

Phonics Progression Document

Fresh Phonics believe that every child 'can' and has proven outstanding results in teaching children to read. Children are taught in classes and every child is enabled to keep up, instead of 'catching' up. Clear differentiation occurs through the difficulty of words given to children.

This document aims to outline the phonemes, graphemes and rules taught at Reception, Year one and Year 2. Careful consideration must be given to revisitation. Children will need to regularly consolidate and revise prior learning in order to enable them to secure knowledge. Class Teachers must use their judgement in determining where they begin their teaching for each year group.

Each lesson will follow a 3 part sequence – new phoneme, grapheme or rule – common exception word introduced with an action. Vocabulary extending – incidental learning.

Reception:

51 GPCs to be taught. 2 lessons on each= 102 lessons

3 Word type lessons= 3 lessons

Revisit after 6 GPCs= 9 lessons

Personalised phonics= 39 lessons

Total lessons= 153 lessons

Year One:

51 GPCs to be taught. 2 lessons on each= 102 lessons

10 Word type/ SPaG lessons (1 lesson on each)= 10 lessons

3 Recap from year 1 lessons = 3 lessons

Revisit after 6 GPCs= 9 Revisitation lessons

Once a week Personalised Phonics Reading= 39 Lessons

Total lessons= 163 lessons

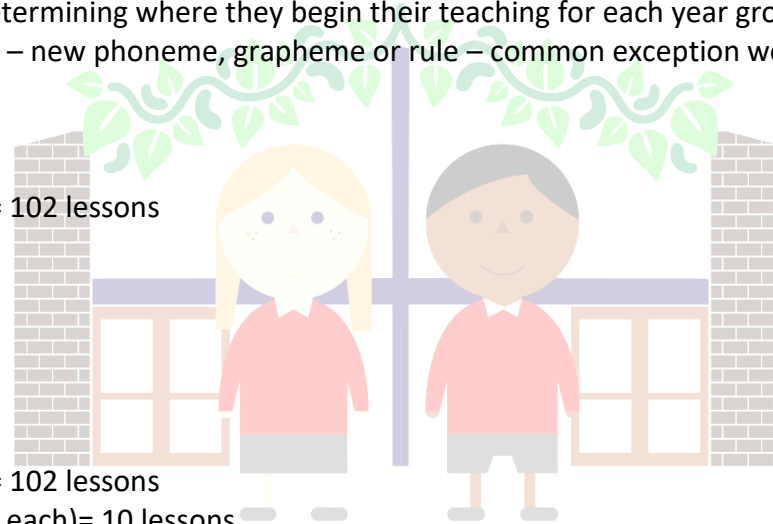
Year Two:

22 GPCs to be introduced. 2 lessons on each= 44 lessons

SPaG lessons. 1 lesson accounted for= 59 lessons

Revisitation after every 6 lessons approx.= 16 lessons

Total lessons= 119 lessons in total



Alvaston Infant
& Nursery School

Being the best we can be

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Reception Coverage of sounds term by term					
1:1	1:2	2:1	2:2	3:1	3:2
s, a, t, p, i, n, m, d, g, o, c, k	ck, e, u, r, h, b, f, ff, l, ll, ss, j	j, v, w, x, y, z, zz, qu, ch, sh	th, ng, nk, ai, ee, igh, oa, oo, oo	ar, or, ur, ow, oi	ear, air, ure, er

Year 1 Coverage of sounds term by term					
1:1	1:2	2:1	2:2	3:1	3:2
Revisitation ff/ll, ss/zz, ck, ai, ee, igh, oa, oo, oo, kn , ar	Revisitation or, air, oi, ow, ear New: ir, ou, oy, ea, au, ue, oe	y (ee), y (i), a-e, i-e, o-e, u-e, e-e, ey aw, are, ur	er, ow, ay, er (uh), ew, ire, wh, ph, ie	l (igh), g(j), y(igh), ea (bread), c (s), tch, ure, ore	ve, ti ure (uh), i, ou (u)compound words, ed endings, suffix, prefixes,

Year 2 Coverage of sounds term by term					
1:1	1:2	2:1	2:2	3:1	3:2
dge, g (j), c (s), kn/gn (n), wr, a (or), o (u), a (o), o(er), ar (or), s (zh), tion	le, el, al, il, y(igh), plural s, es, plural ies, eys, ing rules	past tense rules, er, est,	contractions, possession, ful, less, ly, ment, ness, homophones,		



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Fresh Phonics Phonic Curriculum Map

Minimum recommended teaching / provision for Nursery (Phase 1)

Suggested activities and games

<p><u>Daily talking in sounds to the children:</u> ‘Can you get you c-oat-t?’</p> <p>Puppet talking in sounds.</p> <p>Can children talk in sounds?</p> <p>Secret password – tell the children what the password is in sounds – can they blend it to pass?</p> <p>Can they count the sounds in words? E.g. c-a-t, t-r-ee</p>	<p style="text-align: center;"><u>Memory Games</u></p> <p>Can children remember 2 items of their preference? (Kim’s Game) (Gradually adding more). Can they remember 2 letters? 3 letters etc. Granny went to Supermarket – how many items can they remember? Can they clap / repeat a simple rhythm / pattern?</p>	<p style="text-align: center;"><u>Ensuring children are saying sounds properly</u></p> <p>Correcting pronunciation and supporting children to make correct shapes with their mouths e.g. ‘th’, ‘s’ Allowing them to look in the mirror to make the correct shape and supporting them with resources e.g. lollypop stick to help with ‘c’.</p>	<p style="text-align: center;"><u>Listening walks</u></p> <p>What sounds can they hear in the environment? Can they copy them? What is it that is making that sound? Is the sound near or far? Is it high pitch or low pitch?</p>
<p style="text-align: center;"><u>What sounds can we make in the environment?</u></p> <p>Using natural resources what sounds can we make? E.g. tapping a tree with a stick, tapping the fence with a stick. Can you make that sound with your mouth? How can we make it louder / quieter?</p>	<p style="text-align: center;"><u>What’s in the box?</u></p> <p>Use familiar items to predict what might be in it and why. E.g. rice, keys, coins. Is it a loud sound? Quiet sound? How can we make it louder / quieter?</p>	<p style="text-align: center;"><u>Games with the Fresh Phonics cards</u></p> <p>Do they know the rhymes by looking at the pictures? Can you turn a card over and say the rhyme? Who can be the first person to find me ‘a.. ants in your pants’? Musical Corners – say a rhyme, have letters around and children have to go to the correct letter</p>	<p style="text-align: center;"><u>Instruments</u></p> <p>Which instruments do you like the sound of and why? How do we play the instruments? (shake, hit pluck) Adding instruments to nursery rhymes or stories e.g. Humpty dumpty, the bear hunt etc.</p>

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<p><u>Frequent daily stories and nursery rhymes</u></p> <p>Can they remember key parts? E.g. Twinkle, Twinkle.... (little star). We're going on a... (Bear Hunt)</p> <p>Can they attempt to read them by themselves through making sense of the pictures / remembering key events?</p>	<p><u>On set and rhyme:</u></p> <p>Can they listen to a rhyming string and hear the ones that don't rhyme? Can they carry on a rhyming string? Rhyming bingo (with pictures and words).</p> <p>Play rhyming soup (to pop goes the weasel).</p> <p>I know a (word) – e.g. I know a boy called Rory, he likes to read a good (story).</p> <p>Rhyming pairs / cards</p>	<p><u>Animal sounds</u></p> <p>Can they match the animal sound to the correct animal? Can they make the animal noises?</p>	<p><u>Alliterations</u></p> <p>Can they think of words that start with the same sound? How many words can they think of? Are they making these sounds correctly?</p>
<p><u>Can we be voice detectives?</u></p> <p>Pick a child to be a detective. The child comes and faces the other way. Ask a child in the group to say a sentence e.g. 'I like sausages.' The detective has to guess who it was.</p>	<p><u>I-Spy / I see / I have found...</u></p> <p>Listening to initial sounds and finding objects that match the this. E.g. I spy with my little eye, something beginning with 'b'.</p> <p>I see a 'glass' – what does it begin with? Can you find the right grapheme? Could adapt musical corners.</p> <p>In my box, we can only put things beginning with 'l'. Go on a hunt and see what you can find... Children come forward and say, 'I have found a letter.'</p> <p>Silly Soup – In my soup, I can only put things that begin with a 's'. What can we put in?</p>	<p><u>Sounds in their name</u></p> <p>What sounds are in my name? What is at the start? In the middle and at the end? Can they find any letters that might be in their name or use magnetic letters to make their name?</p> <p>Musical corners with letter recognition.</p>	<p><u>Teaching phonic related vocabulary</u></p> <p>Phoneme/sound, syllable, grapheme/letter.</p>

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Minimum recommended teaching for Reception

Autumn Term

Objective/phoneme/ grapheme/rule	Revisit	Teach	Practice	Apply
<p>s</p> <p>i</p> <p>a</p>	Sing the alphabet song – remind children that this is what the letters are called. It’s a grapheme song – the written letter. Remind children a phoneme is the sound that the letter makes.	<p>Show ‘s’ and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say ‘there it is!’</p> <p>Formation of ‘s’ – gross motor / fine motor.</p> <p>MTYT for the following words</p> <p><i>All – sit, sat, sat, sip, sin</i></p> <p><i>Extension – spins, scram</i></p>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>a</p> <p>the</p> <p>and</p>	Revise Reception set 1:1 as appropriate.	<p>Show ‘a’ and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say ‘there it is!’</p> <p>Formation of ‘a’ – gross motor / fine motor. Can anyone think of words with ‘a’ in?</p> <p>MTYT for the following words</p> <p><i>All – at, sat, an, sap, an,</i></p> <p><i>Extension – rats, ran, last, pan</i></p>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Personalised Phonics Reading

