

# Skills and Progression Map

## Phonics

‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’

Nebula spirituality statement



Nebula  
where stars are born

# Nebula Phonics Long Term Plan 2023-24

## A Systematic and Synthetic Programme

### Yearly Overviews

Reception															
Autumn	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8 3 days – joint week
	Phase 1 (and then alongside Phase 2 p.2)			Phase 2 p.2				Phase 2 consolidation block 1 p.2			Phase 3 p.3			Digraph consolidation block 1 p.3	
Spring	First 2 days		1	2	3	4	5	6	1	2	3	4	5		
	Phase 2/3 consolidation p.		Phase 3 p.3				Trigraph consolidation block 1 p.3		Phase 2/3 consolidation p.4		Phase 3 consolidation block 1 p.4			Phase 4 p.4	
Summer	1	2	3	4	5	6	1	2	3	4	5	6	7		
	Phase 4 p.4-5			Phase 3 consolidation p.5		Phase 4 consolidation block 1 p.5		Phase 5 initial alternative spellings p.5					Linked sounds p.		

Year 1															
Autumn	1 3 days	2	3	4	5	6	7	1	2	3	4	5	6	7	8 3 days – joint week
	Setting up routines	Linked Sounds p.					Alternative pronunciations exposure 1 p.7		Blending & segmenting mastery 1 p.8		44 sounds chart Long vowels exposure p.9				Alternative pronunciations exposure 2 p.7
Spring	First 2 days		1	2	3	4	5	6	1	2	3	4	5		
	Joint week Assessment catch up		Using alternative spellings no.1 p.8		44 sounds chart Long vowels exposure p.9			Blending & segmenting mastery 2 p.8		Alternative pronunciations exposure 3 p.7		44 sounds chart 'R' controlled vowel exposure p.9			
Summer	1	2	3	4	5	6	1	2	3	4	5	6	7		
	44 sounds chart Consonant sounds exposure p.10			Alternative pronunciations exposure 4p.7		Using alternative spellings no.2 p.8		Blending & segmenting mastery 3 p.8		Phonics Screening Week	44 sounds chart Digraph sounds exposure p.10		44 sounds chart Short vowels exposure p.10		44 sounds chart consolidation p.11

Year 2															
Autumn	1 3 days	2	3	4	5	6	7	1	2	3	4	5	6	7	8 3 days
	Alternative pronunciations consolidation p.7		44 sounds chart consolidation p.11		44 sounds chart long vowel sounds p.9					44 sounds chart 'R' controlled vowel sounds p.9				44 sounds chart consonant sounds p.10	
Spring	First 2 days		1	2	3	4	5	6	1	2	3	4	5		
	44 sounds chart consonant sounds p.10			44 sounds chart digraph sounds p.10		44 sounds chart short vowels p.10		Phase 6 suffixes p.12		Phase 6 consolidation block 1 p.12	Phase 6 spelling patterns/rules p.12			Alternative pronunciations consolidation p.7	
Summer	1	2	3	4	5	6	1	2	3	4	5	6	7		
	Phase 6 consolidation block 2 p.13		Phase 6 spelling patterns/rules p.13			Phase 6 consolidation block 3 p.13		Phase 6 mastery of spelling patterns/rules p.14		Phase 6 mastery of suffixes p.14	Phase 6 mastery of contractions p.14	Phase 6 mastery of homophones and near homophones p.14		Phase 6 consolidation block 4 p.14	

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Reception - Phase 1 (to be taught alongside Phase 2)						
A1 W1	A1 W2	A1 W3	A1 W4	A1 W5	A1 W6	A1 W7
<i>Settling in period. Developing listening skills, carpet rules and expectations for phonics.</i>  <p style="text-align: center;"><b>Read – I the</b></p>		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 - Phase 2 including consolidation														
	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	i	g	ck	h	a	n	o	e	b	<b>Consolidate</b>  s a t p i n m d g o c k  Read – has she	<b>Consolidate</b>  c k e u r h b f f l l s s  Read – me be we he		
	a	n	o	e	b	at	in	on	egg	back				
	t	m	c	u	f/ff	sat	man	can	up	fell				
	p	d	k	r	l/l	at sat	and dad did	can cat	us	let let's				
	Teach <b>blending</b> for reading (word level) <b>*phoneme*</b> Read – is as		Teach blending for reading (word level) Read – a no		Teach blending for reading (word level) (sentence level) Read – go of		Teach <b>segmenting</b> for spelling (initial, middle and end sounds) <b>*digraph*</b> Read – to into		Teach segmenting for spelling (initial, middle and end sounds) Read – his put					
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.	
	Support children in reading captions (matching short phrases to pictures) <b>Retrieval comprehension skill</b>			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. <b>Drip feeding approach</b>	
wider English	Reference to regular stories and explicitly linking phonics being the gateway to reading <i>any</i> word. <i>*You can model this by reading some unknown words using phonics and adding sound buttons before adding them to your word tree.</i>				<i>Introducing the spelling train ck would never be at the beginning of a word</i>				<i>Spelling train - ff ll ss would never be at the beginning of a word *from here forward, regular use of the spelling train will be used to help children understand where sounds are placed in words.</i>					

