



Phonics				Year 1	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p><b>Phase 2 (Group 1):</b> LI: To learn and practise letters/sounds and start to practise oral blending and segmenting: <b>s a t p</b> (set 1), <b>i n m d</b> (set 2), <b>g o c k</b> (set 3), <b>ck e u r</b> (set 4), <b>h b f ff</b> (set 5) and <b>l ll and ss</b> (set 5) LI: To teach <b>ck</b>, explain its use at the end of words and practise reading words ending in <b>ck</b>. LI: To teach that <b>ff, ll and ss</b> is usually at the end of a word and practise reading words ending in <b>ff, ll, ss</b>. LI: To blend and read the high frequency words <b>a, at, as, is, it, in an, l, and, on, not, into, can, no, go, to, get, got, the, back, put, the, his, him, of, dad, mum, up</b>. LI: To support children in reading, and demonstrate spelling, captions using week 1 to 5 letters and high frequency words <b>and, the, to, no, go</b>. LI: To practise oral blending and segmenting. LI: To teach blending with letters and blending for reading. LI: To teach segmentation for spelling.</p> <p><b>Phase 3/4 (Group 2):</b> LI: To learn and practise all</p>	<p><b>Phase 3 (Group 1):</b> LI: To learn and practise letters/sounds <b>j v w x</b> (set 6), <b>y z zz qu</b> (set 7), <b>sh th ch ng, ai ee</b> long <b>oo</b> short <b>oo, oa ar or igh, ur ow oi ear, er air ure</b>. LI: To practise all letters/sounds learned so far. LI: To learn an alphabet song and point to the letters while singing. LI: To practise blending for reading and segmenting for spelling. LI: To practise reading high frequency words learned so far. LI: To read and write sentences using set 1 to 6 letters <b>and, no, go, the, and, to, l, was, will, with</b>. LI: To practise reading the high frequency words <b>off, can, had, back, we, me, he, be, she, are, see, my, for, too, you, this, that, they, them, then, down</b>. LI: To practise reading two-syllable words. LI: To practise reading and writing captions and sentences.</p> <p><b>Phase 4/5 (Group 2):</b> LI: To practise recognition and recall of Phase 2/3 graphemes. Practise reading words</p>	<p><b>Phase 3/4 (Group 1):</b> LI: To practise all previously learned GPCs. LI: To teach reading the high frequency words <b>her, now, all, look, are</b>. LI: To practise blending for reading and segmentation for spelling. LI: To practise reading high frequency words learnt. LI: To practise reading and writing captions and sentences. LI: To teach how to read two-syllable words. LI: To practise recognition and recall of Phase 2/3 graphemes. LI: To teach and practise reading and spelling CVCC words. LI: To teach reading the tricky words <b>said, so, have, like, some, come, were, there, little, one</b> and decodable words <b>went, from, it's, just, help</b>. LI: To teach spelling the tricky words <b>was, you</b>.</p> <p><b>Phase 5 (Group 2):</b> LI: To teach new graphemes for reading <b>ay ou ie ea</b> and <b>oy ir ue aw</b> and <b>wh ph ew</b> and <b>oe au ey a-e e-e</b> (split digraph) and <b>i-e o-e u-e</b> and 'zh' as in <b>treasure</b>.</p>	<p><b>Phase 4/5 (Group 1):</b> LI: To practise recognition and recall of Phase 2/3 grapheme. LI: To practise reading and spelling words containing two adjacent consonants. LI: To teach spelling the tricky words <b>my, her</b>. LI: To practise reading and writing sentences. LI: To teach reading and spelling two-syllable words. LI: To teach reading the tricky words <b>do, when, out, what</b> and decodable word <b>children</b>. LI: To practise reading and spelling high frequency words. LI: To teach new graphemes for reading <b>ay ou ie ea</b> and <b>oy ir ue aw</b> and <b>wh ph ew</b> and <b>oe au ey a-e e-e</b> (split digraph) and <b>i-e o-e u-e</b> and 'zh' as in <b>treasure</b>. LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p><b>Phase 5 (Group 2):</b> LI: To teach alternative pronunciations for <b>i</b> and <b>o, c</b> and <b>g, u</b> and <b>ow, ie</b> and <b>ea, y, ou, e</b> and <b>ey</b>. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words <b>through, eyes, work, friends, mouse, once, put, could, many, good, away, laughed, want, over</b>. LI: To teach spelling the words <b>what, please, little, their, going</b>. LI: To practise reading and spelling high frequency words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for <b>ch</b> and <b>j</b> and <b>n, r, m</b>. LI: To teach reading and spelling the words <b>oh, how, did, man</b>.</p> <p><b>Phase 5 (Group 2):</b> LI: To teach alternative pronunciations for <b>ch</b> and <b>j; n, r, m; s, z; u</b> and ear; ar and ur; air; or.</p>	<p><b>Phase 5 (Group 1):</b> LI: To teach alternative pronunciations for <b>i</b> and <b>o, c</b> and <b>g, u</b> and <b>ow, ie</b> and <b>ea</b>. LI: To practise recognition and recall of P2, 3, 4 graphemes. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To teach reading the words <b>where, water, day, who, because, again, different, thought, saw, any</b>. LI: To teach spelling the words <b>when, out, made, came, one, make, here, do</b>. LI: To practise reading and spelling high frequency words. LI: To practise reading and spelling polysyllabic words.