

ELTHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Phonics Long Term Planning and Progression Map

Phonics planning outlined below follows the Letters and Sounds document from the DfE. Class teachers use the outline to plan daily lessons that are taught with pace and flexibility to ensure that all children have a secure understanding of using phonics to say, spell and read words.

Early Years Foundation Stage cover phonics through Nursery (phase 1 and 2) and Reception (Phases 3 & 4). The long term Plan is aligned to the Primary National Curriculum for English with an emphasis on grammar and rules taught to children as they move into key stage 1 when phases 5 & 6 are taught in years 1 & 2.

The plan also accounts for common exception words (sometimes referred to as ‘tricky’ words). Phase 5 & 6 also include the 200 ‘common’ words.

We make formal assessments of the children’s phonic knowledge in EYFS and early year 1. We use these outcomes to better support and challenge children. We use the Year 1 Phonic Threshold Assessment to structure teaching in year 2. Children who did not reach the threshold will then revisit all of phase 5 in order that all children meet the threshold by the end of year 2.

Those who continue to be below the threshold receive targeted intervention for phonic and other strategies to support their reading development and progress

Early Years Foundation Stage

Phase	Aspect	Activity
Phase 1	Aspect 1	<p>Environmental sounds</p> <p><i>Main purpose:</i></p> <p>To develop the children’s listening skills and awareness of sounds in the environment (Tuning into sounds – TIS). Further development of vocabulary and children’s identification and recollection of difference between sounds (Listening and remembering sounds – LRS). To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p>
Phase 1	Aspect 2	<p>Instrumental sounds</p> <p><i>Main purpose:</i></p> <p>To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p>
Phase 1	Aspect 3	<p>Body percussion</p> <p><i>Main purpose:</i></p> <p>To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p>
Phase 1	Aspect 4	<p>Rhythm and rhyme</p> <p><i>Main purpose:</i></p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).</p>
Phase 1	Aspect 5	<p>Alliteration</p> <p><i>Main purpose:</i></p> <p>To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS). To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).</p>
Phase 1	Aspect 6	<p>Voice sounds</p> <p><i>Main purpose:</i></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS). To explore speech sounds (Listening and remembering sounds – LRS). To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p>
Phase 1	Aspect 7	<p>Oral blending and segmenting</p> <p>To develop oral blending and segmenting of sounds in words (Tuning into sounds – TIS). To listen to phonemes within words and to remember them in the order in which they occur (Listening and remembering sounds – LRS). To talk about the different phonemes that make up a given word (Talking about sounds – TAS).</p>

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Phase	Aspect	Activity
Phase 2	Week 1	<p>Learn that we read words in English from left to right. (Appendix 1).</p> <p>Learn and practise the letter/sounds s a t p (set 1) and practise oral blending and segmenting (p55).</p> <p>Blend and read the high frequency words a, at, as (p64) making sure they understand that words are read from left to right.</p> <p>Identify the name of each new letter learned. (Appendix 3).</p>
Phase 2	Week 2	<p>Learn that we read words in English from left to right. (Appendix 1).</p> <p>Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far (p51).</p> <p>Identify the name of each new letter learned. (Appendix 3).</p> <p>Practise oral blending and segmenting (p55–6).</p> <p>Blend and read the high frequency words is, it, in, an, l (p64).</p> <p>Teach blending with letters (for reading) (p58).</p> <p>Practise blending for reading (p59).</p>
Phase 2	Week 3	<p>Learn and practise letters/sounds g o c k (set 3) and practise letters/sounds learned so far (p51).</p> <p>Practise oral blending and segmenting (p55–6).</p> <p>Read the high frequency words and, on, not, into, can, no, go (p64).</p> <p>Teach blending with letters (for reading) (p58).</p> <p>Practise blending for reading (p59).</p> <p>Teach segmentation for spelling (p61).</p> <p>Demonstrate reading captions using words with week 1 and 2 letters and and (p66–7).</p> <p>Identify the name of each new letter learned. (Appendix 3).</p> <p>Children read in the correct direction across a word.</p>
Phase 2	Week 4	<p>Learn and practise letters/sounds e u r ck (set 4) and practise letters/sounds learned so far (p51).</p> <p>Learn ck, including the rule, and practise reading words ending in ck. (Appendix 6).</p> <p>Identify the name of each new letter learned. (Appendix 3).</p> <p>Teach children about vowels.</p> <p>Practise oral blending and segmenting (p55–6).</p> <p>Read the high frequency words to, get, got, the, put (p64).</p> <p>Children read in the correct direction across a word.</p> <p>Support children in reading, and demonstrate spelling, captions using week 1 to 3 letters and high frequency words and, the, to (p66–7).</p>