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## A Systematic and Synthetic Programme

Reception - Phase 3 including consolidation													
	A2 W3		A2 W4		A2 W5			A2 W6		A2 W7		Joint Week	
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 – all, they	Consolidate		Consolidate All phase 2-3 phonemes and HFWs so far Emphasis on wider reading <i>Tasks such as: shared reading, 1:1 reading, group reading</i> Read – call so		
	v		z	zebra	sh	fish wish			ck qu ch sh th				
	w	will	zz	buzz	th	that than then this them with that's			Read – have, said				
	x	box fox	qu	queen	ng	along king long thing things							
	Teach spelling CVC words Read – was you		Teach spelling CVC words Read – my, by, 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)  <i>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?</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.					
wider English								Why do you need two of the same letter?		Delving deeper into the 'digraph'			

Reception - Phase 3 including consolidation											
	Sp1 W1		Sp1 W2		Sp1 W3			Sp1 W4		Sp1 W5	
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 – there what
	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			Read – were pushes			
	Teach spotting digraphs *trigraph* Read – do some		Read – come little		Read – one heard						
practise & apply	Practise blending words containing digraphs, including some <b>two-syllable</b> words. Practise segmenting for spelling in a context (activity based, i.e. shared writing, story scribing, helicopter stories). Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write.									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. <b>Drip feeding approach</b> <i>Delving deeper into the 'trigraph'</i>	
wider English											

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Reception – Phase 3 consolidation				
	Sp2 W6	Sp2 W1	Sp2 W2	Sp2 W3
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 – sure after	Phase 3 Consolidation  ai ee oa oo  Read – when out Spell – I the is	Phase 3 Consolidation  oo ar or ow  Read – oh today Spell – as a no	Phase 3 Consolidation  oi er ur  Read – Mr Mrs Spell – go of to
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. <b>Drip feeding approach</b>			
wider English		<i>What is spelling?</i> <i>I (when on it's own it's a word and uses it's name but when attached to another letter it becomes the sound I, even if it's a capital! Example words - it is in if)</i>		

Reception - Phase 4				
	Sp2 W4	Sp2 W5	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: CVCC words (consonant blends at the ends of words – no digraphs) i.e: best milk pink bank  Read – people their Spell – into his	Reading and spelling focus: cvcc words (consonant blends at the beginning of words – no digraphs): i.e. Stop drop Spin grip  Read - called Spell – has put	Reading and spelling focus: cvcc words (consonant blends at the beginning and end of words frost crust stamp spend  Read – looked ask Spell – she me he be we	Reading and spelling focus: cvcc, ccvc, and ccvc words (words that contain consonant blends and digraphs). Crunch shrink Tricks snack  Read - asked Spell – was you my
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 <b>green pen</b> . Mistakes are good!			
wider English	<i>Introducing the terms 'vowel' and 'consonant'</i>	<i>Introducing the term 'syllable'</i>		

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### A Systematic and Synthetic Programme

Reception – Phase 3 and 4 Consolidation Blocks												
	S1 W3			S1 W4			S1 W5			S1 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)											
teach	Reading and spelling focus: two syllable, multi-syllable and compound words. <b>Two syllable words i.e.</b> Tractor rabbit windmill floating <b>Multi-syllable words i.e.</b> Thundering helicopter <b>Compound words i.e.</b> Moonlit raincoat handbag starfish  <i>Reading HFW's Phase 2 Focus</i> Spell – like are her			Phase 3 Consolidation Application in Wider Writing Phoneme Focus  <i>Tasks such as: shared writing, group writing, 1:1 writing</i>  <i>Reading HFW's Phase 2 Focus</i> Spell – all they have			Phase 4 Consolidation Block 1  Fun with syllables  <i>Reading HFW's Phase 2 Focus</i> Spell – said so do			Phase 4 Consolidation Block 1  Identifying digraphs and trigraphs in longer words  <i>Reading HFW's Phase 3 Focus</i> Spell – some come little		
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. <b>Drip feeding approach</b>						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 <b>green pen</b> . Mistakes are good!					
word				Why would we need to know sounds from memory?						Strategies for reading and writing longer words		

