

Greenfields Academy (Primary) - Long Term Planning – Phonics.

Academic Year Overview 2020/21 – Low Ability mixed age.

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Weekly Sequence	KEY: C – Coverage N – New Learning R – Recall of prior learning A – Assessment SC – Taught during COVID19 School Closure					
1	Staff Training.	C- Phase 3 ar, or, ur, ow. R- learnt sounds so far N- To learn the sound ar. N- To learn the sound or. N- To learn the sound ur. N- To learn the sound ow. R- To look at tricky words (he she, we, me, be, you, are, her, was, all they and my.)	C- Phase 4 2 syllable words R- learnt sounds so far. N- To introduce 2 syllable words. N- To identify 2 syllable words. (Postman, Milkman, Handbag, Lipstick, football, net ball, teapot and treetop.) N- To spell 2 syllable words (Postman, Milkman, Handbag, Lipstick, football, net ball, teapot and treetop.) N- To teach tricky words (said, have, so, do, some, come, little, one, were, there, what, when and out) R- To teach tricky words. (said, have, so, do, some, come, little, one, were, there, what, when and out)	C-Phase 5 ai and ay sounds. R- learnt sounds so far. N- To learn the sound ai N- To learn the sound ay N- To look at tricky words (Oh, there, people and Looked.)	C- Phase 5 ey and e-e sounds R- learnt sounds so far. N- To learn the sound ey N- To learn the sound e-e R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 oi and oy sounds R- learnt sounds so far. N- To learn the sound oi N- To learn the sound oy A- sounds learnt so far
2	Staff Training.	C- Phase 3 oi, er, igh and ear. R- learnt sounds so far	C- Phase 3 and 4. R- All sounds learnt so far.	C- Phase 5 ey, ea and e-a sounds	C- Phase 5 igh, i-e and y. R- learnt sounds so far.	C- Phase 5 ph and wh sounds

		N- To learn the sound oi. N- To learn the sound er. N- To learn the sound igh. N- To learn the sound ear.	R- All tricky words learnt so far	R- learnt sounds so far. N- To learn the sound ey N- To learn the sound ea N- To learn the sound e-a A- assess tricky words (Oh, there, people and Looked.)	N- To learn the sound igh N- To learn the sound i-e N- to learn the sound y R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.). A- sounds learnt so far.	R- learnt sounds so far. N- To learn the sound ph N- To learn the sound wh R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).
3	Spelling and phonics assessment of children.	SC- Phase 3 oi, er, igh and ear R- learnt sounds so far R- To learn the sound oi. R- To learn the sound er. R- To learn the sound igh. R- To learn the sound ear.	C- Phase 4 High frequency words. R- learnt sounds so far. N- To introduce High Frequency words. (the, and, a, to, said, in, he, I, of, it, was, you, they, on, she, is, for, so and with. N- To read high frequency words. N- To spell high frequency words.	C- Phase 5 aigh and eigh sounds R- learnt sounds so far. N- To learn the sound aigh N- To learn the sound eigh N- Tricky words (called, asked, Mr, Mrs and could.) A- sounds learnt so far	C- Phase 5 i and ie sounds R- learnt sounds so far. N- To learn the sound i N- To learn the sound ie A- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 al, augh and ough sounds R- learnt sounds so far. N- To learn the sound al N- To learn the sound augh N- To learn the sound ough A- phase 5 phonic sounds
4	C- Phase 3 j,v,w and X R- To recall the sound J. R-To recall the sound v. R-To recall the sound W. R To recall the sound X. A- sounds j,v,w and x.	SC- Phase 3 ar, or, ur, ow. R- learnt sounds so far R- To learn the sound ar. R- To learn the sound or. R- To learn the sound ur. R- To learn the sound ow. R- To look at tricky words (he she, we, me, be, you, are, her, was, all they and my.)	.C- Phase 4 High frequency words. R- learnt sounds so far. N- To introduce High Frequency words. (all, an, little, then, not, saw, make, went, look, very, there and into). N- To read high frequency words. N- To spell high frequency words.	C- Phase 5 ee, ea and e sounds R- learnt sounds so far. N- To learn the sound ee N- To learn the sound ea N- To learn the sound e R- tricky words learnt so far (Oh, people, there, looked, called, asked, Mr, Mrs and could.).	C- Phase 5 oa, o, and ow sounds R- learnt sounds so far. N- To learn the sound oa N- To learn the sound o N- To learn the sound ow	C –Spelling Phase 5 Phonics review. R- To recall the phase 5 phonic sounds. N- To teach strategies (look, say, cover, write and check, trace, cover and replicate, segmentation and quick write) to learn spellings. R- How to segment words.
5	C-Phase 3 y, z, zz and qu sounds. R- learnt sounds so far. N- To learn the sound Y N- To learn the sound Z N- to learn the sound zz.	C- Phase 3 air and ure R- learnt sounds so far N- To learn the sound air N- to learn the sound ure. R- To go over mis conceptions A- phase 3 phonics.	C- Phase 4 Tricky Words R- learnt sounds so far. N- To identify tricky words. . (said, have, so, do, some, come, little, one, were, there, what, when and out)	C- Phase 5 y and ie, R- learnt sounds so far. N- To learn the sound y N- To learn the sound ie R- tricky words learnt so far. (Oh, people, there, looked,	C- Phase 5 ui and ew sounds R- learnt sounds so far. N- To learn the sound ui N- To learn the sound ew	C- Common Exception words. N- To look at common expectation words. N- To identify strategies (look, say, cover, write

