



Phonics Medium Term Planning - Letters and Sounds

Nursery- Phase 1/Early Phase 2					
Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1 Summer 2
Listening activities <ul style="list-style-type: none"> - Environmental Sounds 	Listening activities <ul style="list-style-type: none"> - Instrumental Sounds 	Making different sounds <ul style="list-style-type: none"> - Instrument percussion - Body Percussion 	Rhythm & Rhyme <ul style="list-style-type: none"> - Songs - Nursery Rhymes - Rhyming words (Example: cat and mat) 	Alliteration & Matching sounds <ul style="list-style-type: none"> - Link to SATPIN sounds Set 1 and 2 of phase 2 phonics <ul style="list-style-type: none"> - Phoneme/Grapheme recognition through alliteration and song focused. - s/ss, a, t, p - i, n, m, d 	Phase 2 <ul style="list-style-type: none"> - Set 1 and 2 Initial sounds and oral blending focus. (S-A-T) - s/ss, a, t, p - i, n, m, d
Reception- Phase 2/3/4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1/2	
Phase 1(2 weeks) <ul style="list-style-type: none"> - Matching sounds to pictures - Listening activities (environmental and instrumental sounds). Phase 2(5-6 weeks) <ul style="list-style-type: none"> - Identifying phonemes when shown - initial sounds in words 	Phase 2(2 weeks) <ul style="list-style-type: none"> - initial sounds in words - Oral segmenting/blending - blending using magnetic letters. - Application of phase 2 sounds to writing and reading cvc words. - Tricky words: the, to, I, no, go Phase 3(5 weeks) <ul style="list-style-type: none"> - Learn phase 3 graphemes - identify when shown 	Phase 3(6 weeks) <ul style="list-style-type: none"> - Learn phase 3 graphemes - identify when shown. - Introduce digraph/trigraph terms. - Orally blend and segment to read and write cvc words. - Begin to write and read cvcc and ccvc words. 	Phase 3 (3 weeks) <ul style="list-style-type: none"> - Revisit phase 3 taught - Recap on sounds and focus on alternative sounds(ow/oa) - Oral blending to read and segment words 	Phase 4(3 weeks) <ul style="list-style-type: none"> - Say and identify all taught phases. - Learn blends. - Blend and segment to read and write cvcc and ccvc words. 	

<ul style="list-style-type: none"> - Oral blending/segmenting vc words - - 	<ul style="list-style-type: none"> - Orally blend and segment to read and write cvc words - Begin to write and read cvcc and ccvc words. - Tricky words: he, she, me, we, be, 	<ul style="list-style-type: none"> - Tricky words: was, my, you, her, they 	<ul style="list-style-type: none"> - Apply taught sounds to reading and writing. - Recap on all tricky words- he, she, me, we, be, was, my, you, her, they <p>Phase 4(4 weeks)</p> <ul style="list-style-type: none"> - Say and identify all taught phases - Learn blends. - Blend and segment to read and write cvcc and ccvc words. 	<p>Revisit and Recap- Application of phase 2/3/4 (12 weeks)</p> <ul style="list-style-type: none"> - Flashcard recap from phase 2-4 over the weeks. - Oral segmenting (b-o-x). - Blending/segmenting to read and write cvc, ccvc, cvcc words. - Focus on writing tricky words from phase 2/3: the, to, I, no, go, he, she, me, we, be, was, my, you, her, the
---	--	---	---	--



Phase 3 (taught up to 12 weeks)

- Practise recognition and recall of Phase 2.
- Learn phase 3 graphemes, identify when shown.
- Orally blend and segment to read and write cvc words.
- Begin to write and read cvcc and ccvc words.
- Practise reading real and alien words.
- Writing words containing two adjacent consonants (CCVCC words).
- Applying words to contexts- structure in a sentence orally and writing.
- Common exception words reading, writing and spelling:

he	she	we
be	you	all
her	was	they

Phase 4 (taught up to 6 weeks)

- Say and identify all taught phases.
- Learn blends.
- Blend and segment to read and write cvcc and ccvc words.
- Practise blending to read real and alien words.
- Applying words to contexts- structure in a sentence orally and writing.
- Common exception words reading, writing and spelling:

went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
it's	out	when	so

Phase 5 (taught throughout)

- Recap and give the sound of all graphemes taught from all phases.
- Learn new phase 5 graphemes including split digraphs
- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonance
- Write the common graphemes for any given sound.
- Apply phonic knowledge and skill to read and write unfamiliar words that are not completely decodable.
- Practise reading and spelling common words Practise reading and spelling polysyllabic words
- Practise reading/writing sentences.

Phase 6

- Write the common graphemes for any given sound.
- Allow children to gain fluency in reading by reading words in sentences and polysyllabic words.
- Teaching the past tense - simple past tense orally first.
- Teach common verbs which have irregular past tense e.g go-went, say-said.
- Investigate and learn how to add suffixes to change the meaning and tense of words.
- Adding s and es to verbs and nouns- singular and plural.



Year 2-Phase 5&6

Phase 3 and 4 Recap (Used to support target children who did not pass phonics testing in Year 1)

- Recap phase 3 graphemes, identify when shown.
- Recap blends
- Blend and segment to write and read cvcc and ccvc words.
- Practise reading real and alien words.
- Applying words to contexts- structure in a sentence orally and writing.
- Common exception words reading, writing and spelling:

went	just	like	some
from	help	one	come
children	said	have	there
little	were	do	what
it's	out	when	so

Phase 5 Recap- Taught in Autumn 1

Recap and give the sound of all graphemes taught from all phases.

- Recap phase 5 graphemes including split digraphs
- To secure the reading and spelling of words containing different spellings for phonemes (e.g. /igh/, igh, ie, y, i-e - I, night, tie, my)
- Practise reading and spelling words with adjacent consonance
- Apply phonic knowledge and skill to read and write unfamiliar words that are not completely decodable.
- Practise reading and spelling common words
Practise reading and spelling polysyllabic words
- Read and spell less common alternative graphemes, including trigraphs

Phase 6

Autumn 2

- To understand and begin to learn the conventions for adding the suffix -ing for present tense and -ed for past tense (e.g. play - playing, played)

Spring Term

- To split compound words into their component parts and to use this knowledge to support spelling (e.g. milkman, pancake)
- To learn how to add common suffixes to words (e.g. plurals, -ly, -ful: book - books, loud - loudly, harm - harmful)

Summer Term

- To add common prefixes to root words and to understand how they change meaning (e.g. happy - unhappy, fair - unfair)

To discriminate syllables in multisyllabic words as an aid to spelling (e.g. tomorrow, together)