



## Pre School

There are 7 aspects of phase 1:

- Aspect 1: Environmental sounds
- Aspect 2: Instrumental sounds
- Aspect 3: Body Percussion
- Aspect 4: Rhythm and Rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice Sounds
- Aspect 7: Oral blending and segmenting

Each aspect is divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)



## Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>On Entry</b> Baseline Assessment Completed</p> <p><b>Phase 2</b> Children to be taught the phase 2 phonemes in the following order alongside the written grapheme, HFWs and Tricky Words and oral segmenting/blending</p> <p><b>Set 1:</b> s, a, t, p</p> <p><b>Set 2 :</b> i, n, m, d (a, is, it, in, at)</p> <p><b>Set 3:</b> g, o, c, k, and</p> <p><b>Set 4:</b> ck, e, u, r, to, the</p> <p><b>Assessment of Phase 2</b></p>	<p><b>Phase 2</b> Teach new graphemes about 4 per week</p> <p><b>Set 5:</b> h b f l, ll, ss, ff</p> <p><b>Read Tricky Words:</b> I, to, the, go, no, into</p> <p>Assess &amp; re-visit elements of graphemes/phonemes covered</p> <p><b>Phase 3</b> Children to be taught an alphabet song</p> <p><b>Set 6:</b> j, v, w, x</p> <p><b>Set 7:</b> y, z, zz, qu</p>	<p><b>Phase 3 (continued)</b></p> <p><b>Weeks 1-6</b> Teach new graphemes about 4 per week</p> <p><b>Set 8:</b> sh, th, ch, ng</p> <p><b>Set 9:</b> ai, ee, long oo, short oo</p> <p><b>Set 10:</b> oa, ar, or</p> <p><b>Set 11:</b> ur, ow, oi, er</p> <p><b>Set 12:</b> air, ure, igh, ear</p> <p><b>Read Tricky Words:</b> we, me, he, be, she, was, my, you, they, her, all, are</p> <p>Children to be taught to read and spell HFWs.</p> <p>Re-visit elements of graphemes/phonemes covered</p> <p><b>Assessment of Phase 3</b></p>	<p><b>Phase 3 (continued)</b></p> <p>Read and spell two syllable words</p> <p>Children to be taught to read Tricky Words: we, me, he, be, she, was, my, you, they, her, all, are</p> <p><b>Phase 3</b></p> <p>Review any digraphs/trigraphs, 2-syllable words, spelling HFWs</p>	<p><b>Phase 4</b></p> <p><b>Set 1:</b> CVCC words <b>Set 2:</b> CCVC words <b>Set 3:</b> Practising adjacent consonants <b>Set 4:</b> Practising adjacent consonants</p> <p>Children to spell phase 3 Tricky Words and practise HFWs.</p> <p><b>Read Tricky Words:</b> said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>	<p>Revision of previously taught phases.</p> <p>Assessment of relevant phase ready for Year 1.</p> <p>Throughout this half term phase 5 to be taught to children who are ready. Follow Year 1 trajectory.</p>



## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Phase 2/3/4</b> Re-visit all graphemes/phonemes covered</p> <p><b>Phase 5</b> Children to be taught new graphemes for reading in the following order. All relevant ditties to be taught.</p> <p>Set 1: ay, oy, aw, ew, ie, ue, oe</p> <p>Set 2: wh, ph,</p> <p><i>Children to be able to read and write all year 1 tricky words.</i></p> <p><b>Assessment of Phase 5</b></p>	<p><b>Phase 5 (continued)</b> Set 3: ou, ea, ir, au</p> <p>Set 4: a-e, e-e, i-e, o-e, u-e</p> <p><u>Children to be taught alternative pronunciations for the following letters:</u></p> <p>Set 1: i, o, c, g, u, a, y</p> <p>Set 2: ow, ie, ea, er, ch, ou</p> <p>Children to be able to read and write all year 1 tricky words</p> <p>Children to be able to read and write all year 1 tricky words.</p> <p><b>Ongoing Assessment of Phase 5</b></p>	<p><b>Phase 5 (continued)</b> <u>Children to be taught alternative spellings for the following phonemes:</u></p> <p>Set 1: c, ch</p> <p>Set 2: f, j</p> <p>Set 3: m, n</p> <p>Set 4: ng, r</p> <p>Set 5: s, sh</p> <p>Set 6: w, v</p> <p>Set 7, e, i</p> <p>Children to be able to read and write all year 1 tricky words.</p> <p><b>Ongoing Assessment of Phase 5</b></p>	<p><b>Phase 5 (continued)</b> <u>Continue alternative spellings of phase 5</u></p> <p>Set 8: o, u</p> <p>Set 9: ai, ee</p> <p>Set 10: igh, oa</p> <p>Set 11: oo, ar</p> <p>Set 12: or, ur</p> <p>Children to be able to read and write all year 1 tricky words.</p> <p><b>Ongoing Assessment of Phase 5</b></p>	<p><b>Phase 5 (continued)</b> <u>Continue alternative spellings of phase</u></p> <p>Set 13: ow, oi</p> <p>Set 14: ear, air</p> <p>Set 15: ure, er</p> <p>Set 16: zh</p> <p>Children to be able to read and write all year 1 tricky words.</p> <p><b>Ongoing Assessment of Phase 5</b></p>	<p><b>Phase 5 (continued)</b> Re-visit all graphemes/phonemes covered</p> <p>Phonics Screening</p>



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## Year 2

Throughout the year

<b>Reading</b>	Literal interpretation and recall Inference and deduction Comprehension - activating prior knowledge; clarifying meanings – with a focus on vocabulary work; generating questions, interrogating the text; constructing mental images during reading; summarising Independent Fluency Responding to texts Justify (choices) Critically evaluate
<b>Spelling</b>	Knowledge of spelling system Application of spelling Suffixes