Reception - Phase 5 including consolidation block														
	S2 W1		S2 W2		S2 W3		S2 W4		S2 W5		S2 W6		S2 W7	
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	<b>wh</b>	<i>whizz</i>	<b>oy</b>	<i>boy</i>	<b>oe</b>	<i>toe</i>	<b>ue</b>	<i>blue</i>	<b>a_e</b>	<i>snake</i>	Linked Sounds  w wh fff d ed l ll le oi oy ow ou or aw au er ur ir  <i>Reading HFW's Phase 5 Focus</i> Spell – ask asked		Linked Sounds  ai ay a_e ee ea ey e_e  igh ie i_e oa oe o_e oo ew eu e_e  <i>Reading HFW's Phase 5 Focus</i>	
	<b>ph</b>	<i>phonics</i>	<b>ay</b>	<i>day</i>	<b>ir</b>	<i>girl</i>	<b>ew</b>	<i>threw</i>	<b>e_e</b>	<i>even</i>				
	<b>le</b>	<i>able</i>	<b>ea</b>	<i>sea</i>	<b>ou</b>	<i>shout</i>	<b>au</b>	<i>haunt</i>	<b>i_e</b>	<i>slide</i>				
	<b>ed</b>		<b>ie</b>	<i>tie</i>	<b>ey</b>	<i>turkey</i>	<b>aw</b>	<i>paw</i>	<b>o_e</b>	<i>bone</i>				
	<i>Reading HFW's Phase 3</i> Spell – one heard were		<i>Reading HFW's Phase 3</i> Spell – there what when		<i>Reading HFW's Phase 4</i> Spell – out oh		<i>Reading HFW's Phase 4</i> Spell – Mr Mrs people		<i>Reading HFW's Phase 4</i> Spell – their called looked					
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. <b>Drip feeding approach</b>			
word	Why do we need to know alternative spellings?										Looking closer at the spelling train, where do our alternative spellings go?			

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## A Systematic and Synthetic Programme

Year 1 – Phases 2-5 - Linked Sounds (no new content)												
	A1 W2	A1 W3	A1 W4	A1 W5	A1 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)											
<b>Linked Graphemes for Reading and Writing</b>												
teach	Linked sounds – phases 2/3/5			Linked sounds - phases 3/5			Linked sounds – phases 3/5 - Vowel Focus (2 days per vowel across 2 weeks)					
	w	wh	oi	oy	er	ur ir	ai	ee	igh	oa	oo	
	f	ff ph	ow	ou	ear		ay a_e	ea	ie i_e	oe	ue	
	l	ll le	or	aw au	air			ey		o_e	ew	
	d	ed	ar		ure			e_e			u_e	
	Read new words – says your			Read new words – by love Read/spell – the a do				Read new words – once friend Read/spell – to today of			Read new words – school our Read/spell – said says are	
practise & apply	Support children to create word banks containing the selected phonemes, encourage them to use these in their independent writing. 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.											
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 Alternative Pronunciations													
	Y1 A1 W7	Y1 A2 W7	Y1 Sp1 W1	Y1 S1 W4	Y2 A1 W1								
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												
	Exposure 1	Exposure 2		Exposure 3	Exposure 4	Consolidation Block							
teach	<b>i o c g u</b> <b>ow ie ea a</b> <b>y ch ou ey</b>  Looking briefly at all variations of alternative pronunciations and strategies to make sense of them when reading.	<b>i</b> Short vowel – tin, fin, trip Long vowel – mind, blind, find	<b>ow</b> /ow/ sound – cow, brown, town Long ‘o’ sound – snow, blow, throw	<b>ie</b> Long ‘i’ sound – tie, die, cried Long ‘e’ sound – field, brief, shriek	<b>y</b> /y/ sound – yes, yellow Short ‘i’ sound – gym, crystal Long ‘i’ sound – fly, by, why Long ‘e’ sound – happy, smelly, story	<b>ch</b> Hard ‘c’ sound – school, echo Hard ‘ch’ sound – chip, chop Soft ‘sh’ sound – chef, Charlotte	<b>ou</b> ‘ow’ sound – cloud, proud, long ‘o’ sound – shoulder, mould long oo sound – soup, you	<b>ey</b> Long ‘e’ sound – valley, key, money Long ‘a’ sound – grey, whey, they	<b>u</b> Short vowel – cut, strut, Long vowel – unicorn, unicycle	<i>*opportunity to talk about accents</i>	<b>ou</b> ‘ow’ sound – cloud, proud, long ‘o’ sound – shoulder, mould long oo sound – soup, you	<b>ey</b> Long ‘e’ sound – valley, key, money Long ‘a’ sound – grey, whey, they	<b>i o c g u</b> <b>ow ie ea a</b> <b>y ch ou ey</b>  Revisit all alternative pronunciations  Look at strategies to identify and use when reading and writing.  <i>Throughout the year make reference to alternative pronunciations when applicable in wider English lessons and other subjects.</i>
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/subjects and situations i.e. share reading, shared writing, dictated sentences/passages, story time. <b>Display alternative pronunciations somewhere near the main writing board, you can explicitly indicate and model to when pupils need to think whether an alternative pronunciation is being used</b>												
	<b>For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.</b>												
Wider English	Year 1 - Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. <b>Practise and application</b> should then remain around the more common spellings. Within <b>wider English</b> 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. <b>Practise and application</b> 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 <b>wider English</b> and cross curricular (they should not just apply spellings in phonics!)												



