

Year 1 Medium Term Phonics Planning- 26 phonemes (sounds) in total

Phase 5- 21 new graphemes (letters that go together to make sounds)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Revise</u>	Revise previously taught phonemes (phase 2 and taught phase 3) which the children are confident with Revising Tricky and High Frequency words	Revise previously taught phonemes (phase 3) which the children are confident with Revising Tricky and High Frequency words	Revise previously taught phonemes (phase 3 + 5) which the children are confident with Revising Tricky and High Frequency words	Revise previously taught phonemes (Phase 3 and 5) Focus on spelling Revising Tricky and High Frequency words	Revise previously taught phonemes (Phase 3 and 5) Focus on spelling Revising Tricky words and High Frequency words	Revise previously taught phonemes which the children are confident with Revising Tricky words and High Frequency words
<u>Apply</u>	Re-teach Phase 3 phonemes (26) Week 1: j, v, w, x Week 2: y, z, qu, ch	Teach Phase 4 CVCC Week 1: Nt, lk, lt, lp, mp, nk Week 2:	Revisit phase 4 and then go on to teaching: Phase 5: (21) graphemes Week 1: ay, ou, ie, ea,	Teach / Revisit phase 5 phonemes children are still unsure of highlighted from assessment Teach high frequency words	Revisiting any phonemes that children are unsure of + beginning to prepare for phonics assessment	Revisiting any phonemes children are still unsure of and moving onto reading for fluency and comprehension.

	<p>Week 3: <i>sh, th, ng, ai</i></p> <p>Week 4: <i>ee, igh, oa, oo</i></p> <p>Week 5: <i>oo, ar, or, ur</i></p> <p>Week 6: <i>ow, oi, ear, ure</i></p> <p>Week 7: <i>air, er</i></p> <p>Teach Tricky Troll words (Words that cannot be easily decoded) <i>all, are, be, he, her, me, my, she, they, was, we, you</i></p>	<p><i>Nd, st, ft, lf, pt, xt, ct, sk,</i></p> <p>CCVC Week 3: <i>Sp, st, sw, sm, fr, pl, cr, cl, br, tr, dr, bl, gr, gl</i></p> <p>Week 4: <i>tw, fl, sl, tw, pr, sc, sk, sn</i></p> <p>CCVCC <i>St-a-nd</i> <i>St-a-mp</i> <i>St-u-nt</i> <i>Cr-i-sp</i> <i>Cr-a-mp</i> <i>Cr-u-st</i> <i>Cr-e-pt</i> <i>Tr-e-nd</i> <i>Tr-u-st</i> <i>Tr-u-nk</i> <i>Fr-o-st</i> <i>Sp-e-nd</i> <i>St-e-pt</i> <i>St-a-nt</i> <i>Gl-i-nt</i> <i>Gr-u-nt</i></p>	<p>Week 2: <i>oy, ir, ue, ow</i></p> <p>Week 3: <i>wh, ph, ew, oe</i></p> <p>Week 4: <i>au, ey, a-e, e-e</i></p> <p>Week 5: <i>i-e, o-e, u-e, are, ow</i></p> <p>Week 6: <i>Assessment on phase 5 phonemes- using phonics test</i></p> <p>Teach Tricky Troll words (Words that cannot be easily decoded) <i>Little, their, said, were, are, her, called, out, I, into, asked, was,</i></p>	<p><i>and Tricky Troll words chn are still unsure of and focus on spelling.</i></p> <p><i>-Assess after re-teaching using past Phonics assessment.</i></p>	<p><i>Re-teach Tricky Troll words and High frequency words from that chn are unsure of from phonics assessment</i></p> <p><i>Test practise-sound buttons and segmenting and blending practise.</i></p> <p><i>Alien word and real word practise</i></p> <p><i>Spelling practise</i></p>	<p><i>Reading for fluency</i></p> <p><i>Reading comprehension</i></p> <p><i>Retrieval</i></p> <p><i>Re-teach Tricky Troll words and High frequency words from Phases 2, 3 and 5- focus on spelling</i></p>
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	<p>Spell Tricky Troll Words: he, she, we, me, be, you, to, no, go</p> <p>Read High Frequency words (words which occur frequently in the English language) down, for, look, now, see, that, them, this, then, too, will, with,</p>	<p>Gr-a-ft Gr-a-nd Tw-i-st Sk-u-nk Pl-u-mp Dr-i-ft Dr-a-nk Bl-e-nd Bl-i-nk Bl-a-st Bl-a-nk St-a-nt</p> <p>Week 5: Spr shr Scr Thr</p> <p>Week 6: Str and two- syllable words giftbox desktop helpdesk haircut rocket packet</p>	<p>out, go, to, what, one, all, my, no, you ,push, pull, full, little, one, there, when, asked, looked, they, called, we, me, be, Mrs, Mr, asked, called</p> <p>Spell/ Read High Frequency words (words which occur frequently in the English language) made, make, came, put, here, house, I'm, for, now, down, see, here, old, on, it, about, your, went, from, of, not, off, came, children, help, day, it's, house, just, that, this, can, at, children,</p>			
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Little, one, are,
out, her, do,
when, what,
my, the, to, No,
go,

Read High
Frequency words
(words which
occur frequently
in the English
language)

a, an, down, for
at, as, look
,now

and, back, see,
that

Big, but, them,
this, then, can,
too, get, got,
all are

Him, his, be, he,
if, in, her, me, it,
is,

My, she, mum,
not, they, was,
on, of, we,

		<i>you, off, up, went, children, come, do, little, one, out, said, so, some, there, were, what, when, from, The, no, help, it's, just, go, to, into, I</i>				
<i>Practise</i>	Practise segmenting and blending using grapheme- phonemes knowledge Practise spelling words linked to phoneme	Practise segmenting and blending using grapheme- phonemes knowledge Practise spelling words linked to phoneme	Practise segmenting and blending using grapheme- phonemes knowledge Practise spelling words linked to phoneme	Practise segmenting and blending using grapheme- phonemes knowledge Practise spelling words linked to phoneme	Practise segmenting and blending using grapheme- phonemes knowledge Practise spelling words linked to phoneme	Practise segmenting and blending when reading new / unfamiliar words Reading books practising fluency

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Apply</p>	<p>Writing sentences including taught phonemes.</p> <p>Reading books which include taught phonemes in partners</p>	<p>Writing sentences including taught phonemes.</p> <p>Reading books which include taught phonemes in partners</p>	<p>Writing sentences including taught phonemes.</p> <p>Reading books which include taught phonemes in partners</p>	<p>Writing sentences including taught phonemes.</p> <p>Reading books which include taught phonemes in partners</p>	<p>Writing sentences including taught phonemes.</p> <p>Reading books which include taught phonemes in partners</p>	<p>Answering reading comprehension questions</p>
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