



<u>Term</u>	<u>Reception – Acorn</u>	<u>Year 1 – Briery</u>	<u>Year 2 – Kempley</u>
<u>Autumn</u>	<p>Daily Phase 2 grapheme learning in the following order: m, a, s, d, t, blending session i, n, p, g, o, blending session c, k, ck, u, b blending session f, e, l, h, sh, blending session r, v, j, y, w blending session th, z, ch, qu, x, ng, nk blending session</p> <p>Once all graphemes are learned, the rest of the term focusses on CVC blending and learning to “Hold a sentence”.</p>	<p><u>Week 1:</u> Phase 2 + 3 recap and assessment. <u>Week 2:</u> Phase 3 recap: /ai/ and /oa/ <u>Week 3:</u> Phase 3 recap: /or/ and /ur/ <u>Week 4:</u> Phase 3 recap: /ow/ and /er/ <u>Week 5:</u> Phase 3 recap: /ear/ and /oi/ <u>Week 6:</u> Phase 3 recap: /ck/ and /nk/ Weeks 1-6: Phase 4 recap also. Week 7 onwards: Phase 5 alternative sounds. <u>Week 7:</u> /igh/, /er/ <u>Week 8:</u> /ay/ <u>Week 9:</u> /oy/ <u>Week 10:</u> /ie/ saying /igh/ <u>Week 11:</u> /ea/ saying /ee/ <u>Week 12:</u> /a_e/ saying /ai/ <u>Week 13:</u> /i_e/ saying /igh/ <u>Week 14:</u> /o_e/ saying /oa/</p>	<p><u>Week 1</u> /dge/ as /j/ at the end of a word after a short vowel sound. <u>Week 2</u> /ge/ as /j/ at the end of a word <u>Week 3</u> /g/ as /j/ <u>Week 4</u> /kn/ as /n/ <u>Week 5</u> /wr/ as /r/ <u>Week 6</u> /l/ as /le/ at the end of words. <u>Week 7</u> /l/ as /el/ at the end of words – less common than /le/ <u>Week 8</u> /l/ as /il/ at the end of words – there are few of these. <u>Week 9</u> /l/ as /al/ at the end of words <u>Week 10</u> /or/ as /ar/ after /w/ <u>Week 11</u> /a/ as /o/ (most common after /w/ or /qu/) <u>Week 12</u> /igh/ as /y/ (most common spelling for this sound at the end of words)</p>



<u>Spring</u>	Weekly introduction of Phase 3 graphemes in the following order: ai ee igh oa long oo short oo ar or ur ow (as in cow) oi ear air ure er	<u>Week 1:</u> /u_e/ saying /oo/ <u>Week 2:</u> /e_e/ saying /ee/ <u>Week 3:</u> /ou/ saying /ow/ <u>Week 4:</u> /ir/ saying /er/ <u>Week 5:</u> /ue/ saying /oo/ and /yoo/ <u>Week 6:</u> /ew/ saying /oo/ and /yoo/ <u>Week 7:</u> /y/ saying /ee/ <u>Week 8:</u> /aw/ saying /or/ <u>Week 9:</u> /au/ saying /or/ <u>Week 10:</u> /ow/ saying /oa/ /oe/ saying /oa/ <u>Week 11:</u> /wh/ saying /w/ /ph/ saying /f/	<u>Week 1</u> Past tense The –e at the end of the base word is dropped before adding the ed <u>Week 2</u> Present tense The –e at the end of the base word is dropped before adding the ing <u>Week 3</u> Past tense Double the consonant at the end of the base word before adding the ed <u>Week 4</u> Present tense Double the consonant at the end of the base word before adding the ing <u>Week 5</u> adding suffixes – er – (turn a verb into a noun) Double the consonant and add –er <u>Week 6</u> adding suffixes – er – comparison - more Drop the e and add –er <u>Week 7</u> adding suffixes – est – superlatives – when there are more than two things being compared – the most. <u>Week 8</u> adding suffixes –ment – turning a verb into a noun -ness – turning an adjective into a noun <u>Week 9</u> adding suffixes – ly – creating adverbs – describing verbs
----------------------	---	---	--



			<p><u>Week 10</u> adding suffixes -ful meaning full of</p> <p><u>Week 11</u> adding suffixes -less meaning without</p> <p><u>Week 12</u> adding suffixes – es – plurals. Words ending in y – turn the y into an i</p>
<u>Summer</u>	<p>Continuation of Phase 3 grapheme learning followed by Phase 4 - consolidating previous phonic learning and extending through the reading and spelling of:</p> <p>CVCC words CCVC words CCVCC words Two-syllable words</p>	<p><u>Week 1:</u> /ea/ saying /e/ <u>Week 2:</u> /ie/ saying /ee/ <u>Week 3:</u> /tch/ saying /ch/ and /ure/ <u>Week 4:</u> /ear/ saying /ir/ <u>Week 5:</u> /ear/ saying /air/ /are/ saying /air/ <u>Week 6:</u> /ve/ saying /v/ <u>Week 7:</u> /ore/ saying /or/ <u>Week 8:</u> Using k for the /k/ sound <u>Week 9:</u> Adding the ending –ed to verbs where no change is needed to the root word. <u>Week 10:</u> Adding –s and –es to words (plural of nouns and the third person singular of verbs) <u>Week 11:</u> Adding –er and –est to adjectives where no change is needed to the root word.</p>	<p><u>Week 1</u> Past tense Words ending in –y Drop the /y/ and add –ied</p> <p><u>Week 2</u> Words ending in -tion</p> <p><u>Week 3</u> The sound /or/ is usually spelt as /a/ before l and ll.</p> <p><u>Week 4</u> /er/ as /or/ after w</p> <p><u>Week 5</u> The /u/ sound spelt as /o/</p> <p><u>Week 6</u> The /ee/ sound spelt as –ey at the end of words The plurals of these words is formed by the addition of -s</p> <p><u>Week 7</u> Adjectives Words ending in the /ee/ sound spelt as /y/</p> <p><u>Week 8</u> /z/ sound spelt as /s/</p> <p><u>Week 9</u> Homophones – words that sound the same but have different meanings and spellings.</p> <p><u>Week 10</u> Contractions</p>



Phonics progression at Gorsley Goffs Primary School



Week 12: Adding –ing and –er to verbs where no change is needed to the root word.

Week 13: Adding the prefix –un and Compound words

Week 11 revision

Week 12 revision