|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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  Tricky words – I, the, he, she, me, we, be, was, to, do, all, are  Level 0  Children are on track if they recognise group 1-3 GPCs and can blend them to read words and short phrases/ captions.  They attempt to write CVC words and some captions. | | 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 1  ow  ir and ur  ew  Tricky words – you, your, come, some, said, here, there, they, go, no, so my  Children are on track if they recognise group 1-3 GPCs and some digraphs and can blend them to read words, short phrases and some simple sentences.  They write CVC words, captions and attempt simple sentences using some GPCs including some digraphs. | | Consolidate Step 2  Level 1  Tricky words – one, by, only, old, like, have, live, give, little, down, what, when, why, where, who  Children are on track if they achieve the ELG for reading and writing.  Word Reading ELG Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | |
| Year 1 | Step 2 consolidation – split digraphs  Start step 3 | 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  oi, oy  er, ir, ur  ear, air are  Level 2  Tricky words – which, any, many, more, before, other, were, because  Children are on track if they recognise all step 1 GPCS and apply them to read and write sentences.  FLUENCY: 50 words per minute | Step 3 continues  Based on assessment of children’s needs teachers cover GPCs children are not yet secure with.  Tricky words – want, saw, put, would, should, right, two, four, goes, does, made, their, once, upon, always, also, of, eight, love, cover, after, every, mother, father  Level 3  Children are on track if they recognise all step 1 and many step 2 GPCS and apply them to read and write sentences.  FLUENCY: 60 words per minute | | Applying knowledge step 1-3 to more challenging words including polysyllabic words.  Word endings from the National Curriculum for Y1   * Es, s * Ing er, ed, est   Level 4  Children are on track if they recognise all step 1 and step 2 GPCS and some alternative graphemes and begin to apply them to read and write sentences.  Pupils should be taught to:  apply phonic knowledge and skills as the route to decode words  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  read other words of more than one syllable that contain taught GPCs  read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)  read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  reread these books to build up their fluency and confidence in word reading  FLUENCY: 70 words per minute | |
| Year 2 | Consolidate Step 1-3.  Y2 spelling rules taught discretely.  Level 5  Children are on track if they can  FLUENCY: 80 words per minute | | | Year 2 spelling rules taught discretely.  Free  Phonics intervention group for children who struggle with reading.  Pupils should be taught to:   * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * reread these books to build up their fluency and confidence in word reading   FLUENCY: 90 words per minute | | |
| The Hive  (Children working below their key stage) | Based on assessment of children’s needs teachers start at a certain step. (Precision teaching)  Literacy pathway teaching for children assessed and identified with a need. | | | | | |
| KS2 interventions  5 x a week | Throughout the year for lowest 20% of children.  Interventions are bespoke for individuals based on the knowledge they have not yet acquired; streamed based on decodable book. | | | | | |

**Jolly Phonics Weekly MTP Coverage 2024-25**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Wk 1** | **Wk2** | **Wk3** | **Wk4** | **Wk 5** | **Wk 6** | **Wk 7** |
| **YR** | 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 oo oo y x | ch sh th th qu ou |
| **Y1** | Assess and consolidate step 1 | Long vowels and magic e  Unit 5 and 6) | | ph | ai a\_e ay | ee e-e ea | ie i-e y igh |
| **Y2 Spelling Patterns** | Assess and Consolidate steps 1-3 (alternatives) | Soft c  /s/ spelt as c before e i and y | Soft g  dge  ge | Silent b | Silent w  wr | /n/ as kn and gn | /l/ as le and al |