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<p>t</p> <p>go in</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 't' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 't' – gross motor / fine motor. Can anyone think of words with 't' in? MTYT for the following words <i>All – at, sat, tan, tap, ant,</i> <i>Extension – task, trap, tint</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>p</p> <p>no if</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'p' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'p' – gross motor / fine motor. Can anyone think of words with 'p' in? MTYT for the following words <i>All – pat, rap, pan, pip,</i> <i>Extension – pants, plant, traps</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>i</p> <p>to can</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'i' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'i' – gross motor / fine motor. Can anyone think of words with 'i' in? MTYT for the following words</p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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		<p><i>All – tin, in, sip, in, pit</i> <i>Extension – spins, pink, dips</i></p>		
<p>n</p> <p>into not</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'n' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'n' – gross motor / fine motor. Can anyone think of words with 'n' in?</p> <p>MTYT for the following words <i>All – nips, in, pans, pins, spins</i> <i>Extension – snips, natter, nests</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Personalised Phonics Reading				
Revisit				
<p>m</p> <p>it</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'm' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'm' – gross motor / fine motor. Can anyone think of words with 'm' in?</p> <p>MTYT for the following words <i>All – mat, Sam, am, man, map</i> <i>Extension – matter, mummy, scram,</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>d</p> <p>the on</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'd' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'd' – gross motor / fine motor. Can anyone think of words with 'd' in? MTYT for the following words <i>All – damp, mad, sad, dam, dad, and</i> <i>Extension – madder, dipping, dots</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>g</p> <p>go cat</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'g' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'g' – gross motor / fine motor. Can anyone think of words with 'g' in? MTYT for the following words <i>All – tag, gap, nag, pig, gas, sag</i> <i>Extension – grot, gags, brags</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>o</p> <p>no put</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'o' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'o' – gross motor / fine motor. Can anyone think of words with 'o' in? MTYT for the following words</p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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		<p><i>All – pots, got, on, dog, pops, not, rod</i> <i>Extension – offer, potters, sippy, stroppy</i></p>		
Personalised Phonics Reading				
<p>c to up</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'c' and share the rhyme. What is the grapheme? What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'c' – gross motor / fine motor. Can anyone think of words with 'c' in? MTYT for the following words <i>All – can, cot, cat, cap, cod, cop,</i> <i>Extension – crash, creak, crimp</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>k into is</p>	<p>Revise Reception set 1:1 as appropriate.</p>	<p>Show 'k' and share the rhyme. What is the grapheme? What is the phoneme? We have looked at the c grapheme making a 'c' phoneme! TTYP and say same phoneme, different grapheme. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'k' – gross motor / fine motor. Can anyone think of words with 'k' in? Explore the differences.</p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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		<p>MTYT for the following words</p> <p><i>§</i></p> <p><i>Extension – kitten, kite, bike</i></p>		
Personalised Phonics Reading				
Revisit				
<p>ck</p> <p>she</p> <p>by</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'ck' and share the rhyme. Explain to the children that there are 2 letters making one sound. TTYP and say '2 letters one sound.. digraph.' What are the graphemes? What is the phoneme? We have looked at the c and ck graphemes making a 'c' phoneme! TTYP and say same phoneme, different grapheme. That's 3 ways we can make this sound! Practise saying phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'ck' – gross motor / fine motor. Can anyone think of words with 'ck' in? Explore the differences.</p> <p>MTYT for the following words</p> <p><i>All – pack, smack, sock, pack, pick, muck</i></p> <p><i>Extension – backpack, smacking, mucky</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>e</p> <p>he at</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'e' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'e' – gross motor / fine motor. Can anyone think of words with 'e' in? Explore the differences.</p> <p>MTYT for the following words <i>All – egg, pet, peg, met, ten, men, neck</i> <i>Extension – ending, bendy</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>u</p> <p>they that</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'u' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'u' – gross motor / fine motor. Can anyone think of words with 'u' in? Explore the differences.</p> <p>MTYT for the following words <i>All – up, pup, mum, tuck, sunset, cup</i> <i>Extension – puppy, muddy, punch</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>r</p> <p>all had</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'r' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure</p>

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		<p>Formation of 'r' – gross motor / fine motor. Can anyone think of words with 'r' in? Explore the differences.</p> <p>MTYT for the following words <i>All – run, rap, rest, rug, ramp</i> <i>Extension – resting, runt, rash</i></p>		children form letters correctly.
Personalised Phonics Reading				
<p>h</p> <p>was see</p>	Revise Reception set 1:2 as appropriate.	<p>Show 'h' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'h' – gross motor / fine motor. Can anyone think of words with 'h' in? Explore the differences.</p> <p>MTYT for the following words <i>All – hugs, had, hip, hack, hum, hop, hut, his</i> <i>Extension – hotter, hissing, hungry</i></p>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>b</p> <p>me get</p>	Revise Reception set 1:2 as appropriate.	<p>Show 'b' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'b' – gross motor / fine motor. Can anyone think of words with 'b' in? Explore the differences.</p> <p>MTYT for the following words <i>All – bugs, bag, bed, back, bump, tab, bus, bad</i> <i>Extension – rabbit, butter, brush</i></p>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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Revisit

Personalised Phonics Reading

<p>f</p> <p>we as</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'f' and share the rhyme. What is the phoneme? What is the grapheme name? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'f' – gross motor / fine motor. Can anyone think of words with 'f' in? Explore the differences.</p> <p>MTYT for the following words <i>All – fan, fat, fab, fact, Fred, fit, fun, fog</i> <i>Extension – fantastic, finish</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ff</p> <p>be mum</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'ff' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Explain to the children that we have looked at the 'f' phoneme already but that was one letter, one sound. If it is a digraph of 'f' then it mostly comes at the end of a word. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 'ff' – gross motor / fine motor. Can anyone think of words with 'ff' in? Explore the differences.</p> <p>MTYT for the following words <i>All – huff, puff, off, stuff, fluff, cuff</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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		<i>Extension – bluffing, staff, offer</i>		
Personalised Phonics Reading				
L my of	Revise Reception set 1:2 as appropriate.?	Show 'l' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'l' – gross motor / fine motor. Can anyone think of words with 'l' in? Explore the differences. MTYT for the following words <i>All – leg, lots, lip, log, lit</i> <i>Extension – laptop, loft, lamps, plucking</i>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
LL her from	Revise Reception set 1:2 as appropriate.	Show 'll' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Explain to the children that we have looked at the 'l' phoneme already but that was one letter, one sound. If it is a digraph of 'll' then it mostly comes at the end of a word. A bit like when we looked at the digraph 'ff'. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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		<p>Formation of 'l' – gross motor / fine motor. Can anyone think of words with 'l' in? Explore the differences.</p> <p>MTYT for the following words <i>All – bell, still, pull, doll, tell, sell, sill, dull</i> <i>Extension – dolly, lolly, thrill, rally, drilling</i></p>		
Personalised Phonics Reading				
<p>ss</p> <p>are back</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'ss' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Explain to the children that we have looked at the 's' phoneme already but that was one letter, one sound. If it is a digraph of 'ss' then it mostly comes at the end of a word. A bit like when we looked at the digraphs 'ff and ll'. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p>Formation of 's' – gross motor / fine motor. Can anyone think of words with 's' in? Explore the differences.</p> <p>MTYT for the following words <i>All – hiss, kiss, fuss, puss, class, miss, stress, mess, buss, pass</i> <i>Extension – passing, dressing, presses, crosses</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>j (phase 3)</p> <p>you him</p>	<p>Revise Reception set 1:2 as appropriate.</p>	<p>Show 'j' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'j' – gross motor / fine motor. Can anyone think of words with 'j' in? Explore the differences. MTYT for the following words <i>All – jog, jet, just, jam, jug, just</i> <i>Extension – jelly, jumping, jumper</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
Personalised Phonics Reading				
Spring Term				
<p>v</p> <p>she his</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'v' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times – some children may need more support to make the face shape (e.g. teeth on lip). Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'v' – gross motor / fine motor. Can anyone think of words with 'v' in? Explore the differences. MTYT for the following words <i>All – vet, van, vest, visit</i> <i>Extension – very, vile, vine</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>



Phonics Progression Document

<p>w</p> <p>he off</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'w' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'w' – gross motor / fine motor. Can anyone think of words with 'w' in? Explore the differences. MTYT for the following words <i>All – wag, win, wet, wit, web, well</i> <i>Extension – wagging, went, wish, wand</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>x</p> <p>they but</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'x' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'x' – gross motor / fine motor. Can anyone think of words with 'x' in? Explore the differences. MTYT for the following words <i>All – fox, box, fix, mix, max, wax</i> <i>Extension – text, next, exercise, mixer</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>y</p> <p>all play</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'y' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'y' – gross motor / fine motor. Can anyone think of words with 'y' in? Explore the differences. MTYT for the following words</p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

		<p><i>All – yes, yak, yell, yet, yuck, yum</i> <i>Extension – year, yummy, yard,</i></p>		
Personalised Phonics Reading				
<p>z</p> <p>was this</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'z' and share the rhyme. What is the phoneme? Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. Formation of 'z' – gross motor / fine motor. Can anyone think of words with 'z' in? Explore the differences. MTYT for the following words <i>All – zip, zap, zit, zest</i> <i>Extension – zoo, quiz, zebra</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>zz</p> <p>me said</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'zz' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Explain to the children that we have looked at the 'zz' phoneme already but that was one letter, one sound. If it is a digraph of 'zz' then it mostly comes at the end of a word. It would never come at the beginning! A bit like when we looked at the digraphs 'ss,' 'ff and ll'. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. <i>All – fizz, buzz, jazz, frizz, fuzz</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

		<i>Extension - sizzle, dizzy, whizz</i>		
Revisit				
Personalised Phonics Reading				
qu 	Revise Reception set 2:1 as appropriate.	Show 'qu' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. <i>All – quick, quack, quit, quid</i> <i>Extension - quiz , quest, quirk, queen</i>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
ch 	Revise Reception set 2:1 as appropriate.	Show 'ch' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt. <i>All – much, rich, chat, check, chin, chop, chips</i> <i>Extension - chirp, chatter, chucked, chicken</i>	Games / Be the teacher	Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Personalised Phonics Reading				

Phonics Progression Document

<p>sh</p> <p>my were</p>	<p>Revise Reception set 2:1 as appropriate.</p>	<p>Show 'sh' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p><i>All – shut, wish, ship, shot, push, shush</i> <i>Extension - brush, plush, dishes</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>th</p> <p>her what</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show 'th' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Practise saying the phoneme lots of different times – some children may need support to make the correct shape with their mouth (e.g. stick tongue out). Remind children and do separate lesson on distinguishing th, v and f, if needed. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p><i>All – thin, tick, with, this, that, then, the</i> <i>Extension - thinking, cloth, fifth, thrilling</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Personalised Phonics Reading

Phonics Progression Document

<p>ng</p> <p>are little</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show 'ng' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' This comes at the end of words, mostly. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p><i>All – king, swing, pong, bang, sang, sing</i> <i>Extension - strong, spring, jingle</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>nk</p> <p>you there</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show 'nk' and share the rhyme. What is the phoneme? What are the grapheme names? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' This comes at the end of words, mostly. Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p><i>All – pink, stink, oink, think, tank</i> <i>Extension - chunky, banked, trunk</i></p>	<p>Games / Be the teacher</p>	<p>Practise writing on magnetic boards / whiteboards etc. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>Revisit</p>				

