

Revised Phonics Long Term Plan 2021-22

A Systematic and Synthetic Approach (Loosely Based on Letters and Sounds)

Reception - Letters and Sounds - Phase 1 (to be taught alongside Phase 2)						
A1 W1	A1 W2	A1 W3	A1 W4	A1 W5	A1 W6	A1 W7
Settling in period. Developing listening skills, carpet rules and expectations for phonics. Read - I the		Aspect 1: General sound discrimination; environmental sounds	Aspect 2: General sound discrimination; instrumental sounds	Aspect 3: General sound discrimination: body percussion	Aspect 5: Alliteration	Aspect 6: Voice sounds
Aspect 4: Rhythm and rhyme story-time					Aspect 7: Oral blending and segmenting	

Reception - Letters and Sounds - Phase 2 (plus revised consolidation block)												
	A1 W3	A1 W4	A1 W5	A1 W6	A1 W7	A2 W1	A2 W2					
revisit	Sing alphabet song All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)						Sing alphabet song Flashcards and/frieze Word cards and/or display					
teach	s a t p	i n m d	it its it's an in am man and dad did	g o c k	on got not dog top can cat	ck e u r	pick egg get up us duck mum sun ran red run	h b f/ff l/ll ss	had hat him hot back bad bed big but rabbit fell fun if off let let's lots tell well miss	Read - his put	Consolidate s a t p i n m d g o c k	Consolidate c k e u r h b f ff l ll ss
practise & apply	Practise blending words (activity based i.e. word in a bowl, metal mike)			Practise blending words in a context (activity based i.e. caption matching, real reading book)			Practise segmenting for spelling (activity based i.e. phoneme frames, missing phonemes)				Practise blending and segmenting skills, containing the selected phonemes within context.	
wider English	Support children in reading captions (matching short phrases to pictures) Retrieval comprehension skill			Support children in reading simple sentences. (Identifying tricky words within).			Support children in spelling simple words in the context of words, captions and simple sentences. Support children in using visual aids within their independent and play writing (sound mat and tricky word wall mat).				Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach	
wider English	Reference to regular stories, including 'The Boy Who Loved Words' and explicitly link phonics being the gateway to reading any word. *You can model this by reading some unknown words using phonics and adding sound buttons before adding them to your word tree.*				ff ll ss would never be at the beginning of a word							

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Reception - revised Phase 3 including consolidation													
	A2 W3		A2 W4		A2 W5			A2 W6		A2 W7		Sp1 W1	
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)							Alphabet practise Sing alphabet song Flashcards and/frieze					
teach	j		y	yes	ch	much		Consolidate ff ll ss zz Read - are her		Consolidate ck qu ch sh th Read - are her		Consolidate All phase 2-3 phonemes and HFWs so far Emphasis on wider reading Tasks such as: shared reading, 1:1 reading, group reading Read - so do	
	v		z	zebra	sh	fish wish							
	w	will	zz	buzz	th	that than then this them with that's							
	x	box fox	qu	queen	ng	along king long thing things							
	Teach spelling CVC words Read - was you		Teach spelling CVC words Read - my like		Teach spelling CCVC/CVCC words Read - are her								
practise & apply	Practise blending words in a context Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories)							Practise blending and segmenting skills, containing the selected phonemes within context.					
	Think, is your provision set up so children can apply these skills in their play? Think, are visual aids readily available in different areas of the classroom?							Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.					
wider English								Why do you need two of the same letter?		Delving deeper into the 'digraph'			

Reception - revised Phase 3 including consolidation												
	Sp1 W2		Sp1 W3		Sp1 W4			Sp1 W5		Sp1 W6		
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)									Alphabet practise Sing alphabet song Flashcards and/frieze		
teach	ai	again	oo	moon soon	ow	down how now town		ear	hear		Consolidate igh ear air ure Read - when out	
	ee	been feet keep need see	ar	car dark garden hard park	oi	coin		air	chair			
	igh	night right	or/oar	or for morning roar soar board	er	better ever her never river		ure	pure			
	oa	boat	oo	look book	ur							
	Teach spotting digraphs *trigraph* Read - some come		Read - little one		Read - heard were			Read - there what				
practise & apply	Practise blending words containing digraphs, including some two-syllable words. Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories).									Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal.		
	Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write.											
wider English										Drip feeding approach Delving deeper into the 'trigraph'		

