|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 week  s a t p i n m  Sound and oral blending focus | Tuning into one sound each week  d g o c k e  Sound and oral blending focus | Tuning into one sound each week  u r h b f l  Sound and oral blending focus | Tuning into one sound each week  j v w y z qu ch  Sound and oral blending focus | Tuning into one sound each week  ch x sh th ng nk  Sound 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**