

Year 1 Phonics Autumn Term overview

Autumn 1 - Recap Phase 3 (incorporate Phase 4)	Autumn 2- Begin Phase 5 (incorporate elements of Phase 4)				
<p>Recap phase 2 and 3 sounds (s, ss, a, t, p, i, n, c, k, e, h, r, m, d, g, o, u, f, ff, l, ll, b, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ure, er).</p> <p>Teach nk - e.g. bank, think, sunk</p>	<p>ay as in day (know ai as in rain)</p> <p>ea as in eat (know ee as in weed)</p> <p>ie as in tie (know igh as in night)</p> <p>aw as in saw (know or as in for)</p> <p>Teach compound word: playground</p>	<p>ue as in blue (know oo as in moon)</p> <p>e-e as in these (know ee as in weed and ea as in eat)</p> <p>i-e as in like (know igh as in night and ie as in tie)</p> <p>wh as in when (know w as in wood)</p> <p>Teach syllables eg bluebell</p>	<p>o-e as in home (know oa as in boat)</p> <p>ph as in photo (know f as in fort)</p> <p>ou as in out (know ow as in cow)</p> <p>au as in Paul (know or as in for and aw as in saw)</p> <p>Revise compound word: playground</p>	<p>oe as in toe (know oa as in boat and o-e as in home)</p> <p>oy as in boy (know oi as in coin)</p> <p>ew as in new (know oo as in moon and ue as in blue)</p> <p>Teach syllables (eg toenail)</p>	<p>u-e as in rule (know ew as in new, oo as in moon and ue as in blue)</p> <p>a-e as in make (know ai as in rain and ay as in day)</p> <p>ir as in girl (know ur as in fur)</p> <p>Teach compound word: bedroom</p>

	Focused Phase 3/ 4 work	Ongoing Phase 1 work:	Parent/School Partnership	Assessment
Letter Focus/ Recognition	<p>Autumn 1: Recap phase 3 tricky digraphs and revisit constantly. Continue to support using JP actions, songs and frieze. Assess children who are needing intervention with phonics.</p> <p>Autumn 2:</p> <ul style="list-style-type: none"> · Practise recognition and recall of phase 2,3 and 5 graphemes as learnt · Practise reading and writing sentences · Use alternative JP flower/ tree posters to support alternative spellings. 	<ul style="list-style-type: none"> · Rhyming songs and Nursery rhymes · Continued rhyme and alliteration practice · Recognising syllables in 2 syllable 	<ul style="list-style-type: none"> · Phonic and Reading workshop for Parents · Phonic books continue to be sent home · Reading books sent home 	<ul style="list-style-type: none"> · Children are read with weekly- Ind or Guided read · Individual Phonics check/ word lists each $\frac{1}{2}$ term · Autumn term assessments · Assess children

<p>Letter Formation/ Handwriting</p>	<ul style="list-style-type: none"> Multi- sensory practice Pencil control Correct formation modelled on IWB and with children Begin write dance programme (red book) as an additional support - 1 big movement session and then follow up sessions each week <p>Handwriting Between 3-4 sessions per week (inc write dance): + whiteboard work</p> <ul style="list-style-type: none"> Individual letters in handwriting families (see below) using words that use those patterns (for example when teaching I l t you could write words like lit, it, ill, till etc so children are practising using the formation in words. <p>Families of letters - to include joining them to other letters - it run etc once taught family</p> <ul style="list-style-type: none"> i l t v w u y r n m h b p k j c o a d g q e f s x z 	<p>words</p>	<ul style="list-style-type: none"> Word Lists (whizzy words) sent home to practise reading/ writing. Children can practise applying words by writing in sentences. 	<p>on their segmenting skills through writing activities undergone each $\frac{1}{2}$ term (ind writing)</p> <ul style="list-style-type: none"> Handwriting assessments
<p>Blending</p>	<ul style="list-style-type: none"> Oral blending/sound talk Letter games and activities Word boxes Blending VC, CVC and CCVC and CVCC, CCVCC words practise reading and spelling words with adjacent consonants and newly learned graphemes 			
<p>Segmenting</p>	<ul style="list-style-type: none"> Teaching and practicing segmenting for spelling using IWB Segmenting in children's written work 			
<p>Tricky words/ HFW READING</p>	<ul style="list-style-type: none"> Practise reading and spelling HF and polysyllabic words Reading Phase 4 decodable words: Went, it's, from, children, just, help Reading Phase 4 tricky words: Said, were, have, there, like, little, so, one, do, when, some, out, come, what 			

