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|  | Autumn Term | Spring Term | Summer Term |
| Reception | **Revision of Phase 1 for the first 4 weeks**Bug Club PhonicsUnits: A-D **Phase 2**Bug Club PhonicsUnit 1: s a t pUnit 2: I n m dUnit 3: g o c kUnit 4: ck e u rUnit 5: h b f ff l ll ss**Phase 2 key words (tricky words are highlighted)**Unit 2: a is it in at an dadUnit 3: and can get got toUnit 4: mum put the no goUnit 5: of his has him I into | **Phase 3**Bug Club PhonicsUnit 6: j v w xUnit 7: y z zz quUnit 8: ch sh th ngUnit 9: ai ee igh oa (long and short) ooUnit 10: ar or ur ow oiUnit 11: ear air ure er**Phase 3 key words (tricky words are highlighted)**Unit 6: off me beUnit 7: had he she myUnit 8: this that theyUnit 9: them then we areUnit 10: will with you herUnit 11: down look all was | **Phase 3**Recap vowel digraphs: ai ee igh oa oo ar or ur ow oi ear air ure er Blend all Phase 3 graphemes for reading and segment for spelling.**Phase 4**Bug Club PhonicsUnit 12.1: Adjacent consonants CVCC (nest)Unit 12.2: Adjacent consonants CCVC (crab)Unit 12.3: Adjacent consonants CCVCC (drink)Unit 12.4: Adjacent consonants CCCVC (split)Unit 12.5: Adjacent consonants CCCVCC (splint)**Phase 4 key words (tricky words are highlighted)**Unit 12.1: said have Unit 12.2: like so doUnit 12.3: some come were thereUnit 12.4: little what whenUnit 12.5: one out |
| **Outcomes*** Give the phoneme when shown any Phase 2 grapheme.
* Find any Level two grapheme, from a display, when given the phoneme.
* Orally blend and segment CVC words.
* Blend and segment in order to read and spell (using magnetic letters) VC and CVC words.
* Read the six tricky words - the, to, I, no, go, into.
 | **Outcomes*** Give the phoneme when shown all or most Phase 2 and 3 graphemes.
* Find all or most Phase 2 and 3 graphemes, from a display, when given the phoneme.
* Blend and read CVC words (single-syllable words consisting of Phase 2 and 3 graphemes).
* Segment and spell CVC words (single-syllablewords consisting of Phase 2 and 3 graphemes);
* Read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
* Spell Phase 2 tricky words and some Phase 3 tricky words.
 | **Outcomes*** Be able to blend and read words containing adjacent consonants.
* Be able to segment and spell words containing adjacent consonants.
* Be able to read Phase 4 tricky words.
* Be able to spell Phase 3 tricky words and some Phase 4 tricky words.
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|  | **Links to the EYFS Curriculum****Word Reading ELG -** Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**Writing ELG -** Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. |
| Year 1 | **Phase 3/4**Initial baseline assessments should inform areas to revise.Revision of phase 3 digraphs and trigraphs. Consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and longer words including two syllable e.g. children, sandpit.**Phase 5****Bug Club Phonics**Unit 13: zh (measure) wh (when) ph (graph)Unit 14: ay (say) a-e (ape) eigh (weight) ey (prey) ei (neigh)Unit 15: ea (eat) e-e (gene) ie (chief) ey (hockey) y (very)Unit 16: ie (tie) i-e (hide) y (by) i (find)Unit 17: ow (snow) o-e (hole) o (both) oe (toe)Unit 18: ew (drew) ue (clue) u-e (tune) u (push) oul (should)Unit 19: aw (paw) au (caught) al (fall)**Phase 5 key words (tricky words are highlighted)**Unit 13: by oh theirUnit 14: Ms Mr Mrs Unit 15: looked called askedUnit 16: people water whereUnit 17: could should who againUnit 18: push pull fullUnit 19: worked laughed because | **Phase 5**Unit 20: ir (bird) er (herb) ear (learn) Unit 21: ou (proud) oy (loyal)Unit 22: ere (here) eer (beer) are (share) ear (wear)Unit 23: c (code) k (kit) ck (duck) ch (ache)Unit 24: c(e) (force) c(i) (excite) c(y) fancy sc (scent) st(l) castle se (use)Unit 25: g(e) age g(i) ginger g(y) gym**Phase 5 key words (tricky words are highlighted)**Unit 20: says loveUnit 21: different any manyUnit 22: eye friends hereUnit 23: two once ourUnit 24: great clothesUnit 25: it’s I’m I’ll I’ve | **Phase 5**Unit 26: le (puddle) mb (crumb) kn (knock) gn (gnome) wr (write)Unit 27: tch (batch) sh alternatives: ti (potion) ssi (mission) ci (ancient) ea (head) s (usual) wa (want) o (done)**Phase 5 key words (tricky words are highlighted)**Unit 26: don’t can’t didn’t Unit 27: first second third |
| **Outcomes*** Give the phoneme when shown any grapheme that has been taught.
* For any given phoneme, write the corresponding graphemes.
* Apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
* Read and spell phonically decodable two-syllable and three-syllable words.
* Read and write all tricky words.
* Read all year 1 common exception words.
* Form each letter correctly.
* Use alternative ways of pronouncing and representing the long vowel phonemes.
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|  | **KS1 National Curriculum Links****Word reading** * Apply phonic knowledge and skills as the route to decode words.
* Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+phonemes, including, where applicable, alternative sounds for graphemes.
* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
* Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
* Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
* Read other words of more than one syllable that contain taught GPCs.
* Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).
* Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
* Re-read these books to build up their fluency and confidence in word reading.
 | **KS1 National Curriculum Links****Writing transcription*** Write words containing each of the 40+ phonemes already taught.
* Spell common exception words.
* Spell the days of the week.
* Name the letters of the alphabet.
* Naming the letters of the alphabet in order.
* Using letter names to distinguish between alternative spellings of the same sound.
* Add prefixes and suffixes using: the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;
* using the prefix un-;
* using -ing, -ed, -er and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.
* Apply simple spelling rules and guidance, as listed in English Appendix 1.
* Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
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| Year 2 | **Phase 5**Initial baseline assessments should inform areas to revise.Children to revise alternative pronunciations and spellings from phase 5. Alternative pronunciations: i o c g u ow ie ea er ch a y ou e ey Alternative spellings: ch j m n r s z u ear ar ur air or oo ai ee igh oa sh**Phase 6**Bug Club PhonicsUnit 28: Suffix ending ‘-ing’ (a morpheme)Suffix ending ‘-ed’ (a morpheme)Suffix ending split digraph silent ‘e’Unit 29: Suffix ending ‘s’ (plural morpheme)Suffix ending ‘es’ after ‘ss’ and ‘x’Suffix ending ‘es’ after ‘ch’, ‘sh’ and ‘tch’Unit 30: Prefix ‘re-‘Prefix ‘un-‘Prefix, root, suffix**Phase 6 key words**Unit 28: read and spell high-frequency words with suffix endings - “clearing”, “gleaming”, “rained” and “mailed”Unit 29:Unit 30:**Continue to teach Year 2 common exception words**today school house door floor poor find kind mind behind child children wild climb most only both old cold gold hold told every everybody even break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar should would who whole busy half money parents Christmas  | **Spelling**Spell words with different patterns.Read and spell homophones/nearhomophones. |
| **Outcomes*** Read accurately most words of two or more syllables.
* Read most words containing common suffixes.
* Read most common exception words.
* Read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
* Sound out most unfamiliar words accurately, without undue hesitation.
* Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
* Spell most common exception words correctly.
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|  | **KS1 National Curriculum Links****Word reading** * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
* Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
* Read accurately words of two or more syllables that contain the same graphemes as above.
* Read words containing common suffixes.
* Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
* Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
* Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* Re-read these books to build up their fluency and confidence in word reading.
 | **KS1 National Curriculum Links****Writing transcription*** Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
* Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
* Spell common exception words.
* Spell more words with contracted forms.
* Spelling using the possessive apostrophe (singular), for example, the girl’s book.
* Distinguish between homophones and near-homophones.
* Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
* Apply spelling rules and guidance, as listed in English Appendix 1.
* Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
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Year 1 Common Exception Words Year 2 Common Exception Words

**Key terminology**

Phoneme – The smallest unit of sound in a word. There are approximately 44 phonemes in English (it depends on different accents).

Grapheme – The physical representation of the phoneme; a letter.

Grapheme Phoneme Correspondence (GPC) - Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Adjacent consonants - Two or three consonants next to each other that represent different sounds. For example, bl in black. Bl is made up of two sounds but they can be easily blended and it is great if children can recognise these blends in words. It is not a digraph as you can separate the sounds into b and l.

Blending – Blending (synthesising) involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.Segmenting – This involves hearing a word, splitting it up into the phonemes (sound talk/sounding out) that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order.

Common Exception Words - Common exception words are words that do not follow the common phonetic spelling rules. These are also called tricky words as you must learn to recognise them, and cannot sound them out. They are not decodable using the normal rules and letter-sounds in phonics. Some common exception words are classed as high-frequency