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Phase	Aspect	Activity
Phase 2	Week 5	<p>Learn and practise letters/sounds h b f (set 5) and practise letters/sounds learned so far (p51). Learn ff, including the rule, and practise reading words ending in ff. (Appendix 6). Children read in the correct direction across a word. Identify the name of each new letter learned. (Appendix 3). Practise oral blending and segmenting (p55–6). Read the high frequency words if, off, big, had, his, him, but, back (p64). Blend for reading (p59). Segment for spelling (p61). Support children in reading and spelling captions using week 1 to 4 letters and high frequency words no, go, to and, the (p66–7).</p>
Phase 2	Week 6	<p>Learn ll and ss, including the rule, and practise reading words ending in ll and ss. (Appendix 6). Learn and practise letters/sounds l (set 5) and practise letters/sounds learned so far (p51). Identify the name of each new letter learned. (Appendix 3). Segment for spelling (p61). Blend and read the high frequency words of, dad, mum, up (p64). Blend for reading (p59). Support children in reading and spelling captions using week 1 to 5 letters and high frequency words no, go, to and, the, to (p66–7). Children read in the correct direction across a word. End of Phase 2 Assessment.</p>
Phase 3	Week 1	<p>Learn and practise letters/sounds j v w x (set 6) (p78–79). Practise all letters/sounds learned so far. Practise blending for reading (p85–88). Practise segmentation for spelling (p88–91). Practise reading high frequency words learned so far. Practise reading the tricky high frequency words he, we, me, be (p91).</p>
Phase 3	Week 2	<p>Learn and practise letters/sounds y z (set 7) (p78–79). Practise all letters/sounds learned so far. Learn the alphabet song (Phase 3 Appendix 1) Practise blending for reading (p85–88). Practise segmentation for spelling (p88–91). Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and the, and, to, I. Teach reading the tricky words will, was (p91–93).</p>

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Phase	Aspect	Activity
Phase 3	Week 3	<p>Learn zz including the rule and practise reading words ending in zz. (Appendix 6). Learn and practise qu (p81). Practise all previously learned Grapheme-Phoneme Correspondences (GPCs). Point to the letters in the alphabet while singing alphabet song (p80). Practise blending for reading (p85–88). Practise segmentation for spelling (p88–91). Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and so, no, go. Teach reading the high frequency words are, you (p91–93). Practise reading and writing captions and sentences (p95–98). Teach children how to find a capital letter.</p>
Phase 3	Week 4	<p>Learn and practise letters/sounds sh th (voiced and unvoiced), ch (p81). Practise all previously learned GPCs. Point to the letters in the alphabet while singing alphabet song (p80). Practise blending for reading (p85–88). Practise segmentation for spelling (p88–91). Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and so, no, go, the, and, to, I. Teach reading the high frequency words this, that, then, them, with, they (p91–93). Practise reading and writing captions and sentences (p95–98). Find corresponding capital letter to any letter learned so far.</p>
Phase 3	Week 5	<p>Learn and practise letters/sound ng (p81). Learn the rule about spelling words ending in nk (Appendix 7). Practise all previously learned GPCs. Learn about vowels and consonants. (Appendix 8). Practise blending for reading (p85–88). Practise segmentation for spelling (p88–91). Practise reading high frequency words learned so far. Teach reading the high frequency words see, my (p91–93). Practise reading and writing captions and sentences (p95–98).</p>

