

Reception Phonics Autumn Term overview

Autumn 1					Autumn 2				
s a t	i p n	c/k e h	r m d	g o u	l f b ai j	oa ie ee or z w	ng v y x oo oo	ch sh th th qu ou	oi ue er ar

	Focused Phase 2 work	Ongoing Phase 1 work to reinforce and support	Parent/School Partnership	Assessment
Letter Recognition	<ul style="list-style-type: none"> · Jolly Phonic Stories and Actions · Flashcards (both cursive and printed font) · Put up Jolly Phonic frieze, section by section · Games 	<ul style="list-style-type: none"> · Rhyming songs and Nursery rhymes · Creating Rhyming strings · Sounds in the environment · Body percussion · Oral segmenting · Clapping patterns · Syllables · Listening activities 	<ul style="list-style-type: none"> · Autumn 1 - Parents workshop - Introducing Phonics and Reading · Autumn 2 - Parents Workshop - Blending and Segmenting · Phonic books sent home · Reading book s sent home 	<ul style="list-style-type: none"> · Children are read with weekly · Individual Phonics check (weekly) · Baseline and Autumn 2 Assessment · 'I can' statements
Letter Formation	<ul style="list-style-type: none"> · Multi- sensory practice · Pencil control · Action time -Gross Motor control · Phonics time - Fine motor control · Correct formation modelled on IWB and with children 			
Blending	<ul style="list-style-type: none"> · Oral blending/sound talk · Letter games and activities · Word boxes · Blending VC, CVC and CCVC 			
Segmenting	<ul style="list-style-type: none"> · Teaching and practicing segmenting for spelling using IWB 			
Tricky words	<ul style="list-style-type: none"> · Reading tricky words and, the · Learning to write first names 			

Reception Phonics Spring Term overview

Spring 1					Spring 2				
ear, recap on digraphs ai, oa	ie, ee, or, ng	oo/oo, ch, sh, th, qu	ou (alternative spelling 'ow'), oi (alternative spelling 'oy'), ue,	er, ar ck	Revisit Graphemes ch, sh, th,	ng, ai,,ee, igh,	oa, oo, ar , or	ur, ow, oi, ear	air, ure, er
Continuous re-capping of all of the main phonemes and alternative spelling phonemes taught so far									

	Focused Phase 2 work	Ongoing Phase 1 work to reinforce and support	Parent/School Partnership	Assessment
Letter Recognition	<ul style="list-style-type: none"> · Jolly Phonic Stories and Actions for digraphs · Flashcards (both cursive and printed font) · Games 	<ul style="list-style-type: none"> · Rhyming songs and Nursery rhymes · Creating Rhyming strings · Sounds in the environment · Body percussion · Oral segmenting · Clapping patterns · Syllables · Listening activities 	<ul style="list-style-type: none"> · Phonic books continue to be sent home · Reading books sent home · Children that can read all 42 main phonemes will begin to take home Word Box words 	<ul style="list-style-type: none"> · Children are read with weekly · Individual Phonics check/word box lists (weekly) · Autumn Term Assessments · 'I can' statements
Letter Formation	<ul style="list-style-type: none"> · Multi- sensory practice · Pencil control · Action time -Gross Motor control · Phonics time - Fine motor control · Correct formation modelled on IWB and with children 			
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 · Blending and reading HF words is, it, in, at, and 			
Segmenting	<ul style="list-style-type: none"> · Teaching and practicing segmenting for spelling using IWB · Segmenting in children's written work 			
Tricky words	<ul style="list-style-type: none"> · Reading tricky words the, to, go, no, I · Learning to write first names and surnames 			

Reception Phonics Summer Term overview

During the Summer term children will be taught phonics in differentiated groups. Where necessary children will revisit work covered in the Autumn and Spring term. The following plan gives an overview of the Summer term for those children ready to move on to Phase 3.

Summer 1				Summer 2				
Initial consonant blends bl,cl,fl,pl,sl	br,cr,dr,fr, gr,pr,tr	st,sc,sm,sn	tw,shr,thr,scr, spr,str	Letter names	Letter names	Consonant digraphs ll, ss, zz	Ff, ck, qu, wh	Revisit all phonemes
Continuous re-capping of all of the main phonemes, alternative spelling phonemes taught so far and initial consonant blends								
	Focused Phase 3 work			Parent/School Partnership		Assessment		
Letter Recognition	<ul style="list-style-type: none"> Jolly Phonic Stories and Actions for digraphs, where applicable Flashcards (both cursive and printed font) Games Know letters by their sound and name 			<ul style="list-style-type: none"> Phonic books continue to be sent home Reading books sent home 		<ul style="list-style-type: none"> Children are read with weekly Individual Phonics check/word box lists (weekly) Summer Term Assessments 'I can' statements Assess children on their segmenting skills through 'Homework writing sheets' 		
Letter Formation	<ul style="list-style-type: none"> Multi- sensory practice Pencil control Action time -Gross Motor control Phonics time - Fine motor control Correct formation modelled on IWB and with children Differentiated handwriting times 			<ul style="list-style-type: none"> Children that can read all 42 main phonemes will begin to take home Word Box words, including tricky words 				
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 Blending and reading HF words he, she, no, go, I, the, to, we, me, be, was 			<ul style="list-style-type: none"> Children that are ready to take home 'Jolly Phonics - Homework Writing sheets' (found at the back of the Jolly Phonics Handbook. 				
Segmenting	<ul style="list-style-type: none"> Teaching and practicing segmenting for spelling using IWB Spelling tricky words the, to, no, go Segmenting in children's written work 							
Tricky words	<ul style="list-style-type: none"> Reading tricky words he, she, no, go, I, the, to, we, me, be, was Learning to write first names and surnames 							