



Nursery		Reception	Year 1	Year 2
Phase 1		Phase 2: 6 weeks Phase 3: 17 weeks Phase 4: 12 weeks	Phase 3&4 revision Phase 5 & Phase 6	Phase 5/6 revision
Nursery				
Phase	Bug Club Unit	Teaching Focus		
Phase 1	Unit A	<p>A Wet Walk</p> <ul style="list-style-type: none"> <li>• Develop listening skills and be sound detectives.</li> <li>• Practise oral blending.</li> <li>• Practise alliteration skills.</li> <li>• Think about different sounds we can make with our own voices.</li> </ul>		
Phase 1	Unit B	<p>All sorts of art</p> <ul style="list-style-type: none"> <li>• Raise awareness of sounds around them.</li> <li>• Participate in mark-making activities</li> <li>• Develop awareness of rhythm and sounds.</li> <li>• Develop children's experience of rhyme in speech.</li> <li>• Think about the sounds that words start with.</li> </ul>		
Phase 1	Unit C	<p>Nature Shapes</p> <ul style="list-style-type: none"> <li>• Focus on initial sounds of words.</li> <li>• Raise awareness of sounds around them.</li> <li>• Develop their listening skills.</li> <li>• Distinguish between voice sounds and begin oral blending and segmenting.</li> <li>• Develop awareness of sounds made by instruments and sound-makers.</li> </ul>		



		<ul style="list-style-type: none"> <li>Focus on the initial sounds of words.</li> </ul>
Phase 1	Unit D	<p>The Missing Button</p> <ul style="list-style-type: none"> <li>Distinguish between voice sounds.</li> <li>Begin oral blending and segmenting.</li> <li>Develop experiences of rhyme in speech.</li> <li>Develop awareness of sounds made by musical instruments.</li> </ul>
Phase 1	Unit E	<p>From seed to sandwich</p> <ul style="list-style-type: none"> <li>Begin oral blending and segmenting.</li> <li>Think about the sounds that words start with.</li> </ul>
Phase 1	Unit F	<p>A day at the beach</p> <ul style="list-style-type: none"> <li>Think about the sounds that words start with.</li> <li>Develop oral blending and segmenting skills.</li> <li>Develop awareness of sounds made by various instruments and sound-makers.</li> </ul>

### Reception -Term 1

Phase	Unit	Teaching Focus
Phase 1	Week 1	<ul style="list-style-type: none"> <li>Children to have experience of activities to develop phonological awareness (Phase 1)</li> </ul>
Phase 1	Week 2	



Phase 2	Week 3	<ul style="list-style-type: none"> <li>• Have experience of the conventions of print and the vocabulary of reading, i.e.: Use positional words left-to-right directionality top-to-bottom directionality words are made up of letters spaces are used between words use of lower- and uppercase letters punctuation positional words (see right) illustrations.</li> <li>• Know about alphabetic order (if teaching letter names). <i>Match lowercase letter names to print.</i> Be familiar with the interactive screen.</li> <li>• <i>Match uppercase letter names to print (if teaching letter names).</i> Know that lower- and uppercase letters correspond to each other.</li> <li>• Manipulate items on the screen (if teaching letter names).</li> <li>• Have sufficient pencil control to make straight lines and circles with adequate firmness and good posture.</li> </ul>
Phase 2	Week 4 Unit 1	s ,a, t p
Phase 2	Week 5 Unit 2	i, m, n, d
Phase 2	Week 6 Unit 3	g, o, c, k Not fully decodable words: to End of unit 3 Assessment
Phase 2	Week 7 Unit 4	ck, e, u, r Not fully decodable words: the, no, go
<b>Reception -Term 2</b>		
<b>Phase</b>	<b>Unit/week</b>	<b>Teaching Focus</b>



Phase 2	Week 1 Unit 5	h, b, f, ff, l, ll, ss Not fully decodable words: l, into, her End of Phase 2 Assessment
Phase 2	Week 2	Consolidation of phase 2
Phase 3	Week 3 Unit 6	j, b, w, x Not fully decodable words: me, be
Phase 3	Week 4 Unit 7	y, z, zz, qu Not fully decodable words: he, my, by, she
Phase 3	Week 5 Unit 8	ch, sh, th, ng Not fully decodable words: they
Phase 3	Weeks 6	Assessment and consolidation of new digraphs introduced

Reception -Term 3		
Phase	Week	Teaching Focus
Phase 3	Week 1	Revision
Phase 3	Week 2 Unit 9	ai, ee, igh, oa, oo (long), oo (short) Not fully decodable words: we, are



Phase 3	Week 3	Assessment & consolidation
Phase 3	Week 4 Unit 10	ar, or, ur, ow, oi Not fully decodable words: you
Phase 3	Week 5 Unit 11	ear, air, ure, er Not fully decodable words: all, was, give, live