Phonics Progression Document

<p>To know what a syllable is.</p> <p>out have</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Tell the children that today we are going to learn about syllables. Syllables are really important because they help us to break up a word to help us spell it. Explain to the children that a syllable is part of a word. We can find out how many syllables in a word by clapping. Or through 'robot speak,' or counting how many times our mouth opens. This helps us 'chop' the words into pieces. Have a go together: teacher, book, happy, nose, table, notebook.</p>	<p>Children to play a quiz – how many syllables in the word....?</p>	<p>Pick a picture – say what it is and then count the syllables.</p>
<p>To know what a vowel is and that they can make short or long sounds.</p> <p>when so</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Explain to the children that today we are going to look at vowels. Explain that letters can either make a vowel sound or a consonant sound. Every word needs a vowel. Sing the a,e,i,o,u sound. Explain that they can make a long vowel sound (this is the letter's name that we sing when we sing the alphabet). Or it can make a short vowel sound. Have a go at exploring a few words together. Find the vowel and then decide if it is long or short.</p>	<p>Quiz – is it long or is it short? Kahoot or whiteboards.</p>	<p>Sorting activity – is it a vowel, yes or no? What two sounds can it make?</p>
<p>To know what a consonant is. Recap vowel sounds.</p> <p>one some</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Remind children what they did previously. We were looking at vowel sounds. Explain that all words are made up of letters. Some are vowels. If they aren't vowels, they are called consonants. Practise saying this word / breaking it up into syllables.</p>	<p>Vowel or consonant treasure hunt.</p>	<p>Children sort into vowel or consonants. Fishing game.</p>

Phonics Progression Document

<p>ai</p> <p>do Mr</p>	<p>Revise Reception set 2:2 as appropriate. <i>Revise sh</i></p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Note-The ai grapheme is usually found in the middle of words) <i>All: aim, snail, waist, chain, paint, rain</i> <i>Extension: complain, painting</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>ee</p> <p>said Mrs</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- ee grapheme is always found next to a consonant) <i>All: tree, bee, see, been, sheep, seed</i> <i>Extension: queen, creeping, sweets</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>igh</p> <p>come their</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

		<i>All – night, might, right, sigh, high, tight</i> <i>Extension – bright, flight, nithtmare</i>		
Revisit				
Personalised Phonics Reading				
oa like people	Revise Reception set 2:2 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- oa grapheme is not usually found at the end of words) <i>All: boat, road, toad, croak, toast, soap</i> <i>Extension: cockroach, throat, boasting</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
oo were oh	Revise Reception set 2:2 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. <i>All: zoo, moon, spoon, hoop, pool, food,</i> <i>Extension: tooth, scoop, goose</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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<p>oo</p> <p>what looked</p>	<p>Revise Reception set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: book, look, took, cook, wool, good</i> <i>Extension: cooking, crook, woolen</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
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Summer Term

<p>ar</p> <p>little called</p>	<p>Revise Reception set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: star, far, car, dark, hard,</i> <i>Extension: sharp, garden, started,</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
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Personalised Phonics Reading

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<p>or</p> <p>there asked</p>	<p>Revise Reception set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: fork, short, born, horn, storm</i> <i>Extension: torch, stormy, morning</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ur</p> <p>out could</p>	<p>Revise Reception set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: burp, slurp, turn, curl, burn, hurt,</i> <i>Extension: burger, lurking, blurb</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>Revisit</p>				

Phonics Progression Document

<p>ow</p> <p>have Mr</p>	<p>Revise Reception set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: cow, down, frown, town, owl,</i> <i>Extension: growl, tower, prowl</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>oi</p> <p>when Mrs</p>	<p>Revise Reception set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: join, boil, oink, soil, coin,</i> <i>Extension: toilet, voice, choice</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Personalised Phonics Reading				
<p>ear</p> <p>so their</p>	<p>Revise Reception set 3:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: ear, hear, year, tear, fear, beard,</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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		<i>Extension: smear, clear, fearful</i>		
air one people	Revise Reception set 3:2 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. <i>All: air, hair, fairy, chair, pair,</i> <i>Extension: stairs, repair, aircraft</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Personalised Phonics Reading				
ure some oh	Revise Reception set 3:2 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. <i>All: sure, pure, cure, lure,</i> <i>Extension: secure, picture, capture,</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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<p>er</p> <p>do looked</p>	<p>Revise Reception set 3:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: her, river, flower, finger, letter, tower,</i> <i>Extension: water, germ, hammered</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
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Revisit

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Minimum recommended teaching for Year 1:
Revision of sounds learning in Reception must occur in Term 1.

Autumn Term

To know what a vowel and consonant is.

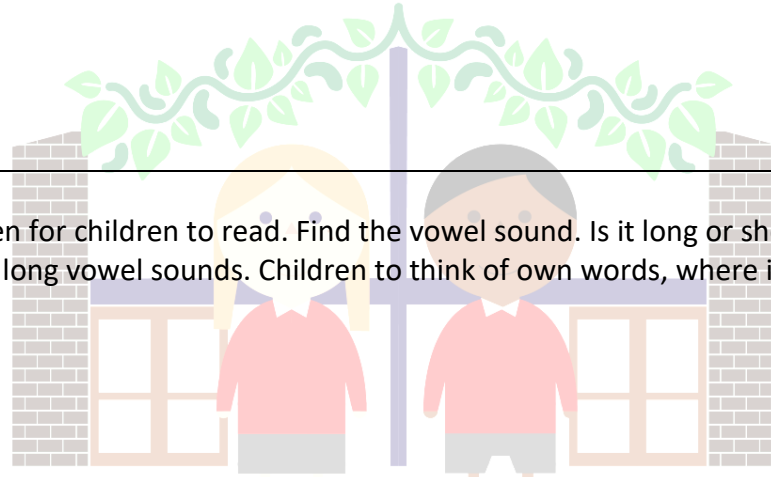
i

Revisit work above

To distinguish the difference between short and long vowel sounds.

a

Revisit work above. Have simple words written for children to read. Find the vowel sound. Is it long or short? Introduce the short dash (for short vowel sounds) and the swirl for long vowel sounds. Children to think of own words, where is the vowel? Is it long or short? Game with partner.



Revise syllable work.

the

See work done above. Could create a table for children to sort 1, 2 and 3 syllable words into.

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ff / ll (revisit) go no	Revise Year 1 set 1:1 as appropriate.	Revise ff,ll – after single vowel letter in a short word. (See above.)		
ss/ zz (revisit) are to	Revise Year 1 set 1:1 as appropriate.	Revise ss, zz – straight after a vowel letter in a short word. (See above.)		
Personalised Phonics Reading				
ck (revisit) she he	Revise Year 1 set 1:1 as appropriate.	Revise ck – never at the beginning of a word – straight after a single vowel letter in short words. (See above.)		
Revisit				
ai (revisit) was me	Revise Year 1 set 1:1 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- ai grapheme is usually found in the middle of words) <i>All: strain, complain, waist, chain, snail, paint, rain</i> <i>Extension: obtained, maintaining, traitor</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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Personalised Phonics Reading

<p>ee (revisit)</p> <p>we be</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- ee grapheme is always found next to a consonant)</p> <p><i>All: seek, weeps, cheek, keep, breeze</i> <i>Extension: cheeky, squeeze, speech, screeching</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>igh (revisit)</p> <p>you said</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – night, bright, fright, sigh, might, flight</i> <i>Extension – knight, nightmare, twilight, highlight</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Personalised Phonics Reading

Phonics Progression Document

<p>kn</p> <p>come were</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – knock, know, knob, knot</i> <i>Extension – knocked, knowing, knotted</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>oa (revisit)</p> <p>put don't</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- oa grapheme not usually found at the end of words)</p> <p><i>All: float, boat, road, throat, toad, croak</i> <i>Extension: approach, cockroach, encroach, poaching</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Personalised Phonics Reading

Phonics Progression Document

<p>oo (revisit)</p> <p>house then</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note-oo is usually found in the middle of words)</p> <p><i>All – soon, boom, mood, spoon, moon, soon</i> <i>Extension – choosing, restroom, balloon, snooty</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Revisit</p>				
<p>oo (revisit)</p> <p>love when</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – look, book, good, cooking, foot</i> <i>Extension – floodlit, understood</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				

Phonics Progression Document

<p>ar (revisit)</p> <p>has them</p>	<p>Revise Year 1 set 1:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – car, star, farm, art, marks, part, dark</i> <i>Extension – party, harmful, starvation</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>or (revisit)</p> <p>once little</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: fork, born, lord, short, torch,</i> <i>Extension – deform, escort, abnormal</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>air (revisit)</p> <p>your I'm</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure</p>

Phonics Progression Document

		<p>phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – chairs, hair, fair, repair, lair</i></p> <p><i>Extension: unfair, armchair, hairbrush, airport</i></p>		children form letters correctly.
<p>oi (revisit)</p> <p>by it's</p>	Revise Year 1 set 1:2 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- oi grapheme is usually found in the middle of words)</p> <p><i>All – boing, foil, soil, coin, coil, join</i></p> <p><i>Extension – moisture, avoiding, spoiled</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Personalised Phonics Reading				
<p>ow</p> <p>push with</p>	Revise Year 1 set 1:2 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: frown, gown, clown, growl, howling, drowned, powder</i></p> <p><i>Extension: powerless, overcrowded, renowned</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Phonics Progression Document

Revisit

ear (revisit)

friend
won't

Revise Year 1 set 1:2 as appropriate.

Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.

All: hear, ear, clear, dear, tear, smear, spear
Extension: smeared, teary

Be the teacher!

Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Personalised Phonics Reading

ir

says
can't

Revise Year 1 set 1:2 as appropriate.

Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.

All – girl, twirl, dirt, shirt, chirp
Extension – thirsty, confirmation,

Be the teacher!

Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Phonics Progression Document

<p>ou</p> <p>ask full</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. (Teacher Note- Not usually at the end of words only in you – making oo sound)</p> <p><i>All – shout, loud, around, proud, aloud, cloud</i> <i>Extension – scoundrel, scrounge, pounced</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>oy</p> <p>so one</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – boy, enjoy, annoy, employ,</i> <i>Extension: destroy, royal, loyalty</i></p> <p>Do we notice any patterns? It is usually at the end of words</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ea</p> <p>some do</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure</p>

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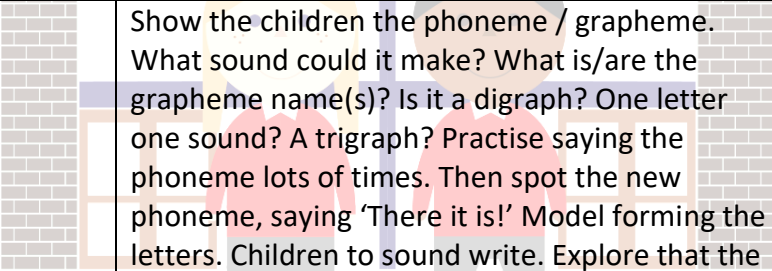
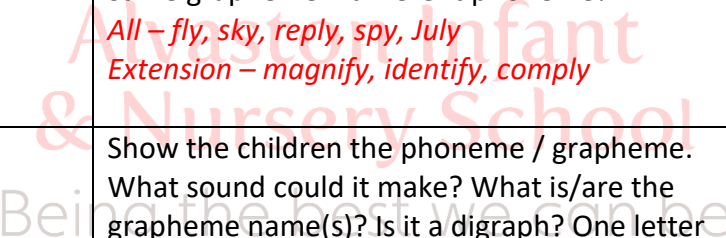
		<p>phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All - mean, bean, unclean, beast, team, gleaming</i></p> <p><i>Extension – cheated, beacon, cleaners</i></p>		children form letters correctly.
Personalised Phonics Reading				
<p>au</p> <p>my here</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – haunt, August, Autumn, sauce, launch</i></p> <p><i>Extension – pause, daunting, caused,</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>ue</p> <p>where there</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – glue, true, clue, blue, rescue</i></p> <p><i>Extension – pursue, queue, barbecue</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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Personalised Phonics Reading

<p>oe</p> <p>they our</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – toe, doe, foe, hoe</i> <i>Extension – Explore other ways of making oe.</i></p> <p>Explain that oe at the end of the word is quite rare.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Spring Term</p>				
<p>y making an 'ee' sound</p> <p>school is</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – happy, silly, dirty, family, baby, copy, every</i> <i>Extension – injury, penalty, hungry</i></p> <p>Usually at the end of the word</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

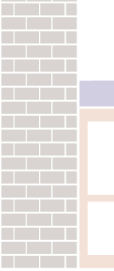
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		What do we notice? It is usually at the end of the word!		
Personalised Phonics Reading				
y making an 'i' sound of today	Revise Year 1 set 2:1 as appropriate.	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. Explore that the other day we looked at this grapheme making an 'ee' sound. Today it is making an 'igh' sound! Same grapheme – different phoneme! <i>All – fly, sky, reply, spy, July</i> <i>Extension – magnify, identify, comply</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
a-e his pull	Revise Year 1 set 2:1 as appropriate.	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Explain to the children that this is a split digraph. A split digraph makes a long vowel sound! What are our long vowel sounds again? Tell the children the story – one</p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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		<p>day the a and the e grapheme were best friends! They got split up but secretly hold hands under the table! Turn to your partner and say, 'Split digraph!' Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – make, cake, shake, flame, take, chase, shape</i> <i>Extension – mistake, escape, inflate</i></p>		
<p>Personalised Phonics Reading</p>				
<p>i-e</p> <p>Mr Mrs (5)</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Explain to the children that this is a split digraph. A split digraph makes a long vowel sound! What are our long vowel sounds again? Tell the children the story – one day the i and the e grapheme were best friends! They got split up but secretly hold hands under the table! Turn to your partner and say, 'Split digraph!' Recap work done with the split a-e! Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – ride, vile, shine, smile, lime, like, nice</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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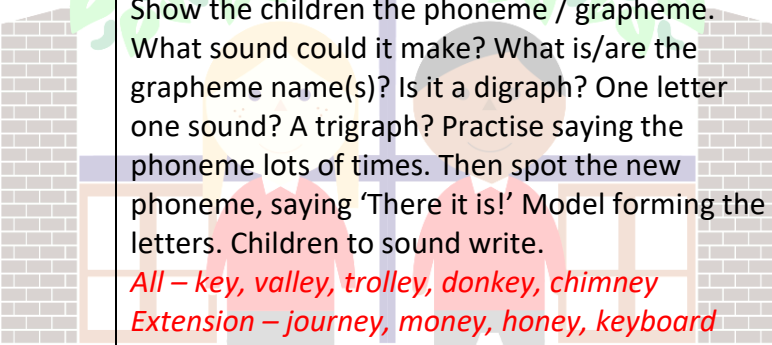
			<i>Extension: crocodile, decide</i>		
Revisit					
<p>o-e</p> <p>their</p> <p>people</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>		<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Explain to the children that this is a split digraph. A split digraph makes a long vowel sound! What are our long vowel sounds again? Tell the children the story – one day the o and the e grapheme were best friends! They got split up but secretly hold hands under the table! Turn to your partner and say, ‘Split digraph!’ Practise saying the phoneme lots of times. Then spot the new phoneme, saying ‘There it is!’ Model forming the letters. Children to sound write.</p> <p><i>All – phone, bone, home, woke, alone</i> <i>Extension – explode, envelope</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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Personalised Phonics Reading

Personalised Phonics Reading				
<p>u-e</p> <p>oh looked</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Explain to the children that this is a split digraph. A split digraph makes a long vowel sound! What are our long vowel sounds again? Tell the children the story – one day the u and the e grapheme were best friends! They got split up but secretly hold hands under the table! Turn to your partner and say, ‘Split digraph!’ Practise saying the phoneme lots of times. Explain that sometimes it can make a ‘ew’ sound and sometimes a ‘yoo’ sound. Then spot the new phoneme, saying ‘There it is!’ Model forming the letters. Children to sound write.</p> <p><i>All – cube, cute, rude, flute, huge</i> <i>Extension – execute, computer, costume</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>e-e</p> <p>called asked</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Explain to the children that this is a split digraph. A split digraph makes a long vowel sound! What are our long vowel sounds again? Tell the children the story – one day the e and the e grapheme were best friends –</p>		

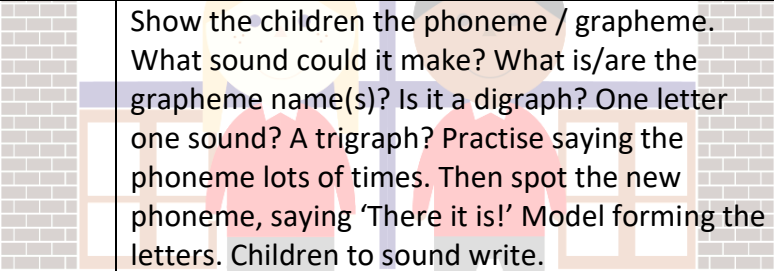
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		<p>like in the ee – peep at the sheep! They got split up but secretly hold hands under the table! Turn to your partner and say, ‘Split digraph!’ Practise saying the phoneme lots of times. Then spot the new phoneme, saying ‘There it is!’ Model forming the letters. Children to sound write.</p> <p><i>All – delete, concrete, theme, these, evening</i> <i>Extension - concede, complete, extreme</i></p>		
Ey	Revise Year 1 set 2:1 as appropriate.	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying ‘There it is!’ Model forming the letters. Children to sound write.</p> <p><i>All – key, valley, trolley, donkey, chimney</i> <i>Extension – journey, money, honey, keyboard</i></p>		
Personalised Phonics Reading				
aw school children	Revise Year 1 set 2:1 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying ‘There it is!’ Model forming the letters. Children to sound write.</p> <p><i>All – paw, saw, claws, draw, straw, crawl</i> <i>Extension – sprawled, gnawed, trawling</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

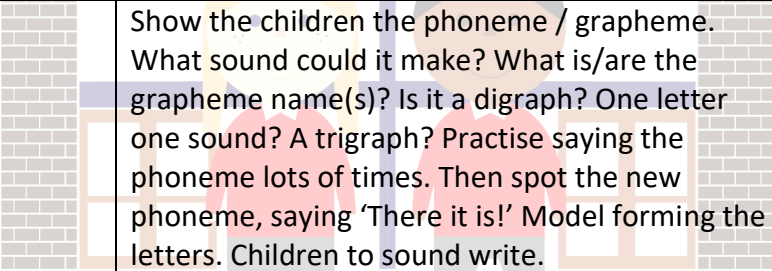
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<p>Are</p> <p>laughed</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – care, share, bare, nightmare, declare</i></p> <p>What do we notice? It is always at the end of a word</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>ur</p> <p>Revise CEW</p>	<p>Revise Year 1 set 2:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – burp, slurp, turning, burns, surfing, purple</i></p> <p><i>Extension – murderous, sturdy</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Revisit</p>				
<p>er</p> <p>Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure</p>

Phonics Progression Document

		<p>phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All perfect, reverse, person, germ, her, perm</i></p> <p><i>Extension – internal, generous, allergy</i></p>		children form letters correctly.
Personalised Phonics Reading				
<p>ow</p> <p>Revise CEW</p>	<p>Revise Year 1 set 1:2 as appropriate.</p>	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – blow, snow, grow, pillow, know</i></p> <p><i>Extension – glowing, shadows, sorrow</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ay</p> <p>Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show 'ay' and share the rhyme. What is the phoneme? What are the grapheme names? Is it making a vowel or consonant sound? Is it long or short? Explain to the children that it is 2 letters making one sound so it is a digraph. TTYP and say '2 letters, one sound, digraph!' Practise saying the phoneme lots of different times. Spot the phoneme and say 'there it is,' amongst other previously learnt.</p> <p><i>All – stay, play, away, dismay, clay, delay, may</i></p> <p><i>Extension - array, yesterday, display, playful</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

		Ask the children what they notice – ay is usually at the end of words.		
Personalised Phonics Reading				
er (schwa) Revise CEW	Revise Year 1 set 2:2 as appropriate.	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All – water, super, winter, summer, flower</i> <i>Extension – saunter however, disaster, feather</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
ew Revise CEW	Revise Year 1 set 2:2 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: new, chew, threw, flew, crew, knew,</i> <i>Extension: newspaper, screwdriver, nephew</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Phonics Progression Document

Personalised Phonics Reading

<p>ire</p> <p style="background-color: yellow;">Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: fire, dire, umpire, admire, squire</i> <i>Extension: acquire, enquire, vampire</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
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Revisit

<p>wh</p> <p style="background-color: yellow;">Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: wheel, white, when, whip, whirl, what</i> <i>Extension: whether, whatever, whispering, whistle</i> Not usually spelt this way in short words.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
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Phonics Progression Document

Personalised Phonics Reading

Personalised Phonics Reading				
<p>ph</p> <p style="background-color: yellow;">Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p style="color: red;">All: photo, elephant, phantom, phonics, graph, alphabet</p> <p style="color: red;">Extension: photograph, graphically, physical, catastrophe.</p> <p>Not usually spelt this way in short words</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ie</p> <p style="background-color: yellow;">Revise CEW</p>	<p>Revise Year 1 set 2:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p style="color: red;">All: pie, tie, magpie, lie,</p> <p style="color: red;">Extension: ie can also make an e sound - always in middle of words</p> <p style="color: red;">Chief, thief, field,</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

Personalised Phonics Reading

Summer Term –

Year 2 Common Exception Words

i making an igh sound <div style="background-color: #90EE90; padding: 2px; display: inline-block;">should</div>	Revise Year 1 set 3:1 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. <i>All: Kind, find, remind, behind, mind, giant</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
g making a 'j' sound <div style="background-color: #90EE90; padding: 2px; display: inline-block;">would</div>	Revise Year 1 set 3:1 as appropriate.	Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. <i>All: Gem, gym, giant, gel, age, rage, Extension: Gigantic, religion, generous</i>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Personalised Phonics Reading

