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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. | | | | | |
| Reception  DISCRETE TEACHING OF PHONICS BEGINS FROM SEPT | Step 1  Group 1 s a t i p n  Group 2 k e h r m d  Group 3 g o u l f b  Group 4 ai j oa ie ee or  Group 5 z w ng v oo/oo  Group 6 y x ch sh th/th  Group 7qu ou oi ue er ar  Level 0 | | Consolidation of Step 1  Level 1 | | Step 2  y as ee  short vowels k e h r m d  ck g o u l b f  double letters  long vowels and magic e  ay, oy  ea  y, igh  Level 2  ow  ir and ur  ew | |
| 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 recap  Level 2 | Step 3  ph as f  soft g and c  ai ay a\_e  ee ea e\_e  ie, igh, y, i\_e  oa, ow, o\_e  ue, ew, u\_e  ou, ow  Level 3  oi, oy  er, ir, ur  ear, air are | | Based on assessment of children’s needs teachers cover GPCs children are not yet secure with.  Level 4 | |
| Year 2  Jolly Grammar begins | Grammar 1  Spelling teaching covers steps 1-3  Capitals, 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 2  silent b, w, k  wh for w  ph for f  ea for e  soft c for s  soft g for j  wa for wo  ou for u  air for air  ch for k  Level 5 | Grammar 2  Ai, ee, ie, oa, ue, k , er, oi, ou, or  ey for ee  ear for ear  silent h, c  air for air, ear for air  ti for sh  si for sh and zh  ei and eigh for ai  o for u  ture  ie for ee  Free  ore for or  le | |
| 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. Y1  Jolly Phonics | Recap on all GPCs taught  Teach new GPC/GPCS  Read words using the new GPC/s  Write dictated words using the new GPC/s | Recap on all GPCs taught  Read words and sentences using taught GPCs  Write a dictated sentence using new GPC | Embed new knowledge taught; new GPC  Write a dictated sentence using all known GPCs | Trick Word focus  Read tricky words  Read sentences with tricky words in  Write sentences using tricky words and GPCs | Grammar; Capital and lower case focus |
| Y2  Jolly Grammar | Phonics focus  Spelling  Revise all GPCs  Focus GPC  Read words and sentences using focus GPC  Write dictated words.  Write dictated sentences. | Grammar focus  Revise all GPCs  Introduce grammar focus  Read sentences highlighting the grammar.  Write sentences applying the grammar taught. | Phonics focus  Spelling  Revise all GPCs  Focus GPC  Read words and sentences using focus GPC  Write dictated words.  Write dictated sentences. | Grammar focus  Revise all GPCs  Introduce grammar focus  Read sentences highlighting the grammar.  Write sentences applying the grammar taught. | Phonics focus  Spelling  Revise all GPCs  Focus GPC  Read words and sentences using focus GPC  Write 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 GPCs  Recap on one or two GPCs that children are finding tricky  Read words with these GPCs in  Read sentences with these GPCs in | | | | |
| YR, Y1, Y2 and the Hive  Decodable Books | Small group decodable book reading | Small group decodable book reading | Decodable book read to an adult 1:1 at least once |  |  |