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Phase	Aspect	Activity
Phase 3	Week 6	<p>Learn and practise letters/sounds ai ee oa (p81).</p> <p>Teach children the rules for spelling words containing these digraphs (Appendix 9).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85-88) including spotting digraphs in texts (Appendix 9).</p> <p>Practise segmentation for spelling (p88-91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words she, all (p91-93).</p> <p>Practise reading and writing captions and sentences (p95-98).</p>
Phase 3	Week 7	<p>Learn and practise letters/sounds long/short oo ar or (p81).</p> <p>Teach children the rules for spelling words containing these digraphs (Appendix 9).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85-88).</p> <p>Practise segmentation for spelling (p88-91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words look, for, too (p91-93).</p> <p>Practise reading and writing captions and sentences (p95-98).</p>
Phase 3	Week 8	<p>Learn and practise letters/sounds igh ur ow oi (p81).</p> <p>Teach children the rules for spelling words containing the oi digraph (Appendix 9).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85-88).</p> <p>Practise segmentation for spelling (p88-91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words now, down (p91-93).</p> <p>Practise reading and writing captions and sentences (p95-98).</p>
Phase 3	Week 9	<p>Learn about the spelling of words containing the ai ee oa ow oi digraphs where they end with the letter l.</p> <p>Learn and practise letters/sounds ear er air (p81).</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85-88).</p> <p>Practise segmentation for spelling (p88-91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach reading the high frequency words her (p91-93).</p> <p>Practise reading and writing captions and sentences (p95-98).</p>

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Phase	Aspect	Activity
Phase 3	Week 10	<p>Learn and practise letters/sound ure (p81).</p> <p>Learn about the spelling of words containing the digraphs that end with the k sound.</p> <p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach how to read two-syllable words (p94).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 11	<p>Practise all previously learned GPCs.</p> <p>Practise blending for reading (p85–88).</p> <p>Practise segmentation for spelling (p88–91).</p> <p>Practise reading high frequency words learned so far.</p> <p>Teach how to read two-syllable words (p94).</p> <p>Practise reading and writing captions and sentences (p95–98).</p>
Phase 3	Week 12	<p>Assess the children in small groups using the Assessment sheet on p202 and guidance on p203-207.</p>
Phase	Week	Activity
Phase 4	Week 1	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CVCC words (p111).</p> <p>Teach and practise spelling CVCC words (p112).</p> <p>Teach reading the tricky word said (p118) and decodable words went, from (p119).</p> <p>Teach spelling the tricky words he, she, me, we, be (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>

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Phase	Aspect	Activity
Phase 4	Week 2	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CCVC words (p111).</p> <p>Teach and practise spelling CCVC words (p113).</p> <p>Teach reading the tricky words have, like (p118) and decodable words it's, just (p119).</p> <p>Teach spelling the tricky words was, you (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 3	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Teach and practise reading CCVC words (p111).</p> <p>Teach and practise spelling CCVC words (p113).</p> <p>Teach reading the tricky words some, come, there (p119) and decodable word help (p119).</p> <p>Teach spelling the tricky words they, are (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>

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Phase	Aspect	Activity
Phase 4	Week 4	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two adjacent consonants (CCVCC words) (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words when, what (p119) and decodable word children (p119).</p> <p>Teach spelling the tricky words my, her (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p>
Phase 4	Week 5	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two adjacent consonants (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words were, little, one (p118).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p> <p>Teach children about syllables (Phase 4 Appendix 5).</p>
Phase	Week	Activity

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Phase	Aspect	Activity
Phase 4	Week 6	<p>Practise recognition and recall of Phase 2 and 3 graphemes (p109–110).</p> <p>Practise reading words containing two or three adjacent consonants (p113–115).</p> <p>Practise spelling words containing two adjacent consonants (p113–115).</p> <p>Teach reading the tricky words do, out* (p118).</p> <p>Teach spelling the tricky word all (p119).</p> <p>Practise reading and spelling high frequency words (p118).</p> <p>Practise reading sentences (p122).</p> <p>Practise writing sentences (p124).</p> <p>Reading and spelling two-syllable words (p121).</p>
Phase 4	Week 7	<p>Assess the children in small groups using the Assessment sheet on p202 and guidance on p203-207 (these assessment activities will need to be adapted to contain CCVC, CVCC, CCVCC and CCCVC words).</p>