Phonics Progression Document

<p>Y making an 'i' sound</p> <p>could</p>	<p>Revise Year 1 set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write</p> <p><i>All: gym, myth, cryptic</i> <i>Extension – crystal, gymnastics, mystery, pyramid</i></p> <p>Usually towards the beginning of a word.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Revisit</p>				
<p>ea making an 'e' sound</p> <p>people (discuss ea making ea sound)</p> <p>because</p>	<p>Revise Year 1 set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. Ea usually makes 'ee' sound. Some exceptions where it makes 'e' sound.</p> <p><i>All: bread, head, instead, meant, read, breakfast</i> <i>Extension: unsteady, weather, treasure, leather</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				

Phonics Progression Document

<p>c making a 's' sound</p> <p>children</p>	<p>Revise Year 1 set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: race, ice, rice, city, fancy, circle</i> <i>Extension: century, celebrity, cylinder</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>tch</p> <p>child</p>	<p>Revise Year 1 set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: catch, fetch, latch, kitchen, stretch, watch</i> <i>Extension: glitches, clutched, snatching</i></p> <p>Usually after a short vowel sound</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Personalised Phonics Reading</p>				
<p>ure (revisit)</p> <p>wild</p>	<p>Revise Year 1 set 3:1 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. (Sometimes can make an 'or' sound, sometimes it makes 2 sounds 'y-or'). Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

		All: Sure, secure, pure, mature, obscure		
ore whole	Revise Year 1 set 3:1 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p>All: <i>Shore, more, before, shore, score, wore</i> Extension- <i>herbivore, carnivore, omnivore</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Personalised Phonics Reading				
ve half	Revise Year 1 set 3:2 as appropriate.	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p>All: <i>live, have, give, solve, love, prove, massive</i> Extension: <i>relative, captive, sensitive</i> Always ve if you hear v at the end of a word</p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Phonics Progression Document

Revisit

k grapheme making c phoneme after e, i or y
old

Revise Year 1 set 3:2 as appropriate.

Ask children how we write 'c'. Explore ck, k and c. Explain that sometimes it is hard to know which one to use and when. Ck comes at the end of a word. We use 'k' when it is followed by an e, i or y letter. Say the following words to the children – will we use a c,k or ck? Children to try to apply rule:
Kiss, key, cat, cape, king, back, duck, cake, kitten

Partner to read words – child to apply the rule. Are to right, be the teacher.

Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly. Encourage children to use and apply the rule.

Personalised Phonics Reading

ti

gold

Revise Year 1 set 3:2 as appropriate.

Show the children the phoneme / grapheme. Explain that the 'ti' making a sh sound is often followed by an o grapheme making an uh phoneme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.
All: caption, station, fiction, action, relation
Extension: distraction, patient, multiplication, attention

Be the teacher!

Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

Ure (schwa)

told

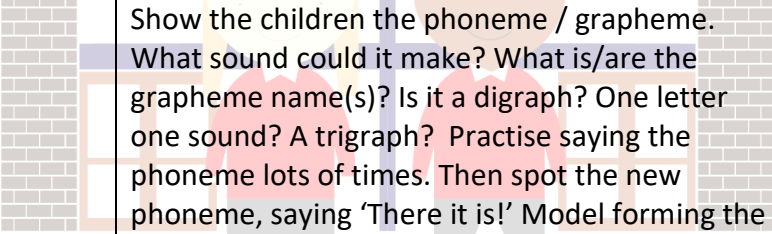
Revise Year 1 set 3:2 as appropriate.

Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Recept this can also make a or sound like in sure and can make two sounds

Be the teacher!

Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure

Phonics Progression Document

		<p>like in secure. Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: injure, figure, treasure, picture, mixture,</i></p>		children form letters correctly.
Personalised Phonics Reading				
<p>ci</p> <p style="background-color: #c8e6c9; display: inline-block; padding: 2px;">cold</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	 <p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p><i>All: delicious, special, magician, precious, crucial</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>ou</p> <p style="background-color: #c8e6c9; display: inline-block; padding: 2px;">hold</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p> <p>All: young, touch, double,cousin, country Extension- enough, rough, delicious</p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Phonics Progression Document

<p>To know what a compound word is. again</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Explain that at times, two words come together to form a new word. Show the children the word butter – what is butter? Show them the word fly? What is it? When we put the words together, we have a new word, butterfly. Do the same for other words: <i>All: foot/ball, play/ground, light/bulb, tooth/brush, rain/bow, sun/flower, pop/corn, paint/brush, super/star</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know what the past and present tense is. <i>*Ensure children know what a verb is! Ensure this is taught explicitly.</i> Revise CEW</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Talk to the children about the fact we do things every day. Ask them to say what I am doing right now. (jump). Explain that I am 'presently' jumping. Present is another word for what we are doing now. Tell the children to jump and say I am presently jumping. Tell the to stop and ask them if they are still jumping (hopefully not!). What did you just do? They will say they have jumped. Explain that this is called the past tense. Like in history where we talk about what has happened in the past.</p>	<p>Practical tasks – ask you partner to do something, get them to say I am presently jumping. Tell them to stop and tell you what they have done in the past tense.</p>	<p>Kahoot quiz – is it past or present tense? What did you do in your teams? Write some of the words down -do we notice anything about the past and present tense? Present – ending in ing Past – ed These are called suffixes.</p>
<p>Revisit</p>				
<p>Personalised Phonics Reading</p>				

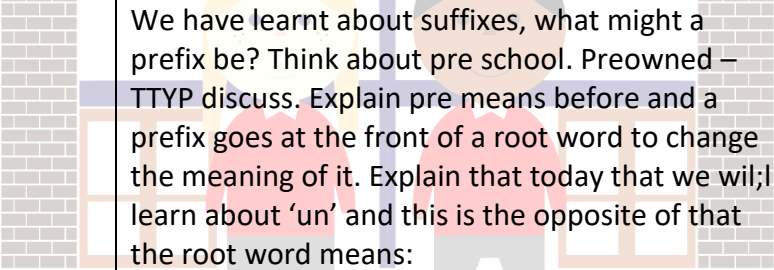
Phonics Progression Document

<p>To know that ed can make 3 sounds changes a verb to be the past tense.</p> <p>Revise CEW</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Explain that when we add ed, we change the tense of the word. Get children to give you some past tense verbs. How many sounds? Write them together. What do we notice? Children to realise ed can make 'ed', 't' or 'd'. If it makes an id sound there will be an extra syllable. Practise reading the following words: (introduce bolt ons) <i>All: wanted, clapped, stopped, wondered, helped, squeaked, smelled, needed, reminded.</i></p> <p>Practise retrying to read the word to self correct. Show the children the phoneme / grapheme.</p> <p>All Extension Id, t and d – id adds an extra syllable.</p>	<p>Be the teacher, read the words!</p>	<p>Sort the words into ed, t and d.</p>
<p>To know what a root word is and find the suffix.</p> <p>Revise CEW</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Explain that ing and ed are called suffixes that add-on to the end of a word. The word that they add on to are called root words. For example, walk + ing = walking. Walk + ed = walked. Which one is past tense? Which is present? Can we put it into a sentence? Repeat for other words.</p>	<p>In small groups, pick a root word, add ing or ed. How has this changed the word? Is it past or present?</p>	<p>Pick a word add ing and ed and put into sentences, using capital letters and full stops.</p>
<p>Personalised Phonics Reading</p>				
<p>To add the suffix er and est to words. <i>*Ensure that children are</i></p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Explain that we describe things all of the time. This is called an adjective. Explain that sometimes we might need to compare e.g. someone might be a fast runner but someone else might be faster. Another person may be the fastest. Show</p>	<p>Try to think of practical ways to teacher the er and est to</p>	<p>Link to maths to allow children to compare. Cut out the images and order. Ensure incidental learning</p>

Phonics Progression Document

<p><i>familiar with adjectives – to be taught explicitly.</i></p> <p><i>*no changes needed to the root word</i></p> <p>Revise CEW</p>		<p>er and est on the board – er makes one sound but est makes two. They both add another syllable when added to the root word. Adding er and est to root words will help us to identify which person we are talking or object we are talking about / describing.</p>	<p>allow children to compare.</p> <p>cold, tall, fresh, quick, thick, slick, black, old, cold, bold, fast, strong, smart</p>	<p>is considered. Write sentences: This is cold This is colder This is the coldest.</p>
<p>To know what a plural is.</p> <p>Revise CEW</p>	<p>Revise Year 1 set 3:2 as appropriate.</p>	<p>Explain that when there is more than one we add a suffix to the root word, which changes the meaning. Show the children a pencil and say, I have one pencil. Get another and then say I have two pencil. Does that make sense? No! I have two pencils. Repeat saying, I have three, four etc. Show the children what this looks like and write pencil and pencils on the board, sound buttoned. Repeat for other examples only adding (s). Get a box and say to the children I have a box. Get another and say I have 2 box. Is that right? Then say what is it? Explain that we say boxes. Does that make the same sound as the suffix in pencils? No! One is one letter one sound, the other is 2 letters 2 sounds. (es). Repeat for other words, getting children to listen to whether the suffix has one or two sounds. Walk around the room and say I have one (chair) and now I have 2 (chairs). Question the children;</p>	<p>MTYT for plural suffixes.</p> <p>All: cats, dogs, books, branches, jeans, cups, sweets, churches, watches, buses, suffixes</p> <p>At the end, children to sort into one letter one sound suffixes</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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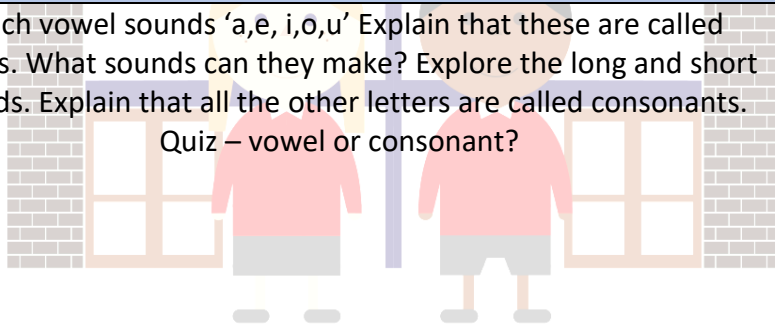
		is the suffix one letter one sound or 2 letters two sounds?	and two letter one sound suffixes.	
Personalised Phonics Reading				
<p>To know what a prefix is.</p> <p style="background-color: yellow;">Revise CEW</p>	Revise Year 1 set 3:2 as appropriate.	 <p>We have learnt about suffixes, what might a prefix be? Think about pre school. Preowned – TTYP discuss. Explain pre means before and a prefix goes at the front of a root word to change the meaning of it. Explain that today that we will learn about 'un' and this is the opposite of that the root word means:</p> <p>MTYT: <i>All: Unhappy, unfair, undo, unload, unlock, unable, unsteady.</i> <i>Extension: unimportant, uncertain, unfinished,</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Revisit				

Phonics Progression Document

Year 2

Revisitation of teaching in year 1 should be covered in term 1.

