

Phonics expectations for the expected child at Lawley Primary:

In line with the units and planning from Bug Club Phonics.

| Year group: | Term: | Phase: | Sets to be taught: |
|-------------|----------|--------|---|
| Reception | Autumn 1 | 2 | <p>Unit 1: s, a, t, p</p> <p>Unit 2: i, n, m, d</p> <p>Unit 3: g, o, c, k</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • The • To <p>Read/write cvc words with phase 2 sounds.</p> |
| Reception | Autumn 2 | 2 | <p>Unit 4: ck, e, u, r</p> <p>Unit 5: h, b, f, ff, l, ll, ss</p> <p>After assessments gaps are to be filled to ensure children are secure in segmenting/blending, reading/writing cvc words containing phase 2 phonemes.</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • no • go • l <p>Read/write short captions (2/3 words) with phase 2 sounds and tricky words.</p> |
| Reception | Spring 1 | 3 | <p>Unit 6: j, v, w, x</p> <p>Unit 7: y, z, zz, qu</p> <p>Unit 8: ch, sh, th, ng</p> <p>Unit 9: ai, ee, igh, oa, oo (long), oo (short).</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • he • she • we • me • be <p>Read/write captions (4/5 words) with phase 3 sounds and tricky words.</p> |
| Reception | Spring 2 | 3 | <p>Unit 10: ar, or, ur, ow, oi</p> <p>Unit 11: ear, air, ure, er</p> <p>Tricky words:</p> <ul style="list-style-type: none"> • was • you • they • all • are |

| | | | |
|-----------|----------|---|--|
| | | | <ul style="list-style-type: none"> • my • her <p>Read/write captions (4/5 words) with phase 3 sounds and tricky words.</p> |
| Reception | Summer 1 | 3 | <p>After spring assessments gaps are to be filled to ensure children are secure in segmenting/blending, reading/writing cvc words containing phase 3 phonemes.</p> <p>Read/write short sentences with phase 3 sounds and tricky words.</p> |
| Reception | Summer 2 | 4 | <p>In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.</p> <p>Ccvc/cvcc words.</p> <p>Tricky words: Consolidate read/write all of phase 3 tricky words.</p> |
| Year 1 | Autumn 1 | 4 | <p>Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/ccvc/ccvcc) Language session 3</p> <p>Consolidation of above to read and spell words/sentences, containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read.</p> <p>Phase 4 Tricky words:</p> <ul style="list-style-type: none"> •said •have •like •so •do •some •come |
| Year 1 | Autumn 2 | 5 | <p>Unit 13: wh, ph, Unit 14: ay, a-e, eigh, ey, ei Unit 15: ea, e-e, ie, ey, y Unit 16: ie, i-e, y, i</p> <p>Phase 4 Tricky words:</p> |

| | | | |
|--------|----------|---|---|
| | | | <ul style="list-style-type: none"> •were •there •little • one •when •out •what |
| Year 1 | Spring 1 | 5 | <p>Unit 17: ow, o-e, o, oe</p> <p>Unit 18: ew, ue, u-e, u, oul</p> <p>Unit 19: aw, au, al</p> <p>Phase 5 tricky words:</p> <ul style="list-style-type: none"> •oh •their •people •Mr •Mrs |
| Year 1 | Spring 2 | 5 | <p>Unit 20: ir ,er, ear</p> <p>Unit 21: ou, oy</p> <p>Unit 22: ere, eer, are, ear</p> <p>Unit 23: c, k, ck, ch</p> <p>Phase 5 tricky words:</p> <ul style="list-style-type: none"> •looked •called •asked •could |
| Year 1 | Summer 1 | 5 | <p>Unit 24: Phoneme /s/ written as 'c(e)', 'c(i)', 'c(y)'</p> <p>Phoneme /s/ written as 'sc' and st(l)'</p> <p>Phoneme /s/ and /z/ written as 'se'</p> <p>Unit 25: Phoneme /j/ written as 'g(e)', 'g(i)', 'g(y)'</p> <p>Phoneme /j/ written as 'dge'</p> <p>Unit 26: Phoneme /l/ written as 'le'</p> <p>Phoneme /m/ written as 'mb'</p> <p>Phoneme /n/ written as 'kn' and 'gn'</p> <p>Phoneme /r/ written as 'wr'</p> <p>Unit 27: Phoneme /zh/ written as 's'</p> <p>Phoneme /ch/ written as 'tch'</p> <p>Phoneme /sh/ alternatives</p> <p>Phoneme /e/ written as 'ea'</p> <p>Phoneme /w/ /o/ written as 'wa'</p> <p>Phoneme /u/ written as 'o'</p> <p>Tricky words:</p> <p>Consolidate read/write all of phase 4/5 tricky words.</p> |