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Reception - revised Phase 3 including consolidation				
	Sp2 W1	Sp2 W2	Sp2 W3	Sp2 W4
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
teach	Phase 2/3 (+HFW) Consolidation <i>Writing by dictation task - then working through it for the week - modelling how to use aids etc</i> Read - oh today Spell - I the is	Phase 3 Consolidation ai ee oa oo Read - Mr Mrs Spell - as a no	Phase 3 Consolidation oo ar or ow Read - people their Spell - go of to	Phase 3 Consolidation oi er ur Read - called looked Spell - into his put
practise & apply	Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach			
wider English	<i>What is spelling?</i>	<i>Introducing the terms 'vowel' and 'consonant'</i>		

Reception - revised Phase 4				
	Sp2 W5	Sp2 W6	S1 W1	S1 W2
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
teach	Reading and spelling focus: words containing consonant blends i.e: Lent pump strap crimp truck champ Read - ask asked Spell - has she me	Reading and spelling focus: words containing compound words i.e: moonlit raincoat handbag starfish Spell - he be we <i>Reading HFW's Phase 2 Focus</i>	Reading and spelling focus: two-syllable words i.e. i.e: tractor rabbit windmill floating Spell - was you my <i>Reading HFW's Phase 2 Focus</i>	Reading and spelling focus: multi-syllable words i.e. thundering helicopter Spell - like are her <i>Reading HFW's Phase 2 Focus</i>
practise & apply	Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. Support children in recognising the purpose behind spelling longer words. <i>It makes it easier to read, learning to apply a range of phonics every day.</i> Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a green pen . Mistakes are good!			
wider English		<i>Introducing the term 'syllable'</i>		

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Reception - consolidation blocks for Phase 3 and Phase 4												
S1 W3			S1 W4			S1 W5			S1 W6			
revisi †	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)											
teach	Phase 3 Consolidation Application in Wider Reading Focus <i>Tasks such as: shared reading, 1:1 reading, group reading</i> Spell - all they have Reading HFW's Phase 2 Focus			Phase 3 Consolidation Application in Wider Writing Phoneme Focus <i>Tasks such as: shared writing, group writing, 1:1 writing</i> Spell - said so do Reading HFW's Phase 3 Focus			Phase 4 Consolidation Block 1 Fun with syllables Spell - some come little Reading HFW's Phase 3 Focus			Phase 4 Consolidation Block 1 Identifying digraphs and trigraphs in longer words Spell - one heard were Reading HFW's Phase 3 Focus		
practise & apply	Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach					Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. Support children in recognising the purpose behind spelling longer words. <i>It makes it easier to read, learning to apply a range of phonics every day.</i> Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a green pen . Mistakes are good!						
wider English				<i>Why would we need to know sounds from memory?</i>						<i>Strategies for reading and writing longer words</i>		