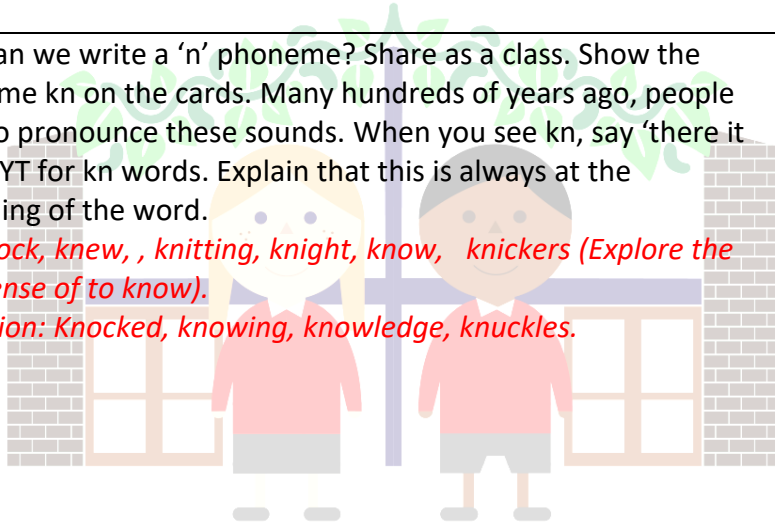
Autumn Term

Objective/phoneme/ grapheme/rule	Revisit	Teach	Practice	Apply
<p>To be know which sounds are vowels and which are consonants.</p> <p><i>Revisit Year 1 CEW as necessary with individual children.</i></p> <p>1</p>	Recap sound and action card. Sound talk.	 <p>Teach vowel sounds 'a,e,i,o,u' Explain that these are called vowels. What sounds can they make? Explore the long and short sounds. Explain that all the other letters are called consonants.</p> <p>Quiz – vowel or consonant?</p>	Children to work in mixed ability pairs. Have printed word sheet with identified letters. Children have to decide if it is a consonant or a vowel. When finished, write name and decide which sounds are vowel and which are consonants.	Show children a letter – they write v for vowels and c for consonants.
<p>To identify between a short and long vowel sound.</p>	Recap action and sound cards. Recap ve words – if you hear this	Recap vowel consonant sounds. Explore that some make a short sound and some make a long sound. Play game – if I say a short sound, you give me a long sound...	Work in pairs do a dash for short sounds and s swirl for long.	

Phonics Progression Document

<p><i>Revisit Year 1 CEW as necessary with individual children</i></p> <p>1</p>	<p>sound at the end it's always ve. Have, give, love, above, shove.</p>			
<p>To use dge after a short vowel sound.</p> <p><i>Last, Fast, past</i></p> <p>2</p>	<p>ai</p>	<p>The letter 'j' is never used for the j phoneme at the end of a word. The dge grapheme is used immediately after a short vowel sound.</p> <p><i>All: Fudge, nudge, trudge, podge, lodge, bridge.</i></p> <p><i>Extension: Pledge, begrudge, sledge, stodge</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To read and write words with 'g' as a j. (revisit)</p> <p><i>Last, Fast, past</i></p> <p>2</p>	<p>ee</p>	<p>What sound can the 'g' grapheme make? Explore as a class. This grapheme can make a 'j' phoneme before a 'i,y or e.' It is always spelled a j when it is before an a, o or u. MTYT for words.</p> <p><i>All: Gym, gem, giant, gene, gel, age, rage, gigantic</i></p> <p><i>Extension: Generation, generosity, gymnastics, religion.</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.(depending on child).</p>
Revisit				
<p>To be able to read and write words that are a c grapheme that make a s phoneme.</p>	<p>igh</p>	<p>Show the c grapheme. What phonemes can this make? Split digraphs</p> <p>MTYT for words:</p> <p>Explain that when we hear a long vowel sound, which is a split digraph and then a 's' sound, it is usually the c grapheme.</p> <p><i>All: Ice, dice, space, truce, city, cell, slice, dance, nice, price.</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>Door Floor Poor</p> <p>2</p>		<p><i>Extension: Cemetery, celebrate, cycle,</i></p>		
<p>To use kn at the beginning of words.</p> <p>To know that gn can also make a 'n' phoneme.</p> <p>Door Floor Poor</p> <p>2</p>	oa	<p>How can we write a 'n' phoneme? Share as a class. Show the phoneme kn on the cards. Many hundreds of years ago, people used to pronounce these sounds. When you see kn, say 'there it is.' MTYT for kn words. Explain that this is always at the beginning of the word.</p> <p><i>All: Knock, knew, , knitting, knight, know, knickers (Explore the past tense of to know).</i></p> <p><i>Extension: Knocked, knowing, knowledge, knuckles.</i></p> 	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that wr can make a 'r' phoneme.</p> <p>Find mind</p> <p>2</p>	oo	<p>How can we make the 'r' phoneme using graphemes? Explore that it is usually one letter one sound r but sometimes we use wr to make a r sound.</p> <p><i>All: wriggle. wrong, wrap, wreck, wrist, write, wrote, wrinkles.</i></p> <p><i>Extension: wrestle, wrappers, wrecked, wreak, wretched, wretch</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>To know that the 'a' grapheme</p>	oo	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One</p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model</p>

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<p>makes an 'or' phoneme before an l or ll.</p> <p><i>Kind behind</i></p> <p>2</p>		<p>letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound!</p> <p><i>All: all, small, ball, walk, talk, always, alright</i></p> <p><i>Extension: Almost, already</i></p>		<p>how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know tha the 'o' grapheme can make an 'u' phoneme</p> <p><i>Child wild</i></p> <p>2</p>	<p>ar</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound! This often happens after an m, n, v or th.</p> <p><i>All: other, mother, nothing, Monday, love, some, month, money, dozen, another, worry, above</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that the 'a' grapheme can make an 'o' phoneme after a w or qu.</p> <p><i>Child wild</i></p> <p>2</p>	<p>or</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound and it is often found after a w or qu.</p> <p><i>All: want, watch, squash, wander, wash, watch, quality</i></p> <p><i>Extension: disqualify, squabble</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Revisit</p>				

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<p>To know that the 'or' grapheme can make an 'er' phoneme after a w.</p> <p><i>children plant</i></p> <p>2</p>	<p>air</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound and it is often found after a w. There are not many of these words.</p> <p><i>All: word, worm, worst, worth, worsen, worship, worthy, work</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that the 'ar' grapheme can make an 'or' phoneme after a w.</p> <p><i>people who</i></p> <p>2</p>	<p>oi</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound and it is often found after a w. There are not many of these words.</p> <p><i>All: war, warm, towards, wart, dwarf, award, quarter, wardrobe, swarm</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that the 's' grapheme and make a 'zh' phoneme.</p> <p><i>Old gold</i></p> <p>2</p>	<p>ow</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. This is a naughty sound There are not many of these words.</p> <p><i>All: television, treasure, usual, measure, closure, division, conclusion, explosion</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

Revisit

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<p>To know that the 'tion' grapheme can make a 'shun'. <i>Cold</i> <i>hold</i></p> <p>2</p>	<p>ear</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write.</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that if we hear 'l' at the end of the word, it is usually 'le.' <i>Old</i> <i>told</i></p> <p>2</p>	<p>ir</p>	<p>Ask children, how can we make the 'l' phoneme? Explore different possibilities. TTYP and think of as many words as you can with 'l' in. Who can think of words with 'l' at the end of them. Explore a few: Little, bottle, pickle, hustle. Etc. Do we notice anything. Explain to the children that if we hear 'l' at the end, it is usually a digraph 'le.' This is the most common spelling. <i>All: Little, bottle, whistle, rustle, while, handle, gentle, bubble.</i> <i>Extension: Understandable, irritable, admirable.</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that el can make an l sound. <i>Steak</i> <i>Great</i> <i>break</i></p> <p>2</p>	<p>ou</p>	<p>Explore what we did yesterday. Remind children that if we hear le at the end it is usually 'le' graphemes. Some words are exceptions, they're a little bit naughty. Show the children the words in box to right. What do we notice? Model reading them incorrectly and teach children how to self-correct. The el ending is much less common than the le ending. <i>All: Jewel, camel. Travel, level, vowel, squirrel, caramel, cancel, parcel</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>To know al can make a l sound.</p>	<p>oy</p>	<p>Explore what we did yesterday. Remind children that if we hear le at the end it is usually 'le' graphemes. Some words are exceptions, they're a little bit naughty. Show the children the</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each</p>

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<p><i>Steak</i> <i>Great</i> <i>break</i></p> <p>2</p>		<p>words in box to right. What do we notice? Model reading them incorrectly and teach children how to self-correct. The el ending is much less common than the le ending. Not many nouns end in al but many adjectives do.</p> <p><i>All: Metal, hospital, legal, capital, pedal, mental, typical total, accidental</i></p>		<p>correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know that 'il' can make a 'l' sound. <i>Would</i> <i>Should</i> <i>could</i></p> <p>2</p>	<p>ea</p>	<p>Explore what we did yesterday. Remind children that if we hear le at the end it is usually 'le' graphemes. Some words are exceptions, they're a little bit naughty. Show the children the words in box to right. What do we notice? Model reading them incorrectly and teach children how to self-correct. The el ending is much less common than the le ending.</p> <p><i>Not many of these words.</i> <i>All: Evil, April, pencil, fossil, devil, nostril, tranquil</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know if we hear 'igh' at the end of the word, it is usually a 'y' grapheme. <i>Would</i> <i>Should</i> <i>could</i></p> <p>2</p>	<p>au</p>	<p>Show the children the phoneme / grapheme. What sound could it make? What is/are the grapheme name(s)? Is it a digraph? One letter one sound? A trigraph? Practise saying the phoneme lots of times. Then spot the new phoneme, saying 'There it is!' Model forming the letters. Children to sound write. Note- this is by far the most common way to spell this sound when you hear an 'igh' at the end of a word.</p> <p><i>All: dry, fly, my, deny, supply,</i> <i>Extension: justify, testify</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Revisit</p>				

