

The Three Schools

Phonics Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Phase 2 Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: c k e u r Week 5: h b f l Week 6: Assessment	Phase 2 cont. Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu words with -s /s/ added at the end (hats sits) ch Week 4: sh th ng nk Week 5: Words with -s /s/ at the end (hats sits). Words ending with -s /z/ (his) and words with -s /z/ added at the end (bags) Week 6: Assessment	Phase 3 Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear Week 4: air er words with double letters: dd mm tt bb rr gg pp Week 5: Longer words Week 6: Assessment	Phase 4 Week 1: Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2: Review Phase 3: er air words with double letters longer words Week 3: Words with two or more digraphs Week 4: Longer words words ending in -ing compound words Week 5: Longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end Week 6: Assessment	Phase 4 Week 1: Short vowels CVCC Week 2: Short vowels CVCC CCVC Week 3: Short vowels CCVCC CCCVC CCCVCC Week 4: Longer words compound words Week 5: Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Week 6: Assessment	Phase 4 Week 1: Long vowel sounds CVCC CCVC Week 2: Long vowel sounds CCVC CCCVC CCVCC Week 3: Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words Week 4: Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5: Root words ending in: -er, -est longer words Week 6: Assessment
	Tricky words: is l the	Tricky words: put pull full as and has his her go no to into she push he of we me be	Tricky words: was you they my by all are sure pure	Tricky words: Review all taught so far. Secure spelling	Tricky words: said so have like some come love do were here little says there when what one out today	Tricky words: Review all taught so far. Secure spelling
Year 1	Phase 3 & 4 Review + 4 Phase 5 GPCs Week 1 Review: ai ee igh oa oo ar or ur oo ow oi ear	Phase 5 Graphemes: Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	Phase 5 Graphemes: Week 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	Phase 5 Graphemes: Week 1: /ur/ or word /oo/ u owl awful would /air/ are share	Review Phase 5 GPCs for Phonics Screening Test: Week 1: ay play a-e shake ea each	Phase 5 Graphemes: Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb

	Week 2 Review: air er /z/ s -es; Words with two or more digraphs e.g. queen, thicker Week 3 Review: Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 long vowel words Week 4 Teach: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5 Review: Longer words Week 6: Assessment	Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Week 5: Grow the Code /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Week 6: Assessment	Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Week 3: /l/ le al apple metal /s/ c ice /v/ ve give Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Week 5: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Week 6: Assessment	/or/ au aur oor al author dinosaur floor walk Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze Week 6: Assessment	e he Week 2: ie pie i-e time o go o-e home Week 3: ue blue rescue ew chew new u-e rude cute aw claw Week 4: ea head ir bird ou cloud oy toy Week 5: i tiger a paper ow snow u unicorn Week 6: ph phone wh wheel ie shield g giant	/ear/ ere eer here deer Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Week 3: /sh/ ti ssi si ci potion mission mansion delicious Week 4: /or/ augh our oar ore daughter pour oar more review Week 5: Review Week 6: Assessment
	Review tricky words Phases 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Teach new tricky words: their people oh your Mr Mrs Ms ask could would should our house mouse water want	Teach new tricky words: any many again who whole where two school different thought through friend work	Teach new tricky words: once laugh because eye	No new tricky words	Teach new tricky words: busy beautiful pretty hour move improve parents shoe

Year 2 *In the Year 2 Phase 5 Review planning, CEWs are referred to as ‘tricky words’. In the Y2 Spelling Units, they are referred to as ‘prickly words’.	Y2 Phase 5 Review Complete Phase 5 Review assessment Week 1 /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou CEWs: people eye whole Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow CEWs: through improve move prove shoe two who beautiful their parents Week 3 /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si CEWs: thought sure Week 4 /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re CEWs: once again any many friend busy pretty because laugh Week 5 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ CEWs: friend Week 6 Assess and review	Bridge to Spelling Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Week 3 Why do some words end in ‘k’ or ‘ck’? Why do some words end in ‘ch’ or ‘tch’? Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Week 5 Why do I swap the ‘y’ for an ‘i’ when I add the suffix -ed? Why do I drop the ‘e’ when I add the suffix -ing? Week 6 Assess and review	Spelling Units 1-3 Unit 1 (2 weeks) Why do some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/? CEWs: once two Homophones: knight/night Unit 2 (2 weeks) Why do I drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y? CEWs: any many Homophones: one/won Unit 3 (1 week) Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words? CEWs: Review Homophones: where/wear	Spelling Units 4-7 Unit 4 (2 weeks) The ‘W special’ How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words? CEWs: who whole Homophones: our/hour Unit 5 (1 week) Why do I swap the ‘y’ for an ‘i’ when I add the suffix -es? CEWs: people friend Homophones: quite/quiet Unit 6 (1 week) Why do some words have the spelling ‘ey’ for the sound /ee/? CEWs: move improve Homophones: sea/see Unit 7 (1 week) Why do some words end -le, -al, -il or -el? CEWs: Review Homophones: to/too/two	Spelling Units 8-11 Unit 8 (1 week) Why does ‘c’ make the sound /s/ in some words? CEWs: beautiful laugh Homophones: here/hear Unit 9 (1 week) How can I spell the sound /zh/? CEWs: busy pretty Homophones: be/bee Unit 10 (2 weeks) What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? CEWs: parents because Homophones: bare/bear Unit 11 (1 week) How can I show missing letters in a word? CEWs: Review Homophones: there/their/they’re	Spelling Units 12-14 Unit 12 (2 weeks) Why do some longer words have the spelling ‘ti’ for /sh/ CEWs: eye shoe Homophones: sun/son Unit 13 (1 week) How do I use the possessive apostrophe (singular possession)? CEWs: thought through Homophones: whole/hole Unit 14 (2 weeks) When do I swap, drop or double? (-ing, -er, -est, -y, -ed) CEWs: Review Homophones: blue/blew
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