| | | | |
|--------|----------|---|---|
| Year 1 | Summer 2 | 5 | <p>After assessments gaps are to be filled to ensure children are secure in segmenting/blending, reading/writing words containing phase 5 phonemes.</p> <p>Read/write a series of sentences with phase 2/3/4/5 sounds and tricky words.</p> |
| Year 2 | Autumn 1 | | <p>Consolidation of all of above Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers.</p> |
| Year 2 | Autumn 2 | | <p>Unit 28: Suffix ending: '-ing' (a morpheme) Suffix ending: '-ed' (a morpheme) Suffix ending: split digraph silent 'e' + '-ing', '-ed'</p> <p>Introducing and teaching the past tense: The past tense dealt with in this section is simple past tense, e.g. I looked, not continuous past tense, e.g. I was looking. Before you teach children to spell the past tense forms of verbs, it is important that they gain an understanding of the meaning of 'tense'. Since many common verbs have irregular past tenses (e.g. go – went, come – came, say – said) it is often easier to teach the concept of past tense separately from the spelling of past tense forms.</p> <p>Investigating and learning how to add suffixes: Purpose is to reinforce understanding and application of the -ed suffix for the past tense.</p> <p>Purpose is to categorise words according to their spelling pattern the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, plurals.</p> <p>Purpose how to differentiate spelling patterns (e.g. different representations of the same phoneme; the 'w special').</p> <p>Purpose is to practise adding -ing revisit the rules for: adding -ing, adding -ed, adding -s and adding suffixes -er, -est, -ful, -ly and -y.</p> <p>Purpose is to investigate how adding suffixes and prefixes changes words. Use this activity to teach and reinforce prefixes and suffixes.</p> <p>Purpose is to provide a routine for spelling long words. Use this activity for spelling compound words, words with prefixes and other multisyllabic words.</p> |

| | | |
|--------|----------|--|
| Year 2 | Spring 1 | <p>Unit 29: Suffix ending: '-s' (as plural morpheme) Suffix ending: '-es' after 'ss', 'x' Suffix ending: '-es' after 'ch', 'sh', 'tch'</p> <p>Adding other suffixes: Other suffixes have just one spelling. As with -s and -es, many can be added to base words without affecting the spelling of the base word. Adding a suffix may sometimes mean, however, that the last letter of the base word needs to be dropped, changed or doubled, and there are guidelines for this. Once children know the guidelines, they can apply them to many different words. Only three kinds of base words may need their last letters to be changed – those ending in: an -e that is part of a split digraph (e.g. hope, safe, use); a -y preceded by a consonant (e.g. happy, baby, carry).</p> <p>Purpose is adding -s and -es to nouns and verbs. Generally, -s is simply added to the base word. The suffix -es is used after words ending in s(s), ch, sh and z(z), and when y is replaced by i.</p> |
| Year 2 | Spring 2 | <p>Unit 30: Prefix 're-' Prefix 'un-' Prefix, root, suffix</p> <p>After assessments gaps are to be filled to ensure children are secure in phase 6.</p> |
| Year 2 | Summer 1 | <p>Finding and learning the difficult bits in words:</p> <p>Purpose is to help children learn high-frequency and topic words by developing their ability to identify the potentially difficult element or elements in a word (e.g the double tt in getting, the unusual spelling of /oo/, and the unaccented vowel i in beautiful.</p> <p>Learning and practising spellings:</p> <p>Purpose is to develop familiarity with different strategies for memorising high-frequency or topic words.</p> <p>Application of spelling in writing:</p> <p>Purpose is to insure children can spell an ever-increasing number of words accurately and to check and correct their own work.</p> |
| Year 2 | Summer2 | <p>Using dictionaries and spelling checkers:</p> <p>Purpose children should be taught to use a dictionary to check their spelling. Their first dictionary practice should</p> |

| | | |
|--|--|--|
| | | <p>be with words starting with different letters, but once they are competent at this, they should learn how to look at second and subsequent letters, when necessary, learning, for example, that words starting al- come before words starting an- and as-, and words starting ben- come before words starting ber-. Knowledge gained in Phase Five of different ways of spelling particular sounds is also relevant in dictionary use: for example, a child who tries to look up believe under belee- needs to be reminded to look under other possible spellings of the /ee/ sound. Having found the correct spelling of a word, children should be encouraged to memorise it.</p> <p>Knowledge of the spelling system:</p> <p>Purpose is word-specific spellings (e.g. sea/see; goal/pole/bowl/soul; zoo/clue/flew/you) simply have to be learned. It is important to devote time in this phase to learning common words with rare or irregular spellings (e.g. they, there, said) as the quantity children write increases and without correction they may practise incorrect spellings that are later difficult to put right.</p> |
|--|--|--|