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Tricky words/ HFW SPELLING	<ul style="list-style-type: none"> Practise reading and spelling HF and polysyllabic words Writing Phase 3 decodable words: Will, see, that, for, this, now, then, down, them, look, with, too Writing Phase 3 tricky words: you, he, they, she, all, we, are, me, my, be, her, was 			

Year 1 Phonics Spring Term overview

Spring 1 Teaching alternative pronunciation for known graphemes					Spring 2 Teaching alternative spelling for all phonemes (Unusual are in brackets)					
i as in find (know i as in fin)	ch as in school and chef (know ch as in chin)	ie as in field (know ie as in tie)	ou as in could, you, shoulder (know ou as in out)	/k/ /oi/ c - cat, ck - back, k - kit (qu - mosquito)	/n/ /ow/ n - net, nn - funny, (pn - pneumatic, mn - mnemonic)	/f/ /ai/ f - fin, ff - cliff, ph - photo (gh - tough)	/s/ /igh/ Adding s and es s - sun, ss - miss, (sc - scent, st - listen)	/w/ /oa/ w - wet, wh - when (u - penguin, o - one)	/m/ /ee/ m - mat, mm - summer, (mb - lamb, me - some, mn - autumn)	/ch/ /e/ ch - chip, tch - catch
o as in cold (know o as in hot)	ch as in chin	a as in what (know a as in hat)	ea as in bread (know ea as in eat)	(x - except,) (ch - school)	ai - rain, ay - day, a-e - make, (a- baby)	igh - night, ie - tie, y - by, i-e - like, I, i- Friday (eigh - height, eye, I, ye - goodbye, y-e - type)	oa - boat, ow - grow, oe - toe, o - go, o- e - home, (oh, ol - yolk)	me - some, ee - weed, ea - eat, e - he, ie - field, e-e - these, y - very, , (eo - people)	e - egg, ea - head (ai - said, ay - says, ie - friend, eo - leopard, a - any)	
c as in cent (know c as in cat)	u as in put (know u as in but)	y as in by, very (know y as in yes)	Revise all alternative pronunciations	oi - coin, oy - boy	oa- boat, (ow- blow /snow)	Teach: Wednesday /n/	Teach: Friday	Teach compound word: blackberry		
g as in giant (know g as in got)	ow as in blow (know ow as in cow)									
ch as in school and						Plurals - adding s and es to words (plural of nouns and				

							the third person singular of verbs) eg cats, dogs, spends, rocks, thanks, catches			
<p>Read: Mr, Mrs</p> <p>Write: some come</p> <p>Teach day of week: Monday</p>	<p>Read: people, oh</p> <p>Write: said, have</p> <p>Teach day of week: Tuesday, Friday</p>	<p>Read: looked, called</p> <p>Write: like, so</p> <p>Teach day of the week: Wednesday</p> <p>Teach common exception word: <u>house</u></p>	<p>Read: asked, their,</p> <p>Write: there, were</p> <p>Teach: Sun/day (syllables)</p>	<p>Revise tricky words</p> <p>Thursday, Saturday (know ur as in fur)</p>	<p>Read: where, who, once because, water</p> <p>Read other words of more than one syllable eg behind, danger, window, Christmas</p> <p>Write: one, do</p>	<p>Read: again, work, mouse, friends</p> <p>Read words containing -ing and -ed endings</p> <p>Write: little</p>	<p>Read: many, any, eyes, please</p> <p>Read words with contractions: Eg we'll I'm, I'll, won't don't they'll</p> <p>Write: when, what</p>	<p>Read: thought. through, laughed, different</p> <p>Write: Out</p> <p>Read words with contractions: Eg we'll I'm, I'll, won't don't they'll</p>	<p>Read other words of more than one syllable eg stopwatch, crunchy breakfast, mouldy</p>	<p>Read words containing -er and est endings</p>

