



St. Joseph's Catholic Primary School Reception Phonics Overview



Autumn Term		Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-12	Weeks 13-14
	Review		Content from previously taught units based on formative assessment using Lessons 2, 3, 4					
	Current Unit	Unit 1 Lessons 1, 4	Unit 2 Lessons 1, 4	Unit 3 Lessons 1, 4	Unit 4 Lessons 1, 4	Unit 5 Lessons 1, 4	Unit 6 Lessons 1, 4	Unit 7 Lessons 1/5, 4
	Reading and Writing in Connected Text		Unit 1 Decodable texts	Unit 2 Decodable texts	Unit 3 Decodable texts	Unit 4 Decodable texts	Unit 5 Decodable texts	Unit 6 Decodable texts
					Code up to Unit 2 Lesson 4a Dictation	Code up to Unit 3 Lesson 4a Dictation	Code up to Unit 4 Lesson 4a Dictation	Code up to Unit 5 Lesson 4a Dictation

Spring Term		Weeks 1-2	Weeks 3-4	Weeks 5-6	Week 7	Week 8	Week 9	Week 10	Week 11*
	Review	Review of content from previously taught units based on formative assessment Lessons 2, 3, 4, 5 & quizzing					Review previously taught content including < sh >, < ch >	Review previously taught content including < th >, < ng >	Review previously taught content including < ck >, < wh >
	Current Unit	Unit 8* VCC and CVCC Lessons 1, 4	Unit 9 CCVC Lessons 1, 4, 5	Unit 10 CCVCC/CCVC Lessons 1, 4, 5	Unit 11 CVC: < sh >, < ch >, < th >*** CVC: < ng > Lessons 4, 5	Unit 11 < sh >, < ch >, < th >***, CVC: < ng > Lessons 4, 5	Unit 11 < ng >*** CVC: < ck > < wh > Lessons 4, 5	Unit 11 < ck > < wh >*** CVC: < ve > Lessons 4, 5	Unit 11 < ve > *** CVC: < tch >, < q > & < u >**** Lessons 1, 4, 5
	Reading and Writing in Connected Text	Reading in connected text - at least one-unit lag. Writing in connected text (Dictation Lesson 4a) - at least two-unit lag					Reading in connected text < sh >, < ch >	Reading in connected text < th >, < ng > Writing in connected text < sh >, < ch >	Reading in connected text < ck >, < wh > Writing in connected text < th >, < ng >

* Some cohorts may need to spend 3 weeks on Unit 8

** Depending on when the school break falls, this might happen in Week 1 of the Summer Term.,

*** Increase the complexity of the words used to teach this sound beyond CVC.

**** When introducing < q > and < u >, care will need to be taken to ensure that students have a clear understanding that these are new spellings of /k/ and /w/ and that they represent separate sounds.



St. Joseph's Catholic Primary School
Reception Phonics Overview



Summer Term The Bridging Unit	/k/ < c >, < k > and < ck >	< c > can, cap, camp, clump, cost, crust, scrap < k > kit, kilt, king, kelp, milk, skill, skip, skimp, skull < ck > pack, neck, lick, flick, flock, sock, duck, black, brick, truck
	/ch/ < ch > and < tch >	< ch > champ, chant, chat, check, chop, rich, such, chug < tch > patch, fetch, ditch, hutch, pitch, splotch, thatch, witch
	/w/ < w > and < wh >	< w > wax, web, well, wept, wig, will, wilt, with < wh > wham, whack, whiff, welk, when, whet, which, whip, whit, whomp, whisk
	/v/ < v > and < ve >	< v > can, vet, vest < ve > live, give, have, solve, twelve

It is recommended that teachers formally introduce the concept that 'the same sound can be spelled in more than one way' at the end of the Initial Code.

In Sounds-Write, this unit of work is termed 'the Bridging Unit' as it is the bridge between the Initial Code and the Extended Code.

The Bridging Unit should be taught in the summer term alongside review, practice and consolidation of the Initial Code units, with plenty of opportunities to read and write in connected text. It should be introduced using Lesson 6, and Lessons 7 and 8 can also be used along with Lesson 4 to teach this unit.