

Term 1	Week 1	Week 2
	<p>Environmental Sounds <u>Objectives:</u></p> <ul style="list-style-type: none"> To develop the children's listening skills and awareness of sounds in the environment (TIS). Further development of vocabulary and children's identification and recollection of difference between sounds (LRS). To make up simple sentences and talk in greater detail about sounds (TAS). <p>Instrumental Sounds <u>Objectives:</u></p> <ul style="list-style-type: none"> To experience and develop awareness of sounds made with instruments and noise makers (TIS). To listen to and appreciate the difference between sounds made with instruments (LRS). To use a wide vocabulary to talk about the sounds instruments make (TAS). <p>Body Percussion <u>Objectives:</u></p> <ul style="list-style-type: none"> To develop awareness of sounds and rhythms (TIS). To distinguish between sounds and to remember patterns of sound (LRS). To talk about sounds we make with our bodies and what the sounds mean (TAS). <p>Voice Sounds <u>Objectives:</u></p> <ul style="list-style-type: none"> To distinguish between the differences in vocal sounds, including oral blending and segmenting (TIS). To explore speech sounds (LRS). To talk about the different sounds that we can make with our voices (TAS). 	<p>Rhythm and Rhyme <u>Objectives:</u></p> <ul style="list-style-type: none"> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (LRS). To talk about words that rhyme and to produce rhyming words (TAS). <p>Alliteration <u>Objectives:</u></p> <ul style="list-style-type: none"> To develop understanding of alliteration (TIS). To listen to sounds at the beginning of words and hear the differences between them (LRS). To explore how different sounds are articulated, and to extend understanding of alliteration (TAS)

Term 1	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>Phase 2, Set 1: s a t p HFW: a, at, as Objectives:</p> <ul style="list-style-type: none"> Learn that we read words in English from left to right Learn and practise letters/sounds s a t p (set 1) and start to practise oral blending and segmenting Blend and read the high frequency words a, at, as making sure they understand that words are read from left to right. 	<p>Phase 2, Set 2: i n m d HFW: is, it, in, I, an, am, dad Objectives:</p> <ul style="list-style-type: none"> Learn that we read words in English from left to right Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far Identify the name of each new letter learned. Practise oral blending and segmenting Blend and read the high frequency words is, it, in, an, I Teach blending with letters (for reading) Practise blending for reading 	<p>Phase 2, Set 3: g o c k HFW: and, on, not, into, can, no, go Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds g o c k (set 3) and practise letters/sounds learned so far Practise oral blending and segmenting Read the high frequency words and, on, not, into, can, no, go Teach blending with letters (for reading) Practise blending for reading Demonstrate reading captions using words with week 1 and 2 letters and teach segmentation for spelling Identify the name of each new letter learned. Children read in the correct direction across a word. 	<p>Phase 2, Set 4: ck e u r HFW: the, to, get, got, put Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds ck e u r (set 4) and practise letters/sounds learned so far Teach ck, explain it's never at the start of words and practise reading words ending in ck. Identify the name of each new letter learned. Practise oral blending and segmenting Read the high frequency words to, get, got, the, put Support children in reading and demonstrate spelling, captions using week 3 to 5 Children read in the correct direction across a word. Letters and high frequency words the, to, get, got, put Teach children about vowels. 	<p>Phase 2, Set 5: h b f ff l ll ss HFW: if, off, big, had, his, him, but, back Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds h b f ff (set 5) and practise letters/sounds learned Children read in the correct direction across a word. Teach that ff is usually at the end of a word and practise reading words ending in ff Identify the name of each new letter learned. Practise oral blending and segmenting Read the high frequency words if, off, big, had, his, him, but, back Blend for reading. Segment for spelling Support children in reading and spelling, captions using week 3 to 5 letters and high frequency words no, go, to, and, the

