**Phonics Overview.**

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| **Term** | **Bug Club Units.** | **Skills.** | **High frequency words for reading and spelling -**  **Decodeable words.** | **High frequency words for reading and spelling -**  **Not fully decodable (Tricky) words.** |
| **1** | * **Teach phases 1 and 2** – * Unit 1: s a t p * Unit 2: i n m d * Unit 3: g o c k * Unit 4: ck e u r * Unit 5: h b f ff l ll ss | * Sound discrimination * Listening * Awareness of rhythm and rhyme * Awareness of the initial sound in words * Ability to distinguish between different vocal sounds and to begin oral blending and segmenting * Development of oral blending and segmenting. * Using common consonants and vowels. * Blending for reading & segmenting for spelling CVC words. * Knowing that words are constructed from phonemes & phonemes are represented by graphemes. * Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. | Unit 1: at, all  Unit 2: an, it, in, is, dad  Unit 3: can, on, not, got  Unit 4: mum, up, get, had  Unit 5: back, his, big, him, of, off, but. | Unit 3: to  Unit 4: the, no, go  Unit 5: I, into, her. |
| **2** | * **Revise Phase 2 and teach phase 3 -** * Unit 6: j v w x * Unit 7: y z zz qu * Unit 8: ch sh th ng | * Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs & some long vowel phonemes. | Unit 6: will  Unit 8: that, this, them, then, with  Unit 9: look, see, too  Unit 10: for, now, down | Unit 6: me, be,  Unit 7: he, my, by, she  Unit 8: they  Unit 9: we, are  Unit 10: you  Unit 11: all, was, give, live. |
| **3** | * **Revise phases 2, 3 and teach phase 4.** * Unit 9: ai ee igh oa oo (long) oo (short) * Unit 10: ar or ur ow oi * Unit 11: ear air ure er | * Reading and spelling short sentences * Reading and spelling 2 syllable words. * Segmenting adjacent consonants in words & apply in spelling. * Blending adjacent consonants in words and applying this skill when reading. | Unit 12: went, from, children, just, help. | Unit 12: said, have, like, so, do, some, come, were, there, little, one, when, out, what |
| **Impact - By the end of the Reception year it is our intention that all children should be able to –**  - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others. | | | | |