	Focused Phase 5	Ongoing Phase 1 work:	Parent/School Partnership	Assessment
Letter Focus/ Recognition	<ul style="list-style-type: none"> Practise recognition and recall of phase 2,3 and 5 graphemes as learnt Practise recognition and recall of graphemes and different pronunciations as they are learned Teach alternative spellings of phonemes for writing Practise reading and writing sentences Use alternative JP flower/ tree posters to support alternative spellings. 	<ul style="list-style-type: none"> Rhyming songs and Nursery rhymes Continued rhyme and alliteration practice Recognising syllables in 2 syllable words 	<ul style="list-style-type: none"> Phonic books continue to be sent home Reading books sent home Word Lists (whizzy words) sent home to practise reading/ writing. Children can practise applying words by writing in sentences. New spellings for reading and writing to go home with phonemes 	<ul style="list-style-type: none"> Children are read with weekly- Ind or Guided read Individual Phonics check/ word lists each $\frac{1}{2}$ term Spring term assessments Assess children on their segmenting skills through writing activities undergone each $\frac{1}{2}$ term (ind writing) Handwriting assessments
Letter Formation/ Handwriting	<ul style="list-style-type: none"> Multi- sensory practice Pencil control Correct formation modelled on IWB and with children Begin write dance programme (red book) as an additional support - 1 big movement session and then follow up sessions each week <p>Handwriting Between 3-4 sessions per week (inc write dance)</p> <ul style="list-style-type: none"> Introduce handwriting books Teaching children how to use the handwriting books and use the guidelines Go back through the handwriting families to ensure entrance stroke, consistency of size, clear ascenders and descenders and correct formation. Capital letters and numbers 			
Blending	<ul style="list-style-type: none"> Oral blending/sound talk Letter games and activities Word boxes Blending VC, CVC and CCVC and CVCC, CCVCC words practise reading and spelling words with adjacent consonants and newly learned graphemes 			
Segmenting	<ul style="list-style-type: none"> Teaching and practicing segmenting for spelling using IWB Segmenting in children's written work 			

Tricky words/ HFW READING	<ul style="list-style-type: none"> Practise reading and spelling HF and polysyllabic words Reading Phase 5 decodable words: don't, day, old, made, I'm, came, by, make, time, here, house, saw, about, very, your, put Reading Phase 5 tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could 			
Tricky words/ HFW SPELLING	<ul style="list-style-type: none"> Practise reading and spelling HF and polysyllabic words Writing Phase 4 decodable words: Went, it's, from, children, just, help Writing Phase 4 tricky words: Said, were, have, there, like, little, so, one, do, when, some, out, come, what 			

Year 1 Phonics Summer Term overview

Summer 1						Summer 2					
Teaching alternative spelling for all phonemes (Unusual are in brackets)						Teaching alternative spelling for all phonemes (Unusual are in brackets)					
Revist and revise any tricky alternative spellings Teach k sound is spelt as a k rather than a c before e,I,y e.g. Kent, sketch, kit, skin, frisky	-un <u>Prefixes</u> Adding the prefix - un eg unhappy, unfair, undo.	/ng/ /or/ ng - ring, (ngue - tongue) or - for, aw - saw, au - Paul, ore - more, al - talk, our - four, your , (augh - caught, ,	/oo/ oo - moon, ew - new, ue - blue, u-e - rule, (ui - suit, o - to, ou - soup, wo - two, o-e - lose) Teach common exception word: school	<u>Suffixes</u> Adding the endings - ing, -ed, and -er to verbs where no change is needed to the root word. Eg hunting, hunted, hunter, jumping, jumped,	/v/ /l/ v - vet, ve - have, love (f - of) l- leg, pill (nostril)	Revist and revise any tricky alternative spellings	/ear/ ear - dear, ere - here, eer - deer (ier - tier)	-er, -est <u>Suffixes</u> Adding -er and -est to adjectives where no change is needed to the root word eg quicker, quickest.	/air/ /ar/ air - fair, are - care, ear - bear (ere - there, eir - their) /ar/ - farm, a - father (al - calm, are, au - aunt, ear	/o/ /er/ /o/ - frog, (swan) er - corner, summer, winter, sister Teach syllables eg thunder	Revist and revise any tricky alternative spellings