</p> <p><b>Phase 5 (Group 2):</b> LI: To teach alternative pronunciations for <b>y, ou, e</b> and <b>ey</b>. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words <b>mouse, once, put, could</b>,</p>	<p><b>Phase 5 (Group 1):</b> LI: To teach alternative pronunciations for <b>er</b> and <b>ch, a, y, ou, e</b> and <b>ey</b>. LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes. LI: To teach reading the words <b>through, eyes, work, friends, mouse, once, put, could, many, good, away, laughed, want, over</b>. LI: To teach spelling the words <b>what, please, little, their, going</b>. LI: To practise reading and spelling high frequency words. LI: To practise reading and writing sentences. LI: To teach alternative spellings for <b>ch</b> and <b>j</b> and <b>n, r, m; s, z; u</b> and ear; ar and ur; air; or.</p>



<p>previously learned GPCs. <b>ur ow oi ear AND er air ure</b>          LI: To teach reading the high frequency words <b>you, this, that, they, then, them, down, her, now, all, look, are,</b>          LI: To practise blending for reading and segmentation for spelling.          LI: To practise reading high frequency words learnt.          LI: To practise reading and writing captions and sentences.          LI: To teach how to read two-syllable words.          LI: To practise recognition and recall of Phase 2/3 graphemes.          LI: To teach and practise reading and spelling CVCC words.          LI: To teach reading the tricky words <b>said, so, have, like, some, come, were, there, little, one</b> and decodable words <b>went, from, it's, just, help.</b></p> <p><b>Phase 3/4 (Group 2):</b>          LI: To teach spelling the tricky words <b>he, she, me, we, be, was, you, they, all, are.</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and writing sentences.          LI: To practise spelling words containing two adjacent consonants.</p> <p><b>Phase 5 (Group 3):</b>          LI: To teach new graphemes for reading <b>ay ou ie ea</b> and <b>oy ir ue aw</b> and <b>wh ph ew</b> and <b>oe au ey a-e e-e</b> (split digraph) and <b>i-e o-e u-e</b> and <b>'zh'</b> as in <b>treasure.</b>          LI: To teach alternative pronunciations for <b>i</b> and <b>o.</b>          LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p>	<p>containing two adjacent consonants p113–115.          LI: To practise reading and spelling words containing two adjacent consonants.</p> <p>Teach reading the tricky words <b>do, when, out*, what</b> p118 and decodable word <b>children</b> p119.          LI: To teach spelling the tricky words <b>my, her.</b>          LI: To practise reading and writing sentences.</p> <p>Reading and spelling two-syllable words p121.          LI: To teach reading the tricky words <b>do, when, out*, what</b> and decodable word <b>children.</b>          LI: To practise reading and spelling high frequency words.          LI: To teach new graphemes for reading <b>ay ou ie ea</b> and <b>oy ir ue aw</b> and <b>wh ph ew</b> and <b>oe au ey a-e e-e</b> (split digraph) and <b>i-e o-e u-e</b> and <b>'zh'</b> as in <b>treasure.</b>          LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p><b>Phase 4/5 (Group 2):</b>          LI: To teach alternative pronunciations for <b>i</b> and <b>o.</b>          LI: To teach reading the words <b>oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day.</b>          LI: To teach spelling the words <b>said, so, have, like, some, come, were, there, when.</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.</p>	<p>LI: To teach alternative pronunciations for <b>i</b> and <b>o.</b>          LI: To practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.          LI: To teach reading the words <b>oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day.</b>          LI: To teach spelling the words <b>said, so, have, like, some, come, were, there, when.</b>          LI: To practise reading and spelling high frequency words.</p> <p><b>Phase 5 (Group 2):</b>          LI: To practise reading and spelling polysyllabic words.          LI: To practise reading and writing sentences.</p> <p><b>Phase 5 (continued) (Group 3):</b>          LI: To teach alternative pronunciations for <b>e</b> and <b>ey.</b>          LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.          LI: To teach reading the words <b>laughed, want, over.</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.          LI: To practise reading and writing sentences.          LI: To teach alternative spellings for <b>ch</b> and <b>j; n, r, m; s, z; u</b> and <b>ear; ar</b> and <b>ur.</b></p>	<p>LI: To practise recognition and recall of P2, 3, 4 graphemes.          LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.          LI: To teach reading the words <b>where, water, day, who, because, again, different, thought, saw, any, through, eyes, work, friends.