Long term plan for phonics FS and year 1 2025/26 onwards

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
FS **Medium term plan**	**Phase 2** s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, ss, h, b, f, ff, l, ll **HRS** I, the, no, put, of, is. to, go, into, pull, as, his	**Phase 3 (some challenge from Phase 4)** j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, es **HRS** he, she, buses, we, must, be,, push, was, her, my, you	**Phase 3 and 4** oo (book), ar, ur, oo (food), or, ow, oi, ear, air, ure, er, ow **HRS** they, all, are, ball, tall, when, what	**Phase 3 and 4** Review weeks (6) **HRS** said, so, have, were, out, like, some, come, there, little, one, do, children, love	**Phase 4** CVCC ed, CCVC ed/t, CCVCC ed/d, CCCVC, CCCVCC er/est	**Phase 5 introduction** ay, ou, ie, ea, -le, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e,e-e, i-e, o-e, u-e, c **HRS** oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very
Year 1 **Medium term plan**	**Phase 5** Revise: ay, ou, ie, ea, -, oy, ir, ue, aw, wh, ph, ew, oe	**Phase 5** Revise: au, ey, a-e, e-e, i-e, o-e, u-e, c New: y, al (walk) **HRS** please, once, any, many, again, who, whole, where, two	**Phase 5** /ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by) /oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/	**Phase 5** /u/ <o> (brother) /j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen) /s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb) /z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer>	**Phase 5** Review weeks (6)	/s/<sc> /n/<ne> /g/<gh> /g/<gu> /u/<ou> /f/<gh> /o/<ou> /u/<oo> /oo/<o> /h/<wh> /w/<u> /ee/<ei> /ee/<i> /oa/<ough> /ur/<our> /ur/<re> /t/<te> /or/<ar> /or/<oar> /or/<oor>

			<ea> (head) /ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym) /air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch) **HRS** here, sugar, friend, because	(cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station) /ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious)–ous, –ion, –ian		

Assessment

Year Group		Milestones	
FS	Literacy	**Word Reading**	To reach the expected level at the end of Reception, children should be able to: • Say a sound for each letter in the alphabet and at least **10 digraphs**. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that match their phonic knowledge, including some common exception words
		Writing ELG	Phonics underpins how children encode sounds into print at the expected level: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others
Yr1	Reading	**Phonics and Decoding**	Pupils can: • **Decode by blending:** Use phonic knowledge as the primary route to decode unfamiliar words. • **Respond to GPCs:** Quickly give the correct sound for graphemes across all 40+ phonemes, including alternative sounds for graphemes. • **Read common exception words:** Read tricky words with unusual sound-spelling correspondences and note where they occur. • **Read word endings and multi-syllabic words:** Read words with taught GPCs alongside -s, -es, -ing, -ed, -er, and -est endings, plus longer multi-syllable words containing taught GPCs. • **Read contractions:** Read words with contractions (such as I'm, I'll, we'll) and understand that the apostrophe marks omitted letters

			• **read aloud accurately** books that are closely matched to their phonic knowledge and that do not require them to use other strategies to work out words (re-read these books to build up their fluency and confidence in word reading)
	Spelling and Writing		• **Spell taught phonemes:** Spell words containing each of the 40+ phonemes already taught. • **Spell common exception words and days of the week**: Spell common exception words and the days of the week. • **Use letter names**: Use alphabetical letter names to distinguish between alternative spellings of the same sound. • **Add prefixes and suffixes:** Add the prefix un–, use -s or -es for noun plurals and third-person singular verbs, and add -ing, -ed, -er, and -est where the root word spelling does not change. • **Write dictated sentences**: Write simple teacher-dictated sentences from memory using taught graphemes, phonemes, and common exception words