Revised Phase 5															
S2 W1		S2 W2		S2 W3		S2 W4		S2 W5		S2 W6		S2 W7		S2 W8	
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)										Alphabet practise Sing alphabet song Flashcards and/frieze				
teach	wh	<i>whizz</i>	oy	<i>boy</i>	oe	<i>toe</i>	ue	<i>blue</i>	a_e	<i>snake</i>	Consolidate wh ph le ed oy ou Spell - called looked Reading HFW's Phase 5 Focus		Consolidate ay ee igh oa oo oo a_e_e_e_i_e_o_u_e Spell - ask asked Reading HFW's Phase 5 Focus		Consolidate ue ew au aw ir Reading HFW's Phase 5 Focus
	ph	<i>phonics</i>	ay	<i>day</i>	ir	<i>girl</i>	ew	<i>threw</i>	e_e	<i>even</i>					
	le	<i>able</i>	ea	<i>sea</i>	ou	<i>shout</i>	au	<i>haunt</i>	i_e	<i>slide</i>					
	ed		ie	<i>tie</i>	Spell - oh Reading HFW's Phase 4		aw	<i>paw</i>	o_e	<i>bone</i>					
	Spell - there what when Reading HFW's Phase 4		Spell - out Reading HFW's Phase 4				Spell - Mr Mrs Reading HFW's Phase 5		u_e	<i>tube</i>					
practise & apply	Practise identifying and blending words containing new graphemes (word, sentence and/or passage level) Begin using letter names for spelling when writing, highlight purpose of this. <i>Think, is your provision providing opportunities to read and write alternative spellings and do you model use of different spellings across other areas of the curriculum?</i>										Practise blending and segmenting skills, containing the selected phonemes within context. Support children in applying phonics when reading and writing within a range areas and situations i.e. teacher led, child led, play-based, formal. Drip feeding approach				
wider English	<i>Why do we need to know alternative spellings?</i>												<i>First look at long and short vowel sounds</i>		

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Year 1 - revised Phase 4 (plus Phase 2 and 3 consolidation)				
	A1 W1	A1 W2	A1 W3	A1 W4
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
Additional Consolidation	Phase 2&3 Consolidation s a t p i n m d g o c k c k e u r b h l l f f f s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r o o o w o i e r u r e a r a i r u r e Application in wider reading focus <i>Tasks such as: shared reading, 1:1 reading, group reading</i>	Phase 2&3 Consolidation s a t p i n m d g o c k c k e u r b h l l f f f s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r o o o w o i e r u r e a r a i r u r e Application in wider writing Focus <i>Tasks such as: shared writing, 1:1 writing, group writing</i>	Phase 2&3 Consolidation s a t p i n m d g o c k c k e u r b h l l f f f s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r o o o w o i e r u r e a r a i r u r e Application in wider reading focus <i>Tasks such as: shared reading, 1:1 reading, group reading</i>	Phase 2&3 Consolidation s a t p i n m d g o c k c k e u r b h l l f f f s s j v w x y z z z q u c h s h t h n g a i e e i g h o a o o a r o r o o o w o i e r u r e a r a i r u r e Application in wider writing Focus <i>Tasks such as: shared writing, 1:1 writing, group writing</i>
teach	Reading and spelling focus: words containing consonant blends i.e: Lent pump strap crimp truck champ Consolidation Phase 2&3 HFW's	Reading and spelling focus: words containing compound words i.e: moonlit raincoat handbag starfish Consolidation Phase 2&3 HFW's	Reading and spelling focus: two-syllable words i.e. i.e: tractor rabbit windmill floating Read - oh today Consolidation Phase 2&3 HFW's	Reading and spelling focus: multi-syllable words i.e. thundering helicopter Read - Mr Mrs Consolidation Phase 2&3 HFW's
practise & apply	Practise blending to read longer words using a range of physical actions and/or prompts i.e. fingers, robot arms, clapping syllables, phoneme frames Practise segmenting to spell longer words focusing on the use of phoneme frames (or fingers) to identify all sounds before writing. Support children in recognising the purpose behind spelling longer words. <i>It makes it easier to read, learning to apply a range of phonics every day.</i> Explicitly model and highlight errors in spelling and encourage children to correct your mistakes using a green pen . Mistakes are good!			
wider English	Introducing the term 'syllable' Why would we need to know sounds from memory?			

