

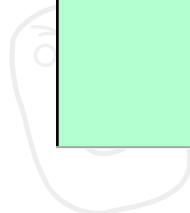


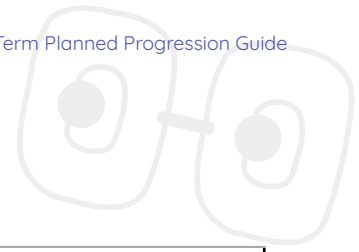
Time for Phonics is planned so that children start by learning the simplest GPCs and then move on to the more complex correspondences within Phase 5. It covers all the main correspondences so that children become confident and effective readers. Children are introduced to the high frequency de-codable and tricky words throughout the phases and are given the opportunity to consolidate learning at both the end and beginning of each phase. **The scheme progression provides pace and the chance to revisit, review, practise and apply knowledge.**

Year Group	Term	GPCs	High Frequency and Tricky Words
N		Phase 1: Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion Aspect 4 - Rhythm and Rhyme Aspect 5 - Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Segmenting and Blending	
	Autumn 1	Revisit and Review Phase 1 with a focus on Aspect 7. s, a, t, p, i, n, m, d, g, o, c, k	in, is, it, at, and
	Autumn 2	ck, e, u, r, h, b, f, ff, l, ll, ss Revision of all Phase 2 graphemes	no, go, l
	Spring 1	j, v, w, x, y, z, qu, ch, sh, th, ng, ai, ee, igh, oa, ar, or, ur, ow	no, go, l to, the
	Spring 2	oi, ear, air, ure, er, Revision and consolidation of Phase 3 graphemes (Phase 3 Weeks 8-10)	we, me, be ,was, you, they, her, all, are
	Summer 1	Words containing a combination of Phase 3 graphemes. Revision and consolidation of all Phase 3 graphemes. Assessment and targeted support	we, me, be ,was, you, they, her, all, are
R	Summer 2	Assessment and targeted support Recalling Phase 2 and 3 graphemes. Phase 4: Reading and spelling CVCC words. Reading and spelling CCVC words. Reading sentences. Writing sentences with tricky words. Reading adjacent consonants.	said, so, he, she, we, me, be



1	Autumn 1	<p>Recalling Phase 2 and 3 graphemes.</p> <p>Phase 4:</p> <p>Reading and Spelling CVCC words.</p> <p>Reading sentences.</p> <p>Writing sentences with tricky words.</p> <p>Reading adjacent consonants.</p>	<p>were, there, little, one, they, all, are, do, when, what, my, her</p>
	Autumn 2	<p>Phase 5 alternatives</p> <p>ay, ou, ie, ea, oi, ir, ue, wh, ph, ew, aw, au, oe, a-e</p> <p>Consolidation of Phase 5 graphemes taught</p> <p>Assessment and targeted support</p>	<p>Mr, Mrs, looked, called, asked, some, come, were, there</p>
	Spring 1	<p>Revisit and review of Phase 5 graphemes</p> <p>e-e, igh, o-e, u-e,</p> <p>Alternative pronunciations - i, o, a, e, u, c, g, y, ch, er, ow, ie, ea, ou, ey</p> <p>Consolidation of Phase 5 GPCs taught so far</p>	<p>little, one, do, when, water, where, who, again, thought, work, through, mouse</p>
	Spring 2	<p>Consolidation of Phase 5 GPCs taught so far</p> <p>se in house</p> <p>ce in fence</p> <p>st in whistle</p> <p>kn in knit</p> <p>gn in gnome</p> <p>wh in whole</p> <p>mb in lamb</p> <p>ch in school</p> <p>wr in wrist</p> <p>dge in bridge</p> <p>ge in large</p> <p>dg in badger</p> <p>ve in love</p> <p>se in cheese</p> <p>tch in match</p> <p>ch in chef</p> <p>tion in station</p> <p>ould in could</p> <p>eigh in eight</p> <p>al in half</p> <p>our in four</p> <p>all in ball</p> <p>ough in thought</p> <p>augh in caught</p> <p>eer in deer</p> <p>ere in here</p> <p>our in hour</p>	<p>many, laughed, any, eyes, friends, different, once, please</p>





1	Summer 1	Consolidation of Phase 5 GPCs taught so far Assessment and targeted support Phonics Screening Check Practise	
	Phonics Screening Check		
	Summer 2	Consolidation of Phase 5 GPCs Practise and Apply: se in house ce in fence st in whistle kn in knit gn in gnome wh in whole mb in lamb ch in school wr in wrist dge in bridge ge in large dg in badger ve in love se in cheese tch in match ch in chef tion in station ould in could eigh in eight al in half our in four all in ball ough in thought augh in caught eer in deer ere in here our in hour	any, many, again, who, whole, where, two, school, call, different thought, through, friend work, because

