



Early Years Foundation Stage
Reception Class



| | Phonics Phase | Phonics Knowledge | Tricky Words | Phonics Skills |
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| Autumn 1 | Phase 2 | <p>Phase 2 - Unit 1</p> <ul style="list-style-type: none"> • Phoneme /s/ written as 's' • Phoneme /a/ written as 'a' • Phoneme /t/ written as 't' • Phoneme /p/ written as 'p' • Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p' <p>Phase 2 - Unit 2</p> <ul style="list-style-type: none"> • Phoneme /i/ written as 'i' • Phoneme /n/ written as 'n' • Phoneme /m/ written as 'm' • Phoneme /d/ written as 'd' • Language session <p>Phase 2 - Unit 3</p> <ul style="list-style-type: none"> • Phoneme /g/ written as 'g' • Phoneme /o/ written as 'o' • Phoneme /c/ written as 'c' • Phoneme /k/ written as 'k' • Language session <p>Phase 2 - Unit 4</p> <ul style="list-style-type: none"> • Phoneme /ck/ written as 'ck' • Phoneme /e/ written as 'e' • Phoneme /u/ written as 'u' • Phoneme /r/ written as 'r' | To, the, no, go | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise s, a, t, p, i, n, m, d.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise g, o, c, k.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ck, e, u, r.</p> |

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| | | <ul style="list-style-type: none"> ● Language session | | |
| Autumn Term 2 | Phase 2 | <p>Phase 2 - Unit 5</p> <ul style="list-style-type: none"> ● Phoneme /h/ written as 'h' ● Phoneme /b/ written as 'b' ● Phoneme /f/ff written as 'f/ff' ● Phoneme /l/ll written as 'l/ll' ● Phoneme /ss/ written as 'ss' <p>Assess, revisit, review and reteach all non-secured aspects of phase 2.</p> | I, into, her | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise h, b, f, ff, l, ll, ss.</p> <p>I can spell the following words correctly: and, to, them no, go, l, into, her</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> |
| Spring Term | Phase 3 | <p>Phase 3 - Unit 6</p> <ul style="list-style-type: none"> ● Phoneme /j/ written as 'j' ● Phoneme /v/ written as 'v' ● Phoneme /w/ written as 'w' ● Phoneme /x/ written as 'x' ● Language session <p>Phase 3 - Unit 7</p> <ul style="list-style-type: none"> ● Phoneme /y/ written as 'y' ● Phoneme /z/zz written as 'z/zz' ● Phonème /qu/ written as 'qu' ● Language session <p>Phase 3 - Unit 8</p> <ul style="list-style-type: none"> ● Phoneme /ch/ written as 'ch' ● Phoneme /sh written as 'sh' ● Phonème /th/ written as 'th' ● Phoneme /ng/ written as 'ng' ● Language session | <p>me be</p> <p>he, my, by, she</p> <p>they we are</p> | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise j, v, w, x.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise y, z, zz qu.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ch, sh, th, ng.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ai, ee, igh, oa, oo (long), oo (short).</p> |

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| | | <p>Phase 3 - Unit 9</p> <ul style="list-style-type: none"> ● Phoneme /ai/ written as 'ai' ● Phoneme /ee written as 'ee' ● Phonème /igh/ written as 'igh' ● Phoneme /oa/ written as 'oa' ● Phoneme /oo/ (long) written 'oo' ● Phoneme /oo/ (short) written 'oo' ● Language session <p>Assess, revisit, review and reteach all non-secured aspects of phase 3.</p> | | <p>I can spell the following words correctly: me, be, he, she, we, my, by, they, are</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> |
| <p>Summer Term</p> | <p>Phase 3</p> | <p>Phase 3 - Unit 10</p> <ul style="list-style-type: none"> ● Phoneme /ar/ written as 'ar' ● Phoneme /or written as 'or' ● Phonème /ur/ written as 'ur' ● Phoneme /ow/ written as 'ow' ● Phoneme /oi/ (long) written 'oi' ● Language session <p>Phase 3 - Unit 11</p> <ul style="list-style-type: none"> ● Phoneme /ear/ written as 'ear' ● Phoneme /air/ written as 'air' ● Phonème /ure/ written as 'ure' ● Phoneme /er/ written as 'er' ● Language session | <p>you</p> <p>all, was, give, live</p> | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ar, or, ur, ow, oi.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise ear, air, ure, er.</p> <p>I can spell the following words correctly: you, all, was, give, live I can use the knowledge</p> <p>I have learnt to inform my spelling</p> |

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| <p>Summer Term 2</p> | <p>Phase 4</p> | <p>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</p> <p>To know how to read and spell words with adjacent consonants</p> <p>adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p> <p>Phase 4 – Unit 12</p> <ul style="list-style-type: none"> ● Adjacent consonants (cvcc) ● Language session 1 ● Adjacent consonants (ccvc) ● Language session 2 ● Adjacent consonants (ccvcc/ccvc/ccvcc) ● Language session 3 | <p>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> |
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Early Years Foundation Stage
Year 1



| Phonics Bug | Early Years Foundation Stage Year 1 | | | |
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| Phonics Phase | Phonics Knowledge | Tricky Words | Phonics Skills | |
| Autumn Term | <p>Phase 4 (Revision)</p> | <p>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>oh, their, people</p> | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise adjacent consonants.</p> <p>I can spell the following words correctly: have, like, so, do, some, come, were, there, little, one, when, out, what.</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> <p>I can use my knowledge of decoding and blending to</p> | |
| | <p>Many of the words children explored in Phases 2 and 3 were monosyllabic (words of one syllable). In Phase 4 children explore more polysyllabic words (words containing more than one syllable).</p> <p>To know how to read and spell words with adjacent consonants</p> <p>adjacent consonants consolidation (cvcc, ccvc, ccvcc, cccvc, cccvcc)</p> <p>Phase 4 – Unit 12</p> <ul style="list-style-type: none"> • Adjacent consonants (cvcc) • Language session 1 • Adjacent consonants (ccvc) • Language session 2 • Adjacent consonants (ccvcc/ccvc/ccvcc) • Language session 3 <p>Phase 5- Unit 13</p> <p>To know the phoneme /w/ written as /wh/.</p> <p>To know the phoneme /f/ written as 'ph'.</p> | | | |

