

	Autumn	Spring	Summer
<p>FS1</p> <p>See 'Letters and Sounds' Phase One</p>	<ul style="list-style-type: none"> - Sound discrimination: <ul style="list-style-type: none"> o Environmental o Instrumental o Body Percussion - Rhyming songs <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>	<ul style="list-style-type: none"> - Sound discrimination: <ul style="list-style-type: none"> o Environmental o Instrumental o Body Percussion - Rhythm - Rhyming songs and words - Alliteration - Voice sounds - Oral blending and segmenting <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>	<ul style="list-style-type: none"> - Rhythm - Rhyming songs and words - Alliteration - Voice sounds - Oral blending and segmenting <ul style="list-style-type: none"> - RWI set 1 sounds introduced 'm', 'a', 's', 'd', 't' <p><i>Regular and planned opportunities to listen and talk about what they see, hear and do.</i></p>

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>FS2</p> <p>Read Write Inc.</p>	<ul style="list-style-type: none"> - Revisit Rhyming words and songs - Teach oral segmenting and blending skills through Letters & Sounds activities - Parent Phonics Meeting - Teach <u>1:2 RWI</u> sounds - Phonics session routine established - Children writing on whiteboards 	<ul style="list-style-type: none"> - Teach up to <u>RWI 1:6</u> sounds - Teachers moving on to independent blending rather than assisted blending during word time - Children writing on whiteboards (introduce marking own words) - Teach and practise reading green/red words. 	<ul style="list-style-type: none"> - Revisit all Set 1 sounds and word times - Teach <u>Set 2</u> sounds - Purple books - introduced for writing in phonics sessions by half term - Teach and practise reading and writing green/ red words. - children 'mark' own words. - Teach and practise reading and writing (Hold a sentence) simple ditties during word time 	<ul style="list-style-type: none"> - Set 2 sounds taught - Revisit Set 1 - Continue to teach/model writing a simple sentence with <u>green/red words</u> during word time. - Simple sentence writing during word time. - Children writing in purple books - Teach/model reading sentences 	<ul style="list-style-type: none"> - Consolidate Set 1 & 2 sounds - Teach <u>Set 3</u> sounds - Children writing in purple books. <p>Children say and read simple ditties and sentences.</p> <p>Children write and read back own sentences.</p>	<ul style="list-style-type: none"> - All children have had coverage of Set 3 sounds (except SEND) - revisit any RWI Speed sounds that children find tricky. - Children writing sentences in purple books. - Children reading sentences - Children read and spell increasing range of <u>green words</u>.
<p>Sounds children learn in FS2</p>	<p>Set 1</p> <p>1:1- m, a, s, d, t</p> <p>1:2- l, n, p, g, o</p>	<p>1:3- c, k, u, b</p> <p>1:4- f, e, l, h, sh, ck</p> <p>1:5- r, j, v, y, w</p> <p>1:6- th, z, ch, qu, x, ng, nk</p>	<p>Set 2</p> <p>ay, ee, igh, ow, oo (long) oo (short) ar, or</p>	<p>Set 2</p> <p>air, ir, ou, oy</p> <p>Teach letter names – sing alphabet song whilst pointing to the letters.</p>	<p>Set 3</p> <p>Ee/ ea</p> <p>Oy/oi</p> <p>Ay/ a-e</p> <p>igh and i-e</p> <p>ow and o-e</p> <p>oo and u-e</p>	<p>Set 3</p> <p>or /aw</p> <p>air/are</p> <p>ir/ur</p> <p>er</p> <p>ou/ow</p> <p>ai</p> <p>oa</p> <p>ew</p> <p><i>If children ready – ire, ear, ure, tion, tious/cious</i></p>
<p>Red words throughout the year – starting from October.</p> <p>Home learning focus: Rainbow words and RWI Phonics folders</p>						

RWI Books		Red Ditty Books 1-10	Red Ditty Books 1-10/ Green 1 - 10	Red Ditty Books/ Green Books/ Purple Books Some children will progress to RWI Pink Books (Supplemented by books from other schemes)		
<p>Additional</p> <p><i>Exposure to phonics throughout all provision areas.</i></p> <p><i>Opportunities created to apply skills throughout the day.</i></p>	<p>- Whole class 'Write Dance' to support pencil grip and control</p>	<p>- 'Write Dance' now as an intervention for any children still needing support with pencil grip and control</p>	<p>- Phonics booster sessions twice a week for children not secure with set 1 sounds</p> <p>- Target children identified (just below ARE) and now in booster sessions for CVC and simple sentence writing</p>	<p>- Interventions from Spring 1 are reviewed and continue</p>	<p>- ERIC Time started in class and children have handwriting in books once a week (only if appropriate for children's level of development)</p> <p>- Interventions continue</p>	<p>- ERIC Time and handwriting continues</p> <p>- Interventions continue</p> <p>AIM: ALL children should be able to read simple sentences accurately with increasing speed and fluency</p>