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Year 1 – Phases 2-5 - Blending, Segmenting and Application Mastery (Phases 2-5)								
	Y1: A2 W1	Y1: A2 W2	Y1: Sp1 W2	Y1: Sp1 W5	Y1: Sp1 W6	Y1: S1 W5	Y1: S1 W6	Y1: S2 W1
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							
	Blending Mastery 1	Segmenting Mastery 1	Application of Alternative Spellings 1	Blending Mastery 2	Segmenting Mastery 2	Application of Alternative Spellings 2	Blending Mastery 3	Segmenting Mastery 3
teach	Blending alien words  Blending world level  Blending sentence level  Use of scanning before blending  Use of syllables before blending	Segment to spell Use the phoneme fingers !  Phase 2-3 CVC level spelling  Phase 3 level spelling Using sound mats !  Phase 4 level spelling	Looking back at 'linked sounds' how do we know which spelling to use?  Spelling strategies – what looks right? Spelling strategies – ask the teacher!	Blending alien words  Blending world level  Blending sentence level  Use of scanning before blending  Use of syllables before blending	Segment to spell, phoneme fingers and frames  Phase 2-5 level spelling  Phase 2-5 level spelling Using sound mats !  Spelling longer words using syllables	Knowing that ALL words have a correct spelling, in Year 1 we use our phonics to attempt trickier and longer words – let's try that!  Spelling strategies – Word Banks Year 1 Spelling rules and top tips	Blending alien words  Blending world level  Blending sentence level  Use of scanning before blending  Use of syllables before blending	Segment to spell phoneme fingers, frames, syllable counting  Phase 2-5 level spelling  Phase 2-5 level spelling Using sound mats !  Spelling longer words using syllables
practise & apply	During Blending Weeks		During Segmenting Weeks			During Application of Alternative Spellings		
	Practise blending words containing phonemes learnt so far Week 1 –3 (words containing digraphs/trigraphs) mastery focus Week 2 – phase 4, including longer words, mastery focus Week 3 – phase 5 mastery focus  Practise blending to read in a variety of ways: games, phonics books, real books.  Practise reading longer words by cutting up written words into syllables – lots of opportunity for provision here too.		Practise oral blending and segmenting through small group and whole class games.  Support children when spelling longer words, encouraging them to include initial, middle and end sounds in every word they write.  Support pupils to use phoneme fingers and phoneme frames through adult-led, child-led and class challenges.			Support children to create their own spelling word banks using alternative spellings to support in their writing.  Raise awareness of common spellings (specific to Year 1) by playing word sorting games.  Support children to refer back to spelling rules for Year 1, helping them to apply alternative spelling with greater accuracy.		
Wider English	Explain purpose of alien words – simply to scan for phonemes we know! They don't make sense so don't turn them into a real word – however we can have fun with alien words, why not make up alien stories using alien names – BUT alien names don't have capital letters!  Modelling segmenting should be used in all daily practise whenever writing – whatever the subject, not just English! All subjects– teach <b>correct</b> spellings for <b>key vocabulary</b> , modelling use of alternative spellings and pronunciations.							
For words to 'read' and 'spell' please refer to Academic Breakdown								