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Phase	Week	Activity
Phase 5	Week 1	<p>Teach new graphemes for reading (p134) ay ou ie.</p> <p>Teach children the rule for spelling words containing ay (Appendix 6).</p> <p>Teach reading the tricky word people (p140) and decodable words house, about (p141).</p> <p>Teach reading and spelling compound words (Appendix 7).</p> <p>Teach spelling the words said, says (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p>
Phase 5	Week 2	<p>Teach new graphemes for reading (p134) ea oy ir ue.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words oh, their, by (p140).</p> <p>Teach spelling the words have, like (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142 and p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>
Phase 5	Week 3	<p>Teach new graphemes for reading (p134) aw, wh.</p> <p>Teach the rule for spelling words containing ph (Appendix 6).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the tricky words don't, who, Mr, Mrs (p140) and decodable words old (p141).</p> <p>Teach spelling the words some, come (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142 and p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>

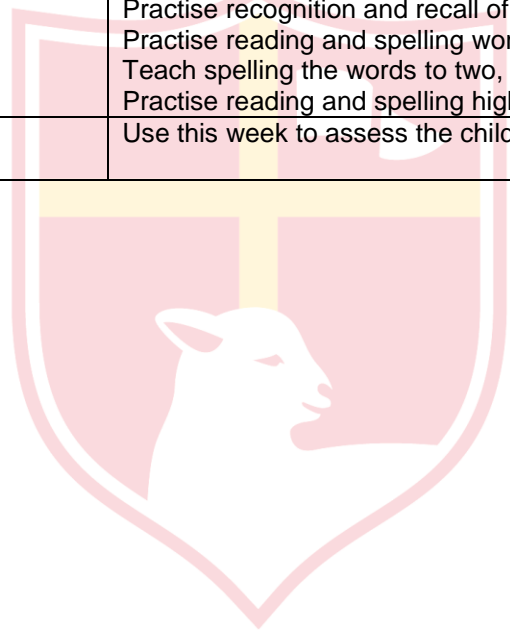
Phase 5	Week 4	<p>Teach new graphemes for reading (p134) oe au ew.</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes.</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words looked, time, your, called (p141).</p> <p>Teach spelling the words out, made, came (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise reading sentences (p142).</p> <p>Practise writing sentences (p149).</p>
Phase 5	Week 5	<p>Teach new graphemes for reading (p134) a-e e-e i-e o-e (See guidance on teaching split digraphs on p135 and Phase 5 Appendix 8).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach spelling the words there, here, where (p148).</p> <p>Teach reading the words asked, very (p141).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>
Phase 5	Week 6	<p>Teach new graphemes u-e (See guidance on teaching split digraphs on p135 and Phase 5 Appendix 8 and the rule for using the oo sound in Appendix 6).</p> <p>Alternative pronunciations for i and o (p136).</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).</p> <p>Teach spelling the words find, mind, kind, behind (p148).</p> <p>Teach reading the words water, were, because (p141).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/p149).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>
Phase 5	Week 7	<p>Alternative pronunciations for u ow and ie (p136) and (p153).</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words again, different (p141).</p> <p>Teach spelling the words one, make (p148).</p> <p>Practise reading and spelling high frequency words (p141/p148).</p> <p>Practise reading and spelling polysyllabic words (p142/ p149).</p> <p>Practise writing sentences (p149).</p> <p>Practise reading sentences (p142).</p>

Phase 5	Week 8	<p>Alternative pronunciations for ea, a and y (p136). Teach reading the words thought, any, saw (p141). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word do (p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise writing sentences (p149). Practise reading sentences (p142).</p>
Phase 5	Week 9	<p>Alternative pronunciations for ou (p136). Alternative spellings for sounds (p144 or Appendix 10 for ch tch rule). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Teach reading the words through, eyes (p141). Teach spelling the words what, please (p141). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Teach the rule about words ending in the v sound (Appendix 9).</p>
Phase 5	Week 10	<p>Alternative spellings for s and ar (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words work, friends, want (p141). Teach spelling the word little (p141). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149).</p>
Phase 5	Week 11	<p>Alternative spellings for ear, ur and ai (p144). Teach spelling high frequency words Mr, Mrs (p148). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words mouse, once, many (p141). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142).</p>

