

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>
	<p>Revise previously taught phonemes (phase 2 and taught phase 3) which the children are confident with</p> <p>Revising Tricky and High Frequency words</p>	<p>Revise previously taught phonemes (phase 3) which the children are confident with</p> <p>Revising Tricky and High Frequency words</p>	<p>Revise previously taught phonemes (phase 3 + 5) which the children are confident with</p> <p>Revising Tricky and High Frequency words</p>	<p>Revise previously taught phonemes (Phase 3 and 5)</p> <p><b>Focus on spelling</b></p> <p>Revising Tricky and High Frequency words</p>	<p>Revise previously taught phonemes (Phase 3 and 5)</p> <p><b>Focus on spelling</b></p> <p>Revising Tricky words and High Frequency words</p>	<p>Revise previously taught phonemes which the children are confident with</p> <p>Revising Tricky words and High Frequency words</p>
<p><b>Revise</b></p> <p><b>Apply</b></p>	<p>Re-teach Phase 3 phonemes</p> <p>(26)</p> <p>Week 1: <b>j, v, w, x</b></p> <p>Week 2: <b>y, z, qu, ch</b></p> <p>Week 3: <b>sh, th, ng, ai</b></p> <p>Week 4: <b>ee, igh, oa, oo</b></p> <p>Week 5: <b>oo, ar, or, ur</b></p>	<p>Teach Phase 4</p> <p>CVCC</p> <p>Week 1: <b>Nt, lk, lt, lp, mp, nk</b></p> <p>Week 2: <b>Nd, st, ft, lf, pt, xt, ct, sk,</b></p> <p>CCVC</p> <p>Week 3: <b>Sp, st, sw, sm, fr, pl, cr, cl, br, tr, dr, bl, gr, gl</b></p> <p>Week 4: <b>tw, fl, sl, tw, pr, sc, sk, sn</b></p> <p><b>CCVCC</b></p>	<p><b>Revisit phase 4 and then go on to teaching:</b></p> <p><b>Phase 5: (21) graphemes</b></p> <p>Week 1: <b>ay, ou, ie, ea,</b></p> <p>Week 2: <b>oy, ir, ue, aw</b></p> <p>Week 3: <b>wh, ph, ew, oe</b></p> <p>Week 4: <b>au, ey, a-e, e-e</b></p> <p>Week 5: <b>i-e, o-e, u-e, are, ow</b></p>	<p><b>Teach / Revisit phase 5 phonemes children are still unsure of-highlighted from assessment</b></p> <p>Teach high frequency words and Tricky Troll words which are still unsure of and focus on spelling.</p> <p>-Assess after re-teaching using past Phonics assessment.</p>	<p><b>Revisiting any phonemes that children are unsure of + beginning to prepare for phonics assessment</b></p> <p>Re-teach Tricky Troll words and High frequency words from that which are unsure of from phonics assessment</p> <p>Test practise- sound buttons and segmenting and blending practise.</p>	<p><b>Revisiting any phonemes which are still unsure of and moving onto reading for fluency and comprehension.</b></p> <p>Reading for fluency</p> <p>Reading comprehension</p> <p>Retrieval</p> <p>Re-teach Tricky Troll words and High</p>

	<p>Week 6: <b>ow, oi, ear, ure</b></p> <p>Week 7: <b>air, er</b></p> <p>Teach Tricky Troll words (Words that cannot be easily decoded) <b>all, are, be, he, her, me, my, she, they, was, we, you</b></p> <p>Spell Tricky Troll Words: <b>he, she, we, me, be, you, to, no, go</b></p> <p>Read High Frequency words (words which occur frequently in the English language) <b>down, for, look, now, see, that, them, this, then, too, will, with,</b></p>	<p><b>St-a-nd</b> <b>St-a-mp</b> <b>St-u-nt</b> <b>Cr-i-sp</b> <b>Cr-a-mp</b> <b>Cr-u-st</b> <b>Cr-e-pt</b> <b>Tr-e-nd</b> <b>Tr-u-st</b> <b>Tr-u-nk</b> <b>Fr-o-st</b> <b>Sp-e-nd</b> <b>Sl-e-pt</b> <b>Sl-a-nt</b> <b>Gl-i-nt</b> <b>Gr-u-nt</b> <b>Gr-a-ft</b> <b>Gr-a-nd</b> <b>Tw-i-st</b> <b>Sk-u-nk</b> <b>Pl-u-mp</b> <b>Dr-i-ft</b> <b>Dr-a-nk</b> <b>Bl-e-nd</b> <b>Bl-i-nk</b> <b>Bl-a-st</b> <b>Bl-a-nk</b> <b>Sl-a-nt</b></p> <p><b>Week 5:</b> <b>Spr</b> <b>shr</b> <b>Scr</b> <b>Thr</b></p>	<p><b>Week 6: Assessment on phase 5 phonemes- using phonics test</b></p> <p>Teach Tricky Troll words (Words that cannot be easily decoded) <b>Little, their, said, were, are, her, called, out, I, into, asked, was, 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</b></p> <p>Spell/ Read High Frequency words (words which occur frequently in the English language) <b>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, here, with, day about, this, then, but, it's</b></p>		<p>Alien word and real word practise</p> <p>Spelling practise</p>	<p>frequency words from Phases 2, 3 and 5- focus on spelling</p>
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		<p>Read High Frequency words (words which occur frequently in the English language)</p> <p><b>a, an, down, for</b>  <b>at, as, look ,now</b>  <b>and, back, see, that</b>  <b>Big, but, them, this, then,</b>  <b>can, too, get, got, all are</b>  <b>Him, his, be, he, if, in,</b>  <b>her, me, it, is,</b>  <b>My, she, mum, not,</b>  <b>they, was, on, of, we,</b>  <b>you, off, up, went,</b>  <b>children, come, do,</b>  <b>little, one, out, said, so,</b>  <b>some, there, were,</b>  <b>what, when, from, The,</b>  <b>no, help, it's, just, go, to,</b>  <b>into, I</b></p>				
<u>Practise</u>	<p>Practise segmenting and blending using grapheme-phonemes knowledge</p> <p>Practise spelling words linked to phoneme</p>	<p>Practise segmenting and blending using grapheme-phonemes knowledge</p> <p>Practise spelling words linked to phoneme</p>	<p>Practise segmenting and blending using grapheme-phonemes knowledge</p> <p>Practise spelling words linked to phoneme</p>	<p>Practise segmenting and blending using grapheme-phonemes knowledge</p> <p>Practise spelling words linked to phoneme</p>	<p>Practise segmenting and blending using grapheme-phonemes knowledge</p> <p>Practise spelling words linked to phoneme</p>	<p>Practise segmenting and blending when reading new / unfamiliar words</p> <p>Reading books practising fluency</p>

<u>Apply</u>	Writing sentences including taught phonemes.  Reading books which include taught phonemes in partners	Writing sentences including taught phonemes.  Reading books which include taught phonemes in partners	Writing sentences including taught phonemes.  Reading books which include taught phonemes in partners	Writing sentences including taught phonemes.  Reading books which include taught phonemes in partners	Writing sentences including taught phonemes.  Reading books which include taught phonemes in partners	Answering reading comprehension questions
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