



Long Term Plan: Phonics and spelling



Overview	Year R	Year 1	Year 2
Autumn 1	<p>Phase 1-</p> <ul style="list-style-type: none"> environmental sounds instrumental sounds body percussion rhythm and rhyme alliteration voice sounds oral blending and segmenting 	<p>Revise Phase 3 digraphs- j,v ,w ,x,y ,z,zz ,qu,ch,sh ,th ,ng,ai (rain),ee (feet), igh (night), oa (coat) oo (boot) oo (look) ar (farm) or (for) ur (hurt) ow (cow) oi (coin) ear (dear) air (fair) er (corner) ure (sure)</p> <p>And apply through Phase 4- CVCC and CCVC, CCVCC, CCCVC and CCCVCC words</p>	
Autumn 2	<p>Phase 2- s ,a ,t ,p,i ,n ,m ,d,g,o ,c ,k,ck ,e,u ,r,h ,b ,ff ,l,ll ,ss</p> <p>High frequency words: and, to, the, no, go l (is, in it, at decodable)</p>	<p>Revise high frequency words- and, to, the, no, go (is, in it, at decodable) we, me, be, he, she, was, said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her</p>	
Spring 1	<p>Phase 3- j,v ,w ,x,y ,z,zz ,qu,ch,sh ,th ,ng,ai (rain),ee (feet), igh (night), oa (coat) oo (boot) oo (look) ar (farm) or (for) ur (hurt) ow (cow) oi (coin) ear (dear) air (fair) er (corner) ure (sure)</p> <p>Reading and spelling CVC words</p>	<p>Phase 5 (weeks 1- 4) alternative spellings- ay day, ie tie, ea eat , ou out, ue blue, oy boy, ir girl aw saw, wh when, ph photo, ew new oe toe, au Paul ey money, a-e make, e-e these, i-e like, o-e home, u-e rule,</p>	
Spring 2	<p>High frequency words: and, to, the, no, go (is, in it, at decodable) revise we, me, be, he, she, was (new)</p>	<p>National curriculum statutory spelling guidance for Year 1:</p> <p>-tch catch, the /v/ sound at the end of words have, Adding s and es to words rocks catches, Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word, adding -er and -est, Words ending -y very, The /k/ sound is spelt as k rather than as c before e, l and y: Kent, sketch, kit, skin, frisky, adding the prefix -un unhappy, Compound words football</p>	
Summer 1	<p>Practise recognition and recall of Phase Two and Three</p> <p>Phase 4- CVCC and CCVC, CCVCC, CCCVC and CCCVCC words</p> <p>High frequency words: and, to, the, no, go (is, in it, at decodable) we, me, be, he, she, was (revise)</p>		
Summer 2	<p>said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her (new)</p>	<p>Covered in phonics but drawn direct attention to spelling patterns: ai, oi The digraphs ai and oi are virtually never used at the end of English words. ay, oy ay are used for those sounds at the end of words and at the end of syllables.</p>	

		<p>a-e, e-e, i-e, o-e, u-e Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e. ar, ee ,), er (<i>stressed sound</i>): her, er (unstressed schwa sound) better, ir girl. ur turn., oo zoo, oo book, the digraph oa is very rare at the end of an English word, oe toe, ou out, , ue blue,, ew new, u-e , igh high, or for, air fair, ph and wh</p> <p><u>Alternative pronunciations not previously covered:</u> ea sea, ea head, ore more aw saw, au author, ear dear bear, are bare, ow cow and show, ie lie field.</p> <p>Common exception words taken from NC: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>Phase 5 (weeks 1-7) common exception words: Oh, their, people, Mr, Mrs, looked, called, asked, said, so, have, like, come, some, were, there.</p>	
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