Phase 5	Week 12	<p>Alternative spellings for short oo, air and z sounds (p144). Teach spelling the words oh, their (p148). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading the words laughed, over (p141). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142 /p149). Practise reading sentences (p142).</p>
Phase 5	Week 13	<p>Alternative spellings for short or and igh sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach reading and spelling the words home, going (p141/148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142). Practise writing sentences (p149).</p>
Phase 5	Week 14	<p>Alternative spellings for the ee sound (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word people (p141/p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142 /p149). Practise reading and writing sentences (p142/149).</p>
Phase 5	Week 15	<p>Alternative spellings for oa sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words magic, school (p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142).</p>
Phase 5	Week 16	<p>Alternative spelling for sh sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words every, everyone, everybody (p148). Practise reading and spelling high frequency words (p141/p148). Practise reading and spelling polysyllabic words (p142/p149). Practise reading sentences (p142). Practise writing sentences (p149).</p>

Phase 5	Week 17	<p>Alternative spelling for the sh and or sounds (p144). Assess recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the word when, children (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142/149). Practise reading and writing sentences (p142/149).</p>
Phase 5	Week 18	<p>Teach how to add the s/ es suffix as plurals (p171) where the root word doesn't change (Appendix 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words clothes, parents, know (p148). Practise reading and writing sentences (p142/149).</p>
Phase 5	Week 19	<p>Teach how to add the s/ es suffix as plurals (p171) where the root word doesn't change (Appendix 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words called, didn't, other (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and writing sentences (p142/ 149).</p>
Phase 5	Week 20	<p>Teach how to add the s/ es suffix to the third person singular (Appendices 12 and 13). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words asked, can't (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142/149). Practise reading and writing sentences (p142/149).</p>
Phase 5	Week 21	<p>Teach the regular past tense (p170). Teach children how to add the ed suffix where the root word doesn't change. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words new, our, shouted (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142 /149). Practise reading and writing sentences (p142/149).</p>

Phase 5	Week 22	<p>Teach how to add the ing suffix as plurals (p171) where the root word doesn't change (see Appendices 12 and 13). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the days of the week and the words tomorrow, yesterday (p148). Practise reading and spelling high frequency words (p141/148). Practise reading and spelling polysyllabic words (p142 /149). Practise reading and writing sentences (p142/ 149).</p>
Phase 5	Week 23	<p>Teach how to add the er and est suffixes (p171) where the root word doesn't change (Appendices 12 and 13). Teach how to add the prefix un (Appendix 14). Practise reading and writing sentences (p142/149). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words to two, has (p148). Practise reading and spelling high frequency words (p141/148).</p>
Phase 5	Week 24	<p>Use this week to assess the children. Identify any gaps in their understanding and revisit.</p>



