

Phonics Medium-Term Plan

- Bug Club Phonics scheme used
- Daily discrete sessions [Nursery to Year Two]
- Whole-class teaching with differentiated learning lines and differentiated groupings for revision [alternate weeks]

Curriculum Progression Map - Nursery

	Autumn 1 [7 weeks]	Autumn 2 [8 weeks]	Spring 1 [7 weeks]	Spring 2 [5 weeks]	Summer 1 [6 weeks]	Summer 2 [6 weeks]
Phonic Phase	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds Aspect 5 – Rhythm	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration Aspect 7 – Oral blending	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 – Body Percussion Aspect 6 – Voice Sounds Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration Aspect 7 – Oral blending & segmenting
Assessments	Assessment point - baseline	Assessment point – end		Assessment point – end		Assessment point –end/final
Intervention		Targeted phase 1 intervention for lowest 20% + children not meeting expectations				
Parental Involvement			Phonic target (parents eve)		Phonics workshop	

Curriculum Progression Map - Reception

	Autumn 1 [7 weeks]	Autumn 2 [8 weeks]	Spring 1 [7 weeks]	Spring 2 [5 weeks]	Summer 1 [6 weeks]	Summer 2 [6 weeks]
<p>AM session</p> <p>Phoneme introduction week – whole class: CT teach whole class [differentiated learning lines]</p> <p>Revision week – streamed groups: CT with lowest 20% + those not meeting year group expectations</p> <p>AT with remaining groups</p>	<p>Phase 2</p> <ol style="list-style-type: none"> Phase 1 Entry assessment [s-d] Unit 1 - s a t p Unit 2 - i n m d Revise Unit 3 - g o c k Revise Assessment week [phase 2 part assessment s-k] 	<p>Phase 2</p> <ol style="list-style-type: none"> Unit 4 - ck e u r Revise Unit 5 - h b f f l l s s Revise Assessment week [end of phase 2 assessment] <p>Phase 3</p> <ol style="list-style-type: none"> Unit 6 - j v w x Revise Unit 7 - y z z qu 	<p>Phase 3</p> <ol style="list-style-type: none"> Revise Assessment week [alphabet assessment] Unit 8 - ch sh th ng Revise Unit 9 - ai ee igh oa oo oo [long/ short vowels] Revise Revise 	<p>Phase 3</p> <ol style="list-style-type: none"> Unit 10 – ar or ur ow oi Revise Unit 11 – ear air ure ur er Revise Assessment week [end phase 3] 	<p>Phase 4</p> <p>Unit 12 –</p> <ol style="list-style-type: none"> adjacent consonants [cvcc] Revise Adjacent consonants [ccvc] Revise Adjacent consonants [ccvcc/ccvc/ccvcc] Revision 	<p>Phase 4</p> <p>Cohort Specific Revision</p> <p>Assessment week [end phase 4]</p>
<p>PM session [intervention]</p> <p>CT with lowest 20% + those not meeting year group expectations</p> <p>CT & AT</p>	<p>Phase 1</p> <ul style="list-style-type: none"> Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration Aspect 7 – Oral blending & segmenting 	<p>Phase 1</p> <ul style="list-style-type: none"> Aspect 5 – Rhythm & rhyme Aspect 6 – Alliteration Aspect 7 – Oral blending & segmenting 	<p>Phase 2</p> <ol style="list-style-type: none"> Unit 1 - s a t p Unit 2 - i n m d Unit 3 - g o c k Unit 4 - ck e u r Unit 5 - h b f f l l s s Revise Revise 	<p>Phase 3</p> <ol style="list-style-type: none"> Unit 6 - j v w x Unit 7 - y z z qu Unit 8 - ch sh th ng Unit 9 - ai ee igh oa oo oo [long/ short vowels] Unit 10 – ar or ur ow oi 	<p>Phase 3</p> <ol style="list-style-type: none"> Unit 11 – ear air ure ur er <p>Cohort specific</p>	<p>Cohort specific</p>
<p>Targeted Intervention</p> <p>In addition to phonics sessions - HLTA/AT</p>		<p>Targeted phase 1 intervention</p>	<ul style="list-style-type: none"> Targeted phase 2 intervention Targeted phase 3 intervention 	<p>Targeted phase 2 intervention</p>	<ul style="list-style-type: none"> Targeted phase 2 intervention Targeted phase 3 intervention 	<ul style="list-style-type: none"> Targeted phase 2 intervention Targeted phase 3 intervention
<p>Enhancements</p>	<ul style="list-style-type: none"> Half termly home learning activities Star writer Reading & writing Continuous Provision opportunities Reading & writing MEGA jobs & targeted MEGA Jobs 					
<p>Parental Involvement</p>	Phonic target (parents eve)	Phonics workshop	Phonic target (parents eve)	Phonics workshop		