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### KS1 – Phase 5 - 44 Sounds Chart Long Vowels

	Y1: A2 W3 Y2: A1 W3	Y1: A2 W4 Y2: A1 W4	Y1: A2 W5 Y2: A1 W5	Y1: A2 W6 Y2: A1 W6	Y1: Sp1 W2 Y2: A1 W7	Y1: Sp1 W3 Y2: A2 W1	Y1: Sp1 W4 Y2: A2 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							
teach	Teach <b>alternative spellings</b> of phonemes for <b>spelling (new alternatives in blue)</b> :							
	ai	ee	igh	oa	oo	oo (yoo)	oi ow	
	ai - rain ay - day a_e - pale a - acorn <b>eight - eight</b> <b>ey - grey</b> <b>ei - veil</b> <b>ea - great</b> <b>aigh - straight</b>	ee - see ea - bead e_e - these ie - field y - Ruby ey - key <b>eo - people</b> <b>e - began</b> <b>ei - ceiling</b> <b>i - furious</b>	igh - night ie - tie i_e - pile i - find y - sky <b>eight - height</b> <b>ye - bye</b> <b>*eye</b> <b>*I</b>	oa - goat oe - toe o_e - pole o - most <b>ough - dough</b> <b>*oh</b>	oo - moon ue - blue u_e - mule u - truth ew - new <b>ui - suit</b> <b>ou - soup</b> <b>o_e - lose</b> <b>o - do</b> <b>ough - through</b> <b>*two to too</b>	u - uniform ue - Tuesday ew - stew u_e - cube	oi - coin oy - boy	ow - cow ou - house <b>ough - drought</b>

### KS1 – Phase 5 – 44 Sounds Chart ‘R’ Controlled Vowels

	Y1: Sp2 W2 Y2: A2 W3	Y1: Sp2 W3 Y2: A2 W4	Y1: Sp2 W4 Y2: A1 W5	Y1: Sp2 W5 Y2: A1 W6
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 <b>alternative spellings</b> of phonemes for <b>spelling (new alternatives in blue)</b> :			
	ar	or	ur	air ear
	ar - park a - father <b>al - palm</b> <b>ear - heart</b> <b>au - aunt</b> <b>*are</b>	or - for au - Paul aw - raw <b>al - talk</b> <b>our - tour</b> <b>ough - thought</b> <b>oor - door</b> <b>ore - more</b> <b>ar - warm</b> <b>oar - oar</b> <b>augh - caught</b> <b>oa - broad</b>	ur - hurt er - fern ir - bird <b>or - word</b> <b>ear - heard</b> ere - were	air - chair <b>are - square</b> <b>ear - pare</b> <b>ere - there</b> eir - their
Y1	Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. <b>Practise and application</b> should then remain around the more common spellings (not in blue). Within <b>wider English</b> 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). <b>Practise and application</b> 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 <b>wider English</b> and cross curricular (they should not just apply spellings in phonics!)			
<b>For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.</b>				

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## A Systematic and Synthetic Programme

KS1 – Phase 5 – 44 Sounds Chart Consonant Sounds																			
	Y1: S1 W1 Y2: A2 W7					Y1: S1 W2 Y2: 'Joint Week'					Y1: S1 W3 Y2: Sp1 W1								
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	c	n	f	w	h	j	r	m	v	s	z	t	l	d	b	g	p	y	
	cat kit pick <b>croquet</b> <b>quoit</b>	nest tunnel <b>know</b> <b>gnome</b> <b>gone</b>	fish muffin phone <b>cough</b>	win white *one	horse <b>whole</b>	jug giraffe <b>hedge</b> <b>cage</b>	red <b>write</b> <b>squirrel</b> <b>rhyme</b>	mud numb <b>hammer</b> <b>Autumn</b>	vet <b>give</b> *of	Six kiss cent <b>pence</b> <b>science</b> <b>horse</b> <b>listen</b>	zebra puzzle <b>breeze</b> <b>cheese</b> <b>scissors</b> <b>xylophone</b>	tiger button jumped <b>doubt</b>	leg bell able	dog ladder pulled	ball rabbit	got egg	pan apple	yes	
																		x	
																		box	
																		qu	
																		'k-w' queen	