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Y1</p> <p>Read Write Inc.</p> <p>See also NC Appendix 1: Spelling</p>	<p>Revisit Set 1 and 2 (weeks 1-4)</p> <p>Teach 'ff', ll, ss, zz, ck Teach 'ph' 'kn' 'wh' (weeks 5-6)</p> <p>Red Words – read</p> <p>Teach and practise reading high frequency words/ Green words</p> <p>Teach and practise reading sentences</p> <p>Teach letter names – use alphabet song.</p> <p>Revisit reading words with adjacent consonants.</p>	<p>Revisit all Set 3 Speed Sounds</p> <p>Revisit Set 1 & 2 plus ph, kn, wh</p> <p>Red words – read & spell</p> <p>Read & spell high frequency words/ Green words</p> <p>Practise writing and reading sentences.</p> <p>Revisit letter names.</p> <p>Teach adding endings such as ing, ed, er to verbs (where no change is needed to the root word)</p>	<p>Revisit Speed Sounds Set 2 and 3, ph, kn, wh.</p> <p>Teach alternative pronunciations: 'i' as in rice 'c' as in nice 'y' ending (happy) 'e-e' as in complete</p> <p>Teach children to recognise graphemes when reading words.</p> <p>HFW/ Green words – Read & spell Red Words Y1 exception words – Read and spell</p> <p>Teach reading 2 syllable and 3 syllable words.</p> <p>Read & write sentences.</p> <p>Support use of letter names when spelling</p>	<p>Revisit Speed Sounds Set 2 and 3, and alternative pronunciations i,c, y,e-e</p> <p>Teach reading of alternative spellings: 'au' in haunted 'ue' as in clue 'oe' as in toe 'ie' as in tie 'ie' as in thief 'ore' as in more 'ear' as in bear</p> <p>Read 2 syllable and 3 syllable words (containing taught GPC's)</p> <p>Use letter names independently.</p> <p>Teach adding the pre-fix 'un' to a root word.</p>	<p>Revisit Speed Sounds Set 2 & 3, and au, ue,or,ir,ir,ore, ear</p> <p>Teach compound words (e.g. cowboy)</p> <p>Teach adding plural 's' or 'es'.</p> <p>Teach/revisit alternative spellings: Speed Sounds Set 3, plus – 'tch' as in <u>catch</u>, 've' as in <u>have</u>.</p> <p>Spell 2 and 3 syllable words</p> <p>Use letter names independently.</p>	<p>Revisit all Speed Sets, plus alternative phonemes.</p> <p>Read and Spell words with alternative spellings. Teach adding er/est to adjectives.</p> <p>Assess and revisit any gaps in learning. Check coverage from NC – Y1 expectations.</p> <p><i>By the end of Yr 1:</i></p> <ul style="list-style-type: none"> • Say the sound for any grapheme • Write the common graphemes for any given sound • Use phonics knowledge to read & spell unfamiliar words of up to 3 <u>syllables</u> • Read all the 100 HRWs, and be able to spell most of them.
Ongoing	Write from memory simple sentences dictated by the teacher that include taught GPC's & common exception words taught so far.					

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Y2</p> <p>Letters and Sounds Phase 6</p> <p>See also NC Appendix 1: Spelling</p> <p><i>Children should know most phoneme-grapheme correspondences.</i></p>	<p>Revisit RWI Sets 2 and 3 (Weeks 1-4) - say and write</p> <p>Teach ge/dge/g (j) as in change, badge, giant. Gn (n) as is gnaw. y/ey endings</p> <p>Revisit ph, wh, i (in rice), c (in nice),</p> <p>Letters and Sounds Phase 6 - Teach past tense.</p> <p>Revisit Y1 common exception words.</p> <p>Teach proof reading and editing.</p> <p>Teach how to use a dictionary.</p>	<p>Revisit RWI Sets 2, 3 & alternative pronunciations/ spellings – say and write</p> <p>Teach wr, le (table), el camel). Revisit au, ue, oe, ie, etc.</p> <p>Investigate and teach how to add suffixes.</p> <p>Teach spelling long words -identify the 'tricky' part of long words.</p> <p>Teach contractions -use of an apostrophe (e.g. I'm, can't, man's)</p>	<p>Teach memory strategies for high frequency or topic words.</p> <p>Revisit RWI Set 3 & alternative pronunciations/ spellings – say and write (see Letters and Sounds full list p.154)</p> <p>Revisit suffixes.</p> <p>Teach pre-fixes.</p>	<p>Teach and revisit spelling rules and memory strategies.</p> <p>Application of spelling in writing – marking/editing. Teach children how to do this.</p> <p>Learn words including some homophones.</p>	<p>Application of spelling in writing – children gaining independence.</p> <p>Teach useful spelling guidelines.</p> <p>Distinguish between homophones and near homophones</p>	<p>Revisit any areas of development for particular groups of children.</p> <p>AIM: By the end of Y2 children become fluent readers and increasingly accurate spellers.</p>
Other	<p>Year 2 Common Exception words and high frequency words (throughout Y2). Learn to read and spell.</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.</p>					