#### Reception -Term 4

Phase	Week	Teaching Focus
Phase 3	Week 1	From assessments – focus on gaps and blending. Use phonetically decodable books to consolidate understanding.  Assess retention of the not fully decodable words
Phase 3	Week 2	
Phase 3	Week 3	
Phase 3	Week 4	
Phase 3	Week 5	
Phase 3	Week 6	

#### Reception – Term 5

Phase	Date	Teaching Focus
Phase 4	Week 1 Unit 12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Not fully decodable words: said, have, like
Phase 4	Week 2	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)



	Unit 12	Not fully decodable words: so, do, some, come
Phase 4	Week 3	Assessment & consolidation
Phase 4	Week 4 Unit 12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Not fully decodable words: said, have, like, so, do, some, come
Phase 4	Week 5 Unit 12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Not fully decodable words: were, there, little
Phase 4	Week 6	Assessment & consolidation
Reception – Term 6		
Phase 4	Week 1 Unit 12	Revision of Phase 2, 3 and 4
Phase 4	Week 2 Unit 12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) Not fully decodable words: one, when, out, what
Phase 4	Week 3 Unit 12	End of Phase 4 consolidation and assessment



Phases 2-4	Week 4	Consolidation, ready for year 1
Phases 2-4	Week 5	
Phases 2-4	Week 6	

Year 1 – Term 1		
Phase	Date	Teaching Focus
Phases 2 & 3	Week 1	Revise phases 2 and 3 Complete baseline phonics all phase assessments
Phases 2 & 3	Week 2	Assign phonetically decodable books Revise phases 2 and 3 Complete baseline phonics all phase assessments
Phases 2 & 3	Week 3	Revise phases 2 and 3
Phase 4	Week 4	Revise phase 4 Assessments on Phonics Tracker
Phase 4	Week 5	Revise phase 4



Phase 4	Week 6	Revise phase 4
Phases 2 to 4	Week 7	Revise phases 2 to 4 Assessments on Phonics Tracker
Year 1 – Term 2		
Phase	Date	Teaching Focus
Phase 5	Week 1 Unit 13	wh, ph  Not fully decodable words: oh, their, people
Phase 5	Week 2 Unit 14	ay, a-e, eight/ey/ei (long a)  Not fully decodable words: Mr, Mrs, Ms
Phase 5	Week 3 Unit 15	ea, e-e, ie/ey/y (long e)  Not fully decodable words: looked, called, asked  Assessments on Phonics Tracker
Phase 5	Week 4	ie, i-e, y, l (long i)  Not fully decodable words: water, where
Phase 5	Week 5 Unit 16	ow, o-e, o/oe (long o)  Not fully decodable words: who, again



Phase 5	Week 6 Unit 17	ew, ue, u-e (long u) u/oul (short u) Not fully decodable words: thought, through
Phase 5	Week 7 Unit 18	Assess and check gaps – embed previous learning through Bug Club games and fully decodable books Assessments on Phonics Tracker
Year 1 – Term 3		
<b>Phase</b>	<b>Date</b>	<b>Teaching Focus</b>
Phase 5	Week 1	Assessment – Mock Test A
Phase 5	Week 2 Unit 19	aw, au, al Not fully decodable words: work, laughed, because Assessments on Phonics Tracker
Phase 5	Week 3 Unit 20	ir, er, ear Not fully decodable words: Thursday, Saturday, thirteen, thirty



Phase 5	Week 4 Unit 21	ou, oy Not fully decodable words: different, any, many
Phase 5	Week 5 Unit 22	ere/eer, are/ear Not fully decodable words: eyes, friends Assessments on Phonics Tracker



Year 1 – Term 4		
Phase	Date	Teaching Focus
Phase 5	Week 1	Revision & consolidation  Mock Test B
Phase 5	Week 2 Unit 23	c, k, ck, ch  Not fully decodable words: two, once
Phase 5	Week 3 Unit 24	ce/ci/cy, sc/stl se  Not fully decodable words: great, clothes  Assessments on Phonics Tracker
Phase 5	Week 4 Unit 25	ge/gi/gy, dge  Not fully decodable words: it's, I'm, I'll, I've
Phase 5	Week 5 Unit 26	le, mb, kn/gn, wr  Not fully decodable words: don't, can't, didn't
Phase 5	Week 6	Assess and check gaps – embed previous learning through Bug Club games and fully decodable books.  Assessments on Phonics Tracker
Year 1 – Term 5		



Phase	Date	Teaching Focus
Phase 5	Week 1	Revision Mock Test C
Phase 5	Week 2 Unit 27	tch, sh, ea, zh (w)a, o Not fully decodable words: first, second, third
Phase 5	Week 3	Phase 5 assessments Assessments on Phonics Tracker
Phase 5	Week 4	Revision of GPCs identified from assessments
Phase 5	Week 5	Revision of GPCs identified from assessments
Phase 5	Week 6	Revision of GPCs identified from assessments Assessments on Phonics Tracker
Year 1 – Term 6		
Phase	Date	Teaching Focus
Phase 5	Week 1	Revision of all phases