KS1 – Phase 5 – 44 Sounds Chart Digraph Sounds & Short Vowels														
	Y1: S2 W3 Y2: Sp1 W2			Y1: S2 W4 Y2: Sp1 W2			Y1: S2 W5 Y2: Sp1 W3				Y1: S2 W6 Y2: Sp1 W4			
Revisit	S2 WPractise 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	zh	sh	ng	ch	th	w	a	e	i	o	u	oo		
	<b>treasure</b> <b>camouflage</b>	sh – shop ch - chef <b>t(ion)* - station</b> <b>ss* - emission/</b> <b>pressure</b> <b>s* precision/sure</b> <b>c* – suspicion/</b> <b>precious/commercial</b>	ring sink <b>tongue</b>	cheese watch	thumb  <i>voiced</i> feather the	wheel	ant	peg head many said says friend	ink gymnast busy builder pretty	orange wash cough	umbrella money come touch does blood	book pull could		
Year 1	Within discrete phonics teaching focus should be on 'exposure' of all possible spellings. <b>Practise and application</b> should then remain around the more common spellings (not in blue). Within <b>wider English</b> 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). <b>Practise and application</b> 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 <b>wider English</b> and cross curricular (they should not just apply spellings in phonics!)													
<b>For words to 'read' and 'spell' please refer to Academic Breakdowns for each year group.</b>														

## Nebula Phonics Long Term Plan 2023-24

*A Systematic and Synthetic Programme*

KS1 – Phase 5 - 44 Sounds Chart Consolidation Block (Week Plan)					
	Y1 S2 W7			Y2 A1 W2	
revisit	Practise letter names using an alphabet mat or at random (reading or writing) Phase 3 and Phase 5 flashcards/frieze Recap tricky/HFWs using word mats and/or display <b>44 sounds chart – let’s see how well we know this sound mat – how quickly can you find X family?</b>				
	Monday	Tuesday	Wednesday	Thursday	Friday
teach	Consolidate long vowel sounds	Consolidate short vowel sounds	Consolidate controlled vowel sounds	Consolidate consonant sounds	Consolidate digraph sounds
practise & apply	Practising identifying alternative spellings for various families <b>e.g. use the 44 sounds chart to tell me how to spell eight, encouraging them to identify the spelling family and which section it belongs to, e.g. long vowels.</b> Practise blending words containing words from each family within said section – <i>word, sentence and/or passage level</i> Support pupils in using letter names for spelling when writing, highlight purpose of this.				
	Year 1 - Within discrete phonics teaching focus should be on ‘exposure’ of all possible spellings. <b>Practise and application</b> should then remain around the more common spellings. Within <b>wider English</b> 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. <b>Practise and application</b> 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 <b>wider English</b> and cross curricular (they should not just apply spellings in phonics!)				
	<b>For words to ‘read’ and ‘spell’ please refer to Academic Breakdowns for each year group.</b>				

## Nebula Phonics Long Term Plan 2023-24

### A Systematic and Synthetic Programme

Year 2 - Phase 6						
	Sp1 W5 Introduction to suffixes	Sp1 W6 Introduction to suffixes	Sp2 W1 Consolidation block 1	Sp2 W2 Contractions Possessive apostrophes. Homophones	Sp2 W3 Teaching of spelling of longer words Finding the difficult bits in words	Sp2 W4 Spelling rules and patterns
<b>R</b>	Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling common exception words.					
<b>Teach</b>	<p><b>Adding –es to nouns and verbs ending in –y</b> - The y is changed to i before –es is added. flies, tries, replies, copies, babies, carries</p> <p><b>The suffixes –ment, –ness, –ful, –less and –ly</b> - 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><b>Exceptions to the above</b> - 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><b>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</b> - 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><b>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</b> - 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><b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b> - The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ 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><b>Contractions</b> can’t, didn’t, hasn’t, couldn’t, it’s, I’ll</p> <p><b>Possessive apostrophes</b> Megan’s, Ravi’s, the girl’s, the child’s, the man’s</p> <p><b>Homophones/near homophones</b> 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><b>Longer words:</b> <b>Clap and count:</b> Use this activity for spelling compound words, words with prefixes and other multisyllabic words. (please see L/S p.176)</p> <p><b>Words in words:</b> To investigate how adding suffixes and prefixes changes words. (Please see L/S:P.175).</p>	<p><b>The /n/ spelt /kn/ and (less often) /gn/ at the beginning of words.</b> knock, know, knee, gnat, gnaw</p> <p><b>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.</b> 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><b>Ending - ge</b> - 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><b>The /s/ sound spelt c before e, i and y.</b> race, ice, cell, city, fancy</p> <p><b>The /r/ sound spelt /wr/ at the beginning of words</b> - write, written, wrote, wrong, wrap</p>
<b>Practise/ apply</b>	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><b>Wider English</b> - It is important to know the difference in meaning between homophones. 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. Introduce the past tense when referring to and teaching suffixes Sp2 Wk1 – Sp2 Wk3.</p>					
	<b>For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown</b>					

