

PHONICS LONG AND MEDIUM TERM PLAN



| AUTUMN 1 | | | | |
|-------------------------|--|--|--|---|
| SET 1 SET 2 SET 3 | NURSERY EARLY PHASE PHONICS | RECEPTION RWI | Y1 RWI | Y2 RWI Daily practice of all speed sounds as they arise across the curriculum but focus sounds as listed |
| WK 1 | Environmental Sound Discrimination Instrumental Sound Discrimination Body Percussion Sound Discrimination Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting Ongoing throughout the term daily | STAGGERED START | REVISION of SET 1 PRACTISE BLENDING | oy, ay, ow, igh, oo for daily phonics lessons oy toy for a boy for homework |
| WK 2 | | STAGGERED START | M, A, S, D, T | oo, ou, or, ir, air for daily phonics lessons ay may I play for homework |
| WK 3 | | M & A RED WORDS: 5 words at a time and only move on to the next line when children know these by heart and are applying them in their reading and writing | I, N, P, G, O | ar, ee, a-e, ea, i-e for daily phonics lessons ow blow the snow for homework |
| WK 4 | | S & D | C, K, U, B, F | ai, oa, o-e, are, u-e for daily phonics lessons igh fly high for homework |
| WK 5 | | T & I | E, L, H, SH, R | ur, ew, ow, oi, ire for daily phonics lessons oo pooh at the zoo for homework |

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| | | | | |
| WK 6 | | N & P | J, V, Y, W, TH | <p>ear, ure, er, aw for daily phonics lessons</p> <p>oo look at a book for homework</p> |
| WK 7 | | G & O | Z, CH, QU, X, NG, NK | <p>oy, ay, ow, igh, oo for daily phonics lessons</p> <p>ou shout it out for homework</p> |
| WK 8 | | C & K | SET 1 ASSESSMENT | <p>oo, ou, or, ir, air for daily phonics lessons</p> <p>or, shut the door for homework</p> |

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| AUTUMN 2 | | | | |
|----------|---|-----------|-------------------------|---|
| | NURSERY | RECEPTION | Y1 | Y2 |
| WK 1 | Environmental Sound Discrimination Instrumental Sound Discrimination Body Percussion Sound Discrimination Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting Ongoing throughout the term daily | U & B | AY, EE | ar, ee, a-e, ea, i-e for daily phonics lessons Ir whirl and twirl for homework |
| WK 2 | | F & E | IGH, OW (blow the snow) | ai, oa, o-e, are, u-e for daily phonics lessons air that's not fair for homework |
| WK 3 | | L & H | OO, OO | ur, ew, ow, oi, ire for daily phonics lessons ar start the car for homework |
| WK 4 | | SH & R | AR, OR | ear, ure, er, aw for daily phonics lessons ee what can you see for homework |
| WK 5 | | J & V | AIR, IR | oy, ay, ow, igh, oo for daily phonics lessons a-e make a cake for homework |

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| | | | | |
| WK 6 | | Y & W | OU, OY | oo, ou, or, ir, air for daily phonics lessons ea cup of tea for homework |
| WK 7 | | TH & Z | SET 2 ASSESSMENT | ar, ee, a-e, ea, i-e for daily phonics lessons i-e nice smile for homework |
| WK 8 | | | | ai, oa, o-e, are, u-e for daily phonics lessons ai snail in the rain for homework |

Additional sounds taught where appropriate

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| SPRING 1 | | | | |
|----------|--|-----------|-------------------|--|
| | NURSERY | RECEPTION | Y1 | Y2 |
| WK 1 | Environmental Sound Discrimination Instrumental Sound Discrimination Body Percussion Sound Discrimination Rhythm and Rhyme Alliteration Voice Sounds Oral Blending and Segmenting On going throughout the term daily | CH | REVISION OF SET 2 | ur, ew, ow, oi, ire for daily phonics lessons oa goat in a boat for homework |
| WK 2 | | QU | EA, OI | Ear, ure, er, aw for daily phonics lessons o-e phone home for homework |
| WK 3 | | X | A-E, I-E | oy, ay, ow, igh, oo for daily phonics lessons are care and share for homework |
| WK 4 | | NG | O-E, U-E | oo, ou, or, ir, air for daily phonics lessons u-e huge brute for homework |
| WK 5 | | NK | AW, ARE | ar, ee, a-e, ea, i-e for daily phonics lessons ur nurse with a purse for homework |

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| | | | | |
| WK 6 | | Allow for rolling | UR, ER | ai, oa, o-e, are, u-e for daily phonics lessons ew chew the stew for homework |
| WK 7 | | | OW (brown cow), AI | ur, ew, ow, oi, ire for daily phonics lessons ow brown cow for homework |
| WK 8 | | | | ear, ure, er, aw for daily phonics lessons oi spoil the boy for homework |

