

# Phonics overview

Term/Wk	Teaching plan for sounds (we do not do it alphabetically)	Tricky words (not decodable) taught in phonics lessons	Jolly phonics song first line (to help you prompt your child)	Green card home to learn to read on sight	Green card tested in school
Autumn	*NB YR start in week 2 due to home visits				
Week 3*	Phase 1 <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Initial sounds</li> <li>• Segmenting words</li> </ul>	-		There are ten green cards, each with ten words on them. They are the first 100 most common words. We want the children to know these by sight (rather than sounding our laboriously) because it supports fluency and they can use their energy on unfamiliar or longer words they meet. You have two weeks to learn them i.e. five sight words a week. Please see suggestions at the front of the reference pack for ideas on how to do this.	
Week 4	Phase 2 set 1 <ul style="list-style-type: none"> <li>• s, a, t, p</li> <li>• Oral blending and segmenting using the 4 sounds</li> </ul>	l	<ul style="list-style-type: none"> <li>○ The snake is in the grass</li> <li>○ Ants on my arm</li> <li>○ When I watch the tennis game</li> <li>○ Puff out the candles</li> </ul>		
Week 5	Phase 2 set 2 <ul style="list-style-type: none"> <li>• i, n, m, d</li> <li>• oral blending segmenting</li> <li>• reading words</li> </ul>	the a	<ul style="list-style-type: none"> <li>○ Inky the mouse is my pet</li> <li>○ See the aeroplane nnn</li> <li>○ The mum and the dad make many meals</li> <li>○ See me play on my drum</li> </ul>	Parent workshop on how to support your child in reading at home and home learning – see film	
Week 6	Phase 2 set 3 <ul style="list-style-type: none"> <li>• g, o, c, k</li> <li>• oral blending segmenting</li> <li>• reading words</li> <li>• demonstrate segmentation for spelling (CVC)</li> <li>• reading captions using set 1-3 sounds and words</li> </ul>	to he she	<ul style="list-style-type: none"> <li>○ The water gurgles down the drain</li> <li>○ Now it's dark the lights go on</li> <li>○ We are clicking castanets</li> <li>○ Kites are flying in the sky</li> </ul>	Set 1 Books sent home for the first time. 3 levelled reading books and 1 library book for parents to read to their child.	
Week 7	Phase 2 set 4 <ul style="list-style-type: none"> <li>• ck e u r</li> <li>• reading caption with letter sets 1-4</li> <li>• demonstrate spelling and writing using letter sets 1-4</li> </ul>	be me by my	<ul style="list-style-type: none"> <li>○ ck – as c</li> <li>○ Eggs in the pan</li> <li>○ Up go umbrellas</li> <li>○ See the doggy rip the rag</li> </ul>		
Week 8	Phase 2 set 5		<ul style="list-style-type: none"> <li>○ I like to hop</li> </ul>	2	1

	<ul style="list-style-type: none"> <li>• h b f, l,</li> <li>• reading captions and words with letter sets 1-5</li> <li>• demonstrate spelling words and captions with letter set 1-5</li> </ul>	no go so	<ul style="list-style-type: none"> <li>○ Bring your bat and bring your ball</li> <li>○ My friends and I went to the beach</li> <li>○ We lick our lollipops</li> </ul>		
Autumn 2					
Week 1	Phase 2 set 5 <ul style="list-style-type: none"> <li>• ff ll ss j</li> <li>• reading words and captions</li> </ul>	for her	<ul style="list-style-type: none"> <li>○ ff- as f</li> <li>○ ll as l</li> <li>○ ss as s</li> <li>○ jelly and jam</li> </ul>	3	2
Week 2	Phase 3 set 6 <ul style="list-style-type: none"> <li>• v w x y</li> <li>• reading using sets 1-6 letters</li> </ul>	do said was	<ul style="list-style-type: none"> <li>○ Drive Vic's van round the village</li> <li>○ I see the clouds moving</li> <li>○ Take an x-ray</li> <li>○ I like to eat yoghurt</li> </ul>		
Week 3	Phase 3 set 7 <ul style="list-style-type: none"> <li>• z zz qu ch sh</li> <li>• reading captions with letter sets 1-7</li> </ul>	like you	<ul style="list-style-type: none"> <li>○ Did you ever hear a bee buzz</li> <li>○ The duck in the pond quacks</li> <li>○ Trains are chugging</li> <li>○ Hush, hush hush don't make a sound</li> </ul>	4	3
Week 4	Phase 3 digraphs <ul style="list-style-type: none"> <li>• th/th ng ai ee</li> <li>• reading captions and sentences</li> </ul>	they there	<ul style="list-style-type: none"> <li>○ Did you ever hear a rude clown If you're strong and you know it</li> <li>○ My ear hurt I was in pain</li> <li>○ See the donkey in its stall</li> </ul>		
Week 5	Phase 3 <ul style="list-style-type: none"> <li>• igh oa oo/oo ar</li> <li>• reading and writing captions and sentences</li> </ul>	come came	<ul style="list-style-type: none"> <li>○ The captain says ai ai</li> <li>○ Oh did you see the billy goat</li> <li>○ Who wants to be a cuckoo</li> <li>○ Open wide the doctor said</li> </ul>	5	4
Week 6	Phase 3 digraphs <ul style="list-style-type: none"> <li>• or ur ow oi</li> <li>• reading and writing captions and sentences</li> </ul>	day way say	<ul style="list-style-type: none"> <li>○ See the donkey in its stall</li> <li>○ The mixer in the bowl</li> <li>○ I pricked my thumb with a needle</li> <li>○ The sailors met upon the sea</li> </ul>		
Week 7	Phase 3 <ul style="list-style-type: none"> <li>• ear air ure er</li> <li>• reading and writing captions and sentences</li> </ul>	their	<ul style="list-style-type: none"> <li>○ None for ear, ure, er (Mrs Beard is going to make some up... bear with!)</li> <li>○ The mixer in the bowl</li> </ul>		5
Spring 1					
Week 1	Each year we review the progress of our cohort and adjust our planning accordingly. Aim: to thoroughly	out our all			1-5 random
Week 2		new made		6	

Week 3	embed all sounds into long-term memory and work on fluency. In general terms we will be revisiting all the sounds we have learned e.g. Revise phase 3 digraphs / trigraphs	make take			
Week 4		are give		7	
Week 5		have here			
Week 6		want saw		8	7
Week 7		when who			
Spring 2					
Week 1		As above: our aim is to thoroughly embed all sounds into long-term memory and work on fluency. In general terms we will be revisiting all the sounds we have learned	what your		9
Week 2	use one				
Week 3	some more			10	9
Week 4	any two				
Week 5	were				10
Week 6	(choose 2 words that are useful for this time of the year)				Please now start helping your child spell the words on Set One ready for testing after Easter. We will then test them each week in order in the summer term.