Phase 5	Week 2	Complete the Phonics Screening Check. Revision
Phase 5	Week 3	Complete the Phonics Screening Check. Revision Assessments on Phonics Tracker
Phase 6	Week 4 Unit 28	Suffixes ending 'ing' 'ed' silent 'e' Language session
Phase 6	Week 5 Unit 29	-s -es after ss/x -es after ch/sh/tch Language session
Phase 6	Week 6 Unit 30	Re- Un- Prefix+root+prefix



		Assessments on Phonics Tracker – identify gaps for any children who didn't pass the Phonics Screening Check  Language session
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Year 2 – Term 1		
Phase	Date	Teaching Focus
Phase 5	Week 1	Assessments
Phase 5	Week 2 Unit 13	wh, ph  Not fully decodable words: oh, their, people
Phase 5	Week 3 Unit 14	ay, a-e, eight/ey/ei (long a)  Not fully decodable words: Mr, Mrs, Ms
Phase 5	Week 4 Unit 15	ea, e-e, ie/ey/y (long e)  Not fully decodable words: looked, called, asked



Phase 5	Week 5 Unit 16	ie, i-e, y, l (long i) Not fully decodable words: water, where
Phase 5	Week 6 Unit 17	ow, o-e, o/oe (long o) Not fully decodable words: who, again
Phase 5	Week 7 Unit 18	ew, ue, u-e (long u) u/oul (short u) Not fully decodable words: thought, through
Year 2 – Term 2		
Phase	Date	Teaching Focus
Phase 5	Week 1	Assessments <b>*Move to Active Spelling with Year 2s who have passed phonics screening</b>
Phase 5	Week 2 Unit 19	aw, au, al Not fully decodable words: work, laughed, because
Phase 5	Week 3	ir, er, ear Not fully decodable words: Thursday, Saturday, thirteen, thirty



	Unit 20	
Phase 5	Week 4 Unit 21	ou, oy Not fully decodable words: different, any, many
Phase 5	Week 5 Unit 22	ere/eer, are/ear Not fully decodable words: eyes, friends
Phase 5	Week 6 Unit 23	c, k, ck, ch Not fully decodable words: two, once
Phase 5	Week 7 Unit 24	ce/ci/cy, sc/stl se Not fully decodable words: great, clothes
Year 2 - Term 3		
Phase	Date	Teaching Focus



Phase 5	Week 1 Unit 25	ge/gi/gy, dge Not fully decodable words: it's, I'm, I'll, I've
Phase 5	Week 2 Unit 26	le, mb, kn/gn, wr Not fully decodable words: don't, can't, didn't
Phase 5	Week 3 Unit 27	tch, sh, ea, zh (w)a, o Not fully decodable words: first, second, third
Phase 6	Week 4 Unit 28	Suffix endings: -ing, -ed (morphemes) Not fully decodable words: clearing, gleaming, rained, mailed
Phase 6	Week 5 Unit 29	Suffix plurals: -s, -es (plural morphemes) Not fully decodable words: man/men, mouse/mice, foot/feet, tooth/teeth, sheep/sheep
Phase 6	Week 6 Unit 30	Prefix morphemes: re-, un- Not fully decodable words: vowel, consonant, prefix, suffix, syllable
Year 2 – Term 4		
	Date	Teaching Focus



Week 1	<p><b>Progress onto the statutory spelling rules for Year 2</b></p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The –le spelling is the most common spelling for this sound at the end of words.</p>
Week 2	<p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Not many nouns end in –al, but many adjectives do.</p> <p>Words ending –il There are not many of these words. pencil, fossil, nostril</p>
Week 3	<p>Adding –es to nouns and verbs ending in –y</p> <p>The y is changed to i before –es is added.</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p>
Week 4	<p>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.</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>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.</p>
Week 5	<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>



		The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.
	Week 6	<p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ɔ:/ sound ('or') is usually spelt as a before l and ll.</p> <p>The /ʌ/ sound spelt o</p> <p>other, mother, brother, nothing, Monday</p> <p>The /i:/ sound spelt -ey</p>
Year 2 – Term 5		
	<b>Date</b>	<b>Teaching Focus</b>
	Week 1	Revision & consolidation
	Week 2	<p>The /p/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /z/ sound spelt s</p>
	Week 3	<p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>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. 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.</p>
	Week 4	Contractions



		The possessive apostrophe (singular nouns)
	Week 5	Words ending in -tion station, fiction, motion, national, section
	Week 6	Homophones and 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
Year 2 – Term 6		
	<b>Date</b>	<b>Teaching Focus</b>
	Week 1	<p style="text-align: center;">Revision and consolidation</p> <p style="text-align: center;">Children to move onto year 3/4 spelling list if mastered year 2 list</p>
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	



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