	oor - door, oa - broad)		jumper					- heart)		
Teach syllables eg rabbit, pocket	Teach compound word: beanstalk							Teach compound word: farmyard		
Revise reading and spelling: decodable words don't, day, old, made, I'm, came, by, make, time, here, house, saw, about, very, your, put In addition to these words, ensure that the children can read and spell ALL decidable words from phase 2-5.					Revise reading / spelling: Tricky words Oh, their, people, Mr, Mrs, looked, called, asked. In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases.					

	Focused Phase 5	Ongoing Phase 1 work:	Parent/School Partnership	Assessment
Letter Focus/ Recognition	<ul style="list-style-type: none"> Practise recognition and recall of graphemes and different pronunciations as they are learned Teach alternative spellings of phonemes for writing Practise reading and writing words with adjacent consonants and words with newly learned graphemes Use alternative JP flower/ tree posters to support alternative spellings. 	<ul style="list-style-type: none"> Rhyming songs and Nursery rhymes/ learning poems from heart 	<ul style="list-style-type: none"> Phonic books continue to be sent home Reading books sent home Word Lists (whizzy words) sent home to practise reading/ writing. Children can practise applying words by writing in sentences. 	<ul style="list-style-type: none"> Children are read with weekly- Ind or Guided read Individual Phonics check/ word lists each $\frac{1}{2}$ term Spring term assessments Assess children on their segmenting skills through writing activities undergone each
Letter Formation/ Handwriting	<ul style="list-style-type: none"> Multi- sensory practice Pencil control Correct formation modelled on IWB and with children Begin write dance programme (red book) as an additional support - 1 big movement session and then follow up sessions each week <p>Handwriting</p>	<ul style="list-style-type: none"> Continued rhyme and alliteration practice Recognising syllables in 2 syllable 		

	<p>Between 3-4 sessions per week (inc write dance) In handwriting books: Digraphs/trigraphs, variations of each and key words that use those</p> <ul style="list-style-type: none"> ❖ Ai ay oa ow ie igh ee or - for example play, wait, high, see ❖ Ng ch sh th qu ❖ Ll zz ss ff ❖ Ou oo ow oi ue er ir ar ear air ❖ Begin to include small sentences to encourage use of capital letters and keeping consistency of size. 	words	<ul style="list-style-type: none"> · New spellings for reading and writing to go home with phonemes 	<ul style="list-style-type: none"> · $\frac{1}{2}$ term (ind writing) · Handwriting assessments
Blending	<ul style="list-style-type: none"> · Oral blending/sound talk · Letter games and activities · Word boxes · Blending VC, CVC and CCVC and CVCC, CCVCC words · practise reading and spelling words with adjacent consonants and newly learned graphemes 			
Segmenting	<ul style="list-style-type: none"> · Teaching and practicing segmenting for spelling using IWB · Segmenting in children's written work 			
Tricky words/ HFW READING	<ul style="list-style-type: none"> · Practise reading and spelling HF and polysyllabic words · Reading Phase 5 decodable words: don't, day, old, made, I'm, came, by, make, time, here, house, saw, about, very, your, put · Reading Phase 5 tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could · Practise reading and writing sentences 			
Tricky words/ HFW SPELLING	<ul style="list-style-type: none"> · Practise reading and spelling HF and polysyllabic words · Begin to learn to write Phase 5 decodable words: don't, day, old, made, I'm, came, by, make, time, here, house, saw, about, very, your, put · Begin to learn to write Phase 5 tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could · Practise reading and writing sentences 			

By the end of PHASE 5 - children need to be secure in reading all words from phase 2-5. They should also be able to write all words from phase 2-4 securely and begin to learn how to spell phase 5 tricky and decodable words.

Teach Common Exception words: today, says, are, his, has, where, love,