



Long Term Phonics Plan - EYFS & KS1 Trajectory to secure Phase 5 (following Red Rose Phonics)

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundation 1 Preschool	Phase 1 Speech detection Recognise non speech sounds Recognise speech sounds as distinct from other environmental sounds Recognise that sentences are made up from individual words.	Phase 1 Syllable Awareness Syllable segmentation Syllable blending Syllable deletion	Phase 1 Onset and Rime Recognise that words can be broken down into onset and rime. Onset identification	Phase 1 Rhyme detection Recognise that words can rhyme	Phase 1 Initial Sounds Recognise that words can begin with the same sound Production of words with the same sound	Phase 1 Rhyme Production Name rhymes Rhyme time Rhyming sentence Rhyming songs
	Phase 2 Teach 12 GPCs Teach 1 Tricky Word	Phase 2 Teach 11 GPCs Teach 5 Tricky Words	Phase 3 Teach 13 GPCs Teach 9 Tricky Words	Phase 3 Teach 8 GPCs Teach 8 Tricky Words	Phase 3 Teach 7 GPCs Teach 9 Tricky Words Phase 4 Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required	Phase 4 Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required
Foundation 2 Reception	Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	ck e u r h b f ff l ll ss Consolidate Phase 2	j v w x y z/zz qu ch sh th/th ng Consolidate as required	ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV	CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.
	High Frequency Words & Tricky Words	Tricky Words	Tricky Words	Tricky Words	Tricky Words	Tricky Words
	High Frequency Words as is us his has linked to s pronounced /z/ the	I to go no into	he she we be me was my you they	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Consolidate said so have like some come were there little do one when out what Teach it's

Year 1	<p>Revisit Phase 4 Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words</p>	<p>Phase 5 Teach 27 GPCs Teach 3 Tricky Words Teach 14 High Frequency Words</p>	<p>Phase 5 Teach and Consolidate 26 GPCs Teach 11 High Frequency Words</p>	<p>Phase 5 Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from previous weeks as needed</p>	<p>Phase 5 Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from previous weeks as needed</p>	<p>Phase 5 Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.</p>
	<p>Phase 5 Teach 13 GPCs Teach 9 Tricky Words</p>					
	<p>Revisit Phase 4 CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</p> <p>Phase 5 Further Graphemes for Reading and Writing</p> <p>ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)</p>	<p>Phase 5 Further Graphemes for Reading and Writing</p> <p>oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)</p> <p>Phase 5 Alternative Pronunciations for Graphemes</p> <p>i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)</p>	<p>Phase 5 Alternative Spellings for Phonemes</p> <p>/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key)</p> <p>/oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit)</p> <p>/ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) igh (neigh) ea (steak)</p> <p>/igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)</p>	<p>Phase 5 Alternative Spellings for Phonemes</p> <p>/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)</p>	<p>Phase 5 Alternative Spellings for Phonemes</p> <p>/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)</p>	<p>Phase 5 Alternative Spellings for Phonemes</p> <p>Y1 Phonics Screening Check</p> <p>/n/ kn (knee) gn (sign) /r/ wr (wrist) /j/ g (magic) ge (large) dge (fridge) /s/ c (place) /s/ se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)</p>
	<p>Tricky Words and High Frequency Words</p>	<p>Tricky Words and High Frequency Words</p>	<p>High Frequency Words</p>	<p>Tricky Words and High Frequency Words</p>	<p>Tricky Words and High Frequency Words</p>	<p>Tricky Words and High Frequency Words</p>
<p>Revisit said so have like</p>	<p>Tricky Words water where who Tricky Words</p>	<p>I'm I'll let's small great before Jumped stopped pulled gone we're</p>	<p>Identify tricky words</p>	<p>Identify tricky words</p>	<p>Identify tricky words</p>	

	<p>some come were there little do one when out what it's</p> <p>Mr Mrs people Looked called asked oh their could</p>	<p>water where who</p> <p><u>High Frequency Words</u> again thought through work mouse many laughed because different any eyes friends once please</p>	<p>Consolidate as required</p>	<p>and high frequency words to revisit as required.</p>	<p>and high frequency words to revisit as required.</p>	<p>and high frequency words to revisit as required.</p>
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Year 2 - Level 6 Spelling Patterns – covered in spellings and discreet phonics/SPAG lessons
Year 2 children not reaching ARE (passing Yr1 screening check) will receive interventions linked to Red Rose Phonics