Aberford C of E Primary School - Phonics – Long Term Plan Phase 5 – Year 1

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| **Term** | Coverage  | Planning  | Tricky words/Spelling  |
| Autumn 1 | Revisit, revise and consolidate -Phase 2, 3 & 4 Phase 5 -New graphemes | Revisit and revise sounds in **Phase 2** & **Phase 3**. ch, sh, th, ng, qu, nk ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, erRecap **Phase 4** – consolidation and blending. Learn **Phase 5 new graphemes** - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, o-e, i-e, u-e, e-e, tion, tious-Alphabet song – letter names and letter sounds. -Division of words into syllables. -Reading two syllable and three syllable words.  | Revisit and revise **phase 2** and **phase 3**, **phase 4** tricky words. **Phase 2:** the to I go no is it in at**Phase 3:** he she we me be was my you her they all are**Phase 4:** some one said come do so were when have there out like little what |
| Autumn 2 | Revisit, revise and consolidate -Phase 2, 3 & 4 Phase 5 -New graphemes | Revisit and revise sounds in **Phase 2** & **Phase 3**. ch, sh, th, ng, qu, nk ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, erRecap **Phase 4** – consolidation and blending. Learn **Phase 5 new graphemes** - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, o-e, i-e, u-e, e-e, tion, tious-Alphabet song – letter names and letter sounds. -Division of words into syllables. -Reading two syllable and three syllable words.  | Revisit and revise **phase 2** and **phase 3**, **phase 4** tricky words. **Phase 2:** the to I go no is it in at**Phase 3:** he she we me be was my you her they all areLearn **Phase 5**: oh, their, people, Mr, Mrs, looked, called, asked, could |
| Spring 1 | Phase 5 Common alternative pronunciations  | Revisit and revise **Phase 2**, **3 & 5** ch, sh, th, ng, qu, nk ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, o-e, i-e, u-e, e-e, tion, tious**Phase 5 Common alternative pronunciations:****i** – fin, find, **o** – hot, cold, **c** – cat, cent, **g** – got, giant, **ow** – cow, blow, **ie** – tie, field, **ea** – eat, bread, **er** – farmer, her, **a** – hat, what, **y** – yes, by, very, **ch** – chin, school, chef, **ou** – out, shoulder, could, you.  | Revisit and revise P**hase 3 & 4 tricky words.** Learn **Phase 5**: oh, their, people, Mr, Mrs, looked, called, asked, couldCommon alternative pronunciation spelling.  |
| Spring 2 | Phase 5 Sounds that are the same Alterative spellings  | Revisit and revise **Phase 2**, **3 & 5**. All phonics sounds learnt so far. **Phase 5 alternative spellings:**\*Begin to group sounds that are the same. EG: ai, ay a-e. oi oy etc. \* Alternative spellings for each phoneme – see attached phase 5 info below.  | Revisit and revise **phase 3, 4 & 5** tricky words. Next 200 common exception words.  |
| Summer 1 | Phase 5 Reading and spelling new words  | Revisit and revise alternative pronunciations and spellings. **Learning new words:**\*The /k/ sound is spelt as k rather than as c before e, i and y. EG: skin, kent, kit\*Compound words - two words joined together. Each part of the longer word is spelt as it would be if it were on its own. EG; football, farmyard. \*ore – more, score, shore, wore\*tch – catch, fetch.\*ve at the end of words – have, live\*ear as air sound – bear  | Y1 common exception wordsNext 200 common exception words. |
| Summer 2 | Phase 5 Suffixes, plural, the prefix ‘un’Year 1 punctuation/terminology Revisit and revise Phase 5 | **Suffixes**\*Adding s/es to words. If ending sounds /s/ or /z/, it is spelt as –s. If ending sounds /ɪz/ it is spelt es. \*Adding the endings –ing, –ed and –er to verbs. No change to root word. \*Adding –er and –est to adjectives. No change to root word.\*The prefix un– is added to the beginning of a word. No change to root word. \*Y1 terminology \*Revisit and revise phase 5.  | Y1 common exception wordsDays of the week Months of the year Numbers to 20 as words  |