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Year 2 - Phase 6						
	S1 W1 Consolidation block 2	S1 W2 Spelling patterns	S1 W3 Spelling patterns	S1 4 Spelling patterns	S1 W5 S1 W6 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><b>The /igh/ sound spelt /y/ at the end of words.</b> Cry, fly, dry, try, reply, July</p> <p><b>The /or/ sound spelt a before l and ll –</b> all, ball, call, walk, talk, always</p> <p><b>The /u/ sound spelt o –</b> other, mother, brother, nothing, Monday</p> <p><b>The /ee/ sound spelt /ey/ -</b> Key, donkey, monkey, chimney, valley</p>	<p><b>The /l/ spelt /le/ at the end of words –</b> table, apple, bottle, little, middle</p> <p><b>The /l/ spelt /el/ at the end of words. –</b> camel, tunnel, squirrel, travel, towel, tinsel</p> <p><b>The /l/ sound spelt /al/ at the end of words –</b> metal, pedal, capital, hospital, animal</p> <p><b>Words ending –il –</b> pencil, fossil, nostril</p>	<p><b>The /sh/ sound spelt s -</b> television, treasure, usual</p> <p><b>Words ending in –tion</b> station, fiction, motion, national, section</p> <p><b>The /o/ sound spelt /a/ after w and qu</b> want, watch, wander, quantity, squash</p> <p><b>The /ur/ sound spelt or after w -</b> word, work, worm, world, worth</p> <p><b>The /or/ sound spelt ar after w.-</b> war, warm, towards</p>	<p>Consolidate spelling patterns/rules taught: Sum1 Wk2 to Sum1 Wk4.</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 &amp; tricky words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise reading and writing sentences.</p>					
	<p><b>Wider English - Words ending /al/ -</b> Not many nouns end in –al, but many adjectives do. <b>The /ur/ sound spelt or after w -</b>There are not many of these words.</p> <p><b>The /or/ sound spelt ar after w -</b>There are not many of these words.</p>					
	<p><b>For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown</b></p>					

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Year 2 - Phase 6						
	S2 W1 Mastery of spelling strategies/patterns rules	S2 W2 Mastery of Suffixes	S2 W3 Mastery of Suffixes	S2 W4 Mastery of contractions and possessive apostrophes	S2 W5 Mastery of homophones and near homophones	S2 W6 S2 W7 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"> <li>1. Spelling of longer words.</li> <li>2. Finding the difficult bit in words.</li> </ol>	<p><b>Within the context of an extended piece of writing:</b></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><b>Within the context of an extended piece of writing:</b></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><b>Within the context of extended pieces of writing:</b></p> <p>Contractions</p> <p>Possessive apostrophes.</p> <p>(Refer to Sp2 Wk4 for support).</p>	<p><b>Within the context of extended pieces of writing:</b></p> <p>Homophones and near homophones.</p>	<p>Consolidate mastery units from Sum2 Wk1 and Sum2 Wk5. .</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 &amp; tricky words</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise reading and writing sentences.</p>					
<i>Wider English – Please consult Nebula Reading and Writing assessment tick sheets to support completion of end of year assessments.</i>						
<b>For words to ‘read’ and ‘spell’ please refer to Year 2 Academic Breakdown</b>						

