

Phonics Essential Knowledge

Term	Week	Nursery	Reception			Year 1			Year 2		Year 3	
		Phonological awareness	Phonemes	High frequency decodable words	Irregular words	New grapheme-phoneme correspondences for reading	Alternative spellings for each phoneme	Irregular/high frequency words	Phonic rules	Irregular/high frequency words		
Autumn 1	Ongoing deliberate practice	Alphabetic order • lower and uppercase letters correspond to each other	Phonological awareness Alphabetic order • lower and uppercase letters correspond to each other • letter names (alphabet) Oral blending and segmenting • words and sentences (daily routines)			Consolidation: phase 2-4 Alphabetic order • lower and uppercase letters correspond to each other • letter names (alphabet)			Consolidation: PGC and word recognition from Reception and Year 1			
		Phase 1	Phase 2			Phase 5			Phase 6			
	1		Entry assessment: s a t p i n m d			Knowledge check 3 (from Reception) • Repeat phase 2 - 4 phase end assessments including spelling irregular words to phase 3 • Read and spell all HFW upto phase 4 • Consolidation, misconception/gaps in knowledge addressed			Knowledge check 3 (from Y1) • Assessment sheets 8 & 9 • Assessment sheets 10 & 1 • Phase 5 assessment • Read and spell first 100 HFW		Consolidation of units 13-30 based on outcomes of baseline assessment	
	2		Unit 1: s a t p	as, at	-							
	3		Unit 2: i n m d	an, it, in, is, dad	-	Unit 13: wh ph	w wh f ph	oh, their, people	Unit 28: suffix morphemes ing ed	clearing, gleaming, rained, mailed		
	4		Unit A lesson 1 Text: A Wet Walk Focus: develop listening skills and be sound detectives	Unit 3: g o c k	can, on, not, got	to	Unit 14: ay a-e eigh ey ei (long a)	ai ay a-e eigh ey ei	Mr, Mrs, Ms			
	5			• Unit 3 assessment: s a t p i n m d g o c k • Consolidation			Unit 15: ea e-e ie ey y (long e)	ee ea e-e ie y ey eo	looked, called, asked	Unit 29: plural morphemes s es		men, mice, feet, teeth, sheep
	6		Unit A lesson 2 Text: A Wet Walk Focus: practise oral blending	Unit 4: ck e u r	mum, up, get	the, no, go	Unit 16: ie i-e y i (long i)	igh ie i-e y i ey	water, where			

	7		Unit 5: h b f, ff l, ll ss	had, back, his, big, him, if, of, off, but	I, into, her	Unit 17: ow o-e o/oe (long o)	oa ow o-e oe o	who, again	Unit 30: prefix morphemes re un prefix, root, suffix	vowel, consonant, prefix, suffix, syllable		
Autumn 2	1	Unit A lesson 3 Text: A Wet Walk Focus: practise alliteration	<ul style="list-style-type: none"> Phase 2 assessment: s a t p i n m d g o c k ck, e u r h b ff ll ss Assessment sheets 1 & 2: names and sounds of the alphabet, writing letters (stop after 19 letters) Read the seven phase 2 irregular/tricky words the, to, I, no, go, into, her Read the 23 phase 2 HFW Consolidation 			<ul style="list-style-type: none"> Assessment sheets 8 & 9: spelling new graphemes and vowel digraphs/trigraphs Assessment sheets 10 & 11: reading new graphemes and vowel digraphs/trigraphs Consolidation Spell the 14 phase 4 irregular words 						
	2		Phase 3									
		2		Unit 6: j v w x	will	me, be						
		3	Unit A lesson 4 Text: A Wet Walk Focus: sounds made with voices	Unit 7: y z, zz qu	-	he, my, by, she	Unit 18: ew ue u-e (long u) u/oul (short oo)	oo ew ue u- e ui ou oo / u / oul	thought, through			
		4		Unit 8: ch sh th ng	that, this, then, them, with	they	Unit 19: aw au al	or aw au a	work, laughed, because			
		5	Unit B lesson 1 Text: All Sorts of Art Focus: Raise awareness of sounds around them.	Unit 9: ai ee igh oa oo (long) oo (short)	look, see, too	we, are	Unit 20: ir er ear	ur ir er ear	Thursday, Saturday, thirteen, thirty			
		6	Participate in mark- making activities	Unit 10: ar or ur ow oi	for, now, down	you	Unit 21: ou oy	ow ou oi oy	different, any, many			
	7	Unit B lesson 2 Text: All Sorts of Art Focus: Raise awareness of sounds around them	Unit 11: ear air ure er	-	all, was, give, live	Unit 22: ere eer are ear	ear ere eer air are ear	eyes, friends				
Spring 1	1	Unit B lesson 3 Text: All Sorts of Art	<ul style="list-style-type: none"> Phase 3 assessment: j v w x y z zz qu ch sh th ng ai ee igh oa oo (long) oo (short) ar or ur ow oi ear air ure er 			Assessment sheets 8 & 9: spelling new graphemes and vowel digraphs/trigraphs						
	2	Focus: Develop awareness of rhythm and sounds	<ul style="list-style-type: none"> Assessment sheets 3 & 4: sounds and spellings of digraphs and trigraphs Assessment sheet 5: blending and segmenting CVC words 			Assessment sheets 10 & 11: reading new graphemes and vowel digraphs/trigraphs						

