

Hartford Infant School Phonics Long Term Plan 2022-23

At HIS we have created our own systematic synthetic phonics programme using the National Curriculum and incorporating Jolly Phonics resources. This programme includes:



- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

	Reception	Year 1	Year 2
Autumn	<p><b>Autumn 1:</b> Year R Baseline Phonics &amp; CEWs assessment</p> <p><u>Teach</u> Stage 2 /s/a/t/p/i/n/m/d/g/o/c/k/h/b/f/ff/ <u>Teach</u> to read CEWs ['l' &amp; 'to']</p> <p><b>Autumn 2:</b> <u>Teach</u> Stage 2 [e/u/r/l/ss/zzw/x/y/v/j/qu] <u>Teach</u> to read CEWs ['the', 'no', 'go' and']</p> <p><u>Review and assess</u> Year R Autumn Phonics &amp; CEWs assessment</p>	<p><b>Autumn 1:</b> <u>Recap</u> of Stage 3 phonemes <u>Recap</u> of Stage 4 with a focus on reading <u>Read</u> some Y1 CEWs [noting unusual parts]</p> <p><u>Review and assess</u> Phonics Screening Check [no.1]</p> <p><b>Autumn 2:</b> <u>Teach</u> Stage 5 [alternative graphemes] /ph/wh/ve/ay/ie/ou/ea/oy/ue/ir/er/ur/ore/aw/au <u>Write</u> some Y1 CEWs [noting unusual parts]</p> <p><u>Review and assess</u> Year 1 Autumn Phonics Assessment Y1 CEWs Assessment</p>	<p><b>Autumn 1</b> <u>Recap</u> Stage 5 alternative spellings for long vowels /ai/ee/igh/oa/oo/you/ <u>Recap</u> Year 1 CEWs <u>Teach</u> Year 2 CEWs – door, floor, great, break, steak, poor, kind, because, find, mind, behind, wild, climb, child, most, children <u>Teach</u> Stage 6 other alternatives e.g. ey for /ee/ and those linked to CEWs e.g. ea making /ai/ in great.</p> <p><b>Autumn 2:</b> <u>Recap</u> Stage 5 alternative graphemes er/ar/or/ <u>Teach</u> Stage 6 alternatives or making /er/ after w, a and al making /ar/ in CEWs half, path, ar making /or/ after w, oor making /or/ in CEWs <u>Recap</u> Stage 5 alternative oy/ou/g/tch <u>Teach</u> Stage 6 alternative dge, ge <u>Teach</u> Year 2 CEWs – only, both, old, cold, gold, told, hold, after, fast, last, past, father, class, grass, pass, plant, path, bath, every, pretty, beautiful, hour, move, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money</p> <p><u>Review and assess</u> Phonics Screening Check [no. 1] for those chdn who did not pass in Y1 Year 2 Autumn Phonics &amp; CEWs assessment</p>
Spring	<p><b>Spring 1:</b> <u>Teach</u> Stage 3 /ch/, /sh/, /th/, /ng/, /ee/, /or/, /igh/, /ai/, /oa/, /ar/ <u>Teach</u> to read CEWs ['he', 'she', 'we', 'me', 'be']</p> <p><b>Spring 2:</b> <u>Teach</u> Stage 3 oo/oo, /er/ur/ow/oi/ear/air/ure/ <u>Teach</u> to read CEWs: ['was' 'my', 'you', 'they', 'her', 'all' 'are']</p> <p><u>Review and assess</u> Year R Spring Phonics &amp; CEWs assessment</p>	<p><b>Spring 1:</b> <u>Teach</u> Stage 5 split digraphs [/a-e/, /e-e/, /i-e/, o-e/, /u-e/] <u>Teach</u> Stage 5 spelling rules adding -es &amp; -s <u>Teach</u> Stage 5 spelling rules: suffixes [/ing/, /ed/, /er/] no change to the root word <u>Teach</u> Stage 5 n before k /nk/ <u>Teach</u> Stage 5 y making /ee/ <u>Spell</u> Y1 CEWs [noting unusual parts]</p> <p><u>Review and assess</u> Phonics Screening Check [no.2]</p> <p><b>Spring 2:</b> <u>Teach</u> Stage 5 spelling rules: suffixes [/est/] no change to the root word <u>Recap</u> Stage 5 split digraphs <u>Teach</u> Stage 5 alternative graphemes /ow/, /oe/, /tch/ <u>Teach</u> numbers to 20 in words (Maths National