Curriculum Progression Map - Year 1

	Autumn 1 [7 weeks]	Autumn 2 [8 weeks]	Spring 1 [7 weeks]	Spring 2 [5 weeks]	Summer 1 [6 weeks]	Summer 2 [6 weeks]
<p>AM session</p> <p><u>Phoneme introduction week – whole class:</u> CT teach whole class [differentiated learning lines]</p> <p><u>Revision week – streamed groups:</u> CT with lowest 20% + those not meeting year group expectations</p> <p>AT with remaining groups</p>	<p>Phase 2</p> <p>1. General phase 2 + early phase 3 revision (reading & writing) [baseline assessment]</p> <p>Phase 3</p> <p>2. Units 8 & 9 – ch sh th ng, ai ee igh oa oo oo</p> <p>3. Unit 10 - ar or ur ow oi</p> <p>4. Unit 11 - ear air ure ur er</p> <p>Phase 4 – adjacent consonants</p> <p>5. Unit 12</p> <p>6. Unit 12</p> <p>7. Assessment week [phase3/4 beginning week 6]</p>	<p>Phase 5 - Alternative spellings</p> <p>1. Unit 13 – w/wh, f/ph</p> <p>2. Unit 14 – ai - ay a-e eigh ey ei</p> <p>3. Revise</p> <p>4. Unit 15 – ee - ea ee ie ey y</p> <p>5. Revise</p> <p>6. Unit 16 – igh - ie i-e y i</p> <p>7. Revise</p> <p>8. Revision of Units 13 – 16:</p> <p>9. Assessment week [phase 5 & phonics mock screening]</p>	<p>Phase 5 - Alternative spellings</p> <p>1. Unit 17 – oa - ow o-e o oe</p> <p>2. Revise</p> <p>3. Unit 18 – long oo - ew ue u-e, short oo - u oul</p> <p>4. Revise</p> <p>5. Unit 19 – or - aw au al</p> <p>6. Revise</p> <p>7. Assessment week [phase 5 & phonics mock screening]</p>	<p>Phase 5 - Alternative spellings</p> <p>1. Unit 20 – ur - ir eer ear</p> <p>2. Revise</p> <p>3. Unit 21 – ow – ou,, oi - oy</p> <p>4. Revise</p> <p>5. Assessment week [phase 5 & phonics mock screening]</p>	<p>Phonics Screening Revision</p> <p>Prepare for Phonics Screening</p> <p>Cohort specific revision of phase 5 and early alternative pronunciations & spellings taught so far</p>	<p>Phase 5 - Alternative spellings</p> <p>1. Unit 22 – ear – ere eer air – are ear</p> <p>2. Unit 23 – c – c k ck ch [phonics screening]</p> <p>3. Unit 24 – s – sc st[l] s/z – se</p> <p>4. Unit 25 – j – g[e] g[i] g[ly] dge</p> <p>5. Unit 26 – l – le m – mb n – kn gn r – wr</p> <p>6. Unit 27 – ch – tch sh alternatives e – ea zh – w/o – wa u - o</p>
<p>PM session [intervention]</p> <p>AT with lowest 20% + those not meeting year group expectations</p>	Continue above for all [2 lessons daily to bridge gap]	Phase 2 & 3 specific revision for lowest 20% [cohort specific]				
<p>Targeted Intervention</p> <p>In addition to phonics sessions - HLTA/AT</p>	<ul style="list-style-type: none"> Targeted interventions - Phase 2 [cohort specific] Targeted precision teach with Assistant Teachers 					
<p>Enhancements</p>	Fortnightly homework	<ul style="list-style-type: none"> Fortnightly homework Phonics test preparation games begin 		Week 1 spring 2 – phonics week – application (mornings)		
<p>Parental Involvement</p>	Phonic target (parents eve) Phonics workshop	Stop & share read/write	Phonic target (parents eve) Stop & share read/write	Phonics screening meeting	Stop & share read/write	

