

Year 1	Year One Long Term Phonics Plan						
	Phase, Sounds & Common Exception Words						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<p>Phase 2 & 3 Revisit ALL sounds.</p> <p>Focus: <i>cvc sound talking, blending & segmenting.</i></p> <p>CEWs: A, to, the, I</p>	<p>Phase 3 Revisit phase 2&3</p> <p>Focus: <i>sh ,ch, th, ng, oo</i></p> <p>CEWs: go, no, he, is</p>	<p>Phase 3 Revisit phase 2&3</p> <p>Focus: <i>nk, ai, ee igh, ar</i></p> <p>CEWs: She, we, be me</p>	<p>Phase 3 Revisit phase 2,3&4</p> <p>Focus: <i>or, oi, oa, er, ow</i></p> <p>CEWs: Was, like, as, of</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>ear, air, ie</i></p> <p>CEWs: Some, come, have said</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>ay, ow, ea</i></p> <p>CEWs: So, my, they, were</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Oy, ir, ue, aw</i></p> <p>CEWs: One, put, pull, full</p>
Autumn 2	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Graphemes for reading; Oe, ew, ph, wh</i></p> <p>CEWs: Push, into, you has</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Graphemes for writing; au, ue, ey, ew, ou</i></p> <p>CEWs: His, by, all, are</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Graphemes for reading; vowels, consonants a_e, e_e</i></p> <p>CEWs: Do, of sure, pure</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Graphemes for reading; vowels, consonants i_e, o_e, u_e c making s in split digraph</i></p> <p>CEWs: Love, little, says</p>	<p>Phase 5 Revisit phase 2,3,4 5</p> <p>Focus: <i>Revisit and review all split digraphs</i></p> <p>CEWs: When, what, today, oh</p>	<p>Phase 5 Revisit phase 2,3&4</p> <p>Focus: <i>Suffix to a root word Suffix -ed ,</i></p> <p>CEWs recap: come, some</p>	

<p>Spring 1</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; y(ie,I,ee)</p> <p>CEWs: Recap all taught Common exception words</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Graphemes for writing; ay,ai,a_e,ee,ea,e_e,ey</p> <p>CEWs: Here, there where</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Graphemes for writing; ie,igh,i_e,oa,oe,o_e,ow</p> <p>CEWs: Your, they, our</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Graphemes for writing; er,ur,ir,au,or,aw</p> <p>CEWs: once their, ask</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; a (ay,ar,o) e (ee)</p> <p>CEWs: School, house, friend</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; I (ie), O(oe),U(ue),ow(oe)& ea(e)</p> <p>CEWs: Mr, Mrs, ask</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; ou(ow/oo/oh-oe), ey(ai) & ie(ee)</p> <p>CEWs: Could, would, should</p>
<p>Spring 2</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; C(s),g(j,dge)</p> <p>CEWs: Any, many, children</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; ch(c,sh,tch,t)</p> <p>CEWs: People, friend, eye</p>	<p><u>Phase 5</u> Revisit phase 2,3&4 Focus: Alternative pronunciations for known graphemes; m (mb) n (gn,kn)</p> <p>CEWs: who, because, two</p>	<p><u>Phase 5</u> Revisit phase 3 and 5 Focus: Alternative pronunciations for known graphemes; st(s)se(s)se(z)</p> <p>CEWs: Laugh, again,</p>	<p><u>Phase 5</u> Revisit phase 3 and 5 Focus: Compound Words and Syllables</p> <p>CEWs: through, thought</p>	<p>CEWs: work, call, laugh</p>	

<p>Summer 1</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Alternative spellings; wr(r) or (augh our,al)</p> <p>CEWs: beautiful, pretty</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Alternative spellings; o(u),ere(ear),eer(ear) al(ar)</p> <p>CEWs: busy, hour</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Alternative spellings; ,ere(air),ear(air) are(air) or (er)</p> <p>CEWs: move, improve</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Alternative spellings; al,our,ough, (or)</p> <p>CEWs: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Alternative spellings; ear,or(er), ue,u-e,ew(oo)</p> <p>CEWs recap: because, what</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: revision Alternative spellings; y,ie&i-e(igh)</p> <p>CEWs recap: parents</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus:revision Alternative spellings; ay,ey,a-e,a(ai)ey,e- e,e,ie,y(ee)</p> <p>CEWs: would, could, should</p>
<p>Summer 2</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Revision</p> <p>CEWs recap: there, their</p>	<p><u>Phase 5</u> Revisit phase 2,3&4</p> <p>Focus: Revision</p> <p>CEWs recap: were, where</p>	<p><u>Phase 5 & 6</u> Revisit phase 2,3&4</p> <p>Focus: Suffix to a root word Suffix ing,</p> <p>CEWs recap: said, says</p>	<p><u>Phase 5 & 6</u> Revisit phase 2,3&4</p> <p>Focus: Suffix to a root word Suffix -ed ,</p> <p>CEWs recap: come, some</p>	<p><u>Phase 5 & 6</u> Revisit phase 2,3&4</p> <p>Focus: Suffix to a root word Suffix -er,</p> <p>CEWs recap: they,</p>	<p><u>Phase 5 & 6</u> Revisit phase 2,3&4</p> <p>Focus: Suffix to a root word Suffix -est</p>	<p><u>Phase 5 & 6</u> Revisit phase 2,3&4</p> <p>Focus: Plural – s and es to a noun</p>