| **Hive** | Assess and consolidate step 1 | ai oa | ie igh | ee/or | th/th  ou | oi ue | er ar |
|  | **Wk 8** | **Wk 9** | **Wk 10** | **Wk 11** | **Wk 12** | **Wk 13** | **Wk 14** |
| **YR** | oi ue er ar | Revise GPCS from Step 1 | | | | | |
| **Y1** | oa o-e ow | ue u-e ew | ou ow | oi oy | er ir ur | Consolidation weeks | |
| **Y2** | /or/ after a w as ar | Suffixes - es | | ed  ing | er  est | ey  plurals | /o/ spelt as a |
| **Hive** | y as ee  ea ee | Short vowels  Long vowels and magic e | Long vowels and magic e | ai ay a-e  oi oy | ie igh y  ow as oa | ow oa o-e  ie er ur | ew as oo |
|  | **Wk 15** | **Wk 16** | **Wk 17** | **Wk 18** | **Wk 19** |  |  |
| **Y R** | Y as ee | Short vowels | ck | Double letters | Long vowels and a-e e\_e i\_e o-e u-e |  |  |
| **Y1** | air ear are | Or au aw al | Assess and teach gaps | | |  |  |
| **Y2** | Suffixes –  Ment, ness, less | Suffixes –  Ly, ful | Contractions –  apostrophy | Possessive apostrophy /s/ | tion |  |  |
|  | **Wk 20** | **Wk 21** | **Wk 22** | **Wk 23** | **Wk 24** |  |  |
| **YR** | Long vowels and a-e e\_e i\_e o-e u-e | ay as ai  oy as oi | ea as ee | y and igh as ie | ow as oa and ou |  |  |
| **Y1** | Soft c | Soft g | Assess and teach gaps  Apply all knowledge | | |  |  |
| **Y2** | Homophones and near homophones | | | /zh/ as s |  |  |  |
|  | **Wk 25** | **Wk 26** | **Wk 27** | **Wk 28** | **Wk 29** | **Wk 30** | **Wk 31** |
| **YR** | ir as ur and er | ew | consolidation | Ph as f | Soft c | Soft g | aw au al as or |
| **Y1** | tch | Polysyllabic words | | | | -ing | -er |
|  | **Wk 32** | **Wk 33** | **Wk 34** | **Wk 35** | **Wk 36** | **Wk 37** | **Wk 38** |
| **YR** | Ai ay a-e | Ee ea, e-e | Igh ie i-e y | Oa ow o-e | Ue e woo u-e | Ow ou | Oi oy |
| **Y1** | est | ed | | Plurals -es, s | Apply all knowledge | | |

**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.***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Day 1 | | Day 2 | | Day 3 | | Day 4 | | Day 5 |
| YR. Y1/ 2 struggling readers  Jolly Phonics Sessions | 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 | | Tricky Word focus  Read tricky words  Read sentences with tricky words in  Write sentences using tricky words and GPCs | | Grammar; Capital and lower case focus  Application of writing sentences |
| YR, Y1  JPs decodable book | Read decodable book matched to their ability  Choral reading | | Read decodable book matched to their ability  Individual reading | | Read decodable book matched to their ability  Individual reading, moving to paired reading when children are mature enough | | Read decodable book 1:1 to an adult | |  |
| YR, Y1  Phonisc interventions for struggling readers | Re-teaching of the daily lesson focus and precision teaching of gaps in knowledge  GPCs  Read words and sentences  Write words and sentences | | | | | | | | |
| KS2 Phonics Intervention | * The adult introduces the book; title, cover * The group is shown relevant GPCs (one’s they are finding difficult), tricky words and challenging words related to the book * Teacher reads, children repeat. * The group read the book together/ all following at the same time * Teacher makes comments/ ask questions to aid comprehension | * Recap on the GPCs, tricky words and challenging words * Recap on the part of the book already read (we can read it more fluently this time) * Teacher reads the book with expression and children repeat this chorally. * Children read in pairs to one another (CHILD A and CHILD B sequence). The adult moves around assessing the children/ supporting where necessary. | | * Recap on the GPCs, tricky words and challenging words * Re-read the part of the book already covered as a group. Look for expression and automaticity. * Children read the next part of the book independently and the adult moves around listening to children and checking. | | * Recap on the GPCs, tricky words and challenging words * Children read the whole book aloud independently – we are looking for fluency, automaticity, when you need help sound talk and blend/ break up the word etc | | An independent read (1:1) – this will be a different book if children are free readers. | |