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Year 1 - revised Phase 5 initial sounds																																		
A1 W5					A1 W6					A1 W7					A2 W1					A2 W2					A2 W3					A2 W4				
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)																																	
teach	Teach new graphemes for reading:															Teach alternative pronunciations of graphemes for reading:																		
	wh	ph	le	ed	oy	ay	ea ey	ie	oe	ir	ou	ue	ew	au	aw	a-e	e-e	i-e	o-e	u-e	i	o	c	g	u	ow	ie	ea	a	y	ch	ou		
	when which	phonics	angle ample ankle hurdle jungle	jumped stopped lived	boy	away day may play say way	key donkey	eat sea	cried tie	toe	birds first girl	about found round shouted	blue	new	Paul	saw	think came gave made make take	even these	inside like liked time white	clothes home	rule use	fin/ find I ll I m	hot/ cold don' t most old over going told	cat/ cent place	got/ giant magic	but/ put	cow/ blow grow snow	tie/ field	eat/ bread	hat/ acorn/ what narrator	yes/ by/ very baby floppy fly many only suddenly why	chin/ school/ chef	out/ shoulder/ could*/ you	
	Read - people their Consolidation Phase 2&3 HFW's					Read - called looked Consolidation Phase 2&3 HFW's					Read - ask asked Consolidation Phase 2&3 HFW's					Read - says your Consolidation Phase 4 HFW's					Read - by love Consolidation Phase 4 HFW's					Read - once friend Consolidation Phase 4 HFW's					Read - school our Consolidation Phase 4 HFW's			
practise & apply	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading 'alien' words. Practise reading sentences & practise writing sentences																																	
wider English	<i>Every lesson when you are modelling reading and or writing, think, am I drip feeding all of these phonic skills and knowledge through modelling and explicit teaching.</i>																																	

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KS1 - Phase 5 initial sounds consolidation block				
	Y1: A2 W5 Y2: A1 W1	Y1: A2 W6 Y2: W2	Y1: A2 W7 Y2: A1 W3	Y1: Sp1 W1
revisit	Point to the letters in the alphabet while singing the alphabet song & practise letter names All previously learned letters and sounds (flashcards and/or frieze display) Previously learned tricky words (word cards and/or word display)			
teach	Phase 5 Initial Consolidation Block 1 Consolidate wh ph le ed oy ay ea ie oe ir ou ue ew au aw Read - house mouse Phase 5 HFW's	Phase 5 Initial Consolidation Block 1 Consolidate a_e e_e i_e o_e u_e Read -who push Phase 5 HFW's	Phase 5 Initial Consolidation Block 1 Consolidate i o c g u ow ie ea a y ch ou Read - full pull Phase 5 HFW's	Phase 3 Consolidation Based on Phonics Screening Section 1 Result <i>Phase 3 specific from selected phonemes</i> qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Read - water because Year 1 common exception words consolidation
practise & apply	Practise blending to read words containing alternative spellings and pronunciations. Practise using spelling strategies and using 'what we know' to use correct spellings when possible. Support children to consistently spell CVC CCVC CVCC level words using the correct graphemes. Encourage them to apply phase 3 and phase 5 initial GPCs from memory, if they are able to.			
wider English	<i>Every lesson when you are modelling reading and or writing, think, am I drip feeding all of these phonic skills and knowledge through modelling and explicit teaching.</i>			
Year 2 - assessments to be completed throughout these 3 consolidation weeks. Thereafter think, do my interventions demonstrate that gaps are being filled.				