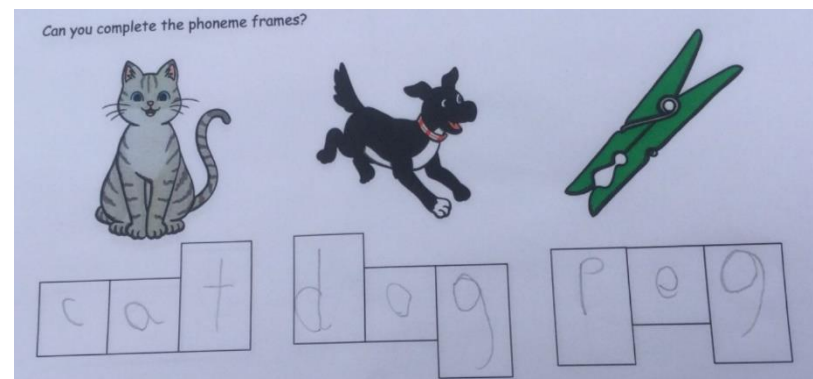
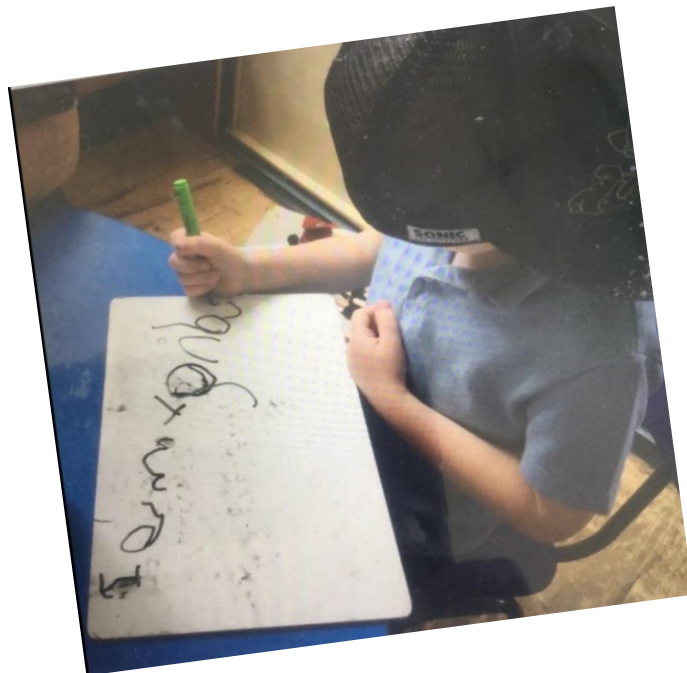
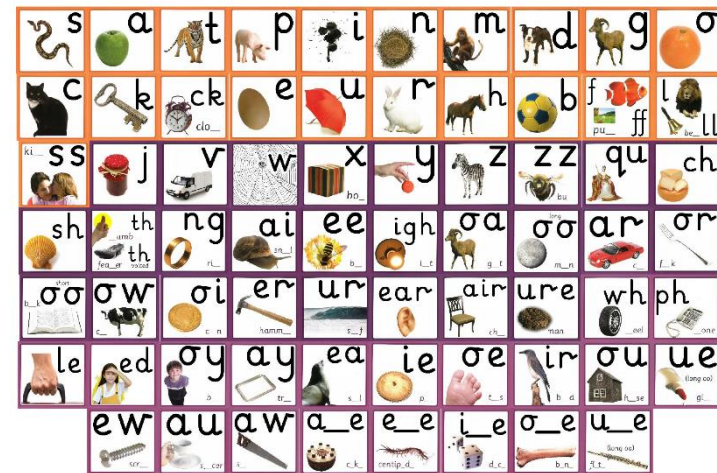
# Nebula Phonics Long Term Plan 2023-24

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## Provision for Pupils with SEND

Here are some recommendations for ways our Phonics curriculum can be adapted to meet the needs of children with SEND.  
*Please note, this is an example of adaptations and is not an exhaustive list.*

- Pre-teaching of on the day grapheme-phoneme-correspondences and/or words – flashcards and sight words
- Post revision of on the day grapheme-phoneme-correspondences and/or words – flashcards and sight words
- Pre-prepared resources when reading – sound buttons added and tricky words highlighted
- Children working below ARE could have adapted application activities that meet the skills from the previous year group
- A range of teaching methods and techniques to promote discussion and understanding
- Use a range of methods to record their design and evaluation elements: typing, filming, recording, drawing...
- Working with an adult – use of timers to help motivate joining in with the sessions
- Sound and word mats
- Additional reading/writing interventions
- Pre-teaching of key concepts to support children’s independent learning





### Deeper Learning Questions

Deeper learning question starters:

- Is this **always, sometimes or never** true...
- Which is the **odd one out**...
- What's the **same/difference**...
- Is this **true or false**...
- Do you **agree/disagree**...
- Can you **prove**...
- Can you **convince me**...