Term 1	Week 8	Week 9	Week 10
	<p>Phase 2, Set 1: s a t p HFW: a, at, as Objectives:</p> <ul style="list-style-type: none"> • Learn that we read words in English from left to right • Learn and practise letters/sounds s a t p (set 1) and start to practise oral blending and segmenting • Blend and read the high frequency words a, at, as making sure they understand that words are read from left to right. • Identify the name of each new letter learned. • Can recognise words using set 1 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go 	<p>Phase 2, Set 2: i n m d HFW: is, it, in, I, an, am, dad Objectives:</p> <ul style="list-style-type: none"> • Learn that we read words in English from left to right • Learn and practise letters/sounds i n m d (set 2) and practise letters/sounds learned so far • Identify the name of each new letter learned. • Practise oral blending and segmenting • Blend and read the high frequency words is, it, in, an, I • Teach blending with letters (for reading) • Practise blending for reading • Can recognise words using set 1 & 2 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go 	<p>Phase 2, Set 3: g o c k HFW: and, on, not, into, can, no, go Objectives</p> <ul style="list-style-type: none"> • Learn and practise letters/sounds g o c k (set 3) and practise letters/sounds learned so far • Practise oral blending and segmenting • Read the high frequency words and, on, not, into, can, no, go • Teach blending with letters (for reading) • Practise blending for reading • Demonstrate reading captions using words with week 1 and 2 letters and teach segmentation for spelling • Identify the name of each new letter learned. • Children read in the correct direction across a word. • Can recognise words using set 1 - 3 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go

Term 1	Week 11	Week 12	Week 13	Week 14
	<p>Phase 2, Set 4: ck e u r HFW: the, to, get, got, put Objectives</p> <ul style="list-style-type: none"> • Learn and practise letters/sounds ck e u r (set 4) and practise letters/sounds learned so far • Teach ck, explain it's never at the start of words and practise reading words ending in ck. • Identify the name of each new letter learned. • Practise oral blending and segmenting • Read the high frequency words to, get, got, the, put • Support children in reading and demonstrate spelling, captions using week 3 to 5 • Children read in the correct direction across a word. • Letters and high frequency words the, to, get, got, put • Teach children about vowels. • Can recognise words using set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go 	<p>Phase 2, Set 5: h b f ff ll ss HFW: if, off, big, had, his, him, but, back Objectives</p> <ul style="list-style-type: none"> • Can recognise words using set 1 - 5 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go 	<p>Phase 2, Set 1 5:s/a/t/p/i/n/m/d/g/o/c/k/ck/e u/r/h/b/f/ff/ll/ss HFW: a, at, as HFW: is, it, in, I, an, am, dad HFW: and, on, not, into, can, no, go HFW: the, to, get, got, put HFW: if, off, big, had, his, him, but, back</p> <ul style="list-style-type: none"> • Can recognise words using set 1 GPCs • Can recognise words using set 1 & 2 GPCs • Can recognise words using set 1 - 3 GPCs • Can recognise words using set 1 - 4 GPCs • Can recognise words using set 1 - 5 GPCs • Read captions with Set 1 - 4 GPCs • Read captions with Set 1 - 4 GPCs + to, the • Read captions with Set 1 - 5 GPCs + to, the, no, go 	

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Phase 3, Set 6 j, v, w, x HFW: he, we, me, be Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds j v w x (set 6) Practise all letters/sounds learned so far. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Practise reading the tricky high frequency words he, we, me, be Learn the alphabet song Read and write sentences using set 1 to 6 letters and no, go, the 	<p>Phase 3, Set 7 y, z, zz, qu HFW: will, was, are, you Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds y z, zz, qu (set 7) Practise all letters/sounds learned so far. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I. Teach reading the tricky words will, was, are, you Practise all previously learned GPCs. Point to the letters in the alphabet 	<p>Phase 3, consonant diagraphs sh, th, ch HFW this, that, them, then, they, with Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds sh th (voiced and unvoiced) ch Practise all previously learned GPCs. Point to the letters in the alphabet while singing alphabet song p80. Practise blending for reading Practise segmentation for spelling Practise reading and writing captions and sentences 	<p>Phase 3 consonant diagraphs ng, ai, ee, oa HFW see, my Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds ng ai ee oa Practise all previously learned GPCs. Point to the letters in the alphabet while singing alphabet song Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach reading the high frequency words see, my Practise reading and writing captions and sentences 	<p>Phase 3 consonant diagraphs oo, ar, or HFW look, for, too Objectives</p> <ul style="list-style-type: none"> Learn and practise letters/sounds long oo short oo ar or Practise all previously learned GPCs. Practise blending for reading Practise segmentation for spelling Practise reading high frequency words learned so far. Teach reading the high frequency words look, for, too. Practise reading and writing captions and sentences

