St Peter's Long term Phonics overview.

<table>
<tr><th></th><th>Autumn term</th><th>Spring term</th><th>Summer term</th></tr>
<tr><td>EYFS</td><td><u>Phase 1</u> (first 2/3 weeks):
Listening skills, Environmental sounds, Rhythm and rhyme, Alliteration, Oral blending and segmenting.
<u>Phase 2 :</u>
s a t p
i n m d
g o c k
ck e u r
h b f ff
l ll ss

Phase 2 tricky words:
the, to, no, go, I, into
Phase 3 Tricky words: me, he, be, all</td><td><u>Phase 3:</u>
j v w x
y z zz qu

Consonant digraphs:
ch, sh th ng

Vowel digraphs and trigraphs:

ai ee igh oa
oo ar or ur
ow oi

Phase 3 Tricky words: she, we, was, you, they, are, my, her</td><td><u>Phase 3:</u>
ear air er ure ue
Consolidation of all Phase 3 sounds and words.
<u>Phase 4:</u>
Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants (for example, trap, strong, milk and crept). They will learn to read words with multiple digraphs (for example Three, chart, church) and begin to read polysyllabic words (for example carpark, lightning, lunchbox)
Phase 4 tricky words:
said, have, like, so, do, some, come, were, there, little, one, when, out, what</td></tr>
<tr><td>Year 1</td><td>Phase 3 revisit and consolidation

<u>Phase 4:</u>
Children will continue to consolidate their knowledge of phase 3 and 4 phonemes and tricky words and apply their knowledge to read a growing range of words with digraphs, trigraphs and adjacent consonants.

Year 1 common exception words taught for reading and spelling.

<u>Phase 5:</u> New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

ay oy ea ie ow ew ou ew ir aw ea ed

<u>Phase 5 Tricky words</u>: oh, their, people, Mr, Mrs, looked, called, asked, could.</td><td>Phase 5 (Split Digraphs):
a-e e-e i-e

o-e u-e
Ow ou ough

Or aw au

le

Revision and consolidation of all Phase 5

Year 1 common exception words taught for reading and spelling.</td><td>Revision and consolidation of all Phase 5 and:

S ss ce

J ge dge

eer, are, ce, o (as in onion)

Year 1 common exception words taught for reading and spelling.</td></tr>
<tr><td></td><td colspan="3">Year 1 common Exception words for reading and spelling taught throughout the year (see separate word list)</td></tr>
</table>

St Peter's Long term Phonics overview.

<table>
<tr><td>Year 2</td><td>Phase 6:
In Year 2 children cover Phase 6 through the No Nonsense spelling programme: They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend. They learn to read with increasing fluency. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters.

Year 2 Common exception words for reading and spelling (see separate word list).</td><td>Children apply skills and knowledge learned so far to become fluent readers and increasingly accurate spellers. Past tense words Adding Suffixes/prefixes to make longer words Tricky 'bits' in words and use of memory strategies and spelling journals.

Year 2 Common exception words for reading and spelling.

No Nonsense Spelling Programme

Pupils who still need phonics input, including any that need to re sit the phonics screening check, will continue to revisit previous phonics phases as needed in small groups to practise and consolidate.</td></tr>
<tr><td>Y3 and Y4</td><td colspan="2">Children apply skills and knowledge learned so far to become fluent readers and accurate spellers.

Y3 and Y4 common exception words are split in half to create a smaller list to be focussed on in each year group (see separate lists).

No Nonsense spelling programme followed daily working towards a spelling quiz each Friday.

Pupils who still need phonics input will continue to revisit previous phonics phases in small groups to practise and consolidate.

In Year Four, children are placed into smaller spelling groups to allow for focus groups to work on specific spellings to individuals spelling ability.</td></tr>
</table>