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<p>To know about singular and plural. <i>Grass</i> <i>Class</i> <i>pass</i></p> <p>1</p>	<p>ue</p>	<p>Show the children a range of nouns, some singular and some plural. As the children read the cards in pairs, ask them if they can think of some way to group the words. Children to share their ideas with the group. Some may notice that some words may end in an s and some may not. Why might these words have an s? How does it change the word? Most of the time, if a word ends in an s, it changes the word from singular to plural. Plural means when we have more than one of something. Note, ensure that the children understand what a noun is and how they can only make a noun plural.</p>	<p>Children to re-sort their groups into singular and plurals. Extension- can you think of any other words that could go in these groups?</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Add an s to make a plural for most words. <i>Grass</i> <i>Class</i> <i>pass</i></p> <p>1</p>	<p>oe</p>	<p>Recap yesterday's lesson on singular and plural- what did we find out? Show the children a root word (the noun). Here nothing has changed, it is the simplest form of the noun. How could I make this into a plural? In this case, all I need to do is add an 's' to the root word. When we add an s, this works as a suffix.</p> <p><i>Consider any subject specific vocabulary that could be recapped here. E.g. icebergs, visitors, continents, squares.</i></p>	<p>Be the teacher!</p>	<p>Encourage the children to practice making a range of singular and plural words using this rule.</p>
<p>Add -es to a noun that ends in s, ss, sh, ch, x, z <i>Because</i> <i>eye</i></p> <p>2</p>	<p>Y (ee)</p>	<p>Recap yesterday's lesson on singular and plural- what did we find out? Show the children a root word (the noun). Here nothing has changed, it is the simplest form of the noun. How could I make this into a plural? Sometimes, we can't just add an s to the root word as that wouldn't make sense. What could we do instead? What would the plural of bus be? Buses! Can you hear the difference in the sound it makes. What letters could make this?-es</p> <p><i>All: churches, beaches, washes, sixes, foxes, buzzes, classes</i> <i>Extension: wristwatches, eyelashes</i></p>	<p>Be the teacher!</p>	<p>Encourage the children to practice making a range of singular and plural words using this rule.</p>

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<p>To know that if there is a ‘y’ grapheme at the end of the word and you make it plural, you change the y to an i and es.</p> <p><i>Sugar climb</i></p> <p>2</p>	<p>a-e</p>	<p>Recap yesterday’s lesson on singular and plural- what did we find out? Show the children a root word (the noun). Here nothing has changed, it the simplest form of the noun. How could I make this into a plural? Sometimes, we can’t just add an s to the root word as that wouldn’t make sense. What could we do instead? Demonstrate. Most nouns that end in a y follow this rule, unless there is a e before the y.</p> <p><i>All: babies, daisies, strawberries, families, lorries, cities, enemies</i> <i>Extension: dictionaries, activities,</i></p>	<p>Be the teacher!</p>	<p>Encourage the children to practice making a range of singular and plural words using this rule.</p>
Revisit				
<p>Making a singular noun into plural if it ends in an -ey.</p> <p><i>Mr</i> <i>Mrs</i></p> <p>2</p>	<p>i-e</p>	<p>Recap yesterday’s lesson on singular and plural- what did we find out? Show the children a root word (the noun). Here nothing has changed, it the simplest form of the noun. How could I make this into a plural? Sometimes, we can’t just add an s to the root word as that wouldn’t make sense. What could we do instead? Demonstrate.</p> <p><i>All: keys, donkeys, monkeys, chimneys, valleys, journeys, alleys,</i></p>	<p>Be the teacher!</p>	<p>Encourage the children to practice making a range of singular and plural words using this rule.</p>
<p>Add -ing to make present tense in most cases.</p> <p><i>Christmas</i></p> <p>1</p>	<p>o-e</p>	<p>Play a game of simon says with the children. Afterwards, ask the children if they can remember some of these actions-write them in a list. What sorts of words are these? They are verbs! A verb is a doing word (an action word). This time carry out a range of actions with the children. Ask the children what we are doing right now- because it’s happening right now, we say it’s in the present tense. What do we notice about these words? They all end in ‘ing’. To form the present tense, most of the time we simply add the suffix ‘ing’ to the verb (the root word).</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

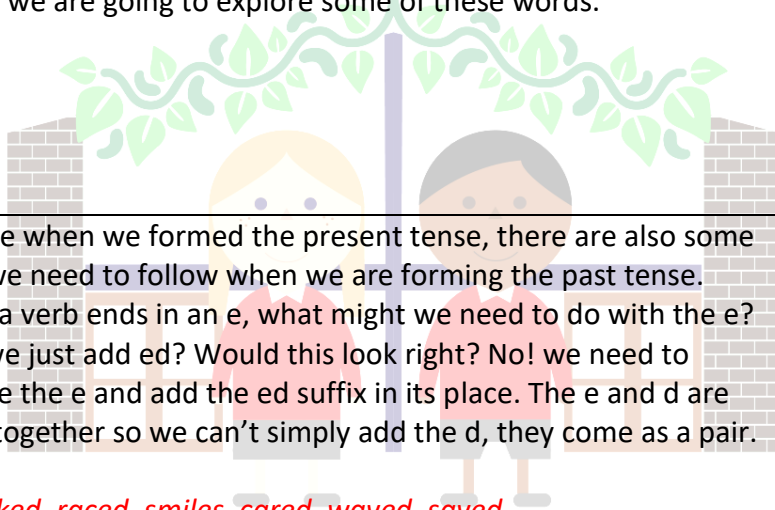
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<p>Adding -ing when verb ends in e. <i>Christmas</i> <i>Money</i></p> <p>2</p>	<p>u-e</p>	<p>Recap yesterday's learning and ensure the children understand what a verb is and what the present tense is. Just like when we looked at plurals, there are also some rules we need to learn when we form words in the present tense. If a verb ends in an e, we need to remove the 'e' and replace it with ing.</p> <p><i>All: baking, racing, smiling, caring, waving, saving</i> <i>Extension: including, continuing</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>Adding -ing when verb ends in a y. <i>Bath,</i> <i>path</i></p> <p>2</p>	<p>e-e</p>	<p>Recap yesterday's learning and ensure the children understand what a verb is and what the present tense is. Just like when we looked at plurals, there are also some rules we need to learn when we form words in the present tense. If a verb ends in a y, we just add ing!</p> <p><i>All: spying, copying, trying, worrying, saying, enjoying</i> <i>Extension: burying, multiplying</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>Adding-ing when there is a short vowel sound before the final consonant. <i>Move</i> <i>prove</i></p> <p>2</p>	<p>ey</p>	<p>Recap the rules that we have learned so far when adding 'ing' to a verb. For this rule, we need to identify what a short and long vowel sound is. Who can remember the vowels? What are consonants? When a vowel makes the same sound as its name, this is a long vowel sound. If not, then this is a short vowel sound. If there is a short vowel sound before the final consonant in the verb, we need to double the final consonant.</p> <p><i>All: hopping, rubbing, fitting, topping, clapping, wrapping,</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>To make the present tense when the root verb ends in a y. <i>Prove</i> <i>improve</i></p> <p>2</p>	aw	<p>There are also other ways that we can form the present tense. For example, we could say I run, they walk etc. When a verb ends in a y and we want to make it into the present tense, we need to remove the y and ies in its place.</p> <p><i>All: carries, spies, flies, tries, copies, buries, multiplies</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Spring Term				
<p>To know what the past tense means.</p> <p>1</p>	are	<p>Play a game of simon says with the children. Afterwards, ask the children if they can remember some of these actions What sorts of words are these? They are verbs! A verb is a doing word (an action word). How shall I write these down as I have already done them? They aren't happening right now in the present tense, they have already happened. This means they are in the past tense. Write these down showing how they are written down. Do we notice any patterns?</p>	In pairs, chn to discuss what they have done today so far. The partner needs to ensure that the other person is discussing this in the past tense as it has already happened.	
<p>To be able to sort past and present tense.</p> <p>1</p>	ur	<p>Recap yesterday's learning. What patterns did we notice when we were writing down our past tense verbs? They often end in the suffix -ed. As a class, play a game where the teacher will say a verb (in present or past tense) and the children choose a side of the room for either past or present. After a couple of goes, this time write the verbs on the board with sound buttons.</p>	Chn to sort a range of word cards into past or present tense.	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
Revisit				
<p>To know that ed can make an 'id' sound, 't' sound or 'd' sound.</p> <p>1</p>	er	<p>Recap what we have learned about past and present tense. What did we notice about the way we write past tense verbs? They often end in 'ed'. Write some of these words on the board and ask the chn to read these out. The ed ending can make three different sounds 'id', 't' or 'd'. MTYT with the children.</p>	Chn to sort a range of cards into the different groups. EXT- Chn to read a passage	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and

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			with past tense verbs and sort the verbs.	phoneme. Ensure children form letters correctly.
<p>Add ed to a verb to make the past tense for most verbs. <i>water</i> <i>again</i></p> <p>1</p>	ow	<p>As we have noticed so far, to make the past tense, we often need to add the suffix -ed to our verb (the root word) to form it. Today, we are going to explore some of these words.</p> 	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>To apply the rule of: when a verb ends in an e, and we want to make it into the past tense, remove the e and add ed. <i>Many</i> <i>any</i></p> <p>2</p>	ay	<p>Just like when we formed the present tense, there are also some rules we need to follow when we are forming the past tense. When a verb ends in an e, what might we need to do with the e? Shall we just add ed? Would this look right? No! we need to remove the e and add the ed suffix in its place. The e and d are glued together so we can't simply add the d, they come as a pair.</p> <p><i>All: baked, raced, smiles, cared, waved, saved,</i> <i>Extension: included, continued</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>To apply the rule of: if a word ends in a y and you need to make it into a past tense verb, change the y to an i and add ed.</p>	Er (uh)	<p>Recap the rules we have learned so far when adding the suffix ed. When we were making plurals, and we came across a y at the end of the word, what did we have to do? Most of the time we needed to remove the y and place an i in its place. Then we need to add the suffix ed.</p> <p><i>All: spied, copied, tried, worried, married, tidied</i> <i>Extension: buried, multiplied</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.

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<p><i>after parents</i></p> <p>2</p>				
Revisit				
<p>To apply the rule of: when there is a short vowel sound before the final consonant, we double the final consonant and add ed.</p> <p><i>whole half</i></p> <p>2</p>	ew	<p>Recap the rules we have learned so far when adding the ed suffix. For this rule, we need to identify what a short and long vowel sound is. Who can remember the vowels? What are consonants? When a vowel makes the same sound as its name, this is a long vowel sound. If not, then this is a short vowel sound. If there is a short vowel sound before the final consonant in the verb, we need to double the final consonant before adding ed.</p> <p><i>All: hopped, rubbed, fitted, topped, clapped, wrapped,</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>To recognise irregular past tense verbs.</p> <p><i>clothes even</i></p> <p>2</p>	ire	<p>Sometimes, we come across words that don't always fit a rule. These are irregular verbs. Explore some of these root words and try adding ed. Does that make sense? What would make sense? Encourage the children to use their own knowledge to check these.</p> <p><i>All: swam, ran, blew, chose, drank, ate, made, sang Extension: bought, brought, caught</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>To apply the rule: add -er to a root word to make a comparison.</p>	wh	<p>Explore some words that have the -er suffix. What types of words are these? How could we use them in a sentence? These are all adjectives that are used to compare two things. Select a card and see if the children can make a sentence using these cards,</p>	Be the teacher!	Provide the children with a picture prompt and a root word. Can they add -er to make a sentence?

