 'y for yes 'y =/igh/ for by'	Review 1 of TWs Mr Mrs their could should
		Day 2	Writing y (by) Spelling choices 'igh' 'ie' 'i_e' 'y' = /igh/	
		Day 3	Reading y (very) Reading words 'y for yes 'y =/igh/ for by' 'y=/ee/ for very'	
		Day 4	Writing y (very) Spelling choices 'ee' 'ea' 'ey' 'e_e' 'y' = /ee/	
26		Day 1	Reading y (gym) Reading words 'y for yes 'y =/igh/ for by' 'y=/ee/ for very 'y = /i/ for gym'	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2	Writing y (gym) Spelling choices 'i' 'y' = /i/	
		Day 3	Reading ea (bread) Reading words 'ea = /ee/' 'ea = /e/	
		Day 4	Writing ea (bread) Spelling choices 'e' 'ea' = /e/	
27 Assessment week		Day 1	Phonics related activities	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2	Adult targeted support to address specific gaps.	
		Day 3		
		Day 4		

Week	Date w/c	Teaching Sequence		Tricky Word/s – Day 5
28 Revision phonics screening		Day 1	Reading ch, sh, th, ng, qu	Apply Phonics to Reading Read given text
		Day 2	Reading f, ff, ph	
		Day 3	Reading w, wh	
		Day 4	Reading ai, ay, a_e	
29		Day 1	Reading ee, ea, ey, e_e, y	Apply Phonics to Reading Read given text
		Day 2	Reading igh, ie, i_e, y	
		Day 3	Reading oa, oe, o_e, ow	
		Day 4	Reading oo, ou, ue, u_e, ew = /oo/	
30		Day 1	Reading ue, ew, u_e = /yoo/	Apply Phonics to Reading Read given text
		Day 2	Reading ir, er, ur	
		Day 3	Reading oy, oi	
		Day 4	Reading ou (ouch), ou (group), ow (cow), ow (blow)	
31		Day 1	Reading au, or, aw	Apply Phonics to Reading Read given text
		Day 2	Reading y making /ee/ or /igh/ at the end of words	
		Day 3	Reading c making /s/, ve making /v/	
		Day 4	Reading ue, ew, u_e making /yoo/ or /oo/	
32 - 33		Day 1	Focus revision based on AFL ready for phonics screening test.	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2		
		Day 3		
		Day 4		
34 Assessment week		Day 1	PHONICS SCREENING TEST	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2		
		Day 3		
		Day 4		
35		Day 1	Reading a (acorn) Reading words ' a=/ai/ 'a=/a/	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2	Writing a (acorn) Spelling choices a, ai, ay, a_e	
		Day 3	Reading e (she) Reading words ' e=/ee/ 'e=/e/	
		Day 4	Writing e (she) Spelling choices e, ee, ea, ey, e_e, y	
36		Day 1	Reading i (find) Reading words ' i=/igh/ 'i=/i/	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2	Writing i (find) Spelling choices i, igh, ie, i_e, y	
		Day 3	Reading o (cold) Reading words ' o=/oa/ 'o=/o/	
		Day 4	Writing o (cold) Spelling choices o, oa, o_e, oe, ow	
37		Day 1	Reading u (uniform) Reading words ' u=/yoo/ 'u=/u/	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2	Writing u (uniform) Spelling choices ue, ew, u_e, u	
		Day 3	Reading u = long oo(truth)/ short oo(pull) Reading words u=long/oo/, u=short/oo, u=/yoo, u=u	
		Day 4	Writing u = long oo(truth)/ short oo(pull) Spelling choices long oo, ou, ue, ew, u_e, u, short oo	
38 Assessment week		Day 1	Phonics related activities Adult targeted support to address specific gaps.	Review 2 of TWs Based on AFL. Choose relevant Tricky Words PowerPoints
		Day 2		
		Day 3		
		Day 4		