



St. Joseph's Catholic Academy, Phonic Long-Term Plan

Nursery					
Environmental sounds Alliteration		Instrumental sounds Voice sounds		Body percussion Oral blending and segmenting	Rhythm and rhyme
Term	Initial Code	Skill	Knowledge		
Reception	Unit	To segment, blend & manipulate sounds in words with the structure:	Code	Conceptual	
Autumn	1	CVC	a i m s t	Sounds can be represented by spelling with one letter	
	2		n o p		
	3		b c g h		
	4		d e f v		
	5		k l r u		
	6		j w z		
	7		x y ff ll ss zz	Some spellings are written with a double consonant	
Spring	8	VCC CVCC	No new code knowledge		
	9	CCVC			
	10	CCVCC CVCCC CCCVC			
Summer	11		sh ch tch th ck wh ng q u	Some spellings are written with two different letters	
Term	Extended Code	Skill	Knowledge		
Year 1	Unit		Code	Conceptual	
Autumn	1 - 8	To segment, blend & manipulate sounds in words with the structure.	ae ee ea oe er e ow (more spellings)	A sound can be represented by more than one spelling	
Spring	9 - 16		oo ie oo u s (more spellings)	The most common spellings which represent the target sound	
Summer	17 – 27 Unit 24 by PSC		l or air ue ew oy ar o a ae (more spellings)		
Term	Extended Code	Skill	Knowledge		
Year 2	Unit	To segment, blend & manipulate sounds in words with the structure.	Code	Conceptual	
Autumn	28 - 36		d ee l oe n er v oo (more spellings)	A sound can be represented by more than one spelling	
Spring	37 - 50		j g f m or h k r t z eer (more spellings)	The most common spellings which represent the target sound	
Summer & continued throughout KS2	Polysyllabic Code	Segment to spell polysyllabic words by segmenting them first into syllables, and then	Starting 2 syllable compound words	Some words are made up of more than one syllable.	



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		<p>each syllable, in turn, into sounds.</p> <p>Blend to read words by first blending sounds into syllables, and then syllables, in turn, into words.</p>		<p>The spelling of common syllables – prefixes and suffixes</p> <p>Some polysyllabic words contain schwas</p>
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