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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| F1 (Preschool) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) | Phase OneAspect 1: General sound discrimination – environmental soundsAspect 2: General sound discrimination – instrumental soundsAspect 3: General sound discrimination – body percussionAspect 4: Rhythm and rhymeAspect 5: AlliterationAspect 6: Voice soundsAspect 7: Oral blending and segmenting\*Introduction to S A T P I N\*-Tuning into sounds (auditory discrimination) -Listening and remembering sounds (auditory memory and sequencing) -Talking about sounds (developing vocabulary and language comprehension) |
| F2 (Reception) | Week one: Baseline AssessmentsWeek two: Baseline AssessmentsPhase 2Week three- s a t pWeek four– i n m dWeek five- g o c kWeek six – ck e u rWeek seven- h b f l Week eight- ff ll ss | Phase 3Week one- j v w xWeek two- y z zz quWeek three- 4 consonant digraphs ch sh th ngWeek four- ai ee igh oaWeek five- oo ar ur owWeek six – oi ear air ure erWeek seven- consolidation of all consonant and vowel digraphs as above | Phase 3 continuedWeek one- letter namesWeek two- letter namesWeek three – letter names Week four – consolidationWeek five – consolidationWeek six- consolidation | Phase 4Week one- revision of phase 2 and 3- reading/writing cvc and ccvc words –Teach blending of adjacent consonantsWeek two- revision of phase 2 and 3- reading/writing cvc and ccvc words – Teach blending of adjacent consonantsWeek three – revision of phase 2 and 3- reading/writing cvc and ccvc wordsWeek four – revision of phase 2 and 3- reading/writing cvc and ccvc wordsWeek five – revision of phase 2 and 3- reading/writing cvc and ccvc wordsWeek six- revision of phase 2 and 3- reading/writing cvc and ccvc wordsWeek seven- consolidation | Consolidation | Consolidation |
| Year 1 | Week one: Phonics AssessmentsWeek two: Phonics AssessmentsPhase 5Week three: Practise recognition and recall of Phase Two and Three graphemesWeek Four: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – ay, ou, ie, eaWeek Five: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – oy, ir, ue, awWeek Six: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – wh, ph, ew, oe, auWeek seven: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme- a\_e, e\_e, i\_e, o\_e, u\_eWeek eight- Learn new phoneme /zh/ in words such as treasure Throughout this half term-Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked and teach spelling the words said, so, have, like, some, come, were, there | Week one: Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned Week two: Teach alternative pronunciations of graphemes for reading (about four per week) Week three: Practise reading and spelling words with adjacent consonants and words with newly learned graphemesWeek Four: Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please Week Five: Teach spelling the words little, one, do, when, what, out.Week six and seven: Practise reading and spelling high-frequency words. Practise reading and spelling polysyllabic words. Practise reading and writing sentences. | Week one: Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learnedWeek two: Teach alternative spellings of phonemes for spelling.Week three: Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.Week Four: Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked.Week Five: Practise reading and spelling high-frequency words Week Six: Practise reading and spelling polysyllabic words. Practise reading sentences. Practise writing sentences. | Consolidation | Consolidation | Consolidation |