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KS1 - Long Vowels - revised Phase 5								
	Y1: Sp1W2 Y2: A1 W4	Y1: Sp1 W3 Y2: A1 W5	Y1: Sp1 W4 Y2: A1 W6	Y1: Sp1 W5 Y2: A1W7	Y1: Sp1 W6 Y2: A2W1	Y1: Sp2 W1 Y2: A2W2	Y1: Sp2 W2 Y2: A2W3	
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display							
teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue):							
	ai	ee	igh	oa	oo	oo (yoo)	oi	ow
	ai - rain ay - day a_e - pale a - acorn eight - eight ey - grey ei - veil ea - great aigh - straight	ee - see ea - bead e_e - these ie - field y - Ruby ey - key eo - people e - began ei - ceiling i - furious	igh - night ie - tie i_e - pile i - find y - sky eight - height ye - bye *eye *I	oa - goat oe - toe o_e - pole o - most ough - dough *oh	oo - moon ue - blue u_e - mule u - truth ew - new ui - suit ou - soup o_e - lose o - do ough - through *two to too	u - uniform ue - Tuesday ew - stew u_e - cube	oi - coin oy - boy	ow - cow ou - house ough - drought
KS1 - controlled 'R' vowels - revised Phase 5 (plus consolidation for Year 1)								
	Y1:Sp2W3 Y2: A2W4	Y1: Sp2 W4 Y2: A2 W5	Y1:Sp2W5 Y2:A2W6	Y1:Sp2 W6 Y2: A2 W7	Y1: S1 W1	Y1: S1 W2	Y1: S1 W3	
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display				Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 GPCs			
teach	Teach alternative spellings of phonemes for spelling (new alternatives in blue):				Phase 5 Initial Consolidation Block 2	Phase 5 Initial Consolidation Block 2	Phase 3 and 5 Consolidation Block 1 Based on Phonic Screening Result	
	ar	or	ur	air	ear			
	ar - park a - father al - palm ear - heart au - aunt *are	or - for au - Paul aw - raw al - talk our - tour ough - thought oor - door ore - more ar - warm oar - oar augh - caught oa - broad	ur - hurt er - fern ir - bird or - word ear - heard ere - were	air - chair are - square ear - pare ere - there eir - their	ear - hear ere - here eer - deer ier - pier	<i>Phase 5 specific from selected phonemes</i> wh ph le ed oy ay ea ie oe ir ou ue ew au aw a_e e_e i_e o_e u_e	<i>Phase 5 specific from selected phonemes</i> i o c g u ow ie ea a y ch ou	<i>Focus on either one or more of the following:</i> Identifying phonemes within alien words Identifying split digraphs Identifying some alternative pronunciations Blending phase 4 level words
Y1	Within discrete phonics teaching focus should be on 'exposure' of all possible spellings. Practise and application should then remain around the more common spellings (not in blue). Within wider English lessons regularly model spelling words correctly using the 44 sounds chart.							
Year 2	Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings (in blue). Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)							
For words to 'read' and 'spell' please refer to Academic Breakdowns for each year group.								

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KS1 - consonant sounds - revised Phase 5 (plus phonics screening focus for Year 1)																				
Y1: S1 W4 Y2: Sp1 W1					Y1: S1 W5 Y2: Sp1 W2					Y1: S1 W6 Y2: Sp1 W3					S2 W1		S2 W2			
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display															Phase 3 and Phase 5 GPCs		Phonics Screening		
	teach	c cat kit pick croquet quoit	n nest tunnel know gnome gone	f fish muffin phone cough	w win white *one	h horse whole	j jug giraffe hedge cage	r red write squirrel rhyme	m mud numb hammer Autumn	v vet give *of	s Six kiss cent pence science horse listen	z zebra puzzle breeze cheese scissors xylophone	t tiger button jumped doubt	l leg bell able	d dog ladder pulled	b ball rabbit	g got egg		p pan apple	y yes x box qu 'k-w' queen
KS1 - digraph Sounds & Short Vowels - revised Phase 5 (plus consolidation for Year 1)																				
Y1: S2 W3 Y2: Sp1 W4				Y1: S2 W4 Y2: Sp1 W4				Y1: S2 W5 Y2: Sp1 W5				Y1: S2 W6 Y2: Sp1 W6				S2 W7		S2 W8		
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards 44 sounds chart revision of spelling families so far Recap tricky/HFWs using word mats and/or display												Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards							
	teach	zh treasure camouflage	sh sh - shop ch - chef t(ion)* - station ss* - emission/ pressure s* precision/sure c* - suspicion/ precious/commercial	ng ring sink tongue	ch cheese watch	th thumb voiced feather the	w wheel	a ant	e peg head many said says friend	i ink gymnast monkey busy builder pretty	o orange wash cough	u umbrella money come touch does blood	oo book pull could	44 Sound Chart Consolidation Block 1				Long Vowels Controlled 'R' Vowels		Consonant Vowels Short Vowels
Year 1	Within discrete phonics teaching focus should be on 'exposure' of all possible spellings. Practise and application should then remain around the more common spellings (not in blue). Within wider English lessons regularly model spelling words correctly using the 44 sounds chart.																			
Year 2	Within discrete phonics teaching focus should be on mastery of the more common spellings as well as delving deeper into the more obscure spellings (in blue). Practise and application should then be a balance of applying a range of different spellings in a variety of contexts for both reading and writing. Application of spelling should be monitored closely throughout writing in wider English and cross curricular (they should not just apply spellings in phonics!)																			
For words to 'read' and 'spell' please refer to Academic Breakdowns for each year group.																				