YEAR 2 PHONIC LONG TERM PLAN

Phase	Week	Activity
Phase 6	Week 1	Revise the past tense. Teach rules for adding the ed suffix to verbs ending in e (p170). Teach children long and short vowel sounds. Teach spelling polysyllabic words animals, garden, another, everyone, together (p176). Learn and practise spelling the common words keep, last, even, before (p179), introducing the children to the memory strategies used on that page.
Phase 6	Week 2	Teach how to use the suffix ed (p171). Learn and practise spelling of common words jumped, wanted, lived, liked, pulled (p179) and polysyllabic words (p176): dragon, birthday, Christmas, granddad, narrator .
Phase 6	Week 3	Teach how to use the suffix ed (p171). Teach the past tense (p170) (irregular verbs). Learn and practise spelling of common words cried, stopped, thought, saw, found, fell, told, gave (p179).
Phase 6	Week 4	Revise what happens to the meaning of a verb when they add the ing suffix. Teach how to use the suffix ing (p171). Learn and practise spelling of common words told, cold, eye, eyes (p179) and polysyllabic words (p176): fishfinger, springboard, clingfilm, morning .
Phase 6	Week 5	Learn and practise spelling of common words something, looking, coming, thing (p179). Teach spelling guideline 7 (p188). Teach how to add the ing suffix (p171).
Phase 6	Week 6	Learn and practise spelling the polysyllabic words mystery, excited, adventure, finally (p176). Teach how to add the er suffix (p171). Teach how to add the y suffix (p171).
Phase 6	Week 7	Learn and practise the spelling of common words under, river, better, mother never (p179). Teach how to add the er suffix (p171).
Phase 6	Week 8	Learn and practise spelling of common words any, many, anything, anyone, anywhere (p179). Learn and practise spelling of polysyllabic words nightmare, nightdress, founder, autumn (p176). Teach irregular comparative adjectives.
Phase 6	Week 9	Learn and practise spelling of common words door, mouse, after, again (p179), and polysyllabic words dinosaur, suddenly, certainly, immediately (p176). Teach how to add the est suffix (p171).
Phase 6	Week 10	Teach how to add the s/es suffix as plurals (p171). Teach how to add the s/es suffix to the third person singular. Learn and practise spelling of common words would, could, should (p179), and polysyllabic words hairdresser, window, inside, outside, children (p176).

Phase 6	Week 11	Teach spelling guideline 6 (p188). Teach children the homophones there/ their/ they're (Appendix 15). Teach elisions or contractions using the common words that's, I've, I'll, let's, there's, he's, we're, can't, couldn't (Spelling Guideline 6, p188).
Phase 6	Week 12	Alternative pronunciations for a (p136). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers zero, one, two, three, four, five, six, seven, eight, nine (p179). Teach spelling guideline 2 (p187). Teach spelling guideline 3 (p187).
Phase 6	Week 13	Alternative spellings for the or and s sounds. Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (p179). Teach spelling guideline 4 (p187).
Phase 6	Week 14	Teach alternative spellings of the n,r and m sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Learn and practise spelling of numbers twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred (p179).
Phase 6	Week 15	Teach alternative spellings of the igh ee and ai sounds (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones see/ sea (Appendix 15). Learn and practise spelling of common words water, away, want, over, door (p179).
Phase 6	Week 16	Learn and practise spelling of common words giant, because, through, first (p179). Teach alternative spellings of the j sound (p144). Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones sun/ son and near homophones quite/ quiet (Appendix 15).
Phase 6	Week 17	Learn and practise spelling of common words friends, across, really, these, baby (p179). Teach new phoneme zh as in treasure (p157). Alternative spelling for the sh sound including words ending in tion (p144). Alternative pronunciations for a (p136). Practise recognition and recall of graphemes and different pronunciations of graphemes and spellings of phonemes as they are learned (p136). Practise reading and spelling words with newly learned graphemes. Teach children the homophones cheep/ cheap, know/ no and knew/new (Appendix 15).

Phase 6	Week 18	Learn and practise spelling of common words more, round, around, began (p179). Teach the spellings of unstressed ur or schwa + l. Practise reading and spelling words with newly learned graphemes.
Phase 6	Week 19	Learn and practise spelling of common words small, key, head, fast, only (p179). Teach how to add the ness suffix (p171). Teach children the homophones knight/ night and near homophones one/ won (Appendix 15).
Phase 6	Week 20	Learn and practise the spelling of common words why, each, place, gone, use (p179). Teach how to add the ment suffix (p171). Teach children the homophones to/ too/ two and be/ bee (Appendix 15).
Phase 6	Week 21	Learn and practise spelling of common words each, once, birds, which (p179). Teach how to add the ful suffix (p171). Teach children the homophones bear/ bare (Appendix 15).
Phase 6	Week 22	Learn and practise spelling of common words favourite, window, floppy, plants (p179). Teach children how to add the less suffix. Teach children the homophones blew/ blue (Appendix 15).
Phase 6	Week 23	Learn and practise spelling of common words horse, rabbit, white, parents (p179). Teach how to use a dictionary (p186). Teach children how to proofread (p185).

