

Autumn		Spring		Summer	
1	Unit 21 /ue/	1	Unit 30 /i/	1	Unit 36 /oo/
2	Unit 21 /ue/ unit 22 <ew>	2	Unit 30 /i/ unit 31 <y>	2	Unit 36 /oo/
3	Unit 23 /oy/	3	Unit 32 /oe/	3	Unit 37 /j/
4	Unit 23 /oy/	4	Unit 32 /oe/	4	Unit 37 /j/
5	Unit 24 /ar/	5	Unit 33/n/	5	Unit 38 /g/
6	Unit 24 /ar/	6	Unit 33/n/	6	Unit 38 /g/ unit 39 <g>
7	Unit 25 /o/			7	Consolidation
8	Unit 25/o/ unit 26 <a>				
1	Unit 27 /ae/	1	Unit 34 /er/	1	Unit 40 /f/
2	Unit 27 /ae/	2	Unit 34 /er/	2	Unit 40 /f/ unit 41 <gh>
3	Unit 28/d/	3	Unit 35 /v/	3	Unit 42 /m/
4	Unit 28 /d/	4	Unit 35 /v/	4	Unit 42 /m/
5	Unit 29 /ee/	5	Consolidation	5	Unit 43 /or/
6	Unit 29 /ee/			6	Unit 43 /or/
7	Consolidation				

Phonics sessions should follow this three-section format

	YR	Y1	Y2
Review – previously taught content	Lessons 2-4	Lessons 3,4,8,9,10 Polysyllabic 11-15	Lessons 3,4,8,9 Polysyllabic 11-15
Current Unit	Lessons 1 and 4 Use lesson 5 when teaching sounds spelled with two letters When teaching bridging unit lessons 6,7,8 can also be used	Lessons 6,7,9 Lessons 11,12 when polysyllabic words are introduced Lesson 10 when teaching 'grey' spelling units	Lessons 6,7,9 Lesson 10 when teaching 'grey' spelling units
Reading and Writing	Using decodable texts Lesson 4a dictation	Reading or writing	Reading or writing