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| SPRING 2 | | | | |
|----------|---|---|---|---|
| | NURSERY | RECEPTION | Y1 | Y2 |
| WK 1 | <p>Autumn term aspects continued throughout the term</p> <p>Sound of the week Linked with the theme for the weeks plans. Themes may vary depending on the school calendar.</p> <p style="color: red;">M – monster</p> | <p style="color: green;">AY</p> <p style="color: green;">may I play</p> | <p style="color: blue;">OA, EW</p> | <p style="color: green;">oy, ay, ow, igh, oo for daily phonics lessons</p> <p style="color: blue;">ire, ire, fire, fire for homework</p> |
| WK 2 | <p style="color: red;">P – pancake</p> | <p style="color: green;">EE</p> <p style="color: green;">what can you see</p> | <p style="color: blue;">IRE, EAR</p> | <p style="color: green;">oo, ou, or, ir, air for daily phonics lessons</p> <p style="color: blue;">ear, hear with your ear for homework</p> |
| WK 3 | <p style="color: red;">H (House – three little pigs)</p> | <p style="color: green;">IGH</p> <p style="color: green;">fly high</p> | <p style="color: blue;">URE</p> | <p style="color: green;">ar, ee, a-e, ea, i-e for daily phonics lessons</p> <p style="color: blue;">ure sure it's pure for homework</p> |
| WK 4 | <p style="color: red;">B (Bears – Three Bears)</p> | <p style="color: green;">OW</p> <p style="color: green;">blow the snow</p> | <p style="color: blue;">TIOUS, CIOUS, TION</p> | <p style="color: green;">si, oa, o-e, are, u-e for daily phonics lessons</p> <p style="color: blue;">er better letter for homework</p> |
| WK 5 | <p style="color: red;">S (Spring)</p> | <p style="color: green;">OO</p> <p style="color: green;">poo at the zoo</p> | <p style="color: blue;">ADDITIONAL SOUNDS</p> <p style="color: blue;">UE, IE, AU, E-E, KN</p> | <p style="color: green;">ur, ew, ow, oi, ire for daily phonics lessons</p> <p style="color: blue;">aw yawn at dawn for homework</p> |

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| | | | | |
|------|--|----------------------|--|---|
| WK 6 | | oo look at a book | CK, WH, PH | ear, ure, er, aw for daily phonics lessons |
| WK 7 | | | SET 3 REVISION, CONSOLIDATION and READING PRACTICE | oy, ay, ow, igh, oo for daily phonics lessons |
| WK 8 | | | SET 3 ASSESSMENT | oo, ou, or, ir, air for daily phonics lessons |

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| SUMMER 1 | | | | |
|----------|----------------------------|------------------------|--|---|
| | NURSERY | RECEPTION | Y1 | Y2 |
| WK 1 | G – Growing | AR start the car | SET 1, SET 2, SET 3 READING PRACTICE PROGRESS ASSESSMENT | ar, ee, a-e, ea, i-e for daily phonics lessons |
| WK 2 | J – Jack and the Beanstalk | OR shut the door | PHONICS SCREENING PRACTICE | ai, oa, o-e, are, u-e for daily phonics lessons |
| WK 3 | B – Beanstalk | AIR that's not fair | -e, es | ur, ew, ow, oi, ire for daily phonics lessons |
| WK 4 | R – Robots | IR whirl and twirl | -ing | ear, ure, er, aw for daily phonics lessons |
| WK 5 | H – Harry and the Robots | OU shout it out | -ed | oy, ay, ow, igh, oo for daily phonics lessons |

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|------|------------|---------------------|------------------|---|
| | | | | |
| WK 6 | A – Aliens | OY toy for a boy | -er, est | oo, ou, or, ir, air for daily phonics lessons |
| WK 7 | | | I'm, I'll, we'll | ar, ee, a-e, ea, i-e for daily phonics lessons |
| WK 8 | | | | ai, oa, o-e, are, u-e for daily phonics lessons |

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| SUMMER 2 | | | | |
|----------|-------------------|---------------|--|--|
| | NURSERY | RECEPTION | Y1 | Y2 |
| WK 1 | Z – Zid the Alien | AY EE | BUILDING FLUENCY AND CONFIDENCE IN WORD READING | ur, ew, ow, oi, ire for daily phonics lessons |
| WK 2 | C – Caterpillars | IGH OW | FOCUS ON TRICKY SOUNDS | ear, ure, er, aw for daily phonics lessons |
| WK 3 | W – Worms | OO OO | ↓ | oy, ay, ow, igh, oo for daily phonics lessons |
| WK 4 | L – Ladybirds | AR OR | ↓ | oo, ou, or, ir, air for daily phonics lessons |
| WK 5 | Y – Yoga Ogre | AIR IR | ↓ | ar, ee, a-e, ea, i-e for daily phonics lessons |