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<p><i>hour</i> <i>pretty</i></p> <p>2</p>		<p>comparing two things, or people in the class. Eg Sam is taller than Bob and Bob is shorter than Sam. Use MTYT when reading the cards. To form these comparison words, we just need to add the suffix er to our root word.</p> <p><i>All: shorter, cleaner, colder, softer, slower, fewer, taller</i> <i>Extension: younger</i></p>		
Revisit				
<p>To apply the rule: add -er to a root word when it ends in e to make a comparison.</p> <p><i>Father</i> <i>sure</i></p> <p>2</p>	ph	<p>Recap some of the words that we looked at yesterday and discuss how these were formed. Today we are going to explore making comparisons when the root word ends in an e. What rules have we encountered previously where we have had to do something with the e? Just like in the past tense, we need to remove the e from the root word and add er. The e and r are glued together as a suffix.</p> <p><i>All: Cuter, larger braver, wiser, later, simpler, stranger</i> <i>Extension: younger</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To apply the rule: remove the y and add ier to make a comparison.</p> <p><i>only</i> <i>both</i></p> <p>2</p>	ie	<p>Recap some of the words that we looked at yesterday and discuss how these were formed. Today we are going to explore making comparisons when the root word ends in an y. What rules have we encountered previously where we have had to do something with the y? Just like in the past tense, we need to remove the y and replace it with an I, then add er.</p> <p><i>All : Happier, prettier, funnier, crazier, angrier, bouncier, busier</i> <i>Extension: heavier</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To apply the rule: double the final consonant and</p>	l (igh)	<p>Recap the rules we have learned so far when adding the er suffix. For this rule, we need to identify what a short and long vowel sound is. Who can remember the vowels? What are consonants?</p>	Practise writing on whiteboards / in books. Model how	<p>Practise writing on whiteboards / in books. Model how to encode. Tick</p>

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<p>add er if there is a short vowel sound before the final consonant. <i>Beautiful</i> <i>busy</i> 2</p>		<p>When a vowel makes the same sound as its name, this is a long vowel sound. If not, then this is a short vowel sound. If there is a short vowel sound before the final consonant in the adjective, we need to double the final consonant before adding er.</p> <p><i>All: fatter, hotter, thinner, flatter, sadder, madder</i></p>	<p>to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>	<p>for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>To apply the rule: add -est to a root word to make a comparison. <i>Most</i> <i>every</i> 2</p>	G(j)	<p>Explore some words that have the -est suffix. What types of words are these? How could we use them in a sentence? These are all adjectives that are used to compare more than two things. When we add est to a root word, this is the most of something it can be (out of the selection). These words are known as superlatives. Most of the time, we just add -est to our root word. MTYT word.</p> <p><i>All: shortest, cleanest, fastest, coldest, softest, lightest brightest</i> <i>Extension: youngest</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To apply the rule: add -est to a root word when it ends in e. <i>Every</i> <i>everybody</i> 2</p>	Y (igh)	<p>Recap some of the words that we looked at yesterday and discuss how these were formed. Today we are going to explore making comparisons when the root word ends in an e. What rules have we encountered previously where we have had to do something with the e? Just like in the past tense and adding er, we need to remove the e from the root word and add ese. The e, s and t are glued together as a suffix.</p> <p><i>All: cutest, largest, bravest, ripest, widest, simplest, strangest, latest</i></p>	Be the teacher!	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>

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<p>To apply the rule: adding -est to a root word when it ends in a y.</p> <p><i>Revise Year 2 CEW</i></p> <p>2</p>	<p>Ea (head)</p>	<p>Recap some of the words that we looked at yesterday and discuss how these were formed. Today we are going to explore making comparisons when the root word ends in an y. What rules have we encountered previously where we have had to do something with the y? Just like in the past tense and adding er, we need to remove the y and replace it with an l, then add est</p> <p><i>All: happiest, hungriest, prettiest, silliest, craziest, funniest, easiest</i></p> <p><i>Extension: heaviest</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
<p>To apply the rule: add -est to a root word when it ends in a short vowel sound before the final consonant.</p> <p><i>Revise Year 2 CEW</i></p> <p>2</p>	<p>C (s)</p>	<p>Recap the rules we have learned so far when adding the er suffix. For this rule, we need to identify what a short and long vowel sound is. Who can remember the vowels? What are consonants? When a vowel makes the same sound as its name, this is a long vowel sound. If not, then this is a short vowel sound. If there is a short vowel sound before the final consonant in the adjective, we need to double the final consonant before adding est.</p> <p><i>All: fattest, hottest, thinnest, flattest, saddest, maddest,</i></p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
<p>To know how to read a contraction.</p> <p><i>Revise Year 2 CEW</i></p> <p>2</p>	<p>tch</p>	<p>Show the children an apostrophe. Explain how commas sit on the ground but apostrophes fly in the sky. Explain how an apostrophe can be used to show that we have missed a letter (or more than one) out of a word to make this shorter. Model this on the board with the word did not and didn't. How can we read this word?</p> <p><i>possible contractions: can't, don't, didn't, it'll, she'll, hasn't, I've, could've, he'd, wouldn't, mustn't, we're, they're</i></p>	<p>Children to use contraction forming cards to explore the different words that can be formed using a contraction. EXT can they make a list of all the words that they find?</p>	

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To know how to write a contraction. <i>Revise Year 2 CEW</i> 2	ure	<p>Explore some expanded forms of the words e.g. cannot, have not etc, and consider which words may we be omitting (removing) from the words to make the contractions? We often remove a vowel from the word and sometimes, we may also omit a consonant.</p> <p><i>possible contractions: can't, don't, didn't, it'll, she'll, hasn't, I've, could've, he'd, wouldn't, mustn't, we're, they're</i></p>	<p>Cards to be faced down on the table and child to select card and write the opposite form of it, either expanded or contracted.</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.</p>
Revisit				
To understand how an apostrophe can be used to show possession. <i>Revise Year 2 CEW</i> 2	ore	<p>Recap on yesterday's learning and how an apostrophe can be used to show an omission of a letter (s) to form a contraction. We can also use an apostrophe for different reasons. We can use it to show possession, that something belongs to either someone or something. Use a child to show an example of this- e.g. Sally's hair is brown, Sally's shoes are black etc. In partners, encourage the children to discuss this with each other so that they can practice saying the apostrophes.</p>	<p>Chn to be given a passage of text which includes a range of contractions and apostrophes for possession. Chn to highlight where they see the possession.</p>	<p>Go through the text as a class as shared read- can we spot all of the possession? Did anyone get confused with the contractions?</p>
To write apostrophe for possession in sentences. <i>Revise Year 2 CEW</i> 2	ve	<p>Recap yesterday's lesson and how we can use an apostrophe for both contractions and for possession. What is the difference between the two? Model to the chn writing a sentence using both forms. Highlight that the apostrophe usually goes before an s in most forms, however, if the noun ends in an s, an apostrophe may go after the s.</p>	<p>Use dictated sentences with the chn to write the apostrophe for possession.</p>	<p>Give the chn a picture and see if they can come up with a sentence including an apostrophe for possession. E.g. The cat's fur is ginger.</p>
To add the suffix -ful to a root word. <i>Revise Year 2 CEW</i>	ti	<p>Recap with the chn what a root word and suffix is. Discuss the suffixes that we have encountered so far (plurals and past tense) can anyone consider any others? Today, we are going to look at</p>	<p>Be the teacher!</p>	<p>Practise writing on whiteboards / in books. Model how to encode. Tick</p>

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2		<p>adding the suffix -ful. When we add -ful to a root word, it makes the word into an adjective. It shows that what we are describing is full of something.</p> <p><i>All: careful, powerful, beautiful, useful, painful, joyful, graceful</i> <i>Extension: Thoughtful, colourful, unsuccessful</i></p>		for each correct grapheme and phoneme. Ensure children form letters correctly.
Revisit				
2	Ou (u)	<p>Recap yesterday's learning where we were adding ful to make an adjective. We can also do the same thing by adding the suffix -less to the root word. This will now show that something is without the thing it is describing. Not all the words that we used with ful can be used with less and vice versa.</p> <p><i>All: painless, harmless, homeless, careless, powerless, useless, countless</i> <i>Extension: thoughtless, colourless,</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
2	Revise sounds as needed	<p>Today, we are going to explore adding the suffix -ly to a root word. You may have come across some of these already! Let's explore. If I take the word quick and add -ly to it, how does it change the meaning of the root word? It changes it from an adjective to an adverb. The root word normally describes a noun, whereas when we add -ly, the word will now describe a verb. It will show how something is done.</p> <p><i>All: Quickly, slowly cheerfully, painfully, lazily, softly, happily</i> <i>Extension: Anxiously, nervously</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
2	Revise sounds as needed	<p>Today we are going to look at adding the suffix -ment to a root word. When we add -ment to a root word, we must add it to a verb. This changes the verb into a noun. We just need to add the suffix to the root word with no rules!</p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme

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2		<p><i>All: amazement, payment, excitement, amusement, punishment,</i> <i>Extension: commitment, achievement</i></p>		and phoneme. Ensure children form letters correctly.
Revisit				
<p>To add the suffix ness to a root word. <i>Revise Year 2 CEW</i></p> <p style="text-align: center;">2</p>	. Revise sounds as needed	<p>Today we are going to look adding the suffix -ness. This changes the root word from a from an adjective to a noun. Most of the time, we just need to add the suffix to our root word with o change needed. However, if the root word ends in a Y, then we need to change the y to an I and add ness.</p> <p><i>All: sadness, shyness, darkness, boldness, illness, fitness, weakness.</i> <i>Extension: gentleness, gloominess</i></p>	Be the teacher!	Practise writing on whiteboards / in books. Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>To identify a range of homophones and near homophones. <i>Revise Year 2 CEW</i></p> <p style="text-align: center;">2</p>	. Revise sounds as needed	<p>Introduce the chn to homophones by reading some 'strange' sentences. These sentences will feature a homophone. Why are these so confusing? Because lots of the words in the sentences sound the same! Let's write one of these sentences down to see if we can understand what it means. Show how a homophone is a word that sounds the same (or similar) to another word. Although, the words sound the same, they are spelled differently, and they have different meanings.</p> <p><i>Some suggested homophones: There/their/they're, here/hear, quiet/quite, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.</i></p>	Chn to play a matching game where they will join the homophone cards with each other. These could come with pictures.	Practise writing on whiteboards / in books. Ensure the children are able to identify the meaning of the word by Model how to encode. Tick for each correct grapheme and phoneme. Ensure children form letters correctly.
<p>Summer Term Year 2 Revisitation based on the needs of the children.</p>				