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, er  Recap **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, er  Recap **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  Learn **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, could  Common 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 words  Next 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 words  Days of the week  Months of the year  Numbers to 20 as words |

