**22-23 St. Joseph’s Phonics Sequence and Milestones**

**Reception Autumn 1**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 3 - **(First week full time)****Phase 2** | s, a, t |  |
| 4 | p, i, n |  |
| 5 | m, d | to the |
| 6 | g, o | no go I |
| 7 | c, k, ck | into |
| 8 | e, u, r | he |

**Reception Autumn 2**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1 | h, b, f, ff | she  |
| 2 | l, ll, ss | we me be |
| 3 | j, v, w | was  |
| 4 | x, y, z, zz | my |
| 5, 6, 7 | Revision & -ed | you  |

**Reception Spring 1**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1 & 2 | CVC/CVCC Reading & Writing Consolidation |  |
|  |
| 3**Phase 3** | qu, ch | says |
| 4 | sh, th | her |
| 5 | ng, ai | all |
| 6 | ee, igh | are |

**Reception Spring 2**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1 | oa, oo | they |
| 2 | oo (book), ar | said |
| 3 | all, or | so |
| 4 | ur, ow |  |
| 5 | oi, ear |  |
| 6 | air, ure, er |  |

**Reception Summer 1**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1 | Phase 3 RevisionSpelling and Writing Focus | Revise all tricky words |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |

**Reception Summer 2**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** |  |
| 1 **Phase 4** | bl, cl, pl | have like |
| 2 | fl, gl, sl | some come |
| 3 | br, cr, dr | were there |
| 4 | y (y in happy), nk | little one |
| 5 | fr, gr, pr |  |
| 6 | tr, tw, sk | do when |
| 7 | sp, sw, sm | out what |

**Year 1 Autumn 1**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1-4**Consolidation****Phase 3&4** | Revision of phase 4 sounds taught so far using phase 3 friendly letters.1 Sound each day | Revise all phase 1-4 tricky words. |
| 5 | sn, str, spl |
| 6 | shr, spr, thr |
| 7 | scr, squ |
| 8 | ze, se, ve |

Note: Move on any children who are ready for phase 5 via appropriate phonics groups.

**Year 1 Autumn 2**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words (some of these are decodable but are recommended to be taught by L&S- these are not red in this list)** |
| 1**Phase 5** | ay, y (try) | oh called Mr Mrs |
| 2 | ou, ea | looked their |
| 3 | oy, ir | asked people |
| 4 | a-e (pages 1,2) | could work |
| 5 | a-e (pages 3,4) | mouse many |
| 6 | a-e(page5,6) | water where |
| 7 | ie, i-e (page 1) | who laughed |

**Year 1 Spring 1**

|  |  |  |
| --- | --- | --- |
| **Week** | **Sounds Taught** | **Teach Tricky Words** |
| 1 | i-e (pages 2,3) | again because |
| 2 | oe, o-e (page 1) | thought through |
| 3 | o-e (pages 2,3) | any different |
| 4 | ore, e-e | eyes friends |
| 5 | ew, ue | once please |
| 6 | u-e, wh |  |

**Year 1 Spring 2**

|  |  |
| --- | --- |
| **Week** | **Sounds Taught** |
| 1 | ey, au |
| 2 | ph, aw |
| 3 | Phase 5 Revision & Consolidation |
| 4 |
| 5 |
| 6 |

**Year 1 Summer 1**

|  |  |
| --- | --- |
| **Week** | **Sounds Taught** |
| 1 | soft c ‘ce’ (2 pages) |
| 2 | soft c ‘ci’, soft c ‘cy’ |
| 3 **Phase 6** | ice, ace |
| 4 | tch, augh |
| 5 | i (find), o (old) |
| 6 | wa, aw |

**Year 1 Summer 2**

|  |  |
| --- | --- |
| **Week** | **Sounds Taught** |
| 1  | ui (oo as in juice), ge (page 1) |
| 2 | Phonics Screening Check W/c Monday 12th June 2023 |
| 3 | ge (page 2), dge |
| 4 | ea (e as in head), ou (oo as in soup) |
| 5 | ui (build), gi |
| 6 | u (oo as in put), ch (k as in echo) |
| 7 | o (u as in work), ch (sh as in machine) |

**Year 2 Autumn 1: Continuing Phase 6 & Revision**

|  |  |
| --- | --- |
| **Week** | **Sounds Taught** |
| 1-4 | Revision of phase 6 sounds taught so far. 1 sound each day. |
| 5 | ou (oa as in mould), u (yoo as in unit), ie (ee: chief), ion |
| 6 | tion (pages 1-4) |
| 7 | tion (pages 5,6), sion, ure (‘shure’) |

**Year 2 Autumn 2 & beyond**

|  |  |
| --- | --- |
| **Week** | **Sounds Taught** |
| 1 | ure (‘chure’), ure (‘zhure’), eigh, kn |
| 2 | wr, mb, gn, sc |
| 3 | que (unique), ci (sh as in special), tial (sh as in initial) |
| 4 | Phase 6 Revision |
| 5 |
| 6 |
| 7 |

Children at this point in their reading journey should now be able to read the overwhelming majority of words fluently, using previously taught strategies to tackle any unknown words e.g. sounding or spelling via syllables.

Children should now move from phonics onto the SPaG programme in the Spring Term. Children should be using the spelling books appropriate for their year group. These are being reviewed and revised this autumn.

SOUNDS BY PHASE

|  |  |
| --- | --- |
| Phase 1 | Sounds all around me- sounds of the natural world and my caregivers. The voices of my friends and familiar adults. All environmental and object-specific sounds. Sounds and words that rhyme. Sounds that I find funny or unusual. |
| Phase 2 | s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz -ed |
| Phase 3 | qu ch sh th ng ai ee igh oa oo oo(book) ar all or ur ow oi ear air ure er |
| Phase 4(Consonant blends) | bl cl pl fl gl sl br cr dr y(as in happy) nk fr gr pr tr tw sk sp sw sm sn str spl shr spr thr scr squ ze se ve |
| Phase 5 | ay y(try) ou ea oy ir a-e ie i-e oe o-e ore e-e ew ue u-e wh ey au ph aw ce/ci/cy(soft c) |
| Phase 6Alternate sounds for reading & Alternate spellings. | ice ace tch augh i(find) o(old) wa aw ui(oo in juice) ge dge ea(e as in head) ou(oo as in soup) ui(build) gi u(oo as in put) ch(k as in echo) o(u as in work) ch(sh as in machine) ou(oa as in mould) u(yoo as in unit) ie(ee: chief) ion tion sion ure(‘shure’/’chure’/’zhure’) eigh kn wr mb gn sc que(unique) ci(sh as in special) tial(sh as in initial) |
| Year 2 SpaG Books and Beyond | Children will move onto Year 2 SpaG books to learn grammar and spelling such as contractions, possessive apostrophes, homophones and near-homophones, suffixes, prefixes, common exception words and some alternate spellings. Many children will typically begin these in the Spring Term.Years 3-6 learn national curriculum Spelling, Puntuation and Grammar content through their spelling books at current. |