Curriculum) <u>Recap</u> reading, spelling and writing Y1 CEWS <u>Teach</u> Stage 5 alternative graphemes for /air/ are in share</p> <p><u>Review and assess</u> Year 1 Spring Phonics Assessment Y1 Spring CEWs Assessment</p>	<p><b>Spring 1:</b> <u>Recap</u> Stage 5 past tense not changing root word <u>Recap</u> Stage 5 wh making /w/ &amp; /h/ and ve for /v/ <u>Recap</u> Stage 5 alternatives for /air/ ear, are <u>Teach</u> Stage 6 spelling: [ mb for /m/, ch for /c/, c for /s/, kn for /n/, gn for /n/ &amp; alternatives for /z/ <u>Teach</u> Stage 6 o making /u/, /tion/, le for /l/, sc/ce making /s/, ea/ai making /e/, wr making /r/, al making /l/, el making /l/, a making /o/, or making /er/, ar making /or/, il making /l/ &amp; al/all making /or/ <u>Recap</u> Year 2 CEWS</p> <p><b>Spring 2:</b> <u>Recap</u> Stage 5 ph <u>Teach</u> homophones and near homophones <u>Teach</u> contractions and possessive apostrophe <u>Teach</u> Stage 6 adding suffix /-ed/ &amp; adding /ing/ with change to the root word <u>Teach</u> Stage 6 suffix /-ful/ &amp; /-ly/ <u>Recap</u> Stage 5 compound words <u>Recap</u> Year 2 CEWS</p> <p><u>Review and assess</u> Year 2 Spring Phonics &amp; CEWs assessment</p>
Summer	<p><b>Summer 1:</b> <u>Teach</u> Stage 4 [CVCC CCVC] <u>Teach</u> letter names <u>Revise</u> all Stage 3 [broken down into weekly sounds to revise on MTP] <u>Teach</u> to read CEWs 'said', 'so', 'some', 'come', 'were', 'one', 'do' <u>Teach</u> to spell 'he' 'she' 'we' 'me' 'be' 'was'</p> <p><b>Summer 2:</b> <u>Teach</u> Stage 4 [CCVCC, CCCVC, CCCVCC] <u>Revise</u> all Stage 3 <u>Teach</u> to read CEWs 'when', 'have', 'there', 'out', 'like', 'little', 'what' <u>Teach</u> to spell 'my' 'you' 'her' 'they' 'all' 'are'</p> <p><u>Review and assess</u> Year R Summer Phonics &amp; CEWs assessment</p>	<p><b>Summer 1:</b> <u>Recap</u> writing Y1 CEWs <u>Recap</u> numbers to 20 (Maths National Curriculum) <u>Teach</u> spelling days of the Week <u>Teach</u> adding prefix un- <u>Recap</u> Stage 5 /au/, /aw/, /ie/, /ue/, /oe/ <u>Teach</u> Stage 5 alternative graphemes for /e/ and /ee/ <u>Recap</u> Stage 5 y making /ee/ <u>Teach</u> Stage 5 'c' making /s/ <u>Teach</u> Stage 5 'k' making /k/</p> <p><b>Summer 2:</b> PHONICS CHECK REVISION <u>Recap</u> spelling words with /ff/, /ll/, /ss/, /zz/ after a short vowel <u>Recap</u> Stage 5 alternative graphemes for /air/, /e/, /ee/ <u>Teach</u> alternative for /j/ <u>Recap</u> Stage 5 n before k /nk/ <u>Teach</u> Stage 5 compound words <u>Recap</u> spelling Y1 CEWs, numbers to 20 &amp; days of the week</p> <p><i>Remaining weeks address any gaps from assessments and then teach y [by], a [wasp] and i [mind].</i></p> <p><u>Review and assess</u> Year 1 Summer Phonics Assessment Y1 Summer CEWs Assessment</p>	<p><b>Summer 1:</b> <u>Teach</u> Stage 6 past and present tense verbs <u>Teach</u> Stage 6 adding prefix -un &amp; -dis* <u>Teach</u> Stage 6 adding suffix /-s/* <u>Recap</u> Year 2 CEWS</p> <p><b>Summer 2:</b> <u>Recap</u> Stage 6 suffixes -ed &amp; -ing* <u>Teach</u> Stage 6 adding suffix /less &amp; -ment* <u>Teach</u> Stage 6 adding suffix -er and -est* *All with changes to the root word <u>Recap</u> spelling Y2 CEWs</p> <p><u>Review and assess</u> Year 2 Summer Phonics &amp; CEWs assessment Phonics Screening Check [actual] for non- achievers</p>