	<p>N-To learn the sound qu. N- To look at tricky words (he she, we, me, be, you, are, her, was, all they and my.)</p>		<p>R- To spell tricky words A- Tricky words.</p>	<p>called, asked, Mr, Mrs and could.). Assess- sounds learnt so far</p>	<p>R- tricky words (Oh, people, there, looked, called, asked, Mr, Mrs and could.).</p>	<p>and check, trace, cover and replicate, segmentation and quick write) that can be used to help spell common exception words. A- Test learnt Common exception words. (From no nonsense spelling)</p>
6	<p>C- Phase 3 ch, sh, th and ng. R- learnt sounds so far N- To learn the sound ch N- To learn the sound sh N- to learn the sound th N-To learn the sound ng R- To look at tricky words. (he she, we, me, be, you, are, her, was, all they and my.)</p>	<p>C- Phase 4 Cvc words R- learnt sounds so far. N- To read CVC words (pen dog, cat, bed, jam, tap, mat, hat and sat). N- To spell CVC words N- To teach tricky words . (said, have, so, do, some, come, little, one, were, there, what, when and out) A- Cvc words</p>	<p>C- Phase 4 Recap R- learnt sounds so far. R- To spell CVC words. (pen dog, cat, bed, jam, tap, mat, hat and sat). R- to spell CVCC words. (pram, plug, drum, crab, frog, and flag.) R to spell 2 syllable words (Postman, Milkman, Handbag, Lipstick, football, net ball, teapot and treetop.) A- Words from the week</p>		<p>Enrichment.</p>	<p>C- Common Exception words. N- To look at common expectation words. (From no nonsense spelling) N- To identify strategies that can be used to help spell common exception words. A- Test learnt Common exception words. (From nononsense spelling)</p>
7	<p>C- Phase 3 ai, ee, oa and oo. R- learnt sounds so far N- To learn the sound ai N- To learn the sound ee N- to learn the sound oa. N-To learn the sound oo. A-sounds learnt so far.</p>	<p>C- Phase 4 CCVC words R- learnt sounds so far. N- To read CCVC words (pram, plug, drum, crab, frog, and flag.) N- To spell CCVC words N- To teach tricky words(said, have, so, do, some, come, little, one, were, there, what, when and out) A- CCVC words</p>				<p>Transitions.</p>