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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Phase 1.**Model good listening skills.Song & story time to develop early listening skills and aspects of phase 1 | Tuning into one sound each weeks a t p i n mSound and oral blending focus | Tuning into one sound each weekd g o c k eSound and oral blending focus | Tuning into one sound each weeku r h b f lSound and oral blending focus | Tuning into one sound each weekj v w y z qu chSound and oral blending focus | Tuning into one sound each weekch x sh th ng nkSound and oral blending focus |
| **Reception** | **Phase 2.****GPC’s taught in the following blocks:****Week 1** – s a t p**Week 2** – i n m d**Week 3** – g o c k (\*is)**Week 4** – ck u e r (\*I)**Week 5** – h b f l( \*the)**Week 6** - Recap and consolidation of Phase 2. | **Phase 3.****GPC’s taught in the following blocks:****Week 1** – ff ll ss j (\**put pull full as)***Week 2** – v w x y (\**and has his her)***Week 3** - z zz qu ch (\**go no to into)***Week 4** – sh th ng nk *(\*she push he of)***Week 5** – words with s/s/ added at the end and words ending s/z/ *(\*we me be)***Week 6** – Recap and consolidation of Phase 2. | **Phase 3.****GPC’s taught in the following blocks:****Week 1** – ai ee igh oa**Week 2** – oo **oo** ar or *(\*was you they)***Week 3** – ur ow oi ear *(\*my by all)***Week 4** – air er, words with double letters *(\*are sure pure)***Week 5** – longer words**Week 6** - Recap and consolidation of Phase 2 and 3 | **Phase 3.****Week 1** – review Phase 3: ai ee igh oa oo ar or ur **oo** ow oi ear**Week 2** – review Phase 2 er air, words with double letters, longer words**Week 3** – words with two or more digits**Week 4** – longer words, words ending in – ing, compound words**Week 5** – longer words, words with s in the middle /z/ s, words ending in -s, words with -es at the end /z/**Week 6:** Assessment | **Phase 4****Week 1** – short vowels CVCC *(\*said so have like)***Week 2** – short vowels CVCC CCVC *(\*some come love do)***Week 3** – short vowels CCVCC CCCVC CCCVCC *(\*were here little says)* **Week 4** – longer words, compound words *(\*there when what one)***Week 5** – root words ending in: -ing – ed /t/, -ed /id/ /ed/ - est *(\*out today)***Week 6:** Assessment | **Phase 4****Week 1** – long vowel sounds CVCC CCVC**Week 2** – long vowel sounds CCVC CCCVC CCV CCVCC**Week 3** - Phase 4 words ending -s /s/, Phase 4 words ending -s /z/, Phase 4 words ending -es, longer words**Week 4** – root words ending in: -ing,-ed /t/, -ed /id/ /ed/ /d/**Week 5** – phase 4 words ending in:-s /s/, -s /z/, -es, longer words**Week 6:** Assessment |

**Early Years Phonics Curriculum supported by Little Wandle Letters and Sounds Revised**