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| | | | | |
|------|-------------------------|----------|--|---|
| WK 6 | T – Tomato | OU OY | | ai, oa, o-e, are, u-e for daily phonics lessons |
| WK 7 | W – Witches and Wizards | | | |
| WK 8 | | | | |

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PHONICS LESSON STRUCTURE

| | |
|---|---|
| <p>Introducing new sound 'Say it'</p> | <p>Focus on tongue and mouth movements Whether the sound is stretchy or bouncy Check correct pronunciation before moving on Look at difference between other sounds e.g. m/n Can you think of any words that contain this sound?</p> |
| <p>Recognising sound 'See it'</p> | <p>Show grapheme – speed sound card (letter side) Can you see this sound around the room? Recognise it in wall chart</p> |
| <p>Sounding out within a word 'Read it'</p> | <p>List of words containing this sound and other sounds previously taught Fred fingers and sound buttons to segment and blend words No pictures</p> |
| <p>Sounding out within a sentence with red words 'Read it in a sentence'</p> | <p>Sentence containing words with this sound combined with sounds and red words previously taught No unknown sounds or words or pictures</p> |
| <p>Understanding meaning of words containing sound – new vocabulary. 'Understand it'</p> | <p>Unpicking meaning of any unfamiliar words in the sentence – adding to vocab/word wall</p> |
| <p>Practise forming the sound 'Write it'</p> | <p>Introducing picture side of speed sound card. Practising formation rhyme and practising forming sound – focus on beginning and end position Writing in the air – magic finger, on leg, on someone else's back, on whiteboards or coming up to write in the board</p> |
| <p>Practise forming the sound in the context of a word 'Write it in a word'</p> | <p>Practising writing sound in the context of a word – only combined with sounds already learnt No picture prompts Using Fred fingers and sound buttons</p> |
| <p>Practise forming the sound in the context of a sentence 'Write it in a sentence'</p> | <p>Practising writing sound in the context of a sentence – only combined with sounds and red words already learnt No picture prompts. Using Fred fingers and sound buttons</p> |

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PROGRESSION THROUGH THE WEEK



| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--|---|---|---|---|
| Groupings | Whole class 10:00- 10:20 | Whole class 10:45- 11:05 | Whole class 10:45- 11:05 | Whole class 10:00- 10:20 | Whole class 10:00- 10:20 |
| Focus | New sound IWB <i>See it, say it, read it in words, read it in a sentence</i> | Same sound IWB <i>See it, say it, read it in new words, read it in a new sentence</i> | Same sound IWB <i>See it, say it, read it in new words, read it in a new sentence</i> | Same sound IWB <i>See it, say it, read it in new words, read it in a new sentence, write the sound, write it in a word, write it in a sentence (differentiated)</i> | Same sound IWB <i>See it, say it, read it in new words, read it in a new sentence, write the sound, write it in a word, write it in a sentence (differentiated)</i> |
| | Whole Class Literacy 9:05- 10:00 | Whole Class Literacy 9:05- 10:00 | Whole Class Literacy 9:05- 10:00 | Whole Class Literacy 9:05- 10:00 | Whole Class Literacy 9:05- 10:00 |
| | 2 phonics based activities | 2 phonics based activities | 2 phonics based activities | 2 phonics based activities | 2 phonics based activities |

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RED WORDS

| Set 1 | | | | |
|-------|-----|----|-----|------|
| I | the | my | you | said |
| your | are | be | of | no |

| Set 2 | | | | |
|-------|-----|------|-----|-------|
| what | all | was | we | so |
| to | me | call | her | there |

| Set 3 | | | | |
|-------|------|------|-------|-----|
| want | go | old | some | he |
| does | tall | come | watch | who |

| Set 4 | | | | |
|-------|---------|------|-------|-------|
| were | brother | any | their | where |
| two | small | love | many | here |

| Set 5 | | | | |
|--------|--------|-------|---------|--------|
| once | buy | worse | thought | talk |
| caught | bought | walk | could | anyone |

| Set 6 | | | | |
|-------|-------|--------|-------|----------|
| would | great | son | water | should |
| they | half | Monday | eight | eighteen |

| Set 7 | | | | |
|-------|-------|----------|--------|-----------|
| going | over | fourteen | orange | Wednesday |
| by | laugh | April | don't | July |