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Year 2 Revised Phase 6						
	Sp2 W1 Introduction to suffixes	Sp2 W2 Introduction to suffixes	Sp2 W3 Consolidation block 1	Sp2 W4 Contractions Possessive apostrophes. Homophones	Sp2 W5 Teaching of spelling of longer words Finding the difficult bits in words	Sp2 W6 Spelling rules and patterns
R	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.					
Teach	<p>Adding -es to nouns and verbs ending in -y - The y is changed to i before -es is added. flies, tries, replies, copies, babies, carries</p> <p>The suffixes -ment, -ness, -ful, -less and -ly - If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>Exceptions to the above - Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. merriment, happiness, plentiful, penniless, happily</p> <p>(For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173)</p>	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it - The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being. hiking, hiked, hiker, nicer, nicest, shiny</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /o/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny (For activities to support the teaching of suffixes please see L/S: p. 171, p.172, p.173)</p>	<p>Consolidate teaching of suffixes taught in Sp2 W1 and Sp2 W2.</p>	<p>Contractions can't, didn't, hasn't, couldn't, it's, I'll</p> <p>Possessive apostrophes Megan's, Ravi's, the girl's, the child's, the man's</p> <p>Homophones/near homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p>	<p>Longer words: Clap and count: Use this activity for spelling compound words, words with prefixes and other multisyllabic words. (please see L/S p.176)</p> <p>Words in words: To investigate how adding suffixes and prefixes changes words. (Please see L/S:P.175).</p>	<p>The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words. knock, know, knee, gnat, gnaw</p> <p>The /j/ sound spelt as /ge/ and 'dge/ at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. End of words: badge edge bridge dodge fudge In other positions within words: gem giant magic giraffe energy jacket jar jog join adjust</p> <p>Ending - ge - After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. age huge change charge bulge village</p> <p>The /s/ sound spelt c before e, i and y. race, ice, cell, city, fancy</p> <p>The /r/ sound spelt /wr/ at the beginning of words - write, written, wrote, wrong, wrap</p>
Practise/apply	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise reading and writing sentences.</p>					
<p style="text-align: center;"><u>Wider English</u> - It is important to know the difference in meaning between homophones.</p> <p style="text-align: center;">In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.</p> <p style="text-align: center;">Introduce the past tense when referring to and teaching suffixes Sp2 Wk1 - Sp2 Wk3.</p>						

Revised Phonics Long Term Plan 2021-22

A Systematic and Synthetic Approach (Loosely Based on Letters and Sounds)