Curriculum Progression Map - Year 2

	Autumn 1 [7 weeks]	Autumn 2 [8 weeks]	Spring 1 [7 weeks]	Spring 2 [5 weeks]	Summer 1 [6 weeks]	Summer 2 [6 weeks]
<p>AM session</p> <p>Phoneme introduction week – whole class: CT teach whole class [differentiated learning lines]</p> <p>Revision week – streamed groups: CT with lowest 20% + those not meeting year group expectations</p> <p>AT with remaining groups</p>	<p>Phase 5 [recap]</p> <ol style="list-style-type: none"> Unit 22 – ear – ere eer air – are ear Unit 23 – c – c k ck ch Unit 24 – s – sc st[l] s/z - se Unit 25 – j – g[e] g[i] g[y] dge Unit 26 – l – le m – mb n – kn gn r – wr Unit 27 – ch – tch sh alternatives e – ea zh – s w/o – wa Revise 	<p>Phase 6</p> <p>Suffix Endings</p> <ol style="list-style-type: none"> Unit 28 – ing ed Revision Unit 29 – s es Revision <p>Prefix</p> <ol style="list-style-type: none"> Unit 30 – re un Revision Assessment week [phase 5 ALL & phonics mock screening for retakes] Revision 	<p>Phase 6</p> <p>Spelling patterns - HEADSTART</p> <ol style="list-style-type: none"> Term 1 Set3 List A: week 9 &10 (il, y, -es to y) Revise Term 1 Set3 List B: week 9 &10 (-ed/-ing to y) Revise Term 2 Set 1 List A: week 1 (-er/-est/-ed/-ing to y/e) Term 2 Set 1 List A: week 2 (-er/-est/-ed/-ing to y/e) Revise 	<p>Phase 6</p> <p>Spelling patterns - HEADSTART</p> <ol style="list-style-type: none"> Term 2 Set 1 List B: wk1&2 (-er/-est/-y) Revise Term 2 Set 2 List A: wk1&2 (-ed/-ing) Revise Assessment week [phase 5 & phonics mock screening for retakes only] 	<p>Phase 6</p> <p>Spelling patterns - HEADSTART</p> <ol style="list-style-type: none"> Term 3 Set 1 List A: wk1&2 (suffixes) Revise Term 3 Set 1 List B: wk1&2 (words ending y) Revise Term 3 Set 2 List A: wk1 (contractions) Revise 	<p>Phase 6</p> <p>Spelling patterns - HEADSTART</p> <ol style="list-style-type: none"> Term 3 Set 2 List B: wk 5 Term 3 Set 3 List A: wk 9 [Phonics screening retake] Term 3 Set 3 List B: wk 9 Term 3 Set 3 List A: wk 11 revision Term 3 Set 3 List A: wk 12 test
<p>PM session [intervention]</p> <p>AT with lowest 20% + those not meeting year group expectations</p>	<ul style="list-style-type: none"> Phase 5 specific revision for lowest 20% [cohort specific] Including Preparation for phonics screening retake [June] 					
<p>PM session [intervention]</p> <p>AT across year group - bespoke phase 3 for those still working here</p>	Targeted interventions - Phase 3 & 4 revision [cohort specific]			Phase 3, 4 & 5 revision [cohort specific]		
<p>Targeted Intervention</p> <p>In addition to phonics sessions - HLTA/AT</p>	<ul style="list-style-type: none"> Phonics screening intervention Targeted intervention weekly Targeted precision teach phase 3/5 recognition teaching ad hoc basis 					
<p>Parental Involvement</p>	<ul style="list-style-type: none"> Phase 3 & 5 sounds shared in reading diary Phonic target (parents eve) Stop & Share - reading 	Stop & Share Writing	Phonic target (parents eve)			

Curriculum Progression Map - Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intervention	<ul style="list-style-type: none"> • Beat Dyslexia, Dyslexia Gold – small groups – 4 x a week • Fluency Builder – online tailored programme – progressive, phonic based – independent work [or pupils who score 80 or below on the Vernon Spelling screen] • BRWP (Boosting Reading & Writing Progress) – 1 to 1 interventions, focused upon a book – phonic based reading comprehension and sentence building • Assembly groups – small reading phonic based groups • Handwriting theme – phonic based 					

Curriculum Progression Map - Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intervention	<ul style="list-style-type: none"> • Beat Dyslexia – small groups • Online dyslexia gold – 20 mins a day • 1 to 1 support with HLTA/TA – reading and spelling support • Some intervention groups are based around Phonics Books: https://www.phonicbooks.co.uk/product-category/catch-up-readers/ which have an interest level for older children but are phonics based with worksheets and focus on reading and spelling using phonics [4 sets available]. 					