Term 2	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Phase 3, consonant diagraphs and vowel triagraphs, igh, ur, ow, oi HFW: now, down, she</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn and practise letters/sounds igh ur ow oi • Practise all previously learned GPCs. • Practise blending for reading • Practise segmentation for spelling • Practise reading high frequency words learned so far. • Teach reading the high frequency words now, down, she • Practise reading and writing captions and sentences 	<p>Phase 3, consonant diagraphs and vowel triagraphs, ear, er, air, ure HFW: her, all</p> <p>Objectives</p> <ul style="list-style-type: none"> • Learn and practise letters/sounds ear, ur, air, ure • Practise all previously learned GPCs. • Practise blending for reading • Practise segmentation for spelling • Practise reading high frequency words learned so far. • Teach reading the high frequency word her • Practise reading and writing captions and sentences 	<p>Objectives</p> <p>Writing and reading Phase 3 words GPCS 1-7</p> <p>Writing and reading Words using 4 consonant graphemes</p> <p>Writing and reading Words using Phase 3 vowel diagraphs</p> <p>Writing and reading Words with a combination of 2 Phase 3 graphemes</p> <p>Writing and reading Phase 3 captions with a combination of 2 phase 3 graphemes</p>	<p>Objectives</p> <p>Reading Phase 3 Yes/No questions GPCS 1-7</p> <p>Writing and reading Sentences using GPCs 1-7 +he, we, she</p> <p>Writing and reading Sentences with set 1 - 7 letters plus the four consonant digraphs and some tricky words</p>	<p>Objectives</p> <p>Writing and reading Phase 3 sentences with a combination of 2 phase 3 graphemes</p> <p>Writing and reading Sentences for end of Phase 3</p> <p>Reading Yes/No Questions for the end of Phase 3</p> <p>Writing and reading Sentences and substitute words</p>

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Phase 4 HFW: said, so, went, from Objectives:</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase 2 and 3 graphemes • Teach and practise reading CVCC words • Teach and practise spelling CVCC words • Teach reading the tricky words said, so and decodable words went, from • Teach spelling the tricky words he, she, me, we, be • Practise reading and spelling high frequency words • Practise reading sentences • Practise writing sentences 	<p>Phase 4 HFW: have, like, it's just Objectives</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase 2 and 3 graphemes • Teach and practise reading CVVC words • Teach and practise spelling CVVC words • Teach reading the tricky words have, like and decodable words it's, just • Teach spelling the tricky words was, you • Practise reading and spelling high frequency words • Practise reading sentences • Practise writing sentences 	<p>Phase 4 HFW: some, come, there, help Objectives</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase 2 and 3 graphemes • Teach and practise reading CVVC words • Teach and practise spelling CVVC words • Teach reading the tricky words some, come, there and decodable word help • Teach spelling the tricky words they, are • Practise reading and spelling high frequency words • Practise reading sentences • Practise writing sentences 	<p>Phase 4 HFW: when, what, children, were Objectives</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase 2 and 3 graphemes • Practise reading words containing two adjacent consonants (CCVC words) • Practise spelling words containing two adjacent consonants • Teach reading the tricky words when, what and decodable word children • Teach spelling the tricky words my, her • Practise reading and spelling high frequency words • Practise reading sentences • Practise writing sentences 	<p>Phase 4 HFW: little, one, do, out Objectives</p> <ul style="list-style-type: none"> • Practise recognition and recall of Phase 2 and 3 graphemes • Practise reading words containing two adjacent consonants • Practise spelling words containing two adjacent consonants • Teach reading the tricky words were, little, one • Teach spelling the tricky word all • Practise reading and spelling high frequency words • Practise reading sentences • Practise writing sentences

Term 3	Week 6	Week 7	Week 8	Week 4	Week 5
	<p>Objectives</p> <p>Writing and reading Phase 4 CVCC words</p> <p>Writing and reading Phase 4 CCV and CVVC words</p> <ul style="list-style-type: none"> • Practise reading sentences • Practise writing sentences 	<p>Objectives</p> <p>Writing and reading Phase 4 CCVCC, CCCVC and CCCVCC words</p> <p>Writing and reading Phase 4 Sentences</p> <ul style="list-style-type: none"> • Practise reading sentences • Practise writing sentences 	<p>Objectives</p> <p>Reading Phase 4 Yes/no questions</p> <p>Writing and reading Phase 4 Sentences and substitute words for 'Sentence substitution'</p> <ul style="list-style-type: none"> • Practise reading sentences • Practise writing sentences 		