**Phonics Overview.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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, allUnit 2: an, it, in, is, dadUnit 3: can, on, not, gotUnit 4: mum, up, get, hadUnit 5: back, his, big, him, of, off, but. | Unit 3: toUnit 4: the, no, goUnit 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: willUnit 8: that, this, them, then, withUnit 9: look, see, tooUnit 10: for, now, down | Unit 6: me, be, Unit 7: he, my, by, sheUnit 8: theyUnit 9: we, areUnit 10: youUnit 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.  |