

Phonics Overview						
RECEPTION						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Sounds Taught	Phonemic Awareness satpinmd	gock ck eurhbf ff	I ll le ss jvwxyz zz qu	ch sh th ng dge ve wh cks tch nk	ai ee igh oa oo oo ar or ur	ow oi ear air er er ue ue ure ture
High Frequency Tricky Words	I	I, the, to, no, go, into	he, she, we, be, me	was, you, they, all, are, my, her	said, have, like, so, do, some, come	Review
Teaching Strategies	Session 1: <ul style="list-style-type: none"> - Revisit and Review using flashcards and the frieze. - Teach focus sound and grapheme using Flahscards, Espresso and Floppy Phonics Programme activities. Handwriting practise in the air. Session 2: <ul style="list-style-type: none"> - Practise on Whiteboards. - Practise and Apply using the worksheets. Friday: High frequency Tricky Words Blending: Finger tracking and sound buttons. Segmenting: Sounding out hand.					
Resources	The Alphabetic code poster – on display in every classroom The Frieze – All on display in Pink and Indigo. Focus sounds on Phonics Working Wall Sound Mats – Showing FP picture and cursive grapheme Cursive Alphabet – On display in every classroom Flashcards – At least 1 set in each classroom Floppy's Phonics Online – Installed on all staff logins. Sounds Books – In cabinets in the staff room. Activity Sheets – x2 completed each week. Vocabulary List – Completed on Phonics Working Wall throughout the week.					
Phonics Reading Books	Lilac	Set 1 Set 2 Lilac	Set 2 Set 3	Set 4 Set 5	Set 5 Set 6	Set 6 Set 7

Phonics Overview						
YEAR 1						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Sounds Taught	Consolidate EYFS Independent blending and segmenting	Book 21 /ai/ /oi/ /ee/ /igh/ Book 22 /oa/ /yoo/ /oo/ /ou/ Book 23 /ur/ /or/ / eer/ /air/	Book 24 /s/ /e/ /u/ -ed Book 25 /ai/ /ai/ /ee/ /ee/ Book 26 /igh/ /igh/ /oa/ /oa/	Book 27 /s/ /s/ /s/ /e/ Book 28 /j/ /j/ /ul/ /ul/ Book 29 /yoo/ /yoo/ /oo/ /oo/	Book 30 /oi/ /ou/ /or/ /or/ Book 31 /ur/ /ur/ /u/ /ar/ Book 32 /zh/ /w/ /f/ /f/	Phonics Screening Consolidation
High Frequency Tricky Words	EYFS TW Were, there, little, one, here	When, out, what, love, ask, today, put, push	Oh, their, people, Mr, Mrs, our, your	Looked, called, asked, could	Friend, school, full, house	Consolidate
Teaching Strategies	Session 1: <ul style="list-style-type: none"> - Revisit and Review using flashcards and the frieze. - Teach focus sound and grapheme using Flashcards, Espresso and Floppy Phonics Programme activities. Handwriting practise in the air. Session 2: <ul style="list-style-type: none"> - Practise on Whiteboards. - Practise and Apply using the worksheets. Friday: High frequency Tricky Words Blending: Finger tracking and sound buttons. Segmenting: Sounding out hand.					
Resources	The Alphabetic code poster – on display in every classroom The Frieze – All on display in Pink and Indigo. Focus sounds on Phonics Working Wall Sound Mats – Showing FP picture and cursive grapheme Cursive Alphabet – On display in every classroom Flashcards – At least 1 set in each classroom Floppy's Phonics Online – Installed on all staff logins. Sounds Books – In cabinets in the staff room. Activity Sheets – x2 completed each week. Vocabulary List – Completed on Phonics Working Wall throughout the week.					
Phonics Reading Books	Set 7 Set 8	Set 8 Set 9	Set 9 Set 10	Set 10 Set 11	Set 11 Set 12	Set 12 Set 13

Phonics Overview						
YEAR 2						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Sounds Taught	Consolidate Independent blending and segmenting Book 33 Ch, ie, ow, a	Book 34 /ch/ /chu/ /sh/ /sh/ /g/ Book 35 /ear/ /air/ /n/ /r/ Book 36 /m/ /k/ /or/ /or/	/j/ - ge, dge, g /s/ - c /n/ - kn, gn /r/ - wr /l/ - le /l/ - el /l/ - al Ending -il /eye/ - y Adding -es to y	Vern endings after e Verb endings after single consonants. /or/ spelt a (all) /u/ spelt o /ee/ - ey /o/ - a after w & qu /or/ -ar after w /sh/ - s	Suffixes (ment, ness, ful, less, ly) Contractions Possessive apostrophe (singular) Words ending -tion Homophones Near homophones	Consolidation
Common Exception Words	Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, Mr, Mrs, parents, Christmas.		Every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve.		Sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money.	
Teaching Strategies	Session 1: - Revisit and Review using flashcards and introduce the new rule. - Teach focus sound and grapheme using Flahscards, Espresso and Floppy Phonics Programme activities. Session 2: - Practise on Whiteboards. - Practise and Apply using FP Worksheets/ activities. Friday: Common Exception Words Handwriting: Practise every day. Blending: Finger tracking and sound buttons. Segmenting: Sounding out hand.					
Resources	The Alphabetic code poster – on display in every classroom Sound Mats – Showing FP picture and cursive grapheme Cursive Alphabet – On display in every classroom Flashcards – At least 1 set in each classroom Floppy’s Phonics Online – Installed on all staff logins. Activity Sheets – x2 completed each week. Vocabulary List – Completed on Phonics/Spelling Working Wall throughout the week.					
Phonics Reading Books	Set 13	Set 13 Turquoise	Turquoise Purple	Purple Gold	Gold White	White Lime