</b>          LI: To teach spelling the words <b>when, out, made, came, one, make, here, do, what, please, little.</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.</p> <p><b>Phase 5 (Group 2):</b>          LI: To practise reading and writing sentences.          LI: To teach alternative pronunciations for <b>a.</b></p> <p><b>Phase 5 (Group 3):</b>          LI: To teach alternative spellings for <b>ar</b> and <b>ur, air, or, oo, ai, ee, igh</b>          LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.          LI: To teach spelling the words <b>looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes.</b>          LI: To practise reading and spelling high frequency words          LI: To practise reading and spelling polysyllabic words</p>	<p><b>many, good, away, laughed, want, over.</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.          LI: To practise reading and writing sentences.          LI: To teach alternative spellings for <b>ch</b> and <b>j</b> and <b>n, r, m</b> LI: To teach reading and spelling the words <b>oh, how, did, man</b>          LI: To teach spelling the words <b>their, going</b></p> <p><b>Phase 5 (continued)</b>          LI: To teach alternative spellings for <b>oa, (y)oo, oo, sh,</b>          LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.          LI: To teach spelling the words <b>play, take, well, find, more, l'll, round, tree, magic, shouted, us, other,</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.          LI: To practise reading and writing sentences.</p>	<p>LI: To teach reading and spelling the words <b>oh, how, did, man.</b>          LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.          LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.          LI: To teach the spelling of the words <b>people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran</b>          LI: To practise reading and spelling high frequency words.          LI: To practise reading and spelling polysyllabic words.          LI: To practise reading and writing sentences.</p> <p><b>Phase 6 (Group 3):</b>          LI: To teach the past tense.          LI: To teach spelling polysyllabic words <b>animals, garden, another, everyone.</b>          LI: To learn and practise spelling the common words <b>keep, last, even, before,</b> introducing the children to memory strategies.          LI: To teach how to use the suffix 'ed'.          LI: To learn and practise spelling of common words <b>jumped, cried, stopped, wanted, lived, liked, pulled, been, must, hard, am, run, red, bed, air, something, looking, coming, thing</b> and polysyllabic words <b>dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm.</b>          LI: To teach the past tense (irregular verbs).</p>
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# Individually Strong, Collectively Stronger!



<p>LI: To practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>LI: To teach reading the words <b>oh, old, their, people, house, about, Mr, Mrs, don't, by, looked, time, your, called, asked, very, water, where, day.</b></p> <p>LI: To teach spelling the words <b>said, so, have, like, some, come, were, there, when.</b></p> <p>LI: To practise reading and spelling high frequency words.</p> <p>LI: To practise reading and spelling polysyllabic words.</p> <p>LI: To practise reading and writing sentences.</p>	<p>LI: To practise reading and writing sentences.</p> <p><b>Phase 5 (Group 3):</b></p> <p>LI: To teach alternative pronunciations for <b>c</b> and <b>g, u</b> and <b>ow, ie</b> and <b>ea, er</b> and <b>ch,</b></p> <p>LI: To practise recognition and recall of P2, 3, 4 graphemes.</p> <p>LI: To practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</p> <p>LI: To teach reading the words <b>who, because, again, different, thought, saw, any, through, eyes, work, friends, mouse, once, put, could, many, good, away.</b></p> <p>LI: To teach spelling the words <b>out, made, came, one, make, here, do, what, please, little,</b></p> <p>LI: To practise reading and spelling high frequency words.</p> <p>LI: To practise reading and spelling polysyllabic words.</p> <p>LI: To practise reading and writing sentences.</p> <p>LI: To teach alternative pronunciations for <b>a, y, ou.</b></p>	<p>LI: To teach reading and spelling the words <b>oh, how, did, man.</b></p> <p>LI: To teach spelling the words <b>their, going, people, would, or, Mr, Mrs, took, home, looked, who, think.</b></p>	<p>LI: To practise reading and writing sentences.</p>		<p>LI: To teach what happens to the meaning of a verb when they add the <b>'ing'</b> suffix.</p> <p>LI: To learn and practise spelling of common words <b>gran, key, fun, inside, hat, snow, live, never, next, first, lots, need, fish, better, under, river.</b></p> <p>LI: To teach how to add the <b>'ing'</b> suffix.</p> <p>LI: To teach how to add the <b>'er'</b> suffix.</p>
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