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| Logo | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Smith-Brock Phonics Consulting and Teacher Training in ...Summer 2 |
| Nursery | Phase 1 phonics; tuning into sounds.All 7 aspects covered throughout the year.Moving towards greater emphasis on alliteration and oral blending in the summer term which is developmentally appropriate and in preparation for transition to Reception. |
| ReceptionDISCRETE TEACHING OF PHONICS BEGINS FROM SEPT | Step 1Group 1 s a t i p nGroup 2 k e h r m dGroup 3 g o u l f bGroup 4 ai j oa ie ee orGroup 5 z w ng v oo/ooGroup 6 y x ch sh th/thGroup 7qu ou oi ue er arLevel 0 | Consolidation of Step 1Level 1 | Step 2y as eeshort vowels k e h r m dck g o u l b fdouble letterslong vowels and magic eay, oyeay, ighLevel 2owir and urew |
| Year 1 | Based on assessment of children’s needs –recap Step 1; digraphs oa, ie, ee, or, oo/oo, ch, sh, th/th, qu, ou, oi, ue, ee, ar | Step 2 recapLevel 2 | Step 3ph as fsoft g and cai ay a\_eee ea e\_eie, igh, y, i\_eoa, ow, o\_eue, ew, u\_eou, owLevel 3oi, oyer, ir, urear, air are | Based on assessment of children’s needs teachers cover GPCs children are not yet secure with.Level 4 |
| Year 2Jolly Grammar begins | Grammar 1Spelling teaching covers steps 1-3Capitals, sentences making sense, proper nouns, common nouns, alphabetical order, a or an, plurals, pronouns, initial consonant blends – fr, dr, cr, sm, sk, sp, gl, st, sw, cl, tr, sn, bl, fl, sl, gr, verbs, conjugating verbs, verbs in the future, nouns, adjectives, final consonant blends – mp, st, lt, nd, nt, sp, compound words, adverbs, plurals, antonyms – opposites, speech markssynonyms, questions and question marks  | Grammar 2silent b, w, kwh for wph for fea for esoft c for ssoft g for jwa for woou for uair for airch for kLevel 5 | Grammar 2Ai, ee, ie, oa, ue, k , er, oi, ou, or ey for eeear for earsilent h, cair for air, ear for airti for shsi for sh and zhei and eigh for aio for utureie for eeFreeore for orle |
| The Hive(Children working below their key stage) | Based on assessment of children’s needs teachers start at a certain step. | Jolly Grammar begins at a point appropriate for the needs of the children | Jolly Grammar continues (high expectation that it should be Grammar 2) |
| KS2 interventions  | Throughout the year for lowest 20% of children.Interventions are bespoke for individuals based on the knowledge they have not yet acquired. |



**Sequence of discrete phonics lessons throughout a week**

The sequence is determined by the step being covered and the age and maturity of the children being taught.

Expectations are high and vary throughout the year. For example, children in Reception in the Autumn term will write dictate words more often. As the year progresses they will write dictated captions and sentences.

***Children read and write every day.***

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|  | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| YR. Y1Jolly Phonics | Recap on all GPCs taughtTeach new GPC/GPCSRead words using the new GPC/sWrite dictated words using the new GPC/s | Recap on all GPCs taughtRead words and sentences using taught GPCsWrite a dictated sentence using new GPC | Embed new knowledge taught; new GPCWrite a dictated sentence using all known GPCs | Trick Word focusRead tricky wordsRead sentences with tricky words inWrite sentences using tricky words and GPCs  | Grammar; Capital and lower case focus |
| Y2Jolly Grammar | Phonics focusSpellingRevise all GPCsFocus GPCRead words and sentences using focus GPCWrite dictated words.Write dictated sentences. | Grammar focusRevise all GPCsIntroduce grammar focusRead sentences highlighting the grammar.Write sentences applying the grammar taught. | Phonics focusSpellingRevise all GPCsFocus GPCRead words and sentences using focus GPCWrite dictated words.Write dictated sentences. | Grammar focusRevise all GPCsIntroduce grammar focusRead sentences highlighting the grammar.Write sentences applying the grammar taught. | Phonics focusSpellingRevise all GPCsFocus GPCRead words and sentences using focus GPCWrite dictated words.Write dictated sentences. |
| The Hive  | Follows Y1 or Y2 sequence based on what is being taught due to the needs of the children. |
| KS2 Phonics Intervention | Practise GPCsRecap on one or two GPCs that children are finding trickyRead words with these GPCs inRead sentences with these GPCs in |
| YR, Y1, Y2 and the HiveDecodable Books | Small group decodable book reading | Small group decodable book reading | Decodable book read to an adult 1:1 at least once |  |  |