

Phonics Long Term Plan - Little Wandle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	No sounds – focus on Rhyme time and settling children into your setting's routines.	Sounds focus s a t p i n m	Sound focus d g o c k e	Sound focus u r h b f l	Sound focus j v w y z q u c h	Sound focus c k x s h t h n g n k
Reception	<u>Phase 2</u> <u>Wk 1</u> - s a t p <u>Wk 2</u> - i n m d <u>Wk 3</u> - g o c k <u>Wk 4</u> - c k e u r <u>Wk 5</u> - h b f l <u>Tricky words</u> Is I the	<u>Phase 2</u> <u>Wk 1</u> - ff ll ss j <u>Wk 2</u> - v w x y <u>Wk 3</u> - z zz qu words with s /s/ ch <u>Wk 4</u> - sh th ng nk <u>Wk 5</u> • words with s /s/ added at the end • words ending s /z/ and with s /z/ added at the end <u>Tricky Words</u> as and has his her go no to into	<u>Phase 3</u> <u>Wk 1</u> - ai ee igh oa <u>Wk 2</u> - oo oo ar or <u>Wk 3</u> - ur ow oi ear <u>Wk 4</u> - air er double letters: dd mm tt bb rr gg pp ff <u>Wk 5</u> - longer words <u>Tricky Words</u> was you they my by all are sure pure	<u>Phase 3</u> <u>Wk 1</u> - review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear <u>Wk 2</u> - review Phase 3: er air words with double letters longer words <u>Wk 3</u> - words with two or more digraphs <u>Wk 4</u> - longer words words ending in –ing compound words <u>Wk 5</u> - longer words	<u>Phase 4</u> <u>Wk 1</u> - short vowels CVCC <u>Wk 2</u> - short vowels CVCC CCVC <u>Wk 3</u> - short vowels CCVCC CCCVC longer words <u>Wk 4</u> - longer words compound words <u>Wk 5</u> - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est <u>Tricky Words</u> said so have like some come love do were here little says	<u>Phase 4</u> <u>Wk 1</u> - long vowel sounds CVCC CCVC <u>Wk 2</u> - long vowel sounds CCVC CCCVC CCV CCVCC <u>Wk 3</u> - Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words <u>Wk 4</u> - root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ <u>Wk 5</u> - Phase 4 words ending in: –s /s/, –s /z/, –es longer words

		she he of we me be		words with s in the middle /z/ s words ending –s words with –es at end /z/ No new tricky words	there when what one out today	No new tricky words
Year 1	<u>Phase 3/4 review & 4 Phase 5 GPCs</u> <u>Wk 1</u> - review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear <u>Wk 2</u> - air er /z/ s –es words with two or more digraphs e.g. queen thicker <u>Wk 3</u> - Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels <u>Wk 4</u> - Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	<u>Phase 5</u> <u>Wk 1</u> - /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn <u>Wk 2</u> - /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he <u>Wk 3</u> - /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e <u>Wk 4</u> - /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw <u>Wk 5</u> - Grow the code: /igh/ ie i i-e /ai/ ay a a-e	<u>Phase 5</u> <u>Wk 1</u> - /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder <u>Wk 2</u> - /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone <u>Wk 3</u> - /l/ le al apple metal /s/ c ice /v/ ve give <u>Wk 4</u> - /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey <u>Wk 5</u> - Grow the code:	<u>Phase 5</u> <u>Wk 1</u> - /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk <u>Wk 2</u> - /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* <u>Wk 3</u> - /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there <u>Wk 4</u> - /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	<u>Phase 5 - PSC</u> <u>Wk 1</u> - ay play a-e shake ea each e he <u>Wk 2</u> - ie pie i-e time o go o-e home <u>Wk 3</u> - ue blue rescue ew chew new u-e rude cute aw claw <u>Wk 4</u> - ea head ir bird ou cloud oy toy <u>Wk 5</u> - i tiger a paper ow snow u unicorn <u>Wk 6</u> - ph phone wh wheel ie shield g giant	<u>Phase 5</u> <u>Wk 1</u> - /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer <u>Wk 2</u> - /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large <u>Wk 3</u> - /sh/ ti ssi si ci potion mission mansion delicious <u>Wk 4</u> - /or/ augh our oar ore daughter pour oar more review <u>Wk 5</u> - review <u>Tricky Words</u> busy beautiful pretty hour move improve parents

	Wk 5 - review longer words Tricky Words Phases 2–4: the to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Tricky Words their people oh your Mr Mrs Ms rude cute could would should house mouse water want our	/oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Tricky Words any many again who whole where two school call different thought through friend work	Wk 5 - /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze Tricky Words once laugh because eye	No new tricky words	shoe
Year 2	Phase 5 Review Wk 1 - /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Wk 2 - /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere	Bridge to Spelling Wk 1 - What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Wk 2 - Why do I double letters at the end of words? Why do I double letters in some	Spelling units Wk 1+2 - Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night Wk 3+4 - Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Spelling units Wk 1+2 - The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour Wk 3 - Why do I swap the 'y' for an 'i' when I add the suffix -es?	Spelling units Wk 1 - Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear Wk 2 - How can I spell the sound /zh/? busy pretty be/bee Wk 3+4 - What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Spelling units Wk 1+2 - Why do some longer words have the spelling 'ti' for /sh/? eye shoe sun/son Wk 3 - How do I use the possessive apostrophe (singular possession)? thought through whole/hole Wk 4+5 - When do I swap, drop or double? (-ing, -er, -est, -y, -ed)

/ur/ er ur ir or
 ear
 /ow/ ou ow
Wk 3 - /or/ or a
 aw au ore oor al
 oar our augh
 aur
 /zh/ si su
 /ch/ ch tch ture*
 /sh/ sh ti ch ssi
 ci si
Wk 4 - /j/ j g ge
 dge
 /s/ s ss c ce se st
 sc
 /u/ ou
 /e/ ea
 /i/ y
 /o/ a
 /u/ o o-e
 /oo/ u oul
 schwa: er a or
 ar our re
Wk 5 - ie /ee/
 /igh/
 y /ee/ /igh/ /i/
 ea /ee/ /e/ /ai/
 a /a/ /ai/ /or/

Tricky Words

people eye
 whole through
 improve move
 prove shoe two
 who beautiful
 their parents

longer words
 ending in -er?
Wk 3 - Why do
 some words end
 in 'k' or 'ck'?
 Why do some
 words end in
 'ch' or 'tch'?
Wk 4 - When do
 I add the suffix -
 es/-s to words?
 Why do I double
 the final letter in
 some words
 when I add the
 suffix -ing?
Wk 5 - Why do I
 swap the 'y' for
 an 'i' when I add
 the suffix -ed?
 Why do I drop
 the 'e' when I
 add the suffix -
 ing?

any many
 one/won
Wk 5 - Why do
 some words end
 'ge' or 'dge'?
 Why can /j/ be
 spelled 'j' or 'g'
 in different
 words?
 where/wear

people friend
 quite/quiet
Wk 4 - Why do
 some words have
 the spelling 'ey'
 for the sound /ee/?
 move improve
 see/sea
Wk 5 - Why do
 some words end -
 le, -al, -il or -el?
 to/too/two

parents because
 bare/bear
Wk 5 - How can I
 show missing letters
 in a word? Review
 there/their/
 they're

blue/blew

	thought sure once again any many friend busy pretty because laugh friend					
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