			<ul style="list-style-type: none"> Read the 14 phase 3 irregular/tricky words he, she, we, me, be, was, my, you, they, all, are, by, give, live Spell phase 2 irregular words Spell the 23 phase 2 HFW 								
	3	Unit B lesson 4 Text: All Sorts of Art	Consolidation	Consolidation							
		Focus: Develop children's experience of rhyme in speech	Phase 4								
	4		Unit 12: Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what	Unit 23: c k ck ch	c k ck qu x ch	two, once			
	5	Unit B lesson 5 Text: All Sorts of Art				Unit 24: ce ci cy sc stl se	s c sc	great, clothes			
	6 7	Focus: Think about the sounds that words start with	Consolidation			Unit 25: ge gi gy dge	j g dge	it's, I'm, I'll, I've			
Spring 2	1	Unit C lesson 1 Text: Nature shapes	<ul style="list-style-type: none"> Phase 4 assessment: CVCC, CCVC, CCVCC, CCCVCC Assessment sheets 6 & 7: blending and segmenting CCVC, CVCC and CCVCC words Spell phase 3 irregular words Spell the 12 phase 3 HFW 			Unit 26: le mb kn/gn wr	m mb n kn gn r wr	don't, can't, didn't			
	2	Unit C lesson 2 Text: Nature shapes	Consolidation of phase 2-4 <ul style="list-style-type: none"> phase 2-4 application within reading to develop fluency guided reading reading, spelling and applying HFW decodable and irregular words (HFW to ph4/ irregular to ph3 - spelling sessions) dictation of phrases/sentences 			Unit 27: tch sh ea, zh, (w)a o	ch tch sh ch t ss s c e ea s for zh o / (w)a u / o	first, second, third			
	3	Unit C lesson 3 Text: Nature shapes	(consolidation/application as above ongoing throughout summer term)			Consolidation					
	4	Unit C lesson 4 Text: Nature shapes									
	5	Unit C lesson 5 Text: Nature shapes									
	6	Focus:									

		initial sounds of words						
Summer 1	1	Unit D lesson 1 Text: The Missing Button Focus: Distinguish between voice sounds Begin oral blending and segmenting	<ul style="list-style-type: none"> Repeat phase 2 - 4 phase end assessments including spelling irregular words to phase 3 Read and spell all HFW upto phase 4 (knowledge check 1) 	<ul style="list-style-type: none"> Assessment sheets 8 & 9: spelling new graphemes and vowel digraphs/trigraphs Assessment sheets 10 & 11: reading new graphemes and vowel digraphs/trigraphs Phase 5 assessment (knowledge check 1) 				
	2	Unit D lesson 2 Text: The Missing Button Focus: Develop experiences of rhyme in speech						
	3	Unit D lesson 3 Text: The Missing Button Focus: Develop awareness of sounds made by musical instruments	<ul style="list-style-type: none"> Phase 2-4 gaps in knowledge addressed, consolidation and application Practise spelling the 14 phase 4 irregular words 		<ul style="list-style-type: none"> Phase 5 gaps in knowledge addressed, consolidation and application read and spell phonically decodable two-syllable and three-syllable words read automatically all the words in the list of 100 high frequency word accurately spell most of the words in the list of 100 high frequency words form each letter correctly 			
	4	Unit E lesson 1 Text: From Seed to Sandwich Focus: Begin oral blending and segmenting						
	5	Unit E lesson 2 Text: From Seed to Sandwich Focus: Think about the sounds that words start with						
Summer 2	1	Unit E lesson 3 Text: From Seed to Sandwich Focus: Think about the sounds that words start with	<p>Vowels: a, e, i, o, u can have both a short and a long sound</p> <p>Syllables: clap and tap syllables in one and two syllable words</p> <p>Procedure for spelling words selecting or writing the letters for each sound and blending to read</p> <p>Sentence structure</p> <ul style="list-style-type: none"> a sentence is a group of words a sentence begins with a capital letter 					
	2	Unit E lesson 4 Text: From Seed to Sandwich Focus: Think about the sounds that words start with						
	3	Unit E lesson 5 Text: From Seed to Sandwich Focus:						

		Think about the sounds that words start with	<ul style="list-style-type: none"> a sentence ends with a full stop <p>Dictation help the teacher write sentences from dictation write sentences independently from dictation</p> <p>Sentence completion procedure for completing a sentence with a deleted word, by choosing from given words one which will make sense</p> <p>Word grids and puzzles procedure technique to complete simple word grids and crossword puzzle</p>			
4	Unit F lesson 1 Text: A Day at the Beach Focus: Think about the sounds that words start with					
5	Unit F lesson 2 Text: A Day at the Beach Focus: Develop oral blending and segmenting skills					
6	Unit F lesson 3 Text: A Day at the Beach Focus: Develop awareness of sounds made by various instruments and sound-makers					
7	<p>Conventions of print and vocabulary of reading</p> <ul style="list-style-type: none"> left-to-right directionality top-to-bottom directionality words are made up of letters spaces are used between words use of lower- and uppercase letters punctuation positional words illustrations 					

