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|  | **EYFS** | **Year 1** | **Year 2** |
| **Autumn**  | RWI Set 1 speed soundsm, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nkBegin blending mid-way through Autumn Term. Children assessed at entry, and at end of each ½ term. Interventions set up based on these approx. week 3.Writing CVC words Autumn 2. | Re-cap set 1 and 2 sounds.Set 2 sounds assessed and intervention groups set up. Set 3 sounds (alternative vowel spellings)ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e (he, she)Set 2 and 3 assessed in Autumn 2.  | Re-cap set 2 and 3 sounds.Set 2/3 sounds assessed and intervention groups set up. Some chn will join Year 1 for their phonics sessions to continue to focus on set 2/3 sounds. Grouped accordingly.**Spelling patterns:****Autumn 1**: kn/gn, wr, c before e, i and y (race), -dge/-ge, j spelt with g (giant), j before a, o and u (jog).**Autumn 2**: le, el, l spelt with il and al, igh spelt with y, -ies,  |
| **Spring**  | Set 2 (long vowel) sounds-approx 4 per weekay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Interventions for children still learning speed set 1 soundsPrecision teaching for those children that don’t have many gaps. | Identifying Set 2 and 3 sounds in written words.Preparing for phonics screening-alien words.**Feb-blends not covered in RWI. Letters and sounds phase 4-** st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thrRevising sounds chn unsure of. Focus usually on split diagraphs. Assessments used to inform planning.  | **Spring 1:** suffixes –ment, -ness, -ful, suffixes –less and –ly, -tion, contractions, possessive apostrophe**Spring 2:** homophones and near homophones, conjunctions, months of the year/time, question words, SPaG terms |
| **Summer**  | Consolidation of set 2 sounds.Intervention group for children learning speed set 1 or not able to apply speed set 1.Set 3 introduced  | Consolidation of set 2 and 3 sounds continuous.  |  **Spring 1:** -ed/-er/-est, -ing, -ing/-ed/-er/-est/-y, or spelt a**Spring 2:** u spelt with o, ee spelt with –ey, o spelt with a, er spelt with or and or spelt with ar, zh spelt s |
|  | Five CEW per week. | *Common Exception words to be practiced on Friday mornings and at home.* | *Common Exception words to be practiced on Wednesday mornings and at home.* |