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| | | <p>Phase 5- Unit 14 To know the phoneme /ai/ written as 'ay'. To know the phoneme /ai/ written as 'a-e'. To know the phoneme /ai/ written as 'eigh', 'ey' and 'ei'.</p> <p>Phase 5- Unit 15 To know the phoneme /ee/ written as 'ea'. To know the phoneme /ee/ written as 'e-e'. To know the phoneme /ee/ written as 'ie', 'ey' and 'y'.</p> <p>Phase 5- Unit 16 To know the phoneme /igh/ written as 'ie'. To know the phoneme /igh/ written as 'i-e'. To know the phoneme /igh/ written as 'y'. To know the phoneme /igh/ written as 'l'.</p> <p>Phase 5- Unit 17 To know the phoneme /oa/ written as 'ow'. To know the phoneme /oa/ written as 'o-e'. To know the phoneme /oa/ written as 'o' and 'oe'.</p> <p>Phase 5- Unit 18 To know the phoneme /oo/ (long) written as 'ew'. To know the phoneme /oo/ (long) written as 'ue'. To know the phoneme /oo/ (long) written as 'u-e'.</p> | <p>Mr, Mrs, Ms</p> <p>looked, called, asked</p> <p>water, where</p> <p>who, again</p> <p>thought, through</p> | <p>read Bug Club Phonics books that practise 'wh' and 'ph'.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ai/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /ee/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /igh/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise /oa/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read the Bug Club Phonics books that practise long and short /oo/alternatives.</p> <p>I can spell the following words correctly: oh, their, people, Mr, Mrs, Ms, water, where, who, again, thought, through I can use the knowledge</p> <p>I have learnt to inform my spelling.</p> |
| Spring Term | Phase 5 | <p>Phase 5- Unit 19 To know the phoneme /or/ written as 'aw' To know the phoneme /or/ written as 'au'</p> | <p>work, laughed, because</p> | <p>I can say, find and write the phonemes.</p> <p>I can identify a phoneme's position within a word.</p> |

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| | | <p>To know the phoneme /or/ written as 'al'</p> <p>Phase 5- Unit 20 To know the phoneme /ur/ written as 'ir'. To know the phoneme /ur/ written as 'er'. To know the phoneme /ur/ written as 'ear'.</p> <p>Phase 5- Unit 21 To know the phoneme /ow/ written as 'ou'. To know the phoneme /oi/ written as 'oy'.</p> <p>Phase 5- Unit 22 To know the phoneme /ear/ written as 'ere' and 'eer'. To know the phoneme /air/ written as 'are' and 'ear'.</p> <p>Phase 5- Unit 23 To know the phoneme /c/ written as 'c'. To know the phoneme /c/ written as 'k'. To know the phoneme /c/ written as 'ck'. To know the phoneme /c/ written as 'ch'.</p> | <p>Thursday, Saturday, thirteen, thirty</p> <p>different, any, many</p> <p>eyes, friends</p> <p>two, once</p> | <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /or/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ur/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ow/ and /oi/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ear/ and /air/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /c/ alternatives.</p> <p>I can spell the following words correctly: work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> |
| Summer Term | Phase 5 | <p>Phase 5- Unit 24 To know the phoneme /s/ written as 'c(e)', 'c(i)' and 'c(y)' To know the phoneme /s/ written as 'sc' and 'st(l)' To know the phoneme /s/ and /z/ written as 'se'.</p> <p>Phase 5 - Unit 25 To know the phoneme /j/ written as 'g(e)', 'g(i)</p> | <p>great, clothes</p> <p>it's, I'm, I'll, I've</p> | <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /s/ alternatives.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /j/ alternatives.</p> <p>I can use my knowledge of decoding and blending to</p> |

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| | <p>and 'g(y)'. To know the phoneme /j/ written as 'dge'.</p> <p>Phase 5- Unit 26 To know the phoneme /l/ written as 'le'. To know the phoneme /m/ written as 'mb'. To know the phoneme /n/ written as 'kn' and 'gn' To know the phoneme /r/ written as 'wr'</p> <p>Phase 5 Unit 27 To know the phoneme /ch/ written as 'tch'. To know the phoneme /sh/ alternatives written as 'ch', 'c(ious)' and 'c(ion)'. To know the phoneme /e/ (short) written as 'ea'. To know the phoneme /zh/ written as 's'. To know the phoneme /w/ /o/ written as 'wa'. To know the phoneme /u/ written as 'o'.</p> | <p>don't, can't, didn't</p> <p>first, second, third</p> | <p>read Bug Club Phonics books that practise /l/, /m/, /n/, /r/ alternatives.</p> <p>I can spell the following words correctly: great, clothes, it's, I'm, I'll, I've, don't, can't, didn't</p> <p>I can use the knowledge I have learnt to inform my spelling.</p> <p>I can use my knowledge of decoding and blending to read Bug Club Phonics books that practise /ch/, /sh/, /e/, /w/ /o/, /u/ alternatives.</p> |
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