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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| F1 (Preschool) | Phase One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 One  Aspect 1: General sound discrimination – environmental sounds  Aspect 2: General sound discrimination – instrumental sounds  Aspect 3: General sound discrimination – body percussion  Aspect 4: Rhythm and rhyme  Aspect 5: Alliteration  Aspect 6: Voice sounds  Aspect 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 Assessments  Week two: Baseline Assessments  Phase 2  Week three- s a t p  Week four– i n m d  Week five- g o c k  Week six – ck e u r  Week seven- h b f l  Week eight- ff ll ss | Phase 3  Week one- j v w x  Week two- y z zz qu  Week three- 4 consonant digraphs ch sh th ng  Week four- ai ee igh oa  Week five- oo ar ur ow  Week six – oi ear air ure er  Week seven- consolidation of all consonant and vowel digraphs as above | Phase 3 continued  Week one- letter names  Week two- letter names  Week three – letter names  Week four – consolidation  Week five – consolidation  Week six- consolidation | Phase 4  Week one- revision of phase 2 and 3- reading/writing cvc and ccvc words –Teach blending of adjacent consonants  Week two- revision of phase 2 and 3- reading/writing cvc and ccvc words – Teach blending of adjacent consonants  Week three – revision of phase 2 and 3- reading/writing cvc and ccvc words  Week four – revision of phase 2 and 3- reading/writing cvc and ccvc words  Week five – revision of phase 2 and 3- reading/writing cvc and ccvc words  Week six- revision of phase 2 and 3- reading/writing cvc and ccvc words  Week seven- consolidation | Consolidation | Consolidation |
| Year 1 | Week one: Phonics Assessments  Week two: Phonics Assessments  Phase 5  Week three: Practise recognition and recall of Phase Two and Three graphemes  Week Four: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – ay, ou, ie, ea  Week Five: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – oy, ir, ue, aw  Week Six: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme – wh, ph, ew, oe, au  Week seven: Teach graphemes for reading and spelling with adjacent consonants and newly learned grapheme- a\_e, e\_e, i\_e, o\_e, u\_e  Week 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 graphemes  Week 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 learned  Week 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 |