

Phonics Long term plan							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Notes
Nurse	Settling	General sound discrimination – tuning in to different sounds - environmental sounds - instrumental sounds -body percussion	Rhythm and rhyme – nursery rhymes / music / song	Alliteration – initial sounds eg. Ben’s big, bouncy ball		First 5 of RWI Set 1 in summer term	Use phase 1 of letters and sounds as guidance for lesson ideas?
Reception - RWI	Children are settling in Initial phonics assessment: Set 1: First 10 sounds: m, a, s, d, t, l, n, p, g, o	Phonics assessment: 15 sounds from set 1: C, k, u, b F, e, l, h Sh, r, j, v, Y, w, th	Phonics assessment: 6 remaining sounds from set 1: Z, ch, qu X, ng, nk	Phonics assessment: Consolidation of set 1 sounds and tricky words.	Phonics assessment: Begin Set 2.	Phonics assessment: Finish and consolidate set 2.	
Year 1 - RWI	Initial phonics assessment: Teacher groups: 1.Begin with Set 2 (12 sounds – 4 weeks): TA groups:	Phonics assessment: T groups: Ensure children are secure with set 2 (2 weeks), Begin Set 3 (17 sounds – 6 weeks) TA groups:	Phonics assessment: T groups: 1. Finish teaching set 3 (2 weeks) 2. Extra sounds to be taught (2 weeks).	Phonics assessment: T groups: Consolidation of sets 1,2, 3. Teaching of sound families/alternative spellings. Begin screening practice.	Phonics assessment: T groups: Sound families/alternative spellings. TA groups: 1. Lots of set 3 consolidation	Screening – June. Post screening – work on sound families/alternative spellings, plug any sets 1-3 gaps. TA groups: 1.Plugging gaps – sound	Split children into 4 groups. 2 led by teachers, 2 smaller TA intervention groups based on initial assessment, groups are fluid term by term. NB: If a child is added/remove

	<p>1. Begin with Set 1 sounds based on initial assessments.</p>	<p>1. Finish set 1 (3 weeks) 2. Begin set 2 (3 weeks)</p>	<p>3. Consolidation of set 3 (4 weeks)</p> <p>TA groups: 1. Consolidate set 2 (2 weeks) 2. Begin set 3 (3 weeks)</p>	<p>TA groups: 1. Set 3 (5 weeks)</p>	<p>2. Screening practice</p>	<p>families/alternative spellings</p>	<p>d to/from a group T to track what sounds they have covered/missed to ensure no learning gaps occur.</p>
Year 2	<p>Phonics assessment:</p> <p>1. Recap any missing sounds from sets – based on assessment.</p> <p>2. Alternative spellings/Letter families</p> <p>3. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>4. The /s/ sound spelt c</p>	<p>1. The /aɪ/ sound spelt y at the end of words (eg. try/cry)</p> <p>2. The /ɔ:/ sound spelt a before l and ll (eg. walk, talk, fall, ball)</p> <p>3. The /ʌ/ sound spelt o (eg. mother, worry)</p> <p>4. The /i:/ sound spelt ey (eg. key, money)</p> <p>5. The /ɜ:/ sound spelt s (eg. treasure, television)</p>	<p>Vowel Suffixes</p> <p>1. Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>2. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>3. Simple past tense. I looked / not continuous</p>	<p>More suffixes</p> <p>1. Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs)</p> <p>2. Adding -es to nouns and verbs ending in y</p> <p>3. The suffixes -ment, -ness, -ful, -less and -ly</p>	<p>Letter strings</p> <p>1. Words ending in tion</p> <p>2. The /l/ or /əl/ sound spelt le at the end of words/ The /l/ or /əl/ sound spelt al at the end of words /Words ending il/ Eg. Little metal camel</p> <p>3. The /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar after w</p>	<p>Apostrophes</p> <p>1. Apostrophes for contractions</p> <p>2. The possessive apostrophe (singular nouns)</p> <p>Homophones</p> <p>1. Homophones and near-homophones</p>	<p>In yr 2 children become fluent readers and increasingly accurate spellers.</p> <p>The shift from learning to read to reading to learn takes place and children read for information and for pleasure.</p> <p>There is a list of the 300 high-frequency words in Appendix 1 on pages 193–195.</p>

	<p>before e, i and y.</p> <p>5. The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>6. The /r/ sound spelt wr at the beginning of words</p>		<p>past tense: I was looking</p> <p>4. Memory strategies</p>				
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	Memory strategies	Explanations
	1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)
	2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
	3. Analogy	To learn my word I can use words that I already know to help me (e.g. could: would, should)
	4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)