Year 2 Revised Phase 6						
	Sum1 Wk1 Consolidation block 2	Sum1 Wk2 Spelling patterns	Sum1 Wk3 Spelling patterns	Sum1 Wk4 Spelling patterns	Sum1 Wk5 Sum 1 Wk6 Consolidation 3	
R	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.					
Teach	<p>Consolidate spelling patterns/rules taught Sp2 Wk4 to Sp2 Wk6.</p>	<p>The /igh/ sound spelt /y/ at the end of words. Cry, fly, dry, try, reply, July</p> <p>The /or/ sound spelt a before l and ll - all, ball, call, walk, talk, always</p> <p>The /u/ sound spelt o - other, mother, brother, nothing, Monday</p> <p>The /ee/ sound spelt /ey/ - Key, donkey, monkey, chimney, valley</p>	<p>The /l/ spelt /le/ at the end of words - table, apple, bottle, little, middle</p> <p>The /l/ spelt /el/ at the end of words. - camel, tunnel, squirrel, travel, towel, tinsel</p> <p>The /l/ sound spelt /al/ at the end of words - metal, pedal, capital, hospital, animal</p> <p>Words ending -il - pencil, fossil, nostril</p>	<p>The /sh/ sound spelt s - television, treasure, usual</p> <p>Words ending in -tion station, fiction, motion, national, section</p> <p>The /o/ sound spelt /a/ after w and qu- want, watch, wander, quantity, squash</p> <p>The /ur/ sound spelt or after w - word, work, worm, world, worth</p> <p>The /or/ sound spelt ar after w. - war, warm, towards</p>	<p>Consolidate spelling patterns/rules taught: Sum1 Wk2 to Sum1 Wk4.</p>	
	Read/spell HFW - animals, another, around, inside, garden	Read/spell HFW - coming, different, dragon, floppy, grandad	Read/spell HFW - jumped, everyone, looking, small, pulled	Read/spell HFW - think, three, where, which, under	Read/spell HFW - something, stopped, shouted, round, place	Read/spell HFW - suddenly, snow, miss, morning, mother
Practise/apply	Practise reading and spelling words with adjacent consonants and words with newly learned graphemes Practise reading and spelling high-frequency & tricky words Practise reading and spelling polysyllabic words Practise reading and writing sentences.					
	<p><u>Wider English</u> - Words ending /al/ - Not many nouns end in -al, but many adjectives do. The /ur/ sound spelt or after w -There are not many of these words.</p> <p>The /or/ sound spelt ar after w -There are not many of these words.</p>					

Revised Phonics Long Term Plan 2021-22

A Systematic and Synthetic Approach (Loosely Based on Letters and Sounds)

Year 2 Revised Phase 6						
	Sum2 Wk1 Mastery of spelling strategies/patterns rules	Sum2 Wk2 Mastery of Suffixes	Sum2 Wk3 Mastery of Suffixes	Sum 2 Wk4 Mastery of contractions and possessive apostrophes	Sum2 Wk5 Mastery of homophones and near homophones	Sum2 Wk6 Sum2 Wk7 Consolidation block 4
Recap	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.					
Teach	<p>From gaps analysis of end of key assessment (SATs) and writing assessments, focus on developing spelling strategies. For example, the following:</p> <ol style="list-style-type: none"> 1. Spelling of longer words. 2. Finding the difficult bit in words. 	<p>Within the context of an extended piece of writing:</p> <p>The suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>(Refer to Sp2 Wk1 for support)</p>	<p>Within the context of an extended piece of writing:</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Adding -ing, ed, -er, -est nd -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>(Refer to Sp2 Wk2 for support).</p>	<p>Within the context of extended pieces of writing:</p> <p>Contractions</p> <p>Possessive apostrophes.</p> <p>(Refer to Sp2 Wk4 for support).</p>	<p>Within the context of extended pieces of writing:</p> <p>Homophones and near homophones.</p>	<p>Consolidate mastery units from Sum2 Wk1 and Sum2 Wk5. .</p>
	<p>Read/spell HFW - new, next, narrator, may, magic</p>	<p>Read/spell HFW - giant, he's, let's, we're, found</p>	<p>Consolidate reading and spelling of common exception words and high frequency words that have been taught.</p>			
Practise/apply	<p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes</p> <p>Practise reading and spelling high-frequency & tricky words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise reading and writing sentences.</p>					
<p><i>Wider English - Please consult Nebula Reading and Writing assessment tick sheets to support completion of end of year assessments.</i></p>						